

**East Valley SELPA
STEERING COMMITTEE MEETING**
670 E. Carnegie Drive., San Bernardino, CA 92408
<https://sbcss-net.zoom.us/j/97773880545?pwd=NHhqaVlVLzBTQmIPalVZZ2FBdGgxQT09>

**** AGENDA ****
FEBRUARY 11, 2021 8:00 A.M.

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 | 2020-2021 2 nd Interim EV SELPA Budgets | Andrea Tennyson |
| 4.2 | 2020-2021 2nd Quarter NPS Reimbursement Transfer | Andrea Tennyson |
| 4.3 | EV SELPA 2020-2021 Fiscal Reporting Calendar | Andrea Tennyson |

Program Items

- | | | |
|-----|--|---|
| 4.4 | ADR COVID-19 Team Presentation | Patty Metheny
David Dowling
Jennifer Brooksby
Jessica Lascano
Chloe Pearson |
| 4.5 | CALPADS <ul style="list-style-type: none">• Certified 2020-2021 Fall 1 Data• 2020-2021 EOY4<ul style="list-style-type: none">○ Post School Outcome Reporting (PSTS, Indicator 14)○ TPP & Workability Data Reporting (WBLR) | Patty Metheny
Lisa Horsley
Anne-Marie Foley |
| 4.6 | NPS On-site Observations | Anne-Marie Foley |
| 4.7 | CDE Compliance Monitoring <ul style="list-style-type: none">• 2019-2020 Mega Letters Lite• SEP Implementation• 2020-2021 Annual & Initial Data Pulls | Patty Metheny
Anne-Marie Foley |
| 4.8 | EV SELPA Due Process Update | Rick Homutoff |
| 4.9 | Updated EV SELPA Private School Procedures | Anne-Marie Foley |

4.10 SBCSS East Valley Operations

Scott Wyatt

4.11 EV SELPA Website Secure Password Protected Side

Patty Metheny

4.12 Hot Topics

Committee

5.0 OTHER

5.1 EV SELPA Professional Development – February & March 2021

5.2 Next Meeting – March 18, 2021 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
December 10, 2020

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Bridgette Ealy	Rialto Unified School District
Patti Buchmiller	Redlands Unified School District
Derek Swem	Rim of the World Unified School District
Dr. Scott Wyatt	San Bernardino County Supt of Schools
Jim Stolze	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Mariamanda Sarabia	Business Services, Colton
Linda Resiwain	Business Services, Colton
Fernanda Naves-Arias	Business Services, Redlands
Nicole Albiso	Business Services, Rialto
Scott Whyte	Business Services, Rim
Lisa Regalado	Business Advisory, SB County Schools
Jennifer Alvarado	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools
Keith Bacon	Business Services, Yucaipa

OTHERS PRESENT:

Andrea Tennyson	East Valley SELPA
Anne-Marie Foley	East Valley SELPA
Lisa Horsley	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Colleen Meland	East Valley SELPA
David Dowling	East Valley SELPA – Consultant
Chloe Pearson	East Valley SELPA
Jessica Lascano	East Valley Operations, SB County Schools
Jennifer Brooksby	Student Services, Yucaipa-Calimesa
Adam Newman	Atkinson, Andelson, Loya, Ruud & Romo

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:00 a.m. via Zoom.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the November 12, 2020 meeting were reviewed. Motion to approve the minutes was made by Scott Wyatt and seconded by Linda Resiwain. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Issues

4.1 Preparing for 2021 Maintenance of Effort (MOE)

Dr. Metheny provided a handout about preparing for the 2021 MOE provided by the Coalition for Adequate Funding for Special Education. An increase in one-time funding due to the “learning loss dollars” is expected for the FY 20/21 and therefore, districts were encouraged to monitor this year’s expenditures closely. Districts are encouraged to begin now ensuring all expenditures are categorized correctly and to monitor allowable federal exemptions on a continuous basis. Ms. Tennyson ran a preliminary MOE report based on the 1st interim data provided by district personnel and found no discrepancies at this time. She will do so again in January and provide that information to district fiscal staff.

4.2 EV SELPA 2020-2021 Fiscal Reporting Calendar

Ms. Tennyson reviewed the fiscal activities for the month of December 2020 and January 2021.

Program Issues

4.3 Legal Update

Adam Newman, attorney at AALRR, provided guidance on special education and school district responsibilities during the COVID-19 pandemic. He reviewed the difference between an offer of FAPE versus changing the offer of FAPE to align with the demands of COVID-19, which some call COVID FAPE. Districts are required to provide services based on an offer of FAPE resulting from the student’s assessed needs and not to engage in providing offers of FAPE based on COVID-19. Additionally, prior written notices should be provided to parents of actions taken regarding distance learning. Mr. Newman also addressed concerns raised due to any backlog of assessments. Mr. Newman recommended conducting virtual and in-person assessments to the greatest extent possible. He reminded the directors that districts increase potential liability when the implementation of an IEP is not based on assessment.

4.4 Temporary Emergency Educational Plan (Ed Code 56345(a)(9))

Samples of language to include in the EV SELPA WebIEP to comply with this education code were presented for consideration. A discussion of the functionality and strengths of each plan ensued. The committee agreed to an option and refined it to meet the needs the EV SELPA districts. Anne-Marie Foley reported she will work closely with Faucette Micro Systems to quickly include this language in the WebIEP with a reminder that all current IEPs and amendment IEPs must include the language which makes up the plan.

4.5 CDE Compliance Monitoring 2020-2021

Ms. Foley congratulated the EV SELPA member districts on their submission of Special Education Plans (SEPs) to CDE. Deadlines were met, and the EV SELPA is awaiting word from CDE on the status of the submissions.

Ms. Foley also provided a handout compiling data for EV SELPA districts regarding a CDE November data pull of overdue annual IEPS and initial evaluations. Dr. Metheny shared that the CDE 2019-202 compliance monitoring “Mega Letter Lite” will be sent to the Superintendents on January 11, 2021. All EV SELPA districts will remain in the same monitoring status identified for 2019-2020. CDE indicated only districts identified as ‘disproportionate’ three years in a row would be identified for a change in monitoring status and moved into Intensive Monitoring. Ms. Foley noted that currently only one EV SELPA district was identified as disproportionate. Dr. Metheny shared that just five years ago, three of the EV SELPA districts were identified as disproportionate but that none of the districts continued to be disproportionate in successive years. She congratulated the districts on their work in this area.

4.6 CALPADS & Data Certification

Dr. Metheny reported CDE will be releasing 2019-2020 suspension and expulsion data within the week. A letter with this information will be sent to the Superintendents.

The 2020-201 Fall 1 CALPADS certification date is January 25, 2021. Dr. Metheny and Lisa Horsley have been reviewing the special education data, and Ms. Foley has been assisting districts with error corrections.

The next DA users meeting is scheduled for January 21, 2021.

4.7 EV SELPA Website Secure Side

Dr. Metheny demonstrated the new EV SELPA website secure side. It will serve as a resource center and EV SELPA form repository for district personnel. Directors will be asked to confirm district staff members, from those who have WebIEP email addresses, for access to the secure side.

4.8 EV SELPA ADR

Dr. Metheny shared that the East Valley SELPA has been awarded an ADR Covid-19 grant. With this grant, three consultants and a student worker have been hired to complete the work outlined in the grant plan. They include attorney and professional mediator, David Dowling, as well as founding members of the EV SELPA ADR Cadre, SBCSS school psychologist and YCJUSD special education coordinator Jennifer Brooksby. New to EV SELPA who will work on the grant is student worker, Chloe Pearson.

Dr. Metheny reviewed the EV SELPA ADR COVID-19 plan which will be a multi-tiered system with three overlapping stages of implementation. Stage I includes creating a social media presence. Stage II focuses on trainings for parents and teachers. Stage III, at the highest stage of conflict, engages facilitators and mediators. Directors were asked to identify parents and teachers for the Stage II trainings.

4.9 EV SELPA PD Catalog January – June 2021

Dr. Metheny presented the professional development catalog for January to June 2021. She remarked about the successes of online professional development between August and December 2020. These included many more participants and increased positive feedback on the trainings.

4.10 EV SELPA Parent Transition Virtual Sessions

Program Specialist Colleen Meland showcased the work of the East Valley Transition Advisory Committee (EVTAC) Local Partnership Agreement (LPA) since its inception in May 2017 to the Parent Information Event on October 29, 2020. The EVTAC LPA includes members from the EV SELPA, Colton Redlands Yucaipa Regional Occupation Program, Fontana USD, Inland Regional Center, and the Department Rehabilitation. It has as an objective streamlining the referral process collectively between school districts, regional center, and the department of rehabilitation as well as other community partner agencies that provide services to individuals as they transition out of high school with an emphasis on serving the developmentally disabled population. Ms. Meland also provided information regarding the upcoming virtual Transition Services Information Series for parents scheduled for the second semester of this school year.

4.11 SBCSS East Valley Operations

Dr. Scott Wyatt thanked Ms. Foley for her continued collaboration and support to the East Valley Operations staff. He reminded the group that visual impairment (VI) services work, such as braille textbooks and documents, for student assignments requires a significant amount of time. Consequently, he is requesting directors remind their staff members to allow for sufficient turnaround time when making these requests. The deaf, hard of hearing (DHH) staff has been affected by incidences of COVID-19. Any backlog of services will be recouped as soon as possible.

4.12 Hot Topics

Rob Pearson from Colton JUSD inquired as to the availability of hearing tests during the COVID-19 pandemic. Mr. Pearson is concerned because SBCSS DHH staff been severely impacted by the pandemic and district staff are only able to assess students in-person at their own discretion. Dr. Metheny shared that districts may consider contracting with an outside vendor such as Pacific Hearing. In respect to conducting assessments in general, directors were encouraged to work with their employees to conduct in-person testing in the safest manner possible.

5.0 OTHER

5.1 2020-2021 EV SELPA Steering Committee Meeting

5.2 2020-2021 EV SELPA Board of Directors Meetings

5.3 2020-201 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development December 2020 – January & February 2021

6.0 ADJOURNMENT: Meeting adjourned at 12:05. Next meeting will be held on February 11, 2021.

FINANCE ISSUES

4.1 2020-2021 2nd Interim EV SELPA Budgets



**EAST VALLEY
SELPA**

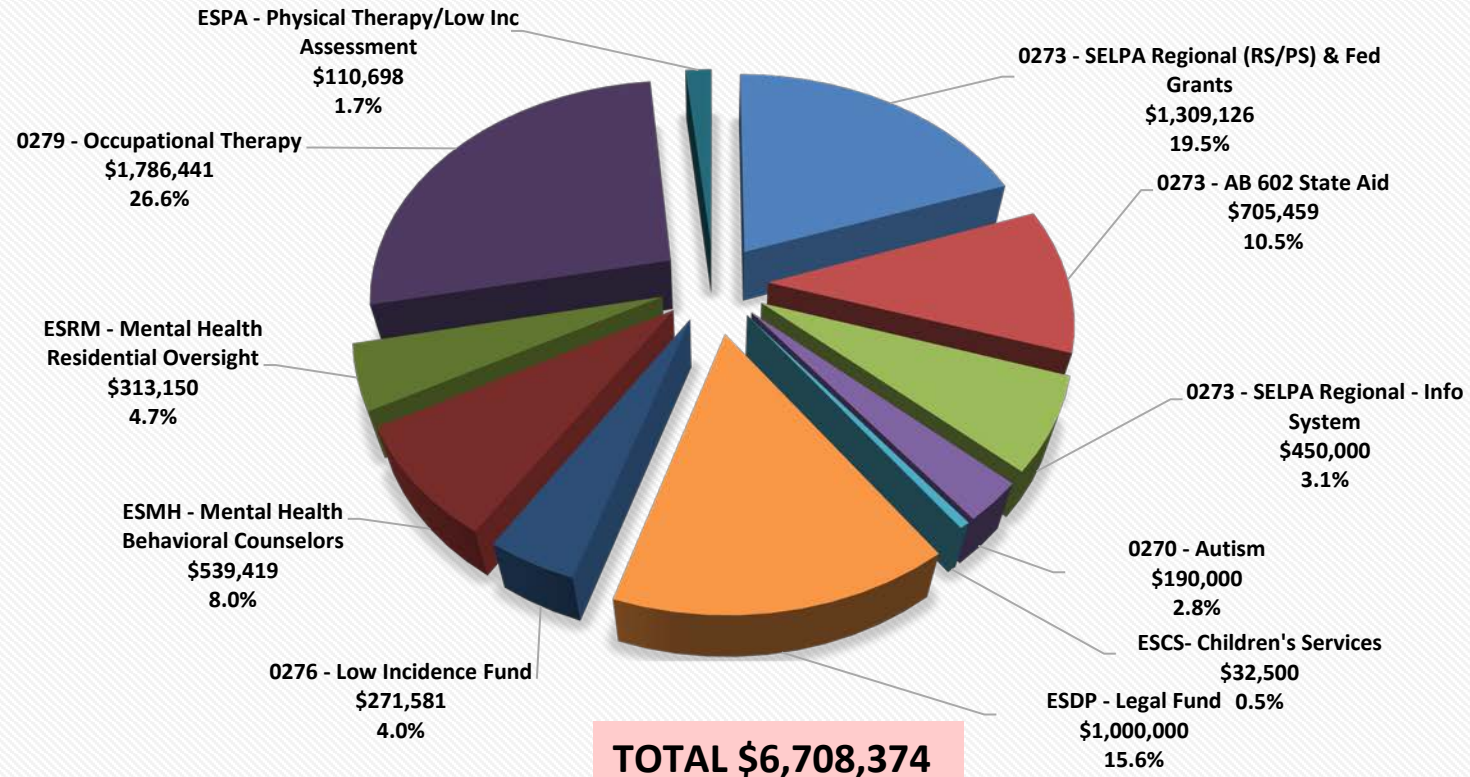
Educating Together

**FY 2020-21
Second Interim
Operations Budget**

February 11, 2021

Patty Metheny, EdD., Administrator, East Valley SELPA
Andrea Tennyson, Consultant, East Valley SELPA

FY 2020/21 2nd Interim Budget EAST VALLEY SELPA



Program Description	FY 2020/21 Interim Budget	Percentage of Total
0273 - SELPA Regional (RS/PS) & Fed Grants	\$1,309,126	19.5%
0273 - AB 602 State Aid	\$705,459	10.5%
0273 - SELPA Regional - Info System	\$450,000	6.7%
0270 - Autism	\$190,000	2.8%
ESCS- Children's Services	\$32,500	0.5%
ESDP - Legal Fund	\$1,000,000	14.9%
0276 - Low Incidence Fund	\$271,581	4.0%
ESMH - Mental Health Behavioral Counselors	\$539,419	8.0%
ESRM - Mental Health Residential Oversight	\$313,150	4.7%
0279 - Occupational Therapy	\$1,786,441	26.6%
ESPA - Physical Therapy/Low Inc Assessment	\$110,698	1.7%
Grand Total	\$6,708,374	100.0%

EAST VALLEY SELPA
FY 2020/21 SECOND INTERIM BUDGET INFORMATION
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Narrative

Budget/Management 0270

CALIFORNIA CHILDRENS' SERVICES (CCS)

Narrative

Budget/Management ESCS

DUE PROCESS/LEGAL

Narrative

Budget/Management ESDP

LOW INCIDENCE

Narrative

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Narrative

Budget/Management ESMH

REGIONAL PROGRAM/MENTAL HEALTH RESIDENTIAL OVERSIGHT

Narrative

Budget/Management ESRM

REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

Narrative

Budget/Management 0279

REGIONAL PROGRAM/PHYSICAL THERAPY (PT)

Narrative

Budget/Management ESPA

EAST VALLEY SELPA
FY 2020/21 SECOND INTERIM BUDGET INFORMATION
REGIONALIZED SERVICES/PROGRAM SPECIALISTS (RS/PS) BUDGET

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

Funding is provided through two sources of AB 602 dollars. AB 602 RS/PS apportionment is provided to each SELPA to fund its operations. In addition, the EV SELPA Board of Directors has authorized a percentage of the AB 602 Base State Aid allocation to be taken off-the-top, which is 1.46%. This percentage is re-evaluated each year.

EV SELPA receives 5% of Resource 3315 Preschool Local Entitlement grant amount for RS/PS and has been estimated at \$19,394. Alternative Dispute Resolution grant this year is \$14,601.

The FY 20/21 RS/PS budget has been developed based on the following parameters:

No ADA growth was projected for FY 20/21. Funding is based on Enacted budget. The higher ADA from Current Year, Prior Year, and Prior Prior Year is used at \$625 per ADA Base Rate for the Total Base Funding

FY 20/21 salaries include a 5.50% (19/20-2.5%, 20/21-3%) COLA and Funded Step and Column and 3% projected COLA

FY 20/21 Health & Welfare Rates were decreased.

The FY 20/21 Mandatory Benefit rates are:

STRS **16.15%** (prior year 17.10% & prior prior year 16.28%)

PERS **20.70%** (prior year 20.70% (prior prior year 18.062%)

Medicare **1.45%** (no change from prior year)

UI **.05%** (no change from prior year)

WC **3.06%** (prior year 2.76%)

Information Technology user fee at **\$2,207** per FTE, an increase of \$220 per FTE from prior year's rate of \$1,987.

The 20/21 approved Indirect Cost Rate for County Schools is **8.00%** a 1.70% decrease from prior year's rate of 9.70%.

There are no anticipated staff changes for FY 20/21

East Valley SELPA

SELPA Regionalized Services/Program Specialists

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20	Actuals	20/21 Adopted Budget	20/21 First Interim Budget	20/21 Second Interim Budget	Change from Adopted Budget
REVENUE						
Beginning Balance		\$626,848	\$ 410,550	\$ 410,550	\$ 410,550	\$ -
AB 602 RS/PS		\$1,275,131	\$ 1,241,438	\$ 1,275,131	\$ 1,275,131	\$ 33,693
AB 602 State Aid		\$431,283	\$ 714,578	\$ 705,459	\$ 705,459	\$ (9,119)
Grant/Preschool Regional Svc. (0474)		\$19,394	\$ 19,394	\$ 19,394	\$ 19,394	\$ -
Grant/Alternative Dispute Resolution		\$14,601	\$ 14,601	\$ 14,601	\$ 14,601	\$ -
Other Local Revenue		\$34	\$ -	\$ -	\$ -	\$ -
Cont. from Unrestricted Rev/Local		\$0	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE		2,367,291	\$ 2,400,561	\$ 2,425,134	\$ 2,425,134	\$ 24,573
EXPENDITURES						
Certificated Salaries		\$812,789	\$843,903	\$843,903	\$851,590	\$7,687
Classified Salaries		\$410,322	\$447,054	\$447,054	\$449,993	\$2,939
Benefits		\$441,909	\$468,327	\$468,327	\$455,136	(\$13,191)
<i>Sub-Total</i>		\$1,665,019	\$1,759,284	\$1,759,284	\$1,756,719	(\$2,565)
Materials & Supplies		\$18,678	\$17,100	\$17,100	\$17,400	\$300
Operations		\$103,027	\$94,017	\$94,017	\$75,141	(\$18,876)
<i>Sub-Total</i>		\$121,705	\$111,117	\$111,117	\$92,541	(\$18,576)
<i>Total</i>		\$1,820,694	\$1,870,401	\$1,870,401	\$1,849,260	(\$21,141)
Indirect Cost		\$170,017	\$149,512	\$149,512	\$147,941	(\$1,571)
<i>Indirect Cost Rate</i>		9.70%	8.00%	8.00%	8.00%	
TOTAL EXPENDITURES		\$1,956,741	\$2,019,913	\$2,019,913	\$1,997,201	(\$22,712)
ENDING BALANCE		\$410,550	\$380,648	\$405,221	\$427,933	\$ 47,285
Reserve %		20.981%	18.845%	20.061%	21.427%	
STAFFING:		1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Prog Specialists 1.0 Program Tech (MIS) .90 Accounting Tech Hourly Student Worker	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Program Specialists 1.0 Program Tech (MIS) .80 Accounting Tech .73 Hourly Student Worker	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Program Specialists 1.0 Program Tech (MIS) .80 Accounting Tech .73 Hourly Student Worker	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Program Specialists 1.0 Program Tech (MIS) .80 Accounting Tech .73 Hourly Student Worker	
Total FTEs		11.63 FTE	11.53 FTE	11.53 FTE	11.53 FTE	

EAST VALLEY SELPA
FY 2020/21 SECOND INTERIM BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM STUDENT DATABASE SYSTEM

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

Resource 9273 was established to track expenses for maintaining the contract .

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 at year-end based on Current Year October Pupil Count.

East Valley SELPA

SELPA Regional CASEMIS Information System

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20 Actuals	2020/21 Adopted Budget	2020/21 First Interim Budget	2020/21 2nd Interim Budget
REVENUE				
Beginning Balance	\$67,651	\$67,651	\$67,651	\$67,651
Distribution of Cost PY Pupil Count				
Colton	\$42,969	\$52,142	\$52,142	\$117,547
Redlands	\$44,186	\$53,619	\$53,619	\$119,971
Rialto	\$45,615	\$55,353	\$55,353	\$124,598
Rim	\$6,347	\$7,703	\$7,703	\$17,409
Yucaipa	\$20,470	\$24,840	\$24,840	\$56,283
SBCSS/EV Ops		\$6,343	\$6,343	\$14,192
TOTAL REVENUE	\$159,587	\$200,000	\$200,000	\$450,000
EXPENDITURES				
Materials & Supplies	\$0		\$0	
Operations	\$145,014	\$185,185	\$185,185	\$416,667
Sub-Total	\$145,014	\$185,185	\$185,185	\$416,667
Indirect Cost	\$14,573	\$14,815	\$14,815	\$33,333
Indirect Rate	9.70%	8.00%	8.00%	8.00%
TOTAL EXPENDITURES	\$159,587	\$200,000	\$200,000	\$450,000
ENDING BALANCE	\$67,651	\$67,651	\$67,651	\$67,651

EAST VALLEY SELPA

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/AUTISM PROGRAM SPECIALIST

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program for district autism support.

This budget has 1 FTE for a Program Specialist.

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Autism Program Specialists

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20 Actuals	2020/21 Adopted Budget	2020/21 First Interim Budget	2020/21 2nd Interim Budget
REVENUE				
Beginning Balance	\$6,968	\$10,162	\$11,887	\$10,162
Off-the-Top	\$182,857	\$190,000	\$190,000	\$190,000
Other Apportionment from Prior Year	\$2	\$0	\$0	\$0
Contribution from Unrestricted Revenue	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$189,827	\$200,162	\$201,887	\$200,162
EXPENDITURES				
Certificated Salaries	\$116,466	\$119,648	\$119,648	\$120,461
Benefits	\$41,399	\$41,806	\$41,806	\$41,429
<i>Sub-Total</i>	\$157,865	\$161,454	\$161,454	\$161,890
Materials & Supplies	\$610	\$1,500	\$1,500	\$1,731
Operations	\$5,304	\$11,375	\$11,375	\$4,175
<i>Sub-Total</i>	\$5,914	\$12,875	\$12,875	\$5,906
<i>Total</i>	\$163,779	\$174,329	\$174,329	\$167,796
Indirect Cost	\$15,887	\$13,946	\$13,946	\$13,424
<i>Indirect Rate</i>	9.70%	8.00%	8.00%	8.00%
TOTAL EXPENDITURES	\$179,666	\$188,275	\$188,275	\$181,220
ENDING BALANCE	\$10,162	\$11,887	\$13,612	\$18,942
STAFFING:	1.0 Prog Specialist	1.0 Prog Specialist	1.0 Prog Specialist	1.0 Prog Specialist
Total FTEs	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE

NOTE: Board Approved Specialized Regional Autism Program funded Off -the-Top on a per ADA basis.

EAST VALLEY SELPA

FY 2020/21 SECOND INTERIM BUDGET INFORMATION
CALIFORNIA CHILDRENS' SERVICES (CCS)

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

Costs shared based on Prior Year October Pupil Count.

FY 20/21 expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

East Valley SELPA

California Childrens' Services (CCS) (Mgmt ESCS)

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20 Actuals	2020/21 Adopted Budget	2020/21 First Interim Budget	2020/21 Second Interim Budget
REVENUE				
Beginning Balance	\$1,800	\$1,800	\$1,800	\$1,800
CCS District Support				
Colton	\$9,274	\$8,020	8,020	8,766
Redlands	\$9,537	\$8,166	8,166	8,947
Rialto	\$9,845	\$8,727	8,727	9,292
Rim	\$1,370	\$1,165	1,165	1,298
Yucaipa	\$4,418	\$3,922	3,922	4,197
	\$34,444	\$30,000	\$30,000	32,500
TOTAL REVENUE	\$36,243	\$31,800	\$31,800	\$34,300
EXPENDITURES				
Materials & Supplies	\$1,547	\$1,825	\$1,825	\$5,000
Operations	\$32,897	\$28,175	\$28,175	\$27,500
<i>Total</i>	\$34,444	\$30,000	\$30,000	\$32,500
TOTAL EXPENDITURES	\$34,444	\$30,000	\$30,000	\$32,500
ENDING BALANCE *	\$1,800	\$1,800	\$1,800	\$1,800
Note: Funded per Ed Code				

EAST VALLEY SELPA
FY 2020/21 SECOND INTERIM 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".

District contribution for legal support is calculated based on PY October pupil count.

FY 20/21 budget was developed using FY 19/20 2nd interim projection. 2.0 FTEs are paid out of this program, which include 1 Program Manager and 1 SELPA Services Specialist.

East Valley SELPA

SELPA Legal/Due Process

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20 Actuals	2021/21 Adopted Budget	2020/21 First Interim Budget	2020/21 Second Interim Budget
REVENUE				
Beginning Balance	\$58,970	\$58,996	\$58,996	\$58,996
Colton	\$251,287	\$269,250	269,250	269,721
Redlands	\$258,407	\$276,879	276,879	275,283
Rialto	\$266,761	\$285,831	285,831	285,902
Rim	\$37,119	\$39,772	39,772	39,947
Yucaipa	\$119,710	\$128,268	128,268	129,146
District Contribution	\$933,311	\$1,000,000	1,000,000	1,000,000
TOTAL REVENUE	\$992,281	\$1,058,996	\$1,058,996	\$1,058,996
EXPENDITURES				
Certificated Salaries	\$157,353	\$160,949	\$160,949	\$162,764
Classified Salaries	\$62,109	\$66,048	\$66,048	\$66,497
Benefits	\$72,500	\$85,181	\$85,181	\$73,847
<i>Sub-Total</i>	\$291,963	\$312,178	\$312,178	\$303,108
Materials & Supplies	\$1,951	\$3,000	\$3,000	\$5,014
Operations	\$639,371	\$684,822	\$684,822	\$691,371
<i>Sub-Total</i>	\$641,322	\$687,822	\$687,822	\$696,385
<i>Total</i>	\$933,285	\$1,000,000	\$1,000,000	\$999,493
TOTAL EXPENDITURES	\$933,285	\$1,000,000	\$1,000,000	\$999,493
ENDING BALANCE	\$58,996	\$58,996	\$58,996	\$59,503
STAFFING:	1.0 Program Manager, DP 1.0 New SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist
Total FTEs	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE

Note: Funded on a per Current Year Pupil Count Basis

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES

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

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

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

Funding is provided through the AB 602 based on the prior year October Pupil count of Low Incidence students (primary or secondary disability) at 615.

FY 2020/21 rate is \$2,943.97 per pupil for Materials, Equipment, and Services using the FY 19/20 P-1 Certification data.

15% of \$1,810,542 is designated for EV SELPA = \$271,581

A Low Incidence Committee has been formed with representatives from each district to review current guidelines and procedures.

East Valley SELPA

Low Incidence Materials & Equipment

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20 ACTUALS	2020/21 Adopted Budget	2020/21 First Interim Budget	2020/21 Second Interim Budget
REVENUE				
Beginning Balance	\$486,064	\$472,824	\$382,725	\$472,824
AB 602 State Aid	\$286,701	\$286,701	\$271,581	\$271,581
TOTAL REVENUE	\$772,766	\$759,525	\$654,306	\$744,405
EXPENDITURES				
Materials & Supplies	\$133,243	\$145,000	\$145,000	\$155,000
Operations & Contracts	\$103,785	\$150,000	\$150,000	\$155,000
<i>Sub-Total</i>	\$237,028	\$295,000	\$295,000	\$310,000
Equipment	\$41,122	\$58,200	\$58,200	\$35,000
Indirect Cost	\$21,792	\$23,600	\$23,600	\$26,416
<i>Indirect Rate</i>	9.70%	8.00%	8.00%	8.00%
TOTAL EXPENDITURES	\$299,941	\$376,800	\$376,800	\$371,416
ENDING BALANCE	\$472,824	\$382,725	\$277,506	\$372,989

Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year December Pupil Count times an estimated \$2,943.97 for FY2020/21.

EAST VALLEY SELPA
FY 2020/21 SECOND INTERIM 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 service counts to provide behavior health counseling services.

Staff includes .25 Program Manager responsible for staff oversight, 2.40 Behavior health counselors, and .33 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Behavioral Health Counselors

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20 Actuals	2020/21 Adopted Budget	2020/21 First Interim Budget	2020/21 Second Interim Budget
REVENUE				
Beginning Balance	\$0	\$0	\$0	\$0
Colton	\$310,598	\$325,364	\$281,358	\$296,680
Redlands	\$67,521	\$70,733	\$61,165	\$94,398
Rialto	\$0	\$0	\$0	\$0
Rim	\$202,564	\$212,195	\$183,495	\$107,884
Yucaipa	\$27,009	\$28,293	\$24,466	\$40,456
Total	\$607,693	\$636,585	\$550,484	\$539,419
TOTAL REVENUE	\$607,693	\$636,585	\$550,484	\$539,419
EXPENDITURES				
Classified Salaries	\$398,112	\$386,100	\$356,700	\$359,703
Benefits	\$142,165	\$152,623	\$140,940	\$130,692
Sub-Total	\$540,277	\$538,723	\$497,640	\$490,395
Materials & Supplies	\$56	\$700	\$700	\$700
Operations	\$13,625	\$50,007	\$11,367	\$8,367
Sub-Total	\$13,681	\$50,707	\$12,067	\$9,067
Total	\$553,959	\$589,430	\$509,707	\$499,462
Indirect Cost	\$53,734	\$47,155	\$40,777	\$39,957
<i>Indirect Rate</i>	9.70%	8.00%	8.00%	8.00%
TOTAL EXPENDITURES	\$607,693	\$636,585	\$550,484	\$539,419
ENDING BALANCE	(\$0)	(\$0)	(\$0)	(\$0)
STAFFING:	.50 Prog Manager BHC	.25 Program Manager BHC	.25 Program Manager BHC	.25 Program Manager BHC
	2.65 Behavior Health Counselors II	2.65 Behavior Health Counselors II	2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II
	.33 SELPA Services Specialist	.33 SELPA Services Specialist	.33 SELPA Services Specialist	.33 SELPA Services Specialist
Total FTEs	3.48 FTE	3.23 FTE	2.98 FTE	3.23 FTE

NOTE: Funding proportionately shared by districts. Costs based on student service counts taken in the Fall and Spring.

EAST VALLEY SELPA

FY 2020/21 SECOND INTERIM 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 Program Manager, .60 from two Behavioral Health Counselors responsible for oversight and residential placements, and .20 Accounting Technician to process NPS Mental Health/Residential vendor invoices.

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Residential Mental Health

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20 Actuals	2020/21 Adopted Budget	2020/21 First Interim Budget	2020/21 Second Interim Budget
REVENUE				
Beginning Balance	\$113,594	\$ 151,722	\$ 151,722	\$ 151,722
Off-the-top	\$271,805	\$294,522	\$313,150	\$313,150
PY Apportionment	\$5,184	\$0	\$0	\$0
Local Revenue	\$0	\$5,000	\$0	\$0
TOTAL REVENUE	\$390,583	\$ 451,244	\$ 464,872	\$ 464,872
EXPENDITURES				
Classified Salaries	\$146,818	\$172,805	\$202,321	\$203,279
Benefits	\$51,337	\$65,846	\$78,908	\$73,933
<i>Sub-Total</i>	\$198,155	\$238,651	\$281,229	\$277,212
Materials & Supplies	\$648	\$1,500	\$0	\$0
Operations	\$18,937	\$37,184	\$8,725	\$6,225
<i>Sub-Total</i>	\$19,585	\$38,684	\$8,725	\$6,225
<i>Total</i>	\$217,740	\$277,335	\$289,954	\$283,437
Indirect Cost	\$21,121	\$22,187	\$23,196	\$22,675
<i>Indirect Rate</i>	9.70%	8.00%	8.00%	8.00%
TOTAL EXPENDITURES	\$238,861	\$299,522	\$313,150	\$306,112
ENDING BALANCE	\$ 151,722	\$ 151,722	\$151,721	\$ 158,760
STAFFING:	.75 Program Manager, BHC .35 Behavioral health counselors .20 Accounting Technician	.75 Program Manager BHC .35 Behavioral health counselors .20 Accounting Technician	.75 Program Manager BHC .60 Behavioral health counselors .20 Accounting Technician	.75 Program Manager BHC .60 Behavioral health counselors .20 Accounting Technician
Total FTEs	1.30 FTE	1.25 FTE	1.55 FTE	1.55 FTE

NOTE: Funded Off-the-Top on a per ADA basis similar to Regional Autism Program (0270).

EAST VALLEY SELPA

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Occupational Therapy Services Program funded off-the-top and final costs are proportionately shared based on service counts. Ending balance is returned to districts proportionately.

FY 2020/21 staff will include 5.0 Occupational Therapists, .33 SELPA Services Specialist.

Contracts for 4 COTAs, and 3.0 Occupational Therapists

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Occupational Therapy (OT)

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20 Actuals	2020/21 Adopted Budget	2020/21 First Interim Budget	2020/21 Second Interim Budget
REVENUE				
Beginning Balance	\$2,268	\$2,268	\$2,268	\$2,268
Colton	\$375,455	\$639,780	\$497,075	\$552,786
Redlands	\$543,069	\$623,311	\$773,228	\$795,472
Rialto	\$0	\$0	\$0	\$0
Rim	\$80,455	\$91,854	\$103,557	\$107,860
Yucaipa	\$248,069	\$249,924	\$331,383	\$330,323
Total	\$1,247,048	\$1,604,869	\$1,705,243	\$1,786,441
TOTAL REVENUE	\$1,417,835	\$1,607,137	\$1,707,511	\$1,788,709
EXPENDITURES				
Classified Salaries	\$621,225	\$637,014	\$637,014	\$641,304
Benefits	\$237,104	\$251,946	\$256,446	\$239,503
<i>Sub-Total</i>	\$858,329	\$888,960	\$893,460	\$880,807
Materials & Supplies	\$394	\$1,450	\$0	\$0
Operations	\$108,335	\$179,786	\$195,601	\$140,856
5110 Consultants	\$348,671	\$449,057	\$529,057	\$683,045
<i>Sub-Total</i>	\$465,702	\$630,293	\$724,658	\$823,901
<i>Total</i>	\$1,324,030	\$1,519,253	\$1,618,118	\$1,704,708
Indirect Cost	\$93,805	\$85,616	\$87,125	\$81,733
<i>Indirect Rate</i>	9.70%	8.00%	8.00%	8.00%
Transfer Apportionment to District				\$2,268
TOTAL EXPENDITURES	\$1,417,835	\$1,604,869	\$1,705,243	\$1,786,441
ENDING BALANCE	\$2,268	\$2,268	\$2,268	\$0
STAFFING:	5.0 Occupational Therapist II .33 SELPA Services Specialist 2.0 Certified OT Asst.(COTA) 2.00 Contract OT	5.0 Occupational Therapist II .33 SELPA Services Specialist 2.0 Certified OT Asst.(COTA) 2.0 Contract OT (hourly)	5.0 Occupational Therapist II .33 SELPA Services Specialist 2.0 Certified OT Asst.(COTA) 4.0 Contract OT (hourly)	5.0 Occupational Therapist II .33 SELPA Services Specialist 2.0 Certified OT Asst.(COTA) 5.0 Contract OT (hourly)
Total FTEs	5.33 FTE (4.00 Contracts)	5.33 FTE (4.00 Contracts)	5.33 FTE (6.00 Contracts)	5.33 FTE (7.00 Contracts)

NOTE: Funding proportionately shared by districts. Costs based on student service counts taken in the Fall and Spring.

FY 2020/21 SECOND INTERIM BUDGET INFORMATION
PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

District costs shown in this budget for FY 20/21 are: .667 FTE for a School Physical Therapist II and for low incidence assessments conducted by EV SELPA.

The budget is based on the 19/20 projected operating costs. Costs are charged to district of residence proportionately based on service count via cash transfer.

Refer to the SELPA RS/PS Narrative for FY 20/21 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

FY 2020/21 SECOND INTERIM BUDGET INFORMATION

	2019/20	Actuals	2020/21 Adopted Budget	2020/21 First Interim Budget	2020/21 Second Interim Budget
REVENUE					
Beginning Balance		\$0	\$0	\$0	\$0
Colton	\$	44,694	\$58,076	44,041	38,744
Redlands	\$	37,246	\$48,397	62,916	55,349
Rialto	\$	-	\$0	-	-
Rim	\$	14,899	\$19,359	18,875	16,605
Yucaipa	\$	-	\$0	-	-
TOTAL	\$	96,839	\$125,832	125,832	110,698
TOTAL REVENUE	\$	96,839	\$125,832	\$125,832	110,698
EXPENDITURES					
Classified Salaries		\$71,225	\$73,668	\$73,668	\$74,174
Benefits		\$20,425	\$34,278	\$34,278	\$22,499
<i>Sub-Total</i>		\$91,650	\$107,946	\$107,946	\$96,673
Materials & Supplies		\$0	\$0	\$0	\$0
Operations		(\$3,374)	\$8,565	\$8,565	\$5,825
<i>Sub-Total</i>		(\$3,374)	\$8,565	\$8,565	\$5,825
<i>Indirect Cost</i>				\$116,511	\$102,498
		\$8,563	\$9,321	\$9,321	\$8,200
<i>Indirect Rate</i>		9.70%	8.00%	8.00%	8.00%
TOTAL EXPENDITURES		\$96,839	\$125,832	\$125,832	\$110,698
ENDING BALANCE		\$0	\$0	\$0	-
STAFFING:		.6667 Physical Therapist 1 Part-time OT Contract	.667 Physical Therapist 1 Part-time OT Contract	.667 Physical Therapist	.667 Physical Therapist
Total FTEs		.667 FTE	.667 FTE	.667 FTE	.667 FTE

NOTE: Funding proportionately shared by districts. Costs based on student service counts taken in the Fall and Spring.

4.2 2020-2021 2nd Quarter NPS Reimbursement Transfer

East Valley SELPA
20/21 2nd Quarter Totals
Invoices received through February 1, 2021

District	FN	ESY - SEPT (Not Previously Billed)	OCT	NOV	DEC	Q2 Total Billing
NPS Education	1180	48,818.68	86,893.88	61,711.74	54,586.19	252,010.49
NPS Mental Health	3900	1,985.12	25,913.41	25,676.77	12,116.02	65,691.32
Colton		\$ 50,803.80	\$ 112,807.29	\$ 87,388.51	\$ 66,702.21	\$ 317,701.81
NPS Education	1180	37,622.43	78,182.14	56,360.57	35,720.85	207,885.99
NPS Mental Health	3900	11,748.41	68,082.57	49,892.47	35,851.06	165,574.51
Redlands		\$ 49,370.84	\$ 146,264.71	\$ 106,253.04	\$ 71,571.91	\$ 373,460.50
NPS Education	1180	6,383.34	76,204.69	60,033.07	46,686.70	189,307.80
NPS Mental Health	3900	-	50,721.62	59,053.31	37,857.82	147,632.75
Rialto		\$ 6,383.34	\$ 126,926.31	\$ 119,086.38	\$ 84,544.52	\$ 336,940.55
NPS Education	1180	10,436.48	17,688.24	13,031.55	12,644.73	53,801.00
NPS Mental Health	3900	-	9,340.92	9,026.03	9,292.60	27,659.55
Rim		\$ 10,436.48	\$ 27,029.16	\$ 22,057.58	\$ 21,937.33	\$ 81,460.55
NPS Education	1180	25,887.21	41,834.75	31,805.40	30,953.26	130,480.62
NPS Mental Health	3900	946.81	28,108.95	26,392.88	26,419.67	81,868.31
Yucaipa		\$ 26,834.02	\$ 69,943.70	\$ 58,198.28	\$ 57,372.93	\$ 212,348.93
NPS Education Total	1180	129,148.14	300,803.70	222,942.33	180,591.73	833,485.90
NPS Mental Health Total	3900	14,680.34	182,167.47	170,041.46	121,537.17	488,426.44
Grand Total		\$ 143,828.48	\$ 482,971.17	\$ 392,983.79	\$ 302,128.90	\$ 1,321,912.34

4.3 EV SELPA 2019-2020 Fiscal Reporting Calendar

2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

JULY 2020

- 7/3/20** - SELPA to send Annual NPS ADA to districts, due to BAS July 8 (same as P-2)
- 7/10/20** - Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA if Final hasn't been submitted.
- 7/10/20** - Districts to provide SELPA June PARs and PYR for TPP
- 7/16/20** - SELPA to provide Q4 (19/20) NPS Reimbursement Transfer for invoices received-to-date to districts at Steering/Finance meeting
- ~~**7/16/20** - SELPA to present Final SBCSS Fee for Service and Regional Services Costs at Steering/Finance meeting~~
- 7/16/20** - SELPA to provide updated PY and CY budget with Schedule REX based on Cert and Governor's budget
- ~~**7/16/20** - SELPA may present preliminary MOE data~~
- 7/20/20** - Districts to provide SELPA June PARs and PYR for TPP
- 7/31/20** - Districts to provide PDF copy of completed and submitted Personnel Data Report to SELPA
- 7/31/20** - SELPA finalize closing of FY 19/20
- 7/31/20** - SELPA to submit May and June TPP Service and Certified Invoices to DOR
- 7/31/20** - SELPA to prepare and finalize P-2 June certifications for PY (19/20, 18/19, & 17/18) AB602 Funding Allocation

AUGUST 2020

- 8/14/20** - SELPA to submit Personnel Data Report to CDE
- 8/17/20** - Districts to provide SELPA August PARs and PYR for TPP

SEPTEMBER 2020

- 9/10/20** - SBCSS to present PY (19/20) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance
- EV SELPA to present PY (19/20) OT Regional Program Proportionate Share and return of funds (if appropriate).
- 9/10/20** - SELPA to present PY (19/20) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
- 9/10/20** - SELPA to present PY (19/20) EV SELPA Budgets ending fund balances to Steering/Finance
- 9/10/20** - SELPA to present preliminary MOE at Steering/Finance
- 9/14/20** - Districts to submit to SELPA Excess Cost Calculation
- 9/21/20** - Districts to provide SELPA August PARs and PYR for TPP
- 9/30/20** - SELPA to submit July TPP Service and Certified Invoices to DOR

OCTOBER 2020

- 10/15/20** - SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission *Done*
- 10/15/20** - SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance
- 10/15/20** - SELPA to begin working on 1st Interim budget updates
- 10/15/20** - SELPA to submit PY (19/20) Annual Infant Funding Report to SBCSS *Done*
- 10/15/20** - Districts to provide Grant Expenditure Report 4 (July 1 – September 30 CY) to SELPA if applicable
- 10/15/20** - Districts provide SELPA with CY (20/21) P-1 ADA estimates & changes to PY ADA (if any) by Oct 15 for First Interim reporting
- 10/16/20** - Districts to provide SELPA September PARs and PYR for TPP
- 10/30/20** - Deadline for SELPA/SBCSS to submit CY (20/21) Part C Early Start Application to CDE
- 10/30/20** - Deadline for SELPA/SBCSS to submit PY (19/20) Extraordinary Cost Pool claim to CDE

2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

- 10/30/20** - SELPA to begin working on (new) CRCS Report for Medi-CAL
- 10/31/20** - SELPA to submit Aug. TPP Service and Certified Invoices to DOR

NOVEMBER 2020

- 11/2/20** - SELPA to submit Infant Waiver Request to CDE if applicable
- 11/12/20** - SELPA to present CY (20/21) 1st Interim EV SELPA Budgets at Steering/Finance
- 11/12/20** - SELPA to present CY (20/21) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
- 11/12/20** - SELPA to present Schedule REX at Steering/Finance
- 11/13/20** - SELPA to submit Maintenance of Effort SEMA 19/20 Unaudited Actuals vs. 18/19 Actuals to CDE
- 11/13/20** - SELPA to submit Maintenance of Effort SEMB 19/20 Unaudited Actuals vs. 18/19 Budget to CDE
- 11/13/20** - SELPA to submit Excess Cost Calculation(s) to CDE - COMPLETED
- 11/13/20** - SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/13/20** - SELPA to submit Table 8 due to CDE
- 11/16/20** - Districts to verify Fall count for SBCSS Fee-for-Service
- 11/17/20** - Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/30/20** - SELPA to submit Medi-Cal Program Annual report - COMPLETED
- 11/30/20** - SELPA to submit 2018-19 CRCS to DHCS for Medi-CAL - COMPLETED
- 11/30/20** - ~~Districts to provide SELPA with 1st Interim DAT files for MOE monitoring~~
- 11/30/20** - SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2020

- 12/14/20** - Districts to provide November PARs and PYR for TPP to SELPA
- 12/15/20** - ***Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring***
- 12/21/20** - SELPA to provide CY (20/21) Fall Count for SBCSS Fee-for-service Students to SBCSS - COMPLETED
- 12/30/20** - SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2021

- 1/4/21** - SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS January 8th
- 1/15/21** - SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/15/21** - Districts to provide Grant Expenditure Report # 1 (Jul 1 – Dec 31) to SELPA for CY (20/21)
- 1/29/21** - SELPA to submit November TPP Service and Certified Invoices to DOR
- 1/29/21** - Districts to provide December PARs and PYR for TPP to SELPA

FEBRUARY 2021

- 2/11/21** - SELPA to present 2020-21 2nd Interim EV SELPA Budgets
- 2/11/21** - SELPA to present CY (20/21) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2020 at Steering/Finance
- 2/15/21** - Districts to provide January PARs and PYR for TPP to SELPA
- 2/15/21** - Districts to provide SELPA with CY 20/21 P-2 estimates
- 2/26/21** - SELPA to provide Budget Development documents for FY 21/22 to SBCSS Internal Business Services
- 2/26/21** - SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD** - SELPA to prepare February certifications for CY (20/21) and PY (19/20, 18/19) AB602 Funding Allocation

MARCH 2021

- 3/1/21** - SELPA to have count for CY 20/21 Proportionate Share Regional Programs
- 3/18/21** - SBCSS to present /EV Ops FFS Budget to 2nd Interim including FFS as of Fall count
- 3/18/21** - SELPA to present CY (20/21) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- 3/19/21** - Districts to provide February PARs and PYR for TPP to SELPA
- 3/31/21** - SELPA to submit January TPP Service and Certified Invoices to DOR
- TBD** - SELPA to present PY (19/20,18/19,17/18) AB602 allocations based on February Certifications by e-mail to districts
- TBD** - SELPA to present the CY (20/21) AB602 Certifications based on P-1 State Funding Exhibit, projected P-2 ADA, and December student counts for regional programs by e-mail to districts

APRIL 2021

- 4/1/21** - Districts to confirm county-served students Spring count for FFS sent via e-mail
- 4/16/21** - Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) to SELPA for CY (20/21)
- 4/16/21** - Districts to provide March PARs and PYR for TPP to SELPA
- 4/16/21** - SELPA to send districts Low Incidence Inventory Report for review
- 4/16/21** - SBCSS to present proposed FFS rates for FY 21/22 at Steering/Finance
- 4/16/21** - SELPA to provide P-2 NPS ADA to districts ***District deadline to BAS April 23rd
- TBD** - SELPA to present 21/22 Operating Budget to Board Budget Ad Hoc
- 4/19/21** - SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/30/21** - SELPA to submit February TPP Service and Certified Invoices to DOR
- TBD** - Districts to complete and submit Personnel Data Report via CDE online portal and send copy electronically to SELPA
- TBD** - Districts to complete final Low Incidence purchases for FY 20/21

MAY 2021

- 5/12/21** - Districts to provide April PARs and PYR for TPP to SELPA
- 5/13/21** - SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/13/21** - SELPA to present FY (21/22) Proposed EV SELPA Operating Budgets at Steering/Finance
- 5/13/21** - SELPA to present 20/21 Annual Budget and Service Plans at Steering/Finance
- 5/19/21** - Districts to return reviewed Low Incidence Inventory Report to SELPA and all Low Incidence reimbursement requests for CY 20/21
- 5/19/21** - SELPA to present to Board of Directors EV SELPA 2021-22 Operating Budgets and SBCSS 2021-22 FFS rates
- 5/31/21** - SELPA to submit March TPP Service and Certified Invoices to DOR

JUNE 2021

- 6/14/21** - Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/21** - SELPA to submit April TPP Service and Certified Invoices to DOR
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (20/21) and PY (19/20, 18/19 & 17/18)

PROGRAM ISSUES

4.4 ADR COVID – 19 Team Presentation

ADR COVID19 Grant

“Special Education ADR Connections”

East Valley SELPA Steering Committee

February 11, 2021



Background



- ❑ Funds to support LEAs in resolving disputes related to the disruption in services and supports caused by COVID-19
 - ❑ **\$8.6 million**
 - ❑ Specific data collection requirements
- ❑ East Valley SELPA ADR COVID-19 planning team
 - ❑ Application with EV SELPA COVID-19 plan (October 2020)
 - ❑ Multi-faceted approach
- ❑ East Valley SELPA awarded \$85,000+ (November 2020)
 - ❑ July 1, 2020-September 30, 2022
 - ❑ Still awaiting distribution of funds
- ❑ Formation of the EV SELPA ADR COVID-19 Team (December 2020)

EV SELPA ADR COVID19 Team

Mission Statement



SPECIAL EDUCATION
ADR
CONNECTIONS

Connecting & Collaborating
with the Community to
Create Relationships of
Trust

EV SELPA ADR COVID-19 Team Members



Patty Metheny, Ed.D. - SELPA Administrator, Grant Administrator

David Dowling, JD, MDR - Consultant

Jessica Lascano - Consultant

Jennifer Brooksby - Consultant

Chloe Pearson - Student Worker

EV SELPA ADR COVID-19 Plan: Three Facets



1 Prevention

Create social media presence to infuse positive special education content into the online community

2 Handling Disagreement

Manage disagreements through technical advisors and coaches. Develop parent-to-parent and teacher-to-parent assistance options to support those parents who do not feel their voice is heard.

3 Managing Conflict

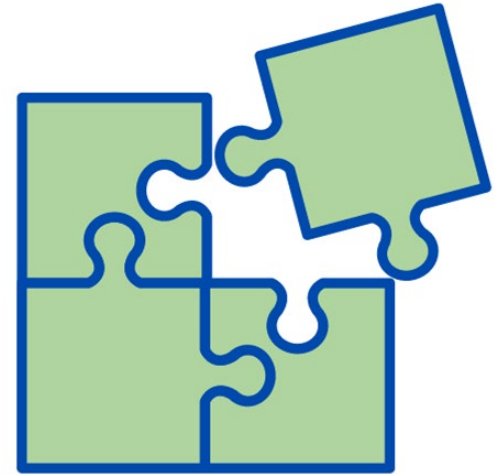
ADR Cadre members as well as consultants and professional mediators will support districts working with the most challenging cases arising from distance learning.

Prevention



2020 -2021 Focus

- ❑ Create a positive social media presence
- ❑ Increase parent and family engagement
- ❑ Expand district staff members' use of ADR strategies



Using Social Media Tools



**Connecting &
Collaborating
with the
Community to
Create
Relationships
of Trust**

Special Education ADR Connections

Where to Find Us

- **Twitter:** @ADRConnections
- **Snapchat:** @SpEdADRConnect
- **Youtube:** @SpecialEducationADRConnections
- **Instagram:** @SpecialEducationADRConnections
- **TikTok:** @SpEdADRConnections
- **Facebook Page:** Special Education ADR Connections

Scan Me

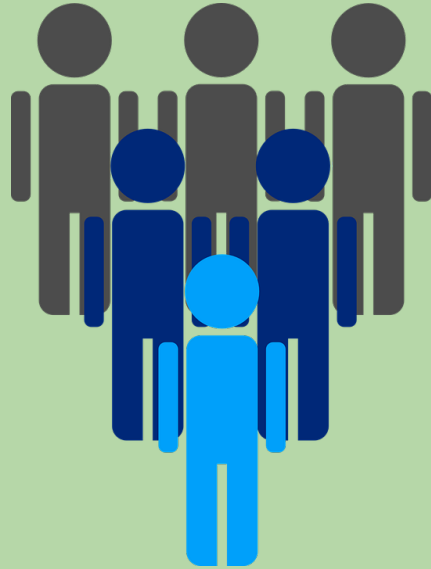


Follow us

Shout us out

Advertise this flyer

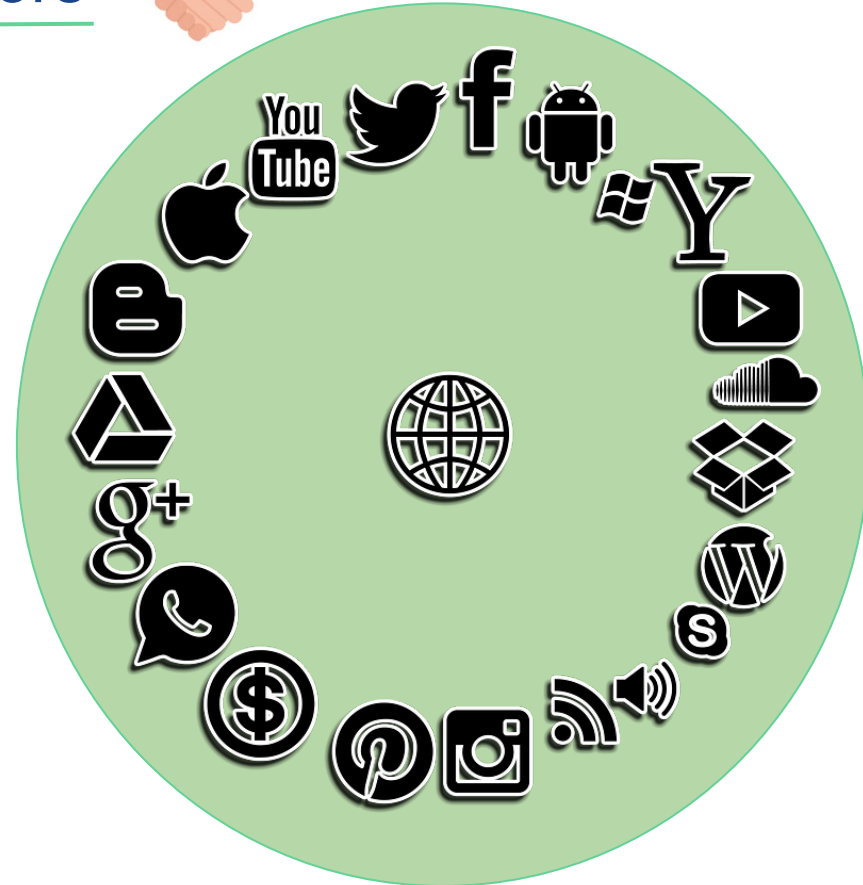
Social Media Ambassadors



Role of Social Media Ambassadors



- ☐ Direct people to our social media pages
 - ☐ Follow us
 - ☐ Tag us
 - ☐ Share us
 - ☐ Like us
 - ☐ Shout us out
 - ☐ Hashtags
 - ☐ Share our flyer



Handling Disagreement

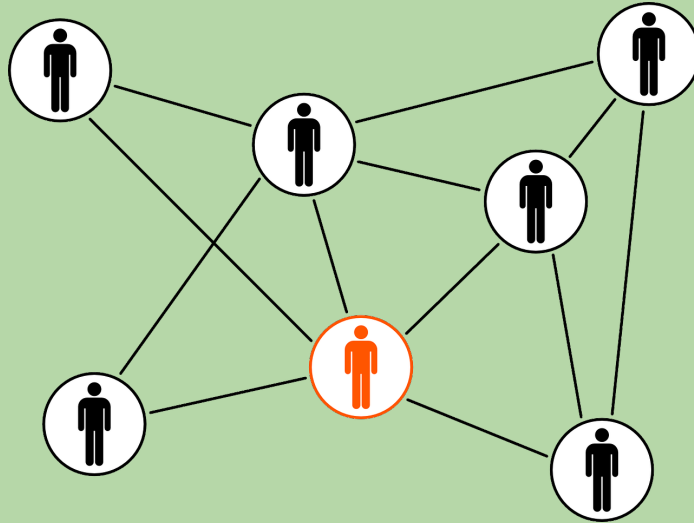


2020 -2021 Focus

- ☐ Parent-to-Parent Assistance (training)
- ☐ Community Advisory Committee
- ☐ Parent Advisory Committee leaders
- ☐ Family Engagement Team



Recruiting Parents



Helping to Recruit Parents



- ☐ Already planned parent meetings
- ☐ Schedule new parent meetings
 - ☐ School site level
 - ☐ PTA
- ☐ Family engagement liaison



Managing Conflict



2020 -2021 Focus

- ❑ EV-SELPA ADR Cadre and IEP Team Facilitation
- ❑ Professional Mediators



Interfacing with current EV SELPA ADR CADRE





Data Collection and Reporting

Program and Fiscal

Collecting Program Data



Why?

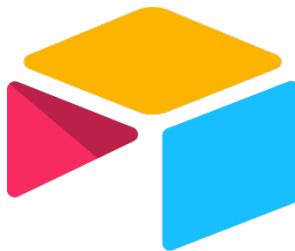
- ❑ CDE and the governor require a data report by April 1, 2021 that includes the following:
 - ❑ Number of cases mediated through alternative dispute resolution services.
 - ❑ Number of cases totally resolved by agreement.
 - ❑ Number of cases refusing alternative dispute resolution services and requesting due process.
 - ❑ A list of issues that generated the requests for dispute resolution services.
 - ❑ Any recommendations for amending IEP documents as a result of COVID-19

Collecting Program Data



How? (The Big Picture)

- ❑ A data collection form will be disseminated to East Valley SELPA districts.
- ❑ Submissions will be collected via Airtable.
- ❑ Airtable will organize and summarize data accordingly.



Collecting Program Data



How? (The Details)

- ☐ District level survey
 - ☐ February 12-26
- ☐ SELPA aggregates survey data and provides for district
 - ☐ March 1-5
- ☐ District enters data provided by SELPA and additional required data in EV SELPA ADR COVID-19 CDE Reporting Form
 - ☐ March 8-19
- ☐ SELPA provides data to CDE
 - ☐ By March 31st

District Level Survey



- ❑ Please use our google survey to gather information from your principals.
- ❑ This will assist you in answering our EV SELPA ADR COVID-19 CDE Reporting Form with more confidence and accuracy.

EV SELPA ADR COVID-19 CDE Reporting Form



Developed to answer the following:

- ☐ Number of cases mediated through alternative dispute resolution services.
- ☐ Number of cases totally resolved by agreement.
- ☐ Number of cases refusing alternative dispute resolution services and requesting due process.
- ☐ A list of issues that generated the requests for dispute resolution services.
- ☐ Any recommendations for amending IEP documents as a result of COVID-19

Form Questions



ADR COVID-19: CDE Required Information

Please answer the following questions for the East Valley SELPA to provide the information required by CDE as part of the ADR COVID-19 grant.

District *

Name *

Title *

Email Address *

Please respond to the following questions based on your experiences between July 1, 2020 and February 28, 2021.

How many parents of students receiving special education services have voiced concerns regarding COVID-19/distance learning?

An estimate is fine

What were the specific concerns raised by parents?

Please list and number each issue

Form Questions



How were these concerns addressed?

Choose as many that apply

- ☐ Conversation between special education teacher/staff and parent
- ☐ Conversation between site principal and parent
- ☐ Conversation between district special education administration and p...
- ☐ IEP meeting
- ☐ Used a IEP Facilitator
- ☐ Used a mediator

Did any of the concerns voiced by parents result in disputes that could not be resolved by the measures outlined in the question above?

Yes

If so, how many?

If not resolved, have parents filed for due process?

If not resolved, have parents filed for due process?

Yes

If so, how many parents have filed for due process related specifically to COVID-19/distance learning?

What recommendations would you make if you were redesigning the IEP document and had to address the concerns raised by parents of students with disabilities during the COVID-19 pandemic?

Submit

Final Thoughts



☐ We are grateful for your commitment to ADR.

☐ Thank you for your time!



4.5 CALPADS

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3667686	Colton Joint Unified																
		CALPADS FALL 1 Oct 2 2019	2667	128	33	3	448	9	42	33	217	0	1409	0	20	323	2
		CALPADS FALL 1 Oct 7 2020	2615	115	32	3	498	8	34	23	222	0	1328	0	17	332	3

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3667843	Redlands Unified																
		CALPADS FALL 1 Oct 2 2019	2726	145	27	8	567	9	63	39	323	0	1143	1	38	354	9
		CALPADS FALL 1 Oct 7 2020	2802	133	29	8	595	13	77	38	363	3	1132	1	40	364	6

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3667850	Rialto Unified																
		CALPADS FALL 1 Oct 2 2019	2827	151	29	5	549	9	36	32	201	0	1480	0	20	309	6
		CALPADS FALL 1 Oct 7 2020	2857	159	30	3	594	7	33	34	234	0	1415	0	24	321	3

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3667868	Rim of the World Unified																
		CALPADS FALL 1 Oct 2 2019	395	16	1	0	91	2	9	4	48	0	173	0	3	48	0
		CALPADS FALL 1 Oct 7 2020	406	16	1	0	102	1	9	5	53	0	168	0	3	48	0

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3610363	SB County-EV Operations																
		CALPADS FALL 1 Oct 2 2019	322	52	24	3	30	5	24	15	39	0	28	1	57	44	0
		CALPADS FALL 1 Oct 7 2020	350	50	26	3	19	7	26	13	39	0	59	0	61	47	0

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3667959	Yucaipa-Calimesa Joint Unified																
		CALPADS FALL 1 Oct 2 2019	1277	65	11	0	244	4	48	27	166	0	553	0	12	144	3
		CALPADS FALL 1 Oct 7 2020	1343	68	11	0	251	3	44	29	194	5	563	0	9	163	3

EAST VALLEY SELPA POSTSECONDARY SURVEY – DATA COLLECTION FORM FORM & DATA ENTRY PROCEDURES

Local Educational Agencies (LEAs) are required to report Post-Secondary Follow-Up data for each student who left high school during the prior school year. This includes any student exiting high school during the prior year or students 14 years of age and older except for those who returned to general education, transferred to another program or are deceased.

The information collected through this process is used by CDE for the calculation of State Performance Plan Indicator (SPPI) 14 as part of each LEAs Annual Performance Report (APR). This indicator includes three categories of activity for postsecondary students:

- a) Higher Education
- b) Competitive Employment
- c) Any Education/Employment
- Other - Some students in this group are included in the total, but not counted in a category.

CDE compliance expectations include increasing the percentage of students in the higher categories.

The EV-57, PostSecondary Survey Data Collection Form is used to record the information received from any appropriate source utilized to obtain the information about a student's postsecondary activity.

PostSecondary Survey Data Collection Form Instructions:

- Complete student's demographic information
- Record contact attempts including method (phone, text, mail, email, etc.) and staff
- When information is obtained, record the name of the person who provided the information and relationship of that person to the student (self, mother, brother, aunt, etc.)
- Status - Check the box(es) to indicate the reported applicable postsecondary activity(ies) in which the student is engaged or participating. Only the one "highest" status will be reported. The categories from "highest" to "lowest" are in the following order:
 - Higher Education
 - Competitive Employment
 - Any Education/Employment
 - Other
- When multiple responses are received (student is engaged in more than one activity), all applicable items may be marked, but only the "highest" is reported in WebDA.
 - Examples:
 - Student works full-time at a grocery store (competitively employed) and also taking one college course at a community college (higher education):
 - Both may be marked, but report "Enrolled in a community college"
 - Student is competitively employed for a few hours a week (non-military) and also enlisted in the military reserves:
 - Both may be marked, but report "Competitively employed"
 - There is no hierarchy within a category (example: within the category of Any Education/Employment, ROP is not higher than Military).

EAST VALLEY SELPA POSTSECONDARY SURVEY – DATA COLLECTION FORM FORM & DATA ENTRY PROCEDURES

WebDA Data Entry Instructions:

- Postsecondary activity information may be collected from students any time the following school year
- Postsecondary data may be entered in WebDA after 9/1 of the following school year
- Access WebDA to enter the Postsecondary data (not WebIEP)
- Search for the student by name, Student ID or SSID
- Select the student (click on Student ID link) to Open the student's WebDA record
- Select the Post-Secondary Follow-Up button to access data input screen

Exited Student

Last Name: [REDACTED]
 First Name: [REDACTED]
 Birthdate: [REDACTED]
 Student ID: [REDACTED]
 Exit Date: 06/04/2019

Choose one of the following:

Re-Enroll the Exited Student

Enter the Post Secondary Follow-up Information

View the Student Record

Edit Exited DRDP Student

Edit Exited Discipline Student

- Enter the date of follow-up (as reported on the form)
- PostSecondary Program field – access drop down menu to select status
 - Choose the status and confirm with Select button
 - Select Update on upper right corner of PostSecondary Follow-Up screen

POSTPROGRAM

CODE	Name
200	FOUR-YEAR COLLEGE/UNIVERSITY
210	COMMUNITY COLLEGE
220	VOC./TECH SCHOOL - 2 YEAR DEGREE
300	GED PROGRAM
310	VOC./TECH SCH - CERTIFIED PROGRAM
320	ROP CLASSES
330	WORK FORCE INNOVATION ACT (WIOA)
340	NON-WORKABILITY EMPLOYMENT PROGRAM
350	ADULT TRAINING PROGRAM
400	MILITARY TRAINING

Post Secondary Follow-Up

Note: PostSecondary Employment Field is no longer in use

**EAST VALLEY SELPA
POSTSECONDARY SURVEY – DATA COLLECTION FORM
FORM & DATA ENTRY PROCEDURES**

**ADDITIONAL INSTRUCTIONS FOR CONVERTING CASEMIS LETTER
TO CALPADS DATA COLLECTION IN WebDA**

WebDA Data Entry Instructions

Special Instructions for entering PostSecondary Survey Data into WebDA from the “old” letter

- The transition from CASEMIS to CALPADS resulted in changes to some of the codes used for the PostSecondary Survey Data Collection within WebDA.
- Survey Letter data –
 - CAEMIS had two questions
 - Program Participation
 - Employment
 - CALPADS –
 - Status is collected through a single response - Program Participation
- If the “old” letter was used to collect the information from a student, use the conversion chart to enter data in WebDA from the “old” (CASEMIS) letter.

CASEMIS to CALPADS CONVERSION CHART		
“old” CASEMIS Code	Description	“new” CALPADS Code
100	None	940
800 or 80	Not Able to Contact	950
850 or 85	Refused to Answer	960
10	Competitively Employed	910
20	Not Competitively Employed	920
30	Other Employment	930
Any code not listed remains the same		

POST SECONDARY FOLLOW-UP LETTER

Student Name: _____ Date: _____
 Address: _____ City/St/Zip: _____
 Email: _____ Phone: _____

Dear Student:

The California Department of Education (CDE) requires each school district's special education program to provide some feedback on the students who left high school during the prior school year. To assist with this request, please complete the survey below and return this letter by May 1st by mail or email to the address below. You may also call to report the information or to ask questions you may have about this survey. Thank you!

District address: _____ Email: _____
 Contact: _____ Phone: _____

Check the box(es) to indicate your postsecondary activity(ies):

Postsecondary Status			
	Description	Definition	Code
Higher Education			
<input type="checkbox"/>	Enrolled in a four-year college	Institution that confers undergrad & grad degrees	200
<input type="checkbox"/>	Enrolled in a community college	2-year college that offers an associate degree	210
<input type="checkbox"/>	Voc/Tech School (2-yr degree program)	Trade, tech, voc school offering 2-year degree program	220
Competitive Employment			
<input type="checkbox"/>	Competitively employed	Full- or part-time work paid at or above minimum wage	910
Any Education/Employment			
<input type="checkbox"/>	HS Equivalency Test Prep Program	Program to prep students to take HSET	300
<input type="checkbox"/>	Voc/Tech School – certificate program	Trade, tech or voc school – offering certificate program	310
<input type="checkbox"/>	ROP	ROP programs offering career prep training	320
<input type="checkbox"/>	Work Force Innovation & Opportunity Act (WIOA) Supported Program	WIOA provides workforce development activities	330
<input type="checkbox"/>	Non-Workability Employment Program	Employment program - not part of the federal WA Program	340
<input type="checkbox"/>	Adult Training Program	Training program designed for adults with disabilities	350
<input type="checkbox"/>	State Apprenticeship Program	Apprenticeship program recognized by the CA Division of Apprenticeships Standards	360
<input type="checkbox"/>	Other Job Training Program	A job training program not specifically listed in code set	370
<input type="checkbox"/>	Military enlistment	Includes active military and military training	400
<input type="checkbox"/>	Peace Corps	Serving in the Peace Corps	500
<input type="checkbox"/>	AmeriCorps	Serving in the AmeriCorps	510
Other			
<input type="checkbox"/>	Incarcerated	Jail or prison	900
<input type="checkbox"/>	Not Competitively employed	Not competitively employed	920
<input type="checkbox"/>	Other Employment	Employed in another type of employment not listed	930
<input type="checkbox"/>	Other	Not employed, in further educ or training, or military	940
<input type="checkbox"/>	Not able to contact	LEA unable to contact student	950
<input type="checkbox"/>	Refuse to answer	Student contacted, but refused to participate	960
Comments:			

East Valley Special Education Local Plan Area

POSTSECONDARY SURVEY

DATA COLLECTION FORM

Student Information

Student's Name		Birthdate	
Phone #		District	
Address		Last School	
City		State/Zip	


Instructions

Obtain Postsecondary status information from student or other reliable source (parent, sibling, etc.). Indicate contact attempts, methods and source of information. Mark the applicable Status box(es) – the highest status will be reported.

Contact Attempts & Methods

Attempt #1	Date:		Method:		By:	
Attempt #2	Date:		Method:		By:	
Attempt #3	Date:		Method:		By:	
Information Obtained from:					Relationship:	
Notes:						

Postsecondary Status

	Description	Definition	Code
Higher Education			
<input type="checkbox"/>	Enrolled in a four-year college	Institution authorized to confer undergrad/grad degrees	200
<input type="checkbox"/>	Enrolled in a community college	2-year government-supported college that offers an AA	210
<input type="checkbox"/>	Voc or Tech School (2-yr degree program)	Trade, tech, voc school offering 2-year degree program	220
Competitive Employment			
<input type="checkbox"/>	Competitively employed	Full- or part-time work paid at or above minimum wage	910
Any Education/Employment			
<input type="checkbox"/>	HS Equivalency Test Prep Program	Prep program for HSET (GED, HiSET or TASC)	300
<input type="checkbox"/>	Voc or Tech School – certificate program	Trade, tech or voc school – offering certificate program	310
<input type="checkbox"/>	ROP	ROP programs offering career prep training	320
<input type="checkbox"/>	Work Force Innovation & Opportunity Act (WIOA) Supported Program	WIOA provides workforce development activities	330
<input type="checkbox"/>	Non-Workability Employment Program	Employment program that is not a part of the federal WorkAbility Program	340
<input type="checkbox"/>	Adult Training Program	Training program designed for adults with disabilities	350
<input type="checkbox"/>	State Apprenticeship Program	Apprenticeship program recognized by the CA Division of Apprenticeship Standards	360
<input type="checkbox"/>	Other Job Training Program	A job training program not specifically listed in code set	370
<input type="checkbox"/>	Military Enlistment	Includes active military and military training	400
<input type="checkbox"/>	Peace Corps	Serving in the Peace Corps	500
<input type="checkbox"/>	AmeriCorps	Serving in the AmeriCorps	510
Other			
<input type="checkbox"/>	Incarcerated	Jail or prison	900
<input type="checkbox"/>	Not Competitively Employed	Not competitively employed (sheltered/< min. wage)	920
<input type="checkbox"/>	Other employment	Employed in another type of employment not listed (such as self-employed, but not meeting criteria for code 910)	930
<input type="checkbox"/>	Other	Not employed, in further educ or training, or military	940
<input type="checkbox"/>	Not able to contact	LEA unable to contact student	950
<input type="checkbox"/>	Refused to answer	Student contacted, but refused to participate	960

Work-Based Learning Data Collection WBLR

Work-Based Learning Data Population - Preparation Tips

Work-Based Learning is an expansive definition that includes a variety of activities within general education and special education, on campuses and in the community. While LEAs and SELPAs may routinely track student activities within special education programs such as WorkAbility or TPP, many special education students participate in other work-based learning experiences that are not tracked by special education staff, such as ROC/P programs, WIOA, internships, or CTE pathways courses. Reporting for these activities depends on the work of multiple staff in other divisions or agencies in addition to special education staff.

Communication and collaboration will be important to ensure the accuracy of work-based learning reporting. Work-based learning (WBLR) must be reported as part of EOY 1, beginning May 10 and ending July 30, 2021. Attention to this area can improve LEA performance on the College and Career Indicator on the California Dashboard, as well as Post School Outcomes on SPPI Indicator 14.

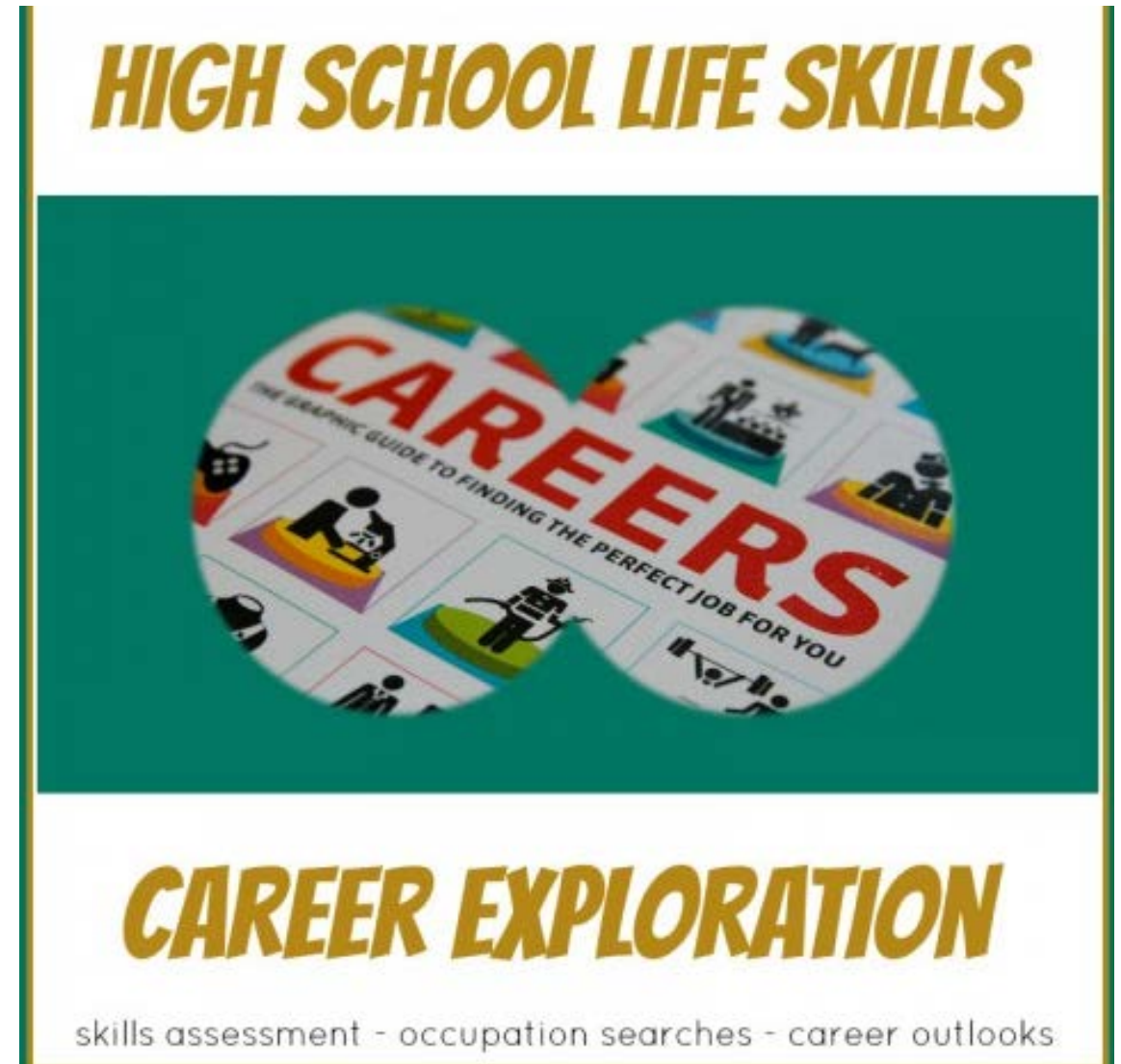
Post School Outcome data collection (for the PSTS file) continues to be collected for students with IEPs when they left school who, within one year of leaving school: 14(a) enrolled in higher education; 14(b) enrolled in higher education or were competitively employed; and 14(c) enrolled in any post-secondary education or were employed. To be best prepared to collect, monitor, and report this data correctly, it is encouraged that LEAs and SELPAs take some of the following actions:

- Map out the variety of work-based learning experiences available and who are leads on collection for each type.
- Create some standardization in methods of collecting data on cumulative hours spent by students in work exploration, and surveys for Post School data collection.
- Determine what, for transition purposes, will be considered to count as preparation for employment and independent living.
- Become familiar with CALPADS reports in this area; ensure key staff receive training on data entry into SIS, reporting deadlines, and how to resolve CALPADS errors.
- Frequently monitor your CALPADS snapshot report data prior to certification.

There have been significant additions to the types of work-based learning experiences LEAs can report this year, including the beneficial addition of transition classroom-based work exploration and work-based experience for students with disabilities who did not earn a high school diploma. For more complete information, please see the presentation slides for the Work-Based Learning (WBLR) Data Population Presentation hosted by CALPADS and CSIS, located [HERE](#).

WBLR Type: Transition Work-Based Experience (60) & Transition Classroom-Based Work Exploration (65)

- Transition WBLR experience is a program requiring 100 hours of for students with disabilities on an individualized education program (IEP) that develops knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements.
- Transition WBLR exploration requires four semesters of college and career exploration/preparation courses designed to prepare a student with an IEP for employment and independent living.



CALPADS Update **Flash #184**

WBLR



Date: July 27, 2020

To: Local Educational Agency Representatives

From: California Department of Education – CALPADS Team

2020–21 Work-Based Learning Data

Beginning in 2020–21, local educational agencies (LEAs), serving students in grades 9–12, will be required to submit work-based learning data that will provide additional opportunities for students to demonstrate their preparedness for college/career through the College/Career Indicator (CCI) on the California School Dashboard. This data will be collected on a new **Work-Based Learning (WBLR)** file that will be submitted and certified as part of the **CALPADS End-of-Year (EOY) 1** submission. Through the WBLR file, LEAs will report student completion of specific work-based learning programs which are currently submitted on the **Student Enrollment (SENR)** and **Special Education (SPED) files**, and as announced in previous communications, new data related to student internships, student-led enterprises, and virtual/simulated work-based learning.

Work-Based Learning Types

There are twelve work-based learning programs/activities that LEAs should track and report to CALPADS on the WBLR file. The twelve activities are submitted as Work-Based Learning Type codes and are described in Table 1 below (refer to the CALPADS Code Sets version 12.0 for the complete definition of each code). Note that the "Federal or State Job Program" indicator currently collected on the SENR has been split into five specific work-based learning type codes. LEAs should report the Work-Based Learning program/activity in the year that the program or activity was completed. If a student participates in an internship that spans more than one academic year, LEAs should report what the student completed (for example, number of hours) in each academic year.

Table 1

Work-Based Learning Type Codes

Code	Name	Previous File	Comment
10	Internship	None	<ul style="list-style-type: none"> • Internships may, but are not required to be associated with a course. • Internships completed in the summer should be reported in the following academic year. • LEAs may report more than one internship for a student in an academic year; each must have a different local internship identifier. • Report the number of hours completed each year for internships that span more than one year.
15	Student-Led Enterprise	None	Student-Led Enterprises must be associated with a course that includes specified content (see definition of Code 15 - <i>Student-Led Enterprise</i>).
20	Virtual/Simulated Work-Based Learning	None	Virtual/Simulated Work-Based Learning must be associated with a course that includes specified content (see definition of Code 20 - <i>Virtual/Simulated Work-Based Learning</i>).
25	Registered Pre-Apprenticeship Program	SENR	A "registered" pre-apprenticeship program has been registered at the state or national level.
30	Non-registered Pre-Apprenticeship Program	SENR	A "non-registered" pre-apprenticeship program has not been registered at the state or national level.
35	Job Corps	SENR	This was previously collected as a "State or Federal Job Program" on the SENR.
40	Workforce Innovation and Opportunity Act (WIOA)	SENR	This was previously collected as a "State or Federal Job Program" on the SENR.
45	YouthBuild	SENR	This was previously collected as a "State or Federal Job Program" on the SENR.
50	California Conservation Corps	SENR	This was previously collected as a "State or Federal Job Program" on the SENR.
55	Regional Occupational Center/Program	SENR	This was previously collected as a "State or Federal Job Program" on the SENR.

Code	Name	Previous File	Comment
60	Transition Work-Based Experience WAI	SPED	<ul style="list-style-type: none"> • This work-based learning type is only for Students with Disabilities (SWD) who have an Individualized Education Program (IEP). • Note that the name and definition for this code was broadened from the initial name and definition.
65	Transition Classroom-Based Work Exploration TPP	SPED	<ul style="list-style-type: none"> • This work-based learning type is only for SWD who have an IEP. • Note that the name and definition for this code was broaden from the initial name and definition. • This is defined as, “<i>the student successfully completed the equivalent of four semesters of college and career exploration/preparation courses designed to prepare a student with an IEP for employment and independent living since 9th grade.</i>” To meet this requirement, LEAs may determine what is the “<i>equivalent of four semesters</i>”, i.e. whether it includes specific courses, or portions of multiple courses.

Work-Based Learning File

Table 2 includes all the fields on the WBLR file, representing the data that LEAs will be required to maintain and submit to CALPADS for the 12 work-based learning programs/activities. LEAs should refer to the CALPADS File Specifications (CFS) Version 12.0 for all the fields included on the WBLR file (the standard fields included on all CALPADS files are not displayed in the table).

Table 2
Work-Based Learning File Fields

Field #	Field Name	Comment	Required for Work-Based Learning Type....
21.09	Work-Based Learning Type Code	<p>There are 12 work-based learning type codes. Of the 12, two are currently collected on the SPED, and three are currently collected as indicators on the SENR. Of the three currently collected on the SENR, the State and Federal Program indicator has been broken into five separate work-based learning codes.</p> <p>The following three codes are new:</p> <p>10 - <i>Internship</i></p> <p>15 - <i>Student-Led Enterprise</i></p> <p>20 - <i>Virtual/Simulated Work-Based Learning</i></p>	<p>n/a</p> <p>Code 60 (WAI) or 65 (TPP)</p>
21.10	Internship ID	Required only for <i>Internship</i> (10) and allows for more than one internship to be submitted in an academic year.	10 - <i>Internship</i>
21.11	Work-Based Learning Hours - External	A count of hours that the student spent outside the school in the work-based learning activity.	10 - <i>Internship</i> 15 - <i>Student-led Enterprise</i> 20 - <i>Virtual/Simulated</i>
21.12	State Course Code - Embedded Work-Based Learning	<i>Student-led Enterprise</i> (15), and <i>Virtual/Simulated Work-Based Learning</i> (20) must be associated with a course (any course) that includes the required content. See definition of each code for required course content.	15 - <i>Student-led Enterprise</i> 20 - <i>Virtual/Simulated</i>

Field #	Field Name	Comment	Required for Work-Based Learning Type....
21.13	Internship - Employer Performance Evaluation Code	See Code Set: Internship Employer Performance Evaluation.	10 - <i>Internship</i>
21.14	Internship - LEA Sponsored Indicator	Y/N Indicator: The internship was sponsored by the county, district, or school.	10 - <i>Internship</i>
21.15	Internship - Certificated Supervisor Indicator	Y/N Indicator: The internship was supervised by a certificated staff.	10 - <i>Internship</i>

Preparing for Submitting the WBLR File in 2020–21 EOY 1

The CDE has vetted the WBLR file with student information system (SIS) vendors, who will be preparing their systems to collect and maintain this data. In the meantime, LEAs should review the data requirements and implement business processes to collect and maintain the data that will be submitted from the SIS to CALPADS on the WBLR beginning in May 2021. Specifically, LEAs should consider:

- Reviewing current business processes for creating, administering, supervising, and evaluating internships, and adjust as necessary to capture the required data (data related to number of hours, employer performance evaluation, sponsorship, and supervision).
- Standardizing the performance evaluation conducted by employers to capture the performance levels included in the Internship Employer Performance Evaluation code set.
- Establishing processes to collect the number of hours that students spend outside the school at the internship, working on a student-led enterprise, or engaging in virtual/simulated work-based learning.
- Identifying (or creating) courses that include the content required for Student-led Enterprises and Virtual/Simulated Work-Based Learning.

Transition Work-Based Learning Codes for Students with Disabilities

LEAs **must establish criteria** for determining when students with disabilities (SWD) have met the definition for **completing Transition Work-Based Experience** and **Transition Classroom-Based Work Exploration**. Once the criteria are established, LEAs should establish business processes for:

- **Annually reviewing** work-based experience **activities and coursework** to **determine whether students have met the established criteria** for completing Transition Work-Based Experience Transition or Classroom-Based Work Exploration.
- **Ensuring the SWD work-based learning codes are populated in the student information system.**

4.6 NPS On-Site Observations



Patty Metheny, Ed.D., Administrator
670 E. Carnegie Drive
San Bernardino, CA 92408
Phone (909) 252-4507 Fax (909) 252-4533

NPS PRE-PLACEMENT ON-SITE VISIT

Nonpublic School: _____ **Date of Visit:** _____

Address: _____ **City:** _____ **State:** _____

Phone: _____ **Email:** _____

NPS Administrator: _____
Name Title

District Representative: _____
Name (print/type) Title

District: _____

SELPA Representative: _____
Name (print/type) Title

East Valley SELPA provides the verification as the agency contracting with Non-Public Schools on behalf of its member districts.

Facility Monitoring

Does the general, overall facility (inside and outside) appear to be clean?

Does the general, overall facility (inside and outside) appear to be free of safety hazards?

Do classrooms and common areas appear to be safe and conducive to a positive classroom learning environment?

Any areas of concern noted during facilities walkthrough (describe):

Document Submission

Findings of the monitoring visit must be submitted to the California Department of Education,
Nonpublic Schools Unit, within 60 days of the visit.

☐ Emailed to CDE: npsa@cde.ca.gov Date emailed: _____



Patty Metheny, Ed.D., Administrator
670 E. Carnegie Drive
San Bernardino, CA 92408
Phone (909) 252-4507 Fax (909) 252-4533

NPS ANNUAL MONITORING VISIT

Nonpublic School: _____ **Date of Visit:** _____

Address: _____ **City:** _____

State: _____ **Zip:** _____ **Phone:** _____

NPS Administrator: _____
Name (print/type) Title

Email: _____

LEA Representative: _____
Name (print/type) Title

LEA: _____

*East Valley SELPA will provide the verification as the agency contracting
with Residential Nonpublic School Facilities on behalf of its member districts.*

Student: _____ **DOB:** _____ **Gr.** _____

Disability (Primary): _____ **Disability (Secondary):** _____

Current Annual IEP Date: _____ **Current Triennial Date:** _____

Observation of Student in Instructional Setting

EV SELPA NPS ANNUAL MONITORING VISIT

Services					
<input type="checkbox"/> Individual Service Agreement (ISA) is consistent with IEP					
Service	Provider	Location	Delivery Model	Min.	Freq.

Progress Toward Goals					
Goal #	Reporting Period			Progress	
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time
_____	Trimester	Semester	Quarter	<input type="checkbox"/> Substantial	<input type="checkbox"/> Partial
<input type="checkbox"/> BIP Goal	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	<input type="checkbox"/> Insufficient	<input type="checkbox"/> Limited time

EV SELPA NPS ANNUAL MONITORING VISIT

IEP Implementation

Is the IEP being implemented as developed?

If not, what is the plan to address any missed services?

Facility Monitoring

Does the general, overall facility (inside and outside) appear to be clean?

Does the general, overall facility (inside and outside) appear to be free of safety hazards?

Do classrooms and common areas appear to be safe and conducive to a positive classroom learning environment?

Any areas of concern noted during facilities walkthrough (describe):

Document Submission

Findings of the monitoring visit must be submitted to the California Department of Education, Nonpublic Schools Unit, within 60 days of the visit. The LEA will email the EV-91 to the EV SELPA and the EV SELPA will email to CDE:

☐ LEA email to EV SELPA - evselpa@sbcss.net

Date emailed: _____

☐ EV SELPA email to CDE – npsa@cde.ca.gov

Date emailed: _____

4.7 CDE Compliance Monitoring

Annual Determination Notification Explanation

Mini- Mega Letter

From: **SEDMonitoring** <SEDMonitoring@cde.ca.gov>

Date: Tue, Jan 12, 2021 at 9:35 AM

Subject: 2019-20 Annual Determination Notification



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

January 12, 2021

School Admin Joe Awesome
Bestest Ever School
12345 School Drive
Anytown, CA 96073



**You can look up who received this email through
the CA School Directory at
<https://www.cde.ca.gov/SchoolDirectory/>**

Subject: Notification of 2019–20 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2020–21 Special Education Monitoring Activities including Identification of Significant Disproportionality

Dear Superintendent Awesome:

The California Department of Education's (CDE) Special Education Division (SED) is providing this notification in accordance with the Individuals with Disabilities Education Act (IDEA), Section 616(e) and Title 34, *Code of Federal Regulations (CFR)* sections 300.600–604, and 34 *CFR* sections 300.646–300.647. The following will be addressed in this notification:

- 2019–20 Annual Determination under IDEA Part B
- Selection for 2020–21 Monitoring Activities
- Changes in Monitoring related to COVID-19 and Contact Information
- Official Significant Disproportionality Determination for the 2021-22 Budget Year

2019–20 Annual Determination under IDEA Part B

In accordance with IDEA Section 616(e) and 34 *CFR* Sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA). The SED reviews LEA performance and compliance data related to implementation of IDEA requirements, as well as information related to valid, reliable and timely data, uncorrected noncompliance and any previous findings. As a result, every LEA receives one of four possible annual determinations, as follows: Meets Requirements; Needs Assistance; Needs Intervention; Needs Substantial Intervention.

The determination for Bestest Ever School is Needs Intervention in meeting the requirements of the IDEA, Part B, for the 2019–20 school year.



**This indicates the determination for last year.
No action is needed in response to this
information.**

Selection for 2020–21 Monitoring Activities

In the 2019–20 Monitoring Year, the SED made updates to its monitoring system, which continue into the 2020–21 Monitoring Year, including changes on how LEAs are selected for monitoring activities in either Intensive or Targeted monitoring. Intensive and Targeted monitoring include different types of activities based on the need of the LEA identified through the selection process.

During the 2019–20 school year, California did not conduct statewide assessments and experienced school- site closures related to the COVID-19 pandemic and subsequent Governor's orders. Given the disruption in education processes, much of the data typically used to select LEAs for monitoring activities is either is either unavailable or truncated.

Due to these extenuating circumstances, the SED will not be making new selections for monitoring activities for the 2020–21 Monitoring Year. The Bestest Ever School will continue to participate in the same monitoring activity in 2020–21 as it did in the 2019–20 Monitoring Year.



The above indicates that the monitoring calculations were not performed and the LEA is in the same monitoring level as last year.

There is one exception to the continuation of current monitoring activities into 2020–21: if an LEA is identified as Significantly Disproportionate for the first time in 2020–21 (monitoring year/school year), the LEA's monitoring level will change from Targeted to Intensive.



The only exception is if the LEA is in Significant Disproportionality for the first time in 20-21, then they will be in Intensive.

The monitoring activity for Bestest Ever School for the 2020–21 Monitoring Year is listed in the table below:

	Monitoring Activity	Selected (Yes/No)
A B	Intensive	No
	Targeted	Yes
	Preschool	Not Evaluated



The above matrix shows the monitoring level that the LEA will participate in for this school year. If the LEA is selected, it is indicated by a "Yes" in the box. Further information regarding actions and activities is available in the following pages- indicated by the letters A and B.

Changes to Monitoring in Response to COVID-19 and Contact Information

The SED has made changes to its monitoring activities in response to LEA school-site closures and will continue to adapt its procedures as necessary to keep both staff at LEAs and the CDE safe during this time. The SED will be conducting monitoring virtually and may ask your LEA to provide documentation electronically and/or participate in telephonic or video conference calls.

A Intensive Monitoring

Intensive Monitoring is the highest level of monitoring. Intensive Reviews are a joint activity between the SED and LEA that involves a comprehensive evaluation of significant compliance and/or performance issues related to IDEA implementation.

There are three types of Intensive Reviews at the Intensive Monitoring level:

- Intensive Review (based on school age data)
- Preschool Review (based on preschool data)
- Significant Disproportionality Review



If the matrix on page 2 says "Yes" in Intensive, the LEA will read this section. Significant Disproportionality notification is on page 4. Below, the activities for intensive are underlined.

The SED will be working directly with the LEA to complete 2020–21 Intensive Monitoring activities. The activities may include teleconference or video conference calls, record reviews, regional trainings, and technical assistance. An LEA participating in Intensive Monitoring will submit or update an improvement plan in which the LEA will describe the efforts, strategies, and/or activities the LEA will implement to improve outcomes for students with disabilities. All Intensive Monitoring activities must be completed to ensure the LEA's continued eligibility for grant funding under the IDEA.

For general questions regarding Intensive Monitoring, please email IntensiveMonitoring@cde.ca.gov.



B Targeted Monitoring

If the matrix on page 2 says "Yes" in Targeted, the LEA will read this section. Below, the activities for targeted are underlined. The CDE has not shared information on the requirements for updating the SEPs. Further information will be shared as it becomes available.

Targeted Reviews are a joint activity in which the CDE supports the LEA to improve performance and compliance related to IDEA implementation in one or more areas. An LEA participating in Targeted Monitoring will update their improvement plan with implemented activities, developed in collaboration with the SED, that will address the needs identified through the selection process.

Additionally, the CDE plans to implement a spring disproportionality review this year in 2021, whereas in previous years, the disproportionality reviews happened in the fall. In April, the CDE will notify LEAs who have disproportionality in either placement, discipline or identification. The review will be completed in June.

The CDE will send official notifications with additional details to selected LEAs in April.



Note the change in timeline for Disproportionality. Further information will be shared by CDE in April.

For general questions regarding the Targeted Review, please email TargetedMonitoring@cde.ca.gov.

Official Significant Disproportionality Determination for the 2021-2022 Budget Year

This letter serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2021-2022 budget year. Pursuant to federal requirements under the IDEA and Title 34, *CFR* sections 300.646–647, LEAs identified as Significantly Disproportionate did not meet one or more of the targets for the following elements:

- Discipline: Suspension and Expulsion
- Placement
- Indicator 9: Disproportionality Overall
- Indicator 10: Disproportionality by Disability



The below matrix shows the status of Significant Disproportionality for this school year. Remember that this is the only monitoring calculation completed by CDE this year, so the LEAs status may have changed from 19-20.

2021-2022 Budget Year	Identification
Significant Disproportionality	No

Once identified as significantly disproportionate, the LEA is required to take mandatory actions including, but not limited to reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS). Details outlining the steps involved in the four phase process of CCEIS development for LEAs identified as significantly disproportionate is located at:
<https://spptap.org/significant-disproportionality/>.



Some of the Significant Disproportionality activities are detailed in the underlined section.

The data supporting the Significant Disproportionality identification is accessible at the following link:

None.



If, and only if, the LEA was identified in Significant Disproportionality, the data would be here.

LEAs will be contacted by the SED’s technical assistance contractor, State Performance Plan Technical Assistance Project (SPP-TAP), with information about an upcoming informational webinar and mandatory trainings. In addition, the assigned SED regional Focused Monitoring and Technical Assistance (FMTA) consultant will be in contact with more information on Significant Disproportionality requirements.

For general questions about the Significant Disproportionality process, please email IntensiveMonitoring@cde.ca.gov or contact the FMTA manager listed below to be directed to the appropriate consultant. The FMTA regional assignment map can also be found at: <https://www.cde.ca.gov/sp/se/qa/fmtacnt.asp>.

**For questions
about the
Significant
Disproportionality
process.**



Intensive Monitoring Unit	Contact Information
FMTA I	Manager: Barbara Gaskin Direct Line: 916-327-0865 Unit Line: 916-324-8898 BGaskin@cde.ca.gov
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 JBrimhall@cde.ca.gov

For questions specific to Significant Disproportionality data, please contact the Data Evaluation and Analysis (DEA) Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.



**For questions about the Significant
Disproportionality data.**

The SED looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for students with disabilities. SED Monitoring staff will be in contact with each LEA to offer assistance and more information related to 2020–21 monitoring activities and the content of this notice.

Sincerely,

Heather Calomese, Director
Special Education Division

Rosalva Contreras

To: Rosalva Contreras
Subject: FW: Root Cause Analysis: Investigating Problems in our School Systems - A PROFESSIONAL DEVELOPMENT OPPORTUNITY

From: SELPA Listserv: System Improvement Leads <system@listserv.cc>
Sent: Wednesday, February 3, 2021 11:57 AM
To: Patty Metheny <Patty.Metheny@sbcss.net>
Subject: Root Cause Analysis: Investigating Problems in our School Systems - A PROFESSIONAL DEVELOPMENT OPPORTUNITY

CAUTION: This email originated from outside of the organization. Please do not click links or open attachments unless you recognize the sender and know the content is safe.



Root Cause Analysis: Investigating Problems in our School Systems

A professional learning opportunity for SELPA and LEA leaders involved in the development of the Special Education Plan (SEP) and other improvement efforts

The SELPA System Improvement Leads are excited to share an upcoming professional learning opportunity titled Root Cause Analysis: Investigating Problems in our School Systems. This opportunity is timely and relevant as local education agencies (LEAs) begin receiving feedback from the California Department of Education regarding their most recent

submission of the Special Education Plan (SEP). This training series will allow participants to discuss, explore, and create root cause analysis plans that will inform their improvement efforts.

Join us for this three-part series:

Session 1: 3.1.21 9am-12 pm

Session 2: 3.8.21 9am-12 pm

Session 3: 3.15.21 9am-12 pm

[Click here for additional information](#)

[Click here to register for the Root Cause Analysis Training Series](#)

Please forward this email to all educators interested in expanding their knowledge of root cause analysis and those involved in the development of the Special Education Plan (SEP) or other improvement efforts

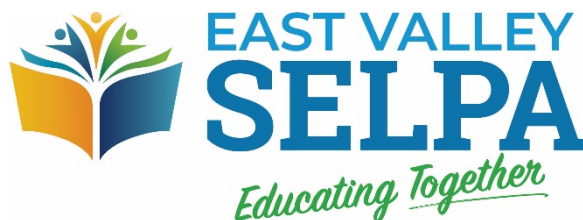


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4.8 EV SELPA Due Process Update

4.9 Updated EV SELPA Private School Procedures



East Valley Special Education Local Plan Area (SELPA)

Private School Procedures and Supporting Documents for Addressing the Needs of Students with Disabilities Enrolled By Their Parents in Private Schools

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Introduction

There are two major categories of private school students - “publicly placed” and “parentally placed”.

- In the first instance, the educational agency places a student in a private facility in order to meet its requirement of free appropriate public education (FAPE) and the local educational agency (LEA) obligation to serve the student is exactly the same as if the student attended the public school. In California, these private facilities are commonly referred to as nonpublic schools (NPS).
- In contrast, the special education rights of the parentally placed private school student are considerably more limited. A parentally placed private school student with a disability does not have an individual right to FAPE. There are no instances when a LEA will be required to provide a service to such a child. However, there are particular obligations that the LEA must fulfill as explained herein.

These SELPA procedures and supporting documents apply to all SELPA member LEAs but not necessarily to other LEAs outside of the East Valley SELPA boundaries. This document (1) explains the key definitions used herein, (2) defines child find through identification procedures, (3) delineates differences in provision of services, (4) describes obligations for meaningful consultation, and (5) explains proportionate share.

Key Definitions Used Herein

District of Special Education Accountability (DSEA): As used in this policy, the District of Special Education Accountability (DSEA) refers to the school district within which the child with a disability resides.

District of Service (DOS): As used in this policy, the District of Services (DOS) refers to the school district within which the private school is located.

Individualized Education Program (IEP): As used in this policy, the Individualized Education Program (IEP) refers to the DSEA offer of a free appropriate public education.

Individual Service Plan (ISP): As used in the policy, the Individual Service Plan (ISP) is a plan created by the DOS when a parent voluntarily places an eligible student with a disability in a private school.

Local Educational Agency (LEA): As used in this policy, LEA refers to a school district, county office, or charter school.

Private School Students with Disabilities: As used in this policy, “private school students with disabilities” mean students with disabilities enrolled by their parents in a private school or facility.

Private School or Facility: As used in this policy, “private school or facility” means: (1) private full- time day school pursuant to California Education Code section 48222 (including religious schools); (2) any other California Department of Education (CDE) identified educational institution, program, arrangement, or facility not sponsored, maintained, or managed by the LEA and for which the LEA does not collect average daily attendance funds; (3) CDE authorized private school affidavit. This does not include “for-profit” private schools.

Private School Consultation

“Consultation” involves discussions between the LEA, private school representatives, and parents of parentally placed private school students with disabilities on key issues that affect the ability of eligible private school children with disabilities to participate equitably in federally funded special education and related services. Effective consultation provides a genuine opportunity for all parties to express their views and to have those views considered by the LEA. Successful consultation establishes positive and productive working relationships that make planning easier. This section provides information about private school consultation legal requirements, development of Private School Protocol, and meaningful consultation affirmation.

Legal Requirements

To ensure timely and meaningful consultation, a local educational agency shall annually consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children. Such consultation shall include: the child find process and how parentally placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;

- (I) the determination of the proportionate amount of Federal funds available to serve parentally placed private school children with disabilities under this subparagraph, including the determination of how the amount was calculated;
- (II) the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- (III) how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms, how such services will be apportioned if funds are insufficient to serve all children, and how and when these decisions will be made; and

Development of Private School Protocol

Opportunities for meaningful consultation between the private school personnel, parents of students with disabilities enrolled in the school, and special education leaders from the LEA wherein the school is housed leads to a private school protocol (See Appendix E for sample calendar of consultation meetings). The provision of equitable services shall be provided by employees of a public agency; or through contract by the public agency with an individual, association, agency, organization, or other entity.

Special education and related services provided to parentally placed private school children with disabilities, including materials and equipment, shall be secular, neutral, and non-ideological EC §56172(f).

When the LEA meets with the private school personnel and parents of private school students, discussions will occur as to developing procedures and practices for the provision of equitable services to students with disabilities enrolled in private schools. This process includes review of the current needs of the students in order for the team to facilitate a decision of which specific special education service(s), materials, and/or equipment(s) will be provided on behalf of the students.

When timely and meaningful consultation has occurred, the LEA shall obtain a written affirmation signed by the representatives of participating private schools. A copy of the affirmation letter and the private school protocol shall be sent to the LEAs within the SELPA.

Proportionate Share of Funds

Calculation

One time each year, a pupil count of the number of eligible parentally placed private school students with an ISP will take place. SELPA calculates the proportionate share of federal dollars generated from the private school pupil count to be allocated to provide special education and related services to private school students.

The proportion is equal to the proportion of eligible private school students receiving special education compared with the proportion of total public-school students receiving special education, divided into federal funding. The proportional service is provided by the District in which the private school is located.

To calculate the proportionate share that an LEA must spend, the SELPA uses the Federal Part B, IDEA grant awards and the annual pupil count using grades PK - 12 (6 – 21 years of age (non-preschool)).

How the proportionate share (amount of available federal funds) is calculated:

- A. Identify the total number of eligible school children (ages 3 – 21) with disabilities in the district.
- B. Identify the total number of eligible parentally placed private school children with disabilities in the district (non-pre-school).
- C. Obtain the sum of students in steps A and B for total number of the district's eligible children in public and private schools.
- D. Identify the total Federal IDEA Part B funds given to the school district.
- E. Divide the total Federal IDEA Part B funds (D) by the Total Eligible Students (C).
- F. Multiply the quotient obtained in step E by the number of eligible parentally placed private school students (B) to obtain the district's Proportionate Share.

Total Federal Flow-Through Funds (D)	X	Eligible Parentally Placed Private School Students (B)	=	Total Proportionate Share for Parentally Placed Private School Students with Disabilities (F)
Total Elig. Students (Public & Private) (C)				

Child Find through Identification Procedures

The 2006 regulations in 34 CFR 300.131(a) provide that each LEA must locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA. This includes both the district of special education accountability and the district where the private school is located, as they each hold responsibility for child find. The child find process must be designed to ensure the equitable participation of parentally placed private school children with disabilities and an accurate count of such children. In carrying out this clause, the LEA is required to undertake activities similar to those activities undertaken for the agency's public-school children (i.e., problem solving team documentation of interventions considered and utilized, as appropriate). Such child find process shall be completed in a time period comparable to that for other students attending public schools in the LEA. Given these obligations, the cost of carrying out child find activities, including individual evaluations, may not be considered in determining whether a local educational agency has met its obligations under private school proportionate share allocations.

Problem-Solving Team Process

Prior to pursuing a formal special education assessment, private schools are encouraged to establish a pre-referral problem solving team intervention process, (i.e., Student Intervention Team (SIT), Response to Intervention (RtI), Student Study Team (SST)) to address support within the classroom. Training for this process, including the required forms, will be provided by the district within which the private school is located.

The private school needs to complete the problem-solving team process and document interventions considered and/or utilized in the private school setting. A systematic record of the meetings, recommendations, and follow-up services of the pre-referral intervention process should be maintained by the private school to monitor student progress.

If the child continues to struggle and the problem-solving team suspects a disability might exist, the private school needs to notify the district wherein they are located (the DOS) of the potential need for an evaluation. The private school will submit copies of the results of the interventions to the DOS.

Procedures for Processing Referrals for Special Education Evaluation

The EV 93 (Private School Child Find Notification) will be used by the DOS and/or DSEA at the initiation of the referral for assessment process. The district where the private school is located (DOS) will conduct the assessment of the private school student. The DOS will initiate a proposed *Assessment Plan* and explain the forms to the parent within 15 days of the referral. The DOS will obtain the signed assessment plan and EV-10 (Exchange of Information). The DOS will notify the DSEA of the assessment using the EV-93 along with an Exchange of Information (EV-10) signed by the parent(s) or guardian(s).

The DOS will complete the assessment, including writing a written report, within 60 days of receiving parental consent to conduct the evaluation. The DOS will provide the report to the DSEA seven (7) days prior to the IEP meeting. The DOS will complete the IEP in WebIEP in collaboration with the DSEA. This includes, among other things, the development of goals. The DSEA is responsible for the offer of FAPE in LRE.

If the DSEA receives a parent request for assessment and the student is parentally placed in a private school outside of the DSEA, the EV-93 will be used to inform the DOS. The DOS will follow the steps outlined above. See Flow Charts A and B on pages 8 and 9.

IEP Team Determination of Eligibility

The LEA that completed the evaluation, (DOS), shall invite the student's teacher and an administrator from the private school and a representative from the DSEA to attend the Individualized Education Program (IEP) team meeting to share the assessment results, determine eligibility for special education services and, if appropriate, develop an IEP. The DSEA will offer FAPE in LRE.

Provision of Equitable Services

There are two ways a student with an identified disability can receive special education services via an Individualized Education Program (IEP) or an Individualized Service Plan (ISP).

Services via the IEP Process

Should the student be found eligible for special education services, the student's district of special education accountability (DSEA) is responsible for offering FAPE in the IEP.

It is important that the parent understand that (1) the IEP will be implemented should the parent enroll their child in the public school setting and (2) that they have no individual right to such services should they maintain their child's enrollment in the private school setting.

No parentally placed private school student with a disability has an individual right to receive some or all of the special education and related services that he/she would receive if enrolled in a public school. No LEA is required to pay for the cost of educating a child with a disability at a private school if the LEA made FAPE available to the child and the parents voluntarily elected to place the child in a private school. At each evaluation and IEP meeting, the parents will be given a copy of the *Notice of Parental Rights and Procedural Safeguards*. Disputes regarding whether a LEA offered FAPE to the child (as well as the initial identification and evaluation of parentally placed private school children with disabilities) may be resolved pursuant to local and state policies and procedures.

Services via the ISP Process

If the private school where the student is enrolled is within the district of special education accountability boundaries, the DSEA shall develop an ISP and be considered the district of services (DOS). If the private school where the student is enrolled is outside the district of special education boundaries, the DSEA shall refer the case to the DOS where the private school is located for development of an ISP. In both cases, the LEA obligation to provide special education services does not go beyond what was agreed to via the private school consultation process as documented in the Private School Protocol.

The DOS will develop an ISP for the student. The EV-96 – Individual Service Plan (ISP) Notice of Meeting (NOM) is used to schedule the ISP meeting (even when the same team is already going to assemble for the IEP). The team develops the Individual Service Plan (EV-95) after the parent has declined the offer of FAPE through the IEP and the IEP is finalized in WebIEP. During this meeting, the ISP team will review the offer of FAPE from the DSEA and develop an ISP accordingly. The parent has a right to accept or decline the service(s) offered through the ISP. If the parent maintains enrollment in the private school, the DOS will invite the parents to attend an ISP meeting to review their child's ISP and progress on an annual basis. A copy of the signed ISP must be provided to the student's DSEA.

Note: For preschool students on an IEP who transition into a private school kindergarten, an ISP needs to be developed when the student turns six years of age. Also, if the services offered by LEA changes during the annual private school protocol review, the DOS needs to review the ISPs of students attending a private school to ensure they match the private school protocol.

Out of State Children with Disabilities

The district where the private school is located conducts child find for all parentally placed private school children, including those children attending who reside out of state. The district where the private school is located determines and pays for equitable participation services provided to out-of-state parentally placed private school children with disabilities.

Preschool Children with Disabilities

Preschool is never considered private school and does not follow any of the private school procedures or requirements. This includes children under the age of six who are parentally enrolled in a private preschool (e.g. KinderCare, La Petite, parochial school, etc.) instead of a public preschool (e.g. Head Start, State Preschool, etc.). The district of special education accountability is responsible for child find and offering and implementing FAPE on an IEP.

IEP/ISP Process and CALPADS Reporting

The LEA providing the services, the DOS, to a student enrolled in private school is responsible for reporting the student in California Longitudinal Pupil Achievement Data System (CALPADS).

CALPADS reporting steps/overview:

- The District of Service (DOS) obtains an SSID for the student and enrolls the private school student in the LEA's Student Information System (SIS) using the enrollment status 50 and CDS School code 0000002. All demographic data should be included as with typical enrollments.
 - The enrollment record (SENR) is submitted to CALPADS as part of the district's CALPADS reporting process.
- An Initial or Triennial IEP is conducted. When the parent declines the DSEA's offer of FAPE due to parental placement in private school, the IEP is finalized (as a Plan Type 10 declined by parent).
 - The finalized IEP record is stored in WebIEP, but not reported to CALPADS.
- Following the Initial/Triennial IEP, the DOS conducts the Individual Service Plan (ISP) meeting. The team determines the services that will be provided in accordance with the Private School Protocol. The ISP is finalized within WebIEP.
 - The Special Education Record (SPED) and Special Education Service Record (SSRV) are submitted to CALPADS through the WebIEP/CALPADS interface (API) that include the fields appropriate to an Initial or Triennial ISP meeting (Plan Type 20 record).
- An ISP meeting is conducted annually (an IEP is not held at the time of the annual meeting – only an ISP).
 - The annual ISP records (SPED & SSRV) are submitted to CALPADS through the WebIEP API upon finalization of the ISP in WebIEP.

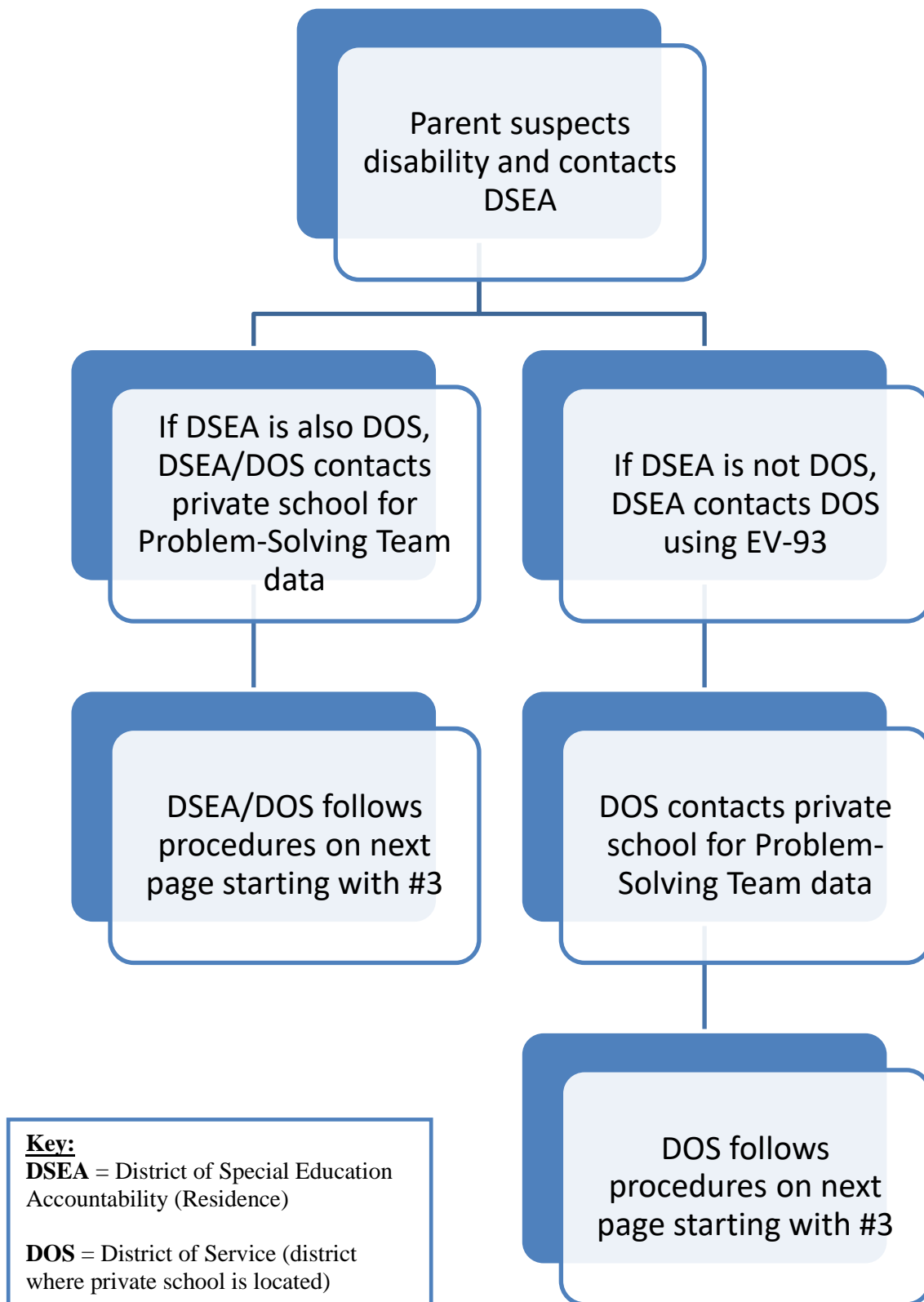
Compliance Monitoring Obligations

The DOS reports those students who attend private schools located within district boundaries in their CALPADS submission.

After the initial offer of FAPE, the DSEA is NOT responsible for making an annual offer of FAPE via the IEP process. Once a student is eligible for special education services and parentally placed in a private school, a reevaluation of the eligibility need not occur for a period of 3 years. If the private school suspects another disability and requests additional assessment on a student, the DOS will notify the DSEA of the referral for evaluation. If the DSEA is providing special education services as the DOS, the student's CALPADS data will be collected and reported so the timelines are easy to track. Only the DOS can claim the student for CALPADS purposes.

A student who is attending private school who does not have a "current" IEP or triennial assessment will continue to be considered eligible for special education until they exit from special education through the assessment process, graduate with a regular high school diploma or reach the age of 22. If a parent/adult student enrolls in a public school from a private school with an outdated IEP/Triennial, the DSEA will need to gather new assessment information by offering an assessment plan for updated eligibility determination.












Flow Chart A – Parent Contacts DSEA



Flow Chart B – Parent Contacts DOS or Private School Suspects Disability

1. Parents or Private School suspect disability and contact DOS
2. Private School initiates Problem-Solving Team, provides intervention for student and intervention data to DOS
3. DOS develops and provides Assessment Plan to parents within 15 days
4. DOS completes assessment within 60 days of receipt of parental consent
5. DOS contacts DSEA using EV-93
6. DOS schedules IEP and ISP meetings in collaboration with DSEA. DOS sends IEP and ISP Notices of Meeting (EV-30 & EV-96)
7. DOS provides assessment report to DSEA seven days prior to IEP
8. DOS completes IEP in WebIEP in collaboration with DSEA in advance of IEP meeting
9. At IEP meeting, DSEA offers FAPE
10. If FAPE is declined (due to private school placement), IEP is finalized. DOS conducts ISP meeting (EV-95)
11. DOS schedules and holds annual ISP meetings (annual IEPs are not held)
12. In advance of triennial date, DOS develops and provides assessment plan to parents and notifies DSEA
13. DOS follows procedures above to assess, schedule and collaborate with DSEA to conduct triennial/annual IEP

EV SELPA District Responsibility for Special Education Identification and Individual Service Plans

Task	District of Private School (DOS)	District of Special Education Accountability (DSEA)
Child Find		
Identification/Assessment (Initial and Triennial)		
Assessment Plan (Initial & Triennial)		
Exchange of Information (EV-10)		
Complete Assessment(s)		
Schedule IEP Meeting (Initial & Triennial)		
Attend IEP Meeting (Initial & Triennial)		
Present Levels, Goals/Objectives & Offer of FAPE (Initial & Triennial)		
Individual Service Plan (ISP) (Initial, Annual & Triennial)		
Refer to narrative for complete written procedures		

EV SELPA
Private School Consultation
Sample Calendar

	Consultation Meeting	1st Follow-Up Discussion Meeting	2nd Follow-up Discussion Meeting
When	Spring Prior to beginning of next school year	Fall During current school year	Winter During current school year
Where	EV SELPA	District Location	District Location
Participants	EV SELPA Administration District Administration Private School Officials Representatives of parents of parentally placed private school children	District Administration Private School Officials Representatives of parents of parentally placed private school children	District Administration Private School Officials Representatives of parents of parentally placed private school children
Purpose	Explain Child Find Determine proportionate share and how calculated. Explain consultation process and how it will operate throughout school year. Discuss how equitable services can be provided (including how, where, and by whom), the types of services, and how decisions about services will be made	Ongoing discussion regarding meaningful participation in equitable special education and related services for parentally placed private school children	Ongoing discussion regarding meaningful participation in equitable special education and related services for parentally placed private school children

East Valley Special Education Local Plan Area
Private School Child Find Notification
Request for Initial Evaluation

Date: _____

☐ To ☐ From _____
Special Education Administrator, District of Special Education Accountability (DSEA)

☐ To ☐ From _____
Special Education Administrator, District of Service (DOS)

☐ As the District of Service (DOS) in which the private school identified below is located, our office is sending this Private School Child Find Notification and supporting documentation on the student described below to you as the District of Special Education Accountability (DSEA).

☐ As the District of Special Education Accountability (DSEA) in which the identified student lives, our office is informing the student's District of Service (DOS) of the need to assess. Please also work with us to coordinate the date of the Individualized Education Program (IEP) Team Meeting to review eligibility and offer FAPE for this student so that a smooth transition into public school or the development of an Individual Service Plan (ISP) can occur in a timely manner.

Student Information

Name _____ DOB _____

Private School _____ Grade _____

Parent/Guardian _____ Phone _____

Student Address _____

Brief description
of referral

Contact Information

Contact Person _____ Phone _____

Contact Email _____

Notification by ☐ Email ☐ In person Date _____

Copy to School _____ Date _____
Private School Administrator

4.10 SBCSS East Valley Operations

4.11 EV SELPA Website Secure Password Protected Side

4.12 Hot Topics

5.0 OTHER

5.1 EV SELPA Professional Development – February & March 2021

CALENDAR OF EVENTS

JANUARY 2021	TIME	VIRTUAL EVENT	PAGE
1/12-13/21	8:30-11:30	ITP Goal Development & Progress Monitoring	25
1/14/21	8:30-10:30	Adult Transition Program (ATP) Networking Meeting	38
1/14/21	9:00-11:00	Evidence-Based Practices for Teaching Students with Autism Spectrum Disorder	15
1/14/21	3:00-4:30	High School & Postsecondary Transition Services Information Series: Topic - Independent Living Center Programs & Services	33 38
1/21/21	2:00-3:30	District Access (DA) Users Collaborative Virtual Meeting	23
1/22/21	8:30-11:30	IEP Implementation	26
1/26/21	9:00-12:00	19th Annual TPP/DOR/WAI Virtual Cross Training	41
1/28/21	3:30-4:30	High School & Postsecondary Transition Services Information Series: Topic - Disability Programs & Services	33 38



IMPROVING PROFESSIONAL RELATIONSHIPS

Presenters:

EV SELPA Program Specialists

Mary Anne Klenske, M.A.

Shannon Vogt, M.A.

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

Training Objectives - Participants will be:

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



**FRIDAY
FEBRUARY 5, 2021
8:30 - 10:30 am**

Register Online:

<https://sbcss.k12oms.org/46-187635>



EVIDENCE-BASED PRACTICES FOR TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDER:

Reinforcement, Functional Communication Training, Visual supports,
and Antecedent-Based Interventions

**THURSDAY
JANUARY 14, 2021
9:00 - 11:00 AM**

Presenters:

Courtney Beatty, M.A., BCBA, EV SELPA Program Specialist
Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Do you teach students with Autism Spectrum Disorder (ASD)?

**Would you like to know more about how to use
Evidence-Based Practices (EBPs) to make your teaching more effective?**

If yes, this fast-paced virtual training is for you!

Participants will:

- Be able to implement visual supports to reduce behavioral problems and improve emotional and social functioning
- Understand how problem behavior is related to communication and how to replace behavior problems with more appropriate communication
- Learn how to set the stage for appropriate behavior by modifying the environment to decrease the likelihood of problem behavior
- Know where to locate resources and research for EBPs for ASD

**ONLINE
REGISTRATION**

<https://sbcss.k12oms.org/46-187858>



AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) IN THE CLASSROOM: EMPOWERING ALL STUDENTS TO COMMUNICATE

Presenters:

Courtney Beatty, M.A, BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA
EV SELPA Program Specialists

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

This 2-hour live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, and Speech-Language Pathologists who work in the classroom setting.

We will cover many objectives, including:

- The guiding principals of AAC and its forms
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

**WEDNESDAY,
FEBRUARY 10, 2021
9:00 - 11:00 AM**



<https://sbcss.k12oms.org/46-187636>

This training is an overview of AAC and focuses on classroom implementation.
It does NOT cover programming of specific devices or their systems.



Presenters:

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

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

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

This webinar is offered twice, so participants can select either a morning or an afternoon session. Participants will only register for one webinar, not both.

**Monday
February 22, 2021
1:00 - 3:30 pm**

OR

**Tuesday
February 23, 2021
9:00 - 11:30 am**

**Register Online:
<https://sbcss.k12oms.org/46-195747>**

**Register Online:
<https://sbcss.k12oms.org/46-195746>**

This webinar focuses on using hands-on positive proactive approaches to classroom and behavior management to assist teachers with students with behavior challenges. The following behavioral principles will be introduced to empower teachers to manage problem behaviors effectively in their settings:

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

DISTRICT ACCESS (DA) USERS

Virtual

COLLABORATIVE MEETINGS

Facilitated by:

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

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

Intended Audience:

District Access Users and District Special Education Administrators

Thursday,
January 21, 2021
2:00-3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-192868>

Thursday,
April 22, 2021
2:00-3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-192869>



IEP GOAL DEVELOPMENT & PROGRESS MONITORING

PRESENTERS:

EAST VALLEY SELPA PROGRAM SPECIALISTS

COURTNEY BEATTY, M.A., BCBA

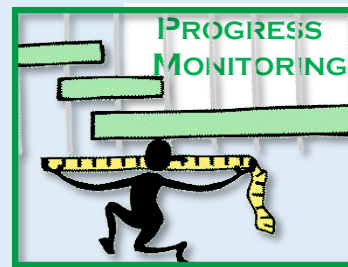
SHANNON VOGT, M.A.

Join us for two, 3-hour courses on how to develop legally compliant IEP goals using a 13-part template and how to collect data (progress monitoring) on IEP goals. Participants will receive a goal bank to reference & help support future goal development.



Day 1 Objectives - Participants will:

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



Day 2 Objectives - Participants will:

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

THIS IS A 2-DAY TRAINING, PARTICIPANTS MUST ATTEND BOTH DAYS

Tuesday & Wednesday
JANUARY 12 & 13, 2021
8:30 - 11:30 am

Register Online:
<https://sbcss.k12oms.org/>
46-195724

OR

Tuesday & Wednesday
MAY 11 & 12, 2021
8:30 - 11:30 am

Register Online:
<https://sbcss.k12oms.org/>
46-187631



I M P L E M E N T A T I O N

V I R T U A L T R A I N I N G

Presenters:

EV SELPA Program Specialists

Courtney Beatty, M.A., BCBA

Shannon Vogt, M.A.

JOIN US FOR A 3-HOUR VIRTUAL TRAINING LEARN HOW TO EFFECTIVELY IMPLEMENT ALL PARTS OF AN IEP

OBJECTIVES:

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



Register Now

Friday
January 22, 2021
8:30 - 11:30 am

Register Online:

<https://sbcss.k12oms.org/46-187286>

Thursday
April 1, 2021
8:30 - 11:30 am

Register Online:

<https://sbcss.k12oms.org/46-187287>



SPECIALIZED ACADEMIC INSTRUCTION

FOR REACHING ALL STUDENTS

Presented by:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist
Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Autism Program Specialist

Come join us for an exciting virtual workshop to learn strategies designed to engage all K-12 students through Specialized Academic Instruction (SAI). Special educators will walk away with a thorough understanding of how inclusive education improves outcomes for students with both mild/moderate and moderate/severe needs and how to make the curriculum accessible to all learners.

Participants will leave with a tool kit of useful strategies that can be implemented immediately and be able to:

- Define inclusion and understand the supporting research and state priorities
- Differentiate between accommodations and modifications
- Define what SAI is and is not
- Apply specific strategies to effectively teach math, ELA, and promote engagement and attention to all students
- Access free teaching resources on-line
- Use backwards mapping to derive appropriate goals for students in inclusive settings
- Plan for curriculum adaptations for fully-included students who require more individual supports to access the general curriculum

Tuesday
February 2, 2021
9:00—11:00 am

Register online:
<https://sbcss.k12oms.org/46-187955>



Sponsored by Region 10 Coordinating Council

Interoception, The Eighth Sense: Impact on Self-Regulation

Presented by Kelly Mahler, OTD, OTR/L

One of the most overlooked foundations of self-regulation is interoception, our eighth sense. Interoception allows us to notice, interpret and respond to internal body signals such as a growling stomach, full bladder, racing heart or tense muscles. Many children and adults have differences in interoception and often times these differences go unnoticed or misunderstood. This presentation will provide participants with an overview of what research tells us about interoception as well as how this sense influences the regulation of many affective emotions including anxiety and frustration as well as homeostatic emotions including hunger, thirst, sleepiness and need for bathroom. Multiple personal accounts of what it is like to live with interoception differences will be presented, including how to use these insights to maximize the self-regulation in clients. This session will provide several evidence-based strategies for outsmarting and/or improving interoception challenges.

Date: Tuesday and Wednesday, February 16 and 17, 2021

Time: 8:00 a.m. to 11:15 a.m. each day

Location: Online Webinar, The link will be sent upon registration

Fee: Free

Audience: Occupational Therapists, Physical Therapists, Certified Occupational Therapy Assistants, Mental Health Counselors, Special Education Teachers, General Educators, Instructional Assistants and Administrators.

Outcomes: Participants will:

1. Define and understand interoception, our 8th sensory system'
2. Synthesize research foundation of interoception and describe the impact it has on self-regulation
3. Identify 2 methods for assessing interoception
4. Describe at least 3 strategies for building interoception to your caseload and setting

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

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

Registration Deadline: January 31, 2021

Registration must be submitted on-line at: <https://sbcss.k12oms.org/46-194415>

Follow OMS online registration instructions as there will be pre/post registration instructions.

High School & Postsecondary Transition Services Information Series

Parents & Secondary Teachers of Transition-Aged Students:

Follow-up meetings to the October 29th Parent Information Event are being scheduled for second semester. These will provide greater time for parents & teachers to obtain details about the transition services available for students and have time to interact with the speakers and have questions answered.

Due to the work schedules and availability of the agency speakers, the times of the second semester meetings will vary between 3:00 p.m. – 8:00 p.m., Thursday afternoons/evenings.

If you missed the opportunity to attend the October Parent Information Event, or want more time to inquire about transition services or a specific topic addressed October 29th, sign-up to attend these upcoming meetings.

The January - early March Meetings are calendared. Additional meetings are in the works for April & May and will be posted as speakers confirm their availability.

DATE AND TIME	TOPIC	AGENCY	REGISTER ONLINE
Thursday January 14, 2021 3:00-4:30 p.m.	Independent Living Center FREE Programs & Services	Rolling Start Joann Wilkes, Program Mgr., Lisa Hayes, Exec. Director, Cathy Cosgrove, Assistive Technology Specialist	https://sbcss.k12oms.org/46-196528
Thursday January 28, 2021 3:30-4:30 p.m.	Disability Programs & Services	Inland Empire Health Plan, Jose Solorzano	https://sbcss.k12oms.org/46-196529
Thursday February 11, 2021 4:00-6:00 p.m.	College Transition to Independent Living Programs	Taft Community College, Susan Wells Cal State University Fresno, Ryan Wilson University of CA LA, Wendy Abarca	https://sbcss.k12oms.org/46-196530
Thursday February 25, 2021 10:00 a.m. - Noon 6:30 - 8:00 p.m.	Conservatorship, the application process	Rancho Stark Law, Sheela A. Stark, Attorney at Law	(10:00-12:00 noon) https://sbcss.k12oms.org/46-196531 (6:30-8:00 p.m.) https://sbcss.k12oms.org/46-196533
Thursday March 4, 2021 4:00 - 5:30 p.m.	Social Security Insurance & Incentive to Work	Social Security Administration, Teresa Campbell	https://sbcss.k12oms.org/46-196534
Thursday April 29, 2021 3:00 - 4:00 pm	Career Institute	Adult Transition Services for 18–24 year old adults, Jackee Benson	https://sbcss.k12oms.org/46-196874



A Webinar: School-Age Stuttering - A Practical Approach February 4 and 5, 2021

Presented by J. Scott Yaruss, PhD, CCC-SLP, BCS-F, ASHA Fellow
Nationally-recognized expert on stuttering

DATES/TIMES: February 4 and 5, 2021, from 8:30 a.m.—12:00p.m. *Participants MUST attend BOTH days*
FEE: Registration is free. See below for instruction on how to purchase live CEs.
LEVEL: Intermediate
AUDIENCE: Speech-Language Pathologists, Speech-Language Pathology Assistants, general and Special education staff, administrators, parents, and others who are interested in the topic

Training Description: The purpose of this workshop is to provide clinicians with applicable, practical strategies for helping school-age children and adolescents who stutter overcome the problems associated with stuttering. The presentation will include: specific guidelines for conducting comprehensive evaluations that support treatment recommendations and goal-writing; detailed instructions for how to prepare children for therapy to ensure success; and video examples of numerous treatment strategies and activities designed to help children improve their fluency, reduce their negative reactions to stuttering, educate others about stuttering, and communicate effectively across speaking situations. Participants will come away from the workshop feeling more confident in their ability to help children who stutter and more knowledgeable about how to approach stuttering assessment and treatment in the school setting and beyond.

Training Objectives:

- Design efficient, effective, and comprehensive diagnostic evaluations of school-age children and adolescents who stutter
- Select and implement several appropriate treatment strategies for helping school-age children and adolescents who stutter, speak more easily and communicate more effectively
- Write meaningful, objective treatment goals and benchmarks to document progress in treatment across the entirety of the stuttering disorder
- Help students identify, understand, and overcome affective and cognitive reactions to stuttering
- Describe several ways to effectively involve families, teachers, and others in the treatment plan
- Effectively address challenging situations such as bullying and teasing, low motivation, difficulties with generalization, and more

Registration Deadline: February 2, 2021

Click link to pre-register in OMS:

<https://sbcss.k12oms.org/46-196093>

Continuing Education (CE): This webinar qualifies for 6 live CE credits at a cost of \$10.00. The information on how to purchase CEs will be given during the webinar. This webinar qualifies for Continuing Education (CE) credit for Speech-Language Pathologists and Speech-Language Pathology Assistants as required by the Speech-Language Pathology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is East Valley SELPA PDP #275. Due to SLPAHADB requirements, participants must attend the entire webinar from start to finish on both days to receive CE credit. **The deadline to purchase and pay for a CE certificate is on or before March 5, 2021.**

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



AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) IN THE CLASSROOM: EMPOWERING ALL STUDENTS TO COMMUNICATE

Presenters:

Courtney Beatty, M.A, BCBA

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

EV SELPA Program Specialists

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

This 2-hour live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, and Speech-Language Pathologists who work in the classroom setting.

We will cover many objectives, including:

- The guiding principals of AAC and its forms
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

**WEDNESDAY,
FEBRUARY 10, 2021
9:00 - 11:00 AM**



<https://sbcss.k12oms.org/46-187636>

This training is an overview of AAC and focuses on classroom implementation.
It does NOT cover programming of specific devices or their systems.

Adult Transition Program

(ATP)

Virtual Network Meetings

Adult Transition Program Network Meetings provide a venue where teachers, support staff, administrators, and non-school district agency providers of transition services can meet and exchange information about program best practices and concerns about the soon-to-be exiting students from the school district Adult Transition Programs, with respect to obtaining available postsecondary services.

The ATP Network membership includes school district personnel and partnership agencies including Inland Regional Center, the Department of Rehabilitation, Rolling Start Independent Living Center, and OmniTrans.

If you complete Student Exit Status Reports for any of your students, please forward a copy to Colleen Meland at colleen.meland@sbcss.net, so she can screen share the document(s) at the meeting.

Colleen Meland's email address:
colleen.meland@sbcss.net

Virtual meetings are scheduled for
January 14, 2021
and
May 13, 2021
8:30 a.m. - 10:30 a.m.

High School & Postsecondary Transition Services Information Series

Parents & Secondary Teachers of Transition-Aged Students:

Follow-up meetings to the October 29th Parent Information Event are being scheduled for second semester. These will provide greater time for parents & teachers to obtain details about the transition services available for students and have time to interact with the speakers and have questions answered.

Due to the work schedules and availability of the agency speakers, the times of the second semester meetings will vary between 3:00 p.m. – 8:00 p.m., Thursday afternoons/evenings.

If you missed the opportunity to attend the October Parent Information Event, or want more time to inquire about transition services or a specific topic addressed October 29th, sign-up to attend these upcoming meetings.

The January - early March Meetings are calendared. Additional meetings are in the works for April & May and will be posted as speakers confirm their availability.

DATE AND TIME	TOPIC	AGENCY	REGISTER ONLINE
Thursday January 14, 2021 3:00-4:30 p.m.	Independent Living Center FREE Programs & Services	Rolling Start Joann Wilkes, Program Mgr., Lisa Hayes, Exec. Director, Cathy Cosgrove, Assistive Technology Specialist	https://sbcss.k12oms.org/46-196528
Thursday January 28, 2021 3:30-4:30 p.m.	Disability Programs & Services	Inland Empire Health Plan, Jose Solorzano	https://sbcss.k12oms.org/46-196529
Thursday February 11, 2021 4:00-6:00 p.m.	College Transition to Independent Living Programs	Taft Community College, Susan Wells Cal State University Fresno, Ryan Wilson University of CA LA, Wendy Abarca	https://sbcss.k12oms.org/46-196530
Thursday February 25, 2021 10:00 a.m. - Noon 6:30 - 8:00 p.m.	Conservatorship, the application process	Rancho Stark Law, Sheela A. Stark, Attorney at Law	(10:00-12:00 noon) https://sbcss.k12oms.org/46-196531 (6:30-8:00 p.m.) https://sbcss.k12oms.org/46-196533
Thursday March 4, 2021 4:00 - 5:30 p.m.	Social Security Insurance & Incentive to Work	Social Security Administration, Teresa Campbell	https://sbcss.k12oms.org/46-196534
Thursday April 29, 2021 3:00 - 4:00 pm	Career Institute	Adult Transition Services for 18–24 year old adults, Jackee Benson	https://sbcss.k12oms.org/46-196874

IEP Individual Transition Plan Development for Secondary Students



**Conducted by Colleen Meland
East Valley SELPA Program Specialists**

**This in-service will review, step-by-step, completion of the
Individual Transition Plan
pages of the IEP for secondary students.**

**Teachers will be provided examples and online resources for
appropriately providing documentation for each section of the Transition Plan.**

**Thursday
February 18, 2021
1:00 - 3:00 p.m.**

**Register Online:
[https://sbcss.k12oms.org/
46-196672](https://sbcss.k12oms.org/46-196672)**

**Wednesday
April 14, 2021
1:00 - 3:00 p.m.**

**Register Online:
[https://sbcss.k12oms.org/
46-196674](https://sbcss.k12oms.org/46-196674)**

SAVE THE DATE!

**19th ANNUAL
TTP/DOR/WAI
VIRTUAL CROSS TRAINING**

DATE: JANUARY 26, 2021

TIME: 9:00 AM - 12:00 NOON

Please register at:

<https://sbcss.k12oms.org/52-195030>

Welcome and Introductions

9:00-9:15 am—Chris LeRoy

Keynote Speaker

9:15-10:15 am—Josh Davies, Chief Executive Officer of The Center for Work Ethic Development

Breakout 1

10:25-11:15 am— California Career Zone: An In-Depth Look at Creating a Career Action Plan and Resume with John Merris-Coots

Breakout 2

11:25-12:00 noon— Nepris with Thomas McMullen

PRE-RECORDED TRAININGS SPONSORED BY REGIONAL COORDINATING COUNCIL 10 & EAST VALLEY SELPA

The Pre-Recorded Webinars on the following pages are available for attendees to view at their convenience. The webinar link works as simple as “click-login-watch.” Attendees will just need to click the Zoom link, register/login with their name and **school email**, enter the passcode, and they can watch the pre-recorded trainings right away. The handout packets are listed as downloadable links in the Handout section. For the evaluation form the attendees will receive a link and a QR code to the evaluation form during the webinar. There is also an opportunity for a live Question and Answer session but it won't be during or right after the webinar. When the attendees complete the evaluation form, they will be able to sign up for a live Q&A that will be scheduled for another day. However, if they want to send questions to the trainers right away, our trainers' emails will be on the handouts. Zoom will automatically record your name and email address when you register for the training. You will be sent a certificate of Attendance when requested. You can request the certificate by contacting Tami Goldstein by email at tami.goldstein@sbcss.net

Ensuring Successful Transition to Adulthood
for Students with Moderate to Severe Disabilities

Inclusive Education for Students
with Mild-Moderate Disabilities

Inclusive Education for Students
with Moderate to Severe Disabilities

What Should I Do?! Effective Strategies for
Paraeducators to Support Positive Student Behavior

Do This, Not That!: The Educator's Guide to
Working with Mental Health Conditions

Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities

Sponsored by: Regional Coordinating Council 10 and East Valley SELPA

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

Time: 3.75 hours (On-demand Zoom webinar)

Content: This training will focus on facilitating successful movement from school to post-secondary activities (e.g., integrated employment if applicable, independent living and community participation) for students with moderate to severe disabilities. Movement to postsecondary activities is guided by the student's strengths, preferences, and interests. Critical to the success of this process is: 1) determining students' developmental profile, 2) translating students' developmental profile into postsecondary activities and goals, and 3) lining up postsecondary activities and goals with Indicator 13 and evidence-based Transition practices and predictors for success. Case studies and visual supports will be used to demonstrate application of practices.

Intended Audience: Special educators, program specialists, administrators, and parents

Outcomes: Participants will:

1. Become familiar with the requirements to satisfy Indicator 13 and other guidelines for successful Transition planning.
2. Review developmental expectations and their implications for students with developmental disabilities.
3. Review tools for transition planning and assessment.
4. Interpret and translate students' developmental profile into specific postsecondary goals and activities that are consistent with Indicator 13 and Transition guidelines.

Handouts: The training slides and handouts can be downloaded using the following links. Please save them onto your devices to view the materials during the webinar.

- [Transition Slides](#) (Click "Download File" on the page)
- [Transition Handouts 1](#) (Click "Download File" on the page) – can be printed single-sided and free standing for use in your own practice
- [Transition Handouts 2](#) (Click "Download File" on the page) – can be printed double-sided

Certificate: Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar. **Contact:** Tami Goldstein, Tami.Goldstein@sbcss.net

Join the Zoom webinar: (Click the link, register using your school email, and enter the passcode below)
https://dcs-cde-ca.gov.zoom.us/rec/share/oypv_anVult9EEC-PuJT8E1nh8pZiIMBJVNZQDoU1ci1V2BXMgofDeKDKp_RQYvS.rlzbaS72EwfBC0B2

Passcode: Dcs20-21tr

Inclusive Education for Students with Mild-Moderate Disabilities

Sponsored by: Regional Coordinating Council 10 and East Valley SELPA

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

Time: 1.75 hours (On-demand Zoom webinar)

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

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

Outcomes: Participants will:

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

Handouts: The presentation slides can be downloaded using the following link. Please save the file onto your devices to view the materials during the webinar.

- [Inclusive Education Mild-Mod Slides Packet](#) (Click "Download File" on the page)

Certificate: Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you submit the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

Contact: Tami Goldstein, Tami.Goldstein@sbcss.net

Join Zoom Meeting: (Click the link, register using your school email, and enter the passcode below)

https://dcs-cde-ca-gov.zoom.us/rec/share/wuQosGBrSI2hwieXs5dBSEt4PQeuXqKTqX-ZkHxISMRVgQzCrCX9WWaL78Ei0c6.LszLj_6C5FGmPRPi

Passcode: Dcs20-21tr

Inclusive Education for Students with Moderate-Severe Disabilities

Sponsored by: Regional Coordinating Council 10 and East Valley SELPA

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

Time: 2 hours (On-demand Zoom webinar)

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

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

Outcomes: Participants will:

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

Handouts: The presentation slides can be downloaded using the following link. Please save the file onto your devices to view the materials during the webinar.

- [Inclusive Education Mod-Sev Slides Packet](#) (Click "Download File" on the page)

Certificate: Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

Contact: Tami Goldstein, Tami.Goldstein@sbcss.net

Join the Zoom webinar: (Click the link, register using your school email, and enter the passcode below)

https://dcs-cde-ca-gov.zoom.us/rec/share/xs_8vYiM1cBBuqW-E63d5tCVkSgmr311fXs2O_fgNOVQG2V7ftUmUlbpNB6uGiOT.sGPtal6A3bOyEypY

Passcode: Dcs20-21tr

What Should I Do?!

Effective Strategies for Paraeducators to Support Positive Student Behavior

Sponsored by: Regional Coordinating Council 10 and East Valley SELPA

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

Time: 90 minutes (On-demand Zoom webinar)

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

Intended Audience: Paraeducators, teachers, service providers, administrators

Outcomes: Participants will:

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

Handouts: The training slides and handouts can be downloaded using the following links. Please save them onto your devices to view the materials during the webinar.

- [Paras Effective Strategies Slides](#) (Click "Download File" on the page)
- [Paras Effective Strategies Handouts](#) (Click "Download File" on the page)

Certificate: Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

Contact: Tami Goldstein, Tami.Goldstein@sbcss.net

Join the Zoom webinar: (Click the link, register using your school email, and enter the passcode below)
<https://dcs-cde-ca-gov.zoom.us/rec/share/cBB3LEgfN51QdzwIxe-pkIvBi2xWHBdgfAmrJZ2W3D6Ggkj6cEy8zQoBMHL3DaLn.wGa56eZPxOaWrRW6>

Passcode: Dcs20-21tr

Do This, Not That!: The Educator's Guide to Working with Mental Health Conditions

Sponsored by: Regional Coordinating Council 10 and East Valley SELPA

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

Time: 3 hours (On-demand Zoom webinar)

Content: Oops! You did it again. You stepped on a student's emotional land mine. Are you spending too much time dealing with the behavioral fallout from emotions you accidentally triggered? Are there things you should have avoided saying or doing? The short answer: Yes! In this program, you'll learn practical steps to change the environmental structures for students with emotional-behavioral disorders. With this half-day presentation, you will learn triggers and side-stepping them without walking on eggshells, as well as proactive supports and strategies that reduce unwanted behaviors and improve learning outcomes.

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

Outcomes: Participants will:

1. Learn what factors underlie common emotional-behavioral disorders.
2. Learn common factors that exacerbate student distress and how to avoid these.
3. Learn how to engineer classrooms/programs to improve affective and behavioral stability.
4. Learn easy-to-use methods and technologies known to be effective in supporting and teaching students with emotional-behavioral disorders.
5. Learn curricular planning methods to help target and time effective instruction.
6. Identify various functional deficits of student disorders as well as the corresponding methods of support, direct instruction and behavioral reinforcement necessary for student improvement.

Handouts: The training slides and handouts can be downloaded using the link below. Please save them onto your devices to view the materials during the webinar.

- [Do This Handouts](#) (Click "Download File" on the page)

Certificate: Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

Contact: Tami Goldstein, Tami.Goldstein@sbcss.net

Join the Zoom webinar: (Click the link, register using your school email, and enter the passcode below)

**This is a two-part webinar. Registration to each session is needed to access the webinars.*

Part One: [https://dcs-cde-ca-gov.zoom.us/rec/share/](https://dcs-cde-ca-gov.zoom.us/rec/share/BecYOwNmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO)

[BecYOwNmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO](https://dcs-cde-ca-gov.zoom.us/rec/share/BecYOwNmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO)

Part Two: https://dcs-cde-ca-gov.zoom.us/rec/share/63y507EeDH5Lh_wX1Tq8-9TAf4TvtEKJmPQ-UOdqc8mN0_gNeB4rlg0hxnGM8ITh.zTWvVWUYr27t8oCJ

Passcode: Dcs20-21tr