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

** AGENDA **
AUGUST 15, 2024, 8:00 A.M.

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

<u>PRESENTER</u>

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

<u>Finance Items</u>

4.1	EV SELPA NonPublic School 4th Quarter 2024-2025 Report	Jennifer Brooksby Elizabeth Coronel
4.2	2023-2024 EV SELPA Regional Services Final Costs • 2023-2024 OT Regional Services Costs Offset	Andrea Tennyson Patty Metheny
4.3	AB602 June 2024 CDE Certification SELPA Funding • 2023-2024 EV SELPA Schedule REX	Andrea Tennyson
4.4	2024-2025 EV SELPA Schedule REX	Andrea Tennyson
4.5	EV SLEPA Revised Fiscal Allocation Plan	Patty Metheny
4.6	EV SELPA Fiscal Reporting Calendar 2024-2025	Andrea Tennyson

<u>Program Items</u>

4.7	EV SELPA Staff Assignments 2024-2025 • Program Specialists & EV-23 Revisions/Process • Occupational Therapists • Behavioral Health Counselors • Transition Technicians	Patty Metheny Jennifer Brooksby
4.8	SBCSS FFS Program Update • Class Lists & Staff • How to Access FFS Data in SEIS	Rich Frederick Peggy McFee

| 4.9 | EV SELPA Behavior Emergency Report Revisions | Jennifer Brooksby |

4.9   EV SELPA Behavior Emergency Report Revisions   Jennifer Brooksby

4.10   SEIS/CALPADS/Compliance   Jennifer Brooksby
- CALPADS Plan 0620 Error   Sonya Cain
- EV SELPA SEIS Office Hours
- 2024-25 SIES Tech Meetings – August 29, 2-3:30 pm
- Timeline Compliance Prong II

4.11   Early Childhood   Jennifer Brooksby
- DRDP Required Trainings

4.12   SLP Supervision of SLPAs Change Effective July 1, 2024 Jennifer Brooksby

4.13   Alternative Dispute Resolution (ADR)   Patty Metheny
- EV SELPA Website Requests   Jennifer Brooksby
- Key2Ed Facilitated IEP Trainings

4.14   Parent Resource Fair – October 18, 2024   Patty Metheny

4.15   EV SELPA Inclusion Summit 2.0   Patty Metheny
- November 6, 2024 Riverside Convention Cener

4.16   50th Anniversary IDEA – EV SELPA Gala Event   Patty Metheny
- June 6, 2024, 6:30 pm, Riverside Convention Center
- Planning Committee

4.17   EV SELPA 2024-2025 Professional Development Catalog   Patty Metheny

4.18   Hot Topics   Committee

5.0   OTHER

5.1   2024-2025 EVSELPA Steering Committee Meetings

5.2   2024-2025 EVSELPA Board of Directors Meetings

5.3   2024-2025 EVSELPA CAC Meetings

5.2   EV SELPA Professional Development – August & September 2024

5.4   Next Meeting – September 12, 2024, 8:00 AM

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
June 13, 2024

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Dr. Sonya Scott	Rialto Unified School District
Torri Burke	Rim of the World Unified School District
Dr. Scott Wyatt	San Bernardino County Supt of Schools
James Wood	San Bernardino County Supt of Schools

FISCAL STAFF PRESENT:

Linda Resiwain	Business Services, Colton
Juan Villanueva	Business Services, Colton
Scott Whyte	Business Services, Rim of the World
Anthony Warnecke	Internal Business, SBCSS
Selina Hurley	Internal Business, SBCSS
Amber Tavis	Business Services, Yucaipa-Calimesa

MEMBERS ABSENT:

Patricia Buchmiller	Redlands Unified School District
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

OTHERS PRESENT:

Jessica Maiorca-Nunez	Supporting Inclusive Practices (SIP)
Jana Steward	Yucaipa-Calimesa
Jennifer Brooksby	East Valley SELPA
Dr. Rick Homutoff	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Sonya Cain	East Valley SELPA
Rosalva Contreras	East Valley SELPA

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the May 9, 2024, meeting were reviewed. Motion to approve the minutes was made by Torri Burke and seconded by Rob Pearson. The minutes were approved by the consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 EV SELPA Proportionate Share Programs
The EV SELPA Proportionate Share Program preliminary costs for occupational therapy and mental health services were presented by Andrea Tennyson. Ms. Tennyson indicated there has been a significant increase in mental health services from the last time this item was presented. Final numbers will be shared during the August Steering Committee.

4.2 SBCSS Fee-for-Service
The Fee-for-Service 2023-2024 preliminary counts and fees for the San Bernardino County Superintendent of Schools (SBCSS) Regional Programs were presented. Ms. Tennyson shared she is working with Redlands USD and Rialto USD to clarify some discrepancies in the student count verification. The final numbers will be presented during the September Steering Committee Meeting.

4.3 EV SELPA 2023-2024 Fiscal Reporting Calendar
Fiscal activities for the month of June were reviewed. Ms. Tennyson noted grant reporting is due to California Department of Education (CDE) by the end of the month. As a reminder, mental health funds are distributed to districts directly thus the reporting must be done by the districts.

4.4 EV SELPA 2024-2025 Schedule Rex
Ms. Tennyson clarified that the numbers presented today in the schedule Rex are preliminary numbers based on Governor Newsom's May Revise. Schedule Rex will not be finalized and updated until the California State budget is enacted later this month. Ms. Tennyson noted there has been a decrease in SELPA wide Average Daily Attendance (ADA) since districts are no longer permitted to use "frozen" ADA that were allowed for funding purposes during the Covid-19 pandemic.

4.5 EV SELPA 2024-2025 Fiscal Reporting Calendar
July and August fiscal activities were reviewed. July will be focused on closing the books and opening the new Fiscal Year. Transition Partnership Project (TPP) activities will continue during these months. The 2023-2024 Total NonPublic Schools (NPS) cost will be presented during the August Steering meeting as well as the AB 602 certification and the revised Schedule Rex based on the enacted budget.

<u>Program Items</u>

4.6 System Improvement Lead (SIL) Data & Inclusion PD
Dr. Patty Metheny shared the Committee decided Supporting Inclusive Practices (SIP) will be a regular item for each Steering Committee Meeting. She surveyed the committee as to the best way for EV SELPA to move forward with this initiative. The directors suggested trainings and initiatives that will integrate the general education partners to share our "tools of empowerment" and "build logic models" that could work with both general and special education partners. A fall summit will be planned to assist in implementing and developing the beliefs established during the May 1 summit.

Jessica Maiorca-Nunez from the SIP project reviewed the beliefs established during the May 1st United in Inclusion Summit at the Riverside Convention Center. She spoke about turning cultural beliefs into actions to reduce the gap between a districts' vision and the current reality. Ms. Maiorca- Nunez provided a guided a tour of the System Improvement Leas (SIL0 data site including accessing individual district student data reports as well as some of the resources available at the site.

4.7 2024-2025 EV SELPA NPS Master Contract
Dr. Metheny briefly reviewed the support district must provide to NPS sites based on the reporting requirements via a presentation entitled "Restraint and Seclusion Documentation Requirements" as the law on reporting this information changed for the 2023-2024 school year. As a result, the EV SELPA will be revising the Behavior Emergency Report (BER) to align with the new requirements.

Jennifer Brooksby shared most annual monitoring visits have been completed. Annual monitoring visits are due to CDE on June 30, 2024.

The 2024-2025 EV SELPA NPS Master Contract was presented. Ms. Brooksby shared language pertaining to the new pathway to a high school diploma was included. EV SELPA staff will meet with NPS sites this fall to ensure the new pathway is presented as an option to eligible students along with training on reporting restraint and seclusion data. It is recommended that districts participate in these discussions. The EV SELPA will not engage in a master contract with Precious Hearts Academy.

4.8 EV SELPA Private School Individual Service Plan Services
Dr. Rick Homutoff held the private school consultation annual meeting on May 21, 2024. Private schools and district representatives from throughout the SELPA were present. He led the Steering Committee in a brief discussion, and as in previous years, those present agreed to continue with 90 minutes of consultation annually for private school services in the EV SELPA. Dr. Homutoff shared new CDE guidance pertaining to parentally placed private school students with disabilities in preschool. While a student is preschool age and attending a private preschool on a campus that is a private school grades K-6 or above and the student is eligible for an IEP, the parents can opt for an Individual Service Plan (ISP) and decline the IEP. If a student is parentally placed in a private school and the student reaches the age of six years old, the student will only be entitled to an ISP) should the parent

decline the district's offer of Free and Appropriate Public Education (FAPE) and not enroll in the district.

4.9 CDE Compliance & Improvement Monitoring (CIM)
District Compliance Improvement Monitoring (CIM) progress reports are due to CDE by July 10, 2024. These reports will need to be sent to the "Targeted Monitoring" email address at CDE. Ms. Brooksby is requesting a copy of the report by June 24, 2024 to review prior to submission to CDE. A template for this report was shared.

Ms. Brooksby shared IEP implementation reporting is well underway. Districts are currently working on the service calculations. Once all the calculations are completed, the Local Education Agency (LEA) assurance form must be sent to SELPA. The EV SELPA IEP Implementation Service Provider Assurance Form was provided. Directors were encouraged to have service providers complete and sign this form prior to the end of the year. The form will assist districts with responding in the case of a CDE audit and will ensure service providers certify their services especially if there are retirements or providers leave the district. She requested IEP implementation certification be completed by June 24, 2024 for EV SELPA review.

4.10   CALPADS/Student Data
End of Year 4 (EOY4) data certification is due August 15, 2025. This year, no extension will be provided. Sonya Cain clarified that EOY4 will not be available for certification unless all fatal errors are corrected but that warnings were permissible. Ms. Cain cautions that correction of some errors may lead to other errors in data so a thorough inspection of the records may be needed.

Ms. Brooksby shared all current applicable staff within the EV SELPA have been trained in the Desired Results Developmental Profile (DRDP). Training in DRDP should not take more than two hours to complete. Once staff have been trained, they do not need to re-train on an annual basis. Ms. Brooksby will provide the list of staff to the directors to audit since the end of the year leads to some retirements or staff leaving the district.

DRDP changes this fall were noted due to required changes. All students with an Individual Family Service Plan (IFSP) and all students Transitional Kindergarten (TK) and Kindergarten (K) will be administered the DRDP in 2024-2024. This will necessitate all of these teachers needing training in the DRDP. Ms. Brooksby noted that any student turning six years old at any point during the school year does not need to have the DRDP administered.

4.11   SEIS Implementation
Ms. Brooksby shared the last live day for WebIEP was June 7, 2024. WebIEP is now view only and will remain as view only for the 2024-2025 school year. EV SELPA will continue to have a small contract with Faucette Microsystems to develop a tool in WebIEP to store all historical data. The EV SELPA has fully executed an agreement with Special Education Information System (SEIS). Each district is responsible for executing and maintaining an agreement with SEIS for student data integration with

their individual student information systems. The data load/transfer from WebIEP to SEIS was reported to be well underway. Several test loads have been 100% compatible with SEIS. Official data transfer will continue throughout July 21, 2024 as SEIS is expected to be live on July 22, 2024. SEIS Trainer of Trainers sessions in April were well attended and with some tweaks to the second session well received. The directors shared their resulting district trainings have been successful as well. Colton JUSD provided eight successful and well received SEIS trainings. Rialto USD reports seven successful SEIS trainings in district. Rim of the World USD had several successful trainings. Yucaipa-Calimesa JUSD reports well attended trainings. Jim Wood indicated he will be checking with SBCSS administration to determine if SBCSS provided any SEIS trainings.

Dr. Metheny shared that on June 23, EV SELPA will host a virtual training for special education administrators and SEIS technicians. This will be a technical training. While on July 25 and 26, EV SELPA will host in-person district site administrators at the Dorothy Inghram Learning Center. Staff will only be required to attend one of the two days. This training will focus on the tools within SEIS that contribute to special education compliance in the morning and Facilitated IEP training in the afternoon. The Facilitated IEP training will be facilitated by Key2Ed. This training will not be a technical how to maneuver within SEIS session. EV SELPA will be holding office hours through September to assist users.

Ms. Brooksby clarified that only demographic information will be available in SEIS along with current goals and objectives as the 2024-2025 school year begins. No operative IEPs nor historical IEP data will be available in SEIS, only IEPs that are entered into SEIS from July 22, 2024 forward will be available in SEIS. For all current IEPs and historical IEP data, users must go to WebIEP to retrieve that information in view only format. If an emergency IEP or an assessment plan needs to be developed in June or July, districts will need to use the fillable PDFs available in WebIEP library. Then, those documents will need to be manually entered into SEIS. Districts will strongly encourage to develop a tracking mechanism for these cases as the data would not be available at the SELPA level.

4.12   2024-2025 EV SELPA ADR Cadre
Dr. Metheny shared the EV SELPA Alternative Dispute Resolution (ADR) Cadre will focus this year on Facilitated IEP training. The dates for this upcoming year's cohorts are scheduled for November 2024 and April 2025. A flyer with this information was shared. Districts were encouraged to think of the teams they would like to train this upcoming year. Registration will open soon.

4.13   EV SELPA Parent Resource Fair
Dr. Metheny shared planning for the 2024 Parent Resource Fair has begun. This year, the Fair is scheduled for October 18, 2024 at the Dorothy Inghram Learning Center. More information will be shared as the planning gets underway.

4.14   SBCSS East Valley Operations
Dr. Scott Wyatt and James Wood shared a spreadsheet tracking the 2023-2024 Deaf and Hard of Hearing (DHH) services provided and resulting compensatory services needed. After a quick review, Dr. Wyatt indicated the spreadsheet would need to be updated as he believed it did not reflect all services. The directors inquired if the DHH service providers are billing Medi-Cal for these services, if so, more accurate service logs could be obtained via Medi-Cal documentation software. Dr. Wyatt and Mr. Woods will investigate and report back. Dr. Wyatt indicated the shared spreadsheet will be revised and updated and sent to the directors by next Tuesday. The directors should expect an email from Daisy Vela from San Bernardino County Superintendent of Schools East Valley Operations (SBCCS EV Ops) with the spreadsheet.

Dr. Metheny shared, as part of EV SELPA professional development, a partnership with Riverside City SELPA has been developed to assist staff in better understanding DHH itinerant services. As this was Dr. Wyatt's last meeting as part of the EV SELPA Steering Committee, he shared his appreciation for the years of collaboration with the committee. He will now be focusing on Alternative Education for SBCSS. Mr. James Wood will be the Area Coordinator for both East Valley and West End regions within SBCSS.

4.15   Hot Topics
Dr. Metheny shared the EV SELPA MediCal Collaborative meetings will be scheduled to coincide with the EV SELPA Special Education Leadership quarterly meetings to facilitate the expansion of the Collaborative.

Dr. Homutoff shared he will be revising the Independent Education Evaluation (IEE) policy this summer. Dr. Homutoff asks the directors to review the list of assessors and make recommendations on additions or deletions from the list and let him know of any desired changes by next Friday.

5.0 OTHER

5.1 2024-2025 EV SELPA Steering Committee Meetings

5.2 2024-2025 EV SELPA Board of Directors Meetings

5.3 2024-2025 EV SELPA CAC Meetings

6.0 ADJOURNMENT: Meeting adjourned at 12:01p.m. Next meeting will be held on August 15, 2024.

4.0 FINANCE ITEMS

4.1 EV SELPA NonPublic School 4th Quarter 2024-2025 Report

NonPublic School Report

4th Quarter 2023-2024

East Valley SELPA Board of Directors
September 25, 2024

Patty Metheny, Ed.D.
Chief Administrative Officer

The East Valley SELPA, on behalf of its member districts, contracts with nonpublic schools (NPS) and residential facilities. NPS expenditures are brokered through the EV SELPA office and via the regional Inland Empire SELPA Association (IESA). In addition, the EV SELPA processes all related invoices and provides payments on behalf of its member districts. All NPS contract costs for tuition, mental health services and residential placements, per the students' IEPs, are paid by the EVSELPA on behalf of the districts. The EV SELPA bills the districts on a quarterly basis for all actual costs paid. The EV SELPA reports the quarterly billing transfers in regularly scheduled EV SELPA Steering Committee meetings and provides quarterly comprehensive NPS reporting to the EV SELPA Board of Directors.

2023-2024

Non-Public Schools							
Name of Facility	**Location**	**Number of EV SELPA Students**					
		Colton	**Redlands**	**Rialto**	**Rim**	**YCJUSD**	**Total**
Altus Academy	Rialto, CA	2	2			2	6
Beacon Day	La Palma, CA	1					1
Canyon View	San Dimas, CA		1				1
Joan Macy	La Verne, CA			2	1		3
Leroy Haynes	La Verne, CA	3	1	2			6
Port View Prep	Ontario, CA	1	1	1			3
Precious Hearts	San Bernardino, CA	1	1		2		4
Sierra of East Valley	Colton, CA	1	1			3	5
Spectrum	Chino Hills, CA			4			4
Stone Ridge Academy	Upland, CA	4	1	1	1		7
TOTAL		**13**	**8**	**10**	**4**	**5**	**40**

Residential Treatment Centers							
Name of Facility	**Location**	**Number of EV SELPA Students**					
		Colton	**Redlands**	**Rialto**	**Rim**	**YCJUSD**	**Total**
Alabama Clinical	Birmingham, AL					1	1
CALO	Lake Ozark, MO					1	1
Cinnamon Hills	St. George, UT						
Devereux	Viera, FL						
Lava Heights Academy	Toquerville, UT						
New Haven Youth	Vista, CA		1		1		2
San Diego Center	San Diego, CA						
Sorenson's Ranch	Koosharem, Utah						
Turning Winds	Troy, MT						
TOTAL			**1**		**1**	**2**	**4**

*Student counts reflect students enrolled at this non-public school/residential treatment center for this quarter, one or more students at this facility have transferred to a different NPS/RTC within the same quarter.

Assembly Bill 1172 Requirements

AB1172 requires each NPS/A to provide annual behavior training to all staff that encounter students during the school day. The NPS/A is required to provide to the EV SELPA evidence of the training. The EV SELPA reviews the documentation and provides the verification to any NPS/As with which EV SELPA holds the contract on behalf of its member districts. If an individual LEA holds a contract with an NPA independent of the EV SELPA, the LEA will review the documentation and provide the verification.

Name of Facility	Location	Behavior Training	
		Date Provided	Date Verified by EV SELPA
Alabama Clinical Schools	Birmingham, AL	4.26.24	5.29.24
Altus Academy	Rialto, CA	8.24.23	8.29.23
Beacon Day	La Palma, CA	8.15.23	9.1.23
Canyon View	San Dimas, CA	9.21.23	9.25.23
Change Academy at Lake of the Ozarks	Lake Ozark, MO	10.18.23	10.25.23
Cinnamon Hills	St George, UT	9.25.23	9.26.23
Devereux	Viera, FL	9.29.23	11.1.23
Joan Macy	La Verne, CA	9.13.23	9.15.23
Lava Heights Academy	Toquerville, UT	7.25.23	8.4.23
Leroy Haynes	La Verne, CA	5.31.23	6.7.23
Port View Prep	Ontario, CA	8.22.23	8.23.23
Precious Hearts	San Bernardino, CA	10.4.23	10.10.23
San Diego Center	San Diego, CA	9.11.23	10.2.23
Sierra of East Valley	Colton, CA	9.11.23	9.21.23
Sorenson Ranch	Koosharem, Utah	10.5.23	10.5.23
Spectrum Center	Chino Hills, CA	10.5.23	10.6.23
Stone Ridge Academy	Upland, CA	10.4.23	10.10.23
Turning Winds	Troy, MT	10.19.23	12.04.23

AB1172 requires that the LEA conduct an annual monitoring visit for each student placed at an NPS. The annual monitoring includes student observation, facility walk-through/visit, and review of student progress toward goals. The LEA conducts the annual monitoring using the designated EV SELPA form and submits the form to the EV SELPA when completed. EV SELPA submits the forms to CDE on behalf of its member districts and maintains a database to ensure all placed students are reviewed annually. EV SELPA conducts the annual monitoring visit for each student placed in a residential facility.

Number of District Annual Monitoring Observations Completed this Quarter for NPS Placed Students									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
12	13	3	8	9	10	4	4	1	5

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	Redlands	Rialto	Rim	YCJUSD
13	8	9	4	5

Number of EV SELPA Monitoring Observations/Visits Completed this Quarter for Residentially Placed Students*									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
0	0	2	1	0	0	1	1	1	2

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*				
Colton	Redlands	Rialto	Rim	YCJUSD
1	2	1	2	7

*It is the practice of the East Valley SELPA to provide more visits for students placed residentially than the required annual monitoring visit under AB 1172.

California Department of Education, Special Education Division NPS Monitoring

Non-public schools are cycled through a regular series of on-site reviews and self-reviews by CDE every three years. SELPAs who hold a Master Contract with a NPS and LEAs with students enrolled in the NPS are notified of planned on-site reviews as well as "unannounced visits." It is the practice of the East Valley SELPA to be present at each of these meetings.

Based on CDE reviews there are four certification ratings for a Nonpublic School:

1. Approved – no restrictions
2. Conditional – indicating some level of CDE support, oversight, and required corrective actions
3. Suspension – may not take new students
4. Revocation – unable to accept Special Education dollars for placement but may continue to operate as a private school

Name of Facility	CDE Approval Status	Date of CDE Onsite Review
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	1.24.24
Cinnamon Hills	Approved	
CALO	Approved	
Devereux	Approved	4.9.21
Joan Macy	Approved	11.30.22

Lava Heights	Approved	
Leroy Haynes	Approved	12.1.22
New Haven	Approved	
Port View Prep	Approved	12.14.22
Precious Hearts	Approved	5.17.22
San Diego Center	Approved	
Sierra of East Valley	Approved	
Sorenson's Ranch	Approved	
Spectrum Center – Chino Hills	Approved	
Stone Ridge Academy	Approved	2.4.22
Turning Winds	Approved	

East Valley SELPA does not currently have a Master Contract with any Non-Public School with a CDE certification rating of "Conditional" or "Suspension".

East Valley SELPA — Educating Together

Colton	2022-2023	2023-2024				
NPS (Students reside w/parents)	13	13				
NPS (Students in residential setting)	3	0				
	Prior Yr Q4 Total***	Q4 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 247,181.04	$ 22,143.08	$ 88,481.40	$ 79,711.38	$ 59,025.31	$ 249,361.17
NPS Mental Health**	$ 100,767.35		$ 4,420.76	$ 8,071.34	$ 5,737.00	$ 18,229.10
District Total	$ 347,948.39	$ 22,143.08	$ 92,902.16	$ 87,782.72	$ 64,762.31	$ 267,590.27

Redlands	2022-2023	2023-2024				
NPS (Students reside w/parents)	10	8				
NPS (Students in residential setting)	1	1				
	Prior Yr Q4 Total***	Q4 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 232,002.35	$ 254.41	$ 41,261.91	$ 45,465.96	$ 23,515.46	$ 110,497.74
NPS Mental Health**	$ 1,809.22		$ 6,011.47	$ 13,499.97	$ 15,500.61	$ 35,012.05
District Total	$ 233,811.57	$ 254.41	$ 47,273.38	$ 58,965.93	$ 39,016.07	$ 145,509.79

Rialto	2022-2023	2023-2024				
NPS (Students reside w/parents)	13	10				
NPS (Students in residential setting)	1	0				
	Prior Yr Q4 Total***	Q4 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 156,635.24	$ 46,915.48	$ 53,061.47	$ 38,237.93	$ 20,018.96	$ 158,233.84
NPS Mental Health**	$ 59,708.10	$ 392.11	$ 2,813.37	$ 2,372.25		$ 5,577.73
District Total	$ 216,343.34	$ 47,307.59	$ 55,874.84	$ 40,610.18	$ 20,018.96	$ 163,811.57

Rim	2022-2023	2023-2024				
NPS (Students reside w/parents)	5	4				
NPS (Students in residential setting)	1	1				
	Prior Yr Q4 Total***	Q4 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 63,003.59	$ -	$ 32,013.18	$ 36,870.04	$ 12,690.55	$ 81,573.77
NPS Mental Health**	$ 40,662.14	$ -	$ 10,787.95	$ 10,442.53		$ 21,230.48
District Total	$ 103,665.73	$ -	$ 42,801.13	$ 47,312.57	$ 12,690.55	$ 102,804.25

Yucaipa-Calimesa	2022-2023	2023-2024				
NPS (Students reside w/parents)	5	5				
NPS (Students in residential setting)	2	2				
	Prior Yr Q4 Total***	Q4 Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 68,357.54		$ 27,240.85	$ 20,789.36	$ 9,452.94	$ 57,483.15
NPS Mental Health**	$ 98,716.42	$ 1,455.05	$ 29,439.37	$ 27,633.39	$ 29,556.56	$ 88,084.37
District Total	$ 167,073.96	$ 1,455.05	$ 56,680.22	$ 48,422.75	$ 39,009.50	$ 145,567.52

SELPA Wide Tuition Total	$ 767,179.76	$ 46,915.48	$ 242,058.81	$ 221,074.67	$ 124,703.22	$ 657,149.67
SELPA Wide Mental Health Total	$ 301,663.23	$ 1,847.16	$ 53,472.92	$ 62,019.48	$ 50,794.17	$ 168,133.73
SELPA Wide Grand Total	$ 1,068,842.99	$ 71,160.13	$ 295,531.73	$ 283,094.15	$ 175,497.39	$ 825,283.40

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

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

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

4.2 2023-2024 EV SELPA Regional Services Final Costs

2023-24 EAST VALLEY SELPA
REGIONAL SERVICES FINAL PROPORTIONATE SHARED COSTS
Final Student Counts as June 2024

SERVICES	ACTUAL EXPENSE	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL Costs
MENTAL HEALTH COUNSELING	$557,119.25	34	$300,667.53	2	$17,686.33	25	$221,079.06	2	$17,686.33	63	$557,119.25
MH Percentage		54%		3%		40%		3%		100%	
OCCUPATIONAL THERAPY	$2,055,202.39	131	$651,892.28	197	$980,326.56	33	$164,217.14	52	$258,766.40	413	$2,055,202.39
OT Percentage		32%		48%		8%		13%		100%	
PHYSICAL THERAPY	$152,902.41	15	$52,125.82	18	$62,550.99	4	$13,900.22	7	$24,325.38	44	$152,902.41
PT Percentage		34%		41%		9%		16%		100%	
		180	$1,004,685.64	217	$1,060,563.88	62	$399,196.42	61	$300,778.11	520	$2,765,224.05

4.3 AB 602 June 2024 CDE Certification SELPA Funding

EAST VALLEY SELPA AB 602 CDE CERTIFICATION

FY 21/22 ANNUAL R3	Annual Feb 2023	Received through May 2023	Annual R1 June 2023	Annual R2 Feb 2024	Received through May 2024	Annual R3 June 2024	Adjustment	Sch/Mgmt
Colton Joint Unified School District	10,857,642	10,857,599	11,135,741	11,135,741	11,135,741	11,135,741	-	213
Redlands Unified School District	13,789,903	13,785,991	13,696,068	13,696,066	13,696,068	13,696,066	-2	249
Rim of the World Unified School District	1,973,685	1,973,784	1,867,469	1,867,469	1,867,469	1,867,469	0	251
Yucaipa-Calimesa Joint Unified School District	6,160,376	6,159,804	5,838,164	5,838,164	5,838,164	5,838,164	0	260
Rialto Unified School District	14,589,101	14,589,591	14,832,484	14,832,486	14,832,484	14,832,486	2	274
FUND 10 TOTAL	47,370,707	47,366,769	47,369,926	47,369,926	47,369,926	47,369,926	-	
0270 - Regional Autism Program	192,866	192,866	192,866	192,866	192,866	192,866	0	
0273 - Regional Services/Program Specialist	2,132,961	2,132,961	2,132,961	2,132,961	2,132,961	2,132,961	0	0273
0276 - Low Incidence	276,369	276,369	276,369	276,369	276,369	276,369	0	0276
0279 - SELPA Regional Occupational Therapy	1,932,502	1,932,502	1,932,502	1,932,502	1,932,502	1,932,502	0	0279
2700 - County Services	5,224,757	5,247,316	5,224,757	5,215,940	5,217,705	5,215,940	-1765	2700
ESRM - Residential Mental Health Oversight	326,784	326,784	326,784	326,784	326,784	326,784	0	ESRM
FUND 01 TOTAL	10,086,239	10,108,798	10,086,239	10,077,422	10,079,187	10,077,422	-1765	
TOTAL	57,456,946	57,475,567	57,456,165	57,447,348	57,449,113	57,447,348	-1765	

FY 22/23 Annual R1	P-1 February 2023	Received through May 2023	P-2 June 2023	Annual Feb 2024	Received through May 2024	Annual R1 June 2024	Adjustment	Mgmt
Colton Joint Unified School District	13,914,025	12,544,658	13,946,845	13,992,217	13,983,141	13,993,780	10,639	213
Redlands Unified School District	15,080,883	13,795,946	15,047,125	15,679,496	15,553,021	15,578,311	25,290	249
Rim of the World Unified School District	2,106,792	1,936,008	2,101,033	2,114,930	2,112,149	2,115,085	2,936	251
Yucaipa-Calimesa Joint Unified School District	6,040,161	5,545,666	6,101,907	5,979,149	6,003,699	5,980,897	(22,802)	260
Rialto Unified School District	17,964,957	16,247,223	17,942,037	18,076,588	18,049,677	18,079,247	29,570	274
FUND 10 TOTAL	55,106,818	50,069,501	55,138,947	55,842,380	55,701,687	55,747,321	45,634	
0270 - Regional Autism Program	-	23,488	-	-	-	-	-	
0273 - Regional Services/Program Specialist	2,247,966	2,086,869	2,247,966	2,247,966	2,247,966	2,247,966	-	0273
0276 - Low Incidence	299,010	271,621	297,029	297,029	297,029	297,029	-	0276
0279 - SELPA Regional Occupational Therapy	2,548,968	2,290,618	2,548,968	2,548,968	2,548,968	2,548,968	-	0279
2700 - County Services	5,175,322	4,855,333	4,876,631	4,170,458	4,311,699	4,170,458	(141,241)	2700
ESRM - Residential Mental Health Oversight	379,493	345,810	379,493	379,493	379,493	379,493	-	ESRM
FUND 01 TOTAL	10,650,759	9,873,739	10,350,087	9,643,914	9,785,155	9,643,914	(141,241)	
TOTAL	65,757,577	59,943,240	65,489,034	65,486,294	65,486,842	65,391,235	(95,607)	

FY 23/24 P-2		Received through January 2024	Feb 2024 P-1 Cert	Received through May 2024	June 2024 P-2 Cert	Adjustment	
Colton Joint Unified School District		7,139,483	12,208,372	11,138,447	12,154,753	1,016,306	213
Redlands Unified School District		8,249,541	15,408,179	14,018,905	15,195,686	1,176,781	249
Rim of the World Unified School District		1,092,996	2,024,772	1,779,404	1,915,439	136,035	251
Yucaipa-Calimesa Joint Unified School District		3,311,550	6,316,539	5,788,246	6,361,889	573,643	260
Rialto Unified School District		9,566,511	18,070,083	16,369,367	18,041,723	1,672,356	274
FUND 10 TOTAL		29,360,081	54,027,945	49,094,369	53,669,491	4,575,121	
0273 - Regional Services/Program Specialist		1,503,138	2,713,233	2,471,214	2,713,232	242,018	0273
0276 - Low Incidence		159,328	303,785	274,892	303,785	28,893	0276
0279 - SELPA Regional Occupational Therapy *		1,430,923	2,640,200	2,398,343	2,640,200	241,857	0279
2700 - County Services		2,547,442	4,106,160	3,794,422	3,884,781	90,359	2700
ESRM - Residential Mental Health Oversight		229,656	415,414	378,264	415,414	37,150	ESRM
FUND 01 TOTAL		5,870,487	10,178,792	9,317,135	9,957,413	640,278	
TOTAL		35,230,568	64,206,737	58,411,504	63,626,903	5,215,399	

EAST VALLEY SELPA 2023-24 SCHEDULE REX
June 2024 P-2 Certification
as of 8/12/2024

LN	RES	DESCRIPTION	A/E?	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	SBCSS EV OPS	REGIONAL/ SELPA	SELPA	TOTAL
A		B	C	D	E	F	G	H	I	J	K	L
		ADA FOR AB 602 FUNDING P-1 Certification										
I		**2023/24 SELPA total K-12 ADA P-1 Cert**	A	**17,580.39**	**18,427.93**	**21,744.45**	**2,589.90**	**7,760.84**	**399.10**			**68,502.61**
II		PY 22/23 SELPA Total K-12 ADA @ $820 (Used P-2 Cert)	A	17,515.10	18,387.28	21,792.02	2,546.94	7,727.82	417.81			68,386.97
III		Second PY 21/22 SELPA Total K-12 ADA @ $715 (P-2 Cert)	A	17,853.09	18,571.80	21,770.09	2,467.62	7,841.54	419.84			68,923.98
IV		**SELPA FUNDED ADA (Greater of each LEA's CY, PY, and PPY)**	A	**17,853.09**	**18,571.80**	**21,792.02**	**2,589.90**	**7,841.54**	**419.84**			**69,068.19**
V		Prior Year (22/23) SELPA Funded ADA at P-2	A	20,403.68	20,048.01	24,126.10	2,917.43	8,393.97	607.36			76,496.55
VI		Decrease in ADA from Prior Year SELPA Funded ADA	A	(2,550.59)	(1,476.21)	(2,334.08)	(327.53)	(552.43)	(187.52)			(7,428.36)
		AB 602 STATE REVENUE - % change factor		-12.5006%	-7.3634%	-9.6745%	-11.2267%	-6.5813%	-30.8746%			-9.7107%
1	6500	*Adjusted Base Grant Entitlement @$887.4040 per ADA (8.22% COLA)*	A	$ 15,842,903.48	$ 16,480,689.61	$ 19,338,325.72	$ 2,298,287.63	$ 6,958,613.96	$ 372,567.70			$ 61,291,388.09
1a		District Base Funding %		25.85%	26.89%	31.55%	3.75%	11.35%	0.61%			100.00%
1b		Local Special Education Property Tax Projection based on PY AB602 P-2 ADA	A	$ (1,328,779.82)	$ (1,382,272.37)	$ (1,621,948.72)	$ (192,762.54)	$ (583,634.55)				$ 5,109,398.00
1c		District Net Funding Entitlement		$ 14,514,123.66	$ 15,098,417.24	$ 17,716,377.00	$ 2,105,525.09	$ 6,374,979.41	$ 372,567.70			$ 56,181,990.09
2	6500	PS/RS Apportionment (19/20 SELPA Funded ADA 77,310.54 @ 19.7905018)	A								$ 1,530,014.38	$ 1,530,014.38
3	6500	*Low Incidence (555 @ $3,649.07)*	A	$ 344,289.61	$ 632,748.48	$ 434,239.15	$ 40,322.21	$ 269,848.62		$ 303,784.95		$ 2,025,233.02
4	6500	*Out-of-Home (Data/counts provided by CDE 22/23 counts used)*	A	$ 651,655.00	$ 1,337,550.00	$ 1,107,638.00	$ 63,711.00	$ 729,112.00				$ 3,889,666.00
5		**TOTAL APPORTIONMENT I-7**		$ 15,510,068.27	$ 17,068,715.72	$ 19,258,254.15	$ 2,209,558.30	$ 7,373,940.03	$ 372,567.70	$ 303,784.45	$ 1,530,014.38	$ 63,626,903.00
6		*Off-the-Top Funding the SELPA*										$ -
7	6500	*Mental Health Oversight*	A	$ (108,034.99)	$ (112,384.14)	$ (131,870.76)	$ (15,672.35)	$ (47,451.77)	$ -	$ 415,414.00		$ -
8	6500	*Contributions to EV SELPA Operations (1.90% of AB 602 Adjusted Base Grant)*	A	$ (305,844.34)	$ (318,156.69)	$ (373,322.83)	$ (44,368.02)	$ (134,334.77)	$ (7,192.35)		$ 1,183,219.00	$ -
9		SBCSS/EV Ops Fee-for-Service (Final Count)	A	$ (3,432,767.50)	$ (1,565,392.00)	$ (2,333,286.00)	$ (215,881.00)	$ (1,081,477.50)	$ 8,628,804.00			$ -
10	6500	OT Proportionate Share (Final Student Count as of June 6, 2024)	A	$ (837,448.00)	$ (1,259,369.00)		$ (210,960.00)	$ (332,422.00)		$ 2,640,200.00		$ -
11		PROPERTY TAXES	A	$ 1,328,779.82	$ 1,382,272.37	$ 1,621,948.72	$ 192,762.54	$ 583,634.55	$ (5,109,398.00)			$ -
12		**Total Net RS 6500 AB 602 State Aid Funding and Property Tax Less Off-the-Top**	A	$ 12,154,753.26	$ 15,195,686.26	$ 18,041,723.28	$ 1,915,439.47	$ 6,361,888.55	$ 3,884,781.34	$ 3,359,398.45	$ 2,713,232.39	$ 63,626,903.00
13		*UPDATED_OT Return of Funds Proportionate Share*	A	185,556.14	279,042.44	-	46,743.16	73,655.87				$ 584,997.61
14		*TOTAL RS 6500 after Return of Funds*	A	12,340,309.40	15,474,728.70	18,041,723.28	1,962,182.63	6,435,544.42	3,884,781.34	3,359,398.45	2,713,232.39	$ 64,211,900.61
15		**FEDERAL & STATE GRANT REVENUE**	A									
16	3310	*Total Grant/Local Assistance*	A	$ 4,472,676.00	$ 5,102,951.00	$ 4,512,765.00	$ 636,518.00	$ 2,196,737.00	$ 404,768.00			$ 17,326,415.00
17	3311	*Private School Prop Share (reported on Line D - Exp Report)*		$ 24,216.00	$ 119,349.00	$ -	$ -	$ 20,756.00	$ -			$ 164,321.00
18	3315	*Grant/Fed.Preschool*	A	$ 102,161.00	$ 117,021.00	$ 80,800.00	$ -	$ 66,870.00	$ 1,858.00	$ 19,406.00		$ 388,116.00
19	3326	*Grant/Supporting Inclusive Practices 7/1/23-9/30/25 (Districts submit for reimbursement)*	A	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 125,000.00	$ 125,000.00
20	3326	*Grant/Supporting Inclusive Practices 7/1/22-9/30/24 (Districts submit for reimbursement)*									$ 171,875.00	$ 171,875.00
21	3345	*Grant/Infant-Presch.Staff Dev.*	A	$ 820.00	$ 939.00	$ 648.00	$ -	$ 536.00	$ -	$ 15.00	$ -	$ 2,958.00
22	3385	*Grant/Part C Early Intervention*	A	$ -	$ 14,436.00	$ -	$ -	$ -	$ 57,745.00	$ -	$ -	$ 72,181.00
23	3395	*Grant/ADR Spec Ed COVID-19 (7/1/22-9/30/24)*	A	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 14,807.00	$ 14,807.00
24	6510	*Infant Entitlement*	A	$ -	$ 452,749.40	$ -	$ -	$ -	$ 1,810,997.60	$ -	$ -	$ 2,263,747.00
25	6515	*Grant/Infant Discretionary (7/1/22-3/31/24)*	A	$ -	$ 6,926.00	$ -	$ -	$ -	$ 27,704.00	$ -	$ -	$ 34,630.00
26		**TOTAL REVENUE (AB602 Plus Federal & State Grants)**		$ 16,940,182.40	$ 21,289,100.10	$ 22,635,936.28	$ 2,598,700.63	$ 8,720,443.42	$ 6,187,853.94	$ 3,378,819.45	$ 3,024,914.39	$ 84,775,950.61
27		**EXPENDITURES (Transfers to SELPA based on Governance & IEP Decisions)**										
28	6500/6546/33..	NPS Contract Costs /Tuition FN 1180, Billback (quarterly)	A	$ (998,149.12)	$ (447,759.30)	$ (532,037.51)	$ (341,760.70)	$ (312,689.37)				$ (2,632,396.00)
29	6500/6546/33..	NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)	A	$ (288,935.61)	$ (55,446.58)	$ (132,696.08)	$ (132,421.17)	$ (499,463.38)				$ (1,108,962.82)
30	6500/6546/33..	SELPA MH Prop Share - Student Count as of 6/6/2024	A	$ (300,667.53)	$ (17,686.33)		$ (221,079.06)	$ (17,686.33)				$ (557,119.25)
31	6500	Extra Programs/Inter-SELPA	A	$ (30,744.50)		$ (20,999.20)						$ (51,743.70)
32	9279	Physical Therapy/Assistive Technology	A	$ (52,125.82)	$ (62,550.99)		$ (13,900.22)	$ (24,325.38)				$ (152,902.41)
33	6500	CCS MTU	A	$ (9,532.94)	$ (11,075.82)	$ (9,556.47)	$ (1,347.92)	$ (4,695.88)				$ (36,209.03)
34	6500	Due Process	A	$ (256,593.20)	$ (298,122.22)	$ (257,226.54)	$ (36,281.34)	$ (126,396.58)				$ (974,619.88)
35	9273	Information Systems	A	$ (36,500.83)	$ (42,388.89)	$ (36,629.67)	$ (5,166.55)	$ (17,999.17)	$ (3,285.46)			$ (141,970.57)
36		*TOTAL EXPENDITURES*		$ (1,973,249.55)	$ (935,030.13)	$ (989,145.47)	$ (751,956.96)	$ (1,003,256.09)	$ (3,285.46)	$ -	$ -	$ (5,655,923.66)
37		**TOTAL REVENUE LESS EXPENDITURES**		$ 14,966,932.85	$ 20,354,069.97	$ 21,646,790.81	$ 1,846,743.67	$ 7,717,187.33	$ 6,184,568.48	$ 3,378,819.45	$ 3,024,914.39	$ 79,120,026.95

4.4 FY 2024-2025 EV SELPA Schedule REX

EAST VALLEY SELPA SCHEDULE REX
2024-25 Projections
Based on Enacted Budget

LN	RES	DESCRIPTION	A/E?	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	SBCSS EV OPS	REGIONAL/ SELPA	SELPA	TOTAL
	A	B	C	D	E	F	G	H	I	J	K	L
		ADA FOR AB 602 FUNDING P-1 Certification										
I		2024-25 P-2 (District provided projections)	E	17,038.53	18,406.20	21,744.45	2,591.59	7,093.00	399.10			67,272.87
II		PY 2023-24 (P-2 Cert)	A	17,580.39	18,427.93	21,744.45	2,589.90	7,760.84	399.10			68,502.61
III		Second PY 2022-23	A	17,515.10	18,387.28	21,792.02	2,546.94	7,727.82	417.81			68,386.97
IV		**Projected SELPA Funded ADA (Greater of each LEA's CY, PY, and PPY)**	E	**17,580.39**	**18,427.93**	**21,792.02**	**2,591.59**	**7,760.84**	**417.81**			**68,570.58**
V		Prior Year (23/24) SELPA Funded ADA at P-2	A	17,853.09	18,571.80	21,792.02	2,589.90	7,841.54	419.84			69,068.19
VI		Decrease in ADA from Prior Year SELPA Funded ADA	E	(272.70)	(143.87)	0.00	1.69	(80.70)	(2.03)			(497.61)
		AB 602 STATE REVENUE - % change factor		-1.5275%	-0.7747%	0.0000%	0.0653%	-1.0291%	-0.4835%			-0.7205%
1	6500	*Adjusted Base Grant Entitlement @ $896.8992228 per ADA (1.07% COLA)*	E	$ 15,767,838.13	$ 16,527,996.09	$ 19,545,245.80	$ 2,324,395.06	$ 6,960,691.36	$ 374,733.46			$ 61,500,899.91
1a		District Base Funding %		25.63839%	26.87440%	31.78042%	3.77945%	11.31803%	0.60931%			100.00%
1b		Local Special Education Property Tax Projection (P-2 23/24)	E	$ (1,317,997.93)	$ (1,381,537.81)	$ (1,633,742.89)	$ (194,290.93)	$ (581,828.45)				$ 5,109,398.00
1c		District Net Funding Entitlement		$ 14,449,840.20	$ 15,146,458.28	$ 17,911,502.91	$ 2,130,104.13	$ 6,378,862.92	374,733.46			$ 56,391,501.91
2	6500	PS/RS Apportionment (funded with 19/20 ADA) @ $20.00226	E								$ 1,546,385.53	$ 1,546,385.53
3	6500	*Low Incidence(555 @ $3,688.11)*	E	$ 347,973.18	$ 639,518.27	$ 438,885.09	$ 40,753.62	$ 272,735.73		$ 307,035.16		$ 2,046,901.05
4	6500	Out-of-Home (23-24 P-1 counts provided by CDE wih 24-25 rates)	E	$ 557,677.72	$ 1,233,246.51	$ 947,902.09	$ 54,523.48	$ 623,965.81				$ 3,417,315.61
5		**TOTAL APPORTIONMENT I-7**	E	$ 15,355,491.10	$ 17,019,223.07	$ 19,298,290.09	$ 2,225,381.23	$ 7,275,564.46	$ 374,733.46	$ 307,035.16	$ 1,546,385.53	$ 63,402,104.10
6		*Off-the-Top Funding the SELPA*										
7	6500	*Mental Health Oversight*	E	$ (111,534.41)	$ (116,911.42)	$ (138,254.05)	$ (16,441.70)	$ (49,236.72)	$ (2,650.69)	$ 435,029.00		$ -
8	6500	*Contributions to EV SELPA Operations (2.0% of AB 602 Adj Base Grant) *To be adjusted*	E	$ (315,253.06)	$ (330,451.22)	$ (390,776.36)	$ (46,472.61)	$ (139,168.05)	$ (7,492.20)		$ 1,229,613.50	$ -
9		SBCSS/EV Ops Fee-for-Service (23/24 Count with 24/25 rates)	E	$ (4,077,925.00)	$ (2,098,951.00)	$ (2,842,365.00)	$ (261,607.00)	$ (1,349,973.00)	10,630,821.00			$ -
10	6500	OT Proportionate Share (Student Count as of 6/2024)	E	$ (1,020,528.00)			$ (257,079.00)	$ (405,095.00)		$ 1,682,702.00		$ -
11		PROPERTY TAXES	E	$ 1,317,997.93	$ 1,381,537.81	$ 1,633,742.89	$ 194,290.93	$ 581,828.45	$ (5,109,398.00)			$ -
12		Total Net RS 6500 AB 602 State Aid Funding and Property Tax Less Off-the-Top	E	$ 11,148,248.55	$ 15,854,447.24	$ 17,560,637.56	$ 1,838,071.84	$ 5,913,920.14	$ 5,886,013.57	$ 2,424,766.16	$ 2,775,999.03	$ 63,402,104.10
13		FEDERAL & STATE GRANT REVENUE (Projection based on FY 23 Grants awarded)										
14	3310	*Grant/Local Assistance*	E	$ 4,472,676.00	$ 5,102,951.00	$ 4,512,765.00	$ 636,518.00	$ 2,196,737.00	$ 404,768.00			*17,326,415.00*
15	3311	*Private School Prop Share (reported on Line D - Exp Report)*		$ 24,216.00	$ 119,349.00	$ -	$ -	$ 20,756.00	$ -		$ -	*164,321.00*
16		*Total Grant Award 3310/3311*		$ 4,496,892.00	$ 5,222,300.00	$ 4,512,765.00	$ 636,518.00	$ 2,217,493.00	$ 404,768.00			*17,490,736.00*
17	3315	*Grant/Fed.Preschool*	E	$ 102,161.00	$ 117,021.00	$ 80,800.00	$ -	$ 66,870.00	$ 1,858.00	$ 19,406.00		*388,116.00*
18	3326	Grant/Supporting Inclusive Practices 7/1/23-9/30/25 (Districts submit for reimbursement)	E								$ 125,000.00	*125,000.00*
19	3345	*Grant/Infant-Presch.Staff Dev.*	E	$ 820.00	$ 939.00	$ 648.00		$ 536.00	$ 15.00			*2,958.00*
20	3385	*Grant/Part C Early Intervention*	E	$ -	$ 14,436.00	$ -		$ -	$ 57,745.00			*72,181.00*
21	3395	*Grant/Spec Ed ADR*	E								$ 14,807.00	*14,807.00*
22	6510	*State Infant Program Entitlement (23/24 P-2)*	E		$ 452,749.40				$ 1,810,997.60			*2,263,747.00*
23	6515	*Grant/Infant Discretionary *7/1/22-3/31/24*	E		$ 6,926.00				$ 27,704.00			*34,630.00*
24		**TOTAL REVENUE (AB602 Plus Federal & State Grants)**		$ 15,748,121.55	$ 21,668,818.64	$ 22,154,850.56	$ 2,474,589.84	$ 8,198,819.14	$ 8,189,101.17	$ 2,444,172.16	$ 2,915,806.03	$ 83,794,279.10
25		**EXPENDITURES (Transfers to SELPA based on Governance & IEP Decisions) Based on budgets developed**										
26	600/6546/33	NPS Contract Costs /Tuition FN 1180, Billback (quarterly)	E	$ (1,000,728.00)	$ (443,756.00)	$ (522,514.00)	$ (334,320.00)	$ (332,333.00)				$ (2,633,651.00)
27	600/6546/33	NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)	E	$ (445,264.00)	$ (12,711.00)	$ (254,300.00)	$ (156,772.00)	$ (563,373.00)				$ (1,432,420.00)
28	600/6546/33	SELPA MH Prop Share - Based on Student Count in Feb 2024	E	$ (322,980.00)	$ (26,915.00)		$ (296,065.00)	$ (26,915.00)				$ (672,875.00)
29	9279	Physical Therapy/Assistive Technology Prop Share - Based on Student Count in Feb 2024	E	$ (57,775.00)	$ (82,536.00)		$ (12,381.00)	$ (28,888.00)				$ (181,580.00)
30	6500	CCS MTU (Cost shared based on CY SPED Pupil Count)	E	$ (13,160.00)	$ (15,282.00)	$ (13,206.00)	$ (1,863.00)	$ (6,489.00)				$ (50,000.00)
31	6500	Due Process (Cost Shared based on CY SPED Pupil Count)	E	$ (263,192.00)	$ (305,648.00)	$ (264,121.00)	$ (37,254.00)	$ (129,785.00)				$ (1,000,000.00)
32	9273	Information Systems (Cost Shared based on CY SPED Pupil Count)	E	$ (38,565.00)	$ (44,786.00)	$ (38,701.00)	$ (5,459.00)	$ (19,017.00)	$ (3,472.00)			$ (150,000.00)
33		*TOTAL PROJECTED EXPENDITURES*		$ (2,141,664.00)	$ (931,634.00)	$ (1,092,842.00)	$ (844,114.00)	$ (1,106,800.00)	$ (3,472.00)	$ -	$ -	$ (6,120,526.00)
34		**PROJECTED TOTAL REVENUE LESS EXPENDITURES**		$ 13,606,457.55	$ 20,737,184.64	$ 21,062,008.56	$ 1,630,475.84	$ 7,092,019.14	$ 8,185,629.17	$ 2,444,172.16	$ 2,915,806.03	$ 77,673,753.10

4.5 EV SELPA Revised Fiscal Allocation Plan

East Valley Special Education Local Plan Area
Fiscal Allocation Plan

A. Statutory Requirement

California Education Law requires that a SELPA have a fiscal allocation plan to accompany its Local Plan that contains a methodology for distributing state and federal funds to the local education agency members of the SELPA.

> **E.C. 56195.7…….** (i) For multidistrict special education local plan areas, a description of the policymaking process that shall include a description of the local method used to distribute state and federal funds among the local educational agencies in the special education local plan area. The local method to distribute funds shall be approved according to the policymaking process established consistent with subdivision (f) of Section 56001 and pursuant to paragraph (3) of subdivision (b) of Section 56205.

B. California's Master Plan for Special Education

The East Valley SELPA (EV SELPA) has used the following guidance from California's Master Plan for Special Education in the development of this fiscal allocation plan.

> The objectives essential to the construction of an equitable finance plan for special education are as follows:
> 1. Provide adequate resources to assure equality of educational opportunity for all individuals with exceptional needs.
> 2. Provide levels of support for special education programs which will promote programs and services of equal quality.
> 3. Provide encouragement for the development of comprehensive programs.
> 4. Promote both program and fiscal accountability.
> 5. Clarify fiscal relationships between state, county, and district.
> 6. Ensure equity in support levels among various program components.
> 7. Provide adjustments in support levels to reflect changing costs.
> 8. Provide support based on needs of pupils enrolled in education (funding based on specified programs and services rather than on categorical disability groupings).
> 9. Ensure that reporting and auditing policies and procedures are meaningful for evaluation and program development.
> 10. Provide methods for monitoring and evaluating quality control in special education.
> *(California Master Plan for Special Education, California State Board of Education, Jan. 10, 1974)*

C. Guiding Principles

The EV SELPA has adopted the following guiding principles:

1. SELPA members agree that all children with exceptional needs residing in this SELPA should be appropriately served.
2. In order to deliver appropriate services to all students, the SELPA members believe in

everyone working together as a team for the good of all. The cooperation of the business offices and program departments is critical.

3. Fairness and equity shall be the basis of the development of this Fiscal Allocation Plan.
4. Federal and state revenues will flow directly from the state to the SELPA Administrative Unit which is the San Bernardino County Superintendent of Schools. In turn, the SELPA Administration will allocate the funds to SELPA members according to this Fiscal Allocation Plan.
5. SELPA member local educational agencies (LEAs) will retain their own decision making on how to use their funds in serving students with disabilities based on needs outlined in their Individualized Education Programs (IEPs).
6. This Fiscal Allocation Plan will be kept as simple as possible yet be flexible and useful in serving special education students.
7. The distribution of funding will be understandable, predictable, and timely.
8. SELPA members will commit to timely reporting and analysis of all relevant data necessary for the allocation and distribution of funds.
9. This Fiscal Allocation Plan will be in legal compliance with federal and state laws.
10. Disputes regarding this Funding Allocation Plan will be resolved at the lowest level possible with final appeal to the East Valley SELPA Board of Directors.

D. Revenue & Allocation (Funds Provided for Services to Students with Disabilities)

I.   State Aide or AB 602 Funds

The California Department of Education provides AB 602 funding based on a rate per unit of Average Daily Attendance (ADA). Several funding sources contribute to the AB 602 funding model including district net funding entitlement (also known as the base), local special education property taxes, low incidence, and out-of-home care.

In addition, a SELPA may apply to the Extra-ordinary Cost Pool annually to offset costs. As part of AB 602 funding, the program reimburses SELPAs for extraordinary costs of single placements in nonpublic, nonsectarian schools (NPS), and special education and related services for pupils residing in licensed children's institutions (LCI). Single placement costs in excess of the annual threshold amount are reimbursed but the funds are subject to availability and require annual application to be considered for the funds. The EV SELPA applies annually for the funds submitting single placement information as required for each member LEA that has an eligible single placement. If awarded, the funds are transferred to the member LEA(s) identified in the award letter based on the single placement information.

In accordance with Education Code 2572, local special education property tax revenues are allocated to special education programs. The proportionate share of property tax for the EV SELPA is included in the funded base AB602 calculation and allocated to districts based upon funded ADA. Districts receive their proportionate share of the property tax through the AB 602 fiscal allocation model but the allocated property tax accounting transactions remain at San Bernardino County Superintendent of Schools (SBCSS) and are used in conjunction with the fees paid by districts participating in the SBCSS Fee-for Service regional programs.

Each member district receives its proportionate share of the AB 602 revenues based on the LEA's K-12 ADA percentage to the total K-12 ADA for all the SELPA members as stated in the steps

below. The SELPA-members' allocation of the AB 602 funds is calculated by SELPA as follows:

Step 1 The total amount of base AB 602 funds that the SELPA is entitled to receive will be determined by identifying the greater of the current, prior year, or prior prior year K-12 ADA for each district, taking those numbers and totaling them to determine a SELPA wide aggregate, and multiplying that aggregate by the statewide base rate per ADA. This will then be adjusted by adding authorized COLA on statewide factors as well as any supplements or re-certifications as authorized by the state.

Step 2 Eighty-five percent (85%) of the total low incidence funds will be added proportionately for each district based on the district's low incidence pupil count of students with a primary or secondary low incidence disability the prior October (P-1 certification data). Fifteen percent (15%) of these funds is retained at the EV SELPA in the Low Incidence Fund and accessed by member districts per the *"EV SELPA Low Incidence Guidelines and Procedures."* The guidelines and procedures, which provide accountability of how the funds are used, are developed, and reviewed by the EV SELPA Low Incidence Committee consisting of representatives from the member districts and SBCSS.

Step 3 One hundred percent (100%) of the out-of-home care funds described below provided for students residing in a licensed children's institution (LCI), Foster Family Home (FFH), public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes will be added for each district of residence based on the counts taken by and provided by CDE.

Step 4 The sum of these steps will be each LEA's net AB 602 allocation.

II.   State SELPA Regionalized Services and Program Specialist (RS/PS) Funds

The Base State Aid funding includes a regional services/program specialists apportionment (RS/PS Funds) to fund the SELPA operations. The state calculates this amount based on 2013-2014 rates with annual COLAs applied, when appropriate. The RS/PS funds are set aside to fund the SELPA operations.

III.   Federal & State Grants

The following grant funds are added to each SELPA-member LEA's total revenue allocation:

1. The Local Assistance Entitlement is a federal grant that funds special education programs for students age 3 to 21. Prior to 2018-2019, the grant was dispersed in two separate grants, the preschool Local Assistance Entitlement and Local Assistance Entitlement. The local Assistance Entitlement is distributed to SELPA-member LEA's based on their prior year age 3- to 21-year- old special education pupil count.

2. The SELPA calculates the required Private School Proportionate Share for each LEA member based on the federal formula which is included in the Local Assistant Entitlement. The LEA must utilize these funds for the provision of special education services to or on behalf of students with disabilities enrolled in private schools. Funds must be expended within the time period of the current grant award.

3. The SELPA receives four federal grants to fund preschool/infant services: the

Federal Preschool Grant, the Infant/Preschool Staff Development Grant, the Part C Early Intervention Grant, and the Infant Discretionary Grant. The Federal Preschool Grant funds are distributed to the SELPA-member LEA's and SBCSS based on their prior year 3- to 5-year-old special education pupil count. The EV SELPA retains 5% of the Preschool Grant to fund regionalized services and program specialist services to support preschool services in all of its member districts. The Part C Early Intervention Grant funds are distributed to the SELPA-member LEA's and SBCSS based on their prior year 3- to 5-year-old special education pupil count. The Infant Discretionary Grant is split between SBCSS EV Ops (80%) and Redlands (20%).

4. The SELPA receives two sources to fund mental health services. One grant is a federal grant, the Mental Health Services grant. The other is state funding via AB 114. The federal grant is funded based on 3- to 21-year-old pupils and distributed to SELPA-member LEAs based on their prior year age 3- to 21-year-old special education pupil count. The other is state funded via AB 114. *It is provided in installments as determined by CDE and distributed to SELPA member LEAs based on prior year P-2 counts of 6-21-year-old pupils.*

5. Infant Program Entitlement – The California Department of Education makes available funds to SELPAs to fund infant programs based on units initially allocated to programs in a 1980 mandate (30 EC 56425). Budget Acts since have not provided a growth appropriation for the Infant Program. The Infant Program Entitlement is split between SBCSS EV Ops (80%) and Redlands (20%). In addition, SBCSS EV Ops provides infant program services to Fontana Unified School District based on an agreement between EV Ops and Fontana USD established when Fontana USD became a single-district SELPA and left the EV SELPA. Fontana USD reimburses EV Ops for the services.

The AB 602 funds and Federal/State Grant funds combine to make the TOTAL REVENUE and its ALLOCATION for the EAST VALLEY SELPA and its member districts.

E. Expenditures (Shared Costs to Provide Services to Students with Disabilities)

I.   SELPA Administrative, Regionalized and Program Specialist Services

Each SELPA is required to dedicate a portion of the funds it receives pursuant to Section 56836.10 for regionalized operations and services and the direct instructional support of program specialists. The SELPA Administration provides both legally required services and those services designated by the East Valley SELPA Board of Directors. As described above the Base State Aid funding includes a regional services/program specialists apportionment to fund the SELPA operations. The state calculates this amount based on 2019-2020 counts and 2013-2014 rates with annual COLAs, when provided. In addition, the East Valley SELPA Board of Directors has authorized a percentage of the Base State Aide be taken off-the-top to adequately fund the SELPA operations. A percentage is determined based on projected operating expenditures. The percentage is re-evaluated and approved annually by the SELPA Board of Directors.

II.   Student Information System/WebIEP

~~The East Valley SELPA contracts with Faucette Micro Systems for the development and maintenance of the WebIEP and IEP forms, as well as the development and maintenance of software required for member districts to submit student data to CALPADS and to monitor compliance. The costs are shared proportionately by the districts at year-end based on current year October Pupil Count.~~ The East Valley SELPA contracts with San Joaquin County Office of Education for the development and maintenance of the Special Education Information System (SEIS) and IEP forms, as well as the development and maintenance of software required for member districts to submit student data to CALPADS and to monitor compliance. The costs are shared proportionately by the districts at year-end based on current year October Pupil Count. For the 2024-25 school year, the East Valley SELPA will continue to contract with Faucette Micro Systems for maintenance of and electronic access to historical IEPs as well as submitting End of Year 4 data to CALPADS in June of 2025 on Postsecondary Outcomes for Students with Disabilities Prior Year Completers.

III. SELPA Off-the-Top Regional Program

The East Valley SELPA Board of Directors has authorized a SELPA Off-the-Top Regional Program, Residential Mental Health Oversight, to support services to students in member districts. The program is funded using the following off-the-top methodology.

1. Funding is provided by member districts to the SELPA from State Base Aid prior to distribution of the base aid to districts (i.e. off-the-top).
2. Total costs are calculated from the staffing costs for the program.
3. Percentage applied based on the LEA's K-12 ADA percentage to the total K-12 ADA for the SELPA.

IV. SELPA Proportionate Share Regional Programs

The East Valley SELPA Board of Directors has authorized SELPA Proportionate Share Regional Programs to provide direct services to students in member districts. <u>The programs are Mental Health Behavioral Counseling, Occupational Therapy, and Physical Therapy/Low Incidence Assessments</u>.

A. The SELPA Proportionate Share Occupational Therapy Program is funded as follows:

1. Funding is provided by member districts to the SELPA from State Base Aid prior to distribution of the base aid to districts (i.e. off-the-top).
2. Total costs are calculated from the staffing costs for the program.
3. Service counts are taken in November and April.

B. The SELPA Proportionate Share Mental Health Behavior Counseling and Physical Therapy/Low Incidence Assessment Programs are funded as follows:

1. Funding is provided by member districts to the SELPA from all special education revenue sources (i.e. State Base Aid, Federal Grants, District Contributions) after distribution of the funds to districts.
2. Total costs are calculated from the staffing costs for the programs.
3. Service counts are taken in November and April.

V. San Bernardino County Superintendent of Schools – East Valley Operations (SBCSS EV-Ops) Fee-for-Service Regional Programs

San Bernardino County Superintendent of Schools East Valley Operations (SBCSS EV-Ops)

operates a regional program to address specialized student program needs for the member districts of the EV SELPA. Regional program placement and services are provided at the request of member districts based on student individual education program (IEP) decisions. Districts follow the required procedures contained in the San Bernardino County Superintendent of Schools COUNTY REFERRAL documents to place students in or receive services from the SBCSS EV-Ops FFS Regional Program.

The SBCSS EV-Ops regional program is funded via a Fee-for-Service mechanism. Rates are set for the following:
<u>SBCSS EV-Ops Rate Categories</u>
1. SDC Inclusive (SAI, LSH, APE, SHL, VOC – all related to high school transition)
2. Low Incidence (DHH, O&M, VI)
3. 1:1 Aide Services
4. Intensive Therapeutic (Behavior Counseling)

The Fee-for-Service Rates for each category are presented annually by April 15 to the EV SELPA Steering Committee by SBCSS fiscal staff to determine future year's costs. Recommendations to set the annual Fee-for-Service costs are submitted to the Board of Directors to take action each May for the following year. SBCSS EV-Ops revenue projections are based on revenue being distributed to SBCSS from the SELPA-wide AB 602 K-12 revenue PRIOR TO any per ADA distribution to LEAs (i.e., "off the top") The Fee-for-Service revenue funds the programs at 100% of the cost of operation.

VI.   Proposed or Modified Regional Program Requirements

SBCSS EV-Ops, EV SELPA, or any member district of the EV SELPA may propose to operate another specialized regional program but must adhere to the approved budget, program design, including staff: student ratio, daily/annual length of operation, curriculum, support systems/support staff, and staff development as prescribed under the East Valley SELPA Local Plan. In addition, any current regional program may be proposed for program modification by the program operator. Both newly proposed and modified regional programs must be reviewed annually by March 15 by the EV SELPA Steering Committee. ~~Any recommended changes or new regional programs for the next fiscal year must be presented to the Board of Directors for approval by May 31.~~ Any proposed changes must be brought before the EV SELPA Board of Directors following the East Valley SELPA Regional Programs Policy and Procedures: Opening, Transferring & Closing Programs.

VII.   Nonpublic School (NPS) Costs

The EV SELPA, on behalf of its member districts, contracts with nonpublic schools (NPS) and residential facilities. NPS expenditures are brokered through the SELPA office and via the regional Inland Empire SELPA Association (IESA). In addition, the EV SELPA processes all related invoices and provides payments on behalf of its member districts. NPS contract costs for tuition, mental health services and residential placements, per the students' IEPs, are paid by the EVSELPA on behalf of the districts. The EV SELPA bills the districts on a quarterly basis for all actual costs paid. The EV SELPA reports the quarterly billing transfers in regularly scheduled EV SELPA Steering Committee meetings.

VIII.   East Valley SELPA Legal Fund

The EV SELPA Board of Directors authorizes the EV SELPA to create, maintain and monitor a legal fund for specific costs resulting from Office of Administrative Hearing filings. The legal fund costs are

shared by the member districts based on current year October special education pupil count. The specific legal support related costs are detailed in the EV SELPA Board of Directors approved document entitled, "Funded by EV SELPA Legal X-Pot/Funded by District."

IX.   California Children's Services (CCS) – Medical Therapy Units (MTUs)

Chapter 26.5 of the Government Code (Section 7570-7587) and Title 2 of the California Code of Regulations, Division 9, Chapter 1, Article 1, sections 60000-60610 requires the SELPA and its member districts provide support to CCS medical therapy units (MTU) housed in the East Valley region. Expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities. The fund is maintained by district annual contributions based on current year October special education pupil count.

X.   Intra/Inter SELPA Transfers and Services

Member districts of the EV SELPA may elect to engage in an interagency transfer agreement for the provision of special education services to a student with a disability in a setting outside of the student's LEA and/or SELPA of residence. A transfer between districts within the EV SELPA is an intra-SELPA transfer, and a transfer to between SELPAs is an inter-SELPA transfer. To do so, the East Valley SELPA "Intra-SELPA/Inter-SELPA Transfer Agreement" procedures must be followed. These procedures require the SELPA administrator's approval. Costs are determined based on respective fee-for-service rates established by the service provider and charged to the district of residence at year-end via a cash transfer.

F. Monitoring the Appropriate Use of State Aid, Federal & State Grants

I.   IDEA Local Assistance Funding Federal Restrictions and Requirements
The IDEA sets forth specific restrictions on the use of federal funds. These restrictions have been included in the elements of this allocation plan

§ **1413**. **Local educational agency eligibility**
(a) **(2) Use of amounts**
(A) **In general**

Amounts provided to the local educational agency under this subchapter shall be expended in accordance with the applicable provisions of this subchapter and—
(i)   shall be used only to pay the excess costs of providing special education and related services to children with disabilities.
(ii) shall be used to supplement State, local, and other Federal funds and not to supplant such funds; and
(iii) shall not be used, except as provided in subparagraphs (B) and (C), to reduce the level of expenditures for the education of children with disabilities made by the local educational agency from local funds below the level of those expenditures for the preceding fiscal year.

II.   Maintenance of Effort (MOE) Policy

The EV SELPA recognizes the intent of the federally mandated maintenance of effort (MOE) requirement to ensure the provision of appropriate services for students with disabilities. In signing the Local Plan, the governing board of each East Valley SELPA local education agency (LEA) has adopted an assurance statement regarding the maintenance of local financial effort relative to the receipt of federal special education funds. Pursuant to these locally adopted assurance statements, it is the expectation that all local education agencies (both combined as a whole and as individual LEA members) of the SELPA shall meet the maintenance of effort requirement on each fiscal year.

MOE regulations require that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (34 Code of Federal Regulations §300.203-300.205). CDE monitors MOE compliance based on each SELPA's and member districts' individual and aggregated fiscal data. MOE compliance is met if total special education expenditures from State and Local funds are at least equal to, or greater than, prior year. The EV SELPA and its member districts will follow the procedures outlined in the EV SELPA Fiscal Procedures Handbook to determine MOE compliance.

III. Annual Budget Plan

The EV SELPA is required to develop a SELPA Annual Budget Plan each spring. The Plan must be displayed at a public hearing, approved by the EV SELPA Board of Directors, provided to CDE by June 30 of each year, and posted on the SELPA and each member districts' websites. The SELPA Annual Budget Plan shall include allocation projections for all SELPA-member LEAs. Based on those projections, budget plans are developed by each LEA for both current year and budget year expenditures for all federal, state, SELPA, and LEA funds provided for special education.

Aggregated SELPA information shall be presented in a form that is understandable to the general public.

IV. SELPA Budget Development

The EV SELPA Board of Directors requires the development and approval of a SELPA operating budget annually. The following procedure is adhered to in making changes to the budgetary allocations:

First Step
The EV SELPA fiscal consultant in collaboration with the EV SELPA administrator develops a proposed budget based on budget assumptions provided by the SELPA's administrative unit, SBCSS.

Second Step
The EV SELPA Board of Directors Budget Ad Hoc Committee, made up of two Board members appointed by the Board at the regularly scheduled February meeting, reviews and advises the SELPA on the budget requesting any needed revisions.

Third Step
The EV SELPA Board of Directors Budget Ad Hoc Committee recommends the budget for approval to the EV SELPA Board of Directors at a regularly scheduled meeting in the spring prior to the upcoming school year.

Fourth Step
The EV SELPA Board of Directors formally takes action on the proposed budget at a regularly scheduled meeting in the spring prior to the upcoming school year.

V.   Distribution of Assets

Withdrawal from membership of the East Valley SELPA shall not entitle a member LEA to any partition of the property held by the East Valley SELPA or return of contributions toward the acquisition of such property.

Approved by Board of Directors: November 18, 2020
Revised and Approved by Board of Directors: March 22, 2023

4.6 EV SELPA Fiscal Reporting Calendar 2024-2025

FY 2024-25 FISCAL REPORTING CALENDAR

JULY 2024

7/03/24   Districts to provide SELPA June PARs and PYR for TPP

7/15/24   Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.

7/31/24   SELPA to finalize closing of FY 23/24 books, Final REX will be sent out to districts

7/31/24   SELPA to submit May and June 2023 TPP Service and Certified Invoices to DOR

AUGUST 2024

8/05/24   Districts to provide SELPA July PARs and PYR for TPP and Salary Verifications for 24/25

8/15/24   SELPA to provide 23/24 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/12/24 at Steering/ Finance meeting

8/15/24   SELPA to present AB 602 June 2024 CDE Certification (21/22 R3, 22/23 R1, 23/24 P2)

8/15/24   SELPA to present Final 23/24 Schedule REX

8/15/24   SELPA to present final 23/24 proportionate costs for regional programs, Mental Health Counseling, Occupational Therapy, and Physical Therapy.

8/15/24   SELPA to present PY (23/24) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance

8/15/24   SELPA to present 2024-25 Schedule REX – projections based on enacted budget

SEPTEMBER 2024

9/07/24   Districts to provide SELPA August PARs and PYR for TPP

9/12/24   SBCSS to present PY (23/24) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.

9/12/24   SELPA to present 2023-24 Final NPS Costs

9/25/24   SELPA to submit July TPP Service and Certified Invoices to DOR

OCTOBER 2024

10/04/24   SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (24/25) P-2 ADA estimates & changes to PY ADA (if any) by Oct 7th for First Interim reporting and Projections

10/07/24   Districts to provide SELPA September PARs and PYR for TPP

10/10/24   SELPA to present EOY reports, SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting due to CDE TBD

10/15/24   Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable

10/21/24   SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission, Mail back up documents to CDE

10/25/24   Deadline for SELPA/SBCSS to submit CY (24/25) Part C Early Start Application to CDE

10/25/24   Deadline for SELPA/SBCSS to submit PY (23/24) Extraordinary Cost Pool claim to CDE – funded at Annual

10/25/24   SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

FY 2024-25 FISCAL REPORTING CALENDAR

NOVEMBER 2024

11/08/24	Districts to provide Oct PARs and PYR for TPP to SELPA
11/14/24	SELPA to present CY (24/25) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
11/14/24	SELPA to present Schedule REX (24/25) 1st Interim projections at Steering/Finance
11/15/24	Maintenance of Effort SEMA 23/24 Unaudited Actuals due to CDE
11/15/24	Maintenance of Effort SEMB 23/24 Unaudited Actuals/Budget due to CDE
11/15/24	Excess Cost Calculation(s) 23/24 due to CDE
11/15/24	Maintenance of Effort Subsequent Year Tracking Worksheets due to CDE
11/20/24	SELPA and EV Ops will provide SBCSS FFS Fall 1 count to District Spec Ed Directors
11/22/24	SELPA to submit September TPP Service and Certified Invoices to DOR
11/29/24	SELPA/IBS to submit Part C Grant Application Package to CDE
11/29/24	SELPA to submit Medi-Cal Program 2023-24 LEA BOP Annual report to DHCS
TBD	SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)

DECEMBER 2024

12/07/24	Districts to provide November PARs and PYR for TPP to SELPA
12/12/24	SELPA to present First Interim budget revisions at Steering/Finance
12/12/24	SELPA to present CY (23/24) Fall Count for SBCSS Fee-for-service Students
12/13/24	Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring
12/27/24	SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2025

1/06/25	SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS 1/10/25
1/06/25	Districts to provide December PARs and PYR for TPP to SELPA
1/13/25	SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
1/16/25	**Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (24/25) or report # 5 (PY 23/24) if applicable**
1/24/25	SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2025

All Month	FY 2025/26 Budget Development
2/07/25	Districts to provide January PARs and PYR for TPP to SELPA
2/13/25	SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring and preparation
2/13/25	SELPA to present CY (24/25) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2024 at Steering/Finance
2/17/25	Districts to provide SELPA with CY 23/24 P-2 estimates
2/21/25	SELPA to submit December TPP Service and Certified Invoices to DOR
TBD	SELPA to submit to AU FY 25/26 EV SELPA budgets
TBD	SELPA to prepare February certifications for CY (24/25) and PY (23/24, 22/23) AB602 Funding Allocation

Subject to change, updated as needed.

8/14/24

FY 2024-25 FISCAL REPORTING CALENDAR

MARCH 2025

3**/07/25**   Districts to provide February PARs and PYR for TPP to SELPA
3/07/25   Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring
3/13/25   SELPA to present CY (23/24) Regional services Proportionate Share Costs as of 2nd Interim (MH, OT, & PT)
3/14/25   Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 24/25
3/17/25   SELPA to provide Low Incidence Inventory Report to districts for review (tentative)
3/27/25   SELPA to send (24 /25 P-1, 23/24 Annual, 22/23 Annual 2) AB602 allocations based on February Certifications to districts by e-mail
3/27/25   SELPA to submit January TPP Service and Certified Invoices to DOR
   TBD   SELPA to work on Annual Budget Plan for CAC and Steering presentation

APRIL 2025

   TBD   Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)
4/05/25   Districts to provide March PARs and PYR for TPP to SELPA
4/11/25   SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 24/25 at Steering/Finance
4/11/25   SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 24/25
4/11/25   SELPA to send SEMAI 2nd Interim MOE monitoring/summary report to districts
4/11/25   SELPA to provide P-2 NPS ADA to districts *District deadline to BAS TBD
4/14/25   **Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 23/24**
4/15/25   **Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (24/25)**
   TBD   SELPA to present 25/26 Operating Budget to Board Budget Ad Hoc
4/25/25   SELPA to submit February TPP Service and Certified Invoices to DOR
4/28/25   SELPA to certify EV SELPA Consortium 23-24 Personnel Data Report

MAY 2025

5/06/25   Districts to provide April PARs and PYR for TPP to SELPA
5/08/25   SELPA to present FY 25/26 Proposed EV SELPA Budgets at Steering/Finance
5/08/25   SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
   TBD   *SELPA to provide Low Incidence Inventory Report to districts for review*
   TBD   *Districts to return Low Incidence Inventory verification report to Elizabeth Coronel (SELPA)*
5/21/25   *SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification*
5/21/25   SELPA to present to Board of Directors EV SELPA FY 25/26 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 25/26 rates

Subject to change, updated as needed.

FY 2024-25 FISCAL REPORTING CALENDAR

JUNE 2025

6/06/25   Districts to provide May PARs and PYR for TPP to SELPA

6/11/25   Districts to turn in any pre-approved Low Incidence requests for reimbursement to Elizabeth Coronel (SELPA)

6/11/25   Districts Spec Ed directors to return SBCSS FFS MAY count signed verification forms to SELPA

6/13/25   SBCSS to present final FY 24/25 EV County Operated Spec Education FFS average counts/costs at Steering

6/13/25   SELPA to present Proportionate Share Regional Programs student counts/projected costs at Steering

6/13/25   SELPA to present FY 25/26 Schedule REX Projections based on Governor's May Revise

6/23/25   SELPA to submit April TPP Service and Certified Invoices to DOR

6/28/25   SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July

6/28/25   Districts to prepare ALL grant (SELPA pass-throughs & LEAs) Expenditure Reports 3 (April 1, 2024- June 30, 2025) or FINAL expenditure reports for submission in mid-July 2025

TBD   SELPA to finalize AB602 CDE Certifications for CY (24/25) and PY (23/24), and PPY (22/23).

Subject to change, updated as needed.

8/14/24

PROGRAM ITEMS

4.7 EV SELPA Staff Assignments 2024-2025

East Valley Special Education Local Plan Area

2024-2025 Program Specialist Assignments

The East Valley SELPA is a multi-district SELPA funded to support and provide regional and program specialists services. Regional support over the past four years has shifted to focus on supporting the inclusion of students with disabilities in general education settings to the maximum extent possible. Leaders and partners within the East Valley SELPA convened a summit on May 1, 2024 to identify cultural beliefs in support of this goal. The cultural beliefs identified were All In, Reimagining Resources, and Tools of Empowerment. Given this, each district will be provided equitable regional and program specialist support to develop experiences that demonstrate these cultural beliefs and ensure ongoing compliance with special education regulations via the following assignments.

LEA	EV SELPA Program Specialists
Colton	Susanne Ferguson
Redlands	Ginger Carlucci
Rialto	Courtney Beatty
Rim of the World	Shannon Vogt
SBCSS – EV-Ops	Shannon Vogt
Yucaipa-Calimesa	Colleen Meland

To access program specialist services, districts will complete and send an EV-23 (PS) 'Request for EV SELPA Program Specialist Services' to evselpa@gmail.com.   The request will be reviewd by EV SELPA administration and feedback will be provided to the district regarding the request. EV SELPA administration will work directly with the program specialist assigned to the district to fulfill the request.

EV-23(P) Request for EV SELPA Program Specialist Intervention Plan
East Valley Special Education Local Plan Area

District: _____ **District Contact Person:** _____

School Site: _____ **Email:** _____ **Phone Number**: _____

Principal Name: _____ **Email:** _____

State Performance Plan Indicator(s) (SPPI) to be addressed per the EV-23 referral:

1. _____

2. _____

3. _____

Intervention Plan Development Meeting Date: _____

Staff Members Present:

Employer	Name	Title
☐ **District** ☐ **SELPA** ☐ **Other**		
☐ **District** ☐ **SELPA** ☐ **Other**		
☐ **District** ☐ **SELPA** ☐ **Other**		
☐ **District** ☐ **SELPA** ☐ **Other**		
☐ **District** ☐ **SELPA** ☐ **Other**		

Classroom Teacher Needs

Site Administrator Priorities

District Special Education Department Priorities

<div style="border:1px solid black; height:180px;"></div>

<u>Common Agreements</u>

Initial Observation Date(s): _____

Required Training(s):

Type	Training Name	Date
☐ **District** ☐ **SELPA** ☐ **Other**		
☐ **District** ☐ **SELPA** ☐ **Other**		
☐ **District** ☐ **SELPA** ☐ **Other**		
☐ **District** ☐ **SELPA** ☐ **Other**		
☐ **District** ☐ **SELPA** ☐ **Other**		

In-Class Coaching Date(s): _____ **Teacher Data Collection Window:** _____

Follow-Up Observation Date(s): _____ **Anticipated Final Report to District:** _____

EV-23 P Completed By (Print Name): _____ Date: _____
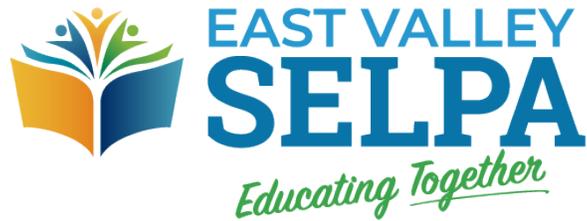<div style="text-align:center;">EV SELPA Program Specialist</div>

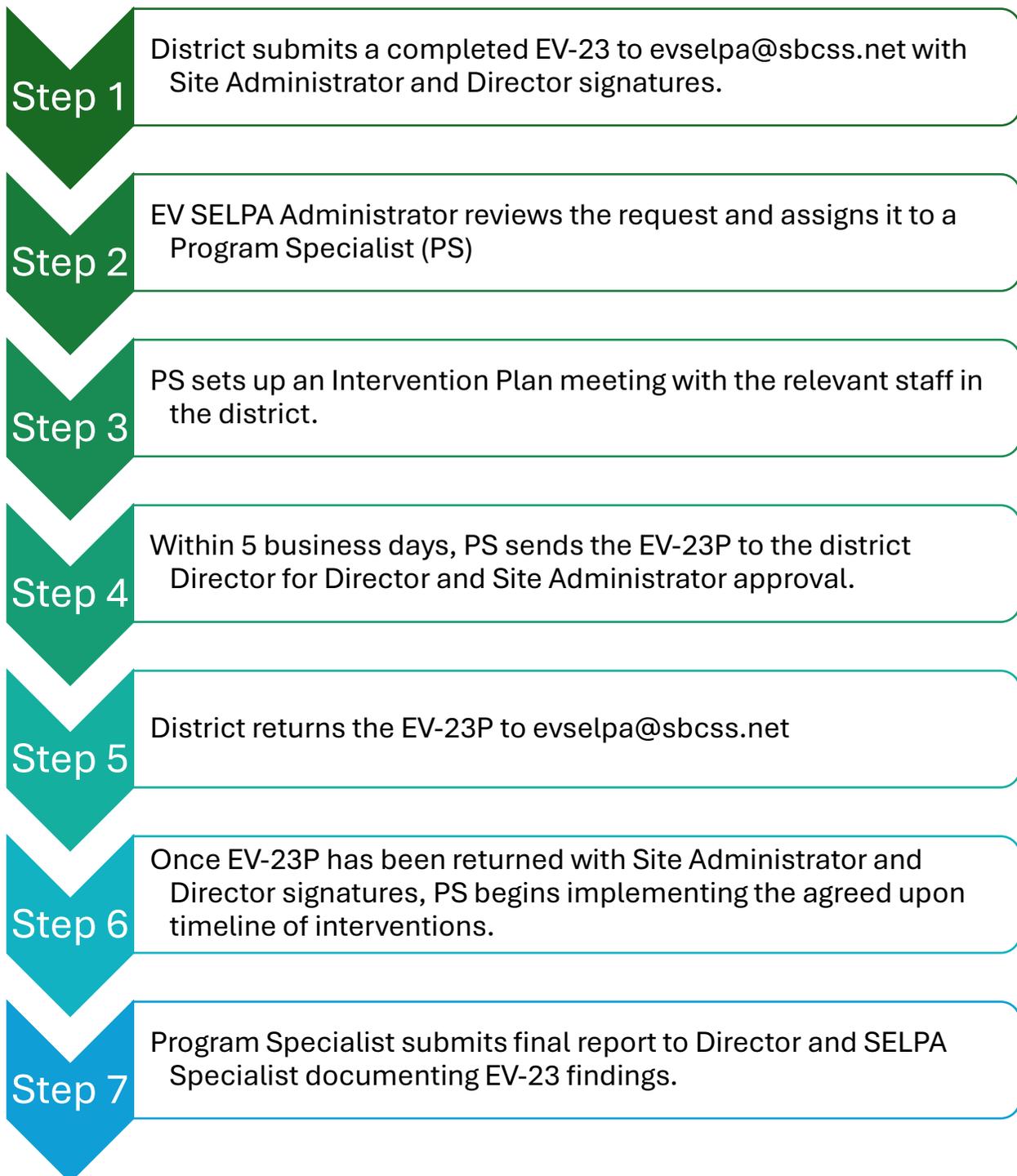**Site Principal Approval**: _____ Date: _____
District Site Principal's Signature

District Administrator Approval: _____ Date: _____
District Special Ed. Director's Signature

DIRECTIONS FOR COMPLETING THIS FORM: EV SELPA assigned Program Specialist emails the completed form within 5 business days to the requesting district Special Education Director. Special Education Director and Site Principal approval required.

District Site Principal and Special Education Director sign the EV-23 P and return it via email to: evselpa@sbcss.net prior to the initiation of interventions

---

For EV SELPA Office Use Only: Date Received: _____ By: _____

EV-23(PS) Request for EV SELPA Program Specialist Support
East Valley Special Education Local Plan Area

District: _____ **District Contact Person:** _____

School Site: _____ **Email:** _____ **Phone Number**: _____

Principal Name: _____ **Email:** _____

Reason for Referral:

List referral concerns:

List Intervention(s) Provided and Attempted Outcome(s). (*What worked, what didn't work, and why*.)

	Intervention(s)	Outcome(s)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Site Administration Involvement/Support/Oversight (*Check all that apply*)

☐ Classroom Observation(s)
☐ Peer to Peer Coaching (CTI, BTSA, PAR)
☐ Required Professional Development
☐ Teacher on Assignment Support
☐ District Program Specialist Support

Professional Development Trainings Attended Relevant to Referral

Type	Training Name	Date
☐ District ☐ SELPA ☐ Other		
☐ District ☐ SELPA ☐ Other		
☐ District ☐ SELPA ☐ Other		
☐ District ☐ SELPA ☐ Other		
☐ District ☐ SELPA ☐ Other		

Referral Objectives (Expected Outcomes, Expectations):

List desired outcomes for referral:

State Performance Plan Indicator(s) (SPPI) to be addressed: **SPP Indicator Targets**
Consult with District Special Education Department for guidance

1. _____

2. _____

3. _____

Site Principal Approval: _____ Date: _____
District Site Principal's Signature

District Administrator Approval: _____ Date: _____
District Special Ed. Director's Signature

DIRECTIONS FOR SENDING THIS FORM: Email the completed referral EV-23 to evselpa@sbcss.net

For EV SELPA Office Use Only: Date Received: _____ By: _____

EV-23 District Process

Step 1 — District submits a completed EV-23 to evselpa@sbcss.net with Site Administrator and Director signatures.

Step 2 — EV SELPA Administrator reviews the request and assigns it to a Program Specialist (PS)

Step 3 — PS sets up an Intervention Plan meeting with the relevant staff in the district.

Step 4 — Within 5 business days, PS sends the EV-23P to the district Director for Director and Site Administrator approval.

Step 5 — District returns the EV-23P to evselpa@sbcss.net

Step 6 — Once EV-23P has been returned with Site Administrator and Director signatures, PS begins implementing the agreed upon timeline of interventions.

Step 7 — Program Specialist submits final report to Director and SELPA Specialist documenting EV-23 findings.

OT 2024 2025 School Assignments

OT Provider	Phone Number	Email Address	District	School(s)	Total Students
Danielle Allen, OT **Tania Canales, COTA** **Colton** **Tara Douglas, COTA Rim**	(909) 252 4518	danielle.allen@sbcss.net tania.canales@sbcss.net. Tara.douglas@sbcss.net	Colton/Rim	Colton: Grand Terrace Elementary, Grand Terrace High , Reche Canyon Elementary, San Salvador Preschool, Terrace Hills Middle, Terrace View Elementary, Wilson Elementary. Rim: Henck Intermediate , Hoffman Elementary, Lake Arrowhead Elementary, Rim of the World Senior High, Rim Virtual Academy, VOE Elementary,	45
Nicole Blizzard, OT **Tania Canales, COTA**	(909) 252 4513	nicole.blizzard@sbcss.net	Yucaipa	Yucaipa: Calimesa Elementary, CECA K-5, Chapman Heights Elementary, CO/Barbara Phelps Special Ed, Dunlap Elementary, Mesa View Middle, Park View Middle, Ridgeview Elementary, Valley Elementary, Wildwood Elementary, Y.E.C.E.C., Yucaipa High	46
Patricia Chavez, OT. **Tara Douglas, COTA**	(909) 252 4511	patricia.chavez@sbcss.net	Colton.	Colton: Birney Elementary, CO/Dollahan Elementary, Colton High, Cooley Ranch Elementary, Grant Elementary, Grimes Elementary, Henry Elementary, Joe Baca Middle, Leroy Haynes, Lincoln Elementary, McKinley ES/Colton, Rogers Elementary, Ruth Harris Middle, Smith Elementary	45
Tracey Ravanzo, OT **Elisa Lucero, OT**	(909) 252 4175	tracey.ravanzo@sbcss.net	Colton	Colton: Bloomington High, Colton Middle, Crestmore Elementary, D'Arcy Elementary, Jurupa Vista Elementary, Lewis Elementary, Ruth Harris Middle, Slover High School, Sycamore Hills Elementary, Zimmerman Elementary	43
Jo-Ann Vargas, Llead OT **Elisa Lucero COTA Colton** **Tara Douglas COTA Rim**	(909) 252 4538	joann.vargas@sbcss.net elisa.lucero@sbcss.net. Tara.douglas@sbcss.net	Colton/Rim	Colton: CO/Barbara Phelps Special Ed, Co/Rialto HS, Washington Alt. HS Rim: Lake Arrowhead Elementar	13

2024/2025 Educationally Related Mental Health Services School Assignments		
Provider	**Email Address**	**Schools**
Sep Kalantari	sepehr.kalantari@sbcss.net	Alabama Clinical Schools, Cooley Ranch Elementary, Grand Terrace High, Grant Elementary, Jurupa Vista Elementary, Lake Arrowhead Elementary , Rogers Elementary, Terrace Hills Middle, Washington Alt. HS, , Zimmerman Elementary
Sonia Chavez	soniachavez@sbcss.net	Bloomington High, Colton High, Slover Mountain Cont. HS, Lewis Elementary, and VOE Elementary
Stacy Gray	stacy.gray@sbcss.net	Henck Intermediate , Mountain Cont. HS, Rim of the World Senior High, Rim Virtual Academy
Tracy Schroeder	tracy.schroeder@sbcss.net	Residential and WRAP oversight, Yucaipa, Redlands, Hoffman Elementary (RIM)

2024/2025 Transition Partnership Technician School Assignments

Technician	District	Grade Level	SCHOOLS	TEACHERS	Period
April Gomez	Yucaipa	Seniors	Yucaipa HS	Mike Mobley	1, 2, 3, & 4
	Rialto	Seniors	Carter HS	Curtis Martin	1
	Rialto	Seniors	Eisenhower HS	Elisabeth Morales	5
	Redlands	Seniors	REV HS	Rhodus	3 & 4
Danette Villalobos	Colton	Seniors	Grand Terrace HS	James (Andrew) Weisz	2
	Colton	Juniors	Colton HS	Chad Hackworth	3
	Colton	Seniors	Colton HS-SDC	Karen Terry	3
	Colton	Seniors	Colton HS-RSP	Nevin Murillo	4
	Redlands	Seniors	Citrus Valley HS	April Getman	1 & 2
	Yucaipa	Juniors	Yucaipa HS	Megan Shaangelyan	1,2 & 3
Sandie Gutierrez	Colton	Seniors	Bloomington HS	Evangelina Zamora	1
	Colton	Seniors	Bloomington HS	Jake Waddell	5
	Rialto	Seniors	Eisenhower HS	Michaela Martinez	5
	Rialto	Seniors	Rialto HS	Andreina Gutierrez	1
	Redlands	Seniors	Redlands HS	Martyne Tolbert	1 & 2
	Redlands	Juniors	Redlands HS	Jamila Ali	6
	Rim	Seniors	Rim HS	Audra Scopen	4
Vera Diaz	Colton	Adult Transition	Colton HS - TOPS	Ashton Reynosa	
	Colton	Adult Transition	Colton HS - TOPS	Robert Cerny	3 Classes
	Colton	Adult Transition	Colton HS - TOPS	Lindsey Scarbrough	
	SBCSS-EV-Ops	Adult Transition	SBCSS	Amy Schodt	1 Class
	Yucaipa	Adult Transition	Yucaipa HS	Scott Salinas	2 Classes
	Yucaipa	Adult Transition	Yucaipa HS	Mark Stafford	
	Rialto	MOD/SEVERE	Eisenhower HS	New Teacher	1 Class
	Rialto	Adult Transition	Milor HS	Caren Contreras	1 Class
	Redlands	MOD/SEVERE	Redlands HS	Norberg	1 Class
	Rialto	Adult Transition	Milor HS	Saipeti Maiava	1 Class
Suzi Toki	Redlands	Juniors	Citrus Valley HS	Sheena Debose	1, 2 & 3
	Redlands	Juniors	REV HS	Amanda Lee	1 & 2
	Redlands	MOD/SEVERE	Citrus Valley HS	Jennifer Dillow	1 Class
	Redlands	MOD/SEVERE	REV HS	Brandi Lea	1 Class
	Redlands	MOD/SEVERE	REV HS	Erin Herbert	1 Class
	Rialto	Adult Transition	Milor HS	Richard Decker	1 Class
	Rialto	Adult Transition	Milor HS	Anna Milian	1 Class

TRANSITION PARTNERSHIP PROGRAM

HIGH SCHOOLS SERVED:

BLOOMINGTON

CARTER

CITRUS VALLEY

COLTON

EISENHOWER

GRAND TERRACE

MILOR

REDLANDS

REDLANDS EAST VALLEY

RIALTO

RIM OF THE WORLD

YUCAIPA

EAST VALLEY SELPA
Educating Together

DOR DEPARTMENT of REHABILITATION
Employment, Independence & Equality

The Transition Partnership Program (TPP), is co-sponsored by the East Valley SELPA and the Department of Vocational Rehabilitation (DOR). TPP assists students who have an active IEP with the transition from high school, and prepares them for post secondary education and/or successful employment.

HELEN JUNKER
TRANSITION PROJECT ASSISTANT
(909) 252-4514
helen.junker@sbcss.net

WHO IS ELIGIBLE?
High school juniors, seniors and Adult Transition students with an active IEP

WHAT IS THE REFERRAL PROCESS?

During the sophomore/junior year IEP meeting, the Special Education teacher or school counselor starts the conversation and makes a recommendation for students to enroll in the Transition/Career Education Class

Students are placed in the Transition/Career Education Class based on recommendations from case carriers, school counselors or student request

STEPS TO ENROLL

- Classroom orientation
- Complete DOR enrollment paperwork
- Student becomes a Potentially Eligible (PE) DOR client
- Student Services begin through classroom instruction

WHAT WILL STUDENTS LEARN AND GAIN FROM THE TPP CLASS?

JOB EXPLORATION COUNSELING
Offers ways for students to learn about different kinds of jobs and which ones are best for their strengths and interests

- Explore career options
- Local career pathways
- Interest Inventories

WORK-BASED LEARNING EXPERIENCES
Offers a variety of ways for students to connect with local professionals & get real-world work experience

- Paid work experience
- Internships
- Informational interviews

COUNSELING ON POST-SECONDARY EDUCATION
Helps students learn about different educational programs available and resources to support their educational success

- Learn about admission processes
- Disability support services
- Academic and occupational training programs

WORKPLACE READINESS TRAINING
Helps students prepare for employment by learning good work habits and interpersonal skills and developing independent living skills

- Soft/Hard Skills
- Financial Literacy
- Resume and Application development

SELF-ADVOCACY
Builds leadership skills, gain confidence in professional environments and understand what you need to succeed in the workplace

- Self-Awareness & determination
- Workplace responsibilities
- Effective communication & interpersonal skills

PARTICIPATING EMPLOYERS INCLUDE:

Colton JUSD	Grocery Outlet
PetCo	Loud Burger
Rialto USD	ACE Hardware
Fitness 19	Woody's Classic Grill
Old Navy	Subway
Shakey's	NAPA Auto Parts
City of Redlands	Oak Tree Mountain
CVS	Hot Topic
Walgreens	Paw Mission
Kindercare	Party City

EAST VALLEY SELPA
Educating Together

YOU CAN MAKE A DIFFERENCE - GET INVOLVED IN TPP!

HELEN JUNKER
(909) 252-4514

APRIL GOMEZ
(909) 252-4517

DANETTE VILLALOBOS
(909) 252-4515

SANDIE GUTIERREZ
(909) 252-4516

VERA DIAZ
(909) 252-4539

SAPOALUGA "SUZI" TOKI
(909) 252-4520

EAST VALLEY SELPA
670 E. CARNEGIE DRIVE
SAN BERNARDINO, CA 92408

EASTVALLEYSELPA.ORG

DOR
DEPARTMENT of REHABILITATION
Employment, Independence & Equality

San Bernardino **County** Superintendent of **Schools**

TRANSITION PARTNERSHIP PROGRAM

Helping High School
Students with Disabilities
Become Successful Adults
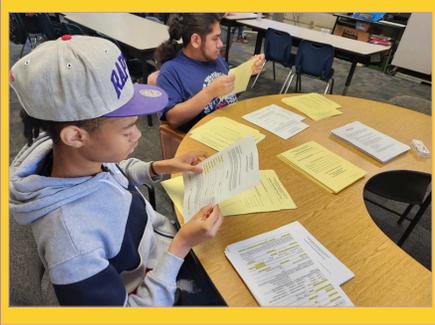
The Transition Partnership Program (TPP), a co-sponsored program with East Valley SELPA and Department of Vocational Rehabilitation (DOR), helps youth with disabilities enter the workforce and become lifelong, productive members of society. The TPP program can save your company money while helping employees join the workforce. Some of the benefits and program incentives include:

- Employees who are prepared and ready to enter the workforce
- Work experience funds to train potential employees on the job
- Transition Technicians match appropriate students to job sites
- TPP staff supporting employers

The program began in the early 90's and has been going strong for more than 30 years. Success can be attributed to the preparation provided to TPP students prior to entering the workforce. The TPP career curriculum and work ethics instruction includes:

- Job Exploration Counseling
- Work Place Readiness Training
- Work-Based Learning
- Counseling on Post-Secondary Education
- Self-Advocacy
- Interviewing Techniques
- Resume Development

Having a job instills confidence and self-worth. Everyone involved with the TPP program finds reward in seeing students improve their lives and future opportunities. Students who complete the TPP program are reliable, trainable and become quality employees.

Having prepared and career-minded employees who are ready to work is the main goal of the TPP program. TPP staff provide support services to employers to ensure the perfect employee fit.

Help your business quickly fill critical entry-level positions from our pool of qualified and eager participants! The TPP program can provide employees to your company for up to 300 hours at no cost to you.

Students in the TPP program are from several local school districts, including: Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, Rim of the World Unified School District, and Yucaipa-Calimesa Joint Unified School District. The focus is on helping high school juniors, seniors and Adult Transition Program participants become successful employees. Students' vocational interests and goals are matched with potential companies/employers.

4.8 SBCSS FFS Program Update

East Valley Student Services Principal Assignments 2024-2025
Peggy McFee, Interim Area Director

Bernadine Hollingsworth
SST: Gloria Estrada
OSI: Amy Whitsett
Lead Teacher: Lori Eder
Barbara Phelps HS (909) 748-0259

Special Day Class	Itinerant Staff
ECSEAUT	**APE**
Bemis ES - Lori Eder	Moore MS - Catarina Lambert
ECSE / SH	Moore MS - Rosemary Mickschl-Adams
Dollahan ES - Norman 'Scott' Parker	**O & M**
ED	Highland Grove ES - Natalie Brown
B. Phelps - Vacant	Smith ES - Karina Torres (50%)
B. Phelps - Cheryl Hines	**SLP**
MS	Bemis - Ciara Delgado
B. Phelps - Vacant	Moore MS - Annette Vleasquez
B. Phelps - Jill Hoffman	Virtual - Laurie Goodwill (agency)
Eisenhower HS - Jill Wiegmann	**VI-Itin**
Moore MS - Wendy Franklin	Highland Grove ES - Teresa Gibbons (75%)
Rialto HS - Amy Schodt	Highland Grove ES - Vacant
SPH/MS	Smith ES - Serenna Madril-Acosta
REV HS - Frances Lambert	Highland Grove ES - Jennifer Zehms
OI	Highland Grove ES - Cloudia Pawluk
Judson Brown ES - Janelle Carlson	Smith ES - Leticia Ceja
	Smith ES - Jeanne Nelson

Rich Frederick

Sunwest (909) 387-8503

Itinerant Staff
DHH-Itinerant
Smith ES - Erica Jones (agency)
Smith ES - Jaclyn Long
Smith ES - Carrie-Ann Cornejo
Smith ES - Patricia Tate (agency)
Smith ES - Joshua Arledge (50%)
Early Start
Dollahan - Tonja Wright
Dollahan - Elaine Waskel
Dollahan - Viridiana Martinez
Dollahan - Kathleen Pearce
Dollahan - Miriam Gomez
Dollahan - Cynthia Hayes

Peggy McFee
OSIII: Lance Vivar
OSII: Melissa Valdez
OSI: Jacqueline Troyn
WEESC: (909) 476-6120

School Psychologists
Sunwest - Kathryn Strong

School Nurses
Henry - Linda Kleam (All Sites except B. Phelps)
Sunwest - Elizabeth Ceniceros (B. Phelps)

Updated: 08/13/2024

By Principal

2024-2025 SPECIAL DAY CLASSES (SDC)

East Valley Student Services

PROGRAM	SCHOOL	CLASS TIMES	DISTRICT OF LOCATION	FOLLOWING DIST CAL	GRADE	TEACHER		# OF PARAS INCL 1:1 Paras	# of 1:1 Paras	# of Students	AM	PM	2024-25 Principal
ED	B. Phelps	8:30-2:30	Redlands	Redlands	6 - 8	Vacant		5	1	5			Bernadine
ED	B. Phelps	8:30-2:30	Redlands	Redlands	9 - 12	Hines		5	2	7			Bernadine
MS	B. Phelps	8:30-2:30	Redlands	Redlands	9 - 12	Vacant		6	4	9			Bernadine
MS	B. Phelps	8:30-2:30	Redlands	Redlands	9 - 12	Hoffman		7	5	9			Bernadine
AUT ECSE	Bemis	7:25-1:25	Rialto	Rialto	1 - 5	Eder		2	0	6			Bernadine
SH ECSE	Dollahan	7:30-1:30	Rialto	Rialto	1 - 6	Parker		3	2	8			Bernadine
SPH/MS	Eisenhower HS	8:45-2:45	Redlands	Redlands	9 - 12	Wiegmann		4	2	9			Bernadine
OI	Judson	7:25-1:25	Redlands	Redlands	2 - 8	Carlson		4	2	11			Bernadine
MS	Moore	8:00-2:00	Redlands	Redlands	6 - 8	Franklin		5	3	8			Bernadine
SPH/MS	REV HS	8:45-2:45	Redlands	Redlands	9 - 12	Lambert		3	1	8			Bernadine
SPH/MS	Rialto HS	8:45-2:45	Redlands	Redlands	9 - 12	Schodt		2	0	9			Bernadine
	8					**11**		**46**	**22**	**89**			

EV-Ops Search Criteria

Navigate to the Searches tab and choose New Search
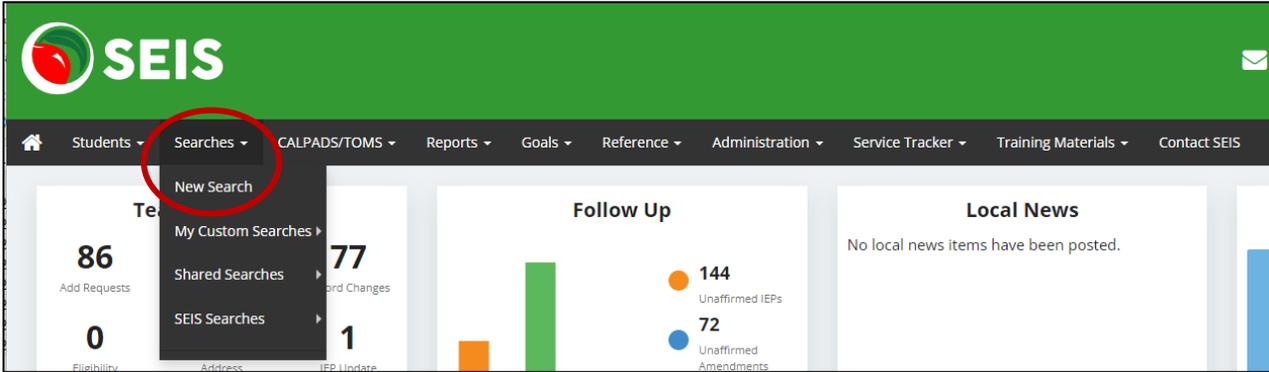
On the right-hand side of the screen, adjust the search criteria as follows:

Students Exited should be set to "no"

Add a criteria to search by Service Provider (entity) and select 110 County Office of Education

Add a criteria for Service Code and choose any service you wish to query

Add as many search criteria you wish by selecting the add button

Click the blue Column Options tab to set the columns to display
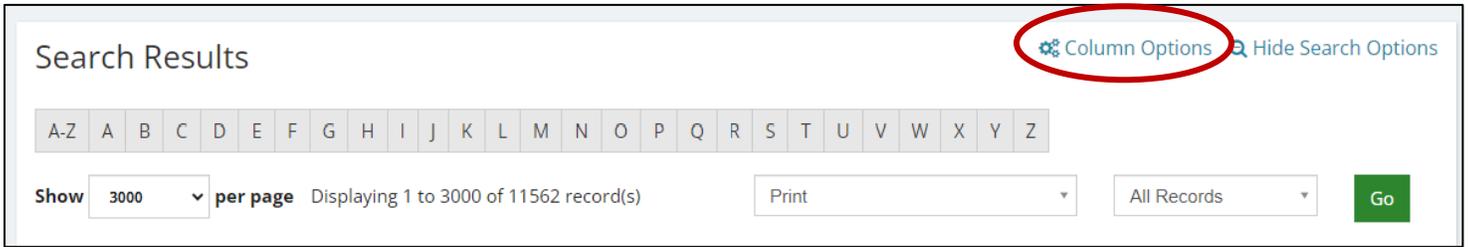
Adjust the Column Options depending on the information to displayed in the report and click OK
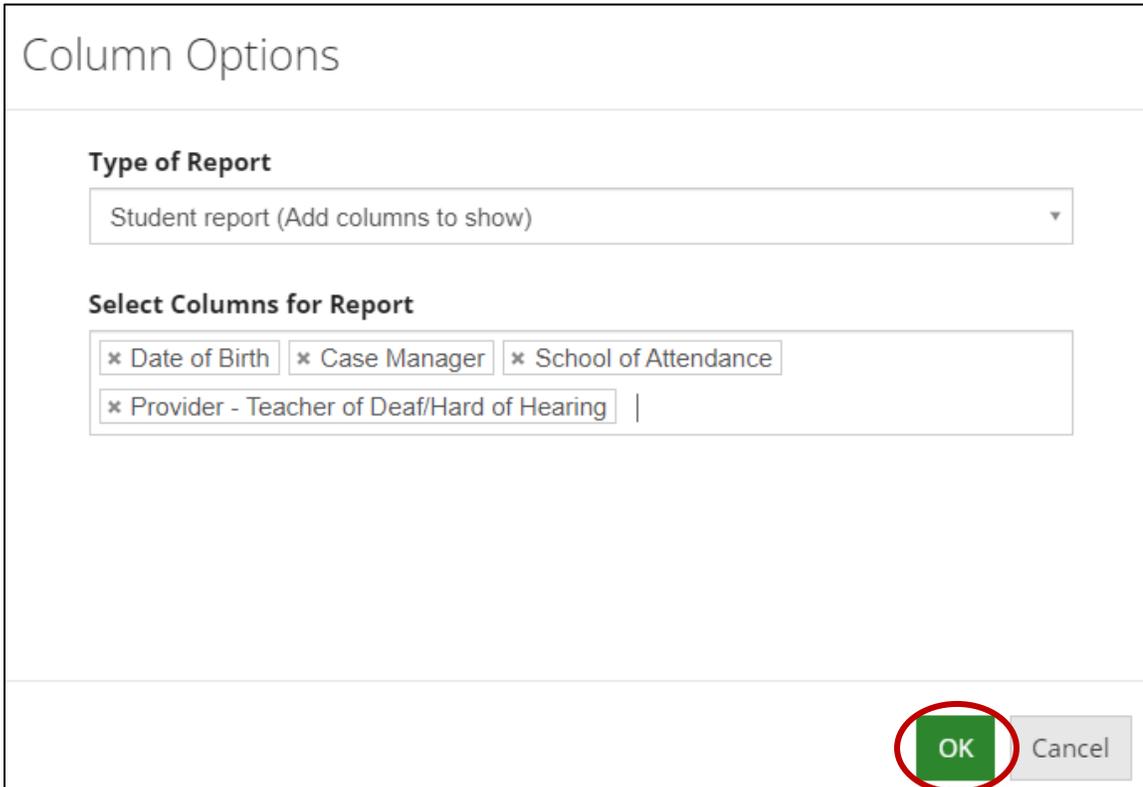
Once the search criteria are established, choose Download Data and click Go. An Excel spreadsheet will be downloaded.

4.9 EV SELPA Behavior Emergency Report Revisions

East Valley Special Education Local Plan Area
BEHAVIORAL EMERGENCY REPORT

Section I: Student Information

Student Name _____ Report Date _____

Birth Date _____ Age _____ Grade _____

District _____ School _____

Date of Incident _____ Time Incident Began _____ Time incident ended _____

Setting/Location of Incident _____

IEP Includes BIP ☐ Yes ☐ No   IEP/BIP Date: _____   Behavior addressed in: ☐ IEP ☐ BIP

Section II: Behavioral Emergency

Describe what occurred including events that led up to the emergency:

Name(s) and position(s) of staff/others involved:

Student		Others (staff and/or other students)	
☐ No Observable Injuries	☐ Injuries Sustained	☐ No Observable Injuries	☐ Injuries Sustained
Describe injuries		Describe injuries	
Additional pertinent information		Additional pertinent information	

Section III: Emergency Interventions Utilized

Check all that apply:

☐ Prone procedure (ex: BARR – Brief Assisted Required Relaxation)   Length of time: _____

☐ Site security involvement

☐ Law enforcement involvement

☐ Other agency involvement (Dept of Behavioral Health, CPS, 5150, AWOL)

☐ Mechanical restraint   ☐ Physical restraint   ☐ Seclusion

Comments/description of emergency interventions:

Section IV: Behavior Intervention Plan (BIP) (check one):

☐ Student does not have a current BIP. Within two days of the behavioral emergency, the designated responsible administrator shall schedule an IEP meeting to review the emergency report to determine the necessity for a Functional Behavioral Assessment (FBA), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting an FBA, not developing an interim plan, or both

☐ Student has an existing BIP. When an incident involving a previously unseen serious behavior problem occurs, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the BIP.

Section V: Disposition

Ed Code Violation: ☐ Yes ☐ No   If yes, list specific Ed Code violated: _____

Link to California Education Code references   48900 or 48915

☐ Suspension   ☐ In School   ☐ Out of School   Duration: _____

☐ Expulsion

Section VI: Personnel Involved

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

Section VII: BER Notifications by NPS

|	Date	By whom:
☐ Parent notified within one day	Date _____	By whom: _____
☐ BER sent to Admin of DSEA within 24 hours	Date _____	By whom: _____
☐ BER sent to EVSELPA@sbcss.net	Date _____	By whom: _____
☐ CDE notified if Law Enforcement involved	Date _____	By whom: _____

Section VIII: LEA Follow-Up

	Date	By whom:
☐ BER received	Date _____	By whom: _____
☐ BER placed in district file	Date _____	By whom: _____
☐ BER placed in student file	Date _____	By whom: _____
☐ BER documented in SIS	Date _____	By whom: _____
☐ District SpEd Admin notified	Date _____	By whom: _____

EAST VALLEY SELPA

Educating Together
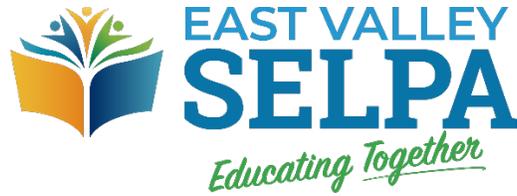
BEHAVIORAL EMERGENCY REPORT INSTRUCTIONS

A. INTRODUCTION: WHAT IS A BEHAVIORAL EMERGENCY

A behavioral emergency is the demonstration of a serious behavior problem, requiring a physical intervention:

1. which has not previously been observed and for which a behavior plan has not been developed; or
2. for which a previously developed behavior plan is not effective during the emergency and may require modification.

To be defined as a behavioral emergency, a behavior must pose a clear and present danger of serious physical harm to the student or others, or it must pose the threat of serious property damage.

"A pupil has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Seclusion or a behavioral restraint may be used "only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive." (EC 49005.2, 49005.4)

"The District must collect and report annually on the number of times and the number of students on which mechanical restraints, physical restraints, and seclusion are used. The data must be disaggregated for students who have Section 504 plans, students who have individualized education programs, and students who do not have either plan." (EC 49006)

B. CA Education Code 49005

The Legislature finds and declares all of the following:

(a) While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm of others, restraint and seclusion are dangerous interventions, with certain known practices posing a great risk to child health and safety.
(b) United States Department of Education guidelines specify that the use of restraint and seclusion must be consistent with the child's right to be treated with dignity and to be free from abuse.
(c) Restraint and seclusion should only be used as a safety measure of last resort and should never be used as punishment or discipline or for staff convenience.

(d) Restraint and seclusion may cause serious injury or long-lasting trauma and death, even when done safely and correctly.

(e) There is no evidence that restraint or seclusion is effective in reducing the problem behaviors that frequently precipitate the use of those techniques.

(f) Students with disabilities and students of color, especially African American boys, are disproportionately subject to restraint and seclusion.

Behavioral Restraint

Mechanical Restraint
The use of a device or equipment to restrict a pupil's freedom of movement

Physical Restraint
A personal restriction that immobilizes or reduces the ability of a pupil to move his/her torso, arms, legs, or head freely

Seclusion
The involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving.
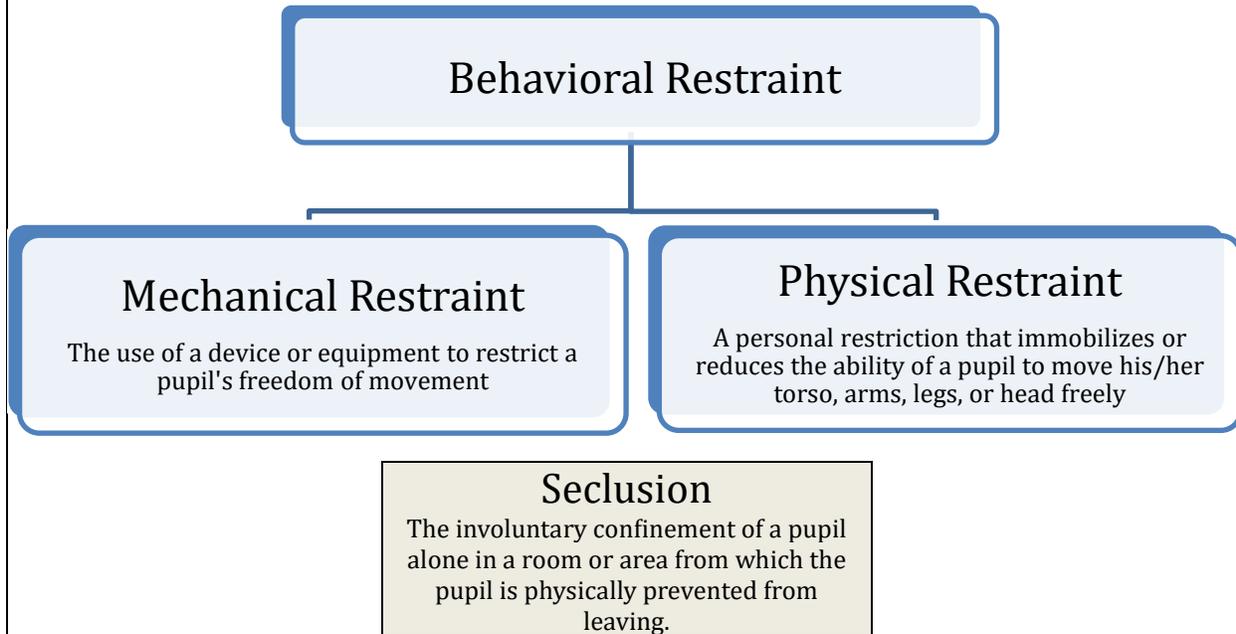
Definition provided in Education Code 49005.1:

(d)(1) "Mechanical restraint" means the use of a device or equipment to restrict a pupil's freedom of movement.

(2)(A) "Mechanical restraint" **does not include the use of devices by peace officers or security personnel for detention or for public safety purposes**.

(B) "Mechanical restraint" does not include the use of devices by trained school personnel, or by a pupil, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but not be limited to, all of the following:

i) Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports.

ii) Vehicle safety restraints when used as intended during the transport of a pupil in a moving vehicle.

iii) Restraints for medical immobilization.

iv) Orthopedically prescribed devices that permit a pupil to participate in activities without risk of harm.

Definition provided in Education Code 49005.1:

(f)(1) "Physical restraint" means a personal restriction that immobilizes or reduces the ability of a pupil to move the pupil's torso, arms, legs, or head freely. **"Physical restraint" does not include a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a pupil who is acting out to walk to a safe location**.

(2) "Physical restraint" does not include the use of force by peace officers or security personnel for detention or for public safety purposes.

Definition provided in Education Code 49005.1:

(i) "Seclusion" means the **involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving**. "Seclusion" does not include a timeout, which is a behavior management technique that is part of an approved program, that involves the monitored separation of the pupil in a nonlocked setting and is implemented for the purpose of calming.

Completing the BER: Required to be filled out any time an emergency intervention is utilized on an individual with exceptional needs Cal. Ed. Code § 56521.1(e)

(e) To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the individual with exceptional needs. The behavioral emergency report shall include all the following:

(1) The name and age of the individual with exceptional needs.

(2) The setting and location of the incident.

(3) The name of the staff or other people involved.

(4) A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.

(5) Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

C. PROFESSIONAL CRISIS MANAGEMENT ASSOCIATION (PCMA) APPROVED BEHAVIORAL EMERGENCY INTERVENTIONS

The following crisis intervention strategies, included in the "Professional Crisis Management Association" training have been approved by East Valley SELPA and its member districts.

Only currently certified practitioners of PCMA are eligible to use the following crisis intervention strategies when prevention and de-escalation strategies have failed.

The definition of crisis:

Continuous Aggression: repeated physical behaviors that hurt others or that might hurt others like hitting, pinching, shoving, kicking, and biting.

Continuous Self-injury: repeated aggressive behaviors of individual to himself. This includes behaviors like face slapping, head-hitting, biting, scratching, and eye poking that are done repeatedly.

Continuous High Magnitude Disruption: refers to behaviors that are potentially dangerous and/or damaging to the physical environment and occur at a high level of intensity.

Transportation procedures: Transportation means physically assisting an individual to move from one area to another. Practitioners implement the automatic use of behavioral shaping and fading principles, referred to as Dynamic Holding.

PCM transportation procedures:
One-person adult transportation procedures (least to most restrictive):
- Independent walk
- Back procedure
- Wrist tricep
- Sunday stroll
- One-arm wrap around

Two-person adult transportation procedures (least to most restrictive):
- Independent walk
- Double back
- Double wrist tricep
- Double Sunday stroll

One-person child transportation procedures (least to most restrictive):
- Independent walk
- Back procedure
- Wrist tricep

Two-person child transportation procedures (least to most restrictive):
- Independent walk
- Double back
- Double wrist tricep

"Physical restraint" does not include a physical escort involving the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a pupil who is acting out to walk to a safe location.

Immobilization procedures:
1. Immobilization is a safe and effective means of containing and preventing further escalation of crisis behavior.

2. Immobilization refers to the intentional reduction of movement of an individual in crisis with the use of a variety of benign (gentle and harmless) vertical and horizontal holding procedures.

Types of Immobilizations:
1. Vertical immobilization: the individual remains standing during the procedure.
2. Horizontal Immobilization: the individual is lying down on a soft foam safety mat.

D. STEPS TO COMPLETING THE BER FORM

SECTION I. Complete student information, IEP information, the date the emergency occured and report is completed.

SECTION II. Describe the Behavioral Emergency including what led up to the incident, the staff involved, student injuries, injuries to other parties, and any additional pertinent information related to the incident.

SECTION III. Describe the emergency interventions utilized, list site security or law enforcement involvement, indicate any other agency involved, document the type of restraint or the use of seclusion. Provide comments regarding the emergency interventions utilized.

SECTION IV. Check the box that applies to the student's IEP related to a Behavior Intervention Plan.

SECTION V. Describe the disposition. Was there an Ed Code Violation, if so, list the specific code vioated. Indicate whether the student was suspended and for how many days, or expelled.

SECTION VI. Document who participated in compelting the BER.

SECTION VII. NPS indicates follow-up with the BER.

Section VIII. LEA documents appropriate processing of the BER.

E. FOLLOW-UP IEP MEETING REQUIREMENTS

Anytime a Behavioral Emergency Report (BER) is written regarding an individual with exceptional needs who **does not have** a positive Behavioral Intervention Plan (BIP), the designated responsible administrator shall:

> **Within one (1) Day**: Contact parent.
>
> **Within two (2) Days:** Schedule an IEP team meeting to review the BER and determine the need for a Functional Behavioral Assessment (FBA, EV-72) and/or the need for an interim plan.
>
> **At the IEP meeting**: The IEP team shall document, in the IEP Team Meeting Comments, the reasons for not conducting an FBA and/or not developing an interim plan **OR** initiate a Functional Behavioral Assessment (FBA) to determine the need for a Behavior Intervention Plan (BIP).
>
> Ensure that the FBA is completed as soon as possible so that results and recommendations for development or modification of a Behavior Intervention Plan (BIP, EV-76) are available for review by the IEP team.

Anytime a Behavioral Emergency Report (BER) is written regarding an individual with exceptional needs **who has** a Behavioral Intervention Plan (BIP); an incident involving a previously unseen serious behavior problem; or where a previously designated intervention is ineffective or requires modification; the administrator shall:

> **Within one (1) Day**: Contact parent.
>
> **Within two (2) Days:** Schedule an IEP team meeting to review and determine if the incident constitutes a need to modify the BIP.
>
> **At the IEP meeting:** Minor modifications to the BIP to improve program effectiveness can be made by the IEP team (including parent(s)) through the IEP Amendment process. Significant changes may require the IEP team to request a Functional Behavioral Assessment (FBA) to determine the function of the behavior and appropriate interventions, strategies and supports. Proposed changes to the BIP are to be based on the FBA results.

An IEP team or behavioral intervention planning team capitalizes on the experience and expertise of all its members. The individual's parents, as well as aides, regular education teacher, school psychologist, program specialist, or other interested credentialed staff, all have an integral part in the planning and intervention process.

F. DOCUMENTATION OF STUDENT BEHAVIORAL EMERGENCIES

Local Education Agency
The certificated employee involved in the incident will fill out the BER and provide it to the responsible LEA staff member who inputs student incidents and outcomes. Staff must log the

incident in the student information system (SIS) to be reported to CALPADS at End of Year 3 (EOY 3).

Nonpublic School

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. The NPS shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, the NPS shall complete a BER per the reporting and notification requirements listed above.

The BER must be submitted to the East Valley SELPA and the LEA special education department within 24 hours. The LEA special education department must log the incident into the SIS to be reported to CALPADS at End of Year 3 (EOY 3).

G. REPORTING REQUIREMENTS

49006. (a) A local educational agency that meets the definition of a "local educational agency" specified in Section 300.28 of Title 34 of the Code of Federal Regulations shall collect and, no later than three months after the end of a school year, report to the department annually on the use of behavioral restraints and seclusion for pupils enrolled in or served by the local educational agency for all or part of the prior school year.

(b) The report required pursuant to subdivision (a) shall include the following information, disaggregated by race or ethnicity, and gender:

(1) The **number of pupils** subjected to **mechanical restraint**, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(2) The **number of pupils** subjected to **physical restraint**, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(3) The **number of pupils** subjected to **seclusion**, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(4) The **number of times** mechanical restraint was used on pupils, with separate counts for the number of times mechanical restraint was used on pupils with a plan pursuant to Section

504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(5) The **number of times** physical restraint was used on pupils, with separate counts for the number of times physical restraint was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(6) The **number of times** seclusion was used on pupils, with separate counts for the number of times seclusion was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(c) Notwithstanding any other law, the data collected and reported pursuant to this section shall be available as a public record pursuant to Division 10 (commencing with Section 7920.000) of Title 1 of the Government Code, **and shall be posted annually on the internet website of the local education agency.**

(d) No later than three months after the report is due to the department pursuant to subdivision (a), the department shall post the data from the report annually on its internet website.

How is this reported for students with disabilities?
Incidents reported through the BER are reported in the district student information system (SIS) to be reported to CALPADS.
- In accordance with AB 1466, LEAs are to record instances of Restraint and Seclusion for reporting in CALPADS to be reported during End of Year 3 (EOY 3).
- All instances of Restraint and Seclusion should be reported regardless of student program (Gen Ed, SpEd, 504).

Who is responsible?
The district special education department is responsible for reviewing and monitoring data prior to June 30th to ensure accuracy of data submitted.

What is the timeframe?
LEAs must submit all incidents occurring between July 1 and June 30 of the academic year.

How is this monitored?
LEAs are encouraged to review the Student Incident (SINC), Student Incident Results (SIRS), and Student Offense (SOFF) files for accuracy prior to the June 30th deadline.
What is a reportable incident?
- Incidents involving violations of Education Code Sections 48900 and 48915 even if they did not result in suspension or expulsion and;

- Incidents resulting in the use of behavioral restraints and seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915
  - Mechanical and physical restraints imposed by anyone except peace officers or school security personnel
  - Involuntary seclusion of a pupil alone who is physically prevented from leaving (excluding "time-outs")

H. FURTHER ASSISTANCE

Link to the BER on EV SELPA Website:

Procedures At-a-Glance:

Step I

- Fill out the BER and provide it to the responsible LEA staff member who inputs student incidents and outcomes.
- Call and inform special education department immediately following the restraint or seclusion.
- Contact and inform parent of incident within 24 hours.
- Within two days, schedule an IEP meeting.

Step II

- File original document with site administrator
- LEAs: provide copy to special education department within 24 hours
- NPS: provide copy to LEA special education department and East Valley SELPA within 24 hours

Step III

- For LEA: certificated employee involved in the incident will fill out the BER and provide to the responsible LEA staff member who inputs student incidents and outcomes. Staff log the incident in the student information system (SIS) to be reported to CALPADS at End of Year 3 (EOY 3).

- For NPS: BER must be submitted to the East Valley SELPA and the LEA special education department within 24 hours. The LEA special education department logs the incident into the SIS to be reported to CALPADS at End of Year 3 (EOY 3).

4.10 SEIS/CALPADS/Compliance

CALPADS Error PLAN0620 Steps

Background
When an IEP is affirmed in SEIS, this creates a MEET, PLAN, SERVICES files to be uploaded into CALPADS.

When a student is Exited from Special Education in SEIS, a Students With Disabilities Status (SWDS) file is created.

Issue
There has been a shift in validation within CALPADS and is resulting in an error PLAN0620, if the Plan Effective Start Date (in PLAN and SERV files) does not have an overlapping Status Code of Eligible and Participating (SWDS file).

If the student will exit special education based on the outcome of the meeting, a PLAN and SERV file should not be reported.

Proposed Solution
SEIS will use the Exiting from Sp. ED (returning to reg. Ed/no longer eligible) field on the Information/Eligibility form to determine if a Plan and Services file should be created.

This will link to the affirm to the Case Manager to acknowledge that the student is exiting.

Situations
Parent agrees
- Check the "**Exiting from Sp. ED (returned to reg. Ed/no longer eligible)**" box
    o When the IEP is affirmed, a PLAN and SERV file will <u>not</u> be created.
    o When the student is Exited, that will continue to create the SWDS file.

The parent needs time to consider
- Check the Exiting from Sp. ED box
- Pause on affirming the IEP until consent is obtained.
   o This way the correct files are created.

There is disagreement over eligibility (or an IEE is being requested)
- Check the Exiting from Sp. ED box
- Affirm the IEP.
    o Select Signature = NO
    o A Plan and Services file will not be created.

When the team meets to go over the IEE
- If the student will <u>continue to receive services</u> (found eligible)
    - Update the **FUTURE IEP** and uncheck the 'Exiting' checkbox
    - Affirm with Signature = Yes
    - This will create the Plan and Services files

- If the student is still found to <u>no longer qualify</u>
    - Since nothing will be updated in SEIS, an Amendment can be added to document the review of the IEE.

![East Valley SELPA logo — Educating Together]
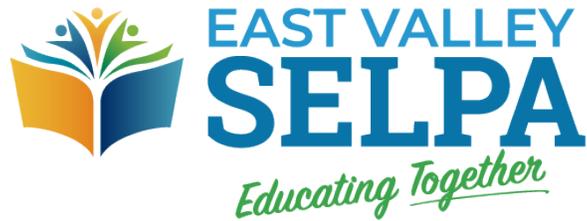
East Valley SELPA
SEIS Office Hours

Need assistance in the transition to SEIS? The East Valley SELPA Program Managers and Program Specialists are hosting weekly office hours to help you get started! Bring questions or issues you are experiencing as we move into using a new electronic IEP system.

All office hours held from 12:00pm – 1:00pm via zoom

Friday, August 2, 2024

Friday, August 9, 2024

Friday, August 16, 2024

Friday, August 23, 2024

Friday August 30, 2024

Friday, September 6, 2024

Friday, September 13, 2024

Zoom link: https://sbcss-net.zoom.us/j/95130748449

SEIS TECHS
Collaborative Meetings

SEIS Techs and district representatives are invited to learn more about the latest CALPADS information, including updates and/or changes to SEIS. Attendees are encouraged to bring questions, ideas and suggestions to share with the group.

Join us Thursday:
- **August 29, 2024**
- **November 7, 2024**
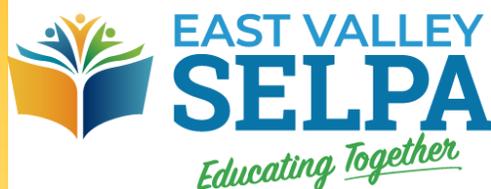- **January 16, 2025**
- **April 24, 2025**

Meeting time:
2:00 - 3:30 pm

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

Register Online:
https://sbcss.k12oms.org/46-252241

EAST VALLEY SELPA
Educating Together

4.11 Early Childhood

DRDP Implementation in TK and K
Expanded Requirements for Fall 2024

The **Desired Results Access Project** provides the following information regarding the changes to the DRDP requirements in response to the policy from the California Department of Education (CDE) Special Education Division (SED), "Desired Results Developmental Profile (DRDP) Administration Guidance" (3-15-2024). These changes will take effect starting with the fall 2024 assessment period.

The DRDP is required for all children birth to three with IFSPs receiving services from Local Education Agencies (LEAs) and children 3 through 5 years of age with IEPs.

Eligibility requirements for Children in Early Intervention, Preschool and TK

Infants and Toddlers

Any infant or toddler receiving services from an LEA with a signed IFSP and receiving special education services must be assessed within the first 60 days of services up until:

- November 1 for inclusion in the fall assessment
- April 1 for inclusion in the spring assessment

The **DRDP Infant/Toddler Comprehensive View** should be used with all infants and toddlers.

Preschool/TK/K

Any child enrolled in preschool, TK, and K who is 3, 4, or 5-years old, has a signed IEP, and is receiving special education services must be assessed within the first 60 days of services up until:

- November 1 for inclusion in the fall assessment
- April 1 for inclusion in the spring assessment

If the child turns 6 at any point during the school year, the DRDP is not required. For example, if a child turns 6 in October, a DRDP is NOT required.

The **DRDP Preschool Fundamental View** should be used with all 3, 4, and 5-year olds.

Training for Special Educators

The CDE SED requires training for special educators using the DRDP. SELPAs are responsible for ensuring that all special educators who administer the DRDP complete training.

Special educators access courses at **DRAccessLearn.org** and are encouraged to complete training prior to assessing. However, special educators must assess eligible children even if they have not yet completed the required courses.

Additional resources, including brief tutorials, assessment supports, recorded webinars, and helpful videos, are found on **DRAccess.org**.

Data Submission

SELPAs will continue to submit all DRDP data to **DRAccessData.org** with no change to current due dates:

- By February 1 for the fall assessment
- By July 1 for the spring assessment

Questions? Contact us. Subscribe on our website. Follow us on social media.
draccess.org • info@draccess.org • (800) 673-9220 • linkedin • twitter • pinterest

Fall 2024 🖥 Online Professional Development Schedule

Administrators: DRDP Requirements for Fall 2024
Register: **2:00-3:00pm Tuesday, August 13, 2024** | Who should attend: Administrators

New Assessors: Getting Started with the DRDP
Register: **2:30-3:00pm Tuesday, September 10, 2024** | Who: Educators

Using the DRDP in TK/K
Register: **2:00-3:00pm Tuesday, September 24, 2024** | Who: Educators and administrators

TK/K Q&A Session
Register: **2:00-2:30pm Tuesday, October 8, 2024** | Who: Educators and administrators

TK/K Q&A Session
Register: **2:00-2:30pm Tuesday, October 15, 2024** | Who: Educators and administrators

LEARN LAB

Learn Labs: in-depth one-hour sessions on linking DRDP results to instruction

Learn Lab: Using DRDP Reports
Register: **2:00-3:00pm Tuesday, October 29, 2024** | Who should attend: Educators and administrators

Learn Lab: Planning Instruction Using DRDP Results
Register: **2:00-3:00pm Thursday, November 7, 2024** | Who: Educators and administrators

Learn Lab: Linking the DRDP to Federal Child Outcomes
Register: **2:00-3:00pm Thursday, November 21, 2024** | Who: Administrators

draccess.org • **info@draccess.org** • **(800) 673-9220** • **linkedin** • **X** • **instagram** • **pinterest**

4.12 SLP Supervision of SLPAs Change Effective July 1, 2024

Notice of Regulatory Changes in SLPA Supervision Requirements

Beginning July 1, 2024, any speech-language pathology (SLP) who wish to supervise a SLPA will, in addition to current requirements, be required to:

- Have two (2) years of full-time experience or 3,120 hours providing services as a licensed or credentialed SLP before supervising a SLPA,
- Provide direct supervision that consists of on-site observation and guidance for twenty (20) percent of all duties for the first ninety (90) days of initial licensure,
- Complete continuing professional development in supervision prior to assuming responsibility as a supervisor,
- Complete continuing professional development in supervision every four years after the initial training,
- Review with the SLPA the laws and regulations pertaining to supervision and practice of SLPA.
- Provide the SLPA with a plan for how to handle emergencies,
- Assume responsibility for all services provided to clients by the SLPA that is being supervised,
- Provide a copy of the completed supervision form to the SLPA within forty-five (45) business days from the commencement date of supervision, and
- Provide a copy of the completed notice of termination to the SLAP within forty-five (45) business days of termination of supervision.

SLPA supervisors will be permitted to:

- Provide direct supervision through synchronous audiovisual, and
- Supervise three (3) support personnel not to exceed six (6) at any time.

The *Responsibility Statement for Supervision of a Speech-Language Pathology Assistant* and *Termination of Supervision* forms were updated as a result of this regulation and can be found on the Board's website at https://www.speechandhearing.ca.gov/forms_pubs/index.shtml.

Supervisors, please check your license record to see all the SLPA registered under your name using DCA's License Search: https://search.dca.ca.gov.

For the regulatory language filed with the Secretary of State and the Final Statement of Reasons, please visit
https://www.speechandhearing.ca.gov/board_activity/lawsregs/slpa_supervision_requirements.shtml
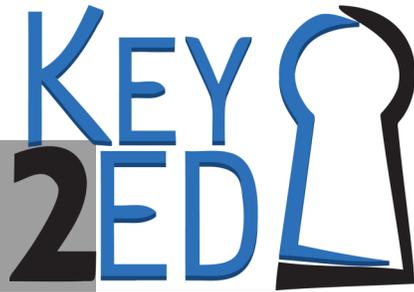
Thank you,

Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board

1601 Response Road, Suite 260 | Sacramento, CA 95815

Phone: (916) 287-7915

4.13 Alternative Dispute Resolution (ADR)

KEY 2ED

FACILITATED IEP TRAINING

Learn the concept of IEP facilitation, its benefits, purpose, and advantages. Attendees will build skills in conflict prevention and reaching agreements, skills that will shift the culture of communication in the IEP process.

Private By Invitation

Register Online Using Password: **ADR**

Monday - Wednesday	Wednesday - Friday
November 4 - 6, 2024	**April 23 - 25, 2025**
8:30 am - 3:30 pm	**8:30 am - 3:30 pm**
https://sbcss.k12oms.org/46-251847	https://sbcss.k12oms.org/46-251849

Dorothy Inghram Learning Center

EAST VALLEY SELPA

4.14 EV SELPA Parent Resource Fair – October 18, 2024

EAST VALLEY **SELPA**

2nd Annual

PARENT RESOURCE FAIR

Building Supports
for Students
With Disabilites

Are you the parent of a child with special needs? It can be a daunting task to identify community resources to assist children with disabilities. The East Valley SELPA is hosting an open house style resource fair to familiarize parents with a variety of connections.

OCTOBER 18TH
9:30AM-2:30PM

9:30-11:45 Presentations & Exhibitor Time
12:00 Address by Ted Alejandre, SBCSS Superintendent
12:15-1:15 Lunch Available
1:15-2:30 Presentations & Exhibitor Time

670 E. CARNEGIE DR - SAN BERNARDINO

RAFFLES & MUSIC BY DJ BEATS MODE WILL BE THROUGHOUT THE DAY OUTSIDE, UNDER THE MAIN TENT

Register at https://sbcss.k12oms.org/46-253226

EAST VALLEY SELPA

2nd Annual

PARENT RESOURCE FAIR

Join the East Valley SELPA as we host parents of students with disabilities. Families will enter rooms open house style. As an exhibitor, you'll have the opportunity to meet families by staffing a table in our indoor exhibit areas.

Building Supports for Students With Disabilites

Free registration includes table, chairs and lunches
*Bring a table covering
Additionally, we welcome contributions to our raffle prizes, which will be prominently acknowledged during the giveaway.

October 18th
670 E. Carnegie Dr - San Bernardino
Full Schedule on Back

Space is Limited!
Register at https://sbcss.k12oms.org/46-253390

Food • Vendors • Presentations • giveaways • Information

EAST VALLEY SELPA

2nd Annual

PARENT RESOURCE FAIR

Building Supports for Students With Disabilites

OCTOBER 18TH

8:30 - 9:30 Exhibitors set-up

9:30 - 11:45 Presentations & Exhibitor Time

12:00 Address by Ted Alejandre, SBCSS Superintendent

12:15-1:15 Lunch Available

1:15-2:30 Presentations & Exhibitor Time

RAFFLES & MUSIC BY DJ BEATS MODE WILL BE THROUGHOUT THE DAY OUTSIDE, UNDER THE MAIN TENT

Register at https://sbcss.k12oms.org/46-253390

Free registration includes table, chairs and two lunches
*bring a table covering

4.15 EV SELPA Inclusion Summit 2.0

EAST VALLEY SELPA

United in INCLUSION

A Leadership Summit to Enhance our Cultural Beliefs and Develop Experiences for Inclusive Leadership in Education

SIP

All In

Reimagining Resources

OUR CULTURAL BELIEFS

Tools of EmPOWERment

WEDNESDAY NOVEMBER 6TH 2024

Riverside Convention Center
Register: https://sbcss.k12oms.org/46-253774
Register by September 20th - Access Code: UNITED

4.16 50th Anniversary IDEA – EV SELPA Gala Event

YOU ARE CORDIALLY INVITED TO THE

50 YEARS OF

IDEA

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

- GALA -

JUNE 6TH, 2025 | **3637 5TH ST, RIVERSIDE, CA 92501**

EAST VALLEY SELPA

4.17 EV SELPA 2024-2025 Professional Development Catalog

4.18 Hot Topics

OTHER

5.1 2024-2025 EV SELPA Steering Committee
   Meetings

2024/2025
East Valley SELPA
Steering/Finance Committee Meeting Schedule

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

JULY 2024 – NO MEETING

AUGUST 15, 2024

SEPTEMBER 12, 2024

OCTOBER 10, 2024

NOVEMBER 14, 2024

DECEMBER 12, 2024

JANUARY 2025 – NO MEETING

FEBRUARY 13, 2025

MARCH 13, 2025

APRIL 10, 2025

MAY 8, 2025

JUNE 12, 2025

5.2 2024-2025 EV SELPA Board of Directors Meetings

2024/2025
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 25, 2024

November 20, 2024

February 19, 2025

March 19, 2025

May 21, 2025

June 18, 2025

All meetings will be held at 2:00 p.m.
at the Dorothy Ingrham Learning Center
Conference Room E
670 E. Carnegie Drive,
San Bernardino CA 92408
home of the
EAST VALLEY SELPA
(*Unless meetings must be held virtually***)**

Approved by EV SELPA BOD 3/20/24
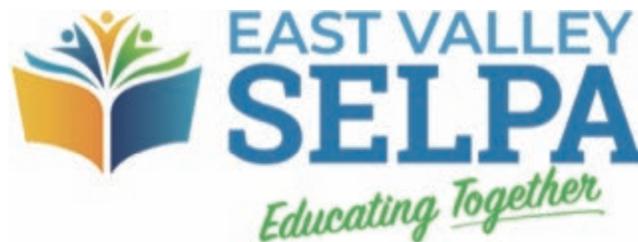
5.3 2024-2025 EV SELPA CAC Meetings

2024/2025
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

All meetings will
begin at 9:30 a.m. & end at 11:30 a.m.
(Determination to meet virtually will be made in advance by the Committee)

SEPTEMBER 23, 2024

NOVEMBER 18, 2024

FEBRUARY 24, 2025

APRIL 21, 2025
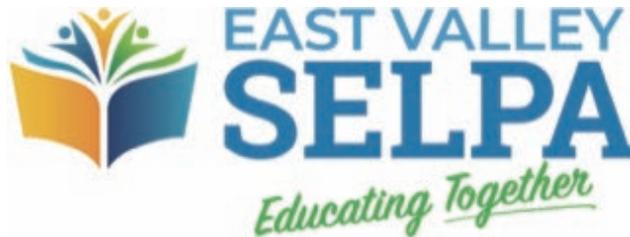
Approved by EV SELPA CAC 4.25.22

5.4 EV SELPA Professional Development – August & September 2024

MASTERING BEHAVIORAL SUPPORT:
Functional Behavioral Assessment (FBA), Behavior Intervention Plan (BIP), and the Manifestation Determination Process

Presented by:
Jennifer Brooksby & Jessica M. Lascano

This training will explore the intersection of functional behavioral assessment (FBA), behavior intervention plans (BIP), manifestation determination, and behavioral emergencies. Participants will learn how to apply effective antecedent interventions to minimize the need for restraint and will understand the importance of implementing function-based behavior interventions. Additionally, this training will highlight the significance of supporting students in developing adaptive behaviors that meet their functional needs and teaching coping skills to navigate challenging activities and transitions in school. The manifestation determination process will be thoroughly explained to ensure attendees comprehend the school district's obligations when engaging in this legally mandated process. Participants will receive access to a Padlet filled with resources for immediate implementation in their daily practice.

MONDAY
SEPTEMBER 16, 2024

8:30AM – 3:00PM

REGISTER ONLINE:
https://sbcss.k12oms.org/46-253790

Dorothy Inghram Learning Center, San Bernardino

EAST VALLEY SELPA
Educating Together

VIRTUAL TRAINING SERIES

Mastering the Art of the DHH Itinerant

Facilitators: Amara Chi Ani and Ginger Carlucci

CLICK HERE TO REGISTER FOR THE SERIES: https://sbcss.k12oms.org/46-252170

Focus Area I: Mastering the Art of the DHH Itinerant
Thursday, August 22, 2024   2:00 - 4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252172

Focus Area II: Assessment, Eligibility & Planning: A Comprehensive Guide

Part 1: Consultation & Eligibility
Thursday, September 26, 2024   2:00-4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252175

Part 2: Assessment & Identifying Needs
Thursday, October 24, 2024   2:00-4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252176

Focus Area III: Service Delivery & Advocacy: A Multifaceted Approach

Part 1: Service Delivery & Inclusion
Thursday, January 16, 2025   2:00-4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252182

Part 2: Empowering DHH Students
Thursday, February 6, 2025   2:00-4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252185

Focus Area IV: Success in the Mainstream Classroom
Thursday, March 6, 2025   2:00 - 4:00 pm
Click here to register: https://sbcss.k12oms.org/46-252186

Full training descriptions on pages 21-22

Focus Area I: Mastering the Art of the DHH Itinerant

Empower yourself to excel in your dynamic role as a DHH itinerant teacher!

This training equips you with the specific skills and resources you need to thrive in this unique position. We'll differentiate between a teacher of the deaf and a DHH itinerant, while providing practical tools to maximize your impact on students and general education teachers.

Key Benefits:

o **Clarity on Your Role:** Understand your unique responsibilities and approaches.

o **Time Management Mastery:** Boost efficiency and organization for a more productive practice.

o **Progress Monitoring Powerhouse:** Discover methods for tracking student progress and maintaining accurate logs.

o **Collaboration Champions:** Develop co-planning skills to seamlessly integrate support for DHH students within general education classrooms.

Focus Area II: Assessment, Eligibility & Planning: A Comprehensive Guide

Empower yourself to effectively support students who are deaf or hard of hearing.

This two-part training equips you with the knowledge and skills to identify students' specific needs and plan impactful programs. You'll gain confidence collaborating with school teams to secure appropriate services.

Part I: Consultation & Eligibility

o **Consultation Review:** Understand the consultation review process and collaborate effectively with school teams.

o **Eligibility Criteria:** Explore pathways to support, including 504 Plans and Individualized Education Programs (IEPs). Learn how to identify qualifying students.

Part II: Assessment & Identifying Needs

o **Assessment Strategies:** Delve into assessment practices for children (preschool-high school) and understand different assessment areas.

o **Identifying Needs:** Utilize assessment results to pinpoint specific learning needs and support areas for students with hearing loss.

Focus Area III: Service Delivery & Advocacy: A Multifaceted Approach

Equip yourself with a multifaceted approach to support service delivery for students with hearing loss.

This session addresses the challenge of ensuring students receive sufficient support. It covers consultation, collaboration, direct service, and empowering DHH students to advocate for themselves.

Part I: Service Delivery & Inclusion

Advocacy for Support Services: Gain clarity on how to ensure DHH students receive appropriately tailored support services.

Service Models: Deepen your understanding of various methods for service delivery that meet individual student needs.

Inclusion: Learn how to leverage resources in the general education setting to foster inclusive learning environments.

Part II: Empowering DHH Students

Building an Advocacy Framework: Discover a practical framework to guide Deaf students in developing effective advocacy skills.

Accommodations, Services & Networking: Explore best practices for utilizing accommodations and services, while fostering connections with the Deaf community.

Focus Area IV: Success in the Mainstream Classroom

Equip yourself with essential knowledge and strategies to support DHH students' success!

This session explores communication barriers and equips educators with effective methods to address them in the classroom. It also covers creating accessible classrooms, using hearing assistive technologies (HAT), and fostering social-emotional well-being for DHH students.

Key Takeaways:

Communication Strategies: Understand various communication modes used by DHH students (spoken language, sign language, assistive technologies).

Creating Accessible Classrooms: Unpack the educational challenges faced by DHH students and the concept of access.

Hearing Assistive Technology (HAT): Gain insight into various HAT systems and how to integrate them effectively.

Social-Emotional Well-being: Discover strategies to foster social skills development, friendships, and self-advocacy skills for DHH students.

SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

PRESENTED BY: JENNIFER BROOKSBY & RICK HOMUTOFF

SPECIAL EDUCATION STAFF WILL DEVELOP PRACTICAL LEADERSHIP SKILLS TO SUPPORT THEIR DISTRICT NEEDS

JOIN US ON THE FOLLOWING MONDAYS:

- SEPTEMBER 30, 2024   8:00–10:00 AM
- DECEMBER 2, 2024   2:00– 4:00 PM
- FEBRUARY 24, 2025   2:00– 4:00 PM
- MAY 19, 2025   8:00–10:00 AM

LOCATION:
DOROTHY INGHRAM LEARNING CENTER
HOME TO THE EAST VALLEY SELPA
670 E. CARNEGIE DRIVE, SAN BERNARDINO 92408

REGISTER ONLINE:
https://sbcss.k12oms.org/46-251950

NEW TEACHER & RELATED SERVICES PROVIDER 6-DAY TRAINING SERIES

EAST VALLEY SELPA
Educating Together

Day 1   IEP Basics Survival Kit

Day 2   Goal Development

Day 3   Progress Monitoring

Day 4   Structuring the Classroom

Day 5   UDL in the Classroom

Day 6   Behavior Strategies/FBA/BIP
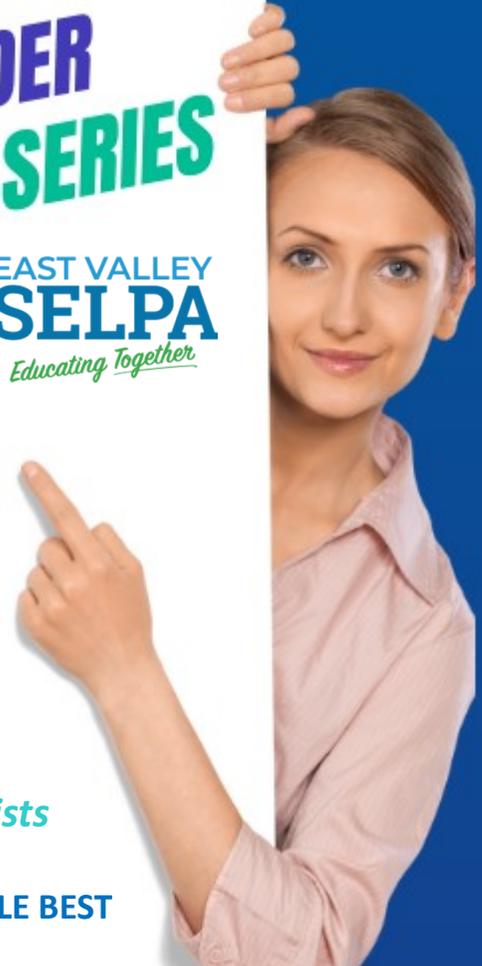
Presented by: East Valley SELPA Program Specialists
FULL TRAINING DESCRIPTIONS ON PAGES 36-37
REGISTER ONLINE FOR THE SERIES THAT FITS YOUR SCHEDULE BEST

6-DAY SERIES (TUESDAYS) 8:30 AM - 3:30 PM	6-DAY SERIES (FRIDAYS) 8:30 AM - 3:30 PM	6-DAY SERIES (MIXED DAYS) 8:30 AM - 3:30 PM
Tuesday September 3, 2024	Friday September 13,2024	Tuesday January 21, 2025
Tuesday September 10, 2024	Friday September 27, 2024	Wednesday January 29, 2025
Tuesday September 17, 2024	Friday October 11, 2024	Tuesday February 4, 2025
Tuesday September 24, 2024	Friday November 1, 2024	Tuesday February 18, 2025
Tuesday October 1, 2024	Friday November 15, 2024	Wednesday February 26, 2025
Tuesday October 8, 2024	Friday December 6, 2024	Thursday March 6, 2025
https://sbcss.k12oms.org/ 46-252851	https://sbcss.k12oms.org/ 46-254842	https://sbcss.k12oms.org/ 46-254463

EAST VALLEY
SELPA
Educating Together

IEP BASICS SURVIVAL KIT TRAINING

This training will provide a brief history of IDEA and dive into the educational benefit of an IEP. We will break down all parts of the IEP including assessment and present levels of performance, areas of need, goals, services, placement, and progress. Participants will learn how to link all parts of the IEP to educational benefit in order to write legally compliant IEPs.

GOAL DEVELOPMENT

This training is on how to develop legally compliant IEP goals using a 13-part template. Participants will receive a goal bank to reference and help support future goal development. 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)

PROGRESS MONITORING

Participants will learn how to collect data (progress monitoring) on IEP goals, and how to effectively implement all parts of an IEP. Objectives - Participants will:

- Be able to define Progress Monitoring and how it relates to IEP development
- Practice completing progress monitoring sheets and develop new sheets based on current and future IEP goals
- Continue creating the goal bank and matching the goals to the correct progress monitoring sheets
- Understand all the areas for implementation in an IEP
- Learn to use the conditions of intervention as a guide for target skill instruction
- Learn how to collect data while instructing the target skill
- Understand self-management with checklists

STRUCTURING THE CLASSROOM

This training is for teachers, paraeducators, and administrators in any stage of their career, who would like to learn more about effective, well-run classrooms using evidence-based practices. Topics covered will be:
- Environmental setup (schedules, labeled materials, furniture)
- Procedures across all environments (whole group, small group, independent work)
- The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring)
- Functional communication access and core boards
- Managing your staff team using productive communication and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program.
Join us and walk away with tools to immediately implement in your classroom.

UDL IN THE CLASSROOM

This training will discuss a variety of teaching methods and supports for students, including specially designed instruction, RTI vs. MTSS, differentiated instruction, and accommodations vs. modifications. We will dive into the Universal Design for Learning (UDL) principles including multiple means of engagement, multiple means of representation, and multiple means of action/expression along with the UDL guidelines. We will review UDL design points and lesson planning using UDL so participants can walk away with strategies to implement in their classrooms.

BEHAVIOR STRATEGIES, FBA, BIP

This training covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Participants will use the EV SELPA FBA and BIP Guidebooks to gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan, as well as, learn how to effectively analyze data. This training also covers evidence-based interventions proven to facilitate positive behavior change. These interventions and strategies include relationship building, reinforcement systems, visual supports, antecedent-based interventions, sensory and mental health strategies.

Region 10 Coordinating Council Presents

BACK TO SCHOOL-BASED OT AND PT BASICS - PART 1

Presented by:

Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), &

Dr. Rick Homutoff (EV SELPA Due Process Program Manager)

As an annually recurring event, this training sets the stage for any practicing or soon to become school based occupational therapy (OT) and physical therapy (PT) practitioner. From legally compliant assessments, IEP meetings, and service record reporting to evidence-based assessments and treatment intervention ideas the Back to School-based OT and PT Basics, Part 1, offers a collaborative environment to pose questions, offer suggestions, and obtain guidance on common day-to-day OT and PT practices. Through case presentations the training offers real and in-the-moment application of the learned content. Come join us for another year of school-based knowledge. The focus of this Part 1 will be a quick overview of educational law, IEP components, and school-based legally and compliance obligations. This is your opportunity to explore and find helpful tips to better carry out your daily OT/PT duties in the school setting. *(Part 2 is September 6, 2024)*

Date: **Friday, August 30, 2024**
Time: **8:00 am - 3:30 pm**
Location: **Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino**
Fee: **$30.00 (Purchase Orders are NOT accepted. This is a Pre-Pay event)**

Intended Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants.

Objectives: Participants will:

1. Understand school-based OT and PT parameters including the components of legally defensible assessment reports.
2. Understand best-practices regarding school-based OT/PT treatment and documentation in relationship to service minute reporting mandates.
3. Identify the components of a legally compliant IEP process.
4. Learn tools to trouble shoot common school-based OT/PT barriers.

CEUs: Certificate of attendance will be provided, verifying 6 professional development units.
Questions: Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at joann.vargas@sbcss.net

Registration Deadline: August 16, 2024
Register Online: https://sbcss.k12oms.org/46-253397

BACK TO SCHOOL-BASED OT AND PT BASICS - PART 2

Presented by:

Jek Barrozo (OT), Belinda Block (PT), & Jo-Ann Vargas (OT)

Part 2 of the Back to School OT and PT Basics will focus on understanding the role of the OT and PT as a related service provider by engaging in critical thinking and clinical judgement through case scenarios, collaboration and exploration of appropriate assessment and treatment interventions. This training will also help you understand how OT and PT as an interdisciplinary team member can contribute to the IEP process from eligibility, accommodations, modifications, to interventions. Lastly through collaboration with other school-based therapists, this training will offer networking opportunities.

Date: **Friday, September 6, 2024**

Time: **8:00 am - 3:30 pm**

Location: **Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino**

Fee: **$30.00 (Purchase Orders are NOT accepted. This is a Pre-Pay event)**

Intended Audience: Occupational Therapists, Certified Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants.

Objectives: Participants will:

1. Demonstrate the skill set to navigate a legally compliant assessment by demystifying the role OT and PT play as a related service provider.
2. Learn at least three contributions OT/PT can make as an IEP team member in terms of eligibility, assessment and treatment recommendations.
3. Demonstrate clinical judgement by appropriately selecting the best course of action to address the concerns presented in at least three case scenarios.
4. Learn at least three evidence-based practices to ensure compliance with assessment, treatment, and IEP documentation.

CEUs: Certificate of attendance will be provided, verifying 6 professional development units.

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

Registration Deadline: August 30, 2024
Register Online: https://sbcss.k12oms.org/46-253399

PARENT EDUCATION SERIES

Presented by: Courtney Beatty & Colleen Meland, East Valley SELPA Program

EAST VALLEY SELPA

All Dates are 10:00am - 11:30am

September 18, 2024	IEP Documents
October 15, 2024	Special Education Basics
December 11, 2024	Transition Planning: Middle School
February 5, 2025	Transition Planning: PreK to TK/K
March 5, 2025	Communication with School Teams
April 9, 2025	Inclusion

ONLINE ZOOM MEETINGS

Register Online:

https://sbcss.k12oms.org/46-255252

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Parents & Transition Support Staff:
Adult Transition Information Evening Meetings

Facilitated by: Colleen Meland

EAST VALLEY SELPA
Educating Together

All Meetings: 6:00 - 8:30 pm

August 27, 2024

September 24, 2024

October 29, 2024

December 3, 2024

January 28, 2025

February 25, 2025

April 29, 2025

These meetings are intended to provide parents and Transition support staff with information about secondary and post-secondary programs and services options available. Topics include:

- Preparing to navigate life after high school
- Regional Center adult services
- Adult Day Programs
- Supported Employment
- Department of Rehabilitation employment preparation services
- Legal considerations: Conservatorship & Special Needs Trust
- Social Security and the Incentive to Work
- CalABLE special needs savings and investment account
- True Link Pre-Paid managed VISA Card
- Individual online and community safety concerns & considerations
- Free Emergency ID for Regional Center clients
- Transportation options for special needs individuals
- The Arts, Leisure & Recreation Programs
- Postsecondary Education/Training and accommodations
- Regional Center Self-Centered Self-Determination Program

Register Online: https://sbcss.k12oms.org/46-252872

Dorothy Inghram Learning Center, San Bernardino

Parents & Transition Support Staff:
Adult Transition Information Daytime Meetings
Facilitated by: Colleen Meland

All Meetings:
9:30 am - 3:30 pm

August 29, 2024

October 3, 2024
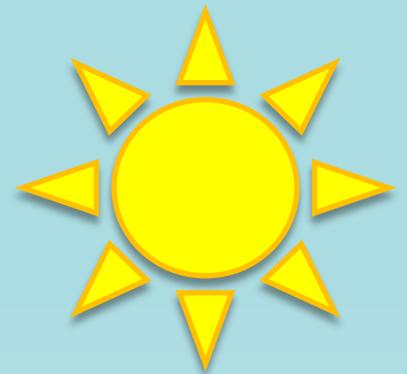
November 7, 2024

January 30, 2025

February 27, 2025

May 1, 2025

These meetings are intended to provide parents and Transition support staff with information about secondary and post-secondary programs and services options available. Topics include:

- Preparing to navigate life after high school
- Regional Center adult services
- Adult Day Programs
- Supported Employment
- Department of Rehabilitation employment preparation services
- Legal considerations: Conservatorship & Special Needs Trust
- Social Security and the Incentive to Work
- CalABLE special needs savings and investment account
- True Link Pre-Paid managed VISA Card
- Individual online and community safety concerns & considerations
- Free Emergency ID for Regional Center clients
- Transportation options for special needs individuals
- The Arts, Leisure & Recreation Programs
- Postsecondary Education/Training and accommodations
- Regional Center Self-Centered Self-Determination Program

Register Online: https://sbcss.k12oms.org/46-252874

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

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EAST VALLEY SELPA
Educating Together

Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

Practitioner Level Use all PCM non-physical procedures plus personal safety and transportation (escorts)

Practitioner 1 Level Use all PCM non-physical procedures, personal safety and transportation (escorts), plus vertical immobilizations

Practitioner 2P Level Use all PCM non-physical procedures, personal safety and transportation (escorts), vertical immobilizations plus downward facing horizontal immobilizations

LEVEL	DATES	TIME	REGISTER ONLINE
Practitioner Initial Certification 2-Day Training	September 3 & 4, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252218
Practitioner Initial Certification 2-Day Training	December 3 & 4, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252219
Practitioner Initial Certification 2-Day Training	February 12 & 13, 2025	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252220
Practitioner 1 & Practitioner 2(P) Initial Certification 3-Day Training	October 28 - 30, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252221
Practitioner 1 & Practitioner 2(P) Initial Certification 3-Day Training	March 11 - 13, 2025	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-252223

Initial Certification Training (all levels) $45.00 per person

Recertification Training (all levels) $45.00 per person

Re-Training $25.00 per person/per retraining session

TRANSITION PARTNERSHIP PROGRAM

TPP Teacher & Paraprofessional Training
AUGUST 20, 2024
8:00AM - 3:00PM

DOROTHY INGHRAM LEARNING CENTER
670 E. CARNEGIE DR
SAN BERNARDINO

PRESENTERS:
SOCIAL SECURITY ADMINISTRATION
SBCSS HOMELESS AND FOSTER YOUTH

GUEST SPEAKER:
DR. CHERINA BETTERS

LINK TO REGISTER:
HTTPS://SBCSS.K12OMS.ORG/46-253818

WEAR YOUR BEST LUAU ATTIRE