# East Valley SELPA

# **Board of Directors Meeting Agenda**



**September 22, 2021** 



# EAST VALLEY SPECIAL EDUCATION LOCAL PLAN AREA BOARD OF DIRECTORS

### **AGENDA**

Wednesday, SEPTEMBER 22, 2021 3:00 P.M.

640 E. Carnegie Drive, San Bernardino CA 92408

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

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

- a. Assembly Bill AB 130 Sections 160 & 161
  - i. EV SELPA Dispute Prevention & Learning Recovery Funds & Plans
- b. EV SELPA Due Process Legal & Cost Report 2020-2021
- c. EV SELPA OT Proportionate Share Program Funds Returned to Districts 2020-2021
- d. SBCSS Fee-for-Service Funds Returned to Districts 2020-2021
- e. EV SELPA Non Public School Cost Report 2020-2021

f. EV SELPA Virtual Professional Development Catalog Aug – Dec 2021

7. Action Items

ACTION
ITEMS

- a. Approve 2021-22 EV SELPA SANDABS Membership
- b. Approve 2021-2022 EV SELPA Interagency Agreements
  - 1. California Children's Services
  - 2. Inland Regional Center

## 8. Other

**OTHER** 

- a. Next Meeting November 17, 2021
- b. 2021-2022 EV SELPA Board of Directors Meeting Schedule

9. Adjournment ADJOURNMENT

## **APPROVAL OF MINUTES**

East Valley SELPA Board of Directors Meeting May 19, 2021

Administrator Metheny is requesting approval from the Board of Directors for the minutes of the May 19, 2021 East Valley SELPA (EV SELPA) Board of Directors Meeting.

# EAST VALLEY SELPA BOARD OF DIRECTORS MEETING MINUTES May 19, 2021

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

Ted Alejandre San Bernardino County Schools Myrlene Pierre SBCSS Student Services Division

Frank Miranda, Ed.D.

Mauricio Arellano

Dr. Cuauhtémoc Avila

Colton Joint Unified

Redlands Unified

Rialto Unified

Michelle Murphy Rim of the World Unified

Cali Binks Yucaipa-Calimesa Joint Unified

#### **ADMINISTRATION PRESENT:**

Patty Metheny, Ed.D. East Valley SELPA
Anne-Marie Foley East Valley SELPA
Rick Homutoff, Ed.D. East Valley SELPA
Andrea Tennyson East Valley SELPA

#### **OTHERS PRESENT:**

Linda Resiwain

Suzy Linett

East Valley SELPA

Elizabeth Coronel

Jason Hill

Nicole Albiso

Colton Joint Unified

East Valley SELPA

East Valley SELPA

Redlands Unified

Rialto Unified

Jennifer AlvaradoSan Bernardino County SchoolsGrace GranadosSan Bernardino County SchoolsJim StolzeYucaipa-Calimesa Joint Unified

## 1.0 CALL TO ORDER

Chairperson Alejandre called the meeting to order at 2:03 p.m. via Zoom.

## 2.0 ROLL CALL AND ESTABLISHMENT OF QUORUM

Quorum was established.

#### 3.0 APPROVAL OF AGENDA

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

#### 4.0 PUBLIC COMMENTS

There were no public comments.

### 5.0 RECOGNITION ITEM

## a. Recognition of the members of the East Valley SELPA Fiscal Allocation Plan Committee

Chairperson Alejandre and Administrator Metheny recognized the members of the East Valley SELPA Fiscal Allocation Plan Committee for their contributions to the plan development. The committee included representatives from each of the EV SELPA member districts and met several times through the year. Administrator Metheny expressed her gratitude and pride in the work accomplished.

## b. Recognize a Retiring Member of the East Valley SELPA Staff

Chairperson Alejandre and Administrator Metheny recognized Suzanne Linett for her contribution to the East Valley SELPA. Ms. Linett served the East Valley SELPA as an Occupational Therapist and Assistive Technology Assessor for more than ten years after 'retiring' from a position with California Children's Services. Ms. Linett thanked the East Valley SELPA and Administrator Metheny for the opportunity to serve students and described her experiences in the SELPA as the highlight of a professional career that spanned more than 40 years.

## c. Recognize a Departing Member of the East Valley SELPA Steering Committee

Chairperson Alejandre and Administrator Metheny recognized Yucaipa-Calimesa Joint Unified Executive Director for Student Services Jim Stolze for his contributions to the East Valley SELPA Steering Committee. Administrator Metheny shared that Mr. Stolze recently accepted a position as Assistant Superintendent of Human Resources for the Yucaipa-Calimesa Joint Unified School District. She remarked that Mr. Stolze was a great asset to the Steering Committee due to his insight about inclusive practices in special education and his professionally collegial manner. Mr. Stolze thanked the Board and Administrator Metheny sharing the value he found in participating on the Steering Committee and the excellent services the SELPA provides to its member districts.

#### 6.0 APPROVAL OF MINUTES

A motion to approve the February 24, 2021, Meeting Minutes was made by Member Binks and seconded by Member Avila. The motion carried unanimously.

#### 7.0 DISCUSSION ITEMS

## a. EV SELPA Special Education Pupil Count Data Trends

Administrator Metheny presented a multi-year pupil count by district of residence spanning the years from 2016 through 2020. She remarked on the trend of increasing pupil count between 2017 and 2018 as well as an expected decrease in 2019 as the pupil count was conducted earlier in the school year due to the transition to CALPADS data collection. The pupil count experienced a slight

increase in 2020 despite the pandemic and students not returning to school during this time.

## b. EV SELPA Due Process Report to-date 2020-2021

Program Manager for Due Process, Rick Homutoff, presented a 2020-2021 Legal Due Process update. He reported that overall, during 2020-2021, both filings and costs decreased when compared to previous years. Dr. Homutoff explained the decline was likely due to the pandemic and that an influx of filings is predicted once students return to in-person instruction and the two-year statute of limitations approaches.

Administrator Metheny shared that the EV SELPA has been working closely with the State SELPA Association along with legislators and the Governor's office to support AB 967 that will provide funds to mitigate potential legal due process exposure by focusing on alternative dispute resolution (ADR) activities and by providing districts with funds to address learning loss. She thanked the Superintendents for their support and advocacy for this work.

Consultant Tennyson presented a comparison of legal due process expenditures for 2019-2020 and 2020-2021. As Dr. Homutoff reported, there was a significant decrease in expenditures due to less parent reimbursement, less attorneys' fees and less Independent Education Evaluations requested between the two years.

Chairperson Alejandre thanked Administrator Metheny for her work expanding ADR practices throughout the region and for working collaboratively and closely with Senator Leyva.

## 8.0 ACTION ITEMS

a. Approval of the 2021-2022 Local Plan Section D - Annual Budget Plan Administrator Metheny recommended that the Board approve the 2021 – 2022 Local Plan Section D - Annual Budget Plan for the EV SELPA.

Chairperson Alejandre opened the hearing to Adopt the Local Plan Section D - Annual Budget Plan at 2:50 pm. The hearing was closed at 2:51 pm. Motion to approve the 2021 – 2022 Local Plan Section D - Annual Budget Plan was made by Member Arellano and seconded by Member Avila. The motion carried unanimously.

**b.** Approval of the 2021- 2022 Local Plan Section E - Annual Service Plan Administrator Metheny recommended that the Board approve the 2021 – 2022 Local Plan Section E - Annual Service Plan for the EV SELPA.

Chairperson Alejandre opened the hearing to Adopt the Local Plan Section E-Annual Service Plan at 2:52 pm. The hearing was closed at 2:52 pm. Motion to approve the 2021-2022 Local Plan Section E - Annual Service Plan was made

by Member Miranda and seconded by Member Murphy. The motion carried unanimously.

## c. Approval of the 2021-2022 EV SELPA Operations Budget

Administrator Metheny recommended that the Board approve the 2021-2022 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. Motion to approve the 2021-2022 EV SELPA Operations Budget was made by Member Arellano and seconded by Member Binks. The motion carried unanimously.

## d. Approval of the 2021-2022 SBCSS Fee-for-Service Rates

Administrator Metheny recommended that the Board approve the 2021-2022 SBCSS Fee-for-Service Rates. Motion to approve the 2021-2022 SBCSS Fee-for-Service Rates was made by Member Miranda and seconded by Member Avila. The motion carried unanimously.

## e. Annual Organizational Meeting

## i. Adopt a Meeting Schedule for 2021-2022

Administrator Metheny presented the proposed Meeting Schedule for the 2021-2022 Fiscal Year. Member Avila motioned to approve the meeting schedule and it was seconded by Member Arellano. The motion carried unanimously.

#### ii. Elect by Majority of Vote a Vice-Chairperson

Per the East Valley SELPA Board of Directors Bylaws, a new Vice-Chairperson is selected every year. Member Arellano was nominated and accepted the position of Vice-Chairperson for the 2021-2022 Fiscal Year.

## iii. Provide the EV SELPA, in writing, the names of each Board Member's Alternate Voting Member for 2021-2022

Per the East Valley SELPA Board of Directors Bylaws, each member district of the SELPA must provide in writing the names of each Board Members' Alternate Voting Member. Members were notified that following the meeting they would receive letters electronically to designate their alternates as this meeting was held virtually.

## iv. Receive from each Board Member verbal affirmation of their District's continued participation in the East Valley SELPA

Per the East Valley SELPA Board of Directors Bylaws, each member district is required to verbally affirm their intention to continue to participate in the EV SELPA. Administrator Metheny received affirmation of their continued participation in the East Valley SELPA.

#### f. Cancel June 16 Board of Directors Meeting

Administrator Metheny recommended the June 16, 2021, Board meeting be cancelled as there were no outstanding items requiring the Board's attention.

Motion to cancel the June 16 Board meeting was made by Member Miranda and seconded by Member Murphy. The motion carried unanimously.

- **9.0 CLOSED SESSION:** The Board of Directors went into closed session at 3:08 pm for a request of employee reclassification. The regular Board of Directors meeting resumed at 3:35 pm.
- **10.0 OTHER:** Next Meeting of the EV SELPA Board of Directors Meeting will be September 22, 2021.
- **11.0 ADJOURNMENT:** The regular meeting was adjourned at 3:35 p.m.

Submitted by: Rosalva Contreras EVSELPA Administrative Assistant

## **DISCUSSION ITEM**

Assembly Bill AB 130 – Sections 160 & 161

Administrator Metheny will present the East Valley SELPA funds and plans pursuant to Assembly Bill AB 130, Sections 160 & 161 – dispute resolution and learning recovery to mitigate the effects of the Covid-19 pandemic.



# Dispute Prevention & Learning Recovery Funds & Plans

Patty Metheny, Ed.D., East Valley SELPA, Administrator September 22, 2021 East Valley SELPA Board of Directors



# 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 <u>four hundred fifty million dollars</u> (\$450,000,000)\* is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a <u>one-time basis</u> 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 <u>period of March 13, 2020, to September 1, 2021</u>, inclusive.

# Planning Meetings

EV SELPA
Administration &
CDE, Special
Education Division

EV SELPA
Administration &
State SELPA
Association

EV SELPA Administration & School Services of California

EV SELPA, District Rep, Parents, Experts, Family Resource Reps

EV SELPA & District Special Education Leadership Teams,



## The Key = Collaboration



# Fiscal to-date for the EV SELPA

Dispute Prevention (ADR) FUNDS (Section 160)		
Fund Amount (Statewide)	\$100,000,000	
Calculation of Funds	CDE identified October 2019 as higher count of SWDs ages 3-22 ad calculated a SELPA amount (8.23.21)	
Distribution of Funds	EV SELPA calculated the distribution of 80% of funds to its member districts (9.2.21)	
Date of Allocation	EV SELPA confirmed allocated amounts September 13, 2021	
Funds Received/Posted by SBCSS	September 10, 2021	
Funds Sent to LEAs	By September 30, 2021	

Learning Recovery Funds (Section 161)				
Fund Amount (Statewide)	\$450,000,000			
Calculation of Funds	CDE identified October 2019 as higher count of SWDs ages 3-22 ad calculated a SELPA amount (8.23.21)			
Distribution of Funds	EV SELPA calculated the distribution of 100% of funds to its member districts (9.2.21)			
Funds Received/Posted by SBCSS	September 10, 2021			
Funds Sent to LEAs	By September 30, 2021			

# Fund Amounts Based on CDE Apportionment Data (8/23/21)

## **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 Amounts Based on CDE Apportionment Data (8/23/21)

## **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

(Due October 1, 2021)

# One EV SELPA-wide Dispute Prevention & Resolution Plan

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

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

(Districts will submit individual plans to EV SELPA September 23, 2021. EV SELPA will submit individual plans of each district to CDE as the EV SELPA submission.)



# Dispute Prevention & Resolution (ADR) Plan\*

On or before October 1, 2021, each SELPA must develop for submission to the Superintendent of Public Instruction a plan detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:

detailed proposed expenditure information broken down by eligible activity, the number, disabilities, and demographics of pupils proposed to be served.

The CDE encourages SELPAs and LEAs to consider innovative and strategic resolve disagreements with families collaboratively and informally whenever possible.

<sup>\*</sup>Template provided September 1, amended September 16 by CDE due to formatting errors.

# Support Areas – Must Address at Least One

- Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities
- Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act
- Parent peer support
- Language access provided as a supplement pursuant to state and federal law
- Collaboration with family empowerment centers and other family support organizations

# Impacted Areas – Must Address at Least One

- Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.
- Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil centered, collaborative, and equitable manner
- Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic
- Other impacted areas (Identify the impacted area and the plan for using the funds)



# Learning Recovery Plans\*

On or before October 1, 2021, the SELPA will work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction detailing how the special education local plan area and its member local educational agencies will implement the requirements of this section, including:

detailed proposed expenditure information broken down by eligible activity, the number, disabilities, and demographics of pupils proposed to be served, evidence of matching funds as required by this section, and any other information required by the State Department of Education.

<sup>\*</sup>Template provided September 1, amended September 16 by CDE due to formatting errors.

# Impacted Areas – Must Address at Least One

- Additional Support and Services Needed to Address Identified Learning Needs
- Positive Behavior Supports
- Assessing Learning and Academic Needs of Students
- Social Emotional Needs
- High Quality Instruction
- Supporting Students Return to In-Person Instruction
- Child Find
- Assessing Students who are Waiting of Initial IEPs
- Complete Overdue IEPs
- Other Impacted Areas (Identify the impacted Area and the plan for using the funds)









The EV SELPA & Its Members Districts Plan Components

**Stakeholder Input** 



## 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

- Teacher PD, PLCs, and coplanning for student assessment
- Intercession SEL & Academic Support Programs
- Coaching staff to support SWDs academic and SEL needs
- PD for the use of technology
- Contract staff to complete overdue assessments and IEPs



## 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
- Identify & hire parent partners to navigating the IEP process

- 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

# Rialto







## **Dispute Resolution (ADR)**

- Staff ADR training by consultant experts
- Parent Special Education Academy
- Parent peer support develop parent leadership in special education
- Outreach to parents of SWDs, focused on those who faced barriers

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



## Rim of the World

## **Director Derek Swem**



## **Dispute Resolution (ADR)**

- Promote ADR through trainings for Parent Advisory Board and Parent University
- Staff trainings in ADR by consultant experts
- Create social media presence for Rim ADR options

- 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



# Yucaipa-Calimesa



## Executive director Leslie Burkhardt

## **Dispute Resolution (ADR)**

- ADR staff training conducted by experts
- Parent trainings in Special Ed 101, parent rights, addressing concerns with follow-up pamphlets
- Regular "Dine with the Director" events, video graph events for publication
- Develop Parent Network

- 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

# 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)



# **EV SELPA Oversight & Support**



- Matching Assurance
  - Match fund expenditures to plan activities
- Quarterly Monitoring
  - Expenditures
  - Plan activities
  - Student progress
- Review Meetings
- Final Reporting 2023

# Questions

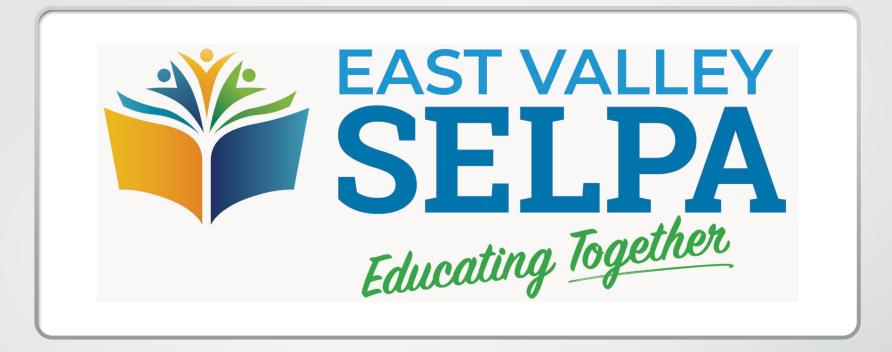




## **DISCUSSION ITEM**

EV SELPA Due Process and Legal Cost Report 2020 - 2021

All member districts contribute to the legal insurance fund to cover costs related to due process filings. Program Manager Rick Homutoff will discuss the 2020-2021 filings and present information on current trends related to COVID-19 and school closures. Consultant Tennyson will review the costs from 2020-2021.



## 2020-2021 Due Process Review

East Valley SELPA Board

Presented by Rick Homutoff, Ed.D.

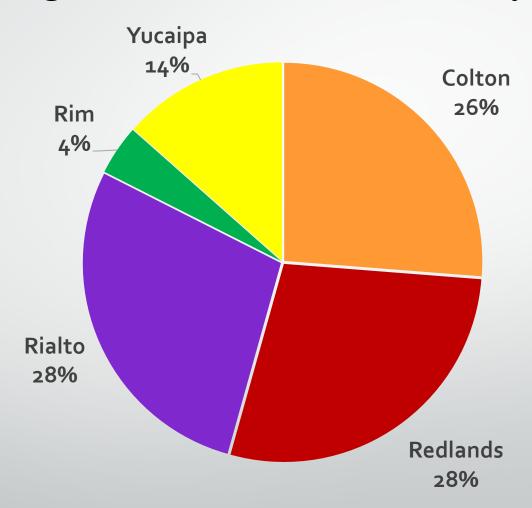
Program Manager

September 22, 2021

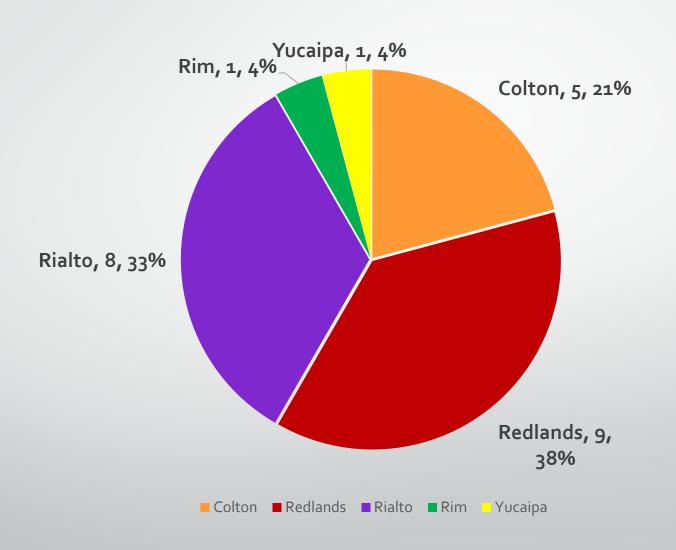
## 2020-2021 Due Process Cases

- Twenty-four cases were filed. In comparison, 2018-2019, 45 cases were filed and in 2019-2020, 31 cases were filed.
- Four of the twenty-four cases were filed by students with two or more filings in the past five years. This trend continues to go down from previous years.
- One hearing was held in 2020-2021.
- We currently have three active cases for 2021-2022

# October 2020 Special Education Pupil Count: Percentage of EV SELPA Total by District



## EV SELPA 20/21 Filings



## EV SELPA Due Process Filings by Month



#### 2020-2021 Due Process Case Trends

- Overall, due process cases are down, for now, and data show most costs were lower as a result of this and the initial Covid-19 lull.
- 2020-2021 settlement trends evidence lower costs:
  - Far fewer requests for Independent Educational Evaluations (IEEs).
  - Far fewer parent reimbursements paid at both the district and SELPA levels.
    - This may be due to parents' inability to access agencies during closures.
    - However, some parents are beginning to ask for reimbursement for private school tuition, so I have been supporting districts in how to respond when those requests come in.

#### 2020-2021 Due Process Case Trends Continued

- The data show the parent attorney fees have gone up slightly this year. The average cost for parent attorney fees is \$6,000 per case, which is about \$500 more than previous years.
  - This amount of \$6,000 (avg.) is excluding two cases. One is the hearing decision where we have not negotiated fees yet, and the other is from a case where the attorney was unwilling to negotiate on fees, and we decided to settle to avoid a hearing.
- During the distance learning, some settlement agreements have been amended to provide additional time for parents to access compensatory education services.

#### 2020-2021 Lessons Learned

- Some parent attorney(s), were unwilling to negotiate on not only fees, but with regards to compensatory education and services to the student. In those cases, it is important to have a defensible IEP to minimize exposure during the hearing.
- Make sure the district is checking in on the students who attend nonpublic schools.
  - In our case that went to hearing, the district had staff checking in with this student, this was evident with the testimony from the district staff members during the hearing.
  - 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

- There are attorneys that have filed multiple due process cases up and down the state, and almost all have gone to hearing. Sometimes no matter what the district does, there are attorneys who are unwilling to settle.
- In a review of decisions that have come down, the Administrative Law Judges (ALJ) have been finding districts liable during the school shutdowns and giving parents relief, often minimal, so the parent goes away with something.
  - For example, in our hearing, the issues where the student won, all centered around whether the <u>nonpublic school</u> was providing necessary individualized supports and services. They were not, and where they were the ALJ ruled those were not individualized to the student during that short window of time from March 2020 through ESY.
  - As a result, the ALJ ordered approximately 249 hours of compensatory education.
  - This was far less than the 650+ hours, plus services, the parent was asking for prior to hearing.

#### Statewide Trends

- Due process hearing costs have increased:
  - Hearings are taking longer as a result the costs associated with virtual hearings are significantly higher.
    - Witnesses are being asked to create accounts with Case Lines in order to review evidence, which also creates another burden for district staff during witness preparation.
    - Since the ALJs are giving parents even a minimal amount of services for the loss of instruction during Covid closures, the districts are then paying parent attorney fees, which is typically the highest cost in a hearing.
- If the parents or attorneys want full access to the full 2-year statute of limitations in the law for due process cases, they will need to begin filing by this coming February or March 2022.

Questions?



## FY 2020-21 DUE PROCESS LEGAL REPORT

	Α	В		С	D	E	F
				2019	9/20	2020	0/21
1	OBJECT CODE	DESCRIPTION	FI	NAL BUDGET	ACTUAL EXPENDITURES	FINAL BUDGET	UNAUDITED ACTUALS
2	1000 & 2000	SALARIES TO DATE	\$	218,298.00	219,462.79	229,261.00	214,555.59
3	3000	BENEFITS TO DATE	\$	72,064.00	72,499.86	73,847.00	70,600.58
4	4000	MATERIALS & SUPPLIES	\$	1,100.00	1,951.10	5,014.00	4,701.32
5	5000	TRAVEL/COPIES/DATA /PY FALLOUT/OTHER	\$	12,428.00	9,210.19	9,659.00	8,944.60
6		LRP/ SPECIAL ED CONNECTION	\$	36,610.00	36,610.00	36,712.00	36,711.37
7	5803	COLTON - PARENT REIMBURSEMENT			(307.00)		-
8	5803	REDLANDS - PARENT REIMBURSEMENT			7,822.92		-
9	5803	RIALTO - PARENT REIMBURSEMENT	\$	55,500.00	2,735.00	25,000.00	-
10	5803	RIM - PARENT REIMBURSEMENT			-		-
11	5803	YUCAIPA - PARENT REIMBURSEMENT			-		-
12	5810	IEE - PSYCH/OTHER EVAL	\$	140,000.00	23,635.00	75,000.00	40,225.00
13	5810	COMP ED - BEHAVIORAL AIDE/THERAPY/TUTORING	۲	140,000.00	-	73,000.00	-
14	5820	PARENT - ATTORNEY FEES	\$	764,000.00	197,153.85	545,000.00	168,441.81
15	5820	SELPA/DISTRICT - ATTORNEY FEES	<i>704,000.00</i>		362,510.98	343,000.00	114,012.10
16		TOTAL	\$	1,300,000.00	\$ 933,284.69	\$ 999,493.00	\$ 658,192.37

#### **DISCUSSION ITEM**

EV SELPA OT Proportionate Share Program Funds Returned to Districts 2020-2021

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



### 2020-21 EAST VALLEY SELPA PROPORTIONATE SHARE PROGRAM OCCUPATIONAL THERAPY - FINAL COSTS & RETURN OF FUNDS

		c	Colton	Re	edlands		Rim	Y	ucaipa	TOTAL		
AB 602 Revenue Deduct - Off-the-top	\$ 1,786,441.00	\$	552,786.00	\$	795,472.00	\$	107,860.00	\$	330,323.00	\$	1,786,441.00	
20/21 Actual Expenditures	\$ 1,579,794.19	\$	482,069.55	\$ 749,240.63		\$	75,504.87	\$	272,979.14	\$	1,579,794.19	
OT Count/Percentage		83	30.51%	129	47.43%	13	4.78%	47	17.28%	272	100.00%	
Return of Funds Obj 7221	\$ 206,646.81		\$ 63,057.67		\$ 98,005.29		\$ 9,876.50		\$ 35,707.35		\$ 206,646.81	

#### **DISCUSSION ITEM**

SBCSS Fee-for-Service Funds Returned to Districts 2020-2021

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

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FEE	FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2020-21											
SELPA	East Va	lley				Budget		Actuals		ncrease/- Decrease		
A. REVENUES						April 2020	Se	eptember 2021				
4 45000 0 11515		RS	ОВ	GL		0.000.005	_	10 000 700	•	202 227		
1. AB602 Special Ed Fund	ing	6500	8311	5001	\$	9,960,885	\$	10,660,792	\$	699,907		
2. Property Tax Transfer	A -U	6500	8097	5001	<u> </u>		\$	3,897,138				
	Adjustment between 2020-21 P-2 an				<u> </u>		\$	(161,138)				
4. Net State Aid (A1-A2-A3	•	6500	8311	5001			\$	6,924,792	_			
5. Federal IDEA (Local As	sistance Entitlement)	3310	8181	5001	\$	414,341	\$	365,503	\$	(48,838)		
6. Low Incidence		6500	8792	5001	\$	-	\$	-				
7. Federal Preschool		3315	8182	5730	\$	24,660	\$	14,906	\$	(9,754)		
8. Preschool Staff Develo	pment	3345	8182	5730	\$	191	\$	-	\$	(191)		
9. Infant Part C		3385	8182	5710	\$	57,745	\$	57,745	\$	-		
10. Infant State Apportionr	nent	6510	8311	5710	\$	1,541,062	\$	1,540,794	\$	(268)		
11. Infant Discretionary		6515	8590	5710	\$	31,628	\$	-	\$	(31,628)		
12. Local Revenue (Contra	cts with Districts) Early Start	9385	8285	5710	\$	119,885	\$	119,885	\$	-		
13. Local Revenue		6500	8699	5001	\$	-	\$	151	\$	151		
14. Local Revenue (Contra	cts with Districts)	6500	8677	5750	\$	-	\$	231,034	\$	231,034		
TOTAL REVENUE (excludes	A2, A3, A4)				\$	12,150,397	\$	12,990,810	\$	840,413		
B. EXPENDITURES												
1. SAI Self-Contained (SD	C)				\$	7,800,837	\$	6,831,918	\$	(968,919)		
2. Low Incidence Itineran	t DHH,VI,OM (Itinerant)				\$	2,078,706	\$	1,955,218	\$	(123,488)		
3. 1:1 Aide Services (1:1)	Aides				\$	495,874	\$	499,734	\$	3,860		
4. Early Start (NO FFS - S	tate/Grant Funded)				\$	1,769,343	\$	1,527,314	\$	(242,029)		
TOTAL EXPENDITURES	,				\$	12,144,760	\$	10,814,184	\$	(1,330,576)		
C. PRIOR YEAR ADJUST	MENTS	RS	ОВ	GL								
1. 2020-21 Beginning Bala	ance (Early Start)				\$	918,274	\$	893,170	\$	(25,104)		
TOTAL PRIOR YEAR REVEN	IUE ADJUSTMENTS				\$	918,274	\$	893,170	\$	(25,104)		
D. 2020-21 Ending Balan	ce											
1. Total Revenues (Section	,				\$	12,150,397		12,990,810	_	840,413		
	ue Adjustments (Section C)				\$	918,274	\$	,	\$	(25,104)		
3. Total Expenditures (Se	•				\$	12,144,760		10,814,184	\$	(1,330,576)		
4. 2020-21 Ending Balance 5. Less Early Start Ending					<b>\$</b>	<b>923,910</b> 923,910	<b>\$</b>	<b>3,069,796</b> 1,084,281	<b>\$</b>	<b>2,145,886</b> 160,371		
6. 2020-21 Net FFS Endin					\$	923,910	\$	1,985,516	\$	1,985,516		

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	175	215	9
Actuals*	190	219.5	13.5
Difference	15	4.5	4.5
*Includes Inter-SELPA counts as follows:	3	6.5	0

#### San Bernardino County Superintendent of Schools EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM 2020-21 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	2,563,082	771,028	-	809,935	4,144,046
3	2000-2999	Classified Salaries	931,002	232,304	243,388	69,697	1,476,392
4	3000-3999	Employee Benefits	1,665,814	464,643	217,828	332,967	2,681,252
5	4000-4999	Books & Supplies	12,515	3,488	-	4,582	20,586
6	5000-5999	Services & Other Operating Expenditures	21,695	15,033	1,500	10,155	48,383
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 5,194,109	\$ 1,486,496	\$ 462,716	1,227,336	8,370,658
10		% of Total	0.77749	0.22251		n/a	1.0000000
11							
12		Allocated Cost ( FN 2100, 2700, 8100) ES, FC, and CD not included	1,131,739	323,891	-	186,843	1,642,473
13		Sub total 1000-5000 costs	\$ 6,325,848.87	\$ 1,810,387.41	\$ 462,716.40	\$ 1,414,179	\$ 10,013,132
14							
15	7300-7380	Indirect Cost @ 8.0%	506,068	144,831	37,017	113,134	801,051
16							
17		TOTAL EXPENSE	\$ 6,831,918	\$ 1,955,218	\$ 499,734	\$ 1,527,314	\$ 10,814,184

18	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	
19	8097	6500	Property Tax Revenue	2,748,401	786,562	201,037		3,736,000
20	8181	3310	Federal Local Assistance	365,503				365,503
21	8311	6500	AB602 FFS Revenue (including Base for ADA)**	5,195,561	1,186,458	542,773		6,924,793
22			Total (Lines 19, 20, & 21)	8,309,466	1,973,020	743,810	0	11,026,296
23								
24			Other Revenue Sources					
25	8710	6500	Local Control Funding Formula					0
26	8182	3315	Federal Preschool - RS 3315	14,906				14,906
27	8182		Preschool Local Entitlement					0
28	8182	3345	Preschool Staff Development	0				0
29	8182	3385	Infant Part C				57,745	57,745
30	8311	6510	Infant State Apportionment				1,540,794	1,540,794
31	8590	6515	Infant Discretionary				0	0
32	8285	9385	Other Local Revenue (contracts with districts)				119,885	119,885
33	8792	6500	Low Incidence	0				0
34	8710/8699	6500	Other Local Revenue / district contracts*	170,975	60,210			231,185
35	8981	6500	Contrib frm Unrestricted					0
36	8991	6500	Contrib to j. Hall					0
37			2020-21 Beginning Balance				893,170	893,170
38			TOTAL REVENUE:	8,495,346	2,033,230	743,810	2,611,594	13,883,981
39			Excess Cost (revenue minus expense)	\$ 1,663,429	\$ 78,012	\$ 244,076	\$ 1,084,281	\$ 3,069,797

 Number of services - Final (includes Inter-SELPA counts)
 190.00
 219.50
 13.50
 N/A

 2020-21 Fee-For-Service Rates
 \$ 42,706.00
 \$ 9,263.00
 \$ 55,097.00

\*Services provided via Inter-SELPA Agreement

\*\*Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service (\$194,250)

Sumn	nary	
Total 2020-21 Revenue	\$	13,883,981
Total 2020-21 Expenses	\$	10,814,184
2020-21 Ending Balance	\$	3,069,797
Less Early Start Ending Balance	\$	1,084,281
Net FFS Ending Balance	\$	1,985,516

9/13/2021

## San Bernardino County Superintendent of Schools East Valley County Operated Special Education Programs 2020-21 Fee-For-Service Return

District	SAI Services	% of Services	otal Return 1,663,428.69	Low-Incidence	% of Services	T \$	otal Return 78,011.60	1:1 Aides	% of Services	Total Return \$ 244,076.29	Total Return
Colton	75.0	39%	\$ 656,616.59	68.0	31%	\$	24,167.60	5.5	41%	\$ 99,438.49	\$ 780,222.68
Redlands	7.5	4%	\$ 65,661.66	54.0	25%	\$	19,191.92	1.0	7%	\$ 18,079.73	\$ 102,933.30
Rialto	84.0	44%	\$ 735,410.58	72.5	33%	\$	25,766.93	6.0	44%	\$ 108,478.35	\$ 869,655.86
Rim of the World	3.0	2%	\$ 26,264.66	7.5	3%	\$	2,665.54	0.0	0%	\$ -	\$ 28,930.21
Yucaipa - Calimesa	16.5	9%	\$ 144,455.65	11.0	5%	\$	3,909.46	1.0	7%	\$ 18,079.73	\$ 166,444.84
S.B. City	3.0	2%	\$ 26,264.66	5.0	2%	\$	1,777.03	0.0	0%	\$ -	\$ 28,041.69
Etiwanda	1.0	1%	\$ 8,754.89	1.0	0%	\$	355.41	0.0	0%	\$ -	\$ 9,110.29
Humboldt	0.0	0%	\$ -	0.5	0%	\$	177.70	0.0	0%	\$ -	\$ 177.70
Total	190.0	100%	\$ 1,663,428.69	219.5	100%	\$	78,011.60	13.5	100%	\$ 244,076.29	\$ 1,985,516.58

District	2020-21 FFS Return
2020-21	\$ 1,985,516.58
Colton	\$ 780,222.68
Redlands	\$ 102,933.30
Rialto	\$ 869,655.86
Rim of the World	\$ 28,930.21
Yucaipa-Calimesa	\$ 166,444.84
S.B. City	\$ 28,041.69
Etiwanda	\$ 9,110.29
Humboldt	\$ 177.70
Total	\$ 1,985,516.58

Inter-SELPA Agreement

#### **DISCUSSION ITEM**

#### EV SELPA Non-Public School Cost Report 2020-2021

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. Administrator Metheny will address trends and answer questions.



#### EAST VALLEY SELPA FY 2020-21 NPS Final Costs

District	FN	Tota	al Q1 Billing	To	otal Q2 Billing	To	otal Q3 Billing	To	otal Q4 Billing	Y	ear End Adj	Total Billed FY 20-21
NPS Education	1180		119,560.08		252,010.49		259,604.23		222,471.58		32,081.98	885,728.36
NPS Mental Health	3900		62,250.27		65,691.32		10,022.28		58,182.50		3,321.31	199,467.68
Colton		\$	181,810.35	\$	317,701.81	\$	269,626.51	\$	280,654.08	\$	35,403.29	\$ 1,085,196.04
NPS Education	1180		126,221.75		207,885.99		255,757.96		168,045.39		51,968.72	809,879.81
NPS Mental Health	3900		229,002.42		165,574.51		72,128.19		262,530.07		36,173.14	765,408.33
Redlands		\$	355,224.17	\$	373,460.50	\$	327,886.15	\$	430,575.46	\$	88,141.86	\$ 1,575,288.14
NPS Education	1180		153,193.77		189,307.80		214,761.02		186,682.25		22,543.77	766,488.61
NPS Mental Health	3900		119,132.91		147,632.75		108,663.86		234,518.66		64,022.86	673,971.04
Rialto		\$	272,326.68	\$	336,940.55	\$	323,424.88	\$	421,200.91	\$	86,566.63	\$ 1,440,459.65
NPS Education	1180		22,190.20		53,801.00		47,850.62		43,377.97		9,201.50	176,421.29
NPS Mental Health	3900		27,635.50		27,659.55		33,028.03		18,809.35		311.87	107,444.30
Rim		\$	49,825.70	\$	81,460.55	\$	80,878.65	\$	62,187.32	\$	9,513.37	\$ 283,865.59
NPS Education	1180		60,815.13		130,480.62		153,261.42		130,331.28		30,643.70	505,532.15
NPS Mental Health	3900		61,952.83		81,868.31		69,043.99		111,051.81		34,226.34	358,143.28
Yucaipa		\$	122,767.96	\$	212,348.93	\$	222,305.41	\$	241,383.09	\$	64,870.04	\$ 863,675.43
NPS Education Total	1180	\$	481,980.93	\$	833,485.90	\$	931,235.25	\$	750,908.47	\$	146,439.67	\$ 3,144,050.22
NPS Mental Health Total	3900	\$	499,973.93	\$	488,426.44	\$	292,886.35	\$	685,092.39	\$	138,055.52	\$ 2,104,434.63
Grand Total		\$	981,954.86	\$	1,321,912.34	\$	1,224,121.60	\$	1,436,000.86	\$	284,495.19	\$ 5,248,484.85

#### **DISCUSSION ITEM**

EV SELPA Virtual Professional Development Catalog Aug-Dec 2021

Administrator Metheny will present the EV SELPA Professional Development Catalog of virtual training opportunities from August – December 2021.



## EAST VALLEY SELLEY SELLEY Together

August - December 2021
Professional Development Catalog



#### **East Valley Special Education Local Plan Area (SELPA)**

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**CHECK OUT** our

#### **NEW LOOK**

#### **WEBSITE**

eastvalleyselpa.org



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Date	Time	Event Title	Page
8/4	3:00-3:30	PCM District Liaisons (Virtual Meeting	49
8/19	1:00-3:00	District PCM Instructors (Virtual Meeting	50
8/23	8:00-11:00	Handwriting Readiness, So Much More Than Fine Motor Skills Live webinar	39
8/25	8:30-12:30	Manifestation Determination Live webinar	16, 27
8/25-27	8:30-12:30	Manifestation Determination, Functional Behavior Assessments (FBA), and Behavior Intervention Plans (BIP) <i>Live webinar</i>	16, 27
8/26	2:00-3:30	District Access (DA) Users Collaborative (/irtual Meeting	30
8/31	8:30-11:30	Team Up for Comprehensive Assessments Live webinar	17
8/31	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 1 of 4) <i>Live webinar</i>	11





Date	Time	Event Title	Page
9/1	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 2 of 4) <i>Live webinar</i>	11
9/7	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 3 of 4) <i>Live webinar</i>	11
9/8-10	8:30-4:00	Professional Crisis Management (PCM) Practitioner 2P Level Initial <i>In-person Training</i>	51
9/8	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 4 of 4) Live webinar	11
9/9	8:30-12:00	Positive Behavior Interventions for Students Live Webinar	28
9/10	8:30-11:30	Region 10 Coordinating Council Presents: "Back to School-Based OT/PT Basics" <i>Live webinar</i>	40, 46
9/14-16	8:30-12:30	IEP Goal Development, Progress Monitoring, & Implementation Live webinar	32
9/15	1:00-4:00	Autism Assessment: A Team Approach Live webinar	18, 21
9/16	9:00-12:00	Autism Assessment: A Team Approach Live webinar	18, 21
9/21	8:30-3:30	Addressing the Foundational Skills of the Preschool Student Live webinar	35
9/22-23	8:30-4:00	Professional Crisis Management (PCM) Practitioner and Practitioner 1 Level Initial <i>In-person Training</i>	51
9/28	3:00-4:30	Framework for Determining the Individual Impact of Distance- Learning (Session 1 of 3) <i>Live webinar</i>	34





Date	Time	Event Title	Page
10/5	8:30-11:30	Structuring the Classroom for Student Success Live webinar	36
10/7	4:00-5:00	Transition Services Information Meetings: PossAbilities, LLUH	56
10/8	8:30-11:30	Region 10 Coordinating Council Presents: "Assessment Tools for School Based PT" <i>Live webinar</i>	45
10/12	3:00-4:30	Framework for Determining the Individual Impact of Distance- Learning (Session 2 of 3) <i>Live webinar</i>	34
10/12	ТВА	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (1/5) Live webinar	12
10/13	ТВА	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (2/5) Live webinar	12
10/13	9:00-12:00	Autism and Mental Health Live webinar	22
10/14-15	8:30-11:30	Augmentative & Alternative Communication (AAC) in the Classroom: Empowering All Students to Communicate (Webinar	23, 54
10/19	8:30-3:30	Self-Regulation and Learning: Foundations & Strategies for Student Success <i>Live webinar</i>	26
10/19	3:00-4:30	Framework for Determining the Individual Impact of Distance- Learning (Session 3 of 3) <i>Live webinar</i>	34
10/19	ТВА	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (3/5) Live webinar	12
10/20	ТВА	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (4/5) Live webinar	12
10/19-21	8:30-12:30	Manifestation Determination, Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) <i>Live webinar</i>	16, 27
10/21	2:00-3:30	District Access (DA) Users Collaborative (/irtual Meeting	30
10/21	8:30-11:45	Region 10 SLP Coordinating Council Presents: "Defensible Assessments" <i>Live webinar</i>	53
10/21	4:00-6:00	Transition Services Information Meetings: Independent Living - Wayfinders, CSU Fresno & Pathway, UCLA Extension, webinar	56
10/22	8:30-11:45	Region 10 SLP Coordinating Council Presents: "Difficult IEPs" Live webinar	53
10/26	ТВА	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (5/5) Live webinar	12
10/27	8:30-12:30	The Paraprofessional: Best Practices to Support Students  Live webinar	43 8

## November 202,

Date	Time	Event Title	Page
11/4	1:00-4:00	Girls on the Spectrum Live webinar	24
11/4	4:00-6:00	Transition Services Information Meetings: WorkAbility1 Programs - CRY-ROP & Rialto USD Live webinar	56
11/5	9:00-12:00	Girls on the Spectrum Live webinar	24
11/8-10	8:30-12:30	IEP Goal Development, Progress Monitoring, & Implementation <i>Live webinar</i>	32
11/16	8:30-10:30	Conflict Resolution: Improving Professional Relationships Live webinar	13
11/18	4:00-5:00	Transition Services Information Meetings: Transition Partnership Project, Career Exploration & Transition Preparation Live webinar	56

## December 2021

Date	Time	Event Title	Page
12/2	8:30-12:30	Additional Support Assessment (ASA) Live webinar	19
12/2	4:00-5:00	Transition Services Information Meetings: Inland Regional Center, Transition Services Employment Support & Employment Webpage <i>Live webinar</i>	56
12/3	8:30-10:30	Region 10 Coordinating Council Presents: "Functional Application of the Polyvagal Theory as it relates to School-based OT & PT" <i>Live webinar</i>	41, 47
12/7	8:30-12:00	Region 10 Coordinating Council Presents: "Addressing Biases that Lead to Conflict in Negotiation" <i>Live webinar</i>	14
12/8	9:00-12:00	Specialized Academic Instruction (SAI) & General Education Teachers: A Partnership <i>Live webinar</i>	37



# DISPUTE RESOLUTION



#### "Engaging Challenging Conversations"

Presented by: Greg Abell & Carlo Rossi

4-Day Virtual Event

August 31, September 1, 7, & 8, 2021 8:30 am - 12:00 noon

Registration 7ee: \$200.00 (POs are NOT accepted)

Register Online: https://sbcss.k12oms.org/46-205071

This Tier 1 core course, Engaging Challenging Conversations, is foundational to our Multi-Tiered System of Support for Conflict Engagement, MTSSCE. It is a stand-alone course designed for increasing a participant's individual capacity for engaging conflict. This seminar also serves as a prerequisite to key concepts, processes and skills that will be built upon in all subsequent Tier 2 courses.

#### In this seminar we:

- Explore the work of key thinkers and leaders in the field,
- Introduce foundational concepts, processes, and skills at the heart of effective conflict engagement
- Explore and practice a fundamental framework and set of skills and strategies for effectively engaging interpersonal conflict.

#### Session 1: August 31, 2021

- Identify key concepts critical to understanding interpersonal conflict.
- Explore and understand your personal relationship to conflict and conflict style.
- Identify elements of an effective conversational structure for dealing with difficult issues.

#### Session 2: September 1, 2021

- Introduce multiple "lenses" for analyzing critical conversations and intentionally increasing personal effectiveness.
  - Recognizing the "Three Conversations"
  - An Interest-Based Approach
  - Understanding our "Stories"

#### Session 3: September 7, 2021

- Strategies and structure for preparing to initiate a challenging conversation (Psychological, Substantive, Procedural)
- Strategies and structures for convening a challenging conversation—joint identification of the issues, clarification of expectations.

#### Session 4: September 8, 2021

- Joint exploration leading to shared understanding of the issues
- Practice interpersonal skills essential for communicating effectively about crucial issues.
  - Increasing self-awareness
  - Strategies for self-management
  - Active Listening
  - Effectively sharing your perspective
  - Intentional Inquiry
- •Structure for bringing closure to challenging conversations

## "Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher"

Presented by: Greg Abell & Carlo Rossi

(lirtual webinars over five days

October 12, 13, 19, 20, & 26, 2021

and eight small group coaching sessions on Zoom

TBD

Earn a Certificate in Conflict Resolution

Registration 7ee: \$400.00 (POs are NOT accepted)

\*Application Required for Registration Scholarships Will Be Provided

\*\*Must have attended all 4 sessions of Tier 1 "Engaging Challenging Conversations"

Tier 2 is designed to support participants as they pursue a deeper understanding of key concepts, processes, and skills taught in Tier 1, so as to develop competencies necessary to serve effectively as a Conflict Engagement Specialist (CES). Tier 2 offers more in-depth training to individuals within an organization or community who will support others in the organization or community to effectively navigate the challenges of conflict. We focus on the following three roles/functions of a CES; Coach, Facilitator, and Teacher.



This Live Webinar will begin by defining basic ADR strategies for difficult IEP meetings & the role of the facilitator. From there the presenters, Mary Anne & Shannon, will share with participants, how the same strategies can be useful in solving everyday conflict before it becomes a larger problem. With mindfulness skills and ADR strategies, it will become clear how the use of these tools create proactive team interactions that create positive student outcomes.

#### Training Objectives - Participants will be:

- Able to define the process of Alternative Dispute Resolution (ADR) as it can be used in an IEP Meeting and solving everyday conflicts
- Understand the role of facilitator in a difficult meeting
- Acquire mindfulness strategies to solving conflicts and coming to agreement within a team setting
- Provided an "Implementation Checklist" for follow through on agreements
- Taught how to use ground rules and agendas for scheduled check ins to increase positive team interactions

Tuesday NOVEMBER 16, 2021 8:30 am - 10:30 am

Register Online:

https://sbcss.k12oms.org/46-204634





## ADDRESSING BIASES THAT LEAD TO CONFLICT IN NEGOTIATION

#### Presented by:

David Dowling, JD, MDR Professional Mediator

#### Tuesday

DECEMBER 7, 2021 8:30 AM—12:00 NOON

#### Register Online:

https://sbcss.k12oms.org/46-205073

#### Learning Outcomes:

- Understand bias and its role in conflict
- Understand the effects of cognitive factors in negotiation
  - Understand attribution bias
- Demonstrate an understanding of framing in negotiation and difficult conversations

Live Webinar

Cost: \$50.00 (POs are NOT accepted)





## Assessment & Eligibilty



#### MANIFESTATION DETERMINATION, FUNCTIONAL BEHAVIOR ASSESSMENT (FBA), & BEHAVIOR INTERVENTION PLAN (BIP)

#### Presented by:

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

**DAY 1** of this live webinar will help school psychologists, and administrators to learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defendable decisions. Participants will be exposed to real life examples of manifestation determination cases and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

Presented by:

East Valley SELPA Program Specialists

Courtney Beatty, MA, BCBA, Mary Ann Klenske, MA, and Shannon Vogt, MA

**DAY 2 & 3** of this live webinar 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 specific to the function of the behavior identified for change. This will include staff instructions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB). Objectives:

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

Audience: Certified Personnel, Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's

Wednesday, Thursday, & Friday August 25, 26, & 27, 2021 8:30 am—12:30 pm

Register Online: https://sbcss.k12oms.org/46-205251



Tuesday, Wednesday, & Thursday
October 19, 20, & 21, 2021
8:30 am—12:30 pm

Register Online: <a href="https://sbcss.k12oms.org/46-205252">https://sbcss.k12oms.org/46-205252</a>

#### If you are interested in attending ONLY Day 1: Manifestation Determination

August 25, 2021, 8:30 am—12:30 pm, Register Online: <a href="https://sbcss.k12oms.org/46-205377">https://sbcss.k12oms.org/46-205377</a>

October 19, 2021, 8:30 am—12:30 pm, Register Online: https://sbcss.k12oms.org/46-205378



#### FOR COMPREHENSIVE ASSESSMENTS



#### Team of Presenters:

Susanne Perguson, 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

> Tuesday August 31, 2021 8:30 am - 11:30 am

Register Online: https://sbcss.k12oms.org/46-205410

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, 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.





#### TEAM of PRESENTERS:

#### Susanne Ferguson

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

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

Wednesday
September 15, 2021
1:00 pm—4:00 pm

Register Online:

https://sbcss.k12oms.org/46-204678



Thursday
September 16, 2021
9:00 am—12:00 noon

Register Online:

https://sbcss.k12oms.org/46-204680

# Additional Support Assessment

his Live Webinar training introduces 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.



#### Presented by:

#### Susanne Ferguson,

MA, CCC-SLP, BCBA, EV SELPA Autism Program Specialist &

#### Mary Anne Klenske,

MA, EV SELPA Program Specialist

#### Thursday

December 2, 2021 8:30 am—12:30 pm

#### Register Online:

https://sbcss.k12oms.org/46-204684







#### TEAM of PRESENTERS:

#### Susanne Ferguson

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

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

Wednesday
September 15, 2021
1:00 pm—4:00 pm

Register Online:

https://sbcss.k12oms.org/46-204678



Thursday
September 16, 2021
9:00 am—12:00 noon

Register Online:

https://sbcss.k12oms.org/46-204680

# AUTISM & Mental Health



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

#### Presenters:

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

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

**Tracy Schroeder,**LCSW, Behavioral Health Program Manager

(Wednesday
OCTOBER 13, 2021
9:00 am—12:00 noon

Register ()nline: https://sbcss.k12oms.org/46-204660





#### AAC IN THE CLASSROOM:

Empowering All Students to Communicate

Presenters:

Courtney Beatty, MA, BCBA & Susanne Ferguson, Ed.S, CCC-SLP, BCBA

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 live webinar 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 is an introductory overview of AAC & focuses on in-person classroom implementation of basic visual AAC. It does not cover assessment or programming of high-tech devices or their systems.

Thursday and Friday

October 14 & 15, 2021

Attendees Must Attend Both Days
8:30—11:30 am

Register Online: https://sbcss.k12oms.org/46-204341



# Girls on the

#### Presenters:

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

Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, School Psychologist Jo-Ann Vargas, OTR/L, MA, Lead Occupational Therapist

utism has been well documented as presenting differently in girls. As a result, many girls with autism have been misidentified as children with mental health afflictions or personality disorders. Classic autism markers manifest differently in girls, and overall girls are more likely to fly under the radar. This training will help practitioners to understand the nuances of autism in girls, the differences in presentation and the reasons autism in girls may be missed. Attendees can expect to learn autism in girls related statistics, facts, features, presentations and will learn how to proactively consider these factors when assessing for autism in girls. This Live Webinar will benefit any assessor or educator who wants to learn more about the world of girls and autism.

A special guest will share some of her personal experiences in navigating the world as a woman with autism.

Thursday

November 4, 2021 1:00 pm—4:00 pm

Register Online:

https://sbcss.k12oms.org/46-204564

Or

7riday

November 5, 2021 9:00 am—12:00 noon

Register Online:

https://sbcss.k12oms.org/46-204565







#### MANIFESTATION DETERMINATION, FUNCTIONAL BEHAVIOR ASSESSMENT (FBA), & BEHAVIOR INTERVENTION PLAN (BIP)

Presented by:

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

**DAY 1** of this live webinar will help school psychologists, and administrators to learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defendable decisions. Participants will be exposed to real life examples of manifestation determination cases and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

Presented by:

East Valley SELPA Program Specialists

Courtney Beatty, MA, BCBA, Mary Ann Klenske, MA, and Shannon Vogt, MA

**DAY 2 & 3** of this live webinar 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 specific to the function of the behavior identified for change. This will include staff instructions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB). Objectives:

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Audience: Certified Personnel, Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's

Wednesday, Thursday, & Friday August 25, 26, & 27, 2021 8:30 am—12:30 pm

Register Online: https://sbcss.k12oms.org/46-205251



Tuesday, Wednesday, & Thursday
October 19, 20, & 21, 2021
8:30 am—12:30 pm

Register Online: https://sbcss.k12oms.org/46-205252

If you are interested in attending ONLY Day 1: Manifestation Determination

SELPA

August 25, 2021, 8:30 am—12:30 pm, Register Online: <a href="https://sbcss.k12oms.org/46-205377">https://sbcss.k12oms.org/46-205377</a>

October 19, 2021, 8:30 am—12:30 pm, Register Online: https://sbcss.k12oms.org/46-205378



#### POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS

#### Presented by:

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

#### Thursday

#### **SEPTEMBER 9, 2021 8:30 am - 12:00 noon**

This *live webinar* 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.

#### Register Online:

https://sbcss.k12oms.org/46-204760





# DISTRICT ACCESS (DA) USERS COLLABORATIVE (firtual MEETINGS

#### Facilitated by:

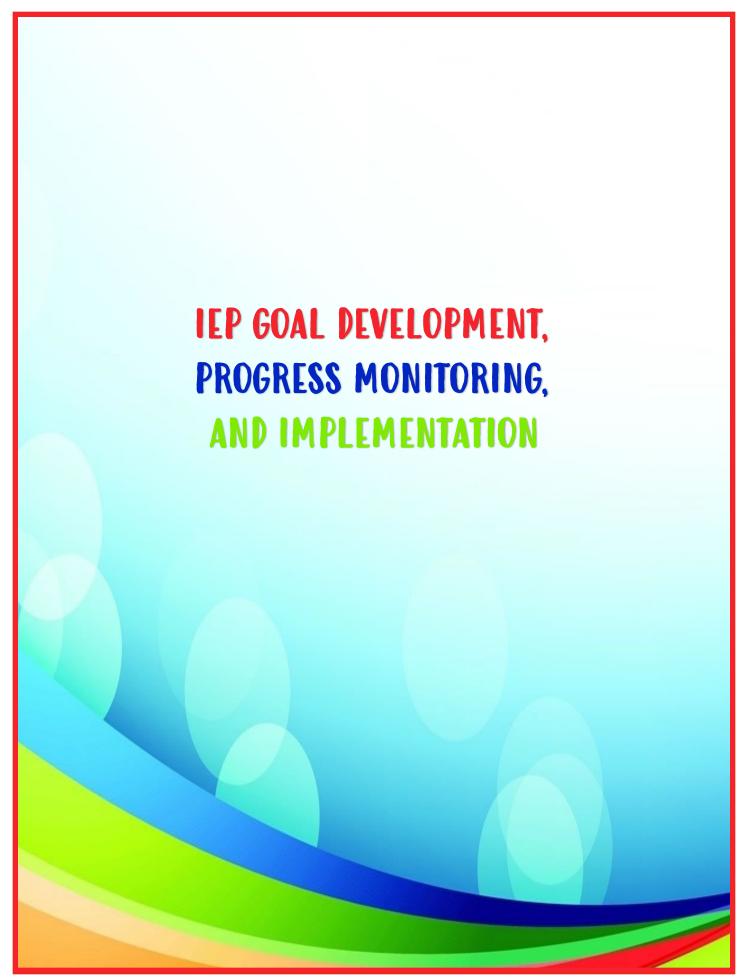
Lisa Horsley, Program Technician (MIS) Dr. Patty Metheny, Administrator

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

Intended Audience:
District Access Users and District Special Education Administrators

Register Online or email Tami Goldstein: tami.goldstein@sbcss.net

<u>Date</u>	<u>Time</u>	<u>Register Online</u>
Thursday, August 26, 2021	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202215
Thursday, October 21, 2021	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202216
Thursday, January 20, 2022	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202217
Thursday, April 28, 2022	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202218



#### JEP Goal Development, Progress Monitoring, and Implementation

#### Presented by:

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

oin us for a 3-day live webinar 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.

#### <u>Day 1 Objectives:</u> 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
- Learn how to collect data while instructing the target skill

Understand self-management with checklists

*Intended Audience:* Administrators, Special & General Education Teachers, and Related Service Providers

OR

<u>Must Attend All 3-Days</u>

Tuesday, Wednesday, & Thursday
September 14 - 16, 2021
8:30 am - 12:30 pm

Register Online:

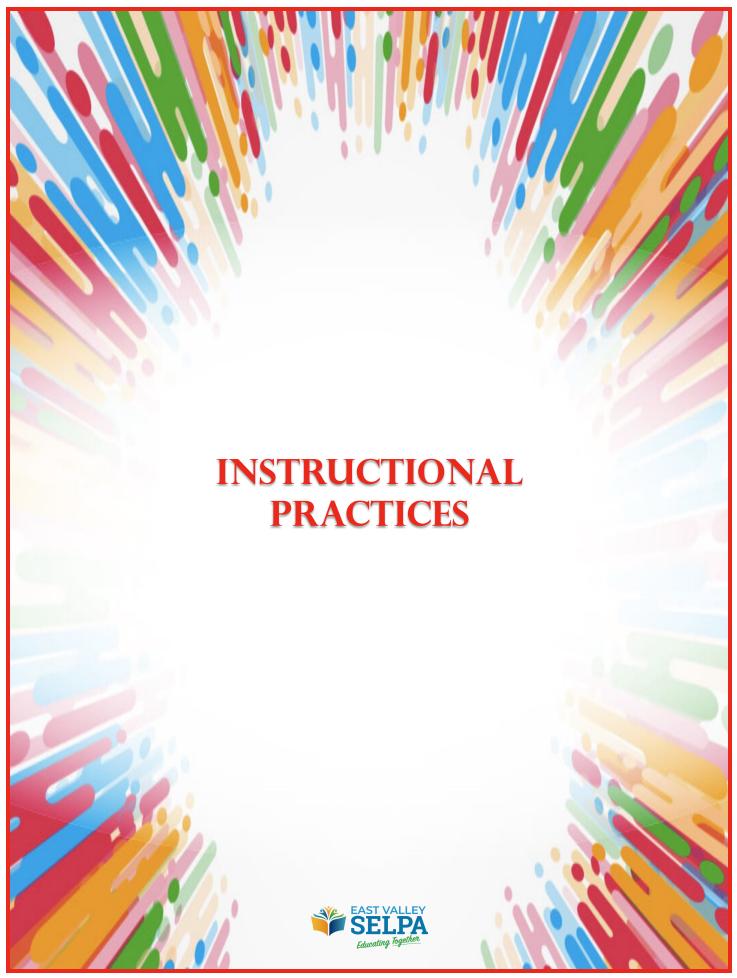
http://sbcss.k12oms.org/46-204703

Must Attend All 3-Days

Monday, Tuesday, & Wednesday November 8 - 10, 2021 8:30 am - 12:30 pm

Register Online:

http://sbcss.k12oms.org/46-204704







### Framework for Determining the Individual Impact of Distance-Learning

Presented by:

Mary Anne Klenske, MA, EV SELPA Program Specialist Colleen Meland, MA, EV SELPA Program Specialist

Session 1: September 28, 2021

Session 2: October 12, 2021

Session 3: October 19, 2021

3:00 pm - 4:30 pm

#### Register Online:

#### https://sbcss.k12oms.org/46-207784

This Live Webinar is a three-part series which breaks down the most recent research on the impact of distance-learning and how it informs instruction.

In session 1, we will look at how neuroscience and cognitive psychology have given researchers a new way of looking at how humans learn

In session 2, participants will understand the latest research into learning loss during distance learning, how socio-economic and other factors have contributed to remote learning loss. The educational priorities for accelerated learning as well as components characteristics and strategies for accelerated learning will be reviewed.

Lastly, session 3, will focus on how data inform planning and instruction are used to create personal learning profiles for each student. This is a move from lecture-based instruction





# 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 **Live Webinar** training is designed for Preschool teachers and paraprofessionals 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



#### Tuesday September 21, 2021

8:30 am - 3:30 pm

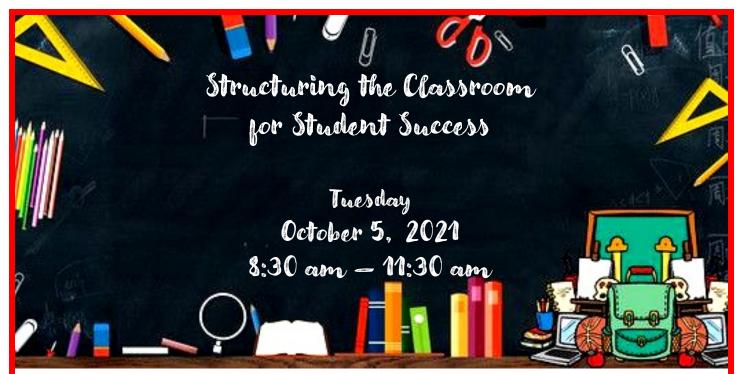


#### Register Online:

https://sbcss.k12oms.org/46-204738



Teacher Created Resources



#### Presented by:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialist

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

Shannon Vogt, MA, EV SELPA Program Specialist

This live webinar 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.

#### Topics covered will be:

- Environmental setup (schedules, labeled materials, furniture)
- Procedures across all environments (whole group, small group, independent work)
- The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring)
- Creating effective behavior programs with strong reinforcement systems where rules and consequences are prominently posted and precision requests are taught and used throughout the day
- Managing your staff team using productive 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 walk away with tools to immediately implement in your classroom!

Register Online: https://sbcss.k12oms.org/46-204705





#### Presented by:

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

Wednesday

December 8, 2021 9:00 am—12:00 noon

oth Specialized Academic Instruction teachers and General Education Teachers working together have individual roles. Each have a unique responsibility in their student's success. This training will provide strategies for successful collaboration between both teachers to ensure the most enriching educational environments.

#### Objectives: Participants will...

- Understand the roles of the SAI teacher and General Education Teacher in the IEP process and implementation
- Learn valuable information when preparing present levels of performance for upcoming IEP meetings
- Learn how to implement all parts of the IEP across both academic settings
- Learn effective strategies for collaborating/consulting with one another

#### Intended Audience:

Administrators, Special & General Education Teachers, and Related Service Providers

Register Online: https://sbcss.k12oms.org/46-204686

# SCHOOL BASED OCCUPATIONAL THERAPY









# Handwriting Readiness, So Much More Than Fine Motor Skills



Live (Webinar Presented by: Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist Mary Anne Klenske, MA, EV SELPA Program Specialist

Monday
AUGUST 23, 2021
8:00 am — 11:00 am

#### Register Online:

https://sbcss.k12oms.org/46-204896

#### 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 and 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.

## Region 10 Coordinating Council Presents.....

#### "Back to School-Based OT/PT Basics" Webinar

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

Back by popular demand, and designed for Occupational Therapists, Occupational Therapy Assistants, and Physical Therapists working, or considering work in the educational setting, this 3-hour training will provide a thorough review of the most important foundational principles all school-based OTs, PTs, COTAs must know when working in the school system. From legal components, IEPs, assessment tools, documentation, to the most common evidence-based interventions, this training will aid you in gaining confidence and knowledge to assume your role as a school-based practitioner. Participants will walk away with ready-to-use tools for a successful school year. Come and learn from school-based practitioners that have already done the walk and talked the talk. This is a great opportunity to ask those burning questions!

Date: Friday, September 10, 2021

Time: 8:30 am to 11:30 am

Location: Live Webinar

Fee: \$20 (POs are NOT accepted)

**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 their role as OTs, COTAs, or PTs in school-based practice

2. Understand the IEP process as related service practitioners

3. Identify at least 3 educationally relevant assessments and evidence-based intervention tools

4. Learn the components and best-practices regarding documentation

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

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at <u>joann.vargas@sbcss.net</u>

**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

#### **Register Online:**

https://sbcss.k12oms.org/46-204959

Registration Deadline: September 3, 2021

#### Region 10 Coordinating Council Presents.....

# "Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT" Webinar

#### Presented by Dr. Mona Delahooke

This 2-hour Live Webinar training will lay the developmental foundations for students to achieve Self-Regulation which supports learning and social engagement. This training will demystify the Polyvagal Theory and illuminate how it can guide the OT/PT assessment process and treatment interventions. Participants will walk away with a clear understanding of Therapeutic Use of Self and the central importance of Co-regulation as the essential components in the work of all school-based practitioners. Dr. Delahooke will describe behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the overarching context of relational safety.

Date: Friday, December 3, 2021

Time: 8:30 am to 10:30 am

**Location:** Live Webinar

Fee: \$50 (PO's are NOT accepted)

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

Therapists

**Objectives:** Participants will:

1. Understand the "Developmental Iceberg" and how it helps us discover how to support each child's individual needs

- 2. Understand the 3 main states of the autonomic nervous system that inform us what to do in real time when managing children's behavioral challenges
- 3. Describe how School-based OTs, COTA's, and PTs use the "therapeutic use of self" when working with vulnerable children, regardless of their diagnosis
- 4. Describe the paradigm shift that is beginning across the world based on neuroscience research of the past decade.

**CEUs:** Certificate of attendance will be provided, verifying 2 professional development units.

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

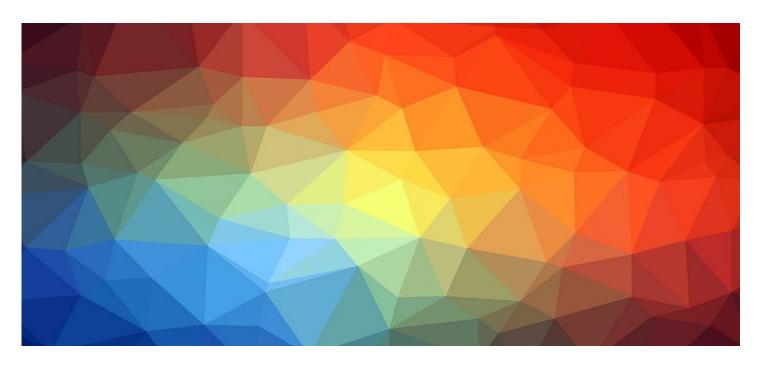
**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

#### **Register Online:**

https://sbcss.k12oms.org/46-205115

Registration Deadline: November 26, 2021









#### Presenters:

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

Wednesday
October 27, 2021
9:30 am—12:30 noon

This <u>live webinar</u> 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

Register Online:

https://sbcss.k12oms.org/46-204688















School-Based
Physical Therapy



#### **Region 10 Coordinating Council Presents...**

## "Assessment Tools for School Based PT" Webinar

# Presented by the Region 10 OT/PT Committee Members: Belinda Block (PT) and Jo-Ann Vargas (OT)

Trying to sort through assessment tools for your physical therapy assessments? Whether you are an entry level, returning-to-school-based physical therapist, or just needing a review, this course offers to dive into educationally relevant standardized and non-standardized assessment tools to produce sound and defensible physical Therapy assessment reports. Participants will receive a general review of best PT practices based on the "Guidelines for OT and PT in California Public Schools".

Date: Friday, October 8, 2021

Time: 8:30 am to 11:30 am

**Location:** Live Webinar

Fee: \$20 (POs are NOT accepted)

**Audience:** School-based Physical Therapists

**Objectives:** Participants will:

1. Understand the role of Physical Therapy in school based physical therapy assessments

2. List at least 3 assessment tools (standardized and non-standardized) that Physical Therapist can utilize when performing school-based Physical Therapy assessments

3. Understand the importance of Skilled Observations as an assessment tool

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

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at <u>joann.vargas@sbcss.net</u>

**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

#### **Register Online:**

https://sbcss.k12oms.org/46-205043

Registration Deadline: October 1, 2021

### Region 10 Coordinating Council Presents.....

#### "Back to School-Based OT/PT Basics" Webinar

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

Back by popular demand, and designed for Occupational Therapists, Occupational Therapy Assistants, and Physical Therapists working, or considering work in the educational setting, this 3-hour training will provide a thorough review of the most important foundational principles all school-based OTs, PTs, COTAs must know when working in the school system. From legal components, IEPs, assessment tools, documentation, to the most common evidence-based interventions, this training will aid you in gaining confidence and knowledge to assume your role as a school-based practitioner. Participants will walk away with ready-to-use tools for a successful school year. Come and learn from school-based practitioners that have already done the walk and talked the talk. This is a great opportunity to ask those burning questions!

Date: Friday, September 10, 2021

Time: 8:30 am to 11:30 am

Location: Live Webinar

Fee: \$20 (POs are NOT accepted)

**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 their role as OTs, COTAs, or PTs in school-based practice

2. Understand the IEP process as related service practitioners

3. Identify at least 3 educationally relevant assessments and evidence-based intervention tools

4. Learn the components and best-practices regarding documentation

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

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at <u>joann.vargas@sbcss.net</u>

**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

#### **Register Online:**

https://sbcss.k12oms.org/46-204959

Registration Deadline: September 3, 2021

#### Region 10 Coordinating Council Presents.....

# "Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT" Webinar

#### Presented by Dr. Mona Delahooke

This 2-hour Live Webinar training will lay the developmental foundations for students to achieve Self-Regulation which supports learning and social engagement. This training will demystify the Polyvagal Theory and illuminate how it can guide the OT/PT assessment process and treatment interventions. Participants will walk away with a clear understanding of Therapeutic Use of Self and the central importance of Co-regulation as the essential components in the work of all school-based practitioners. Dr. Delahooke will describe behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the overarching context of relational safety.

Date: Friday, December 3, 2021

Time: 8:30 am to 10:30 am

**Location:** Live Webinar

Fee: \$50 (PO's are NOT accepted)

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

Therapists

**Objectives:** Participants will:

1. Understand the "Developmental Iceberg" and how it helps us discover how to support each child's individual needs

- 2. Understand the 3 main states of the autonomic nervous system that inform us what to do in real time when managing children's behavioral challenges
- 3. Describe how School-based OTs, COTA's, and PTs use the "therapeutic use of self" when working with vulnerable children, regardless of their diagnosis
- 4. Describe the paradigm shift that is beginning across the world based on neuroscience research of the past decade.

**CEUs:** Certificate of attendance will be provided, verifying 2 professional development units.

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

**Payment:** Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

#### **Register Online:**

https://sbcss.k12oms.org/46-205115

Registration Deadline: November 26, 2021



Professional Crisis Management (PCM)





# Virtual Meeting for PCM District Liaisons



Grab your coffee and sign on to join us for the first PCM liaison meeting of the 2021–2022 school year! Important topics will include changes in the PCMA organization, and procedures for liaisons to follow before and after PCM trainings.

Presented by EV SELPA PCM Program Specialists

(Wednesday AUGUST 4, 2021 3:00 pm – 3:30 pm

#### **Zoom link for meeting:**

https://sbcss-net.zoom.us/j/92113495835?pwd=OU9IRzBXeFdCclR6ck5tTEVuT2NGUT09



#### **District PCM Instructors**

Virtual Meeting



All District PCM Instructors must attend this virtual meeting.

We will discuss recent changes in PCMA as well as new procedures for Initial and Re-certification Trainings.

We look forward to seeing you on
Thursday,
August 19, 2021
1:00 pm - 3:00 pm

Zoom link for this meeting:

https://sbcss-net.zoom.us/j/97204524347?pwd=NXB6eWpmOFR6bzFNRXV5WXVaNE5LZz09



PCM is a certification preparation course taught by certified PCM Instructors. PCM was developed by board certified behavior analysts and is the first behavior analysis-based system of crisis management. Participants are trained in prevention and diffusion of dangerous behaviors. Also taught is the use of dynamic holding, which provides for maximum feedback but does not produce disorientation, discomfort, or pain and are the closest to natural body movement and positioning.

\$40.00 per person for Initial and Recertification Training \$25.00 per person for Re-Training Session

2021-22 PCM INITIAL TRAININGS Location: Dorothy Inghram Learning Center				
TRAINING	DATE(S)	TIME(S)	REGISTRATION LINK	
PRACTITIONER	9/22-23/21	8:30-4:00	https://sbcss.k12oms.org/46-205527	
PRACTITIONER	10/5-6/21	8:30-4:00	https://sbcss.k12oms.org/46-207930	
PRACTITIONER	11/18-19/21	8:30-4:00	https://sbcss.k12oms.org/46-207874	
PRACTITIONER	12/13-14/21	8:30-4:00	https://sbcss.k12oms.org/46-207933	
PRACTITIONER 2P	9/8-10/21	8:30-4:00	https://sbcss.k12oms.org/46-205528	
PRACTITIONER 2P	11/17-19/21	8:30-4:00	https://sbcss.k12oms.org/46-207780	

#### SPEECH LANGUAGE PATHOLOGIST

Speech-Language Pathology is a field of expertise practiced by a clinician a speech-language pathologist times referred to as a T

pist. SLP is considered to the state of the

health protection ted to engage within their scope of practice

SLPs specialize in the event on, diagnosis and treatment of against the indisorder (speech disorder and language) in disorder (speech disorder and language) in disorder ders, and swallowing disorder an important role of the prosecution of the indistrict of autism posterior disorder (speech disorder disorder disorder) of the indistrict of autism posterior disorder (speech disorder disorde

A common misconception sthat speeding guage pathology is restricted to adjust a speaker's speech sound articulation to mark a expected normal pronunciation, such as help english speaking individuals enunciate the ditionally difficult "r". SLPs can also be tended to people who stutter to speak more pentry ticulation and fluency however are only facets of the work of an SLP. In fact, speech guage pathology is concerned with a of scope of speech, language, swallowing, an voice issues involved in communication.

Speech-language patholo (SL provid wide range of services, many on an individ basis, but also as support in its iduals, fallies, support groups, and provide information for the general public. SLPs with preventages, diagnose, and transpect languates social communication, the immunition, and swallowing disort lidren a adults. Speech services begin with initial screening for communication and swallowing

disorders and continue with assessment and diagree litation for the provision of advice ent, intervention, and treatseling and other follow

diotitians, eduapplied behavior plains/spiritual carers ted by the individual client's reatment for patients e often requires multilaboration. Speech-language paan be cery beneficial to help resolve ems associated with cleft lip and has indicated that children early language intervention are less compensatory error patterns fe, although speech therapy outcomes lly better when surgical treatment is earlier. Another area of collaborato auditory processing disorders, an collaborate in assessments and ervention where there is evidence of tuage, and/or other cognitive-comdisorders. Palliative care is another area that often involves multi-disci-Naboration involving speech-language

pathole strong arrows University Palliative
Care Uni a strong advocate for speech-last ge plogists being included within bo edia and adult palliative care
[23] multi poline cams. Currently the PCU is conducted within the poline came (Recommendations for Speech-La age Pathologist in Paediatric Palliative California.

In the United States, speech-language pathology is a Master's entry-level professional degree





#### The Speech-Language Pathologists Subcommittee of the Region 10 Coordinating Council Presents Two Half-Day Zoom Webinars

October 21: Defensible Assessments

#### October 22: Difficult IEPs – Working With Parents, Advocates, and Attorneys

#### Presented by Beth Nishida, M.A.

#### Executive Special Eduction Director/SELPA Director

Beth Nishida is the Executive Director of Special Education and the SELPA Director in the Norwalk-La Mirada Unified School District. She has twenty years of special education administrative experience and is a former speech-language pathologist. Beth is a sought-after speaker locally, statewide, and nationwide. She frequently speaks on the topics of defensible assessments, compliant IEPs, preschool special education, and least restrictive environment.

Dates/Times: Webinar: Thursday October 21, 2021, from 8:30 a.m. - 11:45 a.m.

Webinar: Friday October 22, 2021, from 8:30 a.m. - 11:45 a.m.

Level: Intermediate

Fee: Level: Registration is free. See below for information on Continuing Education (CE) hours.

Audience: Speech-Language Pathologists, Speech-Language Pathology Assistants, general and special education staff,

administrators, parents, and others who are interested in the topic.

#### Training Descriptions and Objectives:

#### Defensible Assessments - Thursday, October 21

This webinar will cover California Education Code requirements for formal, standardized assessments, language samples, observations, assessment reports, and teacher and parent interviews.

During this webinar, participants will:

- Learn about the important components of a comprehensive speech-language assessment in public schools
- Learn about the requirements under the IDEA and in California Education Code regarding special education assessments

#### Difficult IEPs - Friday, October 22

Attend one or

both webinars and earn live

CE hours

This webinar will cover the requirements of conducting IEPs, including mandated participants, content, and timelines. Strategies to engage parents in the IEP process, as well as when advocates and attorneys attend IEPs, will also be included.

During this webinar, participants will:

- Learn about strategies for writing appropriate present levels, goals, and services
- Learn about strategies to use in difficult IEPs

Registration Deadline: October 15th, 2021

Click link to register for October 21st: <a href="https://sbcss.k12oms.org/46-209668">https://sbcss.k12oms.org/46-209668</a>
Click link to register for October 22nd: <a href="https://sbcss.k12oms.org/46-209669">https://sbcss.k12oms.org/46-209668</a>

Continuing Education (CE) for SLPs and SLPAs: Each half-day webinar qualifies for 3 live CE hours at a cost of \$5.00. If you attend both webinars, the cost is \$10.00, for a total of 6 live CE hours. Detailed information on how to purchase CE hours will be given during the webinar. These webinars qualify for Continuing Education (CE) hours for Speech-Language Pathologists and Speech-Language Pathology Assistants as required by the Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is East Valley SELPA PDP #275. Due to SLPAHADB requirements, participants must attend the entire half-day webinar to receive CE hours for that day. Deadline to purchase CE hours is November 19, 2021.

Questions: Please email jason.ramirez@mvusd.net, susanne.ferguson@sbcss.net, or tami.goldstein@sbcss.net

This project is partially funded by the Federal State Improvement Grant (SIG) of California (CFDA 84.323A) as allowed in Part D of Public Law 105-17, IDEA 1997.

Participating Agencies: Corona/Norco Unified • Desert/Mountain SELPA • East Valley SELPA • Fontana Unified • Inyo County SELPA • Mono County SELPA • Morongo Unified • Moreno Valley Unified • Ontario-Montclair • Riverside County SELPA • Riverside Unified • San Bernardino City Unified • West End SELPA • California School for the Deaf, Riverside • California State Polytechnic University, Pomona • California State University, San Bernardino • University of California, Riverside



#### AAC IN THE CLASSROOM:

Empowering All Students to Communicate

EV SELPA Presenters: Courtney Beatty, M.A., BCBA & Susanne Ferguson, EdS, CCC-SLP, BCBA

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

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

Attendees Must Attend Both Days

Thursday and Friday

October 14 & 15, 2021 8:30—11:30 am

Register Online: https://sbcss.k12oms.org/46-204341









### 2021 – 2022 Transition Services Information Meetings

For Secondary Special Education Students, Parents, & Transition Support Staff

FALL 2021 PRESENTATIONS				
DATE & TIME	TOPIC	PRESENTER	OMS REGISTRATION Link	
October 7, 2021 4:00 – 5:00 p.m.	PossAbilities Recreation Activities & Support Groups LOMA LINDA UNIVERS HEALTH PossAbilities	Cotie Williams	https:// sbcss.k12oms.org/46- 208675	
October 21, 2021 4:00 – 6:00	Transition to Independent Living Wayfinders, CSU Fresno  FRESNOSTATE.  Wayfinders  Pathway, UCLA Extension  UCLA Extension  Pathway	Transition Coordinator <b>Ryan Wilson</b> Student Advisor <b>Wendy Abarca</b>	https:// sbcss.k12oms.org/46- 208678	
November 4, 2021 4:00 – 6:00 p.m.	WorkAbilty1 Programs CRY-ROP  COLTON REDLANDS YUCAPA REGIONAL OCCUPATIONAL PROGRAM NIEDRING TO SUBSTRICT  & Rialto USD	Team Leaders Norma Nuno WORKABILITYI Paola Lopez	https:// sbcss.k12oms.org/46- 208679	
November 18, 2021 4:00 – 5:00 p.m.	EAST VALLEY SELPA  Educating Together  Transition  Partnership Project  Career Exploration &  Transition Preparation	Project Assistant <b>Helen Junker</b>	https:// sbcss.k12oms.org/46- 208680	
December 2, 2021 4:00 – 5:00 p.m.	Inland Regional Center Transition Services Employment Support & Employment Webpage	Special Case Service Coordinator Jacqueline Ochoa Transition Program Mgr. Robert Garcia Employment Specialist Andrew Burdick	https:// sbcss.k12oms.org/46- 208681	

# Dr. Patty Metheny

Ed.D., EV SELPA Administrator

Since 2015, Dr. Patty Metheny has been the Administrator for the East Valley SELPA. She is currently a member of the Executive Team for the SELPA Administrators of California. Dr. Metheny has over 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 JDEA. 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, PBJS, inclusive education, assessment practices, and special education compliance/policies and procedures.

# 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.

# Courtney Beatty

### M.A., BCBA, EV SELPA Program Specialist

Courtney Beatty has been a Program Specialist with the East Valley SELPA for 4 years. She has worked in the field of special education for the past 14 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), JEP 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.

# Susanne Ferguson

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

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

# Lisa Horsley

EV SELPA Program Technician (MIS)

Lisa Horsley has been with the East Valley SELPA for 32 years. Lisa has been a Program Technician for 5 years. Prior to that she was a SELPA Specialist and an Office Specialist I & II. Before joining the East Valley SELPA, Lisa worked at Riverside County Office of Education in Human Resources. During her many years with the East Valley SELPA, she has gained knowledge in CALPADS data reporting and JEP compliance by participating in trainings and working with the knowledgeable East Valley SELPA staff. Lisa uses this knowledge to educate the member district staff in completing compliant JEPs using the WebJEP program. She is also responsible for maintaining student data used for State reporting. Lisa's areas of expertise are training and technical support for WebJEP, WebDA and CALPADS.

# 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 23 years. She received her Master's Degree in Special Education from California State University of San Bernardino in 1993. Mary Anne has been working in the field of education for 31 years. She taught special education full-time, as well as served as a district wide Inclusion Specialist, and is a member of the Positive Environments Network of Trainers (PENT) since its inception in 2003, joining the Leadership Team in 2011. Mary Anne continues to develop her professional skills and knowledge by attending classes, workshops, ad conferences with a focus in Applied Behavior Analysis (ABA).

### 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 18th 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 an Associate Professional Clinical Counselor registered with the California Board of Behavioral Sciences. She has completed the ABAJ 4th Edition ABA verified course sequence at Florida Institute of Technology and will sit for the BCBA exam in 2021. 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.

### 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, children, and families.

# Jo-Ann Vargas

### MA, OTR/L, Lead Occupational Therapist

Jo-Ann Vargas is the Lead Occupational Therapist (OT) for the East Valley SELPA, with almost 30 years of experience in Occupational Therapy. She holds a Master of Arts degree in Education with specialization in Best Practices, a California OT license, and National OT Certification. Jo-Ann is Certified in Assistive Technology Applications 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. She has recently obtained training in Neuroception, Alternative Dispute Resolution, and Distance Learning Interventions. 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.

# Shannon Vogt

### MA, EV SELPA Program Specialist

Shannon (logt has been a Program Specialist for the East Valley SELPA for Tyears. She has been working in the field of special education for the past 16 years in numerous settings supporting students with disabilities to progress behaviorally, socially, functionally, and academically. Shannon obtained a Master's Degree in Education, Curriculum and Instruction as well as extensive studies in Applied Behavior Analysis (ABA) through Arizona State University. As a model teacher in an ABA classroom and Teacher on Assignment, she had many unique experiences which provided her the ability to manage staff, train in class, complete assessments, and individualize curriculum for students. As a Program Specialist with East Valley SELPA, her focus has been working with teachers on developing legally compliant JEP goals and supports the implementation of the JEP 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 2021-2022 SANDABS Membership

Administrator Metheny is requesting approval from the Board for the EV SELPA to be a participating member of the San Bernardino County District Advocates for Better Schools (SANDABS) during the 2021-2022 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 Aquilar 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 Levva 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 Maves 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 Yucaipa-Calimesa Joint Unified

#### **SANDABS Executive Committee**

#### **School District Board Trustees**

#### Karen Grav

### **SANDABS Co-Chair**

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

#### **Cindy Gardner**

**Barbara Dew** 

#### **SANDABS Vice-Chair**

East Valley Rim of the World Unified

Desert/Mountain Victor Valley Union High

#### **Sherman Garnett**

West End Upland Unified

#### Patty Holohan

East Valley Redlands Unified

#### Sue Ovitt

West End

Chaffey Joint Union High

#### **Mary Sandoval**

SBCSBA President At-Large Trustee Fontana Unified

#### **Eric Swanson**

Desert/Mountain Hesperia Unified

#### James Willingham

SBCSBA Legislative Chair At-Large Trustee Mountain View

#### Ted Alejandre

County Superintendent

### Jenny Owen

Communications and Intergovernmental Relations

### Supriya Barrows

Senior Manager Intergovernmental Relations

### San Bernardino County Superintendent of Schools

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



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### **School District Superintendents**

#### Cali Binks

#### SANDABS Co-Chair

East Valley

Yucaipa-Calimesa Joint Unified

#### Shawn Judson, Ed.D.

#### SANDABS Vice-Chair

West End Etiwanda

#### Ricky Alyassi

West End West End SELPA

#### Randal Bassett

East Vallev Fontana Unified

#### Rvan Holman, Ed.D.

Desert/Mountain Snowline Joint Unified

#### Donna L. Libutti

West End Central

#### Frank Miranda, Ed.D.

East Valley Colton Joint Unified

#### Trenae Nelson

Desert/Mountain Apple Valley Unified

#### Ron Williams, Ed.D.

Desert/Mountain Victor Valley Union High

Director

#### State and Federal Legislative Advocates

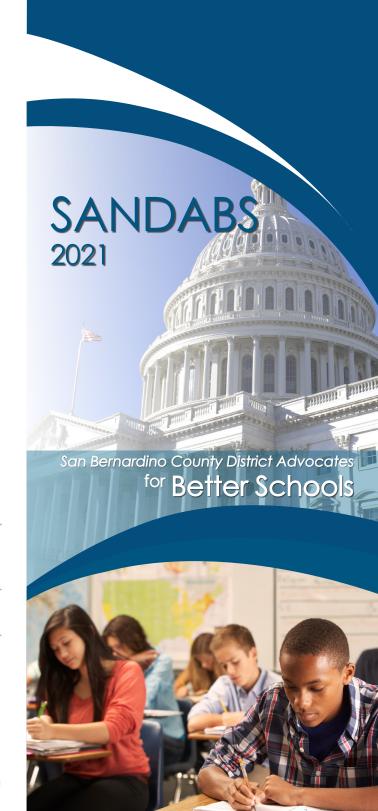
Capitol Advisors Group, LLC

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

### Intergovernmental Relations



March 24, 2021



#### **Advocates for Better Schools**

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

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

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

> Ted Alejandre County Superintendent

### **Benefits of SANDABS**

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

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

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

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

### State and Federal Legislative Platforms

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

The highest priorities for 2021 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**

- Addressing the Health, Economic, and Educational Challenges of COVID-19 in Pre-K to 12 Education
- Fiscal Year 2022 Education Appropriations
- Full and Fair Funding for Special Education
- Student Support, Mental and Behavioral Health Services, and School Safety



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

# **ACTION ITEM**

Approve 2021-2022 EV SELPA Interagency Agreements

Administrator Metheny will present the 2021-2022 interagency agreements with California Children's Services and the Inland Reginal 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

### 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	
ubelali pt 8/24	/21
LEA, SELPA Liaison/Rebecca Chiu, PT, DPT	Date
SAN BERNARDINO COUNTY EDUCATIONAL AGENCIES	
Administrator, Desert/Mountain SELPA/Jenae Holtz	5 /21 Date
Administrator, East Valley VELPA/Patty Metheny, Ed.D.	1-21 Date
	Date
Administrator, West End SELPA/Ricky Alyassi	Date
SELPA Director, Fontana Unified School District/Jacqueline Williams	Date
469 9/1	3/2/
SELPA Director, Morongo Unified School District/Heidi Burgett	Date
SELPA Director, San Bernardino City Unified School District/Howana Lundy, Ed.D.	21
District Howard Lundy, Ed.D.	Date

### 2021-2022

### INTERAGENCY AGREEMENT

### **BETWEEN**

### INLAND REGIONAL CENTER

### **AND**

East Valley Special Education Local Plan Area (EV SELPA)

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.

8-23-21

Date

Dr. Patty Metheny **EV SELPA Administrator** 670 E. Carnegie Drive San Bernardino, CA 92408

8/24/2021

Date

Lavinia Johnson **Executive Director** Inland Regional Center P.O. Box 19037 San Bernardino, CA 92423-9037

# **OTHER**

2021-2022 EV SELPA Board Meeting Schedule

### 2021/2022 East Valley SELPA BOARD OF DIRECTORS MEETING SCHEDULE

September 22, 2021 (Starting at 3:00 pm)

November 17, 2021

February 23, 2022

March 23, 2022

May 25, 2022

June 15, 2022

All meetings will be held at 2:00 p.m.
(unless otherwise noted)
at the
Dorothy Inghram Learning Center
670 E. Carnegie Drive,
San Bernardino CA 92408
home of the
EAST VALLEY SELPA

(Unless meetings must be held virtually)



# **OTHER**

NEXT MEETING – November 17, 2021