

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

**\*\* AGENDA \*\***  
**March 9, 2023, 8:00 A.M.**

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

PRESENTER

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

Finance Items

- |     |   |                   |
|-----|---|-------------------|
| 4.1 | 2022-23 SBCSS – County Operated Special Education <ul style="list-style-type: none"><li>• Fee-For-Service – 2<sup>nd</sup> Interim Update</li></ul> | Jennifer Alvarado |
| 4.2 | Out-of-Home Funding <ul style="list-style-type: none"><li>• Proportionate Share Savings Distribution</li></ul>                                      | Andrea Tennyson   |
| 4.3 | Projected Regional Services Proportionate Share Costs <ul style="list-style-type: none"><li>• OT, PT, Mental Health</li></ul>                       | Andrea Tennyson   |
| 4.4 | EV SELPA 2022-2023 Fiscal Reporting Calendar  | Andrea Tennyson   |

Program Items

- |      |  |                                 |
|------|--|---------------------------------|
| 4.5  | EV SELPA Local Plan 2023 <ul style="list-style-type: none"><li>• Section B Revisions</li></ul>   | Rick Homutoff                   |
| 4.6  | CDE Compliance Monitoring <ul style="list-style-type: none"><li>• Overdue Initials &amp; Annual IEPs</li><li>• Annual Determination Letters – March 2023</li></ul> | Jennifer Brooksby               |
| 4.7  | CALPADS Data <ul style="list-style-type: none"><li>• SpEd Redesign</li></ul>   | Sonya Cain<br>Jennifer Brooksby |
| 4.8  | Supporting Inclusive Practices <ul style="list-style-type: none"><li>• May 10 &amp; 11, 2023 – Katie Novak &amp; Shelley Moore</li></ul>                           | Jennifer Brooksby               |
| 4.9  | Personnel Data Report  | Andrea Tennyson                 |
| 4.10 | SBCSS East Valley Operations   | Scott Wyatt                     |

4.11 Hot Topics

Committee

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee Meetings

5.2 2022-2023 EV SELPA Board of Directors Meetings

5.3 2022-2023 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – April 2023

5.5. Next Meeting – April 13, 2023, 8:00 AM

East Valley SELPA  
STEEERING COMMITTEE MEETING MINUTES  
February 23, 2023

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Patti Buchmiller	Redlands Unified School District
Jennifer Johnson	Rialto Unified School District
Shannon Hansen	Rim of the World Unified School District
Dr. Scott Wyatt	San Bernardino County Supt of Schools
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain	Business Services, Colton
Kristi Hubbard	Business Services, Redlands
Lisa Regalado	Business Advisory Services, SB County Schools
Jennifer Alvarado	Internal Business, SB County Schools

OTHERS PRESENT:

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the December 8, 2022, meeting were reviewed. Motion to approve the minutes was made by Leslie Burghardt and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

## 4.0 DISCUSSION/PRESENTATION

### Finance Items

#### 4.1 2022-2023 2<sup>nd</sup> Interim EV SELPA Budgets

Andrea Tennyson presented the 2<sup>nd</sup> Interim EV SELPA Budgets. She reports minimal changes. The regional services budget saw an increase in funding based on the AB 602 Entitlement and an increase in expenditures due to an increase in salary and benefits. The occupational therapy, educationally related mental health, residential oversight and physical therapy budgets saw an increase as well due to salary and benefits increase.

#### 4.2 EV SELPA Nonpublic School 2<sup>nd</sup> Quarter 2022-23 Report

Dr. Metheny presented the updated Nonpublic School 2nd Quarter report. This updated report was created at the request of the EV SELPA Board of Directors. The report now includes monitoring activities related to Nonpublic School/Residential Treatment Centers. Jennifer Brooksby reminded the directors that district staff must complete the monitoring forms and return to SELPA within 60 days of the visit. SELPA, in turn, submits to CDE on behalf of the districts. Ms. Brooksby reviewed the number of observations completed to-date. Residential Treatment Center visits are completed by SELPA staff. Elizabeth Coronel reviewed the 2<sup>nd</sup> Quarter NPS Cost Totals. She provided 2021-2022 totals as well for comparison. The number of students and services they are receiving could be verified using the Airtable link sent to the directors monthly. Dr. Metheny shared the Board of Directors requested a quarterly report for students placed in County classrooms which will be provided to the Steering Committee and Board moving forward.

The Inland Empire SELPA Association (IESA) has begun annual negotiations with Nonpublic Schools. IESA is offering only COLA for certain items/services that were already above average for the region.

#### 4.3 Out-of-Home Funding

Andrea Tennyson reviewed the new Out-of-Home funding model based on changes in Spring 2022. Funding will be based on specific rates for the three data components: Foster Youth; Short-Term Residential Therapeutic Program (STRTP); and Community Care, Intermediate Care, and Skilled Nursing Facilities. Funding numbers are based on unduplicated pupil counts and average daily enrollment. Due to the confidentiality of these data, these numbers will be provided by CDE. A Proportional share of saving line is new on the OHC funding exhibit. It determines the SELPA's share of the savings remaining in OHC program to be allocated based on EV SELPA's percentage of OHC funding and the proration factor. AB 602 apportionments will be adjusted accordingly once FY 21/22 annual recertification occurs on February 17, 2023. Ms. Tennyson presented the funding estimates for the EV SELPA. She remarked FY22/23 rates will receive the approved COLA of 6.56%.

#### 4.4 Preparing for 2023 Maintenance of Effort (MOE) – SEMA – I

Andrea Tennyson provided information on the MOE requirement on state and local spending and the four exemptions available for districts to prepare for MOE. All East Valley SELPA districts passed the four tests based on their First Interim SACs files. Should

districts need to utilize any of the exemptions, it is imperative for directors to work with their fiscal staff to document and track exemptions throughout the fiscal year and appropriately code all expenditures. Ms. Tennyson will review 2<sup>nd</sup> Interim's MOE compliance once she receives the districts' SACs files which are due on March 10<sup>th</sup>.

#### 4.5 EV SELPA 2022-2023 Fiscal Reporting Calendar

Andrea Tennyson reviewed fiscal activities for the month of February and March. She remarked she will provide proportionate share information next month. Linda Resiwain from Colton JUSD inquired about new resource 6547 (preschool money). Ms. Tennyson will send information of resource 6547 after this meeting.

### Program Items

#### 4.6 EV SELPA Local Plan 2023

Dr. Metheny reviewed the changes to the EV SELPA Local Plan Section B. Any additional changes or suggestions please let Dr. Metheny know. The Local Plan will be presented to the Board of Directors in March for its second reading prior to final approval in May 2023.

#### 4.7 Differentiated Assistance & CDE Compliance Monitoring

Dr. Metheny shared information regarding Differentiated Assistance. All East Valley SELPA districts have been identified in Differentiated Assistance (DA) for Students with Disabilities based on CDE's dashboard information. The dashboard has been rebooted and only includes current year performance and it is no longer color coded. She also shared information on SBCSS plan and supports available for districts on Differentiated Assistance.

Annual determination letters are expected mid-March. Once the superintendents receive the determination letters the SELPA will provide support to address the corrective actions. It is likely that the East Valley SELPA member districts will be identified to develop Compliance & Improvement Monitoring (CIM) plans based on the annual determination letters. Dr. Metheny will share more information during the April Steering Committee meeting and once districts have received the annual determination letters.

Jennifer Brooksby shared the EV SELPA IEP Compliance Monitoring numbers as of February 15, 2023. Overall, all districts have improved on annual IEP compliance. Ms. Brooksby also reminded the directors the SIL website is available to disseminate information to the local level. Directors are to contact Ms. Brooksby if they would like to access the information in the SIL website. Please allow 48 hours for data to be pulled by Faucette Microsystem and to be uploaded to the SIL website. As a reminder, this information could only be pulled for annual and triennial IEPs.

#### 4.8 CALPADS Data Fall 1 2021 & 2022 Comparison

Dr. Metheny reviewed the districts CALPADS annual comparison report. Overall, the data shows districts have regained some students previously lost during the pandemic. Jennifer Brooksby reviewed the process for Special Education ReEntry to avoid errors in CALPADS. A handout with this information will be emailed to the directors shortly and uploaded to Blank Forms in WebIEP.

#### 4.9 DRDP Data Collection

Jennifer Brooksby shared the new training for DRDP has not been released yet. Once the information is available, she will forward this information to the district.

#### 4.10 LA Diagnostic Center Referrals

Laura Anderson, Director of the Diagnostic Center, Southern California shared on the Diagnostic Center history, mission, and services available. The Diagnostic Center offers individual transdisciplinary assessments, professional development, Positive Environment Network of Trainers (PENT), and California Autism Professional Training and Information Network (CAPTAIN). Ms. Anderson shared their services are at no cost to parent and/or districts. The referral process is simple and available online, information regarding the application process and assessment was shared. Ms. Anderson stressed the fact that their role is more advisory since they are not involved in the IEP process.

#### 4.11 Riverside County Office of Education

Dr. Allan Hallis from Riverside County Office of Education provided an overview of their teacher credentialing programs. Dr. Hallis explained the types of credentialing and the requirements for these. The Education Specialist Bridge Program will launch in May 2023 in a fully asynchronous course work. This program will assist current Education Specialists who wish to obtain the new credential flexibility that took effect July 1, 2022.

#### 4.12 Supporting Inclusive Practices

Dr. Metheny shared the East Valley SELPA has been invited to present at the SIP Annual conference in May. This presentation will be based on the presentation made by the SIP Leadership Team during the Board of Directors Meeting in November 2022. Katie Novak and Shelley Moore will be presenting in person at the Dorothy Inghram Learning Center on May 10, 2022. On May 11, 2022, they will be visiting a school in each of our participating districts. Dr. Metheny and Jennifer Brooksby will escort the presenters. Directors are to select the school to showcase the inclusive practices implemented so far. After all visits, Ms. Novak and Ms. Moore will discuss their findings during a “campfire chat” at the Dorothy Inghram Learning Center. Flyers with this information were provided.

Dr. Metheny also shared the East Valley SELPA Ribbon of Inclusion was presented to the EV SELPA Board of Directors yesterday. She shared with the Board the conversations EV SELPA had in regard to the word inclusion. After discussion, the decision was made to maintain the word inclusion due to its mainstream name recognition. Dr. Metheny will take the Ribbon of Inclusion to the Board for approval in March with school nominations expected to begin late in the summer.

#### 4.13 IEP Implementation Timeline

The IEP implementation timeline and methodology for data collection was reviewed. Instructions on uploading information were shared. Dr. Metheny reminded the directors

that the message to staff must be clear, this is not an optional requirement. All districts must record aggregate data for all services listed on the student's IEP. LEA must submit data and SELPA approve by June 30, 2023. Superintendents will certify that the data entered in the system is correct. The State will randomly select 10% of those LEAs and audit the data submitted for implementation of IEP services.

#### 4.14 Alternative Pathway to a High School Diploma (AB 181)

Dr. Metheny, Jennifer Brooksby and Dr. Homutoff provided information for the Alternative Pathway to a High School Diploma. Requirements and considerations for this pathway were reviewed. As previously discussed, the Special Education Division of CDE put together a workgroup to address best practices for implementation. Presently, a statewide SELPA workgroup has identified discrepancies between what AB 181 states and what current California Education code requires for diplomas. The SELPA workgroup recommends not taking action until further notice.

#### 4.15 EV SELPA Due Process 2022-2023 To-Date

Dr. Homutoff provided information on the current year due process cases. To date for 2022-2023, he reported out of the 19 cases received for this year, there are 6 open active cases in EV SELPA member districts combined. Dr. Homutoff remarked that although we saw an increase in filings this year, filings from repetitive filers have decreased. The SELPA has seen an increase in IEE requests and an increase in ADR requests, both at the SELPA and in district. Dr. Homutoff credits the ADR work for limiting the number of filings the SELPA received this year compared to other districts in our area. Furthermore, he shared other districts and one SELPA has requested EV SELPA assistance in developing a ADR Cadre similar to EV SELPA's. Finally, he highlighted trends and made recommendations.

#### 4.16 EV SELPA Community Advisory Committee (CAC)

The next CAC meeting will be held virtually this upcoming Monday. Dr. Metheny expressed the need for more membership. As a reminder, CAC members need to be Board approved by their local school boards.

#### 4.17 SBCSS East Valley Operations

Dr. Wyatt shared SBCSS is in budget development for next fiscal year. SBCSS is projecting for a significantly lower student count of students this year. As a result, Dr. Wyatt is expecting a significant reduction of staff. He also remarked, finding paraprofessionals continues to be a struggle.

East Valley Operations received two referrals from Totally Kids, one VI and one DHH. As Totally Kids is a specific set up, Dr. Wyatt will work directly with the directors on these types of referrals. As Dr. Metheny shared, the East Valley SELPA Board of Directors requested a report for students placed in County programs, East Valley SELPA staff will reach out to East Valley Operations to develop this report in time for the next Board of Directors Meeting in March.

#### 4.18 Hot Topics

As a reminder, ADR funds must be spent by June 30, 2023 for staff and materials and September 30, 2023 for outside consultants and contracts. Dr. Metheny shared the EV SELPA will be engaging in a contract with the Ghysels Group to produce videos on ADR techniques. If directors are interested in utilizing remaining ADR funds on instructional videos from the Ghysels Group, please let Dr. Metheny know.

Dr. Wyatt spoke of the possibility of an elementary ED class for high functioning students. This class will serve as a step between a behavior class and Nonpublic School placement. Redlands, Rim of the World and Yucaipa-Calimesa expressed interest in placing students in this class. Dr. Metheny requested directors gather information regarding the number of students and grade level and report back during the March 9<sup>th</sup> Steering Committee meeting.

Patricia Buchmiller shared Redlands USD received a records request from a law firm in Texas called Watts Guerra LLP. Ms. Buchmiller explained the request appeared to be a scam, but it is a genuine request. Rialto and Yucaipa-Calimesa reported receipt of the same records request. Districts are encouraged to contact the parents of the student named in the request – we have experienced at least one case where the parents did not make the request and there was concern for identity theft.

## 5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee Meetings

5.2 2022-2023 EV SELPA Board of Directors Meetings

5.3 2022-2023 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development - March 2023

6.0 ADJOURNMENT: Meeting adjourned at 12:37 pm. Next meeting will be held on March 9, 2023.



## 4.0 FINANCE ITEMS

### 4.1 2022-23 SBCSS – County Operated Special Education

## FEE-FOR-SERVICE BUDGET to 2nd INTERIM COMPARISON - 2022-23

SELPA	<b>East Valley</b>			Budget	2nd Interim	+Increase/ -Decrease
<b>A. REVENUES</b>						
				April 2022	as of 1/31/23	
	RS	OB	GL			
1. AB602 Special Ed Funding	6500	8311	5001	\$ 9,165,557	\$ 8,963,808	\$ (201,749)
2. Property Tax Transfer	6500	8097	5001			
3. Property Tax Transfer Adjustment between 2022-23 P-2 and Annual (Payable)						
4. Net State Aid (A1-A2-A3)	6500	8311	5001			
5. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	\$ 408,291	\$ 408,291	\$ -
6. Federal Preschool	3315	8182	5730	\$ 5,137	\$ 5,137	\$ -
7. Preschool Staff Development	3345	8182	5730	\$ -		\$ -
8. Infant Part C	3385	8182	5710	\$ 57,745	\$ 57,745	\$ -
9. Infant State Apportionment	6510	8311	5710	\$ 1,600,242	\$ 1,600,242	\$ -
10. Infant Discretionary	6515	8590	5710	\$ -	\$ 20,843	\$ 20,843
11. Parent Infant Program (Local Contract)	9285	8677	5710	\$ 9,467	\$ 11,297	\$ 1,830
12. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	\$ 119,885	\$ 119,885	\$ -
<b>TOTAL REVENUE (excludes A2, A3, A4)</b>				<b>\$ 11,366,324</b>	<b>\$ 11,187,248</b>	<b>\$ (179,076)</b>
<b>B. EXPENDITURES</b>						
1. SAI Self-Contained (SDC)				\$ 6,973,461	\$ 6,315,999	\$ (657,462)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$ 2,006,097	\$ 2,171,737	\$ 165,640
3. 1:1 Aide Services (1:1) Aides				\$ 599,428	\$ 701,492	\$ 102,064
4. Early Start (NO FFS - State/Grant Funded)				\$ 1,740,682	\$ 1,767,343	\$ 26,661
<b>TOTAL EXPENDITURES</b>				<b>\$ 11,319,668</b>	<b>\$ 10,956,572</b>	<b>\$ (363,097)</b>
<b>C. PRIOR YEAR ADJUSTMENTS</b>						
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	\$ -		\$ -
2. 2022-23 Beginning Balance (Early Start)				\$ 1,085,082	\$ 1,283,420	\$ 198,338
<b>TOTAL PRIOR YEAR REVENUE ADJUSTMENTS</b>				<b>\$ 1,085,082</b>	<b>\$ 1,283,420</b>	<b>\$ 198,338</b>
<b>D. 2022-23 Projected Ending Balance</b>						
1. Total Revenues (Section A)				\$ 11,366,324	\$ 11,187,248	\$ (179,076)
2. Total Prior Year Revenue Adjustments (Section C)				\$ 1,085,082	\$ 1,283,420	\$ 198,338
3. Total Expenditures (Section B)				\$ 11,319,668	\$ 10,956,572	\$ (363,096)
4. <b>2022-23 Projected Ending Balance</b>				<b>\$ 1,131,738</b>	<b>\$ 1,514,096</b>	<b>\$ 382,358</b>
5. Less Early Start Ending Balance				\$ (1,131,739)	\$ (1,326,089)	\$ (194,350)
6. <b>2022-23 Net Projected FFS Ending Balance</b>				<b>\$ -</b>	<b>\$ 188,007</b>	<b>\$ 188,007</b>

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	136	204	10
2nd Interim	111	282	14
<i>Difference</i>	<i>-25</i>	<i>78</i>	<i>4</i>

San Bernardino County Superintendent of Schools  
 EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM  
 2022-23 Projected Fee For Service Budget  
 as of 2nd Interim - March 2023

		1	2	3	4	5
OBJECT	EXPENSE	SAI SELF-CONTAINED  SDC	LOW INCIDENCE ITINERANT DHH, VI, OM  ITINERANT	1:1 AIDE SERVICES  1:1 AIDES	EARLY START  No FFS - State /Grant Funded	TOTAL
1000-1999	Certificated Salaries	2,098,843	725,106	-	940,787	3,764,736
2000-2999	Classified Salaries	774,093	273,072	347,488	30,862	1,425,515
3000-3999	Employee Benefits	1,395,563	493,536	295,258	368,458	2,552,815
4000-4999	Books & Supplies	13,319	8,954	-	4,350	26,623
5000-5999	Services & Other Operating Expenditures	180,876	33,816	1,120	12,992	228,804
6000-6999	Capital Outlay	-	-	-	0	0
	Sub total	\$ 4,462,694	\$ 1,534,484	\$ 643,866	1,357,449	7,998,493
	% of Total	0.74413	0.25587		n/a	1.0000000
	Allocated Cost ( FN 3120, 2100, 2700, 8100)	1,334,460	458,850	-	264,711	2,058,021
	Sub total 1000-5000 costs	\$ 5,797,153.94	\$ 1,993,334.06	\$ 643,866.00	\$ 1,622,160	\$ 10,056,514
7300-7380	Indirect Cost @ 8.95%	518,845	178,403	57,626	145,183	900,058
	<b>TOTAL EXPENSE</b>	<b>\$ 6,315,999</b>	<b>\$ 2,171,737</b>	<b>\$ 701,492</b>	<b>\$ 1,767,343</b>	<b>\$ 10,956,572</b>

Obj	RS	Revenue:	SAI SELF-CONTAINED  SDC	LOW INCIDENCE ITINERANT DHH, VI, OM  ITINERANT	1:1 AIDE SERVICES  1:1AIDES	EARLY START  No FFS - State /Grant Funded	TOTAL
8097	6500	Property Tax Revenue					0
8181	3310	Federal Local Assistance	303,823	104,468			408,291
8311/8319	6500	AB602 FFS Revenue (including Base for ADA)					0
		<b>Total FFS Revenue</b>	<b>303,823</b>	<b>104,468</b>	<b>0</b>	<b>0</b>	<b>408,291</b>
		<b>Other Revenue Sources</b>					
86XX	8710	Local Control Funding Formula					0
8182	3315	Federal Preschool - RS 3315	5,137				5,137
8182	3310	Federal Local Assistance Applied to the First Class Program					0
8182	3345	Preschool Staff Development	0				0
8182	3385	Infant Part C				57,745	57,745
8311	6510	Infant State Apportionment				1,600,242	1,600,242
8590	6515	Infant Discretionary				20,843	20,843
8677	9285	Parent Infant Program				11,297	11,297
8285	9385	Other Local Revenue (contracts with districts)				119,885	119,885
8600/8799	6500	Other Local Revenue (contracts with districts)					0
		2022-23 Beginning Balance				1,283,420	1,283,420
		<b>TOTAL REVENUE:</b>	<b>308,960</b>	<b>104,468</b>	<b>0</b>	<b>3,093,432</b>	<b>3,506,860</b>

**Excess Cost (expense minus revenue)**      \$ (6,007,040)    \$ (2,067,269)    \$ (701,492)    \$ 1,326,089    \$ (7,449,712)

<b>Number of Estimated Services in 2022-23 - as of March 2023</b>	112	282	14	N/A
<b>2022-23 2nd interim recalculated rates</b>	<b>\$53,634</b>	<b>\$7,331</b>	<b>\$50,107</b>	-
2022-23 FFS Rates	\$48,906	\$9,387	\$59,943	N/A

Estimated 2022-23 Revenue	\$ 12,470,668
Estimated 2022-23 Expense	\$ 10,956,572
Subtotal	\$ 1,514,096
Less Early Start Ending Balance	\$ (1,326,089)
<b>Net Estimated Fee-For-Service Balance</b>	<b>\$ 188,007</b>

## 4.2 Out-of-Home Funding

**2021-22 EAST VALLEY SELPA  
OUT-OF-HOME CARE (OHC)  
ANNUAL CERT - 2/17/23**

CD_Code	DISTRICT	Foster Youth		Skilled Nursing		Intermediate Care		Community Care		Short Term Residential Therapeutic Programs (STRTP)		TOTAL FUNDING	% Allocation	Proportionate Share of Savings	TOTAL ALLOCATION WITH PROPORTIONATE SHARE OF SAVINGS
		Unduplicated Count	Funding	Unduplicated Count	Funding	Unduplicated Count	Funding	Unduplicated Count	Funding	Average Daily Population	Funding				
36-67686	COLTON	248	\$ 374,232.00	0	\$ -	2	\$25,336.00	2	\$ 6,716.00	8.9123287671	\$ 130,147.00	\$ 536,431.00	0.18	\$ 134,538.00	\$ 670,969.00
36-67843	REDLANDS	203	\$ 306,327.00	14	\$ 376,236.00	11	\$ 139,348.00	1	\$ 3,358.00	3.4465753425	\$ 50,330.34	\$ 915,007.00	0.30	\$ 229,486.00	\$ 1,144,493.00
										2.6986301370	\$ 39,408.10				
36-67850	RIALTO	412	\$ 621,708.00	0	\$ -	0	\$ -	2	\$ 6,716.00	4.6575342466	\$ 68,013.97	\$ 829,905.00	0.27	\$ 208,142.00	\$ 1,038,047.00
										4.6904109589	\$ 68,494.07				
										4.4493150685	\$ 64,973.35				
36-37868	RIM OF THE WORLD	29	\$ 43,761.00	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ 43,761.00	0.01	\$ 10,975.00	\$ 54,736.00
36-67959	YUCAIPA	125	\$ 188,625.00	0	\$ -	0	\$ -	0	\$ -	11.1287671233	\$ 162,513.39	\$ 732,297.00	0.24	\$ 183,662.00	\$ 915,959.00
										4.2876712329	\$ 62,612.86				
										16.3315068493	\$ 238,488.99				
										5.4821917808	\$ 80,056.45				
<b>TOTAL EAST VALLEY SELPA</b>		<b>1017</b>	<b>\$ 1,534,653.00</b>	<b>14</b>	<b>\$ 376,236.00</b>	<b>13</b>	<b>\$ 164,684.00</b>	<b>5</b>	<b>\$ 16,790.00</b>	<b>66.0849315069</b>	<b>\$ 965,038.52</b>	<b>\$ 3,057,401.00</b>	<b>1.00</b>	<b>\$ 766,803.00</b>	<b>\$ 3,824,204.00</b>

**2022-23 EAST VALLEY SELPA  
OUT-OF-HOME CARE (OHC)  
P-1 CERT - 2/17/23**

CD_Code	DISTRICT	Foster Youth		Skilled Nursing		Intermediate Care		Community Care		Short Term Residential Therapeutic Programs (STRTP)		TOTAL FUNDING	% Allocation	Proportionate Share of Savings	TOTAL ALLOCATION WITH PROPORTIONATE SHARE OF SAVINGS
		Unduplicated Count	Funding	Unduplicated Count	Funding	Unduplicated Count	Funding	Unduplicated Count	Funding	Average Daily Population	Funding				
36-67686	COLTON	248	\$ 398,782.00	0	\$ -	2	\$ 26,998.00	2	\$ 7,157.00	8.9123287671	\$ 138,684.00	\$ 571,621.00	0.18	\$ 111,531.00	\$ 683,152.00
36-67843	REDLANDS	203	\$ 326,422.00	14	\$ 400,917.00	11	\$ 148,489.00	1	\$ 3,578.00	3.4465753425	\$ 53,632.00	\$ 975,031.00	0.30	\$ 190,243.00	\$ 1,165,274.00
										2.6986301370	\$ 41,993.00				
36-67850	RIALTO	412	\$ 662,492.00	0	\$ -	0	\$ -	2	\$ 7,157.00	4.6575342466	\$ 72,476.00	\$ 884,348.00	0.27	\$ 172,549.00	\$ 1,056,897.00
										4.6904109589	\$ 72,987.00				
										4.4493150685	\$ 69,236.00				
36-37868	RIM OF THE WORLD	29	\$ 46,632.00	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ 46,632.00	0.01	\$ 9,098.00	\$ 55,730.00
36-67959	YUCAIPA	125	\$ 200,999.00	0	\$ -	0	\$ -	0	\$ -	11.1287671233	\$ 173,174.00	\$ 780,335.00	0.24	\$ 152,255.00	\$ 932,590.00
										4.2876712329	\$ 66,720.00				
										16.3315068493	\$ 254,134.00				
										5.4821917808	\$ 85,308.00				
<b>TOTAL EAST VALLEY SELPA</b>		<b>1017</b>	<b>\$ 1,635,326.00</b>	<b>14</b>	<b>\$ 400,917.00</b>	<b>13</b>	<b>\$ 175,487.00</b>	<b>5</b>	<b>\$ 17,891.00</b>	<b>66.0849315069</b>	<b>\$ 1,028,345.00</b>	<b>\$ 3,257,966.00</b>	<b>1.00</b>	<b>\$ 635,676.00</b>	<b>\$ 3,893,642.00</b>

## 4.3 Projected Regional Services Proportionate Share Cost



**2022-23 EAST VALLEY SELPA**  
**PROJECTED REGIONAL SERVICES PROPORTIONATE SHARED COSTS**  
**PROGRAMS Student Counts as of 3/7/23**

SERVICES	Estimated Total Expense	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL Costs
MENTAL HEALTH COUNSELING	\$ 644,279	26	\$389,564	2	\$29,966	15	\$224,748	0	\$0	43	\$644,279
MH Percentage		60%		5%		35%		0%		100%	
OCCUPATIONAL THERAPY	\$ 2,548,968	116	\$778,106	197	\$1,321,439	20	\$134,156	47	\$315,267	380	\$2,548,968
OT Percentage		31%		52%		5%		12%		100%	
PHYSICAL THERAPY	\$ 160,328	13	\$48,471	24	\$89,485	1	\$3,729	5	\$18,643	43	\$160,328
PT Percentage		30%		56%		2%		12%		100%	
		155	\$1,216,141	223	\$1,440,891	36	\$362,633	52	\$333,910	466	\$3,353,575



## 4.4 EV SELPA 2022-2023 Fiscal Reporting Calendar



## FY 2022-23 FISCAL REPORTING CALENDAR

### JULY 2022

- 7/08/22** Districts to provide SELPA June PARs and PYR for TPP - DONE
- 7/14/22** SELPA to provide 21/22 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/8/2022 at Steering/Finance meeting
- 7/14/22** SELPA to present AB 602 June 2022 P-2 CDE Certification (19/20 R3, 20/21 R1, 21/22 P2)
- 7/15/22** 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.
- 7/31/22** SELPA finalize closing of FY 21/22 books, Final REX will be sent out to districts
- 7/31/22** SELPA to submit May and June 2022 TPP Service and Certified Invoices to DOR

### AUGUST 2022

- 8/15/22** Districts to provide SELPA July PARs and PYR for TPP
- 8/15/22** Districts to provide UA DAT file to SELPA for MOE monitoring/tests
- 8/31/22** SELPA to send preliminary MOE to district's fiscal staff via e-mail

### SEPTEMBER 2022

- 9/15/22** EV SELPA to present preliminary SEMA and SEMB MOE results and Excess Cost Calculation worksheets at Steering/Finance meeting
- 9/15/22** SBCSS to present PY (21/22) fee-for-service Budget to Actuals, Year-end actuals and return of funds (if appropriate) at Steering/Finance.
- 9/15/22** EV SELPA to present PY (21/22) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
- 9/15/22** EV SELPA to present PY (21/22) adjusted 4<sup>th</sup> Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
- 9/16/22** Districts to provide SELPA August PARs and PYR for TPP
- 9/30/22** SELPA to submit July TPP Service and Certified Invoices to DOR
- 9/30/22** Districts to submit DPR & LR funds expenditure reports (through 9/30/22)

### OCTOBER 2022

- 10/07/22** SELPA to begin working on 1<sup>st</sup> Interim budget revisions. Districts to provide SELPA with CY (22/23) P-1 ADA estimates & changes to PY ADA (if any) by Oct 14 for First Interim reporting and Projections
- 10/13/22** SELPA to send Final SEMA/SEMB summary, SYT, Excess Cost Reports to districts, due to CDE 11/15/22
- 10/13/22** SELPA to submit PY (21) Annual Infant Funding Report to SBCSS
- 10/14/22** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/17/22** Districts to provide SELPA September PARs and PYR for TPP
- 10/21/22** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
- 10/28/22** Deadline for SELPA/SBCSS to submit CY (22/23) Part C Early Start Application to CDE
- 10/28/22** Deadline for SELPA/SBCSS to submit PY (21/22) Extraordinary Cost Pool claim to CDE – funded at Annual - Done
- 10/28/22** SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.



## FY 2022-23 FISCAL REPORTING CALENDAR

### NOVEMBER 2022

- 11/01/22 SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)
- 11/10/22 SELPA to present CY (22/23) 1<sup>st</sup> Interim EV SELPA Budgets at Steering/Finance
- 11/10/22 SELPA to present CY (22/23) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
- 11/10/22 SELPA to present Schedule REX (22/23) 1<sup>st</sup> Interim projections at Steering/Finance
- 11/10/22 SELPA to provide Districts Fall 1 count for SBCSS Fee-for-Service for verification
- 11/18/22 SELPA to submit Maintenance of Effort SEMA 21/22 Unaudited Actuals vs. 20/21 Actuals to CDE - DONE
- 11/18/22 SELPA to submit Maintenance of Effort SEMB 21/22 Unaudited Actuals vs. 22/23 Budget to CDE - DONE
- 11/18/22 SELPA to submit Excess Cost Calculation(s) to CDE - DONE
- 11/18/22 SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE - DONE
- 11/18/22 Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/28/22 SBCSS FFS Fall 1 count signed verification forms due to SELPA from District Spec Ed Directors
- 11/30/22 SELPA/IBS to submit Part C Grant Application Package to CDE (package has not been received)
- 11/30/22 SELPA to submit Medi-Cal Program 2022-23 LEA BOP Annual report to DHCS
- 11/30/22 SELPA to submit September TPP Service and Certified Invoices to DOR

### DECEMBER 2022

- 12/09/22 Districts to provide November PARs and PYR for TPP to SELPA
- 12/12/22 ***Districts to provide SELPA DAT file for SEMAI (1<sup>st</sup> Interim) for MOE monitoring due to BAS \*12/15/22***
- 12/19/22 SELPA to provide CY (22/23) Fall Count for SBCSS Fee-for-service Students to SBCSS
- 12/30/22 SELPA to submit October TPP Service and Certified Invoices to DOR
- 12/30/22 Districts to submit DPR & LR funds expenditure reports

### JANUARY 2023

- 1/05/23 SELPA to provide NPS P-1 ADA to Districts \*\*\*District deadline to BAS 1/9/23
- 1/13/23 SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/16/23 **Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (22/23) or report # 5 (PY 21/22) if applicable**
- 1/16/23 Districts to provide December PARs and PYR for TPP to SELPA
- 1/30/23 SELPA to submit November TPP Service and Certified Invoices to DOR

### FEBRUARY 2023

- 2/16/23 Districts to provide January PARs and PYR for TPP to SELPA
- 2/16/23 Districts to provide SELPA with CY 22/23 P-2 estimates
- 2/17/23 SELPA to submit to AU FY 23/24 EV SELPA budgets
- 2/23/23 SELPA to present 22/23 EV SELPA 2<sup>nd</sup> Interim Budget update
- 2/23/23 ***SELPA to present SEMAI 1<sup>st</sup> Interim MOE summary report/MOE monitoring and preparation***
- 2/23/23 SELPA to present CY (22/23) 2<sup>nd</sup> Quarter NPS reimbursement transfer for invoices paid thru Dec 2022 at Steering/Finance
- 2/27/23 SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD SELPA to prepare February certifications for CY (22/23) and PY (21/22, 20/21) AB602 Funding Allocation

Subject to change, updated as needed.



### FY 2022-23 FISCAL REPORTING CALENDAR

#### MARCH 2023

- 3/09/23** SELPA to present CY (22/23) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- SELPA to present 21/22 and 22/23 Out-of-Home Funding and proportionate Share savings distribution
- 3/10/23** Districts to provide SELPA DAT file for SEMAI (2<sup>nd</sup> Interim) for MOE monitoring due to BAS 3/7/23
- 3/17/23** Districts to provide February PARs and PYR for TPP to SELPA
- 3/24/23** SELPA to send (22/23 P-1, 21/22 Annual, 20/21 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
- 3/30/23** **Districts to submit Supporting Inclusive Practices grant quarterly reports**
- 3/30/23** **Districts to submit Learning Recovery fund quarterly reports**
- 3/30/23** **Districts to submit Alternate Dispute Resolution fund quarterly reports**
- 3/31/23** SELPA to submit January TPP Service and Certified Invoices to DOR

#### APRIL 2023

- 4/13/23** SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 23/24 at Steering/Finance
- 4/13/23** SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 23/24
- 4/13/23** SELPA to send SEMAI 2<sup>nd</sup> Interim MOE summary report to districts
- 4/14/23** SELPA to provide P-2 NPS ADA to districts \*District deadline to BAS April 21st
- 4/17/23** Districts to provide March PARs and PYR for TPP to SELPA
- 4/17/23** SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD
- 4/17/23** Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (22/23)
- 4/21/23** Districts to complete final requests for Low Incidence materials and equipment purchases for FY 22/23
- 4/28/23** SELPA to submit February TPP Service and Certified Invoices to DOR
- TBD** SELPA to send districts Low Incidence Inventory Report for review
- TBD** SELPA to present 23/24 Operating Budget to Board Budget Ad Hoc

#### MAY 2023

- TBD** Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)
- TBD** SELPA to provide Districts MAY count for SBCSS Fee-for-Service for verification
- 5/11/23** SELPA to present 3<sup>rd</sup> Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/11/23** SELPA to present FY 23/24 Proposed EV SELPA Operating Budgets at Steering/Finance
- 5/11/23** SELPA to present 23/24 Annual Budget and Service Plans at Steering/Finance
- 5/11/23** SELPA to present final FY 22/23 EV County Operated Spec Education FFS average count/fees and Proportionate Share Programs student counts/costs
- 5/12/23** Districts to provide April PARs and PYR for TPP to SELPA
- 5/24/23** SELPA to present to Board of Directors EV SELPA FY 23/24 Operating Budgets and SBCSS EV County Operated Spec Education FFS FY 23/24 rates
- TBD** Districts must send completed Personnel Data report submitted through CDE software to SELPA

Subject to change, updated as needed.



## FY 2022-23 FISCAL REPORTING CALENDAR

**TBD** SBCSS FFS MAY count signed verification forms due to SELPA from District Spec Ed Directors

### **JUNE 2023**

- 6/08/23** - SELPA to present FY 23/24 Schedule REX Projections based on Governor’s May Revise
- 6/12/23** Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/23** - SELPA to submit April TPP Service and Certified Invoices to DOR
- 6/30/23** - SELPA certification for Personnel Data report due to CDE
- 6/30/23** - **Districts to submit Supporting Inclusive Practices grant expenditure report**
- 6/30/23** - **Districts to submit Learning Recovery fund expenditure report**
- 6/30/23** - **Districts to submit Alternate Dispute Resolution fund expenditure report**
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (22/23) and PY (20/21, 19/20)
- ***Districts prepare Exp 3 or FINAL expenditure reports for submission in mid-July 2022***

Subject to change, updated as needed.

## 4.0 PROGRAM ITEMS

### 4.5 EV SELPA Local Plan 2023

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

SELPA

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## B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

### Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

### Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The East Valley Consortium Special Education Local Plan Area in San Bernardino County, henceforth referred to as the East Valley SELPA, was formed under authority of Sections 56195 - 56208, 56240 - 56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education as approved by the California Department of Education, henceforth referred to as CDE.

The East Valley SELPA is a multi-district SELPA composed of five school districts. In addition the San Bernardino County Superintendent of Schools East Valley Operations, henceforth referred to as SBCSS Ev-Ops, provides services as agreed to by the school districts. The school districts, or LEAs, that comprise the East Valley SELPA are Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, Rim of the World Unified School District, and Yucaipa-Calimesa Joint Unified School District.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The East Valley SELPA Board of Directors is the governing board of the East Valley SELPA. The East Valley SELPA Board of Directors is composed of the Superintendents from each participating school district and along with the Assistant Superintendent of Student Services for SBCSS. Members of the East Valley SELPA Board of Directors are responsible to their respective local school Boards. The superintendent of SBCSS serves as the chair of the Board while the East Valley SELPA Chief Administrative Officer serves as the secretary to the Board.

The SELPA Chief Administrative Officer, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the East Valley SELPA Board of Directors to coordinate the SELPA and implement the Local Plan. The SELPA Chief Administrative Officer facilitates regular meetings of the East Valley SELPA Steering Committee in order to transmit information for implementation of the directives and policies of the Board of Directors and for the development of procedures. The Steering Committee is composed of the Special Education Directors of each participating LEA of the East Valley SELPA, and the Area Director of SBCSS-East Valley Operations. The LEA special education directors are responsible, as individuals, for the operation



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SELPA East Valley Consortium SELPA

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of school district programs to ensure that all eligible children with disabilities receive appropriate services. In addition, the East Valley SELPA Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA Chief Administrative Officer to report on issues and activities of the CAC for review and consideration, and to participate in the development, amendment, and review of the Local Plan.

The SELPA provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Board of Directors.

Changes to the governance structure of the East Valley SELPA may occur with the addition or withdrawal of an LEA in accordance with Ed Code 56195.1 and all relevant statutes. The following shall apply for LEAs being added to the East Valley SELPA:

- a. An LEA may request to participate in the East Valley SELPA at any time with participation to begin July 1 of the following fiscal year.
- b. The SELPA Chief Administrative Officer will notify the SELPA Board of Directors, SBCSS, and the California State Department of Education within 30 days of receipt of the request.
- c. The SELPA Chief Administrative Officer and/or SELPA staff will review the request and make a written recommendation, including a thorough analysis of governance and fiscal implications caused by such proposed action, within 60 days of receipt of the notice.
- d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
- e. The SELPA Board of Directors will take action to approve or disapprove the LEA request to participate in the SELPA within 100 days of notice receipt.
- f. If approved, the request to participate will become effective on July 1 of the next fiscal year.
- g. The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
- h. The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the East Valley SELPA Fiscal Allocation Plan

The following shall apply for LEAs withdrawing from the East Valley SELPA:

- a. The Superintendent of the LEA requesting withdrawal must submit written notice, with details of the plan to withdraw, to the SELPA Chief Administrative Officer at least one year and one day prior to the proposed effective date of the implementation to withdraw. Withdrawals can only occur on July 1 of any given year.
- b. The SELPA Chief Administrative Officer will notify the SELPA Board of Directors, SBCSS, and the

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- California State Department of Education within 30 days of receipt of the request to withdraw.
- c. The SELPA Chief Administrative Officer and/or SELPA staff will review the notice and make a written recommendation, including a thorough analysis of governance or fiscal implications caused by such proposed action, within 60 days of receipt of the notice.
  - d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
  - e. The SELPA Board of Directors will take action to approve or disapprove the LEA withdrawing from the SELPA within 100 days of notice receipt.
  - f. If approved, the withdrawal will become effective on July 1 of the next fiscal year.
  - g. Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of governance or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA or program transfer within the SELPA shall be born entirely by the district initiating the change.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The East Valley SELPA Board of Directors is responsible for reviewing each proposed policy and may approve, disapprove or request the revision of policies presented to it. The Board of Directors may also initiate policy development. It is the responsibility of the Board of Directors to adopt necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan.

The SELPA Chief Administrative Officer has the responsibility to review and propose policies for the operation of special education programs and services within the SELPA. The SELPA Steering Committee may be consulted. The SELPA Chief Administrative Officer may provide such policy to the Board of Directors with the recommendation for approval, disapproval, or modification of proposed policy.

In addition, policy making responsibilities are fulfilled by member school district local boards of education. Each SELPA member district governing board of education has the responsibility to assure there are program options available to all students with disabilities within its attendance area. LEA governing boards of education make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for the compliance of programs which they operate.

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4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The San Bernardino County Superintendent of Schools (SBCSS) is designated as the official administrative unit (AU) of the East Valley SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the East Valley Board of Directors in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of SBCSS in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS accepts regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

The East Valley SELPA Chief Administrative Officer is employed by the AU Superintendent. The employment, supervision, evaluation and discipline of the SELPA chief administrative officer follows the procedures and guidelines of the SBCSS Human Resources Department. SELPA staff members are employed by SBCSS upon recommendation from the SELPA Chief Administrative Officer. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by the AU in support of the Local Plan is the responsibility of the SELPA Chief Administrative Officer.

When SBCSS provides special education services, the relevant contracts between the county office and its employees governing wages, hours, and working conditions shall supersede the like provisions contained in any agreements by an LEA receiving such services.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes       No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The member districts of the East Valley SELPA select and appoint representatives to the EV SELPA Community Advisory Committee CAC that are approved to participate by their respective school boards. In addition, community members may participate in CAC meetings. Members of the EV SELPA CAC are involved in the development of the local plan through their attendance at regularly scheduled CAC meetings. The schedule of meetings is developed and provided annually. The EV SELPA CAC advises the SELPA during the development of the Local Plan by providing input and reviewing plan drafts to ensure adequate and effective participation and

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communication regarding the revisions to the Local Plan. It serves as a forum for members of the public to address questions or concerns regarding the Local Plan.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The East Valley SELPA Local Plan Committee shall be comprised of general education and special education teachers selected by their peers, along with general education and special education administrators selected by their school district superintendents, and representatives of charter schools selected by their charter school directors. Employees of the EV SELPA may also participate on the East Valley SELPA Local Plan Committee. The Committee shall meet at designated times to provide input on the development of the Local Plan and to review drafts of the Plan as well as make recommendations to the SELPA Chief Administrative Officer regarding revisions to the Plan. In addition, parent members of the EV SELPA CAC shall also make recommendations to the SELPA Chief Administrative Officer regarding revisions of the Plan via regularly scheduled CAC meetings.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The San Bernardino County Superintendent of Schools (SBCSS) is the designated administrative unit (AU) for the East Valley SELPA. As the AU, SBCSS shall assure the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA. SBCSS is responsible for the receipt and distribution of special education funds to member district and SELPA accounts for the operation of special education programs and services pursuant to the East Valley SELPA Fiscal Allocation Plan. SBCSS provides administrative support and employs SELPA staff to coordinate implementation of the Plan.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

Per the bylaws of the East Valley SELPA Board of Directors, each member district affirms ongoing participation in the SELPA at the annual reorganization meeting. Member districts and SBCSS Ev-Ops are the providers of special education programs and services within the SELPA. The participating LEAs in the EV SELPA are responsible as individuals for the operation of Local Education Agency (LEA) programs to ensure that all eligible children with disabilities receive appropriate services. In addition, SELPA staff may be employed to provide areas of specialized expertise or service, which shall be available to member districts and SBCSS East Valley Operations, upon approval by the Board of Directors.

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10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The East Valley SELPA member district governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's +

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Each LEA superintendent shall represent the LEA as a member of the East Valley Board of Directors. The responsibilities of each LEA superintendent for the implementation of the Local Plan shall be to the following:

1. Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the Board of Directors.
2. Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA.
3. Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for grant funds;
4. Attend all East Valley SELPA Board meetings and participate as a voting member;
5. Assure the elected members of their respective LEA Boards of Education are informed of the East Valley SELPA Local Plan, policies, agreements and procedures approved by the East Valley SELPA Board of Directors.

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations. Each LEA has a responsibility to participate in SELPA Steering and other committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.

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11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

*Role of the AU (SBCSS)* - The East Valley SELPA Chief Administrative Officer is employed by SBCSS, the AU. Employment, supervision, evaluation and discipline follow the SBCSS Human Resources Branch standard operating procedures. East Valley SELPA staff members are employed by SBCSS upon recommendation from the East Valley SELPA Chief Administrative Officer. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by SBCSS in support of the Local Plan is the responsibility of the East Valley SELPA Chief Administrative Officer.

*Role of the SELPA Chief Administrative Officer* - The East Valley SELPA Chief Administrative Officer, following the requirements of the SBCSS Human Resources Branch, hires, supervises, evaluates and disciplines the staff employed by the administrative unit in support of the Local Plan.

*Roles of the Individual LEAs* - Not applicable

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

*Role of the AU (SBCSS)* - The receipt and distribution of state and federal funds in compliance with the Fiscal Allocation Plan of the East Valley SELPA is the responsibility of SBCSS.

*Role of the SELPA Chief Administrative Officer* - The East Valley SELPA chief administrative officer provides oversight and leadership for the development of the East Valley SELPA Fiscal Allocation Plan. Fiscal administration and the allocation of state and federal funds pursuant to the Fiscal Allocation Plan is the responsibility of the East Valley SELPA Chief Administrative Officer to assure the administration of the allocation of resources to the SELPA and member LEAs.

*Roles of the Individual LEAs* - Each member district of the East Valley SELPA accepts state and federal funds to operate special education programs and services. Member districts are required to provide federal, state and local reports and submit budget and expenditure reports for grant funds.

- c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

*Role of the AU (SBCSS)* - SBCSS assures the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA for the operation of special education programs. SBCSS provides administrative support and employs SELPA staff to coordinate the implementation of the Local Plan to assure the operation of special education programs. As part of the full continuum of special education services, SBCSS operates a regional program for students with moderate to severe disabilities, and provides related special education services. East Valley SELPA member districts, via individual IEP team meetings, determine the appropriateness of these services and provides SBCSS with

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the fiscal means to do so via a fee-for-service agreement approved by the Board of Directors for students ages 3 to 22 years. SBCSS also provides infant services via IFSP to infants/families within the SELPA.

*Role of the SELPA Chief Administrative Officer* - The SELPA Chief Administrative Officer plans, organizes, coordinates, directs, and manages program activities and services related to Local Plan implementation; coordinates various agencies involved with providing services for individuals with exceptional needs; and provides for a comprehensive continuum of services and programs for individuals with exceptional needs. The East Valley SELPA Chief Administrative Officer assures equal access to all programs and services in the SELPA and provides advice to the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Chief Administrative Officer provides information to ensure that all special education pupils receive due process of law.

*Roles of the Individual LEAs* - The member districts of the East Valley SELPA are responsible for the operation of special education programs to ensure that all eligible children with disabilities receive appropriate services.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

*Role of the AU (SBCSS)* - SBCSS accepts and distributes federal and state funds in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS monitors, processes and provides to CDE expenditure reports for grant funds on behalf of the SELPA and its member districts.

*Role of the SELPA Chief Administrative Officer* - The East Valley SELPA Chief Administrative Officer, under the direction of the Board of Directors, implements and administers the SELPA budget for the establishment of designated services. The SELPA Chief Administrative Officer provides oversight for assuring adherence of fiscal reporting requirements to ensure the appropriate use of federal, state and local funds for special education programs.

*Roles of the Individual LEAs* - Each member district of the East Valley SELPA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA and submit budgets and expenditure reports for grant funds.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

*Role of the RLA/AU:* SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

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*Role of the Chief Administrative Officer of the SELPA:* The SELPA Chief Administrative Officer ensures the development, facilitation and oversight of the EV SELPA Low Incidence Guidelines and Procedures describing how specialized equipment and services are distributed within the SELPA. This includes facilitating the development and approval of SELPA practices and procedures necessary to minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment.

*Role of the individual LEAs:* The member districts of the East Valley SELPA ensure specialized equipment and services are distributed within the SELPA that minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment by adhering to the EV SELPA Low Incidence Guidelines and Procedures.

**Policies, Procedures, and Programs**

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes     No

**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**

Policy/Procedure Number:



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Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

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Yes  No

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**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

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**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes  No

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**8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

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**10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)**

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

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**11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

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**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes  No

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**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

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**14. Personnel Qualifications; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

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**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes  No

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**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

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**18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)**

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes  No

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**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

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**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes  No

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**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes  No

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**Administration of Regionalized Operations and Services**



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Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function.”

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:	<input type="text" value="Coordination of the SELPA and the Implementation of the Local Plan"/>
Document Location:	<input type="text" value="East Valley SELPA Special Education Procedural Manual"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures that the local plan is implemented and makes recommendations to the East Valley SELPA Board of Directors when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the local plan.</p> <p>Role of the individual LEAs: The member districts of the East Valley SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Board of Directors, approve any policies and procedures needed to implement the local plan.</p>

2. Coordinated system of identification and assessment:

Document Title:	<input type="text" value="Coordination of the SELPA and the Implementation of the Local Plan"/>
Document Location:	<input type="text" value="East Valley SELPA Special Education Procedural Manual"/>
	<input type="text" value="Direct Instructional support provided by the program specialist: The"/>

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program specialists of the East Valley SELPA observe, consult and assist service providers.

Role of the RLA/AU: Not applicable.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures each LEA conducts child find activities. The SELPA provides technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency agreements are in place.

Role of the individual LEAs: The member districts of the East Valley SELPA are responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Document Title:

Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

East Valley SELPA Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide support for alternate dispute resolution activities within districts as requested by parents and districts. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

Role of the RLA/AU: SBCSS assures a coordinated system of procedural safeguards by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures that parents are provided with a copy of their procedural safeguards upon request and maintains a copy of the procedural safeguards on the SELPA website. The SELPA Chief Administrative Officer oversees the provision of alternate dispute resolution activities as requested by parents and districts. The SELPA chief administrative officer also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

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Role of the individual LEAs: The member districts of the East Valley SELPA provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensures that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

4. Coordinated system of staff development and parent and guardian education:

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location: East Valley SELPA Special Education Procedural Manual

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: SBCSS assures a coordinated system of staff development and parent and guardian education by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: Regularly, the SELPA Chief Administrative Officer collects input from the member district special education directors and other staff members to determine staff development needs. The SELPA Chief Administrative Officer provides oversight in the development and provision of needed staff development and supports. On an annual basis, the East Valley SELPA Community Advisory Committee (CAC) provides input on parent/guardian education needs. The SELPA Chief Administrative Officer provides oversight in the development and provision of identified parent and guardian education.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development.

5. Coordinated system of curriculum development and alignment with the core curriculum:

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Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA identify and coordinate curricular resources for students with disabilities.

Role of the RLA/AU: SBCSS assures a coordinated system of curriculum development and alignment with the core curriculum by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the core curriculum.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: When requested, the program specialist of the East Valley SELPA evaluate the effectiveness of programs for students with disabilities.

Role of the RLA/AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures the Local Plan is reviewed and evaluated

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Description:

on an ongoing basis to determine the effectiveness of its implementation. The SELPA Chief Administrative Officer ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Chief Administrative Officer supports member districts in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed.

Role of the individual LEAs. The member districts of the East Valley SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs will also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS assures a coordinated system of data collection and management by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA provides technical assistance and training to LEAs in data collection and management.

Role of the individual LEAs: The member districts of the East Valley SELPA LEAs are responsible for data entry, quality and integrity. The LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

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8. Coordination of interagency agreements:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of interagency agreements by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Chief Administrative Officer, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed.</p> <p>Role of the individual LEAs: The member districts of the East Valley SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.</p>

9. Coordination of services to medical facilities:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of services to medical facilities by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA chief</p>

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administrative officer facilitates the coordination of services to medical facilities by the designated LEAs.

Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the East Valley SELPA member district in which the hospital or facility is located.

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA chief administrative officer facilitates the coordination of services to licensed children's institutions and foster family homes by the designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions are the responsibility of the member district of the East Valley SELPA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Document Location:

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Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS assures the preparation and transmission of required special education local plan area reports by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures timely transmission of required reports and provides technical assistance to LEAs in completing reports.

Role of the individual LEAs: The member districts of the East Valley SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialist of the East Valley SELPA provide training and logistical support to the CAC.

Role of the RLA/AU: SBCSS assures the fiscal and logistical support of the CAC by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures fiscal and logistical support for CAC meetings, events, and trainings.

Role of the individual LEAs: The superintendents of the East Valley SELPA member districts through the Board of Directors ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Special Education Directors of the East Valley SELPA member districts facilitate communication with their CAC representative(s) for this purpose.



Section B: Governance and Administration

SELPA

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13. Coordination of transportation services for individuals with exceptional needs:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.</p> <p>Role of the individual LEAs: Each member district of the East Valley SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.</p>

14. Coordination of career and vocational education and transition services:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	East Valley SELPA Special Education Procedural Manual
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches to LEA members for the provision of career and technical education and transition services.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of career and vocational education and transition services by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides technical assistance and oversight of staff development to LEA members for the provision of career and</p>

Section B: Governance and Administration

SELPA

Fiscal Year

technical education and transition services. The SELPA Chief Administrative Officer ensures appropriate interagency agreements are in place and facilitates connections to agencies, as appropriate.

Role of the individual LEAs: Each member district of the East Valley SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: SBCSS assures a full educational opportunity by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures a full continuum of services is available and provided. The SELPA Chief Administrative Officer assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Chief Administrative Officer provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools.

Role of the individual LEAs: Each member district of the East Valley SELPA, through their representative to the Board of Directors determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member district of the East Valley SELPA is responsible for providing a full continuum of services.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA.

Role of the Chief Administrative Officer of the SELPA: The East Valley SELPA Chief Administrative Officer facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Chief Administrative Officer also facilitates the development of the Annual Budget Plan.

Role of the individual LEAs: Each member district of the East Valley SELPA through their representative to the Board of Directors approves the allocation of funds to the member LEAs and approves the Annual Budget Plan. The member districts also submit fiscal reports as required by state and federal laws.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide direct instructional program support when requested to do so by a member district.

Role of the RLA/AU: SBCSS assures direct instructional program support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate.

Section B: Governance and Administration

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Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for instructional program support and request support from the East Valley SELPA.

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Document Location:

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns to the governing boards of the Local Educational Agencies (LEAs), the East Valley SELPA Board of Directors

Section B: Governance and Administration

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Fiscal Year

Description:

and the East Valley SELPA Chief Administrative Officer. Questions or concerns can be provided orally or in writing.

Members of the public may also present questions or concerns in person to the East Valley SELPA Board of Directors in a scheduled Board meeting. All notices of East Valley SELPA Board of Director meetings are sent electronically to all member LEAs and posted at the East Valley SELPA office 48 hours prior to the scheduled meeting. The method by which questions and/or concerns are heard from the public to the East Valley Board of Directors is included on each agenda as "Community Comments." The public may address the East Valley SELPA Board of Directors pursuant to established procedures. No action shall be taken (E.C. 35145.5) at the meeting in response to Community Comments.

On matters of policy and budget development, all interested parties may provide input to the East Valley SELPA Chief Administrative Officer for consideration and review at any time, either orally or in writing.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

Description:

If an LEA disagrees with a decision or practice of another agency or the SELPA, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Resolution strategies such as compromise, mediation, and alternative dispute resolution may be employed. Either party may request the assistance of the SELPA Chief Administrative Officer, or his/her designee, or the Chair of the SELPA Board of Directors.

When issues cannot be resolved through discussion and resolution strategies, the Board of Directors may authorize the SELPA Chief Administrative Officer to contact appropriate authorities to assist in the resolution. The parties will make a good faith effort to mutually agree to an authority with expertise related to the dispute. Each party shall bear its own costs and expenses and an equal share of any fees for dispute

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resolution.  
This policy is intended to resolve disagreements within a reasonable period of time, but it is not intended to undermine local authority.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupils to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

- 6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title:

Document Location:

The SELPA Chief Administrative Officer provides and transmits information to member LEAs to ensure a student age 18-22 who has been incarcerated in county jail and remains eligible for special education services is provided with a free appropriate public education (FAPE) and ensures the development, facilitation and oversight of the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes as a county jail or other incarceration facility is not currently within the geographic boundaries of the EV SELPA. Once the SELPA or the responsible LEA is informed that an eligible adult is incarcerated, the

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

responsible LEA will determine within 30 days of eligibility notification whether the qualified individual requires a FAPE. And if so, the LEA will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California special education law.

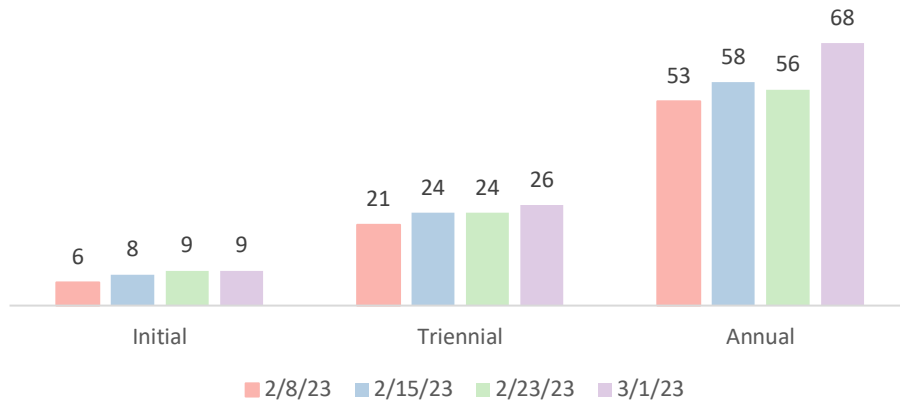
To receive special education services while incarcerated, the student must consent to the receipt of the services which may include but are not limited to transition services, specialized academic instruction and other services as determined by the IEP team. The student may revoke their consent for special education services at any time. Once the request has been made, the responsible LEA shall follow the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes describing how services are accessed and secured for students when the services are not available in the student's resident district. Each LEA ensures the pupil receives the special education services necessary for FAPE by adhering to the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes.



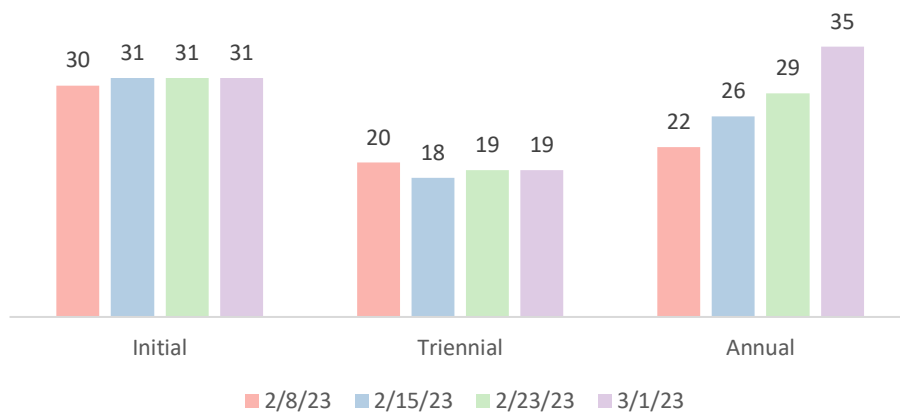
## 4.6 CDE Compliance Monitoring

# EV SELPA IEP Compliance Monitoring

Colton Late IEPs as of 3.1.23  
Triennials & Annuals 30+ Days

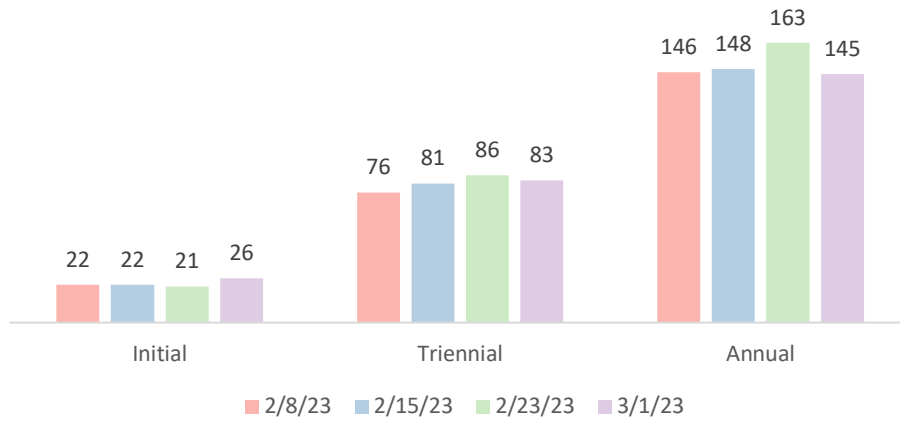


Redlands Late IEPs as of 3.1.23  
Triennials & Annuals 30+ Days

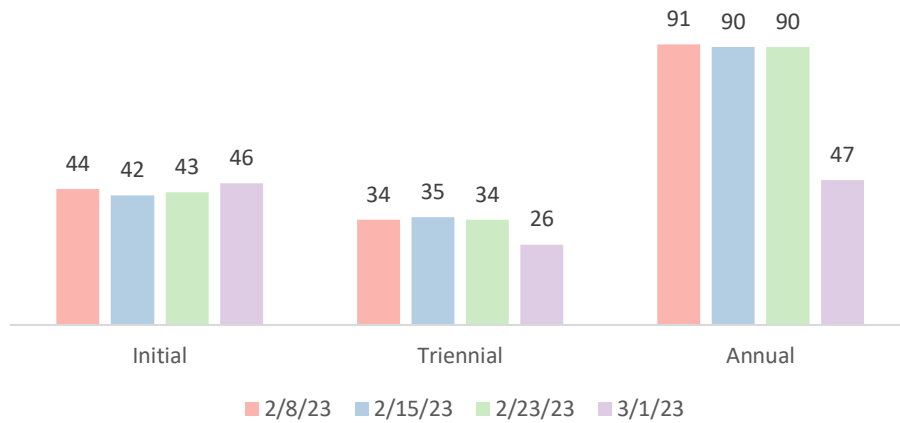


# EV SELPA IEP Compliance Monitoring

## Rialto Late IEPs as of 3.1.23 Triennials & Annuals 30+ Days

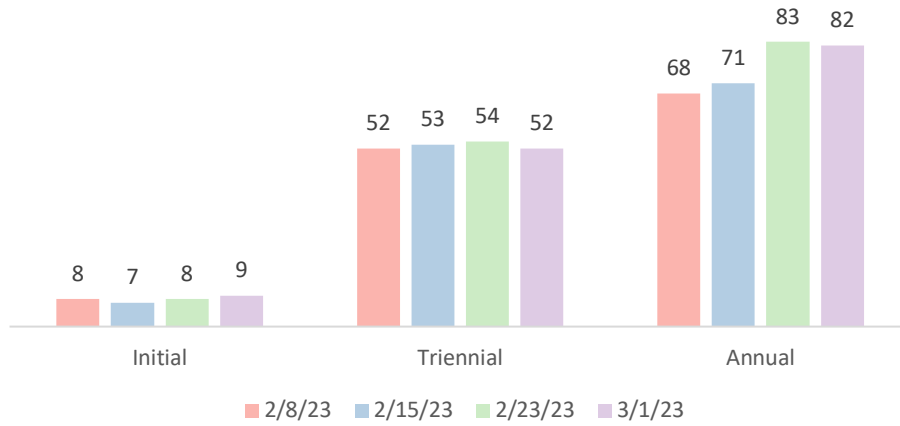


## Rim Late IEPs as of 3.1.23 Triennials & Annuals 30+ Days

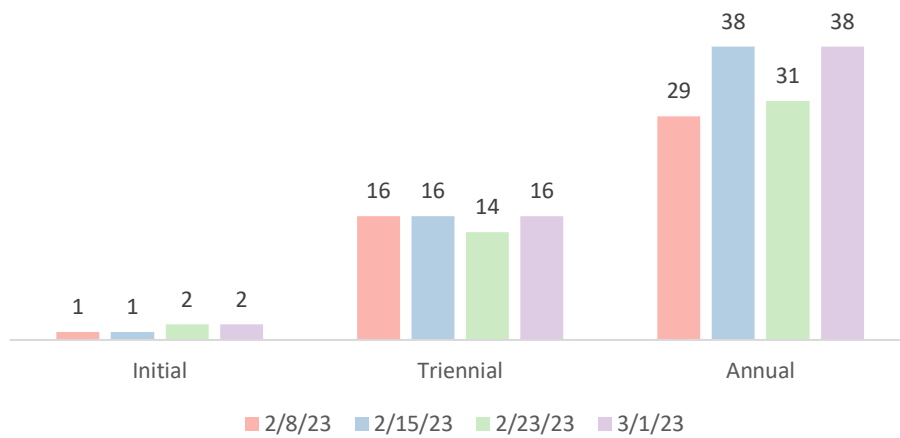


# EV SELPA IEP Compliance Monitoring

SBCSS Late IEPs as of 3.1.23  
Triennials & Annuals 30+ Days



Yucaipa Late IEPs as of 3.1.23  
Triennials & Annuals 30+ Days





# Monitoring and CALPADS Updates

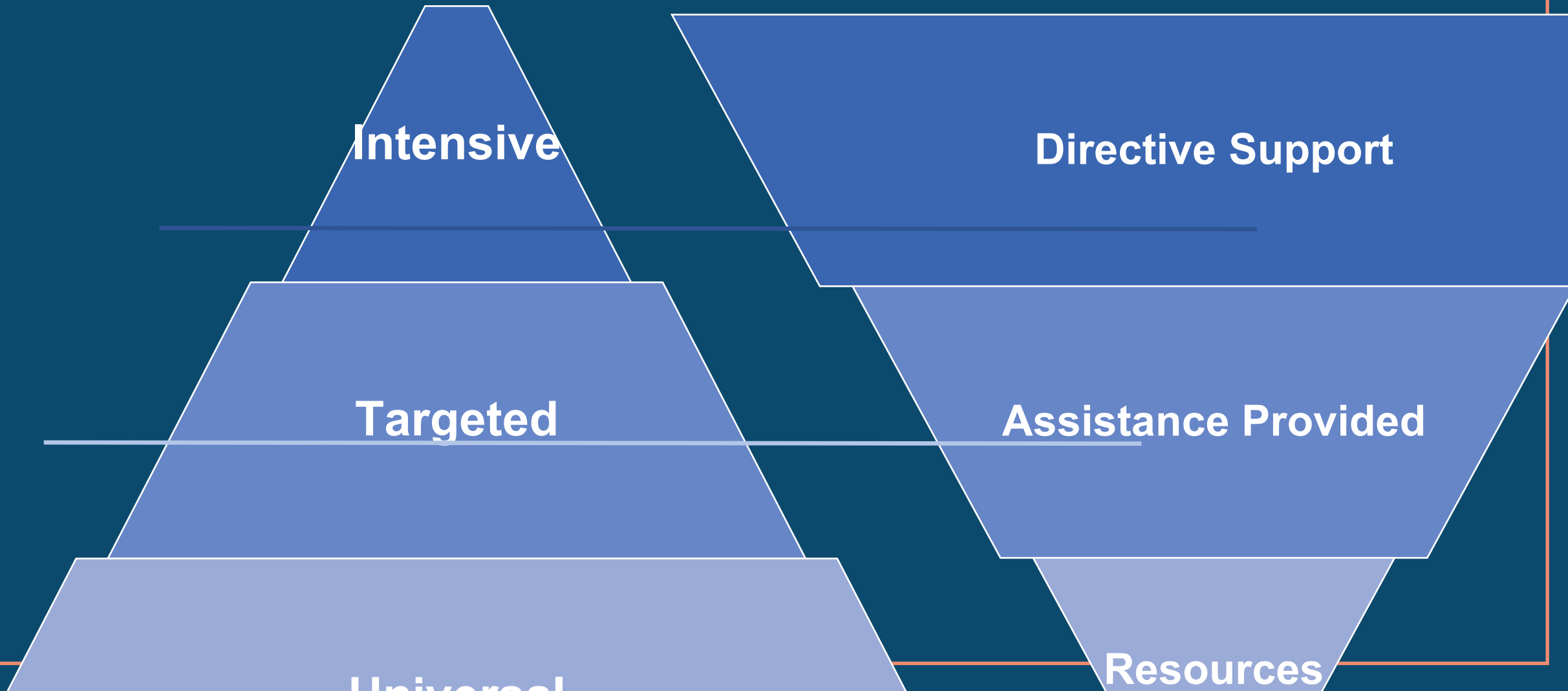
March 2023

Shiyloh Duncan-Becerril, Associate Director  
Special Education Division

**CALIFORNIA DEPARTMENT OF EDUCATION**

Tony Thurmond, State Superintendent of Public Instruction

# So what does that look like in Monitoring?



# What is the CIM Process?

Year 1

Step 1 Gather and Inquiry

- What is occurring?

Step 2- Investigate

- Why is this happening?

Step 3-Plan

- How can we address it?

Year 2

Step 4- Implementation

- How is it going?
- Are we meeting expectations set forth in the plan



Implementation updates with CDE



Review local data



Update Plan

Year 3

# The 2023 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 20
- Includes Information on 4 Required Areas
  - Annual Determination (Lag Year)
  - Monitoring Tier and Level for 2023
  - Timeline Compliance
  - Official Significant Disproportionality
- Small LEAs will not be receiving an Annual Determination Letter this year unless they are Disproportionate or Significantly Disproportionate.

# 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 20, 2023

FirstName LastName, Job Title  
Company  
Address  
City, State ZipCode

Subject: Notification of 2022 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2023 Compliance and Improvement Monitoring Activities including Identification of Significant Disproportionality

Dear <<Title>> <<LastName>> :

The California Department of Education's (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 34 *CFR* sections 300.646–300.647. The following will be addressed in this notification:

- 2022 Annual Determination under IDEA Part B
- Selection for 2023 Monitoring
- Official Significant Disproportionality Determination for the 2023–24 Budget Year

#### **2022 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 for **LEA Name** is **2022 Annual Determination** in meeting the requirements of the IDEA, Part B, for the 2021–22 school year. If the LEA did not meet requirements, the LEA will be monitored by the CDE in the 2023 Monitoring Year, described in greater detail below.

# How to Read the Annual Determination Letter

Annual Determination are lag year and based on activities from 2022

Categories are:

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

 **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

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- Selection for 2023 Monitoring
- Official Significant Disproportionality Determination for the 2023–24 Budget Year

**2022 Annual Determination under IDEA Part B**

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# How to Read the Annual Determination Letter

March 20, 2023  
Page 2

## 2023 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 that 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. CDE differentiates the level of engagement to LEAs in 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 is a four-step process designed for LEAs experiencing issues in compliance, disproportionality and performance. It requires the LEA complete activities to identify systemic issues that led to poor student outcomes and culminates in a cohesive and comprehensive improvement plan.

CDE will continue with the CIM Process in the 2023 Monitoring Year and LEAs – where applicable – will be identified for one monitoring tier and differentiated monitoring level within that tier.

## Identification and Selection for 2023 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 discipline, school climate, disproportionality and compliance with regulatory requirements.

Based on these analyses, <<LEA Name>> will be monitored in the <<Monitoring Tier>> monitoring tier and differentiated monitoring level in the 2023 Monitoring Year.

Monitoring Tier and Differentiated Monitoring Level
<<Tier and Level>>

Please follow the link to see the data associated with the identified monitoring tier and level: <<LINK>>

LEAs identified for Universal monitoring tier are not subject to the CIM Process, nor address any compliance concerns. LEAs identified for Targeted monitoring

Description of Monitoring System

The Monitoring Tier and Level  
Example: Targeted Level 2

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

# How to Read the Annual Determination Letter

March 20, 2023  
Page 3

## Compliance and Timeliness Issues

As a factor for identification and selection for monitoring reflected above, CDE assesses an LEA in several key timelines areas. Related to an LEA's timeliness in individualized education programs (IEPs) and holding initial assessments, CDE compares previous school year to current school year student-level data to assess if an LEA fell into one of three areas of timeliness concern.

- Any Late IEPs/Initial Assessments: LEAs that have any overdue IEPs or assessments will need to review their local data systems to work to schedule the necessary IEPs, where applicable. The CDE will review the data again based on the End of Year Certified CALPADS submission. CDE expects the LEA to review any and all noncompliance within their local system and correct any noncompliance before the end of year for CALPADS. Any outstanding noncompliance will be considered overdue and your Focused Monitoring Technical Assistance consultant will work with you to correct noncompliance in accordance with 34 CFR section 300.600(e).
- Late IEPs/Initial Assessments or No Improvement: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments or have not made progress to reduce the number of students waiting on IEPs or assessments since TBD will need to review their local data, access technical assistance resources provided by SELPAs to support LEAs, and hold the overdue IEP meeting. During that meeting, the IEP Team should consider comprehensive education.
- Late IEPs/Initials Assessments and No Improvement: LEAs who have students waiting longer than 120 days past the deadline for IEPs and assessments and have not made progress to reduce the number of students waiting on IEPs or assessments since TBD will need to review their local data, receive technical assistance provided by SELPAs to support LEAs, and hold the overdue IEP meeting. During that meeting, the IEP Team should consider comprehensive education.

Based on compliance data analyses, <<LEA Name>> if flagged for a timeliness issue in the following area:

Timeliness Issue Area
Any Late IEP or Initial Assessment

Timeline Compliance

The three categories of timelines that an LEA may be identified

The category for the LEA

# How to Read the Annual Determination Letter

Significant  
Disproportionality

Categories for  
Significant  
Disproportionality

Notification of LEA  
Selection for 2023-24 Set  
Aside for Significant  
Disproportionality

March 20, 2023  
Page 4

## Official Significant Disproportionality Determination for the 2023–24 Budget Year

This section serves as official notification to those LEAs that have been identified as Significantly Disproportionate for 2023 Monitoring Year, impacting the 2023–24 budget year.

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

- 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.

**<<LEA Name>>** has been identified as Significantly Disproportionate. Please follow the link to see the data associated with your identification. <<LINK>>

LEAs identified as Significantly Disproportionate are monitored under the Intensive monitoring tier and participate in the CIM described above. Additionally, LEAs who are significantly disproportionate are required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services for the 2023-24 budget year. More information about the next steps for LEAs identified for Intensive monitoring and specifically for Significant Disproportionality, can be found at CIM Website,

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

# How to Read the Annual Determination Letter

Next Steps  
Introductory  
Webinars

Website and contact  
information

March 20, 2023  
Page 5

## 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
Intensive ...	TBD
Targeted...	TBD

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

The CDE looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for all children. We hope this communication is a helpful overview of the monitoring process you will 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](mailto: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/

Heather Calomese, Director  
Special Education Division

HC:sdb

cc: <<SELPA Director>>, FMTA

Questions?



## 4.7 CALPADS Data



# CALPADS SpEd File Redesign

SONYA CAIN & JENNIFER BROOKSBY  
MARCH 9, 2023

## SPED FILE REDESIGN - BACKGROUND INFO

The goals with this SPED File Redesign are:

- To make student eligibility easier to determine.
- To separate eligibility from plan type changes and transfers between LEAs.
- To make it easier to determine the start and end dates of each plan type and the details of each one.
- To make it easier to determine the necessary components of LRE.
- To make it easier to monitor for timely meetings – Annually and Triennially.
- To easily identify the data needed for monitoring, Federal & State Reporting, and Subgroup Identification.
- To reduce unnecessary duplication and storage of data.

# SPED FILE REDESIGN - BACKGROUND INFO

Currently, we report SpEd data into two separate files – SPED and SSRV.

To accomplish these goals, the current SPED file will be divided up into three separate files. The SSRV file will remain almost the same, with just some minor changes including a name change to SERV.

The brand new files will be the Meetings File (MEET), SWD Status File (SWDS), and Plan File (PLAN).

## SPED Divided into Three New Files

Note: Student Services (SSRV) File will remain almost the same, but will now be known as the SERV File instead.

### Meetings File New for 23-24

Captures the dates specific types of meetings were held and is used to monitor timeliness of:

- Initial Evaluations
- Annual Plan Reviews
- Eligibility Re-evaluations (triennials)
- Pending meetings

### SWD Status File New for 23-24

Used to determine a student's eligibility status for special education at any given time for:

- Individuals with Disabilities Education Act (IDEA) reporting – child count
- Subgroup reporting for Dataquest and CA School Dashboard

### Plan File New for 23-24

Used to identify the specific plan and settings a student is on at any given time for:

- IDEA Reporting for LRE

Allows LEAs to submit any plan changes with specific start and end dates independent of meetings

# FIELDS ARE CHANGING

I have already mentioned two fields that will be changing:

- Eligibility Evaluations are changing to **Reevaluations**.
- Percentage in Regular Ed is changing from 1, 2, and 3 to the actual percentage in Reg Ed.

Both of these are being celebrated!!! However, some other fields will also be changing in some unusual ways.

- Meeting Types are going away completely. Instead, evaluations will be known as **Meeting Activity Evaluation Type Codes** (10, 15, and 40).
- Plan Reviews will no longer be a Meeting Type 20. Instead, they will be a Y or N indicator only in the Meeting File in CALPADS under the **Meeting Activity – Plan Review Indicator**.
- Plan Type 300 Transactions will now be in the Meeting File listed with a **Pending As Of Date** instead of a Plan Type and also no Meeting Type 30. The type of meeting they are Pending for would be marked as appropriate with the choices above.

# FIELDS ARE CHANGING

- Nonparticipating Plan Types (700, 800, and 900) are going completely away.
  - Instead, these will now be incorporated in different ways in the SWDS File.
  - These will be covered with a variety of Status Code and Non-Participation Reason Codes.
    - 900 would be covered with a Status Code of Not Eligible.
    - 800 would be covered with a Status Code of Eligible and Not Participating AND a Non-Participation Reason Code of Eligible, Other Not Participating.
    - 700 would be covered with a Status Code of Eligible and Not Participating AND a Non-Participation Reason Code of Eligible – Parents Decline FAPE.
- Exit reasons reported to CALPADS (70, 73, 78, and 84) are going completely away.
  - These will be handled the same way as above.
    - 70, No longer eligible, will now be Not Eligible AND Not Eligible based on Evaluation or Reevaluation.
    - 73, Aged Out, will now be Not Eligible AND Max Age
    - 78, Parent Withdrawal, will now be Eligible and Not Participating AND Withdrawal
    - 84, No Parent Consent for C to B, will now be Not Eligible AND No Parental Consent Received – Part C to B.

# OVERALL FILE STRUCTURES

Some final notes on the new file structures:

- All three files will not necessarily be submitted for each meeting.
  - For example, if you are submitting an Amendment where the student's status is not changing (not changing eligibility or participation), then only a Plan File would be submitted.
    - Only changes to the Status would require a SWDS File to be Submitted.
    - Because it is not a required meeting (Initial, Plan Review, Reevaluation) a Meeting File would also not be submitted.
    - However, a SERV file would HAVE to be submitted with a Plan File.
  - Students with a Meeting File would need to have a SWDS File submitted with it. Depending on the results of the Meeting, they may or may not have a Plan and SERV File submitted too.
- As we get closer, CDE will give us a list of scenarios and the impact each scenario has on the files reported and the fields populated.
- Let's take a quick look at the first of CDE's documents...the CFS.

# Next Steps

Meeting with  
FMS and CDE  
– March 23

Test files sent  
by Colton –  
Spring 2023

Training to  
WebDA Users  
– TBD



## 4.8 Supporting Inclusive Practices

**Zooming In & Zooming Out  
On Inclusive Practices**  
with  
**Katie Novak & Shelley Moore**

In District Observations  
May 11, 2023

**EV-SELPA District Scheduling Form**

First Choice	
District:	School Site:
Contact Person:	Classroom:
District Staff to be Present:	
Visit Focus: e.g. UDL, Special Education, Leadership	

Backup Site	
District:	School Site:
Contact Person:	Classroom:
District Staff to be Present:	
Visit Focus: e.g. UDL, Special Education, Leadership	

Please email completed form to Jennifer Brooksby by 3.17.22: [jennifer.brooksby@sbcss.net](mailto:jennifer.brooksby@sbcss.net)

# Zooming Out & Zooming In on Inclusive Practices



## Culmination Event

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

There is no cost.

**IN PERSON OR VIRTUAL**

To register:

- May 9 9am to 11am VC SELPA Virtual Session
- May 9 9am to 4pm VC SELPA Live and In Person

Link to register at Ventura County SELPA, Camarillo, CA: <http://vcoe.k12oms.org/1630-218210>

- May 10 9am to 11am EV SELPA Virtual Session
- May 10 9am to 4pm EV SELPA Live and In Person

Link to register at East Valley SELPA, San Bernardino, CA: <https://sbcss.k12oms.org/46-217222>



**Katie Novak Ed.D**

**Consultant**

Internationally renowned education consultant



**Shelley Moore**  
**Educator**

Internationally recognized teacher, researcher, consultant and story teller

Alejar y acercar la  
práctica inclusión



## Evento Culminante

Únase a nosotros en nuestro viaje colectivo como socios educativos en el cambio sistemático inclusivo para estudiantes con discapacidades.

No hay costo.

**EN PERSONA O VIRTUAL**

Regístrate:

- 9 de mayo 9am to 11am VC SELPA sesión virtual
- 9 de mayo 9am to 4pm VC SELPA En vivo y en persona

Enlace para registrarse en SELPA del Condado de Ventura, Camarillo, CA : <http://vcoe.k12oms.org/1630-218210>

- 10 de mayo 9am to 11am EV SELPA sesión virtual
- 10 de mayo 9am to 4pm EV SELPA En vivo y en persona

Enlace para registrarse en SELPA de East Valley, San Bernardino, CA: <https://sbcss.k12oms.org/46-217222>

SE NECESITA UN AVISO DE SIETE DÍAS PARA LA TRADUCCIÓN AL ESPAÑOL



**Katie Novak Ed.D**

**Consultadora**

Consultora en educación de renombre internacional



**Shelley Moore**

**Educadora**

Profesora reconocida internacionalmente, investigadora, consultora y narradora de historias

## 4.9 Personnel Data Report

# 2022-23 Special Education Personnel Data Report

**EV SELPA Steering Meeting  
March 9, 2023**

Andrea Tennyson  
Consultant, East Valley SELPA

# Personnel Data Report

## What is it?

- Annual survey of all special education personnel working as of October 5, 2022 (Census Day)
- CDE reports this to USDOE (Section 618(a)(3) of the Individuals with Disabilities Education Act (IDEA) requires that each State submit data on Personnel to the Office Special Education Program (OSEP).
- Is part of the Timely and Complete Reporting
  - One file for each SELPA
  - One file for each district within SELPA

# Personnel Data Report

## How is this done?

- **Electronically**
- Each district completes a report electronically via the TAG and password provide and sends a pdf copy to the EV SELPA by May 26, 2023
- Each district's report are due by June 9, 2023
- Amendment Window is June 10-29, 2023
- EV SELPA completes, signs and submits Personnel Data Report certification by June 30, 2023



# Personnel Data Report

## Recap of timeline:

- CDE email for PDR Training registration sent to EV SELPA March 7, 2023
- District due date to SELPA – May 26, 2023
- SELPA due date for district data submission – June 9, 2023
- Amendment window June 10-29, 2023
- SELPA certification - June 30, 2023

# Report Components (differs from past reports)

- Two Sections:

SECTION A: Special Ed Teachers & Paraprofessionals

SECTION B: Special Education Personnel

Two Columns:

(A) Highly Qualified (NCLB Defined)/Qualified/Certified

(B) Not Highly Qualified/Not Qualified/Not Fully Certified

# Additional Information

- Districts need to include charter school staff if it is a school of the district
- Remember to include contracted staff
- Vacant positions are not included in Columns A and B
- Difference between interpreters and translators:
  - Interpreters = Deaf, hard of hearing services
  - Translators = Services to those who do not speak English (spoken or written)

# How to Prepare

- Keep a list of staff who were in place October 6, 2022
- Work closely with Human Resource departments to update list throughout school year
- Register for the PDR Training on 3/23/23 via Webinar
- Review prior year (2021-2022) submission to assist in completion of current year report (2022-2023)
- Prepare now to meet the deadline

# Save the Date and Register Now!!

## Personnel Data Report

(PDR) Training Webinar

March 23, 2023

3:00 p.m. to 4:30 p.m.

Registration link:

[https://us02web.zoom.us/webinar/register/WN\\_ToMtnphbRnmszNOJOeatrA](https://us02web.zoom.us/webinar/register/WN_ToMtnphbRnmszNOJOeatrA)

Presented by May Kwong

CDE Information Technology Specialist

## 4.10 SBCSS East Valley Operations

## 4.11 Hot Topic

## 5.0 OTHER

### 5.1 2022-2023 EV SELPA Steering Committee Meetings



**2022/2023**  
**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 14, 2022**

**AUGUST 2022 – NO MEETING**

**SEPTEMBER 15, 2022**

**OCTOBER 13, 2022**

**NOVEMBER 10, 2022**

**DECEMBER 8, 2022**

**JANUARY 2023 – NO MEETING**

**FEBRUARY 9, 2023**

**MARCH 9, 2023**

**APRIL 13, 2023**

**MAY 11, 2023**

**JUNE 8, 2023**



## 5.2 2022-2023 EV SELPA Board of Directors Meetings

**2022/2023**  
**East Valley SELPA**  
**BOARD OF DIRECTORS MEETING SCHEDULE**

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

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



## 5.3 2022-2023 EV SELPA CAC Meetings

**2022/2023**  
**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 19, 2022**

**NOVEMBER 14, 2022**

**FEBRUARY 27, 2023**

**APRIL 24, 2023**



## 5.4 EV SELPA Professional Development – April 2023

# DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

Facilitated by:

Dr. Patty Metheny, Chief Administrative Officer  
Jennifer Brooksby, Program Manager  
Sonya Hall, 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

Date & Time:	Register Online:
Thursday, August 4, 2022 2:00—3:30 pm	<a href="https://sbcss.k12oms.org/46-217295">https://sbcss.k12oms.org/46-217295</a>
Thursday, October 20, 2022 2:00—3:30 pm	<a href="https://sbcss.k12oms.org/46-217296">https://sbcss.k12oms.org/46-217296</a>
Thursday, January 19, 2023 2:00—3:30 pm	<a href="https://sbcss.k12oms.org/46-217297">https://sbcss.k12oms.org/46-217297</a>
Thursday, April 27, 2023 2:00—3:30 pm	<a href="https://sbcss.k12oms.org/46-217298">https://sbcss.k12oms.org/46-217298</a>

Location:

Dorothy Inghram learning Center/ EV SELPA  
670 E. Carnegie Drive, San Bernardino, CA 92408



# **DEVELOPING STUDENT-CENTERED & LEGALLY COMPLIANT IEP GOALS 3-DAY TRAINING**

*Presented by:*

Courtney Beatty (MA, BCBA), EV SELPA Program Specialist  
Shannon Vogt (MA), EV SELPA Program Specialist  
Rick Homutoff (Ed.D.), EV SELPA Due Process Program Manager

**Join us for a 3-day 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.**

Day 1 Objectives: Participants will:

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

Day 2 Objectives: Participants will:

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

Day 3 Objectives: Participants will:

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



*Location*

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

<p><i>Tuesday, Wednesday, &amp; Thursday</i> <b>October 4 - 6, 2022</b> <b>8:30 am - 3:00 pm</b></p> <p><b>Register Online:</b> <a href="https://sbcss.k12oms.org/46-221871">https://sbcss.k12oms.org/46-221871</a></p>	<p><i>Tuesday, Wednesday, &amp; Thursday</i> <b>January 10 - 12, 2023</b> <b>8:30 am - 3:00 pm</b></p> <p><b>Register Online:</b> <a href="https://sbcss.k12oms.org/46-221873">https://sbcss.k12oms.org/46-221873</a></p>	<p><i>Tuesday, Wednesday, &amp; Thursday</i> <b>April 4 - 6, 2023</b> <b>8:30 am - 3:00 pm</b></p> <p><b>Register Online:</b> <a href="https://sbcss.k12oms.org/46-221876">https://sbcss.k12oms.org/46-221876</a></p>
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# 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

## INITIAL TRAINING SCHEDULE

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	August 18-19, 2022	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-216759">https://sbcss.k12oms.org/46-216759</a>
Practitioner	October 17-18, 2022	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-216761">https://sbcss.k12oms.org/46-216761</a>
Practitioner	February 23-24, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-216762">https://sbcss.k12oms.org/46-216762</a>
Practitioner	April 25-26, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-216777">https://sbcss.k12oms.org/46-216777</a>
Practitioner 1	November 15-16, 2022	8:00 am - 4:30 pm	<a href="https://sbcss.k12oms.org/46-216778">https://sbcss.k12oms.org/46-216778</a>
Practitioner 1	March 14-15, 2023	8:00 am - 4:30 pm	<a href="https://sbcss.k12oms.org/46-216779">https://sbcss.k12oms.org/46-216779</a>
Practitioner 2P	September 26, 27,28, 2022	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-222971">https://sbcss.k12oms.org/46-222971</a>
Practitioner 2P	October 24, 25, 26, 2022	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-216754">https://sbcss.k12oms.org/46-216754</a>
Practitioner 2P	January 17, 18, 19, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-216755">https://sbcss.k12oms.org/46-216755</a>
Practitioner 2P	April 18, 19, 20, 2023	8:30 am - 4:00 pm	<a href="https://sbcss.k12oms.org/46-216757">https://sbcss.k12oms.org/46-216757</a>

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



## **RECORDED ON-DEMAND TRAININGS**

### **Diagnostic Center, Southern California California Department of Education**

Sponsored by  
Regional Coordinating Council 10 and the East Valley SELPA



**RECORDED ON-DEMAND TRAINING**  
**“BEHAVIOR IS COMMUNICATION”**

*Sponsored by*  
Regional Coordinating Council 10 and the East Valley SELPA

**Presenter:** Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

**Time:** On-Demand Webinar 2.5 hours

**Cost:** Free

**Content:** Behavior is the earliest form of communication. While some students will develop verbal language, others will continue to communicate non-verbally using their behavior. This training will focus on students with moderate-severe intellectual disabilities who use behavior as communication and teach those who work with these students how to recognize, respond to, and shape more appropriate and comprehensible forms of communication. Attendees will learn how to utilize the Form and Function matrix to identify appropriate behavior intervention plans. Additional topics will include identifying the student’s level of symbolism and implementing developmentally appropriate supports.

**Intended Audience:** Individuals working with students with moderate-severe disabilities who primarily use non-verbal language and/or present with challenging behavior. This includes speech-language pathologists, special education teachers, school psychologists, paraeducators, and parents.

**Outcomes:** Participants will:

1. Increase awareness of the many forms of communication.
2. Utilize the Form and Function matrix through case studies to identify pre-symbolic vs. symbolic communication.
3. Understand how to identify functionally equivalent replacement behaviors (FERBs) based on current communication repertoire.
4. Fill out a Form and Function matrix to clarify a current student’s forms and functions of communication and identify behaviors to target for increase to expand a student’s communicative repertoire.

**For the On-Demand Training Link - Send an Email Request to:**  
**[tami.goldstein@sbcss.net](mailto:tami.goldstein@sbcss.net)**



**RECORDED ON-DEMAND TRAINING**  
**“WHAT SHOULD I DO?!”**  
**EFFECTIVE STRATEGIES FOR PARAEducATORS**  
**TO SUPPORT POSITIVE STUDENT BEHAVIOR”**

*Sponsored by*  
Regional Coordinating Council 10 and the East Valley SELPA

**Presenter:** Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

**Time:** On-Demand Webinar 1.5 hours

**Cost:** Free

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

**Intended Audience:** Paraeducators, teachers, service providers, administrators

**Outcomes:** Participants will:

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

**For the On-Demand Training Link - Send an Email Request to:**  
**[tami.goldstein@sbcss.net](mailto:tami.goldstein@sbcss.net)**



**RECORDED ON-DEMAND TRAINING**  
**“THE TRAUMA-INFORMED SCHOOL”**

*Sponsored by*  
Regional Coordinating Council 10 and the East Valley SELPA

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

**Time:** On-Demand Webinar 2 hours

**Cost:** Free

**Content:** Student emotional-behavioral disorders are on the rise at increasingly alarming rates. Traumatic stress is frequently one key factor in the formation of these disorders and can arise from complex issues such as school bullying, suicide, school safety threats, and day-to-day cumulative exposure to environmental stressors. Trauma-informed schools are prepared to recognize and respond to students impacted by traumatic and communication strategies to help students cope with extreme situations and ongoing stressors. But moreover, educators will learn how to establish a school wide culture of support and sensitivity to address the needs of students who are attending school in rapidly changing times.

**Intended Audience:** Special education teachers, school psychologists, administrators, school nurses, ERMHS staff, school counselors, and other mental health professionals

**Outcomes:** Participants will:

1. Learn the impact of trauma on students, including implications for learning and behavior.
2. Learn psychological “first-aid” methods for addressing trauma in students.
3. Learn stress-reduction methods known to restore emotional equilibrium for staff and students.
4. Learn skill-based Cognitive Behavioral Interventions for addressing trauma.

**For the On-Demand Training Link - Send an Email Request to:**  
**[tami.goldstein@sbcss.net](mailto:tami.goldstein@sbcss.net)**



**RECORDED ON-DEMAND TRAINING**  
**“TEACHING STUDENTS WITH  
MODERATE TO SEVERE  
INTELLECTUAL DISABILITIES”**

*Sponsored by*  
Regional Coordinating Council 10 and the East Valley SELPA

**Presenter:** Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

**Time:** On-Demand Webinar 2.75 hours

**Cost:** Free

**Content:** This training will focus on increasing active engagement for students with moderate to severe intellectual disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

**Intended Audience:** Teachers, instructional assistants, and related service providers who work with students with moderate to severe intellectual disabilities

**Outcomes:** Participants will:

1. Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.
2. Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.
3. Learn about best practices for promoting generalization of skills.

**For the On-Demand Training Link - Send an Email Request to:**  
**[tami.goldstein@sbcss.net](mailto:tami.goldstein@sbcss.net)**



**RECORDED ON-DEMAND TRAINING**

## **“I DON’T HAVE TIME! HOW TO MAKE SCHOOL-BASED INTERVENTIONS WORK IN THE ELEMENTARY SCHOOL”**

*Sponsored by*

Regional Coordinating Council 10 and the East Valley SELPA

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

**Time:** On-Demand Webinar 2.75 hours

**Cost:** Free

**Content:** This training is geared to preschool and elementary school students. This training will address those things that get in the way of implementing school-based interventions and more importantly, approaches that can enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. The overall focus of this training is the process of, 1) build relationships to begin the implementation process, and 2) ways to implement supports and strategies in natural settings. Additionally, the implementation and effective outcome process may require non-traditional and out-of-the-box thinking, which will also be presented.

**Intended Audience:** Elementary school personnel involved in the process of implementing and helping to implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels.

**Outcomes:** Participants will:

1. Become familiar with typical intervention implementation approaches that don’t work and why.
2. Learn strategies to build relationships necessary for successful implementation.
3. Develop simple approaches to implementing interventions.
4. Learn some of the keys to making interventions work once they have been implemented.

**For the On-Demand Training Link - Send an Email Request to:**  
**[tami.goldstein@sbcss.net](mailto:tami.goldstein@sbcss.net)**

