## **East Valley SELPA STEERING COMMITTEE MEETING**

670 E. Carnegie Drive, San Bernardino, CA 92408

# \*\* AGENDA \*\* <u>JULY 16, 2020 8:00 A.M.</u> Virtual Meeting

https://zoom.us/j/94852977288?pwd=eGx4L2ozdTNNN3E1eHFRWXZCcExnQT09

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

Leauci	sinp an	d Learning are indispensable to Each Other John F. Kennedy			
			<u>PRESENTER</u>		
1.0	CALL	TO ORDER	Patty Metheny		
2.0	PUBL				
3.0	REVI	Patty Metheny			
4.0	DISCU	JSSION/PRESENTATION			
	Financ	<u>ce Items</u>			
	4.1	FY 2019/20 4th Quarter NPS Reimbursement Transfer	Andrea Tennyson		
	4.2	AB602 June 2020 CDE Certification SELPA Funding	Andrea Tennyson		
	4.3	2020-21 Increase in Low Incidence Funds ➤ EV SELPA Low Incidence Guidelines Revision	Patty Metheny		
	4.4	EV SELPA Schedule REX	Andrea Tennyson		
	4.5	EV SELPA Fiscal Reporting Calendar 2020-2021	Andrea Tennyson		
	<u>Progra</u>	<u>ım Items</u>			
	4.6	Reopening Schools Discussion – SB 98  ➤ Learning Continuity & Attendance Plans	Patty Metheny Committee		
	4.7	IEPs to Include 'How Services Will be Provided in an Emergency'	Patty Metheny		
	4.8	Best Practices for Virtual IEP Meetings	Patty Metheny		
	4.9	EV SELPA 2019-2020 District SEP Plans	Patty Metheny		
	4.10	EV SELPA Supporting Inclusive Practices (SIP) Grant ➤ EV SELPA Inclusion, Equity & Access Leadership Team	Patty Metheny		
	4.11	SBCSS East Valley Operations	Scott Wyatt		
	4.12	CALPADS Student Data <ul><li>DRDP Submission</li></ul>	Patty Metheny Lisa Horsley		

- CALPADS EOY 4
- CALPADS EOY3
- 4.13 EV SELPA 2020-2021 Brochure Patty Metheny
  - EV SELPA Staff Responsibilities
- 4.14 EV SELPA 2020-2021 Professional Development Catalog Patty Metheny
  - Virtual Trainings
- 4.15 Hot Topics Committee

#### 5.0 OTHER

- 5.1 2020-2021 EVSELPA Steering Committee Meetings
- 5.2 2020-2021 EVSELPA Board of Directors Meetings
- 5.3 2020-2021 EVSELPA CAC Meetings
- 5.2 EV SELPA Professional Development August & September 2020
- 5.4 Next Meeting September 10, 2020 8:00 AM

#### East Valley SELPA

#### STEERING COMMITTEE MEETING MINUTES June 11, 2020

#### MEMBERS PRESENT:

East Valley SELPA Dr. Patty Metheny

Jason Hill Redlands Unified School District Bridgette Ealy Rialto Unified School District

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

Jim Stolze Yucaipa-Calimesa Joint Unified School District

#### MEMBERS ABSENT:

Colton Joint Unified School District Rob Pearson

#### FISCAL STAFF PRESENT:

Linda Resiwain Business Services, Colton Mariamanda Sarabia **Business Services. Colton** Business Services, Redlands Fernanda Naves-Arias

Business Services, Rim of the World Scott Whyte Jennifer Alvarado Internal Business, SB County Schools Lacey Hall Internal Business, SB County Schools Grace Granados Internal Business, SB County Schools

Keith Bacon Business Services, Yucaipa Lucy Williams Business Services, Yucaipa

#### OTHERS PRESENT:

Regina Clausell Colton Joint Unified School District

Rick Homutoff, Ed.D. East Valley SELPA Anne-Marie Foley East Valley SELPA Andrea Tennyson East Valley SELPA Lisa Horsley East Valley SELPA Rosalva Contreras East Valley SELPA

Jennifer Isaac Yucaipa-Calimesa Joint Unified School District

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 14, 2020 meeting were reviewed. Motion to approve the minutes was made by Jason Hill and seconded by Jim Stolze. The minutes were approved by consensus of the members present.

#### 4.0 DISCUSSION/PRESENTATION

#### Finance Issues

4.1 FY 2019/20 Projected Actuals & FY 2020/21 Proposed Budget

Andrea Tennyson presented a revised FY 19/20 Projected Actuals and a FY 20/21 Proposed Budget following the Governor's May revise. Changes were made to program budgets with salaries and benefits to reflect the decrease in STRS and PERS rates. Operational costs were adjusted to account for the differences. The Board of Directors Ad Hoc Budget Committee met on June 8, 2020 to review the changes and the revised budget will be presented to the Board of Directors on June 17, 2020 for approval.

4.2 EV SELPA Schedule Rex based on Governor's May 2020 Revise

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

4.3 EV SELPA 2020-2021 Fiscal Reporting Calendar

Ms. Tennyson reviewed the fiscal activities for the end of June and the first quarter of FY 20-21. Dr. Metheny spoke about the need to run reports and begin work for the 2020 Maintenance of Effort (MOE) reporting. Ms. Tennyson will be contacting districts shortly to assist.

#### **Program Issues**

4.4 EV SELPA Local Plan Board Approval & Next Steps

Dr. Metheny shared that the Board of Directors approved the SELPA's Local Plan, Annual Budget Plan and Annual Service Plan at the May 20, 2020 meeting. Prior to submission to the CDE, the Local Plan must be adopted by each school district's Board of Education. Rosalva Contreras is working with each superintendents' office to facilitate this process in the hopes of having all Board adoptions prior to June 30, 2020; so that the SELPA can meet the 2019-2020 submission deadline.

#### 4.5 CDE Compliance Requirements

Anne Marie Foley reported on key findings from the EV SELPA 2019-2020 DINC Monitoring data as well as next steps for Monitoring requirements in 2020-2021. She provided and reviewed a document of the EV SELPA DINC key findings to assist the districts moving forward. She also highlighted slides from the PowerPoint CDE provided

in a training for districts on the required Special Education Plans (SEPs) emphasizing the availability of additional information in the CDE monitoring padlet. Ms. Foley reported, as shared by CDE, that the required SEP forms are being revised. As a result, she does not recommend using the current forms in the padlet. Ms. Foley will be providing an EV SELPA training in the development of the SEP in early August. Dr. Metheny shared the 2018-2019 Annual Performance Reports (APRs) are expected to be provided by CDE within the next few weeks. In addition, CDE will be providing district 'monitoring elements' documents to the SELPAs for distribution to districts.

#### 4.6 CALPADS EOY4 & EOY3 Data Submission

Lisa Horsley presented handouts explaining the End-Of-Year (EOY) submission process. The SELPA is expected to approve EOY4 and EOY3 submissions. CDE recommends EOY4 be approved prior to EOY3 as EOY3 data is dependent on accurate special education data within EOY4. To approve EOY3 data, the SELPA needs access to each districts' Table 7s (i.e. discipline and suspension data) as CALPADS has not provided direct access to this date for SELPAs. Ms. Horsley will follow-up individually with each district to ensure SELPA level access. Ms. Foley provided a list of EOY4 errors along with CALPADS Flash #178. She reviewed both to assist the districts with making corrections. EOY 2091-2020 CALPADS certification is due July 31, 2020 with the amendment window open through August 28, 2020.

#### 4.7 2019-2020 Personnel Data Report Submission

Dr. Metheny shared a PowerPoint presentation to assist districts with the completion of the Personnel Data Report. This is an annual, federal requirement. She clarified that typically the report is due in the spring but this year, due to the pandemic, it will be due to CDE on August 31, 2020. At the SELPA level, this report is due from each district to the EV SELPA by August 1, 2020 to allow time to for the SELPA to compile the required information and submit to CDE on time. Though CDE has not yet released the Personnel Data Report reporting documents, directors were encouraged to start collecting data now, and they were reminded the data to be reported is specific to the October 2019 census date.

#### 4.8 2020-2021 EV SELPA NPS Master Contract

Dr. Metheny shared the FY 20/21 EV SELPA Master Contract. This year, clauses for distance learning in emergencies were included to allow for special circumstances similar to the current pandemic. The Inland Empire SELPA Association is currently negotiating a rate freeze with nonpublic schools within the Inland Empire region until the Governor's August budget revise is announced. After the revise, the negotiations will continue.

#### 4.9 EV SELPA April 2020 Services Data Analysis/Quality

Based on the current EV SELPA Fiscal Allocation Plan, pupil counts for students receiving services via the San Bernardino County Superintendent of Schools (SBCSS) Fee-for-Service regional program are taken in December and April of each year. As part of the process, district special education directors are asked to confirm the numbers. The April 2020 Count was analyzed to identify the most efficient process for taking the counts. Ms. Foley engaged in this process over the past six weeks. She found a variety of student and service reporting errors. Ms. Foley shared a handout explaining the error sources and corrections to assist the directors with understanding how best to move forward with

training to ensure the accuracy of the counts. Dr. Metheny expressed that the EV SELPA Fiscal Allocation Plan committee is revising the current Plan based on the newly revised Local Plan and will review the best times during the school year to take the Count now that there is no longer a December 1 Pupil Count.

#### 4.10 EV SELPA Private School Individual Service Plan Services

Dr. Rick Homutoff reported that a productive virtual Private School Meeting was held May 21, 2020. While only a few private schools were in attendance, they were appreciative of the presentation on classroom interventions provided by EV SELPA Program Specialists Courtney Beatty and Mary Anne Klenske. Dr. Homutoff also shared that the private school representatives are interested in attending trainings offered by SELPA. Dr. Homutoff shared the results of the consultation discussions about potential services that could be provided to students receiving services through individual service plans (ISPs) as a result of being parentally placed in private schools. After a brief discussion, the Steering Committee decided that EV SELPA districts will continue to offer 90 minutes of consultation per year to private school students who qualify.

#### 4.11 PCM Trainings 2020-2021

Because of the COVID-19 pandemic, the Annual Instructor Re-Certification Training originally scheduled for April was postponed to August 18, 2020. It will take place from 10 am to 1 pm. The training will be conducted virtually by staff from Professional Crisis Management Association (PCMA). For the foreseeable future, all re-certification PCM trainings will be done virtually by district instructors in collaboration with EV SELPA program specialists. Initial PCM trainings will not take place until conditions permit in-person trainings to be conducted. PCMA has extended the window for recertification to November 1, 2020 for all those overdue for recertification and for anyone due to be recertified between August 1 and October 31, 2020. A listing of PCM re-certification training dates was provided. Districts were requested to notify Tami Goldstein of the desired date for re-certification training so that she can coordinate with SELPA staff to assist with the virtual training. Dr. Metheny reported a list of staff requiring re-certification training would be provided to each individual district following the meeting.

#### 4.12 EV SELPA IEP Form Revisions

Ms. Foley provided an update on the EV SELPA IEP form revisions. The EV-12, progress on goals, form will be available July 2020. The committee discussed including a distance learning option to report goal progress and will continue to review this need in future Committee meetings. Ms. Foley presented the revised EV-95, Individual Service Plan (ISP) for Parentally Placed Private School Students. This form has been programmatically challenging for Faucette Microsystems because it is not part of an IEP. Faucette has found a work around for the problem by creating a landing page for the form. Form EV-96 was also revised as the "Notice of ISP" to parents.

#### 4.13 SBCSS East Valley Operation

Dr. Wyatt shared that East Valley Operations has started Extended School Year (ESY) using a distance learning model. It has not been decided how EV Ops will operate next school year, but they will align with each district in which the students are housed. A letter was sent via Aeries to inform parents that EV Ops will follow each district's guidelines for re-opening schools. A copy of this letter will be sent to each director. EV Ops is taking inventory of technology equipment and other instructional materials to plan the necessary purchases for next school year. Rosters and classrooms assignments are being addressed to minimize operational costs. Dr. Wyatt reports two teacher vacancies as of now.

#### 4.14 Hot Topics

- ➤ Jason Hill reported that all Redlands USD office staff will be returning to onsite work Monday, June 15, 2020. Redlands USD has created a focus group of 10-15 people to plan for reopening schools for next school year.
- ➤ Jim Stolze shared his concern regarding the backlog of assessments postponed due to the pandemic and what to do in respect to offering FAPE for those students whose parents refuse to send them back to school. The committee discussed options and will continue this conversation at the July Steering meeting.
- ➤ Bridgette Ealy shared that Rialto USD is doing virtual assessments to prevent a backlog and not to overwhelm staff later.
- ➤ Dr. Metheny shared districts across the state are choosing to re-open schools in a variety of models from a completely virtual model, a full-time in-person model, or a hybrid model of home (virtual) and school (in-person) program. Dr. Metheny explained that regardless of the model chosen by districts, it is important to ensure the chosen model provides educational benefit for students with disabilities.

#### 5.0 OTHER

- 5.1 2020-2021 EV SELPA Steering Committee Meetings
- 5.2 2020-2021 EV SELPA Board of Directors Meetings
- 5.3 2020-2021 EV SELPA CAC

6.0 ADJOURNMENT: Meeting adjourned at 12:09 pm. Next meeting will be held on July 16, 2020.

4.0 FINANCE ISSUES

4.1 FY 2019/20 4<sup>th</sup> Quarter NPS Reimbursement Transfer

#### East Valley SELPA 19/20 4th Quarter NPS Cost Invoices received through July 14, 2020

District	FN	Total Q3 Adj	April	May	June	June ESY	Total Q4 Billing
NPS Education	1180	1,788.74	62,258.16	52,664.25	27,943.37	11,793.65	156,448.17
NPS Mental Health	3900	-	22,781.03	23,613.38	21,031.01		67,425.42
Colton		\$ 1,788.74	\$ 85,039.19	<i>\$ 76,277.63</i>	\$ 48,974.38	\$ 11,793.65	<i>\$ 223,873.59</i>
NPS Education	1180	12,458.30	44,712.93	44,934.87	20,141.42	3,934.40	126,181.92
NPS Mental Health	3900	-	52,300.04	52,643.04	49,013.94		153,957.02
Redlands		\$ 12,458.30	\$ 97,012.97	\$ 97,577.91	\$ 69,155.36	\$ 3,934.40	<i>\$ 280,138.94</i>
NPS Education	1180	17,160.03	81,300.91	72,712.36	41,424.82	21,641.72	234,239.84
NPS Mental Health	3900	-	11,394.62	21,453.00	22,904.35		55,751.97
Rialto		\$ 17,160.03	\$ 92,695.53	\$ 94,165.36	\$ 64,329.17	<i>\$ 21,641.72</i>	<i>\$ 289,991.81</i>
NPS Education	1180	-	6,125.80	6,118.02	3,100.00		15,343.82
NPS Mental Health	3900	-	8,928.00	9,195.00	8,820.00		26,943.00
Rim		\$ -	\$ 15,053.80	\$ 15,313.02	\$ 11,920.00	\$ -	\$ 42,286.82
NPS Education	1180	-	18,654.63	18,680.43	11,623.89		48,958.95
NPS Mental Health	3900	-	20,284.39	21,089.39	15,310.39		56,684.17
Yucaipa		•	38,939.02	39,769.82	26,934.28	-	105,643.12
NPS Education Total	1180	31,407.07	213,052.43	195,109.93	104,233.50	37,369.77	581,172.70
NPS Mental Health Total	3900	-	115,688.08	127,993.81	117,079.69	-	360,761.58
Grand Total		\$ 31,407.07	\$ 328,740.51	\$ 323,103.74	\$ 221,313.19	\$ 37,369.77	\$ 941,934.28

4.2 AB 602 June 2020 CDE Certification SELPA Funding

# EAST VALLEY SELPA AB602 CERT RECAP - JUNE 2020 Revised 7/14/20

Revised 7/14/20										
	AB602	AB 602 Alloc	AB 602 Alloc	AB 602 Alloc	AB 602 Alloc	AB602				
FY 2017/18	Anuual R1 June	Rec'd Thru May	Annual R2 Feb 2020	Received Thru May	Annual R3 June	Adjustment/Accrual -				
1 1 2017/10	2019 CERT	2019 (Includes PY	CERT	2020	2020 CERT	Balance/(Change)				
		Accruals)				, ,,				
Colton Joint Unified School District	7,916,541	7,915,978	7,877,674	7,916,501	7,877,617	(38,884)				
Redlands Unified School District	10,186,646	10,113,756	10,236,804	10,186,610	10,236,751	50,141				
Rialto Unified School District	8,103,822	8,074,124	8,007,275	8,103,778	8,007,212	(96,566)				
Rim of the World Unified School District	1,469,923	1,501,200	1,457,268	1,469,918	1,457,258	(12,660)				
Yucaipa-Calimesa Joint Unified School District	4,635,787	4,588,360	4,627,370	4,635,771	4,627,349	(8,422)				
FUND 10 TOTAL	32,312,718	32,193,418	32,206,391	32,312,578	32,206,187	(106,391)				
0273 - Regional Services/Program Specialist	1,635,014	1,635,013	1,635,015	1,635,014	1,635,014	-				
0276 - Low Incidence	288,231	288,231	288,231	288,231	288,231	-				
0270 - Regional Autism Program	337,335	337,336	337,335	337,337	337,339	2				
0279 - SELPA Related OT/PT	1,498,036	1,498,036	1,498,036	1,498,036	1,498,036	-				
ESRM - SELPA Residential MH Oversight	76,968	76,969	76,968	76,968	76,968	-				
ESEP - Extra-ordinary Program/Cost Pool	26,801	21,444	26,801	26,801	26,801	-				
2700 - County Services	6,376,948	6,458,615	6,483,103	6,376,947	6,483,102	106,155				
FUND 01 TOTAL	10,239,333	10,315,644	10,345,489	10,239,334	10,345,491	106,157				
TOTAL	42,552,051	42,509,062	42,551,880	42,551,912	42,551,678	(234)				
FY 2018/19	P-2 June 2019 CERT	Rec'd Thru May 2019 (Includes PY Accruals)	Annual Cert Feb 2020	Received Thru May 2020	Annual R1 June 2020 CERT	Adjustment/Accrual - Balance/(Change)				
Colton Joint Unified School District	6,884,901	6,320,959	6,944,989	6,904,681	6,907,184	2,503				
Redlands Unified School District	10,270,537	9,209,972	10,327,011	10,250,785	10,243,550	(7,235)				
Rialto Unified School District	8,097,904	7,343,500	8,166,810	8,166,200	8,180,476	14,276				
Rim of the World Unified School District	1,480,135	1,277,864	1,488,857	1,445,207	1,436,117	(9,090)				
Yucaipa-Calimesa Joint Unified School District	4,563,571	4,208,867	4,587,818	4,664,523	4,695,786	31,263				
FUND 10 TOTAL	31,297,048	28,361,162	31,515,485	31,431,396	31,463,113	31,717				
0273 - Regional Services/Program Specialist	2,146,229	1,949,117	2,146,229	2,146,229	2,146,229	-				
0276 - Low Incidence	291,066	263,502	291,066	291,066	291,066	-				
0270 - Regional Autism Program	179,540	163,050	179,540	179,540	179,540	-				
0279 - SELPA Related OT/PT	1,247,048	1,099,586	1,247,048	1,247,048	1,247,048	-				
2700 - County Services	7,505,319	6,781,205	7,144,692	7,257,219	7,195,126	(62,093)				
ESRM - Residential MH Oversight	250,720	128,953	250,720	250,720	250,720	-				
FUND 01 TOTAL	11,619,922	10,385,413	11,259,295	11,371,822	11,309,729	(62,093)				
TOTAL	42,916,970	38,746,575	42,774,780	42,803,218	42,772,842	(30,376)				
FY 2019/20	Estimated AB 602 Apportionment	Received Thru January 2020	P-1 February 2020 CERT	Received Thru May 2020	P-2 June 2020 CERT	Adjustment/Accrual - Balance/(Change)				
Colton Joint Unified School District	7,513,731	3,850,471	7,513,731	6,781,079	7,146,284	365,205				
Redlands Unified School District	10,881,071	5,835,586	10,881,071	9,871,974	10,959,702	1,087,728				
Rialto Unified School District	9,153,138	795,226	9,153,138	8,265,077	9,329,616	1,064,539				
Rim of the World Unified School District	1,526,159	2,663,779	1,526,159	1,379,974	1,503,563	123,589				
Yucaipa-Calimesa Joint Unified School District	4,875,008	4,712,833	4,875,008	4,432,763	4,861,611	428,848				
FUND 10 TOTAL	33,949,107	17,857,895	33,949,107	30,730,867	33,800,776	3,069,909				
0273 - Regional Services/Program Specialist	1,706,414	922,716	1,706,414	1,549,676	1,706,414	156,738				
0276 - Low Incidence	286,701	80,221	286,701	245,405	286,701	41,296				
0270 - Regional Autism Program	182,857	98,878	182,857	166,062	182,857	16,795				
0279 - SELPA Related OT/PT	1,417,835	694,748	1,417,835	1,273,216	1,417,835	144,619				
2700 - County Services	7,203,969	4,130,017	7,203,969	6,589,177	7,635,900	1,046,723				
ESRM - Residential MH Oversight	271,805	135,575	271,805	244,559	271,805	27,246				
FUND 01 TOTAL	11,069,581	6,062,155	11,069,581	10,068,095	11,501,512	1,433,417				
TOTAL	45,018,688	23,920,050	45,018,688	40,798,962	45,302,288	4,503,326				

4.3 2020-21 Increase in Low Incidence Funds

#### East Valley SELPA LOW INCIDENCE GUIDELINES

As part of the Local Plan submitted to the State, each SELPA must describe how funding for specialized books, materials, equipment, and services will be distributed within the SELPA. These guidelines have been developed to provide a summary of legal requirements and local procedures for students with low incidence disabilities. In addition to this policy, all requirements outlined under the Annual State Low Incidence Funding Update will be observed.

#### LEGAL REQUIREMENTS

Education Code Section 56836.22 provides for funds to purchase "specialized books, materials and equipment as required under the student's individualized education program (IEP) for students with low incidence disabilities as defined in Section 56026.5." As specified in Education Code 56026.5, a low incidence disability eligible for use of low incidence

funding means a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12. For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments of any combination thereof. For purposes of this definition, vison impairments do not include disabilities with the function of vision specified in Section 56338).

One of the following disabling conditions must be the primary or secondary disability in order for a student to be eligible to receive equipment and/or services specifically through low incidence funds:

- <u>Hearing Impairment</u> (def. Means a hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of deafness.)
- <u>Deafness</u> (def. Means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance) <u>Visual Impairment</u> (def. Including blindness means an impairment in vision that,

even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.)

- Orthopedic Impairment (def. Means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly; impairments caused by disease (e.g. poliomyelitis, bone tuberculosis), and impairments from other causes (e.g. cerebral palsy amputations, and fractures or burns that cause contractures).
- <u>Deaf-Blindness</u> (def. Means concomitant hearing and visual impairments, the combination of which causes severe communication, developmental, and educational needs that they cannot be accommodated in special

education programs solely for children with deafness or children with blindness.)

As a condition of receiving these funds, the SELPA will ensure that:

- the appropriate books, materials and equipment are purchased
- the use of items is determined necessary through the IEP process and/or assessment
- the books, materials and equipment are reassigned within the SELPA once the district/student that originally received the items no longer needs them
- an inventory of low incidence equipment is maintained at the SELPA

Special supplies and equipment purchased with State funds are the property of the State and will be available for use by children with disabilities throughout the State. The Clearinghouse for Specialized Media and Technology (CSMT) is available to facilitate the distribution of unused materials and equipment.

In addition to the equipment fund, the annual State Budget Act may appropriate funds to be used to provide specialized services to students with low incidence disabilities. Education Code Section 56363(b)(16) states "Specialized services for low-incidence disabilities, such as readers, transcribers, and vision and hearing services."

Equipment purchased with low incidence funds is the property of the State of California. These item(s) are considered "On Loan" to the students who are qualified by the nature of their disability to access materials purchased with low incidence funds.

#### **Low Incidence Funding – Combined Funds Starting in 2020-2021**

The Governor's budget for 2020-2021 included a significant increase in low incidence funding. The funds are provided for students with a primary or secondary low incidence disability. In keeping with the philosophy of the EV SELPA Local Plan and Fiscal Allocation Plan, the additional funding provided in 2020-2021 will be combined with the low incidence funding traditionally provided. Fifteen percent (15%) of the combined funds will remain with the SELPA for the implementation of the EV SELPA Low Incidence Policy and Procedures to purchase "specialized books, materials and equipment as required under the student's individualized education program (IEP) for students with low incidence disabilities as defined in Section 56026.5." The remaining 85% of the combined funds will be passed through to each district based on the district's low incidence pupil count of students with a primary or secondary low incidence disability the prior October (pupil census date).

#### RESPONSIBILITY

Low Incidence funding is legally the responsibility of the SELPA, including accountability of how the funds are used; reassignment of specialized books, materials, and equipment within the SELPA; and sharing with other SELPAs. To meet this responsibility, the SELPA will establish procedures and guidelines for purchases through the Low Incidence fund. The East Valley SELPA Low Incidence Committee has established guidelines and Revised 7.16.20

procedures for purchases through the Low Incidence Fund.

The Low Incidence Committee may include:

Specialist for the hearing-impaired
Specialist for the orthopedically impaired
Specialist for the visually impaired
Specialist for the visually impaired
Specialist knowledgeable in assistive technology
Occupational therapist
Physical therapist
Information technology specialist
District administrator
SELPA administrator
Other SELPA staff

Each District in the East Valley SELPA is responsible for accessing this fund in accordance with the criteria established in these guidelines and procedures. This includes, but is not limited to, student assessment to determine the unique educational need for specialized books, materials or equipment as well as the submission of a written report and request to include the need for specialized services, materials and equipment; not supplanting; assisting with inventorying equipment; and notifying the SELPA when items need repair and are available for reassignment.

#### **ELIGIBILITY**

Funds may be used for all students with the Low Incidence disabilities as defined in law, for both primary and secondary eligibilities. Districts must enter the low incidence eligible disability as either the primary or secondary disability on the student's IEP. Some students identified as having an orthopedic impairment may not be eligible because they do not have a "severe orthopedic impairment" as per the definition of Low Incidence disabilities in Education Code56026.5. For purposes of the EV SELPA Low Incidence procedures, a severe disability limits a student's access to the curriculum and/or the educational setting.

Education Code Section 56320(g) requires that persons knowledgeable of that disability conduct the assessment of a student with a suspected low incidence disability. A low incidence disability does not guarantee the use of low incidence funds. The IEP team reviews assessment data and determines the most appropriate items or services needed to address the student's unique educational needs. These items or services may or may not be "specialized." Items, which are found in most classrooms, would not be acquired through low incidence funds.

#### 2020-21 EAST VALLEY SELPA LOW INCIDENCE MATERIALS AND SERVICES APPORTIONMENT

DISTRICT	Primary Disability	Secondary Disability	Total LI Pupil Count	% of Funding	P	roportionate Share
COLTON	95	68	163	0.226	\$	409,217.94
REDLANDS	85	103	188	0.261	\$	471,981.43
RIALTO	100	68	168	0.233	\$	421,770.64
RIM	9	7	16	0.022	\$	40,168.63
YUCAIPA	48	30	78	0.108	\$	195,822.08
SELPA				0.150	\$	271,581.30
	1.000	\$	1,810,542.02			

4.4	4 EV SELPA	A Schedul	e REX		

## EAST VALLEY SELPA 2020-21 SCHEDULE REX based on Enacted State Budget as of 7/13/20

LN S	ACS RS	DESCRIPTION	A or E?	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	SBCSS EV OPS	REGIONAL/ SELPA		TOTAL (Reflects CDE CERT ADA)
	Α	В		С	D	E	F	G	Н	I	J	K
Al	DA FOR	AB 602 FUNDING										
1		2020-21 SELPA Total K-12 ADA - from 19-20 Cert P-2	E	20,337.63	20,034.17	24,041.78	2,916.53	8,377.37	603.96			76,311.44
II		PY 19/20 SELPA Total K-12 ADA (P-2)	Α	20,337.63	20,034.17	24,041.78	2,916.53	8,377.77	603.96			76,311.84
Ш		PPY 18/19 SELPA Total K-12 ADA (Annual)	Α	20,948.64	20,151.62	24,088.61	3,031.68	8,505.51	584.48			77,310.54
IV		SELPA Current Year FUNDED ADA on greater of CY, PY, or PPY SELPA ADA	E	20,948.64	20,151.62	24,088.61	3,031.68	8,505.51	584.48			77,310.54
Al		ATE REVENUE										
1	6500	District Net Funding Entitlement LESS Property Tax		12,187,280.71	11,723,598.75	14,014,019.62	1,763,739.09	4,948,246.66	340,032.66			\$ 44,976,918.00
1a		District Base Apportionment %		27.10%	26.07%	31.16%	3.92%	11.00%	0.76%			100.00%
2		COLA Entitlement	N/A	-	-	-	-	-	-			\$ -
3		Fiscal Adjustment due to Declining ADA	N/A	-	-	-	-	-	-			\$ -
4	6500	RS/PS Apportionment	Ε								1,275,131.00	\$ 1,275,131.00
5		Low Incidence (Projected)	Ε	409,217.94	471,981.43	421,770.64	40,168.63	195,822.08	-	271,581.30		\$ 1,810,542.00
6	6500	Out-of-Home (Projected)	Ε	381,816.00	1,395,549.00	809,908.00	161,457.00	1,229,773.00				\$ 3,978,503.00
7		NET ALLOCATION	Ε	12,978,315.00	13,591,129.00	15,245,698.00	1,965,365.00	6,373,842.00	340,033.00	271,581.00	1,275,131.00	\$ 52,041,094.00
8		Off-the-Top Funding the SELPA										\$ -
9		Autism	Α	(51,242.00)	(49,923.00)	(60,240.00)	(7,357.00)	(20,017.00)	(1,221.00)			\$ -
10		Mental Health Oversight	Α	(79,431.00)	(77,386.00)	(93,379.00)	(11,404.00)	(31,029.00)	(1,893.00)	294,522.00	74.1.5	\$ -
11		Contributions to EV SELPA Operations	Α	(191,414.00)	(189,035.00)	(228,895.00)	(27,283.00)	(73,765.00)	(4,186.00)		714,578.00	
12		SBCSS/EV Ops Fee-for-Service	E	(4,000,970.00)	(866,937.00)	(4,771,790.00)	(172,558.00)	(713,088.00)	10,525,343.00	1/040/000		\$ -
13		OT Proportionate Share-Student Count	E	(639,781.00)	(623,311.00)	-	(91,854.00)	(249,924.00)	0.040.470.00	1,604,869.00		\$ -
14		Property Tax	Ε 🦔						3,342,170.00			\$ 3,342,170.00
		Total Decourse (FOO AD (O2 State Aid Funding and										
15		Total Resource 6500 AB 602 State Aid Funding and		0.015.477.00	11 704 527 00	10 001 204 00	1 (54 000 00	F 20/ 010 00	14 200 247 00	2 2/2 272 22	1 000 700 00	FF 202 2/2 00
15		Property Tax		8,015,477.00	11,784,537.00	10,091,394.00	1,654,909.00	5,286,019.00	14,200,246.00	2,360,972.00	1,989,709.00	55,383,263.00
15 16 <b>FE</b>	DERAL	Property Tax & STATE GRANT REVENUE										
15 16 <b>FE</b> 17	DERAL 3310	Property Tax & STATE GRANT REVENUE Total Grant/Local Assistance	E	\$ 4,007,420.00 \$	4,048,283.00 \$	4,360,587.00 \$	582,288.00 \$	1,959,929.00	\$ 494,725.00			<b>55,383,263.00</b> \$ 15,453,232.00
15 16 <b>FI</b> 17 18	3310 3311	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)	E .	\$ 4,007,420.00 \$ \$ 54,906.00 \$	4,048,283.00 \$ 106,923.00 \$	4,360,587.00 \$ 5,780.00 \$	582,288.00 \$ 13,004.00 \$	1,959,929.00 18,784.00	\$ 494,725.00 \$ -			
15 16 <b>FE</b> 17	DERAL 3310	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)		\$ 4,007,420.00 \$ 54,906.00 \$ 3,952,514.00 \$	4,048,283.00 \$ 5 106,923.00 \$ 5 3,941,360.00 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$	1,959,929.00	\$ 494,725.00 \$ - \$ 494,725.00	\$ - \$		\$ 15,453,232.00
15 16 FE 17 18 19 20 21	3310 3310 3310 3310 3310	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance	E .	\$ 4,007,420.00 \$ 54,906.00 \$ 3,952,514.00 \$ 102,819.00 \$ 245,705.00 \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ -	\$ - \$ \$ - \$ \$ - \$	- 19,385.00	\$ 15,453,232.00
15 16 FE 17 18 19 20 21 22	3310 3311 3310 3315 3327 3345	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.	E	\$ 4,007,420.00 \$ 54,906.00 \$ 3,952,514.00 \$ 102,819.00 \$ 245,705.00 \$ 774.00 \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 8 2,396.00 \$ 236,433.00 \$ 667.00 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00	\$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00
15 16 FF 17 18 19 20 21 22 23	3310 3311 3310 3315 3327 3345 3385	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention	E	\$ 4,007,420.00 \$ 54,906.00 \$ 3,952,514.00 \$ 102,819.00 \$ 245,705.00 \$ 774.00 \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00
15 FE 17 18 19 20 21 22 23 24	3310 3310 3310 3315 3315 3327 3345 3385 6512	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114	E	\$ 4,007,420.00 \$ 54,906.00 \$ 3,952,514.00 \$ 102,819.00 \$ 245,705.00 \$ 774.00 \$ 1,374,340.00 \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 8 2,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$ 1,320,131.00 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ 1,578,390.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ -	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00
15	3310 3311 3310 3315 3327 3345 3385 6512 6515	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114  Grant/Infant Discretionary	E	\$ 4,007,420.00 \$ 54,906.00 \$ 3,952,514.00 \$ 102,819.00 \$ 245,705.00 \$ 774.00 \$ 5 - \$ 1,374,340.00 \$ 5 - \$ \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 8 236,433.00 \$ 6667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 7,907.00 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ - \$ 1,578,390.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00
15 FE 17 18 19 20 21 22 23 24	3310 3311 3310 3315 3327 3345 3385 6512 6515	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114	E	\$ 4,007,420.00 \$ 54,906.00 \$ 3,952,514.00 \$ 102,819.00 \$ 245,705.00 \$ 774.00 \$ 5 - \$ 1,374,340.00 \$ 5 - \$ \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 8 236,433.00 \$ 6667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 7,907.00 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ - \$ 1,578,390.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ -	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00
15 FE 17 18 19 20 21 22 23 24 25 26	3310 3311 3316 3315 3327 3345 3385 6512 6515	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114  Grant/Infant Discretionary	E	\$ 4,007,420.00 \$ 54,906.00 \$ 3,952,514.00 \$ 102,819.00 \$ 245,705.00 \$ 774.00 \$ 5 1,374,340.00 \$ 5 \$ 13,746,535.00	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 8 236,433.00 \$ 6667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 7,907.00 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ - \$ 1,578,390.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00
15 16 FF 17 18 19 20 21 22 23 24 25 26 27 E2	3310 33110 33110 3315 3327 3345 3385 6512 6515 TOTA	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114  Grant/Infant Discretionary  AL REVENUE (AB602 Plus Federal & State Grants)  TURES (Transfers to SELPA based on Governance & IE  NPS Contract Costs /Tuition FN 1180, Billback (quarterly)	E	\$ 4,007,420.00 \$ \$ 54,906.00 \$ \$ 3,952,514.00 \$ \$ 102,819.00 \$ \$ 245,705.00 \$ 774.00 \$ \$ - \$ \$ 1,374,340.00 \$ \$ - \$ \$ 13,746,535.00 \$  Cisions)	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 7,907.00 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ - \$ 1,578,390.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00
15 16 FF 17 18 19 20 21 22 23 24 25 26 27 E2	3310 3310 3315 3327 3345 3385 6512 6515 TOTA (PENDI)	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114  Grant/Infant Discretionary  AL REVENUE (AB602 Plus Federal & State Grants)  TURES (Transfers to SELPA based on Governance & IE  NPS Contract Costs /Tuition FN 1180, Billback (quarterly)  NPS Mental Health Counseling and Residential/FN 3900 Billback	E	\$ 4,007,420.00 \$ \$ 54,906.00 \$ \$ 3,952,514.00 \$ \$ 102,819.00 \$ \$ 245,705.00 \$ \$ 774.00 \$ \$ 1,374,340.00 \$ \$ 13,746,535.00 \$  Cisions) \$ (766,268.00) \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$ 13,20,131.00 \$ 7,907.00 \$ 17,494,790.20 \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ 1,578,390.00 \$ \$ 16,399,818.00 \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$ 2,478,750.00 \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00 - 7,968,295.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00 \$ 77,267,455.00
15 16 FF 17 18 19 20 21 22 23 24 25 26 27 E2 28 656	3310 3310 3315 3327 3345 3385 6512 6515 TOTA (PENDI)	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114  Grant/Infant Discretionary  AL REVENUE (AB602 Plus Federal & State Grants)  TURES (Transfers to SELPA based on Governance & IE  NPS Contract Costs /Tuition FN 1180, Billback (quarterly)	E	\$ 4,007,420.00 \$ 54,906.00 \$ 3,952,514.00 \$ 102,819.00 \$ 245,705.00 \$ 774.00 \$ 5 1,374,340.00 \$ 5 13,746,535.00 \$ 13,746,535.00 \$ (525,495.00) \$ (325,364.00) \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 7,907.00 \$ 17,494,790.20 \$  (553,563.00) \$ (483,318.00) \$ (70,732.00) \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ 1,578,390.00 \$ 16,399,818.00 \$  (1,629,067.00) \$ (700,958.00) \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$ 2,478,750.00 \$  (288,718.00) \$ (465,452.00) \$ (212,195.00) \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00 - 7,968,295.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00 <b>\$ 77,267,455.00</b> \$ (4,000,000.00) \$ (2,500,000.00) \$ (636,584.00)
15 16 FE 17 18 19 20 21 22 23 24 25 26 27 E 28 650 30 31	3310 3310 3317 3317 3327 3345 3385 6512 6515 TOT/ (PENDI) 00/6512/3327 3327/6512 6500	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114  Grant/Infant Discretionary  AL REVENUE (AB602 Plus Federal & State Grants)  TURES (Transfers to SELPA based on Governance & IE  NPS Contract Costs /Tuition FN 1180, Billback (quarterly)  NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)  SELPA MH Regional Program/FFS  Extra Programs/Inter-SELPA	E	\$ 4,007,420.00 \$ \$ 54,906.00 \$ \$ 3,952,514.00 \$ \$ 102,819.00 \$ \$ 245,705.00 \$ \$ 774.00 \$ \$ 1,374,340.00 \$ \$ 13,746,535.00 \$  Cisions) \$ (766,268.00) \$ \$ (325,364.00) \$ \$ (25,000.00) \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$ 13,320,131.00 \$ 7,907.00 \$ 17,494,790.20 \$  (483,318.00) \$ (70,732.00) \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ 1,578,390.00 \$ . \$ 16,399,818.00 \$  (1,629,067.00) \$ (700,958.00) \$ . \$ (175,000.00) \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$ 2,478,750.00 \$  (288,718.00) \$ (465,452.00) \$ (212,195.00) \$ - \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00 - 7,968,295.00	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00 <b>\$ 77,267,455.00</b> \$ (4,000,000.00) \$ (2,500,000.00) \$ (636,584.00) \$ (200,000.00)
15 16 FF 17 18 19 20 21 22 23 24 25 26 27 E2 28 656 30 31 32	3310 33110 33110 3315 3327 3345 3385 6512 6515 TOTA (PENDI' 00/6512/3327 3327/6512 6500 9279	Revenue  Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114  Grant/Infant Discretionary  AL REVENUE (AB602 Plus Federal & State Grants)  TURES (Transfers to SELPA based on Governance & IE  NPS Contract Costs /Tuition FN 1180, Billback (quarterly)  NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)  SELPA MH Regional Program/FFS  Extra Programs/Inter-SELPA  Physical Therapy/Assistive Technology	E	\$ 4,007,420.00 \$ \$ 54,906.00 \$ \$ 3,952,514.00 \$ \$ 102,819.00 \$ \$ 245,705.00 \$ \$ 774.00 \$ \$ 1,374,340.00 \$ \$ 13,746,535.00 \$  Cisions) \$ (766,268.00) \$ \$ (325,364.00) \$ \$ (25,000.00) \$ \$ (58,076.00) \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 7,907.00 \$ 17,494,790.20 \$  (483,318.00) \$ (70,732.00) \$ (48,397.00) \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ 1,578,390.00 \$ 1,578,390.00 \$ (1,629,067.00) \$ (700,958.00) \$ (175,000.00) \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$  2,478,750.00 \$  (288,718.00) \$  (465,452.00) \$ (212,195.00) \$ (19,359.00) \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00 - 7,968,295.00 (762,384.00) (324,777.00) (28,293.00)	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00 <b>\$ 77,267,455.00</b> \$ (4,000,000.00) \$ (2,500,000.00) \$ (636,584.00) \$ (200,000.00) \$ (125,832.00)
15 16 FF 17 18 19 20 21 22 23 24 25 26 27 E2 28 656 30 31 32 33	3310 33110 33110 3315 3327 3345 3385 6512 6515 TOTA (PENDI' (PENDI' 00/6512/3327 3327/6512 6500 9279 6500	Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114  Grant/Infant Discretionary  AL REVENUE (AB602 Plus Federal & State Grants)  TURES (Transfers to SELPA based on Governance & IE  NPS Contract Costs /Tuition FN 1180, Billback (quarterly)  NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)  SELPA MH Regional Program/FFS  Extra Programs/Inter-SELPA  Physical Therapy/Assistive Technology  CCS MTU	E	\$ 4,007,420.00 \$ \$ 54,906.00 \$ \$ 3,952,514.00 \$ \$ 102,819.00 \$ \$ 245,705.00 \$ \$ 774.00 \$ \$ 1,374,340.00 \$ \$ 13,746,535.00 \$  Cisions) \$ (766,268.00) \$ \$ (325,364.00) \$ \$ (25,000.00) \$ \$ (58,076.00) \$ \$ (8,020.00) \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 7,907.00 \$ 17,494,790.20 \$  (483,318.00) \$ (70,732.00) \$ (48,397.00) \$ (8,166.00) \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ 1,578,390.00 \$ \$ 16,399,818.00 \$  (1,629,067.00) \$ (700,958.00) \$ (175,000.00) \$ (8,727.00) \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$  2,478,750.00 \$  (288,718.00) \$  (465,452.00) \$ (212,195.00) \$ (19,359.00) \$ (1,165.00) \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00 - 7,968,295.00  (762,384.00) (324,777.00) (28,293.00) - (3,922.00)	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00 <b>\$ 77,267,455.00</b> \$ (4,000,000.00) \$ (2,500,000.00) \$ (200,000.00) \$ (200,000.00) \$ (125,832.00) \$ (30,000.00)
15 16 FF 17 18 19 20 21 22 23 24 25 26 27 E2 28 650 30 31 32 33 34	3310 3311 3310 3311 3310 3315 3327 3345 3385 6512 6515 TOTA  (PENDI  00/6512/3327 00/6512/3327 3327/6512 6500 6500 6500	Revenue Contract Costs /Tuition FN 1180, Billback (quarterly)  NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)  SELPA MH Regional Program/FFS Extra Programs/Interapy/Assistive Technology  CCS MTU Due Process	E	\$ 4,007,420.00 \$ \$ 54,906.00 \$ \$ 3,952,514.00 \$ \$ 102,819.00 \$ \$ 245,705.00 \$ \$ 774.00 \$ \$ 1,374,340.00 \$ \$ 13,746,535.00 \$  Cisions) \$ (766,268.00) \$ \$ (25,000.00) \$ \$ (25,000.00) \$ \$ (8,020.00) \$ \$ (8,020.00) \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 7,907.00 \$ 17,494,790.20 \$  (483,318.00) \$ (483,318.00) \$ (483,97.00) \$ (48,397.00) \$ (8,166.00) \$ (276,879.00) \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ - \$ 1,578,390.00 \$  (1,629,067.00) \$  (700,958.00) \$ - \$ (175,000.00) \$ - \$ (8,727.00) \$ (285,831.00) \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$  2,478,750.00 \$  (288,718.00) \$ (465,452.00) \$ (212,195.00) \$ (19,359.00) \$ (1,165.00) \$ (39,772.00) \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00 - 7,968,295.00  (762,384.00) (324,777.00) (28,293.00) - (3,922.00) (128,268.00)	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00 \$ 14,809,200.80	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$	- 19,385.00 - - - - -	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00 <b>\$ 77,267,455.00</b> \$ (4,000,000.00) \$ (2,500,000.00) \$ (200,000.00) \$ (200,000.00) \$ (125,832.00) \$ (30,000.00) \$ (1,000,000.00)
15 16 FF 17 18 19 20 21 22 23 24 25 26 27 E2 28 650 30 31 32 33 34 35	3310 33110 33110 3315 3327 3345 3385 6512 6515 TOTA (PENDI' 00/6512/3327 00/6512/3327 6500 9279 6500 6500 9273	Residential/FN 3900 Billback (quarterly)  NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)  NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)  SELPA MH Regional Program/FFS Extra Programs/Inter-SELPA Physical Therapy/Assistive Technology  CCS MTU Due Process Information Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance Balance  Balance  Balance  Grant/Fed.Preschool  Balance  Grant/Fed.Preschool  Balance  Balance  Grant/Fed.Preschool  Balance  Salance  Grant/Fed.Preschool  Balance  Grant/Foeton  Balance  Balance  Grant/Foeton  Balance  Salance  Grant/Foeton  Balance  Balance  Grant/Foeton  Balance  Gran	E	\$ 4,007,420.00 \$ \$ 54,906.00 \$ \$ 3,952,514.00 \$ \$ 102,819.00 \$ \$ 245,705.00 \$ \$ 774.00 \$ \$ 1,374,340.00 \$ \$ 13,746,535.00 \$  Cisions) \$ (766,268.00) \$ \$ (25,000.00) \$ \$ (25,000.00) \$ \$ (8,020.00) \$ \$ (269,250.00) \$ \$ (51,126.00) \$	4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 236,433.00 \$ 667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 7,907.00 \$ 17,494,790.20 \$  (483,318.00) \$ (70,732.00) \$ (48,397.00) \$ (48,397.00) \$ (276,879.00) \$ (52,057.00) \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ 1,578,390.00 \$  (1,629,067.00) \$  (700,958.00) \$  (700,958.00) \$  (175,000.00) \$  (8,727.00) \$  (285,831.00) \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$  2,478,750.00 \$  (288,718.00) \$  (465,452.00) \$  (212,195.00) \$  (19,359.00) \$  (1,165.00) \$ (39,772.00) \$  (7,429.00) \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00 - 7,968,295.00  (762,384.00) (28,293.00) - (3,922.00) (128,268.00) (25,005.00)	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00 \$ 14,809,200.80	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ 2,360,972.00 \$	- 19,385.00 - - - - 2,009,094.00	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00 <b>\$ 77,267,455.00</b> \$ (4,000,000.00) \$ (2,500,000.00) \$ (200,000.00) \$ (200,000.00) \$ (125,832.00) \$ (30,000.00) \$ (1,000,000.00) \$ (200,000.00)
15 16 FF 17 18 19 20 21 22 23 24 25 26 27 E2 28 656 30 31 32 33 34 35 36 T	3310 33110 33110 3315 3327 3345 3385 6512 6515 TOTA (PENDI' 00/6512/3327 00/6512/3327 6500 9279 6500 6500 9273	Residential Personal Program/FFS EXPENDITURES  Property Tax  & STATE GRANT REVENUE  Total Grant/Local Assistance  Private School Prop Share (reported on Line D - Exp Report)  Balance  Grant/Fed.Preschool  Grant/Mental Health Services  Grant/Infant-Presch.Staff Dev.  Grant/Part C Early Intervention  Mental Health AB 114  Grant/Infant Discretionary  AL REVENUE (AB602 Plus Federal & State Grants)  TURES (Transfers to SELPA based on Governance & IE  NPS Contract Costs /Tuition FN 1180, Billback (quarterly)  NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)  SELPA MH Regional Program/FFS Extra Programs/Inter-SELPA  Physical Therapy/Assistive Technology  CCS MTU  Due Process Information Systems/CASEMIS  EXPENDITURES	E	\$ 4,007,420.00 \$ \$ 54,906.00 \$ \$ 3,952,514.00 \$ \$ 102,819.00 \$ \$ 245,705.00 \$ \$ 774.00 \$ \$ 1,374,340.00 \$ \$ 13,746,535.00 \$  Cisions) \$ (766,268.00) \$ \$ (25,000.00) \$ \$ (8,020.00) \$ \$ (269,250.00) \$ \$ (27,028,599.00) \$	\$ 4,048,283.00 \$ 106,923.00 \$ 3,941,360.00 \$ 82,396.00 \$ 667.00 \$ 14,436.20 \$ 1,320,131.00 \$ 17,494,790.20 \$ (553,563.00) \$ (483,318.00) \$ (70,732.00) \$ (48,397.00) \$ (276,879.00) \$ (276,879.00) \$ (52,057.00) \$ \$ (1,493,112.00) \$	4,360,587.00 \$ 5,780.00 \$ 4,354,807.00 \$ 86,622.00 \$ 282,031.00 \$ 794.00 \$ 1,578,390.00 \$ (1,629,067.00) \$ (700,958.00) \$ (770,958.00) \$ (175,000.00) \$ (8,727.00) \$ (285,831.00) \$ (55,632.00) \$	582,288.00 \$ 13,004.00 \$ 569,284.00 \$ 7,747.00 \$ 35,510.00 \$ 46.00 \$ - \$ 198,250.00 \$  2,478,750.00 \$  (288,718.00) \$ (465,452.00) \$ (212,195.00) \$ (19,359.00) \$ (1,165.00) \$ (39,772.00) \$	1,959,929.00 18,784.00 1,941,145.00 64,086.00 99,867.00 377.00 - 558,017.00 - 7,968,295.00  (762,384.00) (324,777.00) (28,293.00) - (3,922.00) (128,268.00) (25,005.00) (1,272,649.00)	\$ 494,725.00 \$ - \$ 494,725.00 \$ 24,648.00 \$ - \$ 209.00 \$ 57,744.80 \$ - \$ 31,628.00 \$ 14,809,200.80	\$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ - \$ \$ 2,360,972.00 \$	- 19,385.00 - - - 2,009,094.00	\$ 15,453,232.00 \$ 387,703.00 \$ 899,546.00 \$ 2,867.00 \$ 72,181.00 \$ 5,029,128.00 \$ 39,535.00 <b>\$ 77,267,455.00</b> \$ (4,000,000.00) \$ (2,500,000.00) \$ (200,000.00) \$ (200,000.00) \$ (125,832.00) \$ (30,000.00) \$ (1,000,000.00) \$ (2,000,000.00) \$ (3,692,416.00)

4.5 EV SELPA Fiscal Reporting Calendar 2020-2021	



## 2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

#### **JULY 2020**

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

#### **AUGUST 2020**

8/17/20 - Districts to provide SELPA August PARs and PYR for TPP

#### SEPTEMBER 2020

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

#### **OCTOBER 2020**

- 10/15/20 SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance
- **10/15/20** SELPA to begin working on 1<sup>st</sup> Interim budget updates
- 10/15/20 SELPA to submit PY (19/20) Annual Infant Funding Report to SBCSS
- 10/15/20 Districts to provide Grant Expenditure Report 4 (July 1 September 30 CY) to SELPA if applicable
- **10/15/20** Districts provide SELPA with CY (20/21) P-1 ADA estimates & changes to PY ADA by Oct 15 for First Interim reporting
- 10/16/20 Districts to provide SELPA September PARs and PYR for TPP
- 10/31/20 SELPA/SBCSS to submit CY (20/21) Part C Early Start Application to CDE
- 10/31/20 SELPA to submit Medi-CAL CRCS Report to Medi-Cal Billing Technologies
- 10/31/20 SELPA to submit Aug. TPP Service and Certified Invoices to DOR



## 2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

#### **NOVEMBER 2020**

- 11/2/20 SELPA to submit Infant Waiver Request to CDE if applicable
- 11/12/20 SELPA to present CY (20/21) 1st Interim EV SELPA Budgets at Steering/Finance
- 11/12/20 SELPA to present CY (20/21) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
- 11/16/20 SELPA to submit Maintenance of Effort SEMA 19/20 Unaudited Actuals vs. 18/19 Actuals to CDE
- 11/16/20 SELPA to submit Maintenance of Effort SEMB 19/20 Unaudited Actuals vs. 18/19 Budget to CDE
- 11/16/20 SELPA to submit Excess Cost Calculation(s) to CDE
- 11/16/20 SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/16/20 SELPA to submit Table 8 due to CDE
- 11/17/20 SELPA to submit Extraordinary Cost Pool for Nonpublic School, funding calculates only at Annual
- 11/17/20 Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/30/20 SELPA to submit Medi-Cal Program Annual report
- 11/30/20 SELPA to submit September TPP Service and Certified Invoices to DOR

#### **DECEMBER 2020**

- 12/1/20 Districts to verify Fall count for SBCSS Fee-for-Service
- 12/14/20 Districts to provide November PARs and PYR for TPP to SELPA
- 12/21/20 SELPA to provide CY (20/21) Fall Count for SBCSS Fee-for-service Students to SBCSS
- 12/30/20 SELPA to submit October TPP Service and Certified Invoices to DOR

#### **JANUARY 2021**

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

#### FEBRUARY 2021

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



## 2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

#### **MARCH 2021**

- 3/1/21 SELPA to take CY 20/21 Proportionate Share Regional Programs
- 3/18/21 SBCSS to present /EV Ops FFS Budget to 2nd Interim including FFS as of Fall count
- **3/18/21** SELPA to present CY (20/21) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- 3/19/21 Districts to provide February PARs and PYR for TPP to SELPA
- 3/31/21 SELPA to submit January TPP Service and Certified Invoices to DOR
  - **TBD** SELPA to present PY (19/20,18/19,17/18) AB602 allocations based on February Certifications by e-mail to districts
  - **TBD** SELPA to present the CY (20/21) AB602 Certifications based on P-1 State Funding Exhibit, projected P-2 ADA, and December student counts for regional programs by e-mail to districts

#### **APRIL 2021**

- 4/1/21 Districts to confirm county-served students Spring count for FFS sent via e-mail
- 4/16/21 Districts to provide Grant Expenditure Report #2 (Jan 1 Mar 31) to SELPA for CY (20/21)
- 4/16/21 Districts to provide March PARs and PYR for TPP to SELPA
- 4/16/21 SELPA to send districts Low Incidence Inventory Report for review
- 4/16/21 SBCSS to present proposed FFS rates for FY 21/22 at Steering/Finance
- 4/16/21 SELPA to provide P-2 NPS ADA to districts \*\*\*District deadline to BAS April 23<sup>rd</sup>
- TBD SELPA to present 21/22 Operating Budget to Board Budget Ad Hoc
- 4/19/21 SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/30/21 SELPA to submit February TPP Service and Certified Invoices to DOR
  - **TBD** Districts to complete and submit Personnel Data Report via CDE online portal and send copy electronically to SELPA
  - **TBD** Districts to complete final Low Incidence purchases for FY 20/21

#### **MAY 2021**

- 5/12/21 Districts to provide April PARs and PYR for TPP to SELPA
- 5/13/21 SELPA to present 3<sup>rd</sup> Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/13/21 SELPA to present FY (21/22) Proposed EV SELPA Operating Budgets at Steering/Finance
- 5/13/21 SELPA to present 20/21 Annual Budget and Service Plans at Steering/Finance
- **5/19/21** Districts to return reviewed Low Incidence Inventory Report to SELPA and all Low Incidence reimbursement requests for CY 20/21
- **5/19/21** SELPA to present to Board of Directors EV SELPA 2021-22 Operating Budgets and SBCSS 2021-22 FFS rates
- 5/31/21 SELPA to submit March TPP Service and Certified Invoices to DOR

#### **JUNE 2021**

- 6/14/21 Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/21 SELPA to submit April TPP Service and Certified Invoices to DOR
  - **TBD** SELPA to finalize AB602 CDE Certifications for CY (20/21) and PY (19/20, 18/19 & 17/18)

**PROGRAM ISSUES** 

4.6 Reopening Schools Discussion – SB 98

#### **MEMORANDUM**

**DATE:** July, 20, 2020

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Senate Bill 98 Education Finance: Overview of the Learning Continuity

and Attendance Plan Provisions

#### **Summary of Key Issues**

On June 29, 2020, Governor Newsom signed Senate Bill (SB) 98 Education Finance: Education Omnibus Budget Trailer Bill. SB 98 replaces the requirements for a 2020–21 Local Control and Accountability Plan (LCAP) and Annual Update with a Learning Continuity and Attendance Plan (Learning Continuity Plan). The bill requires the Learning Continuity Plan to include specified information about the instruction and support the local educational agency (LEA) will provide to pupils in the 2020–21 school year as a result of the uncertainty caused by COVID-19 and potential school closures. SB 98 supersedes the requirement to develop and adopt a Local Control and Accountability Plan by December 15, 2020 established by Executive Order N-56-20.

## SB 98 Overview in Conjunction with Accountability and Planning

SB 98 established that the LCAP and an annual update to the LCAP are not required for the 2020–21 school year. The legislation requires that the Budget Overview for Parents be developed and adopted by December 15, 2020.

SB 98 creates California *Education Code* (*EC*) 43509, codifying the process requirements for the Learning Continuity Plan as well as the required elements LEAs must include in the Learning Continuity Plan. The statute establishes that the Learning Continuity Plan template be developed by the State Superintendent of Public Instruction, in consultation with the Executive Director of the State Board of Education, on or before August 1, 2020.

LEAs must adopt their Learning Continuity Plans by September 30, 2020. The following section outlines the requirements for planning meaningful stakeholder engagement,

adopting the Learning Continuity Plan, submitting and posting the Learning Continuity Plan, and the content areas that must be addressed in the Learning Continuity Plan.

## Overview of Learning Continuity and Attendance Plan Requirements as stated in SB 98

#### **Stakeholder Engagement Requirements:**

- LEAs must consult with teachers, principals, administrators, other school
  personnel, bargaining units, parents, and pupils while developing the Learning
  Continuity Plan and solicit recommendations and comments of members of the
  public regarding the specific actions and expenditures proposed to be included in
  the Learning Continuity Plan.
- LEAs must notify members of the public regarding opportunities to provide written comments to proposed actions and expenditures included in the Learning Continuity Plan.
- LEAs must present the Learning Continuity Plan to the Parent Advisory
  Committee and English Learner Advisory Committee, as applicable, in separate
  meetings, for review and comment. School district and county office of education
  (COE) superintendents must respond in writing to comments received from these
  committees.
- Throughout the Plan development and stakeholder feedback process, LEAs must provide options for remote participation in the public hearings and include efforts to solicit feedback and to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English.

#### **Adoption Process Requirements:**

- LEAs shall present the Learning Continuity Plan at a public hearing for review and comment.
- The Learning Continuity Plan shall be adopted at a public meeting after, but not on the same day, as the public hearing.
- The Learning Continuity Plan must be adopted by LEAs on or before September 30, 2020.

#### **Submission Requirements:**

- The Learning Continuity Plan shall be filed no later than 5 days after adoption.
  - A school district shall submit its Learning Continuity Plan to the COE.
  - A COE, including those COEs with jurisdiction over a single district, shall submit its Learning Continuity Plan to the California Department of Education (CDE).
  - A charter school shall submit its Learning Continuity Plan to its authorizer and COE unless the COE is the chartering authority.
- Reviewing authorities do not approve the Learning Continuity Plan; however, COEs and the CDE may submit recommendations, in writing, for amendments to the Learning Continuity Plan by October 30, 2020.
  - The governing boards of school districts and COEs must consider the written recommendations at a public meeting within 15 days of receiving the recommendations.
  - Charters schools are not contemplated in the recommendation language.

#### **Posting Requirement:**

• LEAs must prominently post the Learning Continuity Plan on the homepage of the LEA's website, consistent with the LCAP posting requirements as specified in *EC* sections 52065 and 47606.5.

#### Adherence requirements:

The Learning Continuity Plan adopted by the LEA shall address continuity of learning and include all of the information specified in the Learning Continuity Plan Template developed by the CDE in consultation with the SBE Executive Director.

### The Learning Continuity Plan Template must include, but is not limited to the following:

A description of how the LEA will provide continuity of learning and address the impact of COVID-19 on pupils, staff, and the community and the specific actions and expenditures the LEA anticipates taking to support its ability to address the impacts of COVID-19.

In-person instructional offerings, and specifically, the actions the LEA will take to
offer classroom-based instruction whenever possible, particularly for pupils who
have experienced significant learning loss due to school closures in the 2019–20

school year or are at greater risk of experiencing learning loss due to future school closures

Learning Continuity Plans for a distance learning program, including all of the following:

- How the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery
  - This shall include a plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.
- A plan for ensuring access to devices and connectivity for all pupils to support distance learning whenever it occurs
- How the LEA will measure participation and assess pupil progress through live contacts and synchronous instructional minutes, as well as how the time value of pupil work will be measured
- What professional development and resources will be provided to staff to support the provision of distance learning, including technological support
- To the extent that staff roles and responsibilities change because of COVID-19, what the new roles and responsibilities of affected staff will be
- What additional supports for pupils with unique needs will be provided, including
  for English learners, pupils with exceptional needs served across the full
  continuum of placements, pupils in foster care, and pupils who are experiencing
  homelessness during the period in which distance learning is provided

How the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years, including all of the following:

- How the LEA will assess pupils to measure pupil learning status, particularly in the areas of English language arts, English language development, and mathematics
- What actions and strategies the LEA will use to address learning loss and
  accelerate learning progress for pupils, as needed, and how these strategies
  differ for pupils who are classified as English learners, are eligible for a free or
  reduced-price meal, or are foster youth, as those terms are defined in Section
  42238.01, individuals with exceptional needs, pupils in foster care, and pupils
  who are experiencing homelessness

 How the effectiveness of the services or supports provided to address learning loss will be measured

How the LEA will monitor and support the mental health and social and emotional well-being of pupils and staff during the school year.

What professional development will be provided to staff, and what resources will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Pupil engagement and outreach, including the procedures of the LEA for tiered reengagement strategies for pupils who are absent from distance learning, and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

School nutrition, including how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in-person instruction and distance learning, as applicable.

 Note: this requirement is contingent upon the department receiving an approved waiver from the United States Department of Agriculture, for each day of the scheduled school year.

A description of how federal and state funding included in the original or revised budget adopted by the governing board of an LEA is used to support the efforts described in the Learning Continuity Plan, including federal and state funds provided for learning loss mitigation pursuant to Section 110 of the act. If the actions and expenditures described in the Learning Continuity Plan are not included in the budget, the Plan shall reference how these expenditures will be included in the first interim report of the LEA.

A description of how the LEA is increasing or improving services in proportion to funds generated based on the number and concentration of unduplicated pupils under the Local Control Funding Formula in the 2020–21 fiscal year consistent with the regulations adopted by the state board pursuant to Section 42238.07. The description shall include the portion of any federal funds provided to backfill reductions to the Local Control Funding Formula on a dollar-for-dollar basis generated based on the number and concentration of unduplicated pupils.

# Stakeholder Involvement and Supporting the Development of the Learning Continuity and Attendance Plan Template

The timeline for collecting stakeholder input to inform the development of the Learning Continuity Plan Template, is, by necessity, compressed.

The LCAP Advisory Group that helped to develop the three-year LCAP Template met on July 1, 2020, to create a draft Learning Continuity Plan Template.

The CDE has scheduled a series of webinars that will provide guidance as well as seek stakeholder feedback on the draft Learning Continuity Plan Template. The schedule of webinars held and tentative webinar topics and dates are as follows:

**June 30, 2020:** Overview SB 98 (1,251 participants)

**July 14, 2020**: Presentation of the draft Learning Continuity Plan Template for Stakeholder Input and Feedback

July 21, 2020: Learning Continuity Plan Template Overview

**July 28, 2020:** Distance Learning, Pupil Engagement and Outreach, Professional Development, and Staff Support

**August 4, 2020:** Social Emotional Learning, Nutrition, Supporting Students (Foster Youth, Students Experiencing Homelessness, Unduplicated Students, Students with Exceptional Needs, and English learners)

On June 30, 2020, California's System of Support was mobilized to support LEAs through the development, adoption, and implementation process of their Learning Continuity Plans. The CDE, SBE, California Collaborative for Educational Excellence (CCEE) are working together to support a quick and efficient roll-out of the Learning Continuity Plan Template. The CDE and CCEE will coordinate the efforts of state agencies, county offices of education, System of Support lead agencies, and content experts from the field to collaborate on the following projects:

- Development and Cultivation of Existing Resources and Tools that will inform the development of LEAs' Learning Continuity Plans
- Synthesis of Resources and Tools Developed and Cultivated into user-friendly summary documents, general slide decks that can be used at the local level, reflection and continuous improvement tools, and protocols for facilitation
- Implementation and Continuous Support of LEAs through the Learning Continuity Plan development, adoption, and implementation processes

The collective goal of each of the projects listed above is to provide ongoing, targeted support that meets the individual needs of each of our LEAs so that they can focus on responding to the needs of their communities, schools, and most importantly, their pupils and families.



# Senate Bill 98 and California *Education Code* Section 43509

California Department of Education June 30, 2020



## **Session Goals**

- Provide an overview of the impact of Trailer Bill SB 98 regarding California's Accountability system for the 2020–21 school year:
  - California School Dashboard State and Local Indicators
  - Local Control and Accountability Plan (LCAP) and the Learning Continuity and Attendance Plan (Learning Continuity Plan)
  - Budget Overview for Parents

# Overview of Trailer Bill SB 98 (1)

- California School Dashboard shall not be published in December 2020 based on performance data of state and local indicators
- Local Control and Accountability Plan (LCAP) or an annual update to the LCAP is not required for the 2020–21 school year

# Overview of Trailer Bill SB 98 (2)

- Separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP in 2020–21
  - Budget Overview for Parents must be adopted by December 15, 2020
  - The requirements for a separate public hearing and adoption at a public local governing board meeting consistent with California Education Code (EC) Section 52064.1 remain

# Overview of Trailer Bill SB 98 (3)

- Establishes California EC Section 43509 and the Learning Continuity and Attendance Plan (Learning Continuity Plan) requirement for the 2020–21 school year
  - Learning Continuity Plan template to be developed by the California Department of Education in consultation with the Executive Director of the State Board on or before August 1, 2020

# Learning Continuity and Attendance Plan

## Important Dates

- The Learning Continuity Plan must be adopted by September 30, 2020 and filed within five days after adoption:
  - The governing board of a school district shall file the Learning Continuity Plan with the county superintendent of schools
  - The county board of education shall file the Learning Continuity
     Plan with the Superintendent
    - A county superintendent of schools with jurisdiction of a single school district shall also file with the Superintendent
  - A charter school shall file the Learning Continuity Plan with its charter authority and the county superintendent of schools



### Considering Stakeholder Feedback



\*Options for Remote Participation and efforts reach stakeholders who do not have internet access, or who speak languages other than English



## Stakeholder Engagement and Adoption (1)

Local educational agencies (LEAs)\* shall consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils while developing the Learning Continuity Plan and shall:

 Solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan



<sup>\*</sup> Unless otherwise noted, LEAs are school districts, county offices of education (COEs), and charter schools.

## Stakeholder Engagement and Adoption (2)

- Notify members of the public about the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan
  - Note: LEAs shall provide options for remote participation in the public hearings and include efforts to solicit feedback and to reach pupils, families, educators, and other stakeholders who do not have internet access, or who speak languages other than English.

## Stakeholder Engagement and Adoption (3)

- Present plan to the Parent Advisory Committee and English Learner Parent Advisory Committee\* separately for review and comment (districts and COEs)
  - Superintendents of school districts and COEs must respond in writing to comments received from these committees



<sup>\*</sup>As applicable

### Stakeholder Engagement and Adoption (4)

- LEAs shall present the Learning Continuity Plan at a public hearing for review and comment
- The Learning Continuity Plan shall be adopted at a governing board public meeting after, but not on the same day as the public hearing

# Learning Continuity and Attendance Plan: Submission and Review

## Learning Continuity Plan Submission (1)

- Learning Continuity Plans shall be filed no later than five days after adoption, consistent with LCAP requirements:
  - School districts to COEs
  - COEs to the California Department of Education (CDE)
  - Charters to the chartering authority
- Reviewing authorities do not approve the Learning Continuity Plan



## Learning Continuity Plan Submission (2)

- COEs and the CDE may submit recommendations, in writing, for amendments to the learning continuity and attendance plan by October 30, 2020
  - The governing boards of Districts and COEs shall consider the written recommendations at a public meeting within 15 days of receiving the recommendations

Charters schools are not included in the review and recommendation language

## Learning Continuity and Attendance Plan Posting Requirements

LEAs must prominently post the Learning Continuity Plan on the homepage of the LEA's website, consistent with the LCAP posting requirements (*EC* sections 52065 and 47606.5)



# Learning Continuity and Attendance Plan Requirements

## Learning Continuity and Attendance Plan Overview

Provide a brief overview of how the LEA will provide continuity of learning and address the impact of COVID-19 on pupils, staff, and the community



## Stakeholder Engagement

 A description of the options provided for remote participation in public hearings and the efforts made to solicit stakeholder feedback including efforts to reach students, families, and other stakeholders that do not have internet or speak languages other than English

## Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible with an emphasis on:

- Students who have experienced significant learning loss due to school closures in the 2019–2020 school year, or
- Are at a greater risk of experiencing learning loss due to future school closures

## Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year

 The description may include any professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community

### School Nutrition

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals, for pupils participating in both in-person instruction, and distance learning, as applicable

## Distance Learning Program (1)

- Staff Roles and Responsibilities:
  - A description of the new roles and responsibilities of affected staff as a result of the COVID-19 pandemic and what professional development and resources will be provided to staff to support the distance learning
- Continuity of Instruction:
  - A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery

## Distance Learning Program (2)

- Pupil Participation and Progress
  - A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning, as well as any actions that will be taken to measure participation, pupil progress, and time value of pupil work

## Distance Learning Program (3)

- Pupil Engagement and Outreach
  - A summary of steps the LEA will take to ensure pupil engagement and outreach, including procedures for tiered reengagement strategies for pupils who are absent from distance learning and outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements

## Distance Learning Program (4)

- Supports for Pupils with Unique Needs:
  - A description of additional supports the LEA will provide to support pupils with unique needs, including for English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

## Distance Learning Program (5)

- Pupil Learning Loss:
  - A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years

## Distance Learning Program (6)

- Pupil Learning Loss:
  - A description of unique supports the LEA will provide to support pupils with unique needs, including:
    - English learners,
    - pupils with exceptional needs served across the full continuum of placements,
    - pupils in foster care, and
    - pupils who are experiencing homelessness

## Distance Learning Program (7)

- A description of how federal and state funding is used to support the efforts described in the Learning Continuity Plan
- A description of how the LEA is increasing or improving services based on the number and concentration of unduplicated pupils

## Upcoming Webinars

\*Starting dates and times to be determined.

DRAFT Learning Continuity and Attendance Plan Template – stakeholder feedback:

Week of July 13, 2020

Learning Continuity and Attendance Plan requirements; Learning Continuity and Attendance Plan template training and rollout:

- Week of July 20, 2020
- Week of July 27, 2020
- Week of August 3, 2020



#### **Learning Continuity and Attendance Plan (2020–21)**

The instructions for completing the Learning Continuity and Attendance Plan follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

#### **General Information**

A description of the LEA, its schools, and its students.

[Respond here]



#### **Stakeholder Engagement**

A description of the efforts made to solicit stakeholder feedback including efforts to reach students, families, educators, and other stakeholders who do not have internet or speak languages other than English, and a description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.

engagement was considered before finalizing the Learning Continuity Plan.	101
[Respond here]	
A summary of the feedback provided by specific stakeholder groups.	
[Respond here]	
A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.	
[Respond here]	
A description of the options provided for remote participation in public hearings.	
[Respond here]	

Draft for Review and Feedback Page 2

#### **Continuity of Learning**

#### **In-Person Instructional Offerings**

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

[Respond here]

#### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

#### **Distance Learning Program**

#### **Continuity of Instruction**

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

[Respond here]

#### **Access to Devices and Connectivity**

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

[Respond here]

#### **Pupil Participation and Progress**

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

[Respond here]

#### **Distance Learning Professional Development**

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

[Respond here]

#### **Staff Roles and Responsibilities**

A description of the new roles and responsibilities of affected staff as a result of COVID-19.

[Respond here]

#### **Supports for Pupils with Unique Needs**

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

[Respond here]

#### Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Draft for Review and Feedback

#### **Pupil Learning Loss**

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

[Respond here]

#### **Pupil Learning Loss Strategies**

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness.

[Respond here]

#### **Effectiveness of Implemented Pupil Learning Loss Strategies**

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

[Respond here]

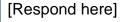
#### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

#### Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Draft for Review and Feedback



#### **Pupil Engagement and Outreach**

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

[Respond here]

#### **School Nutrition**

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both inperson instruction and distance learning, as applicable.

[Respond here]

### Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Draft for Review and Feedback Page 6

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

Federal Funds Used to Backfill Reductions to the Local Control Funding Formula

[Insert dollar amount here]

#### **Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

A description of how the LEA utilized any federal funds provided to backfill reductions to the local control funding formula on a dollar-for-dollar basis generated on the basis of the number and concentration of unduplicated pupils.

[Provide description here]

California Department of Education July 2020

4.7 IEPs to Include "How Services Will be Provided in an Emergency"

#### 'How Services Will be Provided in an Emergency' Options for Language to Include in IEP Comments

#### Option #1

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by means of "distance learning" to the greatest extent possible, as determined by your child's teachers, in light of the emergency circumstances.

"Distance learning" means instruction in which the pupil and instructor are in different locations. "Distance learning" may include, but is not limited to, all of the following:

- (1) Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- (2) Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

This applies to the special education and related services in the IEP, including transition and extended school year services, to the greatest extent possible in light of the emergency circumstances. Supplementary aids and services in the IEP will be provided in the general education distance learning environment, to the greatest extent applicable and possible.

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only. \*

\*Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

#### Option #2

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by means of distance learning methods, to the greatest extent possible as determined by your child's teachers, in light of the emergency circumstances.

"Distance learning" means instruction in which the pupil and instructor are in different locations, and may include interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with teacher feedback.

This applies to the special education and related services in the IEP, including transition and extended school year services, to the greatest extent possible in light of the emergency circumstances. Supplementary aids and services in the IEP will also be provided in the general education distance learning environment, to the greatest extent applicable and possible.

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.\*

\*Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

#### 'How Services Will be Provided in an Emergency' Options for Language to Include in IEP Comments

#### Option #3

In the event of an emergency that prevents in-person instruction, the student's IEP will be implemented through distance learning to the greatest extent practicable via online resources and other means.\*

\*Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

Option #4					
If instruction or services, to emergency conditions of determined by local law estate of emergency or war light of the emergency cir	caused by fire, f inforcement, a tr t, the IEP will be	lood, impassable roads, e ransportation services strice provided by one or mor	pidemic, earthquake, im	minent major safety or other official orde	hazard as r issued to meet a
Specialized Academic l	Instruction and	Related Services			
Means of Delivery, to g	reatest extent	possible ("x" all that cou	ld apply for student, depe	ending on emergency	circumstances):
Teacher-posted lessons, asynchronous (online or other media) □	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student) □
Other:					
Comments:					
Transition Services SAME AS ABOVE:					
Means of Delivery, to g					
Teacher-posted	Virtual class	Personalized learning	Scheduled teacher	Scheduled email	Virtual office hours
lessons, asynchronous	meetings,	tools (virtual or paper	appointments (virtual	check-ins (parent	(drop-in; parent or
(online or other	synchronous	packets, as available)	or in-person, as	or student) $\square$	student) $\square$
media) $\square$			available) $\square$		
Other:					
Comments:					
<b>Extended School Year</b>	Services		SAME AS ABOV	E:	
Means of Delivery, to g					
Teacher-posted	Virtual class	Personalized learning	Scheduled teacher	Scheduled email	Virtual office hours
lessons, asynchronous	meetings,	tools (virtual or paper	appointments (virtual	check-ins (parent	(drop-in; parent or
(online or other	synchronous	packets, as available)	or in-person, as	or student) $\square$	student) $\square$
media) $\square$			available) $\square$		
Other:					
Comments:					
Supplementary Aids ar	nd Services (pr	ovided in general educa	tion classes and other g	eneral ed environn	nents)
Means of Delivery, to g	reatest extent p	ossible ("x" all that cou	ıld apply for student, de	pending on emerge	ncy circumstances):
Teacher-posted lessons, asynchronous (online or other media) □	Virtual class meetings, synchronous □	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student) □
Other:					
Comments:					

#### 'How Services Will be Provided in an Emergency' Options for Language to Include in IEP Comments

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

4.8 Best Practices for Virtual IEP Meetings	

## Participating in Virtual Meetings







At times, you may not be able to join a special education meeting in person. Fortunately, technology allows meetings to be held virtually, by phone or via the Internet. This is now happening with many different kinds of meetings—IEP Team meetings, mediations, resolution sessions, and due process hearings.



Mediations

Other

## Preparing for the Meeting



Ask how student privacy will be protected.



Share any technology concerns or potential barriers you may have about participating in the meeting virtually.



Ask about the technology platform that will be used. What's required for using it successfully?



Ask for an agenda.



Ask about virtual meeting norms. Examples include: use video if possible, keep the focus on the child, and mute yourself when you are not speaking.



You may find it helpful to invite a support person to the virtual meeting. Determine how you will communicate with each other during the virtual meeting.



Before the meeting, share concerns and possible solutions as well as any relevant documentation.

## Technology Tips

- Test out technology and make sure devices are charged.
- Have a back-up plan ready in case technology issues arise.
- Join the meeting 10-15 minutes early.
- Turn off any notifications on your computer desktop.
- Use headphones or a headset with a built-in microphone when possible. Mute yourself when you are not speaking.
- Be aware when your webcam is on.
- Participate in a quiet location where others will not overhear your discussion.

## Participating in the Meeting







- Be patient—technology may not work as intended. Assume that everyone is doing their best.
- Listen closely and wait to share your thoughts and ideas until the current speaker finishes.
- Introduce yourself before speaking and use video if possible.
- Stop frequently and provide enough wait time to allow for questions and feedback.



Contact your federally-funded parent center or district for assistance.



# Sample Virtual IEP Meeting Agenda

(60 Minutes Sample Protocol)

## **MEETING ROLES**



#### **FACILITATOR**

Explains the purpose of the meeting and keeps the participants on task



#### **TIMEKEEPER**

Times each section of the meeting and helps the team adhere to the allotted time



Takes informal notes



#### NOTETAKER

Takes formal notes for documentation in IEP template

## **MEETING NORMS**



Most accessible technology for everyone



Use video, if available



Avoid multitasking or doing other work



Encourage team members' participation

## **STEPS**

- 1. Make introductions and review meeting norms and agenda
- 2. Review student's Present Levels of Academic Achievement and Functional Performance (PLAAFP or PLOP)
- 3. Identify measurable annual goals for the student that address all areas of identified needs and how progress will be measured
- 4. State the special education and related services the student will receive along with needed supplementary aids and services, and program modifications or supports for school personnel
- 5. Address other IEP sections
- 6. Wrap-up and next steps

#### **Who Time**

**Facilitator** 

\_\_\_\_

5 min.

Team 10 min.

Team

Team

20 min.

15 min.

Team

**Facilitator** 

5 min.

5 min.





## Virtual IEP Meeting Tip Sheets

This resource was developed in response to requests from state and local educational agencies and parents about how to hold and participate in virtual individualized education program (IEP) meetings. While intended to meet a need during the current COVID-19 pandemic, we hope the content will have broader application.

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#### A Collaborative Effort Across OSEP-Funded Projects

#### **PROGRESS** Center

at the American Institutes for Research®











#### Disclaimer

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## Virtual IEP Meetings: Technology Tips for All Participants

$\Sigma$	Be patient—technology may not work as intended. Assume that everyone is doing their best.
	Test out technology in advance, and make sure all devices are charged.
<b>●→◆</b> ↓ <b>■←●</b>	Have a back-up plan ready in the event technology issues arise.
	Join the meeting about 10–15 minutes in advance to troubleshoot any technology issues.
9	Actively listen and participate in the meeting.
<u>i</u>	Set up a meeting space that reduces potential distractions to minimize background noise as much as possible.
	Ensure the security of confidential information before, during, and after the meeting.
	Turn off any notifications on your computer—they may show up on others' screens.
	Use headphones or a headset with built-in microphone, when possible.



#### Hosting Virtual IEP Meetings: Tips for Success

Did you know that the Individuals with Disabilities Education Act (IDEA) allows IEP teams to use "alternative means of meeting participation, such as video conferences and conference calls" (34 CFR §300.328)? No matter the format of the meeting, all required participants<sup>1</sup>—including parents<sup>2</sup>—should be present and/or appropriately excused from the meeting [if mutually agreed upon in writing; 34 CFR §300.321(e)(2)]. Below are tips for educators on hosting effective and efficient virtual IEP meetings.

	<b>G</b>	
Before the Meeting	During the Meeting	After the Meeting
<ul> <li>Review student privacy guidelines.<sup>3</sup></li> <li>Contact parents to learn their access needs and potential barriers for participation; ask if anyone will be joining them. Confirm attendance.</li> <li>Share a meeting agenda and norms, including the parents' items, and identify roles for school professionals.</li> <li>Inform parents how they can share information and documents in advance and ensure team members have access to all documents shared during the meeting.<sup>4</sup></li> <li>Send meeting invitations and directions for participation. Include a back-up plan in the event of technology issues.</li> <li>Select a meeting approach to ensure all members can participate.</li> <li>Arrange for interpreters or other</li> </ul>	<ul> <li>Follow student privacy guidelines.</li> <li>Keep focused on the student's needs.</li> <li>Use a meeting agenda and norms to ensure all team members can participate.</li> <li>Begin with introductions and use video, as appropriate.</li> <li>Pause often and allow enough wait time for participant questions and feedback.</li> <li>Display the IEP document or other documents being discussed on the screen, if available, or state the page number being referenced.</li> <li>Before moving to the next discussion item, rephrase or repeat agreed-upon language from the current discussion.</li> <li>Discuss and agree on processes for obtaining forms or signatures, if necessary.</li> <li>Confirm the method (e.g., U.S. mail, e-mail) for delivering a copy of the student's completed IEP and prior written notice. Communicate the</li> </ul>	<ul> <li>Follow student privacy guidelines.</li> <li>Follow procedures for obtaining completed forms or signatures, if necessary.<sup>5</sup></li> <li>Conduct a follow-up call with parents to answer any questions or concerns and to debrief how the meeting went.</li> <li>Deliver a copy of the finalized IEP and prior written notice to parents, using translations as appropriate.</li> <li>Make sure that all educators and related service providers receive a copy of the IEP and are informed of their responsibilities related to implementation [34 CFR §300.323(d)].</li> <li>Implement the IEP as written.</li> <li>Provide parents with periodic reports of student progress.</li> </ul>
	and provide measure communicate the	

supports, if needed.

anticipated arrival date.

<sup>&</sup>lt;sup>1</sup> As appropriate, students should be included.

<sup>&</sup>lt;sup>2</sup> The term "parent" as defined in the federal regulations (34 CFR §300.30) is used in this document.

<sup>&</sup>lt;sup>3</sup> Follow state and federal FERPA and virtual education technology requirements and student privacy requirements.

<sup>&</sup>lt;sup>4</sup> Include an old IEP or a draft IEP, if available. Be mindful that not all team members have access to printers or other technology. Coordinate the best way to share information. Be sure to include information in the native language of the parents.

<sup>&</sup>lt;sup>5</sup> Coordinate with the IEP team about how signatures will be obtained (e.g., electronic signatures or mailed and returned).



#### Common Questions and Answers About Hosting Virtual IEP Meetings

#### What alternative means of meeting participation are available?

There are many approaches for hosting virtual meetings, but not all offer the same features or security. Always check with your state or district for what options exist. If none are available, many free or low-cost virtual meeting applications include screen sharing, audio, and video capabilities.

## What if participants do not have access to the Internet or a video camera?

While video and screen sharing can enhance engagement, they are not required. IEP meetings can be conducted using a conference line, which is accessible through a traditional phone line or through most virtual meeting platforms. Because screen sharing is not available without Internet access, consider sending home copies of any materials that will be discussed during the meeting via e-mail (within the parent's permission) or by U.S. mail.

#### How can I ensure the meeting maintains student privacy?

Check out the U.S. Department of Education's Student Privacy Policy Office (SPPO): <u>FERPA and Virtual Learning Related</u>
<u>Resources</u>, which summarizes Department privacy resources and guidance, including the Office of Technology's <u>Protecting Student Privacy While Using Online Educational Services</u>. It is also important to check for additional state and district policies.

## How can I maximize the virtual platform and increase participation during meetings?

Use these tips from practitioners:

- Select a virtual meeting approach that allows appropriate participation of parents and other team members.
- Conduct practice session(s) with staff and parents before the meeting.
- Share tip sheets or a brief video recording about how to use the platform.
- Begin the meeting with a brief tutorial of the meeting platform features, including how to mute, unmute, and share cameras.



center for more information.

#### Participating in Virtual IEP Meetings: Tips for IEP Team Members

Did you know that the Individuals with Disabilities Education Act (IDEA) allows individualized education program (IEP) teams to use "alternative means of meeting participation, such as video conferences and conference calls" (34 CFR §300.328)? No matter the format of the meeting, all required participants<sup>6</sup>—including parents<sup>7</sup>—should be present and/or appropriately excused from the meeting [if mutually agreed upon in writing; 34 CFR §300.321(e)(2)]. Below are tips for IEP team members for participating in virtual IEP meetings.

		,
Before the Meeting	During the Meeting	After the Meeting
<ul> <li>Ask how student privacy will be protected.</li> <li>Share your technology concerns or potential barriers to your participation on the IEP team. Confirm participation.</li> <li>Ask about the technology platform and the requirements for successful use.</li> <li>Ask for an agenda for the virtual meeting and any meeting norms.</li> <li>Ask if there is a back-up plan in case the technology does not work. What is it?</li> <li>Create your own back-up plan (e.g., print the documents, charge your phone, have the call-in number readily available).</li> <li>Remove distractions and minimize background noise as much as possible.</li> <li>Request interpreters or other supports, if needed.</li> <li>If you anticipate any disagreements,</li> </ul>	<ul> <li>Follow student privacy guidelines.</li> <li>Begin with introductions and use video cameras, as appropriate.</li> <li>Listen closely and wait to share your thoughts and ideas until the current speaker finishes.</li> <li>Stop often and allow enough wait time for questions and feedback.</li> <li>Discuss and agree on the processes for obtaining forms or signatures, if necessary.</li> <li>Confirm the method for delivering a copy of the completed IEP (e.g., mail, e-mail) and the anticipated arrival date.</li> </ul>	<ul> <li>Follow student privacy guidelines.</li> <li>Provide signatures, if necessary.<sup>8</sup></li> <li>Offer feedback on the virtual meeting process. Share any questions or concerns.</li> <li>Follow up if you do not receive a copy of the IEP by the expected arrival date.</li> <li>Ensure that the IEP is implemented.</li> <li>Continue to share student progress and any concerns with each other.</li> <li>Develop a plan for addressing disagreements.</li> <li>Resolve any conflicts as soon as possible at the local level. Use the dispute resolution option (e.g., IEP facilitation, mediation, written state complaint, due process) that best fits the situation to address any unresolved conflicts. Contact your state education agency or OSEP-funded parent</li> </ul>

develop a plan to address them.

<sup>&</sup>lt;sup>6</sup> As appropriate, students should be included.

<sup>&</sup>lt;sup>7</sup> The term "parent" as defined in the federal regulations (34 CFR §300.30) is used in this document.

<sup>&</sup>lt;sup>8</sup> Coordinate with the IEP team about how signatures will be obtained (e.g., electronic signatures or mailed and returned).



#### Common Questions and Answers About Participating in Virtual IEP Meetings

# What alternative means of meeting participation are available?

There are many approaches for hosting virtual meetings, but not all offer the same features or security.

- Always check with your district for available options.
- Ask about screen sharing, audio, and video capabilities, as well as security features.
- Download and install the needed software well before the meeting.

## What if I do not have access to the Internet or a video camera?

While video and screen sharing can enhance engagement, they are not required. IEP meetings can be conducted using a conference line, which is accessible through a traditional phone line or through most virtual meeting platforms. Ask for all documents to be shared via e-mail or U.S. mail before the meeting.

## How can I be sure the IEP process will be confidential?

- Ask how the school will ensure student privacy.
- Make sure that you are in a location where others will not overhear the conversations during the meeting.
- Share documents in a secure manner.

#### What supports are available?

- Request support from your local parent center or district about how to participate effectively.
- Parents may find it helpful to invite a support person or advocate to the virtual meeting.
- Parents should let the IEP team know in advance if anyone else will be attending and determine how to best communicate with that person during the meeting.

4.9 EV SELPA 2019-2020 District SEP Plans	

# Special Education Monday, August 3, 2020 EV SELPA SPECIAL EDUCATION PLAN (SEP) TRAINING Special Education 12:00 NOON – 2:00 PM

CDE identifies districts (LEAs) for compliance monitoring activities based on a variety of criteria. For 19-20, each of our member LEAs has been identified for either targeted or intensive monitoring based on the relevant data. Each LEA will develop a Special Education Plan (SEP) to address the elements identified by CDE. If you participated in the past in the PIR plan or committee, this process is somewhat similar.

East Valley SELPA is providing training for member LEAs to assist LEA teams to identify and understand the identified elements, review the form templates required for the SEP and support each LE's team in the development and submission of the 19-20 SEP.

You are receiving this notice as either the LEA Special Education Administrator or a team member identified by your LEA's SE Administer. Please save the date/time on your calendar and plan to attend this training (it will be virtual). You will receive the email with meeting log in information later in July from Rosalva Contreras.



Local Educational Agency: Colton Joint Unified (3667686) (10) Special Education Local Plan Area: East Valley Consortium (3602)

Monitoring Level: TARGETED CCEIS Plan Required: No

Significant Disproportionality in Discipline: No Significant Disproportionality in Placement: No

Element	Review Required (Yes/No)	Completed
Element 1: Graduation Rate	No	
Element 2: Dropout Rate	No	
Element 3b: ELA Participation	No	
Element 3b: Math Participation	Yes	
Element 3c: ELA Achievement	Yes	
Element 3c: Math Achievement	Yes	
Element 4a: Suspension Rate	No	
Element 5a: LRE Regular Class 80% or more	No	
Element 5b: LRE Regular Class Less than 40%	Yes	
Element 5c: LRE Separate School	No	
Element 6a: LRE Regular Class	No	
Element 6b: LRE Separate Class	No	
Element 7a1: Positive Social-Emotional Skills, Substantially Increased	No	
Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations	No	
Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased	No	
Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations	No	
Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased	No	
Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations	No	
Element 8: Parent Involvement	No	
Element 9: Overall Disproportionality Areas**	No	
Element 10: Disproportionality by Disability Areas**	Yes	
Disproportionality in Discipline**	No	
Disproportionality in Placement**	No	
Element 11: Rate of Eligibility Determined within 60 Days *	No	
Element 12: Timely Part C to B transition *	Yes	
Element 13: Secondary Transition Goals and Services *	No	
Element 14a: Higher Education	No	
Element 14b: Higher Education or Competitive Employment	No	
Element 14c: Any Education or Employment	No	
Child Find	No	
Chronic Absenteeism	No	
* Information for Florante 11, 12, and 12 is far I FA use only. These	Flores (to see out to see	1 1 ( l

<sup>\*</sup> Information for Elements 11, 12, and 13 is for LEA use only. These Elements are not required to be addressed in the SEP due on December 15, 2020.

<sup>\*\*</sup> Each LEA received a Disproportionality data determination in an email dated August 14, 2019 with a subject titled Notification of 2018-19 Disproportionality Review

Local Educational Agency: Redlands Unified (3667843) (10)

Special Education Local Plan Area: East Valley Consortium (3602)

Monitoring Level: INTENSIVE CCEIS Plan Required: No

Significant Disproportionality in Discipline: No Significant Disproportionality in Placement: No

Element	Review Required (Yes/No)	Completed
Element 1: Graduation Rate	No	
Element 2: Dropout Rate	No	
Element 3b: ELA Participation	No	
Element 3b: Math Participation	Yes	
Element 3c: ELA Achievement	Yes	
Element 3c: Math Achievement	Yes	
Element 4a: Suspension Rate	Yes	
Element 5a: LRE Regular Class 80% or more	Yes	
Element 5b: LRE Regular Class Less than 40%	No	
Element 5c: LRE Separate School	No	
Element 6a: LRE Regular Class	No	
Element 6b: LRE Separate Class	Yes	
Element 7a1: Positive Social-Emotional Skills, Substantially Increased	Yes	
Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations	Yes	
Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased	Yes	
Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations	Yes	
Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased	Yes	
Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations	Yes	
Element 8: Parent Involvement	No	
Element 9: Overall Disproportionality Areas**	No	
Element 10: Disproportionality by Disability Areas**	No	
Disproportionality in Discipline**	No	
Disproportionality in Placement**	No	
Element 11: Rate of Eligibility Determined within 60 Days *	No	
Element 12: Timely Part C to B transition *	Yes	
Element 13: Secondary Transition Goals and Services *	Yes	
Element 14a: Higher Education	No	
Element 14b: Higher Education or Competitive Employment	No	
Element 14c: Any Education or Employment	No	
Child Find	No	
Chronic Absenteeism	No	
* Information for Floriants 44, 42, and 42 is for LEA use only. Those	<u> </u>	Total Color

<sup>\*</sup> Information for Elements 11, 12, and 13 is for LEA use only. These Elements are not required to be addressed in the SEP due on December 15, 2020.

<sup>\*\*</sup> Each LEA received a Disproportionality data determination in an email dated August 14, 2019 with a subject titled Notification of 2018-19 Disproportionality Review

Local Educational Agency: Grove (3630928) (10)

Special Education Local Plan Area: East Valley Consortium (3602)

Monitoring Level: TARGETED CCEIS Plan Required: No

Significant Disproportionality in Discipline: No Significant Disproportionality in Placement: No

Element 1: Graduation Rate  Element 2: Dropout Rate  Element 3b: ELA Participation  Element 3c: Math Participation  No  Element 3c: ELA Achievement  Element 3c: Math Achievement  Element 3c: Math Achievement  Element 3c: Math Achievement  Element 3c: LEA Regular Class 80% or more  No  Element 5c: LRE Regular Class 80% or more  No  Element 5c: LRE Regular Class Less than 40%  No  Element 5c: LRE Separate School  Element 6c: LRE Separate Class  No  Element 6c: LRE Separate Class  No  Element 7a1: Positive Social-Emotional Skills, Substantially Increased  Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations  Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations  Element 8: Parent Involvement  Element 9: Overall Disproportionality Areas**  No  Disproportionality in Discipline**  No  Disproportionality in Discipline**  No  Element 11: Rate of Eligibility Determined within 60 Days *  No  Element 12: Timely Part C to B transition *  No  Element 14a: Higher Education or Competitive Employment  No  Child Find  No  Chronic Abeantaging	Element	Review Required (Yes/No)	Completed
Element 3b: ELA Participation Element 3b: Math Participation Element 3c: ELA Achievement No Element 3c: ELA Achievement No Element 3c: Math Achievement No Element 4a: Suspension Rate Element 5a: LRE Regular Class 80% or more No Element 5b: LRE Regular Class Less than 40% Element 5b: LRE Regular Class Less than 40% Element 6a: LRE Regular Class Less than 40% Element 6b: LRE Separate School No Element 6b: LRE Separate Class No Element 7a: Positive Social-Emotional Skills, Substantially Increased Element 7a: Positive Social-Emotional Skills, Functioning within Age Expectations Element 7b: Acquisition and Use of Knowledge and Skills, Substantially Increased Element 7b: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations Element 8: Parent Involvement Element 9: Overall Disproportionality Areas** No Element 10: Disproportionality by Disability Areas** No Disproportionality in Discipline** No Element 11: Rate of Eligibility Determined within 60 Days * No Element 11: Rate of Eligibility Determined within 60 Days * No Element 11: Rate of Eligibility Determined within 60 Days * No Element 14a: Higher Education No Element 14a: Higher Education Competitive Employment No Child Find	Element 1: Graduation Rate	No	
Element 3b: Math Participation Element 3c: ELA Achievement Element 3c: Achievement Element 3c: Math Achievement Element 4a: Suspension Rate Yes Element 5a: LRE Regular Class 80% or more No Element 5b: LRE Regular Class Less than 40% Element 5c: LRE Separate School No Element 6b: LRE Separate Class No Element 6b: LRE Separate Class Element 7a1: Positive Social-Emotional Skills, Substantially No Increased Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased Element 7b2: Acquisition and Use of Knowledge and Skills, Substantially Increased Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations Element 7c2: Use of Disproportionality Areas** No Element 9: Overall Disproportionality Areas** No Disproportionality in Discipline** No Disproportionality in Discipline** No Element 10: Disproportionality Determined within 60 Days * No Element 11: Rate of Eligibility Determined within 60 Days * No Element 12: Timely Part C to B transition * No Element 14a: Higher Education No Element 14b: Higher Education or Competitive Employment No Child Find	Element 2: Dropout Rate	No	
Element 3b: Math Participation Element 3c: ELA Achievement Element 3c: Achievement Element 3c: Math Achievement Element 4a: Suspension Rate Yes Element 5a: LRE Regular Class 80% or more No Element 5b: LRE Regular Class Less than 40% Element 5c: LRE Separate School No Element 6b: LRE Separate Class No Element 6b: LRE Separate Class Element 7a1: Positive Social-Emotional Skills, Substantially No Increased Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased Element 7b2: Acquisition and Use of Knowledge and Skills, Substantially Increased Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations Element 7c2: Use of Disproportionality Areas** No Element 9: Overall Disproportionality Areas** No Disproportionality in Discipline** No Disproportionality in Discipline** No Element 10: Disproportionality Determined within 60 Days * No Element 11: Rate of Eligibility Determined within 60 Days * No Element 12: Timely Part C to B transition * No Element 14a: Higher Education No Element 14b: Higher Education or Competitive Employment No Child Find		No	
Element 3c: Math Achievement Element 4a: Suspension Rate Element 5a: LRE Regular Class 80% or more No Element 5b: LRE Regular Class Less than 40% No Element 5c: LRE Separate School No Element 6a: LRE Regular Class No Element 6b: LRE Separate Class No Element 7a1: Positive Social-Emotional Skills, Substantially Increased Element 7a2: Positive Social-Emotional Skills, Functioning Within Age Expectations Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased Element 7b2: Acquisition and Use of Knowledge and Skills, No Functioning within Age Expectations Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations Element 8: Parent Involvement No Element 9: Overall Disproportionality Areas** No Disproportionality in Discipline** No Disproportionality in Placement** No Element 11: Rate of Eligibility Determined within 60 Days * No Element 11: Rate of Eligibility Determined within 60 Days * No Element 13: Secondary Transition Goals and Services * No Element 14a: Higher Education No Child Find	Element 3b: Math Participation	No	
Element 4a: Suspension Rate  Element 5a: LRE Regular Class 80% or more  Robert 5b: LRE Regular Class Less than 40%  Element 5b: LRE Regular Class Less than 40%  Robert 5c: LRE Separate School  Robert 5c: LRE Regular Class  Robert 5c: LRE Regular Class  Robert 5c: LRE Regular Class  Robert 5c: LRE Separate Cla	Element 3c: ELA Achievement	No	
Element 5a: LRE Regular Class 80% or more  Element 5b: LRE Regular Class Less than 40%  Element 5c: LRE Separate School  Ro  Element 6a: LRE Regular Class  Element 6b: LRE Separate Class  Ro  Element 7a1: Positive Social-Emotional Skills, Substantially Increased  Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations  Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased  Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7c1: Use of Appropriate Behaviors to Meet Their No No Noeds, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their No Noeds, Functioning within Age Expectations  Element 8: Parent Involvement  Ro Element 9: Overall Disproportionality Areas**  No Element 10: Disproportionality by Disability Areas**  No Disproportionality in Discipline**  No Disproportionality in Placement**  No Element 11: Rate of Eligibility Determined within 60 Days * No Element 12: Timely Part C to B transition * No Element 14a: Higher Education  No Element 14b: Higher Education or Competitive Employment  No Child Find	Element 3c: Math Achievement	No	
Element 5a: LRE Regular Class 80% or more  Element 5b: LRE Regular Class Less than 40%  Element 5c: LRE Separate School  Ro  Element 6a: LRE Regular Class  Element 6b: LRE Separate Class  Ro  Element 7a1: Positive Social-Emotional Skills, Substantially Increased  Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations  Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased  Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7c1: Use of Appropriate Behaviors to Meet Their No No Noeds, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their No Noeds, Functioning within Age Expectations  Element 8: Parent Involvement  Ro Element 9: Overall Disproportionality Areas**  No Element 10: Disproportionality by Disability Areas**  No Disproportionality in Discipline**  No Disproportionality in Placement**  No Element 11: Rate of Eligibility Determined within 60 Days * No Element 12: Timely Part C to B transition * No Element 14a: Higher Education  No Element 14b: Higher Education or Competitive Employment  No Child Find	Element 4a: Suspension Rate	Yes	
Element 5b: LRE Regular Class Less than 40% Element 5c: LRE Separate School Element 6a: LRE Regular Class Element 6b: LRE Separate Class Element 7a1: Positive Social-Emotional Skills, Substantially Increased Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations Element 8: Parent Involvement Element 9: Overall Disproportionality Areas** No Disproportionality in Discipline** No Disproportionality in Placement** No Element 11: Rate of Eligibility Determined within 60 Days * No Element 12: Timely Part C to B transition * No Element 14a: Higher Education Element 14b: Higher Education or Competitive Employment No Child Find		No	
Element 6a: LRE Regular Class  Element 6b: LRE Separate Class  No  Element 7a1: Positive Social-Emotional Skills, Substantially Increased  Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations  Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased  Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7c1: Use of Appropriate Behaviors to Meet Their  No  Needs, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their  No  Needs, Functioning within Age Expectations  Element 8: Parent Involvement  No  Element 9: Overall Disproportionality Areas**  No  Disproportionality in Discipline**  No  Disproportionality in Placement**  No  Element 11: Rate of Eligibility Determined within 60 Days *  No  Element 12: Timely Part C to B transition *  No  Element 13: Secondary Transition Goals and Services *  No  Element 14a: Higher Education  Element 14b: Higher Education or Competitive Employment  No  Child Find		No	
Element 6b: LRE Separate Class  Element 7a1: Positive Social-Emotional Skills, Substantially Increased  Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations  Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased  Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7c1: Use of Appropriate Behaviors to Meet Their No Needs, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their No Needs, Functioning within Age Expectations  Element 8: Parent Involvement  Element 9: Overall Disproportionality Areas**  No Disproportionality in Discipline**  No Disproportionality in Discipline**  No Disproportionality in Placement**  Element 11: Rate of Eligibility Determined within 60 Days *  No Element 12: Timely Part C to B transition *  Element 13: Secondary Transition Goals and Services *  No Element 14a: Higher Education  Element 14b: Higher Education or Competitive Employment  No Child Find	Element 5c: LRE Separate School	No	
Element 7a1: Positive Social-Emotional Skills, Substantially Increased  Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations  Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased  Element 7b2: Acquisition and Use of Knowledge and Skills, Posubstantially Increased  Element 7b2: Acquisition and Use of Knowledge and Skills, Posubstantially Increased Element 7c1: Use of Appropriate Behaviors to Meet Their No Needs, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their No Needs, Functioning within Age Expectations  Element 8: Parent Involvement No Element 9: Overall Disproportionality Areas** No Disproportionality in Discipline** No Disproportionality in Discipline** No Disproportionality in Placement* No Element 11: Rate of Eligibility Determined within 60 Days No Element 12: Timely Part C to B transition No Element 13: Secondary Transition Goals and Services No Element 14a: Higher Education No Element 14b: Higher Education or Competitive Employment No Child Find	Element 6a: LRE Regular Class	No	
Increased   Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations   No	Element 6b: LRE Separate Class	No	
Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations  Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased  Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7c1: Use of Appropriate Behaviors to Meet Their No Needs, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their No Needs, Functioning within Age Expectations  Element 8: Parent Involvement  Element 9: Overall Disproportionality Areas**  No Element 10: Disproportionality by Disability Areas**  No Disproportionality in Discipline**  Disproportionality in Placement**  No Element 11: Rate of Eligibility Determined within 60 Days *  No Element 12: Timely Part C to B transition *  Element 13: Secondary Transition Goals and Services *  No Element 14a: Higher Education  No Element 14b: Higher Education or Competitive Employment  No Child Find	· · ·	No	
Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased  Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations  Element 8: Parent Involvement  Element 9: Overall Disproportionality Areas** No Element 10: Disproportionality by Disability Areas** No Disproportionality in Discipline** No Disproportionality in Placement** No Element 11: Rate of Eligibility Determined within 60 Days * No Element 12: Timely Part C to B transition * No Element 13: Secondary Transition Goals and Services * No Element 14a: Higher Education  No Element 14b: Higher Education or Competitive Employment No Child Find	Element 7a2: Positive Social-Emotional Skills, Functioning	No	
Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations  Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations  Element 8: Parent Involvement  Element 9: Overall Disproportionality Areas** No Element 10: Disproportionality by Disability Areas** No Disproportionality in Discipline** No Disproportionality in Placement** No Element 11: Rate of Eligibility Determined within 60 Days * No Element 12: Timely Part C to B transition * No Element 13: Secondary Transition Goals and Services * No Element 14a: Higher Education  Element 14b: Higher Education or Competitive Employment No Child Find	Element 7b1: Acquisition and Use of Knowledge and Skills,	No	
Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased  Element 7c2: Use of Appropriate Behaviors to Meet Their No Needs, Functioning within Age Expectations  Element 8: Parent Involvement No Element 9: Overall Disproportionality Areas** No Element 10: Disproportionality by Disability Areas** No Disproportionality in Discipline** No Disproportionality in Placement** No Element 11: Rate of Eligibility Determined within 60 Days * No Element 12: Timely Part C to B transition * No Element 13: Secondary Transition Goals and Services * No Element 14a: Higher Education No Element 14b: Higher Education or Competitive Employment No Child Find	Element 7b2: Acquisition and Use of Knowledge and Skills,	No	
Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations  Element 8: Parent Involvement No Element 9: Overall Disproportionality Areas** No Disproportionality in Discipline** Disproportionality in Discipline** No Disproportionality in Placement** No Element 11: Rate of Eligibility Determined within 60 Days * No Element 12: Timely Part C to B transition * No Element 13: Secondary Transition Goals and Services * No Element 14a: Higher Education No Element 14b: Higher Education or Competitive Employment No Child Find No	Element 7c1: Use of Appropriate Behaviors to Meet Their	No	
Element 8: Parent Involvement  Element 9: Overall Disproportionality Areas**  No  Element 10: Disproportionality by Disability Areas**  No  Disproportionality in Discipline**  No  Disproportionality in Placement**  Element 11: Rate of Eligibility Determined within 60 Days *  Element 12: Timely Part C to B transition *  Element 13: Secondary Transition Goals and Services *  No  Element 14a: Higher Education  No  Element 14b: Higher Education or Competitive Employment  No  Child Find  No	Element 7c2: Use of Appropriate Behaviors to Meet Their	No	
Element 9: Overall Disproportionality Areas**  Element 10: Disproportionality by Disability Areas**  Disproportionality in Discipline**  No  Disproportionality in Placement**  Element 11: Rate of Eligibility Determined within 60 Days *  Element 12: Timely Part C to B transition *  Element 13: Secondary Transition Goals and Services *  Element 14a: Higher Education  Element 14b: Higher Education or Competitive Employment  Element 14c: Any Education or Employment  No  Child Find		No	
Element 10: Disproportionality by Disability Areas**  Disproportionality in Discipline**  No  Disproportionality in Placement**  No  Element 11: Rate of Eligibility Determined within 60 Days *  Element 12: Timely Part C to B transition *  Element 13: Secondary Transition Goals and Services *  Element 14a: Higher Education  No  Element 14b: Higher Education or Competitive Employment  Element 14c: Any Education or Employment  No  Child Find	Element 9: Overall Disproportionality Areas**	No	
Disproportionality in Discipline**  Disproportionality in Placement**  No  Element 11: Rate of Eligibility Determined within 60 Days *  Element 12: Timely Part C to B transition *  Element 13: Secondary Transition Goals and Services *  No  Element 14a: Higher Education  No  Element 14b: Higher Education or Competitive Employment  Element 14c: Any Education or Employment  No  Child Find			
Disproportionality in Placement**  Element 11: Rate of Eligibility Determined within 60 Days *  Element 12: Timely Part C to B transition *  Element 13: Secondary Transition Goals and Services *  Element 14a: Higher Education  Element 14b: Higher Education or Competitive Employment  Element 14c: Any Education or Employment  No  Child Find		No	
Element 11: Rate of Eligibility Determined within 60 Days * No  Element 12: Timely Part C to B transition * No  Element 13: Secondary Transition Goals and Services * No  Element 14a: Higher Education No  Element 14b: Higher Education or Competitive Employment No  Element 14c: Any Education or Employment No  Child Find No		No	
Element 12: Timely Part C to B transition * No Element 13: Secondary Transition Goals and Services * No Element 14a: Higher Education No Element 14b: Higher Education or Competitive Employment No Element 14c: Any Education or Employment No Child Find No	Element 11: Rate of Eligibility Determined within 60 Days *		
Element 13: Secondary Transition Goals and Services * No Element 14a: Higher Education No Element 14b: Higher Education or Competitive Employment No Element 14c: Any Education or Employment No Child Find No			
Element 14a: Higher Education No Element 14b: Higher Education or Competitive Employment No Element 14c: Any Education or Employment No Child Find No			
Element 14b: Higher Education or Competitive Employment No Element 14c: Any Education or Employment No Child Find No			
Element 14c: Any Education or Employment No Child Find No			
Child Find No			
	, , ,		
CHICHIC ADSCRIEGISH   INC	Chronic Absenteeism	No	

<sup>\*</sup> Information for Elements 11, 12, and 13 is for LEA use only. These Elements are not required to be addressed in the SEP due on December 15, 2020.

<sup>\*\*</sup> Each LEA received a Disproportionality data determination in an email dated August 14, 2019 with a subject titled Notification of 2018-19 Disproportionality Review

Local Educational Agency: Rialto Unified (3667850) (10)

Special Education Local Plan Area: East Valley Consortium (3602)

Monitoring Level: TARGETED CCEIS Plan Required: No

Significant Disproportionality in Discipline: No Significant Disproportionality in Placement: No

Element	Review Required (Yes/No)	Completed
Element 1: Graduation Rate	No	
Element 2: Dropout Rate	No	
Element 3b: ELA Participation	No	
Element 3b: Math Participation	No	
Element 3c: ELA Achievement	Yes	
Element 3c: Math Achievement	Yes	
Element 4a: Suspension Rate	Yes	
Element 5a: LRE Regular Class 80% or more	No	
Element 5b: LRE Regular Class Less than 40%	Yes	
Element 5c: LRE Separate School	No	
Element 6a: LRE Regular Class	No	
Element 6b: LRE Separate Class	No	
Element 7a1: Positive Social-Emotional Skills, Substantially Increased	No	
Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations	No	
Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased	No	
Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations	No	
Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased	No	
Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations	No	
Element 8: Parent Involvement	No	
Element 9: Overall Disproportionality Areas**	No	
Element 10: Disproportionality by Disability Areas**	Yes	
Disproportionality in Discipline**	Yes	
Disproportionality in Placement**	No	
Element 11: Rate of Eligibility Determined within 60 Days *	No	
Element 12: Timely Part C to B transition *	Yes	
Element 13: Secondary Transition Goals and Services *	Yes	
Element 14a: Higher Education	No	
Element 14b: Higher Education or Competitive Employment	No	
Element 14c: Any Education or Employment	No	
Child Find	No	
Chronic Absenteeism	No	
* Information for Floriants 44, 42, and 42 is for LEA use only. Those	F1 , ,	

<sup>\*</sup> Information for Elements 11, 12, and 13 is for LEA use only. These Elements are not required to be addressed in the SEP due on December 15, 2020.

<sup>\*\*</sup> Each LEA received a Disproportionality data determination in an email dated August 14, 2019 with a subject titled Notification of 2018-19 Disproportionality Review

Local Educational Agency: Rim of the World Unified (3667868) (10) Special Education Local Plan Area: East Valley Consortium (3602)

Monitoring Level: TARGETED CCEIS Plan Required: No

Significant Disproportionality in Discipline: No Significant Disproportionality in Placement: No

Element	Review Required (Yes/No)	Completed
Element 1: Graduation Rate	No	
Element 2: Dropout Rate	No	
Element 3b: ELA Participation	Yes	
Element 3b: Math Participation	Yes	
Element 3c: ELA Achievement	Yes	
Element 3c: Math Achievement	Yes	
Element 4a: Suspension Rate	No	
Element 5a: LRE Regular Class 80% or more	No	
Element 5b: LRE Regular Class Less than 40%	No	
Element 5c: LRE Separate School	No	
Element 6a: LRE Regular Class	Yes	
Element 6b: LRE Separate Class	Yes	
Element 7a1: Positive Social-Emotional Skills, Substantially Increased	No	
Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations	No	
Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased	No	
Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations	No	
Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased	No	
Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations	No	
Element 8: Parent Involvement	No	
Element 9: Overall Disproportionality Areas**	No	
Element 10: Disproportionality by Disability Areas**	No	
Disproportionality in Discipline**	No	
Disproportionality in Placement**	No	
Element 11: Rate of Eligibility Determined within 60 Days *	No	
Element 12: Timely Part C to B transition *	No	
Element 13: Secondary Transition Goals and Services *	No	
Element 14a: Higher Education	Yes	
Element 14b: Higher Education or Competitive Employment	Yes	
Element 14c: Any Education or Employment	No	
Child Find	No	
Chronic Absenteeism	No	
* Information for Floriants 44, 42, and 42 is for LEA use only. Those	F1 , ,	

<sup>\*</sup> Information for Elements 11, 12, and 13 is for LEA use only. These Elements are not required to be addressed in the SEP due on December 15, 2020.

<sup>\*\*</sup> Each LEA received a Disproportionality data determination in an email dated August 14, 2019 with a subject titled Notification of 2018-19 Disproportionality Review

Local Educational Agency: San Bernardino County Office of Education (3610363) (10)

Special Education Local Plan Area: East Valley Consortium (3602)

Monitoring Level: TARGETED CCEIS Plan Required: No

Significant Disproportionality in Discipline: No Significant Disproportionality in Placement: No

Element	Review Required (Yes/No)	Completed
Element 1: Graduation Rate	Yes	
Element 2: Dropout Rate	No	
Element 3b: ELA Participation	No	
Element 3b: Math Participation	No	
Element 3c: ELA Achievement	No	
Element 3c: Math Achievement	No	
Element 4a: Suspension Rate	Yes	
Element 5a: LRE Regular Class 80% or more	No	
Element 5b: LRE Regular Class Less than 40%	No	
Element 5c: LRE Separate School	No	
Element 6a: LRE Regular Class	No	
Element 6b: LRE Separate Class	No	
Element 7a1: Positive Social-Emotional Skills, Substantially Increased	No	
Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations	No	
Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased	No	
Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations	No	
Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased	No	
Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations	No	
Element 8: Parent Involvement	No	
Element 9: Overall Disproportionality Areas**	No	
Element 10: Disproportionality by Disability Areas**	No	
Disproportionality in Discipline**	No	
Disproportionality in Placement**	No	
Element 11: Rate of Eligibility Determined within 60 Days *	Yes	
Element 12: Timely Part C to B transition *	Yes	
Element 13: Secondary Transition Goals and Services *	Yes	
Element 14a: Higher Education	No	
Element 14b: Higher Education or Competitive Employment	No	
Element 14c: Any Education or Employment	No	
Child Find	Yes	
Chronic Absenteeism	No	
* Information for Florante 11, 12, and 12 is far I FA use only. These	Floring to a section of	

<sup>\*</sup> Information for Elements 11, 12, and 13 is for LEA use only. These Elements are not required to be addressed in the SEP due on December 15, 2020.

<sup>\*\*</sup> Each LEA received a Disproportionality data determination in an email dated August 14, 2019 with a subject titled Notification of 2018-19 Disproportionality Review

Local Educational Agency: Yucaipa-Calimesa Joint Unified (3667959) (10)

Special Education Local Plan Area: East Valley Consortium (3602)

Monitoring Level: TARGETED CCEIS Plan Required: No

Significant Disproportionality in Discipline: No Significant Disproportionality in Placement: No

Element	Review Required (Yes/No)	Completed
Element 1: Graduation Rate	Yes	
Element 2: Dropout Rate	No	
Element 3b: ELA Participation	No	
Element 3b: Math Participation	No	
Element 3c: ELA Achievement	Yes	
Element 3c: Math Achievement	Yes	
Element 4a: Suspension Rate	Yes	
Element 5a: LRE Regular Class 80% or more	Yes	
Element 5b: LRE Regular Class Less than 40%	Yes	
Element 5c: LRE Separate School	No	
Element 6a: LRE Regular Class	No	
Element 6b: LRE Separate Class	Yes	
Element 7a1: Positive Social-Emotional Skills, Substantially	No	
Increased		
Element 7a2: Positive Social-Emotional Skills, Functioning	No	
within Age Expectations		
Element 7b1: Acquisition and Use of Knowledge and Skills,	No	
Substantially Increased		
Element 7b2: Acquisition and Use of Knowledge and Skills,	No	
Functioning within Age Expectations		
Element 7c1: Use of Appropriate Behaviors to Meet Their	No	
Needs, Substantially Increased		
Element 7c2: Use of Appropriate Behaviors to Meet Their	No	
Needs, Functioning within Age Expectations		
Element 8: Parent Involvement	No	
Element 9: Overall Disproportionality Areas**	No	
Element 10: Disproportionality by Disability Areas**	No	
Disproportionality in Discipline**	No	
Disproportionality in Placement**	No	
Element 11: Rate of Eligibility Determined within 60 Days *	No	
Element 12: Timely Part C to B transition *	Yes	
Element 13: Secondary Transition Goals and Services *	No	
Element 14a: Higher Education	No	
Element 14b: Higher Education or Competitive Employment	Yes	
Element 14c: Any Education or Employment	Yes	
Child Find	No	
Chronic Absenteeism	No	

<sup>\*</sup> Information for Elements 11, 12, and 13 is for LEA use only. These Elements are not required to be addressed in the SEP due on December 15, 2020.

<sup>\*\*</sup> Each LEA received a Disproportionality data determination in an email dated August 14, 2019 with a subject titled Notification of 2018-19 Disproportionality Review

Local Educational Agency: Competitive Edge Charter Academy (CECA) (0124032) (10)

Special Education Local Plan Area: East Valley Consortium (3602)

Monitoring Level: TARGETED CCEIS Plan Required: No

Significant Disproportionality in Discipline: No Significant Disproportionality in Placement: No

Element	Review Required (Yes/No)	Completed
Element 1: Graduation Rate	No	
Element 2: Dropout Rate	No	
Element 3b: ELA Participation	No	
Element 3b: Math Participation	No	
Element 3c: ELA Achievement	Yes	
Element 3c: Math Achievement	No	
Element 4a: Suspension Rate	Yes	
Element 5a: LRE Regular Class 80% or more	No	
Element 5b: LRE Regular Class Less than 40%	No	
Element 5c: LRE Separate School	No	
Element 6a: LRE Regular Class	No	
Element 6b: LRE Separate Class	No	
Element 7a1: Positive Social-Emotional Skills, Substantially Increased	No	
Element 7a2: Positive Social-Emotional Skills, Functioning within Age Expectations	No	
Element 7b1: Acquisition and Use of Knowledge and Skills, Substantially Increased	No	
Element 7b2: Acquisition and Use of Knowledge and Skills, Functioning within Age Expectations	No	
Element 7c1: Use of Appropriate Behaviors to Meet Their Needs, Substantially Increased	No	
Element 7c2: Use of Appropriate Behaviors to Meet Their Needs, Functioning within Age Expectations	No	
Element 8: Parent Involvement	No	
Element 9: Overall Disproportionality Areas**	No	
Element 10: Disproportionality by Disability Areas**	No	
Disproportionality in Discipline**	No	
Disproportionality in Placement**	No	
Element 11: Rate of Eligibility Determined within 60 Days *	No	
Element 12: Timely Part C to B transition *	No	
Element 13: Secondary Transition Goals and Services *	No	
Element 14a: Higher Education	No	
Element 14b: Higher Education or Competitive Employment	No	
Element 14c: Any Education or Employment	No	
Child Find	No	
Chronic Absenteeism	No	
* Information for Florents 11, 12, and 12 is far I FA use only Those	Flores (to see out to see	' ' '

<sup>\*</sup> Information for Elements 11, 12, and 13 is for LEA use only. These Elements are not required to be addressed in the SEP due on December 15, 2020.

<sup>\*\*</sup> Each LEA received a Disproportionality data determination in an email dated August 14, 2019 with a subject titled Notification of 2018-19 Disproportionality Review

4.10 EV SELPA Supporting Inclusive Practices (SIP)
Grant

#### East Valley SELPA – SIP Grant Recipient 2020-201

A Project of the California Department of Education, Special Education Division on the Supporting Inclusive Practices (SIP) Project).



SIP provides tiered technical assistance to local educational agencies (LEAs) focused on building, implementing, sustaining, monitoring, and scaling up evidence-based practices within integrated educational systems to increase inclusion of PreK – 12th grade students with disabilities in general education settings.

#### **SIP Goals**

- 1. California State Performance Indicators: Improve LEA's performance on state performance indicators 3, 5, 6, and 7.
- 2. Opportunities and Access: Increase opportunities for students with disabilities to participate in general education LRE and improvement in academic achievement

#### **Elements of Inclusion**

SIP's approach to inclusion is to build a sustainable model of inclusion through the infusion of policy, practice, and culture of an educational organization by a cohesive leadership team.



- <u>Policy</u>: Attention to policy is essential as it helps remove structural and procedural barriers to enable support for inclusion.
- <u>Practice</u>: Practices that are responsive to student diversity, encourage student-directed learning, are evidence-based, and developed via ongoing collaboration between staff, students, and community.
- <u>Culture</u>: This provides the foundational values and principles that promote a collaborating, accepting, and stimulating community which guides decisions about policies and practices.

#### East Valley SELPA – SIP Grant Recipient 2020-201

#### **Grantees Initial Steps:**

#### Step 1

<u>Form a Cohesive Leadership Team</u>: Leadership is the catalyst for driving change and is responsible for setting a clear vision, communicating clarity, and inspiring people to action. <u>Potential Leadership Team Members</u>: General and special education teachers and administrators, related service providers, parents, and others.

#### Step 2

Attend Welcome Webinar: August 26, 2020, 3:00-4:00 p.m.

#### Step 3

<u>Decision Making</u>: How can SIP technical assistance improve outcomes for SWDs and ALL students? Where should we focus the SIP technical assistance? Things to consider:

- ✓ Supporting SEPs development and implementation (particularly related to LRE, both K-12 & preschool)
- ✓ Addressing systemic inequity and lack of access for the most vulnerable students
- ✓ Focusing on pilot programs within districts
- ✓ Developing a SELPA-wide initiative

#### **SIP Project Work is About Culture Change**

- Organic process for each school community there are no toolkits.
- Intentional design starting with envisioning based in the individual context to scale the equity work.
- First adopters must be school boards and superintendents.
- Silos and self-imposed barriers must be broken.
- It is not about a student readiness model, but an adult mindsets and systems readiness/self-reflection model.
- Reculturing with relationships as the foundation for change.

# Supporting Inclusive Practices

SELPA Association Meeting

July 10, 2020

Kristin Brooks, Ed.D.

Executive Director
Riverside County Office of Education

**Kevin Schaefer** 

Director of Program Support El Dorado County SELPAs



Supporting Inclusive Practices







# Objectives



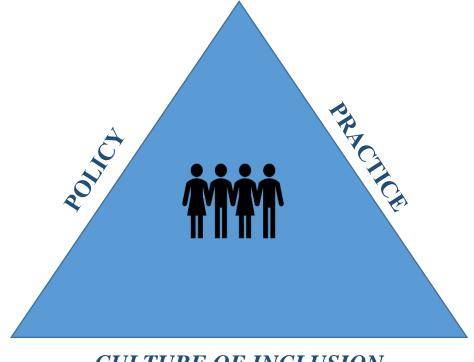
- Provide an overview of the Supporting Inclusive Practices (SIP) statewide contract and grant project.
- Review SIP outcome data from 2019-2020 demonstrating impact.
- Share lessons learned in the field.
- Request SELPA Association member input to best meet the needs of our school communities in 2020-2021 and beyond.

# Project Mission and Focus

- To provide tiered, technical assistance to support local educational agencies (LEAs) with Individuals with Disabilities Education Act (IDEA) Part B, Indicators 3, 5, 6, and 7 of the State Performance Plan.
- Support LEA leadership teams in their intentional design and *redesign* of PreKage 22 systems and supports to increase inclusion and achievement of students with disabilities.
- Envision outcomes, build capacity, implement, scale, and pay it forward in one system of support for all learners centered on culture, policy, and practice.

Inclusion IS	Inclusion IS NOT
Educational Equity and Access	Dump and Hope
Sense of Community and Belonging	GenEd with a 1:1 Untrained Aide
Educational Benefit	Just Mainstreaming
Independence and Interdependence	Line of Sight Inclusion
Philosophy That ALL Students Can Learn	For Compliance
Breaking Down Silos	

## **Essential Elements of Inclusion**

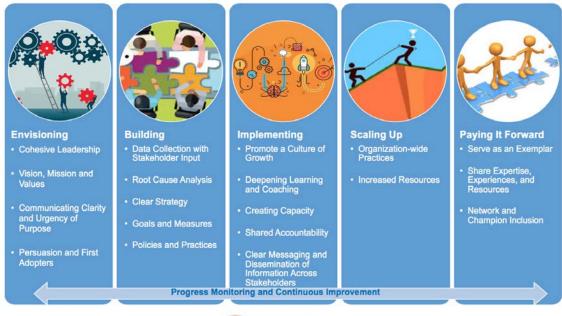


#### **CULTURE OF INCLUSION**

Adapted from Booth and Ainscow (2002)

Funded by the California Department of Education, Special Education Division

# Supporting Inclusive Practices Blueprint for Inclusion







# 2019-2020 SIP LEAs

Albert Michelson Elementary School	Arcadia Unified School District	<b>Burlingame School District</b>	Camino Nuevo Charter
CHIME Institute	College of the Desert	Columbia Union School District	Corona-Norco Unified School District
Covina Valley Unified School District	<b>Dixon Unified School District</b>	East County SELPA (3)	Mother Lode Union School District
Eureka City Schools Winzler Children's Center	Fresno Unified School District	Hollister School District	Humboldt County Office Of Education
Kings County	Kingsburg Elementary Charter	Lodi Unified School District	Los Angeles Unified School District
Los Altos School District	Lynwood Unified School District	Magnolia Elementary School	North Monterey County Unified School District
Oceanside Unified School District	Orange Unified School District	Oroville City Elementary School District	Palm Springs Unified School District
Pleasanton Unified School District	Poway Unified School District	Rialto Unified School District	Romoland School District
Salinas City Unified School District	Sanger Unified School District	Santa Cruz County Office of Education	Soulsbyville Elementary
Stockton Unified School District	Vallejo Unified School District	Ventura County Office of Education	Wheatland Elementary School District
Woodland Joint Unified School District	Yreka Union School District	Yuba County Office of Education	

Funded by the California Department of Education, Special Education Division

## **Priorities**

Birth/Five-Preschool

Elementary

Secondary

Post-Secondary

Equity

Family Engagement/Community

Social-Emotional

Academics

Behavior /PBIS

Instruction

**Progress Monitoring** 

Continuous Improvement

Labor Management

**Evidence-Based Practices** 

# SIP Website



#### **Supporting Inclusive Practices**

Because Diversity is More Fun!

SIP

# Statewide and Local Support



Indicator 3:	2015-2016	2016-2017	2017-2018	2018-2019
B: ELA Participation	93.68	94.68	94.94	95.52 Target >95
B: Math Participation	93.55	94.71	94.64	95.13 Target >95
C: ELA Proficiency	12.05	16.66	14.72	16.10 Target >15.90
C: Math Proficiency	10.11	13.70	12.44	12.52 Target >13.60

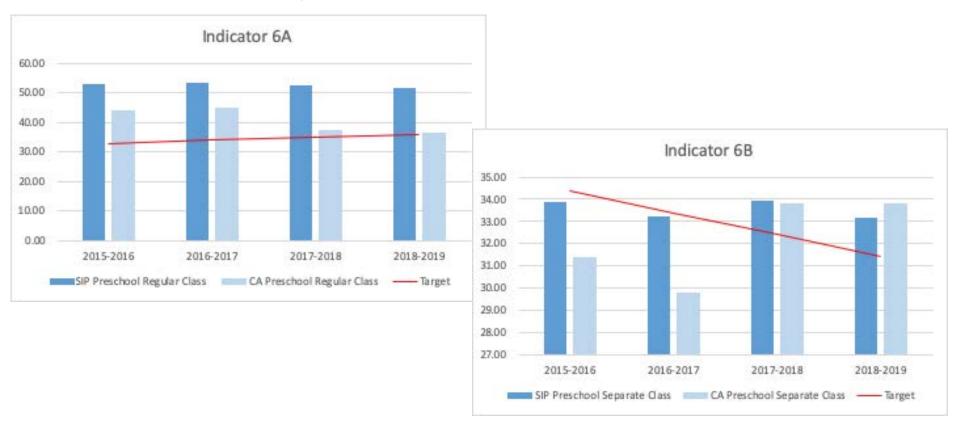
Funded by the California Department of Education, Special Education Division

Indicator 5:	2015-2016	2016-2017	2017-2018	2018-2019
A: In general education > 80%	53.45	54.74	58.06	57.99 Target >52.20
B: In general education < 40%	21.08	20.09	18.55	18.21 Target <21.6
C: In separate school	2.85	2.59	2.54	2.31 Target <3.8

Funded by the California Department of Education, Special Education Division

Indicator 6:	2015-2016	2016-2017	2017-2018	2018-2019
A: Preschool LRE – Regular Program	53.02	53.24	52.42	51.78 Target >35.9
B: Preschool LRE - Separate Class	33.87	33.20	33.91	33.14 Target <31.4

Indicator 7:	2015-2016	2016-2017	2017-2018	2018-2019
A1: Social Emotional Skills Increased	66.52	83.45	77.82	71.39 Target >84.20
A2: Social Emotional w/in Age Expect.	70.92	80.82	76.80	76.39 Target >80.50
B1: Acquisition of Knowledge Increased	67.70	80.28	74.33	70.47 Target >81.70
B2: Acquisition of Knowledge w/in Age Expect	70.29	78.97	75.76	73.84 Target >79.57
C1: Appropriate Behavior Increased	67.18	75.73	71.58	74.75 Target >75.70
C2: Appropriate Behavior w/in Age Expect	69.00	77.05	75.76	74.62 Target >78.45



Funded by the California Department of Education, Special Education Division

#### **LEA** interviews:

- · Resources
- · Mindset
- · Leadership
- · UDL

## Lessons Learned in the Field

- Organic process for each school community there are no toolkits.
- Intentional design starting with envisioning based individual context to scale the equity work.
- First adopters must be school boards and superintendents.
- Silos and self-imposed barriers must be broken.
- It's not about a student readiness model, but an adult mindsets and systems readiness/self-reflection model.
- Reculturing with relationships as the foundation for change.

## Supporting Inclusive Practices

SELPA Association Meeting

July 10, 2020

Kristin Brooks, Ed.D.

Executive Director
Riverside County Office of Education

**Kevin Schaefer** 

Director of Program Support El Dorado County SELPAs



Supporting Inclusive Practices







4.11 SBCSS East Valley Operations	

Contact: Scott Wyatt/Wendy Lucero 386-2722		East Valley Ops Special I	Education	2020-21
<b>EARLY START &amp; 1ST CLASS P</b>	ROGRAMS			
Bryn Mawr	Itinerant	E/Start	Tonja	Wright
Smith	Itinerant	E/Start	Albert	Laragione
Smith	Itinerant	E/Start	Elaine	Waskel
Slover	Itinerant	E/Start	Viridiana	Penilla
Slover	Itinerant	E/Start	Giselle	Kingsley
Slover	Itinerant	E/Start	Miriam	Gomez
Slover	Itinerant	E/Start	Cynthia	Hayes
Smith	Itinerant	E/Start	Amy	O'Neal
ITINERANTS				
Roy C Hill	Itinerant	Nurse	Elizabeth	Ceniceros
B Phelps CS	Itinerant	Nurse	Linda	Kleam
Moore MS	Itinerant	APE	Catarina	Lambert
Moore MS	Itinerant	APE	Rosemary	Mickschi
Smith ES	Itinerant	DHH	Cyndy	Taylor
Smith ES	Itinerant	DHH	Patricia	Tate
Smith ES	Itinerant	DHH	Karen	McPherson
Moore MS	Itinerant	SLP	new	position
Dollahan	Itinerant	SLP	Ciara	Alvarado
Bemis	Itinerant	SLP	filling	Edjoin 6/9/2020
Moore MS	Itinerant	SLP	Annette	Velasquez
Joe Baca MS	Itinerant	SLP	McKenzie	Winchell
Highland Grove ES	Itinerant	OM	Natalie	Brown
Smith ES	Itinerant	OM	Karina	Torres
Highland Grove ES	Itinerant	VI	Teresa	Gibbons
Smith ES	Itinerant	VI	Sheryl	Schmidt

Smith ES	Itinerant	VI	Carolyn	Harrington
Highland Grove ES	Itinerant	VI	Jennifer	Julian
Highland Grove ES	Itinerant	VI	Rebekah	Acosta
Smith ES	Itinerant	VI	Leticia	Ceja
SDC				
Barbara Phelps HS	Redlands	MS	Michael	Winslow
Barbara Phelps HS	Redlands	ED	Leon	Baham
Barbara Phelps HS	Redlands	ED	Richard	Kruk
Highland Grove ES	Redlands	VI	Jeanne	Nelson
Judson Brown ES	Redlands	OI	Janelle	Carlson
Moore MS	Redlands	MS	Filling	
REV HS	Redlands	SPH	Karen	Inge
REV HS	Redlands	MS	Jason	Morris
Smith ES	Colton	MS	Jill	Hoffman
Smith ES	Colton	MS	Donna	Allison
Bemis ES	Rialto	Pre/MS/Aut	Lori	Eder
Dollahan ES	Rialto	Pre/SPH/MS	Norman (Scott)	Parker
Henry ES	Rialto	DHH	Jaclynn	Long
Jehue MS	Rialto	MS	Wendy	Franklin

Eisenhower HS	Rialto	MS	Jill	Wiegmann
Eisenhower HS	Rialto	SPH	Garza	Monica
Rialto HS	Rialto	MS	Amy	Schodt
Rialto HS	Rialto	MS	Jeffrey	Flowers
Alt Ed SDC				
Barbara Phelps HS	Redlands	SDC/SAI	Ana	Eckenwiler
IAE -(3rd- 12th)	SBCSS	SDC/SAI	Monica	Garza
Tri-City Comm School	SBCSS	SDC/SAI	Twanna	Jackson
Tri-City Comm School	SBCSS	SDC/SAI	Eian	Sloan
Youth Justice Center	SBCSS	SDC/SAI	Jeffery	Ordaz
First Class				
Rim of The World	Rim	LSH	McKenzie	Winchell
7/10/2020				

4.12 CALPADS Student Data	

4.13 EV SELPA 2020-2021 Brochure	

# East Valley Special Education Local Plan Area Information Guide



670 E. Carnegie Drive San Bernardino, CA 92408

https://evselpa.sbcss.k12.ca.us

Dr. Patty Metheny, Administrator July 1, 2020

#### 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

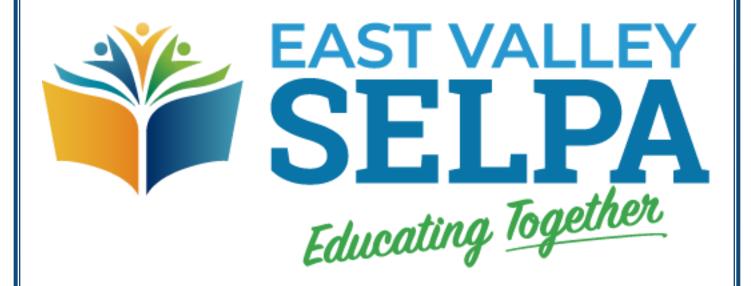
- Partner with the Department of Rehabilitation and SELPA member districts to support employment for special education high school seniors and recent graduates
- Work with local employers to access and support student work experience and long term employment

## **East Valley SELPA Personnel**

Administration Patty Metheny, Ed.D, Administrator	<b>TELEPHONE #</b> 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
Support Staff  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	252-4507 252-4542 252-4502 252-4509 252-4564 252-4541
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  Hailey Campa, School Occupational Therapist II  Patricia Chavez, School Occupational Therapist II  Suzy Linett, Contract Occupational Therapist  Nicole Ortiz, School Occupational Therapist II	252-4538 252-4518 252-4545 252-4511 252-4507 252-4513
School-Based Physical Therapy Staff Belinda Block, Physical Therapist	
Educationally Related Mental Health Services Staff Stacy Gray, Behavioral Health Counselor Sepehr Kalantari, Behavioral Health Counselor Gloria Ybarra, Behavioral Health Counselor	252-4510 252-4537
Transition Partnership Project Staff Elizabeth Dickson, Transition Case Technician Dawn Henderson, Transition Case Technician Helen Junker, Transition Case Technician Sandie Gutierrez, Transition Case Technician Vera Diaz, Work Incentive Technician	252-4517 252-4515 252-4514 252-4516 252-4539

4.14	EV SELPA Catalog	2020-2021	Professio	nal Develo	pment

## 2020



VIRTUAL PROFESSIONAL DEVELOPMENT

WEBINAR TRAININGS CATALOG



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Professional Crisis Management (PCM)
School Psychologists
Speech-Language
Transition
EV SELPA Presenters Bios

# Educating Together

## MEMBER DISTRICTS





#### **Colton Joint Unified School District**

Rob Pearson, *Director, Pupil Personnel Services* 10435 Cedar Avenue, Bloomington, CA 92316 Ph. 909.580.5002 ext. 6336 Fax 909.876.4080

> rob pearson@cjusd.net www.colton.k12.ca.us



#### **Rialto Unified School District**

Bridgette Ealy, Lead Special Services Agent

182 East Walnut Avenue, Rialto, CA 92376 Ph. 909.820.7700 ext.2371 Fax 909.421.3471

> bealy@rialto.k12.ca.us www.rialto.k12.ca.us



## San Bernardino County Superintendent of Schools East Valley Operations

Dr. Scott Wyatt, Area Director scott.wyatt@sbcss.net

Bernadine Hollingsworth, *Principal* bernadine.hollingsworth@sbcss.net

Lisa Garcia, *Principal* <u>lisa.garcia@sbcss.net</u>

601 North E Street, San Bernardino, CA 92415 Ph. 909.386.2722 Fax 909.386.5791 www.sbcss.k12.ca.us



#### **Redlands Unified School District**

Jason Hill, Executive Director, Student Services
33 West Lugonia Avenue, Redlands, CA 92374
Ph. 909.748.6962 Fax 909.748.6992

<u>Jason Hill@redlands.k12.ca.us</u> www.redlands.k12.ca.us



#### **Rim of the World Unified School District**

Derek Swem, Director, Pupil Personnel Services

P.O. Box 430, Lake Arrowhead, CA 92352 Ph. 909.336.4118 Fax 909.336.4162

> <u>Derek Swem@rimsd.k12.ca.us</u> www.rimsd.k12.ca.us



#### **Yucaipa-Calimesa Joint Unified School District**

Jim Stolze, Executive Director, Student Services

35912 Avenue H, Yucaipa, CA 92399 Ph. 909.790.8550 ext.5301 Fax 909.790.8541

> <u>jim stolze@ycjusd.us</u> <u>www.yucaipaschools.com</u>



LEADERSHIP TEAM		
Patty Metheny, Ed.D., Administrator	909.252.4507	patty.metheny@sbcss.net
Rick Homutoff, Ed.D., Program Manager, Due Process	909.252.4526	rick.homutoff@sbcss.net
Anne-Marie Foley, M.S., Program Manager, Regional Services	909.252.4521	anne-marie.foley@sbcss.net
Andrea Tennyson, Consultant	909.252.4508	andrea.tennyson@sbcss.net
Rosalva Contreras, Administrative Assistant	909.252.4507	rosalva.contreras@sbcss.net
Tracy Schroeder, LCSW, Program Manager , Behavioral Health	909.252.4522	tracy.schroeder@sbcss.net
Jo-Ann Vargas, OTR/L, Lead OT	909.252.4538	joann.vargas@sbcss.net
Helen Junker, Transition Project Assistant	909.252.4514	helen.junker@sbcss.net
PROGRAM SPECIALISTS		
Courtney Beatty, M.A., BCBA	909.252.4519	courtney.beatty@sbcss.net
Mary Anne Klenske, M.A.	909.252.4524	maryanne.klenske@sbcss.net
Colleen Meland, M.A.	909.252.4525	colleen.meland@sbcss.net
Shannon Vogt, M.A.	909.252.4523	shannon.vogt@sbcss.net
AUTISM PROGRAM SPECIALIST		
Susanne Ferguson, Ed.S., CCC-SLP, BCBA	909.252.4520	susanne.ferguson@sbcss.net
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Emily Belcher	909.252.4536	emily.belcher@sbcss.net
Jonathan Mardoyan	909.252.4578	jonathan.mardoyan@sbcss.net



# SELPA Educating Together. CALENDAR OF EVENTS

AUGUST 2020	TIME	VIRTUAL EVENT	PAGE
8/20/20	1:00-2:30	Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series (#1)	45
8/20/20	1:00-2:30	Transition Teachers Instruction: Support for Teachers of High School Juniors Training Series (#1)	46
8/20/20	1:00-2:30	Support for High School Transition Teachers for Young Adults 18-22 Years Old Training Series (#1)	47
8/21/20	9:00-11:00	Paraprofessionals in a Virtual World: Three Models for Distance Learning Utilizing Paraprofessionals Support (AM Session)	35
8/21/20	1:00-3:00	Paraprofessionals in a Virtual World: Three Models for Distance Learning Utilizing Paraprofessionals Support (PM Session)	35
8/25/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
8/25/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/25/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
8/25/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/26/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
8/26/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/26/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
8/26/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/27/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
8/27/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/27/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
8/27/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/27/20	2:00-3:00	Region 10 ADR Committee Presents: Making Virtual	10
8/27/20	8:00-12:00	Transition Teachers Instruction: Support for Teachers of	45
8/27/20	8:00-12:00	Transition Teachers Instruction: Support for Teachers of	46
8/27/20	8:00-12:00	Support for High School Transition Teachers for Young	47



# SELPA CALENDAR OF EVENTS Educating Together.

SEPTEMBER 2020	TIME	VIRTUAL EVENT	PAGE
9/3/20	ТВА	Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series (#3)	45
9/3/20	ТВА	Transition Teachers Instruction: Support for Teachers of High School Juniors Training Series (#3)	46
9/3/20	ТВА	Support for High School Transition Teachers for Young Adults 18-22 Years Old Training Series (#3)	47
9/3/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
9/3/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
9/4/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
9/4/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
9/11/20	9:00-12:00	Region 10 OT Committee Presents: Legally Compliant OT/PT Assessments & Reports	32
9/14/20	9:00-11:00	School Psychologists Training: Tips, Tricks, Tools and Best Practice for Eligibility Assessment Refresher	39
9/17/20	8:30-10:30	Adult Transition Program (ATP) Network Meeting	
9/17/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/17/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/18/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/18/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/21/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/21/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/22/20	9:30-10:30	Region 10 ADR Committee Presents: Setting the Stage for Collaboration: The Cornerstone of the IEP Meeting	11



# SELPA CALENDAR OF EVENTS Educating Together.

OCTOBER 2020	TIME	VIRTUAL EVENT	PAGE
10/6/20	9:00-11:00	Autism & Assessment: A Team Approach	13,16
10/6-7/20	8:30-10:30	IEP Goal Development & Progress Monitoring (2-Day Training)	27
10/8/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
10/8/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
10/9/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
10/9/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
10/16/20	1:00-3:00	Behavior Networking	20
10/19/20	9:00-11:00	Applied Behavior Analysis (ABA)	14, 21
10/19/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
10/19/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
10/20/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
10/20/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
10/21/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
10/21/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
10/26/20	1:00-3:00	Applied Behavior Analysis (ABA)	14, 21
10/21/20	1:00-3:00	Autism & Mental Health	17, 25
10/29/20	9:00-11:00	Augmentative and Alternative Communication (AAC) in the Classroom	18, 43
10/30/20	1:00-3:00	Augmentative and Alternative Communication (AAC) in the Classroom	18, 43



# SELPA CALENDAR OF EVENTS Educating Together.

NOVEMBER 2020	TIME	VIRTUAL EVENT	PAGE
11/2/20	9:00-11:00	The School Psychologists Role in Determining Eligibilty	40
11/5/20	8:30-10:30	Structuring the Classroom for Student Success	30
11/6/20	1:00-3:00	Structuring the Classroom for Student Success	30
11/9/20	8:30-10:30	IEP Implementation	28
11/12/20	9:00-11:00	Got Behavior? We've Got Solutions!	22
11/13/20	1:00-3:00	Got Behavior? We've Got Solutions!	22
11/18/20	1:00-4:00	Behavior Intervention Program Framework	23
11/6/20	1:00-3:00	Structuring the Classroom for Student Success	30
11/9/20	8:30-10:30	IEP Implementation	28
11/12/20	9:00-11:00	Got Behavior? We've Got Solutions!	22
11/13/20	1:00-3:00	Got Behavior? We've Got Solutions!	22
11/18/20	1:00-4:00	Behavior Intervention Program Framework	23
DECEMBER 2020	TIME	VIRTUAL EVENT	PAGE
12/3/20	8:00-10:00	Region 10 Occupational & Physical Therapists Committee Presents: Back to School Basics	33
12/7/20	9:00-11:00	School Psychologist Training: Emotional Disturbance Assessment Webinar	41

# **ADR**



ALTERNATIVE DISPUTE RESOLUTION







#### REGION 10 ADR COMMITTEE PRESENTS:



#### MAKING VIRTUAL MEETINGS & RELATIONSHIPS WITH PARENTS WORK

IEP AND OTHER TYPES OF MEETINGS HAVE CHANGED FROM BEING IN-PERSON TO A VIRTUAL PLATFORM. WHAT ARE THE CHALLENGES FACING STAFF AND PARENTS IN THIS PLATFORM?

THIS TRAINING WILL PROVIDE STRATEGIES AND TOOLS THAT CAN BE IMPLEMENTED IMMEDIATELY, ENSURING THAT VIRTUAL MEETINGS WILL CONTINUE TO BE MEANINGFUL, PRODUCTIVE, AND LEGAL.

THURSDAY AUGUST 27, 2020 2:00 - 3:00 PM

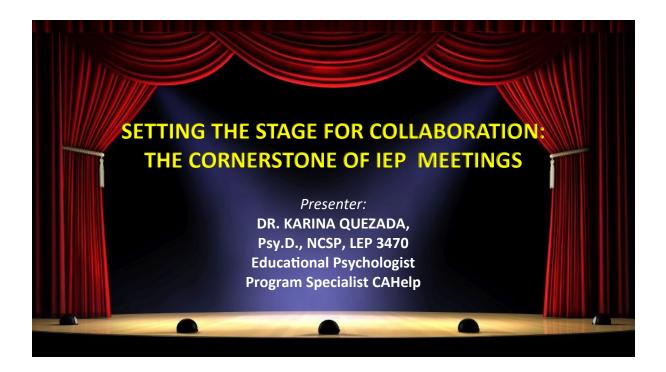
Register Online: <a href="https://sbcss.k12oms.org/46-187282">https://sbcss.k12oms.org/46-187282</a>







#### **REGION 10 ADR COMMITTEE PRESENTS:**



TUESDAY

**SEPTEMBER 22, 2020** 

9:30 - 10:30 AM

ssential to the success of an IEP meeting is the understanding and the usage of critical components that facilitate a smooth process. Dr. Quezada will highlight how to use the following components in the virtual world. Such components include knowing the IEP process, using agendas, conducting proper introductions, employing visuals such as Flip Charts, layout of building including parking lots, and understanding collaboration and consensus.

Register Online: https://sbcss.k12oms.org/46-187280









## **AUTISM ASSESSMENT - A TEAM APPROACH**

Tuesday
OCTOBER 6, 2020
9:00 am — 11:00 am

#### **TEAM OF PRESENTERS:**

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

Participants will learn best practices to be used by assessment teams when conducting autism assessment. Participants will hear from professionals in the fields of school psychology, speech and language pathology, Applied Behavior Analysis (ABA), mental health and occupational therapy regarding how to collaborate for the purposes of generating a comprehensive assessment. All assessors who work with students suspected of having autism are encouraged to attend and participate in this live webinar. The presenters believe a comprehensive approach is the most ethical and legally defensible manner in which to assess. Participants will learn the differences between autism as identified via education code, and within a medical model. Participants will gain resources, ideas, and knowledge about how to use a team approach to autism assessment.

#### Register Online:

https://sbcss.k12oms.org/46-186893





# APPLIED BEHAVIOR ANALYSIS





EAST VALLEY SELPA PROGRAM SPECIALISTS
COURTNEY BEATTY, M.A., BCBA

SUSANNE FERGUSON, Ed.S., CCC-SLP, BCBA

This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, not both.

**OR** 

MONDAY
OCTOBER 19, 2020
9:00 am - 11:00 am

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186894

MONDAY
OCTOBER 26, 2020
1:00 pm - 3:00 pm

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186895

Join us for a two-hour introductory course on Applied Behavioral Analysis. Participants will learn evidence-based behavioral strategies that can be used immediately in classrooms. These strategies will optimize the behavioral, social, academic, and communicative functioning of students with ASD.

#### Objectives:

- Definition and Facts about ABA
- The ABC Contingency
- Functions of Behavior
- Reinforcers and Their Principles
- Positive and Negative Reinforcement & Punishment
- Extinction
- ABA Teaching Strategies
- Definition and Components of Discrete Trial Training
- Data Collection









## **AUTISM ASSESSMENT - A TEAM APPROACH**

Tuesday
OCTOBER 6, 2020
9:00 am — 11:00 am

#### **TEAM OF PRESENTERS:**

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

Participants will learn best practices to be used by assessment teams when conducting autism assessment. Participants will hear from professionals in the fields of school psychology, speech and language pathology, Applied Behavior Analysis (ABA), mental health and occupational therapy regarding how to collaborate for the purposes of generating a comprehensive assessment. All assessors who work with students suspected of having autism are encouraged to attend and participate in this live webinar. The presenters believe a comprehensive approach is the most ethical and legally defensible manner in which to assess. Participants will learn the differences between autism as identified via education code, and within a medical model. Participants will gain resources, ideas, and knowledge about how to use a team approach to autism assessment.

#### Register Online:

https://sbcss.k12oms.org/46-186893







## **AUTISM & MENTAL HEALTH**

#### **Presenters:**

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist Jessica Lascano, M.A., LEP #3613, NCSP, SBCSS School Psychologist Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Wednesday

OCTOBER 21, 2020 1:00 pm - 3:00 pm

**Register Online:** 

https://sbcss.k12oms.org/46-186896

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 course will review evidence-based 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.





# AAC in the Classroom: Empowering All Students to Communicate

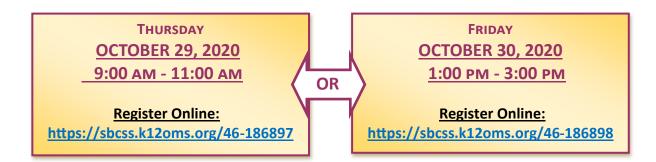
#### **Presenters:**

EV SELPA Program Specialists
Courtney Beatty, M.A., BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA



This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, not both.



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

#### We will cover many objectives, including:

- The guiding principals of AAC and its forms
- 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
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

This training is an overview of AAC and focuses on classroom implementation. It does NOT cover programming of specific devices or their systems.







#### **BEHAVIOR NETWORKING**



#### Presented by:

Courtney Beaty, M.A., BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA
Mary Anne Klenske, M.A.
Colleen Meland, M.A.
Shannon Vogt, M.A.
Tracy Schroeder, XXXXXX

October 16, 2020 1:00 - 3:00 pm





# APPLIED BEHAVIOR ANALYSIS





EAST VALLEY SELPA PROGRAM SPECIALISTS
COURTNEY BEATTY, M.A., BCBA
SUSANNE FERGUSON, Ed.S., CCC-SLP, BCBA



This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, not both.

**OR** 

MONDAY
OCTOBER 19, 2020
9:00 am - 11:00 am

REGISTER ONLINE:

https://sbcss.k12oms.org/46-186894

MONDAY
OCTOBER 26, 2020
1:00 pm - 3:00 pm

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186895

Join us for a two-hour introductory course on Applied Behavioral Analysis. Participants will learn evidence-based behavioral strategies that can be used immediately in classrooms. These strategies will optimize the behavioral, social, academic, and communicative functioning of students with ASD.

#### Objectives:

- Definition and Facts about ABA
- The ABC Contingency
- Functions of Behavior
- Reinforcers and Their Principles
- Positive and Negative Reinforcement & Punishment
- Extinction
- ABA Teaching Strategies
- Definition and Components of Discrete Trial Training
- Data Collection









#### **Presenters:**

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist
Mary Anne Klenske, M.A., EV SELPA Program Specialist
Jo-Ann Vargas, OTR/L, EV SELPA Lead Occupational Therapist

This webinar is offered twice, so participants can select either a morning or an afternoon session. Participants will only register for one webinar, not both.

THURSDAY NOVEMBER 12, 2020 9:00 am - 11:00 am

REGISTER ONLINE: https://sbcss.k12oms.org/46-186902

OR

FRIDAY NOVEMBER 13, 2020 1:00 pm - 3:00 pm

REGISTER ONLINE: <a href="https://sbcss.k12oms.org/46-186903">https://sbcss.k12oms.org/46-186903</a>

This webinar focuses on using hands-on positive proactive approaches to classroom and behavior management to assist teachers with students with behavior challenges. The following behavioral principles will be introduced to empower teachers to manage problem behaviors effectively in their settings:

- ABC's and functions of behavior
- Reinforcement and reinforcement Systems
- Visual Supports & other tools to manage behavior





#### BEHAVIOR INTERVENTION PROGRAM FRAMEWORK



Presented by:

East Valley SELPA's Program Specialists Team
Courtney Beaty, M.A., BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA
Mary Anne Klenske, M.A.
Colleen Meland, M.A.
Shannon Vogt, M.A.

November 18, 2020 1:00 - 4:00 pm







#### **IEP GOAL & PROGRESS MONITORING**

Tuesday & Wednesday
OCTOBER 6 & 7, 2020
8:30 - 10:30 AM

#### Presenters:

EAST VALLEY SELPA PROGRAM SPECIALISTS

COURTNEY BEATTY, M.A., BCBA

SHANNON VOGT, M.A.

Join us for two, 2-hour courses on how to develop legally compliant IEP goals using a 13-part template and how to collect data (progress monitoring) on IEP goals. Participants will receive a goal bank to reference & help support future goal development.





#### Day 1 Objectives - Participants will:

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

#### <u>Day 2 Objectives - Participants will:</u>

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

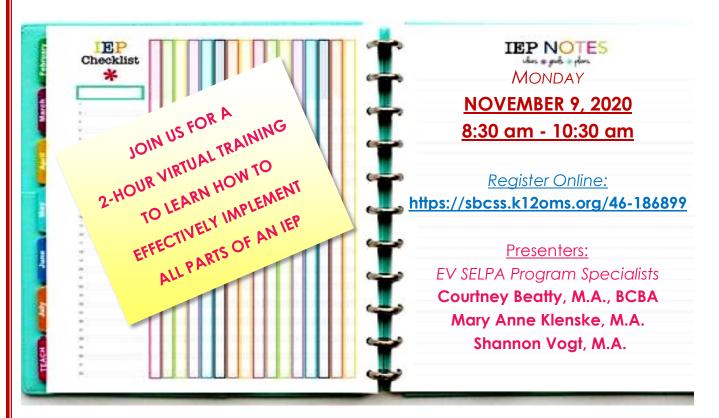
This is a 2-day training, participants must attend both days

REGISTER ONLINE: https://sbcss.k12oms.org/46-186904









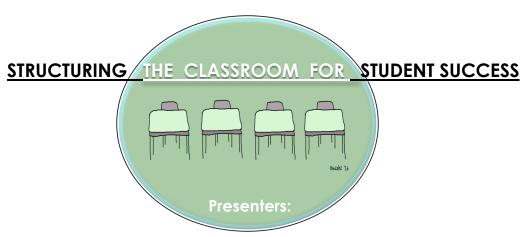
#### **Objectives:**

- Participants will understand all the areas for implementation in an IEP
- Participants will learn to use the conditions of intervention as a guide for target skill instruction
- Participants will learn how to collect data while instructing the target skill
- Participants will understand self-management with checklists









Courtney Beatty, M.A., BCBA, EV SELPA Program Specialist Jo-Ann Vargas, OTR/L, EV SELPA Lead Occupational Therapist Shannon Vogt, M.A., EV SELPA Program Specialist

This live webinar is for teachers, paras and administrators at any stage of their career who would like to learn more about effective, well-run classrooms based on Evidence-Based Practices (EBP). Participants will leave with many tools to immediately implement in their classrooms!

#### Objectives:

- Participants will learn several classroom environmental interventions
- Participants will learn the difference between modifications and accommodations
- Participants will understand behavioral management strategies including classroom rules and

This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, NOT both.

THURSDAY

NOVEMBER 5, 2020 8:30 am - 10:30 am

REGISTER ONLINE:

https://sbcss.k12oms.org/46-186900

OR

FRIDAY

1:00 pm - 3:00 pm

**REGISTER ONLINE:** 

https://sbcss.k12oms.org/46-186901









#### **AUTISM & MENTAL HEALTH**

#### **Presenters:**

Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist Jessica Lascano, M.A., LEP #3613, NCSP, SBCSS School Psychologist Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

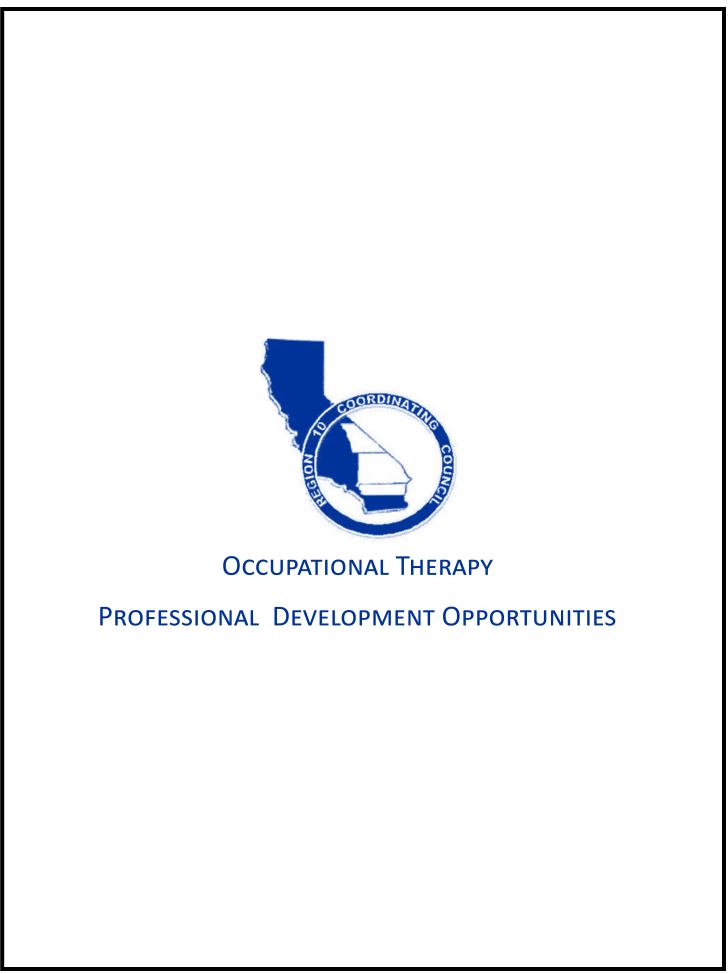
Wednesday

OCTOBER 21, 2020 1:00 pm - 3:00 pm

**Register Online:** 

https://sbcss.k12oms.org/46-186896

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 course will review evidence-based 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.



#### Region 10 Coordinating Council Presents the following training....



#### **Legally Compliant OT/PT Assessments & Reports**

## Presented by Cynthia Vargas Attorney at Law from Fagen Friedman & Fulfrost LLP and Rick Homutoff, Ed.D., EV SELPA Due Process Program Manager

*Back by popular demand* with new information on IEPs and Distance Learning. This Live Webinar is a <u>must</u> for school-based Occupational and Physical Therapists who strive to be as legally compliant as possible when it comes to testing, assessing and documenting reports. NEW TOPICS include IEPs and Distance Learning issues. It will consist of a two hour seminar, followed by a one hour Q&A.

**Date:** Friday, September 11, 2020

**Time:** Webinar 8:00-11:00 am with the last hour for Q&A

**Location:** Webinar (Link will be sent prior to the event)

**Fee:** This webinar is offered at **No Cost** to participants

**Audience:** Occupational & Physical Therapists, Certified Occupational Therapy Assistants, PT Assistants

#### **Outcomes:**

- 1. Participants will be able to name at least 3 legal tools to implement during Distance Learning including language for assessments and treatments.
- 2. Participants will understand the legal implications of IEPs and assessment timelines, especially during and after Distance Learning.
- 3. Participants will learn how legally compliant and evidence based treatment interventions may be different during and after school closures.

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

Questions: Tami Goldstein, SELPA Services Specialist, tami.goldstein@sbcss.net

Registration Deadline: Friday, August 21, 2020

Register online: <a href="https://sbcss.k12oms.org/46-186687">https://sbcss.k12oms.org/46-186687</a>





#### **Region 10 Coordinating Council Presents:**

#### **Back to School Basics Webinar**

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

This 3-hour webinar will go over the role of the Occupational and Physical Therapist in the school setting. From basic concepts to application of new legal mandates, this training will review foundational principles for the school-based practitioner and best practices not only for in-person assessments and treatments, but also for distance learning. The Region 10 OT Committee will share their knowledge and expertise which has resulted in defensible assessments and treatment delivery in the Inland Empire and Orange County. Topics will include: referral process, assessment tools (formal and informal), assessment report templates, a list of evidence-based interventions, legally sound documentation forms, and more. This is your opportunity to ask the burning questions and receive responses from different perspectives yet derived from best practices.

Date: Thursday, December 3, 2020

Time: 8:30 a.m. to 11:30.

Location: On line. The link will be sent upon registration

Fee: Free

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants, Special Education Teachers, General Educators, Instructional Assistants and Administrators.

#### **Outcomes:**

Participants will:

- 1. Define the roles of Occupational and Physical therapy in school-based practice
- 2. Understand the IEP process as related service providers
- 3. Identify common assessments and interventions
- 4. Learn best practices related to documentation

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

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupatioanl Therapy at joann.vargas@sbcss.net

Register Online:

https://sbcss.k12oms.org/46-188188

Registration Deadline: November 12 2020 Registration must be submitted on-line at: Follow OMS online registration instructions.



Paraprofessionals











#### **Paraprofessionals in a Virtual World:**

Three Models for Distance Learning Utilizing Paraprofessionals Support

Presented by:

EV SELPA Program Specialists



Courtney Beatty, M.A., BCBA
Mary Anne Klenske, M.A.
Colleen Meland, M.A.
Shannon Vogt, M.A.



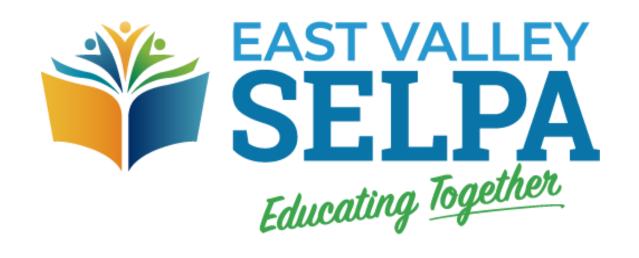
This training will layout 3 learning models for teachers and paraprofessionals to work together to efficiently guide students when working in the virtual world. Paraprofessionals will learn, among other things, how to effectively remediate instructional lessons, how to prompt students remotely how to use various instructional strategies, and how to use various support tools virtually.

AUGUST 21, 2020 9:00—11:00 AM

Register Online: https://sbcss.kl2oms.org/ 46-187985 OR

AUGUST 21, 2020 1:00-3:00 PM

Register Online: https://sbcss.k12oms.org/ 46-187986















#### The School Psychologists Role in Determining Eligibility

Presented by:

Jessica Lascano, M.A., LEP#3613, NCSP Anne-Marie Foley, M.S., Program Manager, Regional Services EV SELPA

November 2, 2020

9:00 am—11:00 am

School psychologists are uniquely posed to support the IEP team in determining special education eligibility. They can help IEP teams to understand and use assessment findings to make data driven decisions. In this training school psychologists will learn best practices when presenting assessment results, determining eligibility, selecting a plan type, and working with the IEP team to utilize available data in an appropriate and defensible manner.

Register Online: <a href="https://sbcss.k12oms.org/46-188165">https://sbcss.k12oms.org/46-188165</a>



Emotional Disturbance Assessment Webinar

Presented by: Jessica Lascano, M.A., LEP#3613, NCSP

> December 7, 2020 9:00 am -11:00 am

This training is focused on assessment in the area of Emotional Disturbance. The trainer will explore the California Education Code definition of Emotional Disturbance, and the six characteristics associated with this eligibility area. Participants will learn how to conduct thorough assessment in the area of Emotional Disturbance, and will learn how to capture assessment findings in a legally defensible and comprehensive psycho-educational report. Participants will leave the training with several tools, and resources for use when assessing students in the area of Emotional Disturbance.

Register Online: https://sbcss.k12oms.org/46-188161





The following PCM Re-certification Trainings will be 4-hour Virtual Training and an exam on-line for both Practitioner and Practitioner 2(P) levels during the COVID-19 pandemic. Each training date includes two different time options for participants to choose from, 9:00 am—1:00 pm or 1:00 pm—5:00 pm . Confirmed registered participants will receive a PCM packet and a link to join the recertification training prior to the training event.

Re-certification Trainings - \$40.00 per training

PRACTITIONER LEVEL RE-CERTIFICATION TRAININGS			
DATE	TIME	ONLINE REGISTRATION	
Tuesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187599	
AUGUST 25, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187609	
Wednesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187600	
AUGUST 26, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187610	
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187601	
AUGUST 27, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187612	
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187603	
SEPTEMBER 3, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187613	
Friday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187604	
SEPTEMBER 4, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187615	
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187606	
OCTOBER 8, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187618	
Friday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187607	
OCTOBER 9, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187619	

PRACTITIONER 2P LEVEL RE-CERTIFICATION TRAININGS			
DATE	TIME	ONLINE REGISTRATION	
Tuesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187560	
AUGUST 25, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187584	
Wednesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187565	
AUGUST 26, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187586	
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187567	
AUGUST 27, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187588	
Thursday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187570	
SEPTEMBER 17, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187590	
Friday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187573	
SEPTEMBER 18, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187592	
Monday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187574	
SEPTEMBER 21, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187595	
Monday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187575	
OCTOBER 19, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187596	
Tuesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187577	
OCTOBER 20, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187597	
Wednesday	9:00 AM - 1:00 PM	https://sbcss.k12oms.org/46-187579	
OCTOBER 21, 2020	1:00 PM - 5:00 PM	https://sbcss.k12oms.org/46-187598	







## AAC in the Classroom: Empowering All Students to Communicate

#### **Presenters:**

EV SELPA Program Specialists
Courtney Beatty, M.A., BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA



This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, not both.



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

#### We will cover many objectives, including:

- The guiding principals of AAC and its forms
- 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
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

This training is an overview of AAC and focuses on classroom implementation. It does NOT cover programming of specific devices or their systems.









# Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series

1	AUGUST 20, 2020 1:00 - 2:30 PM  • Welcome Back • Overview of Google Classroom • Overview of Alliance for Education Partnership  Register Online: https://sbcss.k12oms.org/46-187408
2	AUGUST 27, 2020 8:00 - 12:00 PM  • Overview of Progress Reports Presented by Department of Rehabilitation (DOR)  Register Online: https://sbcss.k12oms.org/
3	SEPTEMBER 3, 2020 TBA  • Using additional resources remotely Presented by CRY/ROP—WIOA Team
4.	OCTOBER 2020 TBA  • Overview of documenting transition services within the IEP

#### Save the Date:

January 26, 2021 - Virtual Cross Training - 9:00 am - 12:00 pm & April 2021 - Career Information Day





# Transition Teachers Instruction: Support for Teachers of High School Juniors Training Series



1	AUGUST 20, 2020 1:00 - 2:30 PM   • Welcome Back  • Overview of Google Classroom  • Overview of Virtual Job Shadowing  Register Online: https://sbcss.k12oms.org/46-188144
2	AUGUST 27, 2020 8:00 AM—12:00 PM  • Overview of Progress Reports Presented by Department of Rehabilitation (DOR)  • Tips & Tricks on using Career Choices while teaching virtually online Register Online: https://sbcss.k12oms.org/46-188189
3	SEPTEMBER 3, 2020 TBA  • Using additional resources remotely Presented by CRY/ROP—WIOA Team  OCTOBER 2020 TBA
4	Overview of documenting transition services within the IEP

#### Save the Date:

January 26, 2021 - Virtual Cross Training—9:00 am - 12:00 pm April 2021 - Career Information Day





# SUPPORT FOR HIGH SCHOOL TRANSITION TEACHERS OF 18-22 YEAR OLD YOUNG ADULTS TRAINING SERIES

### **TRANS!T!ON**









Thursday AUGUST 20, 2020 1:00 pm-2:30 pm

- Welcome Back
- Overview of Google Classroom & JR Virtual Job Shadow

Register Online: https://sbcss.k12oms.org/46-187127

#### Thursday AUGUST 27, 2020 8:00 am-12:00 pm

Overview of Progress Reports
 Presented by DOR

Register Online: <a href="https://sbcss.k12oms.org/46-188193">https://sbcss.k12oms.org/46-188193</a>



#### SEPTEMBER 3, 2020 TBA

 Using additional resources remotely Presented by CRY/ROP-WIOA Team



#### OCTOBER 2020 TBA

 Overview of Documenting Transition Services within the IEP

#### SAVE THE DATE

January 26, 2021 - Virtual Cross Training - 9:00 am—12:00 pm

Career Information Day—APRIL 2021

#### EV SELPA PRESENTERS

#### Courtney Beatty, M.A., BCBA, Program Specialist

Courtney Beatty has been a Program Specialist with the East Valley SELPA for 3 years. She has worked in the field of special education for the past 13 years in various settings including in home therapy, general and special education classrooms. Courtney received her Master's 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), and overall classroom management strategies for students across the continuum.

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

Susanne Ferguson is East Valley SELPA's Autism Program Specialist. She has worked with learners with Autism Spectrum Disorders and other exceptional needs in public schools since 1997 in various positions, including speech-language pathologist, inclusion specialist, and behavioral specialist. Susanne holds an M.A. degree in Communicative Disorders from California State University, Fullerton and an Ed.S. degree in Special Education from Northcentral University. She is a nationally certified and state licensed speech-language pathologist (SLP) and board certified behavior analyst (BCBA). 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, and the Picture Exchange Communication System (PECS). 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.

#### Mary Anne Klenske, M.A., Program Specialist

Mary Anne Klenske has been a Program Specialist, with an emphasis in Behavior Support, for 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 29 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)

#### EV SELPA PRESENTERS

#### Jessica M. Lascano, M.A., LEP, NCSP, School Psychologist

Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools. She is embarking on her 17th year in education. During her time as an educator Jessica has worked as a special education teacher, 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 a NASP Nationally Certified School Psychologist, and a Licensed Educational Psychologist with the California Board of Behavioral Sciences. She has recently completed the ABAI 4th Edition ABA verified course sequence at Florida Institute of Technology. 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, and 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 in the profession, and is very dedicated to supporting all children.

#### Colleen Meland, M.A., Program Specialist

Colleen Meland has been a Program Specialist for the East Valley SELPA for over 20 years. She brings to her job 19 years of classroom experience. She 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.

#### EV SELPA PRESENTERS

#### Jo-Ann Vargas, OTR/L, Lead Occupational Therapist

Jo-Ann Vargas is the Lead Occupational Therapist for the East Valley SELPA, with over 29 years of experience in Occupational Therapy. Jo-Ann holds a Master's degree in Education with emphasis in Best Practices. She holds a California OT License and National Certification. Her latest trainings are in Sensory Processing, Handwriting Interventions, Alternative Dispute Resolution, and Distant Learning Interventions. Jo-Ann and her team of OT's, work with schoolage children with a variety of special education needs throughout the member districts of the EV SELPA. Her special interest is in working with children that have behavioral, learning and attention difficulties impacting their education.

#### Shannon Vogt, M.A., Program Specialist

Shannon Vogt has been a Program Specialist for the East Valley SELPA for 6 years. She has been working in the field of special education for the past 16 years in numerous settings supporting students with disabilities to progress behaviorally, socially, functionally, and academically. She obtained a master's degree in Education, Curriculum and Instruction as well as extensive studies in Applied Behavior Analysis 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 EV SELPA, her focus has been working with teachers on developing legally compliant IEP goals and support the implementation of the IEP document. She works in the areas of Professional Crisis Management, Alternative Dispute Resolution, and Behavioral Interventions. Her passion continues to be mentoring new teachers and staff and working side-by-side with students to build their skills sets. She remains dedicated to learning the best practices in her field, so these practices reach the teachers and students within her 5 district member SELPA.



4.15	Hot <sup>-</sup>	Topics	

#### [DISTRICT LETTERHEAD]

#### [DATE]

#### Dear Parent/Guardian:

The Ontario Montclair School District ("District") in conjunction with Centers for Disease Control and Prevention (CDC) and Los Angeles County Health Officials continue to recommend a shelter in place, due to the continued COVID-19 health crisis. Health care providers and caregivers (including psychologists) are considered essential worker and can have contact with their students if remote working is not practical.

The District is proposing to see you (or your child) in person during the shelter in place order. The reason for the exception to the shelter in place order is because the school district has deemed it necessary to complete your child's assessment and virtual and/or remote assessment are not likely to produce valid results. The District has made careful considerations regarding which assessments are essential at this time; specifically, assessments related important transitions (e.g., initial school placement, transition school placement, triennial assessment, etc.).

To protect your family and that of the assessment team, the District has taken protective precautions to decrease the risk of exposure. Upon initial contact, the District will do the following:

- Verbally screen students and parents for known or suspected COVID-19 in self or close contacts;
- Verbally screen students for fever, cough or respiratory systems in self or close contacts;
- Use a no touch thermometer to take the student's temperature;
- Wear a face mask; your child will also be required to wear a mask;
- The assessor and child with be separated by a plexiglass divider;
- Practice and require the proper use of hand hygiene and alcohol-based hand sanitizer and/or soap-and-water; and
- Disinfect exposed and potentially contacted surfaces and all testing materials in between assessment appointments

If you are agreeable to taking part in the protective precautions referred to above, please sign the attached acknowledgement form and the assessments can begin on [DATE] and [TIME], as scheduled.

Please understand, if you are not comfortable with or unable to adhere to the protective measures described above, then we will be unable to conduct the offered assessments at this time. We ask that you please notify us in writing that you are not comfortable with or unable to adhere to the protective measures described above, and that you withdraw your consent for your child's assessment at this time. Should your circumstances change in the future, the District will remain ready, willing, and available to conduct the assessments.

Thank you in advance for your collaboration in our efforts to maintain the health and safety of your child, as well as all students and staff in the District.

Sincerely,



Ontario Montclair School District

#### **ACKNOWLEDGEMENT**

I understand that by completing this assessment, the risk of infection of COVID-19 is greater for myself, a member of my household or anyone else with whom I come in contact.

I declare that neither I, nor any members of my household, have any of the following symptoms:

- Fever or a general feeling of discomfort, illness, or uneasiness whose exact cause is difficult to identify
- Cough, chest pain, shortness of breath
- Sneezing or runny nose

I understand that the following factors increase the likelihood of complications related to COVID-19:

- Obesity;
- Persons over the age of 65;
- Smoking or a history of smoking;
- Heart disease or lung disease (including asthma);
- Immunocompromised (organ transplant, chemotherapy, prednisone or other medication);
- Diabetes; and/or
- Liver or kidney disease.

I,, understand that face-to-face contact contant I understand that I have the choice to postpone my child's approximately, tests positive for COVID-19 within 14 days of my Hacienda La Puente Unified School District directly.	pointment for assessment. If my child, or anyone in
I,, consent to bring my child,	, for an assessment with the Ontario
Montclair School District Assessment Team for the following ap	pointment on: [DATE] at [TIME].
I,	understand that by withdrawing my consent to the red to conduct the assessment within the applicable ssessments by contacting [NAME], my child's case
Parent/Guardian/Adult Student	Date

#### DISTRICT LETTERHEAD

#### Department of Special Education – Assessment Protocol

The Ontario Montclair School Distr	rict has determined individual asses	ssments may be conducted
in person, by the	assessment team.	

To support our staff, students and families the following protocol has been developed.

#### Prior to the day of testing

- At least 24 hours prior to the first day of assessment, the assessor sends the family the Assessment Appointment Letter with the attached acknowledgement, and copy of the Assessment Checklist that will be used each day of testing.
- Ensure you receive a newly signed acknowledgement sheet for each day of testing.

#### **Each Day of testing**

- Parent/guardian is to text or call the assessor at the arrival of their assessment window. Parent/guardian and student are to remain in the car.
- Assessor exits the testing center to meet the family in the parking lot.
- While maintaining social distance, the assessor uses the parent/guardian checklist to assess for risk factors.
- Once the checklist is completed, including the student's temperature the student is provided hand sanitizer, the student and staff walk to testing room. If necessary, provide the student a disposable mask.
- Assessor reviews the assessment process with the student and completes the assessment.
- At the student's last break in assessment, the assessor notifies the parent the anticipated end time of the assessment.
- Parent/guardian is to text or call the assessor when they arrive in the parking lot. Parent/guardian is to stay in the car.
- Assessor will walk the student to car and confirm next appointment and review process.

#### After testing

- The assessor will re-enter testing room and begin by wiping down all mobile equipment/devises used during the assessment
- Assessor will then wipe/sanitize the divider, tables, chairs and any other furniture
- Assessor will inform site administration after last appointment to schedule night custodian for deep cleaning

#### [DISTRICT LETTERHEAD]

Student to be assessed:		
Assessor(s):		
Date and time of intake:		
Have you or anyone in your household had a fever in the last 72 hours?	YES	NO
Have you or anyone in your household traveled on an airplane in the last 20 days?	YES	NO
If so, is this beyond the 14 day quarantine period for that family member?	YES	NO
Have you or anyone in your household had a runny nose or has anyone been actively sneezing in the past 72 hours?	YES	NO
Have you or anyone in your household had chest pain, or experienced shortness of breath in the last 72 hours?	YES	NO
If answered yes to one or more questions, discontinue the checklist and d follow up the following school week. Please notify site administration ar	•	
immediately. If discontinued for three weeks in a row, send prior written the denial.  Date of Second Attempt: Date of Third Attended If all answers above were no, please continue to part II	notice of re	
the denial.  Date of Second Attempt: Date of Third Attended If all answers above were no, please continue to part II	notice of re	easons for
the denial.  Date of Second Attempt: Date of Third Attention	notice of re	
the denial.  Date of Second Attempt: Date of Third Atter  If all answers above were no, please continue to part II  Do you agree to wear a mask during the assessment process?  Do you agree to remain behind the plexiglass divider for the	notice of re	easons for
Date of Second Attempt: Date of Third Attended If all answers above were no, please continue to part II  Do you agree to wear a mask during the assessment process?  Do you agree to remain behind the plexiglass divider for the assessment?  Do you agree to follow safe hygiene practices including washing your	notice of remote	NO NO
Date of Second Attempt: Date of Third Attempt  If all answers above were no, please continue to part II  Do you agree to wear a mask during the assessment process?  Do you agree to remain behind the plexiglass divider for the assessment?  Do you agree to follow safe hygiene practices including washing your hands?	notice of rempt:  YES YES YES	NO NO NO
Date of Second Attempt: Date of Third Atter  If all answers above were no, please continue to part II  Do you agree to wear a mask during the assessment process?  Do you agree to remain behind the plexiglass divider for the assessment?  Do you agree to follow safe hygiene practices including washing your hands?  Do you agree to utilize hand sanitizer when prompted by the assessor?  Parent/Guardian, do you agree to keep your phone handy should the	notice of rempt:  YES YES YES YES YES YES	NO N
Date of Second Attempt: Date of Third Attended If all answers above were no, please continue to part II  Do you agree to wear a mask during the assessment process?  Do you agree to remain behind the plexiglass divider for the assessment?  Do you agree to follow safe hygiene practices including washing your hands?  Do you agree to utilize hand sanitizer when prompted by the assessor?  Parent/Guardian, do you agree to keep your phone handy should the assessor need to contact you for any concerns?  If answered no to one or more questions, discontinue the checklist and desite administration and direct supervisor immediately. Send prior writtended.	notice of rempt:  YES YES YES YES YES YES	NO N

#### **OTHER**

5.1 2020-2021 EV SELPA Steering Committee Meetings

#### 2020/2021 East Valley SELPA Steering/Finance Committee Meeting Schedule

All meetings will be 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 16, 2020** 

**AUGUST 2020 - NO MEETING** 

**SEPTEMBER 10, 2020** (Conference Room D)

**OCTOBER 15, 2020** 

**NOVEMBER 12, 2020** 

**DECEMBER 10, 2020** 

**JANUARY 2021 - NO MEETING** 

**FEBRUARY 11, 2021** 

**MARCH 18, 2021** 

**APRIL 15, 2021** 

MAY 13, 2021

**JUNE 10, 2021** 

5.2 2020-2021 EV SELPA Board of Directors Meetings

#### 2020/2021 East Valley SELPA BOARD OF DIRECTORS MEETING SCHEDULE

September 16, 2020

November 18, 2020

February 24, 2021

March 24, 2021

May 19, 2021

June 16, 2021

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

5.3 2020-2021 EV SELPA CAC Meetings	

#### 2020/2021 East Valley Special Education Local Plan Area

#### **CAC Meeting Schedule**

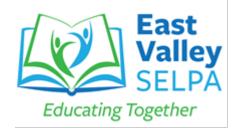
All meetings will held at the Dorothy Inghram Learning Center Home of the East Valley SELPA beginning at 9:30 a.m. & ending at 11:00 a.m.

**SEPTEMBER 21, 2020** 

**NOVEMBER 16, 2020** 

**FEBRUARY 22, 2021** 

**APRIL 19, 2021** 



5.4 EV SELPA Professional Development – August & September 2020



## SELPA Educating Together. CALENDAR OF EVENTS

AUGUST 2020	TIME	VIRTUAL EVENT	PAGE
8/20/20	1:00-2:30	Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series (#1)	45
8/20/20	1:00-2:30	Transition Teachers Instruction: Support for Teachers of High School Juniors Training Series (#1)	46
8/20/20	1:00-2:30	Support for High School Transition Teachers for Young Adults 18-22 Years Old Training Series (#1)	47
8/21/20	9:00-11:00	Paraprofessionals in a Virtual World: Three Models for Distance Learning Utilizing Paraprofessionals Support (AM Session)	35
8/21/20	1:00-3:00	Paraprofessionals in a Virtual World: Three Models for Distance Learning Utilizing Paraprofessionals Support (PM Session)	35
8/25/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
8/25/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/25/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
8/25/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/26/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
8/26/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/26/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
8/26/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/27/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
8/27/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/27/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
8/27/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
8/27/20	2:00-3:00	Region 10 ADR Committee Presents: Making Virtual	10
8/27/20	8:00-12:00	Transition Teachers Instruction: Support for Teachers of	45
8/27/20	8:00-12:00	Transition Teachers Instruction: Support for Teachers of	46
8/27/20	8:00-12:00	Support for High School Transition Teachers for Young	47



### SELPA CALENDAR OF EVENTS Educating Together.

SEPTEMBER 2020	TIME	VIRTUAL EVENT	PAGE
9/3/20	ТВА	Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series (#3)	45
9/3/20	ТВА	Transition Teachers Instruction: Support for Teachers of High School Juniors Training Series (#3)	46
9/3/20	ТВА	Support for High School Transition Teachers for Young Adults 18-22 Years Old Training Series (#3)	47
9/3/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
9/3/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
9/4/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	37
9/4/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	37
9/11/20	9:00-12:00	Region 10 OT Committee Presents: Legally Compliant OT/PT Assessments & Reports	32
9/14/20	9:00-11:00	School Psychologists Training: Tips, Tricks, Tools and Best Practice for Eligibility Assessment Refresher	39
9/17/20	8:30-10:30	Adult Transition Program (ATP) Network Meeting	
9/17/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/17/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/18/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/18/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/21/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/21/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	37
9/22/20	9:30-10:30	Region 10 ADR Committee Presents: Setting the Stage for Collaboration: The Cornerstone of the IEP Meeting	11