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

**** AGENDA ****
March 7, 2024, 8:00 A.M.

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

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

Finance Items

4.1	2023-2024 SELPA Cap Legislation	Patty Metheny
4.2	EV SELPA 2023-2024 Schedule REX, P-1 Update	Andrea Tennyson
4.3	EV SELPA 2023-2024 Regional Program Proportionate Share Projected Costs	Andrea Tennyson
4.4	FCMAT Special Education Efficiency Tool	Committee
4.5	EV SELPA 2023-2024 Fiscal Reporting Calendar	Andrea Tennyson

Program Items

4.6	EV SELPA SEIS Implementation Plan (Draft) • March 20, 2024 EV SELPA Board	Jennifer Brooksby Patty Metheny
4.7	SBCSS East Valley Operations • Visual Impairment Overview	Scott Wyatt Sheryl Schmidt
4.8	Students with Disabilities Counts & Percentages	Patty Metheny
4.9	CDE Compliance Monitoring • Student Record Review Prong II • Annual Determination Letters – March 2024	Patty Metheny Jennifer Brooksby
4.10	CALPADS & Student Data Monitoring • IEP Implementation Data Window • 16.21 New Report	Jennifer Brooksby

- Sample 16.21 Report
- 7 New Monitoring Categories

4.11 The Special Ed Administrator's Personal Trainer — Jennifer Brooksby
- Chapter 9 – Accountability Challenges & Opportunities

4.12 Leveraging AI in the Classroom — Omar Shepherd
- Educators AI Tool Wakelet

4.13 EV SELPA Program Specialist Support & Staffing — Patty Metheny
- EV-23s

4.14 Supporting Inclusive Practices — Patty Metheny
- EV SELPA SIP Leadership Summit Survey — Jennifer Brooksby
  - May 1, 2024; 8:30 am – 3:00 pm; Riverside Convention Center
- Katie Novak & Shelley Moore
  - March 18 & March 25, 2024 Virtual Events
  - May 7 & 8, 2024 In-Person Events
- Accepting Nominations for the EV SELPA Ribbon of Inclusion
- SB 692 – Ed Code 56048 ad 56049.1
  - LRA Data on CDE website & DASHBOARD

4.15 EV SELPA ADR — Patty Metheny
- March 13, 2024 – Parent PD "Special Education Basics" — Jennifer Brooksby
- April 15, 2024 – Key2Ed – IEP Meeting Facilitation
- April 17, 18 & 19, 2024 – Key2Ed FIEP Training/Implementation
- Key2Ed – CA IEP Facilitation Network Survey
- SELPA Pathways 2 Partnership (P2P) Training Opportunities

4.17 Hot Topics — Committee

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

5.2 2023-2024 EV SELPA Board of Directors Meetings

5.3 2023-2024 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – March & April 2024

5.5. Next Meeting – April 11, 2024, 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
February 8, 2024

MEMBERS PRESENT:

Patty Metheny, Ed.D.	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Patti Buchmiller	Redlands Unified School District
Sonya Scott, Ed.D.	Rialto Unified School District
Shannon Hansen	Rim of the World Unified School District
Scott Wyatt, Ed.D.	San Bernardino County Supt of Schools

FISCAL STAFF PRESENT:

Linda Resiwain	Business Services, Colton
Valeria Estrella	Business Services, Rialto
Grace Granados	Business Advisory Services, SB County Schools
Selina Hurley	Internal Business, SB County Schools
Amber Tavis	Business Services, Yucaipa-Calimesa

MEMBERS ABSENT:

Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

OTHERS PRESENT:

Jana Stewart	Yucaipa-Calimesa JUSD
Elizabeth Coronel	East Valley SELPA
Sonya Cain	East Valley SELPA
Jennifer Brooksby	East Valley SELPA
Rick Homutoff, Ed.D.	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the December 7, 2023, meeting were reviewed. Motion to approve the minutes was made by Patti Buchmiller and seconded by Scott Wyatt. The minutes were approved by the consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 EV SELPA NonPublic School 2nd Quarter 2023-24 Report

Program Manager Jennifer Brooksby and Finance Specialist Elizabeth Coronel reviewed the report. Ms. Brooksby indicated the program portion of the report was inadvertently left out of the pdf document and provided it electronically to the committee members. She highlighted she has only received two annual NonPublic School monitoring reports from one district so far this year. As a reminder, every student placed in a NPS needs to have an annual monitoring report prior to June 30th, but that they can be completed at any time throughout the year, provided to the EV SELPA who then sends them to CDE within 60 days as required by Ed Code. Ms. Coronel reviewed the fiscal portion of the report and noted the amounts presented did not contain Precious Hearts NPS invoices as they arrived only yesterday. Ms. Coronel agreed she could provide an update specific to Precious Hearts NPS within a week upon request. Otherwise, the amounts will be added to the 3rd Quarter NPS report.

4.2 Preparing for 2024 Maintenance of Effort (MOE) – SEMA-I

Consultant Andrea Tennyson explained the process for providing SEMA-I data and review mid-year as this is a relatively new practice in the EV SELPA. She shared she updates the MOE data after first and second interims based on the information she obtains via SACS software. She further clarified these numbers do not include any exemptions the district may use. The second interim report is due to SBCSS Business Advisory Services next week. Once the districts have submitted the second interim report, please copy Ms. Tennyson so she can enter the information for MOE.

4.3 EV SELPA 2023-2024 Fiscal Reporting Calendar

Ms. Tennyson reviewed the fiscal activities for February and March. She indicated they are well into budget development season and that the transfers for NPSs cost will be done shortly after this meeting. Ms. Tennyson will present the EV SELPA regional programs proportionate share projected costs in March.

4.4 Budget Development Activity

Dr. Metheny shared a FCMAT Budgeting Tool to assist districts with budget development. Information needed to complete this task was provided to each director and fiscal staff present. Dr. Metheny suggested program and fiscal staff work together on this project and that the Tool maybe a helpful guide as they do so.

Program Items

4.5 Supporting Inclusive Practices

Dr. Metheny highlighted that the EV SELPA is in its fourth year as a SIP grantee and while some work has been accomplished throughout the SELPA, much remains. As a result, she shared the EV SELPA in collaboration with SIP will facilitate a leadership summit, EV SELPA United in Inclusion on May 1, 2024, at the Riverside Convention Center. Dr. Metheny indicated she spoke with each superintendent individually and that all are supportive of the summit. She described it as an opportunity to bring district partners together under the guidance of CDE SIP leaders to develop and support each district's vision for inclusive practices based in the district's culture and beliefs. Appropriate attendees were identified as superintendents, assistant superintendents, board members, parents, general and special education teachers as well as leaders. A keynote will be delivered by an individual with disabilities and Senator Ochoa-Bogh is tentatively scheduled to provide the closing remarks.

The next chapter of the inclusion series by Katie Novak and Shelley Moore, Zooming Ahead on Inclusive Practices, includes virtual sessions at 3:00 pm on March 18 and March 25, 2024. Both Drs. Novak and Moore will present in-person at the EV SELPA on May 7, 2024, followed by district, site level visits May 8, 2024.

Dr. Metheny shared the East Valley SELPA is accepting nominations for the ribbon of inclusion. Since the East Valley SELPA Ribbon of Inclusion was approved and has the full support of the Board of Directors it is time to recognize the work districts are doing. Schools selected will be recognized at the May 2024 EV SELPA May Board of Directors Meeting.

SIP Grant information was shared. Ms. Brooksby explained some of the funds are allocated to the May 1SIP Summit in May and the Katie Novak and Shelley Moore series in collaboration with the Ventura County SELPA. She indicated there remains approximately $20,000 available for each district and reminded Committee members that the monies are available via a reimbursement process and will be reimbursed at the end of the fiscal year. For districts wanting to access the funds, Ms. Brooksby indicated she will resend the EV SELPA SIP Grant Reimbursement Form.

4.6 EV SELPA IEP Vendor Selection

Dr. Metheny and Ms. Brooksby shared a preview of the IEP Vendor Selection presentation planned for the February 21, 2024, EV SELPA Board of Directors meeting. She shared she will also request the Board approve a new IEP vendor for the EV SELPA at that meeting. Ms. Brooksby spoke briefly about the possible roll-out and training series for the new IEP system. Dr. Metheny indicated the EV SELPA Board of Directors will be requested to approve an implementation plan at the March 20, 2024, meeting. Dr. Metheny and Ms. Brooksby shared elements of a potential plan to include a trainer of trainers session in the spring, training for special education administrators and their data teams as well as training for all site level administrators. Districts will be expected to provide in-district training, as well. , followed by DA users and general users. They indicated that both systems being considered are working closely with the SELPA to plan so that the new system will be available to users when they return for the 2024-24 school year.

4.7 EV SELPA ADR

Ms. Brooksby highlighted that the next set of training courses by Key2Ed for school-based cohort teams are scheduled for April 17, 18, and 19, 2024. Capacity for this training series is thirty attendees which translates to districts teams of five participants. She requested the names of team members by provided to her by responding to an email request.

She shared follow-up coaching meetings for the cohorts who participated in the fall sessions are being held now with Key2Ed. Ms. Brooksby reminded the Committee that the Key2Ed model is not a trainer of trainers model, but a team-specific implementation model. Patti Buchmiller shared it would be beneficial for others to understand Key2Ed facilitation strategies. Dr. Metheny indicated she will work with Key2Ed to provide this type of training as well as to determine if it could be incorporated into trainings with the new IEP vendor system.

4.8 January 2024 Signed Legislation

Dr. Metheny shared two pieces of legislation pertaining to NonPublic Schools that became effective. AB 611 states that parents must be notified of any change of certification status of a NonPublic School. AB 723 pertains to pupil placement of Special Education Foster Children in NonPublic Schools. A legal opinion on AB 723 by Atkinson, Andelson, Loya, Ruud & Romo was shared. A foster youth who changes residences while attending a NPS will have the right to continue to attend the NPS as the school origin unless is determined that it is not in the best interest of the foster youth. The best interest of the foster youth is determined in a best interest determination meeting and not during an IEP. It is important that districts are aware of these best interest determination meetings and send representation. When districts receive a student in this situation, they were encouraged to notify the EV SELPA immediately to receive support and assistance.

4.9 CALPADS Data Fall 1 2022 & 2023 Comparison

As CALPADS 16.11 *Students with Disabilities Annual Comparison Report* is no longer available due to the file redesign, Dr. Metheny developed and shared a document that included Student Counts and Disability Rates per district from 2018 through 2023. The 16.11 Reports from 2022 were also provided for informational purposes. EV SELPA Program Technician Sonya Cain indicated a new CALPADS report on late plans and reevaluations is set to be released mid-February. A new initial and third birthday report is being developed but no release date has been shared. Ms. Cain thanked all the districts for the successful and timely certification process.

4.10 CDE Compliance Monitoring

Ms. Brooksby provided information on CDE required reporting on the progress each district makes with their Compliance and Improvement Monitoring (CIM) plans and reviewed the CIM Progress Reports that will be due to the SELPA in June 2024. Ms. Brooksby led Committee members in a self-reflective activity and a peer review activity with their submitted CIM plans. Following this, she led a conversation about strengths of the plans as well as suggestions for improvement of the plans. Committee members expressed their appreciation that CIM plans were not only developed for practices that effect students with disabilities but also for general education practices. plan and.

Dr. Metheny share the CDE required IEP implementation monitoring period (i.e. data collection evidencing services were provided) will occur this year and is likely to be in March and April. CDE had not released any specific information to-date. She also highlighted the annual determination letters are likely to be sent to the superintendents in March, as well, but again that CDE had not released any information to-date.

4.11 The Special Ed Administrator's Personal Trainer

Program Manager Dr. Rick Homutoff led a conversation for Chapter 8 of The Special Education Administrator's Personal Trainer *Legal Mandates vs. Reality.* The directors shared the difficulty of navigating politics within districts, the challenges faced with FAPE vs. FAVOR and the need to train more administrators in ADR practices. Dr. Sonya Scott shared the Rialto USD has adopted and revised a tool from San Bernardino City USD that provides guidance for site level administrators. She indicated she will share it with the Committee members.

4.12 EV SELPA Community Advisory Committee (CAC)

Dr. Metheny shared district representation continues to be needed for the CAC. Two district representatives with district Board approval as well as other parents and community members may participate. The next CAC meeting with be virtual and is planned for February 26, 2024. Ms. Brooksby shared about a virtual parent training series in special education basics facilitated will be held in March and April 2024. A flyer with this information was shared.

4.13 SBCSS East Valley Operations

Dr. Wyatt expressed his gratitude to Dr. Metheny, Dr. Homutoff and Ms. Brooksby for the training series provided to EV-Ops related service providers and administrators. He shared the training series was informative, and staff have been inspired to implement the learned material. Dr. Metheny suggested having "office hours" for East Valley Operations staff to follow up in practices and reinforce the information learned.

He reported EV-Ops will be losing a VI teacher in the middle of March which will leave 4.4 FTE for VI. The open position has been posted. He also shared a virtual DHH teacher for the region has been hired. In addition, Dr. Wyatt shared on openings within his division that include a vacancy for a curriculum specialist and administrative office support

The Committee discussed the increase in American Sign Language (ASL) interpreters being recommended by EV-Ops DHH teachers. This had not been the practice within the EV SELPA region until the 2022-23 school year. Dr. Metheny suggested having district staff conduct assessments to determine the need for additional support (i.e. an EV SELPA ASA) and consult with DHH staff to ensure the student has the support needed. Committee members expressed that having an ASL interpreter in a non-ASL environment may hinder a student's educational and socialization opportunities and suggested other strategies be implemented first.

4.14 Hot Topics

Rob Pearson expressed his concern using the word "recommendations" and recommending any type of service or device in assessments reports as it could lead to interpretation of predetermination in IEP services. Mr. Pearson further stated that assessment reports' findings are shared during an IEP and IEP teams make the recommendations on services and/or equipment. After a discussion, it was agreed that SELPA-wide assessment reports address eligibility. The discussion regarding the appropriateness of including recommendations will continue once Dr. Homutoff has further investigated the issue.

Dr. Metheny reminded the Committee CDE has asked for explanations regarding anomalies between the 2022 and 2023 personnel data reports and that she must provide that information to CDE tomorrow. Dr. Sonya Scott inquired as to how this data is gathered since she found some discrepancies in Rialto USD data. Dr. Metheny explained the information is obtained directly from each district and that each district enters the data. She recommended, as she has in the past, that each district's human resources departments and special education departments work closely together on keeping this data throughout the school year.

Dr. Scott asked for guidance regarding several internal settlement agreements Rialto USD engaged in with parents who have relocated to other cities. Dr. Homutoff indicated he would work with her on this issue, suggesting the language in each agreement be reviewed closely.

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

5.2 2023-2024 EV SELPA Board of Directors Meetings

5.3 2023-2024 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – February - March 2024

6.0 ADJOURNMENT: Meeting adjourned at 1:49 pm. Next meeting will be held on March 7, 2024.

4.0 FINANCE ITEMS

4.1 2023-2024 SELPA Cap Legislation

California 2023-24 Enacted State Budget

Signed by Governor Newsom

Amended California Education Code 56836.148 to include:

(h) For the 2023–24 fiscal year, each SELPA shall, at a minimum, **allocate** special education funding to all of its member LEAs equal to the total sum of base grant funding, calculated pursuant to this section, **allocated to all of its member local educational agencies in the 2022–23 fiscal year multiplied by the sum of one plus the inflation factor…for the 2023–24 fiscal year, and then multiplied by the sum of one plus the percent change in funded average daily attendance of its member local educational agencies from the 2022–23 fiscal year to the 2023–24 fiscal year pursuant to Section 56836.144.**

(i) Nothing in this section shall prohibit a member local educational agency from allocating funds back to their special education local plan area for purposes of providing regionalized or other programmatic services.

EAST VALLEY SELPA

2023-24 SELPA Cap/Funding Level Requirement

A	B	C	D	E	F	G	H	I
LEA	2022-23 PRIOR YEAR FUNDED ADA	2023-24 P-1 CERT FUNDED ADA	+/- ADA (Column B - Column A)	Percent Change in ADA by LEA	$820.00 per ADA 2022-23 P-2 Certified AB602 Base Grant Funding	$887.40 per ADA 2023-24 P-1 Certified AB602 Base Grant Funding	8.22% 2022-23 P-2 Certified + COLA (Column F x(1+ 8.22%))	2023-24 Funding Requirement w/ADA Factor Applied (Column I x Column E)
COLTON JUSD	20,403.68	17,853.09	(2,550.59)	-12.5006%	16,731,017.60	15,842,903.48	18,106,307.25	15,842,903.48
REDLANDS USD	20,048.01	18,659.55	(1,388.46)	-6.9257%	16,439,368.20	16,558,559.31	17,790,684.27	16,558,559.31
RIALTO USD	24,126.10	21,797.20	(2,328.90)	-9.6530%	19,783,402.00	19,342,922.47	21,409,597.64	19,342,922.47
RIM OF THE WORLD	2,917.43	2,625.77	(291.66)	-9.9972%	2,392,292.60	2,330,118.80	2,588,939.05	2,330,118.80
YUCAIPA JUSD	8,393.97	7,841.54	(552.43)	-6.5813%	6,883,055.40	6,958,613.96	7,448,842.55	6,958,613.96
EV OPS	607.36	463.21	(144.15)	-23.7339%	498,035.20	411,054.41	538,973.69	411,054.41
Total	76,496.55	69,240.36	(7,256.19)	-9.4856%	**62,727,171.00**	**61,444,172.43**	67,883,344.46	61,444,172.43

4.2 EV SELPA 2023-2024 Schedule REX. P-1 Update

EAST VALLEY SELPA 2023-24 SCHEDULE REX
P-1 certification and Projections of 2nd Interim
3/1/24

LN	RES	DESCRIPTION	A/E?	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	SBCSS EV OPS	REGIONAL/ SELPA	SELPA	TOTAL
	A	B	C	D	E	F	G	H	I	J	K	L
		ADA FOR AB 602 FUNDING P-1 Certification										
I		**2023/24 SELPA total K-12 ADA P-1 Cert**	A	**17,609.56**	**18,659.55**	**21,797.20**	**2,625.77**	**7,828.27**	**463.21**			**68,983.56**
II		PY 22/23 SELPA Total K-12 ADA @ $820 (Used P-2 Cert)	A	17,503.20	18,364.58	21,687.96	2,561.67	7,667.70	417.81			68,202.92
III		Second PY 21/22 SELPA Total K-12 ADA @ $715 (P-2 Cert)	A	17,853.09	18,571.80	21,770.09	2,467.62	7,841.54	419.84			68,923.98
IV		**SELPA FUNDED ADA (Greater of each LEA's CY, PY, and PPY)**	**A**	**17,853.09**	**18,659.55**	**21,797.20**	**2,625.77**	**7,841.54**	**463.21**			**69,240.36**
V		Prior Year (22/23) SELPA Funded ADA at P-2	A	20,403.68	20,048.01	24,126.10	2,917.43	8,393.97	607.36			76,496.55
VI		Decrease in ADA from Prior Year SELPA Funded ADA	A	(2,550.59)	(1,388.46)	(2,328.90)	(291.66)	(552.43)	(144.15)			**(7,256.19)**
		AB 602 STATE REVENUE - % change factor		-12.5006%	-6.9257%	-9.6530%	-9.9972%	-6.5813%	-23.7339%			***-9.4856%***
1	6500	***Adjusted Base Grant Entitlement @$887.4040 per ADA (8.22% COLA)***	E	**$ 15,842,903.48**	**$ 16,558,559.31**	**$ 19,342,922.47**	**$ 2,330,118.80**	**$ 6,958,613.96**	**$ 411,054.41**			***$ 61,444,172.43***
1a		District Base Funding %		25.78%	26.95%	31.48%	3.79%	11.33%	0.67%			*100.00%*
1b		Local Special Education Property Tax Projection based on PY AB602 P-2 ADA	E	$ (1,239,849.06)	$ (1,295,855.54)	$ (1,513,756.89)	$ (182,352.66)	$ (544,573.85)				***$ 4,776,388.00***
1c		District Net Funding Entitlement		$ 14,603,054.42	$ 15,262,703.77	$ 17,829,165.58	$ 2,147,766.14	$ 6,414,040.11	$ 411,054.41			***$ 56,667,784.43***
2	6500	PS/RS Apportionment	E								$ 1,530,014.38	***$ 1,530,014.38***
3	6500	*Low Incidence (555 @ $3,649.07)*	E	$ 344,289.61	$ 632,748.48	$ 434,239.15	$ 40,322.21	$ 269,848.62		$ 303,784.95		***$ 2,025,233.02***
4	6500	****Out-of-Home (Data/counts will be provided by CDE, amount used was 22/23)	E	$ 683,039.00	$ 1,165,080.00	$ 1,056,721.00	$ 55,720.00	$ 932,435.00				***$ 3,892,995.00***
5		***TOTAL APPORTIONMENT I-7***	E	**$ 15,630,383.03**	**$ 17,060,532.25**	**$ 19,320,125.73**	**$ 2,243,808.35**	**$ 7,616,323.73**	**$ 411,054.41**	**$ 303,784.95**	**$ 1,530,014.38**	***$ 64,116,027.00***
6		***Off-the-Top Funding the SELPA***										$ -
7	6500	*Mental Health Oversight*	E	$ (107,832.67)	$ (112,703.69)	$ (131,655.09)	$ (15,859.65)	$ (47,362.90)	$ -	**$ 415,414.00**		$ -
8	6500	*Contributions to EV SELPA Operations (1.90% of AB 602 Adjusted Base Grant)*	E	$ (305,083.85)	$ (318,865.10)	$ (372,483.06)	$ (44,870.66)	$ (134,000.73)	$ (7,915.60)		**$ 1,183,219.00**	$ -
9		SBCSS/EV Ops Fee-for-Service (Fall Count)	E	$ (3,450,354.00)	$ (1,469,108.00)	$ (2,307,948.00)	$ (190,086.00)	$ (1,061,913.00)	**$ 8,479,409.00**			$ -
10	6500	OT Proportionate Share (Student Count as of March 4, 2024)	E	$ (765,658.00)	$ (1,320,100.00)	$ -	$ (158,412.00)	$ (396,030.00)		**$ 2,640,200.00**		$ -
11		PROPERTY TAXES	E	$ 1,239,849.06	$ 1,295,855.54	$ 1,513,756.89	$ 182,352.66	$ 544,573.85	$ (4,776,388.00)			$ -
12		**Total Net RS 6500 AB 602 State Aid Funding and Property Tax Less Off-the-Top**	E	**$ 12,241,303.57**	**$ 15,135,611.01**	**$ 18,021,796.47**	**$ 2,016,932.69**	**$ 6,521,590.94**	**$ 4,106,159.81**	**$ 3,359,398.95**	**$ 2,713,233.38**	**$ 64,116,027.00**
13		**FEDERAL & STATE GRANT REVENUE (Projection based on 22/23 Grants awarded/received)**										
14	*3310*	*Total Grant/Local Assistance FY 21 GAN*	A	$ 4,472,676.00	$ 5,102,951.00	$ 4,512,765.00	$ 636,518.00	$ 2,196,737.00	$ 404,768.00	$ -	$ -	***$ 17,326,415.00***
15	*3311*	*Private School Prop Share (reported on Line D - Exp Report)*		*$ 24,216.00*	*$ 119,349.00*	*$ -*	*$ -*	*$ 20,756.00*	*$ -*	*$ -*	*$ -*	***$ 164,321.00***
16	*3315*	***Grant/Fed.Preschool***	A	$ 102,161.00	$ 117,021.00	$ 80,800.00	$ -	$ 66,870.00	$ 1,858.00	$ 19,406.00		***$ 388,116.00***
17	*3326*	**Grant/Supporting Inclusive Practices 7/1/23-9/30/25 (Districts submit for reimbursement)**	A	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 125,000.00	***$ 125,000.00***
18	*3326*	**Grant/Supporting Inclusive Practices 7/1/22-9/30/24 (Districts submit for reimbursement)**									$ 171,875.00	***$ 171,875.00***
19	*3345*	***Grant/Infant-Presch.Staff Dev.***	A	$ 944.00	$ 664.00	$ 644.00	$ 58.00	$ 384.00	$ -	$ -	$ -	***$ 2,694.00***
20	*3385*	***Grant/Part C Early Intervention***	E	$ -	$ 14,436.00	$ -	$ -	$ -	$ 57,745.00	$ -	$ -	***$ 72,181.00***
21	*3395*	***Grant/ADR Spec Ed COVID-19 (7/1/22-9/30/24)***	A	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,807.00	***$ 14,807.00***
22	*6510*	***Infant Entitlement***	E	$ -	$ 427,161.00	$ -	$ -	$ -	$ 1,708,645.00	$ -	$ -	***$ 2,135,806.00***
23	*6515*	***Grant/Infant Discretionary (7/1/22-3/31/24)***	A	$ -	$ 6,926.00	$ -	$ -	$ -	$ 27,704.00	$ -	$ -	***$ 34,630.00***
24		**TOTAL REVENUE (AB602 Plus Federal & State Grants)**		**$ 16,841,300.57**	**$ 20,924,119.01**	**$ 22,616,005.47**	**$ 2,653,508.69**	**$ 8,806,337.94**	**$ 6,306,879.81**	**$ 3,378,804.95**	**$ 3,024,915.38**	**$ 84,551,872.00**
25		**EXPENDITURES (Transfers to SELPA based on Governance & IEP Decisions) Based on 2nd Interim 23/24**										
26	6500/6546/33	NPS Contract Costs /Tuition FN 1180, Billback (quarterly)	E	$ (1,038,830.20)	$ (1,060,556.07)	$ (905,584.07)	$ (323,196.00)	$ (371,309.66)				$ (3,699,476.00)
27	6500/6546/33	NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)	E	$ (1,231,462.28)	$ (1,362,307.29)	$ (661,789.66)	$ (1,208,569.52)	$ (1,195,692.25)				$ (5,659,821.00)
28	6500/6546/33	SELPA MH Prop Share - Student Count as of 2/26/24	E	$ (284,950.00)	$ (23,746.00)		$ (261,205.00)	$ (23,746.00)				$ (593,647.00)
29	9279	Physical Therapy/Assistive Technology	E	$ (53,254.73)	$ (76,078.18)		$ (11,411.73)	$ (26,627.36)				$ (167,372.00)
30	6500	CCS MTU	E	$ (10,334.00)	$ (11,644.00)	$ (1,638.00)	$ (5,180.00)	$ (11,204.00)				$ (40,000.00)
31	6500	Due Process	E	$ (258,338.00)	$ (291,092.00)	$ (280,108.00)	$ (40,943.00)	$ (129,519.00)				$ (1,000,000.00)
32	9273	Information Systems	E	$ (62,883.00)	$ (70,856.00)	$ (68,182.00)	$ (9,966.00)	$ (31,526.00)	$ (6,587.00)			$ (250,000.00)
33		***TOTAL PROJECTED EXPENDITURES***		**$ (2,940,052.21)**	**$ (2,896,279.54)**	**$ (1,917,301.73)**	**$ (1,860,471.25)**	**$ (1,789,624.27)**	**$ (6,587.00)**	**$ -**	**$ -**	**$ (11,410,316.00)**
34		**PROJECTED TOTAL REVENUE LESS EXPENDITURES**		**$ 13,901,248.36**	**$ 18,027,839.47**	**$ 20,698,703.74**	**$ 793,037.44**	**$ 7,016,713.67**	**$ 6,300,292.81**	**$ 3,378,804.95**	**$ 3,024,915.38**	**$ 73,141,556.00**

4.3 EV SELPA 2023-2024 Regional Program Proportionate Share Projected Costs

2023-24 EAST VALLEY SELPA

PROJECTED REGIONAL SERVICES PROPORTIONATE SHARED COSTS

Student Counts as of 3/5/24

SERVICES	Estimated Total Expense	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
		Count	*Cost*	*Count*	*Cost*	*Count*	*Cost*	*Count*	*Cost*	*Count*	*TOTAL Costs*
MENTAL HEALTH COUNSELING	$593,647	*24*	$284,951	*2*	$23,746	*22*	$261,205	*2*	$23,746	50	$593,647
MH Percentage		48%		4%		44%		4%		100%	
OCCUPATIONAL THERAPY	$2,640,200	*126*	$835,842	*191*	$1,267,031	*35*	$232,178	*46*	$305,149	398	$2,640,200
OT Percentage		32%		48%		9%		12%		100%	
PHYSICAL THERAPY	$167,372	*14*	$53,255	*20*	$76,078	*3*	$11,412	*7*	$26,627	44	$167,372
PT Percentage		32%		45%		7%		16%		100%	
		164	$1,174,047	*213*	$1,366,855	*60*	$504,795	*55*	$355,522	492	$3,401,219

4.4 FCMAT Special Education Efficiency Tool

4.5 EV SELPA 2023-2024 Fiscal Reporting Calendar

FY 2023-24 FISCAL REPORTING CALENDAR

JULY 2023

7/10/23 Districts to provide SELPA June PARs and PYR for TPP

7/14/23 Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.

7/31/23 SELPA to finalize closing of FY 22/23 books, Final REX will be sent out to districts

7/31/23 SELPA to submit May and June 2023 TPP Service and Certified Invoices to DOR

AUGUST 2023

8/15/23 Districts to provide SELPA July PARs and PYR for TPP

8/17/23 SELPA to provide 22/23 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/21/23 at Steering/ Finance meeting

8/17/23 SELPA to present AB 602 June 2023 P-2 CDE Certification (20/21 R3, 21/22 R1, 22/23 P2)

8/17/23 SELPA to present 2023-24 Schedule REX – projections based on enacted budget and 22/23 P-2 Cert

SEPTEMBER 2023

9/14/23 SBCSS to present PY (22/23) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.

9/14/23 EV SELPA to present PY (22/23) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance

9/14/23 EV SELPA to present 2022-23 Final NPS Costs

9/15/23 Districts to provide SELPA August PARs and PYR for TPP

9/30/23 SELPA to submit July TPP Service and Certified Invoices to DOR

9/30/23 Districts to submit DPR & LR funds expenditure reports (through 9/30/23)

OCTOBER 2023

10/09/23 SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (23/24) P-2 ADA estimates & changes to PY ADA (if any) by Oct 13 for First Interim reporting and Projections

10/12/23 EV SELPA to present SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting due to CDE 11/15/23

10/13/23 Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable

10/16/23 Districts to provide SELPA September PARs and PYR for TPP

10/20/23 SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission

10/27/23 Deadline for SELPA/SBCSS to submit CY (23/24) Part C Early Start Application to CDE

10/27/23 Deadline for SELPA/SBCSS to submit PY (22/23) Extraordinary Cost Pool claim to CDE – funded at Annual

10/27/23 SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

FY 2023-24 FISCAL REPORTING CALENDAR

NOVEMBER 2023

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

DECEMBER 2023

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

JANUARY 2024

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

FEBRUARY 2024

All Month FY 2024-25 Budget Development
2/08/24 SELPA to present SEMAI 1St Interim MOE summary report/MOE monitoring and preparation
2/08/24 SELPA to present CY (22/23) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2023 at Steering/Finance
2/09/24 ***Districts to provide January PARs and PYR for TPP to SELPA***
2/12/24 Districts to provide SELPA with CY 23/24 P-2 estimates
2/26/24 SELPA to submit December TPP Service and Certified Invoices to DOR
TBD SELPA to submit to AU FY 24/25 EV SELPA budgets
TBD SELPA to prepare February certifications for CY (23/24) and PY (22/23, 21/22) AB602 Funding Allocation

Subject to change, updated as needed.

FY 2023-24 FISCAL REPORTING CALENDAR

MARCH 2024

3/07/24 SELPA to present CY (23/24) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
SELPA to present Base AB602 allocation according to the Trailer Bill Language

3/07/24 Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/8/24

3/08/24 ***Districts to provide February PARs and PYR for TPP to SELPA***

3/15/24 ***Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 23/24***

3/18/24 SELPA to provide Low Incidence Inventory Report to districts for review (tentative)

3/27/24 SELPA to send (23/24 P-1, 22/23 Annual, 21/22 Annual 2) AB602 allocations based on February Certifications to districts by e-mail

3/27/24 SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2024

4/08/24 **Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)**

4/05/24 ***Districts to provide March PARs and PYR for TPP to SELPA***

4/11/24 SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 24/25 at Steering/Finance

4/11/24 SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 24/25

4/11/24 SELPA to send SEMAI 2nd Interim MOE monitoring/summary report to districts

4/12/24 SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 19th

4/15/24 **Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 23/24**

4/15/24 SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD

4/15/24 Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (23/24)

4/19/24 SELPA to present 24/25 Operating Budget to Board Budget Ad Hoc

4/29/24 SELPA to submit February TPP Service and Certified Invoices to DOR

MAY 2024

5/06/24 ***Districts to provide April PARs and PYR for TPP to SELPA***

5/09/24 SELPA to present FY 24/25 Proposed EV SELPA Budgets at Steering/Finance

5/09/24 SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance

5/17/24 SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification

5/22/24 SELPA to present to Board of Directors EV SELPA FY 24/25 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 24/25 rates

Subject to change, updated as needed.

FY 2023-24 FISCAL REPORTING CALENDAR

JUNE 2024

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

Subject to change, updated as needed.

4.0 PROGRAM ITEMS

4.6 EV SELPA SEIS Implementation Plan (Draft)

EV SELPA SEIS Transition Plan

(draft)

Steering Committee Meeting
March 7, 2024

East Valley SELPA Staff

EV SELPA Responsibilities

- Present transition plan to EV SELPA Board
  - March 20th 2:00pm
- Contracts for SEIS and WebIEP
- Dataload process
- Scheduling Trainer of Trainer Workshops
- Scheduling Admin/Clerical Training
- Scheduling Site Leadership Training
- Coordinating CALPADS/SEIS Integration Process
- Implementing Weekly Office Hours: July – October for Program and Technical Support

EV SELPA Office Hours

- Weekly office hours provided beginning Fall 2024
- Program office hours – hosted by SELPA Program Manager and Program Specialists
- Technical office hours – hosted by Sonya and Robin

District / SBCSS Special Education Administrators

EAST VALLEY SELPA
Educating Together

District/SBCSS SpEd Administrator Responsibilities

- Select Trainer of Trainers
- Determine dates to train teachers/related service providers
- Oversee DA User responsibilities and ensure completion of tasks
- Front load staff of critical disruptions to workflow
- Messaging to site and district leadership to allow extra time in the Fall to hold IEP meetings

SpEd Admin / Clerical Training

- July 23rd, 9:00 am – 4:00 pm
- District /SBCSS SpEd Administrators
- DA Users
- LEA CALPADS staff

DA Users

DA Users

Rebrand to new name

Increase frequency of meetings

April 25th 2:00pm – 3:30pm, (reg mtg)
May 9th 3:00pm – 4:00pm, *virtual*
May 16th 2:00pm – 3:00pm, *virtual*
May 23rd 3:00pm – 4:00pm, *virtual*
May 30th 3:00pm – 4:00pm, *virtual*
June 6th 3:00pm – 4:00pm, *virtual*

Tasks to complete for successful dataload

- Update Next School in WebDA before May 31st
- Update Future Grad in WebDA before May 31st
- Assist Sonya in messaging Case Carriers to close IEPs from May 15th – June 7th
- Establishing Caseloads before June 14th
- Data confirmation after July 14th

Complete EOY 3&4 in WebIEP

Data Confirmation in SEIS after July 14th

Trainer of Trainers

EAST VALLEY SELPA
Educating Together

Trainer of Trainers Role

- Training Dates: April 22nd and April 24th
- What is a Trainer of Trainers?
  - Train a few to become experts who, in turn, train many
- Who should attend
  - Coordinator
  - Program Specialist
  - Teacher on Assignment
  - Department Chair/Teacher Leader
- Responsible for training LEA staff on writing IEPs in SEIS
- Provide ongoing training and problem-solving for LEA needs

Teachers / Related Service Providers

Teachers / Related Service Providers

- Adjust IEP dates in Spring 2024
- Attend training provided by LEA Trainer of Trainers
- Assist in determining accurate caseloads
- Plan extra time to write first few IEPs in SEIS
- Block extra time to facilitate IEPs in the Fall
- FLEXIBILITY

District / SBCSS Site Leadership

Site Leadership

- July 25th, 8:30 am – 4:00 pm
- Training on basic operations and functions in SEIS
- Training in IEP Facilitation techniques by Key2Ed
- Support teachers/related service providers with transition to SEIS
- Block extra time for IEP facilitation in the Fall
- Become familiar with SEIS dashboard and monitoring tools to support compliance

CALPADS Staff

CALPADS Staff Mtgs

- EV SELPA will schedule CALPADS meetings with SEIS for April & May
- Assist with integration to LEA SIS
- Participate in Admin/Clerical training on July 23rd

Business Office

Business Office

- Develop and maintain SEIS contract with LEA for integration

WebIEP/Faucette MicroSystems

Required for SEIS use July 16

WebIEP Responsibilities

- Support EOY 3 & 4
- Support Dataload process to SEIS
- Access to WebIEP for Post-Secondary Outcomes: Spring 2025
- Host view-only access to WebIEP for ‘24-’25 school year
- Develop desktop application for historical data access
- Troubleshooting issues with transition

Crucial Workflow Dates

Required for SEIS use by July 16th

WARNING

Crucial Workflow Dates

June 14 – July 15	• No IEPs held
June 7th	• IEPs filed to history
June 10th	• Promote Utility run
June 14th	• Demographic Data
July 8th	• CALPADS Data and Goals

4.7 SBCSS East Valley Operations

SBCSS East Valley Operations -Visually Impaired Program Details

August 2024 – March 7, 2024

Current Students – 63 sites

Colton – 19

Redlands – 47

Rialto – 20 CSDR -1

Rim – 2

Yucaipa – 18

Fontana -1

Total Students: 108

New Referrals this year to date – 25

Assessments in progress – 13

Time needed to assess and draft report

Large Print 5-10 hours

Braille 10-15+ hours

Dual Media 10-15+ hours

VI Teachers: 4 FT, 1- .5, 1- .75, 1 open position

Braille Specialists: 8

	Media		Minutes per month per student	
Students	**BRL**	**Dual**	**Service**	**Prep**
9-Transition	6	6	800-2460	360-480
6-8 grade	3	3	480-720	360-720
TK-5	2	7	360-480	360
Pre- School	0	0		
Early Start	0	0		
Total:	**11**	**16**		

	Media	Minutes per month per student	
Students	**Large Print**	**Service**	**Prep**
9- Transition	24	15-60	10-480
6-8 grade	13	15-120	10- 480
k-5 grade	25	30-90	10-480
Pre School	1	15	30
Early Start	0		
Total:	**63**		

Students	Media LP/Audio/tactile	Minutes per month per student Service	Prep
9- Transition	5	15-60	5-60
6-8 grade	3	15-60	5-60
k-5 grade	8	15-60	5-60
Early Start	2	15-30	30
Total:	**18**		

Service

- Braille formatting
    - Social studies
- Nemeth formatting (Math)
    - Graphing
    - Charting
- Large print formatting
    - Locating page numbers
    - Scanning for information
- Expanded Core Curriculum
    - Assistive technology
        - Keyboarding with JAWS (Job Access with Speech)
        - Keyboarding using universal magnification devices
        - Braille display
        - Tablet
        - VI (Visual Impairment) specific applications
        - Electronic notetaker
        - Embosser
        - Electronic Magnifiers
        - Handheld magnifiers
    - Independent living skills
    - Career education

- Compensatory skills
  - Study skills
  - Organization
  - Concept development
- Recreation and Leisure activities
- Self-determination
- Sensory Efficiency
- Social Interaction skills

Prep

- Collaboration/Consultation
  - Meet with classroom teacher(s)
  - Meet with other DIS (Designated Instructional Service) staff
  - Testing
    - Assist Psychologist with testing
    - Do CAASPP testing with Braille students
    - Do ELPAC testing with Braille students
- Train classroom staff on
  - use and troubleshooting VI equipment
  - Appropriate assistance for VI students
  - Adapting materials on the fly for students
- Meet with Braille Specialist to determine best transcription of materials to braille
- Locate braille/large print/audio materials and order
- Create tactile materials and gather needed materials
- Meet with Braille Specialist to determine the best enlargement size for clear, clean copies
- Braille materials for student
- Enlarge materials for students, unclutter copy
- Trouble shooting technology problems
  - Meeting with district/SBCSS technicians to trouble shoot problems
- Travel to site
  - See 2 students twice a day per agreements
  - Student in Riverside at Calif. School for the Deaf (45 min travel)
  - See Students in RIM district 3 times per week (2 hour round trip)

- District sets student schedule we must work around so as not to pull from core classes and/or to sit in on core classes
- Check in/out at schools is now a longer process

Problem areas

- Teachers not planning, means we often receive materials evening before or day of assignment for both Braille and LP materials
  - Ask for materials a week in advance but rarely happens
  - Convert Power Points and Google slides into accessible format
  - Braille Specialist assist in getting materials to students in a timely manner at the same time as their peers
  - Many school districts are using software and apps that are not accessible for large print and braille users (this includes SBCSS)
- High School books not available in Braille or Large Print from State or other resources
  - Schools allowed to choose subject curriculum, each district is different
  - Braille textbooks cost thousands of dollars with math often in $10,000 range due to graphics and time needed to produce
  - New adoptions taking place at end of year
    - Large print often needs done in house for several weeks
    - Takes time for state or outside agency to produce large print book, 2-3 months or longer
    - Can take a year to produce a braille book, do not ship until completed

Helpful Solutions

- Getting bids from independent Braille Transcribers to complete new texts
  - Dependent on SELPA approving cost and paying out per volume rather than upon completion of work
- We have 8 braille transcribers working on materials in 23-24
  - Braille Specialist email teachers, pick-up and deliver materials to sites
- Allowing Braille Specialist to work during Extended Year hours
- Pushing for Software and Apps to be accessible for all students
- Looking at caseloads by workload instead of head count

Nineteen Ways to Step Back

Hudson, L. J., (1997). *Classroom collaboration*. Watertown, MA: Perkins School for the Blind.

1. Acknowledge your impulse to make students' days go smoothly. There's a reason you chose the helping profession.
2. Pause before answering or helping.
3. Sit on your hands for a whole task while you practice giving verbal instead of touch cues.
4. The handicap associated with vision loss only stems from lack of information. Pat yourself on the back every time you help with seeing but resist helping with thinking.
5. Schedule in advance a brief task or time period when you commit to no intervention; ... no matter what (unless safety is compromised). See what happens. Reintroduce assistance only as needed.
6. Sit further away. If you have been within arm's reach, sit just within earshot. If you have been sitting just within earshot, sit across the room.
7. Take data instead. Keep a tally of the number of times in a lesson students appropriately go to their classroom teachers instead of other adults.
8. Call on students' learning partners or sighted guides.
9. Unless you are the classroom teacher, catch yourself before you correct students' work. Remember, this is about students' skills ... not yours.
10. Teach students to decline assistance: "Thanks, but please let me try it by myself."
11. Phase out cues.
12. Have students discreetly ask their classmates for information (what page they are on, what is the school lunch, who the teacher is talking to, etc.) Coach them to do this on the telephone in the evening as well as during school hours.
13. Remind yourself that you're stepping back so that students can become independent. It's harmful when you cover for them. Don't be responsible for holding them back in this area.
14. Make sure team members (especially the principal) know your reasons for stepping back so it doesn't seem like you are shirking your responsibilities.
15. Clock how long it takes for students to do thing independently. The extra time to start zippers, pick up dropped papers, or find page numbers may seem eternal but actually last only a few seconds.
16. Tell other adults in the classroom that you're going to step back and ask them to remind you when you should do this.
17. Let classroom teachers serve as a clearinghouse for all questions or needs. Students ask their classroom teachers. The classroom teachers then decide to (a) respond themselves, (b) delegate other adults or students to help, or (c) ask the students to try to work it out alone.
18. Let your students make mistakes and get into trouble. It's part of the human experience!
19. Post a sign, "Could I be doing less?"

4.8 Students with Disabilities Counts & Percentages

East Valley SELPA Student Counts & Disability Rates

2019 – 2023

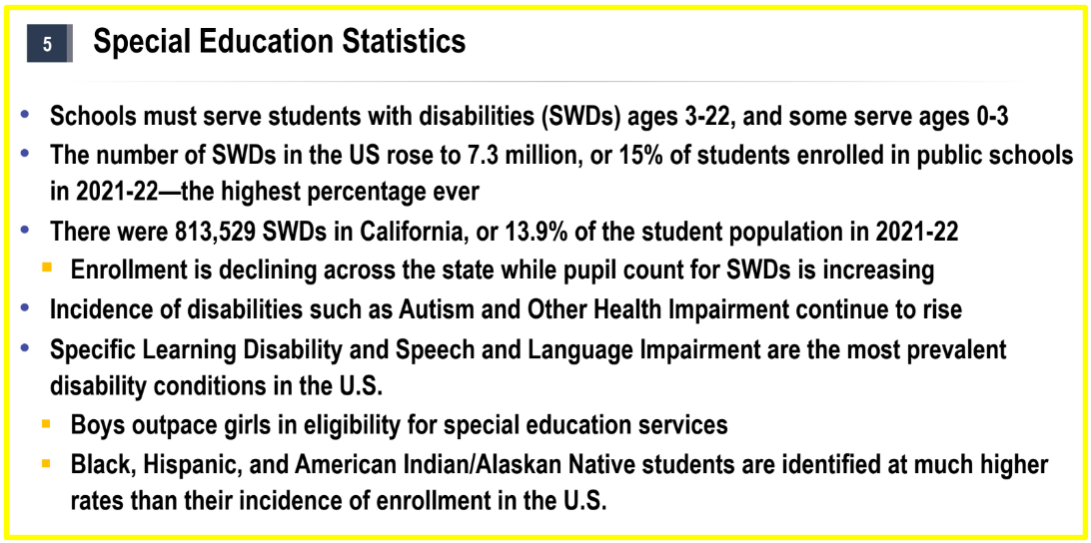
	Colton	Redlands	Rialto	Rim of the World	Yucaipa-Calimesa	SBCSS EV-Ops	EV SELPA SWDs Total Count
2019-2020 SWDs Count	2,667	2,722	2,827	395	1,277	322	10,213
2019-2020 P-1 ADA	20,434	19,900	24,094	2,931	7,762		
2019-2020 Disability Rate (% of ADA)	13.1%	13.7%	11.7%	13.5%	16.5%		
2020-2021 SWDs Count	2,615	2,801	2,857	406	1,343	350	10,372
2020-2021 Funded ADA	20,339	19,810	24,044	2,917	7,732		
2020-2021 Disability Rate (% of ADA)	12.8%	14.1%	11.9%	13.9%	17.4%		
2021-2022 SWDs Count	2,587	2,915	2,804	410	1,296	271	10,285
2021-2022 P-1 ADA	17,931	18,481	21,882	2,584	7,279		
2021-2022 Disability Rate (% of ADA)	14.4%	15.8%	12.8%	15.9%	17.8%		
2022-2023 SWDs Count	2,614	3,126	2,768	394	1,337	290	10,529
2022-2023 P-1 ADA	17,521	18,189	21,920	2,607	7,108		
2022-2023 Disability Rate (% of ADA)	14.9%	17.2%	12.6%	15.1%	18.8%		
2023-2024 SWDs	2,833	3,290	2,843	401	1,397	255	11,019
2023-2024 P-1 ADA	17,610	18,422	21,797	2,626	7,157		
Disability Rate (% of ADA)	16.1%	17.8%	13%	15.2%	19.5%		

*

Data Presented ACSA Every Child Counts Symposium

by Patrick McGrew, Anjanette Pelletier & Anthnoy Rebelo

January 2024



5 Special Education Statistics

- Schools must serve students with disabilities (SWDs) ages 3-22, and some serve ages 0-3
- The number of SWDs in the US rose to 7.3 million, or 15% of students enrolled in public schools in 2021-22—the highest percentage ever
- There were 813,529 SWDs in California, or 13.9% of the student population in 2021-22
  - Enrollment is declining across the state while pupil count for SWDs is increasing
- Incidence of disabilities such as Autism and Other Health Impairment continue to rise
- Specific Learning Disability and Speech and Language Impairment are the most prevalent disability conditions in the U.S.
  - Boys outpace girls in eligibility for special education services
  - Black, Hispanic, and American Indian/Alaskan Native students are identified at much higher rates than their incidence of enrollment in the U.S.

*

4.9 CDE Compliance Monitoring

Monitoring and CALPADS Updates

March 2024

Shiyloh Duncan-Becerril, Associate Director
Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

The 2024 Monitoring Year

Just starting CIM

March
Annual Determination Letter

Instructional Webinars

March-June
CIM Step 1
Gather and Inquire

July-September
CIM Step 2
Investigate

October-November
CIM Step 3
Plan
November 1 Plans due

Continuing with CIM

March
Annual Determination Letter

March-June
Connecting with TA providers

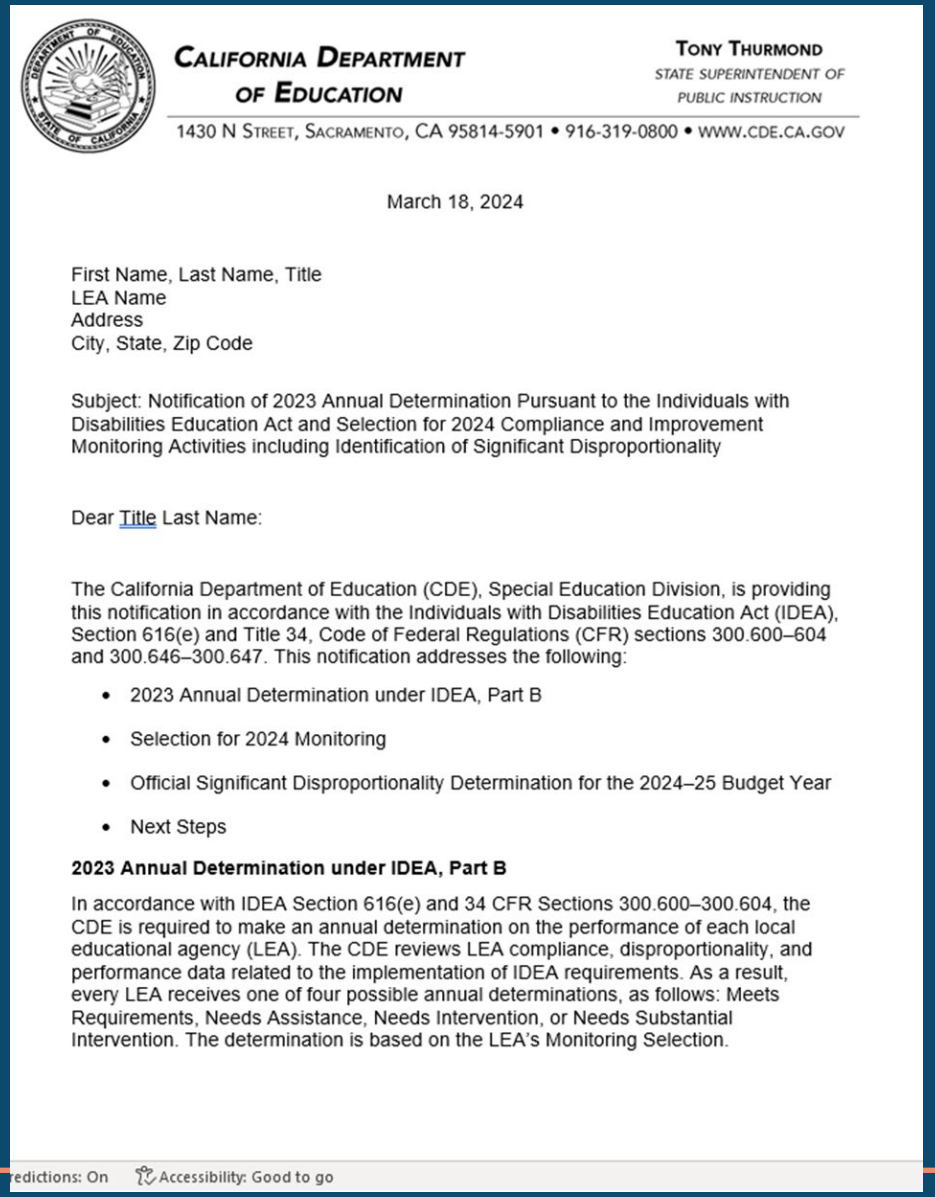
July-September
Updating implementation with CDE
Measure milestones

October-December
Review initial implementation data

Annual Determination Letter

- Will be published on or around March 18
- Includes Information on 4 Required Areas
  - Monitoring Tier and Level and Annual Determination for 2024 (NEW)
  - Timeline Compliance
  - Official Significant Disproportionality
- Small LEAs will be receiving a separate letter indicator ONE of the three things
  - 1. Cohort A-Corrective Action or CIM Identification
  - 2. Cohort B-Selection starting in August of 2024
  - 3. Cohort C-Potential identification no action at this time

How to Read the Annual Determination Letter



CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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

March 18, 2024

First Name, Last Name, Title
LEA Name
Address
City, State, Zip Code

Subject: Notification of 2023 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2024 Compliance and Improvement Monitoring Activities including Identification of Significant Disproportionality

Dear Title Last Name:

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

- 2023 Annual Determination under IDEA, Part B
- Selection for 2024 Monitoring
- Official Significant Disproportionality Determination for the 2024–25 Budget Year
- Next Steps

2023 Annual Determination under IDEA, Part B

In accordance with IDEA Section 616(e) and 34 CFR Sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA). The CDE reviews LEA compliance, disproportionality, and performance data related to the implementation of IDEA requirements. As a result, every LEA receives one of four possible annual determinations, as follows: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determination is based on the LEA's Monitoring Selection.

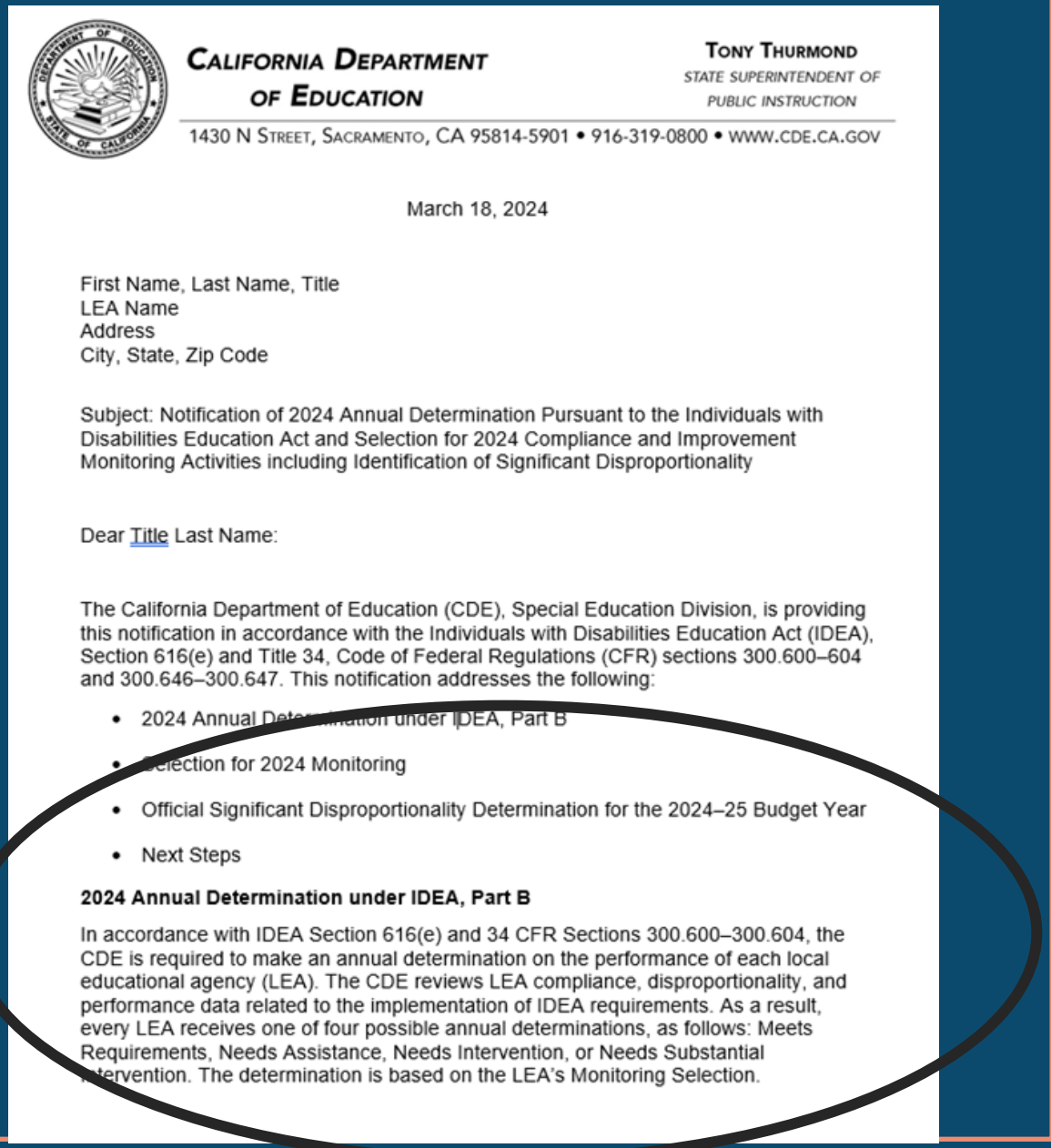
redictions: On Accessibility: Good to go

How to Read the Annual Determination Letter

Annual Determination are now combined with Monitoring Tier and Level.

Categories are:

- Meet requirements
- Needs assistance
- Needs Intervention
- Needs Substantial Intervention



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2024 Annual Determination under IDEA, Part B

In accordance with IDEA Section 616(e) and 34 CFR Sections 300.600–300.604, the CDE is required to make an annual determination on the performance of each local educational agency (LEA). The CDE reviews LEA compliance, disproportionality, and performance data related to the implementation of IDEA requirements. As a result, every LEA receives one of four possible annual determinations, as follows: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. The determination is based on the LEA's Monitoring Selection.

How to Read the Annual Determination Letter

2024 Special Education Monitoring

The CDE's monitoring framework is a tiered system that differentiates the level of monitoring, technical assistance, and support for each LEA based on the analysis of compliance, disproportionality, performance data, and the LEA's particular need. The framework includes three monitoring tiers: Universal, Targeted and Intensive. LEAs that meet requirements under IDEA remain in the Universal monitoring tier and have access to resources to support continued compliance and performance. LEAs that do not meet requirements are identified for either the Targeted or Intensive monitoring tier. The CDE differentiates the levels of engagement to LEAs within the Targeted and Intensive monitoring tiers.

Beginning in the 2022 Monitoring Year, the CDE released the Compliance and Improvement Monitoring (CIM) Process to replace previous monitoring processes. The CIM Process is a four-step process designed for LEAs experiencing issues in compliance, disproportionality, and/or performance. It requires the LEA to complete activities to identify systemic issues that led to poor student outcomes and culminates in a cohesive and comprehensive improvement plan.

Identification and Selection for 2024 Monitoring Year

The CDE reviews data submitted by the LEA to the state to determine their monitoring tier and level based on LEA overall performance in meeting the needs of students with disabilities in a number of areas including academic achievement, student success, school climate, disproportionality, and compliance with regulatory requirements.

Based on these analyses, <<LEA Name>> will be monitored in the following monitoring tier and differentiated monitoring level in the 2024 Monitoring Year: <<Monitoring Tier and Differentiated Monitoring Level>>. The annual determination for <<LEA Name>> is <<2024 Annual Determination>> in meeting the requirements of the IDEA, Part B, for the 2024–25 school year.

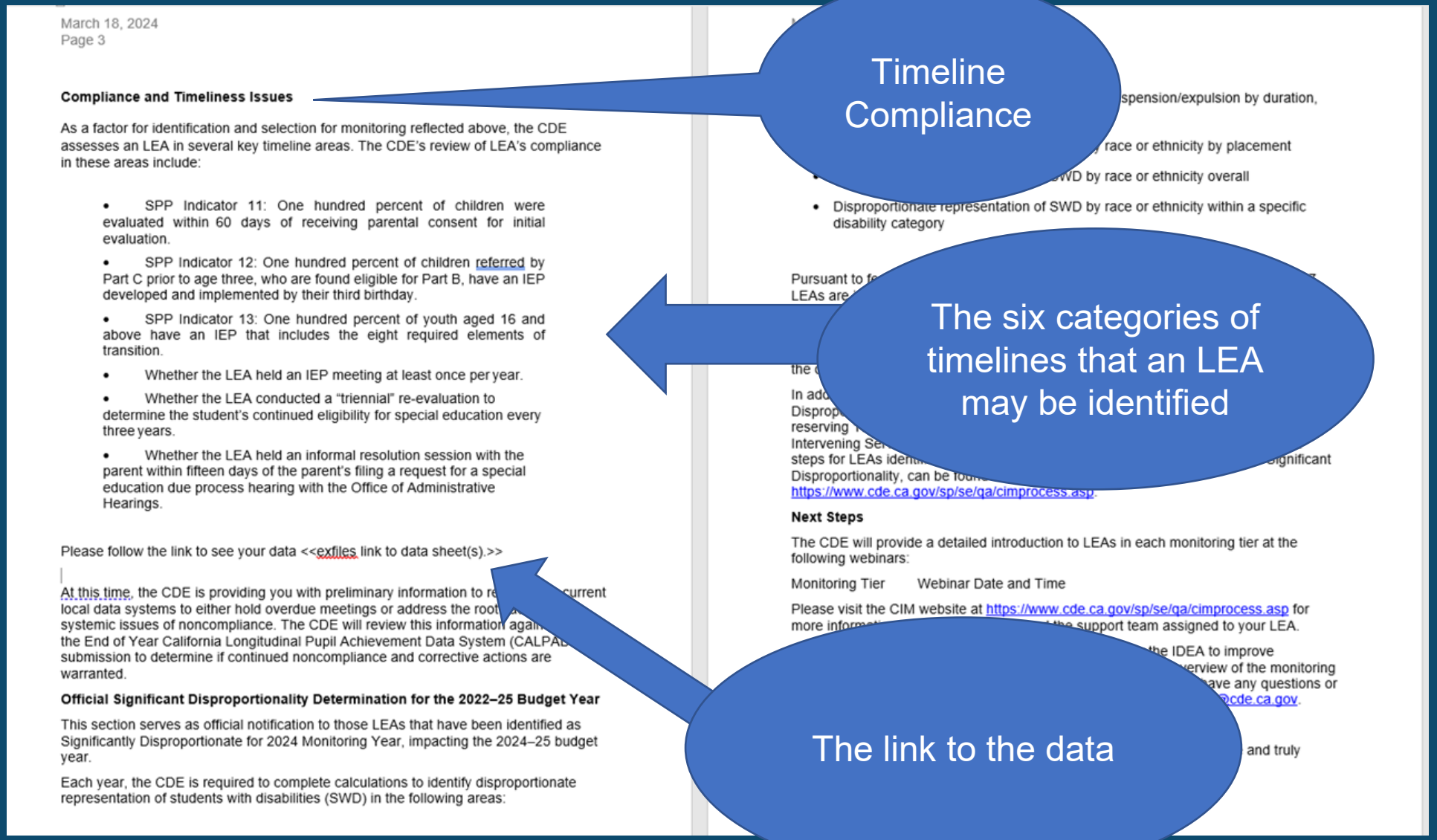
Please follow the link to see the data associated with your selection in the above-identified monitoring tier and level, and additional data that will help inform the monitoring and planning process: <<exfiles link to data sheet(s).>>

Description of Monitoring System

The Monitoring Tier and Level & 2024 Annual Determination

An individual link to an LEA's Data on how they were selected

How to Read the Annual Determination Letter



March 18, 2024
Page 3

Compliance and Timeliness Issues

As a factor for identification and selection for monitoring reflected above, the CDE assesses an LEA in several key timeline areas. The CDE's review of LEA's compliance in these areas include:

- SPP Indicator 11: One hundred percent of children were evaluated within 60 days of receiving parental consent for initial evaluation.
- SPP Indicator 12: One hundred percent of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthday.
- SPP Indicator 13: One hundred percent of youth aged 16 and above have an IEP that includes the eight required elements of transition.
- Whether the LEA held an IEP meeting at least once per year.
- Whether the LEA conducted a "triennial" re-evaluation to determine the student's continued eligibility for special education every three years.
- Whether the LEA held an informal resolution session with the parent within fifteen days of the parent's filing a request for a special education due process hearing with the Office of Administrative Hearings.

Please follow the link to see your data <<exfiles link to data sheet(s).>>

At this time, the CDE is providing you with preliminary information to re current local data systems to either hold overdue meetings or address the root systemic issues of noncompliance. The CDE will review this information agai the End of Year California Longitudinal Pupil Achievement Data System (CALPA submission to determine if continued noncompliance and corrective actions are warranted.

Official Significant Disproportionality Determination for the 2022–25 Budget Year

This section serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2024 Monitoring Year, impacting the 2024–25 budget year.

Each year, the CDE is required to complete calculations to identify disproportionate representation of students with disabilities (SWD) in the following areas:

spension/expulsion by duration,

race or ethnicity by placement

WD by race or ethnicity overall

- Disproportionate representation of SWD by race or ethnicity within a specific disability category

Pursuant to fe
LEAs are

the

In add
Disprop
reserving
Intervening Se
steps for LEAs identi ignificant
Disproportionality, can be fou
https://www.cde.ca.gov/sp/se/qa/cimprocess.asp.

Next Steps

The CDE will provide a detailed introduction to LEAs in each monitoring tier at the following webinars:

Monitoring Tier Webinar Date and Time

Please visit the CIM website at https://www.cde.ca.gov/sp/se/qa/cimprocess.asp for more inform the support team assigned to your LEA.

the IDEA to improve
erview of the monitoring
ave any questions or
@cde.ca.gov.

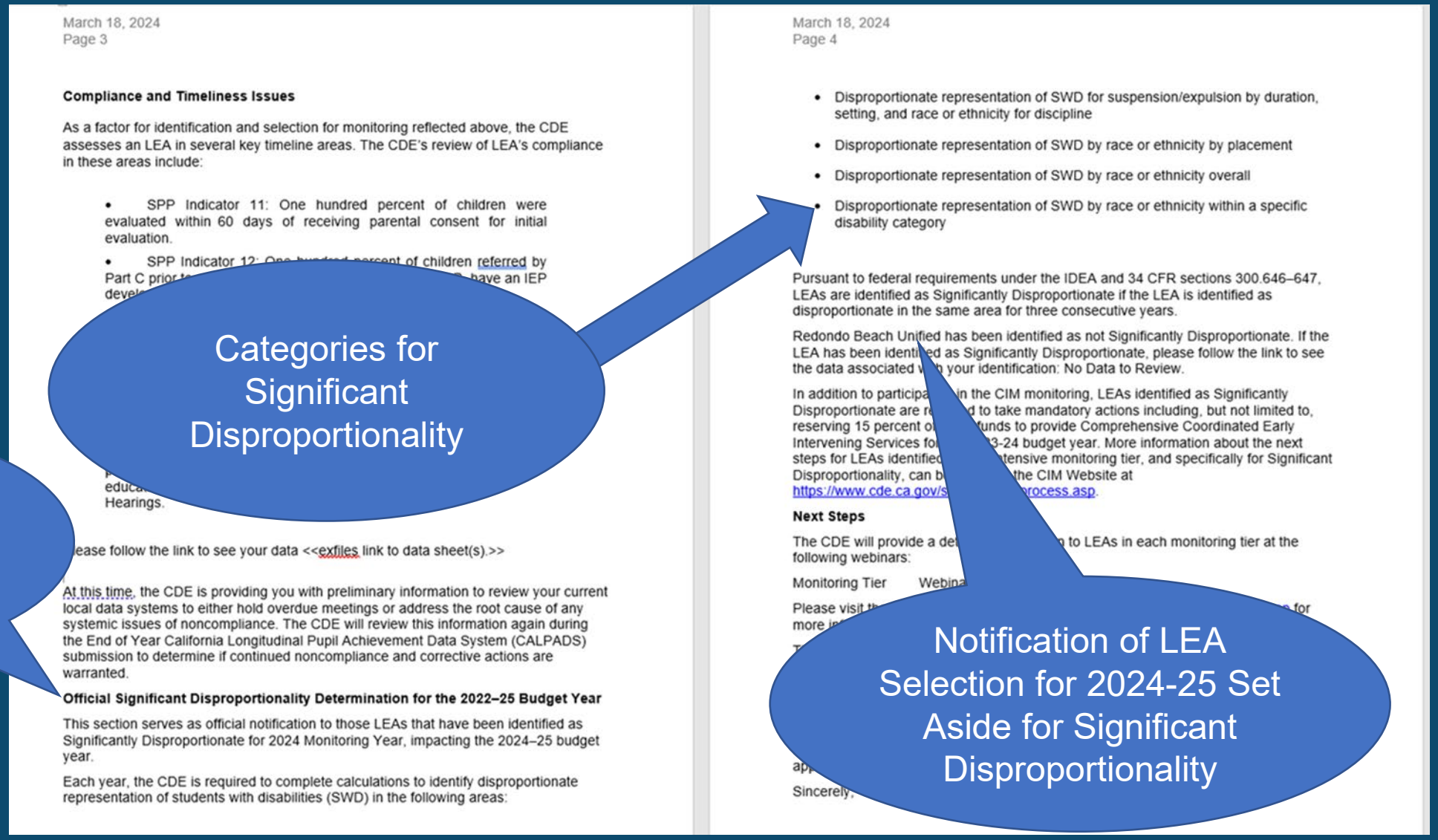
and truly

Timeline Compliance

The six categories of timelines that an LEA may be identified

The link to the data

How to Read the Annual Determination Letter



March 18, 2024
Page 3

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- SPP Indicator 11: One hundred percent of children were evaluated within 60 days of receiving parental consent for initial evaluation.
- SPP Indicator 12: One hundred percent of children referred by Part C prior t… have an IEP devel…

educa…
Hearings.

…ease follow the link to see your data <<exfiles link to data sheet(s).>>

At this time, the CDE is providing you with preliminary information to review your current local data systems to either hold overdue meetings or address the root cause of any systemic issues of noncompliance. The CDE will review this information again during the End of Year California Longitudinal Pupil Achievement Data System (CALPADS) submission to determine if continued noncompliance and corrective actions are warranted.

Official Significant Disproportionality Determination for the 2022–25 Budget Year

This section serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2024 Monitoring Year, impacting the 2024–25 budget year.

Each year, the CDE is required to complete calculations to identify disproportionate representation of students with disabilities (SWD) in the following areas:

March 18, 2024
Page 4

- Disproportionate representation of SWD for suspension/expulsion by duration, setting, and race or ethnicity for discipline
- Disproportionate representation of SWD by race or ethnicity by placement
- Disproportionate representation of SWD by race or ethnicity overall
- Disproportionate representation of SWD by race or ethnicity within a specific disability category

Pursuant to federal requirements under the IDEA and 34 CFR sections 300.646–647, LEAs are identified as Significantly Disproportionate if the LEA is identified as disproportionate in the same area for three consecutive years.

Redondo Beach Unified has been identified as not Significantly Disproportionate. If the LEA has been identified as Significantly Disproportionate, please follow the link to see the data associated with your identification: No Data to Review.

In addition to participa… in the CIM monitoring, LEAs identified as Significantly Disproportionate are r… d to take mandatory actions including, but not limited to, reserving 15 percent o… funds to provide Comprehensive Coordinated Early Intervening Services fo… 3-24 budget year. More information about the next steps for LEAs identified… tensive monitoring tier, and specifically for Significant Disproportionality, can b… the CIM Website at https://www.cde.ca.gov/s… process.asp.

Next Steps

The CDE will provide a de… to LEAs in each monitoring tier at the following webinars:

Monitoring Tier Webina…

Please visit th… for more in…

ap…

Sincerely,

Categories for Significant Disproportionality

Significant Disproportionality

Notification of LEA Selection for 2024-25 Set Aside for Significant Disproportionality

How to Read the Annual Determination Letter

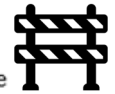
Next Steps Introductory Webinars

Website and contact information

Next Steps

The CDE will provide a detailed introduction to LEAs in each monitoring tier at the following webinars:

Monitoring Tier Webinar Date and Time <<Registration Link>>



The CDE looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for SWD. We hope this communication is a helpful overview of the monitoring you can expect to see from the CDE in the coming months. If you have any questions or concerns, please reach out to me by email at CDESPEDDIRECTOR@cde.ca.gov.

I look forward to our continued partnership and collaboration in the future and truly appreciate your dedication and support for all children in California.

Sincerely,

/s/

Dr. Rachel Heenan, Director

Special Education Division RH:sdb

cc: SELPA Director First Name Last Name; FMTA

Webinar Save the Date

- CIM Webinar, **Intensive** 3/20 10-11am
- CIM Webinar, **Targeted** 3/21
  - Steps 1-3:10-11am
  - Step 4:11-12
- **Smalls** intro webinar: 3/21 at 3pm
- Continuing **SIGDIS** 4/8 at 10-11:30am

4.10 CALPADS & Student Data Monitoring

IEP Implementation Data

2023-2024

Following slides taken from **CALPADS Updates** presentation provided by Brandi Jauregui (IT Supervisor, Special Education Division at CDE) on March 1, 2024 in Sacramento to the SELPA Administrators of California.

IEP Implementation Data Collection 2024

Communication was disseminated on February 29, 2024 with details

IEP Implementation and Annual Determination Letters

- The data display in the Annual Determination Letter will contain information about LEAs reporting students with 90% or less of their services being implemented

CALPADS 16.21 Report
&
Seven New Monitoring Categories

2023-2024

Following slides taken from **CALPADS Updates** presentation provided by Brandi Jauregui (IT Supervisor, Special Education Division at CDE) on March 1, 2024 in Sacramento to the SELPA Administrators of California.

Late Meeting Counts Statewide (as of 3/1/2023)

Year	Annual Lates
2013	1
2014	5
2015	1
2016	15
2017	44
2018	172
2019	902
2020	1,235
2021	3,487
2022	45,589
2023	38,785

Year	Triennial Lates
2009	1
2014	2
2015	9
2016	121
2017	959
2018	3,511
2019	9,224
2020	18,218
2021	10,516

Potential Causes for Extremely Late Meeting Anomalies

- **Eligible and Participating students exited as E155 or E156 (students expected to return) who did not re-enroll at the LEA**
  - FIX: Ask your student information system administrator to correct the exit code or update SWDS to reflect a status of 3 – Eligible, Not Enrolled
- **Students who were exited from special education, but the Students with Disabilities Status (SWDS) still reflects a status of 1 – Eligible and participating**
  - FIX: Submit a SWDS record updating the student's status accordingly (2 – Eligible, Not participating, 3 –Eligible, Not enrolled, or 4 – Not Eligible)
- **More recent MEET records are missing from CALPADS**
  - FIX: Submit the missing historical MEET records in online maintenance (enrollment is not necessary)

Late Plan Reviews and Reevaluations in the Annual Determination Letters

- On March 1, 2024 we will pull the following Student Enrollment (SENR) and Meeting (MEET) data:
  - Students enrolled in the LEA on October 4, 2023 whose most recent MEET record:
    - where Plan Review Indicator = “Y” has a Special Education Meeting Date greater than 365 days prior to October 4, 2023
    - Where Evaluation Type Code = 40 (Eligibility Reevaluation) has a Special Education Meeting Date greater than 3 years prior to October 4, 2023.

Report 16.21 – SWDs – Overdue Plan Review and Revaluation Meetings Student List

- Report mapping guide: https://documentation.calpads.org/Reports/Accountability/Report16.21_StudentswithDisabilities%E2%80%93OverduePlanReviewandReevaluationMeetingsStudentList/
- Released February 13, 2024
- Students appear in this report if the students:
  - Are enrolled in your LEA as of the Report As Of Date
  - Have a Primary(10), Short-Term (30) and Non-ADA(50) enrollment status
  - Are in grades: PS, TK – 12
  - Most recent Special Education Status in the SWDS file = 1 - Eligible and Participating - regardless of LEA
- **Note**: Students whose most recent enrollment has Exit = E155 or E156, students are considered to still be enrolled

Expectations/Changes from Reports 16.7 and 16.8

- **There is no aggregate report.** Only one monitoring report, thus far – 16.21 (student list)
- 16.21 only looking at late annual plan reviews, late eligibility reevaluations & timely meetings
- All data for this report are sourced from the MEET, PLAN and Student Enrollment (SENR) files
- Late initials and third birthday report will be in another report coming soon
- 7 new Monitoring Categories

7 New Monitoring Categories

- Overdue Plan Review, Pending Record
- Overdue Plan Review, No Pending Record
- Overdue Re-evaluation, Pending Record
- Overdue Re-evaluation, No Pending Record
- Timely Plan Review/Reevaluation
- Plan Review Held Late
- Reevaluation Held Late

Which categories are “Non-Compliant”?

- **Overdue Plan Review, Pending Record**
  - Pending Record with Meeting Delay Code = 90 (Late without Cause) or blank
- **Overdue Plan Review, No Pending Record**
- **Overdue Re-evaluation, Pending Record**
  - Pending Record with Meeting Delay Code = 90 (Late without Cause) or blank
- **Overdue Re-evaluation, No Pending Record**
- **Coming Soon!**
  - **Plan Review Held Late**
    - Meeting Delay Code = 90 (Late without Cause) or blank
  - **Reevaluation Held Late**
    - Meeting Delay Code = 90 (Late without Cause) or blank

Which categories are compliant?

- **Timely Plan Review/Reevaluation**
- **Plan Review Held Late**
  - Meeting Delay Code **IS NOT** 90 (Late without Cause) or blank
- **Reevaluation Held Late**
  - Meeting Delay Code **IS NOT** 90 (Late without Cause) or blank

Spring Roadshow Schedule

- April 17th – Fresno COE
- April 18th – Madera/Mariposa COE
- April 23 – Riverside COE (a.m.) and San Bernardino (p.m.)
- April 24 – Los Angeles COE (Santa Fe Springs a.m.) and Orange County (p.m.)
- April 25 – San Diego COE
- May 2 – Sonoma COE
- May 6 – Sacramento COE
- May 7 – Santa Clara COE
- May 14 – Statewide Virtual Roadshow (will be recorded)
- May 20 – Ventura COE

MEETING DELAY CODES

CODE	NAME	CODE SET DEFINITION
10	Parent Refused to Consent	The meeting was delayed because the parent refused to consent.
20	Parent Did Not Make Child Available	The meeting was delayed because the parent did not make child available.
30	Parent Contacted – Did Not Attend	The meeting was relayed because the parent, even though contacted, did not attend.
40	School Break	The meeting was delayed because of an official school break of MORE than five days.
50	Transfer	The meeting was delayed because the student transferred out of the school before the meeting occurred.
60	School Emergency *	The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated.
70	Student Emergency	The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting.
75	Temporary School Closure *	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.
80	Legal Proceedings	The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents.
85	Did Not Pass Hearing/Vision Screening	The meeting was delayed because the student did not pass their hearing and /or vision screening.
90	Late Without Cause*	

* Per CDE, delay codes for School Emergency, Temporary School Closure, and Late Without Cause are not excluded for compliance monitoring purposes.

Guidelines for Pending Records

LEAs should develop a regular system for monitoring late IEPs including Initials, Plan Reviews, and Re-evaluations. Currently, the CALPADS 16.21 report can be utilized to identify Plan and Re-evaluation IEPs that are or will be late with or without a pending reason.

A report is in development that will allow LEAs to track initials and Part C to B transitions in the coming months.

Recommended Monitoring Process

- Regularly pull the CALPADS 16.21 report.
    - Administration should analyze and investigate the significantly overdue meetings. Many are data coding errors.
    - Data Clerks can submit corrections to CALPADS based on guidance and direction from administration to clear errors.
    - Some overdue IEPs require an annual or triennial meeting to be held. These should be scheduled without delay.

Recommended Process for Late Annuals and Re-evaluations

- Any IEP that is not filed to history by the date the meeting is DUE is considered LATE.
    - IEPs that have been held should be finalized and filed to history IMMEDIATELY.
        - This allows the LEA to remain compliant on the MEET file.
        - The MEET and PLAN files were decoupled in the CALPADS SpEd File Redesign allowing for LEAs to remain compliant when IEPs are held in a timely manner while signatures are being obtained.
        - The PLAN and SERV files do not get sent to CALPADS until the IEP is signed.
        - WebIEP is working on a solution to allow for IEPs to be filed to history without a selection under consent. This can be updated when the signature status is changed.
- LEA must develop a local process to track IEPs that will be late and submit a pending record to CALPADS.
    - Data Clerks run late IEP reports on a weekly basis and contact case carriers to determine the delay code reason.
    - Data Clerk submits a MEET record with Pending as of Date and Meeting Delay Code to CALPADS via the online maintenance tool.

Recommended Process for Late Initials

- WebIEP is in the process of developing an automated system to generate the Pending Initials. Once the date the AP is received is populated in WebIEP, the 60-day timeline is calculated and will send a Pending record to CALPADS. Expected release: April 1, 2024.
- The LEA will send an updated MEET record with the Meeting Delay Code via the same process as described above for the Late Plan Reviews and Late Re-evaluation Meetings.

4.11 The Special Ed Administrator’s Personal Trainer

The Special Ed Administrator's Personal Trainer

Chapter 9 – Accountability Challenges & Opportunities

Reflective Questions

1. The author acknowledges that student performance on statewide assessments is the primary accountability measurement for districts to track student progress; however, the IDEA requires districts to track student level data on a variety of measures, including the 17 SPPI indicators. How can utilizing the required compliance tools improve student-level outcomes in your district that extend beyond test scores?

2. Given the myriad of compliance-related systems and factors, an LEA is required to track and submit what systems have you developed or implemented within your organization to streamline these processes, reduce errors, and create efficiencies? What has been the long-term outcome of these systems?

3. Bartz states, "As a special educator, you also have responsibility for measuring outcomes for the 17 indicators of the SPP in addition to focusing on student achievement to meet ESSA requirements. View accountability measures as helpful data that guides program improvement. This perspective will improve your attitude and commitment to positive outcomes, which you will in turn impart to your staff."

   – Under your leadership, what have you observed in respect to tailoring the compliance narrative and how has this influenced staff behavior?

4.12 Leveraging AI in the Classroom

bit.ly/sbcssleveragingAI

Empowering Diverse Learners

03.28.24

AI for Inclusive Learning

March 28, 2024

8:00 a.m. - Noon

NEW Location

Desert/Mountain Educational Services Center
17800 Highway 18
Apple Valley, CA 92307

Audience

This workshop is designed for educators, TOSAs, coaches and administrators interested in understanding and utilizing the transformative power of Artificial Intelligence (AI) to support diverse learning needs

Fee

$75

Register

https://sbcss.k12oms.org/5-245118

Join us for an insightful and interactive workshop!

- Examples of AI-driven tools and technologies enhancing learning experiences.
- How generative AI can support lesson design, as it relates to diverse learning needs of students
- Exploring AI solutions that improve accessibility for students with disabilities and multilingual learners
- The role of AI in creating personalized learning experiences.
- Data Privacy as it relates to AI solutions

FACILITATED BY

Dr. Sonal Patel
Program Manager
Digital Learning and Computer Science
San Bernardino County Superintendent of Schools

Jamie Leafstone
Program Specialist
Resolution and Education Support Team
West End SELPA

San Bernardino County Superintendent of Schools
Transforming lives through education

WEST END SELPA

Digital Learning Services | Technology Services
Allise Berg | allise.berg@sbcss.net | 909.800.0299 | www.sbcss.net

Empowering Diverse Learners

04.10.24

AI for Inclusive Learning

April 10, 2024

8:00 a.m. - Noon

West End Educational Service Center
8265 Aspen Avenue
Rancho Cucamonga, CA 91730

Audience

This workshop is designed for educators, TOSAs, coaches and administrators interested in understanding and utilizing the transformative power of Artificial Intelligence (AI) to support diverse learning needs

Fee

$75

Register

https://sbcss.k12oms.org/5-246044

Join us for an insightful and interactive workshop!

- Examples of AI-driven tools and technologies enhancing learning experiences.
- How generative AI can support lesson design, as it relates to diverse learning needs of students
- Exploring AI solutions that improve accessibility for students with disabilities and multilingual learners
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Transforming lives through education

WEST END SELPA

Digital Learning Services | Technology Services
Allise Berg | allise.berg@sbcss.net | 909.800.0299 | www.sbcss.net

4.13 EV SELPA Program Specialist Support & Staffing

EV-23 (PS)

EV-23 (PS) REQUEST FOR EV SELPA PROGRAM SPECIALIST SERVICES

East Valley Special Education Local Plan Area

Service Requested: ☐ *Classroom/Program Support (Complete sections below)* ***OR***
☐ *In-District Training/Professional Development (Complete sections on second page)*

District: _____Case Carrier/Direct Contact Person: _____

School Site: _____Program Type: _____Phone Number: _____
(Gen. ED./ RSP/ Mild-Mod/ Mod-Severe/ Behavioral)

Reason for Referral:

List interventions previously used:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List in detail the services requested:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Referral Completed By (Print Name): _____ Date: _____ Phone: _____
District Administration/Coordinator

Referral Approved By (Signature): _____Date: _____ Phone: _____
District Special Ed. Director's Signature

DIRECTIONS FOR SUBMITTING THIS FORM: *Email the referral and other relevant documents to* evselpa@sbcss.net

For EVSELPA Office Use Only: Date Received: _____ By: _____

EV-23 (PS)

EV-23 (PS) REQUEST FOR EV SELPA PROGRAM SPECIALIST SERVICES

East Valley Special Education Local Plan Area

Describe the training requested:

Training information:

District:
Date of request:
Person requesting training:
Phone number:
Email:
Dates for requested training:
Single day☐ Multiple days☐
Time(s) for requested training:
Intended audience for requested training:

Referral Completed By (Print Name): _____ Date: _____ Phone: _____

District Administration/Coordinator

Referral Approved By (Signature): _____Date: _____ Phone: _____

District Special Ed. Director's Signature

DIRECTIONS FOR SUBMITTING THIS FORM: *Email the referral and other relevant documents to* evselpa@sbcss.net

For EVSELPA Office Use Only: Date Received: _____ By: _____

4.14 Supporting Inclusive Practices

EAST VALLEY SELPA

Educating Together

EV SELPA & SIP PROUDLY PRESENT

UNITED IN INCLUSION

A Leadership Summit to Collaborate, Imagine, and Build the Future of Inclusive Education

RIVERSIDE CONVENTION CENTER
WEDNESDAY, MAY 1, 2024

CLICK HERE TO REGISTER

Password: EVSELPA

8:00	Check-in and light refreshments
8:40	Opening keynote with Alycia Anderson
9:30	A Case for Inclusion
10:30	Cultural Beliefs
12:00	Lunch
1:00	Logic Models
2:30	Closing remarks

Casual attire that proudly represents your school and/or district is encouraged.

ZOOMING AHEAD ON INCLUSIVE PRACTICES

JOIN US ON OUR COLLECTIVE JOURNEY AS EDUCATIONAL LEADERS IN SYSTEMATIC CHANGE FOR DIVERSITY, EQUITY AND INCLUSION.

VIRTUAL

NOV 13	**VIRTUAL** 3:00pm-4:00pm	Building Inclusive School Culture Through Leadership
DEC 18	**VIRTUAL** 3:00pm-4:00pm	The Impact of Inclusive Leadership
MAR 18	**VIRTUAL** 3:00pm-4:00pm	Collaborative Approaches for Inclusive Education
MAR 25	**VIRTUAL** 3:00pm-4:00pm	Navigating Inclusive Leadership Through Change

Katie Novak

Internationally renowned education consultant

Registration

http://vcoe.k12oms.org/1630-241481

Shelley Moore

Internationally recognized teacher, researcher, consultant and story teller

EAST VALLEY SELPA
Educating Together

SIP
Supporting Inclusive Practices

Patty Metheny, Ed.D.
Chief Administrative Officer, East Valley Special Education Local Plan Area
In coordination with
Ventura County Special Education Local Plan Area
Present

EAST VALLEY IS ZOOMING AHEAD ON INCLUSIVE PRACTICES

Join us
on our collective journey as educational partners
in systematic change for inclusion and students with disabilities

Shelley Moore
INTERNATIONALLY RECOGNIZED TEACHER, RESEARCHER, CONSULTANT AND STORY TELLER

Katie Novak
INTERNATIONALLY RENOWNED EDUCATION CONSULTANT

Tuesday,
MAY 7, 2024

Attend In-Person - 8:30 am - 3:00 pm
Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino, CA 92408
Or
Attend Virtually - 8:30 am - 11:30 am

Registration Online
https://sbcss.k12oms.org/46-241707

EAST VALLEY SELPA
UNITED IN INCLUSION RECOGNITION AWARD

NOMINATE YOUR SCHOOL FOR RECOGNITION OF INCLUSIVE PRACTICES FOR STUDENTS WITH DISABILITIES.

Inclusion promotes a sense of belonging for all students by creating intentional spaces where differences are celebrated. The East Valley SELPA United in Inclusion recognition award is designed to honor the work that school sites have engaged in to create classrooms and opportunities where students with disabilities are included with their non-disabled peers. Bronze, Silver, Gold, or Platinum recognition levels can be awarded to a school based on the deliberate steps taken to create inclusive settings.

United in Inclusion
East Valley SELPA
Supporting Inclusive Practices SIP

STEPS

1) Meet with your district Special Education Director to discuss desire to participate in the United in Inclusion recognition process
2) Develop a Validation Plan in collaboration with site leadership team and special education department
 a. Establish desired ribbon level
 b. Create goals and timeline
 c. Determine necessary resources to accomplish goals
3) Submit the Validation Plan to: Jennifer.Brooksby@sbcss.net
4) Engage in a site-level self-evaluation based on the Blueprint for Inclusion rubric available from the special education office.
5) Participate in a Validation Review with the East Valley SELPA
6) East Valley SELPA Board of Directors honor the United in Inclusion award recipients at a Board meeting

United in Inclusion Ribbon
Blueprint for Inclusion (BFI)
Based on: PBIS Tiered Fidelity Inventory (TFI)

Tier I – Envisioning & Building (Bronze)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site's Leadership Team has participated in professional development designed to promote understanding of the principles of inclusion, strategies for working with SWDs, and tips for making an inclusive environment successful	Evidence of Inclusion Leadership Team attendance in Professional Development related to the principles and implementation of inclusive practices and goals established for ongoing Professional Development for site improvement.	0 = Professional Development goals have not been established or fewer than 50% Site Leadership team attended 1 = Professional Development goals have been established and 50% of the Site Leadership Team attended 2 = Professional Development goals have been established and 100% of the Site Leadership Team has attended
Site Leadership Team Procedures: Site leadership team meets (a) at least monthly, (b) has regular meeting format/agenda, (c) minutes, (d) a current action plan.	Leadership team meeting agenda and minutes Leadership team action plan for inclusion	0 = Leadership team does not meet regularly, no agenda, no minutes, or no action plan 1 = Leadership team has at least 2 but not all 4 features 2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed an action plan. Attendance at meetings is > 80% of participants
Cultural Change Expectations: The site has created vision, mission, and value statements for the transition to inclusivity. These statements have been broadly messaged to a variety of stakeholders for input, development, and acceptance. 100% of staff and students make a pledge to support inclusive values.	Copies of the vision, mission, and value statements Dissemination to stakeholders Evidence of staff and student pledges	0 = The statements lack specificity or have not been communicated to all stakeholders 1 = Statements lack specificity or have not been communicated to stakeholders 2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders
LRE Achievement: The school developed an action plan to improve SpEd LRE data with quantifiable metrics.	Action Plan	0 = Site leadership team does not have a well-defined action plan to improve LRE 1 = Action plan is developed but lacks specificity. 2 = Action plan is developed with clearly defined roles and responsibilities.

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

United in Inclusion Ribbon
Blueprint for Inclusion (BFI)
Based on: PBIS Tiered Fidelity Inventory (TFI)

Tier II – Implementing (Silver)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site has established Professional Development guidelines to build capacity in its teachers within the framework of inclusion.	Evidence of staff attendance in Professional Development designed to build capacity in staff	0 = Professional Development has not been identified or fewer than 5 people have attended 1 = Professional Development opportunities have been provided and 25% of the staff have attended 2 = Professional Development opportunities have been provided and at least 50% of staff have attended
Site Leadership Team Procedures: The leadership team undertakes strategic planning and data analysis utilizing systematic tools to identify areas of growth and opportunity for equity and inclusion. Specific goals are established to lead to more inclusive policies and practices.	Site leadership team meeting agenda and minutes Goals for inclusive practices	0 = Leadership team does not meet regularly, no agenda, no minutes, or no inclusive goals 1 = Leadership team has at least 2 but not all 4 features 2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed inclusive goals. Attendance at meetings is >80% of participants
Cultural Change Expectations: The site has identified inclusive policies and practices with strategic planning to achieve goals. These have been communicated to staff and parents.	Written policies Measurable goals	0 = The statements lack specificity or have not been communicated to all stakeholders 1 = Statements lack specificity or have not been communicated to stakeholders 2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders
LRE Achievement: 100% of M/M students are rostered to a Gen Ed teacher. Goal established to meet Indicator for students who spend >80% of their day in Gen Ed (Indicator 5a) Goal established to meet Indicator for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Goals for meeting Indicators 5a &b are not achievable and fewer than 100% of M/M students are rostered to a Gen Ed teacher 1 = Goals for meeting Indicators 5a &b are not achievable or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Goals are achievable and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

United in Inclusion Ribbon
Blueprint for Inclusion (BFI)
Based on: PBIS Tiered Fidelity Inventory (TFI)

Tier III – Scaling (Gold)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site engages in ongoing Professional Development designed to scale up the practice of equity and inclusion for all students.	Evidence of staff attendance in ongoing Professional Development related to the practice of equity and inclusion for all students.	0 = Professional Development has been sporadic, not widespread, or not focused on equity and inclusion. 1 = Professional Development is focused on equity and inclusion but fewer than 50% of staff attend 2 = Professional Development is focused on equity and inclusion with greater than 75% of staff in attendance
Site Leadership Team Procedures: The leadership team continues regular meetings with a focus scaling up their inclusive practices. The inclusion team takes a leadership role in supporting district wide practices to improve LEA inclusivity	Leadership team meeting agenda and minutes Plan for scaling inclusive practices Site visits from other district school teams	0 = Leadership team does not meet regularly, no plan to scale up inclusive practices, or no site visits from other district schools 1 = Leadership team has at least 2 but not all 3 features 2 = Leadership team meets regularly with agenda/minutes, supports other district schools in site visits, and has plan to scale up inclusive practices. Attendance at meetings is >80% of participants
Cultural Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students.	Staff interviews and/or survey Parent interviews and/or survey	0 = Parent voice has not been sought and staff demonstrate a mixed adoption of inclusive practices. 1 = Parent voice has not been sought or staff demonstrate a mixed adoption of inclusive practices 2 = Evidence that parent input in developing inclusive practices has been considered and staff demonstrate a culture change to equitable inclusion of all students.
LRE Achievement: Elementary – 100% of students rostered to Gen Ed. Secondary – 100% of students rostered to 2 periods/day Target met for students who spend >80% of their day in Gen Ed (Indicator 5a) Target met for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Have not met Indicator 5a & b and fewer than 100% of students are rostered to a Gen Ed teacher 1 = Goal met for Indicator 5a or b or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Met Indicator 5a & b and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

United in Inclusion Ribbon
Blueprint for Inclusion (BFI)
Based on: PBIS Tiered Fidelity Inventory (TFI)

Tier IV –Sustaining (Platinum)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site has become a model school for inclusion within the community and regularly engages in showcasing their programming to support other district sites or LEAs in developing their inclusive practices.	Evidence of visits from other school sites or LEAs to observe positive inclusive practices.	0 = The site has not taken the initiative to invite other district schools/LEAs to observe the program. 1 = The site hosts other district schools/LEAs and/or fewer than 50% of classrooms are showcased. 2 = The site hosts other district schools or LEAs > 50% of classrooms are showcased.
Site Leadership Team Procedures: The leadership team continues monthly meetings with a focus sustaining inclusive practices and procedures. The leadership team takes an active role in supporting SELPA wide practices to improve LEA inclusivity	Leadership team meeting agenda and minutes Plan for sustaining inclusive practices Site visits from other SELPA school teams	0 = Leadership team does not meet regularly, no plan for sustaining inclusivity, or no site visits from other SELPA schools. 1 = Leadership team has at least 2 but not all 3 features 2 = Leadership team meets regularly with agenda/minutes, has developed an action plan to sustain inclusion, and participates in SELPA inclusive initiatives. Attendance at meetings is > 80% of participants
Cultural Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students. The school site demonstrates a commitment to the student voice regarding the inclusivity of peers	Staff interviews and/or survey Parent interviews and/or survey Student interviews and/or survey	0 = Parent and student voices have not been sought and staff demonstrate a mixed adoption of inclusive practices. 1 = Parent and student voices have not been sought or staff demonstrate a mixed adoption of inclusive practices 2 = Evidence that parent and student input in developing inclusive practices have been considered and staff demonstrate commitment to inclusion
LRE Achievement: Elementary – 100% of students rostered to Gen Ed. Secondary – 100% of students rostered to 2 periods/day Target maintained for 2 years for students who spend >80% of their day in Gen Ed (Indicator 5a) Target maintained for 2 years for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Have not met Indicator 5a & b for 2 consecutive years and fewer than 100% of students are rostered to a Gen Ed teacher 1 = Indicator 5a or 5b met for 2 consecutive years or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Indicator 5a & b met for 2 consecutive years and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

United in Inclusion Ribbon
Validation Roadmap

Validation Responsibilities

EV SELPA Responsibilities

Identify trainings
Provide guidance to LEAs on best practices
Manage SIP funding reimbursement
Match target schools with validation partners
Manage validation interviews
Establish validation timelines

District Responsibilities

Develop annual execution plan
Identify target schools
Guide schools through PD selection
Report back to SIP Leadership team on progress
Develop plan for IEPs to reflect changes to more inclusive settings
Participate in SELPA wide validation confirmations

Validation Process

1) District identifies school(s) to participate in Ribbon of Inclusion program
2) District submits Validation Plan to EV SELPA with prospective validation date
3) District submits the Blueprint for Inclusion (BFI) self-validation inventory to SELPA prior to validation date
4) SELPA schedules LEA validation partners review evidence sources and conduct onsite visits within 30 days of district's desired validation date
5) SELPA notifies district of Ribbon of Inclusion final determination within 30 days of validation visits
6) SELPA invites district school to the next EV SELPA Board of Directors meeting for recognition
7) At district request, EV SELPA will provide a representative to attend district board meeting to recognize site Ribbon of Inclusion awards

United in Inclusion Ribbon
Validation Plan

To be completed in collaboration with
District SpEd Administration, Site Administration, and Site Leadership Team

District _____ **School Site** _____

Desired Validation Date _____

Ribbon Level ☐ Bronze ☐ Silver ☐ Gold ☐ Platinum

Professional Development Needs
What professional development opportunities does the site require?

Site Leadership Team
Who are the members of the Site Leadership Team and what are the goals for the team?

Cultural Change Expectations
What cultural change goals will be addressed this year?

Least Restrictive Environment Goals
What are the current LRE statistics for the school and how many students are rostered to a Gen Ed teacher?

School Site Strengths	Barriers to Inclusion

Submit to EV-SELPA: Jennifer.Brooksby@sbcss.net

NEW DataQuest Special Education Reports

- Senate Bill 692 (Chapter 919, Statutes of 2022) established *Education Code* sections 56048 and 56049.1 which requires the CDE to publish data related to federal measures of Least Restrictive Environment for pupils with disabilities on its internet website and include it as a resource on the Dashboard. The data also needed to be disaggregated by race or ethnicity and local educational agency.
  - Special Education Enrollment by Program Setting
  - Special Education Enrollment by Program Setting (with County Data)
  - Information about Special Education Data Reports webpage: https://www.cde.ca.gov/ds/ad/spedinfo.asp

Requested Clarifications – New DataQuest Reports

- New DataQuest Reports “Preschool Settings” column is defined as (report glossary is available when you run the report):
  - Preschool Setting: A program setting or placement where children receive special education programs and/or services in a home, regular early childhood program, separate class, or at a service provider location. On the report, data in these columns represent the number/percentage of the Special Education Enrollment for students whose Special Education Program Setting is **Home, Regular Early Childhood Program, Separate Class, or Service Provider Location (various).**
- The counts in this column would be consistent with the sum of students in Indicator 6 (a, b, and c)
- The DataQuest report logic was designed specifically for the legislation that required the report and may not match APR for Indicator 6

Least Restrictive Environment Comparison

EV SELPA Member Districts 2022-2023

Data Source: Data Quest
Special Education Enrollment by Program Setting

Name	SpEd Enrollment	Regular Class 80 Percent or More of the Day	Regular Class 40 to 79 Percent of the Day	Regular Class 39 Percent or Less of the Day	Separate School & Other Settings	Preschool Setting	Missing / Unknown
Statewide	713,195	54.9%	16.9%	19.0%	2.9%	6.3%	0.0%
SB COE	1,603	4.1%	1.6%	78.9%	13.3%	2.2%	0.1%
Colton	2,593	64.3%	10.8%	19.2%	1.2%	4.6%	0.0%
Redlands	2,966	45.9%	26.6%	20.3%	2.6%	4.6%	0.0%
Rialto	2,742	65.5%	5.6%	23.2%	1.2%	4.2%	0.2%
Rim of the World	386	56.7%	21.2%	19.2%	1.0%	1.3%	0.5%
Yucaipa-Calimesa	1,260	46.7%	31.0%	13.1%	1.6%	7.6%	0.0%

4.15 EV SELPA ADR

SPECIAL EDUCATION BASICS FOR PARENTS

Register now! space is limited

FREE

Facilitators:
David Dowling, JD, MDR , Jessica Lascano, LEP, BCBA , and Sadie Cort

LEARN MORE ABOUT SPECIAL EDUCATION,
WHAT IT MEANS TO HAVE AN IEP,
& HOW TO EFFECTIVELY PARTICIPATE AS A MEMBER OF THE IEP TEAM

VIRTUAL SESSIONS
10:00 - 11:30 AM

Registration Options

March 13, 2024 (Only)
https://sbcss.k12oms.org/46-246234

May 15, 2024 (Only)
https://sbcss.k12oms.org/46-246235

March 13 and May 15, 2024
https://sbcss.k12oms.org/46-246236

Along with adopting a new IEP vendor, the EV SELPA is supporting its member districts in facilitating IEP meetings which enable all participants to be active members of the IEP team. This training is for those supporting this initiative. An overview of the facilitation process will be provided that prepares IEP team members to be collaborative partners in a facilitated IEP meeting. Participants will learn how to clearly define their role in the IEP meeting, enabling them to prepare for active meeting participation. Additionally, participants will develop skills to broker more effective and efficient communication resulting in a collaborative, non-adversarial, and compliant student-centered IEP meeting.

Date: Monday, April 15, 2024

Time: 12:00 noon–4:00 pm

Location: This is a hybrid event. You can attend virtually or in-person at the: Dorothy Inghram Learning Center . You will be asked to select an option at the end of the registration.

Facilitator: Key2Ed

Register Online: https://sbcss.k12oms.org/46-246391

This is a private event and you will need the password: IEPVENDOR

Virtual

Pathways to Partnership

Connect • Collaborate • Support

OFFICE HOURS

with Kimberly Schulist

Take advantage of this great resource! Collaborate and learn from Kimberly Schulist by engaging in consultations, check-ins, and/or practice role plays with scenarios.

TUES., FEBRUARY 13	3:00PM - 5:00PM
WED., FEBRUARY 28	12:00PM - 2:00PM
TUES., MARCH 12	3:00PM - 5:00PM
WED., MARCH 27	12:00PM - 2:00PM
WED., APRIL 3	3:00PM - 5:00PM
THUR., APRIL 18	12:00PM - 2:00PM
TUES., MAY 14	3:00PM - 5:00PM
WED., MAY 29	12:00PM - 2:00PM

PLEASE PICK A 30 MINUTE TIME SLOT BY USING THE QR CODE OR LINK BELOW

Click Here

No cost to attend

Web conferencing details provided upon confirmation.

Project Funded by

California Collaborative for Educational Excellence

pathways2partnership.org

(805) 437-1560

info@pathways2partnership.org

Virtual

Pathways to Partnership

Connect • Collaborate • Support

HORARIO DE OFICINA

con Kimberly Schulist

¡Aprovecha este gran recurso! Colabora y aprende de Kimberly Schulist participando en consultas, reuniones de resolución temprana y/o juegos de rol prácticos con escenarios.

MART., 13 DE FEBRERO	3:00PM - 5:00PM
MIÉRC., 28 DE FEBRERO	12:00PM - 2:00PM
MART., 12 DE MARZO	3:00PM - 5:00PM
MIÉRC., 27 DE MARZO	12:00PM - 2:00PM
MIÉRC., 3 DE ABRIL	3:00PM - 5:00PM
JUEV., 18 DE ABRIL	12:00PM - 2:00PM
MART., 14 DE MAYO	3:00PM - 5:00PM
MIÉRC., 29 DE MAYO	12:00PM - 2:00PM

ELIJA UN INTERVALO DE TIEMPO DE 30 MINUTOS UTILIZANDO EL CÓDIGO QR O EL ENLACE A CONTINUACIÓN

Haga Clic Aquí

No hay costo para asistir

Los detalles de la conferencia en línea se comunicarán al recibir la confirmación.

Proyecto financiado por

ccee California Collaborative for Educational Excellence

pathways2partnership.org

(805) 437-1560

info@pathways2partnership.org

Online

Pathways to Partnership

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TRAUMA INFORMED MEDIATION

Five opportunities to attend:

FEB. 15, 2024	11:00AM - 2:00PM PST
FEB. 29, 2024	10:00AM - 1:00PM PST
APR. 22, 2024	11:00AM - 2:00PM PST
MAY 14, 2024	11:00AM - 2:00PM PST
JUN. 10, 2024	10:00AM - 1:00PM PST

DAWN KUHLMAN, MA

M.A.R.C.H. EXECUTIVE DIRECTOR

Join Dawn Kuhlman as she explains her Trauma Informed Mediation Model. Common trauma responses include emotion dysregulation, physical health issues, feelings of distrust, helplessness, depression, anxiety, and grief. Secondary or vicarious trauma is a particular risk in the helping profession.

This virtual session will explore the five components of this mediation model:
1. Brain/Body experience of trauma,
2. Transformative mediation techniques (empowerment and recognition),
3. Mindfulness of thoughts, emotions, and behaviors,
4. Informally assessing client's ability to mediate, and
5. Resilience and the use of community resources.

REGISTER NOW

Click Here

No cost to attend

Zoom link will be emailed the day prior.

Project funded by

ccee California Collaborative for Educational Excellence

pathways2partnership.org

(805) 437-1560

info@pathways2partnership.org

Virtual

Pathways to Partnership

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MEDIACIÓN INFORMADA SOBRE EL TRAUMA

Cinco oportunidades para asistir:

- **15 DE FEB. 2024** — **11:00AM - 2:00PM PST**
- **29 DE FEB. 2024** — **10:00AM - 1:00PM PST**
- **22 DE ABR. 2024** — **11:00AM - 2:00PM PST**
- **14 DE MAYO 2024** — **11:00AM - 2:00PM PST**
- **10 DE JUN. 2024** — **10:00AM - 1:00PM PST**

DAWN KUHLMAN, MA
DIRECTORA EJECUTIVA DE M.A.R.C.H.

Únase a Dawn Kuhlman mientras explica su modelo de mediación informada sobre el trauma. Las respuestas comunes al trauma incluyen desregulación emocional, problemas de salud física, sentimientos de desconfianza, impotencia, depresión, ansiedad y el dolor. El trauma secundario o indirecto es un riesgo particular en la profesión de ayuda.

Esta sesión virtual explorará los cinco componentes de este modelo de mediación:
1. Experiencia cerebral/corporal del trauma,
2. Técnicas de mediación transformadora (empoderamiento y reconocimiento),
3. Atención plena a pensamientos, emociones y comportamientos.
4. Evaluación informal de la capacidad del cliente para mediar, y
5. Resiliencia y utilización de los recursos comunitarios.

REGÍSTRESE AHORA

Haga Clic Aquí

No hay costo para asistir

El enlace de Zoom se enviará por correo electrónico el día anterior.

Proyecto financiado por CCEE California Collaborative for Educational Excellence

pathways2partnership.org
(805) 437-1560
info@pathways2partnership.org

Online

Pathways to Partnership

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ENGAGING CHALLENGING CONVERSATIONS

An essential characteristic of effective people in any community or organization is the ability to engage in successfully in critical and difficult conversations. Successful teaming requires a diverse group of individuals to engage in challenging conversations around complex issues. This core Tier 1 seminar introduces you to key concepts, processes, and skills essential to the effective engagement of interpersonal conflict.

CARLO ROSSI
INDEPENDENT CHILD ADVOCATE PROGRAM

GREG ABELL
PRINCIPAL AT SOUND OPTIONS GROUP, LLC

- **MARCH 22 AND MARCH 25, 2024**
  8:30AM - 3:30PM
- **APRIL 8 AND APRIL 12, 2024**
  8:30AM - 3:30PM
- **MAY 28 AND MAY 30, 2024**
  8:30AM - 3:30PM
- **JUNE 3 AND JUNE 7, 2024**
  8:30AM - 3:30PM

REGISTER NOW

Click Here

$ No cost to attend

Zoom link will be emailed the day prior.

Intended audience: Educators, parents and related service providers

Project funded by

ccee California Collaborative for Educational Excellence

(805) 437-1560 pathways2partnership.org

info@pathways2partnership.org

Online

Pathways to Partnership

Connect • Collaborate • Support

EXPLORING IMPLICIT BIAS IN SPECIAL EDUCATION

APRIL 8, 2024

9:00AM - 11:00AM

JASON A. HARPER, MA NCRP

FOUNDER OF HARPER CONFLICT RESOLUTION, LLC

Stereotypes and unconscious biases are the result, in part, of the human brain's need to categorize and store vast amounts of information. While everyone has unconscious biases, it can create problems when they surface in the workplace. Through implicit bias training, employees see how unconscious biases can distort decision-making, and they learn what they can do to avoid making snap judgments about people that can affect relationships and productivity.

Objectives:

1. Identify schemas and implicit bias
2. Understand the concept of explicit bias and its impact on others
3. Learn tools and strategies to counteract our implicit biases

REGISTER NOW

Click Here

No cost to attend

Zoom link will be emailed the day prior.

Intended audience:
General Education administrators, Special Education administrators, program specialists, Special Education teachers, school psychologists, and related service providers

Project Funded by

ccee California Collaborative for Educational Excellence

pathways2partnership.org

(805) 437-1560

info@pathways2partnership.org

Online

Pathways to Partnership

Connect • Collaborate • Support

ADMINISTRATOR ADR TRAINING

Administrators come and enhance your skills in dispute prevention and resolution. Join our 3-hour virtual workshops designed to enhance your skills in dispute prevention and resolution, choose from two available dates.

PRESENTED BY:

DAVID DOWLING, JD, MDR

FRIDAY, APRIL 19, 2024
8:00AM - 11:00AM

OR

MONDAY, JUNE 17, 2024
9:00AM - 12:00PM

REGISTER

Click Here

No cost to attend

Zoom link will be emailed the day prior.

Intended audience: School administrators

Project funded by

ccee California Collaborative for Educational Excellence

pathways2partnership.org

(805) 437-1560

info@pathways2partnership.org

Online

Pathways to Partnership

Connect • Collaborate • Support

MAKING VIRTUAL MEETINGS WORK

Three opportunities to attend:

APRIL 30, 2024 **3:15PM - 4:15PM**

MAY 2, 2024 **3:15PM - 4:15PM**

MAY 8, 2024 **12:00PM - 1:00PM**

Virtual platforms continue to be a necessary and/or optional means for convening meetings. This training will address the following:

a) What are some challenges you are facing in this new virtual world?
b) What are some positive aspects of virtual meetings?
c) What are some challenges for schools?
d) What are some challenges for parents participating in virtual meetings?

This training will provide strategies and tools that can be implemented immediately, thereby improving the quality and productivity of virtual meetings.

PRESENTED BY:

MARC PURCHIN

Marc Purchin's goals, education, experience, achievement, reputation and vision combined to prompt the establishment of Purchin Consulting in 1997. Beginning some two decades before that, Marc has personally conducted more than 3,000 mediations, mostly through contracts with the California Special Education Hearing Office, the Department of Developmental Disabilities, several public school districts and numerous non-profit organizations. In addition to that work, he has developed Alternative Dispute Resolution (ADR) programs for Special Education Local Plan Areas (SELPA) throughout the state of California. Marc earned his bachelor's degree at Southern Illinois University, majoring in Speech Communication with an emphasis in Interpersonal Communication and Theatre. He then completed the distinctive Master's in Business Administration (MBA) program in Non-Profit Management offered by American Jewish University (formerly University of Judaism.) That program added him to its faculty in 1996 and has taught courses such as "Conflict Resolution and Negotiation" and "Organizational Development and Leadership". Marc has also taught a "Collaboration" course in the School of Education at Cal State Dominguez Hills.

REGISTER NOW

Click Here

No cost to attend

Zoom link will be emailed the day prior.

Project Funded by

California Collaborative for Educational Excellence

pathways2partnership.org

(805) 437-1560

info@pathways2partnership.org

4.16 Hot Topics

Education Code section 56329(a) states:

> As part of the assessment plan given to parents or guardians pursuant to Section 56321, the parent or guardian of the pupil shall be provided with a written notice that shall include all of the following information:
>
> > (a) (1) Upon completion of the administration of tests and other assessment materials, an individualized education program team meeting, including the parent or guardian and his or her representatives, shall be scheduled, pursuant to Section 56341, to determine whether the pupil is an individual with exceptional needs as defined in Section 56026, **and to discuss the assessment, the educational recommendations, and the reasons for these recommendations**. Bold mine.

Education Code section 56327 states, in relevant part:

> The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, **but not be limited to**, all the following:
>
> > (a) **Whether the pupil may need special education and related services**.
> >
> > (b) **The basis for making the determination**. Bold mine.

Also keep in mind that the information identified in Education Code section 56327 that is to be in assessment reports is illustrative but not exhaustive (i.e., include, but not be limited to).

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

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

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

JULY 2023 – NO MEETING

AUGUST 17, 2023

SEPTEMBER 14, 2023

OCTOBER 12, 2023

NOVEMBER 9, 2023

DECEMBER 7, 2023

JANUARY 2024 – NO MEETING

FEBRUARY 8, 2024

MARCH 7, 2024

APRIL 11, 2024

MAY 9, 2024

JUNE 13, 2024

EAST VALLEY SELPA
Educating Together

5.2 2023-2024 EV SELPA Board of Directors Meetings

2023/2024
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

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

EAST VALLEY SELPA
Educating Together

5.3 2023-2024 EV SELPA CAC Meetings

2023/2024
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 18, 2023

NOVEMBER 13, 2023

FEBRUARY 26, 2024

APRIL 22, 2024

EAST VALLEY SELPA
Educating Together

Approved by EV SELPA CAC 4.24.23

5.4 EV SELPA Professional Development – April 2024

EAST VALLEY SELPA
Workforce SBCSS
BACK to the Future
Career Day
TUESDAY, APRIL 16, 2024
@ THE DOROTHY INGHRAM LEARNING CENTER
FEATURING:
DJ BETTERS
BTTF highlights career & educational opportunites for graduating seniors who have completed or are currently enrolled in the Transition Partnership Project (TPP) Class
IF YOU HAVE ANY QUESTIONS, PLEASE CONTACT A MEMBER OF THE TPP STAFF @ 909.252.4514

Region 10 Coordinating Council Presents

S'cool Moves

FLIP THE LEARNING SWITCH

Presented by: Dr. Debra M. Wilson

This presentation is a hybrid of informative, evidence –based discussion and hands-on lab experience. Participants will experience S'Cool Move's therapy-based interventions that support academic goals within tiered intervention models, including movement routines and activities designed to improve focus, postural stability, bilateral coordination, visual skills, and self-regulation. In addition, this presentation focuses on enhancing collaboration between occupational therapists and general education and/or special education teachers in the classroom setting by providing insights, strategies, and tips for an "all hands-on deck" approach to collaboration.

Date: Friday, April 19, 2024

Time: 8:00 am to 3:30 pm

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

Fee: $75.00 *(Purchase Orders are NOT accepted. This is a Pre-Pay event))*

Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, and Teachers

Objectives: Participants will:

1. Understand how to enhance collaboration through the use of tiered interventions
2. Learn evidence-based routines that are appropriate for tiered intervention in the classroom setting
3. Compare and contrast the best developmental model for collaborating with teachers, including neurosequential models, trauma-informed teaching, and a dynamic systems approach
4. Reflect on one's current collaborative practice, and how the new information presented enhances and expands one's own professional practice in a school environment

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

Questions: joann.vargas@sbcss.net

https://sbcss.k12oms.org/46-238347

EAST VALLEY SELPA Educating Together

2023-2024 POSTSECONDARY TRANSITION PROGRAM PARENT INFORMATION MEETINGS

(Spanish Interpretation provided at each meeting)

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

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

April 11th, 2024

Parent Information Meeting

Spanish interpretation will be provided at meeting

Postsecondary Options for Significantly Challenged Adults

Observe Center-Based and Community-Based Programs

The Arc
Riverside County

TIME	**April 11th, 2024** **9:30 a.m. – 11:30 a.m.** **Adult Services Information Meeting**
Location:	**Site Visit to Beaumont Center &** **Local Community Integration Sites** **Strebe Resource Center** 702 East 11th Street, Beaumont 92223-1909
9:30	**ARC, Riverside, Programs** Center-Based & Community-Based Day Programs Patricia Duncan, Program Director
	See the ARC program in action at the Beaumont center. Experience a tour of the center facility and its beautiful outdoor grounds where clients participate in gardening, social and recreational activities. Visit Community Integration locations where clients engage in a variety of living skills community assimilation activities.
Register:	**9:30 a.m. – 11:30 a.m.** **Adult Services Information Meeting** https://sbcss.k12oms.org/46-238445
	Contact Colleen Meland if you have any questions or need assistance registering: colleen.meland@sbcss.net; or call: (909) 252-4525. EAST VALLEY SELPA Educating Together

EAST VALLEY SELPA
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Data Driven Decisions

Presented by:

Courtney Beatty & Shannon Vogt
East Valley SELPA Program Specialists

Data collection is a necessary process in all special education classrooms. Data driven decisions result in proactive interventions and therefore support positive student outcomes.

Teachers, paraprofessionals, and service providers all can benefit from learning a method to collecting, analyzing and referencing data in order to create informed interventions.

Audience will:

- Become familiar with EV SELPA recommended data collection forms
- Have practice completing data collection forms in real time given typical academic and behavioral scenarios
- Learn how to analyze data collection and form recommendations for next steps of an intervention and annual goals
- Gain knowledge on how to graph data points to create visuals for parents and all team members to view and understand

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

Wednesday
NOVEMBER 15, 2023
8:30 AM - 3:30 PM
https://sbcss.k12oms.org/46-235991

ONLINE REGISTRATION

Wednesday
APRIL 17, 2024
8:30 AM - 3:30 PM
https://sbcss.k12oms.org/46-235993

DEVELOPING
Student-Centered & Legally Compliant IEP GOALS

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

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

Objectives

Participants will:

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

Online! REGISTRATION

July 27 & 28, 2023
8:30 am - 3:30 pm
https://sbcss.k12oms.org/46-235940

September 12 & 13, 2023
8:30 am - 3:30 pm
https://sbcss.k12oms.org/46-235942

January 16 & 17, 2024
8:30 am - 3:30 pm
https://sbcss.k12oms.org/46-235943

April 9 & 10, 2024
8:30 am - 3:30 pm
https://sbcss.k12oms.org/46-235944

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670 E. Carnegie Dr., San Bernardino 92408

DISTRICT ACCESS (DA) USERS
Collaborative Meetings

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

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

Intended Audience:
District Access Users and District Special Education Administrators

From 2:00 - 3:30 pm

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

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

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EAST VALLEY SELPA
Educating Together

SELPA Administrators of California
Special Education Local Plan Area

Legal Trends for 2024

A full-day, virtual mini-conference

SELPA Administrators of California is proud to host this unique professional learning opportunity to help practitioners stay current on issues and trends to learn not only how to avoid frequent problem areas in the implementation of IDEA, but also how to work effectively with parents as partners in the IEP process.

Tuesday, April 16, 2024

8:30 AM - 3:15 PM

Our expert attorney presenters are providing their services at no cost to the Association. Proceeds from this event will support philanthropy and increased student and parent participation at our Legislative Sharing Day, where we collaborate with families, allies, educational partners, and legislators in furtherance of our mission, to champion educational access and opportunities for students with disabilities in California.

$75
plus 2.25% service fee

Register now at:
https://stateselpa.k12oms.org/2722-243569

Our esteemed lineup . . .

8:30 to 9:30 a.m.

Preparation & Communication: The Key to Successful IEPs

Deb Ettinger

Atkinson Andelson Loya Ruud & Romo

9:45 to 10:45 a.m.

What's New in Case Law and Legislation for 2024?

Melissa Hatch

Hatch & Cesario, Attorneys at Law

11:00 a.m. to 12 Noon

LRE: California Shines a Spotlight on Full Inclusion

Jennifer Rowe Gonzalez

JRG Legal Consulting

1:00 to 2:00 p.m.

Virtual Providers, Distance Learning, AI & Other Tech Issues

Jonathan Read

Fagen Friedman & Fulfrost LLP

2:15 to 3:15 p.m.

Top 10 Mistakes That Cost Thousands & How to Avoid Them

Josh Walden

Lozano Smith, Attorneys at Law

HATCH & CESARIO ATTORNEYS-AT-LAW
aalrr Atkinson, Andelson Loya, Ruud & Romo A Professional Law Corporation
LS Lozano Smith ATTORNEYS AT LAW
F3 Law
JRG LEGAL CONSULTING

Questions? Contact us at register@selpa.info

SELPA Administrators of California presents a full-day live virtual event...

The Promise & Potential

Universal Screenings for Reading Difficulties including Dyslexia & Considerations for Future Implementation and Intervention

featuring our special guests

Jonathan Mooney
Author of The Short Bus and Normal Sucks

California Dyslexia Initiative
Sacramento County Office of Education

Capistrano Unified School District

Dr. James Bylund
The Bylund Clinic

San Bernardino City School District

Burlingame Elementary School District

Adopted in July, Senate Bill 114 requires that by June 30, 2025, LEAs serving K-2 students must adopt one or more screening instruments from a state-approved list, and that by the 2025-26 school year and annually thereafter, LEAs must assess all K-2 students for risk of reading difficulties, and, if a student is identified as being at risk of having reading difficulties, LEAs must provide the student with supports and services. This professional learning experience, designed for both general education and special education professionals, brings together a variety of experts in dyslexia and reading difficulties, with the purpose to inspire, engage, and best prepare attendees for the important work ahead.

April 15, 2024
8:30 a.m. to 2:45 p.m.

Please see reverse for full schedule and details

Cost: $99.00

NASP and CAMFT CE Credit Hours available for additional $15.00, plus 2.25% service fee on total

Course Description

This training will provide the context, rationale and the pedagogy related to universal screening for reading difficulties including dyslexia. Presenters will bring to life research and best practices in the science of reading, assessment, and interventions. Attendees will get valuable insights from three district teams who will share their journeys and learnings implementing universal screenings district-wide.

Educational Goals & Learning Objectives

1. Participants will be able to explain the research-based framework for universal screening and benefits to students, families, and educators.
2. Participants will identify strategies for assessment, various tools currently or soon to be available, and resources for decision-making.
3. Participants will be able to connect universal screenings to appropriate interventions based on the science of reading and learn how districts have used screening results to improve instructional practices.

Schedule for the Day

8:30 to 8:40	Opening/ Welcome SELPA Administrators of California
8:40 to 9:20	Keynote by Jonathan Mooney, author of *Learning Between the Lines, The Short Bus,* and *Normal Sucks*
9:25 to 10:15	California Dyslexia Initiative @ SCOE by Tami Wilson
10:15 to 10:30	Break (not counted toward CE time)
10:30 to 11:20	The Capistrano Unified School District Model for Universal Screenings and Interventions
11:25 to 12:15	Dr. James Bylund on Assessment and Interventions for Reading Difficulties Including Dyslexia
12:15 to 1:00	Lunch (not counted toward CE time)
1:00 to 1:50	The San Bernardino City School District Model for Universal Screenings and Interventions
1:55 to 2:45	The Burlingame Elementary School District Model for Universal Screenings and Interventions
2:45	Conclusions, Final Instructions & Gratitude

Workshop Pre-Registration Fee is $99.00. Continuing education units are available for an additional $15.00. FEES ARE NON-REFUNDABLE except as indicated below. Payment is only accepted within OMS registration by credit card. Sorry, no purchase orders. Note that a 2.25% service fee is applied to total charges.

You may only register online through the OMS system starting on December 18, 2023, at the URL link below:
TO REGISTER, CLICK HERE: https://stateselpa.k12oms.org/2722-244143
You MUST use this Password in order to register: **04152024**

This course is designed for general and special educators, including school psychologists, and it meets the qualifications for **5 hours** of continuing education credit for PPS School Psychologists from the National Association of School Psycholoists, and for LEPs and as required by the California Board of Behavioral Sciences. SELPA Administrators of California (Provider #1032771) is approved both by NASP and by the California Association of Marriage and Family Therapists to sponsor continuing education for School Psychologists, LMFTs, LCSWs, LPCCs and LEPs. SELPA Administrators of California (Provider #1032771) maintains responsibility for the program and all its content.

Course completion certificates will be awarded at the end of the course in exchange for a completed evaluation form. Details at: https://tinyurl.com/CEPAandNASPinfo The course evaluation for this course must be completed within 7 days of the event, by April 22, 2024.

Refund/Cancelation Policy is available at: https://tinyurl.com/CEPAandNASPinfo To obtain the grievance policy, see https://tinyurl.com/CEPAandNASPinfo and to report a grievance please email register@selpa.info

Zoom registration link/instructions will be provided to all registered participants a few days before conference via email provided at time of registration. Please check your JUNK or SPAM folders for OMS Notifications emails. To request accommodations for special needs, please email the Program Administrator at register@selpa.info

SELPA Administrators of California
Special Education Local Plan Area

MAKING IT HAPPEN.
EACH STUDENT. EVERY DAY.

NASP-APPROVED PROVIDER
Ensuring High Quality Professional Development

CEPA
CONTINUING EDUCATION PROVIDER APPROVAL

Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

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

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

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

PCM TRAININGS @ DOROTHY INGHRAM LEARNING CENTER/EV SELPA

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

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