

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

**\*\* AGENDA \*\***  
**MARCH 12, 2020 8:00 A.M.**

		<u><b>PRESENTER</b></u>
1.0	CALL TO ORDER	Patty Metheny
2.0	PUBLIC COMMENTS	
3.0	REVIEW/APPROVAL OF MINUTES	Patty Metheny
4.0	DISCUSSION/PRESENTATION	
<u><b>Finance Items</b></u>		
4.1	2019-2020 SBCSS EV-Ops FFS Budget to 2 <sup>nd</sup> Interim	Jennifer Alvarado
4.2	EV SELPA Regional Services Proportionate Cost FY 19-20	Andrea Tennyson
4.3	Governor's January 2020 Budget Proposal & Special Education	Patty Metheny
4.4	Assembly Bill 2291	Patty Metheny
<u><b>Program Items</b></u>		
4.5	EV SELPA Professional Crisis Management Updates	Mary Anne Klenske Shannon Vogt Courtney Beatty
4.6	Care Solace Presentation	Chad Castruita
4.7	Analyzing SELPA-wide OT Referrals to-date	Jo-Ann Vargas
4.8	EV SELPA Database for Parent Rights in Multiple Languages	Patty Metheny
4.9	CDE Compliance Monitoring Update	Patty Metheny
4.10	CALPADS Update	Anne-Marie Foley
4.11	EV SELPA Due Process Update	Rick Homutoff
4.12	EV SELPA IEP Forms Work Group & WebIEP Program Updates	Anne-Marie Foley
4.13	SBCSS East Valley Operations	Scott Wyatt
4.14	Hot Topics	Committee

## 5.0 OTHER

5.1 EV SELPA Professional Development – March & April 2020

5.2 EV SELPA Steering Calendar of Meetings 2020-2021

5.3 Next Meeting – April 16, 2020 8:00 AM

East Valley SELPA  
STEEERING COMMITTEE MEETING MINUTES  
February 13, 2020

MEMBERS PRESENT:

Dr. Patty Metheny  
Rob Pearson  
Jason Hill  
Bridgette Ealy  
Derek Swem  
Dr. Scott Wyatt  
Jim Stolze

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  
Fernanda Naves  
Christina Bradley  
Nicole Albiso  
Scott Whyte  
Grace Granados  
Keith Bacon

Business Services, Colton  
Business Services, Redlands  
Business Services, Redlands  
Business Services, Rialto  
Business Services, Rim  
Internal Business, SB County Schools  
Business Services, Yucaipa

OTHERS PRESENT:

Rick Homutoff, Ed.D.  
Andrea Tennyson  
Rosalva Contreras

East Valley SELPA  
East Valley SELPA  
East Valley SELPA

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny, at the East Valley SELPA office, 670 E. Carnegie Drive, San Bernardino, California, called the meeting to order at 8:00 a.m.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the December 12, 2019 meeting were reviewed. Motion to approve the minutes was made by Jason Hill and seconded by Scott Wyatt. The minutes were approved by consensus of the members present.

## 4.0 DISCUSSION/PRESENTATION

### Finance Issues

#### 4.1 2019-2020 2<sup>nd</sup> Interim EV SELPA Budgets

Andrea Tennyson presented the 2<sup>nd</sup> Interim EV SELPA Budgets. She reported minimal changes to all budgets except for the Occupational Therapy (OT) budget. The minimal changes were made to reflect increases in the final negotiated rates for employee benefits. For the most part, these minimal increases were offset by reductions in the operating costs for all budgets. The OT budget was increased to reflect the cost of additional staff due to the increased numbers of referrals from member districts for OT assessments and services. The additional staff include a contract occupational therapist (OT) and certified occupational therapy assistant (COTA).

#### 4.2 2019-2020 2<sup>nd</sup> Quarter NPS Reimbursement Transfer

The 2<sup>nd</sup> Quarter NPS Reimbursement Transfer was presented. Ms. Tennyson noted that there was an adjustment made to the 1<sup>st</sup> Quarter to properly account for invoices received after the 1<sup>st</sup> quarter transfer was processed. She noted the 2<sup>nd</sup> quarter transfer would include the adjustments mentioned and be submitted to SBCSS for processing.

#### 4.3 EV SELPA 2019-2020 Fiscal Reporting Calendar

Ms. Tennyson reviewed the Fiscal Reporting Calendar for February 2020. She noted that, as presented today, the 2<sup>nd</sup> Interim Budget Revision was added to the February activities. She also reminded the directors the January PARS and payroll reporting for the TPP program are due. Prompt submission of those items will allow timely submission for reimbursement from the Department of Rehabilitation. Ms. Tennyson also reported she is working on FY 20-21 budgets which are due to SBCSS Internal Business Services by the end of the month.

### Program Issues

#### 4.4 Draft EV SELPA Local Plan 2019-2020 - 1<sup>st</sup> Review

Dr. Metheny presented the draft of the Local Plan Section A: Contracts and Certifications and Section B: Governance and Administration for review by the Steering Committee, including Finance members. Dr. Metheny also shared a presentation detailing the purpose of the local plan, the four tenets, as well as the timeline for revision, adoption and submission to CDE. No revisions to the Plan were suggested by the Committee.

#### 4.5 Mega Letters & Compliance Monitoring Activities

Dr. Metheny presented a sample of the compliance Mega Letter sent to district superintendents January 31, 2020. As indicated in the letter, CDE has created a Padlet which will house the forms and necessary information for compliance reporting. The Padlet link is scheduled to be activated February 14, 2020. Dr. Metheny shared all EV SELPA districts, including the two charters, will be participating in Targeted Monitoring activities and one district will be participating in a Preschool Intensive Review. The EV SELPA will be hosting both Intensive Review and Targeted Monitoring trainings. Information will be provided to the districts regarding dates and times when it is available.



#### 4.6 Airtable Collaboration Platform

Jason Hill, Redlands USD Executive Director of Special Services, provided a demonstration of the database he has created using the Airtable Collaboration Platform. This is a web-based tool that has allowed Redlands USD to streamline their special education department database for tracking, reporting and services as well as to interface with other district departments such as transportation and human resources. Microsoft Excel spreadsheets can be entered into the Platform and then customized to allow for better “views” and reporting. Users are set with different levels of access and views are customized depending on the information needed for each team or specific member. Membership is free, but with restrictive limits. Redlands USD is currently using the non-profit membership which is reasonably priced. Mr. Hill highly recommends the Platform to streamline and simplify the administrative management of the special education office.

#### 4.7 PCM Instructor Training

A PCM Instructor Training is scheduled for April 20-23, 2020 at the Dorothy Inghram Learning Center, home of the EV SELPA. This is an opportunity for district staff to be trained as a trainers. The cost of the training is \$1,695. The EV SELPA will pay for up to two district staff to be trained if the district needs trainers. This means that the EV SELPA will cover this cost only if the district has trainers stepping down and needs trainers to bring the total to a maximum of two trainers funded by the SELPA. Districts are responsible for the cost of any other staff to be trained. A PCM overview and discussion regarding the possibility of district staff doing initial trainings in district is scheduled for the March Steering Committee Meeting. Currently, all initial trainings are conducted by East Valley SELPA staff.

#### 4.8 Open Access – Assistive Technology Partnership Accessible Curriculum for All

An opportunity to apply for a partnership with Placer County SELPA (SELPA System of Support Lead) is available. SELPAs can apply for one of three categories: Universal Design for Learning (UDL), Assistive Technology (AT), or Augmentative and Alternative Communication (AAC). A video was shared containing a brief description of the program, requirements to engage in this partnership and expected outcomes and benefits. Dr. Metheny shared that research demonstrates AT is an important tool for integrating students with disabilities into the general education setting and that the EV SELPA will explore partnering in this area. Directors were encouraged to assess their staff willingness to participate in this partnership as their participation will be vital for the success of this program. The EV SELPA program specialists will meet within the month with Placer County staff to determine the appropriateness of participating in this partnership in 2020-2021.

#### 4.9 EV SELPA Due Process Update

Dr. Homutoff shared that, to date, 23 cases have been filed in EV SELPA districts. Of this, four were mediation only requests. Last year by this time, 29 cases had been filed. Currently, there are three open cases. Dr. Homutoff also shared the decision from an October 2019 hearing with Colton JUSD. The district prevailed on all issues with the administrative law judge determining the assessments and offer of FAPE were appropriate.

#### 4.10 EV SELPA IEP Forms Work Group & WebIEP Program Updates

Dr. Metheny presented an update on behalf of Anne-Marie Foley. She noted that the EV-50G or IEP At-A-Glance are both available for use in WebIEP. The directors inquired if the system would be able to automatically forward this form to all personnel involved with the student as Web 504 does. If this option is not currently available, the directors would like to explore the possibility to do so. The EV-12 is also ready for release. A discussion regarding the timeline and frequency to provide this report to parents followed. Dr. Metheny noted that the law requires the report of progress toward IEP goals be provided at the same time report cards are provided. The EV-12 is designed to align with this requirement. The EV-53c PWN stand-alone form is also ready for use. Anne-Marie will work to have this form converted to a fillable PDF format, but it is reported that most districts use Dr. Homutoff PWN template instead of WebIEPs.

#### 4.11 East Valley Operations

Dr. Wyatt reported that a new Deaf, Hard of Hearing (DHH) teacher, Karen McPherson, is now on board. The directors requested that Ms. McPherson introduce herself to district personnel. Ms. McPherson will also be invited to attend a future Steering Committee Meeting. A new Speech Language Pathologist (SLP) McKenzie Winchell, was also hired. Dr. Wyatt stressed his commitment to continue to assist Rim of the World with their SLP needs.

Dr. Wyatt also reported that County Schools will stop reporting students as grade 11 for multiple years beyond grade 11 and instead will provide a certificate of completion for those students at the end of their 12<sup>th</sup> grade year. The students will be re-enrolled as transition students until they leave or age out at their 22<sup>nd</sup> birthdays. This will allow for continuity across the SELPA with district practices.

East Valley Operations SBCSS continues to look for ways to address chronic absenteeism for students with chronic medical conditions. Dr. Wyatt has reached out to his counterpart in Desert/Mountain SELPA as well as other County offices to explore ways to address the problem including the provision of home/hospital services, as appropriate.

Finally, Dr. Wyatt shared that East Valley Operations SBCSS budgeting for 2020-2021 is underway.

#### 4.12 Hot Topics

Jason Hill inquired as to the dates for this year's SBCSS Extended School Year classes at Judson & Brown. Jason Hill and Dr. Wyatt will communicate via email regarding the start date.

A question was raised regarding what end date should be listed for services on an IEP. Dr. Metheny counseled that services cannot include a lapse of dates, even during summer or winter break.

## 5.0 OTHER

### 5.1 EV SELPA Professional Development - February & March 2020

6.0 ADJOURNMENT: Meeting adjourned at 12:56 pm. Next meeting will be held on March 12, 2020.

## 4.0 FINANCE ISSUES

### 4.1 2019-2020 SBCSS EV-Ops FFS Budget to 2<sup>nd</sup> Interim

## FEE-FOR-SERVICE BUDGET to 2nd INTERIM COMPARISON - 2019-20

SELPA	East Valley			Budget	2nd Interim	+Increase/- Decrease
A. REVENUES						
	RS	OB	GL	April 2019		March 2020
1. AB602 Special Ed Funding	6500	8311	5001	\$ 10,338,192	\$ 10,213,509	\$ (124,683)
2. Property Tax Transfer	6500	8097	5001			
3. Property Tax Transfer Adjustment between 2019-20 P-2 and Annual (Payable)						
4. Net State Aid (A1-A2-A3)	6500	8311	5001			
5. LCFF ADA Revenue Transfer	6500	8710	5001	\$ -		\$ -
6. Prior Year Revenue Limit Fall Out	6500	8019	5001	\$ -		\$ -
7. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	\$ 570,552	\$ 434,462	\$ (136,090)
8. Federal Preschool	3315	8182	5730	\$ 27,761	\$ 24,660	\$ (3,101)
9. Preschool Local Entitlement	3310	8182	5730	\$ 75,588	\$ 48,253	\$ (27,335)
10. Preschool Staff Development	3345	8182	5730	\$ 245	\$ 191	\$ (54)
11. Infant Part C	3385	8182	5710	\$ 57,745	\$ 57,745	\$ -
12. Infant State Apportionment	6510	8311	5710	\$ 1,492,402	\$ 1,492,402	\$ -
13. Other State	6500	8590	5001	\$ -	\$ -	\$ -
14. Infant Discretionary	6515	8590	5710	\$ 29,865	\$ 31,628	\$ 1,763
15. Parent Infant Program (Local Contract)	9285	8677	5710	\$ 8,626	\$ 10,941	\$ 2,315
16. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	\$ 119,885	\$ 119,885	\$ -
17. Local Revenue (Contracts with Districts)	6500	8677	5770	\$ -	\$ -	\$ -
18. Contrib. frm Unrestricted - Tier III flex programs	6500	8981	5001	\$ -	\$ -	\$ -
19. Contrib. to Juvenile Hall (ADA Transfer)	6500	8311	5770	\$ -	\$ -	\$ -
TOTAL REVENUE (excludes A2, A3, A4)				\$ 12,720,861	\$ 12,433,676	\$ (287,185)
B. EXPENDITURES						
1. SAI Self-Contained (SDC)				\$ 8,629,160	\$ 8,491,554	\$ (137,606)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$ 1,863,036	\$ 1,880,400	\$ 17,364
3. 1:1 Aide Services (1:1) Aides				\$ 416,793	\$ 535,122	\$ 118,329
4. First Class (NO FFS - Grant Funded)				\$ 103,348	\$ 72,912	\$ (30,436)
5. Early Start (NO FFS - State/Grant Funded)				\$ 1,681,478	\$ 1,560,089	\$ (121,389)
TOTAL EXPENDITURES				\$ 12,693,816	\$ 12,540,078	\$ (153,738)
C. PRIOR YEAR ADJUSTMENTS						
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	\$ -	\$ -	\$ -
2. 2019-20 Beginning Balance (Early Start)				\$ 655,672	\$ 765,762	\$ 110,090
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				\$ 655,672	\$ 765,762	\$ 110,090
D. 2019-20 Projected Ending Balance						
1. Total Revenues (Section A)				\$ 12,720,861	\$ 12,433,676	\$ (287,185)
2. Total Prior Year Revenue Adjustments (Section C)				\$ 655,672	\$ 765,762	\$ 110,090
3. Total Expenditures (Section B)				\$ 12,693,816	\$ 12,540,078	\$ (153,738)
4. 2019-20 Projected Ending Balance				\$ 682,717	\$ 659,360	\$ (23,357)
5. Less Early Start Ending Balance				\$ (682,717)	\$ (918,274)	\$ (235,557)
6. 2019-20 Net Projected FFS Ending Balance				\$ 0	\$ (258,914)	\$ (258,914)

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	210	213	8
2nd Interim - P-1 count	201	215	12
<b>Difference</b>	<b>-9</b>	<b>2</b>	<b>4</b>

San Bernardino County Superintendent of Schools  
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM  
2019-20 Fee For Service Budget - 2nd Interim  
March 2020

		1	2	3	4	5	6
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	FIRST CLASS	EARLY START	TOTAL
		SDC	ITINERANT	1:1 AIDES	No FFS - Grant Funded	No FFS - State /Grant Funded	
1	<b>OBJECT</b>						
2	1000-1999	Certificated Salaries	2,688,329	767,759	-	14,098	4,185,383
3	2000-2999	Classified Salaries	1,483,878	192,487	279,621	12,763	2,065,152
4	3000-3999	Employee Benefits	1,942,662	436,969	207,437	11,205	2,922,598
5	4000-4999	Books & Supplies	20,092	4,350	-	10,418	54,125
6	5000-5999	Services & Other Operating Expenditures	316,230	27,010	747	17,981	409,018
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 6,451,191	\$ 1,428,575	\$ 487,805	66,465	9,636,276
10		% of Total	0.81870	0.18130		n/a	1.0000000
11							
12		Allocated Cost ( FN 3120, 2100, 2700, 8100)	1,289,515	285,555	-	219,901	1,794,971
13		Sub total 1000-5000 costs	\$ 7,740,705.79	\$ 1,714,129.81	\$ 487,805.00	\$ 66,465	\$ 11,431,247
14							
15	7300-7380	Indirect Cost @ 9.7%	750,848	166,271	47,317	6,447	1,108,831
16							
17		<b>TOTAL EXPENSE</b>	<b>\$ 8,491,554</b>	<b>\$ 1,880,400</b>	<b>\$ 535,122</b>	<b>\$ 72,912</b>	<b>\$ 12,540,078</b>

	Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	FIRST CLASS	EARLY START	TOTAL
				SDC	ITINERANT	1:1AIDES	No FFS - Grant Funded	No FFS - State /Grant Funded	
18									
19	8097	6500	Property Tax Revenue						0
20	8181	3310	Federal Local Assistance	355,696	78,766				434,462
21	8311/8319	6500	AB602 FFS Revenue (including Base for ADA)						0
22			<b>Total FFS Revenue</b>	<b>355,696</b>	<b>78,766</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>434,462</b>
23									
24			<b>Other Revenue Sources</b>						
25	86XX	8710	Local Control Funding Formula						0
26	8182	3315	Federal Preschool - RS 3315				24,660		24,660
27	8182	3310	Federal Local Assistance Applied to the First Class Program				48,253		48,253
28	8182	3345	Preschool Staff Development	191					191
29	8182	3385	Infant Part C					57,745	57,745
30	8311	6510	Infant State Apportionment					1,492,402	1,492,402
31	8590	6515	Infant Discretionary					31,628	31,628
32	8677	9285	Parent Infant Program					10,941	10,941
33	8285	9385	Other Local Revenue (contracts with districts)					119,885	119,885
34	8600/8799	6500	Other Local Revenue (contracts with districts)						0
35			2019-20 Beginning Balance					765,762	765,762
36			<b>TOTAL REVENUE:</b>	<b>355,887</b>	<b>78,766</b>	<b>0</b>	<b>72,913</b>	<b>2,478,363</b>	<b>2,985,929</b>

Excess Cost (expense minus revenue) \$ (8,135,668) \$ (1,801,634) \$ (535,122) \$ (0) \$ 918,274 \$ (9,554,150)

Number of Estimated Services in 2019-20 - As of P-1 Count 201 215 12 N/A N/A

2019-20 Proposed Rates - 2nd Interim \$40,476 \$8,380 \$44,594 - -

2019-20 Approved Rates \$38,856 \$8,271 \$52,099

2019-20 Estimated Revenue 13,199,438

2019-20 Estimated Expense 12,540,078

**Net Balance 659,360**

Less Early Start Ending Balance 918,274

**Estimated Fee-For-Service Ending Balance (258,914)**

## 4.2 EV SELPA Regional Services Proportionate Cost FY 19-20

**EAST VALLEY SELPA**  
**2019-20 REGIONAL SERVICES PROPORTIONATE SHARE COSTS**  
**AS OF 12/2019**

SERVICES	Estimate Total Expense	Colton		Redlands		Rialto		Rim		Yucaipa		Grand TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL Costs
MENTAL HEALTH COUNSELING	\$ 599,042	4	\$140,951	5	\$176,189	4	\$140,951	1	\$35,238	3	\$105,713	17	\$599,042
MH Percentage		24%		29%		24%		6%		18%		100%	\$599,042
OCCUPATIONAL THERAPY	\$ 1,417,835	65	\$405,988	101	\$630,843	0	\$0	12	\$74,952	49	\$306,052	227	\$1,417,835
OT Percentage		29%		44%		0%		5%		22%		100%	\$1,417,835
PHYSICAL THERAPY	\$ 105,609	7	\$56,866	5	\$40,619	0	\$0	1	\$8,124	0	\$0	13	\$105,609
PT Percentage		54%		38%		0%		8%		0%		100%	\$ 105,609
		77	\$603,805	112	\$847,651	4	\$140,951	14	\$118,313	52	\$411,766	259	\$4,139,363



## 4.3 Governor's January 2020 Budget Proposal & Special Education

government price index, the LCFF COLA is reduced to fit within the guarantee.

**State Estimated to Spend \$63 Billion for LCFF in 2019-20.** LCFF is by far the state's largest education program. With \$42.3 billion supported by the state General Fund (and \$20.6 billion supported by local property tax revenue), LCFF also is the largest component of the state's General Fund budget.

## Governor's Proposal

**Provides \$1.2 Billion Increase to Make Growth and COLA Adjustments.** In keeping with recent state practice, the administration's largest ongoing augmentation is for LCFF. Specifically, the Governor's budget for 2020-21 includes a \$1.2 billion increase to LCFF, which reflects funding for a projected 2.29 percent COLA, slightly

offset by a projected 0.3 percent decline in ADA. The augmentation brings total LCFF funding in 2020-21 to \$64 billion.

## Assessment

**Projected COLA Rate and Associated Cost Increase for 2020-21 in Line With Our Estimates.** Using the latest data available, we estimate the 2020-21 COLA rate is 2.14 percent—roughly tracking with the administration's estimate of 2.29 percent. The estimated rate will change based upon the release of further data updates over the coming months, with the state locking down the rate in late April 2020. Given the relatively modest growth rate in the federal government's price index, we believe the administration will likely revise its estimate slightly downward as part of the May Revision.

# SPECIAL EDUCATION

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Below, we provide background on special education services and financing, describe the Governor's proposals to reform these aspects of special education, assess these proposals, and offer associated recommendations.

## Background

**Federal Law Requires Schools to Provide Students With Disabilities Individualized Education Programs (IEPs).** Special education is instruction designed to meet the unique needs of each child with a disability. As a condition of receiving federal funding, the Individuals with Disabilities Education Act requires schools to identify all students with disabilities and provide them individualized support beginning at the age of three. The specific support provided to each student is detailed in his or her IEP, a legal document developed by the student's teachers, parents, and school administrators. Support services may include specialized academic instruction, speech therapy, physical therapy, counseling, or behavioral intervention services. In 2018-19, 11.7 percent of K-12 students received special education in California.

**Schools Must Serve Students With Disabilities in the Most Inclusive Setting.** Federal law generally requires districts to serve students with disabilities in the educationally appropriate setting that offers the most opportunity to interact with peers who do not have disabilities. The intent is to provide an "inclusive setting" where students with disabilities are taught alongside their peers in general education classrooms with appropriate services. These students may receive special education services within the general education classroom (for example, having an aide or interpreter work with them one on one) or in separate pull-out sessions (for example, having a one-on-one speech therapy session). Other inclusive models may include instruction designed for students with varying learning needs or co-teaching, where a special education teacher and general education teacher collaboratively teach a class that includes students with and without disabilities. In 2017-18, 56 percent of all students with disabilities in California were educated in an inclusive setting—placing California 40<sup>th</sup> out of 47 states for which data are available.

***Special Education Supported by Combination of General Purpose and Categorical Funds.***

Schools receive billions of dollars each year (mostly from LCFF) to educate all students, including students with disabilities. These funds can be used for any educational purpose but primarily cover general education costs such as teacher compensation. Beyond these general education costs, schools incur additional costs to serve students with disabilities (for example, to provide specialized support and adaptive equipment). To help cover these additional costs, both the state and federal governments provide categorical funding specifically for special education. These fund sources together cover about 40 percent of the additional cost of special education services. Schools cover remaining special education costs with general purpose funding (mostly from LCFF).

***Most Funding Allocated to Special Education Local Plan Areas (SELPA).***

State law requires school districts, charter schools, and county offices of education—collectively referred to as local education agencies (LEAs)—to participate in a SELPA, which is typically a regional consortium of entities that coordinate special education services. Large districts are allowed to serve as their own SELPAs. Most state and federal special education funding is allocated directly to SELPAs. Each SELPA decides how to allocate its special education categorical funding among its members.

***State Provides Most Categorical Funding Based on Overall K-12 Student Attendance.***

About 80 percent of state special education funding is allocated by a **base rate formula commonly called AB 602** (after its enacting legislation in 1997). The formula **distributes funding based on total student attendance rather than a more direct measure of special education costs** (for example, the number of students identified for special education or the cost of services provided). The **formula uses the greater of the current year's or prior year's overall attendance**. The AB 602 approach ensures schools have little incentive to overidentify students for special education or serve these students in unnecessarily expensive ways. **The federal government also allocates most of its special education funding based on overall student attendance.**

**AB 602 Base Rates Vary by SELPA.** Under AB 602, SELPAs are funded based on overall attendance, but the per-student rate each SELPA receives varies across the state—ranging from \$557 to \$960 per student in 2019-20. As described in the box on page 16, this variation was present when the state first shifted to the AB 602 model in the late 1990s. Over the last 20 years, the state has **occasionally provided funding augmentations to increase base rates for SELPAs** with below average rates.

**State Provides Remaining Categorical Funding Through Various Add Ons.** In addition to the base funding from AB 602, SELPAs may receive funding from the state's many special education categorical programs, as summarized in **Figure 7** (on page 17). The distribution and spending restrictions of these categorical funds vary. **Three of these categorical programs—mental health services, SELPA administration, and professional development—are allocated to all SELPAs based on overall attendance.** The Out-of-Home Care program provides funding for students living in **licensed group homes or health facilities. Funding for group homes and foster children have been held in place since 2016-17** due to state reforms that phased out the use of group homes. The remaining programs provide funding based on a variety of other factors, such as the size of the SELPA, the number of **students with high-cost placements or low-incidence disabilities, or the participation in employment training programs.**

**Federal Law Requires "Maintenance of Effort" (MOE) on State and Local Spending.** In order to receive federal special education funding, both states and **LEAs must spend at least as much on special education each year as they did the preceding year.** States and LEAs may choose whether their MOE is calculated on the basis of total special education spending or per-student spending. By "locking in" increased expenditures, this requirement offers an additional incentive for the state and LEAs to contain special education costs.

***Special Education Expenditures Have Increased Faster Than Associated Funding.***

**Figure 8** (see page 18) shows inflation-adjusted special education expenditures by fund source

## History of Special Education Funding in California

**State Has Overhauled Special Education Funding System Twice Previously.** State special education funding has gone through three distinct eras. First, between 1860 and 1980 the state created a patchwork system of special education categorical programs mostly based on specific types of disabilities. Second, in 1980 the state introduced a somewhat simpler funding formula—commonly referred to as J-50—that was based on the types of services provided. Finally, in 1997 the state introduced an even simpler formula commonly known as AB 602 (Davis) that is based on total student attendance.

**Earliest System Had Array of Programs and Major Shortcomings.** Starting in 1920, the state gradually developed a complex system for funding special education, eventually encompassing almost a dozen categorical programs. Each program had distinct funding rates, eligibility, and programmatic requirements. The system of categorical programs had various limitations. Most notably, the system encouraged schools to identify students with whichever disability generated the most funding rather than whichever best described their specific challenges.

**Second System Funded Based on Specific Services Provided.** To address these weaknesses, the state overhauled its special education policies between 1975 and 1980. California introduced a simpler funding system commonly referred to as the J-50 system (after the associated compliance form). This system was based on three types of special education services: (1) special day classes which only students with disabilities attend, (2) resource teachers who provide pull-out instructional support for students with disabilities served in general education classrooms, and (3) services provided by specialists such as physical therapy. During this time, California also began requiring all districts to organize into special education local plan areas (SELPA), which would be responsible for coordinating regional special education services.

**Second System Also Proved Complicated and Problematic in Practice.** In theory, the J-50 system simplified special education funding, but in practice, it replaced one set of complications with another. The system established unique funding rates for each SELPA based on a statewide survey of special education costs in 1979-80. Though these rates closely tracked special education costs the first few years after 1980, the state's failure to update its cost survey resulted in seemingly arbitrary funding inequities by the mid-1990s. Most importantly, the J-50 system encouraged schools to serve students with severe disabilities in special day classes, as the funding generated for serving students with disabilities in general education classrooms was intended only to cover students with relatively mild disabilities.

**Current Funding System Intended to Simplify and Address Unequal Funding.** The state overhauled the funding system for a second time in 1997 with the passage of AB 602. The state shifted to a formula based on overall student attendance to eliminate the complexity and bad incentives characterizing the J-50 system. However, in transitioning from the J-50 system, the state set each SELPA's per-student funding rate by using its total funding in the last year under the J-50 system. Because funding rates varied notably under the J-50 system, the new rates established under AB 602 also varied notably. In an effort to equalize these rates, the state allocated funding in the late 1990s, early 2000s, and in 2019-20 to increase rates for SELPAs below the statewide per-student average. Despite unequal rates, AB 602 largely realized the state's original goals of simplifying funding and removing inappropriate incentives regarding the provision of services.

between 2007-08 and 2017-18. During this ten-year period, total state and federal special education funding declined (in inflation-adjusted terms) due to the drop in overall student attendance. However, total special education expenditures increased, largely driven by a growing number of students with relatively severe disabilities requiring more intensive services. Most notably, the share of students with autism has increased from 1 in 600 in 1997-98 to 1 in 50 in 2017-18. Expenditures also have increased as a result of

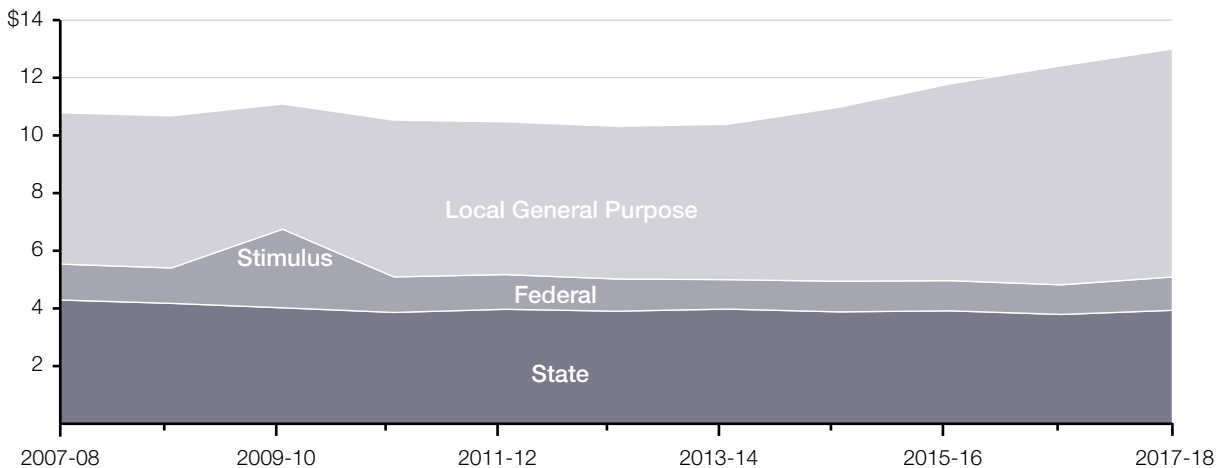
schools increasing staff salaries and being required to make larger pension contributions on behalf of their employees. As a result, local general purpose funding has been covering an increasing share of special education expenditures, rising from about 45 percent ten years ago to about 60 percent today.

**Special Education Expenditures Vary by Region.** In per-student terms, special education expenditures vary notably among SELPAs. We estimate SELPAs spent an average of about

**Figure 7****California Funds Many Special Education Programs***2019-20 (In Millions)*

Program	Distribution Method	Spending Restrictions	Funding
<b>AB 602<sup>a</sup></b>	Overall student attendance.	Any special education expense.	\$3,412
<b>Preschool</b>	Per-child funding for three- and four-year olds with disabilities (one time).	None.	493
<b>Mental health services</b>	Overall student attendance.	Mental health services for students with disabilities.	386
<b>Out-of-Home Care</b>	Location and capacity of Licensed Children's Institutions.	Any special education expense.	144
<b>SELPA administration</b>	Overall student attendance.	SELPA-level services, including data management and required reporting.	100
<b>Infants and toddlers</b>	Number of infants and toddlers with special needs served.	Early intervention services for infants and toddlers with special needs.	83
<b>Workability</b>	Number of students enrolled in employment training programs.	Job placement and training for students with disabilities.	40
<b>Low-incidence disabilities</b>	Number of students who are deaf, hard of hearing, visually impaired, or orthopedically impaired.	Services and materials for students with qualifying conditions.	19
<b>Technical assistance leads</b>	Competitive.	Support services.	10
<b>Extraordinary cost pools</b>	Individual student placements.	Expenses associated with very high-cost residential or nonpublic school placements.	6
<b>Necessary Small SELPAs</b>	Attendance in SELPAs serving fewer than 15,000 students.	SELPA-level services, including coordination, data management, required reporting, and fiscal administration.	3
<b>Professional Development</b>	Overall student attendance.	Staff development related to special education.	1
<b>Total</b>			<b>\$4,697</b>

<sup>a</sup> Special education program named after authorizing legislation—Chapter 854 of 1997 (AB 602, Davis).  
SELPA = special education local plan area.

**Figure 8****Local Funds Covering Growing Share of Special Education Costs***Special Education Spending by Fund Source, 2017-18 Dollars (In Billions)*

LAO

\$2,000 per student in 2017-18 (spreading costs across all students in the region). Per-student spending among SELPAs ranged from about \$600 to more than \$4,000. Special education expenditures vary by region for at least three reasons. First, the overall incidence of students with disabilities varies across the state. Second, even SELPAs serving similar proportions of students with disabilities may differ in the intensity of their services. Third, the cost of providing specific special education services varies by region, largely because of differences in the compensation packages that LEAs provide teachers and specialists.

**Students With Disabilities Tend to Have Poorer Outcomes Than Other Students.** Students with disabilities perform worse than students without disabilities across several measures. Based upon the most recent data, students with disabilities had low scores on standardized tests of reading and math—scoring as a group at the 18th percentile of all test takers. Students with disabilities also have notably lower graduation rates compared to other student groups. In 2017-18, the four-year graduation rate for students

with disabilities was 65 percent, compared to 83 percent of students statewide. Some students with disabilities, however, just take longer to graduate. Of the students with disabilities exiting high school in 2017-18, 76 percent left with a high school diploma. Of the remaining students, 13.6 percent dropped out, 3.4 percent aged out (reaching age 22), and 7 percent received an alternative certification called a certificate of completion. (Students can receive a certificate of completion if their IEP team determines they are unlikely to meet all requirements for high school graduation, but can meet an alternative set of requirements developed by the IEP team.)

**Current-Year Budget Included \$645 Million One-Time Funding for Preschool and Low-Funded SELPAs.** The 2019-20 budget provided \$493 million one-time funding to districts based on the number of preschool-aged children with disabilities they serve—\$9,010 per child. Although districts are required to provide special education services for this age group, the current-year budget is the first time the state has provided funding for this purpose. Districts were not required to use these funds for additional services.



Thus, funds likely will be used to cover the costs of existing preschool services. The 2019-20 budget also included \$153 million one-time funding to increase AB 602 rates for SELPAs funded below the statewide average of \$557 per student.

***Current-Year Augmentations Made Contingent on Future Special Education Reforms.***

The 2019-20 budget package also included language specifying that the \$645 million in augmentations would only be ongoing if the Legislature makes statutory changes in the 2020-21 budget designed to improve the academic outcomes of students with disabilities. The specific reforms are to be determined collaboratively by the Legislature and the administration but may include a reconsideration of the role of SELPAs, an expansion of inclusive instructional practices, support for addressing disproportionate identification and placement of certain student subgroups, and review of special education funding allocations.

## **Governor's Proposals**

***Proposes a Multi-Phased Approach Aimed at Improving Special Education.***

Given the language in the 2019-20 budget prompting special education reform, the administration engaged with various stakeholders in the summer and fall of 2019. The administration identified several challenges informed by these discussions, including growing student mental health and social-emotional needs, teachers not prepared to adapt instruction to students with diverse needs, shortages in special education teachers and specialists, and the lack of clear and consistent messaging from the state to promote inclusive practices that improve outcomes for all students. To address these issues, the Governor proposes to make reforms in special education financing and other areas over a multiyear period.

***First Phase Makes \$645 Million Augmentation From 2019-20 Ongoing to Modify Base Formula.***

The Governor proposes to increase the base rate for most SELPAs to \$660 per student. To fund the base rate increase, the Governor proposes to make ongoing the \$645 million augmentation provided in 2019-20. SELPAs that currently have higher rates than the proposed new base rate would be held

harmless. The Governor also proposes to modify the base formula to use a three-year rolling average of student attendance, rather than the greater of the current year or prior year. The average would be calculated for each LEA, but funding would continue to be allocated to SELPAs.

***Freezes Categorical Funding and SELPA Membership.***

In anticipation of future changes to special education funding, the Governor's budget proposes to freeze allocations for most special education categorical programs at 2019-20 levels, adjusted for cost of living. In addition, the Governor proposes to prohibit LEAs from changing SELPAs through 2023-24.

***Future Phases to Be Informed by a Privately Funded Study.***

In the fall of 2019, a study of special education funding in California was commissioned using private foundation funding to potentially inform future changes to the special education funding formula. The scope of the study was developed with input from the administration, the State Board of Education, and the California Department of Education (CDE). Our understanding is the study is expected to recommend a new funding model aimed at addressing variation in student needs and costs, promoting inclusive practices, and encouraging early intervention and identification of students with disabilities. The study is expected to be completed within the next year.

***Proposes \$1.1 Million for a Governance Study and Two Workgroups to Inform Future Phases.***

The Governor's budget provides \$500,000 on a one-time basis to fund a study on special education governance and accountability. The study would provide recommendations on (1) improving delivery of special education services, (2) improving student outcomes, (3) ensuring equitable distributions of services to LEAs, and (4) identifying strategies and challenges for funding and services under the current and recommended models. The findings of the study would be reported to the Legislature by October 1, 2021. The budget also includes a combined \$600,000 one time to convene two workgroups. Of this amount, \$350,000 is for a workgroup to develop a standardized IEP template and consider the feasibility of a statewide IEP reporting system. The remaining \$250,000 is for a workgroup to develop alternate pathways for

students with disabilities to receive a high school diploma. Both workgroups would include the Department of Rehabilitation, the Department of Developmental Services, LEAs, SELPAs, legislative staff, and relevant experts. The time frame and the of the workgroups would be similar to that of the governance study.

**Includes \$250 Million in One-Time Funding for Preschool Services.** The Governor's budget includes \$250 million in one-time funding to be allocated to districts based on the number of preschool-aged children with disabilities served by the district. In contrast to the preschool funds provided in 2019-20, the Governor intends this funding to increase or improve program services.

**Provides \$4 Million One Time to Create the California Dyslexia Initiative.** The Governor proposes to designate a county office of education (COE) to promote best practices regarding the treatment of dyslexia across the state. The COE would find effective models that identify and support students with dyslexia and other specific learning disabilities, create professional development on effective instruction for these students, and host a statewide conference by the end of 2020 to disseminate relevant information and resources. The COE would lead the initiative in partnership with a designated university.

## Assessment

**Proposal Generally Aligned With Original Legislative Intent.** By reducing variations in SELPA base rates, the Governor's proposal addresses special education funding inequities that have persisted for decades. Moreover, the proposal is consistent with the original intent of AB 602 and our office's past recommendations.

**Three-Year Average Would Smooth Funding Changes for Districts With Declining Attendance.** Given statewide student attendance has been declining since 2013-14 and is projected to continue declining over the next decade, shifting to a three-year average would help smooth the associated drops in special education base funding for the majority of districts. In contrast, for the smaller share of districts that are growing, a rolling average would result in annual funding increases somewhat smaller than their growth in attendance.

**Unclear How Proposed Reforms Address Key Challenges in Special Education.** In explaining the rationale for its proposal, the administration cites several key challenges in special education, such as teachers not being fully prepared for inclusive classrooms and an increasing need for mental health and social-emotional support for students. However, the nexus between these challenges and the special education funding model remains unclear. The AB 602 base formula provides schools with broad flexibility to use funding in ways that align with the needs of their students, including promoting inclusive classrooms and providing additional student services. Similarly, we do not see a clear connection between the current special education governance system and the challenges cited by the administration.

**Current Approach to Studying Problem Limits Legislative Input.** Many of the key challenges cited by the administration align with issues the Legislature has deemed key priorities. However, the privately funded study—which may ultimately inform future proposals from the administration—was initiated, funded, and developed outside of the legislative process. This approach leaves little room to ensure the Legislature's concerns are incorporated in the study. Although the Legislature will be able to review any new funding model that the administration proposes in the future, this provides limited time for the administration to then directly address any concerns that the Legislature may have about the proposed model. For instance, the privately funded study is expected to make recommendations to address the higher costs of serving students with severe disabilities. Providing more funding to LEAs for children with more severe disabilities could address this concern, but also could create incentives for LEAs to overidentify students with disabilities. The Legislature would need sufficient time to evaluate these considerations.

**Base Funding Does Not Include Count of Preschool-Aged Children.** Although the federal government requires districts to begin providing special education to children with disabilities on their third birthdays, the AB 602 base formula does not include student attendance for this age group. This is primarily because most children in this age



group do not attend school and the state does not collect data on the number of preschoolers who live within each school district's attendance boundary. **As a result, the state provides no funding to account for the costs associated with serving these children.** Districts cover related costs with a combination of federal funding and general purpose funding.

**One-Time Preschool Funding Sends Confusing Message to Districts.** The administration intends for the one-time preschool funding to be used to increase or improve services for children. Based on our conversations with various special education stakeholders, effectively increasing or improving services typically requires ongoing spending increases—particularly for hiring additional staff. **However, given the one-time nature of these funds, schools are unlikely to hire additional staff to support these new services.** Instead, the funding likely will be used for one-time activities, such as professional development or technology purchases. Districts are also discouraged from using this funding to provide additional IEP-related services, as this would raise their local MOE.

## Recommendations

**Adopt Governor's General Approach to Modifying Base Funding Formula.** We recommend the Legislature adopt the Governor's general approach of using the \$645 million augmentation provided last year to develop new AB 602 base rates. The approach is aligned with the original intent behind AB 602 to eliminate historical variations in base rates. We also recommend adopting the proposed three-year average of attendance to calculate base funding. This will smooth drops in funding due to declining student attendance in many districts across the state.

**Use One-Time Preschool Funding for an Ongoing Base Increase, Incorporate Preschoolers Into the Base.** We recommend the Legislature make the proposed \$250 million for one-time preschool funding, instead, an ongoing base augmentation to fund the addition of preschool-aged children into the base formula. Expanding the base formula to include

preschool-aged children would allow the state to recognize local costs associated with serving this age group. To address the lack of preschool attendance data, we recommend modifying the base formula to double-count kindergarten attendance for LEAs that provide preschool, effectively using kindergarten attendance as a proxy for preschool attendance.

**Fund Studies and Workgroups Based on Legislative Priority.** Considering the administration plans on addressing special education issues over a multiyear period, the Legislature may want to think carefully about what issues it would like to ensure are addressed. To the extent that additional research or stakeholder input may be helpful, the Legislature could consider funding other studies and/or workgroups this year to help inform future changes to special education. Below we describe two options the Legislature could consider:

- **Reforms to Special Education Categorical Programs.** The Legislature could fund a study or workgroup that makes recommendations for simplifying or updating the state's special education categorical programs. Many of these programs merit a careful review to ensure they are an effective way to distribute funding. Funding for the Out-of-Home Care program has been partially frozen since 2016-17 because its allocation formula is no longer applicable. Some programs, such as employment training and funding for infant and toddlers, were first established in the 1980s and are only allocated to certain LEAs. The privately funded study may examine some of these issues, but a narrower, specific study might provide the Legislature with more concrete options for reforming the current model.
- **Alternative Models That Address High Special Education Costs.** As previously mentioned, one ongoing concern in special education is the increasing number of students with high special education costs. The Legislature could fund a study that explores options for funding high-cost students while also avoiding incentives to overidentify or serve students in more

restrictive environments. In particular, the study could examine promising options from other states that could feasibly be adopted in California. Two states, for example, have models primarily based on overall student counts that also provide LEAs with partial reimbursement for high-cost students. A study specifically focused on this issue could provide some concrete options for the Legislature to consider adopting.

**Directly Address Other Key Priorities, Such as Inclusion.** Several of the Legislature's key priorities are not directly related to the state's special education funding model. For example,

the state's attendance-based funding model does not discourage schools from placing students in inclusive settings. In these areas, we encourage the Legislature to consider other actions that would improve special education. To further promote inclusion, the Legislature could expand existing initiatives that provide districts technical assistance to implement inclusive practices. Alternatively, the Legislature could consider funding a workgroup to identify the key barriers to implementing inclusive practices and provide recommendations for how to address these challenges. These actions can be taken now without having to wait for the administration to suggest future changes to the special education funding formula.

## EDUCATION WORKFORCE

In this section, we analyze the Governor's proposals to address teacher and other staffing shortages, as well as his proposal to provide additional professional development for school staff.

### WORKFORCE SHORTAGES

Below, we provide background on teacher and other school staffing shortages, describe the Governor's proposals related to these issues, assess these proposals, and offer associated recommendations.

#### Background

**California Has More Than 600,000 School Employees.** School districts employ a variety of school staff, including teachers, administrators, student services staff, and other school support staff. The state had about 295,000 full-time equivalent (FTE) teachers in 2018-19, an increase of 10 percent over the 2010-11 level (the low point during the Great Recession). Coupled with the effects of declining student enrollment, the statewide student-to-teacher ratio, in turn, has dropped every year since its peak in 2010-11 (23:1). In 2018-19, this ratio was about 21:1—comparable to the level prior to the Great Recession. The state also has about 26,000 FTE

principals and other school administrators. Student services staff include counselors, psychologists, social workers, nurses, speech and language specialists, and librarians. In 2018-19, the state had about 31,000 school services staff, an increase of about 32 percent over the 2010-11 level. Teachers, administrators, and student services staff all require credentials issued by the California Commission on Teacher Credentialing (CTC). In contrast, the remaining support staff—including instructional aides, office staff, bus drivers, custodians, and cafeteria workers—do not require credentials and are commonly referred to as classified staff. The state had around 262,000 FTE classified staff in 2018-19.

**Some Districts Unable to Find Credentialed Teachers.** Despite recent growth in the teacher workforce, some districts in the state are unable to find credentialed teachers. As shown in **Figure 9**, prospective teachers have various pathways to earn their teaching credentials. When districts are unable to hire a credentialed teacher for immediate staffing needs, they hire underprepared teachers with emergency credentials. As **Figure 10** shows, almost 3 percent of the teacher workforce (about 8,200 teachers) had an emergency credential in 2017-18. The share of teachers on emergency credentials has risen every year since 2009-10, when the demand for teachers was low.

## 4.4 Assembly Bill 2291

# AB 2291 (Medina)

## Special Education Finance Reform

### **Background**

Special Education in California is funded through a combination of federal, state and local funds. Costs have increased from \$10.8 billion to \$13 billion in the 2017-2018 school year.

About 85% of state special education funding is provided as categorical funds known as “AB 602” (Chapter 854, Statutes of 1997). This allocation method provides funding using a census-based method that allocates special education funds to SELPAs based on the total number of students attending school within the area. AB 602 was based on the assumption that students with disabilities are fairly equally distributed in the student population. The intent of AB 602 funding was to remove fiscal incentives to over-identify students with disabilities that existed under the prior J-50 model. AB 602 also included a “special disabilities adjustment” which accounted for variation in the enrollment of students with more severe disabilities. This adjustment was eliminated in 2011-12, and at the time totaled \$74 million.

### **Problem**

Special education in California lacks the following:

#### *Ongoing Special Education Preschool Funding:*

Early intervention programs for preschoolers are an excellent, mandatory investment. Children who receive high quality care and education before kindergarten are 40% to 60% less likely to require special education interventions when they reach school-age, resulting in significant future cost savings to the state and local educational agencies

In California, no ongoing state funding is provided to subsidize the more than \$660 million that schools report spending on special education preschool

programs as of 2017. The California Statewide Special Education Task Force and the Public Policy Institute of California (PPIC) have recommended that the state establish a funding mechanism to support special education preschool programs.

*Equity:* For decades, California’s special education funding rates have varied considerably – currently ranging from \$557 to \$940 per pupil - for no logical reason. While the 2019-20 State Budget made progress in leveling up to a statewide funding floor, there is still great inequity in special education funding rates. The Legislative Analyst’s Office, the PPIC, and the California Statewide Special Education Task Force all recommend that the legislature retain the census-based model and create equity in special education AB 602 funding rates.

*Funding for students who need extra support:* In the 20 years since the last major special education finance reform, the percentage of special education students requiring greater support has risen dramatically. During the same period, the state’s dedicated fund to support these “low incidence” students was eliminated.

### **Solution**

**AB 2291** would establish a funding mechanism to support special education preschool programs, by adding preschoolers to the AB 602 funding formula.

**AB 2291** would address long-standing inequities by leveling up special education funding rates to where 95% of the state’s ADA would receive the same funding level and those that currently receive funding above this rate would be held harmless.

**AB 2291** would provide a supplemental grant to support students with greater needs, including students with autism, and students who are blind, deaf or hard of hearing, and intellectually disabled.

## 4.0 PROGRAM ISSUES

### 4.5 EV SELPA Professional Crisis Management Updates



# EV SELPA PCM Update March 2020

*Courtney Beatty, Program Specialist*  
*Mary Anne Klenske, Program Specialist*  
*Shannon Vogt, Program Specialist*

# PCM Presentation Topics

- **Overview** – facts, EV SELPA levels, requirements of trainees, advantages of PCM
- **EV SELPA Instructors** - # per district, instructor training & costs
- **EV SELPA PCM Trainings** – type, cost, procedures, 2017-2018 data, 2018-2019 data, 2019-2020 data
- **EV SELPA PCM Trainings Remaining in 2019-2020**
- **EV SELPA PCM Classroom Outcome Data**

# PCM Facts

- PCM trainings are certification courses; both a written and 'physical' exam must be passed to be certified.
- Participants can 're-train' until both exams are passed.
- Trainees must attend all required hours to be certified.
- PCM certification is good for one year.
- PCM is a comprehensive, research-based, multi-level system that provides powerful strategies to prevent and diffuse dangerous behaviors.
- PCM is based on applied behavior analysis (ABA) principles and keeps in mind consideration for the dignity of the student.
- PCM implements the use of many proactive verbal, non-physical strategies to minimize the need for physical strategies.



# PCM Levels Use Within EV SELPA

- **Practitioner (P)** - is certified to use all of the PCM non-physical procedures, personal safety, and transportation procedures. (A 2-day training)
- **Practitioner P (2)**- is certified to use all of the PCM non-physical procedures, personal safety, transportation procedures, vertical immobilization and prone horizontal immobilization procedures on **a 2 inch thick foam mat**. (A 3-day training)
  - Effective use of Practitioner P (2) requires a minimum of 2 currently certified staff in any one setting; 3 trained providers may be necessary in some circumstances

# PCM Requires a “Level” of Physical Fitness

- Practitioner (P) trainees must be reasonably physically fit. They do not need to be “athletes”, they don’t have to be able to run long distances and they don’t need to be of any particular body type or size. They should however be able to walk briskly if necessary for brief periods and should have no problems with their arms or back.
- PCM Practitioner P (2) requires
  - the ability to perform lunges and walk in a semi-squatting position multiple times over the 3-day training
  - the ability to stand up from a lunge, squatting position or on their knees when on the mat, without any assistance from furniture or another person.
- Practitioner P (2) trainees should meet the above requirements and they should have no problems with their knees and/or legs that would prevent them from easily getting to a kneeling position OR getting up from a kneeling position unassisted.

# Advantages of PCM

- PCM strategies are based in **evidence-based practice** and are designed to fit seamlessly within ABA programs, ED programs, and behavior intervention plans.
- PCM **reduces liability and risk of litigation** by maintaining higher standards for certification. Certification is NOT solely attendance based. Participants MUST pass competency evaluations.
- PCM instructions are **PRECISE, leaving very little room for errors.**

# EV SELPA PCM Instructors

- All EV SELPA Program Specialists- 5
- Colton- 2
- Yucaipa- 2
- Rialto- 3
- Redlands- 3
- County- 3
- Rim- 3

# Instructor Trainings

Training of Trainers (Instructor course costs paid by EV SELPA for 2 instructors per district, transportation & lodging paid by districts)

- Initial 4-day course - \$1695/person (1 per district)
- Annual 2-day recertification course - \$395 (1 per district)

\*Next New Instructor Course is April 20-23, 2020 at the Dorothy Inghram Learning Center

\*Next Instructor Re-certification course is May 7 – 8, 2020 at the Dorothy Inghram Learning Center

# EV SELPA PCM Trainings & Costs

Initial PCM Practitioner (P) - \$40

Initial PCM Practitioner P (2) - \$40

Recertification PCM Practitioner (P) - \$40

Recertification PCM Practitioner P (2) - \$40

Retraining PCM Practitioner (P) or Practitioner P (2) - \$25

# PCM Trainings Procedures

- Tami Goldstein, EV SELPA Services Specialist, coordinates, registers and communicates about all PCM trainings
- Each district has an identified PCM Liaison
  - Colton – Judith Kim
  - Redlands – Sony Stewart
  - Rialto – Shelly Gates
  - Rim of the World – Julie McCollister
  - YCUSD – Cheryl Burns
  - SBCSS – Wendy Franklin
- Each district PCM Liaison has access to the PCMA database
- Next District PCM Liaison Meeting – May 24 at 2:30 p.m. at the Dorothy Inghram Learning Center

# EV SELPA PCM Training Statistics 2017-2018

## Number of PCM Trainings by Type

Initial PCM Practitioner (P) - 8

Initial PCM Practitioner P (2) - 10

Recertification PCM Practitioner (P) - 9

Recertification PCM Practitioner P (2) - 11

Retraining PCM Practitioner or Practitioner P (2) – 12

Total Number of Participants Trained & Certified = 297 SELPA-wide



# EV SELPA PCM Training Statistics 2019-2020

## Number of PCM Trainings by Type

Initial PCM Practitioner (P) - 6

Initial PCM Practitioner P (2) - 14

Recertification PCM Practitioner (P) or P (2) - 24

Retraining PCM Practitioner or Practitioner P (2) – 8

Total Number of Participants Trained = 434 SELPA-wide to date

# EV SELPA PCM Training Statistics 2018-2019

## Number of PCM Trainings by Type

Initial PCM Practitioner (P) - 9

Initial PCM Practitioner P (2) - 17

Recertification PCM Practitioner (P) - 14

Recertification PCM Practitioner P (2) - 11

Retraining PCM Practitioner or Practitioner P (2) – 10

Total Number of Participants Trained = 428 SELPA-wide

# EV SELPA PCM Training Statistics

Number of Employees  
by District Scheduled for  
a PCM Training and Did  
Not Attend – “No Shows”

District	2017-18	2018-19	2019-20
Colton	10	11	2
Redlands	0	7	2
Rialto	7	8	7
Rim	9	1	0
SBCSS	22	14	2
Yucaipa	5	4	2

# Remaining EV SELPA PCM Trainings Scheduled 2019-2020

Initial PCM Practitioner (P) - April 7-8, May 12-13

Initial PCM Practitioner P (2) - April 7-9, May 13-15

Redlands Private Event April 27-May 1

Recertification PCM Practitioner (P) or P (2)-

Yucaipa- April 22-23, 24

SBCSS- May 5-6

Redlands- May 27-28

Re-trainings - March 13, April 29, May 21,

# Evolution of current Behavior Intervention Programs at Kingsbury Elementary, RUSD

- Two “Behavior Intervention” programs at two different sites; one upper elementary, one lower elementary
- Both required intensive support from EVSELPA
- Ongoing crisis behaviors such as hitting, kicking, spitting, throwing furniture, destroying school property, eloping from classroom and school grounds were happening

# Evolution of current Behavior Intervention Programs at Kingsbury Elementary, RUSD

**SELPA Program Specialists recommended:**

**Both classes placed at one site**

**All staff trained and receive ongoing training and support**

**Provide one room adjacent to classes for behavior emergencies (Alternative Intervention Room-AIR room)**

**Implement evidence-based program recommended by SELPA including setup, training, implementation and support**

# “The AIR room”

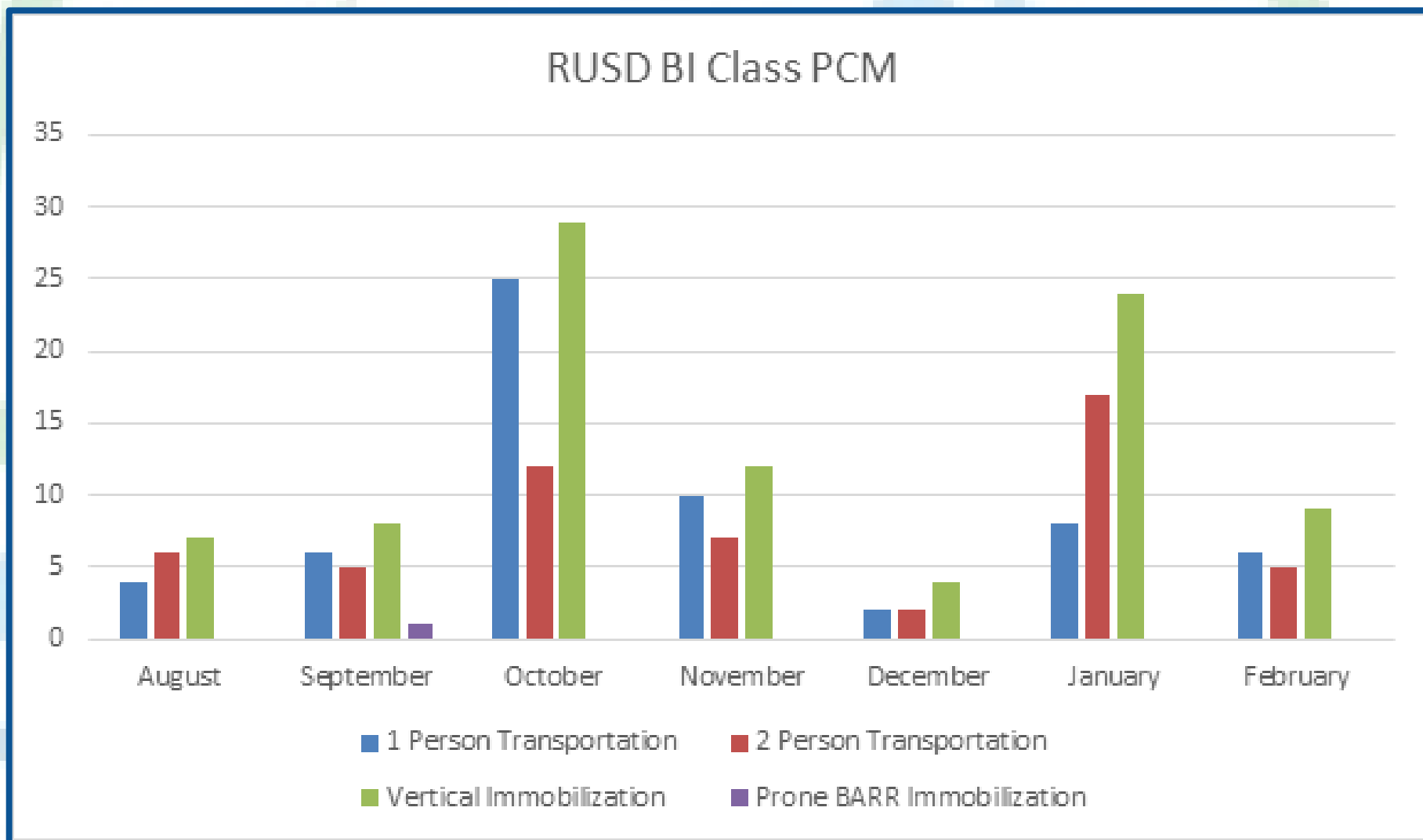


# Behavior Intervention Program Requirements

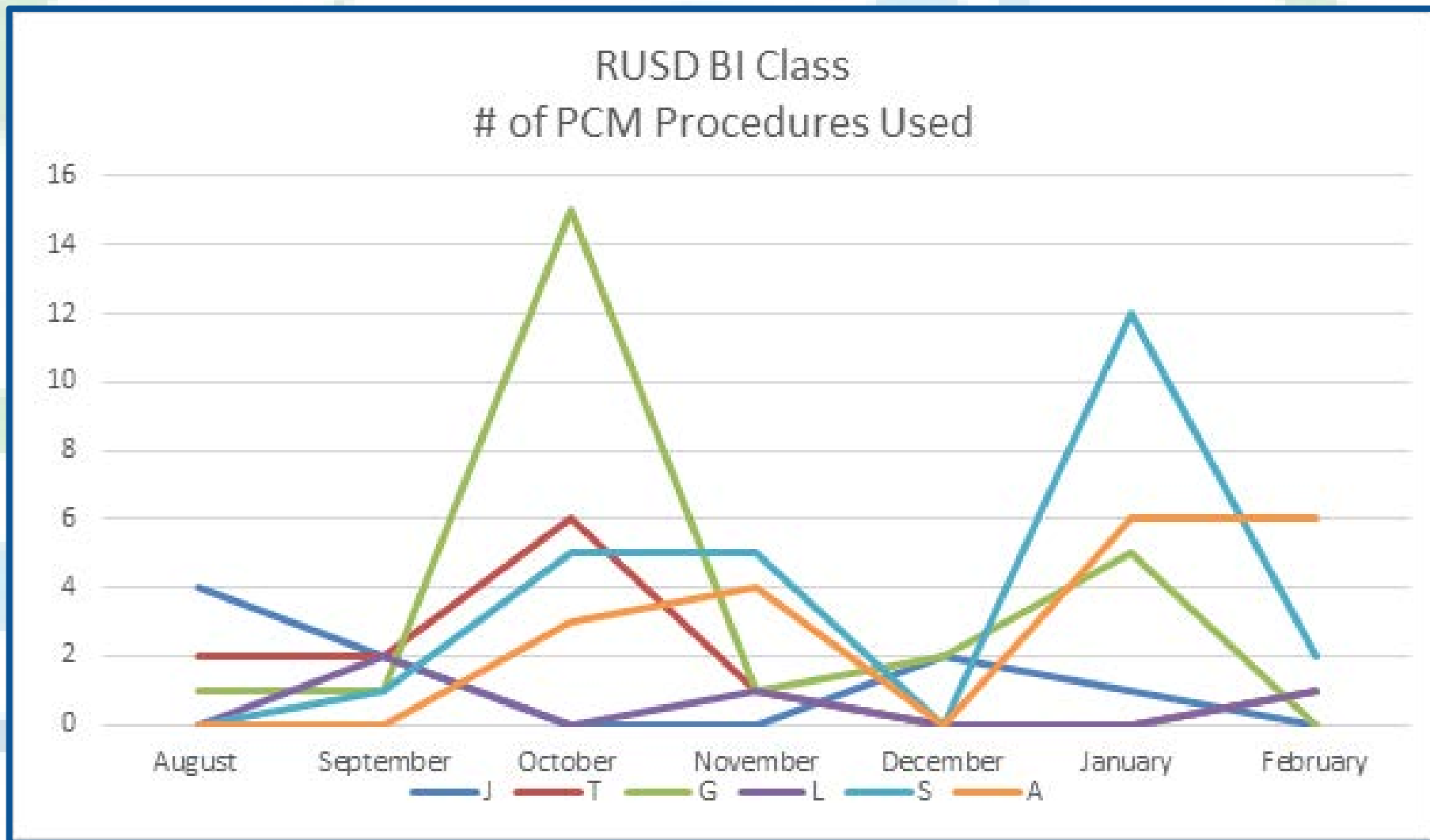
- Set up levels system with point sheets used daily and consistently
- Use Functional Observation Form daily for all students to collect data on behaviors
- Use PCM Physical Assistance Log to document use of the AIR room



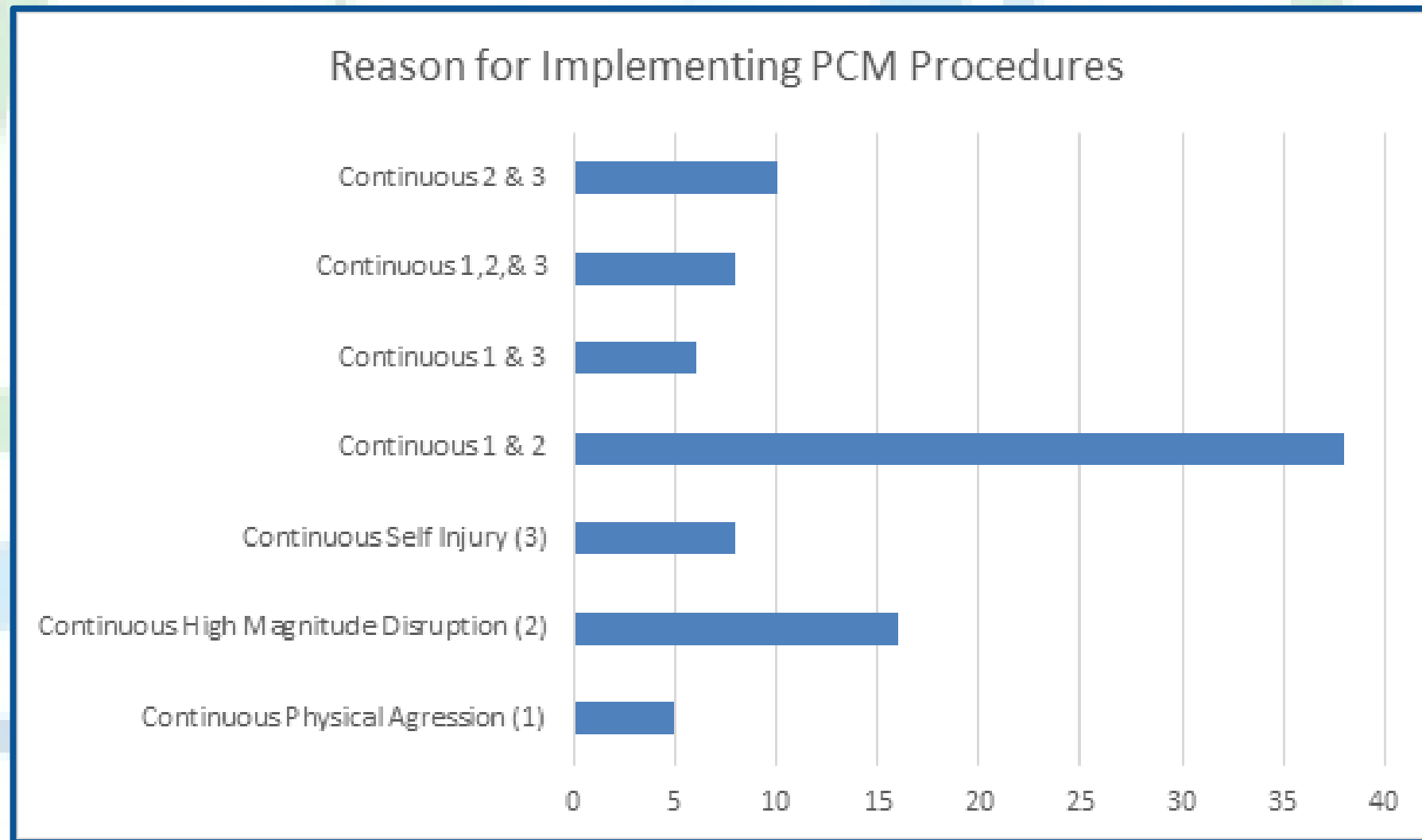
# Redlands USD BI Class PCM Data



# Redlands USD BI Class PCM Data



# Reason for Implementing PCM Procedures



# EV SELPA PCM Update March 2020

**Questions?**



# PCM Procedures

- One-person adult transportation
- Two-person adult transportation
- One-person vertical immobilization
- Two-person vertical immobilization
- Three-person vertical immobilization
- Two-person adult prone BARR

# PCM Physical Assistance Log

☐ Classroom \_\_\_\_\_

Week of \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

☐ Treatment Area \_\_\_\_\_

NAME: last, first	Reason Code	Assisted Transport		Immobilization Type	Place Code	Immobilization		Result Code	Parent/Guardian Notified	Initiator(s) Name(s)	Date (mm/dd)
		1-person	2-person			Began	Ended				
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		
		B WT SS IAW	B WT SS	V P S					Yes No		

Appendix O

## Reason Code:

- 1-Physical Aggression (continuous)
- 2-High Magnitude Disruption (continuous)
- 3-Self Injury (continuous)
- 4-\_\_\_\_\_
- 5-\_\_\_\_\_
- 6-\_\_\_\_\_

## Assisted Transport Code:

- B-Back WT-Wrist Tricep
- SS-Sunday Stroll
- IAW-One-Arm Wrap Around
- Immobilization Type:**
- V- Vertical immobilization
- P- Prone immobilization
- S- Supine immobilization

## Place Code:

- 1-Time-out room
- 2-Classroom
- 3-Administrative offices
- 4-Hallway
- 5-\_\_\_\_\_
- 6-\_\_\_\_\_

## Result Code:

- 1-Back to class
- 2-Time-out
- 3-Sent Home
- 4-Suspension
- 5-\_\_\_\_\_
- 6-\_\_\_\_\_

## Functional Observation Form

Name:

Starting Date:

Ending Date:

Date:																						
Time:																						
Initial:																						
Duration:																						
Behavior(s)	Frequency of occurrence of the behavior																					
1																						
2																						
3																						
4																						

Antecedents	What comes before the behavior?																					
Demand/request																						
Difficult task																						
Transition																						
Alone (no attention)																						
Peer																						
Access denied																						
Other:																						

Consequences	What comes after the behavior?																					
Attention +/-																						
Ignore																						
Redirect																						
Response cost																						
Access given																						
Work terminated																						
Other																						

Perceived Function																						
Obtain																						
Avoid/Escape																						

Adapted from Michelle Dalton, MA, BCBA and Lori Kuhn, Ph.D, BCBA-D

## 4.6 Care Solace Presentation



## 4.7 Analyzing SELPA-wide OT Referral

# OT Referrals at the EVSELPA

Presented by Jo-Ann Vargas, OTR/L

Revised March 11, 2020

# WHAT IS OCCUPATIONAL THERAPY?



- **Skills for the Job of Living – Learning by ALL Students**
- A child's occupation includes being a student. That involves participation in appropriate curriculum based on the student's level of performance, needs, social interactions, participation in recess and physical education, and in all other areas of the school experience.

# Ecological Model



**THE ECOLOGICAL MODEL OF STUDENT PERFORMANCE (EMSP) IS THE FRAMEWORK FOR OT ASSESSMENT AND TREATMENT WITHIN AN EDUCATIONAL ENVIRONMENT.**

**THE EMSP TAKES INTO ACCOUNT THREE FACTORS: STUDENT ABILITIES, CURRICULUM AND ENVIRONMENT.**

**THEREFORE YOU CANNOT DO AN EDUCATIONAL OT EVALUATION IN A CLINIC OR EARLY INTERVENTION SETTING WITHOUT SEEING THE STUDENT IN THEIR CLASSROOM ENVIRONMENT.**

# OT Under IDEA (Individuals with Disabilities Education Act)



- School-based OT is governed by federal and state laws and it is a **related service** to special education.
- It is limited to, and provided only, if the student **NEEDS it**, meaning **requires therapy to fully access** his/her curriculum and participate in school activities.
- At the same time, IDEA does not identify the conditions under which services are to be provided, nor the criteria by which to decide when services are needed. Neither state nor federal law sets aside distinct eligibility criteria
- OT does not focus on a student's underlying medical problem, instead on **increasing independence and skills needed** to function in the school environment

# IEP team determines if OT is necessary



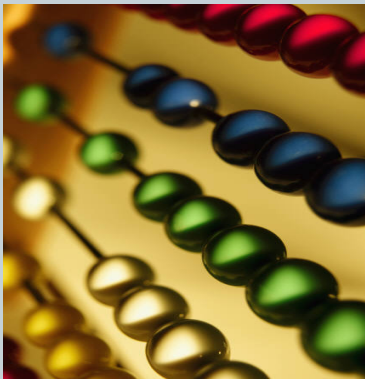
- Does the student have educational goals that involve motor skills or sensory functioning?
- Can these goals be addressed by adaptations or modifications to the classroom environment or curriculum?
- Can these goals be addressed by classroom instructional staff using typical educational strategies with reasonable expectation of success?
- Can these goals be addressed by classroom instructional staff with consultation and guidance or monitoring by an OT?
- Can activities designed to address educational goals be delivered to the student only by a professional OT?

# What is the Role of OT in schools?



- Working with students to improve areas of deficit impeding classroom performance and participation, such as fine motor development, handwriting, visual motor integration, sensory processing, postural stability, play and sensory integration.

# Areas of OT intervention





# But first, Developmental Milestones (CDC)



Age	Milestones			
	Socio Emotional	Language/Communication	Cognitive (learning, thinking, problem solving)	Movement/Physical
<b>2 months</b>	Begins to smile at people, can briefly calm her/himself.	Coos, makes gurgling sounds, turns head toward sounds.	Pays attention to faces, follows things with eyes, recognizes people at distance.	Can hold head up, begins to push up when on tummy, Makes smoother movements with arms and legs
<b>4 months</b>	Smiles spontaneously, likes to play with people and might cry when playing stops, copies some movement and facial expressions.	Begins to bubble with expression and copies sounds he hears, cries in different ways to show hunger, pain, or being tired.	Responds to affection, reaches for toys with hand, uses hands and eyes together (reaches for toy).	Holds head steady and unsupported, pushes down on legs when feet are on a hard surface, may roll over from tummy to back, can hold a toy and shake it and swing at a dangling toy, brings hands to mouth, pushes up to elbows when prone
<b>6 months</b>	Knows familiar faces, begins to become aware of strangers, likes to play with others, responds to other people's emotions, likes to look at self in the mirror.	Responds to sounds by making sounds, strings vowels together when babbling, responds to name, makes sounds of joy and displeasure, may say consonant sounds.	Looks around at things nearby, brings things to mouth, shows curiosity about things and reaches out, begins to pass things from one hand to the other.	Rolls over in both directions, begins to sit without support, supports weight on both legs and might bounce while standing, rocks back and forth, sometimes crawling backward before moving forward.
<b>9 months</b>	May be afraid of strangers, may be clingy with familiar adults, has favorite toys.	Understands "no", Makes sounds like "mamama" and "bababa", copies sounds and gestures of others, points at things.	Watches falling objects, looks for things you hide, plays peek-a-boo, puts things in his mouth, moves things smoothly from one hand to the other, picks up things like cheerios between thumb and index finger.	Stands, holding on, can get into sitting position, sits without support, pulls to stand, crawls.
<b>1 year</b>	Is shy or nervous with strangers, cries when parent leaves, has favorite things and people, shows fear of some situations, hands you a book when he wants to hear a story, repeats sounds or actions to get attention, puts out arm or leg to help with dressing, plays games such as peek-a-boo & pat-a-cake."	Responds to simple spoken requests, uses simple gestures like shaking head "no", waving "bye-bye", makes sounds with changes in tone, says "mama," "dada", or uh-oh", tries to say words you say.	Explores things in different ways, like shaking, banging, throwing, finds hidden things easily, looks at the right picture or things when it's named, copies gestures, starts to use things correctly, bangs two things together, puts things in and takes them out of a container, lets things go without help, pokes with index finger, follows simple directions like "pick up the toy."	Gets to a sitting position without help, pulls up to stand, walks holding on to furniture (cruising), may take a few steps without holding on, may stand alone.
<b>18 months</b>	Likes to hand things to others as play, may have temper tantrums, may be afraid of strangers, shows affection to familiar people, plays simple pretend (feeding a doll), may cling to caregivers in new situations, points to show others something interesting, explores alone with the parent close by.	Says several single words, shakes head "no", points to show someone what he wants.	Knows what ordinary things are for, points to get to the attention of others, shows interest in a doll or stuffed animal by pretending to feed, points to one body part, scribbles on his own, can follow 1-step verbal command without any gestures.	Walks alone, may walk up steps and run, pulls toys while walking, can help undress herself, drinks from a cup, eats with a spoon.

Information adapted from [https://www.cdc.gov/ncbddd/actearly/pdf/checklists/Checklists-with-Tips\\_Reader\\_508.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/checklists/Checklists-with-Tips_Reader_508.pdf)

# Developmental Milestones Cont.



Age	Milestones			
	Socio Emotional	Language/Communication	Cognitive(learning, thinking, problem solving)	Movement/Physical
<b>2 years</b>	Copies others, gets excited when with other children, shows more and more independence, shows defiant behavior, plays mainly beside other children, but is beginning to include other children (chase).	Points to things or pictures when they are named, knows names of familiar people and body parts, says sentences with 2 to 4 words, follows simple instructions, repeats words overheard in conversation, points to things in a book.	Finds things even when hidden, begins to sort shapes and colors, completes sentences and rhymes in familiar books, plays simple make-believe games, builds towers of 4 or more blocks, might use one hand more than the other, follows 2 step instructions, names items in a picture book.	Stands on tiptoes, kicks a ball, begins to run, climbs onto and down from furniture with help, walks up and down stairs holding on, throws ball overhand, makes or copies straight lines and circles.
<b>3 years</b>	Copies adults and friends; shows affection for friends without prompting; takes turns in games; shows concern for crying friend; understands the idea of "mine," "his," and "hers"; shows a wide range of emotions, separates easily from mom and dad; may get upset with major changes in routine; dresses and undresses self.	Follows instructions with 2 or 3 steps; can name most familiar things; understands words like "in", "on", "under"; says first name, age, and sex; names a friend; shays words like "I", "me", "we", "you" and some plurals; talks well enough for unfamiliar listener to understand most of the time; carries on conversations using 2 or 3 sentences.	Can work toys with buttons, levers, and moving parts; plays make-believe with dolls, animals, and people; does puzzles with 3 or 4 pieces; understands what "two" means; copies a circle with pencil and crayon; turns book pages on at a time; builds towers of more than 6 blocks; screws and unscrews jar lids or turns door handle.	Climbs well, runs easily, pedals a tricycle (3-wheel bike), walks up and down stairs 1 foot on each step.
<b>4 years</b>	Enjoys doing new things, plays "Mom" and "Dad", is more and more creative with make-believe play, would rather play with other children than by himself, cooperates with other children, often can't tell what's real and what's make-believe, talks about what she likes and what she is interested in.	Knows some basic rules of grammar, such as correctly using "he" and "she"; sings a song or says a poem from memory, tells stories, can say first and last name.	Names some colors and some numbers, understands the idea of counting, starts to understand time and the idea of "same" and "different", remembers parts of a story, draws a person with 2 or 4 body parts, uses scissors, starts to copy some capital letters, plays board and card games, tells you what he thinks is going to happen next in a book.	Hops and stands on one foot up to 2 seconds; catches a bounced ball most of the time; pours, cuts with supervision, and mashes own food.
<b>5 years</b>	Wants to please and be like friends; more likely to agree with rules; likes to sing; dance, and act; is aware of gender, can tell what's real and what's make-believe; shows more independence (may visit a <u>next door</u> neighbor by himself [adult supervision is still needed]); is sometimes demanding and sometimes cooperative.	Speaks very clearly, tells a simple story using full sentences, uses future tense, says name and address.	Counts 10 or more things, can draw a person with at least 6 body parts, can print some letters/numbers, copies a triangle and other geometric shapes, knows about things used <u>everyday</u> (like money and food).	Stands on one foot for 10 seconds or longer; hops, may be able to skip; can do a somersault; uses a for and spoon and sometimes a table knife; can use the toilet on her own, swings and climbs.

# Fine Motor



- Fine motor activities include, but are not limited to, using manipulatives, cutting with scissors, doing craft activities, opening lunch containers, grasping different writing/coloring utensils.

# Pre-writing Shapes & Development

## Pre-Writing Shapes

Shape	Age Development
	vertical line imitated 1 year 9 months, copied 2 years 10 months
—	horizontal line imitated 2 years 6 months; copied 3 years
○	circle imitated 2 years 9 months, copied 3 years
+	vertical/horizontal cross 4 years 1 month
/	right oblique line 4 years 4 months
□	square 4 years 6 months
X	oblique cross 4 years 11 months
△	triangle 5 years 3 months
◇	diamond 6 years

# Handwriting Skills



- Handwriting includes more than simply holding the pencil.
- It begins with sitting posture, balance, awareness of form and space.
- It includes grasp (FM), stabilization, visual motor skill, and bilateral integration.
- It is NOT the same as written expression.
- Dysgraphia?

# Prerequisites for Handwriting



## Development of Handwriting Skills

- **Retrieval** of letters or words from memory (visual recall)
- Convert **phonemes** (speech sounds) **into graphemes** (letters or letter combination) – considered higher level processes
- Corresponding motor program can be selected and executed – lower level processes.
- Correlation between handwriting and **visual-motor integration** (Volman, van Schendel & Jongmans, 2006).
- Things to consider when evaluating a student's ability to handwrite ([skillbuildersonline.com](http://skillbuildersonline.com))
  - Positioning
  - Control of writing utensil (coordination)
  - Position of paper
  - Visual motor skills
  - Visual control
  - Visual perceptual skills

# Visual Motor Skills



- Eye-Hand Coordination
- Tracking for Reading and Writing
- Copying from a book or paper (near point)
- Copying from the board (far point).

# Sensory Regulation and Sensory Integration



- How many senses do we have?
- We all know the “big 5”
  - sight
  - hearing
  - touching
  - tasting
  - smelling.





# The Other Senses



Proprioception –  
the awareness of pressure,  
and responses to gravity,  
and position.



Vestibular –  
balance,  
orientation in space

# What is Sensory Integration?



- It is the ability to synthesize, organize and process incoming sensory information received from the body and environment to produce purposeful goal-directed responses.
- When an individual has difficulty processing the information received and organizing it for responses behaviorally and in movement, he/she may require support to access the curriculum and school activities.

# Sensory Processing Disorders



- Formerly known as sensory integration disorders, this term refers to difficulty individuals may have with understanding the information they receive through all of their senses and then regulating their responses in an appropriate manner.

# Example



- The amount of force required to pick up a pencil is fairly easy to gage. But what if you see a ball on the table? Is it rubber? Is it solid? Is it filled with air? You adjust the amount of force accordingly, based on the feedback you receive as you start to grasp the ball. What if the interpretation of this information is distorted?

# Sensory Processing Difficulties



When an individual has difficulty processing information correctly, the result can be observable behaviors in the following ways:

# Behavioral Responses to Sensory Processing Difficulties



○ Sensory Seeking – These students don't perceive the information in their environment – it doesn't register neurologically – and they tend to be active. They may make noises, fidget, touch everything, or may chew things, or wrap body parts around furniture or objects.

# More Behavioral Responses



- Sensory Avoiding – These students tend to over-perceive sensory information. They may feel the tags on clothing, or hear the trash truck. They may withdraw, or exhibit emotional outbursts. At times seem stubborn, and have a need for “sameness.”

# Behavioral Responses Continued



- Over reacting or under reacting – Students may have difficulty with registration – perception of the sensory input, or with sensitivity – like fingernails on the chalkboard, reactions may seem exaggerated.





# Some Assessment Tools used by OT's



- Peabody Developmental Motor Scales 2<sup>nd</sup> Edition
- Movement Assessment Battery for Children -2
- Bruininks Oseretsky Test of Motor Proficiency
- Wide Range Assessment of Visual Motor Abilities
- Sensory Processing Measure
- Sensory Profile
- The Print Tool (HWT)
- Test of Handwriting Skills- Revised
- Skilled Observations
- Interviews, Parent/Teacher Questionnaires

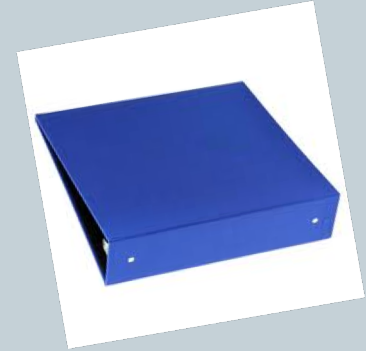
# What can a classroom teacher do?

## Fine/ Visual Motor

- simplify the pages
- enlarge the font
- provide guides for spacing  and  alignment
- Graph or 

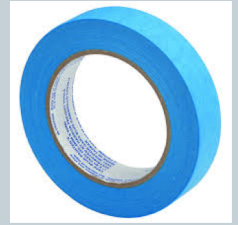
b	l	o	c	k	e	d
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 paper
- rotating lined paper  $90^\circ$  so the lines are vertical to help with alignment of multiple digit math problems
- slant boards or 3-ring binders.



# Activities for Poor Body Awareness

- During group times, provide “space” for the child to minimize “sprawling” movements. Use carpet square, hula hoop, blue painter’s tape, etc.
- Songs with body parts mentioned and movement: such as “Hokey Pokey,” “If You’re Happy and You Know It,” “Head, Shoulders, Knees and Toes,” or “Simon Says.”
- Exercise or stretch to verbal directions.



# Activities for Poor Body Awareness (Cont.)

Have the child follow directions for bean bag tapping on body parts



Obstacle course with climbing, hanging, crashing, jumping, balancing, and squeezing through or around objects



Trace the child's body and have him add and/or name the body parts



# Exercises – before picking up the pencils



- Clapping, shaking, rubbing to loosen up arms & shoulders (cross the midline) (5 reps only)
- Stretching against resistance/gravity. ( overhead)
- Pushing palms together, folding fingers, trying to pull apart.
- Lots of physical activity involving the upper body & daily opportunities for skilled finger works (i.e. coloring, puzzles, cutting, building blocks and drawing, bead or pom-pom pick ups).

# Pre-Writing Activities



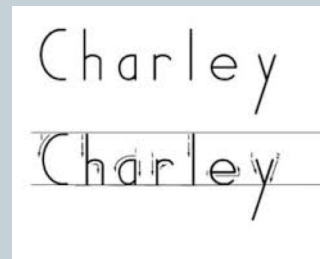
- Draw on vertical surface such as an easel or paper taped to the wall, this helps with shoulder and arm strengthening.



# Pre-writing Activities (cont.)



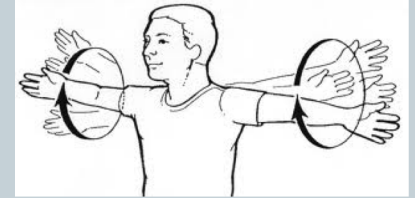
- Multi-Sensory Approach to learning shapes
  - Draw in finger paint or dry sand
  - Use clay/rice tray, shaving cream, flour, play doh
- In general, practicing simple shapes should be progressed developmentally.
  - trace using highlighter
  - imitate your drawing
  - copy from a visual model



# Activities for Poor Pencil Grasp

## ○ Warm Up Activities:

- Make large circles with both arms
- Perform shoulder shrugs (aka “I don't Knows”) 10x
- Crinkle up sheets of newspaper into a ball



- Use short or broken pencils, crayons, chalk (<1” in size) to encourage use of a mature tripod grasp.



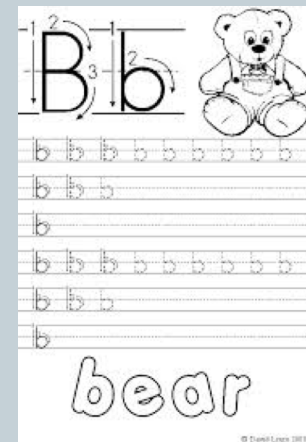


# Strategies for Letter Formation - Reversals

- Print frequently reversed letters on poster paper strips and another set on tracing paper. Child matches the tracing paper letter by placing the tracing paper over the poster letter



- Make practice sheets with the common reversed letters among correct letters. Have student find and correct the errors



# Strategies for Letter Formation - Reversals



- Make a die cut “b” and ask your child to flip and turn it to make it look like “p, d, and q “
- Children who reverse letters and numbers may not have a strong sense of their own laterality or may also have problems with left-right discrimination.

Use a watch, ribbon, wrist weight, a sticker, or band on the child's right arm to help identify right from left.



# Strategies for Letter Formation – Reversals (cont)



- Play "Simon Says" or other games with left/right directions: "Touch right foot, raise left hand."
- Try with tracing or drawing as well: "Start on the left and draw a straight line to the right." Mark left with small "x."
- When trying these start from simple to complex

# What is a Sensory Diet?



A “sensory diet” (coined by OT Patricia Wilbarger) is

- a carefully designed, personalized activity plan that provides sensory input to stay focused and organized (regulated) throughout the day.
- Examples of self regulation are: jiggling your knee, chewing gum, looking up/away to stay alert/focused.
- Infants, young children, teens, and adults, all benefit from a personalized sensory diet. In fact, we develop our own strategies as we grow.

# Movement breaks



- “The mind can absorb no more than the seat can endure.”

JANET TRASLI

# Good Moves



- [www.schoolmoves.com](http://www.schoolmoves.com)
  - Minute Moves for Calming
  - Minute Moves Recess Refocusing routines
  - Minute Moves for Focus
  - Minute Moves for Writing Resources
  - Minute Moves for Vision
  - Band Moves for academics
  - Minute Moves for Fine Motor

# Other Ideas



- Sensory Processing Difficulties –
  - Reduce glare by eliminating the bright white paper.
  - Simplify the page and remove extra flourishes.
  - Dim the lights or remove the fluorescent bulb above the desk of the student with the difficulty.

# Before an OT Referral



- First consider if simple modifications to the student's work or environment as discussed have been tried and meet the need.
- If Not, then the IEP can consider a Referral for an OT Assessment.



# EVSELPA OT Referral Process



To be sent to the EV SELPA Office:

- The EV-22
- EV-61 or 63
- copy of the current IEP
- Copy of the Psychoeducational report

Referrals may not be given to one of the therapists.

# OT Assessment Plan Packet



Documents the EVSELPA will send to educational rights holder:

- AP
- Consent form
- Parent questionnaire
- Copy of Safeguards

When these are received by the EVSELPA the 60 day timeline begins, then student is assigned to the appropriate OT.

# Triennial AP



- It is the responsibility of the district to generate the Assessment Plan for the triennial assessments.
- If the student has been receiving OT services, OT must be assigned to the Motor Development portion of the AP.
- As soon as the signed AP for the triennial is received by the district the EVSELPA must be notified via [April.neumann@sbcss.net](mailto:April.neumann@sbcss.net) in order to assign the assessment
- OT gets invited to the IEP
- The conference notice must include OT

# EV-22



## EV-22 (OT)

District: \_\_\_\_\_ Case Carrier/Teacher: \_\_\_\_\_ School Student Currently Attends: \_\_\_\_\_

East Valley Special Education Local Plan Area  
**OCCUPATIONAL THERAPY ASSESSMENT/SERVICES REFERRAL**

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Student's Primary Language \_\_\_\_\_

Student Resides With (Name) \_\_\_\_\_ ☐ Parent ☐ Guardian ☐ LCI/FFH ☐ Other

Person authorized to represent educational rights, if other than above (Name) \_\_\_\_\_

Parent's Address/City/Zip \_\_\_\_\_ Phone # \_\_\_\_\_

Parent's Primary Language \_\_\_\_\_ Was Parent/Guardian informed of referral? ☐ Yes ☐ No If no, why? \_\_\_\_\_

Primary Disability: \_\_\_\_\_ Secondary Disability: \_\_\_\_\_ Current IEP Date: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_

Request is for: ☐ Service ☐ Assessment

☐ Occupational Therapy Assessment (Attach EV-61)

☐ Occupational Therapy Services on existing IEP (attach most current IEP)

Referral Completed By: (Print Name): \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Name of Person Responsible to Schedule IEP Meeting: \_\_\_\_\_ Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Referral Approved By (Signature): \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_  
District Special Ed. Director's Signature

**DIRECTIONS FOR SUBMITTING THIS FORM:**

One of three ways: 1) Email the referral EV-22, EV-61, IEP and current psychoeducational assessment to [evselpe@sbcss.k12.ca.us](mailto:evselpe@sbcss.k12.ca.us),  
2) Fax paperwork to 909/252-4533, or 3) Jet-mail paperwork to EV SELPA.

For EVSELPA Office Use Only:

Date Received: \_\_\_\_\_ By: \_\_\_\_\_

# EV-61



**East Valley SELPA**  
**Occupational Therapy Referral Form**  
Grades 1-12 (For Pre-K and K please refer to the Preschool Form)

Date Completed: \_\_\_\_\_ Case Manager/Teacher: \_\_\_\_\_  
Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_  
District/School: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Parent Name: \_\_\_\_\_ Parent Number: \_\_\_\_\_

Disability: \_\_\_\_\_ Cognitive Functioning: \_\_\_\_\_  
Source of Referral: \_\_\_ Team \_\_\_ Teacher \_\_\_ Parent \_\_\_ Psychologist \_\_\_ SLP \_\_\_ Other  
Primary areas of concern as discussed by Educational Staff and/or IEP team members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Please check/mark areas of concern and complete information below the concerns:*

**Applicable OT Indicators**

**Section A**

- ☐ Poor hand use including illegible handwriting or poor pencil grasp. (OT is not appropriate if the child has not been taught correct handwriting OR if the child uses a non-standardized pencil grasp yet writes legibly. If the student is unable to learn correct letter formation strategies despite repeated individual instruction and remedial programs like Handwriting without Tears, then an OT referral may be appropriate).  
Frequency (How often does this occur on a daily, weekly, monthly basis) \_\_\_\_\_  
\_\_\_\_\_

Modifications Made	Results

- ☐ Extreme difficulty completing classroom activities requiring *cutting, gluing, manipulating small objects without adaptive equipment, environmental modifications, assistive technology*.  
Frequency (How often does this occur on a daily, weekly, monthly basis) \_\_\_\_\_  
\_\_\_\_\_

Modifications Made	Results

# OT Assessment



- Upon completion of the OT report, the OT submits the report to our EVSELPA Specialist to send to the district director
- OT contacts the case carrier to schedule an IEP to review the OT results.

# IEPs



- For Annual IEPs, the OT will collaborate with the case carrier on an appropriate goal.
- All goals are the student's goals and managed by the case carrier. OTs do not own goals.
- Before or at the IEP, OTs will be responsible for:
  - entering/modifying the services
  - Adding notes to the comments page (pg. 8 if Annual or pg. 50A if it is an Addendum)
- The OTs will request a copy of the signed AP at the end of the meeting. If one not available, the district can send that to the OT or to [April.neumann@sbcss.net](mailto:April.neumann@sbcss.net)

# Resources



- OT/PT guidelines
- AOTA
- Handwriting without Tears ([www.hwtears.com](http://www.hwtears.com))
- [www.otideas.com](http://www.otideas.com)
- [www.therapyshoppe.com](http://www.therapyshoppe.com)
- [www.schoolmoves.com](http://www.schoolmoves.com)
- [www.southpawenterprises.com](http://www.southpawenterprises.com)



Did we answer your question?



Questions?



Thank You

2019-2020 OT Referrals up to March 11, 2020										
District	Jun/Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Totals
Colton	4	10	10	5	6	2	7	9	0	53
Redlands	0	13	15	14	7	8	9	17	1	84
Rim	1	3	3	2	0	4	0	0	0	13
Yucaipa	2	5	6	4	4	3	3	5	0	32
Totals	7	31	34	25	17	17	19	31	1	182

August .2019										
District	Total # of Referrals	Moved in w/OT	Parent	IEP Team	IEE Review	Settle-ment	Teacher	TeacherName	Psych	SLP
Colton	10	10								
Redlands	13	4	7	1						1
Rim	3	2					1	Mrs. M		
Yucaipa	5	5								
TOTALS	31	21	7	1			1			1

September .2019										
District	Total # of Referrals	Moved in w/OT	Parent	IEP Team	IEE Review	Settle-ment	Teacher	TeacherName	Psych	SLP
Colton	10	3	5	1			1	Mrs. T		
Redlands	15	5	6	1	1		2	various		
Rim	3	1		1			1	Mrs. D		
Yucaipa	6	2	1	2			1	Mrs. S		
TOTALS	34	11	12	5	1		5			

October .2019										
District	Total # of Referrals	Moved in w/OT	Parent	IEP Team	IEE Review	Settle-ment	Teacher	TeacherName	Psych	SLP
Colton	5	2	2				1	Mrs. G		
Redlands	14	7	4	2					1	
Rim	2		1				1	Mrs. G		
Yucaipa	4	1		1			1	Mrs. C	1	
TOTALS	25	10	7	3			3		2	

February .2020										
District	Total # of Referrals	Moved in w/OT	Parent	IEP Team	IEE Review	Settle-ment	Teacher	TeacherName	Psych	SLP
Colton	9	1	1	3			3	Various	1	
Redlands	17	2	6	6		1	2	Various		
Rim	0									
Yucaipa	5		1	1			2	Various	1	
TOTALS	31	3	8	10		1	7		2	

2018-2019 OT Referrals													
District	Jun/Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun/Jul	Total
Colton	5	7	4	4	8	3	4	4	2	2	5	3	51
Redlands	District OT	1	District OT	45	5	8	12	8	2	8	9	1	99
Rim	1	2	1	5	1	0	0	0	0	2	2	2	16
Yucaipa	2	4	3	2	3	1	3	4	1	2	4	2	31
Totals	8	14	8	56	17	12	19	16	5	14	20	8	197

October .2018										
District	Total # of Referrals	Moved in w/OT	Parent	IEP Team	IEE Review	Settle-ment	Teacher	TeacherName	Psych	SLP
Colton	4	1		1					2	
Redlands	45	39	4	1	1		1			
Rim	5	4	1							
Yucaipa	2	1		1						
TOTALS	56	45	5	3	1		1		2	

November .2018										
District	Total # of Referrals	Moved in w/OT	Parent	IEP Team	IEE Review	Settle-ment	Teacher	TeacherName	Psych	SLP
Colton	8	2	1	2			3			
Redlands	5	2	2	1						
Rim	1	1								
Yucaipa	3		1						2	
TOTALS	17	5	4	3			3		2	

January .2019										
District	Total # of Referrals	Moved in w/OT	Parent	IEP Team	IEE Review	Settle-ment	Teacher	TeacherName	Psych	SLP
Colton	4		3			1				
Redlands	12	1	7		1	1	1		1	
Rim	0									
Yucaipa	3	1		1			1			
TOTALS	19	2	10	1	1	2	2		1	

May .2019										
District	Total # of Referrals	Moved in w/OT	Parent	IEP Team	IEE Review	Settle-ment	Teacher	TeacherName	Psych	SLP
Colton	5	1	2	1			1			
Redlands	9		3	1		1	3		1	
Rim	2			1			1			
Yucaipa	4			4						
TOTALS	20	1	5	7		1	5		1	

2019-2020 OT Referrals up to March 11, 2020													
District	Jun/Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun/Jul	Total
Colton	4	10	10	5	6	2	7	9	0				53
Redlands	0	13	15	14	7	8	9	17	1				84
Rim	1	3	3	2	0	4	0	0	0				13
Yucaipa	2	5	6	4	4	3	3	5	0				32
Totals	7	31	34	25	17	17	19	31	1				182
2018-2019 OT Referrals													
District	Jun/Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun/Jul	Total
Colton	5	7	4	4	8	3	4	4	2	2	5	3	51
Redlands	District OT	1	District OT	45	5	8	12	8	2	8	9	1	99
Rim	1	2	1	5	1	0	0	0	0	2	2	2	16
Yucaipa	2	4	3	2	3	1	3	4	1	2	4	2	31
Totals	8	14	8	56	17	12	19	16	5	14	20	8	197

## 4.8 EV SELPA Database for Parent Rights in Multiple Languages

## 4.9 CDE Compliance Monitoring Update

**CDE Compliance Monitoring 2019-2020**  
**March 2020 Update**

**DINC**

- SELPA supported review and oversight of corrective actions in March – May 2020
  - Indicator 11 - 60-day timeline for initials
  - Timely annuals
  - Timely triennials
  - Indicator 12 - Part C to B
  - Indicator 13 -Transition (8 questions)
  - Timely resolution sessions (see attached)
- CDE data submission pull – May 15, 2020
- CDE will find LEAs out of compliance for DINC based on this data pull
- If LEAs are out of compliance for Indicator 11 or Indicator 12, LEAs will be required to develop and submit a plan for compliance by September 15, 2020

**Targeted Monitoring**

- Training at EV SELPA – April 21, 2020
- Documents on CDE padlet continuing to be updated
- Schedule team meetings now

**Intensive Review**

- Training at EV SELPA – April 15, 2020
- Documents on CDE padlet continuing to be updated
- Schedule team meetings now

**OFFICE OF ADMINISTRATIVE HEARINGS  
STATE OF CALIFORNIA  
SPECIAL EDUCATION DIVISION**

**NOTICE OF RESOLUTION SESSION OUTCOME**

ATTENTION SCHOOL DISTRICT: The California Department of Education has requested that the Office of Administrative Hearings collect data on resolution session outcomes.

When a student files a request for due process hearing, the District is required to hold a resolution session within 15 days of receiving the due process hearing request. (20 USC § 1415(f).) The California Department of Education has requested that the District report the status and outcome of the resolution session to Office of Administrative Hearings within 5 calendar days of the resolution session.

Upon completion of the resolution session, the District should complete and send this form to the Office of Administrative Hearings. This is a record keeping form only. No action will be taken on the case based upon this form.

Student's Name:

Case Number:

District Name:

Name of person filling out form:

Date District received notice of due process complaint:



Was a resolution session held?

If a resolution session was not held, please indicate the reason it was not held in the space below.

If a resolution session was held, please provide the date it was held:

Was the matter resolved at the resolution session?

Did the resolution session result in a written settlement agreement?

Did the parties jointly waive, in writing, the resolution session?

## 4.10 CALPADS Update

## CALPADS Postsecondary Status Codes & SPPI 14

Code	Description	Definition	SPPI 14 Category
200	Enrolled in a 4-year college	Institution authorized to confer undergrad and grade degrees	A
210	Enrolled in a community college	2-year government supported college that offers an associate degree	A
220	Voc or Tech School – 2-yr degree program	Trade, tech, voc school offering 2-year degree program	A
300	HS Equivalency Test Prep Program	Program to prep students to take HSET (GED, HiSET or TASC)	C
310	Voc or Tech School – certificate program	Trade, tech or voc school – offering certificate program	C
320	ROP	ROP programs offering career prep training	C
330	Work Force Innovation & Opportunity Act (WIOA) Supported Program	WIOA provides workforce development activities	C
340	Non-Workability Employment Program	Employment program that is not a part of the federal WorkAbility Program	C
350	Adult Training Program	Training program designed for adults with disabilities	C
400	Military enlistment	Includes active military and military training	C
900	Incarcerated	Jail or prison	N/A (not included)
910	Competitively employed	Full-time or part-time work compensated at or above min wage	B
920	Not Competitively employed	Not competitively employed	C
930	Other employment	Employed in another type of employment not listed (such as self-employed, but not meeting criteria for code 910)	C
940	Other	Not employed, in further educ or training, or military	Included in Total (Denominator)
950	Not able to contact	LEA unable to contact student	N/A (not included)
960	Refused to answer	Student contacted, but refused to participate	N/A (not included)

Calculations			
$A = \frac{A}{T}$	$B = \frac{A + B}{T}$	$C = \frac{A + B + C}{T}$	T = All Responses

## 4.11 EV SELPA Due Process Update

## 4.12 EV SELPA IEP Forms Work Group & WebIEP Program Updates

**Steering Committee Meeting  
March 12, 2020  
Agenda Item 4.12  
IEP Forms Workgroup & WebIEP Program Updates**

**IEP Forms Workgroup Update**

**Revised**

- EV-57 – Postsecondary Survey Data Collection Form
- EV-95 – ISP
  - FMS working on functionality to allow for stand-alone Annual ISPs
  - IEPs will occur at Initial and Triennial
    - ISP will follow Initial and Triennial
  - Annual ISP will occur in years 2 & 3 (recognized by CALPADS as Annual)

**Discussion**

- EV-133 – Parent Consent for IEE

**In Process**

- EV-30 – Notice of Meeting
- EV-96 – ISP Notice of Meeting
- EV-76 - Behavior Intervention Plan (BIP)
- EV-10 – Release of Info
- EV-58 – Summary of performance
- EV-51 – IEP Team Member Excusal

**Up Next**

- EV-20 – County Referral
- EV-98 Additional Assistant MOU
- Various SELPA forms and procedures

**WebIEP Program Updates**

**Bridge**

- Auto Bridge is functioning
- Records remaining to be Bridged

**SBCSS Alt Ed School Name**

- Alt Ed Sites within EV SELPA
  - All combined as SBCSS Alt Ed
    - Vision
    - Tri-City
    - Bob Murphy
    - Barbara Phelps
    - YJC (Youth Justice Center)
  - Does not include SPED (self-contained) programs

East Valley Special Education Local Plan Area


**POSTSECONDARY SURVEY**

**DATA COLLECTION FORM**

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

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

Contact Attempts & Methods			
Attempt #1	Date:	Method:	By:
Attempt #2	Date:	Method:	By:
Attempt #3	Date:	Method:	By:
Information Obtained from:		Relationship:	
Notes:			

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

East Valley Special Education Local Plan Area  
**INDIVIDUALIZED EDUCATION PROGRAM**  
**INDIVIDUAL SERVICE PLAN (ISP) FOR PARENTALLY PLACED PRIVATE SCHOOL STUDENTS**

**Student Name** \_\_\_\_\_ **Birthdate** \_\_\_\_\_ **ISP Meeting Date** \_\_\_\_\_

Current Annual ISP	Next Annual ISP
Current Triennial	Next Triennial

<b>ISP Meeting Type:</b> <input type="checkbox"/> Initial <input type="checkbox"/> Annual <input type="checkbox"/> Triennial
---

DOR/DSEA	District of Service (DOS)
Home School	Private School

STUDENT DEMOGRAPHICS			
Grade _____	Gender _____	Student ID _____	SSID _____
Native Language _____		English Language Learner <input type="checkbox"/> Yes <input type="checkbox"/> No	
Race _____			
Parent/Guardian/Foster (where student resides) _____			
Address _____		City _____	State _____ Zip _____
Phone _____	<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	Contact Name: _____	
Phone _____	<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	Contact Name: _____	

Eligibility _____	Setting (age 6 – 22) _____
Primary Disability _____	Secondary Disability _____

Present levels described in: <input type="checkbox"/> Initial IEP or <input type="checkbox"/> Triennial IEP Date: _____
Areas of need as identified in the IEP:

INDIVIDUAL SERVICE PLAN SERVICES							
ISP Service	Provider	Location	Delivery Model	Min.	Freq.	Start Date	End Date
P							
S							
S							
S							



East Valley Special Education Local Plan Area  
**INDIVIDUALIZED EDUCATION PROGRAM**  
**INDIVIDUAL SERVICE PLAN (ISP) FOR PARENTALLY PLACED PRIVATE SCHOOL STUDENTS**

**PRIVATE SCHOOL CONSENT**

Initial Where initialed, my signature below indicates that:

I/We understand: Student has been found eligible for special education services. I/We have chosen to unilaterally enroll or continue enrollment of my/our student in a private school without the consent of, referral by, or at the expense of the District. The District of Special Education Accountability/Residence (DSEA) is responsible for offering a Free Appropriate Public Education (FAPE) in the Individualized Education Program (IEP). The IEP will be implemented should the child be enrolled in the public-school setting. A child has no individual right to such services should the parent(s) maintain the child's enrollment in the private school setting.

The District of Service (DOS) is not required to provide services other than those identified and agreed upon in their Private School Protocol. The DOS will provide the ISP service(s) indicated for the student while enrolled in private school.

I/We accept the private school Individual Service Plan (ISP)

☐ Yes ☐ No Did the school district facilitate parent involvement as a means of improving services and results for your child?

☐ Parent/Guardian/Adult Student has received a copy of the Procedural Safeguards.

☐ Parent/Guardian/Adult Student has received a copy of the Individual Service Plan (ISP).

Signature: \_\_\_\_\_

☐ Parent

☐ Guardian

☐ Adult Student

\_\_\_\_\_ Date

Signature: \_\_\_\_\_

☐ Parent

☐ Guardian

\_\_\_\_\_ Date

**SIGNATURES OF MEETING PARTICIPANTS**

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

☐ District of  
Service

\_\_\_\_\_ Title

\_\_\_\_\_ Date

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

☐ Private  
School

\_\_\_\_\_ Title

\_\_\_\_\_ Date

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

☐ DSEA  
(Optional)

\_\_\_\_\_ Title

\_\_\_\_\_ Date

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

☐ Other

\_\_\_\_\_ Title

\_\_\_\_\_ Date



## PARENT CONSENT FOR INDEPENDENT EDUCATIONAL EVALUATION (IEE)

Parent's Name \_\_\_\_\_

Student's Name \_\_\_\_\_

I/we have been informed of my/our rights to an independent educational evaluation and have received a copy of the East Valley SELPA's Criteria and Procedures for Independent Educational Evaluations (IEE). I/we consent to an independent educational evaluation (IEE) to be conducted by the individual named below.

\_\_\_\_\_  
(Name of Independent Evaluator)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City, State and Zip Code)

\_\_\_\_\_  
(Phone Number)

In addition, I/we consent to the \_\_\_\_\_ School District

providing this individual access to \_\_\_\_\_ 's education records  
(student's name)

and consent to the release of the evaluation report, test protocols and notes to the school district.

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Signature of Parent)

***If you have chosen an evaluator who does not meet the cost or other criteria contained in the EVSELPA IEE Policy, you will have an opportunity to demonstrate your child's unique circumstances that justify an IEE that does not meet the criteria set forth in the EVSELPA IEE policy. Provide this written statement to the special education administrator in your child's school district as soon as possible. You will receive a written communication in response to your request within 15 days.***

## CALPADS Postsecondary Status Codes & SPPI 14

Code	Description	Definition	SPPI 14 Category
200	Enrolled in a 4-year college	Institution authorized to confer undergrad and grad degrees	A
210	Enrolled in a community college	2-year government supported college that offers an associate degree	A
220	Voc or Tech School – 2-yr degree program	Trade, tech, voc school offering 2-year degree program	A
300	HS Equivalency Test Prep Program	Program to prep students to take HSET (GED, HiSET or TASC)	C
310	Voc or Tech School – certificate program	Trade, tech or voc school – offering certificate program	C
320	ROP	ROP programs offering career prep training	C
330	Work Force Innovation & Opportunity Act (WIOA) Supported Program	WIOA provides workforce development activities	C
340	Non-Workability Employment Program	Employment program that is not a part of the federal WorkAbility Program	C
350	Adult Training Program	Training program designed for adults with disabilities	C
400	Military enlistment	Includes active military and military training	C
900	Incarcerated	Jail or prison	N/A (not included)
910	Competitively employed	Full-time or part-time work compensated at or above min wage	B
920	Not Competitively employed	Not competitively employed	C
930	Other employment	Employed in another type of employment not listed (such as self-employed, but not meeting criteria for code 910)	C
940	Other	Not employed, in further educ or training, or military	Included in Total (Denominator)
950	Not able to contact	LEA unable to contact student	N/A (not included)
960	Refused to answer	Student contacted, but refused to participate	N/A (not included)

Calculations			
$A = \frac{A}{T}$	$B = \frac{A + B}{T}$	$C = \frac{A + B + C}{T}$	T = All Responses

## 4.13 SBCSS East Valley Operations

## 4.14 Hot Topics

## 5.0 OTHER

### 5.1 EV SELPA Professional Development – March & April 2020



## AAC in the Classroom: Empowering ALL Students to Communicate

Presented by:

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

**Courtney Beatty, M.A., BCBA,**  
EV SELPA Program Specialist

**Monday and Tuesday**  
**October 21 & 22, 2019**  
**8:30 am - 3:00 pm**

Register Online:  
[https://sbcss.k12oms.org/  
46-171887](https://sbcss.k12oms.org/46-171887)

**Tuesday and Wednesday**  
**April 21 & 22, 2020**  
**8:30 am - 3:00 pm**

Register Online:  
[http://sbcss.k12oms.org/  
46-171888](http://sbcss.k12oms.org/46-171888)

Location:

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

Audience:

Teachers, support staff, special-  
ists, and SLPs in all educational  
settings who desire a beginning  
level workshop in AAC

Are you a teacher or other school staff who work with students whose primary mode of communication is non-oral? Would you like to learn strategies to enable students' communication and participation within the classroom through Augmentative and Alternative Communication (AAC)? If yes, this workshop is for you. Participants will participate in a fast-paced 2-day training with hands-on activities and walk away with materials and strategies to use immediately with students.

You will get a brief introduction to the basics of language development, communication purposes, the guiding principles of AAC and its different forms. We will cover the link between behavior and communication, the connection between AAC and literacy, and how 2 types of vocabularies can support communication. Participants will gain a basic understanding of how to identify the most effective communication mode for a student. Effective communication partner strategies and how to teach and model AAC will be demonstrated and practiced. A significant component of this training will focus on physically engineering the classroom to make communication available to everyone everywhere. Moreover, participants will learn about the selection of vocabulary for communication activities as well as how to integrate and plan communication opportunities throughout the day to support students' participation in the curriculum. Strategies for team collaboration around AAC, including working with parents, will be included. In addition, participants will learn about measurable AAC goals and data collection.

This class is a beginning level workshop. It does not cover programming of various AAC devices and systems. Rather, the aim of this training is to empower staff to use various AAC interventions and supports to provide communication opportunities for students throughout the day.



## 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

**Thursday**  
**April 16, 2020**  
**8:30 am - 11:30 am**

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/46-168608>**  
*Or call East Valley SELPA at 909.252.4502*

**Location:**  
Dorothy Inghram Learning Center  
*Home of the East Valley SELPA*  
670 E. Carnegie Drive, San Bernardino, CA 92408





## DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

### Facilitated by:

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

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

### Intended Audience:

**District Access Users and District Special Education Administrators**

Register Online or call East Valley SELPA 909.252.4502

DATE	TIME	REGISTER ONLINE
Thursday, August 29, 2019	2:00 pm - 3:30 pm	<a href="https://sbcss.k12oms.org/46-167350">https://sbcss.k12oms.org/46-167350</a>
Thursday, October 24, 2019	2:00 pm - 3:30 pm	<a href="https://sbcss.k12oms.org/46-167351">https://sbcss.k12oms.org/46-167351</a>
Thursday, January 23, 2020	2:00 pm - 3:30 pm	<a href="https://sbcss.k12oms.org/46-167352">https://sbcss.k12oms.org/46-167352</a>
Thursday, April 16, 2020	2:00 pm - 3:30 pm	<a href="https://sbcss.k12oms.org/46-167353">https://sbcss.k12oms.org/46-167353</a>

(Dates subject to change)

### Location:

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



## Educationally Related Mental Health Services (ERMHS)

### Network Connection Series

*Facilitated by:  
Tracy Schroeder, LCSW, EVSELPA Behavioral Health Program Manager*

The Network is comprised of East Valley Mental Health Therapists, District School Counselors & School Psychologists that provide ERMHS counseling. The Network Meetings provide a forum for collaboration & information sharing. Including Guest Speaker & Community Resources. Topics include:

- IEP Compliance
- Legal Defensible Assessments
- Measurable Social/Emotional Goals
- Laws and Regulations in Special Education

The Group will discuss strategies & interventions to use with students that struggle with mental health symptoms & behavioral issues.

Register Online or Call East Valley SELPA 909.252.4502	
Thursday, September 12, 2019	12:30 - 3:30 pm
Thursday, April 16, 2020	12:30 - 3:30 pm
Register at: <a href="https://sbcss.k12.ca.us/46-171401">https://sbcss.k12.ca.us/46-171401</a>	

Location:  
Dorothy Inghram Learning Center  
Home of the East Valley SELPA  
670 E. Carnegie Drive, San Bernardino, CA 92408



## IEP GOAL REVIEW

**(Prerequisite: IEP Goal Development & Progress Monitoring 2-Day Workshop)**

Presented by:  
Courtney Beatty, M.A., BCBA, and Shannon Vogt, M.A.,  
East Valley SELPA Program Specialists

IEP Goal Review is for audience members wanting more support and guidance in developing goals, selecting a data sheet, collecting data and analyzing data to determine whether goals and objectives have been achieved or not.

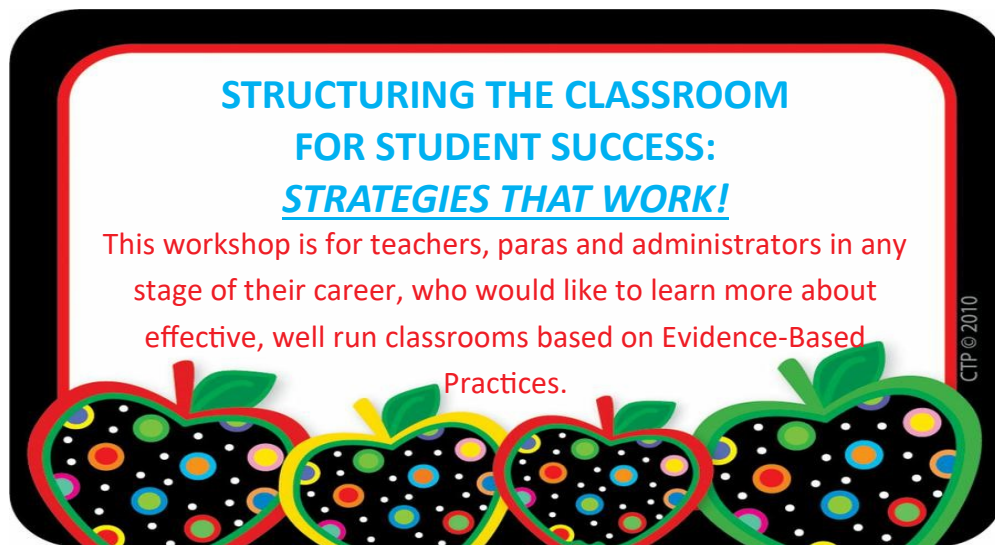
- This is a 1-Day review workshop
- Only 6 participants per workshop
- Small group instruction (3:1)
- Participants and Presenters will calendar follow up meetings

**\* Participants are required to bring:  
computer, drafted goals, data sheets and all work materials necessary**

***Register Online or Call East Valley SELPA 909.252.4502***

Tuesday, September 17, 2019	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-168861">https://sbcss.k12oms.org/46-168861</a>
Tuesday, October 15, 2019	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-168862">https://sbcss.k12oms.org/46-168862</a>
Tuesday, November 19, 2019	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-168863">https://sbcss.k12oms.org/46-168863</a>
Tuesday, January 21, 2020	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-168864">https://sbcss.k12oms.org/46-168864</a>
Tuesday, February 18, 2020	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-168865">https://sbcss.k12oms.org/46-168865</a>
Monday, April 13, 2020	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-168866">https://sbcss.k12oms.org/46-168866</a>
Monday, May 11, 2020	8:30 am - 3:30 pm	<a href="https://sbcss.k12oms.org/46-168867">https://sbcss.k12oms.org/46-168867</a>

**Location:**  
**Dorothy Inghram Learning Center, Home of the East Valley SELPA**  
**670 E. Carnegie Drive, San Bernardino, CA 92408**



Presented by:  
 Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist  
 Shannon Vogt, M.A., EVSELPA Program Specialist  
 Jo-Ann Vargas, OTR/L, EVSELPA Lead Occupational Therapist

**Topics covered will be:**

- Environmental setup (schedules, labeled materials, furniture).
- Procedures across all environments (whole group, small group, independent work).
- The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring) .
- Creating effective behavior programs with strong reinforcement systems where rules and consequences are prominently posted and precision requests are taught and used throughout the day.
- Managing your staff team using productive communication and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program.
- Learn the differences between sensory and behavior strategies throughout the training.

**Join us and walk away with tools to immediately implement in your classroom!**

***Register Online or call East Valley SELPA 909.252.4502***

Thursday & Friday  
**SEPTEMBER 12 & 13, 2019**  
**8:30 am - 3:30 pm**

*Register Online:*

<https://sbcss.k12oms.org/46-168779>

Tuesday & Wednesday  
**April 14 & 15, 2020**  
**8:30 am - 3:30 pm**

*Register Online:*

<https://sbcss.k12oms.org/46-168781>

**Location:**  
**Dorothy Inghram Learning Center,**  
 Home of the East Valley SELPA  
 670 E. Carnegie Drive, San Bernardino, CA 92408

## PROFESSIONAL CRISIS MANAGEMENT (PCM)

### PRACTITIONER TRAINING

8:30 am - 4:30 pm

**Cost: \$40.00**

**DOROTHY INGRAM LEARNING CENTER**

*HOME OF THE EAST VALLEY SELPA*

**670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408**

#### DATES

#### REGISTER ONLINE

<b>JULY 29 &amp; 30, 2019</b>	<b><a href="https://sbcss.k12oms.org/46-168999">https://sbcss.k12oms.org/46-168999</a></b>
<b>SEPTEMBER 4 &amp; 5, 2019</b>	<b><a href="https://sbcss.k12oms.org/46-169000">https://sbcss.k12oms.org/46-169000</a></b>
<b>OCTOBER 1 &amp; 2, 2019</b>	<b><a href="https://sbcss.k12oms.org/46-169001">https://sbcss.k12oms.org/46-169001</a></b>
<b>NOVEMBER 12 &amp; 13, 2019</b>	<b><a href="https://sbcss.k12oms.org/46-169003">https://sbcss.k12oms.org/46-169003</a></b>
<b>JANUARY 16 &amp; 17, 2020</b>	<b><a href="https://sbcss.k12oms.org/46-169004">https://sbcss.k12oms.org/46-169004</a></b>
<b>February 7 &amp; 11, 2020</b>	<b><a href="https://sbcss.k12oms.org/46-169006">https://sbcss.k12oms.org/46-169006</a></b>
<b>April 7 &amp; 8, 2020</b>	<b><a href="https://sbcss.k12oms.org/46-169007">https://sbcss.k12oms.org/46-169007</a></b>
<b>May 12 &amp; 13, 2020</b>	<b><a href="https://sbcss.k12oms.org/46-169008">https://sbcss.k12oms.org/46-169008</a></b>

### PRACTITIONER

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 2-day training (no exceptions will be made), complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all "critical items"), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety and transportation procedures. Wear comfortable clothing and closed-toe shoes with socks.

## PROFESSIONAL CRISIS MANAGEMENT (PCM)

### RE-TRAINING SESSIONS

9:00 am - 12:00 noon

Cost: \$25.00

#### DOROTHY INGRAM LEARNING CENTER

*Home of the East Valley SELPA*

670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

DAY & DATE	REGISTER ONLINE
FRIDAY, AUGUST 30, 2019	<a href="https://sbcss.k12oms.org/46-169039">https://sbcss.k12oms.org/46-169039</a>
FRIDAY, SEPTEMBER 27, 2019	<a href="https://sbcss.k12oms.org/46-169042">https://sbcss.k12oms.org/46-169042</a>
THURSDAY, OCTOBER 24, 2019	<a href="https://sbcss.k12oms.org/46-169044">https://sbcss.k12oms.org/46-169044</a>
THURSDAY, NOVEMBER 14, 2019	<a href="https://sbcss.k12oms.org/46-169045">https://sbcss.k12oms.org/46-169045</a>
THURSDAY, JANUARY 30, 2020	<a href="https://sbcss.k12oms.org/46-169046">https://sbcss.k12oms.org/46-169046</a>
THURSDAY, FEBRUARY 20, 2020	<a href="https://sbcss.k12oms.org/46-169047">https://sbcss.k12oms.org/46-169047</a>
FRIDAY, MARCH 13, 2020	<a href="https://sbcss.k12oms.org/46-169048">https://sbcss.k12oms.org/46-169048</a>
WEDNESDAY, APRIL 29, 2020	<a href="https://sbcss.k12oms.org/46-169049">https://sbcss.k12oms.org/46-169049</a>
THURSDAY, MAY 21, 2020	<a href="https://sbcss.k12oms.org/46-169050">https://sbcss.k12oms.org/46-169050</a>

### RETRAINABLE

This means that the participant did not pass the PCM course this time (either missed at least one critical item or scored between 60% and 79% on the written test or did not pass the practical exam), but may go through a short re-training and re-take the test or tests that were not passed. This applies to both types of training: initial and re-certification. Re-testing must take place on or before the expiration date given by PCMA. Any participant may re-test more than once if needed, as long as it is before the expiration date.

## PROFESSIONAL CRISIS MANAGEMENT (PCM)

### PRACTITIONER 2(P) TRAINING

8:30 am - 4:30 pm

**Cost: \$40.00**

**DOROTHY INGRAM LEARNING CENTER**

*HOME OF THE EAST VALLEY SELPA*

**670 E. CARNEGIE DRIVE, SAN BERNARDINO, CA 92408**

#### DATES

#### REGISTER ONLINE

<b>JULY 31, AUGUST 1 &amp; 2, 2019</b>	<a href="https://sbcss.k12oms.org/46-169011">https://sbcss.k12oms.org/46-169011</a>
<b>AUGUST 28, 29, &amp; 30, 2019</b> <i>*8:00 am - 4:00 pm*</i>	<a href="https://sbcss.k12oms.org/46-169269">https://sbcss.k12oms.org/46-169269</a>
<b>SEPTEMBER 4, 5, &amp; 6, 2019</b>	<a href="https://sbcss.k12oms.org/46-169014">https://sbcss.k12oms.org/46-169014</a>
<b>OCTOBER 1, 2, &amp; 3, 2019</b>	<a href="https://sbcss.k12oms.org/46-169019">https://sbcss.k12oms.org/46-169019</a>
<b>NOVEMBER 20, 21, &amp; 22, 2019</b>	<a href="https://sbcss.k12oms.org/46-169031">https://sbcss.k12oms.org/46-169031</a>
<b>JANUARY 22, 23, &amp; 24, 2020</b>	<a href="https://sbcss.k12oms.org/46-169032">https://sbcss.k12oms.org/46-169032</a>
<b>FEBRUARY 7, 11, &amp; 12, 2020</b>	<a href="https://sbcss.k12oms.org/46-169035">https://sbcss.k12oms.org/46-169035</a>
<b>APRIL 7, 8, &amp; 9, 2020</b>	<a href="https://sbcss.k12oms.org/46-169036">https://sbcss.k12oms.org/46-169036</a>
<b>MAY 6, 7, &amp; 8, 2020</b>	<a href="https://sbcss.k12oms.org/46-169038">https://sbcss.k12oms.org/46-169038</a>

#### PRACTITIONER 2(P)

PCM is a certification preparation course taught by certified PCM Instructors. Participants are trained in prevention and diffusion of dangerous behaviors. Practitioner level requirements are to attend the entire 3-day training, complete an application for certification, complete the performance checklist with a required number of repetitions for each procedure, score 80% or better on the written exam (including passing all "critical items"), and pass all items on the practical examination. Certifications are good for 1 year to use all nonphysical interventions, personal safety, transportation procedures, vertical & prone immobilization. Wear comfortable clothing and closed-toe shoes with socks.



## Quarterly Adult Transition Program (ATP) Network Meetings

8:30 am – 1:30 pm

**September 26, 2019**

**November 21, 2019**

**February 6, 2020**

**April 30, 2020**

The purpose of these meetings is to provide a venue where teachers and support staff from school district *Adult Transition Programs* can come together and exchange information about best practices within their programs, go on scheduled off-site tours, listen to invited guest speakers from adult service agencies that share about their programs and adult services available to the young adults when they age-out of the school district *Adult Transition Programs*. Lunch break is taken between 11:15 am—12:30 pm.

### Register Online:

**<https://sbcss.k12oms.org/46-168703>**

*Or call East Valley SELPA 909.252.4502*

### Location:

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

## Quarterly East Valley Transition Advisory Committee (EVTAC)

### Local Partnership Agreement (LPA) Meetings

1:30 – 3:30 pm

**September 26, 2019**

**November 21, 2019**

**February 6, 2020**

**April 30, 2020**

The quarterly EVTAC LPA Meetings are scheduled to follow the quarterly ATP Network Meetings. The purpose of these meetings is to bring together the partnering LEAs and Community Agencies to discuss the best practices for promoting a smooth transition between service agencies for young adult clients moving from school district *Transition Program* services into the community and seeking support for work readiness preparation, job training, employment, and independent living skills achievement. The focus of the 2019-2020 meetings will be to work on the organization's mission statement objectives and invite additional community partnering agencies into the organization.

The primary Partners include the *East Valley Special Education Local Plan Area (EVSELPA)*, the *EVSELPA Transition Partnership Project (TPP)*, and the *EVSELPA* five school Districts: *Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, Yucaipa-Calimesa Joint Unified* and these school districts' respective *WorkAbility1 Programs, Fontana School District and its TPP and WorkAbility1 Programs, the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) WorkAbility1 Program, Inland Regional Center (IRC), the Department of Vocational Rehabilitation (DOR), and the Workforce Development Department (WDD)*.

### Register Online:

**<https://sbcss.k12oms.org/46-168766>**

*Or call East Valley SELPA 909.252.4502*





**East Valley SELPA**  
**Transition Partnership Project (TPP)**  
**21st ANNUAL CAREER INFORMATION DAY**

**Friday**  
**APRIL 17, 2020**  
**9:00 am - 1:00 pm**

- Career Information Day will feature more than 30 employers, hosted at the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) campus. The 21st annual event will have exhibits and presentations for Inland Empire students who are enrolled in high school transition programs.
- Employers from several career paths will speak to students and give tips to pursuing a job in their field.
- Presenters include representatives from local government agencies, retailers and educational entities.
- The event is co-sponsored by the East Valley Special Education Local Plan Area (SELPA) Transition Partnership Project, the California State Department of Rehabilitation, WorkAbility1 programs, and the following educational agencies: Colton Joint Unified School District, CRY-ROP, Redlands Unified, Rialto Unified, Rim of the World Unified, San Bernardino City Unified, San Bernardino County Superintendent of Schools, and Yucaipa-Calimesa Joint School District.

## 5.2 EV SELPA Steering Calendar of Meetings 2020-2021

**2020/2021  
East Valley SELPA  
Steering/Finance Committee Meeting Schedule**

All meetings will be 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 16, 2020**

**AUGUST 2020 – NO MEETING**

**SEPTEMBER 10, 2020** (Conference Room D)

**OCTOBER 15, 2020**

**NOVEMBER 12, 2020**

**DECEMBER 10, 2020**

**JANUARY 2021 – NO MEETING**

**FEBRUARY 11, 2021**

**MARCH 18, 2021**

**APRIL 15, 2021**

**MAY 13, 2021**

**JUNE 10, 2021**