

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

**\*\* AGENDA \*\***  
**MARCH 18, 2021 8:00 A.M.**

**PRESENTER**

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

**Finance Items**

- |     |  |                   |
|-----|--|-------------------|
| 4.1 | SBCSS EV County Operated Fee-For-Service Budget – 2 <sup>nd</sup> Interim Update | Jennifer Alvarado |
| 4.2 | EV SELPA Regional Program Proportionate Share Costs (MH, OT, & PT) Fall 2020     | Andrea Tennyson   |
| 4.3 | EV SELPA 2020-2021 Fiscal Reporting Calendar                                     | Andrea Tennyson   |

**Program Items**

- |     |   |                  |
|-----|---|------------------|
| 4.4 | Learning Recovery <ul style="list-style-type: none"><li>• Attorney Guidance</li><li>• Virginia Dept of Education COVID Recovery</li></ul>   | Patty Metheny    |
| 4.5 | Expanded Learning Grant Proposal  | Patty Metheny    |
| 4.6 | Special Education Credentialing Changes   | Patty Metheny    |
| 4.7 | SBCSS FFS March 2021 Student Counts Verification  | Andrea Tennyson  |
| 4.8 | Transition Partnership Program <ul style="list-style-type: none"><li>• Journey to the Future (Virtual Career Day)</li><li>• Resuming Work-based Learning</li></ul>                          | Helen Junker     |
| 4.9 | CDE Compliance Monitoring <ul style="list-style-type: none"><li>• 2020-2021 Overdue Initial Assessments</li><li>• CDE Monitoring Focus Remainder of 2021</li><li>• NPS Monitoring</li></ul> | Anne-Marie Foley |

- |      |                                   |                  |
|------|-----------------------------------|------------------|
| 4.10 | WebIEP Forms                      | Anne-Marie Foley |
|      | • EV-20 SBCSS Referral Procedures |                  |
| 4.11 | EV SELPA Due Process Update       | Rick Homutoff    |
| 4.12 | SBCSS East Valley Operations      | Scott Wyatt      |
| 4.13 | Hot Topics                        | Committee        |

## 5.0 OTHER

- 5.1 EV SELPA Professional Development – March & April 2021
- 5.2 Next Meeting – April 15, 2021 8:00 AM

East Valley SELPA  
STEEERING COMMITTEE MEETING MINUTES  
February 11, 2021

MEMBERS PRESENT:

Dr. Patty Metheny  
Rob Pearson  
Patti Buchmiller  
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  
Brian Guggisberg  
Christina Bradley  
Nicole Albiso  
Scott Whyte  
Jennifer Alvarado  
Grace Granados  
Amber Tavis

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

OTHERS PRESENT:

Jessica Lascano  
Jennifer Brooksby  
David Dowling  
Anne-Marie Foley  
Rick Homutoff, Ed.D.  
Andrea Tennyson  
Lisa Horsley  
Rosalva Contreras  
Chloe Pearson

Student Services, SB County Schools  
Student Services, Yucaipa  
Consultant  
East Valley SELPA  
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East Valley SELPA

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:00 a.m. via Zoom.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the December 10, 2020 meeting were reviewed. Motion to approve the minutes was made by Derek Swem and seconded by Scott Wyatt. The minutes were approved by consensus of the members present.

#### 4.0 DISCUSSION/PRESENTATION

##### Finance Items

##### 4.1 2020-2021 2<sup>nd</sup> Interim EV SELPA Budgets

Andrea Tennyson presented the EV SELPA 2<sup>nd</sup> Interim Budgets. She reported mostly minimal changes based on adjustments to salary and benefits as well as alignment of expenditures. Additional changes included an increase in the SELPA Regional Information System budget for work required of the vendor to revise forms for CALPADS alignment and the inclusion of distance learning plans in the IEP forms packet; an increase in the California Children's Services (CCS) budget due to the purchase of new copy machines needed at the medical therapy units; an increase in the SELPA Regional Occupational Therapy (OT) budget due to the addition of a contract OT because of increased referrals from districts; and a small decrease in the Mental Health Oversight budget since travel continues to be restricted and staff have postponed on-site, in-person quarterly visits.

The Legal budget remained the same although Dr. Rick Homutoff cautioned the potential for increased due process cases remains as a result of the pandemic. He believes attorneys are waiting to file to benefit from the two-year statute of limitations. Dr. Metheny shared there is potential legislation to identify monies for learning recovery due to the pandemic. She stressed it is important to differentiate learning recovery from compensatory education.

##### 4.2 2020-2021 2<sup>nd</sup> Quarter NPS Reimbursement Transfer

The 2<sup>nd</sup> Quarter NPS Reimbursement was presented for review. These amounts reflected the ESY amounts not previously billed as well as billing received for October, November, and December 2020. Transfers to be submitted to SBCSS Internal Business following the meeting.

##### 4.3 EV SELPA 2020-2021 Fiscal Reporting Calendar

Andrea Tennyson reviewed activities for February 2021 which is a month heavy in budget development. Ms. Tennyson remarked she is waiting on February AB 602 certifications.

##### Program Items

##### 4.4 ADR COVID-19 Team Presentation

The EV SELPA ADR COVID-19 Team including Dr Metheny, David Dowling, Jennifer Lascano, Jennifer Brooksby and Chloe Pearson presented on the implementation to-date of the grant funded plan. The work of the team has three facets – prevention, handling disagreements and managing conflict. Prevention includes developing a positive presence in social media. Ms. Pearson presented the social media platforms created for this purpose. Handling disagreements includes providing trainings for parents, members of the EV SELPA Community Advisory Committee, and district parent groups such as family

engagement teams. Managing conflict involves having members of the current EV SELPA ADR Cadre and professional mediators such as Mr. Dowling assist with resolving conflicts. Finally, Dr. Metheny explained the data reporting requirements of the grant and how the data will be collected from district staff. An Airtable form and a Google survey were created and shared with the committee for review.

#### 4.5 CALPADS

Anne-Marie Foley reported on the CALPADS 2020 Fall 1 special education data reporting indicating the data has not yet been certified. Preliminary data was provided for review. It included district specific data alongside comparison data from 2019 Fall 1 reporting. Overall, the EV SELPA experienced an increase in total unduplicated count as expected due to the alignment of reporting periods (October to October for 2020 versus December to October for 2019). Dr. Metheny led the committee through a discussion about potential anomalies in the data including for some districts an increase in the identification of students with other health impairments and specific learning disabilities.

Ms. Foley also reviewed a data collection form and data entry procedures for providing CALPADS data for Indicator 14 highlighting WebIEP entry instructions and the codes used to determine post-secondary status. She noted strategies for collecting this post-school outcome data.

Finally, Ms. Foley reviewed CALPADS Update Flash #184 regarding Work Based Learning (WBLR) data collection and provided guidance on how districts must enter this information into their own student information systems (SIS). In the past, SELPAs entered this data through DA. This will no longer be the case. Given these changes, Ms. Foley is working with Faucette Micro Systems to hide fields within WebIEP in order to avoid entering information inadvertently in the wrong place. The CALPADS flash provided info on the two codes that apply to students with disabilities: WAI and TPP. With this change, the TPP data will now be sent to the districts to be entered in their student information system. The WAI information will be provided, if any, by CRYROP or district workability staff. It is important to note WBLR is reported for all students.

#### 4.6 NPS On-site Observations

Ms. Foley reviewed the requirements for NPS oversight by districts and the SELPA. She provided a form that will be used for the NPS pre-placement on-site visits and reviewed a SELPA-wide approach to meeting the requirement in order to reduce duplication of visits and save on staff time. If a student within the EV SELPA is already placed in the NPS being considered, a pre-placement observation will not be necessary. Completed forms are to be sent to Ms. Foley who will submit them to CDE on behalf of the EV SELPA member districts.

The NPS annual monitoring visits to be conducted by district staff for each student enrolled in an NPS are due June 30, 2021 and annually henceforth. A student specific form for this purpose was shared and reviewed. Ms. Foley indicated that given the current orders relevant to the pandemic, it is reasonable to do this visit virtually since schools continue to be closed. If it is possible to do an in-person visit, directors and their designees are encouraged to do so. If districts encounter any challenges, they were encouraged to contact Ms. Foley.

#### 4.7 CDE Compliance Monitoring

Dr. Metheny reported all district required Special Education Plans (SEPs) were submitted to CDE electronically well in advance of the deadline. To date, CDE has not contacted the SELPA or any of the districts regarding the plans. Regardless, districts are expected to be engaged in SEP plan implementation and monitoring at this time.

Ms. Foley reviewed the CDE compliance monitoring notification letters provided to each district in January by providing a sample of the Mega Letter “Lite” which provided explanations. CDE did not select districts for a different level of monitoring in 2020-2021 unless the districts were identified as Significantly Disproportionate. This was not the case for any East Valley SELPA districts. Consequently, all remain in the same level of monitoring as identified in 2019-2020.

Ms. Foley provided a handout about an excellent root/cause analysis training offered next month by the SELPA System of Improvement Leads. Directors and their designees were encouraged to attend.

Ms. Foley also shared that noncompliance monitoring by CDE continues and at a higher level. Data was pulled via CALPADS January 18, 2021 specific to overdue initial assessments and annual IEP meetings. Dr. Metheny indicated districts can expect notification from CDE directly to district superintendents regarding this data and the required corrective actions along with due dates.

#### 4.8 EV SELPA Due Process Update

Dr. Homutoff reported that to-date there have been 13 filings this year which is fewer than in a typical school year. Currently, there are three open cases, and it is possible one of them will go to hearing. He will have more information mid-March.

#### 4.9 Updated EV SELPA Private School Procedures

The Private School Procedures have been updated to reflect all CALPADS changes. Ms. Foley reviewed the Individual Service Plan (ISP) process and indicated that ISPs are never recorded in CALPADS as an amendment. ISPs are recorded as annuals, if a change needs to be made, another annual ISP is recorded. Dr. Metheny reminded directors they should be continuing to facilitate private school consultations and to hold them virtually, if necessary. As a reminder, Child Find, and not services, is the district’s obligation for private school students.

#### 4.10 SBCSS East Valley Operations

Dr. Scott Wyatt requested districts contact him directly with any school reopening plans for in-person instruction. SBCSS is engaged in negotiations with staff regarding providing in-person instruction. He reports current negotiations have focused on opening the Court Schools. Dr. Wyatt provided an update on the deaf, hard of hearing service providers. They have recuperated from Covid-19 and are working to provide any services that may have been missed during their absence. Finally, Dr. Wyatt reiterated the need to allow for sufficient turnaround time for visual impairment

translation of student materials so that brailled and enlarged print materials can be provided to students in a timely manner.

#### 4.11 EV SELPA Website Secure Password Protected Side

Dr. Metheny shared that the secure side of the new EV SELPA website is now complete. Special Education directors as well as their support staff currently have access to the secure side. Additional users have been identified and the SELPA is working with the website programmer to add all new users at once. All users access is expected by next month. If access for a specific user is required right away, please contact the SELPA.

#### 4.12 Hot Topics

Committee members shared potential individual district plans for return to in-person instruction. There was a discussion regarding students whose parents do not want them to return to in-person instruction in 2021-2022, and how to address FAPE in these situations. Dr. Metheny shared that a course of action is not clear at this time since provisions of SB 98 for distance learning only extend through June 2020. If any updates from CDE are received, Attorney Adam Newman from AALRR will be accessed to provide guidance. Additionally, Dr. Metheny will gather and present information in April on addressing return to in-person instruction.

The use of digital signatures was discussed and the option of consent/signature via Zoom chat transcript was discussed. As of now, CDE is only accepting digital signatures or emails indicating consent in lieu of wet signatures. Zoom chat transcripts will not suffice.

Requirements for Extended School Year (ESY) credentialing were discussed.

Rob Pearson requested links or information regarding the purchase of clear face masks for kids. The use of Badger Clear Face Shields was discussed.

### 5.0 OTHER

#### 5.1 EV SELPA Professional Development - February & March 2021

6.0 ADJOURNMENT: Meeting adjourned at 11:53 pm. Next meeting will be held on March 18, 2021.

## 4.0 FINANCE ITEMS

### 4.1 SBCSS EV County Operated Fee-For-Service Budget 2<sup>nd</sup> Interim Update



## FEE-FOR-SERVICE BUDGET to 2nd INTERIM COMPARISON - 2020-21

SELPA	East Valley			Budget	2nd Interim	+Increase/- Decrease
A. REVENUES						
	RS	OB	GL	April 2020	March 2021	
1. AB602 Special Ed Funding	6500	8311	5001	\$ 9,960,885	\$ 10,726,790	\$ 765,905
2. Property Tax Transfer	6500	8097	5001			
3. Property Tax Transfer Adjustment between 2020-21 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	\$ 414,341	\$ 494,725	\$ 80,384
8. Federal Preschool	3315	8182	5730	\$ 24,660	\$ 24,648	\$ (12)
9. Preschool Local Entitlement	3310	8182	5730	\$ 68,374	\$ -	\$ (68,374)
10. Preschool Staff Development	3345	8182	5730	\$ 191	\$ 209	\$ 18
11. Infant Part C	3385	8182	5710	\$ 57,745	\$ 57,745	\$ -
12. Infant State Apportionment	6510	8311	5710	\$ 1,541,062	\$ 1,541,062	\$ -
13. Other State	6500	8590	5001			\$ -
14. Infant Discretionary	6515	8590	5710	\$ 31,628	\$ -	\$ (31,628)
15. Parent Infant Program (Local Contract)	9285	8677	5710	\$ 10,941	\$ 9,257	\$ (1,684)
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)				\$ 12,229,712	\$ 12,974,321	\$ 744,609
B. EXPENDITURES						
1. SAI Self-Contained (SDC)				\$ 7,800,837	\$ 7,268,929	\$ (531,908)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$ 2,078,706	\$ 2,029,267	\$ (49,439)
3. 1:1 Aide Services (1:1) Aides				\$ 495,874	\$ 567,659	\$ 71,785
4. First Class (NO FFS - Grant Funded)				\$ 93,033	\$ -	\$ (93,033)
5. Early Start (NO FFS - State/Grant Funded)				\$ 1,769,343	\$ 1,591,695	\$ (177,648)
TOTAL EXPENDITURES				\$ 12,237,793	\$ 11,457,550	\$ (780,243)
C. PRIOR YEAR ADJUSTMENTS						
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	\$ -	\$ -	\$ -
2. 2020-21 Beginning Balance (Early Start)				\$ 918,274	\$ 897,896	\$ (20,378)
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				\$ 918,274	\$ 897,896	\$ (20,378)
D. 2020-21 Projected Ending Balance						
1. Total Revenues (Section A)				\$ 12,229,712	\$ 12,974,321	\$ 744,609
2. Total Prior Year Revenue Adjustments (Section C)				\$ 918,274	\$ 897,896	\$ (20,378)
3. Total Expenditures (Section B)				\$ 12,237,793	\$ 11,457,550	\$ (780,243)
4. 2020-21 Projected Ending Balance				\$ 910,192	\$ 2,414,667	\$ 1,504,474
5. Less Early Start Ending Balance				\$ (910,192)	\$ (1,034,150)	\$ (123,958)
6. 2020-21 Net Projected FFS Ending Balance				\$ -	\$ 1,380,517	\$ 1,380,517

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	175	215	9
2nd Interim - P-1 count	188	208	14
<b>Difference</b>	<b>13</b>	<b>-7</b>	<b>5</b>

San Bernardino County Superintendent of Schools  
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM  
2020-21 Projected Fee For Service Budget  
as of 2nd Interim - March 2021

		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>	<b>EXPENSE</b>					
2	1000-1999	Certificated Salaries	2,612,472	792,020	-	796,193	4,200,685
3	2000-2999	Classified Salaries	1,025,670	238,623	274,909	94,340	1,633,542
4	3000-3999	Employee Benefits	1,768,954	465,075	249,201	337,588	2,820,818
5	4000-4999	Books & Supplies	24,423	5,754	-	7,932	38,109
6	5000-5999	Services & Other Operating Expenditures	56,460	30,607	1,500	10,658	99,225
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 5,487,979	\$ 1,532,079	\$ 525,610	1,246,711	8,792,379
10		% of Total	0.78176	0.21824		n/a	1.0000000
11							
12		Allocated Cost ( FN 3120, 2100, 2700, 8100)	1,242,511	346,872	-	227,081	1,816,464
13		Sub total 1000-5000 costs	\$ 6,730,490.18	\$ 1,878,950.82	\$ 525,610.00	\$ 1,473,792	\$ 10,608,843
14							
15	7300-7380	Indirect Cost @ 8.0%	538,439	150,316	42,049	117,903	848,707
16							
17		<b>TOTAL EXPENSE</b>	<b>\$ 7,268,929</b>	<b>\$ 2,029,267</b>	<b>\$ 567,659</b>	<b>\$ 1,591,695</b>	<b>\$ 11,457,550</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	386,755	107,970				494,725
21	8311/8319	6500	AB602 FFS Revenue (including Base for ADA)						0
22			<b>Total FFS Revenue</b>	<b>386,755</b>	<b>107,970</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>494,725</b>
23									
24			<b>Other Revenue Sources</b>						
25	86XX	8710	Local Control Funding Formula						0
26	8182	3315	Federal Preschool - RS 3315	24,648					24,648
27	8182	3310	Federal Local Assistance Applied to the First Class Program						0
28	8182	3345	Preschool Staff Development	209					209
29	8182	3385	Infant Part C					57,745	57,745
30	8311	6510	Infant State Apportionment					1,541,062	1,541,062
31	8590	6515	Infant Discretionary					0	0
32	8677	9285	Parent Infant Program					9,257	9,257
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			2020-21 Beginning Balance					897,896	897,896
36			<b>TOTAL REVENUE:</b>	<b>411,612</b>	<b>107,970</b>	<b>0</b>	<b>(0)</b>	<b>2,625,845</b>	<b>3,145,427</b>

Excess Cost (expense minus revenue) \$ (6,857,318) \$ (1,921,297) \$ (567,659) \$ (0) \$ 1,034,150 \$ (8,312,124)

Number of Estimated Services in 2020-21	188	208	14	N/A	N/A
2020-21 Proposed Rates	\$36,475	\$9,237	\$40,547	-	-
2020-21 FFS Rates	\$42,706	\$9,263	\$55,097	N/A	N/A

Estimated 2020-21 Revenue	\$ 13,872,217
Estimated 2020-21 Expense	\$ 11,457,550
Subtotal	\$ 2,414,667
Less Early Start Ending Balance	\$ (1,034,150)
<b>Net Estimated Fee-For-Service Balance</b>	<b>\$ 1,380,517</b>

## 4.2 EV SELPA Regional Services Proportionate Cost (MH, OT & PT) Fall 2020



**EAST VALLEY SELPA**  
**2020-21 REGIONAL SERVICES PROPORTIONATE SHARE COSTS**  
**12/2020 COUNT**

SERVICES	Estimate Total Expense	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL Costs
MENTAL HEALTH COUNSELING	\$ 539,419	22	\$296,680	7	\$94,398	8	\$107,884	3	\$40,456	40	\$539,419
MH Percentage		55%		18%		20%		8%		100%	
OCCUPATIONAL THERAPY	\$ 1,786,441	82	\$552,786	118	\$795,472	16	\$107,861	49	\$330,323	265	\$1,786,441
OT Percentage		31%		45%		6%		18%		100%	
PHYSICAL THERAPY	\$ 110,698	7	\$38,744	10	\$55,349	3	\$16,605	0	\$0	20	\$110,698
PT Percentage		35%		50%		15%		0%		100%	
		112	\$888,210	136	\$945,219	27	\$232,349	52	\$370,779	327	\$2,436,558

## 4.3 EV SELPA 2020-2021 Fiscal Reporting Calendar

## 2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

### **JULY 2020**

- 7/3/20** - SELPA to send Annual NPS ADA to districts, due to BAS July 8 (same as P-2)
- 7/10/20** - Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA if Final hasn't been submitted.
- 7/10/20** - Districts to provide SELPA June PARs and PYR for TPP
- 7/16/20** - SELPA to provide Q4 (19/20) NPS Reimbursement Transfer for invoices received-to-date to districts at Steering/Finance meeting
- ~~**7/16/20** - SELPA to present Final SBCSS Fee for Service and Regional Services Costs at Steering/Finance meeting~~
- 7/16/20** - SELPA to provide updated PY and CY budget with Schedule REX based on Cert and Governor's budget
- ~~**7/16/20** - SELPA may present preliminary MOE data~~
- 7/20/20** - Districts to provide SELPA June PARs and PYR for TPP
- 7/31/20** - Districts to provide PDF copy of completed and submitted Personnel Data Report to SELPA
- 7/31/20** - SELPA finalize closing of FY 19/20
- 7/31/20** - SELPA to submit May and June TPP Service and Certified Invoices to DOR
- 7/31/20** - SELPA to prepare and finalize P-2 June certifications for PY (19/20, 18/19, & 17/18) AB602 Funding Allocation

### **AUGUST 2020**

- 8/14/20** - SELPA to submit Personnel Data Report to CDE
- 8/17/20** - Districts to provide SELPA August PARs and PYR for TPP

### **SEPTEMBER 2020**

- 9/10/20** - SBCSS to present PY (19/20) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance
- EV SELPA to present PY (19/20) OT Regional Program Proportionate Share and return of funds (if appropriate).
- 9/10/20** - SELPA to present PY (19/20) adjusted 4<sup>th</sup> Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
- 9/10/20** - SELPA to present PY (19/20) EV SELPA Budgets ending fund balances to Steering/Finance
- 9/10/20** - SELPA to present preliminary MOE at Steering/Finance
- 9/14/20** - Districts to submit to SELPA Excess Cost Calculation
- 9/21/20** - Districts to provide SELPA August PARs and PYR for TPP
- 9/30/20** - SELPA to submit July TPP Service and Certified Invoices to DOR

### **OCTOBER 2020**

- 10/15/20** - SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission *Done*
- 10/15/20** - SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance
- 10/15/20** - SELPA to begin working on 1<sup>st</sup> Interim budget updates
- 10/15/20** - SELPA to submit PY (19/20) Annual Infant Funding Report to SBCSS *Done*
- 10/15/20** - Districts to provide Grant Expenditure Report 4 (July 1 – September 30 CY) to SELPA if applicable
- 10/15/20** - Districts provide SELPA with CY (20/21) P-1 ADA estimates & changes to PY ADA (if any) by Oct 15 for First Interim reporting
- 10/16/20** - Districts to provide SELPA September PARs and PYR for TPP
- 10/30/20** - Deadline for SELPA/SBCSS to submit CY (20/21) Part C Early Start Application to CDE
- 10/30/20** - Deadline for SELPA/SBCSS to submit PY (19/20) Extraordinary Cost Pool claim to CDE

## 2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

- 10/30/20** - SELPA to begin working on (new) CRCS Report for Medi-CAL
- 10/31/20** - SELPA to submit Aug. TPP Service and Certified Invoices to DOR

### **NOVEMBER 2020**

- 11/2/20** - SELPA to submit Infant Waiver Request to CDE if applicable
- 11/12/20** - SELPA to present CY (20/21) 1<sup>st</sup> Interim EV SELPA Budgets at Steering/Finance
- 11/12/20** - SELPA to present CY (20/21) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
- 11/12/20** - SELPA to present Schedule REX at Steering/Finance
- 11/13/20** - SELPA to submit Maintenance of Effort SEMA 19/20 Unaudited Actuals vs. 18/19 Actuals to CDE
- 11/13/20** - SELPA to submit Maintenance of Effort SEMB 19/20 Unaudited Actuals vs. 18/19 Budget to CDE
- 11/13/20** - SELPA to submit Excess Cost Calculation(s) to CDE - COMPLETED
- 11/13/20** - SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/13/20** - SELPA to submit Table 8 due to CDE
- 11/16/20** - Districts to verify Fall count for SBCSS Fee-for-Service
- 11/17/20** - Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/30/20** - SELPA to submit Medi-Cal Program Annual report - COMPLETED
- 11/30/20** - SELPA to submit 2018-19 CRCS to DHCS for Medi-CAL - COMPLETED
- 11/30/20** - ~~Districts to provide SELPA with 1<sup>st</sup> Interim DAT files for MOE monitoring~~
- 11/30/20** - SELPA to submit September TPP Service and Certified Invoices to DOR

### **DECEMBER 2020**

- 12/14/20** - Districts to provide November PARs and PYR for TPP to SELPA
- 12/15/20** - ***Districts to provide SELPA DAT file for SEMAI (1<sup>st</sup> Interim) for MOE monitoring***
- 12/21/20** - SELPA to provide CY (20/21) Fall Count for SBCSS Fee-for-service Students to SBCSS - COMPLETED
- 12/30/20** - SELPA to submit October TPP Service and Certified Invoices to DOR

### **JANUARY 2021**

- 1/4/21** - SELPA to provide NPS P-1 ADA to Districts \*\*\*District deadline to BAS January 8th
- 1/15/21** - SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/15/21** - Districts to provide Grant Expenditure Report # 1 (Jul 1 – Dec 31) to SELPA for CY (20/21)
- 1/29/21** - SELPA to submit November TPP Service and Certified Invoices to DOR
- 1/29/21** - Districts to provide December PARs and PYR for TPP to SELPA

### **FEBRUARY 2021**

- 2/11/21** - SELPA to present 2020-21 2<sup>nd</sup> Interim EV SELPA Budgets
- 2/11/21** - SELPA to present CY (20/21) 2<sup>nd</sup> Quarter NPS reimbursement transfer for invoices paid thru Dec 2020 at Steering/Finance
- 2/15/21** - Districts to provide January PARs and PYR for TPP to SELPA
- 2/15/21** - Districts to provide SELPA with CY 20/21 P-2 estimates
- 2/26/21** - SELPA to provide Budget Development documents for FY 21/22 to SBCSS Internal Business Services
- 2/26/21** - SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD** - SELPA to prepare February certifications for CY (20/21) and PY (19/20, 18/19) AB602 Funding Allocation

### **MARCH 2021**

- 3/18/21** - SBCSS to present EV Ops FFS Budget to 2nd Interim
- 3/18/21** - SELPA to present CY (20/21) Fall Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- 3/19/21** - Districts to provide February PARs and PYR for TPP to SELPA
- 3/22/21** - SELPA to send PY (19/20 Annual, 18/19 Annual 2) AB602 allocations based on February Certifications by e-mail to districts
- 3/22/21** - SELPA to send the CY (20/21) AB602 Certifications based on P-1 State Funding Exhibit, by e-mail to districts
- 3/31/21** - SELPA to submit January TPP Service and Certified Invoices to DOR

### **APRIL 2021**

- 4/2/21** - Districts to confirm county-served students Spring count for FFS sent via e-mail
- 4/15/21** - SBCSS to present proposed FFS rates for FY 21/22 at Steering/Finance
- 4/16/21** - Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) to SELPA for CY (20/21)
- 4/16/21** - Districts to provide March PARs and PYR for TPP to SELPA
- 4/16/21** - SELPA to send districts Low Incidence Inventory Report for review (tentative)
- 4/16/21** - SELPA to provide P-2 NPS ADA to districts \*\*\*District deadline to BAS April 23<sup>rd</sup>
- TBD** - SELPA to present 21/22 Operating Budget to Board Budget Ad Hoc
- 4/19/21** - SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/30/21** - SELPA to submit February TPP Service and Certified Invoices to DOR
- TBD** - Districts to complete and submit Personnel Data Report via CDE online portal and send copy electronically to SELPA
- TBD** - Districts to complete final Low Incidence purchases for FY 20/21

### **MAY 2021**

- 5/12/21** - Districts to provide April PARs and PYR for TPP to SELPA
- 5/13/21** - SELPA to present 3<sup>rd</sup> Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/13/21** - SELPA to present FY (21/22) Proposed EV SELPA Operating Budgets at Steering/Finance
- 5/13/21** - SELPA to present 20/21 Annual Budget and Service Plans at Steering/Finance
- 5/19/21** - Districts to return reviewed Low Incidence Inventory Report to SELPA and all Low Incidence reimbursement requests for CY 20/21
- 5/19/21** - SELPA to present to Board of Directors EV SELPA 2021-22 Operating Budgets and SBCSS 2021-22 FFS rates
- 5/31/21** - SELPA to submit March TPP Service and Certified Invoices to DOR

### **JUNE 2021**

- 6/14/21** - Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/21** - SELPA to submit April TPP Service and Certified Invoices to DOR
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (20/21) and PY (19/20, 18/19 & 17/18)



## 4.0 PROGRAM ITEMS

### 4.4 Learning Recovery

# **LEARNING LOSS AND LEARNING RECOVERY (COMPENSATORY EDUCATION)**

February 9, 2021

**Jan E. Tomsy, J.D.**

Partner, Fagan, Friedman & Fulfrost

# Overview . . .

- Federal and State Guidance on Compensatory Education Determinations Due to COVID-19 School Closures
- Learning Loss or Compensatory Education
- Prepare IEP teams
- Proactive Steps



# **I.**

## **Federal and State Guidance on Compensatory Education Determinations Due to COVID- 19 School Closures**



# U.S. Dept. of Ed.- Q and A's -3/12/20

- Following school closure or the exclusion of a student with a disability as a result of COVID-19 and after a return to in-person instruction, IEP teams should:
  - make an individualized decision
  - **whether** compensatory services are needed under applicable requirements
  - including to make up for any skills that may have been lost

(Questions and Answers on Providing Services to Children With Disabilities During the Coronavirus Disease 2019 Outbreak, A-1 & A-3 ([US Dept. Ed.](#) March 12, 2020) 76 IDELR 77.)

# CDE – Special Ed Guidance - 3/20/20

...Given the unprecedented situation created by the threat of COVID-19, exceptional circumstances may affect how a particular service is provided under a student's IEP. In such a situation, the IEP team will need to make individualized decisions regarding **whether** compensatory services are required when the regular provision of services resumes."

(<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>.)



# CDE – Special Ed Guidance - 3/20/20

- Once the regular school session resumes, LEAs should plan to make
  - **individualized determinations,**
  - **in collaboration with the IEP team,**
  - regarding **whether or not compensatory education and services may be needed** for a student.
- Educational need can be measured by;
  - assessing whether the student continued **making progress in the general education curriculum or alternative course of study** specified in their IEP; or
  - **Making progress toward meeting their IEP goals;** and/or
  - **if any regression occurred** during the period of school site closure.

(<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>.)

## **II.**

# **Learning Loss or Compensatory Education**





# Compensatory Education Defined

- Compensatory Education is a term generally used to describe the equitable remedy for the denial of a student's right to a FAPE.
- Compensatory Education is ordered as a result of either non-compliance or the demonstration of fault at a due process hearing.

# Comp. Ed. –*Van Duyn* Material Failure

- Comp ed is awarded if there is a material failure to implement an IEP; more than a minor discrepancy between the services a school provides ... and the services required by the child's IEP
  - E.g., failing to provide 5 of the 10 hours per week of math tutoring on an IEP
  - Does not require proof that “the child suffer demonstrable educational harm to prevail”
  - However, educational progress, or lack there of, may demonstrate whether failure to implement was material

# Learning Loss or Compensatory Education

- Reframing “compensatory education” as learning loss—esp for IEP team discussions--allows school districts to acknowledge the impact of the pandemic (on all students) without admitting an intentional denial of FAPE
- Being proactive about learning loss can help build trust with parents.



# Train your IEP Teams



- Because the USDOE, OCR, and CDE have determined that decisions related to whether compensatory or make up services are warranted should be made by IEP teams, it is going to be critical that we train our teams how to address the issue

# Considerations



- Move up triennial re-assessments to take place as soon as possible following a return to in-person instruction
- Propose assessment regarding new concerns that may have emerged
- Even if full re-assessment is not possible, carefully prepare for first meeting following return to in- person instruction
- Case manager/team should have clarity regarding what occurred during distance learning for the student, and why (next slide)

# Be Prepared!



- What services were provided to the student during remote learning?
  - Was the entire IEP implemented?
- Was the student able to access the services and instruction provided?
- Was the student made available?
- What accommodations/adjustments were made to facilitate engagement?
- What parent input was received?

# Be Prepared!



- Be clear about progress or regression on goals, and the student's present levels of academic achievement and functional performance
- Services may need to be increased, or additional services may need to be added, to address the student's current needs
- If the team concludes that additional services may need to be provided for a discrete period of time "to support learning recovery," CLEARLY state temporary nature of services on the IEP, including the service page

# Being Proactive Now



- Consider tutoring and online supplemental services currently in place
- Determine if supplemental services can be put in place before or after school or during the summer
- Address concerns thoughtfully during IEP meetings and adjust the IEP/DLP as needed
  - Partner with Parents during the closures
- Keep track of services provided and missed and report progress—document, document, document



Virginia Department of Education  
Considerations for COVID Recovery Services for  
Students with Disabilities

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## Introduction

This document was developed to provide support to school administrators and directors of special education as they plan for return to school, special educators and parents who will be participating in Individualized Education Program (IEP) meetings, and for Local Educational Agencies (LEAs) and families that may be navigating a dispute. This document highlights information related to compliance, documentation and progress monitoring, and IEP Team considerations that are necessary in order to make decisions about and address requests for COVID recovery services for students with disabilities. While the *Individuals with Disabilities Education Act* (IDEA) provides for compensatory services when there is a denial of free appropriate public education (FAPE), the compensatory services offered by Virginia school divisions to address a loss of services due to COVID-19 should be referred to as **COVID recovery services**.

The Recover, Redesign, Restart 2020 comprehensive guidance document provided by the Virginia Department of Education (VDOE) outlined a phased reopening of Virginia schools. In this guidance, all PreK-12 schools in Virginia are required to deliver new instruction to students for the 2020-2021 academic year, regardless of the operational status of school buildings. It is important to note that educational models for the 2020-2021 school year may vary across the Commonwealth and may include virtual instruction, in-person instruction or hybrid models combining virtual and in-person instruction.

## Legal Framework for COVID Recovery

In March 2020, the Governor of Virginia ordered the “cessation of all in-person instruction at K-12 schools, public and private, for the remainder of the 2019-2020 school year.” Subsequently, the U.S. Department of Education (USED) issued guidance that “[i]f an LEA closes its schools to slow or stop the spread of COVID-19, and does not provide any educational services to the general student population, then an LEA would not be required to provide services to students with disabilities during that same period of time. Once school resumes, the LEA must make every effort to provide special education and related services to the child in accordance with the child’s individualized education program (IEP) or, for students entitled to FAPE under Section 504, consistent with a plan developed to meet the requirements of Section 504.”

Furthermore, USED stated that it “understands there may be exceptional circumstances that could affect how a particular service is provided. In addition, an IEP Team and, as appropriate to an individual student with a disability, the personnel responsible for ensuring FAPE to a student for the purposes of Section 504, would be required to make an individualized determination as to whether compensatory services are needed under applicable standards and requirements.”

Finally, USED noted that “if an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). State Education Agencies (SEAs), LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).”

The first sentence in the statement above regarding the provision of FAPE refers only to Section 504 and the *Americans with Disabilities Act* and speaks solely to “access” for students with disabilities. If schools are closed, a LEA need not provide services to *any* student during the time it is closed. The situation presented by COVID-19 is infinitely more complex than two alternative scenarios - schools are closed with no services and schools are open with all services. Notably, the USED’s guidance does not contemplate the huge variety of forms of instruction, activities for the continuity of learning and types of “educational opportunities” that have been provided to students across the Commonwealth. Thus, there must be an attempt to construct a rational and reasoned approach to a school division’s responsibility to students with disabilities during the varying phases of school reopening. There is a construct that draws a bright line between schools being open and schools being closed. If participation is compulsory, then school is open. If participation is voluntary, then schools are closed, and the only right retained by the student with a disability is the right to access under Section 504.

The Governor's *Guidance for Phased Reopening of PreK-12 Schools*, issued on June 9, 2020, states that "[a]ll PreK-12 schools in Virginia will be required to deliver new instruction to students for the 2020-2021 academic year, regardless of the operational status of school buildings," participation in instruction is expected to be compulsory for all students, whether through the provision of in-person or virtual services. As a result, the process for identifying the nature of services to be provided to students in terms of "returning to school" - even if not in a physical sense, must begin with the new school year, and, depending on the student's unique circumstances, may need to be modified by the IEP Team as the format of instruction evolves.

## Local Education Agency (LEA) Instructional Considerations

### Return to School Planning Considerations

Upon a return to schools, LEAs should plan for: (i) providing new instruction for all students including the learning needs of all students in an equitable manner, with attention to vulnerable and special populations (including but not limited to students with disabilities, English learners, those students disconnected with school during the spring closure, young learners, twice exceptional students, etc.); (ii) preparing teachers through professional development; (iii) robustly engaging families; and (iv) communicating with stakeholders. LEAs should plan for identification of learning needs through formative assessment, supports for student success and well-being, and through revisions to curriculum, pacing, and instructional delivery.

The Northwest Evaluation Association's (NWEA) **Kick-start fall planning: 4 principles for instructional leaders** provides principles to bridge unfinished teaching for students while moving forward teaching grade-level standards in the current school year. The principles are:

1. Build a systemwide approach to social emotional learning (SEL).
2. Establish systemwide curriculum models accompanied by professional learning for teachers on scaffolding instruction and use of data.
3. Ensure time and structures are designed to optimize student learning.
4. Guarantee each building has a strong instructional leadership team (ILT).

As educators and students return to school, it is important to align expectations about student progress with the LEA's educational offerings. **Beliefs about student learning and growth of skills that are based on a traditional educational model (five days a week of in-person instruction with a 12 week summer break) do not align with the reality of education during COVID-19 school closures.** Despite the timely development of Continuous Learning Plans and other significant efforts by local school divisions to ensure continuity of learning during the COVID-19 school building closures, many students are likely to show signs of regression or display gaps in their learning when schools reopen. To mitigate this regression and close these gaps, many students - including general education students and special populations such as students with disabilities or EL students - will need additional services and support to regain lost educational

skills. Educators should gather data to guide curriculum and instruction and identify students significantly impacted by COVID-19 school closures. School staff and families should be realistic in their expectations that teachers will focus their attention on assessment data during this crisis or during the transition back to school.

“School divisions will need to plan and implement efficient and effective ways to determine learning gaps that have manifested and grown during the extended school closure, address learning gaps through revisions to curricula and pacing, and prepare teachers and students for various models of instructional delivery.” (Refer to Recover, Redesign, Restart 2020 pg. 57.)

The VDOE Recover, Redesign, Restart 2020 A comprehensive plan that moves Virginia Learners and Educators FORWARD (pg. 51) provides key considerations for school divisions:

- Establish measurable goals and monitoring systems for student access and engagement.
- Establish measurable goals and monitoring systems for students’ social-emotional and academic learning.
- Develop a data analysis plan to determine periodic progress towards the goals.
- Plan and ensure that IEP services are reflective of the school’s new general education plan/schedule.
  - Consider Specially Designed Instruction (SDI) plans (e.g., specific to virtual learning, meet virtually with case managers, sharing screenshots, students/families need to know that the virtual supports are there).
- Conduct ongoing needs assessments from all stakeholders.

Additionally, Recover, Redesign, Restart 2020 A comprehensive plan that moves Virginia Learners and Educators FORWARD (pg. 51) provides the following key considerations for teachers:

- Identify individual students within classes who may need extra resources and targeted supports, in addition to the identified groups above.
- Collaborate with school counselors to quickly support the expressed needs of vulnerable students, as they arise or are discovered.
- Implement instruction consistent with IEPs/504 plans.
- Connect with Training and Technical Assistance Centers (TTACs), who offer regional support to school divisions and teachers for students with disabilities.
- Refer to Virginia Tiered Systems of Support (VTSS) COVID-19 resources update and resources for implementers pages for more information on how to utilize a data-informed decision making approach to best inform revisions to curriculum and instructional practice for a school-wide approach, classroom considerations, and work with individual students.

## Regression and Content Learning

During any break in instruction, students can experience a regression of skills. The amount of loss will vary by grade level, subject, and the individual student's current level of performance. Expectations for student achievement should be contextualized with the LEA's offerings during the period of school closure, any summer offerings (virtual or in-person instruction, as well as the educational model during the 2020-2021 school year. Additionally, skills may be impacted by LEA services provided during COVID closure and supports available in the home environment. **Prior to determining COVID recovery services, educators should consider typical progress based on local general education offerings and the factors mentioned above.**

Instructional leadership is critical to address the fact **that while student "achievement typically slows or declines over the summer months, declines tend to be steeper for math than for reading, and the extent (proportionally) of loss increases in the upper grades** (NWEA, 2020, pg. 2)." Instructional decisions about unfinished content may differ by grade or subject area and include addressing any missed content at the start of the year, accelerating the pace of instruction, or providing missing content throughout the year.

**Each LEA should determine instructional considerations for core content areas.** Some examples of instructional decisions for Math and Language Arts, adapted from Kick-start fall planning: 4 principles for instructional leaders, include:

### Mathematics

- Prioritize the major work of each grade.
- Determine if the missed math content serves as a necessary foundation for later conceptual development.
- Determine what content can be taught alongside content for the next grade.
- Determine what content might be postponed or deprioritized in order to address unfinished teaching from the prior year and to maintain focus on the major work of the grade.
- Locate grade-level standards and then identify standards from the previous grade that are foundational to achieving the standards.

### English Language Arts

- Distinguish between the unique needs of K–3 and 4–12 literacy and differentiate plans.
- Identify and address gaps in foundational skills that may have a cumulative, long-term impact.
- Adopt a systematic approach to ensuring a carefully sequenced early literacy curriculum is provided to each child.

- For students in grades 4–12, start with all students reading texts on or near grade level, with scaffolding provided so each child can access the texts.

### Using an Equity Lens

As LEAs and schools move forward reviewing student data, it is vital that educators examine data with an equity lens. It is important to consider a range of perspectives when interpreting schoolwide and individual student data. The SEL Data Reflection Protocol provides some questions for LEAs and schools to focus on when using an equity lens and they include:

- Does this data give a full picture of students' abilities? What else is needed to complete the picture?
- What kinds of academic interventions are offered? Are these interventions being accessed in an equitable way?
- Is there anything about this data / assessment that disadvantages some students?
- Do the students and families value the knowledge being assessed? How does the team know?
- What are ways the LEA or school can innovate to be more effective and equitable?

### Social-Emotional Learning (SEL)

The threat of COVID-19, long-term social distancing, and prolonged disruption to the school routine may create significant stress and impact students' well-being. This is a particularly important consideration for students with disabilities, as they may be more likely to experience challenges in adapting to the many changes brought on by the COVID-19 school closures. Professionals working with students with disabilities (SWD) need to consider the students' social-emotional needs as well as the impact that the student's well-being may have on their readiness to learn and academic progress.

The social-emotional well-being of students is influenced by a child's individual characteristics, prior experiences, social and economic circumstances of the family, degree of dependency on adults, and the availability of support. The Center for Disease Control and Prevention (CDC)<sup>1</sup> has identified key factors that may affect a child's emotional response to a crisis. Not all learners will respond in the same way to these experiences.

### Prior Experiences

- Did the student experience any previous traumatic or stressful events?
- Has the student previously experienced the loss of a family member or close friend?
- Did the student have any existing social-emotional needs identified?

### Current and Future Experiences

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<sup>1</sup> Centers for Disease Control and Prevention (CDC); 2019. Retrieved from: <https://www.cdc.gov/childrenindisasters/helping-children-cope.html>.



- Is the student experiencing a separation from caregivers during the crisis or as they return to school?
- How are the parents and caregivers responding to the crisis?
- What are the ongoing stressors occurring due to the change in familiar routines or direct impact of COVID-19?

### **Environmental Factors**

- Is the surrounding community resilient and supportive?
- Are there strong existing family structures or relationships with healthy communication among family members?
- Does the family have access to essential resources?

Students who are impacted by one or more of these key factors may be in need of additional social-emotional supports as they return to school and learning. Expectations for students' growth and achievement will need to be contextualized given the impact of trauma or level of social-emotional needs. By addressing students' social-emotional wellness, strengthening their social support networks and their skills in self-management, teachers can help to support students' overall well-being and academic success.

## **Considering COVID Recovery Services**

### **When Should IEP Teams Meet to Discuss COVID Recovery Services?**

The Virginia Department of Education (VDOE) has long recognized that reasonable recoupment rates vary among individuals based upon individual learning styles and rates. Recoupment is the ability to recover a loss of skills in a reasonable time following a normal school break. Most students with disabilities recoup skills within a reasonable time following the school break. Accordingly, some students with disabilities may require more than six to eight weeks to recuperate. It is important to note that the closure of schools due to COVID is not a normal school break and this should be taken into consideration when considering a reasonable time standard for recoupment.

After a period of instruction, IEP Teams should consider individual student data to document recoupment of skills or persisting skill deficits. The LEA should consider the student's progress compared to the progress of all students during the extended school closure. Also remember that skill loss and recovery of skills may vary by grade and subject matter or be impacted by the educational model adopted by the LEA.

The determination of COVID recovery services is made by the IEP Team after a careful review of student performance and data including pre-COVID closures, student participation and performance during COVID closures, and performance upon return to school. This means that IEP Teams will need a period of time to gather data on the student's performance and assess

their skills in relation to pre-COVID closure and their learning rate compared to peers and with consideration of the educational experiences being offered by the LEA. Refer to the “What Data Should IEP Teams Gather and Review?” section of this document (pg. 11) for additional information on data sources.

LEAs are not required to automatically hold IEP meetings for every student with a disability upon return to school. School members of the IEP Team should consider initiating an IEP Team meeting when:

- there is a lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
- the results of any reevaluation conducted, information about the child shared by the parent needs to be addressed; or
- if the LEA anticipates that the child may need COVID recovery services.

Additionally, the LEA must remember that when a parent requests COVID recovery services, this is a request for an IEP team meeting. Thus, the parent should receive a response from the LEA within ten business days from the time the request was made. A Prior Written Notice must be issued if the team declines such a request and could contain additional information justifying the refusal such as, the need for time to assess student progress. If a parent requests a meeting to discuss COVID recovery services, the IEP should communicate clearly the amount and types of data required to address COVID recovery services.

After communicating the data required to make the decision, the IEP Team may either 1) hold the meeting to hear the parent’s request and make a plan for when they will reconvene to discuss the data and make a determination or 2) seek parental agreement to schedule the meeting for a date in the future when the required data for decision making will be available. If the parent agrees to schedule a meeting in the future when sufficient data is available, this should be clearly documented.

### **How Should IEP Teams Document Decisions About COVID Recovery Services?**

COVID recovery services should be documented in the student’s IEP. If the Team determines that it is appropriate to do so, services should be clearly identified as COVID recovery services and include the scope, projected dates, frequency, location and duration of the services to be provided. Given the nature of parental consent in Virginia, in order to ensure that these highly individualized and unique services are reviewed properly considering the circumstances, end dates for COVID recovery services are suggested. If a student requires COVID recovery services past the initial end date, the IEP Team may amend the IEP with changes to the COVID recovery services by extending the end dates for COVID recovery services. IEP Teams should be prepared

to address student needs as educational format changes (e.g., virtual, hybrid, in person) and as the school year progresses.

## **What Data Should IEP Teams Gather and Review?**

### **Pre-COVID Data**

IEP Teams should review student data from pre-COVID closures to establish a baseline and compare skills and performance toward IEP goals. Consider data from before COVID school closures including but not limited to:

- review of the progress on IEP goals, objectives or benchmarks;
- observation and data from teachers, therapists, parents, and others having direct contact with the student;
- screening, assessment or information maintained on the student, including pretest and posttest data; and
- curriculum-based assessment, including pretest and post-test data; and other relevant factors.

### **COVID-19 School Closure Data**

Data from student participation in any post COVID-19 school closure educational offerings should also be considered. This includes student participation in any activities and data from those offerings; including but not limited to:

- observations;
- samples of the student's work;
- behavior logs;
- screenings and assessments; and
- parent interviews/observations.

### **Gathering New Data**

Recover, Redesign, Restart 2020 A comprehensive plan that moves Virginia Learners and Educators FORWARD (pg. 60) indicates that “assessment is a process of data collection that is ongoing, formative, and low or no-stakes.” IEP Teams should consider the use of a variety of tools ranging from “just-in-time” formative assessment prior to instruction to identify gaps in understanding to local assessments or other assessments that would be useful in evaluating student progress.

Educators should be prepared to gather new data upon students returning to school in whatever format instruction is taking place (virtual, hybrid, or in-person). This includes:

- Does the student require extensive review to demonstrate previously learned skills?
- Does the student demonstrate inconsistencies in performance?
- Does the student demonstrate previously mastered or partially acquired skills present pre-COVID closure?

Teachers may gather data using informal and curriculum-based measures to determine baseline skills. This data will inform instructional planning and is not considered a formal evaluation therefore does not require parental consent. Teachers may also undertake a review of IEP goals and progress to compare to pre-COVID closure data. Educational data from classroom instruction, benchmarks, and curriculum-based learning are all important to consider.

The use of standardized norm referenced measures to determine progress is not recommended. The impact of trauma from COVID closures, disruption in educational programming, and comparison to different age groups within the normative sample make use of standardized norm referenced tests inappropriate to measure progress. If formal standardized testing is undertaken, parental consent would be required.

### **What Questions Should the IEP Team Consider?**

Each IEP Team should consider if COVID recovery services are appropriate, the amount and type of recovery services required to address individual students' needs including:

- additional services to recoup previously learned skills; and
- new services and supports that were not previously provided to assist with successfully re-entering the school environment (e.g., mental health needs or services related to a student's disability to address significant disengagement resulting from the extended school closure).

Not all students with disabilities will need COVID recovery services. Prior to determining the need for and amount of COVID recovery services, each IEP Team should consider data from a variety of sources. This includes data spanning the continuum of pre-COVID to the return to school with a focus on reducing the impact of the school closure and a return to student progress that is appropriate for the student.

IEP Teams should use individual student progress data and data about LEA offerings during COVID closure and upon return to school when considering services. The need for COVID recovery services should be based on whether or not the student continued making progress in the general education curriculum, or alternative course of study specified in their IEP, or toward meeting their individualized IEP goals and/or if any significant regression occurred during the period of school closure.

COVID recovery services should be unique, individualized to the student, and determined by the IEP Team. Educators should carefully document the COVID recovery services provided to students with disabilities and monitor and track individual student progress. **COVID recovery services do not need to be a minute for minute replacement for services that were not provided during the building closures. The LEA should not treat COVID recovery services as extended school year services or require that the services be delivered in only one specified manner.**

**In addition, the need for COVID recovery services should not change the student's least restrictive environment.** If a significant amount of services is determined to be necessary for FAPE, the VDOE urges the IEP Team to be creative in providing services on alternative schedules, after school, before school, and during breaks or weekends. COVID recovery services may be provided over an extended period of time and may take a variety of forms. IEP Teams should clearly document the plan for delivering COVID recovery services.

As always, the IEP Team includes the parent, the special education teacher, the general education teacher, the LEA representative, and possibly other service providers (e.g., school psychologist, SLP, OT, PT, LCSW). IEP Teams should carefully document if they are addressing COVID recovery services or a specific request for compensatory services because of an alleged denial of FAPE.

### **Guiding Questions for IEP Team to Discuss**

Based on the Educational Opportunities Offered:

- What was the provision of new learning or continuation of learning during March, April, May, and June 2020?
- Were special education services and supports offered during the closures? Were these services and supports reasonable in light of the circumstances?
- How was core content instruction and specialized instruction delivered to students?
- What is the educational model offered by the LEA?

Based on Individual Student Performance:

- What does the student performance data from prior to school closure in March 2020 indicate? Consider data points including: grades, IEP goals, benchmark assessments, PALS, formative assessments, unit assessments, informal reading inventories, teacher observation.
- How was the student's performance during COVID closure? Report out on student data regarding participation, work completion, grades, IEP goals. Parent input should be considered.
- Did the student require/receive any ESY services during summer?

- How does the student perform after the return to school for the 2020-2021 school year? Consider any local assessment data, classroom performance compared to peers, and rate of learning contextualized to the education model being provided.
- Does the student have any unique social emotional issues that may impact their learning?

## Compliance Considerations

### Overview of Traditional Compensatory Services

Compensatory educational services are not expressly defined in the IDEA; however, courts [under the authority granted them in 20 U.S.C. § 1415(i)(2)(C)(iii) and 34 C.F.R. § 300.516(c)(3)] have long awarded compensatory educational services as an appropriate remedy under the IDEA when a student has been denied a FAPE. In the present circumstances, the purpose of compensatory educational services is to remedy the LEAs inability to provide a child with a disability with appropriate services during the time that the child is (or was) entitled to a free appropriate public education. Refer to, for example, Letter to Lipsett, OSEP (April 19, 2018) outlining the purpose of a compensatory educational services award. Compensatory educational services are not a contractual remedy, but an equitable remedy. It is designed to ensure the student is appropriately educated within the meaning of the IDEA and as such "[t]here is no obligation to provide day-for-day or minute for minute compensation for time missed." Refer to Parents of Student W. v. Puyallup Sch. Dist., 31 F.3d 1489, 1496-97 (9th Cir.1994).

### Differentiating COVID Recovery Services from Traditional Compensatory Services

During COVID school closures, if services needed to ensure FAPE were so complex and, as such, could not be reasonably provided through a virtual learning platform or other alternative means that were available to other students, then the child's IEP Team must determine the extent, if any, what traditional compensatory services will be provided once normal school operations resume.

The determination of traditional compensatory services is based upon the circumstances that resulted in a failure/inability to provide FAPE, to place a student with a disability in the same position had the failure, or inability to provide a FAPE not occurred. If a local school division made educational opportunities available on a voluntary basis for all students and a parent or student chose not to engage this does not equate to a denial of FAPE.

### COVID Recovery Services

The IEP Team is responsible for determining the COVID recovery services that are necessary for FAPE. It is important to note that the determination of COVID recovery services is not the result of a dispute, but rather is a collaborative effort of the IEP Team with the acknowledgement that parents have, in many instances, at their sole disposal three months or more of educational data

that they are presenting to an LEA. However, just as with any other IEP Team decision, the determination of necessary COVID recovery services may become the subject of a dispute and can be resolved through the IDEA's standard dispute resolution mechanisms.

**Extended School Year (ESY) services cannot be used in place of COVID recovery services.** Specifically, the standard of ESY services is in order for a student to receive FAPE and ESY services are necessary because the benefits a child with a disability gains during the regular school year will be significantly jeopardized if ESY services are not provided. Information on ESY services is available in the VDOE publication *EXTENDED SCHOOL YEAR SERVICES Implementing the Requirements of the Individuals with Disabilities Education Improvement Act, 2004 and Federal Regulations*.

### **Determination of COVID Recovery Services**

An IEP meetings should be convened when requested by parents or when school members of the IEP Team are aware of:

- a lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
- following collection of student data to inform decision making for COVID recovery services;
- the results of any reevaluation conducted, information about the child shared by the parent needs to be addressed; or
- a student's anticipated need for COVID recovery services.

COVID recovery services should be determined by the IEP Team while looking at the totality of the circumstances for each student and determining the amount of service needed to remedy the educational deficits resulting from a failure to provide a FAPE. Because COVID recovery services are an equitable remedy, and given the unique circumstances where parents were largely the sole providers of education during the pandemic and thus have significant data regarding student progress in the final months of the 2019-2020 school year, parental input is key and parent information and concerns must be considered in determining whether or not COVID recovery services are necessary for FAPE, how much service time is needed, and how the services will be delivered. Schools have flexibility and can be creative in fashioning COVID recovery services as they would be for compensatory education awards. Refer to *R.P. ex rel. C.P. v. Prescott Unified Sch. Dist.*, 631 F.3d 1117, 1126 (9th Cir. 2011) (Courts have been "creative in fashioning the amount and type of compensatory education services to award.").

### **Phased Reopening and COVID Recovery Services**

The Commonwealth of Virginia has recommended that school divisions return to school in three phases. The first phase would allow only students with special needs and EL students to return to school. The second phase requires that student's kindergarten through third grade return to

school. The final phase opens schools up to all students while maintaining physical distancing.

However, final determination about reopening schools rest with the local school division and approaches will vary throughout the year as public health conditions change. Thus, given this highly unique phased approach in returning to learning, all decisions regarding COVID recovery services will not only be individualized per education but in addition, the health and safety of the students with disabilities and educators must be considered, taking into account the reopening requirements outlined by the LEA.

### **Documenting COVID Recovery Services in an IEP and on a PWN**

Making changes to the IEP requires that the team consider the strengths of the child, the concerns of the parent for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and the academic developmental, and functional needs of the child. Determinations for COVID recovery services must comply with the same standards. Documenting the parent's concerns for student's education in detail is critical, as it will form a significant basis for the present levels of performance and the student's needs for COVID recovery services given that the parent has more than likely been the main purveyor of instruction over the last six months.

As noted in the "[How Should IEP Teams Document Decisions About COVID Recovery Services?](#)" section of this document (pg. 10), COVID recovery services can be limited in time and scope and therefore, as always, the student's progress should be closely monitored and data should be collected in the manner in which it is identified in the IEP.

Once any changes have been made to the IEP, the Team must issue prior written notice (PWN) to the parent. The substance of the PWN requires description of the action proposed or refused by the local educational agency; an explanation of why the local educational agency proposes or refuses to take the action; a description of any other options the IEP Team considered and the reasons for the rejection of those options; a description of each evaluation procedure, assessment, record, or report the local educational agency used as a basis for the proposed or refused action; and a description of any other factors that are relevant to the local educational agency's (LEA) proposal or refusal.

A thoroughly drafted PWN is key to supporting the team's decision regarding recovery services.

Clear descriptions regarding the student's current performance, how recovery services are necessary or unnecessary for FAPE in light of the lapse in services caused by COVID-19. The IEP Team should clearly identify the rationale behind awarding or declining the specified recovery services offered by the LEA. It would also be helpful if the PWN contained a timeline for when the request for recovery services was made and the LEA's actions taken upon request.



In the event that a parent believes that the LEA has failed to comply with special education laws and regulations when making determinations about recovery services or in the delivery of recovery services, the parent retains its procedural safeguards rights. All dispute resolution processes are available to the parent.

## Resources

### Academic Resources

- Responsive Lesson Planning Template
- [Sample Data Analysis Matrix Template - CCPS](#)
- Virtual Progress Monitoring (Educating All Learners Resource Library-www.marshall.org  
Marshall Street is a division of Summit Public Schools, CA)
- IEP Progress Reporting-Distance Learning (Educating All Learners-University of Kansas)
- Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities (NCEO Brief #20)
- VDOE English and Reading
- VDOE History and Social Science
- VDOE Mathematics
- VDOE Science
- Virginia Kindergarten Readiness Program
- Sample Mathematics Pre-assessment Vertical Articulation Guide (K-Algebra I) - Hampton City Public Schools
- Sample Mathematics SPBQ Report - Hampton City Public Schools
- Virtual Learning for Students with Significant Disabilities

### Behavior and Social-Emotional Resources

- Helping Traumatized Children Learn and The Impacts of Trauma on Learning, Part 1: Academic Performance (video on same page)
- CASEL CARES: SEL Resource During COVID-19
- Center on the Social and Emotional Foundations for Early Learning
- National Center on Pyramid Model Innovations-Resources to Address Stress and Challenging Behaviors in Young Children
- The Bele Framework Executive Summary Building Equitable Learning Environments in This Period of Crisis - Covid-19 and Systemic Racism - To Restore Our Collective Future
- [Spotsylvania County Public Schools FBA/BIP Work Book \(PDF\)](#)

- [Guidelines for Conducting Functional Behavioral Assessment and Developing Positive Behavior Intervention and Supports/Strategies](#)

### **Resources for Administrators**

- EXTENDED SCHOOL YEAR SERVICES Implementing the Requirements of the *Individuals with Disabilities Education Improvement Act*, 2004 and Federal Regulations
- The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement
- Kick-start fall planning: 4 principles for instructional leaders (NWEA)
- [From Response to Reopening: State Efforts to Elevate Social and Emotional Learning During the Pandemic](#) (CASEL) report with six priorities for school administrators
- National Center on Intensive Intervention (NCII) Academic Progress Monitoring Tools Chart This tools chart presents information about academic progress monitoring tools. It includes ratings on the technical rigor of the tools based on: Performance Level Standards; Growth Standards; and Usability.
- NCII Behavior Progress Monitoring Tools Chart This tools chart presents information about behavior progress monitoring tools. It includes ratings on the technical rigor of the tools based on: Performance Level Standards; Growth Standards; and Usability.

## 4.5 Expanded Learning Grant Proposal

[Click Here for COVID-19 Related Resources](#)

## FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

### Expanded Learning Time Grant Proposal Details Released

✉ [BY LEILANI AGUINALDO](#)

✉ [BY DAVE HECKLER](#)

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posted January 20, 2021

On January 19, 2021, the Department of Finance released the draft language for Governor Gavin Newsom's proposed [Expanded Learning Time and Academic Intervention Grants](#) (Expanded Learning Grants). The grants were included in the 2021–22 Governor's Budget that was released earlier this month (see "[Governor's Proposals for the 2021–22 State Budget and K–12 Education](#)" in the January 2021 *Fiscal Report*).

Governor Newsom proposes using \$4.6 billion one-time Proposition 98 funds to support academic achievement by expanding instructional time and providing targeted academic intervention, with priority for vulnerable students. Local educational agencies (LEAs) would receive \$1,000 for each of their homeless students that are enrolled this school year. After funding state special schools, remaining dollars would be allocated to LEAs in proportion to their Local Control Funding Formula entitlement, using 2020–21 First Principal Apportionment data for this calculation. Included below is a tool that provides each LEA's estimated grant amount using 2019–20 Second Principal Apportionment data since data for 2020–21 is not yet available. Grants would be distributed in equal portions in March and July 2021, and funds would be available for expenditure through June 30, 2022.

#### Filter

#### Extended Learning Proposal Funding Estimate

##### LEA

✓Click to Show All Values

✓Search

✓All Values in Database

✓Show Quick Filter Context Menu

##### Colton Joint Unified

San Bernardino Colton Joint Unified

Homeless Youth	Homeless Funding	LCFF Share	Extended Learning Funds	Total Extended Learning Funds
1,155	\$1,155,000	0.3731%	\$16,278,800	\$17,433,800

Go to Tableau Public

Find

As proposed, the Expanded Learning Grants may be used for various strategies to accelerate learning and address student needs, such as extended learning time, professional development, programs to address social-emotional learning, and access to school meals. While no application would be required to access the grants, LEAs must complete a new addendum to their 2021–22 Local Control and Accountability Plan that describes how the funds are used. A template would be available through the California Department of Education by March 1, 2021, and LEA governing boards must adopt the addendum by June 1, 2021.

The Newsom Administration has indicated that they have asked the Legislature to expedite consideration of the Expanded Learning Grants so that they are finalized in advance of the normal State Budget process. We will share updates on the proposal as it proceeds through the Legislature.

## Expanded Learning Time Grant Proposal

### Extended Learning Proposal Funding Estimates for EV SELPA Member Districts\*

	Homeless	Homeless Funding	LCFF Share	Extended Learning Funds	Total Extended Learning Funds
Colton	1,155	1,155,000	.3731%	16,278,800	\$17,433,800
Redlands	2,317	2,317,00	.3168%	13,822,563	\$16,139,563
Rialto	1,945	1,945,00	.4434%	19,431,784	\$21,286,784
Rim of the World	60	60,000	.0485%	2,118,018	\$2,178,018
SBCSS	59	59,000	.0667%	2,917,152	\$2,976,152
YCJUSD	404	404,000	.1223%	5,336,024	\$5,740,024

\*Data from School Services of California, March 3, 2021

## 4.6 Special Education Credentialing Changes





# **SELPA Meeting**

## **January 2021**



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SARAH SOLARI-COLOMBINI

CONSULTANTS, PROFESSIONAL SERVICES DIVISION



# Changes to the Preliminary Education Specialist credentials

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- February 2018 – Commission adopts new Preliminary Ed Specialist credential structure
- August 2018 – new program standards and Teaching Performance Expectations adopted by the Commission
- Summer/Fall 2022: Programs transition to new standards, TPEs, and implementation of the Special Ed CalTPA
- Spring/Summer 2023: Earliest date that teachers with new credentials will finish their programs



# Expanded Authorization for New Credentials

Federal Disability Categories	MMD (Current)	MMSN (New)	MSD (Current)	ESN (New)
Autism	✓	✓	✓	✓
Deaf/Blindness			✓	✓
Emotional Disturbance	✓	✓	✓	✓
Intellectual Disability	✓	✓	✓	✓
Multiple Disabilities		✓	✓	✓
Orthopedic Impairment		✓		✓
Other Health Impairment	✓	✓		✓
Specific Learning Disability	✓	✓		✓
Traumatic Brain Injury		✓		✓



# Important Information for Employers

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- [Letter to Employers](#), from CTC Executive Director Mary Vixie Sandy
- Beginning in fall 2022, the five new credentials\* will be:
  - Mild to Moderate Support Needs (TK-22)
  - Extensive Support Needs (TK-22)
  - Early Childhood Special Education (Birth – Kindergarten)
  - Deaf and Hard of Hearing (Birth – 22)
  - Visual Impairments (Birth – 22)

\*All credentials will continue to include authorizations for Autism and English Learners.

\*Changes do not impact individuals who currently hold an Education Specialist credential.



# Important Information for Employers

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- Mild to Moderate and Extensive Support Needs teachers will be prepared to work with students identified with a range of disabilities.
- New Early Childhood Special Education credential and added authorization will allow teachers to serve in a TK/K classroom
- The level of an individual student's need(s) as determined by the IEP would determine the services needed and the appropriate teacher to provide those services.
- The goal is to improve the achievement and outcomes for students with disabilities across the state of California, in a joint effort with the Calif. Department of Education.



# Important Information for Employers

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1. Employers of Ed Specialist intern candidates will want to partner with preparation programs so that the interns can meet the new program requirements and teaching performance expectations.
2. Candidates must have a range of experience that reflects the diversity of age and grade levels, and disability categories across the continuum of special education services.
3. Candidates will need to have fieldwork experience in both general and special education settings (release time may be needed).
4. Candidates will be required to take and pass a Teaching Performance Assessment prior to being recommended for the Preliminary credential.



# Bridge Authorization for current Ed Specialists

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- October 2020 Commission Meeting [Agenda Item 2B](#) - Commissioners approved the following pathways for current ECSE, MMD, and MSD Ed Specialists to earn the equivalent of the new authorization:
  - Coursework, professional development, demonstrated competence
  - Approved program sponsors can choose to offer coursework and/or professional development
  - Program must verify that the teacher has satisfied the requirements addressing the identified TPEs that are needed to earn the bridge authorization
  - This bridge authorization will also need regulatory approval.
  - Current Education Specialists **will not** be required to earn the bridge authorization



# PSD Special Education Webpage

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[www.ctc.ca.gov/educator-prep/special-education](http://www.ctc.ca.gov/educator-prep/special-education)

- Information for Transitioning to New Standards including December 2020 webinar
- Transition updates, standards, TPE comparison charts, and additional resources can be found here.





# Additional Questions?

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Subscribe to weekly [PSD E-News](#) for latest updates

Contact [SpecialEducation@ctc.ca.gov](mailto:SpecialEducation@ctc.ca.gov) for program questions

Contact [SpEdCalTPA@ctc.ca.gov](mailto:SpEdCalTPA@ctc.ca.gov) for TPA related questions

SD Special Ed website: <https://www.ctc.ca.gov/educator-prep/special-education>

Summary Doc of the New Prelim Ed Specialist credentials:

[https://www.ctc.ca.gov/docs/default-source/educator-prep/special-education-docs/summary-new-prelim--edspec--cred.pdf?sfvrsn=6c2950b1\\_4](https://www.ctc.ca.gov/docs/default-source/educator-prep/special-education-docs/summary-new-prelim--edspec--cred.pdf?sfvrsn=6c2950b1_4)



# New Slide

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Agenda Item 4C has the new authorizations and definitions of MMSN and ESN in Appendix A:

<https://www.ctc.ca.gov/docs/default-source/commission/agendas/2019-04/2019-04-4c.pdf?sfvrsn=2>

[Copy of Screen Shot](#) - Definitions to Accompany the Authorization Statement

## 4.7 SBCSS FFS March 2021 Student Count Verification

# EAST VALLEY SELPA

## FY 2020-2021

### FEE-FOR-SERVICE as of November 2020

FINAL = AVERAGE OF NOV AND MAR COUNTS

SB COUNTY/EV OPS																			
Service	Rate	Colton		Redlands		Rialto		Rim		Yucaipa		Total EV Districts		Fontana		SB City		Grand Total	
		Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee
<b>SAI/Self Contained</b>	<b>\$42,706</b>	<b>74.00</b>	<b>\$3,160,244</b>	<b>9.00</b>	<b>\$384,354</b>	<b>84.00</b>	<b>\$3,587,304</b>	<b>3.00</b>	<b>\$128,118</b>	<b>15.00</b>	<b>\$640,590</b>	<b>185.00</b>	<b>\$7,900,610</b>	<b>0.00</b>	<b>\$0</b>	<b>3.00</b>	<b>\$128,118</b>	<b>188.00</b>	<b>\$8,028,728</b>
APE	incl	25.00		3.00		29.00		1.00		0.00		58.00	\$0	0.00		2.00		60.00	
LSH	incl	57.00		5.00		63.00		2.00		0.00		127.00	\$0	0.00		0.00		127.00	
Specialized Health	incl	4.00		1.00		14.00		0.00		6.00		25.00	\$0	0.00		0.00		25.00	
<b>Low Incidence</b>																			
DHH Itinerant	\$9,263	40.00	\$370,520	6.00	\$55,578	41.00	\$379,783	4.00	\$37,052	0.00	\$0	91.00	\$842,933	0.00	\$0	0.00	\$0	91.00	\$842,933
O&M	\$9,263	11.00	\$101,893	6.00	\$55,578	2.00	\$18,526	1.00	\$9,263	0.00	\$0	20.00	\$185,260	0.00	\$0	3.00	\$27,789	23.00	\$213,049
VI Itinerant	\$9,263	18.00	\$166,734	40.00	\$370,520	28.00	\$259,364	2.00	\$18,526	6.00	\$55,578	94.00	\$870,722	0.00	\$0	0.00	\$0	94.00	\$870,722
<b>1:1 Aide (a)</b>	<b>\$55,097</b>	<b>6.00</b>	<b>\$330,582</b>	<b>1.00</b>	<b>\$55,097</b>	<b>6.00</b>	<b>\$330,582</b>	<b>0.00</b>	<b>\$0</b>	<b>1.00</b>	<b>\$55,097</b>	<b>14.00</b>	<b>\$771,358</b>	<b>0.00</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>14.00</b>	<b>\$771,358</b>
<b>Intensive Therapeutic Svc (EBD)</b>	<b>\$9,250</b>	<b>6.00</b>	<b>\$55,500</b>	<b>4.00</b>	<b>\$37,000</b>	<b>7.00</b>	<b>\$64,750</b>	<b>1.00</b>	<b>\$9,250</b>	<b>3.00</b>	<b>\$27,750</b>	<b>21.00</b>	<b>\$194,250</b>	<b>0.00</b>	<b>\$0</b>	<b>1.00</b>	<b>\$9,250</b>	<b>22.00</b>	<b>\$203,500</b>
<b>FEE FOR SERVICE TOTAL</b>			<b>\$4,185,473</b>		<b>\$958,127</b>		<b>\$4,640,309</b>		<b>\$202,209</b>		<b>\$779,015</b>		<b>\$10,765,133</b>		<b>\$0</b>		<b>\$165,157</b>		<b>\$10,930,290</b>
Early Start	no fee	25.00		0.00		30.00		0.00		4.00		59.00		26.00					
First Class	no fee	0.00		0.00		0.00		1.00		0.00		1.00		0.00					
<b>NON-FFS TOTAL</b>		25.00		0.00		30.00		1.00		4.00		60.00		26.00					



## SBCSS FEE-FOR-SERVICE VERIFICATION FORM

**March 2021**

Date

**DISTRICT NAME:** \_\_\_\_\_

**DIRECTOR'S NAME:** \_\_\_\_\_

**Instructions:**

1. Review accuracy of student data and services on each worksheet provided.
  - a. Identify corrections needed. Work with SBCSS Area Director to ensure corrections are made (i.e. in WebDA or an IEP addendum, if necessary).
2. Review accuracy of student data counts by service programs per EV SELPA Board approved fee service program rates.
  - a. Record the student counts provided by the EV SELPA.
  - b. Indicate the correct student count as verified by the District.
3. Sign and return this form to Andrea Tennyson ([andrea.tennyson@sbcss.net](mailto:andrea.tennyson@sbcss.net)) by **Friday, April 2, 2021.**

Date

**EV SELPA Board Approved**  
**SBCSS FFS Program**  
**Services**

**Service  
Acronym**

**Student Count Provided  
by  
EV SELPA**

**Service Count  
Verified by District**

<b>Specialized Academic Instruction/Self-Contained</b>	SAI		
Additional related services included in SAI program	APE/LSH/SHL		
<b>Low Incidence</b>	LI		
Deaf and Hard of Hearing	DHH		
Orientation & Mobility Service	O&M		
Visual Impairment Itinerant	VI		
<b>1:1 Aide</b>	1:1		
<b>Intensive Therapeutic</b>	IC		

**I confirm the accuracy of the above data.**

**DIRECTOR SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## 4.8 Transition Partnership Program

# JOURNEY TO THE FUTURE!

Transition Career & Resource Fair

Teacher-Led Expeditions  
April 16, 2021

Student/Family On-Demand Adventures  
begin April 16, 2021



# JOURNEY TO THE FUTURE!

Transition Career & Resource Fair

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Teacher-Led Expeditions  
April 15, 2021





# Welcome

Dear Partnering Educator,

We are very excited to welcome you and your students to Journey to the Future 2021! Journey to the Future is a virtual experience for secondary students with IEPs/504 Plans across the Inland Empire, facilitated by a collaborative led by San Bernardino County Superintendent of Schools' Regional SELPAs, Alliance for Education, and other collaborative partners.

The purpose of Journey to the Future is to provide students with exciting learning experiences that expose students to different postsecondary options and the resources needed to achieve them. This free virtual experience will feature resources, guest speakers, and recorded sessions that will expose students to local high school and college careers, the essential skills those careers require, and the local postsecondary programs that lead to these careers.

**Please take a few minutes to read through the information in this toolkit.** It is designed to familiarize you with the content of the event while also allowing you to plan your classroom's experience ahead of time.

Included in this toolkit are the following:

- How to prepare for your virtual trip to Journey to the Future
- What to expect at Journey to the Future
- Lessons guide
- After attending Journey to the Future
- Frequently asked questions (FAQs)

Please feel free to contact the Journey to the Future Planning Team by email @ [Helen.Junker@sbcss.net](mailto:Helen.Junker@sbcss.net) (with "Journey to the Future" in the email subject heading) if you have any questions or concerns as you prepare for this event. See you soon!

Respectfully,

**Journey to the Future Planning Team**

# Schedule

## Journey to the Future (JTTF) Schedule

(revised 3/3/21)

### April 16th

8:00 am	JTTF on-demand content opens for registered participants and will remain open until May 28th.
9 - 9:30 am	<b>LIVE CONTENT:</b> Registered teachers can bring students to <a href="#">Josh Davies</a> , Keynote
10 - 10:30 am	<b>LIVE CONTENT:</b> Registered teachers can bring students to <a href="#">Josh Davies</a> , Keynote (live encore)
11 - 11:30 am	<b>LIVE CONTENT:</b> Registered teachers can bring students to <a href="#">Richard Santana, Homeboy to Harvard</a> , Keynote
12- 12:30 pm	<b>LIVE CONTENT:</b> Registered teachers can bring students to <a href="#">Richard Santana, Homeboy to Harvard</a> , Keynote (live encore)

### April 16 - May 28

JTTF on-demand content will remain open to registered participants until end of May.

Welcome

How to  
Prepare

How to  
Participate

What to  
Expect

Lessons  
Guide

After  
Attending

Resources

FAQs

# What to Expect

## Virtual Environment:

The Journey to the Future virtual student conference will be held on the 6Connex online platform. Once you have logged into the conference, you will enter the virtual lobby. The first time you enter the lobby, a welcome video will play followed by an orientation video on how to navigate the environment. Please watch both videos before going on to explore the conference. The environment consists of the lobby, the auditorium, and eight industry sector rooms.

## Live Keynote Access:

On the day of the conference **only teachers** will have access to the live keynote sessions in the auditorium. There are two keynote speakers and each speaker will present live twice. Please see the schedule for times. Teachers can bring their students to the live session keynotes by accessing the platform while sharing their screen with their students. Students will have access to the recordings of the live session keynotes within a couple hours of airing.

## Featured Industry Sectors:

Journey to the Future 2021 highlights the following industry sectors:

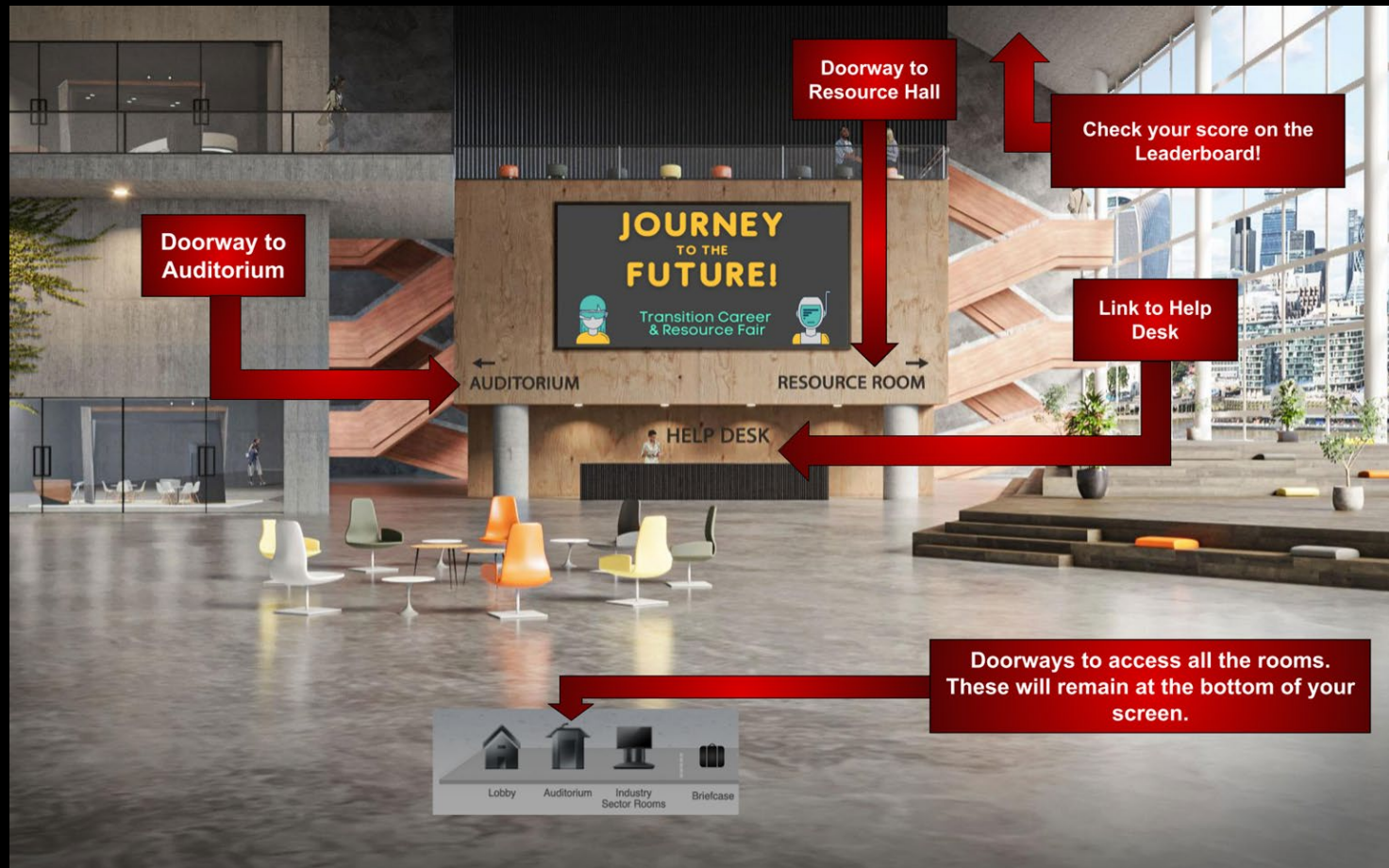
- Arts, Media, & Entertainment
- Building & Construction Trades
- Energy, Environment, & Utilities
- Health Science & Medical Technology
- Information & Communication Technologies
- Manufacturing & Product Design
- Public Services
- Transportation

All lessons, activities and videos feature these industry sectors & more.

### **Additional Industry Sectors:**

*JTTF also includes workforce testimonials from:*

- *Agriculture and Natural Resources*
- *Business & Finance*
- *Education, Child Development, & Family Services*
- *Engineering and Architecture*
- *Fashion & Interior Design*
- *Hospitality, Tourism, & Recreation*
- *Marketing Sales & Service*



Student Registration:

Teacher/Education Partner Registration:

Teacher Resource Guide: <https://bit.ly/JTTF2021>

Teacher Sneak Peek Sessions: April 8th

- 8:00 am - 8:45 am
- 3:00 pm - 3:45 pm



# Symptoms of Coronavirus (COVID-19)

**Know the symptoms of COVID-19, which can include the following:**



**Symptoms can range from mild to severe illness, and appear 2–14 days after you are exposed to the virus that causes COVID-19.**

## **Seek medical care immediately if someone has Emergency Warning Signs of COVID-19**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Pale, gray, or blue-colored skin, lips, or nail beds, depending on skin tone

This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.



**Centers for Disease  
Control and Prevention**  
National Center for Emerging and  
Zoonotic Infectious Diseases

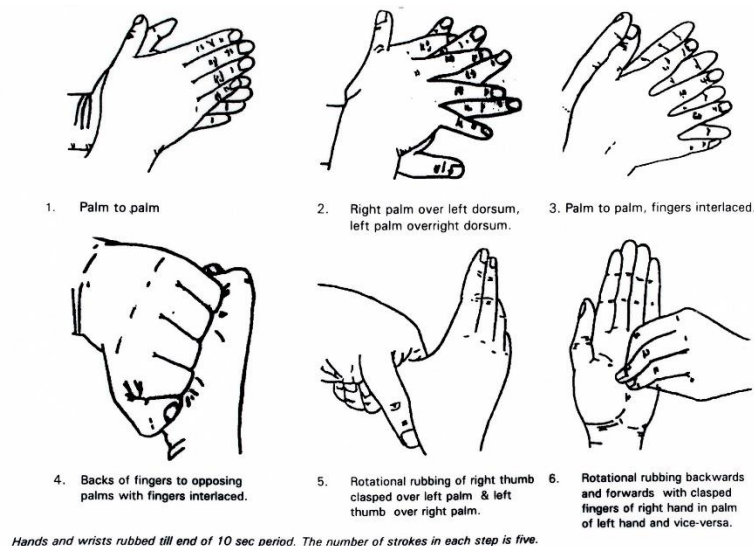
**[cdc.gov/coronavirus](https://cdc.gov/coronavirus)**



## What Workers Need to Know About COVID-19 Protections in the Workplace

- The best way to protect yourself is to stay far enough away from other people so that you are not breathing in particles produced by an infected person – generally at least 6 feet (about 2 arm lengths).
- Practice good personal hygiene and wash your hands often. Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
- Monitor your health daily and be alert for COVID-19 symptoms (e.g., fever, cough, shortness of breath, or other symptoms of COVID-19).
- Face coverings are simple barriers to help prevent your respiratory droplets or aerosols from reaching others. Not all face coverings are the same; the CDC recommends that face coverings be made of at least two layers of a tightly woven breathable fabric, such as cotton, and should not have exhalation valves or vents.
- The main function of wearing a face covering is to protect those around you, in case you are infected but not showing symptoms. Studies show that face coverings reduce the spray of droplets when worn over the nose and mouth.
- Studies show that face coverings can reduce wearers' risk of infection in certain circumstances, depending upon the face covering.
- You should wear a face covering even if you do not feel sick. This is because people with COVID-19 who never develop symptoms (asymptomatic) and those who are not yet showing symptoms (pre-symptomatic) can still spread the virus to other people.
- It is important to wear a face covering when you are unable to stay at least 6 feet apart from others since COVID-19 spreads mainly among people who are in close contact with one another.
- It is important to wear a face covering and remain physically distant from co-workers and customers even if you have been vaccinated because it is not known at this time how vaccination affects transmissibility.
- Many employers have established COVID-19 prevention programs that include a number of important steps to keep workers safe. Ask your employer about plans in your workplace.

### Proper Handwashing: Scrub using soap or hand sanitizer for a total of 20 seconds.







**Mask must cover over your nose and mouth. Bottom of mask should extend down under chin. If wearing a disposable blue side out with adjustment tab up across bridge of nose.**

 sqadia.com

# Proper Way to Put on a Face Mask





COVID-19

[https://www.youtube.com/watch?v=JwPWdkbyizw&feature=emb\\_logo](https://www.youtube.com/watch?v=JwPWdkbyizw&feature=emb_logo)



**Video: Mask Wearing 101-How to Properly Use & Reuse A Mask**





**PATTY METHENY, Ed.D., ADMINISTRATOR**

**MEMBER DISTRICTS:**

**COLTON JOINT UNIFIED**

**REDLANDS UNIFIED**

**RIALTO UNIFIED**

**RIM OF THE WORLD UNIFIED**

**YUCAIPA-CALIMESA JOINT UNIFIED**

## **COVID-19 PREPAREDNESS SAFETY PLAN for the Work-Based Learning Experience**

The East Valley SELPA/Transition Partnership Program staff is committed to providing a safe and healthy classroom and worksite for the student training and employment program participants. The goal is to mitigate the potential for transmission of COVID-19 in our classrooms and worksites. This plan shall establish and explain the policies, practices, and conditions the East Valley SELPA/Transition Partnership Program, students and businesses will implement at a minimum to meet the industry guidance for businesses based on the Centers for Disease Control (CDC) and State & County Department of Health, Federal Occupational Safety & Health Administration and U.S. Department of Labor Relations guidelines. The objective of this plan is to reduce and protect against potential infection of COVID-19 and to keep those we serve healthy and protected from COVID-19 and other related sickness.

This Plan comprises 4 general areas:

1. Basic information as related to COVID-19
2. Health & Safety Protocol Plan
3. Protocols outlining Practices and Procedures.
4. Personal Protective Equipment (PPE)

The East Valley SELPA Transition Project Assistant, Transition Case Technicians, and Work Incentive Technician are responsible for overseeing implementation and monitoring of this plan. Only through this cooperative effort can we establish and attempt to maintain the safety and health of all persons at worksites and within our training, employment programs and other services.

### **Basic Information as Related to COVID-19**

Coronavirus is a respiratory disease caused by the SARS-CoV-2 virus. To reduce the impact of COVID-19, East Valley SELPA/Transition Partnership staff, participants and worksite supervisors should prepare themselves and workers in advance. The Occupational Safety & Health Administration (OSHA) has provided guidance for worksites and recommends employers to focus on the need for infection control and to promote industrial hygiene practices.

Infection can cause illness ranging from mild to severe and, in some cases, can be fatal. Symptoms typically include fever, cough, and shortness of breath. Some people infected with the virus have reported experiencing other non-respiratory symptoms such as congested or runny nose, nausea or vomiting, lack of ability to taste, and diarrhea. Some people can be infected with the virus and show no symptoms at all. According to the CDC, symptoms may appear in as few as 2 days or along as 14 days after exposure. The virus can be spread between people and is thought to spread from person-to-person through the respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths and/or noses of people who are nearby to be possibly inhaled into the lungs.

It may be possible that a person can contract COVID-19 by touching a surface or object that has SARS-CoV-2 on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the primary way the virus spreads.






People are believed to be most contagious when they are symptomatic (i.e. experiencing fever, cough, and/or shortness of breath). Some spread might be possible before people shows symptoms. The CDC website

provides the latest information about COVID-19 transmission: [www.cdc.gov/coronavirus/2019-ncov/about/transmission.html](https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html).

Students should be informed and trained to conduct self-monitoring for signs and symptoms of COVID-19. If they show signs and symptoms of COVID-19 then they should be sent home and self-quarantine immediately. Testing is recommended to determine if the person is COVID-19 positive and should seek the recommendations of a qualified medical staff to follow all instructions and timelines given.

## Symptoms of Coronavirus (COVID-19)

**Know the symptoms of COVID-19, which can include the following:**


 Cough, shortness of breath or difficulty breathing	 Fever or chills
 Muscle or body aches	 Vomiting or diarrhea
 New loss of taste or smell	

Symptoms can range from mild to severe illness, and appear 2–14 days after you are exposed to the virus that causes COVID-19.

**Seek medical care immediately if someone has Emergency Warning Signs of COVID-19**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Pale, gray, or blue-colored skin, lips, or nail beds, depending on skin tone

This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.

 Centers for Disease Control and Prevention  
National Center for Emerging and Zoonotic Infectious Diseases

[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

CS-10716-A



## COVID-19 Safety Plan (CSP) & Cal/OSHA COVID-19 Prevention Plan (CPP)

As of December 1, 2020 Cal/OSHA's Emergency Standards requiring employers to protect workers from hazards related to COVID-19 went into effect. The regulations require that employers establish and implement a written Cal/OSHA COVID-19 Prevention Plan (CPP) to address COVID-19 health hazards, correct unsafe or unhealthy conditions and to provide face coverings. East Valley SELPA Transition Partnership Program has developed both the COVID-19 Safety Plan (CSP) & Cal/OSHA COVID-19 Prevention Plan (CPP). Employers who are providing a worksite experience for East Valley SELPA/Transition Partnership Program students will be asked to review their plans with participants upon the beginning of their worksite training experience.

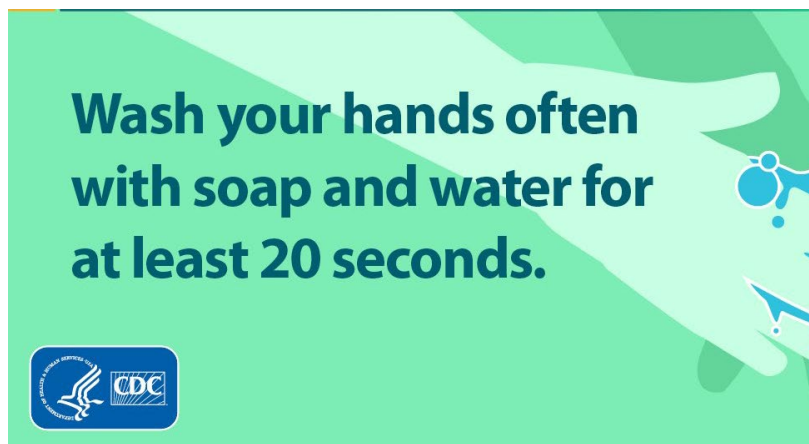
### Health & Safety Protocol Plan

1. East Valley SELPA/Transition Partnership Program staff will provide Work-Based Learning Experience students an orientation training to include the following topics:
  - a. What is COVID-19 and how it is spread
  - b. Signs & Symptoms of COVID-19
  - c. Importance of washing hands and following safety protocols such as wearing a mask, conducting self-health checks, testing processes and other related information in an effort to provide a safe experience for the participant.
  - d. Physical distance guidelines
2. It is recommended employers and worksites use signs, tape marks, or other visual cues on the floor or posted at eye level to indicate where to stand when physical barriers are not possible. Social distancing should be enforced.
3. Whenever possible, instruction will maintain a blended model, when possible, that distributes educational time between in-person learning and distance learning. Training provided to employment program participants will be conducted in small groups not to exceed 8-10 persons or will be delivered through distance learning.
4. Clear protocols for communicating with participants and staff who have come into close/sustained contact with confirmed cases.
5. Students should limit sharing tools and supplies as much as possible. If any sharing is done then the tool or supply should go through a thorough sanitation process prior to its use by another participant.

6. If a positive case is reported, all parties will consult and seek guidance from the local county health department.
7. Temperature checks and health screenings will be conducted each time the participant arrives to the training or worksite.
8. All participants and staff will use proper techniques of hand washing.
9. The participant must follow all instructions and guidelines as set by the worksite.
10. If a participant has any symptoms of sickness, they should immediately contact their EPS, teacher and the worksite supervisor to call off for the day.
11. Participants should report any positive cases to their EPS or teacher or report directly to the Director of Student Services at (909) 809-6035 (cell number) who is available during all worksite shifts.
12. Develop routine schedules to clean and disinfect common surfaces and objects in the training and worksite environments.
13. Personal Protective Equipment (PPE) will be available to all participants. If the worksite is not able to provide PPE, East Valley SELPA Transition Partnership Program will provide the PPE.

### Protocols Outlining Practices and Procedures

**Handwashing** – Wash hands after handling any office materials or equipment, breakroom supplies, using the restroom, after close contact with others, after using shared surfaces or tools, after blowing nose, coughing, and sneezing and before and after eating or preparing foods.



**Sanitizing** – If handwashing is not reasonably possible, use hand sanitizer as an alternative.

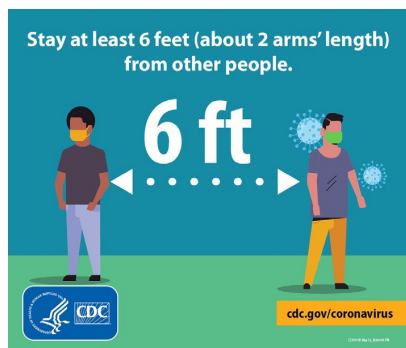
**Cleaning** –Janitorial services should include more complete touch surface disinfection of door handles, restroom areas, common areas, and workstation surfaces.

**Touch Surfaces** – Frequently wipe common work surfaces.



**Workstation Usage** –Work stations should not be shared amongst multiple people. If it is necessary to use another person’s workstation, clean all touch surfaces with disinfecting wipes before and after use.

### **Social Distancing-**



**Common Area Usage** – Staff & participants using common areas such as the breakroom, restrooms, and meeting rooms should wear face coverings. Wearing gloves is optional.

**Carpools** – When driving together, wear a face covering the entire time.

**Deliveries** – Staff or participants meeting deliveries should maintain 6-foot physical distancing when possible and wear face coverings & gloves when interacting with drivers and packages.

### **Passive and Active Monitoring**

**Self-Monitoring** – Before arriving to training or to the worksite, participants should ensure they are not experiencing any COVID-19 related symptoms. The CDC provides an online self-check tool if anyone is unsure of symptoms.

**CDC Screening Tool:** <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

If a participant recognizes they are developing COVID-19 symptoms or recognizes symptoms in someone else at the training or worksite, they should notify their teacher or worksite supervisor immediately.

**Active-Monitoring** – East Valley SELPA Transition Partnership Program staff or worksite supervisor may check incoming staff or participants for COVID-19 symptoms, including asking screening questions and taking touchless temperature readings as people enter training or the worksite.

Any person experiencing the symptoms mentioned above should stay home.

Any participant having close contact with a person diagnosed with COVID-19 should isolate for 10 days, or until they can provide a negative COVID-19 test result.

Any participant diagnosed with COVID-19 should isolate for 10 days from onset of symptoms and be free of fever for at least 24hours without the use of fever-reducing medication.

All positive test results have to be reported to – East Valley SELPA Transition Partnership Program staff and the worksite supervisor.

If positive, the participant must return with a negative test result, or doctor’s recommendation to return to training or work.

If a staff or participant indicates they have COVID-19 or if they are displaying symptoms resembling COVID-19, – East Valley SELPA Transition Partnership Program staff or the worksite should take steps



to prevent further exposure to people onsite.

- Step 1 – **ISOLATE**
- Step 2 – **INVESTIGATE**
- Step 3 – **NOTIFY**
- Step 4 – **DISINFECT**

## Training

All training and employment program participants will receive documented training on:

1. COVID-19 symptoms
2. Proper techniques for handwashing
3. Methods for putting on and taking off PPE
4. Whom to contact when you are feeling ill or believe someone is displaying symptoms

The training for all participants will include the following:

1. Completion of Target Solutions on-line training titled: “Coronavirus 101-What You Need to Know”
2. Information where to find this plan on our website, in the notebook at their job site and will be given a copy.
3. Review and sign-off of – East Valley SELPA Transition Partnership Program staff COVID-19 Preparedness Safety Plan for the Adult Training Programs and Employment Services

## Protective Equipment

Good hygiene practices in conjunction with physical distancing is the most effective method to fight exposure to COVID-19, but some circumstances prevent application of these methods properly. To address those circumstances, the last line of defense is Personal Protective Equipment (PPE). While not meant as a substitute for physically distancing or handwashing, when PPE is properly used, it can make a difference in mitigating exposure.



**Masks** – Masks should cover the nose and mouth with a snug fit around the face.

**Face Coverings** – Cloth face coverings reduce the velocity and captures moisture of exhaled breath, which helps reduce potential exposure when coupled with proper physical distancing.

**Gloves** – While handwashing is the most effective method for keep hands free of viruses, gloves provide a barrier between potentially infectious materials and the wearer. Use gloves when repeated touching of potential infectious items is unavoidable. Improper use of gloves will provide a false sense of hygiene and provide little benefit.

**Barriers** – Physical barriers, such as clear vinyl, plexiglass, or acrylic screens placed at reception areas can reduce exposure to potentially infected individuals and allow good communication between people.

## Closing

East Valley SELPA Transition Partnership Program staff developed this Employment Program Safety Plan to reduce transmission of the coronavirus and to protect everyone within the East Valley SELPA Transition Partnership Program staff community and partnering worksites. This is guidance based on current information

about the coronavirus disease (COVID-19) as provided by the Centers for Disease Control and Prevention (CDC), The California Department of Public Health (CDPH), and The County of San Bernardino. These organizations will update their guidance as additional information becomes available and CRY-ROP will adjust this Plan when necessary to comply with that updated guidance.

Thank you for your understanding, cooperation, and help in preventing the spread of COVID-19 and all illnesses. East Valley SELPA Transition Partnership Program leadership is committed to providing the best work environment possible for all staff, participants and partnering worksites and we will continue to monitor the CDC, CDPH, and County of San Bernardino for updates.

## **References & Resources**

**Centers for Disease Control and Prevention (CDC):** [cdc.gov](https://www.cdc.gov)

**Occupational Safety & Health Act (OSHA):** [www.osha.gov](https://www.osha.gov) or 1 800 321-6742

**San Bernardino County Department of Public Health:** [wp.sbcounty.gov](https://wp.sbcounty.gov) or 1 800 722-4777

351 N Mountain View Ave., San Bernardino, CA 92415



**PATTY METHENY, Ed.D., ADMINISTRATOR**

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**RIM OF THE WORLD UNIFIED**  
**YUCAIPA-CALIMESA JOINT UNIFIED**

**SIGN-OFF FORM REGARDING COVID TRAINING**  
**Transition Partnership Program Work-Based Learning Experience PARTICIPANTS**

Date:

Name of Student (Last, First)	Name of Employment Site
Title of Program	Name of EV SELPA TPP Technician

The East Valley SELPA/Transition Partnership Program staff is committed to providing a safe, healthy worksite for the Work-Based Learning Experience program. The goal is to mitigate the potential for transmission of COVID-19. This agreement will confirm that the participants has received training and agrees to follow the basic standards listed. Students agree to follow the guidelines set in the COVID-19 SAFETY PREPAREDNESS PLAN and the following guidelines:

**East Valley SELPA/Transition Partnership Program agrees to following:**

- To provide training to participants in COVID-19 awareness and guidelines as stated in the plan.
- To provide a contact person who is available to the employer or participant for communication during all participant work shifts regarding COVID related issues. Please notify the assigned Transition Technician or call Helen Junker Transition Project Assistant at 909 252-4514.
- Provide PPE to participant if not available by the employer to include masks, gloves and if necessary, hand sanitizer for the use of the participant only.

**Participant agrees to the following:**

- To not report to the worksite if experiencing any signs or symptoms related to COVID or if not feeling well in general. Participant will contact the employer to call off as well as contact the Transition Technician to report an absence prior to the beginning of the work shift.
- If the participant becomes ill while working, they will notify their worksite supervisor immediately and be requested to go home and self-isolate. If experiencing COVID symptoms, participant agrees to COVID-19 testing or will contact their physician for guidance and return to work notification.
- Participant will notify Transition Technician if someone in their household or if they have been in contact with an individual who has tested positive with COVID 19. The participant will be asked to be tested and be self-quarantined at home for 10 days or a negative test.



- Participant understands they do not qualify for compensation or benefits if they contract COVID 19. The training or employment programs are not a requirement and the participant has voluntarily joined and accepted services.
- Participant agrees to follow all rules and policies set by and the employer. The participant will follow any health checks required by East Valley SELPA/Transition Partnership Program or employer.
- Participant will wear PPE required of the employer and will wear a mask as directed and abide by the social distancing standards set.

**SIGNATURES of ALL PARTIES:**

**East Valley SELPA/Transition Partnership Program AUTHORIZED STAFF:**

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

**STUDENT:**

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE



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## **East Valley SELPA Student COVID Training Process**

### **For Work-based Learning Experiences**

The Transition Technicians will complete the following:

#### **Student Participant:**

- For the required Target Solutions COVID 101 training
  - Set-up trainings
  - Monitor participant attendance and passing of quiz for each required training
  - Have participant sign they have completed all required trainings
- Provide and review the EV SELPA TPP COVID Plan
- Provide and review the “What Employees Need to Know” fact sheet

#### **Employer:**

- Review and sign off on employer’s COVID plan and safety procedures
  - Ensure the plan includes the employer provides PPE to student participants
  - Ensure the plan requires the student participants to wear/use PPE while on the worksite
- Provide a copy of the East Valley SELPA TPP COVID plan to the employer.

#### **At worksite:**

- Ensure worksite folders contain Workers’ Compensation information
- Ensure worksite folders contain time sheets for students

## 4.9 CDE Compliance Monitoring

# What we know

- Monitoring will continue this Spring and Fall with modifications
- Focus on monitoring will be in two key areas:
  - Initial Assessments of Eligibility (Spring 2021) and Annual IEPs/Triennials (Fall 2021)
  - Disproportionality-Federal requirement

# What we know for Monitoring next year

- Data for selection will continue to be an issue
- Assessment data will not be used for accountability
  - The CDE will not use it for monitoring
- Tiers of monitoring will remain the same...but LEAs selection for each Tier will be different
  - How LEAs are in Tiers will differ
    - LEAs with lots of overdue assessments and IEPs will climb to the top of the pyramid
    - LEAs unable to hold IEPs and assessments will climb to the top of the pyramid
    - LEAs with students with LONG overdue IEPs and assessments will climb to the top of the pyramid
- The focus of monitoring will be on building high-quality, responsive IEPs designed to address the needs of the child and improve their outcomes.
- The CDE will match the top tier of monitoring with technical assistance.

# Monitoring for the rest of the school year

February  
2021

Notifications  
for Overdue  
Initial  
Assessments of  
Eligibility

March 2021

SEP Review  
Complete

April 2021

21-22  
Disproportionality  
Review Begins

CDE Staff will  
complete the  
review

Will continue to  
monitor Initial  
Eligibility  
Timelines-provide  
updated list to  
field

June 2021

CDE completes  
review of  
Disproportionality

July 2021

Sig Dis set aside  
begins

Disproportionality  
Corrective Actions  
provided to LEAs  
for correction in  
the Fall

August 2021

Assess monitoring needs  
for 2021-2022 Year

Provide support and TA  
around high quality IEPs

## **NPS Compliance Monitoring**

### **EV-90 – Pre-Placement Visit**

- Contact EV SELPA to determine whether a SELPA student is already placed at the proposed NPS
- If no other SELPA student is placed, contact Anne-Marie to coordinate visit
- RTC visits conducted by EV SELPA (Tracy or Sep)
- EV SELPA will complete and submit form

### **EV-91 – NPS Annual Monitoring**

- Annually for each student placed in an NPS
- Monitoring visit completed by LEA
- LEA completes form and sends to Anne-Marie
- EV SELPA will submit forms to CDE

### **EV-92 – Behavior Training Verification**

- EV SELPA completes verifications for all NPSs
- EV SELPA completes verifications for NPAs if SELPA holds contract
- LEA complete verification for NPAs if LEA holds contract

## 4.10 WebIEP Forms



East Valley Special Education Local Plan Area  
**San Bernardino County Superintendent of Schools**  
**COUNTY REFERRAL**

<b>Student Name</b> _____		<b>District</b> _____	
DOB _____	Gr _____	Case Carrier _____	School _____
Student resides with _____		Residency _____	
Educational Rights Holder (ERH) _____			
Address _____		City _____	St/Zip _____
Phone _____	<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	Contact Name _____	
ERH Email Address _____			
Student Primary Language _____		Parent Primary Language _____	
Primary Disability _____		Secondary Disability _____	
_____		_____	
Current Annual		Next Annual	
_____		_____	
Current Triennial		Next Triennial	
_____		_____	
Assessment in process? <input type="checkbox"/> Yes <input type="checkbox"/> No		Parent informed of referral? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, explain: _____		If no, explain/why: _____	

REFERRAL INFORMATION		
Referral request for:		
<input type="checkbox"/> <b>Classroom Placement</b> <input type="checkbox"/> SPH/SH <input type="checkbox"/> D/HH <input type="checkbox"/> EBD <input type="checkbox"/> VI (K-5) <input type="checkbox"/> Other: _____	<input type="checkbox"/> <b>Related Services</b> <input type="checkbox"/> APE <input type="checkbox"/> O & M <input type="checkbox"/> D/HH <input type="checkbox"/> VI <input type="checkbox"/> ERMHS <input type="checkbox"/> Other: _____	<input type="checkbox"/> <b>Assessment</b> <input type="checkbox"/> D/HH <input type="checkbox"/> VI <input type="checkbox"/> LSH <input type="checkbox"/> O & M <input type="checkbox"/> Parent Request Date of request: _____ Date AP sent: _____
<u>Reason for referral:</u> <input type="checkbox"/> Appropriate class/service(s) not available in DSEA <input type="checkbox"/> Parent Request <input type="checkbox"/> 45-day Placement <input type="checkbox"/> Newly enrolled with prior county program services	<u>Adaptive Equipment:</u> <input type="checkbox"/> Wheelchair <input type="checkbox"/> Walker <input type="checkbox"/> AAC/Comm. Device <input type="checkbox"/> Ventilator <input type="checkbox"/> Other: _____	
Comments:		

District contact _____	Email _____	Phone _____
EV-20 completed by _____	Email _____	Phone _____
LEA SE Director approval _____	Date _____	
Email: _____	Phone _____	

**Directions for submitting referral to SBCSS – email: [evops.referrals@sbcss.net](mailto:evops.referrals@sbcss.net)**

For **all referrals** - Email referral packet (Referral form (EV-20), current IEP & current assessment report(s))

For **placement referrals** - Include immunization record with referral packet (EV-20, current IEP & current assessment report)

<b><u>Disposition to be completed by SBCSS/EVOPS:</u></b>		Date received _____
<input type="checkbox"/> Placement complete	Site _____ Teacher _____	Class _____
<input type="checkbox"/> Assessment complete	Date _____ By _____	
<input type="checkbox"/> Placement denied	Date _____ Reason _____	
<b>Instructions: After disposition information is entered on this form: 1) Email this form to DSEA contact, 2) email this form to EV SELPA (<a href="mailto:evselpa@sbcss.net">evselpa@sbcss.net</a>) and 3) send enrollment link to parent</b>		

**San Bernardino County Superintendent of Schools  
East Valley Operations (EV-Ops or County Program)  
Referral Processes and Instructions for Form EV-20**

These referral processes, including the completion of the EV-20 SBCSS Referral Form are to be used for a member district of the East Valley SELPA to make a referral for placement, services, and/or assessment to SBCSS East Valley Operations (EV-Ops).

**Document Sections:**

[Requesting Placement](#)

[Requesting Services](#)

[Requesting Assessment](#)

[EV-20 Form Instructions](#)

[Referral Process Checklist](#)

**Requesting Placement**

The following process should be followed when referring a student to a county program placement:

1. Assessment/Evaluation
  - a. The District is responsible for conducting an initial assessment or reassessment prior to (or concurrently with) referral to the county program.
  - b. If the student is due for an annual IEP meeting within 30 days or triennial within 60 days (or overdue on either) of the change of placement, the referring district will hold the IEP meeting (or bring it current) prior to/concurrently with referring the student to the county program.
2. When the assessor or District representative anticipates the student to be a potential county program referral:
  - a. The District will obtain written approval from the Ed Rights Holder (ERH) for release of information to EV-Ops and for a county representative to be invited to the IEP meeting where placement will be discussed.
  - b. The District will notify the EV- Ops department by day 30 of the 60-day timeline (or as soon as known if no additional assessment is needed) to inform them of the potential placement.
    - i. Notification will be via email to [evops.referrals@sbcss.net](mailto:evops.referrals@sbcss.net) and include a completed EV-20 form, along with as much information as possible to make an accurate and informed determination, such as, most recent annual and triennial, BIP/FBA, all current assessments. District contact information must have multiple forms of contact (i.e., email and phone number)
    - ii. The EV-Ops administrative team will log receipt of the referral and review the potential placement request and determine if EV-Ops is able to provide the IEP services and supports.
      1. If the county placement is denied, an EV-Ops administrator will inform the district of the determination at least 10 days prior to the scheduled IEP meeting so other options may be pursued.

2. If approved, the EV-Ops administrator will identify specific prospective placement.
    - a. EV-Ops will inform the District of specific prospective placement and IEP meeting attendance availability.
  3. If a personal nurse is required, the nurse needs to be provided by the district or parent.
3. District will coordinate and conduct the IEP team meeting and make offer of FAPE.
  - a. EV-Ops will make every effort to attend the IEP meeting.
  - b. If county placement is accepted by the ERH the district will change the district of service to County Office of Education within the IEP, with a projected start date (allowing sufficient time for online enrollment, setting up transportation, specialized supports, etc.).
  - c. The EV-Ops representative will provide the ERH with the online enrollment link.
  - d. The District will finalize the IEP prior to the county placement start date.
  - e. The District will provide copies of all assessments and documentation that was not previously available or sent, such as: signed IEP, assessment data supporting change of placement, health evaluations, immunization records, transcripts for students in 9-12<sup>th</sup> grade, state testing results, other agency reports, language assessment and determination, etc.
4. EV-Ops will adopt the IEP via WebIEP, set up transportation services, and complete the enrollment of the student in the student information system.
5. EV-Ops will confirm the start date, program location, and transportation information with the ERH prior to the start date.
6. EV-Ops will ensure the student file is provided to the receiving teacher prior to the student's start date and place the master file in the regional office file.
7. The district is expected to attend all future IEP meetings to make the district's offer of FAPE.

#### *Interim Placement*

If a student moves into a district with an existing IEP, and the district review of the student's records indicates that a county placement is appropriate, the following steps will be added to the referral process.

1. The district will complete the interim placement forms, EV-58 and EV-58M if appropriate, and the EV-20 referral form.
2. The district will request all records from the previous district and provide them with the referral packet, per [requesting placement](#) procedures.
3. When approved for placement by EV-Ops, the student will be placed and services, goals, and objectives will be implemented based on the existing IEP. EV-Ops will conduct the 30-day/Annual IEP, with district staff included to make the district's offer of FAPE.

## Requesting Services

1. The District will send the referral packet via email to [evops.referrals@sbcss.net](mailto:evops.referrals@sbcss.net) and include a completed EV-20 form, current annual and triennial IEP's, current/prior evaluation and assessments, and relevant medical or other agency reports, additional materials as appropriate. District contact information must have multiple forms of contact (i.e., email and phone number)
  - a. Current assessment reports and/or IEP must include statement of recommended services.
2. EV-Ops will log receipt of the referral and assign the appropriate service provider.
3. EV-Ops will notify the district and SELPA of referral acceptance.
4. The service provider will begin services. Direct services will be logged in the student information system.

The service provider will attend all annual and triennial IEP meetings, and addendum IEPs when applicable to services provided, and conduct assessments related to services.

## Requesting Assessment

1. The District will send the referral packet via email to [evops.referrals@sbcss.net](mailto:evops.referrals@sbcss.net) and include a completed EV-20 form, current annual and triennial IEP's, current/prior evaluations and assessments, and relevant medical or other agency reports, and additional materials as appropriate (optometric assessment/report and nurse vision screening for VI and audiogram for DHH assessment requests). District contact information must have multiple forms of contact (i.e., email and phone number).
  - a. Please note that SBCSS VI service is not vision therapy.
2. EV-Ops will log receipt of the referral and assign the related service provider for assessment.
3. If the district is conducting other assessments, the related service provider will coordinate with the district within 15 days of original assessment request to prepare the coordinated assessment plan.
  - a. If the EV-Ops related services assessment is the only assessment being conducted, the related service provider will prepare and send the assessment plan within the 15-day timeline directly to the ERH and provide a copy to the district.
4. The related service provider will conduct the assessment.
5. The related service provider will contact the district representative to agree upon an IEP meeting date and location.
6. The District will schedule and conduct the IEP meeting, including sending all IEP notices, inviting the related service provider.

7. The related service provider will provide a written report, to include a statement of recommended services, to the district and IEP team members.
8. The related service provider will develop draft goals and objectives to be presented at the IEP meeting. Draft goals and objectives will be provided to the case carrier in advance to include in the draft IEP prior to the meeting.
9. The IEP meeting will be held to review the assessment and add services to the IEP, if appropriate.
10. The service provider will begin services. Direct services will be logged in the student information system.
11. The service provider will attend all annual and triennial IEP meetings, and addendum IEP's when applicable to services provided, and conduct assessments related to services.

# EV-20 Form Instructions

East Valley Special Education Local Plan Area  
San Bernardino County Superintendent of Schools  
COUNTY REFERRAL

Student Name _____		District _____	
DOB _____	Gr _____	Case Carrier _____	School _____
Student resides with _____		Residency _____	
Address _____		City _____	St/Zip _____
Phone _____	<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	Contact Name _____	
Educational Rights Holder _____			
Student Primary Language _____		Parent Primary Language _____	
Primary Disability _____		Secondary Disability _____	
Current Annual _____		Next Annual _____	
Current Triennial _____		Next Triennial _____	
Assessment in process? <input type="checkbox"/> Yes <input type="checkbox"/> No		Parent informed of referral? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, explain: _____		If no, explain/why: _____	

## Section 1 – Demographic Information

- ✓ Please complete each line of information thoroughly.  
*Incomplete forms will not be accepted.*
- ✓ Information should match what is stated on the current IEP.
- ✓ IEP's should be current prior to referral.

REFERRAL INFORMATION			
<input type="checkbox"/> Classroom Placement <input type="checkbox"/> SPH/SH <input type="checkbox"/> D/HH <input type="checkbox"/> EBD <input type="checkbox"/> VI (K-5) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Related Services <input type="checkbox"/> APE <input type="checkbox"/> O & M <input type="checkbox"/> D/HH <input type="checkbox"/> VI <input type="checkbox"/> ERMHS <input type="checkbox"/> Other: _____	<input type="checkbox"/> Assessment <input type="checkbox"/> D/HH <input type="checkbox"/> VI <input type="checkbox"/> LSH <input type="checkbox"/> O & M <input type="checkbox"/> Parent Request Date of request: _____ Date AP sent: _____	
<b>Reason for referral:</b> <input type="checkbox"/> Appropriate class/service(s) not available in DSEA <input type="checkbox"/> Parent Request <input type="checkbox"/> 45-day Placement <input type="checkbox"/> Newly enrolled with prior county program services		<b>Adaptive Equipment:</b> <input type="checkbox"/> Wheelchair <input type="checkbox"/> Walker <input type="checkbox"/> AAC/Comm. Device <input type="checkbox"/> Ventilator <input type="checkbox"/> Other: _____	
Comments: _____			

## Section 2 – Referral Information

- ✓ Check the box appropriate to the reason for referral: Placement, Related Services, or Assessment.
- ✓ Check the reason for the referral.
- ✓ Indicate any adaptive equipment listed in the IEP.

District contact _____	Email _____	Phone _____
EV-20 completed by _____	Email _____	Phone _____
LEA SE Director approval _____	Date _____	
Email: _____	Phone _____	

**Directions for submitting referral to SBCSS – email: [evops.referrals@sbcss.net](mailto:evops.referrals@sbcss.net)**  
 For all referrals - Email referral packet (Referral form (EV-20), current IEP & current assessment report(s))  
 For placement referrals - Include immunization record with referral packet (EV-20, current IEP & current assessment report)

## Section 3 – District Contact and Approval

- ✓ Please provide at least two means of reliable communication for the District contact and individual completing the form (i.e., phone and email).
- ✓ Special Ed Director/Administrator approval required.

Disposition to be completed by SBCSS/EVOPS:			
<input type="checkbox"/> Placement complete	Site _____	Teacher _____	Date received _____
<input type="checkbox"/> Assessment complete	Date _____	By _____	
<input type="checkbox"/> Placement denied	Date _____	Reason _____	

**Instructions: After disposition information is entered on this form: 1) Email this form to DSEA contact, 2) email this form to EV SELPA ([evselpa@sbcss.net](mailto:evselpa@sbcss.net)) and 3) send enrollment link to parent**

## Section 5 – EV-Ops Process

- ✓ Log date the referral was received.
- ✓ Notify the district at least 10 days prior to the scheduled IEP if referral denied.
- ✓ Complete appropriate disposition line based on referral reason.
- ✓ Email form with disposition line completed to the District contact and [Evselpa@sbcss.net](mailto:Evselpa@sbcss.net)

## Referral Process Checklist

SBCSS Referral Process Checklist			
	SBCSS EV-Ops	District	Coordinated Responsibility
<b>Requesting Placement</b>			
Initial assessment			
Obtain written ERH exchange of information			
Inform EV-Ops of anticipated referral			
Inform ERH of anticipated referral			
Submit referral with all documents to EV-Ops			
Log/Document receipt of EV-20			
Provide denial 10 days prior to IEP, if appropriate			
Identify potential placement and/or service provider and share with district.			
Coordinate and conduct IEP meeting			
Ensure SBCSS staff are included in IEP notice of meeting			
Offer of FAPE includes county placement			
Change of district of service indicated in IEP			
Start date appropriate to setting up services			
Online enrollment link provided to the ERH			
Finalize IEP prior to start date			
Ensure all necessary documents are obtained			
Adopt the IEP via WebIEP			
Set up transportation			
Complete enrollment process, including providing teacher with student file			
<i>Interim Placement – additional steps</i>			
Submit referral to EV-Ops (including EV-58, EV-58M if appropriate, and previous district special ed records)			
Coordinate and conduct IEP meeting (30-day/Annual) and invite district			
<b>Requesting Services</b>			
Submits referral to EV-Ops			
Log/Document receipt of EV-20			
Notify SELPA and District of referral acceptance			
Assign to related service provider			
<b>Requesting Assessment</b>			
Submits referral to EV-Ops			
Log/Document receipt of EV-20			
Assign to related service provider			
Provides assessment plan to ERH (within 15-day)			
Conduct Assessment			
Coordinate and conduct IEP meeting			
Provide written assessment report to the district including statement of recommended services			
Develop draft goals and objectives			
Add services to the IEP			

## 4.11 EV SELPA Due Process Update



## 4.12 SBCSS East Valley Operations

## 4.13 Hot Topics

## 5.0 OTHER

### 5.1 EV SELPA Professional Development – March & April 2021

# CALENDAR OF EVENTS

<b>MARCH 2021</b>	<b>TIME</b>	<b>VIRTUAL EVENT</b>	<b>PAGE</b>
3/4/21	4:00-5:30	High school & Postsecondary Transition Services Information Series: Topic - Social security Insurance & Incentive to Work	33 39
3/11-12/21		State SELPA Administrators ADR Conference	10
3/16-17/21	8:30-11:30	Conducting Effective Functional Behavior Assessments (FBA) to Create Successful Behavior Intervention Plans (BIP)	12 21
3/18/21	1:00-3:00	Structuring the Virtual Environment for Student Success	29
3/19/21	9:00-11:00	Structuring the Virtual Environment for Student Success	29
<b>APRIL 2021</b>	<b>TIME</b>	<b>VIRTUAL EVENT</b>	<b>PAGE</b>
4/1/21	8:30-11:30	IEP Implementation	26
4/2/21	9:00-11:30	Autism Assessment: A Team Approach	18
4/14/21	9:00-11:00	Overview of CAPTAIN and Evidence-Based Practices for Teaching Students with Autism Spectrum Disorder	16
4/14/21	1:00-3:00	IEP Individual Transition Plan Development for Secondary Students	40
4/16/21		21st Annual Career Information Day (Virtual)	
4/22/21	2:00-3:30	District Access (DA) Users Collaborative Meeting	23
4/29/21	3:00-4:00	High School & Postsecondary Transition services Information Series: Topic - Adult Transition Services for 18–24 year old adults	33 39
<b>MAY 2021</b>	<b>TIME</b>	<b>VIRTUAL EVENT</b>	<b>PAGE</b>
5/11-12/2	8:30-11:30	IEP Goal Development & Progress Monitoring	25
5/13/21	830-10:30	Adult Transition Program Networking Meeting	38



## AUTISM ASSESSMENT - A TEAM APPROACH

APRIL 2, 2021

9:00 AM — 11:30 AM

### TEAM OF PRESENTERS:

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

***Jessica M. Lascano***, M.A., LEP #3613, NCSP, SBCSS School Psychologist

***Tracy Schroeder***, LCSW, EV SELPA Behavioral Health Program Manager

***Jo-Ann Vargas***, OTR/L, EV SELPA Lead Occupational Therapist

Participants will learn best practices to be used by assessment teams when conducting autism assessments. Participants will hear from professionals in the fields of school psychology, speech and language pathology, Applied Behavior Analysis (ABA), mental health and occupational therapy regarding how to collaborate for the purposes of generating a comprehensive assessment. All assessors who work with students suspected of having autism are encouraged to attend and participate in this live webinar. The presenters believe a comprehensive approach is the most ethical and legally defensible manner in which to assess. Participants will learn the differences between autism as identified via education code, and within a medical model. Participants will gain resources, ideas, and knowledge about how to use a team approach to autism assessment.

**Register Online:**

<https://sbcss.k12oms.org/46-196733>



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

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

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.

**Wednesday  
APRIL 14, 2021  
9:00 - 11:00 AM**

**REGISTER ONLINE:  
<https://sbcss.k12oms.org/46-187637>**

# DISTRICT ACCESS (DA) USERS

## Virtual

### 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

Thursday,  
January 21, 2021  
2:00-3:30 pm

Register Online:  
[https://sbcss.k12oms.org/  
46-192868](https://sbcss.k12oms.org/46-192868)

Thursday,  
April 22, 2021  
2:00-3:30 pm

Register Online:  
[https://sbcss.k12oms.org/  
46-192869](https://sbcss.k12oms.org/46-192869)



# IEP GOAL DEVELOPMENT & PROGRESS MONITORING

## PRESENTERS:

EAST VALLEY SELPA PROGRAM SPECIALISTS

COURTNEY BEATTY, M.A., BCBA

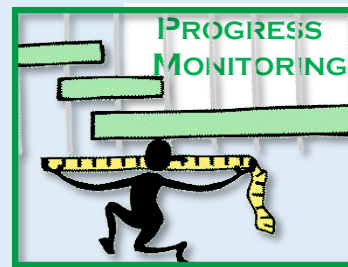
SHANNON VOGT, M.A.

Join us for two, 3-hour courses on how to develop legally compliant IEP goals using a 13-part template and how to collect data (progress monitoring) on IEP goals. Participants will receive a goal bank to reference & help support future goal development.



### Day 1 Objectives - Participants will:

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



### Day 2 Objectives - Participants will:

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

**THIS IS A 2-DAY TRAINING, PARTICIPANTS MUST ATTEND BOTH DAYS**

Tuesday & Wednesday  
JANUARY 12 & 13, 2021  
8:30 - 11:30 am

Register Online:  
<https://sbcss.k12oms.org/>  
46-195724

**OR**

Tuesday & Wednesday  
MAY 11 & 12, 2021  
8:30 - 11:30 am

Register Online:  
<https://sbcss.k12oms.org/>  
46-187631





## IMPLEMENTATION

### VIRTUAL TRAINING

Presenters:

*EV SELPA Program Specialists*

**Courtney Beatty, M.A., BCBA**

**Shannon Vogt, M.A.**

### JOIN US FOR A 3-HOUR VIRTUAL TRAINING LEARN HOW TO EFFECTIVELY IMPLEMENT ALL PARTS OF AN IEP

#### OBJECTIVES:

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



**Register Now**

*Friday*  
**January 22, 2021**  
**8:30 - 11:30 am**

*Register Online:*

<https://sbcss.k12oms.org/46-187286>

*Thursday*  
**April 1, 2021**  
**8:30 - 11:30 am**

*Register Online:*

<https://sbcss.k12oms.org/46-187287>

## High School & Postsecondary Transition Services Information Series

Parents & Secondary Teachers of Transition-Aged Students:

Follow-up meetings to the October 29th Parent Information Event are being scheduled for second semester. These will provide greater time for parents & teachers to obtain details about the transition services available for students and have time to interact with the speakers and have questions answered.

Due to the work schedules and availability of the agency speakers, the times of the second semester meetings will vary between 3:00 p.m. – 8:00 p.m., Thursday afternoons/evenings.

If you missed the opportunity to attend the October Parent Information Event, or want more time to inquire about transition services or a specific topic addressed October 29th, sign-up to attend these upcoming meetings.

The January - early March Meetings are calendared. Additional meetings are in the works for April & May and will be posted as speakers confirm their availability.

DATE AND TIME	TOPIC	AGENCY	REGISTER ONLINE
Thursday January 14, 2021 3:00-4:30 p.m.	Independent Living Center FREE Programs & Services	Rolling Start Joann Wilkes, Program Mgr., Lisa Hayes, Exec. Director, Cathy Cosgrove, Assistive Technology Specialist	<a href="https://sbcss.k12oms.org/46-196528">https://sbcss.k12oms.org/46-196528</a>
Thursday January 28, 2021 3:30-4:30 p.m.	Disability Programs & Services	Inland Empire Health Plan, Jose Solorzano	<a href="https://sbcss.k12oms.org/46-196529">https://sbcss.k12oms.org/46-196529</a>
Thursday February 11, 2021 4:00-6:00 p.m.	College Transition to Independent Living Programs	Taft Community College, Susan Wells Cal State University Fresno, Ryan Wilson University of CA LA, Wendy Abarca	<a href="https://sbcss.k12oms.org/46-196530">https://sbcss.k12oms.org/46-196530</a>
Thursday February 25, 2021 10:00 a.m. - Noon 6:30 - 8:00 p.m.	Conservatorship, the application process	Rancho Stark Law, Sheela A. Stark, Attorney at Law	(10:00-12:00 noon) <a href="https://sbcss.k12oms.org/46-196531">https://sbcss.k12oms.org/46-196531</a> (6:30-8:00 p.m.) <a href="https://sbcss.k12oms.org/46-196533">https://sbcss.k12oms.org/46-196533</a>
Thursday March 4, 2021 4:00 - 5:30 p.m.	Social Security Insurance & Incentive to Work	Social Security Administration, Teresa Campbell	<a href="https://sbcss.k12oms.org/46-196534">https://sbcss.k12oms.org/46-196534</a>
Thursday April 29, 2021 3:00 - 4:00 pm	Career Institute	Adult Transition Services for 18–24 year old adults, Jackee Benson	<a href="https://sbcss.k12oms.org/46-196874">https://sbcss.k12oms.org/46-196874</a>

# IEP Individual Transition Plan Development for Secondary Students



**Conducted by Colleen Meland  
East Valley SELPA Program Specialists**

**This in-service will review, step-by-step, completion of the  
Individual Transition Plan  
pages of the IEP for secondary students.**

**Teachers will be provided examples and online resources for  
appropriately providing documentation for each section of the Transition Plan.**

**Thursday  
February 18, 2021  
1:00 - 3:00 p.m.**

**Register Online:  
<https://sbcss.k12oms.org/>  
46-196672**

**Wednesday  
April 14, 2021  
1:00 - 3:00 p.m.**

**Register Online:  
<https://sbcss.k12oms.org/>  
46-196674**

## **PRE-RECORDED TRAININGS SPONSORED BY REGIONAL COORDINATING COUNCIL 10 & EAST VALLEY SELPA**

The Pre-Recorded Webinars on the following pages are available for attendees to view at their convenience. The webinar link works as simple as “click-login-watch.” Attendees will just need to click the Zoom link, register/login with their name and **school email**, enter the passcode, and they can watch the pre-recorded trainings right away. The handout packets are listed as downloadable links in the Handout section. For the evaluation form the attendees will receive a link and a QR code to the evaluation form during the webinar. There is also an opportunity for a live Question and Answer session but it won't be during or right after the webinar. When the attendees complete the evaluation form, they will be able to sign up for a live Q&A that will be scheduled for another day. However, if they want to send questions to the trainers right away, our trainers' emails will be on the handouts. Zoom will automatically record your name and email address when you register for the training. You will be sent a certificate of Attendance when requested. You can request the certificate by contacting Tami Goldstein by email at [tami.goldstein@sbcss.net](mailto:tami.goldstein@sbcss.net)

Ensuring Successful Transition to Adulthood  
for Students with Moderate to Severe Disabilities

Inclusive Education for Students  
with Mild-Moderate Disabilities

Inclusive Education for Students  
with Moderate to Severe Disabilities

What Should I Do?! Effective Strategies for  
Paraeducators to Support Positive Student Behavior

Do This, Not That!: The Educator's Guide to  
Working with Mental Health Conditions

# Ensuring Successful Transition to Adulthood for Students with Moderate to Severe Disabilities

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

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

**Time:** 3.75 hours (On-demand Zoom webinar)

**Content:** This training will focus on facilitating successful movement from school to post-secondary activities (e.g., integrated employment if applicable, independent living and community participation) for students with moderate to severe disabilities. Movement to postsecondary activities is guided by the student's strengths, preferences, and interests. Critical to the success of this process is: 1) determining students' developmental profile, 2) translating students' developmental profile into postsecondary activities and goals, and 3) lining up postsecondary activities and goals with Indicator 13 and evidence-based Transition practices and predictors for success. Case studies and visual supports will be used to demonstrate application of practices.

**Intended Audience:** Special educators, program specialists, administrators, and parents

**Outcomes:** Participants will:

1. Become familiar with the requirements to satisfy Indicator 13 and other guidelines for successful Transition planning.
2. Review developmental expectations and their implications for students with developmental disabilities.
3. Review tools for transition planning and assessment.
4. Interpret and translate students' developmental profile into specific postsecondary goals and activities that are consistent with Indicator 13 and Transition guidelines.

**Handouts:** The training slides and handouts can be downloaded using the following links. Please save them onto your devices to view the materials during the webinar.

- [Transition Slides](#) (Click "Download File" on the page)
- [Transition Handouts 1](#) (Click "Download File" on the page) – can be printed single-sided and free standing for use in your own practice
- [Transition Handouts 2](#) (Click "Download File" on the page) – can be printed double-sided

**Certificate:** Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar. **Contact:** Tami Goldstein, [Tami.Goldstein@sbcss.net](mailto:Tami.Goldstein@sbcss.net)

**Join the Zoom webinar:** (Click the link, register using your school email, and enter the passcode below)  
[https://dcs-cde-ca.gov.zoom.us/rec/share/oypv\\_anVult9EEC-PuJT8E1nh8pZiIMBJVNZQDoU1ci1V2BXMgofDeKDKp\\_RQYvS.rlzbaS72EwfBC0B2](https://dcs-cde-ca.gov.zoom.us/rec/share/oypv_anVult9EEC-PuJT8E1nh8pZiIMBJVNZQDoU1ci1V2BXMgofDeKDKp_RQYvS.rlzbaS72EwfBC0B2)

Passcode: Dcs20-21tr

# Inclusive Education for Students with Mild-Moderate Disabilities

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

**Presenter:** Nicole Ward, M.A., Education Specialist  
Diagnostic Center South, California Department of Education

**Time:** 1.75 hours (On-demand Zoom webinar)

**Content:** This training will focus on inclusive education and the best practices for educating students with mild to moderate disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, effective planning and collaboration, identifying the demands within the learning environment, understanding each individual learner needs, accommodations versus modifications, differentiation and universal design.

**Intended Audience:** Ideal audience will include multidisciplinary teams working with students with mild-moderate disabilities in inclusive settings, however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

**Outcomes:** Participants will:

1. Increase awareness of the various working models for implementing inclusive education.
2. Learn how to identify and then reduce or remove barriers that may hinder learning.
3. Understand how to use research-based practices to support positive outcomes for students and staff.

**Handouts:** The presentation slides can be downloaded using the following link. Please save the file onto your devices to view the materials during the webinar.

- [Inclusive Education Mild-Mod Slides Packet](#) (Click "Download File" on the page)

**Certificate:** Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you submit the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

**Contact:** Tami Goldstein, [Tami.Goldstein@sbcss.net](mailto:Tami.Goldstein@sbcss.net)

**Join Zoom Meeting:** (Click the link, register using your school email, and enter the passcode below)

[https://dcs-cde-ca-gov.zoom.us/rec/share/wuQosGBrSI2hwieXs5dBSEt4PQeuXqKTqX-ZkHxISMRVgQzCrCX9WWaL78Ei0c6.LszLj\\_6C5FGmPRPi](https://dcs-cde-ca-gov.zoom.us/rec/share/wuQosGBrSI2hwieXs5dBSEt4PQeuXqKTqX-ZkHxISMRVgQzCrCX9WWaL78Ei0c6.LszLj_6C5FGmPRPi)

Passcode: Dcs20-21tr

# Inclusive Education for Students with Moderate-Severe Disabilities

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

**Presenter:** Nicole Ward, M.A., Education Specialist  
Diagnostic Center South, California Department of Education

**Time:** 2 hours (On-demand Zoom webinar)

**Content:** This training will focus on inclusive education and the best practices for educating students with moderate to severe disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, gaining buy-in from key stakeholders, understanding learner profiles, effective planning and collaboration, designing modifications based on individual needs while accessing the standards, and effective use of staff and peers.

**Intended Audience:** Ideal audience will include multidisciplinary teams working with students with moderate-severe disabilities in inclusive settings; however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

**Outcomes:** Participants will:

1. Increase awareness of the various working models for implementing inclusive education and understand how to effectively plan for inclusion.
1. Learn how to identify and then reduce or remove barriers that may hinder learning.
2. Understand how to use research-based practices to support positive outcomes for students and staff.

**Handouts:** The presentation slides can be downloaded using the following link. Please save the file onto your devices to view the materials during the webinar.

- [Inclusive Education Mod-Sev Slides Packet](#) (Click "Download File" on the page)

**Certificate:** Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

**Contact:** Tami Goldstein, [Tami.Goldstein@sbcss.net](mailto:Tami.Goldstein@sbcss.net)

**Join the Zoom webinar:** (Click the link, register using your school email, and enter the passcode below)

[https://dcs-cde-ca-gov.zoom.us/rec/share/xs\\_8vYiM1cBBuqW-E63d5tCVkSgmr311fXs2O\\_fgNOVQG2V7ftUmUlbpNB6uGiOT.sGPtal6A3bOyEypY](https://dcs-cde-ca-gov.zoom.us/rec/share/xs_8vYiM1cBBuqW-E63d5tCVkSgmr311fXs2O_fgNOVQG2V7ftUmUlbpNB6uGiOT.sGPtal6A3bOyEypY)

Passcode: Dcs20-21tr

# What Should I Do?!

## Effective Strategies for Paraeducators to Support Positive Student Behavior

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

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

**Time:** 90 minutes (On-demand Zoom webinar)

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

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

**Outcomes:** Participants will:

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

**Handouts:** The training slides and handouts can be downloaded using the following links. Please save them onto your devices to view the materials during the webinar.

- [Paras Effective Strategies Slides](#) (Click "Download File" on the page)
- [Paras Effective Strategies Handouts](#) (Click "Download File" on the page)

**Certificate:** Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

**Contact:** Tami Goldstein, [Tami.Goldstein@sbcss.net](mailto:Tami.Goldstein@sbcss.net)

**Join the Zoom webinar:** (Click the link, register using your school email, and enter the passcode below)  
<https://dcs-cde-ca-gov.zoom.us/rec/share/cBB3LEgfN51QdzwIxe-pkjvBi2xWHBdgfAmrJZ2W3D6Ggkj6cEy8zQoBMHL3DaLn.wGa56eZPxOaWrRW6>

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# Do This, Not That!: The Educator's Guide to Working with Mental Health Conditions

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

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

**Time:** 3 hours (On-demand Zoom webinar)

**Content:** Oops! You did it again. You stepped on a student's emotional land mine. Are you spending too much time dealing with the behavioral fallout from emotions you accidentally triggered? Are there things you should have avoided saying or doing? The short answer: Yes! In this program, you'll learn practical steps to change the environmental structures for students with emotional-behavioral disorders. With this half-day presentation, you will learn triggers and side-stepping them without walking on eggshells, as well as proactive supports and strategies that reduce unwanted behaviors and improve learning outcomes.

**Intended Audience:** Special education teachers, school psychologists, administrators, LCSWs, LMFTs, LPCCs, clinical psychologists, ERMHS staff or school counselors specifically designated to working with special needs students, and others who actively work with youth who have mental health concerns

**Outcomes:** Participants will:

1. Learn what factors underlie common emotional-behavioral disorders.
2. Learn common factors that exacerbate student distress and how to avoid these.
3. Learn how to engineer classrooms/programs to improve affective and behavioral stability.
4. Learn easy-to-use methods and technologies known to be effective in supporting and teaching students with emotional-behavioral disorders.
5. Learn curricular planning methods to help target and time effective instruction.
6. Identify various functional deficits of student disorders as well as the corresponding methods of support, direct instruction and behavioral reinforcement necessary for student improvement.

**Handouts:** The training slides and handouts can be downloaded using the link below. Please save them onto your devices to view the materials during the webinar.

- [Do This Handouts](#) (Click "Download File" on the page)

**Certificate:** Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

**Contact:** Tami Goldstein, [Tami.Goldstein@sbcss.net](mailto:Tami.Goldstein@sbcss.net)

**Join the Zoom webinar:** (Click the link, register using your school email, and enter the passcode below)

*\*This is a two-part webinar. Registration to each session is needed to access the webinars.*

Part One: [https://dcs-cde-ca-gov.zoom.us/rec/share/](https://dcs-cde-ca-gov.zoom.us/rec/share/BecYOwNmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO)

[BecYOwNmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO](https://dcs-cde-ca-gov.zoom.us/rec/share/BecYOwNmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO)

Part Two: [https://dcs-cde-ca-gov.zoom.us/rec/share/63y507EeDH5Lh\\_wX1Tq8-9TAf4TvtEKJmPQ-UOdqc8mN0\\_gNeB4rlg0hxnGM8ITh.zTWvVWUYr27t8oCJ](https://dcs-cde-ca-gov.zoom.us/rec/share/63y507EeDH5Lh_wX1Tq8-9TAf4TvtEKJmPQ-UOdqc8mN0_gNeB4rlg0hxnGM8ITh.zTWvVWUYr27t8oCJ)

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