





Colton Joint Unified School District

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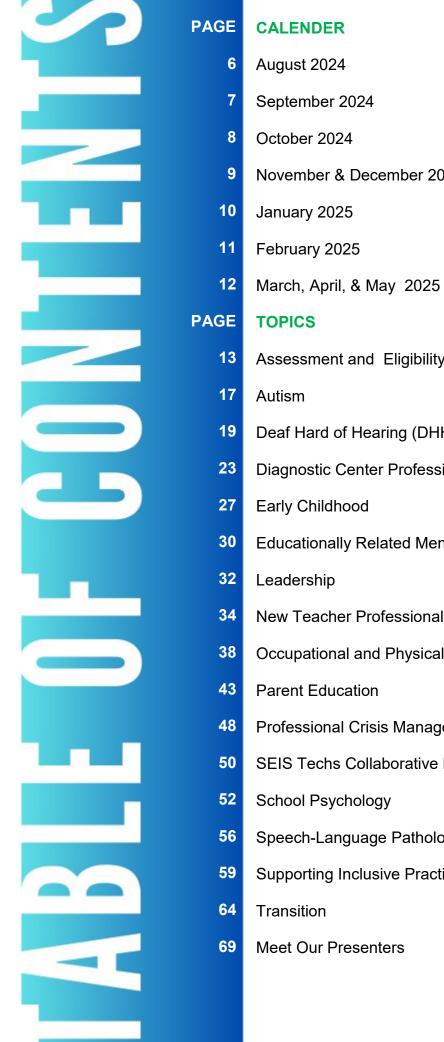
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- November & December 2024
- - Assessment and Eligibility
- Deaf Hard of Hearing (DHH)
- Diagnostic Center Professional Development Opportunities
- Educationally Related Mental Health Services (ERMHS)
- New Teacher Professional Development
- Occupational and Physical School-Based Therapy
- Professional Crisis Management (PCM)
- SEIS Techs Collaborative Meetings
- Speech-Language Pathology
- Supporting Inclusive Practices

August 2024

DATE	TIME	TITLE	PAGE
08/20/24	8:00-3:00	Transition Partnership Program (TPP) Teacher & Paraprofessional Training	65
08/22/24	2:00-4:00	Mastering the Art of the DHH Itinerant	20
08/27/24	6:00-8:30pm	Evening Parents & Transition Support Staff: Adult Transition Information Meetings	46 / 66
08/29/24	9:30-3:30	Daytime Parents & Transition Support Staff: Adult Transition Information deeting	
08/29/24	2:00-3:30	EIS Techs Collaborative Meeting	
08/30/24	8:00-3:30	Region 10 Coordinating Council Presents: Back to School-Based OT and PT Basics - Part 1	39

September 2024

DATE	TIME	TITLE	PAGE
09/03/24	8:30-3:30	Tuesdays Series - New Teacher & Related Service Providers 6-Day Training Series Day 1: IEP Basics Survival Kit	35
09/3-4/24	8:30-4:00	Professional Crisis Management (PCM) Practitioner Initial Certification	49
09/06/24	8:00-3:30	Region 10 Coordinating Council Presents: Back to School-Based OT and PT Basics - Part 2	40
09/10/24	8:30-3:30	Tuesdays Series - New Teacher & Related Service Providers 6-Day Training Series Day 2: Goal Development	35
09/13/24	8:30-3:30	Fridays Series - New Teacher & Related Service Providers 6-Day Training Series Day 1: IEP Basics Survival Kit	35
09/16/24	8:30-3:00	Mastering Behavioral Support: Functional Behavioral Assessments (FBA), Behavior Intervention Plans (BIP), & the Manifestation Determination Process	14 / 53
09/17/24	8:30-3:30	Tuesdays Series - New Teacher & Related Service Providers 6-Day Training Series Day 3: Progress Monitoring	35
09/18/24	10:00-11:30	Parent Education Series: IEP Documents	44
09/24/24	8:30-3:30	Tuesdays Series - New Teacher & Related Service Providers 6-Day Training Series Day 4: Structuring the Classroom	35
09/24/24	6:00-8:30pm	Evening Parents & Transition Support Staff: Adult Transition Information Meetings	46 / 66
09/26/24	2:00-4:00	Mastering the Art of the DHH Itinerant: Focus Area II: Assessment, Eligibility & Planning: A Comprehensive Guide Part 1: Consultation & Eligibility	20
09/27/24	8:30-3:30	Fridays Series - New Teacher & Related Service Providers 6-Day Training Series Day 2: Goal Development	35
09/30/24	8:00-10:00	Special Education Leadership Development Series	33

October 2024

DATE	TIME	TITLE	PAGE
10/01/24	8:30-3:30	Addressing the Foundational Skills of the Preschool Student	28
10/01/24	8:30-3:30	Tuesdays Series - New Teacher & Related Service Providers 6-Day Training Series Day 5: UDL in the Classroom	35
10/03/24	8:00-2:30	Diagnostic Center South Presents: Inclusive Education: Step-By-Step	24 / 60
10/03/24	9:30-3:30	Daytime Parents & Transition Support Staff: Adult Transition Information Meeting	47 / 67
10/04/24	8:00-3:30	Region 10 SLP Coordinating Council Presents: Promoting Optimal Development for Children with Neurodevelopmental Disabilities: Significance of Environmental Impact	57
10/08/24	8:30-3:30	Tuesdays Series - New Teacher & Related Service Providers 6-Day Training Series Day 6: Behavior Strategies/FBA/BIP	35
10/11/24	8:30-3:00	Assessment Training: Best Practices for School Psychologists	15 / 54
10/11/24	8:30-3:30	Fridays Series - New Teacher & Related Service Providers 6-Day Training Series Day 3: Progress Monitoring	35
10/15/24	8:30-3:30	Understanding Autism Training	18
10/15/24	10:00-11:30	Parent Education Series: Special Education Basics	44
10/16/24	8:30-3:30	Desired Results Developmental Profile (DRDP) as an Instructional Tool	29
10/18/24	9:30-2:30	2nd Annual East Valley SELPA Parent Resource Fair	45
10/24/24	8:30-3:00	11th Annual Network Meeting & RTC Vendor Fair	31
10/24/24	2:00-4:00	Mastering the Art of the DHH Itinerant: Focus Area II: Assessment, Eligibility & Planning: A Comprehensive Guide Part 2: Assessment & Identifying Needs	20
10/28-30/24	8:30-4:00	Professional Crisis Management (PCM) Practitioner 1 and Practitioner 2(P) Initial Certification 3-Day Training	49
10/29/24	6:00-8:30pm	Evening Parents & Transition Support Staff: Adult Transition Information Meetings	46 / 66

November 2024

DATE	TIME	TITLE	PAGE
11/01/24	8:30-3:30	Fridays Series - New Teacher & Related Service Providers 6-Day Training Series Day 4: Structuring the Classroom	35
11/04/24	8:30-3:30	3-Day Series: Teaching Students with Disabilities in the 21st Century Day 1: Backwards Design for Instruction and Backwards Mapping Standards to IEP Goals	61
11/07/24	9:30-3:30	Daytime Parents & Transition Support Staff: Adult Transition Information Meeting	47 / 67
11/07/24	2:00-3:30	SEIS Techs Collaborative Meeting	51
11/13/24	8:30-3:30	3-Day Series: Teaching Students with Disabilities in the 21st Century Day 2: General Education and Special Education Instructors Working Together	
11/15/24	8:30-3:30	Fridays Series - New Teacher & Related Service Providers 6-Day Training Series Day 5: UDL in the Classroom	35
11/20/24	8:30-3:30	3-Day Series: Teaching Students with Disabilities in the 21st Century Day 3: Accommodations and Modifications, UDL, and Al	61

December 2024

DATE	TIME	TITLE	PAGE
12/02/24	2:00-4:00	Special Education Leadership Development Series	33
12/03/24	8:00-11:30	Diagnostic Center South Presents: Being a Para Pro of Inclusive Education	25 / 63
12/03/24	6:00-8:30pm	Evening Parents & Transition Support Staff: Adult Transition Information Meetings	46 / 66
12/3-4/24	8:30-4:00	Professional Crisis Management (PCM) Practitioner Initial Certification 2-Day Training	
12/06/24	8:30-3:30	Fridays Series - New Teacher & Related Service Providers 6-Day Fraining Series Day 6: Behavior Strategies/FBA/BIP	
12/11/24	10:00-11:30	Parent Education Series: Transition Planning: Middle School	

January 2025

DATE	TIME	TITLE	PAGE
01/09/25	8:00-5:00	Region 10 Coordinating Council Presents: Bal-A-Vis-X Training	
01/10/25	8:00-5:00	Region 10 Coordinating Council Presents: Bal-A-Vis-X Training	41
01/16/25	2:00-3:30	SEIS Techs Collaborative Meeting	51
01/16/25	2:00-4:00	Mastering the Art of the DHH Itinerant: Focus Area III: Service Delivery & Advocacy: A Multifaceted Approach Part 1: Service Delivery & Inclusion	20
01/17/25	8:30-3:00	The Role of the Speech-Language Pathologist in an Inclusive Classroom Setting	58
01/21/25	8:30-3:30	Mixed Days Series: New Teacher & Related Service Providers 6-Day Fraining Series Day 1: IEP Basics Survival Kit	
01/22/25	8:30-3:00	nclusive Mindset for School Psychologist Assessments	
01/28/25	6:00-8:30pm	Evening Parents & Transition Support Staff: Adult Transition Information Meetings	
01/29/25	8:30-3:30	Mixed Days Series: New Teacher & Related Service Providers 6-Day Training Series Day 2: Goal Development	35
01/30/25	9:30-3:30	Daytime Parents & Transition Support Staff: Adult Transition Information Meeting	47 / 67

February 2025

DATE	TIME	TITLE	PAGE
02/04/25	8:30-3:30	Mixed Days Series: New Teacher & Related Service Providers 6-Day Training Series Day 3: Progress Monitoring	
02/05/25	8:30-3:30	Addressing the Foundational Skills of the Preschool Student	28
02/05/25	10:00-11:30	Parent education Series: Transition Planning: PreK to TK/K	44
02/06/25	8:00-2:30	Diagnostic Center South Presents: Development, Routines, and Themes: The Blueprint for Effective Special Education Classrooms	26
02/06/25	2:00-4:00	Mastering the Art of the DHH Itinerant: Focus Area III: Service Delivery & Advocacy: A Multifaceted Approach Part 2: Empowering DHH Students	20
02/11/25	8:30-3:30	Understanding Autism Training	18
02/12-13/25	8:30-4:00	Professional Crisis Management (PCM) Practitioner Initial Certification 2-Day Training	49
02/18/25	8:30-3:30	Mixed Days Series: New Teacher & Related Service Providers 6-Day Training Series Day 4: Structuring the Classroom	35
02/19/25	8:30-3:30	Desired Results Developmental Profile (DRDP) as an Instructional Tool	
02/24/25	2:00-4:00	Special Education Leadership Development Series	33
02/25/25	6:00-8:30	Evening Parents & Transition Support Staff: Adult Transition Information Meetings	46 / 66
02/26/25	8:30-3:30	Mixed Days Series: New Teacher & Related Service Providers 6-Day Training Series Day 5: UDL in the Classroom	
02/27/25	9:30-3:30	Daytime Parents & Transition Support Staff: Adult Transition Information Meeting	
02/28/25	8:00-3:30	Region 10 Coordinating Council Presents: Understanding Dyslexia	42
02/28/25	8:00-3:30	Region 10 SLP Coordinating Council Presents: Multi-Speaker Event to Fulfill ASHA Requirements	57

March 2025

DATE	TIME	TITLE	PAGE
03/05/25	10:00-11:30	Parent Education Series: Communication with School Teams	44
03/06/25	8:30-3:30	Mixed Days Series: New Teacher & Related Service Providers 6-Day Training Series Day 6: Behavior Strategies/FBA/BIP	35
03/06/25	2:00-4:00 Mastering the Art of the DHH Itinerant: Focus Area IV: Success in the Mainstream Classroom		20
03/11-13/25	8:30-4:00	Professional Crisis Management (PCM) Practitioner 1 and Practitioner 2(P) Initial Certification 3-Day Training	49

April 2025

DATE	TIME	TITLE	PAGE
04/08/25	8:30-3:30	3-Day Series: Teaching Students with Disabilities in the 21st Century Day 1: Backwards Design for Instruction and Backwards Mapping Standards to IEP Goals	61
04/09/25	10:00-11:30	Parent education Series: Inclusion	44
04/15/25	8:30-3:30	3-Day Series: Teaching Students with Disabilities in the 21st Century Day 2: General Education and Special Education Instructors Working Together	61
04/17/25		Career & Resource Day	68
04/22/25	8:30-3:30	3-Day Series: Teaching Students with Disabilities in the 21st Century Day 3: Accommodations and Modifications, UDL and Al	61
04/24/25	2:00-3:30	SEIS Techs Collaborative Meeting	51
04/25/25	8:00-3:30	Region 10 SLP Coordinating Council Presents: Powerful Phonological Assessment: Fully Characterizing the System and Considering Social-Emotional Factors	57
04/29/25	6:00-8:30pm	Evening Parents & Transition Support Staff: Adult Transition Information Meetings	46 / 66

May 2025

DATE	TIME	TITLE	PAGE
05/01/25	9:30-3:30	Daytime Parents & Transition Support Staff: Adult Transition Information Meeting	47 / 67
05/19/25	8:00-10:00	Special Education Leadership Development Series	33



For Administrators & School Psychologists



MASTERING BEHAVIORAL SUPPORT:
Functional Behavioral Assessment (FBA),
Behavior Intervention Plan (BIP), and the
Manifestation Determination Process

Presented by:
Jennifer Brooksby & Jessica M. Lascano

This training will explore the intersection of functional behavioral assessment (FBA), behavior intervention plans (BIP), manifestation determination, and behavioral emergencies. Participants will learn how to apply effective antecedent interventions to minimize the need for restraint and will understand the importance of implementing function-based behavior interventions. Additionally, this training will highlight the significance of supporting students in developing adaptive behaviors that meet their functional needs and teaching coping skills to navigate challenging activities and transitions in school. The manifestation determination process will be thoroughly explained to ensure attendees comprehend the school district's obligations when engaging in this legally mandated process. Participants will receive access to a Padlet filled with resources for immediate implementation in their daily practice.

MONDAY SEPTEMBER 16, 2024

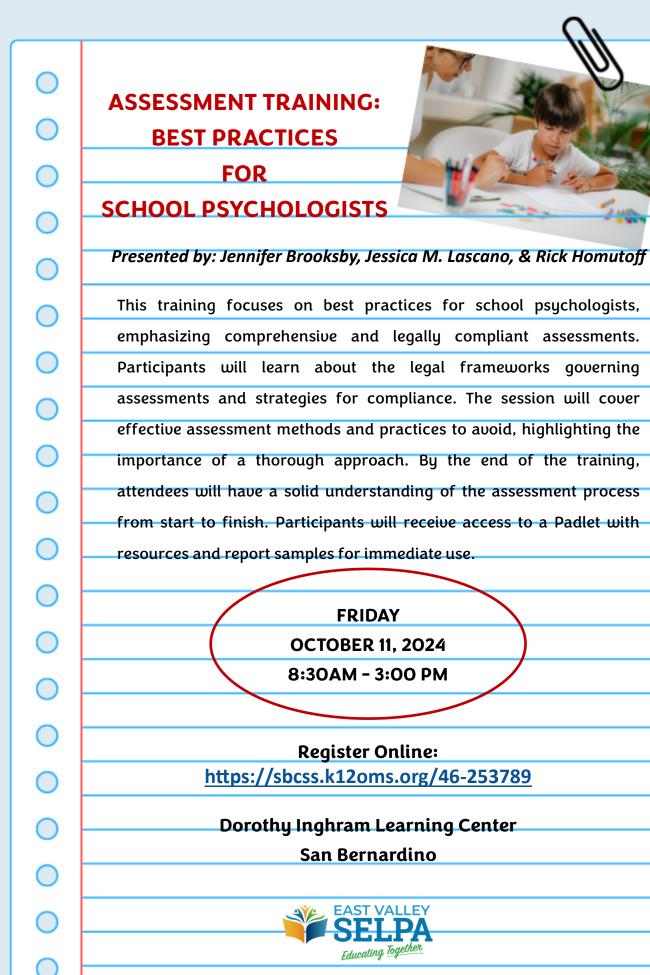
8:30AM - 3:00PM

REGISTER ONLINE:

https://sbcss.k12oms.org/46-253790

Dorothy Inghram Learning Center, San Bernardino









Inclusive Mindset for School Psychologist Assessments

Presented by:

Jessica M. Lascano & Patty Metheny, Ed.D.

his training aims to help school psychologists adopt an inclusive approach to psycho-educational assessments. Participants will learn to emphasize student strengths and abilities while conducting thorough assessments. Additionally, they will understand the importance of collaborating with general education colleagues throughout the assessment process and beyond, ensuring all students are viewed as general education first. As a result, they will learn how to develop recommendations resulting from their assessments that focus on inclusion in the general education setting to the maximum extent possible. All participants will receive resources via a Padlet.

Wednesday
JANUARY 22, 2025

8:30AM - 3:00PM

REGISTER ONLINE: https://sbcss.k12oms.org/46-253791

Dorothy Inghram Learning Center
San Bernardino







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

Presented by:

Susanne Ferguson, EdS, CCC-SLP, EV SELPA Program Specialist Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

Tuesday

OCTOBER 15, 2024

8:30 am - 3:30 pm

Register Online:

https://sbcss.k12oms.org/46-253301

Tuesday
FEBRUARY 11, 2025
8:30 am - 3:30 pm
Register Online:
https://sbcss.k12oms.org/46-253304





Mastering the Art of the DHH Itinerant

Facilitators: Amara Chi Ani and Ginger Carlucci

CLICK HERE TO REGISTER FOR THE SERIES: https://sbcss.k12oms.org/46-252170

Focus Area I: Mastering the Art of the DHH Itinerant

Thursday, August 22, 2024 2:00 - 4:00 pm Click here to register: https://sbcss.k12oms.org/46-252172

Focus Area II: Assessment, Eligibility & Planning: A Comprehensive Guide

Part 1: Consultation & Eligibility

Thursday, September 26, 2024 2:00-4:00 pm Click here to register: https://sbcss.k12oms.org/46-252175

Part 2: Assessment & Identifying Needs

Thursday, October 24, 2024 2:00-4:00 pm

Click here to register: https://sbcss.k12oms.org/46-252176

Focus Area III: Service Delivery & Advocacy: A Multifaceted Approach

Part 1: Service Delivery & Inclusion

Thursday, January 16, 2025 2:00-4:00 pm

Click here to register: https://sbcss.k12oms.org/46-252182

Part 2: Empowering DHH Students

Thursday, February 6, 2025 2:00-4:00 pm

Click here to register: https://sbcss.k12oms.org/46-252185

Focus Area IV: Success in the Mainstream Classroom

Thursday, March 6, 2025 2:00 - 4:00 pm

Click here to register: https://sbcss.k12oms.org/46-252186

Mastering the Art of the DHH Itinerant

Focus Area I: Mastering the Art of the DHH Itinerant

Empower yourself to excel in your dynamic role as a DHH itinerant teacher!

This training equips you with the specific skills and resources you need to thrive in this unique position. We'll differentiate between a teacher of the deaf and a DHH itinerant, while providing practical tools to maximize your impact on students and general education teachers.

Key Benefits:

- o Clarity on Your Role: Understand your unique responsibilities and approaches.
- o Time Management Mastery: Boost efficiency and organization for a more productive practice.
- o **Progress Monitoring Powerhouse:** Discover methods for tracking student progress and maintaining accurate logs.
- o **Collaboration Champions**: Develop co-planning skills to seamlessly integrate support for DHH students within general education classrooms.

Focus Area II: Assessment, Eligibility & Planning: A Comprehensive Guide

Empower yourself to effectively support students who are deaf or hard of hearing.

This two-part training equips you with the knowledge and skills to identify students' specific needs and plan impactful programs. You'll gain confidence collaborating with school teams to secure appropriate services.

Part I: Consultation & Eligibility

- o **Consultation Review:** Understand the consultation review process and collaborate effectively with school teams.
- o **Eligibility Criteria**: Explore pathways to support, including 504 Plans and Individualized Education Programs (IEPs). Learn how to identify qualifying students.

Part II: Assessment & Identifying Needs

- o **Assessment Strategies:** Delve into assessment practices for children (preschool-high school) and understand different assessment areas.
- o **Identifying Needs:** Utilize assessment results to pinpoint specific learning needs and support areas for students with hearing loss.

Mastering the Art of the DHH Itinerant

Focus Area III: Service Delivery & Advocacy: A Multifaceted Approach

Equip yourself with a multifaceted approach to support service delivery for students with hearing loss.

This session addresses the challenge of ensuring students receive sufficient support. It covers consultation, collaboration, direct service, and empowering DHH students to advocate for themselves.

Part I: Service Delivery & Inclusion

- **Advocacy for Support Services:** Gain clarity on how to ensure DHH students receive appropriately tailored support services.
- **Service Models:** Deepen your understanding of various methods for service delivery that meet individual student needs.
- **Inclusion:** Learn how to leverage resources in the general education setting to foster inclusive learning environments.

Part II: Empowering DHH Students

- **Building an Advocacy Framework:** Discover a practical framework to guide Deaf students in developing effective advocacy skills.
- **Accommodations, Services & Networking:** Explore best practices for utilizing accommodations and services, while fostering connections with the Deaf community.

Focus Area IV: Success in the Mainstream Classroom

Equip yourself with essential knowledge and strategies to support DHH students' success!

This session explores communication barriers and equips educators with effective methods to address them in the classroom. It also covers creating accessible classrooms, using hearing assistive technologies (HAT), and fostering social-emotional well-being for DHH students.

Key Takeaways:

- **Communication Strategies:** Understand various communication modes used by DHH students (spoken language, sign language, assistive technologies).
- **Creating Accessible Classrooms:** Unpack the educational challenges faced by DHH students and the concept of access.
- **Hearing Assistive Technology (HAT):** Gain insight into various HAT systems and how to integrate them effectively.
- **Social-Emotional Well-being:** Discover strategies to foster social skills development, friendships, and self-advocacy skills for DHH students.



In-Person Trainings Diagnostic Center, Southern California California Department of Education Sponsored by Regional Coordinating Council 10 and the East Valley SELPA



Inclusive Education: Step-By-Step



Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA



Presenter: Nicole Ward, M.A., Education Specialist

Diagnostic Center South, California Department of Education

Date: Thursday, October 3, 2024

Time: 8:00 - 8:30 am — Sign-in/Coffee

8:30 - 2:30 pm — Workshop (5 hours)

Place: Dorothy Inghram Learning Center/EVSELPA

670 E. Carnegie Dr., San Bernardino, 92408

Cost: No cost

Content: This training will focus on inclusive education and the best practices for educating students with disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, effective planning and collaboration, identifying the demands within the learning environment, understanding each learner's needs, accommodations versus modifications, differentiation and universal design.

Intended Audience: Improving inclusive education requires a partnership between general educators and special educators so the ideal audience will include multidisciplinary teams working with students with disabilities in inclusive settings, however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

Materials: Participants are encouraged, but not required, to bring a device (laptop or tablet) for exploration of online resources.

Participants will:

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

Register Online: https://sbcss.k12oms.org/46-253352

Being a Para Pro of Inclusive Education



Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA



Presenter: Nicole Ward, M.A., Education Specialist

Diagnostic Center South, California Department of Education

Date: Tuesday, December 3, 2024

Time: 8:00 - 8:30 am — Sign-in/Coffee

8:30 - 11:30 am — Workshop (3 hours)

Place: Dorothy Inghram Learning Center/EVSELPA

670 E. Carnegie Dr., San Bernardino, 92408

Cost: No cost

Content: Designed for paraprofessionals/instructional assistants, this training will focus on best practices for supporting students with special needs in inclusive settings. Information provided will include the following: inclusive education—the what and the why, understanding the paraeducator role in the general education classroom, increasing student independence, supporting peer relationships, and how cognitive development supports learning, communication, and behavior.

Intended Audience: Paraprofessionals/Instructional assistants who support students in inclusive settings. Staff who support and/or supervise paraprofessionals/ instructional assistants who work with students with disabilities in inclusive settings.

Participants will:

- 1. Understand the what and the why of inclusive education.
- 2. Be able to define the role of the paraprofessional/instructional assistant in inclusive settings.
- 3. Increase awareness of how cognitive development impacts learning, behavior, and communication.
- 4. Learn strategies to support behavior, independence, and peer relationships.
- 5. Explore accommodations and modifications to support.

Register Online: https://sbcss.k12oms.org/46-253357

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



Sponsored by





Presenters: Allease Glamore, M.S., School Psychologist and

Heather DeFelice, M.S., CCC-SLP, Speech-Language Pathologist, Diagnostic Center South, California Department of Education

Date: Thursday, February 6, 2025

Time: 8:00 - 8:30 am — Sign-in/Coffee

8:30 - 2:30 pm — Workshop (5 hours)

Place: Dorothy Inghram Learning Center/EVSELPA

670 E. Carnegie Dr., San Bernardino, 92408

Cost: No cost

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

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

Participants will:

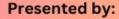
- 1. Learn about developmental milestones, key skills that represent stages of development, and the implications for learning.
- 2. Understand the purpose of routines and how to establish effective class schedules and expectations for participation within services.
- 3. Learn the importance of themes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

Register Online: https://sbcss.k12oms.org/46-253367





Addressing the Foundational Skills of the Preschool Student



Susanne Ferguson, EdS, CCC-SLP, EV SELPA Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist



This training 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 three behavioral and sensory motor strategies to implement in the classroom

Tuesday October 1, 2024 8:30 am - 3:30 pm Register Online:

https://sbcss.k12oms.org/46-253602

Wednesday
February 5, 2025
8:30 am - 3:30 pm
Register Online:

https://sbcss.k12oms.org/46-253603

Dorothy Inghram Learning Center, Home to the EV SELPA, 670 E. Carnegie Dr., San Bernardino



DRDP AS AN INSTRUCTIONAL TOOL

Participants will learn how to use the Desired Results Developmental Profile (DRDP) as an instructional tool by using the assessment data to guide instruction, create lessons with target skills, and plan daily activities that align to the identified student needs. Participants will walk away with ideas and strategies to use immediately and daily within their classrooms.



Intended Audience: Preschool teachers, Paraprofessionals, Administrators, & SLPs

Wednesday
OCTOBER 16, 2024
8:30 am - 3:30 pm
Register Online

https://sbcss.k12oms.org/46-252197

Presented by:
EV SELPA

PROGRAM SPECIALISTS

Dorothy Inghram Learning Center
San Bernardino

Wednesday
FEBRUARY 19, 2025
8:30 am - 3:30 pm
Register Online

https://sbcss.k12oms.org/46-252198



ERIMOHIS

Educationally Related Mental Health Services



NETWORK MEETING & RTC VENDOR FAIR

THURSDAY OCTOBER 24, 2024 8:30 AM - 3:00 PM



SELPA AND SCHOOL DISTRICT
RESIDENTIAL PLACEMENT COORDINATORS,
MENTAL HEALTH COORDINATORS AND
STAFF INVOLVED IN THE PLACEMENT PROCESS
ARE INVITED TO JOIN THIS EVENT,
(NO INTERNS, PLEASE).

SCHEDULE

8:30 - 9:00 CHECK IN, LIGHT BREAKFAST & COFFEE
9:00 - 11:30 NETWORK MEETING TO DISCUSS A VARIETY OF TOPICS:
RESIDENTIAL & ERMHS SERVICES, TRANSITIONING, FACILITIES, AND HOT TOPICS
11:30 - 12:30 NETWORKING CATERED LUNCH
12:30 - 3:00 RTC & NPA VENDOR FAIR
(2:30 RAFFLE DRAWING)

Click here to register: https://sbcss.k12oms.org/46-252240



SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

PRESENTED BY: JENNIFER BROOKSBY & RICK HOMUTOFF



SPECIAL EDUCATION STAFF WILL DEVELOP PRACTICAL LEADERSHIP SKILLS TO SUPPORT THEIR DISTRICT NEEDS

JOIN US ON THE FOLLOWING MONDAYS:

SEPTEMBER 30, 2024 8:00-10:00 AM
 DECEMBER 2, 2024 2:00- 4:00 PM
 FEBRUARY 24, 2025 2:00- 4:00 PM
 MAY 19, 2025 8:00-10:00 AM

LOCATION:

DOROTHY INGHRAM LEARNING CENTER
HOME TO THE EAST VALLEY SELPA
670 E. CARNEGIE DRIVE, SAN BERNARDINO 92408

REGISTER ONLINE:

https://sbcss.k12oms.org/46-251950

New Teacher Professional Development

NEW TEACHER & SERVICES PROVIDER SERVICES PROVIDER SERVICES PROVIDER OF DAY TRAINING SERVICES FAST VALLEY SETUPA

Day 1 IEP Basics Survival Kit

Day 2 Goal Development

Day 3 Progress Monitoring

Day 4 Structuring the Classroom

Day 5 UDL in the Classroom

Day 6 Behavior Strategies/FBA/BIP

Presented by: East Valley SELPA Program Specialists
FULL TRAINING DESCRIPTIONS ON PAGES 36-37
REGISTER ONLINE FOR THE SERIES THAT FITS YOUR SCHEDULE BEST

6-DAY SERIES	6-DAY SERIES	6-DAY SERIES
(TUESDAYS)	(FRIDAYS)	(MIXED DAYS)
8:30 AM - 3:30 PM	8:30 AM - 3:30 PM	8:30 AM - 3:30 PM
Tuesday	Friday	Tuesday
September 3, 2024	September 13,2024	January 21, 2025
Tuesday	Friday	Wednesday
September 10, 2024	September 27, 2024	January 29, 2025
Tuesday	Friday	Tuesday
September 17, 2024	October 11, 2024	February 4, 2025
Tuesday	Friday	Tuesday
September 24, 2024	November 1, 2024	February 18, 2025
Tuesday	Friday	Wednesday
October 1, 2024	November 15, 2024	February 26, 2025
Tuesday	Friday	Thursday
October 8, 2024	December 6, 2024	March 6, 2025
https://sbcss.k12oms.org/	https://sbcss.k12oms.org/	https://sbcss.k12oms.org/
46-252851	46-254842	46-254463



IEP BASICS SURVIVAL KIT TRAINING

This training will provide a brief history of IDEA and dive into the educational benefit of an IEP. We will break down all parts of the IEP including assessment and present levels of performance, areas of need, goals, services, placement, and progress. Participants will learn how to link all parts of the IEP to educational benefit in order to write legally compliant IEPs.

GOAL DEVELOPMENT

This training is on how to develop legally compliant IEP goals using a 13-part template. Participants will receive a goal bank to reference and help support future goal development. Objectives - Participants will:

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

PROGRESS MONITORING

Participants will learn how to collect data (progress monitoring) on IEP goals, and how to effectively implement all parts of an IEP. 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 and matching the goals to the correct progress monitoring sheets
- Understand all the areas for implementation in an IEP
- Learn to use the conditions of intervention as a guide for target skill instruction
- Learn how to collect data while instructing the target skill
- Understand self-management with checklists

STRUCTURING THE CLASSROOM

This training is for teachers, paraeducators, and administrators in any stage of their career, who would like to learn more about effective, well-run classrooms using 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)
- Functional communication access and core boards
- Managing your staff team using productive communication and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program.

Join us and walk away with tools to immediately implement in your classroom.

NEW TEACHER & SERVICES PROVIDER SERVICES PROVIDER SERVICES PROVIDER OF DAY TRAINING SERVICES OF DAY TRAINING SERVICES PROVIDER SERVICES PR

UDL IN THE CLASSROOM

This training will discuss a variety of teaching methods and supports for students, including specially designed instruction, RTI vs. MTSS, differentiated instruction, and accommodations vs. modifications. We will dive into the Universal Design for Learning (UDL) principles including multiple means of engagement, multiple means of representation, and multiple means of action/expression along with the UDL guidelines. We will review UDL design points and lesson planning using UDL so participants can walk away with strategies to implement in their classrooms.

BEHAVIOR STRATEGIES, FBA, BIP

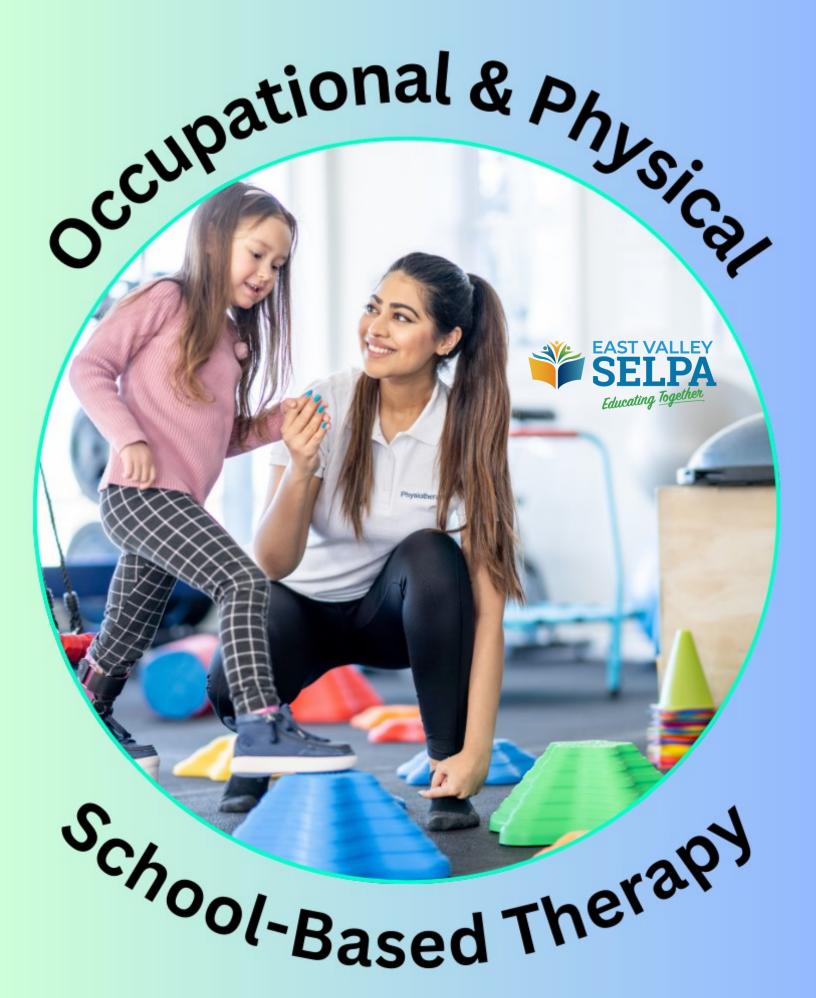
This training covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Participants will use the EV SELPA FBA and BIP Guidebooks to gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan, as well as, learn how to effectively analyze data. This training also covers evidence-based interventions proven to facilitate positive behavior change. These interventions and strategies include relationship building, reinforcement systems, visual supports, antecedent-based interventions, sensory and mental health strategies.







Educating Together



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

Presented by:

Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), & Dr. Rick Homutoff (EV SELPA Due Process Program Manager)

As an annually recurring event, this training sets the stage for any practicing or soon to become school based occupational therapy (OT) and physical therapy (PT) practitioner. From legally compliant assessments, IEP meetings, and service record reporting to evidence-based assessments and treatment intervention ideas the Back to School-based OT and PT Basics, Part 1, offers a collaborative environment to pose questions, offer suggestions, and obtain guidance on common day-to-day OT and PT practices. Through case presentations the training offers real and in-the-moment application of the learned content. Come join us for another year of school-based knowledge. The focus of this Part 1 will be a quick overview of educational law, IEP components, and school-based legally and compliance obligations. This is your opportunity to explore and find helpful tips to better carry out your daily OT/PT duties in the school setting. (Part 2 is September 6, 2024)

Date: Friday, August 30, 2024

Time: 8:00 am - 3:30 pm

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

Fee: \$30.00 (Purchase Orders are NOT accepted. This is a Pre-Pay event)

Intended Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants.

Objectives: Participants will:

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

CEUs: Certificate of attendance will be provided, verifying 6 professional development units. **Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at joann.vargas@sbcss.net



SELPA SELPA

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

Presented by:

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

Part 2 of the Back to School OT and PT Basics will focus on understanding the role of the OT and PT as a related service provider by engaging in critical thinking and clinical judgement through case scenarios, collaboration and exploration of appropriate assessment and treatment interventions. This training will also help you understand how OT and PT as an interdisciplinary team member can contribute to the IEP process from eligibility, accommodations, modifications, to interventions. Lastly through collaboration with other school-based therapists, this training will offer networking opportunities.

Date: Friday, September 6, 2024

Time: 8:00 am - 3:30 pm

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

Fee: \$30.00 (Purchase Orders are NOT accepted. This is a Pre-Pay event)

Intended Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapy Assistants.

Objectives: Participants will:

- 1. Demonstrate the skill set to navigate a legally compliant assessment by demystifying the role OT and PT play as a related service provider.
- 2. Learn at least three contributions OT/PT can make as an IEP team member in terms of eligibility, assessment and treatment recommendations.
- 3. Demonstrate clinical judgement by appropriately selecting the best course of action to address the concerns presented in at least three case scenarios.
- 4. Learn at least three evidence-based practices to ensure compliance with assessment, treatment, and IEP documentation.

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

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





Bal-A-Vis-X Training

January 9, 2025 (25 spots only) **OR** January 10, 2025 (25 spots only)

Presented by: Wayne Stevenson

Bal-A-Vis-X is a series of increasingly complex Balance/Auditory/Vision/ Exercises, deeply rooted in rhythm, that requires full- body coordination and focused attention. Originally created for the needs of primary students with reading challenges and focus issues, years of refinement and modification have extended the benefits of BAVX exercises to those of nearly any age who struggle cognitively and/or physically. BAVX is now used on three continents to address conditions such as LD, ADD/ADHD, PTSD, anxiety, imbalance, and stroke recovery. BAVX was developed by Bill Hubert during years of working as a school teacher and a martial arts instructor.

Time: 8:00 am - 5:00 pm, (7:45 - 8:00 am sign-in) 1 hour on your own for lunch

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

Fee: \$140.00 (Purchase Orders are NOT accepted. This is a Pre-Pay event)

Intended Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants, Special Education Teachers, General Education Teachers, Instructional Assistants, Speech Pathologists, Parents.

Outcomes: Participants will:

- 1. Learn about the Principles of Bal-A-Vis-X and its application in school settings.
- 2. Learn through hands-on exercises how to engage students in the various exercises.
- 3. Learn teaching techniques and relevant modifications.
- 4. Be ready to use BAVX with students immediately upon completing this training.

CEUs: Certificate of attendance will be provided, verifying 7.5 professional development units.

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







Registration Deadline: December 13, 2024

Thursday
January 9, 2025

Register Online:

https://sbcss.k12oms.org/46-253427

OR

Friday January 10, 2025

Register Online:

https://sbcss.k12oms.org/46-253430



Understanding Dyslexia



Presented by:

Dr. Penny Stack

Unravel the mystery of Dyslexia in our dynamic seminar! Dive deep into this invisible yet prevalent disability affecting 1 in 5 individuals. Say goodbye to the misconception of "trying Harder" - we're here to offer real solutions. Join us to explore firsthand the struggles your clients face - from forgetfulness after hours of studying to the frustration of expressing thoughts on paper. Discover practical treatment ideas using client-centered routines, interactive games, and hands-on approaches. Let's empower your clients to conquer the challenges of dyslexia together! Upon completion of this program, you will be able to immediately provide treatment to address your client's visual perceptual skills, visual motor integration, auditory and visual memory, reading rate, accuracy, fluency, comprehension, spelling and handwriting struggles.

Date: Friday, February 28, 2025

Time: 8:00 am - 3:30 pm, (7:45 - 8:00 am sign-in) 1 hour on your own for lunch

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

Fee: \$30.00 (Purchase Orders are NOT accepted. This is a Pre-Pay event)

Intended Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants, Special Education Teachers, General Education Teachers, Instructional Assistants, Speech Pathologists, Parents.

Course Learning Objectives:

- 1. Identify the Executive Cognitive Functions required for reading success.
- 2. Identify three treatment interventions for each Executive Cognitive Function deficit noted in the evaluation.
- 3. Identify three accommodations for dyslexia to support academic learning.

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

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

Registration Deadline: February 14, 2025

Register Online: https://sbcss.k12oms.org/46-253420



PARENT



Education

PARENT EDUCATION SERIES

Presented by: Courtney Beatty & Colleen Meland, East Valley SELPA Program



All Dates are 10:00am - 11:30am

September 18, 2024 IEP Documents

October 15, 2024 Special Education Basics

December 11, 2024 Transition Planning: Middle School

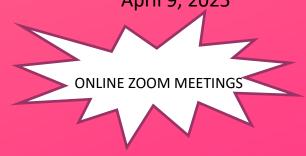
February 5, 2025 Transition Planning: PreK to TK/K

March 5, 2025 Communication with School Teams

April 9, 2025 Inclusion

Register Online:

https://sbcss.k12oms.org/46-255252







Building Supports

for Students
With Disabilites

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

OCTOBER 18TH
9:30am-2:30pm
670 E. Carnegie Dr - San Bernardino

Register at https://sbcss.k12oms.org/46-253226

FOOD • VENDORS • PRESENTATIONS • GIVEAWAYS • INFORMATION

Parents & Transition Support Staff: Adult Transition Information Evening Meetings

Facilitated by: Colleen Meland



All Meetings: 6:00 - 8:30 pm

August 27, 2024

September 24, 2024

October 29, 2024

December 3, 2024

January 28, 2025

February 25, 2025

April 29, 2025

These meetings are intended to provide parents and Transition support staff with information about secondary and post-secondary programs and services options available. Topics include:

- · Preparing to navigate life after high school
- Regional Center adult services
- Adult Day Programs
- Supported Employment
- Department of Rehabilitation employment preparation services
- Legal considerations: Conservatorship & Special Needs Trust
- Social Security and the Incentive to Work
- · CalABLE special needs savings and investment account
- True Link Pre-Paid managed VISA Card
- Individual online and community safety concerns & considerations
- Free Emergency ID for Regional Center clients
- · Transportation options for special needs individuals
- . The Arts, Leisure & Recreation Programs
- Postsecondary Education/Training and accommodations
- Regional Center Self-Centered Self-Determination Program

Register Online: https://sbcss.k12oms.org/46-252872

Dorothy Inghram Learning Center, San Bernardino

Parents & Transition Support Staff: Adult Transition Information Daytime Meetings

Facilitated by: Colleen Meland

All Meetings: 9:30 am - 3:30 pm

August 29, 2024

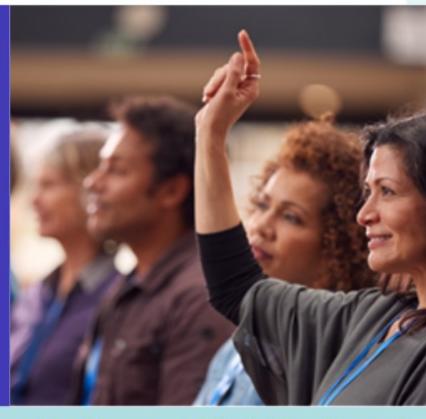
October 3, 2024

November 7, 2024

January 30, 2025

February 27, 2025

May 1, 2025



These meetings are intended to provide parents and Transition support staff with information about secondary and post-secondary programs and services options available. Topics include:

- Preparing to navigate life after high school
- · Regional Center adult services
- Adult Day Programs
- Supported Employment
- Department of Rehabilitation employment preparation services
- Legal considerations: Conservatorship & Special Needs Trust
- · Social Security and the Incentive to Work
- CalABLE special needs savings and investment account
- True Link Pre-Paid managed VISA Card
- Individual online and community safety concerns & considerations
- Free Emergency ID for Regional Center clients
- · Transportation options for special needs individuals
- The Arts, Leisure & Recreation Programs
- Postsecondary Education/Training and accommodations
- Regional Center Self-Centered Self-Determination Program



Register Online: https://sbcss.k12oms.org/46-252874







Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

<u>Practitioner Level</u> Use all PCM non-physical procedures plus personal safety and transportation (escorts)

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

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

LEVEL	DATES	TIME	REGISTER ONLINE
Practitioner Initial Certification 2-Day Training	September 3 & 4, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252218
Practitioner Initial Certification 2-Day Training	December 3 & 4, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252219
Practitioner Initial Certification 2-Day Training	February 12 & 13, 2025	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252220
Practitioner 1 & Practitioner 2(P) Initial Certification 3-Day Training	October 28 - 30, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252221
Practitioner 1 & Practitioner 2(P) Initial Certification 3-Day Training	March 11 - 13, 2025	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252223

Initial Certification Training (all levels) \$45.00 per person

Recertification Training (all levels) \$45.00 per person

Re-Training \$25.00 per person/per retraining session



SEIS TECHS Collaborative Meetings



SEIS TECHS Collaborative Meetings

SEIS Techs and district
representatives are invited to
learn more about the latest
CALPADS information,
including updates and/or
changes to SEIS. Attendees are
encouraged to bring questions,
ideas and suggestions to share
with the group.

Join us Thursday:

- August 29, 2024
- November 7, 2024
 - January 16, 2025
 - April 24, 2025

Meeting time:

2:00 - 3:30 pm

Location:

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

670 E. Carnegie Drive

San Bernardino 92408

Register Online:

https://sbcss.k12oms.org/46-252241



SCHOOL



PSYCHOLOGISTS

For Administrators & School Psychologists



MASTERING BEHAVIORAL SUPPORT:
Functional Behavioral Assessment (FBA),
Behavior Intervention Plan (BIP), and the
Manifestation Determination Process

Presented by:
Jennifer Brooksby & Jessica M. Lascano

This training will explore the intersection of functional behavioral assessment (FBA), behavior intervention plans (BIP), manifestation determination, and behavioral emergencies. Participants will learn how to apply effective antecedent interventions to minimize the need for restraint and will understand the importance of implementing function-based behavior interventions. Additionally, this training will highlight the significance of supporting students in developing adaptive behaviors that meet their functional needs and teaching coping skills to navigate challenging activities and transitions in school. The manifestation determination process will be thoroughly explained to ensure attendees comprehend the school district's obligations when engaging in this legally mandated process. Participants will receive access to a Padlet filled with resources for immediate implementation in their daily practice.

MONDAY SEPTEMBER 16, 2024

8:30AM - 3:00PM

REGISTER ONLINE:

https://sbcss.k12oms.org/46-253790

Dorothy Inghram Learning Center, San Bernardino



ASSESSMENT TRAINING: BEST PRACTICES FOR SCHOOL PSYCHOLOGISTS emphasizing comprehensive immediate use.



Presented by: Jennifer Brooksby, Jessica M. Lascano, & Rick Homutoff

This training focuses on best practices for school psychologists, and legally compliant assessments. Participants will learn about the legal frameworks governing assessments and strategies for compliance. The session will cover effective assessment methods and practices to avoid, highlighting the importance of a thorough approach. By the end of the training, attendees will have a solid understanding of the assessment process from start to finish. Participants will receive access to a Padlet with resources and report samples for

> **FRIDAY OCTOBER 11, 2024** 8:30AM - 3:00 PM

Register Online:

https://sbcss.k12oms.org/46-253789

Dorothy Inghram Learning Center San Bernardino







Inclusive Mindset for School Psychologist Assessments

Presented by:

Jessica M. Lascano & Patty Metheny, Ed.D.

his training aims to help school psychologists adopt an inclusive approach to psycho-educational assessments. Participants will learn to emphasize student strengths and abilities while conducting thorough assessments. Additionally, they will understand the importance of collaborating with general education colleagues throughout the assessment process and beyond, ensuring all students are viewed as general education first. As a result, they will learn how to develop recommendations resulting from their assessments that focus on inclusion in the general education setting to the maximum extent possible. All participants will receive resources via a Padlet.

Wednesday
JANUARY 22, 2025

8:30AM - 3:00PM

REGISTER ONLINE:

https://sbcss.k12oms.org/46-253791

Dorothy Inghram Learning Center
San Bernardino





SPEECH





LANGUAGE



PATHOLOGIST

2024-2025 REGION 10 COORDINATING COUNCIL SPEECH AND LANGUAGE PATHOLOGIST TRAININGS

SAVE THESE DATES:

OCTOBER 4, 2024

"PROMOTING OPTIMAL DEVELOPMENT FOR CHILDREN WITH
NEURODEVELOPMENTAL DISABILITIES:
SIGNIFICANCE OF ENVIRONMENTAL IMPACT"

PRESENTED BY: DR. KITI RANDALL
LOCATION: JESSIE TURNER COMMUNITY CENTER, FONTANA

FEBRUARY 28, 2025

"MULTI-SPEAKER EVENT TO FULFILL ASHA REQUIREMENTS"

PRESENTED BY:

JENNIFER ST. CLAIR, PHD, CCC-SLP, -SUPERVISION

THERESA RODGERS, MA, CCC-SLP, - ETHICS

TERRY SAENZ, PHD, CCC-SLP & HENRIETTE LANGDON, EDD, H-CCC-SLP, - DEI

LOCATION: VIRTUAL

APRIL 25, 2025

"POWERFUL PHONOLOGICAL ASSESSMENT: FULLY CHARACTERIZING THE SYSTEM AND CONSIDERING SOCIAL-EMOTIONAL FACTORS"

PRESENTED BY: JENNIFER TAPS RICHARD, MA, CCC-SLP LOCATION: SKYVIEW EVENT CENTER. JURUPA VALLEY



The Role of the
Speech-Language Pathologist
in an
Inclusive Classroom Setting

Tanan 17, 2025

January 17, 2025 8:30am - 3:00pm

<u>Register Online:</u>
https://sbcss.k12oms.org/46-254638

Dorothy Inghram Learning Center
San Bernardino

Presented by:

EV SELPA Program Specialists
Gi nge r Carluc ci, M. S., CCC-SLP
S u san ne Fe rgu son, Ed. S., CCC-SLP,

This is an intermediate level training course for Speech-Language Pathologists (SLPs). Participants will learn about a variety of strategies and methods to work with students in their least restrictive environment. This workshop will dive into different inclusive service delivery models and activities as well as review goals that support skill development in inclusive settings. Resources will be shared for immediate implementation.

Upon completion of this course, participants will be able to:

- Become familiar with a variety of inclusive strategies and activities for supporting communication needs in the school setting
- Describe a variety of service delivery models in the least restrictive environment
- Learn about how inclusion supports social and academic needs of students
- Become familiar with communication goals that support skill development in inclusive settings
- Learn about resources to support inclusion

Continuing Education (CE) for SLPs and SLPAs: This course meets the qualifications for 5.0 hours of Continuing Education (CE) credit 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 workshop to receive CE hours for that day. If CE credits are desired, please mail a check, money order (payable to SBCSS), or cash for \$10 to: Dorothy Inghram Learning Center/EVSELPA, Attn: Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Please include your name as you want it displayed on the certificate, your state license number, email address, title and date of the training. CE payment must be received or postmarked on, or before February 18th, 2025.



Inclusive Education: Step-By-Step



Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA



Presenter: Nicole Ward, M.A., Education Specialist

Diagnostic Center South, California Department of Education

Date: Thursday, October 3, 2024

Time: 8:00 - 8:30 am — Sign-in/Coffee

8:30 - 2:30 pm — Workshop (5 hours)

Place: Dorothy Inghram Learning Center/EVSELPA

670 E. Carnegie Dr., San Bernardino, 92408

Cost: No cost

Content: This training will focus on inclusive education and the best practices for educating students with disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, effective planning and collaboration, identifying the demands within the learning environment, understanding each learner's needs, accommodations versus modifications, differentiation and universal design.

Intended Audience: Improving inclusive education requires a partnership between general educators and special educators so the ideal audience will include multidisciplinary teams working with students with disabilities in inclusive settings, however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

Materials: Participants are encouraged, but not required, to bring a device (laptop or tablet) for exploration of online resources.

Participants will:

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

Register Online: https://sbcss.k12oms.org/46-253352



3-DAY SERIES

TEACHING STUDENTS
WITH DISABILITIES IN
THE 21ST CENTURY

- 1 BACKWARDS DESIGN FOR INSTRUCTION AND BACKWARDS MAPPING STANDARDS TO IEP GOALS
- 2 GENERAL EDUCATION & SPECIAL EDUCATION INSTRUCTORS WORKING TOGETHER
- 3 ACCOMMODATIONS & MODIFICATIONS, UDL, AND AI

PRESENTED BY:

EAST VALLEY SELPA PROGRAM SPECIALISTS

Ginger Carlucci, Susanne Ferguson, Colleen Meland, & Shannon Vogt

FULL TRAINING DESCRIPTIONS ON NEXT PAGE

November 4, 13, & 20, 2024

8:30 am - 3:30 pm

Register Online:

https://sbcss.k12oms.org/46-252193

April 8, 15, & 22, 2025

8:30 am - 3:30 pm

Register Online:

https://sbcss.k12oms.org/46-252195

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



3-DAY SERIES

TEACHING STUDENTS WITH DISABILITIES IN THE 21ST CENTURY



Backwards Design for Instruction and Backwards Mapping Standards to IEP Goals

Participants will learn the process of backwards design for curriculum and instruction. Teachers will learn a process of lesson planning by:

- Setting course goals or learning objectives
- Preparing assessments for students to demonstrate their learning
- Develop learning activities and instructional materials
- Chuck lesson/course into manageable tasks.

Participants will learn the process of backwards mapping state standards into IEP goals. Teachers will learn how to develop individual IEP goals by:

- Finding a state standard in the area of need
- Review the grade level standard, functional level standard and one year after the functional level standard
- Imbed accommodations supports and prompting

General Education and Special Education Instructors Working Together

The objective of this in-service is to provide an overview of the best teaching strategies for general education and special education teachers working together. Effective exchange of student information for determining appropriate instruction is necessary. Various instructional delivery practices will be introduced: consultation, inclusion, collaboration, pull-out, and co-teaching. The Co-Teaching Models will be defined and demonstrated. A particular focus will be given to the merits of Inclusion.

Accommodations and Modifications, UDL, and Al

Accommodations and modifications will be defined with an explanation about their differences and how to use them within the classroom and during state testing. Additionally, participants will learn about the Universal Design for Learning (UDL) that utilizes universally accessible scaffolds and supports available to all students instead of single-student-focused use of accommodations. There will be a focus on the work by internationally known UDL proponent, Katie Novak, Ed. D. The principles of UDL: multiple means of engagement, multiple means of representation, and multiple means of action/expression will be introduced with examples of strategies for each. Participants will also learn about the use of AI in the classroom and be provided with numerous strategies and resources.

Being a Para Pro of Inclusive Education



Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA



Presenter: Nicole Ward, M.A., Education Specialist

Diagnostic Center South, California Department of Education

Date: Tuesday, December 3, 2024

Time: 8:00 - 8:30 am — Sign-in/Coffee

8:30 - 11:30 am — Workshop (3 hours)

Place: Dorothy Inghram Learning Center/EVSELPA

670 E. Carnegie Dr., San Bernardino, 92408

Cost: No cost

Content: Designed for paraprofessionals/instructional assistants, this training will focus on best practices for supporting students with special needs in inclusive settings. Information provided will include the following: inclusive education—the what and the why, understanding the paraeducator role in the general education classroom, increasing student independence, supporting peer relationships, and how cognitive development supports learning, communication, and behavior.

Intended Audience: Paraprofessionals/Instructional assistants who support students in inclusive settings. Staff who support and/or supervise paraprofessionals/ instructional assistants who work with students with disabilities in inclusive settings.

Participants will:

- 1. Understand the what and the why of inclusive education.
- 2. Be able to define the role of the paraprofessional/instructional assistant in inclusive settings.
- 3. Increase awareness of how cognitive development impacts learning, behavior, and communication.
- 4. Learn strategies to support behavior, independence, and peer relationships.
- 5. Explore accommodations and modifications to support

Register Online: https://sbcss.k12oms.org/46-253357

TRANSITION





Parents & Transition Support Staff: Adult Transition Information Evening Meetings

Facilitated by: Colleen Meland



All Meetings: 6:00 - 8:30 pm

August 27, 2024

September 24, 2024

October 29, 2024

December 3, 2024

January 28, 2025

February 25, 2025

April 29, 2025

These meetings are intended to provide parents and Transition support staff with information about secondary and post-secondary programs and services options available. Topics include:

- · Preparing to navigate life after high school
- Regional Center adult services
- Adult Day Programs
- Supported Employment
- Department of Rehabilitation employment preparation services
- Legal considerations: Conservatorship & Special Needs Trust
- Social Security and the Incentive to Work
- CalABLE special needs savings and investment account
- True Link Pre-Paid managed VISA Card
- Individual online and community safety concerns & considerations
- Free Emergency ID for Regional Center clients
- · Transportation options for special needs individuals
- . The Arts, Leisure & Recreation Programs
- Postsecondary Education/Training and accommodations
- Regional Center Self-Centered Self-Determination Program

Register Online: https://sbcss.k12oms.org/46-252872

Dorothy Inghram Learning Center, San Bernardino

Parents & Transition Support Staff: Adult Transition Information Daytime Meetings

Facilitated by: Colleen Meland

All Meetings: 9:30 am - 3:30 pm

August 29, 2024

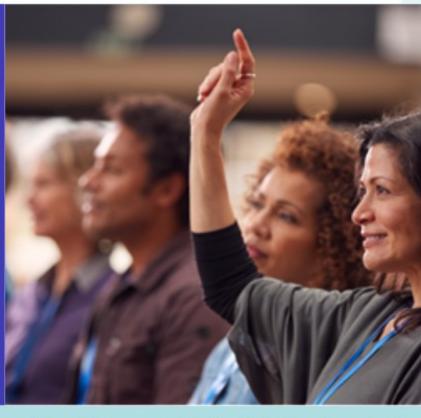
October 3, 2024

November 7, 2024

January 30, 2025

February 27, 2025

May 1, 2025



These meetings are intended to provide parents and Transition support staff with information about secondary and post-secondary programs and services options available. Topics include:

- Preparing to navigate life after high school
- · Regional Center adult services
- Adult Day Programs
- Supported Employment
- Department of Rehabilitation employment preparation services
- Legal considerations: Conservatorship & Special Needs Trust
- Social Security and the Incentive to Work
- CalABLE special needs savings and investment account
- True Link Pre-Paid managed VISA Card
- · Individual online and community safety concerns & considerations
- Free Emergency ID for Regional Center clients
- · Transportation options for special needs individuals
- The Arts, Leisure & Recreation Programs
- Postsecondary Education/Training and accommodations
- Regional Center Self-Centered Self-Determination Program



Register Online: https://sbcss.k12oms.org/46-252874





SAVE THE DATE CAREER & RESOURCE DAY THURSDAY, APRIL 17, 2025

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





Dr. Patty Metheny

Ed.D., EV SELPA Chief Administrative Officer

Dr. Patty Metheny is the Chief Administrative Officer for the East Valley SELPA. She leads the SELPA in providing regional and program specialist services for its member districts that ensure every student receives the necessary services to thrive. Dr. Metheny is a Past Chair of the SELPA Administrators of California Association and served on its Executive Committee for five year. With over 40 years of service in public education, she served as the Director of Student Services for 13 years and spent many years prior to that as a School Psychologist and Teacher for the Yucaipa-Calimesa Joint Unified School District, as well as a School Psychologist for the Colton Joint Unified School District. She earned her Ed.D. in Organizational Leadership from the University of La Verne, her M.A. from Azusa Pacific University, and her B.A. from the University of California, Riverside, graduating Magna Cum Laude and as a member of Phi Beta Kappa. Her dissertation focused on identifying alternatives to special education due process for inclusion in IDEA. Dr. Metheny is a strong proponent of alternative dispute resolution (ADR) practices and developing strong family-school relationships. Her expertise and interests include parent education, early childhood education, inclusive education, assessment practices, and special education compliance/policies and procedures.

Dr. Rick Homutoff

Ed.D., EV SELPA Due Process Program Manager

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

Courtney Beatly

M.A., BCBA, EV SELPA Program Specialist

Courtney Beatty has been a Program Specialist with the East Valley SELPA for 7 years. She has worked in the field of special education for the past 16 years in various settings including in-home therapy and general and special education classrooms across all grade levels. Courtney received her Master's Degree in Special Education, Education Specialist Credential Moderate to Severe, and Multiple Subjects Credential from California State University of San Bernardino. She is also a Board Certified Behavior Analyst (BCBA). Her professional interests include behavioral intervention and analysis, Alternative and Augmentative Communication (AAC), IEP goals and data collection, and classroom technological use for students across the continuum.

Belinda Block

EV SELPA School-Based Physical Therapist

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

Jennifer Brooksby

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

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

Ginger Carlucci

M.S., CCC-SLP, EV SELPA Program Specialist

Ginger Carlucci is a new Program Specialist with the East Valley SELPA. She has worked as a speech-language pathologist for the past 18 years in the educational setting with a variety of age-groups and settings, including working for the Commonwealth of the Northern Mariana Islands, and in Colorado. Ginger received her master's degree in Communicative Disorders from the University of Redlands, is a certified autism spectrum disorder clinical specialist, a certified PEERS instructor, and trained as an Augmentative-Alternative Communication (AAC) assessor. She has a passion for supporting the communication needs of students and providing the opportunity for everyone to have a voice.

Gusanne Ferguson

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

Susanne Ferguson is one of East Valley SELPA's Program Specialist. She has worked with autistic learners and other neurodiverse students in public schools since 1997 in various positions, including Autism Program Specialist, 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, behavior supports, and Augmentative and Alternative Communication (AAC). Her professional interests are broad. They include autism supports, AAC, Universal Design for Learning, the development and implementation of visual supports, inclusion, and literacy for learners with complex communication needs.

Jessica M. Lascano

Jessica M. Lascano, PsyD. is the owner of Strive ABC, which provides assessment, behavior support, trainings and consultation to school districts, families and community organizations. Dr. Lascano is an NCSP (Nationally Certified School Psychologist), Licensed Educational Psychologist (LEP #3613), Board Certified Behavior Analyst (BCBA) and Associate Professional Clinical Counselor (APCC #8762). Dr. Lascano has a strong desire to help others to grow professionally, and strongly believes that by working together, we can help more children than we could alone.

Colleen Meland

MA., EV SELPA Program Specialist

Colleen Meland has been a Program Specialist for the East Valley SELPA for over 24 years. She brings to her job 18 years of classroom experience. Colleen taught general education and special education classes at the upper elementary, middle school and high school levels, and worked as both a Special Day Class Instructor and a Resource Specialist at middle and high schools. Colleen has supported classroom teachers addressing their variety of needs; academic, social skills, and assistive technology, The past 15 years her passion is supporting transition for secondary and young adult students. She facilitates the Adult Transition Program and Services Information Meetings for secondary and postsecondary transition staff and parents. Her trainings have included staff development, strategies for parents, and she teams with her colleagues providing school staff Professional Crisis Management Trainings for responding safely to students experiencing dangerous behaviors.

Tracy Schroeder

LCSW, Behavioral Health Program Manager

Tracy Schroeder is the Program Manager for Behavioral Health for the East Valley SELPA. She manages counselors who provide Educationally Related Mental Health Services (ERMHS) to students in the member districts. She has been in the Mental Health and Child Development field for over 30 years. Tracy received her Master's Degree in social work from California State University of San Bernardino. She has been licensed as a Social Worker since 2005 and a Certified Wellness Coach. She has her PPS in Counseling, Administrative Credential and her Child Development Program Director Permit from CTC. Tracy has worked in a variety of multi-cultural environments serving as a therapist, case manager, preschool teacher, and supervisor for adults and children.

Jo-Ann Vargas

MA, OTR/L, EV SELPA Lead Occupational Therapist

Jo-Ann Vargas is the Lead Occupational Therapist (OT) for the East Valley SELPA, with 30+ years of experience in Occupational Therapy. She holds a Master of Arts degree in Education with specialization in Best Practices, a California OT license, and National OT Certification. Jo-Ann is Certified in Assistive Technology Applications, Augmentative-Alternative Communication Assessment (AAC), and the Therapeutic Listening Program; has completed the USC Sensory Integration Certification Program; and is a member of the American OT Association. In collaboration with Program Specialists, School Psychologists and Mental Health Counselors, she participates in preparing and delivering in-person and webinar trainings to educational staff in the EVSELPA member districts. Serving as the chairperson for

Shannon Vogt

MA, EV SELPA Program Specialist

Shannon Vogt has been a Program Specialist for the East Valley SELPA for 10 years. She has been working in the field of special education for the past 20+ 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 a piloted 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 training teachers to develop legally compliant IEP goals and supporting the implementation of the IEP document. She is a certified Instructor of Professional Crisis Management and PEERS. Other strength areas include Alternative Dispute Resolution, Facilitated IEPs, and Behavioral Interventions. Shannon's passion continues to be training, modeling, and supporting each district's staff members in order to disseminate inclusive practices. She remains dedicated to learning the best practices in her field.

