

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

**** AGENDA **
March 10, 2022, 8:00 A.M.**

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

PRESENTER

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

Finance Items

- | | | |
|-----|---|-----------------|
| 4.1 | 2021-22 EV SELPA – Regional Program Proportionate Share Projected Costs | Andrea Tennyson |
| 4.2 | EV SELPA 2021-2022 Fiscal Reporting Calendar | Andrea Tennyson |

Program Items

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| 4.3 | EV SELPA – COVID Pandemic Impacts 2019-2022 | Patty Metheny |
| 4.4 | EV SELPA Residential Placement Services | Tracy Schroeder
Sep Kalantari |
| 4.5 | Recording IEP Services <ul style="list-style-type: none">• Pilot Dates April 15-May 13, 2022, | Patty Metheny
Jennifer Brooksby |
| 4.6 | Improving Outcomes for English Learners with Disabilities <ul style="list-style-type: none">• Pre-referral flowchart• Infographics by chapter• Statewide training opportunities | Patty Metheny
Jennifer Brooksby |
| 4.7 | CDE Compliance Monitoring 2021-2022 <ul style="list-style-type: none">• SEP Plans are “Retired”• Annual Determination Letters – March 14, 2022• Compliance Improvement Monitoring (CIM)• CDE Special Education Resource Hub - www.caltan.info• SPPI Professional Learning for SpEd Administrators – April 21 | Patty Metheny
Jennifer Brooksby |
| 4.8 | Personnel Data Report | Patty Metheny
Andrea Tennyson |

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| 4.9 | Preliminary Injunction Independent Study | Rick Homutoff |
| 4.10 | School-Based Speech-Language Pathologist (SLPs) | Jennifer Brooksby |
| 4.11 | Supporting Inclusive Practices <ul style="list-style-type: none"> • April 25, 2022 & 2022-23 Series with Katie Novak & Shelley Moore
Jennifer Brooksby • Grant Information | Patty Metheny |
| 4.12 | ADR & Learning Recovery Plans Implementation <ul style="list-style-type: none"> • State SELPA & Strauss Institute Collaboration • EV SELPA Parent Liaison Training • EV SELPA Distributive Bargaining for Special Education Administrators • EV SELPA ADR Virtual Conference – September 16 & 17, 202 • Quarterly Reporting Update | Patty Metheny
Jennifer Brooksby |
| 4.13 | Special Education Credentialing Changes/Updates | Patty Metheny |
| 4.14 | SBCSS East Valley Operations | Scott Wyatt |
| 4.15 | Hot Topics | Committee |

5.0 OTHER

- | | |
|-----|---|
| 5.1 | 2021-2022 EVSELPA Steering Committee Meetings |
| 5.2 | 2021-2022 EVSELPA Board of Directors Meetings |
| 5.3 | 2021-2022 EVSELPA CAC Meetings |
| 5.4 | EV SELPA Professional Development – March, April & May 2022 |
| 5.5 | EV SELPA Steering Committee Meeting Dates 2022-2023 |
| 5.6 | Next Meeting – April 7, 2022, 8:00 AM |

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
February 10, 2022

MEMBERS PRESENT:

Dr. Patty Metheny
Rob Pearson
Patti Buchmiller
Bridgette Ealy
Derek Swem
Dr. Scott Wyatt
Leslie Burghardt

East Valley SELPA
Colton Joint Unified School District
Redlands Unified School District
Rialto Unified School District
Rim of the World Unified School District
San Bernardino County Supt of Schools
Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain
Nicole Albiso
Valeria Estrella
Jennifer Alvarado
Grace Granados

Business Services, Colton
Business Services, Rialto
Business Services, Rialto
Internal Business, SB County Schools
Internal Business, SB County Schools

OTHERS PRESENT:

Shannon Vogt
Courtney Beatty
Jennifer Brooksby
Rick Homutoff, Ed.D.
Andrea Tennyson
Lisa Horsley
Rosalva Contreras

East Valley SELPA
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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 9, 2021, meeting were reviewed. Motion to approve the minutes was made by Scotty Wyatt and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 2021-2022 SBCSS – County Operated Special Education Fee-For-Service - 2nd Interim Update

Jennifer Alvarado presented an update for the County Operated Fee-for-service program. Ms. Alvarado explain there was a significant decrease in funding resulting from a decline in enrollment in County programs. She presented two possible scenarios for addressing this: a revision of rates for FY 21-22 to compensate for the decrease in funding or to continue to operate based on FY 21-22 rates and process any adjustments at year end accordingly. After a discussion, it was decided County operated programs will continue to operate with current rates.

4.2 2021-2022 2nd Interim EV SELPA Budgets

Andrea Tennyson presented the 2nd Interim EV SELPA Budgets. She reported minimal changes. The due process budget was increased by \$250,000 in anticipation of an influx of due process filings due to Covid-19 since the statute of limitations for filings will be March/April of 2022. The occupational therapist (OT) budget was increased due to staffing changes. A significant increase in referrals has occurred since the start of the 2021-2022 school year, and three new occupational therapists were needed to respond to this increase.

4.3 2021-2022 2nd Quarter NPS Reimbursement Transfer

The 2nd Quarter NPS Reimbursement was presented for review. The report included October, November, and December of 2021 expenditures as well as a comparison of previous year's expenditures and student counts.

4.4 2021-2022 P-1 EV SELPA NPS ADA Reporting

Andrea Tennyson provided the P-1 NPS ADA as of December 20, 2021. This report showcased the ADA data by district and grade level of students placed in Nonpublic Schools. She shared this information is also shared with district's fiscal staff and/or attendance clerks as well as the San Bernardino County Superintendent of Schools Business Advisory Services. Districts report this data to CDE using the new Principal Apportionment Data Collection (PADC) web application. Information regarding the PADC was provided.

4.5 Preparing for 2022 Maintenance of Effort (MOE) – SEMA – I

Andrea Tennyson provided guidance regarding the Maintenance of Effort (MOE) considering the atypical revenue and expenditure patterns produced by the response to the Covid-19 pandemic. Ms. Tennyson reviewed the exemptions available for districts to use and a sample of SEMA-1 was shared. She remarked that is a good practice for Special Education Director and Fiscal Director to communicate on exemptions used throughout the year. The use of Subsequent Year Tracking and its benefits was discussed. The EV SELPA Summary Report for SEMAI 1st Interim was shared. This report was created using data from the districts .dat report.

4.6 EV SELPA 2020-2021 Fiscal Reporting Calendar

Andrea Tennyson reviewed all activities for February 2022. She remarked February is a month heavy in budget development.

Program Items

4.7 IEP Goal Development PD

Program Specialist Shannon Vogt and Courtney Beatty presented an overview of the IEP Goal Development training. This training is 8-part module. Ms. Vogt and Ms. Beatty also explained the key components of each module. This training is typically a three-day training. Directors were encouraged to send an EV-23 to request in district training.

4.8 Recording IEP Services

Dr. Metheny, Program Manager Jennifer Brooksby, and Program Technician Lisa Horsley provided an update on the WebIEP Recording Services module. Dr. Metheny reviewed the requirement for service data collection to take effect as soon as July 2022. Each service provider will record service time in this WebIEP module which will be populated directly from the student's most current IEP in WebDA. Ms. Brooksby reviewed the January 19, 2022, feedback session held with district representatives allowing for the SELPA to collect feedback on the development of the module.

Furthermore, Dr. Metheny and Ms. Brooksby stressed that districts must identify and put in place systems for their expectations regarding service data collection paying special attention to those who do not have access to WebIEP such as substitutes, classified staff, and multi-teacher services. To evaluate this new module, the East Valley SELPA will conduct a pilot in the Spring 2022 with volunteers from each district.

4.9 CDE Compliance Monitoring 2021-2022

Ms. Brooksby provided a few reminders. First, CDE continues to expect that districts are implementing SEP plans. Second, CDE continues to monitor overdue initials and annuals by looking at CALPADS data. Third, the Annual Determination Letter of a district's level of compliance is expected to be sent in March 2022 directly to the Superintendents. The Annual Performance Reports (APR) may also be release shortly.

To provide district leaders with an in-depth of understanding on the special education, the EV SELPA will provide an SPPI Indicator Professional Learning training on April 21, 2022, here at the Dorothy Inghram Learning Center. A flyer for this training was provided.

4.10 CALPADS Data Fall I 2020 & 2021 Comparison

Data from the Fall I CALPADS reporting was providing for each district which provided for a comparison of 2020 and 2021 student data by disability. The Committee engaged in a discussion about the data.

4.11 Supporting Inclusive Practices

Dr. Metheny shared the East Valley SELPA is partnering with Ventura County SELPA to provide professional development in inclusive practices by renown experts. A flyer with this information was provided. Dr. Metheny reminded the directors that the East

Valley SELPA was awarded a \$90,000 SIP grant and that districts could access the funds via reimbursement process. Information regarding the conditions of the grant and the fillable district application to access these funds was provided.

4.12 EV SELPA Due Process 2021-2022 To-Date

Dr. Homutoff provided an overview of the Special Education Administrative Adjudicative Dispute Resolution Process commonly known as “Due Process” and what activities are covered under the EV SELPA Legal Fund known as “X-Pot.” He also shared to-date there have been ten due process cases filed in 2021-2022 representing a significant decrease from previous years. In reviewing the due process financial data, he indicated six filings from 2020-2021 were closed in and reported in 2021-2022.

Dr. Homutoff stressed the need to have defensible IEPs since he has seen an increase of demand for compensatory services for students even when the data shows students do not need additional support. In reviewing some recent Administrative Law Judges decisions, Dr. Homutoff has identified that judges will provide parents relief, often minimal, so the parent goes away with something. Statewide due process hearing costs have increased because to higher attorney fees and hearings lasting longer due to virtual presence constraints.

4.13 ADR & Learning Recovery Plans Implementation

Ms. Brooksby presented several training opportunities for ADR practices: Flyers for the Strauss Institute for Dispute Resolution virtual training, training opportunities from a partnership of the State SELPA Administrators of California and the Strauss Institute of Pepperdine University, virtual training series for parents offered by the EV SELPA, and a training on Negotiation Skills for Special Education Directors and Coordinators were provided. Dr. Metheny also shared the East Valley SELPA will be hosting a virtual ADR Conference for parents on September 16 & 17, 2022.

Ms. Brooksby noted not many expenditures were reported for ADR & Learning Recovery funds on the December 31, 2021, report submission. She also shared updated forms will be provided at the next Steering Committee Meeting. Dr. Metheny reminded the directors to ensure that students in County placements and their parents are not excluded from ADR and Learning Recovery Plan activities.

4.14 EV SELPA Community Advisory Committee (CAC)

Dr. Metheny shared the CAC membership has dwindled over time and new members are needed. Directors were encouraged to recruit new members and submit their names using the form provided after Board approval.

4.15 SBCSS East Valley Operations

Dr. Wyatt shared the classrooms at Barbara Phelps are almost at capacity. While there have been requests for inter-SELPA placements in this program, priority will be given to East Valley SELPA students. The VI program at Highland Grove is mostly comprised of students in an inter-SELPA from San Bernardino City USD. Dr. Wyatt indicated it is likely this classroom will no longer be needed given the reduction

in students. He indicated the same might be true for the DHH class at Henry Elementary. He agreed to work with the EV SELPA and those affected districts to address both classrooms.

4.16 Hot Topics

Initial Certification Training for New Professional Crisis Management (PCM) Instructors will be offered at the Dorothy Inghram Learning Center on June 7-10, 2022. A flyer with registration information was provided. The Virtual Re-Certification of PCM Instructors for the East Valley SELPA is set for March 8, 2022. A flyer with registration information was provided.

Derek Swem inquired regarding the criteria needed to exit students in middle or high school from speech therapy. After a brief discussion, it was decided that SELPA will provide training for the special education administrators in SLP case management, ed benefit and realistic expectations of services.

Rob Pearson inquired as to the best practice for indicating start date of goals and services in an IEP. He shared that in some difficult cases obtaining parental consent in an IEP is a challenging and lengthy process and services are not implemented until consent is obtained. The Committee discussed ways to address this. Dr. Metheny agreed to work with the WebIEP vendor regarding this issue.

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

5.2 2021-2022 EV SELPA Board of Directors Meetings

5.3 2021-2022 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development - February & March 2022

5.5 EV SELPA Meeting Dates 2022-2023

6.0 ADJOURNMENT: Meeting adjourned at 1:28 pm. Next meeting will be held on March 10, 2022.

4.0 FINANCE ITEMS

4.1 2021-2022 EV SELPA – Regional Program Proportionate Share Projected Costs



2021-22 REGIONAL SERVICES PROPORTIONATE SHARE PROGRAMS
Student Counts as of 3/7/2022

SERVICES	Colton		Redlands		Rim		Yucaipa		TOTAL	
	Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL
MENTAL HEALTH COUNSELING	19	\$246,554	5	\$64,883	19	\$246,554	0	\$0	43	\$557,991
MH Percentage	44%		12%		44%		0%		100%	
OCCUPATIONAL THERAPY	96	\$560,484	164	\$957,493	20	\$116,767	51	\$297,757	331	\$1,932,502
OT Percentage	29%		50%		6%		15%		100%	
PHYSICAL THERAPY	15	\$44,159	26	\$76,542	3	\$8,832	0	\$0	44	\$129,532
PT Percentage	34%		59%		7%		0%		100%	
GRAND TOTAL	130	\$851,197	195	\$1,098,918	42	\$372,153	51	\$297,757	418	\$2,620,025

2020-21 REGIONAL SERVICES PROPORTIONATE SHARE PROGRAMS
Student Counts as of 4/1/2021

SERVICES	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
	Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL Costs
MENTAL HEALTH COUNSELING	24	\$294,229	6	\$73,557	12	\$147,114	2	\$24,519	44	\$539,419
MH Percentage	55%		14%		27%		5%		100%	
OCCUPATIONAL THERAPY	83	\$545,127	129	\$847,246	13	\$85,381	47	\$308,686	272	\$1,786,441
OT Percentage	31%		47%		5%		17%		100%	
PHYSICAL THERAPY	6	\$31,628	12	\$63,256	3	\$15,814	0	\$0	21	\$110,698
PT Percentage	29%		57%		14%		0%		100%	
	113	\$870,984	147	\$984,059	28	\$248,310	49	\$333,206	337	\$2,436,558

4.2 EV SELPA 2021-2022 Fiscal Reporting Calendar



2021-22 FISCAL REPORTING CALENDAR

JULY 2021

- 7/06/21** SELPA to turn in Personnel Data Report to CDE for SELPA Consortium – DONE
- 7/09/21** Districts to provide SELPA June PARs and PYR for TPP - DONE
- 7/15/21** SELPA to provide Q4 (20/21) NPS Reimbursement Transfer for invoices received-to-date to districts at Steering/Finance meeting
- 7/15/21** SELPA to present AB 602 June 2021 CDE Certification and updated REX
- 7/16/21** Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA if Final hasn't been submitted.
- 7/16/21** SELPA to receive entire application packet for 21/22 Spec Ed ADR grant to be submitted before Aug 9
- 7/30/21** Districts to provide PDF copy of completed and submitted Personnel Data Report to SELPA - DONE
- 7/30/21** SELPA finalize closing of FY 20/21
- 7/30/21** SELPA to submit May and June 2021 TPP Service and Certified Invoices to DOR

AUGUST 2021

- 8/16/21** Districts to provide SELPA August PARs and PYR for TPP
- 8/16/21** Districts to provide UA DAT file to SELPA for MOE tests
- 8/20/21** Districts to provide SELPA July PARs and PYR for TPP
- 8/31/21** SELPA to send preliminary MOE to district's fiscal staff via e-mail
- 8/31/21** Learning Recovery and Alternate Dispute Resolution (ADR) COVID Funds Allocations – General Fund (GF)

SEPTEMBER 2021

- 9/16/21** SELPA to present preliminary SEMA and SEMB MOE results, SYT, and Excess Cost Calculation worksheets at Steering/Finance meeting
- 9/16/21** SBCSS to present PY (20/21) fee-for-service Budget to Actuals, Year-end actuals and return of funds at Steering/Finance.
EV SELPA to present PY (20/21) Occupational Therapy Regional/ Proportionate Share Program return of funds at Steering/Finance
- 9/16/21** SELPA to present PY (20/21) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
- 9/17/21** Districts to provide SELPA August PARs and PYR for TPP
- 9/30/21** SELPA to submit July TPP Service and Certified Invoices to DOR
- 9/30/21** Learning Recovery and Alternate Dispute Resolution (ADR) COVID Funds Allocations to Districts

OCTOBER 2021

- 10/01/21** SELPA to begin working on 1st Interim budget revisions. Districts provide SELPA with CY (21/22) P-1 ADA estimates & changes to PY ADA (if any) by Oct 15 for First Interim reporting and Projections
- 10/01/21** Alternate Dispute Resolution and Learning Recovery Funds Plans due to CDE – Submitted
- 10/07/21** SELPA to present Final SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance due to CDE 11/15/21
- 10/07/21** SELPA to submit PY (20/21) Annual Infant Funding Report to SBCSS – Done
- 10/15/21** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/18/21** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission - Done
- 10/18/21** Districts to provide SELPA September PARs and PYR for TPP
- 10/29/21** Deadline for SELPA/SBCSS to submit CY (21/22) Part C Early Start Application to CDE
- 10/29/21** Deadline for SELPA/SBCSS to submit PY (20/21) Extraordinary Cost Pool claim to CDE – funded at Annual - Done

Subject to change, updated as needed.

Updated 3/8/22



2021-22 FISCAL REPORTING CALENDAR

10/29/21 SELPA to submit Aug. TPP Service and Certified Invoices to DOR

NOVEMBER 2021

11/02/21 SELPA to submit Infant Waiver Request to CDE if applicable
11/10/21 SELPA to present CY (21/22) 1st Interim EV SELPA Budgets at Steering/Finance
11/10/21 SELPA to present CY (21/22) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
11/10/21 SELPA to present Schedule REX (21/22 projections) at Steering/Finance
11/12/21 Districts to verify Fall 1 count for SBCSS Fee-for-Service
11/15/21 SELPA to submit Maintenance of Effort SEMA 20/21 Unaudited Actuals vs. 19/20 Actuals to CDE
11/15/21 SELPA to submit Maintenance of Effort SEMB 20/21 Unaudited Actuals vs. 21/22 Budget to CDE
11/15/21 SELPA to submit Excess Cost Calculation(s) to CDE
11/15/21 SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
11/15/21 SELPA to submit Table 8 due to CDE
11/19/21 SBCSS FFS Fall count verification due to SELPA from District Spec Ed Directors
11/22/21 Districts to provide Oct PARs and PYR for TPP to SELPA
11/30/21 SELPA/IBS to submit Part C Grant Application Package to CDE
11/30/21 SELPA to submit Medi-Cal Program 2021-22 LEA BOP Annual report to DHCS
11/30/21 SELPA to submit Tri-party DUA to DHCS
11/30/21 SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2021

12/10/21 Districts to provide November PARs and PYR for TPP to SELPA
12/10/21 ***Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS 12/15/21***
12/20/21 SELPA to provide CY (21/22) Fall Count for SBCSS Fee-for-service Students to SBCSS
12/31/21 SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2022

1/05/22 SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS TBD
1/14/22 SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
1/14/22 Districts to provide Grant Expenditure Report # 1 (Jul 1 – Dec 31) to SELPA for CY (21/22)
1/28/22 SELPA to submit November TPP Service and Certified Invoices to DOR
1/31/22 Districts to provide December PARs and PYR for TPP to SELPA

FEBRUARY 2022

2/10/22 SBCSS to present EV Ops FFS Budget - 2nd Interim update
2/10/22 SELPA to present 21-22 2nd Interim EV SELPA Budgets
2/10/22 ***SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring and preparation***
2/10/22 SELPA to present CY (21/22) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2021 at Steering/Finance
2/11/22 Districts to provide January PARs and PYR for TPP to SELPA
2/11/22 Districts to provide SELPA with CY 21/22 P-2 estimates
2/25/22 SELPA to provide Budget Development documents for FY 22/23 to AU, SBCSS-Internal Business Services
2/28/22 SELPA to submit December TPP Service and Certified Invoices to DOR
TBD SELPA to prepare February certifications for CY (21/22) and PY (20/21, 19/20) AB602 Funding Allocation

Subject to change, updated as needed.

Updated 3/8/22



2021-22 FISCAL REPORTING CALENDAR

MARCH 2022

- 3/10/22** SELPA to present CY (21/22) Fall Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- 3/11/22** **Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/17/22**
- 3/18/22** Districts to provide February PARs and PYR for TPP to SELPA
- 3/25/22** SELPA to send PY (20/21 Annual, 19/20 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
- 3/25/22** SELPA to send the CY (21/22) AB602 Certifications based on P-1 State Funding Exhibit to districts by e-mail
- 3/30/22** **Districts to submit Supporting Inclusive Practices grant quarterly reports**
- 3/30/22** **Districts to submit Learning Recovery grant quarterly reports**
- 3/30/22** **Districts to submit Alternate Dispute Resolution grant quarterly reports**
- 3/31/22** SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2022

- TBD** SELPA to present 22/23 Operating Budget to Board Budget Ad Hoc
- 4/07/22** SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 22/23 at Steering/Finance
- 4/07/22** SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 22/23
- 4/07/22** **SELPA to present SEMAI 2nd Interim MOE summary report**
- 4/08/22** Districts to confirm county-served students Spring count for FFS
- 4/15/22** Districts to provide March PARs and PYR for TPP to SELPA
- TBD** SELPA to send districts Low Incidence Inventory Report for review
- 4/15/22** SELPA to submit 2019-20 CRCS to DHCS for Medi-CAL (due date changed from November 2021)
- 4/18/22** **SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 22nd**
- 4/19/22** SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/21/22** Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (21/22)
- 4/22/22** Districts to complete final requests for Low Incidence materials and equipment purchases for FY 21/22
- 4/29/22** SELPA to submit February TPP Service and Certified Invoices to DOR

MAY 2022

- TBD** Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)
- 5/12/22** SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/12/22** SELPA to present FY 22/23 Proposed EV SELPA Operating Budgets at Steering/Finance
- 5/12/22** SELPA to present 22/23 Annual Budget and Service Plans at Steering/Finance
- 5/12/22** SELPA to present final FY 22/23 EV County Operated Spec Education FFS average count/fees
- 5/13/22** Districts to provide April PARs and PYR for TPP to SELPA
- 5/25/22** SELPA to present to Board of Directors EV SELPA FY 22/23 Operating Budgets and SBCSS EV County Operated Spec Education FFS FY 22/23 rates
- 5/31/22** **Districts must complete by and notify SELPA of Personnel Data report submission on CDE software**
- 5/31/22** SELPA to submit March TPP Service and Certified Invoices to DOR

JUNE 2022

- 6/09/22** - SELPA to present FY 22/23 Schedule REX based on Governor's May Revise
- 6/10/22** Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/22** - SELPA to submit April TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

Updated 3/8/22



2021-22 FISCAL REPORTING CALENDAR

- 6/30/22** - SELPA certification for Personnel Data report due to CDE
- 6/30/22** - **Districts to submit Supporting Inclusive Practices grant quarterly reports**
- 6/30/22** - **Districts to submit Learning Recovery grant quarterly reports**
- 6/30/22** - **Districts to submit Alternate Dispute Resolution grant quarterly reports**
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (21/22) and PY (20/21, 19/20)
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4.0 PROGRAM ITEMS

4.3 EV SELPA- COVID Pandemic Impacts 2019-2022



Special Education Service Trends During COVID

For Services provided by East Valley SELPA and NonPublic Schools/Residential Facilities

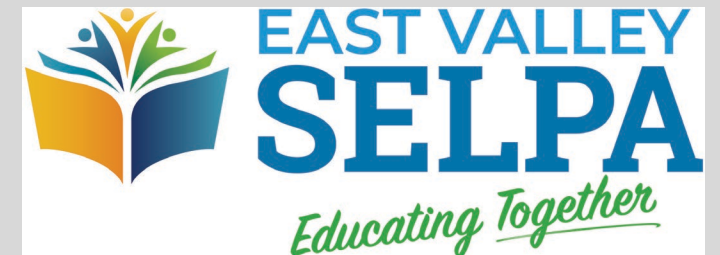
Patty Metheny, Ed.D.
Chief Administrative Officer
February 23, 2022

Number of Students Receiving Educationally Related Mental Health Services (ERMHS) in Four Member Districts Between 2019 -2022*

(The Years of the COVID Pandemic, including Distance Learning)

Year	Total	% Change from 2019-2020	% Change from 2020-2021
2019-2020	45	NA	NA
2020-2021	44	-2%	NA
2021-2022, (to 2-14-22)	46	+2%	+5%

*Negligible change

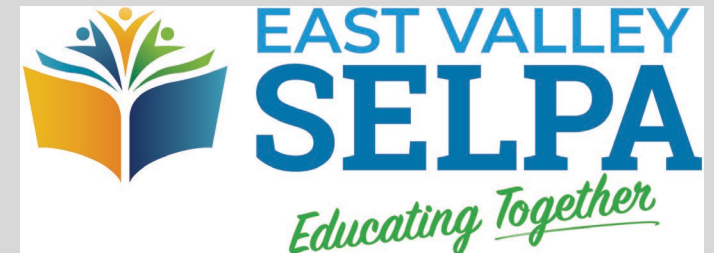


Number of Students Receiving Occupational Therapy Services in Four Member Districts Between 2019 -2022*

(The Years of the COVID Pandemic, including Distance Learning)

Year	Total	% Change from 2019-2020	% Change from 2020-2021
2019-2020	247	NA	NA
2020-2021	272	+10%	NA
2021-2022, (to 2-14-22)	329	+33%	+21%

*Significant change



Possible Reasons for Significant Change in the Number of Students Receiving “Educational” Occupational Therapy

(Designed to Address School Functioning)

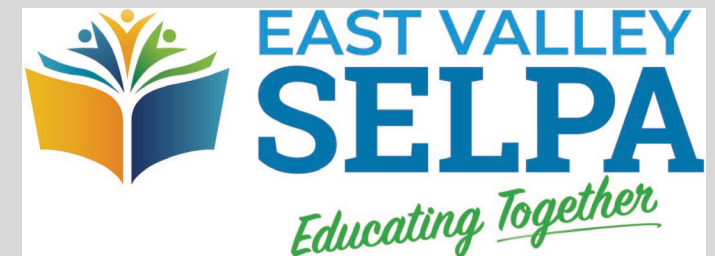
Fine Motor Skills

- Lack of opportunity to develop age-appropriate fine motor skills
- Lack of exposure to environments with tools and toys that assist with development age-appropriate fine motor skills
- Learning virtually provides limited opportunities to develop age-appropriate fine motor skills

Sensory Regulation Skills

- Lack of social interaction and exposure to sensory stimuli, when exposed overloaded
- Increased anxiety leading to inability to self-regulate and becoming sensory avoidant
- Learning virtually provides limited opportunity to address sensory needs

Overall, the SELPA has experienced an increase in the number of students moving into member districts with OT services already on IEPs.



Number of Students Placed in NonPublic Schools in Five Member Districts Between 2019 -2022*

(The Years of the COVID Pandemic, including Distance Learning)

Year	Total	% Change from 2019-2020	% Change from 2020-2021
2019-2020	81	NA	NA
2020-2021	82	+1%	NA
2021-2022, (as of 12-31-21)	70	-14%	-10%

*Not an unexpected change given the decline in ADA in member districts

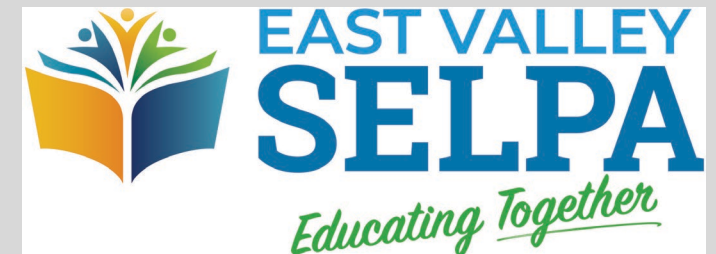


Number of Students Placed in Residential Settings in Five Member Districts Between 2019 -2022*

(The Years of the COVID Pandemic, including Distance Learning)

Year	Total	% Change from 2019-2020	% Change from 2020-2021
2019-2020	11	NA	NA
2020-2021	10	-1%	NA
2021-2022, (as of 12-31-21)	11	none	+1%

*Negligible change, could have been a significant change if more facilities were available to address assessed needs of students.



4.4 EV SELPA Residential Placement Services



San Diego Center for Children



Educational Related Residential and WRAP

Tracy Schroeder, LCSW

Program Manager Behavioral Health

Sepehr Kalantari, LCSW

Behavior Health Counselor



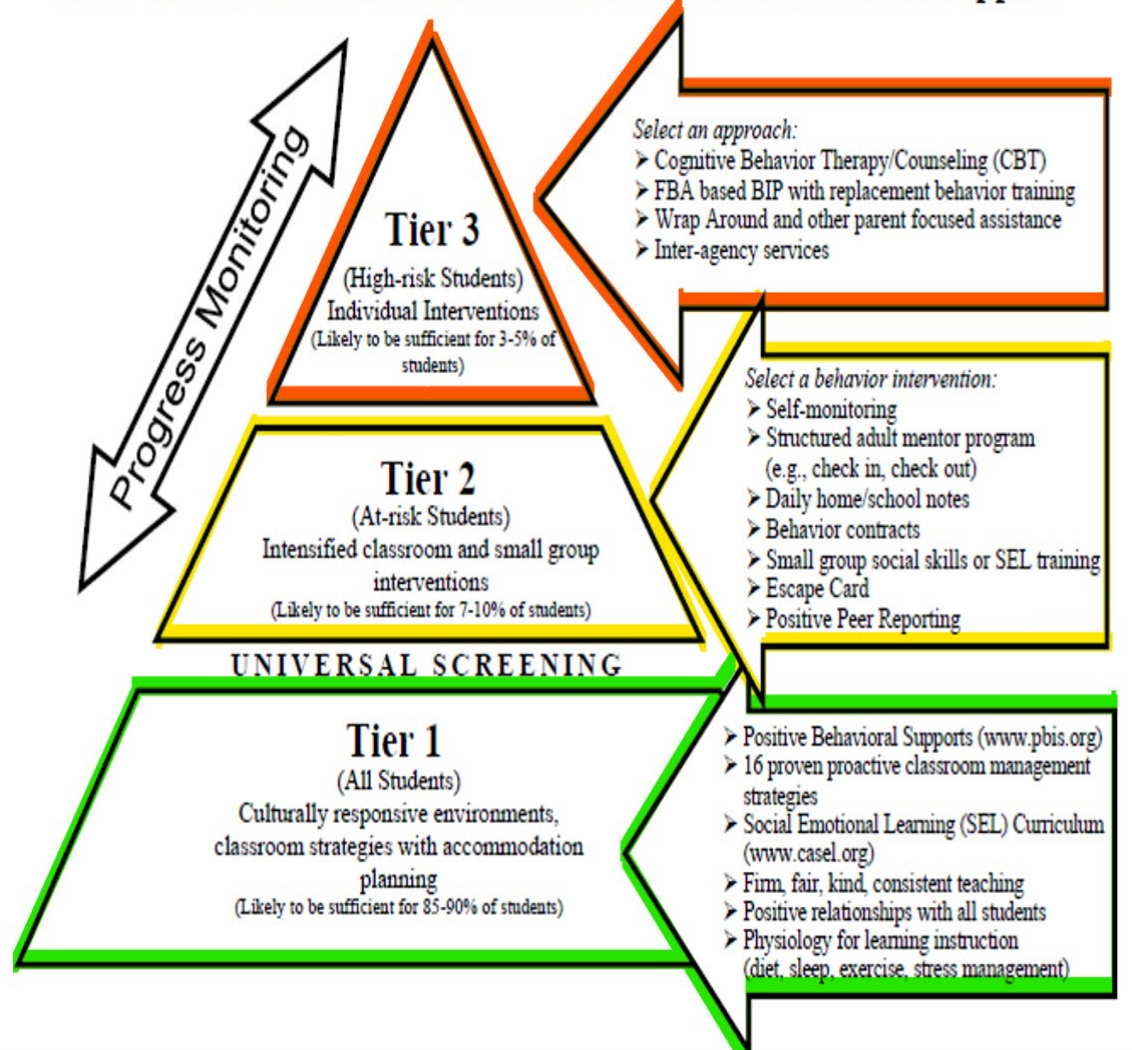
[This photo](#) by Unknown Author is licensed under [CC BY](#)

History

- On June 30, 2011, AB 114 was signed ending the mandate that county mental health agencies provide mental health services to students with disabilities.
- Starting July 1, 2012 school districts became solely responsible for providing mental health services to students with disabilities.

Educational Related Mental Health Services (ERMHS)

Three-Tiered RtI Model for Behavior and Social/Emotional Support



Residential placement

Social work services

Group counseling

Parent counseling and training

Mental health counseling

Residential Referral Requirements

- This is the highest and most restrictive level of care.
- All lower levels of care (including ERMHS counseling, In-Home services/WRAP, and NPS) should have been attempted or considered before making a residential referral.
- EV SELPA staff conduct the assessments to determine residential level of care.



Diamon Ranch

Criteria for Consideration for Residential Placement



- Suicidal preoccupation/recent attempts
- Self-harming (cutting, scratching, swallowing things)
- Severe impairment of judgment due to Mental Health
- School refusal, several absences, or staying in the nurse's office
- Multiple Hospitalizations
- School avoidance
- Non-compliant at school
- Aggressive behavior towards others due to trauma or mental health

Rule out Criteria When Considering a Student for Residential Placement

- Students that are doing well in school with minimal support
- May have behaviors at home but doing well at school.
- Students with intellectual disability (ID) eligibility- because they are unlikely to engage in nor benefit from in-sight oriented/talk therapy and may lack the ability to generalize what is learned in a structured environment and transfer this learning to a less restrictive environment. In this situation, Regional Center is the a more appropriate referral agency.
- Students engaged in drug use. There must be a history of social-emotional problems before drug use. Residential placement is NOT in Drug Rehab



Assessment Process

- Interviews: Parent, School Staff, Private Providers, and Student
- Observation: at least 3-4 times in different settings, on different days



- Medical Record Review: from hospitals, clinics, private therapist, and other agencies
- Review school records: assessments, discipline, attendance, nurse visits, and grades

Before Placement

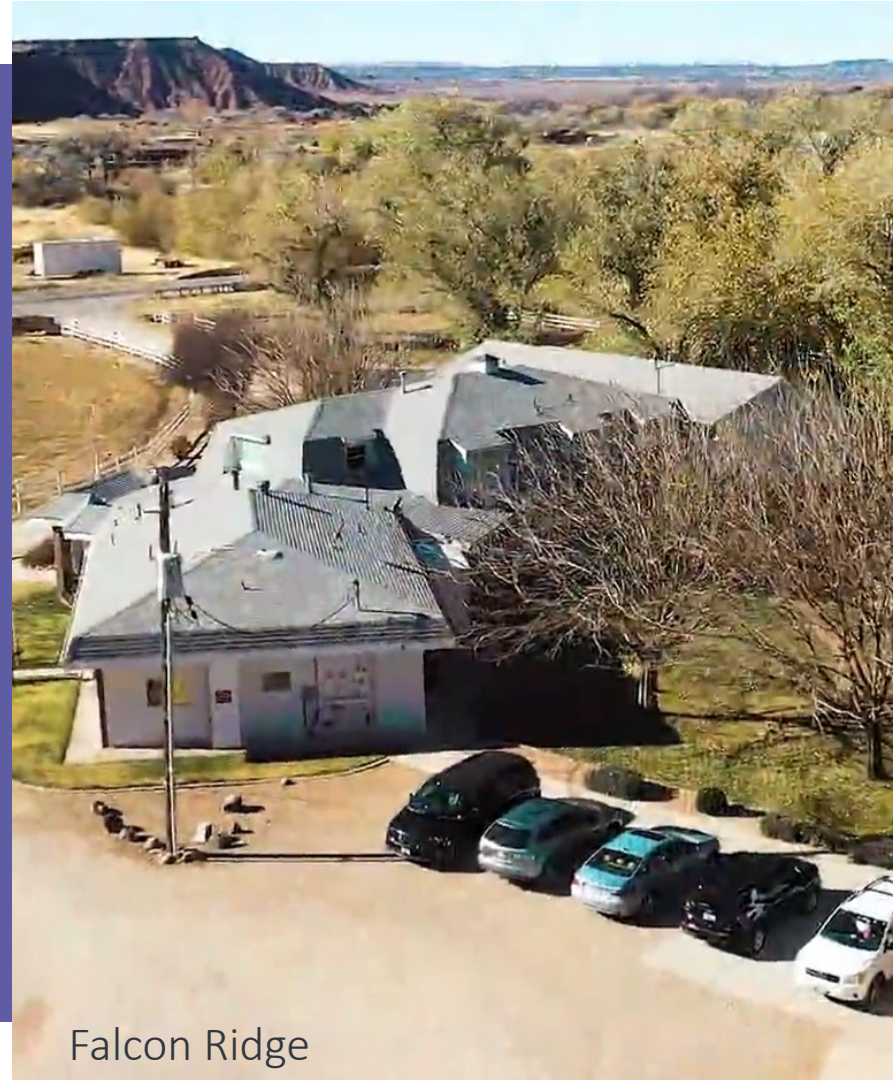


Triumph Academy

- At the referral IEP, explain the residential process to the team and get signed parent consents to send out referral packets.
- Contact CDE certified Residential Placements and send them referral packets.
- The timeframe for looking for placement and placing might take anywhere from 2 weeks to 3 months.
- There are several factors that can affect the timeframe.
 - Severity of the student's behaviors (might affect milieu)
 - Waiting list at RTC
 - Delays in Contract/Behavioral Verification (on RTC side, not SELPA).

Residential Placement Process

- EV SELPA develops a Master Contract and ensures behavioral verification training is compliant.
- If the EV SELPA does not currently have student at the RTC, then an EV SELPA staff member must visit the facility before placing.
- EV SELPA assists parents with the admission documents.



Falcon Ridge

- EV SELPA works with the RTC on an admission date.
- EV SELPA requests an IEP meeting, and fills in the service page on the IEP
- EV SELPA Request an updated transcripts from district.
- EV SELPA arranges for transportation through a transport company.

Once placed



- EV SELPA, in collaboration with district representatives, ensures the student is enrolled in the correct classes and is on the path to graduation (this is why it is important to have the most current transcripts)
- EV SELPA works with the RTC to get them access to Web IEP and train them on Web IEP if needed.
- EV SELPA communicates with the district regarding scheduling and facilitating ongoing IEP meetings.
- EV SELPA reminds the district to complete the EV-97
- EV SELPA completes the CDE required paperwork and files it with CDE within 15 days

Student Monitoring – EV SELPA Staff Responsibilities



Provo Canyon- Springville Campus

Check-in with the RTC monthly or attend the treatment team monthly meeting.

Check-in with parents regarding student behaviors, discharge plans, treatment, concerns, and visits

Update school district regularly

Visit the student at the RTC and complete the progress note (3-4 visits a year.)

Review incident reports, treatment plans, and progress reports communicating with district staff, as needed

Credit Check and Classes: EV SELPA & District Staff Collaboration

- Quarter Grades: get grades/credits from RTC- forward them to the school district to add credits to student's transcript
- Review graduation requirements with district
- Confirm with RTC the student is enrolled in the correct classes



Transitioning Home – EV SELPA Staff

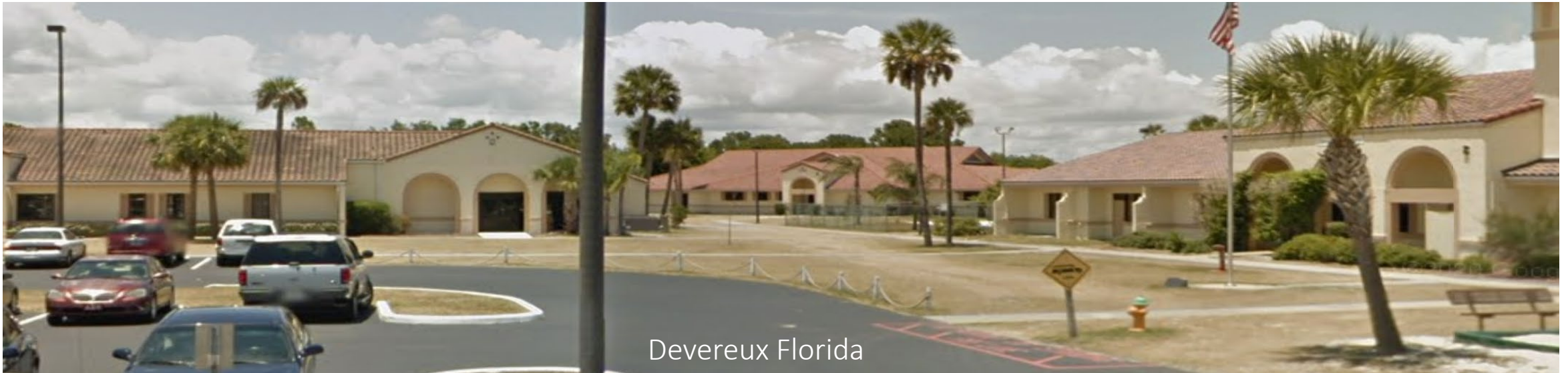
- Start talking about discharging once the student is placed. We encourage parents to participate in family counseling and parent/student visits.
- Consult with districts on most appropriate educational placement when student comes home.
- Discuss WRAP services with the parents and encourage them to participate in transitional services when the student comes home.



Alpine Ranch

Graduating High School Students – EV SELPA Staff

- Confirm with district if student meets all of their requirements to graduate.
- Provide RTC, Parent, and student with transitional resources.
- Coordinate with parents to pick up their child, if they are unable, we will arrange or assist with transportation home.



District Funding

Transportation to
and from the RTC

Room and Board

Mental Health
Services

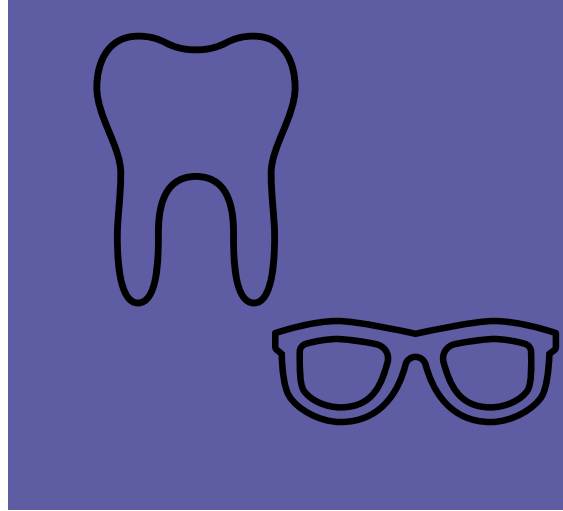
School – all NPS
costs

Travel
Reimbursement for
Parents up to 4 visits
each school year.

The School District is **Not** financially responsible for:



Cost of hospitalizations or medical services including inpatient hospitalizations, ER visits, medical appointments, laboratory work and medications.



Dental, vision, and hearing services including eyeglasses, hearing aids, braces, and dental work.



Personal hygiene/grooming needs.



Student personal spending account.

Where are our Residential Students?

- We currently have 12 students in RTC and are looking for placement for two more students.
- Devereux Florida- 2
- Devereux Texas- 1
- Falcon Ridge, Utah- 1
- Sorenson's Ranch, Utah- 1
- Alpine Academy, Utah- 1
- Youth Care, Utah- 2
- Triumph Academy, Utah-1
- Provo Canyon, Utah-- 1
- Oak Grove, California-1
- San Diego Center for Children, California- 1



WRAP

- **Wrap** is a family and strength-based intervention and support program offered to children and their families at the home and in school.
- The treatment team develops, facilitates, and continually evaluates a comprehensive plan of services and resources.
- The plan is designed to meet the needs of the child and family in all aspects of their life, including: personal and community safety; family life; education; employment; recreation;



In-Home/WRAP Services


Who is appropriate

- Can be used as an intervention before Residential Placement.
- Can be offered as a support for students stepping down from Residential.
- Can be for students who are involved in ERMHS counseling and are not making progress due to family issues.
- Can be for students who are on Home Hospital for Mental Health reasons (depression/anxiety/anger)




Process

Before making the referral to WRAP, the student should have an ERMHS assessment either through the district or EV SELPA approving them for ERMHS services.



District will fill out the EV 21 and provide the following documentation: Current IEP, Tier 2 Mental Health Assessment, School Psych Assessment, and EV- 89.



EV SELPA will contact the IEP contact person to schedule an IEP to add WRAP services (In-Home Support). EV SELPA will get all consents needed and explain services to parents.

Hot Topics

Placement Delays

Lack of CDE certified RTC's that will take students recommended for residential placement

Delay in Transcripts

Student decompensates after transition home

Parents not wanting their child to return home

Lack of participation in Wrap by parents

Graduating out of state

4.5 Recording IEP Services

EV SELPA
IEP Service Providers
will be trained on the new
IEP Implementation module
On WebIEP

IEP Implementation Training & Feedback

Facilitators:
Doug Faucette, Patty Metheny,
Jennifer Brooksby, & Lisa Horsley

Virtual Event Meeting Dates:

Training Session
Wednesday, April 20, 2022
3:30-4:30 pm

Feedback Session
Wednesday, May 18, 2022
3:30-4:30 pm

Register Online:
<https://sbcss.k12oms.org/46-215652>

*IEP Implementation Pilot will run from
April 25th through May 13th*

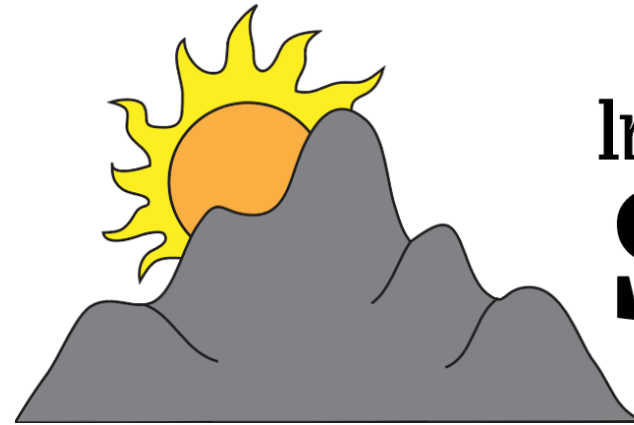
4.6 Improving Outcomes for English Learners with Disabilities

Improving Outcomes for English Learners with Disabilities

Addressing
Equity & Access

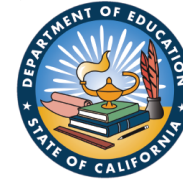


ccee
California Collaborative
for Educational Excellence



Imperial County
SELPA

Improving Outcomes for English Learners with Disabilities



ccee
California Collaborative
for Educational Excellence

Connecting Resources

Connecting & coordinating professional development to build understanding & linkages between: the contents of the CA Practitioners' Guide, the ELPAC, EL RoadMap, EL Principles, and the CAELD Standards, to ensure accessibility and sound instructional practices for ELs- SWD.

Building Capacity

Capacity building activities are aligned to the Sections found within the CDE *CA Practitioners Guide for Educating English Learners*; events are recorded and viewable on the SELPA web-page.

Facilitating Collaborative Relationships

Facilitation of support is provided in combination with experts within and outside of the SELPA to meet the determined needs of the SELPAs/COEs/LEAs. Collaborative Commitments are made to meet the needs of ELs- SWD via needs assessments, collaborative conversations, targeted training and facilitation of connections between SELPAs, and other respective Leads' work.



California Practitioners' Guide for Educating English Learners with Disabilities



[Link to Practitioner Guide](#)

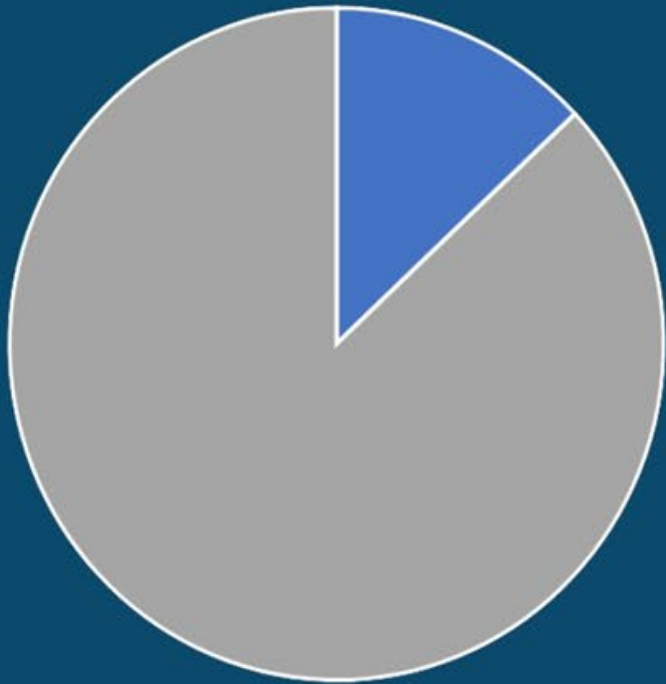


California Department of Education
Sacramento 2019

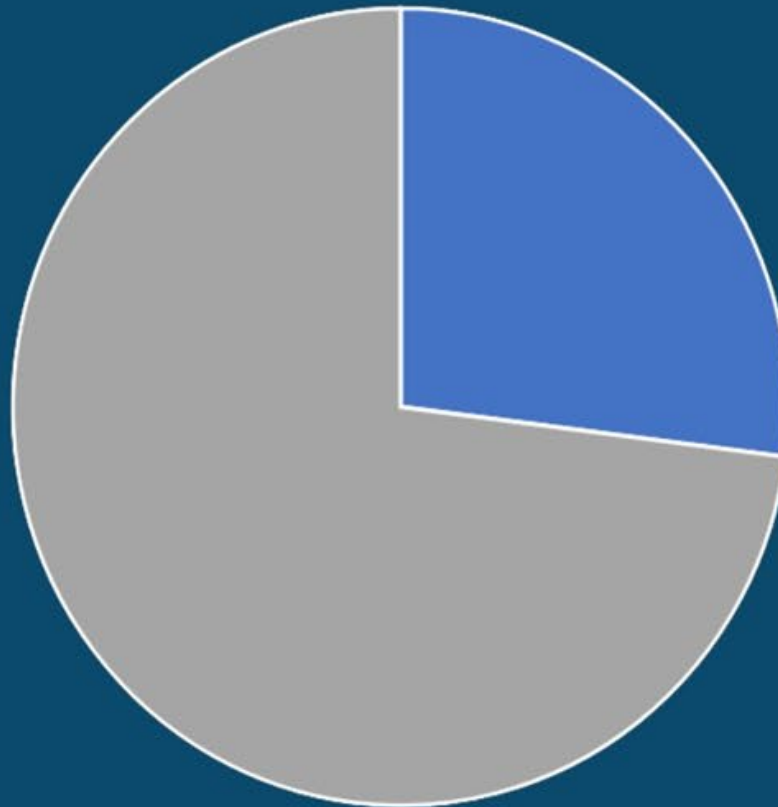


Students in LCFF Student Groups with IEPs 2019-20

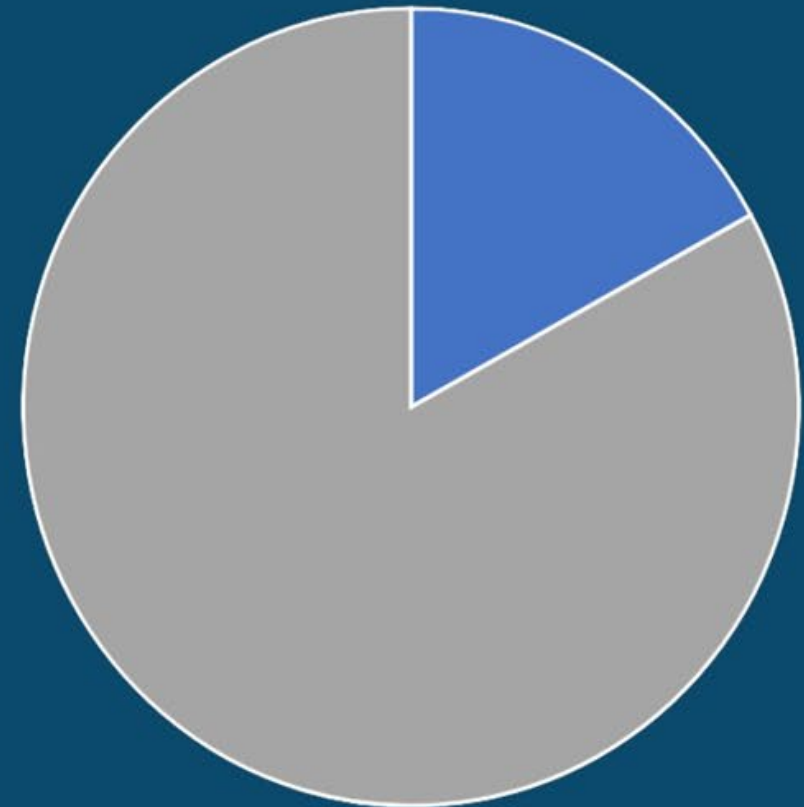
Free and Reduced Price Meal




Foster Youth




English Language Learners



A graphic of a pair of black-rimmed glasses. Inside the left lens, the word "EQUITY" is written in bold, black, sans-serif capital letters. Inside the right lens, the word "LENS" is written in bold, black, sans-serif capital letters. The background of the image is white with faint, blurred text from the document visible through the lenses.A graphic of a pair of black-rimmed glasses. The left lens contains the word "EQUITY" and the right lens contains the word "LENS", both in bold, black, sans-serif capital letters. The background of the image is a light gray with faint, overlapping text from the document, including words like "PEPED", "DCEPD", "COZLET", and "ZOC".

English
Language
Proficiency

Disability
Category



English
Language
Proficiency

Disability
Category

English Learners are Multilingual learners



- Multilingual learners are a diverse group of students
- Newly arrived with adequate schooling
- Newly arrived with limited formal schooling
- English learner who is "developing normally"
- Long-term English learner
- At risk of becoming long-term English learner

Considerations **Prior to** Referral for Special Education Eligibility

Figure 3.1.

Pre-Referral Data Sources



Language Difference vs. Disability

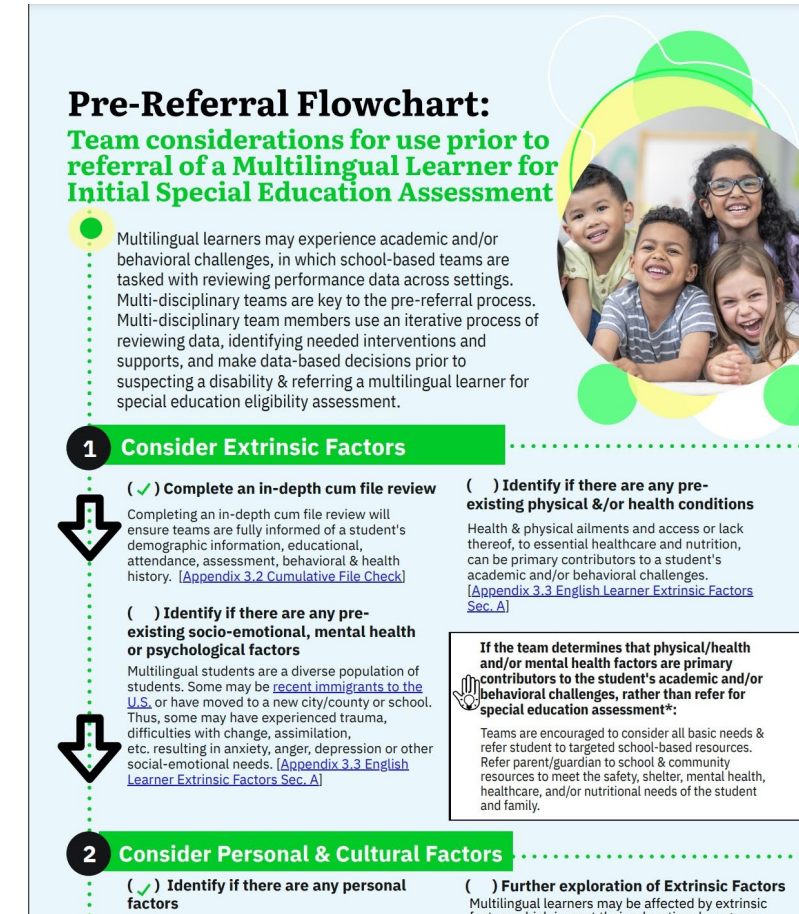
Has the team carefully reviewed and discussed comparisons between language difference **versus** disability?



Pre-Referral Activities

Equity & access begin
with multi-disciplinary
teams...

[Link to Pre-Referral Flowchart](#)



California Practitioners' Guide for Educating English Learners with Disabilities

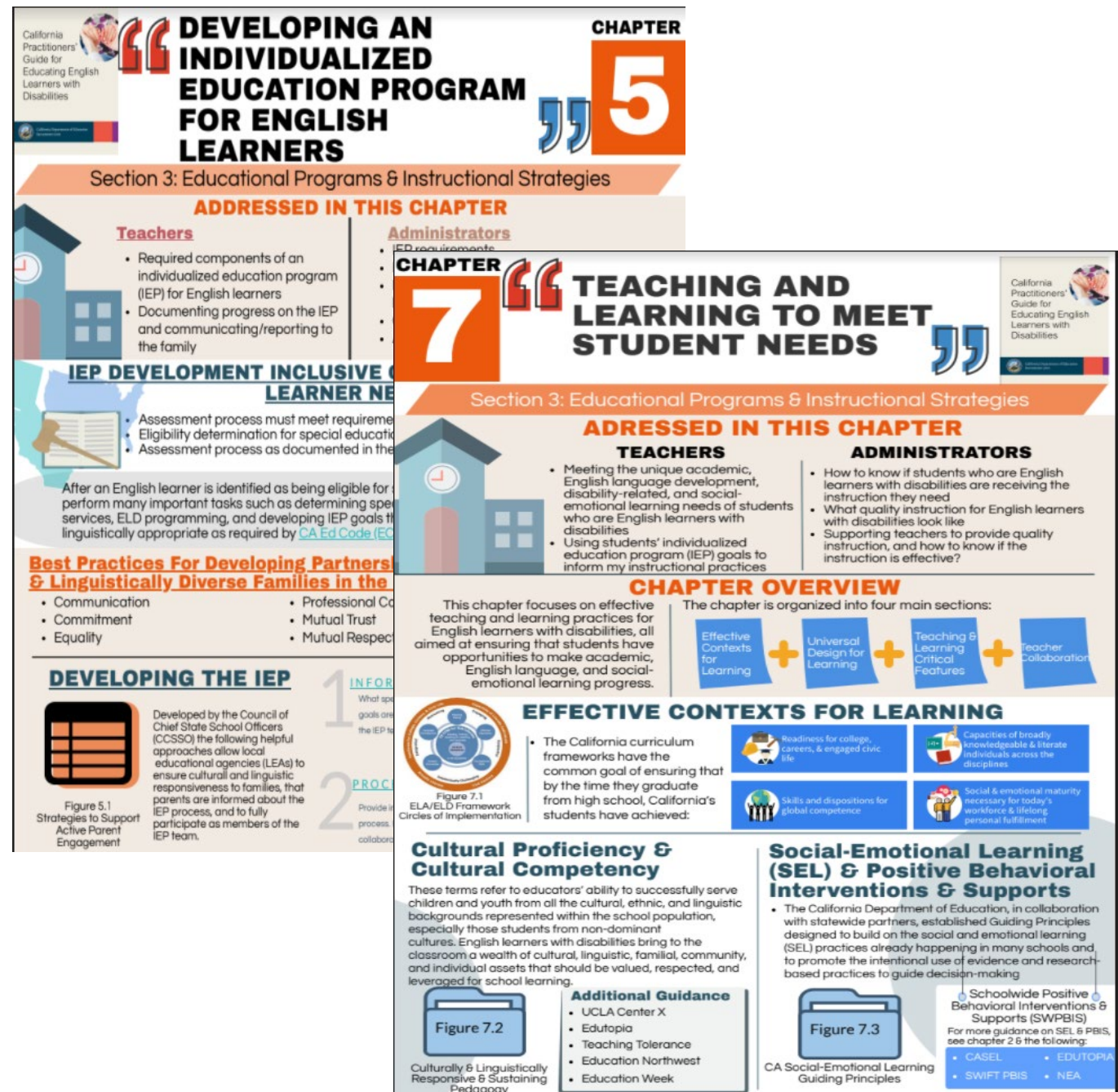


California Department of Education
Sacramento 2019

- **Section 1**- Identification of ELs, MTSS, and Pre-referral Interventions
- **Section 2**- Pre-referral and Referral, Assessment, and IEP Process
- **Section 3**- Educational Programs and Instructional Strategies
- **Section 4**- Proposing Exit from Special Education Services
- **Section 5** –Reclassification from EL Status

Chapter by Chapter Infographics

[Link to Infographics](#)



Statewide PD

Improving Outcomes for English Learners with Disabilities

CA Practitioners' Guide for Educating English Learners with Disabilities
Professional Development Five-Session Series

Presenters:
Deborah E. Montoya, Ed.D.
Lupita Olguin-Rubio & Vanessa Lopez

Meets LCAP Priorities 1, 2, 3, 4, & 7;
EL Roadmap Principles 1 & 2
SPPI/APR 5 & 9

OCT 6, 2021
An Overview of Section 1: Identification of English Learners, Multi-Tiered System of Supports (MTSS), and Pre-Referral Interventions

FEB 18, 2022
An Overview of Section 2: Pre-Referral and Referral, Assessment, and IEP Processes

MAR 9, 2022
An Overview of Section 3: Education Programs and Instructional Strategies

APR 6, 2022
An Overview of Section 4: Proposing Exit from Special Education Services

MAY 24, 2022
An Overview of Section 5: Reclassification from English Learner Status

8:30 AM TO 3:00 PM

ICOE - Administrative Conferencing Center
(ACC) Building E
1398 Sperber Rd.
El Centro, CA 92243

Register to attend in-person
<http://icoe.k12oms.org/1168-206471>

OR

zoom
Video Conferencing

Register to Participate via ZOOM
<http://icoe.k12oms.org/1168-206474>

Free Events

Target Audience:
Multi-disciplinary teams:
• Special Education Teachers
• EL Coordinators
• School Psychologists
• Speech Language Pathologists
• COE, District Level and Site-Based Administrators
• SELPA Administrators & Staff

For more information, contact Brenda Sandoval
(760) 312-6154 bsandoval@icoe.org

*Teams are encouraged to participate in the complete series, but may select to participate in individual sessions.

[Link to Statewide PD](#)

California Department of Education-Educator Workforce Investment Grant

ELRISE!
ENGLISH LEARNER ROADMAP IMPLEMENTATION FOR PROFESSIONAL DEVELOPMENT

Improving Outcomes for English Learners with Disabilities
A Professional Development Series
In Collaboration with

Presenters: Deborah E. Montoya, Ed.D.
Lupita Olguin-Rubio & Vanessa Lopez

2:45 PM - 4:45 PM

February 24, 2022
Session 1: Referral Process for English Learners Who May be Eligible for Special Education

March 29, 2022
Session 2: Access, Equity, and Instructional Practices to Meet the Needs of ELs

April 26, 2022
Session 3: Assessment of English Learners for Possible Identification As a Student with a Disability

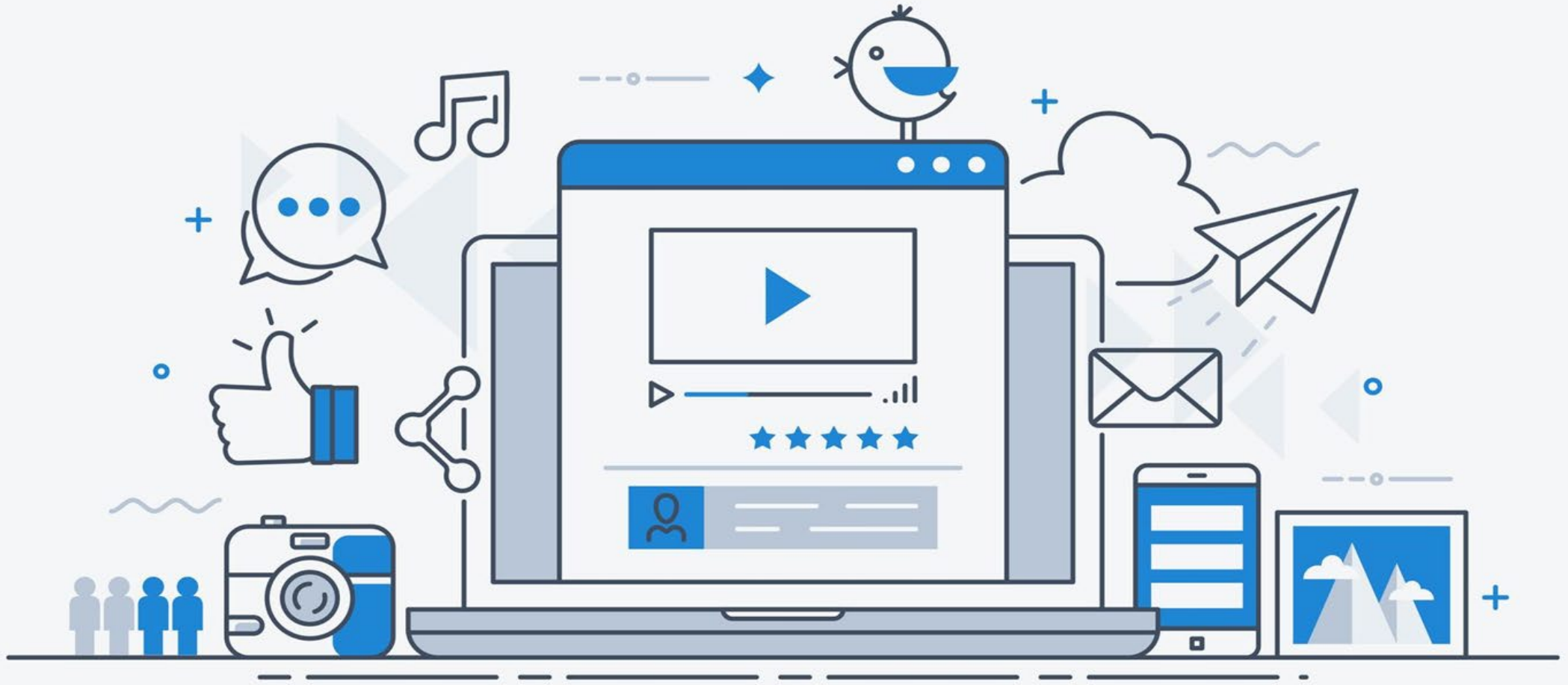
May 31, 2022
Session 4: Reclassification from EL Status: Pathways for ELs with Disabilities

Audience: Multi-disciplinary teams are encouraged to participate. General & Special Education Teachers, EL Coordinators, School Psychologists, Speech Language Pathologists, and District Level and Site-Based Administrators

Register to attend via Zoom: <http://icoe.k12oms.org/1168-204928>

Registration Access Code: **SDCOE**

For more information, contact Brenda Sandoval (760) 312-6154 @ bsandoval@icoe.org



Visit us at <https://www.icoe.org/selpa/el-swd>

To register for upcoming events: <https://www.icoe.org/selpa/el-swd/training-opportunities>

4.7 CDE Compliance Monitoring 2021-2022



Monitoring Spring 2022

Shiyloh Duncan-Becerril, Associate Director
Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

What you monitor exemplifies what you value

Traditionally CDE's monitoring has focused on compliance which translated into a value of checking the boxes

What we value

Improving outcomes of students with disabilities

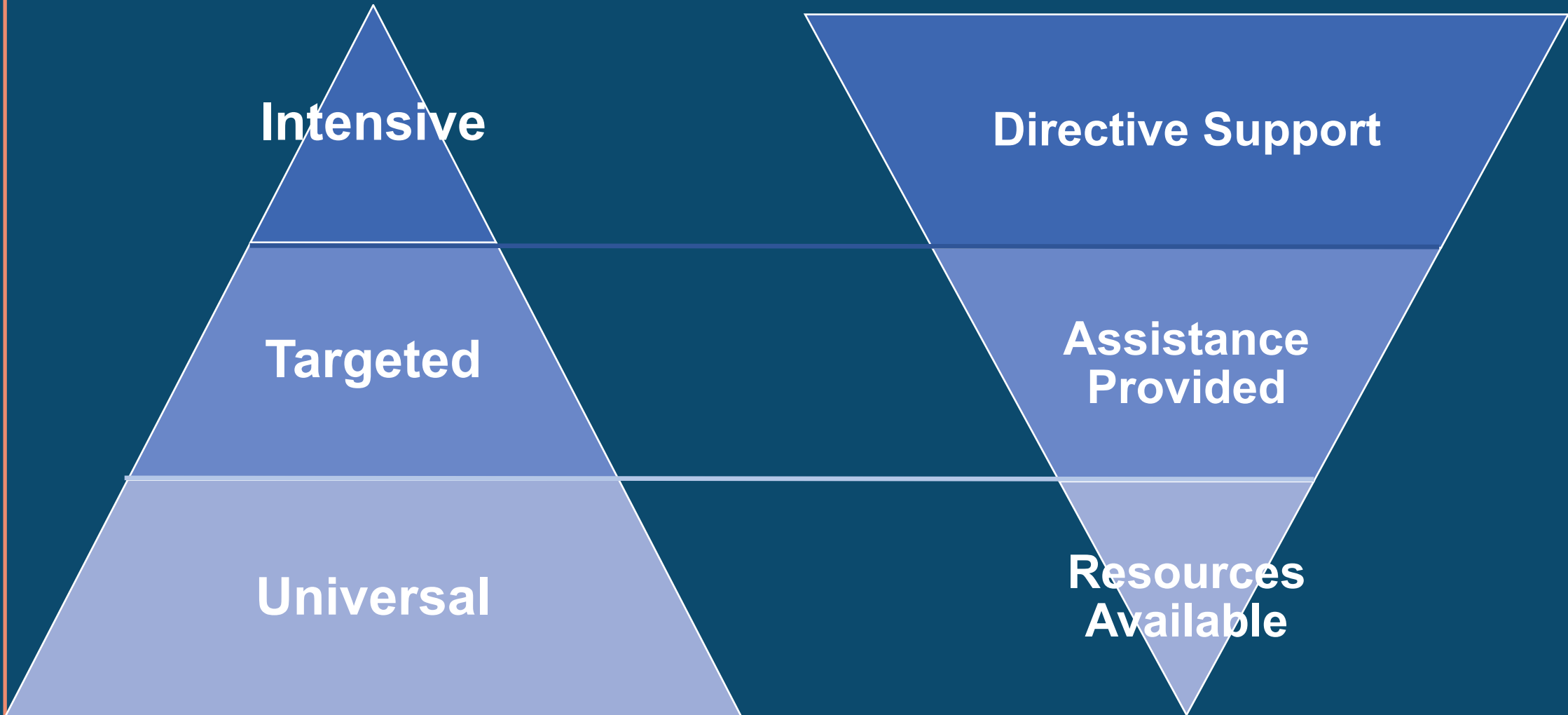
What will be the focus of our monitoring?

- Creating Conditions for Continued Growth
- Improvement
- What about compliance? It is important and will be part of the process but not the sole focus.

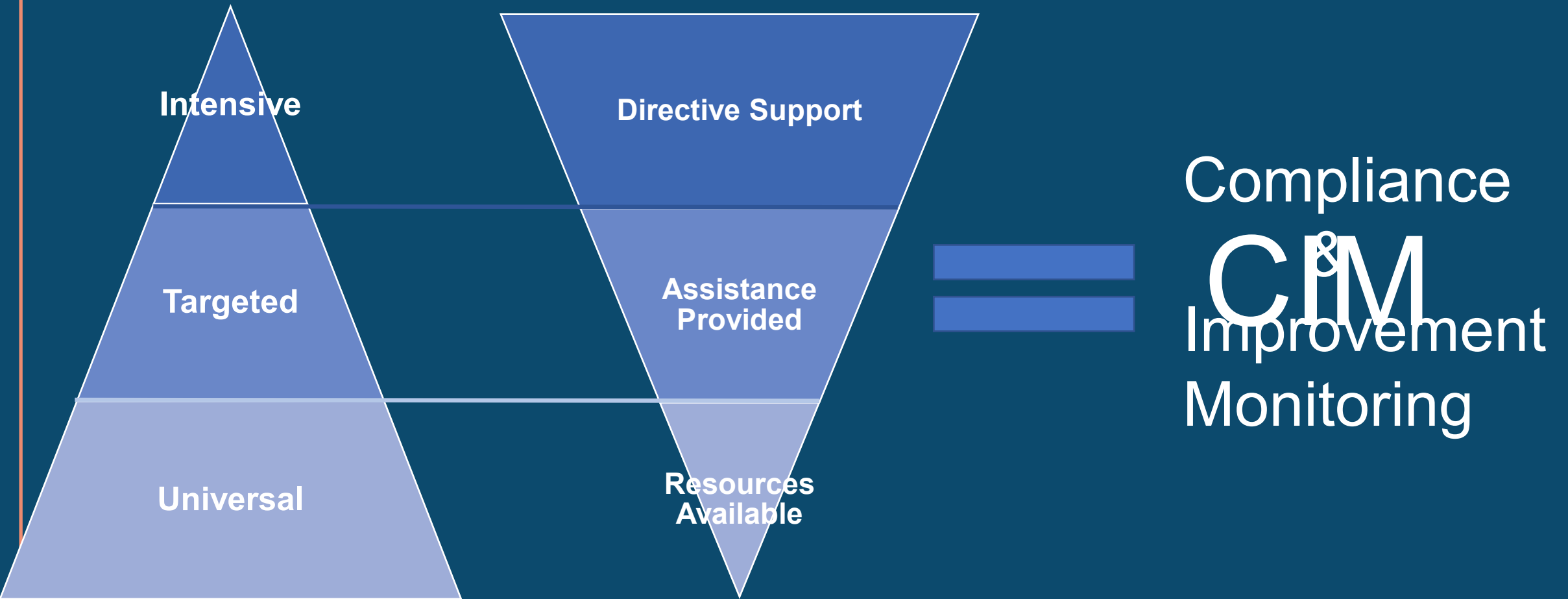
What will this look like in the Spring of 2022



So what does that look like in Monitoring



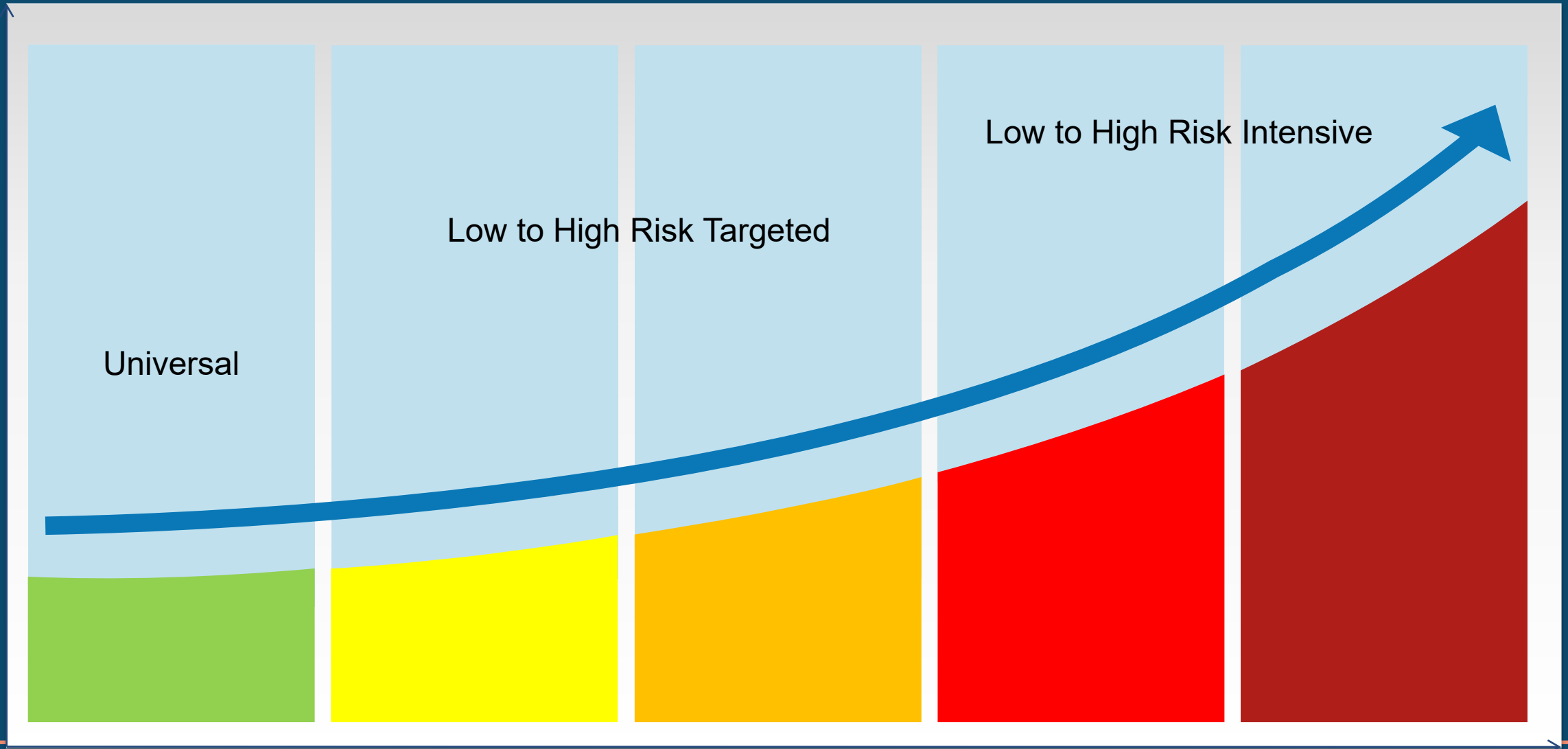
CDE's New Monitoring Process



Compliance and Improvement Monitoring

Improvement

What will CDE's Engagement in the CIM Look Like?



CDE's Framework for Monitoring

Simple not easy

We recognize that the work that LEAs are doing is not easy so we want our monitoring to be transparent and clear (aka simple)

We are asking LEAs to:

- Examine data and information

- Prioritize and allocate resources

- Develop and Implement a plan that has maximum impact

What is the CIM Process?

Step 1 Gather and Inquiry

- What is occurring?

Step 2- Investigate

- Why is this happening?

Step 3- Plan

- How can we address it?

What are the monitoring activities in each step?

Step 1-What

- Gather and Inquiry
- Data Drill Downs
- Infrastructure Assessment
- Educational Benefit
- Parent Input
- Policies Practices and Procedures Review

Step 2-Why

- Investigate
- Root Cause Analysis
- Initiative Inventory
- Prioritization
- Theory of Action

Step 3-How

- Development of the Plan

Will Monitoring Staff do all the activities?



Integrated Monitoring and Support Activities

MONITORING TIER	TARGETED		INTENSIVE		
DIFFERENTIATED MONITORING LEVEL	Targeted Level 2	Targeted Level 3	Intensive Level 1	Intensive Level 2	Intensive Level 3
ANNUAL DETERMINATION	Needs Assistance	Needs Assistance	Needs Intervention	Needs Intervention	Needs Intervention
CIM PROCESS PARTICIPATION	Required Independent	Required Assisted	Required Assisted	Required Directed	Required Directed
STEP 1: Gather and Inquire					
Data Drill Down	Required Independent	Required Assisted	Required Assisted	Required Directed	Required Directed
Assessment of Infrastructure	Optional	Optional	Required Assisted	Required Directed	Required Directed
Educational Benefit Review	Optional	Optional	Required Independent	Required Assisted	Required Directed
Parent Input	Optional	Required Independent	Required Independent	Required Directed	Required Directed
File Review	Required Independent	Required Independent	Required Directed	Required Directed	Required Directed
Policy Review	Required Independent	Required Independent	Required Directed	Required Directed	Required Directed
STEP 2: Investigate					
Root Cause Analysis	Required Independent	Required Assisted	Required Assisted	Required Directed	Required Directed
Prioritization	Optional	Required Independent	Required Assisted	Required Directed	Required Directed
Initiative Inventory	Optional	Optional	Required Independent	Required Assisted	Required Directed
Theory of Action/Improvement Framework	Optional	Optional	Required Independent	Required Assisted	Required Directed
STEP 3: Implementation Plan					
Plan	Required Independent	Required Assisted	Required Directed	Required Directed	Required Directed
Approval	SELPA	SELPA+CDE	CDE	CDE	CDE
Step 4: Monitoring Implementation Plan	SELPA	SELPA+CDE	CDE	CDE	CDE

When will all of this occur?

March

Annual Determination
Letter

Instructional Webinars

March-June

CIM Step 1
Gather and Inquire

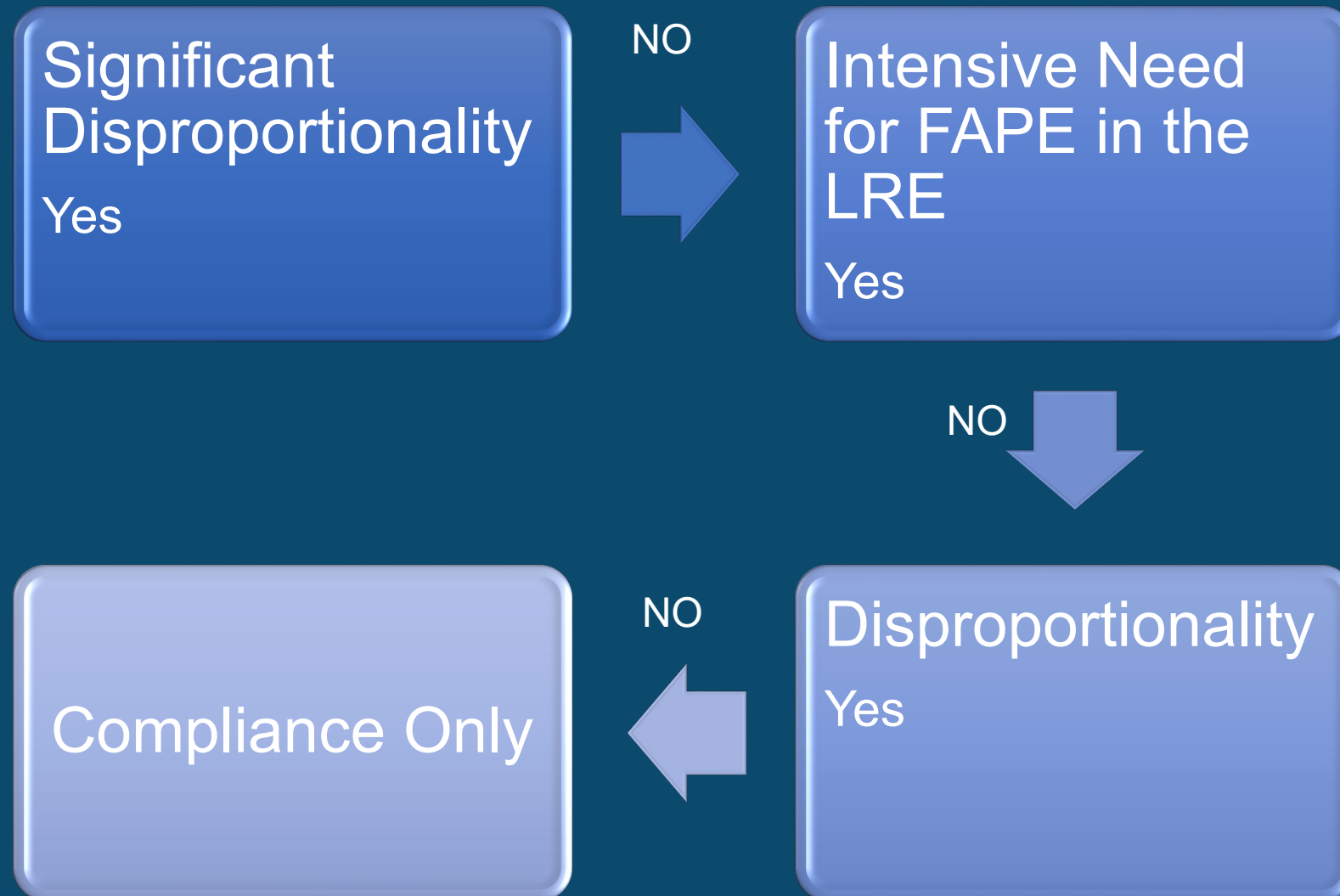
July-September

CIM Step 2
Investigate

October-
November

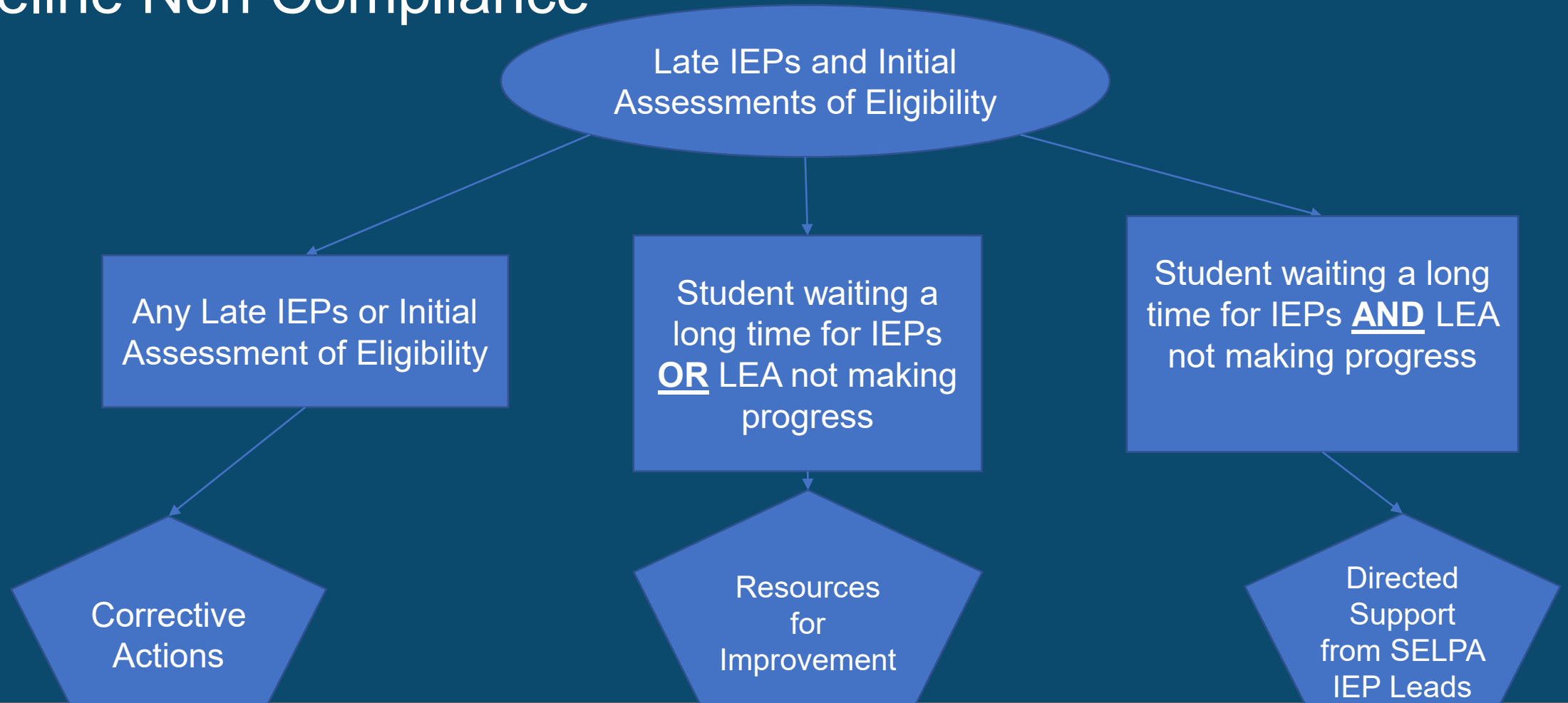
CIM Step 3
Plan
November 1 Plans due

Which Performance Area Will be the Focus in the CIM for each LEA?



What about Compliance?

Timeline Non Compliance



What is the key difference between the CIM and previous Special Education Monitoring Activities

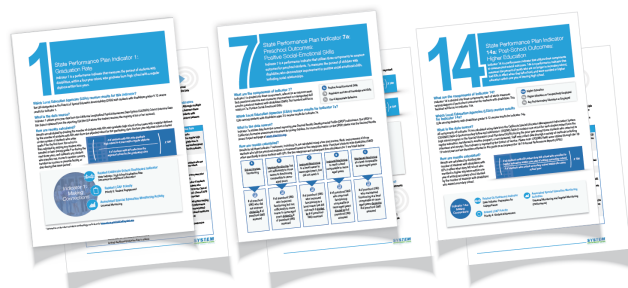
- There will be an emphasis on improvement
- LEAs will focus on only one improvement activity at a time
- LEAs will partner with assigned TA providers to support improvement
- The process will be flexible and address LEA concerns
- We will always be asking: Does what we do support improvement?

SELPA Role

- Assist LEAs to understand the CIM process
- Support LEAs in steps 1-3
- Partner with LEAs to design plans to support the conditions for growth
- Help the LEA stay focused
- Support implementation of the plan
- Provide constructive feedback about what is working and what is not

Next Steps

- Quarterly Information Sharing Webinar February 24, 2021
- Annual Determination Letter
- Instructional Webinars
 - March 23 Targeted Level 2 2pm
 - March 24 Targeted Level 3 3pm
 - March 28 Intensive Level 1 3pm
 - March 29 Intensive Level 2 3pm
 - March 30 Intensive Level 3 3pm



SPPI Indicator Professional Learning For East Valley SELPA Special Education Administrators

Special Education Administrators will learn the essential elements of each of the 14 indicators on the Annual Performance Report including the definition, data source, calculation, and targets. The goal is to support administrators in analyzing the wide range of valuable data provided within the APR in order to improve the quality of education for all students, with an emphasis on students with disabilities.

Thursday,
April 21, 2022

9:00 am - 12:00 noon

East Valley SELPA
Room 214
670 E. Carnegie Drive, San Bernardino 92408

Register Online:

<https://sbcss.k12oms.org/46-215262>

4.8 Personnel Data Report

2021-22 Special Education Personnel Data Report

EV SELPA Steering Meeting

March 10, 2022

Patty Metheny, Ed.D.

Chief Administrative Officer, East Valley SELPA

Personnel Data Report

What is it?

- Annual survey of all special education personnel working as of **October 6, 2021 (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 31, 2021**
- **EV SELPA submits each district's report by June 10, 2021**
- EV SELPA completes, signs and submits Personnel Data Report **certification by June 30, 2022**

Personnel Data Report

Recap of timeline:

- CDE email sent to EV SELPA March 4, 2022
- District due date to SELPA – May 31, 2022
- SELPA due date for district data submission – June 10, 2022
- SELPA certification - June 30, 2022

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

(C)

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, 2021
- Work closely with Human Resource departments to update list throughout school year
- Review prior year (2020-21) submission to assist in completion of current year report (2021-2022)
- Prepare now to meet the deadline

4.9 Preliminary Injunction Independent Study

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA

E. E., *et al.*,

Plaintiffs,

v.

STATE OF CALIFORNIA, *et al.*,

Defendants.

Case No. [21-cv-07585-SI](#)

**ORDER GRANTING REQUEST FOR
TEMPORARY STAY OF
PRELIMINARY INJUNCTION ORDER
AND SETTING HEARING ON
MOTION TO STAY PENDING
APPEAL FOR MARCH 11 AT 10 AM**

Re: Dkt. No. 106

Defendants have filed an administrative motion seeking (1) a stay of this Court's preliminary injunction order until March 25, and (2) an expedited hearing on defendants' motion to stay pending appeal. Plaintiffs have filed a partial opposition, agreeing to a stay until March 17. Plaintiffs state that a longer stay is unnecessary if the Court rules on defendants' motion for a stay pending appeal on or around March 11, the requested hearing date for the motion to stay pending appeal.

The Court hereby GRANTS defendants' administrative motion and STAYS the preliminary injunction order until March 17. The Court GRANTS the parties' request for an expedited hearing on the motion to stay pending appeal, and schedules the hearing for March 11 at 10 a.m. The Court anticipates that it will rule on the motion to stay pending appeal no later than March 14.

IT IS SO ORDERED.

Dated: March 7, 2022



SUSAN ILLSTON
United States District Judge

UNITED STATES DISTRICT COURT
NORTHERN DISTRICT OF CALIFORNIA

E. E., *et al.*,

Plaintiffs,

v.

STATE OF CALIFORNIA, *et al.*,

Defendants.

Case No. [21-cv-07585-SI](#)

**ORDER GRANTING PLAINTIFFS'
MOTION FOR A PRELIMINARY
INJUNCTION**

Re: Dkt. No. 51

On December 2, 2021, the Court held a hearing on plaintiffs' motion for a preliminary injunction. The parties engaged in court-facilitated settlement discussions between December 9 and December 21, and those efforts were unsuccessful. On January 7, 2022, plaintiffs filed an administrative motion for leave to file an amended proposed preliminary injunction. Defendants objected and requested an opportunity to respond. The Court directed further briefing, which was submitted on January 21 and January 28, 2022. After consideration of all of the briefing and arguments of counsel, the Court enters this order.

DISCUSSION

This case involves myriad complicated issues surrounding how education is provided to children with disabilities during the COVID-19 pandemic. The plaintiffs include children with moderate to severe intellectual and developmental disabilities such as Down syndrome, autism, and cerebral palsy, and they allege that their disabilities and medical conditions place them at higher risk of health complications if they are exposed to COVID-19. The parents of these children have determined that attending in-person school during the current pandemic jeopardizes their children's health due to a variety of reasons, including that their children have compromised immune systems.

1 These children also have Individualized Education Plans (“IEPs”) under the Individuals with
2 Disabilities Education Act (“IDEA”), 20 U.S.C. § 1400 *et seq.*, and those IEPs specify the services
3 and supports that the children require for their education.

4 During the 2020-2021 school year, due to a temporary change in California law prompted
5 by the COVID-19 pandemic, these disabled children, like their non-disabled peers, were permitted
6 to attend school through some form of virtual instruction or “distance learning.” That temporary
7 legislation was allowed to sunset on June 30, 2021, and in July 2021, the California legislature
8 enacted new laws governing the 2021-2022 school year. That legislation, AB 130, provides that
9 one form of distance learning – Independent Study – shall be made available for any student whose
10 parent or guardian determines that the student’s health would be put at risk by in-person instruction.
11 However, disabled children with IEPs are unable to automatically access Independent Study, and
12 instead state law provides that students with disabilities “shall not participate in independent study,
13 unless the pupil’s individualized education program [IEP]... specifically provides for that
14 participation.” Cal. Educ. Code § 51745(c).

15 Plaintiffs allege that families of disabled children with IEPs have faced multiple barriers to
16 accessing distance learning through Independent Study, including (1) outright denial of Independent
17 Study, (2) an offer of distance learning but without the services and accommodations that the student
18 needs to learn and which were previously included in their 2020-2021 distance learning plans, and
19 (3) long delays in convening required IEP team meetings that leave families in limbo for weeks and
20 months.

21 Plaintiffs also contend that that the framework of Independent Study – which has historically
22 been used by students who are able to work independently with minimal teacher involvement – is
23 inaccessible to disabled students who require extensive services such as full-time behavior aides and
24 speech, language, and occupational therapy. Plaintiffs claim that the Independent Study statute
25 excludes students with moderate to severe intellectual and developmental disabilities who are
26 studying an alternative curriculum, and that disabled children whose IEPs provide that they must be
27 served by specialized non-public schools (such as students with autism) are also excluded from
28 participating in Independent Study or any type of distance learning. Plaintiffs allege, and have

submitted evidence showing, that (1) families have been told by school districts that disabled children who cannot work independently cannot participate in Independent Study; (2) families have been told by school districts that children with moderate to severe disabilities who cannot access the core curriculum without modifications and who receive instruction based on alternative achievement standards cannot participate in Independent Study; and (3) families whose children attend non-public schools have been told by school districts that the non-public schools cannot provide virtual learning – even where the non-public schools are willing and able to do so – because the only way for disabled students to access virtual learning is through Independent Study and Independent Study cannot be provided at a non-public school. See Family and Advocate Declarations at Dkt. Nos. 20, 22, 33, 34, 51, 86, & 87.

Plaintiffs have also submitted evidence showing that as a result of their inability to access Independent Study (or any type of virtual learning), plaintiffs and class members have missed significant portions, if not all, of the 2021-2022 school year. See *id.* As a result, some disabled students have been declared truants, and their families who receive public benefits are now losing those benefits because many public benefit programs require recipients to attend school full-time in order to qualify. See Dkt. No. 94-1 ¶¶ 6-8 (discussing specific examples of students and their families who have lost public benefits).

Plaintiffs allege that they are being discriminated against on the basis of their disabilities because they are being denied alternatives to in-person classes that are available to non-disabled children. Plaintiffs contend that if Independent Study is denied to disabled students, those students must have access to an equivalent program of virtual instruction. The amended complaint alleges causes of action under the Americans with Disabilities Act (“ADA”), 42 U.S.C. § 12131 *et seq.*, and Section 504 of the Rehabilitation Act of 1973 (“Rehabilitation Act”), 29 U.S.C. § 794.

Defendants are the State of California, the California State Board of Education, and the California Department of Education (collectively, “the State”). The State contends that all of the matters raised by plaintiffs’ lawsuit arise under the IDEA, and that each disabled student must pursue grievances by filing administrative complaints against their school districts through the administrative process available under IDEA. In addition, the State contends, *inter alia*, that the

1 school districts are necessary parties to this lawsuit and the State does not have any authority over
2 the school districts; plaintiffs seek relief that intrudes on State sovereignty; and that providing the
3 requested virtual instruction would constitute a fundamental alteration of education that is not
4 legally required.

5 In orders filed November 4 and 12, 2021, the Court granted plaintiffs' motion for a
6 temporary restraining order ("TRO"). Dkt. Nos. 39 & 44.¹ That order applied to fifteen students,
7 and directed defendants to (1) ensure that the students had meaningful access to virtual instruction
8 and the services and accommodations in their IEPs, (2) notify the school districts of the TRO, and
9 (3) ensure that local education agencies provide access to virtual instruction that approximates the
10 amount and form of instruction that the students received in the 2020-2021 school year, and to
11 provide assurances to the school districts that they would be reimbursed for this virtual instruction
12 notwithstanding funding restrictions in AB 130.

13 Plaintiffs then moved for a preliminary injunction, and the Court held a hearing on December
14 2, 2021. The transcript of the hearing is found at Dkt. No. 72. At that hearing, the following salient
15 information was presented to the Court:

- 16 • Plaintiffs' counsel stated that the total number of students in the proposed class is between
17 100 and 200 students statewide. Transcript at 60:19.
- 18 • Plaintiffs' counsel stated that in response to the TRO, school districts had begun to provide
19 virtual learning to the students covered by the TRO; some districts elected to use the
20 Independent Study framework, while other districts had chosen to put a camera in the
21 student's classroom and to add services, such as a one-on-one aid, in the classroom.
22 Transcript at 5:4-6:1. In addition, a student (H.H.) who attends a non-public school was
23 able to begin receiving virtual instruction. *Id.* at 40:25-41:12.
- 24 • Defense counsel repeatedly stated that it was the State's position that the language in
25

26 ¹ The Court hereby incorporates those orders by reference. As discussed *infra*, upon a fuller
27 factual record and consideration of the amplified preliminary injunction briefing, the Court has
28 somewhat modified its thinking about the interplay between the IDEA administrative exhaustion
issues and plaintiffs' ADA and Rehabilitation Act claims. Thus, the portion of the prior orders
regarding IDEA exhaustion are modified as set forth in this order.

California Education Code § 51745(a)(3) that “Independent study shall not be provided as an alternative curriculum” does not categorically exclude disabled students who are studying an alternative curriculum (such as students with Down syndrome or autism) from participating in Independent Study, provided that the IEP team determined that Independent Study was an appropriate placement. Transcript at 16:6-13; 22:2-3; 22:14-19.²

- Defense counsel repeatedly stated that nothing in state law prevented a non-public school from providing virtual instruction. Transcript at 42:20-44:25.

After the preliminary injunction hearing, the parties engaged in court-facilitated settlement discussions. Unfortunately, those efforts were unsuccessful. On January 7, 2022, plaintiffs filed an administrative motion for leave to file an amended proposed preliminary injunction. The Court directed further briefing, which was submitted on January 21 and January 28, 2022.

The Court has carefully considered the factual record in this case as well as the legal arguments of counsel, all against the ever-changing backdrop of the COVID-19 pandemic and most recently, the surge of the highly contagious omicron variant. The Court concludes that the balance of hardships tips sharply in plaintiffs’ favor because they are children who cannot attend in-person school because of the health risks posed by the COVID-19 pandemic, and because these children have not been able to access distance learning, they have missed significant portions of the 2021-2022 school year and in some instances, they or their families have lost public benefits.

Because the balance of hardships tips sharply in plaintiffs’ favor, they need only show that there are serious questions on the merits in order to obtain preliminary relief. The Court concludes that they have met this showing as the ADA and the Rehabilitation Act “include an affirmative obligation for public entities to make benefits, services, and programs accessible to people with disabilities,” *Updike v. Multnomah Cty.*, 870 F.3d 939, 949 (9th Cir. 2017). Defendants California Department of Education and the State Board of Education administer the public education program in the state, Cal. Educ. Code § 33300 *et seq.*, and defendants’ oversight includes local districts’

² While the State has taken the position that the “alternative curriculum” language in Cal. Educ. Code § 51745 does not categorically bar disabled students who are studying an alternative curriculum, the State could not articulate what that statutory language means. *See id.*; *see also* Supp. Calomese Decl. ¶ 16 (Dkt. No. 47).

1 compliance with the ADA and Rehabilitation Act. *See* Cal. Educ. Code § 56205(a)(11).

2 Plaintiffs have submitted considerable evidence showing that for this school year, disabled
3 students have encountered numerous barriers to accessing virtual learning that non-disabled students
4 do not face. In the Court's view, it appears that a number of those barriers flow from the fact that
5 for the 2021-2022 school year, the State adopted Independent Study as the primary avenue for
6 students to access virtual instruction, and by design independent study is not accessible to many
7 children with disabilities, including those with moderate to severe intellectual and developmental
8 disabilities. Those issues have been compounded by a lack of information, or confusing
9 information,³ from the State to the school districts about how to accommodate disabled students
10 who require virtual instruction, whether within the Independent Study framework or outside of it,
11 as in the case of students attending non-public schools. As a result, the record shows that scores of
12 disabled students (and potentially up to 200, according to plaintiffs' counsel) have been unable to
13 access virtual instruction this school year and have missed school, and in some cases, have lost
14 public benefits.

15 The Court recognizes the challenges the State and the school districts face in educating
16 children during a pandemic, and the Court is hopeful that with the ebbing of the omicron variant
17 and the availability of vaccines for school age children, greater numbers of disabled children will
18 be able to attend school in-person. The Court also finds that defendants' arguments about IDEA's
19 applicability to this case are not without force, and as such, the Court modifies its prior language as
20 follows. To the extent plaintiffs are challenging State-imposed barriers on the ability of disabled
21 students to access Independent Study – for example, by excluding students who are studying an
22 alternative curriculum – those claims do not arise under IDEA and IDEA cannot provide the
23 necessary relief. Similarly, to the extent plaintiffs claim that the State has foreclosed the ability of
24

25 ³ As discussed in the Court's prior orders, the State issued FAQs in October 2021 to clarify
26 that students need not be able to work independently in order to access Independent Study. Plaintiffs
27 have submitted evidence showing that despite this guidance, school districts have nevertheless
28 denied Independent Study on the ground that the student cannot work independently. The State has
never issued FAQs or any type of guidance regarding the "alternative curriculum" language in the
Independent Study statute, nor has the State issued guidance addressing students attending non-
public schools and how those students can access virtual education during the 2021-2022 school
year.

1 school districts and non-public schools from offering virtual instruction to disabled students outside
 2 of the Independent Study framework, the Court finds that those claims also do not arise under IDEA.
 3 In asserting those claims, plaintiffs are challenging the State's failure to ensure that public education
 4 is accessible and the failure to make reasonable accommodations to ensure meaningful access –
 5 claims that arise under the ADA and the Rehabilitation Act. However, to the extent that disabled
 6 students wish to challenge the particular decisions made by IEP teams about whether a free and
 7 public education can be provided in a particular setting, the Court agrees with defendants that those
 8 claims do arise under IDEA and therefore must be exhausted through the administrative process.

9 It is the Court's intent in issuing this preliminary injunction to provide relief directed at the
 10 systemic barriers to access that plaintiffs have identified in their papers and declarations, including
 11 the problems stemming from a lack of clear information or guidance from the State,⁴ while not
 12 dictating the decisions of particular IEP teams. However, the State needs to make clear to school
 13 districts that all disabled students whose parents have determined that in-person schooling places
 14 the health of their children at risk shall be considered eligible for Independent Study or any other
 15 form of virtual instruction that the IEP team and school districts can craft,⁵ and that the State is not
 16 placing any limitations – financial or otherwise – on that process. Accordingly, the Court issues the
 17 following preliminary injunction:

18
 19 //

20
 21
 22 ⁴ The Court is not persuaded by the defendants' arguments that directing the State to issue
 23 guidance intrudes on state sovereignty. As noted *supra*, the State has an affirmative obligation to
 24 ensure that public education is accessible to disabled students, and providing information to the
 25 school districts regarding the State's position about how disabled students can access Independent
 Study is consistent with that oversight. Similarly, notifying districts of their obligation to consider
 reasonable modifications in the event that Independent Study is determined to be inappropriate is
 also consistent with the State's obligation to ensure that school districts comply with the ADA and
 Rehabilitation Act.

26 ⁵ At the preliminary injunction hearing, plaintiffs' counsel provided several examples of
 27 how virtual instruction could be provided outside of the Independent Study framework, including
 28 the real-life example of the school district that placed a camera in a student's classroom along with
 a one-on-one aide in the classroom while the student attended virtually, Transcript at 5:12-20, and
 the hypothetical example of a virtual special day class for children studying an alternative
 curriculum. *Id.* at 19:2-14.

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1 virtually.

2 d. Students who attend a Non-Public School may attend school virtually as a
3 reasonable accommodation, and nothing in AB 130 precludes virtual instruction as a
4 reasonable accommodation. Assuming other requirements are met, the State of California
5 will treat this arrangement as a valid and reimbursable form of instruction.

6 2. Direct LEAs to provide notice (described below) to all students with IEPs who have
7 requested or are currently participating in Independent Study or Home Hospital Instruction, or who
8 have been absent for more than 14 days since the beginning of school. Defendants must instruct
9 LEAs to provide this notice no later than March 14, 2022. The notice must inform the students'
10 families or caregivers of their rights to:

11 a. Participate remotely in their educational program, either as a reasonable
12 modification or through Independent Study, when the student's health would be put at risk
13 by in-person instruction, as determined by their parent; and

14 b. Set aside any agreement to waive their right to accommodations and the services
15 in their IEPs, and request this virtual instruction program.

16 3. Take all necessary steps within their authority to ensure that LEAs comply with these
17 directives.

18 4. Report to this Court regarding implementation of this Order.

19
20 **IT IS SO ORDERED.**

21
22 Dated: February 28, 2022



23 SUSAN ILLSTON
24 United States District Judge
25
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4.10 School-Based Speech-Language Pathologist (SLPs)

School-Based SLPs

Jennifer Brooksby, MS CCC-SLP

March 10, 2022



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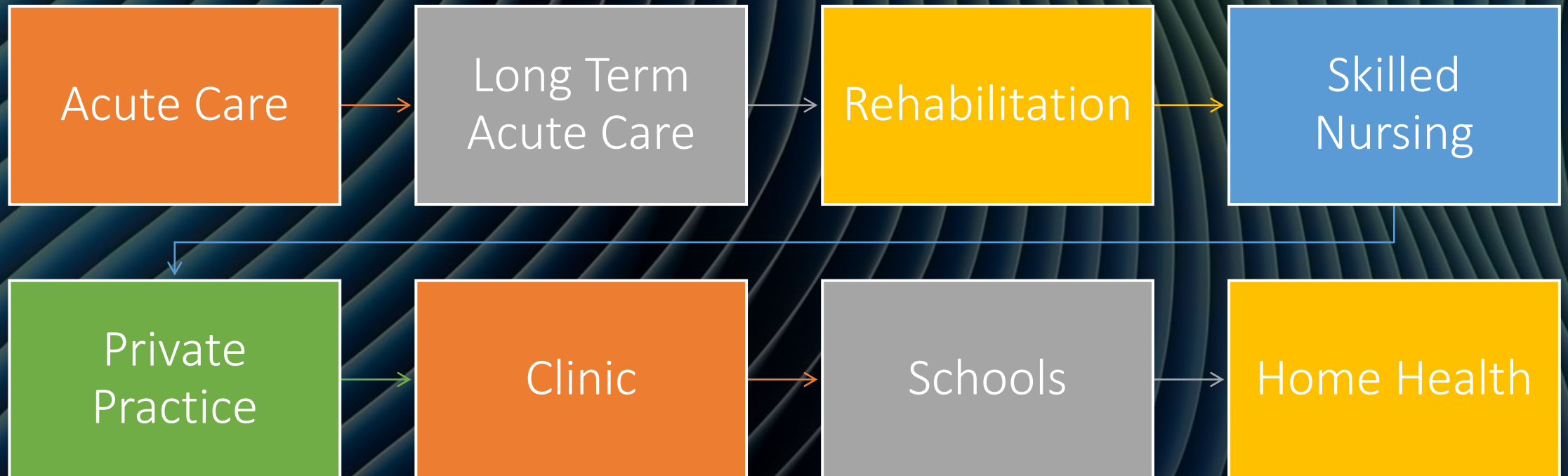
NOTEBOOK

What does an SLP do?

Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.

- **Speech:** Articulation, Phonology, Fluency
- **Language:** Semantics, Syntax, Morphology
- **Social Communication:** Pragmatics
- **Cognitive-Communication:** organization, attention, memory, planning, and/or problem-solving.
- **Dysphagia**
- **Resonance**
- **Voice**
- **Aural Rehabilitation**
- **AAC**
- **Accent Modification**

Work Settings



Who needs a speech-language pathologist?



*Adapted from Confident Communicators

SLP Education

Requirements

- ✓ Bachelor's Degree
- ✓ Master's Degree in Speech-Language Pathology
- ✓ 400 Hours of Clinical Supervision



ASHA Certification



An SLP can work without ASHA CCCs but it is unusual

ASHA Certification (CCC-SLP)

- ✓ 9 Month Supervised CFY
- ✓ Pass the Praxis Exam
- ✓ 30 CEUs every 3 years
- ✓ Annual Membership Dues

State License



- 24 CEUs every 2 years
- License every two years
- Required to bill Medi-Cal

CA Ed Code – SLP Caseload Caps

56363.3.

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

56441.7.

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

Speech Language Pathology Assistants

56363.

(b) These services may include, but are not limited to, the following:

(1) Language and speech development and remediation. The language and speech development and remediation services may be provided by a speech-language pathology assistant as defined in subdivision (i) of Section 2530.2 of the Business and Professions Code.

SLPAs do not alleviate caseload but they can improve workload and decrease attrition

SLPA Scope of Practice

- Assist the SLP with speech, language, and hearing screenings, and assessments
- Assist the SLP with bilingual translation during screening and assessment
- Follow documented treatment plans or protocols developed by the supervising SLP
- Document student performance (e.g., tallying data for the SLP to use; preparing charts, records, and graphs)
- Program and provide instruction in the use of augmentative and alternative communication devices.
- Serve as interpreter for students and families who do not speak English.
- Provide services under SLP supervision in another language for individuals who do not speak English
- Assist with clerical duties, such as preparing materials and scheduling activities, as directed by the SLP
- Assist with departmental operations (scheduling, recordkeeping)

SLPAs **CANNOT** interpret data

SLP can supervise 2 SLPAs

Medically Fragile students require 100% supervision

CA Ed Code Eligibility Guidelines

56333.

- A pupil shall be assessed as having a language or speech disorder that makes the pupil eligible for special education and related services when the pupil demonstrates difficulty understanding or using language to such an extent that it adversely affects the pupil's educational performance and cannot be corrected without special education and related services. In order to be eligible for special education and related services, difficulty in understanding or using language shall be assessed by a speech-language pathologist who determines that such difficulty results from any of the following disorders:
 - (a) Speech sound disorder, characterized by deficits in the pupil's production of speech sounds that significantly interferes with communication and attracts adverse attention.
 - (b) Voice disorder, characterized by persistent, deficits in voice quality, pitch, intensity, or resonance. A medical examination shall be conducted, where appropriate.
 - (c) Fluency disorder, characterized by persistent deficits in the flow of verbal expression to such a degree that these difficulties adversely affect communication between the pupil and listener.
 - (d) Language disorder, characterized by inappropriate or inadequate acquisition, comprehension, or expression of language such that the pupil's language performance level is found to be significantly below the language performance level of the pupil's peers.
 - (e) Hearing impairment or deafness that contributes to or results in a language or speech disorder and significantly affects educational performance.

Eligibility Caution

Clinical Model

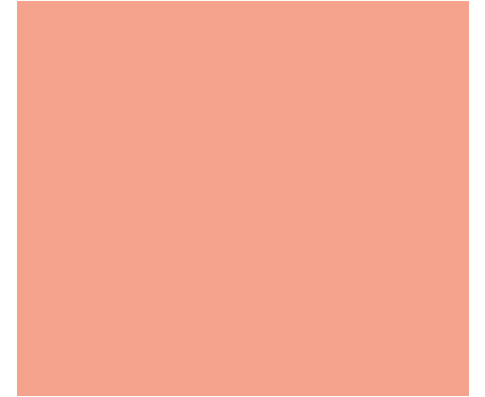
Deficit based

Educational Model

Educational impact

Managing Caseloads

- School-based SLP *not* SLP who works in the schools
- From clinical to educational
- Master of your own caseload
- Consider educational impact
- Consider treatment methodologies
 - High Frequency Short Duration
- Discuss exit criteria at INITIAL IEP
- Closely monitor grade transitions



High Frequency Short Duration

- Target audience – Speech Sound Disorders
- Scheduling – individual instead of group
- 5 - 10 minutes:
 - Name 117 pictures
 - Repeat 157 words
 - Repeat 125 phrases
 - Create 35 sentences
- Data Collection –periodic instead of daily
- Assessment tool for Rtl

Retention Suggestions

1

Reimbursement

- DCA license fee \$150 every two years
- ASHA fee \$225 annually

2

CEU Support

- Online services (~\$99/year)

3

Factor Increase

- Add to base salary

4

Longevity Bonus

- Add to base salary

4.11 Supporting Inclusive Practices

Zooming In and Zooming Out on Inclusive Practices Proposal

Ventura County SELPA & East Valley SELPA
Supporting Inclusive Practices (SIP) Grantees

Description:

Ventura County SELPA and East Valley SELPA are thrilled to share that we have opened registration for our upcoming year long Inclusion Series with Katie Novak and Shelley Moore. Each session will be strategically aligned to critical planning times for all educational partners: districts, schools and parent/community members. Additionally, each 2-hour VIRTUAL session will continue to bring purpose to the WHY inclusive and equitable practices are so necessary and provide immediate actions we can all learn from to improve and support inclusive programs and instructional practices and services for students with disabilities and our communities.

Spring 2023 will be our culmination event. This will be in-person and include visitations in each SELPA and full day conference on May 9, 2023 at Ventura County SELPA and a full day conference on May 11, 2023 at East Valley SELPA. Both dates will include the option of virtual attendance from 9:00-11:00 am.

Dates:

- Spring 2022: April 25, 2022
- Fall 2022: September 20, 2022
- Winter 2023: February 7, 2023
- Spring 2023: May 8-11, 2023
- 2023-2024 Quarterly COP

Session	Date & Time	Presentation Mode	Presentation Topics
Spring 2022: Kick Off Event	Apr 25, 2022 3:00 - 5:00 pm	Virtual	<ul style="list-style-type: none">• The WHY• Strategic Planning for LRE (Educators)
Fall 2022:	Sep 20, 2022 3:00 - 5:00 pm	Virtual	<ul style="list-style-type: none">• Develop Commitment for the year - to our WHY, LRE, Planning• IEP goals• UDL strategies
Winter 2023	February 7, 2023 3:00 - 5:00 pm	Virtual	<ul style="list-style-type: none">• Inclusive Master Scheduling

			<ul style="list-style-type: none"> ● LCAP Alignment ● IEP goals ● UDL strategies
Spring 2023	May 8, 2023 9:00- 3:00 pm	In-person	<ul style="list-style-type: none"> ● Visitation Ventura County SELPA districts
	May 9, 2023 & May 11, 2023 9:00- 11:00 am Virtual & In person 9:00-4:00 In-person	Virtual & In-person	<ul style="list-style-type: none"> ● Culminating Conference, Ventura County SELPA and East Valley SELPA
	May 10, 2023 9:00-4:00 pm	In-person	<ul style="list-style-type: none"> ● Visitation East Valley SELPA districts
Fall - Spring 2023-2024	Quarterly 2 hours per session Dates TBD	Virtual	<ul style="list-style-type: none"> ● Support Community of Practice (COP) for districts within our 2 SELPAs

4.12 ADR & Learning Recovery Plans Implementation

Straus Institute for Dispute Resolution

Mediating the Litigated Case

This course offers participants a unique opportunity to learn about the mediation process in a format geared specifically toward special education cases. The program will focus on the various stages of the process, identifying and working with different negotiation styles, cross-cultural communication, and facilitating problem-solving regardless of whether the case involves disputes regarding placements, services, assessments, IEP process, and more.

Cost: \$5,200

Time

8:30 am - 5:00 pm

40-hour commitment

Dates

March 21-23; 28-30 - REGISTER

PLEASE NOTE: March 23 and 30 are half-days 8:30-12:30pm.

April 4-8, 2022 - REGISTER

June 20-24, 2022 - REGISTER

July 11-15, 2022 - REGISTER

Registration Coming Soon for Dates Below:

- August 15-19, 2022
- October 10-14, 2022
- November 7-11, 2022

Parents

Learn how to be an active participant in the IEP Process



PARENT LIAISON *VIRTUAL* TRAINING SERIES: ADVOCATING AS A PROBLEM-SOLVER

Presented by:
David Dowling, JD, MDR

Parents will learn how to be an active participant in the IEP Process.

Class topics will provide parents with training in:

- how to be a facilitator in the IEP Process
- how to work through challenging conversations
- how to be an effective problem solver

Intended Audience: Parents of Special Education Students

Cost: Free

Space is limited, register early!

Attend all 6 sessions to receive a Parent Liaison Certificate

SPRING SCHEDULE WEDNESDAYS 9:30 AM — 12:30 PM	TOPICS	FALL SCHEDULE THURSDAYS 6:00 PM — 9:00 PM
April 13, 2022	Role of a Parent Liaison	August 25, 2022
April 20, 2022	Facilitation in the IEP Process	September 01, 2022
April 27, 2022	Negotiation in Facilitation	September 08, 2022
May 04, 2022	Difficult Conversations	September 15, 2022
May 11, 2022	Managing the Dispute Process	September 22, 2022
May 18, 2022	Persuasion and Problem-Solving	September 29, 2022

[https://sbcss.k12oms.org/
46-214799](https://sbcss.k12oms.org/46-214799)

Register Online

[https://sbcss.k12oms.org/
46-214800](https://sbcss.k12oms.org/46-214800)

Questions: Please contact Jennifer Brooksby, jennifer.brooksby@sbcss.net



NEGOTIATION SKILLS:

**A BALANCED APPROACH
TO BARGAINING AND
RELATIONSHIPS**

Facilitator:
David Dowling, JD, MDR

Special Education Directors and Coordinators

**Please Join This In-person Training
To Learn Negotiation Skills That Balance The Need For Bargaining
While Maintaining And Building Relationships**

Thursday
July 14, 2022

1:00 - 4:00 pm

Dorothy Inghram Learning Center
670 East Carnegie Drive, San Bernardino, CA 92408

Register Online:
<https://sbcss.k12oms.org/46-215192>
Password: EVSELPA



***In It Together:
Walking the IEP Journey as Partners***

ADR Virtual Conference

Friday & Saturday

September 16 & 17, 2022

8:30 - 11:00 am

Cost: Free

Parents & Educators are Invited to Join



4.13 Special Education Credentialing Changes/Updates

New Special Education Program Transition and Credentialing Options



WILLIAM HATRICK, PROFESSIONAL SERVICES DIVISION

MARCH 3, 2022

Outcomes

Participants will have an understanding of:

- New requirements for Education Specialist programs that take effect July 1, 2022
- Clinical practice expectations for traditional, intern, and dual credential candidates
- New TPA requirement for Education Specialist candidates
- New credential authorizations and definitions
- COVID Flexibilities



Program Standards and Teaching Performance Expectations (TPEs)

PSA 19-07 provides details about transition process

Transition Date – July 1, 2022

Education Specialist Program Standards

- One set of program standards for all 5 Preliminary credentials
- Same domains as the General Education standards

Education Specialist TPEs

- Each of the five specialty areas has its own unique set of TPEs
- MMSN and ESN teachers will also meet the Universal (General Ed) TPEs in their preparation programs



Expanded Course Content for New Credential Authorizations

- MMSN and ESN authorizations expanded to include more federal disability categories
- New Early Childhood Special Education authorization expanded for birth – Kindergarten (including TK) and includes Orthopedic Impairment
- English Learner and Autism authorization preparation remains part of all 5 Preliminary Education Specialist credential programs



New Authorization Statements

New authorization statements focus on student needs in addition to the disability categories.

- MMD = Mild/Moderate Disabilities
- MMSN = Mild to Moderate Support Needs
- MSD = Moderate/Severe Disabilities
- ESN = Extensive Support Needs
- ECSE = Early Childhood Special Education
- DHH = Deaf and Hard of Hearing
- VI = Visual Impairments

Federal Disability Category	MMD (Current)	MMSN (Future)	MSD (Current)	ESN (Future)	ECSE (Current)	ECSE (Future)	DHH (Current & Future)	VI (Current & Future)
Autism	✓	✓	✓	✓	✓	✓	✓	✓
Deaf-blindness			✓	✓			✓	✓
Deafness							✓	
Developmental Delay					✓	✓		
Emotional Disturbance	✓	✓	✓	✓	✓	✓		
Hearing Impairment							✓	
Intellectual Disability	✓	✓	✓	✓	✓	✓		
Multiple Disabilities		✓	✓	✓	✓	✓		
Orthopedic Impairment		✓		✓		✓		
Other Health Impairment	✓	✓		✓	✓	✓		
Specific Learning Disability	✓	✓		✓	✓	✓		
Traumatic Brain Injury		✓		✓	✓	✓		
Visual impairment, including blindness								✓



Definitions

Definition of Mild to Moderate Support Needs for use in New Authorization Statements:

Mild to Moderate Support Needs includes providing **specially designed instruction** to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides instruction and supports in one or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational, and learning environment access skills. The supports may also include health, movement and sensory support. Mild to Moderate Support Needs practices may include lower student to educator ratio.

Definition of Extensive Support Needs for use in the New Authorization Statements:

Extensive Support Needs include providing **specially designed instruction** to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides **intensive** instruction and supports in **two or more** of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational and **adaptive/daily living skills**. The supports **also often** include health, movement and sensory support. Extensive Support Needs **practices include** lower student to educator ratio.



Education Specialist Standards Effective July 1, 2022

Why is this date important?

Transitioning to new standards and TPEs isn't the only thing that needs to happen. Authorization statements need to be put into regulations so that candidates earning the new credentials receive the expanded authorizations that match their preparation. **Program sponsors may not fully begin offering the new credential program until July 1, 2022 (the beginning of the approved program's 2022 academic year).**



Significant Changes to Program Standards

1. Minimum of 600 hours of clinical practice required, including 200 hours of early fieldwork in general and special education settings
2. Candidates must take and pass a CTC approved Teaching Performance Assessment
3. Program provides minimum of 10 hours of initial orientation to district employed supervisors



Fieldwork and Clinical Practice for New Credential Authorizations

Candidate experiences reflect the full diversity of grades/ages, disabilities, and continuum of services outlined in the authorization

600 hours across the arc of the program

- 200 hours of supervised early fieldwork in general and special education settings, including guided observations and initial student teaching
- Final 400 hours in desired credential area



Fieldwork and Clinical Practice for New Credential Authorizations- Interns

In the new standards, interns are expected to have early field experience in general and special education settings

- Pre-service hours can count towards the 200 hours of supervised early fieldwork
- Fieldwork should be purposefully designed to ensure candidate development of knowledge, skills and abilities in TPEs.

Reference the [Letter to Employers of Education Specialist Interns](#)

- Clinical practice/field experience changes
- How Districts and COEs are an integral part of helping interns complete credential requirements
- TPA information so districts are prepared



Updated Subject Matter Requirements for Preliminary Education Specialists

Current subject matter competence requirements have changed, so that any authorized area for the Multiple/Single Subject credentials satisfies the SMC requirement for an Education Specialist. The limitation to core academic areas leftover from NCLB is obsolete.

[PSA 21-11](#)



Bridge Authorization for Current Education Specialists

October 2020 Commission Meeting [Agenda Item 2B](#) - Commissioners approved the following pathways for current ECSE, MMD, and MSD Ed Specialists to earn the equivalent of the new authorization:

- Coursework, professional development, demonstrated competence
- Approved program sponsors can choose to offer coursework and/or professional development
- Program must verify that the teacher has satisfied the requirements addressing the identified TPEs that are needed to earn the bridge authorization
- This bridge authorization will also need regulatory approval.
- *Current Education Specialists **will not** be required to earn the bridge authorization*



Summaries of Recent Commission Actions

- Commission Action to Extend Specified COVID-19 Flexibilities – [December 2021 Commission Agenda Item COVID Flexibilities](#)
- [PSA 21-13](#)



Pupil Personnel Services -PPS

- All programs submitted Transition Plan for Implementation in January 2022
- All programs will be implementing new standards at the start of the 2022-23 academic year.
- PPS [Commission Webpage](#)
- PPS [Technical Assistance Webinar](#)



More Information....

[PSD Special Education Webpage](#)

- **Information for Transitioning to New Standards:**
course matrices and 2020 webinar on transitioning to new standards and TPEs
- Transition updates, standards, TPE comparison charts, and additional resources can be found here



Additional Questions?

- Subscribe to weekly [PSD E-News](#) for latest updates
- Contact SpecialEducation@ctc.ca.gov for program questions
- Contact SpEdCalTPA@ctc.ca.gov for TPA related questions
- Specific questions Credentials@ctc.ca.gov



4.14 SBCSS East Valley Operations

4.15 Hot Topic

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

2021/2022
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 15, 2021

AUGUST 2020 – NO MEETING

SEPTEMBER 16, 2021

OCTOBER 7, 2021

NOVEMBER 10, 2021 (Wednesday)

DECEMBER 9, 2021

JANUARY 2022 – NO MEETING

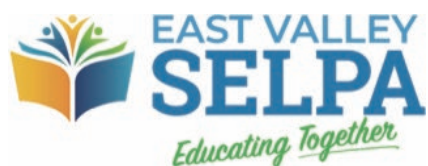
FEBRUARY 10, 2022

MARCH 10, 2022

APRIL 7, 2022

MAY 12, 2022

JUNE 9, 2022



5.2 2021-2022 EV SELPA Board of Directors Meetings

2021/2022
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 22, 2021 (Starting at 3:00 pm)

November 17, 2021

February 23, 2022

March 23, 2022

May 25, 2022

June 15, 2022

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



5.3 2021-2022 EV SELPA CAC Meetings

2021/2022
East Valley Special Education Local Plan Area

CAC Meeting Schedule

All meetings will be held virtually
beginning at 9:30 a.m. & ending at 11:30 a.m.

SEPTEMBER 20, 2021

NOVEMBER 15, 2021

FEBRUARY 28, 2022

APRIL 25, 2022



5.4 EV SELPA Professional Development – March, April & May 2022

MARCH 2022

Date	Time	Event Title	Page
3/2	8:30-11:30	Structuring the Classroom for Student Success, <i>Webinar</i>	35
3/2	9:00-12:00	Self Advocacy & Self-Determination, Part 4 of 4 <i>Virtual</i>	49
3/3	8:30-12:30	Additional Support Assessment <i>Webinar</i>	18
3/3	4:00-6:00	Post-Secondary Transition Services Information Meetings: Topic - Conservatorship & More <i>Virtual</i>	50
3/17&18	8:30-3:30	SELPA Administrators of California ADR Conference <i>In-person</i>	12
3/23	8:30-12:30	The Paraprofessional: Best Practices to Support Students <i>Webinar</i>	37
3/28-30	8:00-3:30	Professional Crisis Management (PCM) Practitioner 1 Level <i>In-person training</i>	38

APRIL 2022

Date	Time	Event Title	Page
4/5-6	8:30-12:30	IEP Goal Development, Progress Monitoring, & Implementation <i>Webinar</i>	31
4/11-13	8:00-3:30	Professional Crisis Management (PCM) Practitioner 1 Level <i>In-person training</i>	38
4/13	8:30-10:30	Region 10 Coordinating Council Presents: Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT <i>Webinar</i>	43
4/13	9:00-12:00	Overview of CAPTAIN and Evidence-Based Practices for Students with Autism Spectrum Disorder <i>Webinar</i>	22
4/14	8:30-12:00	Self Regulation & Learning: Foundations & Strategies for Student Success <i>Webinar</i>	27
4/14	4:00-5:00	Post-Secondary Transition Services Information Meetings: Topic - Uniquely Abled Project, San Bernardino Valley College <i>Virtual</i>	50
4/19	8:30-11:30	Team Up for Comprehensive Assessment <i>Webinar</i>	17
4/21	8:30-10:30	Conflict Resolution: Improving Professional Relationships <i>Webinar</i>	13
4/22	8:30-3:30	Region 10 SLP Coordinating Council Presents: The Strategies to address Syndrome Disorders, Ethical Dilemmas, and Difficult Situations <i>In-person training</i>	46
4/26	9:00-2:30	Region 10 ADR Coordinating Council Presents: Taking the A out of ADR <i>In-person training</i>	14
4/26-28	8:00-3:30	Professional Crisis Management (PCM) Practitioner 1 Level <i>In-person training</i>	38
4/28	2:00-3:30	District Access (DA) Users Collaborative <i>Virtual Meeting</i>	29
4/28	4:00-5:00	Post-Secondary Transition Services Information Meetings: Topic - Inland Empire Job Corps <i>Virtual</i>	50
4/29	8:30-11:30	Region 10 OT/PT Coordinating Council Presents: The Neurobiology of Trauma <i>Webinar</i>	44

MAY 2022

Date	Time	Event Title	Page
5/11-12	8:30-11:30	AAC in the Classroom: Empowering All Students to Communicate <i>Webinar</i>	23/47
5/12	4:00-6:00	Post-Secondary Transition Information Meetings: Topic- CRY-ROP GenerationGo! And Lake Arrowhead Career Institute <i>Virtual</i>	50
5/16	8:30-12:30	Manifestation Determination <i>Webinar</i>	16/25
5/16-18	8:30-12:30	3-Day Webinar: Manifestation Determination, Functional Behavior Assessment (FBA), & Behavior Intervention Plan <i>Webinar</i>	16/25
5/25	8:30-12:00	SAI Inclusion <i>Webinar</i>	33



Conflict Resolution: **Improving Professional Relationships**

Presented by:
East Valley SELPA Program Specialists
Mary Anne Klenske, MA & Shannon Vogt, MA

Thursday
April 21, 2022
8:30 - 10:30 am

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

Training Objectives - Participants will be:

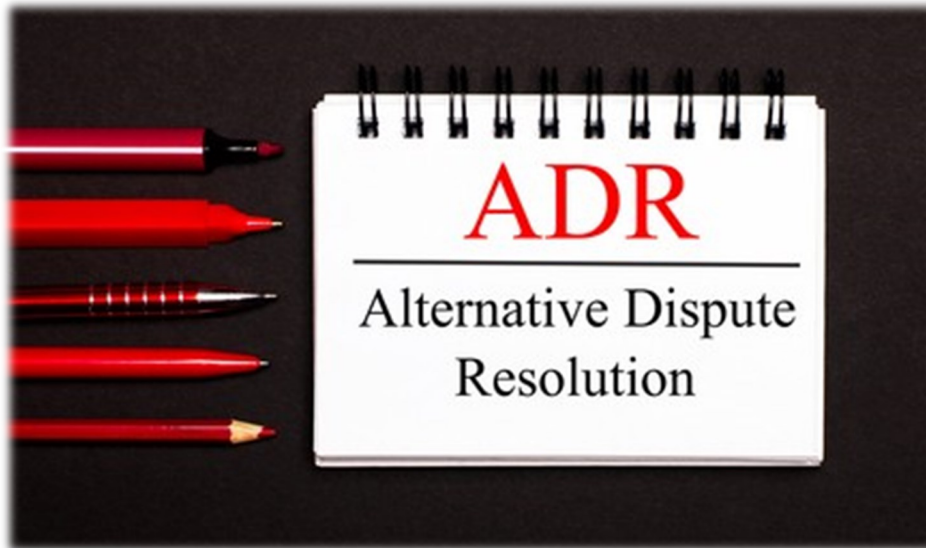
- Able to define the process of Alternative Dispute Resolution (ADR) as it can be used in an IEP Meeting and solving everyday conflicts
- Understand the role of facilitator in a difficult meeting
- Acquire mindfulness strategies to solving conflicts and coming to agreement within a team setting
- Provided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

Register Online:

<https://sbcss.k12oms.org/46-206468>



Region 10 Coordinating Council Presents:



“Taking the A out of ADR”

Presenter:

David Dowling, JD, MDR, Professional Mediator

Tuesday,

April 26, 2022

9:00 am—2:30 pm

With 90 minutes for lunch on your own

\$75.00 per person

(POs are not accepted)

Learning Outcomes:

- Understand the benefits and limitations of dispute resolution techniques
- Participants will be able to demonstrate knowledge and understanding of the principles, strategies, and tactics of dispute resolution
- Participants will learn to explain and apply various approaches to a dispute
- Understand the role of mediation as a dispute resolution option

Register Online:

<https://sbcss.k12oms.org/46-212766>

Manifestation Determination

Presented by:

Jessica M. Lascano,
MA, LEP #3613, APCC
&8762, NCSP,
SBCSS School
Psychologist

Day 1 of this live webinar will help school psychologists, and administrators to learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible decisions. Participants will be exposed to real life examples of manifestation determination cases and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

Functional Behavior Assessment (FBA) & Behavior Intervention Plan (BIP)

Presented by:

Courtney Beatty, MA,
BCBA,
Mary Anne Klenske, MA,
And
Shannon Vogt, MA

Day 2 & 3 of this live webinar covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment, and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA. Part-two will cover how to develop interventions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB).

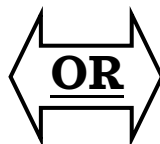
Objectives:

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

Monday, Tuesday, & Wednesday
February 14, 15, & 16, 2022
8:30 am - 12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-211420>



Monday, Tuesday, & Wednesday
May 16, 17, & 18, 2022
8:30 am - 12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-211421>

If you are interested in attending ONLY Day 1: Manifestation Determination

February 14, 2022, 8:30 am - 12:30 pm, Register Online: <https://sbcss.k12oms.org/46-211413>

May 16, 2022, 8:30 am - 12:30 pm, Register Online: <https://sbcss.k12oms.org/46-211415>

TEAM P

FOR COMPREHENSIVE ASSESSMENT



Team of Presenters:

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist
Jessica Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

Tuesday

April 19, 2022

8:30 am - 11:30 am

Live webinar

Register Online:

<https://sbcss.k12oms.org/46-211782>

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



Overview of C.A.P.T.A.I.N. and Resources for Evidence-Based Practices for Teaching Students with Autism Spectrum

Presented by:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist

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

Tracy Schroeder, LCSW, EVSELPA Behavioral Health Program Manager

Wednesday

April 13, 2022

9:00 am - 12:00 noon

Improve your knowledge about Autism Spectrum Disorder (ASD) and learn about effective strategies to use with both younger and older students on the spectrum.

This training briefly introduces the participant to the characteristics of ASD and provides an overview of Evidence-Based Practices (EBPs) for ASD as identified by the National Autism Center (NAC) and The National Professional Development Center (NPDC). In addition, the participant is introduced to the California Autism Professional Training and Information Network (CAPTAIN), a state-wide initiative dedicated to the dissemination of EBPs for ASD. The participant will walk away with a thorough understanding of why EBPs are paramount to the success of students with ASD and learn where to locate immediate resources for planning and implementation of EBPs in educational settings.



Register Online:

<https://sbcss.k12oms.org/46-213097>

Location:

Dorothy Inghram Learning Center
Home of the East Valley SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408



AAC IN THE CLASSROOM:

Empowering All Students to Communicate

Presenters:

Courtney Beatty, MA, BCBA & Susanne Ferguson, Ed.S, CCC-SLP, BCBA

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

This two-day live webinar is an introduction to
Augmentative and Alternative Communication (AAC)
for teachers, paraprofessionals, Speech-Language Pathologists, and
others who work in-person within the classroom settings.

Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Selecting vocabulary and creating a lesson plan
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

**This training is an introductory overview of AAC & focuses on in-person classroom implementation of basic visual AAC. It does not cover assessment or programming of high-tech devices or their systems.*

Wednesday & Thursday
May 11 & 12, 2022
Attendees Must Attend Both Days
8:30—11:30 am

Register Online:
<https://sbcss.k12oms.org/46-211787>



Self-Regulation and Learning: Foundations & Strategies for Student Success

Presented by:

Susanne Ferguson, Autism Program Specialist
Mary Anne Klenske, Program Specialist
Tracy Schroeder, Behavioral Health Program Manager
& Jo-Ann Vargas, School Based Lead Occupational Therapist

Thursday

APRIL 14, 2022

8:30 am—12:00 noon

Register Online:

<https://sbcss.k12oms.org/46-211789>

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



DISTRICT ACCESS (DA) USERS COLLABORATIVE Virtual MEETINGS

Facilitated by:
Lisa Horsley, Program Technician (MIS)
Dr. Patty Metheny, Administrator

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

Intended Audience:
District Access Users and District Special Education Administrators

Register Online or email Tami Goldstein: tami.goldstein@sbcss.net

<u>Date</u>	<u>Time</u>	<u>Register Online</u>
Thursday, January 20, 2022	2:00 - 3:30 pm	https://sbcss.k12oms.org/46-202217
Thursday, April 28, 2022	2:00 - 3:30 pm	https://sbcss.k12oms.org/46-202218

IEP Goal Development, Progress Monitoring, & Implementation 3-Day Webinar

Presented by:

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

Join us for a 3-day live webinar 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
- Learn how to collect data while instructing the target skill

Must Attend All 3-Days

Tuesday, Wednesday, & Thursday
JANUARY 25-27, 2022
8:30 am - 12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-211792>

OR

Must Attend All 3-Days

Tuesday, Wednesday, & Thursday
APRIL 5-7, 2022
8:30 am - 12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-211794>

THE INCLUSIVE CLASSROOM:

SPECIALIZED ACADEMIC INSTRUCTION

FOR REACHING ALL STUDENTS

PRESENTED BY:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist

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

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

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

**WEDNESDAY
MAY 25, 2022
8:30 AM - 12:00 NOON**

REGISTER ONLINE:

<https://sbcss.k12oms.org/46-213058>





The Paraprofessional: *Best Practices to Support Students*



Presenters:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialists

Shannon Vogt, MA, EV SELPA Program Specialist

Wednesday

March 23, 2022

8:30 am—12:30 noon

This live webinar will cover necessary information to truly support teachers teach and students learn daily. It will have valuable information for newly hired paraprofessionals and those who have been assisting teachers and students for years. We will cover ways to implement instructional support in academic, social, and behavioral areas. Paraprofessionals will walk away with new strategies, and tips and tricks to add to their “tool boxes”.

Objectives- Participants will:

- ⇒ **Learn the different responsibilities of a paraprofessional across the continuum of placements**
- ⇒ **Understand how to support students academically, socially, and behaviorally while focusing on student independence**
- ⇒ **Gain knowledge of special education, Individualized Education Programs (IEP's), accommodations and modifications**
- ⇒ **Learn how to take accurate data**
- ⇒ **Learn how to work with others**

Register Online:

<https://sbcss.k12oms.org/46-212870>



Professional Crisis Management (PCM)

Cost:

Initial Trainings \$40.00 per participant

Recertification Trainings \$40.00 per participant

Re-Training Sessions \$25.00 per participant

PCM INITIAL TRAININGS SCHEDULE SPRING 2022

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	1/24-25/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213007
Practitioner	2/8-9/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213012
Practitioner 1	3/28-30/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213013
Practitioner 1	4/11-13/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213015
Practitioner 1	4/26-28/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213016



Region 10 Coordinating Council Presents.....

“Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT” Webinar

Presented by Dr. Mona Delahooke

This 2-hour Live Webinar training will lay the developmental foundations for students to achieve Self-Regulation which supports learning and social engagement. This training will demystify the Polyvagal Theory and illuminate how it can guide the OT/PT assessment process and treatment interventions. Participants will walk away with a clear understanding of Therapeutic Use of Self and the central importance of Co-regulation as the essential components in the work of all school-based practitioners. Dr. Delahooke will describe behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child’s individual differences in the overarching context of relational safety.

Date: **Wednesday, April 13, 2022**

Time: **8:30 am to 10:30 am**

Location: **Live Webinar**

Fee: **\$50 (PO’s are NOT accepted)**

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

Objectives: Participants will:

1. Understand the “Developmental Iceberg” and how it helps us discover how to support each child's individual needs
2. Understand the 3 main states of the autonomic nervous system that inform us what to do in real time when managing children’s behavioral challenges
3. Describe how School-based OTs, COTA’s, and PTs use the “therapeutic use of self” when working with vulnerable children, regardless of their diagnosis
4. Describe the paradigm shift that is beginning across the world based on neuroscience research of the past decade.

CEUs: Certificate of attendance will be provided, verifying 2 professional development units.

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

Payment: Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San Bernardino, CA 92408. Make payable to SBCSS.

Payment must be received prior to event.

Register Online:

<https://sbcss.k12oms.org/46-205115>



Region 10 Coordinating Council Presents:

The Neurobiology of Trauma *Webinar*

Presented by Julia Bantimba,
MS Occupational Therapist and Colleague of Dr. Bruce Perry

The focus of this presentation will be on Neurosequential Model concepts and be geared toward professionals who work with children with adverse early childhood experiences and those who support families. This training will support participants in deepening their understanding of the ways in which early childhood experiences influence development, behavior, and participation in meaningful occupation. Participants will walk away with an understanding of how to tailor interventions to support regulation, relations, and reasoning.

Date: Friday, April 29, 2022

Time: 8:30 - 11:30 am

Location: Online Webinar

Fee: \$20

Objectives - Participants will:

1. Describe the way in which timing of adverse experience and relational buffering impacts various parts of child development.
2. Name the functions of each "level" of the brain and understand the basics of how to tailor intervention to address each of these areas of function
3. Identify 3-5 strategies they may use with clients and others to support regulation, relationships, and reasoning
4. Identify 2-3 sensory based strategies that can be used by providers of any discipline to support children who have experienced early childhood adversity

CEUs: Certificate of attendance will be provided, verifying 3 professional development units.

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

Payments: POs are not accepted.

Registration Deadline—April 22, 2022

Register Online:

<https://sbcss.k12oms.org/46-213069>

POST-SECONDARY TRANSITION SERVICES INFORMATION MEETINGS

Join us for a Thursday Afternoon Transition Services Virtual Information Meeting:

- Recreation & Social Activities
 - Independent Living
- High School Work Readiness Education
 - Financial Resources
- Conservatorship & more legal information
 - Vocational Training
 - Higher Education

DATE & TIME	SUBJECT	PRESENTED BY:	REGISTER ONLINE:
January 20, 2022 4:00 – 5:00 p.m.	Rolling Start Center for Independent Living Programs & Services	Program Manager Jo Ann Wilkes	https://sbcss.k12oms.org/46-208682
February 3, 2022 4:00 – 5:00 p.m.	Social Security Administration	Public Affairs Specialist Teresa Campbell	https://sbcss.k12oms.org/46-208683
February 17, 2022 4:00 – 5:00 p.m.	CalABLE Savings Account for Qualified Disability Expenses Without Taxable Earnings	Program Manager Anne Osborne	https://sbcss.k12oms.org/46-208684
March 3, 2022 4:00 – 6:00 p.m.	Conservatorship & More	Special Needs Attorney Sheela Stark	https://sbcss.k12oms.org/46-208685
April 14, 2022 4:00 – 5:00 p.m.	Uniquely Abled Project Valley College Machinist Department	Associate Professor Miguel Ortiz	https://sbcss.k12oms.org/46-208686
April 28, 2022 4:00 – 5:00 p.m.	Inland Empire Job Corps	Admissions Counselor Darlo Murray	https://sbcss.k12oms.org/46-208687
May 12, 2022 4:00 – 6:00 p.m.	CRY-ROP GenerationGo! Lake Arrowhead Career Institute Postsecondary Transition Services	Employment Placement Specialist II Norma Nuno & Jackee Benson, CPHT	https://sbcss.k12oms.org/46-208688

Gift cards drawing will be held at the end of each meeting.

Spanish interpretation available if request is made at time of registration at least 3 weeks prior to the meeting.

5.5 EV SELPA Steering Committee Meetings Dates 2022-2023

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

