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

**** AGENDA ****
APRIL 7, 2022, 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 Issues

4.1	2022-23 SBCSS EV County Operated Special Education Fee-For-Service Budget & Proposed Rates	Jennifer Alvarado
4.2	2022-23 SBCSS Student Services Counseling Center – Intensive Therapeutic Services Fee-For Service Rate	Jennifer Alvarado
4.3	SEMA-I 2nd Interim MOE Summary Report	Andrea Tennyson
4.4	EV SELPA 2021-2022 Fiscal Reporting Calendar	Andrea Tennyson

Program Issues

4.5	CDE Annual Requirements • Annual Service & Budget Plans	Patty Metheny
4.6	Compliance Monitoring	Jennifer Brooksby
4.7	ADR & Learning Recovery Funds & Activities Reporting	Jennifer Brooksby
4.8	Planning for ESY 2022	Patty Metheny
4.9	Special Education Credentialing Changes/Updates	Rick Homutoff

4.10	Spring 2022 Events/Requirements Reminders
	• Recording IEP Services Pilot
	  o Pre-meeting – April 20, 2022
	  o Pilot – April 25-May 13, 2022
	  o Post-meeting – May 18, 2022
	• TPP Journey to the Future – April 12, 2022
	• SPPI Professional Learning for SpEd Administrators – April 21, 2022
	• Zooming Out & Zooming In on Inclusive Practices – April 25, 2022
	• Surrogate Parent Training – May 19, 2022
	• Private School Consultation Meeting - May 26, 2022
		Patty Metheny
		Jennifer Brooksby
		Rick Homutoff

- Personnel Data Report – Due May 31, 2022

4.11 EV SELPA CAC April 25, 2022 Meeting — Patty Metheny

4.12 SBCSS East Valley Operations — Scott Wyatt

4.13 Hot Topics – PCM Trainings Outside of Workhours

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee Meetings

5.2 2022-2023 EV SELPA Board of Directors Meetings

5.3 EV SELPA Professional Development Opportunities – April & May 2022

5.4 Next Meeting – May 12, 2022, 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
March 10, 2022

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Patti Buchmiller	Redlands Unified School District
Bridgette Ealy	Rialto Unified School District
Derek Swem	Rim of the World Unified School District
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District
Dr. Scott Wyatt	SB, County Schools

FISCAL STAFF PRESENT:

Linda Resiwain	Business Services, Colton
Fernanda Naves-Arias	Business Services, Redlands
Valeria Estrella	Business Services, Rialto
Scott Whyte	Business Services, Rim
Jennifer Alvarado	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools

OTHERS PRESENT:

Jennifer Brooksby	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Dr. Rick Homutoff	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Tracy Schroeder	East Valley SELPA

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the February 10, 2022, meeting were reviewed. Motion to approve the minutes was made by Rob Pearson and seconded by Patricia Buchmiller. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

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

Andrea Tennyson presented the Regional Proportionate Share Cost for regional programs through March 7, 2022. Ms. Tennyson also presented a comparison to last year costs. She noted that an increase in the number of students receiving services led to an increase in projected cost, in particular for occupational therapy services. These numbers will be revised at the end of the year and adjusted based on the annual number of students receiving services. Any unspent monies will be returned to districts on a proportionate share.

4.2 EV SELPA 2021-2022 Fiscal Reporting Calendar

Ms. Tennyson reviewed fiscal activities for the month of March. Ms. Tennyson requested districts to send the DAT file to SELPA right away. She will be reviewing the SEMAI 2nd interim next week and will present it during the April Steering Committee meeting. Supporting Inclusive Practices (SIP), Learning Recovery (LR) and Alternative Dispute Resolution (ADR) Grant quarterly reports due dates were added. It was clarified that the SIP Grant funds are accessed via a reimbursement process while the LR and ADR funds have been dispersed to districts and are readily available. These funds will have to be spent by June 30, 2023, with reporting to CDE due September 30, 2023. April activities were briefly reviewed, as well. The date for SELPA to provide P-2 NPS ADA to districts was also added to the annual calendar.

Program Items

4.3 EV SELPA – COVID Pandemic Impacts 2019-2022

Dr. Metheny reviewed the trends for services provided by the East Valley SELPA and NonPublic Schools/Residential Facilities during COVID. While the number of students receiving educationally related mental health services remained consistent with pre COVID times, the number of students receiving occupational therapy services saw an increase of 33% between 2019 and 2022. Reasons for this increase in referrals were discussed and included lack of opportunity for the development of fine motor and sensory regulation skills during distance learning. Additionally, districts are experiencing an increase in the number of students moving into member districts with OT services already on their IEPs. The number of students placed in NonPublic schools decreased by 14% which coincides with the decline in ADA in member districts while the change in the number of students placed in residential facilities was negligible.

4.4 EV SELPA Residential Placement Services

Program Manager Behavioral Health, Tracy Schroeder presented on residential treatment center placements. Ms. Schroeder reviewed the history of providing mental health services for students with disabilities, the criteria for placement, the assessment process, requirements for placement as well as SELPA and district staff responsibilities. She spoke of the challenges of finding placements for students with severe behaviors and the challenges of transitioning students home. Ms. Schroeder stressed the need for district staff to take an active role in reviewing student transcripts when they are in placement. A

suggestion was made to include a school guidance counselor in collaboration as courses are decided upon and in annual IEP meetings to ensure students receive the credits necessary to meet local requirements for graduating with a diploma.

4.5 Reporting IEP Services

Jennifer Brooksby reported that a pilot session of the IEP Implementation module for reporting IEP services via the WebIEP is scheduled for April 25 through May 13. A training is scheduled for the pilot session on April 20 and a feedback session after the conclusion of the pilot is scheduled for May 18. A flyer with information was shared. Participants were encouraged to register prior to March 15. Two or more volunteers from each district are desired. The possibility of a session targeted for administrative personnel was discussed and will be planned for the future. Any additional training or changes will be discussed after the CDE pilot is completed and CDE has shared the results and expectations.

4.6 Improving Outcomes for English Learners with Disabilities

Ms. Brooksby shared from an Imperial County SELPA presentation made at a State SELPA Association meeting. She emphasized that the California Practitioners' Guide for Educating English Learners with Disabilities along with other useful resources can be downloaded accessing the Imperial County SELPA website https://www.icoe.org/selpa/el-swd. Ms. Brooksby also highlighted that a key component for assessing an English learner with a potential disability is doing a through comparison between language difference versus disability. Training opportunities are also accessible through the Imperial County SELPA website.

4.7 CDE Compliance Monitoring 2021-2022

Dr. Metheny shared that the annual compliance determination letters are expected to be sent directly to the district Superintendents on March 14, 2022. CDE has shifted focus from monitoring to continued growth through Compliance Improvement Monitoring or CIM. Depending on the level of compliance identified, districts may be expected to develop CIM plans as the current special education plans (SEPs) have been retired. Steps and expectations for the CIM plan were shared. The new monitoring process will consist of a tiered system where only districts identified as *Intensive* will receive Directive Support from CDE. Any district identified as *Targeted* will have Assistance provided by SELPAs and districts identified as *Universal* will have Resources available.

Dr. Metheny and Ms. Brooksby will analyze the determination letters and will provide the link for the corresponding webinar based on the level of compliance required. The schedule for the instructional webinars for each Intensive and Targeted level was provided. Directors were encouraged to mark their calendars for these dates in case they would need to attend.

Ms. Brooksby provided information via a flyer for the workshop she is facilitating on SPPI Indicator Professional Learning. This workshop is designed for special education administrators and their teams. The meeting will take place on April 21, 2022, from 9:00 – 12:00 pm at the EV SELPA office.

4.8 Personnel Data Report

Dr. Metheny presented on the annual, federally required Personnel Data Report. The 2021-2022 Census Day, October 6, 2021, is the reporting date for this report. CDE, along with SELPA leadership, has revised the report so that is simplified and includes two reporting documents with two columns each. Instructions for completing the report were shared. Directors were encouraged to start working on this report as they must complete the report and submit it electronically as well as submit electronic copies to Andrea Tennyson by May 31, 2022. Between June 1 and June 15, there will be an amendment window during which the SELPA will work with member districts, as necessary. Ms. Tennyson shared that timely submission will permit the East Valley SELPA to submit the SELPA certification by the CDE deadline of June 30, 2022.

4.9 Independent Study Injunction

Dr. Rick Homutoff provided an overview and recent actions around independent study for students with disabilities. The provision of AB 130, which allowed for independent study after distance learning for all students, is set to expire June 30, 2022. A group of parents filed an injunction with the United States District Court alleging that students with moderate to severe disabilities and students placed in nonpublic schools were denied or unnecessarily delayed independent study. As a result of this injunction, CDE must provide guidance to parents and districts on how to provide independent study by March 10, 2022. CDE has filed an injunction requesting to stay until March 25, 2022. The court granted the injunction until March 17, 2022, at that time, CDE must respond. Dr. Homutoff shared he will follow up with districts on this topic if additional legal actions take place and when CDE guidance is provided.

4.10 School-Based Speech-Language Pathologist (SLPs)

Ms. Brooksby provided an overview of School-Based Speech Language Pathology services. She explained the background and training a Speech Language Pathologist (SLP) undergoes that may not specifically target the school-based setting. Ms. Brooksby shared strategies to reduce caseloads and explained the role of a Speech Language Pathologist Assistant (SLPA) and how it can assist in the case management of an SLP. CA Ed Code Eligibility Guidelines were discussed as well as the clinical versus educational model. Based on the discussion, the East Valley SELPA will schedule workshops on these topics into the future.

4.11 Supporting Inclusive Practices

Dr. Metheny reported that the East Valley SELPA and the Ventura County SELPA have partnered to offer an exceptional opportunity to learn about and bring about inclusive practices in the region. The series is called “Zooming In and Zooming Out on Inclusive Practices” presented by Katie Novak and Shelley Moore. It will be a series of virtual workshops starting with the kickoff April 25, 2022, and continuing through the spring of 2023. On May 10, 2023, the series will culminate with a full day conference at the East Valley SELPA and with Katie and Shelley coaching in EV SELPA school sites on May 11, 2023. A flyer with details was provided.

4.12 ADR & Learning Recovery Plans Implementation

Ms. Brooksby shared that the Learning Recovery Plan and Alternative Dispute Resolution Implementation reporting forms were emailed individually to each director. It was noted the reporting forms are due to the SELPA March 31, 2022. Dr. Metheny provided information from CDE regarding the expenditure timeline. Specifically, the funds utilized to pay employees must be spent by June 30, 2023, while funds allocated for consultants may be encumbered past June 30, 2023 and spent by September 30, 2023. Flyers with information regarding ADR trainings offered by the EV SELPA and the Pepperdine Strauss Institute were shared. Additionally, Dr. Metheny shared about a free ADR Virtual Conference scheduled for September 16 and 17, 2022 for parents and educators and encourage committee members to mark their calendars.

4.13 Special Education Credentialing Changes/Updates

This item was tabled and will be discussed during the April Steering and Finance Committee Meeting.

4.14 SBCSS East Valley Operations

Dr. Scott Wyatt shared SBCSS will close the Visual Impairment (VI) class at Highland Grove effective August 2022 due to lack of students. He is working with the districts impacted by this closure. He also shared the Deaf, Hard of Hearing (DHH) class at Henry will remain in place.

4.15 Hot Topics

Patricia Buchmiller spoke about the challenges of immediately placing students who enroll in the district and have nurse or medical services listed in their IEP. Directors discussed options they consider when faced with this challenge.

Rob Pearson inquired about including student's "preferred" name for those transitioning or transgender students. He suggested having the students' preferred name printed on the front of the IEP, but have it tied to the student's legal name in the background. Concerns around publicly providing this information when parents may not be informed were discussed. Student Information Systems and the WebIEP Faucette Microsystems are aware of these issues. The field is awaiting guidance.

Mr. Pearson also inquired about how other districts provide oversight for students placed in NonPublic Schools regarding their participation in CAASP testing. Dr. Metheny advised each district work closing with their district assessment administrators to ensure students receiving services in NonPublic Schools are participating in all required State testing as it is detailed in the Master Contract. If a NPS is not doing so, the SELPA office must be notified.

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

5.2 2021-2022 EV SELPA Board of Directors Meetings

5.3 2021-2022 EV SELPA CAC Meetings

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

5.5 EV SELPA Steering Committee Meeting Dates 2022-2023

6.0 ADJOURNMENT: Meeting adjourned at 2:26 p.m. Next meeting will be held on April 7, 2022.

FINANCE ITEMS

4.1 2022-23 SBCSS EV County Operated Special Education Fee-For-Service Budget & Proposed Rates

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Program
2022-23 FFS Budget Summary
April 2022

2022-23 Budget Assumptions

- 3% COLA on salary
- Step and Column included in contracted salaries
- 5% increase on Medical, Dental, Vision and Life
- Employer paid statutory rates as follows (increase in PERS and STRS)
    - Medicare: 1.45%, SUI: .50%, Workers Comp: 2.92%
    - STRS: 19.10%, PERS: 26.10%, Alt. Retirement: 2.25%
- Indirect Cost Rate: 8.95%

	2022-23 Budget	
Program	**CERT FTE**	**CLASS FTE**
SAI/Self Contained	18.21	25.53
Low Incidence Itinerant	7.09	6.02
1:1 Aides	0.00	8.60
Early Start (includes direct charged Pupil Support & Admin)	8.67	3.27
Allocated Cost (Admin, Facilities, Pupil Support)	4.06	5.97
TOTAL	**38.03**	**49.39**

2022-23 Fee-For-Service Budget		
Total Budgeted Expenditures	$	11,319,667
Less Budgeted Offsetting Revenue	$	3,165,964
2022-23 Excess Cost	**$**	**(8,153,703)**

2022-23 Proposed Fee-For-Service Rates

RATES	SAI	Low Incidence	1:1 Aides
22/23 Rate	**$ 48,906**	**$ 9,387**	**$ 59,943**
21/22 Rate	$ 45,607	$ 9,631	$ 54,411

2022-23 Fee-For-Service Estimated Counts

Counts	SAI	Low Incidence	1:1 Aides
22/23 Count	**136**	**204**	**10**
21/22 Count	156	208	12

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2022-23 Projected Fee For Service Budget
April 2022

			1	2	3	4	5
			SAI SELF-CONTAINED SDC	LOW INCIDENCE ITINERANT DHH, VI, OM ITINERANT	1:1 AIDE SERVICES 1:1 AIDES	EARLY START No FFS - State /Grant Funded	TOTAL
1	OBJECT	EXPENSE					
2	1000-1999	Certificated Salaries	2,211,641	663,391	-	900,135	3,775,167
3	2000-2999	Classified Salaries	1,002,344	252,522	282,220	38,438	1,575,524
4	3000-3999	Employee Benefits	1,655,838	489,487	266,846	366,883	2,779,054
5	4000-4999	Books & Supplies	13,619	6,954	-	4,350	24,923
6	5000-5999	Services & Other Operating Expenditures	127,915	29,293	1,120	25,992	184,320
7	6000-6999	Capital Outlay	-		-	0	0
8							
9		Sub total	$ 5,011,357	$ 1,441,647	$ 550,186	1,335,798	8,338,988
10		% of Total	0.77659	0.22341		n/a	1.0000000
11							
12		Allocated Cost (FN 3120, 2100, 2700, 8100)	1,389,249	399,654	-	261,891	2,050,794
13		Sub total 1000-5000 costs	$ 6,400,606.34	$ 1,841,300.66	$ 550,186.00	$ 1,597,689	$ 10,389,782
14							
15	7300-7380	Indirect Cost @ 8.95%	572,854	164,796	49,242	142,993	929,885
16							
17		**TOTAL EXPENSE**	**$ 6,973,461**	**$ 2,006,097**	**$ 599,428**	**$ 1,740,682**	**$ 11,319,667**

18	Obj	RS	Revenue:	SAI SELF-CONTAINED SDC	LOW INCIDENCE ITINERANT DHH, VI, OM ITINERANT	1:1 AIDE SERVICES 1:1AIDES	EARLY START No FFS - State /Grant Funded	TOTAL
19	8097	6500	Property Tax Revenue					0
20	8181	3310	Federal Local Assistance	317,076	91,215			408,291
21	8311/8319	6500	AB602 FFS Revenue (including Base for ADA)					0
22			**Total FFS Revenue**	**317,076**	**91,215**	**0**	**0**	**408,291**
23								
24			**Other Revenue Sources**					
25	8182	3315	Federal Preschool - RS 3315	5,137				**5,137**
26	8182	3385	Infant Part C				57,745	**57,745**
27	8311	6510	Infant State Apportionment				1,600,242	**1,600,242**
28	8590	6515	Infant Discretionary				0	**0**
29	8677	9285	Parent Infant Program				9,467	**9,467**
30			2022-23 Beginning Balance				1,085,082	**1,085,082**
31			**TOTAL REVENUE:**	**322,213**	**91,215**	**0**	**2,752,536**	**3,165,964**
32								
33			**Excess Cost (revenue minus expense)**	$ (6,651,248)	$ (1,914,882)	$ (599,428)	$ 1,011,854	$ (8,153,703)
34								
35			**Number of Estimated Services in 2022-23**	136	204	10	N/A	
36			**2022-23 Proposed Rates**	**$48,906**	**$9,387**	**$59,943**	**-**	
37			2021-22 Rates	$45,607	$9,631	$54,411	N/A	

4.2 2022-2023 SBCSS Student Services Counseling Center – Intensive Therapeutic Services Fee-For-Service Rate

San Bernardino County Superintendent of Schools
Student Services Counseling Center
2022-23 Intensive Therapeutic Services Fee-For-Service

The Student Services Counseling Center (SSCC) offers school-based counseling services to SBCSS enrolled students and their families who are experiencing difficulties and distress with mental health, relationships, school behavior problems, substance use, and/or family difficulties. Our mental health clinical therapists utilize Evidence Based Practices and work in collaboration with staff, parents, probation, and district personnel to support students in reaching their personal and academic goals. Mental Health Clinical Therapists provide Educationally Related Mental Health Services (ERMHS) as written on Individualized Education Plan (IEP) in addition to a comprehensive assessment and treatment plan which addresses any functional impairment needs above and beyond what is written in in the IEP.

Services include individual, group, family, crisis intervention, conflict resolution and participation in any Child Family Treatment Team Meetings. Mental Health Clinical Therapist are embedded in the school setting and available on campus to provide services and consultation to students and staff. In addition, the students receive prevention and intervention services through the SSCC that include student Suicide Prevention Training, Synergy workshops, Career Days, Human Trafficking Prevention Presentations, Anti-Bullying Presentations, Sexual Harassment Prevention Presentations, Social Skills Training, Social Emotional Learning lessons, and Mental Health and stigma reduction activities.

2022-23 Intensive Therapeutic Services Fee	**$4,000**

4.3 SEMA-I 2tn Interim MOE Summary Report

2021-22 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
SUMMARY REPORT- SEMAI (2nd Interim)

	A	B	C	D	E	F	G	H	J	K	L	M	N	O
1	**SEMAI (Projected Exp vs. Actual Comparison Year)**	**STATE & LOCAL EXPENSE**			**INCREASE OR (DECREASE)**	**PASS (FAIL)**	**STATE & LOCAL EXPENSE PER PUPIL**			**INCREASE OR (DECREASE)**	**PASS (FAIL)**	**PUPIL COUNT**		**INCREASE OR (DECREASE)**
2	(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	*FY 21/22*	*COMPARISON*	*COMP. YEAR*			*FY 21/22*	*COMPARISON*	*COMP. YEAR*			*Certified Count*	*COMP. YEAR*	
3		*Projected*	*YEAR*	*ACTUAL*			*Projected*	*YEAR*	*ACTUAL*			*Oct-21*		
4	**COLTON**	37,505,150.00	2020-21	32,837,711.77	4,667,438.23	PASS	14,486.35	2020-21	12,557.44	1,928.91	PASS	2,589	2,615	(26)
5	**REDLANDS**	32,156,542.98	2020-21	30,493,572.66	1,662,970.32	PASS	11,031.40	2020-21	10,886.67	144.73	PASS	2,915	2,801	114
6	**RIALTO**	60,311,199.12	2018-19	44,986,036.89	15,325,162.23	PASS	21,501.32	2020-21	19,361.25	2,140.07	PASS	2,805	2,857	(52)
7	**RIM**	6,302,623.25	2020-21	6,184,203.38	118,419.87	PASS	15,372.25	2018-19	15,278.15	94.10	PASS	410	399	11
8	**YUCAIPA**	19,039,469.05	2020-21	15,137,471.85	3,901,997.20	PASS	14,679.62	2019-20	14,893.13	(213.51)	(FAIL)	1,297	1,277	20
9	**SBCSS (EV Ops & SELPA)**				0.00	*FALSE*			#DIV/0!	#DIV/0!	*#DIV/0!*	271		271
10	**CONSORTIUM TOTAL**	**155,314,984.40**		**129,638,996.55**	**25,675,987.85**	**PASS**	**15,098.18**		**14,449.78**	**648.40**	**PASS**	**10,287**	**9,949**	**338**

	P	Q	R	S	T	U	V	W	Y	Z	AA	BB	CC	DD
11	**SEMAI (Projected Exp vs. Actual Comparison Year)**	**LOCAL EXPENSE**			**INCREASE OR (DECREASE)**	**PASS (FAIL)**	**LOCAL EXPENSE PER PUPIL**			**INCREASE OR (DECREASE)**	**PASS (FAIL)**	**PUPIL COUNT**		**INCREASE OR (DECREASE)**
12	(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	*FY 21/22*	*COMPARISON*	*COMP. YEAR*			*FY 21/22*	*COMPARISON*	*COMP. YEAR*			*Certified Count*	*COMP. YEAR*	
13		*Projected*	*YEAR*	*ACTUAL*			*Projected*	*YEAR*	*ACTUAL*			*Oct-21*		
14	**COLTON**	22,274,702.00	2019-20	21,062,348.95	1,212,353.05	PASS	8,603.59	2019-20	7,897.39	706.20	PASS	2,589	2,667	(78)
15	**REDLANDS**	16,398,114.98	2019-20	17,584,629.24	(1,186,514.26)	(FAIL)	5,625.43	2019-20	6,460.19	(834.76)	(FAIL)	2,915	2,722	193
16	**RIALTO**	36,173,295.28	2019-20	32,268,533.24	3,904,762.04	PASS	12,896.01	2019-20	11,414.41	1,481.60	PASS	2,805	2,827	(22)
17	**RIM**	3,434,594.00	2020-21	2,939,895.16	494,698.84	PASS	8,377.06	2019-20	8,036.82	340.24	PASS	410	395	15
18	**YUCAIPA**	10,638,081.70	2019-20	9,951,216.67	686,865.03	PASS	8,202.07	2019-20	7,792.65	409.42	PASS	1,297	1,277	20
19	**SBCSS (EV Ops & SELPA)**				0.00	*FALSE*	-		#DIV/0!	#DIV/0!	*#DIV/0!*	271		271
20	**CONSORTIUM TOTAL**	**88,918,787.96**		**83,806,623.26**	**5,112,164.70**	**PASS**	**8,643.80**		**8,499.32**	**144.48**	**PASS**	**10,287**	**9,888**	**399**

4.4 EV SELPA 2021-2022 Fiscal Reporting Calendar

2021-22 FISCAL REPORTING CALENDAR

JULY 2021

7/06/21 SELPA to turn in Personnel Data Report to CDE for SELPA Consortium – DONE

7/09/21 Districts to provide SELPA June PARs and PYR for TPP - DONE

7/15/21 SELPA to provide Q4 (20/21) NPS Reimbursement Transfer for invoices received-to-date to districts at Steering/Finance meeting

7/15/21 SELPA to present AB 602 June 2021 CDE Certification and updated REX

7/16/21 Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA if Final hasn't been submitted.

7/16/21 SELPA to receive entire application packet for 21/22 Spec Ed ADR grant to be submitted before Aug 9

7/30/21 Districts to provide PDF copy of completed and submitted Personnel Data Report to SELPA - DONE

7/30/21 SELPA finalize closing of FY 20/21

7/30/21 SELPA to submit May and June 2021 TPP Service and Certified Invoices to DOR

AUGUST 2021

8/16/21 Districts to provide SELPA August PARs and PYR for TPP

8/16/21 Districts to provide UA DAT file to SELPA for MOE tests

8/20/21 Districts to provide SELPA July PARs and PYR for TPP

8/31/21 SELPA to send preliminary MOE to district's fiscal staff via e-mail

8/31/21 Learning Recovery and Alternate Dispute Resolution (ADR) COVID Funds Allocations – General Fund (GF)

SEPTEMBER 2021

9/16/21 SELPA to present preliminary SEMA and SEMB MOE results, SYT, and Excess Cost Calculation worksheets at Steering/Finance meeting

9/16/21 SBCSS to present PY (20/21) fee-for-service Budget to Actuals, Year-end actuals and return of funds at Steering/Finance.
EV SELPA to present PY (20/21) Occupational Therapy Regional/ Proportionate Share Program return of funds at Steering/Finance

9/16/21 SELPA to present PY (20/21) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance

9/17/21 Districts to provide SELPA August PARs and PYR for TPP

9/30/21 SELPA to submit July TPP Service and Certified Invoices to DOR

9/30/21 Learning Recovery and Alternate Dispute Resolution (ADR) COVID Funds Allocations to Districts

OCTOBER 2021

10/01/21 SELPA to begin working on 1st Interim budget revisions. Districts provide SELPA with CY (21/22) P-1 ADA estimates & changes to PY ADA (if any) by Oct 15 for First Interim reporting and Projections

10/01/21 Alternate Dispute Resolution and Learning Recovery Funds Plans due to CDE – Submitted

10/07/21 SELPA to present Final SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance due to CDE 11/15/21

10/07/21 SELPA to submit PY (20/21) Annual Infant Funding Report to SBCSS – Done

10/15/21 Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable

10/18/21 SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission - Done

10/18/21 Districts to provide SELPA September PARs and PYR for TPP

10/29/21 Deadline for SELPA/SBCSS to submit CY (21/22) Part C Early Start Application to CDE

10/29/21 Deadline for SELPA/SBCSS to submit PY (20/21) Extraordinary Cost Pool claim to CDE – funded at Annual - Done

Subject to change, updated as needed.

Updated 4/1/22

2021-22 FISCAL REPORTING CALENDAR

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

NOVEMBER 2021

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

DECEMBER 2021

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

JANUARY 2022

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

FEBRUARY 2022

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

Subject to change, updated as needed.

Updated 4/1/22

2021-22 FISCAL REPORTING CALENDAR

MARCH 2022

3/10/22 SELPA to present CY (21/22) Fall Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance

3/11/22 **Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/17/22**

3/18/22 Districts to provide February PARs and PYR for TPP to SELPA

3/25/22 SELPA to send PY (20/21 Annual, 19/20 Annual 2) AB602 allocations based on February Certifications to districts by e-mail

3/25/22 SELPA to send the CY (21/22) AB602 Certifications based on P-1 State Funding Exhibit to districts by e-mail

3/30/22 **Districts to submit Supporting Inclusive Practices grant quarterly reports**

3/30/22 **Districts to submit Learning Recovery fund quarterly reports**

3/30/22 **Districts to submit Alternate Dispute Resolution fund quarterly reports**

3/31/22 SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2022

4/07/22 SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 22/23 at Steering/Finance

4/07/22 SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 22/23

4/07/22 ***SELPA to present SEMAI 2nd Interim MOE summary report***

4/08/22 Directors to confirm county-served students Spring count for FFS

4/13/22 SELPA to present 22/23 Operating Budget to Board Budget Ad Hoc

4/15/22 Districts to provide March PARs and PYR for TPP to SELPA

4/15/22 SELPA to submit 2019-20 CRCS to DHCS for Medi-CAL - submitted

4/18/22 ***SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 25th***

4/19/22 SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1

4/21/22 ***Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (21/22)***

4/22/22 Districts to complete final requests for Low Incidence materials and equipment purchases for FY 21/22

4/29/22 SELPA to submit February TPP Service and Certified Invoices to DOR

TBD ***SELPA to send districts Low Incidence Inventory Report for review***

MAY 2022

TBD Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)

5/12/22 SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance

5/12/22 SELPA to present FY 22/23 Proposed EV SELPA Operating Budgets at Steering/Finance

5/12/22 SELPA to present 22/23 Annual Budget and Service Plans at Steering/Finance

5/12/22 SELPA to present final FY 22/23 EV County Operated Spec Education FFS average count/fees

5/13/22 Districts to provide April PARs and PYR for TPP to SELPA

5/25/22 SELPA to present to Board of Directors EV SELPA FY 22/23 Operating Budgets and SBCSS EV County Operated Spec Education FFS FY 22/23 rates

5/31/22 ***Districts must send completed Personnel Data report submitted through CDE software to SELPA***

5/31/22 SELPA to submit March TPP Service and Certified Invoices to DOR

JUNE 2022

6/09/22 - SELPA to present FY 22/23 Schedule REX based on Governor's May Revise

6/10/22 Districts to provide May PARs and PYR for TPP to SELPA

6/30/22 - SELPA to submit April TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

Updated 4/1/22

2021-22 FISCAL REPORTING CALENDAR

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

Subject to change, updated as needed.

Updated 4/1/22

PROGRAM ITEMS

4.5 CDE Annual Requirements

East Valley Special Education Local Plan Area
Board of Directors

NOTICE OF PUBLIC HEARING

The East Valley SELPA Board of Directors hereby give notice that a Public Hearing will be held on the following topic:

Review of East Valley SELPA 2022/23 Annual Service Plan

The documents may be inspected upon request at:

East Valley SELPA, 670 E. Carnegie Drive, San Bernardino, California

Hearing Date:	May 25, 2022
Time:	2:00 p.m.
Location:	Dorothy Inghram Learning Center 670 E. Carnegie Drive San Bernardino, CA 92408

For additional information contact SELPA Chief Administrative Officer Dr. Patty Metheny at (909) 252-4507

Date Posted: April 13, 2022

East Valley Special Education Local Plan Area
Board of Directors

NOTICE OF PUBLIC HEARING

The East Valley SELPA Board of Directors hereby give notice that a Public Hearing will be held on the following topic:

Review of East Valley SELPA 2022/23 Annual Budget Plan

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East Valley SELPA, 670 E. Carnegie Drive, San Bernardino, California

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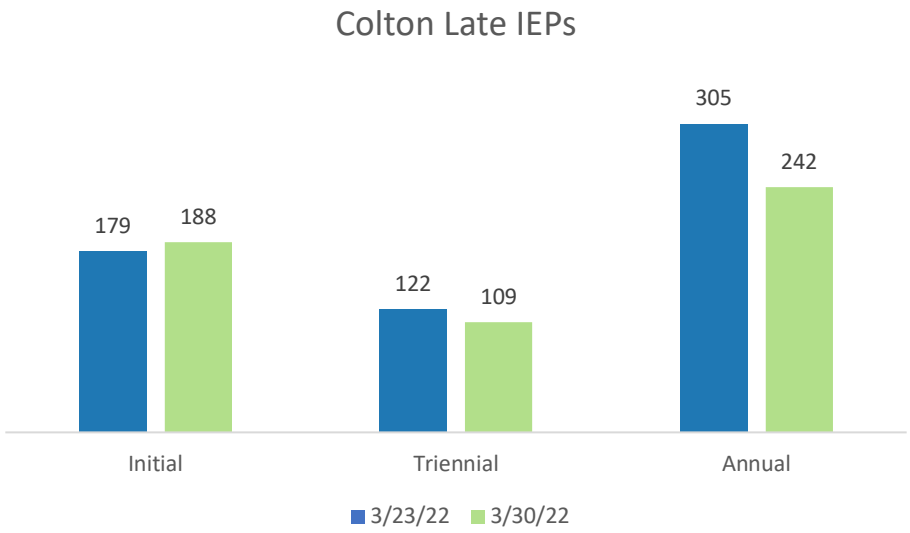
Location:	Dorothy Inghram Learning Center 670 E. Carnegie Drive San Bernardino, CA 92408

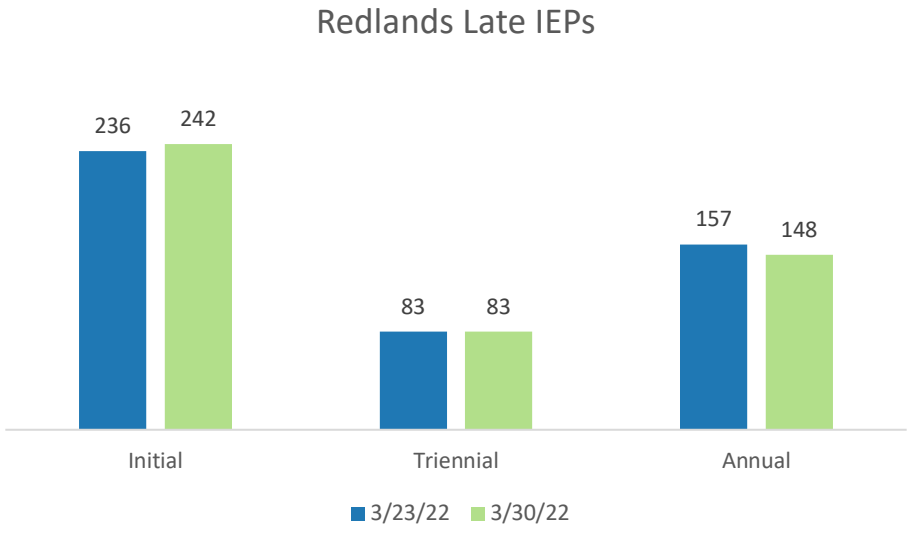
For additional information contact SELPA Chief Administrative Officer Dr. Patty Metheny at (909) 252-4507

Date Posted: April 13, 2022

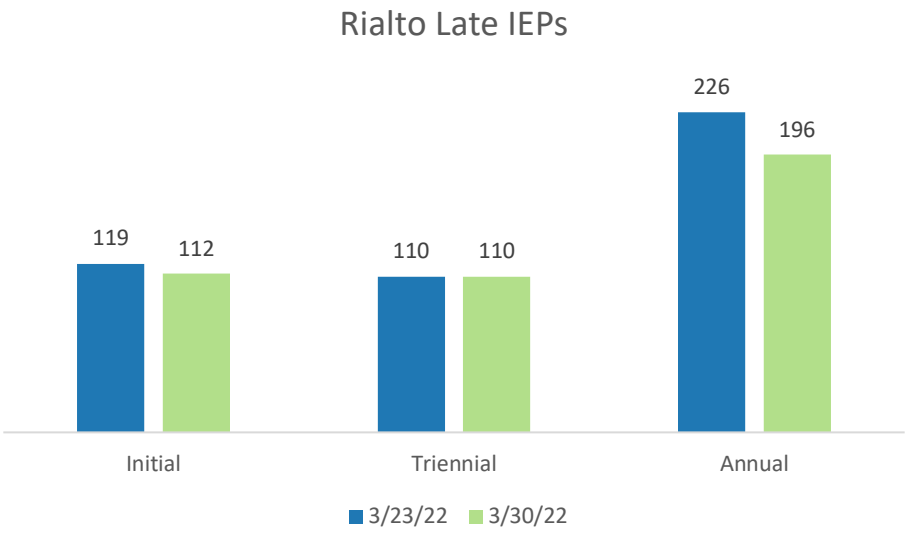
4.6 Compliance Monitoring

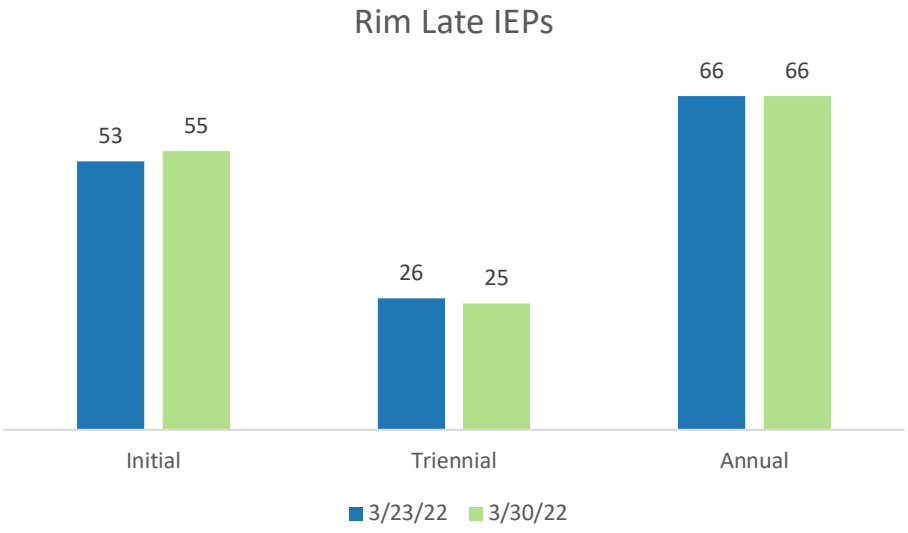
EV SELPA IEP Compliance



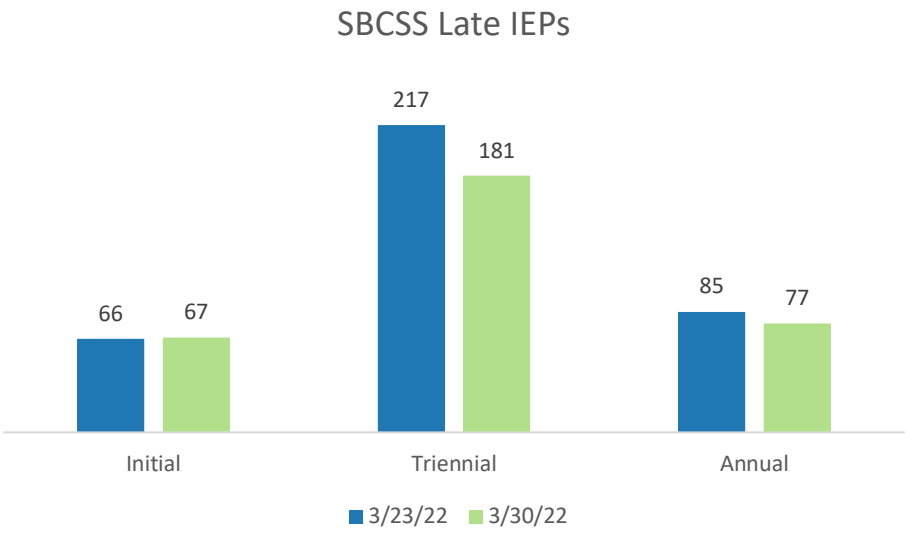


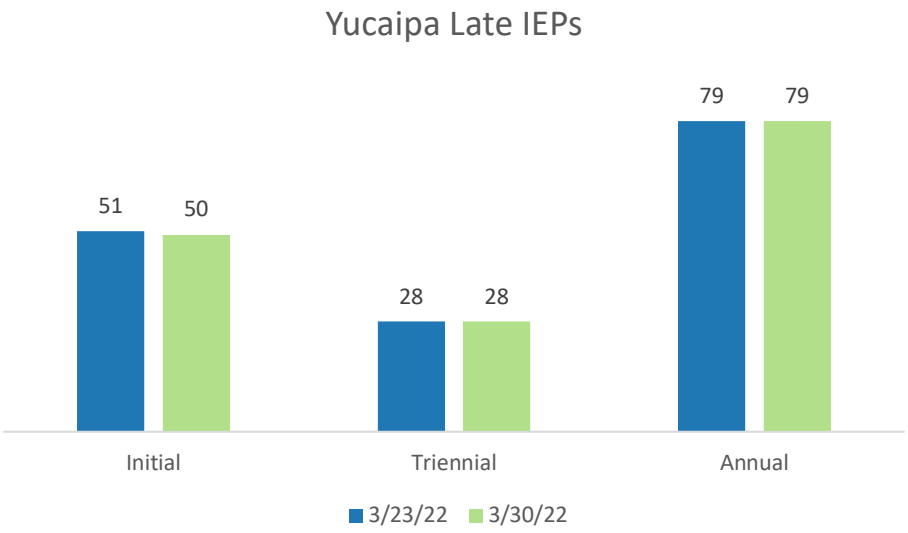
EV SELPA IEP Compliance





EV SELPA IEP Compliance





PATTY METHENY, Ed.D.,
CHIEF ADMINISTRATIVE OFFICER

MEMBER DISTRICTS:
COLTON JOINT UNIFIED
REDLANDS UNIFIED
RIALTO UNIFIED
RIM OF THE WORLD UNIFIED
YUCAIPA-CALIMESA JOINT UNIFIED

IEP Compliance Monitoring

EV SELPA districts received Annual Determination Letters indicating Compliance-Only for Late IEPs/Initials or No Improvement. This resource describes the monitoring activities for Compliance-Only and indicates our districts are required to *access* resources on the CAL-TAN website.

Current data indicate patterns that are impacting district compliance. Commonalities of many of the late IEPs (Initials, Triennials, and Annuals) fall into basic categories:

- Delayed parent signature
- Delay in filing to history
- Student has moved
- Student has exited SpEd
- Student transferred in with an out-of-date IEP

Begin by researching students whose IEPs are over 120 days old. These are often the ones where a clerical step can resolve the error. Special care needs to be paid to the 120-day old IEPs since this is where CDE is focusing the compliance monitoring efforts. Develop district systems for obtaining parent consent in a timely manner and motivate case carriers to file IEPs to history. Remember: you may have held the IEP "on-time" but until it is filed to history and submitted to CALPADS it is considered late!

Data Resources:

CALPADS 16.7 Report – Easiest place to find the total number of late annuals and triennials

CALPADS 16.8 Report – All three data points available and drill down to individual students.

Data coming from EV-SELPA is taken from both reports. Late Plan Review and Overdue Eligibility Meeting totals come from 16.7. Exceeded 60-day comes from 16.8. Once you have totals, it is important to analyze for trends and identify specific student issues that can be resolved. The due date for corrections prior to the next CDE data pull is June 30, 2022. With CALPADS 16.7 and 16.8 reports in hand, now what?

1) Establish a Data Governance Team and systems to analyze the data
    a. Who are the members of your Data Governance Team?
    b. Who is responsible to run the reports?
    c. Who analyzes the reports?
    d. How is the data communicated to school sites?

2) Identify patterns (e.g. delayed parent consent, filing IEPs to history, CALPADS submissions, transfer students, SpEd exits, etc.)

For PDF directions on how to review and sort your 16.8 files click here. For video tutorials about how to filter your 16.8 files please click the links below.

Late Plan Review (Overdue Annuals) – *video*
Overdue Eligibility Meeting (Overdue Tris) – *video*
Exceeded 60-day (Overdue Initials) – *video*

To easily drill down to individual schools in search of patterns, create a Pivot Table following the link below.

Creating Pivot Tables

For a quick reference to a description of meeting delay codes, click the link below.

Meeting Delay Codes

For a summary of why your 16.8 doesn't match WebIEP, please access the link below.

Why Doesn't My 16.8 Match My IEP System?

ANNUAL DETERMINATION LETTERS

CDE released the Annual Determination Letters on March 14, 2022. Based on the Performance and/or Compliance determination for each LEA, there may be some next steps for the LEA to take. In the area of Performance Monitoring, an LEA can be identified as Targeted, Intensive or Significantly Disproportionate. An LEA can be identified for Compliance Monitoring as: Any Late IEPs/Initials, Late IEPs/Initials or No Improvement, or Late IEPs/Initials and No Improvement.

At this time, it is believed that an LEA identified in the area of Performance Monitoring would also need to address Compliance Monitoring, if they are identified for Compliance Monitoring. Some LEAs may only be identified in the area of Compliance, and would only need to conduct the Compliance activities with their associated level.

TARGETED 2 (DISPRO YR 1)

Targeted 2 LEAs will engage in the Compliance Improvement Monitoring (CIM) process. Some activities will be conducted independently, some with assistance and guidance of TA provider, and some with CDE support. The goal at the end of the monitoring period to have a fully developed improvement plan that seeks to implement a high leverage activity that will improve outcomes for students with disabilities in the area of disproportionality.
The required TA provider is the ED & D project.
Data for this determination is from Fall 2021 CALPADS.

TARGETED 3 (DISPRO YR 2)

These are required to independently complete the Policies, Practices and Procedures Review. LEA may choose to complete some additional activities to develop a plan with a TA provider, but the development of an improvement plan is not required. You may contact ED&D to discuss their support in developing and addressing equity and disproportionality in the LEA. Data for this determination is from Fall 2021 and Fall 2020.

INTENSIVE 1-3

LEAs identified for level 1 intensive monitoring and support that are in the bottom 8-10 percent of LEAs for outcomes in Assessment, Placement and Student Engagement (Suspension and Attendance). LEAs identified for Intensive Level 2 are in the bottom 4-7.99 percent of LEAs. A CIM is required and the required TA provider is SIL, SIP or CDE depending on the level. Data for this determination is from 2018-19 school year.

SIGNIFICANT DISPROPORTIONALITY

Once identified as significantly disproportionate, the LEA is required to take mandatory actions including, but not limited to reserving, 15 percent of IDEA funds to provide CCEIS. The LEA is required to develop a CCEIS plan. The required technical assistance provider is SPP-TAP. Data for this determination is from Fall 2019, Fall 2020, and Fall 2021.

COMPLIANCE

An LEA can be identified in one of three levels for Compliance: **Any** Late IEPs/Initials, Late IEPS/Initials **or** No Improvement, or Late IEPS/Initials **and** No Improvement. Those that are in the Late IEPs/Initials **and** No Improvement are required to receive technical assistance to develop a plan and reduce the number of overdue IEPs and Initials Assessments.

CDE MONITORING INFORMATION:

Targeted 2: https://www.cde.ca.gov/sp/se/qa/targetedlevel2.asp
Targeted 3: https://www.cde.ca.gov/sp/se/qa/targetedlevel3.asp
Intensive 1: https://www.cde.ca.gov/sp/se/qa/intensivelevel1.asp
Intensive 2: https://www.cde.ca.gov/sp/se/qa/intensivelevel2.asp
Intensive 3: https://www.cde.ca.gov/sp/se/qa/intensivelevel3.asp

TECHNICAL ASSISTANCE RESOURCES:

Significant Disproportionality: https://www.cde.ca.gov/sp/se/qa/sigdisp.asp
Equity, Disproportionality & Design: https://equityanddesign.com/
System Improvement Leads: https://systemimprovement.org/
SPP TAP: http://www.spptap.org/
CAL-TAN: www.caltan.info
East County ITSA: www.sdcoe.net/EastCountySELPA

ANNUAL DETERMINATION LETTERS: COMPLIANCE

CDE released the Annual Determination Letters on March 14, 2022. Based on the Performance and/or Compliance determination for each LEA, there may be some next steps for the LEA to take. In the area of Performance Monitoring, an LEA can be identified as Targeted, Intensive or Significantly Disproportionate. An LEA can be identified for Compliance Monitoring as: Any Late IEPs/Initials, Late IEPs/Initials or No Improvement, or Late IEPs/Initials and No Improvement. Please refer to the Annual Determination Letter summary for information on the performance monitoring information.

At this time, it is believed that an LEA identified in the area of Performance Monitoring would also need to address Compliance Monitoring, if they are identified for Compliance Monitoring. Some LEAs may only be identified in the area of Compliance, and would only need to conduct the Compliance activities with their associated level.

To assist LEAs with the Compliance Monitoring, CDE has identified four SELPAs to assist LEAs throughout the state: East County SELPA, Fresno County SELPA, Humboldt-Del Norte SELPA, and Riverside County SELPA.

"ANY"

ANY LATE IEPS/INITIALS

An LEA identified as ANY Late IEPs/Initials will need to review their Special Education Data System (SEDS) data and most importantly their CALPADS data to ensure IEPs and Initials are held in a timely manner by June 30, 2022.
These LEAs can access technical assistance resources. Resources can be found here, but will be posted on the CAL-TAN website in the near future.

"OR"

LATE IEPS/INITIALS OR NO IMPROVEMENT

An LEA identified as Late IEPs/Initials **OR** No Improvement will need to review their SEDS data and their CALPADS data to ensure IEPs and Initials are held in a timely manner by June 30, 2022. These LEAs should also target any meetings that are 120 or more days overdue to ensure these are held.
These LEAs need to *access* technical assistance resources which can be found here, but will be posted on the CAL-TAN website in the near future. Optional data coaching can be accessed through East County SELPA's ITSA grant.

"AND"

LATE IEPS/INITIALS AND NO IMPROVEMENT

An LEA identified as Late IEPs/Initials **AND** No Improvement will need to review their SEDS data and their CALPADS data to ensure IEPs and Initials are held in a timely manner by June 30, 2022. These LEAs should also target any meetings that are 120 or more days overdue to ensure these are held. Like those in the "OR" category, they can access all of the technical assistance resource, but these are LEAs are also required to receive technical assistance through the ITSA grantees. LEAs should register for this technical assistance here.

CDE MONITORING INFORMATION:

Targeted 2: https://www.cde.ca.gov/sp/se/qa/targetedlevel2.asp
Targeted 3: https://www.cde.ca.gov/sp/se/qa/targetedlevel3.asp
Intensive 1: https://www.cde.ca.gov/sp/se/qa/intensivelevel1.asp
Intensive 2: https://www.cde.ca.gov/sp/se/qa/intensivelevel2.asp
Intensive 3: https://www.cde.ca.gov/sp/se/qa/intensivelevel3.asp

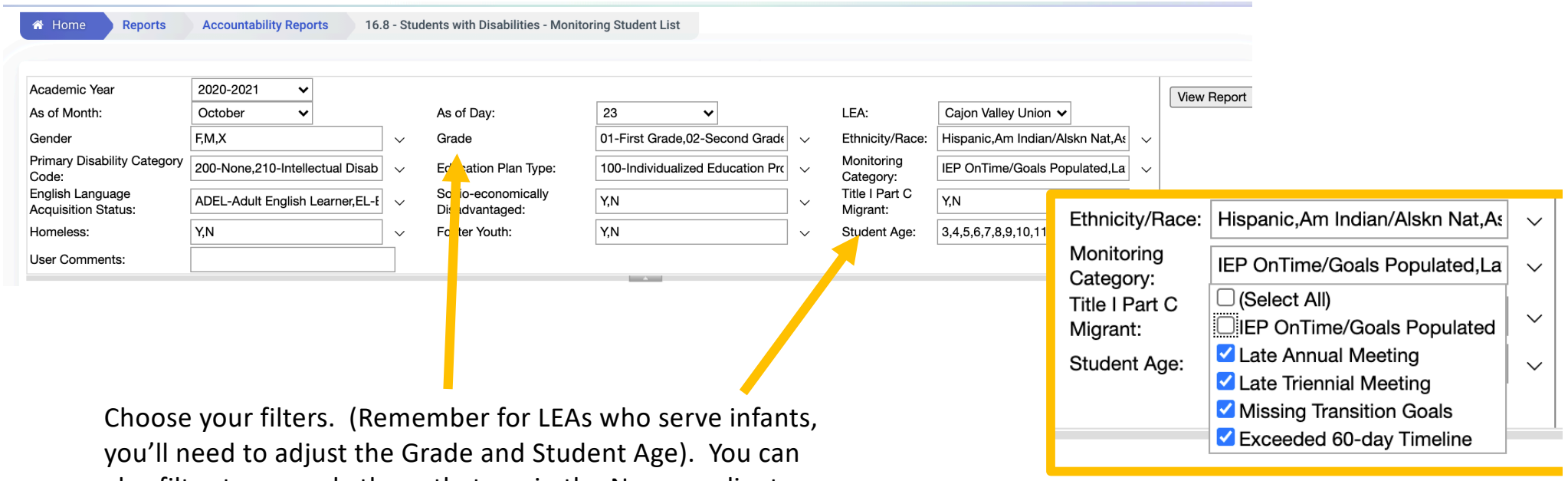
TECHNICAL ASSISTANCE RESOURCES:

Significant Disproportionality: https://www.cde.ca.gov/sp/se/qa/sigdisp.asp
Equity, Disproportionality & Design: https://equityanddesign.com/
System Improvement Leads: https://systemimprovement.org/
SPP TAP: http://www.spptap.org/
CAL-TAN: www.caltan.info
East County ITSA: www.sdcoe.net/EastCountySELPA

Reviewing Accountability and Monitoring Report 16.8

At this time, these reports can only be seen when you are in your LEA view, not the SELPA level.

16.7 is good for a quick overview, but 16.8 will give you the detail needed to address monitoring issues.



Choose your filters. (Remember for LEAs who serve infants, you'll need to adjust the Grade and Student Age). You can also filter to see only those that are in the Noncompliant Monitoring Category. This will make it easier to review the targeted areas.

SELPA Cod	SELPA Name	District of Special Education Accountability	SSID
3314	Temecula Valley Unified	3375192	[redacted]
3704	South County	3768023	[redacted]
		6119119	
		6119119	
		3768395	
		6119119	
		3768023	
		3768023	
		3768023	
		3768031	
		6119119	
3712	San Diego Unified	3768338	
		3768338	
		3768338	
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You may see other SELPAs and DSEAs listed on 16.8.

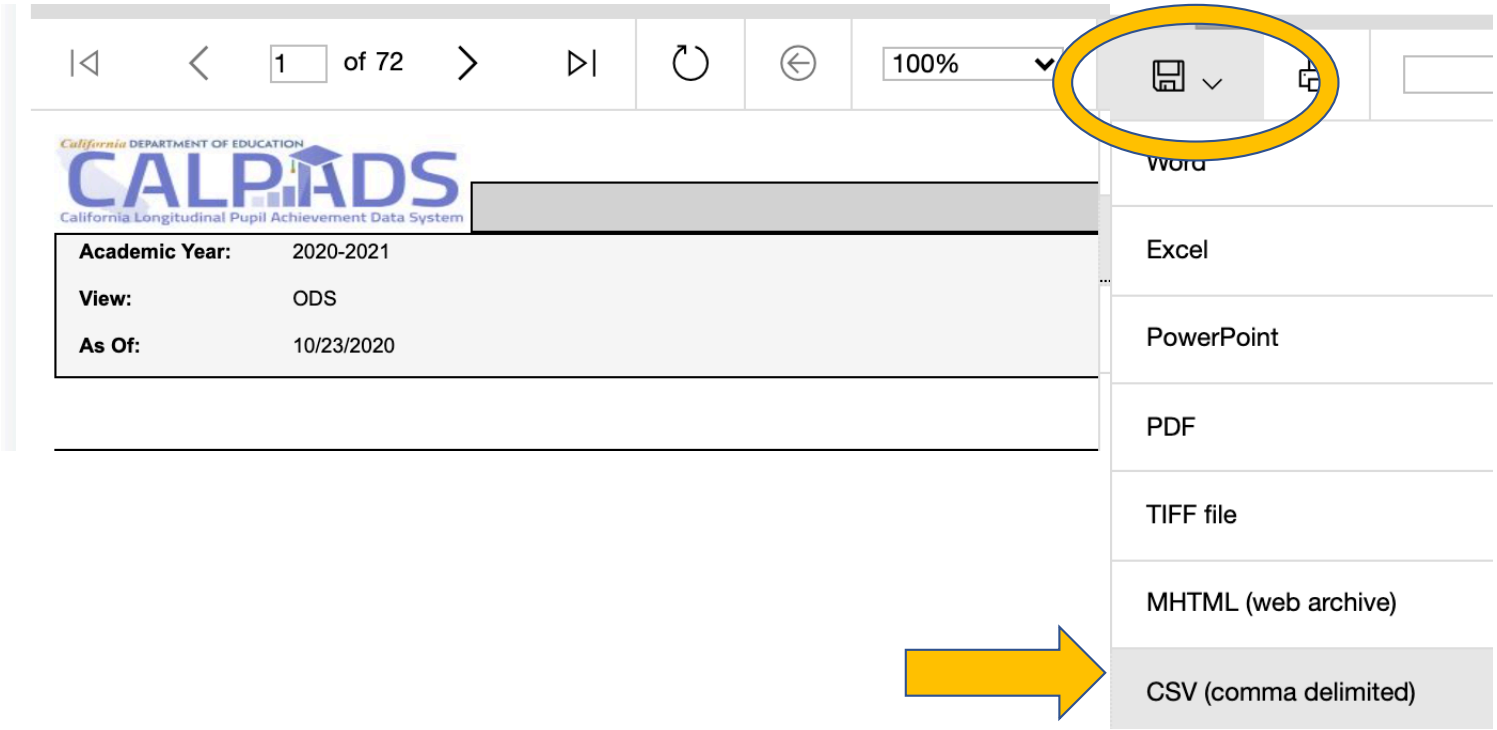
CALPADS has shared that this is based on the last LEA that is tied to that last annual or triennial transaction in CALPADS.

First check to ensure that this student has a transfer transaction to identify your LEA as the DSEA.

If you look in the student record in CALPADS in the Special Education Container the DSEA it may be updated to your LEA, but it may still show up as a different DSEA based on the report logic.

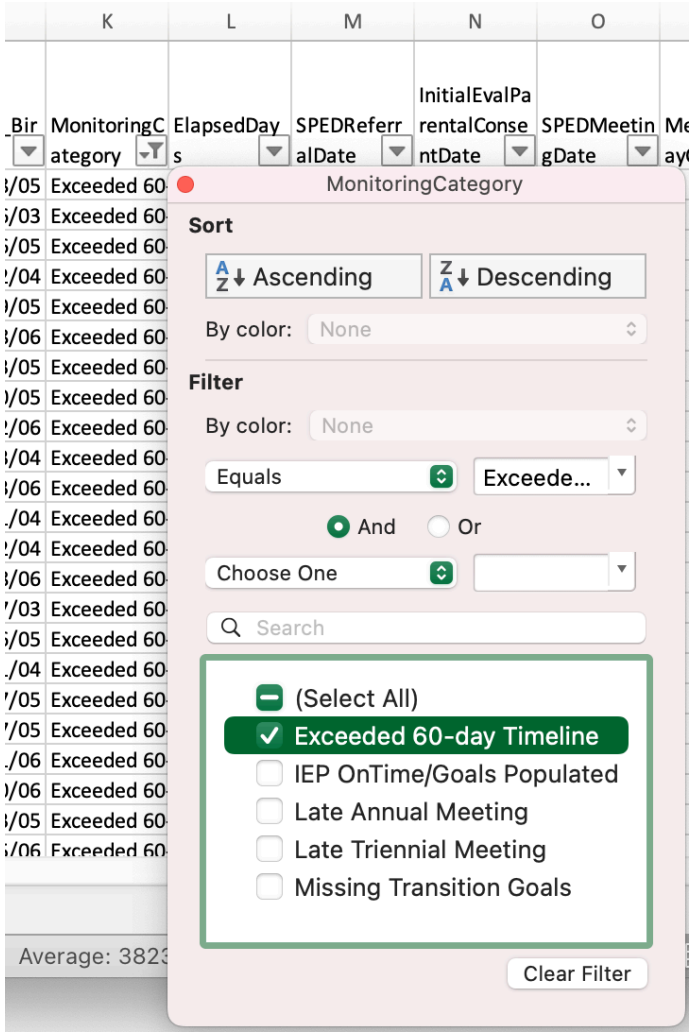
If you have questions about the DSEAs being accurate, use the DSEA Extract from CALPADS to review that data.

Note: This view is of the report in CALPADS before it is downloaded as a CSV.

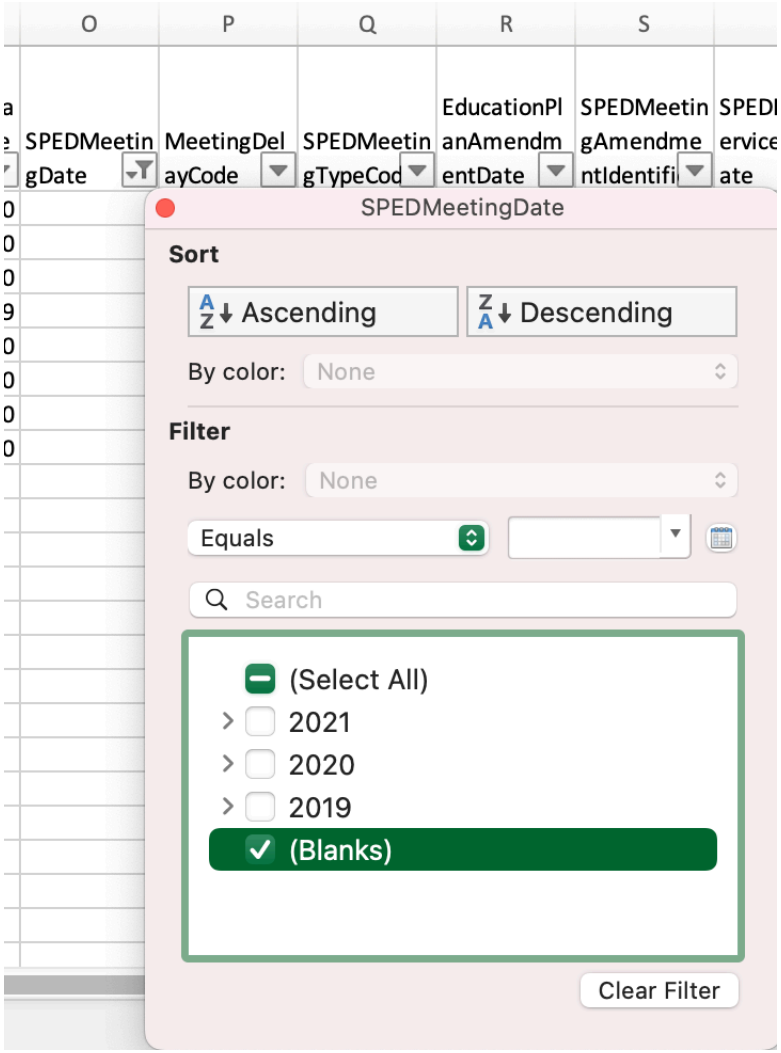


After you've run the report, you will get the report, for smaller districts, you may be able to just review the data in CALPADS. For a little bit larger districts, you may want to download as an CSV. To download the file click on the disk icon and choose CSV as your format. You will then be able to open the file from wherever your downloads appear.

16.8 Exceeded 60-Day Timeline

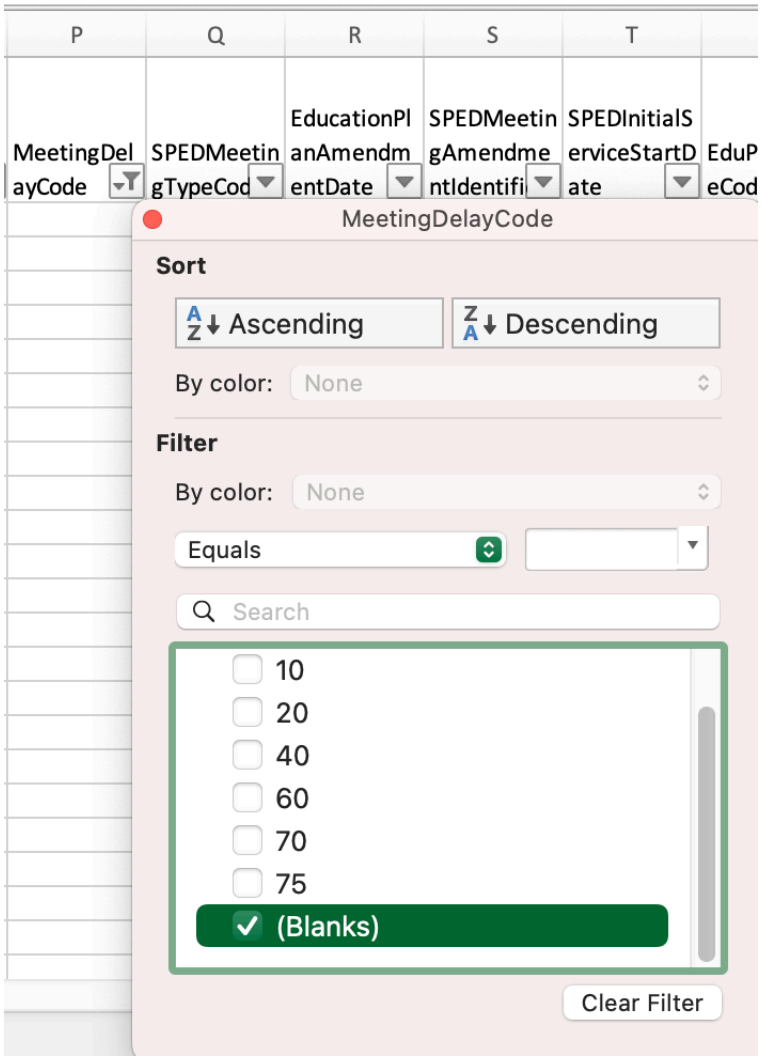


Filter the Monitoring Category column to show only the Exceeded 60-day Timeline column.



With the Monitoring Category still showing just those that Exceeded the 60-day timeline, also filter the SPED Meeting Date column to show only blanks. This will show the meetings that have yet to be held (or they may have been held but their Meeting Type 10 transaction has not been uploaded to CALPADS).

Check to make sure these meetings have been held and upload the transactions.



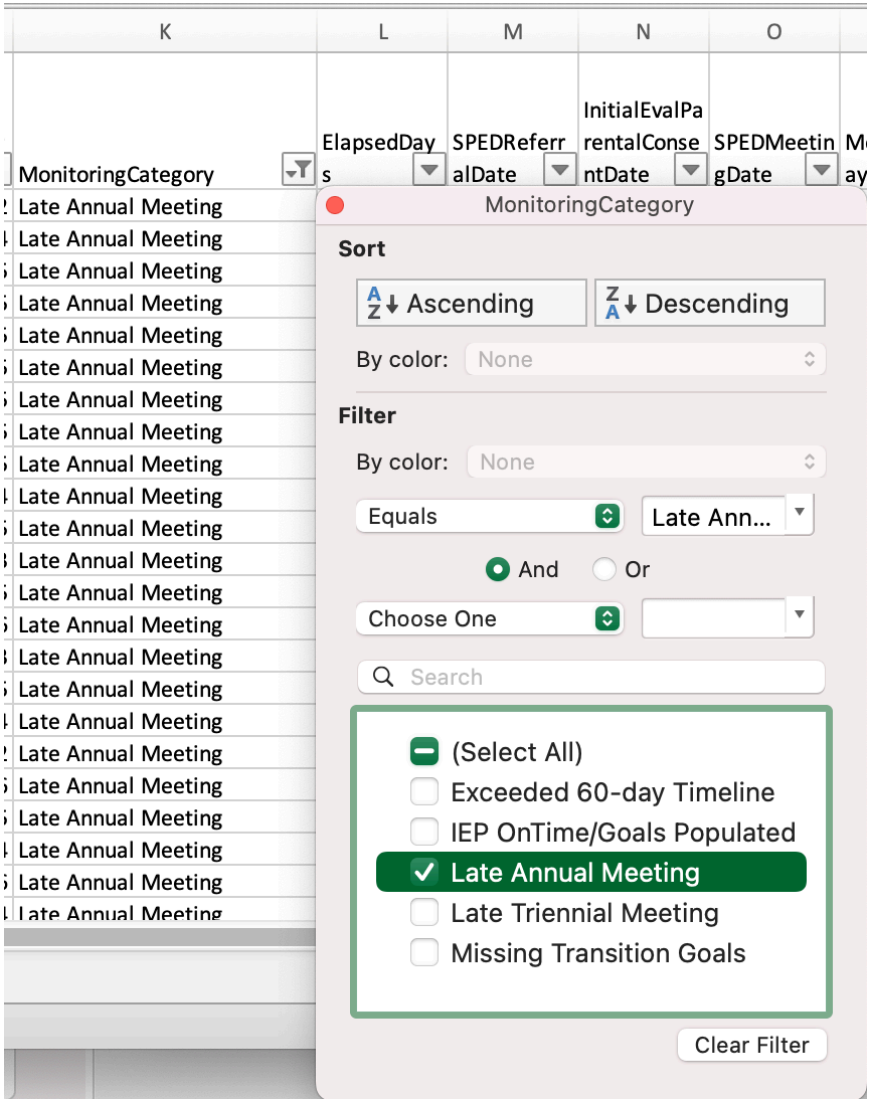
Clear the filter for the SPED Meeting Date column. With the filter still on in the Monitoring Category to show only those that "Exceeded 60-day timeline", go to the Meeting Delay Code column, filter to show "(Blanks)".

These are late meetings that need to have a delay code entered.

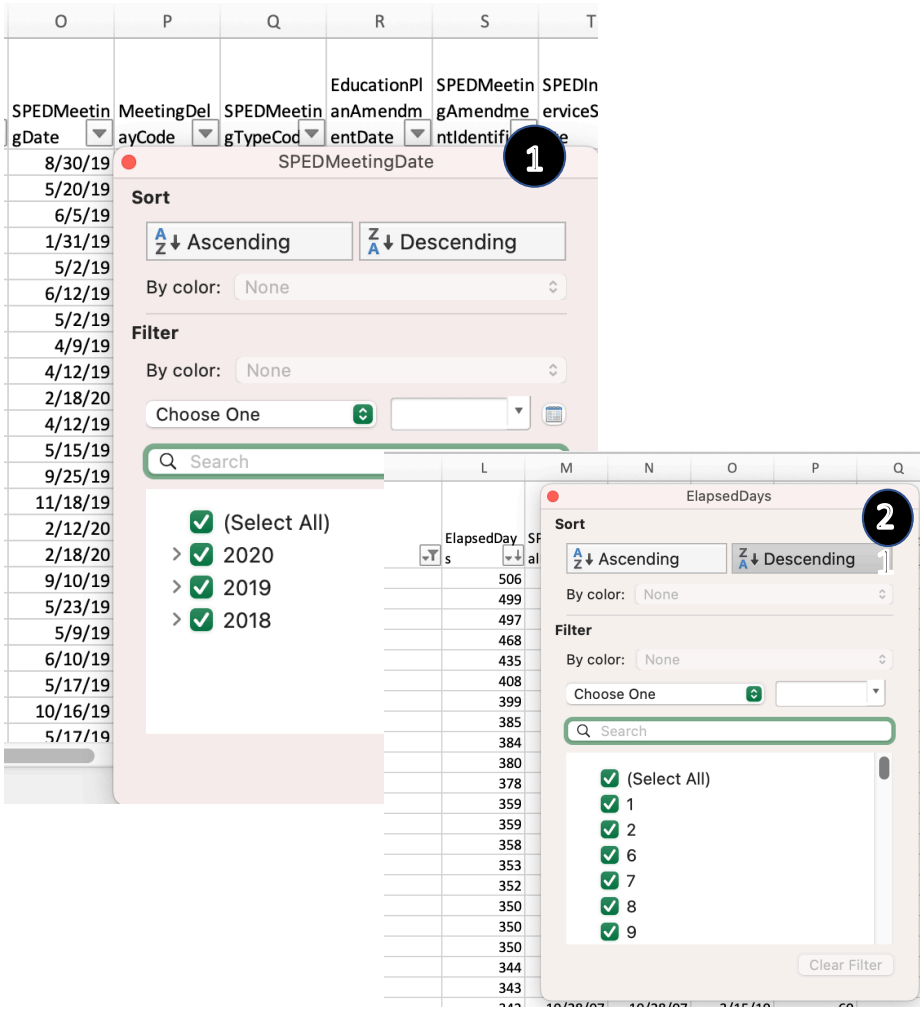
Also, filter for "90" delay codes. These are ones that are being reported as late without cause. Confirm this is accurate as this is noncompliant.

Once the new Initial IEP (Meeting Type 10) transaction is uploaded, they typically still show as "Exceeding 60-day timeline".

16.8 Late Annual



Filter the Monitoring Category column and select the “Late Annual Meeting”, this will show the late annuals.



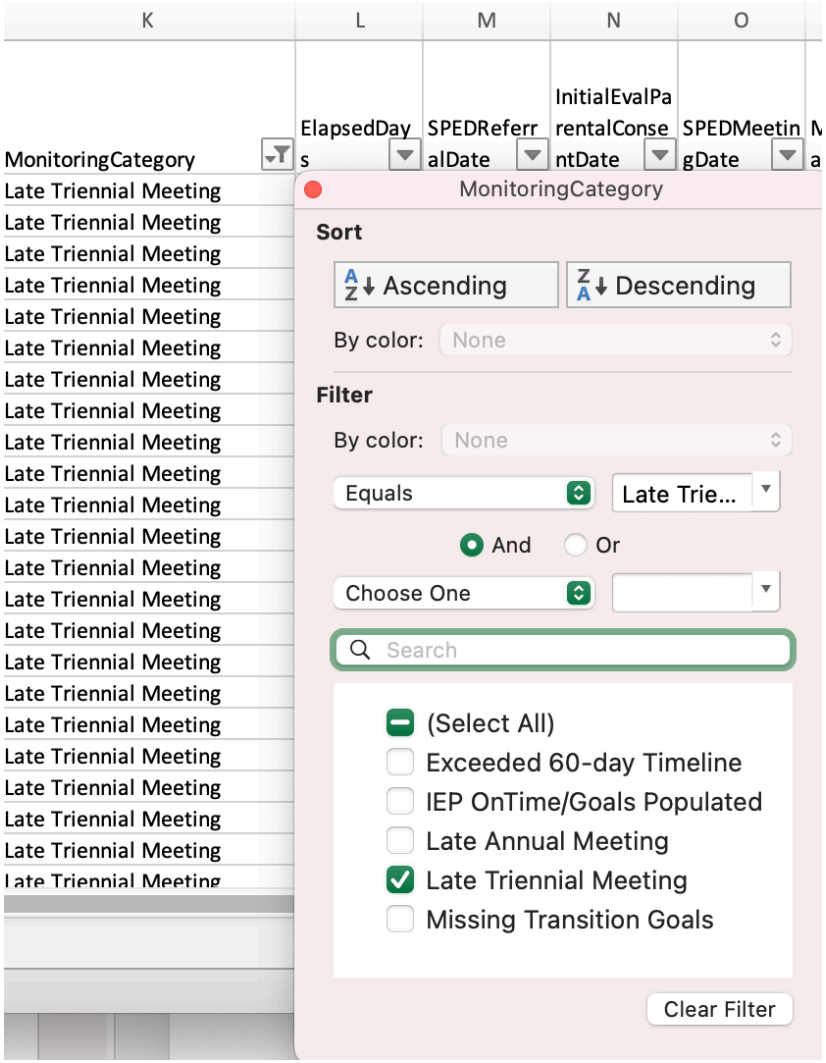
1. In the SPED Meeting Date column, check the filters. You can see the dates of the last meeting dates. For any that are later than 2020, these are ones that you will want to pay special attention to. Typically, this is as a result of not have a “transfer transaction” uploaded into CALPADS. You may want to filter to just show the older years at first to prioritize these.

2. Another way to look at the data, is with the filters still on, go to the Elapsed Days column, and sort by Descending order. This will show the most overdue Annual IEPs that need to be addressed.

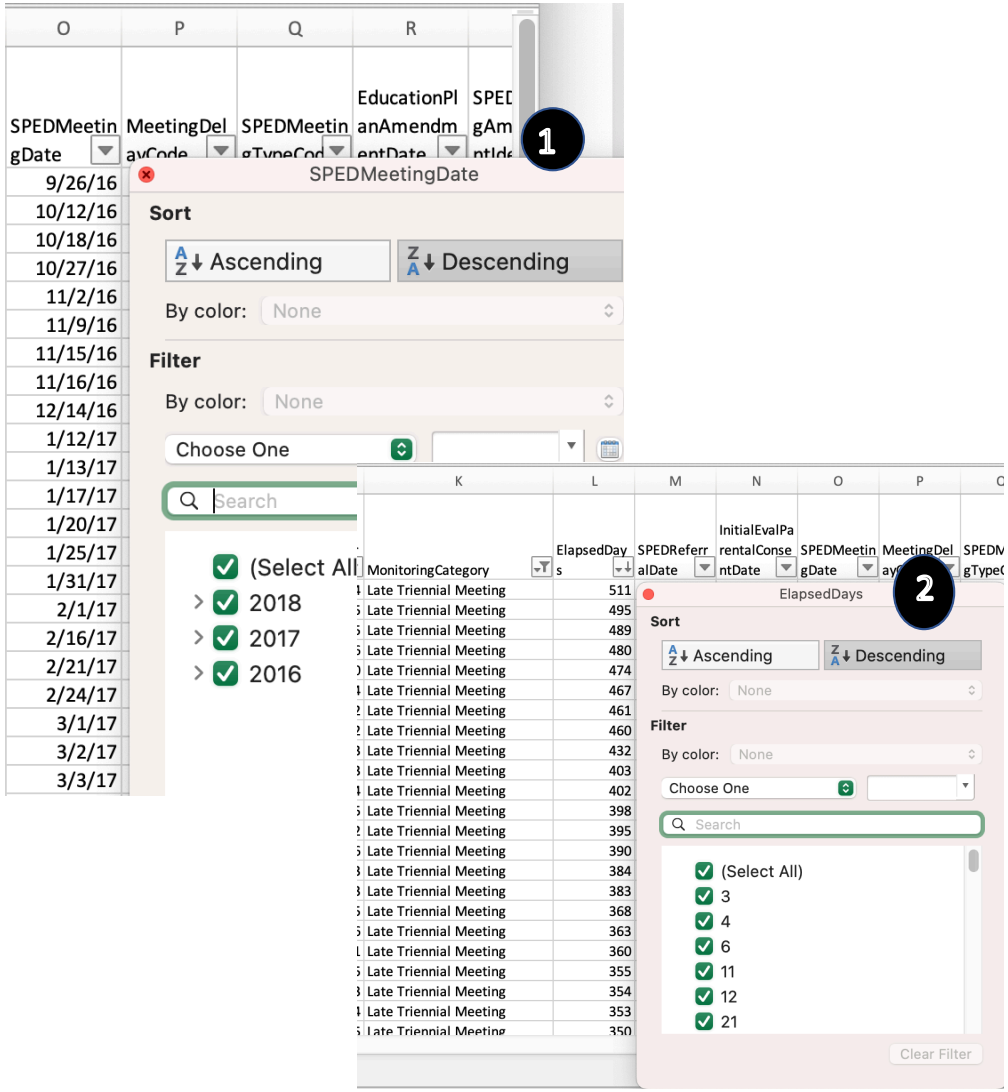
Elapsed Days are calculated based on the number of days since the last Annual. It takes the date the report was run, minus the date the meeting was held and then to calculate the number of days overdue, subtracting 365.

Once the new meeting transaction has been uploaded, they should no longer show up as a Late Annual Meeting.

16.8 Late Triennial



Filter the Monitoring Category column and select the “Late Triennial Meeting”, this will show the late triennial evaluations.



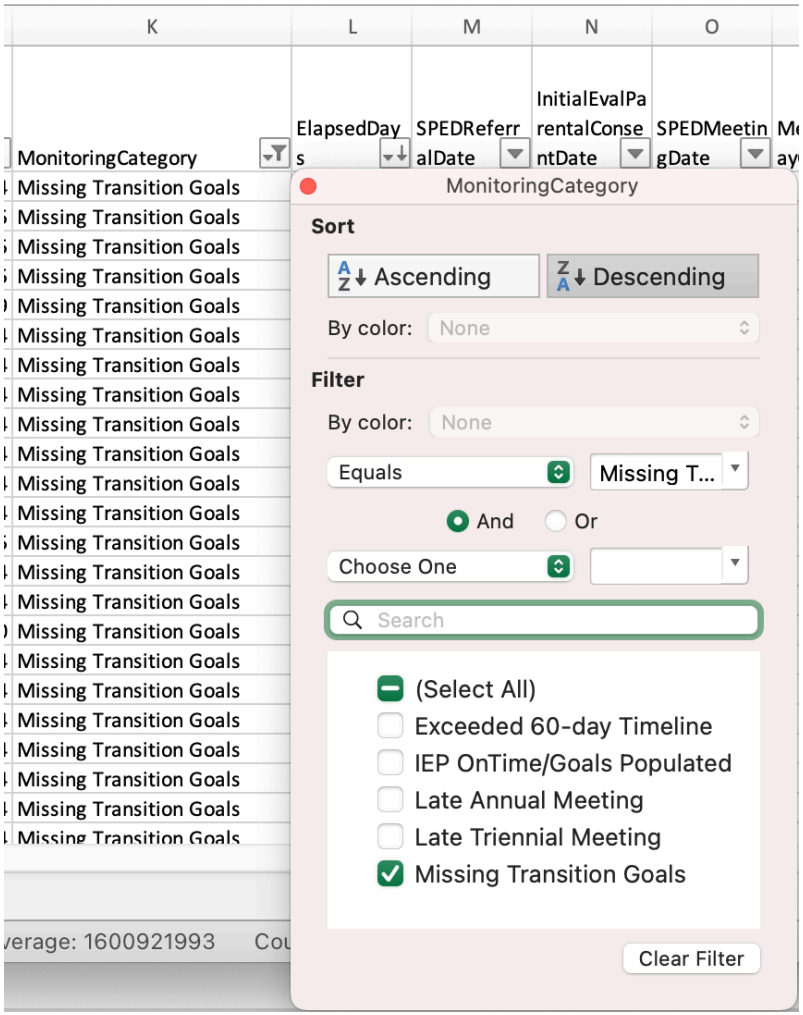
1. In the SPED Meeting Date column, check the filters. You can see the dates of the last meeting dates. For any that are later than 2018, these are ones that you will want to pay special attention to. You may want to filter to just show the older years at first to prioritize these.

2. Another way to look at the data, is with the filters still on, go to the Elapsed Days column, and sort by Descending order. This will show the most overdue Triennial IEPs that need to be addressed.

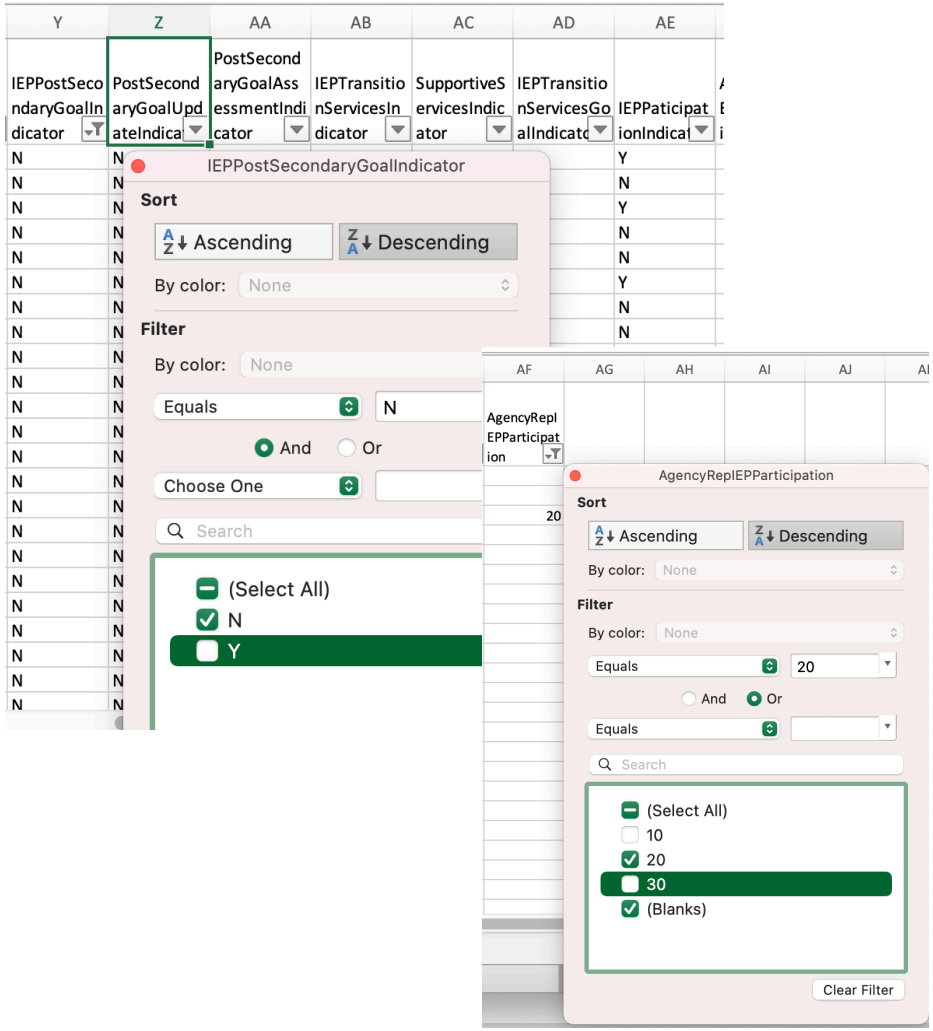
Elapsed Days are calculated based on the number of days since the last Triennial. It takes the date the report was run, minus the date the meeting was held and then to calculate the number of days overdue, subtracting 1095.

Once the new meeting transaction has been uploaded, they should no longer show up as a Late Triennial Meeting.

16.8 Missing Transition Goals



- This title is for any of the 8 Tran_Reg fields missing, not just the transition goals
- This includes any students who are 16 as of the date of the report (remember you can run this report by any date in the filter section)



Scroll over to the last 8 columns to determine which transition field(s) are non-compliant.
An IEP meeting will need to be held to correct these if the IEP team did not address these fields.

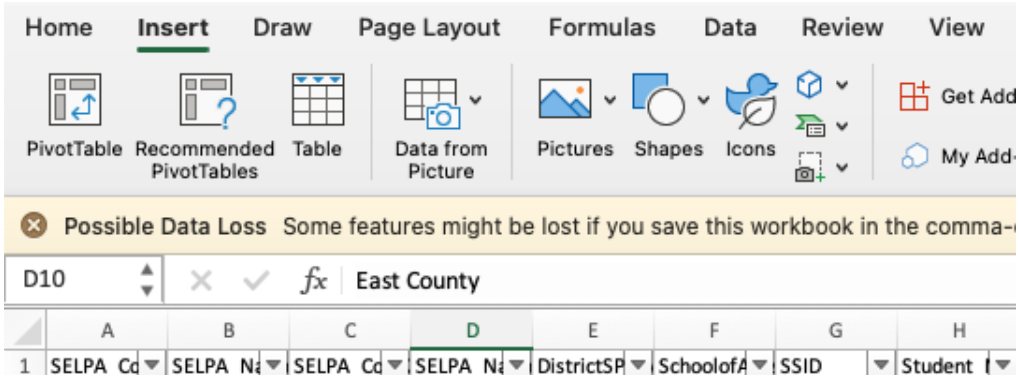
In order to see what is noncompliant, go to each column and filter for the “N”s. Clear the filter after each column.

In the last column “Agency Rep IEP Participation” field, filter for “20” and “Blanks” as those are the noncompliant options.

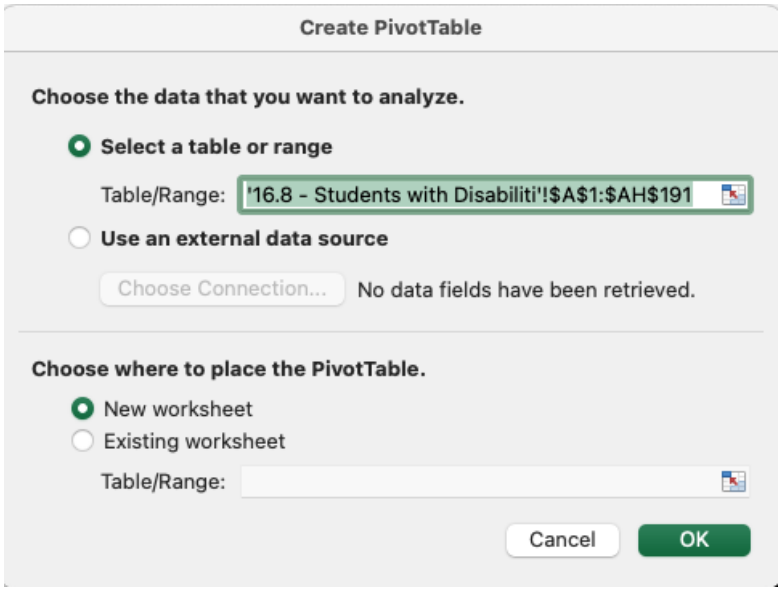
East County SELPA

Pivot Data Directions- for your 16.8 data

When your CSV file is open in Excel, Click on Insert Pivot Table



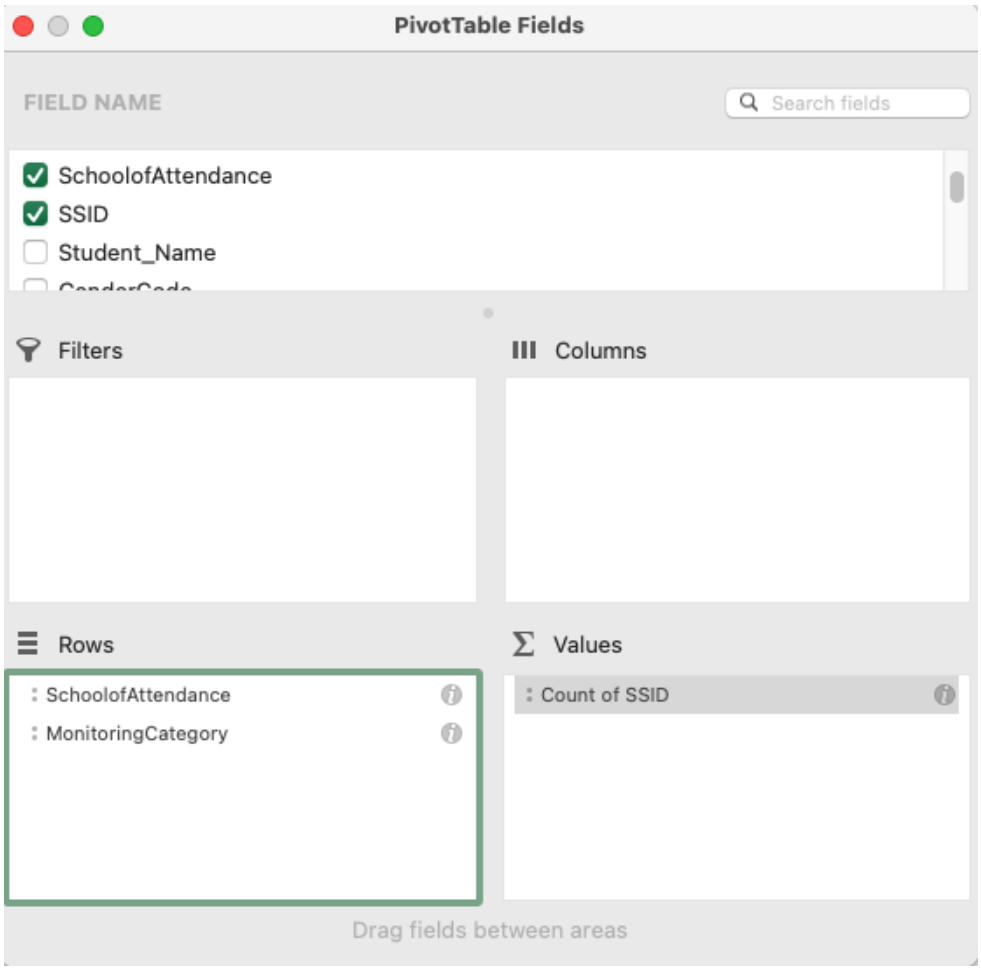
Make sure you click on any data cell



East County SELPA

When the Pivot table is open, all of the headers will be in the field name section. You can choose how you want to sort the data.
For this example, choose the SSID in the value section by dragging it to that section. (Make sure it shows as count and not as sum)

This example below also has the School of attendance and Monitoring category placed in the rows.

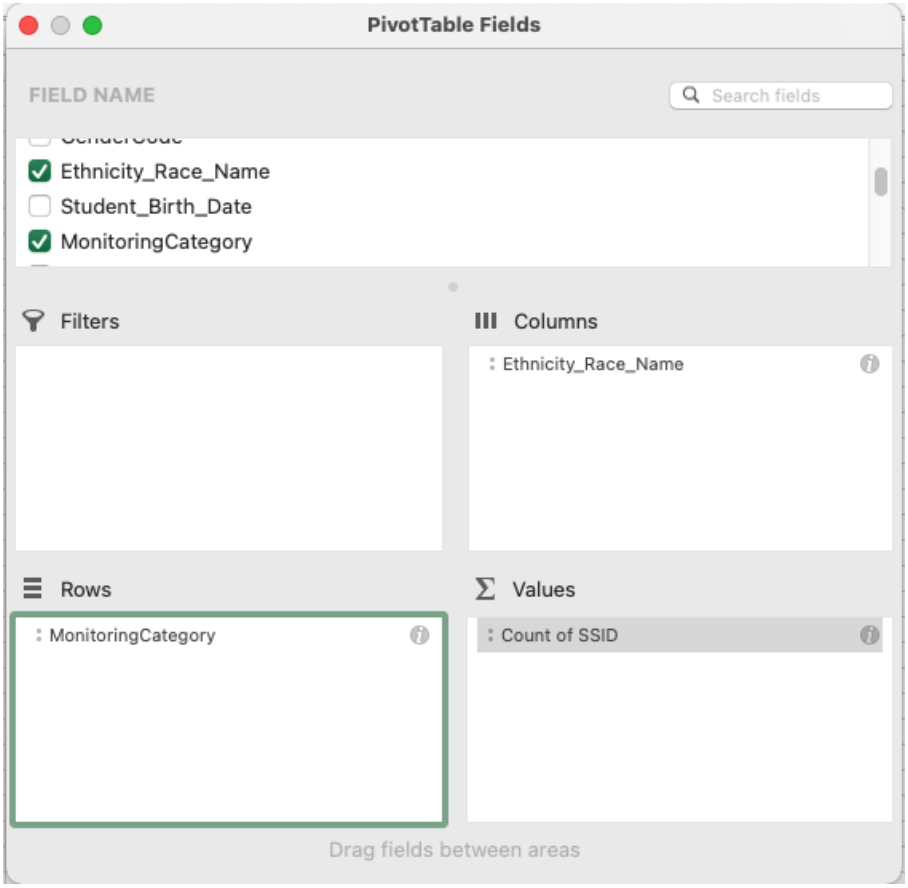


Once you have chosen what data you want to display, you see your pivot table as shown below. If you click on the numbers on the left and side, it will open up the details about the students that data represents.

bels	Count of SSID
349	**26**
ceeded 60-day Timeline	23
te Eligibility Evaluation Meeting	2
te Plan Review Meeting	1
356	**27**
ceeded 60-day Timeline	21
te Eligibility Evaluation Meeting	5
te Plan Review Meeting	1
364	**13**
ceeded 60-day Timeline	11
te Eligibility Evaluation Meeting	1
te Plan Review Meeting	1
372	**9**
ceeded 60-day Timeline	8
te Plan Review Meeting	1
380	**15**
ceeded 60-day Timeline	13
te Eligibility Evaluation Meeting	2
406	**35**
ceeded 60-day Timeline	33
te Plan Review Meeting	2
159	**23**
ceeded 60-day Timeline	22
te Plan Review Meeting	1
153	**22**
ceeded 60-day Timeline	16
te Eligibility Evaluation Meeting	4
te Plan Review Meeting	2
161	**19**
ceeded 60-day Timeline	16
te Eligibility Evaluation Meeting	2
te Plan Review Meeting	1
041	**1**
ceeded 60-day Timeline	1
otal	**190**

East County SELPA

Here is another example of some drill down data that you can disaggregate.



Row Labels	Asian	Black/African Am	Filipino	Hispanic	Multiple	White	Grand Total
Exceeded 60-day Timeline	1	2	2	57	19	83	164
Late Eligibility Evaluation Meeting				3	4	9	16
Late Plan Review Meeting				3		7	10
Grand Total	**1**	**2**	**2**	**63**	**23**	**99**	**190**

Combo Code Set* *This information is from the CALPADS Combo Code Set document.				Code Set Definition* *This information is from the CALPADS Code Set documents.
Sped Meeting Type	**Special Education Meeting Type Name**	**Meeting Delay**	**Meeting Delay Name**	**Code Set Definition**
10	Part B Initial Evaluation Meeting	10	Parent Refused To Consent	The meeting was delayed because the parent refused to consent.
		20	Parent Did Not Make Child Available	The meeting was delayed because the parent did not make child available.
		40	School Break	The meeting was delayed because of an official school break of more than five days.
		50	Transfer	The meeting was delayed because the student transferred out of the school before the meeting occurred.
		60	School Emergency	The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated.
		70	Student Emergency	The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting.
		75	Temporary School Closure	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.

		80	Due Process / Settlement Agreement	The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents.
		85	Did not pass hearing and/or vision screening	The meeting was delayed because the student did not pass their hearing and/or vision screening.
		90	Late Without Cause	
15	Part C Initial Evaluation Meeting	20	Parent Did Not Make Child Available	The meeting was delayed because of an official school break of more than five days.
		60	School Emergency	The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated.
		70	Student Emergency	The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting.
		75	Temporary School Closure	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.
		80	Due Process / Settlement Agreement	The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents.
		85	Did not pass hearing and/or vision screening	The meeting was delayed because the student did not pass their hearing and/or vision screening.
		90	Late Without Cause	

20	Plan Review Meeting	30	Parent Contacted - Did Not Attend	The meeting was delayed because the parent, even though contacted, did not attend.
		50	Transfer	The meeting was delayed because the student transferred out of the school before the meeting occurred.
		60	School Emergency	The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated.
		70	Student Emergency	The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting.
		75	Temporary School Closure	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.
		80	Due Process / Settlement Agreement	The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents.
		90	Late Without Cause	
30 And 40	Pending Initial Evaluation And Eligibility Evaluation Meeting	10	Parent Refused To Consent	The meeting was delayed because the parent refused to consent.
		20	Parent Did Not Make Child Available	The meeting was delayed because the parent did not make child available.
		40	School Break	The meeting was delayed because of an official school break of more than five days.
		50	Transfer	The meeting was delayed because the student

				transferred out of the school before the meeting occurred.
		60	School Emergency	The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated.
		70	Student Emergency	The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting.
		75	Temporary School Closure	The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs.
		80	Due Process / Settlement Agreement	The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents.
		85	Did not pass hearing and/or vision screening	The meeting was delayed because the student did not pass their hearing and/or vision screening.
		90	Late Without Cause	

WHY DOESN'T MY 16.8 MATCH MY IEP SYSTEM?

As CDE continues to monitor the overdue annuals and initials, the best way for an LEA to review this data is to look at the CALPADS Accountability and Monitoring Report 16.8. As you are looking at 16.8, here are some things to keep in mind as to why this data does not align with data in your IEP system (Special Education Data System "SEDS").

EXIT REASON

Some students were exited with an enrollment Student Exit Reason as "E155". If the student was anticipated to return (E155), but didn't, update the Student Exit Reason on the SENR record.

SEDS ALERTS

Some IEP system alerts are generated by the Case Manager entering a "Next" date to denote when the next annual or triennial is due. Although that date may be entered, there may not have been an Annual or Triennial, so the alert isn't aware a meeting actually wasn't submitted.

MOVED IN

The student may have moved in to the new LEA and has not yet done a "transfer transaction" or adopted the transaction. Remember Meeting Type 20s and 40s may both need to be adopted.

MOVED OUT

The student may have moved out of the LEA, but the new LEA has not done the "transfer transaction" so the overdue is still showing on your 16.8 as CALPADS still thinks you are the DSEA.

UPLOADS

Meetings may have been held, but the transaction may be pending upload. Make sure to upload transactions.

TRANSACTIONS

Within your IEP system, you may need to affirm or lock meetings in order for your SEDS to create a transaction. Check within your SEDS system for any meetings where transactions haven't been created.

ADDITIONAL SUPPORT

For additional support in reviewing 16.8, see these links:

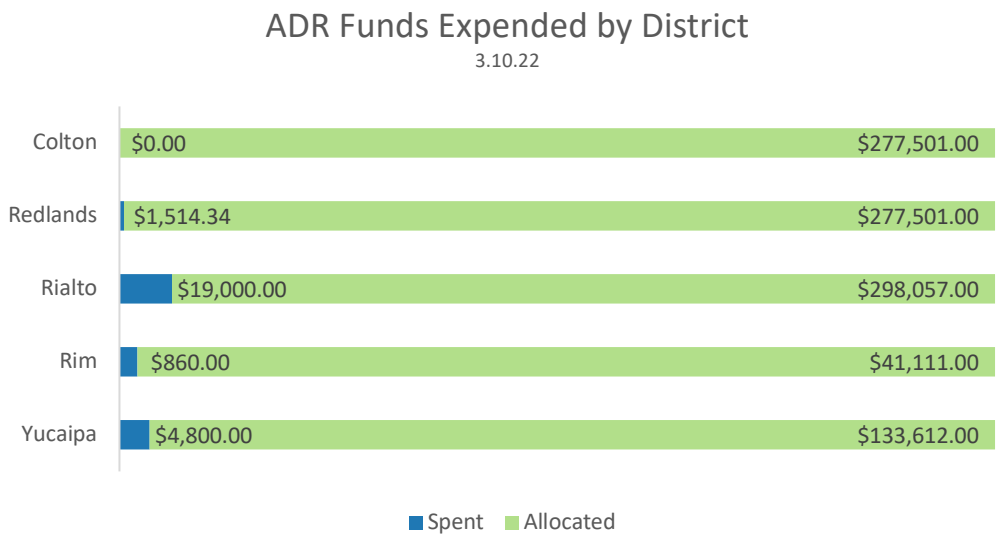
Exceeding 60 Day Timeline

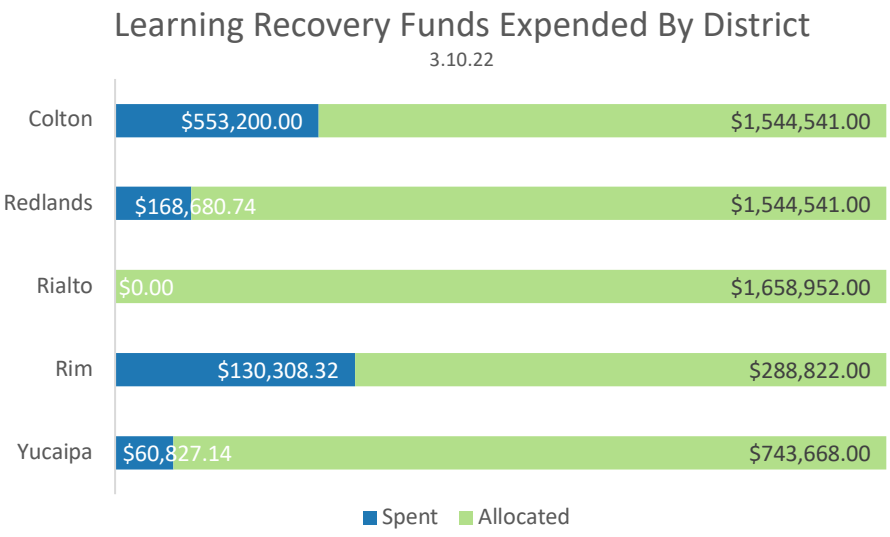
Overdue Eligibility Evaluation

Late Plan Review

4.7 ADR & Learning Recovery Funds & Activities Reporting

EV SELPA ADR & Learning Recovery Grant Monitoring





4.8 Planning for ESY 2022

CALIFORNIA CODE OF REGULATIONS – Extended School Year

The California Code of Regulations (CCR §3043) states:

Extended school year services shall be provided for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have handicaps which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her handicapping condition. The lack of clear evidence of such factors may not be used to deny an individual an extended school year program if the individualized education program team determines the need for such a program and includes extended school year in the individualized education program pursuant to subsection (f).

(a) Extended year special education and related services shall be provided by a school district, special education local plan area, or county office offering programs during the regular academic year.

(b) Individuals with exceptional needs who may require an extended school year are those who:

(1) Are placed in special classes or centers; or

(2) Are individuals with exceptional needs whose individualized education programs specify an extended year program as determined by the Individualized Education Program Team.

(c) The term "extended year" as used in this section means the period of time between the close of one academic year and the beginning of the succeeding academic year. The term "academic year" as used in this section means that portion of the school year during which the regular day school is maintained, which period must include less than the number of days required to entitle the district, special education services region, or county office to apportionments of state funds.

(d) An extended year program shall be provided for a minimum of 20 instructional days, including holidays. For reimbursement purposes:

(1) A maximum of 55 instructional days excluding holidays shall be allowed for individuals in special classes or centers for the severely handicapped; and

(2) A maximum of 30 instructional days excluding holidays shall be allowed for all other eligible pupils needing extended year.

(e) A local governing board may increase the number of instructional days during the extended year period, but shall not claim revenue for average daily attendance generated beyond the maximum instructional days allowed in subsection (d)(1) and (2).

(f) An extended year program, when needed, as determined by the Individualized Education Program team, shall be included in the pupil's individualized education program.

(g) In order to qualify for average daily attendance revenue for extended year pupils, all of the following conditions must be met:

(1) Extended year special education shall be the same length of time as the school day for pupils of the same age level attending summer school in the district in which the extended year program is provided, but not less than the minimum school day for that age unless otherwise specified in the individualized education program to meet a pupil's unique needs.
(2) The special education and related services offered during the extended year period are comparable in standards, scope and quality to the special education program offered during the regular academic year.

(h) If during the regular academic year an individual's Individualized Education Program specifies integration in the regular classroom, a public education agency is not required to meet that component of the individualized program if no regular summer school programs are being offered by that agency.

(i) This section shall not apply to schools which are operating a continuous school program pursuant to Chapter 5 (commencing with Section 37600) of Part 22, Division 3, Title 2, of the Education Code.
[Authority cited: Section 56100(a) and (j), Education Code. Reference: Sections 37600, 41976.5 and 56345, Education Code; 34 C.F.R. 300.346]

4.9 Special Education Credentialing Changes/Updates

New Special Education Program Transition and Credentialing Options

WILLIAM HATRICK, PROFESSIONAL SERVICES DIVISION

MARCH 3, 2022

Outcomes

Participants will have an understanding of:

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

Program Standards and Teaching Performance Expectations (TPEs)

PSA 19-07 provides details about transition process

Transition Date – July 1, 2022

Education Specialist Program Standards

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

Education Specialist TPEs

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

Expanded Course Content for New Credential Authorizations

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

New Authorization Statements

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

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

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

Definitions

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

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

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

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

Education Specialist Standards Effective July 1, 2022

Why is this date important?

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

Significant Changes to Program Standards

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

Fieldwork and Clinical Practice for New Credential Authorizations

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

600 hours across the arc of the program

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

Fieldwork and Clinical Practice for New Credential Authorizations- Interns

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

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

Reference the Letter to Employers of Education Specialist Interns

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

Updated Subject Matter Requirements for Preliminary Education Specialists

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

PSA 21-11

Bridge Authorization for Current Education Specialists

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

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

Summaries of Recent Commission Actions

- Commission Action to Extend Specified COVID-19 Flexibilities – December 2021 Commission Agenda Item COVID Flexibilities
- PSA 21-13

Pupil Personnel Services -PPS

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

More Information….

PSD Special Education Webpage

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

Additional Questions?

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

4.10 Spring 2022 Events/Requirements Reminders

Don't miss out!
Registration is now open for:

JOURNEY TO THE FUTURE!

HTTPS://BIT.LY/JTTF2022

Transition
Career & Resource Fair
April 12, 2022
On-demand access through
May 12, 2022

EV SELPA

IEP Service Providers

will be trained on the new

IEP Implementation module

On WebIEP

IEP Implementation Training & Feedback

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

Virtual Event Meeting Dates:

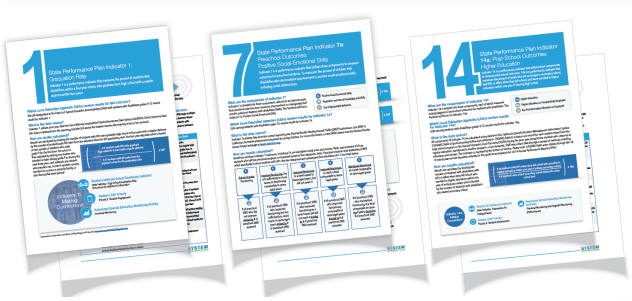
Training Session
Wednesday, April 20, 2022
3:30-4:30 pm

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

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

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

EAST VALLEY SELPA
Educating Together



SPPI Indicator Professional Learning For East Valley SELPA Special Education Administrators

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

Thursday,
April 21, 2022

9:00 am - 12:00 noon

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

Register Online:

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

Zooming Out & Zooming In on Inclusive Practices

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

There is no cost for this series.

REGISTER:

HTTP://VCOE.K12OMS.ORG/1630-215871

SEVEN DAY NOTICE NEEDED FOR SPANISH TRANSLATION

VIRTUAL SESSIONS, 3:00-5:00 PM
APRIL 25, 2022,
SEPTEMBER 20,2022
FEBRUARY 7, 2023

IN PERSON SESSION, 8:30-4:00
MAY 9, 2023

Katie Novak Ed.D

Consultant

Internationally renowned education consultant

Shelley Moore

Educator

Internationally recognized teacher, researcher, consultant and story teller

Parents

Learn how to be an active participant in the IEP Process

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

Presented by:
David Dowling, JD, MDR

Parents will learn how to be an active participant in the IEP Process.
Class topics will provide parents with training in:

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

Intended Audience: Parents of Special Education Students
Cost: Free
Space is limited, register early!
Attend all 6 sessions to receive a Parent Liaison Certificate

SPRING SCHEDULE WEDNESDAYS 9:30 AM — 12:30 PM	TOPICS	FALL SCHEDULE THURSDAYS 6:00 PM — 9:00 PM
April 13, 2022	Role of a Parent Liaison	August 25, 2022
April 20, 2022	Facilitation in the IEP Process	September 01, 2022
April 27, 2022	Negotiation in Facilitation	September 08, 2022
May 04, 2022	Difficult Conversations	September 15, 2022
May 11, 2022	Managing the Dispute Process	September 22, 2022
May 18, 2022	Persuasion and Problem-Solving	September 29, 2022
https://sbcss.k12oms.org/46-214799	**Register Online**	https://sbcss.k12oms.org/46-214800

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

EAST VALLEY SELPA
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Special Education Surrogate Parent Training

Thursday
May 19, 2022
8:30 - 11:30 am

Virtual Training

Presented by
Rick Homutoff, Ed.D
Program Manager, East Valley SELPA

Please join us for an overview of the federal and state laws, regulations, rules, and responsibilities for Surrogate Parents, including:

- Surrogate Parent Role and Activities
- Role of the Surrogate in the IEP Process
- Foster Care/Education Outcome
- Educational Rights for Students Living in Foster Care

Intended Audience:

Current & Prospective Surrogate Parents, Educational Rights Holders for Foster Youth, Foster Parents, Caregivers, & Social Workers

Register Online:

https://sbcss.k12oms.org/46-215245

Questions-please call East Valley SELPA 909.252.4507

Please Join Us
for a

Private School Consultation Meeting

Thursday, May 26, 2012
1:30 pm

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

Representatives from private schools located within the boundaries of the East Valley Special Education Local Plan Area's member school districts (Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, and Yucaipa-Calimesa Joint Unified) are invited to attend. The meeting will include a presentation of federal and state regulations regarding parentally placed private school students. Additionally, the range of equitable services available through public education will be discussed. For further information or to register, please call (909) 252-4507.

4.11 EV SELPA CAC April 25, 2022 Meeting

2021/2022
East Valley Special Education Local Plan Area

CAC Meeting Schedule

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

SEPTEMBER 20, 2021

NOVEMBER 15, 2021

FEBRUARY 28, 2022

APRIL 25, 2022

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4.12 SBCSS East Valley Operations

4.13 Hot Topics

5.0 OTHER

5.1 2022-2023 EVSELPA Steering Committee Meetings

2022/2023
East Valley SELPA
Steering/Finance Committee Meeting Schedule

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

JULY 14, 2022

AUGUST 2022 – NO MEETING

SEPTEMBER 15, 2022

OCTOBER 13, 2022

NOVEMBER 10, 2022

DECEMBER 8, 2022

JANUARY 2023 – NO MEETING

FEBRUARY 9, 2023

MARCH 9, 2023

APRIL 13, 2023

MAY 11, 2023

JUNE 8, 2023

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5.2 2022-2023 EV SELPA Board of Directors Meetings

2022/2023
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

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

EAST VALLEY SELPA
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EV SELPA BOD approved 3.23.22

5.3 2022-2023 EV SELPA Community Advisory Committee Meetings

5.4 EV SELPA Professional Development – April & May 2022

Spring 2022
Region 10 & Southern California Adapted PE Consortium Workshop

Join other local district APE Specialists for a morning of professional development and collaboration.

Current Topics:

- **Presentation:**

  CSULB APE Alumni

  Melissa Ottone & Tina Robertson present

  "TEACHING USING THEMATICS"

- **Hot Topic Discussions**

  Bring your hot topics to discuss!

Any questions, comments and concerns please contact us at socaladaptedpe@gmail.com

- Where: Online Zoom
- Date: Friday April 29, 2022
- Time: 8:45 am -12:30pm
- Address: Zoom link emailed prior to the workshop
- District: Region 10, MVUSD, PYLUSD, TVUSD
- Contact : So Cal APE Consortium socaladaptedpe@gmail.com
- Cost: Free

Agenda:

- 08:45-09:00: Introductions/Overview/Ice Breaker
- 09:00-10:00: Teaching Using Thematics
- 10:00-10:30 Q & A
- 10:30-10:45 Break
- 10:45-12:00: Hot Topic discussions
- 12:00-12:30: Session Closure

*To Register for the Workshop (Email confirmation): SIGN ME UP OR Copy and paste the link below:

https://forms.gle/uEyNz5hHsCUR2NuBA

SELf-Transformation for Systemic-Transformation™

www.ticiess.com

With Keynote Speaker: Tovi Scruggs

Presented by: Region 10 Supportive Inclusion Practices Committee

Dates/Times: April 22, 2022, from 9:00 a.m. – 3:00 p.m. (Lunch On Your Own 12:00-1:00 p.m.)
Fee: Registration is $40
Level: K-12
Audience: District/Site Administrators, Education Specialists, General Education Teachers, Related Service Providers, Psychologists, and others who are interested in the topic
Location: Doubletree Hilton - 222 North Vineyard Avenue, Ontario, CA

Event Description

The pain and trauma from systemic racism needs to be addressed as we move towards more equitable approaches to teaching students of color. But to do this, our educational leaders and teachers must look to heal from systemic racism and explore what it means to be an ally in eradicating racism, countering the negative messages that have been internalized for centuries and have resulted in internalized oppression and historical trauma. Tovi Scruggs-Hussein will share how to explore the internal work of racial healing and investigate how racism operates in us and through us. She will share her strategies utilizing the foundation of emotional intelligence that is necessary for racial healing. In addition, Mrs. Scruggs-Hussein will share how to explore individual racial identity and understand and recognize implicit bias and white fragility. Using a combination of both inspiration and practical application of tools, Tovi will teach us to utilize SEL frameworks to create systems and norms in our schools that foster resilience in ourselves and those we serve to create sustainable systems that have inclusive schools and classrooms that honor all children.

Registration Information

Click link to register: https://forms.gle/Ut8H1cjupkPbYBkt8
Registration Deadline: April 15, 2022

Questions: Please contact Monica Martinez via email at Monica.Martinez2@omsd.net

This project is partially funded by the Federal State Improvement Grant (SIG) of California (CFDA 84.323A) as allowed in Part D of Public Law 105-17, IDEA 1997. Participating Agencies: Corona-Norco Unified • Desert Mountain SELPA • East Valley SELPA • Fontana Unified • Inyo County SELPA • Mono County SELPA Morongo Unified • Moreno Valley Unified • Ontario-Montclair School District SELPA • Riverside County SELPA • Riverside Unified • San Bernardino City Unified • West End SELPA • California School for the Deaf, Riverside • California State Polytechnic University, Pomona • California State University, San Bernardino • University of California, Riverside

Conflict Resolution:

Improving Professional Relationships

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

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

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

Training Objectives - Participants will be:

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

Register Online:

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

Region 10 Coordinating Council Presents:

"Taking the A out of ADR"

Presenter:

David Dowling, JD, MDR, Professional Mediator

Tuesday,

April 26, 2022

9:00 am—2:30 pm
With 90 minutes for lunch on your own

$75.00 per person
(POs are not accepted)

Learning Outcomes:

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

Register Online:

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

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

Presented by:

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

Thursday
APRIL 14, 2022
8:30 am—12:00 noon

Register Online:
https://sbcss.k12oms.org/46-211789

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

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DISTRICT ACCESS (DA) USERS COLLABORATIVE Virtual MEETINGS

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

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

Intended Audience:
District Access Users and District Special Education Administrators

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

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

Manifestation Determination

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

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

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

Presented by:
Courtney Beatty, MA, BCBA,
Mary Anne Klenske, MA,
And
Shannon Vogt, MA

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

Objectives:

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

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

Register Online:

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

OR

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

Register Online:

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

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

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

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

Professional Crisis Management (PCM)

Cost:

Initial Trainings $40.00 per participant

Recertification Trainings $40.00 per participant

Re-Training Sessions $25.00 per participant

PCM INITIAL TRAININGS SCHEDULE SPRING 2022			
LEVEL	**DATES**	**TIMES**	**REGISTER ONLINE**
Practitioner	1/24-25/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213007
Practitioner	2/8-9/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213012
Practitioner 1	3/28-30/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213013
Practitioner 1	4/11-13/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213015
Practitioner 1	4/26-28/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213016

EAST VALLEY SELPA
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SPRING 2022

TRANSITION PLAN DEVELOPMENT SERIES

Presented by: Colleen Meland, EV SELPA Program Specialist

Wednesday, January 19, 2022 9:00 am — 12:00 noon

Part 1: Assessment for Postsecondary Goals

Identify the purpose of Age-Appropriate Transition Assessments, their descriptions, selection and administration criteria. Review the assessment section of the IEP ITP document, examples of Age-Appropriate Transition Assessment outcomes, and depart equipped to conduct Age-Appropriate Transition Assessments.

Wednesday, February 2, 2022 9:00 am — 12:00 noon

Part 2: Development of Postsecondary Goals & Transition Services

Review the Criteria for formulating measurable Postsecondary and designation of Transition Activities & Services to support attainment of the student's Postsecondary Goals.

Wednesday, February 16, 2022 9:00 am — 12:00 noon

Part 3: Continued Transition Plan Development

Review the Criteria for formulating SMART IEP Transition Goals, determine if Agency Linkages are necessary to provide Transition Services currently, or after completing the District program, development of the Courses of Study, and review of remaining sections of the Individual Transition Plan document.

Wednesday, March 2, 2022 9:00 am — 12:00 noon

Part 4: Self-Awareness, Self-Advocacy, & Self-Determination

Introduce resources for teaching students how to determine and identify their postsecondary ambitions, and request needed accommodations & supports for pursuing those goals.

Register Online:

SERIES OF 4 TRAININGS: https://sbcss.k12oms.org/46-212866

POST-SECONDARY TRANSITION SERVICES INFORMATION MEETINGS

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

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

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

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

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