

**East Valley SELPA
STEERING COMMITTEE MEETING
670 E. Carnegie Drive, San Bernardino, CA 92408**

**** AGENDA **
December 7, 2023, 8:00 A.M.**

“Leadership and Learning are Indispensable to Each Other” John F. Kennedy

PRESENTER

- | | | |
|-----|----------------------------|---------------|
| 1.0 | CALL TO ORDER | Patty Metheny |
| 2.0 | PUBLIC COMMENTS | |
| 3.0 | REVIEW/APPROVAL OF MINUTES | Patty Metheny |
| 4.0 | DISCUSSION/PRESENTATION | |

Finance Items

- | | | |
|-----|--|--------------------------------|
| 4.1 | EV SELPA 2023-2024 1 st Interim Budgets | Andrea Tennyson |
| 4.2 | SBCSS FSS Fall 2023 Counts <ul style="list-style-type: none">• District Verification Process | Scott Wyatt
Andrea Tennyson |
| 4.3 | EV SELPA 2023-2024 Fiscal Reporting Calendar | Andrea Tennyson |

Program Items

- | | | |
|-----|--|------------------------------|
| 4.4 | IEP Vendor Selection Update <ul style="list-style-type: none">• IEP Vendor Selection Committee Feedback• Technology Experts Feedback• IEP Vendor Exploration Results | Jennifer Brooksby |
| 4.5 | Alternate Pathway to a High School Diploma <ul style="list-style-type: none">• Pending CDE Guidance• Colton JUSD Approach | Patty Metheny
Rob Pearson |
| 4.6 | Dashboard Data Release & Differentiated Assistance <ul style="list-style-type: none">• Root Cause Analysis – Alignment with CIM• December 15, 2023 Release Date• Differentiated Assistance from COE• District of Special Education Accountability | Patty Metheny |
| 4.7 | CDE Compliance Monitoring <ul style="list-style-type: none">• CIM Practices & Monitoring• CDE Monitoring 2024<ul style="list-style-type: none">○ Annual Determination Letters – March 2024 | Committee
Patty Metheny |

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|------|--|-----------------------------|
| 4.8 | <ul style="list-style-type: none"> The Special Ed Administrator’s Personal Trainer • Chapter 7 – Instructional Leader & UDL • EV SELPA SIP Leadership Summit | Patty Metheny |
| 4.9 | <ul style="list-style-type: none"> Student Data, CALPADS & Data Certification • CALPADS Fall 1 2023 Certification Dates <ul style="list-style-type: none"> ○ December 15, 2023 & January 26, 2024 • DRDP <ul style="list-style-type: none"> ○ District Submission Deadline – January 11, 2024 ○ SELPA Submission Deadline - February 1, 2024 • DA User’s Meeting – January 25, 2024 | Sonya Cain
Patty Metheny |
| 4.10 | <ul style="list-style-type: none"> Transition Resources • Local Partnership Agreement (LPA) • Parent Information Sessions | Patty Metheny |
| 4.11 | SBCSS East Valley Operations | Scott Wyatt |
| 4.12 | Hot Topics | Committee |

5.0 OTHER

- 5.1 2023-2024 EV SELPA Steering Committee Meetings
- 5.2 2023-2024 EV SELPA Board of Directors Meetings
- 5.3 2023-2024 EV SELPA CAC Meetings
- 5.2 EV SELPA Professional Development – December 2023, January & February 2024
- 5.4 Next Meeting – February 8, 2024, 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
November 9, 2023

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Dr. Sonya Scott	Rialto Unified School District
Torri Burke	Rim of the World Unified School District
Dr. Scott Wyatt	San Bernardino County Supt of Schools
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Dr. Kristine Hubbard	Business Services, Redlands
Selina Hurley	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools
Amber Tavis	Business Services, Yucaipa

MEMBERS ABSENT:

Patricia Buchmiller	Redlands Unified School District
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OTHERS PRESENT:

Britta Davidson	Redlands Unified School District
Jennifer Brooksby	East Valley SELPA
Dr. Rick Homutoff	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:00 a.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino, CA 92408.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the October 12, 2023, meeting were reviewed. Motion to approve the minutes was made by Leslie Burghardt and seconded by Scott Wyatt. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 2023-2024 1st Quarter NPS Reporting

Jennifer Brooksby reviewed the program portion of the report including the number of students in NPS and residential placements; review of behavioral trainings at NPS and residential placements; CDE accreditations of schools; number of visitations of NPS accomplished by districts, and number of visitations of residential treatment centers accomplished by SELPA. Andrea Tennyson reviewed the fiscal cost for the 2023-2024 first quarter NPS and RTC billing. Ms. Tennyson remarked on a decrease of students placed in NPS and therefore, a decrease in the associated cost. Historically, the first quarter billing for NPS and RTC is the lowest due to the summer months and beginning of the school year.

4.2 ERMHS Funding – SBCSS Students

In the absence of Jennifer Alvarado from San Bernardino County Superintendent of Schools (SBCSS), Dr. Metheny provided information regarding ERMHS funding (Resource 6546) for students receiving services in the SBCSS fee-for-service regional program. Dr. Metheny reported starting this year, 2023-2024, ERMHS funding is being disbursed directly to districts. The majority of this funding comes directly from the State, but a small portion is funded by federal dollars which has specific funding requirements. In respect to the SBCSS ERMHS funding for EV SELPA district students in the fee-for-service regional program, the funding amounts are quite small. Ms. Alvarado prepared a document reviewed with the Committee by Dr. Metheny showing the projected allocation of state ERMHS funds for students receiving classroom specialized academic instruction (SAI) services through SBCSS. The amount allocated for state ERMHS funding per student is \$86.45. Based on this, the East Valley region is projected to receive a total of \$1,792.23. A breakdown of the total per district was provided. The federal allocation is likely to be even smaller. Due to the small allocation and the cumbersome reporting requirements, Dr. Metheny proposed to have these monies allocated to the EV SELPA Regional Residential Mental Health budget. EV SELPA in turn will report these monies in the budget development process. The Committee agreed to have these monies included in the EV SELPA Regional Residential Mental Health budget.

4.3 EV SELPA 2023-2024 Schedule REX

Ms. Tennyson reviewed funding sources and expenditures for Schedule Rex. She reported a significant decrease in ADA across the SELPA. Fortunately, the increase in state ADA allocation for special education has allowed funding to remain stable.

4.4 EV SELPA 2023-2024 Fiscal Reporting Calendar

Activities for November 2023 were reviewed. Dr. Metheny and Ms. Tennyson remarked the first interim projections will be presented during the December Steering Committee meeting as they were not presented today. December activities were also reviewed.

Program Items

4.5 IEP Vendor Selection Update

Jennifer Brooksby reviewed the four meetings of the IEP Vendor Selection Committee. She also shared a 'pilot' group of volunteers has begun participating in a month long, hands-on trial of both systems: SEIS and SIRAS. The trial period requires the participants to rate each system on a number of variables. The results will be provided during the December 7 Steering Committee Meeting. Ms. Brooksby further reported SELPA administration along with information technology (IT) experts from SBCSS, Redlands USD, and Colton USD met with SEIS and SIRAS to further understand the systems from an IT perspective and to have questions regarding transitioning to each system addressed. As a result of these meetings, the need to develop a transition plan was identified. Rob Pearson requested the transition period provide adequate time for training staff on the system selected.

4.6 Legislation Update

Dr. Metheny shared Governor Newsom vetoed two pieces of legislation impacting special education: the Inclusion bill (SB 354 Ochoa Bogh) and the SELPA bill (AB 1517 Gallagher). She also reviewed the Governor's veto messages for each bill.

4.7 Facilitated IEP Training

Dr. Metheny provided information on the October 30, October 31 and November 1 Facilitated IEP Training provided by Key2Ed along with the evaluation data of the training days. Overall, the training and implementation sessions were well received. A follow up implementation virtual meeting is scheduled for January 20 from 11:00 - 12:00 pm. In addition, each team will have 2 hours of coaching with Key2Ed at their disposal. Each team is to contact Key2Ed directly to access those coaching hours. Dr. Metheny remarked this is a multi-year roll out project for which additional workshops will be available. The next training session is scheduled for April 2024.

4.8 EV SELPA Parent Resource Fair

Dr. Metheny shared the resounding success of the first annual East Valley SELPA Parent Resource Fair. About two hundred parents were in attendance and vendors, district personnel and panel members provided excellent feedback on the event. The planning committee is already planning for next year's event, projecting an earlier start time, panel discussion at the beginning of the event and longer time for parents to interact with vendors. Dr. Metheny also shared a brief video of the event which will be shared with the EV SELPA Board of Directors at the November 15, 2023 meeting.

4.9 EV SELPA Board of Directors

The next regularly East Valley SELPA Board of Directors Meeting is October 15, 2023. The single action item will address the Redlands USD request to transfer to district occupational services. A Special Board of Directors Meeting was held on October 25, 2023, to provide information regarding the request for transfer OT services. Dr. Metheny clarified that two actions will be required of the Board during the upcoming meeting: make an exception for Redlands USD to accept the request for a transfer outside of the timelines as described in the East Valley SELPA Regional Program Transfer Policy and if so, allow

Redlands USD to transfer occupational therapy services from the SELPA to the district.

4.10 CDE Compliance Monitoring

Ms. Brooksby provided an update of the compliance activities due to CDE. She indicated Step 3 of the CIM plan is due November 30, 2023. Ms. Brooksby requested districts send her a copy of their Step 3 plans prior to its submission CDE as it is the expectation of CDE that SELPAs provide a review with feedback prior to district submission. She indicated she would like to receive the plans by Friday, November 17, 2023 before the Thanksgiving break. Also, student level Step 1 corrective actions are due to CDE November 30, 2023. Ms. Brooksby requested receiving them by Wednesday, November 22, 2023 for her review.

With the CALPADS file redesign, reports 16.7 and 16.8 (late IEPs) have been retired. New reports to replace those will go live November 28, 2023. These reports will include data on overdue plans and late re-evaluations. New reports for transition indicators, initial IEP overdue, triennials and annual IEPs overdue over 60 days are pending.

Dr. Metheny shared the Special Education Division at CDE has named a new director. Her name is Dr. Rachel Heenan. Dr. Heenan was previously the SELPA Director in Long Beach Unified School District.

4.11 The Special Ed Administrator's Personal Trainer

Dr. Metheny engaged the committee members in "Jeopardy IEP" based on the information in Chapter 6 of the Special Ed Administrator's Personal Trainer. The activity was very spirited and engaged the group in conversation regarding IEP requirements and regulations. Colton JUSD and Yucaipa-Calimesa JUSD tied for first place. Each won a lunch gift card.

4.12 SBCSS East Valley Operations

Dr. Scott Wyatt provided a staffing update on administrative support staff and principals. He indicated there is still a vacancy for a DHH teacher. Rob Pearson asked for a detailed list of DHH services by student and requested support from SBCSS to ensure DHH staff attend IEP meetings while he stated he understands scheduling can be difficult due to staffing shortages. Dr. Wyatt was pleased to announce almost all paraprofessionals' vacancies have been filled using the Steppingstones NPA. Finally, Dr. Wyatt clarified he is overseeing the DHH program at the moment and Ms. Bernadine Hollingsworth is overseeing the VI and O&M program.

4.13 Hot Topics

Britta Davidson from Redlands USD shared about a district-wide highly successful training with Unique Learning Systems (ULS) which focused on how to use the curriculum in an alternate pathway to a high school diploma. Ms. Davidson also inquired if there would be a SELPA wide Alternate Pathway to High School Diploma curriculum. Dr. Metheny clarified that each district is required to adopt curriculum independently adhering to their individual board policies and practices. Rob Pearson shared Colton JUSD has modified/adapted and is using the Mt. Diablo SELPA's

curriculum with the exception of ethnic studies which will be required for the 24/25 school year.

Dr. Sonya Scott inquired as to the next steps for the Larry P Guidance provided last month during the Steering Committee Meeting. Dr. Metheny shared SELPA is following CDE and the California Association of School Psychologist's (CAASP's) guidance on the issue. This is - do not assess African American students with a cognitive assessment tool if there is a suspicion of and intellectual disability (ID) or if there is a consideration of placing the students in a special education setting for students with ID. In addition, if during the process of assessment, the assessor has begun using a cognitive measure and it is pointing to ID, it is best to stop the assessment, communicate with parents regarding the possible disability of ID, and resend an assessment plan that does not include cognitive evaluation.

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meeting

5.2 2023-2024 EV SELPA Board of Directors Meeting

5.3 2023-2024 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – November & December 2023

6.0 ADJOURNMENT: Meeting adjourned at 10:39 am. Next meeting will be on December 7, 2023.

FINANCE ITEMS

4.1 EV SELPA 2023-2024 1st Interim Budgets



EAST VALLEY SELPA
FY 2023-24
First Interim Operating Budget

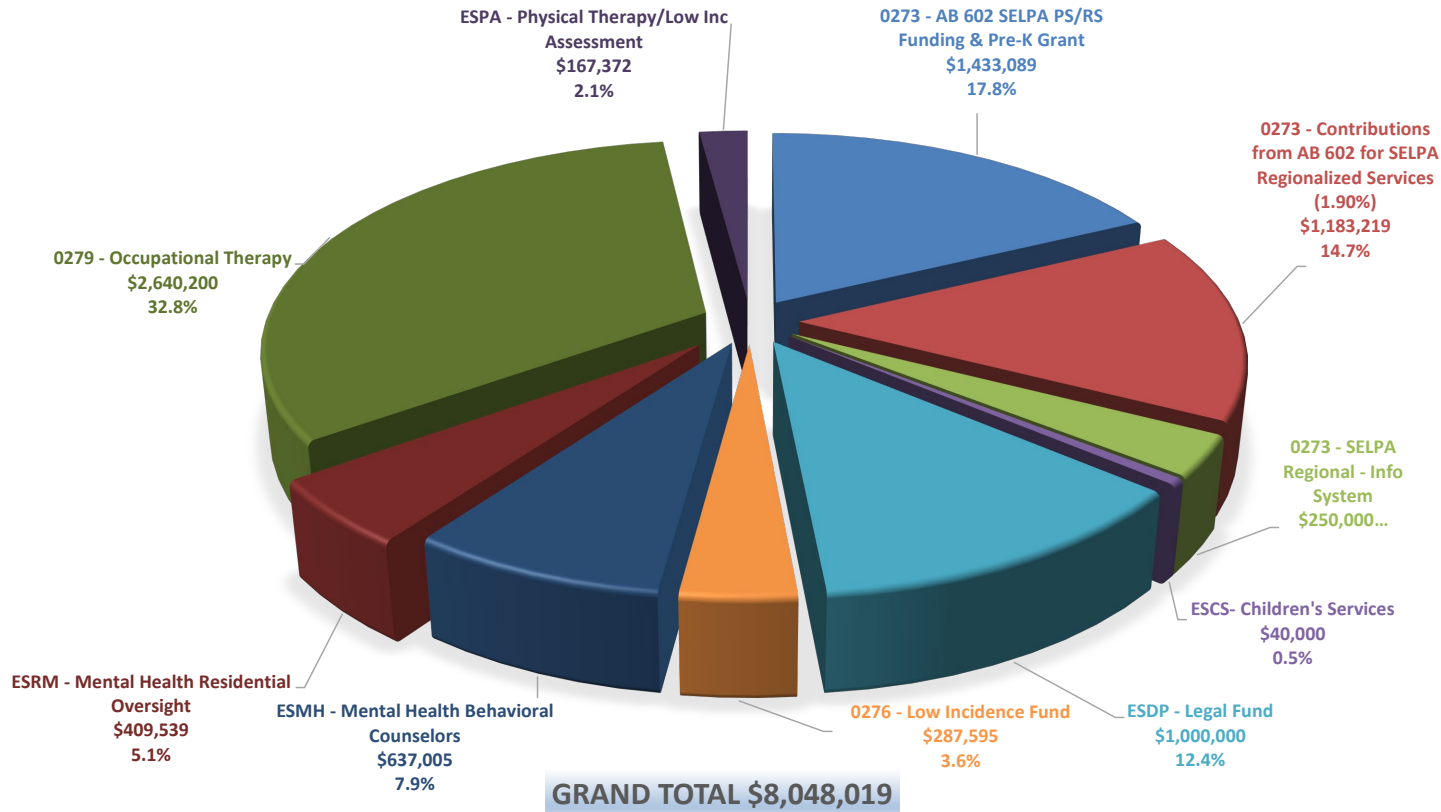
December 7, 2023

Patty Metheny, EdD., Chief Administrative Officer

Andrea Tennyson, Fiscal Consultant

EAST VALLEY SELPA

FY 2023/24 1st INTERIM OPERATIONS BUDGET



Program Description	Proposed Budget	Percentage of Total
0273 - AB 602 SELPA PS/RS Funding & Pre-K Grant	\$1,433,089	17.8%
0273 - Contributions from AB 602 for SELPA Regionalized Services (1.90%)	\$1,183,219	14.7%
0273 - SELPA Regional - Info System	\$250,000	3.1%
ESCS- Children's Services	\$40,000	0.5%
ESDP - Legal Fund	\$1,000,000	12.4%
0276 - Low Incidence Fund	\$287,595	3.6%
ESMH - Mental Health Behavioral Counselors	\$637,005	7.9%
ESRM - Mental Health Residential Oversight	\$409,539	5.1%
0279 - Occupational Therapy	\$2,640,200	32.8%
ESPA - Physical Therapy/Low Inc Assessment	\$167,372	2.1%
Grand Total	\$8,048,019	100.0%

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
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Budget/Management ESDP

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Budget/Management 0276

REGIONAL PROGRAM/MENTAL HEALTH BEHAVIORAL COUNSELORS
Budget/Management ESMH

REGIONAL PROGRAM/MENTAL HEALTH RESIDENTIAL OVERSIGHT
Budget/Management ESRM

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REGIONAL PROGRAM/PHYSICAL THERAPY & LOW INCIDENCE ASSESSMENT
Budget/Management ESPA

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
SELPA REGIONALIZED SERVICES

The East Valley SELPA Regionalized Services budget is the operations budget for the SELPA administration.

Revenue Sources:

~ Funding is provided through AB 602 from two sources, the PS/RS apportionment and 1.90% of the adjusted AB 602 base grant entitlement. AB602 minimum base rate increased from \$820 to \$886.67 per average daily attendance (ADA). The SELPA Board has authorized this distribution as "off the top" (Resource 6500).

~ Resource 3315 Preschool Local Entitlement estimated at \$19,375 (5% of total grant)

Budget Developed:

~ The total amount of base AB 602 funds that the SELPA is entitled to receive was determined by identifying the greater of the current, prior year, or prior prior year K12 ADA for each district, taking those numbers and totaling them to determine a SELPA wide aggregate, and multiplying that aggregate by the statewide base rate per ADA.

~ Reclassification of Program Manager position from 213 days to 227 days. A \$9,847 annual increase in salary.

~ **4.00% potential salary increase is estimated.** Actual salary increase will be based on the average of 12 benchmark districts in the county who settle CTA salary schedule negotiations. Step and column fully funded.

~ **Health & Welfare Rates increased depending on the bargaining group from the 5% inflationary increase for Medical, Dental, Vision, & Life.**

~ Employer paid statutory rates are as follows: (from budget assumptions to current)

>STRS 19.10% >**PERS 26.68%** from 26.10%

>Medicare 1.45% >**UI .20% to .05%** >**W/C 2.63% to 2.51%**

~ Information Technology user fee at \$2,705 from \$2,549 (\$156 increase)

~The 23/24 approved Indirect Cost Rate for County Schools is 8.50% (.45% decrease)

East Valley SELPA

FY 2023/24 BUDGET INFORMATION

REGIONALIZED SERVICES

	2022/23 ACTUAL	2023/24 PROPOSED	2023/24 FIRST INTERIM	Change from Proposed Increase/(Decrease)				
REVENUE								
Beginning Balance	\$635,999	\$761,388	\$710,116	(51,272)				
Contributions from AB 602 for SELPA Regionalized Services 1.90%	\$834,166	\$1,183,219	\$1,183,219	\$0				
AB 602 SELPA PS/RS Funding	\$1,413,800	\$1,413,677	\$1,413,677	\$0				
Pre-K Grant (0474)	\$19,375	\$19,412	\$19,412	\$0				
Other Revenue	\$13,085	\$0	\$0	\$0				
TOTAL REVENUE	\$2,916,425	\$3,377,696	\$3,326,424	(\$51,272)				
EXPENDITURES								
Certificated Salaries	\$985,200	\$1,169,514	\$1,101,666	(67,848)				
Classified Salaries & Hourly Benefits	\$491,475	\$517,502	\$494,860	(22,642)				
	\$565,580	\$645,970	\$668,445	22,475				
Sub-Total	\$2,042,255	\$2,332,986	\$2,264,971	(\$68,015)				
Materials & Supplies	\$18,545	\$25,000	\$40,000	15,000				
ADR Contracted Services	\$0	\$48,000	\$45,000	(3,000)				
Operations	\$8,576	\$135,600	\$172,898	37,298				
Sub-Total	\$27,121	\$208,600	\$257,898	\$49,298				
TOTAL	\$2,069,376	\$2,541,586	\$2,522,869	(\$18,717)				
Indirect Cost	\$185,209	\$216,035	\$214,444	(1,591)				
<i>Indirect Cost R</i>	8.95%	8.50%	8.50%					
TOTAL EXPENDITURES	\$2,254,585	\$2,757,621	\$2,737,313	(\$20,308)				
ENDING BALANCE	\$661,840	\$620,076	\$589,111					
STAFFING:	1.0 Chief Administrative Officer .90 Prog Manager (5 mos) .90 Prog Manager (8 mos) .95 Fiscal Consultant 4.0 Program Specialists 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 1.0 Program Tech (MIS) .80 Finance Specialist .725 Hourly Student Worker	1.0 Chief Administrative Officer 1.0 Program Manager 1.0 Fiscal Consultant 4.0 Prog Spec 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 1.0 Program Tech (MIS) .80 Finance Specialist .725 Hourly Student Worker Contracts for ADR Services	.9750 Chief Administrative Officer 1.0 Program Manager .95 Fiscal Consultant 3.90 Prog Spec/1.00 Vacant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 1.0 Program Tech (MIS) .70 Finance Specialist .725 Hourly Student Worker Contracts for ADR Services					
Total FTEs	12.275 FTEs	11.525 FTEs (5 Contracts)	12.25 FTEs (5 Contracts)					
Districts' Contribution from AB 602 State Aid	2022/23 SELPA FUNDED ADA P-1	% OF SELPA FUNDED ADA	2023/24 Projected SELPA Funded ADA	% OF SELPA FUNDED ADA	2022/23 ACTUAL	2023/24 PROPOSED	2023/24 FIRST INTERIM	Change + or (-) from Proposed to 1st INTERIM
Colton	20,403.68	26.67%	17,853.09	25.85%	\$222,494	\$301,432	\$305,812	\$4,380
Redlands	20,048.01	26.21%	18,571.80	26.89%	\$218,616	\$313,343	\$318,124	\$4,781
Rialto	24,126.10	31.54%	21,799.01	31.56%	\$263,086	\$386,447	\$373,404	(13,043)
Rim	2,917.43	3.81%	2,592.35	3.75%	\$31,813	\$43,927	\$44,405	\$478
Yucaipa	8,393.97	10.97%	7,839.30	11.35%	\$91,533	\$132,106	\$134,282	\$2,176
SBCSS, EV Ops	607.36	0.79%	419.84	0.61%	\$6,623	\$5,964	\$7,192	\$1,228
	76,496.55	100.00%	69,075.39	100.00%	\$834,166	\$1,183,219	\$1,183,219	(\$0)

EAST VALLEY SELPA

FY 2023/24 BUDGET INFORMATION

EV SELPA REGIONAL PROGRAM STUDENT INFORMATION DATABASE SYSTEM

EV SELPA contracts with Faucette Microsystems for student database system/WebIEP.

CDE compliance requirements and the revision or the creation of IEP forms are some of the expenses expected to be shared by the districts.

Final Costs shared proportionately by member districts and are charged at year-end based on Current Year October pupil count.

East Valley SELPA

FY 2023/24 BUDGET INFORMATION

EV SELPA REGIONAL PROGRAM STUDENT INFORMATION DATABASE SYSTEM

	2022/23 ACTUAL	2023/24 PROPOSED	2023/24 1st INTERIM	Change from Proposed Increase/(Decrease)
REVENUE				
Beginning Balance	\$67,651	\$67,651	\$67,651	\$0
<i>Colton</i>	\$27,896	\$62,883	\$62,883	\$0
<i>Redlands</i>	\$33,360	\$70,856	\$70,856	\$0
<i>Rialto</i>	\$29,539	\$68,182	\$68,182	\$0
<i>Rim</i>	\$4,205	\$9,966	\$9,966	\$0
<i>Yucaipa</i>	\$14,268	\$31,526	\$31,526	\$0
<i>*CSSF/EV Ops *</i>	\$2,841	\$6,587	\$6,587	\$0
TOTAL REVENUE	\$179,760	\$317,651	\$317,651	\$0
EXPENDITURES				
Materials & Supplies	\$0	\$0	\$0	\$0
Operations	\$103,133	\$230,415	\$298,066	\$67,651
Total	\$103,133	\$230,415	\$298,066	\$67,651
Indirect	\$8,976	\$19,585	\$19,585	(\$0)
<i>Indirect Rate</i>	<i>8.95%</i>	<i>8.50%</i>	<i>8.50%</i>	
TOTAL EXPENDITURES	\$112,109	\$250,000	\$317,651	
ENDING BALANCE	\$67,651	\$67,651	\$0	

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
CALIFORNIA CHILDRENS' SERVICES (CCS)

The SELPA is mandated by Education Code to provide support to CCS medical therapy units (MTU) housed in the region. There are two located in the East Valley SELPA region - one at San Salvador in Colton and another at Judson & Brown in Redlands.

Expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

Actual costs at year-end are shared by member districts based on current year October pupil count.

East Valley SELPA

FY 2023/24 BUDGET INFORMATION

CALIFORNIA CHILDRENS' SERVICES (CCS)

		2022/23	2023/24	2023/24	Change from Proposed
		ACTUAL	PROPOSED	1ST INTERIM	Increase/(Decrease)
CCS District Support	Beginning Balance	\$1,799	\$1,799	\$1,799	\$0
	Colton	\$8,131	\$10,339	\$10,339	\$0
	Redlands	\$9,724	\$11,641	\$11,641	\$0
	Rim	\$1,226	\$1,637	\$1,637	\$0
	Yucaipa	\$4,159	\$5,180	\$5,180	\$0
	Rialto	\$8,611	\$11,202	\$11,202	\$0
	CCS Revenue	\$31,851	\$40,000	\$40,000	\$0
TOTAL REVENUE		\$33,650	\$41,799	\$41,799	\$0
EXPENDITURES					
Materials & Supplies		\$4,004	\$7,000	\$7,000	\$0
Operations		\$27,847	\$33,000	\$33,000	\$0
	Total	\$31,851	\$40,000	\$40,000	\$0
TOTAL EXPENDITURES		\$31,851	\$40,000	\$40,000	\$0
ENDING BALANCE *		\$1,799	\$1,799	\$1,799	\$0

Note: Funded per Ed Code

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
LEGAL/DUE PROCESS

The Legal fund was developed to track due process related costs as detailed in the Board approved "Funded by EV SELPA Legal X-Pot/Funded by District". Final district contribution for legal support is based on actual costs using the CY October pupil count.

FY 23/24 budget was developed using FY 22/23 1st interim projection. 1.60 FTEs are paid out of this program, which include: 1 Program Manager and .60 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 23/24 Health and Mandatory Benefits rates, NO Indirect Cost rate is charged.

East Valley SELPA

FY 2023/24 BUDGET INFORMATION

LEGAL/DUE PROCESS

	2022/23 ACTUAL	2023/24 PROPOSED	2023/24 1ST INTERIM	Change from PROPOSED Increase/(Decrease)
Beginning Balance	\$68,808	\$68,808	\$74,808	\$6,000
Colton	\$216,661	\$258,338	\$258,338	\$0
Redlands	\$259,098	\$291,092	\$291,092	\$0
Rim	\$32,657	\$40,943	\$40,943	\$0
Yucaipa	\$110,817	\$129,519	\$129,519	\$0
Rialto	\$229,425	\$280,108	\$280,108	\$0
Local Revenue	\$6,000	\$0	\$0	\$0
TOTAL REVENUE	\$923,467	\$1,068,808	\$1,074,808	\$6,000
EXPENDITURES				
Certificated Salaries	\$182,077	\$188,850	\$189,533	\$683
Classified Salaries	\$28,933	\$64,804	\$48,715	-\$16,089
Benefits	\$74,711	\$85,242	\$81,151	-\$4,091
Sub-Total	\$285,721	\$338,896	\$319,399	-\$19,497
Materials & Supplies	(\$58)	\$800	\$800	\$0
Operations	\$562,995	\$660,304	\$679,801	\$19,497
Sub-Total	\$562,937	\$661,104	\$680,601	\$19,497
Total	\$848,658	\$1,000,000	\$1,000,000	\$0
TOTAL EXPENDITURES	\$848,658	\$1,000,000	\$1,000,000	\$0
ENDING BALANCE	\$74,808	\$68,808	\$74,808	
STAFFING:	1.0 Program Manager, DP .75 SELPA Services Specialist	1.0 Program Manager, DP .80 SELPA Services Specialist	1.0 Program Manager, DP .60 SELPA Services Specialist	
Total FTEs	1.75 FTEs	1.80 FTEs	1.60 FTEs	

Note: Funded on a per Current Year Pupil Count Basis

EAST VALLEY SELPA

FY 2023/24 BUDGET INFORMATION

LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES

Funding is provided through the AB 602 based on the prior year October Pupil count of Low Incidence students (primary and secondary disability).

FY 2023/24 rate is estimated to be \$3,300 per pupil with a Low Incidence disability for Materials, Equipment, and Services. EV SELPA retains 15% of Total SELPA LI Apportionment. The remainder is provided proportionately to districts based on October pupil count of students with primary and secondary disabilities.

EV SELPA budget was developed to facilitate centralized purchasing and inventory of materials and equipment for Low Incidence eligible students:

- Hearing Impaired
- Visually Impaired
- Orthopedically Impaired
- Deaf/Blind

Utilization is through application for eligible students based on the SELPA Steering Committee's Low Incidence procedures.

EV SELPA Low Incidence Committee reviews current guidelines and procedures.

East Valley SELPA
LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES
FY 2023/24 BUDGET INFORMATION

	2022/23 ACTUAL	2023/24 PROPOSED	2023/24 1ST INTERIM	Change from Proposed Increase/(Decrease)
Beginning Balance	\$499,736	\$322,314	\$378,743	\$56,429
AB 602 State Aid	\$297,029	\$282,150	\$287,595	\$5,445
Other Revenue	\$0	\$0	\$8,847	\$8,847
TOTAL REVENUE	\$796,765	\$604,464	\$675,185	\$70,721
EXPENDITURES				
Materials & Supplies	\$215,493	\$265,000	\$200,000	(\$65,000)
Operations & Contracts	\$111,188	\$165,200	\$180,200	\$15,000
<i>Sub-Total</i>	\$326,681	\$430,200	\$380,200	\$103,519
Equipment	\$63,451	\$70,000	\$100,000	\$30,000
Indirect	\$27,890	\$36,567	\$31,042	(\$5,525)
<i>Indirect Rate</i>	8.95%	8.50%	8.50%	
TOTAL EXPENDITURES	\$418,022	\$536,767	\$511,242	(\$25,525)
ENDING BALANCE	\$378,743	\$67,697	\$163,943	

Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year October Pupil Count times an estimated \$3,300.00

EAST VALLEY SELPA
FY 2023/24 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/BEHAVIOR HEALTH COUNSELORS

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on student counts to provide behavior health counseling services.

Staff includes .25 of Program Manager responsible for staff oversight, 2.40 Behavioral Health counselors, and .20 of SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 23/24 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

EVSELPA REGIONAL PROGRAM/BEHAVIOR HEALTH COUNSELORS FY 2023/24 BUDGET INFORMATION

		2022/23	2023/24	2023/24	Change from Proposed
		ACTUAL	PROPOSED	1st INTERIM	Increase/(Decrease)
Beginning Balance		\$0	\$0	\$0	\$0
DISTRIBUTION OF COST BASED ON PROPORTIONATE SHARE OF STUDENT COUNT	Colton	\$369,066	\$364,487	\$347,457	(\$17,030)
	Redlands	\$30,757	\$33,135	\$86,864	\$53,729
	Rim	\$215,289	\$248,514	\$173,729	(\$74,785)
	Yucaipa	\$0	\$0	\$28,955	\$28,955
	Total	\$615,112	\$646,136	\$637,005	(\$9,131)
TOTAL REVENUE		\$615,112	\$646,136	\$637,005	(\$9,131)
EXPENDITURES					
Classified Salaries		\$398,773	\$413,609	\$403,432	(\$10,177)
Benefits		\$156,944	\$164,025	\$172,498	\$8,473
Sub-Total		\$555,717	\$577,634	\$575,930	(\$1,704)
Materials & Supplies		\$0	\$0	\$0	\$0
Operations		\$8,865	\$17,883	\$11,171	(\$6,712)
Sub-Total		\$8,865	\$17,883	\$11,171	(\$6,712)
Total		\$564,582	\$595,517	\$587,101	(\$8,416)
Indirect		\$50,530	\$50,619	\$49,904	(\$715)
<i>Indirect Rate</i>		<i>8.95%</i>	<i>8.50%</i>	<i>8.50%</i>	<i>-0.45%</i>
TOTAL EXPENDITURES		\$615,112	\$646,136	\$637,005	(\$9,131)
ENDING BALANCE		\$0	\$0	\$0	
STAFFING:					
		.25 Program Manager, BHC	.25 Program Manager, BHC	.25 Program Manager, BHC	
		2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	
		.30 SELPA Services Specialist (July-Jan) Vacant as of 3/31/22	.30 SELPA Services Specialist	.20 SELPA Services Specialist	
Total FTEs		2.95 FTE	2.95 FTE	2.85 FTE	

NOTE: Funded on a Fee-For-Service basis/proportionately shared by districts. Amounts to be based on actual pupil service counts.

EAST VALLEY SELPA

FY 2023/24 BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/OVERSIGHT OF RESIDENTIAL MENTAL HEALTH

As authorized by the SELPA Board of Directors, the East Valley SELPA operates an Off-the-top residential mental health oversight program.

Staff includes .75 of Program Manager and .60 from two Behavioral Health Counselors responsible for oversight and residential placements, .20 of SELPA Finance Specialist to process NPS Mental Health/Residential invoices and parent reimbursements.

Refer to the SELPA RS/PS Narrative for FY 23/24 Health and Mandatory Benefits rates, and Indirect Cost rates.

East Valley SELPA

SELPA Regional Residential Mental Health

FY 2023/24 BUDGET INFORMATION

	2022/23 ACTUAL	2023/24 PROPOSED	2023/24 1st INTERIM	Change from Proposed Increase/(Decrease)
Beginning Balance	\$96,962	\$110,699	\$101,966	(\$8,733)
Off-the-top	\$379,493	\$409,539	\$409,539	\$0
	\$7,525	\$5,000	\$4,550	(\$450)
TOTAL REVENUE	\$483,980	\$525,238	\$516,055	(\$9,183)
Classified Salaries	\$234,288	\$243,385	\$244,218	\$833
Benefits	\$94,610	\$100,344	\$101,875	\$1,531
Sub-Total	\$328,898	\$343,729	\$346,093	\$2,364
Materials & Supplies	\$113	\$500	\$500	\$0
Operations	\$21,621	\$37,835	\$35,056	(\$2,779)
Sub-Total	\$21,735	\$38,335	\$35,556	(\$2,779)
Total	\$350,633	\$382,064	\$381,649	(\$415)
Indirect	\$31,382	\$32,475	\$32,440	(\$35)
<i>Indirect Rate</i>	8.95%	8.50%	8.50%	
TOTAL EXPENDITURES	\$382,014	\$414,539	\$414,089	(\$450)
ENDING BALANCE	\$ 101,966	\$ 110,699	\$ 101,966	
STAFFING:	.75 Program Manager, BHC .60 Behavioral health counselor .20 Accounting Technician	.75 Program Manager, BHC .60 Behavioral health counselor .20 Finance Specialist	.75 Program Manager, BHC .60 Behavioral health counselor .20 Finance Specialist	
Total FTEs	1.55 FTEs	1.55 FTEs	1.55 FTEs	0.00

NOTE: Funded Off-the-Top on a per ADA basis

EAST VALLEY SELPA
FY 2022/2023 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on student serviced counts to provide occupational therapy services. Actual costs are charged to districts at year-end. Any unspent money taken off-the-top are returned to the districts proportionately.

7.92 FTEs for Occupational Therapists (OT), 1.0 FTE for Certified Occupational Therapist Assistant (COTA), 1.0 FTE for SELPA Services Specialist, and .725 if student worker as employees of SBCSS/EV SELPA are included in the budget.

4 Contract COTAs are paid through this budget.

Refer to the SELPA RS/PS Narrative for FY 23/24 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Occupational Therapy (OT)

FY 2023/24 BUDGET INFORMATION

		2022/23	2023/24	2023/24	Change from Proposed
		ACTUAL	PROPOSED	1st INTERIM	Increase/(Decrease)
AB 602 "Off the Top" Funding	Colton	\$743,160	\$788,616	\$871,266	\$45,456
	Redlands	\$1,333,520	\$1,368,007	\$1,293,698	\$34,487
	Rim	\$138,908	\$160,941	\$184,814	\$22,033
	Yucaipa	\$333,380	\$402,355	\$290,422	\$68,975
	Total	\$2,548,968	\$2,719,919	\$2,640,200	(\$79,719)
TOTAL REVENUE		\$2,548,968	\$2,719,919	\$2,640,200	(\$79,719)
EXPENDITURES					
Classified Salaries		\$1,177,959	\$1,340,106	\$1,347,977	\$7,871
Benefits		\$499,644	\$584,515	\$581,377	(\$3,138)
Sub-Total		\$1,677,603	\$1,924,621	\$1,929,354	\$4,733
Materials & Supplies		\$205	\$500	\$500	\$295
Operations		\$87,801	\$120,887	\$42,720	\$33,086
5110 Sub-agreements for Services		\$465,089	\$500,000	\$500,000	\$34,911
Sub-Total		\$553,096	\$621,387	\$543,220	\$68,291
Total		\$2,230,699	\$2,546,008	\$2,472,574	\$315,309
Trf Refund to Districts		\$160,247	\$0	\$0	\$0
Indirect		\$158,022	\$173,911	\$167,626	\$15,889
<i>Indirect Rate</i>		<i>8.95%</i>	<i>8.50%</i>	<i>8.50%</i>	
TOTAL EXPENDITURES		\$2,548,968	\$2,719,919	\$2,640,200	(\$79,719)
ENDING BALANCE		\$0	\$0	\$0	
STAFFING:					
		7.92 Occupational Therapist II	7.92 Occupational Therapist IIs	7.92 Occupational Therapist IIs	
		2.0 Contract OT (hourly)	1.00 COTA SBCSS employee	1.00 COTA SBCSS employee	
		6.0 Certified OT Asst.(COTA)	5.0 COTA contracts	4.0 COTA contracts	
		1.00 SELPA Services Specialist	1.00 SELPA Services Specialist	1.00 SELPA Services Specialist	
			.725 Student Worker	.725 Student Worker	
Total FTEs		8.92 FTEs (8.00 Contracts)	10.645 FTEs (5.00 Contracts)	10.645 FTEs (4 Contracts)	

NOTE: Funded proportionately based on actual pupil service counts as of December and April.

EAST VALLEY SELPA

FY 2022/2023 BUDGET INFORMATION
PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

District costs shown in this budget for FY 22/23 are: .667 FTE for a School Physical Therapist II and .08 of Occupational Therapist for low incidence assessments conducted by EV SELPA.

Actual costs are charged to district proportionately based on service count via cash transfer.

Refer to the SELPA RS/PS Narrative for FY 23/24 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Physical Therapy (PT), Low Incidence Assessment

FY 2023/24 BUDGET INFORMATION

		2022/23	2023/24	2023/24	Change from Proposed
		ACTUAL	PROPOSED	1ST INTERIM	Increase/(Decrease)
Districts proportionate share cost based on student counts	Colton	\$48,471	\$41,833	\$50,719	\$8,886
	Redlands	\$89,485	\$111,554	\$91,294	-\$20,260
	Rim	\$3,729	\$4,648	\$5,071	\$423
	Yucaipa	\$18,643	\$9,296	\$20,288	\$10,992
	TOTAL	\$160,328	\$167,331	\$167,372	\$41
TOTAL REVENUE		\$160,328	\$167,331	\$167,372	\$41
EXPENDITURES					
Classified Salaries		\$107,610	\$107,010	\$107,243	\$233
Benefits		\$37,426	\$38,869	\$40,448	\$1,579
	Sub-Total	\$145,036	\$145,879	\$147,691	\$1,812
Materials & Supplies		\$0	\$0	\$0	\$0
Operations		\$2,121	\$8,343	\$6,569	-\$1,774
	Sub-Total	\$2,121	\$8,343	\$6,569	-\$1,774
	TOTAL	\$147,157	\$154,222	\$154,260	\$38
Indirect Cost		\$13,171	\$13,109	\$13,112	\$3
	<i>Indirect Rate</i>	8.95%	8.50%	8.50%	-0.45%
TOTAL EXPENDITURES		\$160,328	\$167,331	\$167,372	\$41
ENDING BALANCE		\$0	\$0	\$0	
STAFFING:		.667 Physical Therapist .08 Occupational Therapist	.667 Physical Therapist .08 Occupational Therapist	.667 Physical Therapist .08 Occupational Therapist	
Total FTEs		.747 FTE	.747 FTE	.747 FTE	

4.2 SBCSS FSS Fall 2023 Counts



FY 2023-24 SBCSS FEE-FOR-SERVICE REGIONAL PROGRAMS Fall/November 2023

SB COUNTY/EV OPS													
Service	Rate	Colton		Redlands		Rialto		Rim		Yucaipa		Total EV Districts	
		Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee
SAI/Self Contained	\$51,590	47.00	\$2,424,730	12.00	\$619,080	33.00	\$1,702,470	3.00	\$154,770	12.00	\$619,080	107.00	\$5,520,130
APE	incl											0.00	\$0
LSH	incl											0.00	\$0
Specialized Health	incl											0.00	\$0
Low Incidence													
DHH Itinerant	\$7,745	38.00	\$294,310	47.00	\$364,015	45.00	\$348,525	1.00	\$7,745	28.00	\$216,860	159.00	\$1,231,455
O&M	\$7,745	7.00	\$54,215	12.00	\$92,940	3.00	\$23,235	1.00	\$7,745	3.00	\$23,235	26.00	\$201,370
VI Itinerant	\$7,745	19.00	\$147,155	38.00	\$294,310	20.00	\$154,900	2.00	\$15,490	13.00	\$100,685	92.00	\$712,540
1:1 Aide (a)	\$64,075	8.00	\$512,600	1.00	\$64,075	3.00	\$192,225	0.00	\$0	3.00	\$192,225	15.00	\$961,125
Intensive Therapeutic Svc (EBD)	\$4,336	4.00	\$17,344	8.00	\$34,688	3.00	\$13,008	1.00	\$4,336	4.00	\$17,344	20.00	\$86,720
FEE FOR SERVICE TOTAL			\$3,450,354		\$1,469,108		\$2,434,363		\$190,086		\$1,169,429		\$8,713,340

NON-EV SELPA	Rate	Etiwanda		Bear Valley		
		Count	Fee	Count	Fee	
SAI/Self Contained	\$51,590	2.00	\$103,180	1.00	\$51,590	> Provided by Redlands USD not SBCSS EV Ops
APE	incl					
LSH	incl					
Specialized Health	incl					
Low Incidence						
DHH Itinerant	\$7,745	0.00	\$0	0.00	\$0	
O&M	\$7,745	0.00	\$0	0.00	\$0	
VI Itinerant	\$7,745	2.00	\$15,490	1.00	\$7,745	> Provided by SBCSS EV Ops
1:1 Aide (a)	\$64,075	0.00	\$0	0.00	\$0	
Intensive Therapeutic Svc (EBD)	\$4,336	0.00	\$0	0.00	\$0	
FEE FOR SERVICE TOTAL		1.00	\$118,670	1.00	\$7,745	



FY 2022-23 SBCSS FEE-FOR-SERVICE REGIONAL PROGRAMS
MARCH 7, 2023

SB COUNTY/EV OPS													
Service	Rate	Colton		Redlands		Rialto		Rim		Yucaipa		Total EV Districts	
		Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee
SAI/Self Contained	\$48,906	39.00	\$1,907,334	9.00	\$440,154	41.00	\$2,005,146	3.00	\$146,718	19.00	\$929,214	111.00	\$5,428,566
APE	incl											0.00	\$0
LSH	incl											0.00	\$0
Specialized Health	incl											0.00	\$0
Low Incidence													
DHH Itinerant	\$9,387	35.00	\$328,545	42.00	\$394,254	42.00	\$394,254	2.00	\$18,774	21.00	\$197,127	142.00	\$1,332,954
O&M	\$9,387	8.00	\$75,096	12.00	\$112,644	4.00	\$37,548	1.00	\$9,387	5.00	\$46,935	30.00	\$281,610
VI Itinerant	\$9,387	21.00	\$197,127	46.00	\$431,802	20.00	\$187,740	2.00	\$18,774	17.00	\$159,579	106.00	\$995,022
1:1 Aide (a)	\$59,943	5.00	\$299,715	1.00	\$59,943	5.00	\$299,715	0.00	\$0	3.00	\$179,829	14.00	\$839,202
Intensive Therapeutic Svc (EBD)	\$4,000	0.00	\$0	4.00	\$16,000	5.00	\$20,000	1.00	\$4,000	10.00	\$40,000	20.00	\$80,000
FEE FOR SERVICE TOTAL			\$2,807,817		\$1,454,797		\$2,944,403		\$197,653		\$1,552,684		\$8,957,354

FINAL = AVERAGE OF NOV AND APR COUNTS

NON-EV SELPA	Rate	SB City		Etiwanda		Bear Valley	
		Count	Fee	Count	Fee	Count	Fee
SAI/Self Contained	\$48,906	0.00	\$0	1.00	\$48,906	1.00	\$48,906
APE	incl	0.00		1.00		1.00	
LSH	incl	0.00		1.00		0.00	
Specialized Health	incl	0.00		1.00		1.00	
Low Incidence							
DHH Itinerant	\$9,387	0.00	\$0	0.00	\$0	0.00	\$0
O&M	\$9,387	0.00	\$0	0.00	\$0	0.00	\$0
VI Itinerant	\$9,387	0.00	\$0	1.00	\$9,387	1.00	\$9,387
1:1 Aide (a)	\$59,943	0.00	\$0	0.00	\$0	0.00	\$0
Intensive Therapeutic Svc (EBD)	\$4,000	0.00	\$0	0.00	\$0	0.00	\$0
FEE FOR SERVICE TOTAL		0.00	\$0	1.00	\$58,293	1.00	\$9,387

Provided by
Redlands
USD not
SBCSS EV
Ops



SBCSS FEE-FOR-SERVICE VERIFICATION FORM
Pqxgo dgt '4245'E qwpv

FISTRIC NAME: _____

DIRECTOR'S NAME: _____

1. Review accuracy of student counts by service programs provided by East Valley Operations, SBCSS.
 - a. Verify the student/service counts with your district's own data report
 - b. Indicate the correct student/service count on the column "verified" by your District.

2. Sign and return this form to Andrea Tennyson (andrea.tennyson@sbcss.net) by **Wednesday, December 20, 2023.**

<u>EV SELPA Board Approved SBCSS FFS Program Services</u>	Service Acronym	Student/Service Count provided by EV SELPA	Student/Service Count <u>verified</u> by District
Specialized Academic Instruction/Self-Contained	SAI		
<i>Additional related services included in SAI program</i>	APE/LSH/ SHL		
Low Incidence	LI		
<i>~Deaf and Hard of Hearing</i>	DHH		
<i>~Orientation & Mobility Service</i>	O&M		
<i>~Visual Impairment Itinerant</i>	VI		
1:1 Aide	1:1		
Intensive Therapeutic	IC		

I confirm the accuracy of the above data.

DIRECTOR SIGNATURE: _____ **DATE:** _____

4.3 EV SELPA 2023-2024 Fiscal Reporting Calendar



FY 2023-24 FISCAL REPORTING CALENDAR

JULY 2023

- 7/10/23** Districts to provide SELPA June PARs and PYR for TPP
- 7/14/23** Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
- 7/31/23** SELPA to finalize closing of FY 22/23 books, Final REX will be sent out to districts
- 7/31/23** SELPA to submit May and June 2023 TPP Service and Certified Invoices to DOR

AUGUST 2023

- 8/15/23** Districts to provide SELPA July PARs and PYR for TPP
- 8/17/23** SELPA to provide 22/23 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/21/23 at Steering/ Finance meeting
- 8/17/23** SELPA to present AB 602 June 2023 P-2 CDE Certification (20/21 R3, 21/22 R1, 22/23 P2)
- 8/17/23** SELPA to present 2023-24 Schedule REX – projections based on enacted budget and 22/23 P-2 Cert

SEPTEMBER 2023

- 9/14/23** SBCSS to present PY (22/23) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.
- 9/14/23** EV SELPA to present PY (22/23) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
- 9/14/23** EV SELPA to present 2022-23 Final NPS Costs
- 9/15/23** Districts to provide SELPA August PARs and PYR for TPP
- 9/30/23** SELPA to submit July TPP Service and Certified Invoices to DOR
- 9/30/23** Districts to submit DPR & LR funds expenditure reports (through 9/30/23)

OCTOBER 2023

- 10/09/23** SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (23/24) P-2 ADA estimates & changes to PY ADA (if any) by Oct 13 for First Interim reporting and Projections
- 10/12/23** EV SELPA to present SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting due to CDE 11/15/23
- 10/13/23** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/16/23** Districts to provide SELPA September PARs and PYR for TPP
- 10/20/23** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
- 10/27/23** Deadline for SELPA/SBCSS to submit CY (23/24) Part C Early Start Application to CDE
- 10/27/23** Deadline for SELPA/SBCSS to submit PY (22/23) Extraordinary Cost Pool claim to CDE – funded at Annual
- 10/27/23** SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.



FY 2023-24 FISCAL REPORTING CALENDAR

NOVEMBER 2023

- 11/01/23 SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)
- 11/09/23 SELPA to present CY (23/24) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
- 11/09/23 SELPA to present Schedule REX (23/24) 1st Interim projections at Steering/Finance
- 11/15/23 Maintenance of Effort SEMA 22/23 Unaudited Actuals due to CDE
- 11/15/23 Maintenance of Effort SEMB 23/24 Unaudited Actuals/Budget due to CDE
- 11/15/23 Excess Cost Calculation(s) 22-23 due to CDE
- 11/15/23 Maintenance of Effort Subsequent Year Tracking Worksheets due to CDE
- 11/17/23 Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/20/23 SELPA and EV Ops will provide SBCSS FFS Fall 1 count to District Spec Ed Directors
- 11/30/23 SELPA/IBS to submit Part C Grant Application Package to CDE
- 11/30/23 SELPA to submit Medi-Cal Program 2023-24 LEA BOP Annual report to DHCS
- 11/30/23 SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2023

- 12/07/23 SELPA to present First Interim budget revisions at Steering/Finance
- 12/07/23 SELPA to present CY (23/24) Fall Count for SBCSS Fee-for-service Students
- 12/08/23 ***Districts to provide November PARs and PYR for TPP to SELPA***
- 12/11/23 ***Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS *12/14/23***
- 12/29/23 SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2024

- 1/04/24 SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS 1/9/24
- 1/12/24 SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/12/24 ***Districts to provide December PARs and PYR for TPP to SELPA***
- 1/16/24 **Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (23/24) or report # 5 (PY 22/23) if applicable**
- 1/29/24 SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2024

- 2/08/24 SELPA to present 23/24 EV SELPA 2nd Interim Budget update
- 2/08/24 SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring and preparation
- 2/08/24 SELPA to present CY (22/23) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2023 at Steering/Finance
- 2/09/24 ***Districts to provide January PARs and PYR for TPP to SELPA***
- 2/15/24 Districts to provide SELPA with CY 23/24 P-2 estimates
- 2/15/24 SELPA to submit to AU FY 24/25 EV SELPA budgets
- 2/27/24 SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD** SELPA to prepare February certifications for CY (23/24) and PY (22/23, 21/22) AB602 Funding Allocation

Subject to change, updated as needed.



FY 2023-24 FISCAL REPORTING CALENDAR

MARCH 2024

- 3/07/24** SELPA to present CY (23/24) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
SELPA to present 21/22 and 22/23 Out-of-Home Funding and proportionate Share savings distribution
- 3/07/24** Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/8/24
- 3/08/24** ***Districts to provide February PARs and PYR for TPP to SELPA***
- 3/15/24** ***Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 23/24***
- 3/18/24** SELPA to provide Low Incidence Inventory Report to districts for review
- 3/22/24** SELPA to send (23/24 P-1, 22/23 Annual, 21/22 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
- 3/29/24** **Districts to submit Supporting Inclusive Practices grant quarterly reports**
- 3/29/24** **Districts to submit Learning Recovery fund quarterly reports**
- 3/29/24** **Districts to submit Alternate Dispute Resolution fund quarterly reports**
- 3/29/24** SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2024

- 4/08/24** **Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)**
- 4/05/24** ***Districts to provide March PARs and PYR for TPP to SELPA***
- 4/11/24** SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 24/25 at Steering/Finance
- 4/11/24** SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 24/25
- 4/11/24** SELPA to present SEMAI 2nd Interim MOE monitoring/summary report at Steering
- 4/12/24** SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 19th
- 4/15/24** ***Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 23/24***
- 4/15/24** SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD
- 4/15/24** Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (23/24)
- 4/29/24** SELPA to submit February TPP Service and Certified Invoices to DOR
- TBD** SELPA to present 24/25 Operating Budget to Board Budget Ad Hoc

MAY 2024

- 5/06/24** ***Districts to provide April PARs and PYR for TPP to SELPA***
- 5/09/24** SELPA to present FY 24/25 Proposed EV SELPA Budgets at Steering/Finance
- 5/09/24** SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/17/24** SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification
- 5/22/24** SELPA to present to Board of Directors EV SELPA FY 24/25 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 24/25 rates

Subject to change, updated as needed.



FY 2023-24 FISCAL REPORTING CALENDAR

JUNE 2024

- 6/03/24** Districts must send completed Personnel Data report submitted through CDE software to SELPA
- 6/03/24** Districts Spec Ed directors to return SBCSS FFS MAY count signed verification forms to SELPA
- 6/05/24** *Districts to provide May PARs and PYR for TPP to SELPA*
- 6/05/24** Districts to turn in any pre-approved Low Incidence requests for reimbursement to SELPA (Elizabeth Coroneil)
- 6/12/24** SELPA to present final FY 23/24 EV County Operated Spec Education FFS average counts/costs and Proportionate Share Regional Programs student counts/costs at Steering
- 6/28/24** SELPA to submit April TPP Service and Certified Invoices to DOR
- 6/28/24** SELPA certification for Personnel Data report due to CDE
- 6/28/24** SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July
- 6/28/24** Districts to submit Supporting Inclusive Practices grant claims with supporting documents (FAR)
- 6/28/24** Districts to submit Learning Recovery fund expenditure report – Res 6537
- 6/28/24** Districts to submit Dispute Prevention & Resolution fund expenditure report – Res 6536
- 6/28/24** Districts to prepare grant Exp 3 or FINAL expenditure reports for submission in mid-July 2023
- TBD** SELPA to present FY 24/25 Schedule REX Projections based on Governor’s May Revise
- TBD** SELPA to finalize AB602 CDE Certifications for CY (23/24) and PY (22/23, 21/22)

Subject to change, updated as needed.

PROGRAM ITEMS

4.4 IEP Vendor Selection Update



EAST VALLEY
SELPA

Educating Together

IEP Vendor Selection Process

Fall 2023



WebIEP, operated by Faucette Micro Systems (FMS), Inc., has been the electronic IEP system for the East Valley SELPA since 2001.



SELPA System II WebIEP Login

Username

Password

[Forgot username or password?](#)

Note: Passwords are case sensitive

Login

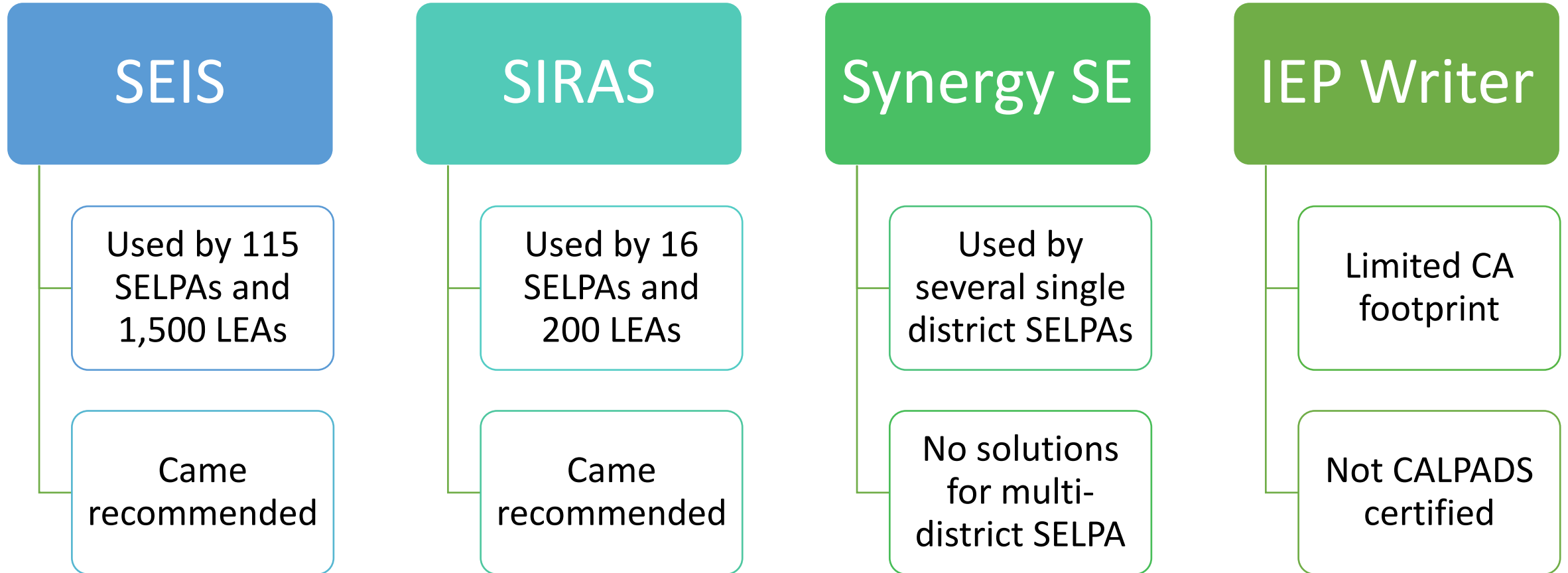
Copyright (c) 2001-2023 by Faucette Micro Systems, Inc.
All rights reserved.

Announcement

In February 2023, FMS notified the East Valley SELPA of their intent to retire at the end of the 2023-24 school year, necessitating a new IEP vendor.



Vendor Interviews – July 2023



IEP Vendor Selection Committee Meetings

August – December

August 31

- Establish Committee priorities

September 14

- SEIS virtual demonstration

September 28

- SIRAS in-person demonstration

October 12

- Committee reviews platform pros/cons

December 7

- Review overall selection process



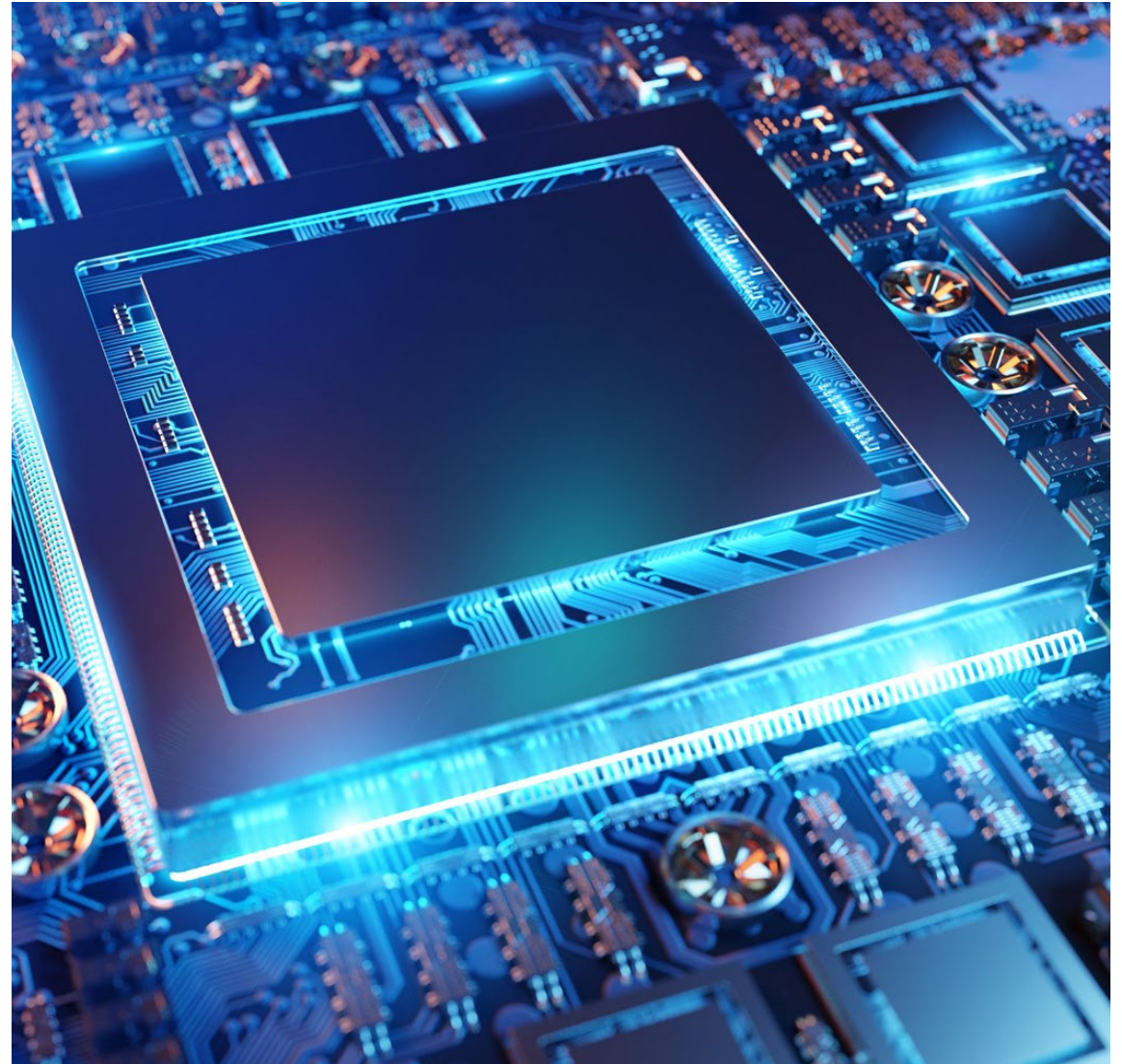
Tech Meetings October – November

Two staff from SBCSS and two from districts

- Identified key areas for smooth transition
- Problem-solved housing historical data
- Confirmed integration priorities
- Discussed API integration to ETS
- Roll-over issues addressed

Tech Observations

- Uptime for both platforms are comparable
- SIRAS appears to be flexible in what they are willing to offer
- Most of the surrounding districts and SELPAs use SEIS, SIRAS is more prevalent in Northern CA.
- SIRAS tech support is small
- SEIS is piloting ETS API
- SEIS is County office owned and won't be sold off for profit
- SIRAS has not onboarded a new client since switch to CALPADS





SELPA Administrator Interviews

- Interviewed two SELPA administrators
 - One went from WebIEP to SIRAS
 - One went from WebIEP to SEIS
 - Has worked with SIRAS and SEIS
- SEIS is visually appealing
- State forms committee is SEIS-driven
- Easy to transfer SEIS students
- SIRAS is willing to problem-solve
- SIRAS “needs more staff”

Exploration Program

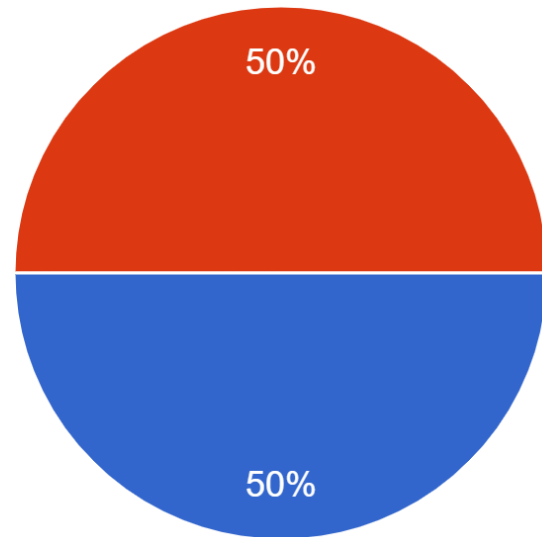
- Selection Criteria:
 - Voluntary for all WebIEP “end users”
 - No prior experience with SEIS or SIRAS
 - Willing to fill out a survey
- 76 volunteers for 25 user licenses
 - Colton – 6, Redlands – 6, Rialto – 6, Rim – 3, Yucaipa – 4
- Both platforms open November 6th – December 1st
- 32% response rate to the survey



Exploration Results

Create a meeting notice

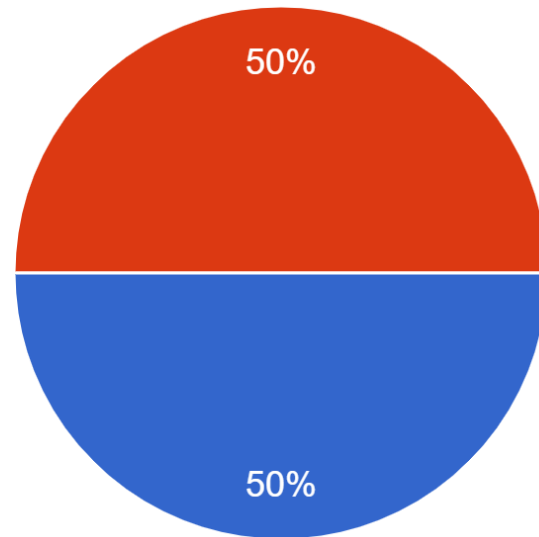
8 responses



Exploration Results

Open an Assessment Plan

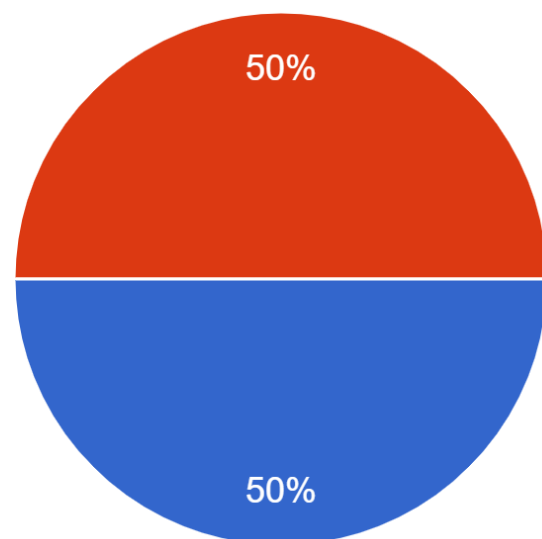
8 responses



Exploration Results

Open an annual IEP

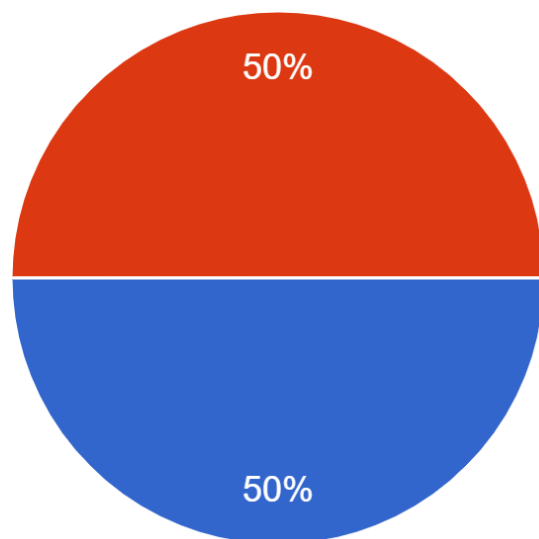
8 responses



Exploration Results

Create a goal

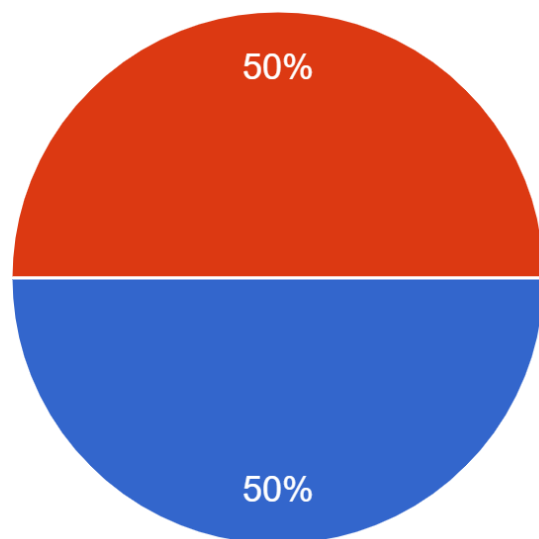
8 responses



Exploration Results

Write a new service

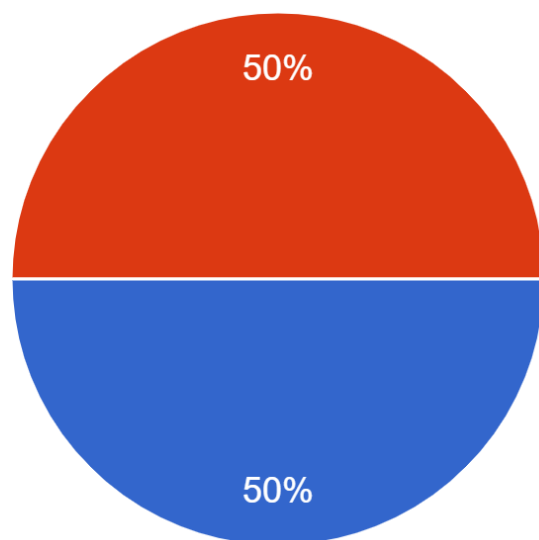
8 responses



Exploration Results

Print an IEP

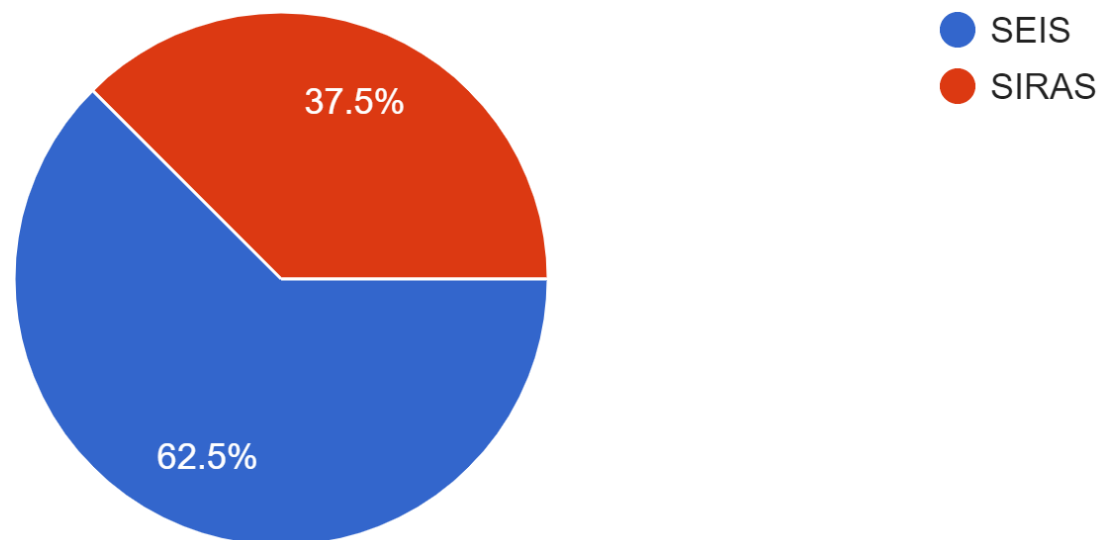
8 responses



Exploration Results

Find student's IEP history

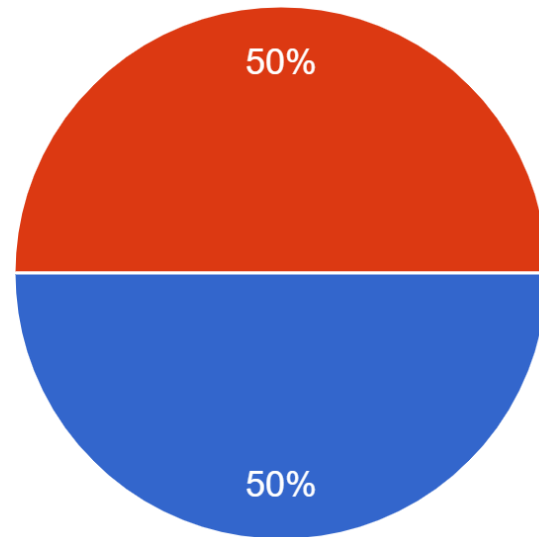
8 responses



Exploration Results

Validate/Verify an IEP

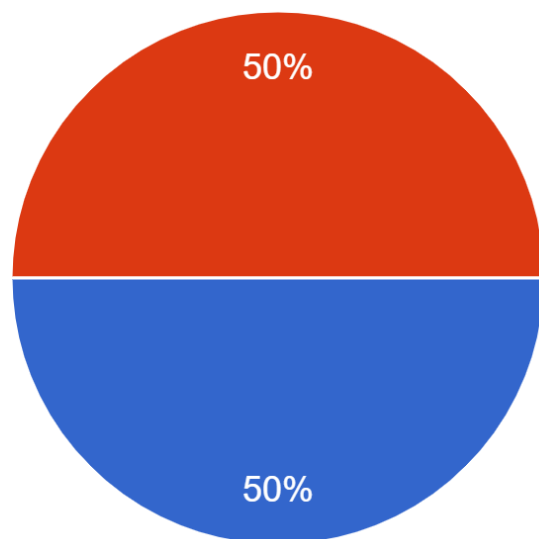
8 responses



Exploration Results

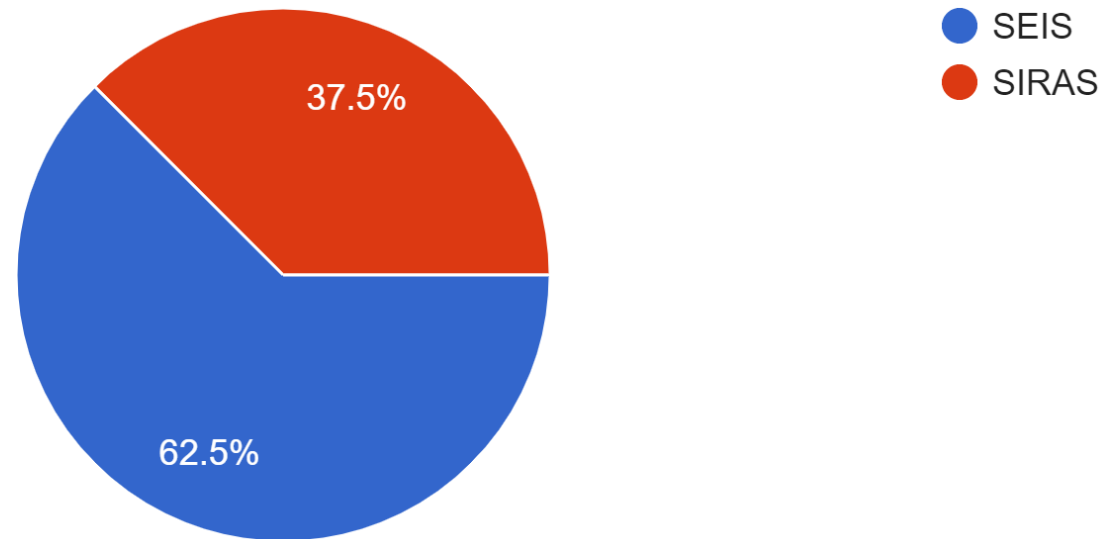
Create service log entry

8 responses



Exploration Results

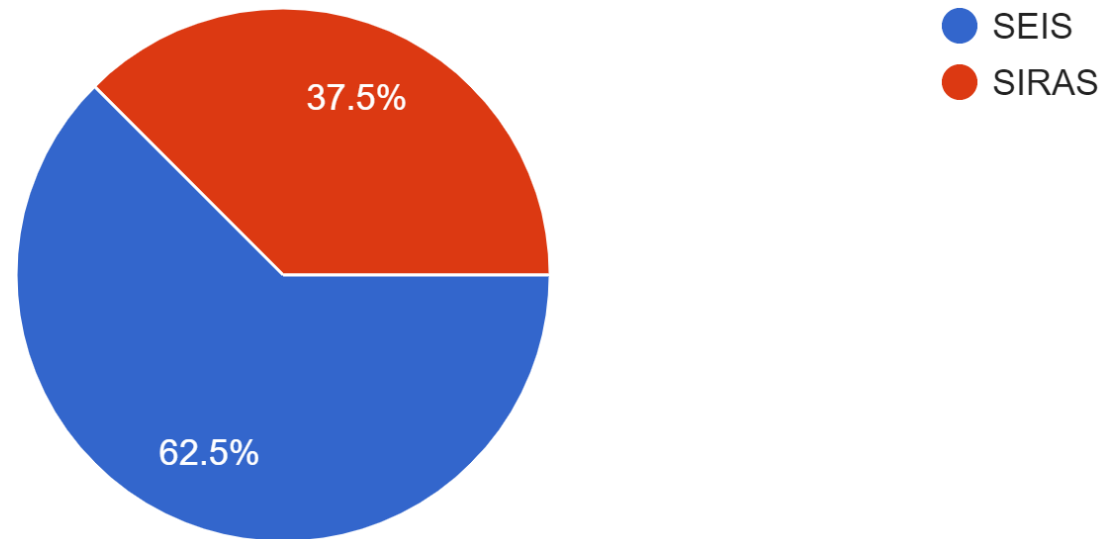
Run a report for a list of upcoming IEPs
8 responses



Exploration Results

Attach a PDF

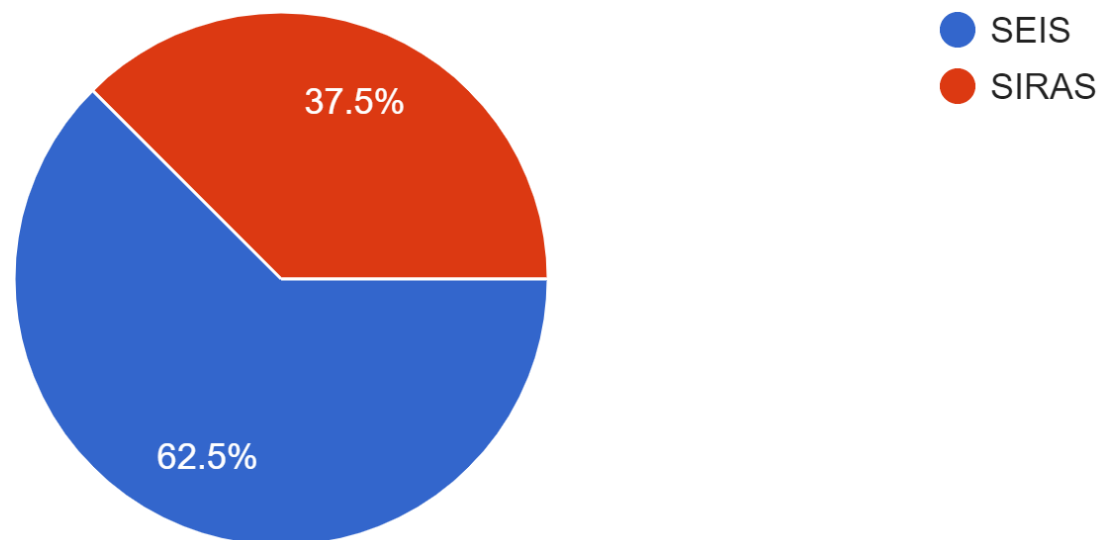
8 responses



Exploration Results

Overall appearance

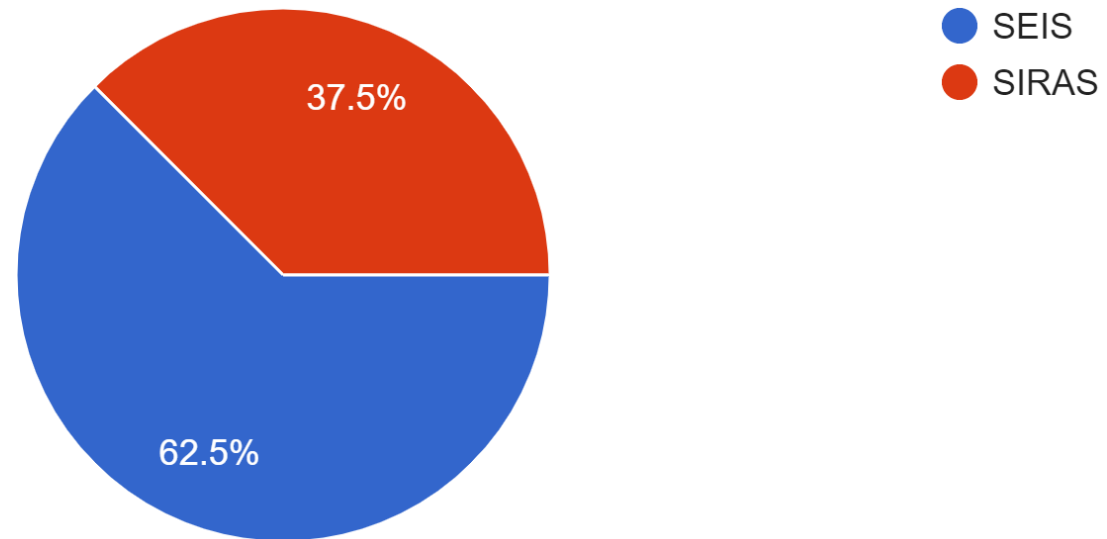
8 responses



Exploration Results

Caseload management features

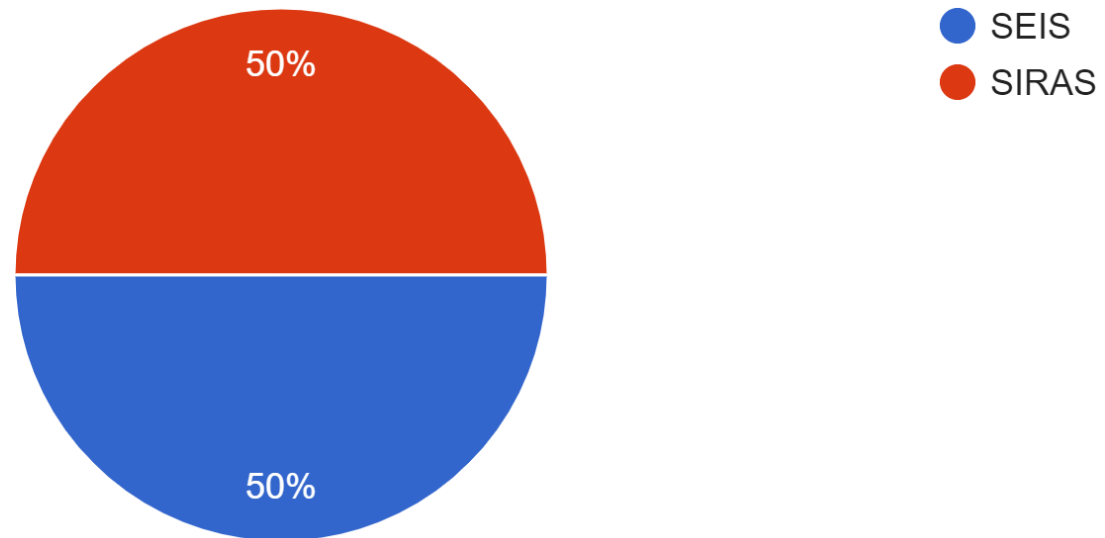
8 responses



Exploration Results

There is no perfect system, but if you had to pick one over the other, which would you choose?

8 responses



Qualitative Responses – SEIS

- SEIS seemed user friendly
- Goal bank is easy to navigate
- SEIS looks pretty
- SEIS is not user-friendly and is difficult to navigate
- SEIS is streamlined
- Present levels expand
- No lag or waiting for pages to load
- The dashboard is very detailed

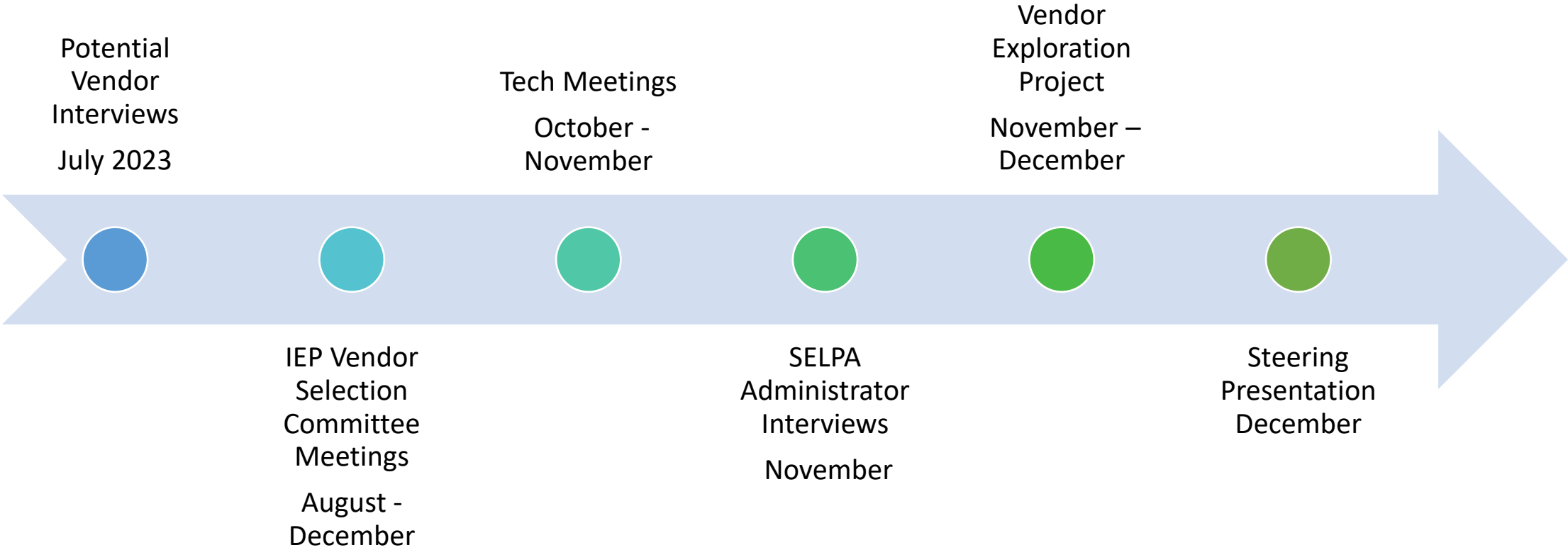




Qualitative Responses – SIRAS

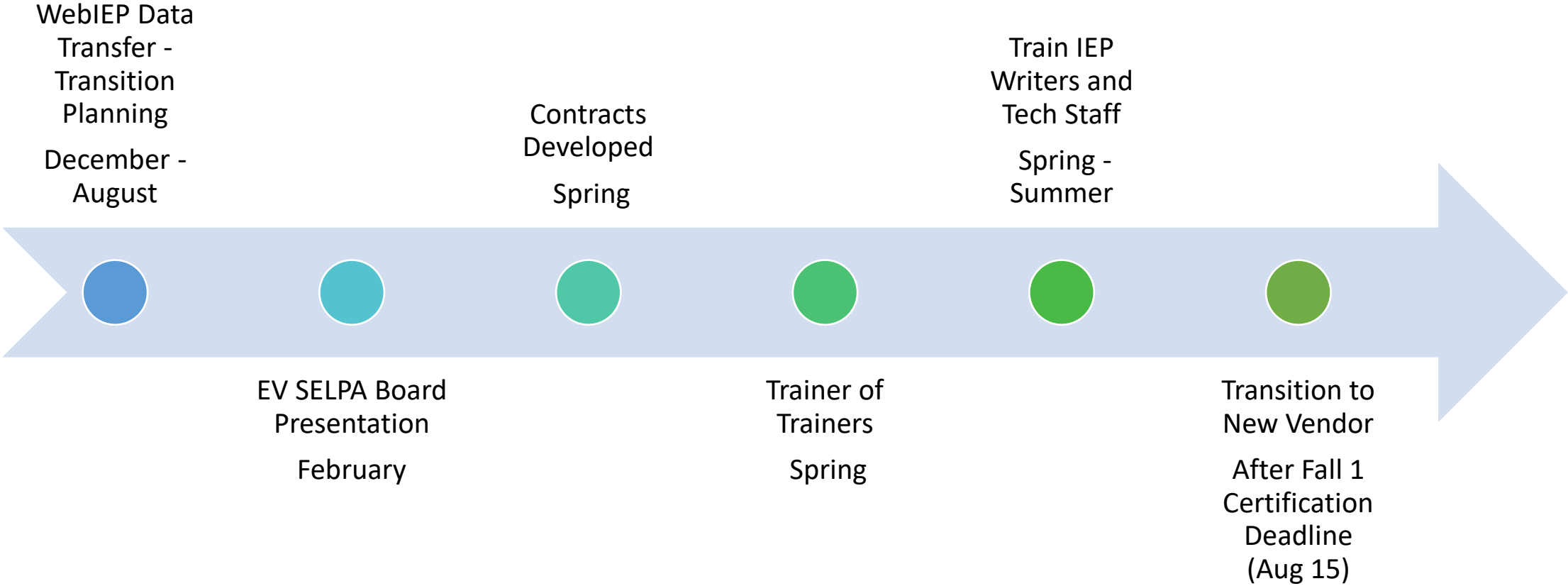
- SIRAS is not modern looking
- SIRAS is not user-friendly
- SIRAS is difficult to navigate and difficult to find areas of the IEP
- SIRAS is a lot like our previous system
- SIRAS did not grab my attention
- Easy to find the needed documents
- Going from page to page was time consuming

Timeline: July 2023 – December 2023



Timeline: December 2023 – September 2024

DRAFT



4.5 Alternate Pathway to a High School Diploma

December 11, 2023

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

An Alternative High School Diploma for Students who qualify for the California Alternate Assessment

A Guidance Document

The purpose of this notice is to provide notification to local educational agencies (LEAs) regarding the “alternative diploma pathway” for students with disabilities, as provided in **California Education Code (EC) Section 51225.31**, which was included in Assembly Bill (AB) 181, the 2021–22 education omnibus budget trailer bill. This law went into effect June 30, 2022, and was amended through Senate Bill (SB) 114 on July 10, 2023, and SB 141 on September 13, 2023. LEAs should be offering this pathway for all students who qualify.

The text of *EC 51225.31* is presented below followed by a brief explanation of the law and some frequently asked questions the California Department of Education (CDE) has received regarding the “alternative diploma pathway”. Please note, the guidance in this document does not constitute legal advice and is not binding. If LEAs have questions about the implications of *EC 51255.31* on local programs or specific circumstances, the CDE encourages LEAs to seek local counsel.

Education Code 51255.31: The Alternative High School Diploma Pathway

Chapter 2, Required Courses of Study, of SB 141 amended Section **51225.31** to the California *EC*, to read, with emphasis added in bold:

51225.31(a)(1) Notwithstanding any other law, a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all courses and other requirements adopted by the governing board or governing body of the local education agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a **diploma** of graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the *United States Code*.

(2) In accordance with Section 300.102(a)(3) of Title 34 of the *Code of Federal Regulations*, the award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency’s **obligation** to provide a free

appropriate public education until twenty-two years of age, or otherwise constitute a change in placement.

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

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

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

(c) An individual with exceptional needs who meets the criteria for the alternative diploma pathway pursuant to this section shall be eligible to **participate** in any graduation ceremony and any school activity related to graduation with their grade-level peers with and without disabilities. Participation in graduation activities that are subject to this **section shall not be construed as termination of the provision of free appropriate public education**, consistent with Section 300.102(a)(3)(ii) of Title 34 of the *Code of Federal Regulations*, unless the individualized education program team, which includes the parent and pupil, as defined in Sections 300.320 and 300.321 of Title 34 of the Code of Federal Regulations, has determined the pupil has completed their high school experience.

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

A Brief Summary of *Education Code 51225.31*

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

The student is eligible to take the California Alternate Assessment, and

The student is required to complete state standards-aligned coursework to meet statewide course requirements.

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

may also be found on the CDE

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

Through the completion of the statewide coursework requirements, the LEA must award the qualifying student a diploma of graduation from high school. With this newly defined diploma pathway, the qualifying student may participate in any graduation ceremony and any school activity related to graduation in which a student of similar grade would be eligible to participate.

The award of the diploma of graduation under *EC 51225.31* does not change or terminate an LEA's obligation to provide a free appropriate public education (FAPE) to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code and Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations.

Frequently Asked Questions:

- 1. Are there any resources available regarding the state's alternate assessments aligned to alternate achievement standards, or that discuss state standards-aligned curriculum?**
 - Yes. The CDE provides resources available on its website regarding the California Alternate Assessment, Content Connectors, and guidance for IEP teams, which can be utilized in the implementation of this diploma pathway. These resources can be located here: <https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>
- 2. Are LEAs authorized to issue diplomas earned under the “alternative diploma pathway” for the 2023–24 academic year?**
 - *EC* Section 51225.31 went into effect on June 30, 2022; however, the law specifies that only students who entered ninth grade in the 2022–23 school year or later are eligible for this diploma and only after meeting all of the statewide coursework requirements for high school graduation.
- 3. Does the alternative diploma count towards an LEA's graduation rate on the California School Dashboard?**
 - **Yes.** Students exiting with this School Completion Status Code within four years of their initial ninth grade cohort entry year will be counted as graduates in the Four-Year Adjusted Cohort Graduation Rate.
- 4. Is a student who receives a high school diploma through the “alternative diploma pathway” eligible to continue to receive special education and related services?**

- Yes. The award of the diploma of graduation via the “alternative diploma pathway” under *EC 51225.31* does not change or terminate an LEA’s obligation to provide a FAPE to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code and Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations.

5. Is this the same as a Certificate of Completion?

- No, the diploma earned through the “alternative diploma pathway” is not a Certificate of Completion.

6. Is the “Alternative Diploma Pathway” considered a regular diploma under the Individuals with Disabilities Education Act?

- The diploma in *EC 51225.31* is awarded pursuant to Title 20 of the United States Code, section 7801(23)(A)(ii)(I)(bb), which identifies alternate diplomas for students with the most significant cognitive disabilities, and who is assessed using a state's alternate assessment "aligned to alternate academic achievement standards." The Individuals with Disabilities Education Act (IDEA) defines a "Regular high school diploma" as the "standard school diploma awarded to the preponderance of students in the State that is fully aligned with State Standards. (34 C.F.R. 300.102(a)(3)(iv).) Diplomas that are aligned to the alternate academic achievement standards are excluded from this definition.
- Therefore, as the diploma earned through the "alternative diploma pathway" is based on specific requirement authorized by federal law (20 U.S.C. § 7801(23)(A)), it is categorized as a "state-defined alternate diploma" and does not meet the definition of a regular high school diploma under the IDEA. This diploma may not be used to exit a student from special education services and does not relieve an LEA from its obligation to provide a FAPE to a student who has received this diploma.

7. Do local educational agencies need to develop a separate diploma document?

- No. *EC 51225.31* does not require a different diploma document be created. Students who receive an “Alternative Diploma” can receive the same document that all students receive and participate in all graduation activities and ceremonies. The diploma document given to students does not need to indicate that it was achieved using the “Alternative Diploma Pathway”.

8. Is the diploma earned through the “alternative diploma pathway” identified on transcripts differently? If so, what do the transcripts need to show?

- This is a **local determination**. Please see U.S. Department of Education, Office of Civil Rights guidance: Questions and Answers on Report Cards and Transcripts For Students with Disabilities Attending Public and Elementary and Secondary Schools (ed.gov).

9. Does the Alternative Diploma need to be reported differently to the California Longitudinal Pupil Achievement Data System (CALPADS)?

- Yes. The diploma earned through the “alternative diploma pathway” is reported to the U.S. Department of Education as an alternative diploma and would be reported as such to CALPADS. Additionally, for the LEA’s Annual Performance Report Indicator 1 graduation report, the diploma earned through the alternate diploma pathway will not count towards the graduation rate.

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

Sincerely,
Rachel Heenan, Ed.D., Director
Special Education Division
Opportunities for All Branch

Last Reviewed: Friday, August 25, 2023

4.6 Dashboard Data Release & Differentiated Assistance



San Bernardino County
Superintendent of Schools
Transforming lives through education

Dashboard Overview

Full Cabinet Presentation

Tracy Chambers

Assistant Superintendent

Education Support Services

November 14, 2023

The California School Dashboard



← Change →

↑
Status
↓

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange

**Release Date:
December 15th**

Dashboard Private Previews

Release Schedule:

November 14: English Learner Progress, Academic, and Local Indicators

November 28: Chronic Absenteeism and Graduation Rate Indicators

December 5: Suspension Rate and College/Career Indicators

Fall 2023 Dashboard – Colors Are Back!!



Performance Levels



Red

LOWEST PERFORMANCE



Orange



Yellow



Green



Blue

HIGHEST PERFORMANCE

Performance on state measures, using comparable statewide data , is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed-out color dial with the words” No Performance Color”.



Local Measures

Basics: Teachers, Instructional Materials, Facilities

Implementation of Academic Standards

Parent and Family Engagement

Local Climate Survey

Access to a Broad Course of Study

State Measures

Chronic Absenteeism

Suspension Rate

English Learner Progress

Graduation Rate

College/Career

English Language Arts

Mathematics



Academic Performance

English Language Arts
Mathematics
English Learner Progress
College/Career
Implementation of Academic Standards

Academic Engagement

Chronic Absenteeism
Graduation Rate
Access to a Broad Course of Study

Conditions & Climate

Suspension Rate
Basics: Teachers, Instructional Materials, Facilities
Parent and Family Engagement
Local Climate Survey



Race / Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Pacific Islander

Two or More Races

Program

All Students

English Learner

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

*Long Term EL (2024)



Suspension Rate

The percentage of K-12 students who have been suspended at least once in a given school year. Lower suspension rates earn higher performance levels. This indicator can be monitored throughout the school year.



English Learner Progress

Shows the percentage of current English learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC).



Graduation Rate

Percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school.



College/Career

Indicates whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. Status only reported in 2023, status and change reported for 2024.



Measures of College Readiness

Smarter Balanced Summative
Assessments

Advanced Placement (AP) Exams

International Baccalaureate (IB) Exams

College Credit Courses

State Seal of Biliteracy (SSB)

UC and CSU a–g requirements

Measures of Career Readiness

Leadership/Military Science

Career Technical Education (CTE) Pathway

Registered Pre-Apprenticeship

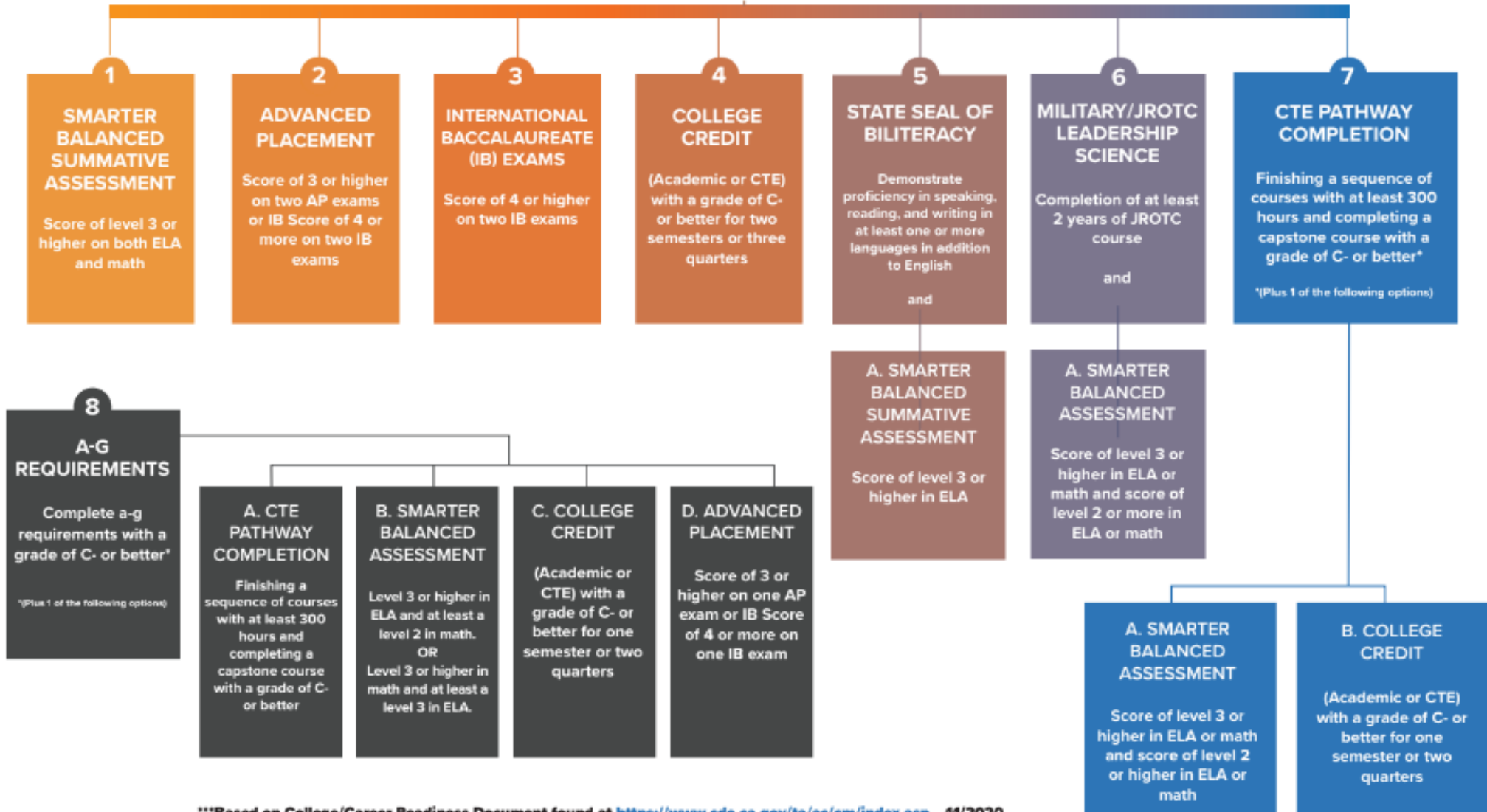
Non-Registered Pre-Apprenticeship

State and Federal Job Programs

**Transition Classroom and Work-Based
Learning Experiences***

HIGH SCHOOL DIPLOMA

(PLUS ONE OF THE FOLLOWING 8 OPTIONS)





English Language Arts

Shows how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternative Assessment, which is taken annually by students in grades 3-8 and grade 11.



Mathematics

Shows how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternative Assessment, which is taken annually by students in grades 3-8 and grade 11.

Data Available Now



- **CAASPP, ELPAC, and Chronic Absenteeism results for 2023 were released on Oct. 18th**

- State results: <https://caaspp-elpac.ets.org/caaspp/>
- SBCSS preliminary CAASPP report : <https://bit.ly/SBCSSPreview>
- SBCSS Open Data Portal continues to be updated: <https://ed-data-sbcss.opendata.arcgis.com/>

**Countywide 2023 results for all students in ELA slightly declined, while math and science slightly increased in students meeting or exceeding standards. ELPAC saw a slight increase in students identified as proficient in English. Chronic Absenteeism improved across the county, although rates were still high. San Bernardino County performance is below the state in all of these areas.

What Is Differentiated Assistance?



Differentiated Assistance (DA) is:

- Level 2 Support in **California's** System of Support
- Individually designed technical assistance provided to a **district**

Focused on:

- Addressing identified performance issues on **state and local indicators** *and/or*
- Addressing significant disparities in performance among **student groups**

System of Support

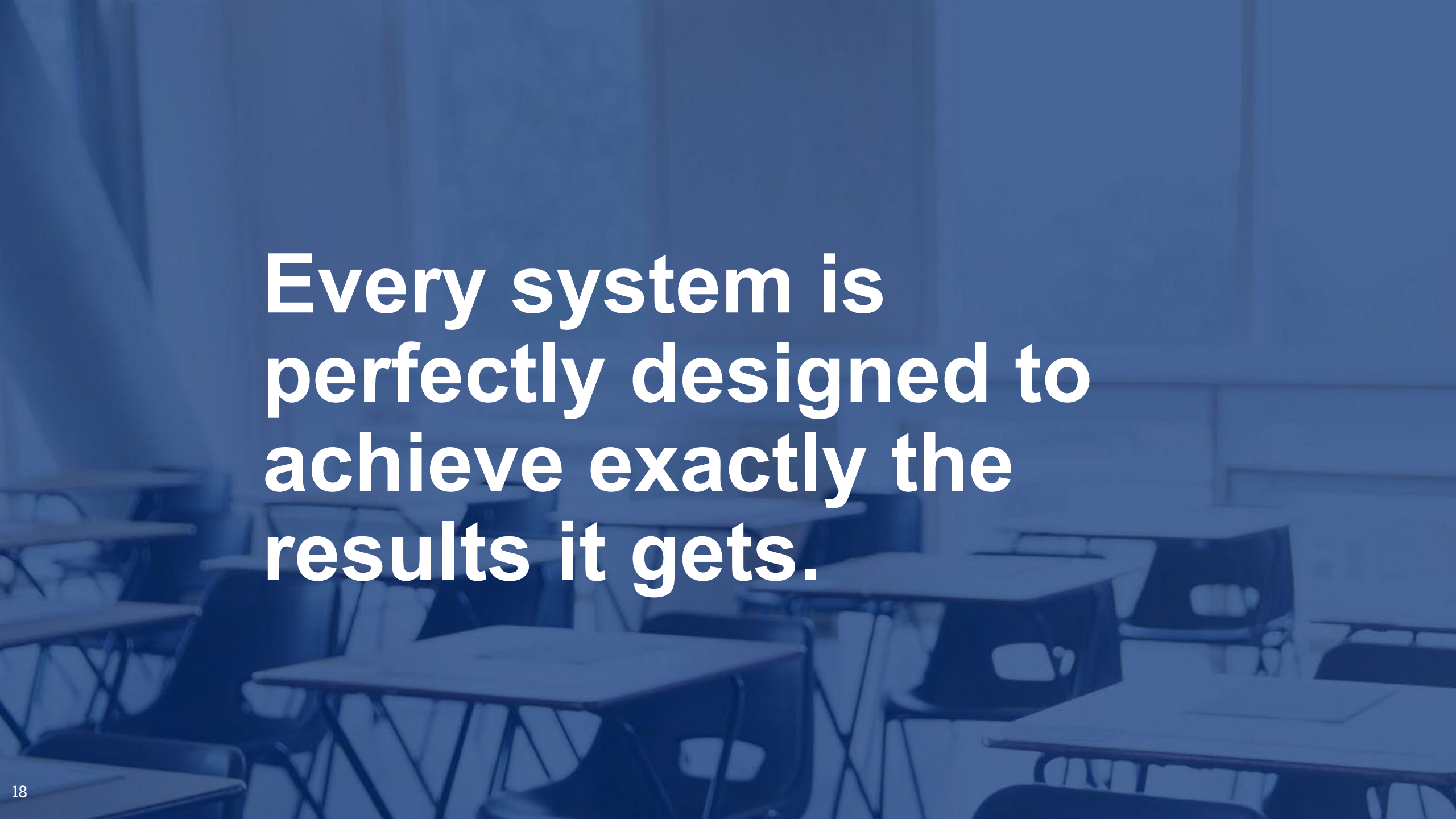
Level 1 – Support for ALL

Level 2 – Differentiated Assistance (DA)

Level 3 – Intensive Intervention

Differentiated Assistance Technical Assistance Providers

Responsible	District DA EC52071(c)	Charter DA EC47607.3	DA "PLUS"? EC52071(f)	Level 2.5?? EC52072	Intervention EC52072.1
County Superintendent of Schools	✓	✓	✓	✓	✓
Geographic Lead Agency	Upon request of County Superintendent of Schools or a school district (EC52071(d)).	✓ For Charters authorized by County Board of Education.	✓ Can request another GeoLead or Expert Lead.		
CA Collaborative for Educational Excellence	Upon request of County Superintendent of the county in which the district is located (EC52071(c)(1)(D)).	Upon request of County Superintendent of the county in which the charter is located (EC47607.3(c)).	Upon request of GeoLead.	✓	✓
Eligibility Notes	1+ student group 2+ priorities	1+ student group; 2+ priorities; 2+ consecutive years	1+ student group; 2+ priorities; 3+ consecutive years* <i>*LEAs will likely be identified starting with 2025 Dashboard</i>	3+ student groups; 2+ priorities; 3 of 4 consecutive years	LEA must be eligible for Level 2.5 plus CCEE recommendation



**Every system is
perfectly designed to
achieve exactly the
results it gets.**

Washington Monument





Shifting mindsets and behaviors is the core of any continuous improvement journey.

JOAKIM AHLSTROM, 2015

Next Steps



District of Special Education Accountability Rule for Students with Disabilities



The California School Dashboard (Dashboard) reports data on how local educational agencies (LEAs) and schools are meeting the needs of California's diverse student population. For most student groups, the LEA in which a student resides will be the same LEA in which the student is receiving the majority of their instruction. However, students with disabilities (SWDs) often receive services outside their district of special education accountability (DSEA). The DSEA, which in most cases is also the district of geographic residence, may be unable to provide the full range of special education services that the student requires and will often enter into a Memorandum of Understanding (MOU) with another LEA or county office of education to provide these services. Which LEA, then, is held accountable for the outcomes of the student, as reported on the Dashboard?

DSEA Rule for 2017–19 Dashboards

In prior years, the DSEA was applied to the Academic Indicators for only those SWDs who received services from a special education school in another LEA or a non-public school (NPS).

In the 2019 Dashboard, the DSEA was applied to the Academic Indicators for all SWDs, regardless of where they receive special education services. However, the LEA of Attendance (i.e., the LEA providing the services) was accountable for the students' performance on the other state indicators.

Current DSEA Rule for 2022 Dashboard and Beyond

Initially, the DSEA rule was to be implemented for all state indicators beginning with the 2020 Dashboard. However, with the continuance of the COVID-19 pandemic, federal and state law prohibited the California Department of Education (CDE) from publishing state indicators in the 2020 and 2021 Dashboards. As a result, the DSEA rule was only applied to the graduation rates and College/Career Indicator-related data reported in the 2020 and 2021 Dashboard and Additional Reports available on the CDE School Dashboard Additional Reports and Data web page at <https://www6.cde.ca.gov/californiamodel>.

Beginning with the 2022 Dashboard, the DSEA rule was applied to all available state indicators for SWDs who receive special education services at another district or county office of education. The data for these students are "sent back" to the DSEA and included in the DSEA's Dashboard. This ensures that the LEA that receives federal funding—under the Individuals with Disabilities Education Act—for a student will be held accountable for the outcomes of that student.

Please note that, at the school level, the school of attendance will continue to be held accountable for the student's performance. The table on the following page identifies the responsible entities.

Which entity is accountable for SWDs for the 2022 Dashboard and beyond?

State Indicator	School of Attendance	DSEA	District of Attendance	Charter School	Charter School Authorizer
Academic	Responsible	Responsible	Not Responsible	Responsible	Not Responsible
Suspension Rate	Responsible	Responsible	Not Responsible	Responsible	Not Responsible
Chronic Absenteeism	Responsible	Responsible	Not Responsible	Responsible	Not Responsible
Graduation Rate	Responsible	Responsible	Not Responsible	Responsible	Not Responsible
College/Career Readiness	Responsible	Responsible	Not Responsible	Responsible	Not Responsible
English Learner Progress	Responsible	Responsible	Not Responsible	Responsible	Not Responsible

Additional Resources

LEAs can confirm which of their students were sent to other entities to receive appropriate special education services by downloading the DSEA extract from the California Longitudinal Pupil Achievement Data System (CALPADS). This extract will identify the most recent data on which students are flagged with the “DSEA” field. For further information on this extract, the CALPADS DSEA field, and scenarios for determining which LEA is responsible for reporting SWD data, please visit the following CDE CALPADS Communications web pages:

- CALPADS Update Flash #160: <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf160.asp>
- CALPADS Update Flash #161: <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf161.asp>
- Reporting Data for SWDs: <https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp>

For more information, please visit the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/index.asp>.

Contact the Analysis, Measurement, and Accountability Reporting Division by email at dashboard@cde.ca.gov.



How are SBCSS Students Reported?

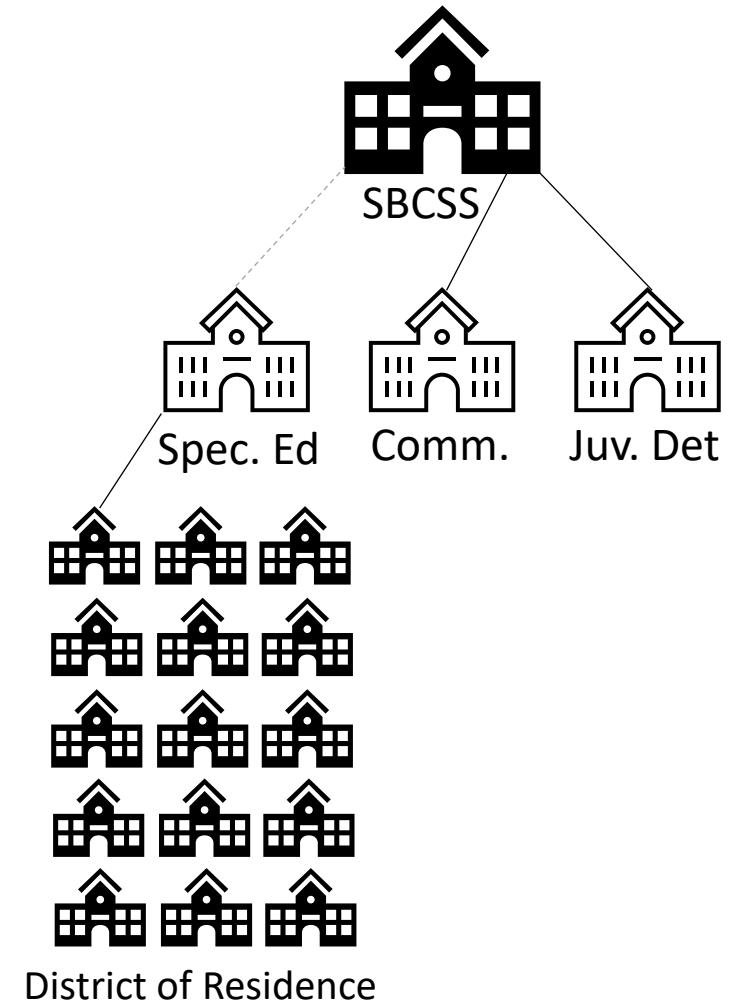
The California School Dashboard lists “San Bernardino County Office of Education” like it would an LEA.

The Community School/Independent Alternative Education, Juvenile Detention and Assessment Center, and County Special Education Programs are listed like schools.

Students in the Juvenile Detention and Community School count at the LEA Level as well as the school level.

Students in Special Education are counted towards their LEA of residence, but also at the county’s school level.

For students to be counted in Dashboard indicators, they must meet enrollment and grade level criteria. For example, to be included in Chronic Absenteeism a student must be in grades K-8 and be enrolled for 31 consecutive days.



4.7 CDE Compliance Monitoring



Targeted Monitoring

Compliance and Improvement Monitoring Plan Progress Report



Purpose of Report: Every local educational agency (LEA) that is currently identified as Targeted Level 3 in the Compliance and Improvement Monitoring (CIM) Process and is in the process of implementing a CIM Plan shall use this form, or later versions as revised by the California Department of Education (CDE), to submit periodic progress reports on activity implementation and movement toward measurable outcomes for High Leverage Strategies and associated activities as described in the CIM Plan.

This requirement applies to LEAs that are implementing a CIM Plan from November 2022, including LEAs that transitioned from Intensive Monitoring to Targeted Monitoring in 2023. This requirement will also apply to Targeted Level 3 LEAs submitting their first CIM Plan in November 2023.

Due Dates: LEAs designated as Targeted Level 3 for 2023 must submit their completed and signed reports by email to their assigned Focused Monitoring and Technical Assistance (FMTA) Consultant, with a copy emailed to TargetedMonitoring@cde.ca.gov. The CDE will review the progress report and provide feedback to its LEA as appropriate.

Complete the following:

LEA Name:

LEA Contact:

CIM Plan Year:

SELPA Name:

2022 CIM Plans

Check the appropriate box for this Progress Report:

- July 14, 2023 (for the reporting period November 1, 2022–June 30, 2023)
- January 10, 2024 (for the reporting period July 1, 2023–December 31, 2023)
- July 10, 2024 (for the reporting period January 1, 2024–June 30, 2024)
- January 10, 2025 (for the reporting period July 1, 2024–December 31, 2024)

2023 CIM Plans

Check the appropriate box for this Progress Report:

- July 10, 2024 (for the reporting period December 1, 2023–June 30, 2024)
- January 10, 2025 (for the reporting period July 1, 2024–December 31, 2024)
- July 10, 2025 (for the reporting period January 1, 2025–June 30, 2025)
- January 10, 2026 (for the reporting period July 1, 2025–December 31, 2025)

High Leverage Strategies, Measurable Outcomes, Activities, and Progress

High Leverage Strategy #1:

Measurable Outcome:

Activity 1.1: (Description)	
<u>Activity Progress:</u>	
<u>What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.</u>	<u>Do you plan to continue this activity? If not, what changes are being made?</u>

Activity 1.2: (Description)	
<u>Activity Progress:</u>	
<u>What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.</u>	<u>Do you plan to continue this activity? If not, what changes are being made?</u>

(Add or remove tables for activities as needed)

High Leverage Strategy #2:

Measurable Outcome:

Activity 2.1: (Description)	
<u>Activity Progress:</u>	
<u>What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.</u>	<u>Do you plan to continue this activity? If not, what changes are being made?</u>

Activity 2.2: (Description)	
<u>Activity Progress:</u>	
<u>What data has been collected regarding the Measurable Outcome? Does this data show improvement of student outcomes? Please explain.</u>	<u>Do you plan to continue this activity? If not, what changes are being made?</u>

(Add additional High Leverage Strategies or activities as needed)

CIM Peer Review

High Leverage Strategy #1	
The Expected Measurable Outcomes of HLS #1 include data that allows quantitative evidence the outcome has been met.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Feedback on Expected Measurable Outcomes for HLS #1:	
The activities described for HLS #1 clearly communicate the task to be accomplished, by whom, when it will take place, and what data or method is to be used to evaluate progress.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Feedback on activities for HLS #1:	

High Leverage Strategy #2	
The Expected Measurable Outcomes of HLS #2 include data that allows quantitative evidence the outcome has been met.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Feedback on Expected Measurable Outcomes for HLS #2:	
The activities described for HLS #2 clearly communicate the task to be accomplished, by whom, when it will take place, and what data or method is to be used to evaluate progress.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Feedback on activities for HLS #2:	

High Leverage Strategy #3	
The Expected Measurable Outcomes of HLS #3 include data that allows quantitative evidence the outcome has been met.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Feedback on Expected Measurable Outcomes for HLS #3:	
The activities described for HLS #3 clearly communicate the task to be accomplished, by whom, when it will take place, and what data or method is to be used to evaluate progress.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Feedback on activities for HLS #3:	

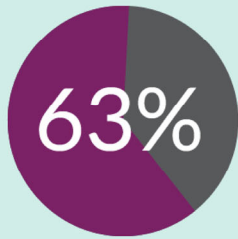
Overall	
The CIM plan clearly identifies how success will be measured.	<input type="checkbox"/> Yes <input type="checkbox"/> No
I can take this plan and implement as written.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The overall goal or problem of practices is well defined and identifies specific areas for improvement.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Feedback on overall CIM plan:	

CIM Process Self-Evaluation

<p>What worked? Which steps of the process were the most beneficial?</p>	<p>How did you get the right people to participate?</p>
<p>What didn't work for your LEA?</p>	<p>What would you do differently?</p>

4.8 The Special Ed Administrator's Personal Trainer

DISABILITY AND EDUCATION



63% of students with disabilities spend at least 80% of their school day in an inclusive setting.

According to data in the U.S. Department of Education's 40th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (2018, pg 52)

Disability is something we all experience in certain contexts.

Visit a foreign country where you don't know the language or play a game you've never played and you may experience disability.



Research shows that students with disabilities benefit most from being in an inclusive learning environment.

Often times our systems and curriculum are disabling to students, even those that don't identify with having a diagnosed disability.



INCLUSIONIST VIEWS

Students with disabilities should be included with their peers and our systems and curriculum should be designed to work for *all* learners

We should do our best to pro-actively remove barriers to learning so that students with disabilities have equal access to challenging and rigorous education and are active members of the community

A learning environment suffers when a person with a disability is absent and their talent is lost

There isn't something "wrong" with people with a disability; there are just differences



EXCLUSIONIST VIEWS

Students with disabilities need extra support that they can't get in a general education classroom so they are better off in exclusive special education settings

Students with disabilities could be disruptive and/or distracting to other students so they should be educated separately

Students with disabilities could negatively impact the highest performing students

Students with disabilities can be a drain on limited resources in an educational environment

Let's break down the barriers of learning by teaching for *all* students.

Find more resources at
novakeducation.com





UDL Frayer Model

Dr. Katie Novak & Michael Woodlock



Universal Design for Learning (UDL)	
Definition	Relevant Attributes
<p>A framework that recognizes learner variability and is a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches to teaching and learning.</p>	<ul style="list-style-type: none">● Learners are not disabled. Curriculum is.● Firm goals, flexible means● Eliminating barriers● Embracing variability● Outcome of expert learning● Three principles: provide multiple means of engagement, representation, and action and expression
Irrelevant Attributes	Non-Examples
<ul style="list-style-type: none">● Fun!● Requires technology● Only for special education	<ul style="list-style-type: none">● Differentiated Instruction (DI)● “Good teaching”● Personalized learning



UDL Lesson Plan Review Template

(To Edit & Save, click File → Make a Copy Above)

UDL lesson plans consider four curriculum components, which make up a complete learning experience. Educators have many options and choices for how to format their lesson design. Below is only one example. Regardless of the format you use, all UDL lesson plans consider goals, methods, materials, and assessments. You will notice that in the sample below, you design the lesson by first considering goals, and then designing assessments before considering methods and materials. This backwards design relates to the [Understanding by Design \(UbD\) framework](#). Using UDL and UbD together ensures that the backwards design of curriculum meets the needs of all learners.

Before you design your lesson, you may want to review the following resource which defines the four curriculum components through the UDL Lens. The Lesson Template follows.

	UDL Definition	Considerations	Reflection questions
 Goals	UDL lessons start with a clear learning goal, based on state standards. Goals include verbs that foster multiple means of action and expression.	Instead of, “Student will write an argument essay,” revise to “Students will craft an argument.”	<ul style="list-style-type: none">● What is the goal of your lesson?● Does it connect explicitly to the state standards?● Does the goal allow for multiple means of representation and/or action and expression?
 Methods	There are multiple ways that students can learn content, build background information and explore the knowledge and skills under study. In UDL, students have a choice of which methods they will use to learn.	Instead of lecturing to all students and then requiring the whole class to watch a video, revise to, “After a mini-lesson, students will choose to participate in small group instruction, watch a video on Google Classroom, read a chapter in the course text, or listen to an audio version of the text.”	<ul style="list-style-type: none">● Do students have a choice about how they will build knowledge and access resources?

	UDL Definition	Considerations	Reflection questions
 Materials	Materials are the resources used to present learning content and what the learner uses to demonstrate knowledge	Set up a buffet of resources for students to choose from. Offer a buffet of graphic organizers, Chromebooks, math reference sheets, exemplars, etc..	<ul style="list-style-type: none"> Do students have a choice about the materials they will use to learn the material or complete the assessment?
 Assessments	Assessments gather information about a learner's performance		<ul style="list-style-type: none"> Throughout the lesson, is there an opportunity for diagnostic, formative, and summative assessments?

Goals	Assessments
What specifically do all students need to know, or do, at the end of the lesson. Align to state standard.	<p>How will you measure if students “know” or can “do” what was outlined in the goal? Be sure to design for an informal diagnostic or formative assessment so students can self-reflect on their current understanding or progress and set goals for the summative.</p> <p>Diagnostic Assessments</p> <p>Formative Assessments</p> <p>Summative Assessment</p>

Learning Connections	Materials, scaffolds, and resources that will be provided as options
<p>How do the goals of the lesson build on learning that has already occurred? Authentic application? Or learning in other content areas? How will you help students make those connections?</p>	
Methods	
<p>Before the lesson</p>	<p>What choices will students have to build background knowledge, reflect on diagnostic assessments or create their own personalized goals?</p>
<p>During the lesson</p>	<p>What choices will students have to learn the material under study?</p>
<p>After the lesson</p>	<p>What choices will students have to reflect?</p>

School District	Inclusive and Competency Based Individual Education Plan
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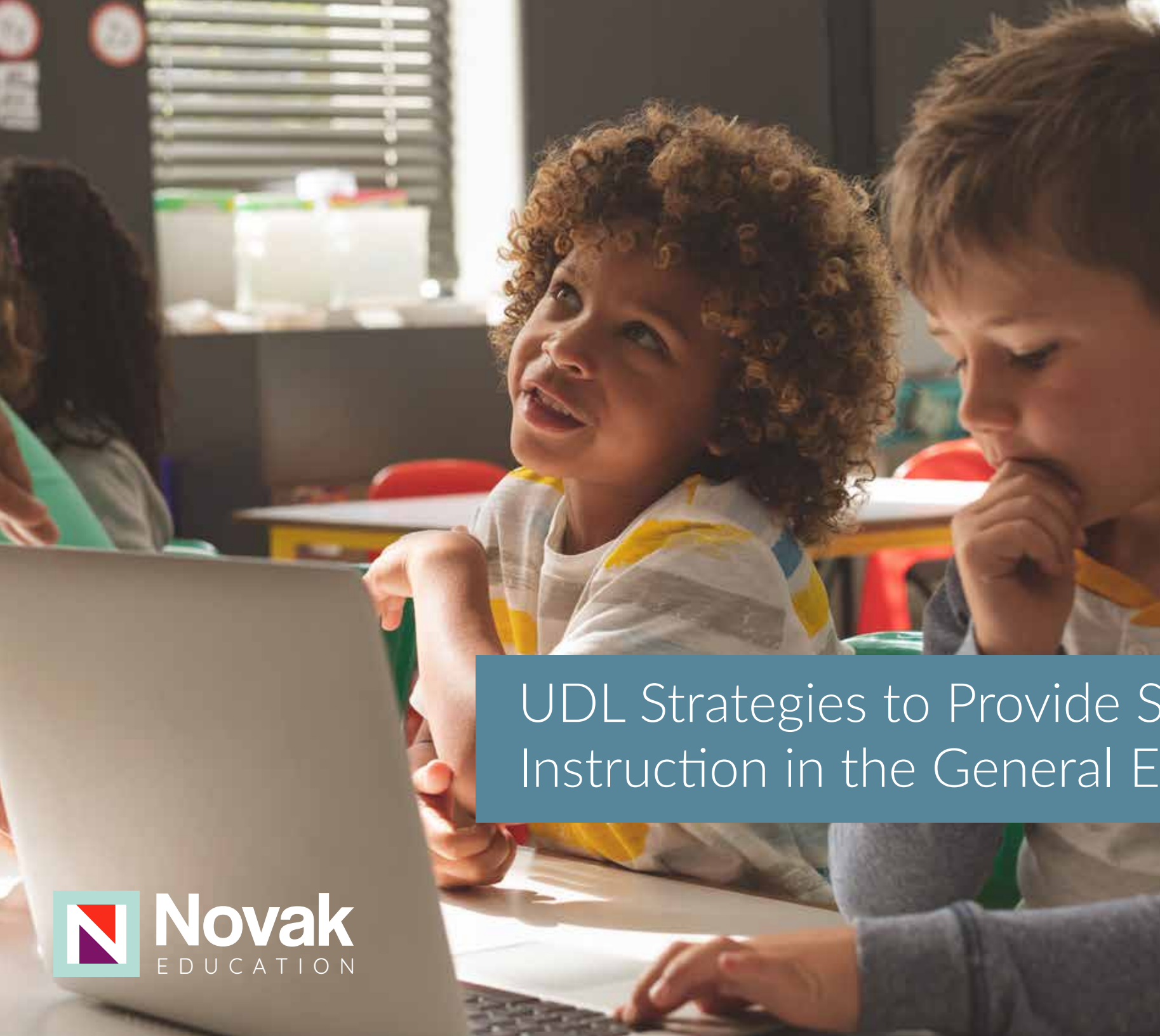
Student Details				
Student Photo	Student Name		Primary Designation	
	Grade		Additional Designation	
	Student Number		IEP Review Date	
	Date of Birth		Case Manager	
	Student Support Team		Role	
		Parent/Guardian Consultation Date		

My Personal Profile	Link to Evidence:	Thoughts from my family & team
My Identities		
My Interests		
My Needs		

My Learning Profile	Link to Evidence:		
	Personal	Social	Learning/ Intellectual
My Strengths			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team
My Stretches			
	*Thoughts from my team	*Thoughts from my team	*Thoughts from my team

Areas I want to focus on this year

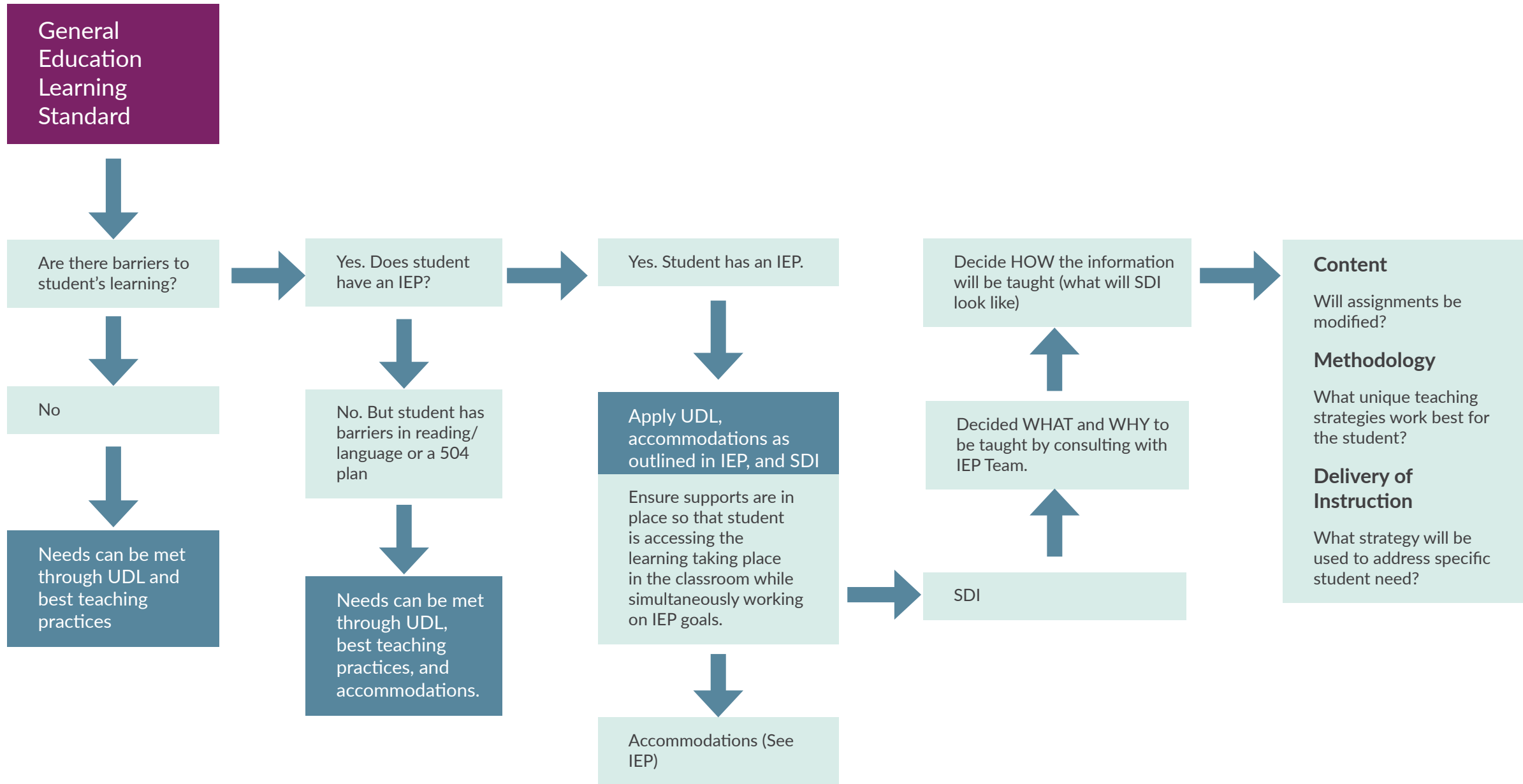
Competencies that can help choose goals	<ul style="list-style-type: none"> Personal Awareness & Responsibility Positive Personal & Cultural Identity 	<ul style="list-style-type: none"> Communicating Collaborating Social Awareness & Responsibility 	<ul style="list-style-type: none"> Creative Thinking Critical Thinking & Reflective Thinking
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UDL Strategies to Provide Specially Designed Instruction in the General Education Classroom

Alisha Poling & Katie Novak

Supports/Services Flowchart





Continuum of Supports/Services for Students



Universal Supports for All Students	Additional Accommodations (usually require 504 plan or IEP, but not in all states - check your state guidelines)	SDI (can be provided via push-in by interventionist, EL, or SPED or by the gen ed teacher)	Data Collection Methods (to measure AYP, drive instruction, and allow students to demonstrate what they know)
<p>Academic</p> <ul style="list-style-type: none"> • Visual aids • Sentence starters • Text-to-speech/audiobooks (for assignments) • Graphic organizers • Variety of pens/pencils (color, size, tactile feedback, etc) • Adaptive pen/pencils • Adaptive paper (raised line, highlighted lines, etc). • Slant board • Personal dry erase marker • Non-slip writing surface • Pre-written words/sentences/phrases • Writing templates, notes, outlines • Pocket dictionary/thesaurus • Word wall, word books, word cards • Sentence starters • Story starters • Framed paragraphs • Change size of text • Change spacing, text color, background/contrast • Picture symbols with text • Book holders • Predictable books • Color overlays • Tracking strategies (reading window, bar magnifier) • Number lines • Manipulatives <ul style="list-style-type: none"> • Abacus • Multiplication table (for assignments) • Math facts charts • Worksheets with enlarged spaces for responses • Modified paper (grid paper, raised lines, bold lines) • Chunking directions • Visual cues • Highlighted text • Checklists • Recording devices (both audio and video) • Pre-recorded videos • Speech generating device (for assignments) • Communication board • Communication books • Core board • Timers • Digital documents • Note-taking devices <p>Social/Behavioral</p> <ul style="list-style-type: none"> • Elimination of extraneous noise (air vents, etc.) • Visual schedules • Color coding • Systems for organization (binders with dividers, pocket folders) • Checklists • Wiggle seats • Therabands • Access to break space 	<ul style="list-style-type: none"> • Calculator (for tests) • Scribe • Multiplication table (for tests) • “Key words” notecard (for math problem solving) • Text-to-speech/audiobooks (for test) • Speech-to-text (for tests) • Speech generating device • Personal visual schedule • Customized checklists • Personal electronic device (computer, smart phone, apps, tablets) • Communication system (such as PECS) • Note-taking devices (Braille writer) • Specialized software for word prediction, text reading, text enlargement, communication, Braille translation) • Personal amplification system • Specialized flexible seating options 	<ul style="list-style-type: none"> • Small group instruction (using district approved curriculum) during centers/group time to target deficits • Scaffold work for individual students and provide explicit instruction and/or step-by-step instructions on how to complete work (in reading, writing, and math) • Re-teach subject matter using a different methodology • For reading tests: pull kids into small group and scaffold questions for students based on their needs • Provide direct (additional) teaching to help student organize their thoughts/ideas/responses based on their IEP goals • Provide direct instruction on how to decode words (using a district approved curriculum) based on IEP goals • Use of district approved computer programs that have adaptive learning capabilities • Modifying content and providing materials based on IEP goals 	<ul style="list-style-type: none"> • Drawings • Video recordings • Worksheets • Tests • Written work • Printed work • Data sheets • Audio recordings

UDL Strategies to Provide Specially Designed Instruction in the General Education Classroom

Reading



 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (* indicates Accommodations that demand an IEP/504) (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)		
		Adapting Content	Adapting Methodology	Adapting Instruction		
Independently reading text and/or answering comprehension questions	<ul style="list-style-type: none"> • Additional support needed to access text • Limited amount of leveled/adapted materials • Lack of scaffolds to aid with comprehension • Additional time/instruction needed to improve reading skills 	<ul style="list-style-type: none"> • Flexible seating • Change spacing, text color, background/contrast • Offer tracking strategies (reading window, bar magnifier, book holder) • Use of visual aids, gestures, graphic organizers to understand connections between events/information • Predictable texts • Text read aloud via peer model • Text read aloud by teacher • Text read aloud by using text-to-speech embedded support tool* • Text read aloud by using specialized apps* • Picture symbols with text* 	<ul style="list-style-type: none"> • Modified books/reading materials • Modifying tests (changing the learning target/standard) 	<p>Auditory Learning</p> <ul style="list-style-type: none"> • Read-spell-read • Choral reading • Listening to text read aloud and following along with finger <p>Visual Learning</p> <ul style="list-style-type: none"> • Highlighting text as it's being read • Visual aids/models for key terms • Graphic organizers/scaffolds for answering comprehension questions and/or improving word attack skills <p>Kinesthetic Learning</p> <ul style="list-style-type: none"> • Dancing while reading/decoding • Counting syllables using manipulatives • Using arm strategy or other physical prompt to blend/segment words 	<ul style="list-style-type: none"> • Embedded Instruction: • Look for naturally occurring opportunities to target decoding skills, comprehension skills, and/or scaffold instruction (create access point) <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Pull small group during independent work time/centers and re-teach decoding skills using district approved curriculum for at least 20 minutes to target deficits • Work with individual students who need additional support decoding grade level words • Provide 10-15 minutes explicit instruction on how to decode multisyllabic words • During independent work time/centers using a district approved, adaptive reading (computer) program 	<p>Fluency Assessments (Timed)</p> <ul style="list-style-type: none"> • Remove time constraint • Mask material to prevent distractions • Additional visual/verbal prompting <p>Standard/Traditional Comprehension Assessments (paper/pencil tests)</p> <ul style="list-style-type: none"> • Sentence starters • Framed paragraphs • Student notecard with key terms • Eliminate choices • Additional visual/verbal prompts <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Allow students to draw a picture of the story or create an artwork depicting major components of the text • Create video of students retelling events/describing key details of text • Audio recording of students answering comprehension questions and/or explaining key ideas of text

* Indicates Accommodations that often demand an IEP/504. Check your specific state guidelines to determine if this applies.



 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)		
		Adapting Content		Adapting Methodology	Adapting Instruction	
Introducing Vocabulary Words	<ul style="list-style-type: none"> • Additional support needed to access text • Limited texts/ways to present new vocabulary • Lack of opportunities to model correct pronunciation/articulation • Vocabulary terms only presented in English (missed opportunity to activate prior knowledge in native language) 	<ul style="list-style-type: none"> • Flexible seating • Change spacing, text color, background/contrast • Offer tracking strategies (reading window, bar magnifier, book holder) • Use of visual aids, gestures, graphic organizers to understand connections between words and their meanings • Use of chunking information and/or mnemonic devices to aid with comprehension/retention • Completing vocabulary activities with peer model • Interactive (digital) vocabulary cards • Words read/communicated by using specialized apps* • Picture symbols with text (communication boards)* • Where possible, use synonyms that provide other word options. 	<ul style="list-style-type: none"> • Modified books/reading materials • Modifying tests (changing the learning target/standard) • Modifying vocabulary words (learning easier concepts) 	Auditory Learning <ul style="list-style-type: none"> • Read-spell-read • Choral reading • Listening to text read aloud and following along with finger • Songs to remember new words/terms Visual Learning <ul style="list-style-type: none"> • Highlighting text as it's being read • Multiple visuals depicting various word meanings • Graphic organizers/scaffolds for acquiring new language • Combining pictures with text Kinesthetic Learning <ul style="list-style-type: none"> • Dancing while reading/decoding • Drawing pictures of words • Using gestures to learn new words/concepts 	Embedded Instruction <ul style="list-style-type: none"> • Look for naturally occurring opportunities to target decoding skills, comprehension skills, and/or scaffold instruction (create access point) Explicit Instruction <ul style="list-style-type: none"> • Pull small group during independent work time/centers and re-teach vocabulary using district approved curriculum • Work with individual students who need additional support learning new terms • Using a district approved, adaptive computer program to target language/reading deficits 	Standard/Traditional Vocabulary Test (worksheet or other written test) <ul style="list-style-type: none"> • Fill in the blank • Word banks • Graphic organizer • Eliminate choices • Additional visual/verbal prompts Alternative Assessments <ul style="list-style-type: none"> • Allow students to draw a picture/make a model that demonstrates comprehension of word • Create video of student describing word meaning/acting out word meaning • Audio recording of student completing worksheet or describing word meanings

* Indicates Accommodations that often demand an IEP/504. Check your specific state guidelines to determine if this applies.



Writing

 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (* indicates Accommodations that demand an IEP/504) (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)			
			Adapting Content	Adapting Methodology	Adapting Instruction		
Writing (Producing Content)	<ul style="list-style-type: none"> • Additional spelling/grammar support needed • Additional visual support needed to aid in comprehension, generate ideas, and organize information • Limited ways to gather information for research • Lack of student examples as guides/models • Additional time/instruction needed to teach grammar, sentence building, generating ideas, organizing sentences, etc. • Limited choices on how to product artifact/content • Only allowing students to hand write information 	<ul style="list-style-type: none"> • Flexible seating • Sentence starters • Framed paragraph • Graphic organizers/flow charts • Note cards • Checklists • Visual models/examples • Spellcheck/dictionary • Adaptive paper/pencils* • Word prediction software* • Speech-to-text* • Scribe* 	<ul style="list-style-type: none"> • Modified writing assignment (shortened, simplified assignment) • Modified grading rubric 	Auditory Learning <ul style="list-style-type: none"> • Pneumonic devices/songs for spelling/grammar rules • Speaking the content prior to writing it • Student reads work aloud while editing Visual Learning <ul style="list-style-type: none"> • Drawing pictures prior to writing • Completing graphic organizers • Looking at pictures for context during writing process • Think-draw-write • Aligning tasks to a visual model (OREO, hamburger paragraph writing, RAPP) Kinesthetic Learning <ul style="list-style-type: none"> • Dancing/walking/moving during the writing process 	Embedded Instruction <ul style="list-style-type: none"> • Look for naturally occurring opportunities to target encoding skills, grammar skills, organization skills, and “thinking out loud” (metacognition). Explicit Instruction <ul style="list-style-type: none"> • Pull small group during independent work time/centers and re-teach grammar/spelling/writing skills • Work with individual students who need additional support with writing • Use a district approved computer program to provide word prediction/speech-to-text/editing software 	Standard/Traditional Writing Assessments <ul style="list-style-type: none"> • Students complete writing assignment using UDL tools, accommodations, and/or modifications. Alternative Assessments <ul style="list-style-type: none"> • Allow students to use a word bank to create sentences • Allow students to organize pre-written sentences in order to build a paragraph • Allow students to draw a picture/make artwork and orally explain how it meets the learning target • Create video of student acting out “writing” content and explaining how they’ve met the learning target • Audio recording of student explaining their thinking (writing) and explaining how it meets the learning target • Allow students to use a communication device to “speak” what they want to write • Allow students to use a scribe to communicate their thoughts 	



* Indicates Accommodations that often demand an IEP/504. Check your specific state guidelines to determine if this applies.

 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (* indicates Accommodations that demand an IEP/504) (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)		
Adapting Content			Adapting Methodology	Adapting Instruction		
Writing (Handwriting)	<ul style="list-style-type: none"> Limited choice of tools to develop fine motor skills Lack of preferred writing tools (ie. variety) to motivate and encourage participation Lack of student examples as guides/models Only certain types of paper deemed "acceptable" for assignments (adaptive paper not provided) Few visual aids or opportunities to model skills Additional spelling/grammar support needed 	<ul style="list-style-type: none"> Flexible seating Checklists Slant board Highlighting/tracing guides Visual models Variety of writing utensils Pencil grips Graphic organizers Adaptive paper/pencils* 	<ul style="list-style-type: none"> Modified writing assignment (shortened, simplified assignment) Modified grading rubric 	<p>Auditory Learning</p> <ul style="list-style-type: none"> Pneumonic devices/ songs for spelling/ grammar rules Speaking the content prior to writing it Student reads work aloud while editing <p>Visual Learning</p> <ul style="list-style-type: none"> Drawing pictures prior to writing Completing graphic organizers Looking at pictures for context during writing process Think-draw-write Aligning tasks to a visual model (OREO, hamburger paragraph writing, RAPP) <p>Kinesthetic Learning</p> <ul style="list-style-type: none"> Dancing/walking/ moving during the writing process 	<p>Embedded Instruction</p> <ul style="list-style-type: none"> Look for naturally occurring opportunities to target encoding skills, grammar skills, organization skills, and "thinking out loud" (metacognition). <p>Explicit Instruction</p> <ul style="list-style-type: none"> Pull small group during independent work time/ centers and re-teach grammar/spelling/writing skills Work with individual students who need additional support with writing Use a district approved computer program to provide word prediction/ speech-to-text/editing software 	<p>Standard/Traditional Writing Assessments</p> <ul style="list-style-type: none"> Students complete writing assignment using UDL tools, accommodations, and/or modifications. <p>Alternative Assessments</p> <ul style="list-style-type: none"> Allow students to use a word bank to create sentences Allow students to organize pre-written sentences in order to build a paragraph Allow students to draw a picture/make artwork and orally explain how it meets the learning target Create video of student acting out "writing" content and explaining how they've met the learning target Audio recording of student explaining their thinking (writing) and explaining how it meets the learning target Allow students to use a communication device to "speak" what they want to write Allow students to use a scribe to communicate their thoughts

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 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (* indicates Accommodations that demand an IEP/504) (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)		
			Adapting Content	Adapting Methodology	Adapting Instruction	
Math Calculation	<ul style="list-style-type: none"> Limited amount of notes/supports to promote independence rather than success Expectation that getting the answer right the first time is the goal thereby limiting opportunities to learn via self-corrections Additional time/instruction needed to activate prior knowledge and increase prerequisite skills Math vocabulary/academic knowledge presented in a way that is difficult for some students to understand Expectation that algorithms be memorized 	<ul style="list-style-type: none"> Flexible seating Hundreds chart Multiplication chart Graphic organizers/flow charts Checklists Manipulatives Abacus Visual models/examples Number line TouchMath Access to notes/math journal Access to math tools Guided help (multiple edits) Grid paper to help with alignment Adaptive paper/pencils* 	<ul style="list-style-type: none"> Modified/shortened assignments Modifying tests (changing the learning target/standard) 	<p>Auditory Learning</p> <ul style="list-style-type: none"> Reading problem out loud Talking about how to solve the problem while solving it (thinking about your thinking) Singing songs to remember steps in calculation <p>Visual Learning</p> <ul style="list-style-type: none"> Highlighting numbers/signs Visual aids/models for key terms Graphic organizers/scaffolds/flow charts to aid in operations Drawing pictures to solve problems <p>Kinesthetic Learning</p> <ul style="list-style-type: none"> Using manipulatives to do math Walking/standing while doing calculations 	<p>Embedded Instruction</p> <ul style="list-style-type: none"> Look for naturally occurring opportunities to target specific math calculation skills (create access points) <p>Explicit Instruction</p> <ul style="list-style-type: none"> Use strategy-based calculations to find solutions in lieu of the US Standard Algorithm (i.e. non-traditional algorithm for division, using place value method) Pull small group during independent work time/centers and re-teach math calculation skills using district approved curriculum Work with individual students who need additional support completing math calculations Provide 10-15 minutes explicit instruction on how to complete math calculation skills during independent work time/centers using a district approved, adaptive math (computer) program 	<p>Standard/Traditional Math Assessments</p> <ul style="list-style-type: none"> Students complete math assessments/worksheets using UDL tools, accommodations, and/or modifications. <p>Alternative Assessments</p> <ul style="list-style-type: none"> Allow students to draw a picture/make artwork and orally explain how it meets the learning target Create video of student solving math problems and explaining their thinking (metacognition) and explaining how it meets the learning target Audio recording of student solving math problems and explaining their thinking and explaining how it meets the learning target Allow students to use a communication device to "speak" what their answers Allow students to use a scribe to communicate their answers

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 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (* indicates Accommodations that demand an IEP/504) (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)		
			Adapting Content	Adapting Methodology	Adapting Instruction	
Math Problem Solving	<ul style="list-style-type: none"> Vocabulary/academic language is too difficult to understand Too few problems modeled Lesson taught 1 way (per described in gen ed teacher manual) Expectation that algorithms be memorized Expectation that there is only 1 right way to solve a problem Additional support needed to access text Not enough scaffolded instruction (or supports in place) Tools withheld due to not wanting to provide a “crutch” Limited ways to experience word problems (information only presented verbally or visually) 	<ul style="list-style-type: none"> Flexible seating Hundreds chart Multiplication chart Graphic organizers/flow charts Checklists Manipulatives Abacus Visual models/examples Number line TouchMath Access to notes/math journal Access to math tools Guided help (multiple edits) Grid paper to help with alignment Adaptive paper/pencils* 	<ul style="list-style-type: none"> Modified/shortened assignments Modifying tests (changing the learning target/standard) 	<p>Auditory Learning</p> <ul style="list-style-type: none"> Reading problem out loud Talking about how to solve the problem while solving it (thinking about your thinking) Singing songs to remember steps in calculation <p>Visual Learning</p> <ul style="list-style-type: none"> Highlighting numbers/signs Visual aids/models for key terms Graphic organizers/scaffolds/flow charts to aid in operations Drawing pictures to solve problems <p>Kinesthetic Learning</p> <ul style="list-style-type: none"> Using manipulatives to do math Walking/standing while doing calculations 	<p>Embedded Instruction</p> <ul style="list-style-type: none"> Look for naturally occurring opportunities to target specific math calculation/problem solving skills (create access points) <p>Explicit Instruction</p> <ul style="list-style-type: none"> Use strategy-based calculations to find solutions in lieu of the US Standard Algorithm (i.e. non-traditional algorithm for division, using place value method) Pull small group during independent work time/centers and re-teach math problem solving skills using district approved curriculum Work with individual students who need additional support completing math calculations/problem solving skills Provide 10-15 minutes explicit instruction on how to complete math calculation/problem solving skills during independent work time/centers using a district approved, adaptive math (computer) program 	<p>Standard/Traditional Math Assessments</p> <ul style="list-style-type: none"> Students complete math assessments/worksheets using UDL tools, accommodations, and/or modifications. <p>Alternative Assessments</p> <p><u>Accommodation</u></p> <ul style="list-style-type: none"> Allow students to draw a picture/make artwork and orally explain how it meets the learning target Allow students to use a communication device to “speak” what their answers Allow students to use a scribe to communicate their answers <p><u>Modification</u></p> <ul style="list-style-type: none"> Create video of student solving math problems and explaining their thinking (metacognition) and explaining how it meets the learning target Audio recording of student solving math problems and explaining their thinking and explaining how it meets the learning target

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Timeline for UDL Implementation

By Shannon Schultz, Instructional Coach, Fond du Lac

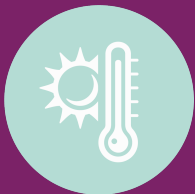
*Note: In parentheses, you will note a seasonal theme that you could utilize within your roll-out.



Spring
(Prior to Dismissal
for Summer Break)

Preparing for the New Year (Keys to Creating a Positive Climate & Roll Out)

- Consider meeting with building leadership personnel (e.g. principal, teacher leaders) to discuss the rationale and importance of professional learning for the purpose of implementing the [principles of Universal Design for Learning](#) to design learning opportunities for all students to access.
- Consider creating a calendar/schedule of professional development opportunities (learning more about UDL) within the upcoming school year



**End of August
- September**
(Theme: Climate
Change)

Kicking off the New School Year (“Climate Change”)

- Consider creating a schedule for instructional coaching support. Instructional coaching support could include, but is not limited to, joining grade level team meetings, supporting lesson design and planning, modeling and/or observing within classrooms.
- Consider providing a “kick off” or introduction to UDL professional development session to occur prior to the students’ arrival (if your school calendar allows). Depending on your calendar, you could provide one lengthier introduction OR two shorter sessions. Keep the introductory session motivational and/or inspirational in nature.
 - The purpose of the introduction is to excite and engage school staff in wanting to learn more about UDL.
 - It is CRITICAL to show teachers that UDL is a framework to support all learners. UDL is NOT one more thing that we do. It is not a new initiative or something that we are adding to their teaching plates.
 - It is also important to “practice what we preach”. In other words, it is important that when designing professional development, we want to be mindful of the variability within our staff. We must remember to include multiple means of engagement, representation, and action/expression within our sessions.
 - Also, keep in mind that teachers’ attitudes towards teaching cycle throughout the school year.** The first phase is Anticipation. Teachers are excited to meet their new students and have the mindset that they (teachers) can make an impact on the lives of their students.

As the months progress, you may want to consider focusing on implementation in only one content area. For example, use this year of learning about the framework and principles to support student growth and achievement in the area of Reading.



October

(Theme: Fall leaves)

Focus on One Principle: Engagement (“Leave Your Mark on Student Learning”)

- Consider utilizing staff meeting or staff development time to focus on one principle of the UDL Framework.
- In October, teachers’ attitudes tend to shift from Anticipation to Survival. The reality of teaching has set in. Because we often hear that the “honeymoon is over”, you may want to consider focusing on the principle of engagement.
- Along with professional development surrounding one principle, consider focusing instructional coaching only on supporting teachers to provide multiple means of engagement.
- Consider creating a menu/Google doc/site for teachers to access ideas or strategies to support engagement. Consider collecting evidence (ex. Photos, videos of students in action) to include within the menu.
- Consider supporting teachers to set a personal instructional goal to increase student engagement within their classroom.
- Consider surveying students to obtain a baseline for engagement (students’ beliefs about learning opportunities within their classrooms). [Check out this UDL student feedback survey from Novak Educational Consulting.](#)
- Consider celebrating successes occurring within the school. Reminder: like our students, teachers vary in how they like to receive feedback. One teacher may enjoy a “shout out” in a school-wide email, while another teacher may prefer more private recognition or praise.



November

(Theme:
Thanksgiving)

Focus on One Principle: Representation (“Serving Multiple Means of Representation”)

- During this month, consider providing professional development and instructional coaching centered around the principle of Multiple Means of Representation.
- In November, teachers’ attitudes tend to shift from Survival to Disillusionment. Not only has reality set in, often we hear that teachers are struggling to believe that they are making a difference. Because teachers may be struggling, consider focusing only on the principle of representation.
- Along with professional development surrounding one principle, consider focusing instructional coaching only on supporting teachers to provide multiple means of representation.
- Consider updating your school menu/Google doc/site for teachers to access ideas or strategies to support representation. Consider collecting evidence (ex. Photos, videos of students in action) to include within the menu.
- Consider supporting teachers to set a personal instructional goal to utilize one new form of representation within their classrooms.
- Consider continuing to celebrate successes occurring within the school.



December

(Theme: Winter - Snow!)

Focus on One Principle: Action/Expression (“It’s ‘Snow’ Much Fun to Show What You Know”)

- During this month, consider providing professional development and instructional coaching centered around the principle of Multiple Means of Action/Expression.
- In December, teachers’ attitudes may continue to be in the phase of Disillusionment.
- Along with professional development surrounding one principle, consider focusing instructional coaching only on supporting teachers to provide multiple means of action/expression.
- Consider updating your school menu/Google doc/site for teachers to access ideas or strategies to support action/expression. Consider collecting evidence (ex. Photos, videos of students in action) to include within the menu.
- Consider supporting teachers to set a personal instructional goal which allows their students to demonstrate understanding using a new form of action/expression.
- Consider continuing to celebrate successes occurring within the school.



January

(Theme - Happy New Year!)

A Review of All Three Principles (“Happy New Year!”)

- Given the short month of December and change of semester that occurs within January, consider using January’s professional development session to review all three principles.
- Despite the holiday break, teachers’ attitudes towards teaching may still be in the Disillusionment phase. It is important to continue to support the teachers in setting personal goals for their instruction.
- Continue celebrating successes.





February - April

(Theme: Stormy Weather)

Using Data to Inform Our Instruction (“Stormy Weather: Times of Trial”)

- Given the change in semester, along with mid-year assessments, consider bringing the UDL framework into grade level PLC meetings*** to support answering these guiding questions.
 - What do we want each student to learn? (Learning targets, standards)
 - How will we know when students have learned it? (Assessments)
 - How will we respond when a student experiences difficulty? (Identify the barriers to student success)
 - What will we do when a student already knows it? (Design to the edges - provide opportunities for extension/enrichment)
- Consider utilizing instructional coaches to conduct observations, demonstrate instructional strategies, and/or support lesson design/planning.
- Consider surveying students throughout this time period to gather their beliefs about their learning and learning opportunities.
- During this time period, we may observe a shift from Disillusionment to Rejuvenation. Consider supporting teachers to continue to set goals for their

	<p>instruction and student learning opportunities.</p> <ul style="list-style-type: none"> □ Consider continuing to update your school menu/Google doc/site for teachers to access ideas or strategies to support all three principles. Consider collecting evidence (ex. Photos, videos of students in action) to include within the menu.
 <p>May</p> <p>(Theme: The Arrival of Spring)</p>	<p>Final Data Analysis and Reflection (“Blooming”)</p> <ul style="list-style-type: none"> □ As the year is coming to an end, the teachers will find themselves administering the final assessments for the school year. Along with the academic assessments, consider surveying your students to determine engagement growth. □ Analyze data to determine growth - both academic and engagement. □ Teachers will have likely moved into the Reflection phase. Consider asking the teachers to share out a moment of success.
 <p>June</p>	<p>Springing Forward</p> <ul style="list-style-type: none"> □ Consider focus for the upcoming school year. <ul style="list-style-type: none"> ○ Change in subject area ○ More intense focus on one principle depending on student outcomes. □ Begin developing the timeline for the new school year.

**Research obtained from *Ellen Moir, New Teacher Center, University of California, Santa Cruz*

***PLC guiding questions developed by Richard DuFour

4.9 Student Data, CALPADS & Data Certification

4.10 Transition Resources

**Addendum
Local Partnership Agreement
East Valley Transition Advisory Committee (EVTAC)
January 2018 to 2020**

I. Intent/Purpose:

In an effort to address the East Inland Empire Special Needs Students' "Transition" support needs, a committee comprised of several educational, community and resource agencies has been assembled and organized with the following vision and mission in mind:

Vision:

Unifying stakeholders to best support the post-secondary transition of young adults with disabilities.

Mission:

Through partnership and collaboration, providing outstanding secondary and post-secondary outcomes in the areas of education, employment and community integration for young adults with disabilities.

II. Identification of Core Partners

The Core Partners composing the East Valley Transition Advisory Committee (EVTAC) include the East Valley Special Education Local Plan Area (EVSELPA), the Local Education Agencies (LEAs) and the students they serve, the Department of Rehabilitation (DOR), the Inland Regional Center (IRC), and the Workforce Development Board.

- Community Resources
 - Department of Rehabilitation
 - Inland Regional Center
 - Workforce Development Department
- Education
 - East Valley Special Education Local Plan Area (EVSELPA)
 - Transition Partnership Program (TPP)
 - Colton Unified School District
 - WorkAbility1 (115-05)
 - Redlands Unified School District
 - Rialto Unified School District

- WorkAbility1 (117-05)
 - Rim of the World Unified School District
 - WorkAbility1 (294-05)
 - San Bernardino County Superintendent of Schools
Alternative Education
 - Yucaipa/Calimesa Joint Unified School District
- Colton Redlands Yucaipa Regional Occupation Program – (CRY-ROP)
 - WorkAbility1 (116-05)
 - We Can Work (WCW)
- Fontana Unified School District
 - WorkAbility1 (077-05)
 - Transition Partnership Program (TPP)

Description of Organization:

The intent of EVTAC LPA is to unify local (LEAs) educational, community and resource agency stakeholders (IRC, DOR, Workforce Development Board), to best support the post-secondary transition of young adults with disabilities. Through partnership and collaboration, the education, career technical training, employment, and community integration, for individuals with disabilities, will be promoted to best extent possible.

Contacts:

East Valley Special Education Local Plan Area (EVSELPA)
Name: Colleen Meland Phone: 909-252-4525 Title: Program Specialist Email: colleen.meland@sbcss.net
Colton Redlands Yucaipa Regional Occupational Program (CRY-ROP)
Name: Sandy Mortensen Phone: 909-793-3115 ext. 504 Title: Director of Student Services Email: sandy_mortensen@cry-rop.org
Fontana Unified School District
Name: Stephanie Lowery

Fontana Unified School District
Phone: 909-702-2590 Title: Transition Coordinator Fontana Unified School District Email: lowesa@fUSD.net

Colton Joint Unified School District
Name: Lisa Lennox Phone: 909-580-5002 ext. 6296 Title: WorkAbility1 Curriculum Program Specialist Email: lisa_lennox@cjUSD.net

CORE PARTNERS

Inland Regional Center
Inland Regional Center – San Bernardino County Intake Address: 1365 S. Waterman Avenue, San Bernardino, CA 92408 Phone: 909-890-3000
Inland Regional Center – Riverside County Intake Address: 1500 Iowa Avenue, #100, Riverside, CA 92507 Phone: 951-826-2600

Contacts
Name: Robert Garcia Title: Transition Program Manager Phone: 909-890-3224 Email: rgarcia@inlandrc.org
Name: Beth Crane Title: Employment Specialist Phone: 909-890-3499 Email: bcrane@inlandrc.org
Name: Andrew Burdick Title: Employment Specialist Phone: 909-890-3120 Email: aburdick@inlandrc.org

California Department of Rehabilitation
San Bernardino Branch: 464 W 4 th St, #152, San Bernardino, CA 92401-1419 Phone: 909-383-4401

California Department of Rehabilitation
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Riverside Branch:

2010 Iowa Avenue, Suite 100, Riverside, CA 92507
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Phone: 951-782-6650

Contacts

Name: Thomas Darby

Title: Supervisor

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Email: tdarby@dor.ca.gov

Name: Alfonso Jimenez

Title: Contracts Administrator

Phone: 951-782-6662

Email: ajimenez@dor.ca.gov

Name: Yukiko Long

Title: Blind Field Services Manager
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Phone: 909-383-4400

Email: Yukiko.Long@dor.ca.gov

Name: Craig Rubenstein

Title: Deaf/HH Field Services Team Manager

Phone: 951-782-6658 (voice) 951-801-4220 (video)

Email: Craig.Rubenstein@dor.ca.gov

San Bernardino County Workforce Development Department

Address: 290 N D ST, 6 th Floor, San Bernardino, CA 92401

Phone: 909-387-9859

Contacts

Name: Bessine Richards

Title: WDD Manager

Phone: 909-382-0454

Email: brichard@wdd.ssbcounty.gov
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Name: Yvonne Morgan

Title: WDD Supervisor

Phone: 909-382-0466

Email: yvonney.morgan@wdd.sbcounty.gov

Name: Ravi Brahmbhatt

Title: Staff Analyst

Phone: 909-387-9853

Contacts
Email: ravi.brahmbhatt@wdd.sbcounty.gov
Name: Stephanie Murillo
Title: Administrative Supervisor
Phone: 909-387-9831
Email: smurillo@wdd.sbcounty.gov

East Valley SELPA
Address: 670 E. Carnegie Drive, San Bernardino, CA 92408
Phone: 909-252-4500
East Valley SELPA – Transition Partnership Program
Address: 670 E. Carnegie Drive, San Bernardino, CA 92408
Phone: 909-252-4500 x3

Colton Redlands Yucaipa Regional Occupational Programs (CRY-ROP)
Address: 1214 Indiana Court, Redlands, CA 92374
Phone: 909-793-3115
CRY-ROP WorkAbility1 (116-05) and We Can Work
Address: 1214 Indiana Court, Redlands, CA 92374
Phone: 909-793-3115 x504

Colton Joint Unified School District
Address: 1212 Valencia Drive, Colton, CA 92324
Phone: 909-580-5000
CJUSD WorkAbility1 (115-05)
Address: 10435 Cedar Avenue, Bloomington, CA 92316
Phone: 909-580-5002 x6296

Fontana Unified School District
Address: 9680 Citrus Ave, Fontana, CA 92334
Phone: 909-357-5000
FUSD WorkAbility1 (077-05)
Address: 9680 Citrus Ave, Fontana, CA 92334
Phone: (909) 357-7600
FUSD Transition Partnership Program (TPP)
Address: 9680 Citrus Ave, Fontana, CA 92334
Phone: (909) 357-7600

Rialto Unified School District
Address: 182 E Walnut Ave, Rialto, CA 92376 Phone: 909-820-7700
Rialto WorkAbility1 (117-05) Address: 182 E Walnut Ave, Rialto, CA 92376 Phone: 909-820-7700

Redlands Unified School District
Address: 7 W. Delaware, Redlands, CA 92374 Phone: 909-307-2470

Rim of the World School District
Address: P.O. Box 430, Lake Arrowhead, CA 92352 Phone: 909-336-4100
Rim of the World School District WorkAbility1 (294-05) Address: 27400 CA-18, Lake Arrowhead, CA 92352(physical) P.O. Box 430, Lake Arrowhead, CA 92352 (mailing) Phone: 909-336-2038 ext. 462

San Bernardino County Superintendent of Schools Alternative Education Program
Address: 601 N E Street, San Bernardino, CA 92415 Phone: 909-386-2722

Yucaipa-Calimesa Joint Unified School District (Yucaipa and Green Valley High Schools)
Address: 12797 Third St, Yucaipa, CA 92399 Phone: 909-797-0174

Identification of Potential Community Partners:

- **Transportation**
- **Health**
- **Housing**
- **America's Job Centers & Local Workforce Development Board**
- **IEHP**
- **Molina Health Care**
- **Chamber of Commerce**
- **DMV**

- Crafton Hills College
- Chaffey College
- San Bernardino Valley College
- Family Resource Network
- Rolling Start
- Career Institute
- Generation Go

III. **Referral and Intake**

A goal of the East Valley Transition Advisory Committee (EVTAC) is to streamline the referral process collectively established between the LEAs, IRC, DOR, and other community partner agencies that provide services to individuals with ID/DD.

Best practice is for the LEA to refer all Regional Center clients to IRC for services 6-9 months prior to the student exiting high school. IRC will attend any IEPs including the exit IEP if available. IRC will refer all students who want to work to DOR for vocational rehabilitation services. The LEA will refer students who want to work and are not Regional Center clients to DOR 6 months prior to the student exiting high school. Referrals will include agreed upon assessment data.

The classroom teacher will obtain written consent from the parent or student who has reached the age of majority to release the following documentation to the IRC and or the DOR representative by the end of the IEP meeting:

- LEA Referral Form to Inland Regional or the Department of Rehabilitation, including a consent to release information.
- IEP – including the Individualized Transition Plan (ITP)
- Psycho-educational report
- Summary of Performance (SOP)
- Transition/ Vocational Assessments
- Portfolio
- Other supporting documents

IRC Clients Seeking Competitive Integrated Employment

LEA → IRC → DOR (Youth is CIE ready) → Individual or Supported Employment/Employment Services

LEA → IRC → DOR (Youth is not CIE ready) → DOR CC&IR Training → IRC → Referral to Adult Development Center (ADC), Customized Employment (CE), Arts Program, Behavior Modification Program (BMOD), Paid Internship Program (PIP), or Community Integration Program

IRC Clients Not Seeking Competitive Integrated Employment

LEA → IRC → Adult Day Program

The forms to be utilized for these purposes are referenced below.

Exhibit A - LEA Referral Form to DOR

Exhibit B - IRC Referral Form to DOR

Alternatively, students with disabilities in secondary education may be referred to the DOR for VR services by way of placement in a Transition Partnership Program class or using the referral form referenced below.

Non-IRC Youth Seeking Competitive Integrated Employment

LEA → DOR (Youth is ready for CIE) → Short-Term Services/Training → Employment Services

LEA → DOR (Youth is not ready for CIE) → Referral to appropriate resources

Exhibit C – LEA Referral Form to DOR

For consumers 24 years of age and under, referrals for services will come directly from IRC Consumer Services Coordinators, (CSC) or LEA members at an IEP meeting with an IRC Consumer Services Coordinators present.

The IRC CSC will finalize the referral packet and send it to the DOR Supported Employment Liaison/point of contact for the designated unit.

- Referral Packet should include:
 - DOR Referral form

- Consent to release information signed by a consumer
 - Individual Program Plan (IPP)
 - Social Assessment
 - Psychological Assessment
 - Medical Assessment
 - Client Development Evaluation Report (CDER)
 - Annual Case Notes
 - DS1968 signed by consumer and IRC CSC
 - Individualized Education Program (IEP) and Individualized Transition Plan (ITP)
- Once the referral is received by the designated Department of Rehabilitation (DOR) liaison, a letter will be mailed to the consumer with the orientation date, time, location, and name of assigned Qualified Rehabilitation Professional (QRP). The intake meeting will be scheduled within two weeks of attending orientation.
 - A copy of the orientation appointment letter will be emailed to the Inland Regional Center CSC.
 - Once the applicant has completed the orientation, a DOR intake session will be scheduled with the applicant

IV. Communication: **Informational:**

The EVTAC will maintain ongoing communication amongst all core partners. Meetings will be held quarterly to collaborate on best practices related to CIE preparation, conducting assessment, documentation and referral, training opportunities, and sharing resources.

- The EVTAC will develop a parent flyer describing agency supports, the referral process, and agency contact information
- The EVTAC will develop a chart of acronyms

Functional:

- EVTAC will meet at mutually agreed upon intervals.
- The process for updating the LPA will be done based upon statute of regulatory change or as needed.

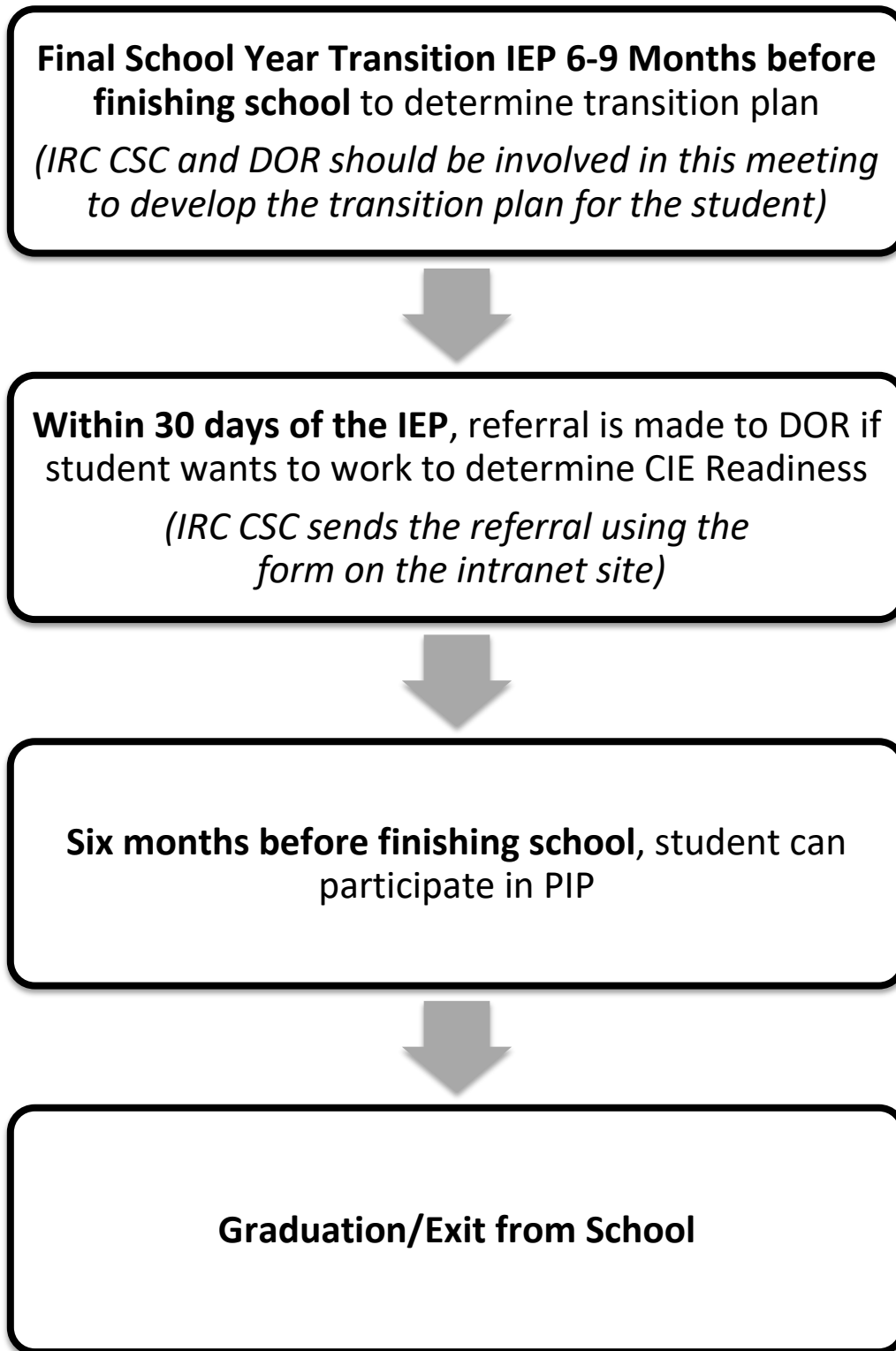
System Measures:

- Refer to the Department of Rehabilitation (DOR) Inland Empire District strategic goals for increasing levels of competitive integrated employment opportunities for individuals with ID/DD.
- LEA will complete data tracking of youth population with ID/DD who are nearing school exit.
- DOR will utilize the Aware database to track ID/DD outcomes
- DOR will utilize work-based learning to identify individuals who can benefit from competitive integrated employment outcomes.
- IRC will monitor outcomes for CIE and PIPs

V. Strategic Plan Goals

1. Identify community support agencies to connect to in school and out of school transitioning youth
2. Identify audience and develop LPA materials including a resource to give parents and students at the exit IEP describing the referral process, terminology and agency supports available to them, and a term and acronyms glossary available to all agencies and parents.
3. Ensure high school students have a portfolio containing the following:
 - a. Last IEP
 - b. Assessment Summary
 - c. High School Educational Plan
 - d. Transition Plan
 - e. Unofficial Transcript
 - f. Copy of High School Diploma/ Certificate
 - g. Resume & cover letter
 - h. 3 Letters of Recommendations
 - i. Consent forms to Release Information to Connecting Agencies
 - j. Psychoeducational Report
 - k. State ID

Transition Services Timeline for IRC Consumers



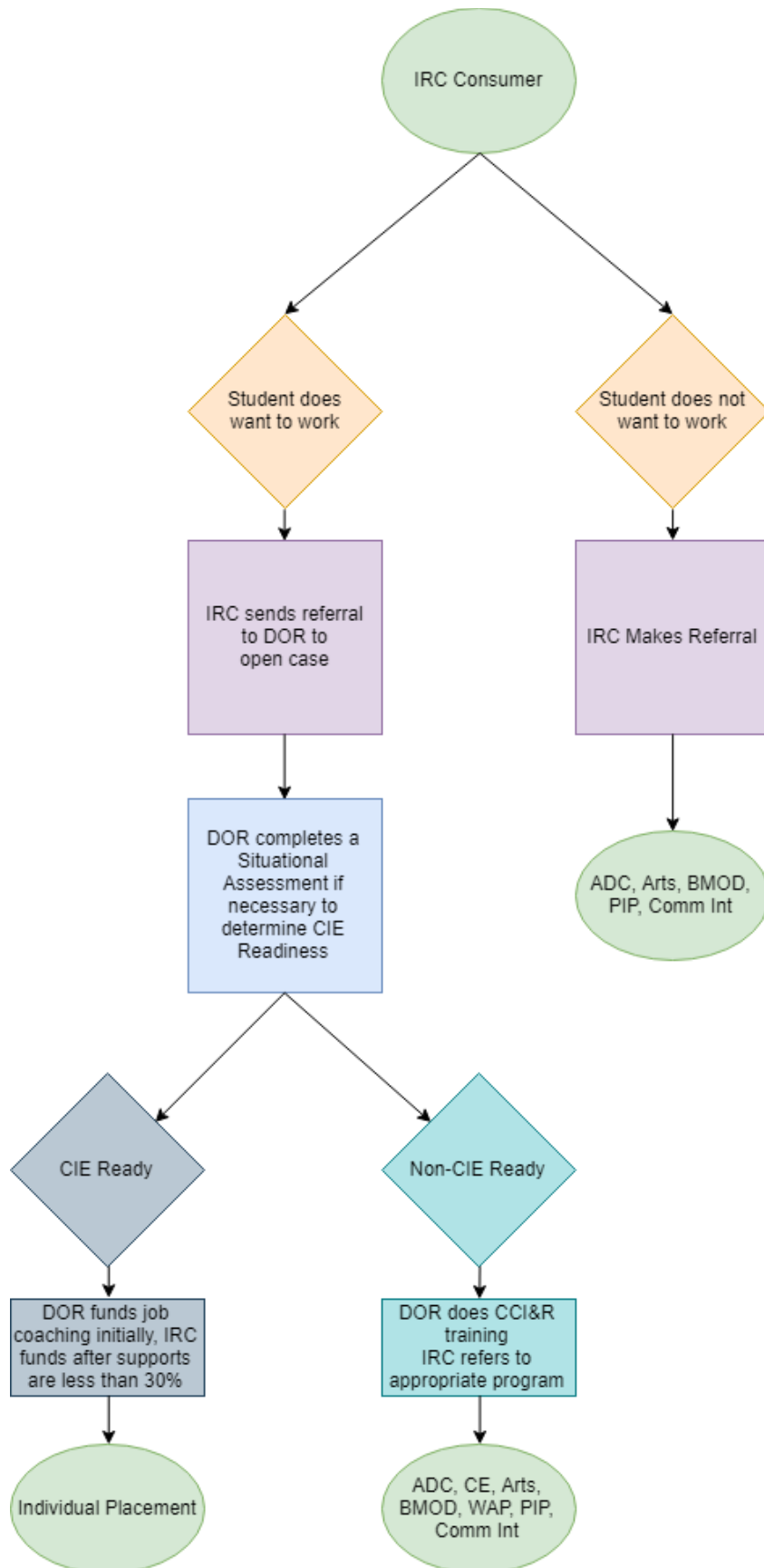


Exhibit A – LEA Referral Form to Inland Regional Center (IRC)

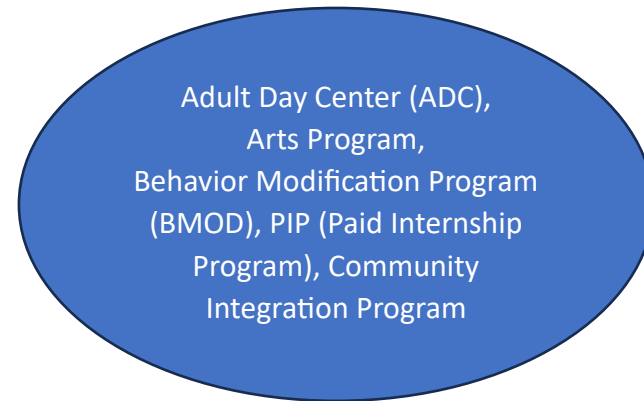
Exhibit B – IRC Referral Form to Department of Rehabilitation

Exhibit C – LEA Referral Form to Department of Rehabilitation (DOR)

Transition Services Road Map for IRC (Inland Regional Center) Consumers

**LEA exiting Student
Doesn't Want to Work**

IRC makes program referral.

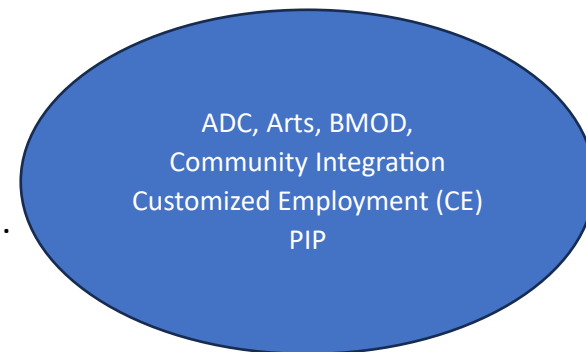


IRC referral to DOR
(Department of Rehabilitation)
to open adult client case

Non-CIE Ready

DOR does CCI&R Training.

IRC refers to appropriate program.

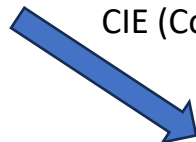


**LEA exiting Student
Wants to Work**



DOR

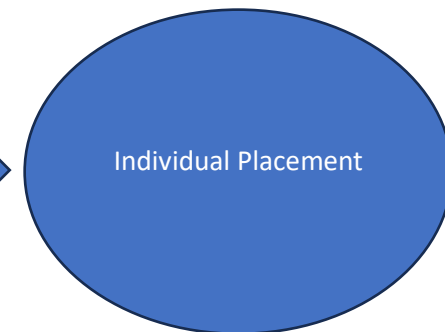
Completes Situational Assessment, if necessary, to determine
CIE (Competitive Integrated Employment) Ready.



CIE Ready

DOR funds initial job coaching

IRC funds when supports
are less than 30%





LEA Referral Documentation
for Inland Regional Center or the Department of Rehabilitation

Requested documentation:

- Written Consent to Release Information document from parent or age of majority student not conserved.
- IEP to include Individualized Transition Plan (ITP)
- Most current Psycho-educational report
- Summary of Performance (SOP)
- Transition/Vocational Assessments
- Portfolio*
- Other supporting documents

Requested Portfolio contents:

- Last IEP
- Psychoeducational Report
- Assessment Summary
- High School Educational Plan
- Transition Plan
- Unofficial Transcript
- Copy of High School Diploma/Certificate of Completion
- Resume & Cover Letter
- 3 Letters of Recommendation
- State Identification Card
- Other supporting documents
- Consent to Release Information

Glossary for LPA Transition Services Related Terminology

CIE - Competitive Integrated Employment: Employment in the community where the position is paid a competitive wage and is in an integrated setting.

DOR - Department of Rehabilitation: Service agency which assists people with disabilities obtain employment training and employment.

ADC - Adult Developmental Center: A program which IRC consumers can attend to help increase daily living and vocational skills.

BMOD - Behavior Modification Program: A program which IRC consumers can attend to help with reducing unwanted behaviors while increasing daily living and vocational skills.

CE - Customized Employment: A program which assists IRC consumers in creating a position for them at a business utilizing the consumer's unique skill set.

Community Integration Program: A program which focuses on developing a participant's ability to increase daily living and vocational skills in the community.

Supported Employment: A program which provides a job coach for IRC consumers who work in the community.

Group Supported Employment: A program which provides a job coach for IRC consumers at a 1:3 ratio at a job site in the community.

Arts Program: A program which IRC consumers can attend to help increase daily living and vocational skills through arts training.

PIP - Paid Internship Program: A program which IRC consumers can use to gain employment experience in the community.

POSTSECONDARY TRANSITION PROGRAM

PARENT INFORMATION MEETINGS



All Meetings conducted at the Dorothy Inghram Learning Center
Located at 670 E. Carnegie Drive, San Bernardino 92408

*Except for April 11th Meeting hosted at the program site in Beaumont

DATE & TIME	TOPIC	LOCATION
Thursday August 31, 2023 9:30 am – 11:30 am	Postsecondary Options for Significantly Challenged Students <i>Social Vocational Services</i> Adult Program Information <i>State Council on Developmental Disabilities</i> Services/Programs Register Online: https://sbcss.k12oms.org/46-238439	Dorothy Inghram Learning Center Conference Rm "C"
Thursday September 21, 2023 9:00 am - 3:30 pm	Adult Transition Program (ATP) Information Meeting <i>Stark Law</i> Legal Option for Adult Care & Adult Programs, <i>VIP ACE, In-Road Creative Programs, & ASCEND Day Programs</i> Register Online: https://sbcss.k12oms.org/46-235958	Dorothy Inghram Learning Center Conference Rm "E"
Thursday October 5, 2023 9:30 am - 11:30 am	Postsecondary Options for Significantly Challenged Students <i>OPARC Summit Services</i> Behavior Management, & <i>The Dignity Group</i> Life Plan Development Services Register Online: https://sbcss.k12oms.org/46-238440	Dorothy Inghram Learning Center Conference Rm "C"
Thursday November 9, 2023 9:00 am -3:30 pm	Adult Transition Program (ATP) Information Meeting <i>IRC Transition Services, CalAble</i> Savings & Investment Accounts, & Community Options for Leisure & Recreation Multiple Agency, Organization, and Individual Presentations Register Online: https://sbcss.k12oms.org/46-235960	Dorothy Inghram Learning Center Conference Rm "C"
Thursday December 7, 2023 9:30 am -12:30 pm	Postsecondary Options for Significantly Challenged Students <i>ABLE-INC</i> (Adult Basic Learning Environment) & <i>Camp Paivika</i> <i>SCRS-IL Southern California Resource Services Independent Living</i> Register Online: https://sbcss.k12oms.org/46-238441	Dorothy Inghram Learning Center Conference Rm "C"
Thursday February 1, 2024 9:30 am – 12:30 pm * Extended meeting	Postsecondary Options for Significantly Challenged Students <i>Kidpower International</i> , <i>Teaching skills for relationships and prevention of harm & Sevilla First Step</i> Day Program & site visit Register Online: https://sbcss.k12oms.org/46-238442	Dorothy Inghram Learning Center Conference Rm "C"
Thursday February 8, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting College Support Programs <i>SB Valley College SAS Services, CIP (College Internship Program), College of Adaptive Arts, Social Security Administration, Fontana USD Transition Supports</i> Register Online: https://sbcss.k12oms.org/46-235959	Dorothy Inghram Learning Center Conference Rm "C"
Thursday April 11, 2024 9:30 am -11:30 am	Postsecondary Options for Significantly Challenged Students <i>The ARC Day Program, Riverside County</i> , Center-Based & Community-Based Day Program Visits Register Online: https://sbcss.k12oms.org/46-238445	* Strebe Resource Center 702 East 11 th St., Beaumont 92223
Thursday May 2, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting <i>Self-Determination, Parent Testimonials, Options for All Community Integration Program, Adult Microbusinesses and Personal Achievements</i> Register Online: https://sbcss.k12oms.org/46-235961	Dorothy Inghram Learning Center Conference Rm "E"



Ted Alejandre, County Superintendent

San Bernardino County

Superintendent of Schools

Transforming lives through education

2nd Semester Evening Parent Information Meetings

Adult Transition Programs & Services

Dorothy Inghram Learning Center

670 E. Carnegie Drive, San Bernardino 92408

Thursdays

6:15 – 7:45 p.m.

January 11th

Fontana Resources at Work (FRW) - Nicole Morris

February 8th

Social Security Administration, “The Incentive to Work!” - Theresa Campbell
Inland Regional Center Adult Transition Services – Beth Crane & Colleague

March 7th

In-Roads - Rebecca Cedano & Angelica Hill
California Mentor/Sevita - Rachel Stewart & Kayava Lenoir

April 11th

(SCRS-IL- Alicia Lucero); Social Vocational Services (SVS) Anna Silva
Vocational Improvement Program (VIP) - Rosie Tercero & Lucia Mogan

May 2nd

LLUH PossAbilities Health, Recreation & Support Services - Cotie Williams

Spanish interpretation & Refreshments will be provided.



4.11 SBCSS East Valley Operations

4.12 Hot Topics

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

2023/2024
East Valley SELPA
Steering/Finance Committee Meeting Schedule

All meetings held at the Dorothy Inghram Learning Center
670 E. Carnegie Drive, San Bernardino CA 92408
Conference Room E
Home of the East Valley SELPA
beginning at 8:00 a.m. & ending at 2:00 p.m., unless otherwise notified.

JULY 2023 – NO MEETING

AUGUST 17, 2023

SEPTEMBER 14, 2023

OCTOBER 12, 2023

NOVEMBER 9, 2023

DECEMBER 7, 2023

JANUARY 2024 – NO MEETING

FEBRUARY 8, 2024

MARCH 7, 2024

APRIL 11, 2024

MAY 9, 2024

JUNE 13, 2024



5.2 2023-2024 EV SELPA Board of Directors Meeting

2023/2024
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

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



5.3 2023-2024 EV SELPA CAC Meetings

**2023/2024
East Valley Special Education Local Plan Area**

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 18, 2023

NOVEMBER 13, 2023

FEBRUARY 26, 2024

APRIL 22, 2024



5.4 EV SELPA Professional Development December 2023 – January & February 2024



SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

Presented by:

Jennifer Brooksby
EV SELPA Compliance Program Manager

&

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

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

Join us on the following Monday's:

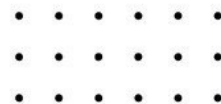
- September 25, 2023 8:00 am - 10:00 am
- November 27, 2023 2:00 pm - 4:00 pm
- February 26, 2024 8:00 am - 10:00 am
- May 20, 2024 2:00 pm - 4:00 pm



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



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San Bernardino 92408



REGION 10 ADR COMMITTEE PRESENTS:

“SCRUBBING THE QUESTION”

Presented by: Stephanie Blondell

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



Thursday, January 18, 2024

8:30 am - 3:30 pm

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

Registration Fee: \$50.00 Includes light breakfast and lunch

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



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



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San Bernardino 92408



UNDERSTANDING Autism

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

Presented by:

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

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

Register Online:

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

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

Register Online:

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



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MANIFESTATION DETERMINATION TRAINING



Presented by:

Jessica M. Lascano

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

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

Participants will:

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

Tuesday

October 17, 2023

8:30 am - 3:30 pm

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



Monday

February 26, 2024

8:30 am - 3:30 pm

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



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



Presented by
East Valley SELPA Program Specialists
Courtney Beatty, Mary Anne Klenske, & Shannon Vogt



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

Participants will:

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

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



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

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

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



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Presented by:

Mary Anne Klenske
EV SELPA Program Specialist

Tracy Schroeder
EV SELPA Behavioral Health Program Manager

Jo-Ann Vargas
EV SELPA Lead Occupational Therapist

We look forward to seeing
you at our training!



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

ONLINE
REGISTRATION

Thursday
SEPTEMBER 14, 2023
8:30 am - 3:30 pm

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

Wednesday
FEBRUARY 7, 2024
8:30 am - 3:30 pm

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

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

These interventions will include:

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



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670 E. Carnegie Drive
San Bernardino 92408



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

Presented by:

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

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

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

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

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

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



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

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



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DISTRICT ACCESS (DA) USERS *Collaborative Meetings*

Facilitated by:

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

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

Intended Audience:

District Access Users and District Special Education Administrators

From 2:00 - 3:30 pm

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



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



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DEVELOPING Student-Centered & Legally Compliant IEP GOALS

Presented by:

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



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

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

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

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

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

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

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

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



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

Objectives

Participants will:

- * Be able to identify significant parts of an effective IEP goal
- * Be able to use an IEP Goal Template to guide the development or check the accuracy of current IEP goals
- * Demonstrate knowledge of current grade level and functional grade level to develop appropriate goals (Backwards Mapping)
- * Be able to define Progress Monitoring and how it relates to IEP development
- * Practice completing progress monitoring sheets and develop new sheets based on current and future IEP goals
- * Continue creating the goal bank from Day 1 and matching the goals to the correct progress monitoring sheets
- * Understand all the areas for implementation in an IEP
- * Learn to use the conditions of intervention as a guide for target skill instruction
- * Learn how to collect data while instructing the target skill
- * Understand self-management with checklists

Team Up for COMPREHENSIVE ASSESSMENT



Team of Presenters:

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

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

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

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

Wednesday, December 6, 2023

8:30 am - 12:30 pm

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



Wednesday, February 21, 2024

8:30 am - 12:30 pm

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



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



2023-2024 POSTSECONDARY TRANSITION PROGRAM PARENT INFORMATION MEETINGS

(Spanish Interpretation provided at each meeting)

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

*(except *)*

DATE & TIME	TOPIC	LOCATION
Thursday August 31, 2023 9:30 am – 11:30 am	Postsecondary Options for Significantly Challenged Students Social Vocational Services Adult Program Information State Council on Developmental Disabilities Services/Programs <i>Register Online: https://sbcss.k12oms.org/46-238439</i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday September 21, 2023 9:00 am - 3:30 pm	Adult Transition Program (ATP) Information Meeting Stark Law Legal Option for Adult Care & Adult Programs, VIP ACE, In-Road Creative Programs, & ASCEND Day Programs <i>Register Online: https://sbcss.k12oms.org/46-235958</i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday October 5, 2023 9:30 am - 11:30 am	Postsecondary Options for Significantly Challenged Students OPARC Summit Services Behavior Management, & The Dignity Group Life Plan Development Services <i>Register Online: https://sbcss.k12oms.org/46-238440</i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday November 9, 2023 9:00 am -3:30 pm	Adult Transition Program (ATP) Information Meeting IRC Transition Services, CalAble Savings & Investment Accounts, & Community Options for Leisure & Recreation <i>Register Online: https://sbcss.k12oms.org/46-235960</i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday December 7, 2023 9:30 am -11:30 am	Postsecondary Options for Significantly Challenged Students Adult Program Information ABLE-INC & B.O.T. Adult Programs <i>Register Online: https://sbcss.k12oms.org/46-238441</i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday February 1, 2024 9:30 am – 11:30 am	Postsecondary Options for Significantly Challenged Students SafetyPowers.org, Teaching skills for relationships and prevention of harm & Sevita First Step Adult Program site visit <i>Register Online: https://sbcss.k12oms.org/46-238442</i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday February 8, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting College Support Programs SB Valley College SAS Services, CIP (College Internship Program), Taft College TIL Program (Transition to Independent Living), Social Security Administration, Fontana Transition Supports	Dorothy Inghram Learning Center Conference Rm “E”
Thursday April 11, 2024 9:30 am -11:30 am	Postsecondary Options for Significantly Challenged Students Adult Program Information The ARC, Riverside County Center-Based & Community-Based Day Program Visits	* Strebe Resource Center 702 East 11 th St., Beaumont 92223
Thursday May 2, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting Adult Supports Self-Determination, Options for All Community Integration Program, Adult Achievement Testimony, Work Experience Employer Panel	Dorothy Inghram Learning Center Conference Rm “E”



Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

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

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

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

PCM TRAININGS @ DOROTHY INGRAM LEARNING CENTER/EV SELPA

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

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

HANDWRITING READINESS

So Much More than Motor Skills

Presented by:

Mary Anne Klenske

M.A., EV SELPA Program Specialist

&

Jo-Ann Vargas

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



LOOKING TO UNDERSTAND WHY SOME STUDENTS STRUGGLE WITH HANDWRITING SKILLS?

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

Objectives-Participants will:

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



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

670 E. Carnegie Dr., San Bernardino 92408

Friday
SEPTEMBER 29, 2023

8:30 AM - 12:30 PM

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



Tuesday
FEBRUARY 6, 2024

8:30 AM - 12:30 PM

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



CROSS TRAINING

DOR & TPP

How Will We Change The Job & Hiring Processes?

Annual Department of Rehabilitation & Transition
Partnership Project Mandatory Training

January 29th, 2024

8:30-12:00

Jesse Turner Center
in Fontana