

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

**\*\* AGENDA \*\***  
**APRIL 15, 2021 8:00 A.M.**

**PRESENTER**

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

Finance Items

- |     |   |                   |
|-----|---|-------------------|
| 4.1 | 2021-22 SBCSS EV County Operated Special Education<br>Fee-For-Service Budget & Proposed Rates             | Jennifer Alvarado |
| 4.2 | 2021-22 SBCSS Student Services Counseling Center – Intensive<br>Therapeutic Services Fee-For Service Rate | Jennifer Alvarado |
| 4.3 | EV SELPA 2020-2021 Fiscal Reporting Calendar  | Andrea Tennyson   |

Program Items

- |     |   |                  |
|-----|---|------------------|
| 4.4 | District Reopening Plans 2020-2021  | Committee        |
| 4.5 | Learning Recovery/Acceleration <ul style="list-style-type: none"><li>• COVID Resources Chart</li><li>• Restorative Restart</li><li>• California Collaborative for Education Excellence (CCEE) Resources</li><li>• Catapult Learning Resources</li></ul> | Patty Metheny    |
| 4.6 | Pending Legislation <ul style="list-style-type: none"><li>• AB 967 &amp; AB 126</li><li>• SB 692</li></ul>  | Patty Metheny    |
| 4.7 | Personnel Data Report   | Patty Metheny    |
| 4.8 | PCM Instructors Re-certification Training   | Patty Metheny    |
| 4.9 | Preschool Data Reporting  | Anne-Marie Foley |

- SPPI 6a - Preschool LRE
- CALPADS CERT 168 Program Setting

- |      |   |                                  |
|------|---|----------------------------------|
| 4.10 | CALPADS <ul style="list-style-type: none"> <li>• EOY Reporting</li> <li>• DSEA</li> </ul>   | Anne-Marie Foley<br>Lisa Horsley |
| 4.11 | EV SELPA Referrals <ul style="list-style-type: none"> <li>• Authorization Form</li> </ul>   | Rosalva Contreras                |
| 4.12 | CDE Monitoring <ul style="list-style-type: none"> <li>• SEP Monitoring Meetings</li> <li>• Overdue Initials</li> <li>• NPS Annual Student Monitoring</li> </ul> | Anne-Marie Foley                 |
| 4.13 | SBCSS East Valley Operations  | Scott Wyatt                      |
| 4.14 | Hot Topics  | Committee                        |

## 5.0 OTHER

- 5.1 EV SELPA Professional Development – April & May 2021
- 5.2 EV SELPA 2021-2022 Meeting Calendars
- 5.3 SBCSS Wellness Conference -July 2021
- 5.4 Next Meeting – May 13, 2021 8:00 AM

East Valley SELPA  
STEEERING COMMITTEE MEETING MINUTES  
March 18, 2021

MEMBERS PRESENT:

Dr. Patty Metheny  
Patti Buchmiller  
Bridgette Ealy  
Derek Swem  
Dr. Scott Wyatt

East Valley SELPA  
Redlands Unified School District  
Rialto Unified School District  
Rim of the World Unified School District  
SB, County Schools

FISCAL STAFF PRESENT:

Linda Resiwain  
Brian Guggisberg  
Nicole Albiso  
Scott Whyte  
Jennifer Alvarado  
Lisa Regalado

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

OTHERS PRESENT:

Anne-Marie Foley  
Andrea Tennyson  
Rick Homutoff, Ed.D.  
Rosalva Contreras  
Lisa Horsley  
Kathy Walck  
Jennifer Brooksby

East Valley SELPA  
East Valley SELPA  
East Valley SELPA  
East Valley SELPA  
East Valley SELPA  
Colton Joint USD  
Yucaipa- Calimesa JUSD

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:01 a.m. via Zoom.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the February 11, 2021 meeting were reviewed. Motion to approve the minutes was made by Linda Resiwain and seconded by Scott Wyatt. The minutes were approved by consensus of the members present.

## 4.0 DISCUSSION/PRESENTATION

### Finance Items

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

Jennifer Alvarado presented the second interim update for the SBCSS County Operated FFS Budget. Ms. Alvarado explained the 2020-2021 budget was developed prior to the COVID-19 outbreak, and that due to the COVID-19 pandemic significant savings have resulted which are not typically seen in this budget. Reasons for the significant savings include decreases in operational costs, reductions in substitute and hourly employee costs and an increase in employee vacancies due to retirements. Overall, Ms. Alvarado reported a projected \$1.3 million balance that will be returned to districts via proportionate share at year end.

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

Andrea Tennyson presented the EV SELPA regional services proportionate share costs based on December 2020 student counts. A second student count will be taken in April 2021 and the two counts will be averaged to determine final proportionate share costs per district to be reported in the May 2021 Steering Committee Meeting.

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

Ms. Tennyson reviewed the fiscal activities for April and May 2021. Ms. Tennyson indicated she will provide fiscal Committee members with the EV SELPA Schedule Rex and a projection of district and SELPA-wide ADA following the meeting. Ms. Alvarado remarked the Reporting Calendar indicates the SBCSS FFS student count is an April activity rather than May as has been the case in the past. Dr. Metheny clarified that this change in date was done at the recommendation of the EV SELPA Fiscal Allocation Plan Committee in the summer of 2020 to allow districts ample time to review and confirm student counts.

Dr. Metheny also noted that the annual East Valley SELPA Board of Directors Budget Ad hoc committee will meet in early April to review and advise on the projected 2021-2022 EV SELPA operational budgets. Finally, Ms. Tennyson reminded districts to make low incidence requests as soon as possible to allow time for purchases as the order cutoff date is likely to be late April or early May.

### Program Items

#### 4.4 Learning Recovery

Dr. Metheny reviewed guidance provided by Attorney Jan Tomsy of Fagan, Friedman & Fulfroost regarding learning loss and learning recovery due to the pandemic. Ms. Tomsy recommended that upon return to in-person instruction, IEP teams are encouraged to make individual decisions for each student with an IEP to see if compensatory education and services are needed. The term compensatory education was defined as a “equitable remedy for the denial of student’s right to a FAPE” which is ordered as a result of either non-compliance or the demonstration of fault at a due process hearing. Using learning loss

instead of compensatory education allows districts to acknowledge the role of the pandemic. The Virginia Department of Education Considerations for COVID Recovery Services for Students with Disabilities Plan was also shared as a model to consider.

#### 4.5 Expanded Learning Grant Proposal

The Committee reviewed components of the Expanded Learning Grant and the money available to each district from the grant. Directors discussed options districts are considering. Patti Buchmiller shared that Redlands USD is partnering with University of Redlands on data collection and potential interventions.

#### 4.6 Special Education Credentialing Changes

Dr. Metheny reviewed the pending changes to special education credentialing expected to take effect in the fall of 2023 with new graduates. This California Teacher Commission information was also sent to district human resource offices statewide. Under this new credentialing format, the Mild to Moderate Support Needs and the Extensive Support Needs credentials will provide more staffing flexibility than the current mild/moderate and moderate/severe education specialist credentials because they cover more disability categories. It is important to remember that these changes do not impact individuals who currently hold an Education Specialist credential. Although not required, there is a pathway for current specialists to earn the equivalent of the new authorization.

#### 4.7 SBCSS FFS March 2021 Student Counts Verification

Ms. Tennyson requested SBCSS County Services fee-for-service verification of March 2021 student data count from each district. This request was done via email March 8 when she provided each district their student data and services worksheet along with the SBCSS Fee-for-Service verification form. For reference purposes, Ms. Tennyson presented the Fee-For-Service numbers of the November 2020 student count. Final amounts will be computed averaging both student counts.

#### 4.8 Transition Partnership Program

In Helen Junker's absence, Dr. Metheny shared a PowerPoint presentation of the April 16, 2021 "Journey to the Future!" event formally known as Career Day. This year, Journey to the Future will be an on-demand event featured on the 6Connex virtual platform. Information and resources will be available on the platform until May 28, 2021.

Dr. Metheny also presented the Transition Partnership Program COVID-19 preparedness safety plan for work-based learning experiences. The plan provides information related to Covid-19, TPP staff, student and employer training responsibilities, reporting protocol, and use of personal protective equipment (PPE). The plan and sign off form presented will ensure everyone is adhering to the Covid-19 preparedness plan. In the fall of 2020, the EV SELPA in consultation with member district Chief Business Officials made the decision to not permit students to work in community based, employment settings due to COVID-19. Dr. Metheny requested the directors consult with their risk management departments now and let her know by Friday, March 26 whether the district will permit students to work in the community now through June as the incidence of COVID-19 has decreased.

#### 4.9 CDE Compliance Monitoring

Anne-Marie Foley provided data on each district's corrective actions on CDE identified overdue initial IEP lists provided in January. Although the EV SELPA districts met the 20% improvement on overdue initials expected by CDE, this expectation was not met statewide and thus requires CDE to continue this monitoring activity. The Committee discussed actions districts can take via CALPADS uploads to demonstrate compliance. Ms. Foley will email individualized data reports to each district in advance of the April 2, 2021 CDE due date for corrective actions. Additionally, Ms. Foley indicated CDE compliance monitoring will continue through the spring and fall focusing on initial assessments in the spring and annual as well as triennial IEPs in the fall. A timeline of CDE monitoring activities was provided.

Ms. Foley shared that she received feedback from CDE regarding district's Special Education Plans (SEPs). Most of the East Valley SELPA districts and charter school plans have been accepted. Ms. Foley is meeting with those districts or charter schools along with a CDE consultant to determine what revisions are necessary to secure CDE approval.

Finally, Ms. Foley again reviewed the nonpublic school monitoring compliance requirements and the EV SELPA forms used for this purposed. Annual monitoring of students served by nonpublic schools must be completed and submitted to CDE by June 30, 2021.

#### 4.10 WebIEP Forms

Ms. Foley shared the revised SBCSS County Referral form (EV-20) and accompanying procedures. Next, Ms. Foley indicated she will work with SBCSS staff to develop a document describing each of the SBCSS County programs. She thanked SBCSS School Psychologist Jessica Lascano and SBCSS Program Manager Dr. Vicki Ford for their outstanding work on the completed forms which are currently available on the secure side of the East Valley SELPA website ([eastvalleyselpa.org](http://eastvalleyselpa.org))

Ms. Foley reported on pending projects. The next forms and procedures to be updated are the Infant Family Service Plan (IFSP) and accompanying instructions. For this purpose, she will gather staff from both SBCSS East Valley Operations and Redlands USD who serve this population. The revision of the Alternative Triennial Reassessment process and accompanying documents is also a pending project.

Ms. Foley shared she continues to explore viable solutions for electronic signatures as she works with Faucette Micro Systems.

Finally, Dr. Metheny reported on a successful training of SBCSS East Valley Operations and Desert/Mountain Operations personnel in understanding their responsibilities for CALPADS data upload and record corrections. The training was provided by Dr. Metheny, Ms. Foley, and Doug Faucette of Faucette Micro Systems.

#### 4.11 EV SELPA Due Process Update

Dr. Rick Homutoff provided an update on SELPA-wide due process activity. He reported on the current five open cases and shared there has been a reduction in the

number of filings overall this year. Dr. Homutoff shared he believes this is due to a “COVID pause” and is anticipating an influx of filings in the next year.

#### 4.12 SBCSS East Valley Operations

Dr. Wyatt shared that he is working to align SBCSS County operated classroom openings with district reopening plans based on the physical location of the classroom. If for example a classroom is located on a Redlands USD campus, SBCSS will follow the Redlands USD reopening plans. Dr. Metheny encouraged the directors to work closely with Dr. Wyatt as well as parents in their districts who have students in County operated programs housed outside of their respective districts. Dr. Wyatt received confirmation that districts will provide their own transportation to County classrooms as they reopen.

SBCSS is planning a drive thru graduation ceremony at the Barbara Phelps County High School on June 10, 2021 from 4:00 pm to 8:00 pm. Graduating students participating in their program are welcome to participate.

Finally, Dr. Wyatt reminded the committee that a current audiogram is required for Deaf Hard of Hearing (DHH) referrals. A current audiogram is defined within a year of the current date.

#### 4.13 Hot Topics

The secure side of the new East Valley SELPA website is fully operational. District staffs have been notified via email. Forms previously available in WebIEP are now available on the website’s secure side and will be deleted from WebIEP. If a form needed is not available on the website, please let Rosalva Contreras know and it will be upload.

Dr. Metheny provided a brief overview of two pending California legislative bills. AB 692 will require least restrictive environment (LRE) data inclusion in the Dashboard as well as have LRE identified as the “ninth” priority in the state. As with other Dashboard data, LRE not met may result in required differentiated assistance for districts. AB 967 will set aside federal dollars specifically for special education COVID relief. It ill required the use of ADR practices by school districts to identify learning recovery/acceleration activities or students with disabilities. The legislation is designed as a proactive measure to address the anticipated increase in litigation as a result of the pandemic.

## 5.0 OTHER

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

6.0 ADJOURNMENT: Meeting adjourned at 11:28 a.m. Next meeting will be held on April 15, 2021.



## FINANCE ITEMS

### 4.1 2021-22 SBCSS EV County Operated Special Education Fee-For-Service Budget & Proposed Rates

San Bernardino County Superintendent of Schools  
 East Valley County Operated Special Education Program  
 2021-22 FFS Budget Summary  
 April 2021

**2021-22 Budget Assumptions**

- 2.5 % COLA on salary
- Step and Column included in contracted salaries
- 5% increase on Medical, Dental, Vision and Life
- Assume no medical opt-out
- Employer paid statutory rates as follows (increase in PERS and STRS)
  - Medicare: 1.45%, SUI: .05%, Workers Comp: 2.76%
  - STRS: 15.92%, PERS: 23.0%, Alt. Retirement: 2.25%
- Information Technology User Fees: \$2,428 per full user, \$116 per email only
- Indirect Cost Rate: 7.85%

**2021-22 Budget**

Program	CERT FTE	CLASS FTE
SAI/Self Contained	22.2	33.26
Low Incidence Itinerant	9.59	5.16
1:1 Aides	0.00	10.32
Early Start (includes direct charged Pupil Support & Admin)	8.90	4.84
Allocated Cost (Admin, Facilities, Pupil Support)	4.07	5.97
<b>TOTAL</b>	<b>44.76</b>	<b>59.55</b>

**2021-22 Fee-For-Service Budget**

Total Budgeted Expenditures	\$ 12,014,047
Less Budgeted Offsetting Revenue	\$ 3,337,397
<b>2021-22 Excess Cost</b>	<b>\$ (8,676,650)</b>

**2021-22 Proposed Fee-For-Service Rates**

RATES	SAI	Low Incidence	1:1 Aides
<b>21/22 Rate</b>	<b>\$ 45,607</b>	<b>\$ 9,631</b>	<b>\$ 54,411</b>
20/21 Rate	\$ 42,706	\$ 9,263	\$ 55,097

Counts	SAI	Low Incidence	1:1 Aides
<b>21/22 Count</b>	<b>156</b>	<b>208</b>	<b>12</b>
20/21 Count	175	215	9

San Bernardino County Superintendent of Schools  
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM  
2021-22 Projected Fee For Service Budget  
April 2021

		1	2	3	5	6	
		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	EXPENSE					
2	1000-1999	Certificated Salaries	2,503,287	827,641	-	845,213	4,176,141
3	2000-2999	Classified Salaries	1,194,459	219,247	310,198	94,334	1,818,238
4	3000-3999	Employee Benefits	1,899,060	506,218	293,813	398,246	3,097,337
5	4000-4999	Books & Supplies	19,099	5,754	-	4,746	29,599
6	5000-5999	Services & Other Operating Expenditures	45,507	29,593	1,392	26,910	103,402
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 5,661,412	\$ 1,588,453	\$ 605,403	1,369,449	9,224,717
10		% of Total	0.78090	0.21910		n/a	1.0000000
11							
12		Allocated Cost ( FN 3120, 2100, 2700, 8100)	1,316,657	369,421	-	228,794	1,914,872
13		Sub total 1000-5000 costs	\$ 6,978,068.55	\$ 1,957,874.45	\$ 605,403.00	\$ 1,598,243	\$ 11,139,589
14							
15	7300-7380	Indirect Cost @ 7.85%	547,778	153,693	47,524	125,462	874,458
16							
17		TOTAL EXPENSE	\$ 7,525,847	\$ 2,111,568	\$ 652,927	\$ 1,723,705	\$ 12,014,047

18	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	8097	6500	Property Tax Revenue					0
20	8181	3310	Federal Local Assistance	386,330	108,395			494,725
21	8311/8319	6500	AB602 FFS Revenue (including Base for ADA)					0
22			<b>Total FFS Revenue</b>	<b>386,330</b>	<b>108,395</b>	<b>0</b>	<b>0</b>	<b>494,725</b>
23								
24			<b>Other Revenue Sources</b>					
25	86XX	8710	Local Control Funding Formula					0
26	8182	3315	Federal Preschool - RS 3315	24,648				24,648
27	8182	3310	Federal Local Assistance Applied to the First Class Program					0
28	8182	3345	Preschool Staff Development	209				209
29	8182	3385	Infant Part C				57,745	57,745
30	8311	6510	Infant State Apportionment				1,600,242	1,600,242
31	8590	6515	Infant Discretionary				0	0
32	8677	9285	Parent Infant Program				5,793	5,793
33	8285	9385	Other Local Revenue (contracts with districts)				119,885	119,885
34	8600/8799	6500	Other Local Revenue (contracts with districts)					0
35			2021-22 Beginning Balance				1,034,150	1,034,150
36			<b>TOTAL REVENUE:</b>	<b>411,187</b>	<b>108,395</b>	<b>0</b>	<b>2,817,815</b>	<b>3,337,397</b>

37								
38	<b>Excess Cost (expense minus revenue)</b>			\$ (7,114,660)	\$ (2,003,173)	\$ (652,927)	\$ 1,094,110	\$ (8,676,650)
39								
40	<b>Number of Estimated Services in 2021-22</b>			156	208	12	N/A	
41	<b>2021-22 Proposed Rates</b>			<b>\$45,607</b>	<b>\$9,631</b>	<b>\$54,411</b>	-	
42	2020-21 Rates			\$42,706	\$9,263	\$55,097	N/A	

## 4.2 2021-2022 SBCSS Student Services Counseling Center – Intensive Therapeutic Services Fee-For- Service Rate

## 2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

### **JULY 2020**

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

### **AUGUST 2020**

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

### **SEPTEMBER 2020**

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

### **OCTOBER 2020**

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

## 2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

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

### **NOVEMBER 2020**

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

### **DECEMBER 2020**

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

### **JANUARY 2021**

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

### **FEBRUARY 2021**

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

### MARCH 2021

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

### APRIL 2021

- 4/2/21** - Districts to confirm county-served students Spring count for FFS sent via e-mail – **RECEIVED ALL**
- 4/5/21** - SELPA to present 21/22 Operating Budget to Board Budget Ad Hoc - **DONE**
- 4/15/21** - SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 21/22 at Steering/Finance
- 4/15/21** - SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services Fee-for-service rate
- 4/16/21** - Districts to provide March PARs and PYR for TPP to SELPA
- 4/16/21** - **SELPA to send districts Low Incidence Inventory Report for review**
- 4/16/21** - SELPA to provide P-2 NPS ADA to districts \*District deadline to BAS April 23<sup>rd</sup> – **will use 19/20 P-2**
- 4/16/21** - **CDE Personnel Data Report communication expected for access and completion**
- 4/19/21** - SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/21/21** - **Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (20/21)**
- 4/22/21** - **Districts to complete final requests for Low Incidence materials and equipment purchases for FY 20/21**
- 4/30/21** - SELPA to submit February TPP Service and Certified Invoices to DOR
- TBD** - **Districts to complete and submit Personnel Data Report via CDE online portal and send copy electronically to SELPA – Due date was moved to Friday, July 16th**

### MAY 2021

- 5/7/21** - **Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)**
- 5/12/21** - Districts to provide April PARs and PYR for TPP to SELPA
- 5/13/21** - SELPA to present 3<sup>rd</sup> Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/13/21** - SELPA to present FY (21/22) Proposed EV SELPA Operating Budgets at Steering/Finance
- 5/13/21** - SELPA to present 20/21 Annual Budget and Service Plans at Steering/Finance
- 5/13/21** - SELPA to present final EV County Operated Spec Education FFS average count/fees and Regional services (MH, OT & PT) proportionate shared costs
- 5/19/21** - SELPA to present to Board of Directors EV SELPA 2021-22 Operating Budgets and SBCSS EV County Operated Spec Education FFS 2021-22 rates
- 5/31/21** - SELPA to submit March TPP Service and Certified Invoices to DOR

### JUNE 2021

- 6/01/21** - **Districts to submit pdf copy of electronically submitted Personnel Data Report**
- 6/14/21** - Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/21** - SELPA to submit April TPP Service and Certified Invoices to DOR
- TBD** - SELPA to finalize AB602 CDE Certifications for CY (20/21) and PY (19/20, 18/19)

**San Bernardino County Superintendent of Schools**  
**Student Services Counseling Center**  
**2021-22 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 Therapist are embedded in the school setting and available on campus to provide services and consultation to students and staff. In addition, the students receive prevention and intervention services through the SSCC that include student Suicide Prevention Training, Synergy workshops, Career Days, Human Trafficking Prevention Presentations, Anti-Bullying Presentations, Sexual Harassment Prevention Presentations, Social Skills Training, Social Emotional Learning lessons, and Mental Health and stigma reduction activities.

<b>2021-22 Intensive Therapeutic Services Fee</b>	<b>\$4,000</b>
---	----------------



## 4.3 EV SELPA 2020-2021 Fiscal Reporting Calendar

## PROGRAM ITEMS

### 4.4 District Reopening Plans 2020-2021

## 4.5 Learning Recovery/Acceleration

# Investing in a Restorative Restart:

## Addressing student need in the wake of COVID-19

April 2, 2021

Heather Hough, Executive Director

Presentation to the San Bernardino County Office of Education





**CENTER  
RELATIONSHIPS**

Prioritize relationship development between families, students, and educators



**IDENTIFY  
STUDENT  
NEEDS**

Identify and develop plans to address the unique social, emotional, mental health, language, and academic needs of every student



**STRENGTHEN  
STAFFING &  
PARTNERSHIPS  
TO SUPPORT  
STUDENTS**

Strengthen staffing and deepen community-based partnerships, including during summer and out of school time, to address students' individualized learning and mental health needs



**SUPPORT  
TEACHERS TO  
MAKE  
TEACHING &  
LEARNING  
RELEVANT &  
RIGOROUS**

Prioritize racial equity, relevance, and rigor in curriculum and instruction

***“4T Analysis”***: For each of these practices, identify what investments will need to be made now

<p><b><u>Time</u></b></p> <p>Extended instructional hours Contract days Teacher planning/staff meeting time Time for parent-teacher virtual visits</p>	<p><b><u>Talent</u></b></p> <p>New hires (social workers, counselors, psychologists, tutors, aides, arts, etc.) New community positions (family liasons, before/after school, recess/relational supports) Contractors</p>
<p><b><u>Training</u></b></p> <p>Professional development/coaching Teacher collaboration Resources (curriculum, lesson planning guides) Consultants</p>	<p><b><u>Technology/Materials</u></b></p> <p>Computers and Wifi/upgrades Software to support personalized learning Learning Management Platforms Systems to track student learning and data on implementation</p>

## COVID-19 Resources for LEAs Summarized

Updated March 26, 2021

Various state and federal resources are available to local educational agencies (LEAs) in response to the COVID-19 pandemic, with varying deadlines, allowable uses, and methods of distribution. All the information can make your head spin, but we have prepared a quick reference guide that seeks to provide all the necessary information about these resources in one place, with links to additional details and estimates for how much your LEA can expect to receive.

Funding	Source of Funding	State Funding Amount	Distribution	Allowable Uses	Timeline for Use	SACS <sup>1</sup> Code	Additional Considerations
Coronavirus Relief (CR) Fund	Allocated through state Learning Loss Mitigation Fund  Funds derived from federal Coronavirus Aid, Relief, and Economic Security (CARES) Act	\$4.4B for K–12 education	Learning Loss Mitigation Fund include three distribution formulas:  1. Proportion of 2019–20 LCFF <sup>2</sup> supplemental and concentration grant entitlement 2. Proportion of 2019–20 Fall 1 Census enrollment of SWDs <sup>3</sup> ages 3 to 22 3. Proportion of 2019–20 LCFF entitlement  <a href="#">CDE<sup>4</sup> allocation amounts</a>	1. Student learning supports 2. Extended instructional time for students 3. Additional core academic student supports 4. Integrated services that support teaching and learning—such as technology needs, mental health services, staff professional development, and student nutrition 5. Addressing health and safety concerns	March 1, 2020, to May 31, 2021	Resource Code 3220	Receipt of Learning Loss Mitigation funds were contingent on the adoption of a Learning Continuity and Attendance Plan, adopted by September 30, 2020, as well as specified reporting requirements of unexpended funds  <a href="#">LEAs must apply for funds</a>

Funding	Source of Funding	State Funding Amount	Distribution	Allowable Uses	Timeline for Use	SACS <sup>1</sup> Code	Additional Considerations
Proposition 98—Learning Loss Mitigation Fund	<p>Allocated through state Learning Loss Mitigation Fund</p> <p>Derived from state Proposition 98 funds</p>	\$540M	<p>Proportion of 2019–20 LCFF entitlement</p> <p><a href="#">CDE allocation amounts</a></p>	<ol style="list-style-type: none"> <li>1. Student learning supports</li> <li>2. Extended instructional time for students</li> <li>3. Additional core academic student supports</li> <li>4. Integrated services that support teaching and learning—such as technology needs, mental health services, staff professional development, and student nutrition</li> <li>5. Addressing health and safety concerns</li> </ol>	March 1, 2020, to June 30, 2021	Resource Code 7420	<p>Receipt of Learning Loss Mitigation funds were contingent on the adoption of a Learning Continuity and Attendance Plan, adopted by September 30, 2020, as well as specified reporting requirements of unexpended funds.</p>



Funding	Source of Funding	State Funding Amount	Distribution	Allowable Uses	Timeline for Use	SACS <sup>1</sup> Code	Additional Considerations
In-Person Instruction Grant	State Proposition 98 funds	\$2.0B	Proportion of 2020–21 LCFF entitlement <a href="#">CDE allocation amounts</a>	Any purpose consistent with providing in-person instruction—such as COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation, and other school site upgrades necessary for health and safety, salaries for employees providing in-person instruction or services, and mental health support services provided in conjunction with in-person instruction	Available for expenditure through August 31, 2022	Resource Code 7422	<p>Must offer in-person instruction to required students by April 1, 2021</p> <p>Grant reduced 1% each day until in-person instruction is offered to all required students</p> <p>Grant forfeited for failure to offer in-person instruction to required students by May 15, 2021, or for failure to provide continuous in-person instruction through the end of the school year</p> <p>Certification to the CDE by June 1, 2021, that the LEA has complied with grant requirements</p> <p>Report of final expenditure of funds due to the CDE by December 1, 2022</p>

Funding	Source of Funding	State Funding Amount	Distribution	Allowable Uses	Timeline for Use	SACS <sup>1</sup> Code	Additional Considerations
Expanded Learning Opportunity Grant	State Proposition 98 funds	\$4.6B	Proportion of 2020–21 LCFF entitlement plus \$1,000 for each enrolled homeless student  <a href="#">CDE allocation amounts</a>	<ol style="list-style-type: none"> <li>1. Extended instructional learning time</li> <li>2. Learning recovery</li> <li>3. Integrated student supports to address other barriers to learning</li> <li>4. Learning hubs</li> <li>5. Supports for credit-deficient students</li> <li>6. Additional academic services</li> <li>7. Professional development</li> </ol>	Available for expenditure through August 31, 2022	<p>10% Reserve for Paraprofessionals – Resource Code 7426</p> <p>Remaining Funds – Resource Code 7425</p>	<p>By June 1, 2021, local board adoption of a plan for use of grant funds <a href="#">CDE plan template</a></p> <p>At least 85% of funds must be used for in-person services</p> <p>At least 10% of funds must be used to hire paraprofessionals (can be used to meet 85% requirement for in-person services)</p> <p>Report of final expenditure of funds due to the CDE by December 1, 2022</p>

Funding	Source of Funding	State Funding Amount	Distribution	Allowable Uses	Timeline for Use	SACS <sup>1</sup> Code	Additional Considerations
Governor's Emergency Education Relief (GEER) Fund	Allocated through state Learning Loss Mitigation Fund  Funds derived from federal CARES Act	\$355M	Proportion of Fall 1 Census enrollment of SWDs ages 3 to 22  <a href="#">CDE allocation amounts</a>	<ol style="list-style-type: none"> <li>1. Student learning supports</li> <li>2. Extended instructional time for students</li> <li>3. Additional core academic student supports</li> <li>4. Integrated services that support teaching and learning—such as technology needs, mental health services, staff professional development, and student nutrition</li> <li>5. Addressing health and safety concerns</li> </ol>	March 13, 2020, to September 30, 2022	Resource Code 3215	<p>Receipt of Learning Loss Mitigation funds were contingent on the adoption of a Learning Continuity and Attendance Plan, adopted by September 30, 2020, as well as specified reporting requirements of unexpended funds</p> <p>Subject to federal equitable services requirements for private schools</p> <p><a href="#">LEAs must apply for funds</a></p>
Elementary and Secondary School Emergency Relief (ESSER) I	Federal CARES Act	\$1.65B	<p>90% of state share—\$1.48 billion—distributed to LEAs in proportion to Title I, Part A funds that each LEA received in fiscal year 2019–20</p> <p><a href="#">CDE allocation amounts</a></p>	<p>Very broad discretion to use ESSER funds to support coronavirus response activities</p> <p><a href="#">List of allowable uses</a></p>	March 13, 2020, to September 30, 2022	Resource Code 3210	<p>Subject to federal equitable services requirements for private schools</p> <p><a href="#">LEAs must apply for funds</a></p>

Funding	Source of Funding	State Funding Amount	Distribution	Allowable Uses	Timeline for Use	SACS <sup>1</sup> Code	Additional Considerations
ESSER II	Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act	\$6.7B	90% of state share—\$6 billion—distributed to LEAs in proportion to Title I, Part A funds that each LEA received in fiscal year 2020–21  <a href="#">CDE allocation amounts</a>	Very broad discretion to use ESSER funds to support coronavirus response activities  <a href="#">List</a> of allowable uses	March 13, 2020, to September 30, 2023	Resource Code 3212	No equitable services requirement  <a href="#">LEAs must apply for funds</a>
ESSER III	American Rescue Plan	\$15.1B	90% of state share—\$13.6 billion—distributed to LEAs in proportion to amount of Title I, Part A funds that each LEA received in fiscal year 2020–21  <a href="#">SSC allocation estimates</a>	Very broad discretion to use ESSER funds to support coronavirus response activities, similar to ESSER II funds  20% of LEA allocation must be used for learning loss mitigation	March 13, 2020, to September 30, 2024	TBD	No equitable services requirement  LEA maintenance of equity requirement
Senate Bill 117	State General Fund	\$100M  \$17.38 per average daily attendance, minimum of \$250 per LEA	On the basis of 2019–20 First Principal Apportionment  <a href="#">CDE allocation amounts</a>	Maintaining nutrition services, cleaning and disinfecting facilities, personal protective equipment, and materials necessary to provide students with opportunities for distance learning	Open	Resource Code 7388	

<sup>1</sup>Standardized Account Code Structure

<sup>2</sup>Local Control Funding Formula

<sup>3</sup>Students with disabilities

<sup>4</sup>California Department of Education

Field Guide to Accelerated Learning: <https://fieldguide.ccee-ca.org/>

CCEE Field Guide – Field Guide f... X +

fieldguide.ccee-ca.org

LEADING FORWARD PODCAST #16: Leveraging Your County Health Department to Reopen w/ Supt Estrella-Henderson

ccee

California Collaborative  
for Educational Excellence

FIELD GUIDE MAIN

RETURNING TO CAMPUS +

OUTCOMES +

STRATEGIES +

ADDITIONAL RESOURCES +

# The Field Guide

## Accelerating Learning, Equity and Well-Being



Leading Forward Learning Series

Leading Forward Podcast

Field Guide Videos

The Health & Safety Guidebook

Leading and learning continues to evolve as we face new challenges and find new opportunities to best meet the needs of young people during extraordinary times. To help leadership teams continue to develop their educational systems and serve their communities in 2021 and beyond, the CCEE has created *The Field Guide for Accelerating Learning, Equity and Well-Being*.

The Field Guide provides LEAs with tools to reflect on key lessons learned from 2020, plan a safe return to campus, respond to logistical needs of scheduling, develop effective communication plans, create continuity of learning, facilitate goal-setting, gain inspiration for what lies ahead, and more. It is an evolving compendium of curated resources from many California LEAs, partners, and educators to help us reimagine education together. We invite you to check back often for more resources and tools.



Don't Know Where to Start? Try our Personalized Planning Guide

Health & Safety

Seamless

Flexible

<https://catapultlearning.com/covid-recovery-program/>



COVID Recovery Program - Catapult Learning

catapultlearning.com/covid-recovery-program/

f t in

Institute for Scaling Evidence Based Education Success Stories Careers

Catapult Learning

PROGRAMS PARTNERS INSIGHTS ABOUT CONTACT

# COVID Recovery Program

## Supporting Students, Schools and Families

COVID-19 has negatively impacted learning for millions of children across the country—according to McKinsey & Company, students may lose up to 12 months of learning by the end of the 2020-21 academic year.\* To help close the gap, Catapult Learning has developed a COVID Recovery Program designed to meet the academic and social-emotional needs of your students, families and school communities.

### COVID Recovery Program

Supporting Students, Schools and Families

[Learn More](#)

## 4.6 Pending Legislation

CAPITOL OFFICE  
P.O. BOX 942849  
SACRAMENTO, CA 94249-0011



PHONE: (916) 319-2011  
WEBSITE: [HTTPS://A11.ASMDC.ORG](https://a11.asmdc.org)

## **AB 967 – COVID-19 Emergency Special Education Services And Voluntary Alternative Dispute Resolution**

### **SUMMARY**

AB 967 would establish the COVID-19 Special Education Fund in the State Treasury and require the Department of Education (CDE) to provide matching funds to local educational agencies (LEAs) to help prevent special education disputes, offer voluntary alternative dispute resolution (ADR) processes, and deliver services related to COVID-19 school disruptions ADR. AB 967 would also require LEAs conduct outreach to families facing language and other barriers to special education processes, require good faith efforts to reach agreements through voluntary ADR within 60 days at no cost to families, and involve special education local plan areas (SELPA) or Family Empowerment Centers in the ADR process. Finally, AB 967 would require LEAs to submit the application for funding to their SELPA for verification and submission to CDE.

### **BACKGROUND**

According to early surveys and research efforts, students with disabilities have been especially impacted by the COVID-19 pandemic. Students and parents have reported higher levels of anxiety and depression, the loss of IEP services and supports, and poor results from distance learning. Compared to the general student population, these families are more likely to express concern for their child's mental health and more likely to be experiencing little to no remote learning.

As students return to in-person and hybrid learning models, some families will exercise their rights to due process under state and federal law, and many of these disputes will result in costly and protracted legal conflicts. California's special education dispute system already sees nearly half of all

mediation requests in the nation and the state's rates for mediation, due process, and state complaints are far above the national average. These numbers are expected to grow dramatically over the coming years and have already experienced increases related to the COVID-19 emergency.

According to a 2015 Statewide Special Education Task Force report, the current due process system results in high costs, complexity, parent dissatisfaction, and other barriers to families and schools. An expected influx of cases related to the COVID-19 school disruptions would likely overwhelm the system, creating additional delays to services, more negative educational impacts, and provide little recourse for low-income families or those facing language barriers. Voluntary alternative dispute resolution and conflict prevention represent effective, low-cost approaches for creating positive outcomes and delivering rapid services to students and families.

### **PURPOSE**

AB 967 will deliver historic investments in dispute resolution processes with a proven track record of preventing and resolving disputes in an equitable and cost-effective manner. AB 967 requires LEAs to confront inequity by conducting outreach to families who are typically left out of the process and unable to access their due process rights. AB 967 also creates accountability and enhances family supports by including SELPAs, CDE, and Family Empowerment Centers throughout the process.

### **STAFF CONTACT**

Charles Dulac, (916) 319-2011  
[Charles.Dulac@asm.ca.gov](mailto:Charles.Dulac@asm.ca.gov)



### **AB 967 (Frazier): COVID Special Education Fund**

- Would create a fund allowing LEAs to apply for 1:1 matching fund grants to assist in preventing disputes, resolving disputes, and providing needed services related to educational impact for SWDs due to the COVID-19 pandemic.

**Background:** As SELPA Administrators, we are obligated to assure that all students who receive special education services are given them in accordance with their Individualized Education Programs. Due to the COVID-19 pandemic, schools were forced to close their physical facilities to comply with public health orders. This has caused tremendous disruption in the lives of most of our students, especially those with disabilities. In many cases, schools have not been able to provide the required services through distance learning, despite the innovation and creativity of educators. This has led to increased disputes between schools and families. Schools find themselves in a bind where current funding cannot adequately address this need. Addressing the impacts to student wellness and learning should be thoughtfully done through an empathetic lens with an incentive to preserve the relationship between families and LEAs. We know that California has 4 times the national rate of special education legal filings, which are costly in dollars and even more so in the taxing of relationships. This bill is groundbreaking as it inspires us to rethink the system. Our intent is that the maximum amount of dollars go to services for the students and less to address the costs of dispute. This bill would do what SELPAs across California have been doing for years, working with families to assure their rights are realized.

### **Ask: Support AB 967 (Frazier): COVID Special Education Fund**

- Appropriates funds for COVID related special education disputes, ensuring equitable access to LEAs and encouraging the use of prevention and Alternative Dispute Resolution, rather than costly litigation.
- This bill supports prevention of disputes and resolving disputes using the foundational skills of Alternative Dispute Resolution, without infringing on due process rights.
- Groundbreaking acknowledgement in encouraging and incentivizing the continuum of dispute resolution and resolving disputes with an emphatic lens, preserving relationships.
- Focuses on equity and requires thorough work in ADR prior to any litigation costs.
- Companion bill to AB 126 in support of SELPA collaboration with Family Empowerment Centers.

### **AB 126 (Medina) Family Empowerment Centers.**

- Provide funding for Family Empowerment Centers to support positive parent-district communication, especially during this uncertain time that could cause tension and disputes. Family Empowerment Centers have been working tirelessly to support students, families, and local educational agencies to respond to the COVID-19 pandemic. These efforts need to be intensified and expanded across the state.

**Background:** Family empowerment centers help families navigate the special education system, assist parents in understanding their children's disabilities, and facilitate the formation of peer-support communities. FECs are a partner and link between families, Community Advisory Committees (CAC), and SELPAs. Enhanced FEC networks would complement the efforts of SELPAs seeking to build partnerships and collaborative relationships that support accountability and transparency. AB 126 is a companion bill to AB 967.

**Ask:** **Support AB 126 (Garcia, Quirk-Silva, O'Donnell)** Special education programs: Family Empowerment Centers on Disability. AB 126 would provide the following:

- Revise the base grant for FECs from \$150,000 to \$246,000
- Prioritize creation of new FECs in areas of high need
- Appropriate \$20,000,000 to award grants to Family Empowerment Centers on Disability and Early Start Family Resource Centers, as specified. The bill would require centers to spend at least 50% of the funds to work in partnership with one or more SELPAs to broaden access to ADR, facilitate IEP processes, and train additional individuals to conduct these activities. The bill would require centers to use remaining funds to avert disputes and support resolution of conflict at the lowest level possible, as specified.

---

## SENATE COMMITTEE ON EDUCATION

Senator Connie Leyva, Chair  
2021 - 2022 Regular

---

<b>Bill No:</b>	SB 692	<b>Hearing Date:</b>	March 17, 2021
<b>Author:</b>	Cortese		
<b>Version:</b>	February 19, 2021		
<b>Urgency:</b>	No	<b>Fiscal:</b>	Yes
<b>Consultant:</b>	Ian Johnson		

**Subject:** Local control and accountability plans: state priorities: least restrictive environment

### SUMMARY

This bill adds least restrictive environment to the state priorities for purposes of a school district's Local Control and Accountability Plan (LCAP), requires the evaluation rubric to include least restrictive environment as an indicator, requires special education local plan areas to be invited to all differentiated assistance meetings related to least restrictive environment, and requires the Superintendent of Public Instruction (SPI) to conduct a survey on the minimum amount of professional development needed for teachers to be prepared to teach pupils with learning disabilities.

### BACKGROUND

Existing law:

- 1) Requires the State Board of Education (SBE) to adopt evaluation rubrics, by October 1, 2016, for all of the following purposes:
  - a) To assist a school district, county office of education or charter school in evaluating its strengths, weaknesses, and areas that require improvement.
  - b) To assist a county superintendent of schools in identifying school districts and charter schools in need of technical assistance, and the specific priorities upon which the technical assistance should be focused.
  - c) To assist the Superintendent of Public Instruction (SPI) in identifying school districts for which intervention is warranted.
- 2) Requires the evaluation rubrics to reflect a holistic, multidimensional assessment of school districts and individual schoolsite performance and include all of the state priorities. Existing law requires, as part of the evaluation rubrics, the SBE to adopt standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities.
- 3) Requires local educational agencies (LEAs) to adopt and annually revise local control and accountability plans, establishing annual goals and identifying specific actions for all pupils and specific subgroups of pupils, in the eight state priority areas.

- 4) Requires the county superintendent of schools or the SPI to provide technical assistance using the evaluation rubrics to any school district or county office of education, respectively, that fails to improve pupil achievement across more than one state priority for one or more pupil subgroups.
- 5) Requires a chartering authority to provide technical assistance using the evaluation rubrics to any charter school that fails to improve pupil achievement across more than one state priority for three or more pupil subgroups, or all of its pupil subgroups if it has fewer than three, in three out of four consecutive school years.
- 6) Authorizes the SPI to identify school districts and county offices of education in need of intervention if certain conditions are met, including if the California Collaborative for Education Excellence has provided advice and assistance and submits findings to the SPI that the inadequate performance of the school district or county office of education, based on the evaluation rubrics, is either so persistent or acute as to require intervention by the SPI.
- 7) Requires LEAs to adopt and annually revise LCAPs, establishing annual goals and identifying specific actions, in the following eight state priority areas:
  - a) The degree to which the teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials, and school facilities are maintained in good repair.
  - b) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards and the English language development standards, for purposes of gaining academic content knowledge and English language proficiency.
  - c) Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.
  - d) Pupil achievement, as measured by specified metrics at the state level.
  - e) Pupil engagement, as measured by specified metrics at the state level.
  - f) School climate, as measured by specified metrics at the state level and as developed locally.
  - g) The extent to which pupils have access to, and are enrolled in, a broad course of study, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs,

and the programs and services that are provided to benefit these pupils as a result of the funding received under the Local Control Funding Formula.

- h) Pupil outcomes, as measured by specified metrics at the state level.
- 8) Requires LEAs to ensure the following to address the least restrictive environment for individuals with exceptional needs:
- a) To the maximum extent appropriate, individuals with exceptional needs, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.
  - b) Special classes, separate schooling, or other removal of individuals with exceptional needs from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

## ANALYSIS

### This bill:

- 1) Adds least restrictive environment, as measured by the percentage of pupils with individualized education programs who are 6 to 21 years of age, inclusive, and served inside a regular classroom 80 percent or more of the day, to the state priorities for purposes of a school district's LCAP.
- 2) Specifies that the state and local indicator and standards for least restrictive environment, as part of the evaluation rubrics, shall be the same as the federal indicator for the state performance plan and annual performance report, which is the percentage of pupils with individualized education programs who are 6 to 21 years of age, inclusive, and served inside a regular classroom 80 percent or more of the day.
- 3) Specifies that when LEAs are required to be provided differentiated assistance related to least restrictive environment, the LEA's special education local plan area shall be invited to all meetings.
- 4) Requires the SPI, in collaboration with the Commission on Teacher Credentialing (CTC), to conduct a survey and report to the Legislature on all of the following subjects by October 1, 2024:
  - a) The number of general education teachers with training in Universal Design for Learning and dyslexia interventions.
  - b) The minimum professional development needed for existing teachers to be prepared to teach pupils with learning disabilities.
  - c) The school districts that are currently using a cost-effective coteaching model.

- d) The number of LEAs that would meet the criteria for differentiated assistance based on the state and local indicators that measure least restrictive environment.
- e) The estimated funds county offices of education and special education local plan areas would need to provide meaningful technical assistance and differentiated assistance to LEAs.

## STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Despite federal law requiring that states include students with disabilities in general education classrooms to the greatest extent possible, California’s current rate of inclusion is 10 points lower the national average (53% versus 63% of SWDs are included in general education). In the last decade California has made almost no progress toward greater inclusion of students with disabilities in general education classes.

“Thirty years of evidence-based research demonstrates a clear causal relationship between inclusion and academic success of students with disabilities. States that have increased their inclusion rates over the last decade (e.g. Massachusetts, New Jersey, and Florida) have seen parallel increases in academic achievement for these students. Most recently, the Ventura County Office of Education and SELPA partnered with a university to study the academic impact of inclusion on the 90+% of students with disabilities that do not have significant cognitive impairment. This included students identified for speech/language, chronic health, emotional disturbance, specific learning disabilities, and autism. The study found conclusively that students with these disabilities were more successful on state assessments if they spent the majority of their instruction time in a general education classroom.

“SB 692 would disincentive districts from inappropriately placing students with disabilities in segregated classrooms by adding an existing federal inclusion (least restrictive environment) indicator to the state accountability dashboard.”

- 2) ***Least restrictive environment is an existing federal indicator for special education accountability purposes only.*** The federal Individuals with Disabilities Education Act (IDEA) requires that the US Department of Education to monitor states’ implementation of IDEA. Each state is required to develop and submit a State Performance Plan (SPP). The SPP is a six-year plan that includes 17 measures, or indicators, that are related to either IDEA compliance or student performance. Within the SPP, states must set rigorous and measurable annual targets for each of the 17 indicators. States must report their progress in relation to these targets in an annual update—the Annual Performance Report (APR).

Indicator 5a measures least restrictive environment as the percent of children with disabilities, ages 6-22, served inside the regular classroom for at least 80 percent of the day. This is the standard used to assess the level of “inclusion”

being achieved by school districts and the state overall for students with disabilities within general education.

3) ***What do the academic outcomes for students with disabilities tell us?***

California began using the evaluation rubrics, as displayed by the California School Dashboard, in 2017 to examine school and district outcomes for all students and for various student subgroups. Based on Dashboard results, many districts are failing to meet standards for their students with disabilities. Among 1,002 total LEAs in California, 333 were identified for differentiated assistance in 2019; over half of these districts were eligible for assistance, at least in part, because the students with disabilities in the district were performing poorly, particularly in the state priority areas of Pupil Achievement and Pupil Engagement. The Dashboard shows that outcomes for students with disabilities within these LEAs are worse than for students overall when it comes to chronic absenteeism, suspension rates, and college/career readiness.

Research tends to identify the following five factors related to service delivery for students with disabilities that contribute to these lower outcomes:

- a) Underidentification of students needing services.
- b) Low inclusion rates.
- c) Underprepared special and general education teachers.
- d) Inadequate mental health and other services.
- e) Lack of attention to postsecondary transitions.

4) ***Inclusion rates in California are among the lowest in the nation.*** The inclusion of students with disabilities in general education classroom settings is an important predictor of positive outcomes. Students with disabilities who spend at least 80 percent of the school day in general education classrooms have fewer absences, higher academic performance, higher rates of grade progression and on-time graduation, and higher rates of college attendance and employment. It is for these reasons that least restrictive environment is a federal special education enforcement indicator.

While each student's unique least restricted environment is determined by their Individualized Education Program team, state and federal law require that student placements maximize opportunities for students to interact with their peers without disabilities. However, in 2017–18, California had one of the lowest inclusion rates in the country—56 percent compared to a national average of 63.4 percent.

5) ***Are teachers being adequately prepared to meet the needs of all students with disabilities?***

School districts in California continue to face shortages of qualified special education teachers, with most new teachers entering active teaching without having completed preparation. When this occurs, students with disabilities—those with the greatest need and requiring the most expert

teaching—can often be taught by less experienced teachers. Moreover, teacher turnover does not allow individuals to stay long enough to develop greater expertise. Faced with high costs of living, many experienced special education teachers are choosing to leave the profession.

Surveys of general education teachers in California tend to reveal that beginning teachers feel least prepared to identify and address special learning needs. Research states that general education teachers in California feel overwhelmed by the prospect of teaching students with disabilities in an inclusive setting, likely due to a combination of insufficient preparation and lack of adequate support.

The CTC recently approved changes to the credential requirements for special education teachers, with a focus on co-teaching and collaboration between special education and general education. The new standards are expected to go into effect in 2022 and primarily include the following:

- a) More focus on co-teaching, using technology to help special education students in the classroom, teaching English learners with disabilities, and adapting the general curriculum for students with disabilities.
- b) At least 600 hours of student teaching and field work in both special education and general education classrooms. Previously, the number of hours wasn't specified and experience in general education classrooms was not required.
- c) Extending preparation for early childhood special education credentials to include kindergarten to better accommodate schools that offer transitional kindergarten and preschool.
- d) Shift in specialization to focus less on students' diagnoses and more on their individual needs.

These credential requirement changes will take time to have a statewide impact, however, as newly prepared teachers replace those trained under the prior standards.

- 6) ***In some ways, the accountability systems for general education and special education are misaligned.*** The SPP and subsequent APR are one of multiple federal, state and local monitoring and accountability processes. However, there is also the LCAP, School Dashboard, and Quality Assurance Process that each serve unique purposes within the larger goal of improving educational outcomes for students.

Under the Local Control Funding Formula, all LEAs are required to prepare and submit the LCAP with input from a variety of stakeholders. The LCAP provides a template for LEAs to set goals, plan actions, and leverage resources to improve student outcomes in state and local priority areas. While analyzing the SPP indicator data may support identifying areas of need or growth during the planning stages of LCAP development, this is not a requirement. By adding one of the special education indicators to the state priorities—least restrictive



environment—this bill creates a bridge between general education and special education as it relates to the state accountability system.

**SUPPORT**

Marin County Office of Education  
Monterey County Office of Education  
Riverside County Office of Education  
San Mateo County Office of Education  
Santa Clara County Office of Education  
Thompson Policy Institute At Chapman University

**OPPOSITION**

Numerous individuals

**-- END --**

# LRE



and SB-692:  
The Implications for  
Deaf Students



# Team Presentation



**Sean Virnig**

Fresno SELPA

University of Minnesota  
Educational Policy

Profoundly Deaf Since Birth



**Rachel Heenan**

Long Beach SELPA

Gallaudet University  
Mental Health

Unilateral HL



**Ginny Maiwald**

Napa County SELPA

Hearing parent of two  
Deaf children, author,  
*Keys to Raising a Deaf  
Child*





What does LRE mean to you?



SB692



# 17,000


Deaf/Hard of Hearing Students in CA Schools

# 98%

Deaf children born to Hearing parents

CDE 2020





Why are we making decisions about a  
D/HH child based on what makes *us*  
comfortable?

- Language First, 2021





## Sean's Story:

### Reframing the Short Bus

- Family
- Educational Opportunities
- Peers and Language Models
- The Deaf Way
- Unintended Consequences
- Our Roles and Responsibilities as SELPA Directors





# What is LRE for a Deaf Child?

- Ensures full development of language for the child;
- Enhances the child's cognitive, social, and emotional development is based on the language abilities of the child;
- Offers direct language and communication access to teachers and other professionals;
- Has a sufficient number of age-appropriate and level-appropriate peers who share the child's language and communication preferences;
- Takes into consideration the child's hearing level and abilities.







# What is LRE for a Deaf Child?

- Staffed by certified and qualified personnel trained to work with deaf and hard of hearing children;
- Provides access to the general education curriculum with modifications in pedagogy to account for the child's unique language, learning, and communication needs;
- Provides full access to all curricular and extra-curricular offerings customarily found in educational settings;
- Adequate number of deaf and hard of hearing role models, including adults provides full access to support services;
- Equipped with appropriate communication and learning technologies.

- National Association of the Deaf, 2021



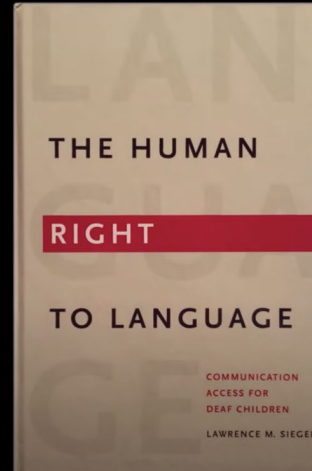


# LRE for Deaf Children

*is* a Social Justice/Human Rights Issue

The video bases its discussion on *The Human Right to Language* by Siegel as shown on the right.

My discussion is based on his argument regarding the First Amendment in safeguarding the human right to language for Deaf children.





## SB 692 : “The Current LRE Bill”

This bill would add the least restrictive environment, as measured by the percentage of pupils with individualized education programs who are 6 to 21 years of age, inclusive, and served inside a regular classroom 80 percent or more of the day, as a state priority.

The bill would require the state and local indicators for this state priority to be the same as the above-referenced federal indicator, and would require the standards for these indicators to be consistent with the state’s targets for the federal indicator.

### FAQs:

- Currently Indicator 5a
- Future: 5b, 5c



## SB 692 : Proposed Amendment

*These indicators and requirements, as needed, can be waived when working with low-incidence populations with special considerations, such as children who are Deaf or hard of hearing (DHH), that require specialized services, special placement, and language support.*

*In this case, a school for the Deaf, regional program, or a more intensive setting specifically designed to support the communication, language, and social-emotional development of students who are DHH would be a better option.*

*Another example of a low-incidence population that may be eligible to be waived from these indicators and requirements are students who are Blind or visually impaired that may require special placement to best serve their needs.*

# Resources

- [Deaf Children' Bill of Rights: EC56000.5](#)
- [LRE @ Deaf Students](#)
- [SB210 - Language Development Milestones DHH](#)
- [DHH Programs: Quality Standards](#)
- [Communication Access & Quality Education - DHH Programs](#)
- [Rethinking LRE \(for Deaf Children - Video\)](#)



**What 5C looks like for the DHH:**

<https://youtu.be/csPvMbVJk4A>

*Courtesy of California School for the Deaf, Riverside*

# Thank you!



## Any questions?

You can find us at:

- ◇ [sean.virnig@fresnounified.org](mailto:sean.virnig@fresnounified.org)
- ◇ [Gmaiwald@napacoe.org](mailto:Gmaiwald@napacoe.org)
- ◇ [RHeenan@lbschools.net](mailto:RHeenan@lbschools.net)



## 4.7 Personnel Data Report

# 2020-21 Special Education Personnel Data Report

EV SELPA Steering Meeting  
April 15, 2021

Patty Metheny, Ed.D.  
Administrator East Valley SELPA



# Personnel Data Report

## What is it?

- Annual survey of all special education personnel working as of **October 6, 2020**
- CDE reports this to USDOE (Section 618(a)(3) of the Individuals with Disabilities Education Act (IDEA) requires that each State submit data on Personnel to the Office Special Education Program (OSEP).
- Is part of the Timely and Complete Reporting
  - One file for each SELPA
  - One file for each district within SELPA

# Personnel Data Report

## How is this done?

- Each district completes a report and provides it to the EV SELPA June 1, 2021 in advance of CDE due date
- EVSELPA completes a comprehensive SELPA level report
- EVSELPA submits the comprehensive report and the district reports

# Personnel Data Report

## What is the timeline?

- CDE communication expected April 16, 2021
- Due date July 16, 2021

# Report Components (in the past but not expected to change)

- Three Sections:

SECTION A: Special Ed Teachers who teach Core

SECTION B: Infant/Preschool and those who do not teach Core

SECTION C: Other Special Ed Personnel

- 32 Rows:

- Each row has specific criteria as defined in directions

- 5 Columns:

(A) Highly Qualified (NCLB Defined)/Qualified/Certified

(B) Not Highly Qualified/Not Qualified/Not Fully Certified

(C) District Vacant Positions not filled by Contracted Staff

(D) District Vacant Positions filled by Contracted Staff

(E) Total Vacant Positions (C+D)

# Additional Information

- Districts need to include charter school staff if it is a school of the district
- Remember to include contracted staff
- Vacant positions are not included in Columns A and B

# How to Prepare

- Keep a list of staff who were in place October 6, 2020
- Work closely with Human Resource departments to update list throughout school year
- Review prior year (2019-2020) submission to assist in completion of current year report (2020-2021)
- Prepare now to meet the deadline

## 4.8 PCM Instructors Re-certification Training



PCM Updates April 2021	EV SELPA PCM Re-certification Trainings
<b>Practitioners:</b> <ul style="list-style-type: none"> <li>Virtual Practitioner Re-certification is continuing until June 30, 2021.</li> <li>All district liaisons have been notified to register anyone whose certification may expire before June 30.</li> <li>Due to social distancing requirements still in place, we are unable to schedule any trainings for new certification next year. We continue to consult the latest guidelines from the CDC regarding social distancing and other safety precautions regarding COVID-19. We will keep our districts updated as to the changes as they happen.</li> </ul>	<b>Practitioner Level:</b> <ul style="list-style-type: none"> <li>April 27: <a href="https://sbcss.k12oms.org/46-197440">https://sbcss.k12oms.org/46-197440</a></li> <li>May 6: <a href="https://sbcss.k12oms.org/46-197441">https://sbcss.k12oms.org/46-197441</a></li> </ul>
	<b>Practitioner Level P1:</b> <ul style="list-style-type: none"> <li>April 21: <a href="https://sbcss.k12oms.org/46-197442">https://sbcss.k12oms.org/46-197442</a></li> </ul>
	<b>Practitioner Level P2:</b> <ul style="list-style-type: none"> <li>4/15: <a href="https://sbcss.k12oms.org/46-200161">https://sbcss.k12oms.org/46-200161</a></li> <li>4/20: <a href="https://sbcss.k12oms.org/46-200162">https://sbcss.k12oms.org/46-200162</a></li> <li>5/4: <a href="https://sbcss.k12oms.org/46-200163">https://sbcss.k12oms.org/46-200163</a></li> </ul>
<b>Instructors:</b> <ul style="list-style-type: none"> <li>PCMA is providing a Virtual Instructor re-certification training for instructors on May 17 from 10:00 am – 1:00 pm.</li> <li>EV SELPA will continue to pay to re-certify a maximum of <u>2 instructors per district</u>. We currently have all currently certified instructors' names and e-mails submitted to PCMA for registration.</li> </ul>	<b>Instructors:</b> <ul style="list-style-type: none"> <li>5/17: <a href="https://sbcss.k12oms.org/46-201390">https://sbcss.k12oms.org/46-201390</a></li> </ul>
<b><u>Currently Certified Instructors:</u></b> <b>Yucaipa:</b> <ul style="list-style-type: none"> <li>Mark Stafford</li> <li>Darnell Gayle</li> </ul> <b>ROW:</b> <ul style="list-style-type: none"> <li>Derek Swem</li> <li>Andis Strauja</li> </ul> <b>Redlands:</b> <ul style="list-style-type: none"> <li>Kelli Cooper</li> <li>Jennifer Munoz</li> <li>Cynthia Camper</li> </ul>	<b><u>Currently Certified Instructors (con't):</u></b> <b>Rialto:</b> <ul style="list-style-type: none"> <li>Katelyn Paci</li> <li>Rosario Montilla</li> </ul> <b>SBCSS:</b> <ul style="list-style-type: none"> <li>Cory Velasquez</li> <li>Angela Khoury</li> </ul> <b>EV SELPA:</b> <ul style="list-style-type: none"> <li>Colleen Meland</li> <li>Susanne Ferguson</li> <li>Shannon Vogt</li> <li>Courtney Beatty</li> <li>Mary Anne Klenske</li> </ul>



## 4.9 Preschool Data Reporting

## PreK LRE Guidance

### Preschool Setting Questions

#### Special Education **Program Setting** (CALPADS 14.31)

- *Setting in which student is receiving the majority of Special Education services*
  - 200 - Home
  - 201 - Regular Early Childhood Program
  - 203 - Separate Class
  - 204 - Service Provider Location
  - 300 - Separate School
  - 301 - Residential Facility
- If **Program Setting = 201 (Reg Early Childhood Program)**:
  - Ten or More **Weekly Hours in Setting** Indicator (CALPADS 14.33)
    - *Indicator of whether a SWD is enrolled in a regular Early Childhood Program for a minimum of 10 hours per week*
      - Yes = 10 or more hours per week in regular EC Program
      - No = less than 10 hours per week in regular EC Program
  - PreK Program Setting **Service Location** (CALPADS 14.32)
    - *The location where a PreK student with a disability (SWD) is receiving the majority of the Special Education Services*
      - Same location
      - Different Location

### CALPADS Data Collection

#### Element 6a – Preschool LRE: Regular Program

- 201 - Regular Early Childhood Program and
- Service Location = Same location
  - *Students in Reg EC Program with “Different Location” are in total, but not in 6a*

#### Element 6b – Preschool LRE: Separate Class

- 203 - Separate Class
- 300 - Separate School
- 301 - Residential Facility

#### Not Included in either 6a or 6b or in Total (denominator for 6a & 6b calculation)

- 200 - Home
- 204 - Service Provider Location

### Calculation

$$6a = \frac{\text{Reg EC Program, Same Location}}{\text{Total (201, 203, 300 \& 301)}}$$

$$6b = \frac{\text{Sep Class, Sep School or Resid.}}{\text{Total (201, 203, 300 \& 301)}}$$

#### Information Sources/Reference Documents

- State SELPA PreK LRE Presentation (March 2021)
- CALPADS Data Fields/Code Sets (14.31, 14.32 & 14.33)

## PROGRAM SETTINGS

Setting	Regular Setting	Separate Setting	Other Setting
APR Indicator	6a	6b	N/A
<b>Setting (Code) Options</b>	201 – Regular Early Childhood Program and Same Service Location	203 – Separate Class	200 – Home
		300 – Separate School	204 – Service Provider Location
		301 – Residential Facility	

Code Set Table & Setting Descriptions		
Code	Setting	Description
200	Home	This is the setting when children receive all SE services in the principal residence of the child's family or caregivers
201	Regular Early Childhood Program	A program that includes a majority (at least 50 percent) of nondisabled children (i.e. children not on IEPs). This category may include, but is not limited to: <ul style="list-style-type: none"> <li>• Head Start</li> <li>• Preschool (public or private)</li> <li>• Reverse Mainstream classrooms</li> <li>• PreK classes offered to an eligible PreK population by the public school system</li> <li>• Group childcare or child development center</li> </ul>
203	Separate Class	The student attends a SE program in a class with less than 50% nondisabled children (Tip – not “speech only students”) <ul style="list-style-type: none"> <li>• SE class in regular school building</li> <li>• Trailers/portables outside regular school building</li> <li>• Childcare facility</li> <li>• Hospital – outpatient</li> <li>• Separate school</li> <li>• Residential facility</li> </ul>
204	Service Provider Location	The setting when children receive all SE services from a service provider, and child does not attend an early childhood program or SE program provided in a separate class, separate school, or residential facility. Example – LSH provided in: <ul style="list-style-type: none"> <li>• Private clinician's office</li> <li>• Clinician's offices located in school building</li> <li>• Hospital facility – outpatient</li> <li>• Libraries and other public locations</li> </ul>
300	Separate School	Placement setting where children receive all SE programs in public or private day schools designed specifically for children with disabilities
301	Residential Facility	Children receive all SE services in publicly or privately-operated residential schools or medical facilities (inpatient).

\*WebIEP Program Setting for students in TK or Kindergarten

- If age 4 – complete both PK and School-Age Program Setting sections
- If age 5 – complete School-Age Program Setting section

## **CALPADS CERT 168 Program Setting**

CDE/CALPADS recently reported that CERT 168 was not working properly during fall submission and has now been corrected.

### CERT 168 is related to Program Setting:

- The parameters for 5-year-olds were changed in fall to require all 5-year-olds to be reported as school age unless they are enrolled in a preschool program.
- WebIEP created programming and validations to address this change in October so the error should not occur moving forward in most instances.
- WebIEP now requires a school-age program setting for all 5-year-olds in TK/K.

### Correcting Errors

- CALPADS provided student lists to vendors (WebIEP) to collaborate the “fixing” process
- EV SELPA will make the corrections to the existing CERT 168 records

### 4-year-olds in TK/K:

- Students who are in TK/K and 4-years-old are reported using preschool program settings until they turn 5.
- Upon turning 5, an amendment is required to change the program setting to school-age settings.
- Amendment can be held on or after 5<sup>th</sup> birthday.
  - It is essential to conduct the Amendment prior to census day for those students who turn 5 prior to census day.

## 4.10 CALPADS

## 4.11 EV SELPA Referrals



**EAST VALLEY SELPA DELEGATION OF AUTHORITY FOR SPECIAL EDUCATION DIRECTORS**

I, \_\_\_\_\_ Special Education Director of the \_\_\_\_\_ Unified School District  
designate \_\_\_\_\_ as my designee for the following actions:

**AUTHORIZATION RELATED TO DOCUMENTS NOTED BELOW:**

- ☐ Direct Service/Assessments for OT/PT/ERMHS (EV-21, EV-22, EV-25)
- ☐ Inter/Intra SELPA Agreements (EV-5)
- ☐ Low Incidence Assessments (EV-24)
- ☐ Low incidence Requests (EV-203)
- ☐ Referral for Program Specialist Support (EV-23s)
- ☐ NPS Placements (EV-95, EV-97)

THIS AUTHORIZATION IS VALID FOR SCHOOL YEAR: \_\_\_\_\_

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

Received by SELPA: \_\_\_\_\_

## 4.12 CDE Monitoring



**CDE Compliance  
Overdue Initials  
Data as of 4/2/21**

<b>LEA</b>	<b>Records identified by CDE 2.16.21</b>	<b>Cleared</b>	<b>Pending</b>	<b>% Completed</b>
YCJUSD	3	3	0	100
Rim	3	3	0	100
Rialto	2	2	0	100
Redlands	21	16	5	76
Colton	36	20	16	56
<b>EVS Totals</b>	<b>65</b>	<b>44</b>	<b>21</b>	<b>68</b>

## 4.13 SBCSS East Valley Operations

## 4.14 Hot Topics

Hide fields

Filter

Group

Sort

<div><div></div></div>	Name	District	Email
4	Matthew Peters	Rialto Unified School District	<a href="mailto:mpeters@rialtousd.org">mpeters@rialtousd.org</a>
5	Mark Malone	Rim of the World Unified School District	<a href="mailto:mark_malone@rimsd.k12.ca.us">mark_malone@rimsd.k12.ca.us</a>
6	Dominic Paramo	SBCSS East Valley Operations	<a href="mailto:Dominic.Paramo@sbcss.net">Dominic.Paramo@sbcss.net</a>
<div><div></div><div></div></div>	<div><div></div>Communications</div>	SBCSS East Valley Operations	<a href="mailto:communications@sbcss.net">communications@sbcss.net</a>
8	Marina Jimenez	SBCSS East Valley Operations	<a href="mailto:marina.jimenez@sbcss.net">marina.jimenez@sbcss.net</a>
9	Lance Bradley	Yucaipa-Calimesa Joint Unified School District	<a href="mailto:lancey_bradley@ycjUSD.us">lancey_bradley@ycjUSD.us</a>
9 records			

Hide fields

Filter

Group

Sort

Name

District

Date and Time

Who is Going?

Status

	<div><div></div><div></div><div>SpEd parent night</div></div>	<div>Colton Joint Unified School District</div>	<div>4/22/2021</div> <div>5:00pm</div>	<div>David</div> <div>Chloe</div>	<div>Upcoming</div>		
4	Medi-Cal Collaborative meeting	<div>Yucaipa-Calimesa Joint Unified School District</div>	<div>5/4/2021</div> <div>8:00am</div>	<div>David</div> <div>Jennifer</div>	<div>Upcoming</div>		
5	Parent Presentation	<div>Redlands Unified School District</div>	<div>5/6/2021</div> <div>5:00pm</div>	<div>David</div> <div>Jennifer</div>	<div>Upcoming</div>		
6	Parent Advisory Board meeting	<div>Rim of the World Unified School District</div>	<div>5/12/2021</div> <div>5:00pm</div>	<div>David</div> <div>Jessica</div>	<div>Upcoming</div>		
6 records							

## 5.0 OTHER

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

# CALENDAR OF EVENTS

<b>MARCH 2021</b>	<b>TIME</b>	<b>VIRTUAL EVENT</b>	<b>PAGE</b>
3/4/21	4:00-5:30	High school & Postsecondary Transition Services Information Series: Topic - Social security Insurance & Incentive to Work	31 37
3/11-12/21		State SELPA Administrators ADR Conference	10
3/16-17/21	8:30-11:30	Conducting Effective Functional Behavior Assessments (FBA) to Create Successful Behavior Intervention Plans (BIP)	12 19
3/18/21	1:00-3:00	Structuring the Virtual Environment for Student Success	27
3/19/21	9:00-11:00	Structuring the Virtual Environment for Student Success	27
<b>APRIL 2021</b>	<b>TIME</b>	<b>VIRTUAL EVENT</b>	<b>PAGE</b>
4/1/21	8:30-11:30	IEP Implementation	24
4/14/21	9:00-11:00	Overview of CAPTAIN and Evidence-Based Practices for Teaching Students with Autism Spectrum Disorder	15
4/14/21	1:00-3:00	IEP Individual Transition Plan Development for Secondary Students	38
4/16/21		21st Annual Career Information Day (Virtual)	
4/22/21	2:00-3:30	District Access (DA) Users Collaborative Meeting	21
<b>MAY 2021</b>	<b>TIME</b>	<b>VIRTUAL EVENT</b>	<b>PAGE</b>
5/11-12/2	8:30-11:30	IEP Goal Development & Progress Monitoring	23
5/13/21	830-10:30	Adult Transition Program Networking Meeting	36



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

Presented by:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist  
Susanne Ferguson, Ed.S, CCC-SLP, BCBA, EVSELPA Autism Program Specialist  
Tracy Schroeder, LCSW, EVSELPA Behavioral Health Program Manager

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

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

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



# DISTRICT ACCESS (DA) USERS Virtual COLLABORATIVE MEETINGS

## Facilitated by:

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

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

## *Intended Audience:*

*District Access Users and District Special Education Administrators*

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

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

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

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



# IEP GOAL DEVELOPMENT & PROGRESS MONITORING

## PRESENTERS:

EAST VALLEY SELPA PROGRAM SPECIALISTS

COURTNEY BEATTY, M.A., BCBA

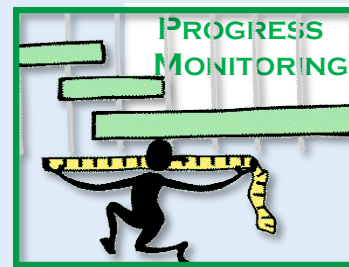
SHANNON VOGT, M.A.

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



### Day 1 Objectives - Participants will:

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



### Day 2 Objectives - Participants will:

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

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

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

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

**OR**

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

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

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

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

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

### **Inclusive Education for Students with Mild-Moderate Disabilities**

### **Inclusive Education for Students with Moderate to Severe Disabilities**

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

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

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

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

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

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

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

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

**Outcomes:** Participants will:

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

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

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

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

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

Passcode: Dcs20-21tr

# Inclusive Education for Students with Mild-Moderate Disabilities

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

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

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

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

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

**Outcomes:** Participants will:

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

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

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

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

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

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

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

Passcode: Dcs20-21tr

# Inclusive Education for Students with Moderate-Severe Disabilities

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

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

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

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

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

**Outcomes:** Participants will:

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

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

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

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

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

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

[https://dcs-cde-ca-gov.zoom.us/rec/share/xs\\_8vYiM1cBBuqW-E63d5tCVkSgmr311fXs2O\\_fgNOVQG2V7ftUmUlbpNB6uGiOT.sGPta16A3bOyEypY](https://dcs-cde-ca-gov.zoom.us/rec/share/xs_8vYiM1cBBuqW-E63d5tCVkSgmr311fXs2O_fgNOVQG2V7ftUmUlbpNB6uGiOT.sGPta16A3bOyEypY)

Passcode: Dcs20-21tr

# What Should I Do?!

## Effective Strategies for Paraeducators to Support Positive Student Behavior

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

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

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

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

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

**Outcomes:** Participants will:

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

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

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

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

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

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

Passcode: Dcs20-21tr



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

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

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

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

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

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

**Outcomes:** Participants will:

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

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

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

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

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

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

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

Part One: [https://dcs-cde-ca-gov.zoom.us/rec/share/](https://dcs-cde-ca-gov.zoom.us/rec/share/BecYOWnmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO)

[BecYOWnmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO](https://dcs-cde-ca-gov.zoom.us/rec/share/BecYOWnmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO)

Part Two: [https://dcs-cde-ca-gov.zoom.us/rec/share/63y507EeDH5Lh\\_wX1Tq8-9TAf4TvtKJmPQ-UOdqc8mN0\\_gNeB4rlg0hxnGM8ITh.zTWvVWUYr27t8oCJ](https://dcs-cde-ca-gov.zoom.us/rec/share/63y507EeDH5Lh_wX1Tq8-9TAf4TvtKJmPQ-UOdqc8mN0_gNeB4rlg0hxnGM8ITh.zTWvVWUYr27t8oCJ)

Passcode: Dcs20-21tr



## 5.2 EV SELPA 2021-2022 Meeting Calendars

**2021/2022**  
**East Valley SELPA**  
**Steering/Finance Committee Meeting Schedule**

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

**JULY 15, 2021**

**AUGUST 2020 – NO MEETING**

**SEPTEMBER 16, 2021**

**OCTOBER 7, 2021**

**NOVEMBER 10, 2021 (Wednesday)**

**DECEMBER 9, 2021**

**JANUARY 2022 – NO MEETING**

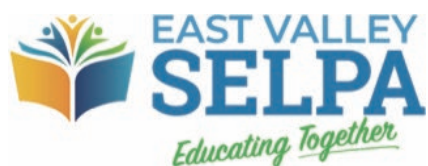
**FEBRUARY 10, 2022**

**MARCH 10, 2022**

**APRIL 7, 2022**

**MAY 12, 2022**

**JUNE 9, 2022**



**2021/2022  
East Valley SELPA  
BOARD OF DIRECTORS MEETING SCHEDULE**

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

November 17, 2021

February 23, 2022

March 23, 2022

May 25, 2022

June 15, 2022

**All meetings will be held at 2:00 p.m. (unless otherwise  
noted)**

**at the**

**Dorothy Inghram Learning Center**

**670 E. Carnegie Drive,**

**San Bernardino CA 92408**

**home of the**

**EAST VALLEY SELPA**

*(Unless meetings must be held virtually)*



**2021/2022**  
**East Valley Special Education Local Plan Area**

**CAC Meeting Schedule**

All meetings are held at the Dorothy Inghram Learning Center  
Home of the East Valley SELPA  
beginning at 9:30 a.m. & ending at 11:30 a.m.  
*(Unless meetings must be held virtually)*

**SEPTEMBER 20, 2021**

**NOVEMBER 15, 2021**

**FEBRUARY 28, 2022**

**APRIL 25, 2022**



### 5.3 2021 SBCSS Wellness Conference - July 2021



# Waves of Change Oceans of Possibilities

2021 Southern Region Student Wellness Conference

*Virtually* | July 14-15

We invite you to the  
2021 Southern Region Student  
Wellness Conference  
*where, in waves of change,  
we discover oceans of possibility!*

This year's virtual conference will  
showcase dynamic presentations  
from leaders who support  
innovative approaches for student  
success during changing times.  
Additionally, live breakout sessions  
anchored in the Whole School,  
Whole Community, Whole Child  
framework will deepen our scope  
of student support and services.

*We hope you join us  
as we continue to venture  
into these new waters  
together!*

Check out our website  
[bit.ly/SRSWConference](https://bit.ly/SRSWConference)

We are social  
[@SBCSS\\_SRSWC](https://twitter.com/SBCSS_SRSWC)

Questions?  
[srswc@sbcss.net](mailto:srswc@sbcss.net)