

East Valley SELPA  
COMMUNITY ADVISORY COMMITTEE MEETING MINUTES  
February 22, 2021

REPRESENTATIVES PRESENT:

Paula Bailey	Rialto Unified School District, Vice Chairperson
Katie Castruita	Redlands Unified School District, Chairperson
Raymond Esputo	Yucaipa-Calimesa Joint Unified School District
Karla Kellems	Rim of the World

OTHERS PRESENT:

Courtney Beatty	East Valley SELPA
Susanne Ferguson	East Valley SELPA, Secretary
Dr. Rick Homutoff	East Valley SELPA
Mary Anne Klenske	East Valley SELPA
Colleen Meland	East Valley SELPA
Dr. Patty Metheny	East Valley SELPA
Shannon Vogt	East Valley SELPA
Scott Wyatt	SBCSS
David Dowling	Consultant
Chloe Pearson	East Valley SELPA
Jessica Lascano	SBCSS

*1.0 Call to Order, Welcome & Introductions*

Administrator, Dr. Patty Metheny, of the East Valley SELPA Office, 670 E. Carnegie Drive, San Bernardino, California, called the virtual meeting to order at 9:30 a.m. and shared the agenda on the screen. She welcomed everyone and asked attendees to introduce themselves. Everyone shared about their children, work, and specific situations. Mr. Esputo praised Mr. Jim Stolze, Special Education Director for the Yucaipa-Calimesa Joint Unified School District, for his outstanding support.

*2.0 Review CAC Minutes – November 16, 2020*

Dr. Metheny reviewed the minutes from the November 16, 2020, CAC meeting. Ms. Bailey voted to approve them. Ms. Castruita seconded the motion. The minutes were approved by consensus of the committee.

*3.0 EV SELPA Professional Development 2020-2021 to-date*

The East Valley SELPA has seen an increase in the number of training attendees during the pandemic. This is likely due to the convenience of the virtual platform. Dr. Metheny screen-shared a list of trainings and asked the Program Specialists to talk about each.

## EV SELPA Trainings:

1. *IEP Goal Development and Progress Monitoring*  
This training equips attendees with a template to write measurable goals, a goal bank, and the opportunity to practice data collection with a variety of data sheets.
2. *IEP Implementation*  
Tips and tricks are given to implement the IEP in the virtual setting. Strategies for including paraeducators in the data collection process are also provided. An implementation sheet was created to ensure goals are being implemented with fidelity. Many resources are provided.
3. *Structuring the Virtual Environment for Student Success*  
This training focuses on how to use visual supports in the home, implementing token economies, working with paraeducators virtually, and organizing the home environment with workspaces for children during distance learning.
4. *Transition Partnership Project (TPP), 18-22*  
Ms. Vogt and Ms. Beatty are supporting the teachers of transition-aged students through the Transition Partnership Project (TPP) through monthly meetings. A strategy is shown each month which aligns with the curriculum. Dr. Metheny reminded parents the Program Specialists are available for follow up and implementation for any training. She invited questions. There were none.
5. *General Education Team Members*  
This training was developed this year for General Education teachers who teach students with disabilities. A document was created for teachers to fill out with various information, including present levels, strengths, and areas of needs. The case carrier uses this information to develop curriculum-relevant goals.
6. *Applied Behavioral Analysis (ABA)*  
The ABA training was adapted for the virtual world. It covers behavioral strategies and discusses what these strategies may look like in the virtual world, including the use of virtual reinforcement and data collection.
7. *The Inclusive Classroom: Specialized Academic Instruction for Reaching All Students*  
The inclusion-themed training was edited to include virtual strategies. It defines specialized academic instruction, the difference between accommodations and modifications, and details how to use a team approach to meet the student's needs in the inclusive classroom. Per Dr. Metheny, the EV SELPA will present at the state-wide Spring Institute as part of the Supportive Inclusive Practices (SIP) grant. She will highlight the works of the Program Specialists during this event.
8. *Seven Strategies for Fun and Engaging Distance Learning*  
This new training focuses on keeping students engaged during distance learning through the use of seven free or low-cost virtual strategies. Many resources were provided.
9. *AAC in the Classroom*  
This training introduces attendees to Alternative and Augmentative Communication (AAC) or strategies which assist non-speaking students with communication. A variety of AAC strategies are covered from low to high tech. Strategies, including modeling the

use of AAC systems for students and working within a team- approach, are detailed. Resources for lessons plans and free communication boards for download are provided.

10. Autism and Mental Health

This training includes information about CAPTAIN, or the California Autism Professional Training and Information Network, and its available resources. Mental health challenges that may be present in autistic individuals are discussed. The training details three evidence-based practices that can remediate mental health challenges, including cognitive behavioral instructional strategies, visual supports, and social narratives. It also focuses on a team approach to remediation.

11. Autism Assessment: A Team Approach

The autism assessment training is primarily for assessors, including psychologists, speech-language pathologists, mental health providers, occupational therapists and others who assess students referred for an autism assessment. It covers best practices for assessment with an emphasis on teaming and collaboration. A resource folder with assessment supports is provided.

12. Evidence-Based Practices for Autism

This training focuses on three evidence-based practices, including 1) functional communication training, 2) antecedent-based interventions (prevention strategies), and 3) visual supports to support the progress of students on the spectrum. A variety of resources are provided for download.

13. Got Behavior Training

The Got Behavior training is aimed at teachers and other school staff who work with students with behavioral challenges. Its focus is the identification and implementation of a variety of behavioral strategies. The training has been updated to contain sensory components, including strategies to teach students to regulate their bodies. Ms. Kellems asked if the trainings are available as recordings for parents to watch later. Dr. Metheny noted a recording of each training would be a possibility. The recordings can be stored on the EV SELPA website.

14. Professional Crisis Management (PCM)

The PCM training includes strategies in responding to behavior emergencies in a safe and ethical manner. It clearly defines what a behavior emergency is. The re-certification trainings are currently provided virtually.

15. Conflict Resolution

This training combines strategies from a variety of experts. The objective is the creation of stronger school teams consisting of school staff and parents, so that conflict can be addressed in a healthy, structured, and productive manner with evidence-based strategies. Dr. Metheny mentioned the upcoming March 11 and 12 Alternative Dispute Resolution Conference. Parents can register free. She encouraged parent to stay logged on after the meeting to get more information.

16. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)

A new Behavior Intervention Plan (BIP) has been developed and this new 2-day training instructs attendees in how to fill it out. It will be offered next month. Ms. Bailey asked

whether self-harm is addressed in any of the trainings. Ms. Klenske responded that the Got Behavior training includes how to replace maladaptive behavior with more appropriate behaviors and also includes strategies on how to regulate and calm one's nervous system. The PCM training also includes strategies in how to structure the environment to minimize maladaptive behaviors.

17. Paraprofessionals in a Virtual World

This training includes strategies to work alongside paraprofessionals within a distance learning model. Paraprofessionals can partake in many activities, including the implementation of writing templates, graphic organizers, thinking maps, etc. Suggestions for how to facilitate this are presented.

18. Transition Service Information Meetings

Seven Thursday meetings have been scheduled to inform parents about transition services. These meetings will include different agencies and programs representing a variety of post-secondary and vocational opportunities to transition-aged students. This week's topic on February 25<sup>th</sup> is conservatorship.

19. IEP Transition Planning for Secondary Students

This training is designed for teachers of secondary students and focuses on effective strategies for completing the required transition plan sections of the IEP.

20. "Journey to the Future" Career Information & Resource Fair

A virtual career information and resource fair will be hosted for special education secondary students on April 16. It will showcase live speakers who will provide information on various careers and provide resources. The participants will include teachers, students, and parents from Riverside and San Bernardino counties.

Before moving on to the next agenda item, Ms. Meland spoke about the supports the program specialist provide to the TPP program. Dr. Metheny mentioned a new process in development which focuses on assessing whether students need more staff or other supports. A training will be offered in how to apply this new process next school year. Dr. Metheny thanked attendees for their questions and thoughtful responses about the trainings. She offered to email the catalog of future trainings and the ADR Conference registration link to each attendee.

*4.0 East Valley SELPA ADR COVID-19 Team – Parent Connections & Trainings*

Dr Metheny screen-shared a slide presentation titled ADR Grant COVID-19 and introduced the EV SELPA ADR team members. The team includes: Dr. David Dowling, consultant, Ms. Jessica Lascano, SBCSS psychologist/consultant, Ms. Chloe Pearson, student worker, and Jennifer Brooksby, consultant. The latter was not present. Dr. Metheny provided the background of the ADR grant. The state has made \$8.6 million available to help Local Education Agencies (LEAs) and parents resolve conflicts resulting from COVID-19. The EV SELPA is a recipient of the grant through September 30, 2022. Specific data collection is required. An EV SELPA ADR COVID -19 Planning Team was formed in December.

Ms. Lascano reviewed the mission statement, which reads as follows: "connecting and collaborating with the community to create relationships of trust." The 20-21 focus is on *Prevention*. Specifically, 1) creating a positive social media presence, 2) increasing parent

and family engagement, and 3) expanding district staff members' use of ADR strategies. Additional foci include *Handling Disagreement* (parent-to-parent assistance, CAC, parent advisory committee leaders, and family engagement teams), *Helping to Recruit Parents* (already scheduled meetings, schedule new parent meetings at school site and PTA, and family engagement liaison), and *Managing Conflict* (EV-SELPA ADR Cadre and IEP Team Facilitation, professional mediators).

The mission and messages will be disseminated using different social media tools. Ms. Pearson spoke about the specific social media accounts in use and shared a QR code which opened up a link to a link tree for further exploration of the various social media platforms (Facebook, Twitter, Shapchat, TikTok, Youtube, Instagram). Ms. Pearson encouraged parents to share all social medial platforms with other parents.

Dr. Dowling asked for assistance in identifying people who have a social media presence and can help increase the number of followers. Paper flyers are not as helpful anymore, because most people do not connect in this manner. Dr. Dowling spoke about the plan to train parents as mediators, so they can be an integral part of the ADR process.

Ms. Lascano spoke about the EV SELPA ADR cadre. It is a group consisting of members from our different districts. The cadre provides advice on how to handle and work through conflict. Cadre members help each other reflect on practices to create relationships of trust with our parent partners and community members. Ms. Lascano complimented Dr. Dowling on his good listening skills. These skills are critical in handling conflict.

Dr. Metheny reiterated the obligation to collect data to receive the ADR COVID-19 Grant. The EV-SELPA is required to submit the following data to the California Department of Education (CDE) by April 1<sup>st</sup> : 1) number of cases mediated through ADR services, 2) number of cases totally resolved by agreement, 3) number of cases refusing ADR services and requesting due process, 4) a list of issues that generated the request for dispute resolution services, and 5) any recommendations for amending IEP documents as a result of COVID-19.

Ms. Pearson spoke about the big picture of data collection. A district level survey has been sent out and EV SELPA will aggregate the data in Airtable and eventually enter it into the COVID-19 CDE Reporting Form which is provided to CDE. A small Google survey will first be sent out to site administrators to identify which ADR strategies are already being used at sites by staff members. This data will be aggregated and sent to administrators to enable them to answer questions more comprehensively in the district level survey. Dr. Metheny noted parents are an integral part of this process, both as team members and social media ambassadors. She encouraged CAC parents to engage with other parents to spread awareness of the EV SELPA ADR and social media efforts. She asked for questions or final comments.

Dr. Homutoff responded to a chat question from Ms. Kellems. Specifically, she inquired how parents can request ADR services. It depends on what the concern is. Some concerns are handled within the district, sometimes the ADR cadre can respond, and sometimes a

mediator is used. Dr. Homutoff encouraged parents to call him, the district, the district director, or the EV SELPA office if they need assistance. The cadre may meet in response to a request. At times, the matter is discussed in an IEP meeting or sometimes during an informal conversation. Ms. Kellems asked how grandparents and others, who are less likely to engage with social media, will hear about the EV SELPA activities. Per Dr. Metheny, the ADR group has met with district directors already. A meeting with superintendents has also been scheduled. The information can be shared in a variety of forms, including though parent/guardian meetings and flyers.

Dr. Dowling reiterated that the intent is to get the word out in many different ways. The ADR cadre has been invited to a parent meeting in Redlands Unified School District in May. The cadre members will try to do on-site meetings to reach those people who do not use social media. Dr. Dowling encouraged Ms. Kellems to engage and work with the ADR committee and sign up for trainings. Ms. Kellems asked how parents can sign up for the trainings. Dr. Metheny shared that the training calendar is not yet complete. It will be available in the spring, and CAC members can assist in getting it disseminated to interested parents. Dr. Metheny thanked Ms. Kellems for her relevant questions and asked if others had additional ones. She also complimented Ms. Castruita for being a perfect example of a parent ambassador who has worked successfully through a disagreement with her district. She thanked Ms. Castruita for her support and willingness to be part of the CAC and the Redlands parent group.

Ms. Bailey expressed appreciation for the training. She hopes the trainings are recorded or repeated, so busy and working parents can attend. Dr. Metheny noted the trainings will be recorded and offered in multiple venues and at different times. She spoke about Ms. Bailey's important work in the area of mental health. She works with many school districts, both inside and outside of the EV SELPA. The upcoming ADR conference is open to the entire state and especially to our region. Ms. Bailey inquired whether the trainings will be available in Spanish. It is the plan, but the process is still in the planning stages. Dr. Dowling mentioned the possibility of trainings being offered on weekends and in the evenings. He commented that the EV SELPA is ahead of the game when it comes to engaging in the ADR process and involving parents in all stages. Dr. Metheny inquired if Mr. Esputo had anything to add. He did not.

### *5.0 East Valley SELPA CAC Meeting Dates 2020-2021*

The next CAC meeting is scheduled for April 19, 2021, in the Dorothy Inghram Learning Center (DILC), 670 E. Carnegie Drive, San Bernardino, CA. 92408. If current pandemic conditions continue, the meeting will be held virtually, and members will be provided with that information in advance. All meetings will begin at 9:30 a.m. and end at 11:00 a.m. The remaining meeting dates for the current school year were reviewed. Only one meeting is left. In addition to today's meeting, the CAC will meet on April 19, 2021. Dr. Metheny will email the Professional Development Catalog and ADR conference registration link to CAC members. Before adjourning the meeting, Ms. Meland spoke about the closed captioning feature of the WEB EX platform. It includes a component that generates closed captioning

which can also be viewed in Spanish. It appears the Zoom platform is limited to English subtitles. Dr. Metheny will look into this matter.

#### *6.0 Adjournment*

Meeting adjourned at 11:12 a.m.