

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

**** AGENDA ****
MAY 13, 2021 8:00 A.M.

	<u>PRESENTER</u>
1.0 CALL TO ORDER	Patty Metheny
2.0 PUBLIC COMMENTS	
3.0 REVIEW/APPROVAL OF MINUTES	Patty Metheny
4.0 DISCUSSION/PRESENTATION	
<u>Finance Items</u>	
4.1 FY 20/21 Projected Actuals & FY 21/22 Proposed Budget	Andrea Tennyson
4.2 FY 20/21 3rd Quarter NPS Reimbursement Transfer	Andrea Tennyson
4.3 SBCSS Fee-for-Service FY 20/21 Student Counts	Andrea Tennyson
4.4 EV SELPA Proportionate Share Program Student Counts	Andrea Tennyson
4.5 FY 21/22 EV SELPA Annual Budget & Service Plans	Patty Metheny Andrea Tennyson Lisa Horsley
4.6 EV SELPA FY 20/21 Fiscal Reporting Calendar	Andrea Tennyson
<u>Program Items</u>	
4.7 Comp Ed/Learning Loss/Learning Recovery Guidance	Patty Metheny
<ul style="list-style-type: none">• EV SELPA Framework for Determining Impact of Distance Learning• School & College Legal Services Guidance	
4.8 Pending Legislation Update	Patty Metheny
<ul style="list-style-type: none">• AB 967 & AB 126• SB 692	
4.9 Private School Consultation Meeting – May 27, 2021	Rick Homutoff
4.10 Personnel Data Report – Due to EV SELPA June 1, 2021	Patty Metheny
4.11 CDE Monitoring	Anne-Marie Foley
<ul style="list-style-type: none">• SEP Monitoring Meetings• Overdue Initials	

- DisPro Data
- 4.12 CALPADS/Student Data
 - EOY Reporting
 - Use of SSID Extract
 - DRDP
 - Delay Code – Open Initial Assessment Record (Plan Type 30)

Lisa Horsley
Anne-Marie Foley
- 4.13 WebIEP Forms
 - Behavior Emergency Report (BER)
 - Amendment Forms Printing Order
 - WebIEP Documents vs. EV SELPA Website Documents
 - Infant Family Service Plan (IFSP)

Anne-Marie Foley
- 4.14 EV SELPA Due Process Update

Rick Homutoff
- 4.15 SBCSS East Valley Operations

Scott Wyatt
- 4.16 Hot Topics

Committee

5.0 OTHER

- 5.1 EV SELPA Professional Development – May & June 2021
- 5.2 2021-2022 EV SELPA Steering Committee Meetings
- 5.3 2021-2022 EV SELPA Board of Directors Meetings
- 5.4 2021-2022 EV SELPA CAC Meetings
- 5.5 SELPA Administrators of California 2022 ADR Conference – March 17 & 18, 2022
- 5.6 SBCSS Wellness Conference -July 2021
- 5.7 Next Meeting – June 10, 2021 8:00 AM

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
April 15, 2021

MEMBERS PRESENT:

Dr. Patty Metheny
Rob Pearson
Bridgette Ealy
Patti Buchmiller
Derek Swem
Dr. Scott Wyatt
Jim Stolze

East Valley SELPA
Colton Joint Unified School District
Rialto Unified School District
Redlands Unified School District
Rim of the World Unified School District
San Bernardino County Supt of Schools
Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain
Christina Bradley
Brian Guggisberg
Fernanda Naves-Arias
Nicole Albiso
Scott Whyte
Lisa Regalado
Jennifer Alvarado
Grace Granados
Amber Tavis

Business Services, Colton
Business Services, Redlands
Business Services, Redlands
Business Services, Redlands
Business Services, Rialto
Business Services, Rim of the World
Business Advisory, SB County Schools
Internal Business, SB County Schools
Internal Business, SB County Schools
Business Services, Yucaipa

OTHERS PRESENT:

Dr. Rick Homutoff
Anne-Marie Foley
Andrea Tennyson
Rosalva Contreras

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the March 18, 2021 meeting were reviewed. Motion to approve the minutes was made by Rob Pearson and seconded by Derek Swem. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

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

Jennifer Alvarado presented the Fee-For-Service FY 21/22 proposed budgets. Ms. Alvarado explained the SBCSS budgetary assumptions and staffing (i.e., FTE) required to serve the expected 156 SAI students, 208 Low incidence students, and the 12 1:1 aides needed. The proposed rates for FY include \$45,607 for SAI, \$9,631 for low incidence and \$54,411 for 1:1 aides.

4.2 2021-22 SBCSS Student Services Counseling Center – Intensive Therapeutic Services Fee-For-Service Rate

Ms. Alvarado shared that SBCSS has reevaluated all costs and expenses for the Intensive Therapeutic Services provided to students the EBD classrooms at Barbara Phelps High School. This reevaluation is part of an effort by SBCSS to keep rates homogeneous across the regions. The Intensive Therapeutic Services cost for FY 21/22 will be of \$4,000. For reference, current year rate is \$9,250.

4.3 EV SELPA 2020-2021 Fiscal Reporting Calendar

Andrea Tennyson reviewed the fiscal reporting activities for April 2021. Ms. Tennyson received from each district verification of the SBCSS FFS student counts and will present final numbers during the May Steering Committee Meeting. Regarding the low incidence inventory, this week Elizabeth Coronel will be sending the inventory lists to districts for verification which is due to the SELPA by May 7, 2021. The deadline to purchase low incidence items for this fiscal year is also May 7, 2021. Districts were encouraged to send any requests as soon as possible. The Personnel Data Report deadline has been moved by CDE to July 16, 2021. The EV SELPA deadline remains on June 1, 2021 to account for summer vacation schedules and provide the SELPA with time to meet the CDE deadline. Dr. Metheny shared and reviewed information on COVID-19 Special Education Maintenance of Effort (MOE) Considerations prepared by School Services of California.

Program Items

4.4 District Reopening Plans 2020-2021

Each special education director shared plans/activities related to current school reopening plans as well as plans for summer intervention and if available plans for 2021-2022. Mr. Pearson reported Colton JUSD will continue with distance learning for the remainder of the school year. To date, there is no plan for a hybrid model. He also reported that a Board Meeting is scheduled for April 15th to discuss and potentially approve small cohorts for elementary students. This would include only a few hundred students and would begin at the end of April. The district is planning to offer an in-person summer camp for elementary students. It will be open to both general and special education students. For next school year, the Board will decide after Governor Newsom reveals his plans to reopen California on June 15, 2021.

Patti Buchmiller shared that Redlands USD elementary students returned to a hybrid model on April 5th. 60-63% elementary students have returned in person. Middle school and high school mild-moderate students will return 50% in person instruction on April 12. High School students will return 40% in person/60% distance learning starting April 19. All students are expected to return full time in person in the fall. The hybrid model includes am and pm in-person sessions on Mondays, Tuesdays, Thursdays, and Fridays with all students in distance learning on Wednesdays.

Bridgette Ealy reported that Rialto USD will continue with distance learning throughout the remainder of 2020-2021. Extended School Year will be offered in person and as a distance learning. Rialto USD teachers have agreed to summer school and extended school year instruction.

Derek Swem shared that Rim of the World USD elementary students returned on March 12 in a single cohort model of four to four and a half hours per day. Middle school and high school students also returned later in March in a similar hybrid model. To date, approximately 78% of the student population is receiving in-person instruction. Extended School Year will start in June and will last for four weeks. It will be in person instruction five days a week.

Jim Stolze reported that Yucaipa-Calimesa JUSD elementary students had the option of a hybrid program starting April 6 by attending two 1.75 hour in person sessions twice a week with the remainder of their instruction via distance learning. Middle and high school students returned to a similar model this week. Mr. Stolze also report graduation ceremonies with be in person and held outdoors. Furthermore, he shared special education cohorts began in January and have grown since.

Scott Wyatt shared that East Valley Operations staff is expected to return to in-person classroom instruction on Mondays and Thursdays or Tuesdays and Fridays for 4-hour days. Classroom instruction will be capped at 25% capacity. Wednesday will continue to be a

distance learning day. EV Ops will be offering in-person expanded learning opportunities this summer.

4.5 Learning Recovery: Addressing Student Needs Moving Forward

Dr. Metheny shared a presentation by PACE (Policy Analysis of California Education) provided to the superintendents in San Bernardino County which provided guidance for districts in moving forward following distance learning. The PACE approach to recovery after COVID-19 is a four-step process: Center Relationships, Identify Student Needs, Strengthen Staffing & Partnerships to Support Students and Support Teacher to Make Teaching & Learning Relevant & Rigorous. Also, PACE uses a “4T Analysis” (Time, Talent, Training, and Technology) to identify the type of investments needed. Possible funding sources for learning recovery were listed and analyzed. The Field Guide to Accelerated Learning and Catapult Learning COVID Recovery Program resources was also shared. Directors shared potential district plans for learning recovery programs during summer and next school year.

4.6 Pending Legislation

Dr. Metheny reported that AB 967 successfully moved out of the Assembly Education Committee receiving bipartisan support. This bill would provide funding for voluntary alternate dispute resolution (ADR) practices due to COVID-19 issues to identify and decide on direct services to students. The services can also be funded through the Bill via a direct matching proves. Its companion bill, AB 126 would add to the number of Family Empowerment Centers (FECs) statewide and require the Centers to partner with local SELPAs on ADR. Currently, there are no FECs in either San Bernardino or Riverside counties.

Dr. Metheny also reviewed AB 692 which would require least restrictive environment (LRE) special education data be included in district Dashboard results and addressed in district Local Control Accountability Plans (LCAPs). If passed, this bill will add LRE as the “ninth priority” for education in California. Not meeting LRE, would place districts in differentiated assistance i(DA) f they do not meet federally established LRE targets. The bill has met with some controversy, particularly from the Hard of Hearing and Deaf communities.

4.7 Personnel Data Report

The Personnel Data Report is a federal requirement for districts to report annually special education personnel working as of Census Day (October 6, 2020). Each year, districts complete the report and submit it electronically. This year, the deadline for SELPA submission has been moved to July 16, 2021 with districts required to submit data to the SELPA by June 1, 2021. The SELPA must compile a comprehensive report of all districts and submit to CDE by the due date. Information on how to prepare for this report was shared.

4.8 PCM Instructors Re-certification Training

The annual re-certification of East Valley SELPA instructors is scheduled for May 17, 2021. This re-certification will be virtual. EV SELPA will pay for a maximum of two instructors per district. A list of EV SELPA instructors was provided. All re-certification trainings for FY 20/21 have been scheduled. At this time and due to social distancing requirements, no in-person trainings for new certifications have been scheduled for the FY 21/22. EV SELPA will notify districts of new certification trainings if California Department of Public Health guidelines change.

4.9 Preschool Data Reporting

Anne-Marie Foley provided clarification on preschool setting for CALPADS reporting. A handout with this information was also shared. The CALPADS CERT 168 error previously identified during the Fall 2020 submission has been corrected. EV SELPA will make corrections to these records on behalf of the districts. Moving forward, however, for students enrolled in TK/K an amendment will be required to change the program setting and avoid this error.

4.10 CALPADS

More information will be provided during the May Steering Committee Meeting.

4.11 EV SELPA Referrals

Recently, the EV SELPA has seen an influx of incomplete, unsigned, or misrouted referrals. Incomplete referrals delay EV SELPA ability to respond in a timely manner. All referrals must be complete, signed and sent to Rosalva Contreras for initial review and proper routing. A form permitting directors to delegate authority to sign referrals was provided. The form delegating authority must be submitted at least annually.

4.12 CDE Monitoring

Ms. Foley provided an update on overdue initials based on the February CDE data pull for all EV SELPA districts. Corrective actions via upload through CALPADS were due April 2, 2021. Ms. Foley remarked that Rialto, Rim of the World and Yucaipa-Calimesa achieved 100% compliance.

All CDE-required Special Education Plans (SEPs) for EV SELPA member districts and identified charter schools have been reviewed and accepted by CDE. Districts are expected to be in the implementation stages of those plans. Ms. Foley has attended a number of SEP meetings for this purpose and is assisting districts with documenting evidence of implementation.

To date, EV SELPA has not received notification of any district identified as DisPro (disproportionate). Given this, no EV SELPA districts will be expected to attend one of the CDE provided DisPro trainings on either May 4th or 11th at 2:00 pm as these

trainings are specific to the activities districts must engage in (i.e., file and policy reviews) if identified for DisPro.

The NonPublic School annual monitoring activities continue and are required to be completed by June 30, 2021. An error identified on the EV-91 form has been fixed. Out of the 75 expected EV-91 forms, Ms. Foley has only received 10 forms to date. She asked districts to send these forms as soon as they are completed and not to hold on to them to send all at once. The regulation requires CDE receive the completed forms within 60 days of the monitoring. In using the EV-91, it has become evident that nonpublic schools are not compliant or consistent in reporting on goal progress for students (i.e., using the required EV-12 forms). As a result, Ms. Foley will follow up with nonpublic schools regarding complying with this requirement as stated in the master contract.

4.13 SBCSS East Valley Operations

Dr. Wyatt reported that EV-Ops staff members are expected to return to in-person classroom instruction on Mondays and Thursdays or Tuesdays and Fridays for 4-hour days. In-person attendees, students and staff, will be capped at 25% capacity. Wednesdays will continue to be a distance learning day. EV Ops will be offering in-person expanded learning opportunities this summer.

4.14 Hot Topics

Dr. Metheny shared she has invited districts' social media ambassadors to attend the next ADR COVID-19 Grant meeting. She and the team will share the work being done as a result of this grant and request assistance from the social media ambassadors in getting the word out as well as linking to the ADR COVID-19 social media sites. Team members are also presenting to parent groups. If districts are hosting parent meetings, Dr. Metheny is requesting districts to invite the EV SELPA ADR COVID-19 Grant team members to present.

Dr. Homutoff provided a quick legal update. While filings continue to be fewer than the historical trend for the SELPA, there has been a slight uptick in the number of filings recently. Also, Dr. Homutoff reported he is noticing an increase in the amount of parent attorney fees being requested.

Mr. Pearson requested further information regarding DRAccess for DRDP reporting. Dr. Metheny shared she will contact Faucette Micro Systems regarding this matter.

Information regarding the 2021 SBCSS Wellness Conference was shared.

Ms. Ealy requested the SELPA facilitate communication with Faucette Micro Systems regarding transition information. Ms. Foley shared she will follow up with Faucette Micro Systems regarding this matter.

5.0 OTHER

5.1 EV SELPA Professional Development – April & May 2021

5.2 EV SELPA 2021-2022 Meeting Calendars

5.3 2021 SBCSS Wellness Conference – July 2021

6.0 ADJOURNMENT: Meeting adjourned at 12:00 pm. Next meeting will be held on May 13, 2021.

FINANCE ITEMS

4.1 FY 2020/21 Projected Actuals & FY 2021/22 Proposed Budget

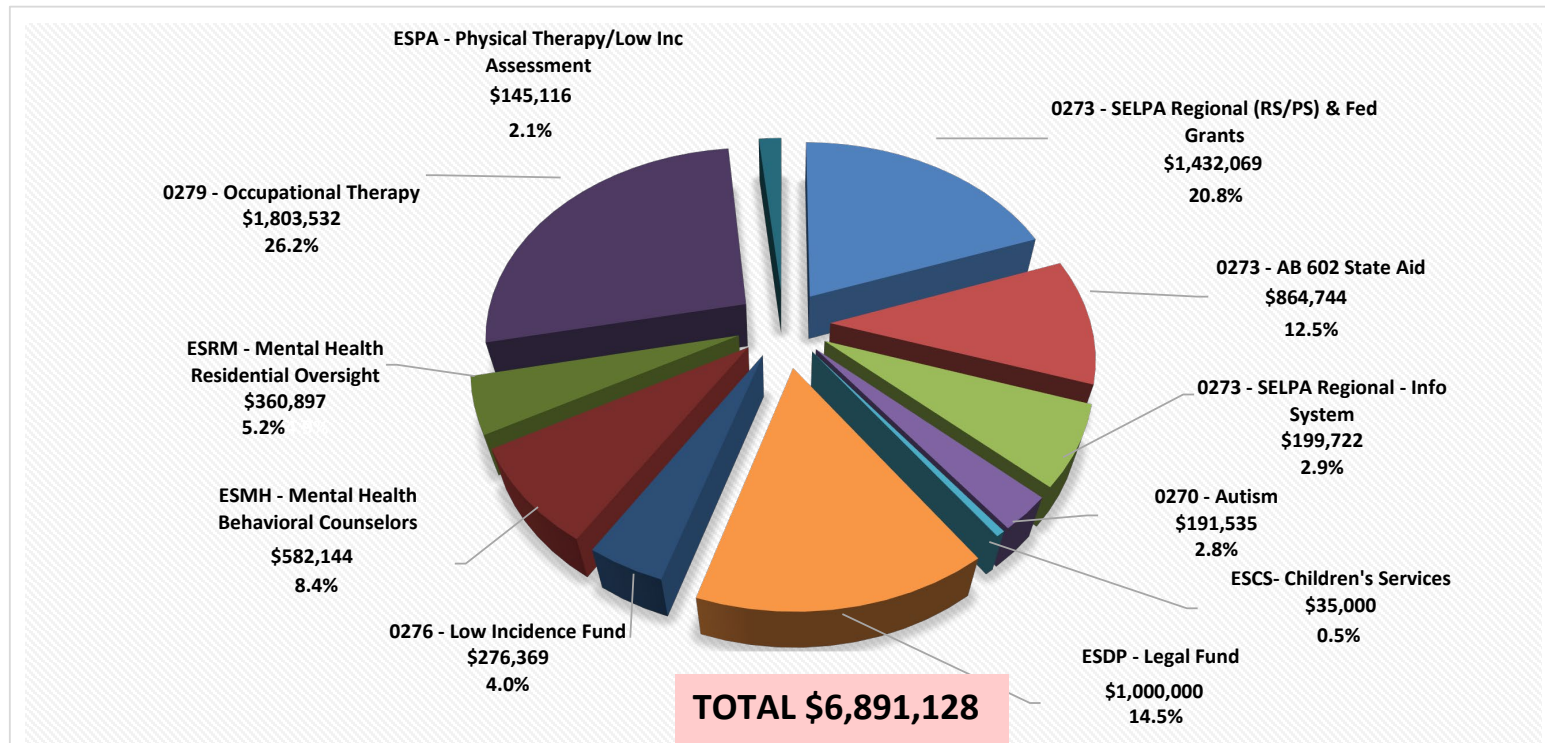


EAST VALLEY SELPA
Proposed FY 2021-22
Operations Budget

April 5, 2021

Patty Metheny, EdD., Administrator, East Valley SELPA
Andrea Tennyson, Consultant, East Valley SELPA

FY 2021/22 OPERATIONS BUDGET EAST VALLEY SELPA



Program Description	FY 2020/21 Interim Budget	Percentage of Total
0273 - SELPA Regional (RS/PS) & Fed Grants	\$1,432,069	20.8%
0273 - AB 602 State Aid	\$864,744	12.5%
0273 - SELPA Regional - Info System	\$199,722	2.9%
0270 - Autism	\$191,535	2.8%
ESCS- Children's Services	\$35,000	0.5%
ESDP - Legal Fund	\$1,000,000	14.5%
0276 - Low Incidence Fund	\$276,369	4.0%
ESMH - Mental Health Behavioral Counselors	\$582,144	8.4%
ESRM - Mental Health Residential Oversight	\$360,897	5.2%
0279 - Occupational Therapy	\$1,803,532	26.2%
ESPA - Physical Therapy/Low Inc Assessment	\$145,116	2.1%
Grand Total	\$6,891,128	100.0%

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
TABLE OF CONTENTS

REGIONALIZED SERVICES/PROGRAM SPECIALISTS (RS/PS)

Budget/Management 0273, 275B, 0474, EV19, ESIP

REGIONAL STUDENT INFORMATION SYSTEM

Budget/Management 0273 Res 9273

REGIONAL PROGRAM/AUTISM PROGRAM SPECIALIST

Budget/Management 0270

CALIFORNIA CHILDRENS' SERVICES (CCS)

Budget/Management ESCS

DUE PROCESS/LEGAL

Budget/Management ESDP

LOW INCIDENCE

Budget/Management 0276

REGIONAL PROGRAM/MENTAL HEALTH BEHAVIORAL COUNSELORS

Budget/Management ESMH

REGIONAL PROGRAM/MENTAL HEALTH RESIDENTIAL OVERSIGHT

Budget/Management ESRM

REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

Budget/Management 0279

REGIONAL PROGRAM/PHYSICAL THERAPY & LOW INCIDENCE ASSESSMENT

Budget/Management ESPA

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
REGIONALIZED SERVICES/PROGRAM SPECIALISTS (RS/PS) BUDGET

The East Valley SELPA Regionalized Services/Program Specialists budget is the operations budget for the SELPA administration.

Funding is provided through AB 602 from two sources, the RS/PS funds and a % of total AB 602 SELPA revenue. COLA of 1.50% applied to SELPA base rate and RS/PS amount.

The SELPA Board has authorized this distribution as "off the top" (Resource 6500).

The FY 21/22 budget has been developed based on the following parameters:

1.50% of total AB 602 Funding in addition to the RS/PS apportionment Percentage is re-evaluated each year.

No ADA growth was projected for FY 21/22. Funding is based on 18/19 P-2 ADA of 77,310.54.

Resource 3315 Preschool Local Entitlement for RS/PS has been estimated at \$19,394 (5% of the estimated FY 19/20 Grant Award)

Resource 3395 for Alternate Dispute Resolution (ADR) at \$14,601 and the new ADR COVID-19 grant for \$85,816.00

Resource 3XXX for Supporting Inclusive Practices for \$18,000.00

FY 21/22 salaries include a 5.50% (20/21-3.00%, 21/22-2.50%) COLA and fully funded Step and Column

FY 21/22 Health & Welfare Rates were developed with a 5% inflationary increase, Dental, Vision, & Life

The FY 21/22 Mandatory Benefit rates are:

STRS 15.92%

PERS 23.00%

Medicare 1.45% (no change from prior year)

UI .05% (no change from prior year)

WC 3.06%

Information Technology user fee at \$2,428 per FTE, an increase of \$221 per FTE from prior year's rate of \$2,207.

The 21/22 approved Indirect Cost Rate for County Schools is 7.85% a .15% decrease from prior year's rate of 8.00%.

A student worker and 3 Consultants are paid through the ADR Covid-19 grant.

East Valley SELPA

SELPA Regionalized Services/Program Specialists/Federal Grants

FY 2021/22 BUDGET INFORMATION

			2019/20 Actual	2020/21 Projected Actual	21/22 Proposed Budget	Change from Prior Year	
REVENUE							
AB 602 State Aid (CY)			\$1,706,414	\$1,980,589	\$ 2,159,002	\$178,413	
Grant/Preschool Regional Svc. (0474)**			\$0	\$19,394	\$ 19,394	\$0	
Grant/Alternative Dispute Resolution (ADR) **			\$0	\$0	\$ 14,601	\$14,601	
Grant / ADR COVID-19 **			\$34	\$0	\$ 85,816	\$85,816	
Grant / Supporting Inclusive Practices **			\$0	\$0	\$ 18,000	\$18,000	
TOTAL REVENUE			\$1,706,473	1,999,983	\$ 2,296,813	\$296,830	
EXPENDITURES							
Certificated Salaries			\$812,789	\$851,590	\$875,562	\$23,972	
Classified Salaries & Hourly			\$410,322	\$449,993	\$479,069	\$29,076	
Benefits			\$441,909	\$455,136	\$489,441	\$34,305	
	Sub-Total		\$1,665,019	\$1,756,719	\$1,844,072	\$87,353	
Materials & Supplies			\$18,678	\$17,400	\$22,916	\$5,516	
Operations			\$69,057	\$75,141	\$233,980	\$158,839	
	Sub-Total		\$87,735	\$92,541	\$256,896	\$169,161	
	Total		\$1,752,754	\$1,849,260	\$2,100,968	\$348,214	
Indirect			\$170,017	\$147,941	\$164,926	(\$5,091)	
	Indirect Rate		9.70%	8.00%	7.85%	-0.15%	
TOTAL EXPENDITURES			\$1,922,771	\$1,997,201	\$2,265,894	\$268,693	
ENDING BALANCE			(\$216,299)	\$2,782	\$30,919	\$28,137	
Reserve %			-11.249%	0.139%	1.365%		
STAFFING:			1.0 Administrator 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Spec 4.0 Prog Specialists .34 SELPA Svs Spec .66 Prog Tech (MIS) .25 Senior Fiscal Clerk .75 Acct Technician Hourly Student Worker	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Prog Specialists 1.0 Program Tech (MIS) .90 Accounting Tech .725 Hourly Student Worker	1.0 Administrator 1.0 Prog Manager 1.0 Fiscal Consultant 1.0 Admin. Assistant 1.0 SELPA Svc Specialist 4.0 Program Specialists 1.0 Program Tech (MIS) .50 Accounting Tech 1.225 Hourly Student Workers Consultants		
Total FTEs			10.00 FTE	11.625 FTE	11.725 FTE		
Districts' Contribution from AB 602 State Aid based on Initial State Budget Version		% of Total AB 602	Prior Year SELPA Funded ADA	2019/20	2020/21	2021/22	Deviation + or (-) from 20/21 to 21/22
Colton		26.68%	20,403.58	\$455,202	\$528,341	\$575,934	\$47,593
Redlands		26.21%	20,048.01	\$447,269	\$519,134	\$565,897	\$46,764
Rialto		31.54%	24,126.10	\$538,251	\$624,734	\$681,010	\$56,276
Rim		3.81%	2,917.43	\$65,088	\$75,545	\$82,351	\$6,805
Yucaipa		10.96%	8,384.33	\$187,054	\$217,108	\$236,665	\$19,557
County, EV		0.79%	607.36	\$13,550	\$15,727	\$17,144	\$1,417
		100.00%	76,486.81	\$1,706,414	\$1,980,589	\$2,159,002	\$178,413

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM STUDENT DATABASE SYSTEM

EV SELPA contracts with Faucette Microsystems for student database system/WebIEP.

CDE and CALPADS compliance requirements and the revision or the creation of IEP forms are some of the expenses expected to be shared by the districts.

Final Costs shared proportionately at year-end based on Current Year October Pupil Count.

East Valley SELPA

SELPA Regional CASEMIS Information System

FY 2021/22 BUDGET INFORMATION

	2019/20 Actual		2020/21 Projected Actual		21/22 Proposed Budget
REVENUE					
Beginning Balance	\$67,651		\$67,651		\$67,651
Cost based on PY Pupil Count	\$159,587		\$450,000		\$199,722
Colton	\$42,969		\$117,547		\$50,349
Redlands	\$44,186		\$119,971		\$53,950
Rialto	\$45,615		\$124,598		\$55,009
Rim	\$6,347		\$17,409		\$7,817
Yucaipa	\$20,470		\$56,283		\$25,858
*CSSF/EV Ops	\$0		\$14,192		\$6,739
TOTAL REVENUE	\$227,238		\$517,651		\$267,373
EXPENDITURES					
Materials & Supplies	\$0		\$0		\$0
Operations	\$145,014		\$416,667		\$185,185
Sub-Total	\$145,014		\$416,667		\$185,185
Total	\$145,014		\$416,667		\$185,185
Indirect	\$14,573		\$33,333		\$14,537
Indirect Rate	9.70%		8.00%		7.85%
TOTAL EXPENDITURES	\$159,587		\$450,000		\$199,722
ENDING BALANCE	\$67,651		\$67,651		\$67,651

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/AUTISM PROGRAM SPECIALIST

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program for district autism support and is funded Off-the-top AB 602.

The budget had 1 FTE for a Program Specialist.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Autism Program Specialists

FY 2021/22 BUDGET INFORMATION

	2019/20 Actuals	2020/21 Projected Actual	2021/22 Proposed Budget
REVENUE			
Beginning Balance	\$6,969	\$10,162	\$18,943
Off-the-Top	\$182,857	\$190,000	\$191,535
Other Apportionment from Prior Year	\$2	\$0	\$0
Contribution from Unrestricted Revenue	\$0	\$0	\$0
TOTAL REVENUE	\$189,828	\$200,162	\$210,478
EXPENDITURES			
Certificated Salaries	\$116,466	\$120,461	\$123,372
Benefits	\$41,399	\$41,429	\$42,626
<i>Sub-Total</i>	\$157,865	\$161,890	\$165,998
Materials & Supplies	\$610	\$1,731	\$1,000
Operations	\$5,304	\$4,175	\$10,596
<i>Sub-Total</i>	\$5,914	\$5,906	\$11,596
<i>Total</i>	\$163,779	\$167,796	\$177,594
Indirect	\$15,887	\$13,424	\$13,941
<i>Indirect Rate</i>	9.70%	8.00%	7.85%
TOTAL EXPENDITURES	\$179,666	\$181,220	\$191,535
ENDING BALANCE	\$10,162	\$18,943	\$18,942
STAFFING:	2.0 Prog Specialists	1.0 Prog Specialist	1.0 Prog Specialist
Total FTEs	2.0 FTEs	1.0 FTE	1.0 FTE

NOTE: Board Approved Specialized Regional Autism Program funded Off -the-Top on a per ADA basis.

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION

CALIFORNIA CHILDRENS' SERVICES (CCS)

The SELPA is mandated by Education Code to provide support to CCS medical therapy units (MTU) housed in their region. There are two located in the East Valley SELPA--one at San Salvador in Colton and another at Judson & Brown in Redlands.

FY 21/22 expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

East Valley SELPA

California Childrens' Services (CCS) (Mgmt ESCS)

FY 2021/22 BUDGET INFORMATION

	2019/20 Actuals		2020/21 Projected Actual		2021/22 Proposed Budget
REVENUES					
Beginning Balance	\$1,800		\$1,800		\$1,800
Misc. Revenue	\$0		\$0		\$0
CCS District Support	Colton	\$9,274	\$8,766		9,131
	Redlands	\$9,537	\$8,947		9,784
	Rialto	\$9,845	\$9,292		9,977
	Rim	\$1,370	\$1,298		1,418
	Yucaipa	\$4,418	\$4,197		4,690
	Co. Schools	\$0	\$0		\$0
	CCS Revenue	\$34,444	\$32,500		\$35,000
TOTAL REVENUE	\$36,243		\$34,300		\$36,800
EXPENDITURES					
Materials & Supplies	\$1,547		\$5,000		\$2,600
Operations	\$32,897		\$27,500		\$32,400
<i>Sub-Total</i>	\$34,444		\$32,500		\$35,000
<i>Total</i>	\$34,444		\$32,500		\$35,000
TOTAL EXPENDITURES	\$34,444		\$32,500		\$35,000
ENDING BALANCE *	\$1,800		\$1,800		\$1,800

Note: Funded per Ed Code

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
LEGAL/DUE PROCESS

The Legal fund was developed to fund for costs related to due process activities as detailed in the Board approved "Funded by EV SELPA Legal X-Pot/Funded by District". District contribution for legal support is calculated based on PY October pupil count.

FY 21/22 budget was developed using FY 20/21 2nd interim projection. 2.0 FTEs are paid out of this program, which include: 1 Program Manager and 1 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Legal/Due Process

FY 2021/22 BUDGET INFORMATION

	2019/20 Actuals	2020/21 Projected Actual	2021/22 Proposed Budget
REVENUE			
Beginning Balance	\$58,970	\$58,996	\$59,503
Misc. Revenue	\$26	\$0	\$0
	Colton	\$251,287	260,900
	Redlands	\$258,407	279,557
	Rialto	\$266,761	285,044
District Contribution	Rim	\$37,119	40,507
	Yucaipa	\$119,710	133,992
	Co. Schools	\$0	\$0
	EP Revenue	\$933,285	\$1,000,000
TOTAL REVENUE	\$992,280	\$1,058,996	\$1,059,503
EXPENDITURES			
Certificated Salaries	\$157,353	\$162,764	\$165,953
Classified Salaries	\$62,109	\$66,497	\$71,160
Benefits	\$72,500	\$73,847	\$89,497
	Sub-Total	\$291,963	\$326,610
Materials & Supplies	\$1,951	\$5,014	\$1,014
Operations	\$639,371	\$691,371	\$672,376
	Sub-Total	\$641,322	\$673,390
	Total	\$933,285	\$1,000,000
TOTAL EXPENDITURES	\$933,285	\$999,493	\$1,000,000
ENDING BALANCE	\$58,996	\$59,503	\$59,503
STAFFING:	1.0 Program Manager, DP 1.0 SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist	1.0 Program Manager, DP 1.0 New SELPA Services Specialist
Total FTEs	2.0 FTE	2.0 FTE	2.0 FTE

Note: Funded on a per Current Year Pupil Count Basis

FY 2021/22 BUDGET INFORMATION
LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES

This budget was developed to facilitate centralized purchasing and inventory of materials and equipment for Low Incidence eligible students:

- Hearing Impaired
- Visually Impaired
- Orthopedically Impaired
- Deaf/Blind

Utilization is through application for eligible students based on the EV SELPA Low Incidence Guidelines & Procedures.

Funding is provided through the AB 602 based on the prior year October Pupil count of students with low incidence disabilities, both as a primary or secondary disability.

FY 2021/22 rate is estimated to be \$3,050.43 per pupil for Materials, Equipment, and Services. Effective FY 20/21, EV SELPA retains 15% of Total SELPA LI Apportionment to fulfill the requirements of the EV SELPA Low Incidence Guidelines & Procedures.

EV SELPA Low Incidence Committee regularly reviews and updates the guidelines and procedures.

East Valley SELPA

Low Incidence Materials & Equipment

FY 2021/22 BUDGET INFORMATION

	2019/20 ACTUAL	2020/21 PROJECTED ACTUAL	2021/22 Proposed Budget
REVENUE			
Beginning Balance	\$486,064	\$472,824	\$372,989
AB 602 State Aid (CY & PY)	\$286,701	\$271,581	\$276,369
Low Incidence Pupil Count Per Pupil -->	630 \$455.08	615 \$466.18	604 \$3,050.43
Other Revenue	\$0	\$0	\$0
TOTAL REVENUE	\$772,765	\$744,405	\$649,358
EXPENDITURES			
Materials & Supplies	\$133,243	\$155,000	\$107,000
Operations & Contracts	\$103,785	\$155,000	\$130,700
Sub-Total	\$237,028	\$310,000	\$237,700
Equipment	\$41,122	\$35,000	\$20,339
Indirect	\$21,792	\$26,416	\$18,330
Indirect Rate	9.70%	8.00%	7.85%
TOTAL EXPENDITURES	\$299,941	\$371,416	\$276,369
ENDING BALANCE	\$472,824	\$372,989	\$372,989

Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year December Pupil Count times an estimated \$448 for FY2019/20.

EAST VALLEY SELPA
FY 2021/22 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/BEHAVIOR HEALTH COUNSELORS

As authorized by the SELPA Board of Directors, the EV SELPA operates a Regional Behavioral Health Program funded by a proportionate share based on service counts to provide behavior health counseling services. District IEP teams determine these services.

Staff includes .25 of Program Manager responsible for staff oversight, 2.40 Behavioral Health counselors, and .33 of SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

SELPA Regional Behavioral Health Counselors

FY 2021/22 BUDGET INFORMATION

	2019/20 ACTUAL	2020/21 PROJECTED ACTUAL	2021/22 Proposed Budget
REVENUE			
Beginning Balance	\$0	\$0	\$0
DISTRIBUTION OF COST BASED ON DISTRICT PCT. OF RS 3327 AND RS 6512 MH REVENUE	Colton	\$310,598	\$296,680
	Redlands	\$67,521	\$94,399
	Rialto	\$0	\$0
	Rim	\$202,564	\$107,884
	Yucaipa	\$27,009	\$40,456
	Total	\$607,693	\$539,419
TOTAL REVENUE	\$607,693	\$539,419	\$582,144
EXPENDITURES			
Classified Salaries	\$398,112	\$359,703	\$368,479
Benefits	\$142,165	\$130,692	\$153,416
	Sub-Total	\$540,277	\$521,895
Materials & Supplies	\$56	\$700	\$1,000
Operations	\$13,625	\$8,367	\$16,877
	Sub-Total	\$13,681	\$17,877
	Total	\$553,959	\$539,772
Indirect	\$53,734	\$39,957	\$42,372
	Indirect Rate 9.70%	8.00%	7.85%
TOTAL EXPENDITURES	\$607,693	\$539,419	\$582,144
ENDING BALANCE	\$0	\$0	(\$0)
STAFFING:	.50 Prog Manager BHC 2.65 Behavior Health Counselors II .33 SELPA Services Specialist Contract Counselor	.50 Prog Manager BHC 2.65 Behavior Health Counselors II .33 SELPA Services Specialist	.25 Program Manager BHC 2.65 Behavior Health Counselors II .33 SELPA Services Specialist
Total FTEs	\$3.48	3.48 FTE	3.23 FTE

NOTE: Funded on a Fee-For-Service basis/proportionately shared by districts. Amounts to be based on actual pupil service counts as of Dec and Apr.

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION

EVSELPA REGIONAL PROGRAM/OVERSIGHT OF RESIDENTIAL MENTAL HEALTH

As authorized by the SELPA Board of Directors, the EV SELPA operates an Off-the-top Residential Mental Health Oversight Program.

Staff includes .75 of Program Manager and .60 from two Behavioral Health Counselors responsible for oversight and residential placements, .35 of Accounting Technician to process NPS Mental Health/Residential invoices and parent reimbursements.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rates.

East Valley SELPA

SELPA Regional Residential Mental Health

FY 2021/22 BUDGET INFORMATION

	2019/20 ACTUAL	2020/21 PROJECTED ACTUAL	2021/22 Proposed Budget
REVENUE			
Beginning Balance	\$113,593	\$151,722	\$ 158,760
Off-the-top	\$271,805	\$313,150	\$360,897
PY Apportionment	\$0	\$0	\$0
Local Revenue	\$5,185	\$0	\$0
TOTAL REVENUE	\$390,583	\$464,872	\$519,657
EXPENDITURES			
Classified Salaries	\$146,818	\$203,279	\$220,451
Benefits	\$51,337	\$73,933	\$90,330
Sub-Total	\$198,155	\$277,212	\$310,781
Materials & Supplies	\$648	\$0	\$0
Operations	\$18,937	\$6,225	\$23,848
Sub-Total	\$19,585	\$6,225	\$23,848
Total	\$217,740	\$283,437	\$334,629
Indirect	\$21,121	\$22,675	\$26,268
Indirect Rate	9.70%	8.00%	7.85%
TOTAL EXPENDITURES	\$238,861	\$306,112	\$360,897
ENDING BALANCE	\$151,722	\$ 158,760	\$158,760
STAFFING:	.50 Program Manager, BHC .10 Accounting Technician	.75 Program Manager, BHC .35 Behavioral health counselors .20 Accounting Technician	.75 Program Manager BHC .60 Behavioral health counselors .20 Accounting Technician
Total FTEs	.60 FTE	1.30 FTE	1.30 FTE

NOTE: Funded Off-the-Top on a per ADA basis similar to Regional Autism Program (0270).

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION
EVSELPA REGIONAL PROGRAM/OCCUPATIONAL THERAPY (OT)

As authorized by the SELPA Board of Directors, the EV SELPA operates a Regional Occupational Therapy Program funded by a proportionate share based on service counts to provide occupational therapy services. District IEP teams determine the services.

FY 2021/22 staff will include 4.92 Occupational Therapists, .34 of a SELPA Services Specialist

Contracts for 2 COTAs, and 4.0 Occupational Therapists

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates for employees in this budget, and for the Indirect Cost rate.

East Valley SELPA

SELPA Regional Occupational Therapy (OT)

FY 2021/22 BUDGET INFORMATION

		2019/20 ACTUAL	2020/21 PROJECTED ACTUAL	2021/22 Proposed Budget
REVENUE				
Beginning Balance		(\$4,832)	\$2,268	\$0
	Colton	\$413,296	\$552,786	\$ 558,074.00
	Redlands	\$642,905	\$795,472	\$ 803,082.17
	Rialto	\$0	\$0	\$0
	Rim	\$86,103	\$107,860	\$ 108,892.50
	Yucaipa	\$275,531	\$330,323	\$ 333,483.28
	CSSF/EV Ops	\$0	\$0	\$0
	Total	\$1,417,835	\$1,786,441	\$1,803,532
Misc. Revenue	\$7,100	\$0	\$0	
TOTAL REVENUE		\$1,420,103	\$1,788,709	\$1,803,532
EXPENDITURES				
Classified Salaries		\$621,225	\$641,304	\$651,474
	Benefits	\$237,104	\$239,503	\$270,892
	Sub-Total	\$858,329	\$880,807	\$922,366
Materials & Supplies		\$394	\$0	\$6,600
	Operations	\$108,335	\$140,856	\$196,237
	5110 Consultants	\$348,671	\$683,045	\$590,000
Sub-Total		\$457,400	\$823,901	\$792,837
	Total	\$1,315,729	\$1,704,708	\$1,715,203
	Trf Refund to Districts	\$8,301	\$0	\$0
Indirect		\$93,805	\$81,733	\$88,329
	Indirect Rate	9.70%	8.00%	7.85%
	TOTAL EXPENDITURES	\$1,417,835	\$1,786,441	\$1,803,532
ENDING BALANCE		\$2,268	\$2,268	(\$0)
STAFFING:		5.0 Occupational Therapist II	5.0 Occupational Therapist II	4.92 Occupational Therapist II
		.33 SELPA Services Specialist	.33 SELPA Services Specialist	.34 SELPA Services Specialist
		1.0 Certified OT Asst.(COTA)	2.0 Certified OT Asst.(COTA)	2.0 Certified OT Asst.(COTA)
		2.75 Contract OT (hourly)	2.00 Contract OT	3.0 Contract OT (hourly)
Total FTEs		7.25 FTE (+3 Contract OT's)	5.33 FTE (4.00 Contracts)	5.26 FTE (5.00 Contracts)

NOTE: Funded on a Fee-For-Service basis/proportionately shared by districts. Amounts to be based on actual pupil service counts as of December and April.

EAST VALLEY SELPA

FY 2021/22 BUDGET INFORMATION

PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

As authorized by the SELPA Board of Directors, the EV SELPA operates a Regional Physical Therapy & Low Incidence Assessment Program. District IEP teams determine the need for these services. District costs shown in this budget for FY 21/22 are: .667 FTE for a School Physical Therapist II and .08 of Occupational Therapist for assistive technology assessments conducted by EV SELPA.

The budget is based on the 20/21 projected operating costs. Costs are charged to district of residence proportionately based on service count via cash transfer.

Refer to the SELPA RS/PS Narrative for FY 21/22 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA

Physical Therapy & Low Incidence Asst.

FY 2021/22 BUDGET INFORMATION

		2019/20 ACTUAL	2020/21 Projected Actual	2021/22 Proposed Budget
REVENUE		PT & ATAC		PT/LOW INC
Misc. Revenue		\$300	\$0	
	Colton	\$44,695	\$ 38,744	50,791
	Redlands	\$37,246	\$ 55,349	72,558
	Rialto	\$0	\$ -	-
District Contribution	Rim	\$14,898	\$ 16,605	21,767
	Yucaipa	\$0	\$ -	-
	Co. Schools		\$0	\$0
	TOTAL	\$96,839	\$110,698	145,116
TOTAL REVENUE		\$97,139	\$110,698	145,116
EXPENDITURES				
Classified Salaries		\$71,225	\$74,174	\$86,965
Benefits		\$20,425	\$22,499	\$41,384
	Sub-Total	\$91,650	\$96,673	\$128,349
Materials & Supplies		\$0	\$0	\$1,200
Operations		(\$3,074)	\$5,825	\$5,005
	Sub-Total	(\$3,074)	\$5,825	\$6,205
		\$88,576	\$102,498	\$134,554
Indirect Cost		\$8,563	\$8,200	\$10,562
	Indirect Rate	9.70%	8.00%	7.85%
TOTAL EXPENDITURES		\$5,489	\$110,698	\$145,116
ENDING BALANCE		\$97,139	\$0	(\$0)
STAFFING:		.6667 Physical Therapist	.6667 Physical Therapist	.667 Physical Therapist
		1 Part-time OT Contract	1 Part-time OT Contract	.08 Occupational Therapist
Total FTEs			.667 FTE	.747 FTE

4.2 FY 2020/21 3rd Quarter NPS Reimbursement Transfer



20/21 3rd Quarter Totals
Invoices received through May 1, 2021

District	FN	19/20 - DEC (Not Previously Billed)	Jan	Feb	Mar	Q3 Total Billing
NPS Education	1180	2,092.38	73,790.60	86,411.06	97,310.19	259,604.23
NPS Mental Health	3900	-	3,376.52	3,336.00	3,309.76	10,022.28
Colton		\$ 2,092.38	\$ 77,167.12	\$ 89,747.06	\$ 100,619.95	\$ 269,626.51
NPS Education	1180	53,693.88	64,307.34	63,775.45	73,981.29	255,757.96
NPS Mental Health	3900	680.76	36,189.66	15,451.42	19,806.35	72,128.19
Redlands		\$ 54,374.64	\$ 100,497.00	\$ 79,226.87	\$ 93,787.64	\$ 327,886.15
NPS Education	1180	6,729.36	63,553.80	68,654.89	75,822.97	214,761.02
NPS Mental Health	3900	249.00	42,348.66	27,014.95	39,051.25	108,663.86
Rialto		\$ 6,978.36	\$ 105,902.46	\$ 95,669.84	\$ 114,874.22	\$ 323,424.88
NPS Education	1180	-	16,675.54	17,795.72	13,379.36	47,850.62
NPS Mental Health	3900	-	15,400.03	16,677.90	950.10	33,028.03
Rim		\$ -	\$ 32,075.57	\$ 34,473.62	\$ 14,329.46	\$ 80,878.65
NPS Education	1180	20,542.47	36,802.67	41,102.15	54,814.13	153,261.42
NPS Mental Health	3900	3,949.30	20,234.11	17,255.41	27,605.17	69,043.99
Yucaipa		\$ 24,491.77	\$ 57,036.78	\$ 58,357.56	\$ 82,419.30	\$ 222,305.41
NPS Education Total	1180	83,058.09	255,129.95	277,739.27	315,307.94	931,235.25
NPS Mental Health Total	3900	4,879.06	117,548.98	79,735.68	90,722.63	292,886.35
Grand Total		\$ 87,937.15	\$ 372,678.93	\$ 357,474.95	\$ 406,030.57	\$ 1,224,121.60

4.3 SBCSS Fee-for-Service FY 20/21 Student Counts



SBCSS EV COUNTY OPERATED FY 2020-2021 FEE-FOR-SERVICE

Service	Rate	Colton		Redlands		Rialto		Rim		Yucaipa		Total EV Districts	
		Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee	Count	Fee
SAI/Self Contained	\$42,706	75.00	\$3,202,950	7.50	\$320,295	84.00	\$3,587,304	3.00	\$128,118	16.50	\$704,649	186.00	\$7,943,316
APE	incl	27.00		3.00		27.00		1.00		4.00		62.00	\$0
LSH	incl	59.00		5.00		60.00		2.00		9.00		135.00	\$0
Specialized Health	incl	6.00		1.00		13.00		0.00		2.00		22.00	\$0
Low Incidence													
DHH Itinerant	\$9,263	40.00	\$370,520	7.00	\$64,841	41.50	\$384,415	4.00	\$37,052	0.00	\$0	92.50	\$856,828
O&M	\$9,263	10.50	\$97,262	6.50	\$60,210	3.00	\$27,789	1.00	\$9,263	1.00	\$9,263	22.00	\$203,786
VI Itinerant	\$9,263	17.50	\$162,103	40.50	\$375,152	28.00	\$259,364	2.50	\$23,158	10.00	\$92,630	98.50	\$912,406
1:1 Aide (a)	\$55,097	5.50	\$303,034	1.00	\$55,097	6.00	\$330,582	0.00	\$0	1.00	\$55,097	13.50	\$743,810
Intensive Therapeutic Svc (EBD)	\$9,250	6.50	\$60,125	2.50	\$23,125	8.00	\$74,000	1.00	\$9,250	3.00	\$27,750	21.00	\$194,250
FEE FOR SERVICE TOTAL			\$4,195,993		\$898,719		\$4,663,454		\$206,841		\$889,389		\$10,854,395

Service	Rate	SB City		Etiwanda		Humboldt	
		Count	Fee	Count	Fee	Count	Fee
SAI/Self Contained	\$42,706	3.00	\$128,118	1.00	\$42,706	0.00	\$0
APE	incl	2.00		1.00		0.00	
LSH	incl	0.00		1.00		0.00	
Specialized Health	incl	0.00		0.00		0.00	
Low Incidence							
DHH Itinerant	\$9,263	0.00	\$0	0.00	\$0	0.00	\$0
O&M	\$9,263	3.00	\$27,789	0.00	\$0	0.00	\$0
VI Itinerant	\$9,263	0.00	\$0	1.00	\$9,263	0.50	\$4,632
1:1 Aide (a)	\$55,097	0.00	\$0	0.00	\$0	0.00	\$0
Intensive Therapeutic Svc (EBD)	\$9,250	0.00	\$0	0.00	\$0	0.00	\$0
FEE FOR SERVICE TOTAL			\$155,907		\$51,969	0.50	\$4,632

4.4 EV SELPA Proportionate Share Program Student Counts



2020-21 REGIONAL SERVICES PROPORTIONATE SHARE PROGRAMS
Student Counts as of 4/1/2021

SERVICES	Estimated Total Expense	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL Costs
MENTAL HEALTH COUNSELING	\$ 539,419	24	\$294,229	6	\$73,557	12	\$147,114	2	\$24,519	44	\$539,419
MH Percentage		55%		14%		27%		5%		100%	
OCCUPATIONAL THERAPY	\$ 1,786,441	83	\$545,127	129	\$847,246	13	\$85,381	47	\$308,686	272	\$1,786,441
OT Percentage		31%		47%		5%		17%		100%	
PHYSICAL THERAPY	\$ 110,698	6	\$31,628	12	\$63,256	3	\$15,814	0	\$0	21	\$110,698
PT Percentage		29%		57%		14%		0%		100%	
		114	\$870,984	148	\$984,059	28	\$248,310	49	\$333,206	339	\$2,436,558

4.5 FY 2021/22 EV SELPA Annual Budget & Service Plan

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Section D: Annual Budget Plan

SELPA

Fiscal Year

D. Budget Plan

Each special education local plan area (SELPA) must have a responsible local agency or an administrative unit (RLA/AU), which is the legal entity that receives funds and is responsible for seeing that every eligible child receives appropriate services.

Public Hearing Notice Posting Date:

The Budget Plan was adopted at a SELPA public hearing on (date):

Projected special education budget funding, revenues, and expenditures by local educational agencies (LEAs) are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA), as well as those who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services. Enter the following information:

RLA/AU Name

Number of LEAs

SELPA Mission Statement—(this field is optional)

The EAST VALLEY SELPA is a vibrant, dynamic, regional, collaborative special education local planning area whose purpose is to support local school districts as they provide for the needs of special education students. The mission of the East Valley (EV) Special Education Local Plan Area is to ensure the provision of quality education that recognizes, respects and meets the individual needs of a diverse student population. In support of this commitment we will provide a well-trained staff dedicated to:

- Working in partnership with schools, families and the community
- Helping all students become successful members of society
- Encouraging learning as an unlimited life-long process

The EV SELPA is responsible for ensuring every eligible child receives appropriate services.

SELPA Beliefs—(this field is optional)

We believe:

All people have the right to learn, grow, and change.

All people have the right to be treated with dignity and respect.

Integrity and honesty are fundamental to the quality of life.

Children are our future.

Each of us can make a positive difference.

Parent, guardian, and care-giver involvement is a valuable asset.

Section D: Annual Budget Plan

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2021-22

In the power of collaboration.

SELPA Support Provided to LEAs

The East Valley SELPA is a multi-district SELPA which serves five LEAs. A complete description of the SELPA Governance and Services is included in Template B of the Local Plan. The SELPA Services section describes how the East Valley SELPA provides services in each of the following areas:

1. Staff Development activities and parent education
2. Program Specialist services
3. Direct mental health, occupational therapy and physical therapy services
4. Fiscal requirements
5. Student data accountings
6. Legal and technical assistance
7. Awareness and dissemination of current best practices
8. Creating forums for problem solving

Section D: Annual Budget Plan

SELPA Fiscal Year **Table 1: Special Education Revenue by Source**

Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="\$45,988,796"/>	64.56%
AB 602 Property Taxes	<input type="text" value="\$3,341,968"/>	4.69%
Federal IDEA Part B	<input type="text" value="\$15,858,797"/>	22.26%
Federal IDEA Part C	<input type="text" value="\$72,181"/>	0.10%
State Infant/Toddler	<input type="text" value="\$39,535"/>	0.06%
Preschool	<input type="text" value="\$0"/>	0.00%
State Mental Health	<input type="text" value="\$5,029,128"/>	7.06%
Federal Mental Health	<input type="text" value="\$899,550"/>	1.26%
Other <input type="text"/>	<input type="text"/>	0.00%
Other <input type="text"/>	<input type="text"/>	0.00%
Total Revenue	\$71,229,955	100.00%

Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

Section D: Annual Budget Plan

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2021-22

Table 2: Total Budget by Object Codes

Object Code	Amount	Percentage of Total Funding
Object Code 1000—Certificated Salaries	61,428,210	38.88%
Object Code 2000—Classified Salaries	27,992,027	17.72%
Object Code 3000—Employee Benefits	42,416,510	26.85%
Object Code 4000—Supplies	\$1,682,591	1.06%
Object Code 5000—Services and Operations	20,182,426	12.77%
Object Code 6000—Capital Outlay	\$107,584	0.07%
Object Code 7000—Other Outgo and Financing*	\$4,190,926	2.65%
Total Expenditures	158,000,274	100.00%

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

*Include a description of the expenditures identified under object code 7000:

State Special Schools; Indirect Costs

SELPA EAST VALLEY CONSORTIUM

Fiscal Year 2021-22

Table 3: Federal, State, and Local Revenue Summary

Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	54,399,427	34.43%
Federal Revenue	16,830,528	10.65%
Local Contribution	86,770,319	54.92%
Total Revenue From All Sources	158,000,274	100.00%

Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

Describe the basic premise of the SELPA Allocation Plan for distributing dollars as closely as possible to how they are earned.

In East Valley SELPA, AB 602 funds which include State apportionment, County Property Taxes, COLA, Growth and Decline are distributed based on ADA. Out-of-Home are distributed based on bed counts and rates provided by the State. Low Incidence funds are allocated to the SELPA based on the prior year's unduplicated CALPADS count of students whose primary or secondary disability in grades K – 12 is one of the low incidence disabilities. SELPA oversees the purchase of Low incidence equipment and materials for the member districts. The operating costs for regionalized services are taken off the top.

Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

IDEA revenues are distributed to LEAs, as follows:
 IDEA 3310 (3-22) - split based on prior year pupil count K-12
 IDEA 3311 (Private School) - based on proportionate share funding formula, prior year pupil count
 All districts use this proportionate share of res 3310 funding to expend for parentally-placed children with disabilities.
 IDEA 3315 - pass-through; SELPA receives 5% and balance is split based on PY pupil count preschool.

Section D: Annual Budget Plan

SELPA Fiscal Year **Table 4: Special Education Local Plan Area Operating Expenditures**

Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses .

Accounting Categories and Codes		Amount	Percentage of Total
Certificated Salaries Code	<input type="text" value="1000"/>	<input type="text" value="61,428,210"/>	38.88%
Classified Salaries Code	<input type="text" value="2000"/>	<input type="text" value="27,992,027"/>	17.72%
Employee Benefits Code	<input type="text" value="3000"/>	<input type="text" value="42,416,510"/>	26.85%
Supplies Code	<input type="text" value="4000"/>	<input type="text" value="\$1,682,591"/>	1.06%
Services and Operations Code	<input type="text" value="5000"/>	<input type="text" value="20,182,426"/>	12.77%
Capital Outlay Code	<input type="text" value="6000"/>	<input type="text" value="\$107,584"/>	0.07%
Other Outgo/Financing Code	<input type="text" value="7000"/>	<input type="text" value="\$4,190,926"/>	2.65%
Total Operating Expenditures		158,000,274	100.00%

SELPA Fiscal Year **Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom for Students with Low Incidence Disabilities**

Enter the total revenue expenditures for supplemental aids and services for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence disabilities.

Total Federal and State Revenue budgeted for Supplemental Aids and Service Expenditures in the Regular Classroom Setting	<input type="text" value="\$1,848,383"/>
--	--

Total Federal and State Funding	<input type="text" value="71,229,955"/>
---------------------------------	---

Percent of Total LEA Federal and State Revenue Expenditures for Supplemental Aids and Services in the Regular Classroom Setting	<input type="text" value="2.59%"/>
---	------------------------------------

Total Projected Federal and State Revenue budgeted for Students with Low Incidence Disability Expenditures.	<input type="text" value="\$285,975"/>
---	--

Percent of Total LEA Federal and State Revenue Expenditures for Students with Low Incidence Disabilities	<input type="text" value="0.40%"/>
--	------------------------------------

Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state revenue expenditures by LEAs participating in the SELPA.

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Submission

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Attachment I

SELPA: EAST VALLEY SELPA

Fiscal Year: 2021–22

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: EAST VALLEY SELPA

Fiscal Year: 2021–22

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	67686			Colton Joint Unified School District	Robert	Pearson	909-580-5002	rob_pearson@cjustd.net	Previously Reported
	2	36	67843			Redlands Unified School District	Patti	Buchmiller	909-307-5300	patricia_buchmiller@redlands.k12.ca.	Previously Reported
	3	36	67850			Rialto Unified School District	Bridgette	Ealy	909-820-7700	bealy@rialto.k12.ca.us	Previously Reported
	4	36	67868			Rim of the World Unified School District	Derek	Swem	909-336-4118	derek_swem@rim.k12.ca.us	Previously Reported
	5	36	67959			Yucaipa-Calimesa Joint Unified School District	Jim	Stolze	909-790-8550	jim_stolze@ycjUSD.us	Previously Reported
	6	36	10363			San Bernardino County Superintendent of Schools	Scott	Wyatt	909-386-2722	scott.wyatt@sbcss.net	Previously Reported

Attachment II

SELPA: EAST VALLEY SELPA

Fiscal Year: 2021–22

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: EAST VALLEY SELPA

Fiscal Year: 2021–22

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Colton Joint Unified School District	12,943,623	0	0	4,111,013	0	1,317,033	240,467	0	18,612,136
2	Redlands Unified School District	12,718,057	0	14,436	4,131,346	7,907	1,293,947	236,252	0	18,401,945
3	Rialto Unified School District	15,305,115	0	0	4,448,003	0	1,557,366	284,348	0	21,594,832
4	Rim of the World Unified School District	1,850,759	0	0	590,081	0	188,351	34,390	0	2,663,581
5	Yucaipa-Calimesa Joint Unified School District	5,318,851	0	0	2,024,392	0	541,648	98,895	0	7,983,786
6	San Bernardino County Superintendent of Schools	385,297	3,614,193	57,745	553,568	31,628	28,450	5,194	0	4,676,075
Totals:		48,521,702	3,614,193	72,181	15,858,403	39,535	4,926,795	899,546	0	73,932,355

Attachment III

SELPA: EAST VALLEY SELPA

Fiscal Year: 2021–22

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Colton Joint Unified School District	15,125,988	7,322,962	10,831,668	802,816	4,742,084	17,501	372,225	39,215,244
2	Redlands Unified School District	15,048,742	9,729,678	10,484,608	1,483,368	4,480,387	0	287,169	41,513,952
3	Rialto Unified School District	19,045,945	7,758,800	13,112,101	2,846,756	9,553,752	4,000	1,624,798	53,946,152
4	Rim of the World Unified School District	2,185,829	1,309,125	1,573,388	48,231	977,399	0	2,567	6,096,539
5	Yucaipa-Calimesa Joint Unified School District	7,248,524	2,782,998	4,615,286	109,503	3,458,228	0	608,459	18,822,998
6	San Bernardino County Superintendent of Schools	5,970,478	3,684,035	4,501,530	155,065	1,476,513	0	1,171,797	16,959,418
Totals:		64,625,506	32,587,598	45,118,581	5,445,739	24,688,363	21,501	4,067,015	176,554,303

Attachment IV

SELPA: EAST VALLEY SELPA

Fiscal Year: 2021–22

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Colton Joint Unified School District	4,351,480	25.86%	14,677,088	24.90%	20,186,676	19,028,568
2	Redlands Unified School District	4,382,034	26.04%	14,500,213	24.60%	22,631,705	18,882,247
3	Rialto Unified School District	4,732,351	28.12%	17,291,687	29.34%	31,922,114	22,024,038
4	Rim of the World Unified School District	624,471	3.71%	2,079,987	3.53%	3,392,081	2,704,458
5	Yucaipa-Calimesa Joint Unified School District	2,123,287	12.62%	6,059,774	10.28%	10,639,938	8,183,061
6	San Bernardino County Superintendent of Schools	616,507	3.66%	4,335,937	7.36%	12,006,674	4,952,444
Totals:		16,830,130	100.00%	58,944,686	100.00%	100,779,188	75,774,816

Attachment V

SELPA: EAST VALLEY SELPA

Fiscal Year: 2021–22

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Colton Joint Unified School District	1,190,748	416,432
2	Redlands Unified School District	0	480,302
3	Rialto Unified School District	1,239,404	429,206
4	Rim of the World Unified School District	0	40,877
5	Yucaipa-Calimesa Joint Unified School District	88,262	199,274
6	San Bernardino County Superintendent of Schools	0	276,369
Totals:		2,518,414	1,842,460

Attachment VII

SELPA: EAST VALLEY SELPA

Fiscal Year: 2021–22

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of *EC* Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year

DO NOT
DISTRIBUTE

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Annual Submission

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

☒ 330—Specialized Academic Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3))

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 210–Family Training, Counseling, Home Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

☐ 220–Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 230–Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 240–Service Coordination (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 250–Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP; providing families with information, skills, and support related to enhancing the skill

Section E: Annual Service Plan

SELPA: East Valley Consortium

Fiscal Year: 2021–22

development of the child; and working with the child to enhance the child's development.

☐ 260–Special Education Aide (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 270–Respite Care (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☒ 350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 415–Speech and Language ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition,

Section E: Annual Service Plan

SELPA: East Valley Consortium

Fiscal Year: 2021–22

comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included.

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a) (2)).

☒ 510–Individual Counseling

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b) (7); CCR Title 5 §3051.11).

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living

Section E: Annual Service Plan

SELPA:

Fiscal Year:

situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

☒ 530–Psychological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

☒ 540–Day Treatment

Provide a detailed description of the services to be provided under this code.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 610—Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing/hearing impairment (HH/HI), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

☒ 710—Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

☒ 715—Interpreter

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, §3051.16).

☒ 720—Audiological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

Section E: Annual Service Plan

SELPA: East Valley Consortium

Fiscal Year: 2021–22

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

☐ 735–Braille Transcription

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment (CAC Title 5, §3030(e) & 3051.16)

☐ 745–Reading

☒ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA: East Valley Consortium

Fiscal Year: 2021–22

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 750–Note Taking

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 755–Transcription

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 820–College Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

☒ 830–Vocational Assessment, Counseling,
Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26)

☐ 855–Job Coaching

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 860–Mentoring

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 865–Agency Linkages (referral and placement)

☒ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☐ 870–Travel and Mobility Training

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

Currently, no students within the East Valley SELPA require this service be provided as determined by their IEP teams. The service will be available if an IEP team decides it is appropriate for a student.

☒ 890–Other Transition Services

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☐ 900–Other Related Service



Description of the “Other Related Service”

Qualifications of the Provider Delivering “Other Related Service”

DATE: 4/13/2021

FISCAL YEAR: 2021-22

Special Education Service

Attachment VI-1 of 5

[illegible]

4.6 EV SELPA FY 2020/21 Fiscal Reporting Calendar

2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

JULY 2020

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

AUGUST 2020

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

SEPTEMBER 2020

- 9/10/20** - SBCSS to present PY (19/20) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance
- EV SELPA to present PY (19/20) OT Regional Program Proportionate Share and return of funds (if appropriate).
- 9/10/20** - SELPA to present PY (19/20) adjusted 4th 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 1st 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) 1st 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 1st 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 (1st 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 2nd Interim EV SELPA Budgets
- 2/11/21** - SELPA to present CY (20/21) 2nd 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 23rd – 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

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 3rd 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
- 5/28/21** - 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)

PROGRAM ISSUES

4.7 Comp Ed/Learning Loss/Learning Recovery Guidance



Framework for Determining the Individual Impact of Distance Learning

Special Education Guidance

May 2021

Colton Joint Redlands Rialto Rim of the World Yucaipa-Calimesa Joint
Unified School Districts
San Bernardino County Superintendent of Schools

Dr. Patty Metheny
Administrator

Gratitude is extended to the North Region SELPA for sharing the concept of ADHERE and its application to determining the impact of Distance Learning


INTRODUCTION

This document provides guidance to school staff responsible for leading the IEP team decision making process for determining the individual impact of distance learning. The six step process uses the acronym “ADHERE” to highlight the stages of Acknowledgement, Data Collection, Hold the IEP Meeting, Evidence Review, Resolve and Explore Other Options. The process frames the response to parent/caregiver concerns about the impact of COVID-19 school disruption on their child’s learning progress, but it also applies when school staff identify a concern. Strategies for establishing/maintaining positive relationships between families and districts and for managing differences are incorporated at each step.

[USDOE](#) and [CDE](#) guidance, issued a year ago, state that IEP teams decide (upon the return to regular, in-person instruction) whether (and to what extent) special education services for eligible students are needed to address the impact of distance learning. However, none of the guidance anticipated how long schools would be closed and the varied student, staff, and parent/caregiver experiences that would occur between March 2020 through school re-openings. The educational landscape has undergone multiple, monumental shifts that vary district to district. The IEP team lens needs to shift accordingly in order to fully consider students’ individual distance learning experience during the COVID-19 pandemic and to plan for assisting students to reach the expected levels of progress as determined by the IEP team in consideration of the student’s past rate of learning and educational progress.

Throughout the ADHERE process, District staff provide leadership to remind IEP teams that the individual human beings on the team (including parent/caregivers who played a more significant role than ever before in the education of their children) did not cause the COVID-related concern--the pandemic caused the circumstances. We are in this together, and together we will move forward to establish the future of education for all students in response to what we have learned during this pandemic.

Overview: Distance Learning Impact Decisions



FOCUS: Educational Benefit

The focus of this guidance is to support the decision-making process when the IEP services were provided, but the student did not make meaningful progress through remote learning and educational benefit was impacted. IEP teams will make a determination whether (and to what extent) general and/or special education services are needed to address the impact of distance learning.



ESY remains ESY

Extended School Year (ESY) decisions differ from the guidelines in this document because:

1. the ESY decision is based on a normal school break.
2. the duration of the distance learning experience is much longer than a normal school break.
3. instruction was provided during distance learning.
4. the factors related to distance learning due to COVID-19 are more complex than those related to a normal school break.

Summary: ESY was not developed to address learning needs caused by a global pandemic. ESY will continue to assist students to work on the goals/objectives they worked on during the school year when there is regression or limited capacity to benefit from re-teaching after an extended school break.

Compensatory education decisions differ from the guidelines in this document because:

1. Compensatory education provides an eligible student with services based on 1) what the student should have received per the FAPE documented in their IEP and 2) how not receiving such services may have impacted educational performance during that time.
2. Compensatory education is not a decision guided by USDOE and CDE to be made by IEP teams.
3. Compensatory education does not automatically equate to minute-to-minute or even all educational and/or related services – rather it is individually determined based on the impact of the student's educational outcomes during the time in question.

Summary: Compensatory education may be considered if the district was not able to provide all of the services in the IEP through its remote learning program.



Compensatory Education Remains “Comp Ed”

Overview: Distance Learning Impact Decisions



Districts are not required to automatically and immediately hold IEP meetings for every student with a disability upon return to in-person instruction. Some students will have continued to progress on their goals during distance learning. Others, who experienced some learning disruption or who require additional supports to transition successfully back to in-person instruction will find their needs effectively met through general education programs designed to address the impact of distance learning for all students. Other students with disabilities may need additional special education supports to be determined at the next regularly scheduled IEP meeting (or sooner if data indicates).

"I loved DL!"



"DL was alright, but I'm glad to be back!"



"DL didn't work for me."

DATA: Before, During, and After

The most appropriate time to determine impact of distance learning on an individual student's learning is when the team has sufficient data to support their decisions. IEP teams will consider pre-COVID-19 and distance/hybrid learning data. IEP teams will also need a period of time after return to in-person instruction to gather and/or generate data on the student's present levels of performance. Data across time enables IEP teams to compare learning rates and progress made to peers in general education and to the student's own pre-COVID rates of progress. The team's focus is to 1) analyze individual student learning needs caused by COVID-19 school disruptions, 2) consider whether or not (and to what extent) general education and/or special education services are required to return the student to expected levels of progress based on the student's assessment data and past rates of progress.

**IDEA Remains
IDEA**

Data Informs Needs, Needs Drive Goals, Services are Provided to Meet Goals

Once IEP teams have reviewed progress in the general education curriculum (or alternative course of study specified in their IEP), reviewed progress on IEP goals, and identified whether any new needs have emerged due to the impact of distance learning they are ready to determine if general and/or special education service changes are needed.

- IEP teams first consider typical progress of students without IEPs and the general education program support and services.
- The District should not require that services be delivered in only one specified manner.

The following pages break down the EV SELPA framework into step-by-step procedures for responding to a parent/caregiver's concern related to the impact of distance learning during the COVID-19 pandemic on an individual student. The steps are easily adapted to respond to any concerns identified by staff as well.

EV SELPA

Responding to COVID-19
Distance Learning Concerns

A

ACKNOWLEDGEMENT

LET'S LISTEN

- The student is everyone's top priority.
- Actively listen and receive concerns with respect and empathy.
- Reframe solutions (e.g., specific program) as concerns (e.g., reading difficulties).
- Restate concerns to confirm you understand.
- Reserve judgement or defensiveness.

D

DATA COLLECTION

WE NEED THE COMPLETE PICTURE

- Staff and parent/caregiver gather and exchange information related to concern prior to the meeting.
 - Educational assessments/baselines
 - Progress on IEP goals, work samples, grades
 - Service/communication logs
 - Observation data (participation, moods, motivation, distractions, engagement with learning and others, etc.)
- Pull data from before school closures, during distance learning, and after school re-opening as appropriate.
- Reflect on data strengths and gaps prior to the meeting.

H

HOLD IEP MEETING

LET'S MEET AND TALK

- Schedule a mutually agreeable time to meet.
- Include administrator and all other team members relevant to the concern.
- Provide meeting norms, agenda, and room set-up for a positive environment.
- Bring information, suggestions, an open mind, an a cultural lens.

E

EVIDENCE REVIEW

LISTEN, ACKNOWLEDGE, AND CLARIFY ALL INFORMATION

- Hear parent/caregiver concerns and information. Document in IEP notes.
- Present and document district information.
- Together, consider all information presented.
- Determine if more information is needed

R

RESOLVE

CREATE POSSIBILITIES TOGETHER

- Consider possible solutions based on all information presented.
- Amend IEP and/or distance learning plan to reflect to reflect IEP team's agreement/discussion.
- Appreciate the team members for collaborating and close the meeting.
- Implement the plan.
- If agreement is not reached, see next step.

E

EXPLORE OTHER OPTIONS

DON'T GIVE UP YET, IS THERE SOMETHING ELSE?

- Inform parent/caregiver how you will follow up with next steps.
- Be specific when communicating, let them know what you will do and when.
- Deliver on all of what you have promised.
- Document al efforts, meet again to explore new strategies if what's planned doesn't work.
- Thank team members.

EAST VALLEY
SELPA
Educating Together

Acknowledgement

It is good news when a parent/caregiver brings you the chance to address a concern rather than letting it build up, filing a complaint, or requesting a due process hearing. Remember that the student is everyone's top priority, and your team did the very best they could under the circumstances. This is an opportunity to genuinely understand the parent's perspective and work together to address any issues. Prepare yourself, including getting support as needed, to receive parent concerns. Be curious, not defensive about the communication; do not take it as a professional or personal criticism.

The purpose of the Acknowledgement step is to ACTIVELY LISTEN, to clarify the concern, and to promote trust for further communication. The **Acknowledgement** step also sets the direction and purpose for data collection and a potential IEP meeting.

Staff Take the Lead to Clarify

When a parent/caregiver of a child with an IEP requests "learning loss," "comp ed," "make up," "regression/recoupment," or "recovery" services, staff takes the lead to actively listen and ask clarifying questions to determine if the concern is related to:

1. Services not delivered; or
2. Services delivered, but educational benefit and progress were impacted by distance learning; or
3. A combination of both.



Reframe: Document the student's learning experience and current need from the parent point of view. Document proposed parent solutions for the IEP team to consider.

School staff consider initiating an IEP meeting when:

- There is a lack of expected progress toward IEP goals and/or in the general curriculum once data has been gathered and analyzed.
- The results of any re-evaluation or information about the child shared by the parent need to be addressed.
- The District anticipates that the child may need service changes.

When a concern is raised about impact of distance learning, or if it is not yet clear how much may be due to impact of distance learning and/or how much may be due to services not provided by the district, **ask parent/caregiver for agreement to hold an IEP team meeting and to collect/exchange data in preparation for that meeting. Provide parent with a copy of procedural safeguards and the opportunity to discuss any questions.**




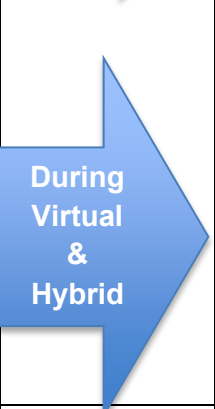
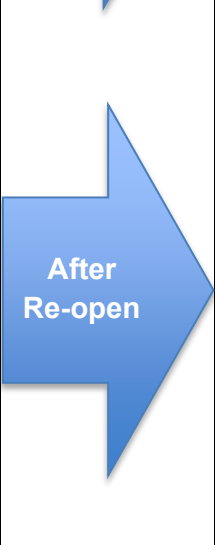
If you are confident during **Acknowledgement** that the concern is **SOLELY** related to services the district was not able to provide, tell the parent/caregiver that you will follow up with an administrator who will contact them about the potential of compensatory education services.

Data Collection to Prepare for IEP Meeting



Data is the foundation of individualized decisions. Comprehensive data is needed to assist IEP team members (who may have different points of view) to reach agreement.

Collect data across time, from varied sources, and through multiple lenses

	<ul style="list-style-type: none"> • Progress (and rate of progress) on IEP goals, objectives, or benchmarks • Observation data (teachers, therapists, parent/caregiver, others with direct student contact) • Screening, formal assessment, curriculum-based assessment, benchmark assessments, including pre-test and post-test data • Work samples, grades, student strengths and successes
	<ul style="list-style-type: none"> • Service logs (dates, times, frequency, duration, provider, service/accessibility delays) • Student attendance, work samples, grades, strengths, and successes • Communication logs, parent/caregiver input, interviews, observations • Group screenings, formal assessments, curriculum-based assessment, benchmark assessments, including pre-test and post-test data • Observations (participation, engagement with learning and others, distractions, motivation, moods, behavior) • IEP meetings, progress on IEP goals, distance learning plan documentation and adjustments/accommodations (including efforts to address concerns about lack of progress)
	<ul style="list-style-type: none"> • <i>All</i> educators should gather new data when school fully re-opens in-person. Data gathered for <i>all</i> students is the starting point for consideration of whether or not a child with a disability requires something different and/or additional. The IEP team first clarifies: <ol style="list-style-type: none"> 1. The average impact of distance learning for <i>all</i> students. 2. Learning remediation/acceleration supports available to <i>all</i> students. The needs of many students with IEPs can effectively be addressed in the same manner as students without IEPs. • IEP teams may consider assessment data from a variety sources including: <ul style="list-style-type: none"> ○ “Just-in-time” formative assessment of student groups (no consent required). ○ Informal and curriculum-based measures of student groups (no consent required). ○ Classroom instruction and benchmark assessments (no consent required). ○ Group observations (no consent required) including ANY strengths/successes. ○ Progress on IEP goals. ○ If individualized assessment is undertaken, prior parental written consent is required.

Data Collection to Prepare for IEP Meeting

- Reflect on how implicit/explicit bias may impact data collection and take steps to mitigate (e.g., consider if data is weighted appropriately, get feedback, add another data source, etc.).
- How did the student's disability impact access to distance learning? Does the data give a full picture of students' abilities? What else is needed to complete the picture?
- Does the District know the student and parent/caregiver well enough? What other information would help?
- What kinds of supports/ interventions were offered? Were the interventions able to be accessed in an equitable way? Were there technology or other barriers?
- Is there anything about this data/assessment that disadvantages the student's opportunity to demonstrate knowledge/skill or that excludes the student from any opportunities?
- Do the student and parent/caregiver value the knowledge being assessed, and the data collected? How does the IEP team know?
- What are ways the District can innovate to be more effective and equitable?

Equity Lenses



Social Emotional Experiences

	<ul style="list-style-type: none"> ● Did the student experience any previous traumatic or stressful events? ● Has the student previously experienced the loss of a family member or close friend? ● Did the student have any existing social-emotional needs identified?
	<ul style="list-style-type: none"> ● Is the student experiencing a separation from caregivers during the crisis or as they return to school? ● How are the parents/caregivers responding to the crisis? ● What are the ongoing stressors occurring due to the change in familiar routines or direct impact of COVID-19?
	<ul style="list-style-type: none"> ● Is the surrounding community resilient and supportive? ● Are there strong existing family structures or relationships with effective communication? ● Does family have access to essential resources?

Exchange data with family prior to the IEP meeting so that everyone has the opportunity to review information to the extent possible prior to meeting.

Review data and identify data gaps/strengths, and trends/patterns prior to the meeting. Organize and chart data into categories relevant to the individual student situation to facilitate discussion.

Hold IEP Meeting

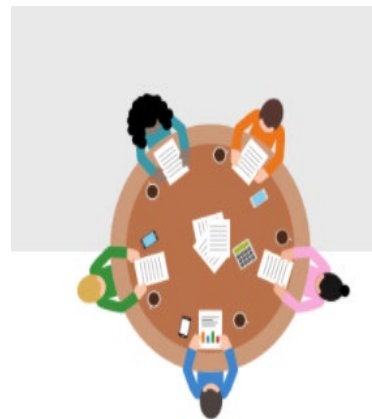
The meeting structure and process influence how IEP team members feel during the meeting and their commitment to future steps. Effective communication and problem solving require 1) pre-meeting preparation and 2) active meeting facilitation. Some best practices are outlined below.

Before the meeting: Prepare

- Identify required team members and determine a meeting day/time that works for all.
- Send meeting invite (and excusal form if required).
- Exchange data with parent/caregiver team member relevant to the concern.
- Obtain input from team (including parent/caregiver) on a draft meeting purpose, agenda, and norms.
- Consider room and seating arrangements or virtual meeting parameters.
- Hold a staffing if appropriate. Request outside support if applicable.
 - Consider data gaps/strengths and trends/patterns.
 - Consider possible student needs/goal/solutions.
 - No predetermination. It is OK to consider possibilities. It is not OK to make decisions outside the IEP meeting.
 - Anticipate possible questions the parent/caregiver may have, and directly ask them for their questions.
 - Identify staff questions.
- Prepare to use meeting facilitation tools (e.g., agenda, desired outcomes, norms, action plan), get training, brush up on previous training, get outside support as needed.

During the meeting: Manage both content and process

- Gain explicit agreement on a posted meeting agenda, and norms.
- Document parent/caregiver concern and data, district's data, student needs, goals, and team decisions/agreements in IEP notes and on the relevant IEP pages.
- Use meeting facilitation tools and skills (get training, brush up on previous training, get outside support as needed).
- Provide a “frame” to hold diverse input and points of view.
 - Where have we been? (before COVID, during distance learning, hybrid)
 - Where are we now? (Present levels of performance and needs)
 - Where are we headed? (Adjusted goals? New goals?)
 - How will we get there? (What is required to return the student to expected levels of progress? General education and/or special education supports? Are any transition supports indicated?)
- Prevent/manage disagreements that emerge during meeting.
 - Reframe solutions proposed prior to data review (e.g., tutoring) as student needs (e.g., minimal progress on math goals).
 - Chart data, needs, goals, solutions to keep the team focused on the IDEA sequential process.
 - Use facilitative questions.
 - Chart diverse points of view to create third point of reference – stay “student focused.”
 - Support team to “hold” conflicting pieces of data instead of trying to prove who is “right.”
 - Build upon small agreements; highlight agreements; develop action plan to transform agreements into next steps.



Evidence Review

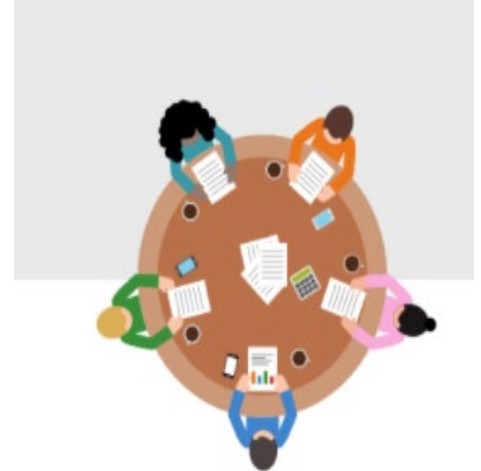
Chart key data about a student's “before/during/after” progress and needs:

- Charting literally creates a shared picture that everyone can see at the same time.
- Charting pulls/pushes/supports people to move forward from their individual points of view to collaborative problem solving on behalf of the student.
- Draft the chart ahead of time with all data exchanged between parent/caregiver and district team members.

Goal Progress	
<input type="checkbox"/>	Regressed
<input type="checkbox"/>	Maintained Baseline
<input type="checkbox"/>	Minimal progress
<input type="checkbox"/>	Some progress
<input type="checkbox"/>	Met or exceeded

Repeat Acknowledgement step. If you prepared a data chart ahead of time, ask parent/caregiver to confirm/edit the data to ensure it accurately represents their point of view.

- Listen to the parent/caregiver point of view and all information related to parent/caregiver concern.
- Clarify for the purpose of ensuring you understand the parent/caregiver’s point of view, information, and desired outcomes.
- Document and verbally acknowledge a summary of the parent/caregiver report in the IEP notes.
- Share district’s data and document a summary of the district report(s) in the IEP notes.
- Together, fill in any data gaps and highlight corroborating data.
- “Funnel & Sift through” the data.
 - Sort similar items, identify most frequently occurring data.
 - Identify data that corroborates other data, identify conflicting data.
 - Together, identify “big ideas” that “leap out” from the past and present data about impact of distance learning (i.e., what would be expected if COVID had not happened?)




Where have We Been?


- How does student performance data before and after COVID compare with performance during distance learning and/or hybrid?
- How was core content instruction and specialized instruction delivered to students? Were these reasonable given the context?
- Was there a missed learning opportunity caused by distance learning?
- Clarify and prioritize other relevant themes the data reveals.

Where Are We Now?

- How do learning rates compare to general education peers?
- How does student’s current present levels of performance and learning rate compare to Pre-COVID levels? What rate/level of progress would be expected if COVID had not happened?
 - Does the student demonstrate previously mastered or partially acquired skills that were present pre-distance learning?
 - Does the student require extensive review to demonstrate previously held skills?
 - Does the student demonstrate inconsistencies in performance?
 - Did services/support provide educational benefit (meaningful progress on goals)?
- Is different/additional data needed?

Resolve

Where Are We Headed? 	Together, determine learning needs and then address goals <ul style="list-style-type: none"> Based on present level data, determine current student learning needs. Have new needs emerged? Which goals remain appropriate? Are short term goals needed to boost student forward? Did new needs emerge that require new goals?
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Generate Possible Solutions to Meet Goals Considering: <ul style="list-style-type: none"> Least Restrictive Environment (starting with consideration of general education) Likelihood of results Student strengths, preferences, stamina, individual disability impact How much and how fast is tolerable for the student Temporary specialized services to boost student forward Cultural responsiveness Trying out solutions for a short period of time and monitor outcomes. <p><i>Remember: the IEP documents a brick and mortar FAPE based on current needs. Continue documenting alternative means of providing services on a DLP if your district is in a hybrid model.</i></p>	How Will We Get There? 
--	--

General Education?	Special Education?
<ul style="list-style-type: none"> Remedial or acceleration programs? Collaboration/consultation with outside providers (e.g., short term mental health counseling)? Consultation with a person with particular expertise (e.g., social worker, another expert for parent support)? Other? 	<ul style="list-style-type: none"> Accommodations, modifications, supplemental aids? Service changes to regain previously learned skills and/or return to expected levels of progress. Additional? More frequent? Longer duration? Group and/or individualized (when before it was the other?) <u>New</u> services/supports required for successful re-entry into the child's typical learning environment (e.g., mental health, behavior, or transition services related to a student's disability)? Additional and/or different distance learning supports if still in hybrid? In-person distance learning supports (i.e., hubs) if still in hybrid? Early triennial or assessment of new area(s) of need?
<p>IEP teams may consider providing services outside of a typical school day that do not prevent the student's participation in desired opportunities offered to other students (e.g., after school activities); be sure these exist and are doable before offering ideas.</p>	

Document Agreements in the IEP	
<ul style="list-style-type: none"> Document general education supports in the IEP notes. Create a log to document the provision of general and special education services provided to address the impact of distance learning. If a student refuses to participate, convene the IEP team to discuss and consider possible changes to the plan. 	<ul style="list-style-type: none"> Document goal(s) on the IEP goals page – clearly state the dates (to/from) for short term goals. Document the plan for under what circumstances and how services will be made up if the provider or child misses a session. Agree on a communication plan to keep team members informed about service provision and goal progress.
<p>Document temporary special education services with comments on the IEP Services page and also in the IEP notes. <i>The IEP team decided that (service) will be offered to (name) from (date) to (date) with (#) frequency and (min) duration on a temporary basis. Due to the impact of distance learning the team agreed these services provide the support to give (name) reasonable opportunity to make progress on IEP goal(#).</i></p>	

Explore Other Options

Despite everyone's best efforts, sometimes teams are not able to reach mutually agreeable solutions at the IEP meeting. If this happens, do not give up. Reconvening the team after everyone has a chance to reflect, to consult someone else, to collect additional data, or simply to consider the question from a different angle might open up new ideas. If your team needs an opportunity to explore other options, the steps below can help team members maintain commitment to continue the communication and problem solving process:

- Acknowledge
 - difficulty of the pandemic to all routines
 - effort the team has already put forth
 - impasse/conflict - name it
- Ask for ideas on what next steps could/should be to reach resolution
- Develop follow-up steps to pursue resolution, for example:
 - New or different data
 - Reflection time
 - Find out about _____
 - Research _____
 - Consult with _____
 - Request outside facilitator/mediator
 - Other
- Document agreed upon follow up steps in IEP notes and on a charted action plan. Actions should be specific, measurable, time bound, realistic, and only involve people who are actually in the meeting.
- Deliver on all of what is promised in the action plan to maintain team commitment and trust.
- Thank team members for their efforts



<ul style="list-style-type: none"> ● Document any follow up plan that specifies who will do what by when and how communication of actions taken will occur. ● Follow the plan to preserve trust!! 			
What	By Who	How Shared	By When
1.			
2.			
3.			
4.			
5.			



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Ellie R. Austin
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Frank Zotter, Jr.

MEMORANDUM

To: Gina Danner, Executive Director,
Mendocino County SELPA

From: Jennifer E. Nix, Associate General Counsel JEN

Date: February 23, 2021

Re: Compensatory Education Decisions Related to COVID-19
School Closures

Both the U.S. Department of Education and the California Department of Education have stated that, following COVID-19 related school closures, once students return to in-person instruction, IEP teams should make individualized decisions regarding whether compensatory services are needed, including to make up for any skills that may have been lost.¹ The due process decisions issued by the Office of Administrative Hearings related to the COVID-19 pandemic have cited to the U.S. Department of Education and California Department of Education guidance documents.²

Specifically, the U.S. Department of Education stated that, for any student who did not receive the services called for in his/her IEP, the IEP team is “required” to “make an individualized determination whether and to what extent compensatory services may be needed consistent with applicable requirements, including to make up for any skills that may have been lost.”

The California Department of Education made the following statements:

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

¹ *Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak* (U.S. Dep’t of Educ., Mar. 12, 2020), available at <https://sites.ed.gov/idea/files/qa-covid-19-03-12-2020.pdf>; *Special Education Guidance for COVID-19* (Cal. Dep’t of Educ., last updated Sept. 30, 2020), available at <https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>.

² *E.g., Parent v. Bakersfield City Sch. Dist.*, OAH Case Nos. 2020010042/2019120777 (July 27, 2020); *Parent v. Long Beach Unified Sch. Dist.*, OAH Case No. 2019100147 (Oct. 12, 2020).

- “Once the regular school session resumes, LEAs should plan to make individualized determinations, in collaboration with the IEP team, regarding whether or not compensatory education and services may be needed for a student. Educational need can be measured by assessing whether or not the student continued making progress in the general education curriculum, or alternative course of study specified in their IEP, or toward meeting their individualized IEP goals and/or if any regression occurred during the period of school site closure.”
- “Should services be discontinued for a period of time, LEAs and IEP teams would be required to make an individualized determination as to whether compensatory services are needed once services resume.”

IEP teams should be prepared to make individualized determinations regarding whether or not compensatory services may be needed for each student, and, if so, the type and amount of services and the time period in which those services will be delivered. The chart below is a guidance document to assist IEP teams with responding to and answering questions related to compensatory education and learning loss.

Discuss whether the IEP was materially implemented.

Compensatory education is related to a failure to materially implement a student’s IEP. A material implementation failure is when there is more than a minor discrepancy between what the school provides and the services required by the IEP. (*Van Duyn v. Baker Sch. Dist. 5J*, 502 F.3d 811 (9th Cir. 2007)).

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Identify any services have not been provided since March. | <ul style="list-style-type: none"> ▪ Each student was entitled to receive all services on his/her last-consented to IEP, regardless of what was provided to all non-disabled students. ▪ Services are considered as “provided” if they were offered in-person or via virtual methods. Asynchronous assignments may be counted so long as the teacher accurately reports time spent on the assignment by the student and the assignment involved delivery of the related service. ▪ Teams should discuss why services were different from those identified in the IEP if this is relevant to services that were not provided. ▪ If no services were missed, compensatory education should not be offered. |
|---|--|

If IEP was not implemented, discuss whether compensatory education is needed.

Compensatory education might not be needed if clear educational progress is documented, which can show that any failure to implement the IEP was not “material.”

<ul style="list-style-type: none"> ▪ Were services provided in a different delivery method to meet the student’s disability-related needs? ▪ Was this clearly communicated in writing to parents? 	<ul style="list-style-type: none"> ▪ Did the student’s deficits or needs impact the ability to benefit from services in his/her IEP? For example, were SAI services provided for fewer hours than called for in the IEP, but were provided on a one-to-one basis because of the student’s inability to access group synchronous instruction in a virtual environment? ▪ In other words, is there a student-centered justification for the failure to implement? ▪ If you have documentation that the changes to delivery method had positive impacts on goal progress and process in the general curriculum, compensatory education might not be needed.
<ul style="list-style-type: none"> ▪ Review present levels of performance, IEP goals, and IEP goal progress. ▪ Identify any gap the student has in where you would expect him/her to be and where he/she is. 	<ul style="list-style-type: none"> ▪ If the student met his/her IEP goals, or is on progress to do so, it is likely that no compensatory education is needed.
<ul style="list-style-type: none"> ▪ Did the student continue making progress in the general curriculum or alternative course of study specified in their IEP? 	<ul style="list-style-type: none"> ▪ If the student continued to make expected progress in the general curriculum or alternative course of study, or is on progress to do so, it is likely that no compensatory education is needed.

Discuss whether there was a regression in basic skills during the period of school closures beyond a commensurate regression observed for non-disabled students.

IEP teams might need to provide compensatory education for students with extensive support needs who suffered skill regression while on distance learning. IEP teams should look to formal or informal assessments of skill acquisition and regression once school buildings reopen.

<ul style="list-style-type: none"> ▪ Did regression in basic academic or functional skills occur during the period of school closures? 	<ul style="list-style-type: none"> ▪ The IEP team should be able to identify specific skills that deteriorated or were lost and should be
---	--

	able to connect those lost skills to distance learning or identify the concerns as arising out of school closures.
<ul style="list-style-type: none"> Does the student have any factors that render him/her particularly in need of compensatory services, such as slow recoupment of lost skills? 	<ul style="list-style-type: none"> If a student shows regression but has a documented history of quick recoupment of lost skills, it is likely that no compensatory education is needed.
Discuss Learning Loss versus Compensatory Education, as appropriate.	
Was lack of progress commensurate with what is observed for non-disabled students?	
<ul style="list-style-type: none"> Did the student fail to make progress in the general curriculum in a similar manner to his/her non-disabled peers? 	<ul style="list-style-type: none"> It is anticipated that there will be learning loss for many students relative to the COVID-19 pandemic. If a student's failure to make progress is typical of his peers, no compensatory education would be needed.
<ul style="list-style-type: none"> Where there any barriers to the student accessing distance learning? Were those barriers related to the student's disabilities? Were accommodations/modifications provided to student to address the barriers? 	<ul style="list-style-type: none"> If the student's barriers to making progress were outside of the District's control, such as the parents not making the student available, it is likely that no compensatory education would be needed. The District should be able to show good faith efforts to serve the student during the closure. If the student's barriers to making progress in a distance learning setting were promptly addressed by the IEP team to positive effect, it is likely that compensatory education is not needed. However, the IEP team should consider whether additional services or supports are needed to support learning recovery.
<ul style="list-style-type: none"> What accommodations were made to facilitate engagement? Was parent input received and considered? Was the IEP revised to attempt to address lack of progress? 	<ul style="list-style-type: none"> If the student was not engaged with distance learning and the IEP team took no steps to attempt to address the lack of progress, the team will want to consider provision of compensatory education. This situation is similar to when a student is placed in an in-person classroom but makes little to no progress and the IEP team does not

	address the concerns regarding lack of progress throughout the school year.
<p>Discuss and Document Compensatory Education.</p> <p>If the team determines that additional services are needed to support learning recovery, those should also be documented.</p> <p><i>Compensatory education is a remedy for a denial of FAPE, including a lack of anticipated progress because services were not implemented as called for in a child's IEP, because the student lost skills because of school closures, or because the IEP team failed to address barriers to accessing distance learning. Compensatory education is not a remedy for learning loss that is not due to a denial of FAPE.</i></p>	
<ul style="list-style-type: none"> What services are needed to remedy the loss that occurred from missed services? 	<ul style="list-style-type: none"> Compensatory services do not have to be provided on an hour-for-hour basis. IEP teams should consider creative ways to address compensatory education that considers the student's individual circumstances, including strengths, impact of disability on learning, and stamina. For example, providing targeted, one-on-one tutoring or instruction, combined with adjustments based on frequent progress monitoring, may allow a student to recover lost skills and make progress in less time.
<ul style="list-style-type: none"> Ensure the entire discussion above is captured in the IEP meeting notes and that the notes show parent participation. 	<ul style="list-style-type: none"> The school should send a Prior Written Notice following the IEP meeting detailing what services are being offered, who will provide those services, when they will provide those services, what the schedule is, and when those services will end.
<ul style="list-style-type: none"> What if a parent disagrees with the offer of compensatory education? 	<ul style="list-style-type: none"> Parents are entitled to the IDEA's procedural safeguards, including a disagreement about compensatory education services offered to address COVID-19-related interruptions or loss in services.
<ul style="list-style-type: none"> What if the team determines that additional services are needed to support learning recovery? 	<ul style="list-style-type: none"> Those services should be clearly documented as being for a discrete period of time to support learning recovery, not as part of the offer of FAPE or as compensatory education. These services would be documented

	in the IEP meeting notes, not on the related services page as a part of the regular offer of FAPE.
Other Considerations.	
<ul style="list-style-type: none"> Are assessments needed? 	<ul style="list-style-type: none"> It might be appropriate to move a triennial evaluation up or assess in newly developed areas of need prior to offering compensatory education.
<ul style="list-style-type: none"> Consider IEP amendment if appropriate. 	<ul style="list-style-type: none"> Some students with extensive support needs have been highly successful in distance learning. IEP teams should use information from distance learning to make modifications to IEPs to support future student progress as needed.

4.8 Pending Legislation Update



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

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

May 11, 2021

Via: Electronic Submittal: <https://calegislation.lc.ca.gov/Advocates/>

The Honorable Lorena Gonzalez
Chair, Assembly Appropriations Committee
State Capitol, Room 2114
Sacramento, CA 95814

Re: AB 967 (Frazier) as Amended April 14, 2021

Position: Support

Dear Assemblymember Gonzalez:

On behalf of the East Valley SELPA, we are writing to express support for Assembly Bill (AB) 967 (Frazier), which would provide local educational agencies (LEAs) with targeted resources to fund services for special education students to mitigate the impact of the COVID-19.

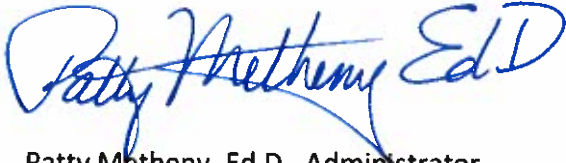
This bill would establish the COVID-19 Special Education Fund, and would provide matching funds to support LEAs in conducting activities to prevent and intervene early in disputes, conduct voluntary alternative dispute resolution (ADR), and provide services to pupils with disabilities related to the impacts to learning associated with COVID-19 pandemic school disruptions.

In normal times, as parents and educators seek what is appropriate for the educational needs of a student with disabilities, disagreements can occur. Although LEAs have done amazing work to support the education of students with disabilities throughout the pandemic, we have seen disputes increase and expect an acceleration of parent complaints and due process filings as students return to in-person learning this spring and fall. AB 967 would incentivize the use of the Individualized Education Program (IEP) process and ADR, which eliminates the need for litigation and expensive attorney's fees for the hearing process, reaches resolution more quickly, and leaves more funding to support services for students with disabilities.

AB 967 would provide funding to support dispute prevention and resolution in the most collaborative and cost-effective manner, accelerating the educational progress our students with disabilities deserve. ADR allows Special Education Local Plan Areas and their member LEAs to remain focused on student services and outcomes, maintain and strengthen relationships with parents, and ensure partnership and collaboration throughout a student's educational journey. The COVID-19 Special Education Fund incentivizes local resolution of differences in a quick and timely manner, avoiding costly litigation through the collaborative process funded by AB 967.

Therefore, we strongly support AB 967 and respectfully request AB 967 receive your support when the Suspense File is considered.

Sincerely,

A handwritten signature in blue ink that reads "Patty Metheny Ed.D." The signature is fluid and cursive, with the last name "Metheny" being the most prominent part.

Patty Metheny, Ed.D., Administrator
East Valley SELPA

cc: Members, Assembly Appropriations Committee
The Honorable Jim Frazier

4.9 Private School Consultation Meeting – May 27, 2021



Please Join Us for a

Virtual Private School Consultation Meeting

Thursday, May 27, 2021 1:30 pm

Meeting will be held via Zoom

Phone number: (669) 900-9128

Meeting number: 930 6329 6636

Meeting password: 858691

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

4.10 Personnel Data Report – Due to EV SELPA June 1, 2021

4.11 CDE Monitoring

Next Steps for Initial Assessment of Eligibility

- Review LEAs that made no progress to reducing the number of students waiting on assessments
- Reach out directly to those LEAs for additional monitoring
- Publish updated data to LEAs about current outstanding eligibility assessments

Colton JUSD
20-21 Dispro Risk Ratio Data

Dispro Overall (by Ethnicity)

AA	Asian	Hisp	Multi	White
1.327385493	0.514474377	0.847678009	1.449860214	1.28050763

Dispro in Discipline

	AA	Hisp	White
Any	1.66	0.68	1.16
<10 Out	1.58	0.70	1.10
<10 In		2.05	

Dispro in Placement (LRE)

	AA	Asian	Hisp	Multi	White
< 40%	1.284465238	1.437667952	0.809034548	1.412543153	1.021939447
Sep Sch			0.334224696		

Dispro by Disability

	AA	Hispanic	Multi	White
Aut	1.939009627	0.60603752		1.455647432
ED		0.364925818		
ID	1.926388301	0.849011087		
OHI	2.126872151	0.529342945		2.129647696
SLD	1.017274059	1.104372349	1.573050952	0.987835679
SLI	1.029783035	0.902451686		1.469546517

Redlands USD
20-21 Dispro Risk Ratio Data

Dispro Overall (by Ethnicity)					
AA	Asian	Hisp	Multi	Native	White
1.363159551	0.556236034	1.18921417	1.073750254	1.347827645	0.883577728

Dispro in Discipline				
	AA	Hisp	Multi	White
Any	2.15	0.96	1.10	0.81
<10 Out	2.14	0.98	1.18	0.78

Dispro in Placement (LRE)					
	AA	Asian	Hisp	Multi	White
< 40%	0.909853249	1.771385909	0.901971726	1.080055043	0.911015373
Sep Sch			0.579192547		

Dispro by Disability					
	AA	Asian	Hispanic	Multi	White
Aut	1.210940423	1.772590128	0.609222266	1.347182173	1.122501984
ED			1.004236995		1.814329738
ID	1.738816779	0.779939657	1.163445299		0.846687211
OHI	1.36122852		0.874190943	1.162495744	1.539431293
SLD	1.71275713	0.270794212	1.819763518	0.979552253	0.530293569
SLI	0.841192539	0.692029652	1.088744383	1.333415348	1.023968401

Rialto USD
20-21 Dispro Risk Ratio Data

Dispro Overall (by Ethnicity)					
AA	Asian	Hisp	Multi	Native	White
1.415670689	0.769480263	0.692546602	0.939227502	1.750019432	1.86814989

Dispro in Discipline			
	AA	Hisp	White
Any	1.56	0.66	1.03
<10 Out	1.62	0.69	
<10 In		0.53	
>10 Out		1.94	

Dispro in Placement (LRE)				
	AA	Asian	Hisp	White
< 40%	1.025645018	1.885904182	0.815598576	1.575462749
Sep Sch			0.253796943	

Dispro by Disability				
	AA	Hispanic	Multi	White
Aut	1.117382002	0.643332019		2.876503127
ED		0.469870645		
ID	1.018314688	0.768309063		2.27364319
OHI	2.752087778	0.387945651		2.454616001
SLD	1.520876313	0.749362666	1.061719773	1.190277156
SLI	1.064394506	0.879068338		1.867467998

Rim of the World USD
20-21 Dispro Risk Ratio Data

Dispro Overall (by Ethnicity)

Hisp	Multi	White
1.102829333	0.777615349	0.929097343

Dispro in Discipline

	Hisp	White
Any	1.11	0.74
<10 Out	1.13	0.76

Dispro in Placement (LRE)

	Hisp	White
< 40%	0.896597633	1.068062827

Dispro by Disability

	Hispanic	White
Aut	0.919439823	1.356798937
OHI	0.788091276	1.35033799
SLD	1.541361106	0.65126349
SLI	0.801711079	1.268499324

SBCSS 20-21 Dispro Risk Ratio Data

Dispro Overall (by Ethnicity)

No data reported

Dispro in Discipline

No data reported

Dispro in Placement (LRE)

No data reported

Dispro by Disability

No data reported

Yucaipa-Calimesa JUSD
20-21 Dispro Risk Ratio Data

Dispro Overall (by Ethnicity)

AA	Hisp	Multi	White
1.4448631	1.147781005	1.068376823	0.882438482

Dispro in Discipline

	Hisp	White
Any	1.29	0.56
<10 Out	1.37	0.53

Dispro in Placement (LRE)

	Hisp	White
< 40%	1.114277317	0.872250985

Dispro by Disability

	AA	Hispanic	White
Aut		0.975892713	0.967446723
ED		0.582429338	1.612411205
ID		1.262518545	0.789567213
OHI		0.640830112	1.418338182
SLD	1.416212121	1.72962274	0.615032882
SLI		1.015966965	1.056177044

Dispro Charts by District

Colton

	Indicator		
Year	4 – Discipline	5 - LRE	9/10 - DISPRO
20 - 21			
19 - 20			
18 - 19			X
17 - 18	X		
16 - 17	X	X	X
15 - 16	X		

Redlands

	Indicator		
Year	4 – Discipline	5 - LRE	9/10 - DISPRO
20 - 21			
19 - 20			
18 - 19			
17 - 18	X	X	
16 - 17	X	X	X
15 - 16			

Rialto

	Indicator		
Year	4 – Discipline	5 - LRE	9/10 - DISPRO
20 - 21			
19 - 20			
18 - 19			X
17 - 18	X		X
16 - 17	X		X
15 - 16			

Rim

	Indicator		
Year	4 – Discipline	5 - LRE	9/10 - DISPRO
20 - 21			
19 - 20			
18 - 19			
17 - 18			
16 - 17	X	X	X
15 - 16			

Yucaipa

	Indicator		
Year	4 – Discipline	5 - LRE	9/10 - DISPRO
20 - 21			
19 - 20			X
18 - 19			
17 - 18			
16 - 17	X	X	X
15 - 16			

SBCSS

	Indicator		
Year	4 – Discipline	5 - LRE	9/10 - DISPRO
20 - 21			
19 - 20			
18 - 19			
17 - 18	X		
16 - 17			
15 - 16			

Dispro by Year

YEAR	SPPI	DISTRICTS					
		Colton	Redlands	Rialto	Rim	Yucaipa	SBCSS
20-21	4						
	5						
	9/10						
19-20	4						
	5						
	9/10					X	
18 - 19	4						
	5						
	9/10	X		X			
17 - 18	4	X	X	X			X
	5		X				
	9/10			X			
16 - 17	4	X	X	X	X	X	
	5	X	X		X	X	
	9/10	X	X	X	X	X	
15 - 16	4	X					
	5						
	9/10						

Key:

X = Dispro Identified

Green = Not Dispro

Blue = Pre Re-Calculation

**Disproportionality Multi-Year Analysis
Colton Unified School District**

Data Year	Indicator 4 - Discipline				
	Any Discipline	>10 days in school	>10 days out of school	<10 days in school	<10 days out of school
20/21					
19/20					
18/19					
17/18	African American		African American	African American	African American
16/17	African American		African American	African American	African American
	American Indian				American Indian
15/16	African American				

Data Year	Indicator 5 - LRE		
	5A – reg class >80%	5B – reg class <40%	5C – Sep School, Residential or H/H
20/21			
19/20			
18/19			
17/18			
16/17		American Indian	American Indian
15/16		*Overall Target Not Met	

Data Year	Indicator 9	Indicator 10 – Disproportionality by Ethnicity					
	Overall Disproportionality	Aut	ED	ID	OHI	SLD	SLI
20/21							
19/20							
18/19			African Amer				
17/18							
16/17			African Amer			American Indian	
			American Indian				
15/16							

Summary		
Year	# Cells	# Indicators
20/21	0	0
19/20	0	0
18/19	1	1
17/18	4	1
16/17	11	3
15/16	1	1

**Disproportionality Multi-Year Analysis
Redlands Unified School District**

Data Year	Indicator 4B - Discipline				
	Any Discipline	>10 days in school	>10 days out of school	<10 days in school	<10 days out of school
20/21					
19/20					
18/19					
17/18	African American				
16/17	African American	White	African American	African American	American Indian
	American Indian				African American
15/16					

Data Year	Indicator 5 - LRE		
	5A – reg class >80%	5B – reg class <40%	5C – Sep School, Residential or H/H
20/21			
19/20			
18/19			
17/18		American Indian	African American
16/17		American Indian	African American
15/16			

Data Year	Indicator 9	Indicator 10 – Disproportionality by Ethnicity					
	Overall Disproportionality	Aut	ED	ID	OHI	SLD	SLI
20/21							
19/20							
18/19							
17/18							
16/17		Amer Ind	African Amer				
15/16							

Summary		
Year	# Cells	# Indicators
20/21	0	0
19/20	0	0
18/19	0	0
17/18	3	2
16/17	11	3
15/16	0	0

**Disproportionality Multi-Year Analysis
Rialto Unified School District**

Data Year	Indicator 4 - Discipline				
	Any Discipline	>10 days in school	>10 days out of school	<10 days in school	<10 days out of school
20/21					
19/20					
18/19			African American		
17/18	Multiple Ethnicities				Multiple Ethnicities
16/17	African American		African American		American Indian
			White		African American
15/16					Multiple Ethnicities

Data Year	Indicator 5 - LRE		
	5A – reg class >80%	5B – reg class <40%	5C – Sep School, Residential or H/H
20/21			
19/20			
18/19			
17/18			
16/17			
15/16			

Data Year	Indicator 9	Indicator 10 – Disproportionality by Ethnicity					
	Overall Disproportionality	Autism	ED	ID	OHI	SLD	SLI
20/21							
19/20							
18/19		Asian					
17/18			Afr Amer				
			White				
16/17			White	Amer Ind			
15/16							

Summary		
Year	# Cells	# Indicators
20/21	0	0
19/20	0	0
18/19	2	2
17/18	4	2
16/17	8	2
15/16	0	0

**Disproportionality Multi-Year Analysis
Rim of the World Unified School District**

Data Year	Indicator 4 - Discipline				
	Any Discipline	>10 days in school	>10 days out of school	<10 days in school	<10 days out of school
20/21					
19/20					
18/19					
17/18					
16/17	African American			Multiple Ethnicities	
				African American	
15/16					

Data Year	Indicator 5 - LRE		
	5A – reg class >80%	5B – reg class <40%	5C – Sep School, Residential or H/H
20/21			
19/20			
18/19			
17/18			
16/17		African American	
15/16			

Data Year	Indicator 9	Indicator 10 – Disproportionality by Ethnicity					
	Overall Disproportionality	Aut	ED	ID	OHI	SLD	SLI
20/21							
19/20							
18/19							
17/18							
16/17				African American		African American	
15/16							

Summary		
Year	# Cells	# Indicators
20/21	0	0
19/20	0	0
18/19	0	0
17/18	0	0
16/17	6	3
15/16		

**Disproportionality Multi-Year Analysis
San Bernardino County Schools (SBCSS)**

Data Year	Indicator 4 - Discipline				
	Any Discipline	>10 days in school	>10 days out of school	<10 days in school	<10 days out of school
20/21					
19/20					
18/19					
17/18	Multiple Ethnicities		African American		
			Hispanic		
16/17					
15/16					

Data Year	Indicator 5 - LRE		
	5A – reg class >80%	5B – reg class <40%	5C – Sep School, Residential or H/H
20/21			
19/20			
18/19			
17/18			
16/17			
15/16			

Data Year	Indicator 9	Indicator 10 – Disproportionality by Ethnicity					
	Overall Disproportionality	Aut	ED	ID	OHI	SLD	SLI
20/21							
19/20							
18/19							
17/18							
16/17							
15/16							

Summary		
Year	# Cells	# Indicators
20/21	0	0
19/20	0	0
18/19	0	0
17/18	3	1
16/17	0	0
15/16		

Disproportionality Multi-Year Analysis
Yucaipa-Calimesa Joint Unified School District

Data Year	Indicator 4 - Discipline				
	Any Discipline	>10 days in school	>10 days out of school	<10 days in school	<10 days out of school
20/21					
19/20					
18/19					
17/18					
16/17	African American			African American	
15/16					

Data Year	Indicator 5 - LRE		
	5A – reg class >80%	5B – reg class <40%	5C – Sep School, Residential or H/H
20/21			
19/20			
18/19			
17/18			
16/17		Multiple Ethnicities	
15/16			

Data Year	Indicator 9	Indicator 10 – Disproportionality by Ethnicity					
	Overall Disproportionality	Aut	ED	ID	OHI	SLD	SLI
20/21							
19/20							Multiple Ethnicities
18/19							
17/18							
16/17			African American Multiple Ethnicities				
15/16							

Summary		
Year	# Cells	# Indicators
20/21	0	0
19/20	1	1
18/19	0	0
17/18	0	0
16/17	5	3
15/16		

4.12 CALPADS Student Data

CALPADS Update Flash #205



Date: April 20, 2021

To: Local Educational Agency (LEA) Representatives

From: California Department of Education (CDE)
California Longitudinal Pupil Achievement Data System (CALPADS) Team

End-of-Year Reminders

EOY Deadlines

LEAs are reminded of the following End-of-Year (EOY) key dates:

- EOY snapshot reports begin: May 10, 2021
- Initial approval deadline for LEAs ONLY: July 30, 2021
- Final approval deadline for LEAs/ Special Education Local Plan Areas (SELPAs): August 27, 2021

LEAs are required to approve their EOY submissions by July 30, 2021. SELPAs are not required to approve LEA submissions by this deadline. LEAs and SELPAs must both approve all EOY submissions by the close of the amendment window, on August 27, 2021, in order for the submissions to be certified. The CDE will send a letter to the superintendents and charter school administrators of any districts or charter schools that do not approve one or more of their EOY submissions by the July 30, 2021 deadline. The letter will emphasize the importance of LEAs and SELPAs approving all submissions by the final August 27, 2021 deadline, as the data will be publicly reported.

Guidance for Use of SSID Extract

- The SSID Extract can be used to identify SWD as soon as they transfer into an LEA
- When requesting the SSID Extract from the CALPADS administrator LEAs should request the following:
 - After downloading the extract, CALPADS Administrator should filter the extract for students with a Student with Disabilities (SWD) Indicator = “Y”
 - This should reduce concerns of data privacy
- Extract logic is being changed to allow LEAs to pull the “Date Range” version of the extract using enrollment dates rather than SSID creation dates

Delay Codes now allowed on Pending Records

- As of May 4, Delay Codes can now be added to pending records for students pending initial evaluation
- LEAs may update the pending records in the SEDS and resubmit the transaction to CALPADS
- Delay code may also be placed on Initial Evaluation record once the meeting is held

4.13 WebIEP Forms

East Valley Special Education Local Plan Area
BEHAVIORAL EMERGENCY REPORT

Student Name _____				Report Date _____	
Birth Date _____		Age _____	Grade _____	District _____	School _____
Date of Incident _____		Time incident began _____		Time incident ended _____	
Setting/location of incident _____					
IEP includes BIP		<input type="checkbox"/> Yes <input type="checkbox"/> No	IEP/BIP Date _____		Behavior addressed in <input type="checkbox"/> IEP <input type="checkbox"/> BIP

Emergency Interventions Utilized	
Check all that apply: <input type="checkbox"/> Prone containment Length of time _____ <input type="checkbox"/> Other physical containment Length of time _____ <input type="checkbox"/> Site security involvement <input type="checkbox"/> Law enforcement involvement <input type="checkbox"/> Other agency involvement/event (Dept. of Behavioral Health, CPS, 5150, AWOL)	
Comments/description of emergency interventions:	

Behavioral Emergency	
Describe what occurred including events that led up to the emergency:	
Name(s) and position(s) of staff/others involved:	
Student <input type="checkbox"/> No observable injuries <input type="checkbox"/> Injuries sustained Describe any injuries:	Others (staff and/or other students) <input type="checkbox"/> No observable injuries <input type="checkbox"/> Injuries sustained Describe any injuries:
Additional pertinent information:	

Behavior Intervention Plan (BIP) (check one):
<input type="checkbox"/> Student does not have a current BIP. Within two days of the behavioral emergency, the designated responsible administrator shall schedule an IEP meeting to review the emergency report to determine the necessity for a Functional Behavioral Assessment (FBA), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting an FBA, not developing an interim plan, or both.
<input type="checkbox"/> Student has an existing BIP. When an incident involving a previously unseen serious behavior problem occurs, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the BIP.

BER Notifications		
<input type="checkbox"/> BER immediately sent to designated administrator	Date: _____	By whom: _____
<input type="checkbox"/> Parent notified with one day	Date: _____	By whom: _____
<input type="checkbox"/> BER sent to administrator of DSEA	Date: _____	By whom: _____
<input type="checkbox"/> BER placed in site student file	Date: _____	By whom: _____
<input type="checkbox"/> BER placed in district student file	Date: _____	By whom: _____

BER Form	Name	Title
Person completing BER form:		
Contributing staff:		

EV SELPA Website & WebIEP Forms

EV SELPA Website Forms (Secure Side – Forms & Procedures)

EV SELPA FORMS AND PROCEDURES

EV-3 Health Services Screening Report
EV-9a Notice of Procedural Safeguards and Parents' Rights* & **
EV-10 Exchange of Information**
EV-20 SBCSS County Referral
EV-20P SBCSS County Referral Procedures
EV-21 Mental Health Assessment Service Referral
EV-21P Mental Health Assessment Services Procedures
EV-22 Occupational Therapy Assessment Services Referral
EV-22 Occupational Therapy Assessment Services Procedures
EV-23 EV SELPA PS Services Request Form
EV-23V EV SELPA PS Virtual Services Request Form
EV-38 ADR District Request Form
EV-39 ADR Parent Request Form
EV-45 Assessment Plan 45 Day Letter**
EV-51 IEP Team Member Excusal*
EV-53 Prior Written Notice (PWN) **
EV-56 Summary of Performance (SOP)**
EV-57 Postsecondary Follow-Up
EV-57L Postsecondary Survey Letter
EV-57P Postsecondary Data Collection Form Procedures
EV-61 Occupational Therapy Referral Form
EV-61PK Occupational Therapy Referral Form – Pre-K
EV-72 Functional Behavior Assessment Report Template
EV-72 Functional Behavior Assessment Guidebook
EV-75 Behavior Emergency Report (BER)
EV-76P Behavior Intervention Plan (BIP) Guidebook*
EV-89 Mental Health Services Referral Form
EV-93 Private School Request for Initial Assessment
EV-98 Additional Assistant MOU
DRDP PDF Fillable Protocol

LOW INCIDENCE FORMS AND PROCEDURES

EV Low Incidence Guidelines
EV-24 Low Incidence Assessment Referral
EV-24P Low Incidence Referral Procedures
EV-203 Low Incidence Specialized Materials/Equipment Request
EV-203A Low Incidence Medical Release Weight Bearing
EV-204 Low Incidence Materials Home Use Form
EV-205 Low Incidence Repair Form

NPS FORMS

EV-94 Nonpublic School Student Change Notice*
EV-97 NPS/A Contract Development Information*
EV SELPA NPS Procedures
EV-90 NPS Pre-Placement Visit Form
EV-91 NPS Annual Monitoring Form
EV-92L NPS/A Training Verification Letter

WEBIEP REQUEST AND SUPPORT FORMS

EV-54 WebIEP Request for User Login & Password
EV-54N NPS WebIEP Request for User Login & Password
EV-55 WebIEP Access User Agreement
CAASPP Assessment Matrix (UDAs)*
SBAC - UDA Guidelines*
ELPAC Assessment Matrix (UDAs) 2019*
ELPAC Accessibility Chart 2019*
Instructions for Ending a Service*
Instructions for Re-Entry into Special Education*
Instructions for Exiting from Special Education*
Instructions for Assigning Service Providers in WebIEP*

** means form will be in WebIEP and on the EV SELPA Website*

*** means the form is available in both English and Spanish*

WebIEP Forms (Programmed/Live & Reference/Support Forms)

Meeting Prep

EV-9 Assessment Plan
EV-30 IEP Notice of Meeting
EV-96 ISP Notice of Meeting
EV-100 Triennial Assessment Review Checklist
EV-101 Triennial Assessment Parent/Guardian Input
EV-102 Triennial Reassessment Worksheet

IEP Packet

EV-50, Form 1 IEP Data Summary
EV-50, Form 2 Present Levels of Academic Achievement and Functional Performance
EV-50, Form 3 Transition Services
EV-50, Form 4 Goals and Objectives
EV-50, Form 5 LRE & FAPE
EV-50, Form 6 Statewide Assessment
EV-50, Form 7 Comments and Prior Written Notice
EV-50, Form 8 Meeting Participants
EV-50, Form 9 Consent and Authorization

Supplemental IEP Forms

EV-12 Report of Progress Toward Goals
EV-50A Amendment
EV-56 Summary of Performance*
EV-76 Behavior Intervention Plan (BIP)
EV-80 Pre-Expulsion
EV-82 Manifestation Determination
EV-86 Assessment Summary of Specific Learning Disability
EV-95 Individual Service Plan for Private School Students

Miscellaneous

EV-58 Interim Administrative Placement
EV-94 Nonpublic School Student Change Notice*
EV-97 NPS/A Contract Development Information*

Library Forms - Meeting Prep

EV-9A Notice of Procedural Safeguards and Parents' Rights*

Library Forms - Supplemental

EV-51 IEP Team Member Excusal (not currently "live" – being revised)

Library Forms – Miscellaneous

EV-103 Triennial Reassessment Notification
EV-104 Triennial Reassessment Meeting Notification

EV SELPA Referrals & Procedures & Reference Documents

EV-76P BIP Guidebook*
CAASPP Assessment Matrix (UDAs)*
SBAC - UDA Guidelines*
ELPAC Assessment Matrix (UDAs) 2019*
ELPAC Accessibility Chart 2019*

Spanish Programmed Forms (can be printed in Spanish from within program)

EV-58 Interim Administrative Placement
EV-50, Form 9 Consent and Authorization
EV-9 Assessment Plan
EV-12 Report of Progress Toward Goals
EV-30 IEP Notice of Meeting
EV-96 ISP Notice of Meeting
EV-86 Assessment Summary of Specific Learning Disability
EV-95 ISP for Private School Students

Spanish Library Forms

EV-50, Page 1 IEP Data Summary
EV-50, Form 2 Present Levels of Academic Achievement and Functional Performance
EV-50, Form 3 Transition Services
EV-50, Form 4 Goals and Objectives
EV-50, Form 5 LRE & FAPE
EV-50, Form 6 Statewide Assessment
EV-50, Form 7 Comments & Prior Written Notice
EV-50, Form 8 Meeting Participants
EV-9A Notice of Procedural Safeguards & Parents' Rights*
EV-50A IEP Addendum
EV-51 IEP Team Member Excusal* (to become a programmed/live form)
EV-56 Summary of Performance*
EV-76 Behavior Intervention Plan
EV-80 Pre-Expulsion
EV-82 Manifestation Determination
EV-100 Triennial Assessment Review Checklist
EV-101 Triennial Assessment Parent/Guardian Input
EV-102 Triennial Reassessment Worksheet
EV-103 Reassessment Notification
EV-104 Reassessment Meeting Notification

WebIEP Support Documents

Instructions for Ending a Service*

Instructions for Re-Entry into Special Education*

Instructions for Exiting from Special Education*

Instructions for Assigning Service Providers in WebIEP*

EV-54 WebIEP Request for User Login & Password*

EV-54N WebIEP Request for User Login & Password*

EV-55 WebIEP Access Use Agreement*

Year to Date Program Changes

Clearing Cache - Chrome

Clearing Cache - Edge

Clearing Cache - Firefox

Completing and Filing an IEP to History

Translator Module Training

Limited Space Text Field Hints

Attaching PDFs to WebIEP Student Record

Adding the Spanish Dictionary to Firefox

Changing MAC Default PDF Setting

Spell Check

WebIEP Reports

Adding Spanish Dictionary for Spell Check

Password Saving

Creating a Progress of Goals History

** means form will be in WebIEP and on the EV SELPA Website*

4.14 EV SELPA Due Process Update



EAST VALLEY
SELPA

Educating Together

2020-2021 Due Process Update

East Valley SELPA Board of Directors

Presented by Rick Homutoff, Ed.D.

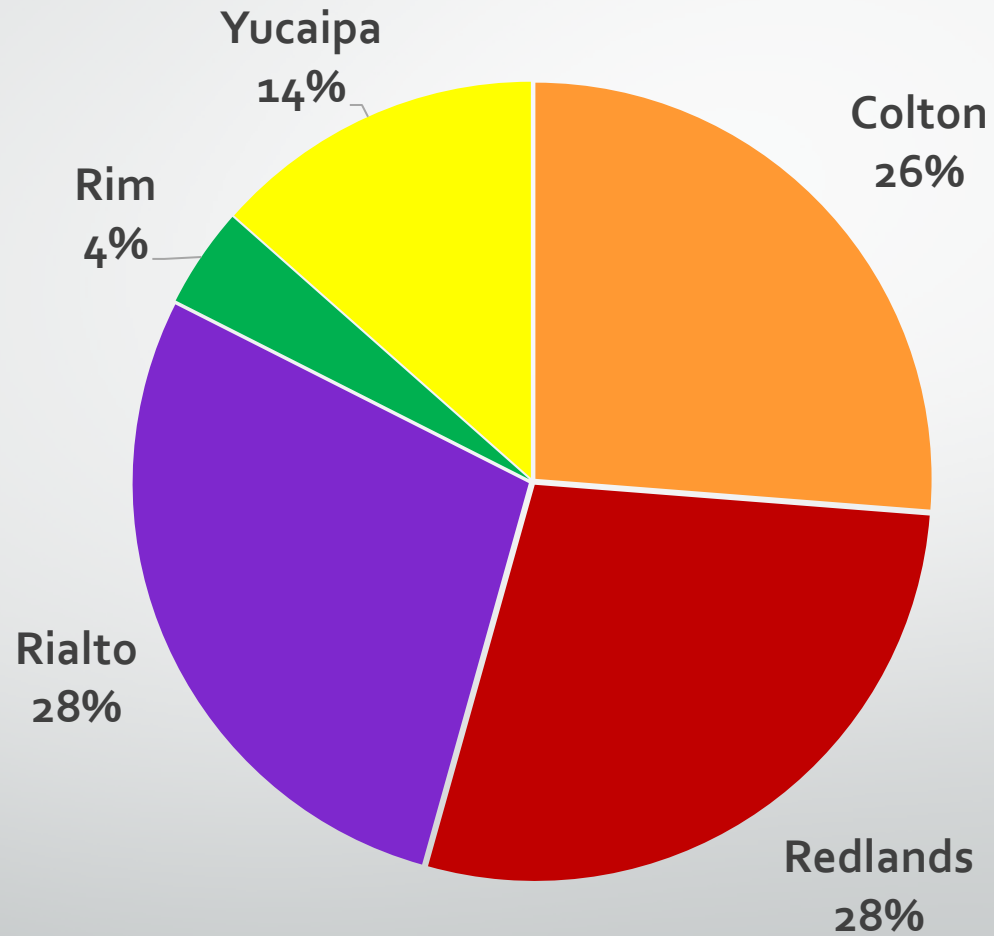
Program Manager

May 19, 2021

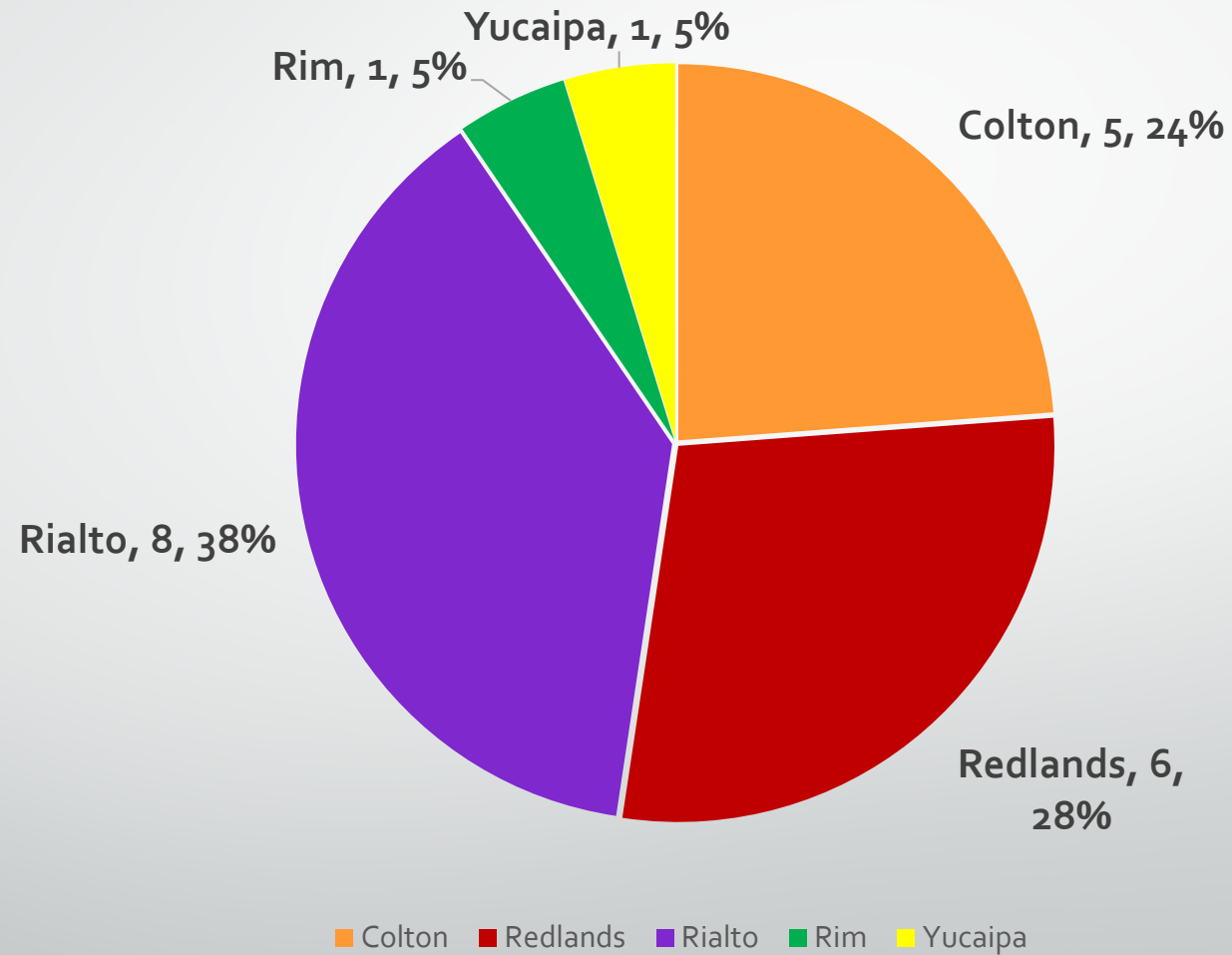
2020-2021 Due Process Cases

- 21 cases filed, to-date. In comparison, 2018-2019, 45 cases were filed and in 2019-2020, 31 cases were filed.
- Three of the 21 cases were filed by students with 2 or more filings in the past 5 years. This trend continues to go down from previous years.
- To-date, zero hearings have been held. However, there are at least two active cases that have a strong chance of going to hearing.
 - Currently in negotiations, but so far agreements have not been reached

October 2020 Student Counts



EV SELPA 20/21 Filings



EV SELPA Filings by Month



2020-2021 Due Process Case Trends

- Overall, due process cases are down, and data show most costs were lower as a result of this and the initial Covid-19 lull.
- One example of lower costs is parent attorney fees. Data show the parent attorney fees have gone up during this time. The average cost for parent attorney fees is \$6,500, which is about \$1,000 more than previous years.
- During the distance learning, a number of settlement agreements have been amended to provide additional time for parents to access compensatory education services.
- Concern is that once schools reopen fully, filings will substantially increase.

Fiscal Impacts

- 2020-2021 settlement trends evidence lower costs:
 - Far fewer requests for Independent Educational Evaluations (IEEs)
 - Far fewer parent reimbursements paid at both the district and SELPA levels.
 - This may be due to parents' inability to access agencies during closures.
- But statewide, due process hearing costs have increased:
 - Hearings are taking longer, and costs associated with virtual hearings are higher.

2020-2021 Due Process Cases in California

- In reviewing decisions since school closures, the following is noted:
 - Trend for administrative law judges (ALJ's) to order compensatory education to students where the districts did not make a concerted effort to provide services to students during the closures.
 - No waiver or easing of IDEA obligations for special education students, so all cases that have been filed have at least one issue in the case that relates to FAPE obligations during distance learning.
 - Some of the due process hearing requests rely solely on issues related to the school closures.

Compensatory Education

- Waiting for CDE guidance.
- Attorneys advising against the use of the term 'compensatory education' as it implies the district failed to provide FAPE. The global pandemic resulted in the inability of districts to provide FAPE, not a failure on the district's part.
- EV SELPA Guidance Document – EV SELPA Framework for Determining Individual Impact of Distance Learning



Questions?

4.15 SBCSS East Valley Operations

4.16 Hot Topics

OTHER

5.1 EV SELPA Professional Development – May & June 2021

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

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

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

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

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

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

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

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

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

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

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

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

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

Part Two: https://dcs-cde-ca-gov.zoom.us/rec/share/63y507EeDH5Lh_wX1Tq8-9TAf4TvteKJmPQ-UOdqc8mN0_gNeB4rlg0hxnGM8ITh.zTWvVWUYr27t8oCJ

Passcode: Dcs20-21tr

5.2 2021-2022 EVSELPA Steering Committee Meetings

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



5.3 2021-2022 EV SELPA Board of Directors Meetings

**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)



5.4 2021-2022 EV SELPA Community Advisory Committee Meetings

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



5.5 SELPA Administrators of California 2022 ADR Conference – March 17 & 18, 2022



MARK

YOUR

CALENDARS

STATE SELPA ADMINISTRATORS
ADR CONFERENCE



MARCH

17th & 18th

2022



5.6 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

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

Questions?
srswc@sbcss.net