

East Valley SELPA

Board of Directors

Meeting Agenda



September 21, 2022



EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
BOARD OF DIRECTORS

AGENDA

Wednesday, SEPTEMBER 21, 2022
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.

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| <u>1. Open Session – Call to Order</u> | <u>OPEN SESSION</u> |
| <u>2. Roll Call and Establishment of Quorum</u> | <u>ESTABLISHMENT
OF QUORUM</u> |
| <u>3. Approval of Agenda</u> | <u>APPROVAL OF
AGENDA</u> |
| <u>4. Community Comments</u> | <u>COMMUNITY
COMMENTS</u> |
| <u>5. Approval of Minutes</u> | <u>APPROVAL OF
MINUTES</u> |
| <u>6. Discussion Items</u> | <u>DISCUSSION
ITEMS</u> |
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| a. EV SELPA Dispute Prevention & Learning Recovery Funds & Plans | |
| i. Interim Update | |
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 | |
| b. EV SELPA Local Plan Revision Timeline 2022-23 | |
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| c. EV SELPA Community Advisory Committee (CAC) Membership | |
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| d. EV SELPA Due Process Legal & Cost Report 2021-2022 | |
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| e. EV SELPA OT Proportionate Share Program Funds Returned to Districts 2021-2022 | |

- f. SBCSS Fee-for-Service Funds Returned to Districts 2021-2022
- g. EV SELPA Non Public School Cost Report 2021-2022
- h. EV SELPA Professional Development Catalog 2022-2023

7. Action Items

**ACTION
ITEMS**

- a. Approve 2022-23 EV SELPA SANDABS Membership
- b. Approve 2022-2023 EV SELPA Interagency Agreements
 - 1. California Children's Services
 - 2. Inland Regional Center

8. Other

OTHER

- a. Next Meeting – November 16, 2022
- b. 2022-2023 EV SELPA Board of Directors Meeting Schedule

9. Adjournment

ADJOURNMENT

APPROVAL OF MINUTES

East Valley SELPA Board of Directors Meeting June 15, 2022

Chief Administrative Officer Dr. Metheny is requesting approval from the Board of Directors for the minutes of the June 15, 2022 East Valley SELPA (EV SELPA) Board of Directors Meeting.

EAST VALLEY SELPA BOARD OF DIRECTORS
MEETING MINUTES
June 15, 2022

BOARD MEMBERS PRESENT:

Mauricio Arellano (Via Zoom – 3:08 pm)	Redlands Unified
Cuauhtémoc Avila, Ed.D.	Rialto Unified
Michelle Murphy	Rim of the World Unified
Cali Binks – 2:30 pm	Yucaipa-Calimesa Joint Unified
Myrlene Pierre	SBCSS Student Services Division

BOARD MEMBERS ABSENT:

Ted Alejandre	San Bernardino County Schools
Frank Miranda, Ed.D.	Colton Joint Unified

ALTERNATE MEMBERS PRESENT:

Anthony Ortiz, Ed.D.	Colton Joint Unified
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ADMINISTRATION PRESENT:

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

OTHERS PRESENT:

Nicolette Wilson	Redlands Unified parent
Dulce Lopez	Yucaipa-Calimesa Joint parent
Jenny Pulliam	Yucaipa-Calimesa Joint parent
John Pulliam	Yucaipa-Calimesa Joint parent
Lisa Horsley	East Valley SELPA
Tracey Schroeder	East Valley SELPA
Helen Junker	East Valley SELPA
Vera Diaz	East Valley SELPA
Sandie Gutierrez	East Valley SELPA
April Neumann	East Valley SELPA
Danette Villalobos	East Valley SELPA
Colleen Meland	East Valley SELPA
Shannon Vogt	East Valley SELPA
Bridgette Ealy	Rialto Unified
Honey Swem	Rim of the World Unified
Dr. Scott Wyatt	San Bernardino County Schools
Lisa Garcia	San Bernardino County Schools
Sienna Lynch	San Bernardino County Schools

1.0 CALL TO ORDER

Alternate Chairperson Murphy called the meeting to order at 2:01 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 agenda was made by Member Avila and seconded by Member Pierre. The motion carried unanimously.

4.0 PUBLIC COMMENTS

There were no public comments.

5.0 RECOGNITION ITEM

a. Parent Liaison Certification

Chief Administrative Officer Metheny along with the East Valley SELPA Board of Directors recognized parents and district employees who completed a six-week Parent Liaison Certification Training Series: Advocating as a Problem-Solver. Dr. Metheny expressed her gratitude to this group of individuals for their commitment to this series and their willingness to expand alternative dispute resolution (ADR) practices in the region.

b. EV SELPA Staff Member Retirement

Chief Administrative Officer Metheny along with the East Valley SELPA Board of Directors recognized Ms. Lisa Horsley on her outstanding career of over 30 years of service to the East Valley SELPA. Ms. Horsley managed the special education data system during her tenure ensuring compliance and supporting member districts in student record keeping. It was noted that Ms. Horsley will be greatly missed.

c. District Special Education Leaders

Chief Administrative Officer Metheny along with the East Valley SELPA Board of Directors recognized Ms. Bridgette Ealy former Lead Special Agent for Rialto USD for serving in that role for the past five years. Dr. Metheny and the East Valley SELPA Board of Directors also recognized Mr. Derek Swem former Special Services Director for Rim of the World USD for serving in that role for the past four years. Mr. Swem's wife, Dr. Honey Swem, accepted the recognition in his absence.

6.0 APPROVAL OF MINUTES

A motion to approve the March 23, 2022, Meeting Minutes was made by Member Avila

and seconded by Alternate Member Ortiz. The motion carried unanimously.

7.0 DISCUSSION ITEMS

a. EV SELPA Transition Partnership Program

Chief Administrative Officer Metheny along with Helen Junker, Transition Partnership Assistant, and Sandie Gutierrez, Transition Case Technician presented an overview of the East Valley SELPA Transition Partnership Program (TPP). Dr. Metheny provided information regarding the grant purpose and requirements as well as the staff needed for its implementation. Dr. Metheny remarked that during her tenure in the EV SELPA, TPP has more than doubled the number of classes and students served. Ms. Junker highlighted the five services students receive while participating in the TPP program and shared about the Annual Career Day and its virtual counterpart Journey to the Future. Ms. Gutierrez shared about the activities and services provided in classrooms as well as the classroom support and curriculum resources available to the teachers. Finally, a video highlighting students voices participating in the program and students at work in community business was shared.

b. SBCSS Regional Program – Barbara Phelps School

Chief Administrative Officer Metheny and the team of educators at the regional, SBCSS-operated Barbara Phelps Emotionally-Behaviorally Disturbed (EBD) Program provided an update for the Board. Dr. Metheny and Dr. Scott Wyatt, SBCSS EV-Ops Area Coordinator discussed the evolution of the program, from recognizing its need to the opening of the program in 2018 emphasizing the Boards' support. Ms. Sierra Lynn, SBCSS therapist, explained in more detail the type of trauma many of the students have experienced and how the program approaches these challenges thru academic support, social skills building, and social emotional support. EV SELPA Program Manager for Behavioral Health, Ms. Tracy Schroeder, spoke about how the program is a transition place for students potentially moving into or returning from residential placements. Both Ms. Schroeder and Barbara Phelps Principal, Ms. Lisa Garcia, shared success stories about students who have graduated from the program.

8.0 ACTION ITEMS

a. Approval of the 2022-2023 Local Plan Section D - Annual Budget Plan

Chief Administrative Officer Metheny recommended that the Board approve the 2022 – 2023 Local Plan Section D - Annual Budget Plan to the Board for approval. A motion to open the hearing to adopt the Local Plan Section D was made by Member Pierre and seconded by Member Binks. Alternate Chairperson Murphy opened the hearing to Adopt the Local Plan Section D - Annual Budget Plan at 3:08 pm. The hearing was closed at 3:09 pm.

Motion to approve the 2022 – 2023 Local Plan Section D - Annual Budget Plan was made by Member Avila and seconded by Member Pierre. The motion carried unanimously.

b. Approval of the 2022- 2023 Local Plan Section E - Annual Service Plan

Chief Administrative Officer Metheny recommended that the Board approve the 2022 – 2023 Local Plan Section E - Annual Service Plan. A motion to open the hearing to adopt the Local Plan Section D was made by Member Avila and seconded by Member Pierre. Alternate Chairperson Murphy opened the hearing to Adopt the Local Plan Section E- Annual Service Plan at 3:09 pm. The hearing was closed at 3:10 pm.

Motion to approve the 2022-2023 Local Plan Section E - Annual Service Plan was made by Member Avila and seconded by Member Pierre. The motion carried unanimously.

c. Approval of the 2022-2023 EV SELPA Operations Budget

Chief Administrative Officer Metheny recommended that the Board approve the 2022-2023 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. Member Binks and Member Miranda served on the Budget Ad Hoc Committee assisting the SELPA with the development of the budget. Member Binks spoke of the collaborative process involved and she expressed her confidence presenting this budget for approval to the Board.

Motion to approve the 2022-2023 EV SELPA Operations Budget was made by Member Avila and seconded by Alternate Member Ortiz. The motion carried unanimously.

d. Approval of the 2022-2023 SBCSS Fee-for-Service Rates

Administrator Metheny recommended that the Board approve the 2022 – 2023 SBCSS Fee-for-Service Rates. The proposed East Valley County Operated Special Education Program 2022 - 2023 FFS Budget Summary was presented to the Finance/Steering Committee on April 7, 2022. Motion to approve the 2022–2023 SBCSS Fee-for-Service Rates was made by Member Avila and seconded by Alternate Member Ortiz. The motion carried unanimously.

9.0 CLOSED SESSION: The Board of Directors moved into closed session at 3:12 pm for the evaluation of the Chief Administrative Officer. The evaluation was completed, no reported action. The regular Board of Directors meeting resumed at 3:48 pm.

10.0 OTHER: Next Meeting of the EV SELPA Board of Directors Meeting will be September 21, 2022.

11.0 ADJOURNMENT: The regular meeting was adjourned at 3:50 p.m.

Submitted by:
Rosalva Contreras
EVSELPA Administrative Assistant

DISCUSSION ITEM

EV SELPA Dispute Prevention & Learning Recovery Funds & Plans

Chief Administrative Officer Dr. Metheny, along with Special Education Directors from the SELPA member districts, will provide an interim report of the work accomplished to-date and the work pending from the use of the one-time funds received for alternative dispute resolution and learning recovery to mitigate the effects of the COVID-19 pandemic.



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Dispute Prevention & Learning Recovery Funds & Plans – Interim Update

Patty Metheny, Ed.D., East Valley SELPA
Chief Administrative Officer
September 15 & 21, 2022



Dispute Prevention & Resolution (ADR): Allocation & Purpose of the Funds

SEC. 160. (a) The sum of one hundred million dollars (\$100,000,000)* is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis for allocation to special education local plan areas for the purpose of supporting member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020 to September 1, 2021, inclusive, in a collaborative and equitable manner.



Learning Recovery: Allocation & Purpose of the Funds

SEC. 161. (a) The sum of four hundred fifty million dollars (\$450,000,000)* is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis for allocation to special education local plan areas and shall be expended by special education local plan areas and their member local educational agencies for purposes of providing learning recovery support to pupils, as defined in this section, associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive.

EV SELPA CDE Apportionments Provided September 2021

Dispute Prevention & Resolution (ADR) ALLOCATION

LEA	CDE Pupil Count	Estimated Amount
EV SELPA	10,230	\$1,271,228
	20%	\$243,446
Remaining for Allocation		\$1,027,782
Colton JUSD	2743 (27%)	\$277,501
Redlands USD	2801 (27%)	\$277,501
Rialto USD	2942 (29%)	\$298,057
Rim of the World USD	408 (4%)	\$41,111
YCJUSD	1336 (13%)	\$133,612

EV SELPA CDE Apportionments Provided September 2021

LEARNING RECOVERY FUNDS

LEA	CDE Pupil Count	Estimated Amount
EV SELPA Total	10,230	\$5,720,524
Colton JUSD	2743 (27%)	\$1,544,541
Redlands USD	2801 (27%)	\$1,544,541
Rialto USD	2942 (29%)	\$1,658,952
Rim of the World USD	408 (4%)	\$228,822
YCJUSD	1336 (13%)	\$743,668

The Plans

(Submitted October 1, 2021)

One EV SELPA-wide Dispute Prevention & Resolution Plan

(Districts submitted individual plans to EV SELPA. Plan activities and funds were collated for submission of plan to CDE by the EV SELPA)

Five Individual LEA Learning Recovery Plans Will be the EV SELPA Submission

(Districts submitted individual plans to EV SELPA. EV SELPA submitted the individual plan of each district to CDE as the EV SELPA submission.)

EV SELPA Oversight & Support



2021-2023

- Steering Committee Meetings
- Quarterly Monitoring
 - Expenditures
 - Plan activities
- Review Meetings
- Interim Reporting 2022
- Final Reporting 2023

Interim Reporting



www.educba.com

Interim Updates of the EV SELPA & Its Members Districts' Plans

September 2022

Dispute Prevention & Resolution (ADR)

- EV SELPA ADR Leadership Team – plan events and support member districts
- EV SELPA Parent Liaison Certification Classes
- EV SELPA Virtual ADR Parent-Educator Event
- Professional development attendance
- Program Manager and SELPA Services Specialist support

Total Funds = \$243,446.00

Funds Spent to-Date = \$96,374.34

Funds Remaining = \$147,071.66



Colton

Director Rob Pearson



Dispute Resolution (ADR)

- Summer ADR Institute for staff in basic and advanced ADR topics facilitated by experts
- Parent ADR Institute with topics to include IEP preparation and participation, rights and responsibilities, collaboration and problem solving
- Training and mediation through Pepperdine Straus Institute and High Conflict Institute

Total Funds = \$277,501.00

Funds Spent to-Date = \$68,932.45

Funds Remaining = \$208,568.55

Learning Recovery

- PD to increase staff's ability to provide support for student learning
- Intercession SEL & Academic Support Programs
- Leadership PD to increase leadership capacity to ensure students learning needs are met
- PD for the use of technology
- Contract staff to complete overdue assessments and IEPs

Total Funds = \$1,544,541.00

Funds Spent to Date = \$641,319.41

Funds Remaining = \$903,221.59



Redlands

Executive Director Patti Buchmiller



Dispute Resolution (ADR)

- TOA (1/2) – provide oversight for planning and triage needs (get to the why)
- Parent training in a series of Parent Nights
- Special Education Lawyer Training Series

Total Funds = \$277,501.00

Funds Spent to-Date = \$98,119.06

Funds Remaining = \$179,381.94

Learning Recovery

- TOA (1/2) – provide oversight for planning
- Extend/expand before and after school classes, school breaks, weekends, summers – reading, math, SEL, social skills instruction (transportation pending)
- Extended hours assessment team for initials & overdue IEPs
- Identify & purchase a credit recovery program

Total Funds = \$1,544,541.00

Funds Spent to-Date = \$1,484,759.75

Funds Remaining = \$59,781.25



Rialto



Lead Special Services Agent Jennifer Johnson

Dispute Resolution (ADR)

- Staff ADR training by consultant experts
- Conduct ADR sessions
- Outreach to parents of SWDs, focused on those who faced barriers

Learning Recovery

- Special Education and Related Services Camp
- Social Emotional Learning and Behavior Supports
- Academic and Related Services Before and After School
- Professional Development

Total Funds = \$298,057.00
Funds Spent to-Date = \$93,356.47
Funds Remaining = \$204,700.53

Total Funds = \$1,658,952.00
Funds Spent to-Date = \$122,438.94
Funds Remaining = \$1,536,513.06



Rim of the World

Director Shannon Hansen



Dispute Resolution (ADR)

- Program Specialist to support early intervention of parent concerns
- Trainings to staff for ADR strategies
- Meetings with families to resolve concerns related to IEPs

Total Funds = \$41,111.00

Funds Spent to-Date = \$5,475.83

Funds Remaining = \$35,635.17

Learning Recovery

- Extend daily hours of instructional aides
- Purchase and provide training in reading instruction program
- Hire additional EL instructional aides or extending hours of existing staff
- Additional school psychologist & extra pay to staff to conduct overdue assessments
- Purchase and train in use of technology for SWDs

Funds Total = \$228,822.00

Funds Spent to-Date = \$201,493.80

Funds Remaining = \$27,328.20



Yucaipa-Calimesa

Executive Director Leslie Burghardt



Dispute Resolution (ADR)

- ADR staff training conducted by experts
- Parent trainings in Special Ed 101, parent rights, advocacy for their child
- “Dine with the Director” events
- Develop Parent Network
- Family outreach to connect families with community resources

Learning Recovery

- Jump Start Summer special education staff
- PBIS training in Tier I supports in collaboration with general ed and SWD staff
- UDL training for all teachers by expert
- Special Ed staff training on Zones of Regulation
- Before and after school learning opportunities
- Additional behavior support facilitation aides

Total Funds = \$133,612.00
Funds Spent to-Date = \$34,484.44
Funds Remaining = \$99,127.56

Total Funds = \$743.688.00
Funds Spent to-Date = \$164,396.59
Funds Remaining = \$579,271.41

Reporting Requirements

Dispute Prevention & Resolution (ADR)

Due Date: September 30, 2023

Requirement

Number of cases mediated through ADR

Number of cases totally resolved by agreement

List of issues that generated the request for dispute resolution services

Demographics of pupils (disability, family income, EL, primary language)

Summary of outreach activities

Summary of activities conducted in partnership with family support organizations

Learning Recovery

Due Date: September 30, 2023

Requirement

Summary of learning recovery services

Demographics of pupils (disability, family income, EL, primary language)



Questions



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DISCUSSION ITEM

EV SELPA Local Plan Revision Timeline 2022-2023

Chief Administrative Officer Dr. Metheny will provide information regarding the EV SELPA Local Plan Revision Process and the proposed timeline to accomplish this revisino in 2022-23.



Timeline to Revise EV SELPA Local Plan 2022-23*

Local Plan Timeline & Processes

Date	Group	Task
September 2022	EV SELPA Local Plan Revision Planning Team	Review timeline proposal and activities, recommend Local Plan Committee members, plan November & January meetings
September 2022	EV SELPA CAO, EV SELPA Steering, EV SELPA Board, & EV SELPA CAC	Work with Districts & CAC to determine who will serve on Local Plan Committee, get contact information, and send out letter and invitation with scheduled meetings
November 2022	EV SELPA Local Plan Revision Committee	Introductory meeting, getting to know SELPAs and the EV SELPA 19-20 Local Plan, Section B
December 2022	EV SELPA Steering Committee	Review draft of updated EV SELPA Local Plan, Section B with revisions/updates
January 2023	EV SELPA Local Plan Revision Committee	Review and advise on EV SELPA Local Plan, Section B for final edits
February 2023	EV SELPA Steering & EV SELPA CAC	Review revised EV SELPA Local Plan, Section B and provide input; Board of Directors– First Read
March 2023	EV SELPA Steering	Review EV SELPA Local Plan, Section B and recommend for approval
March 2023	EV SELPA Board of Directors	Second Read - Review Local Plan, Section B and provide input
April 2023	EV SELPA CAC	Review EV SELPA Local Plan, Sections B, D & E and confirm involvement in development of revisions/updates
May 2023	EV SELPA Board of Directors	Action – Approve EV SELPA Local Plan, Sections A, B, D & E Submit to County Office of Education for signature of county superintendent
May – June 2023	EV SELPA Member District's Boards of Education	Adoption by governing board of each school district
June 2023	EV SELPA Chief Administrative Officer	Submit to CDE for Approval

*CDE Requirement for SELPA Approved Local Plan to be submitted to CDE is June 30, 2023

Process to Review/Approve EV SELPA Local Plan 2022-23

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

East Valley Districts – Dates of LEA Board Approval of Following Approval Local Plan (2022-2023)

District	Date
Colton	
Redlands	
Rim of the World	

District	Date
Rialto	
Yucaipa-Calimesa	

DISCUSSION ITEM

EV SELPA Community Advisory Committee (CAC) Membership

Chief Administrative Officer Dr. Metheny will speak of the work accomplished by the EV SELPA 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



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

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

Submitted by:	Date:
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2022/2023
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 19, 2022

NOVEMBER 14, 2022

FEBRUARY 27, 2023

APRIL 24, 2023



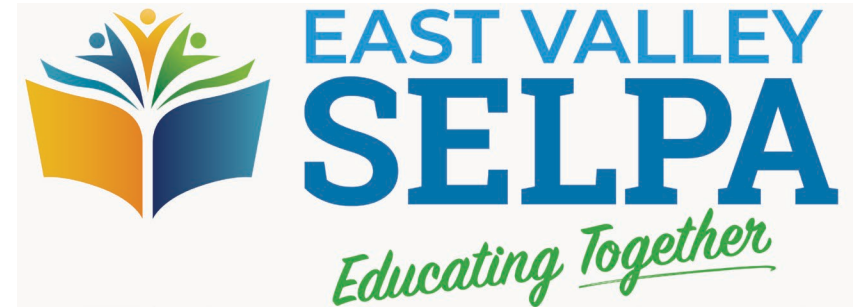
DISCUSSION ITEM

EV SELPA Due Process and Legal Cost Report 2021 - 2022

All member districts contribute to the legal insurance fund to cover costs related to due process filings. Chief Administrative Officer Metheny and Program Manager Rick Homutoff will discuss the 2021-2022 filings and present information on current filings and trends. Consultant Tennyson will review the costs from 2021-2022.

2021- 2022 to Present Due Process Review

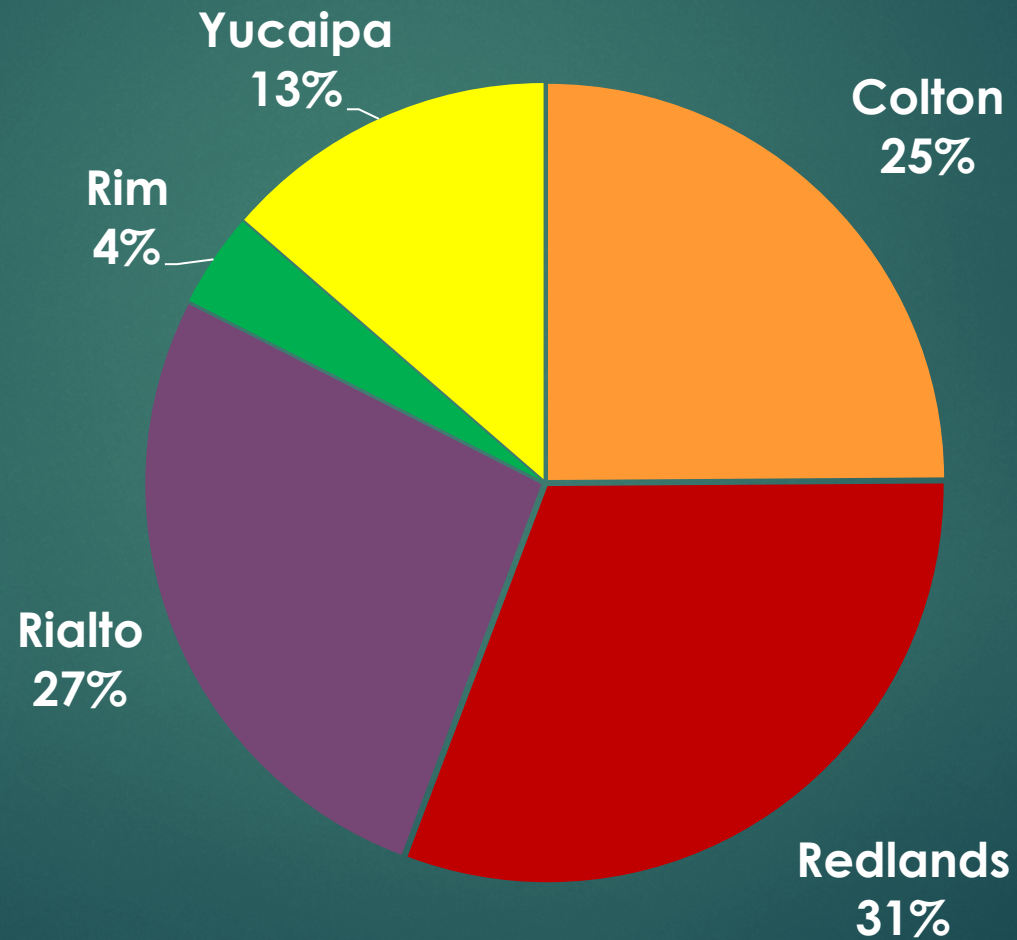
EAST VALLEY SELPA STEERING COMMITTEE
RICK HOMUTOFF, ED.D.
PROGRAM MANAGER
SEPTEMBER 2022



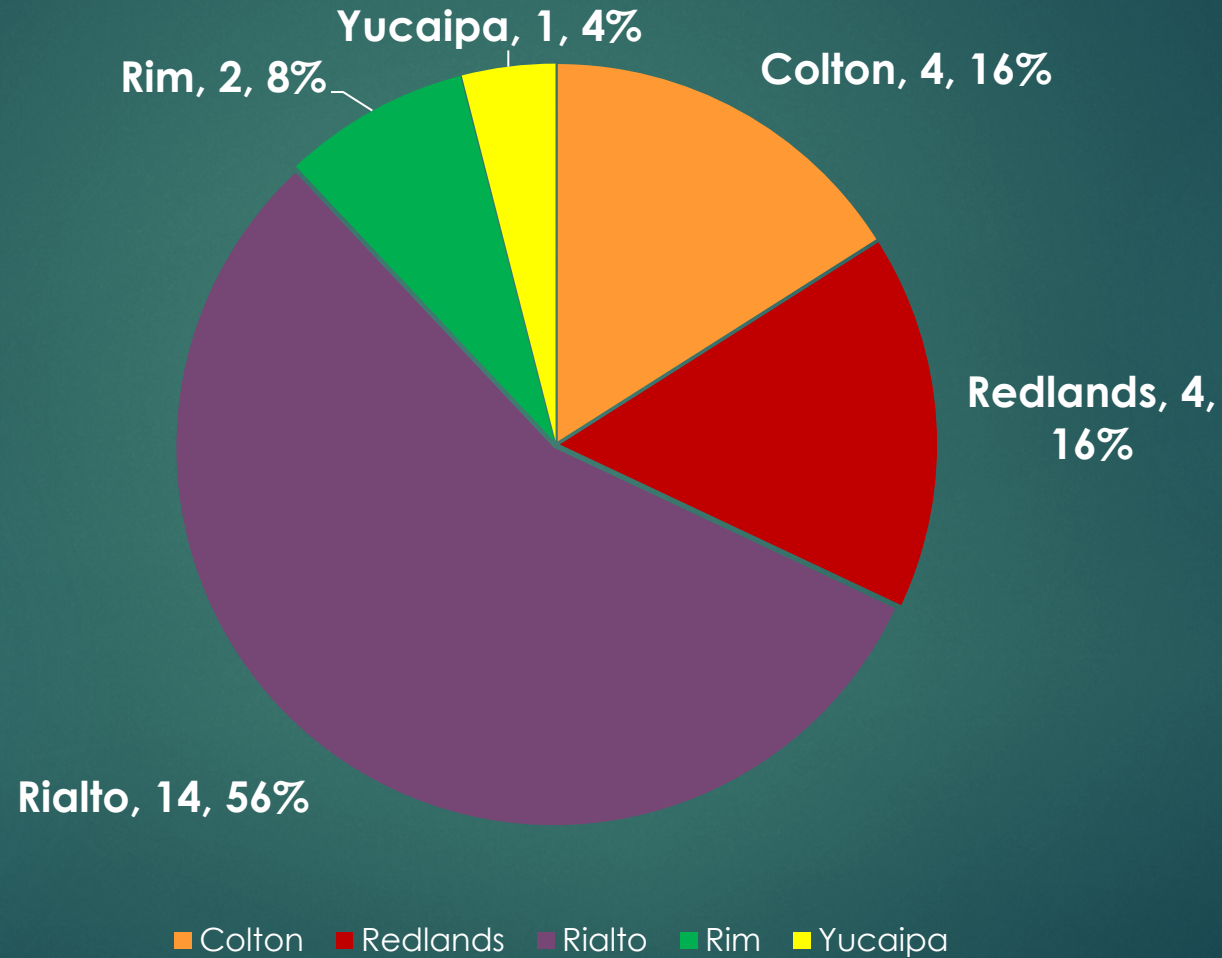
2021-2022 Due Process Cases

- ▶ 24 cases were filed. In comparison, 2018-2019, 45 cases were filed; in 2019-2020, 31 cases were filed and 24 were filed in 2020-2021.
- ▶ Six of the 24 cases were filed by students with two or more filings in the past five years. This is an increase by two from the previous year.
- ▶ One hearing was held in 2020-2021, however because it was at the very end of fiscal 2020-2021, most of the costs associated with the hearing were paid during the 2021-2022 school year.
- ▶ We currently have six active cases. Four for 2022-2023 and two cases from 2021-2022.

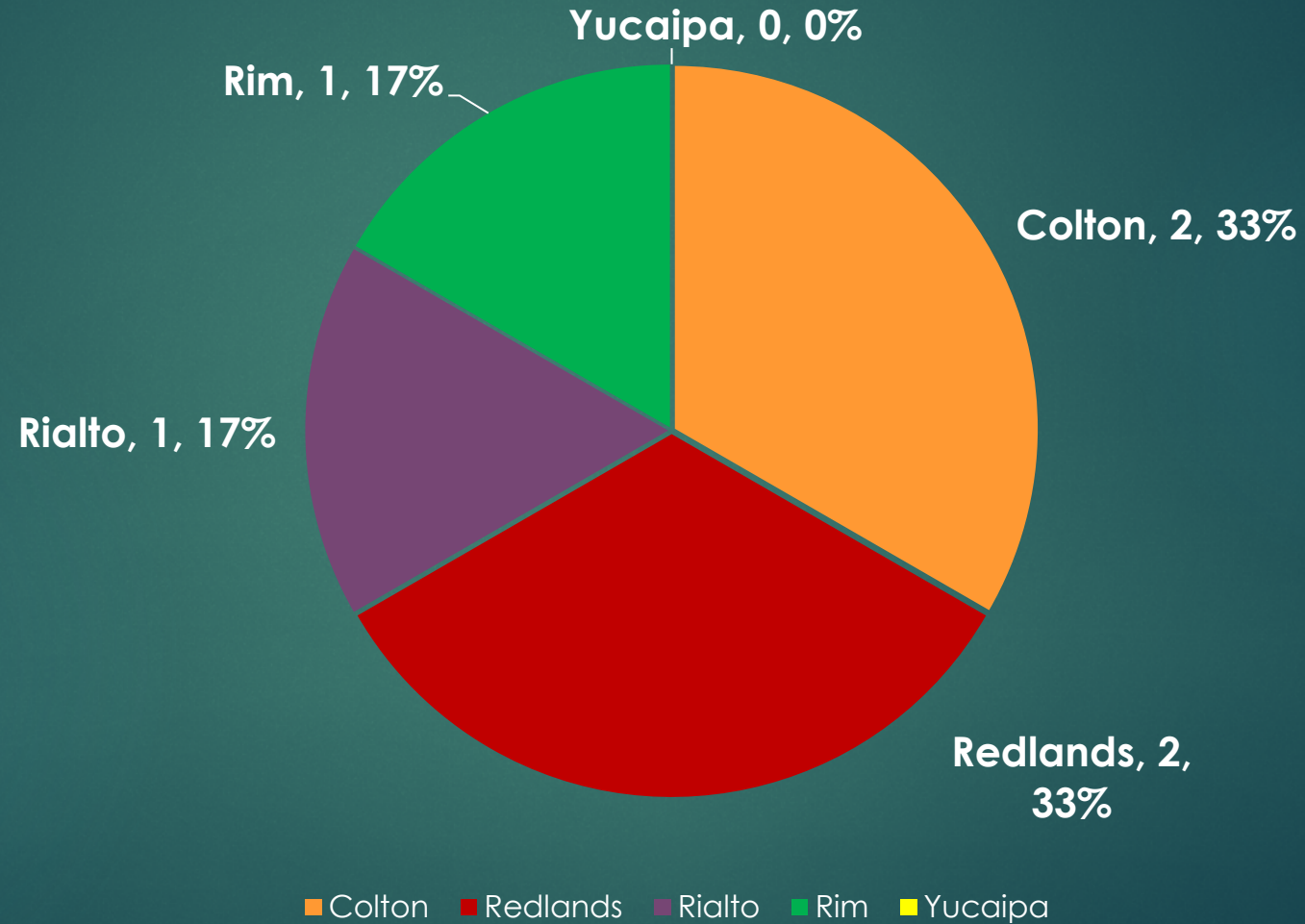
Latest Special Education Pupil Count: Percentage of EV SELPA Total by District



EV SELPA 2021-2022 Filings

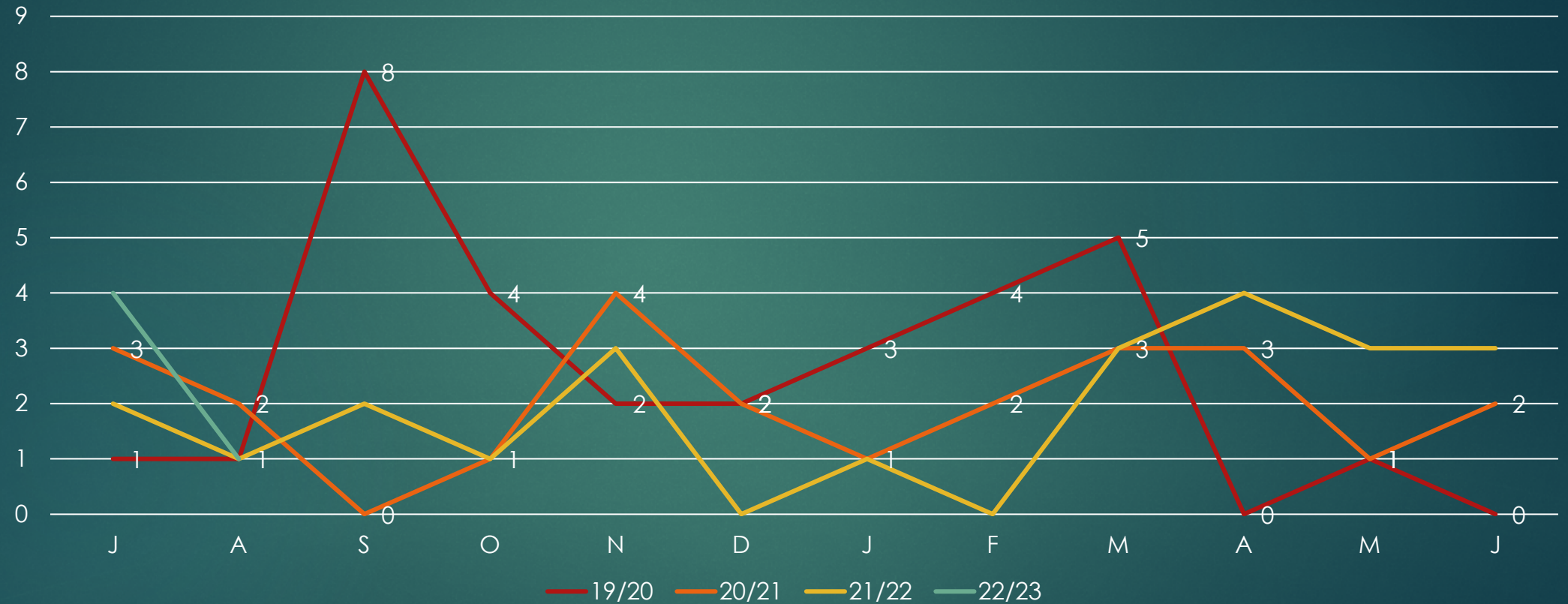


EV SELPA 2022-2023 Filings



EV SELPA Due Process Filings by Month

2019 to Present



2021-2022 to Current - Due Process Case Trends

- ▶ Overall, due process cases are down, for now. 2020-2021 & 2021-2022 each had 24 cases.
- ▶ 2021-2022 settlement trends evidence lower costs:
 - ▶ Far fewer requests for Independent Educational Evaluations (IEEs).
 - ▶ In most cases, we have been able to negotiate the opportunity for districts to assess prior to an IEE.
 - ▶ Far fewer parent reimbursements paid at both the district and SELPA levels.
 - ▶ With the economy, parents are pushing back on district's offer to reimburse instead of district directly contracting.

2021-2022 to Current - Due Process Case Trends

- ▶ Last year the data showed the parent attorney fees had gone up slightly. The average cost for parent attorney fees is currently about \$6,000 per case, which is about \$500 more than previous years.
- ▶ Two cases have settled for fiscal 22/23 and the parent attorney fees are \$4,500 and \$5,000.

2021-2022 to Current Lessons Learned

- Make sure the district is checking in on the students who attend nonpublic schools.
- This information was shared at our recent Leadership Training with regards to AB 1172 and the obligation by the district to be monitoring non-public schools
 - This is just a general reminder that it is vital that the school districts are ensuring students who attend nonpublic schools are receiving all services and supports as outlined in their IEPs.

Statewide Trends

- ▶ Due process hearing costs have increased:
 - ▶ Hearings are taking longer as a result the costs associated with virtual hearings are significantly higher.
- ▶ If the parents or attorneys want full access to the full 2-year statute of limitations in the law for due process cases, they would have had to begin filing by March 2022 and we are outside that window.
 - ▶ Every passing day helps the district(s) avoid litigation related to Covid closures.

Review of Current 2022-2023 Trends

- ▶ Denial of FAPE - Lack of ERMHS assessments and/or behavior intervention.
 - ▶ Many students coming back from the Covid closures need a closer look at mental health needs and this issue is not just an EVSELPA issue, it is a statewide issue.
- ▶ Denial of FAPE – Failure to assess in all areas.
 - ▶ This is currently a common reason parents have filed, as five of our current six cases raised this issue.
- ▶ Address bullying issues. This has come up in three recent cases and this could become potential OCR/Section 504 complaints. Parent attorneys will not want comprehensive waivers when this issue is present.



Questions?



FY 2021-22

DUE PROCESS LEGAL COST REPORT

	A	B	C	D	E	F
	OBJECT CODE	DESCRIPTION	2020/21		2021/22	
			FINAL BUDGET	ACTUAL EXPENDITURES	FINAL BUDGET	UNAUDITED ACTUALS
1						
2	1000 & 2000	SALARIES	\$ 229,261.00	214,556.00	225,138.00	220,014.12
3	3000	BENEFITS	\$ 73,847.00	70,601.00	73,874.00	74,707.92
4	4000	MATERIALS & SUPPLIES	\$ 5,014.00	4,701.00	1,014.00	81.32
5	5000	TRAVEL/COPIES/DATA /PY FALLOUT/OTHER	\$ 9,659.00	8,945.00	9,131.00	6,820.05
6		LRP/ SPECIAL ED CONNECTION	\$ 36,712.00	36,712.00	37,343.00	37,343.00
7	5803	COLTON - PARENT REIMBURSEMENT	\$ 25,000.00	-	25,000.00	-
8	5803	REDLANDS - PARENT REIMBURSEMENT		-		2,435.00
9	5803	RIALTO - PARENT REIMBURSEMENT		-		-
10	5803	RIM - PARENT REIMBURSEMENT		-		-
11	5803	YUCAIPA - PARENT REIMBURSEMENT		-		-
12	5820	PARENT - ATTORNEY FEES	\$ 545,000.00	114,012.00	803,500.00	253,950.00
13	5820	SELPA/DISTRICT - ATTORNEY FEES		168,441.00		176,321.00
14	5810	IEE - PSYCH/OTHER EVAL	\$ 75,000.00	40,225.00	75,000.00	(3,525.00)
15	5810	COMP ED - BEHAVIORAL AIDE/THERAPY/TUTORING		-		-
16		TOTAL	\$ 999,493.00	\$ 658,193.00	\$ 1,250,000.00	\$ 768,147.41
17	Total Parent Attorney Fees		\$ 545,000.00	114,012.00	803,500.00	253,950.00
18	Total SELPA Attorney Fees			168,441.00		176,321.00
19	Total Attorneys Fees		\$ 545,000.00	282,453.00	803,500.00	430,271.00

DISCUSSION ITEM

EV SELPA OT Proportionate Share Program Funds Returned to Districts 2021-2022

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



**EAST VALLEY SELPA 2021-22 REGIONAL SERVICE PROPORTIONATE SHARE PROGRAM
OCCUPATIONAL THERAPY FINAL COSTS & RETURN OF FUNDS**

Based on Student Count as of 5/2/22

OT SERVICE	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
	Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL Costs
AB 602 REVENUE DEDUCT OFF-THE-TOP	98	\$575,638.89	163	\$957,440.20	18	\$105,729.59	50	\$ 293,693.31	329	\$1,932,502.00
ACTUAL EXPENSES		\$517,780.71		\$861,206.70		\$95,102.58		\$264,173.83		\$1,738,263.82
OT Percentage	30%		50%		5%		15%		100%	
OT RETURN OF FUNDS TO DISTRICTS		\$ 57,858.18		\$ 96,233.51		\$10,627.01		\$29,519.48		\$ 194,238.18

DISCUSSION ITEM

SBCSS Fee-for-Service Funds Returned to Districts 2021-2022

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

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FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2021-22

SELPA	East Valley			Budget	Year-End Actuals	+Increase/- Decrease
A. REVENUES						
	RS	OB	GL	April 2021	September 2022	
1. AB602 Special Ed Funding	6500	8311	5001	\$ 9,770,760	\$ 8,970,543	\$ (800,217)
2. Property Tax Transfer	6500	8097	5001		\$ 4,235,842	
3. Property Tax Transfer Adjustment between 2021-22 P-2 and Annual (Payable)					\$ (112,642)	
4. Net State Aid (A1-A2-A3)	6500	8311	5001		\$ 4,847,343	
5. ARP Federal Local Assistance	3305	8182	5001	\$ -	\$ 88,224	\$ 88,224
6. ARP Federal Local Preschool	3308	8182	5001	\$ -	\$ 9,857	\$ 9,857
7. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	\$ 494,725	\$ 408,291	\$ (86,434)
8. Federal Preschool	3315	8182	5730	\$ 24,648	\$ 5,137	\$ (19,511)
9. Preschool Staff Development	3345	8182	5730	\$ 209	\$ 101	\$ (108)
10. Infant Part C	3385	8182	5710	\$ 57,745	\$ 57,745	\$ -
11. Infant State Apportionment	6510	8311	5710	\$ 1,600,242	\$ 1,603,458	\$ 3,216
12. Infant Discretionary	6515	8590	5710	\$ -	\$ 23,013	\$ 23,013
13. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	\$ 119,885	\$ 119,885	\$ -
14. Local Revenue	6500	8699	5001	\$ 5,793	\$ 18,104	\$ 12,311
15. Local Revenue (Contracts with Districts)	6500	8677	5750	\$ -	\$ 230,583	\$ 230,583
TOTAL REVENUE (excludes A2, A3, A4)				\$ 12,074,007	\$ 11,534,941	\$ (539,066)
B. EXPENDITURES						
1. SAI Self-Contained (SDC)				\$ 7,525,847	\$ 6,721,408	\$ (804,439)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$ 2,111,568	\$ 2,154,472	\$ 42,904
3. 1:1 Aide Services (1:1) Aides				\$ 652,927	\$ 508,021	\$ (144,906)
4. Early Start (NO FFS - State/Grant Funded)				\$ 1,723,705	\$ 1,616,172	\$ (107,533)
TOTAL EXPENDITURES				\$ 12,014,047	\$ 11,000,073	\$ (1,013,974)
C. PRIOR YEAR ADJUSTMENTS						
	RS	OB	GL			
1. 2021-22 Beginning Balance (Early Start)				\$ 1,034,150	\$ 1,089,599	\$ 55,449
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				\$ 1,034,150	\$ 1,089,599	\$ 55,449
D. 2021-22 Ending Balance						
1. Total Revenues (Section A)				\$ 12,074,007	\$ 11,534,941	\$ (539,066)
2. Total Prior Year Revenue Adjustments (Section C)				\$ 1,034,150	\$ 1,089,599	\$ 55,449
3. Total Expenditures (Section B)				\$ 12,014,047	\$ 11,000,073	\$ (1,013,974)
4. 2021-22 Ending Balance				\$ 1,094,110	\$ 1,624,467	\$ 530,357
5. Less Early Start Ending Balance				\$ 1,094,110	\$ 1,277,528	\$ 183,418
6. 2021-22 Net FFS Ending Balance				\$ (0)	\$ 346,938	\$ 346,938

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	156	208	12
Actuals*	141.5	223	11
Difference	-14.5	15	-1

*Includes Inter-SELPA counts as follows:

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San Bernardino County Superintendent of Schools
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM
2021-22 Fee-for-Service
Year-End Actuals

		1	2	3	4	5	
		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		
1	OBJECT	EXPENSE					
2	1000-1999	Certificated Salaries	2,428,226	829,229	-	908,867	4,166,322
3	2000-2999	Classified Salaries	857,019	240,579	249,255	16,135	1,362,987
4	3000-3999	Employee Benefits	1,580,171	506,433	220,121	331,014	2,637,739
5	4000-4999	Books & Supplies	8,478	3,392	-	4,835	16,705
6	5000-5999	Services & Other Operating Expenditures	144,577	28,983	1,668	8,450	183,678
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 5,018,471	\$ 1,608,615	\$ 471,044	1,269,301	8,367,431
10		% of Total	0.75727	0.24273		n/a	1.0000000
11							
12		Allocated Cost (FN 2100, 2700, 8100)	1,213,709	389,041	-	229,235	1,831,985
13		Sub total 1000-5000 costs	\$ 6,232,180.62	\$ 1,997,656.42	\$ 471,043.94	\$ 1,498,536	\$ 10,199,417
14							
15	7300-7380	Indirect Cost @ 7.85%	489,226	156,816	36,977	117,635	800,654
16							
17		TOTAL EXPENSE	\$ 6,721,408	\$ 2,154,472	\$ 508,021	\$ 1,616,172	\$ 11,000,073

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	2,953,325	946,655	223,220		4,123,200
8181	3310	Federal Local Assistance	408,291				408,291
8311	6500	AB602 FFS Revenue (including Base for ADA)**	3,319,138	1,152,904	375,301		4,847,343
		Total (Lines 19, 20, & 21)	6,680,754	2,099,559	598,521	0	9,378,834
		Other Revenue Sources					
8182	3305	ARP Federal Local Assistance	88,224				88,224
8182	3308	ARP Federal Preschool	9,857				9,857
8182	3315	Federal Preschool	5,137				5,137
8182	3345	Preschool Staff Development	101				101
8182	3385	Infant Part C				57,745	57,745
8311	6510	Infant State Apportionment				1,603,458	1,603,458
8590	6515	Infant Discretionary				23,013	23,013
8285	9385	Other Local Revenue (contracts with districts)				119,885	119,885
8710	6500	Tuition - Inter-SELPA District Fee-For-Service*	182,428	48,155			230,583
8699	6500	Local Revenue	18,104				18,104
		2021-22 Beginning Balance				1,089,599	1,089,599
		TOTAL REVENUE:	6,984,604	2,147,714	598,521	2,893,700	12,624,539
		Excess Cost (revenue minus expense)	\$ 263,197	\$ (6,758)	\$ 90,500	\$ 1,277,528	\$ 1,624,467

Number of services - Final (includes Inter-SELPA counts)	141.50	223.00	11.00	N/A
2021-22 Fee-For-Service Rates	\$ 45,607.00	\$ 9,631.00	\$ 54,411.00	

*Services provided via Inter-SELPA Agreement

**Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service (\$68,000)

Summary	
Total 2021-22 Revenue	\$ 12,624,539
Total 2021-22 Expenses	\$ 11,000,073
2021-22 Ending Balance	\$ 1,624,467
Less Early Start Ending Balance	\$ 1,277,528
Net FFS Ending Balance	\$ 346,938

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2021-22 Fee-For-Service Return

District	SAI Services	% of Services	Total Return \$ 263,196.69	Low-Incidence	% of Services	Total Return \$ (6,758.45)	1:1 Aides	% of Services	Total Return \$ 90,500.11	Total Return
Colton	61.0	43.11%	\$ 113,462.88	59.5	26.68%	\$ (1,803.26)	5.0	45%	\$ 41,136.41	\$ 152,796.03
Redlands	5.5	3.89%	\$ 10,230.26	66.5	29.82%	\$ (2,015.41)	1.0	9%	\$ 8,227.28	\$ 16,442.13
Rialto	56.5	39.93%	\$ 105,092.67	70.0	31.39%	\$ (2,121.49)	3.5	32%	\$ 28,795.49	\$ 131,766.67
Rim of the World	2.0	1.41%	\$ 3,720.09	6.0	2.69%	\$ (181.84)	0.0	0%	\$ -	\$ 3,538.25
Yucaipa - Calimesa	12.5	8.83%	\$ 23,250.59	16.0	7.17%	\$ (484.91)	1.5	14%	\$ 12,340.92	\$ 35,106.60
S.B. City	3.0	2.12%	\$ 5,580.14	3.0	1.35%	\$ (90.92)	0.0	0%	\$ -	\$ 5,489.22
Etiwanda	1.0	0.71%	\$ 1,860.05	1.0	0.45%	\$ (30.31)	0.0	0%	\$ -	\$ 1,829.74
Bear Valley	0.0	0.00%	\$ -	1.0	0.45%	\$ (30.31)	0.0	0%	\$ -	\$ (30.31)
Total	141.5	100.00%	\$ 263,196.69	223.0	99.55%	\$ (6,758.45)	11.0	100%	\$ 90,500.11	\$ 346,938.34

District	2021-22 FFS Return
2021-22	\$ 346,938.34
Colton	\$ 152,796.03
Redlands	\$ 16,442.13
Rialto	\$ 131,766.67
Rim of the World	\$ 3,538.25
Yucaipa-Calimesa	\$ 35,106.60
S.B. City	\$ 5,489.22
Etiwanda	\$ 1,829.74
Bear Valley	\$ (30.31)
Total	\$ 346,938.34

Inter-SELPA Agreement

DISCUSSION ITEM

EV SELPA Non-Public School Cost Report 2021-2022

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. Consultant Tennyson will review the year-end costs. Chief Administrative Officer Dr. Metheny will address trends and answer questions.

EAST VALLEY SELPA FY 2021-22 NON-PUBLIC SCHOOL COST REPORT

District	FN	Total Q1 Billing	Total Q2 Billing	Total Q3 Billing	Total Q4 Billing	Year End Adj	Total Billed FY 21-22
NPS Education	1180	272,670.88	293,227.95	317,731.17	267,552.48	25,186.32	1,176,368.80
NPS Mental Health	3900	51,980.41	47,814.53	58,834.21	69,323.56	7,503.98	235,456.69
Colton		\$ 324,651.29	\$ 341,042.48	\$ 376,565.38	\$ 336,876.04	\$ 32,690.30	\$ 1,411,825.49
NPS Education	1180	149,940.48	205,853.40	241,852.30	194,102.58	22,487.84	814,236.60
NPS Mental Health	3900	87,750.91	57,045.91	69,189.77	123,440.36	3,778.59	341,205.54
Redlands		\$ 237,691.39	\$ 262,899.31	\$ 311,042.07	\$ 317,542.94	\$ 26,266.43	\$ 1,155,442.14
NPS Education	1180	190,093.49	224,561.48	301,331.85	200,140.07	7,961.09	924,087.98
NPS Mental Health	3900	135,764.92	107,450.34	72,249.72	14,836.88	-	330,301.86
Rialto		\$ 325,858.41	\$ 332,011.82	\$ 373,581.57	\$ 214,976.95	\$ 7,961.09	\$ 1,254,389.84
NPS Education	1180	44,813.05	46,127.37	50,675.29	62,083.85	14,327.35	218,026.91
NPS Mental Health	3900	1,327.15	48,260.49	84,105.56	71,078.01	16,191.37	220,962.58
Rim		\$ 46,140.20	\$ 94,387.86	\$ 134,780.85	\$ 133,161.86	\$ 30,518.72	\$ 438,989.49
NPS Education	1180	168,731.40	183,714.96	170,440.41	114,155.99	13,778.36	650,821.12
NPS Mental Health	3900	155,857.60	140,778.79	152,416.32	108,408.66	2,815.19	560,276.56
Yucaipa		\$ 324,589.00	\$ 324,493.75	\$ 322,856.73	\$ 222,564.65	\$ 16,593.55	\$ 1,211,097.68
NPS Education Total	1180	\$ 826,249.30	\$ 953,485.16	\$ 1,082,031.02	\$ 838,034.97	\$ 83,740.96	\$ 3,783,541.41
NPS Mental Health Total	3900	\$ 432,680.99	\$ 401,350.06	\$ 436,795.58	\$ 387,087.47	\$ 30,289.13	\$ 1,688,203.23
Grand Total		\$ 1,258,930.29	\$ 1,354,835.22	\$ 1,518,826.60	\$ 1,225,122.44	\$ 114,030.09	\$ 5,471,744.64

DISCUSSION ITEM

EV SELPA Virtual Professional Development Catalog 2022-2023

Chief Administrative Officer Dr. Metheny will present the EV SELPA Professional Development Catalog of virtual training opportunities for the 2022-2023 School Year.

2022-2023 *Professional Development Catalog*



EAST VALLEY
SELPA

Educating Together

Professional Development Catalog 2022-2023



East Valley Special Education Local Plan Area (SELPA)

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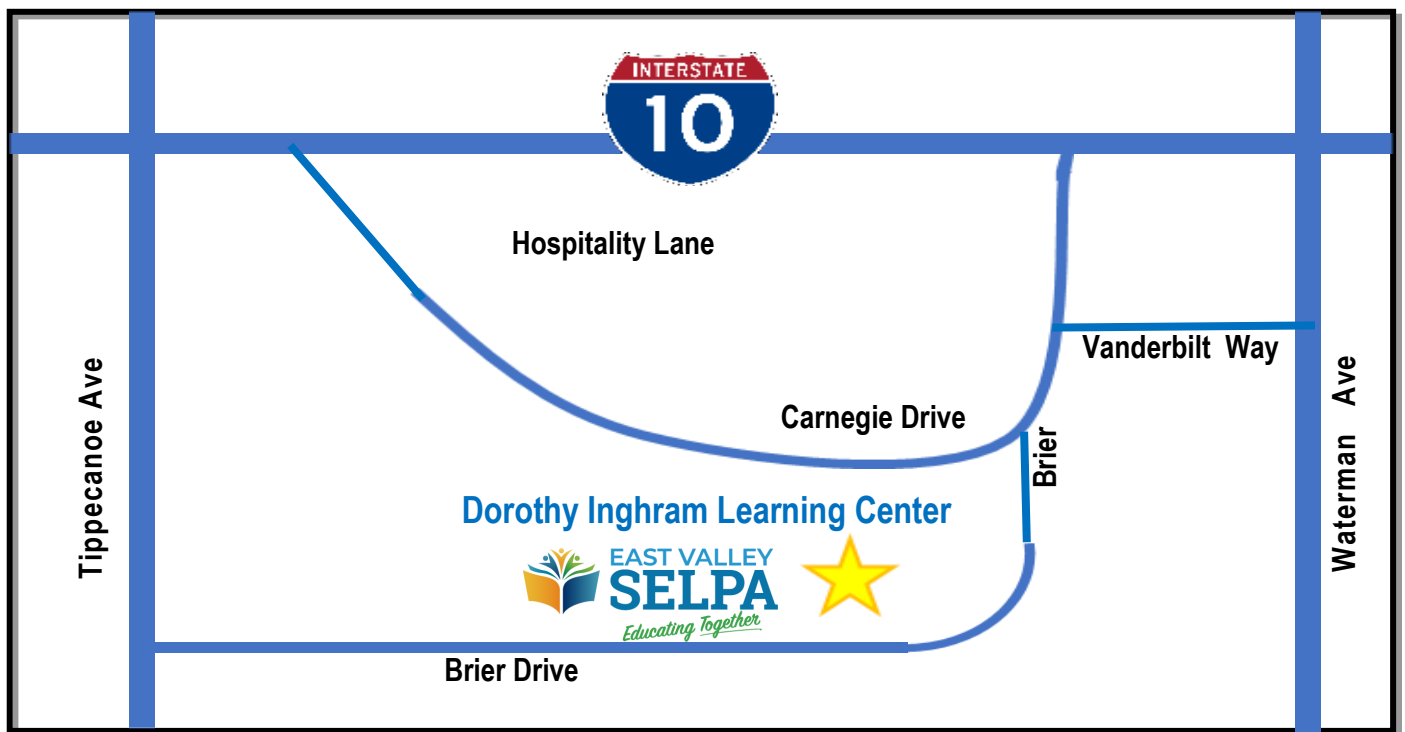


TABLE OF CONTENTS

Member Districts	4
EV SELPA Staff Directory	5-6
August 2022 Calendar of Events	7
September 2022 Calendar of Events	8
October 2022 Calendar of Events	9
November & December 2022 Calendar of Events	10
January 2023 Calendar of Events	11
February 2023 Calendar of Events	12
March, April, & May 2023 Calendar of Events	13
Alternative Dispute Resolution (ADR)	14
Assessment and Eligibility	23
Autism	28
Behavior	33
Diagnostic Center Professional Development Opportunities	37
District Access (DA) Users Collaborative Meetings	47
Educationally Related Mental Health Services (ERMHS).....	49
IEP Goal Writing	51
Instructional Practices	53
Paraprofessionals	57
Professional Crisis Management (PCM)	59
School-Based Occupational and Physical Therapy	61
Speech-Language	68
Transition	71
Presenters	80

Member Districts



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Rim of the World Unified School District

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Staff Directory

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Staff Directory

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August 2022

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
8/4	2:00 - 3:30	District Access (DA) Users Collaborative Meeting	48
8/17	8:30-3:00	TPP 1st Teacher Training	72
8/18-19	8:30 - 4:00	Professional Crisis Management (PCM) <i>Practitioner Initial Training</i>	60
8/22	8:00 - 10:00	Special Education Leadership Development Series	15
8/23	2:00-4:00	High Conflict Certification Training Series	16
8/25	8:30 - 12:30	Team Up for Comprehensive Assessment	24, 54
8/25	6:00 - 9:00	Parent Liaison Virtual Training Series: Advocating as a Problem-Solver <i>Topic: Role of Parent Liaison</i>	17

September 2022

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
9/1	6:00 - 9:00	Parent Liaison Virtual Training Series: Advocating as a Problem-Solver <i>Topic: Facilitation in the IEP Process</i>	17
9/8	6:00 - 9:00	Parent Liaison Virtual Training Series: Advocating as a Problem-Solver <i>Topic: Negotiation in Facilitation</i>	17
9/14	8:30 - 12:30	Part 1: "Understanding Autism "2-Part Webinar	26, 29
9/14	2:00 - 4:00	High Conflict Certification Training Series	16
9/15	8:30 - 3:00	Secondary Transition Plan Development	77
9/15	6:00 - 9:00	Parent Liaison Virtual Training Series: Advocating as a Problem-Solver <i>Topic: Difficult Conversations</i>	17
9/16-17	9:30 - 12:00	Parents & Educators-In It Together: Walking the IEP Journey as Partners, <i>Virtual ADR Conference</i>	18
9/21	8:00-11:00	TPP Paraprofessional Training	73
9/22	6:00 - 9:00	Parent Liaison Virtual Training Series: Advocating as a Problem-Solver <i>Topic: Managing the Dispute Process</i>	17
9/23	8:30 - 3:30	Region 10 Coordinating Council Presents: Back to School-Based OT/PT Basics - <i>Part 1</i>	62
9/26-28	8:30-4:00	Professional Crisis Management (PCM) <i>Practitioner 2P Initial Training</i>	60
9/29	8:30 - 11:30	Handwriting Readiness, So Much More Than Fine Motor Skills	63
9/29	6:00 - 9:00	Parent Liaison Virtual Training Series: Advocating as a Problem-Solver <i>Topic: Persuasion and Problem-Solving</i>	17
9/30	8:30 - 12:30	Understanding Neurodiversity & Strategies for Academic Success within Inclusive Classrooms <i>Webinar</i>	30

October 2022

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
10/4-6	8:30 - 3:00	Developing Student-Centered & Legally Compliant IEP Goals (<i>3-Day Training</i>)	52
10/6	8:30-12:00	Additional Support Assessment <i>Webinar</i>	25
10/11	8:30-12:30	Part 2: “Understanding Autism” <i>2-Part Webinar</i>	26, 29
10/12	8:30-3:30	Positive Behavior Interventions	34
10/14	8:30 - 12:00	Self Determination and Redesigning IEP Meetings for Greater Student Inclusivity and Participation	78
10/17-18	8:30 - 4:00	Professional Crisis Management (PCM) <i>Practitioner Initial Training</i>	60
10/18-19	8:30 - 3:00	AAC in the Classroom: Empowering All Students to Communicate	31, 69
10/19	8:30-3:00	TPP 2nd Teacher Training	74
10/20	8:30 - 12:30	Self-Regulation & Learning: Foundations & Strategies for Student Success	35
10/20	9:00 - 12:00	Region 10 Coordinating Council ADR Committee Presents: Flipping the Script in High Conflict Situations <i>Webinar</i>	19
10/20	2:00 - 3:30	District Access (DA) Users Collaborative Meeting	48
10/21	2:00-4:00	High Conflict Certification Training Series	16
10/24-26	8:30 - 4:00	Professional Crisis Management (PCM) <i>Practitioner 2P Initial Training</i>	60
10/27	8:00 - 2:30	Inclusive Education for Students with Moderate-Severe Disabilities <i>*Held at SBCSS/Brier Building</i>	38
10/27	8:30 - 3:00	9th Annual Network Meeting and RTC Vendor Fair	50
10/28	8:30-3:00	Region 10 Coordination Council SLP Committee presents: Making the Shift: Revolutionary Methods for Autistic Students	70

November 2022

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
11/3	8:30 - 12:00	Group and Individual Activities to Foster Social Skills Development	79
11/9	2:00-4:00	High Conflict Certification Training Series	16
11/14	2:00 - 4:00	Special Education Leadership Development Series	15
11/15-16	8:00 - 4:30	Professional Crisis Management (PCM) <i>Practitioner 1 Initial Training</i>	60
11/29	8:00 - 2:30	Make A Play: Promoting Social Emotional Communication, and Cognitive Development through Play	39

December 2022

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
12/2	8:30 - 3:30	Region 10 Coordinating Council Presents: Back to School-based OT and PT Basics- <i>Part 2</i>	64
12/6	9:00 - 12:00	Region 10 Coordinating Council ADR Committee Presents: Flipping the Script in High Conflict Situations <i>Webinar</i>	19
12/8	8:30 - 3:00	The Paraprofessional: Best Practices to Support students	58
12/15	2:00-4:00	High Conflict Certification Training Series	16

January

2023

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
1/10-12	8:30 - 3:00	Developing Student-Centered & Legally Compliant IEP Goals <i>(3-Day Training)</i>	52
1/17	2:00-4:00	High Conflict Certification Training Series	16
1/17-19	8:30 - 4:00	Professional Crisis Management (PCM) <i>Practitioner 2P Initial Training</i>	60
1/19	8:30 - 11:30	Handwriting Readiness, So Much More Than Fine Motor Skills	63
1/19	2:00 - 3:30	District Access (DA) Users Collaborative Meeting	48
1/20	8:30 - 12:30	Understanding Neurodiversity & Strategies for Academic Success within Inclusive Classrooms <i>Webinar</i>	30
1/24	9:00 - 12:00	Region 10 Coordinating Council ADR Committee Presents: "Mind the Gap" Between Verbal and Non-Verbal	20
1/24	8:30 - 3:00	Manifestation Determination <i>(1 Day Only)</i>	27, 36
1/24-26	8:30 - 3:00	Manifestation Determination, Functional Behavior Assessment, & Behavior Intervention Plan <i>(3-Day Training)</i>	27, 36
1/31	8:30 - 12:30	Self-Regulation & Learning: Foundations & Strategies for Student Success	35

February 2023

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
2/1	8:30 - 3:00	Additional Support Assessment (ASA)	25
2/2	8:00 - 12:45	Cognitive-Behavioral Techniques for Educators	40
2/3	8:30 - 11:30	Region 10 Coordinating Council Presents: Sensory and Self-Regulation Disorders in Neurodevelopmental Disabilities including ASD, ADHS, and Fragile X Syndrome <i>Webinar</i>	65
2/3	8:30 - 3:00	Region 10 Coordinating Council SLP Committee Presents: Assessing and Working with Students who Speak AAE: Socio-cultural and Linguistic Considerations	70
2/8	8:30 - 3:00	The Paraprofessional: Best Practices to Support students	58
2/8-9	8:00 - 4:00	M.O.V.E. (Mobility Opportunities Via Education) <i>Basic Provider Training Opportunity</i>	66
2/15	8:00 - 10:00	Special Education Leadership Development Series	15
2/16	8:30 - 12:30	Team Up for Comprehensive Assessment	24, 54
2/21	8:30 - 3:30	Positive Behavior Interventions for Students	34
2/23	8:30 - 11:30	Evidenced-Based Practices for Autism: Social Skills & Video Modeling	32
2/23-24	8:30 - 4:00	Professional Crisis Management (PCM) <i>Practitioner Initial Training</i>	60

March 2023

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
3/8	8:30 - 3:00	Structuring the Classroom for Student Success	56
3/14-15	8:00 - 4:30	Professional Crisis Management (PCM) <i>Practitioner 1 Initial Training</i>	60
3/16-17	7:30-3:00	2023 ADR Conference	21

April 2023

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
4/4-6	8:30 - 3:00	Developing Student-Centered & Legally Compliant IEP Goals (<i>3-Day Training</i>)	52
4/18-20	8:30 - 4:00	Professional Crisis Management (PCM) <i>Practitioner 2P Initial Training</i>	60
4/25-26	8:30 - 4:00	Professional Crisis Management (PCM) <i>Practitioner Initial Training</i>	60
4/27	2:00 - 3:30	District Access (DA) Users Collaborative Meeting	48
4/28	8:30-3:00	Region 10 Coordinating Council Presents: Advanced Topics in Stuttering Treatment	70
4/28	TBA	Region 10 Presents: Review of the SPM	67

May 2023

<i>Date</i>	<i>Time</i>	<i>Event Title</i>	<i>Page</i>
5/10	9:00 - 4:00 9:00 - 11:00	Zooming In and Zooming Out on Inclusive Practices Culmination <i>In-Person Event</i> <i>Virtual Event</i>	22
5/9-10	8:30 - 3:00	AAC in the Classroom: Empowering All Students to Communicate	31, 69
5/15	2:00 - 4:00	Special Education Leadership Development Series	15





SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

Facilitators:

Jennifer Brooksby & Rick Homutoff

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

Monday, August 22, 2022

8:00—10:00 am

Monday, November 14, 2022

2:00—4:00 pm

Wednesday, February 15, 2023

8:00—10:00 am

Monday, May 15, 2023

2:00—4:00 pm

Location:

DILC/EV SELPA, 670 E. Carnegie Drive, SB, 92408

Register Online for the series:

<https://sbcss.k12oms.org/46-217343>

HIGH CONFLICT *Certification* TRAINING SERIES

Facilitators:

David Dowling, JD, MDR, Professional Mediator
Jennifer Brooksby, EV SELPA Program Manager, Regional Services

East Valley SELPA member districts staff who participate will learn how to manage complex, high conflict behaviors, describe characteristics of high conflict personalities, how they become patterned in some people, and how to recognize the paradigm shifts necessary in order to successfully manage interactions.

EV SELPA District Members Staff Only

Register Online:

<https://sbcss.k12oms.org/46-221831>

Location:

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

2:00 - 4:00 pm

6 Sessions

August 23, 2022

September 14, 2022

October 21, 2022

November 9, 2022

December 15, 2022

January 17, 2023



Parents

Learn how to be an active participant in the IEP Process



PARENT LIAISON VIRTUAL TRAINING SERIES: ADVOCATING AS A PROBLEM-SOLVER

Presented by:

David Dowling, JD, MDR

Parents will learn how to be an active participant in the IEP Process.

Session topics will provide parents with training in:

- ⇒ how to be a facilitator in the IEP Process
- ⇒ how to work through challenging conversations
- ⇒ how to be an effective problem solver

TOPIC	DATE	TIME
Role of a Parent Liaison	Thursday, August 25, 2022	6:00 — 9:00 pm
Facilitation in the IEP Process	Thursday, September 1, 2022	6:00 — 9:00 pm
Negotiation in Facilitation	Thursday, September 8, 2022	6:00 — 9:00 pm
Difficult Conversations	Thursday, September 15, 2022	6:00 — 9:00 pm
Managing the Dispute Process	Thursday, September 22, 2022	6:00 — 9:00 pm
Persuasion and Problem-Solving	Thursday, September 29, 2022	6:00 — 9:00 pm

REGISTER ONLINE: <https://sbcss.k12oms.org/46-214800>

Intended Audience: Parents of Special Education Students

Cost: Free

Space is limited, register early!

Attend all 6 sessions to receive a Parent Liaison Certificate



Questions: Please contact Jennifer Brooksby, jennifer.brooksby@sbcss.net



Parents & Educators — In It Together: Walking the IEP Journey as Partners

The East Valley SELPA is hosting a two-day, virtual event for parents and educators focused on enhancing the long-term relationship we share and promoting success for children with disabilities. Join us to learn about the IEP journey as we hear from experts in the field addressing how to build skills to support one another, build trust, and center positive relationships on student needs. There will be opportunities for live interactions with experts as well as invaluable resources available.

**** There is no Cost Associated with this Event ****

Friday & Saturday
September 16 & 17, 2022

9:30 am - 12:00 pm

Register Online:
<https://sbcss.k12oms.org/46-217256>





Region 10 Coordinating Council ADR Committee Presents:

“Flipping the Script in High Conflict Situations” Webinar

Presented by:

Megan Hunter, MBA, Co-Founder and CEO of the High Conflict Institute

Conflict has increased significantly with the rise in the frequency and severity of accusations, disruptions, and threats, including physical violence. We need to *flip the script* and do the opposite of what we’re used to doing with everyone else and what we may feel like doing.

In Part 1 of this training, October 20, 2022, participants will learn:

- Basic information about five high-conflict types
- Brain science behind their behavior
- What to expect in high conflict situations
- How to flip your script: disrupting your defaults
- How to quickly identify high conflict behavior
- How to flip their script: disrupting their defaults using our proven method

In Part 2 of this training, December 6, 2022, participants will learn:

- How to get emotionally unhooked for responding rather than reacting
- How to handle in-person interactions with angry, blaming, upset, manipulative, or hostile individuals
- How to handle written communications with angry, blaming, upset, manipulative, or hostile individuals
- How to navigate the situation when you are the target of blame or a false allegation
- What is the big picture: creating structure to reduce conflict and risk

October 20, 2022 & December 6, 2022

9:00 am - 12:00 noon

WEBINARS

Cost: \$100.00

Registration Online:

<https://sbcss.k12oms.org/46-221710>

Part 1 Only

October 20, 2022

9:00 am - 12:00 noon

WEBINAR

Cost: \$50.00

Register Online:

<https://sbcss.k12oms.org/46-221714>

Part 2 Only

December 6, 2022

9:00 am - 12:00 noon

WEBINAR

Cost: \$50.00

Register Online:

<https://sbcss.k12oms.org/46-221720>



Region 10 Coordinating Council ADR Committee Presents:

**“MIND THE GAP”
Between Verbal and Non-Verbal Communication
WEBINAR**

Presented by:
David Dowling, JD, MDR, Professional Mediator

**Tuesday
JANUARY 24, 2023
9:00 am - 12:00 noon**

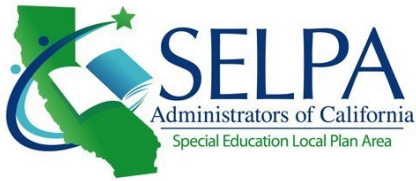
Registration Fee: \$50.00
(Pos are not accepted - This is a Pre-Pay Event)

Register Online:
<https://sbcss.k12oms.org/46-221725>

Missteps, miscommunication, and misunderstandings in conversations can result in assumptions. These assumptions are made in an attempt to build a bridge and avoid the gap between verbal and non-verbal communication. However, assumptions can lead to confusion and conflict. The session will focus on the gap between what is said and what is not said in difficult conversations and negotiations.

Learning Outcomes:

1. Develop and enhance active listening skills and questioning techniques
2. Understand the importance of feeling “heard”
3. Demonstrate an awareness of concerns and feelings in resolving disputes



2023 ADR Conference

March 16 & 17, 2023

Riverside Convention Center

Release the Past! Embrace the Future through ADR

Register at:

<https://sbcss.k12oms.org/46-217161>

Attendees will receive emails to make personalized selections for breakout sessions on a first paid- first serve basis. Registration will hold your spot, but workshop spots will only be given to paid attendees and workshops will likely fill prior to the 2/7/23 payment deadline.

Registration \$500/person

(includes parking,
breakfast and lunch)

Payment Due by 2/7/23

Registration begins

**September 1, 2022 and
closes when capacity is
reached or February 16,
2023, whichever is first.**



**POs are not accepted, no invoices will be sent.
Checks made out to:**

SBCSS

**C/O Robin Robbins 670 E. Carnegie Drive
San Bernardino, CA 92408
*No refunds, substitutions only***

Hotel rooms at reduced rates available. Information on how to book hotel rooms at a reduced rate will be emailed to attendees upon receipt of registration payment. Rooms are limited.

Zooming Out & Zooming In on Inclusive Practices



Katie Novak Ed.D.
Consultant

Internationally renowned
education consultant



Shelley Moore
Educator

Internationally recognized teacher,
researcher, consultant and
story teller

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

There is no cost for this series.

REGISTER:
<https://sbcss.k12oms.org/46-217222>

SEVEN DAY NOTICE NEEDED FOR
SPANISH TRANSLATION

VIRTUAL SESSION
9:00 - 11:00 AM
MAY 10, 2023

IN PERSON SESSION
9:00 AM - 4:00 PM
MAY 10, 2023

Assessment & Eligibility



Team Up for Comprehensive Assessment

Team of Presenters:

Susanne Ferguson, Ed.S., CCC-SLP, BCBA (Webinar Only)
Jessica Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, 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.



Thursday, August 25, 2022
8:30 am - 12:30 pm
WEBINAR

Confirmed registrations will receive a link to join the webinar prior to the event date

Register Online:
<https://sbcss.k12oms.org/46-217158>

Thursday, February 16, 2023
8:30 am - 12:30 pm
In-Person Training

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, SB 92408

Register Online:
<https://sbcss.k12oms.org/46-217159>

Additional Support Assessment (ASA) Training



Participants will be introduced to the Additional Support Assessment (ASA) process to evaluate the need for and identify types of additional student supports, including assistance from paraprofessionals. 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.

WEBINAR

Presented by: Susanne Ferguson, Ed.S., CCC-SLP, BCBA

Thursday,
October 6, 2022
8:30 am—12:00 pm

Register Online:
<https://sbcss.k12oms.org/46-216688>

In-Person Training

Presented by: EV SELPA Program Specialists
Mary Anne Klenske, M.A. & Shannon Vogt, M.A.

Wednesday,
February 1, 2023
8:30 am –3:00 pm

Register Online:
<https://sbcss.k12oms.org/46-216689>

Location:
Dorothy Inghram Learning Center/ EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



UNDERSTANDING AUTISM

2-Part Webinar

Team of Presenters:

Susanne Ferguson, Ed.S., CCC-SLP, BCBA

Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

With 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.

Part 1: Wednesday, September 14, 2022, 8:30 am - 12:30 pm

Part 2: Tuesday, October 11, 2022, 8:30 am - 12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-223449>



3-Day Training

Manifestation Determination (MD), Functional Behavior Assessment (FBA), & Behavior Intervention Plan (BIP)

Day 1 of 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
- will have the opportunity to practice via case studies
- will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations
- will leave the training with several tools, and resources to help conduct thorough manifestation determinations.

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

Day 2 & Day 3 of this 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. Part-two will 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.
- will become proficient with how to effectively analyze data, using the forms developed by EV SELPA
- will 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

**Presented by: Courtney Beatty, MA, BCBA, Mary Anne Klenske, MA, and Shannon Vogt, MA
East Valley SELPA Program Specialists**

Tuesday, Wednesday, & Thursday
January 24, 25, & 26, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-217140>

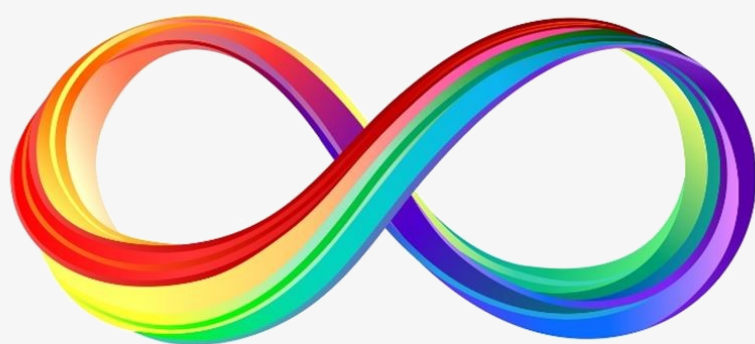
Manifestation Determination Only
Tuesday, January 24, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-217142>

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

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Autism



UNDERSTANDING AUTISM

2-Part Webinar

Team of Presenters:

Susanne Ferguson, Ed.S., CCC-SLP, BCBA

Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

With 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.

Part 1: Wednesday, September 14, 2022, 8:30 am - 12:30 pm

Part 2: Tuesday, October 11, 2022, 8:30 am - 12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-223449>



UNDERSTANDING NEURODIVERSITY & STRATEGIES FOR ACADEMIC SUCCESS WITHIN INCLUSIVE CLASSROOMS

Webinar

Presented by:

Susanne Ferguson, Jessica Lascano, & Colleen Meland

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 webinar training will include the following topics & 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

Friday

September 30, 2022

8:30 am - 12:30 pm

Register [Online](https://sbcss.k12oms.org/46-219832):

<https://sbcss.k12oms.org/46-219832>

Friday

January 20, 2023

8:30 am - 12:30 pm

Register [Online](https://sbcss.k12oms.org/46-219833):

<https://sbcss.k12oms.org/46-219833>

AAC IN THE CLASSROOM:

Empowering All Students to Communicate

Presented by
Courtney Beatty & Shannon Vogt
EV SELPA Program Specialists



**Do you work with students who have difficulty communicating verbally?
Would you like to know more about how to give your students a "voice"?**

This two-day training is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, Speech-Language Pathologists, and others who work in-person within the classroom settings. Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- 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 does not cover assessment or programming of high-tech devices or their systems*

Location:

Dorothy Inghram Learning Center/EV SELPA, 607 E. Carnegie Drive, San Bernardino, 92408

Tuesday & Wednesday
October 18 & 19, 2022
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-216802>

Tuesday & Wednesday
May 9 & 10, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-216803>



Evidence-Based Practices for Autism: Social Skills & Video Modeling

Presenters:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialist

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Do you teach students with Autism Spectrum Disorder (ASD)? Would you like to know more about how to use Evidence-Based Practices (EBPs) to make your teaching more effective? Would you like to learn about and implement social skills training and video modeling? If yes, this training is for you!

Participants will:

- Be able to implement social skills training to improve behavior, social, communication, play and cognitive outcomes of students
- Learn how to effectively use video modeling to improve target skills in a variety of areas
- Know where to locate resources and research for EBPs for ASD

Thursday, February 23, 2023

8:30 am - 11:30 am

Location:

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

Register Online:

<https://sbcss.k12oms.org/46-217015>

Behavior



Behavior



POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS

Presenters:

Mary Anne Klenske, MA, EV SELPA Program Specialist
 Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
 Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

This training focuses on using positive behavior interventions to assist teachers with managing behavior challenges. The following behavioral principles will be introduced:

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

Attendees will leave with strategies to implement immediately in their respective settings.

Wednesday
October 12, 2022
8:30 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-217148>

Tuesday
February 21, 2023
8:30 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-217149>

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

Self-Regulation and Learning: Foundations & Strategies for Student Success

Presented by:

Mary Anne Klenske, MA, EV SELPA Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

Join 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.

Location:

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Thursday, October 20, 2022

8:30 am -12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-217152>

Tuesday, January 31, 2023

8:30 am -12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-217153>



3-Day Training

Manifestation Determination (MD), Functional Behavior Assessment (FBA), & Behavior Intervention Plan (BIP)

Day 1 of 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
- will have the opportunity to practice via case studies
- will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations
- will leave the training with several tools, and resources to help conduct thorough manifestation determinations.

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

Day 2 & Day 3 of this 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. Part-two will 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.
- will become proficient with how to effectively analyze data, using the forms developed by EV SELPA
- will 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

**Presented by: Courtney Beatty, MA, BCBA, Mary Anne Klenske, MA, and Shannon Vogt, MA
East Valley SELPA Program Specialists**

Tuesday, Wednesday, & Thursday
January 24, 25, & 26, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-217140>

Manifestation Determination Only
Tuesday, January 24, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-217142>

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



In-Person Trainings

Diagnostic Center, Southern California California Department of Education

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA



Inclusive Education for Students with Moderate-Severe Disabilities

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Nicole Ward, M.A., Education Specialist
Diagnostic Center South, California Department of Education

Date: Thursday, October 27, 2022

Time: 8:00 - 8:30 am - Sign-in
8:30 am - 2:30 pm - Workshop

Place: San Bernardino County Superintendent of Schools/Brier Building
760 E. Brier Drive, San Bernardino, CA, 92408

Cost: Free

Content: This training will focus on inclusive education and the best practices for educating students with moderate to severe disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, gaining buy-in from key stakeholders, understanding learner profiles, effective planning and collaboration, designing modifications based on individual needs while accessing the standards, and effective use of staff and peers.

Intended Audience: Ideal audience will include multidisciplinary teams working with students with moderate-severe disabilities in inclusive settings; however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

Outcomes: Participants will:

1. Increase awareness of the various working models for implementing inclusive education and understand how to effectively plan for inclusion.
2. Learn how to identify and then reduce or remove barriers that may hinder learning.
3. Understand how to use research-based practices to support positive outcomes for students and staff.

Registration Deadline: October 20, 2022

Register Online:
<https://sbcss.k12oms.org/46-220161>



Make a Play: Promoting Social Emotional, Communication, and Cognitive Development through Play

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Allease Glamore, M.S., School Psychologist
Diagnostic Center South, California Department of Education

Date: Tuesday, November 29, 2022

Time: 8:00 - 8:30 am - Sign-in
8:30 am - 2:30 pm - Workshop

Place: Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA, 92408

Cost: Free

Content: Play is more than interacting with classmates and manipulating materials. It is a Purposeful Learning Activity for Young children. Play—both functional and symbolic—provides children with opportunities for social interaction and social communication, as well as a context for constructing representations of previous experiences and knowledge. Symbolic play, which is often an area of challenge for children with Autism, is noted as an important developmental skill associated with language development and cognition. Typically play develops naturally; however, this is not the case for some children, and they require facilitation. Through this training, participants will gain understanding of the stages of object and social play and recognize the impact of play deficits. Participants will be exposed to evidence-based practices which highlight play as the key context to enrich the early childhood learning environment and support the developmental progress of students.

Intended Audience: Preschool, transitional kindergarten and kindergarten special education teachers, speech-language pathologists, administrators, occupational therapists, inclusion specialist, parents, paraeducators, and psychologists

Outcomes: Participants will:

1. Become familiar with key milestones in the development of object and social play.
2. Understand the link between play and communication/cognition.
3. Recognize delayed and disordered play and the associated implications.
4. Learn techniques to facilitate the development of play skills.

Registration Deadline: November 22, 2022

Register Online:

<https://sbcss.k12oms.org/46-220122>



Cognitive-Behavioral Techniques for Educators

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist
Diagnostic Center South, California Department of Education

Date: Thursday, February 2, 2023

Time: 8:00 - 8:30 am - Sign-in
8:30 am - 12:45 pm - Workshop

Place: Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA, 92408

Cost: Free

Content: Behavior Intervention Plans (BIPs) may not offer a complete course of intervention for students with emotional-behavioral disorders. Effective treatment planning includes evidence-based cognitive-behavioral interventions (CBIs) for addressing intrapsychic conflict at the root of many of these disorders. This unique hands-on, interactive training provides you with the key CBIs to help develop an effective milieu program that—in tandem with your students’ mental health professionals—can provide brief, issue-focused support to help restructure student thinking, provide techniques that students can use to develop emotional equanimity, foster intrinsic motivation, and improve behavioral outcomes.

Intended Audience: Special education teachers, school psychologists, administrators, clinical psychologists, LMFTs, LCSWs, LPCCs, ERMHS staff or school counselors specifically designated to working with special needs students, and others who actively work with youth who have mental health concerns

Outcomes: Participants will:

1. Learn how to help students identify and battle cognitive distortions.
2. Learn how to assist in changing emotional patterns that lead to unwanted outcomes.
3. Learn ways to help students regulate and manage moods.
4. Learn and practice “mindfulness” techniques that help de-stress and rapidly restore emotional equilibrium.
5. Discover methods to cultivate student values that lead to action plans aimed at improving learning, participation, and future outcomes.

Registration Deadline: January 26, 2023

Register Online:

<https://sbcss.k12oms.org/46-220152>





RECORDED ON-DEMAND TRAININGS

Diagnostic Center, Southern California California Department of Education

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA



RECORDED ON-DEMAND TRAINING
“BEHAVIOR IS COMMUNICATION”

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South,
California Department of Education

Time: On-Demand Webinar 2.5 hours

Cost: Free

Content: Behavior is the earliest form of communication. While some students will develop verbal language, others will continue to communicate non-verbally using their behavior. This training will focus on students with moderate-severe intellectual disabilities who use behavior as communication and teach those who work with these students how to recognize, respond to, and shape more appropriate and comprehensible forms of communication. Attendees will learn how to utilize the Form and Function matrix to identify appropriate behavior intervention plans. Additional topics will include identifying the student’s level of symbolism and implementing developmentally appropriate supports.

Intended Audience: Individuals working with students with moderate-severe disabilities who primarily use non-verbal language and/or present with challenging behavior. This includes speech-language pathologists, special education teachers, school psychologists, paraeducators, and parents.

Outcomes: Participants will:

1. Increase awareness of the many forms of communication.
2. Utilize the Form and Function matrix through case studies to identify pre-symbolic vs. symbolic communication.
3. Understand how to identify functionally equivalent replacement behaviors (FERBs) based on current communication repertoire.
4. Fill out a Form and Function matrix to clarify a current student’s forms and functions of communication and identify behaviors to target for increase to expand a student’s communicative repertoire.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING
“WHAT SHOULD I DO?!”
EFFECTIVE STRATEGIES FOR PARAEDUCATORS
TO SUPPORT POSITIVE STUDENT BEHAVIOR”

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 1.5 hours

Cost: Free

Content: This 90-minute webinar is designed for paraeducators who support students in all settings that want to expand their skill set of strategies to support positive behavior, prompting, visual supports, etc. will be reviewed. Additionally, how to set students up for success by developing positive rapport, responding consistently, and utilizing schedules will be discussed. Participants will receive handouts and additional resources to support learning.

Intended Audience: Paraeducators, teachers, service providers, administrators

Outcomes: Participants will:

1. Identify and describe key strategies to support positive behavior, engagement, and learning.
2. Select appropriate strategies to support students in the classroom.
3. Use information provided to increase communication between teachers and/or other paraeducators.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING
“THE TRAUMA-INFORMED SCHOOL”

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2 hours

Cost: Free

Content: Student emotional-behavioral disorders are on the rise at increasingly alarming rates. Traumatic stress is frequently one key factor in the formation of these disorders and can arise from complex issues such as school bullying, suicide, school safety threats, and day-to-day cumulative exposure to environmental stressors. Trauma-informed schools are prepared to recognize and respond to students impacted by traumatic 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.

Intended Audience: Special education teachers, school psychologists, administrators, school nurses, ERMHS staff, school counselors, and other mental health professionals

Outcomes: Participants will:

1. Learn the impact of trauma on students, including implications for learning and behavior.
2. Learn psychological “first-aid” methods for addressing trauma in students.
3. Learn stress-reduction methods known to restore emotional equilibrium for staff and students.
4. Learn skill-based Cognitive Behavioral Interventions for addressing trauma.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net



RECORDED ON-DEMAND TRAINING
**“TEACHING STUDENTS WITH
MODERATE TO SEVERE
INTELLECTUAL DISABILITIES”**

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2.75 hours

Cost: Free

Content: This training will focus on increasing active engagement for students with moderate to severe intellectual disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

Intended Audience: Teachers, instructional assistants, and related service providers who work with students with moderate to severe intellectual disabilities

Outcomes: Participants will:

1. Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.
2. Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.
3. Learn about best practices for promoting generalization of skills.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net

RECORDED ON-DEMAND TRAINING

**“I DON’T HAVE TIME! HOW TO MAKE SCHOOL-BASED INTERVENTIONS
WORK IN THE ELEMENTARY SCHOOL”**

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist, Diagnostic Center South, California Department of Education

Time: On-Demand Webinar 2.75 hours

Cost: Free

Content: This training is geared to preschool and elementary school students. This training will address those things that get in the way of implementing school-based interventions and more importantly, approaches that can enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. 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. Additionally, the implementation and effective outcome process may require non-traditional and out-of-the-box thinking, which will also be presented.

Intended Audience: Elementary school personnel involved in the process of implementing and helping to implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels.

Outcomes: Participants will:

1. Become familiar with typical intervention implementation approaches that don’t work and why.
2. Learn strategies to build relationships necessary for successful implementation.
3. Develop simple approaches to implementing interventions.
4. Learn some of the keys to making interventions work once they have been implemented.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net





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 Hall, 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

Date & Time:	Register Online:
Thursday, August 4, 2022 2:00—3:30 pm	https://sbcss.k12oms.org/46-217295
Thursday, October 20, 2022 2:00—3:30 pm	https://sbcss.k12oms.org/46-217296
Thursday, January 19, 2023 2:00—3:30 pm	https://sbcss.k12oms.org/46-217297
Thursday, April 27, 2023 2:00—3:30 pm	https://sbcss.k12oms.org/46-217298

Location:

Dorothy Inghram learning Center/ EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408





Educationally Related Mental Health Services (ERMHS)



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

9th Annual
**Network Meeting and
RTC Vendor Fair**

Thursday
October 27, 2022
8:30 am - 3:00 pm

This event is provided at no cost to participants and includes a light breakfast and catered BBQ 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: Catered BBQ Lunch
- 12:30 - 3:00 pm: RTC & NPA Vendor Fair; Participants can visit vendor tables to obtain information. *2:30 pm: Raffle Drawing

Location

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Register Online:

<https://sbcss.k12oms.org/46-218655>

(No Interns, please)



IEP Goal Writing

DEVELOPING STUDENT-CENTERED & LEGALLY COMPLIANT IEP GOALS

3-DAY TRAINING

Presented by:

Courtney Beatty (MA, BCBA), EV SELPA Program Specialist
Shannon Vogt (MA), EV SELPA Program Specialist
Rick Homutoff (Ed.D.), EV SELPA Due Process Program Manager

Join us for a 3-day 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.

Day 1 Objectives: Participants will:

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

Day 2 Objectives: Participants will:

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

Day 3 Objectives: Participants will:

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



Location

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

Tuesday, Wednesday, & Thursday
October 4 - 6, 2022
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-221871>

Tuesday, Wednesday, & Thursday
January 10 - 12, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-221873>

Tuesday, Wednesday, & Thursday
April 4 - 6, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-221876>

Instructional Practices



Team Up for Comprehensive Assessment

Team of Presenters:

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist
Jessica Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, 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.



Thursday, August 25, 2022
8:30 am - 12:30 pm

Virtual Training

Confirmed registrations will receive a link to join the webinar prior to the event date

Register Online:
<https://sbcss.k12oms.org/46-217158>

Thursday, February 16, 2023
8:30 am - 12:30 pm

In-Person Training

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, SB 92408

Register Online:
<https://sbcss.k12oms.org/46-217159>



Addressing the Foundational Skills of the Preschool Student

Presented by:

Mary Anne Klenske, MA, EV SELPA Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Specialist
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

This In-person training is designed for Preschool teachers and para-professionals in general and special education preschool classrooms. This training will cover the foundational skills required for students to succeed in their educational life. We will review the developmental progression of the preschool student in terms of physical, social and emotional development. You will learn strategies to tailor a sound preschool program to address these needs including behavioral and sensory interventions.

Objectives: Participants will:

- Review the developmental stages for students from 3 to 5 years of age
- Identify the natural progression of the student engagement in play physically, emotionally and behaviorally
- Identify at least three strategies on how to implement social emotional learning into the classroom
- Learn at least 3 behavioral and sensory motor strategies to implement in the classroom

Location:

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



Wednesday

August 31, 2022
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.or46-216861>

Friday

January 27, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-216862>

CANCELLED

Structuring *the* Classroom for Student Success



Presented by:

Courtney Beatty, MA, BCBA, and Shannon Vogt, MA, *Program Specialists*
Jo-Ann Vargas, MA, OTR/L, *Lead Occupational Therapist*

This workshop 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.

*T*opics covered:

- ♦ 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 communications 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.

Join us and learn tools to immediately implement in your classroom!

Location:

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Wednesday

March 8, 2023

8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-219300>



Paraprofessionals





The Paraprofessional: *Best Practices to Support Students*

Presenters:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialists
Shannon Vogt, MA, EV SELPA Program Specialist

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”.

Objectives– 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 (IEP's), accommodations and modifications
- Learn how to take accurate data
- Learn how to work with others

Location:

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Thursday

December 8, 2022

8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-216690>

Wednesday

February 8, 2023

8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-216692>





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

INITIAL TRAINING SCHEDULE

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	August 18-19, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216759
Practitioner	October 17-18, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216761
Practitioner	February 23-24, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216762
Practitioner	April 25-26, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216777
Practitioner 1	November 15-16, 2022	8:00 am - 4:30 pm	https://sbcss.k12oms.org/46-216778
Practitioner 1	March 14-15, 2023	8:00 am - 4:30 pm	https://sbcss.k12oms.org/46-216779
Practitioner 2P	September 26, 27,28, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-222971
Practitioner 2P	October 24, 25, 26, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216754
Practitioner 2P	January 17, 18, 19, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216755
Practitioner 2P	April 18, 19, 20, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216757

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



SCHOOL-BASED OCCUPATIONAL AND PHYSICAL THERAPY



Back to School-Based OT and PT Basics - *Part 1*

Presented by:

Region 10 OT & PT Committee Members

Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), Amy Sadek (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 educational law, IEPs, assessment tools, documentation, to the most common evidence-based interventions. Part 1 also includes a 2-hour section on compliance in terms of timelines, legally sound assessment reports, and the IEP process. 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 ready-to-use tools for a successful school year. Part 2, scheduled for December 2, 2022, will cover more in-depth information about assessments and treatment interventions.

Participants will be given a "Take Away Starter Kit".

Date: Friday, September 23, 2022

Time: 8:30 am to 3:30 pm

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

Fee: No cost

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

Registration Deadline: September 16, 2022

Register Online: <https://sbcss.k12oms.org/46-219999>

Handwriting Readiness, So Much More Than Fine Motor Skills



Presented by:

Jo-Ann Vargas, MA, OTR/L, Lead Occupational Therapist
Mary Anne Klenske, MA, EV SELPA Program Specialist

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

Intended Audience: General and Special Education teachers, Paraprofessionals, entry level Occupational Therapists and Occupational Therapy Assistants.

Location:

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408



Thursday

SEPTEMBER 29, 2022
8:30 AM - 11:30 AM

[REGISTER ONLINE](https://sbcss.k12oms.org/46-216741)

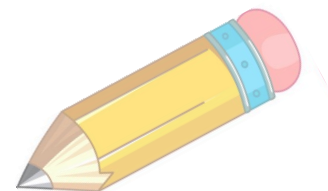
<https://sbcss.k12oms.org/46-216741>

Thursday

JANUARY 19, 2023
8:30 AM - 11:30 AM

[REGISTER ONLINE](https://sbcss.k12oms.org/46-216742)

<https://sbcss.k12oms.org/46-216742>





Back to School-Based OT and PT Basics - *Part 2*

Presented by:

Region 10 OT & PT Committee Members

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

This Part 2 training is designed for School-based Occupational Therapy and Physical Therapy practitioners by school-based practitioners that have lived school-based practice and are now sharing what has and has not worked. We all have heard of the most common assessment and treatment intervention tools used in OT and PT school-based practice; however, this training will not only provide an in-depth review of these tools, but also touch upon the legal requirements, and all those aspects that must be considered when standardized measures and plain elective practices should not be the go-to. Participants will also have hands-on opportunities to try actual assessment tools (such as items from 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.

Date: Friday, December 2, 2022

Time: 8:30 am to 3:30 pm

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

Fee: No cost

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

Objectives: Participants will:

1. Identify the legal requirements for school-based OT and PT assessments and treatment delivery.
2. Identify educationally relevant school-based OT and PT assessment tools.
3. Learn the importance of delivering evidence-based treatment intervention.
4. Learn the components and best-practices regarding school-based OT/PT assessment and treatment 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

Registration Deadline: November 25, 2022

Register Online: <https://sbcss.k12oms.org/46-219998>



“Sensory and Self-Regulation Disorders in Neurodevelopmental Disabilities including ASD, ADHD, and Fragile X Syndrome” Webinar

Presented by:

Dr. Randi Hagerman, Medical Director of the MIND Institute at UC Davis

Understanding the neurophysiology of common neurodevelopmental conditions such as ASD, ADHD, Fragile X syndrome, and Anxiety is key in developing self-regulation and other medical interventions to address the needs of the school age child. This course teaches about the advances in treatment of Autism, ADHD, Fragile X Syndrome, and other conditions as they relate to sensory integration, development and behavior. The course will also cover targeted treatments and gene therapy.

Date: Friday, February 3, 2023

Time: 8:30 - 11:30 am

Location: Online Webinar

Fee: No cost

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

Objectives: Participants will:

1. Understand the neurobiology and symptomatology of Autism Spectrum Disorders, ADHD, Fragile X Syndrome
2. Identify common and evidence-based interventions for sensory and behavioral occurrences
3. Learn about the neurological processes of sensory stimulation as it relates to behavior
4. Learn about targeted treatments and gene therapy; current trends in treating these conditions

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

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

Registration Deadline: January 31, 2023

Register Online:

<https://sbcss.k12oms.org/46-212915>



Region 10 Coordinating Council Proudly Presents....



Mobility Opportunities Via Education

MOVE™ Basic Provider Training Opportunity

Presenter: Julie Sues Delaney, PT, Program Manager - MOVE International

This two-day training instructs how to implement the MOVE Program with individuals at your site. It is intended for teachers, parents, therapists, administrators, support providers, etc. who work with individuals with multiple disabilities.

Course Objectives:

1. Understand the philosophy, principles, and purpose behind the MOVE Program
2. Understand and be able to implement the Six Steps of the MOVE Program
3. Become familiar with the MOVE Profile to collect data
4. Brief introduction into upright toileting
5. Brief introduction into equipment that is utilized in the MOVE Program

Wednesday & Thursday
February 8 and 9, 2023

8:00 am - 4:00 pm
(90 minutes for lunch on your own)

Cost: \$25.00
(No Purchase Orders accepted - This is a Pre-Paid Event)

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

Register Online:
<https://sbcss.k12oms.org/46-220017>



Region 10 Coordinating Council

REVIEW OF THE
SENSORY PROCESSING MEASURE (SPM)

APRIL 28, 2023

More Information to Come



COGNITIVE COMMUNICATION
 PHONOLOGY
 DEVELOPMENT
 DISORDERS
 LEARNING
 STUTTER
 PRACTICE
 EXPERTISE
 AUGMENTATIVE
 & ALTERNATIVE
 COMMUNICATION
 SPEAK
 VOICE
 PATIENT
 RHYTHM
 SYNTAX
 ARTICULATION
 VERBAL
 AUDITORY PROCESSING

UNDERSTANDING
 EXPRESSIVE
 AURAL REHABILITATION
 DISCUSS
 PHONICS
 SPEECH
 THERAPY

VOCAL SOCIAL
 PATIENCE
 RESONANCE
 WORDS
 DIAGNOSIS
 TREATMENT
 LANGUAGES
 FLUENCY
 AAC
 LISTEN
 TALK
 COMMUNICATION
 SPEECH
 LANGUAGE
 PATHOLOGY



AAC IN THE CLASSROOM:

Empowering All Students to Communicate

Presented by
Courtney Beatty & Shannon Vogt
EV SELPA Program Specialists



**Do you work with students who have difficulty communicating verbally?
Would you like to know more about how to give your students a "voice"?**

This two-day training is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, Speech-Language Pathologists, and others who work in-person within the classroom settings. Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- 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 does not cover assessment or programming of high-tech devices or their systems*

Location:

Dorothy Inghram Learning Center/EV SELPA, 607 E. Carnegie Drive, San Bernardino, 92408

Tuesday & Wednesday
October 18 & 19, 2022
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-216802>

Tuesday & Wednesday
May 9 & 10, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-216803>



Region 10 SLP TRAININGS
MORE INFORMATION TO COME

October 28, 2022

8:30am – 3:00pm

Presenters: Jessie Ginsburg & Chris Wenger

Title: Making the Shift: Revolutionary Methods for Autistic Students

Location: Jesse Turner

In-person

5 CE Credits

February 3, 2023

8:30am – 3:00pm

Presenter: Toya Wyatt

Title: Assessing and Working with Students who Speak AAE: Socio-cultural
and Linguistic Considerations

Virtual

5 CE Credits

April 28, 2023

8:00am – 3:00pm

Presenter: Scott Yaruss

Title: Advanced Topics in Stuttering Treatment: Comprehensive Assessment; Minimizing Bullying;
and Counseling Clients for Success

Location: TBD

In-person

5.5 CE Credits

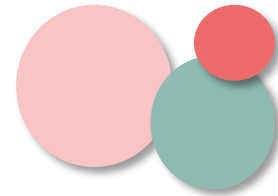
TRANSITION



Transition Partnership Project (TPP)



1st Teacher TRAINING



This mandatory TPP Teacher meeting that will be conducted by Virtual Job Shadow Account Manager & Seasoned Transition Teachers, who will provide an overview of virtual job shadow and how to create and clone your own flex lessons. They will also give you some insights monthly by using both virtual job shadow along with resources in the google classroom. This training will also provide guidance on how student curriculum activities and addressing the DOR Student Services objectives required by our current DOR contract:

- Job Exploration Counseling
- Workplace Readiness Training
- Work-Based Learning Experiences
- Post-Secondary Education Counseling
- Self-Advocacy



Wednesday

AUGUST 17, 2022

8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-221080>

Location

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408



TPP

Para-Professional Training

**Wednesday,
September 21, 2022
8:00 - 11:00 am**

This training is for paraprofessionals that will be working with the Transition/Career Education Class (TPP). This training will help paraprofessionals learn the important role that they play in the TPP class as well as learn how to support their assigned teacher.

BRING YOUR TABLET OR LAPTOP

REGISTER Online:
<https://sbcss.k12oms.org/46-221886>

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

Transition Partnership Project (TPP)

2nd TEACHER TRAINING

Presented by:

East Valley SELPA Program Specialist

Colleen Meland

This mandatory TPP Teacher meeting will provide some insights on how students can Self Advocate for themselves in their IEP. We will have some round table sharing about the following topics:

- What are the important points of making a good Transition class
- Ideas on how to get students to talk and share when they won't speak up
- Creating a safe environment for students while in the Transition class
- Helpful lessons for students on Financial Literacy

BRING YOUR TABLET OR LAPTOP

**Wednesday,
OCTOBER 19, 2022**

8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-221792>

Location:

Dorothy Inghram Learning Center

670 E. Carnegie Drive

San Bernardino 92408

**Annual
Department of Rehabilitation (DOR)
and
Transition Partnership Project (TPP)
CROSS TRAINING
January 2023
TBA**

The DOR-TPP Cross Training is an annual event that brings together Transition Partnership Projects, the Department of Rehabilitation, WorkAbility1 and Community Partners. Presently, six SELPA's and transition specialists from their LEAs participate in the planning and attend the Cross Training: Desert Mountain SELPA, East Valley SELPA, Fontana Unified SELPA, Riverside Unified School District SELPA, San Bernardino City Schools SELPA, and West End SELPA. The intent of the Cross Training is to educate all participating agencies that include contracted services, procedures, objectives, and different professional approaches to problem solving and training issues. The meetings and trainings provide a regional forum to share information that leads to understanding and cooperation between the agencies, including agency missions, goals, policies and procedures.

East Valley SELPA
Transition Partnership Project (TPP)
23rd ANNUAL CAREER INFORMATION DAY
APRIL 21, 2023

Career Information Day will feature more than 30 employers, hosted at the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) campus. The 23rd annual event will have exhibits and presentations for Inland Empire students who are enrolled in high school transition programs.

Employers from several career paths will speak to students and give tips to pursuing a job in their field. Presenters include representatives from local government agencies, retailers and educational entities. The event is co-sponsored by the East Valley Special Education Local Plan Area (SELPA) Transition Partnership Project, the California State Department of Rehabilitation, WorkAbility1 programs, and the following educational agencies: Colton Joint Unified School District, CRY-ROP, Redlands Unified, Rialto Unified, Rim of the World Unified, San Bernardino City Unified, San Bernardino County Superintendent of Schools, and Yucaipa-Calimesa Joint School District.



Secondary Transition Plan Development

*Presented by: Colleen Meland
EV SELPA Program Specialist*

An overview & guidance for developing Secondary Individual Transition Plans

Topics covered:

- Conducting Age-Appropriate Transition Assessments
- Development of Post-secondary and Supporting Annual Goals
 - Transition Services
- Activities and Appropriate Community Experiences
 - Course of Study
 - Agency Linkages
 - Age of Majority

Thursday

September 15, 2022
8:30 am - 3:00 pm

Location

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

Register Online

<https://sbcss.k12oms.org/46-216857>

Self Determination & Redesigning IEP Meetings for Greater Student Inclusivity & Participation

*Presented by: Colleen Meland
EV SELPA Program Specialist*

Exercises that foster student self-awareness to
enable their greater inclusivity at IEP Meetings
through participation in self-advocacy and
self-determination activities.

Thursday
October 14, 2022
8:30 am - 12:00 pm

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

Register Online
<https://sbcss.k12oms.org/46-219895>



Group and Individual Activities to Foster Social Skills Development

*Presented by: Colleen Meland
EV SELPA Program Specialist*

Strategies for engaging students in group & individual activities that will foster development of needed social skills for successful participation in school and non school activities.

Thursday

November 3, 2022

8:30 am - 12:00 pm

Location

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

Register Online

<https://sbcss.k12oms.org/46-219898>



EAST VALLEY
SELPA

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 5 years. She has worked in the field of special education for the past 15 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 24 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, SBCSS School Psychologist

Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools. She is embarking on her 19th year in education. During her time as an educator Jessica has worked as a special education teacher, school counselor, program specialist, and school psychologist. She has two master's degrees from Azusa Pacific University in the areas of Special Education, and Educational Psychology. Jessica is credentialed as a mild to moderate education specialist, school counselor, and school psychologist. She is an NCSP (Nationally Certified School Psychologist) with the National Association of School Psychologists. She is also a Licensed Educational Psychologist and a Board Certified Behavior Analyst. Jessica works to continually sharpen her skills and has participated in on-going continuing education throughout her career. She enjoys giving back to the community, and the profession. To this effect, she has worked as an adjunct professor, parent trainer, social skills trainer, and university level mentor for teachers and school psychologists. Jessica has an interest in helping others to grow and is very dedicated to supporting all children and families.

Presenters

Colleen Meland

MA., EV SELPA Program Specialist

Colleen Meland has been a Program Specialist for the East Valley SELPA for over 20 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, with a particular interest supporting transition for secondary and young adult students. Her trainings have included staff development and strategies for parents. She teams with her colleagues providing school staff Professional Crisis Management Trainings for responding safely to students experiencing dangerous behaviors.

Tracy Schroeder

LCSW, Behavioral Health Program Manager

Tracy Schroeder is the Program Manager for Behavioral Health for the East Valley SELPA. She manages counselors who provide Educationally Related Mental Health Services (ERMHS) to students in the member districts. Tracy received her Master's Degree in social work from California State University of San Bernardino. She has been licensed as a Social Worker since 2005 and has her PPS in counseling. Tracy has worked in a variety of multi-cultural environments serving as a therapist, case manager, and supervisor for adults 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 31 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 8 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.

ACTION ITEM

Approve 2022-2023 SANDABS Membership

Chief Administrative Officer Dr. 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 2022-2023 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	8th Congressional District
Judy Chu	27th Congressional District
Pete Aguilar	31st Congressional District
Norma Torres	35th Congressional District
Raul Ruiz	36th Congressional District
Young Kim	39th Congressional District
Mark Takano	41st Congressional District

California Senators

Shannon Grove	16th Senate District
Connie Leyva	20th Senate District
Scott Wilk	21st Senate District
Rosilicie Ochoa Bogh	23rd Senate District
Anthony Portantino	25th Senate District
Josh Newman	29th Senate District
Richard Roth	31st Senate District

California Assembly Members

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

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

Cali Binks
Superintendent
Yucaipa-Calimesa Joint Unified

SANDABS Executive Committee

School District Board Trustees

Karen Gray
SANDABS Co-Chair
CSBA Director of Region 16B
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

Israel Fuentes
East Valley
Colton Joint Unified

Sherman Garnett
West End
Upland Unified

Patty Holohan
East Valley
Redlands Unified

Flora Martinez
West End
Ontario-Montclair

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

Randal Bassett
SANDABS Vice-Chair
East Valley
Fontana Unified

Ricky Alyassi
West End
West End SELPA

Karen Hendricks
West End
Alta Loma

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

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

Trenae Nelson
Desert/Mountain
Apple Valley Unified

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

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

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

 **San Bernardino County**
Superintendent of Schools
Ted Alejandre, County Superintendent
Transforming lives through education
www.sbcss.net

February 2022

SANDABS 2022

San Bernardino County District Advocates
for Better Schools



Advocates for Better Schools

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

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

Benefits of SANDABS

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

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

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

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

State and Federal Legislative Platforms

SANDABS adopts federal and state legislative platforms (<http://bit.ly/2SANDABS>) 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 2022 fall into the following areas:

State

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

Federal

- Fiscal Year 2023 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

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

Ted Alejandre
County Superintendent



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)
2022-23
MEMBERSHIP AGREEMENT
AGREEMENT NO. 22/23-0252**

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 EVSELPA, hereinafter known as **MEMBER**, mutually agree to the following terms and procedures for the conduct of San Bernardino County District Advocates for Better Schools, hereinafter known as SANDABS.

A. Purpose and Eligibility

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

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 2022-23, 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, 2022, or by warrant payable to the **SUPERINTENDENT**. The **MEMBER** will pay a membership of \$200.00 for 2022-23.

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, 2022 to June 30, 2023.

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

District Authorized Signer

Print Name, Title

Date: _____

Date: _____

ACTION ITEM

Approve 2022-2023 EV SELPA Interagency Agreements

Chief Administrative Officer Dr. Metheny will present the 2022-2023 interagency agreements with California Children's Services and the Inland Regional Center for approval.

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

CCS/LEA LOCAL INTERAGENCY AGREEMENT


APPROVAL SIGNATURE PAGE

I have reviewed the Local Interagency Agreement dated July 2020 and find no corrections necessary.

COUNTY OF SAN BERNARDINO CALIFORNIA CHILDREN SERVICES

 Rebecca Chiu, PT
LEA, SELPA Liaison/Rebecca Chiu, PT, DPT
8/10/2022
Date


SAN BERNARDINO COUNTY EDUCATIONAL AGENCIES

 Pamela Bender
Chief Executive Officer, Desert/Mountain SELPA/Pamela Bender
8.16.22
Date

 Patty Metheny, Ed.D.
Chief Administrative Officer, East Valley SELPA/Patty Metheny, Ed.D.
8-16-22
Date

 Ricky Alyassi
Administrator, West End SELPA/Ricky Alyassi
8-16-22
Date

SELPA Director, Fontana Unified School District/Jacqueline Williams
Date

 Heidi Burgett
SELPA Director, Morongo Unified School District/Heidi Burgett
8/30/22
Date

 Howana Lundy
SELPA Director, San Bernardino City Unified School District/Howana Lundy, Ed.D.
8/30/2022
Date

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

INTERAGENCY AGREEMENT

BETWEEN

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

AND

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

This Agreement was developed by a committee of representatives from the San Bernardino County Special Education Local Plan Areas and the County of San Bernardino, California Children Services. The committee's task was to prepare a single interagency agreement that meets the laws and regulations relating to children with special needs and that would be acceptable to the Local Education Agency (LEA), San Bernardino County Superintendent of Schools, San Bernardino County Special Education Local Plan Areas (SELPA's) and the County of San Bernardino, California Children Services (CCS).

It is the intent of this Agreement between the San Bernardino County Special Education Local Plan Area/Local Education Agency and the County of San Bernardino, California Children Services to:

1. Determine each agency's responsibilities to the pupils; including how services are to be provided by each agency;
2. Delineate which agency assumes the fiscal responsibility for providing these services;
3. Establish joint planning at the local level to ensure that resources will be utilized in the most effective manner;
4. Establish and maintain channels of communication between LEA and CCS.

Medical Services and Educational services to pupils with exceptional needs are mandated and/or funded by state and federal laws. These mandated services are administered by different agencies, or different units within agencies of federal, state and local governments.

Since individuals with exceptional needs require a variety of services from different agencies throughout their lifetime, it is required that a system of interagency coordination and cooperation be established. The State Board of Education has specifically charged public education to work cooperatively with other public and private agencies, to assure that the individual with exceptional needs receives the education and related services identified in the agreements specifying each agency's service and financial responsibility.

CCS/LEA Local Interagency Agreement

TASK	COUNTY CCS PROGRAM	LEA/SELPA
ADMINISTRATION	<p>The county shall identify a Medical Therapy Program (MTP) Liaison, (as identified in the Interagency Agreement supplemental document) to coordinate services between each Local Education Agency (LEA) in the county and the CCS program. (CCR 60310 (a)(b)(c)(1))</p> <p>CCS shall initiate an annual review of the local IA(s) between CCS and the SELPA and county Superintendent of Schools, with modifications as necessary. (CCR 60310 (c)(13))</p>	<p>Each LEA, (as identified in the Interagency Agreement supplemental document) shall identify a liaison to the local CCS program to facilitate the provision of services as stated in subdivisions (a), (b), (d) and (e) of Gov. Code 7572 and subdivisions (a), (b) and (d) of Gov. Code 7575. (CCR 60310 (a))</p> <p>There shall be an annual review of the local IA(s) between CCS and the SELPA and county Superintendent of Schools, with modifications as necessary. (CCR 60310 (c)(13))</p>
	<p>The CCS program shall accept referrals from the LEA of pupils who may have or are suspected of having a neuromuscular, musculoskeletal or other physical impairments who may require medically necessary occupational therapy and physical therapy. If the referral is incomplete the CCS liaison will notify the SELPA/LEA and parent within 5 days of making this determination. (CCR 60310 (c)(2)).</p> <p>The CCS program shall evaluate the child's eligibility for the MTP according to the CCS program policies and guidelines and the requirements of the interagency regulations. (CCR 60300 (j) (1)(2)(3)), (CCR 60320 (d)(1))</p> <p>CCS will notify the parents and SELPA or LEA for the following situations:</p> <ol style="list-style-type: none"> If the child is determined eligible for MTP services CCS will implement the assessment plan within 15 days. CCS will send a copy of the parent's written consent to SELPA or LEA within 5 days. (CCR 60320 (f)) If the MTP eligibility can not be determined CCS will notify SELPA or LEA and the parent within 15 days of the receipt of the referral. CCS may seek additional medical information. (CCR 60320 (d)(i)) 	<p>The LEA will refer parents and pupils, birth to 21 years of age who may have or are suspected of having a neuromuscular, musculoskeletal or other physical impairments who may require medically necessary occupational therapy and physical therapy. (CCR 60310 (c)(2))</p> <p>The LEA will provide available supporting medical information, signed parent/legal guardian consent of exchange information between agencies, the child's medical diagnosis and a CCS application. (CCR 60320 (c)(1)(2)(3)(4))</p> <p>LEA will schedule an IEP team meeting following the receipt of the parent's written consent from CCS. An IEP team meeting will be held within 50 days, of receipt of the consent by CCS. (CCR 60320 (g))</p>

CCS/LEA Local Interagency Agreement
PAGE 3

TASK	COUNTY CCS PROGRAM	LEA/SELPA
REFERRAL & EXCHANGE OF INFORMATION	<p>C. If not eligible for the MTP CCS will notify the parent and LEA within 5 days of the determination. (CCR 60320 (e))</p>	
	<p>The MTP or MTU will forward a copy of the assessment report for therapy and proposed/approved therapy plan, (to the LEA liaison and parent) prior to the IEP team meeting. (CCR 60320 (h)), (CCR 60325 (a))</p>	<p>The LEA shall provide 10 days notice to the county CCS program of all IEP team meetings for those pupils serviced by the MTP. (CCR 60310 (c)(4))</p> <p>The LEA liaison will send a copy of the IEP to the MTU when CCS medically necessary therapy services, as stated in the proposed/approved therapy plan, and/or transportation to the therapy site are included in the IEP (CCR 60310 (c)(7)(8)), (CCR 60325 (f))</p>
	<p>CCS will notify the LEA liaison of delays with completing the therapy assessment report and proposed therapy plan, within the 50 day time guidelines for a new referral.</p>	
	<p>The CCS program will give 10 days notice to the LEA of the Medical Therapy Conference (MTC) of these children with medically necessary therapy services as identified in the IEP. This will serve as the notice to the LEA of the possible initiation or change in the child's proposed or approved therapy plan. (CCR 60310 (c)(5)), (CCR 30323 (c))</p>	<p>The LEA may send an education representative, with consent of the parent/legal guardian to the MTC for the purpose of coordination with medical services. (CCR 60300 (i))</p>

TASK	COUNTY CCS PROGRAM	LEA/SELPA
PARTICIPATION IN THE IEP MEETINGS	<p>CCS shall provide a copy of the assessment and evaluation report and the proposed therapy plan to the LEA liaison/IEP team which shall include:</p> <ol style="list-style-type: none"> 1. A statement of the pupil's present functional performance. 2. The proposed functional goals to achieve a measurable change in function or recommendations for services to prevent loss of present function and documentation of progress to date. 3. The specific related services required by the pupil, including the treatment plan for physical therapy or occupational therapy intervention. 4. The proposed initiation, frequency and duration of the services to be provided by the MTP 5. The proposed date of the medical evaluation. <p>(CCR 60325 (a)(1)(2)(3)(4)(5))</p> <p>CCS shall notify the LEA liaison/IEP team and parent in writing within 5 days of a decision of the MTC to increase, decrease, change the type of intervention, or discontinue services for a pupil receiving medical therapy services. (CCR 60325 (c))</p> <p>The CCS MTP will designate a MTU therapist or designee to attend IEP meetings, when requested by the LEA. (CCR 60325 (b))</p>	<p>The LEA liaison shall forward the evaluation and proposed therapy plan to the IEP team.</p> <p>Within 50 days of receipt of the parental consent by CCS the LEA will convene an IEP team meeting to determine if the medically necessary therapy services documented in the proposed/approved therapy plan are necessary for the child to benefit from special education and therefore be included in the IEP. (CCR 60325 (e) (f))</p> <p>The LEA shall provide 10 days notice to the county CCS program of all IEP team meetings for those pupils serviced by the MTP. (CCR 60310 (c)(4))</p> <p>The IEP team shall be convened by the LEA pursuant to subsection (c) of section 60325 or when there is an annual or triennial review or a review requested by the parent or other authorized persons, or when modifications of services are anticipated. (CCR 60325) (d)</p>

TASK	COUNTY CCS PROGRAM	LEA/SELPA
PARTICIPATION IN THE IEP MEETINGS	<p>The participation of the MTU therapist or designee in the IEP team meeting will be limited to the discussion of the MTP services that will assist the child in reaching his maximum physical potential for functional skills necessary to participate in school activities. (Gov Code 7572 (e))</p> <p>When an MTU therapist is unable to attend an IEP meeting, a CCS designee will be available by teleconference at a designated time mutually agreed upon by CCS and the LEA. (Gov Code 7572)</p>	
MEDICAL THERAPY SERVICES	<p>CCS therapists will provide medical therapy services by or under the supervision of a registered occupational therapists or licensed physical therapist in accordance with CCS regulations and requirements. This therapy does not include fine and gross motor activities which can be provided by qualified personnel, pursuant to California Code of Regulations, Title 5, Section 2620.</p> <p>The Medical Therapy Conference Team shall be responsible for approval of the therapy plans. Medically necessary therapy services are provided at a level dependent on the pupil's physical and functional status. CCR Section 60323 (f)(c)(d)</p>	
IEP GOALS AND OBJECTIVES	<p>MTU therapists will document progress of the pupil's functional goals as noted in the approved therapy plan, if listed on the IEP, in accordance with section 300.347 of the Federal Code. This documentation will be forwarded to the LEA liaison as requested in the pupil's IEP.</p>	<p>The SELPA/LEA liaison will provide CCS with an annual calendar of the reporting periods for the participating school districts. Additionally, the liaison will provide blank copies of the child's IEP progress report forms. The MTU therapists will return the completed progress report forms to the LEA.</p>

CCS/LEA Local Interagency Agreement
PAGE 6

TASK	COUNTY CCS PROGRAM	LEA/SELPA
STAFF DEVELOPMENT ACTIVITIES	The CCS MTP liaison to the SELPA/County Superintendent of Schools will assist in the planning of joint staff development activities in conjunction with the SELPA/ County Superintendent of Schools liaison to CCS. (CCR 60310 (c) (11))	The SELPA/County Superintendent of Schools liaison to CCS will assist in the planning of joint staff development activities in conjunction with the CCS MTP liaison to the SELPA/County Superintendent of Schools. (CCR 60310 (c)(11))
PROBLEM RESOLUTION	<p>The CCS MTP staff & CCS liaison shall participate with the LEA staff in local dispute resolution meetings, at which time there will be discussion to resolve differences in the provision of medically necessary therapy services, approved at the MTC. (CCR 60600)</p> <p>If the problem cannot be resolved locally, the issue shall be referred to the appropriate Children's Medical Services (CMS) Regional Office. (CCR 60610)</p> <p>Other unresolved problems shall be referred to the Chief, CMS Branch. (CCR 60610)</p>	<p>The LEA & SELPA staff shall participate with the CCS MTP staff in local dispute resolution meetings, at which time there will be discussion to resolve differences in the provision of medically necessary therapy services, approved at the MTC. (CCR 60600)</p> <p>If the problem cannot be resolved locally, the issue shall be referred to the California Department of Education, as per Government Code Section 7585 (a). (CCR 60610 (a)(2))</p>
TRANSPORTATION OF PUPILS		The LEA will provide transportation to the MTU or a MTU-satellite when necessary for the pupil to participate in the approved therapy program. This service shall be specified within the pupil's IEP. (CCR 60310 (c)(8))

TASK	COUNTY CCS PROGRAM	LEA/SELPA
SPACE REQUIREMENTS	<p>The CCS liaison and CMS State therapy consultant shall identify to the SELPA the need for a MTU or MTU-Satellite based on the numbers of hours of prescribed treatment and the space required to provide medically necessary therapy services. (CCR 60310 (c)(9)), (CCR 60330 (c))</p>	<p>The SELPA will facilitate the identification of the LEA, (to be identified in the Interagency Agreement supplemental document) responsible for the provision, maintenance and operation of the school housing the MTU(s) and MTU-Satellite(s) and a process to facilitate change of the LEA responsibility for the provision, maintenance and operation of these therapy space(s). (CCR 60310 (d) (1))</p>
	<p>The MTP/CCS liaison shall work with the SELPA and LEA staff to plan for the utilization of the MTU or MTU-Satellite space and equipment by the LEA when not in use by the MTP staff. Specific space and equipment needs are to be identify by the SELPA/LEA and approved by the CCS liaison prior to the use of the CCS equipment. (CCR 60310(c)(10))</p>	<p>The SELPA, shall work with the CCS program, the CMS State therapy consultant and State CDE to mutually plan for the establishment of a new MTU and the modification or relocation of an existing MTU or MTU-Satellite. (CCR 60330 (c))</p>
	<p>The space and equipment of the MTU and MTU-Satellite shall be for the exclusive use of the CCS staff when on site. The special education administration of the LEA in which the units are located shall coordinate with the CCS staff for other use of the space and equipment when CCS staff is not present. (CCR 60330 (b))</p>	<p>The LEA shall maintain the MTU(s) and the MTU-Satellite(s) for provision of MTP services during the CCS workday (weekdays only: 7:00am to 5:30pm and/or mutually agreeable times between CCS and the LEA), on a twelve month basis. (CCR 60330 (a))</p>
	<p>CCS staff shall not use LEA classroom space for the provision of therapy services.</p>	

CCS/LEA Local Interagency Agreement
PAGE 8.

<p>MTU OPERATIONS AND SUPPLIES</p>	<p>The CCS program shall provide to the LEA(s), on an annual basis, a list of, and the estimated cost of therapy equipment and supplies necessary to support and maintain the function of the MTU(s) and MTU-Satellite(s). (CCR 60310(d)(2))</p> <p>The CCS program shall provide the MTU(s) and MTU-Satellite(s) with the necessary supplies for MTP case management activities.</p> <p>The CCS program shall provide the MTU(s) and MTU-Satellite(s) with the necessary medical supplies to deliver individual treatment of the MTP eligible condition or when the equipment is to become the property of the pupil.</p>	<p>The SELPA shall facilitate the identification of the LEA(s) or County Superintendent of Schools, (to be identified in the IA supplemental) fiscally responsible for provision of supplies and equipment necessary to support and maintain the function of the MTU(s) and MTU-Satellite(s). (CCR 60310 (d)(2))</p> <p>The SELPA and LEA/County Superintendent of Schools shall identify what supplies and equipment are available through the SELPA and LEA/county Superintendent of Schools resources.</p> <p>The SELPA shall identify a process for change of the LEA/County Superintendent of Schools, (to be identified in the IA supplemental) responsible for the provision of necessary supplies and equipment to maintain the function of the MTU(s) and MTU-Satellite(s). (CCR 60310 (d)(3))</p>
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References:

1. Government Code, Section 7572, Section 7575
2. California Code of Regulation (CCR) Title 2, Division 9, Chapter 1, Article 5, Sections 60300 through Sections 60610.

**LOCAL INTERAGENCY AGREEMENT
BETWEEN
COUNTY OF SAN BERNARDINO
HUMAN SERVICES SYSTEM
DEPARTMENT OF PUBLIC HEALTH
CALIFORNIA CHILDREN SERVICES
AND
SAN BERNARDINO COUNTY SPECIAL EDUCATION LOCAL PLAN AREAS
SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
LOCAL EDUCATION AGENCIES**

Attachment A

Definition of Terms

Assessment for medically necessary occupational therapy and physical therapy: means the comprehensive evaluation of the physical and functional status of a pupil who has a medical therapy program eligible condition.

Assessment plan: for the CCS Medical Therapy Program for pupils with a disability who have an IEP means a written statement describing proposed:

1. Procedures necessary for determination of medical eligibility for the CCS medical therapy program; or
2. Procedures necessary for the redetermination of need for medically necessary physical therapy or occupational therapy for a pupil known to be eligible for the CCS medical therapy program.

Assessment report for therapy: means a written document of the results of a pupil's assessment for medically necessary occupational therapy or physical therapy.

CCS Panel: means that group of physicians and other medical providers of services who have applied to and been approved by CCS.

County Superintendent of Schools: means a public board of education or other public authority legally constituted in California for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of California, or such combination of school districts or counties as are recognized in California as an administrative agency for its public elementary or secondary schools.

Day: means a calendar day, from Sunday through Saturday.

Documented physical deficit: refers to a pupil's motor dysfunction recorded on the referral for special education and related services by the Local Education Agency and documented in the pupil's CCS medical record.

Independent county agency: means the CCS administrative organization in a county that administers the CCS program independently pursuant to Section 123850 of the Health and Safety Code.

Local Educational Agency (LEA): means a public board of education or other public authority legally constituted in California for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of California, or such combination of school districts or counties as are recognized in California as an administrative agency for its public elementary or secondary schools.

Medical therapy conference (MTC): means a team meeting held in the medical therapy unit where medical case management for the pupil's medical therapy program eligible condition is provided by the medical therapy conference team as described in the definition of the team.

Medical therapy conference team: means a team composed of the pupil, parent, physician and occupational therapist and/or physical therapist, or both. The team may include, with the consent of the pupil's parent(s) and education representative who is present for the purpose of coordination with medical services.

Medical therapy program eligible condition: are those diagnoses that make a pupil eligible for medical therapy services and include the following diagnosed neuromuscular, musculoskeletal, or muscular diseases.

1. Cerebral palsy, a nonprogressive motor disorder with onset in early childhood resulting from a lesion in the brain and manifested by the presence of one or more of the following findings:
 - a. Rigidity or spasticity;
 - b. Hypotonia, with normal or increased deep tendon reflexes and exaggeration or persistence of primitive reflexes beyond the normal age;
 - c. Involuntary movements, athetoid, choreoid, or dystonic; or
 - d. Ataxia, incoordination of voluntary movement, dysidiadochokinesia, intention tremor, reeling or shaking of trunk and head, staggering or stumbling, and broad-based gait.
2. Other neuromusculoskeletal diseases, deformities or injuries, such as osteogenesis imperfecta, arthrogryposis, rheumatoid arthritis, amputation, and contractures resulting from burns.

Medical therapy services: are occupational therapy or physical therapy services that require a medical prescription and are determined to be medically necessary by CCS. Medical therapy services include:

1. "Treatment", an intervention to individuals or groups of pupils in which there are occupational therapy or physical therapy services as per California Business and Professions Code, Chapter 5.7, Article 2, Section 2620.
2. "Consultation", an occupational therapy or physical therapy activity that provides information and instruction to parents, care givers or LEA staff, and other medical services providers;
3. "Monitoring", a regularly scheduled therapy activity in which the therapist reevaluates the pupil's physical status, reviews those activities in the therapy plan which are provided by parents, care givers or LEA staff, and updates the therapy plan as necessary; and
4. Medical therapy conference as defined above.

Medical therapy unit (MTU): means a CCS and LEA approved public school location where medical therapy services, including comprehensive evaluation and medical therapy conferences, are provided by CCS.

Medical therapy unit satellite (MTU-S): means a CCS and LEA approved extension of an established medical therapy unit where medical therapy services may be provided by CCS. Comprehensive evaluations and medical therapy conferences are not a part of the medical therapy unit satellite services.

Medically necessary occupational therapy or physical therapy services: are those services directed at achieving or preventing further loss of functional skills, or reducing the incidence and severity of physical disability.

Necessary equipment: means that equipment, provided by the LEA, which is required for a medical therapy unit or a medical therapy unit satellite staff to provide medically necessary occupational therapy and/or physical therapy services to a pupil with a medical therapy program eligible condition.

Necessary space: means the facilities, which are provided by the LEA for a medical therapy unit or a medical therapy unit satellite, and enable the medical therapy unit staff to provide medically necessary therapy services to a pupil with a medical therapy program eligible condition.

Occupational therapy and physical therapy (OT and PT): means services provided by or under the supervision of occupational therapists and physical therapists pursuant to California Code of Regulations, Title 5 Section 3051.6(b).

Parent: means:

1. A natural or adoptive parent of a child;
2. A guardian but not the State if the child is a ward of the State;
3. A person acting in the place of a parent (such as a grandparent or stepparent with whom is legally responsible for the child's welfare); or
4. A surrogate parent who has been appointed in accordance with Section 300.515 of the Federal Register.

Special Education Local Plan Area (SELPA): An educational region that provides special educational services to children within a defined geographic area. A SELPA may include more than one local agency.

Therapy plan: means the written recommendations for medically necessary occupational therapy or physical therapy services based on the results of the therapy assessment and evaluation and is to be included in the individualized education program or individualized family service plan.


Proposed and Approved Therapy Plan: A proposed therapy plan is the written recommendations for medically necessary occupational therapy and physical therapy that has not been reviewed by the physician. An approved therapy plan recommendations has been reviewed and approved by the physician.

CCS/LEA LOCAL INTERAGENCY AGREEMENT
JULY 2000

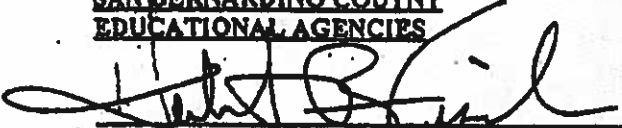
APPROVAL SIGNATURE PAGE

This agreement is entered into, by, and between the undersigned agencies.


COUNTY OF SAN BERNARDINO
HUMAN SERVICES SYSTEM

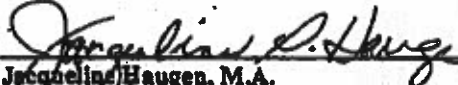

Thomas Prendergast, Jr., M.D., M.P.H. 5/18/01
Director, Department of Public Health Date

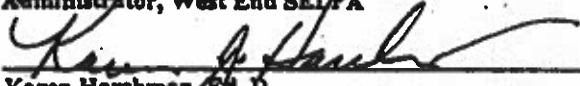
SAN BERNARDINO COUNTY
EDUCATIONAL AGENCIES



Herbert R. Fischer, Ph. D. 10/18/00
Chief Administrator Date
County Superintendent of Schools
(County School Operations, Desert/Mountain SELPA, East Valley SELPA, West End SELPA)

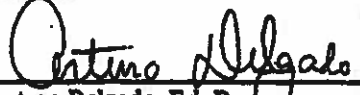

Ronald Powell, Ph. D. 10/27/00
Administrator, Desert/Mountain SELPA Date


Anita Rueterholtz, M.A. 10-18-00
Administrator, East Valley SELPA Date


Jacqueline Haugen, M.A. 10-18-00
Administrator, West End SELPA Date


Karen Harshman, Ed. D. 10-18-00
Superintendent, Fontana Unified School District Date


Patricia Brown-Dempsey, M.A. Nov 29, 2000
Superintendent, Morongo Unified School District Date


Arturo Delgado, Ed. D. 1-11-01
Superintendent, San Bernardino City Unified School District Date

2022-2023

INTERAGENCY AGREEMENT

BETWEEN

INLAND REGIONAL CENTER

AND

SPECIAL EDUCATION LOCAL PLAN AREA

For implementation of California's Early Intervention

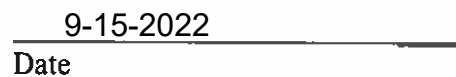
INTERAGENCY AGREEMENT APPROVAL FORM

This agreement is entered into, by, and between the undersigned agencies. The agreement will be signed annually unless revisions are needed before that time.


Signature


Signature


Date


Date

Patty Metheny, Ed.D.
Chief Administrative Officer
East Valley SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408

Treva Webster, Director
Intake, Early Start and Clinic Services
Inland Regional Center
P.O. Box 19037
San Bernardino, CA 92423-9037

INTERAGENCY AGREEMENT
SELPA and Inland Regional Center (IRC)
Children from Birth to Three Years of Age
Eligible for Services Under Part C of the Individuals with Disabilities Education Act
(IDEA)

PURPOSE: The purpose of this agreement is to describe policies and procedures of Inland Regional Center (IRC) and the Special Education Local Plan Area (SELPA) relating to the implementation of California's Early Intervention Service Act, G.C. 9500 et seq. (hereinafter referred to as Early Start) and the implementing regulation, procedures for resolving disputes, and other components necessary to ensure effective cooperation and coordination between the two agencies.

PARTIES: The parties to this agreement are IRC and SELPA

TERM: July 1, 2022 to June 30, 2023

PHILOSOPHY STATEMENT: Both IRC and SELPA endorse the philosophy statement that is attached to and made part of this agreement as Appendix A. This philosophy statement was adopted by the Early Start Interagency Council and ratified on November 29, 2021.

TARGET POPULATION: This agreement applies to activities and services performed on behalf of infants and toddlers, birth through thirty six months of age, and their families, who are eligible for early intervention services under Early Start, as defined in federal and state statutes, regulations and policies. Federal descriptions of Early Intervention services are found in Appendix B, which is attached to and made part of this agreement. The state definition of the eligible population (eligibility criteria) is found in Appendix C which is attached to and made part of this agreement.

I. TERMS OF AGREEMENT: Regional Centers and LEA collaboration is essential for ensuring that eligible infants and toddlers are served. This agreement is put into place according to CCR 17 §52140.

Regional Center

- 1.0 IRC will be responsible for initiating the annual review of the Interagency agreement through the Director of Early Start, or her designee.
- 2.0 The Interagency Agreements will be signed annually, following a calendar year.
- 3.0 Any changes to the Interagency Agreement will be discussed at a forum agreed to by IRC and the LEA.

SELPA

- 1.0 The LEA will be responsible for designating a contact person to participate in the annual review of the Interagency agreement through the Director of Early Start, or her designee.
- 2.0 The Interagency Agreements will be signed annually, following a calendar year.
- 3.0 Any changes to the Interagency Agreement will be discussed at a forum agreed to by IRC and the LEA.

II. CHILD FIND: IRC and the SELPAs shall conduct child find activities to locate all infants and toddlers who may be eligible for early intervention services. This is done through the use of printed materials and presentation on an ongoing basis to share information with primary referral sources about: Eligibility criteria for early intervention services; types of early intervention services available through the Early Start program; contact persons and telephone numbers for IRC, SELPA, Early Start Family Resource Network (ESFRN). Outreach information will include the Federal requirement that a referral shall be made to IRC or SELPA within two (2) working days of identification of an infant or toddler who may be eligible for early intervention services. IRC and SELPA agree to conduct the following cooperative activities to locate infant and toddlers who may be eligible for early intervention services in Riverside and San Bernardino Counties. CCR 17, §52040

Regional Center

- 1.0 On an ongoing basis, conduct public awareness and outreach activities designed to locate children in all areas and of ethnic backgrounds eligible for the Early Start program.
- 2.0 Jointly develop, produce, and distribute with ESFRN Family Folders for families in the Early Start Program in Riverside and San Bernardino Counties.
- 3.0 Coordinate Early Start collaboration and outreach activities with the local school districts, Department of Public Health, California Children Services, Department of Public Social Services, Department of Mental Health, and Department of Alcohol and Drugs.
- 4.0 On an ongoing basis, distribute culturally appropriate local early intervention materials to agencies, families, and individuals providing medical, social, and educational services in the community.
- 5.0 As requested, make presentation to local professional, philanthropic organizations and other organizations established to inform and/or serve ethnically diverse populations.

SELPA

- 1.0 On an ongoing basis, conduct public awareness and outreach activities designed to locate children in all areas and of ethnic backgrounds eligible for the Early Start program.
- 2.0 Jointly develop, produce, and distribute with ESFRN Family Folders for families in the Early Start Program in Riverside and San Bernardino Counties.
- 3.0 Coordinate Early Start collaboration and outreach activities with the local school districts, Department of Public Health, California Children Services, Department of Public Social Services, Department of Mental Health, and Department of Alcohol and Drugs.
- 4.0 On an ongoing basis, distribute culturally appropriate local early intervention materials to agencies, families, and individuals providing medical, social, and educational services in the community.
- 5.0 As requested, make presentation to local professional, philanthropic organizations and other organizations established to inform and/or serve ethnically diverse populations.

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| <p>6.0 Engage in joint efforts with ESFRN to inform families of the Early Start Program through publications such as “Family Circle” newsletter.</p> | <p>6.0 Engage in joint efforts with ESFRN to inform families of the Early Start Program through publications such as "Family Circle" newsletter.</p> |
| <p>7.0 IRC regularly collaborates with discharge planning at the following hospitals in this area:</p> <ul style="list-style-type: none"> Loma Linda University Medical Center Arrowhead Regional Medical Center Kaiser Permanente-Fontana Riverside Community Hospital Redlands Community Hospital St. Bernadine’s Medical Center San Antonio Community Hospital Pomona Valley Medical Center Desert Regional Medical Center Community Hospital of San Bernardino | |

III. COORDINATION OF REFERRALS FOR EVALUATION AND ASESMENT: A referral means the receipt of oral or written information that causes a record to be opened for an infant or toddler who may be eligible for early intervention services. Every child referred has the right to an evaluation and assessment. An evaluation means procedures used by qualified personnel to determine an infant’s or toddler’s present level of development. Assessment means the ongoing procedures used by appropriate qualified personnel throughout the period of a child’s eligibility to identify the child’s unique strengths and needs and the services appropriate to meet those needs. Assessment and the sharing of results shall be completed within the 45-day timeline. All children referred for assessment and/or services are afforded individual rights and protections as required by federal and state statutes from the time referral is made. (CCR 17 Sec. 5200, 52082) IRC and SELPA agree to use the San Bernardino/Riverside Counties Interagency Agreement Early Start Program Referral Form (Appendix E.1). A list of referral contacts is herein attached as Appendix F.

Regional Center

SELPA

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| <p>1.0 IRC and LEA agree to use the same referral form for early start referrals, and include the date of the referral for the client record.</p> | <p>1.0 IRC and LEA agree to use the same referral form for early start referrals, and include the date of the referral for the client record.</p> |
| <p>2.0 The Regional Center will evaluate all children suspected of being eligible for services under Part C to enter the Regional Center system.</p> | <p>2.0 Upon notification of a child suspected of being eligible for services under Part C, the LEA Part C provider will refer the family directly to IRC to enter the Regional Center System.</p> |
| <p>2.1 If a child with a current IFSP is referred for possible IRC eligibility, IRC will coordinate additional assessments with the LEA.</p> | <p>2.1 If a child being served under low incidence is suspected of being eligible for services under Regional Center, the LEA provider will</p> |

forward the current IFSP and assessments along with the referral form to IRC.

3.0 If solely low incidence can be determined without the Regional Center assessment, referral will be made directly to the LEA Part C provider of residence infant contact person.

3.0 The LEA Part C provider will accept referrals from the Regional Center for a child who is solely low incidence and the SELPA assumes responsibility for assessment.

3.1 The Regional Center shall accept referrals for dually eligible infants and toddlers from the LEA Part C provider and assumes responsibility for assessment. IRC will contact the child's family to initiate assessment (appendix E.2)

3.1 The LEA Part C provider will accept referrals from the CDE Newborn Hearing Screening Program. The SELPA shall contact child's family to initiate assessment.

4.0 If a child is determined to be solely low incidence after the Regional Center assessment, the Regional Center will refer the child to the SELPA for all service coordination.

4.0 The SELPA will provide all service coordination to children determined to be solely low incidence.

IV. SERVICE COORDINATION: Service Coordination is an early intervention service and must be provided under public supervision. The role of the Service Coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons. The Service Coordinator must be knowledgeable about eligible infant and toddler programs, Part C law and regulations, nature, and scope of services under Part C of I.D.E.A., and system of payments for services (CCR §52120-52121).

Regional Center

1.0 IRC will appoint a service coordinator at the time an infant or toddler is referred for evaluation and assessment.

2.0 The IRC coordinator appointed will meet the standards under Part C.

3.0 The service coordinator will serve as the primary point of contact for eligible children and families.

SELPA

1.0 The SELPA will appoint a service coordinator at the time the infant or toddler is referred for evaluation and assessment under low incidence.

2.0 The LEA service coordinator will meet the standards under Part C.

3.0 The service coordinator will serve as the primary point of contact for eligible children and families.

4.0 The service coordinator shall be responsible for coordinating with other agencies and persons providing services to the family.

5.0 Service coordination is not subject to any fees that might be established for any other federal or state program.

6.0 Service coordination activities include:

- Coordinating evaluations and assessments
- Facilitating and participating in the development, review, and evaluation of individualized family service plans.
- Assisting families in identifying service providers and informing families about additional non-required services.
- Coordinating and monitoring the delivery of services outlined on the IFSP.
- Informing families of Early Start Parent Rights and procedural safeguards.
- Facilitating the development of a transition plan from Part C to Part B preschool service (as appropriate) and/or other community resources.

4.0 The service coordinator shall be responsible for coordinating with other agencies and persons providing services to the family.

5.0 Service coordination is not subject to any fees that might be established for any other federal or state program.

6.0 Service coordination activities include:

- Coordinating evaluations and assessments
- Facilitating and participating in the development, review, and evaluation of individualized family service plans.
- Assisting families in identifying service providers and informing families about additional non-required services.
- Coordinating and monitoring the delivery of services outlined on the IFSP.
- Informing families of Early Start Parent Rights and procedural safeguards.
- Facilitating the development of a transition plan from Part C to Part B preschool service (as appropriate) and/or other community resources.

V. COORDINATION OF EVALUATION, ASSESSMENT AND ELIGIBILITY DETERMINATION: The Part C Provider, hereafter referred to as SELPA and the Regional Center shall work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals with Disabilities Education Act (I.D.E.A.). The term, “eligible infant or toddler” means infants and toddlers from birth to three years of age who demonstrate a developmental delay in one or more of the following six areas: cognitive development; physical and motor development, including vision and hearing; receptive or expressive communication development; social or emotional development; or adaptive development. The other qualifying criteria is established-risk, including solely low incidence impairments.

Regional Center

1.0 All cases regarding children suspected of being eligible for services under Part C will be evaluated for eligibility for services.

SELPA

1.0 All cases regarding children suspected of being eligible for services under Part C

will be referred to the Inland Regional Center within 2 days of identification. SELPA shall notify IRC if the SELPA has reached its funded capacity at time the referral is made.

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| <p>2.0 If solely low incidence eligibility can be determined without the Regional Center assessment the Regional Center will refer directly to the SELPA infant contact person. If the Regional Center conducts an assessment, as soon as “solely low incidence” eligibility is determined the Regional Center shall make a referral to the SELPA within two days. (Govt. Code 95000)</p> <p>2.2 If the child receiving services through IRC is determined to be solely low incidence, the Regional Center will refer child to the SELPA within two (2) days.</p> <p>3.0 The Regional Center assumes the responsibility to set up the IFSP meeting of all children assessed by the Regional Center.</p> <p>4.0 Within 45 days of referral for all children suspected of being eligible for services under Part C, the IRC will complete the evaluation and assessment process and have an IFSP meeting completed.</p> <p>4.1 Entering the IRC system for Part C infant services shall be family directed and voluntary on the part of the family.</p> | <p>2.0 Each SELPA is responsible for providing services to solely low incidence children birth to three years of age. Low incidence disabilities are defined as severe disabling conditions that include hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. (E.C. 56425)</p> <p>2.1 A SELPA serving infants prior to October 1, 1993, will continue to serve non-categorical infants at their 1980-81 numbers. (See Section VIII(A) on Maintenance of Effort)</p> <p>2.2 The SELPA is under no obligation to continue the Regional Center provided services prior to the SELPA referral. When a solely low incidence child is referred to their SELPA, the SELPA must complete assessment and IFSP within 45 days.</p> <p>3.0 Education assumes the responsibility to set up the IFSP meeting of all solely low incidence children referred by the Regional Center.</p> <p>4.0 Within 45 days of the initial referral, the SELPA will complete the evaluation and assessment process and have an IFSP meeting for all children referred to education and suspected of being solely low incidence.</p> <p>4.1 Entering the SELPA system for Part C infant services shall be family directed and voluntary on the part of the family</p> |
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5.0 If assessment cannot be completed within 45 days due to exceptional family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the Regional Center will be made in the child's file.

5.0 If assessment cannot be completed within 45 days due to exceptional family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the SELPA will be made in the student file.

6.0 If, based on the evaluation conducted under (CCR §52082), IRC determines that a child is not eligible, IRC will provide the parent with prior written notices required in 34 CFR §303.421.

6.0 If, based on the evaluation conducted under (CCR §52082), the LEA determines that a child is not eligible, LEA will provide the parent with prior written notices required in 34CFR §303.421.

IV. EXCHANGE OF INFORMATION: The regional center and/or LEA providing early intervention services to the infant or toddler will maintain documentation specifying to whom the record was disclosed other than the parents and authorized employees specified by the regional center or LEA (CCR §52165). For purposes of service planning, regional center and LEA may use existing evaluation materials as needed to assist with eligibility or service planning (CCR52084(b))

Regional Center

1.0 IRC will obtain written consent for exchange of information prior to the initial evaluation and assessment.

2.0 Parents will be notified of a referral to the SELPA for infants that may be low incidence.

3.0 For infants that are dually eligible, IRC will share documentation related to early start eligibility and services with the LEA.

SELPA

1.0 SELPA will obtain written consent for exchange of information prior to the initial evaluation and assessment.

2.0 Parents will be notified of a referral to IRC for infants that may be eligible under Part C and not suspected of being solely low incidence.

3.0 For infants dually served with IRC, SELPA will maintain have access to the IRC consumer record.

VII. AVAILABILITY OF CONTACTS: An infant or toddler may be eligible for early start services between birth and up to thirty-six months of age, if he/she meets qualifying criteria per §52022. Referrals to early start can be made year round. To this end, IRC and SELPA will work together to ensure that staff are available to receive referrals throughout the year.

Regional Center

1.0 The Regional Center will identify an individual (see Appendix F) who will act as infant contact for all children birth to

SELPA

1.0 Each SELPA will identify an individual (see Appendix H) that will act as infant contact for all children birth to three years of age referred to the SELPA throughout the year.

three years of age referred to the SELPA throughout the year, per IRC Holiday Calendar. (see Appendix G)

2.0 The list of contacts will be updated at a minimum, annually during the review of the Interagency Agreement.

2.0 The list of contacts will be updated at a minimum, annually during the review of the Interagency Agreement.

VIII. INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP): Each child eligible for services under Part C must have an Individualized Family Service Plan. The evaluation, assessment, and meeting to develop the IFSP must be held within 45 calendar days from the time of referral. Families will receive written notification of the IFSP appointment (Appendix E.4). All IFSP meetings shall be in the home language of the family and a copy of the IFSP shall be provided to the family within 15 days of the IFSP meeting. The Inland Regional Center and SELPA agree to use the same IFSP document, herein attached as Appendix E.3.

Regional Center

1.0 The Regional Center is responsible for providing notice and developing the IFSP for children not solely low incidence.

1.1 With parent consent, the IFSP team may include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.

1.2 IRC will coordinate the IFSP meeting with the LEA provider for children who are dually served.

2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.

SELPA

1.0 The SELPA is responsible for providing notice and developing the IFSP for solely low incidence children.

1.1 With parent consent, the IFSP team may include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.

1.2 LEA staff will attend the IFSP meeting for children who are dually served.

2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.

VIII(A). PROVISION OF SERVICES: (Title 14, California Early Intervention Service Act, specifically Sect. 95001(b)(1); Chapter 5426.3; Section 300.13 Title 34 CFR as of October 2011.)

Regional Center

4.0 IRC will be responsible for the provision of required early intervention services identified in the Individualized Family

SELPA

4.0 For children with solely low incidence disabilities the SELPAs will be responsible for the provision of all required early

Service Plan (IFSP) for each eligible infant or toddler not served by the SELPA.

intervention services identified in the IFSP for each child (See Appendix D).

III(A). PAYOR OF LAST RESORT: (17 CCR Section 52000, 52109, 52110) IRC and SELPA shall operate within the provisions of the California Early Intervention Services Act. Definition – Payor of last Resort means IRC or the SELPA that is required to pay for early intervention services listed on the IFSP when third party payors or other agencies do not have an obligation to pay as required by 34 CFR 303.527.

Regional Center

1.0 For infants and their families who are eligible to receive services from both IRC and the LEA, IRC shall be the agency responsible for providing or purchasing appropriate early intervention services that are beyond the mandated responsibilities of the SELPA.

2.0 IRC shall provide, arrange, or purchase early intervention services, as required by the infant or toddlers' IFSP, and be payor of last resort for infant and toddlers determined eligible for IRC early intervention services as specified under the category of established risk, developmental delay, or high risk in the state regulations. Government Code Title 14 Sect. 95014(a)(1-3)

3.0 IRC shall be payor of last resort after all other public and private sources for payment have been reviewed to determine if a referral shall be made by the service coordinator and/or the parent. Referrals may include, but not be limited to California Children Service, Medi-Cal or private insurance providers that may have responsibility for payment. This review shall not delay the provision of early intervention service specified on the IFSP. Early intervention services specified on the IFSP shall begin as soon as possible.

SELPA

1.0 The SELPA shall provide special education services up to its funded program capacity as established annually by the California Department of Education in consultation with the State Department of Developmental Services and Department of Finance. See section III(B) Maintenance of Effort.

2.0 The SELPA shall provide, arrange, or purchase early intervention services, as required by the infant's or toddler's IFSP, and be payor of last resort for infants and toddlers with solely low incidence disabilities determined eligible for early intervention service under the category of established risk as specified in Section 52022(b)(2) of the state regulations and who are not eligible for IRC services. Government Code Title 14 Sect. 95015(b)(2).

Government Code Title 14 Sect.
95014(b)(1).

VIII(B). MAINTENANCE OF EFFORT (MOE)/FUNDED CAPACITY: The SELPA provides special education service for eligible infant and toddlers at the same level that was provided prior to implementation of California Early Start in 1993. The State Department of Education allocates funds for special education services based on a mathematical formula that is applied annually to establish the number of Instructional Personnel Service (IPS) units (costs of a teacher and aide salaries available to the SELPA program. For each IPS unit allocated, the SELPA is required to serve AT LEAST 12 children (funded capacity). Typically, 12-16 children are served per IPS unit. The funding model also required that the SELPA be able to meet the needs of children identified within solely low incidence disabilities. A portion of each program's capacity is held in order to serve children with solely low incidence disabilities. The SELPA monitors enrollment, adjusting program capacity from 12-16 children per IPS unit to maximize the use of staff resources and meet the intensity of service required by the children and families being served. IRC is notified annually regarding the individual SELPAs funded capacity. The California Department of Education has recommended that 14 students be used when calculating the funded capacity.

Riverside County SELPA	Funded Capacity As of 2014*	Solely Low Incidence Disabilities
Riverside Co. (8 children served through Palo Verde USD)	122.76	
Moreno Valley USD	32.28	
Riverside USD	0	10*
Corona Norco USD	0	12*
San Bernardino County SELPA	Funded Capacity	Solely Low Incidence Disabilities
Desert Mountain	58.08	
East Valley (incl Fontana) (32 Children are served through Redlands USD)	130.32	
West End	64.68	
San Bernardino City	46.8	
Ontario-Montclair USD	5	6*
Morongo	9.84	

IX. PROVISION OF SERVICES DURING BREAKS: All services must be provided and monitored by appropriate qualified personnel. Services to families are to provide the “...supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child.” It is understood that the level, type, frequency, and provider of services may change during school breaks.

Regional Center

1.0 Regional Center shall coordinate and/or provide services pursuant to Part C, IDEA (34 CFR Part 303) listed on the IFSP, as payor of last resort.

2.0 For infants served by the LEA, the IFSP will include a school calendar indicating dates of services.

2.1 The IFSP will document if a child needs services during the school breaks.

3.0 Services provided by IRC are available through the IRC calendar year and provided to an individual child based on the need identified in the IFSP.

SELPA

1.0 The SELPA shall provide services to all solely low incidence children pursuant to E.C. Chapter 4.4, Section 56026.5

2.0 The LEA will provide IRC and the family with a school calendar annually.

2.1 The IFSP will document if a child needs services during the school breaks.

3.0 SELPAs provide services to dually eligible children 200 days per year, with breaks no longer than three weeks at a time, as mandated in the annual Budget Act. Each SELPA will provide IRC with their program calendar by July 1 of each year.

X. TRANSITION PLANNING: All children receiving Early Start services are potentially eligible for special education and related services at age three and will be referred to the district of residence for consideration of Part B services. The purpose of transition is to begin planning for service options as the individual with exceptional needs approaches age 3. The child who is served by either the LEA Part C Provider or Regional Center shall have the benefit of transition planning from the infant services program to the preschool services operated by a district of residence under Part B of the Individuals with Disabilities Education Act.

Regional Center

1.0 The ES coordinator shall identify mutually agreeable dates, times, and locations at least 2 weeks in advance and send the invitation to the district representative and parent for the transition planning conference IFSP between 2.3 and 90 days prior to the child’s third birthday.

SELPA

1.0 The district of residence representative shall confirm receipt of invitation and attend the transition planning conference IFSP between 2.3 and 90 days prior to the child’s third birthday.

2.0 During the Transition IFSP the IRC ISC shall facilitate discussion of the transition process as part of the IFSP. Service Coordinator will update and:

- document present levels of development
- document family resources, priorities, and concerns
- review progress on outcomes and continuing services
- review transition services and activities the IFSP team identifies as needed
- document notification/referral date no fewer than 90 days prior to the third birthday
- obtain written parental consent for additional information to be sent to the district of residence at the time of referral; beyond name, birth date, and parent contact information.

3.0 The IRC ISC will send the notification/referral no later than 90 days and up to two weeks prior to the third birthday to the district of residence, which will include:

- name, date of birth, and parent contact information
- referral may include other information with parent consent as noted on the transition plan

4.0 IRC will notify current program(s) service providers of referral to the district of residence.

2.0 During the Transition IFSP, the district representative shall participate in the discussion of the transition steps as part of the IFSP including:

- assessment process
- timelines
- eligibility criteria
- IEP meeting process
- review possible preschool program and services options
- suggest a notification/referral date no fewer than 90 days prior to the third birthday
- local district of residence enrollment process

3.0 The district of residence will notify the IRC of the date the notification/ referral is received.

4.0 Within 15 days of receipt of the notification/ referral the district of residence will, respond to the parent with assessment plan and/or prior written notice.

4.1 The district of residence will, with parent/guardian consent, assess the child in all areas of suspected disability to determine Part B eligibility and develop program recommendations as appropriate and/or provide prior written notice.

5.0 The Regional Center Service Coordinator may attend the IEP meeting, with parent/guardian consent.

5.1 The final/exit IFSP may be held concurrently with the initial IEP team meeting.

5.0 The district of residence will schedule an initial public school IEP team meeting to include parent/guardian, and invite the Regional Center Service Coordinator, at the request of the parent, and all other appropriate personnel. If the child is found eligible for Part B services, an IEP will be held to discuss the results of assessment and provide an offer of FAPE by the student's third birthday.

XI. INTERAGENCY DISPUTE RESOLUTION: It is the intent of IRC and the SELPA that all disputes be resolved at the lowest administrative level possible. A process will be followed if a dispute and impasse* arises (*the 60 day calendar day timeline begins on the date both agencies agree the issue has reached an impasse) between the SELPA and IRC as to: the eligibility of the infant; which agency is responsible for the infant and family evaluation and assessment, service coordinator, and the development and implementation of the IFSP; and which agency is responsible for the provision/purchase of appropriate early intervention services.

Regional Center

1.0 The Regional Center staff is encouraged to resolve disagreements at their level. If agreement cannot be reached, the dispute will proceed to Step 2.

2.0 The Regional Center staff will refer the dispute to the Program Manager for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3.

3.0 The Regional Center Director of Intake, Clinical and Early Start Services or designee will meet with the SELPA Director or designee to resolve the dispute.

4.0 If resolution of the dispute is not achieved, the two parties can request technical assistance from DDS and CDE. This step can be used at any point in the process.

5.0 If resolution cannot be reached within 60 calendar days, the issue will be referred in writing to DDS and CDE for a state-level review and resolution.

SELPA

1.0 The LEA staff is encouraged to resolve disagreement at their level whenever possible. If agreement cannot be reached, the dispute will proceed to Step 2.

2.0 The LEA staff will refer the dispute to the SELPA Director for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3.

3.0 The SELPA Director or designee will meet with the Regional Center Director of Intake, Clinical and Early Start Services or designee to resolve the dispute.

4.0 If resolution of the dispute is not achieved, the two parties can request technical assistance from DDS and CDE. This step may be pursued at any point in the process.

5.0 If resolution cannot be reached within 60 calendar days, the issue will be referred in writing to DDS and CDE for a state-level review and resolution.

6.0 The state level review will be conducted jointly by DDS and CDE and a binding decision rendered within 60 calendar days of receipt of the dispute.

7.0 During the pendency of a dispute, a child must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the child must receive all of the early intervention services identified and agreed to in the IFSP.

6.0 The state level review will be conducted jointly by DDS and CDE and a binding decision rendered within 60 calendar days of receipt of the dispute.

7.0 During the pendency of a dispute, a child must continue to receive the appropriate early intervention services currently being provided. If the dispute involves initial early intervention services, the child must receive all of the early intervention services identified and agreed to in the IFSP.

XII. PROCEDURAL SAFEGUARDS AND SURROGATE PARENTS: The Inland IFSP process assures a timely, comprehensive, multi-disciplinary evaluation for each infant/toddler from birth to 3 years of age and their family. If eligible, the infant/toddler and family have the right to appropriate Early Intervention Services.

Regional Center

1.0 Written parental consent must be obtained prior to conducting evaluations, assessments, and beginning of Early Intervention Services.

1.1 The Regional Center shall make reasonable efforts to ensure that the family is aware of the nature of the evaluation, assessment, and or services available.

1.2 Parents will be informed that they have a right to decline any or all of these services. Regional Center shall document this.

2.0 Parents are to be notified, in their native language, of meetings when issues of eligibility and services are discussed. This includes identification, beginning, or modifying services, and denial of evaluation, services, or placement.

2.1 Meetings shall be held at times convenient to families.

SELPA

1.0 Written parental consent must be obtained prior to conducting evaluations, assessments, and beginning of Early Intervention Services.

1.1 The SELPA shall make reasonable efforts to ensure that the family is aware of the nature of the evaluation, assessment, and or services available.

1.2 Parents will be informed that they have a right to decline any or all of these services. The SELPA shall document this.

2.0 Parents are to be notified, in their native language, of meetings when issues of eligibility and services are discussed. This includes identification, beginning, or modifying services, and denial of evaluation, services, or placement

2.1 Meetings shall be held at times convenient to families.

3.0 Notice shall be given to the family:
Parent's Rights: An Early Start Guide for Families.

4.0 Parents have the right to confidentiality of personally identifiable information.

5.0 Parents have the right to invite anyone of their choosing to assist them at meetings.

6.0 Parents have the right to utilize administrative process to resolve complaints. Procedures for complaints and due process hearings shall be available to parents.

7.0 Parents have the right to be informed of the location of records, and the policies and procedures regarding the maintenance of records. Parents have the right to access the child's Early Intervention records.

8.0 A surrogate parent shall be provided in accordance with State and Federal Regulations (34 CFR 303, 406, CCR 52175, GC 7579.5). IRC shall assign an individual to act as a surrogate parent IF:

- No parent can be identified;
- The infant or toddler is a dependent of the juvenile court and the parental rights of the parent have been limited by the court or relinquished
- The parent cannot be located, after reasonable efforts by IRC.

8.2 A surrogate parent may represent an infant or toddler in all matters pertaining to:

- The evaluation and assessment of the infant or toddler;
- Development and implementation of the infant's or toddler's IFSP including annual evaluations, assessment, and periodic reviews;

3.0 Notice shall be given to the family:
Parent's Rights: An Early Start Guide for Families.

4.0 Parents have the right to confidentiality of personally identifiable information.

5.0 Parents have the right to invite anyone of their choosing to assist them at meetings.

6.0 Parents have the right to utilize administrative process to resolve complaints. Procedures for complaints and due process hearings shall be available to parents.

7.0 Parents have the right to be informed of the location of records, and the policies and procedures regarding the maintenance of records. Parents have the right to access the child's Early Intervention records.

8.0 A surrogate parent shall be provided in accordance with State and Federal Regulations (34 CFR 303, 406, CCR 52175, GC 7579.5). SELPA shall assign an individual to act as a surrogate parent IF:

- No parent can be identified;
- The infant or toddler is a dependent of the juvenile court and the parental rights of the parent have been limited by the court or relinquished
- The parent cannot be located, after reasonable efforts by IRC.

8.2 A surrogate parent may represent an infant or toddler in all matters pertaining to:

- The evaluation and assessment of the infant or toddler;
- Development and implementation of the infant's or toddler's IFSP including annual evaluations, assessment, and periodic reviews;

- The ongoing provision of early intervention services to the infant or toddler;
- Requesting mediation or due process hearings; and,
- Any other early intervention service established under Part C of IDEA

8.3 A surrogate parent may not provide consent for medical services for which a consent by a parent or legal guardian is required.

8.4 The agency responsible for Service Coordination will appoint and train a surrogate parent when necessary.

- The ongoing provision of early intervention services to the infant or toddler;
- Requesting mediation or due process hearings; and,
- Any other early intervention service established under Part C of IDEA

8.3 A surrogate parent may not provide consent for medical services for which a consent by a parent or legal guardian is required.

8.4 The agency responsible for Service Coordination will appoint and train a surrogate parent when necessary.

XIII. TRANSFER OF INFANTS WITH EXISTING IFSPs: All services must be provided and monitored by appropriate qualified personnel. Services to families are to provide the “...supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child.” It is understood that the level, type, frequency, and provider of services may change upon transfer of a case between agencies.

1.0 When a child with a current IFSP moves from another regional center or special education local plan area to Riverside or San Bernardino County, upon acceptance, IRC and/or the SELPAs will continue to provide early intervention services.

1.1 If the child was previously served by a SELPAs and may be eligible for and benefit from LEA services, IRC will refer the child/family to the SELPA within five (5) working days of transfer.

2.0 The child’s service(s) and needs will be reviewed, a service coordinator assigned, and an IFSP meeting held within 30 days

1.0 When a child with a current IFSP moves from another regional center or special education local plan area to Riverside or San Bernardino County, upon acceptance, IRC and/or the SELPAs will continue to provide early intervention services.

1.1 If the child transfers between SELPAs and may be eligible for and benefit from regional center services, the local SELPA will refer the child/family to the IRC Early Start Coordinator within five (5) working days of transfer.

2.0 When the local SELPA is at funded capacity and the child does not have a solely low incidence disability, IRC will be responsible for services on the IFSP.

2.0 The child’s service(s) and needs will be reviewed, a service coordinator assigned, and an IFSP meeting held within 30 days

of the case acceptance by Inland Regional Center.

of the case acceptance by Inland Regional Center.

3.1 Then a joint visit is made with prior notice, eligibility is reviewed and services are begun.

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APPENDIX GUIDE

- A. Philosophy Statement
- B. Federal Description of Early Start Services
- C. Eligible Population
- D. SELPA Eligibility
- E. Forms
- F. Regional Center Contacts
- G. IRC Holiday Calendar
- H. SELPA Contacts
- I. Procedural Safeguards

APPENDIX A

PHILOSOPHY STATEMENT

The philosophy under California's Early Intervention Services Act for the Early Start

Interagency Council:

- Children are our communities' most valuable resource and have the right to appropriate and necessary services.
- Eligible infants and toddlers* should be served within the context of their families and community in natural environments.
- Families play a unique and critical role in the development of their eligible infants and toddlers.*
- Families' independence should be supported so that the family's capacity to care for their eligible infant or toddler* will be enhanced.

THEREFORE THE COUNCL BELIEVES THAT:

- A comprehensive, coordinated, multi-disciplinary, interagency, family centered system of early intervention services is necessary.

*Eligible infants and toddlers are those infants and toddlers with disabilities or infants and toddlers who are at-risk for disabilities.

Approved by the Early Start Interagency Council on January 25, 1999

APPENDIX B: Federal Definition of Early Start Services (3 Pages)

§303.13 Early intervention services.

(b) *Types of early intervention services.* Subject to paragraph (d) of this section, early intervention services include the following services defined in this paragraph:

(1) *Assistive technology device and service* are defined as follows:

(i) *Assistive technology device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an infant or toddler with a disability. The term does not include a medical device that is surgically implanted, including a cochlear implant, or the optimization (*e.g.*, mapping), maintenance, or replacement of that device.

(ii) *Assistive technology service* means any service that directly assists an infant or toddler with a disability in the selection, acquisition, or use of an assistive technology device. The term includes—

(A) The evaluation of the needs of an infant or toddler with a disability, including a functional evaluation of the infant or toddler with a disability in the child's customary environment;

(B) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by infants or toddlers with disabilities;

(C) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

(D) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

(E) Training or technical assistance for an infant or toddler with a disability or, if appropriate, that child's family; and

(F) Training or technical assistance for professionals (including individuals providing education or rehabilitation services) or other individuals who provide services to, or are otherwise substantially involved in the major life functions of, infants and toddlers with disabilities.

(2) *Audiology services* include—

(i) Identification of children with auditory impairments, using at-risk criteria and appropriate audiologic screening techniques;

(ii) Determination of the range, nature, and degree of hearing loss and communication functions, by use of audiological evaluation procedures;

(iii) Referral for medical and other services necessary for the habilitation or rehabilitation of an infant or toddler with a disability who has an auditory impairment;

(iv) Provision of auditory training, aural rehabilitation, speech reading and listening devices, orientation and training, and other services;

(v) Provision of services for prevention of hearing loss; and

(vi) Determination of the child's individual amplification, including selecting, fitting, and dispensing appropriate listening and vibrotactile devices, and evaluating the effectiveness of those devices.

(3) *Family training, counseling, and home visits* means services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of an infant or toddler with a disability in understanding the special needs of the child and enhancing the child's development.

(4) *Health services* has the meaning given the term in §303.16.

(5) *Medical services* means services provided by a licensed physician for diagnostic or evaluation purposes to determine a child's developmental status and need for early intervention services.

(6) *Nursing services* include—

(i) The assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems;

(ii) The provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development; and

(iii) The administration of medications, treatments, and regimens prescribed by a licensed physician.

(7) *Nutrition services* include—

(i) Conducting individual assessments in—

(A) Nutritional history and dietary intake;

(B) Anthropometric, biochemical, and clinical variables;

(C) Feeding skills and feeding problems; and

(D) Food habits and food preferences;

- (ii) Developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part, based on the findings in paragraph (b)(7)(i) of this section; and
 - (iii) Making referrals to appropriate community resources to carry out nutrition goals.
- (8) *Occupational therapy* includes services to address the functional needs of an infant or toddler with a disability related to adaptive development, adaptive behavior, and play, and sensory, motor, and postural development. These services are designed to improve the child's functional ability to perform tasks in home, school, and community settings, and include—
- (i) Identification, assessment, and intervention;
 - (ii) Adaptation of the environment, and selection, design, and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills; and
 - (iii) Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.
- (9) *Physical therapy* includes services to address the promotion of sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status, and effective environmental adaptation. These services include—
- (i) Screening, evaluation, and assessment of children to identify movement dysfunction;
 - (ii) Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
 - (iii) Providing individual and group services or treatment to prevent, alleviate, or compensate for, movement dysfunction and related functional problems.
- (10) *Psychological services* include—
- (i) Administering psychological and developmental tests and other assessment procedures;
 - (ii) Interpreting assessment results;
 - (iii) Obtaining, integrating, and interpreting information about child behavior and child and family conditions related to learning, mental health, and development; and
 - (iv) Planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training, and education programs.
- (11) *Service coordination services* has the meaning given the term in §303.34.
- (12) *Sign language and cued language services* include teaching sign language, cued language, and auditory/oral language, providing oral transliteration services (such as amplification), and providing sign and cued language interpretation.
- (13) *Social work services* include—
- (i) Making home visits to evaluate a child's living conditions and patterns of parent-child interaction;
 - (ii) Preparing a social or emotional developmental assessment of the infant or toddler within the family context;
 - (iii) Providing individual and family-group counseling with parents and other family members, and appropriate social skill-building activities with the infant or toddler and parents;
 - (iv) Working with those problems in the living situation (home, community, and any center where early intervention services are provided) of an infant or toddler with a disability and the family of that child that affect the child's maximum utilization of early intervention services; and
 - (v) Identifying, mobilizing, and coordinating community resources and services to enable the infant or toddler with a disability and the family to receive maximum benefit from early intervention services.
- (14) *Special instruction* includes—
- (i) The design of learning environments and activities that promote the infant's or toddler's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction;
 - (ii) Curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the IFSP for the infant or toddler with a disability;
 - (iii) Providing families with information, skills, and support related to enhancing the skill development of the child; and
 - (iv) Working with the infant or toddler with a disability to enhance the child's development.
- (15) *Speech-language pathology services* include—
- (i) Identification of children with communication or language disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills;
 - (ii) Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communication or language disorders and delays in development of communication skills; and
 - (iii) Provision of services for the habilitation, rehabilitation, or prevention of communication or language disorders and delays in development of communication skills.

(16) *Transportation and related costs* include the cost of travel and other costs that are necessary to enable an infant or toddler with a disability and the child's family to receive early intervention services.

(17) *Vision services* mean—

(i) Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays, and abilities that affect early childhood development;

(ii) Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both; and

(iii) Communication skills training, orientation and mobility training for all environments, visual training, and additional training necessary to activate visual motor abilities.

(c) *Qualified personnel*. The following are the types of qualified personnel who provide early intervention services under this part:

(1) Audiologists.

(2) Family therapists.

(3) Nurses.

(4) Occupational therapists.

(5) Orientation and mobility specialists.

(6) Pediatricians and other physicians for diagnostic and evaluation purposes.

(7) Physical therapists.

(8) Psychologists.

(9) Registered dietitians.

(10) Social workers.

(11) Special educators, including teachers of children with hearing impairments (including deafness) and teachers of children with visual impairments (including blindness).

(12) Speech and language pathologists.

(13) Vision specialists, including ophthalmologists and optometrists.

(d) *Other services*. The services and personnel identified and defined in paragraphs (b) and (c) of this section do not comprise exhaustive lists of the types of services that may constitute early intervention services or the types of qualified personnel that may provide early intervention services. Nothing in this section prohibits the identification in the IFSP of another type of service as an early intervention service provided that the service meets the criteria identified in paragraph (a) of this section or of another type of personnel that may provide early intervention services in accordance with this part, provided such personnel meet the requirements in §303.31.

(Authority: 20 U.S.C. 1432(4))

APPENDIX C.

ELIGIBILITY CRITERIA:

I. Developmental Delay

DDS Eligibility	CDE Eligibility
Developmental delay – The new definition of “significant difference,” for purposes of identifying developmental delay, is a 25-percent delay in one or more developmental areas. <i>(Government Code Section 95014)</i>	Until further amended, a significant difference is defined as a 33 percent delay in one developmental area before 24 months of age, or, at 24 months of age or older, either a delay of 50 percent in one developmental area or a 33 percent delay in two or more developmental areas. <i>(Title 5, California Code of Regulations, Section 3031)</i>
At High Risk – The new criteria restores Early Start eligibility for those infants and toddlers who are at high risk of experiencing developmental delays or disabilities due to a combination of biomedical risk factors.	The CDE definition does not include “At High Risk” because the LEAs have to establish a disability to provide services.

II. High Risk:

Per Interdisciplinary team indication, a child who has a combination of 2 or more of these factors:

- Prematurity of less than 32 weeks gestation and/or low birth weight of less than 1500 grams.
- Assisted ventilation for 48 hours or longer during the first 28 days of life.
- Small for gestational age: below the 3% on the National Center for Health Statistics growth charts.
- Asphyxia neonatorum associated with a five minute Apgar score of 0 to 5.
- Severe and persistent metabolic abnormality, including but not limited to hypoglycemia, acidemia, and hyperbilirubinemia in excess of the usual exchange transfusion level.
- Neonatal seizures or nonfebrile seizures during the first three years of life.
- Central nervous system lesion or abnormality.
- Central nervous system infection.
- Biomedical insult including, but not limited to injury, accident or illness which may seriously or permanently affect developmental outcome.
- Multiple congenital anomalies or genetic disorders which may affect developmental outcomes.
- Prenatal exposure to known teratogens.
- Prenatal substance exposure, positive infant neonatal toxicology screen or symptomatic neonatal toxicity or withdrawal.
- Clinically significant failure to thrive, including but not limited to, weigh persistently below the 3rd %ile for age on standard growth charts or less than 85% of the ideal weight for age/and or acute weigh loss or failure to gain weight with the loss of two or more major percentiles on the growth curve.
- Persistent hypotonia or hypertonia, beyond that otherwise associated with a known diagnostic condition.

Established Risk

An established risk condition exists when an infant or toddler has a condition of known etiology which has a high probability of resulting in a developmental delay, including Fetal Alcohol Syndrome.

OR

An established risk condition exists when an infant or toddler has a solely low incidence disability which requires a referral to the local education agency

APPENDIX D

CALIFORNIA CODE OF REGULATIONS – Title V (4 pages)

§ 3030. Eligibility Criteria for Special Education

(a) A child shall qualify as an individual with exceptional needs, pursuant to Education Code section 56026, if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment as described in subdivisions (b)(1) through (b)(13) requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team, including personnel in accordance with Education Code section 56341(b). The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education.

(b) The disability terms used in defining an individual with exceptional needs are as follows:

(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in subdivision (b)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in subdivision (b)(1) of this section are satisfied.

(2) Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

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

(4) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(F) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under subdivision (b)(4) of this section.

(5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

(6) Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

(7) Multiple disabilities means concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" does not include deaf-blindness.

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

(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

(A) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(B) Adversely affects a child's educational performance.

(10) Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

(A) Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(B) In determining whether a pupil has a specific learning disability, the public agency may consider whether a pupil has a severe discrepancy between intellectual ability and achievement in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation, or mathematical reasoning. The decision as to whether or not a severe discrepancy exists shall take into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the IEP team shall use the following procedures:

1. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the intellectual ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.

2. When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.

3. If the standardized tests do not reveal a severe discrepancy as defined in subdivisions 1. or 2. above, the IEP team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:

(i) Data obtained from standardized assessment instruments;

(ii) Information provided by the parent;

(iii) Information provided by the pupil's present teacher;

- (iv) Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;
- (v) Consideration of the pupil's age, particularly for young children; and
- (vi) Any additional relevant information.

4. A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

(C) Whether or not a pupil exhibits a severe discrepancy as described in subdivision (b)(10)(B) above, a pupil may be determined to have a specific learning disability if:

1. The pupil does not achieve adequately for the pupil's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the pupil's age or State-approved grade-level standards:

- (i) Oral expression.
- (ii) Listening comprehension.
- (iii) Written expression.
- (iv) Basic reading skill.
- (v) Reading fluency skills.
- (vi) Reading comprehension.
- (vii) Mathematics calculation.
- (viii) Mathematics problem solving, and

2.(i) The pupil does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in subdivision (b)(10)(C)(1) of this section when using a process based on the pupil's response to scientific, research-based intervention; or

(ii) The pupil exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 34 C.F.R. sections 300.304 and 300.305; and

3. The findings under subdivisions (b)(10)(C)(1) and (2) of this section are not primarily the result of:

- (i) A visual, hearing, or motor disability;
- (ii) Intellectual disability;
- (iii) Emotional disturbance;
- (iv) Cultural factors;
- (v) Environmental or economic disadvantage; or
- (vi) Limited English proficiency.

4. To ensure that underachievement in a pupil suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group making the decision must consider:

- (i) Data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- (ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents.

5. In determining whether a pupil has a specific learning disability, the public agency must ensure that the pupil is observed in the pupil's learning environment in accordance with 34 C.F.R. section 300.310. In the case of a child of less than school age or out of school, a qualified professional must observe the child in an environment appropriate for a child of that age. The eligibility determination must be documented in accordance with 34 C.F.R. section 300.311.

(11) A pupil has a language or speech disorder as defined in Education Code section 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:

(A) Articulation disorder.

1. The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's

production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.

2. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

(B) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.

(C) Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.

(D) Language Disorder. The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:

1. The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or

2. The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subdivision (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

(12) Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

(A) Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

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

APPENDIX E

Interagency Forms

1. Referral Form
2. Intake Notification Letter
3. IFSP
4. IFSP Notification Letter
5. Part B Notification/Referral

APPENDIX F

Regional Center Contacts:

Treva Webster, Clinical, Intake and Early Start Services Director	909-890-3493
Edyth Gallardo, Federal Compliance Manager, Part C Transition Liaison /Interagency Agreement Designee	909-890-4768
Giuseppe Ancona, Early Start Intake Program Manager	909-890-4733

Inland Regional Center Intake Referral Contacts:

San Bernardino Intake Coordinator	909-890-4711
Riverside Intake Coordinator	909-890-4763

APPENDIX G

IRC 2022-2023 Holiday Calendar



INLAND REGIONAL CENTER

Enhancing Lives

...valuing independence, inclusion and empowerment

P. O. Box 19037, San Bernardino, CA 92423

Telephone: (909) 890-3000

Fax: (909) 890-3001

MEMORANDUM

TO: All Staff FROM: Maria Harkin
HR Manager

DATE: October 6, 2021 SUBJ: 2022 Holiday Schedule

Listed below are the approved agency holidays for the calendar year 2022:

Holiday	Date To be Observed
New Year's Day	Friday, December 31, 2021
Martin Luther King, Jr. Day	Monday, January 17th
Presidents' Day	Monday, February 21 st
Cesar Chavez Day	Thursday, March 31 st
Memorial Day	Monday, May 30 th
Juneteenth	Monday, June 20 th
Independence Day	Monday, July 4 th
Labor Day	Monday, September 5 th
Columbus Day	Monday, October 10 th
Veteran's Day	Friday, November 11 th
Thanksgiving Day	Thursday, November 24 th
Day After Thanksgiving	Friday, November 25 th
Christmas Eve	Friday, December 23rd
Christmas Day	Monday, December 26 th
New Year's Eve	Friday, December 30 th
New Year's Day 2023	Monday, January 2, 2023
Personal Holiday	

If you need further information, please feel free to call HR.

Appendix H

SELPA CONTACTS

Patty Metheny, Ed.D.
Chief Administrative Officer
East Valley SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408
(909) 252-4507
patty.metheny@sbcss.net

Early Start Program (referrals)
Lisa Garcia, East Valley Operations Principal
SBCSS Student Services
1812 W Park Avenue
Redlands, CA 92373
(909) 748-0259
lisa.garcia@sbcss.net

Ben Uribes, Coordinator (referrals)
Redlands Unified School District
20 W. Lugonia Avenue
Redlands, CA 92373
(909) 307-5300
ben_uribes@redlands.k12.ca.us

APPENDIX I

EARLY START PROCEDURAL SAFEGUARDS

Early Start is for infants and toddlers under the age of three who are at risk of having a developmental disability or have a developmental disability or delay, and their parents, as defined by law. Early Start is governed by Part C of the Federal Individuals with Disabilities Education Act. (Title 34 of the Code of Federal Regulations, Part 303, California Early Intervention Services Act, Government code, Section 95000 et seq.; and Title 17, California Code of Regulations, Sections 52000-52175. There are three (3) separate processes in place for addressing disagreements which arise under this program.

EARLY START MEDIATION CONFERENCE REQUEST is a voluntary process used to informally resolve disagreements between a parent, as defined in law, and a regional center or a local education agency related to any alleged violation of federal or state statutes/regulation governing California's Early Start Program, including eligibility, placement, or services. Mediation can be requested as the first option for resolution or can also be requested during a complaint or due process hearing process, if a parent decides that mediation might be more appropriate. A complaint must be withdrawn if the Complainant elects to participate in mediation within the 60 day complaint investigation.

Any party seeking state level action on a disagreement falling into the category noted above may file a request for a voluntary mediation conference by submitting a Mediation Conference Request form – **DS 1808**. The attached form may also be obtained from the regional center, local educational agency (LEA) or the Department of Developmental Services (DDS). In addition, a letter of request is accepted by the **Office of Administrative Hearings (OAH)** in lieu of the request form if all the pertinent information is submitted and the letter is signed by the requestor.

Mail Mediation Conference Requests to:

Office of Administrative Hearings
Early Start Intervention Section
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833

Phone: (916) 263-0654
Fax: (916) 376-6318

The mediation conference will be convened by OAH. The timely issuance of the written mediation agreement may not be delayed by any local efforts occurring at the same time to resolve the matter. If a Mediation Agreement is not fully implemented, a complaint may be filed.

While all parties are encouraged to resolve differences at the lowest administrative level possible, such voluntary resolution may occur at the same time that a request for a Mediation Conference, a Due Process Hearing and/or Complaint is filed.

THE EARLY START DUE PROCESS HEARING is used to resolve disagreements between parents and a regional center or a local education agency related to a proposal or refusal for identification, evaluation, assessment, placement, or services.

Any party seeking state level action on a disagreement falling into the category noted above may file a request for a due process hearing by filing a Due Process Hearing Request form – **DS 1802**. The attached form may also be obtained from the regional center, LEA or the Department of Developmental Services (DDS). In addition, a letter of request is accepted by the **Office of Administrative Hearings (OAH)** in lieu of the request form if all the pertinent information is submitted and the letter is signed by the requester.

The due process hearing will be completed within 30 days from the receipt of the request by OAH. The timely issuance of the written decision may not be delayed by any informal local efforts occurring at the same time to resolve the matter. The decision will be final unless appealed to the superior court of appropriate jurisdiction.

While all parties are encouraged to resolve differences at the lowest administrative level possible, informal resolution(s) may occur at the same time that request for Due Process Hearing and/or a Complaint is filed.

THE EARLY START STATE COMPLAINT PROCESS is used to investigate and resolve any alleged violation of federal or state statutes or regulations governing California's Early Start. Parents or any individual, agency or organization may file an Early Start Compliance Complaint. The complaint may be filed against any regional center, local education agency, or any private service provider receiving Early Start funds. Regional Centers and local education agencies must inform parents and other interested individuals or organization of the right to file an Early Start Compliance Complaint directly with the Department of Developmental Services.

Complete the Early Start Complaint Investigation Request form – **DS 1827**. The complaint shall include:

- The name, address and telephone number of the person filing the complaint;
- A statement that a regional center, local education agency or any private service provider receiving Early Start funds has violated any law or regulation governing Early Start;
- A statement of facts upon which the alleged violation is based;
- The party allegedly responsible; and
- A description of any voluntary steps taken at the local level to resolve the complaint, if any were taken.

Mail Early Start Complaints to:

Department of Developmental Services
Office of Human Rights
Early Start Complaint Unit
1600 Ninth Street, MS 2-15
Sacramento, CA 95814

Phone: (916) 654-1888
Fax: (916) 651-8210

The Department of Developmental Services is required to investigate the allegations and issue a written decision to all parties within 60 days of receipt of the complaint. The written decision will

address each allegation and include the findings and conclusions; the reason for the final decision, the required corrective actions to be taken; and, provisions for technical assistance.

Please note that according to 34 Code of Federal Regulations (CFR) section 303.433(c)(1), “If a written complaint is received that is also the subject of a due process hearing...the State must set aside any part of the Complaint that is being addressed in the due process hearing until the conclusion of the hearing.”

Services During Pendency of Proceedings

During the pendency of any proceeding or action involving a complaint by the parents of an infant or toddler with a disability, unless the Regional Center and the parents otherwise agree, the infant or toddler shall continue to receive the appropriate early intervention services currently being provided or, if applying for initial services, shall receive the services not in dispute. (20 USC § 1439.)

Advocacy Assistance

Clients’ Rights Advocate: Stephanie Veniez, CRA
Office of Clients’ Rights Advocacy (OCRA) Laura Ortega, Assistant CRA
3602 Inland Empire Blvd., Suite C-11
Ontario, CA 91764
Office: (909) 383-1133
Fax: (909) 383-1113

Local Area Board: Area Board XII
685 East Carnegie Drive, Ste 125
San Bernardino, CA 92408
(909) 890-1259

Disability Rights California 350 South Bixel St., Suite 290
(San Bernardino County): Los Angeles, CA 90017
(800) 776-5746

Disability Rights California 1111 Sixth Ave, Suite 200
(Riverside County): San Diego, CA 92101
(800) 776-5746

California Code of Regulations, Title 17, §52172. Procedures That Apply to Both Mediation and Due Process

(a) A parent may request a mediation conference and/or a due process hearing under any of the following circumstances:

- (1) A regional center or LEA proposes to initiate or change the identification, evaluation, assessment, placement or provision of appropriate early intervention services;

- (2) A regional center or LEA refuses to initiate or change the identification, evaluation, assessment, placement or provision of appropriate early intervention services; or,
- (b) A parent may also request a mediation conference at any time to resolve disagreements involving any matter related to IDEA, Part C.
- (c) A regional center or LEA may request a mediation conference or a due process hearing when the parent refuses to consent to all or any part of an evaluation and assessment of the infant or toddler.
- (d) All requests for a mediation conference and/or due process hearing shall be in writing and filed with the contractor that the Department of Developmental Services uses for mediation and due process hearings. If a parent is unable to make a request for mediation or a due process hearing in writing, the service coordinator shall assist the parent in filing the request.
- (e) The duration for either a mediation conference or a due process hearing shall not exceed a total thirty days for each process from the receipt of the mediation or due process request to the mailing of the mediation agreement or hearing decision. If a mediation conference is requested at or during the time of a due process hearing the mediation conference resolution shall occur prior to the due process hearing.
- (f) The location of the mediation and/or due process hearing shall be at a time and place reasonably convenient to the parent.
- (g) During the pendency of mediation and/or due process hearing procedures, the infant or toddler shall continue to receive the early intervention services listed on the IFSP they are currently receiving. If mediation and/or due process hearing involves the initiation of a service(s) the infant or toddler shall receive those services that are not in dispute.
- (h) Mediation and due process hearings shall be conducted in English and interpreted in the language of the family's choice or other mode of communication.

California Code of Regulations, Title 17, §52173. Mediation Procedures

- (a) Mediation shall be voluntary.
- (b) Mediation is available at any time to resolve disagreements involving any matter related to IDEA Part C.
- (c) The mediation conference shall be conducted by a mediator who is an impartial, third party with no personal or professional interest that would conflict with his or her objectivity in mediating a disagreement.
- (d) The due process hearing officer shall be a different person than the mediator when mediation does not resolve the disagreement.

(e) The mediator shall be trained in communication, mediation and problem solving and shall be knowledgeable about early intervention programs and the federal and state laws and regulations applicable to Part C of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1431-1445, and the California Early Intervention Services Act, Government Code Sections 95000-95030.

(f) The mediator shall be under contract with the Department of Developmental Services.

(g) A person who otherwise qualifies under Subsection (c) and (d) of this Section as a mediator is not an employee of the Department of Developmental Services solely because the person is paid by the Department of Developmental Services to conduct the mediation process.

(h) A parent may be accompanied by any representative at the mediation.

(i) The mediator shall ensure that written agreements from the mediation conference are signed and provided to all participants at the conclusion of the mediation conference.

(j) Discussions during mediation must be confidential and may not be used as evidence in any subsequent due process or civil proceedings.

California Code of Regulations, Title 17, §52174. Due Process Hearing Procedures

(a) The hearing shall be conducted by a due process hearing officer who is an impartial, third party with no personal or professional interest that would conflict with his or her objectivity in conducting the hearing.

(b) The due process hearing officer shall be knowledgeable about the federal and state laws and regulations applicable to Part C of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1431-1445, and the California Early Intervention Services Act, Government Code Sections 95000-95030, the Lanterman Developmental Disabilities Services Act, Welfare and Institutions Code sections 4500 et seq.; and Part 30 of the California Education Code, commencing with Section 56500 et seq.

(c) The hearing officer shall:

- (1) Listen to the presentation of relevant viewpoints about the issue of disagreement;
- (2) Examine the evidence presented during the hearing;
- (3) Issue a decision that is in compliance with federal and state law;
- (4) Provide documentation of the proceedings, including findings of fact and a written decision; and
- (5) Ensure that the decision is mailed to each party after completion of the hearing and within 30 days of receipt of the due process hearing request.

(d) A parent involved in a due process hearing shall have the right to:

- (1) Be accompanied and advised by counsel and/or by an individual with special knowledge and training with respect to early intervention services;
- (2) Present evidence and confront, cross-examine, and compel the attendance of witnesses;

- (3) Prohibit the introduction of any evidence at the proceeding that has not been disclosed to the parent or the other party at least five days before the proceeding;
- (4) Obtain a written or electronic, verbatim transcription of the proceeding;
- (5) Obtain written findings of fact and decision.

(e) The hearing officer shall be under contract with the Department of Developmental Services. A person who otherwise qualifies under Subsection (a) or (b) of this Section is not an employee of a regional center or LEA solely because the person is paid by the agency to conduct the due process hearing.

(f) Disputes which occur related to an IEP meeting which may occur prior to the child's third birthday and which pertain to proposed Part B preschool placements or services shall be filed with and processed by the agent or division of the Department of Education which is responsible for administering due process mediations and hearings pursuant to Part B of the Individuals with Disabilities Education Act and Part 30 of the California Education Code, commencing with section 56500 et seq.

California Code of Regulations, Title 17, §52170. Complaint Procedures

(a) A complaint shall be a written and signed statement alleging that a regional center, LEA or any private service provider receiving funds under Part C of the Individuals with Disabilities Education Act, Title 20 United States Code, Sections 1431-1445, has violated any federal or state law or regulation governing the provision of early intervention services including the process of determining eligibility provided through Part C of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1431-1445, for infants or toddlers and their families.

(b) Any individual or organization may file a complaint.

(c) The alleged violation must have occurred:

- (1) Not more than one year before the date that the complaint is received by the Department of Developmental Services unless a longer period is reasonable because the alleged violation continues for that child or other children; or
- (2) Not more than three years before the date on which the complaint is received by the Department of Developmental Services, if the complainant is requesting reimbursement or corrective action as remediation of the complaint.

(d) The procedures under Chapter 1, commencing with Section 4500 of Division 4.5 of the Welfare and Institutions Code or Part 30, commencing with Section 56500 of the Education Code, or Title 5 California Code of Regulations Section 4600 et seq., shall not be used for resolving complaints regarding California's Early Start Program.

(e) Each regional center and LEA shall inform the parent and other interested individuals or organizations of the right to file a complaint directly with the Department of Developmental Services at the following address:

DEPARTMENT OF DEVELOPMENTAL SERVICES OFFICE OF HUMAN RIGHTS
ATTENTION: EARLY START COMPLAINT UNIT
1600 NINTH STREET, ROOM 240, M.S. 2-15
SACRAMENTO, CA 95814

(f) If the complainant is unable to provide the complaint in writing, the service coordinator shall directly assist the complainant or provide assistance to identify resources which can aid the complainant in completing the written complaint.

(g) The complaint shall include the following:

- (1) The name, address and phone number of the complainant;
- (2) A statement that a regional center, LEA or any private service provider receiving funds under Part C of the Individuals with Disabilities Education Act, Title 20 United States Code Sections 1431-1445, has violated any federal or state law or regulation of a Part C requirement governing the provision of early intervention services for infants or toddlers and their families in California;
- (3) A statement of facts upon which the alleged violation is based;
- (4) The party allegedly responsible; and
- (5) A description of the voluntary steps taken at the local level to resolve the complaint, if any.

(h) Mediation is available at any time to resolve disagreements involving any matter related to IDEA Part C.

OTHER

NEXT MEETING – November 16, 2022

OTHER

2022-2023 EV SELPA Board Meeting Schedule

2022/2023
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

All meetings will be held at 2:00 p.m.
at the Dorothy Inghram 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)

