

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

**** AGENDA **
April 11, 2024, 8:00 A.M.**

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

PRESENTER

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

Finance Items

- | | | |
|-----|--|-----------------|
| 4.1 | 2024-25 SBCSS EV County Operated Special Education
Fee-For-Service Budget & Proposed Rates | Selina Hurley |
| 4.2 | 2024-25 SBCSS Student Services Counseling Center –
Intensive Therapeutic Services Fee-For-Service Proposed Rate | Selina Hurley |
| 4.3 | SEMA-I 2 nd Interim MOE Summary Report | Andrea Tennyson |
| 4.4 | FCMAT Special Education Efficiency Tool | Committee |
| 4.5 | EV SELPA 2023-2024 Fiscal Reporting Calendar | Andrea Tennyson |

Program Items

- | | | |
|------|--|----------------------------------|
| 4.6 | SEIS Implementation Plan | Jennifer Brooksby |
| 4.7 | DRDP in 2024-25 | Jennifer Brooksby |
| 4.8 | Student Degree of Support – CALPADS Reporting | Jennifer Brooksby |
| 4.9 | 2023-24 Personnel Data Report | Patty Metheny
Andrea Tennyson |
| 4.10 | Initial IEP Qualification Comparison Data 2022-23 to 2023-24 | Patty Metheny |
| 4.11 | Restraint & Seclusion Data Collection | Patty Metheny |
| 4.12 | EV SELPA Medi-Cal Collaborative Membership | Patty Metheny |

- 4.13 Progress on CDE Reporting Requirements Committee
 - IEP Implementation Data Window
 - 16.21 New Report Auditing
 - 7 New Monitoring Categories
- 4.14 ESY 2024 Planning Committee
- 4.15 The Special Ed Administrator's Personal Trainer Rick Homutoff
 - Chapter 10 – Dealing with Legal Challenges
- 4.16 Supporting Inclusive Practices Patty Metheny
 - EV SELPA SIP Leadership Summit
 - May 1, 2024; 8:30 am – 3:00 pm; Riverside Convention Center
 - Katie Novak & Shelley Moore
 - May 7 & 8, 2024 In-Person Events **Canceled**
 - Update on Nominations for the EV SELPA Ribbon of Inclusion
- 4.17 EV SELPA ADR Patty Metheny
 - April 15, 2024 – Key2Ed – IEP Meeting Facilitation
 - April 17, 18 & 19, 2024 – Key2Ed FIEP Training/Implementation
 - SELPA Pathways 2 Partnership (P2P) Training Opportunities
- 4.18 EV SELPA Career Day Patty Metheny
 - April 16, 2024
- 4.19 Hot Topics Committee

5.0 OTHER

- 5.1 2023-2024 EV SELPA Steering Committee Meetings & 2024-2025 EV SELPA Committee Meetings
- 5.2 2023-2024 EV SELPA Board of Directors Meetings & 2024-2025 EV SELPA Board of Directors Meetings
- 5.3 2023-2024 EV SELPA CAC Meetings
- 5.4 EV SELPA Professional Development – April & May 2024
- 5.5. Next Meeting – May 9, 2024, 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
March 7, 2024

MEMBERS PRESENT:

Patty Metheny, Ed.D.	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Patti Buchmiller	Redlands Unified School District
Shannon Hansen	Rim of the World Unified School District
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Scott Whyte	Business Services, Rim
Grace Granados	Internal Business, SB County Schools
Amber Tavis	Business Services, Yucaipa-Calimesa

OTHERS PRESENT:

Sheryl Schmidt	East Valley Ops, SB County Schools
Jana Stewart	Yucaipa-Calimesa Joint Unified
Jennifer Brooksby	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rick Homutoff, Ed.D.	East Valley SELPA
Rosalva Contreras	East Valley SELPA

1.0 CALL TO ORDER: SELPA Chief Administrative Officer, Dr. Patty Metheny called the meeting to order at 8:00 a.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino, CA 92408.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the February 8, 2024, meeting were reviewed. Motion to approve the minutes was made by Patricia Buchmiller and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 2023-2024 SELPA Cap Legislation

Dr. Metheny reviewed legislation signed by Governor Newsom as part of the 2023-2024 Enacted Budget amending Ed Code 56836.148 which changes the funding formula for SELPAs for fiscal 2023-24, year only. Under this amendment SELPA shall.. *allocate to all of its member local educational agencies in the 2022–23 Fiscal year multiplied by the sum of one plus the inflation factor...for the 2023–24 fiscal year, and then multiplied by the sum of one plus the percent change in funded average daily attendance of its member local educational agencies from the 2022–23 fiscal year to the 2023–24 fiscal year pursuant to Section 56836.144.* She reviewed the fiscal impact for the East Valley SELPA and each district indicating this information will also be presented to the EV SELPA Board of Directors on March 20, 2024. Dr. Metheny indicated that while declining enrollment is resulting in less funding no changes to SELPA-wide programming, or the EV SELPA Fiscal Allocation Plan are recommended. .

4.2 EV SELPA 2023-2024 Schedule REX, P-1 Update

Andrea Tennyson reviewed the P-1 Schedule REX Update. Funding sources and expenditures were reviewed with the inclusion of the 2023-24 SELPA Cap funding model. Ms. Tennyson indicated the Out-of-Home counts were not available when Schedule Rex was updated. When the updated counts are available, Ms. Tennyson shared she will provide that updated information.

4.3 EV SELPA 2023-2024 Regional Program Proportionate Share Projected Costs

Ms. Tennyson presented the projected Regional Proportionate Share Costs as of March 5, 2024. Ms. Tennyson remarked there has been an increase in referrals and service from last school year thus an increase in fees. She also shared that final costs will be presented at the end of the year and that any unused funds will be returned to the districts with the closing of the books. .

4.4 FCMAT Special Education Efficiency Tool

Dr. Metheny surveyed the directors as to the usefulness of the FCMAT Special Education Efficiency Tool provided during the last Steering Committee. The directors shared they have not had an opportunity to work on this tool. Dr. Metheny indicated this topic will be revisited at the next Steering Committee Meeting.

4.5 EV SELPA 2023-2024 Fiscal Reporting Calendar

Ms. Tennyson reviewed the fiscal activities for March and April. As always, timely submission of the TPP PARS and PYR is needed. The low incidence inventory will be sent to the districts for verification as soon as it is received from SBCSS.

Program Items

4.6 EV SELPA SEIS Implementation Plan (Draft)

Program Manager Jennifer Brooksby presented a preliminary draft of the SEIS Implementation Plan for the East Valley SELPA. Ms. Brooksby detailed the responsibilities of the EV SELPA and District/SBCSS special education administrators along with the training series that will start with a trainer of trainers session for district and SBCSS staff who will provide the direct training and include training for clerical and administrative personnel as well as special education administrators and site administrator. She highlighted the contracts necessary for EV SELPA via the SBCSS Business Office and each district to ensure data transfer and integration. A list of crucial data transfer milestones and

dates was provided and stressed they must be adhered to for the successful implementation of SEIS by the projected date of July 16, 2024. This plan will be presented to the Board of Directors Meeting on March 20, 2024 for their approval along with revisions recommended by the Steering Committee.

4.7 SBCSS East Valley Operations

In the absence of Dr. Scott Wyatt, Visual Impairment Teacher Sheryl Schmidt presented on the East Valley Operations Visually Impaired Program Details. Ms. Schmidt provided data via a document on current services being provided by the SBCSS VI team. She also spoke about the challenges with new technology and each district's technologic infrastructure as it is difficult for a student who may transfer from other districts and/or SELPAs. Another challenge is the availability of books translated into Braille as it is time consuming for Braille specialists or cost prohibitive when sent to translating agencies. Ms. Schmidt will provide more information in a future Steering Committee Meeting.

4.8 Students with Disabilities Counts & Percentages

Dr. Metheny presented a document with 2023 Fall Census Students with Disabilities Counts and Percentages for the EV SELPA. This document was previously presented during the February Steering Committee; however, the P-1 certified count required an update. Dr. Metheny noted the percentage of special education students continues to increase in each member district and that this is in alignment with national and statewide data.

4.9 CDE Compliance Monitoring

Dr. Metheny shared the California Department of Education announced that annual determination letters will be sent to district superintendents March 18, 2024. The annual determination letters will provide information on compliance activities the district will need to engage in based on their data. Ms. Brooksby reviewed the current status of some EV SELPA districts currently in Prong II requiring additional student record reviews required. She reminded the Committee that 100% compliance is required and that districts who are not will have to re-engage in Prong II until 100% compliance is achieved. In respect to monitoring of CIM plans, all EV SELPA districts must complete and provide monitoring information on the CDE provided forms this spring. The forms are due to EV SELPA June 30 and SELPA will submit to CDE after reviewing them to meet the deadline of July 10, 2024. To date, CDE has not announced a webinar or training on the completion of the progress monitoring forms.

4.10 CALPADS & Student Data Monitoring

Ms. Brooksby reviewed that the IEP Implementation Reporting window began March 1 and will continue through April 29, 2024. She stressed it is imperative that service providers continue to keep accurate service logs. The data collection period will be from May 1st to June 28, 2024 followed by the report submission to CDE. The same criteria as last year will apply for this reporting period.

Ms. Brooksby also shared information regarding the CALPADS report 16.21 and how it affects the seven new monitoring categories all pertaining to overdue plans reviews and re-evaluations. CALPADS report 16.21 partially replaces the retired 16.7 and 16.8 reports who only had two categories pertaining to overdue IEPs. Directors were

encouraged to access this report and clear out the severely overdue plans as soon as possible. Ms. Brooksby also stressed 16.21 will be a helpful tool in assisting with data cleanup prior to the transition to SEIS. She reminded the Committee that to ensure the transition to SEIS, all IEPs in WebIEP must be closed, signed, and sent to CALPADS by May 31, 2024. Specific to the task of IEP timeline compliance, Ms. Brooksby explained that to prevent any overdue plans reviews or re-evaluations, and as part of the file redesign, the “meet record” must be sent to CALPADS the day of or prior to the IEP due date. The IEP does not have to be consented to for the ‘meet’ record to be provided to CALPADS. She also reviewed the appropriate use of meeting delay codes. CDE will provide training for this on the afternoon of April 23, 2024, here at the Dorothy Inghram Learning Center.

4.11 The Special Ed Administrator’s Personal Trainer

Ms. Brooksby led the directors in a discussion based on compliance from Chapter 9 of the Special Ed Administrator’s Personal Trainer. They engaged in a collegiate conversation regarding accountability challenges and opportunities in the district. Overall, the directors were enthusiastic to see how the indicator for LRE has pushed the conversation in district regarding inclusion. This conversation is slowly changing district cultures and has shaped new practices regarding special education students in general education. The directors expressed their appreciation for the support they received from System Improvement Leads (SIL). The directors also offered the partial and systematic implementation of inclusion has made it manageable by staff, as they have built momentum with each school or classroom that is included and educating staff of what each indicator represents. Overall, the directors feel they have made changes within the district culture. A request was made to have a SIL representative present at the June Steering Committee. Dr. Metheny will work to access that.

4.12 Leveraging AI in the Classroom

Omar Shepherd from SBCSS Digital Learning Department provided information and resources for artificial intelligence (AI) in the classroom. Mr. Shepherd highlighted the potential uses of AI in the classroom as well as the potential privacy, social impact, and legal implications of its use. All the information and resources provided were available following this link bit.ly/sbcsslleveragingAI.

4.13 EV SELPA Program Specialist Support & Staffing

The Committee discussed services provided by EV SELPA program specialists focusing on requests made by districts for classroom specific support via the EV-23 process. Dr. Metheny shared data indicating the decline in attendance for SELPA trainings continues this year as well as a decline in requests for district trainings. However, there has been an increase in requests for repeated yearlong in-classroom support. The directors shared that the continued struggle to access substitutes impacts attendance at trainings while the need for more information and communication about EV-23 referrals may be impacting their use. Dr. Metheny explained the EV SELPA model is to assist and build capacity within districts to ensure service is provided to all sites. The directors suggested that after assistance in a classroom, an action plan could be developed to assist the teacher to continue with the strategies and interventions implemented. Dr. Metheny shared there has also been an increase in requests for a variety of student assessments.

In general, the program specialists are specialized areas of instruction not as assessors. The program specialists are available to offer support to district staff as the district staff conduct the assessments.

4.14 Supporting Inclusive Practices

Dr. Metheny and Ms. Brooskby shared that planning for the May 1 United in Inclusion Summit is well underway. A survey will be sent to each registrant to assist the SIP team with designing the symposium. The Zooming Ahead on Inclusive Practices web series from Katie Novak and Shelley Moore continues in March. For their May visits, the EV SELPA needs to know which schools will be showcased for the May 8th in-person session by April 10th.

The EV SELPA is currently accepting nominations for the EV SELPA Ribbon of Inclusion award. Please submit your nominations as soon as possible since Dr. Metheny would like to recognize the award winners during the May 2024 Board of Directors Meeting.

District least restrictive environment (LRE) data is not published on the CDE website and within the Dashboard following the implementation of Senate Bill 692 which reports on Least Restrictive Environment data. Information on how to access this report was provided.

4.15 EV SELPA ADR

Ms. Brooksby shared that a new parent education series titled *Special Education Basics for Parents* is set to start on March 13, 2024, virtually. Registration is open and so far, over thirty parents have registered for this series.

Dr. Metheny surveyed the Redlands, Rialto and Yucaipa regarding the Key2Ed training they attended in the fall. The Redlands team reported it was difficult to implement the strategies since a site administrator was not part of the training and it was difficult to share the team vision on site. The committee agreed a site administrator as part of the cohort would make for easier integration on campus. Dr. Metheny offered to have a virtual meeting with each district and Key2Ed to ensure the changes they want implemented in the district are feasible and how best implement them. There are spaces available for the Key2Ed IEP Facilitator Training in April. Please send the names of the full team to Jennifer Brooksby by March 22, 2024.

Key2Ed will also be facilitating training that integrates the role of the IEP Meeting Facilitator with the implementation of the new IEP system. A flyer with registration information was shared. The Pathway to Partnership consortium is offering several training courses and office hours with ADR experts online. Flyers with this information were shared.

4.16 Hot Topics

Following the February Steering Committee conversation regarding the word “recommendations” in assessment reports, Dr. Rick Homutoff shared Ed Code 56329(a)

which states assessment reports must include “the educational recommendations, and the reasons for these recommendations.”

Dr. Metheny shared the 23rd Annual EV SELPA Career Day will be on April 16, 2024, and 500 students are expected. A flyer with information was shared.

Dr. Metheny shared there has been an influx of EV-203s requests missing information. It is important to complete the form in its entirety, especially the delivery information, so the orders can be sent to the correct location.

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

5.2 2023-2024 EV SELPA Board of Directors Meetings

5.3 2023-2024 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – April 2024

6.0 ADJOURNMENT: Meeting adjourned at 2:10 pm. Next meeting will be held on April 11, 2024.

FINANCE ITEMS

4.1 2024-25 SBCSS EV County Operated Special Education Fee-For-Service Budget & Proposed Rates

FEE-FOR-SERVICE BUDGET to 2nd INTERIM COMPARISON - 2023-24

SELPA	East Valley			Budget	2nd Interim	+Increase/ -Decrease
A. REVENUES				April 2023	as of 1/31/24	
	RS	OB	GL			
1. AB602 Special Ed Funding	6500	8311	5001	\$ 8,251,114	\$ 8,753,035	\$ 501,921
2. Property Tax Transfer	6500	8097	5001			
3. Property Tax Transfer Adjustment between 2023-24 P-2 and Annual (Payable)						
4. Net State Aid (A1-A2-A3)	6500	8311	5001			
5. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	\$ 408,291	\$ 426,205	\$ 17,914
6. Federal Preschool	3315	8182	5730	\$ 5,137	\$ 1,850	\$ (3,287)
7. Preschool Staff Development	3345	8182	5730	\$ -		\$ -
8. Infant Part C	3385	8182	5710	\$ 57,745	\$ 57,745	\$ -
9. Infant State Apportionment	6510	8311	5710	\$ 1,708,646	\$ 1,809,658	\$ 101,012
10. Infant Discretionary	6515	8590	5710	\$ -	\$ 27,704	\$ 27,704
11. Parent Infant Program (Local Contract)	9285	8677	5710	\$ 600	\$ 1,069	\$ 469
12. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	\$ 119,885	\$ 119,885	\$ -
TOTAL REVENUE (excludes A2, A3, A4)				\$ 10,551,418	\$ 11,197,151	\$ 645,733
B. EXPENDITURES						
1. SAI Self-Contained (SDC)				\$ 5,608,899	\$ 6,066,513	\$ 457,614
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$ 2,286,743	\$ 2,206,670	\$ (80,074)
3. 1:1 Aide Services (1:1) Aides				\$ 768,899	\$ 836,725	\$ 67,826
4. Early Start (NO FFS - State/Grant Funded)				\$ 1,672,767	\$ 1,866,142	\$ 193,375
TOTAL EXPENDITURES				\$ 10,337,309	\$ 10,976,051	\$ 638,741
C. PRIOR YEAR ADJUSTMENTS						
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	\$ -		\$ -
2. 2023-24 Beginning Balance (Early Start)				\$ 1,326,089	\$ 1,490,672	\$ 164,583
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				\$ 1,326,089	\$ 1,490,672	\$ 164,583
D. 2023-24 Projected Ending Balance						
1. Total Revenues (Section A)				\$ 10,551,418	\$ 11,197,151	\$ 645,733
2. Total Prior Year Revenue Adjustments (Section C)				\$ 1,326,089	\$ 1,490,672	\$ 164,583
3. Total Expenditures (Section B)				\$ 10,337,309	\$ 10,976,051	\$ 638,742
4. 2023-24 Projected Ending Balance				\$ 1,540,197	\$ 1,711,772	\$ 171,574
5. Less Early Start Ending Balance				\$ (1,540,198)	\$ (1,640,591)	\$ (100,393)
6. 2023-24 Net Projected FFS Ending Balance				\$ 0	\$ 71,182	\$ 71,182

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	103	280	12
2nd Interim	109	280	15
<i>Difference</i>	6	0	3

San Bernardino County Superintendent of Schools
 East Valley County Operated Special Education Program
 2024-25 FFS Budget Summary
 April 2024

2024-25 Budget Assumptions

- 2.5% COLA on salary
- Step and Column included in contracted salaries
- 7.75% increase on Medical
- 2% increase on Dental, Vision and Life
- Employer paid statutory rates as follows:
 - Medicare: 1.45%, SUI: .50%, Workers Comp: 2.51%
 - STRS: 19.10%, PERS: 27.8%, Alt. Retirement: 2.25%
- Indirect Cost Rate: 7.56%

2024-25 Budget

Program	CERT FTE	CLASS FTE
SAI/Self Contained	14.60	23.99
Low Incidence Itinerant*	10.25	8.60
1:1 Aides	0.00	12.90
Early Start (includes direct charged Pupil Support & Admin)	7.58	1.86
Allocated Cost (Admin, Facilities, Pupil Support)	4.70	5.76
TOTAL	37.13	53.11

2024-25 Fee-For-Service Budget (Not Including Early Start)

Total Budgeted Expenditures	\$ 10,983,478
Less Budgeted Offsetting Revenue (not including Early Start)	\$ 406,626
2024-25 Excess Cost	\$ (10,576,852)

2024-25 Early Start Program (Not a Fee-For-Service Program)

Total Budgeted Expenditures	\$ 2,065,059
Less Budgeted Offsetting Revenue (Including beginning balance)	\$ 3,861,180
2024-25 Excess Cost	\$ 1,796,121

2024-25 Proposed Fee-For-Service Rates

RATES	SAI	Low Incidence*	1:1 Aides
2024-25 Rate	\$ 59,810	\$ 11,984	\$ 62,764
2023-24 Rate	\$ 51,590	\$ 7,745	\$ 64,075

2024-25 Fee-For-Service Estimated Counts

Counts	SAI	Low Incidence	1:1 Aides
2024-25 Count	105	280	15
2023-24 Count	103	280	12

San Bernardino County Superintendent of Schools
 EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM
 2023-24 Projected Fee For Service Budget
 as of 2nd Interim - April 2024

		1	2	3	4	5
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
		SDC	ITINERANT	1:1 AIDES	No FFS - State /Grant Funded	
1	OBJECT					
2	1000-1999	1,927,296	708,351	-	993,933	3,629,580
3	2000-2999	851,122	293,721	378,303	34,372	1,557,518
4	3000-3999	1,412,055	489,510	343,788	388,350	2,633,703
5	4000-4999	9,600	6,600	-	6,702	22,902
6	5000-5999	78,971	58,303	49,084	17,104	203,462
7	6000-6999	-	-	-	0	0
8						
9	Sub total	\$ 4,279,044	\$ 1,556,485	\$ 771,175	1,440,461	8,047,165
10	% of Total	0.73327	0.26673		n/a	1.0000000
11						
12	Allocated Cost (FN 3120, 2100, 2700, 8100)	1,312,212	477,312	-	279,486	2,069,010
13	Sub total 1000-5000 costs	\$ 5,591,256.13	\$ 2,033,796.87	\$ 771,175.00	\$ 1,719,947	\$ 10,116,175
14						
15	7300-7380	475,257	172,873	65,550	146,195	859,875
16						
17	TOTAL EXPENSE	\$ 6,066,513	\$ 2,206,670	\$ 836,725	\$ 1,866,142	\$ 10,976,050

Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
			SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
18	8097	6500					0
19	8181	3310					426,205
20	8311/8319	6500	312,525	113,680			0
21		Total FFS Revenue	312,525	113,680	0	0	426,205
22							
23		Other Revenue Sources					
24	86XX	8710					0
25	8182	3315	1,850				1,850
26	8182	3310					0
27	8182	3345	0				0
28	8182	3385				57,745	57,745
29	8311	6510				1,809,658	1,809,658
30	8590	6515				27,704	27,704
31	8677	9285				1,069	1,069
32	8285	9385				119,885	119,885
33	8600/8799	6500					0
34		2023-24 Beginning Balance				1,490,672	1,490,672
35		TOTAL REVENUE:	314,375	113,680	0	3,506,733	3,934,788

Excess Cost (expense minus revenue) \$ (5,752,138) \$ (2,092,990) \$ (836,725) \$ 1,640,591 \$ (7,041,262)

Number of Estimated Services in 2023-24	109	280	15	N/A
2023-24 2nd interim recalculated rates	\$52,772	\$7,475	\$55,782	-
2023-24 Proposed FFS Rates	\$51,590	\$7,745	\$64,075	N/A

Estimated 2023-24 Revenue	\$ 12,687,823
Estimated 2023-24 Expense	\$ 10,976,050
Subtotal	\$ 1,711,773
Less Early Start Ending Balance	\$ (1,640,591)
Net Estimated Fee-For-Service Balance	\$ 71,183

San Bernardino County Superintendent of Schools
 East Valley County Operated Special Education Programs
 2024-25 Projected Fee For Service Budget
 April 2024

		1	2	3	4	5	
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL	
		SDC	ITINERANT	1:1 AIDES	No FFS - State /Grant Funded		
1	OBJECT						
2	1000-1999	Certificated Salaries	2,061,345	1,171,897	-	1,036,081	4,269,323
3	2000-2999	Classified Salaries	888,914	396,153	384,668	35,575	1,705,310
4	3000-3999	Employee Benefits	1,506,368	770,170	350,592	410,958	3,038,088
5	4000-4999	Books & Supplies	9,600	7,200	-	6,702	23,502
6	5000-5999	Services & Other Operating Expenditures	254,853	176,287	140,025	18,519	589,684
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 4,721,080	\$ 2,521,707	\$ 875,285	1,507,835	9,625,907
10		% of Total	0.65183	0.34817		n/a	1.0000000
11							
12		Allocated Cost	1,364,556	728,861	-	412,079	2,505,496
13		Sub total	\$ 6,085,636.01	\$ 3,250,568.43	\$ 875,285.00	\$ 1,919,914	\$ 12,131,403
14							
15	7300-7380	Indirect Cost - 7.56%	460,074	245,743	66,172	145,145	917,134
16							
17		TOTAL EXPENSE	\$ 6,545,710	\$ 3,496,311	\$ 941,457	\$ 2,065,059	\$ 13,048,538

Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
			SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
19	8181	3310	Federal Local Assistance	263,841	140,927		404,768
20	8182	3315	Federal Preschool - RS 3315	1,858			1,858
21	8182	3385	Infant Part C			57,745	57,745
22	8311	6510	Infant State Apportionment			2,282,964	2,282,964
23	8590	6515	Infant Discretionary			27,704	27,704
24	8677	9285	Parent Infant Program			2,095	2,095
25			2023-24 Beginning Balance			1,490,672	1,490,672
26			TOTAL REVENUE:	265,699	140,927	0	3,861,180
27							
28			Excess Cost (revenue minus expense)	\$ (6,280,011)	\$ (3,355,384)	\$ (941,457)	\$ 1,796,121
29							\$ (8,780,732)
30							
31			Number of Estimated Services in 2024-25	105	280	15	N/A
32			2024-25 Proposed Rates	\$59,810	\$11,984	\$62,764	-
33			2023-24 Rates	\$51,590	\$7,745	\$64,075	N/A

4.2 2024-25 SBCSS Student Services Counseling Center

San Bernardino County Superintendent of Schools
Student Services Counseling Center
2024-25 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 the IEP.

Services include individual, group, family, crisis intervention, conflict resolution and participation in any Child Family Treatment Team Meetings. Mental Health Clinical Therapists 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.

2024-25 Intensive Therapeutic Services Fee	\$4,336
---	----------------

4.3 SEMA-I 2nd Interim MOE Summary Report



**2023-24 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
MONITORING REPORT- SEMAI (as of 2ND Interim)**

A	B	C	D	E	F	G	H	J	K	L	M	N	O
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)
(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	FY 23/24	COMPARISON	COMP. YEAR			FY 23/24	COMPARISON	COMP. YEAR			CY 23-24	COMP. YEAR	
	Projected	YEAR	ACTUAL			Projected	YEAR	ACTUAL			Oct-22		
COLTON	53,656,584.32	2022-23	46,015,909.11	7,640,675.21	PASS	18,939.85	2022-23	17,603.64	1,336.21	PASS	2,833	2,614	219
REDLANDS	45,289,928.22	2022-23	43,047,623.40	2,242,304.82	PASS	13,765.94	2022-23	13,770.83	(4.90)	(FAIL)	3,290	3,126	164
RIALTO	79,123,573.86	2022-23	57,440,558.81	21,683,015.05	PASS	27,831.01	2022-23	20,751.65	7,079.37	PASS	2,843	2,768	75
RIM	6,886,487.25	2022-23	5,972,417.20	914,070.05	PASS	17,173.28	2022-23	15,158.42	2,014.87	PASS	401	394	7
YUCAIPA	23,361,082.95	2022-23	21,361,780.83	1,999,302.12	PASS	16,722.32	2022-23	15,977.40	744.92	PASS	1,397	1,337	60
SBCSS (EV Ops & SELPA)				0.00	FALSE	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!			0
CONSORTIUM TOTAL	208,317,656.60		173,838,289.35	34,479,367.25	PASS	94,432.40		83,261.93	11,170.47	PASS	10,764	10,239	525

P	Q	R	S	T	U	V	W	Y	Z	AA	BB	CC	DD
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)
(Note: State & Local Expense INCLUDES PCRA for SEMAI comparison)	FY 23/24	COMPARISON	COMP. YEAR			FY 23/24	COMPARISON	COMP. YEAR			CY 23-24	COMP. YEAR	
	Projected	YEAR	ACTUAL			Projected	YEAR	ACTUAL			Oct-22		
COLTON	36,990,797.32	2022-23	21,922,612.59	15,068,184.73	PASS	13,057.11	2022-23	8,386.62	4,670.50	PASS	2,833	2,614	219
REDLANDS	26,587,435.22	2022-23	24,670,198.49	1,917,236.73	PASS	8,081.29	2022-23	7,891.94	189.35	PASS	3,290	3,126	164
RIALTO	50,762,809.50	2022-23	36,382,717.45	14,380,092.05	PASS	17,855.37	2022-23	13,144.05	4,711.32	PASS	2,843	2,768	75
RIM	4,063,039.00	2022-23	3,422,945.33	640,093.67	PASS	10,132.27	2022-23	8,687.68	1,444.59	PASS	401	394	7
YUCAIPA	15,427,006.05	2022-23	12,874,752.37	2,552,253.68	PASS	11,042.95	2022-23	9,629.58	1,413.37	PASS	1,397	1,337	60
SBCSS (EV Ops & SELPA)				0.00	FALSE	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!			0
CONSORTIUM TOTAL	133,831,087.09		99,273,226.23	34,557,860.86	PASS	60,168.99		47,739.86	12,429.13	PASS	10,764	10,239	525

4.4 FCMAT Special Education Efficiency Tool

4.5 EV SELPA 2023-2024 Fiscal Reporting Calendar



FY 2023-24 FISCAL REPORTING CALENDAR

JULY 2023

- 7/10/23** Districts to provide SELPA June PARs and PYR for TPP
- 7/14/23** Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
- 7/31/23** SELPA to finalize closing of FY 22/23 books, Final REX will be sent out to districts
- 7/31/23** SELPA to submit May and June 2023 TPP Service and Certified Invoices to DOR

AUGUST 2023

- 8/15/23** Districts to provide SELPA July PARs and PYR for TPP
- 8/17/23** SELPA to provide 22/23 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/21/23 at Steering/ Finance meeting
- 8/17/23** SELPA to present AB 602 June 2023 P-2 CDE Certification (20/21 R3, 21/22 R1, 22/23 P2)
- 8/17/23** SELPA to present 2023-24 Schedule REX – projections based on enacted budget and 22/23 P-2 Cert

SEPTEMBER 2023

- 9/14/23** SBCSS to present PY (22/23) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.
- 9/14/23** EV SELPA to present PY (22/23) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
- 9/14/23** EV SELPA to present 2022-23 Final NPS Costs
- 9/15/23** Districts to provide SELPA August PARs and PYR for TPP
- 9/30/23** SELPA to submit July TPP Service and Certified Invoices to DOR
- 9/30/23** Districts to submit DPR & LR funds expenditure reports (through 9/30/23)

OCTOBER 2023

- 10/09/23** SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (23/24) P-2 ADA estimates & changes to PY ADA (if any) by Oct 13 for First Interim reporting and Projections
- 10/12/23** EV SELPA to present SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting due to CDE 11/15/23
- 10/13/23** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/16/23** Districts to provide SELPA September PARs and PYR for TPP
- 10/20/23** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
- 10/27/23** Deadline for SELPA/SBCSS to submit CY (23/24) Part C Early Start Application to CDE
- 10/27/23** Deadline for SELPA/SBCSS to submit PY (22/23) Extraordinary Cost Pool claim to CDE – funded at Annual
- 10/27/23** SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.



FY 2023-24 FISCAL REPORTING CALENDAR

NOVEMBER 2023

- 11/01/23 SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)
- 11/09/23 SELPA to present CY (23/24) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
- 11/09/23 SELPA to present Schedule REX (23/24) 1st Interim projections at Steering/Finance
- 11/15/23 Maintenance of Effort SEMA 22/23 Unaudited Actuals due to CDE
- 11/15/23 Maintenance of Effort SEMB 23/24 Unaudited Actuals/Budget due to CDE
- 11/15/23 Excess Cost Calculation(s) 22-23 due to CDE
- 11/15/23 Maintenance of Effort Subsequent Year Tracking Worksheets due to CDE
- 11/17/23 Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/20/23 SELPA and EV Ops will provide SBCSS FFS Fall 1 count to District Spec Ed Directors
- 11/30/23 SELPA/IBS to submit Part C Grant Application Package to CDE
- 11/30/23 SELPA to submit Medi-Cal Program 2023-24 LEA BOP Annual report to DHCS
- 11/30/23 SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2023

- 12/07/23 SELPA to present First Interim budget revisions at Steering/Finance
- 12/07/23 SELPA to present CY (23/24) Fall Count for SBCSS Fee-for-service Students
- 12/08/23 ***Districts to provide November PARs and PYR for TPP to SELPA***
- 12/11/23 ***Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS *12/14/23***
- 12/29/23 SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2024

- 1/04/24 SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS 1/9/24
- 1/12/24 SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/12/24 ***Districts to provide December PARs and PYR for TPP to SELPA***
- 1/16/24 **Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (23/24) or report # 5 (PY 22/23) if applicable**
- 1/29/24 SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2024

- All Month FY 2024-25 Budget Development
- 2/08/24 SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring and preparation
- 2/08/24 SELPA to present CY (22/23) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2023 at Steering/Finance
- 2/09/24 ***Districts to provide January PARs and PYR for TPP to SELPA***
- 2/12/24 Districts to provide SELPA with CY 23/24 P-2 estimates
- 2/26/24 SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD SELPA to submit to AU FY 24/25 EV SELPA budgets
- TBD SELPA to prepare February certifications for CY (23/24) and PY (22/23, 21/22) AB602 Funding Allocation

Subject to change, updated as needed.



FY 2023-24 FISCAL REPORTING CALENDAR

MARCH 2024

- 3/07/24** SELPA to present CY (23/24) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- SELPA to present Base AB602 allocation according to the Trailer Bill Language
- 3/07/24** Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/8/24
- 3/08/24** ***Districts to provide February PARs and PYR for TPP to SELPA***
- 3/15/24** ***Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 23/24***
- 3/18/24** SELPA to provide Low Incidence Inventory Report to districts for review (tentative)
- 3/27/24** SELPA to send (23/24 P-1, 22/23 Annual, 21/22 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
- 3/27/24** SELPA to submit January TPP Service and Certified Invoices to DOR
- 3/29/24** **Districts to submit Supporting Inclusive Practices grant quarterly reports to SELPA**

APRIL 2024

- 4/08/24** ~~Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)~~
- 4/05/24** Districts to provide March PARs and PYR for TPP to SELPA
- 4/11/24** SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 24/25 at Steering/Finance
- 4/11/24** SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 24/25
- 4/11/24** SELPA to send SEMAI 2nd Interim MOE monitoring/summary report to districts
- 4/12/24** **SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 19th**
- 4/15/24** **Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 23/24**
- 4/15/24** **Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (23/24)**
- 4/19/24** SELPA to present 24/25 Operating Budget to Board Budget Ad Hoc
- 4/29/24** SELPA to submit February TPP Service and Certified Invoices to DOR
- 4/30/24** SELPA to certify EV SELPA Consortium 23-24 Personnel Data Report

MAY 2024

- 5/06/24** ***Districts to provide April PARs and PYR for TPP to SELPA***
- 5/09/24** SELPA to present FY 24/25 Proposed EV SELPA Budgets at Steering/Finance
- 5/09/24** SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/17/24** SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification
- 5/22/24** SELPA to present to Board of Directors EV SELPA FY 24/25 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 24/25 rates

Subject to change, updated as needed.



FY 2023-24 FISCAL REPORTING CALENDAR

JUNE 2024

- 6/03/24** Districts Spec Ed directors to return SBCSS FFS MAY count signed verification forms to SELPA
- 6/05/24** Districts to provide May PARs and PYR for TPP to SELPA
- 6/05/24** Districts to turn in any pre-approved Low Incidence requests for reimbursement to SELPA (Elizabeth Coronel)
- 6/12/24** SELPA to present final FY 23/24 EV County Operated Spec Education FFS average counts/costs and Proportionate Share Regional Programs student counts/costs at Steering
- 6/28/24** SELPA to submit April TPP Service and Certified Invoices to DOR
- 6/28/24** SELPA certification for Personnel Data report due to CDE
- 6/28/24** SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July
- 6/28/24** Districts to submit Supporting Inclusive Practices grant claims with supporting documents (FAR)
- 6/28/24** Districts to submit Learning Recovery fund expenditure report – Res 6537
- 6/28/24** Districts to submit Dispute Prevention & Resolution fund expenditure report – Res 6536
- 6/28/24** Districts to prepare grant Exp 3 or FINAL expenditure reports for submission in mid-July 2023
- TBD** SELPA to present FY 24/25 Schedule REX Projections based on Governor’s May Revise
- TBD** SELPA to finalize AB602 CDE Certifications for CY (23/24) and PY (22/23, 21/22)

Subject to change, updated as needed.

PROGRAM ITEMS

4.6 SEIS Implementation Plan

EV SELPA SEIS Implementation Plan

EV SELPA Board of Directors
March 20, 2024

Components of the Plan

- Contracts/Agreements
- Professional Development
- Data Transfer/Data Load/Workflow
- Going Live with SEIS



Contracts/Agreements

Contracts/Agreements

EV SELPA

- SEIS
- WebIEP

Each Member District

- SEIS – SIS & SEIS Data Integration

Timeline

- March-May 2024



Professional Development



Professional Development



EV SELPA Provides

- Trainer of Trainers – April 22 or 24, 2024
- Special Education Admins & Data Techs/CALPADS Teams – July 23, 2024
- Site Leadership Teams – July 25 or 26, 2024
- CALPADS/SEIS Meetings – April & May 2024
- Weekly Tech & Program Office Hours – July through September 2024

Each Member District Provides

- SEIS Users Trainings

Timeline

- April - September 2024

Data Transfer/ Data Load



Data Transfer/ Data Load Workflow



EV SELPA

- Identify tasks and workflow with SEIS & WebIEP
- Provide tasks and timelines for completion of each
- Facilitate weekly training sessions
- Support district leadership and technicians in completing the tasks to meet deadlines
- Coordinating CALPADS and SEIS integration

Each Member District

- Provide leadership to ensure tasks are completely by deadlines
- Complete each task by the deadline
- Attend weekly training sessions
- CALPADS staff ensure SIS integration with SEIS

Timeline

- May - July 2024



District Responsibilities - Data Transfer/ Data Load



Tasks to complete for successful dataload

- Update Next School in WebDA before May 31st
- Update Future Grad in WebDA before May 31st
- Assist Sonya in messaging Case Carriers to close IEPs from May 15th – June 7th
- Establishing Caseloads before June 14th
- Data confirmation after July 14th

Complete EOY 3&4 in WebIEP

Data Confirmation in SEIS after July 14th



Crucial Workflow Dates

Required for SEIS use by July 16th

Crucial Workflow Dates

June 14 – July 15

- No IEPs held

June 7th

- IEPs filed to history

June 10th

- Promote Utility run

June 14th

- Demographic Data

July 8th

- CALPADS Data and Goals



Going Live with SEIS

Going Live with SEIS



EV SELPA

- Work closely with SEIS & WebIEP
- Support district staff
- Troubleshoot challenges
- Staff weekly office hours

Each Member District

- Ensure all staff have received training, particularly new staff
- Plan extra time to write first few IEPs in SEIS
- Block extra time to facilitate IEPs in the Fall
- Become familiar with SEIS dashboard and monitoring tools to support compliance
- FLEXIBILITY

Timeline

- July - September 2024

SEIS Transition Guidance

Task	Guidance
Future School/Future Grad	<ul style="list-style-type: none"> • DA Users to update these fields prior to May 31st • Promote Utility will be run on June 10th
DA User Meetings	<ul style="list-style-type: none"> • Regular DA User meeting – in person – April 25th at 2pm • Ongoing DA User meetings – held virtually at the links below: <ul style="list-style-type: none"> • May 9, 3pm: https://sbcss-net.zoom.us/j/93279963996 • May 16, 2pm: https://sbcss-net.zoom.us/j/97200739376 • May 23, 3pm: https://sbcss-net.zoom.us/j/96733840499 • May 30, 3pm: https://sbcss-net.zoom.us/j/91347763973 • June 6, 3pm: https://sbcss-net.zoom.us/j/97199093586
Closing IEPs	<ul style="list-style-type: none"> • All IEPs must be closed in WebIEP by June 7th
IEP Freeze	<ul style="list-style-type: none"> • No IEPs can be created in either system between June 7th and July 15th • Any IEPs created within this window will need to be on fillable PDFs and the data manually entered into SEIS in July
Initial Assessment Plans	<ul style="list-style-type: none"> • Initial Assessment Plans are attached to IEPs that cannot be closed. • Demographic data on these students will transition to SEIS in the dataload • Student records MUST include an SSID to be included in the dataload
Spanish Translation	<ul style="list-style-type: none"> • Translators will maintain access to the live WebIEP system through October 31st to allow for translation of IEPs already in the queue.
Non-Public Schools	<ul style="list-style-type: none"> • User accounts for Non-Public Schools will be created by the SELPA in July
Training Module	<ul style="list-style-type: none"> • SELPA will be able to create training accounts for access to the SEIS training module following the Trainer of Trainers workshops.
Trainer of Trainers	<ul style="list-style-type: none"> • LEAs should ensure that teacher level users are trained prior to the end of the 2023-24 school year. • New staff and makeup trainings can take place over the summer or at the start of the 2024-25 school year • Trainings are April 22nd or 24th
Administrator/Clerical Staff Trainings	<ul style="list-style-type: none"> • Training for district level administration and clerical staff who send CALPADS transactions • July 23rd from 9:00am – 4:00pm • Training is virtual
Site Leadership Training	<ul style="list-style-type: none"> • Training for site leadership to understand how to navigate SEIS and support teachers and service providers. Training will include IEP facilitation from Key2Ed • July 25th or 26th from 9:00am – 4:00pm • Training is in-person and DILC

4.7 DRDP in 2024-25

Desired Results Developmental Profile Administration Guidance

bounce-1955692-15192701@mlist.cde.ca.gov <bounce-1955692-15192701@mlist.cde.ca.gov>

on behalf of

SPECEDINFOSHARE <SPECEDINFOSHARE@cde.ca.gov>

Fri 3/15/2024 2:05 PM

To: Jennifer Brooksby <Jennifer.Brooksby@sbcss.net>

CAUTION: This email originated from outside of the organization. Please do not click links or open attachments unless you recognize the sender and know the content is safe.

Date: March 15, 2024

Subject: Information Sharing from the Early Childhood Support Unit of the Special Education Division

Desired Results Developmental Profile Administration Guidance

The purpose of this notice is to inform educational partners of guidance and frequently asked questions regarding the administration of the Desired Results Developmental Profile (DRDP) recently published by the California Department of Education (CDE), Special Education Division (SED). The SED would like to provide guidance to local educational agencies (LEAs) and special education local plan areas (SELPA) about the administration of the DRDP.

The DRDP is an authentic assessment of ongoing systematic observations of children's knowledge and skills in everyday activities, routines, and transitions by those who know the child well. The DRDP was developed by the CDE for young children and their families. It is used to inform instruction and program improvement as well as for federal child outcomes reporting.

For the school year 2023–24, CDE recommends the teacher or service provider who has the most contact with the child to administer the DRDP to all children ages birth to five years of age with individualized education programs (IEP) or individualized family service plans (IFSP) served by LEAs, regardless of the student's setting.

Beginning in the school year 2024–25, all children ages birth to five years of age with an IEP or IFSP served by an LEA, must have the DRDP completed, regardless of the student's setting (i.e. home, preschool, transitional kindergarten, kindergarten, private school). The data from the DRDP must be reported to the SELPA. The SELPA will report the DRDP data to the CDE to be included in the Office of Special Education Programs (OSEP) reporting.

The DRDP and training on the DRDP are available at no cost to LEAs and SELPAs. Special educators can download the assessment on the Desired Results (DR) Access Project, DRDP (2015) Preschool Fundamental View web page at https://www.draccess.org/drdp2015_ps. Additional resources, job aides, and tutorials are available on the Desired Results Access Project website at <https://www.draccess.org/>.

The CDE, SED requires training for all individuals who complete the DRDP. The SELPAs are responsible for ensuring that all staff responsible for conducting the DRDP complete training. Training is completed online at the DR Access Project's Learning Center at <https://draccesslearn.org/>.

If you have any questions regarding this subject, please contact the Special Education Division, Early Childhood Support Unit by email at [ECSU@cde.ca.gov]ECSU@cde.ca.gov.

Desired Results Developmental Profile Administration FAQs

These Frequently Asked Questions (FAQs) assist local education agencies (LEAs) in the administration of the Desired Results Developmental Profile (DRDP). This collection represents commonly asked questions but is not intended to be a complete list of all possible questions or scenarios.

What is the DRDP?

The DRDP is an authentic assessment of ongoing systematic observations of children's knowledge and skills in everyday activities, routines, and transitions by those who know the child well. The DRDP was developed by the California Department of Education (CDE) for young children and their families. The DRDP is used to inform instruction, improve education programs, and support child outcomes reporting at the federal level.

At what age is the DRDP required for children?

All children birth to five years of age with individualized education programs (IEP) or individualized family service plans (IFSP), serviced by LEAs are required to have the DRDP completed on them.

Is the DRDP required to be administered to three, four, and five year old students in 2023–24?

For the school year 2023–24, the CDE recommends the DRDP be completed on all three, four, and five year old students with IEPs or IFSPs, served by the LEAs, regardless of the student's setting.

Is the DRDP required to be administered to three, four, and five year old students in 2024–25?

Yes. Beginning in school year 2024–25, all three, four, and five year old students served by LEAs with an IEP or IFSP must have the DRDP completed and the data must be reported to their Special Education Local Plan Area (SELPA). The SELPA will report the DRDP data to the CDE to be included in the federal Office of Special Education Programs (OSEP) reporting.

Are five year old students attending transitional kindergarten and kindergarten required to be administered the DRDP?

Yes. Beginning in school year 2024–25, all three, four, and five year old students with an IEP or IFSP served by an LEA must have the DRDP completed regardless of the student's setting.

Can five year old students in transitional kindergarten be administered the DRDP in the 2023–24 school year?

Yes.

If a five year old student with an Individualized Service Plan is enrolled in a private school, is the DRDP required to be completed on them, and if so, who would conduct the assessment?

Yes, the primary service provider should complete the assessment. If the child attends a private school setting, the SELPA should designate a district representative to work with the program to ensure that the assessment is completed.

How is the DRDP obtained?

The DRDP is available at no cost. Training on the DRDP is also available at no cost. Special educators can download the assessment on the Desired Results (DR) Access Project, DRDP (2015) Preschool Fundamental View web page at https://www.draccess.org/drdp2015_ps. Additional resources, job aides, and tutorials are available on the Desired Results Access Project website at <https://www.draccess.org/>.

Which DRDP assessment should be administered?

The Infant-Toddler Comprehensive View of the DRDP should be completed on infants and toddlers in the age range of zero through two years of age who are on an IFSP served by LEAs. The DRDP Preschool Fundamental View should be completed on children in the age range of three through five years of age who are on IEPs and provided services through LEAs.

What are the requirements for conducting the DRDP?

The CDE, Special Education Division (SED) requires training for all early childhood special educators who complete the DRDP on children. The SELPAs are responsible for ensuring that all staff who administer the DRDP complete training. Training does not need to be completed prior to administration, although it is recommended. Training is completed online at the DR Access Project's Learning Center at <https://draccesslearn.org/>.

Why is the DRDP being administered?

The CDE has broad authority under the Individuals with Disabilities Education Act (IDEA) and California Education Code to collect the information that is needed to evaluate pupil and program performance results for the State Performance Plan (SPP) through the Annual Performance Report (APR). Components of IDEA led to the use of the DRDP for early intervention and preschool special education.

Since 2007, the SELPAs have reported to the CDE, SED on the DRDP assessment. The DRDP data is used for the SPP/APR reporting according to the requirements of the federal OSEP.

The DRDP includes domains that meet the federal OSEP child outcome reporting requirements for children with IFSPs or IEPs. The federal OSEP requires the CDE to submit data on three, four, and five year old children. The CDE utilizes data from the DRDP for this requirement.

Questions: Special Education Division, Early Childhood Support Unit,
[ECSU@cde.ca.gov]ECSU@cde.ca.gov

You are currently subscribed to spec-intrst-grp as: Jennifer.Brooksby@sbcss.net.

To unsubscribe click here: [https://mlist.cde.ca.gov/u?](https://mlist.cde.ca.gov/u?id=15192701.251eff01d43c9605ae892f84233be8d9&n=T&l=spec-intrst-grp&o=1955692)

[id=15192701.251eff01d43c9605ae892f84233be8d9&n=T&l=spec-intrst-grp&o=1955692](https://mlist.cde.ca.gov/u?id=15192701.251eff01d43c9605ae892f84233be8d9&n=T&l=spec-intrst-grp&o=1955692)

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to SPECEDINFOSHARE@cde.ca.gov

4.8 Student Degree of Support – CALPADS Reporting

Student Degree of Support – Frequently Asked Questions

This questionnaire was developed to assist local educational agencies (LEAs) in meeting their reporting requirements for the Student Degree of Support field for students with disabilities in the California Longitudinal Pupil Achievement Data System (CALPADS). Student Degree of Support will be a required data element for the Fall 1 Submission in CALPADS beginning with the 2024–25 academic year.

Which students with disabilities require population of the Student Degree of Support field?

The Student Degree of Support field is only required to be populated for students on **Individualized Education Programs (IEPs)** in grades Transitional Kindergarten (TK) through 12 identified with the following primary or secondary disabilities:

- Intellectual Disability (ID)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Deaf-blindness (DB)
- Multiple Disabilities (MD)
- Autism (AUT)
- Traumatic Brain Injury (TBI)

This questionnaire is only applicable to the students described above.

Why is the Student Degree of Support collected?

For students with certain primary and secondary disabilities that are served in special education settings identified in CALPADS with an Instructional Strategy Code of 700 – Special Education (scheduled classes where ALL students in the classroom are students with disabilities [SWD] and the curriculum was specifically designed for SWD), the Student Degree of Support is collected to assist the Commission on Teacher Credentialing (CTC) in determining whether the teacher of record assigned to the course has the appropriate credential and authorizations to teach the students in the class based on:

- Primary and secondary disability; and
- The student support needs required to implement the student's IEP.

These assignment determinations are made in the California State Assignment Accountability System's (CalSAAS) annual monitoring process.

The CTC's Authorization for Special Education Settings can be found at the following web page: <https://www.ctc.ca.gov/credentials/calsaas-information/Appropriate-credentials-for-SPED>

What are the definitions of Mild Moderate Support Needs and Extensive Support Needs?

In reporting the Student Degree of Support, the options are Mild Moderate Support Needs or Extensive Support Needs. The definitions of Mild Moderate Support Needs and Extensive Support Needs are taken directly from the Authorization Statements for each of these credentials as determined by the CTC.

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

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 Authorization Statement:

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.

Which staff are responsible for identifying the Student Degree of Support?

Each LEA should determine which staff are responsible for identifying the Student Degree of Support. Input should be gathered from special education staff, including members of the IEP team and the special education student data coordinator, and these staff should utilize information from the student's IEP document to make these determinations.

Is the Student Degree of Support part of the IEP document?

No. These data are captured in the student data section of local special education data systems but are not part of the legal IEP document. Although these data are not captured in the IEP document, data from the student's IEP will be necessary to make these determinations for each student.

Student Degree of Support Identification – Guiding Questions

1. Is the student on an Individualized Education Program (IEP)?
 - a. If yes, *go to question 2.*
 - b. If no, **STOP, this questionnaire ONLY applies to students on IEPs.**

2. Is the student's grade level Transitional Kindergarten through 12th Grade (including adult-age students with disabilities in transition programs)?
 - a. If yes, *go to question 3.*
 - b. If no, **STOP. This questionnaire does not apply to students with grade levels of Infant (IN), Prekindergarten (PS), or Adult (AD).**

3. Is the student's primary OR secondary disability one of the following?
 - Intellectual Disability (ID)
 - Orthopedic Impairment (OI)
 - Other Health Impairment (OHI)
 - Specific Learning Disability (SLD)
 - Deaf-blindness (DB)
 - Multiple Disabilities (MD)
 - Autism (AUT)
 - Traumatic Brain Injury (TBI)
 - a. If yes, *go to question 4.*
 - b. If no, **STOP. This questionnaire only applies to students with the primary or secondary disabilities identified above.**

4. Is the student's primary OR secondary disability 300 – Deaf-blindness?
 - a. If no, *go to question 5.*
 - b. If yes, **STOP. The student's degree of support should be ESN – Extensive Support Needs.** Students with a primary disability of deaf-blindness can only be taught by an educator with one of the following credential authorizations:

Education Specialist Instruction Credential:

- Extensive Support Needs (R3EN)1
- Deaf and Hard-of-Hearing (R3HD or R3DH)
- Visual Impairments (R3VB or R3VI)
- Moderate/Severe Disabilities (R3MS)

Education Specialist Added Authorization:

- Deaf-Blind (AADB)

Education Specialist Bridge Document:

- Extensive Support Needs (R3BE)¹

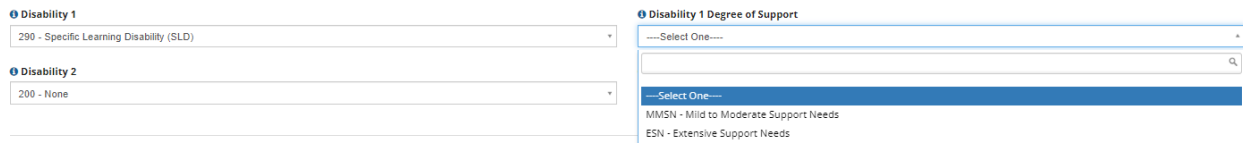
5. Is the student eligible to take the California Alternate Assessments (Cal Alt and Alternate English Language Proficiency Assessments for California [ELPAC])? (**Generally** students taking the alternate assessments will require ESN.)
 - a. If no, then go to question 6.
 - b. **If yes, STOP. The Student Degree of Support will likely be ESN – Extensive Support Needs.**
6. If unable to determine degree of support using a specific disability or statewide assessments, consider all domains for which the student requires support in their IEP goals based on their primary and secondary disabilities. Mark all that apply:
 - a. academics
 - b. communication
 - c. gross/fine motor
 - d. social-emotional
 - e. behavioral
 - f. vocational
 - g. learning environment access skills
 - h. adaptive/daily living skills
 - i. health support
 - j. movement support
 - k. sensory support
7. Does the student require INTENSIVE instruction and supports in two or more of the domains above?
 - a. **If yes, the Student Degree of Support is ESN – Extensive Support Needs**
 - b. **If no, the Student Degree of Support is MMSN – Mild Moderate Support Needs**

Guidance for New SEIS/CALPADS Disability Degree of Support: Mild Moderate Support Needs or Extensive Support Needs

Effective at the start of the 2024-2025 school year, per California Longitudinal Pupil Achievement Data System (CALPADS) Operations, the CALPADS Degree of Support in Special Education Information System (SEIS) will be a required piece of data on their special education record (optional for the 2023-2024 school year). The California Commission on Teaching Credentialing (CTC) requested this field be added to capture and monitor data to ensure students in special education are being taught by properly credentialed instructors.

It is recommended that LEAs start to complete this field for all students with disabilities in the 2023-2024 school year in preparation for the requirement in the following new school year.

The image below is a screenshot of where the Disability Degree of Support selection is made. You can find this field by entering a student’s record in SEIS and navigating to the CALPADS (Student) page. A Degree of Support dropdown field is located horizontally across from each of the 14.28 Disability 1 and 14.29 Disability 2 fields. The two options are “Mild/Moderate Support Needs” and “Extensive Support Needs”.



Mild/Moderate Support Needs Definition per CTC:

Mild to Moderate Support Needs include 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 a lower student-to-educator ratio.

Teachers and IEP teams should consider Mild/Moderate Support Needs for students who:

- Are taking the CAASPP
- Are placed in a general education setting for 80% or more of the time
- Are using a standard curriculum with supports



- Need services that can be delivered in group or general education settings
- Are not considered to have a significant cognitive disability
- Are on track to earn a standard diploma

Extensive Support Needs Definition per CTC:

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 a lower student-to-educator ratio.

Teachers and IEP teams should consider Extensive Support Needs for students who:

- Are taking the CAA
- Are placed in an NPS or a separate setting
- Are using modified or alternate curriculums
- Need Intensive Individual Services
- Considered to have a significant cognitive disability
- On track for a Certificate of Completion or an Alternate Diploma- Pathway

Questions

Why the change?

On June 30, 2022, the [CTC announced new bridge authorizations](#) that include Mild to Moderate Support Needs and Extensive Support Needs to help currently credentialed education specialists gain [authorization to work with students across disability areas](#) where they may have been previously limited.

This new Degree of support field will be used during the California Statewide Assignment Accountability System (CalSAAS) assignment monitoring process, which compares CALPADS data and the Commission's Credential authorization data by educator's California Statewide Educator Identifier (SEID). This process ensures that teachers' credentials have the appropriate authorizations that align with the Degree of Support (Moderate or Extensive) that each student with a disability needs. Through this comparison, the system identifies questionable assignments, referred to as "exceptions". It provides Local Educational Agencies (LEAs) and County Offices of Education (COE) with an opportunity to address anomalies and correct misassignments.



Guidance for Visual Impairment or Deaf/Hard of Hearing Disabilities

Mild/Moderate and Extensive Support Needs do not meet credential authorization to instruct students with special education eligibilities of Visual Impairment, or Deafness or Hard of Hearing (*Deafblindness is authorized by an Extensive Support Needs credential*). You will not be required to select a degree of support if you have students with these two eligibilities, and it should be left blank in this case.

Who can I contact for support in differentiating between Mild/Moderate or Extensive Support Needs to complete the SEIS field?

Direct questions to your Special Education Site Director as your LEA works to identify which level of support would be most appropriate for your students. After consulting with your Special Education Site Director and having additional questions, contact your El Dorado Charter SELPA Program Specialist.

How do I get my staff credentialed for the new bridge authorizations?

The El Dorado County Office of Education will be providing upcoming professional development sessions that are required for bridge authorizations. Registration and training dates are linked below with more information on the required prerequisites. Please contact your assigned program specialist if you have any further questions.

- [Mild to Moderate Support Needs Bridge Authorization Event](#)
- [Extensive Support Needs Bridge Authorization Event](#)
- [Early Childhood Special Education Authorization Event](#)

4.9 2023-24 Personnel Data Report

Special Education Personnel Data Report 2023-24

Important Dates:

- Data shall be reported to reflect personnel as of **October 4, 2023** to align with CALPADS census date
- LEAs reports are due on **Tuesday, April 9**, so LEAs, SELPAs, and CDE can coordinate data quality checks.
- The **Amendment Window of April 10–29, 2024** gives an opportunity for SELPAs to review reports with their LEAs and to make any amendments.
- The final data submission and SELPA certification are due to the CDE **by Tuesday, April 30, 2024, at 11:59 p.m.** Refer to pages 11-13 of the Technical Assistance Guide (TAG) for further details.
- Entries can be completed and edited by logging on the website before the reporting cycle closes on **April 30, 2024**.

4.10 Initial IEP Qualification Comparison Data 2022-23 to 2023-24

Special Education Initial Qualification Data Colton

2021-22 School Year

Grade	# Students Entering SpEd	School	# Identified by School	School	# Identified by School
Preschool	121	Birney ES	28	Joe Baca MS	2
TK/K*	--	Bloomington HS	4	Jurupa Vista ES	14
	80	Colton HS	1	Lewis ES	26
1	46	Colton JUSD	2	Lincoln ES	20
2	39	Colton MS	3	McKinley ES	12
3	34	Cooley Ranch ES	16	Reche Canyon ES	14
4	33	Colley Ranch/IS	1	Rogers ES	20
5	24	Crestmore ES	20	Ruth Harris MS	1
6	24	D Arcy ES	15	San Salvador	43
7	8	Grand Terrace ES	17	San Salvador State PS	1
8	3	Grand Terrace HS	6	Smith ES	19
9	5	Grant ES	17	Sycamore ES	15
10	3	Grimes ES	11	Terrace Hills MS	5
11	3	Headstart Bloomington	8	Terrace View ES	24
12	0	Headstart Colton	16	The Rock Christian	1
Total	423	Home Instruc/Colton	1	Washington PS	1
		Home Instruct/Wilson	1	Wilson ES	19
				Zimmerman ES	19

* TK was not a separate reporting grade in this academic year.

2022-23 School Year

Grade	# Students Entering SpEd	School	# Identified by School	School	# Identified by School
Preschool	108	Birney ES	19	Lewis PS	1
TK	0	Bloomington HS	10	Lincoln ES	20
K	61	Colton HS	3	McKinley ES	20
1	54	Colton MS	14	McKinley PS	1
20	44	Cooley Ranch ES	15	Reche Canyon ES	12
3	36	Colley Ranch/IS	26	Rogers ES	25
4	55	Crestmore ES	9	Ruth Harris MS	11
5	39	Crestmore PS SDC	9	San Salvador	50
6	35	D Arcy ES	20	San Salvador State PS	1
7	45	Grand Terrace ES	18	Slover Mt. Cont HS	5
8	10	Grand Terrace HS	13	Smith ES	23
9	8	Grant ES	28	Sycamore ES	27
10	11	Grant PS	2	Terrace Hills MS	14
11	10	Grimes ES	15	Terrace View ES	11
12	5	Grimes PS	3	The Rock Christian	1
Total	521	Headstart Bloomington	2	Washington Alt HS	5
		Headstart Colton	13	Washington PS	1
		Home Instruction	2	Wilson ES	12
		Joe Baca MS	15	Zimmerman ES	15
		Jurupa Vista ES	15	Zimmerman PS	1
		Lewis ES	23		

Special Education Initial Qualification Data Redlands

2021-22 School Year

Grade	# Students Entering SpEd	School	# Identified by School	School	# Identified by School
Preschool	116	Arroyo Verde ES	26	Lugonia R Seed	17
TK/K*	--	Beattie MS	15	Mariposa ES	29
	93	Bryn Mawr ES	13	McKinley ES	10
1	77	Citrus Valley HS	9	McKinley R Seed	51
2	84	Clement MS	6	Mentone ES	16
3	53	Cope MS	8	Mission ES	31
4	32	Crafton ES	20	Moore MS	15
5	32	Cram ES	17	Redlands E Academy	4
6	20	East Valley HS	7	Redlands HS	11
7	19	Franklin ES	25	Redlands Rise	7
8	16	Franklin R Seed	20	Smiley ES	25
9	15	Grove Charter	3	Victoria ES	21
10	11	Highland Grove ES	14	Victoria R Seed	14
11	5	Judson & Brown ES	17	Totally Kids	5
12	1	Kimberly ES	26	Private	24
Total	574	Kingsbury ES	26	Home Instruction	1
		Lugonia ES	22		

* TK was not a separate reporting grade in this academic year.

2021-22 School Year

Grade	# Students Entering SpEd	School	# Identified by School	School	# Identified by School
Preschool	82	Arroyo Verde ES	19	Lugonia R Seed	15
TK	0	Beattie MS	15	Mariposa ES	33
K	83	Bryn Mawr ES	37	McKinley ES	9
1	103	Citrus Valley HS	14	McKinley R Seed	37
2	73	Clement MS	20	Mentone ES	33
3	79	Cope MS	18	Mission ES	31
4	59	Crafton ES	35	Moore MS	15
5	35	Cram ES	24	Orangewood Cont HS	2
6	36	East Valley HS	12	Redlands E Academy	7
7	23	Franklin ES	21	Redlands HS	29
8	20	Franklin R Seed	17	Redlands Rise	3
9	28	Grove Charter	4	Smiley ES	30
10	17	Highland Grove ES	13	Victoria ES	20
11	13	Judson & Brown ES	24	Victoria R Seed	11
12	7	Kimberly ES	24	Totally Kids	1
Total	658	Kingsbury ES	26	Private	18
		Lugonia ES	35	Home Instruction	4
				Home Schooled	1

Special Education Initial Qualification Data Rialto

2021-22 School Year

Grade	# Students Entering SpEd	School	# Identified by School	School	# Identified by School
Preschool	95	Bemis ES	8	Kolb MS	1
TK/K*	--	Bemis PS	3	Kordyak ES	13
	54	Boyd ES	10	Kucera MS	3
1	42	Carter HS	3	Morgan ES	17
2	24	Casey ES	15	Morgan PS	1
3	33	Curtis ES	4	Morris ES	3
4	25	Dollahan ES	13	Myers ES	12
5	12	Dunn ES	16	Preston ES	14
6	4	Eisenhower HS	3	Preston PS	17
7	4	Fitzgerald ES	6	R Pat Center	31
8	1	Fitzgerald PS	7	Rialto HS	5
9	7	Frisbie MS	2	Rialto Speech PS	11
10	4	Garcia ES	9	Rocking Horse PS	1
11	0	Henry ES	13	Simpson ES	12
12	0	Hughbanks ES	6	Trapp ES	16
Total	305	Jehue MS	3	Werner ES	12
		Kelley ES	11	Werner PS	4

* TK was not a separate reporting grade in this academic year.

2022-23 School Year

Grade	# Students Entering SpEd	School	# Identified by School	School	# Identified by School
Preschool	92	Bemis ES	14	Kolb MS	6
TK	2	Bemis PS	15	Kordyak ES	4
K	85	Boyd ES	21	Kucera MS	4
1	61	Boys PS	3	Milor Cont HS	1
2	48	Carter HS	5	Milor Life Skills	1
3	47	Casey ES	18	Morgan ES	25
4	68	Curtis ES	24	Morris ES	17
5	36	Dollahan ES	18	Myers ES	19
6	18	Dollahan PS	2	Preston ES	17
7	11	Dunn ES	40	Preston PS	5
8	2	Eisenhower HS	7	R Pat Center	11
9	5	Fitzgerald ES	9	Rialto HS	3
10	5	Fitzgerald PS	10	Rialto Speech PS	7
11	4	Frisbie MS	6	Rocking Horse PS	5
12	3	Garcia ES	19	Simpson ES	7
Total	488	Garcia PS	1	Simpson PS	1
		Henry ES	20	Trapp ES	21
		Henry PS	1	Werner ES	25
		Hughbanks ES	17	Werner PS	17
		Jehue MS	7	Home Instruction	1
		Kelley ES	13		

Special Education Initial Qualification Data Rim

2021-22 School Year			
Grade	# Students Entering SpEd	School	# Identified by School
Preschool	16	Henck IS	6
TK/K*	--	Hoffman ES	19
	12	Lake Arrowhead ES	39
1	15	Rim HS	5
2	12	Rim Virtual Academy	1
3	8	VOE ES	10
4	5	Sierra School	1
5	3	Youth Care	1
6	2		
7	1		
8	2		
9	3		
10	1		
11	2		
12	0		
Total	82		

* TK was not a separate reporting grade in this academic year.

2022-23 School Year			
Grade	# Students Entering SpEd	School	# Identified by School
Preschool	17	Henck IS	9
TK	--	Hoffman ES	17
K	18	Lake Arrowhead ES	29
1	15	Rim HS	3
2	9	Rim Virtual Academy	1
3	11	VOE ES	21
4	10	Mountain Cont HS	1
5	7		
6	5		
7	4		
8	0		
9	1		
10	0		
11	1		
12	2		
Total	81		

Special Education Initial Qualification Data Yucaipa-Calimesa

2021-22 School Year			
Grade	# Students Entering SpEd	School	# Identified by School
Preschool	74	YECEC	74
TK/K*	--	CES	10
	27	CECA K-5	10
1	13	CECA 6-8	1
2	19	CHES	20
3	14	DES	8
4	8	RES	17
5	10	VES	14
6	5	WES	14
7	2	MVMS	8
8	5	PVMS	3
9	1	Pep +	1
10	3	GVHS	2
11	1	Oak View CDS	0
12	1	YHS	4
Total	183		

* TK was not a separate reporting grade in this academic year.

2022-23 School Year			
Grade	# Students Entering SpEd	School	# Identified by School
Preschool	54	YECEC	54
TK	11	CES	30
K	28	CECA K-5	12
1	42	CECA 6-8	1
2	29	CHES	28
3	16	DES	20
4	18	RES	14
5	18	VES	38
6	9	WES	18
7	13	MVMS	16
8	1	PVMS	6
9	8	Pep +	1
10	6	GVHS	2
11	4	Oak View CDS	3
12	1	YHS	13
Total	258		

Data for YECEC in the 21-22 School Year is reflective of similar qualification rates from 2017-2021

4.11 Restrain & Seclusion Data Collection



EAST VALLEY
SELPA

Educating Together

AB 1466 Implementation: Restraint & Seclusion Reporting

April 11, 2024

EV SELPA Steering Committee Meeting

AB 1466 (Pupil Discipline: restraint and seclusion reporting) amends EC 49006

49006. (a) A local educational agency that meets the definition of a “local educational agency” specified in Section 300.28 of Title 34 of the Code of Federal Regulations shall collect and, **no later than three months after the end of a school year, report to the department** annually on the use of behavioral restraints and seclusion for pupils enrolled in or served by the local educational agency for all or part of the prior school year.

(b) **The report required pursuant to subdivision (a) shall include all of the following information, disaggregated by race or ethnicity, and gender:**

(1) The number of pupils subjected to mechanical restraint, with **separate counts for pupils** with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils **with an individualized education program**, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(2) The number of pupils subjected to physical restraint, **with separate counts for pupils** with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils **with an individualized education program**, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

AB 1466 amends EC 49006

(3) The number of pupils subjected to seclusion, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(4) The number of times mechanical restraint was used on pupils, with separate counts for the number of times mechanical restraint was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(5) The number of times physical restraint was used on pupils, with separate counts for the number of times physical restraint was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

AB 1466 amends EC 49006

(6) The number of times seclusion was used on pupils, with separate counts for the number of times seclusion was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(c) Notwithstanding any other law, the data collected and reported pursuant to this section shall be available as a public record pursuant to Division 10 (commencing with Section 7920.000) of Title 1 of the Government Code, and shall be posted annually on the internet website of the local educational agency.

(d) No later than three months after the report is due to the department pursuant to subdivision (a), the department shall post the data from the report annually on its internet website.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

CALPADS Reporting

CALPADS Calendar for 2023–24

CALPADS Snapshot Collection Windows and Certification Deadlines

CALPADS Submission	Census Day	Primary Data Submitted	Official Submission Window	Certification Deadline	Amendment Window
End-of-Year (EOY) 3 2023–24	N/A	<ul style="list-style-type: none">▪ Student Incidents▪ Cumulative Enrollment▪ Student Absence Summary▪ One-Year Graduate and Completer Counts▪ Count of English Learner (EL) Reclassified during School Year▪ Homeless Students	May 7, 2024 to July 26, 2024	July 26, 2024	July 27, 2024 to August 16, 2024

What should an LEA post?

*LEAs should consider what they believe meets the requirements. These are suggestions for LEAs to consider.

Some possible methods LEAs may choose, include:

- Upload to the LEA's website the CDE file which only shows your LEA.
- Upload to the LEA's website the information about the file structure as well.
- Some are linking directly to this data to meet the requirement.

Current CDE Reporting

This education code 49006(d) also requires CDE to post this same data set. This is how they meet this requirement. Additional information about the Restraint and Seclusion Data can be found [here](#).

Note: CDE posts by December 15th each year.

Files include state, county, LEA-level data (i.e., county office of education, district, and charter school), and data at the NPS-level. Please refer to the file structure for details on what data are contained in the file. For more information about these data, please visit the [Information about the Restraint and Seclusion Data](#) web page.

Note: To protect student privacy, data in this file are suppressed (*) under the following conditions:

- When the Reporting Category is NOT equal to TA (Total)
- When the Aggregate Level is NOT equal to T (State)
- When the corresponding cell size is 10 or less, including zero.

Year of Data	File	File Structure
2022–23	rsddata2223 (XLSX; 2MB; Posted 15-Dec-2023)	File Structure: Restraint and Seclusion Data
2021–22	rsddata2122 (XLSX; 2MB; Posted 15-Dec-2022)	File Structure: Restraint and Seclusion Data
2020–21	rsddata2021 (XLSX; 1MB; Posted 15-Dec-2021)	File Structure: Restraint and Seclusion Data
2019–20	rsddata1920 (XLSX; 2MB; Revised 11-Dec-2020)	File Structure: Restraint and Seclusion Data

District Name	School Name	NPS	Reporting Category	Count of Mechanical Restraints	Unduplicated Count of Students Mechanically Restrained	Count of Physical Restraints	Unduplicated Count of Students Physically Restrained	Count of Seclusions	Unduplicated Count of Students Secluded
		ALL	SD	*	*	*	*	*	*
		ALL	SE	*	*	*	*	*	*
		ALL	SF	*	*	*	*	*	*
		ALL	SH	*	*	*	*	*	*
		ALL	SM	*	*	*	*	*	*
		ALL	SS	*	*	*	*	*	*
		ALL	GF	*	*	64	27	*	*
		ALL	GM	*	*	268	98	*	*
		ALL	GN	*	*	*	*	*	*
		ALL	GZ	*	*	*	*	*	*
		ALL	RA	*	*	*	*	*	*
		ALL	RB	*	*	48	25	*	*
		ALL	RD	*	*	*	*	*	*
		ALL	RF	*	*	17	*	*	*
		ALL	RH	*	*	135	65	*	*
		ALL	RI	*	*	*	*	*	*
		ALL	RP	*	*	*	*	*	*
		ALL	RT	*	*	21	*	*	*
		ALL	RW	*	*	102	20	*	*
		ALL	S5	*	*	*	*	*	*
		ALL	SD	*	*	332	125	*	*
		ALL	SE	*	*	66	32	*	*
		ALL	SF	*	*	20	*	*	*
		ALL	SH	*	*	*	*	*	*
		ALL	SM	*	*	*	*	*	*
		ALL	SS	*	*	154	89	*	*
		N	GF	*	*	25	17	*	*

- RB = African American
- RI = American Indian or Alaska Native
- RA = Asian
- RF = Filipino
- RH = Hispanic or Latino
- RD = Not Reported
- RP = Pacific Islander
- RT = Two or More Races
- RW = White
- GM = Male
- GF = Female
- GN = Non-Binary
- GX = Missing
- SE = English Learners
- SD = Students with Disabilities
- SS = Socioeconomically Disadvantaged
- SM = Migrant
- SF = Foster
- SH = Homeless
- S5 = 504 Accommodation Plan
- TA = Total (Select Reporting Category student group)

When the CDE file is opened, this is what it looks like. Notice for smaller populations the data is "suppressed" and denoted with asterisks.

The different groups required under ed code are differentiated in the Reporting Category column.

Posting on LEA's website

To ensure accurate data, consider posting the data directly from CDE. As this is a complicated file, consider posting similar to CDE.

Files include state, county, LEA-level data (i.e., county office of education, district, and charter school), and data at the NPS-level. Please refer to the file structure for details on what data are contained in the file. For more information about these data, please visit the [Information about the Restraint and Seclusion Data](#) web page.

Note: To protect student privacy, data in this file are suppressed (*) under the following conditions:

- When the Reporting Category is NOT equal to TA (Total)
- When the Aggregate Level is NOT equal to T (State)
- When the corresponding cell size is 10 or less, including zero.

Year of Data	File	File Structure
2022–23	rsddata2223 (XLSX; 2MB; Posted 15-Dec-2023)	File Structure: Restraint and Seclusion Data
2021–22	rsddata2122 (XLSX; 2MB; Posted 15-Dec-2022)	File Structure: Restraint and Seclusion Data
2020–21	rsddata2021 (XLSX; 1MB; Posted 15-Dec-2021)	File Structure: Restraint and Seclusion Data
2019–20	rsddata1920 (XLSX; 2MB; Revised 11-Dec-2020)	File Structure: Restraint and Seclusion Data

CALPADS Disciplinary Restraint & Seclusion Data (2022–23)

California Department of Education

Analysis, Measurement, & Accountability Reporting Division

Data Processing and Reporting Office

Data certified as of: August 29, 2023

Source: 2022–23 California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year 3 Submission. Data are provided at the local educational agency (LEA) level. For the purposes of these data, LEAs include school districts, charter schools, and county offices of education.

Once you download the “rsddataXXXX” file, and open it, this is what you will see.

It is recommended to ensure all of these three tabs are included in what you post.

Filter data on this tab to show just your LEA.

Title Page

R&S File Structure

Data Suppression

2022-23 Restraints & Seclusions

2022-23 Restraints & Seclusions Data

Academic Year	Aggregate Level	County Code	District Code	School Code	County Name	District Name	School Name
---------------	-----------------	-------------	---------------	-------------	-------------	---------------	-------------

When you open the last tab, "Restraint and Seclusion, you will see the entire state's data.

In the header row, click the down arrow to filter by District Name.

The filter box for that column will pop up. You can type in the district's name or scroll through the list. Check the box next to the LEA name you wish to select.

District Name

Sort

By color:

Filter

By color:

And Or

- (Select All)
- ABC Unified
- Alameda County Office of
- Alameda Unified
- Alta Loma Elementary
- Alvord Unified
- Amador County Unified

Auto Apply

A1 X ✓ fx 2022-23 Restraints & Seclusions Data

	A	B	C
1	2022-23 Restraints & Seclusions Data		
2	Academic Year	Aggregate Level	County Code
6625	2022-2023	D	19
6626	2022-2023	D	19
6627	2022-2023	D	19
6628	2022-2023	D	19
6629	2022-2023	D	19
6630	2022-2023	D	19
6631	2022-2023	D	19
6632	2022-2023	D	19
6634	2022-2023	D	19

Once you have filtered, you can select all and copy this data and paste on another tab.

Then you can delete the entire sheet with the entire state's data.

Alternatively, you could choose to just add the tab, with the LEA's data and keep the state's data.

Next Steps

- ← Find out how your LEA is tracking this data. Be sure you are collecting the data from NPS sites. Be sure you are disaggregating the data as required and providing separate counts in each category for SWDs and SW504 plans.
- ← Provide this PPT to your Cabinet, CALPADS and site administrators.
- ← Ensure the data reporting for 2024 EOY 3 is accurate!
- ← Make sure that EOY 3 data matches what the LEA is reporting for the OCR data submission!

4.12 EV SELPA Medi-Cal Collaborative Membership

4.13 Progress on CDE Reporting Requirements

Upcoming IEP Implementation Data Collection for the 2023–24 School Year

bounce-1952598-15192701@mlist.cde.ca.gov <bounce-1952598-15192701@mlist.cde.ca.gov>

on behalf of

SPECEDINFOSHARE <SPECEDINFOSHARE@cde.ca.gov>

Thu 2/29/2024 7:52 AM

To: Jennifer Brooksby <Jennifer.Brooksby@sbcss.net>

CAUTION: This email originated from outside of the organization. Please do not click links or open attachments unless you recognize the sender and know the content is safe.

Date: February 29, 2024

Subject: Information Sharing from the Data, Evaluation and Analysis Unit of the Special Education Division

To meet the monitoring requirements outlined in 34 *Code of Federal Regulations (CFR)* section 300.600, the California Department of Education (CDE), Special Education Division (SED) will collect aggregate data on individualized education program (IEP) implementation in Spring 2024 to support Local Educational Agencies (LEAs) in implementing 34 *CFR* 300.323 (c)(2).

Under this data collection, LEAs are required to review a sample of student records to determine the rate of IEP implementation. The LEA will report to the CDE an aggregated rate of implementation of services prescribed in the affirmed IEP. The number of records an LEA is required to review is based on the LEA's size and count of students with disabilities (SWD) certified on Census Day.

On May 1, 2024, the CDE will provide LEAs with a list of randomly selected students whose records must be reviewed to determine the IEP Implementation rate for each student for a two-month measurement period—**March 1, 2024, to April 29, 2024**. The LEA will summarize and report the number of students who had more or less than 90 percent of their services implemented during the review period. The data will be due to the CDE no later than **June 28, 2024**.

The CDE does not prescribe the manner in which the LEA annually tracks delivery of IEP-based services. To effectively meet the reporting requirements, LEAs should maintain records, such as service logs, and track service delivery for SWDs' IEPs. The LEA will use these records to analyze the students in the sample identified by the CDE.

On March 19, 2024, the CDE will hold a webinar-based training to describe and review the data collection tool that will be used to upload the IEP Implementation data to the CDE, and answer LEA questions about the collection in preparation for the reporting period. Please register in advance using the following link:

https://us02web.zoom.us/webinar/register/WN_GM6HWCKkSVe7uL-4QYIWow.

The IEP Implementation data collection comes as a part of the CDE's efforts to help improve LEA's program efficiency and effectiveness in providing special education services to students across California. We are hopeful that the inclusion of these data in the monitoring process will help CDE support LEAs to uphold our promise to support all students with IEPs to reach their full potential.

If you have any questions, please contact the Data, Evaluation and Analysis team by email at iepimplementation@cde.ca.gov.

You are currently subscribed to spec-intrst-grp as: Jennifer.Brooksby@sbcss.net.

To unsubscribe click here: <https://mlist.cde.ca.gov/u?>

[id=15192701.251eff01d43c9605ae892f84233be8d9&n=T&l=spec-intrst-grp&o=1952598](https://mlist.cde.ca.gov/u?id=15192701.251eff01d43c9605ae892f84233be8d9&n=T&l=spec-intrst-grp&o=1952598)

(It may be necessary to cut and paste the above URL if the line is broken)

or send a blank email to SPECEDINFOSHARE@cde.ca.gov

4.14 ESY 2024 Planning

4.15 The Special Ed Administrator's Personal Trainer

The Special Ed Administrator's Personal Trainer

Chapter 10 Dealing with Legal Challenges

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

Building Systems!

- * The author reminds us that being proactive is the best way to deal with and avoid legal challenges. Her examples of being proactive include:
 - * Foster support in the community
 - * Hire and train the “5’s”
 - * Develop outstanding special education programs
 - * Really listen to parent concerns
 - * Monitor the IEP process to ensure the IEPs are being implemented with fidelity
 - * Become an instructional leader
- * **What are ways you are being proactive to deal with or avoid legal challenges?**

Red Flag Cases

- ❖ Every district small and large has “red flags” to look out for. Smaller districts are typically dealt with by the Director, while larger districts may have staff, such as a Coordinator to initially respond to difficult cases. The author reminds us to be on alert for those “red flags” and the Director needs to alert staff involved to prevent legal challenges.
- ❖ What parents actually want is for someone to listen to their concerns for their child. With few exceptions, parents don’t want to sue the district, but want to be heard and sometimes their only recourse is filing for due process.
- ❖ One piece of advice the author provides is to talk directly with the staff involved with the issue BEFORE you propose a solution to the parent.

Red Flag Cases

Some of the “red flags” the author shared include:

- Anxious parent
- Parent sends letters, notes or emails with concerns
- Records request
- IEE request
- Request to record IEP meeting
- Advocate or lawyer attends IEP
- Parent refuses consent to assessments or IEPs
- Parent expresses intent to withdraw from SpEd
- Parent does not actively participate
- Student’s file gets larger and larger over the years

What are some other “red flags” you see in your district and what do you do to avoid or respond to them?

Procedural Safeguards

- * The IDEA requires districts to provide the notice of procedural safeguards to parents at least annually.
- * It is important to clarify and restate what the law says when parents have questions, but the district is not obligated to read the procedural safeguards word for word as some advocate's demand in our region.
- * Not the authors advice, but we recommend having an “elevator pitch” ready, at each IEP meeting, that gives a brief overview of the parent’s rights, so parents better understand the document.
 - * This will involve training, and we have discussed this at our Leadership Training and some of your staff are already doing this. It is important though, to get this information to those that are conducting IEP meetings.

Building Systems!

- * As it relates to CDE, OCR and UCP (Uniform Complaint Procedures) complaints, what systems do your Districts have in place to support responding to these types of complaints?
 - * Do you have district staff to deal with these?
 - * Do you have procedures in place when these come in?
 - * Do site level staff understand how to respond when it comes to a specific site?
- * Remember, for OCR complaints, make sure staff are aware of any type of settlement agreement made between the district and the Office of Civil Rights. This includes making sure future leaders are aware as well. This will ensure implementation continues in future administrations. One of our districts almost made a decision recently that would have violated an agreement made between the district and OCR several years ago.

Questions?

4.16 Supporting Inclusive Practices



EAST VALLEY
SELPA

Educating Together

EV SELPA & SIP PROUDLY PRESENT

UNITED IN INCLUSION

*A Leadership Summit to Collaborate,
Imagine, and Build the Future of
Inclusive Education*

**RIVERSIDE CONVENTION CENTER
WEDNESDAY, MAY 1, 2024**

CLICK HERE TO REGISTER

**Password:
EVSELPA**

- 8:00 Check-in and light refreshments
- 8:40 Opening keynote with Alycia Anderson
- 9:30 A Case for Inclusion
- 10:30 Cultural Beliefs
- 12:00 Lunch
- 1:00 Logic Models
- 2:30 Closing remarks

Casual attire that proudly represents your school and/or district is encouraged.

4.17 EV SELPA ADR



IEP Meeting Facilitation as the EV SELPA Adopts a New IEP Vendor

Along with adopting a new IEP vendor, the EV SELPA is supporting its member districts in facilitating IEP meetings which enable all participants to be active members of the IEP team. This training is for those supporting this initiative. An overview of the facilitation process will be provided that prepares IEP team members to be collaborative partners in a facilitated IEP meeting. Participants will learn how to clearly define their role in the IEP meeting, enabling them to prepare for active meeting participation. Additionally, participants will develop skills to broker more effective and efficient communication resulting in a collaborative, non-adversarial, and compliant student-centered IEP meeting.

Date: Monday, April 15, 2024

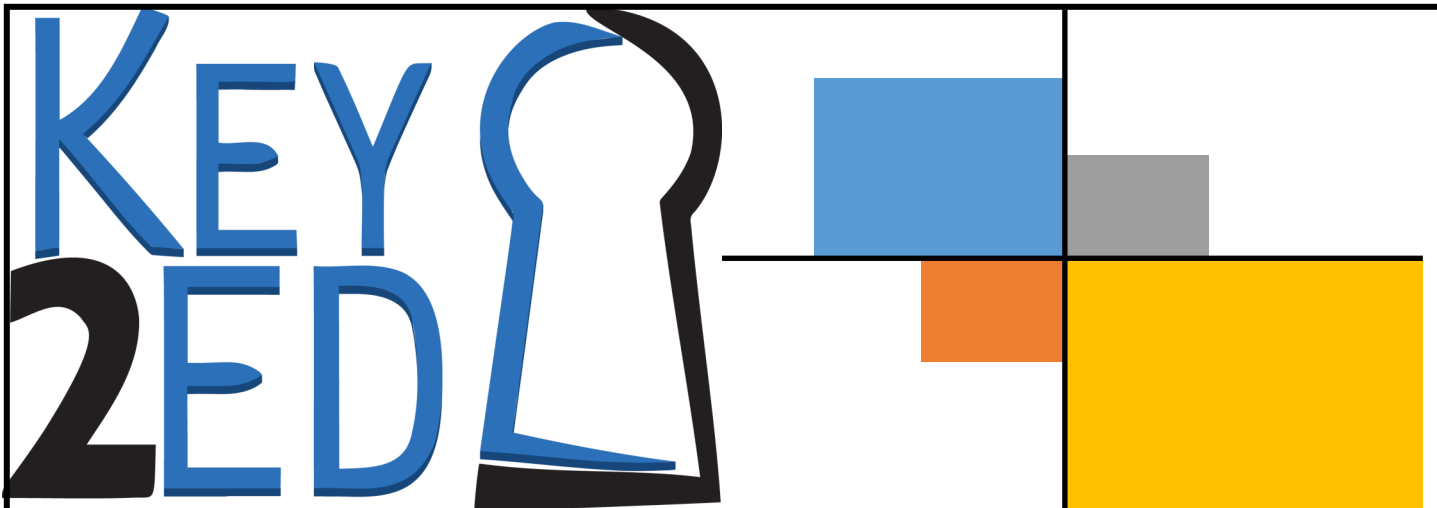
Time: 12:00 noon–4:00 pm

Location: This is a hybrid event. You can attend virtually or in-person at the: Dorothy Inghram Learning Center . You will be asked to select an option at the end of the registration.

Facilitator: Key2Ed

Register Online: <https://sbcss.k12oms.org/46-246391>

This is a private event and you will need the password: IEPVENDOR



FACILITATED IEP TRAINING

Facilitators:

Patty Metheny, Robin O'Shea, & Cassie Velasquez

Dates:

APRIL 17, 18, & 19, 2024

Time:

8:30 am–3:30 pm

Description:

Learn the concept of IEP facilitation, its benefits, purpose, and advantages. Attendees will build skills in conflict prevention and reaching agreements, skills that will shift the culture of communication in the IEP process.

Who:

Private by invitation

Online registration use password: FIEP

<https://sbcss.k12oms.org/46-246189>

Where:

Dorothy Inghram Learning Center



**Pathways
to
Partnership**














Connect • Collaborate • Support

Virtual

OFFICE HOURS

with Kimberly Schulist

Take advantage of this great resource! Collaborate and learn from Kimberly Schulist by engaging in consultations, check-ins, and/or practice role plays with scenarios.


- | | |
|--|---|
|  TUES., FEBRUARY 13 |  3:00PM - 5:00PM |
|  WED., FEBRUARY 28 |  12:00PM - 2:00PM |
|  TUES., MARCH 12 |  3:00PM - 5:00PM |
|  WED., MARCH 27 |  12:00PM - 2:00PM |
|  WED., APRIL 3 |  3:00PM - 5:00PM |
|  THUR., APRIL 18 |  12:00PM - 2:00PM |
|  TUES., MAY 14 |  3:00PM - 5:00PM |
|  WED., MAY 29 |  12:00PM - 2:00PM |




PLEASE PICK A 30 MINUTE TIME SLOT BY USING THE QR CODE OR LINK BELOW



[Click Here](#)

 No cost to attend

 Web conferencing details provided upon confirmation.

Project Funded by



ccee
California Collaborative
for Educational Excellence



pathways2partnership.org



(805) 437-1560



info@pathways2partnership.org

Virtual



**Pathways
to
Partnership**

Connect • Collaborate • Support

HORARIO DE OFICINA

con Kimberly Schulist

¡Aprovecha este gran recurso! Colabora y aprende de Kimberly Schulist participando en consultas, reuniones de resolución temprana y/o juegos de rol prácticos con escenarios.

MART., 13 DE FEBRERO	3:00PM - 5:00PM
MIÉRC., 28 DE FEBRERO	12:00PM - 2:00PM
MART., 12 DE MARZO	3:00PM - 5:00PM
MIÉRC., 27 DE MARZO	12:00PM - 2:00PM
MIÉRC., 3 DE ABRIL	3:00PM - 5:00PM
JUEV., 18 DE ABRIL	12:00PM - 2:00PM
MART., 14 DE MAYO	3:00PM - 5:00PM
MIÉRC., 29 DE MAYO	12:00PM - 2:00PM



ELIJA UN INTERVALO DE TIEMPO DE 30 MINUTOS UTILIZANDO EL CÓDIGO QR O EL ENLACE A CONTINUACIÓN



No hay costo para asistir

[Haga Clic Aquí](#)

Los detalles de la conferencia en línea se comunicarán al recibir la confirmación.

Proyecto financiado por



ccee
California Collaborative
for Educational Excellence



pathways2partnership.org



(805) 437-1560



info@pathways2partnership.org

Online





**Pathways
to
Partnership**

Connect • Collaborate • Support

TRAUMA INFORMED MEDIATION

Five opportunities to attend:

- | | |
|---|--|
|  FEB. 15, 2024 |  11:00AM - 2:00PM PST |
|  FEB. 29, 2024 |  10:00AM - 1:00PM PST |
|  APR. 22, 2024 |  11:00AM - 2:00PM PST |
|  MAY 14, 2024 |  11:00AM - 2:00PM PST |
|  JUN. 10, 2024 |  10:00AM - 1:00PM PST |



DAWN KUHLMAN, MA
M.A.R.C.H. EXECUTIVE
DIRECTOR

Join Dawn Kuhlman as she explains her Trauma Informed Mediation Model. Common trauma responses include emotion dysregulation, physical health issues, feelings of distrust, helplessness, depression, anxiety, and grief. Secondary or vicarious trauma is a particular risk in the helping profession.


This virtual session will explore the five components of this mediation model:


1. Brain/Body experience of trauma,
2. Transformative mediation techniques (empowerment and recognition),
3. Mindfulness of thoughts, emotions, and behaviors,
4. Informally assessing client's ability to mediate, and
5. Resilience and the use of community resources.

REGISTER NOW



[Click Here](#)

 No cost to attend

 Zoom link will be emailed the day prior.

Project funded by



ccee
California Collaborative
for Educational Excellence



pathways2partnership.org



(805) 437-1560



info@pathways2partnership.org



Pathways to Partnership

Connect • Collaborate • Support

Virtual

MEDIACIÓN INFORMADA SOBRE EL TRAUMA

Cinco oportunidades para asistir:

- 15 DE FEB. 2024 11:00AM - 2:00PM PST
- 29 DE FEB. 2024 10:00AM - 1:00PM PST
- 22 DE ABR. 2024 11:00AM - 2:00PM PST
- 14 DE MAYO 2024 11:00AM - 2:00PM PST
- 10 DE JUN. 2024 10:00AM - 1:00PM PST



DAWN KUHLMAN, MA
DIRECTORA EJECUTIVA DE
M.A.R.C.H.

Únase a Dawn Kuhlman mientras explica su modelo de mediación informada sobre el trauma. Las respuestas comunes al trauma incluyen desregulación emocional, problemas de salud física, sentimientos de desconfianza, impotencia, depresión, ansiedad y el dolor. El trauma secundario o indirecto es un riesgo particular en la profesión de ayuda.

- Esta sesión virtual explorará los cinco componentes de este modelo de mediación:
1. Experiencia cerebral/corporal del trauma,
 2. Técnicas de mediación transformadora (empoderamiento y reconocimiento),
 3. Atención plena a pensamientos, emociones y comportamientos.
 4. Evaluación informal de la capacidad del cliente para mediar, y
 5. Resiliencia y utilización de los recursos comunitarios.

REGÍSTRESE AHORA



[Haga Clic Aquí](#)

No hay costo para asistir

El enlace de Zoom se enviará por correo electrónico el día anterior.

Proyecto financiado por



pathways2partnership.org

(805) 437-1560

info@pathways2partnership.org

Online



**Pathways
to
Partnership**

Connect • Collaborate • Support

ADMINISTRATOR ADR TRAINING

Administrators come and enhance your skills in dispute prevention and resolution. Join our 3-hour virtual workshops designed to enhance your skills in dispute prevention and resolution, choose from two available dates.

PRESENTED BY:



**DAVID DOWLING, JD,
MDR**



FRIDAY, APRIL 19, 2024

8:00AM – 11:00AM

OR



MONDAY, JUNE 17, 2024

9:00AM – 12:00PM

REGISTER



[Click Here](#)



No cost to attend



Zoom link will be emailed the day prior.

Intended
audience:
School
administrators

Project funded by



ccee
California Collaborative
for Educational Excellence



pathways2partnership.org



(805) 437-1560



info@pathways2partnership.org

Online



Pathways to Partnership

Connect • Collaborate • Support

MAKING VIRTUAL MEETINGS WORK

Three opportunities to attend:

- APRIL 30, 2024** **3:15PM - 4:15PM**
- MAY 2, 2024** **3:15PM - 4:15PM**
- MAY 8, 2024** **12:00PM - 1:00PM**

Virtual platforms continue to be a necessary and/or optional means for convening meetings. This training will address the following:

- a) What are some challenges you are facing in this new virtual world?
- b) What are some positive aspects of virtual meetings?
- c) What are some challenges for schools?
- d) What are some challenges for parents participating in virtual meetings?

This training will provide strategies and tools that can be implemented immediately, thereby improving the quality and productivity of virtual meetings.

PRESENTED BY:

MARC PURCHIN



Marc Purchin's goals, education, experience, achievement, reputation and vision combined to prompt the establishment of Purchin Consulting in 1997. Beginning some two decades before that, Marc has personally conducted more than 3,000 mediations, mostly through contracts with the California Special Education Hearing Office, the Department of Developmental Disabilities, several public school districts and numerous non-profit organizations. In addition to that work, he has developed Alternative Dispute Resolution (ADR) programs for Special Education Local Plan Areas (SELPA) throughout the state of California. Marc earned his bachelor's degree at Southern Illinois University, majoring in Speech Communication with an emphasis in Interpersonal Communication and Theatre. He then completed the distinctive Master's in Business Administration (MBA) program in Non-Profit Management offered by American Jewish University (formerly University of Judaism.) That program added him to its faculty in 1998 and has taught courses such as "Conflict Resolution and Negotiation" and "Organizational Development and Leadership". Marc has also taught a "Collaboration" course in the School of Education at Cal State Dominguez Hills.

REGISTER NOW



[Click Here](#)

- No cost to attend
- Zoom link will be emailed the day prior.

Project Funded by



ccee
California Collaborative
for Educational Excellence

pathways2partnership.org

(805) 437-1560

info@pathways2partnership.org

Online









Pathways to Partnership

Connect • Collaborate • Support

BUILDING POSITIVE PARENT AND SCHOOL PARTNERSHIPS

3-DAY BOOK SERIES

-  **MAY 1, 2024**  **3:15PM - 4:15PM**
-  **MAY 8, 2024**  **3:15PM - 4:15PM**
-  **MAY 15, 2024**  **3:15PM - 4:15PM**

PRESENTED BY:

MARC PURCHIN





Marc Purchin's goals, education, experience, achievement, reputation and vision combined to prompt the establishment of Purchin Consulting in 1997. Beginning some two decades before that, Marc has personally conducted more than 3,000 mediations, mostly through contracts with the California Special Education Hearing Office, the Department of Developmental Disabilities, several public school districts and numerous non-profit organizations. In addition to that work, he has developed Alternative Dispute Resolution (ADR) programs for Special Education Local Plan Areas (SELPA) throughout the state of California. Marc earned his bachelor's degree at Southern Illinois University, majoring in Speech Communication with an emphasis in Interpersonal Communication and Theatre. He then completed the distinctive Master's in Business Administration (MBA) program in Non-Profit Management offered by American Jewish University (formerly University of Judaism.) That program added him to its faculty in 1998 and has taught courses such as "Conflict Resolution and Negotiation" and "Organizational Development and Leadership". Marc has also taught a "Collaboration" course in the School of Education at Cal State Dominguez Hills.

REGISTER NOW



[Click Here](#)

 No cost to attend

 Zoom link will be emailed the day prior.

Project funded by



ccee
California Collaborative
for Educational Excellence



(805) 437-1560



pathways2partnership.org



info@pathways2partnership.org

Online









Pathways to Partnership

Connect • Collaborate • Support

E-MAIL EXTINCTION?

Three opportunities to attend:

- | | |
|---|--|
|  MAY 9, 2024 |  3:00PM - 4:00PM |
|  MAY 14, 2024 |  3:00PM - 4:00PM |
|  MAY 23, 2024 |  12:00PM - 1:00PM |

PRESENTED BY:

MARC PURCHIN



Marc Purchin's goals, education, experience, achievement, reputation and vision combined to prompt the establishment of Purchin Consulting in 1997. Beginning some two decades before that, Marc has personally conducted more than 3,000 mediations, mostly through contracts with the California Special Education Hearing Office, the Department of Developmental Disabilities, several public school districts and numerous non-profit organizations. In addition to that work, he has developed Alternative Dispute Resolution (ADR) programs for Special Education Local Plan Areas (SELPA) throughout the state of California. Marc earned his bachelor's degree at Southern Illinois University, majoring in Speech Communication with an emphasis in Interpersonal Communication and Theatre. He then completed the distinctive Master's in Business Administration (MBA) program in Non-Profit Management offered by American Jewish University (formerly University of Judaism.) That program added him to its faculty in 1996 and has taught courses such as "Conflict Resolution and Negotiation" and "Organizational Development and Leadership". Marc has also taught a "Collaboration" course in the School of Education at Cal State Dominguez Hills.

In the world of Alternative Dispute Resolution (ADR) nearly all professionals agree that E-mail is a troublesome mode of communication. Yes, we still use it - but less and less every day, and mainly just for quick and uncomplicated messaging, such as confirming an appointment. It is definitely not an ideal (or even time-efficient) way to effectively interact.


This session will clarify these issues of E-mail use and misuse. Learn a three-step approach for better e-mail communication. Attendees will have an opportunity to critique real E-mails as well as have an opportunity to "role play" E-mail communication.

REGISTER NOW



[Click Here](#)

 No cost to attend

 Zoom link will be emailed the day prior.

Project Funded by



ccee
California Collaborative
for Educational Excellence



pathways2partnership.org



(805) 437-1560



info@pathways2partnership.org









Pathways to Partnership

Connect • Collaborate • Support

Virtual

EXTINCIÓN DEL CORREO ELECTRÓNICO

Tres oportunidades de participar

-  9 DE MAYO, 2024  3:00PM - 4:00PM
-  14 DE MAYO, 2024  3:00PM - 4:00PM
-  23 DE MAYO, 2024  12:00PM - 1:00PM

PRESENTADO POR:

MARC PURCHIN



Los objetivos, la educación, la experiencia, los logros, la reputación y la visión de Marc Purchin se combinaron para impulsar la creación de Purchin Consulting en 1997. Desde unas dos décadas antes, Marc ha dirigido personalmente más de 3.000 mediaciones, la mayoría a través de contratos con la Oficina de Audiencias de Educación Especial de California, el Departamento de Discapacidades del Desarrollo, varios distritos escolares públicos y numerosas organizaciones sin ánimo de lucro. Además de ese trabajo, ha desarrollado programas de Resolución Alternativa de Disputas (ADR) para las Áreas del Plan Local de Educación Especial (SELPA) por todo el estado de California. Marc obtuvo su licenciatura en la Universidad del Sur de Illinois, con énfasis en Comunicación Interpersonal y Teatro. A continuación, completó el distintivo Master en Administración de Empresas (MBA) en Gestión de organizaciones sin ánimo de lucro ofrecido por la American Jewish University. (Este programa le incorporó a su cuerpo docente en 1996. 1996 y ha impartido cursos como "Resolución de conflictos y Negociación" y "Desarrollo organizativo y liderazgo". Marc también ha impartido un curso de "Colaboración" en la Escuela de Educación de Cal State Dominguez Hills.


En el mundo de la resolución alternativa de litigios (ADR, por sus siglas en inglés), casi todos los profesionales coinciden en que el correo electrónico es un medio de comunicación importuno. Sí, todavía lo utilizamos, pero cada día menos y sobre todo para mensajes rápidos y sencillos, como confirmar una cita. En definitiva, no es la forma ideal (ni siquiera la más eficaz en términos de tiempo) de interactuar eficazmente.

Esta sesión aclarará estas cuestiones sobre el uso y el mal uso del correo electrónico. Aprenderá un método de tres pasos para mejorar la comunicación por correo electrónico. Los asistentes tendrán la oportunidad de criticar correos electrónicos de la vida real, así como de "jugar un rol" en la comunicación por correo electrónico.

REGÍSTRESE HOY



[Pulse aquí](#)

 No hay costo para asistir

 El enlace de Zoom se enviará por correo electrónico el día anterior.

Proyecto es financiado por:



ccee
California Collaborative
for Educational Excellence



pathways2partnership.org



(805) 437-1560



info@pathways2partnership.org

4.18 EV SELPA Career Day



EAST VALLEY
SELPA

PRESENTS

BACK *to the*
FUTURE
Career Day

TUESDAY, APRIL 16, 2024

9:30AM - 2:00PM

@ THE DOROTHY INGRAM LEARNING CENTER
670 E CARNEGIE DRIVE, SAN BERNARDINO, CA 92408

FEATURING:

DJ BEATS MODE & MC DR. BETTERS

Exhibitors and Presentations on opportunities after
high school for students with disabilities



Workforce
SBCSS



EAST VALLEY
SELPA

BACK *to the*
FUTURE

April 16th, 2024

475
Students

**32 Classes are
attending, including
12 Mod/Severe
Classes**

9 DIFFERENT WORKSHOP PRESENTATIONS





43

Exhibitors



4.19 Hot Topics

5.0 OTHER

5.1 23-24 & 24-25 EVSELPA Steering Committee Meetings

2023/2024
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 2023 – NO MEETING

AUGUST 17, 2023

SEPTEMBER 14, 2023

OCTOBER 12, 2023

NOVEMBER 9, 2023

DECEMBER 7, 2023

JANUARY 2024 – NO MEETING

FEBRUARY 8, 2024

MARCH 7, 2024

APRIL 11, 2024

MAY 9, 2024

JUNE 13, 2024



2024/2025
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 2024 – NO MEETING

AUGUST 15, 2024

SEPTEMBER 12, 2024

OCTOBER 10, 2024

NOVEMBER 14, 2024

DECEMBER 12, 2024

JANUARY 2025 – NO MEETING

FEBRUARY 13, 2025

MARCH 13, 2025

APRIL 10, 2025

MAY 8, 2025

JUNE 12, 2025



5.2 23-24 & 24-25 EV SELPA Board of Directors Meetings

2023/2024
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

All meetings will be held at 2:00 p.m.
at the Dorothy Ingrham 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)



**2024/2025
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE**

September 25, 2024

November 20, 2024

February 19, 2025

March 19, 2025

May 21, 2025

June 18, 2025

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



5.3 2023-2024 EV SELPA Community Advisory Committee Meetings

**2023/2024
East Valley Special Education Local Plan Area**

Community Advisory Committee

Meeting Schedule

All meetings will
begin at 9:30 a.m. & end at 11:30 a.m.
(Determination to meet virtually will be made in advance by the Committee)

SEPTEMBER 18, 2023

NOVEMBER 13, 2023

FEBRUARY 26, 2024

APRIL 22, 2024



5.4 EV SELPA Professional Development – April & May 2024



SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

Presented by:

Jennifer Brooksby
EV SELPA Compliance Program Manager

&

Rick Homutoff, Ed.D.
EV SELPA Due Process Program Manager

Special Education staff will develop practical leadership skills to support their district needs.

Join us on the following Monday's:

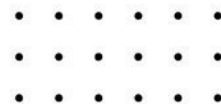
- September 25, 2023 8:00 am - 10:00 am
- November 27, 2023 2:00 pm - 4:00 pm
- February 26, 2024 8:00 am - 10:00 am
- May 20, 2024 2:00 pm - 4:00 pm



<https://sbcss.k12oms.org/46-237443>



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



DISTRICT ACCESS (DA) USERS

Collaborative Meetings

Facilitated by:

Dr. Patty Metheny, Chief Administrative Officer
Jennifer Brooksby, Program Manager
Sonya Cain, Program Technician (MIS)

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

Intended Audience:

District Access Users and District Special Education Administrators

From 2:00 - 3:30 pm

- **Wednesday, August 23, 2023**
- **Thursday, October 26, 2023**
- **Thursday, January 25, 2024**
- **Thursday, April 25, 2024**

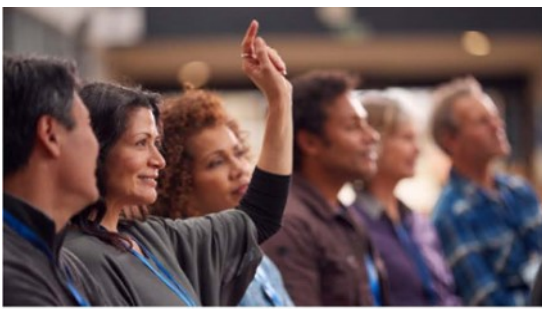


<https://sbcss.k12oms.org/46-233882>



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





2023-2024 POSTSECONDARY TRANSITION PROGRAM PARENT INFORMATION MEETINGS



(Spanish Interpretation provided at each meeting)

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

*(except *)*

DATE & TIME	TOPIC	LOCATION
Thursday August 31, 2023 9:30 am – 11:30 am	Postsecondary Options for Significantly Challenged Students Social Vocational Services Adult Program Information State Council on Developmental Disabilities Services/Programs <i>Register Online: https://sbcss.k12oms.org/46-238439</i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday September 21, 2023 9:00 am - 3:30 pm	Adult Transition Program (ATP) Information Meeting Stark Law Legal Option for Adult Care & Adult Programs, VIP ACE, In-Road Creative Programs, & ASCEND Day Programs <i>Register Online: https://sbcss.k12oms.org/46-235958</i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday October 5, 2023 9:30 am - 11:30 am	Postsecondary Options for Significantly Challenged Students OPARC Summit Services Behavior Management, & The Dignity Group Life Plan Development Services <i>Register Online: https://sbcss.k12oms.org/46-238440</i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday November 9, 2023 9:00 am -3:30 pm	Adult Transition Program (ATP) Information Meeting IRC Transition Services, CalAble Savings & Investment Accounts, & Community Options for Leisure & Recreation <i>Register Online: https://sbcss.k12oms.org/46-235960</i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday December 7, 2023 9:30 am -11:30 am	Postsecondary Options for Significantly Challenged Students Adult Program Information ABLE-INC & B.O.T. Adult Programs <i>Register Online: https://sbcss.k12oms.org/46-238441</i>	Dorothy Inghram Learning Center Conference Rm “E”
Thursday February 1, 2024 9:30 am – 11:30 am	Postsecondary Options for Significantly Challenged Students SafetyPowers.org, <i>Teaching skills for relationships and prevention of harm</i> & Sevita First Step Adult Program site visit <i>Register Online: https://sbcss.k12oms.org/46-238442</i>	Dorothy Inghram Learning Center Conference Rm “C”
Thursday February 8, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting College Support Programs SB Valley College SAS Services, CIP (College Internship Program), Taft College TIL Program (Transition to Independent Living), Social Security Administration, Fontana Transition Supports	Dorothy Inghram Learning Center Conference Rm “E”
Thursday April 11, 2024 9:30 am -11:30 am	Postsecondary Options for Significantly Challenged Students Adult Program Information The ARC, Riverside County Center-Based & Community-Based Day Program Visits	* Strebe Resource Center 702 East 11 th St., Beaumont 92223
Thursday May 2, 2024 9:30 am -3:30 pm	Adult Transition Program (ATP) Information Meeting Adult Supports Self-Determination, Options for All Community Integration Program, Adult Achievement Testimony, Work Experience Employer Panel	Dorothy Inghram Learning Center Conference Rm “E”

May 2nd, 2024
Adult Transition Program
Parent & Teacher Information Meeting

Location:	Dorothy Inghram Learning Center Conference Room E 670 E. Carnegie Drive, San Bernardino 92408	 EAST VALLEY SELPA <i>Educating Together</i>
TIME	9:00 a.m. – 3:30 p.m.	Spanish interpretation provided
9:00	Self-Determination Esteban Ortiz Associate Government Program Analyst State Council on Developmental Disabilities San Bernardino Regional Office	 CALIFORNIA SCDD State Council on Developmental Disabilities
11:00	IRC Parent Testimonials <i>regarding their participation in the Self-Determination Program for their child</i>	Jenny Bituin Eric Morago, PCP Kristianna Moralls Dustlyne Beavers
12:00	LUNCH	
1:30	Options for All <i>Community Integration Program</i> Shanice Stewart West Area Manager	 OPTIONS FOR ALL
2:00	Adult Achievement of a former Special Education Student	Derek Williams
2:15	Student Work Experience Employer Panel	<i>Employers working with special needs will describe the critical job-ready skills needed by individuals for success in the workplace.</i>
Register:	https://sbcss.k12oms.org/46-235961	For assistance registering contact: colleen.meland@sbcss.net (909) 252-4525



Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

Practitioner Level Use all PCM non-physical procedures plus personal safety and transportation (escorts)

Practitioner 1 Level Use all PCM non-physical procedures, personal safety and transportation (escorts), plus vertical immobilizations

Practitioner 2P Level Use all PCM non-physical procedures, personal safety and transportation (escorts), vertical immobilizations plus downward facing horizontal immobilizations

PCM TRAININGS @ DOROTHY INGRAM LEARNING CENTER/EV SELPA

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	August 29 - 30, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232692
Practitioner	October 31 & November 1, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232693
Practitioner	January 30 - 31, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232694
Practitioner	April 30 & May 1, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232695
Practitioner 1	September 5 - 7, 2023	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-232697
Practitioner 1	November 28 - 30, 2023	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-232699
Practitioner 1	April 2 - 4, 2024	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-232702
Practitioner 2P	August 22 - 24, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232669
Practitioner 2P	October 23 - 25, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232675
Practitioner 2P	January 22 - 24, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232682
Practitioner 2P	April 22 - 24, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232685

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

Region 10 Coordinating Council Presents



Presented by: Dr. Debra M. Wilson

This presentation is a hybrid of informative, evidence –based discussion and hands-on lab experience. Participants will experience S'Cool Move's therapy-based interventions that support academic goals within tiered intervention models, including movement routines and activities designed to improve focus, postural stability, bilateral coordination, visual skills, and self-regulation. In addition, this presentation focuses on enhancing collaboration between occupational therapists and general education and/or special education teachers in the classroom setting by providing insights, strategies, and tips for an “all hands-on deck” approach to collaboration.

Date: Friday, April 19, 2024

Time: 8:00 am to 3:30 pm

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

Fee: \$75.00 (*Purchase Orders are NOT accepted. This is a Pre-Pay event*)

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

Objectives: Participants will:

1. Understand how to enhance collaboration through the use of tiered interventions
2. Learn evidence-based routines that are appropriate for tiered intervention in the classroom setting
3. Compare and contrast the best developmental model for collaborating with teachers, including neurosequential models, trauma-informed teaching, and a dynamic systems approach
4. Reflect on one's current collaborative practice, and how the new information presented enhances and expands one's own professional practice in a school environment

CEUs: Certificate of attendance will be provided, verifying 6 professional development units.

Questions: joann.vargas@sbcss.net



<https://sbcss.k12oms.org/46-238347>

Region 10 OT/PT Committee Presents: Size Matters Handwriting Program (SMHP)

Presented by:

Jek Barrozo, MA, OTR/L and Jo-Ann Vargas, MA, OTR/L

The Size Matters Handwriting Program's conceptual approach mirrors Response to Intervention's demand for access and accountability. Size Matters Handwriting Program is adaptable, measurable and easily tiered. Learn concepts, strategies, accommodations and materials to build legibility school wide, in small groups and individually.

Date: Friday, May 10, 2024

Time: 8:00 am to 3:30 pm

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

Fee: \$50.00 (*Purchase Orders are NOT accepted. This is a Pre-Pay event*)

Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Special Education Teachers, General Education Teachers, Resource Specialists, Program Specialists, Administrators, and Parents

Objectives: Participants will:

1. Identify and discuss 2-3 SMHP concepts, strategies, accommodations and materials that can be used at a Tier One, Two or Three level of Intervention
2. Identify and discuss how to measure handwriting, scoring size and space, and to empower students with easy yet meaningful self-monitoring strategies
3. List key concepts and strategies to enable SMHP to be implemented as a push-in collaborative model, pullout therapeutic intervention or a Handwriting Club

CEUs: Certificate of attendance will be provided, verifying 6 professional development units.

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



<https://sbcss.k12oms.org/46-238349>

