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

** AGENDA **
February 13, 2025, 8:00 A.M.

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

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<u>PRESENTER</u>

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

<u>Finance Items</u>

4.1	EV SELPA NonPublic School 2nd Quarter 2024-25 Report	Jennifer Brooksby Elizabeth Coronel
4.2	Preparing for 2025 Maintenance of Effort (MOE) - SEMA-I	Andrea Tennyson
4.3	EV SELPA Preliminary SpEd Student Counts Fall 2024	Patty Metheny
4.4	SBCSS FFS Restructuring Committee Recommendations	Rich Frederick Patty Metheny
4.5	EV SELPA 2024-2025 Fiscal Reporting Calendar	Andrea Tennyson

<u>Program Items</u>

4.6	EV SELPA Annual Career Day – April 17, 2025	Helen Junker
4.7	PEERS Social Skills Program	Courtney Beaty Ginger Carlucci
4.8	EV SELPA United in Inclusion	Committee

- EV SELPA Inclusion Summit 3.0 – April 30, 2025 — Patty Metheny
- SIP Inclusion Conference – May 9, 2025 — Jennifer Brooksby
- EV SELPA Ribbon of Inclusion Awardee
- Grant Information

4.9 CALPADS/SEIS Student Data — Jennifer Brooksby
- Internal EV SELPA Audit SEIS "Pending" Status — Sonya Cain

- Degree of Support
- Service Code 350
- LCS Trainings

4.10	Compliance/Data Governance	Jennifer Brooksby
	• Annual Determination Letters	Andrea Tennyson
	• CIM Plan Meetings	
	• IEP Implementation Monitoring 2025	
	• Personnel Data Report	
4.11	CDE December 12, 2024 Letter – SLP Caseloads	Jennifer Brooksby
4.12	SB 114 - Dyslexia Screening	Patty Metheny
4.13	EV SELPA ADR	Patty Metheny
	• Key2ED FIEP Trainings & Implementation	Jennifer Brooksby
	• Need to Reschedule Stakeholder Training	
4.14	SBCSS Updates	Peggy McFee
		Rich Frederick

Information Items

4.15	Admin Best Practices for VI Services – February 19, 2025	Jennifer Brooksby
4.16	Creating Alignment for VI Best Practices – March 7, 2025	Jennifer Brooksby
4.17	SIP Spring Institute – April 8, 2025	Patty Metheny
4.18	Psychologists & Related Service Provides Best Practices for for VI Services – April 18, 2025	Jennifer Brooksby
4.19	EV SELPA 50th Anniversary of IDEA – June 6, 2025	Patty Metheny

Hot Topics   Committee
- Affirming Our Commitment to Students with Disabilities Amidst Federal Policy Shifts – January 30, 2025 SELPA Administrators Association of California
- EV SELPA Referral Practices
- Colton JUSD Request for Alternative Diploma Community of Practice
- Guidance on Reclassification on Dually Identified Students
- High Quality IEPs Website & Resources

5.0   OTHER

    5.1   2024-2025 EV SELPA Steering Committee Meetings

    5.2   2024-2025 EV SELPA Board of Directors Meetings

    5.3   2024-2025 EV SELPA CAC Meetings

    5.2   EV SELPA Professional Development – February & March, 2025

    5.4   Next Meeting – March 13, 2025 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
December 12, 2024

MEMBERS PRESENT:

      Dr. Patty Metheny   East Valley SELPA
      Rob Pearson   Colton Joint Unified School District
      Dr. Sonya Scott   Rialto Unified School District
      Patti Buchmiller   Redlands Unified School District
      Torri Burke   Rim of the World Unified School District
      Rich Frederick   San Bernardino County Supt of Schools

MEMBERS ABSENT:

      Peggy McFee   San Bernardino County Supt of Schools
      Leslie Burghardt   Yucaipa-Calimesa Joint Unified School District

VIRTUALLY PRESENT:

      Linda Resiwain - virtually   Colton Joint Unified School District
      Christina Bradley - virtually   Redlands Unified School District
      Kristi Hubbard, Ed.D. - virtually   Redlands Unified School District
      Scott Whyte - virtually   Rim of the World Unified School District
      Selina Hurley - virtually   Internal Business, SB County Schools
      Amber Tavis - virtually   Yucaipa-Calimesa Joint Unified School District

OTHERS PRESENT:

      Cathy Pearson   Yucaipa-Calimesa Joint Unified School District
      Rick Homutoff, Ed.D.   East Valley SELPA
      Jennifer Brooksby   East Valley SELPA
      Andrea Tennyson   East Valley SELPA
      Rosalva Contreras   East Valley SELPA

1.0 CALL TO ORDER: Chief Administrative Officer Dr. Patty Metheny called the meeting to order at 8:02 a.m. at the East Valley SELPA Conference Room 214 located at the Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino, CA.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the November 14, 2024, meeting were reviewed. Motion to approve the minutes was made by Rob Pearson and seconded by Richard Frederick. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 SBCSS EV Ops FSS Fall 2024 Counts
Andrea Tennyson presented the EV Ops Fee-for-Service Fall 2024 Counts. Ms. Tennyson shared the verification form was sent to the special education directors to check for discrepancies between the numbers reported by San Bernardino County Superintendent of Schools (SBCSS) East Valley Operations (EV-Ops) and district counts. She shared the verification progress is not finalized for Rialto USD since some discrepancies were identified. A second verification will be sent in April and student numbers will be averaged for the final student count of the year.

Chief Administrative Officer Dr. Metheny remarked the 2024-205 SBCSS EV-Ops FFS budget was developed based on 105 students in SBCSS SAI classrooms and that current numbers indicate eighty-five students are enrolled. This is a significant decrease which will affect staffing and funding. Furthermore, she indicated the EV SELPA Board of Directors has requested a SBCSS EV-Ops FFS Restructuring Committee be formed to analyze student count trends and make recommendations. The Committee will begin meeting in December with the goal of making recommendations to the Board in February.

4.2 EV SELPA 2024-2025 Fiscal Reporting Calendar
Activities for the month of December were reviewed by Ms. Tennyson. Since Special Education Maintenance of Effort (MOE) SEMA-I information was promoted in the Standardized Account Code Structure (SACS) software, Ms. Tennyson will begin monitoring Maintenance of Effort (MOE) for member districts. In January, Elizabeth Coronel will provide the first quarter Nonpublic School (NPS) Average Daily Attendance (ADA). No Grant Award Notifications (GAN) have been received to-date. Ms. Tennyson will provide information once available.

Program Items

4.3 EV SELPA United in Inclusion
The Committee reflected on the work accomplished during the May and November 2024 Inclusion Summits. Reflections and recommendations included:
- Districts creating opportunities for collaboration for all.
- Trainings and activities that not only include special education but general education teachers.
- The use of student ambassadors to assist in spreading inclusion work and changing district cultures and mindsets.
- A suggestion to develop a SELPA logic based on the Supporting Inclusive Practices (SIP) logic model with consideration for the next Summit to focus on the development of a SELPA logic model.

Program Manager Jennifer Brooksby shared Supporting Inclusive Practices (SIP) is hosting events this spring. Information and registrations links for these events were provided. Dr. Metheny recommended sending a team to the SIP Institute to be held at the Riverside County Office of Education.

4.4 CALPADS/SEIS Student Data

The SpEd Data Support team at CDE sent a preview of the data that will be used for annual determination monitoring and is allowing LEAs the opportunity to correct errors in advance of the December 13th data extraction. SELPA-wide there were over seven hundred errors in need of correction with very little time. Jennifer Brooksby sent each LEA a list of their errors with guidance on how to complete the corrections. Of greatest concern is the number of errors related to the percent time students spend in general education. If the student's Federal Program Setting is Regular Classroom/Pubic Day School, their percent time in general education cannot equal zero. All students have the opportunity to be with their peers for passing periods, lunch, recess, and other general school activities. CDE will be utilizing Census Day and December 13th as their two benchmark dates for IEP timeline compliance this year. If an IEP was late on Census Day and remains late on December 13th, it will show up on the Annual Determination Letter (ADL) in the Spring. Districts were advised to have all IEPs affirmed prior to December 13th to improve their data. End of Year (EOY) four data related to restraints and seclusion need to be published on district websites for all students. Districts are encouraged to follow the CDE templated for this reporting.

The trainings by LCS are underway. The scheduled trainings for the SEIS technicians are being recorded in case staff need to review the information and are accessible via a shared folder. SEIS techs will have eight virtual trainings designed to support them with required reporting activities and improve their comfort in using SEIS. Directors should make their technicians free and to attend these trainings when possible. The SEIS Trainer of Trainers workshops will be virtual and also recorded. Each district will have one virtual log in. Multiple participants could be in the same room during the training, but participants should be mindful that the district must select a lead SEIS trainer and only that person should be an active participant as this is a state-wide training. The administrator training will be a half-day in-person training here at the Dorothy Inghram Learning Center at a date to be determined. Registration information will follow.

4.5 Compliance/Data Governance

Progress reports for the CIM are due January 10, 2025. Directors should send a copy of the progress report directly to CDE with a cc to their CDE FMTA, Jennifer Brooksby, and their EV SELPA Program Specialist. Districts should contact their EV SELPA Program Specialist for support during this process if necessary. If districts are not holding regular CIM meetings, they are encouraged to hold them regularly and remember that the SELPA is a mandated member of the CIM team. Jennifer Brooksby provided updates on the Annual Determination Letter (ADL) that is expected in early February. The format of the ADL has been changed and will be streamlined for clarity and improve the ease of determining district compliance requirements. Data will not be included in the ADL this year but will be available on the CalTAN website. The EV SELPA Districts are entering into the third of a three-year monitoring process on their CIM. CDE has advised that there will be a formal amendment process for districts who need to modify their CIM plans based on new data. Districts are encouraged to review their new data as a CIM team and determine the need for an amendment.

The State Performance Plan Indicator (SPPI) workshop is scheduled for January 31, 2025, here at the Dorothy Inghram Learning Center. Registration information was provided. This training will provide a deep dive into the indicators, how they are calculated, when they are calculated, how to review raw data reported to CALPADS frequently to avoid surprises on the ADL, and tips for improving district practices for compliant data reporting. Districts are encouraged to send a team of district-level staff to attend.

4.6 Regional Center – Part C
The Inland Regional Center (IRC) provided a list of Frequently Asked Questions (FAQ) regarding Individualized Family Service Plans (IFSP). The regional center is restructuring their practices to align the IFSP with the child's birthdate. This will streamline the transition IEPs to be in alignment with the required Part C to Part B assessments which will making the process less confusing to parents and improve compliance. IRC is the last regional center in the state to make this. IRC rolled this out at the Interagency Collaborative Meeting in October. Districts are encouraged to send at least one representative from their preschool assessment team and/or an administrator overseeing preschool to these meetings. New information about guidelines, policies, and procedures are shared at the collaborative and, over the last three years we have seen an improvement in the relationship between IRC and the LEAs. The next Interagency Collaborative Meeting is on January 21, 2025.

4.7 EV SELPA Program Specialist Support
As previously shared, the work of the Program Specialists has shifted to technical support for districts. A video highlighting their duties was shared during the meeting and is available in the virtual Steering packet. Program Specialist will be supporting LCAP consultations, DA, CIM, and Data Governance in addition to their regular EV-23s. Jennifer Brooksby highlighted the EV-23 process and indicated the districts are being asked to document support and trainings already provided to a teacher or staff member prior to sending a request for Program Specialist support. The Program Specialist support is designed to provide an extra layer of intervention after the school site and district have made attempts. The EV SELPA Program Specialist will work alongside district Program Specialists and Coordinators to provide intervention and feedback to teachers and staff. This will improve practices district-wide rather than focusing SELPA support to one classroom.

4.8 DASHBOARD 2024
Dashboard results were released to the public. The committee reviewed SELPA-wide results for Students with Disabilities and discussed current trends. Overall, Chronic Absenteeism has improved across all the districts. San Bernardino County suspension results have been concerning so there will be a County-wide effort to improve this. All SELPA districts saw improvement in Math scores. Dr. Metheny shared the district specific Dashboard information provided by SBCSS that was utilized to determine eligibility for Differentiated Assistance (DA). The SBCSS DA team expressed a desire to learn more about the Special Education State Performance Plan Indicators (SPPI) to better understand the alignment with DA. The East Valley SELPA is working with SBCSS to identify a date for this training in early Spring. The goal will be for greater alignment between DA and Special Education monitoring as Students with Disabilities continue to be a student group identified for DA across the county.

4.9 SBCSS Updates

Rich Frederick confirmed classroom placed student counts are well below those predicted. SBCSS developed the 2024-2025 budget projecting an enrollment of 105. At this time, there are eighty-five students. For this reason, EV Ops closed a classroom and has engaged in other cost saving measures. With actual numbers still not reaching the reported number, further cuts may be necessary. Dr. Metheny reminded the Committee of the SBCSS EV-Ops FFS Restructuring Committee be formed to analyze student count trends and make recommendations. The Committee will begin meeting in December with the goal of making recommendations to the Board in February. This could be an opportunity to standardize the service models across the regions. Dr. Metheny reminded those presents, if the program is restructured, this change will be brought to the EV SELPA Board of Directors for approval and may result in policies changes such as the updating of the EV SELPA Local Plan and Fiscal Allocation Plan

4.10   SBCSS EV-Ops FFS Restructuring Committee

The first meeting of the EV Ops FFS Restructuring Committee is December 18, 2024, at 2:00 pm. It will be an in-person meeting at the EV SELPA office. As the restructuring of the program may bring potential changes in the district, it is important for the directors to be present at this restructuring committee meeting.

4.11   DHH Services – Case Carriers

Ms. Brooksby requested the Committee discuss SELPA-wide practice for assigning case carriers when students require Deaf/Hard-of-Hearing (DHH) services. As DHH services could be a standalone service and SBCSS DHH staff are not district employees, she advised it may be best practice to have the district identify case carrier oversight. This could be achieved by utilizing a program specialist or Teacher on Assignment (TOA) to be the case carrier. No additional services need to be added to achieve this. The district will establish a protocol aligned with district procedures and DHH teachers will follow. Dr. Homutoff offered for DHH services it is common to use "collaboration" and "consultation" for delivering services. He stressed the importance of elaborating and clarifying what the collaboration and/or consultation will entail in the comments section of the IEP.

4.12   EV SELPA Special Education Policies & Procedures Handbook

Dr. Metheny shared an overview of the EV SELPA Special Education Policies & Procedures Handbook and the location on the EV SELPA. The handbook is updated regularly.

Information Items

4.13   Alternative Dispute Resolution

As a reminder, the Stakeholder training is scheduled for January 27th, 2025, at the Dorothy Inghram Learning Center. Registration information was included.

4.14   EV SELPA 50th Anniversary of IDEA – June 6, 2025
Dr. Metheny shared planning for the 50th Anniversary of IDEA Celebration is well underway. She would like to have past East Valley SELPA region staff to be part of this celebration. Directors are encouraged to send names of personnel so they can be part of this celebration.

Hot Topics

While SB 483 prohibits prone restraints for students, law enforcement and security personnel are excluded from this bill. Patricia Buchmiller obtained legal opinion regarding this and shared it with Committee members.

5.0 OTHER

5.1 2024-2025 EV SELPA Steering Committee Meeting

5.2 2024-2025 EV SELPA Board of Directors Meetings

5.3 2024-2025 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development December 2024 – January & February 2025

6.0 ADJOURNMENT: Meeting adjourned at 11:43 p.m. Next meeting will be held on February 13, 2025.

FINANCE ITEMS

4.1 EV SELPA NonPublic School 2nd Quarter 2024-25
 Report

NonPublic School Report

2nd Quarter 2024-2025

East Valley SELPA Board of Directors
February 19, 2025

Patty Metheny, Ed.D.
Chief Administrative Officer

The East Valley SELPA, on behalf of its member districts, contracts with nonpublic schools (NPS) and residential facilities. NPS expenditures are brokered through the EV SELPA office and via the regional Inland Empire SELPA Association (IESA). In addition, the EV SELPA processes all related invoices and provides payments on behalf of its member districts. All NPS contract costs for tuition, mental health services and residential placements, per the students' IEPs, are paid by the EVSELPA on behalf of the districts. The EV SELPA bills the districts on a quarterly basis for all actual costs paid. The EV SELPA reports the quarterly billing transfers in regularly scheduled EV SELPA Steering Committee meetings and provides quarterly comprehensive NPS reporting to the EV SELPA Board of Directors.

2024-2025

Non-Public Schools							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJUSD	Total
Altus Academy	Rialto, CA	2	2			1	5
Beacon Day	La Palma, CA	1					1
Canyon View	San Dimas, CA	2		1			3
Joan Macy	La Verne, CA	2		1	1		4
Leroy Haynes	La Verne, CA	3	2	2	1		8
Port View Prep	Ontario, CA	1	1	1			3
Sierra of East Valley	Colton, CA	1	1			3	5
Spectrum	Chino Hills, CA			2			2
Stone Ridge Academy	Upland, CA	6	2		1		9
TOTAL		**18**	**8**	**7**	**3**	**4**	**40**

Residential Treatment Centers							
Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJUSD	Total
Alabama Clinical	Birmingham, AL					2	2
Copper Hills	West Jordan, UT		1				1
Lava Heights Academy	Toquerville, UT						0
New Haven Youth	Vista, CA		1				1
Provo Canyon	Provo, UT	1					1
San Diego Center	San Diego, CA			1			1
TOTAL		**1**	**2**	**1**	**0**	**2**	**6**

*Student counts reflect students enrolled at this non-public school/residential treatment center for this quarter, one or more students at this facility have transferred to a different NPS/RTC within the same quarter.

Assembly Bill 1172 Requirements

AB1172 requires each NPS/A to provide annual behavior training to all staff that encounter students during the school day. The NPS/A is required to provide to the EV SELPA evidence of the training. The EV SELPA reviews the documentation and provides the verification to any NPS/As with which EV SELPA holds the contract on behalf of its member districts. If an individual LEA holds a contract with an NPA independent of the EV SELPA, the LEA will review the documentation and provide the verification.

Name of Facility	Location	Behavior Training	
		Date Provided	Date Verified by EV SELPA
Alabama Clinical Schools	Birmingham, AL	10.28.24	10.29.24
Altus Academy	Rialto, CA	10.1.24	11.4.24
Beacon Day	La Palma, CA	8.22.24	9.6.24
Canyon View	San Dimas, CA	9.26.24	10.29.24
Copper Hills	West Jordan, UT	10.23.24	11.7.24
Joan Macy	La Verne, CA	10.16.24	10.17.24
Lava Heights Academy	Toquerville, UT	10.29.24	11.14.24
Leroy Haynes	La Verne, CA	9.11.24	9.18.24
Port View Prep	Ontario, CA	9.19.24	9.23.24
Provo Canyon	Provo, UT	9.6.24	9.10.24
San Diego Center	San Diego, CA	9.30.24	9.30.24
Sierra of East Valley	Colton, CA	10.18.24	10.22.24
Sorenson Ranch	Koosharem, Utah	10.21.24	10.21.24
Spectrum Center	Chino Hills, CA	10.16.24	10.17.24
Stone Ridge Academy	Upland, CA	9.13.24	9.17.24
Turning Winds	Troy, MT	10.19.23	12.04.23

AB1172 requires that the LEA conduct an annual monitoring visit for each student placed at an NPS. The annual monitoring includes student observation, facility walk-through/visit, and review of student progress toward goals. The LEA conducts the annual monitoring using the designated EV SELPA form and submits the form to the EV SELPA when completed. EV SELPA submits the forms to CDE on behalf of its member districts and maintains a database to ensure all placed students are reviewed annually. EV SELPA conducts the annual monitoring visit for each student placed in a residential facility.

Number of District Annual Monitoring Observations Completed this Quarter for NPS Placed Students									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
1	18	3	8	0	7	0	3	0	4

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	**Redlands**	**Rialto**	**Rim**	**YCJUSD**
1	3	0	0	0

Number of EV SELPA Monitoring Observations/Visits Completed this Quarter for Residentially Placed Students*									
Colton		**Redlands**		**Rialto**		**Rim**		**YCJUSD**	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
0	1	0	2	0	1	0	0	0	2

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*				
Colton	**Redlands**	**Rialto**	**Rim**	**YCJUSD**
2	4	2	0	2

*It is the practice of the East Valley SELPA to provide more visits for students placed residentially than the required annual monitoring visit under AB 1172.

California Department of Education, Special Education Division NPS Monitoring

Non-public schools are cycled through a regular series of on-site reviews and self-reviews by CDE every three years. SELPAs who hold a Master Contract with a NPS and LEAs with students enrolled in the NPS are notified of planned on-site reviews as well as "unannounced visits." It is the practice of the East Valley SELPA to be present at each of these meetings.

Based on CDE reviews there are four certification ratings for a Nonpublic School:

1. Approved – no restrictions
2. Conditional – indicating some level of CDE support, oversight, and required corrective actions
3. Suspension – may not take new students
4. Revocation – unable to accept Special Education dollars for placement but may continue to operate as a private school

Name of Facility	CDE Approval Status	Date of CDE Onsite Review
Alabama Clinical Schools*	*Partial*	
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	1.24.24
Copper Hills	Approved	
Joan Macy	Approved	11.30.22
Lava Heights	Approved	
Leroy Haynes	Approved	12.1.22
New Haven	Approved	

Port View Prep	Approved	12.14.22
Provo Canyon	Conditional	12.3.24
San Diego Center	Approved	
Sierra of East Valley	Approved	
Sorenson's Ranch	Approved	
Spectrum Center – Chino Hills	Approved	
Stone Ridge Academy	Approved	2.4.22

* represents a school that is not fully CDE certified. CDE certified for 1 of 2 EV SELPA students enrolled.

East Valley SELPA does not currently have a Master Contract with any Non-Public School with a CDE certification rating of "Conditional" or "Suspension".

East Valley SELPA
24-25 2nd Quarter NPS Cost Totals

Colton	2023-2024	2024-2025					
NPS (Students reside w/parents)	13	18					
NPS (Students in residential setting)	2	1					
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total	
NPS Education*	$ 265,741.68	$ 37,821.37	$ 123,515.07	$ 82,108.18	$ 66,050.83	$ 309,495.45	
NPS Mental Health**	$ 112,914.04		$ 20,617.46	$ 19,024.63	$ 15,746.04	$ 55,388.13	
District Total	$ 378,655.72	$ 37,821.37	$ 144,132.53	$ 101,132.81	$ 81,796.87	$ 364,883.58	

Redlands	2023-2024	2024-2025					
NPS (Students reside w/parents)	7	8					
NPS (Students in residential setting)	0	2					
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total	
NPS Education*	$ 89,405.40	$ 25,491.85	$ 59,122.14	$ 37,897.23	$ 17,411.10	$ 139,922.32	
NPS Mental Health**	$ 5,458.18		$ 28,674.02	$ 29,485.58	$ 17,164.19	$ 75,323.79	
District Total	$ 94,863.58	$ 25,491.85	$ 87,796.16	$ 67,382.81	$ 34,575.29	$ 215,246.11	

Rialto	2023-2024	2024-2025					
NPS (Students reside w/parents)	10	7					
NPS (Students in residential setting)	1	1					
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total	
NPS Education*	$ 165,994.26	$ 46,728.01	$ 49,809.57	$ 34,229.39	$ 19,377.76	$ 150,144.73	
NPS Mental Health**	$ 63,380.91	$ 537.18	$ 21,509.13	$ 20,971.95	$ 21,151.01	$ 64,169.27	
District Total	$ 229,375.17	$ 47,265.19	$ 71,318.70	$ 55,201.34	$ 40,528.77	$ 214,314.00	

Rim	2023-2024	2024-2025					
NPS (Students reside w/parents)	5	3					
NPS (Students in residential setting)	1	0					
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total	
NPS Education*	$ 61,854.51	$ 30,891.76	$ 19,662.55	$ 11,569.98	$ 1,351.75	$ 63,476.04	
NPS Mental Health**	$ 36,670.49		$ 80.56	$ 80.57	$ 80.57	$ 241.70	
District Total	$ 98,525.00	$ 30,891.76	$ 19,743.11	$ 11,650.55	$ 1,432.32	$ 63,717.74	

Yucaipa-Calimesa	2023-2024	2024-2025					
NPS (Students reside w/parents)	4	4					
NPS (Students in residential setting)	3	2					
	Prior Yr Q2 Total***	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total	
NPS Education*	$ 78,559.43		$ 30,263.44	$ 17,411.59	$ 17,171.68	$ 64,846.71	
NPS Mental Health**	$ 140,494.66		$ 41,841.06	$ 37,879.15	$ 39,181.44	$ 118,901.65	
District Total	$ 219,054.09	$ -	$ 72,104.50	$ 55,290.74	$ 56,353.12	$ 183,748.36	

	Prior Yr Q2	Q1 Not Previously Billed	Oct	Nov	Dec	Q2 Total
SELPA Wide Tuition Total	$ 661,555.28	$ 140,932.99	$ 282,372.77	$ 183,216.37	$ 121,363.12	$ 727,885.25
SELPA Wide Mental Health Total	$ 358,918.28	$ 537.18	$ 112,722.23	$ 107,441.88	$ 93,323.25	$ 314,024.54
SELPA Wide Grand Total	$ 1,020,473.56	$ 141,470.17	$ 395,095.00	$ 290,658.25	$ 214,686.37	$ 1,041,909.79

*NPS Education includes: tuition & related services with the exception of counseling

** NPS Mental Health includes: residential cost, counseling, WRAP, residential student travel including parent travel reimbursment

*** Prior Yr totals not included in current year grand totals

4.2 Preparing for 2025 Maintenance of Effort (MOE) – SEMA-I

2024-25 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
SUMMARY REPORT- SEMAI (1st Interim)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**SEMAI** (Projected Exp vs. Actual Comparison Year)	STATE & LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	STATE & LOCAL EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2	(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	*FY 24/25*	*COMPARISON*	*COMP. YEAR*			*FY 24/25*	*COMPARISON*	*COMPARISON*	*COMP. YEAR*			*CY 24/25*	*COMP. YEAR*	
3		*Projected*	*YEAR*	*ACTUAL*			*Projected*	*YEAR*	*ACTUAL*	*ACTUAL*					
4	**COLTON**	56,014,824.00	2023-24	50,957,025.48	5,057,798.52	PASS	20,091.40	2023-24	50,957,025.48	17,967.92	2,123.48	PASS	2,788	2,836	(48)
5	**REDLANDS**	56,414,354.00	2023-24	52,000,301.26	4,414,052.74	PASS	16,931.08	2022-23	51,767,302.68	16,560.24	370.84	PASS	3,332	3,126	206
6	**RIALTO**	86,615,978.02	2023-24	83,923,662.54	2,692,315.48	PASS	30,054.12	2023-24	83,923,662.54	29,519.40	534.72	PASS	2,882	2,843	39
7	**RIM**	8,873,382.00	2023-24	8,262,034.19	611,347.81	PASS	20,398.58	2023-24	8,262,034.19	20,603.58	(205.00)	(FAIL)	435	401	34
8	**YUCAIPA**	24,450,499.98	2023-24	27,751,943.85	(3,301,443.87)	(FAIL)	16,967.73	2022-23	27,210,162.05	20,351.65	(3,383.92)	(FAIL)	1,441	1,337	104
9	**SBCSS (EV Ops & SELPA)**				0.00	FALSE	#DIV/0!			-	#DIV/0!	#DIV/0!			0
10	**CONSORTIUM TOTAL**	**232,369,038.00**		**222,894,967.32**	**9,474,070.68**	**PASS**	**21,361.38**		**222,120,186.94**	**21,068.02**	**293.35**	**PASS**	**10,878**	**10,543**	**335**

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
11	**SEMAI** (Projected Exp vs. Actual Comparison Year)	LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	LOCAL EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
12															
13	(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	*FY 24/25*	*COMPARISON*	*COMP. YEAR*			*FY 24/25*	*COMPARISON*	*COMPARISON*	*COMP. YEAR*			*CY 24/25*	*COMP. YEAR*	
14		*Projected*	*YEAR*	*ACTUAL*			*Projected*	*YEAR*	*ACTUAL*	*ACTUAL*			*Oct-22*		
15	**COLTON**	41,530,283.00	2023-24	29,418,014.65	12,112,268.35	PASS	14,896.08	2023-24	29,418,014.65	10,373.07	4,523.02	PASS	2,788	2,836	(48)
16	**REDLANDS**	36,342,951.00	2023-24	25,642,400.85	10,700,550.15	PASS	10,907.25	2022-23	24,670,198.49	7,891.94	3,015.31	PASS	3,332	3,126	206
17	**RIALTO**	56,157,336.16	2023-24	49,332,260.15	6,825,076.01	PASS	19,485.54	2023-24	49,332,260.15	17,352.18	2,133.36	PASS	2,882	2,843	39
18	**RIM**	6,039,883.00	2023-24	4,397,497.93	1,642,385.07	PASS	13,884.79	2023-24	4,397,497.93	10,966.33	2,918.46	PASS	435	401	34
19	**YUCAIPA**	16,766,914.54	2023-24	13,780,802.76	2,986,111.78	PASS	11,635.61	2023-24	13,780,802.76	9,864.57	1,771.04	PASS	1,441	1,397	44
20	**SBCSS (EV Ops & SELPA)**				0.00	FALSE	#DIV/0!			#DIV/0!	#DIV/0!	#DIV/0!	0	0	0
21	**CONSORTIUM TOTAL**	**156,837,367.70**		**122,570,976.34**	**34,266,391.36**	**PASS**	**14,417.85**		**121,598,773.98**	**11,468.34**	**2,949.51**	**PASS**	**10,878**	**10,603**	**275**

4.3 EV SELPA Preliminary Special Education Student Counts Fall 2024

East Valley SELPA Student Counts & Percentages Fall 1 2024 by Primary Disability - Uncertified Preliminary Data
Counts & Percentages of EV SELPA Total

Primary Disability*	Colton		Redlands		Rialto		Rim of the World		Yucaipa-Calimesa		SBCSS EV-Ops		EV SELPA	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	
ID	97	3%	130	4%	165	6%	14	3%	65	4.5%	27	11%	498	4%
HH	23	<1%	32	1%	20	<1%	2	<1%	16	1%	9	4%	102	1%
DHH	4	<1%	7	<1%	0	0	0	0	1	<1%	4	2%	16	<1%
SLI	600	21%	773	23%	534	19%	73	17%	272	19%	13	5%	2265	20%
VI	9	<1%	15	<1%	8	<1%	1	<1%	5	<1%	0	0	38	<1%
ED	25	<1%	49	1.5%	25	<1%	9	2%	40	3%	20	8%	168	1.5%
OI	5	<1%	24	<1%	25	<1%	4	<1%	25	2%	8	3%	91	<1%
OHI	361	13%	545	16%	343	12%	74	17%	233	16%	48	19%	1604	14%
EMD	1	<1%	1	<1%	0	0	0	0	0	0	0	0	2	<1%
SLD	1192	42%	1110	33%	1129	39%	182	42%	480	33%	58	24%	4151	37%
DB	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MD	17	<1%	66	2%	30	1%	3	<1%	11	<1%	41	17%	168	1.5%
AUT	535	19%	570	17%	598	21%	73	17%	292	20%	16	7%	2084	19%
TBI	2	<1%	10	<1%	1	<1%	0	0	1	<1%	0	0	14	<1%

Total Counts & Percentages SELPA-Wide

	Colton		Redlands		Rialto		Rim of the World		Yucaipa-Calimesa		SBCSS EV-Ops		EV SELPA	
	2,871	26%	3,332	29.5%	2,878	26%	435	4%	1,441	13%	244	1.5%	11,201	100%

Counts & Percentages of Students Enrolled in SBCSS SAI Classes

	Colton		Redlands		Rialto		Rim of the World		Yucaipa-Calimesa		SBCSS EV-Ops		EV SELPA	
	40	1.4%	6	<1%	28	1%	4	1%	7	<1%	85	100%	85	<1%

East Valley SELPA Disability Rates

2024-2025 P-1 ADA

	Colton	Redlands	Rialto	Rim of the World	Yucaipa-Calimesa	SBCSS EV-Ops	EV SELPA
	18,414	19,181	23,069	2,878	8,461	399	72,402

2024 Disability Rate

	Colton	Redlands	Rialto	Rim of the World	Yucaipa-Calimesa	SBCSS EV-Ops	EV SELPA
	15.6%	17.4%	12.5%	15.1%	17%	N/A	15.5%

2023 Disability Rate (Comparison)

	Colton	Redlands	Rialto	Rim of the World	Yucaipa-Calimesa	SBCSS EV-Ops	EV SELPA
	16.1%	16.5%	13%	15.2%	19.5%	N/A	16.2%

* See attached document for primary disability titles by acronym

4.4 SBCSS FFS Restructuring Committee Recommendations

East Valley SELPA SBCSS EV-Operations Fee-For-Service Restructuring Committee

December 2024 – February 2025
Committee Members: Rob Pearson, Patti Buchmiller, Dr. Rebecca Parres, Torri Burke, Cathy Pearson, Rich Frederick, Peggy McFee, Lily Chang, Jennifer Brooksby, Dr. Rick Homutoff, Dr. Patty Metheny

Why...

- 2024 Redlands USD Transfer Request Regarding SBCSS Services
  - Collaboration
  - Costs simulations
- EV SELPA Board of Directors November 18, 2024 Meeting
  - Transfer request withdrawn
  - Request to identify and recommend changes to the Fee-For-Service Model
  - Request to identify and make changes to Board Bylaws, SELPA Local Plan, and SELPA Fiscal Plan that may result

Who… SBCSS EV-Operations FFS Restructuring Committee Members

Rob Pearson

Patti Buchmiller

Dr. Rebecca Parres

Torri Burke
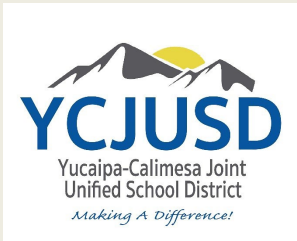
Cathy Pearson
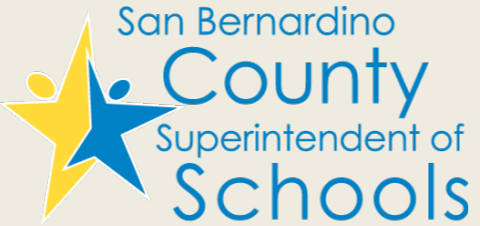
Lily Chang, Rich Frederick
Peggy McFee

Jennifer Brooskby, Dr. Rick Homutoff
Dr. Patty Metheny

What...

Fiscal Data

- Reviewed current SBCSS EV-Ops, DM-Ops & WE-Ops FFS models & components

- Reviewed current SBCSS EV-Ops 2024-2025 budget components

- Reviewed current & historical student data counts & trends

- Developed recommendations

Program

- Analyzed student counts 2023 – 2025 & identified trends

- Reviewed program practices

- Conducted an audit of student files and reviewed the findings for approximately 20% of students receiving visual impairment services

- Developed recommendations

SBCSS EV-Ops FFS Simulation Cost Models

Discussed Recommendations for Revisions to the EV SELPA Local Plan, EV SELPA Board of Directors Bylaws, EV SELPA Fiscal Allocation Plan, EV SELPA Policies & Procedures Manual & EV SELPA Website

How...

Three meetings held at the Dorothy Inghram Building

- December 18, 2024

- January 16, 2025

- February 4, 2025

Gathered and reviewed available data

Conducted program/student file audit

Applied findings to decision making & recommendations

What the Committee found...

What the numbers told us:

✓ Enrollment in SBCSS SAI classrooms has been declining (represents less than 1% of total EV SELPA special education student count), now at less than 85 students out of 11,201 SELPA-wide

✓ Low incidence service costs are increasing significantly

✓ Within low incidence service costs, there is great variability (as much as $17,000 difference)

✓ Visual impairment service numbers (which include both teacher and Braille services) are significantly higher in the East Valley region compared to other regions

✓ SBCSS EV-Ops budget development for 2024-25 had limited engagement

"Numbers have a story to tell.
They rely upon you to
give them a clear and
convincing voice."

Stephen Few

What the Committee found...

What the program practices told us:

✓ Staffing for visual impairment services significantly greater than for other low incidence services

✓ Current IEP data does not include recording of Braille services

✓ Current Braille services also include enlarging printed materials and limited use of new & emerging technology

✓ Practices by the teachers of the visually impaired need alignment with current best practices for assessment, goal development, identification of service minutes, and provision of services

✓ Teachers of the visually impaired and district staff do not regularly engage in staffing/discussions regarding services
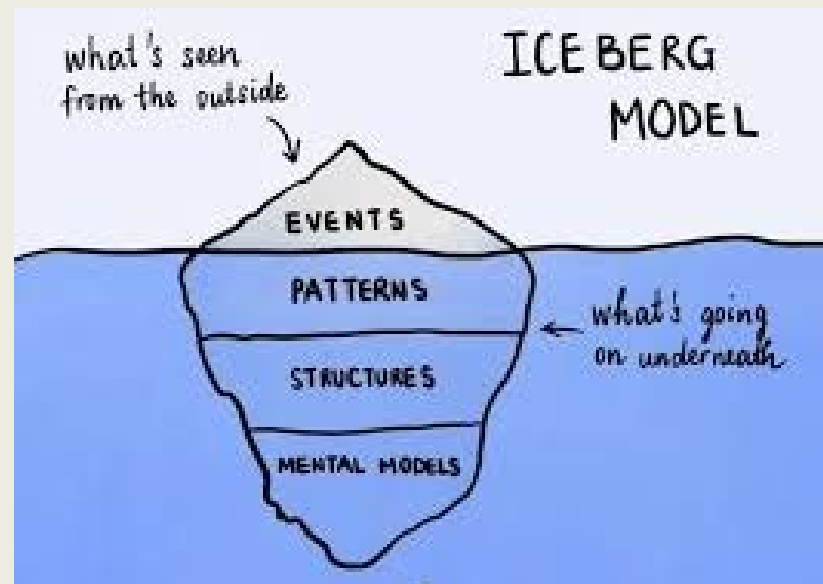
What the Committee found...

What the practices in the Desert-Mountain and West End regions told us:

✓ Both regions desegregate related services costs and do not have a composite classroom fee model

✓ The EV SELPA Board of Directors decided in 2013 not to provide SBCSS with a transfer of their LCFF funds to offset fee-for-service costs but instead pay for the actual costs each year, both DM & WE regions do

✓ The EV SELPA Board of Directors includes a voting representative from SBCSS, neither DM SELPA nor WE SELPA governance councils do

Recommendations

Fiscal

- ➤ Disaggregate the current Low Incidence rates into four separate rates – Deaf hard of hearing, Orientation & Mobility, Visual Impairment by adding Braille Services
- ➤ Leave all other components of EV-Ops SBCSS FFS model as is
- ➤ Build a system for SBCSS, district, and SELPA collaboration during budget development

Recommendations

Program

- EV SELPA & SBCSS implement VI best practices including Educational Benefit Review via trainings for:
  - *SBCSS & District administrators*
  - *SBCSS Vision Impairment teachers*
  - *SBCSS & District School Psychologists*
- District and SBCSS teams with VI teachers hold staffing meetings prior to student IEPs
- Include Braille as a service on IEPs, as appropriate
- Ensure Braille services are "Braille" by having district teams take responsibility for 'enlarging' materials requests and using alternative means to do so (i.e., technology)

Recommendations

Leadership

- SBCSS provide regular updates to EV SELPA Steering Committee on student counts, staffing, and costs
- Build a system for SBCSS, district, and SELPA collaboration during budget development
- EV SELPA Board of Directors discuss/decide on membership
- Revise EV SELPA policies and procedures accordingly

4.5 EV SELPA 2024-2025 Fiscal Reporting Calendar

FY 2024-25 FISCAL REPORTING CALENDAR

JULY 2024

7/03/24   Districts to provide SELPA June PARs and PYR for TPP
7/15/24   Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
7/31/24   SELPA to finalize closing of FY 23/24 books, Final REX will be sent out to districts
7/31/24   SELPA to submit May and June 2023 TPP Service and Certified Invoices to DOR

AUGUST 2024

8/05/24   Districts to provide SELPA July PARs and PYR for TPP and Salary Verifications for 24/25
8/15/24   SELPA to provide 23/24 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/12/24 at Steering/ Finance meeting
8/15/24   SELPA to present AB 602 June 2024 CDE Certification (21/22 R3, 22/23 R1, 23/24 P2)
8/15/24   SELPA to present Final 23/24 Schedule REX
8/15/24   SELPA to present final 23/24 proportionate costs for regional programs, Mental Health Counseling, Occupational Therapy, and Physical Therapy.
8/15/24   SELPA to present PY (23/24) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
8/15/24   SELPA to present 2024-25 Schedule REX – projections based on enacted budget

SEPTEMBER 2024

9/07/24   Districts to provide SELPA August PARs and PYR for TPP
9/12/24   SBCSS to present PY (23/24) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.
9/12/24   SELPA to present 2023-24 Final NPS Costs
9/20/24   Districts to return completed and signed Excess Cost and Subsequent Year Tracking worksheet to SELPA.
9/25/24   SELPA to submit July TPP Service and Certified Invoices to DOR.

OCTOBER 2024

10/03/24   SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (24/25) P-2 ADA estimates & changes to PY ADA (if any) by _Oct 11th for First Interim reporting and Projections_
10/07/24   Districts to provide SELPA September PARs and PYR for TPP
10/10/24   SELPA to present EOY reports, SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting due to CDE 11/15/24
10/15/24   Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
10/18/24   SELPA to submit Extraordinary Cost Pool (ECP) program claim to AU, SBCSS for CDE submission. Mail back up documents to CDE, due _October 30, 2024_ **COMPLETED**
10/25/24   Deadline for SELPA/SBCSS to submit CY (24/25) Part C Early Start Application to CDE
10/25/24   SELPA to submit Aug TPP Service and Certified Invoices to DOR
10/28/24   SELPA to submit 2024-27 Data Use Agreement (DUA) to DHCS for Medi-Cal Billing Option Program due _November 1, 2024_

Subject to change, updated as needed.

FY 2024-25 FISCAL REPORTING CALENDAR

NOVEMBER 2024

11/08/24	Districts to provide Oct PARs and PYR for TPP to SELPA
11/14/24	SELPA to present CY (24/25) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
11/14/24	SELPA to present First Interim budget revisions at Steering/Finance
11/14/24	SELPA to present Schedule REX (24/25) 1st Interim projections at Steering/Finance
11/15/24	*Maintenance of Effort SEMA 23/24 Unaudited Actuals due to CDE*
11/15/24	*Maintenance of Effort SEMB 23/24 Unaudited Actuals/Budget due to CDE*
11/15/24	*Excess Cost Calculation(s) 23/24 due to CDE*
11/15/24	*Maintenance of Effort Subsequent Year Tracking Worksheets due to CDE*
11/20/24	SELPA and EV Ops will provide SBCSS FFS Fall 1 count to District Spec Ed Directors
11/22/24	SELPA to submit September TPP Service and Certified Invoices to DOR
11/29/24	SELPA/IBS to submit Part C Grant Application Package to CDE
11/29/24	SELPA to submit Medi-Cal Program 2023-24 LEA BOP Annual report to DHCS

DECEMBER 2024

12/06/24	Districts to provide November PARs and PYR for TPP to SELPA
12/06/24	District Spec Ed Directors to return FFS count verification to SELPA
12/12/24	SELPA to present CY (23/24) Fall Count for SBCSS Fee-for-service Students
12/13/24	Districts to confirm if SEMAI (1st Interim) for MOE monitoring have been promoted to SACS
12/27/24	SELPA to submit October TPP Service and Certified Invoices to DOR
TBD	SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)

JANUARY 2025

1/06/25	SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS 1/10/25
1/06/25	Districts to provide December PARs and PYR for TPP to SELPA
1/08/25	SELPA to certify data for SBCSS Infant Funding Report for P-1, due to CDE January 31
1/16/25	**Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (24/25) and required back-up documents to be sent to CDE or report # 5 (PY 23/24) if applicable**
1/24/25	SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2025

2/3-21/25	FY 2025/26 Budget Development
2/07/25	Districts to provide January PARs and PYR for TPP to SELPA
2/13/25	SELPA to present SEMAI 1St Interim MOE summary report/MOE monitoring
2/13/25	SELPA to present CY (24/25) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2024 at Steering/Finance
2/18/25	Districts to provide SELPA with CY 24/25 P-2 estimates
2/21/25	SELPA to submit December TPP Service and Certified Invoices to DOR
2/21/25	SELPA to submit to AU FY 25/26 EV SELPA budgets

Subject to change, updated as needed.

2/12/25

FY 2024-25 FISCAL REPORTING CALENDAR

2/24/25   **Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 24/25**

   TBD   SELPA to prepare February certifications for CY (24/25) and PY (23/24, 22/23) AB602 Funding Allocation

MARCH 2025

3**/07/25**   Districts to provide February PARs and PYR for TPP to SELPA
3/07/25   Districts to inform SELPA if DAT files for SEMAI (2nd Interim) have been promoted for MOE monitoring
3/13/25   SELPA to present CY (23/24) Regional services Proportionate Share Costs as of 2nd Interim (MH, OT, & PT)
3/25/25   *SELPA to provide Low Incidence Inventory Report to districts for review*
3/27/25   SELPA to send (24 /25 P-1, 23/24 Annual, 22/23 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
3/27/25   SELPA to submit January TPP Service and Certified Invoices to DOR
   TBD   SELPA to work on Annual Budget Plan for CAC and Steering presentation

APRIL 2025

4/05/25   Districts to provide March PARs and PYR for TPP to SELPA
4/11/25   SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 24/25 at Steering/Finance
4/11/25   SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 24/25
4/11/25   SELPA to send SEMAI 2nd Interim MOE monitoring/summary report to districts
4/11/25   SELPA to provide P-2 NPS ADA to districts *District deadline to BAS TBD
4/14/25   *Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)*
4/15/25   Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (24/25)
   TBD   SELPA to present 25/26 Operating Budget to Board Budget Ad Hoc
4/25/25   SELPA to submit February TPP Service and Certified Invoices to DOR
4/28/25   SELPA to certify EV SELPA Consortium 23-24 Personnel Data Report

MAY 2025

5/06/25   Districts to provide April PARs and PYR for TPP to SELPA
5/08/25   SELPA to present FY 25/26 Proposed EV SELPA Budgets at Steering/Finance
5/08/25   SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
5/21/25   *SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification*
5/21/25   SELPA to present to Board of Directors EV SELPA FY 25/26 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 25/26 rates

Subject to change, updated as needed.

2/12/25

FY 2024-25 FISCAL REPORTING CALENDAR

JUNE 2025

6/06/25	Districts to provide May PARs and PYR for TPP to SELPA
6/11/25	Districts to turn in any pre-approved Low Incidence requests for reimbursement to Elizabeth Coronel (SELPA)
6/11/25	Districts Spec Ed directors to return SBCSS FFS MAY count signed verification forms to SELPA
6/13/25	SBCSS to present final FY 24/25 EV County Operated Spec Education FFS average counts/costs at Steering
6/13/25	SELPA to present Proportionate Share Regional Programs student counts/projected costs at Steering
6/13/25	SELPA to present FY 25/26 Schedule REX Projections based on Governor's May Revise
6/23/25	SELPA to submit April TPP Service and Certified Invoices to DOR
6/28/25	SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July
6/28/25	Districts to prepare ALL grant (SELPA pass-throughs & LEAs) Expenditure Reports 3 (April 1, 2024- June 30, 2025) or FINAL expenditure reports for submission in mid-July 2025
TBD	SELPA to finalize AB602 CDE Certifications for CY (24/25) and PY (23/24), and PPY (22/23).

Subject to change, updated as needed.

PROGRAM ITEMS

4.6 EV SELPA Annual Career Day – April 17, 2025

Career Day 2025 Preview

April 17, 2025

Details

- Approximately 600 students
- 100 adults (teachers, aides, SELPA staff)
- Variety of assigned workshops for student engagement
- Exhibitors
- Entertainment

EAST VALLEY
SELPA
Educating Together
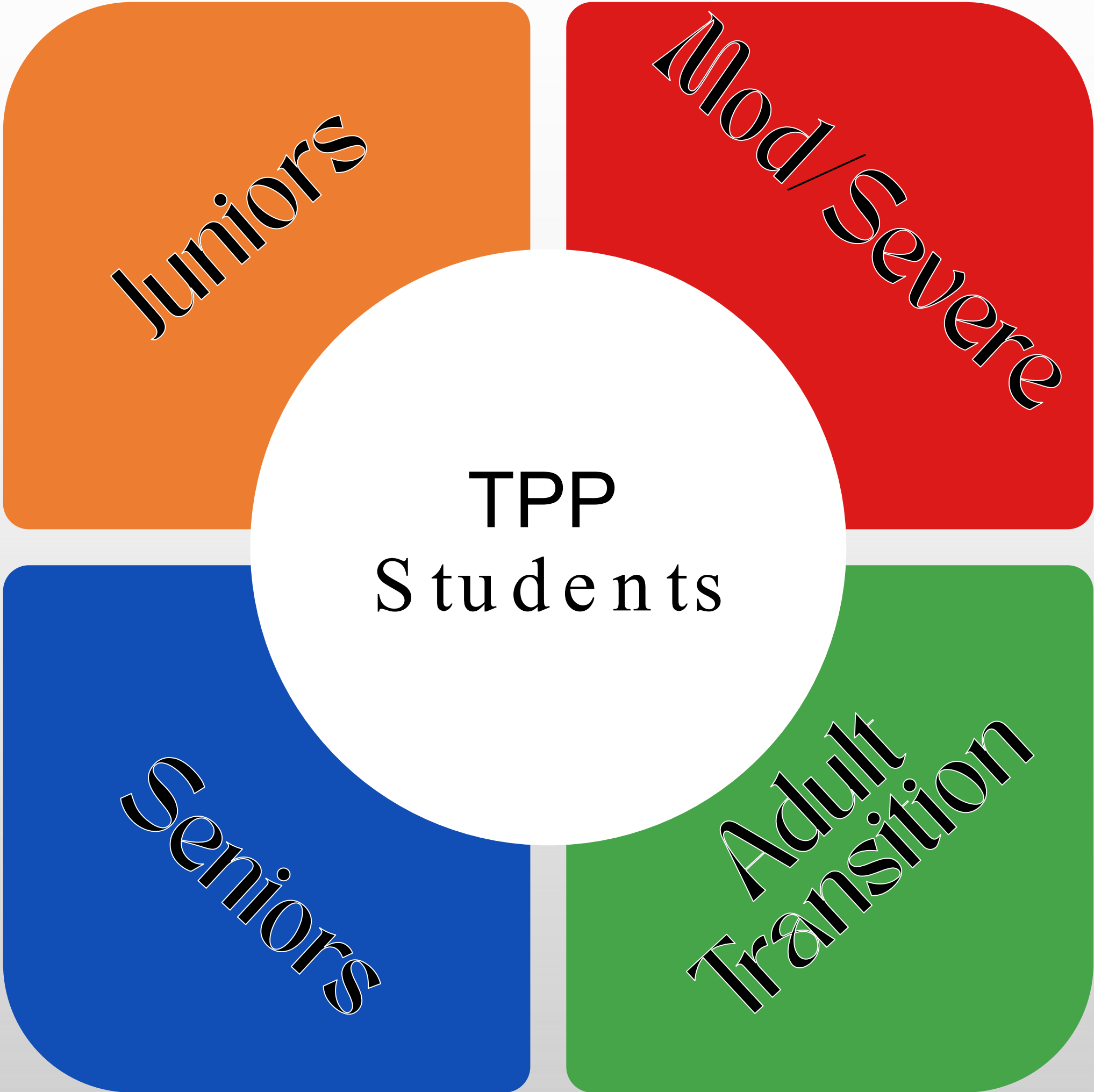
VOLUNTEERS

- All EV SELPA Staff
- SBCSS ROP

District Staff Welcome!
Reach out to Helen
helen.junker@sbcss.net

Workshops

- Students assigned colored lanyards that corresponds with their lunch, workshop assignments and table assignment

- Workshops will be geared towards the audience
  - Mod/Severe & Adult Transition will see the same workshops
  - Juniors & Seniors will see the same workshops

Lunch

- 3 Separate Lunches
- Mild/Mod, Adult Transition, Juniors & Seniors will be co -mingled for lunches   - We're All In!

OVER 40 EXHIBITORS

- Potential Employers
- Community Resources
- Secondary Education

Career Day Entertainment

DR. BETTERS

DJ BEATS MODE REMIX

EAST VALLEY SELPA
Educating Together

-2 Lunch stations for quick serving

-Port-a-potties in big lot so students do not need escorts inside

-Accessible restrooms are inside only

-First Aid in south lot, opposite Exhibitors tent

-Bus drivers will receive a map prior to and a copy at the event

-Arrival/Pick up will be coordinated by the Safety Team

Staff Parking

Main Tent

STOP

Staff Parking

Staff Parking

Exhibitor/Presenter Parking

Exhibitor Check In

Exhibitors

EAST VALLEY SELPA
Educating Together
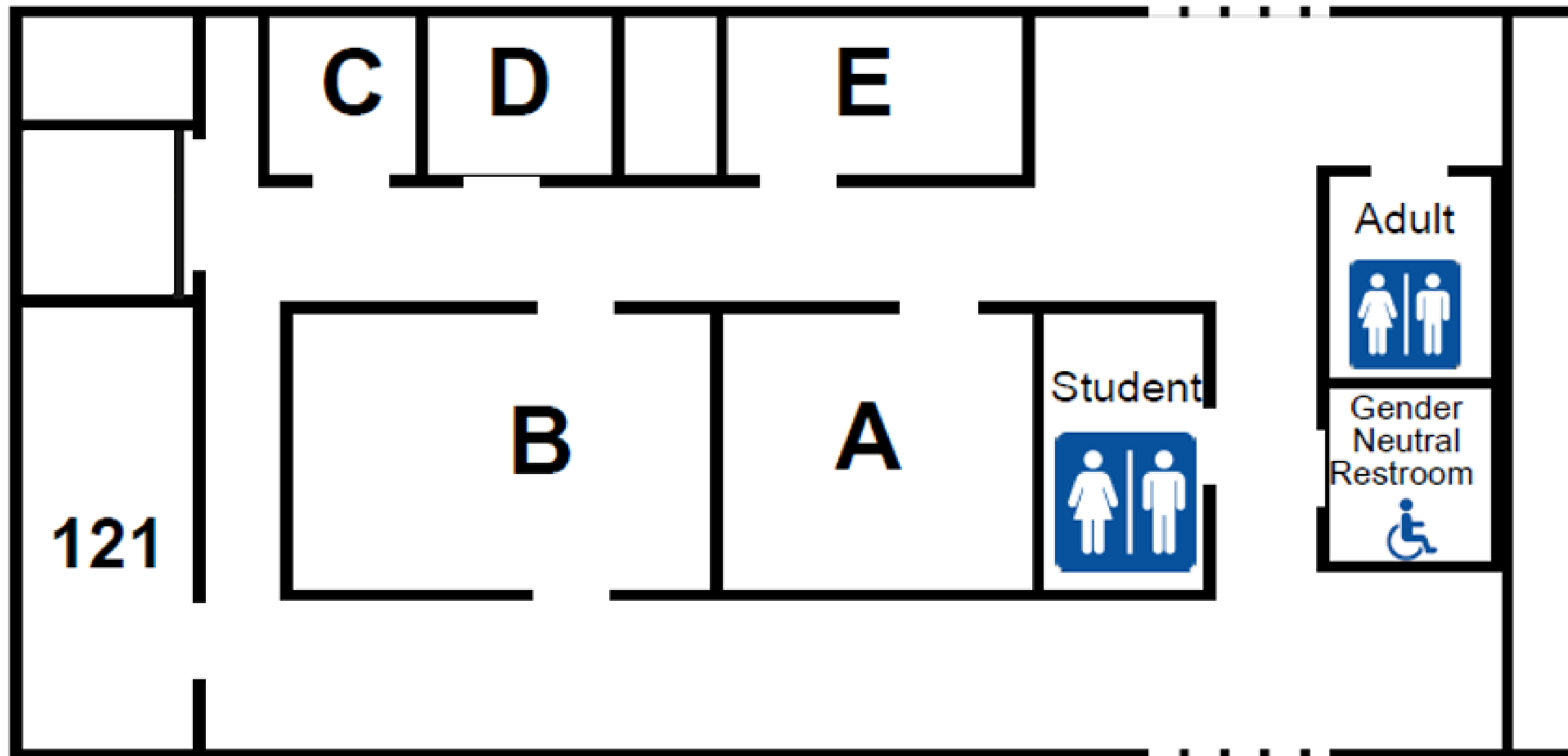
Room A – Mild/Mod Room

Room for Presentations

Room B– Mild/Mod Room

Room for Presentations

Room C - Hospitality Room

Room for Coffee and Snacks for Volunteers and Presenters

Room D– Sensory/

Nurse's Room

Room for if a student is overstimulated or has medical needs, including the changing table

Room E – Mod/Severe Room

Room for Presentations

Room 121 – Mod/Severe Room

Room for Presentations

4.7 PEERS Social Skills Program

What is peers?

- The Program for the Education and Enrichment of Relational Skills (PEERS®) is world-renowned for providing evidence-based social skills programs to preschoolers, adolescents, and young adults who are interested in developing and maintaining close friendships and/or romantic relationships.

- First developed at UCLA by PEERS® Clinic director, Dr. Elizabeth Laugeson, the program has expanded to locations across the United States, has been translated into over a dozen languages, and is used in over 150 countries across the globe.

PEERS Curriculum

Who

The curriculum is intended for higher functioning adolescents without significant intellectual disabilities.

What

Focuses on skills related to making and keeping friends and managing peer conflict and rejection.

Why

The effectiveness of the curriculum was established through research at the UCLA PEERS Clinic with over 700 adolescents. The program has been further validated through multiple studies.

PEERS
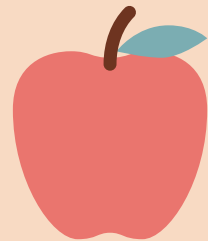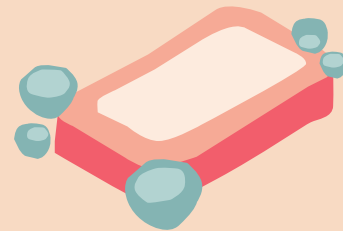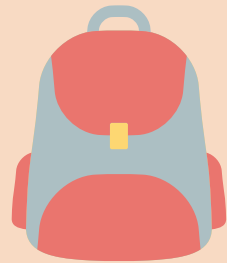
- Having two-way conversations
- Entering and exiting conversations
- Electronic forms of communication
- Choosing appropriate friends
- Using humor appropriately
- Handling teasing, physical bullying and other forms of social rejection

Rules and steps of social behavior are created from research evidence regarding:

(1) the common social errors often committed by those with ASD,

(2) the core social skills needed to make and keep friends, and

(3) the ecologically valid ways in which socially accepted teens handle peer conflict and rejections.
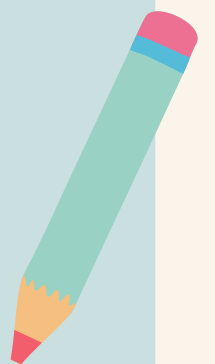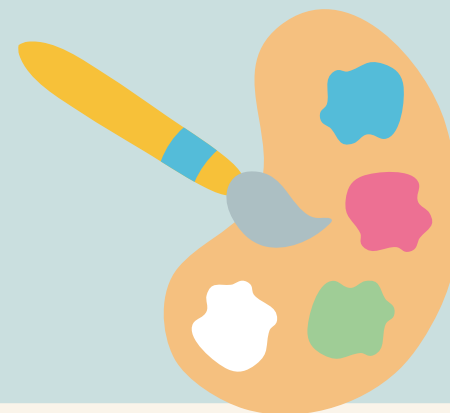
What does it look like?

Class Composition

- Social Motivation
  - Only teens expressing an interest in making and keeping friends should be included
- Class Size
  - Between 7-15 students
- Age/Gender Distribution
  - Include at least more than one teen in the same grade level. Girls and boys are easily mixed, but try to avoid only having one female student.

Including Students without ASD

Teens with ADHD, depression, anxiety, and other social behavioral problems, who are accepting of the unique challenges of teens with ASD, might also be included.

Length

- 16 weeks
  - 90 minutes per week (conducted on one day)   -or-
  - 4-5 days per week, 30-60 minutes at a time

What does it look like?

Who can be a provider?

- Speech-language pathologists

- Counselors

- Teachers

- School psychologists

Materials

- Various logs
  - Assignment log, daily point log, good sportsmanship point log, homework progress and completion logs
- Dry erase board and markers
- Pre- and post- test assessments
- Graduation party
  - what the students work for throughout the 16 weeks as a big incentive

Trainings in 2025 to become a certified provider

Clinical & educational services

Thank you!

4.8 EV SELPA United in Inclusion

East Valley Special Education Local Plan Area
DISTRICT APPLICATION FOR
SUPPORTING INCLUSIVE PRACTICES (SIP)
FUNDS

Date:	District Name:
Person Making the Request:	
Email:	Phone Number:

Amount Requested:	FAR Attached: ☐
Details of the Request:	
District's Desired Results – Outcome Anticipated from this Request:	
How the Request Aligns with the District's Desired Results:	

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval by SELPA:	Date SELPA Process Funds Transfer:
SIP Refunds Remaining for District:	

4.9 CALPADS/SEIS Student Data

EV SELPA Audit of 'Pending Student' in SEIS

- February 3, 2025

- 804 student files SELPA-wide

- Each district's Pending Student section on the SEIS home page was reviewed to determine if the records located there were appropriately designated as far as

  - Plan Type and Eligibility Status, and

  - whether there were outstanding records where the Parent Consent field was populated and the 60-day assessment period timeline had been exceeded, as well as

  - blank referral dates where assessment plans had been sent out and/or received back.

  - Investigations were also done for records where it appeared that either no work had taken place, or where work had halted.

- These spreadsheets were distributed with notes on my findings as well as steps to resolve the issues to their respective districts' SEIS techs and directors.

Audit Findings – Errors with Assessment Plan Data Entry (35%)

- Plan Type 900 (DNQ) students who were still marked as "Pending" for their Eligibility status instead of DNQ/Not Providing Services

- Plan Type 100 (IEP) where students had been found eligible, parent consent received, but final steps to update eligibility from Pending to Eligible/Receiving Services have not been taken, and a reasonable time has passed

- Referral dates that were missing, or were still populated with dates from years past

- Plan Types updated prematurely, before parent consent was received, or FAPE was declined in favor for an ISP

- Students had exited the district prior to evaluation being completed, but were still in Pending status

- Future IEP dates in the past, but no evidence an IEP had been held

EAST VALLEY SELPA

Educating Together

Improving Moving Forward
Options for Managing Pending Students
(Assessment Plan Data Entry)

Why – Pending student data is inaccurate, 60-day timeline compliance at-risk

- Option A – Add Student to SEIS when Parent Consent is Received

- Option B – Add Student when Referral is Received

Next Steps by Districts

- The details for each option are on the following slides
- Directors will take the options and descriptions back to their teams
- Each district team will choose an option and let SELPA know by Friday, February 21st
- SELPA will develop a process guide for each district depending on the option chosen and provide the guide to the districts by Friday, February 28th

Option A – Enter when Parent Consent is Received

- This option allows all the fields that are required for SEIS to create a Pending transaction to be populated at the time of creation, ensuring the transaction is created as required.

  - Those fields are Referral Date, Referred by, Parent Consent Date, and Meeting Type = 10.
  - The Data Technician would also be the one to click the button to create the transaction.
  - In fact, the SEIS Technician putting the student in pending would be responsible to make sure these fields are all populated fully and correctly.

- Because the parent consent date is entered into the record immediately, the Case Managers and all assigned providers would have a countdown reminder on their Home Page of SEIS letting them know when the 60-day timeline is set to expire.
- Because the students are entered into SEIS within 60 days of the Initial Evaluation meeting, the work required to monitor and manage the Pending students will be less demanding.
- Using this option will mean that all assessment plans will need to be completed outside of the SEIS system.

Option A – Enter when Parent Consent is Received

- It means that students who have been referred for SpEd assessment, but for whom you have not received parent consent must be kept track of using another method besides the SEIS Pending students.
    - This usually means it is harder to oversee to ensure all SpEd referrals are being processed fully and quickly.
    - It is also more difficult to document the communications and follow through attempts to obtain parent consent.

Conclusion: This option involves less time and effort in monitoring for the SEIS Technicians, more thorough reporting to CALPADS, but less oversight on students referred for initial evaluation but for whom parent consent has not been received.

Option B – Enter Sometime After Referral

LEAs can choose to enter students into pending at any point prior to the receipt of parent consent for assessment. However, the earlier the students are entered, the more work is required in maintenance and the more potential problems with reporting occur. **For this reason, it is strongly discouraged that LEAs enter students into SEIS prior to a referral for Initial Evaluation occurring.** The problems associated with entering students this early far outweigh the slight benefits that might be received.

If an LEA chooses to enter students into Pending upon or after referral not requiring parent consent to have been received, it means:

- In many cases, providers will have the ability to use SEIS to create the Assessment Plan.
- All students referred for SpEd assessment should be in the SEIS system so they can be monitored more easily.
    - Unfortunately, if the Case Manager does not ask for the student to be added, the student won't be in the system.
    - Administration will still have to watch for Case Managers who refuse to add students to SEIS until later in the process and develop another system for monitoring those.

Option B – Enter Sometime After Referral

- Using the Notes & Attachments section in the student record of SEIS, documentation can be entered into the system so the communications and repeated attempts to obtain parent consent can be observed and monitored easily in a single system.
- Because students are entered into Pending earlier, the Pending students will be more difficult to monitor and keep cleaned up for proper data reporting and maintenance.
  - Students will exist in several different stages of pending which takes longer to verify.
  - More verification processes will need to be followed to ensure that students without information are truly still in the beginning stages, not just un-updated when changes did occur.
- The LEA will have to develop a clear policy for when the referral date, referred by, and parent consent date are updated and who is responsible for doing so.

Option B – Enter Sometime After Referral

- The Pending Transaction will still need to be created once parent consent is received.
  - The SEIS Technicians are responsible for doing this, but they need to know to do so.
  - This means a clear procedure for notifying the SEIS Technicians when parent consent is received will need to be developed, communicated, and enforced.

Conclusion: Although the increased monitoring at the beginning stages when using this option are very tempting, do not underestimate the increased workload on your SEIS Technicians when this option is employed. If your Case Managers understand the importance of entering dates quickly and notifying the D.O. when statuses change, the increased documentation and monitoring capabilities of this option may be worth the extra work. Also, if your LEA has a history of "losing students" in the initial referral process, it may also be worth the extra work.

Follow-Up Pending Student Audit

SELPA will conduct another audit on Pending Students on March 28, 2025 to allow districts to implement their new processes

EAST VALLEY SELPA
Educating Together

LCS ADMINISTRATOR TRAINING ON SEIS

Facilitator: Jennifer Brooksby

EV SELPA MEMBER DISTRICTS ONLY

Learn how to harness the data in SEIS to guide your LEA to compliance

Join us EV SELPA district Special Education Directors, Coordinators, and Program Specialists
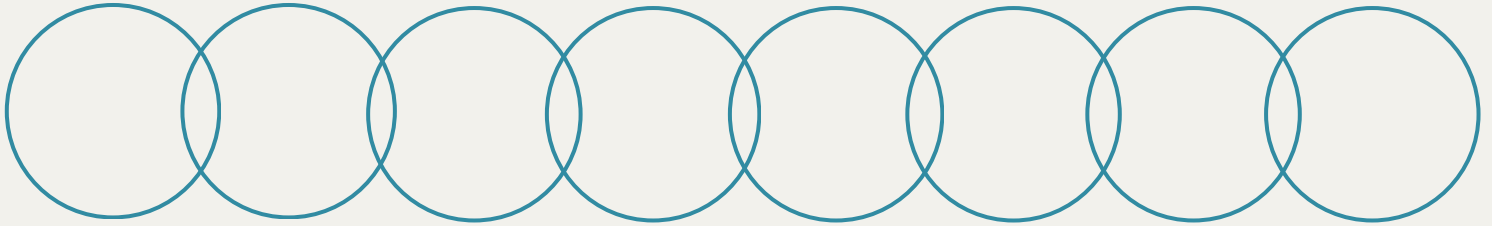
- Thursday, March 6, 2025
- 8:30 – 10:30 am
- Dorothy Inghram Learning Center
  670 E. Carnegie Dr.
  San Bernardino 92408

Register Online

https://sbcss.k12oms.org/46-261933

Password: LCS

C3 Report

FEBRUARY 2025

Degree of Support

- Degree of Support will be required Fall 1 2025.
- Monitor Degree of Support in your SPED IEP System and remind LEAs to continue uploading Degree of Support this year (2024-2025)
- [CDE Guidance Document (April 2024)](#)
- [East County SELPA Resource](#)
- [North West SELPA Resource](#)

Preparing for IEP Implementation Monitoring

- IEP Evaluation Period: March 3, 2025 – April 30, 2025
- Collection window: May 1, 2025 – June 27, 2025
- Submission deadline: June 27, 2025
- IEP Implementation Webinar is being scheduled for February 25, 2025

Annual Determination Letters (ADL)

- ADLs were sent to Superintendents and SELPA Administrators on 2/3/2025
- ADL data is available on the [CALTAN website](#)
- Forward ADLs to LEA SPED Directors

Personnel Data Report

- Notification letter and password email will be sent in February
- LEA submissions are due by May 9, 2025
- Amendment Window is May 10–29, 2025
- Certification and submissions are due Wednesday, May 30, 2025
- Materials can be accessed [here](#).

CALPADS Codes 350 & 865

- 350 code will end as of June 30, 2025 as this definition refers to service delivery and not the actual service. SELPAs should audit 350 service code so IEPs for preschoolers correctly reflect the appropriate SPED services. SELPAs should determine if member LEAs need training or clarification in documenting the appropriate SPED service for preschoolers.
- 865 service code definition will be updated to remove references to the IFSP, as the 800 series service codes refer to Transition Services.

CIM Roadshows

More information can be found on this [flyer](#).

4.10 Compliance/Data Governance

4.11 CDE December 12, 2024 Letter – SLP Caseloads

Date: December 27, 2024

Subject: Information Sharing from the State Director of Special Education

The 40-student maximum caseload limit is specifically applicable to speech and language specialists that are *exclusively* providing services to 3 to 5 year old students. (California *Education Code* [*EC*] 56441.7[a].)

Otherwise, the maximum caseload limit for speech and language specialists **in the special education local plan area (SELPA)** should not exceed an **average** of 55 with the exception of "*unless the local plan specifies a higher average caseload and the reasons for the greater average caseload.*" (*EC* 56363.3)

A December 12, 2009, guidance letter titled "Caseload Size for Speech and Language Specialists" is no longer the recommendation from the California Department of Education as the law does not mandate prorating mixed caseloads.

The applicable *EC* sections are below:

EC **§ 56441.7. Maximum caseload; guidelines or proposed regulations; date of issuance**

a. The maximum caseload for a speech and language specialist providing services **exclusively to** individuals with exceptional needs, **between the ages of three and five years**, inclusive, as defined in Section 56441.11 or 56026, **shall not exceed a count of 40**.

EC **§ 56363.3. Average caseload limits**

The average caseload for language, speech, and hearing specialists in special education local plan areas shall not exceed 55 cases, *unless the local plan specifies a higher average caseload and the reasons for the greater average caseload.*

If you have any questions regarding this subject, please contact the Special Education Division by phone at 916-445-4613 or by email at SEDinfo@cde.ca.gov.

4.12 SB 114 – Dyslexia Screening

Senate Bill 114: Dyslexia Screening for K-12 California Children

Senate Bill 114: Dyslexia Screenings for K-12 California Children

On July 10, 2023, Governor Newson signed into law Senate Bill 114. This bill adds Education Code 53008, which outlines requirements for both the State Board of Education and local education agencies (LEAs). Section 53008 requires LEAs to screen students in kindergarten through 2nd grade for reading delays, including dyslexia. Dyslexia is defined by the International Dyslexia Association as a "specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities." In the United States, the prevalence of dyslexia in children is believed to be approximately 5-8% of school-age. Additionally, an estimated 80% of children who are in special education are diagnosed with reading learning disabilities.

Key Components

The following are some of the key components of Senate Bill 114 that educators should be aware of as this new law takes effect.

Timeline

- By January 31, 2024 - State Board to appoint an independent panel of experts to create an approved list of screening instruments for assessing pupils in K-2 for risk of reading difficulties.

- By December 31, 2024 – panel to approve the list of screening instruments.

- By June 30, 2025 – LEAs are required to adopt one or more screening instruments from the list.

- At the beginning of 2025-2026 school year (and annually thereafter), assess each pupil in grades K-2 using the adopted screening instrument.

- Parental notification – parents or guardians must be provided with appropriate notices indicating their children are eligible for screening and with the option to opt out of the screening, in writing. Additionally, parents must be provided with the screening results, along with interpretation of said results, within 45 calendar days after the screening is administered.

Implications

- Students found to be "at risk" for reading must be provided with services and supports that address their needs, which may include:

  - Evidence-based literacy instruction focused on their specific needs.

  - Progress monitoring.

  - Early intervention in the general education program.

  - One-on-one or small group tutoring.

  - Further evaluation or diagnostic assessment.

- Section 504 and Special Education Child Find Obligations:

  - It is important to understand that a dyslexia screening is not meant to replace a comprehensive evaluation that leads to a diagnosis. Further, being found "at risk" does not necessarily mean that a child has dyslexia.

  - However, LEAs should pay close attention to the results of screenings and consider if those may reveal areas of suspected disabilities. Results from screenings could be used as part of many other factors that could trigger a referral for evaluation and identification for a Section 504 Plan or an individualized education program (IEP).

Screeners for Reading Difficulties Overview

READING SCREENER	Administration Type	Time Estimats	Languages	Cost Estimates	Progress Monitoring/Interventions	Notes
Multitudes From UCSF	1:1	10-15 min per student	English and Spanish --Mandarin is coming	None for Students PD Training to administer costs $400 for a virtual or $1500 for in-person half day for all staff	None—intended to just be a screener.	Takes longer to screen, was created specifically for this purpose 4 hour training PD. Limitations is it can't be used for progress monitoring or follow up. But it will be coming in **Mandarin,** which is a major pro over MClass and it's free, except for small PD fee.
Amira Private Company	Whole Group/Class	20 minutes per class	English and Spanish	$20 per student (for PD package, then screener licenses are free)	Progress Monitoring and digital interventions can be purchased through the company	Costly with seemingly no extra benefit over MCLASS, except for digital/online interventions can be purchased.
MClass with DIBELS Private Company	1:1	4-5 minutes per student	English and Spanish	$9 per student $5 per student add on for Spanish $8900 PD Package	Progress Monitoring and Instructional Recommendations and Resources.	Familiar in many schools, has a cost, but moderate compared to Amira. If schools are already using this suite, it maybe simpler to add on. PD is costly.
ROAR (Stanford) ***1st and 2nd Grade ONLY, no Kinder***	Whole Group/Class	8-18 minutes	English and Spanish	No Cost for Anything. PD is minimal, 15 minutes video	3x a year Progress Monitoring if needed.	Seems excellent, designed for this initiative, but is not yet approved for Kindergarten and they don't know when it will be. With no cost and quick training, has potential, but for 25/26, would need to adopt a second tool to use for Kinder, which is inconvenient and potentially burdensome.

*Note: Estimates, not authoritative, summary based on information provided in webinars and website. Districts are advised to vet any options considered and confirm details.

4.13 EV SELPA ADR

KEY 2ED

FACILITATED IEP TRAINING

Learn the concept of IEP facilitation, its benefits, purpose, and advantages. Attendees will build skills in conflict prevention and reaching agreements, skills that will shift the culture of communication in the IEP process.

Private By Invitation

Register Online Using Password: **ADR**

Monday - Wednesday	Wednesday - Friday
November 4 - 6, 2024	**April 23 - 25, 2025**
8:30 am - 3:30 pm	**8:30 am - 3:30 pm**
https://sbcss.k12oms.org/46-251847	https://sbcss.k12oms.org/46-251849

Dorothy Inghram Learning Center

EAST VALLEY SELPA

4.14 SBCSS Updates

2024-2025 SPECIAL DAY CLASSES (SDC)

| | | | | | | | | # OF PARAS | | DIST | | | | | 2024-25 |
PROGRAM	SCHOOL	CLASS TIMES	DISTRICT OF LOCATION	FOLLOWING DIST CAL	GRADE	TEACHER		INCL 1:1 Paras	# of 1:1 Paras	# of 1:1 Paras	# of Students	AM	PM	Principal
ED	B. Phelps	8:30-2:30	Redlands	Redlands	6 - 8	Marquez		4	2	0	4			Bernadine
ED	B. Phelps	8:30-2:30	Redlands	Redlands	9 - 12	Hines		5	2	0	9			Bernadine
MS	B. Phelps	8:30-2:30	Redlands	Redlands	9 - 12	Hoffman		6	3	0	8			Bernadine
AUT ECSE	Bemis	7:25-1:25	Rialto	Rialto	1 - 5	Eder		2	0	0	6			Bernadine
SH ECSE	Dollahan	7:30-1:30	Rialto	Rialto	1 - 6	Parker		3	1	0	9			Bernadine
SPH/MS	Eisenhower HS	8:45-2:45	Redlands	Redlands	9 - 12	Wiegmann		4	2	0	7			Bernadine
OI	Judson	7:25-1:25	Redlands	Redlands	2 - 8	Carlson		4	2	1	12			Bernadine
MS	Moore	8:00-2:00	Redlands	Redlands	6 - 8	Franklin		5	3	0	8			Bernadine
SPH/MS	REV HS	8:45-2:45	Redlands	Redlands	9 - 12	Lambert		5	3	0	10			Bernadine
SPH/MS	Rialto HS	8:45-2:45	Redlands	Redlands	9 - 12	Schodt		7	2	0	11			Bernadine
	8					10		45	20	1	84			

INFORMATION ITEMS

4.15 Admin Best Practices for VI Services – February 19, 2025

EV SELPA BEST PRACTICES FOR VI STUDENTS

Wednesday, February 19, 2025

8:00 am - 11:00 am

EAST VALLEY
SELPA
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Facilitators:
Jennifer Brooksby and Lily Chang

Participants will become familiar with best practices for VI assessments and services, how to score the VSSRS, Educational Benefit reviews for VI students, and Braille documentation

Register Online:
https://sbcss.k12oms.org/46-261299

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

Join us -
EV SELPA Program Specialists, EV SELPA Member District Program Specialists, Coordinators, and Teachers on Assignment

4.16 Creating Alignment for VI Best Practices – March 7, 2025

Creating Alignment for VI Best Practices

Facilitators:
Jennifer Brooksby & Lily Chang

Participants will learn about Educational Benefits reviews, create a common VI report template, and learn more about the VSSRS 2.0

Join us EV-Ops VI Teachers

Friday

March 7, 2025

12:00 noon - 3:00 pm

Dorothy Inghram Learning Center
EV SELPA ROOM 214
670 E. Carnegie Dr.
San Bernardino 92408

Register Online: https://sbcss.k12oms.org/46-261285

4.17 SIP Spring Institute – April 8, 2025

ADMIT ONE — 04.08.25

SIP

GRANTEE EXCLUSIVE
SPRING INSTITUTE
LIVE FROM THE MAIN STAGE

Event Overview

Join us for this year's Grantee EXCLUSIVE Spring Institute, happening on **Tuesday, April 8, 2025, at the Riverside County Office of Education Conference Center**! This event promises to be a symphony of collaboration, connection, and learning, bringing together voices from across the state to harmonize on inclusive education.

8:00 AM - 9:00 AM: Check-in & LEA Networking
Continental Breakfast

9:00 AM - 9:30 AM: Welcome & Introductions

To make the most of this dynamic event, we encourage all grantees to **attend as a group (2-4 people)**, so your team can perform at its best!

Hosted by SIP at no cost, the day will include both a continental breakfast and lunch. While grantees are responsible for their own travel expenses, these may be reimbursed by CDE through the SIP grant.

We are committed to ensuring that our event is accessible and inclusive to all participants. If you require any reasonable accommodation to participate fully or are hoping to request additional seats for a larger team, please let us know by contacting the SIP team at connect@sipinclusion.org.

4.18 Psychologist & Related Service Provides Best Practices for VI Services – April 18, 2025

EV SELPA MEMBER DISTRICTS ONLY

Best Practices for Effective Collaboration with Teachers of the Visually Impaired

FACILITATORS: JENNIFER BROOKSBY AND LILY CHANG

Learn how to effectively collaborate with the
TVI to support students with visual impairments

Join us ..... School Psychologists, Case Managers, and SLPs ....

FRIDAY, APRIL 18, 2025

8:30 - 11:30 am

Dorothy Inghram Learning Center

670 E. Carnegie Drive, San Bernardino 92408

Conference Room "E"

Register Online: https://sbcss.k12oms.org/46-261945

Password: TEACH VI

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SELPA
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4.19 EV SELPA 50th Anniversary of IDEA – June 6, 2025

YOU ARE CORDIALLY INVITED TO THE

50 YEARS OF

IDEA

HONORING THE LEGACY

- CELEBRATION -

JUNE 6TH, 2025 AT 5:30PM | **3637 5TH ST, RIVERSIDE, CA 92501**

EAST VALLEY SELPA

HOT TOPICS

2024-2025 Officers

Chair
Scott Turner, Ed.D.
East San Gabriel Valley SELPA
1400 Ranger Drive
Covina, CA 91722
(626) 966-1679

Chair Elect
Veronica Coates
Tehama County SELPA
900 Palm Avenue
Red Bluff, Ca 96080
(530) 588-4476

Treasurer
Kristin Cinco
Anaheim Elementary SELPA
101 South East Street
Anaheim, CA 92805
(714) 517-7525

Secretary
Amber Gallagher, Ed.D.
San Luis Obispo County SELPA
8005 Morro Road
Atascadero, CA 93422
(805) 782-7301

Past Chair
Elizabeth Engelken
Sonoma County SELPA/
Sonoma Charter SELPA
5860 Labath Ave.
Rohnert Park, Ca 94928
(707) 524-2752

Steering Committee
Ray Avila, Ed.D.
Aaron Benton
Heidi Burgett
Kristin Cinco
Veronica Coates
Steve Collins
Leah Davis
Heather DiFede
Elizabeth Engelken
Marisa Etheridge
Trina Frazier
Amber Gallagher, Ed.D
Benay Loftus
Patty Metheny, Ed.D
Patrick McGrew
Shelly Ota
Andrew Ownby
Dina Parker
Janet Queneau
Anthony Rebelo, Ph.D.
Sue Singh, Ed.D
Jaime Tate-Symons
Scott Turner, Ed.D
Stacy Wheat, Ed.D

January 30, 2025

Subject: Affirming Our Commitment to Students with Disabilities Amidst Federal Policy Shifts

Dear Colleagues, Parents, Students, and Community Members,

The SELPA Administrators of California remain steadfast in our commitment to protecting entitlements afforded to students with disabilities through the Individuals with Disabilities Education Act (IDEA), including access to a Free and Appropriate Public Education (FAPE). Since the enactment of the IDEA and related California Education Code, Special Education Local Plan Areas (SELPAs) have played a critical role in California's education system. The mission of the SELPA Administrators of California is to *champion educational access and opportunities for students with disabilities*, and our design ensures the equitable provision of special education programs and services across all geographic regions of the State. SELPA leaders also support their member local educational agencies (LEAs) by providing system-wide technical assistance to improve educational outcomes, with a focus on equitable access and inclusion for students with disabilities.

Sudden federal policy shifts announced through executive orders have created considerable uncertainty and concern throughout California's educational community regarding the continued accessibility of critical services to students. The SELPA Administrators of California are actively collaborating with our member LEAs, statewide associations, and state agencies to monitor developments on a multitude of issues. We are prepared to engage in advocacy to preserve federal funding that enables us to deliver a FAPE to all students with disabilities, as well as other sources of funding critical to individuals with disabilities such as Medicaid, Medicare, and Social Security. We will prioritize our communication on these issues, paying particular attention to the social and emotional well-being of our students, families, and staff.

The SELPA Administrators of California commend the bold leadership of the State Superintendent of Public Instruction, our Governor, and the California Department of Education in this moment, and we are grateful for the engagement of many of our member LEAs, statewide associations, Family Empowerment and Resource Centers, advocacy groups, and members of the broader educational community to help ensure students with disabilities and their families will continue to receive the support they need to thrive. As we follow these developments, we encourage open communication and collaboration within our communities. Your voices are invaluable, and we welcome your insights, questions, and concerns in supporting all students with disabilities.

Sincerely,

Scott Turner, Ed.D.
Chair, SELPA Administrators of California

Serving California Students with Disabilities from Urban, Suburban, Rural and Small & Sparse SELPAs since 1984

EAST VALLEY SELPA
Educating Together

WHERE TO SEND SERVICE REFERRALS

SBCSS SAI CLASSROOM
ED OR MOD/SEV CLASSROOM
- EV-20
- On EV SELPA website
- Send to evops.referrals@sbcss.net
- Provider: COE

SBCSS LOW INCIDENCE SERVICES OR ASSESSMENTS
VI, DHH, O&M, 1:1 FOR COUNTY STUDENTS
- EV-20A (1:1 EV 98)
- On EV SELPA website
- Send to evops.referrals@sbcss.net
- Provider: COE

Low Incidence Equipment Requests
- EV-203
- On EV SELPA website
- Send to evselpa@sbcss.net

eastvalleyselpa.org

NPS
- EV-10
- On EV SELPA website
- Send EV-10, current IEP and current reports directly to NPS
- Provider: NPS

INTER-SELPA
- SELPA Decision
- Contact SELPA Administrator at patty.metheny@sbcss.net

ERMHS*
- EV 21 & EV 89
- On EV SELPA website
- Send to evselpa@sbcss.net
- Provider: SELPA

OT*
- EV 22 OT
- On EV SELPA website
- Send to evselpa@sbcss.net
- Provider: SELPA

NPA
- Contact NPA directly
- Provider: NPA

ERMHS*
- Rialto provides own ERMHS Assessments and Services

OT*
- Redlands & Rialto provide own OT Assessments and Services

OTHER

5.1 2024-2025 EV SELPA Steering Committee
  Meetings

2024/2025
East Valley SELPA
Steering/Finance Committee Meeting Schedule

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

JULY 2024 – NO MEETING

AUGUST 15, 2024

SEPTEMBER 12, 2024

OCTOBER 10, 2024

NOVEMBER 14, 2024

DECEMBER 12, 2024

JANUARY 2025 – NO MEETING

FEBRUARY 13, 2025

MARCH 13, 2025

APRIL 10, 2025

MAY 8, 2025

JUNE 12, 2025

5.2 2024-2025 EV SELPA Board of Directors Meetings

2024/2025
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 25, 2024

November 20, 2024

February 19, 2025

March 19, 2025

May 21, 2025

June 18, 2025

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

5.3 2024-2025 EV SELPA CAC Meetings

2024/2025
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 23, 2024

NOVEMBER 18, 2024

FEBRUARY 24, 2025

APRIL 21, 2025

Approved by EV SELPA CAC 4.25.22

5.4 EV SELPA Professional Development – February & March 2025

Mastering the Art of the DHH Itinerant

Facilitators: Amara Chi Ani and Ginger Carlucci

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

Focus Area I: Mastering the Art of the DHH Itinerant
Thursday, August 22, 2024   2:00 - 4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252172

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

Part 1: Consultation & Eligibility
Thursday, September 26, 2024   2:00-4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252175

Part 2: Assessment & Identifying Needs
Thursday, October 24, 2024   2:00-4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252176

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

Part 1: Service Delivery & Inclusion
Thursday, January 16, 2025   2:00-4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252182

Part 2: Empowering DHH Students
Thursday, February 6, 2025   2:00-4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252185

Focus Area IV: Success in the Mainstream Classroom
Thursday, March 6, 2025   2:00 - 4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252186

Full training descriptions on pages 21-22

Focus Area I: Mastering the Art of the DHH Itinerant

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

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

Key Benefits:

o **Clarity on Your Role:** Understand your unique responsibilities and approaches.

o **Time Management Mastery:** Boost efficiency and organization for a more productive practice.

o **Progress Monitoring Powerhouse:** Discover methods for tracking student progress and maintaining accurate logs.

o **Collaboration Champions:** Develop co-planning skills to seamlessly integrate support for DHH students within general education classrooms.

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

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

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

Part I: Consultation & Eligibility

o **Consultation Review:** Understand the consultation review process and collaborate effectively with school teams.

o **Eligibility Criteria:** Explore pathways to support, including 504 Plans and Individualized Education Programs (IEPs). Learn how to identify qualifying students.

Part II: Assessment & Identifying Needs

o **Assessment Strategies:** Delve into assessment practices for children (preschool-high school) and understand different assessment areas.

o **Identifying Needs:** Utilize assessment results to pinpoint specific learning needs and support areas for students with hearing loss.

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

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

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

Part I: Service Delivery & Inclusion

Advocacy for Support Services: Gain clarity on how to ensure DHH students receive appropriately tailored support services.

Service Models: Deepen your understanding of various methods for service delivery that meet individual student needs.

Inclusion: Learn how to leverage resources in the general education setting to foster inclusive learning environments.

Part II: Empowering DHH Students

Building an Advocacy Framework: Discover a practical framework to guide Deaf students in developing effective advocacy skills.

Accommodations, Services & Networking: Explore best practices for utilizing accommodations and services, while fostering connections with the Deaf community.

Focus Area IV: Success in the Mainstream Classroom

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

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

Key Takeaways:

Communication Strategies: Understand various communication modes used by DHH students (spoken language, sign language, assistive technologies).

Creating Accessible Classrooms: Unpack the educational challenges faced by DHH students and the concept of access.

Hearing Assistive Technology (HAT): Gain insight into various HAT systems and how to integrate them effectively.

Social-Emotional Well-being: Discover strategies to foster social skills development, friendships, and self-advocacy skills for DHH students.

DRDP AS AN INSTRUCTIONAL TOOL

Participants will learn how to use the **D**esired **R**esults **D**evelopmental **P**rofile (**DRDP**) as an instructional tool by using the assessment data to guide instruction, create lessons with target skills, and plan daily activities that align to the identified student needs. Participants will walk away with ideas and strategies to use immediately and daily within their classrooms.

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

EAST VALLEY SELPA
Educating Together

Wednesday
OCTOBER 16, 2024
8:30 am - 3:30 pm
Register Online
https://sbcss.k12oms.org/46-252197

Presented by:
EV SELPA PROGRAM SPECIALISTS

Dorothy Inghram Learning Center San Bernardino

Wednesday
FEBRUARY 19, 2025
8:30 am - 3:30 pm
Register Online
https://sbcss.k12oms.org/46-252198

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SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

PRESENTED BY: JENNIFER BROOKSBY & RICK HOMUTOFF

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

JOIN US ON THE FOLLOWING MONDAYS:

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

LOCATION:

DOROTHY INGHRAM LEARNING CENTER

HOME TO THE EAST VALLEY SELPA

670 E. CARNEGIE DRIVE, SAN BERNARDINO 92408

REGISTER ONLINE:

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

NEW TEACHER & RELATED SERVICES PROVIDER 6-DAY TRAINING SERIES

EAST VALLEY SELPA
Educating Together

Day 1   IEP Basics Survival Kit

Day 2   Goal Development

Day 3   Progress Monitoring

Day 4   Structuring the Classroom

Day 5   UDL in the Classroom

Day 6   Behavior Strategies/FBA/BIP

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

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

IEP BASICS SURVIVAL KIT TRAINING

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

GOAL DEVELOPMENT

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

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

PROGRESS MONITORING

Participants will learn how to collect data (progress monitoring) on IEP goals, and how to effectively implement all parts of an IEP. Objectives - Participants will:
- Be able to define Progress Monitoring and how it relates to IEP development
- Practice completing progress monitoring sheets and develop new sheets based on current and future IEP goals
- Continue creating the goal bank and matching the goals to the correct progress monitoring sheets
- Understand all the areas for implementation in an IEP
- Learn to use the conditions of intervention as a guide for target skill instruction
- Learn how to collect data while instructing the target skill
- Understand self-management with checklists

STRUCTURING THE CLASSROOM

This training is for teachers, paraeducators, and administrators in any stage of their career, who would like to learn more about effective, well-run classrooms using evidence-based practices. Topics covered will be:
- Environmental setup (schedules, labeled materials, furniture)
- Procedures across all environments (whole group, small group, independent work)
- The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring)
- Functional communication access and core boards
- Managing your staff team using productive communication and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program.
Join us and walk away with tools to immediately implement in your classroom.

UDL IN THE CLASSROOM

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

BEHAVIOR STRATEGIES, FBA, BIP

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

Region 10 Coordinating Council Presents

Understanding Dyslexia

Presented by:

Dr. Penny Stack

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

Date: **Friday, February 28, 2025**

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

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

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

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

Course Learning Objectives:

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

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

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

Registration Deadline: February 14, 2025
Register Online: https://sbcss.k12oms.org/46-253420

PARENT EDUCATION SERIES

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

EAST VALLEY
SELPA

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

September 18, 2024	IEP Documents
October 16, 2024	Special Education Basics
December 11, 2024	Transition Planning: Middle School
February 5, 2025	Transition Planning: PreK to TK/K
March 5, 2025	Communication with School Teams
April 9, 2025	Inclusion

ONLINE ZOOM MEETINGS

Register Online:

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

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Parents & Transition Support Staff:
Adult Transition Information Evening Meetings
Facilitated by: Colleen Meland

EAST VALLEY SELPA
Educating Together

All Meetings: 6:00 - 8:30 pm

August 27, 2024

September 24, 2024

October 29, 2024

December 3, 2024

January 28, 2025

February 25, 2025

April 29, 2025

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

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

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

Dorothy Inghram Learning Center, San Bernardino

Parents & Transition Support Staff:
Adult Transition Information Daytime Meetings
Facilitated by: Colleen Meland

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

August 29, 2024

October 3, 2024

November 7, 2024

January 30, 2025

February 27, 2025

May 1, 2025

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

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

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

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

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EAST VALLEY SELPA
Educating Together

Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

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

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

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

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

Initial Certification Training (all levels) $45.00 per person

Recertification Training (all levels) $45.00 per person

Re-Training $25.00 per person/per retraining session