East Valley SELPA STEERING COMMITTEE MEETING

670 E. Carnegie Drive, San Bernardino, CA 92408

** AGENDA ** <u>JULY 15, 2021, 8:00 A.M.</u> Virtual Meeting

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

			<u>PRESENTER</u>
1.0	CAL	L TO ORDER	Patty Metheny
2.0	PUB	LIC COMMENTS	
3.0	REV	IEW/APPROVAL OF MINUTES	Patty Metheny
4.0	DISC	CUSSION/PRESENTATION	
	Finan	ace Items	
	4.1	FY 2020/21 4th Quarter NPS Reimbursement Transfer	Andrea Tennyson
	4.2	AB602 June 2021 CDE Certification SELPA Funding	Andrea Tennyson
	4.3	FY 2020/21 EV SELPA Schedule REX	Andrea Tennyson
	4.4	FY 2021/2022 EV SELPA Projected Base Funding	Andrea Tennyson
	4.5	COVID ADR & Learning Recovery Services Funds	Patty Metheny
	4.6	EV SELPA Fiscal Reporting Calendar 2021/2022	Andrea Tennyson
	Progr	ram Items	
	4.7	EV SELPA Alternative Dispute Resolution (ADR) • ADR COVID-19	Patty Metheny
		• EV SELPA ADR Cadre	Jessica Lascano
	4.8	EV SELPA Supporting Inclusive Practices (SIP) Grant	Patty Metheny
	4.9	 CALPADS Student Data DRDP Submission CALPADS EOY 4 CALPADS EOY3 	Patty Metheny Lisa Horsley
	4.10	WebIEP Forms ■ EV50, Form 6 – ELPAC Update	Patty Metheny

4.11	EV SELPA 2021-2022 BrochureEV SELPA Staff Responsibilities	Patty Metheny
4.12	EV SELPA 2021-2022 Professional Development CatalogVirtual Trainings through December	Patty Metheny
4.13	EV SELPA PCM Trainings 2021-2022	Patty Metheny
4.14	SBCSS East Valley Operations	Scott Wyatt
4.15	Hot Topics	Committee

5.0 OTHER

- 5.1 2021-2022 EVSELPA Steering Committee Meetings
- 5.2 2021-2022 EVSELPA Board of Directors Meetings
- 5.3 2021-2022 EVSELPA CAC Meetings
- 5.2 EV SELPA Professional Development August & September 2021
- 5.4 Next Meeting September 16, 2021, 8:00 AM

East Valley SELPA

STEERING COMMITTEE MEETING MINUTES June 10, 2021

MEMBERS PRESENT:

Dr. Patty Metheny East Valley SELPA

Rob Pearson Colton Joint Unified School District
Patricia Buchmiller Redlands Unified School District

Derek Swem Rim of the World Unified School District Dr. Scott Wyatt San Bernardino County Supt of Schools

MEMBERS ABSENT:

Bridgette Ealy Rialto Unified School District

Jim Stolze Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain

Fernanda Naves-Arias

Nicole Albiso

Camille Riley

Business Services, Colton

Business Services, Redlands

Business Services, Rialto

Business Services, Rialto

Scott Whyte Business Services, Rim of the World
Jennifer Alvarado Internal Business, SB County Schools
Grace Granados Internal Business, SB County Schools
Lisa Regalado Business Advisory, SB County Schools
Amber Tavis Business Services, Yucaipa-Calimesa

OTHERS PRESENT:

Jennifer Brooksby Yucaipa-Calimesa Joint Unified School District

Rick Homutoff, Ed.D.

Anne-Marie Foley

East Valley SELPA

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the May 13, 2021, meeting were reviewed. Motion to approve the minutes was made by Scott Wyatt and seconded by Rob Pearson. 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 2021 Revise

Andrea Tennyson presented the revised schedule REX based on the Governor's May Revise. Ms. Tennyson stated that this is a living document and will be revised and updated as necessary throughout the fiscal year. Funding and expenditures were reviewed and explained.

4.2 EV SELPA 2020-2021 Fiscal Reporting Calendar

Ms. Tennyson reviewed the fiscal activities for the end of June and thanked the directors for sending their personnel data reports. Ms. Tennyson will submit the personnel data report to CDE ahead of the July 16, 2021, deadline.

4.3 EV SELPA 2021-2022 Fiscal Reporting Calendar

Ms. Tennyson shared the FY 2021-2022 Fiscal Reporting Calendar and reviewed fiscal activities for the month of July. This calendar will be updated throughout the year as needed.

Program Items

4.4 Districts' Expanded Learning Opportunity Plans

Committee members shared and discussed district plans. In addition to offering ESY, Redlands USD is contracting with Catapult Learning to provide services for four elementary school hubs. Catapult will also assist with data collection. Redlands USD middle schools will offer STEM coding classes in addition to English and Math courses. All high schools are offering credit recovery and expanded learning for their students. After return to inperson instruction, each school will decide how to utilize expanded learning monies.

EV Ops reports that SBCSS was one of three COEs that received a grant for after school programs. Dr. Wyatt expects to see an increase in programs available for county students. ESY and expanded learning opportunities will happen over the summer and on weekends. Tutors will be hired to assist in classrooms.

Colton JUSD in addition to having ESY will offer summer camps through their learning opportunity grants. Two elementary classes will participate in person ESY. All other students will participate virtually in ESY.

Rim of the World USD will also have ESY and is faced with staffing challenges for it. In addition, they will offer an expanded learning opportunity via a virtual computer lab four hours per day for special education students. A school psychologist has been hired to assist with the backlog of student assessments due to COVID-19. It is expected this school psychologist will continue throughout the school year and assist with the caseloads for the other two school psychologist. Rim will also provide after school tutoring for students and Saturday school as well as professional development for paraprofessionals.

Yucaipa JUSD will be offering a summer program open to all students as part of Expanded Learning Opportunities. It will run for 6-8 weeks. Student enrollment for the summer program is high and it is already a full capacity. Yucaipa is also facing some staffing challenges and is having difficulty finding paraprofessionals for this session. Credit recovery will be offered to high school students at the alternative education high school. Next year, the expanded learning opportunities will continue with after school programs and Saturday school.

4.5 Online or Independent Study & Special Education

Dr. Metheny shared a document by Special Ed Connections regarding the necessity of offering and providing a free, appropriate public education (FAPE) to students in independent study programs such as virtual academies. FAPE and educational decisions must be made based on students' needs rather than parental preferences and desires or program designs. IEP teams must address how students will be participating and how student participation will be recorded. Documentation of services continues to be vital.

4.6 Special Education ADR Connections – Social Media Reels

The EV SELPA ADR COVID grant-funded team is looking for volunteers to share their experiences in special education via social media. The goal for ADR connections is to connect and to build positive relationships with the community. Directors were requested to send Dr. Metheny the names of possible candidates by the end of the month. They were also requested to share the recruiting document with district personnel who can then complete the designed Google form and submit their information to participate.

4.7 2021-2022 EV SELPA Master Contract

Each year the EV SELPA engages in the master contract process with nonpublic schools (NPS) and residential treatment centers on behalf of its member districts. The master contract is developed using the State SELPA association template. In addition, the Inland Empire SELPA Administrators Association engages in rate negotiations with regional NPS's. The 2021-2022 EV SELPA Master Contract was shared. Dr. Metheny shared that copies of individual student agreements (ISAs) are made available to district staff via a link to the EV SELPA Airtable database.

4.8 EV SELPA Private School Individual Service Plan Services

Dr. Homutoff held the annual EV SELPA private school consultation meeting virtually on May 27, 2021. He reported three private schools were in attendance. During the meeting private school representatives expressed an interest in attending EV SELPA trainings. Once the EV SELPA professional development catalog is finalized it will be sent to the private

schools. Directors decided by consensus to continue providing annually 90 minutes of consultation services to parentally placed students in private schools.

4.9 CDE Monitoring

Anne-Marie Foley reported on compliance requirements. Districts are expected to have held or be holding end-of-year Special Education Plan (SEP) meetings at this time and to gather evidence of plan implementation for record keeping.

The State SELPA association has requested CDE postpone the June data pull for overdue initials. It is unclear if CDE has granted that postponement. More information will be provided once received. Ms. Foley reminded the directors that delay code Plan Type 300 (delays due to school emergencies) is available for use as it applies to initials. to use due to school emergency.

Nonpublic school monitoring visits are to be completed by June 30, 2021. Ms. Foley reports approximately 50 visits remained to be completed and requested monitoring documentation paperwork be sent to her as the visits are completed.

4.10 CALPADS/Student Data

Lisa Horsley reported a review of CALPADS data appears to indicate districts are on track with making corrections and finalizing records. SELPA approval is needed by August 27, 2021.

Desired Results Development Profile (DRDP) Spring reporting is close to completion. Data will in turn be certified by Dr. Metheny before the July 1, 2021, deadline.

EV SELPA districts have requested to access DRDP data thru WebIEP. Faucette Microsystems has been contacted and is working on making this feasible. Specifics for this are not yet available but Dr. Metheny will bring this information to the committee when received.

4.11 WebIEP Forms

Ms. Foley presented for review the EV-51 - IEP Member Excusal Form - and explained the proper use of this form. Per CDE guidelines, this form is not to be used for partial excusal. This form is only for a planned full excusal of team members who are not presenting their reports or progress during that meeting.

The Alternative Assessment Worksheet was also presented for review. This form will not be available in WebIEP since it is not part of the IEP. This form will be available in the secure side of the EV SELPA website as a fillable PDF.

4.12 SBCSS East Valley Operation

Dr. Scott Wyatt reported that County staff has been working closely with Rialto USD to ensure student IEPs are held this spring for the Rialto program transfer.

4.13 Hot Topics

Dr. Metheny shared that there is a new director for Sierra School of East Valley. Ms. Jacqueline Ragan will start soon.

5.0 OTHER

- 5.1 2021-2022 EV SELPA Steering Committee Meetings
- 5.2 2021-2022 EV SELPA Board of Directors Meetings
- 5.3 2021-2022 EV SELPA CAC Meetings
- 5.4 SELPA Administrators of California 2022 ADR Conference March 17 & 18, 2022
- 5.5 SBCSS Wellness Conference July 2021

6.0 ADJOURNMENT: Meeting adjourned at 11:14 a.m. Next meeting will be held on July 15, 2021.

4.0 FINANCE ITEMS

4.1 FY 2020/21 4th Quarter NPS Reimbursement Transfer

East Valley SELPA 20/21 4th Quarter Totals Invoices received through July 2, 2021

District	FN	ly-Mar (Not iously Billed)	Apr	May	June	Q	4 Total Billing
NPS Education	1180	5,296.00	102,604.13	97,285.97	17,285.48		222,471.58
NPS Mental Health	3900	45,622.39	8,656.47	3,519.51	384.13		58,182.50
Colton		\$ 50,918.39	\$ 111,260.60	\$ 100,805.48	\$ 17,669.61	\$	280,654.08
NPS Education	1180	11,156.76	76,270.16	79,835.67	782.80		168,045.39
NPS Mental Health	3900	134,448.88	65,140.35	60,126.98	2,813.86		262,530.07
Redlands		\$ 145,605.64	\$ 141,410.51	\$ 139,962.65	\$ 3,596.66	\$	430,575.46
NPS Education	1180	-	70,413.76	81,688.16	34,580.33		186,682.25
NPS Mental Health	3900	69,110.91	79,322.57	81,333.75	4,751.43		234,518.66
Rialto		\$ 69,110.91	\$ 149,736.33	\$ 163,021.91	\$ 39,331.76	\$	421,200.91
NPS Education	1180	5,513.00	19,037.03	18,827.94	-		43,377.97
NPS Mental Health	3900	12,134.00	6,206.90	468.45	-		18,809.35
Rim		\$ 17,647.00	\$ 25,243.93	\$ 19,296.39	\$ -	\$	62,187.32
NPS Education	1180	(6,561.20)	59,111.00	61,582.96	16,198.52		130,331.28
NPS Mental Health	3900	-	35,936.80	41,316.24	33,798.77		111,051.81
Yucaipa		\$ (6,561.20)	\$ 95,047.80	\$ 102,899.20	\$ 49,997.29	\$	241,383.09
NPS Education Total	1180	15,404.56	327,436.08	339,220.70	68,847.13		750,908.47
NPS Mental Health Total	3900	261,316.18	195,263.09	186,764.93	41,748.19		685,092.39
Grand Total		\$ 276,720.74	\$ 522,699.17	\$ 525,985.63	\$ 110,595.32	\$	1,436,000.86

4.2 AB 602 June 2021 CDE Certification SELPA Funding



AB 602 JUNE 2021 CDE Certification

FY 2018/19 R3 Colton Joint Unified School District Redlands Unified School District Rim of the World Unified School District Yucaipa-Calimesa Joint Unified School District Rialto Unified School District Rialto Unified School District FUND 10 TOTAL 0270 - Regional Autism Program 0273 - Regional Services/Program Specialist	Annual R2 Feb 2021 6,931,525 10,251,459 1,437,833 4,696,588 8,227,119 31,544,524 179,540 2,146,229	Received through May 2021 6,928,236 10,247,083 1,437,228 4,696,435 8,214,867 31,523,849 179,540 2,146,229	Annual R3 June 2021 CERT 6,931,500 10,251,434 1,437,830 4,696,578 8,227,090 31,544,432 179,540 2,146,229	3,264 4,351 602 143 12,223 20,583
0276 - Low Incidence 0279 - SELPA Related OT/PT	291,066 1,247,048	291,066 1,247,048	291,066 1,247,048	
2700 - County Services ESRM - Residential MH Oversight	7,116,430 250,720	7,135,073 250,720	7,116,429 250,720	(18,644)
FUND 01 TOTAL	11,231,033	11,249,676	11,231,032	(18,644)
TOTAL	42,775,558	42,773,525	42,775,464	1,939
FY 2019/20 R1	Annual February 2021 CERT	Received through May 2021	Annual R1 June 2021 CERT	Adjustment
Colton Joint Unified School District	7,099,479	7,165,626	7,099,569	(66,057)
Redlands Unified School District	10,964,073	10,964,745	10,964,159	(586)
Rim of the World Unified School District	1,487,045	1,499,839	1,487,059	(12,780)
Yucaipa-Calimesa Joint Unified School District	4,845,233	4,863,644	4,845,269	(18,375)
Rialto Unified School District	9,388,163	9,384,626	9,388,266	3,640
FUND 10 TOTAL	33,783,993	33,878,480	33,784,322	(94,158)
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	7,301,551	7,470,041	7,301,553	(168,488)
ESRM - Residential MH Oversight	271,805	271,805	271,805	-
FUND 01 TOTAL	11,167,163	11,335,653	11,167,165	(168,488)
TOTAL	44,951,156	45,214,133	44,951,487	(262,646)
FY2020/21 P2	P-1 February 2021 CERT	Received through May 2021	P-2 June 2021 CERT	Balance to be Apportioned as of P-1
Colton Joint Unified School District	7,883,142	5,600,222	7,842,163	2,241,941
Redlands Unified School District	11,424,775	8,005,261	11,332,926	3,327,665
Rim of the World Unified School District	1,596,575	1,125,762	1,588,295	462,533
Yucaipa-Calimesa Joint Unified School District	5,113,718	3,578,698	4,998,737	1,420,039
Rialto Unified School District	10,186,158	7,076,131	10,117,603	3,041,472
FUND 10 TOTAL	36,204,368	25,386,074	35,879,724	10,493,650
0270 - Regional Autism Program 0273 - Regional Services/Program Specialist	190,000 1,980,590	124,820 1,304,872	190,000 1,980,590	65,180 675,718
0276 - Low Incidence	276,369	179,619	276,369	96,750
0279 - SELPA Related OT/PT	1,786,441	1,099,921	1,786,441	686,520
2700 - County Services	11,021,349	7,184,572	11,110,611	3,926,039
ESRM - Residential MH Oversight	313,150	198,165	313,150	114,985
FUND 01 TOTAL	15,567,899	10,091,969	15,657,161	5,565,192
TOTAL	51,772,267	35,478,043	51,536,885	16,058,842

4.3 FY 2020/21 EV SELPA Schedule REX

2020-21 EV SELPA

SCHEDULE REX - P-2 CERT 6-21-21 as of 7/8/21

29 6500/6512/3327 NPS Mental Health Counseling and Residential/FN 3900					00	L NLX - 1 -2 (
ABA FOR AB 962 FUNDING	LN SACS	S RS DESCRIPTION	A/E	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	SBCSS EV OPS		SELPA	TOTAL from Cert
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	AB 602											
	1 650	00 District Total Base Funding		13,129,262.50	12,599,925.00	15,108,187.50	1,895,331.25	5,323,400.00	262,981.25		\$	48,319,087.50
	1a	District Base Funding %		27.17%	26.08%	31.27%	3.92%	11.02%	0.54%			100.00%
	1h	Local Special Education Property Tax	Δ 9	1 020 701 19 \$	979 549 19	1 174 547 69 \$	147 347 72 \$	413 854 22			Ç	3 736 000 00
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Total Resource 6500 AB 602 State Aid Funding after property Tax	13	Property Tax	Α						3,736,000.00		\$	3,736,000.00
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13	15 FEDER	RAL & STATE GRANT REVENUE										
Balance A \$ 4,052,874,00 \$ 4,112,814,00 \$ 4,336,901,00 \$ 5,858,85,00 \$ 1,947,330,00 \$ 365,503,00 \$ 19,417,00 \$ 388,347,00 \$ 3315 Grant/Health Services A \$ 238,077,00 \$ 281,511,00 \$ 34,042,00 \$ 9,233,00 \$ 281,511,00 \$ 34,042,00 \$ 9,733,20 \$ 281,011,00 \$ 388,347,00 \$ 388,347,00 \$ 3315 Grant/Health Services A \$ 238,077,00 \$ 659,00	46 221											
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1,926,328,00 1,926,328,00 1,926,328,00 2,926,96,00 3,925	17 18 19 3311 20 332	3311 Private School Prop Share (reported on Line D - Exp R 3310 Balance 15 Grant/Fed.Preschool 27 Grant/Mental Health Services	A . A . A . A	42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 238,077.00 \$	6 4,361.00 4,112,814.00 92,233.00 233,923.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$	\$ 10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 34,042.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00	\$ - \$ 365,503.00 \$ 14,906.00 \$ 7,087.00			388,347.00 892,472.00
6546 Mental Health AB 114 (50/50)	17 18 19 331: 20 332: 21 334:	3311 Private School Prop Share (reported on Line D - Exp R 3310 Balance 15 Grant/Fed.Preschool 27 Grant/Mental Health Services 45 Grant/Infant-Presch.Staff Dev./Res 3345	A A A A	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 238,077.00 \$ 730.00 \$	64,361.00 4,112,814.00 92,233.00 233,923.00 659.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$	5 10,727.00 \$ 5 595,885.00 \$ 9,317.00 \$ 34,042.00 \$ 6 62.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00	\$ - \$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00			388,347.00 892,472.00 2,528.00
Total Revenue (AB602 Plus Federal & State \$ 13,595,333.00 \$ 17,538,472.00 \$ 16,403,943.00 \$ 2,426,679.00 \$ 7,645,275.00 \$ 16,893,093.00 \$ 2,565,960.00 \$ 2,000,007.00 \$ 75,332,763.00 \$ 7,645,275.00 \$ 16,893,093.00 \$ 2,565,960.00 \$ 2,000,007.00 \$ 75,332,763.00 \$ 2,242,763.0	17 18 19 331: 20 332: 21 334: 22 338:	3311 Private School Prop Share (reported on Line D - Exp R 3310 Balance 15 Grant/Fed.Preschool 27 Grant/Mental Health Services 45 Grant/Infant-Presch.Staff Dev./Res 3345 36 Grant/Part C Early Intervention /Res 3385	A A A A A A A A A A A A A A A A A A A	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 238,077.00 \$ 730.00 \$	64,361.00 4,112,814.00 92,233.00 63,923.00 659.00 14,436.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - 3	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 34,042.00 \$ 62.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00	\$ - \$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00			388,347.00 892,472.00 2,528.00 72,181.00
TOTAL REVENUE (AB602 Plus Federal & State \$ 13,595,333.00 \$ 16,403,943.00 \$ 2,426,679.00 \$ 7,645,275.00 \$ 16,893,093.00 \$ 2,565,960.00 \$ 2,000,007.00 \$ 75,332,763.00 \$ EXPENDITURES (Transfers to SELPA based on Governance & IEP Decisions) PS Contract Costs /Tuition FN 1180, Billback (quarterly) PS Mental Health Counseling and Residential/FN 3900 \$ (876,579.00) \$ (812,080.00) \$ (494,900.00) \$ (134,329.00) \$ (221,681.00) \$ (224,665.90) \$ \$ (224,	17 18 19 331: 20 332: 21 334: 22 338: 23 651	3311 Private School Prop Share (reported on Line D - Exp R 3310 Balance 15 Grant/Fed.Preschool 27 Grant/Mental Health Services 45 Grant/Infant-Presch.Staff Dev./Res 3345 36 Grant/Part C Early Intervention /Res 3385 10 Infant Entitlement	A A A A A A A A A A A A A A A A A A A	42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 238,077.00 \$ 730.00 \$ - \$	64,361.00 4,112,814.00 92,233.00 63,923.00 659.00 14,436.00 385,266.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ - \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 34,042.00 \$ 62.00 \$ - \$ 5 - \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00	\$ - \$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00			388,347.00 892,472.00 5 2,528.00 72,181.00 1,926,328.00
EXPENDITURES (Transfers to SELPA based on Governance & IEP Decisions) NPS Contract Costs /Tuition FN 1180, Billback (quarterly)	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654	3311 Private School Prop Share (reported on Line D - Exp R 3310 Balance 15 Grant/Fed.Preschool 27 Grant/Mental Health Services 45 Grant/Infant-Presch.Staff Dev./Res 3345 35 Grant/Part C Early Intervention /Res 3385 10 Infant Entitlement 46 Mental Health AB 114 (50/50)	A A A A A A A A A A A A A A A A A A A	42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 238,077.00 \$ 730.00 \$ - \$ \$ 1,317,033.00 \$	64,361.00 4,112,814.00 92,233.00 659.00 659.00 14,436.00 385,266.00 1,293,947.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - 3 \$ - 5 \$ 1,557,366.00 \$ \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 34,042.00 \$ 62.00 \$ - \$ 188,352.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00	\$ - \$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 5 2,528.00 72,181.00 1,926,328.00 4,926,796.00
NPS Contract Costs /Tuition FN 1180, Billback (quarterly) NPS Mental Health Counseling and Residential/FN 3900 glillback (quarterly) NPS Mental Health Counseling and Residential/FN 3900 glillback (quarterly) Sell-PA MH Prop Share - Student Count (Revised Extra Programs/Inter-SELPA Extra	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651:	3311 Private School Prop Share (reported on Line D - Exp R 3310 Balance 15 Grant/Fed.Preschool 27 Grant/Mental Health Services 45 Grant/Infant-Presch.Staff Dev./Res 3345 385 Grant/Part C Early Intervention /Res 3385 101 Infant Entitlement 46 Mental Health AB 114 (50/50) 15 Grant/Infant Discretionary	A A A A A A A A A A A A A A A A A A A	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 730.00 \$ 731.00 \$ 5 - \$ \$ 1,317,033.00 \$ \$ \$	64,361.00 4,112,814.00 92,233.00 659.00 14,436.00 385,266.00 7,907.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 1,557,366.00 \$ \$ - \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 34,042.00 \$ 62.00 \$ - \$ 188,352.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 5 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00
28 6500(6512/3327 (quarterly)	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651:	3311 Private School Prop Share (reported on Line D - Exp R Balance Balance Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & Staff	A A A A A A A A A A B B B B B B B B B B	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 730.00 \$ 730.00 \$ 1,317,033.00 \$ 13,595,333.00 \$	64,361.00 4,112,814.00 92,233.00 659.00 14,436.00 385,266.00 1,293,947.00 7,907.00 17,538,472.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 1,557,366.00 \$ \$ - \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 34,042.00 \$ 62.00 \$ - \$ 188,352.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 5 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00
28 6500(6512/3327 (quarterly)	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651:	3311 Private School Prop Share (reported on Line D - Exp R Balance Balance Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & Staff	A A A A A A A A A A B B B B B B B B B B	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 730.00 \$ 730.00 \$ 1,317,033.00 \$ 13,595,333.00 \$	64,361.00 4,112,814.00 92,233.00 659.00 14,436.00 385,266.00 1,293,947.00 7,907.00 17,538,472.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 1,557,366.00 \$ \$ - \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 34,042.00 \$ 62.00 \$ - \$ 188,352.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 5 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00
NPS Mental Health Counseling and Residential/FN 3900 E \$ (470,999.00) \$ (812,080.00) \$ (494,900.00) \$ (134,329.00) \$ (287,692.00) \$ (287,692.00) \$ (2,200,000.00) \$	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO	3311 Private School Prop Share (reported on Line D - Exp R Balance Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & Staft NDITURES (Transfers to SELPA based on Government of Contract Costs / Lution FN 1180 Billback	A A A A A A A A A A A A A A A A A A A	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 730.00 \$ 730.00 \$ 1,317,033.00 \$ 13,595,333.00 \$ 13,595,333.00 \$ 12,505.00 \$ 13,595,333.00 \$ 13,595,333.00 \$ 12,505.00 \$ 13,595,333.00 \$ 12,505.00 \$ 13,595,333.00 \$ 12,505.00 \$ 13,595,333.00 \$ 12,505.00 \$	64,361.00 4,112,814.00 92,233.00 659.00 14,436.00 385,266.00 1,293,947.00 7,907.00 \$ 17,538,472.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ 690.00 \$ 5 - \$ 5 \$ 1,557,366.00 \$ 5 - \$ \$ 16,403,943.00	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 62.00 \$ 6 - \$ 6 188,352.00 \$ 5 - \$ 2,426,679.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00 \$ 75,332,763.00
Billback (quarterly) 30 3327/6512 SELPA MH Prop Share - Student Count (Revised E \$ (281,358.00) \$ (61,165.00) \$ - \$ (183,495.00) \$ (24,465.96) \$ (550,484.00) \$ (19,359.00) \$ (19,359.00) \$ (29,405.00) \$ (19,359.0	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO	3311 Private School Prop Share (reported on Line D - Exp R Balance Balance Grant/Fed.Preschool Grant/Mental Health Services Grant/Part C Early Intervention /Res 3345 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & State NDITURES (Transfers to SELPA based on Government) NPS Contract Costs /Tuition FN 1180, Billback	A A A A A A A A A A A A A A A A A A A	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 730.00 \$ 730.00 \$ 1,317,033.00 \$ 13,595,333.00 \$ 13,595,333.00 \$ 12,505.00 \$ 13,595,333.00 \$ 13,595,333.00 \$ 12,505.00 \$ 13,595,333.00 \$ 12,505.00 \$ 13,595,333.00 \$ 12,505.00 \$ 13,595,333.00 \$ 12,505.00 \$	64,361.00 4,112,814.00 92,233.00 659.00 14,436.00 385,266.00 1,293,947.00 7,907.00 \$ 17,538,472.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ 690.00 \$ 5 - \$ 5 \$ 1,557,366.00 \$ 5 - \$ \$ 16,403,943.00	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 62.00 \$ 6 - \$ 6 188,352.00 \$ 5 - \$ 2,426,679.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 5 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00 \$ 75,332,763.00
30 3327/6512 SELPA MH Prop Share - Student Count (Revised 5 \$ (281,358.00) \$ (61,165.00) \$ - \$ (183,495.00) \$ (24,465.96) \$ \$ (550,484.00) \$ 31 6500 Extra Programs/Inter-SELPA E \$ \$ (58,076.00) \$ (48,397.00) \$ - \$ (19,359.00) \$ - \$ (19,359.00) \$ - \$ (19,359.00) \$ - \$ (19,359.00) \$ - \$ (19,359.00) \$ - \$ (19,359.00) \$ (3,922.00) \$	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN	3311 Private School Prop Share (reported on Line D - Exp R Balance Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & Staft NDITURES (Transfers to SELPA based on Government of County Coun	A A A A A A A A A A A A A A A A A A A	\$ 42,907.00 \$ \$ 4,052,874.00 \$ \$ 101,549.00 \$ \$ 238,077.00 \$ \$ 730.00 \$ \$ - \$ \$ 1,317,033.00 \$ \$ - \$ \$ 13,595,333.00 \$ \$ (766,268.00) \$	64,361.00 4,112,814.00 92,233.00 63 233,923.00 659.00 14,436.00 385,266.00 6 1,293,947.00 7,907.00 17,538,472.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 1,557,366.00 \$ \$ 16,403,943.00 \$ \$ (1,128,418.00) \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 62.00 \$ 6	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 541,648.00 7,645,275.00	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 5 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00 \$ 75,332,763.00
31 6500 Extra Programs/Inter-SELPA E \$ - \$ - \$ - \$ - \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN	3311 Private School Prop Share (reported on Line D - Exp R 3310 Balance Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & Staft NDITURES (Transfers to SELPA based on Government of Court of	A A A A A A A A A A A A A A A A A A A	\$ 42,907.00 \$ \$ 4,052,874.00 \$ \$ 101,549.00 \$ \$ 238,077.00 \$ \$ 730.00 \$ \$ - \$ \$ 1,317,033.00 \$ \$ - \$ \$ 13,595,333.00 \$ \$ (766,268.00) \$	64,361.00 4,112,814.00 92,233.00 63 233,923.00 659.00 14,436.00 385,266.00 6 1,293,947.00 7,907.00 17,538,472.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 1,557,366.00 \$ \$ 16,403,943.00 \$ \$ (1,128,418.00) \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 62.00 \$ 6	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 541,648.00 7,645,275.00	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00 \$ 75,332,763.00
32 9279 Physical Therapy/Assistive Technology E \$ (58,076.00) (48,397.00) \$ - \$ (19,359.00) \$ - 33 6500 CCS MTU E \$ (8,020.00) \$ (8,166.00) \$ (8,727.00) \$ (1,165.00) \$ (3,922.00) 34 6500 Due Process E \$ (269,250.00) \$ (276,879.00) \$ (285,831.00) \$ (39,772.00) \$ (128,268.00) 35 9273 Information Systems/CASEMIS E \$ (51,126.00) \$ (52,057.00) \$ (55,632.00) \$ (7,429.00) \$ (25,005.00) \$ (8,751.00) \$ (200,000.00) 36 TOTAL EXPENDITURES \$ (1,905,097.00) \$ (2,135,323.00) \$ (1,973,508.00) \$ (691,033.96) \$ (8,751.00) - \$ - \$ (7,237,598.00)	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN 28 6500/651: 29 6500/651:	Private School Prop Share (reported on Line D - Exp R Balance) Grant/Fed.Preschool Grant/Mental Health Services Grant/Mental Health Services Grant/Part C Early Intervention /Res 3345 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & State NDITURES (Transfers to SELPA based on Govern NPS Contract Costs /Tuition FN 1180, Billback (quarterly) NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)	A A A A A A A A A A A A A A A A A A A	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 238,077.00 \$ 730.00 \$ 5 - \$ 5 1,317,033.00 \$ \$ 13,595,333.00 \$ 6 & IEP Decisions) \$ (766,268.00) \$ \$ (470,999.00) \$	64,361.00 4,112,814.00 92,233.00 6233,923.00 659.00 14,436.00 385,266.00 1,293,947.00 7,907.00 17,538,472.00 (876,579.00) (812,080.00)	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 1,557,366.00 \$ \$ 16,403,943.00 \$ \$ (1,128,418.00) \$ \$ (494,900.00) \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 62.00 \$ 6 - \$ 188,352.00 \$ 5 2,426,679.00 \$ 6 (138,336.00) \$ 6 (134,329.00) \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00 \$ 75,332,763.00 (2,200,000.00)
33 6500 CCS MTU EXPENDITURES E \$ (8,020.00) \$ (8,166.00) \$ (8,727.00) \$ (1,165.00) \$ (3,922.00) \$ (3,922.00) \$ (3,922.00) \$ (3,922.00) \$ (1,000,000.00) \$ (1,0	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN 28 6500/651: 29 6500/651: 30 3327/6	Private School Prop Share (reported on Line D - Exp R Balance) Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & Staft NDITURES (Transfers to SELPA based on Govern (quarterly)) NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly) SELPA MH Prop Share - Student Count (Revised)	A A A A A A A A A A A A A A A A A A A	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 238,077.00 \$ 730.00 \$ 5 - \$ 5 1,317,033.00 \$ 5 - \$ \$ 13,595,333.00 \$ 6 & IEP Decisions) \$ (766,268.00) \$ \$ (470,999.00) \$ \$ (281,358.00) \$	64,361.00 4,112,814.00 92,233.00 6233,923.00 659.00 14,436.00 385,266.00 7,907.00 17,538,472.00 (876,579.00) (812,080.00) (61,165.00)	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 1,557,366.00 \$ \$ 16,403,943.00 \$ \$ (1,128,418.00) \$ \$ (494,900.00) \$ \$ - \$ \$ \$ - \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 62.00 \$ 6 - \$ 7 188,352.00 \$ 7 2,426,679.00 \$ 7 (138,336.00) \$ 7 (134,329.00) \$ 7 (183,495.00) \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 5 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00 \$ 75,332,763.00
34 6500 Due Process Due Process E \$ (269,250.00) (276,879.00) (285,831.00) (39,772.00) (128,268.00) (128,268.00) (87,51.00) \$ (1,000,000.00) 35 9273 Information Systems/CASEMIS E \$ (51,126.00) \$ (52,057.00) \$ (7,429.00) \$ (25,005.00) (88,751.00) \$ (200,000.00) 36 TOTAL EXPENDITURES \$ (1,905,097.00) \$ (2,135,323.00) \$ (1,973,508.00) \$ (691,033.96) \$ (8,751.00) \$ - \$ - \$ (7,237,598.00)	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN 28 6500/651: 30 3327/6 31 6500	Private School Prop Share (reported on Line D - Exp R 3310 Balance Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & Staft NDITURES (Transfers to SELPA based on Govern (Quarterly) NPS Contract Costs /Tuition FN 1180, Billback (quarterly) Billback (quarterly) SELPA MH Prop Share - Student Count (Revised Extra Programs/Inter-SELPA	A A A A A A A A A A A B B B B B B B B B	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 238,077.00 \$ 730.00 \$ 5 - \$ \$ 1,317,033.00 \$ 5 - \$ \$ 13,595,333.00 \$ \$ (470,999.00) \$ \$ (281,358.00) \$ \$	64,361.00 4,112,814.00 92,233.00 6233,923.00 659.00 14,436.00 385,266.00 7,907.00 17,538,472.00 (876,579.00) (812,080.00) (61,165.00)	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ 5 - \$ 5 1,557,366.00 \$ 5 - \$ 5 16,403,943.00 \$ \$ (1,128,418.00) \$ \$ (494,900.00) \$ 5 - \$ 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 62.00 \$ 6 - \$ 6 188,352.00 \$ 7 \$ 8 2,426,679.00 \$ 7 (138,336.00) \$ 7 (134,329.00) \$ 7 (183,495.00) \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 - 541,648.00 - 7,645,275.00 (221,681.00) (287,692.00) (24,465.96)	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00 \$ 75,332,763.00 (3,131,282.00) 6 (2,200,000.00) 6 (550,484.00)
35 9273 Information Systems/CASEMIS E \$ (51,126.00) \$ (52,057.00) \$ (55,632.00) \$ (7,429.00) \$ (25,005.00) (\$8,751.00) \$ \$ (200,000.00) \$ (7,237,598.00) \$ (7,237,598.00) \$ (7,237,598.00) \$ (8,751.00) \$ - \$ - \$ (7,237,598.00) \$	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN 28 6500/651: 30 3327/6 31 6500 32 927:	Private School Prop Share (reported on Line D - Exp R Balance) Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & Staft NDITURES (Transfers to SELPA based on Govern (quarterly) NPS Contract Costs /Tuition FN 1180, Billback (quarterly) NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly) SELPA MH Prop Share - Student Count (Revised Extra Programs/Inter-SELPA Physical Therapy/Assistive Technology	A A A A A A A A A A A B B B B B B B B B	\$ 42,907.00 \$ 4,052,874.00 \$ 101,549.00 \$ 238,077.00 \$ 730.00 \$ 5 - \$ \$ 1,317,033.00 \$ 5 - \$ \$ 13,595,333.00 \$ \$ (470,999.00) \$ \$ (281,358.00) \$ \$ (58,076.00) \$	64,361.00 4,112,814.00 92,233.00 6233,923.00 659.00 14,436.00 385,266.00 7,907.00 17,538,472.00 (876,579.00) (812,080.00) (61,165.00)	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ 5 - \$ 5 1,557,366.00 \$ \$ 16,403,943.00 \$ \$ (4,94,900.00) \$ 5 - \$ 5 5 - \$ 5 5 5 - \$ 5 5 5 - \$ 5 5 5 - \$ 5 5 5 5	10,727.00 \$ 10,727.00 \$ 10,727.00 \$ 10,595,885.00 \$ 10,317.00 \$ 10	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 - 541,648.00 - 7,645,275.00 (221,681.00) (287,692.00) (24,465.96)	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00 \$ 75,332,763.00 (3,131,282.00) 6 (2,200,000.00) 6 (550,484.00)
36 TOTAL EXPENDITURES \$ (1,905,097.00) \$ (2,135,323.00) \$ (1,973,508.00) \$ (523,885.00) \$ (691,033.96) \$ (8,751.00) \$ - \$ - \$ (7,237,598.00)	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN 28 6500/651: 30 3327/6 31 6500 32 927: 33 6500	Private School Prop Share (reported on Line D - Exp R Balance) Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & Staft NDITURES (Transfers to SELPA based on Government of Country (quarterly) NPS Contract Costs /Tuition FN 1180, Billback (quarterly) NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly) SELPA MH Prop Share - Student Count (Revised Extra Programs/Inter-SELPA Physical Therapy/Assistive Technology CCS MTU	A A A A A A A A A A A B B B B B B B B B	\$ 42,907.00 \$ \$ 4,052,874.00 \$ \$ 101,549.00 \$ \$ 238,077.00 \$ \$ 730.00 \$ \$ - \$ \$ 1,317,033.00 \$ \$ - \$ \$ 13,595,333.00 \$ \$ (766,268.00) \$ \$ (281,358.00) \$ \$ (58,076.00) \$ \$ (8,020.00) \$	64,361.00 4,112,814.00 92,233.00 6233,923.00 659.00 14,436.00 385,266.00 7,907.00 17,538,472.00 (876,579.00) (812,080.00) (61,165.00) (81,080.00) (81,080.00) (81,080.00) (81,080.00) (81,080.00) (81,080.00) (81,080.00)	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 16,403,943.00 \$ \$ (494,900.00) \$ \$ - \$ \$ (8,727.00) \$ \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 34,042.00 \$ 6 62.00 \$ 7 \$ 7 \$ 7 \$ 7 \$ 7 \$ 7 \$ 7 \$ 7 \$ 7 \$ 7	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 541,648.00 7,645,275.00 (221,681.00) (287,692.00) (3,922.00)	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 6 4,926,796.00 39,535.00 75,332,763.00 (2,200,000.00) 6 (2,200,000.00) 6 (2,50,484.00) 6 (125,832.00) 6 (30,000.00)
	17 18 19 331: 20 332 21 334: 22 338: 23 651i 24 654: 25 651: 26 TO 27 EXPEN 28 6500/651: 30 3327/6 31 6500 32 927: 33 6500 34 6500	3311 Private School Prop Share (reported on Line D - Exp R Balance 3310 Balance 3310 Grant/Fed.Preschool 27 Grant/Mental Health Services 45 Grant/Part C Early Intervention /Res 3345 45 Grant/Part C Early Intervention /Res 3385 46 Mental Health AB 114 (50/50) 47 Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & State NDITURES (Transfers to SELPA based on Gove (quarterly) 48 NPS Contract Costs /Tuition FN 1180, Billback (quarterly) 49 NPS Mental Health Counseling and Residential/FN 3900 40 Billback (quarterly) 40 Extra Programs/Inter-SELPA 41 Physical Therapy/Assistive Technology 42 CCS MTU 43 Division Prop Share - Student Count (Revised CCS MTU 44 Due Process	A A A A A A A A A A A B B B B B B B B B	\$ 42,907.00 \$ \$ 4,052,874.00 \$ \$ 101,549.00 \$ \$ 238,077.00 \$ \$ 730.00 \$ \$ 1,317,033.00 \$ \$ 13,595,333.00 \$ 8 (470,999.00) \$ \$ (281,358.00) \$ \$ (58,076.00) \$ \$ (8,020.00) \$ \$ (269,250.00) \$	64,361.00 64,112,814.00 92,233.00 659.00 659.00 64,1436.00 385,266.00 67,907.00 67,907.00 68,17,938,472.00 69,607.00 60,61,165.00 60,61,165.00 61,165.00 61,165.00 61,165.00 61,165.00 61,165.00 61,165.00 61,165.00 61,165.00 61,165.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 1,557,366.00 \$ \$ 16,403,943.00 \$ \$ (494,900.00) \$ \$ - \$ \$ (8,727.00) \$ \$ (285,831.00) \$ \$	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 34,042.00 \$ 6 62.00 \$ 7 \$ 7 \$ 8 188,352.00 \$ 7 \$ 8 2,426,679.00 \$ 8 (134,329.00) \$ 8 (183,495.00) \$ 8 (19,359.00) \$ 8 (1,165.00) \$ 8 (39,772.00) \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 541,648.00 7,645,275.00 (221,681.00) (287,692.00) (24,465.96) (3,922.00) (128,268.00)	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00 \$ 16,893,093.00		\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 6 4,926,796.00 6 39,535.00 \$ 75,332,763.00 (2,200,000.00) 6 (2,200,000.00) 6 (125,832.00) 6 (125,832.00) 6 (1,000,000.00) 6 (1,000,000.00)
37 BALANCE \$ 11,690,236.00 \$ 15,403,149.00 \$ 14,430,435.00 \$ 1,902,794.00 \$ 6,954,241.04 \$ 16,884,342.00 \$ 2,565,960.00 \$ 2,000,007.00 \$ 71,831,164.04	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN 28 6500/651: 30 3327/6 31 6500 32 927: 33 6500 34 6500 35 927:	3311 Private School Prop Share (reported on Line D - Exp R Balance Balance Grant/Fed.Preschool Grant/Mental Health Services Grant/Part C Early Intervention /Res 3345 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & State NDITURES (Transfers to SELPA based on Governous) NPS Contract Costs /Tuition FN 1180, Billback (quarterly) NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly) SELPA MH Prop Share - Student Count (Revised Extra Programs/Inter-SELPA Physical Therapy/Assistive Technology CCS MTU Due Process Information Systems/CASEMIS	A A A A A A A A A A B B B B B B B B B B	\$ 42,907.00 \$ \$ 4,052,874.00 \$ \$ 101,549.00 \$ \$ 238,077.00 \$ \$ 730.00 \$ \$ 1,317,033.00 \$ \$ 13,595,333.00 \$ 8 IEP Decisions) \$ (470,999.00) \$ \$ (281,358.00) \$ \$ (58,076.00) \$ \$ (8,020.00) \$ \$ (269,250.00) \$ \$ (51,126.00) \$	64,361.00 64,112,814.00 692,233.00 699.00 61,4436.00 685,266.00 67,907.00 67,907.00 6812,080.00 6812,080.00 6814,397.00 6814,397.00 6814,397.00 6814,397.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6, 9,317.00 \$ 6, 34,042.00 \$ 6, - \$ 6, - \$ 188,352.00 \$ 6, - \$ 2,426,679.00 \$ 6, (134,329.00) \$ 6, (134,329.00) \$ 6, (134,329.00) \$ 6, (134,329.00) \$ 7,429.00 \$ 7,429.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 541,648.00 7,645,275.00 (221,681.00) (287,692.00) (24,465.96) (3,922.00) (128,268.00) (25,005.00)	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00 \$ 16,893,093.00	\$ 2,565,960.00	\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 6 4,926,796.00 6 39,535.00 \$ 75,332,763.00 \$ (2,200,000.00) 6 (2,200,000.00) 6 (125,832.00) 6 (1,000,000.00) 6 (1,000,000.00) 6 (2,000,000.00)
ψ 113000120000 ψ 103100 1 130001000 ψ 13000100100 ψ 13000100100 ψ 23000300000 ψ 23000300000 ψ 23000300100 ψ 113001300100	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN 28 6500/651: 30 3327/6 31 6500 32 927: 33 6500 34 6500 35 927:	3311 Private School Prop Share (reported on Line D - Exp R Balance Balance Grant/Fed.Preschool Grant/Mental Health Services Grant/Part C Early Intervention /Res 3345 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & State NDITURES (Transfers to SELPA based on Governous) NPS Contract Costs /Tuition FN 1180, Billback (quarterly) NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly) SELPA MH Prop Share - Student Count (Revised Extra Programs/Inter-SELPA Physical Therapy/Assistive Technology CCS MTU Due Process Information Systems/CASEMIS	A A A A A A A A A A B B B B B B B B B B	\$ 42,907.00 \$ \$ 4,052,874.00 \$ \$ 101,549.00 \$ \$ 238,077.00 \$ \$ 730.00 \$ \$ 1,317,033.00 \$ \$ 13,595,333.00 \$ 8 IEP Decisions) \$ (470,999.00) \$ \$ (281,358.00) \$ \$ (58,076.00) \$ \$ (8,020.00) \$ \$ (269,250.00) \$ \$ (51,126.00) \$	64,361.00 64,112,814.00 692,233.00 699.00 61,4436.00 685,266.00 67,907.00 67,907.00 6812,080.00 6812,080.00 6814,397.00 6814,397.00 6814,397.00 6814,397.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00 68166.00	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6, 9,317.00 \$ 6, 34,042.00 \$ 6, - \$ 6, - \$ 188,352.00 \$ 6, - \$ 2,426,679.00 \$ 6, (134,329.00) \$ 6, (134,329.00) \$ 6, (134,329.00) \$ 6, (134,329.00) \$ 7,429.00 \$ 7,429.00 \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 541,648.00 7,645,275.00 (221,681.00) (287,692.00) (24,465.96) (3,922.00) (128,268.00) (25,005.00)	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00 \$ 16,893,093.00	\$ 2,565,960.00	\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 6 4,926,796.00 6 39,535.00 75,332,763.00 (2,200,000.00) 6 (2,200,000.00) 6 (125,832.00) 6 (125,832.00) 6 (30,000.00) 6 (1,000,000.00) 6 (200,000.00)
	17 18 19 331: 20 332: 21 334: 22 338: 23 651: 24 654: 25 651: 26 TO 27 EXPEN 28 6500/651: 30 3327/6 31 650: 32 927: 33 650: 34 650: 35 927: 36 TOTA	Private School Prop Share (reported on Line D - Exp R Balance) Grant/Fed.Preschool Grant/Mental Health Services Grant/Infant-Presch.Staff Dev./Res 3345 Grant/Part C Early Intervention /Res 3385 Infant Entitlement Mental Health AB 114 (50/50) Grant/Infant Discretionary DTAL REVENUE (AB602 Plus Federal & State NDITURES (Transfers to SELPA based on Govern (quarterly)) NPS Contract Costs /Tuition FN 1180, Billback (quarterly) NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly) SELPA MH Prop Share - Student Count (Revised Extra Programs/Inter-SELPA Physical Therapy/Assistive Technology CCS MTU Due Process Information Systems/CASEMIS AL EXPENDITURES	A A A A A A A A A A B B B B B B B B B B	\$ 42,907.00 \$ \$ 4,052,874.00 \$ \$ 101,549.00 \$ \$ 238,077.00 \$ \$ 730.00 \$ \$ 1,317,033.00 \$ \$ 13,595,333.00 \$ \$ (470,999.00) \$ \$ (281,358.00) \$ \$ (8,020.00) \$ \$ (8,020.00) \$ \$ (51,126.00) \$ \$ (1,905,097.00) \$	64,361.00 4,112,814.00 92,233.00 659.00 14,436.00 385,266.00 1,293,947.00 7,907.00 17,538,472.00 (876,579.00) 6 (812,080.00) 6 (48,397.00) 6 (48,397.00) 6 (276,879.00) 6 (52,057.00) 6 (2,135,323.00)	\$ 4,597.00 \$ 4,336,901.00 \$ 105,275.00 \$ 281,511.00 \$ 690.00 \$ - \$ \$ 1,557,366.00 \$ \$ 16,403,943.00 \$ \$ (494,900.00) \$ \$ - \$ \$ \$ (8,727.00) \$ (285,831.00) \$ (55,632.00) \$ \$ (1,973,508.00)	10,727.00 \$ 595,885.00 \$ 9,317.00 \$ 6 9,317.00 \$ 6 62.00 \$ 6 62.00 \$ 6 188,352.00 \$ 7 \$ 8 2,426,679.00 \$ 7 (134,329.00) \$ 7 (19,359.00) \$ 7 (19,359.00) \$ 7 (1,165.00) \$ 7 (7,429.00) \$ 7 (7,429.00) \$	13,792.00 1,947,330.00 45,650.00 97,832.00 286.00 - 541,648.00 - 7,645,275.00 (221,681.00) (287,692.00) (24,465.96) (3,922.00) (128,268.00) (25,005.00) (691,033.96)	\$ 365,503.00 \$ 14,906.00 \$ 7,087.00 \$ 101.00 \$ 57,745.00 1,541,062.00 \$ 28,450.00 \$ 31,628.00 \$ 16,893,093.00 \$ (\$8,751.00) \$ (8,751.00)	\$ 2,565,960.00 \$ -	\$ 19,417.00 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	388,347.00 892,472.00 2,528.00 72,181.00 1,926,328.00 4,926,796.00 39,535.00 \$ 75,332,763.00 (2,200,000.00) 6 (2,200,000.00) 6 (125,832.00) 6 (3,000.00) 6 (1,000,000.00) 6 (7,237,598.00)

4.4 FY 2021/2022 EV SELPA Projecto	ed Base Funding

2021-22 EAST VALLEY SELPA AB 602 Projected Total Base Funding

	DESCRIPTION	A or E?	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	SBCSS EV OPS	REGIONAL/ SELPA SELPA	TOTAL
	A B		С	D	E	F	G	Н	l J	K
Al	DA FOR AB 602 FUNDING									
1	CY 2021-22 SELPA Projected Total K-12 ADA (Used 20/21 P-2 Cert)	E	20,403.68	20,048.01	24,126.10	2,917.43	8,384.33	607.36		76,486.91
II	PY 20/21 SELPA Total K-12 ADA (P-2 Cert)	Α	20,403.68	20,048.01	24,126.10	2,917.43	8,384.33	607.36		76,486.91
III	PPY 19/20 SELPA Total K-12 ADA	Α	20,403.68	20,047.56	24,126.10	2,917.43	8,384.33	607.36		76,486.46
IV	SELPA FUNDED ADA (Greater of CY, PY, and PPY)	Α	20,403.68	20,048.01	24,126.10	2,917.43	8,384.33	607.36		76,486.91
٧	Prior Year (20/21) SELPA FUNDED ADA	Α	21,006.82	20,159.88	24,173.10	3,032.53	8,517.44	420.77		77,310.54
VI	SELPA Base rate = \$715.00	Ε								
A	3 602 STATE REVENUE		26.68%	26.21%	31.54%	3.81%	10.96%	0.79%		100.00%
	6500 District Total Base Funding		14,588,631.20	14,334,327.15	17,250,161.50	2,085,962.45	5,994,795.95	434,262.40	5	54,688,140.65

4.5 COVD ADR & Learning Recovery Services Funds



ADR COVID & Learning Recovery Funds & Requirements

State SELPA ADR COVID & Learning Recovery Workgroup Patty Metheny, Ed.D., East Valley SELPA, Administrator July 12, 2021

ADR COVID: Purpose of the Funds

SEC. 160. (a) The sum of <u>one hundred million dollars</u> (\$100,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a <u>one-time basis</u> for allocation to special education local plan areas for the purpose of supporting member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions <u>stemming from the COVID-19 public health emergency during the period of March 13, 2020 to September 1, 2021, inclusive, in a collaborative and equitable manner.</u>

Learning Recovery: Purpose of the Funds

SEC. 161. (a) The sum of <u>four hundred fifty million dollars</u> (\$450,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a <u>one-time basis</u> for allocation to special education local plan areas and shall be expended by special education local plan areas and their member local educational agencies for purposes of providing learning recovery support to pupils, as defined in this section, associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the <u>period of March 13, 2020, to September 1, 2021</u>, inclusive.

Summary of Fiscal Components

ADR COVID FUNDS (Section 160)						
Fund Amount (Statewide)	\$100,000,000					
Calculation of Funds	SWDs ages 3-22; higher of 2019 or 2020 counts*					
Distribution of Funds	To SELPAs for distribution of 20% to SELPA 80% to LEAS within SELPA					
Date of Allocation	September 13, 2021					

Learning Recovery Funds (Section 161)						
Fund Amount (Statewide)	\$450,000,000					
Calculation of Funds	SWDs ages 3-22; higher of 2019 or 2020 counts*					
Distribution of Funds	100% to SELPAs to be expended by SELPAs & their LEAS, but funds must be matched 1:1 with LEA or SELPA funds					
Date of Allocation	August 31, 2021					

^{*}CDE is to determine a per pupil amount based on statewide data, amount unknown 7.15.21

Overview of SELPA Requirements

ADR COVID (Section 160)						
Type of Requirement	Due Date					
"ADR" Plan development	October 1, 2021					
Receive fiscal allocation from State	August 31, 2021					
Provide fiscal allocation to LEAs	September 13, 2021					
LEA Support	Ongoing through September 2023					
Program Reporting	October 1, 2023 (encumbered through June 30, 2023)					

Learning Recovery (Section 161)					
Type of Requirement	Due Date				
"Learning Recovery" Plan development	October 1, 2021				
Receive fiscal allocation from State	August 31, 2021				
Provide fiscal allocation to LEAs	Dependent of details of the SELPA Learning Recovery Plan				
LEA Support	Ongoing through September 2023				
Program Reporting	September 30, 2023 (encumbered through June 30, 2023)				

SELPA ADR COVID & Learning Recovery Plans

(Both Plans due October 1, 2021)

Requirements of Each Plan

Detailed Components of Each Plan

Requirements of the ADR COVID Plan

(SELPA Support & Fiscal Requirements For Inclusion in the Plan) (Section 160 – Plan Due Date October 1, 2021)

1. Detail and describe how the SELPA will:

- a. Support member LEAs in conducting dispute prevention
- b. Support member LEAs in voluntary ADR activities

2. Provide proposed expenditure information broken down by:

- a. Eligible activity
- b. The number of pupils proposed to serve
- c. The disabilities of pupils proposed to serve
- d. The demographics of pupils proposed to serve

Detailed Components of SELPA Support Activities for Inclusion in ADR COVID Plan

(Section 160– Plan Due Date October 1, 2021)

- 1. Early intervention (describe how will support 'conducting dispute prevention') include the following:
 - a. Promoting collaborative & positive relationships between families and schools
 - b. Using proactive communication
 - c. Using collaborative problem solving
 - d. Providing parent support activities that can include parent peer support, language access
 - e. Collaborating with family support organizations

Detailed Components of SELPA Support Activities for Inclusion in ADR COVID Plan

(Section 160– Plan Due Date October 1, 2021)

2. Voluntary ADR activities (describe how will support 'voluntary ADR activities') - include the following:

- a. Offering voluntary ADR for issues not resolved through IEP process
- b. Ensuring parents are provided with notice of procedural safeguards
- c. Ensuring parents are informed ADR is a voluntary process
- d. Making a good faith effort that any staff, agency or parent organization is acting as a neutral party in the ADR process
- e. Encouraging LEAs to reach agreements through voluntary ADR expeditiously at no cost to parents with goal of allowing learning recovery to commence as early as possible

Detailed Components of SELPA Support Activities for Inclusion in ADR COVID Plan

(Section 160– Plan Due Date October 1, 2021)

- 3. As practicable, work with family empowerment centers or support organizations, to prevent and resolve disputes.
- 4. Develop and implement plans to identify and conduct outreach to families who:
 - a. Face language barriers and
 - b. Face other barriers or challenges and
 - c. Have pupils who experienced significant disruption to their education due to COVID-19

Requirements & Detailed Components of the Learning Recovery Plan

(Section 161– Plan Due Date October 1, 2021)

1. Detail and describe how the SELPA in collaboration with its member districts will:

 Provide learning recovery support associated with impacts to learning due to school disruptions stemming from COVID -19 during the period of March 13, 2020 to September 1, 2021

2. Ensure the following in respect to expenditure of the funds:

- a. Learning recovery support is related to COVID-19 school closures
- b. Match these funds on a one-to-one bases with other funds spent for the same purpose
- Not use these funds to supplant existing expenditures or obligations
- d. Not use these funds for attorney's fees

EV SELPA ADR COVID & Learning Recovery Workgroup

2021-2022

July 2021

- 1. Communicate details with stakeholders (LEAs, staff, parents/families)
- 2. Recruit team members for the EV SELPA ADR COVID & Learning Recovery Workgroup
- 3. Schedule team meetings

August 2021

- 1. Meet with team
- 2. Write drafts of plans
- 3. Receive funds from CDE August 31, 2021

September 2021

- 1. Meet with team
- 2. Allocate ADR COVID funds to member districts September 13, 2021
- 3. Finalize and submit plans September 30, 2021 (Learning Recovery) & ADR COVID (October 1, 2021)

October 2021 - June 2022

- 1. Implement plans
- 2. Monitor/support implementation of plans



EV SELPA ADR
COVID & Learning
Recovery
Workgroup

- Provide EV SELPA with the names of Workgroup members by Monday, July 19, 2021
- Share this PPT with district stakeholders

LEA Code		Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210		(DEAF)/Hearing	Speech or language impairment (SLI) 240		Emotional disturbance (ED) 260				Specific learning disability (SLD) 290	Deaf- blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3667686	Colton Joint Unified																
		CALPADS FALL 1 Oct 2 2019	2667	128	33	3	448	9	42	33	217	0	1409	0	20	323	2
		CALPADS FALL 1 Oct 7 2020	2615	115	32	3	498	8	34	23	222	0	1328	0	17	332	3

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearin g impairment (HI) 230	language	Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI) 280	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf- blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3667843	Redlands Unified																
		CALPADS FALL 1 Oct 2 2019	2717	145	27	7	565	9	63	39	318	0	1143	1	37	354	9
		CALPADS FALL 1 Oct 7 2020	2782	133	24	7	592	13	77	38	353	3	1132	1	39	364	6

LEA Code	LEA Name	Reporting System	Total Unduplicated Count			Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270		Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf- blindness (DB) 300	Multiple disabilities (MD) 310		Traumatic brain injury (TBI) 330
3667850	Rialto Unified																
		CALPADS FALL 1 Oct 2 2019	2827	151	29	5	549	9	36	32	201	0	1480	0	20	309	6
		CALPADS FALL 1 Oct 7 2020	2857	159	30	3	594	7	33	34	234	0	1415	0	24	321	3

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260		Other health impairment (OHI)	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf- blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3667868	Rim of the World USD	CALPADS FALL 1 Oct 2 2019	395	16	1	0	91	2	9	4	48	0	173	0	3	48	0
		CALPADS FALL 1 Oct 7 2020	406	16	1	0	102	1	9	5	53	0	168	0	3	48	0

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230	Speech or language impairment (SLI) 240	Visual impairment (VI) 250	Emotional disturbance (ED) 260		Other health impairment (OHI)	Established medical disability (EMD) 281	Specific learning disability (SLD) 290	Deaf- blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3610363	SB County-EV Operations																
		CALPADS FALL 1 Oct 2 2019	237	48	5	2	3	5	24	11	17	0	28	1	49	44	0
		CALPADS FALL 1 Oct 7 2020	266	45	5	1	0	7	26	10	19	0	59	0	47	47	0

LEA Code	LEA Name	Reporting System	Total Unduplicated Count	Intellectual Disability (ID) 210	Hard of Hearing (HH) 220	Deafness (DEAF)/Hearing impairment (HI) 230		Visual impairment (VI) 250	Emotional disturbance (ED) 260	Orthopedic impairment (OI) 270	Other health impairment (OHI)	Established medical disability (EMD) 281	•	Deaf-blindness (DB) 300	Multiple disabilities (MD) 310	Autism (AUT) 320	Traumatic brain injury (TBI) 330
3667959	Yucaipa-Calimesa JUSD		•		•	•		•				•					•
		CALPADS FALL 1 Oct 2 2019	1277	65	11	0	244	4	48	27	166	0	553	0	12	144	3
		CALPADS FALL 1 Oct 7 2020	1343	68	11	0	251	3	44	29	194	5	563	0	9	163	3

4.6 EV SELPA Fiscal Reporting Calendar 2021/2022



2021-22 FISCAL REPORTING CALENDAR

JULY 2021

<u> </u>
SELPA to turn in Personnel Data Report to CDE for SELPA Consortium – DONE
Districts to provide SELPA June PARs and PYR for TPP - DONE
SELPA to provide Q4 (20/21) NPS Reimbursement Transfer for invoices received-to-date to districts at
Steering/Finance meeting
SELPA to present AB 602 June 2021 CDE Certification and updated REX
Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to
SELPA if Final hasn't been submitted.
SELPA to receive entire application packet for 21/22 Spec Ed ADR grant to be submitted before Aug 9
Districts to provide PDF copy of completed and submitted Personnel Data Report to SELPA - DONE
SELPA finalize closing of FY 20/21
SELPA to submit May and June 2021 TPP Service and Certified Invoices to DOR
<u>AUGUST 2021</u>
Districts to provide SELPA August PARs and PYR for TPP
Districts to provide UA DAT file to SELPA for MOE tests
Districts to provide SELPA July PARs and PYR for TPP
SELPA to send preliminary MOE to district's fiscal staff via e-mail
Learning Recovery Funds Appropriations – General Fund (GF)
SEPTEMBER 2021

9/13/21	Alternate Dispute Resolution (ADR) COVID Funds Appropriations - GF
9/15/21	Districts submit SEMA and SEMB, SYT, and Excess Cost Calculation worksheets to SELPA
9/16/21	SBCSS to present PY (20/21) fee-for-service year-end actuals and return of funds (if appropriate) at
	Steering/Finance.
	EV SELPA to present PY (20/21) Mental Health, OT, and Physical Therapy Regional Programs
	Proportionate Share and return of funds (if appropriate).
9/16/21	SELPA to present PY (20/21) adjusted 4 th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
9/16/21	SELPA to present PY (20/21) EV SELPA Budgets ending fund balances to Steering/Finance
9/17/21	Districts to provide SELPA August PARs and PYR for TPP
9/30/21	SELPA to submit July TPP Service and Certified Invoices to DOR

OCTOBER 2021

10/07/21 10/07/21	SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance to be submitted to CDE SELPA to begin working on 1st Interim budget updates
10/07/21	SELPA to submit PY (20/21) Annual Infant Funding Report to SBCSS
10/15/21	Districts to provide Grant Expenditure Report 4 (July 1 – September 30 CY) to SELPA if applicable
10/15/21	Districts provide SELPA with CY (21/22) P-1 ADA estimates & changes to PY ADA (if any) by Oct 15 for
	First Interim reporting
10/15/21	SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
10/18/21	Districts to provide SELPA September PARs and PYR for TPP
10/29/21	Deadline for SELPA/SBCSS to submit CY (21/22) Part C Early Start Application to CDE
10/29/21	Deadline for SELPA/SBCSS to submit PY (20/21) Extraordinary Cost Pool claim to CDE – funded at
	Annual



2021-22 FISCAL REPORTING CALENDAR

10/29/21	SELPA to begin working on (new) CRCS Report for Medi-CAL				
10/29/21	SELPA to submit Aug. TPP Service and Certified Invoices to DOR				
	•				
	NOVEMBER 2021				
11/2/21	21 SELPA to submit Infant Waiver Request to CDE if applicable				
11/10/21	SELPA to present CY (21/22) 1st Interim EV SELPA Budgets at Steering/Finance				
11/10/21	· · · · · · · · · · · · · · · · · · ·				
11/10/21	, , ,				
	· · · · · · · · · · · · · · · · · · ·				
11/12/21	Districts to verify Fall 1 count for SBCSS Fee-for-Service				
11/15/21	SELPA to submit Maintenance of Effort SEMA 20/21 Unaudited Actuals vs. 19/20 Actuals to CDE				
11/15/21	SELPA to submit Maintenance of Effort SEMB 20/21 Unaudited Actuals vs. 21/22 Budget to CDE				
11/15/21	SELPA to submit Excess Cost Calculation(s) to CDE				
11/15/21	SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE				
11/15/21	SELPA to submit Table 8 due to CDE				
11/19/21	Districts to provide Oct PARs and PYR for TPP to SELPA				
11/30/21	SELPA to submit Medi-Cal Program 2021-22 Annual report				
	·				
11/30/21	SELPA to submit September TPP Service and Certified Invoices to DOR				
	DECEMBER 2021				
12/10/21	Districts to provide November PARs and PYR for TPP to SELPA				
	·				
12/10/21					
12/20/21	SELPA to provide CY (21/22) Fall Count for SBCSS Fee-for-service Students to SBCSS				
12/31/21	SELPA to submit October TPP Service and Certified Invoices to DOR				
	IANIIADV 2022				
	<u>JANUARY 2022</u>				
1/5/22	SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS TBD				
1/14/22	SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31				
1/14/22	Districts to provide Grant Expenditure Report # 1 (Jul 1 – Dec 31) to SELPA for CY (21/22)				
1/28/22	SELPA to submit November TPP Service and Certified Invoices to DOR				
1/31/22	Districts to provide December PARs and PYR for TPP to SELPA				
1,31,22	Districts to provide December 1740s and 1 14 to SEE174				
	FEBRUARY 2022				
2/10/22	SELPA to present 21-22 2 nd Interim EV SELPA Budgets				
2/10/22	SELPA to present CY (21/22) 2 nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2021 at				
-,, 	Steering/Finance				
2/11/22	•				
2/11/22	Districts to provide January PARs and PYR for TPP to SELPA				
2/11/22	Districts to provide SELPA with CY 21/22 P-2 estimates				
2/28/22	SELPA to provide Budget Development documents for FY 22/23 to AU, SBCSS-Internal Business Services				
2/28/22	SELPA to submit December TPP Service and Certified Invoices to DOR				
TBD	SELPA to prepare February certifications for CY (21/22) and PY (20/21, 19/20) AB602 Funding Allocation				



2021-22 FISCAL REPORTING CALENDAR

MARCH 2022

3/10/22 SBCSS to present EV Ops FFS Budget - 2nd Interim update
 3/10/22 SELPA to present CY (21/22) Fall Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
 3/18/22 Districts to provide February PARs and PYR for TPP to SELPA
 3/25/22 SELPA to send PY (20/21 Annual, 19/20 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
 3/25/22 SELPA to send the CY (21/22) AB602 Certifications based on P-1 State Funding Exhibit to districts by e-mail
 3/31/22 SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2022

TBD	SELPA to present 22/23 Operating Budget to Board Budget Ad Hoc
4/7/22	SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 22/23 at
	Steering/Finance
4/7/22	SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 22/23
4/8/22	Districts to confirm county-served students Spring count for FFS
4/15/22	Districts to provide March PARs and PYR for TPP to SELPA
TBD	SELPA to send districts Low Incidence Inventory Report for review
4/15/22	SELPA to submit 2019-20 CRCS to DHCS for Medi-CAL (due date changed from November 2021)
4/18/22	SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 22nd
4/18/22	CDE Personnel Data Report communication expected for access and completion
4/19/22	SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
4/21/22	Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (21/22)
4/22/22	Districts to complete final requests for Low Incidence materials and equipment purchases for FY 21/22
4/29/22	SELPA to submit February TPP Service and Certified Invoices to DOR

MAY 2022

5/12/22	SELPA to present 3 rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
5/12/22	SELPA to present FY 22/23 Proposed EV SELPA Operating Budgets at Steering/Finance
5/12/22	SELPA to present 22/23 Annual Budget and Service Plans at Steering/Finance
5/12/22	SELPA to present final FY 21/22 EV County Operated Spec Education FFS average count/fees and
	Regional services (MH, OT & PT) student count and proportionate shared costs
5/13/22	Districts to provide April PARs and PYR for TPP to SELPA
5/25/22	SELPA to present to Board of Directors EV SELPA FY 22/23 Operating Budgets and SBCSS EV County
	Operated Spec Education FFS FY 22/23 rates
5/31/22	SELPA to submit March TPP Service and Certified Invoices to DOR

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

JUNE 2022

- 6/3/22 Districts to send SELPA pdf copy of Personnel Data Report submitted to CDE
 6/9/22 SELPA to present FY 22/23 Schedule REX based on Governor's May Revise
 6/10/22 Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/22 SELPA to submit April TPP Service and Certified Invoices to DOR
- TBD SELPA to finalize AB602 CDE Certifications for CY (21/22) and PY (20/21, 19/20)

TBD





Not Satisfied with the Outcome of Your Child's IEP? Try ADR.

ADR

(Alternative Dispute Resolution)

East Valley SELPA

ADR in special education brings parents and educators together through trusting relationships that address conflict and focus on the needs of students.

ADR is a free and voluntary process that allows parties to work together to resolve concerns.

School/District Level

Step 1: Start with your child's case carrier/teacher and school site principal.

Step 2: Contact your district's special education office.

SELPA Level

Step 3: Request ADR information by calling 909-252-4507 or email evselpa@sbcss.net

Step 4: Engage in a voluntary ADR session with a neutral facilitator.

East Valley SELPA is an ardent believer in ADR practices.

The East Valley SELPA embraces the tenets of resolving differences in a collaborative and meaningful manner.

https://eastvalleyselpa.org

Your resource for all things special education.

Not Satisfied with the Outcome of Your Child's IEP? Try ADR.

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ADR in special education brings parents and educators together through trusting relationships that address conflict and focus on the needs of students.

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At the East Valley SELPA level

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At the school/district level

Step 1:

Start with your child's case carrier/teacher and school site principal.

Step 2:

Contact your district's special education office.





East Valley SELPA

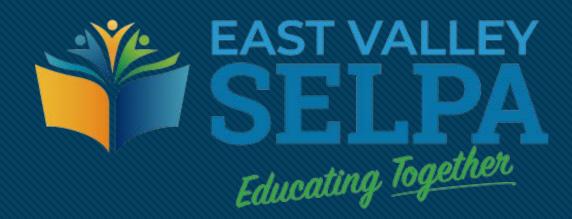
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HTTPS://EASTVALLEYSELPA.ORG
YOUR RESOURCE FOR ALL THINGS SPECIAL
EDUCATION.

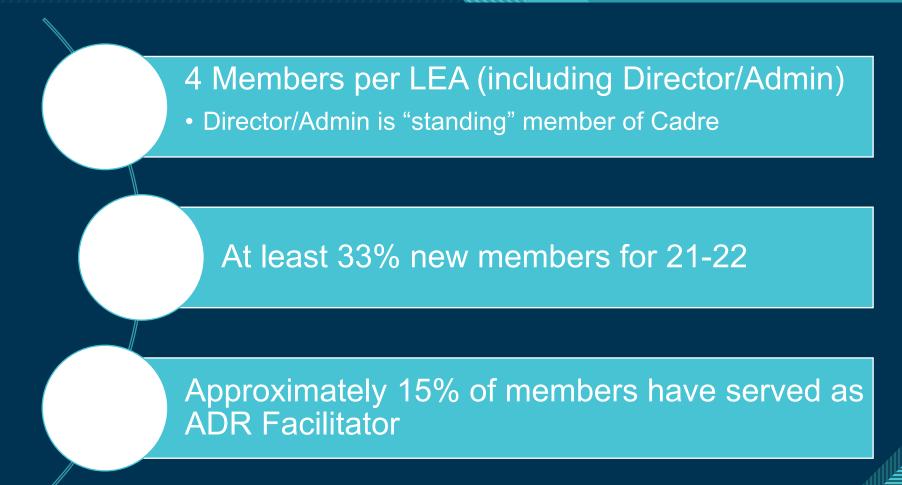
2021 - 2022 EV SELPA ADR Cadre

EV SELPA Steering July 2021



Membership

- Colton JUSD
- Redlands USD
- Rialto USD
- Rim USD
- Yucaipa USD
- SBCSS



Role of the ADR Cadre Member

- Gain and improve skills
 - Attend all ADR Cadre meetings/training opportunities to improve individual ADR capacity and knowledge
- Serve as an ADR Facilitator when assigned by SELPA
 - Consult with LEA and parents to facilitate communication and conduct an Informal Resolution Session (IRS) or Facilitated IEP (FIEP)
- Serve as the LEA's liaison when LEA requests an ADR Facilitation
 - Contact person for assigned ADR Facilitator from another LEA
- Trainer ("spread the word")
 - Work with LEA leadership to conduct training
 - Increase capacity for use of ADR strategies at local IEP level

Training & Workshops

ADR Workshops (Region 10)

- Abel/Rossi Tier I (4-part series)
 - Coaching for EVS ADR Cadre (2 sessions)
- Dowling 2 workshops
- Abel/Rossi Tier II (5-part series + small group coaching)
 - Select members of ADR Cadre

ADR Conference

March 17 & 18, 2022

ADR Cadre 21-22 Meetings/Training

ADR Cadre Meetings

Welcome Meeting

- Thursday August 19th (8-10 AM)
- Presentation/discussion of:
 - Roles & responsibilities of ADR Cadre
 - Training and workshop schedule
 - EV SELPA ADR Process

End-of-Year Meeting

Thursday May 19th (8-10 AM)

Training/Workshops

- Abel/Rossi Tier I (1/2-day AM)
 - Aug 31st & Sept 1st
 - Sept 7th & Sept 8th
- Abel/Rossi Coaching
 - 2 sessions TBD
- Dowling Workshops
 - Dec 7th (8:30 12:00)
 - April 26th (9:00 2:30)
- ADR Conference
 - March 17th & March 18th

EV SELPA ADR Grant supports attendance for Director & 3 Cadre Members for specified trainings

ADR Cadre Website Page

East Valley SELPA Website

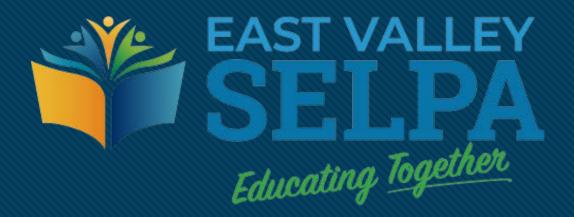
- Secure side ("Staff Portal")
- EV SELPA ADR Cadre
 - ADR Request Forms
 - ADR Workshop Flyers
 - ADR Cadre Meeting Info
 - ADR Resources & Training
- Accessible to:
 - Directors and ADR Cadre Members



Documentation Projects



- In conjunction with the ADR COVID Team:
 - Develop EV SELPA ADR Docs
 - ADR Brochure
 - Parent ADR Manual
 - Facilitated IEP Best Practices



Thank You!

"Engaging Challenging Conversations"

Presented by: Greg Abel & Carlo Rossi

4-Day Virtual Event

August 31, September 1, 7, & 8, 2021 8:30 am - 12:00 noon

Registration 7ee: \$200.00 (POs are NOT accepted)

Register Online: https://sbcss.k12oms.org/46-205071

This Tier 1 core course, Engaging Challenging Conversations, is foundational to our Multi-Tiered System of Support for Conflict Engagement, MTSSCE. It is a stand-alone course designed for increasing a participant's individual capacity for engaging conflict. This seminar also serves as a prerequisite to key concepts, processes and skills that will be built upon in all subsequent Tier 2 courses.

In this seminar we:

- Explore the work of key thinkers and leaders in the field,
- Introduce foundational concepts, processes, and skills at the heart of effective conflict engagement
- Explore and practice a fundamental framework and set of skills and strategies for effectively engaging interpersonal conflict.

Session 1: August 31, 2021

- Identify key concepts critical to understanding interpersonal conflict.
- Explore and understand your personal relationship to conflict and conflict style.
- Identify elements of an effective conversational structure for dealing with difficult issues.

Session 2: September 1, 2021

- Introduce multiple "lenses" for analyzing critical conversations and intentionally increasing personal effectiveness.
 - Recognizing the "Three Conversations"
 - An Interest-Based Approach
 - Understanding our "Stories"

Session 3: September 7, 2021

- Strategies and structure for preparing to initiate a challenging conversation (Psychological, Substantive, Procedural)
- Strategies and structures for convening a challenging conversation—joint identification of the issues, clarification of expectations.

Session 4: September 8, 2021

- Joint exploration leading to shared understanding of the issues
- Practice interpersonal skills essential for communicating effectively about crucial issues.
 - Increasing self-awareness
 - Strategies for self-management
 - Active Listening
 - Effectively sharing your perspective
 - Intentional Inquiry
- •Structure for bringing closure to challenging conversations

"Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher"

Presented by: Greg Abel & Carlo Rossi

(/irtual webinars over five days

October 12, 13, 19, 20, & 26, 2021

and eight small group coaching sessions on Zoom

TBD

Earn a Certificate in Conflict Resolution

Registration 7ee: \$400.00 (POs are NOT accepted)

*Application Required for Registration Scholarships Will Be Provided

**Must have attended all 4 sessions of Tier 1 "Engaging Challenging Conversations"

Tier 2 is designed to support participants as they pursue a deeper understanding of key concepts, processes, and skills taught in Tier 1, so as to develop competencies necessary to serve effectively as a Conflict Engagement Specialist (CES). Tier 2 offers more in-depth training to individuals within an organization or community who will support others in the organization or community to effectively navigate the challenges of conflict. We focus on the following three roles/functions of a CES; Coach, Facilitator, and Teacher.





ADDRESSING BIASES THAT LEAD TO CONFLICT IN NEGOTIATION

Presented by:

David Dowling, JD, MDR Professional Mediator

Tuesday

DECEMBER 7, 2021 8:30 AM—12:00 NOON

Register Online:

https://sbcss.k12oms.org/46-205073

Learning Outcomes:

- Understand bias and its role in conflict
- Understand the effects of cognitive factors in negotiation
 - Understand attribution bias
- Demonstrate an understanding of framing in negotiation and difficult conversations

Live Webinar

Cost: \$50.00 (POs are NOT accepted)

4.8 EV SELPA Supporting Inclusive Practices (SIP)
Grant





LEARERSHIP TEAM

2021-22 Virtual MEETING SCHEDULE

Tuesday, September 23, 2021 7:30 am - 8:30 am

Tuesday, November 2, 2021 3:30 pm - 4:30 pm

Thursday, December 16, 2021 7:30 am - 8:30 am

Tuesday, February 8, 2022 3:30 pm - 4:30 pm

Thursday, April 21, 2022 7:30 am - 8:30 am

Tuesday, May 10, 2022 3:30 pm - 4:30 pm

4.9 CALPADS Student Data	

We received information this week that CALPADS changed the names of two meeting type fields:

ANNUAL is now: Plan Review Meeting TRIENNIAL is now: Eligibility Evaluation



MEETING DATE	
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East Valley Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM

STATEWIDE ASSESSMENT

STUDENT'S LEGAL NAME BIRTHDATE INDICATE STUDENT'S PARTICIPATION IN THE CALIFORNIA ASSESSMENT SYSTEM **CA Assessment of Student Performance and Progress (CAASPP)** (ELA, Math & Science) Assessment Program Participation ☐ Smarter Balanced Assessment Consortium (SBAC) & California Science Test (CAST) ☐ Alternative Assessments: California Alternate Assessments (CAA) & Alt-ELPAC (English Learners only) ☐ The team has reviewed the criteria for taking alternate assessments and participation is appropriate because: English Language Arts (ELA): Grades 3 - 8 and 11 ☐ Outside of testing range SBAC (Universal Tools are available to all students) SBAC without Designated Supports or Accommodations SBAC with Designated Supports - Embedded SBAC with Designated Supports - Non-embedded SBAC with Accommodations - Embedded SBAC with Accommodations - Non-embedded SBAC with Unlisted Resource (requires CDE approval) CAA (Universal Tools are available to all students) CAA without Designated Supports or Accommodations CAA with Designated Supports - Embedded CAA with Designated Supports - Non-embedded CAA with Accommodations - Embedded CAA with Accommodations - Non-embedded

Math: Grades 3 - 8 and 11 ☐ Outside of testing range SBAC (Universal Tools are available to all students) SBAC without Designated Supports or Accommodations SBAC with Designated Supports - Embedded SBAC with Designated Supports - Non-embedded SBAC with Accommodations - Embedded SBAC with Accommodations – Non-embedded SBAC with Unlisted Resource (requires CDE approval) CAA (Universal Tools are available to all students) CAA without Designated Supports or Accommodations CAA with Designated Supports - Embedded CAA with Designated Supports - Non-embedded CAA with Accommodations - Embedded CAA with Accommodations - Non-embedded

CAA with Unlisted Resource (requires CDE approval)

CAA with Unlisted Resource (requires CDE approval)

MEETING DATE	
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East Valley Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM

STATEWIDE ASSESSMENT

STU	DENT'S LEGAL NAME				В	IRTHDATE
	Science: Grades 5, 8 and high school					
CAS	Outside of testing range ST (Universal Tools are available to all students) CAST without Designated Supports or Accommodations CAST with Designated Supports – Embedded CAST with Designated Supports – Non-embedded					
	CAST with Accommodations - Embedded					
	CAST with Accommodations – Non-embedded					
	CAST with Unlisted Resource (requires CDE approval)					
	(Universal Tools are available to all students) CAA without Designated Supports or Accommodations CAA with Designated Supports – Embedded CAA with Designated Supports – Non-embedded					
	CAA with Accommodations - Embedded					
	CAA with Accommodations – Non-embedded					
	CAA with Unlisted Resource (requires CDE approval)					
	Physical Fitness T	Γest (P	FT): Grad	les 5, 7 and 9		
	Outside testing range Without Variation/Accordation(s):			Variation/Accom	nm.	☐ Medically Excused
	English Language Proficiend		essments ners Only)	for Californi	a (ELI	PAC)
	essment Program Participation: □ English Language Proficiency Assessments for 0			☐ Alternate As	sessm	nent:
List	ening (Universal Tools are available to all students)					
	Listening without Designated Supports or Accommodations	_				
	Listening with Designated Supports - Embedded	_				
	Listening with Designated Supports - Non-embedded	_				
	Listening with Accommodations - Embedded	_				
	Listening with Accommodations - Non-embedded	_				
	Listening with Unlisted Resource (requires CDE approval)	_				
	eaking (Universal Tools are available to all students)					
	Speaking with Designated Supports or Accommodations	_				
	Speaking with Designated Supports - Embedded Speaking with Designated Supports - Non-embedded	_				
	Speaking with Accommodations - Embedded	_				
	Speaking with Accommodations - Non-embedded	_				
	Speaking with Unlisted Resource (requires CDE approval)	_				
Rea	iding (Universal Tools are available to all students)					
	Reading without Designated Supports or Accommodations					
	Reading with Designated Supports - Embedded					
	Reading with Designated Supports - Non-embedded					
	Reading with Accommodations - Embedded					
	Reading with Accommodations - Non-embedded					
	Reading with Unlisted Resource (requires CDE approval)	_	-			

MEETING DATE

East Valley Special Education Local Plan Area INDIVIDUALIZED EDUCATION PROGRAM STATEWIDE ASSESSMENT

STUDENT'S LEGAL NAME BIRTHDATE **English Language Proficiency Assessments for California (ELPAC)** (English Learners Only) Writing (Universal Tools are available to all students) Writing without Designated Supports or Accommodations Writing with Designated Supports - Embedded Writing with Designated Supports - Non-embedded Writing with Accommodations - Embedded Writing with Accommodations - Non-embedded Writing with Unlisted Resource (requires CDE approval) Alternate - English Language Proficiency Assessments for California (Alt-ELPAC) (English Learners Only) Alternate ELPAC accessibility resources are designed by taking into consideration receptive (listening and reading) and expressive (speaking and writing) skills and a variety of communication modes. Alt-ELPAC without Designated Supports or Accommodations Alt-ELPAC with Designated Supports - Embedded Alt-ELPAC with Designated Supports - Non-embedded Alt-ELPAC with Accommodations - Embedded Alt-ELPAC with Accommodations – Non-embedded Desired Results Developmental Profile (DRDP): Infant (ages 0 – 2) and Preschool (ages 3 – 5)

☐ With Adaptations

Without Adaptations

Adaptations:

4.11 EV SELPA 2021-2022 Broc	hure

East Valley Special Education Local Plan Area Information Guide



670 E. Carnegie Drive San Bernardino, CA 92408

eastvalleyselpa.org

Dr. Patty Metheny, Administrator July 1, 2021

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 Administration

The SELPA Administrator 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

Anne-Marie Foley, M.A., 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:

<u>Behavior Intervention:</u> develop, together with the teacher and student, behavior support plans for specific students

<u>Core Curriculum</u>: 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

<u>Instructional Techniques</u>: demonstrate specific instructional techniques or the use of specific materials

<u>Inclusion/Collaboration</u>: give assistance to teachers, parents and students in providing integration of special education students into regular education classrooms or into the community

<u>Observation</u>: observe or provide informal assessment of students about whom school personnel have serious concerns

<u>General Education Students with Special Needs</u>: provide strategies and materials to use with the child who does not qualify for special education services

<u>Specialized Materials</u>: assist in locating or preparing specialized materials for students with unique problems

<u>Training</u>: provide training to regular and special education teachers, instructional aides, administrators and parents on a variety of topics based on specific needs or requests

<u>Transition</u>: 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 Patty Metheny, Ed.D, Administrator	TELEPHONE # 252-4507
Due Process Rick Homutoff, Ed.D., Program Manager	252-4541
Regional Services Anne-Marie Foley, Program Manager	252-4521
Behavioral Health Tracy Schroeder, Program Manager	252-4522
Fiscal Andrea Tennyson, Consultant	252-4508
Rosalva Contreras, Administrative Assistant Elizabeth Coronel, Accounting Technician Tami Goldstein, SELPA Services Specialist Lisa Horsley, Program Technician April Neuman, SELPA Services Specialist Robin Robbins, SELPA Services Specialist Emily Belcher, Student Worker Jonathan Mardoyan, Student Worker Chloe Pearson, Student Worker	252-4507 252-4542 252-4502 252-4509 252-4564 252-4541 252-4536 252-4578 252-4507
Program Specialists Courtney Beatty, Program Specialist Susanne Ferguson, Autism Program Specialist Mary Anne Klenske, Program Specialist Colleen Meland, Program Specialist Shannon Vogt, Program Specialist	252-4519 252-4520 252-4524 252-4525 252-4523
School-Based Occupational Therapy Staff Jo-Ann Vargas, Lead School Occupational Therapist II Danielle Allen, School Occupational Therapist II Melissa Arciniega, Contract Occupational Therapist Hailey Campa, School Occupational Therapist II Patricia Chavez, School Occupational Therapist II Tara Douglas, Contract Certified Occupational Therapist Assistant Markita McKoy, Contract Occupational Therapist Meghan Neureither, Contract Occupational Therapist Nicole Ortiz, School Occupational Therapist II Sarah Vilchez, Contract Certified Occupational Therapist Assistant Katherine Wallen, Contract Occupational Therapist	252-4538 252-4518 252-4564 252-4545 252-4511 252-4564 252-4564 252-4564 252-4564 252-4564 252-4564
School-Based Physical Therapy Staff Belinda Block, Physical Therapist	252-4544
Educationally Related Mental Health Services Staff Stacy Gray, Behavioral Health Counselor Sepehr Kalantari, Behavioral Health Counselor Gloria Ybarra, Behavioral Health Counselor	252-4510 252-4546 252-4537

Transition Partnership Project Staff

Helen Junker, Transition Project Assistant	252-4514
Vera Diaz, Work Incentive Technician	252-4539
Elizabeth Dickson, Transition Case Technician	252-4517
Sandie Gutierrez, Transition Case Technician	252-4516
Danette Villalobos, Transition Case Technician	252-4515

4.12	EV SELPA Catalog	2021-2022	Profession	al Developmen	ıt



EAST VALLEY SEducating Together

August - December 2021
Professional Development Catalog



East Valley Special Education Local Plan Area (SELPA)

Patty Metheny, Ed.D., Administrator Ph. 909.252.4507 Fax 909.252.4533 patty.metheny@sbcss.net

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

CHECK OUT our

NEW LOOK

WEBSITE

eastvalleyselpa.org



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Colton Joint Unified School District

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Rim of the World Unified School District

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Lisa Garcia, Principal lisa.garcia@sbcss.net

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Yucaipa-Calimesa Joint Unified School District

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Date	Time	Event Title	Page
8/4	3:00-3:30	PCM District Liaisons <i>Virtual Meeting</i>	
8/12	2:00-4:00	Framework for Determining the Individual Impact of Distance- Learning (Session 1 of 3) <i>Live webinar</i>	
8/19	1:00-3:00	District PCM Instructors Virtual Meeting	
8/23	8:00-11:00	Handwriting Readiness, So Much More Than Fine Motor Skills Live webinar	
8/24	2:00-4:00	Framework for Determining the Individual Impact of Distance- Learning (Session 2 of 3) <i>Live webinar</i>	
8/25	8:30-12:30	Manifestation Determination Live webinar	
8/25-27	8:30-12:30	Manifestation Determination, Functional Behavior Assessments (FBA), and Behavior Intervention Plans (BIP) <i>Live webinar</i>	
8/26	2:00-3:30	District Access (DA) Users Collaborative (/irtual Meeting	
8/31	8:30-11:30	Team Up for Comprehensive Assessments Live webinar	
8/31	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 1 of 4) <i>Live webinar</i>	
8/31	2:00-4:00	Framework for Determining the Individual Impact of Distance- Learning (Session 3 of 3) <i>Live webinar</i>	34





Date	Time	Event Title	Page
9/1	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 2 of 4) <i>Live webinar</i>	11
9/1	9:00-12:00	Transition Plan Development Series: "Assessment for Postsecondary Goals" (Part 1 of 4) <i>Live webinar</i>	
9/7	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 3 of 4) <i>Live webinar</i>	
9/8-10	8:30-4:00	Professional Crisis Management (PCM) Practitioner 2P Level Initial In-person Training	51
9/8	8:30-12:00	Region 10 Coordinating Council Presents: "Engaging Challenging Conversations" (Session 4 of 4) <i>Live webinar</i>	11
9/9	8:30-12:00	Positive Behavior Interventions for Students Live Webinar	28
9/10	8:30-11:30	Region 10 Coordinating Council Presents: "Back to School-Based OT/PT Basics" <i>Live webinar</i>	
9/14-16	8:30-2:30	IEP Goal Development, Progress Monitoring, & Implementation Live webinar	
9/15	1:00-4:00	Autism Assessment: A Team Approach Live webinar	18, 21
9/16	9:00-12:00	Autism Assessment: A Team Approach Live webinar	
9/21	8:30-3:30	Addressing the Foundational Skills of the Preschool Student Live webinar	
9/22	9:00-12:00	Transition Plan Development Series: "Development of Postsecondary Goals and Transition Services" (Part 2 of 4) Live webinar	
9/22-23	8:30-4:00	Professional Crisis Management (PCM) Practitioner and Practitioner 1 Level Initial <i>In-person Training</i>	51





Date	Time	Event Title	Page
10/5	8:30-11:30	Structuring the Classroom for Student Success Live webinar	
10/8	8:30-11:30	Region 10 Coordinating Council Presents: "Assessment Tools for School Based PT" Live webinar	
10/12	ТВА	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (1/5) Live webinar	
10/13	ТВА	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (2/5) <i>Live webinar</i>	12
10/13	9:00-12:00	Transition Plan Development Series: "Continued Transition Plan Development" (Part 3 of 4) <i>Live webinar</i>	56
10/13	9:00-12:00	Autism and Mental Health Live webinar	22
10/14-15	8:30-11:30	Augmentative and Alternative Communication (AAC) in the Classroom: Empowering All Students to Communicate Live webinar	
10/19	TBA	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (3/5) <i>Live webinar</i>	
10/20	TBA	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (4/5) <i>Live webinar</i>	
10/19-21	8:30-12:30	Manifestation Determination, Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) <i>Live webinar</i>	
10/21	2:00-3:30	District Access (DA) Users Collaborative Virtual Meeting	
10/21	ТВА	Region 10 Coordinating Council Presents: "Defensible SLP Assessments" <i>Live webinar</i>	
10/22	ТВА	Region 10 Coordinating Council Presents: "Difficult SLP IEPs" Live webinar	
10/26	ТВА	Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher (5/5) <i>Live webinar</i>	
10/26	8:30-3:30	Self-Regulation and Learning: Foundations & Strategies for Student Success <i>Live webinar</i>	
10/27	9:00-12:00	The Paraprofessional: Best Practices to Support Students Live webinar	43

November 202,

Date	Time	Event Title	Page
11/3	9:00-12:00	Transition Plan Development Series: "Self-Awareness, Self-Advocacy and Self-Determination" (Part 4 of 4) <i>Live webinar</i>	56
11/4	1:00-4:00	Girls on the Spectrum Live webinar	24
11/5	9:00-12:00	Girls on the Spectrum Live webinar	24
11/8-10	8:30-2:30	IEP Goal Development, Progress Monitoring, & Implementation <i>Live webinar</i>	
11/16	8:30-10:30	Conflict Resolution: Improving Professional Relationships Live webinar	13

December 202,

Date	Time	Event Title	Page
12/2	8:30-12:30	Additional Support Assessment (ASA) Live webinar	19
12/3	8:30-10:30	Region 10 Coordinating Council Presents: "Functional Application of the Polyvagal Theory as it relates to School-based OT & PT" <i>Live webinar</i>	
12/7	8:30-12:00	Region 10 Coordinating Council Presents: "Addressing Biases that Lead to Conflict in Negotiation" <i>Live webinar</i>	
12/8	9:00-12:00	Specialized Academic Instruction (SAI) & General Education Teachers: A Partnership <i>Live webinar</i>	



DISPUTE RESOLUTION





"Engaging Challenging Conversations"

Presented by: Greg Abel & Carlo Rossi

4-Day Virtual Event

August 31, September 1, 7, & 8, 2021 8:30 am - 12:00 noon

Registration 7ee: \$200.00 (POs are NOT accepted)

Register Online: https://sbcss.k12oms.org/46-205071

This Tier 1 core course, Engaging Challenging Conversations, is foundational to our Multi-Tiered System of Support for Conflict Engagement, MTSSCE. It is a stand-alone course designed for increasing a participant's individual capacity for engaging conflict. This seminar also serves as a prerequisite to key concepts, processes and skills that will be built upon in all subsequent Tier 2 courses.

In this seminar we:

- Explore the work of key thinkers and leaders in the field,
- Introduce foundational concepts, processes, and skills at the heart of effective conflict engagement
- Explore and practice a fundamental framework and set of skills and strategies for effectively
 engaging interpersonal conflict.

Session 1: August 31, 2021

- Identify key concepts critical to understanding interpersonal conflict.
- Explore and understand your personal relationship to conflict and conflict style.
- Identify elements of an effective conversational structure for dealing with difficult issues.

Session 2: September 1, 2021

- Introduce multiple "lenses" for analyzing critical conversations and intentionally increasing personal effectiveness.
 - Recognizing the "Three Conversations"
 - An Interest-Based Approach
 - Understanding our "Stories"

Session 3: September 7, 2021

- Strategies and structure for preparing to initiate a challenging conversation (Psychological, Substantive, Procedural)
- Strategies and structures for convening a challenging conversation—joint identification of the issues, clarification of expectations.

Session 4: September 8, 2021

- Joint exploration leading to shared understanding of the issues
- Practice interpersonal skills essential for communicating effectively about crucial issues.
 - Increasing self-awareness
 - Strategies for self-management
 - Active Listening
 - Effectively sharing your perspective
 - Intentional Inquiry
- •Structure for bringing closure to challenging conversations

"Supporting Others to Navigate Conflict: The Role of the Conflict Coach, Facilitator & Teacher"

Presented by: Greg Abel & Carlo Rossi

(firtual webinars over five days

October 12, 13, 19, 20, & 26, 2021

and eight small group coaching sessions on Zoom

Earn a Certificate in Conflict Resolution

Registration 7ee: \$400.00 (POs are NOT accepted)

*Application Required for Registration Scholarships Will Be Provided

**Must have attended all 4 sessions of Tier 1 "Engaging Challenging Conversations"

Tier 2 is designed to support participants as they pursue a deeper understanding of key concepts, processes, and skills taught in Tier 1, so as to develop competencies necessary to serve effectively as a Conflict Engagement Specialist (CES). Tier 2 offers more in-depth training to individuals within an organization or community who will support others in the organization or community to effectively navigate the challenges of conflict. We focus on the following three roles/functions of a CES; Coach, Facilitator, and Teacher.



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

Training Objectives - Participants will be:

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

Tuesday NOVEMBER 16, 2021 8:30 am - 10:30 am

Register Online:





ADDRESSING BIASES THAT LEAD TO CONFLICT IN NEGOTIATION

Presented by:

David Dowling, JD, MDR Professional Mediator

Tuesday

DECEMBER 7, 2021 8:30 AM—12:00 NOON

Register Online:

https://sbcss.k12oms.org/46-205073

Learning Outcomes:

- Understand bias and its role in conflict
- Understand the effects of cognitive factors in negotiation
 - Understand attribution bias
- Demonstrate an understanding of framing in negotiation and difficult conversations

Live Webinar

Cost: \$50.00 (POs are NOT accepted)





Assessment & Eligibilty



MANIFESTATION DETERMINATION, FUNCTIONAL BEHAVIOR ASSESSMENT (FBA), & BEHAVIOR INTERVENTION PLAN (BIP)

Presented by:

Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist

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

Presented by:

East Valley SELPA Program Specialists

Courtney Beatty, MA, BCBA, Mary Ann Klenske, MA, and Shannon Vogt, MA

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

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

Audience: Certified Personnel, Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's

Wednesday, Thursday, & Friday August 25, 26, & 27, 2021 8:30 am—12:30 pm

Register Online: https://sbcss.k12oms.org/46-205251



Tuesday, Wednesday, & Thursday
October 19, 20, & 21, 2021
8:30 am—12:30 pm

Register Online:

https://sbcss.k12oms.org/46-205252

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

August 25, 2021, 8:30 am—12:30 pm, Register Online: https://sbcss.k12oms.org/46-205377

October 19, 2021, 8:30 am—12:30 pm, Register Online: https://sbcss.k12oms.org/46-205378



FOR COMPREHENSIVE ASSESSMENTS



Team of Presenters:

Susanne Perguson, 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

Tuesday August 31, 2021 8:30 am - 11:30 am

Register Online: https://sbcss.k12oms.org/46-205410

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, 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.





TEAM of PRESENTERS:

Susanne Ferguson

Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist **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

articipants 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,

Wednesday
September 15, 2021
1:00 pm—4:00 pm

Register Online:

https://sbcss.k12oms.org/46-204678



Thursday
September 16, 2021
9:00 am—12:00 noon

Register Online:

Additional Support Assessment

his Live Webinar training introduces 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.



Presented by:

Susanne Ferguson,

MA, CCC-SLP, BCBA, EV SELPA Autism Program Specialist &

Mary Anne Klenske,

MA, EV SELPA Program Specialist

Thursday

December 2, 2021 8:30 am—12:30 pm

Register Online:





TEAM of PRESENTERS:

Susanne Ferguson

Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist **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

articipants 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,

Wednesday
September 15, 2021
1:00 pm—4:00 pm

Register Online:

https://sbcss.k12oms.org/46-204678



Thursday
September 16, 2021
9:00 am—12:00 noon

Register Online:

AUTISM & Mental Health



Mental health disorders occur frequently in students with Autism Spectrum Disorder (ASD). Untreated problems may be associated with the development or worsening of depression, aggression, self-injury, and anxiety. Moreover, students who struggle with mental health, have difficulty learning and focusing on instruction at school. This Live Webinar will review evidencebased practices to support students with ASD who demonstrate mental health needs. Learn how to use a variety of visual supports and cognitive behavioral strategies to support students emotional well-being and mental health. Participants will leave with a tool-kit of ideas to use immediately with students.

Presenters:

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, Autism Program Specialist

Jessica Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist

Tracy Schroeder, LCSW, Behavioral Health Program Manager

Wednesday

OCTOBER 13, 2021 9:00 am—12:00 noon

Register (Inline: https://sbcss.k12oms.org/46-204660





AAC IN THE CLASSROOM:

Empowering All Students to Communicate

Presenters:

Courtney Beatty, MA, BCBA & Susanne Ferguson, Ed.S, CCC-SLP, BCBA

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 live webinar 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 is an introductory overview of AAC & focuses on in-person classroom implementation of basic visual AAC. It does not cover assessment or programming of high-tech devices or their systems.

Thursday and Friday

October 14 & 15, 2021
Attendees Must Attend Both Days
8:30—11:30 am

Register Online: https://sbcss.k12oms.org/46-204341



Girls on the

Presenters:

Susanne Ferguson, Ed.S, CCC-SLP, BCBA Autism Program Specialist Tracy Schroeder, LCSW Behavioral Health Program Manager Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, School Psychologist Jo-Ann Vargas, OTR/L, MA, Lead Occupational Therapist

utism has been well documented as presenting differently in girls. As a result, many girls with autism have been misidentified as children with mental health afflictions or personality disorders. Classic autism markers manifest differently in girls, and overall girls are more likely to fly under the radar. This training will help practitioners to understand the nuances of autism in girls, the differences in presentation and the reasons autism in girls may be missed. Attendees can expect to learn autism in girls related statistics, facts, features, presentations and will learn how to proactively consider these factors when assessing for autism in girls. This Live Webinar will benefit any assessor or educator who wants to learn more about the world of girls and autism.

A special guest will share some of her personal experiences in navigating the world as a woman with autism.

Thursday

November 4, 2021 1:00 pm—4:00 pm

Register Online:

https://sbcss.k12oms.org/46-204564

Or

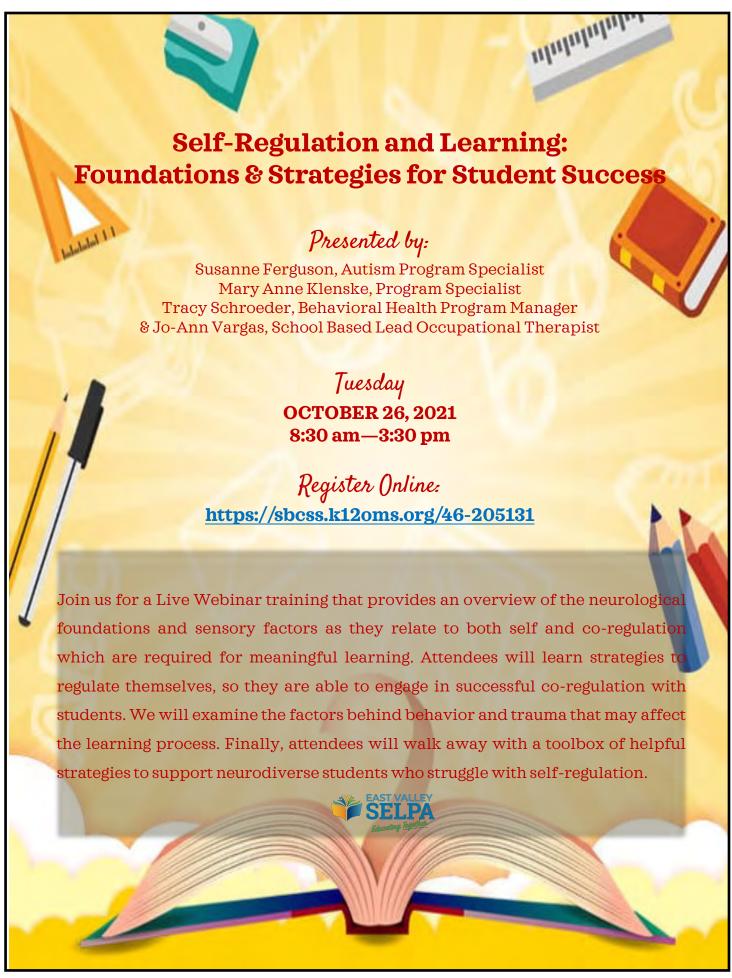
Friday

November 5, 2021 9:00 am—12:00 noon

Register Online:







MANIFESTATION DETERMINATION, FUNCTIONAL BEHAVIOR ASSESSMENT (FBA), & BEHAVIOR INTERVENTION PLAN (BIP)

Presented by:

Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist

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

Presented by:

East Valley SELPA Program Specialists

Courtney Beatty, MA, BCBA, Mary Ann Klenske, MA, and Shannon Vogt, MA

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

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

Audience: Certified Personnel, Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's

Wednesday, Thursday, & Friday August 25, 26, & 27, 2021 8:30 am—12:30 pm

Register Online: https://sbcss.k12oms.org/46-205251



Tuesday, Wednesday, & Thursday
October 19, 20, & 21, 2021
8:30 am—12:30 pm

Register Online: https://sbcss.k12oms.org/46-205252



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

August 25, 2021, 8:30 am—12:30 pm, Register Online: https://sbcss.k12oms.org/46-205377

October 19, 2021, 8:30 am—12:30 pm, Register Online: https://sbcss.k12oms.org/46-205378



POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS

Presented by:

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist
 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

Thursday

<u>SEPTEMBER 9, 2021</u> <u>8:30 am - 12:00 noon</u>

This *live webinar* 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.

Register Online:





DISTRICT ACCESS (DA) USERS COLLABORATIVE (/irtual MEETINGS

Facilitated by:

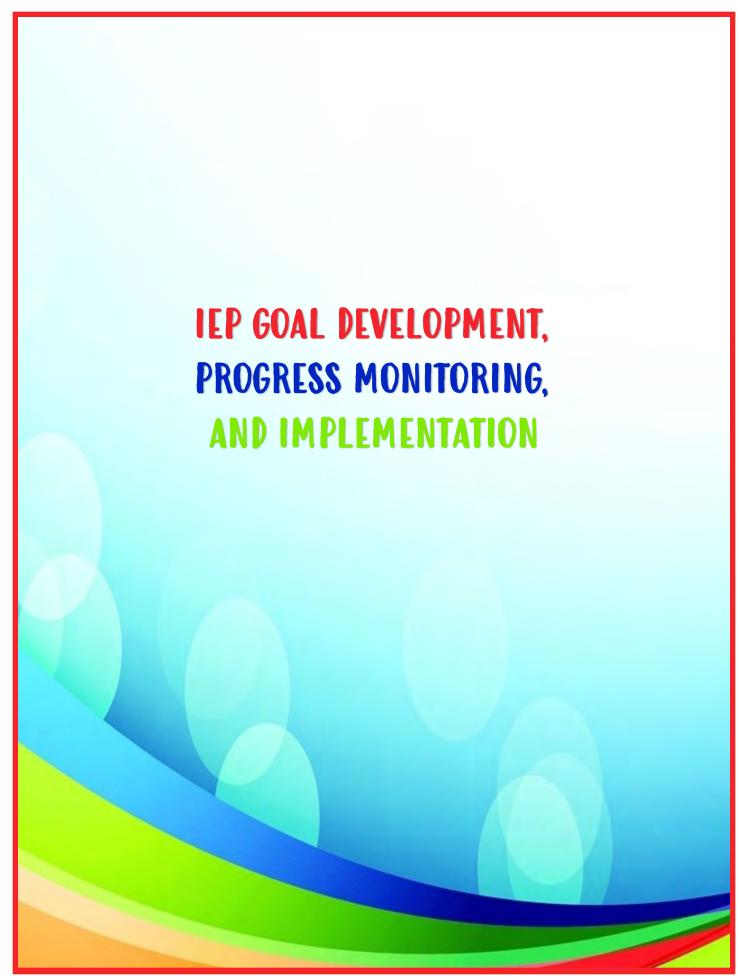
Lisa Horsley, Program Technician (MIS) Dr. Patty Metheny, Administrator

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

Intended Audience:
District Access Users and District Special Education Administrators

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

<u>Date</u>	<u>Time</u>	<u>Register Online</u>
Thursday, August 26, 2021	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202215
Thursday, October 21, 2021	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202216
Thursday, January 20, 2022	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202217
Thursday, April 28, 2022	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202218



JEP Goal Development, Progress Monitoring, and Implementation

Presented by:

Courtney Beatty (MA, BCBA) and Shannon (logt (MA), EV SELPA Program Specialists Rick Homutoff (Ed.D.), EV SELPA Due Process Program Manager

oin us for a 3-day live webinar 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.

<u>Day 1 Objectives:</u> 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
- Learn how to collect data while instructing the target skill
- Understand self-management with checklists

Intended Audience: Administrators, Special & General Education Teachers, and Related Service Providers

OR

<u>Must Attend All 3-Days</u>

Tuesday, Wednesday, & Thursday
September 14 - 16, 2021
8:30 am - 2:30 pm

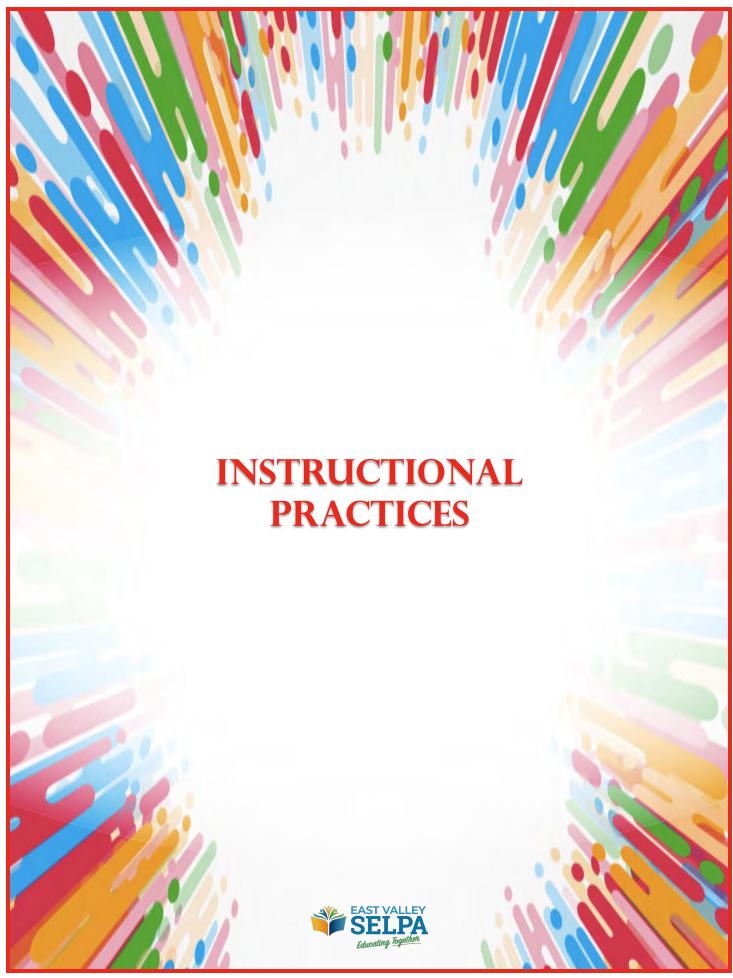
Register Online:

http://sbcss.k12oms.org/46-204703

Must Attend All 3-Days

Monday, Tuesday, & Wednesday November 8 - 10, 2021 8:30 am - 2:30 pm

Register Online:







Framework for Determining the Individual Impact of Distance-Learning

Presented by:

Susanne Ferguson, MA, CCC-SLP, BCBA, EV SELPA Autism Program Specialist Mary Anne Klenske, MA, EV SELPA Program Specialist

Session 1: August 12, 2021

Session 2: August 24, 2021

Session 3: August 31, 2021

2:00 pm - 4:00 pm

Register Online:

https://sbcss.k12oms.org/46-206104

This Live Webinar is a three-part series which breaks down the most recent research on the impact of distance-learning and how it informs instruction.

In session one, participants will understand the latest research into learning loss during distance learning, how socio-economic and other factors have contributed to remote learning loss. The educational priorities for accelerated learning as well as components characteristics and strategies for accelerated learning will be reviewed.

In session 2, we will look at how neuroscience and cognitive psychology have given researchers a new way of looking at how humans learn.

Lastly, session 3, will focus on how data inform planning and instruction are used to create personal learning profiles for each student. This is a move from lecture-based instruction to collaborative Learning.





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 **Live Webinar** training is designed for Preschool teachers and paraprofessionals 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



Tuesday September 21, 2021

8:30 am - 3:30 pm

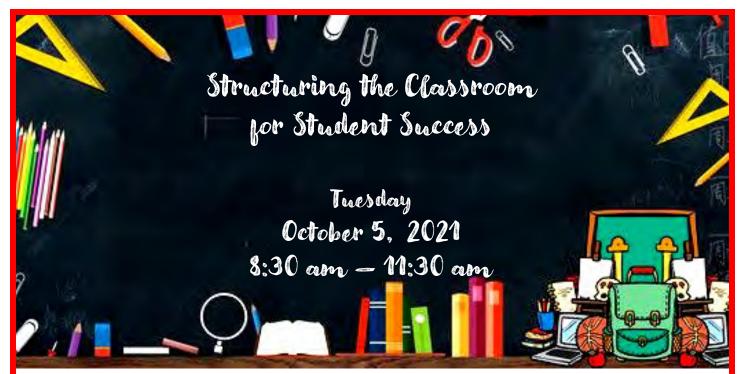


Register Online:

https://sbcss.k12oms.org/46-204738



Teacher Created Resources



Presented by:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialist

Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

Shannon Vogt, MA, EV SELPA Program Specialist

This live webinar 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.

Topics covered will be:

- 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 walk away with tools to immediately implement in your classroom!

Register Online: https://sbcss.k12oms.org/46-204705





Presented by:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialist Shannon Vogt, MA, EV SELPA Program Specialist

Wednesday

December 8, 2021 9:00 am—12:00 noon

oth Specialized Academic Instruction teachers and General Education Teachers working together have individual roles. Each have a unique responsibility in their student's success. This training will provide strategies for successful collaboration between both teachers to ensure the most enriching educational environments.

Objectives: Participants will...

- Understand the roles of the SAI teacher and General Education Teacher in the IEP process and implementation
- Learn valuable information when preparing present levels of performance for upcoming IEP meetings
- Learn how to implement all parts of the IEP across both academic settings
- Learn effective strategies for collaborating/consulting with one another

Intended Audience:

Administrators, Special & General Education Teachers, and Related Service Providers

Register Online: https://sbcss.kl2oms.org/46-204686

SCHOOL BASED OCCUPATIONAL THERAPY









Handwriting Readiness, So Much More Than 7ine Motor Skills



Live Webinar Presented by:

Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

Mary Anne Klenske, MA, EV SELPA Program Specialist

Monday
AUGUST 23, 2021
8:00 am — 11:00 am

Register Online: https://sbcss.k12oms.org/46-204896

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 and 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.

Region 10 Coordinating Council Presents.....

"Back to School-Based OT/PT Basics" Webinar

Presented by the Region 10 OT/PT Committee Members: Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), Amy Sadek (OT)

Back by popular demand, and designed for Occupational Therapists, Occupational Therapy Assistants, and Physical Therapists working, or considering work in the educational setting, this 3-hour training will provide a thorough review of the most important foundational principles all school-based OTs, PTs, COTAs must know when working in the school system. From legal components, IEPs, assessment tools, documentation, to the most common evidence-based interventions, this training will aid you in gaining confidence and knowledge to assume your role as a school-based practitioner. Participants will walk away with ready-to-use tools for a successful school year. Come and learn from school-based practitioners that have already done the walk and talked the talk. This is a great opportunity to ask those burning questions!

Date: Friday, September 10, 2021

Time: 8:30 am to 11:30 am

Location: Live Webinar

Fee: \$20 (PO's are NOT accepted)

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 their role as OTs, COTAs, or PTs in school-based practice

2. Understand the IEP process as related service practitioners

3. Identify at least 3 educationally relevant assessments and evidence-based intervention tools

4. Learn the components and best-practices regarding documentation

CEUs: Certificate of attendance will be provided, verifying 3 professional development units.

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

Payment: Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

Register Online:

https://sbcss.k12oms.org/46-204959

Registration Deadline: September 3, 2021

Region 10 Coordinating Council Presents.....

"Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT" Webinar

Presented by Dr. Mona Delahooke

This 2-hour Live Webinar training will lay the developmental foundations for students to achieve Self-Regulation which supports learning and social engagement. This training will demystify the Polyvagal Theory and illuminate how it can guide the OT/PT assessment process and treatment interventions. Participants will walk away with a clear understanding of Therapeutic Use of Self and the central importance of Co-regulation as the essential components in the work of all school-based practitioners. Dr. Delahooke will describe behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the overarching context of relational safety.

Date: Friday, December 3, 2021

Time: 8:30 am to 10:30 am

Location: Live Webinar

Fee: \$50 (POs are NOT accepted)

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

Therapists

Objectives: Participants will:

1. Understand the "Developmental Iceberg" and how it helps us discover how to support each child's individual needs

- 2. Understand the 3 main states of the autonomic nervous system that inform us what to do in real time when managing children's behavioral challenges
- 3. Describe how School-based OTs, COTA's, and PTs use the "therapeutic use of self" when working with vulnerable children, regardless of their diagnosis
- 4. Describe the paradigm shift that is beginning across the world based on neuroscience research of the past decade.

CEUs: Certificate of attendance will be provided, verifying 2 professional development units.

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

Payment: Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

Register Online:

https://sbcss.k12oms.org/46-205115

Registration Deadline: November 26, 2021









Courtney Beatty, MA, BCBA, EV SELPA Program Specialists
Shannon Vogt, MA, EV SELPA Program Specialist

Wednesday October 27, 2021 9:00 am—12:00 noon

This **live webinar** 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

Register Online:

https://sbcss.k12oms.org/46-204688















School-Based
Physical Therapy



Region 10 Coordinating Council Presents...

"Assessment Tools for School Based PT" Webinar

Presented by the Region 10 OT/PT Committee Members: Belinda Block (PT) and Jo-Ann Vargas (OT)

Trying to sort through assessment tools for your physical therapy assessments? Whether you are an entry level, returning-to-school-based physical therapist, or just needing a review, this course offers to dive into educationally relevant standardized and non-standardized assessment tools to produce sound and defensible physical Therapy assessment reports. Participants will receive a general review of best PT practices based on the "Guidelines for OT and PT in California Public Schools".

Date: Friday, October 8, 2021

Time: 8:30 am to 11:30 am

Location: Live Webinar

Fee: \$20 (POs are NOT accepted)

Audience: School-based Physical Therapists

Objectives: Participants will:

1. Understand the role of Physical Therapy in school based physical therapy assessments

2. List at least 3 assessment tools (standardized and non-standardized) that Physical Therapist can utilize when performing school-based Physical Therapy assessments

3. Understand the importance of Skilled Observations as an assessment tool

CEUs: Certificate of attendance will be provided, verifying 3 professional development units.

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

Payment: Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

Register Online:

https://sbcss.k12oms.org/46-205043

Registration Deadline: October 1, 2021

Region 10 Coordinating Council Presents.....

"Back to School-Based OT/PT Basics" Webinar

Presented by the Region 10 OT/PT Committee Members: Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), Amy Sadek (OT)

Back by popular demand, and designed for Occupational Therapists, Occupational Therapy Assistants, and Physical Therapists working, or considering work in the educational setting, this 3-hour training will provide a thorough review of the most important foundational principles all school-based OTs, PTs, COTAs must know when working in the school system. From legal components, IEPs, assessment tools, documentation, to the most common evidence-based interventions, this training will aid you in gaining confidence and knowledge to assume your role as a school-based practitioner. Participants will walk away with ready-to-use tools for a successful school year. Come and learn from school-based practitioners that have already done the walk and talked the talk. This is a great opportunity to ask those burning questions!

Date: Friday, September 10, 2021

Time: 8:30 am to 11:30 am

Location: Live Webinar

Fee: \$20 (POs are NOT accepted)

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 their role as OTs, COTAs, or PTs in school-based practice

2. Understand the IEP process as related service practitioners

3. Identify at least 3 educationally relevant assessments and evidence-based intervention tools

4. Learn the components and best-practices regarding documentation

CEUs: Certificate of attendance will be provided, verifying 3 professional development units.

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

Payment: Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

Register Online:

https://sbcss.k12oms.org/46-204959

Registration Deadline: September 3, 2021

Region 10 Coordinating Council Presents.....

"Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT" Webinar

Presented by Dr. Mona Delahooke

This 2-hour Live Webinar training will lay the developmental foundations for students to achieve Self-Regulation which supports learning and social engagement. This training will demystify the Polyvagal Theory and illuminate how it can guide the OT/PT assessment process and treatment interventions. Participants will walk away with a clear understanding of Therapeutic Use of Self and the central importance of Co-regulation as the essential components in the work of all school-based practitioners. Dr. Delahooke will describe behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the overarching context of relational safety.

Date: Friday, December 3, 2021

Time: 8:30 am to 10:30 am

Location: Live Webinar

Fee: \$50 (POs are NOT accepted)

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

Therapists

Objectives: Participants will:

1. Understand the "Developmental Iceberg" and how it helps us discover how to support each child's individual needs

- 2. Understand the 3 main states of the autonomic nervous system that inform us what to do in real time when managing children's behavioral challenges
- 3. Describe how School-based OTs, COTA's, and PTs use the "therapeutic use of self" when working with vulnerable children, regardless of their diagnosis
- 4. Describe the paradigm shift that is beginning across the world based on neuroscience research of the past decade.

CEUs: Certificate of attendance will be provided, verifying 2 professional development units.

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

Payment: Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS. Payment must be received prior to event.

Register Online:

https://sbcss.k12oms.org/46-205115

Registration Deadline: November 26, 2021



Professional Crisis Management (PCM)





Virtual Meeting for PCM District Liaisons



Grab your coffee and sign on to join us for the first PCM liaison meeting of the 2021–2022 school year! Important topics will include changes in the PCMA organization, and procedures for liaisons to follow before and after PCM trainings.

Presented by EV SELPA PCM Program Specialists

Wednesday
AUGUST 4, 2021
3:00 pm - 3:30 pm

Zoom link for meeting:

https://sbcss-net.zoom.us/j/92113495835?pwd=OU9IRzBXeFdCclR6ck5tTEVuT2NGUT09



District PCM Instructors

Virtual Meeting



All District PCM Instructors must attend this virtual meeting.

We will discuss recent changes in PCMA as well as new procedures for Initial and Re-certification Trainings.

We look forward to seeing you on
Thursday,
August 19, 2021
1:00 pm - 3:00 pm

Zoom link for this meeting:

https://sbcss-net.zoom.us/j/97204524347?pwd=NXB6eWpmOFR6bzFNRXV5WXVaNE5LZz09



PCM is a certification preparation course taught by certified PCM Instructors. PCM was developed by board certified behavior analysts and is the first behavior analysis-based system of crisis management. Participants are trained in prevention and diffusion of dangerous behaviors. Also taught is the use of dynamic holding, which provides for maximum feedback but does not produce disorientation, discomfort, or pain and are the closest to natural body movement and positioning.

Professional Crisis Management (PCM) Practitioner 2P Initial

3-Day In-Person Training

September 8-10, 2021

8:30 am-4:00 pm

Registration Fee: \$40.00

Register Online: https://sbcss.k12oms.org/46-205528

Professional Crisis Management (PCM) Practitioner & Practitioner 1 Initial

2-Day In-Person Training

September 22 & 23, 2021

8:30 am—4:00 pm

Registration Fee: \$40.00

Register Online: https://sbcss.k12oms.org/46-205527

More PCM Training Dates will be added soon for both Initial and Recertification trainings.

SPEECH LANGUAGE PATHOLOGIST

Speech-Language Pathology is a field of expertise practiced by a clinician a speech-language pathologist times referred to as a T pist. SLP is considered to the second process of the second process

diological psi field of Schealth protection within their scope of practice.

SLPs specialize in the gy at ton, diagnosis and treatment of zearing as an disorders (speech disorders and faurure and ters, cognitive-communication disorder ders, and swallowing disorder an important role of the state good and to ment of autism post run disorder often in team with pediatricians and parchalogical

A common misconception that speeding guage pathology is restricted to adjust a speaker's speech sound articulation to meet a expected normal pronunciation, such as help at English speaking individuals enunciate the ditionally difficult "r. SLPs can also them he people who stutter to speak more tento ticulation and fluency however are only facets of the work of an SLP. In fact, speech guage pathology is concerned with a busicope of speech, language, swallowing, and voice issues involved in company at tion.

Speech-language patholo (SD is provid wide range of services, m. on an individ basis, but also as support (19) iduals, fallies, support groups, and proceeding for the general public. SLPs with a prevent assess, diagnose, and transpect languation, and swallowing disort literal munication, and swallowing disort languation, and swallowing disort languation and swallowing screening for communication and swallowing

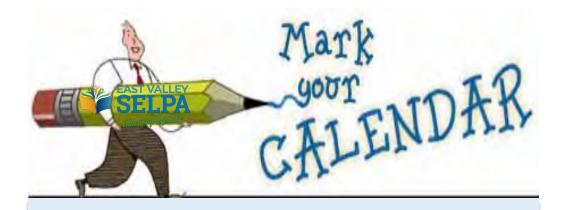
disorders and continue with assessment and diagraphic litation for the provision of advice ent, intervention, and treatseling and other follow

dietrians, edues (applied behavior plains/spiritual carers ted by the individual client's reatment for patients often requires multi-Haboration. Speech-language paan be cery beneficial to help resolve lems associated with cleft lip and earch has indicated that children early language intervention are less compensatory error patterns fe, although speech therapy outcomes lly better when surgical treatment is earlier. Another area of collaborato auditory processing disorders, an collaborate in assessments and ervention where there is evidence of tuage, and/or other cognitive-comdisorders. Palliative care is another area that often involves multi-disci-Naboration involving speech-language Trobe University Palliative pathor Care Uni

pathole st. L. Trobe University Palliative
Care Unit a strong advocate for
speech-las ge plogists being included
within bo edia and adult palliative care
[23] multi poline eams. Currently the PCU
is conducted to present the property of the policy of the property of the

In the United States, speech-language pathology is a Master's entry-level professional degree





SAVE THE DATE, MORE INFORMATION TO COME!

REGION 10 COORDINATING COUNCIL PRESENTS:

"DEFENSIBLE SLP ASSESSMENTS"... AND "DIFFICULT IEPS"

PRESENTED BY: BETH NISHIDA

THURSDAY & FRIDAY
OCTOBER 21 & 22, 2021
(TWO HALF DAY WEBINARS)



AAC IN THE CLASSROOM:

Empowering All Students to Communicate

EV SELPA Presenters: Courtney Beatty, M.A., BCBA & Susanne Ferguson, EdS, CCC-SLP, BCBA

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 live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, Speech-Language Pathologists, and others who work in-person within the classroom setting.

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

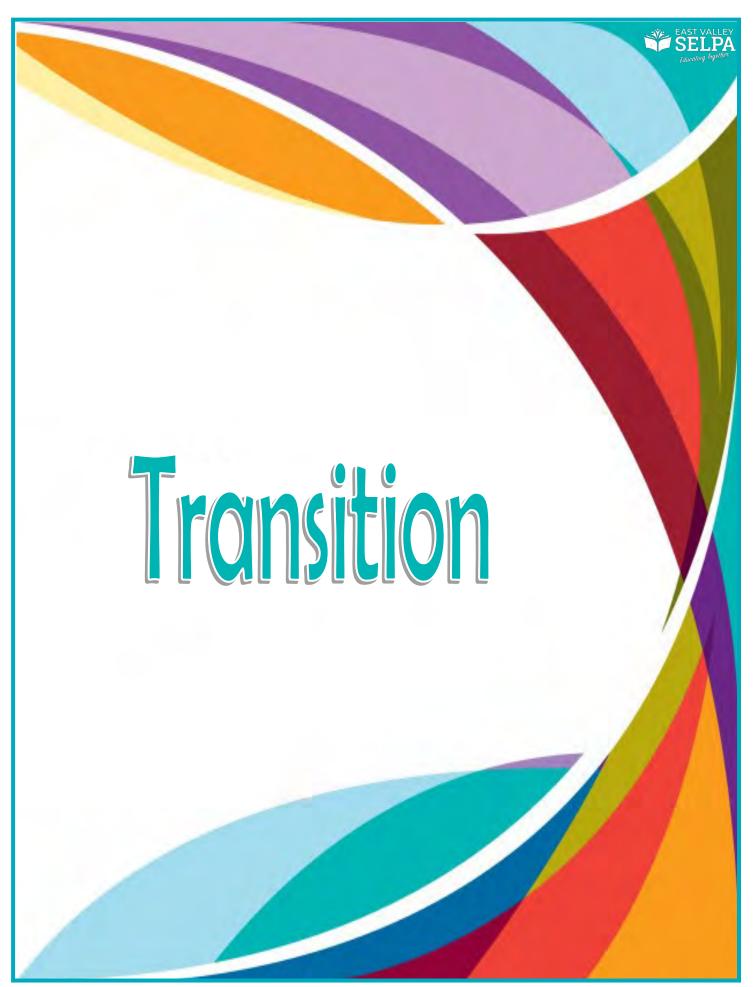
*This training is an introductory overview of AAC and focuses on in-person classroom implementation of basic visual AAC. It does not cover assessment or programming of high-tech devices or their systems.

Attendees Must Attend Both Days

Thursday and Friday

October 14 & 15, 2021 8:30—11:30 am

Register Online: https://sbcss.k12oms.org/46-204341





7all 2021

TRANSITION PLAN DEVELOPMENT SERIES

Presented by: COLLEEN MELAND, EV SELPA PROGRAM SPECIALIST

Wednesday, September 1, 2021 9:00 am – 12:00 noon

PART 1: ASSESSMENT FOR POSTSECONDARY GOALS

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

Wednesday, September 22, 2021 9:00 am - 12:00 noon

PART 2: DEVELOPMENT OF POSTSECONDARY GOALS & TRANSITION SERVICES

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

Wednesday, October 13, 2021 9:00 am - 12:00 noon

PART 3: CONTINUED TRANSITION PLAN DEVELOPMENT

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

Wednesday, November 3, 2021 9:00 am - 12:00 noon

PART 4: SELF-AWARENESS, SELF-ADVOCACY, & SELF-DETERMINATION

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

Register Online:

SERIES OF 4 TRAININGS: https://sbcss.k12oms.org/46-205197

If you are ONLY interested in attending Part 4 on 11/3/21: https://sbcss.k12oms.org/46-205199

Dr. Patty Metheny

Ed.D., EV SELPA Administrator

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 JDEA. 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, PBJS, inclusive education, assessment practices, and special education compliance/policies and procedures.

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.

Courtney Beatty

M.A., BCBA, EV SELPA Program Specialist

Courtney Beatty has been a Program Specialist with the East Valley SELPA for 4 years. She has worked in the field of special education for the past 14 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), JEP 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.

Susanne Ferguson

Ed.S., CCC-SLP, BCBA, Autism Program Specialist

Susanne Ferguson is East Valley SELPA's Autism Program Specialist. She has worked with autistic learners and other neurodiverse students in public schools since 1997 in various positions, including ASHA-certified Speech-Language Pathologist, Inclusion Specialist, and Behavioral Specialist. Susanne holds a Master's Degree in Communicative Disorders from California State University, Fullerton and an Ed.S. Degree in Special Education from Northcentral University. In addition, Susanne possesses certificates in autism interventions from California State University, San Bernardino and the University of Massachusetts, Lowell as well as certification in Augmentative and Alternative Communication (AAC) from Diagnostic Center South. Her professional interests are broad. In addition to autism and AAC, they include Functional Communication Training, the development and implementation of visual supports, inclusion, and literacy for learners with complex communication needs. Susanne is a member of the California Autism Professional Training and Information Network (CAPTAIN) and dedicated to the dissemination of evidence-based practices for autism into schools.

Lisa Horsley

EV SELPA Program Technician (MIS)

Lisa Horsley has been with the East Valley SELPA for 32 years. Lisa has been a Program Technician for 5 years. Prior to that she was a SELPA Specialist and an Office Specialist I & II. Before joining the East Valley SELPA, Lisa worked at Riverside County Office of Education in Human Resources. During her many years with the East Valley SELPA, she has gained knowledge in CALPADS data reporting and JEP compliance by participating in trainings and working with the knowledgeable East Valley SELPA staff. Lisa uses this knowledge to educate the member district staff in completing compliant JEPs using the WebJEP program. She is also responsible for maintaining student data used for State reporting. Lisa's areas of expertise are training and technical support for WebJEP, WebDA and CALPADS.

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 23 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 31 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, ad conferences with a focus in Applied Behavior Analysis (ABA).

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 18th 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 an Associate Professional Clinical Counselor registered with the California Board of Behavioral Sciences. She has completed the ABAJ 4th Edition ABA verified course sequence at Florida Institute of Technology and will sit for the BCBA exam in 2021. 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.

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, children, and families.

Jo-Ann Vargas

MA, OTR/L, Lead Occupational Therapist

Jo-Ann Vargas is the Lead Occupational Therapist (0T) 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 0T license, and National 0T 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 0T 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 0T/PT Committee since 2019, she researches, prepares, and delivers trainings in evidence-based and educationally relevant practices for 0T and PT practitioners in the region. Jo-Ann and her team of 0Ts 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.

Shannon Vogt

MA, EV SELPA Program Specialist

Shannon (logt has been a Program Specialist for the East Valley SELPA for Tyears. 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 JEP goals and supports the implementation of the JEP 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.

4.13 EV SELPA PCM Trainings 2021-2022	



2021-2022 PCM Recertification Training Procedures

Moving from virtual recertifications required due to COVID-19 restrictions, in-person initial and recertification trainings will commence in the 2021-2022 school year based on California Department of Public Health and California Occupational Safety and Health guidelines. Based on July 2021 guidelines and San Bernardino County Superintendent of Schools Risk Management requirements, the following applies for all in-person trainings:

- 1. Masks must be worn by trainers and trainees at all times.
- 2. Trainers and trainees not vaccinated against COVID-19, must produce evidence of a negative COVID-19 test before the start of the training on Day 1. If the training is a three-day training, a second negative COVID-19 will be required on Day 3 of the training.
- 3. SBCSS will provide COVID-19 tests up to 48 hours in advance of in-person trainings and, as necessary, rapid COVID-19 tests on the first and third days of trainings.

For recertification trainings - <u>Between September through December</u>, EV SELPA staff along with district qualified PCM instructors will provide recertification training for all district-level PCM trained staff (at all levels of PCM certification) at the EV SELPA office. District instructors will provide recertification training at all levels <u>from January through June</u> after the EV SELPA has secured and administered a Professional Crisis Management Association (PCMA) Instructor Training. These recertification trainings will be held in district locations per guidelines in item #9 below.

The EV SELPA is providing an in-person instructor training facilitated by PCMA staff on September 14-17, 2021, from 8:00 to 5:00 pm daily, at the Dorothy Inghram Learning Center, Conference Room B. For districts who do not have two PCM instructors, EV SELPA will cover the cost of the training for up to two instructors per district. The SBCSS Risk Management requirements described above relative to COVID-19 will apply to this training.

For initial trainings - EV SELPA qualified PCM instructors will provide initial training for all new PCM trainings at all levels of PCM certification <u>starting in September</u>.

EV SELPA will continue to coordinate and fund initial instructor training and annual instructor recertification <u>each spring</u>. For this, the EV SELPA will fund two instructors per district.

Together, the EV SELPA and its member districts will do so based on the following procedures:

- 1. EV SELPA orders, inventories and stores all PCM recertification packets (now identified as 'legacy packets' by PCMA).
- 2. Annually, EV SELPA provides a list of PCM trained staff to each district. The list will include employee name, PCM level of certification, annual certification date and PCM training window for the following year.
- 3. District reviews the list, identifies those requiring PCM recertification, and removes any staff members not requiring PCM recertification.
- 4. District provides updated list to EV SELPA (tami.goldstein@sbcss.net).
- 5. District orders from EV SELPA the necessary number of PCM recertification packets for each quarter or trimester by completing and submitting a "PCM Recertification Packet Request Form" along with payment for the packets

- via a fund transfer or purchase order number to Tami Goldstein (tami.goldstein@sbcss.net). Orders will be accepted on a monthly basis and not on an annual basis.
- 6. EV SELPA will provide the requested PCM recertification packets and return-addressed envelopes to districts once payment is received by the SELPA.
- 7. EV SELPA maintains a database of PCM recertification packet requests and processing.
- 8. District schedules the PCM recertification trainings (both Levels P and P-2) at a district location, communicates with participants (i.e. creates flyers, sends emails), and ensures attendance (i.e. secures subs, creates sign-in sheets). Contact Tami Goldstein immediately if a trainee needs a 30-day extension for any reason.
- 9. District sends the PCM recertification training information to tami.goldstein@sbcss.net for entry into OMS.
- 10. District provides the PCM recertification training.
- 11. District returns all PCM recertification packets to the EV SELPA within 24 hours of every PCM recertification training along with a copy of the sign-in sheet to Tami Goldstein in the EV SELPA return address envelope provided.
- 12. EV SELPA processes recertification training results.
- 13. EV SELPA provides recertification retraining, if necessary.

TRAINING OPPORTUNITY FOR DISTRICT STAFF WITHIN THE EAST VALLEY SELPA

Initial Certification Training for New Professional Crisis Management (PCM) Instructors

Highly educated and credentialed experts from Professional Crisis Management Association (PCMA), will provide hands-on, in-depth training for those desiring to be PCM instructors. Receive direct training from PCMA trainers who are Board Certified Behavior Analysts (BCBAs) with unmatched experience and expertise in the field of crisis management. PCMA has established performance and training standards that result in the appropriate level of attainment and retention of non-physical skills.

Successful participants will be credentialed to provide PCM certification courses, teach specific and documented skills, and administer written and practical exams. Instructors will also be prepared to train in prevention and diffusion of dangerous behaviors using dynamic holding, which provides for maximum feedback but does not produce disorientation, discomfort, or pain and allow for natural body movement and positioning.

4 - DAY TRAINING
SEPTEMBER 14-17, 2021
8:00 am - 5:00 pm
DOROTHY INGHRAM LEARNING CENTER
670 E. Carnegie Drive, San Bernardino

Cost \$1695.00

Register online:

https://sbcss.k12oms.org/46-206139

Registration deadline date: 9/7/21

Potential instructors must be reasonably physically fit, able to walk briskly, and should have no problems with their arms or back. They must be able to:

- Lunge and Squat
- Walk in a Squatting position
- Lunge and lower another person to the floor
- Rise from the floor without any assistance



PCM District Liaison Meeting

Virtual Meeting for PCM District Liaisons



Grab your coffee and sign on to join us for the first PCM liaison meeting of the 2021–2022 school year! Important topics will include changes happening in the PCMA organization, and procedures for liaisons before and after trainings have occurred. This meeting will be conducted by EV SELPA staff.

August 4, 2021, 3:00 p.m. – 3:30 p.m.

Zoom link for meeting:

https://sbcss-net.zoom.us/j/92113495835?pwd=OU9IRzBXeFdCclR6ck5tTEVuT2NGUT09



PCM Instructor Meeting



Please plan to attend this virtual meeting scheduled for all EV SELPA and District PCM Instructors. We will discuss recent changes from PCMA as well as new procedures for Initial and Re-certification Trainings in the new year. We look forward to seeing you then!

August 19, 2021, 1:00 p.m. – 3:00 p.m.

Zoom link for the meeting:

https://sbcss-net.zoom.us/j/97204524347?pwd=NXB6eWpmOFR6bzFNRXV5WXVaNE5LZz09

4.14 SBCSS East Valley Operations	

4.15 Hot Topics

- > AB 104 Student Retention
- ➤ AB 130 Independent Study

OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

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

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

JULY 15, 2021

AUGUST 2020 - NO MEETING

SEPTEMBER 16, 2021

OCTOBER 7, 2021

NOVEMBER 10, 2021 (Wednesday)

DECEMBER 9, 2021

JANUARY 2022 - NO MEETING

FEBRUARY 10, 2022

MARCH 10, 2022

APRIL 7, 2022

MAY 12, 2022

JUNE 9, 2022



5.2 2021-2022 EV SELPA Board of Directors Meetings

2021/2022 East Valley SELPA BOARD OF DIRECTORS MEETING SCHEDULE

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

November 17, 2021

February 23, 2022

March 23, 2022

May 25, 2022

June 15, 2022

All meetings will be held at 2:00 p.m.
(unless otherwise noted)
at the
Dorothy Inghram Learning Center
670 E. Carnegie Drive,
San Bernardino CA 92408
home of the
EAST VALLEY SELPA

(Unless meetings must be held virtually)



5.3 2021-2022 EV SELPA CAC Meetings	

2021/2022 East Valley Special Education Local Plan Area

CAC Meeting Schedule

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

SEPTEMBER 20, 2021

NOVEMBER 15, 2021

FEBRUARY 28, 2022

APRIL 25, 2022



5.4 EV SELPA Professional Development – August & September 2021