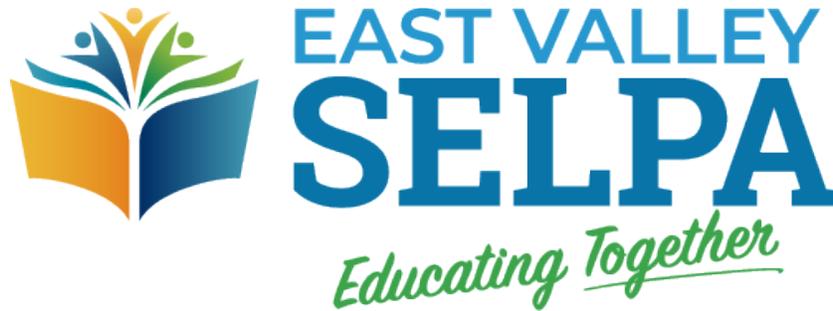


**East Valley SELPA**

**Board of Directors  
Meeting Agenda**



**September 20, 2023**



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

**AGENDA**

Wednesday, SEPTEMBER 20, 2023  
2:00 P.M.

640 E. Carnegie Drive, San Bernardino CA 92408

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. <b><u>Open Session – Call to Order</u></b>          | <b><u>OPEN SESSION</u></b>                |
| 2. <b><u>Roll Call and Establishment of Quorum</u></b> | <b><u>ESTABLISHMENT<br/>OF QUORUM</u></b> |
| 3. <b><u>Approval of Agenda</u></b>                    | <b><u>APPROVAL OF<br/>AGENDA</u></b>      |
| 4. <b><u>Community Comments</u></b>                    | <b><u>COMMUNITY<br/>COMMENTS</u></b>      |
| 5. <b><u>Approval of Minutes</u></b>                   | <b><u>APPROVAL OF<br/>MINUTES</u></b>     |
| 6. <b><u>Discussion Items</u></b>                      | <b><u>DISCUSSION<br/>ITEMS</u></b>        |
- a. First Read: Revised EV SELPA Regional Program Policy
  - b. 2024-2025 Regional Program Transfer Request
  - c. Ed Code 51225.31 – Alternate Pathway to a High School Diploma
  - d. EV SELPA Inclusive Practices Update

- e. EV SELPA Due Process Legal & Cost Report 2022-2023
- f. EV SELPA OT Proportionate Share Program Funds Returned to Districts 2022-2023
- g. SBCSS Fee-for-Service Funds Returned to Districts 2022-2023
- h. EV SELPA Non Public School End-of-Year Report 2022-2023
- i. EV SELPA Community Advisory Committee (CAC)
- j. EV SELPA Professional Development Catalog 2023-2024
- k. EV SELPA Parent Resource Fair -November 3, 2023

**7. Action Items**

**ACTION  
ITEMS**

- a. Approve 2023-24 EV SELPA SANDABS Membership
- b. Approve 2023-2024 EV SELPA Interagency Agreements
  - 1. California Children's Services
  - 2. Inland Regional Center

**8. Other**

**OTHER**

- a. Next Meeting – November 15, 2023
- b. 2023-2024 EV SELPA Board of Directors Meeting Schedule

**9. Adjournment**

**ADJOURNMENT**

# APPROVAL OF MINUTES

East Valley SELPA Board of Directors Meeting May 24, 2023

*Administrator Metheny is requesting approval from the Board of Directors for the minutes of the May 24, 2023 East Valley SELPA (EV SELPA) Board of Directors Meeting.*

**EAST VALLEY SELPA BOARD OF DIRECTORS  
MEETING MINUTES  
May 24, 2023**

**BOARD MEMBERS PRESENT:**

Ted Alejandre	San Bernardino County Schools
Myrlene Pierre	SBCSS Student Services Division
Frank Miranda, Ed.D.	Colton Joint Unified
Patrick Kelley	Redlands Unified - Interim
Cuauhtémoc Avila, Ed.D.	Rialto Unified
Kimberly Fricker, Ph.D.	Rim of the World Unified

**BOARD MEMBER ABSENT:**

Cali Binks	Yucaipa-Calimesa Joint Unified
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**ADMINISTRATION PRESENT:**

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

**OTHERS PRESENT:**

Rob Pearson	Colton Joint Unified
Diana Aguirre	Colton Joint Unified Parent
Sonya Cain	East Valley SELPA
Jo-Ann Vargas	East Valley SELPA
Rebekah Acosta	Redlands Unified Parent
Regina Frazer	Redlands Unified Parent
Christine Ohikhuare	Redlands Unified Parent
Christina Starns	Rialto Unified
Paula Bailey	Rialto Unified Parent
Karla Kellems	Rim of the World Unified Parent
Jessica Lascano	San Bernardino County Schools

**1.0 CALL TO ORDER**

Chairperson Alejandre called the meeting to order at 2:00 p.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino, CA 92408

**2.0 ROLL CALL AND ESTABLISHMENT OF QUORUM**

Quorum was established.

### **3.0 APPROVAL OF AGENDA**

A motion to approve the agenda was made by Member Pierre and seconded by Member Avila. The motion carried unanimously.

### **4.0 PUBLIC COMMENTS**

There were no public comments.

### **5.0 RECOGNITION ITEM**

#### **a. EV SELPA Parent Certification Course: Developing Skills to Support Your Child through Their Special Education Journey**

Chairperson Alejandre along with Chief Administrative Officer Metheny recognized parents who attended the virtual parent certification course: Developing Skills to Support Your Child through Their Special Education Journey for their dedication and commitment to the six-week course. This training series was facilitated by David Dowling, JD, MDR, Professional Mediator. Jennifer Brooksby, EV SELPA Program Manager, and Jessica Lascano, SBCSS School Psychologist, also assisted. Among the parents recognized were Jenny and John Pulliam, Melissa Jorgensen, Diana Aguirre, Christine Ohikhuare, Regina Frazer, Karla Kellen, Rebekah Acosta, and Katie Castruita.

#### **b. EV SELPA Local Plan Committee Members**

Chairperson Alejandre along with Chief Administrative Officer Metheny recognized members of the East Valley SELPA Local Plan Committee. The committee worked with East Valley SELPA administration in the revision of the Local Plan, Section B as required by the California Department of Education.

### **6.0 APPROVAL OF MINUTES**

A motion to approve the minutes from both the February 22, 2023 and March 22, 2023, meetings was made by Member Avila and seconded by Member Miranda. The motion carried unanimously.

### **7.0 DISCUSSION ITEMS**

#### **a. EV SELPA NonPublic School 3<sup>rd</sup> Quarter 2022-23 Report**

As requested by the East Valley SELPA Board of Directors, quarterly NPS reports are a standing board agenda item. Chief Administrative Officer Metheny shared the EV SELPA NonPublic School 3<sup>rd</sup> Quarter Report. Dr. Metheny noted the information reflects activities and expenditures from July 1, 2022 through March 31, 2023.

## 8.0 ACTION ITEMS

### a. **Approval of the 2023-2024 Local Plan Section B – Governance**

Chairperson Alejandre opened the hearing to Adopt the Local Plan Section B – Governance at 2:20 pm. The hearing was closed at 2:21 pm. Chief Administrative Officer Metheny recommended the Board approve the 2023-2024 Local Plan Section B – Governance. The California Department of Education (CDE) requires each SELPA to revise, develop, and adopt a Local Plan every three years. Section B of the Local Plan describes the organization, governance, program coordination and services using the CDE-developed template. Public Notification of the hearing was sent to each member district for posting prior to the hearing. The East Valley SELPA Board of Directors approved the 2023-2024 Local Plan Section B - Governance

### b. **Approval of the 2023-2024 Local Plan Section D - Annual Budget Plan**

Chairperson Alejandre opened the hearing to Adopt the Local Plan Section D - Annual Budget Plan at 2:21 pm. The hearing was closed at 2:22 pm. Chief Administrative Officer Metheny recommended the Board approve the 2023 – 2024 Local Plan Section D - Annual Budget Plan to the Board for approval. The Annual Budget Plan identified expected expenditures for funds received:

- Administrative costs of the plan
- Special education services to pupils with severe disabilities and low-incidence disabilities
- Special education services to pupils with non-severe disabilities
- Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments
- Regionalized operations and services direction
- Instructional support by program specialists
- The use of property taxes allocated to the SELPA.

The East Valley SELPA Board of Directors approved the 2023-2024 Local Plan Section D – Annual Budget Plan.

### c. **Approval of the 2023- 2024 Local Plan Section E - Annual Service Plan**

Chairperson Alejandre opened the hearing to Adopt the Local Plan Section E- Annual Service Plan at 2:23 pm. The hearing was closed at 2:24 pm. Chief Administrative Officer Metheny recommended the Board approve the 2023 – 2024 Local Plan Section E - Annual Service Plan. The Plan described all services provided by EV SELPA member school districts and identified the locations where each service is provided. A description of each service code was also included with the Plan. Public notification of the hearing was sent to each member district for posting prior to the hearing. The East Valley SELPA Board of Directors approved the 2023-2024 Local Plan Section E – Annual Service Plan.

**d. Approval of the 2023-2024 EV SELPA Operations Budget**

Chief Administrative Officer Metheny recommended the Board approve the 2023-2024 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. The budgets were reviewed by the EV SELPA Board Ad Hoc Committee in April 2023 and recommended for approval by the Board. Motion to approve the 2023-2024 EV SELPA Operations Budget was made by Member Pierre and seconded by Member Fricker. The motion carried unanimously.

**e. Approval of the 2023-2024 SBCSS Fee-for-Service Rates**

Chief Administrative Officer Metheny recommended the Board approve the 2023 – 2024 SBCSS Fee-for-Service Rates. The proposed East Valley County Operated Special Education Program 2023 - 2024 FFS Budget Summary was presented to the Finance/Steering Committee on April 13, 2023 and again with revisions on May 18, 2023. Motion to approve the 2023 – 2024 SBCSS Fee-for-Service Rates was made by Member Avila and seconded by Member Miranda. The motion carried unanimously.

**f. Approve Low Incidence Equipment for Surplus/Disposal**

Chief Administrative Officer Metheny recommended the Board approve identified low incidence equipment for surplus/disposal. A list of items was provided that were deemed obsolete or beyond repair. Board approval for disposal of these items is a California education code requirement. Motion to approve the surplus/disposal of low incidence equipment was made by Member Pierre and seconded by Member Avila. The motion carried unanimously.

**g. Cancel June 7, 2023, Board of Directors Meeting**

Chief Administrative Officer Metheny recommended the June 7, 2023, Board meeting be cancelled as there are no outstanding items requiring the Board's attention. The East Valley SELPA Board of Directors approved to cancel the June 7, 2023, Board of Directors Meeting.

**9.0 OTHER:** Next Meeting of the EV SELPA Board of Directors Meeting will be September 20, 2023. The calendar for FY 2022-2023 Board of Directors Meeting was provided.

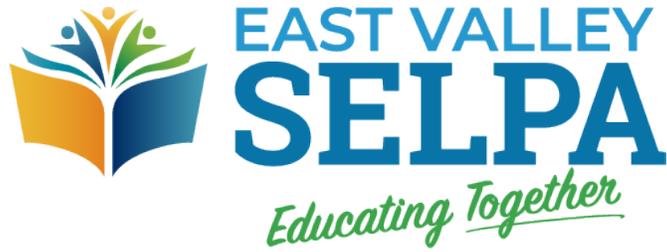
**10.0 ADJOURNMENT:** The regular meeting was adjourned at 2:28 p.m.

Submitted by:  
Rosalva Contreras  
EVSELPA Administrative Assistant

## **DISCUSSION ITEM**

### **First Read: Revised EV SELPA Regional Program Policy**

*Chief Administrative Officer Metheny will present, for its first read, the revised EV SELPA Regional Program Policy. This revision addresses the opening and closing of regional programs.*



## Current EV SELPA Regional Programs

SBCSS	EV SELPA
Specialized Academic Instruction Classroom	Occupational Therapy Itinerant Services
Visual Impairment Itinerant Services	Physical Therapy Itinerant Services
Orientation & Mobility Itinerant Services	Low Incidence Assessment Services
Deaf, Hard or Hearing Itinerant Services	
Intensive Therapeutic Counseling Services	

## Current EV SELPA Regional Programs

### Policy Language – Transfer, only

When one district wants to move a SBCSS or EV SELPA program back to its district
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## Need Language EV SELPA Regional Program Policy Language for Opening and Closing Regional Programs

When one or multiple districts want to open or close a regional program
Potential Options
SBCSS Wants to Open a Visual Impairment or Deaf, Hard of Hearing Classroom Regional Program
SBCSS Wants to Close a Visual Impairment or Deaf, Hard of Hearing Classroom Regional Program
SBCSS Wants to Open an Occupational Therapy Itinerant Program
Colton Wants to Open a Visual Impairment Itinerant Regional Program
Redlands Wants to Open a Specialized Academic Instruction Behavior Classroom Program



# East Valley Special Education Local Plan Area Regional Programs & Program Transfer Policy and Procedures: Opening, Transferring & Closing Programs

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## Philosophy

Effective June 1, 2018, the “Regional Program” concept will be in place. The following describes the “Regional Program Policy” 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 its 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 **per the procedures outlined herein below**. Regional Programs must be reviewed annually by 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 **per the EV SELPA Regional Program Provider Responsibilities**. 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 April 30 of the current fiscal year, with the final rates **determined after the May/June update** approved by the East Valley SELPA Board of Directors in the May or June meeting, annually.

## **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, closing, or transferring 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 procedures and timelines in this policy.

While the procedure outlined below emphasizes the importance of cooperation and collaboration, and while it is incumbent upon the district or county of service to execute its responsibility as if it were the district of residence, it is understood that in all cases where a child is placed out of his/her district of residence, even though due process may be filed against the District of Service (DOS) and/or the District of Residence (DOR), it is the ultimate responsibility of the DOR to ensure FAPE is provided.

### **Opening a Regional Program**

Though EC Section 56207(b) is specific to program transfers, the education code section also serves as a basis for procedures and timelines for opening a regional program. Adhering to the procedures and timelines is expected. On a case-by-case basis, however, a program may be opened if all parties involved agree and the EV SELPA Board of Directors approves the opening of the program. The case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program opening cases shall go to the EV SELPA Board of Directors as an action item at the spring meeting, no later than March.

## Program Opening Timelines

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

Example: Notification date for program opening:	No later than June 30, 2023
Preparation year:	2023-2024
Implementation year: (beginning with next school year calendar)	2024-2025

### Notification Year

Any LEA(s) considering the possibility of making a formal written notification of intent to open a program as a regional provider, must discuss this with the EV SELPA administrator the spring prior to making the notification. The following is required:

- By June 30: A year and one day prior to implementation, the LEA(s) interested in opening a regional program shall notify in writing the EV SELPA, SBCSS or any other regionalized service provider of intent to open a regional program(s). Each initial request to open a regional shall be provided as an information item on the next EV SELPA Steering/Finance Committee meeting agenda.

### Preparation Year

- By October 31: The LEA(s) proposing to open a regional program must conduct a needs survey and provide the results of the survey to the EV SELPA. As part of conducting the survey, the LEA(s) will complete an internal review of the survey results to determine the administrative oversight, job descriptions, facilities, location of program, materials, transportation and/or other necessary details. The survey results will be presented to the EV SELPA Steering Committee by the LEA(s) proposing to open a regional program at its November meeting.
- By January 1: LEAs affected by the program opening shall submit to the EV SELPA a notification of intent letter if they are interested in having the new provider serve their students. The notification to open a regional program and the intent letters to place students in the program shall be provided as an information item to the EV SELPA Board of Directors at the February meeting.
- By January 31: The LEA(s) proposing to open a regional program must provide to the EV SELPA a letter from the LEA(s) Superintendent indicating support of the program opening and indicating potential program costs, location, personnel, and fees. The letter will specifically detail the following:

- i. Identify the potential total fiscal cost to operate the new regional program,
- ii. Identify the location of the new regional program and any other facility issues,
- iii. Identify any personnel required for the new regional program, and,
- iv. Identify potential fees for students placed in the new regional program.

In addition, the LEA(s) proposing to open a regional program must complete and submit to the EV SELPA administration the required Program Opening Assurances & Detailed Plan for Opening a Program (Appendix A), Verification of the Involvement of Stakeholders in the Plan to Open a Regional Special Education Program (Appendix B).

The above letter and appendices shall be provided to the EV SELPA Steering/Finance Committee in February for their consideration to make a recommendation regarding opening the regional program at the EV SELPA Board of Directors' February meeting.

- March: The next scheduled EV SELPA Board of Directors agenda will include an action item to approve or disapprove the opening of the special education regional program with the intent to open the program July 1, unless the approval requires a different start date. The approval is dependent upon a simple majority vote of the members in attendance.
- April through June: If approved, the LEA(s) opening the regional program are responsible for and must engage in the procedures described in the EV SELPA Regional Program Provider Responsibilities and take all necessary steps to open the 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 (ESY) unless negotiated otherwise., as applicable.

## **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~~ transferring 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.

### **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 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 March 31,
2024	
Preparation year:	2024-2025
Implementation year:	2025-2026
(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 winter prior to making the notification. The following is required:

- March 31: ~~Eighteen months~~ ~~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 the intent to transfer program(s).

The written preliminary notification shall include whether or not the interested LEA plans to ~~be a regionalized service provider~~ open a regional program. In that case, all procedures outlined in this policy to open a regional program must be followed. 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~~ following these procedures. 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

- By August 1: The LEA proposing the transfer must provide a student list 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, disability(ies), grade level, current IEP date, triennial IEP date, current attending school, current teacher, and all current special education services by type, frequency and duration.
- By September 7: EV SELPA, SBCSS or other regionalized service providers must prepare a report indicating any possible financial and programmatic impact. The current service provider will address the following in their report:
  - v. Identify any adverse fiscal impact on the remaining operated program
  - vi. Identify any adverse programmatic impact on the remaining operated program
  - vii. Identify and evaluate any facility issues; and,
  - viii. 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 EV SELPA Steering/Finance Committee, and Board of Directors meetings.

- By October 31: 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 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.
- January through June: In any type of program transfer, the new current program operator shall work cooperatively with the current operator each student's district of residence to current 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.

- ~~➤ June: 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.~~
- ~~➤ June: 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.

## 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:*

- (2) Pupil needs.*
- (3) The availability of the full continuum of services to affected pupils.*
- (4) The functional continuation of the current individualized education programs of all affected pupils.*
- (5) The provision of services in the least restrictive environment from which affected pupils can benefit.*
- (6) The maintenance of all appropriate support services.*
- (7) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.*
- (8) 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 complete a “Detailed Plan for Special Education Program Transfers” (Appendix A) and to sign off on the “Program Transfer Assurances” (Appendix B) by September 7 of the year prior to initiating the new program services.

## 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 of 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.

### **Resolving 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.

### **Closing a Regional Program**

Though EC Section 56207(a) is specific to program transfers, the education code section also serves as a basis for procedures and timelines for closing a regional program. Adhering to the procedures and timelines is expected. On a case-by-case basis, however, a program may be closed if all parties involved agree and the EV SELPA Board of Directors approves the closing of the program. The case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program closing cases shall go to the EV SELPA Board of Directors as an action item at the spring meeting, no later than May.

### **Program Closing Timelines**

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, 2023
Preparation year:	2023-2024
Implementation year: (beginning with next school year calendar)	2024-2025

### **Notification Year**

Any LEA(s) considering the possibility of making a formal written notification of intent to close a program as a regional provider, must discuss this with the EV SELPA administrator the spring prior to making the notification. The following is required:

- **By June 30:** A year and one day prior to implementation, the LEA(s) interested in closing a regional program shall notify in writing to the EV SELPA, SBCSS or any other regionalized service provider of intent to close a regional program(s) and the reason(s) why. The request to close a regional shall be provided as an information

item on the next EV SELPA Steering/Finance Committee meeting agenda.

## **Preparation Year**

- By October 31: The LEA(s) proposing to close a regional program must develop and provide a report identifying the number of students, the SSIDs of the students, all services each student receives, and the student's district of residence to the EV SELPA. The identifying student information must also be confidentially and securely provided to the district of residence for each student. The non-identifying student information will be presented to the EV SELPA Steering Committee at its November meeting. In addition, an information only item indicating the LEA(s) have notified the EV SELPA of the potential to close a regional program will be provided to the EV SELPA Board of Directors in the November meeting.
- By January 31: The LEA(s) proposing to close a regional program must complete and submit to the EV SELPA the required Program Closing Assurances (Appendix F). This will be provided to the EV SELPA Steering/Finance Committee in February for their consideration to make a recommendation regarding closing the regional program at the EV SELPA Board of Directors' February meeting.
- March: The next scheduled EV SELPA Board of Directors agenda will include an action item to approve or disapprove the closing of the special education regional program with the intent to close the program at the end of the current extended school year (ESY). The approval is dependent upon a simple majority vote of the members in attendance.
- April through June: If approved, the LEA(s) closing the regional program are responsible for and must engage in the procedures described in the EV SELPA Regional Program Provider Responsibilities for notifying parents of the closure as well as scheduling and conducting all relevant IEP meetings ensuring the participation of representatives of the students' districts of residence.

## **Implementation Year**

- The regional program operator will cease providing services effective the beginning of the next school year calendar and will provide services during extended school year (ESY) of the year in which the program closing is approved by the EV SELPA Board of Directors, unless negotiated otherwise. In such cases, the existing MOU applies.

*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*

*Approved by Board of Directors: November 18, 2020*

*Reviewed by Board of Directors: September 20, 2023*

Appendix A

**PROGRAM OPENING ASSURANCES**

The \_\_\_\_\_ School District certifies that the agency herein represented will comply with all applicable requirements of the East Valley SELPA Regional Program Policy and Procedures: Opening, Transferring and Closing Programs.

Below the required **Detailed Plan for Special Education Program Opening** that delineates how the LEA has or will fulfill these obligations.

\_\_\_\_\_  
Signature of Special Education Administrator

\_\_\_\_\_  
Signature of LEA Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**DETAILED PLAN FOR OPENING A SPECIAL EDUCATION PROGRAM**

LEA Name: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

This required Detailed Plan for opening a Special Education Program 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:**

Sample Language:

The students will receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held as needed.

**(b) Related Services and Equipment**

Sample Language:

The students will be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. The LEA plans to provide the following required related services: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

The receiving LEA has built funds into the budget to purchase required equipment. Regarding student assigned equipment, the low incidence equipment will follow the student.

**(c) Facilities**

Sample Language:

Outlined below is a list of facilities by school available that will house the students involved in the program opening.

School Site	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) Contingency plans for providing services other than those called for in the IEPs**

Sample Language:

The opportunities for participation in general education classes and curriculum will be made accessible. There will be opportunities for mainstreaming. The LEA is committed to implementing collaborative and inclusive programs between general and special education.

**3. Section 56207(a)(5) – the maintenance of all appropriate support services.**

**(a) Number (FTEs), Qualifications, 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 B

## **VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR OPENING A SPECIAL EDUCATION PROGRAM**

LEA Name: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

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

**Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process.**

### **Involvement of Parents**

Sample Language:

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

<b>DATE OF MEETING</b>	<b>LOCATON OF MEETING</b>

### **Involvement of Staff**

Sample Language:

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

<b>DATE OF MEETING</b>	<b>PARTICIPANTS</b>

## PROGRAM TRANSFER ASSURANCES

The \_\_\_\_\_ School District 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 **Detailed Plan for Special Education Program Transfers** that delineates how the LEA has or will fulfill these obligations.

\_\_\_\_\_  
Signature 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 Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

**4. 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:**

Sample Language:

The students will continue to receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held if needed.

**(b) Related Services and Equipment**

Sample Language:

The students will continue to be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. The LEA plans to provide the following required related services: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

The current regionalized service provider will conduct an inventory of current equipment to determine which equipment will stay with the transferring students. The receiving LEA has built funds into the budget to purchase required equipment. Regarding equipment, the low incidence equipment will follow the student.

**(c) Facilities**

Sample Language:

Outlined below is a list of facilities by school available to house the students involved in the program transfer.

School Site	Available Facility	Comments

**5. 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**

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.)

**6. Section 56207(a)(5) – the maintenance of all appropriate support services.**

**(a) Number (FTEs), Qualifications, 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.

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

LEA Name: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

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

**Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process.**

**Involvement of Parents**

Sample Language:

Meetings with parents involved in the program 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 the identified personnel positions

DATE OF MEETING	PARTICIPANTS

## **PROGRAM CLOSING ASSURANCES**

The \_\_\_\_\_ School District certifies that the agency herein represented will comply with all applicable requirements of the East Valley SELPA Regional Program Policy and Procedures: Opening, Transferring and Closing Programs.

These requirements are:

- Provide a report with the identified number of students, the SSIDs of the students, all services each student receives, and the student's district of residence to the EV SELPA by October 31.
- Provide identified student information to the students' districts of attendance by October 31.
- Notify the parents of the closure by January 31.
- Schedule and facilitate change of placement IEPs with district of residence staff in attendance by May 31.

\_\_\_\_\_  
Signature of Special Education Administrator

\_\_\_\_\_  
Signature of LEA Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# DISCUSSION ITEM

## 2024-2025 Regional Program Transfer Request

*Chief Administrative Officer Metheny will provide information on a regional program transfer request received by the EV SELPA 14, 2023. Redlands USD Superintendent Juan Cabral will provide details about the request and answer questions, as necessary.*



# Redlands Unified School District

Special Services Division

P.O. Box 3008 • Redlands, California 92373-1508 • (909) 307-5300 • FAX (909) 307-5335

September 14, 2023

Dr. Patty Metheny, Administrator  
East Valley SELPA  
670 E. Carnegie Drive  
San Bernardino, Ca 92408

Dear Dr. Metheny

I am writing to inform you and the East Valley SELPA, that it is the intention of the Redlands Unified School District to provide its own Occupational Therapy Services for all our students starting in the 2024-2025 school year. If you have any questions or need additional information, please feel free to contact me.

Respectfully,

*Patti Buchmiller*

Patti Buchmiller  
Executive Director Special Services  
Redlands Unified School District  
909-307-5300 ext. 21101  
patricia\_buchmiller@redlands.k12.ca.us

## **DISCUSSION ITEM**

**Ed Code 51225.31 – Alternative Pathway to High School Diploma**

*Chief Administrative Officer Metheny will share the new education code specific to an Alternative Pathway to High School Diploma option for select special education students.*



**EAST VALLEY**  
**SELPA**  
*Educating Together*

# **Alternate Pathway to a High School Diploma: Ed Code 51225.31**

**EV SELPA Board of Directors**  
September 20, 2023

**EV SELPA Community Advisory Committee**  
September 18, 2023

**EV SELPA Steering Committee**  
September 14, 2023

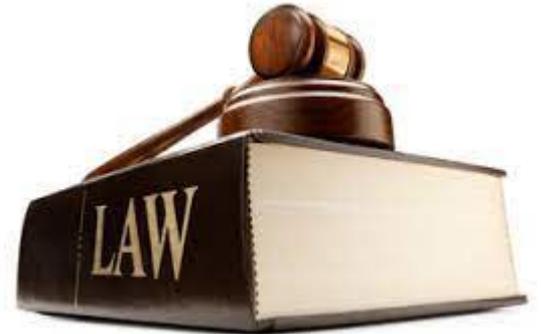
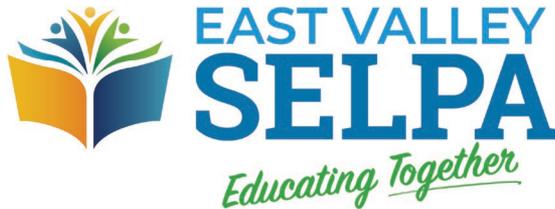
Presented by  
Patty Metheny, Ed.D.  
Chief Administrative Officer

June 2022 - AB 181 (Omnibus Education Bill) added language for an alternate pathway to a diploma. [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220SB181](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB181)\*

It became Ed Code **51225.31** on January 1<sup>st</sup>, 2023.

CDE messaged the field on August 25, 2023

Implementation period – 2023-2026



*\*Some of the following slides were provided by the Los Angeles County Office of Education with permission to use and amend to address local needs.*

## 51225.31 Alternate Pathway to a High School Diploma

An individual with exceptional needs shall be eligible for the exemption of all coursework and other requirements adopted by the governing board of the local education agency and the awarding of a high school diploma if their individualized education program provides for all of the following:

- (1) The pupil is eligible to take the alternate assessment (**the CAA**) aligned to alternate achievement standards in **Grade 11**;
- (2) The pupil's **IEP team** has determined the pupil may be eligible to graduate pursuant to this exemption;
- (3) The pupil is required to **complete state standards-aligned coursework** meeting the California statewide minimum coursework requirements (modified to alternative achievement standards);
- (4) The pupil shall be eligible to participate in any **graduation ceremony** and any school activity related to graduation
- (5) Participation in graduation activities shall **not be construed as termination of the provision of free appropriate public education (FAPE)**.



# How to ensure compliance with 51225.31

1. Understand which students this applies to
2. Address in student's 9<sup>th</sup> grade IEP meeting– in 2023-24, support IEP teams to make decisions for these students who are in current 9<sup>th</sup> & 10<sup>th</sup> grade students, and eligible to take the CAA in 11<sup>th</sup> grade (in 2024-25 and beyond)
3. Work with district curriculum & instruction and special education leaders to ensure state-standards aligned coursework is in place
4. Provide information & resources to district administrators, secondary administrators, secondary counselors and secondary teachers
5. Develop Board Policy (6146.4)



# 1. Which Students Does this Apply To?

This alternate diploma pathway applies to only a narrow sub-group of students with significant cognitive disabilities who are eligible to the CAA, and who meet the state minimum requirements for graduation via standards-aligned coursework. Districts must still adhere to the ESSA 1% cap of population, only, taking the CAA.



## 2. Address in Student's 9<sup>th</sup> Grade IEP Meeting

- This is an IEP team decision. So, IEP teams for current 9<sup>th</sup> and 10<sup>th</sup> grade students held in 2023-24 will need to address this issue as appropriate if the student is eligible to take CAA when in 11<sup>th</sup> grade and can meet CA State graduation requirements via state-standards aligned coursework.
- IEP meetings already held for current 9<sup>th</sup> & 10<sup>th</sup> grade students will need to have IEP amendment meetings to address this topic.
- This is different from the requirement prior to the June 2023 trailer bill when in 2022 AB 180 indicated parents were to be 'notified,' and districts could send letters. Because the IEP team includes the parent, a notification letter is not appropriate.
- An attorney working with the SELPA has provided draft IEP comment language to assist IEP teams.



### 3. How District Leaders Can Ensure State-standards Aligned Coursework is in Place



- For students taking the CAA, the content of the alternate pathway to a diploma courses is derived from the common core state standards (CCSS).
- Students should access, by ability, either the **CCSS, Common Core Connectors** or **Essential Understanding** of the standard.

## State-Standards Aligned Coursework Access

Eligible students will need to access a **CA High School Diploma course pathway** with access to Common Core State Standard aligned curriculum comprised of **content connectors** and **essential understandings**.

### Courses Offered

- Curriculum

### CA State High School Pathway Courses

- Common Core State Standards

### CA State High School Pathway Courses

- Content Connectors

### CA State High School Pathway Courses

- Essential Understandings



This is where the “Alternative” takes place.  
Common Core Curriculum is made accessible for all.

(2) The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements specified in Section 51225.3.

These students may access common core state standards through the Common Core Connections or “Essential Understandings”.

Students will need to be enrolled in an alternative diploma pathway either via inclusion in general education or in a self-contained (SDC) Program with appropriate courses.

## 4. Information to Provide to District Administrators & Counselors

This alternate pathway will require **schools' SIS and Master Schedules** are updated.

A system for tracking each students' progress towards meeting the alternative pathway to a diploma will need to be developed and implemented.

Decisions about how report cards and transcripts will note the student accessed a **non-A-G or college bound** curriculum will need to be made and systems developed to implement the decisions.



# Additional Information for Admins & Counselors

51225.31 Alternate Pathway

- Secondary counselors are typically responsible for tracking students' credits and will need training and resources to track this pathway.
- Consider a tracking tool which can include other LEA specific graduation requirements related to things like attendance and/or service learning.
- Tools developed for other pathways may be helpful.
- Provide this PowerPoint presentation.

## Student Exit Requirements

The form below specifies items to be accomplished for a student to earn an Alternative Diploma. Additional school site requirements may apply. Students must:

1. Complete all activities outlined in the IEP Transition Plan;
2. Achieve competency in areas of growth as determined by the IEP goals;
3. Achieve competency (as defined by the IEP team) in each core class and
4. Maintain a 95% attendance rate.

Student Name:		Entrance Date:	
Review Dates (Review at Annual IEP):			
Proposed Exit Date:		Next School or Program:	
Competency in Academic Domains			
9 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
Fundamental English 9		Fundamental English 10	
Fundamental Math 9		Fundamental Math 10	
Alt Life Science		Alt Physical Science	
Alt Life Skills & Health		Geography/World History and Current Events HS	
General Education Elective		General Education Elective	
Physical Education or APE		Physical Education or APE	
11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
Fundamental English 11		Fundamental English 12	

## 5. Develop & Adopt Board Policy



### Board policy

- [CSBA board policy updated June 1, 2023](#)



# Resources - California Alternative Assessment (CAA)

CAA Assessment Fact Sheet

<https://www.cde.ca.gov/ta/tg/ca/documents/caaelafactsheet.pdf>

CDE CAA information

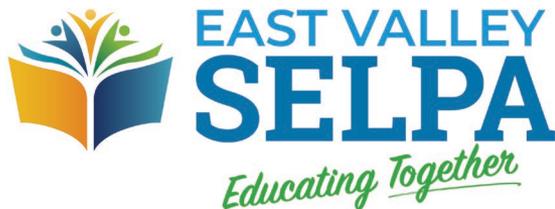
<https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>

Alternative Assessment IEP Team Guidance

<https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>

Alternative Assessment Decision Making Worksheet

<https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf>



# Resources - CCSS Content Connectors

- Link to CA Content Connectors in Reading, Writing and Math

<https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>

- Link to CA Content Connectors in Science

[https://www.lbschools.net/Asset/Files/Research/State\\_Assessments/CAA-Science-Blueprints.pdf](https://www.lbschools.net/Asset/Files/Research/State_Assessments/CAA-Science-Blueprints.pdf)

- State of WV Content Connectors

<https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=24512&Format=WORD>

- State of LA Content Connectors

<https://www.louisianabelieves.com/resources/library/students-with-significant-cognitive-disabilities>

# Resources What to Teach & More

- NCSC Wiki Curriculum Resources: What to Teach

[https://wiki.ncscpartners.org/index.php/Curriculum\\_Resources](https://wiki.ncscpartners.org/index.php/Curriculum_Resources)

- Extended Content Standards - UD for Learning and Students with Significant Cognitive Disabilities (YouTube Video)

<https://youtu.be/1dZD-8RpcvU>

- Aligning Instruction to grade Level Standards for Students with Significant Cognitive Disabilities (TCOE YouTube Video)

<https://youtu.be/PFffTXe6e5s>

- Instruction of Grade-Aligned Content for Students with Cognitive Disabilities (PaTTANpod [S2E19] YouTube Video)

<https://youtu.be/BopIW0AWQ6k>



# Resources - Samples

## Los Angeles County Office of Education Resources

- [Alt Pathways Course Codes in Aeries](#)
- [Course of Study Exit Criteria](#)
  - Alternate High School Diploma
  - Traditional High School Diploma
  - Certificate of Completion





**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

August 25, 2023

Dear County and District Superintendents, Special Education Local Plan Area Directors, Special Education Administrators at County Offices, Special Education Program Directors, Charter School Administrators, Principals, State Special School Directors, and Nonpublic School Directors:

## **A New Pathway to a High School Diploma for Students with Disabilities**

The purpose of this notice is to provide notification to local educational agencies (LEAs) regarding the new pathway to a high school diploma for students with disabilities, as provided in California *Education Code (EC)* Section 51225.31, which was included in Assembly Bill (AB) 181, the 2021–22 education omnibus budget trailer bill. This law went into effect June 30, 2022, and was amended through Senate Bill (SB) 114 on July 10, 2023. LEAs should be offering this pathway for all students who qualify.

The text of *EC* 51225.31 is presented below followed by a brief explanation of the law and some frequently asked questions the California Department of Education (CDE) has received regarding the alternative diploma pathway. If LEAs have questions about the implications of *EC* 51255.31 on local programs or specific circumstances, the CDE encourages them to seek local counsel.

### **What Does Education Code 51255.31 Say About the New Pathway to a High School Diploma?**

Chapter 48, Statutes of 2023, of SB 114 amended Section 51225.31 to the California *EC*, to read:

51225.31(a)(1) Notwithstanding any other law, a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all courses and other requirements adopted by the governing board or governing body of the local education agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a diploma of

graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the *United States Code*.

(2) In accordance with Section 300.102(a)(3) of Title 34 of the *Code of Federal Regulations*, the award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency's obligation to provide a free appropriate public education until twenty-two years of age, or otherwise constitute a change in placement.

(b) An individual with exceptional needs, who entered ninth grade in the 2022–23 school year or later, shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following;

(1) The pupil's individualized education program team has deemed the pupil eligible to take the state alternate assessments, as described in subdivision (k) of Section 60640.

(2) The pupil is required to complete state standards aligned coursework to meet the statewide course requirements specified in Section 51225.3.

(c) An individual with exceptional needs who meets the criteria for the alternative diploma pathway pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation with their grade-level peers with and without disabilities. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education, consistent with Section 300.102(a)(3)(ii) of Title 34 of the *Code of Federal Regulations*, unless the individualized education program team has determined the pupil has completed their high school experience.

(d) For purposes of this section, "local educational agency" includes a school district, county office of education, charter school, or state special school.

## **A Brief Summary of *Education Code 51225.31***

Students with exceptional needs, who entered ninth grade in the 2022–23 school year or later, attending a school district, county office of education, charter school, or state special school can graduate from high school through a newly defined diploma pathway by meeting the following criteria as referenced in the student's individualized education program:

1. The student is eligible to take the California Alternate Assessment, and
2. The student is required to complete state standards-aligned coursework to meet statewide course requirements.

LEAs must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to statewide coursework requirements, as defined in *EC 51225.31*. For information on the statewide course requirements, please visit the CDE website: <https://www.cde.ca.gov/ci/gs/hs/hsgmin.asp>. Additional

information on Individualized Education Program (IEP) team guidance for participation in the California Alternate Assessment may also be found on the CDE website: <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

Through the completion of the statewide coursework requirements, the LEA must award the qualifying student a diploma of graduation from high school. Through this newly defined diploma pathway, the qualifying student may participate in any graduation ceremony and any school activity related to graduation in which a student of similar age would be eligible to participate. The award of the diploma of graduation via the alternative pathway under *EC* 51225.31 does not change or terminate an LEA's obligation to provide a free appropriate public education (FAPE) to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code and Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations.

## Frequently Asked Questions:

1. Are there any resources available regarding the state's alternate assessments aligned to alternate achievement standards, or that discuss state standards-aligned curriculum?
  - Yes. The CDE provides resources available on its website regarding the California Alternate Assessment, Content Connectors, and guidance for IEP teams, which can be utilized in the implementation of this diploma pathway. These resources can be located here: <https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>
2. Are LEAs authorized to issue diplomas earned under this pathway for the 2023–24 academic year?
  - *EC* Section 51225.31 went into effect on June 30, 2022; however, the law specifies that only students who entered ninth grade in the 2022–23 school year or later are eligible for this diploma and only after meeting all of the statewide coursework requirements for high school graduation.
3. Does the alternate diploma count towards an LEA's graduation indicator?
  - Yes. Students exiting with this School Completion Status Code within four years of their initial ninth grade cohort entry year will be counted as graduates in the Four-Year Adjusted Cohort Graduation Rate.
4. Is a student who receives a high school diploma through the alternative diploma pathway eligible to continue to receive special education and related services?
  - Yes. The award of the diploma of graduation via the alternative pathway under *EC* 51225.31 does not change or terminate an LEA's obligation to provide a FAPE to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code and Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations.

Should there be any questions related to the above information, please contact the Special Education Division via email at [CDESPEDDIRECTOR@cde.ca.gov](mailto:CDESPEDDIRECTOR@cde.ca.gov).

Sincerely,  
Shiyloh Duncan-Becerril, Interim Director  
Special Education Division  
Opportunities for All Branch

**Policy 6146.4: Differential Graduation And Competency Standards For Students With Disabilities**

Status: ADOPTED

Original Adopted Date: 11/01/1999 | Last Revised Date: 06/01/2023 | Last Reviewed Date: 06/01/2023

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

### Exemption from District-Established Graduation Requirements

District students shall complete all course requirements for high school graduation as specified in Board Policy 6146.1 - High School Graduation Requirements. However, a student with a disability may be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following requirements: (Education Code 51225.31).

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Prior to the beginning of grade 10, the IEP team for each student with a disability shall determine whether the student is eligible for the exemption, and if so, notify the student's parent/guardian of the exemption. (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

### Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

#### State References

5 CCR 3070

Ed. Code 51225.3

#### Description

Graduation

High school graduation requirements

Ed. Code 51225.31	Graduation exemption for students with disabilities
Ed. Code 56341	Individualized education program team
Ed. Code 56345	Individualized education program contents
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress

### **Federal References**

20 USC 1400-1482  
34 CFR 300.1-300.818  
34 CFR 300.320

### **Description**

Individuals with Disabilities Education Act  
Individuals with Disabilities Education Act  
Definition of IEP

### **Management Resources References**

Website

CSBA District and County Office of Education Legal Services -  
<https://simbli.eboardsolutions.com/SU/UdykszdmPETuDslshXk6R5akQ==>

Website

U.S. Department of Education, Office of Special Education and  
Rehabilitative Services -  
<https://simbli.eboardsolutions.com/SU/qL0cle1gncukY8IMLvozRw==>

Website

California Department of Education -  
<https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==>

### **Cross References**

0430

Comprehensive Local Plan For Special Education

0430

Comprehensive Local Plan For Special Education

5127

Graduation Ceremonies And Activities

6146.1

High School Graduation Requirements

6146.3

Reciprocity Of Academic Credit

6146.3

Reciprocity Of Academic Credit

6159

Individualized Education Program

6159

Individualized Education Program

6159.1

Procedural Safeguards And Complaints For Special Education

6159.1

Procedural Safeguards And Complaints For Special Education

6159.2

Nonpublic, Nonsectarian School And Agency Services For Special Education

6159.2

Nonpublic, Nonsectarian School And Agency Services For Special Education

6159.3

Appointment Of Surrogate Parent For Special Education Students

6159.3

Appointment Of Surrogate Parent For Special Education Students

6162.51

State Academic Achievement Tests

6162.51

State Academic Achievement Tests

6164.4

Identification And Evaluation Of Individuals For Special Education

6164.4

Identification And Evaluation Of Individuals For Special Education

6200

Adult Education

6200

Adult Education

# DISCUSSION ITEM

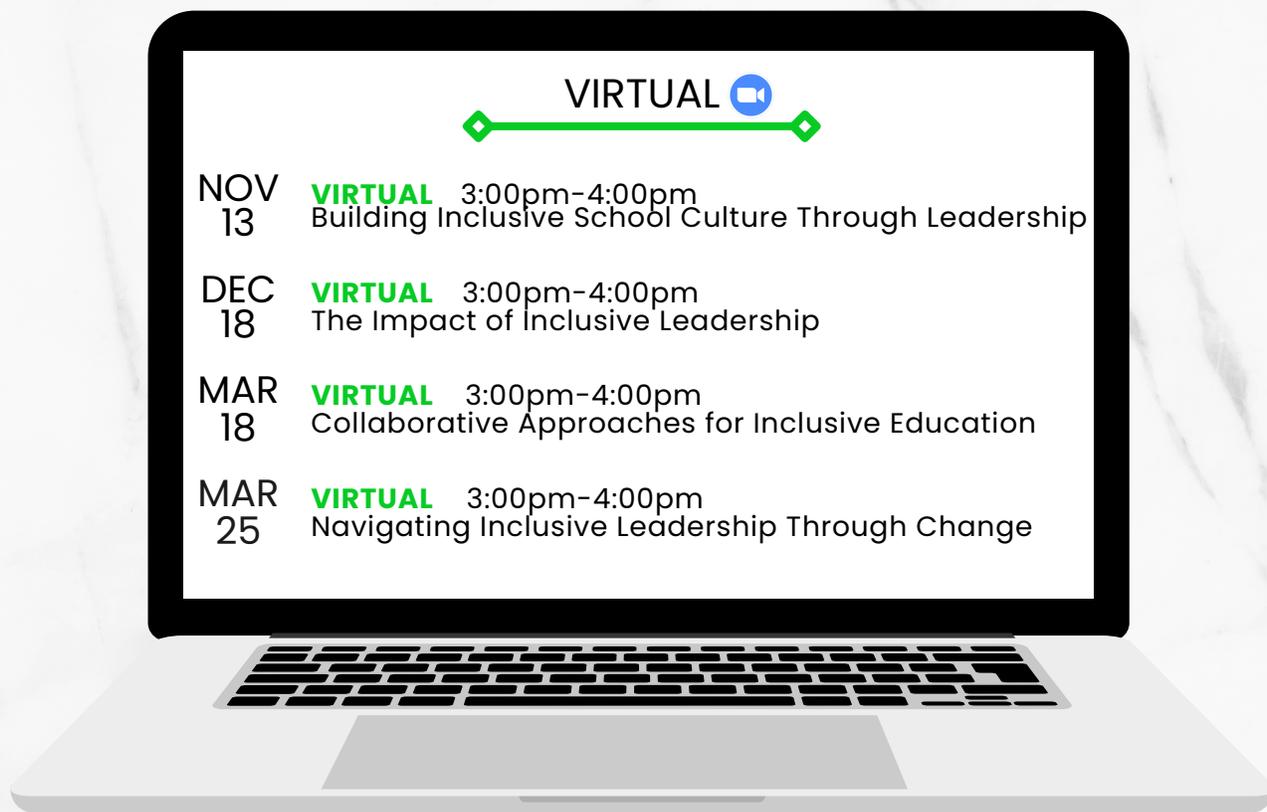
## EV SELPA Inclusive Practices Update

*Chief Administrative Officer Metheny along with Consultant Katie Novak will highlight the inclusive practices work accomplished and planned for 2023-24.*



# ZOOMING AHEAD ON INCLUSIVE PRACTICES

JOIN US ON OUR COLLECTIVE JOURNEY AS EDUCATIONAL LEADERS IN SYSTEMATIC CHANGE FOR DIVERSITY, EQUITY AND INCLUSION.



## VIRTUAL

- NOV 13 **VIRTUAL** 3:00pm-4:00pm  
Building Inclusive School Culture Through Leadership
- DEC 18 **VIRTUAL** 3:00pm-4:00pm  
The Impact of Inclusive Leadership
- MAR 18 **VIRTUAL** 3:00pm-4:00pm  
Collaborative Approaches for Inclusive Education
- MAR 25 **VIRTUAL** 3:00pm-4:00pm  
Navigating Inclusive Leadership Through Change

*Katie Novak*

Internationally renowned education consultant



*Shelley Moore*

Internationally recognized teacher, researcher, consultant and story teller



## Registration

<http://vcoe.k12oms.org/1630-241481>





Supporting  
Inclusive  
Practices



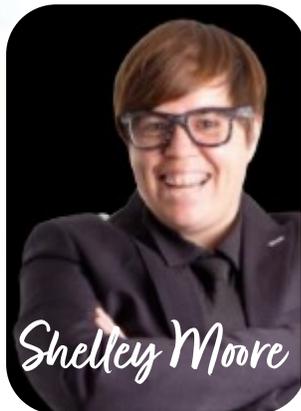
*Patty Metheny,*  
Chief Administrative Officer,  
East Valley Special Education Local Plan Area  
*In coordination with Emily Mostovoy-Luna,*  
Associate Superintendent of the  
Ventura County Special Education Local Plan Area  
*Present*

# EAST VALLEY IS ZOOMING AHEAD ON INCLUSIVE PRACTICES

Join us  
on our collective journey as educational partners in systematic change  
for inclusion and students with disabilities.

**MAY 7, 2024**

**Attend in-person  
8:30 am–3:00 pm  
or  
Attend virtually  
8:30 am–11:30 am**

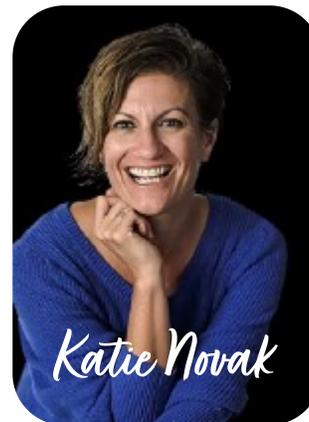


*Shelley Moore*

INTERNATIONALLY  
RECOGNIZED TEACHER,  
RESEARCHER,  
CONSULTANT AND  
STORY TELLER

**Registration is open!  
Online registration:**

<https://sbcss.k12oms.org/46-241707>



*Katie Novak*

INTERNATIONALLY  
RENOWNED EDUCATION  
CONSULTANT

**In-Person Training Location:  
Dorothy Inghram Learning Center  
“Home of the East Valley SELPA”  
670 E. Carnegie Drive, San Bernardino, CA 92408**

# Archived Virtual Events



<https://www.sipinclusion.org/what-we-do/archived-virtual-events/>

## Featured Podcast



SIP and Sam Coffee Talk: A Deeper Dive into the Power of Language

Anchor

SIP and Sam Coffee Talk today • By [Sam Drazin](#) • Feb 27



Share

## Recorded Webinars



Behavior Supports



Inclusion Ally and Change Maker



Co-Teaching



Culture of Inclusion



Equity and Inclusion



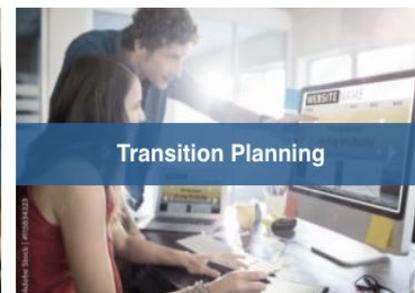
Inclusion for Paraeducators



Parent/Family Engagement



Inclusion Conference 2022



Transition Planning

# Save the Dates!



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10-9:00	A	E	C	F	B
9:05-9:45	G1	F	D	E	Student Government
9:45-10:00					
10:00-10:20	B	Conference	Graderoom	Conference	A
10:20-10:40		C	FLEX	D	
10:40-11:15	Morning Ex		Morning Ex		Morning Ex
11:15-11:20					
11:20-11:40	Graderoom	H2	Advisory	H4	Advisory
11:40-12:10	C		H3		H5
12:10-12:35		Lunch		Lunch	
12:35-12:40	Lunch		Lunch		Lunch
12:40-1:05		B		A	
1:05-1:35	D		F		C
1:35-2:00		A		B	
2:00-2:30	E		E		D
2:30-2:55		G2		G-4	
2:55-3:25	F		G-3		G-5
3:25-3:55					



## UDL Coalition Summit

February 15th, 2024  
UDL Coalition  
In-Person (San Joaquin COE)

## Inclusive Leadership Series

November 13th, 2023

December 18th, 2023

March 18th, 2024

March 25th, 2024

3:00- 4:30 pm

**Virtual**

## Inclusive Master Scheduling

January 17th, 2024

January 24th, 2024

3:00- 5:00 pm

**Virtual**



## Inclusive UPK Series

Dates and Times TBD

Spring  
**Virtual**

## Universal Design for Learning Network

As part of our [Learning Network initiative](#), CCEE is seeking LEA partners who are interested in examining and measuring outcomes of their existing work in implementing Universal Design for Learning. We are recruiting a limited number of LEAs to participate in a 10-month learning network for the 2023-2024 school year. If interested please register via this survey ([https://bit.ly/UDLLN23\\_24](https://bit.ly/UDLLN23_24)). **Please register by August 31, 2023.**

### Network Overview

Each selected network LEA will:

- **Define a problem of practice that identifies student-based outcomes** related to the implementation of Universal Design for Learning.
- **Identify strategies** to address this problem of practice
- **Engage in Learning Cycles that implement, monitor, and evaluate** the impact of the strategy

Each network will have access to:



**Experts** Engage with expert practitioners and data consultants who will facilitate learning experiences that are shaped by the LEA's context, needs and interests



**Coaching** Receive training and coaching around data analysis strategies for exploration; data engagement and data literacy practices for stakeholders; and data visualization supports/resources



**Network** Join an authentic learning network focused on problems of practice and continuous improvement with other local educational agencies across the state

Essential network components:

- Eight whole group sessions (**Session 1 - September 25th from 1:30 to 3:00 - Full Schedule TBD**)
  - 7 90 minute virtual sessions via zoom
  - 1 in-person half-day session on November 15th in Anaheim (1 person min. per LEA)
- Individualized virtual coaching sessions providing targeted support
- Optional office hours to support implementation

Participant teams should include:

<b>Sponsor</b>	Signals that this is a priority for the LEA; clear the way for the work to happen	Superintendent, Deputy/Assistant Supt
<b>Driver</b>	Is responsible for fulfilling the commitments to the learning network; is the main point of contact between the District and CCEE	Deputy/Assistant Supt, Director, Manager Any—NOT the Supt
<b>Data Herder</b>	Connecting the program activities with the appropriate data outcomes	Data analyst, program specialist
<b>Meaning maker</b>	Helping understand the program activities	Person closest to “the work” and the students

### Additional Support

In limited circumstances, direct support to enhance the LEA's capacity to implement their strategy may be provided. Further, funding is provided to each LEA to support the local work as well as travel for 1-2 persons to the November in-person session.

For more information, please contact CCEE's Dr. James McKenna at [jmckenna@ccee-ca.org](mailto:jmckenna@ccee-ca.org).

## **DISCUSSION ITEM**

### **EV SELPA Due Process and Legal Cost Report 2022 - 2023**

*All member districts contribute to the legal insurance fund to cover costs related to due process filings. Program Manager Rick Homutoff will discuss the 2022-2023 filings and present information on current trends.*

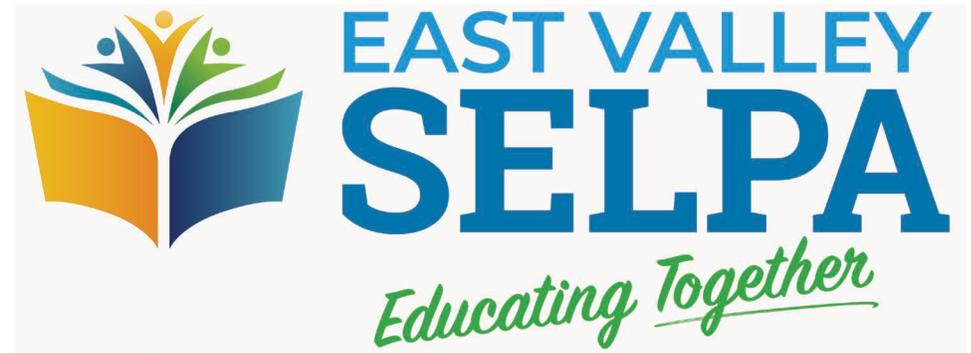
2022 - 2023  
Due Process Review  
and  
2023 - 2024  
Year-to-Date Trends

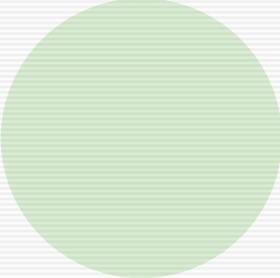
East Valley SELPA Steering

Rick Homutoff, Ed.D.

Program Manager

September 14, 2023



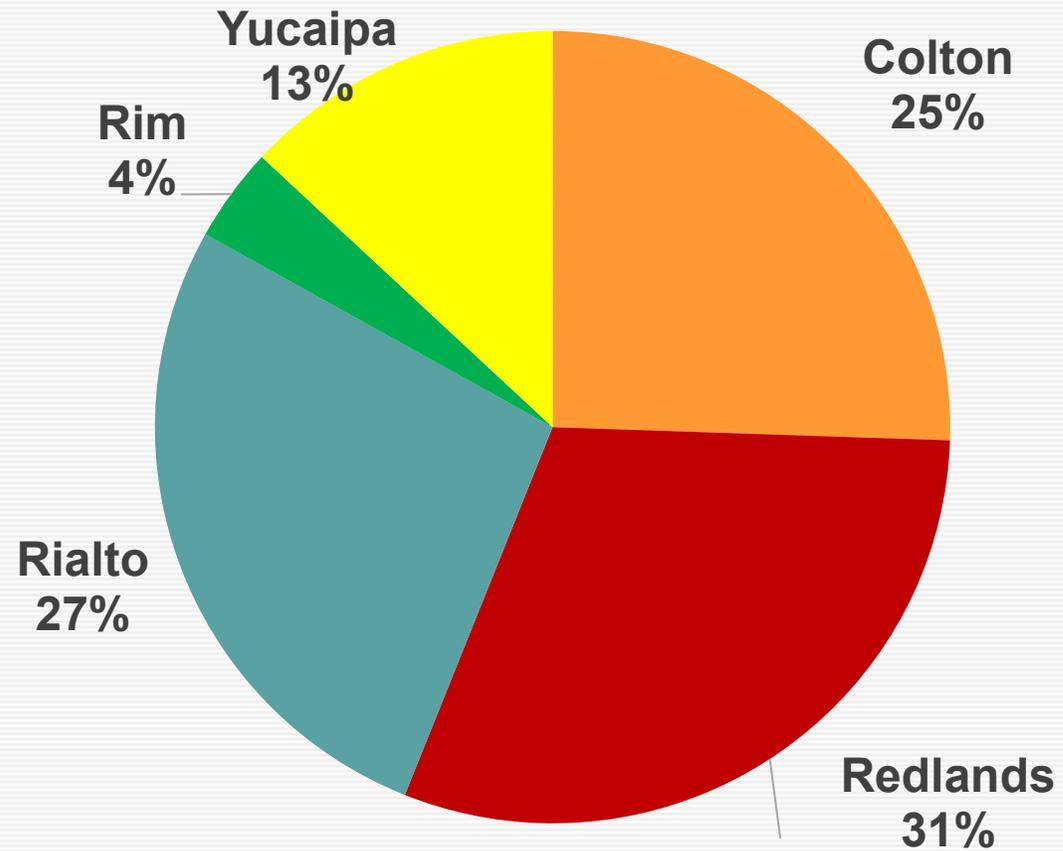


# EV SELPA 2022-2023 Due Process Cases

- 29 Due Process cases filed for the 2022-2023 school year.
  - Includes one case in Rialto that did not use SELPA support.
- Seven cases were settled in the current 2023-2024 school year.
- Of the 29 cases, six were from families that had filed previously.
  - This is trending up; in the 2021-2022 school year there were three.
- There were two families that filed twice in the 2022-2023 school year.
- Cases took an average of 72 days to settle.
  - This is a significant increase where the average was 61 days in the 2021-2022 school year.

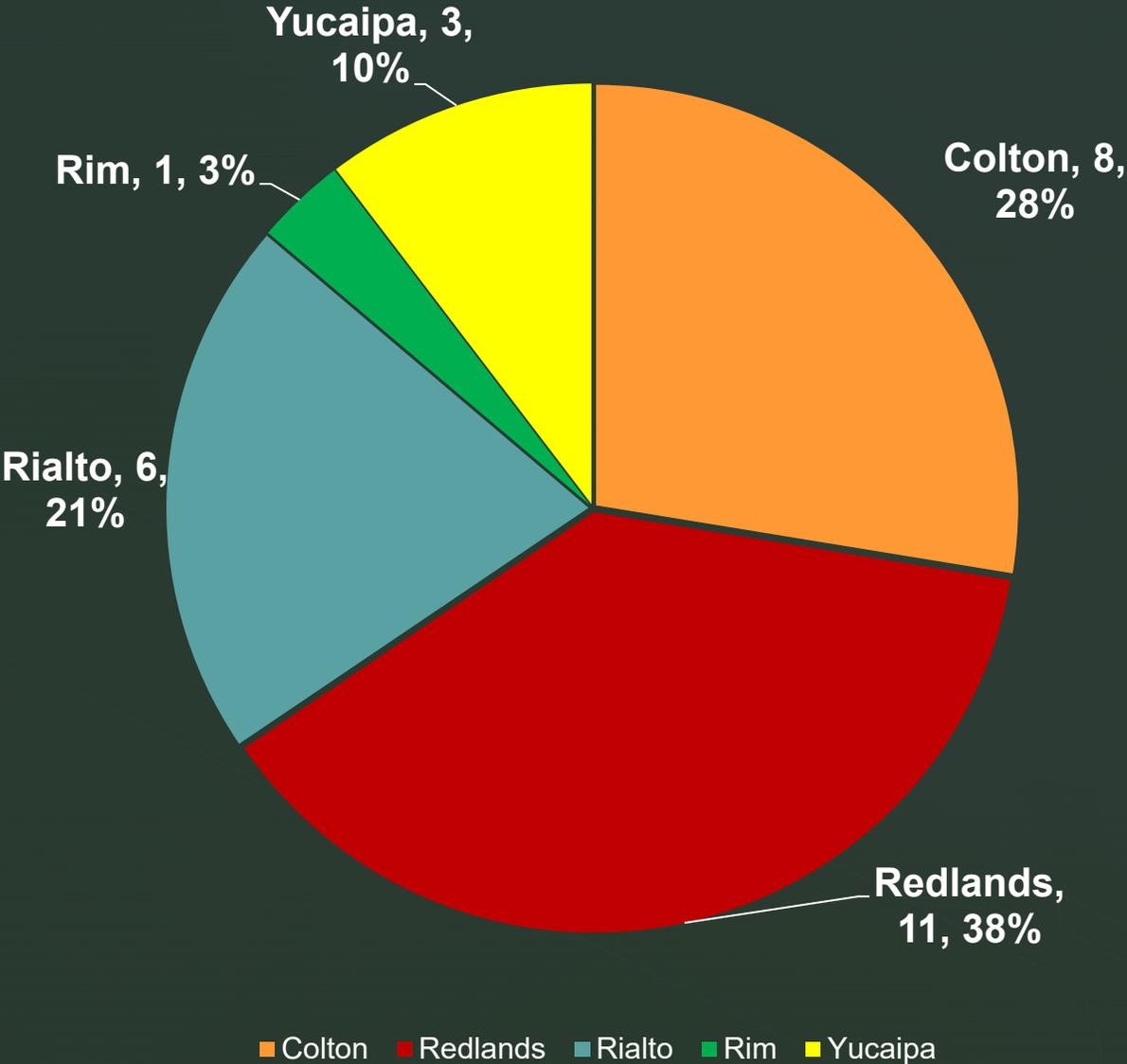
Latest Certified  
Special Education  
Pupil Count:

Percentage of  
EVSELPA Total by  
District

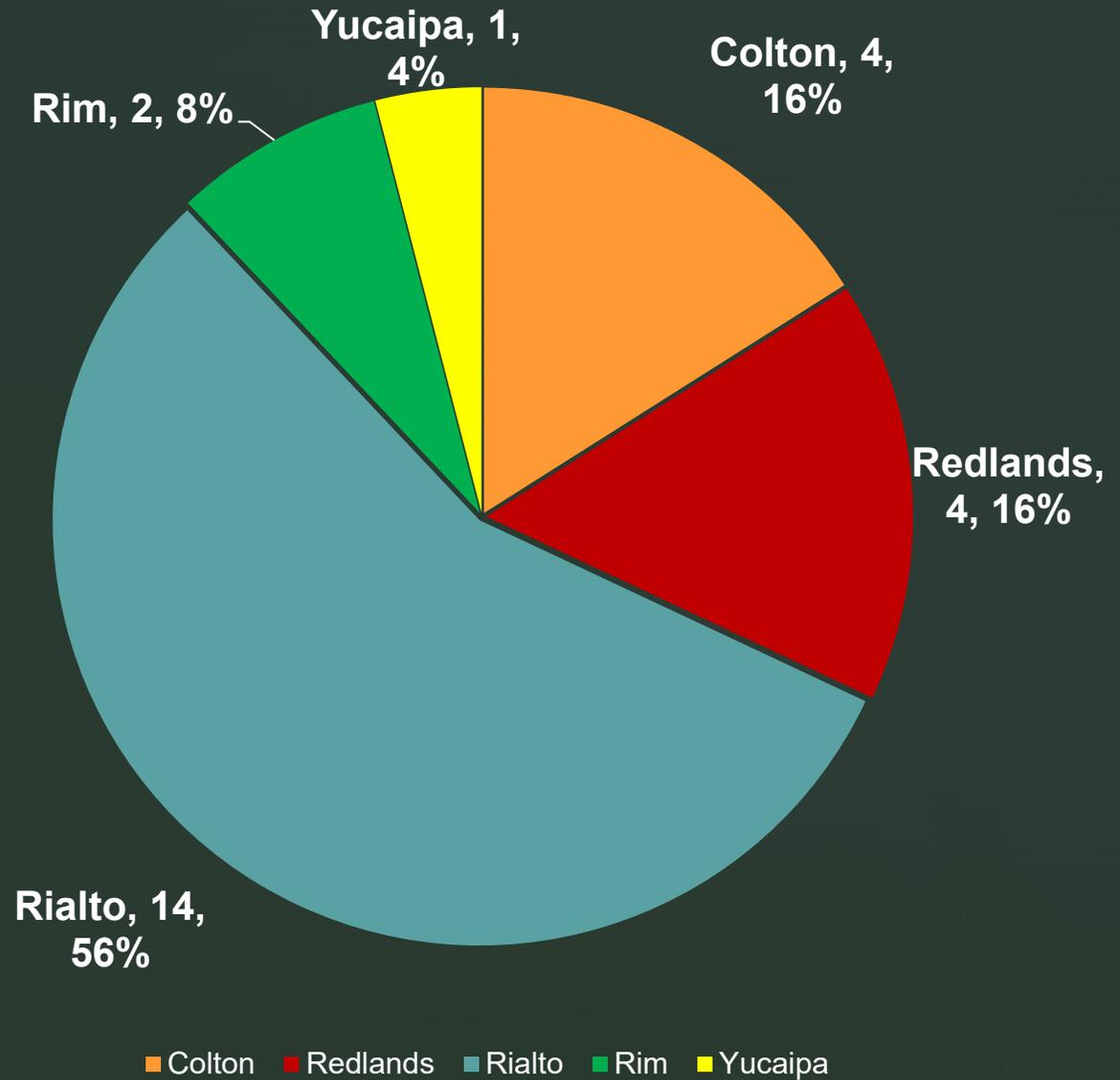


October 2022 Certified Pupil Count

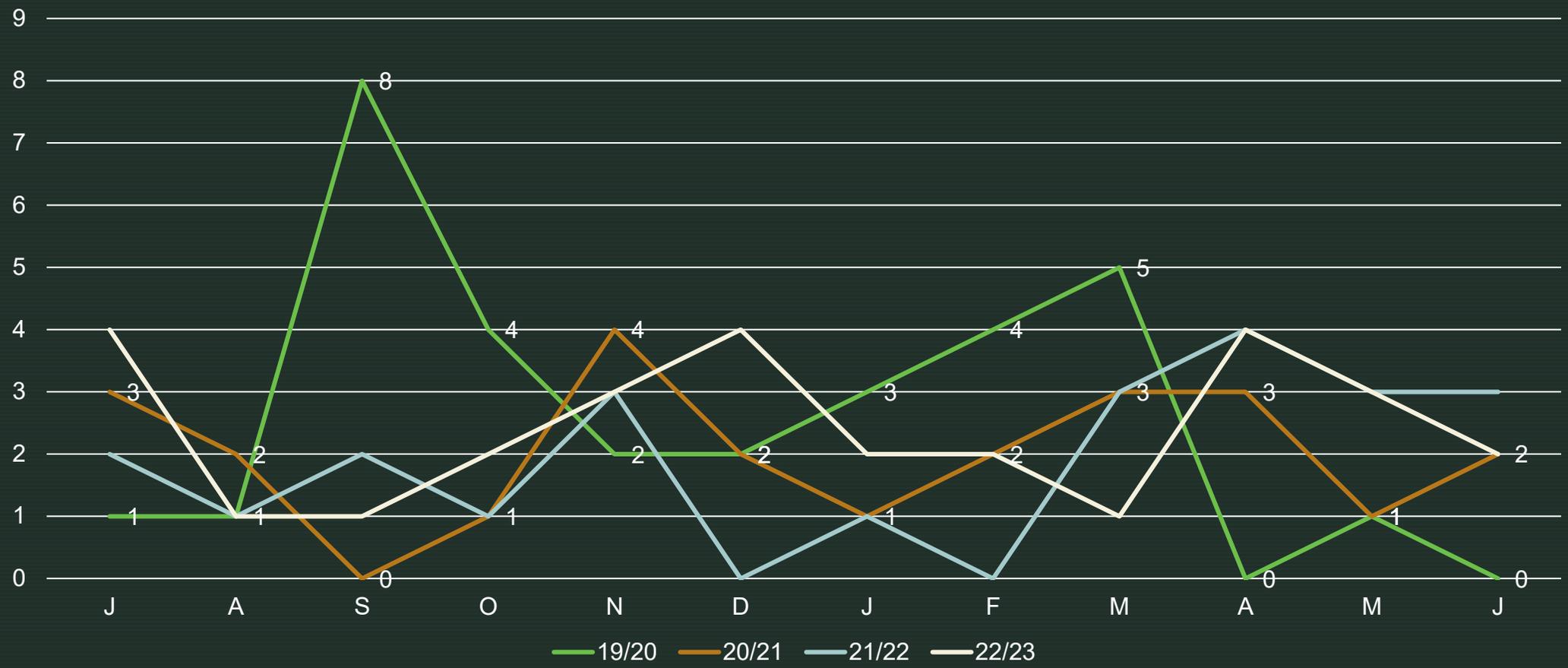
# EV SELPA 2022-2023 Filings



# EV SELPA 2021-2022 Filings



# EV SELPA Due Process Filings by Month 2019 to Present



## ➤ 2023-2024 YTD - Due Process Case Trends

- There are currently seven cases this school year.
  - There were also seven cases from 2022-2023 that extended into 2023-2024.
- Overall, due process cases are slightly up, including year over year. At this point last year, we had six cases with only three from the previous school year.
- We have seen an increase in IEE requests, both prior to and during due process proceedings.
  - We are still seeing parents willing to allow districts to assess, as noted below, but overall, we have seen a significant increase in IEE requests as well as district assessment requests.
  - In 2022-2023 there were 10 IEEs and 26 district assessments through due process settlement.
- We have also seen an increase in ADR requests, mostly within the district.

## 2021-2022 to Current – Attorney Fee Trends

- We have seen an increase in fee demands from attorneys.
- For the 2021-2022 school year, the average attorney fees per case was \$8,295.
- For the 2022-2023 school year, the average attorney fees per case was \$9,604.
  - Some of this is due to attorneys commanding a higher hourly rate, not necessarily more time put into a case.
  - There were a few cases this year where the attorneys were unwilling to negotiate much on their fee demand, so the fees were significantly higher than average.
    - This is typical of those attorneys and expected when we receive cases from them.
  - Two cases were settled without payment of attorney fees.

Questions?

## **DISCUSSION ITEM**

### **EV SELPA OT Proportionate Share Program Funds Returned to Districts 2022-2023**

*Chief Administrative Officer Metheny will provide information regarding the return of funds to districts from the EV SELPA Occupational Therapy Proportionate Share Program.*



**2022-23 EAST VALLEY SELPA  
OCCUPATIONAL THERAPY REGIONAL SERVICE  
PROPORTIONATE SHARE PROGRAM RETURN OF FUNDS**

SERVICES	Total	Colton		Redlands		Rim		Yucaipa		TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL
<i>Off-the-Top</i>	\$ 2,548,968.00	108	\$743,160.00	175	\$1,333,520.00	20	\$138,908.00	40	\$333,380.00	343	\$2,548,968.00
Actual Share of Expenditures	\$ 2,388,720.57		\$692,703.08		\$1,251,761.11		\$129,564.13		\$314,692.25		\$2,388,720.57
<b><i>OT Return of Funds to Districts</i></b>	<b>\$ 160,247.43</b>		<b>\$50,456.92</b>		<b>\$81,758.89</b>		<b>\$9,343.87</b>		<b>\$18,687.75</b>		<b>\$160,247.43</b>

## **DISCUSSION ITEM**

### **SBCSS Fee-for-Service Funds Returned to Districts 2022-2023**

*Chief Administrative Officer Metheny will provide information regarding the return of funds to districts from the SBCSS Fee-for-Service Regional Program.*

## FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2022-23

SELPA	East Valley			Budget	Year-End Actuals	+Increase/ -Decrease
<b>A. REVENUES</b>				April 2022	September 2023	
	RS	OB	GL			
1. AB602 Special Ed Funding	6500	8311	5001	\$ 9,165,557	\$ 8,837,092	\$ (328,465)
2. Property Tax Transfer	6500	8097	5001		\$ 4,787,799	
3. Property Tax Transfer Adjustment between 2022-23 P-2 and Annual (Payable)					\$ (262,671)	
4. Net State Aid (A1-A2-A3)	6500	8311	5001		\$ 4,311,964	
5. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	\$ 408,291	\$ 426,205	\$ 17,914
6. Federal Preschool	3315	8182	5730	\$ 5,137	\$ 1,855	\$ (3,282)
7. Preschool Staff Development	3345	8182	5730	\$ -	\$ -	\$ -
8. Infant Part C	3385	8182	5710	\$ 57,745	\$ 57,745	\$ -
9. Infant State Apportionment	6510	8311	5710	\$ 1,600,242	\$ 1,708,645	\$ 108,403
10. Infant Discretionary	6515	8590	5710	\$ -	\$ 48,547	\$ 48,547
11. Local Revenue	9385/6500	8677/8710	5710	\$ 119,885	\$ 164,891	\$ 45,006
12. Local Revenue / Parent Infant Program	6500	8677	5001	\$ 9,467	\$ 5,393	\$ (4,074)
13. Local Revenue Inter-SELPA Agreements	6500	8710	5750	\$ -	\$ 96,827	\$ 96,827
<b>TOTAL REVENUE (excludes A2, A3, A4)</b>				<b>\$ 11,366,324</b>	<b>\$ 11,347,200</b>	<b>\$ (19,124)</b>
<b>B. EXPENDITURES</b>						
1. SAI Self-Contained (SDC)				\$ 6,973,461	\$ 6,298,247	\$ (675,214)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$ 2,006,097	\$ 1,953,898	\$ (52,199)
3. 1:1 Aide Services (1:1) Aides				\$ 599,428	\$ 693,496	\$ 94,068
4. Early Start (NO FFS - State/Grant Funded)				\$ 1,740,682	\$ 1,736,560	\$ (4,122)
<b>TOTAL EXPENDITURES</b>				<b>\$ 11,319,668</b>	<b>\$ 10,682,201</b>	<b>\$ (637,467)</b>
<b>C. PRIOR YEAR ADJUSTMENTS</b>						
	RS	OB	GL			
1. 2022-23 Beginning Balance				\$ 1,085,082	\$ 1,276,918	\$ 191,836
2. 2021-22 AB602 Prior Year Adjustment	6500	8319	0000	\$ -	\$ (183)	\$ (183)
<b>TOTAL PRIOR YEAR REVENUE ADJUSTMENTS</b>				<b>\$ 1,085,082</b>	<b>\$ 1,276,734</b>	<b>\$ 191,652</b>
<b>D. 2022-23 Ending Balance</b>						
1. Total Revenues (Section A)				\$ 11,366,324	\$ 11,347,200	\$ (19,124)
2. Total Prior Year Revenue Adjustments (Section C)				\$ 1,085,082	\$ 1,276,734	\$ 191,652
3. Total Expenditures (Section B)				\$ 11,319,668	\$ 10,682,201	\$ (637,467)
4. 2022-23 Ending Balance				<b>\$ 1,131,738</b>	<b>\$ 1,941,734</b>	<b>\$ 809,996</b>
5. Less Early Start Ending Balance				\$ (1,131,738)	\$ (1,495,465)	\$ (363,727)
6. 2022-23 Net FFS Ending Balance				<b>\$ -</b>	<b>\$ 446,269</b>	<b>\$ 446,269</b>

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	136	204	10
Actuals*	113	283	12.5
<b>Difference</b>	<b>-23.0</b>	<b>79</b>	<b>2.5</b>

\*Includes Inter-SELPA counts

San Bernardino County Superintendent of Schools  
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM  
2022-23 Fee-for-Service  
Year-End Actuals

		1	2	3	4	5
OBJECT	EXPENSE	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
		SDC	ITINERANT	1:1 AIDES	No FFS - State /Grant Funded	
1000-1999	Certificated Salaries	\$ 2,392,093	\$ 704,458	\$ -	\$ 954,475	\$ 4,051,026
2000-2999	Classified Salaries	\$ 738,133	\$ 272,514	\$ 340,271	\$ 21,419	\$ 1,372,336
3000-3999	Employee Benefits	\$ 1,479,913	\$ 483,186	\$ 295,136	\$ 364,392	\$ 2,622,628
4000-4999	Books & Supplies	\$ 9,404	\$ 6,634	\$ -	\$ 4,039	\$ 20,077
5000-5999	Services & Other Operating Expenditures	\$ 206,335	\$ 30,336	\$ 1,120	\$ 8,746	\$ 246,536
6000-6999	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
	Sub total	\$ 4,825,879	\$ 1,497,127	\$ 636,527	\$ 1,353,071	\$ 8,312,604
	% of Total	76%	24%		n/a	100%
	Allocated Cost	\$ 954,980	\$ 296,262	\$ -	\$ 240,834	\$ 1,492,076
	Sub total 1000-5000 costs	\$ 5,780,859	\$ 1,793,390	\$ 636,527	\$ 1,593,905	\$ 9,804,681
7300-7380	Indirect Cost @ 8.95%	\$ 517,387	\$ 160,508	\$ 56,969	\$ 142,655	\$ 877,519
	<b>TOTAL EXPENSE</b>	<b>\$ 6,298,247</b>	<b>\$ 1,953,898</b>	<b>\$ 693,496</b>	<b>\$ 1,736,560</b>	<b>\$ 10,682,201</b>

Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
			SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
8097	6500	Property Tax Revenue	\$ 3,185,951	\$ 988,374	\$ 350,803		\$ 4,525,128
8181	3310	Federal Local Assistance	\$ 426,205				\$ 426,205
8311	6500	AB602 FFS Revenue (including Base for ADA)**	\$ 2,268,799	\$ 1,644,680	\$ 398,485		\$ 4,311,964
8319	6500	AB602 PY 2021-22 Revenue Adjustment	\$ (183)				\$ (183)
		<b>Total (Lines 19, 20, 21, 22)</b>	<b>\$ 5,880,772</b>	<b>\$ 2,633,054</b>	<b>\$ 749,288</b>	<b>\$ -</b>	<b>\$ 9,263,114</b>
		<b>Other Revenue Sources</b>					
8182	3315	Federal Preschool	\$ 1,855				\$ 1,855
8182	3345	Preschool Staff Development	\$ -				\$ -
8182	3385	Infant Part C				\$ 57,745	\$ 57,745
8311	6510	Infant State Apportionment				\$ 1,708,645	\$ 1,708,645
8590	6515	Infant Discretionary				\$ 48,547	\$ 48,547
8677/8710	9385/6500	Other Local Revenue	\$ 29,512			\$ 135,379	\$ 164,891
8677	9285	Parent Infant Program				\$ 4,793	\$ 4,793
8710	6500	Tuition - Inter-SELPA District Fee-For-Service*	\$ 73,359	\$ 23,468			\$ 96,827
8699	6500	Local Revenue	\$ 600				\$ 600
		2022-23 Beginning Balance	\$ 2			\$ 1,276,916	\$ 1,276,918
		<b>TOTAL REVENUE:</b>	<b>\$ 5,986,100</b>	<b>\$ 2,656,522</b>	<b>\$ 749,288</b>	<b>\$ 3,232,025</b>	<b>\$ 12,623,935</b>
		Excess Cost (revenue minus expense)	\$ (312,147)	\$ 702,624	\$ 55,792	\$ 1,495,465	\$ 1,941,734

<b>Number of services - Final (includes Inter-SELPA counts)</b>	<b>113.00</b>	<b>283.00</b>	<b>12.50</b>	<b>N/A</b>
<b>2022-23 Fee-For-Service Rates</b>	\$ 48,906	\$ 9,387	\$ 59,943	

\*Services provided via Inter-SELPA Agreement

\*\*Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service (\$78,000) - transferred to Student Services Counseling Center

Summary	
Total 2022-23 Revenue	\$ 12,623,934.66
Total 2022-23 Expenses	\$ 10,682,200.63
<b>2022-23 Ending Balance</b>	<b>\$ 1,941,734.03</b>
Less Early Start Ending Balance	\$ 1,495,465.31
<b>Net FFS Ending Balance</b>	<b>\$ 446,268.72</b>

San Bernardino County Superintendent of Schools  
 East Valley County Operated Special Education Programs  
 2022-23 Fee-For-Service Return

District	SAI Services	% of Services	Total Return \$ (312,147.28)	Low-Incidence	% of Services	Total Return \$ 702,623.95	1:1 Aides	% of Services	Total Return \$ 55,792.05	Total Return
Colton	39.0	34.51%	\$ (107,732.25)	64.0	22.61%	\$ 158,897.29	4.5	36%	\$ 20,085.14	\$ 71,250.18
Redlands	10.0	8.85%	\$ (27,623.65)	97.5	34.45%	\$ 242,070.09	1.0	8%	\$ 4,463.36	\$ 218,909.79
Rialto	41.5	36.73%	\$ (114,638.16)	68.0	24.03%	\$ 168,828.37	4.5	36%	\$ 20,085.14	\$ 74,275.35
Rim of the World	3.0	2.65%	\$ (8,287.10)	5.5	1.94%	\$ 13,655.24	0.0	0%	\$ -	\$ 5,368.14
Yucaipa - Calimesa	18.0	15.93%	\$ (49,722.58)	45.5	16.08%	\$ 112,966.04	2.5	20%	\$ 11,158.41	\$ 74,401.88
Etiwanda	1.5	1.33%	\$ (4,143.55)	1.5	0.53%	\$ 3,724.16	0.0	0%	\$ -	\$ (419.39)
Bear Valley	0.0	0.00%	\$ -	1.0	0.35%	\$ 2,482.77	0.0	0%	\$ -	\$ 2,482.77
<b>Total</b>	<b>113.0</b>	<b>100.00%</b>	<b>\$ (312,147.28)</b>	<b>283.0</b>	<b>99.65%</b>	<b>\$ 702,623.95</b>	<b>12.5</b>	<b>100%</b>	<b>\$ 55,792.05</b>	<b>\$ 446,268.71</b>

District	2022-23 FFS Return
<b>2022-23</b>	<b>\$ 446,268.72</b>
Colton	\$ 71,250.18
Redlands	\$ 218,909.79
Rialto	\$ 74,275.35
Rim of the World	\$ 5,368.14
Yucaipa-Calimesa	\$ 74,401.88
Etiwanda	\$ (419.39)
Bear Valley	\$ 2,482.77
<b>Total</b>	<b>\$ 446,268.72</b>

Inter-SELPA Agreement

## **DISCUSSION ITEM**

### **EV SELPA Non-Public School End-of-Year Report 2022-2023**

*On behalf of its member districts, the EV SELPA contracts with and processes invoices for district students receiving services from non-public schools and residential treatment centers. Program Manager Jennifer Brooksby will review the end-of-year report for 2022-2023 and answer questions.*



**EAST VALLEY  
SELPA**

*Educating Together*

**Non-Public School Quarterly Report  
Fourth Quarter 2022-2023**

East Valley SELPA Board of Directors  
September 20, 2023

Patty Metheny, Ed.D.  
Chief Administrative Officer

The East Valley 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. All 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 and provides quarterly comprehensive NPS reporting to the EV SELPA Board of Directors.

### 2022-2023

Non-Public Schools							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCUJSD	Total
Altus Academy	Rialto, CA	3		1		1	5
Beacon Day	La Palma, CA	1	1				2
Canyon View	San Dimas, CA		1				1
Childhelp	Beaumont, CA						
Joan Macy	La Verne, CA			7			7
Leroy Haynes	La Verne, CA	3	2	1			6
Oak Grove – The Ranch	Perris, CA						
Port View Prep	Ontario, CA		1	1			2
Precious Hearts	San Bernardino, CA	1	1		1		3
Sierra of East Valley	Colton, CA	2	1		3	4	9
Spectrum	Chino Hills, CA			2			2
Stone Ridge Academy	Upland, CA	3	3	1	1		8
<b>TOTAL</b>		<b>12</b>	<b>10</b>	<b>13</b>	<b>5</b>	<b>5</b>	<b>45</b>

Residential Treatment Centers							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCUJSD	Total
Alpine Academy	Erda, UT						
CALO	Lake Ozark, MO						
Cinnamon Hills	St. George, UT					1	1
Devereux	Viera, FL			1			1
Oak Grove – Jack Weaver	Murrieta, CA		1				1
New Haven Youth	Vista, CA	1					1
Provo Canyon	Provo, UT	1					1
San Diego Center	San Diego, CA	1				1	2
Sandy Pines	Jupiter, FL						
Turning Winds	Troy, MT				1		1
Youth Care	Draper, UT						
<b>TOTAL</b>		<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>8</b>

\*Colton student transferred mid-quarter

## Assembly Bill 1172 Requirements

AB1172 requires each NPS/A to provide annual behavior training to all staff that encounter students during the school day. The NPS/A is required to provide to the EV SELPA evidence of the training. The EV SELPA reviews the documentation and provides the verification to any NPS/As with which EV SELPA holds the contract on behalf of its member districts. If an individual LEA holds a contract with an NPA independent of the EV SELPA, the LEA will review the documentation and provide the verification.

Name of Facility	Location	Behavior Training	
		Date Provided	Date Verified by EV SELPA
Altus Academy	Rialto, CA	8.24.23	8.29.23
Beacon Day	La Palma, CA	8.15.23	9.1.23
Canyon View	San Dimas, CA	10.25.22	10.31.22
Change Academy at Lake of the Ozarks	Lake Ozark, MO	3.31.23	4.8.23
Devereux	Viera, FL	10.19.22	10.26.22
Joan Macy	La Verne, CA	8.24.22	8.24.22
Lava Heights Academy	Toquerville, UT	7.25.23	8.4.23
Leroy Haynes	La Verne, CA	5.31.23	6.7.23
Oak Grove – The Ranch	Perris, CA	10.7.22	10.11.22
Oak Grove – Jack Weaver	Murrieta, CA	10.7.22	10.11.22
Port View Prep	Ontario, CA	8.22.23	8.23.23
Precious Hearts	San Bernardino, CA	9.22.22	9.29.22
San Diego Center	San Diego, CA	9.11.23	
Sierra of East Valley	Colton, CA	9.11.23	
Sorenson Ranch	Koosharem, Utah	5.24.23	6.16.23
Spectrum Center	Chino Hills, CA	10.19.22	10.21.22
Stone Ridge Academy	Upland, CA	10.12.22	10.13.22
Turning Winds	Troy, MT	8.9.22	9.22.22

AB1172 requires that the LEA conduct an annual monitoring visit for each student placed at an NPS. The annual monitoring includes student observation, facility walk-through/visit, and review of student progress toward goals. The LEA conducts the annual monitoring using the designated EV SELPA form and submits the form to the EV SELPA when completed. EV SELPA submits the forms to CDE on behalf of its member districts and maintains a database to ensure all placed students are reviewed annually. EV SELPA conducts the annual monitoring visit for each student placed in a residential facility.

Number of District Annual Monitoring Observations Completed this Quarter for NPS Placed Students									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
8	12	1	10	12	12	5	5	5	5

Number of District Annual Monitoring Observations Completed Year, to-date, for NPS Placed Students				
Colton	Redlands	Rialto	Rim	YCJUSD
11	12	12	5	5

Number of EV SELPA Monitoring Observations/Visits Completed this Quarter for Residentially Placed Students*									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
2	2	0	1	0	1	0	1	2	2

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*				
Colton	Redlands	Rialto	Rim	YCJUSD
5	5	2	4	5

\*It is the practice of the East Valley SELPA to provide more visits for students placed residentially than the required annual monitoring visit under AB 1172.

### California Department of Education, Special Education Division NPS Monitoring

Non-public schools are cycled through a regular series of on-site reviews and self-reviews by CDE every three years. SELPAs who hold a Master Contract with a NPS and LEAs with students enrolled in the NPS are notified of planned on-site reviews as well as “unannounced visits.” It is the practice of the East Valley SELPA to be present at each of these meetings.

Based on CDE reviews there are four certification ratings for a Nonpublic School:

1. Approved – no restrictions
2. Conditional – indicating some level of CDE support, oversight, and required corrective actions
3. Suspension – may not take new students
4. Revocation – unable to accept Special Education dollars for placement but may continue to operate as a private school

Name of Facility	CDE Approval Status	Date of CDE Onsite Review
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	2.8.21
Devereux	Approved	4.9.21
Joan Macy	Approved	11.30.22
Lava Heights	Approved	
Leroy Haynes	Approved	12.1.22
Oak Grove – The Ranch	Approved	11.2.22
Oak Grove – Jack Weaver	Approved	5.17.21
Port View Prep	Approved	12.14.22
Precious Hearts	Approved	5.17.22

San Diego Center	Approved	
Sierra of East Valley	Approved	
Sorenson Ranch	Approved	
Spectrum Center – Chino Hills	Approved	
Stone Ridge Academy	Approved	2.4.22
Turning Winds	Approved	



**East Valley SELPA**  
**22-23 4th Quarter NPS Cost Totals**

<b>Colton</b>	<b>2021-2022</b>	<b>2022-2023</b>				
NPS (Students reside w/parents)	21	13				
NPS (Students in residential setting)	2	3				
	<b>Prior Yr Q4 Total***</b>	<b>Q3 Not Previously Billed</b>	<b>Apr</b>	<b>May</b>	<b>June</b>	<b>Q4 Total</b>
NPS Education*	\$ 267,552.48	\$ 22,379.33	\$ 72,801.39	\$ 89,838.04	\$ 62,162.28	\$ 247,181.04
NPS Mental Health**	\$ 69,323.56		\$ 32,089.38	\$ 34,511.82	\$ 34,166.15	\$ 100,767.35
<b>District Total</b>	<b>\$ 336,876.04</b>	<b>\$ 22,379.33</b>	<b>\$ 104,890.77</b>	<b>\$ 124,349.86</b>	<b>\$ 96,328.43</b>	<b>\$ 347,948.39</b>
<b>Redlands</b>	<b>2021-2022</b>	<b>2022-2023</b>				
NPS (Students reside w/parents)	15	10				
NPS (Students in residential setting)	2	1				
	<b>Prior Yr Q4 Total***</b>	<b>Q3 Not Previously Billed</b>	<b>Apr</b>	<b>May</b>	<b>June</b>	<b>Q4 Total</b>
NPS Education*	\$ 194,102.58	\$ 35,250.67	\$ 58,250.69	\$ 82,257.74	\$ 56,243.25	\$ 232,002.35
NPS Mental Health**	\$ 123,440.36		\$ 1,154.21	\$ 415.01	\$ 240.00	\$ 1,809.22
<b>District Total</b>	<b>\$ 317,542.94</b>	<b>\$ 35,250.67</b>	<b>\$ 59,404.90</b>	<b>\$ 82,672.75</b>	<b>\$ 56,483.25</b>	<b>\$ 233,811.57</b>
<b>Rialto</b>	<b>2021-2022</b>	<b>2022-2023</b>				
NPS (Students reside w/parents)	14	13				
NPS (Students in residential setting)	1	1				
	<b>Prior Yr Q4 Total***</b>	<b>Q3 Not Previously Billed</b>	<b>Apr</b>	<b>May</b>	<b>June</b>	<b>Q4 Total</b>
NPS Education*	\$ 200,140.07		\$ 55,529.15	\$ 69,051.22	\$ 32,054.87	\$ 156,635.24
NPS Mental Health**	\$ 14,836.88		\$ 18,778.02	\$ 22,807.83	\$ 18,122.25	\$ 59,708.10
<b>District Total</b>	<b>\$ 214,976.95</b>	<b>\$ -</b>	<b>\$ 74,307.17</b>	<b>\$ 91,859.05</b>	<b>\$ 50,177.12</b>	<b>\$ 216,343.34</b>
<b>Rim</b>	<b>2021-2022</b>	<b>2022-2023</b>				
NPS (Students reside w/parents)	5	5				
NPS (Students in residential setting)	2	1				
	<b>Prior Yr Q4 Total***</b>	<b>Q3 Not Previously Billed</b>	<b>Apr</b>	<b>May</b>	<b>June</b>	<b>Q4 Total</b>
NPS Education*	\$ 62,083.85		\$ 22,171.38	\$ 22,709.58	\$ 18,122.63	\$ 63,003.59
NPS Mental Health**	\$ 71,078.01		\$ 14,729.70	\$ 13,271.11	\$ 12,661.33	\$ 40,662.14
<b>District Total</b>	<b>\$ 133,161.86</b>	<b>\$ -</b>	<b>\$ 36,901.08</b>	<b>\$ 35,980.69</b>	<b>\$ 30,783.96</b>	<b>\$ 103,665.73</b>
<b>Yucaipa-Calimesa</b>	<b>2021-2022</b>	<b>2022-2023</b>				
NPS (Students reside w/parents)	9	5				
NPS (Students in residential setting)	3	2				
	<b>Prior Yr Q4 Total***</b>	<b>Q3 Not Previously Billed</b>	<b>Apr</b>	<b>May</b>	<b>June</b>	<b>Q4 Total</b>
NPS Education*	\$ 114,155.99		\$ 25,507.76	\$ 33,388.46	\$ 9,461.32	\$ 68,357.54
NPS Mental Health**	\$ 108,408.66		\$ 30,142.25	\$ 34,617.18	\$ 33,956.99	\$ 98,716.42
<b>District Total</b>	<b>\$ 222,564.65</b>	<b>\$ -</b>	<b>\$ 55,650.01</b>	<b>\$ 68,005.64</b>	<b>\$ 43,418.31</b>	<b>\$ 167,073.96</b>
<b>SELPA Wide Tuition Total</b>	<b>\$ 838,034.97</b>	<b>\$ 57,630.00</b>	<b>\$ 234,260.37</b>	<b>\$ 297,245.04</b>	<b>\$ 178,044.35</b>	<b>\$ 767,179.76</b>
<b>SELPA Wide Mental Health Total</b>	<b>\$ 387,087.47</b>	<b>\$ -</b>	<b>\$ 96,893.56</b>	<b>\$ 105,622.95</b>	<b>\$ 99,146.72</b>	<b>\$ 301,663.23</b>
<b>SELPA Wide Grand Total</b>	<b>\$ 1,225,122.44</b>	<b>\$ 57,630.00</b>	<b>\$ 331,153.93</b>	<b>\$ 402,867.99</b>	<b>\$ 277,191.07</b>	<b>\$ 1,068,842.99</b>

\*NPS Education includes: tuition & related services with the exception of counseling

\*\* NPS Mental Health includes: residential cost, counseling, WRAP, residential student travel including parent travel reimbursement

\*\*\* Prior Yr totals not included in current year grand totals

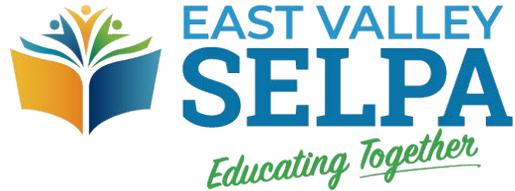
## EAST VALLEY SELPA FY 2022-23 NON-PUBLIC SCHOOL COST REPORT

District	FN	Total Q1 Billing	Total Q2 Billing	Total Q3 Billing	Total Q4 Billing	Total Billed FY 22-23
NPS Education	1180	195,667.42	248,240.51	201,325.14	247,181.04	892,414.11
NPS Mental Health	3900	88,297.98	61,450.06	51,144.25	100,767.35	301,659.64
<b><i>Colton</i></b>		<b>\$ 283,965.40</b>	<b>\$ 309,690.57</b>	<b>\$ 252,469.39</b>	<b>\$ 347,948.39</b>	<b>\$ 1,194,073.75</b>
NPS Education	1180	207,932.24	245,259.48	224,455.27	232,002.35	909,649.34
NPS Mental Health	3900	80,988.70	84,670.33	77,343.11	1,809.22	244,811.36
<b><i>Redlands</i></b>		<b>\$ 288,920.94</b>	<b>\$ 329,929.81</b>	<b>\$ 301,798.38</b>	<b>\$ 233,811.57</b>	<b>\$ 1,154,460.70</b>
NPS Education	1180	158,799.84	228,169.99	184,028.43	156,635.24	727,633.50
NPS Mental Health	3900	14,221.18	66,253.64	69,599.46	59,708.10	209,782.38
<b><i>Rialto</i></b>		<b>\$ 173,021.02</b>	<b>\$ 294,423.63</b>	<b>\$ 253,627.89</b>	<b>\$ 216,343.34</b>	<b>\$ 937,415.88</b>
NPS Education	1180	60,130.21	76,592.35	69,881.31	63,003.59	269,607.46
NPS Mental Health	3900	64,031.20	82,776.69	77,404.65	40,662.14	264,874.68
<b><i>Rim</i></b>		<b>\$ 124,161.41</b>	<b>\$ 159,369.04</b>	<b>\$ 147,285.96</b>	<b>\$ 103,665.73</b>	<b>\$ 534,482.14</b>
NPS Education	1180	79,804.59	80,345.67	81,229.08	68,357.54	309,736.88
NPS Mental Health	3900	93,635.91	51,918.78	51,680.55	98,716.42	295,951.66
<b><i>Yucaipa</i></b>		<b>\$ 173,440.50</b>	<b>\$ 132,264.45</b>	<b>\$ 132,909.63</b>	<b>\$ 167,073.96</b>	<b>\$ 605,688.54</b>
<b>NPS Education Total</b>	1180	<b>\$ 702,334.30</b>	<b>\$ 878,608.00</b>	<b>\$ 760,919.23</b>	<b>\$ 767,179.76</b>	<b>\$ 3,109,041.29</b>
<b>NPS Mental Health Total</b>	3900	<b>\$ 341,174.97</b>	<b>\$ 347,069.50</b>	<b>\$ 327,172.02</b>	<b>\$ 301,663.23</b>	<b>\$ 1,317,079.72</b>
<b><i>Grand Total</i></b>		<b>\$ 1,043,509.27</b>	<b>\$ 1,225,677.50</b>	<b>\$ 1,088,091.25</b>	<b>\$ 1,068,842.99</b>	<b>\$ 4,426,121.01</b>

## **DISCUSSION ITEM**

### **EV SELPA Community Advisory Committee (CAC) Membership**

*Chief Administrative Officer Metheny will share the role of Community Advisory Committee and the need for more members.*



## East Valley SELPA Community Advisory Committee

What is the Community Advisory Committee (CAC) of the East Valley Special Education Local Plan Area (EV SELPA)?

The CAC is a committee of volunteers composed of parents of individuals with exceptional needs and others who serve in an advisory capacity to the administrator of the EV SELPA in specific areas as detailed in the California Education Code. Those areas include deciding on and supporting parent trainings, promoting community awareness of special education, supporting activities on behalf of individuals with exceptional needs, assisting in parent awareness of the importance of regular school attendance and advising on the Local Plan.

Members of the CAC include those appointed by the governing board of each participating district in the EV SELPA to serve one- or two-year terms and shall be parents of pupils with exceptional needs enrolled in the district schools.





**East Valley SELPA  
Community Advisory Committee**



<b>DISTRICT:</b>	
------------------	--

<b>CAC Member Name:</b>	
<b>Mailing Address:</b>	
<b>Email Address:</b>	
<b>Phone Number:</b>	
<b>Board Approval Date:</b>	

<b>CAC Member Name:</b>	
<b>Mailing Address:</b>	
<b>Email Address:</b>	
<b>Phone Number:</b>	
<b>Board Approval Date</b>	

<b>Submitted by:</b>	<b>Date:</b>
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**2023/2024  
East Valley Special Education Local Plan Area**

**Community Advisory Committee**

**Meeting Schedule**

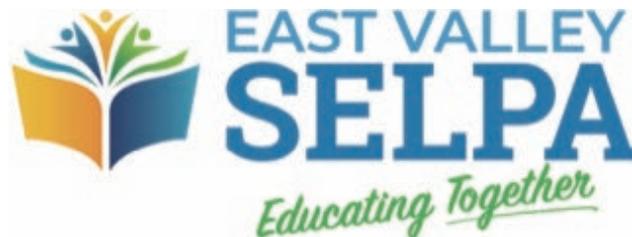
All meetings will  
begin at 9:30 a.m. & end at 11:30 a.m.  
*(Determination to meet virtually will be made in advance by the Committee)*

**SEPTEMBER 18, 2023**

**NOVEMBER 13, 2023**

**FEBRUARY 26, 2024**

**APRIL 22, 2024**



## **DISCUSSION ITEM**

### **EV SELPA Professional Development Catalog 2023-2024**

*Chief Administrative Officer Metheny will present the EV SELPA Professional Development Catalog of training opportunities for the 2023-2024 school year.*



2023



EAST VALLEY  
**SELPA**  
*Educating Together*

2024

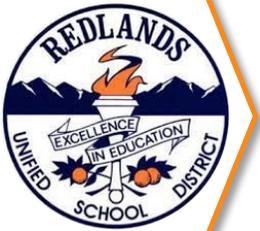
# Professional Development Catalog



EAST VALLEY  
**SELPA**  
**Member Districts**



**Colton Joint Unified School District**  
 Rob Pearson, Director, Pupil Personnel Services  
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**Redlands Unified School District**  
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**Rialto Unified School District**  
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**Rim of the World Unified School District**  
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**San Bernardino County Superintendent of Schools**  
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# AUGUST

*august* 2023

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8/23	2:00-3:30	District Access (DA) Users Collaborative Meeting	38
8/24	8:30-3:00	Transition Partnership Program (TPP) Teacher Training	73
8/29-30	8:30-4:00	Professional Crisis Management (PCM) Practitioner Initial Certification Training	61
8/31	8:00-3:30	Region 10 Presents: Back to School-Based OT & PT Basics Part 1	64
8/31	9:30-11:30	Postsecondary Transition Options and Services for Significantly Challenged Students	

# SEPTEMBER

*september* 2023

Date	Time	Title	Page
9/1	8:00-3:30	Region 10 Presents: Back to School-Based OT & PT Basics Part 2	65
9/5-7	8:30-3:30	Professional Crisis Management (PCM) Practitioner 1 Initial Certification Training	61
9/12-13	8:30-3:30	Developing Student-Centered & Legally Compliant IEP Goals Training	42
9/13	8:30-3:30	Understanding Autism Training	19/24
9/13	9:30-12:30	Parent Training: Developing Skills to Support Your Child Throughout Your Special Education Journey	13/49
9/14	8:30-3:30	Addressing Behavior Challenges at School: Interventions designed to Create Behavior Change	27
9/20	9:30-12:30	Parent Training: Developing Skills to Support Your Child Throughout Your Special Education Journey	13/49
9/21	9:00-3:30	Adult Transition Program Parent & Teacher Information Meeting	52
9/25	8:00-10:00	Special Education Leadership Development Series	14
9/27	9:30-12:30	Parent Training: Developing Skills to Support Your Child Throughout Your Special Education Journey	13
9/29	8:30-12:30	Handwriting Readiness, So Much More Than Motor Skills Training	63

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10/04	9:30-12:30	Parent Training: Developing Skills to Support Your Child Throughout Your Special Education Journey	13/49
10/05	9:30-11:30	Post-Secondary Transition Options and Services for Significantly Challenged Students	53
10/10	8:30-2:30	Diagnostic Center Presentation: Reading Between the Lines	33
10/10	8:30-3:00	Transition Partnership Program (TPP) Teacher Training	74
10/11	9:30-12:30	Parent Training: Developing Skills to Support Your Child Throughout Your Special Education Journey	13/49
10/16	8:30-12:30	Self-Regulation & Learning: Foundations and Strategies for Student Success	28
10/17	8:30-3:30	Manifestation Determination Training	20/29
10/18	8:30-3:30	Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP) Training	21/30
10/18	8:30-3:30	Social Emotional Skills for the Mod-Severe Population	44
10/18	9:30-12:30	Parent Training: Developing Skills to Support Your Child Throughout Your Special Education Journey	13
10/23	8:30-3:00	Region 10 ADR Committee Presents: "Mind the Gap - Part 2"	15
10/23-25	8:30-4:00	Professional Crisis Management (PCM) Practitioner 2(P) Initial Certification Training	61
10/26	8:30-3:00	Network Meeting & Residential Treatment Center (RTC) Vendor Fair	40
10/26	2:00-3:30	District Access (DA) Users Collaborative Meeting	38
10/27	8:30-3:30	Autism Assessment Training	22/25
10/31-11/01	8:30-4:00	Professional Crisis Management (PCM) Practitioner Initial Certification Training	61

# NOVEMBER *november* 2023

Date	Time	Title	Page
10/31-11/01	8:30-4:00	Professional Crisis Management (PCM) Practitioner Initial Certification Training	61
11/03	10:00-2:00	EV SELPA 1st Annual Parent Resource Fair “EmpowerAbility”	48
11/06	8:30-3:30	Emotional Disturbance Assessment Training	
11/08	8:30-3:30	Basic Assessment Training	
11/09	9:00-3:30	Adult Transition Program (ATP) Information Meeting	54
11/15	8:30-3:30	Data Driven Decisions Training	46
11/27	2:00- 4:00	Special Education Leadership Development Series	14
11/28-30	8:30-3:30	Professional Crisis Management (PCM) Practitioner 1 Initial Certification Training	61

# DECEMBER *december* 2023

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12/01	8:30-4:00	Region 10 OT/PT Committee Presents: The Structured Observations of Sensory Integration-Motor (SOSI-M) & The Comprehensive Observations of Proprioception (COP-R) In-Person Training	66
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12/07	9:30-11:30	Postsecondary Options for Significantly Challenged Students	55

**JANUARY**  
*january*  
 2024

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1/18	8:30-3:30	Region 10 ADR Committee Presents: "Scrubbing the Question"	16
1/22-24	8:30-4:00	Professional Crisis Management (PCM) Practitioner 2(P) Initial Certification Training	61
1/25	2:00-3:30	District Access (DA) Users Collaborative Meeting	38
1/29	8:30-12:00	Cross Training Department Of Rehabilitation & TPP	75
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**FEBRUARY**  
*february*  
 2024

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2/01	9:30-11:30	Postsecondary Transition Program Parent & Teacher Information Meeting	56
2/02	8:00-3:30	Region 10 OT/PT Committee Presents: Including Movement in the Mod-Severe Curriculum	67
2/06	8:30-12:30	Handwriting Readiness, So Much More Than Motor Skills Training	63
2/07	8:30- 3:30	Addressing Behavior Challenges at School: Interventions Designed to Create Behavior Change	27
2/08	9:30-3:30	Postsecondary Transition Program Parent & Teacher Information Meeting	57
2/14	8:30-3:30	Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP) Training	21/30
2/21	8:30-12:30	Team Up for Comprehensive Assessment Training	18/45
2/26	8:00-10:00	Special Education Leadership Development Series	14
2/26	8:30-3:30	Manifestation Determination Training	20/29
2/28	8:30- 3:30	Understanding Autism Training	19/24

# MARCH

march 2024

Date	Time	Title	Page
03/05	8:30-2:30	Development, Routines, and Themes: The Blueprint of Effective Special	34

# APRIL

april 2024

Date	Time	Title	Page
4/02-04	8:30-3:30	Professional Crisis Management (PCM) Practitioner 1 Initial Certification Training	61
4/09-10	8:30-3:30	Developing Student-Centered & Legally Compliant IEP Goals	42
4/11	9:30-11:30	Parent Information Meeting Postsecondary Options for Significantly Challenged Students	58
4/16	9:00-1:00	Career Day	76
4/17	8:30-3:30	Data Driven Decisions Training	46
4/19	8:30-4:00	Region 10 OT/PT Committee Presents: School' Moves	68
4/22-24	8:30-4:00	Professional Crisis Management (PCM) Practitioner 2(P) Initial Certification Training	61
4/25	2:00-3:30	District Access (DA) Users Collaborative Meeting	38
4/30-5/1	8:30-4:00	Professional Crisis Management (PCM) Practitioner Initial Certification Training	61

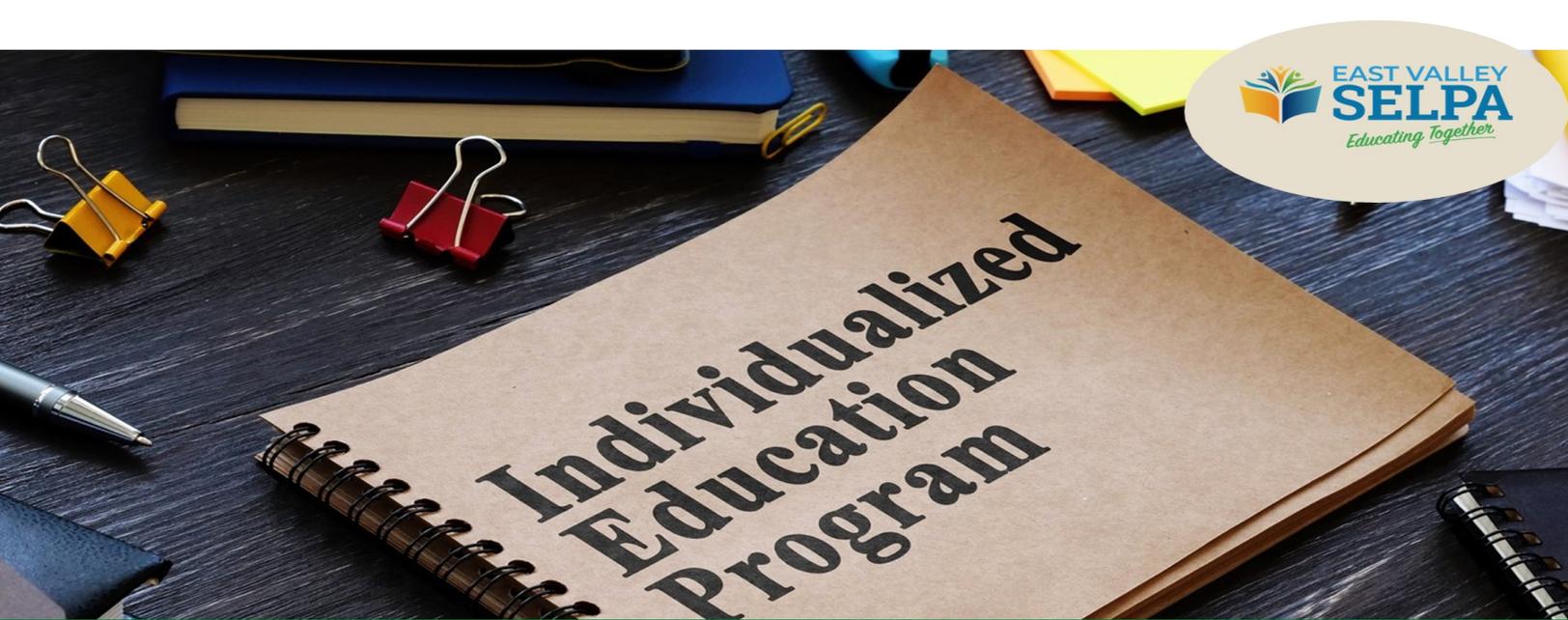
# MAY

may 2024

Date	Time	Title	Page
4/30-5/1	8:30-4:00	Professional Crisis Management (PCM) Practitioner Initial Certification Training	61
5/02	9:00-3:30	Adult Transition Program (ATP) Parent & Teacher Information Meeting	59
5/10	8:00-3:30	Region 10 OT/PT Committee Presents: Size Matters Handwriting Program	69
5/20	2:00-4:00	Special Education Leadership Development Series	14



**ADR** ALTERNATIVE  
DISPUTE  
RESOLUTION



# Individualized Education Program

## SPECIAL EDUCATION PARENTS:

ARE YOU LOOKING TO  
GAIN EFFECTIVE  
SKILLS TO NAVIGATE

Register for East Valley SELPA's  
Upcoming parent training course:  
**DEVELOPING SKILLS TO SUPPORT  
YOUR CHILD THROUGHOUT YOUR  
SPECIAL EDUCATION JOURNEY**

### Dates:

- September 13
- September 20
- September 27
- October 4
- October 11
- October 18

All classes will be

**Wednesdays**

**9:30 am—12:30 pm**



Scan QR Code to Register:

Link to Register: <https://sbcss.k12oms.org/46-233526>



Registration is limited to parents of students in the East Valley  
SELPA member districts (Colton, Redlands, Rialto, Rim of the World,  
And Yucaipa-Calimesa)



## SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

Presented by:

Jennifer Brooksby  
EV SELPA Compliance Program Manager

&

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

Special Education staff will develop practical leadership skills to support their district needs.

Join us on the following Monday's:

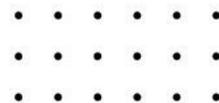
- September 25, 2023 8:00 am - 10:00 am
- November 27, 2023 2:00 pm - 4:00 pm
- February 26, 2024 8:00 am - 10:00 am
- May 20, 2024 2:00 pm - 4:00 pm



<https://sbcss.k12oms.org/46-237443>



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





*Monday*  
*October 23, 2023*  
*8:30 am - 3:00 pm*

**Regi on 10**

**ADR Committee**

**Presents:**

This full-day training aims to equip participants with essential techniques in effective communication, working through impasse situations, and fostering empathy when working with parents and families.

**Objective:**

The primary objective of this training is to enhance the capacity of participants in resolving conflicts and disputes effectively. By mastering active listening, asking questions, and building relationships of trust, participants can create a positive and collaborative environment when working with others.

# Mind The Gap Part 2

**Presented by**

**David Dowling**

**JD, MDR Professional Mediator**

**Registration fee:**

**\$50.00 per individual**

*This is a Pre-Pay Event*

*POs are NOT accepted*

**Training Components:**

**1. Effective Communication:**

- Understanding the importance of clear and respectful communication.
- Developing active listening skills to truly understand the perspectives and concerns of others.
- Practicing constructive and empathetic responses to foster open dialogue and avoid escalation of conflicts.

**2. Working Through Impasse:**

- Identifying common points of impasse and strategies to overcome them.
- Learning negotiation and problem-solving techniques to find mutually acceptable solutions.
- Emphasizing the value of flexibility and compromise to achieve the best outcomes in difficult conversations.

**3. Empathy:**

- Understanding the power of empathy in building trust and strong relationships with parents and families.
- Cultivating empathy to better comprehend the emotional aspects of difficult conversations for all stakeholders.
- Incorporating empathetic language and actions to create a supportive and inclusive environment.

**Benefits:**

Participants attending this training will gain the following benefits:

- Improved ability to communicate effectively.
- Enhanced skills in resolving conflicts and finding common ground.
- Strengthened relationships, leading to increased collaboration and engagement.



**Register Online:**

<https://sbcss.k12oms.org/46-239428>

**Location:**

Dorothy Inghram Learning Center  
"Home of the Easy Valley SELPA"

670 E. Carnegie Drive  
San Bernardino 92408

REGION 10 ADR COMMITTEE PRESENTS:

# “SCRUBBING THE QUESTION”

*Presented by: Stephanie Blondell*

What is the most underutilized skill as a conflict resolver? Asking questions. Said simply, questions are an act of service. They build relationships and deepen trust. So if questions are the answer, why don't we ask them?



**Thursday, January 18, 2024**

**8:30 am - 3:30 pm**

**T**his training explores the hidden power in questions and will leave you wanting to ask more. How do you coach yourself and others into curiosity? How do you ask culturally appropriate questions? How do you ask impartial questions? What are questions of service, empathy, and inquiry? You will leave with 1) a framework for asking questions, and 2) the inspiration to implement this core conflict resolution competency that builds trust. This skills-based session is designed to bridge the gap between the conflict resolution questioning models presented (theory) and the drama of real life (practice). We will explore those questioning skills that develop connections in the special education context via games, drills, and case studies.

**Registration Fee: \$50.00** Includes light breakfast and lunch

*(This is a Pre-Pay Event - Purchase Orders are NOT Accepted)*



<https://sbcss.k12oms.org/46-237077>



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

# ASSESSMENT & ELIGIBILITY



## Team Up for COMPREHENSIVE ASSESSMENT



### Team of Presenters:

Jessica Lascano, M.A., LEP #3613, APCC #8762, NCSP, BCBA

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Jo-Ann Vargas, M.A., OTR/L, EV SELPA Lead Occupational Therapist

**A** collaborative approach is one of the best ways to ensure comprehensive assessment. All assessors should understand one another's roles and responsibilities in the assessment process. Moreover, it is vital to collaborate and share information throughout assessment as this ensures that all stakeholders contribute to meaningful analysis and interpretation of data. A team of assessors from various fields will come together in this training to help you to learn about different assessment domains unique to each assessor's scope of practice. Additionally, this training will focus on eligibility criteria in special education, the importance of collaboration for prime assessment outcomes, and common misconceptions regarding the assessment process. Please join us if you are an assessor, service provider, or IEP team member who wants to learn more about how to team up to ensure comprehensive assessments.

Wednesday, December 6, 2023

8:30 am - 12:30 pm

<https://sbcss.k12oms.org/46-232641>



Wednesday, February 21, 2024

8:30 am - 12:30 pm

<https://sbcss.k12oms.org/46-232642>



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



# UNDERSTANDING Autism

**W**ith the increasing prevalence of Autism in school age children it is critical to properly assess and provide evidence-based interventions to support this at-risk population. This training will help participants navigate the process for comprehensive Autism assessments considering gender differences and mental health comorbidities. We will review evidence-based practices to support autistic students who demonstrate mental health and behavioral needs. You will learn how to use a variety of cognitive behavioral strategies and visual supports to support student's emotional wellbeing and mental health.

Presented by:

Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, BCBA  
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager  
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

Wednesday  
SEPTEMBER 13, 2023  
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-232643>

Wednesday  
FEBRUARY 28, 2024  
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-232645>



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

# MANIFESTATION DETERMINATION TRAINING



Presented by:

Jessica M. Lascano

MA, LEP #3613, APCC #8762, NCSP, BCBA

This training will help school psychologists, and administrators learn about the Manifestation Determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible decisions.

Participants will:

- Be exposed to real life examples of manifestation determination cases
- Have the opportunity to practice via case studies
- Learn about the relationship between behavioral supports, including functional behavioral analysis, and manifestation determinations
- Leave the training with several tools, and resources to help conduct thorough manifestation determinations.

*Tuesday*

October 17, 2023

8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235968>



*Monday*

February 26, 2024

8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235969>



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670 E. Carnegie Drive, San Bernardino 92408

# FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) & BEHAVIOR INTERVENTION PLAN (BIP)



Presented by

East Valley SELPA Program Specialists

Courtney Beatty, Mary Anne Klenske, & Shannon Vogt



**T**his training covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment, and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA. We will also cover how to develop interventions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB).

## Participants will:

- Become familiar with the EV SELPA process of collecting data, analyzing the information and developing a plan.
- Become proficient with how to effectively analyze data, using the forms developed by EV SELPA
- Gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan using the EV SELPA FBA and BIP Guidebooks

Wednesday  
October 18, 2023  
8:30 am - 3:30 pm



Wednesday  
February 14, 2024  
8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235972>

<https://sbcss.k12oms.org/46-235973>



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670 E. Carnegie Drive, San Bernardino 92408



# AUTISM ASSESSMENT

*Presented by: Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, BCBA*

**T**his training will assist attendees in identifying and implementing essential components of autism assessment. In particular, this training will explore the California Education Code definition of autism and will review how it compares to criteria currently included in the DSM-V. This training will also support assessors in understanding how to select valid and reliable tools when establishing an autism assessment battery. It will provide solid examples of test batteries that might be considered when assessing for autism, with guidance on how to ensure individual needs are considered when selecting a testing battery. Additionally, this training will provide attendees with a variety of tools and resources to use while assessing, as well as psychoeducational report examples all organized in a user-friendly *Padlet*. At the end of the training, attendees should feel more confident and prepared to comprehensively assess for autism.



<https://sbcss.k12oms.org/46-237736>

Dorothy Ingrham Learning Center

“Home of the East Valley SELPA”

670 E. Carnegie Dr., San Bernardino 92408

FRIDAY,

**OCTOBER 27, 2023**

**8:30 AM - 3:30 PM**



# AUTISM





# UNDERSTANDING Autism

**W**ith the increasing prevalence of Autism in school age children it is critical to properly assess and provide evidence-based interventions to support this at-risk population. This training will help participants navigate the process for comprehensive Autism assessments considering gender differences and mental health comorbidities. We will review evidence-based practices to support autistic students who demonstrate mental health and behavioral needs. You will learn how to use a variety of cognitive behavioral strategies and visual supports to support student's emotional wellbeing and mental health.

Presented by:

Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, BCBA  
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager  
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

Wednesday  
SEPTEMBER 13, 2023  
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-232643>

Wednesday  
FEBRUARY 28, 2024  
8:30 am - 3:30 pm

Register Online:

<https://sbcss.k12oms.org/46-232645>



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# AUTISM ASSESSMENT

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<https://sbcss.k12oms.org/46-237736>

Dorothy Ingrham Learning Center



“Home of the East Valley SELPA”

670 E. Carnegie Dr., San Bernardino 92408



FRIDAY,

**OCTOBER 27, 2023**

**8:30 AM - 3:30 PM**



# BEHAVIOR



Presented by:

Mary Anne Klenske  
EV SELPA Program Specialist

Tracy Schroeder  
EV SELPA Behavioral Health Program Manager

Jo-Ann Vargas  
EV SELPA Lead Occupational Therapist

We look forward to seeing  
you at our training!



# ADDRESSING BEHAVIOR CHALLENGES AT SCHOOL: INTERVENTIONS DESIGNED TO CREATE BEHAVIOR CHANGE

ONLINE  
REGISTRATION

Thursday

SEPTEMBER 14, 2023

8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-232337>

Wednesday

FEBRUARY 7, 2024

8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-232338>

**T**his training provides educators with Evidenced Based Interventions proven to facilitate Positive Behavior Change. Participants will be introduced to the basic foundations of Behavior Science along with specific strategies that can be used immediately in the classroom.

These interventions will include:

- Relationship Building
- Functions of Behavior
- Reinforcement Systems
- Data Collection
- Visual Supports
- Sensory and Mental Health Motivators



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San Bernardino 92408



# SELF-REGULATION & LEARNING: *Foundation and Strategies for Student Success*

Presented by:

Mary Anne Klencke, M.A., EV SELPA Program Specialist

Jo-Ann Vargas, M.A., OTR/L, EV SELPA Lead Occupational Therapist

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

**J**oin us for a training that provides an overview of the neurological foundations and sensory factors as they relate to both self and co-regulation which are required for meaningful learning. Attendees will learn strategies to regulate themselves, so they are able to engage in successful co-regulation with students. We will examine the factors behind behavior and trauma that may affect the learning process. Finally, attendees will walk away with a toolbox of helpful strategies to support neurodiverse students who struggle with self-regulation.

**Monday**  
October 16, 2023  
8:30 am - 12:30 pm

<https://sbcss.k12oms.org/46-232638>



**Thursday**  
February 1, 2024  
8:30 am - 12:30 pm

<https://sbcss.k12oms.org/46-232639>



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670 E. Carnegie Dr., San Bernardino 92408

# MANIFESTATION DETERMINATION TRAINING



Presented by:

Jessica M. Lascano

MA, LEP #3613, APCC #8762, NCSP, BCBA

This training will help school psychologists, and administrators learn about the Manifestation Determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible decisions.

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- Leave the training with several tools, and resources to help conduct thorough manifestation determinations.

*Tuesday*

October 17, 2023

8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235968>



*Monday*

February 26, 2024

8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235969>



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"Home of the East Valley SELPA"  
670 E. Carnegie Drive, San Bernardino 92408

# FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) & BEHAVIOR INTERVENTION PLAN (BIP)



Presented by

East Valley SELPA Program Specialists

Courtney Beatty, Mary Anne Klenske, & Shannon Vogt



**T**his training covers the core components of both an effective and comprehensive **Functional Behavior Assessment (FBA)** and resulting **Behavior Intervention Plan (BIP)**. Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment, and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA. We will also cover how to develop interventions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB).

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- Gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan using the EV SELPA FBA and BIP Guidebooks

Wednesday  
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<https://sbcss.k12oms.org/46-235973>



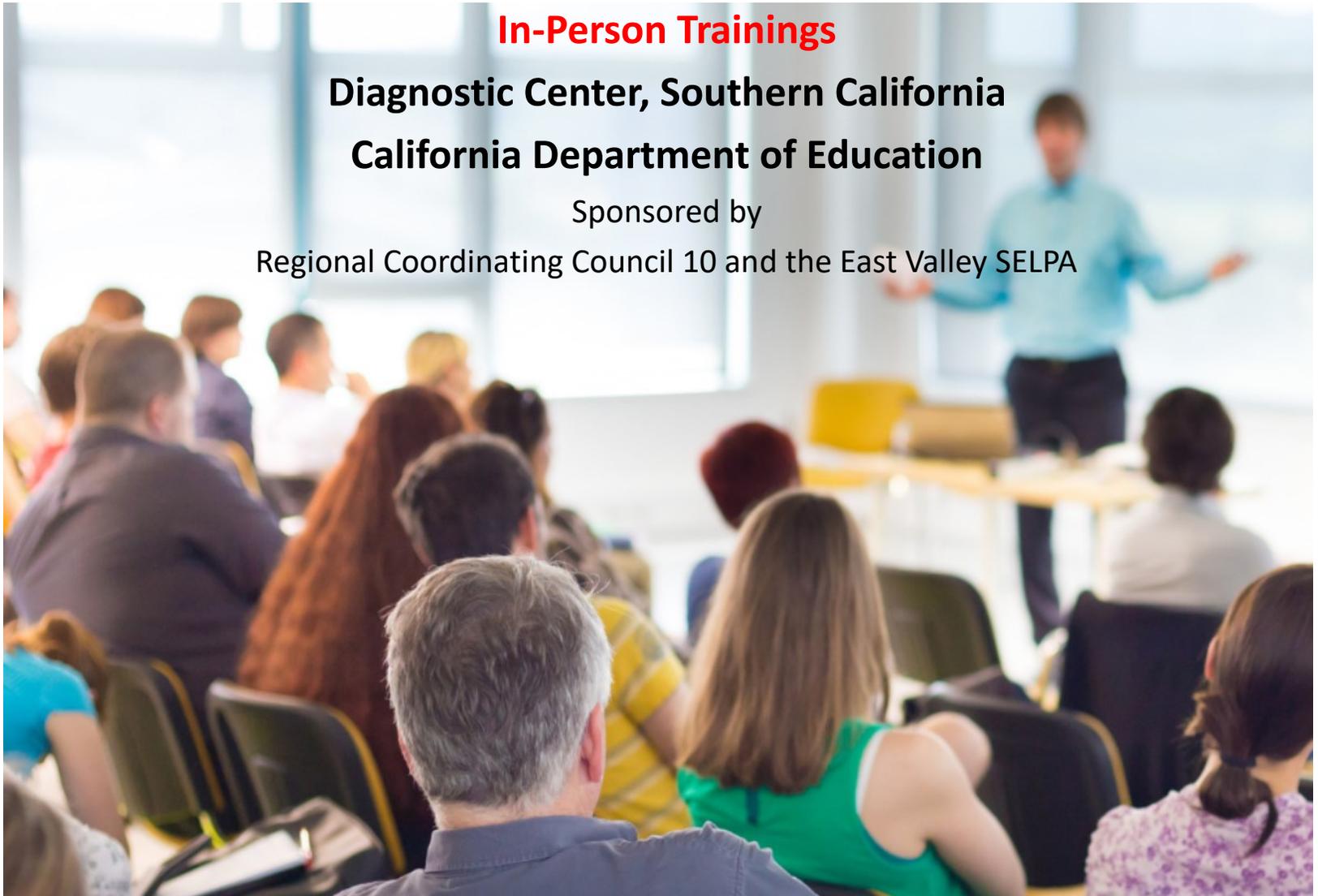
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## **In-Person Trainings**

### **Diagnostic Center, Southern California California Department of Education**

Sponsored by  
Regional Coordinating Council 10 and the East Valley SELPA



## The First Fron(tier)!: An Overview of Tier I Positive Behavior Supports for ALL Students

*Sponsored by*

Regional Coordinating Council 10 and the East Valley SELPA

- Presenter:** Martin Miramontes, M.A., BCBA, PENT Director  
Diagnostic Center South, California Department of Education
- Date:** Tuesday, October 3, 2023
- Time:** 8:00 am - 8:30 am —Sign-in and coffee  
8:30 am - 12:30 pm —Workshop (4 hours)
- Place:** Dorothy Inghram Learning Center, “Home of the East Valley SELPA”  
670 E. Carnegie Dr., San Bernardino, CA 92408
- Cost:** No charge

**Content:** There is an abundance of empirical research to indicate it is best practice to intervene before problematic behaviors occur. The application of universal interventions (primary prevention) can lead to a reduction in office discipline referrals, reduction in suspensions, referrals for special education, and improved academic performance. Universal supports and instruction are the core supports and strategies provided to all students within the school to promote successful student outcomes and prevent school failure. This training will focus on the behavioral strand of MTSS and provide an overview of the Tier 1 positive behavior intervention supports (PBIS), strategies, and universal interventions available for all students.

**Intended Audience:** Administrators, classroom teachers, school psychologists, school counselors, behavior specialists, and other related service providers who support students with behavioral needs

**Outcomes:** Participates will:

1. Receive an overview of how a Multi-Tiered System of Support (MTSS) framework is used to support the majority of students’ behavioral needs
2. Obtain information, resources, and materials related to development of systems to support implementation Tier 1 PBIS interventions
3. Become familiar with Universal Tier 1 Positive Behavior Intervention Supports
4. Review strategies and materials used to measure implementation effectiveness (i.e. Fidelity)

**Register Online:** <https://sbcss.k12oms.org/46-238734>

## Reading Between the Lines

*Sponsored by*

Regional Coordinating Council 10 and the East Valley SELPA

- Presenter:** Andrea Abrishami, M.A., Education Specialist  
Diagnostic Center South, California Department of Education
- Date:** Tuesday, October 10, 2023
- Time:** 8:00 am - 8:30 am —Sign-in and coffee  
8:30 am - 2:30 pm —Workshop (5 hours) Lunch on your own
- Place:** Dorothy Inghram Learning Center, “Home of the East Valley SELPA”  
670 E. Carnegie Dr., San Bernardino, CA 92408
- Cost:** No charge

**Content:** According to the International Dyslexia Association, one-half of all students who qualify for special education services are classified as having a learning disability. Approximately 85% of those students have a primary disability in reading and language processing. The National Institute of Health identified Dyslexia as the most common and prevalent of all known learning disabilities, affecting one in five children in the United States. Characteristics of dyslexia, assessments, interventions, and accommodations will be addressed to offer the practitioner tools and strategies to support struggling readers. This training will focus on best practices in working with students who have been identified with reading difficulties or are suspected of having dyslexia.

**Intended Audience:** Educators working with students with reading difficulties

**Outcomes:** Participates will:

1. Review and discuss the components of reading
2. Learn about the characteristics of dyslexia
3. Become familiar with strategies, appropriate interventions, and accommodations for students with reading difficulties
4. Learn about evidence-based practices and why they are effective for struggling readers

**Register Online:** <https://sbcss.k12oms.org/46-238740>

Registration Deadline: 10/01/23

## Development, Routines, and Themes: The Blueprint for Effective Special Education Classrooms

*Sponsored by*

Regional Coordinating Council 10 and the East Valley SELPA

- Presenters:** Allease Glamore, M.S., School Psychologist and  
Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist  
Diagnostic Center South, California Department of Education
- Date:** Tuesday, March 5, 2024
- Time:** 8:00 am - 8:30 am —Sign-in and coffee  
8:30 am - 2:30 pm —Workshop (5 hours) On your own for lunch
- Place:** Dorothy Inghram Learning Center, “Home of the East Valley SELPA”  
670 E. Carnegie Dr., San Bernardino, CA 92408
- Cost:** No charge

**Content:** Oftentimes we find ourselves reflecting on how to structure our learning environments in a more meaningful and cohesive way. How can we stop putting out fires and start igniting active engagement and meaningful participation? This can only be done when educators understand development, effectively use routines, and build background knowledge and novelty through themes. This training will provide a blueprint for establishing effective classroom programs by facilitating a deeper understanding of development so educators can ensure activities are well-matched to the level of the child, designing purposeful routines, and using themes to provide a rich context for learning.

**Intended Audience:** Special education teachers, school psychologists, speech-Language Pathologists, occupational therapists, instructional assistants, and program specialists. It is recommended to attend with your cross-disciplinary team.

**Outcomes:** Participates will:

1. Learn about developmental milestones, key skills that represent stages of development, and the implications for learning.
2. Understand the purpose of routines and how to establish effective class schedules and expectations for participation within activities
3. Learn the importance of themes and be able to create theme-based activities across domains and developmental levels

**Register Online:** <https://sbcss.k12oms.org/46-238741>

Registration Deadline: 2/25/24



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## BEHAVIOR TRAINING SERIES ON-DEMAND

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In partnership with the East Valley SELPA, the Diagnostic Center of Southern California is making available on-demand a series of professional development workshops designed to address the challenging student behaviors teachers face daily.

Request the Webinar Series: [tami.goldstein@sbcss.net](mailto:tami.goldstein@sbcss.net)

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## THE TRAUMA-INFORMED SCHOOL

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*Presented by: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist*  
In this training , educators learn methods for establishing clear expectations and communication strategies to help students cope with extreme situations and ongoing stressors. But moreover, educators will learn how to establish a school wide culture of support and sensitivity to address the needs of students who are attending school in rapidly changing times. Webinar: 2 hours

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## THE FIRST FRON(TIER)!

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*Presented by: Martin Miramontes, M.A., BCBA, PENT Director*  
**An Overview of Tier 1 Positive Behavior Supports of ALL Students**

This training will focus on positive behavior intervention supports, strategies, and universal interventions available to support the majority of students' behavioral needs. Webinar: 1.5 hours

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## MINDFULNESS PRACTICE

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*Presented by: Mojgan Moshtael, Ph.D., Clinical Psychologist*  
**The Educator's Guide to Help Students Practice Mindfulness**

This training focuses on the effectiveness of mindfulness practices for children and adolescents to help regulate their emotions and develop positive coping strategies. Mindfulness practices are also considered an effective intervention to develop empathy and decrease anxiety and aggressive behaviors. Webinar: 1 hour

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## NAVIGATING THROUGH THE DAY ONE STEP AT A TIME

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*Presented by: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist*

In this training , educators will become familiar with the benefits of structure and routine to reduce challenging student behaviors and learn ways to help students build independence, motivation, and goal directed behavior. Webinar: 1 hour

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## I DON'T HAVE TIME! MAKE BEHAVIORAL INTERVENTIONS WORK

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*Presented by: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist*

This training is geared to those who work with preschool and elementary school students. The overall focus of this training is the process of, 1) build relationships to begin the implementation process, and 2) ways to implement supports and strategies in natural settings that require non-traditional and out-of-the-box thinking. Webinar: 2 .75 hours

# District Access (DA) Users *Collaborative Meetings*



## **DISTRICT ACCESS (DA) USERS** *Collaborative Meetings*

### *Facilitated by:*

Dr. Patty Metheny, Chief Administrative Officer  
Jennifer Brooksby, Program Manager  
Sonya Cain, Program Technician (MIS)

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

### *Intended Audience:*

District Access Users and District Special Education Administrators

**From 2:00 - 3:30 pm**

- **Wednesday, August 23, 2023**
- **Thursday, October 26, 2023**
- **Thursday, January 25, 2024**
- **Thursday, April 25, 2024**



**<https://sbcss.k12oms.org/46-233882>**



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# Educationally Related Mental Health Services



School District and SELPA Residential Placement Coordinators,  
Mental Health Coordinators and staff involved in the  
placement process are invited to the

## 10th Annual NETWORK MEETING & RTC VENDOR FAIR

Thursday  
OCTOBER 26, 2023  
8:30 AM - 3:00 PM

This event is provided at no cost to participants,  
includes a light breakfast and catered lunch

### Schedule

8:30 - 9:00 am:  
Registration/Check-in

9:00 - 11:30 am:  
Light Breakfast

Network meeting to discuss a variety of topics regarding  
Residential and ERMHS Services (Transitioning, Residential  
Facilities, Hot Topics, and Topics of Interest will be discussed)

11:30 am - 12:30 pm:  
Networking lunch with other districts/SELPA's and RTCs

12:30 - 3:00 pm:  
RTC & NPA Vendor Fair  
Participants can visit vendor tables to obtain information

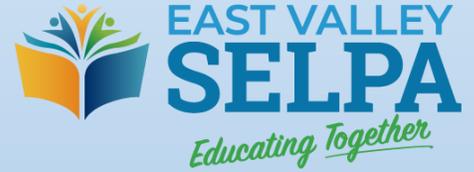
\*2:30 pm Raffle Drawing



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<https://sbcss.k12oms.org/46-234157>  
(No Interns, please)





Individual  
Education  
Program

Special  
Education

IEP

Teachers

EAST VALLEY  
**SELPA**  
*Educating Together*

Special  
Education  
Law



## DEVELOPING Student-Centered & Legally Compliant IEP GOALS

Presented by:

Courtney Beatty, M.A., BCBA, EV SELPA Program Specialist  
Shannon Vogt, M.A., EV SELPA Program Specialist  
Rick Homutoff, Ed.D., EV SELPA Due Process Program Manager

Join us for a training on how to develop legally compliant IEP goals using a 13-part template, how to collect data (progress monitoring) on IEP goals, and how to effectively implement all parts of an IEP. Participants will receive a goal bank to reference & help support future goal development.

### 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)
- \* 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
- \* Understand all the areas for implementation in an IEP
- \* Learn to use the conditions of intervention as a guide for target skill instruction
- \* Learn how to collect data while instructing the target skill
- \* Understand self-management with checklists



July 27 & 28, 2023  
8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235940>

September 12 & 13, 2023  
8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235942>

January 16 & 17, 2024  
8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235943>

April 9 & 10, 2024  
8:30 am - 3:30 pm

<https://sbcss.k12oms.org/46-235944>



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670 E. Carnegie Dr., San Bernardino 92408

# INSTRUCTIONAL PRACTICES





# Social Emotional Skills for the Mod - Severe Population

Presented by:  
**Colleen Meland**  
EV SELPA Program Specialist

**Tracy Schroeder**  
EV SELPA Behavioral Health Program Manager

**Jo-Ann Vargas**  
EV SELPA Lead Occupational Therapist

**Wednesday**  
**OCTOBER 18, 2023**

**8:30 am - 3:30 pm**

**Register Online:**  
<https://sbcss.k12oms.org/46-235966>



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San Bernardino 92408

**Why is my student behaving this way?**

**How does development impact social emotional learning?**

**Do sensory and communication skills play a part in behavior?**

**What are some classroom strategies that would help shape the student's emotional learning?**

**If you are pondering on these questions, then this training is for you!**

**Participants will learn the foundational skills needed for social emotional learning for student's participation in a mod-severe setting while considering human development, sensory processing, and emotional regulation. This training will provide strategies for effective social skills interactions among students.**

**Participants will:**

- 1. Learn how child development and sensory differences may impact emotional learning.**
- 2. Understand concepts of neurodiversity and how it relates to teaching social emotional skills.**
- 3. Learn about authentic communication practices that include verbal or physical stimming, and movement while listening and processing information.**
- 4. Take away strategies for application in the classroom that include story book and movie review, video modeling, and role play.**



## Team Up for COMPREHENSIVE ASSESSMENT



### Team of Presenters:

Jessica Lascano, M.A., LEP #3613, APCC #8762, NCSP, BCBA

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Jo-Ann Vargas, M.A., OTR/L, EV SELPA Lead Occupational Therapist

**A** collaborative approach is one of the best ways to ensure comprehensive assessment. All assessors should understand one another's roles and responsibilities in the assessment process. Moreover, it is vital to collaborate and share information throughout assessment as this ensures that all stakeholders contribute to meaningful analysis and interpretation of data. A team of assessors from various fields will come together in this training to help you to learn about different assessment domains unique to each assessor's scope of practice. Additionally, this training will focus on eligibility criteria in special education, the importance of collaboration for prime assessment outcomes, and common misconceptions regarding the assessment process. Please join us if you are an assessor, service provider, or IEP team member who wants to learn more about how to team up to ensure comprehensive assessments.

Wednesday, December 6, 2023

8:30 am - 12:30 pm

<https://sbcss.k12oms.org/46-232641>



Wednesday, February 21, 2024

8:30 am - 12:30 pm

<https://sbcss.k12oms.org/46-232642>



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# DATA DRIVEN DECISIONS

Presented by:

**COURTNEY BEATTY & SHANNON VOGT**

EAST VALLEY SELPA PROGRAM SPECIALISTS



**D**ata collection is a necessary process in all special education classrooms. Data driven decisions result in proactive interventions and therefore support positive student outcomes.

Teachers, paraprofessionals, and service providers all can benefit from learning a method to collecting, analyzing and referencing data in order to create informed interventions.

## Audience will:

- Become familiar with EV SELPA recommended data collection forms
- Have practice completing data collection forms in real time given typical academic and behavioral scenarios
- Learn how to analyze data collection and form recommendations for next steps of an intervention and annual goals
- Gain knowledge on how to graph data points to create visuals for parents and all team members to view and understand



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Wednesday  
**NOVEMBER 15, 2023**  
8:30 AM - 3:30 PM

<https://sbcss.k12oms.org/46-235991>

ONLINE  
REGISTRATION

Wednesday  
**APRIL 17, 2024**  
8:30 AM - 3:30 PM

<https://sbcss.k12oms.org/46-235993>



**PARENTS**



**FREE**

*1st Annual*

# **PARENT RESOURCE FAIR**

*“EmpowerAbility”*

## **CONNECTING PARENTS AND COMMUNITY RESOURCES**

Are you the parent of a child with special needs? It can be a daunting task to identify community resources to assist children with disabilities. The East Valley SELPA is hosting a resource fair to familiarize parents with a variety of connections.

Join us

**FRIDAY, NOVEMBER 3, 2023**

**10:00 am - 2:00 pm**

Meet 50+ government agencies, healthcare resources, and recreation opportunities that can become part of your family’s journey.

*Réβiřpé@põt azj*

**<https://sbcss.k12oms.org/46-238043>**



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

Food Vendors Presentations Giveaways Information

# Individualized Education Program

## SPECIAL EDUCATION PARENTS:

ARE YOU LOOKING TO  
GAIN EFFECTIVE  
SKILLS TO NAVIGATE

Register for East Valley SELPA's  
Upcoming parent training course:  
**DEVELOPING SKILLS TO SUPPORT  
YOUR CHILD THROUGHOUT YOUR  
SPECIAL EDUCATION JOURNEY**

### Dates:

- September 13
- September 20
- September 27
- October 4
- October 11
- October 18

All classes will be  
**Wednesdays**  
9:30 am—12:30 pm



Scan QR Code to Register:

Link to Register: <https://sbcss.k12oms.org/46-233526>

Registration is limited to parents of students in the East Valley  
SELPA member districts (Colton, Redlands, Rialto, Rim of the World,  
And Yucaipa-Calimesa)





# 2023-2024 POSTSECONDARY TRANSITION PROGRAM PARENT INFORMATION MEETINGS

*(Spanish Interpretation provided at each meeting)*

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

*(except \*)*

DATE & TIME	TOPIC	LOCATION
Thursday August 31, 2023 9:30 am – 11:30 am	Postsecondary Options for Significantly Challenged Students Social Vocational Services Adult Program Information State Council on Developmental Disabilities Services/Programs	Dorothy Inghram Learning Center Conference Rm “C”
Thursday September 21, 2023 9:00 am - 3:30 pm	Adult Transition Program (ATP) Information Meeting Stark Law Legal Option for Adult Care & Adult Programs, VIP ACE, In-Road Creative Programs, & ASCEND Day Programs	Dorothy Inghram Learning Center Conference Rm “E”
Thursday October 5, 2023 9:30 am - 11:30 am	Postsecondary Options for Significantly Challenged Students OPARC Summit Services Behavior Management, & The Dignity Group Life Plan Development Services	Dorothy Inghram Learning Center Conference Rm “C”
Thursday November 9, 2023 9:00 am -3:30 pm	Adult Transition Program (ATP) Information Meeting IRC Transition Services, CalAble Savings & Investment Accounts, & Community Options for Leisure & Recreation	Dorothy Inghram Learning Center Conference Rm “E”
Thursday December 7, 2023 9:30 am -11:30 am	Postsecondary Options for Significantly Challenged Students Adult Program Information ABLE-INC & B.O.T. Adult Programs	Dorothy Inghram Learning Center Conference Rm “E”
Thursday February 1, 2024 9:30 am – 11:30 am	Postsecondary Options for Significantly Challenged Students SafetyPowers.org, <i>Teaching skills for relationships and prevention of harm</i> & Sevita First Step Adult Program site visit <i>Register Online:</i> <a href="https://sbcss.k12oms.org/46-238442">https://sbcss.k12oms.org/46-238442</a>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday February 8, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting College Support Programs SB Valley College SAS Services, CIP (College Internship Program), Taft College TIL Program (Transition to Independent Living), Social Security Administration, Fontana Transition Supports <i>Register Online:</i> <a href="https://sbcss.k12oms.org/46-235959">https://sbcss.k12oms.org/46-235959</a>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday April 11, 2024 9:30 am -11:30 am	Postsecondary Options for Significantly Challenged Students Adult Program Information The ARC, Riverside County Center-Based & Community-Based Day Program Visits <i>Register Online:</i> <a href="https://sbcss.k12oms.org/46-238445">https://sbcss.k12oms.org/46-238445</a>	* Strebe Resource Center 702 East 11 <sup>th</sup> St., Beaumont 92223
Thursday May 2, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting Adult Supports Self-Determination, Options for All Community Integration Program, Adult Achievement Testimony, Work Experience Employer Panel <i>Register Online:</i> <a href="https://sbcss.k12oms.org/46-235961">https://sbcss.k12oms.org/46-235961</a>	Dorothy Inghram Learning Center Conference Rm “E”

**August 31<sup>st</sup>, 2023**

**Parent Information Meeting**

**Postsecondary Options for Significantly Challenged Adults**

Spanish interpretation will be provided at meeting



SOCIAL VOCATIONAL SERVICES

<b>TIME</b>	<b>August 31<sup>st</sup>, 2023</b> <b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b>
<b>Location:</b>	Dorothy Inghram Learning Center Conference Room C <b>670 E. Carnegie Drive, San Bernardino 92408</b>
<b>9:30</b>	<b>SVS</b> <b><i>Social Vocational Services</i></b> <b><i>Serving the Inland Empire</i></b> Reginald Smith, Program Director
<b>10:30</b>	
<b>Register:</b>	<b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b> <a href="https://sbcss.k12oms.org/46-238439">https://sbcss.k12oms.org/46-238439</a>
	Contact Colleen Meland if you have any questions or need assistance registering: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> ; or call: (909) 252-4525.  The logo for East Valley SELPA features a stylized book icon with a sunburst above it, followed by the text 'EAST VALLEY SELPA' in blue and green, and the tagline 'Educating Together' in green script below.

September 21st, 2023  
**Adult Transition Program**  
**Parent & Teacher Information Meeting**

Legal & Adult Program Information		
<b>Location:</b>	Dorothy Inghram Learning Center Conference Room E  670 E. Carnegie Drive, San Bernardino 92408	 EAST VALLEY <b>SELPA</b> <i>Educating Together</i>
<b>TIME</b>	<b>9:00 a.m. – 3:30 p.m.</b>	<i>Spanish interpretation provided</i>
<b>9:00</b>	<b>Law Office of Sheela A. Stark</b> Conservatorships & Special Needs Trusts Fredrick Stark	
<b>10:15</b>	<b>VIP ACE Program</b> <i>(Vocational Improvement Program)</i> <i>Achieving Competitive Employment</i> Lucia Mogan, ACE Program Manager	
<b>10:35</b>	<b>In-Road Creative Programs:</b> <i>Impact Arts Studio, Redlands</i> Rebecca Cedano, Art Instructor <i>Colton Day Program</i> Angelica Hill, Day Program Manager	
<b>11:00</b>	<b>In-Roads Site Visits</b> Redlands Art Studio Colton Day Program	
<b>LUNCH</b>		
<b>1:30</b>	<b>ASCEND Presentation</b> Richard Guzman, Day Program Supervisor Joset Mason, Program Director	
<b>2:15</b>	<b>Site Visit to ASCEND Program Site</b> 301 E. Vanderbilt Way, Suite 200 San Bernardino 92408	
<b>Register:</b>	<a href="https://sbcss.k12oms.org/46-235958">https://sbcss.k12oms.org/46-235958</a>	For assistance registering: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> (909) 252-4525

**October 5th, 2023**

Parent Information Meeting

**Postsecondary Options for Significantly Challenged Adults**

Spanish interpretation will be provided at meeting



<b>TIME</b>	<b>October 5th, 2023</b> <b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b>
<b>Location:</b>	Dorothy Inghram Learning Center Conference Room C <b>670 E. Carnegie Drive, San Bernardino 92408</b>
<b>9:30</b>	<b>OPARC Summit Services East</b> Behavior Management Program Adult Day Program Featrice Smith, Program Manager
<b>10:30</b>	<b>The Dignity Group</b> Assisting Families with Development of Life Care Plans Grady Jennings, Executive Director
<b>Register:</b>	<b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b> <a href="https://sbcss.k12oms.org/46-238440">https://sbcss.k12oms.org/46-238440</a>
	Contact Colleen Meland if you have any questions or need assistance registering: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> ; or call: (909) 252-4525. The logo for East Valley SELPA features a stylized book with a sun rising behind it, colored in orange and blue. To the right of the book, the words 'EAST VALLEY SELPA' are written in a blue, sans-serif font. Below the book, the tagline 'Educating Together' is written in a green, italicized font.

 <p><b>EAST VALLEY SELPA</b> <i>Educating Together</i></p> <p>9:00 a.m. – 3:30 p.m.</p>	<p><b>November 9<sup>th</sup> Adult Transition Program Parent &amp; Teacher Information Meeting, Dorothy Inghram Learning Center, Room E 670 E. Carnegie Drive, San Bernardino 92408</b></p>
<p>Kids Out and About <a href="http://www.kidsoutandabout.com">www.kidsoutandabout.com</a></p>	<p>Spanish interpretation will be provided at meeting <b>Community Options for Leisure &amp; Recreation</b></p>
	
<p><b>9:00</b></p>	<p><b>Inland Regional Center Transition Services</b> Andrew Burdick</p>
<p><b>9:30</b></p>	<p><b>PossAbilities LLUMC</b></p>
<p><b>10:00</b></p>	<p><b>CalABLE - Special Needs Savings Account</b></p>
<p><b>10:45</b></p>	<p><b>Camp Pavika, Ability First</b> Lauren Wilson</p>
<p><b>11:10</b></p>	<p><b>Special Olympics SoCal</b> Chasen Eddow <b>Special Olympics Redland/Yucaipa</b> Amy Swanston</p>
<p><b>12:00</b></p>	<p><b>Lunch</b></p>
<p><b>Purple Turtles Bowling, Empire Bowl, Redlands</b></p>	
<p><b>1:30</b></p>	<p><b>Empire Bowl Purple Turtles</b> Lisa Moore</p>
<p><b>1:45</b></p>	<p><b>DeAnn's PAASS Kids</b> DeAnn, &amp; Kim Krazynski</p>
<p><b>2:05</b></p>	<p><b>Best Buddies Club</b> Hope Gutierrez</p>
<p><b>2:15</b></p>	<p><b>DJ BEATS MODE REMIX</b></p>
<p><b>2:25</b></p>	<p><b>Brandi's Art &amp; Art Lessons</b> Brandi Halstead</p>
<p><b>2:35</b></p>	<p><b>SuperJared's Paintings</b> Jared &amp; Jenny Bituin</p>
<p><b>3:00</b></p>	<p><b>Fontana Above the Limits Special Needs Program</b> Lupe Johannsen</p>
<p><b>Register to attend:</b></p>	<p><a href="https://sbcss.k12oms.org/46-235960">https://sbcss.k12oms.org/46-235960</a></p>

**December 7th, 2023**

**Parent Information Meeting**

Spanish interpretation will be provided at meeting

**Postsecondary Options for Significantly Challenged Adults**

Adult Day Program Services available after High School



<b>TIME</b>	<b>December 7th, 2023</b> <b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b>
<b>Location:</b>	Dorothy Inghram Learning Center Conference Room E <b>670 E. Carnegie Drive, San Bernardino 92408</b>
<b>9:30</b>	<b>ABLE, Inc.</b> Center-Based and Community-Based Day Programs Cindi Raimondi, Executive Director
<b>10:30</b>	<b>B.O.T. (Basic Occupational Training)</b> Behavior Management Day Program Mariana Frias, Executive Director
<b>Register:</b>	<b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b> <a href="https://sbcss.k12oms.org/46-238441">https://sbcss.k12oms.org/46-238441</a>
	Contact Colleen Meland if you have any questions or need assistance registering: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> ; or call: (909) 252-4525. 

**February 1st, 2023**

**Parent Information Meeting**

**Postsecondary Options for Significantly Challenged Adults**

Spanish interpretation will be provided at meeting



<b>TIME</b>	<b>February 1st, 2023</b> <b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b>
<b>Location:</b>	Dorothy Inghram Learning Center Conference Room C <b>670 E. Carnegie Drive, San Bernardino 92408</b>
<b>9:30</b>	<b>JonBec Care Yucaipa Adult Center &amp; Plum Lane Learning Center</b> Community-Based Day Programs Vernon Marasigan & Annalisa Sialana Program Administrators
<b>10:30</b>	<b>Site Visit to Sevita/First Step Highland Day Program Center</b> 3654 Highland Avenue, Suites 17 & 18 Highland, CA 92346 (909) 864-6005 Marcia Ramos, Program Manager
<b>Register:</b>	<b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b> <a href="https://sbcss.k12oms.org/46-238442">https://sbcss.k12oms.org/46-238442</a>
	Contact Colleen Meland if you have any questions or need assistance registering: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> ; or call: (909) 252-4525.  The logo for East Valley SELPA features a stylized book with colorful pages (yellow, orange, green, blue) and the text "EAST VALLEY SELPA" in blue, with the tagline "Educating Together" in green script below it.

**February 8th, 2024**

**Adu It Transition Program**

**Pa ren t & T ea che r I nfo rmation Mee ting**

	<b>College Support Programs</b>	
<b>Location:</b>	Dorothy Inghram Learning Center Conference Room E <b>670 E. Carnegie Drive, San Bernardino 92408</b>	
<b>TIME</b>	<b>9:00 a.m. – 3:30 p.m.</b>	Spanish interpretation provided
<b>9:00</b>	<b>San Bernardino Valley College Student Accessibility Services</b> <i>Vocational &amp; Enrichment Instruction Opportunities</i> Michelle Crocfer, Senior Student Services & WAIII-Vocational Assessment Technician Beth Larivee, Counselor	
<b>9:45</b>	<b>CIP</b> <b>College Internship Program</b> Lauren Thomas National Enrollment Specialist	
<b>10:45</b>	<b>Taft College TIL Program</b> <i>Transition to Independent Living</i> Susan Wells Transition Specialist	 Now Accepting Applications for 2024!
<b>11:45</b>	<b>LUNCH</b>	
<b>1:00</b>	<b>Social Security Administration</b> <i>With You Through Life's Journey</i> Te- resa Campbell Public Affairs Specialist	   Securing today and tomorrow
<b>2:00</b>	<b>Fontana Transition Supports:</b> <i>Behavior Intervention TPP &amp; WorkAbility I Programs</i>	 <b>FONTANA UNIFIED SCHOOL DISTRICT</b>
<b>Register:</b>	<a href="https://sbcss.k12oms.org/">https://sbcss.k12oms.org/</a> <a href="tel:46-235959">46-235959</a>	For assistance registering contact: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> (909) 252-4525

April 11th, 2024

## Parent Information Meeting

Spanish interpretation will be provided at meeting

### Postsecondary Options for Significantly Challenged Adults

Observer-Centered and Community-Based Programs



<b>TIME</b>	<b>April 11th, 2024</b> <b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b>
<b>Location:</b>	<b>Site Visit to Beaumont Center &amp;</b> <b>Local Community Integration Sites</b> <b>Strebe Resource Center</b> 702 East 11th Street, Beaumont 92223-1909
<b>9:30</b>	<b>ARC, Riverside, Programs</b> Center-Based & Community-Based Day Programs Patricia Duncan, Program Director
	See the ARC program in action at the Beaumont center. Experience a tour of the center facility and its beautiful outdoor grounds where clients participate in gardening, social and recreational activities. Visit Community Integration locations where clients engage in a variety of living skills community assimilation activities.
<b>Register:</b>	<b>9:30 a.m. – 11:30 a.m.</b> <b>Adult Services Information Meeting</b> <a href="https://sbcss.k12oms.org/46-238445">https://sbcss.k12oms.org/46-238445</a>
	Contact Colleen Meland if you have any questions or need assistance registering: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> ; or call: (909) 252-4525. 

**May 2nd, 2024**  
**Adult Transition Program**  
**Parent & Teacher Information Meeting**

<b>Location:</b>	Dorothy Inghram Learning Center Conference Room E <b>670 E. Carnegie Drive, San Bernardino 92408</b>	
<b>TIME</b>	<b>9:00 a.m. – 3:30 p.m.</b>	<b>Spanish interpretation provided</b>
<b>9:00</b>	<b>Self-Determination</b> Esteban Ortiz Associate Government Program Analyst State Council on Developmental Disabilities San Bernardino Regional Office	
<b>11:00</b>	<b>IRC Parent Testimonials <i>regarding their participation in the Self-Determination Program for their child</i></b>	<b>Jenny Bituin Eric Morago, PCP Kristianna Moralls Dustlyne Beavers</b>
<b>12:00</b>	<b>LUNCH</b>	
<b>1:30</b>	<b>Options for All</b> <i>Community Integration Program</i> Shanice Stewart West Area Manager	
<b>2:00</b>	<b>Adult Achievement of a former Special Education Student</b>	<b>Derek Williams</b>
<b>2:15</b>	<b>Student Work Experience Employer Panel</b>	<i>Employers working with special needs will describe the critical job-ready skills needed by individuals for success in the workplace.</i>
<b>Register:</b>	<a href="https://sbcss.k12oms.org/46-235961">https://sbcss.k12oms.org/46-235961</a>	For assistance registering contact: <a href="mailto:colleen.meland@sbcss.net">colleen.meland@sbcss.net</a> (909) 252-4525





# Professional Crisis Management (PCM)

## EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

**Practitioner Level** Use all PCM non-physical procedures plus personal safety and transportation (escorts)

**Practitioner 1 Level** Use all PCM non-physical procedures, personal safety and transportation (escorts), plus vertical immobilizations

**Practitioner 2P Level** Use all PCM non-physical procedures, personal safety and transportation (escorts), vertical immobilizations plus downward facing horizontal immobilizations

## PCM TRAININGS @ DOROTHY INGRAM LEARNING CENTER/EV SELPA

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	August 29 - 30, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232692">https://sbcss.k12oms.org/46-232692</a>
Practitioner	October 31 & November 1, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232693">https://sbcss.k12oms.org/46-232693</a>
Practitioner	January 30 - 31, 2024	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232694">https://sbcss.k12oms.org/46-232694</a>
Practitioner	April 30 & May 1, 2024	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232695">https://sbcss.k12oms.org/46-232695</a>
Practitioner 1	September 5 - 7, 2023	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-232697">https://sbcss.k12oms.org/46-232697</a>
Practitioner 1	November 28 - 30, 2023	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-232699">https://sbcss.k12oms.org/46-232699</a>
Practitioner 1	April 2 - 4, 2024	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-232702">https://sbcss.k12oms.org/46-232702</a>
Practitioner 2P	August 22 - 24, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232669">https://sbcss.k12oms.org/46-232669</a>
Practitioner 2P	October 23 - 25, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232675">https://sbcss.k12oms.org/46-232675</a>
Practitioner 2P	January 22 - 24, 2024	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232682">https://sbcss.k12oms.org/46-232682</a>
Practitioner 2P	April 22 - 24, 2024	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-232685">https://sbcss.k12oms.org/46-232685</a>

Initial & Recertification Trainings \$40.00 registration fee per participant  
 Re-Training Sessions \$25.00 registration fee per participant

# SCHOOL-BASED OCCUPATIONAL & PHYSICAL THERAPY



# HANDWRITING READINESS

## *So Much More than Motor Skills*

Presented by:

**Mary Anne Klenske**

M.A., EV SELPA Program Specialist

&

**Jo-Ann Vargas**

M.A., OTR/L, EV SELPA Lead Occupational Therapist



### LOOKING TO UNDERSTAND WHY SOME STUDENTS STRUGGLE WITH HANDWRITING SKILLS?

It is common to assume that fine motor delays are the reason, but there is so much more that affects the student's ability to write. Join us to learn how to identify handwriting difficulties in the classroom and understand the foundational differences between handwriting skills and written expression. Participants will walk away with simple, yet effective, ready-to-use classroom-based screening and strategy tools to address these difficulties.

#### Objectives-Participants will:

1. Learn the foundational components of handwriting skills
2. Understand the difference between handwriting skills & written expression
3. Learn at least 2 classroom-based screening tools
4. Learn at least 2 simple ready-to-use strategies to address handwriting difficulties



Dorothy Inghram Learning Center  
"Home of the East Valley SELPA"

670 E. Carnegie Dr., San Bernardino 92408

*Friday*  
SEPTEMBER 29, 2023

8:30 AM - 12:30 PM

<https://sbcss.k12oms.org/46-232292>



*Tuesday*  
FEBRUARY 6, 2024

8:30 AM - 12:30 PM

<https://sbcss.k12oms.org/46-232294>

Region 10 OT/PT Committee Presents:

# BACK TO SCHOOL-BASED OT AND PT BASICS - PART 1

Presented by:

Jek Barrozo (OT), Belinda Block (PT) & Jo-Ann Vargas (OT)

School-based Occupational Therapy and Physical Therapy practitioners come and learn from school-based practitioners that have done the walk and talked the talk! This annually offered training will be offered as Part 1 and Part 2. Participants can register for one or both sections, which are independent from each other. Part 1 will provide a thorough review of the most important aspects of school-based OT and PT; from general educational law, IEPs, assessment, documentation, to the most common evidence-based interventions. Participants will also have hands-on opportunities to try actual assessment tools (such as items from GOAL, SOSI-M, Movement ABC, BOT, etc.) and time to ask those burning questions, obtain, and exchange information about evidence-based and legally sound practices. Case studies will be used to draw the highlighted points of the presented information. This training will aid you in gaining confidence and knowledge to solidify your role as a school-based practitioner. Participants will have opportunities for questions and will walk away with knowledge of ready-to-use tools for a successful school year. Part 2 (9.1.23) consists of a 4-hour Compliance session in the morning and a panel discussion lead by seasoned practitioners in the afternoon. The compliance piece will include topics such as timelines, legally-sound assessment reports, and the IEP process.

**Date:** Thursday, August 31, 2023

**Time:** 8:00 am to 3:30 pm

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

**Fee:** \$25.00 (Purchase Orders are NOT accepted, This is a Pre-Pay event)

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

**Objectives:** Participants will:

1. Obtain a Review of educational law pertaining to OT/PT as a related service and understand the roles OTs, COTAs, or PTs play in School-based practice
2. Understand the IEP Process as related service practitioners
3. Identify educationally relevant assessment and evidence-based intervention tools
4. Learn the components and best practices regarding documentation

**CEUs:** Certificate of attendance will be provided, verifying 6 professional development units.

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)



<https://sbcss.k12oms.org/46-236320>



Region 10 OT/PT Committee Presents:

## BACK TO SCHOOL-BASED OT AND PT BASICS - PART 2

Presented by:

Jek Barrozo (OT), Belinda Block (PT) & Jo-Ann Vargas (OT)

Dr. Rick Homutoff, EV SELPA Due Process Program Manager

This annually offered training will be offered as Part 1 and Part 2. Participants can register for one or both sections, which are independent from each other. This Part 2 training is designed for School-based Occupational Therapy and Physical Therapy practitioners to learn the compliance components of school-based OT/PT assessments, documentation, and the IEP process. Participants will get a review and updates on educational law. Presenters will touch upon the legal requirements, and all those aspects that must be considered when standardized measures and plain eclectic practices should not be the go-to. This training will end with a panel discussion to offer possible solutions to common barriers encountered in OT/PT school-based practice.

Date: Friday, September 1, 2023

Time: 8:00 am to 3:30 pm

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

Fee: \$25.00 (**Purchase Orders are NOT accepted. This is a Pre-Pay event**)

Audience: Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

Objectives: Participants will:

1. Learn the components of a legally defensible assessment report
2. Learn the components and best-practices regarding school-based OT/PT treatment documentation in relation to service-minute reporting mandates
3. Learn the components of a legally compliant IEP process
4. Learn tools to trouble shoot common school-based OT/PT barriers

CEUs: Certificate of attendance will be provided, verifying 6 professional development units.

Questions: Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)



<https://sbcss.k12oms.org/46-237574>



The Structured Observations of Sensory Integration-Motor (SOSI-M) &  
The Comprehensive Observations of Proprioception (COP-R):  
Administration, Scoring and Interpretation in School-Based Practice

*Presented by: Dominique Blanche Kiefer, OTD, OTR/L, BCP*

**Date(s):** Part 1: *Online Asynchronous learning must be completed by November 15, 2023*

Part 2: In-person workshop Friday, December 1, 2023

**Time:** 8:30 am to 4:00 pm

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

**Fee:** **\$85.00 Registration fee includes both part 1 & 2 and must be paid by October 15, 2023. Purchase orders are not accepted, this is a Pre-Pay event.**

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

Clinical observations have been utilized in sensory integration assessment for a long time. However, a significant amount of variation in administration and interpretation poses a challenge for clinicians in the field. The SOSI-M and the COP-R are two nationally standardized assessments of sensory motor integration that allow clinicians to accurately identify and interpret sensory-motor issues linked to sensory processing and integration. This course will focus on the administration, scoring, and interpretation of results obtained with the SOSI-M and COP-R when used in conjunction with other assessment tools. Participants will learn to apply the results obtained with these tools to plan treatment goals and treatment strategies. Cases will be utilized to illustrate the value of the SOSI-M and COP-R as outcome measures. This course consists of 2 parts. Part 1: Participants will earn 8 CEUs (8 contact hours). Part 1 consists of an asynchronous, online component in which the participants learn the theoretical background of the SOSI-M and COP-R, their administration and scoring. A score of 75% or higher on a multiple-choice exam is required to pass part 1 of the course and earn CEUs. Part 2: In-person workshop December 1, 2023, 8:30 am - 4:00 pm. Participants will earn 7 CEUs (7 contact hours) Completion of Part 1 is a requirement for Part 2. Part 2 is a one-day, in-person workshop that will focus on interpretation & analysis, treatment planning and the use of the SOSI-M and COP-R as outcome measures. Attendance and participation will be monitored and recorded to earn CEUs.

**Objectives:** At the end of the course, Participants will be able to:

1. Describe the theoretical link between the SOSI-M and COP-R assessment tools and the theory of sensory integration
2. Administer and score the SOSI-M and COP-R
3. Describe the rationale for using the SOSI-M and COP-R in school-based practice
4. Interpret the results of the SOSI-M and COP-R in conjunction with other assessment tools
5. Illustrate how SOSI-M and COP-R can be used as outcome measures
6. Plan sensory integration intervention related to the results and findings of the SOSI-M and COP-R

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)



<https://sbcss.k12oms.org/46-236312>



Region 10 OT/PT Committee Presents:  
**Including Movement in the Mod-Severe Curriculum**

Presented by:  
Belinda Block, Suzanne Linett, and Colleen Meland

When considering how to increase engagement in the moderate-severe student population, providing safe and appropriate movement opportunities could be a daunting process. Come and learn from a team of professionals that have successfully incorporated movement in educational settings. This in-person training will also focus on Eligibility, Goal writing, Diagnosis considerations and Logistics as it relates to equipment recommendations. Participants will learn a systematic process to appropriately recommend and select mobility and positioning equipment.

**Date:** Friday, February 2, 2024

**Time:** 8:00 am to 3:30 pm

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

**Fee:** \$25.00 (Purchase Orders are NOT accepted. This is a Pre-Pay event)

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

**Objectives: Participants will:**

1. Understand the importance of movement to facilitate student engagement
2. Understand safety when considering mobility or positioning equipment for educational gain
3. Learn the Low Incidence Disabilities and the logistics for students to obtain the recommended equipment
4. Learn the most important components in goal writing to ensure the low incidence equipment addresses educational goals

**CEUs:** Certificate of attendance will be provided, verifying 6 professional development units.

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)



<https://sbcss.k12oms.org/46-238409>



## Region 10 Coordinating Council Presents



Presented by: Dr. Debra M. Wilson

This presentation is a hybrid of informative, evidence –based discussion and hands-on lab experience. Participants will experience S'Cool Move's therapy-based interventions that support academic goals within tiered intervention models, including movement routines and activities designed to improve focus, postural stability, bilateral coordination, visual skills, and self-regulation. In addition, this presentation focuses on enhancing collaboration between occupational therapists and general education and/or special education teachers in the classroom setting by providing insights, strategies, and tips for an “all hands-on deck” approach to collaboration.

Date: Friday, April 19, 2024

Time: 8:00 am to 3:30 pm

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

Fee: \$75.00 (*Purchase Orders are NOT accepted. This is a Pre-Pay event*)

Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, and Teachers

Objectives: Participants will:

1. Understand how to enhance collaboration through the use of tiered interventions
2. Learn evidence-based routines that are appropriate for tiered intervention in the classroom setting
3. Compare and contrast the best developmental model for collaborating with teachers, including neurosequential models, trauma-informed teaching, and a dynamic systems approach
4. Reflect on one's current collaborative practice, and how the new information presented enhances and expands one's own professional practice in a school environment

CEUs: Certificate of attendance will be provided, verifying 6 professional development units.

Questions: [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)



<https://sbcss.k12oms.org/46-238347>

# Region 10 OT/PT Committee Presents: Size Matters Handwriting Program (SMHP)

Presented by:

Jek Barrozo, MA, OTR/L and Jo-Ann Vargas, MA, OTR/L

The Size Matters Handwriting Program's conceptual approach mirrors Response to Intervention's demand for access and accountability. Size Matters Handwriting Program is adaptable, measurable and easily tiered. Learn concepts, strategies, accommodations and materials to build legibility school wide, in small groups and individually.

Date: Friday, May 10, 2024

Time: 8:00 am to 3:30 pm

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

Fee: \$50.00 (*Purchase Orders are NOT accepted. This is a Pre-Pay event*)

Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Special Education Teachers, General Education Teachers, Resource Specialists, Program Specialists, Administrators, and Parents

Objectives: Participants will:

1. Identify and discuss 2-3 SMHP concepts, strategies, accommodations and materials that can be used at a Tier One, Two or Three level of Intervention
2. Identify and discuss how to measure handwriting, scoring size and space, and to empower students with easy yet meaningful self-monitoring strategies
3. List key concepts and strategies to enable SMHP to be implemented as a push-in collaborative model, pullout therapeutic intervention or a Handwriting Club

CEUs: Certificate of attendance will be provided, verifying 6 professional development units.

Questions: Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)



<https://sbcss.k12oms.org/46-238349>



# REGION 10 SLP TRAININGS

*Save the Date*

- . 10/6/2023
- . 2/2/2024 and 2/9/2024
- . 4/26/2024

*More Information to Come*



# Transition



# TPP Teacher Training

**MANDATORY**

## **Curriculum Training for all Transition Partnership Program Teachers**

Thursday, August 24th, 2023

8:30am - 3:00pm

Dorothy Inghram Learning Center

Register Online:

<https://sbcss.k12oms.org/46-237059>

Lunch Included; Bring Your Own Laptop



# TPP



# Teacher Training

## MANDATORY

Resource Training for all Transition  
Partnership Program Teachers

Tuesday, October 10th, 2023

8:30am-3:00pm

Dorothy Inghram Learning Center

Register Online:

<https://sbcss.k12oms.org/46-237064>

Lunch Included; Bring Your Own Laptop



# CROSS TRAINING

## DOR & TPP

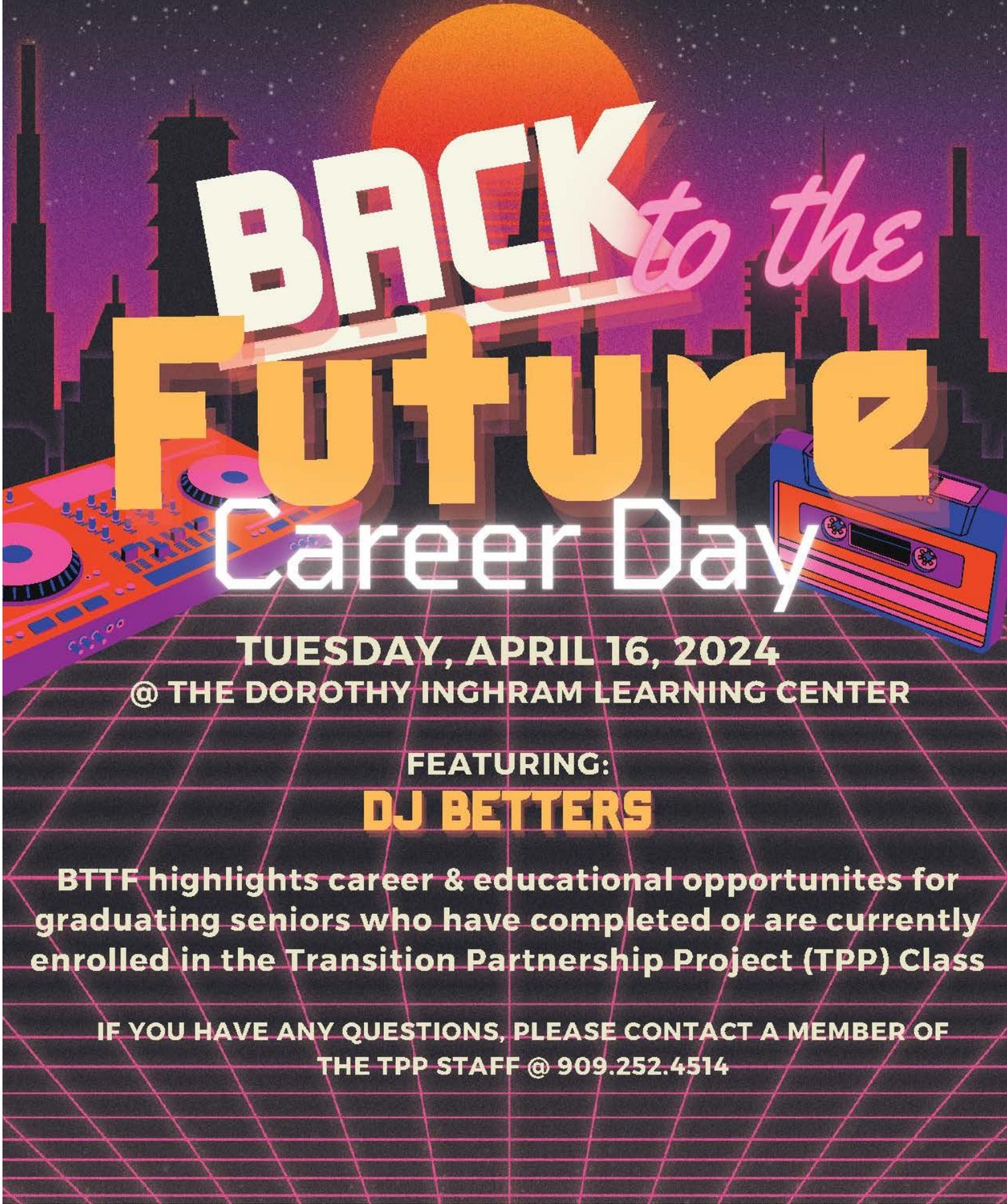
### **How Will We Change The Job & Hiring Processes?**

Annual Department of Rehabilitation & Transition  
Partnership Project Mandatory Training

**January 29th, 2024**

8:30-12:00

Jesse Turner Center  
in Fontana



**BACK** *to the*  
**FUTURE**  
Career Day

**TUESDAY, APRIL 16, 2024**

**@ THE DOROTHY INGRAM LEARNING CENTER**

**FEATURING:**

**DJ BETTERS**

**BTF highlights career & educational opportunities for graduating seniors who have completed or are currently enrolled in the Transition Partnership Project (TPP) Class**

**IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT A MEMBER OF THE TPP STAFF @ 909.252.4514**



# 2023-2024 POSTSECONDARY TRANSITION PROGRAM PARENT INFORMATION MEETINGS

*(Spanish Interpretation provided at each meeting)*

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

*(except \*)*

DATE & TIME	TOPIC	LOCATION
Thursday August 31, 2023 9:30 am – 11:30 am	Postsecondary Options for Significantly Challenged Students Social Vocational Services Adult Program Information State Council on Developmental Disabilities Services/Programs	Dorothy Inghram Learning Center Conference Rm “C”
Thursday September 21, 2023 9:00 am - 3:30 pm	Adult Transition Program (ATP) Information Meeting Stark Law Legal Option for Adult Care & Adult Programs, VIP ACE, In-Road Creative Programs, & ASCEND Day Programs	Dorothy Inghram Learning Center Conference Rm “E”
Thursday October 5, 2023 9:30 am - 11:30 am	Postsecondary Options for Significantly Challenged Students OPARC Summit Services Behavior Management, & The Dignity Group Life Plan Development Services	Dorothy Inghram Learning Center Conference Rm “C”
Thursday November 9, 2023 9:00 am -3:30 pm	Adult Transition Program (ATP) Information Meeting IRC Transition Services, CalAble Savings & Investment Accounts, & Community Options for Leisure & Recreation	Dorothy Inghram Learning Center Conference Rm “E”
Thursday December 7, 2023 9:30 am -11:30 am	Postsecondary Options for Significantly Challenged Students Adult Program Information ABLE-INC & B.O.T. Adult Programs	Dorothy Inghram Learning Center Conference Rm “E”
Thursday February 1, 2024 9:30 am – 11:30 am	Postsecondary Options for Significantly Challenged Students SafetyPowers.org, <i>Teaching skills for relationships and prevention of harm</i> & Sevita First Step Adult Program site visit <i>Register Online: <a href="https://sbcss.k12oms.org/46-238442">https://sbcss.k12oms.org/46-238442</a></i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday February 8, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting College Support Programs SB Valley College SAS Services, CIP (College Internship Program), Taft College TIL Program (Transition to Independent Living), Social Security Administration, Fontana Transition Supports <i>Register Online: <a href="https://sbcss.k12oms.org/46-235959">https://sbcss.k12oms.org/46-235959</a></i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday April 11, 2024 9:30 am -11:30 am	Postsecondary Options for Significantly Challenged Students Adult Program Information The ARC, Riverside County Center-Based & Community-Based Day Program Visits <i>Register Online: <a href="https://sbcss.k12oms.org/46-238445">https://sbcss.k12oms.org/46-238445</a></i>	* Strebe Resource Center 702 East 11 <sup>th</sup> St., Beaumont 92223
Thursday May 2, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting Adult Supports Self-Determination, Options for All Community Integration Program, Adult Achievement Testimony, Work Experience Employer Panel <i>Register Online: <a href="https://sbcss.k12oms.org/46-235961">https://sbcss.k12oms.org/46-235961</a></i>	Dorothy Inghram Learning Center Conference Rm “E”

# IN-DISTRICT TRAININGS

Presented by  
East Valley SELPA's Program Specialists

Customized trainings with  
**TARGETED ADVICE, STRATEGIES, TOOLS, & TECHNIQUES**  
Flexible and convenient  
**TO FIT YOUR SCHEDULE & LOCATION**

Browse the following In-District Trainings \*

Select a training that aligns with your needs, & complete an EV-23 (PS) Form

*\*Other In-District Trainings as needed*

## AAC IN THE CLASSROOM

This training is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, Speech-Language Pathologists, and others who work within the classroom setting.

*Through lecture and interactive activities, 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
- Selecting vocabulary and creating a lesson plan
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

*This training is an overview of AAC and focuses on in-person classroom implementation of basic visual AAC. It does NOT cover assessment or programming of high tech devices or their systems.*

## TODAY'S ABA

“Out with the Old and in with the New: Today’s ABA”

Recent conversations with autistic adults have provoked some change in the delivery of Applied Behavior Analysis and practices. Today’s ABA is still focused on evidence-based practices and developing student skills to improve social skills, academic skills and overall daily living and well-being. Today’s ABA will focus on how to create joy during training sessions and how to empower students to lead their engagement and interaction with others.

*Objectives include:*

- Today’s ABA vs. Yesterday’s ABA
- Definition and Facts about ABA
- The ABC Contingency
- Functions of Behavior
- Reinforcers and their Principles
- ABA Teaching Strategies
- Definition and Components of Discrete Trail Training
- Data Collection

## ADULT TRANSITION PROGRAM (ATP) AND LOCAL PARTNERSHIP AGREEMENT (LPA)

### TRANSITION SERIES

ATP Information Meetings: These meetings are intended to provide parents and educational staff with information about secondary and post-secondary programs and service options available to their students. Representatives from agencies that support transition for post-secondary education, job skills training and employment will share information about their programs. Visits to the agency sites are arranged, when possible, to see where clients report to begin their program day and observe program activities in action if occurring at that location.

LPA Meetings: LPA Members and attendees are comprised of School District representatives working with transition-age students, Inland Regional Center (IRC), transition support staff, the Department of Rehabilitation (DOR), the Workforce Development Department (WDD), Adult Services Agencies, and interested Parents. These meetings provide updates from each agency and scheduled guest speakers to inform the LPA Members about activities conducted and services provided that streamline the transition of individuals into post-secondary life for employment, education and training, and community living experiences.

## POSITIVE BEHAVIOR INTERVENTIONS

This training focuses on using positive behavior interventions to assist teachers with managing behavior challenges. Participants will leave with strategies to implement immediately in their respective settings.

*The following behavioral principles will be introduced:*

- ABCs and functions of behavior
- Reinforcement and Reinforce systems
- Visual Supports & other tools to manage behavior
- Building rapport with students
- Sensory strategies
- Data collection

## FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) & BEHAVIOR INTERVENTION PLAN (BIP)

This training covers the core components of both an effective and comprehensive FBA and resulting BIP.

### *Participants will:*

- Learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA
- Learn how to develop interventions specific to the function of the behavior identified for change. This will include staff instructions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB)
- Become familiar with the EV SELPA process of collecting data, analyzing the information and developing a plan
- Become proficient with how to effectively analyze data by using the forms developed by EV SELPA
- Gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) by using the EV SELPA FBA and BIP Guidebooks

## SELF-DETERMINATION STUDENT IEP PARTICIPANTION

Exercises that foster student self-awareness to enable their greater inclusivity at IEP Meetings through participation in self-advocacy and self-determination activities. Student-led IEPs exist on a continuum from minimal student involvement to student leadership throughout the process. Students at every grade level are capable of participating in some form in the process of defining their education pan. By helping to create and implement their IEPs, students become better advocates for themselves and take greater ownership over their learning. Consequently, they are more likely to stay invested in their education and achieve their educational goals.

## SUCCESSFUL IEP MEETINGS

**Audience:** Administrators, Site Administrators, special education teachers, general education teachers, direct service providers

The audience will understand key components of an effective IEP meeting. Information about which participants are required to attend a scheduled IEP, and the role of each participant during and after the meeting will be presented.

Included will be information on presenting meeting guidelines as well as a well-organized agenda for the team members at an IEP. Participants will view a recorded mock IEP meeting with individuals modeling meeting protocol for each of their roles.

## DEVELOPING STUDENT-CENTERED & LEGALLY COMPLIANT IEP GOALS

### Participants will:

- Learn how to develop legally compliant IEP goals using a 13-part template
- Learn how to collect data on IEP Goals, know as Progress Monitoring
- Learn how to effectively implement all parts of an IEP
- Receive a goal bank to reference and help support future goal development
- 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, known as Backward Mapping
- 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 and matching the goals to the correct progress monitoring sheets
- Understand all the areas for implantation in an IEP
- Learn to use the conditions of intervention as a guide for target skill instruction
- Learn how to collect data while instructing the target skill

## SOCIAL SKILLS (NEURODIVERSITY APPROACH)

This training will provide strategies for effective interactions among all students.

### Training objectives:

- Understand the importance of authentic communication practices that serve a valuable function to the individual exhibiting them, rather than attempting to extinguish and replace these behaviors
- Understanding that both non-verbal communication and verbal communication serve a purpose for determining student's needs and wants
- Learn that differences in first-person perspectives affect behavior and communication between neurotypical and neurodiverse individuals
- Take away strategies for application in the classroom that include story book and movie review, video modeling, role play, and games

## THE PARAPROFESSIONAL

This training will cover necessary information to truly support teachers teach and students learn daily. It will have valuable information for newly hired paraprofessionals and those who have been assisting teachers and students for years. We will cover ways to implement instructional support in academic, social, and behavioral areas. Paraprofessionals will walk away with new strategies, and tips and tricks to add to their “tool boxes”.

### *Participants will:*

- Learn the different responsibilities of a paraprofessional across the continuum of placements
- Understand how to support students academically, socially, and behaviorally while focusing on student independence
- Gain knowledge of special education, Individualized Education Programs (IEPs), accommodations and modifications
- Learn how to take accurate data
- Learn how to work with others

## 1:1 ASSESSMENT

### “STEPPING UP FROM SCIA: ASSESSING THE NEED FOR 1:1 SUPPORT”

Participants will be introduced to the New Additional Support Assessment process to evaluate and identify the need for additional student supports including individual paraprofessional support. Attendees will understand each of the 7 steps of the ASA to thoroughly assess all aspects of the student’s program to determine whether extra support is needed. Participants will receive many resources to conduct interviews, complete observations, collect data, and summarize assessment results in a comprehensive and sequenced manner. This training also covers the generation of an aide training and fading plan when paraprofessional support is indicated.

## CAPTAIN AND EBPs

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

## STRUCTURING THE CLASSROOM FOR STUDENT SUCCESS

This training is for teachers, paraeducators, and administrators in any stage of their career, who would like to learn more about effective, well-run classrooms based on evidence-based practices.

*Topics covered will be:*

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

## NEURODIVERSITY

The Neurodiversity 'Growth' Paradigm embraces individuals having cognitive and behavioral differences as normal variations in our natural world. Neurodiversity aligns with the practices of the Inclusion Movement and should be represented in diversity lessons and educational equity policies.

*This training will include the following topics and activities:*

- Neurodiversity affirming language
- Interactive activities providing perspective about how neurodivergent individuals feel complying with neurotypical behavior expectations
- Videos portraying the Neurodivergent Point-of-view
- Classroom strategies
- Neurodiversity affirming goals
- Bidirectional/'Double Empathy' perspective training
- Acceptance training for neurotypicals
- Teaching figurative language
- Teaching Interoception-awareness of one's internal feelings relative to their emotional state of being

## INCLUSION SERIES

### COLLABORATIVE SUPPORT FOR INCLUSION AND CO-TEACHING

INCLUSION is a belief that everybody belongs. Most of us have been implementing inclusion in this way for a very long time, based on individual student needs. Students can receive direct services indicated on their IEP, within their general education class or in an alternative environment. As we look at FULL INCLUSION, we become more intentional about EVERY student with an IEP remaining in their general education classroom with all of their needed services being delivered within that setting.

CO-TEACHING is an active instructional model that utilizes two or more certified educators sharing instructional responsibility to provide joint accountability for curriculum and special services. This is done through delivering specially designed instruction through various adaptations to the content, methodology or delivery of instruction. In this way, there is incidental benefit to non-disabled students who are being educated in the same educational setting.

*This training will be developed to meet the needs of each district at the stage of inclusion that is needed:*

- INCLUSION as a general belief
  - What do we know about inclusion?
  - What have been historical practices?
- FULL INCLUSION
  - Placement decision of individual students by the IEP team
  - Support services delivered to the individual student
  - Accommodating and Modifying curriculum as needed for the individual
- CO-TEACHING
  - Understanding the framework for co-teaching:
    - Preparation and School culture
    - Organization
    - Collaboration
    - Time to Co-Plan for Instruction
  - Pre-planned instructional strategies
  - Accommodating the needs of all students
  - Behavioral supports to aid in integration



**EV-23 (PS)**

**EV-23 (PS) REQUEST FOR EV SELPA PROGRAM SPECIALIST SERVICES**  
East Valley Special Education Local Plan Area

*Service Requested :*    *Classroom/Program Support (Complete sections below) **OR***  
*In District Training/Professional Development (Complete sections on second page)*

District: \_\_\_\_\_ Case Carrier/Direct Contact Person: \_\_\_\_\_

School Site: \_\_\_\_\_ Program Type: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
(Gen. ED./ RSP/ Mild-Mod/ Mod-Severe/ Behavioral)

**Reason for Referral:**

**List interventions previously used:**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**List in detail the services requested:**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Referral Completed By (Print Name): \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_  
District Administration/Coordinator

Referral Approved By (Signature): \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_  
District Special Ed. Director's Signature

**DIRECTIONS FOR SUBMITTING THIS FORM:** Email the referral and other relevant documents to [evselpa@sbcss.net](mailto:evselpa@sbcss.net)

For EVSELPA Office Use Only: Date Received: \_\_\_\_\_ By: \_\_\_\_\_

# Additional & Re-scheduled TRAININGS

# *Presenters*

# Presenters

## **Dr. Patty Metheny**

Ed.D., EV SELPA Chief Administrative Officer

Since 2015, Dr. Patty Metheny has been the Administrator for the East Valley SELPA. She is currently a member of the Executive Team for the SELPA Administrators of California. Dr. Metheny has over 40 years of service in public education. She served as the Director of Student Services for 13 years and spent many years prior to that as a School Psychologist and Teacher for the Yucaipa-Calimesa Joint Unified School District, as well as a School Psychologist for the Colton Joint Unified School District. She earned her Ed.D. in Organizational Leadership from the University of La Verne, her M.A. from Azusa Pacific University, and her B.A. from the University of California, Riverside, graduating Magna Cum Laude and as a member of Phi Beta Kappa. Her dissertation focused on identifying alternatives to special education due process for inclusion in IDEA. Dr. Metheny is a strong proponent of Alternative Dispute Resolution (ADR) practices and developing strong family-school relationships. Her expertise and interests include parent education, early childhood education, MTSS, PBIS, inclusive education, assessment practices, and special education compliance/policies and procedures.

## **Dr. Rick Homutoff**

Ed.D., EV SELPA Due Process Program Manager

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

# Presenters

## **Courtney Beatty**

M.A., BCBA, EV SELPA Program Specialist

Courtney Beatty has been a Program Specialist with the East Valley SELPA for 6 years. She has worked in the field of special education for the past 16 years in various settings including in-home therapy and general and special education classrooms across all grade levels. 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), IEP goals and data collection, and classroom technological use for students across the continuum.

## **Belinda Block**

EV SELPA School-Based Physical Therapist

Belinda Block is a physical therapist with the East Valley SELPA with over 30 years of experience as a physical therapist. She joined the SELPA in 2018 after an extensive career in the medical realm of physical therapy. She is the lead physical therapist for school-based mobility and positioning equipment needs and Assistive Technology with Low Incidence considerations. Belinda is committed to providing students and teachers the best support for academic success. She is dedicated to developing programs, interventions and goals that embrace best practices in her field and are legally compliant and in-line with California's ed code.

## **Jennifer Brooksby**

M.S., CCC-SLP EV SELPA Regional Services Program Manager

Jennifer Brooksby is East Valley SELPA's Program Manager for Regional Services. She supports EV SELPA member districts and area Non-Public Schools by providing training, support and technical assistance in compliance, Alternative Dispute Resolution (ADR), child find, assessment procedures, and inclusion. Prior to working for the EV SELPA, she was a medical based ASHA-certified Speech-Language Pathologist, an education-based Speech-Language Pathologist at various California public schools, and Special Education Coordinator for the Yucaipa-Calimesa Joint Unified School District. Jennifer earned a Master's in Speech-Language Pathology from Idaho State University and a Bachelor's in Audiology Speech-Language Pathology from Brigham Young University, Provo. Her areas of interest in special education include early childhood education, inclusive practices, ADR to preserve relationships between families and districts, and compliance.

# Presenters

## **Mary Anne Klenske**

MA, EV SELPA Program Specialist

Mary Anne Klenske has been a Program Specialist with an emphasis in Behavior Support with the East Valley SELPA for 25 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 35 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, and conferences.

## **Jessica M. Lascano**

MA, LEP #3613, APCC # 8762, NCSP, BCBA

Jessica M. Lascano is the owner of Strive ABC. Her company currently provides assessment, behavior support, trainings and consultation to school districts, families and community organizations. Jessica is an NCSP (Nationally Certified School Psychologist), Licensed Educational Psychologist (LEP #3613), Board Certified Behavior Analyst (BCBA) and Associate Professional Clinical Counselor (APCC #8762). She has worked as a special education teacher, school counselor, school psychologist, adjunct professor, parent trainer, therapist, social skills trainer, and university level mentor for teachers and school psychologists. Jessica's experiences and education have allowed her to develop a unique lens and skillset which she uses to help others to grow their own skills. Jessica strongly believes that by working together, we can impact the lives of many more children than we could alone.

# Presenters

## **Colleen Meland**

MA., EV SELPA Program Specialist

Colleen Meland has been a Program Specialist for the East Valley SELPA for over 23 years. She brings to her job 18 years of classroom experience. Colleen 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. The past 15 years her passion is supporting transition for secondary and young adult students. She facilitates the Adult Transition Program and Services Information Meetings for secondary and postsecondary transition staff and parents. Her trainings have included staff development, strategies for parents, and 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. She has been in the Mental Health and Child Development field for over 30 years. 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. She has her PPS in Counseling, Administrative Credential and her Child Development Program Director Permit from CTC. Tracy has worked in a variety of multi-cultural environments serving as a therapist, case manager, preschool teacher, and supervisor for adults and children.

## **Jo-Ann Vargas**

MA, OTR/L, Lead Occupational Therapist

Jo-Ann Vargas is the Lead Occupational Therapist (OT) for the East Valley SELPA, with 30+ years of experience in Occupational Therapy. She holds a Master of Arts degree in Education with specialization in Best Practices, a California OT license, and National OT Certification. Jo-Ann is Certified in Assistive Technology Applications, Augmentative-Alternative Communication Assessment (AAC), and the Therapeutic Listening Program; has completed the USC Sensory Integration Certification Program; and is a member of the American OT Association. In collaboration with Program Specialists, School Psychologists and Mental Health Counselors, she participates in preparing and delivering in-person and webinar trainings to educational staff in the EVSELPA member districts. Serving as the chairperson for the Region 10 OT/PT Committee since 2019, she researches, prepares, and delivers trainings in evidence-based and educationally relevant practices for OT and PT practitioners in the region. Jo-Ann and her team of OTs and PT, work with school-age children with a variety of special education needs throughout the East Valley SELPA. Her special interest is in working with children with behavioral, learning, and attention difficulties that impact their education. She enjoys spending time with her family, traveling, hiking, knitting, and baking.

# Presenters

## Shannon Vogt

MA, EV SELPA Program Specialist

Shannon Vogt has been a Program Specialist for the East Valley SELPA for 9 years. She has been working in the field of special education for the past 17 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.



## **DISCUSSION ITEM**

### **EV SELPA Parent Resource Fair November 3, 2023**

*Chief Administrative Officer Metheny will share about the 1<sup>st</sup> Annual EV SELPA Parent Resource Fair scheduled for November 3, 2023 from 10 am to 2 pm at the Dorothy Inghram Learning Center.*



**FREE**

*1st Annual*

# **PARENT RESOURCE FAIR**

*"EmpowerAbility"*

## **CONNECTING PARENTS AND COMMUNITY RESOURCES**

Are you the parent of a child with special needs? It can be a daunting task to identify community resources to assist children with disabilities. The East Valley SELPA is hosting a resource fair to familiarize parents with a variety of connections.

Join us

**FRIDAY, NOVEMBER 3, 2023**

**10:00 am - 2:00 pm**

Meet 50+ government agencies, healthcare resources, and recreation opportunities that can become part of your family's journey.

***Register today!***

**<https://sbcss.k12oms.org/46-238043>**



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

Food Vendors Presentations Giveaways Information

## **ACTION ITEM**

### **Approve 2023-2024 SANDABS Membership**

*Chief Administrative Officer 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 2023-2024 school year.*

The following legislators represent school districts in San Bernardino County

## United States Senators

Dianne Feinstein California  
Alex Padilla California

## United States House of Representatives

Jay Obernolte 23rd Congressional District  
Raul Ruiz 25th Congressional District  
Judy Chu 28th Congressional District  
Pete Aguilar 33rd Congressional District  
Norma Torres 35th Congressional District  
Young Kim 40th Congressional District

## California Senators

Shannon Grove 12th Senate District  
Steve Padilla 18th Senate District  
Scott Wilk 21st Senate District  
Susan Rubio 22nd Senate District  
Rosilicie Ochoa Bogh 23rd Senate District  
Anthony Portantino 25th Senate District  
Josh Newman 29th Senate District  
Kelly Seyarto 32nd Senate District

## California Assembly Members

Tom Lackey 34th Assembly District  
Eduardo Garcia 36th Assembly District  
Juan Carrillo 39th Assembly District  
Chris Holden 41st Assembly District  
James Ramos 45th Assembly District  
Greg Wallis 47th Assembly District  
Eloise Gómez Reyes 50th Assembly District  
Freddie Rodriguez 53rd Assembly District  
Sabrina Cervantes 58th Assembly District  
Phillip Chen 59th Assembly District

## SANDABS Executive Committee

### School District Board Trustees

**Karen Gray**  
SANDABS Co-Chair  
CSBA Director of Region 16  
At-Large Trustee  
Silver Valley Unified

**Cindy Gardner**  
SANDABS Vice-Chair  
SBCSBA Legislative Chair  
At-Large Trustee  
Rim of the World Unified

**Barbara Dew**  
Desert/Mountain  
Victor Valley Union High

**Don English**  
West End  
Chaffey Joint Union High

**Israel Fuentes**  
East Valley  
Colton Joint Unified

**Sherman Garnett**  
West End  
Upland Unified

**Edgar Montes**  
East Valley  
Rialto Unified

**Mary Sandoval**  
SBCSBA President  
At-Large Trustee  
Fontana Unified

**Eric Swanson**  
Desert/Mountain  
Hesperia Unified

### School District Superintendents

**Cali Binks**  
SANDABS Co-Chair  
East Valley  
Yucaipa-Calimesa Joint Unified

**David Olney**  
SANDABS Vice-Chair  
Desert/Mountain  
Hesperia Unified

**Ricky Alyassi**  
West End  
West End SELPA

**Cuahtémoc Avila, Ed.D.**  
East Valley  
Rialto Unified

**Ryan Holman, Ed.D.**  
Desert/Mountain  
Snowline Joint Unified

**Frank Miranda, Ed.D.**  
East Valley  
Colton Joint Unified

**Douglass Moss, Ph.D.**  
West End  
Mountain View

**Trenae Nelson**  
Desert/Mountain  
Apple Valley Unified

**Amy Nguyen-Hernandez, Ed.D.**  
West End  
Central

**Ted Alejandre**  
County Superintendent

**Jenny Owen**  
Director  
Communications and  
Intergovernmental Relations

**James Fields**  
Senior Manager  
Intergovernmental Relations  
and Communications

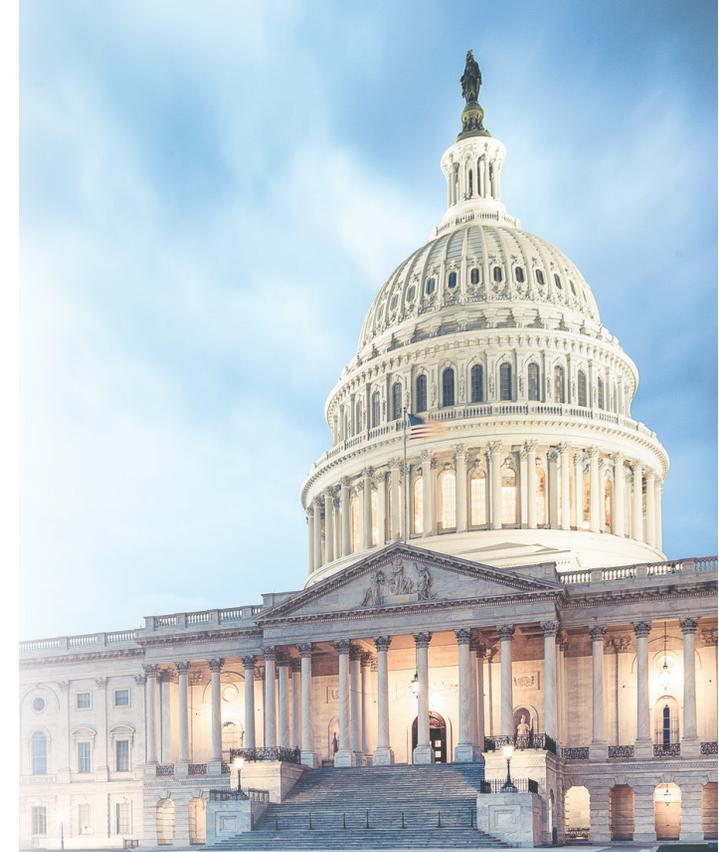
**State and Federal Legislative Advocates**  
Capitol Advisors Group, LLC

For more information on SANDABS go to <https://bit.ly/2SANDABS>

**San Bernardino County Superintendent of Schools**  
**Intergovernmental Relations and Communications**  
601 North E Street, San Bernardino, CA 92415-0020 | 909.386.2947



Transforming lives through education  
[www.sbcss.net](http://www.sbcss.net)



# SANDABS

San Bernardino County District Advocates  
for Better Schools

## 2023

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

Cali Binks  
Superintendent  
Yucaipa-Calimesa Joint Unified



## 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 advocating for 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 the 400,000 students in San Bernardino County.

Ted Alejandre  
County Superintendent



## State and Federal Legislative Platforms

SANDABS adopts federal and state legislative platforms 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 2023 fall into the following areas:

### State

- Full and Fair Ongoing Funding
- Continued Focus on Special Education
- Adequate School Facilities
- Appropriately and Consistently Applied Accountability
- Student Support, Mental and Behavioral Health Services, and School Safety

### Federal

- Fiscal Year 2024 Education Appropriations
- Full and Fair Funding for Special Education
- Student Support, Mental and Behavioral Health Services, and School Safety
- School Nutrition and the Federal School Meals Program
- Investments in Broadband Access for All and E-Rate Expansion



The above graphic is taken from the San Bernardino County Community Cradle to Career Roadmap.

Visit <https://c2c.sbcss.net> to view the full, interactive roadmap.

## 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.

To access SANDABS information, meeting materials, and resources, visit <https://bit.ly/2SANDABS> or scan the QR code.



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





**SAN BERNARDINO COUNTY DISTRICT ADVOCATES FOR BETTER SCHOOLS  
(SANDABS)  
2023-24  
MEMBERSHIP AGREEMENT  
AGREEMENT NO. 23/24-0341**

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 SELPA, 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 advocating for 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.

1. 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 and teleconferencing services for the **COMMITTEE**, including special committees 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**

1. **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 2023-24, 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, 2023, 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 2023-24.

Member's form of payment (**Please check one**):

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

(SELPAs and SBCSS Only) Interfund Transfer to the designated SANDABS budget

F. **TERM OF AGREEMENT**

The term of the Agreement shall be from July 1, 2023 to June 30, 2024.

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

**SAN BERNARDINO COUNTY  
SUPERINTENDENT OF SCHOOLS**

**EAST VALLEY SELPA**

\_\_\_\_\_  
Amber L. Arias, Manager, Procurement Services  
Procurement and Warehouse Services

\_\_\_\_\_  
District Authorized Signer

\_\_\_\_\_  
Print Name, Title

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

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

## **ACTION ITEM**

### **Approve 2023-2024 EV SELPA Interagency Agreements**

*Chief Administrative Officer Metheny is requesting approval from the Board of the EV SELPA for interagency agreements with California Children's Services and the Inland Regional Center.*

**LOCAL INTERAGENCY AGREEMENT**

**BETWEEN**

**SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS  
SPECIAL EDUCATION LOCAL PLAN AREA  
LOCAL EDUCATION AGENCIES**

**AND**

**COUNTY OF SAN BERNARDINO  
HUMAN SERVICES SYSTEM  
DEPARTMENT OF PUBLIC HEALTH  
CALIFORNIA CHILDREN SERVICES**

Revised July 2000

Reviewed February 2010

Reviewed August 2017

Reviewed August 2018

Reviewed August 2019

Reviewed September 2020

Reviewed August 2021

Reviewed August 2022

Reviewed September 2023

**2023-2024**

**INTERAGENCY AGREEMENT**

**BETWEEN**

**INLAND REGIONAL CENTER**

**AND**

**SPECIAL EDUCATION LOCAL PLAN AREA**

**For implementation of California's Early Intervention**

## **OTHER**

NEXT MEETING – November 15, 2023

# **OTHER**

2023-2024 EV SELPA Board Meeting Schedule

**2023/2024**  
**East Valley SELPA**  
**BOARD OF DIRECTORS MEETING SCHEDULE**

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

**All meetings will be held at 2:00 p.m.**  
**at the Dorothy Ingrham Learning Center**  
**Conference Room E**  
**670 E. Carnegie Drive,**  
**San Bernardino CA 92408**  
**home of the**  
**EAST VALLEY SELPA**  
*(Unless meetings must be held virtually)*

