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

**\*\* AGENDA \*\***
**JULY 14, 2022, 8:00 A.M.**

**"Leadership and Learning are Indispensable to Each Other" John F. Kennedy**

<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 2021/22 4th Quarter NPS Reimbursement Transfer | Andrea Tennyson |
| 4.2 | AB602 June 2022 CDE Certification SELPA Funding | Andrea Tennyson |
| 4.3 | FY 2022/23 EV SELPA Schedule REX | Andrea Tennyson |
| 4.4 | EV SELPA Fiscal Reporting Calendar 2022/2023 | Andrea Tennyson |

<u>Program Items</u>

| | | |
|---|---|---|
| 4.5 | EV SELPA PCM Update | Courtney Beatty<br>Mary Anne Klenske |
| 4.6 | EV SELPA RTC Parent Travel & Reimbursement Guidelines | Tracy Schroeder |
| 4.7 | EV SELPA NPS Attendance Reporting to Districts | Elizabeth Coronel |
| 4.8 | Part C Infant Services<br>• Inland Regional Center Collaboration Meetings | Patty Metheny<br>Jennifer Brooksby |
| 4.9 | EV SELPA IEP Implementation Module Update | Jennifer Brooksby |
| 4.10 | Dispute Prevention/Resolution (ADR) & Learning Recovery Plans<br>• Interim Reporting for CDE due to EV SELPA 8/30/22 | Patty Metheny<br>Jennifer Brooksby |
| 4.11 | Compliance Monitoring<br>• Late Initials | Jennifer Brooksby |

4.12    CALPADS Student Data                                    Patty Metheny
        • DRDP Submission                                       Sonya Hall
        • CALPADS EOY 4
        • CALPADS EOY3
        • 2022-23 DA Users Collaborative Meetings

4.13    EV SELPA 2022/2023 Brochure                             Patty Metheny
        • EV SELPA Staff Responsibilities

4.14    EV SELPA 2022/2023 Professional Development Catalog     Patty Metheny

4.15    SBCSS East Valley Operations                            Scott Wyatt

4.16    EV SELPA Parent Liaison Trainings                       David Dowling

4.17    Hot Topics                                              Committee


5.0     OTHER

        5.1     2022/2023 EV SELPA Steering Committee Meetings

        5.2     2022/2023 EV SELPA Board of Directors Meetings

        5.3     2022/2023 EV SELPA CAC Meetings

        5.2     EV SELPA Professional Development – August & September 2022

        5.4     Next Meeting – September 16, 2022, 8:00 AM

# East Valley SELPA
## STEERING COMMITTEE MEETING MINUTES
June 9, 2022

MEMBERS PRESENT:

| | |
|---|---|
| Patty Metheny. Ed.D. | East Valley SELPA |
| Rob Pearson | Colton Joint Unified School District |
| Patricia Buchmiller | Redlands Unified School District |
| Bridgette Ealy | Rialto Unified School District |
| Derek Swem | Rim of the World Unified School District |
| Leslie Burghardt | Yucaipa-Calimesa Joint Unified School District |
| Scott Wyatt, Ed.D. | San Bernardino County Supt of Schools |

FISCAL STAFF PRESENT:

| | |
|---|---|
| Linda Resiwain | Business Services, Colton |
| Fernanda Naves-Arias | Business Services, Redlands |
| Valeria Estrella | Business Services, Rialto |
| Scott Whyte | Business Services, Rim of the World |
| Jennifer Alvarado | Internal Business, SB County Schools |
| Lacey Hall | Internal Business, SB County Schools |
| Grace Granados | Internal Business, SB County Schools |
| Amber Tavis | Business Services, Yucaipa-Calimesa |

OTHERS PRESENT:

| | |
|---|---|
| Roxanne Dominguez | Rialto Unified School District |
| Doug Faucette | Faucette Microsystems – Via Zoom |
| Jennifer Brooksby | East Valley SELPA – Via Zoom |
| Rick Homutoff, Ed.D. | East Valley SELPA |
| Andrea Tennyson | East Valley SELPA |
| Lisa Horsley | East Valley SELPA |
| Rosalva Contreras | East Valley SELPA |

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


2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES:  The minutes of the May 12, 2022, meeting were reviewed. Motion to approve the minutes was made by Bridgette Ealy and seconded by Linda Resiwain.  The minutes were approved by consensus of the members present.


4.0 DISCUSSION/PRESENTATION

Finance Items


4.1 EV SELPA Schedule Rex based on Governor's May 2022 Revise
Andrea Tennyson presented the updated Schedule Rex based on the Governor's May revise. Funding sources, revenue and expenditures were reviewed.  Dr. Metheny cautioned that these numbers may change depending on the state budget which is considered final only after the Governor's signature.

4.2 Out-of-Home Funding Methodology 2022-23
Ms. Tennyson shared there will be a new funding model for Out-of-Home Care (OOHC). The prior funding model was based on "bed counts" taken in December 2016 for students in foster homes, group homes, or specialized care settings.  These numbers were provided by the California Department of Social Services (DSS) and the Department of Developmental Services (DDS).  AB 403, enacted in 2016, required a new funding methodology be developed.  A new rate structure currently designed to be based on a census taken in April 2022 will fund students placed in Intermediate Care Facilities (ICF), Community Care Facilities (CCF), and Skilled Nurse Facilities (SNF).  Based on this model, Ms. Tennyson shared she calculated that the new rates will result in a total loss of funding for the districts of the East Valley SELPA of $1,37,498.00.  She encouraged districts to consult the DDS website to check on accurate counts and to plan accordingly.

4.3 EV SELPA 2021-2022 Fiscal Reporting Calendar
Ms. Tennyson reviewed activities for the month of June. Currently, she is reviewing with California Department of Education (CDE), Special Education Division staff the personnel data report ahead of final submission.  To date, there is only one EV SELPA district remaining to submit its report.  Quarterly grant expenditure reports are due by June 30th.

4.4 EV SELPA 2022-2023 Fiscal Reporting Calendar
Ms. Tennyson presented the 2022-23 Fiscal Reporting Calendar.  Ms. Tennyson remarked the 2021-22 NPS Q4 reimbursement transfer will be done mid-July.  SELPA will also present an updated Schedule REX and the AB 602 June 2022 P-2 certification in July.  Ms. Tennyson expects to finalize closing the books for 2021-22 by the end of July.

Dr. Metheny shared an update on a Nonpublic School (NPS) incident that resulted in media attention and CDE revoking the certification of Bright Futures NPS located in Riverside to operate as an NPS school at which districts may place students using special education funds. The EV SELPA was able to assist districts and have students who were placed there transfer to other NPS campuses in an expeditious manner.  She also reported the Inland Empire SELPA Association is currently negotiating NPS rates for the 2022-23 school year.

Program Items

4.5 2022-23 EV SELPA NPS Master Contract
The 2022-23 EV SELPA NPS Master Contract was reviewed by the Committee with Dr. Metheny highlighting changes or specific items. She shared the pending Budget Trailer language relative to independent study may result in a need to adjust contract language and will provide that to the Committee if it does.

Ms. Jennifer Brooksby shared the work she has engaged in with NPS's and Residential Treatment Centers to ensure student participation in state mandated testing. Her focus has been on adherence to the master contract language in this area and ensure this requirement is met. Ms. Brooksby also stressed the importance of the EV SELPA member districts completing and submitting the required annual student monitoring forms to CDE within 60 days of the annual visit.

Ms. Bridgette Ealy expressed the need to access student attendance reports for students placed in NPS's. She explained NPS's do not make districts aware of continued student absences. Consequently, the district is not able to engage in proactive practices to ensure school attendance. Dr. Metheny agreed to develop a system by which districts can access the reports provided to the SELPA via the billing process.

4.6 EV SELPA Private School Individual Service Plan (ISP) Services
Dr. Rick Homutoff reported on the annual EV SELPA Private School Consultation meeting. Despite several and varied communications, only one private school was in attendance. However, district representatives from almost every district were in attendance. The private school representative in attendance inquired as to the type of trainings that could be available to them. Dr. Homutoff agreed to have the 2022-23 East Valley SELPA professional development catalog of trainings provided to the private schools when finalized. Dr. Homutoff requested the district representatives send their district catalog of trainings directly to the private schools within their districts as well.

By consensus, the Committee agreed that 2022-23 ISP services will be 90 minutes per year of consultation services for students parentally placed in private schools. Dr. Homutoff reminded the Committee that ISP services are available only to students in non-profit private schools and that districts have Child Find responsibilities for all students, whether placed in non-profit or for-profit private schools.

4.7 EV SELPA IEP Implementation Module
Dr. Metheny summarized the work of the EV SELPA and Faucette Microsystems on the IEP Implementation Module. The recommendations provided by the IEP implementation pilot group and how Faucette Microsystems used those suggestions to modify the module were reviewed. Doug Faucette, from Faucette Microsystem, presented a demonstration of the module. Modifications based on the pilot group input included the addition of a check mark column to enter student absences in the same screen as entering student minutes. He explained that if a student is marked as absent, the system will default the minute tracking as zero. A suggestion regarding school/holiday calendar days was discussed, programmers

will be consulted to see if this feature is feasible. Mr. Faucette highlighted the beginnings of an administrative portal for the module allowing district administrators to track service data collection. Faucette Microsystems will create instructional videos for the module which are expected to be available by August.

The Committee discussed district level administrative practices to assist with and ensure best practices in the use of the model. Dr. Metheny advised the following steps need to be accomplished at a district level prior to full implementation: class lists have to be accurate in WebDA; service providers will need clerical support for data entry for staff without WebIEP access (i.e. 1:1 aides), itinerant service providers may also need clerical support to enter service minutes, and districts will need to troubleshoot how secondary teachers will record service minute as students have multiple classes during the day. It is important districts start troubleshooting these issues immediately to ensure compliance. Dr. Metheny also shared that the EV SELPA and SBCSS East Valley Operations service providers will use an Excel sheet to track minutes since programmatically they are not able to do so in the WebIEP module.

4.8 CDE Monitoring
Ms. Brooksby provided each district with the IEP compliance monitoring statistics as of June 1st, 2022. This information was gathered using CALPADS report 16.8. The directors noticed that while improvement is seen for Triennial and Annual IEP compliance numbers, the "Initial" numbers do not seem to improve. After a brief discussion, it was deduced that the data used for "initial" IEP is historical data and therefore, these numbers will never decrease unless the initial "overdue date" is corrected or amended after the first date transgression. Dr. Metheny indicated this has been an ongoing concern brought to the attention of CDE. Ms. Brooksby will reach out to Heather Di Fede, Executive Director of East County SELPA, for guidance on this matter as her SELPA has been identified as the SELPA Lead for this particular compliance item.

Ms. Brooksby provided an update on the completion of the EV-91 NPS annual monitoring for East Valley SELPA students placed in Nonpublic Schools and Residential facilities. To date, and with a few days left in the school year, the SELPA has only completed 74% of the forms needed. Dr. Metheny is requesting directors to expedite the completion of these forms to ensure compliance with this requirement.

4.9 CALPADS/Student Data
Dr. Metheny shared this is the last Steering Committee Meeting for Lisa Horsley, MIS Program Technician, who will be retiring at the end of July after 33 years in the East Valley SELPA. The committee expressed their gratitude to Ms. Horsley for her outstanding service throughout the years.

Ms. Horsley shared the End of Year reporting period opened on June 8, a month later than originally planned due to programming issues CALPADS continues to experience. Users were notified that CALPADS will be deploying system updates every Tuesday for the foreseeable future to try to fix the current programming issues, but this notification did not specify what the updates are intended to fix. Due to the CALPADS issues, there will not be a district certification deadline in July. Both district and SELPA certification deadlines

will be August 26. There will be no amendment window to correct data. Ms. Horsley reported Spring DRDP reporting was going well and that she was working on correcting errors. She was hopeful DRDP data could be certified ahead of the July deadline.

4.10    Distributive Bargaining Professional Development – July 14
David Dowling will provide a training the afternoon of July 14 on bargaining strategies for the world of education. The Steering Committee meeting is scheduled on the same day and will end on time for the directors and their guests to join the training afterwards. Lunch will be provided to members of the Steering Committee.

4.11    EV SELPA Virtual Parent-Educator Event
Dr. Metheny shared planning for the Virtual Parent-Educator Event is well underway. This free virtual conference will feature live keynotes, interactive and recorded sessions. There will be a "help desk" available with district and SELPA staff that will provide assistance to parents that may have questions or concerns. Dr. Metheny is requesting assistance promoting this event.

4.12    SBCSS East Valley Operation
Dr. Scott Wyatt confirmed Deaf, Hard of Hearing (DHH) services will be covered during Extended School Year (ESY). He also updated the Committee that unlike what he reported in May, Braille translation will also be available in July. Dr. Wyatt also confirmed that both the SBCSS Visually Impaired (VI) and DHH classes will be closed in 2022-23. The districts worked closely with SBCSS regarding the VI class closure starting in February but were not made aware of the DHH class closure until recently. Consequently, it was not clear to the districts the status of the students in the class. The Committee learned the expectation SBCSS has that students will go to CSDR. Dr. Wyatt assured that he will confirm students will be placed appropriately.

4.13    Hot Topics
Ms. Bridgette Ealy suggested a training on the completion of EV-91 annual monitoring forms for the fall special education leadership training series.

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee Meetings

5.2 2022-2023 EV SELPA Board of Directors Meetings

5.3 2022-2023 EV SELPA CAC Meetings

5.4 SELPA Administrators of California 2023 ADR Conference – March 16 & 17, 2023

6.0 ADJOURNMENT: Meeting adjourned at 11:24 a.m. Next meeting will be held on July 14, 2022.

## 4.0 FINANCE ITEMS

## 4.1 FY 2021/22 4th Quarter NPS Reimbursement Transfer

# East Valley SELPA
## 21-22 4th Quarter NPS Cost Totals
### Invoices received through 7/8/22

| Colton | 2020-2021 | 2021-2022 | | | | |
|---|---|---|---|---|---|---|
| NPS (Students reside w/parents) | 20 | 21 | | | | |
| NPS (Students in residential setting) | 1 | 2 | | | | |
| | Prior Yr Q4 Total*** | Not Previously Billed | Apr | May | June | Q4 Total |
| NPS Education* | $ 222,471.58 | $ - | $ 110,917.66 | $ 112,039.12 | $ 44,595.70 | $ 267,552.48 |
| NPS Mental Health** | $ 58,182.50 | $ - | $ 19,979.01 | $ 27,158.93 | $ 22,185.62 | $ 69,323.56 |
| District Total | $ 280,654.08 | $ - | $ 130,896.67 | $ 139,198.05 | $ 66,781.32 | $ 336,876.04 |

| Redlands | 2020-2021 | 2021-2022 | | | | |
|---|---|---|---|---|---|---|
| NPS (Students reside w/parents) | 16 | 15 | | | | |
| NPS (Students in residential setting) | 5 | 2 | | | | |
| | Prior Yr Q4 Total*** | Not Previously Billed | Apr | May | June | Q4 Total |
| NPS Education* | $ 168,045.39 | $ (276.06) | $ 75,196.64 | $ 83,462.18 | $ 35,719.82 | $ 194,102.58 |
| NPS Mental Health** | $ 262,530.07 | $ 11,315.00 | $ 39,920.96 | $ 42,964.74 | $ 29,239.66 | $ 123,440.36 |
| District Total | $ 430,575.46 | $ 11,038.94 | $ 115,117.60 | $ 126,426.92 | $ 64,959.48 | $ 317,542.94 |

| Rialto | 2020-2021 | 2021-2022 | | | | |
|---|---|---|---|---|---|---|
| NPS (Students reside w/parents) | 12 | 14 | | | | |
| NPS (Students in residential setting) | 6 | 1 | | | | |
| | Prior Yr Q4 Total*** | Not Previously Billed | Apr | May | June | Q4 Total |
| NPS Education* | $ 186,682.25 | | $ 78,058.88 | $ 82,321.03 | $ 39,760.16 | $ 200,140.07 |
| NPS Mental Health** | $ 234,518.66 | | $ 7,590.48 | $ 7,246.40 | $ - | $ 14,836.88 |
| District Total | $ 421,200.91 | $ - | $ 85,649.36 | $ 89,567.43 | $ 39,760.16 | $ 214,976.95 |

| Rim | 2020-2021 | 2021-2022 | | | | |
|---|---|---|---|---|---|---|
| NPS (Students reside w/parents) | 3 | 5 | | | | |
| NPS (Students in residential setting) | 2 | 2 | | | | |
| | Prior Yr Q4 Total*** | Not Previously Billed | Apr | May | June | Q4 Total |
| NPS Education* | $ 43,377.97 | | $ 27,025.82 | $ 26,453.23 | $ 8,604.80 | $ 62,083.85 |
| NPS Mental Health** | $ 18,809.35 | | $ 28,392.64 | $ 29,407.87 | $ 13,277.50 | $ 71,078.01 |
| District Total | $ 62,187.32 | $ - | $ 55,418.46 | $ 55,861.10 | $ 21,882.30 | $ 133,161.86 |

| Yucaipa-Calimesa | 2020-2021 | 2021-2022 | | | | |
|---|---|---|---|---|---|---|
| NPS (Students reside w/parents) | 16 | 9 | | | | |
| NPS (Students in residential setting) | 3 | 3 | | | | |
| | Prior Yr Q4 Total*** | Not Previously Billed | Apr | May | June | Q4 Total |
| NPS Education* | $ 130,331.28 | | $ 48,365.26 | $ 50,578.51 | $ 15,212.22 | $ 114,155.99 |
| NPS Mental Health** | $ 111,051.81 | | $ 40,294.22 | $ 39,827.05 | $ 28,287.39 | $ 108,408.66 |
| District Total | $ 241,383.09 | $ - | $ 88,659.48 | $ 90,405.56 | $ 43,499.61 | $ 222,564.65 |

| | | | | | | |
|---|---|---|---|---|---|---|
| SELPA Wide Tuition Total | $ 750,908.47 | $ (276.06) | $ 339,564.26 | $ 354,854.07 | $ 143,892.70 | $ 838,034.97 |
| SELPA Wide Mental Health Total | $ 685,092.39 | $ 11,315.00 | $ 136,177.31 | $ 146,604.99 | $ 92,990.17 | $ 387,087.47 |
| SELPA Wide Grand Total | $ 1,436,000.86 | $ 11,038.94 | $ 475,741.57 | $ 501,459.06 | $ 236,882.87 | $ 1,225,122.44 |

*NPS Education includes: tuition & related services with the exception of counseling

** NPS Mental Health includes: residential cost, counseling, WRAP, residential student travel including parent travel reimbursment

*** Prior Yr totals not included in current year grand totals

****Devereux Texas/Paredes

4.2 AB 602 June 2022 CDE Certification SELPA Funding

# AB 602 JUNE 2022
## CDE Certification

| FY 19/20 R3 | Annual R2 Feb 2022 | Received through May 2022 | Annual R3 June 2022 CERT | Adjustment |
|---|---|---|---|---|
| Colton Joint Unified School District | 7,335,915 | 7,335,920 | 7,335,893 | (27) |
| Redlands Unified School District | 11,030,794 | 11,030,796 | 11,030,774 | (22) |
| Rim of the World Unified School District | 1,535,268 | 1,535,266 | 1,535,265 | (1) |
| Yucaipa-Calimesa Joint Unified School District | 4,868,267 | 4,868,270 | 4,868,258 | (12) |
| Rialto Unified School District | 9,178,561 | 9,178,566 | 9,178,536 | (30) |
| FUND 10 TOTAL | 33,948,804 | 33,948,818 | 33,948,726 | (92) |
| 0270 - Regional Autism Program | 182,857 | 182,857 | 182,857 | - |
| 0273 - Regional Services/Program Specialist | 1,706,414 | 1,706,414 | 1,706,414 | - |
| 0276 - Low Incidence | 286,701 | 286,701 | 286,701 | - |
| 0279 - SELPA Related OT/PT | 1,417,835 | 1,417,835 | 1,417,835 | - |
| 2700 - County Services | 7,137,005 | 7,137,005 | 7,137,005 | - |
| ESRM - Residential MH Oversight | 271,805 | 271,805 | 271,805 | - |
| FUND 01 TOTAL | 11,002,617 | 11,002,617 | 11,002,617 | - |
| TOTAL | 44,951,421 | 44,951,435 | 44,951,343 | (92) |
| **FY 20/21 R1** | **Annual Feb 2022 CERT** | **Received through May 2022** | **Annual R1 June 2022 CERT** | **Adjustment** |
| Colton Joint Unified School District | 8,864,354 | 8,864,056 | 8,864,259 | 203 |
| Redlands Unified School District | 12,337,491 | 12,332,488 | 12,335,885 | 3,397 |
| Rim of the World Unified School District | 1,735,642 | 1,735,642 | 1,735,642 | - |
| Yucaipa-Calimesa Joint Unified School District | 5,412,591 | 5,412,591 | 5,412,591 | - |
| Rialto Unified School District | 11,292,151 | 11,292,151 | 11,292,151 | - |
| FUND 10 TOTAL | 39,642,229 | 39,636,928 | 39,640,528 | 3,600 |
| 0270 - Regional Autism Program | 190,000 | 190,000 | 190,000 | - |
| 0273 - Regional Services/Program Specialist | 1,980,590 | 1,980,590 | 1,980,590 | - |
| 0276 - Low Incidence | 276,369 | 276,369 | 276,369 | - |
| 0279 - SELPA Related OT/PT | 1,786,441 | 1,786,441 | 1,786,441 | - |
| 2700 - County Services | 7,213,920 | 7,246,059 | 7,213,920 | (32,139) |
| ESRM - Residential MH Oversight | 313,150 | 313,150 | 313,150 | - |
| FUND 01 TOTAL | 11,760,470 | 11,792,609 | 11,760,470 | (32,139) |
| TOTAL | 51,402,699 | 51,429,537 | 51,400,998 | (28,539) |
| **FY 21/22 P2** | **P-1 February 2022 CERT** | **Received through May 2022** | **P-2 June 2022 CERT** | **Balance** |
| Colton Joint Unified School District | 10,839,055 | 9,801,893 | 10,857,423 | 1,055,530 |
| Redlands Unified School District | 13,849,386 | 12,647,640 | 13,770,335 | 1,122,695 |
| Rim of the World Unified School District | 1,983,725 | 1,801,858 | 1,974,184 | 172,326 |
| Yucaipa-Calimesa Joint Unified School District | 6,220,962 | 5,653,467 | 6,157,516 | 504,049 |
| Rialto Unified School District | 14,657,231 | 13,320,323 | 14,591,543 | 1,271,220 |
| FUND 10 TOTAL | 47,550,359 | 43,225,181 | 47,351,001 | 4,125,820 |
| 0270 - Regional Autism Program | 192,866 | 175,965 | 192,866 | 16,901 |
| 0273 - Regional Services/Program Specialist | 2,132,961 | 1,950,924 | 2,132,961 | 182,037 |
| 0276 - Low Incidence | 276,369 | 252,149 | 276,369 | 24,220 |
| 0279 - SELPA Related OT/PT | 1,932,502 | 1,748,661 | 1,932,502 | 183,841 |
| 2700 - County Services | 5,272,592 | 5,008,136 | 5,337,576 | 329,440 |
| ESRM - Residential MH Oversight | 326,784 | 301,982 | 326,784 | 24,802 |
| FUND 01 TOTAL | 10,134,074 | 9,437,817 | 10,199,058 | 761,241 |
| TOTAL | 57,684,433 | 52,662,998 | 57,550,059 | 4,887,061 |

4.3 FY 2022/23 EV SELPA Schedule REX

# EAST VALLEY SELPA 2022-23 SCHEDULE REX - Projections as of 7/12/22

| LN | SACS RS A | DESCRIPTION B | A/E? C | COLTON D | REDLANDS E | RIALTO F | RIM G | YUCAIPA H | SBCSS EV OPS I | REGIONAL/ SELPA J | SELPA K | TOTAL L |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **ADA FOR AB 602 FUNDING** | | | | | | | | | | |
| I | | **2022-23 SELPA total K-12 ADA/Est from District or 21/22 P-2 Cert (@ $820.00 on SELPA Funded ADA)** | E | 18,626.09 | 18,898.40 | 23,334.00 | 2,564.63 | 7,315.81 | 284.09 | | | 71,023.02 |
| II | | PY 21/22 SELPA Total K-12 ADA (@ $715.00 on SELPA Funded ADA) | A | 17,892.63 | 18,599.63 | 21,686.27 | 2,541.80 | 7,841.64 | 290.55 | | | 68,852.52 |
| III | | Second PY 20/21 SELPA Total K-12 ADA (@ $625.00 on SELPA Funded ADA) | A | 20,403.68 | 20,048.01 | 24,126.10 | 2,917.43 | 8,384.33 | 607.36 | | | 76,486.91 |
| IV | | **SELPA FUNDED ADA (Greater of CY, PY, and PPY)** | E | 20,403.68 | 20,048.01 | 24,126.10 | 2,917.43 | 8,384.33 | 607.36 | | | 76,486.91 |
| 1 | 6500 | *Adjusted Base Grant Entitlement @$820 per ADA* | E | $ 16,731,017.60 | $ 16,439,368.20 | $ 19,783,402.00 | $ 2,392,292.60 | $ 6,875,150.60 | $ 498,035.20 | | | $ 62,719,266.20 |
| 1a | | District Base Funding % | E | 26.68% | 26.21% | 31.54% | 3.81% | 10.96% | 0.79% | | | 100.00% |
| 1b | | Local Special Education Property Tax Projection based on PY AB602 P-2 ADA | E | $ (1,045,734.69) | $ (1,027,505.80) | $ (1,236,517.13) | $ (149,524.88) | $ (429,715.85) | | | | $ 3,888,998.36 |
| 1c | | District Net Funding Entitlement | | $ 15,685,282.91 | $ 15,411,862.40 | $ 18,546,884.87 | $ 2,242,767.72 | $ 6,445,434.75 | $ 498,035.20 | | | $ 58,830,267.84 |
| 2 | 6500 | PS/RS Apportionment | E | | | | | | | | $ 1,413,800.02 | 1,413,800.02 |
| 3 | 6500 | *Low Incidence (570 from PY Fall 1/October 2021 @ $3,300)* | E | $ 353,430.00 | $ 549,780.00 | $ 426,360.00 | $ 39,270.00 | $ 230,010.00 | | $ 282,150.00 | | $ 1,881,000.00 |
| 4 | 6500 | *Out-of-Home (based on 20/21 count FY, CCF, ICF, SNF w/o STRTP,projected alloc based on % from 20/21)*** | E | $ 174,605.60 | $ 558,737.92 | $ 366,671.76 | $ 87,302.80 | $ 558,737.92 | | | | $ 1,746,056.00 |
| 5 | | **TOTAL AB 602 APPORTIONMENT I-7** | E | $ 16,213,318.51 | $ 16,520,380.32 | $ 19,339,916.63 | $ 2,369,340.52 | $ 7,234,182.67 | $ 498,035.20 | $ 282,150.00 | $1,413,800.02 | $ 63,871,123.86 |
| 6 | | *Off-the-Top Funding the SELPA* | | | | | | | | | | $ - |
| 7 | 6500 | *Autism* | E | $ (54,545.57) | $ (53,594.75) | $ (64,496.79) | $ (7,799.22) | $ (22,414.00) | $ (1,623.67) | $ 204,474.00 | | $ - |
| 8 | 6500 | *Mental Health Oversight* | E | $ (98,032.59) | $ (96,323.72) | $ (115,917.52) | $ (14,017.24) | $ (40,283.79) | $ (2,918.15) | $ 367,493.00 | | $ - |
| 9 | 6500 | *Contributions to EV SELPA Operations* | E | $ (292,792.81) | $ (287,688.94) | $ (346,209.54) | $ (41,865.12) | $ (120,315.14) | $ (8,715.62) | $ 1,097,587.16 | | $ - |
| 10 | | SBCSS/EV Ops Fee-for-Service (Final 21-22 count with 22-23 rates) | E | $ (3,857,508.00) | $ (955,162.00) | $ (3,660,080.00) | $ (154,134.00) | $ (871,432.00) | 9,498,316.00 | | | $ - |
| 11 | | *Add on Property Tax (Offsets FFS) | E | 1,045,734.69 | 1,027,505.80 | 1,236,517.14 | 149,524.88 | 429,715.85 | $ (3,888,998.36) | | | $ - |
| 12 | 6500 | OT Proportionate Share-Student Count | E | $ (652,003.00) | $ (1,084,454.00) | $ - | $ (119,755.00) | $ (332,655.00) | | $ 2,188,867.00 | | $ - |
| 13 | | **Total Net RS 6500 AB 602 State Aid Funding and Property Tax** | E | $ 12,304,171.23 | $ 15,070,662.71 | $ 16,389,729.93 | $ 2,181,294.82 | $ 6,276,798.59 | $ 6,094,095.40 | $ 3,042,984.00 | $2,511,387.18 | $ 63,871,123.86 |
| 14 | | **Increase/(Decrease) from last FY 2021-22** | | 1,446,748.23 | 1,300,327.71 | 1,798,186.93 | 207,110.82 | 119,282.59 | 756,519.40 | 314,463.00 | 378,426.18 | 6,321,064.86 |
| 15 | | *2021-22 Total Net RS 6500 AB 602 State Aid Funding and Property Tax* | | 10,857,423.00 | 13,770,335.00 | 14,591,543.00 | 1,974,184.00 | 6,157,516.00 | 5,337,576.00 | 2,728,521.00 | 2,132,961.00 | 57,550,059.00 |
| 16 | | **FEDERAL & STATE GRANT REVENUE (Projection based on 21/22 Grant/Funds** | | | | | | | | | | |
| 17 | 3310 | **Total Grant/Local Assistance** | E | $ 3,973,928.00 | $ 4,164,251.00 | $ 4,383,758.00 | $ 621,646.00 | $ 2,038,384.00 | $ 408,291.00 | $ - | $ - | $ 15,590,258.00 |
| 18 | 3311 | *Private School Prop Share (reported on Line D - Exp Report)* | E | $ 39,912.00 | $ 119,736.00 | $ 1,535.00 | $ 1,535.00 | $ 23,026.00 | $ - | $ - | $ - | 185,744.00 |
| 19 | 3315 | Grant/Fed.Preschool | E | $ 94,517.00 | $ 91,435.00 | $ 109,927.00 | $ 14,383.00 | $ 53,423.00 | $ 5,137.00 | $ - | $ 19,412.00 | 388,234.00 |
| 20 | 3326 | Grant/Supporting Inclusive Practices | E | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 90,000.00 | 90,000.00 |
| 21 | 3327 | Grant/Mental Health Services | E | $ 238,077.00 | $ 233,923.00 | $ 281,511.00 | $ 34,042.00 | $ 97,832.00 | $ 7,087.00 | $ - | $ - | 892,472.00 |
| 22 | 3345 | Grant/Infant-Presch.Staff Dev. | E | $ 731.00 | $ 707.00 | $ 849.00 | $ 111.00 | $ 413.00 | | $ - | $ - | 2,811.00 |
| 23 | 3385 | Grant/Part C Early Intervention | E | $ - | $ 14,436.00 | $ - | $ - | $ - | 57,745.00 | $ - | $ - | 72,181.00 |
| 24 | 3395 | Grant Spec Education Alternate Dispute Resolution | E | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 14,922.00 | 14,922.00 |
| 25 | 3395 | Grant/ADR Spec Ed COVID-19 (awarded 20/21 $85,816) | E | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 49,515.00 | 49,515.00 |
| 26 | 6510 | Infant Entitlement baseds on 21-22 P-2 | E | $ - | $ 400,865.00 | $ - | $ - | $ - | 1,603,458.00 | $ - | $ - | 2,004,323.00 |
| 27 | 6546 | Mental Health AB 114 (50/50) | E | $ 1,367,503.00 | $ 1,343,665.00 | $ 1,616,989.00 | $ 195,533.00 | $ 561,938.00 | 40,707.00 | $ - | $ - | 5,126,335.00 |
| 28 | 6515 | Grant/Infant Discretionary | E | $ - | $ 5,753.00 | $ - | $ - | $ - | 23,013.00 | $ - | $ - | 28,766.00 |
| 29 | | **TOTAL REVENUE (AB602 Plus Federal & State Grants)** | | $ 18,018,839.23 | $ 21,445,433.71 | $ 22,784,298.93 | $ 3,048,544.82 | $ 9,051,814.59 | $ 8,239,533.40 | $ 3,042,984.00 | $2,685,236.18 | $ 88,316,684.86 |
| 30 | | **EXPENDITURES (Projected/Transfers to SELPA based on Governance & IEP Decisions)** | | | | | | | | | | |
| 31 | 6500/6512/33: | NPS Contract Costs /Tuition FN 1180, Billback (quarterly) | E | $ (1,062,540.00) | $ (668,042.00) | $ (778,561.00) | $ (170,750.00) | $ (661,758.00) | | | $ | (3,341,651.00) |
| 32 | 6500/6512/33: | NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly) | E | $ (226,906.00) | $ (329,228.00) | $ (553,004.00) | $ (112,747.00) | $ (674,471.00) | | | | (1,896,356.00) |
| 33 | 3327/6512 | SELPA MH Prop Share - Student Count | E | $ (274,020.00) | $ (72,111.00) | $ - | $ (259,598.00) | $ - | | | | (605,729.00) |
| 34 | 9279 | Physical Therapy/Assistive Technology | E | $ (62,303.00) | $ (80,103.00) | $ - | $ (4,450.00) | $ - | | | | (146,856.00) |
| 35 | 6500 | CCS MTU | E | $ (9,265.00) | $ (9,924.00) | $ (9,615.00) | $ (1,438.00) | $ (4,758.00) | | | | (35,000.00) |
| 36 | 6500 | Due Process | E | $ (258,338.00) | $ (291,092.00) | $ (280,108.00) | $ (40,943.00) | $ (129,519.00) | | | | (1,000,000.00) |
| 37 | 9273 | Information Systems | E | $ (50,335.00) | $ (56,673.00) | $ (54,535.00) | $ (7,972.00) | $ (25,216.00) | $ (5,269.00) | | | (200,000.00) |
| 38 | | ***TOTAL EXPENDITURES*** | | $ (1,943,707.00) | $ (1,507,173.00) | $ (1,675,823.00) | $ (597,898.00) | $ (1,495,722.00) | $ (5,269.00) | $ - | $ - | $ (7,225,592.00) |
| 39 | | **PROJECTED TOTAL REVENUE LESS EXPENDITURES** | | $ 16,075,132.23 | $ 19,938,260.71 | $ 21,108,475.93 | $ 2,450,646.82 | $ 7,556,092.59 | $ 8,234,264.40 | $ 3,042,984.00 | $2,685,236.18 | $ 81,091,092.86 |

4.4 EV SELPA Fiscal Reporting Calendar 2022/2023

# FY 2022-23 FISCAL REPORTING CALENDAR

## JULY 2022

**7/08/22**   Districts to provide SELPA June PARs and PYR for TPP - DONE
**7/14/22**   SELPA to provide 21/22 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/8/2022 at Steering/Finance meeting
**7/14/22**   SELPA to present AB 602 June 2022 P-2 CDE Certification (19/20 R3, 20/21 R1, 21/22 P2)
**7/15/22**   Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
**7/31/22**   SELPA finalize closing of FY 21/22 books, Final REX will be sent out to districts
**7/31/22**   SELPA to submit May and June 2022 TPP Service and Certified Invoices to DOR

## AUGUST 2022

**8/15/22**   Districts to provide SELPA July PARs and PYR for TPP
**8/15/22**   Districts to provide UA DAT file to SELPA for MOE monitoring/tests
**8/31/22**   SELPA to send preliminary MOE to district's fiscal staff via e-mail

## SEPTEMBER 2022

**9/15/22**   EV SELPA to present preliminary SEMA and SEMB MOE results, SYT, and Excess Cost Calculation worksheets at Steering/Finance meeting
**9/15/22**   SBCSS to present PY (21/22) fee-for-service Budget to Actuals, Year-end actuals and return of funds (if appropriate) at Steering/Finance.
**9/15/22**   EV SELPA to present PY (21/22) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
**9/15/22**   EV SELPA to present PY (21/22) adjusted 4$^{th}$ Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
**9/16/22**   Districts to provide SELPA August PARs and PYR for TPP
**9/30/22**   SELPA to submit July TPP Service and Certified Invoices to DOR
**9/30/22**   Districts to submit DPR & LR funds expenditure reports (through 9/30/22)

## OCTOBER 2022

**10/03/22**   SELPA to begin working on 1$^{st}$ Interim budget revisions. Districts to provide SELPA with CY (22/23) P-1 ADA estimates & changes to PY ADA (if any) by Oct 14 for First Interim reporting and Projections
**10/13/22**   SELPA to present Final SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance due to CDE 11/15/22
**10/13/22**   SELPA to submit PY (21) Annual Infant Funding Report to SBCSS
**10/14/22**   Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
**10/17/22**   SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
**10/17/22**   Districts to provide SELPA September PARs and PYR for TPP
**10/28/22**   Deadline for SELPA/SBCSS to submit CY (22/23) Part C Early Start Application to CDE
**10/28/22**   Deadline for SELPA/SBCSS to submit PY (21/22) Extraordinary Cost Pool claim to CDE – funded at Annual - Done
**10/28/22**   SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

6/6/22

# FY 2022-23 FISCAL REPORTING CALENDAR

## NOVEMBER 2022

**11/01/22**     SELPA to submit Infant Waiver Request to CDE if applicable
**11/10/22**     SELPA to present CY (22/23) 1st Interim EV SELPA Budgets at Steering/Finance
**11/10/22**     SELPA to present CY (22/23) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
**11/10/22**     SELPA to present Schedule REX (22/23) 1st Interim projections at Steering/Finance
**11/10/22**     SELPA to provide Districts Fall 1 count for SBCSS Fee-for-Service for verification
**11/18/22**     SELPA to submit Maintenance of Effort SEMA 21/22 Unaudited Actuals vs. 20/21 Actuals to CDE
**11/18/22**     SELPA to submit Maintenance of Effort SEMB 21/22 Unaudited Actuals vs. 22/23 Budget to CDE
**11/18/22**     SELPA to submit Excess Cost Calculation(s) to CDE
**11/18/22**     SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
**11/18/22**     SELPA to submit Table 8 due to CDE
**11/18/22**     Districts to provide Oct PARs and PYR for TPP to SELPA
**11/28/22**     SBCSS FFS Fall 1 count signed verification forms due to SELPA from District Spec Ed Directors
**11/30/22**     SELPA/IBS to submit Part C Grant Application Package to CDE
**11/30/22**     SELPA to submit Medi-Cal Program 2022-23 LEA BOP Annual report to DHCS
**11/30/22**     SELPA to submit September TPP Service and Certified Invoices to DOR

## DECEMBER 2022

**12/09/22**     Districts to provide November PARs and PYR for TPP to SELPA
**12/12/22**     *Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS \*12/15/22*
**12/19/22**     SELPA to provide CY (22/23) Fall Count for SBCSS Fee-for-service Students to SBCSS
**12/30/22**     SELPA to submit October TPP Service and Certified Invoices to DOR
**12/30/22**     Districts to submit DPR & LR funds expenditure reports

## JANUARY 2023

**1/05/23**     SELPA to provide NPS P-1 ADA to Districts \*\*\*District deadline to BAS 1/9/23
**1/13/23**     SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
**1/16/23**     **Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (22/23) or report # 5 (PY 21/22) if applicable**
**1/16/23**     Districts to provide December PARs and PYR for TPP to SELPA
**1/30/23**     SELPA to submit November TPP Service and Certified Invoices to DOR

## FEBRUARY 2023

**2/09/23**     SBCSS to present EV Ops FFS Budget - 2nd Interim update
**2/09/23**     SELPA to present 22-23 EV SELPA 2nd Interim update
**2/09/23**     *SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring and preparation*
**2/09/23**     SELPA to present CY (22/23) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2022 at Steering/Finance
**2/10/23**     Districts to provide January PARs and PYR for TPP to SELPA
**2/10/23**     Districts to provide SELPA with CY 22/23 P-2 estimates
**2/28/23**     SELPA to provide Budget Development documents for FY 23/24 to AU, SBCSS-Internal Business Services
**2/28/23**     SELPA to submit December TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

6/6/22

# FY 2022-23 FISCAL REPORTING CALENDAR

**TBD**   SELPA to prepare February certifications for CY (22/23) and PY (21/22, 20/21) AB602 Funding Allocation including the OHC funding recertification using the new funding model – data and rates.

## MARCH 2023

**3/09/23**   SELPA to present CY (22/23) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance

**3/10/23**   Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/15/23

**3/17/23**   SELPA to provide Districts Spring (March 1) count for SBCSS Fee-for-Service for verification

**3/17/23**   Districts to provide February PARs and PYR for TPP to SELPA

**3/24/23**   SELPA to send (22/23 P-1, 21/22 Annual, 20/21 Annual 2) AB602 allocations based on February Certifications to districts by e-mail

**3/30/23**   **Districts to submit Supporting Inclusive Practices grant quarterly reports**

**3/30/23**   **Districts to submit Learning Recovery fund quarterly reports**

**3/30/23**   **Districts to submit Alternate Dispute Resolution fund quarterly reports**

**3/31/23**   SELPA to submit January TPP Service and Certified Invoices to DOR

## APRIL 2023

**4/03/23**   SBCSS FFS Spring (March1) count signed verification forms due to SELPA from District Spec Ed Directors

**4/13/23**   SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 23/24 at Steering/Finance

**4/13/23**   SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 23/24

**4/13/23**   SELPA to send SEMAI 2nd Interim MOE summary report to districts

**4/14/23**   SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 21st

**TBD**   SELPA to present 23/24 Operating Budget to Board Budget Ad Hoc

**4/17/23**   Districts to provide March PARs and PYR for TPP to SELPA

**4/17/23**   SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD

**4/17/23**   Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (22/23)

**4/21/23**   Districts to complete final requests for Low Incidence materials and equipment purchases for FY 22/23

**4/28/23**   SELPA to submit February TPP Service and Certified Invoices to DOR

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

## MAY 2023

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

**5/11/23**   SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance

**5/11/23**   SELPA to present FY 23/24 Proposed EV SELPA Operating Budgets at Steering/Finance

**5/11/23**   SELPA to present 23/24 Annual Budget and Service Plans at Steering/Finance

**5/11/23**   SELPA to present final FY 22/23 EV County Operated Spec Education FFS average count/fees and Proportionate Share Programs student counts/costs

**5/12/23**   Districts to provide April PARs and PYR for TPP to SELPA

**5/24/23**   SELPA to present to Board of Directors EV SELPA FY 23/24 Operating Budgets and SBCSS EV County Operated Spec Education FFS FY 23/24 rates

**TBD**   Districts must send completed Personnel Data report submitted through CDE software to SELPA

**5/31/23**   SELPA to submit March TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

6/6/22

# FY 2022-23 FISCAL REPORTING CALENDAR

## JUNE 2023

**6/08/23** - SELPA to present FY 23/24 Schedule REX Projections based on Governor's May Revise

**6/12/23**      Districts to provide May PARs and PYR for TPP to SELPA

**6/30/23** - SELPA to submit April TPP Service and Certified Invoices to DOR

**6/30/23** - SELPA certification for Personnel Data report due to CDE

**6/30/23** - **Districts to submit Supporting Inclusive Practices grant expenditure report**

**6/30/23** - **Districts to submit Learning Recovery fund expenditure report**

**6/30/23** - **Districts to submit Alternate Dispute Resolution fund expenditure report**

   **TBD** - SELPA to finalize AB602 CDE Certifications for CY (22/23) and PY (20/21, 19/20)

            - ***Districts prepare Exp 3 or FINAL expenditure reports for submission in mid-July 2022***

Subject to change, updated as needed.

6/6/22

PROGRAM ITEMS


4.5 EV SELPA PCM Update

# STEERING PCM UPDATE JULY 2022

Presented by: Courtney Beatty & Mary Anne Klenske

# What will we cover?

- Overview – facts, EV SELPA levels, requirements of trainees, advantages of PCM
- EV SELPA Instructors - # per district, instructor training & costs
- EV SELPA PCM Trainings – type, cost, procedures
- EV SELPA PCM Trainings Fall 2022

# PCM Facts

- PCM trainings are certification courses; both a written and 'physical' exam must be passed to be certified.
- Participants can 're-train' until both exams are passed.
- Trainees must attend all required hours to be certified.
- PCM certification is good for one year.
- PCM is a comprehensive, research-based, multi-level system that provides powerful strategies to prevent and diffuse dangerous behaviors.
- PCM is based on applied behavior analysis (ABA) principles and keeps in mind consideration for the dignity of the student.
- PCM implements the use of many proactive verbal, non-physical strategies to minimize the need for physical strategies.

# PCM Levels within EV SELPA

**Practitioner (P)** - is certified to use all of the PCM non-physical procedures, personal safety, and transportation procedures; (a 2-day training)

**Practitioner (P1)** - is certified to use all of the PCM non-physical procedures, personal safety, transportation procedures, and vertical immobilization; (a 2-day training)

**Practitioner (P2)** - is certified to use all of the PCM non-physical procedures, personal safety, transportation procedures, vertical immobilization and prone horizontal immobilization procedures on a 2-inch-thick foam mat; (a 3-day training)
- Effective use of Practitioner (P2) requires a minimum of 2 currently certified staff in any one setting; 3 trained practitioners may be necessary in some circumstances

# PCM Requires a Level of Physical Fitness

Practitioner (P) trainees must be reasonably physically fit. They do not need to be "athletes", they don't have to be able to run long distances and they don't need to be of any particular body type or size. They should however be able to walk briskly if necessary for brief periods and should have no problems with their arms or back.

# Practitioner (P) Demonstration

Transportation Procedure
- One-Person
- Two-Person

# Practitioner (P1)

- Practitioner (P1) trainees must be reasonably physically fit. They do not need to be "athletes", they don't have to be able to run long distances and they don't need to be of any particular body type or size. They should however be able to walk briskly if necessary for brief periods and should have no problems with their arms or back.
- The ability to walk and stand in a semi-squatting position multiple times over the 2-day training.

# Practitioner (P1) Demonstration

Vertical Immobilization
- One-Person
- Two-Person

# Practitioner (P2)

- PCM Practitioner (P2) requires:
  - the ability to perform lunges and walk in a semi-squatting position multiple times over the 3-day training
  - the ability to stand up from a lunge, squatting position or on their knees when on the mat, without any assistance from furniture or another person.

- Practitioner (P2) trainees should meet the above requirements and they should have no problems with their knees and/or legs that would prevent them from easily getting to a kneeling position OR getting up from a kneeling position unassisted.

# Practitioner (P2) Demonstration

Horizontal Immobilization
- Two-Person

# Advantages of PCM

PCM strategies are based in evidence-based practices and are designed to fit seamlessly within ABA programs, BI programs, and behavior intervention plans.

PCM instructions are PRECISE, leaving very little room for errors.

PCM is the only system that includes a measurable criteria for fading out of any restraint.

PCM reduces liability and risk of litigation by maintaining higher standards for certification. Certification is NOT solely attendance based. Participants MUST pass competency evaluations.

# PCM Training Passing Criteria

- Must complete Performance Checklist
  - 30 repetitions of each Transportation Procedure
  - 5 repetitions of each Personal Safety Technique
  - 6 repetitions of each Vertical Immobilization Procedure
  - 4 repetitions of each Horizontal Immobilization Procedure
- Must score 80% or higher on written exam
- Must demonstrate all procedures correctly on practical exam

# EV SELPA PCM Instructors

- EV SELPA Program Specialists- 5
- Colton- 2
- County- 0
- Redlands- 5
- Rialto- 4
- Rim- 1
- Yucaipa- 2

# Instructor Trainings

Training of Trainers (Instructor course costs paid by EV SELPA for 2 instructors per district; transportation & lodging paid by districts)
  Initial 4-day course - $1745/person
  Annual 2-day recertification course - $595/person

Instructor Re-certification course is typically held each Spring at the Dorothy Inghram Learning Center

Instructor meetings are held annually and whenever needed to share new/updated information

# EV SELPA PCM Trainings & Costs

Initial PCM Practitioner (P), (P1), or (P2) - $40

Recertification PCM Practitioner (P), (P1), or (P2) - $40

Retraining PCM Practitioner (P), (P1), or (P2) - $25

# PCM Trainings Procedures

- Tami Goldstein, EV SELPA Services Specialist, coordinates and communicates about all PCM trainings
- Each district has an identified PCM Liaison
  - Colton – Judith Kim
  - County – Wendy Franklin
  - Redlands – Sony Stewart
  - Rialto – Shelly Gates
  - Rim of the World – Cathy Plante
  - Yucaipa – Kylie Amundsen
- Each district PCM Liaison has access to the PCMA database
- Next District PCM Liaison Meeting – August 9th from 3-4pm held virtually

# PCM Trainings
# Fall 2022

- Practitioner Trainings
  - August 18-19
  - October 17-18
- Practitioner 1 Training
  - November 15-16
- Practitioner 2 Trainings
  - August 30-September 1
  - October 24-26

# Any Questions?

# 4.6 EV SELPA RTC Parent Travel & Reimbursement Guidelines

*PATTY METHENY, Ed.D., CHIEF ADMINISTRATIVE OFFICER*

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

**East Valley SELPA**
**Residential Placement Financial Responsibilities**

The School District shall be financially responsible for:

1. The transportation of a pupil to and from the residential placement as specified on the pupil's IEP;
2. The special education instruction and non-mental health related services agreed upon in the IEP and provided by the nonpublic school or a public program arranged with another SELPA or LEA.

The School District is **Not** financially responsible for:

1. Cost of hospitalizations or medical services including inpatient hospitalizations, ER visits, medical appointments, laboratory work and medications.
2. Co-pays for medication not covered by insurance (California Medi-Cal may not cover out-of-state costs).
3. Dental services, vision and hearing services including eyeglasses, hearing aids, braces, and dental work.
4. Personal hygiene/ grooming needs (e.g., haircuts).
5. Student personal spending account.
6. Shipping personal items to or from the residential facility.

**East Valley SELPA**
**Reimbursement of Travel Expenses for Students in Residential Placements**
(Applicable only for residential facilities 200 or more miles from student's home)

Transportation reimbursement will only be provided when the student's IEP specifies EDUCATIONALLY RELATED MENTAL HEALTH SERVICES at a residential placement located outside the boundaries of the East Valley SELPA member school districts.

The East Valley SELPA and the residential facility will arrange for transportation of the student to the residential facility. Cost for this transportation will be paid by the School District via East Valley SELPA. At times, transportation may be provided by an escort service or the parent. Specific arrangements are made on a case-by-case basis with final approval of transportation arrangements made by the EV SELPA Program Manager, Behavior Health. The procedures below specify the parent reimbursement process.

District will reimburse for up to four visits per school year total. This applies to either the parent visiting the residential facility or the student visiting home. Refer to the procedures below for visitation procedures.

## Parent Visitation Procedures:

1. Reimbursement for parents visitation to the residential facilities will only be provided when visitation is authorized in the IEP for educational purposes to participate in family therapy with the student at the residential facility.
2. Some residential facilities, but not all, may make travel arrangements for parents (which include transportation/ hotel accommodations) and invoice the EV SELPA. This is dependent on the facility and requires 30-day advance pre-authorization request, by the residential facility, from EV SELPA.
3. Parent(s)/ RTC's must notify the EV SELPA Program Manager, Behavior Health and the residential facility 20 days in advance of proposed visitation dates.
4. EV SELPA Program Manager, Behavior Health will provide parents with approval of the visitation dates within 5 days of receipt of parent request.
5. Additional visitations, even if requested by the staff at the student's residential site, will be the financial responsibility of the parent.
6. Reimbursement for parent visitation specified on the IEP will only be provided for the custodial parent(s)/guardians and no other family member.
7. Airline travel must be purchased at least two weeks in advance and must be economy class. Checked baggage fees are not reimbursable. Missed flights are not reimbursable.
8. Hotel accommodations must be within a 20-mile radius of the residential facility. Exceptions can be made when residential facilities are in remote areas, with prior approval from EV SELPA.
9. Hotel costs will be reimbursed for no more than three nights during the approved visit to the residential facility. Airbnb's or other home rentals are not eligible for reimbursement.

10. Rental car (economy or compact only) applies only when car is rented after flying to destination of facility and will only be reimbursed for up to four days. Upgrades, insurance coverage, toll roads, navigation or other special equipment is not reimbursable.
11. Parents must complete the East Valley SELPA Parent Reimbursement Invoice form and attach original receipts for allowable expenses as detailed in the EV SELPA Parent Reimbursement of Travel Expenses for Students in Residential Placements Guide. <u>Reimbursement will not be made without original receipts. Parents are responsible for keeping copies of all receipts submitted.</u>
12. When booking through a third party, be certain that hotel, rental car, and airline tickets are clearly itemized.  Not all third parties (e.g.; Orbitz, CheapTickets) itemize receipts.

## **<u>Student Visitation Procedures:</u>**

1. Student home visits for the purpose of transitioning home must be recommended by the IEP team and approved by the EV SELPA 40-days in advance of the visit.
2. Some residential facilities, but not all, may make travel arrangements for students and invoice the EV SELPA.  This is dependent on the facility and requires 30-day advance pre-authorization request, by the residential facility, from EV SELPA.
3. Additional visitations, even if requested by the student's residential site, will be the financial responsibility of the parent.
4. Airline travel must be purchased at least two weeks in advance and must be economy class.  Checked baggage fees are not reimbursable.  Missed flights are not reimbursable.
5. Visits are for a specified, limited time only.  If the student is away from the residential facility for longer than 10 days, they will be at risk of losing their placement.
6. Because educational residential placement is not an emergency placement, any emergency (medical or psychiatric) is the responsibility of the parent/guardian while the student is home.  There may be a delay in returning to the residential facility if student is unable to travel independently.

**EV SELPA Parent Reimbursement of Travel Expenses for Students in Residential Placements Guide\***

| Allowable Expenses | Student Admission or Discharge | Parent Visits to Residential Facility | Student Home Visits |
|---|---|---|---|
| **Hotel**<br>*(Internet service, phone calls, in-room movies, room service or other misc expenses are not reimbursable)* | One-night stay, $200.00 total maximum reimbursement | Three-night stay, $200.00 total maximum reimbursement per day | Student stays with parent |
| **Airline Travel**<br>*(Tickets must be purchased at least two weeks in advance and must be economy class).* | Student and one parent/guardian, based on the decision of the IEP team *(Additional baggage is only paid when student is admitted or discharged)* | Custodial parents/guardians (up to two people) based on decision of IEP team | Student only *(no transportation services)* |
| **Rental Car\*\***<br>*(Upgrades, insurance coverage, toll roads, navigation or other special equipment is not reimbursable)* | Economy or compact only, up to 2 days | Economy or compact only, up to 4 days | N/A |
| **Rental Car Fuel** | Original fuel receipts are required for reimbursement | Original fuel receipts are required for reimbursement | N/A |
| **Airport Parking** | Maximum $19 per day for up to 2 days reimbursement | Maximum $19 per day for up to 4 days reimbursement | Maximum $19 per day reimbursement |
| **Driving Private Vehicle** | Reimbursed at the current IRS rate, not to exceed $600 round trip. EV SELPA will use an independent mileage website (i.e. Google Maps, MapQuest, etc.) to verify the mileage calculation | Reimbursed at the current IRS rate, not to exceed $600 round trip. EV SELPA will use an independent mileage website (i.e. Google Maps, MapQuest, etc.) to verify the mileage calculation | N/A |

**\***Applicable only for residential facilities 200 or more miles from student's home

\*\*Applicable only when car is rented after flying to destination of facility.

3/17/14 Rev 7/9/18, 7/14/22

4.7 EV SELPA NPS Attendance Reporting to Districts

# 4.8 Part C Infant Services

# IRC/SBCSS COLLABORATIVE

Representatives from Inland Regional Center,
San Bernardino County Superintendent of Schools, and
the East Valley SELPA  member districts
will come together to thought partner on the
IDEA Part C to Part B transitions.

*Facilitators:*
*Patty Metheny & Jennifer Brooksby*

Tuesday,
AUGUST 23, 2022
10:00 am—12:00 noon

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

Registration Online:
https://sbcss.k12oms.org/46-221580

# 4.9 EV SELPA IEP Implementation Module Update

# 4.10 Dispute Prevention/Resolution (ADR) and Learning Recovery Plans - CDE Interim Reporting

California Department of Education
Special Education Division

**AB 130 Learning Recovery Plan: Interim Progress Report**
**Fiscal Year 2021–22**
**Due Date: September 30, 2022**

| SELPA Information |
|---|
| **SELPA Name:** |
| **SELPA Code:** |
| **Applicable LEAs for this AB130 Learning Recovery Plan (LRP):** |
| **1. Please indicate if the current LRP implementation is proceeding as intended:**<br><br>**If 'no', please explain:** |
| |
| **2. Please indicate and describe any anticipated updates or changes to the original LRP(s) submitted. Please Note: This question is focused on any <u>minor changes</u> to the original LRP activities and related budget expenditures.** |
| |
| **3. Does the SELPA/LEA(s) have a need to submit <u>substantial revisions or changes</u> to the submitted LRP activities and/or budget in order to fully implement?**<br><br>**If 'yes', please explain/describe changes to activities and/or budgets:** |
| |
| **What percentage of LRP funds have been expended as of July 1, 2022:**<br><br>**Is SELPA on track to expend 100% of LRP funds by September 30, 2023?** |
| **_____% of LRP funds spent as of July 1, 2022.**<br><br>**On track to expend 100% of AB 130 LRP funds by September 30, 2023?**<br><br>**If no, please explain:** |

California Department of Education
Special Education Division

<table>
<tr><td>**PLEASE NOTE:** In preparation for the *AB 130 LRP Final Report* due September 30, 2023, please be prepared to provide the following information:

(The following questions represent the demographic data required by the Legislature for the final report).</td></tr>
<tr><td>
1. **How were the funds under *AB 130 LRP* spent?**
2. **Include a summary of the learning recovery services provided.**
3. **Demographic information for all pupils *served on the AB 130 LRP*.**
   - **Pupil's disability:**
   - **Family income, (please use data sources your district would normally use to determine):**
   - **English learner classification(s):**
   - **Parent's primary language:**
   - **Other, (other data points your SELPA/LEA determined relevant in classifying pupils served, such as foster youth, chronic absenteeism, students with late IEP's, etc.):**
</td></tr>
<tr><td>**LRP Interim Progress Report for AB 130 LRP completed by:**

**SELPA Director:**_____**Date:** _____</td></tr>
</table>

CDE Received by: _____

CDE Date: _____

California Department of Education
Special Education Division

(Revised September 2021)

# Alternative Dispute Resolution Allocation Plan
## Fiscal Year 2021–22
Due Date: **October 1, 2021**

As a condition of receiving these funds, the special education local plan areas shall, on or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities;
- and demographics of pupils proposed to be served.

## SELPA Information

SELPA Name: **East Valley SELPA**

SELPA Code: 3602

## Plan Description

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
|---|---|---|
| **Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.** | Basic and advanced ADR training for SE teachers, administrators and staff (service providers) utilizing ADR consultants to provide training during a multi-day summer institute. | All special education students |
| **Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act** | Parent institute(s) for training in IEP preparation and participation, parents' rights and responsibilities, and ADR strategies including collaboration & problem solving. | All special education students |
| **Parent peer support** | | |

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
| --- | --- | --- |
| Language access provided as a supplement pursuant to state and federal law | | |
| Collaboration with family empowerment centers and other family support organizations. | | |
| Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process. | | |
| Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner. | | |
| Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic | | |
| Other impacted areas (Identify the impacted area and the plan for using the funds) | | |

## Proposed Expenditures

| Object Codes | ADR Allocation Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certified Salaries | $157,500.00 | 150 certificated staff, daily extra duty pay for multi-day training ($350 per day, per person) |
| 2. 2000–Classified Salaries | | |
| 3. 3000–Employee Benefits | $29,721.00 | State required benefits for extra duty pay |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $10,000.00 | Materials and supplies for staff ADR institute and parent institutes. |
| 5. 5000–Services and other operating costs | $59,468.00 | Cost for ADR expert speakers for both the staff ADR institute and the parent institutes. Contracted food services for institutes. |
| **6. Total Direct Costs (Total of 1 through 5)** | **$256,689.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | | |
| 8. 7300–Indirect Costs CDE approved rate:     0.0785 (Enter 7.5% as 0.075) | $20,812.00 | Indirect Costs |
| **9. Total Grant Budget (Total 6 through 8)** | **$277,501.00** | |

*Directions: Refer to your district's ADR Allocation Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Early Intervention |
|---|

**Description of Services/Activities Aligned with Area of Impact:**

Basic and advanced ADR training for SE teachers, administrators and staff (service providers) utilizing ADR consultants to provide training during a multi-day summer institute.

**Students Served by Services/Activities**

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation: | ☑Not Addressed This Period |
|---|---|

| Impacted Area: Parent Education |
|---|

**Description of Services/Activities Aligned with Area of Impact:**

Parent institute(s) for training in IEP preparation and participation, parents' rights and responsibilities, and ADR strategies including collaboration & problem solving.

**Students Served by Services/Activities**

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 157,500.00 | | | $ 157,500.00 |
| 3000 – Employee Benefits | $ 29,721.00 | | | $ 29,721.00 |
| 4000 – Materials and Supplies | $ 10,000.00 | | | $ 10,000.00 |
| 5000 – Services and other operating costs | $ 59,468.00 | | | $ 59,468.00 |
| 7300 – Indirect Costs | $ 20,812.00 | | | $ 20,812.00 |
| Totals | $ 277,501.00 | $ 0.00 | $ 0.00 | $ 277,501.00 |

Form Completed By: Rob Pearson

| | |
|---|---|
| Date Received by SELPA: 01/06/22 | Date Approved by SELPA: 01/06/22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

*Directions: Refer to your district's ADR Allocation Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area:    Early Intervention |
| --- |
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students          ☐Mild/Mod Students          ☐Mod/Severe Students<br>☐English Learners          ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation:                            ☑Not Addressed This Period |

| Impacted Area:    Parent Education |
| --- |
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students          ☐Mild/Mod Students          ☐Mod/Severe Students<br>☐English Learners          ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                            ☑ Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 157,500.00 | | | $ 157,500.00 |
| 3000 – Employee Benefits | $ 29,721.00 | | | $ 29,721.00 |
| 4000 – Materials and Supplies | $ 10,000.00 | | | $ 10,000.00 |
| 5000 – Services and other operating costs | $ 59,468.00 | | | $ 59,468.00 |
| 7300 – Indirect Costs | $ 20,812.00 | | | $ 20,812.00 |
| Totals | $ 277,501.00 | $ 0.00 | $ 0.00 | $ 277,501.00 |

Form Completed By: __Rob Pearson_____

| | |
|---|---|
| Date Received by SELPA:     03.14.22 | Date Approved by SELPA:  03.14.22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA:    Jennifer Brooksby | |

Form Completed By: _____

| Have you/will you be making changes to activities or budget on the original approved plan? <br><br> If yes, a copy of the amended plan must be submitted by 07/31/22 |
|---|
| Possibly. <br> We will be having a two day ADR training for teachers in July. They will get paid $350 dollars each for each day.  We are anticipating over 100 attendees so we need to see what will be the turn out and based on that, possibly make adjustments to our plan to ensure we spend all of the money by September 30, 2023. |
| What percentage of the funds have you expended as of June 30, 2022? <br><br> Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023? <br><br> How will you ensure 100% of the funds are expended by September 30, 2023? |
| 0% <br> We will be having a two day ADR training for teachers on July 25 & 26 and they will get paid $350 dollars each for each day.  We will also be paying speaker fees to Stephanie Blondell, David Dowling and Cynthia Vargas for the training series.  We will be provding a continental breakfast and lunch each day, which will be funded with the ADR grant money. |
| In preparation for the final report due September 30, 2023, please complete the below totals to date as of June 30, 2022. |
| 1)  The number of cases mediate through alternative dispute resolution services. <br> 3  Due Process cases, 15 independent study request cases, 10 other cases that never made to a filing. |
| 2)  The number of cases totally resolved by agreement. <br> 20 |
| 3)  The number of cases refusing alternative dispute resolution services and requesting due process. <br> 0 |
| 4)  A list of the issues that generated the request for dispute resolution services. <br> Independent study, disagreement with placement, disagreement with related services and related service minutes, disagreement with assessments, requests for IEEs |
| 5)  Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language. <br> SWDs, Foster youth, EL students, Students with free and reduced lunch |
| 6)  A summary of the outreach activities conducted pursuant to this section. <br> Parent meetings |

| | |
|---|---|
| 7) A summary of activities conducted in partnership with family support organization pursuant to this section. Outreach with IRC for our preschool students | |

| |
|---|
| If you are unable to provide or complete any of the above information or data, please explain why. |

| |
|---|
| |

| |
|---|
| Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process? (Special Ed Complaints/OAH)<br><br>Please provide 1-2 examples. |

| |
|---|
| The development of ADR skills for our Curriculum Program Specialists and coordinators.  We have a District practice of holding ADR meetings with parents immediately after any disagreement on non-consent to IEPs.  IEP teams now have the practice of referring any student where the parent is not consenting to the PPS team to hold ADR meetings. |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 157,500.00 | | | $ 157,500.00 |
| 3000 – Employee Benefits | $ 29,721.00 | | | $ 29,721.00 |
| 4000 – Materials and Supplies | $ 10,000.00 | | | $ 10,000.00 |
| 5000 – Services and Other Operating Costs | $ 59,468.00 | | | $ 59,468.00 |
| 7300 – Indirect Costs | $ 20,812.00 | | | $ 20,812.00 |
| Totals | $ 277,501.00 | $ 0.00 | $ 0.00 | $ 277,501.00 |

**For SELPA Use Only**

| | |
|---|---|
| Date Received by SELPA:06.29.22 | Date Approved by SELPA:07.01.22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval By SELPA:Jennifer Brooksby | |

California Department of Education
Special Education Division

(Revised September 2021)

# Learning Recovery Plan
## Fiscal Year 2021–22
Due Date: **October 1, 2021**

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

## SELPA Information

SELPA Name: **East Valley SELPA**

SELPA Code: 3602

## Plan Description

Applicable LEAs for this Plan **Colton Joint Unified School District**

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Additional Support and Services Needed to Address Identified Learning Needs** | Cognitive Coaching for all RSP teachers in order to effectively collaborate with Gen Ed. teachers to ensure student success | All Mild Moderate SE students |
| **Positive Behavior Supports** | | |

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Assessing Learning and Academic Needs of Students** | PD for NWEA for SE teachers PLC and co-planning related to NWEA Assessment system. PD for use of MAP. PD in MyPath. PD in iReady. | All SE students |
| **Social Emotional Needs** | Intercession SEL support program to support student emotional needs as it relates to school reintegration. | All SE students |
| **High Quality and Instruction** | Intercession acad support prog to recover missed learning time during COVID closures. | All SE students |
| **Supporting Students Return to In-Person Instruction** | Extra duty pay for assessment teams to work on past due assessments outside of the school day. | SE students with past due assessments |
| **Child Find** | | |
| **Assessing Students who are Waiting of Initial IEPs** | | |
| **Complete Overdue IEPs** | Utilizing sub teachers to support the completion of overdue IEPs and sub admin support to support schools with staffing shortage to prevent overdue IEPs | All SE students with overdue IEPs |
| **Other Impacted Areas (Identify the impacted Area and the plan for using the funds)** | PD for use of Promethean Boards (move to HQ Instruc section). Instructional and related services to recover student learning loss. | All SE students |

# Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

**Identifying District Level Learning Recovery Activities for Inclusion in EV SELPA Plan**
**Questions to Address**


**1. How will you identify the Learning Recovery needs in your district?**
**• IEP teams will conduct learning loss analysis at all upcoming annual or annual/triennial IEPs. Teams will meet at amendments during the fall if there is a need to review learning loss for a student.**
~~• Data analysis of District needs from iReady and NWEA data.~~

## Proposed Expenditures

| Object Codes | Learning Recovery Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certificated Salaries | $250,000.00 | Extra duty pay for professional development, assessment teams, support for sites to prevent overdue IEPs & intercession services |
| 2. 2000–Classified Salaries | $0.00 | |
| 3. 3000–Employee Benefits | $47,175.00 | Extra duty pay for professional development, assessment teams, support for sites to prevent overdue IEPs & intercession services |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $25,000.00 | Materials and supplies to support PD and academic and SEL intercession programs. |
| 5. 5000–Services and other operating costs | $1,101,892.00 | Contracted services and support for academic and SEL intercession programs and instructional services to recover learning loss. |
| **6. Total Direct Costs (Total of 1 through 5)** | **$1,424,067.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | | |
| 8. 7300–Indirect Costs CDE approved rate: (Enter 7.5% as 0.075) | $120,474.00 | |
| **9. Total Grant Budget (Total 6 through 8)** | **$1,544,541.00** | |

# Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

| | |
|---|---|
| SELPA Name | **East Valley SELPA** |
| SELPA Director Name | Patty Metheny, Ed.D. |
| Date | 9/23/2021 |

East Valley SELPA — Educating Together

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: | Additional Support and Services Needed to Address Identified Learning Needs |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Cognitive Coaching for all RSP teachers in  order to effectively collaborate with Gen Ed. teachers to ensure student success

**Students Served by Services/Activities**

☐ Low Incidence Students ☑ Mild/Mod Students ☐ Mod/Severe Students
☑ English Learners ☑ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation: | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: | Assessing Learning and Academic Needs of Students |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

PD for NWEA for SE teachers
PLC and co-planning related to NWEA Assessment system. PD for use of MAP.
PD in MyPath. PD in iReady.

**Students Served by Services/Activities**

☐ Low Incidence Students ☑ Mild/Mod Students ☑ Mod/Severe Students
☑ English Learners ☑ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

| Impacted Area:    Social Emotional Needs |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br><br>Intercession SEL support program to support student emotional needs as it relates to school reintegration. |
| Students Served by Services/Activities<br><br>☐Low Incidence Students　　☑Mild/Mod Students　　☑Mod/Severe Students<br>☑English Learners　　☑Free/Reduced Lunch Eligible　☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation　　　　　　　　　　☑Not Addressed This Period |

| Impacted Area:    High Quality and Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br><br>Intercession acad support prog to recover missed learning time during COVID closures. |
| Students Served by Services/Activities<br><br>☐Low Incidence Students　　☑Mild/Mod Students　　☑Mod/Severe Students<br>☑English Learners　　☑Free/Reduced Lunch Eligible　☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation　　　　　　　　　　☑Not Addressed This Period |

| Impacted Area: | Supporting Students Return to In-Person Instruction |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Extra duty pay for assessment teams to work on past due assessments outside of the school day.

**Students Served by Services/Activities**

☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**

Sub contract psychologist was hired to help complete past due assessments and assessments that would have come past due because of COVID absences.

**Evidence of Results/Outcomes**

Completed past due assessments and assessments that would have come past due because of COVID absences

Date(s) of Implementation 11/2021-1/2022 ☐ Not Addressed This Period

---

| Impacted Area: | Complete Overdue IEPs |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Utilizing sub teachers to support the completion of overdue IEPs and sub admin support to support schools with staffing shortage to prevent overdue IEPs

**Students Served by Services/Activities**

☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**

Used sub admin to help support schools

**Evidence of Results/Outcomes**

Sub admin attended IEPs to help support schools

Date(s) of Implementation 12/6/21-12/15/21 ☐ Not Addressed This Period

| Impacted Area: | Other Impacted Areas (Missed services) |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

PD for use of Promethean Boards (move to HQ Instruc section).  Instructional and related services to recover student learning loss.

**Students Served by Services/Activities**

☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students
☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 250,000.00 | | $ 1,200.00 | $ 248,800.00 |
| 3000 – Employee Benefits | $ 47,175.00 | | | $ 47,175.00 |
| 4000 – Materials and Supplies | $ 25,000.00 | | | $ 25,000.00 |
| 5000 – Services and other operating costs | $ 1,101,892.00 | | $ 15,000.00 | $ 1,086,892.00 |
| 7300 – Indirect Costs | $ 120,474.00 | | | $ 120,474.00 |
| Totals | $ 1,544,541.00 | $ 0.00 | $ 16,200.00 | $ 1,528,341.00 |

Form Completed By: Rob Pearson

| Date Received by SELPA: 01/06/22 | Date Approved by SELPA: 01/06/22 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|

**Description of Services/Activities Aligned with Area of Impact:**
Cognitive Coaching for all RSP teachers in  order to effectively collaborate with Gen Ed. teachers to ensure student success

**Students Served by Services/Activities**

☐ Low Incidence Students ☑ Mild/Mod Students ☐ Mod/Severe Students
☑ English Learners ☑ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation: | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: Assessing Learning and Academic Needs of Students |
|---|

**Description of Services/Activities Aligned with Area of Impact:**
PD for NWEA for SE teachers
PLC and co-planning related to NWEA Assessment system. PD for use of MAP.
PD in MyPath. PD in iReady.

**Students Served by Services/Activities**

☐ Low Incidence Students ☑ Mild/Mod Students ☐ Mod/Severe Students
☑ English Learners ☑ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: | Social Emotional Needs |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**
Intercession SEL support program to support student emotional needs as it relates to school reintegration.

**Students Served by Services/Activities**

☐Low Incidence Students  ☑Mild/Mod Students  ☐Mod/Severe Students
☑English Learners  ☑Free/Reduced Lunch Eligible  ☐Speech Only Students

**Results/Outcomes**
We have contracted with Catapult to provide small group intervention to elementary and middle school students.  The intervention groups will be offered 6/13-6/27/22.  A contract will be on the 3/17/22 board agenda.

**Evidence of Results/Outcomes**
Not yet implemented.

Date(s) of Implementation  6/13/22-6/27/22  ☐Not Addressed This Period

---

| Impacted Area: | High Quality and Instruction |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**
Intercession acad support prog to recover missed learning time during COVID closures.

**Students Served by Services/Activities**

☐Low Incidence Students  ☑Mild/Mod Students  ☐Mod/Severe Students
☑English Learners  ☑Free/Reduced Lunch Eligible  ☐Speech Only Students

**Results/Outcomes**
We have contracted with Catapult to provide small group intervention to elementary and middle school students.  The intervention groups will be offered 6/13-6/27/22.  A contract will be on the 3/17/22 board agenda.

**Evidence of Results/Outcomes**
Not yet implemented

Date(s) of Implementation  6/13/22-6/27/22  ☐Not Addressed This Period

| Impacted Area: | Supporting Students Return to In-Person Instruction |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**
Extra duty pay for assessment teams to work on past due assessments outside of the school day.

**Students Served by Services/Activities**

☑ Low Incidence Students ☑ Mild/Mod Students ☑ Mod/Severe Students
☑ English Learners ☑ Free/Reduced Lunch Eligible ☑ Speech Only Students

**Results/Outcomes**
Sub contract psychologist was hired to help complete past due assessments and assessments that would have come past due because of COVID absences.

**Evidence of Results/Outcomes**
Completed past due assessments and assessments that would have come past due because of COVID absences

Date(s) of Implementation 11/2021-3/10/22 ☐ Not Addressed This Period

---

| Impacted Area: | Complete Overdue IEPs |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**
Utilizing sub teachers to support the completion of overdue IEPs and sub admin support to support schools with staffing shortage to prevent overdue IEPs

**Students Served by Services/Activities**

☑ Low Incidence Students ☑ Mild/Mod Students ☑ Mod/Severe Students
☑ English Learners ☑ Free/Reduced Lunch Eligible ☑ Speech Only Students

**Results/Outcomes**
Used sub admin to help support schools

**Evidence of Results/Outcomes**
Sub admin attended IEPs to help support schools

Date(s) of Implementation 12/2021-3/2022 ☐ Not Addressed This Period

| Impacted Area: | Other Impacted Areas (Missed services) |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**
PD for use of Promethean Boards.  Instructional and related services to recover student learning loss.

**Students Served by Services/Activities**

☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students
☑English Learners    ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 250,000.00 | $ 1,200.00 | $1,200 | 248800 |
| 3000 – Employee Benefits | $ 47,175.00 | | | $ 47,175.00 |
| 4000 – Materials and Supplies | $ 25,000.00 | | | $ 25,000.00 |
| 5000 – Services and other operating costs | $ 1,101,892.00 | $ 15,000.00 | $552,000 | 549892 |
| 7300 – Indirect Costs | $ 120,474.00 | | | $ 120,474.00 |
| Totals | $ 1,544,541.00 | $ 16,200.00 | 553200 | 991341 |

Form Completed By: ___Rob Pearson___

| Date Received by SELPA: | Date Approved by SELPA: |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: | |

# Colton JUSD – June 2022 Learning Recovery Plan Monitoring

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|

**Description of Services/Activities Aligned with Area of Impact:**

Cognitive Coaching for all RSP teachers in order to effectively collaborate with Gen Ed. teachers to ensure student success

**Students Served by Services/Activities**

☑ Low Incidence Students     ☑ Mild/Mod Students     ☑ Mod/Severe Students
☑ English Learners     ☑ Free/Reduced Lunch Eligible     ☑ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation: | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: Assessing Learning and Academic Needs of Students |
|---|

**Description of Services/Activities Aligned with Area of Impact:**

PD for NWEA for SE teachers
PLC and co-planning related to NWEA Assessment system. PD for use of MAP.
PD in MyPath. PD in iReady.

**Students Served by Services/Activities**

☐ Low Incidence Students     ☑ Mild/Mod Students     ☐ Mod/Severe Students
☑ English Learners     ☑ Free/Reduced Lunch Eligible     ☑ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: | Social Emotional Needs |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Intercession SEL support program to support student emotional needs as it relates to school reintegration.

**Students Served by Services/Activities**

☑Low Incidence Students    ☑Mild/Mod Students    ☐Mod/Severe Students
☑English Learners    ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☐Not Addressed This Period |
|---|---|

---

| Impacted Area: | High Quality and Instruction |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Intercession acad support prog to recover missed learning time during COVID closures.

**Students Served by Services/Activities**

☑Low Incidence Students    ☑Mild/Mod Students    ☐Mod/Severe Students
☑English Learners    ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

**Results/Outcomes**

The district contracted with Catapult to provide a summer intensive intervention program. The program was conducted from 6/13-6/24. The program serviced over 100 students with IEPs and provided intensive intervention in SEL and academics.

**Evidence of Results/Outcomes**
Serviced over 100 students

| Date(s) of Implementation 6/13/22-6/24/22 | ☐ Not Addressed This Period |
|---|---|

| Impacted Area: Supporting Students Return to In-Person Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Extra duty pay for assessment teams to work on past due assessments outside of the school day. |

**Students Served by Services/Activities**

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

| Results/Outcomes |
|---|
| Provided extra duty pay to school psychologists to help cover for leaves and past due assessments. |

| Evidence of Results/Outcomes |
|---|
| Past due assessments and IEPs were completed and our late IEPs have reduced. |

Date(s) of Implementation 1/10/22-6/3/22 ☐Not Addressed This Period

---

| Impacted Area: Complete Overdue IEPs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Utilizing sub teachers to support the completion of overdue IEPs and sub admin support to support schools with staffing shortage to prevent overdue IEPs |

**Students Served by Services/Activities**

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

| Results/Outcomes |
|---|
| Provided admin support to teams to help with COVID leaves and staffing shortages. |

| Evidence of Results/Outcomes |
|---|
| Late IEPs have reduced. |

Date(s) of Implementation 1/10/22-6/3/22 ☐ Not Addressed This Period

| | |
|---|---|
| Impacted Area: Other Impacted Areas (Missed services) | |

**Description of Services/Activities Aligned with Area of Impact:**

PD for use of Promethean Boards (move to HQ Instruc section). Instructional and related services to recover student learning loss.

**Students Served by Services/Activities**

☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students
☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 250,000.00 | $ 1,200.00 | $ 15,395.00 | $ 234,605.00 |
| 3000 – Employee Benefits | $ 47,175.00 | | | $ 47,175.00 |
| 4000 – Materials and Supplies | $ 25,000.00 | | | $ 25,000.00 |
| 5000 – Services and other operating costs | $ 1,101,892.00 | $ 552,000.00 | $ 537,519.00 | $ 564,373.00 |
| 7300 – Indirect Costs | $ 120,474.00 | | $ 120,474.00 | $ 0.00 |
| Totals | $ 1,544,541.00 | $ 553,200.00 | $ 673,388.00 | $ 871,153.00 |

Form Completed By: Rob Pearson

| Date Received by SELPA: 6.29.22 | Date Approved by SELPA: 7.6.22 |
|---|---|
| Date Returned to District for Additional Information: 7.1.22 | |
| Additional Information Needed:<br><br>    Clarification from Rob Pearson. Object Code 5000 was revised to $537,519 from 3/2022 | |
| Final Approval by SELPA: Jennifer Brooksby | |

California Department of Education
Special Education Division

(Revised September 2021)

# Alternative Dispute Resolution Allocation Plan
## Fiscal Year 2021–22
Due Date: **October 1, 2021**

As a condition of receiving these funds, the special education local plan areas shall, on or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities;
- and demographics of pupils proposed to be served.

## SELPA Information

SELPA Name: **East Valley SELPA**

SELPA Code: 3602

## Plan Description

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
|---|---|---|
| **Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.** | 0.5 Teacher on Assignment (TOA) to oversee and coordinate support and build relationships with families | All current and prospective Special Education students |
| **Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act** | Parent Night series targeting the ADR process | All current and prospective Special Education students |
| **Parent peer support** | Parent Partners to assist parents in understanding and navigating the IEP process | All current and prospective Special Education students |

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
|---|---|---|
| Language access provided as a supplement pursuant to state and federal law | | |
| Collaboration with family empowerment centers and other family support organizations. | | |
| Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process. | Hire and train a .5 Teacher on Assignment to collaborate with parents to address unresolved concerns resulting from an IEP meeting. | All SWDs |
| Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner. | | |
| Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic | | |
| Other impacted areas (Identify the impacted area and the plan for using the funds) | | |

## Proposed Expenditures

| Object Codes | ADR Allocation Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certified Salaries | $100,000.00 | 0.5 TOA for 2 years |
| 2. 2000–Classified Salaries | $63,217.00 | Parent Partners - hourly rate |
| 3. 3000–Employee Benefits | $75,501.00 | Employee benefits |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $5,000.00 | Training materials |
| 5. 5000–Services and other operating costs | $10,000.00 | Presenter fees |
| **6. Total Direct Costs (Total of 1 through 5)** | **$253,718.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | $2,000.00 | Technology for TOA |
| 8. 7300–Indirect Costs CDE approved rate: 0.0785 (Enter 7.5% as 0.075) | $21,783.00 | Indirect Costs |
| **9. Total Grant Budget (Total 6 through 8)** | **$277,501.00** | |

East Valley SELPA — Educating Together

*Directions: Refer to your district's ADR Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Early Intervention |
|---|

**Description of Services/Activities Aligned with Area of Impact:**
N/A at this time. We are preparing for a parent night in February.

**Students Served by Services/Activities**

☐ Low Incidence Students  ☐ Mild/Mod Students  ☐ Mod/Severe Students
☐ English Learners  ☐ Free/Reduced Lunch Eligible  ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation: | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: Parent Education |
|---|

**Description of Services/Activities Aligned with Area of Impact:**

**Students Served by Services/Activities**

☐ Low Incidence Students  ☐ Mild/Mod Students  ☐ Mod/Severe Students
☐ English Learners  ☐ Free/Reduced Lunch Eligible  ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: | Parent Peer Support |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**
N/A at this time

**Students Served by Services/Activities**

☐ Low Incidence Students     ☐ Mild/Mod Students     ☐ Mod/Severe Students
☐ English Learners     ☐ Free/Reduced Lunch Eligible     ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

---

| Impacted Area: | Voluntary ADR Activities |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**
Two ADR sessions were held in December.

**Students Served by Services/Activities**

☐ Low Incidence Students     ☑ Mild/Mod Students     ☑ Mod/Severe Students
☐ English Learners     ☐ Free/Reduced Lunch Eligible     ☐ Speech Only Students

**Results/Outcomes**
One was resolved and one is still in process.

**Evidence of Results/Outcomes**

| Date(s) of Implementation 12/15/21 | ☐ Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 100,000.00 | | | $ 100,000.00 |
| 2000 – Classified Salaries | $ 63,217.00 | | | $ 63,217.00 |
| 3000 – Employee Benefits | $ 75,501.00 | | | $ 75,501.00 |
| 4000 – Materials and Supplies | $ 5,000.00 | | | $ 5,000.00 |
| 5000 – Services and other operating costs | $ 10,000.00 | | | $ 10,000.00 |
| 6000 – Capital Outlay | $ 2,000.00 | | | $ 2,000.00 |
| 7300 – Indirect Costs | $ 21,783.00 | | | $ 21,783.00 |
| Totals | $ 277,501.00 | $ 0.00 | $ 0.00 | $ 277,501.00 |

Form Completed By: Patti Buchmiller

| Date Received by SELPA: 12/20/21 | Date Approved by SELPA: 12/20/21 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

*Directions: Refer to your district's ADR Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Early Intervention |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students<br>☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation: ☑ Not Addressed This Period |

| Impacted Area: Parent Education |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Our February 10, 2022, meeting was designed for parent education around sensory motor and SEL needs. We made and distributed fine motor kits for families. |
| Students Served by Services/Activities<br><br>☑ Low Incidence Students ☑ Mild/Mod Students ☑ Mod/Severe Students<br>☑ English Learners ☑ Free/Reduced Lunch Eligible ☑ Speech Only Students |
| Results/Outcomes<br>We had 35 families in attendance and distributed 100 fine motor kits for students. |
| Evidence of Results/Outcomes<br>Parent feedback surveys rated the activity favorably. |
| Date(s) of Implementation February 10, 2022 ☐ Not Addressed This Period |

| Impacted Area:    Parent Peer Support |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students     ☐Mild/Mod Students     ☐Mod/Severe Students<br>☐English Learners     ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                              ☑Not Addressed This Period |


| Impacted Area:    Voluntary ADR Activities |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students     ☐Mild/Mod Students     ☐Mod/Severe Students<br>☐English Learners     ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                              ☑Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 100,000.00 | | | $ 100,000.00 |
| 2000 – Classified Salaries | $ 63,217.00 | | | $ 63,217.00 |
| 3000 – Employee Benefits | $ 75,501.00 | | | $ 75,501.00 |
| 4000 – Materials and Supplies | $ 5,000.00 | | $ 764.34 | $ 4,235.66 |
| 5000 – Services and other operating costs | $ 10,000.00 | | $ 750.00 | $ 9,250.00 |
| 6000 – Capital Outlay | $ 2,000.00 | | | $ 2,000.00 |
| 7300 – Indirect Costs | $ 21,783.00 | | | $ 21,783.00 |
| Totals | $ 277,501.00 | $ 0.00 | $ 1,514.34 | $ 275,986.66 |

Form Completed By: Patti Buchmiller, Executive Director

| Date Received by SELPA: 03.28.22 | Date Approved by SELPA: 03.31.22 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA:   Jennifer Brooksby | |

Form Completed By: Patricia Buchmiller
_____

| Have you/will you be making changes to activities or budget on the original approved plan? |
|---|
| If yes, a copy of the amended plan must be submitted by 07/31/22 |

Yes, Changes were made to remove Parent Partners as that is being funded in a different manner. We adjusted the amount to reduce employee benefits and increase services and other operating costs. This will allow us to send a team to the Strauss Institute.

| What percentage of the funds have you expended as of June 30, 2022? |
|---|
| Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023? |
| How will you ensure 100% of the funds are expended by September 30, 2023? |

Approximately 38% of funds have been expended.
Yes we are on track to spend 100% of ADR funds.
We are tracking and planning the funding availablity.

| In preparation for the final report due September 30, 2023, please complete the below totals to date as of June 30, 2022. |
|---|

1)  The number of cases mediate through alternative dispute resolution services.

# We are working on a system to track ADR services.

2)  The number of cases totally resolved by agreement.

# 5

3)  The number of cases refusing alternative dispute resolution services and requesting due process.

# 1

4)  A list of the issues that generated the request for dispute resolution services.

# Issues include learning loss during COVID and parents requesting tutoring

5)  Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language.

# We are working on a system to track Demographics.

6)  A summary of the outreach activities conducted pursuant to this section.
Outreach activities include; training for site adminstrators, SEPAC parent advisoring training and a Book study with The Special Services team.

| | |
|---|---|
| 7) A summary of activities conducted in partnership with family support organization pursuant to this section.<br>We sent Parent liaisons sent to SELPA for training. | |

| |
|---|
| If you are unable to provide or complete any of the above information or data, please explain why. |
| We are working on a collaborative tracking system. |

| |
|---|
| Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process? (Special Ed Complaints/OAH)<br><br>Please provide 1-2 examples. |
| Activities include providing mulitple options for our families including tutoring in varied methodologies. |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 100,000.00 | | $ 68,775.23 | $ 31,224.77 |
| 2000 – Classified Salaries | $ 63,217.00 | | | $ 63,217.00 |
| 3000 – Employee Benefits | $ 75,501.00 | | $ 11,139.00 | $ 64,362.00 |
| 4000 – Materials and Supplies | $ 5,000.00 | $ 764.34 | $ 799.29 | $ 4,200.71 |
| 5000 – Services and Other Operating Costs | $ 10,000.00 | $ 750.00 | $ 26,395.00 | -$ 16,395.00 |
| 6000 – Capital Outlay | $ 2,000.00 | | | $ 2,000.00 |
| 7300 – Indirect Costs | $ 21,783.00 | | | $ 21,783.00 |
| Totals | $ 277,501.00 | $ 1,514.34 | $ 107,108.52 | $ 170,392.48 |

**For SELPA Use Only**

| | |
|---|---|
| Date Received by SELPA: 06.29.22 | Date Approved by SELPA: 07.06.22 |
| Date Returned to District for Additional Information: 07.01.22 | |
| Additional Information Needed: Clarification on Object Code 4000 totals | |
| Final Approval By SELPA: Jennifer Brooksby | |

California Department of Education
Special Education Division

(Revised September 2021)

# Learning Recovery Plan
**Fiscal Year 2021–22**
Due Date: **October 1, 2021**

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

## SELPA Information

| SELPA Name: | **East Valley SELPA** |
|---|---|
| SELPA Code: | 3602 |

## Plan Description

| Applicable LEAs for this Plan | **Redlands Unified School District** |
|---|---|

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Additional Support and Services Needed to Address Identified Learning Needs** | Individual and group Extended/Expanded Learning Opportunities | Students with IEPs with identified learning needs to be addressed through Expanded Learning Opportunities |
| **Positive Behavior Supports** | Behavioral Supports (eg: paraprofessionals; BCBA intern) | Students with IEPs and behavioral support needs |

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Assessing Learning and Academic Needs of Students** | 0.5 FTE Teacher on Assignment (TOA) to oversee and manage the Extended/ Expanded Learning Opportunities | All students with IEPs identified with needs supported through Expanded Learning Opportunities (ELO) |
| **Social Emotional Needs** | Extended/Expanded Learning Opportunity Classes(which may include before and after school, school breaks, weekends, or summer) to focus on Social/Emotional Learning and Social Skills. | Students on an IEP with an identified need for Social Skills or SEL support. |
| **High Quality and Instruction** | Extended/Expanded Learning Opportunity Classes (which may include before and after school, school breaks, weekends, or summer) to focus on building reading and math skills. | Students on an IEP with an identified need for reading or math support |
| **Supporting Students Return to In-Person Instruction** | Individual and group Extended/Expanded Learning Opportunities; Additional Behavioral support staff to support on campus learning | Students with identified needs for ELO; Students with identified and/or observed behavioral needs at school |
| **Child Find** | Development of an Extended Hours Assessment Team, including a school psychologist, speech pathologist, teachers and nurse to target assessments outside of the school day hours. | Students not yet identified for special education but with suspected areas of disability |
| **Assessing Students who are Waiting of Initial IEPs** | Development of an Extended Hours Assessment Team, including a school psychologist, speech pathologist, teachers and nurse to target assessments outside of the school day hours. | Students not yet identified for special education but with suspected areas of disability and in the initial assessment process |
| **Complete Overdue IEPs** | Development of an Extended Hours Assessment Team, including a school psychologist, speech pathologist, teachers and nurse to target assessments outside of the school day hours. | Students with upcoming or overdue IEPs (annuals and triennials) |
| **Other Impacted Areas (Identify the impacted Area and the plan for using the funds)** | Related Services - Extended/Expanded Learning Opportunities to support related services (sensory-motor - OT, APE; behavior; O & M) Credit Recovery - Program for special ed | Students with related services Students who are credit deficient and in need of opportunities to recover credit for graduation with a diploma |

## Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

**Fall of 2021 - Hire Teacher on Assignment, plan Extended/Expanded Learning Recovery Opportunities, identify students' needs**
**Fall of 2021 - Begin Extended Hours for Assessment Team**
**January 2022 -Begin Extended/Expanded Learning Recovery Opportunities for 21-22 School Year**
**June/July 2022 -Summer Extended/Expanded Learning Recovery Opportunities**
**September 2022 - Begin Extended/Expanded Learning Recovery Opportunities for 22-23 School Year**

## Proposed Expenditures

| Object Codes | Learning Recovery Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certificated Salaries | $775,000.00 | Teacher on Assignment, $175, 000 Cost of Teacher Hourly $600,000 |
| 2. 2000–Classified Salaries | $150,000.00 | Classified Hourly |
| 3. 3000–Employee Benefits | $2,000,000.00 | Certificated and Classified Benefits |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $100,000.00 | Materials and Supplies to support ELO |
| 5. 5000–Services and other operating costs | $160,000.00 | Related Service providers (OT, SLP, Intern BCBA) Consultants and training |
| **6. Total Direct Costs (Total of 1 through 5)** | **$3,185,000.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | $89,925.00 | Cost of technology licenses (ex. credit recovery program) |
| 8.  7300–Indirect Costs CDE approved rate:      0.0472 (Enter 7.5% as 0.075) | $69,616.00 | Indirect Costs of 4.72% |
| **9. Total Grant Budget (Total 6 through 8)** | **$3,344,541.00** | |

## Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

| | |
|---|---|
| SELPA Name | **East Valley SELPA** |
| SELPA Director Name | Patty Metheny, Ed.D. |
| Date | 9/23/2021 |

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|

**Description of Services/Activities Aligned with Area of Impact:**
Pay SLP to conduct a research based reading intervention with a student on a settlement case

**Students Served by Services/Activities**

☐ Low Incidence Students ☑ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**
Initial results show positive student outcomes

**Evidence of Results/Outcomes**

Date(s) of Implementation: December 1, 2021 -November 12, 2023 ☐ Not Addressed This Period

| Impacted Area: Positive Behavior Supports |
|---|

**Description of Services/Activities Aligned with Area of Impact:**
N/A at this time

**Students Served by Services/Activities**

☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

Date(s) of Implementation ☑ Not Addressed This Period

| Impacted Area: Assessing Learning and Academic Needs of Students |
|---|

| Description of Services/Activities Aligned with Area of Impact: |
|---|
| Case Carrier Responsibility Training. Teachers were paid 2 hours to attend. |

| Students Served by Services/Activities |
|---|

☑ Low Incidence Students    ☑ Mild/Mod Students    ☑ Mod/Severe Students
☑ English Learners    ☑ Free/Reduced Lunch Eligible    ☑ Speech Only Students

| Results/Outcomes |
|---|
| In process of evaluating future need based on IEP results.  50 teachers submitted timecards |

| Evidence of Results/Outcomes |
|---|
| IEP monitoring |

| Date(s) of Implementation 10/12/21 and 10/18/21 | ☐ Not Addressed This Period |
|---|---|


| Impacted Area: Social Emotional Needs |
|---|

| Description of Services/Activities Aligned with Area of Impact: |
|---|
| N/A at this time |

| Students Served by Services/Activities |
|---|

☐ Low Incidence Students    ☐ Mild/Mod Students    ☐ Mod/Severe Students
☐ English Learners    ☐ Free/Reduced Lunch Eligible    ☐ Speech Only Students

| Results/Outcomes |
|---|

| Evidence of Results/Outcomes |
|---|

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: High Quality and Instruction |
| --- |
| Description of Services/Activities Aligned with Area of Impact:<br>N/A at this time |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☑Speech Only Students |
| Results/Outcomes<br>In process. |
| Evidence of Results/Outcomes<br>too early at this time. Still monitoring number of late IEPs |
| Date(s) of Implementation October 1 -present ☑Not Addressed This Period |

| Impacted Area: Supporting Students Return to In-Person Instruction |
| --- |
| Description of Services/Activities Aligned with Area of Impact:<br>N/A at this time |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation ☑Not Addressed This Period |

| Impacted Area:   Child Find |
| --- |
| Description of Services/Activities Aligned with Area of Impact:<br>N/A at this time |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                                              ☑Not Addressed This Period |

| Impacted Area:   Assessing Students who are Waiting of Initial IEPs |
| --- |
| Description of Services/Activities Aligned with Area of Impact:<br>N/A at this time |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                                              ☑Not Addressed This Period |

| Impacted Area: Complete Overdue IEPs |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Pay SLPs for additional time required for assessment and report writing, not to exceed 5 hours per week. |
| Students Served by Services/Activities<br><br>☐Low Incidence Students     ☑Mild/Mod Students     ☑Mod/Severe Students<br>☐English Learners     ☐Free/Reduced Lunch Eligible  ☑Speech Only Students |
| Results/Outcomes<br>In process. |
| Evidence of Results/Outcomes<br>too early at this time. Still monitoring number of late IEPs |
| Date(s) of Implementation October 1 -present     ☑Not Addressed This Period |

<br>

| Impacted Area: Other Impacted Areas (Missed services) |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>N/A at this time |
| Students Served by Services/Activities<br><br>☐Low Incidence Students     ☐Mild/Mod Students     ☐Mod/Severe Students<br>☐English Learners     ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation     ☑Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 775,000.00 | | $ 25,379.53 | $ 749,620.47 |
| 2000 – Classified Salaries | $ 150,000.00 | | | $ 150,000.00 |
| 3000 – Employee Benefits | $ 200,000.00 | | | $ 200,000.00 |
| 4000 – Materials and Supplies | $ 100,000.00 | | | $ 100,000.00 |
| 5000 – Services and other operating costs | $ 160,000.00 | | | $ 160,000.00 |
| 6000- Capital Outlay | $ 89,925.00 | | | $ 89,925.00 |
| 7300 – Indirect Costs | $ 69,616.00 | | | $ 69,616.00 |
| Totals | $ 1,544,541.00 | $ 0.00 | $ 25,379.53 | $ 1,519,161.47 |

Form Completed By: Patti Buchmiller

| Date Received by SELPA:     12/20/21 | Date Approved by SELPA:     12/20/21 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA:   Jennifer Brooksby | |

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area:    Additional Support and Services Needed to Address Identified Learning Needs |
|---|

| Description of Services/Activities Aligned with Area of Impact: |
|---|
| We continue to serve identified students with extended day hours in Spell Links, a research based reading intervention program. |

| Students Served by Services/Activities | | |
|---|---|---|
| ☐Low Incidence Students | ☑Mild/Mod Students | ☐Mod/Severe Students |
| ☐English Learners | ☑Free/Reduced Lunch Eligible | ☑Speech Only Students |

| Results/Outcomes |
|---|
| The Spell Links progress monitoring data shows growth and improvement. |

| Evidence of Results/Outcomes |
|---|
| SPELL 2 assessment results |

| Date(s) of Implementation: August, 2021 - ongoing | ☐Not Addressed This Period |
|---|---|

| Impacted Area:    Positive Behavior Supports |
|---|

| Description of Services/Activities Aligned with Area of Impact: |
|---|
| |

| Students Served by Services/Activities | | |
|---|---|---|
| ☐Low Incidence Students | ☐Mild/Mod Students | ☐Mod/Severe Students |
| ☐English Learners | ☐Free/Reduced Lunch Eligible | ☐Speech Only Students |

| Results/Outcomes |
|---|
| |

| Evidence of Results/Outcomes |
|---|
| |

| Date(s) of Implementation | ☑Not Addressed This Period |
|---|---|

| Impacted Area: | Assessing Learning and Academic Needs of Students |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Additional time for SLPs to assess and write their reports.

**Students Served by Services/Activities**

| | | |
|---|---|---|
| ☐Low Incidence Students | ☑Mild/Mod Students | ☑Mod/Severe Students |
| ☐English Learners | ☑Free/Reduced Lunch Eligible | ☑Speech Only Students |

**Results/Outcomes**

In January, we reduced our number of our number of late IEPs to 65. Since then, the number has crept back up to approximately 165.

**Evidence of Results/Outcomes**

WebIEP reports

| Date(s) of Implementation 10/1/21- 6/9/22 | ☐Not Addressed This Period |
|---|---|

<br>

| Impacted Area: | Social Emotional Needs |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

**Students Served by Services/Activities**

| | | |
|---|---|---|
| ☐Low Incidence Students | ☐Mild/Mod Students | ☐Mod/Severe Students |
| ☐English Learners | ☐Free/Reduced Lunch Eligible | ☐Speech Only Students |

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑Not Addressed This Period |
|---|---|

| Impacted Area:   High Quality and Instruction |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| We have contracted with MaxScholar to provide training and materials on Orton Gillingham methods. |
| **Students Served by Services/Activities** |
| ☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students |
| **Results/Outcomes** |
| In January, we reduced our number of our number of late IEPs to 65. Since then, the number has crept back up to approximately 165. |
| **Evidence of Results/Outcomes**<br>WebIEP reports |
| **Date(s) of Implementation** 1/10/22- 6/10/22          ☐Not Addressed This Period |


| Impacted Area:   Supporting Students Return to In-Person Instruction |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| |
| **Students Served by Services/Activities** |
| ☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| **Results/Outcomes** |
| |
| **Evidence of Results/Outcomes** |
| |
| **Date(s) of Implementation**                         ☑ Not Addressed This Period |

| Impacted Area:   Child Find |
| --- |
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students       ☐Mod/Severe Students<br>☐English Learners      ☐Free/Reduced Lunch Eligible   ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                                        ☑Not Addressed This Period |

| Impacted Area:   Assessing Students who are Waiting of Initial IEPs |
| --- |
| Description of Services/Activities Aligned with Area of Impact: |
| We have contracted for an extra school psychologist for the remainder of the school year. We have also added two additional members of our preschool assessment team who have agreed to work additional hours. In addition, we have offered time outside of their contracted day for our SLPs to write their assessment reports. |
| Students Served by Services/Activities<br><br>☑Low Incidence Students      ☑Mild/Mod Students       ☑Mod/Severe Students<br>☑English Learners      ☑Free/Reduced Lunch Eligible   ☑Speech Only Students |
| Results/Outcomes<br><br>In January, we reduced our number of our number of late IEPs to 65. Since then, the number has crept back up to approximately 165. |
| Evidence of Results/Outcomes<br>WebIEP reports |
| Date(s) of Implementation 1/10/22- 6/10/22                       ☐Not Addressed This Period |

| Impacted Area:   Complete Overdue IEPs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| We have contracted for an extra school psychologist for the remainder of the school year. We have also added two additional members of our preschool assessment team who have agreed to work additional hours. In addition, we have offered time outside of their contracted day for our SLPs to write their assessment reports. |

Students Served by Services/Activities

☑Low Incidence Students  ☑Mild/Mod Students  ☑Mod/Severe Students
☑English Learners  ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

| Results/Outcomes |
|---|
| In January, we reduced our number of our number of late IEPs to 65. Since then, the number has crept back up to approximately 165. |

| Evidence of Results/Outcomes |
|---|
| WebIEP reports |

| Date(s) of Implementation 1/10/22- 6/10/22 | ☐Not Addressed This Period |

---

| Impacted Area:   Other Impacted Areas (Missed services) |
|---|
| Description of Services/Activities Aligned with Area of Impact: |

Students Served by Services/Activities

☐Low Incidence Students  ☐Mild/Mod Students  ☐Mod/Severe Students
☐English Learners  ☐Free/Reduced Lunch Eligible  ☐Speech Only Students

| Results/Outcomes |
|---|

| Evidence of Results/Outcomes |
|---|

| Date(s) of Implementation | ☑Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 775,000.00 | $ 25,379.53 | $ 119,105.73 | $ 655,894.27 |
| 2000 – Classified Salaries | $ 150,000.00 | | | $ 150,000.00 |
| 3000 – Employee Benefits | $ 200,000.00 | | | $ 200,000.00 |
| 4000 – Materials and Supplies | $ 100,000.00 | | $ 49,575.01 | $ 50,424.99 |
| 5000 – Services and other operating costs | $ 160,000.00 | | | $ 160,000.00 |
| 6000- Capital Outlay | $ 89,925.00 | | | $ 89,925.00 |
| 7300 – Indirect Costs | $ 69,616.00 | | | $ 69,616.00 |
| Totals | $ 1,544,541.00 | $ 25,379.53 | $ 168,680.74 | $ 1,375,860.26 |

Form Completed By: Patti Buchmiller, Executive Director

| | |
|---|---|
| Date Received by SELPA: 03.28.22 | Date Approved by SELPA: 03.31.22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|

Description of Services/Activities Aligned with Area of Impact:
Hired a Teacher on Assignment (TOA) to oversee Learning Recovery.

Students Served by Services/Activities
We service all students in all the listed programs.

☑Low Incidence Students  ☑Mild/Mod Students  ☑Mod/Severe Students
☑English Learners  ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

Results/Outcomes
This TOA position was just implemented February 2022. We are tracking and will be reporting at a later date.

Evidence of Results/Outcomes
To be reported.

Date(s) of Implementation: February 2022-June 2023          ☐Not Addressed This Period

| Impacted Area: Positive Behavior Supports |
|---|

Description of Services/Activities Aligned with Area of Impact:
Hired a BCBA Intern

Students Served by Services/Activities
We service all students in all the listed programs.

☑Low Incidence Students  ☑Mild/Mod Students  ☑Mod/Severe Students
☑English Learners  ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

Results/Outcomes
The BCBA intern was just implemented in March 2022. We are tracking and will be reporting at a later date.

Evidence of Results/Outcomes
To be reported.

Date(s) of Implementation March 2022- June 2023          ☐ Not Addressed This Period

| Impacted Area: | Assessing Learning and Academic Needs of Students |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Employed an Assessment Team consisting of 2 Teachers on Assignment (TOA), 2 Speech and Language Pathologists (SLP), and 2 School Psychologists ( PSYCH) to work on assessments to keep aligned with assessment deadlines.

**Students Served by Services/Activities**
We service all students in all the listed programs.

☑Low Incidence Students  ☑Mild/Mod Students  ☑Mod/Severe Students
☑English Learners  ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

**Results/Outcomes**

We are making progress toward completing late initial and Triennial IEP's

**Evidence of Results/Outcomes**
We see a reduction of late reporting in the CALPADS data.

Date(s) of Implementation August 2021-June 2023          ☐Not Addressed This Period

---

| Impacted Area: | Social Emotional Needs |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**
Hired a BCBA Intern.

**Students Served by Services/Activities**
We service all students in all the listed programs.

☑Low Incidence Students  ☑Mild/Mod Students  ☑Mod/Severe Students
☑English Learners  ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

**Results/Outcomes**
The BCBA intern was just implemented in March 2022. We are tracking and will be reporting at a later date.

**Evidence of Results/Outcomes**
Too early to determine the effectiveness.

Date(s) of Implementation March 2022-June 2023          ☐ Not Addressed This Period

| Impacted Area: High Quality and Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Planned and conducted a Summer Boot Camp |
| Students Served by Services/Activities<br>We service all students in all the listed programs.<br>☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students<br>☑English Learners    ☑Free/Reduced Lunch Eligible  ☑Speech Only Students |
| Results/Outcomes<br>Lowered our numbers of overdue IEP's |
| Evidence of Results/Outcomes<br>We see a reduction of late repoprting in the CALPADS data |
| Date(s) of ImplementationAugust 2021- June 2023    ☐Not Addressed This Period |

| Impacted Area: Supporting Students Return to In-Person Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br><br>Hired a BCBA Intern. |
| Students Served by Services/Activities<br>We service all students in all the listed programs.<br>☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students<br>☑English Learners    ☑Free/Reduced Lunch Eligible ☑Speech Only Students |
| Results/Outcomes<br><br>The BCBA intern was just implemented in March 2022. We are tracking and will be reporting at a later date. |
| Evidence of Results/Outcomes<br><br>Too Early to report. |
| Date(s) of Implementation March 2022-June 2023    ☐ Not Addressed This Period |

| Impacted Area:   Child Find |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Employed an Assessment Team consisting of 2 Teachers on Assignement (TOA), 2 Speech and Language Pathologists (SLP), and 2 School Psychologists ( PSYCH) |
| Students Served by Services/Activities<br>We service all students in all the listed programs.<br>☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students<br>☑English Learners    ☐Free/Reduced Lunch Eligible  ☑Speech Only Students |
| Results/Outcomes<br>We are making progress toward completting late initial and Triannual IEP's |
| Evidence of Results/Outcomes<br>We see a reduction of late reporting in the CALPADS data. |
| Date(s) of Implementation  August 2021-June 2023          ☐Not Addressed This Period |

| Impacted Area:   Assessing Students who are Waiting of Initial IEPs |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Employed an Assessment Team consisting of 2 Teachers on Assignement (TOA), 2 Speech and Language Pathologists (SLP), and 2 School Psychologists ( PSYCH) to work on assessments to keep aligned with assesment deadlines. |
| Students Served by Services/Activities<br>We service all students in all the listed programs.<br>☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students<br>☑English Learners    ☑Free/Reduced Lunch Eligible  ☑Speech Only Students |
| Results/Outcomes<br>There has been a reduction of of late intial IEP's |
| Evidence of Results/Outcomes<br>We see a reduction of late reporting in the CALPADS data. |
| Date(s) of Implementation  August 2021-June 2023          ☐Not Addressed This Period |

| Impacted Area: Complete Overdue IEPs |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Employed an Assessment Team consisting of 2 Teachers on Assignement (TOA), 2 Speech and Language Pathologists (SLP), and 2 School Psychologists ( PSYCH) to work on assessments to keep aligned with assesment deadlines. |
| Students Served by Services/Activities<br>We service all students in all the listed programs.<br>☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students<br>☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students |
| Results/Outcomes<br>Lowered our numbers of overdue IEP's |
| Evidence of Results/Outcomes<br>We see a reduction of late repoprting in the CALPADS data |
| Date(s) of Implementation August 2021- June 2023 ☐Not Addressed This Period |

| Impacted Area: Other Impacted Areas (Missed services) |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Hired a BCBA Intern. |
| Students Served by Services/Activities<br>We service all students in all the listed programs.<br>☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students<br>☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students |
| Results/Outcomes<br>The BCBA intern was just implemented in March 2022. We are tracking and will be reporting at a later date. |
| Evidence of Results/Outcomes<br>Too Early to report. |
| Date(s) of Implementation March 2022-June 2023 ☑ Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 775,000.00 | $ 119,105.73 | $ 198,105.73 | $ 576,894.27 |
| 2000 – Classified Salaries | $ 150,000.00 | | $ 10,560.00 | $ 139,440.00 |
| 3000 – Employee Benefits | $ 200,000.00 | | $ 11,139.00 | $ 188,861.00 |
| 4000 – Materials and Supplies | $ 100,000.00 | $ 49,575.01 | $ 49,810.77 | $ 50,189.23 |
| 5000 – Services and other operating costs | $ 160,000.00 | | | $ 160,000.00 |
| 6000- Capital Outlay | $ 89,925.00 | | | $ 89,925.00 |
| 7300 – Indirect Costs | $ 69,616.00 | | | $ 69,616.00 |
| Totals | $ 1,544,541.00 | $ 168,680.74 | $ 269,615.50 | $ 1,274,925.50 |

Form Completed By: Patricia Buchmiller

| Date Received by SELPA: 06.29.22 | Date Approved by SELPA: 07.06.22 |
|---|---|
| Date Returned to District for Additional Information: 07.01.22 | |
| Additional Information Needed: | |
| Clarification per Patti Buchmiller on Object Codes 1000 and 4000. Needed up update Year To Date amounts. | |
| Final Approval by SELPA: | |

California Department of Education
Special Education Division

(Revised September 2021)

# Alternative Dispute Resolution Allocation Plan
## Fiscal Year 2021–22
Due Date: **October 1, 2021**

As a condition of receiving these funds, the special education local plan areas shall, on or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:

- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities;
- and demographics of pupils proposed to be served.

## SELPA Information

SELPA Name: **East Valley SELPA**

SELPA Code: 3602

## Plan Description

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
|---|---|---|
| **Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.** | Alternative Dispute Resolution Training for Staff (Teachers, Special Services staff, and site administrators) | All Students with Exceptional Needs |
| **Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act** | Parent Special Education Academy: Provide training on the IEP Process (legal rights etc.), special education programming, the parents role in conflict resolution, facilitation, and mediation process | All Students with Exceptional Needs |
| **Parent peer support** | Parent Leadership in Special Education - to support parents of students with exceptional needs to help us improve communication, support, and collaboration throughout | All Students with Exceptional Needs |

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
| --- | --- | --- |
| Language access provided as a supplement pursuant to state and federal law | | |
| Collaboration with family empowerment centers and other family support organizations. | | |
| Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process. | | |
| Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner. | | |
| Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic | Outreach to parents through the District Parent Center. All parent groups particularly Spanish speaking and those with other barriers or challenges to participation in the special education process and had significant disruption in their education. | Students with Exceptional Needs whose parents have language barriers and other challenges to participation. |
| Other impacted areas (Identify the impacted area and the plan for using the funds) | | |

## Proposed Expenditures

| Object Codes | ADR Allocation Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certified Salaries | | |
| 2. 2000–Classified Salaries | $129,027.00 | 5 Parent Liaisons<br>1 Ombudsman |
| 3. 3000–Employee Benefits | $54,296.00 | Benefits for positions listed above |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $18,040.00 | Supplies for Parent Liaisons and Ombudsman. Materials for training |
| 5. 5000–Services and other operating costs | $65,000.00 | Consultants to provide various training targeted towards Parents and Staff |
| **6. Total Direct Costs (Total of 1 through 5)** | **$266,363.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | $10,000.00 | Technology |
| 8. 7300–Indirect Costs CDE approved rate:  0.0785 (Enter 7.5% as 0.075) | $21,694.00 | Indirect Cost |
| **9. Total Grant Budget (Total 6 through 8)** | **$298,057.00** | |

# Rialto USD – January 7th, 2021
# ADR Plan Monitoring

*Directions: Refer to your district's ADR Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area:    Early Intervention |
| --- |
| Description of Services/Activities Aligned with Area of Impact: |
| Alternative Dispute Resolution  Training for Staff (Teachers, Special Services staff, and site administrators) |

**Students Served by Services/Activities**

☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

| Results/Outcomes |
| --- |
| N/A at this time |

| Evidence of Results/Outcomes |
| --- |
| N/A at this time |

| Date(s) of Implementation: | ☑ Not Addressed This Period |
| --- | --- |

| Impacted Area:    Parent Education |
| --- |
| Description of Services/Activities Aligned with Area of Impact: |
| Provide parent training on the IEP Process (legal rights etc.), special education programming, the parents role in conflict resolution, facilitation, and mediation process. |

**Students Served by Services/Activities**

☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

| Results/Outcomes |
| --- |
| N/A at this time |

| Evidence of Results/Outcomes |
| --- |
| N/A at this time |

| Date(s) of Implementation | ☑ Not Addressed This Period |
| --- | --- |

| Impacted Area: | Parent Peer Support |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Create Parent Leadership in Special Education Team

**Students Served by Services/Activities**

☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**

N/A at this time

**Evidence of Results/Outcomes**

N/A at this time

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: | Outreach |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Outreach to parents through the District Parent Center. All parent groups particularly Spanish speaking and those with other barriers or challenges to participation in the special education process and had significant disruption in their education.

**Students Served by Services/Activities**

☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 2000 – Classified Salaries | $ 129,027.00 | | | $ 129,027.00 |
| 3000 – Employee Benefits | $ 54,296.00 | | | $ 54,296.00 |
| 4000 – Materials and Supplies | $ 18,040.00 | | | $ 18,040.00 |
| 5000 – Services and other operating costs | $ 65,000.00 | | | $ 65,000.00 |
| 6000 – Capital Outlay | $ 10,000.00 | | | $ 10,000.00 |
| 7300 – Indirect Costs | $ 21,694.00 | | | $ 21,694.00 |
| Totals | $ 298,057.00 | $ 0.00 | $ 0.00 | $ 298,057.00 |

Form Completed By: Bridgette Ealy

| Date Received by SELPA: 01/06/22 | Date Approved by SELPA: 01/06/22 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA:   Jennifer Brooksby | |

*Directions: Refer to your district's ADR Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Early Intervention |
|---|

| Description of Services/Activities Aligned with Area of Impact: |
|---|
| Alternative Dispute Resolution  Training for Staff (Teachers, Special Services staff, and site administrators). David Dowling trained approximately 110 teachers, administrators, related service providers on the following topics: a. Skills for Communicating with Families and Educators b. Using Dispute Resolution Techniques to Rebuild Relationships of Trust<br><br>Nina Meierding trained approximately 100 teachers, administrators, and related service providers on: a. Maximizing Communication: Understanding Different Perspectives |

**Students Served by Services/Activities**

☐ Low Incidence Students   ☐ Mild/Mod Students   ☐ Mod/Severe Students
☐ English Learners   ☐ Free/Reduced Lunch Eligible   ☐ Speech Only Students

**Results/Outcomes**

Positive feedback from staff

**Evidence of Results/Outcomes**

Survey

Date(s) of Implementation: February 4, 24, & March 24, 2022          ☐ Not Addressed This Period

| Impacted Area: Parent Education |
|---|

| Description of Services/Activities Aligned with Area of Impact: |
|---|
| Provide parent training on the IEP Process (legal rights etc.), special education programming, the parents role in conflict resolution, facilitation, and mediation process. |

**Students Served by Services/Activities**

☐ Low Incidence Students   ☐ Mild/Mod Students   ☐ Mod/Severe Students
☐ English Learners   ☐ Free/Reduced Lunch Eligible   ☐ Speech Only Students

**Results/Outcomes**

N/A at this time

**Evidence of Results/Outcomes**

N/A at this time

Date(s) of Implementation          ☑ Not Addressed This Period

| Impacted Area:    Parent Peer Support |
| --- |
| Description of Services/Activities Aligned with Area of Impact: <br><br> Create Parent Leadership in Special Education Team |

| Students Served by Services/Activities |
| --- |

☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students
☐English Learners      ☐Free/Reduced Lunch Eligible    ☐Speech Only Students

| Results/Outcomes <br><br> N/A at this time |
| --- |
| Evidence of Results/Outcomes <br><br> N/A at this time |

| Date(s) of Implementation | ☑Not Addressed This Period |
| --- | --- |


| Impacted Area:    Outreach |
| --- |
| Description of Services/Activities Aligned with Area of Impact: <br><br> Outreach to parents through the District Parent Center. All parent groups particularly Spanish speaking and those with other barriers or challenges to participation in the special education process and had significant disruption in their education. |

| Students Served by Services/Activities |
| --- |

☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students
☐English Learners      ☐Free/Reduced Lunch Eligible    ☐Speech Only Students

| Results/Outcomes |
| --- |
| Evidence of Results/Outcomes |

| Date(s) of Implementation | ☑ Not Addressed This Period |
| --- | --- |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 2000 – Classified Salaries | $ 129,027.00 | | | $ 129,027.00 |
| 3000 – Employee Benefits | $ 54,296.00 | | | $ 54,296.00 |
| 4000 – Materials and Supplies | $ 18,040.00 | | | $ 18,040.00 |
| 5000 – Services and other operating costs | $ 65,000.00 | | $ 19,000.00 | $ 46,000.00 |
| 6000 – Capital Outlay | $ 10,000.00 | | | $ 10,000.00 |
| 7300 – Indirect Costs | $ 21,694.00 | | | $ 21,694.00 |
| Totals | $ 298,057.00 | $ 0.00 | $ 19,000.00 | $ 279,057.00 |

Form Completed By: Bridgette Ealy

| | |
|---|---|
| Date Received by SELPA:  4.5.22 | Date Approved by SELPA:  4.6.22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA:   Jennifer Brooksby | |

Form Completed By: **Roxanne Dominguez**
_____

| |
|---|
| Have you/will you be making changes to activities or budget on the original approved plan? |
| If yes, a copy of the amended plan must be submitted by 07/31/22 |

Yes, we plan to make changes to our activities and budget. Revisions will be submitted by 7/31/22. The new plan will utilize the funding to pay for District settlements related to learning loss due to the Covid-19 pandemic.

| |
|---|
| What percentage of the funds have you expended as of June 30, 2022? |
| Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023? |
| How will you ensure 100% of the funds are expended by September 30, 2023? |

As of 6/30/22, we have spent 33% of the ADR funds.
Yes, we are on track to expend 100% of AB130 ADR funds by 9/30/23.

| |
|---|
| In preparation for the final report due September 30, 2023, please complete the below totals to date as of June 30, 2022. |

1) The number of cases mediate through alternative dispute resolution services.
# 16

2) The number of cases totally resolved by agreement.
# 12

3) The number of cases refusing alternative dispute resolution services and requesting due process.
# 4 cases went to mediation and were resolved

4) A list of the issues that generated the request for dispute resolution services.
## Services, placement, failure to assess, failure to offer FAPE, 1:1 aide request

5) Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language.

Demographics: AA - 2, Asian - 1, Hispanic - 9, White - 2     Primary Language: English -9, Spanish - 8     Disability: AUT - 5, SLD - 3, OHI - 6, HI - 1, ID - 1     English Learners - 5

6) A summary of the outreach activities conducted pursuant to this section.

| | |
|---|---|
| 7) A summary of activities conducted in partnership with family support organization pursuant to this section. | |

| |
|---|
| If you are unable to provide or complete any of the above information or data, please explain why. |

| |
|---|
| Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process? (Special Ed Complaints/OAH)<br><br>Please provide 1-2 examples. |

RUSD provided administrators training on building trust, relationships, and improving communication between the District and families with David Dowling.
RUSD provided administrators training on implicit bias, maximizing communication, and understanding different perspectives with Nina Meierding.

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 2000 – Classified Salaries | $ 129,027.00 | | | $ 129,027.00 |
| 3000 – Employee Benefits | $ 54,296.00 | | | $ 54,296.00 |
| 4000 – Materials and Supplies | $ 18,040.00 | | $ 1,784.34 | $ 16,255.66 |
| 5000 – Services and Other Operating Costs | $ 65,000.00 | $ 19,000.00 | $ 75,770.00 | -$ 10,770.00 |
| 6000 – Capital Outlay | $ 10,000.00 | | | $ 10,000.00 |
| 7300 – Indirect Costs | $ 21,694.00 | | $ 623.05 | $ 21,070.95 |
| Totals | $ 298,057.00 | $ 19,000.00 | $ 78,177.39 | $ 219,879.61 |

**For SELPA Use Only**

| | |
|---|---|
| Date Received by SELPA: 06.24.22 | Date Approved by SELPA: 06.24.22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval By SELPA: Jennifer Brooksby | |

California Department of Education
Special Education Division

(Revised September 2021)

# Learning Recovery Plan
## Fiscal Year 2021–22
Due Date: **October 1, 2021**

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

## SELPA Information

| | |
|---|---|
| SELPA Name: | **East Valley SELPA** |
| SELPA Code: | 3602 |

## Plan Description

| | |
|---|---|
| Applicable LEAs for this Plan | **Rialto Unified School District** |

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Additional Support and Services Needed to Address Identified Learning Needs** | Movement Spaces; Special Education & Related Service Camps, and community outing. Early Education Prevention and Intervention. | Students with exceptional needs |
| **Positive Behavior Supports** | | |

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Assessing Learning and Academic Needs of Students** | AAC & AT assessments- kids who we want to provide alternative communication | Students with exceptional needs |
| **Social Emotional Needs** | SEL Camp, field trips, community building activities. Professional Development | Students with exceptional needs |
| **High Quality and Instruction** | Focus Engagement Strategies Supplies Interactive Learning Labs; Professional Development; Purchase manipulatives Academic and Related Services Supports Before and After School | Students with exceptional needs |
| **Supporting Students Return to In-Person Instruction** | | |
| **Child Find** | | |
| **Assessing Students who are Waiting of Initial IEPs** | | |
| **Complete Overdue IEPs** | | |
| **Other Impacted Areas (Identify the impacted Area and the plan for using the funds)** | Missed services - agreements with parents to provide compensatory education activities. | Students with exceptional needs |

# Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

**Impact Area:**
**Additional Support and Services Needed to Address Identified Learning Needs**
**1. Create Movement Centers to provide opportunities for our students to safely move their bodies in space and learn techniques to self-regulate regulate.**
**a. Target Date – June 2022**
**b. Measure – students more calm, increased attention and participation in classroom activities during classroom activities**
~~c. Lead Person – Occupational Therapist and ABA Strategist~~

## Proposed Expenditures

| Object Codes | Learning Recovery Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certificated Salaries | $180,000.00 | Extra Duty for Certificated Staff to participate in SPED service camps, extend hours for community outings, and PD. |
| 2. 2000–Classified Salaries | $25,000.00 | Extra Duty/Overtime for Classified Staff to participate in SPED service camps, extend hours for community outings, and PD. |
| 3. 3000–Employee Benefits | $51,261.00 | Benefits for Certificated and Classified Staff. |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $740,000.00 | Items for Movement Spaces, service camps, enrichment center, community outings, learning lab, manipulatives, AAC & AT devices |
| 5. 5000–Services and other operating costs | $590,950.00 | Transportation, Contracted Services, Admission, Registration Fees, Comp Ed |
| **6. Total Direct Costs (Total of 1 through 5)** | **$1,587,211.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | | |
| 8. 7300–Indirect Costs CDE approved rate: 0.0452 (Enter 7.5% as 0.075) | $71,741.00 | |
| **9. Total Grant Budget (Total 6 through 8)** | **$1,658,952.00** | |

# Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

| | |
|---|---|
| SELPA Name | |
| SELPA Director Name | |
| Date | |

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| 1. Create movement centers to provide opportunities for students to safely move their bodies and learn techniques to self regulate. 2. Special Education and related services camps; Community outings. Early education prevention and intervention. |

**Students Served by Services/Activities**

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

| Results/Outcomes |
|---|
| N/A at this time. |

| Evidence of Results/Outcomes |
|---|
| N/A at this time |

| Date(s) of Implementation: | ☑Not Addressed This Period |
|---|---|

| Impacted Area: Assessing Learning and Academic Needs of Students |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| AAC & AT assessments; |

**Students Served by Services/Activities**

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

| Results/Outcomes |
|---|
| N/A at this time |

| Evidence of Results/Outcomes |
|---|
| N/A at this time |

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: Social Emotional Needs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Social emotional needs (summer camp); Field trips, outings; Professional development |
| Students Served by Services/Activities |

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

| Results/Outcomes |
|---|
| N/A at this time |
| Evidence of Results/Outcomes |
| N/A at this time |
| Date(s) of Implementation | ☑Not Addressed This Period |

| Impacted Area: High Quality and Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Engagement strategies supplies; Interactive Labs; Professional Development |
| Students Served by Services/Activities |

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

| Results/Outcomes |
|---|
| N/A at this time |
| Evidence of Results/Outcomes |
| N/A at this time |
| Date(s) of Implementation | ☐Not Addressed This Period |

| Impacted Area: | Other Impacted Areas (Missed services) |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

**Students Served by Services/Activities**

☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students
☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 180,000.00 | | | $ 180,000.00 |
| 2000 – Classified Salaries | $ 25,000.00 | | | $ 25,000.00 |
| 3000 – Employee Benefits | $ 51,261.00 | | | $ 51,261.00 |
| 4000 – Materials and Supplies | $ 740,000.00 | | | $ 740,000.00 |
| 5000 – Services and other operating costs | $ 590,950.00 | | | $ 590,950.00 |
| 7300 – Indirect Costs | $ 71,741.00 | | | $ 71,741.00 |
| Totals | $ 1,658,952.00 | $ 0.00 | $ 0.00 | $ 1,658,952.00 |

Form Completed By: Bridgette Ealy

| Date Received by SELPA: 01.06.22 | Date Approved by SELPA: 01.06.22 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| 1. Create movement centers to provide opportunities for students to safely move their bodies and learn techniques to self regulate. 2. Special Education and related services camps; Community outings. Early education prevention and intervention. |
| **Students Served by Services/Activities** |
| ☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students  <br> ☑English Learners    ☑Free/Reduced Lunch Eligible   ☑Speech Only Students |
| **Results/Outcomes** <br> N/A at this time. |
| **Evidence of Results/Outcomes** <br> N/A at this time |
| Date(s) of Implementation:                              ☑Not Addressed This Period |

| Impacted Area: Assessing Learning and Academic Needs of Students |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** <br> AAC & AT assessments; |
| **Students Served by Services/Activities** |
| ☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students  <br> ☑English Learners    ☑Free/Reduced Lunch Eligible   ☑Speech Only Students |
| **Results/Outcomes** <br> N/A at this time |
| **Evidence of Results/Outcomes** <br> N/A at this time |
| Date(s) of Implementation                              ☑Not Addressed This Period |

| Impacted Area: | Social Emotional Needs |
|---|---|
| **Description of Services/Activities Aligned with Area of Impact:** Social emotional needs (summer camp); Field trips, outings; Professional development | |
| **Students Served by Services/Activities** ☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students ☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students | |
| **Results/Outcomes** | |
| **Evidence of Results/Outcomes** N/A at this time | |
| Date(s) of Implementation | ☑Not Addressed This Period |

| Impacted Area: | High Quality and Instruction |
|---|---|
| **Description of Services/Activities Aligned with Area of Impact:** Engagement strategies supplies; Interactive Labs; Professional Development | |
| **Students Served by Services/Activities** ☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students ☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students | |
| **Results/Outcomes** N/A at this time | |
| **Evidence of Results/Outcomes** N/A at this time | |
| Date(s) of Implementation | ☑Not Addressed This Period |

| Impacted Area: | Other Impacted Areas (Missed services) |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

**Students Served by Services/Activities**

☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students
☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 180,000.00 | | | $ 180,000.00 |
| 2000 – Classified Salaries | $ 25,000.00 | | | $ 25,000.00 |
| 3000 – Employee Benefits | $ 51,261.00 | | | $ 51,261.00 |
| 4000 – Materials and Supplies | $ 740,000.00 | | | $ 740,000.00 |
| 5000 – Services and other operating costs | $ 590,950.00 | | | $ 590,950.00 |
| 7300 – Indirect Costs | $ 71,741.00 | | | $ 71,741.00 |
| Totals | $ 1,658,952.00 | $ 0.00 | $ 0.00 | $ 1,658,952.00 |

Form Completed By: Bridgette Ealy

| Date Received by SELPA: 4.5.22 | Date Approved by SELPA: 4.6.22 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

# Rialto USD – June, 2022
## Learning Recovery Plan Monitoring

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area:   Additional Support and Services Needed to Address Identified Learning Needs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students          ☐Mild/Mod Students          ☐Mod/Severe Students<br>☐English Learners          ☐Free/Reduced Lunch Eligible   ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation:                                              ☐Not Addressed This Period |

| Impacted Area:   Assessing Learning and Academic Needs of Students |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students          ☐Mild/Mod Students          ☐Mod/Severe Students<br>☐English Learners          ☐Free/Reduced Lunch Eligible   ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                                              ☐ Not Addressed This Period |

| Impacted Area:   Social Emotional Needs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students     ☐Mild/Mod Students     ☐Mod/Severe Students<br>☐English Learners     ☐Free/Reduced Lunch Eligible   ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                             ☐Not Addressed This Period |

| Impacted Area:   High Quality and Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students     ☐Mild/Mod Students     ☐Mod/Severe Students<br>☐English Learners     ☐Free/Reduced Lunch Eligible   ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                             ☐Not Addressed This Period |

| Impacted Area: | Other Impacted Areas (Missed services) |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

**Students Served by Services/Activities**

☐ Low Incidence Students     ☐ Mild/Mod Students     ☐ Mod/Severe Students
☐ English Learners     ☐ Free/Reduced Lunch Eligible     ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☐ Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 180,000.00 | | | $ 180,000.00 |
| 2000 – Classified Salaries | $ 25,000.00 | | | $ 25,000.00 |
| 3000 – Employee Benefits | $ 51,261.00 | | | $ 51,261.00 |
| 4000 – Materials and Supplies | $ 740,000.00 | | | $ 740,000.00 |
| 5000 – Services and other operating costs | $ 590,950.00 | | | $ 590,950.00 |
| 7300 – Indirect Costs | $ 71,741.00 | | | $ 71,741.00 |
| Totals | $ 1,658,952.00 | $ 0.00 | $ 0.00 | $ 1,658,952.00 |

Form Completed By: _____

| Date Received by SELPA: | Date Approved by SELPA: |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: | |

California Department of Education
Special Education Division

(Revised September 2021)

# Alternative Dispute Resolution Allocation Plan
## Fiscal Year 2021–22
Due Date: **October 1, 2021**

As a condition of receiving these funds, the special education local plan areas shall, on or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:
  • detailed proposed expenditure information broken down by eligible activity;
  • the number, disabilities;
  • and demographics of pupils proposed to be served.

## SELPA Information

SELPA Name: **East Valley SELPA**

SELPA Code: 3602

## Plan Description

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
|---|---|---|
| **Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.** | Use the Parent Advisory Board and Parent University to promote ADR and trainings for parents/community.<br><br>Use ADR strategies to help build relationships with parents through staff trainings. | PK-12+ |
| **Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act** | Conduct trainings on timelines and processes of special education; Safeguards and Parental rights; and IDEA by school personnel. Trainings posted online | PK-12+ |
| **Parent peer support** | | |

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
| --- | --- | --- |
| **Language access provided as a supplement pursuant to state and federal law** | Work with Rim Family Services - provide training to RFS staff as they assist families in other issues within the community, i.e. advocate for their child's special education needs. | SWDs |
| **Collaboration with family empowerment centers and other family support organizations.** | Provide stipends or extra duty to trained staff to conduct informal resolution sessions to resolve IEP conflicts/issues. | SWDs |
| **Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.** | | |
| **Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner.** | | |
| **Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic** | Work with a School Psychology graduate student to develop an ADR web page on the District website - update information, resources, and outreach | All district students |
| **Other impacted areas (Identify the impacted area and the plan for using the funds)** | | |

## Proposed Expenditures

| Object Codes | ADR Allocation Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certified Salaries | $20,000.00 | Stipends for district personnel to support, develop, and deliver trainings to staff, parent community. |
| 2. 2000–Classified Salaries | | |
| 3. 3000–Employee Benefits | $5,240.00 | Benefits |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $2,500.00 | Flyers, posters, training curriculum/materials |
| 5. 5000–Services and other operating costs | $7,500.00 | Training costs and contract with student to develop web page. |
| **6. Total Direct Costs (Total of 1 through 5)** | **$35,240.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | $2,643.79 | Computers/technology |
| 8. 7300–Indirect Costs CDE approved rate:      0.0785 (Enter 7.5% as 0.075) | $3,227.21 | Indirect Costs |
| **9. Total Grant Budget (Total 6 through 8)** | **$41,111.00** | |

*Directions: Refer to your district's ADR Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Early Intervention |
|---|

| Description of Services/Activities Aligned with Area of Impact: |
|---|
| Use the Parent Advisory Board and Parent University to promote ADR and trainings for parents/community.<br><br>Use ADR strategies to help build relationships with parents through staff trainings. |

**Students Served by Services/Activities**
SWD's

| ☑ Low Incidence Students | ☑ Mild/Mod Students | ☑ Mod/Severe Students |
|---|---|---|
| ☑ English Learners | ☑ Free/Reduced Lunch Eligible | ☑ Speech Only Students |

| Results/Outcomes |
|---|
| |

| Evidence of Results/Outcomes |
|---|
| |

| Date(s) of Implementation: | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: Parent Education |
|---|

| Description of Services/Activities Aligned with Area of Impact: |
|---|
| Conduct trainings on timelines and processes of special education; Safeguards and Parental rights; and IDEA by school personnel.<br>Trainings posted online |

**Students Served by Services/Activities**
SWD's

| ☑ Low Incidence Students | ☑ Mild/Mod Students | ☑ Mod/Severe Students |
|---|---|---|
| ☑ English Learners | ☑ Free/Reduced Lunch Eligible | ☑ Speech Only Students |

| Results/Outcomes |
|---|
| |

| Evidence of Results/Outcomes |
|---|
| |

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

| Impacted Area:    Language Access |
| --- |

| Description of Services/Activities Aligned with Area of Impact: |
| --- |
| Work with Rim Family Services - provide training to RFS staff as they assist families in other issues within the community, i.e. advocate for their child's special education needs. |

| Students Served by Services/Activities |
| --- |

SWD's

| ☑Low Incidence Students | ☑Mild/Mod Students | ☑Mod/Severe Students |
| --- | --- | --- |
| ☑English Learners | ☑Free/Reduced Lunch Eligible | ☑Speech Only Students |

| Results/Outcomes |
| --- |
| |

| Evidence of Results/Outcomes |
| --- |
| |

| Date(s) of Implementation | ☑Not Addressed This Period |
| --- | --- |


| Impacted Area:    Family Support Collaboration |
| --- |

| Description of Services/Activities Aligned with Area of Impact: |
| --- |
| Provide stipends or extra duty to trained staff to conduct informal resolution sessions to resolve IEP conflicts/issues. |

| Students Served by Services/Activities |
| --- |

SWD's

| ☑Low Incidence Students | ☑Mild/Mod Students | ☑Mod/Severe Students |
| --- | --- | --- |
| ☑English Learners | ☑Free/Reduced Lunch Eligible | ☑Speech Only Students |

| Results/Outcomes |
| --- |
| |

| Evidence of Results/Outcomes |
| --- |
| |

| Date(s) of Implementation | ☑ Not Addressed This Period |
| --- | --- |

| Impacted Area: | Outreach |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Work with a grad student to develop an ADR web page on the District website - update information, resources, and outreach

**Students Served by Services/Activities**
SWD's

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 20,000.00 | | | $ 20,000.00 |
| 3000 – Employee Benefits | $ 5,240.00 | | | $ 5,240.00 |
| 4000 – Materials and Supplies | $ 2,500.00 | | | $ 2,500.00 |
| 5000 – Services and other operating costs | $ 7,500.00 | | | $ 7,500.00 |
| 6000 – Capital Outlay | $ 2,643.79 | | | $ 2,643.79 |
| 7300 – Indirect Costs | $ 3,227.21 | | | $ 3,227.21 |
| Totals | $ 41,111.00 | $ 0.00 | $ 0.00 | $ 41,111.00 |

Form Completed By: Derek Swem

| Date Received by SELPA: 01/06/22 | Date Approved by SELPA: 01/06/22 |
|---|---|

Date Returned to District for Additional Information:

Additional Information Needed:

Final Approval by SELPA: Jennifer Brooksby

*Directions: Refer to your district's ADR Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area:    Early Intervention |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students<br>☐English Learners      ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation:                                    ☑Not Addressed This Period |

| Impacted Area:    Parent Education |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students<br>☐English Learners      ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                                    ☑ Not Addressed This Period |

| Impacted Area:    Language Access |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐ Low Incidence Students     ☐ Mild/Mod Students          ☐ Mod/Severe Students<br>☐ English Learners             ☐ Free/Reduced Lunch Eligible  ☐ Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                                    ☑ Not Addressed This Period |

| Impacted Area:    Family Support Collaboration |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br><br>Staff members taking learning the ADR process, and informal strategies for IEP meetings to diffuse situations |
| Students Served by Services/Activities<br><br>☑ Low Incidence Students     ☑ Mild/Mod Students          ☑ Mod/Severe Students<br>☐ English Learners             ☑ Free/Reduced Lunch Eligible  ☑ Speech Only Students |
| Results/Outcomes<br>A deeper understanding of the process and movment towards implementing in IEPs |
| Evidence of Results/Outcomes |
| Date(s) of Implementation  1.10.22 - 3.10.22                  ☐ Not Addressed This Period |

| Impacted Area: Outreach |
|---|

| Description of Services/Activities Aligned with Area of Impact: |
|---|
| |

| Students Served by Services/Activities |
|---|
| ☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |

| Results/Outcomes |
|---|
| |

| Evidence of Results/Outcomes |
|---|
| |

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 20,000.00 | $ 0.00 | $ 860.00 | $ 19,140.00 |
| 3000 – Employee Benefits | $ 5,240.00 | | | $ 5,240.00 |
| 4000 – Materials and Supplies | $ 2,500.00 | | | $ 2,500.00 |
| 5000 – Services and other operating costs | $ 7,500.00 | | | $ 7,500.00 |
| 6000 – Capital Outlay | $ 2,643.79 | | | $ 2,643.79 |
| 7300 – Indirect Costs | $ 3,227.21 | | | $ 3,227.21 |
| Totals | $ 41,111.00 | $ 0.00 | $ 860.00 | $ 40,251.00 |

Form Completed By: ___Derek Swem_____

| Date Received by SELPA: 03.31.22 | Date Approved by SELPA: 4.1.22 |
|---|---|
| Date Returned to District for Additional Information: ||
| Additional Information Needed: ||
| Final Approval by SELPA: Jennifer Brooksby ||

Form Completed By: Derek Swem _____

| Have you/will you be making changes to activities or budget on the original approved plan? <br><br> If yes, a copy of the amended plan must be submitted by 07/31/22 |
|---|
| A revised plan should be submitted.  The new Director would have to develop it. |

| What percentage of the funds have you expended as of June 30, 2022? <br><br> Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023? <br><br> How will you ensure 100% of the funds are expended by September 30, 2023? |
|---|
| Currently - no.  With a new plan and training teachers - yes, money will be spent. |

| In preparation for the final report due September 30, 2023, please complete the below totals to date as of June 30, 2022. |
|---|
| 1)  The number of cases mediate through alternative dispute resolution services. <br> 1 |
| 2)  The number of cases totally resolved by agreement. <br> 0 |
| 3)  The number of cases refusing alternative dispute resolution services and requesting due process. <br> 1 |
| 4)  A list of the issues that generated the request for dispute resolution services. <br> Student safety and lack of services |
| 5)  Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language. |
| 6)  A summary of the outreach activities conducted pursuant to this section. <br> None |

7) A summary of activities conducted in partnership with family support organization pursuant to this section.

**None**

| If you are unable to provide or complete any of the above information or data, please explain why. |
|---|
| Focus was not on ADR this year. Focus was on redesigning the preschool program, an audit of the special education procedures and processes. ROWUSD has not had an issue, but I would work with the parents informally to a solution - outside ADR using ADR strategies. |
| Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process? (Special Ed Complaints/OAH)<br><br>Please provide 1-2 examples. |
| ADR training - listening and talking with parent to find the real issue. |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 20,000.00 | $ 860.00 | $ 860.00 | $ 19,140.00 |
| 3000 – Employee Benefits | $ 5,240.00 | $ 0.00 | $ 136.72 | $ 5,103.28 |
| 4000 – Materials and Supplies | $ 2,500.00 | $ 0.00 | | $ 2,500.00 |
| 5000 – Services and Other Operating Costs | $ 7,500.00 | $ 0.00 | | $ 7,500.00 |
| 6000 – Capital Outlay | $ 2,643.79 | $ 0.00 | | $ 2,643.79 |
| 7300 – Indirect Costs | $ 3,227.21 | $ 0.00 | | $ 3,227.21 |
| Totals | $ 41,111.00 | $ 0.00 | $ 0.00 | $ 40,114.28 |

**For SELPA Use Only**

| Date Received by SELPA: 06.23.22 | Date Approved by SELPA: 06.23.22 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval By SELPA: Jennifer Brooksby | |

California Department of Education
Special Education Division

(Revised September 2021)

# Learning Recovery Plan
**Fiscal Year 2021–22**
Due Date: **October 1, 2021**

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

## SELPA Information

SELPA Name: **East Valley SELPA**

SELPA Code: 3602

## Plan Description

Applicable LEAs for this Plan **Rim of the World Unified School District**

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Additional Support and Services Needed to Address Identified Learning Needs** | Instructional Aides extended from 5 to 6 hours daily to provide inclusion support. Pre-School SDC Instructional Aids extended from 3.5 to 6 hrs daily | All SWD's |
| **Positive Behavior Supports** | | |

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Assessing Learning and Academic Needs of Students** | *Purchase of Sonday Reading Program Assessment tools including PD for all special education teachers (K-8).<br>*Purchase and PD of Pearson Q-Interactive System and assessments | All SWD K-8<br><br>All SWD |
| **Social Emotional Needs** | | |
| **High Quality and Instruction** | Purchase and Implementation of Sonday Reading Program including PD for all special education teachers (K-8) | All SWD K-8 |
| **Supporting Students Return to In-Person Instruction** | Additional English Language Instructional Aides and/or extending the hours of existing staff to support SWD who have EL needs | SWD's identified as English Learners |
| **Child Find** | | |
| **Assessing Students who are Waiting of Initial IEPs** | *Extra duty to teachers/Psychs/SLPs to assess students for initial IEPs<br>*Additional School Psychologist to conduct assessments | Students pending initial assessments for SPED |
| **Complete Overdue IEPs** | *Extra duty to teachers/Psychs/SLPs to assess students for initial IEPs<br>*Additional School Psychologist to conduct assessments | Students with overdue annual and/or triennial IEPs |
| **Other Impacted Areas (Identify the impacted Area and the plan for using the funds)** | Training in the use of integrated assistive technology (within Google Classroom). | All SWDs |

## Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

**2122 Q1- Purchase Sonday System, Q2 - Training, Q3 & 4 - implement and collect data**
**FY 2021-22: Increase hours of special education and EL instructional aides or hire additional EL aides**
**FY 2021-22: Hire School psychologist to assist in overdue initial and triennial assessments**
**2122 Q1- Purchase Q-Interactive digital assessments by Pearson. train personnel, implement by end of Q1**
**FY 2021-22: train personnel in Google/Chrome Assistive Technology, implement Q2**

## Proposed Expenditures

| Object Codes | Learning Recovery Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certificated Salaries | $10,000.00 | Hourly overage for employees for assessments and training |
| 2. 2000–Classified Salaries | $10,000.00 | Hourly overage |
| 3. 3000–Employee Benefits | $5,040.00 | |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $20,000.00 | Sonday System and PD |
| 5. 5000–Services and other operating costs | $165,000.00 | Contract for school Psychologist |
| **6. Total Direct Costs (Total of 1 through 5)** | **$210,040.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | $4,000.10 | Purchase iPads to use the q-interactive application for teachers to reduce time on assessments |
| 8. 7300–Indirect Costs CDE approved rate: 0.0646 (Enter 7.5% as 0.075) | $14,781.90 | The LEA rate quoted was 6.46% |
| **9. Total Grant Budget (Total 6 through 8)** | **$228,822.00** | |

## Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

| | |
|---|---|
| SELPA Name | **East Valley SELPA** |
| SELPA Director Name | Patty Metheny, Ed.D. |
| Date | 9/23/2021 |

**EAST VALLEY SELPA** *Educating Together*

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| Instructional Aides extended from 5 to 6 hours to provide inclusion support. PK SDC extended from 3.5 to 6 hrs. |

**Students Served by Services/Activities**
All SWD's

- ☑ Low Incidence Students
- ☑ Mild/Mod Students
- ☑ Mod/Severe Students
- ☑ English Learners
- ☑ Free/Reduced Lunch Eligible
- ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation: | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: Assessing Learning and Academic Needs of Students |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| 1 - Purchase of Sonday Reading Program including PD |
| 2 - Purchase and PD of Pearson Q-Interactive System and assessments |

**Students Served by Services/Activities**
SWD's K-8, All SWD's

- ☑ Low Incidence Students
- ☑ Mild/Mod Students
- ☑ Mod/Severe Students
- ☑ English Learners
- ☑ Free/Reduced Lunch Eligible
- ☑ Speech Only Students

**Results/Outcomes**
1 - Program purchased and PD completed, teachers are currently implementing
2 - Purchased, teachers trained, currently using iPads to assist with academic assessments for triennials

**Evidence of Results/Outcomes**
1 -
2 - Teachers are finding assessments are quicker to complete on the iPad

| Date(s) of Implementation Oct 2021 | ☐ Not Addressed This Period |
|---|---|

| Impacted Area: High Quality and Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Purchase of Sonday Reading Program including PD |

| Students Served by Services/Activities |
|---|
| SWD K-8 |
| ☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students |
| ☑English Learners ☑Free/Reduced Lunch Eligible ☐Speech Only Students |

| Results/Outcomes |
|---|
| 1 - Program purchased and PD completed, teachers are currently implementing |

| Evidence of Results/Outcomes |
|---|

| Date(s) of Implementation Oct 2021 | ☐Not Addressed This Period |
|---|---|

---

| Impacted Area: Supporting Students Return to In-Person Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Hiring additional EL Instructional Aides and/or extending the hours of existing staff to support SWD who have EL needs |

| Students Served by Services/Activities |
|---|
| SWD's |
| ☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students |
| ☑English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |

| Results/Outcomes |
|---|
| Have had issues hiring staff, EL aides, due to not having applicants |

| Evidence of Results/Outcomes |
|---|

| Date(s) of Implementation Oct 2021 | ☐ Not Addressed This Period |
|---|---|

| Impacted Area:   Assessing Students who are Waiting of Initial IEPs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| *Extra duty to teachers/Psychs/SLPs to assess students for initial IEPs<br>*Hired additional School Psych to support assessments |

| Students Served by Services/Activities |
|---|
| Students pending initial assessments for SPED |

☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students
☑English Learners    ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

| Results/Outcomes |
|---|

| Evidence of Results/Outcomes |
|---|

| Date(s) of Implementation  Oct 2021 | ☐Not Addressed This Period |
|---|---|

---

| Impacted Area:   Complete Overdue IEPs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Training in the use of integrated assistive technology (within Google Classroom). |

| Students Served by Services/Activities |
|---|
| SWDs who would benefit from increased use of assistive technology |

☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students
☑English Learners    ☑Free/Reduced Lunch Eligible  ☑Speech Only Students

| Results/Outcomes |
|---|

| Evidence of Results/Outcomes |
|---|

| Date(s) of Implementation Oct 2021 | ☐ Not Addressed This Period |
|---|---|

| Impacted Area: | Other Impacted Areas (Missed services) |
| --- | --- |

**Description of Services/Activities Aligned with Area of Impact:**

Training in the use of integrated assistive technology (within Google Classroom).

**Students Served by Services/Activities**

SWDs who would benefit from increased use of assistive technology

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

Date(s) of Implementation Oct 2021 ☐Not Addressed This Period

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
| --- | --- | --- | --- | --- |
| 1000 – Certificated Salaries | $ 10,000.00 | | | $ 10,000.00 |
| 2000 – Classified Salaries | $ 10,000.00 | | | $ 10,000.00 |
| 3000 – Employee Benefits | $ 5,040.00 | | | $ 5,040.00 |
| 4000 – Materials and Supplies | $ 20,000.00 | | $ 18,324.00 | $ 1,676.00 |
| 5000 – Services and other operating costs | $ 165,000.00 | | $ 80,960.00 | $ 84,040.00 |
| 6000- Capital Outlay | $ 4,000.10 | | $ 2,192.00 | $ 1,808.10 |
| 7300 – Indirect Costs | $ 14,781.90 | | | $ 14,781.90 |
| Totals | $ 228,822.00 | $ 0.00 | $ 101,476.00 | $ 127,346.00 |

Form Completed By: Derek Swem

| Date Received by SELPA: 01/06/22 | Date Approved by SELPA: 01/06/22 |
| --- | --- |

Date Returned to District for Additional Information:

Additional Information Needed:

Final Approval by SELPA: Jennifer Brooksby

EAST VALLEY
SELPA
*Educating Together*

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation: ☑Not Addressed This Period |

| Impacted Area: Assessing Learning and Academic Needs of Students |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation ☑Not Addressed This Period |

| Impacted Area: | High Quality and Instruction |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Teachers are still using the Sonday Reading Program

**Students Served by Services/Activities**

☑ Low Incidence Students     ☑ Mild/Mod Students     ☑ Mod/Severe Students
☑ English Learners     ☑ Free/Reduced Lunch Eligible     ☑ Speech Only Students

**Results/Outcomes**
Will collect data from reading scores
Teachers statee students are performing better

**Evidence of Results/Outcomes**
Will collect hard data

Date(s) of Implementation 1/10/22 - 3/10/22     ☐ Not Addressed This Period

---

| Impacted Area: | Supporting Students Return to In-Person Instruction |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

**Students Served by Services/Activities**

☐ Low Incidence Students     ☐ Mild/Mod Students     ☐ Mod/Severe Students
☐ English Learners     ☐ Free/Reduced Lunch Eligible     ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

Date(s) of Implementation     ☐ Not Addressed This Period

| Impacted Area: Assessing Students who are Waiting of Initial IEPs |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Contracted school psychologist - working at two schools |
| Students Served by Services/Activities<br><br>☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students<br>☑English Learners    ☑Free/Reduced Lunch Eligible   ☑Speech Only Students |
| Results/Outcomes<br>Making an effort but due to the number of initials recently, is helping the effort |
| Evidence of Results/Outcomes<br>Still have overdue tri's, and initials missing timeline |
| Date(s) of Implementation  1/10/22 - 3/10/22                     ☐Not Addressed This Period |

| Impacted Area: Complete Overdue IEPs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☑Low Incidence Students    ☑Mild/Mod Students    ☑Mod/Severe Students<br>☑English Learners    ☑Free/Reduced Lunch Eligible   ☑Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                                         ☐ Not Addressed This Period |

| | | |
|---|---|---|
| **Impacted Area:** Other Impacted Areas (Missed services) | | |

**Description of Services/Activities Aligned with Area of Impact:**

**Students Served by Services/Activities**

☑Low Incidence Students     ☑Mild/Mod Students     ☑Mod/Severe Students
☑English Learners     ☑Free/Reduced Lunch Eligible     ☑Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation | ☑Not Addressed This Period |
|---|---|

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 10,000.00 | | | $ 10,000.00 |
| 2000 – Classified Salaries | $ 10,000.00 | | | $ 10,000.00 |
| 3000 – Employee Benefits | $ 5,040.00 | | | $ 5,040.00 |
| 4000 – Materials and Supplies | $ 20,000.00 | $ 18,324.00 | | $ 20,000.00 |
| 5000 – Services and other operating costs | $ 165,000.00 | $ 80,960.00 | $ 28,832.32 | $ 136,167.68 |
| 6000- Capital Outlay | $ 4,000.10 | $ 2,192.00 | | $ 4,000.10 |
| 7300 – Indirect Costs | $ 14,781.90 | | | $ 14,781.90 |
| Totals | $ 228,822.00 | $ 101,476.00 | $ 28,832.32 | $ 199,989.68 |

**Form Completed By:** Derek Swem

| | |
|---|---|
| Date Received by SELPA: 03.31.22 | Date Approved by SELPA: 03.31.22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

**Rim of the World USD – June, 2022**
**Learning Recovery Plan Monitoring**

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|

Description of Services/Activities Aligned with Area of Impact:
Had a retired classified staff return to assist with reports and numbers.

Students Served by Services/Activities

☐Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

Results/Outcomes
Data was configured and tabulated to show weaknesses in program

Evidence of Results/Outcomes
none

Date(s) of Implementation: Spring of 2022 ☐Not Addressed This Period

| Impacted Area: Assessing Learning and Academic Needs of Students |
|---|

Description of Services/Activities Aligned with Area of Impact:

Students Served by Services/Activities

☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students
☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students

Results/Outcomes

Evidence of Results/Outcomes

Date(s) of Implementation ☑Not Addressed This Period

| Impacted Area: | High Quality and Instruction |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

Teachers continue with using the reading program implemented in the fall

**Students Served by Services/Activities**

☐ Low Incidence Students     ☑ Mild/Mod Students     ☑ Mod/Severe Students
☑ English Learners     ☐ Free/Reduced Lunch Eligible     ☐ Speech Only Students

**Results/Outcomes**

Students have increased their reading abilities and levels

**Evidence of Results/Outcomes**

Data has not been collected, will need to in August for comparison.

**Date(s) of Implementation** Sept 2021 - June 2022     ☐ Not Addressed This Period

---

| Impacted Area: | Supporting Students Return to In-Person Instruction |
|---|---|

**Description of Services/Activities Aligned with Area of Impact:**

**Students Served by Services/Activities**

☐ Low Incidence Students     ☐ Mild/Mod Students     ☐ Mod/Severe Students
☐ English Learners     ☐ Free/Reduced Lunch Eligible     ☐ Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

**Date(s) of Implementation**     ☑ Not Addressed This Period

| Impacted Area: Assessing Students who are Waiting of Initial IEPs |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| School psych was contracted through an NPA to assist.  Due to the number of initials requested impacting overall numbers, there was no decrease in the number completed, just the number of students assessed.<br>SLP supervisor hired to assist new SLP |

| Students Served by Services/Activities | | |
|---|---|---|
| ☑Low Incidence Students | ☑Mild/Mod Students | ☑Mod/Severe Students |
| ☑English Learners | ☑Free/Reduced Lunch Eligible | ☑Speech Only Students |

| Results/Outcomes |
|---|
| 76 initials completed, along with 110 triennials |

| Evidence of Results/Outcomes |
|---|
| Web DA report |

| Date(s) of Implementation Sept 2021 - June 2022 | ☐Not Addressed This Period |
|---|---|


| Impacted Area: Complete Overdue IEPs |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| School psych was contracted through an NPA to assist.  Due to the number of initials requested impacting overall numbers, there was no decrease in the number completed, just the number of students assessed.<br>SLP supervisor hired to assist new SLP |

| Students Served by Services/Activities | | |
|---|---|---|
| ☑Low Incidence Students | ☑Mild/Mod Students | ☑Mod/Severe Students |
| ☑English Learners | ☑Free/Reduced Lunch Eligible | ☑Speech Only Students |

| Results/Outcomes |
|---|
| 21 tri's and 54 annuals still overdue |

| Evidence of Results/Outcomes |
|---|
| EV SELPA weekly report |

| Date(s) of Implementation Sept 2021 - June 2022 | ☐ Not Addressed This Period |
|---|---|

| Impacted Area: | Other Impacted Areas (Missed services) |
| --- | --- |

**Description of Services/Activities Aligned with Area of Impact:**

School psych was contracted through an NPA to assist.  Due to the number of initials requested impacting overall numbers, there was no decrease in the number completed, just the number of students assessed.
SLP supervisor hired to assist new SLP

**Students Served by Services/Activities**

☑Low Incidence Students   ☑Mild/Mod Students   ☑Mod/Severe Students
☑English Learners   ☑Free/Reduced Lunch Eligible   ☑Speech Only Students

**Results/Outcomes**

21 tri's and 54 annuals still overdue

**Evidence of Results/Outcomes**
EV SELPA weekly report

**Date(s) of Implementation** Sept 2021 - June 2022      ☐Not Addressed This Period

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
| --- | --- | --- | --- | --- |
| 1000 – Certificated Salaries | $ 10,000.00 | | $ 320.00 | $ 9,680.00 |
| 2000 – Classified Salaries | $ 10,000.00 | | $ 1,701.92 | $ 8,298.08 |
| 3000 – Employee Benefits | $ 5,040.00 | | $ 256.10 | $ 4,783.90 |
| 4000 – Materials and Supplies | $ 20,000.00 | $ 18,324.00 | $ 19,454.90 | $ 545.10 |
| 5000 – Services and other operating costs | $ 165,000.00 | $ 109,792.32 | $ 148,952.32 | $ 16,047.68 |
| 6000- Capital Outlay | $ 4,000.10 | $ 2,192.00 | $ 3,127.56 | $ 872.54 |
| 7300 – Indirect Costs | $ 14,781.90 | | | $ 14,781.90 |
| Totals | $ 228,822.00 | $ 130,308.32 | $ 173,812.80 | $ 55,009.20 |

Form Completed By: Derek Swem

| Date Received by SELPA: 06.23.22 | Date Approved by SELPA: 06.23.22 |
| --- | --- |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA:   Jennifer Brooksby | |

California Department of Education
Special Education Division

(Revised September 2021)

# Alternative Dispute Resolution Allocation Plan
## Fiscal Year 2021–22
Due Date: **October 1, 2021**

As a condition of receiving these funds, the special education local plan areas shall, on or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:

- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities;
- and demographics of pupils proposed to be served.

## SELPA Information

SELPA Name: **East Valley SELPA**

SELPA Code: 3602

## Plan Description

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
|---|---|---|
| **Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.** | Staff training - building positive, collaborative relationships, effective communication and building parents as partners. Admin training - conflict mediation, effective communication Parent training - parents as partners, effective communication | FRM 368, EL 67 - Total 379 10/20 Total Unduplicated count: 1343 Autism - 163, HH - 11, ED - 44, ID - 68, MD - 9, OI - 29, OHI - 194, SLD - 563, SLI - 251, TBI-3, VI-3, EMD - 5 |
| **Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act** | First Part of Dine w/ Dir. Meetings: Parent trainings: Initial - IEP 101, Advocacy for your child, Questions around FAPE, Parents as partners, Guest speakers, effective communications | FRM 368, EL 67 - Total: 379 10/20 Total Undup count: 1343 Autism - 163 , HH - 11, ED - 44, ID - 68, MD - 9, OI - 29, OHI - 194, SLD - 563,  SLI- 251, TBI-3, VI-3, EMD - 5 |
| **Parent peer support** | Parent network - provide parent support group - opportunities to bring parents together, monthly meetings - guest speakers | FRM 368, EL 67 - Total: 369 10/20 Total Undup count: 1343 Autism - 163 , HH - 11, ED - 44, ID - 68, MD - 9, OI - 29, OHI - 194, SLD - 563, SLI- 251, TBI-3 |

| Impacted Areas | Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes | Students Served by Proposed Plan |
|---|---|---|
| **Language access provided as a supplement pursuant to state and federal law** | Translation of trainings and written materials by district translator | English Learners 67 |
| **Collaboration with family empowerment centers and other family support organizations.** | | |
| **Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.** | | |
| **Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner.** | | |
| **Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic** | Family outreach - Provide Case Carriers an overview of the community/district outreach opportunities for families. Case carriers act as a liaison between families and outreach to ensure that families needs are being met both academically and socially. (Food, clothing, school tools) | Free and Reduced Meals 368, EL 67 - Total: 379 |
| **Other impacted areas (Identify the impacted area and the plan for using the funds)** | Second part of Dine with the Director Meetings: Build parent/staff relationships, Provide opportunities for parent support/networking/ resources. Develop parent support | FRM 368, EL 67 - Total: 379 10/20 Total Undup count: 1343 Autism - 163 , HH - 11, ED - 44, ID - 68, MD - 9, OI - 29, OHI - 194, SLD - 563,  SLI- 251, TBI-3, |

## Proposed Expenditures

| Object Codes | ADR Allocation Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certified Salaries | $25,000.00 | Staff stipends, Substitute Salary used to support teacher attendance and supplemental pay for presenting/training |
| 2. 2000–Classified Salaries | $20,000.00 | Supplemental pay, substitutes |
| 3. 3000–Employee Benefits | $10,350.00 | Benefits for staff pay |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $13,000.00 | Materials, food and supplies for Parent/staff trainings, Dine with the Director meetings, and Family outreach |
| 5. 5000–Services and other operating costs | $54,774.00 | Contracts for outside providers/presenters. Videographer service to create training videos |
| **6. Total Direct Costs (Total of 1 through 5)** | **$123,124.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | | |
| 8. 7300–Indirect Costs CDE approved rate:      0.0785 (Enter 7.5% as 0.075) | $10,488.00 | Indirect Costs |
| **9. Total Grant Budget (Total 6 through 8)** | **$133,612.00** | |

**Yucaipa-Calimesa JUSD – January 7th, 2021**
**ADR Plan Monitoring**

*Directions: Refer to your district's ADR Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area:    Early Intervention |
|---|
| Description of Services/Activities Aligned with Area of Impact: |

| Students Served by Services/Activities |
|---|

☐ Low Incidence Students          ☐ Mild/Mod Students          ☐ Mod/Severe Students
☐ English Learners          ☐ Free/Reduced Lunch Eligible  ☐ Speech Only Students

| Results/Outcomes |
|---|

| Evidence of Results/Outcomes |
|---|

| Date(s) of Implementation: | ☑ Not Addressed This Period |
|---|---|

| Impacted Area:    Parent Education |
|---|
| Description of Services/Activities Aligned with Area of Impact: |

| Students Served by Services/Activities |
|---|

☐ Low Incidence Students          ☐ Mild/Mod Students          ☐ Mod/Severe Students
☐ English Learners          ☐ Free/Reduced Lunch Eligible  ☐ Speech Only Students

| Results/Outcomes |
|---|

| Evidence of Results/Outcomes |
|---|

| Date(s) of Implementation | ☐ Not Addressed This Period |
|---|---|

| Impacted Area: Parent Peer Support |
|---|
| **Description of Services/Activities Aligned with Area of Impact:**<br>Our team is still in the planning stages |
| **Students Served by Services/Activities**<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| **Results/Outcomes** |
| **Evidence of Results/Outcomes** |
| Date(s) of Implementation ☐Not Addressed This Period |

| Impacted Area: Language Access |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| **Students Served by Services/Activities**<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| **Results/Outcomes** |
| **Evidence of Results/Outcomes** |
| Date(s) of Implementation ☑ Not Addressed This Period |

| Impacted Area:    Outreach |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>As a new Special Education Team in YCJUSD, we are currently connecting and establishing relationships with administrators, teachers, parents and students. |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students<br>☐English Learners      ☐Free/Reduced Lunch Eligible   ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                              ☑Not Addressed This Period |

| Impacted Area:    Other Impacted Areas |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students<br>☐English Learners      ☐Free/Reduced Lunch Eligible   ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                              ☑ Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 25,000.00 | | | $ 25,000.00 |
| 2000 – Classified Salaries | $ 20,000.00 | | | $ 20,000.00 |
| 3000 – Employee Benefits | $ 10,350.00 | | | $ 10,350.00 |
| 4000 – Materials and Supplies | $ 13,000.00 | | | $ 13,000.00 |
| 5000 – Services and other operating costs | $ 54,774.00 | | | $ 54,774.00 |
| 7300 – Indirect Costs | $ 10,488.00 | | | $ 10,488.00 |
| Totals | $ 133,612.00 | $ 0.00 | $ 0.00 | $ 133,612.00 |

Form Completed By: Leslie Burghardt

| | |
|---|---|
| Date Received by SELPA: 01/07/22 | Date Approved by SELPA: 01/07/22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

*Directions: Refer to your district's ADR Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Early Intervention |
|---|

Description of Services/Activities Aligned with Area of Impact:
N/A - Still in planning stages.

Students Served by Services/Activities

☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

Results/Outcomes

Evidence of Results/Outcomes

| Date(s) of Implementation: | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: Parent Education |
|---|

Description of Services/Activities Aligned with Area of Impact:
N/A Still in planning Stages

Students Served by Services/Activities

☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students
☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students

Results/Outcomes

Evidence of Results/Outcomes

| Date(s) of Implementation | ☑ Not Addressed This Period |
|---|---|

| Impacted Area: Parent Peer Support |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>N/A - Still in planning Stages |
| Students Served by Services/Activities<br><br>☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students<br>☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation ☐ Not Addressed This Period |


| Impacted Area: Language Access |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>N/A |
| Students Served by Services/Activities<br><br>☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students<br>☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation ☑ Not Addressed This Period |

| Impacted Area: Outreach |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Consultant contract - IEE assessments related to Parent disagreements during IEP meeting. |
| Students Served by Services/Activities<br><br>☐Low Incidence Students    ☑Mild/Mod Students    ☐Mod/Severe Students<br>☐English Learners    ☐Free/Reduced Lunch Eligible    ☐Speech Only Students |
| Results/Outcomes<br>IEE assessment was shared and reviewed.  Team developed plan to support student's area of need through tutoring.  Process contributed to building relationships and establishing trust with parents. |
| Evidence of Results/Outcomes<br>IEE Report and IEP meeting notes |
| Date(s) of Implementation  October 12, 2021 & 12/15/2021    ☐Not Addressed This Period |

| Impacted Area: Other Impacted Areas |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students    ☐Mild/Mod Students    ☐Mod/Severe Students<br>☐English Learners    ☐Free/Reduced Lunch Eligible    ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation    ☑ Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 25,000.00 | $ 0.00 | $ 0.00 | $ 25,000.00 |
| 2000 – Classified Salaries | $ 20,000.00 | $ 0.00 | $ 0.00 | $ 20,000.00 |
| 3000 – Employee Benefits | $ 10,350.00 | $ 0.00 | $ 0.00 | $ 10,350.00 |
| 4000 – Materials and Supplies | $ 13,000.00 | $ 0.00 | $ 0.00 | $ 13,000.00 |
| 5000 – Services and other operating costs | $ 54,774.00 | $ 0.00 | $ 4,800.00 | $ 49,974.00 |
| 7300 – Indirect Costs | $ 10,488.00 | $ 0.00 | | $ 10,488.00 |
| Totals | $ 133,612.00 | $ 0.00 | $ 4,800.00 | $ 128,812.00 |

Form Completed By: Leslie Burghardt _____

| | |
|---|---|
| Date Received by SELPA: 4/5/22 | Date Approved by SELPA: 4/5/22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA:   Jennifer Brooksby | |

EAST VALLEY
**SELPA**
*Educating Together*

Form Completed By: Leslie Burghardt
_____

| |
|---|
| Have you/will you be making changes to activities or budget on the original approved plan?<br><br>If yes, a copy of the amended plan must be submitted by 07/31/22 |
| No<br><br><br><br><br> |
| What percentage of the funds have you expended as of June 30, 2022?<br><br>Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023?<br><br>How will you ensure 100% of the funds are expended by September 30, 2023? |
| 10%<br><br>We are working on it.  We have planned for Dine with the Director parent meetings with David Dowling as our guest speaker and are planning on sending Admin/TOA/Dean of students to IEP facilitation/mediation trainings this year. |
| In preparation for the final report due September 30, 2023, please complete the below totals to date as of June 30, 2022. |
| 1)  The number of cases mediate through alternative dispute resolution services.<br>45 |
| 2)  The number of cases totally resolved by agreement.<br>30 |
| 3)  The number of cases refusing alternative dispute resolution services and requesting due process.<br>0 |
| 4)  A list of the issues that generated the request for dispute resolution services.<br>Breakdown in trust between site team and family; Disagreement with the offer of FAPE; Confusion and lack of clear communication |
| 5)  Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language.<br>FRM, EL, Autism, HH, ED, ID, MD, OI, OHI, SLD,  SLI,  EMD |
| 6)  A summary of the outreach activities conducted pursuant to this section.<br>EVSELPA parent trainings, Independent Education Evaluation, multiple parent phone calls and meetings.  Learning recovery opportunities. |

| 7) A summary of activities conducted in partnership with family support organization pursuant to this section. |
|---|
| **None** |

Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process?  (Special Ed Complaints/OAH)

Please provide 1-2 examples.

This year, our team participated in multiple ADR trainings with Carlo Rossi and Greg Abell and David Dowling.  Working with our site teams, we have been able to improve parent/team relationships and create a more effective, collaborative team approach at our IEP meetings.  Two examples:  Moving a family away from a private advocate and working directly with the school team, coming to mutual agreement.  The second example was similar in that the family started with an advocate and through the use of conflict mediation and newly learned ADR strategies, the IEP team was able to collaborate directly with the family and eventually they pulled away from the private advocate and strengthened the relationship with the school site team.

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 25,000.00 | $ 0.00 | | $ 25,000.00 |
| 2000 – Classified Salaries | $ 20,000.00 | $ 0.00 | | $ 20,000.00 |
| 3000 – Employee Benefits | $ 10,350.00 | $ 0.00 | | $ 10,350.00 |
| 4000 – Materials and Supplies | $ 13,000.00 | $ 0.00 | | $ 13,000.00 |
| 5000 – Services and Other Operating Costs | $ 54,774.00 | $ 4,800.00 | $ 9,270.50 | $ 45,503.50 |
| 7300 – Indirect Costs | $ 10,488.00 | $ 0.00 | | $ 10,488.00 |
| Totals | $ 133,612.00 | $ 4,800.00 | $ 9,270.50 | $ 124,341.50 |

**For SELPA Use Only**

| Date Received by SELPA: 06.30.22 | Date Approved by SELPA:  07.01.22 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval By SELPA:  Jennifer Brooksby | |

California Department of Education
Special Education Division

(Revised September 2021)

# Learning Recovery Plan
## Fiscal Year 2021–22
Due Date: **October 1, 2021**

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

## SELPA Information

| | |
|---|---|
| SELPA Name: | **East Valley SELPA** |
| SELPA Code: | 3602 |

## Plan Description

| | |
|---|---|
| Applicable LEAs for this Plan | **Yucaipa-Calimesa Joint Unified School District** |

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Additional Support and Services Needed to Address Identified Learning Needs** | Provide Case Carrier daily check-ins and an extra Instructional Aide at each site to support Jumpstart Summer School program. | FRM 368, EL 67 - Total:379 10/20 Total Unduplicated count: 1343 |
| **Positive Behavior Supports** | *Provide tier 1 & 2 training/support in collaboration with General Education. *Provide support for creation of reflection rooms at each school site - provide sensory | FRM 368, EL 67 - Total:379 10/20 Total Unduplicated count: 1343 |

| Impacted Areas | Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) | Students Served by Proposed Plan |
|---|---|---|
| **Assessing Learning and Academic Needs of Students** | Identify student needs through assessment and provide training for teachers in UDL/ Differentiation. | FRM 368, EL 67 - Total:379 10/20 Total Unduplicated count: 1343 |
| **Social Emotional Needs** | Train all SPED staff in Zones of Regulation. Train GE Teachers in Executive Functioning/Autism to support teachers in supporting students in inclusion. | FRM 368, EL 67 - Total:379 10/20 Total Unduplicated count: 1343 |
| **High Quality and Instruction** | *Before/after school learning opportunities (tutoring, Orton Gillingham training for Reading Specialists at each site, expanded learning opportunities in IEPs. | FRM 368, EL 67 - Total:379 10/20 Total Unduplicated count: 1343 |
| **Supporting Students Return to In-Person Instruction** | Add 4 Behavior Support Facilitation Aides to support students and assist teachers in implementing strategies that increase self-regulation and academic growth. *Decrease in the number of behavior | Identified SWDs with social/ emotional/behavioral needs |
| **Child Find** | Add Behavior Support Facilitation Aides to support students and assist teachers in implementing strategies | At-risk students |
| **Assessing Students who are Waiting of Initial IEPs** | | |
| **Complete Overdue IEPs** | | |
| **Other Impacted Areas (Identify the impacted Area and the plan for using the funds)** | Add a Moderate/Severe (M/S) Life Skills Teacher (Temp) to provide supports for students with M/S disabilities who are aging-out. | Students with Moderate/Severe disabilities |

## Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

**JumpStart Summer School - Identify learning needs  - Stakeholder surveys        10/21 - 2/22**
    ***ELA and Math curriculum:   Research - 10/21-2/22  Purchase - 3/22-6/22**
    ***Provide Instructional Aides, Case Carrier check-ins, and counselors  -    6/22 - 7/22**
    ***Provide Technology, as needed, for at home support**
**Social / Emotional Learning opportunities**
    ***Counselor trainings and collaboration  - Ongoing**
    ***Zones of Regulation - SpEd staff  -  Multiple trainings over the next two years**
    ***Executive Functioning training to support inclusion - Multiple trainings over the next**
years

## Proposed Expenditures

| Object Codes | Learning Recovery Funds (Expenditures) | Itemized Description and Justification |
|---|---|---|
| 1. 1000–Certificated Salaries | $69,668.00 | Supplemental pay, substitute pay |
| 2. 2000–Classified Salaries | $100,000.00 | Supplemental pay, substitute pay |
| 3. 3000–Employee Benefits | $48,360.00 | Employee benefits |
| 4. 4000–Materials and Supplies (cannot exceed 10%) | $75,000.00 | ELA/Math Curriculum Reflection room materials/books |
| 5. 5000–Services and other operating costs | $392,263.00 | UDL Training, Behavior support training for certificated & classified personnel. General Education staff to support inclusion. Literacy |
| **6. Total Direct Costs (Total of 1 through 5)** | **$685,291.00** | |
| 7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase) | | |
| 8.  7300–Indirect Costs CDE approved rate:      0.0785 (Enter 7.5% as 0.075) | $58,377.00 | Indirect Costs |
| **9. Total Grant Budget (Total 6 through 8)** | **$743,668.00** | |

## Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

| | |
|---|---|
| SELPA Name | **East Valley SELPA** |
| SELPA Director Name | Patty Metheny, Ed.D |
| Date | 9/23/2021 |

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area:    Additional Support and Services Needed to Address Identified Learning Needs |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| **Students Served by Services/Activities** <br><br> ☐Low Incidence Students  ☐Mild/Mod Students  ☐Mod/Severe Students <br> ☐English Learners  ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| **Results/Outcomes** |
| **Evidence of Results/Outcomes** |
| **Date(s) of Implementation:**                                              ☑Not Addressed This Period |

| Impacted Area:    Positive Behavior Supports |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** <br> Better Behavior Blueprint Training has been provided to multiple staff at all school sites.  Our Program Specialist has developed a follow-up training and offered to all administrators.  All paraprofessionals, YDAs and Campus Monitors have been signed up to participate in an extended behavior training, spanning over 8 modules.  Zones of Regulation training provided to counselors and Student Services Special Education team. |
| **Students Served by Services/Activities** <br> All students <br> ☑Low Incidence Students  ☑Mild/Mod Students  ☑Mod/Severe Students <br> ☑English Learners  ☑Free/Reduced Lunch Eligible  ☑Speech Only Students |
| **Results/Outcomes** <br> Developing a more district-aligned approach to dealing with behavior.  Aligning philosophy, practice and vocabulary across school districts. |
| **Evidence of Results/Outcomes** <br> Team-developed, individualized behavior plans, modifications and adaptations to support individual students, improved behavior |
| **Date(s) of Implementation** Oct., Nov. (2021) and January (2022) - Ongoing… ☐ Not Addressed This Period |

| Impacted Area:   Assessing Learning and Academic Needs of Students |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐ Low Incidence Students  ☐ Mild/Mod Students  ☐ Mod/Severe Students<br>☐ English Learners  ☐ Free/Reduced Lunch Eligible  ☐ Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                              ☑ Not Addressed This Period |


| Impacted Area:   Social Emotional Needs |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Better Behavior Blueprint Training has been provided to multiple staff at all school sites.  Our Program Specialist has developed a follow-up training and offered to all administrators.  All paraprofessionals, YDAs and Campus Monitors have been signed up to participate in an extended behavior training, spanning over 8 modules.  Zones of Regulation training provided to counselors and Student Services Special Education team. |
| Students Served by Services/Activities<br>All SWD<br>☑ Low Incidence Students  ☑ Mild/Mod Students  ☑ Mod/Severe Students<br>☑ English Learners  ☑ Free/Reduced Lunch Eligible  ☐ Speech Only Students |
| Results/Outcomes<br>Developing a more district-aligned approach to dealing with behavior.  Aligning philosophy, practice and vocabulary across school districts. |
| Evidence of Results/Outcomes<br>Team-developed, individualized behavior plans, modifications and adaptations to support individual students, improved behavior |
| Date(s) of Implementation Oct., Nov. (2021) Jan. (2022)          ☐ Not Addressed This Period |

| Impacted Area:   High Quality and Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students<br>☐English Learners            ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                          ☐Not Addressed This Period |

| Impacted Area:   Supporting Students Return to In-Person Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students<br>☐English Learners           ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                          ☑ Not Addressed This Period |

| Impacted Area:    Child Find |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students<br>☐English Learners      ☐Free/Reduced Lunch Eligible    ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation          ☐Not Addressed This Period |

| Impacted Area:    Other Impacted Areas (Missed services) |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students<br>☐English Learners      ☐Free/Reduced Lunch Eligible    ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation          ☑Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 69,668.00 | | $ 138.51 | $ 69,529.49 |
| 2000 – Classified Salaries | $ 100,000.00 | | | $ 100,000.00 |
| 3000 – Employee Benefits | $ 48,360.00 | | $ 28.30 | $ 48,331.70 |
| 4000 – Materials and Supplies | $ 75,000.00 | | $ 1,821.41 | $ 73,178.59 |
| 5000 – Services and other operating costs | $ 392,263.00 | | $ 2,685.00 | $ 389,578.00 |
| 7300 – Indirect Costs | $ 58,377.00 | | | $ 58,377.00 |
| Totals | $ 743,668.00 | $ 0.00 | $ 4,673.22 | $ 738,994.78 |

Form Completed By: Leslie Burghardt

| Date Received by SELPA: 01/07/22 | Date Approved by SELPA: 01/07/22 |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area:    Additional Support and Services Needed to Address Identified Learning Needs |
|---|

**Description of Services/Activities Aligned with Area of Impact:**
Provide extra hours for Speech teachers to conduct assessments and prepare reports for higher number of referrals.

**Students Served by Services/Activities**
SAI and SLP students

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

**Results/Outcomes**

**Evidence of Results/Outcomes**

| Date(s) of Implementation: 2021/22 school year - ongoing | ☑Not Addressed This Period |
|---|---|

| Impacted Area:    Positive Behavior Supports |
|---|

**Description of Services/Activities Aligned with Area of Impact:**
Certificated and Paraprofessional training has been and continues to be provided to Teachers, Support Staff, and Paraprofessionals across the district in an effort to support behavior/inclusion/instruction across the district.

**Students Served by Services/Activities**

☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students
☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students

**Results/Outcomes**
Developing a more district-aligned approach to supporting behavior and building a culture of inclusion.  Aligning philosophy, practice and vocabulary across all schools within the district.

**Evidence of Results/Outcomes**
Collaborative, team approach developing at all school sites.  Team-developed, Individual behavior plans, modifications, and adaptations to support individual students at multiple school sites.  Behavior support requests have dropped significantly.

| Date(s) of Implementation 21/22 school year | ☑ Not Addressed This Period |
|---|---|

| Impacted Area:    Assessing Learning and Academic Needs of Students |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students      ☐Mild/Mod Students      ☐Mod/Severe Students<br>☐English Learners      ☐Free/Reduced Lunch Eligible   ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                ☑Not Addressed This Period |

| Impacted Area:    Social Emotional Needs |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Continuing to provide Behavior/Trauma-informed training to school sites.  Training provided by our Program Specialist. |
| Students Served by Services/Activities<br><br>☑Low Incidence Students      ☑Mild/Mod Students      ☑Mod/Severe Students<br>☑English Learners      ☑Free/Reduced Lunch Eligible   ☑Speech Only Students |
| Results/Outcomes<br>Developing a district-aligned approach to supporting students with behavior through trauma-informed practices. |
| Evidence of Results/Outcomes<br>School teams are developing a collaborative team-approach to supporting students through behavior.  Individualized behavior plans are being implemented with modifications and adaptations to support individual student needs.<br>We have seen a decrease in the numbers of requests for behavior support. |
| Date(s) of Implementation 21/22 school year           ☐ Not Addressed This Period |

| Impacted Area: High Quality and Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact:<br>Building expertise in the area of inclusion - purchased materials to support training in the area of Co-teaching |
| Students Served by Services/Activities<br><br>☑Low Incidence Students ☑Mild/Mod Students ☑Mod/Severe Students<br>☑English Learners ☑Free/Reduced Lunch Eligible ☑Speech Only Students |
| Results/Outcomes<br>In process |
| Evidence of Results/Outcomes<br>In process, no evidence to report |
| Date(s) of Implementation 22/23 school year ☑Not Addressed This Period |

| Impacted Area: Supporting Students Return to In-Person Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation ☑Not Addressed This Period |

| Impacted Area:   Child Find |
| --- |
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students    ☐Mild/Mod Students    ☐Mod/Severe Students<br>☐English Learners    ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation              ☑Not Addressed This Period |

| Impacted Area:   Other Impacted Areas (Missed services) |
| --- |
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students    ☐Mild/Mod Students    ☐Mod/Severe Students<br>☐English Learners    ☐Free/Reduced Lunch Eligible  ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation              ☑Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 69,668.00 | $ 138.51 | $ 23,097.21 | $ 46,570.79 |
| 2000 – Classified Salaries | $ 100,000.00 | | $ 168.86 | $ 99,831.14 |
| 3000 – Employee Benefits | $ 48,360.00 | $ 28.30 | $ 4,748.33 | $ 43,611.67 |
| 4000 – Materials and Supplies | $ 75,000.00 | $ 1,821.41 | $ 6,164.74 | $ 68,835.26 |
| 5000 – Services and other operating costs | $ 392,263.00 | $ 2,685.00 | $ 26,648.00 | $ 365,615.00 |
| 7300 – Indirect Costs | $ 58,377.00 | | | $ 58,377.00 |
| Totals | $ 743,668.00 | $ 4,673.22 | $ 60,827.14 | $ 682,840.86 |

Form Completed By: Leslie Burghardt

| | |
|---|---|
| Date Received by SELPA: 4/5/22 | Date Approved by SELPA: 4/5/22 |
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: Jennifer Brooksby | |

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

| Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| **Students Served by Services/Activities** <br><br> ☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students <br> ☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students |
| **Results/Outcomes** |
| **Evidence of Results/Outcomes** |
| Date(s) of Implementation: ☐ Not Addressed This Period |

| Impacted Area: Positive Behavior Supports |
|---|
| **Description of Services/Activities Aligned with Area of Impact:** |
| **Students Served by Services/Activities** <br><br> ☐ Low Incidence Students ☐ Mild/Mod Students ☐ Mod/Severe Students <br> ☐ English Learners ☐ Free/Reduced Lunch Eligible ☐ Speech Only Students |
| **Results/Outcomes** |
| **Evidence of Results/Outcomes** |
| Date(s) of Implementation ☐ Not Addressed This Period |

| Impacted Area:   Assessing Learning and Academic Needs of Students |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation ☐Not Addressed This Period |


| Impacted Area:   Social Emotional Needs |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation ☐ Not Addressed This Period |

| Impacted Area: High Quality and Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation ☐Not Addressed This Period |

| Impacted Area: Supporting Students Return to In-Person Instruction |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation ☐ Not Addressed This Period |

| Impacted Area:    Child Find |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                                                      ☐Not Addressed This Period |

| Impacted Area:    Other Impacted Areas (Missed services) |
|---|
| Description of Services/Activities Aligned with Area of Impact: |
| Students Served by Services/Activities<br><br>☐Low Incidence Students ☐Mild/Mod Students ☐Mod/Severe Students<br>☐English Learners ☐Free/Reduced Lunch Eligible ☐Speech Only Students |
| Results/Outcomes |
| Evidence of Results/Outcomes |
| Date(s) of Implementation                                                      ☐Not Addressed This Period |

*Indicate funds spent to date*

| Object Code | Amount Allocated | Amount Previously Reported | Amount Spent (To Date) | Amount Remaining |
|---|---|---|---|---|
| 1000 – Certificated Salaries | $ 69,668.00 | $ 23,097.21 | | $ 69,668.00 |
| 2000 – Classified Salaries | $ 100,000.00 | $ 168.86 | | $ 100,000.00 |
| 3000 – Employee Benefits | $ 48,360.00 | $ 4,748.33 | | $ 48,360.00 |
| 4000 – Materials and Supplies | $ 75,000.00 | $ 6,164.74 | | $ 75,000.00 |
| 5000 – Services and other operating costs | $ 392,263.00 | $ 26,648.00 | | $ 392,263.00 |
| 7300 – Indirect Costs | $ 58,377.00 | | | $ 58,377.00 |
| Totals | $ 743,668.00 | $ 60,827.14 | $ 0.00 | $ 743,668.00 |

Form Completed By: _____

| Date Received by SELPA: | Date Approved by SELPA: |
|---|---|
| Date Returned to District for Additional Information: | |
| Additional Information Needed: | |
| Final Approval by SELPA: | |

# 4.11 Compliance Monitoring

# EV SELPA IEP Compliance Monitoring

## Colton Late IEPs as of 7.13.22



Chart data:

| Category | 3/23/22 | 7/6/22 | 7/13/22 |
|----------|---------|--------|---------|
| Initial | 48 | 27 | 14 |
| Triennial | 112 | 45 | 45 |
| Annual | 286 | 66 | 63 |
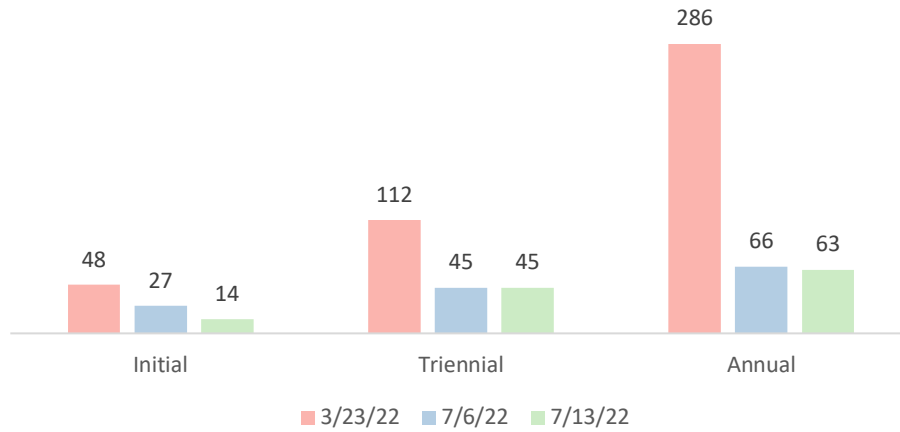
## Redlands Late IEPs as of 7.13.22



Chart data:

| Category | 3/23/22 | 7/6/22 | 7/13/22 |
|----------|---------|--------|---------|
| Initial | 40 | 14 | 14 |
| Triennial | 74 | 27 | 26 |
| Annual | 146 | 47 | 47 |
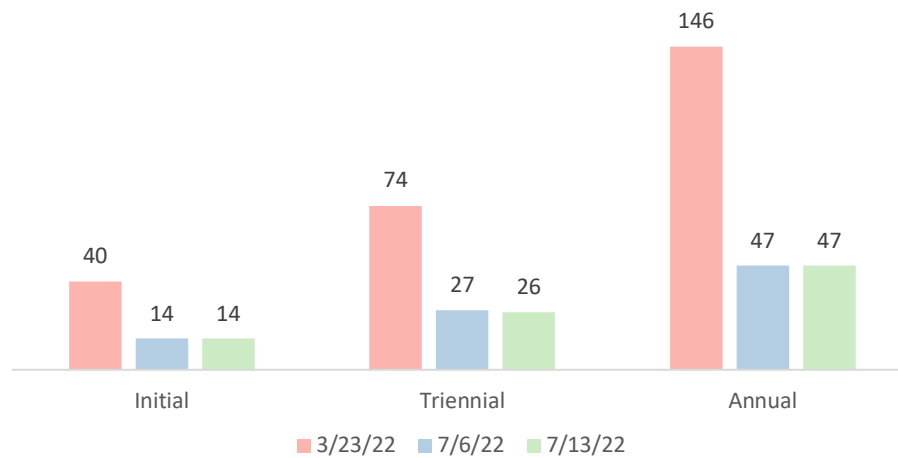
# EV SELPA IEP Compliance Monitoring

## Rialto Late IEPs as of 7.13.22

| | 3/23/22 | 7/6/22 | 7/13/22 |
|---|---|---|---|
| Initial | 29 | 20 | 20 |
| Triennial | 107 | 46 | 46 |
| Annual | 210 | 65 | 65 |

Legend: ■ 3/23/22  ■ 7/6/22  ■ 7/13/22

## Rim Late IEPs as of 7.13.22

| | 3/23/22 | 7/6/22 | 7/13/22 |
|---|---|---|---|
| Initial | 27 | 28 | 28 |
| Triennial | 23 | 18 | 18 |
| Annual | 59 | 41 | 41 |

Legend: ■ 3/23/22  ■ 7/6/22  ■ 7/13/22
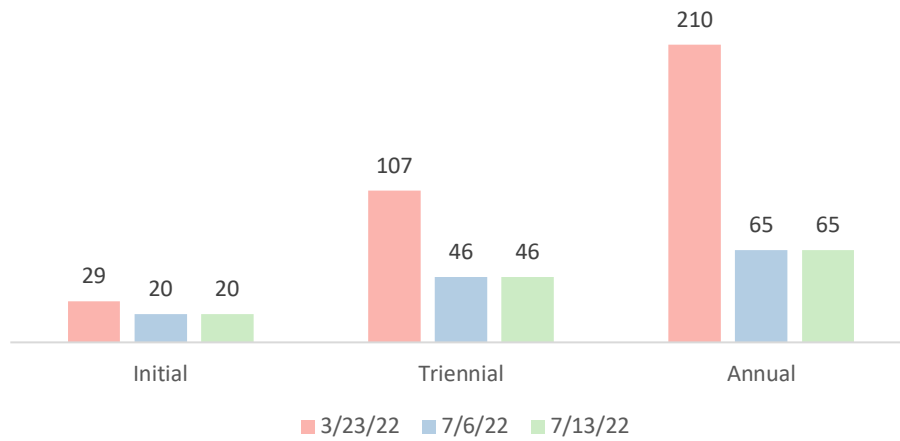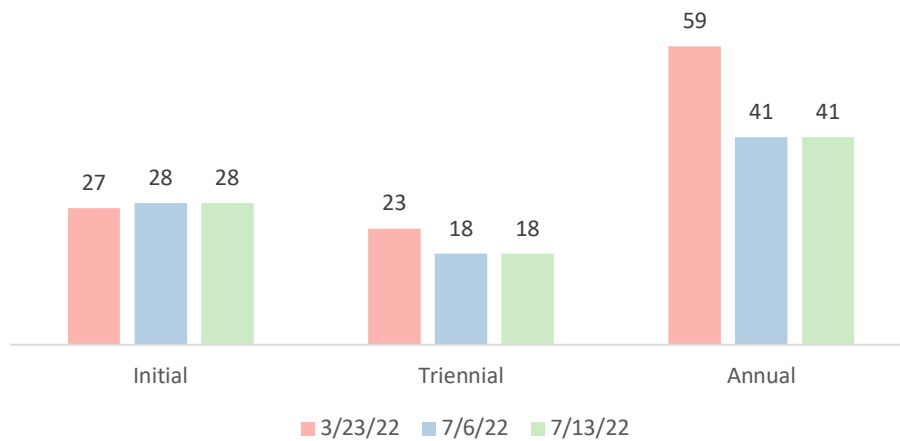
07.13.22

# EV SELPA IEP Compliance Monitoring

## SBCSS Late IEPs as of 7.13.22

| Category | 3/23/22 | 7/6/22 | 7/13/22 |
|----------|---------|--------|---------|
| Initial | 10 | 8 | 8 |
| Triennial | 79 | 66 | 64 |
| Annual | 207 | 105 | 100 |

Legend: ■ 3/23/22  ■ 7/6/22  ■ 7/13/22
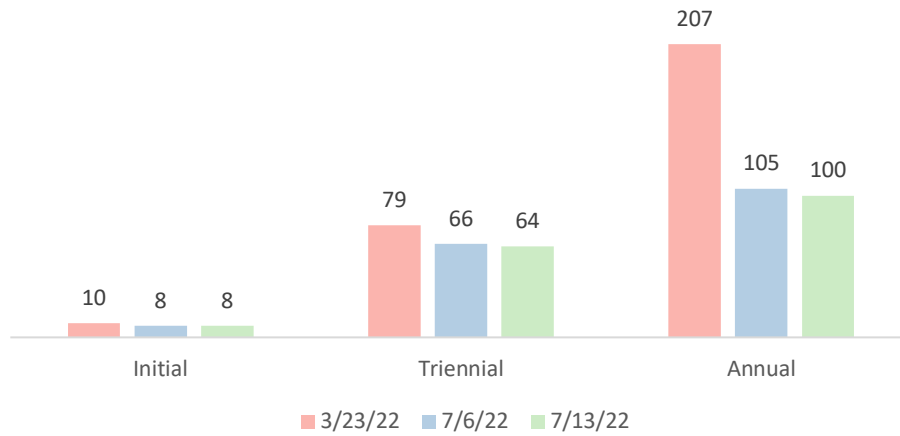
## Yucaipa Late IEPs as of 7.13.22

| Category | 3/23/22 | 7/6/22 | 7/13/22 |
|----------|---------|--------|---------|
| Initial | 2 | 1 | 1 |
| Triennial | 26 | 7 | 7 |
| Annual | 74 | 13 | 12 |

Legend: ■ 3/23/22  ■ 7/6/22  ■ 7/13/22
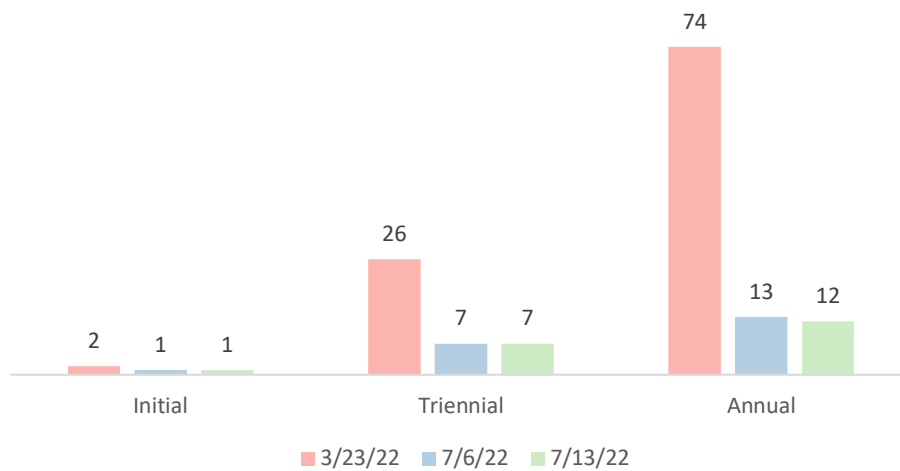
# MEETING DELAY CODES

| CODE | NAME | CODE SET DEFINITION |
|---|---|---|
| 10 | Parent Refused to Consent | The meeting was delayed because the parent refused to consent. |
| 20 | Parent Did Not Make Child Available | The meeting was delayed because the parent did not make child available. |
| 30 | Parent Contacted – Did Not Attend | The meeting was relayed because the parent, even though contacted, did not attend. |
| 40 | School Break | The meeting was delayed because of an official school break of MORE than five days. |
| 50 | Transfer | The meeting was delayed because the student transferred out of the school before the meeting occurred. |
| 60 | School Emergency * | The meeting was delayed due to circumstances beyond the staff's control such as a natural disaster (flood, earthquake), or other emergency situations where the students and staff must be evacuated. |
| 70 | Student Emergency | The meeting was delayed because of hospitalization, parent incarceration, house burned down, or other emergencies involving the student that are not identified in other reasons for the delayed meeting. |
| 75 | Temporary School Closure * | The meeting was delayed due to the temporary closure of the school for reasons such as emergency maintenance or repairs. |
| 80 | Legal Proceedings | The meeting was delayed due to legal proceedings involving the child, the LEA, and or parents. |
| 85 | Did Not Pass Hearing/Vision Screening | The meeting was delayed because the student did not pass their hearing and /or vision screening. |
| 90 | Late Without Cause* | |

* Per CDE, delay codes for School Emergency, Temporary School Closure, and Late Without Cause are not excluded for compliance monitoring purposes.

4.12 CALPADS Student Data

# DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

Facilitated by:

Dr. Patty Metheny, Chief Administrative Officer

Jennifer Brooksby, Program Manager

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

Intended Audience:

| Date & Time: | Register Online: |
|---|---|
| **Thursday, August 25, 2022** 2:00—3:30 pm | https://sbcss.k12oms.org/46-217295 |
| **Thursday, October 20, 2022** 2:00—3:30 pm | https://sbcss.k12oms.org/46-217296 |
| **Thursday, January 19, 2023** 2:00—3:30 pm | https://sbcss.k12oms.org/46-217297 |
| **Thursday, April 27, 2023** 2:00—3:30 pm | https://sbcss.k12oms.org/46-217298 |

Location:

Dorothy Inghram learning Center/ EV SELPA

670 E. Carnegie Drive, San Bernardino, CA 92408

4.13 EV SELPA 2022/2023 Brochure

# East Valley Special Education Local Plan Area
# Information Guide



**670 E. Carnegie Drive**
**San Bernardino, CA  92408**

**eastvalleyselpa.org**

**Dr. Patty Metheny, Chief Administrative Officer**
**July 1, 2022**

# MISSION STATEMENT

The mission of the East Valley 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 each student become a successful member of society
• Encouraging learning as an unlimited, life-long process

# OVERVIEW

The East Valley Special Education Local Plan Area (SELPA) coordinates special education services for more than 10,000 special education students within five school districts, including Colton Joint Unified, Redlands Unified, Rialto Unified, Rim of the World Unified, Yucaipa-Calimesa Joint Unified, plus San Bernardino County Schools-East Valley Student Services. The districts have joined together to ensure that students with disabilities are provided appropriate educational services in the least restrictive environment.

The Superintendents from each of the districts and the County Schools Student Services Assistant Superintendent form the Board of Directors of the East Valley SELPA. The Board oversees the implementation of the Special Education Local Plan and gives direction and supervision to the SELPA Administrator.

Personnel in the East Valley SELPA are a resource to all staff members and parents within the member districts. Responsibilities of all SELPA personnel follow the guidelines established by the Board of Directors.

# ADMINISTRATION
## *Patty Metheny, Ed.D., SELPA Chief Administrative Officer*

The SELPA Chief Administrative Officer is responsible for developing and implementing procedures in accordance with the Board of Directors' policies. Other responsibilities include:

- Serving as the Executive Secretary to the Board of Directors
- Serving as chairperson of SELPA Steering Committee
- Facilitating the SELPA Community Advisory Committee
- Developing and implementing operating procedures
- Coordinating regionalized services
- Developing annual income and expenditure budgets for the SELPA
- Coordinating professional development opportunities
- Developing interagency agreements
- Facilitating the provision of fee-for-service programs
- Ensuring procedural safeguards and due process rights
- Coordinating services via the Transition Partnership Program
- Representing the SELPA at local, regional and state meetings

# DUE PROCESS
## *Rick Homutoff, Ed.D., Program Manager*

The Program Manager for due process serves professional staff, parents, students and administrators and is under the direction and supervision of the SELPA Administrator. Working with a representative from each participating district or agency, the Program Manager coordinates activities related to procedural safeguards and due process functions. Responsibilities include:

- Investigating complaints regarding special education programs
- Assisting districts in mediations and fair hearings
- Working with attorneys to represent districts
- Providing information on state and federal law
- Representing SELPA at local, regional and state meetings
- Providing exemplary program information
- Providing in-services to district personnel
- Acting as a resource at Individual Education Program (IEP) team meetings

# REGIONAL SERVICES
## *Jennifer Brooksby, M.S., Program Manager*

The Program Manager for regional services supports member districts by working with representative from each participating district or agency as well as SELPA and state personnel to coordinate activities related to compliance and procedural practices. Responsibilities include:

- Assisting districts with compliance review preparation and activities
- Providing oversight for students placed in nonpublic schools
- Facilitating inter-district and inter-SELPA transfers
- Facilitating professional collaboration groups
- Revising SELPA policies and procedures handbook
- Reviewing and revising SELPA forms to comply with state and federal law
- Representing SELPA at local, regional and state meetings

# BEHAVIORAL HEALTH
## *Tracy Schroeder, M.A., Program Manager*

The Program Manager for behavioral health oversees the provision of educationally related mental health services and supports the provision of other direct services provided by the SELPA. Responsibilities include:

- Administers the operations of the Behavioral Health program
- Collaborates with private and public agencies including school districts and community agencies;
- Conducts assessments and provides oversight of residentially placed students
- Coordinates in-home behavioral/social work services for students
- Reviews program budget and staffing;
- Trains and supervises staff.

# FISCAL SERVICES
## *Andrea Tennyson, SELPA Consultant*

Under the supervision of the SELPA Administrator, the SELPA Consultant is responsible for coordinating the fiscal procedures and functions of the SELPA and acts in an advisory capacity to the districts regarding special education funding.  Responsibilities include:

- Special education funding
- Management Information System for special education students
- Fiscal planning and compliance
- Budget development and implementation
- State reporting (fiscal and program/student)
- Service areas are Pupil Count (including Federal Quota & Deaf/blind registry), Grants, Low Incidence, and the Transition Partnership Project)

# SELPA SUPPORT SERVICES

The East Valley SELPA provides support to member districts in the following areas:
Special education funding

- Student data maintenance and support
- Nonpublic school and agency contract development, individual service agreements, billing, monitoring
- Professional development scheduling and facilitating
- Low Incidence equipment procurement and processing
- Due process and complaints
- Referral processing and follow-up

# STAFF DEVELOPMENT OPPORTUNITIES

The East Valley SELPA offers a spectrum of training activities at a variety of levels designed to match learners' needs with program offerings.

It is the belief of East Valley SELPA that:

- Effective staff development programs recognize principles of adult learning and the continuous professional competence and commitment of all employees.

- Participation in professional development enhances professional effectiveness.

- Staff development is most effective in bringing about change when programs are on-going and there is ample opportunity for follow-up.

- Needs identified by various constituent groups and individuals are the basis for designing staff development activities and trainings.

- Commitment to implement planned change is built through collaboration and communication.

# PROGRAM SPECIALISTS

To efficiently meet the needs of each district in the East Valley SELPA, the Program Specialists serve as a resource to administrators, general education teachers, special education teachers, related services personnel, students and parents, and are under the direction and supervision of the SELPA Administrator.  The services they provide include:

**Behavior Intervention:**  develop, together with the teacher and student, behavior support plans for specific students
**Core Curriculum:**  assist in developing and/or adapting the core curriculum to meet the changing needs of special education individuals in the classroom
**IEP Meetings:**  serve as a resource person for IEP teams in development of IEP goals and objectives
**Instructional Techniques:**  demonstrate specific instructional techniques or the use of specific materials
**Inclusion/Collaboration:**  give assistance to teachers, parents and students in providing integration of special education students into regular education classrooms or into the community
**Observation:**  observe or provide informal assessment of students about whom school personnel have serious concerns
**General Education Students with Special Needs:**  provide strategies and materials to use with the child who does not qualify for special education services
**Specialized Materials:**  assist in locating or preparing specialized materials for students with unique problems
**Training:**  provide training to regular and special education teachers, instructional aides, administrators and parents on a variety of topics based on specific needs or requests
**Transition:**  assist in planning for students at all levels who are preparing for transition from formal education to adult life

# ITINERANT STAFF

Itinerant staff provide direct assistance to administrators, individual teachers, support staff, parents, and students as requested.  Itinerant staff work in the following service areas:

### School-Based Occupational & Physical Therapy
- Provide occupational therapy assessment & consultation for children 3-22 years of age in special education as part of a multidisciplinary team
- Evaluate abnormal patterns of posture & movement
- Assist teachers in developing functional fine motor goals for the IEP.
- Provide school-based, short-term occupational therapy

### Educationally Related Mental Health Services
- Evaluate need for school-based mental health services
- Provide individual in-school counseling and residential monitoring
- Collateral contact with teachers and parents
- Social Work Services: case-manager services (TBS, Success First)

### Transition Partnership Project
- Partner with the Department of Rehabilitation and SELPA member districts to support employment for special education high school seniors and recent graduates
- Work with local employers to access and support student work experience and long term employment

# East Valley SELPA Personnel

| | |
|---|---|
| ***Administration*** | ***TELEPHONE #*** |
| Patty Metheny, Ed.D, Chief Administrative Officer | 252-4507 |
| | |
| ***Due Process*** | |
| Rick Homutoff, Ed.D., Program Manager | 252-4541 |
| | |
| ***Regional Services*** | |
| Jennifer Brooksby, Program Manager | 252-4521 |
| | |
| ***Behavioral Health*** | |
| Tracy Schroeder, Program Manager | 252-4522 |
| | |
| ***Fiscal*** | |
| Andrea Tennyson, Consultant | 252-4508 |
| | |
| ***Support Staff*** | |
| <u>Rosalva Contreras, Administrative Assistant</u> | 252-4507 |
| Elizabeth Coronel, Accounting Technician | 252-4542 |
| Tami Goldstein, SELPA Services Specialist | 252-4502 |
| Celida Guerrero, SELPA Services Specialist | 252-4564 |
| Sonya Hall, Program Technician | 252-4509 |
| Robin Robbins, SELPA Services Specialist | 252-4541 |
| Emily Belcher, Student Worker | 252-4536 |
| Nicholas Junker, Student Worker | 252-4578 |
| Chloe Pearson, Student Worker | 252-4507 |
| | |
| ***Program Specialists*** | |
| Courtney Beatty, Program Specialist | 252-4519 |
| Mary Anne Klenske, Program Specialist | 252-4524 |
| Colleen Meland, Program Specialist | 252-4525 |
| Shannon Vogt, Program Specialist | 252-4523 |
| | |
| ***School-Based Occupational Therapy Staff*** | |
| <u>Jo-Ann Vargas, Lead School Occupational Therapist II</u> | 252-4538 |
| Danielle Allen, School Occupational Therapist II | 252-4518 |
| Vacant, Contract Occupational Therapist | 252-4564 |
| Hailey Campa, School Occupational Therapist II | 252-4545 |
| Patricia Chavez, School Occupational Therapist II | 252-4511 |
| Tara Douglas, Contract Certified Occupational Therapist Assistant | 252-4564 |
| Will Hardy, School Occupational Therapist II | 252-4178 |
| Tricia Mimaki, School Occupational Therapist II | 252-4177 |
| Vacant, Contract Occupational Therapist | 252-4564 |
| Nicole Ortiz, School Occupational Therapist II | 252-4513 |
| Talia Orozco, Contract Certified Occupational Therapist Assistant | 252-4564 |
| Tracey Ravanzo, School Occupational Therapist II | 252-4175 |
| | |
| ***School-Based Physical Therapy Staff*** | |
| Belinda Block, Physical Therapist | 252-4544 |
| | |
| ***Educationally Related Mental Health Services Staff*** | |
| Stacy Gray, Behavioral Health Counselor | 252-4510 |
| Sepehr Kalantari, Behavioral Health Counselor | 252-4546 |
| Gloria Ybarra, Behavioral Health Counselor | 252-4537 |

***Transition Partnership Project Staff***

| | |
|---|---|
| <u>Helen Junker, Transition Project Assistant</u> | 252-4514 |
| Vera Diaz, Work Incentive Technician | 252-4539 |
| Sandie Gutierrez, Transition Case Technician | 252-4516 |
| April Neumann, Transition Case Technician | 252-4517 |
| Danette Villalobos, Transition Case Technician | 252-4515 |

# 4.14 EV SELPA 2022/2023 Professional Development Catalog

2022-2023 *Professional Development Catalog*

# EAST VALLEY
# SELPA
*Educating Together*

# EAST VALLEY SELPA
## Educating Together

*East Valley Special Education Local Plan Area (SELPA)*

**Patty Metheny, Ed.D.,**
**Chief Administrative Officer**
**Ph. 909.252.4507     Fax 909.252.4533**
**patty.metheny@sbcss.net**
**eastvalleyselpa.org**

**Dorothy Inghram Learning Center**
**"Home of the East Valley SELPA"**
**670 E. Carnegie Drive, San Bernardino, CA 92408**
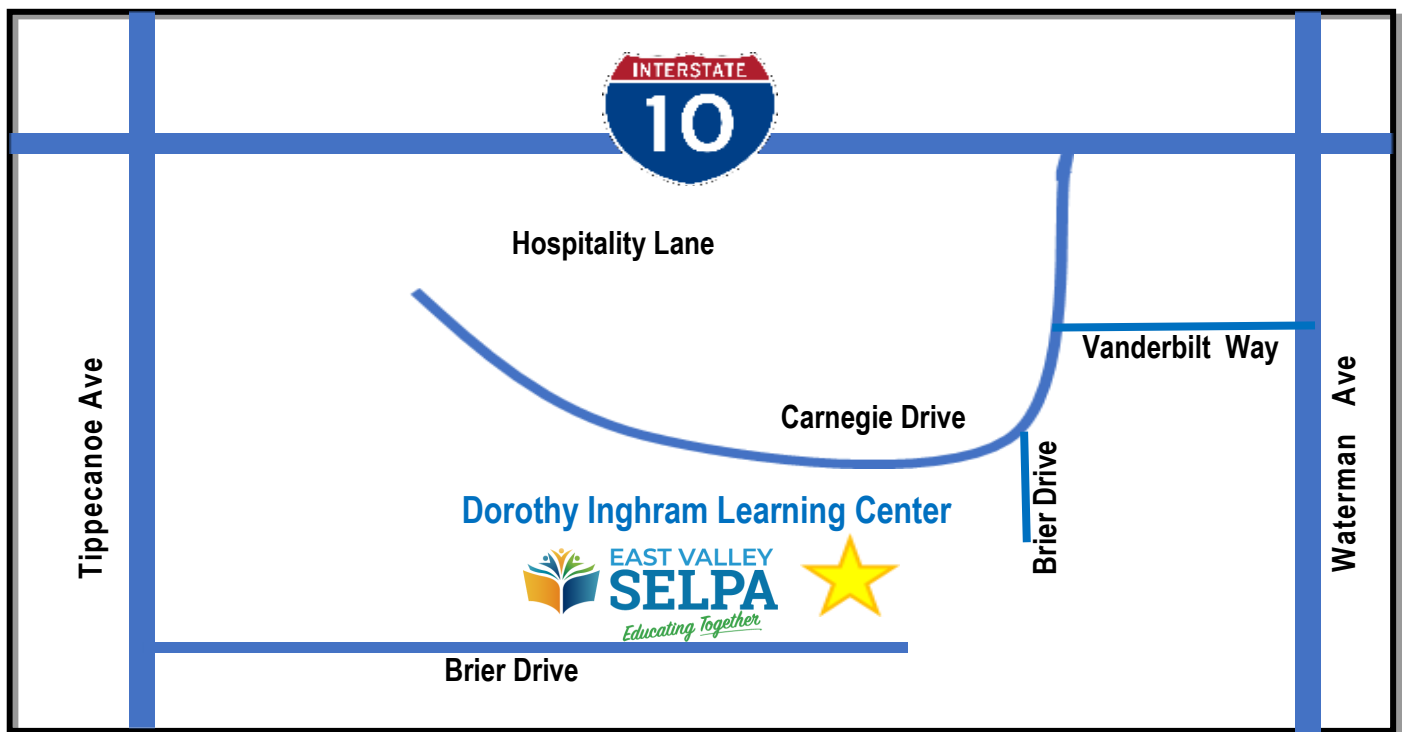
# TABLE OF CONTENTS

# Member Districts

## Colton Joint Unified School District
Rob Pearson, Director, Pupil Personnel Services
10435 Cedar Avenue, Bloomington, CA 92316
Ph. 909.580.5002 ext. 6336    Fax 909.876.4080
rob_pearson@cjusd.net          www. colton.k12.ca.us

## Redlands Unified School District
Patti Buchmiller, Executive Director, Special Services
33 West Lugonia Avenue, Redlands, CA 92374
Ph. 909.748.6962   Fax 909.748.6992
patti_buchmiller@redlands.k12.ca.us
www. redlands.k12.ca.us

## Rialto Unified School District
Vacant, Lead Special Services Agent
182 East Walnut Avenue, Rialto, CA 92376
Ph. 909.820.7700 ext.2371   Fax 909.421.3471
vacant@rialtousd.org          www.rialto.k12.ca.us

## Rim of the World Unified School District
Shannon Hansen, Director, Special  Services
P.O. Box 430, Lake Arrowhead, CA 92352
Ph. 909.336.4118   Fax 909.336.4162
shannon_hansen@rimsd.k12.ca.us          www.rimsd.k12.ca.us

## Yucaipa-Calimesa Joint Unified School District
Leslie Burghardt, Executive Director, Student Services
35912 Avenue H, Yucaipa, CA 92399
Ph. 909.790.8550  ext.5301    Fax 909.790.8541
leslie_burghardt@ycjusd.us
www.yucaipaschools.com

### San Bernardino County Superintendent of Schools
### East Valley Operations
Dr. Scott Wyatt, Area Director,  scott.wyatt@sbcss.net
Bernadine Hollingsworth, Principal, bernadine.hollingsworth@sbcss.net
Lisa Garcia, Principal, lisa.garcia@sbcss.net
601 North E Street, San Bernardino, CA 92415
Ph. 909.386.2722   Fax 909.386.5791   www.sbcss.k12.ca.us

# Staff Directory

## Administration
Patty Metheny, Ed.D., Chief Administrative Officer  909-252-4507 (patty.metheny@sbcss.net)

## Due Process
Rick Homutoff, Ed.D., Program Manager 909-252-4541 (rick.homutoff@sbcss.net)

## Regional, Compliance & ADR Services
Jennifer Brooksby, Program Manager 909-252-4521 (jennifer.brooksby@sbcss.net)

## Behavioral Health
Tracy Schroeder, Program Manager 909-252-4522 (tracy.schroeder@sbcss.net)

## Fiscal
Andrea Tennyson, Consultant 909-252-4508 (andrea.tennyson@sbcss.net)

## Support Staff
Rosalva Contreras, Administrative Assistant 909-252-4507 (rosalva.contreras@sbcss.net)

Elizabeth Coronel, Accounting Technician 909-252-4542 (elizabeth.coronel@sbcss.net)

Tami Goldstein, SELPA Services Specialist 909-252-4502 (tami.goldstein@sbcss.net)

Celida Guerrero, SELPA Services Specialist 909-252-4564 (celida.guerrero@sbcss.net)

Sonya Hall, MIS Program Technician 909-252-4509 (sonya.hall@sbcss.net)

Robin Robbins, SELPA Services Specialist 909-252-4541(robin.robbins@sbcss.net)

Emily Belcher, Student Worker 909-252-4536 (emily.belcher@sbcss.net)

Chloe Pearson, Student Worker 909-252-4507 (chloe.pearson@sbcss.net)

## Program Specialists
Courtney Beatty, Program Specialist 909-252-4519 (courtney.beatty@sbcss.net)

Mary Anne Klenske, Program Specialist 909-252-4524 (maryanne.klenske@sbcss.net)

Colleen Meland, Program Specialist 909-252-4525 (colleen.meland@sbcss.net)

Shannon Vogt, Program Specialist 909-252-4523 (shannon.vogt@sbcss.net)

# Staff Directory

## School-Based Occupational Therapy Staff

Jo-Ann Vargas, Lead School Occupational Therapist II 909-252-4538 (joann.vargas@sbcss.net)

Danielle Allen, School Occupational Therapist II 909-252-4518 (danielle.allen@sbcss.net)

Melissa Arciniega, School Occupational Therapist II 909-252-4564 (melissa.arciniega@sbcss.net)

Hailey Campa, School Occupational Therapist II 909-252-4545 (hailey.campa@sbcss.net)

Patricia Chavez, School Occupational Therapist II 909-252-4511 (patricia.chavez@sbcss.net)

Tara Douglas, Certified Occupational Therapist Assistant 909-252-4564 (tara.douglas@sbcss.net)

Will Hardy, School Occupational Therapist II 909-252-4178 (will. hardy@sbcss.net)

Tricia Mimaki, School Occupational Therapist II 909-252-4177 (tricia.mimaki@sbcss.net)

Nicole Ortiz, School Occupational Therapist II 909-252-4513 (nicole.ortiz@sbcss.net)

Tracey Ravanzo, School Occupational Therapist II 909-252-4175 (tracey.ravanzo@sbcss.net)

## School-Based Physical Therapy Staff

Belinda Block, Physical Therapist 909-252-4544 (belinda.block@sbcss.net)

## Educationally Related Mental Health Services Staff

Stacy Gray, Behavioral Health Counselor 909-252-4510 (stacy.gray@sbcss.net)

Sepehr Kalantari, Behavioral Health Counselor 909-252-4546 (sepehr.kalantari@sbcss.net)

Gloria Ybarra, Behavioral Health Counselor 909-252-4537 (gloria.ybarra@sbcss.net)

## Transition Partnership Project Staff

Helen Junker, Transition Project Assistant 909-252-4514 (helen.junker@sbcss.net)

Sandie Gutierrez, Transition Case Technician 909-252-4516 (sandie.gutierrez@sbcss.net)

April Neumann, Transition Case Technician 909-252-4517 (april.neumann@sbcss.net)

Danette Villalobos, Transition Case Technician 909-252-4515 (danette.villalobos@sbcss.net)

Vera Diaz, Work Incentive Technician 909-252-4539 (vera.diaz@sbcss.net)



EAST VALLEY
SELPA
Educating Together

# *August* 2022

| Date | Time | Event Title | Page |
|------|------|-------------|------|
| 8/17 | 8:30-3:00 | TPP 1st Teacher Training | 72 |
| 8/18-19 | 8:30 - 4:00 | Professional Crisis Management (PCM) *Practitioner Initial Training* | 60 |
| 8/22 | 8:00 - 10:00 | Special Education Leadership Development Series | 15 |
| 8/23 | 2:00-4:00 | High Conflict Certification Training Series | 16 |
| 8/25 | 8:30 - 12:30 | Team Up for Comprehensive Assessment | 24, 54 |
| 8/25 | 2:00 - 3:30 | District Access (DA) Users Collaborative Meeting | 48 |
| 8/25 | 6:00 - 9:00 | Parent Liaison Virtual Training Series: Advocating as a Problem-Solver *Topic: Role of Parent Liaison* | 17 |
| 8/30 - 9/1 | 8:30 - 4:00 | Professional Crisis Management (PCM) *Practitioner 2P Initial Training* | 60 |
| 8/31 | 8:30 - 3:00 | Addressing the Foundational Skills of the Preschool Student | 55 |

# September

| Date | Time | Event Title | Page |
|------|------|-------------|------|
| 9/1 | 6:00 - 9:00 | Parent Liaison Virtual Training Series: Advocating as a Problem-Solver *Topic: Facilitation in the IEP Process* | 17 |
| 9/7 | 8:30 - 12:00 | Additional Support Assessment (ASA) *Webinar* | 25 |
| 9/8 | 8:30 - 3:30 | Positive Behavior Interventions for Students | 34 |
| 9/8 | 6:00 - 9:00 | Parent Liaison Virtual Training Series: Advocating as a Problem-Solver *Topic: Negotiation in Facilitation* | 17 |
| 9/14 | 8:30 - 12:30 | Autism Assessment: A Team Approach *Webinar* | 26, 29 |
| 9/14 | 2:00-4:00 | High Conflict Certification Training Series | 16 |
| 9/15 | 8:30 - 3:00 | Secondary Transition Plan Development | 77 |
| 9/15 | 6:00 - 9:00 | Parent Liaison Virtual Training Series: Advocating as a Problem-Solver *Topic: Difficult Conversations* | 17 |
| 9/16-17 | 9:30 - 12:00 | Parents & Educators-In It Together: Walking the IEP Journey as Partners, *Virtual ADR Conference* | 18 |
| 9/21 | 8:00-11:00 | TPP Paraprofessional Training | 73 |
| 9/22 | 6:00 - 9:00 | Parent Liaison Virtual Training Series: Advocating as a Problem-Solver *Topic: Managing the Dispute Process* | 17 |
| 9/23 | 8:30 - 3:30 | Region 10 Coordinating Council Presents: Back to School-Based OT/PT Basics - *Part 1* | 62 |
| 9/29 | 8:30 - 11:30 | Handwriting Readiness, So Much More Than Fine Motor Skills | 63 |
| 9/29 | 6:00 - 9:00 | Parent Liaison Virtual Training Series: Advocating as a Problem-Solver *Topic: Persuasion and Problem-Solving* | 17 |
| 9/30 | 8:30 - 12:30 | Understanding Neurodiversity & Strategies for Academic Success within Inclusive Classrooms *Webinar* | 30 |

EAST VALLEY
SELPA
*Educating Together*

# *October* 2022

| *Date* | *Time* | *Event Title* | *Page* |
|---|---|---|---|
| 10/4-6 | 8:30 - 3:00 | IEP Goal Development, Progress Monitoring, & Implementation 3-Day Training | 52 |
| 10/14 | 8:30 - 12:00 | Self Determination and Redesigning IEP Meetings for Greater Student Inclusivity and Participation | 78 |
| 10/17-18 | 8:30 - 4:00 | Professional Crisis Management (PCM) *Practitioner Initial Training* | 60 |
| 10/18-19 | 8:30 - 3:00 | AAC in the Classroom: Empowering All Students to Communicate | 31, 69 |
| 10/19 | 8:30-3:00 | TPP 2nd Teacher Training | 74 |
| 10/20 | 8:30 - 12:30 | Self-Regulation & Learning: Foundations & Strategies for Student Success | 35 |
| 10/20 | 9:00 - 12:00 | Region 10 Coordinating Council ADR Committee Presents: Flipping the Script in High Conflict Situations *Webinar* | 19 |
| 10/20 | 2:00 - 3:30 | District Access (DA) Users Collaborative Meeting | 48 |
| 10/21 | 2:00-4:00 | High Conflict Certification Training Series | 16 |
| 10/24-26 | 8:30 - 4:00 | Professional Crisis Management (PCM) *Practitioner 2P Initial Training* | 60 |
| 10/27 | 8:00 - 2:30 | Inclusive Education for Students with Moderate-Severe Disabilities *Held at SBCSS/Brier Building* | 38 |
| 10/27 | 8:30 - 3:00 | 9th Annual Network Meeting and RTC Vendor Fair | 50 |
| 10/28 | 8:30-3:00 | Region 10 Coordination Council SLP Committee presents: Making the Shift: Revolutionary Methods for Autistic Students | 70 |

EAST VALLEY
SELPA
*Educating Together*

# November <span>2022</span>

| Date | Time | Event Title | Page |
|------|------|-------------|------|
| 11/3 | 8:30 - 12:00 | Group and Individual Activities to Foster Social Skills Development | 79 |
| 11/9 | 2:00-4:00 | High Conflict Certification Training Series | 16 |
| 11/14 | 2:00 - 4:00 | Special Education Leadership Development Series | 15 |
| 11/15-16 | 8:00 - 4:30 | Professional Crisis Management (PCM) *Practitioner 1 Initial Training* | 60 |
| 11/29 | 8:00 - 2:30 | Make A Play: Promoting Social Emotional Communication, and Cognitive Development through Play | 39 |

# December <span>2022</span>

| Date | Time | Event Title | Page |
|------|------|-------------|------|
| 12/2 | 8:30 - 3:30 | Region 10 Coordinating Council Presents: Back to School-based OT and PT Basics-*Part 2* | 64 |
| 12/6 | 9:00 - 12:00 | Region 10 Coordinating Council ADR Committee Presents: Flipping the Script in High Conflict Situations *Webinar* | 19 |
| 12/8 | 8:30 - 3:00 | The Paraprofessional: Best Practices to Support students | 58 |
| 12/15 | 2:00-4:00 | High Conflict Certification Training Series | 16 |

# *January*

| Date | Time | Event Title | Page |
|---|---|---|---|
| 1/10-12 | 8:30 - 3:00 | IEP Goal Development, Progress Monitoring, & Implementation  3-Day Training | 52 |
| 1/17 | 2:00-4:00 | High Conflict Certification Training Series | 16 |
| 1/17-19 | 8:30 - 4:00 | Professional Crisis Management (PCM) *Practitioner 2P Initial Training* | 60 |
| 1/19 | 8:30 - 11:30 | Handwriting Readiness, So Much More Than Fine Motor Skills | 63 |
| 1/19 | 2:00 - 3:30 | District Access (DA) Users Collaborative Meeting | 48 |
| 1/20 | 8:30 - 12:30 | Understanding Neurodiversity & Strategies for Academic Success within Inclusive Classrooms *Webinar* | 30 |
| 1/24 | 9:00 - 12:00 | Region 10 Coordinating Council ADR Committee Presents: "Mind the Gap" Between Verbal and Non-Verbal | 20 |
| 1/24 | 8:30 - 3:00 | Manifestation Determination *(1 Day Only)* | 27, 36 |
| 1/24-26 | 8:30 - 3:00 | Manifestation Determination, Functional Behavior Assessment, & Behavior Intervention Plan *(3-Day Training)* | 27, 36 |
| 1/27 | 8:30 - 3:00 | Addressing the Foundational Skills of the Preschool Student | 55 |
| 1/31 | 8:30 - 12:30 | Self-Regulation & Learning: Foundations & Strategies for Student Success | 35 |

EAST VALLEY
SELPA
*Educating Together*

# *February* 2023

| Date | Time | Event Title | Page |
|------|------|-------------|------|
| 2/1 | 8:30 - 3:00 | Additional Support Assessment (ASA) | 25 |
| 2/2 | 8:00 - 12:45 | Cognitive-Behavioral Techniques for Educators | 40 |
| 2/3 | 8:30 - 11:30 | Region 10 Coordinating Council Presents: Sensory and Self-Regulation Disorders in Neurodevelopmental Disabilities including ASD, ADHS, and Fragile X Syndrome *Webinar* | 65 |
| 2/3 | 8:30 - 3:00 | Region 10 Coordinating Council SLP Committee Presents: Assessing and Working with Students who Speak AAE: Socio-cultural and Linguistic Considerations | 70 |
| 2/8 | 8:30 - 3:00 | The Paraprofessional: Best Practices to Support students | 58 |
| 2/8-9 | 8:00 - 4:00 | M.O.V.E. (Mobility Opportunities Via Education) *Basic Provider Training Opportunity* | 66 |
| 2/13 | 8:00 - 10:00 | Special Education Leadership Development Series | 15 |
| 2/16 | 8:30 - 12:30 | Team Up for Comprehensive Assessment | 24, 54 |
| 2/21 | 8:30 - 3:30 | Positive Behavior Interventions for Students | 34 |
| 2/23 | 8:30 - 11:30 | Evidenced-Based Practices for Autism: Social Skills & Video Modeling | 32 |
| 2/23-24 | 8:30 - 4:00 | Professional Crisis Management (PCM) *Practitioner Initial Training* | 60 |

EAST VALLEY
SELPA
*Educating Together*

# March 2023

| Date | Time | Event Title | Page |
|------|------|-------------|------|
| 3/8 | 8:30 - 3:00 | Structuring the Classroom for Student Success | 56 |
| 3/14-15 | 8:00 - 4:30 | Professional Crisis Management (PCM) *Practitioner 1 Initial Training* | 60 |
| 3/16-17 | 7:30-3:00 | 2023 ADR Conference | 21 |

# April 2023

| Date | Time | Event Title | Page |
|------|------|-------------|------|
| 4/4-6 | 8:30 - 3:00 | IEP Goal Development, Progress Monitoring, & Implementation  *(3-Day Training)* | 52 |
| 4/18-20 | 8:30 - 4:00 | Professional Crisis Management (PCM) *Practitioner 2P Initial Training* | 60 |
| 4/25-26 | 8:30 - 4:00 | Professional Crisis Management (PCM) *Practitioner Initial Training* | 60 |
| 4/27 | 2:00 - 3:30 | District Access (DA) Users Collaborative Meeting | 48 |
| 4/28 | 8:30-3:00 | Region 10 Coordinating Council Presents: Advanced Topics in Stuttering Treatment | 70 |
| 4/28 | TBA | Region 10 Presents: Review of the SPM | 67 |

# May 2023

| Date | Time | Event Title | Page |
|------|------|-------------|------|
| 5/10 | 9:00 - 4:00<br>9:00 - 11:00 | Zooming In and Zooming Out on Inclusive Practices Culmination<br>*In-Person Event*<br>*Virtual Event* | 22 |
| 5/9-10 | 8:30 - 3:00 | AAC in the Classroom: Empowering All Students to Communicate | 31, 69 |
| 5/15 | 2:00 - 4:00 | Special Education Leadership Development Series | 15 |

**SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES**

*Facilitators:*

Jennifer Brooksby & Rick Homutoff

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

Monday, August 22, 2022
8:00—10:00 am
Monday, November 14, 2022
2:00—4:00 pm
Monday, February 13, 2023
8:00—10:00 am
Monday, May 15, 2023
2:00—4:00 pm

*Location:*

DILC/EV SELPA, 670 E. Carnegie Drive, SB, 92408

*Register Online for the series:*
**https://sbcss.k12oms.org/46-217343**

# HIGH CONFLICT *Certification* TRAINING SERIES

**Facilitators:**
**David Dowling, JD, MDR, Professional Mediator**
**Jennifer Brooksby, EV SELPA Program Manger, Regional Services**

East Valley SELPA member districts staff who participate will learn how to manage complex, high conflict behaviors, describe characteristics of high conflict personalities , how they become patterned in some people, and how to recognize the paradigm shifts necessary in order to successfully manage interactions.

**\*EV SELPA District Members Staff Only\***
**Register Online:**
**https://sbcss.k12oms.org/46-221831**

**2:00 - 4:00 pm**
**6 Sessions**
**August 23, 2022**
**September 14, 2022**
**October 21, 2022**
**November 9, 2022**
**December 15, 2022**
**January 17, 2023**

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

**EAST VALLEY SELPA**
*Educating Together*

# Parents

## Learn how to be an active participant in the IEP Process

**PARENT LIAISON *VIRTUAL* TRAINING SERIES:**

**ADVOCATING AS A PROBLEM-SOLVER**

Presented by:

**David Dowling, JD, MDR**

**Parents will learn how to be an active participant in the IEP Process.**

Session topics will provide parents with training in:

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

| TOPIC | DATE | TIME |
|---|---|---|
| Role of a Parent Liaison | Thursday, August 25, 2022 | 6:00 — 9:00 pm |
| Facilitation in the IEP Process | Thursday, September 1, 2022 | 6:00 — 9:00 pm |
| Negotiation in Facilitation | Thursday, September 8, 2022 | 6:00 — 9:00 pm |
| Difficult Conversations | Thursday, September 15, 2022 | 6:00 — 9:00 pm |
| Managing the Dispute Process | Thursday, September 22, 2022 | 6:00 — 9:00 pm |
| Persuasion and Problem-Solving | Thursday, September 29, 2022 | 6:00 — 9:00 pm |

**REGISTER ONLINE: https://sbcss.k12oms.org/46-214800**

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

EAST VALLEY
**SELPA**
*Educating Together*

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

# Parents & Educators — In It Together:
# Walking the IEP Journey as Partners

The East Valley SELPA is hosting a two-day, virtual event for parents and educators focused on enhancing the long-term relationship we share and promoting success for children with disabilities. Join us to learn about the IEP journey as we hear from experts in the field addressing how to build skills to support one another, build trust, and center positive relationships on student needs. There will be opportunities for live interactions with experts as well as invaluable resources available.

** There is no Cost Associated with this Event **

Friday & Saturday
**September 16 & 17, 2022**

**9:30 am - 12:00 pm**

**Register Online:**
**https://sbcss.k12oms.org/46-217256**

# "Flipping the Script in High Conflict Situations"
# Webinar

**Presented by:**
*Megan Hunter, MBA, Co-Founder and CEO of the High Conflict Institute*

Conflict has increased significantly with the rise in the frequency and severity of accusations, disruptions, and threats, including physical violence.  We need to *flip the script* and do the opposite of what we're used to doing with everyone else and what we may feel like doing.

**In Part 1 of this training, October 20, 2022,  participants will learn:**
- Basic information about five high-conflict types
- Brain science behind their behavior
- What to expect in high conflict situations
- How to flip your script: disrupting your defaults
- How to quickly identity high conflict behavior
- How to flip their script: disrupting their defaults using our proven method

**In Part 2 of this training, December 6, 2022, participants will learn:**
- How to get emotionally unhooked for responding rather than reacting
- How to handle in-person interactions with angry, blaming, upset, manipulative, or hostile individuals
- How to handle written communications with angry, blaming, upset, manipulative, or hostile individuals
- How to navigate the situation when you are the target of blame or a false allegation
- What is the big picture: creating structure to reduce conflict and risk

**October 20, 2022 & December 6, 2022**
**9:00 am - 12:00 noon**
**WEBINARS**
Cost: $100.00
**Registration Online:**
**https://sbcss.k12oms.org/46-221710**

| **Part 1 Only** | **Part 2 Only** |
| --- | --- |
| **October 20, 2022** | **December 6, 2022** |
| 9:00 am - 12:00 noon | 9:00 am - 12:00 noon |
| WEBINAR | WEBINAR |
| Cost:  $50.00 | Cost: $50.00 |
| Register Online: | Register Online: |
| https://sbcss.k12oms.org/46-221714 | https://sbcss.k12oms.org/46-221720 |

Region 10 Coordinating Council ADR Committee Presents:

## "MIND THE GAP"
## Between Verbal and Non-Verbal Communication
## WEBINAR

Presented by:
David Dowling, JD, MDR, Professional Mediator

**Tuesday**

**JANUARY 24, 2023**

**9:00 am - 12:00 noon**

Registration Fee: $50.00
(Pos are not accepted - This is a Pre-Pay Event)

**Register Online:**
**https://sbcss.k12oms.org/46-221725**

Missteps, miscommunication, and misunderstandings in conversations can result in assumptions. These assumptions are made in an attempt to build a bridge and avoid the gap between verbal and non-verbal communication. However, assumptions can lead to confusion and conflict. The session will focus on the gap between what is said and what is not said in difficult conversations and negotiations.

Learning Outcomes:

1. Develop and enhance active listening skills and questioning techniques

2. Understand the importance of feeling "heard"

3. Demonstrate an awareness of concerns and feelings in resolving disputes

![SELPA Administrators of California - Special Education Local Plan Area logo]
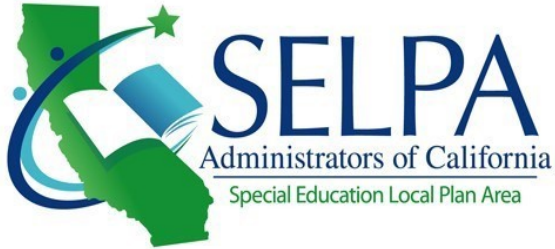
# 2023 ADR Conference

*Release the Past!*
*Embrace the Future Through ADR*

## March 16th & 17th 2023

**Riverside Convention Center**

**Register Online:**
**https://sbcss.k12oms.org/46-217161**
*(Registration opens 9/26/22)*

POs are not accepted. Checks made out to:
SBCSS
C/O Robin Robbins
670 E. Carnegie Drive
San Bernardino, CA 92408

No refunds, substitutions only

Registration Fee:
$400.00 *per individual*

Registration Includes Parking,
Breakfast and Lunch

# Zooming Out & Zooming In on Inclusive Practices

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

**There is no cost for this series.**

**REGISTER:**
**https://sbcss.k12oms.org/46-217222**

SEVEN DAY NOTICE NEEDED FOR
SPANISH TRANSLATION

**VIRTUAL SESSION**
**9:00 – 11:00 AM**
**MAY 10, 2023**

**IN PERSON SESSION**
**9:00 AM – 4:00 PM**
**MAY 10, 2023**

EAST VALLEY
SELPA
Educating Together

**Katie Novak Ed.D**
**Consultant**
Internationally renowned
education consultant

**Shelley Moore**
**Educator**
Internationally recognized teacher,
researcher, consultant and
story teller

Assessment & Eligibilty

EAST VALLEY
SELPA
Educating Together

# Team Up for Comprehensive Assessment

Team of Presenters:
Susanne Ferguson, Ed.S., CCC-SLP, BCBA (Webinar Only)
Jessica Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

A collaborative approach is one of the best ways to ensure comprehensive assessment. All assessors should understand one another's roles and responsibilities in the assessment process. Moreover, it is vital to collaborate and share information throughout assessment as this ensures that all stakeholders contribute to meaningful analysis and interpretation of data. A team of assessors from various fields will come together in this training to help you to learn about different assessment domains unique to each assessor's scope of practice. Additionally, this training will focus on eligibility criteria in special education, the importance of collaboration for prime assessment outcomes, and common misconceptions regarding the assessment process. Please join us if you are an assessor, service provider, or IEP team member who wants to learn more about how to team up to ensure comprehensive assessments.



| Thursday, August 25, 2022 | Thursday, February 16, 2023 |
|---|---|
| 8:30 am - 12:30 pm | 8:30 am - 2:30 pm |
| *WEBINAR* | *In-Person Training* |
| Confirmed registrations will receive a link to join the webinar prior to the event date | Dorothy Inghram Learning Center/EV SELPA 670 E. Carnegie Drive, SB 92408 |
| **Register Online:** https://sbcss.k12oms.org/46-217158 | **Register Online:** https://sbcss.k12oms.org/46-217159 |

24

# Additional Support Assessment (ASA) Training

Participants will be introduced to the Additional Support Assessment (ASA) process to evaluate the need for and identify types of additional student supports, including assistance from paraprofessionals. Attendees will understand each of the 7 steps of the ASA to thoroughly assess all aspects of the student's program to determine whether extra support is needed. Participants will receive many resources to conduct interviews, complete observations, collect data, and summarize assessment results in a comprehensive and sequenced manner. This training also covers the generation of an aide training and fading plan when paraprofessional support is indicated.

**WEBINAR**
*Presented by: Susanne Ferguson, Ed.S., CCC-SLP, BCBA*

Wednesday,
**September 7, 2022**
**8:30 am—12:00 pm**
Register Online:
**https://sbcss.k12oms.org/46-216688**

**In-Person Training**
Presented by: EV SELPA Program Specialists
Mary Anne Klenske, M.A. & Shannon Vogt, M.A.

Wednesday,
**February 1, 2023**
**8:30 am –3:00 pm**
Register Online:
**https://sbcss.k12oms.org/46-216689**
Location:
Dorothy Inghram Learning Center/ EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

EAST VALLEY
**SELPA**
*Educating Together*

# Autism Assessment: A Team Approach
## *WEBINAR*

*Team of Presenters:*
*Susanne Ferguson, Ed.S., CCC-SLP, BCBA*
*Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist*
*Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager*
*Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist*

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

Wednesday
**September 14, 2022**
**8:30 am - 12:30 pm**

**Register Online:**
**https://sbcss.k12oms.org/46-220815**

# Manifestation Determination (MD),
# Functional Behavior Assessment (FBA),
# & Behavior Intervention Plan (BIP)

**3-Day Training**

EAST VALLEY **SELPA** *Educating Together*

Day 1 of this training will help school psychologists, and administrators learn about the **Manifestation Determination** process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defendable decisions. *Participants will*:

- be exposed to real life examples of manifestation determination cases
- will have the opportunity to practice via case studies
- will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations
- will leave the training with several tools, and resources to help conduct thorough manifestation determinations.

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

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

*Participants will:*

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

**Presented by: Courtney Beatty, MA, BCBA, Mary Anne Klenske, MA, and Shannon Vogt, MA East Valley SELPA Program Specialists**

| | |
|---|---|
| *Tuesday, Wednesday, & Thursday* **January 24, 25, & 26, 2023** **8:30 am - 3:00 pm** *Register Online:* **https://sbcss.k12oms.org/46-217140** | *Manifestation Determination Only* **Tuesday, January 24, 2023** **8:30 am - 3:00 pm** *Register Online:* **https://sbcss.k12oms.org/46-217142** |

**Location: Dorothy Inghram Learning Center/EV SELPA, 670 E. Carnegie Drive, San Bernardino, 92408**

# Autism Assessment: A Team Approach
## *WEBINAR*

*Team of Presenters:*
*Susanne Ferguson, Ed.S., CCC-SLP, BCBA*
*Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist*
*Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager*
*Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist*

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

Wednesday
**September 14, 2022**
**8:30 am - 12:30 pm**

**Register Online:**
**https://sbcss.k12oms.org/46-220815**

# UNDERSTANDING NEURODIVERSITY & STRATEGIES FOR ACADEMIC SUCCESS WITHIN INCLUSIVE CLASSROOMS
## Webinar

*Presented by:*
Susanne Ferguson, Jessica Lascano, & Colleen Meland

The Neurodiversity 'Growth' Paradigm embraces individuals having cognitive and behavioral differences as *normal* variations in our natural world. Neurodiversity aligns with the practices of the *Inclusion Movement* and should be represented in diversity lessons and educational equity policies.
This webinar training will include the following topics & activities:

- Neurodiversity affirming language

- Interactive activities providing perspective about how neurodivergent individuals feel complying with neurotypical behavior expectations

- Videos portraying the Neurodivergent Point-of-View

- Classroom strategies:

  - Neurodiversity affirming goals

  - *Bidirectional/'Double Empathy' perspective training*

  - *Acceptance training* for neurotypicals

  - Teaching *figurative language*

  - Teaching *interoception*— awareness of one's internal feelings relative to their emotional state of being

| | |
|---|---|
| *Friday*<br>**September 30, 2022**<br>**8:30 am - 12:30 pm**<br>*Register Online:*<br>https://sbcss.k12oms.org/46-219832 | *Friday*<br>**January 20, 2023**<br>**8:30 am - 12:30 pm**<br>*Register Online:*<br>https://sbcss.k12oms.org/46-219833 |

# AAC IN THE CLASSROOM:
## *Empowering All Students to Communicate*

Presented by
Courtney Beatty & Shannon Vogt
EV SELPA Program Specialists



**Do you work with students who have difficulty communicating verbally?**
**Would you like to know more about how to give your students a "voice"?**

This two-day training is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, Speech-Language Pathologists, and others who work in-person within the classroom settings. Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Selecting vocabulary and creating a lesson plan
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans
  *\*This training does not cover assessment or programming of high-tech devices or their systems*

**Location:**
Dorothy Inghram Learning Center/EV SELPA, 607 E. Carnegie Drive, San Bernardino, 92408

| | |
|---|---|
| Tuesday & Wednesday<br>**October 18 & 19, 2022**<br>8:30 am - 3:00 pm<br>Register Online:<br>**https://sbcss.k12oms.org/46-216802** | Tuesday & Wednesday<br>**May 9 & 10, 2023**<br>8:30 am - 3:00 pm<br>Register Online:<br>**https://sbcss.k12oms.org/46-216803** |

# Evidence-Based Practices for Autism:
## Social Skills & Video Modeling

Presenters:
Courtney Beatty, MA, BCBA, EV SELPA Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Do you teach students with Autism Spectrum Disorder (ASD)? Would you like to know more about how to use Evidence-Based Practices (EBPs) to make your teaching more effective? Would you like to learn about and implement social skills training and video modeling? If yes, this training is for you!

Participants will:
- Be able to implement social skills training to improve behavior, social, communication, play and cognitive outcomes of students
- Learn how to effectively use video modeling to improve target skills in a variety of areas
- Know where to locate resources and research for EBPs for ASD

**Thursday, February 23, 2023**

8:30 am - 11:30 am

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

**Register Online:**
https://sbcss.k12oms.org/46-217015

# Behavior

# POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS

*Presenters:*

Mary Anne Klenske, MA, EV SELPA Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

This training focuses on using positive behavior interventions to assist teachers with managing behavior challenges. The following behavioral principles will be introduced:

- ABC's and functions of behavior
- Reinforcement and Reinforcement Systems
- Visual Supports & other tools to manage behavior
- Building rapport with students
- Sensory strategies
- Data Collection

Attendees will leave with strategies to implement immediately in their respective settings.

| *Thursday* | *Tuesday* |
|---|---|
| **September 8,2022** | **February 21, 2023** |
| **8:30 am - 3:30 pm** | **8:30 am - 3:30 pm** |
| Register Online: | Register Online: |
| https://sbcss.k12oms.org/46-217148 | https://sbcss.k12oms.org/46-217149 |

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

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

*Presented by:*
Mary Anne Klenske, MA, EV SELPA Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

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

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

**Thursday, October 20, 2022**
**8:30 am -12:30 pm**
**Register Online:**
**https://sbcss.k12oms.org/46-217152**

**Tuesday, January 31, 2023**
**8:30 am -12:30 pm**
**Register Online:**
**https://sbcss.k12oms.org/46-217153**

# Manifestation Determination (MD),
# Functional Behavior Assessment (FBA),
# & Behavior Intervention Plan (BIP)

**3-Day Training**

EAST VALLEY SELPA
*Educating Together*

Day 1 of this training will help school psychologists, and administrators learn about the **Manifestation Determination** process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defendable decisions. *Participants will*:

- be exposed to real life examples of manifestation determination cases
- will have the opportunity to practice via case studies
- will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations
- will leave the training with several tools, and resources to help conduct thorough manifestation determinations.

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

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

*Participants will:*

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

**Presented by: Courtney Beatty, MA, BCBA, Mary Anne Klenske, MA, and Shannon Vogt, MA**
**East Valley SELPA Program Specialists**

---

*Tuesday, Wednesday, & Thursday*
**January 24, 25, & 26, 2023**
**8:30 am - 3:00 pm**
*Register Online:*
**https://sbcss.k12oms.org/46-217140**

*Manifestation Determination Only*
**Tuesday, January 24, 2023**
**8:30 am - 3:00 pm**
*Register Online:*
**https://sbcss.k12oms.org/46-217142**

---

**Location: Dorothy Inghram Learning Center/EV SELPA, 670 E. Carnegie Drive, San Bernardino, 92408**

# In-Person Trainings

# Diagnostic Center, Southern California

# California Department of Education

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

# Inclusive Education for Students with Moderate-Severe Disabilities

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

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

**Date:**   **Thursday, October 27, 2022**

**Time:**   **8:00 - 8:30 am   -  Sign-in**
**8:30 am - 2:30 pm   -  Workshop**

**Place:**   **San Bernardino County Superintendent of Schools/Brier Building**
**760 E. Brier Drive, San Bernardino, CA, 92408**

**Cost:**   **Free**

**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.
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.

*Registration Deadline: October 20, 2022*

*Register Online:*
*https://sbcss.k12oms.org/46-220161*

# Make a Play:
# Promoting Social Emotional, Communication, and Cognitive Development through Play

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

**Presenter:**     **Allease Glamore, M.S., School Psychologist**
                   **Diagnostic Center South, California Department of Education**

**Date:**          **Tuesday, November 29, 2022**

**Time:**          **8:00 - 8:30 am   -  Sign-in**
                   **8:30 am - 2:30 pm   -  Workshop**

**Place:**         **Dorothy Inghram Learning Center/EV SELPA**
                   **670 E. Carnegie Drive, San Bernardino, CA, 92408**

**Cost:**          **Free**

**Content:** Play is more than interacting with classmates and manipulating materials. It is a Purposeful Learning Activity for Young children. Play—both functional and symbolic—provides children with opportunities for social interaction and social communication, as well as a context for constructing representations of previous experiences and knowledge. Symbolic play, which is often an area of challenge for children with Autism, is noted as an important developmental skill associated with language development and cognition. Typically play develops naturally; however, this is not the case for some children, and they require facilitation. Through this training, participants will gain understanding of the stages of object and social play and recognize the impact of play deficits. Participants will be exposed to evidence-based practices which highlight play as the key context to enrich the early childhood learning environment and support the developmental progress of students.

**Intended Audience:** Preschool, transitional kindergarten and kindergarten special education teachers, speech-language pathologists, administrators, occupational therapists, inclusion specialist, parents, paraeducators, and psychologists

**Outcomes:** Participants will:

1. Become familiar with key milestones in the development of object and social play.
2. Understand the link between play and communication/cognition.
3. Recognize delayed and disordered play and the associated implications.
4. Learn techniques to facilitate the development of play skills.

*Registration Deadline: November 22, 2022*
*Register Online:*
https://sbcss.k12oms.org/46-220122

# Cognitive-Behavioral Techniques for Educators

*Sponsored by*

Regional Coordinating Council 10 and the East Valley SELPA

| | |
|---|---|
| **Presenter:** | **Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist**<br>**Diagnostic Center South, California Department of Education** |
| **Date:** | **Thursday, February 2, 2023** |
| **Time:** | **8:00 - 8:30 am - Sign-in**<br>**8:30 am - 12:45 pm - Workshop** |
| **Place:** | **Dorothy Inghram Learning Center/EV SELPA**<br>**670 E. Carnegie Drive, San Bernardino, CA, 92408** |
| **Cost:** | **Free** |

**Content:** Behavior Intervention Plans (BIPs) may not offer a complete course of intervention for students with emotional-behavioral disorders. Effective treatment planning includes evidence-based cognitive-behavioral interventions (CBIs) for addressing intrapsychic conflict at the root of many of these disorders. This unique hands-on, interactive training provides you with the key CBIs to help develop an effective milieu program that—in tandem with your students' mental health professionals—can provide brief, issue-focused support to help restructure student thinking, provide techniques that students can use to develop emotional equanimity, foster intrinsic motivation, and improve behavioral outcomes.

**Intended Audience:** Special education teachers, school psychologists, administrators, clinical psychologists, LMFTs, LCSWs, LPCCs, 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 how to help students identify and battle cognitive distortions.
2. Learn how to assist in changing emotional patterns that lead to unwanted outcomes.
3. Learn ways to help students regulate and manage moods.
4. Learn and practice "mindfulness" techniques that help de-stress and rapidly restore emotional equilibrium.
5. Discover methods to cultivate student values that lead to action plans aimed at improving learning, participation, and future outcomes.

*Registration Deadline: January 26, 2023*
**Register Online:**
**https://sbcss.k12oms.org/46-220152**

# RECORDED ON-DEMAND TRAININGS

## Diagnostic Center, Southern California

## California Department of Education

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

*RECORDED ON-DEMAND TRAINING*
# "BEHAVIOR IS COMMUNICATION"

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

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

**Time:** **On-Demand Webinar 2.5 hours**

**Cost:** **Free**

**Content:** Behavior is the earliest form of communication. While some students will develop verbal language, others will continue to communicate non-verbally using their behavior. This training will focus on students with moderate-severe intellectual disabilities who use behavior as communication and teach those who work with these students how to recognize, respond to, and shape more appropriate and comprehensible forms of communication. Attendees will learn how to utilize the Form and Function matrix to identify appropriate behavior intervention plans. Additional topics will include identifying the student's level of symbolism and implementing developmentally appropriate supports.

**Intended Audience:** Individuals working with students with moderate-severe disabilities who primarily use non-verbal language and/or present with challenging behavior. This includes speech-language pathologists, special education teachers, school psychologists, paraeducators, and parents.

**Outcomes:** Participants will:

1. Increase awareness of the many forms of communication.
2. Utilize the Form and Function matrix through case studies to identify pre-symbolic vs. symbolic communication.
3. Understand how to identify functionally equivalent replacement behaviors (FERBs) based on current communication repertoire.
4. Fill out a Form and Function matrix to clarify a current student's forms and functions of communication and identify behaviors to target for increase to expand a student's communicative repertoire.

**For the On-Demand Training Link - Send an Email Request to:**
**tami.goldstein@sbcss.net**

**RECORDED ON-DEMAND TRAINING**
## "WHAT SHOULD I DO?!
## EFFECTIVE STRATEGIES FOR PARAEDUCATORS
## TO SUPPORT POSITIVE STUDENT BEHAVIOR"

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

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

**Time:**  **On-Demand Webinar 1.5 hours**

**Cost:**  **Free**

**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, 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.

**For the On-Demand Training Link -  Send an Email Request to:**
**tami.goldstein@sbcss.net**

*RECORDED ON-DEMAND TRAINING*
# "THE TRAUMA-INFORMED SCHOOL"

*Sponsored by*
Regional Coordinating Council 10 and the 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:**          **On-Demand Webinar 2 hours**

**Cost:**          **Free**

**Content:** Student emotional-behavioral disorders are on the rise at increasingly alarming rates. Traumatic stress is frequently one key factor in the formation of these disorders and can arise from complex issues such as school bullying, suicide, school safety threats, and day-to-day cumulative exposure t environmental stressors. Trauma-informed schools are prepared to recognize and respond to students impacted by traumatic and communication strategies to help students cope with extreme situations and ongoing stressors. But moreover, educators will learn how to establish a school wide culture of support and sensitivity to address the needs of students who are attending school in rapidly changing times.

**Intended Audience:** Special education teachers, school psychologists, administrators, school nurses, ERMHS staff, school counselors, and other mental health professionals

**Outcomes:** Participants will:

1. Learn the impact of trauma on students, including implications for learning and behavior.

2. Learn psychological "first-aid" methods for addressing trauma in students.

3. Learn stress-reduction methods known to restore emotional equilibrium for staff and students.

4. Learn skill-based Cognitive Behavioral Interventions for addressing trauma.

**For the On-Demand Training Link -  Send an Email Request to:**
**tami.goldstein@sbcss.net**

**RECORDED ON-DEMAND TRAINING**

# "TEACHING STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL DISABILITIES"

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

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

**Time:** On-Demand Webinar 2.75 hours

**Cost:** Free

**Content:** This training will focus on increasing active engagement for students with moderate to severe intellectual disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

**Intended Audience:** Teachers, instructional assistants, and related service providers who work with students with moderate to severe intellectual disabilities

**Outcomes:** Participants will:

1. Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.

2. Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.

3. Learn about best practices for promoting generalization of skills.

**For the On-Demand Training Link -  Send an Email Request to:**
**tami.goldstein@sbcss.net**

**EAST VALLEY SELPA**
*Educating Together*

# "I DON'T HAVE TIME! HOW TO MAKE SCHOOL-BASED INTERVENTIONS WORK IN THE ELEMENTARY SCHOOL"

*Sponsored by*

Regional Coordinating Council 10 and the East Valley SELPA

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

**Time:**   **On-Demand Webinar 2.75 hours**

**Cost:**   **Free**

**Content:** This training is geared to preschool and elementary school students. This training will address those things that get in the way of implementing school-based interventions and more importantly, approaches that can enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. The overall focus of this training is the process of, 1) build relationships to begin the implementation process, and 2) ways to implement supports and strategies in natural settings. Additionally, the implementation and effective outcome process may require non-traditional and out-of-the-box thinking, which will also be presented.

**Intended Audience:** Elementary school personnel involved in the process of implementing and helping to implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels.

**Outcomes:** Participants will:

1. Become familiar with typical intervention implementation approaches that don't work and why.

2. Learn strategies to build relationships necessary for successful implementation.

3. Develop simple approaches to implementing interventions.

4. Learn some of the keys to making interventions work once they have been implemented.

**For the On-Demand Training Link -  Send an Email Request to:**
**tami.goldstein@sbcss.net**

# District Access (DA) Users

# Collaborative  Meetings

# DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

Facilitated by:
Dr. Patty Metheny, Chief Administrative Officer
Jennifer Brooksby, Program Manager

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

Intended Audience:
District Access Users and District Special Education Administrators

| Date & Time: | Register Online: |
|---|---|
| Thursday, August 25, 2022<br>2:00—3:30 pm | https://sbcss.k12oms.org/46-217295 |
| Thursday, October 20, 2022<br>2:00—3:30 pm | https://sbcss.k12oms.org/46-217296 |
| Thursday, January 19, 2023<br>2:00—3:30 pm | https://sbcss.k12oms.org/46-217297 |
| Thursday, April 27, 2023<br>2:00—3:30 pm | https://sbcss.k12oms.org/46-217298 |

Location:
Dorothy Inghram learning Center/ EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

EAST VALLEY
SELPA
*Educating Together*

# Educationally Related Mental Health Services (ERMHS)

School District and SELPA Residential Placement Coordinators, Mental Health Coordinators and staff involved in the placement process are invited to the

## 9th Annual
# Network Meeting and RTC Vendor Fair
### Thursday
## October 27, 2022
## 8:30 am - 3:00 pm

This event is provided at <u>no cost </u>to participants and includes a light breakfast and catered BBQ lunch.

## Schedule

- 8:30 - 9:00 am: Registration/Check-in
- 9:00 - 11:30 am: Light breakfast, Network meeting to discuss a variety of topics regarding Residential and ERMHS Services (Transitioning, Residential Facilities, Hot Topics, and Topics of Interest will be discussed).
- 11:30 am - 12:30 pm: Catered BBQ Lunch
- 12:30 - 3:00 pm: RTC & NPA Vendor Fair; Participants can visit vendor tables to obtain information. *2:30 pm: Raffle Drawing

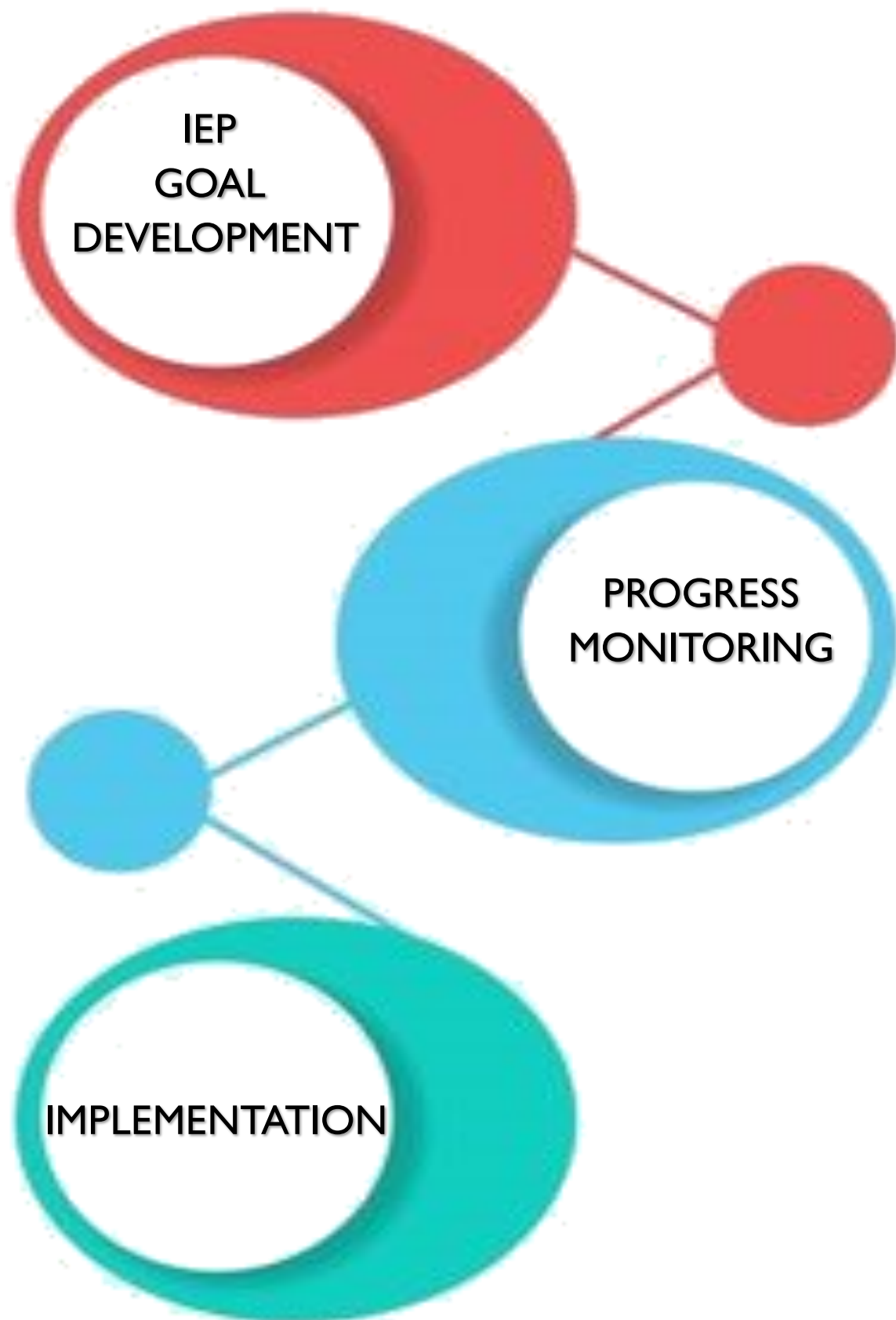## Location

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

## Register Online:

https://sbcss.k12oms.org/46-218655
*(No Interns, please)*

IEP
GOAL
DEVELOPMENT

PROGRESS
MONITORING

IMPLEMENTATION

# IEP Goal Development, Progress Monitoring, & Implementation
# 3-Day Training

*Presented by:*

Courtney Beatty (MA, BCBA), EV SELPA Program Specialist
Shannon Vogt (MA), EV SELPA Program Specialist
Rick Homutoff (Ed.D.), EV SELPA Due Process Program Manager

Join us for a 3-day training on how to develop legally compliant IEP goals using a 13-part template, how to collect data (progress monitoring) on IEP goals, and how to effectively implement all parts of an IEP. Participants will receive a goal bank to reference & help support future goal development.

*Day 1 Objectives:* Participants will:
- Be able to identify significant parts of an effective IEP goal
- Be able to use an IEP Goal Template to guide the development or check the accuracy of current IEP goals
- Demonstrate knowledge of current grade level and functional grade level to develop appropriate goals (Backwards Mapping)

*Day 2 Objectives:* Participants will:
- Be able to define Progress Monitoring and how it relates to IEP development
- Practice completing progress monitoring sheets and develop new sheets based on current and future IEP goals
- Continue creating the goal bank from Day 1 and matching the goals to the correct progress monitoring sheets

*Day 3 Objectives:* Participants will:
- Understand all the areas for implementation in an IEP
- Participants will learn to use the conditions of intervention as a guide for target skill instruction
- Participants will learn how to collect data while instructing the target skill
- Participants will understand self-management with checklists

*Location*
**Dorothy Inghram Learning Center/EV SELPA**
**670 E. Carnegie Drive, San Bernardino, 92408**

| *Tuesday, Wednesday, & Thursday* | *Tuesday, Wednesday, & Thursday* | *Tuesday, Wednesday, & Thursday* |
|---|---|---|
| **October 4 - 6, 2022** | **January 10 - 12, 2023** | **April 4 - 6, 2023** |
| 8:30 am - 3:00 pm | 8:30 am - 3:00 pm | 8:30 am - 3:00 pm |
| *Register Online:* | *Register Online:* | *Register Online:* |
| *https://sbcss.k12oms.org/46-221871* | *https://sbcss.k12oms.org/46-221873* | *https://sbcss.k12oms.org/46-221876* |

# Instructional Practices

# Team Up for Comprehensive Assessment

Team of Presenters:
Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist
Jessica Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

A collaborative approach is one of the best ways to ensure comprehensive assessment. All assessors should understand one another's roles and responsibilities in the assessment process. Moreover, it is vital to collaborate and share information throughout assessment as this ensures that all stakeholders contribute to meaningful analysis and interpretation of data. A team of assessors from various fields will come together in this training to help you to learn about different assessment domains unique to each assessor's scope of practice. Additionally, this training will focus on eligibility criteria in special education, the importance of collaboration for prime assessment outcomes, and common misconceptions regarding the assessment process. Please join us if you are an assessor, service provider, or IEP team member who wants to learn more about how to team up to ensure comprehensive assessments.

**EAST VALLEY SELPA**
*Educating Together*

| | |
|---|---|
| **Thursday, August 25, 2022** | **Thursday, February 16, 2023** |
| **8:30 am - 12:30 pm** | **8:30 am - 2:30 pm** |
| *Virtual Training* | *In-Person Training* |
| Confirmed registrations will receive a link to join the webinar prior to the event date | Dorothy Inghram Learning Center/EV SELPA 670 E. Carnegie Drive, SB 92408 |
| **Register Online:** | **Register Online:** |
| **https://sbcss.k12oms.org/46-217158** | **https://sbcss.k12oms.org/46-217159** |

# Addressing *the* Foundational Skills

## *of the* Preschool Student

*Presented by:*

Mary Anne Klenske, MA, EV SELPA Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Specialist
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

This In-person training is designed for Preschool teachers and para-professionals in general and special education preschool classrooms. This training will cover the foundational skills required for students to succeed in their educational life. We will review the developmental progression of the preschool student in terms of physical, social and emotional development. You will learn strategies to tailor a sound preschool program to address these needs including behavioral and sensory interventions.

*Objectives: Participants will:*

- Review the developmental stages for students from 3 to 5 years of age
- Identify the natural progression of the student engagement in play physically, emotionally and behaviorally
- Identify at least three strategies on how to implement social emotional learning into the classroom
- Learn at least 3 behavioral and sensory motor strategies to implement in the classroom

*Location:*

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

|  |  |
|---|---|
| *Wednesday* | *Friday* |
| **August 31, 2022** | **January 27, 2023** |
| **8:30 am - 3:00 pm** | **8:30 am - 3:00 pm** |
| *Register Online:* | *Register Online:* |
| **https://sbcss.k12oms.or46-216861** | **https://sbcss.k12oms.org/46-216862** |

# Structuring *the* Classroom
## *for* Student Success



*Presented by:*
Courtney Beatty, MA, BCBA, and Shannon Vogt, MA, *Program Specialists*
Jo-Ann Vargas, MA, OTR/L, *Lead Occupational Therapist*

*T*his workshop is for teachers, paraeducators, and administrators in any stage of their career, who would like to learn more about effective, well run classrooms based on Evidence-Based Practices.

*T*opics covered:
- Environmental setup (schedules, labeled materials, furniture)
- Procedures across all environments (whole group, small group, independent work)
- The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring)
- Creating effective behavior programs with strong reinforcement systems where rules and consequences are prominently posted and precision requests are taught and used throughout the day
- Managing your staff team using productive communications and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program
- Learn the difference between sensory and behavior strategies throughout the training.
  *Join us and learn tools to immediately implement in your classroom*!

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

*Wednesday*
**March 8, 2023**
**8:30 am - 3:00 pm**

*Register Online:*
**https://sbcss.k12oms.org/46-219300**

EAST VALLEY
**SELPA**
*Educating Together*

**East Valley SELPA**
Educating Together

Paraprofessionals

# The Paraprofessional:
## *Best Practices to Support Students*

*Presenters:*
Courtney Beatty, MA, BCBA, EV SELPA Program Specialists
Shannon Vogt, MA, EV SELPA Program Specialist

This training will cover necessary information to truly support teachers teach and students learn daily. It will have valuable information for newly hired paraprofessionals and those who have been assisting teachers and students for years. We will cover ways to implement instructional support in academic, social, and behavioral areas. Paraprofessionals will walk away with new strategies, and tips and tricks to add to their "tool boxes".

*Objectives– Participants will:*
- Learn the different responsibilities of a paraprofessional across the continuum of placements
- Understand how to support students academically, socially, and behaviorally while focusing on student independence
- Gain knowledge of special education, Individualized Education Programs (IEP's), accommodations and modifications
- Learn how to take accurate data
- Learn how to work with others

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

| *Thursday* | *Wednesday* |
|---|---|
| **December 8, 2022** | **February 8, 2023** |
| 8:30 am - 3:00 pm | 8:30 am - 3:00 pm |
| *Register Online:* | *Register Online:* |
| **https://sbcss.k12oms.org/46-216690** | **https://sbcss.k12oms.org/46-216692** |

# Professional Crisis Management (PCM)

---

**EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:**

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

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

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

---

## INITIAL TRAINING SCHEDULE

| LEVEL | DATES | TIMES | REGISTER ONLINE |
|---|---|---|---|
| **Practitioner** | August 18-19, 2022 | 8:30 am - 4:00 pm | https://sbcss.k12oms.org/46-216759 |
| **Practitioner** | October 17-18, 2022 | 8:30 am - 4:00 pm | https://sbcss.k12oms.org/46-216761 |
| **Practitioner** | February 23-24, 2023 | 8:30 am - 4:00 pm | https://sbcss.k12oms.org/46-216762 |
| **Practitioner** | April 25-26, 2023 | 8:30 am - 4:00 pm | https://sbcss.k12oms.org/46-216777 |
| **Practitioner 1** | November 15-16, 2022 | 8:00 am - 4:30 pm | https://sbcss.k12oms.org/46-216778 |
| **Practitioner 1** | March 14-15, 2023 | 8:00 am - 4:30 pm | https://sbcss.k12oms.org/46-216779 |
| **Practitioner 2P** | August 30, 31 and September 1, 2022 | 8:30 am - 4:00 pm | https://sbcss.k12oms.org/46-216753 |
| **Practitioner 2P** | October 24, 25, 26, 2022 | 8:30 am - 4:00 pm | https://sbcss.k12oms.org/46-216754 |
| **Practitioner 2P** | January 17, 18, 19, 2023 | 8:30 am - 4:00 pm | https://sbcss.k12oms.org/46-216755 |
| **Practitioner 2P** | April 18, 19, 20, 2023 | 8:30 am - 4:00 pm | https://sbcss.k12oms.org/46-216757 |

**Initial & Recertification Trainings $40.00 per participant**
**Re-Training Sessions $25.00 per participant**

# SCHOOL-BASED

# OCCUPATIONAL AND PHYSICAL

# THERAPY

# Back to School-Based OT and PT Basics - *Part 1*
## Presented by:
## Region 10 OT & PT Committee Members
### Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), Amy Sadek (OT)

School-based Occupational Therapy and Physical Therapy practitioners come and learn from school-based practitioners that have done the walk and talked the talk! This annually offered training will be offered as Part 1 and Part 2. Participants can register for one or both sections, which are independent from each other. Part 1 will provide a thorough review of the most important aspects of school-based OT and PT; from educational law, IEPs, assessment tools, documentation, to the most common evidence-based interventions. Part 1 also includes a 2-hour section on compliance in terms of timelines, legally sound assessment reports, and the IEP process. This training will aid you in gaining confidence and knowledge to solidify your role as a school-based practitioner. Participants will have opportunities for questions and will walk away with ready-to-use tools for a successful school year. Part 2, scheduled for December 2, 2022, will cover more in-depth information about assessments and treatment interventions.

*Participants will be given a "Take Away Starter Kit".*

**Date:**          **Friday, September 23, 2022**

**Time:**          **8:30 am to 3:30 pm**

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

**Fee:**            **No cost**

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

**Objectives:** Participants will:
1. Obtain a Review of educational law pertaining to OT/PT as a related service and understand the roles OTs, COTAs, or PTs play in School-based practice.
2. Understand the IEP Process as related service practitioners.
3. Identify educationally relevant assessment and evidence-based intervention tools.
4. Learn the components and best practices regarding documentation.

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

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

**Registration Deadline: September 16, 2022**

**Register Online: https://sbcss.k12oms.org/46-219999**

# Handwriting Readiness,
## So Much More Than Fine Motor Skills

*Presented by:*
Jo-Ann Vargas, MA, OTR/L, Lead Occupational Therapist
Mary Anne Klenske, MA, EV SELPA Program Specialist

## Looking to understand why some students struggle with Handwriting skills?

It is common to assume that fine motor delays are the reason, but there is so much more that affects the student's ability to write. Join us to learn how to identify handwriting difficulties in the classroom and understand the foundational differences between handwriting skills and written expression. Participants will walk away with simple, yet effective, ready-to-use classroom-based screening and strategy tools to address these difficulties.

*Objectives–Participants will:*

1. Learn the foundational components of handwriting skills
2. Understand the difference between handwriting skills & written expression
3. Learn at least 2 classroom-based screening tools
4. Learn at least 2 simple ready-to–use strategies to address handwriting difficulties

*Intended Audience:* General and Special Education teachers, Paraprofessionals, entry level Occupational Therapists and Occupational Therapy Assistants.

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

*Thursday*
SEPTEMBER 29, 2022
8:30 AM - 11:30 AM
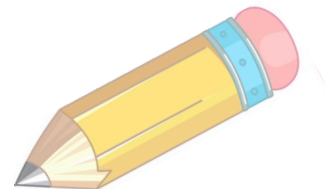REGISTER ONLINE
https://sbcss.k12oms.org/46-216741

*Thursday*
JANUARY 19, 2023
8:30 AM - 11:30 AM
REGISTER ONLINE
https://sbcss.k12oms.org/46-216742

**Region 10 Coordinating Council Presents......**

# Back to School-Based OT and PT Basics - *Part 2*
## Presented by:
## Region 10 OT & PT Committee Members
Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), Amy Sadek (OT)

This Part 2 training is designed for School-based Occupational Therapy and Physical Therapy practitioners by school-based practitioners that have lived school-based practice and are now sharing what has and has not worked. We all have heard of the most common assessment and treatment intervention tools used in OT and PT school-based practice; however, this training will not only provide an in-depth review of these tools, but also touch upon the legal requirements, and all those aspects that must be considered when standardized measures and plain elective practices should not be the go-to. Participants will also have hands-on opportunities to try actual assessment tools (such as items from Movement ABC, BOT, etc.) and time to ask those burning questions, obtain, and exchange information about evidence-based and legally should practices. Case studies will be used to draw the highlighted points of the presented information.

**Date:**         **Friday, December 2, 2022**

**Time:**         **8:30 am to 3:30 pm**

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

**Fee:**           **No cost**

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

**Objectives:** Participants will:
1. Identify the legal requirements for school-based OT and PT assessments and treatment delivery.
2. Identify educationally relevant school-based OT and PT assessment tools.
3. Learn the importance of delivering evidence-based treatment intervention.
4. Learn the components and best-practices regarding school-based OT/PT assessment and treatment documentation.

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

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

**Registration Deadline: November 25, 2022**

**Register Online: https://sbcss.k12oms.org/46-219999**

# "Sensory and Self-Regulation Disorders in Neurodevelopmental Disabilities including ASD, ADHD, and Fragile X Syndrome" Webinar

Presented by:
Dr. Randi Hagerman, Medical Director of the MIND Institute at UC Davis

Understanding the neurophysiology of common neurodevelopmental conditions such as ASD, ADHD, Fragile X syndrome, and Anxiety is key in developing self-regulation and other medical interventions to address the needs of the school age child. This course teaches about the advances in treatment of Autism, ADHD, Fragile X Syndrome, and other conditions as they relate to sensory integration, development and behavior. The course will also cover targeted treatments and gene therapy.

**Date:**        **Friday, February 3, 2023**

**Time:**        **8:30 - 11:30 am**

**Location:**   **Online Webinar**

**Fee:**          **No cost**

**Audience:**  Occupational Therapists, Certified Occupational Therapy Assistants, & Physical Therapists

**Objectives:** Participants will:

1. Understand the neurobiology and symptomatology of Autism Spectrum Disorders, ADHD, Fragile X Syndrome

2. Identify common and evidence-based interventions for sensory and behavioral occurrences

3. Learn about the neurological processes of sensory stimulation as it relates to behavior

4. Learn about targeted treatments and gene therapy; current trends in treating these conditions

**CEUs:**    Certificate of attendance will be provided , verifying 3 professional development units.

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

*Registration Deadline: January 31, 2023*

**Register Online**:
https://sbcss.k12oms.org/46-212915

# Mobility Opportunities Via Education

## MOVE™ Basic Provider Training Opportunity

*Presenter:* Julie Sues Delaney, PT, Program Manager - MOVE International

This two-day training instructs how to implement the MOVE Program with individuals at your site. It is intended for teachers, parents, therapists, administrators, support providers, etc. who work with individuals with multiple disabilities.

*Course Objectives:*

1. Understand the philosophy, principles, and purpose behind the MOVE Program

2. Understand and be able to implement the Six Steps of the MOVE Program

3. Become familiar with the MOVE Profile to collect data

4. Brief introduction into upright toileting

5. Brief introduction into equipment that is utilized in the MOVE Program

*Wednesday & Thursday*
February 8 and 9, 2023

8:00 am - 4:00 pm
*(90 minutes for lunch on your own)*

*Cost:* $25.00
*(No Purchase Orders accepted - This is a Pre-Paid Event)*

*Location:*
Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, 92408

*Register Online:*
https://sbcss.k12oms.org/46-220017

SAVE THE DATE

*Region 10 Coordinating Council*

**REVIEW OF THE**

**SENSORY PROCESSING MEASURE (SPM)**

**APRIL 28, 2023**

*More Information to Come*

# AAC IN THE CLASSROOM:
## *Empowering All Students to Communicate*

Presented by
Courtney Beatty & Shannon Vogt
EV SELPA Program Specialists



**Do you work with students who have difficulty communicating verbally?**
**Would you like to know more about how to give your students a "voice"?**

This two-day training is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, Speech-Language Pathologists, and others who work in-person within the classroom settings. Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Selecting vocabulary and creating a lesson plan
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans
  *\*This training does not cover assessment or programming of high-tech devices or their systems*

**Location:**
**Dorothy Inghram Learning Center/EV SELPA, 607 E. Carnegie Drive, San Bernardino, 92408**

| | |
|---|---|
| Tuesday & Wednesday<br>**October 18 & 19, 2022**<br>8:30 am - 3:00 pm<br>Register Online:<br>**https://sbcss.k12oms.org/46-216802** | Tuesday & Wednesday<br>**May 9 & 10, 2023**<br>8:30 am - 3:00 pm<br>Register Online:<br>**https://sbcss.k12oms.org/46-216803** |

**Region 10 SLP TRAININGS**

**MORE INFORMATION TO COME**

---

October 28, 2022
8:30am – 3:00pm
Presenters: Jessie Ginsburg & Chris Wenger
Title: Making the Shift: Revolutionary Methods for Autistic Students
Location: Jesse Turner
In-person
5 CE Credits

---

February 3, 2023
8:30am – 3:00pm
Presenter: Toya Wyatt
Title: Assessing and Working with Students who Speak AAE: Socio-cultural
and Linguistic Considerations
Virtual
5 CE Credits

---

April 28, 2023
8:00am – 3:00pm
Presenter: Scott Yaruss
Title: Advanced Topics in Stuttering Treatment: Comprehensive Assessment; Minimizing Bullying;
and Counseling Clients for Success
Location: TBD
In-person
5.0 CE Credits

# TRANSITION

EAST VALLEY
**SELPA**
*Educating Together*

**Transition Partnership Project (TPP)**

**1st**

*Teacher*

**TRAINING**

This mandatory TPP Teacher meeting that will be conducted by Virtual Job Shadow Account Manager & Seasoned Transition Teachers, who will provide an overview of virtual job shadow and how to create and clone your own flex lessons. They will also give you some insights monthly by using both virtual job shadow along with resources in the google classroom. This training will also provide guidance on how student curriculum activities and addressing the DOR Student Services objectives required by our current DOR contract:

- Job Exploration Counseling
- Workplace Readiness Training
- Work-Based Learning Experiences
- Post-Secondary Education Counseling
- Self-Advocacy

**BRING YOUR PERSONAL TABLET OR LAPTOP**

*Wednesday*
**AUGUST 17, 2022**
**8:30 am - 3:00 pm**

**Register Online:**
**https://sbcss.k12oms.org/46-221080**

Location
Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408

# TPP
# Para-Professional Training

**Wednesday,**

**September 21, 2022**

**8:00 - 11:00 am**

This training is for paraprofessionals that will be working with the Transition/Career Education Class (TPP).  This training will help paraprofessionals learn the important role that they play in the TPP class as well as learn how to support their assigned teacher.

**BRING YOUR TABLET OR LAPTOP**

**REGISTER Online:**
**https://sbcss.k12oms.org/46-221886**

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

# Transition Partnership Project (TPP)

# 2nd TEACHER TRAINING

*Presented by:*
*East Valley SELPA Program Specialist*
*Colleen Meland*

This mandatory TPP Teacher meeting will provide some insights on how students can Self Advocate for themselves in their IEP. We will have some round table sharing about the following topics:

- What are the important points of making a good Transition class
- Ideas on how to get students to talk and share when they won't speak up
- Creating a safe environment for students while in the Transition class
- Helpful lessons for students on Financial Literacy

BRING YOUR TABLET OR LAPTOP

**Wednesday,**
**OCTOBER 19, 2022**
**8:30 am - 3:00 pm**

**Register Online:**

https://sbcss.k12oms.org/46-221792

Location:

Dorothy Inghram Learning Center

670 E. Carnegie Drive

San Bernardino 92408

# Annual
# Department of Rehabilitation (DOR)
# and
# Transition Partnership Project (TPP)
# CROSS TRAINING
## January 2023
## TBA

The DOR-TPP Cross Training is an annual event that brings together Transition Partnership Projects, the Department of Rehabilitation, WorkAbility1 and Community Partners. Presently, six SELPA's and transition specialists from their LEAs participate in the planning and attend the Cross Training: Desert Mountain SELPA, East Valley SELPA, Fontana Unified SELPA, Riverside Unified School District SELPA, San Bernardino City Schools SELPA, and West End SELPA. The intent of the Cross Training is to educate all participating agencies that include contracted services, procedures, objectives, and different professional approaches to problem solving and training issues. The meetings and trainings provide a regional forum to share information that leads to understanding and cooperation between the agencies, including agency missions, goals, policies and procedures.

East Valley SELPA

Transition Partnership Project (TPP)

## 23rd ANNUAL CAREER INFORMATION DAY

APRIL 2023

Career Information Day will feature more than 30 employers, hosted at the Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) campus. The 23rd annual event will have exhibits and presentations for Inland Empire students who are enrolled in high school transition programs.

Employers from several career paths will speak to students and give tips to pursuing a job in their field. Presenters include representatives from local government agencies, retailers and educational entities. The event is co-sponsored by the East Valley Special Education Local Plan Area (SELPA) Transition Partnership Project, the California State Department of Rehabilitation, WorkAbility1 programs, and the following educational agencies: Colton Joint Unified School District, CRY-ROP, Redlands Unified, Rialto Unified, Rim of the World Unified, San Bernardino City Unified, San Bernardino County Superintendent of Schools, and Yucaipa-Calimesa Joint School District.

# Secondary Transition Plan Development

*Presented by: Colleen Meland*
*EV SELPA Program Specialist*

An overview & guidance for developing Secondary Individual Transition Plans

*Topics covered:*
- Conducting Age-Appropriate Transition Assessments
- Development of Post-secondary and Supporting Annual Goals
- Transition Services
- Activities and Appropriate Community Experiences
- Course of Study
- Agency Linkages
- Age of Majority

*Thursday*
September 15, 2022
8:30 am - 3:00 pm

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

*Register Online*
https://sbcss.k12oms.org/46-216857

# Self Determination & Redesigning IEP Meetings for Greater Student Inclusivity & Participation

*Presented by: Colleen Meland*
*EV SELPA Program Specialist*

Exercises that foster student self-awareness to enable their greater inclusivity at IEP Meetings through participation in self-advocacy and self-determination activities.

*Thursday*
October 14, 2022
8:30 am - 12:00 pm

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

*Register Online*
https://sbcss.k12oms.org/46-219895

**EAST VALLEY SELPA**
*Educating Together*

# Group and Individual Activities to Foster Social Skills Development

*Presented by: Colleen Meland*
*EV SELPA Program Specialist*

Strategies for engaging students in group & individual activities
that will foster development of needed social skills for successful participation in
school and non school activities.

*Thursday*
November 3, 2022
8:30 am - 12:00 pm

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

*Register Online*
https://sbcss.k12oms.org/46-219898

EAST VALLEY SELPA

PRESENTERS

# Presenters

## Dr. Patty Metheny

### Ed.D., EV SELPA  Chief Administrative Officer

Since 2015, Dr. Patty Metheny has been the Administrator for the East Valley SELPA. She is currently a member of the Executive Team for the SELPA Administrators of California.  Dr. Metheny has over 40 years of service in public education. She served as the Director of Student Services for 13 years and spent many years prior to that as a School Psychologist  and Teacher for the Yucaipa-Calimesa Joint Unified School District, as well as a School Psychologist for the Colton Joint Unified School District. She earned her Ed.D. in Organizational Leadership from the University of La Verne, her M.A. from Azusa Pacific University, and her B.A. from the University of California, Riverside, graduating Magna Cum Laude and as a member of Phi Beta Kappa. Her dissertation focused on identifying alternatives to special education due process for inclusion in IDEA.  Dr. Metheny is a strong proponent of Alternative Dispute Resolution (ADR) practices and developing strong family-school relationships. Her expertise and interests include parent education, early childhood education, MTSS, PBIS, inclusive education, assessment practices, and special education compliance/policies and procedures.

## Dr. Rick Homutoff

### Ed.D., EV SELPA Due Process Program Manager

Dr. Rick Homutoff is the Program Manager for Due Process in the East Valley SELPA.  He provides training, support and technical assistance to member district's special education directors, administrators and staff to help ensure compliance with state and federal laws and regulations regarding special education.  Dr. Homutoff also assists member districts with Due Process Complaints, including Alternative Dispute Resolution (ADR), Early Resolution Conferences, and Mediations, as well as participates in Due Process Hearings.  Prior to coming to the EV SELPA, he was a special education teacher and transition specialist for the Los Angeles County Office of Education, Special Education Coordinator for Azusa Unified School District and Special Services Coordinator for Redlands Unified School District. Dr. Homutoff earned a Bachelor's Degree from Vanguard University, a Master's in Special Education from Cal Poly Pomona, and a doctorate degree from the University of La Verne.  His doctoral research focused on coping strategies developed and maintained by families having a child or sibling with a disability.  He is also an Adjunct Professor for Azusa Pacific University.



EAST VALLEY
SELPA
*Educating Together*

# Presenters

## Courtney Beatty

### M.A., BCBA, EV SELPA Program Specialist

Courtney Beatty has been a Program Specialist with the East Valley SELPA for 5 years. She has worked in the field of special education for the past 15 years in various settings including in-home therapy and general and special education classrooms across all grade levels. Courtney received her Master's Degree in Special Education, Education Specialist Credential Moderate to Severe, and Multiple Subjects Credential from California State University of San Bernardino. She is also a Board Certified Behavior Analyst (BCBA). Her professional interests include behavioral intervention and analysis, Alternative and Augmentative Communication (AAC), IEP goals and data collection, and classroom technological use for students across the continuum.

## Belinda Block

### EV SELPA School-Based Physical Therapist

Belinda Block is a physical therapist with the East Valley SELPA with over 30 years of experience as a physical therapist. She joined the SELPA in 2018 after an extensive career in the medical realm of physical therapy. She is the lead physical therapist for school-based mobility and positioning equipment needs and Assistive Technology with Low Incidence considerations. Belinda is committed to providing students and teachers the best support for academic success. She is dedicated to developing programs, interventions and goals that embrace best practices in her field and are legally compliant and in-line with California's ed code.

## Jennifer Brooksby

### M.S., CCC-SLP EV SELPA Regional Services Program Manager

Jennifer Brooksby is East Valley SELPA's Program Manager for Regional Services. She supports EV SELPA member districts and area Non-Public Schools by providing training, support and technical assistance in compliance, Alternative Dispute Resolution (ADR), child find, assessment procedures, and inclusion. Prior to working for the EV SELPA, she was a medical based ASHA-certified Speech-Language Pathologist, an education-based Speech-Language Pathologist at various California public schools, and Special Education Coordinator for the Yucaipa-Calimesa Joint Unified School District. Jennifer earned a Master's in Speech-Language Pathology from Idaho State University and a Bachelor's in Audiology Speech-Language Pathology from Brigham Young University, Provo. Her areas of interest in special education include early childhood education, inclusive practices, ADR to preserve relationships between families and districts, and compliance.

# Presenters

## Mary Anne Klenske

MA, EV SELPA Program Specialist

Mary Anne Klenske has been a Program Specialist with an emphasis in Behavior Support with the East Valley SELPA for 24 years. She received her Master's Degree in Special Education from California State University of San Bernardino in 1993. Mary Anne has been working in the field of education for 35 years. She taught special education full-time, as well as served as a district wide Inclusion Specialist, and is a member of the Positive Environments Network of Trainers (PENT) since its inception in 2003, joining the Leadership Team in 2011. Mary Anne continues to develop her professional skills and knowledge by attending classes, workshops, and conferences.

## Jessica M. Lascano

MA, LEP #3613, APCC # 8762, NCSP, SBCSS School Psychologist

Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools. She is embarking on her 19th year in education. During her time as an educator Jessica has worked as a special education teacher, school counselor, program specialist, and school psychologist. She has two master's degrees from Azusa Pacific University in the areas of Special Education, and Educational Psychology. Jessica is credentialed as a mild to moderate education specialist, school counselor, and school psychologist. She is an NCSP (Nationally Certified School Psychologist) with the National Association of School Psychologists. She is also a Licensed Educational Psychologist and a Board Certified Behavior Analyst. Jessica works to continually sharpen her skills and has participated in on-going continuing education throughout her career. She enjoys giving back to the community, and the profession. To this effect, she has worked as an adjunct professor, parent trainer, social skills trainer, and university level mentor for teachers and school psychologists. Jessica has an interest in helping others to grow and is very dedicated to supporting all children and families.

# Presenters

## Colleen Meland

### MA., EV SELPA Program Specialist

Colleen Meland has been a Program Specialist for the East Valley SELPA for over 20 years. She brings to her job 18 years of classroom experience. Colleen taught general education and special education classes at the upper elementary, middle school and high school levels, and worked as both a Special Day Class Instructor and a Resource Specialist at middle and high schools. Colleen has supported classroom teachers addressing their variety of needs; academic, social skills, and assistive technology, with a particular interest supporting transition for secondary and young adult students. Her trainings have included staff development and strategies for parents. She teams with her colleagues providing school staff Professional Crisis Management Trainings for responding safely to students experiencing dangerous behaviors.

## Tracy Schroeder

### LCSW, Behavioral Health Program Manager

Tracy Schroeder is the Program Manager for Behavioral Health for the East Valley SELPA. She manages counselors who provide Educationally Related Mental Health Services (ERMHS) to students in the member districts. Tracy received her Master's Degree in social work from California State University of San Bernardino. She has been licensed as a Social Worker since 2005 and has her PPS in counseling. Tracy has worked in a variety of multi-cultural environments serving as a therapist, case manager, and supervisor for adults and children.

## Jo-Ann Vargas

### MA, OTR/L, Lead Occupational Therapist

Jo-Ann Vargas is the Lead Occupational Therapist (OT) for the East Valley SELPA, with almost 30 years of experience in Occupational Therapy. She holds a Master of Arts degree in Education with specialization in Best Practices, a California OT license, and National OT Certification. Jo-Ann is Certified in Assistive Technology Applications and the Therapeutic Listening Program; has completed the USC Sensory Integration Certification Program; and is a member of the American OT Association. In collaboration with Program Specialists, School Psychologists and Mental Health Counselors, she participates in preparing and delivering in-person and webinar trainings to educational staff in the EVSELPA member districts. She has recently obtained training in Neuroception, Alternative Dispute Resolution, and Distance Learning Interventions. Serving as the chairperson for the Region 10 OT/PT Committee since 2019, she researches, prepares, and delivers trainings in evidence-based and educationally relevant practices for OT and PT practitioners in the region. Jo-Ann and her team of OTs and PT, work with school-age children with a variety of special education needs throughout the East Valley SELPA. Her special interest is in working with children with behavioral, learning, and attention difficulties that impact their education. She enjoys spending time with her family, traveling, hiking, knitting and baking.

# Presenters

## Shannon Vogt
### MA, EV SELPA Program Specialist

Shannon Vogt has been a Program Specialist for the East Valley SELPA for 8 years. She has been working in the field of special education for the past 16 years in numerous settings supporting students with disabilities to progress behaviorally, socially, functionally, and academically. Shannon obtained a Master's Degree in Education, Curriculum and Instruction as well as extensive studies in Applied Behavior Analysis (ABA) through Arizona State University. As a model teacher in an ABA classroom and Teacher on Assignment, she had many unique experiences which provided her the ability to manage staff, train in class, complete assessments, and individualize curriculum for students. As a Program Specialist with East Valley SELPA, her focus has been working with teachers on developing legally compliant IEP goals and supports the implementation of the IEP document. She works in the areas of Professional Crisis Management, Alternative Dispute Resolution, and Behavioral Interventions. Shannon's passion continues to be mentoring new teachers and staff and working side-by-side with students to build their skill sets. She remains dedicated to learning the best practices in her field.

4.15 SBCSS East Valley Operations

4.16 EV SELPA Parent Liaison Trainings

# Parents

## Learn how to be an active participant in the IEP Process



PARENT LIAISON *VIRTUAL* TRAINING SERIES:
ADVOCATING AS A PROBLEM-SOLVER
*Presented by:*
*David Dowling, JD, MDR*

Parents will learn how to be an active participant in the IEP Process.
Class topics will provide parents with training in:
- how to be a facilitator in the IEP Process
- how to work through challenging conversations
- how to be an effective problem solver

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

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

https://sbcss.k12oms.org/
46-214799

**Register Online**

https://sbcss.k12oms.org/
46-214800

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

# 4.17 Hot Topics

OTHER


5.1 2022-2023 EV SELPA Steering Committee
   Meetings

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

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

**JULY 14, 2022**

**AUGUST 2022 – NO MEETING**

**SEPTEMBER 15, 2022**

**OCTOBER 13, 2022**

**NOVEMBER 10, 2022**

**DECEMBER 8, 2022**

**JANUARY 2023 – NO MEETING**

**FEBRUARY 9, 2023**

**MARCH 9, 2023**

**APRIL 13, 2023**

**MAY 11, 2023**

**JUNE 8, 2023**

5.2 2022-2023 EV SELPA Board of Directors Meetings

**2022/2023**
**East Valley SELPA**
**BOARD OF DIRECTORS MEETING SCHEDULE**

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

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

5.3 2022-2023 EV SELPA CAC Meetings

**2022/2023**
**East Valley Special Education Local Plan Area**

**Community Advisory Committee**

**Meeting Schedule**

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

**SEPTEMBER 19, 2022**

**NOVEMBER 14, 2022**

**FEBRUARY 27, 2023**

**APRIL 24, 2023**



Approved by EV SELPA CAC 4.25.22

5.4 EV SELPA Professional Development – August & September 2022

**SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES**

*Facilitators:*

Jennifer Brooksby & Rick Homutoff

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

Monday, August 22, 2022
8:00—10:00 am
Monday, November 14, 2022
2:00—4:00 pm
Monday, February 13, 2023
8:00—10:00 am
Monday, May 15, 2023
2:00—4:00 pm

*Location:*

DILC/EV SELPA, 670 E. Carnegie Drive, SB, 92408

*Register Online for the series:*
**https://sbcss.k12oms.org/46-217343**

# HIGH CONFLICT *Certification* TRAINING SERIES

**Facilitators:**
**David Dowling, JD, MDR, Professional Mediator**
**Jennifer Brooksby, EV SELPA Program Manger, Regional Services**

East Valley SELPA member districts staff who participate will learn how to manage complex, high conflict behaviors, describe characteristics of high conflict personalities , how they become patterned in some people, and how to recognize the paradigm shifts necessary in order to successfully manage interactions.

**\*EV SELPA District Members Staff Only\***
**Register Online:**
**https://sbcss.k12oms.org/46-221831**

**2:00 - 4:00 pm**
**6 Sessions**
**August 23, 2022**
**September 14, 2022**
**October 21, 2022**
**November 9, 2022**
**December 15, 2022**
**January 17, 2023**

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

**EAST VALLEY SELPA**
*Educating Together*

# Parents

## Learn how to be an active participant in the IEP Process

## PARENT LIAISON _VIRTUAL_ TRAINING SERIES:

## ADVOCATING AS A PROBLEM-SOLVER

Presented by:

### David Dowling, JD, MDR

### Parents will learn how to be an active participant in the IEP Process.

Session topics will provide parents with training in:

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

| TOPIC | DATE | TIME |
|---|---|---|
| Role of a Parent Liaison | Thursday, August 25, 2022 | 6:00 — 9:00 pm |
| Facilitation in the IEP Process | Thursday, September 1, 2022 | 6:00 — 9:00 pm |
| Negotiation in Facilitation | Thursday, September 8, 2022 | 6:00 — 9:00 pm |
| Difficult Conversations | Thursday, September 15, 2022 | 6:00 — 9:00 pm |
| Managing the Dispute Process | Thursday, September 22, 2022 | 6:00 — 9:00 pm |
| Persuasion and Problem-Solving | Thursday, September 29, 2022 | 6:00 — 9:00 pm |

REGISTER ONLINE: https://sbcss.k12oms.org/46-214800

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

EAST VALLEY
SELPA
Educating Together

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

# Parents & Educators — In It Together: Walking the IEP Journey as Partners

The East Valley SELPA is hosting a two-day, virtual event for parents and educators focused on enhancing the long-term relationship we share and promoting success for children with disabilities. Join us to learn about the IEP journey as we hear from experts in the field addressing how to build skills to support one another, build trust, and center positive relationships on student needs. There will be opportunities for live interactions with experts as well as invaluable resources available.

** There is no Cost Associated with this Event **

Friday & Saturday
## September 16 & 17, 2022

## 9:30 am - 12:00 pm

## Register Online:
## https://sbcss.k12oms.org/46-217256

# Team Up for Comprehensive Assessment

Team of Presenters:
Susanne Ferguson, Ed.S., CCC-SLP, BCBA (Webinar Only)
Jessica Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

A collaborative approach is one of the best ways to ensure comprehensive assessment. All assessors should understand one another's roles and responsibilities in the assessment process. Moreover, it is vital to collaborate and share information throughout assessment as this ensures that all stakeholders contribute to meaningful analysis and interpretation of data. A team of assessors from various fields will come together in this training to help you to learn about different assessment domains unique to each assessor's scope of practice. Additionally, this training will focus on eligibility criteria in special education, the importance of collaboration for prime assessment outcomes, and common misconceptions regarding the assessment process. Please join us if you are an assessor, service provider, or IEP team member who wants to learn more about how to team up to ensure comprehensive assessments.

**EAST VALLEY SELPA**
*Educating Together*

| **Thursday, August 25, 2022** | **Thursday, February 16, 2023** |
|---|---|
| **8:30 am - 12:30 pm** | **8:30 am - 2:30 pm** |
| *WEBINAR* | *In-Person Training* |
| Confirmed registrations will receive a link to join the webinar prior to the event date | Dorothy Inghram Learning Center/EV SELPA 670 E. Carnegie Drive, SB 92408 |
| **Register Online:** | **Register Online:** |
| **https://sbcss.k12oms.org/46-217158** | **https://sbcss.k12oms.org/46-217159** |

# Additional Support Assessment (ASA) Training



Participants will be introduced to the Additional Support Assessment (ASA) process to evaluate the need for and identify types of additional student supports, including assistance from paraprofessionals. Attendees will understand each of the 7 steps of the ASA to thoroughly assess all aspects of the student's program to determine whether extra support is needed. Participants will receive many resources to conduct interviews, complete observations, collect data, and summarize assessment results in a comprehensive and sequenced manner. This training also covers the generation of an aide training and fading plan when paraprofessional support is indicated.

**WEBINAR**
*Presented by: Susanne Ferguson, Ed.S., CCC-SLP, BCBA*

Wednesday,
**September 7, 2022**
**8:30 am—12:00 pm**
Register Online:
**https://sbcss.k12oms.org/46-216688**

**In-Person Training**
Presented by: EV SELPA Program Specialists
Mary Anne Klenske, M.A. & Shannon Vogt, M.A.

Wednesday,
**February 1, 2023**
**8:30 am –3:00 pm**
Register Online:
**https://sbcss.k12oms.org/46-216689**
Location:
Dorothy Inghram Learning Center/ EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

EAST VALLEY
**SELPA**
*Educating Together*

# Autism Assessment: A Team Approach
## *WEBINAR*

*Team of Presenters:*
*Susanne Ferguson, Ed.S., CCC-SLP, BCBA*
*Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist*
*Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager*
*Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist*

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

Wednesday
**September 14, 2022**
**8:30 am - 12:30 pm**

**Register Online:**
**https://sbcss.k12oms.org/46-220815**

EAST VALLEY
**SELPA**
*Educating Together*

# EAST VALLEY SELPA
*Educating Together*

# UNDERSTANDING NEURODIVERSITY & STRATEGIES FOR ACADEMIC SUCCESS WITHIN INCLUSIVE CLASSROOMS
## Webinar

*Presented by:*
Susanne Ferguson, Jessica Lascano, & Colleen Meland

The Neurodiversity 'Growth' Paradigm embraces individuals having cognitive and behavioral differences as *normal* variations in our natural world. Neurodiversity aligns with the practices of the *Inclusion Movement* and should be represented in diversity lessons and educational equity policies.
This webinar training will include the following topics & activities:

- Neurodiversity affirming language

- Interactive activities providing perspective about how neurodivergent individuals feel complying with neurotypical behavior expectations

- Videos portraying the Neurodivergent Point-of-View

- Classroom strategies:

    - Neurodiversity affirming goals

    - *Bidirectional/'Double Empathy' perspective training*

    - *Acceptance training* for neurotypicals

    - Teaching *figurative language*

    - Teaching *interoception*— awareness of one's internal feelings relative to their emotional state of being

*Friday*
**September 30, 2022**
**8:30 am - 12:30 pm**
*Register Online:*
https://sbcss.k12oms.org/46-219832

*Friday*
**January 20, 2023**
**8:30 am - 12:30 pm**
*Register Online:*
https://sbcss.k12oms.org/46-219833

# POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS

*Presenters:*

Mary Anne Klenske, MA, EV SELPA Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

This training focuses on using positive behavior interventions to assist teachers with managing behavior challenges. The following behavioral principles will be introduced:

- ABC's and functions of behavior
- Reinforcement and Reinforcement Systems
- Visual Supports & other tools to manage behavior
- Building rapport with students
- Sensory strategies
- Data Collection

Attendees will leave with strategies to implement immediately in their respective settings.

| *Thursday* | *Tuesday* |
|---|---|
| **September 8,2022** | **February 21, 2023** |
| **8:30 am - 3:30 pm** | **8:30 am - 3:30 pm** |
| Register Online: | Register Online: |
| https://sbcss.k12oms.org/46-217148 | https://sbcss.k12oms.org/46-217149 |

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

# Addressing *the* Foundational Skills

## *of the* Preschool Student

*Presented by:*

Mary Anne Klenske, MA, EV SELPA Program Specialist
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Specialist
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

This In-person training is designed for Preschool teachers and para-professionals in general and special education preschool classrooms. This training will cover the foundational skills required for students to succeed in their educational life. We will review the developmental progression of the preschool student in terms of physical, social and emotional development. You will learn strategies to tailor a sound preschool program to address these needs including behavioral and sensory interventions.

*Objectives: Participants will:*

- Review the developmental stages for students from 3 to 5 years of age
- Identify the natural progression of the student engagement in play physically, emotionally and behaviorally
- Identify at least three strategies on how to implement social emotional learning into the classroom
- Learn at least 3 behavioral and sensory motor strategies to implement in the classroom

*Location:*

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

EAST VALLEY
**SELPA**
*Educating Together*

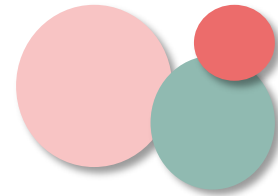| *Wednesday* | *Friday* |
|---|---|
| **August 31, 2022** | **January 27, 2023** |
| **8:30 am - 3:00 pm** | **8:30 am - 3:00 pm** |
| *Register Online:* | *Register Online:* |
| **https://sbcss.k12oms.or46-216861** | **https://sbcss.k12oms.org/46-216862** |

**Transition Partnership Project (TPP)**

**1st**

*Teacher*

**TRAINING**

This mandatory TPP Teacher meeting that will be conducted by Virtual Job Shadow Account Manager & Seasoned Transition Teachers, who will provide an overview of virtual job shadow and how to create and clone your own flex lessons. They will also give you some insights monthly by using both virtual job shadow along with resources in the google classroom. This training will also provide guidance on how student curriculum activities and addressing the DOR Student Services objectives required by our current DOR contract:

- Job Exploration Counseling
- Workplace Readiness Training
- Work-Based Learning Experiences
- Post-Secondary Education Counseling
- Self-Advocacy

**BRING YOUR PERSONAL TABLET OR LAPTOP**
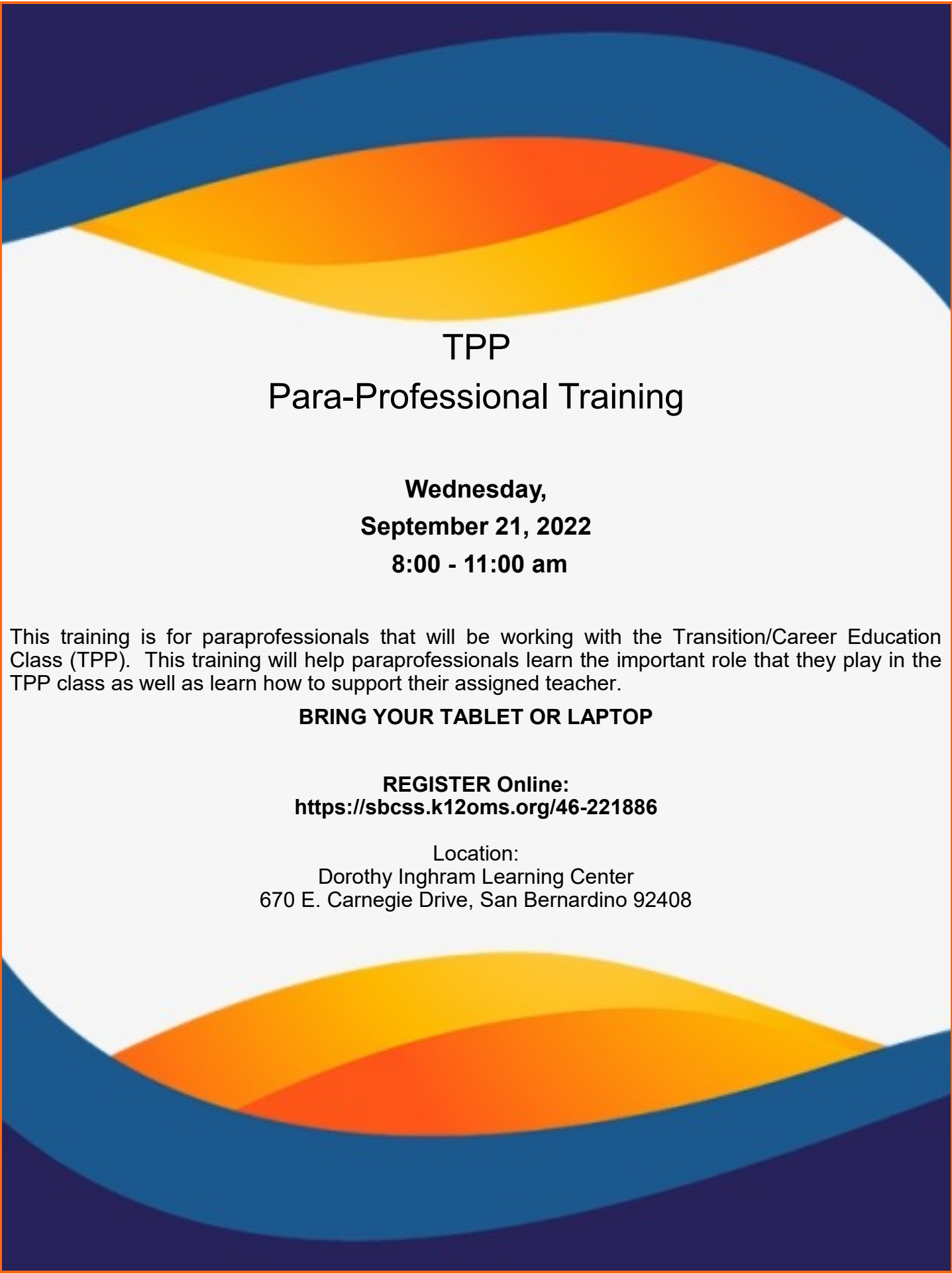
*Wednesday*

**AUGUST 17, 2022**

**8:30 am - 3:00 pm**

**Register Online:**
**https://sbcss.k12oms.org/46-221080**

Location
Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive
San Bernardino, CA 92408

# TPP
# Para-Professional Training

**Wednesday,**

**September 21, 2022**

**8:00 - 11:00 am**

This training is for paraprofessionals that will be working with the Transition/Career Education Class (TPP). This training will help paraprofessionals learn the important role that they play in the TPP class as well as learn how to support their assigned teacher.

**BRING YOUR TABLET OR LAPTOP**

**REGISTER Online:**
**https://sbcss.k12oms.org/46-221886**

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

# Secondary Transition Plan Development

*Presented by: Colleen Meland*
*EV SELPA Program Specialist*

An overview & guidance for developing Secondary Individual Transition Plans

*Topics covered:*
- Conducting Age-Appropriate Transition Assessments
- Development of Post-secondary and Supporting Annual Goals
- Transition Services
- Activities and Appropriate Community Experiences
- Course of Study
- Agency Linkages
- Age of Majority

*Thursday*
September 15, 2022
8:30 am - 3:00 pm

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

*Register Online*
https://sbcss.k12oms.org/46-216857