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

** AGENDA **
September 10, 2020 8:00 A.M.
Held virtually via Zoom

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

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

Finance Items

4.1	EV SELPA 2019-2020 OT Proportionate Share Program Return of Funds	Andrea Tennyson
4.2	EV SELPA 2019-2020 Adjusted NPS Costs	Andrea Tennyson
4.3	SBCSS 2019-2020 FFS Year-end Actuals & Return of Funds	Jennifer Alvarado
4.4	2019-2020 Preliminary MOE & Excess Cost Reports	Andrea Tennyson
4.5	EV SELPA Fiscal Allocation Plan Draft	Patty Metheny
4.6	EV SELPA Fiscal Reporting Calendar 2020-2021	Andrea Tennyson

Program Items

4.7	California DPH Cohort Guidance 9.4.20 • FAQ	Patty Metheny
4.8	New ADR Grant for Conflict due to Distance Learning	Patty Metheny
4.9	NPS Information • Sierra School East Valley NPS • NPS Monitoring Forms • Tech Devices Requested by NPS's	Patty Metheny Anne-Marie Foley
4.10	WebIEP Updates	Anne-Marie Foley
4.11	Compliance Monitoring Updates	Anne-Marie Foley

- SEP Progress
- DINC in 2020-2021
- Preschool Intensive Monitoring – CDE Training

4.12　EV SELPA Due Process Update　　　　　　　　　　Rick Homutoff
- Class Action Suit　　　　　　　　　　　　　　　　Patty Metheny
- 2019-2020 Year in Review

4.13　CALPADS Student Data　　　　　　　　　　　　　Lisa Horsley
- DA Users' Calendar of Meetings

4.14　TPP & Workability Work-based Learning　　　　　　Patty Metheny

4.15　SBCSS East Valley Operations　　　　　　　　　　Scott Wyatt
- 2020-2021 Staffing
- VI Program Challenges

4.16　EV SELPA SIP Leadership Team　　　　　　　　　Patty Metheny
- Meeting September 23 at 2:00 pm

4.17　EV SELPA Community Advisory Committee　　　　Patty Metheny

4.18　Hot Topics　　　　　　　　　　　　　　　　　　Committee

5.0　OTHER

5.1　2020-2021 EV SELPA Steering Committee Meetings

5.2　2020-2021 EV SELPA Board of Directors Meetings

5.3　2010-2021 EV SELPA CAC Meetings

5.4　EV SELPA Professional Development – September & October 2020

5.5　Next Meeting – October 15, 2020 8:00 AM

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
July 16, 2020

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Bridgette Ealy	Rialto Unified School District
Derek Swem	Rim of the World Unified School District
Dr. Scott Wyatt	San Bernardino County Supt of Schools
Jim Stolze	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Mariamanda Sarabia	Business Services, Colton
Linda Resiwain	Business Services, Colton
Lynn Barzan	Business Services, Redlands
Lacey Hall	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools
Keith Bacon	Business Services, Yucaipa
Diane Romo	Business Services, Rialto
Lisa Regalado	Business Services, SBCSS
Brian Guggisberg	Business Services, Redlands

MEMBERS ABSENT:

Jason Hill	Redlands Unified School District

OTHERS PRESENT:

Rick Homutoff, Ed.D.	East Valley SELPA
Andrea Tennyson	East Valley SELPA
April Neumann	East Valley SELPA
Greg Minton	Redlands Unified School District

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:01 a.m. via Zoom.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the June 11, 2020 meeting were reviewed. Motion to approve the minutes was made by Scott Wyatt and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

<u>Finance Items</u>

4.1 FY 2019/20 4th Quarter NPS Reimbursement Transfer

Andrea Tennyson reviewed the 2019-2020 4th Quarter NPS Cost Report which included invoices received through July 14, 2020. The total 4th quarter billing for 2019-2020 will be finalized with revisions made as late invoices are processed. There were no questions from Committee members.

4.2 AB 602 June 2020 CDE Certification SELPA Funding

Ms. Tennyson reviewed the AB 602 funding certified by CDE in June 2020. She provided totals for the following fiscal years: 2017-2018, 2018-2019, and 2019-2020. There were no questions from Committee members.

4.3 2020-21 Increase in Low Incidence Funds

Dr. Metheny provided information on the Governor's budget item for increased low Incidence funding beginning in 2020-2021. The funds will be provided to the SELPA based on October 2019 Census counts of students with primary and secondary low incidence disabilities.   Dr. Metheny proposed changes to the EV SELPA Fiscal Allocation Plan to allow for distribution of the funds as follows:

➢ The additional funds will be combined with the low incidence funding traditionally provided.
➢ Fifteen percent of the combined funds will remain with SELPA for implementation of EV SELPA LI Policy and procedures to permit the SELPA to purchase and distribute low incidence equipment and materials for its member districts.
➢ The remaining 85% of the combined funds will be passed through to each district based on the district's low incidence pupil count of students with a primary or secondary low incidence disability the prior October (pupil census date).
➢ The 15% was identified as it is an approximate three-year average of the costs incurred to purchase and maintain low incidence equipment and materials for the member districts.

The Committee discussed the proposed changes.   Jim Stolze asked about reporting requirements specific to the funds. Dr. Metheny indicated none were identified in the Budget Act. Greg Minton asked for further clarification of the projected dollar amounts. Dr. Metheny indicated the projected dollar amounts are based on 613 pupils which is an estimate that has not been finalized by CDE.   The SELPA does not have access to

CALPADS reports but instead made the estimate based on WebIEP data. Given this, it is likely to be a very close estimate. The Committee agreed to the proposed as presented.

4.4 EV SELPA Schedule REX

Ms. Tennyson reviewed the EV SELPA 2020-21 Schedule REX which was revised based on the state budget signed into effect July 1, 2020. She shared that while there is no COLA for 2020-2021, there is a significant increase in special education funding (i.e. AB 602 State Aid Funding). Per district amounts were provided as were projected federal and state grant revenues and expenditures. There were no questions from Committee members.

4.5 EV SELPA Fiscal Reporting Calendar 2020-2021

Ms. Tennyson reviewed the EV SELPA Fiscal Reporting Calendar for 2020/21 highlighting the activities in July and August as well as through early September. There were no questions from Committee members.

Program Items

4.6 Reopening Schools Discussion – SB 98

Dr. Metheny led a discussion regarding the requirements of Senate Bill 98 and how each school district is planning to reopen for the 2020-2021 school year. The requirements for the development of a Learning Continuity and Attendance Plan were highlighted with emphasis on how LEAs will address pupil learning loss for students with disabilities. Each district special education administrator shared regarding their district's plans for reopening.

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

Dr. Metheny reviewed the requirements of Senate Bill 98 in respect to the inclusion in IEPs of language regarding how services will be provided in an emergency. The Committee discussed various ways to comply with the requirement understanding that it is in effect at this time as the Governor signed it into law July 1, 2020 and that CDE has not provided guidance on the topic. Dr. Metheny provided various options for consideration until further guidance is provided by CDE. Dr. Rick Homutoff recommended the adoption of including a general statement of compliance with the requirement in the comments/notes section of the IEP. Committee members agreed and will ensure all annual/triennials held will include this language to ensure compliance.

4.8 Best Practices for Virtual IEP Meetings

The Committee reviewed a document entitled, "Guidelines for Best Practice for Holding Virtual Meetings," which contained examples and meeting tips along with valuable tools to use for staff trainings. Jim Stolze discussed the guidance regarding providing assessment reports to parents in advance of virtual meetings. Dr. Metheny advised that if doing so best

practice is to have the assessor review the report either virtually or over the phone to answer questions and provide clarification.

4.9 EV SELPA 2019-2020 District SEP Plans

The Committee learned that EV SELPA Program Manager Anne-Marie Foley will be providing a virtual training in the development of the CDE required Special Education Plans (SEPs) on Monday, August 3 training from 12 noon to 2 p.m. A Zoom invitation was planned to follow the Steering meeting. All EV SELPA districts and charters must send staff to the training as all have been identified for targeted or intensive monitoring. Dr. Metheny encouraged districts to send a few team members. Mr. Stolze spoke to the challenges of developing SEPs at this time. Dr. Metheny reminded the Committee the SEPs will be due to the SELPA by November 16, 2020 and the SELPA must provide them to CDE by December 15, 2020.

4.10 EV SELPA Supporting Inclusive Practices (SIP) Grant

Dr. Metheny shared the EV SELPA was selected by CDE to be a SIP grant recipient starting in 2020-2021. She indicated this is an opportunity for the districts of the SELPA to develop and expand opportunities for inclusion as well as equity and access for students with disabilities. The first step as a grant recipient is to develop a leadership team. Dr. Metheny requested the special education directors identify and let her know by August 3 district leaders for the team, including cabinet members, who desire to do this work with an initial focus on shifting mindsets. The leadership team members will be asked to attend a SIP Welcome Webinar August 26 from 3:00 to 4:00 p.m. Each district and SBCSS may have up to three members on the leadership team.

4.11 SBCSS East Valley Operations

Dr. Scott Wyatt reviewed the East Valley Ops. Special Education 2020-21 programs via a document that identified the programs by location and staff. Dr. Metheny requested the County principals be included on the document. Dr. Wyatt also reported on new administrative staff in the region including the new Assistant Superintendent, Myrlene Pierre.

4.12 CALPADS Student Data

In Lisa Horsley's absence, Dr. Metheny provided a review of year-end activities and requirements. Each LEA and SELPA must certify End-of-Year (EOY) 3 and 4 data by July 31st. The amendment window for end-of-year CALPADS data submission will run through August 28, 2020. Dr. Metheny also shared that the DRDP data submission was completed in June.

4.13 EV SELPA 2020-2021 Brochure

Dr. Metheny reviewed the 2020-2021 brochure highlighting staff and their contact information. She encouraged directors to share this information with their staff.

4.14 EV SELPA 2020-2021 Professional Development Catalog through December 2020

Dr. Metheny reviewed the professional development being provided virtually by the SELPA through December 2020. She highlighted the PCM recertifications for P-Level, that will occur between August and November 1, 2020. These trainings will be virtual which is why P-2 level trainings cannot be conducted. The instructor's class to prepare for the virtual trainings will be August 18, 2020.

4.15 Hot Topics

The Committee discussed practices for conducting assessments during distance learning. An example of protocols in place for the use of an assessment center in the Ontario-Montclair School District was shared. The Committee discussed how best to address the lack of classroom/campus observations in an assessment.

Bridgette Ealy requested the Personnel Data Report information be resent to her. Ms. Tennyson agreed to do so as well as to post it on the SharePoint site for easy access for all.

Dr. Homutoff discussed the inclusion of district staff members on the SELPA's IEE list of assessors. Dr. Metheny expressed concern that they would not be considered independent. Jim Stolze shared that it could be considered a conflict of interest. The Committee decided they will not be included on the SELPA's IEE list.

Mr. Stolze reported he has been contacted by NPS's at this time as they determine how best to reopen and are trying to figure out how they will continue with distance learning. Dr. Metheny shared that Dr. Homutoff will work with each NPS to identify their distance learning plans and to develop MOUs with each, accordingly.

ADJOURNMENT: Meeting adjourned at 12:08 pm. Next meeting will be held on September 10, 2020.

4.0 FINANCE ITEMS

4.1 EV SELPA 2019-2020 OT Proportionate Share Program Return of Funds

2019-20 EAST VALLEY SELPA
PROPORTIONATE SHARE PROGRAM
OCCUPATIONAL THERAPY - RETURN OF FUNDS

SERVICES		Colton		Redlands		Rim		Yucaipa		TOTAL	
AB 602 Revenue Deduct - Off-the-top	$ 1,417,835.00	$	413,296.03	$	642,904.94	$	86,103.34	$	275,530.69	$	1,417,835.00
19/20 Actual Expenditures	$ 1,409,533.31	$	410,876.11	$	639,140.61	$	85,599.19	$	273,917.40	$	1,409,533.31
OT Count/Percentage		72	29.15%	112	45.34%	15	6.07%	48	19.43%	**247**	100.00%
Return of Funds Obj 7221	$ 8,301.69		2,419.93		3,764.33	$	504.15	$	1,613.28		$ 8,301.69

4.2 EV SELPA 2019-2020 Adjusted NPS Costs

East Valley SELPA
19/20 4th Quarter Billing, Adjustments, and Year End Totals

District	FN	Total Q4 Billing	Q4 Year End Adj	Total Q4 Trf	Total Previous Q1 - Q3	2019/20 Year-End Total
NPS Education	1180	156,448.17	4,547.58	160,995.75	$ 568,558.61	$ 729,554.36
NPS Mental Health	3900	67,425.42		67,425.42	$ 360,625.19	$ 428,050.61
Colton		$ 223,873.59	$ 4,547.58	$ 228,421.17	$ 929,183.80	$ 1,157,604.97
NPS Education	1180	126,181.92	33,543.81	159,725.73	$ 675,111.89	$ 834,837.62
NPS Mental Health	3900	153,957.02		153,957.02	$ 584,074.38	**$ 738,031.40**
Redlands		$ 280,138.94	$ 33,543.81	$ 313,682.75	$ 1,259,186.27	$ 1,572,869.02
NPS Education	1180	234,239.84	(4,952.51)	229,287.33	$ 747,749.10	$ 977,036.43
NPS Mental Health	3900	55,751.97		55,751.97	$ 394,021.76	$ 449,773.73
Rialto		$ 289,991.81	$ (4,952.51)	$ 285,039.30	$ 1,141,770.86	$ 1,426,810.16
NPS Education	1180	15,343.82	9,764.37	25,108.19	$ 106,640.43	$ 131,748.62
NPS Mental Health	3900	26,943.00		26,943.00	$ 95,137.28	$ 122,080.28
Rim		$ 42,286.82	$ 9,764.37	$ 52,051.19	$ 201,777.71	$ 253,828.90
NPS Education	1180	48,958.95		48,958.95	$ 259,812.99	$ 308,771.94
NPS Mental Health	3900	56,684.17		56,684.17	$ 203,669.20	$ 260,353.37
Yucaipa		$ 105,643.12		$ 105,643.12	$ 463,482.19	$ 569,125.31
NPS Education Total	1180	581,172.70	42,903.25	624,075.95	2,357,873.02	$ 2,981,948.97
NPS Mental Health Total	3900	360,761.58	-	360,761.58	1,637,527.81	$ 1,998,289.39
Grand Total		$ 941,934.28	$ 42,903.25	$ 984,837.53	$ 3,995,400.83	$ 4,980,238.36

4.3 SBCSS 2019-2020 FFS Year-end Actuals & Return of Funds

FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2019-20

SELPA	East Valley			Budget	Actuals	+Increase/-Decrease

A. REVENUES

April 2019 | September 2020

		RS	OB	GL	Budget	Actuals	+Inc/-Dec
1.	AB602 Special Ed Funding	6500	8311	5001	$ 10,338,192	$ 10,322,460	$ (15,732)
2.	Property Tax Transfer	6500	8097	5001		$ 3,607,866	
3.	Property Tax Transfer Adjustment between 2019-20 P-2 and Annual (Payable)					$ (362,831)	
4.	Net State Aid (A1-A2-A3)	6500	8311	5001		$ 7,077,425	
5.	Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	$ 570,552	$ 401,568	$ (168,984)
6.	Low Incidence	6500	8792	5001	$ -	$ 1,626	
7.	Federal Preschool	3315	8182	5730	$ 27,761	$ 26,822	$ (939)
8.	Preschool Local Entitlement	3310	8181	5730	$ 75,588	$ 93,158	$ 17,570
9.	Preschool Staff Development	3345	8182	5730	$ 245	$ 209	$ (36)
10.	Infant Part C	3385	8182	5710	$ 57,745	$ 57,745	$ -
11.	Infant State Apportionment	6510	8311	5710	$ 1,492,402	$ 1,541,062	$ 48,660
12.	Infant Discretionary	6515	8590	5710	$ 29,865	$ -	$ (29,865)
13.	Parent Infant Program (Local Contract)	9285	8677	5710	$ 8,626	$ 9,257	$ 631
14.	Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	$ 119,885	$ 119,885	$ -
15.	Local Revenue (Contracts with Districts)	6500	8677	5750		$ 113,832	$ 113,832
	TOTAL REVENUE (excludes A2, A3, A4)				$ 12,720,861	$ 12,687,624	$ (34,863)

B. EXPENDITURES

		Budget	Actuals	+Inc/-Dec
1.	SAI Self-Contained (SDC)	$ 8,629,160	$ 8,079,841	$ (549,319)
2.	Low Incidence Itinerant DHH,VI,OM (Itinerant)	$ 1,863,036	$ 1,858,418	$ (4,618)
3.	1:1 Aide Services (1:1) Aides	$ 416,793	$ 541,050	$ 124,257
4.	First Class (NO FFS - Grant Funded)	$ 103,348	$ 93,158	$ (10,190)
5.	Early Start (NO FFS - State/Grant Funded)	$ 1,681,478	$ 1,595,816	$ (85,662)
	TOTAL EXPENDITURES	$ 12,693,815	$ 12,168,283	$ (525,532)

C. PRIOR YEAR ADJUSTMENTS

		RS	OB	GL	Budget	Actuals	+Inc/-Dec
1.	2019-20 Beginning Balance (Early Start)				$ 655,672	$ 765,764	$ 110,092
	TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				$ 655,672	$ 765,764	$ 110,092

D. 2019-20 Ending Balance

		Budget	Actuals	+Inc/-Dec
1.	Total Revenues (Section A)	$ 12,720,861	$ 12,687,624	$ (33,237)
2.	Total Prior Year Revenue Adjustments (Section C)	$ 655,672	$ 765,764	$ 110,092
3.	Total Expenditures (Section B)	$ 12,693,815	$ 12,168,283	$ (525,532)
4.	2019-20 Ending Balance	$ 682,718	$ 1,285,105	$ 602,387
5.	Less Early Start Ending Balance	$ 682,717	$ 897,896	$ 215,179
6.	2019-20 Net FFS Ending Balance	$ 0	$ 387,209	$ 387,209

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	210	213	8
Actuals*	203.5	217.5	14
Difference	-6.5	4.5	6

*Includes Inter-SELPA counts as follows: 2.5 | 2

			1	2	3	4	5	6
			SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	FIRST CLASS	EARLY START	TOTAL
			SDC	ITINERANT	1:1 AIDES	No FFS - Grant Funded	No FFS - State /Grant Funded	
1	OBJECT	EXPENSE						
2	1000-1999	Certificated Salaries	2,604,860	754,078	-	25,853	777,365	4,162,157
3	2000-2999	Classified Salaries	1,335,653	189,570	281,807	20,387	101,926	1,929,343
4	3000-3999	Employee Benefits	1,843,319	436,346	210,655	18,640	343,590	2,852,550
5	4000-4999	Books & Supplies	16,573	4,435	-	-	4,328	25,337
6	5000-5999	Services & Other Operating Expenditures	332,781	26,245	747	771	23,864	384,408
7	6000-6999	Capital Outlay	-	-	-	-	0	0
8								
9		Sub total	$ 6,133,186	$ 1,410,675	$ 493,209	65,651	1,251,073	9,353,794
10		% of Total	0.81300	0.18700		n/a	n/a	1.0000000
11								
12		Allocated Cost (FN 2100, 2700, 8100) ES, FC, and CD not included	1,232,211	283,417	-	19,270	203,636	1,738,533
13		Sub total 1000-5000 costs	$ 7,365,397.13	$ 1,694,091.41	$ 493,208.95	$ 84,920	$ 1,454,709	$ 11,092,327
14								
15	7300-7380	Indirect Cost @ 9.7%	714,444	164,327	47,841	8,237	141,107	1,075,956
16								
17		TOTAL EXPENSE	$ 8,079,841	$ 1,858,418	$ 541,050	$ 93,158	$ 1,595,816	$ 12,168,282

18	Obj	RS	Revenue:	SAI SELF-CONTAINED SDC	LOW INCIDENCE ITINERANT DHH, VI, OM ITINERANT	1:1 AIDE SERVICES 1:1AIDES	FIRST CLASS No FFS - Grant Funded	EARLY START No FFS - State /Grant Funded	TOTAL
19	8097	6500	Property Tax Revenue	2,638,225	606,810				3,245,035
20	8181	3310	Federal Local Assistance	326,476	75,092				401,568
21	8311	6500	AB602 FFS Revenue (including Base for ADA)**	5,172,447	1,175,591	729,386			7,077,425
22			Total (Lines 19, 20, & 21)	8,137,149	1,857,493	729,386	0	0	10,724,028
23									
24			Other Revenue Sources						
25	8710	6500	Local Control Funding Formula						0
26	8182	3315	Federal Preschool - RS 3315	26,822					26,822
27	8182	3310	Preschool Local Entitlement				93,158		93,158
28	8182	3345	Preschool Staff Development	209					209
29	8182	3385	Infant Part C					57,745	57,745
30	8311	6510	Infant State Apportionment					1,541,062	1,541,062
31	8590	6515	Infant Discretionary					0	0
32	8677	9285	Parent Infant Program					9,257	9,257
33	8285	9385	Other Local Revenue (contracts with districts)					119,885	119,885
34	8792	6500	Low Incidence	1,626					1,626
35	8710/8699	6500	Other Local Revenue / district contracts*	97,290	16,542				113,832
36	8981	6500	Contrib frm Unrestricted						0
37	8991	6500	Contrib to j. Hall						0
38			2019-20 Beginning Balance	2				765,762	765,763
39			TOTAL REVENUE:	8,263,098	1,874,035	729,386	93,158	2,493,711	13,453,388
40			Excess Cost (expense minus revenue)	$ 183,257	$ 15,617	$ 188,336	$ (0.00)	$ 897,896	$ 1,285,105
41									
42			Number of services - Final (includes Inter-SELPA counts)	203.50	217.50	14.00	N/A	N/A	
43			2019-20 Approved Rates	$ 37,697.00	$ 7,621.00	$ 52,102.00			

45 *Services provided via Inter-SELPA Agreement

46 **Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service ($203,500)

48	Summary	
49	Total 2019-20 Revenue	$ 13,453,388
50	Total 2019-20 Expenses	$ 12,168,282
51	2019-20 Ending Balance	$ 1,285,105
52	Less Early Start Ending Balance	$ 897,896
53	Net FFS Ending Balance	$ 387,209

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2019-20 Fee-For-Service Return

District	SAI Services	% of Services	Total Return $ 183,257.17	Low-Incidence	% of Services	Total Return $ 15,616.53	1:1 Aides	% of Services	Total Return $ 188,335.78	Total Return
Colton	77.5	38%	$ 69,790.81	75.5	35%	$ 5,420.91	5.5	39%	$ 73,989.06	$149,200.78
Redlands	9.0	4%	$ 8,104.74	54.0	25%	$ 3,877.21	1.0	7%	$ 13,452.56	$25,434.50
Rialto	98.0	48%	$ 88,251.61	63.5	29%	$ 4,559.31	7.0	50%	$ 94,167.89	$186,978.81
Rim of the World	2.5	1%	$ 2,251.32	8.0	4%	$ 574.40	0.0	0%	$ -	$2,825.72
Yucaipa - Calimesa	14.0	7%	$ 12,607.37	14.5	7%	$ 1,041.10	0.5	4%	$ 6,726.28	$20,374.75
S.B. City	2.5	1%	$ 2,251.32	2.0	1%	$ 143.60	0.0	0%	$ -	$2,394.92
Total	203.5	99%	$ 183,257.17	217.5	99%	$ 15,616.53	14.0	100%	$ 188,335.78	$387,209.48

	Col. A
District	**2019-20 FFS Return**
2019-20	**$ 387,209.48**
Colton	$ 149,200.78
Redlands	$ 25,434.50
Rialto	$ 186,978.81
Rim of the World	$ 2,825.72
Yucaipa-Calimesa	$ 20,374.75
S.B. City	$ 2,394.92
Subtotal	**$ 387,209.48**

Inter-SELPA Agreement

4.4 2019-2020 Preliminary MOE & Excess Cost Reports

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	SEMA (Actual to Actual)	STATE & LOCAL EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	STATE & LOCAL EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2-3	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	FY 19/20 ACTUAL	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 19/20 ACTUAL	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			Oct-19 ACTUAL	COMP. YEAR ACTUAL	
4	SEMA Reference	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2C, COL.B	SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
5	COLTON	34,109,576.73	2018-19	31,467,165.56	2,642,411.17	PASS	12,789.49	2018-19	31,467,165.56	11,459.27	1,330.22	PASS	2,667	2,746	(79)
6	REDLANDS	31,644,522.72	2018-19	33,569,396.18	(1,924,873.46)	(FAIL)	11,625.47	2018-19	33,569,396.18	12,006.22	(380.75)	(FAIL)	2,722	2,796	(74)
7	RIALTO	54,654,911.31	2018-19	56,114,516.67	(1,459,605.36)	(FAIL)	19,333.18	2018-19	56,114,516.67	18,779.96	553.23	PASS	2,827	2,988	(161)
8	RIM	5,029,771.83	2018-19	6,095,983.27	(1,066,211.44)	(FAIL)	12,733.60	2018-19	6,095,983.27	15,278.15	(2,544.55)	(FAIL)	395	399	(4)
9	YUCAIPA	19,243,346.54	2018-19	18,415,019.30	828,327.24	PASS	15,069.18	2018-19	18,415,019.30	13,711.85	1,357.33	PASS	1,277	1,343	(66)
10	SBCSS (East Valley Ops & SELPA)				0.00	FALSE	-			0.00	0.00	FALSE	322	470	(148)
11	Totals	144,682,129.13		145,662,080.98	(979,951.85)	FAIL	14,170.63		145,662,080.98	13,560.05	610.58	PASS	10,210	10,742	(532)

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
12-13	SEMA (Actual to Actual)	LOCAL EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	LOCAL EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
14-15	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	FY 19/20 ACTUAL	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 19/20 ACTUAL	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			43739 ACTUAL	COMP. YEAR ACTUAL	
16	SEMA Reference	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2A, COL.B	SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
17	COLTON	21,062,348.95	2018-19	19,174,560.12	1,887,788.83	PASS	7,897.39	2018-19	19,174,560.12	6,982.72	914.67	PASS	2,667	2,746	(79)
18	REDLANDS	17,584,629.24	2018-19	12,549,787.85	5,034,841.39	PASS	6,460.19	2018-19	12,549,787.85	4,488.48	1,971.71	PASS	2,722	2,796	(74)
19	RIALTO	32,268,533.24	2018-19	30,692,564.03	1,575,969.21	PASS	11,414.41	2018-19	30,692,564.03	10,271.94	1,142.47	PASS	2,827	2,988	(161)
20	RIM	3,174,544.38	2018-19	2,914,039.62	260,504.76	PASS	8,036.82	2018-19	2,914,039.62	7,303.36	733.46	PASS	395	399	(4)
21	YUCAIPA	9,951,216.67	2018-19	9,550,915.63	400,301.04	PASS	7,792.65	2018-19	9,550,915.63	7,111.63	681.02	PASS	1,277	1,343	(66)
22	SBCSS (East Valley Ops & SELPA)				0.00	FALSE	-			0.00	0.00	FALSE	322	470	(148)
23	Totals	84,041,272.48		74,881,867.25	9,159,405.23	PASS	8,231.27		74,881,867.25	6,970.94	1,260.33	PASS	10,210	10,742	(532)

2019-20 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
PRELIMINARY SUMMARY REPORT-SEMA & SEMB BASED on SACS UAs
PREPARED: 9/7/20

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	**SEMB (Budget to Actual)**	STATE & LOCAL BUDGET/EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	STATE & LOCAL BUDGET/EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2-3	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	FY 20/21 BUDGET	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 20/21 BUDGET	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			Oct-19 Certified/Projected	COMP. YEAR ACTUAL	
4	SEMB Reference	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2C, COL.B	SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
5	COLTON	34,330,628.00	2019-20	31,891,595.58	2,439,032.42	PASS	12,872.38	2019-20	31,891,595.58	11,957.85	914.52	PASS	2,667	2,667	0
6	REDLANDS	35,382,564.00	2018-19	33,569,396.18	1,813,167.82	PASS	12,998.74	2018-19	33,569,396.18	12,006.22	992.52	PASS	2,722	2,796	(74)
7	RIALTO	49,033,325.54	2018-19	56,114,516.67	(7,081,191.13)	(FAIL)	17,344.65	2019-20	44,291,562.33	15,667.34	1,677.31	PASS	2,827	2,827	0
8	RIM	5,533,469.00	2018-19	6,095,983.27	(562,514.27)	(FAIL)	14,008.78	2018-19	6,095,983.27	15,278.15	(1,269.37)	(FAIL)	395	399	(4)
9	YUCAIPA	16,832,821.00	2019-20	19,243,346.54	(2,410,525.54)	(FAIL)	13,181.54	2019-22	19,243,346.54	15,069.18	(1,887.65)	(FAIL)	1,277	1,277	0
10	SBCSS (East Valley Ops & SELPA)			0.00	0.00	FALSE	0.00			0.00	0.00	FALSE	322	322	0
11	Totals	141,112,807.54		146,914,838.24	(5,802,030.70)	(FAIL)	13,821.04		135,091,883.90	13,131.02	690.02	PASS	10,210	10,288	(78)

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
13	**SEMB (Budget to Actual)**	LOCAL BUDGET/EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	LOCAL BUDGET/EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
14-15	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	FY 20/21 BUDGET	COMPARISON YEAR	COMP. YEAR ACTUAL			FY 20/21 BUDGET	COMPARISON YEAR	COMPARISON ACTUAL	COMP. YEAR ACTUAL			Oct-19 Certified/Projected	COMP. YEAR ACTUAL	
16	SEMB Reference	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2A, COL.B	SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
17	COLTON	22,595,288.00	2019-20	21,062,348.95	1,532,939.05	PASS	8,472.17	2019-20	21,062,348.95	7,897.39	574.78	PASS	2,667	2,667	0
18	REDLANDS	19,960,309.00	2019-20	17,584,629.24	2,375,679.76	PASS	7,332.96	2019-20	17,584,629.24	6,460.19	872.77	PASS	2,722	2,722	0
19	RIALTO	36,459,229.00	2019-20	32,268,533.24	4,190,695.76	PASS	12,896.79	2019-20	32,268,533.24	11,414.41	1,482.38	PASS	2,827	2,827	0
20	RIM	3,502,939.00	2019-20	3,174,544.38	328,394.62	PASS	8,868.20	2019-20	3,174,544.38	8,036.82	831.38	PASS	395	395	0
21	YUCAIPA	10,453,863.00	2019-20	9,951,216.67	502,646.33	PASS	8,186.27	2019-20	9,951,216.67	7,792.65	393.61	PASS	1,277	1,277	0
22	SBCSS (East Valley Ops & SELPA)			0.00	0.00	FALSE	0.00			0.00	0.00	FALSE	322	322	0
23	Totals	92,971,628.00		84,041,272.48	8,930,355.52	PASS	9,105.94		84,041,272.48	8,231.27	874.67	PASS	10,210	10,210	0

_____ **LEA**

Excess Cost Calculation

Fiscal Year 2019-20

The excess cost calculation determines excess costs of the provision of special education services and related services; maintenance of effort (MOE) demonstrates the LEA has not supplanted local funds with IDEA funds to pay excess costs.

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the **2019-20 school year** for an elementary school or secondary school student, as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

Section 602(8) of the Act and CFR Section 300.16 require the LEA to compute the minimum average amount for the education of children with disabilities in its elementary schools and for children with disabilities in its secondary schools. Calculations must be made separately for elementary and secondary schools in an LEA. LEAs **may not** compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary and secondary schools.

The calculations below demonstrate how to compute the minimum average amount an LEA must spend for the education of each of its elementary and secondary school children with disabilities under section 602(3) of the Act before it may use funds under Part B of the Act.

There are no Federal rules on how to break out elementary from high school expenditures for children with disabilities for a unified district. It has been suggested that LEAs can use a variety of approaches. One approach is to split elementary from high school expenditures for children with disabilities based on certificated full time equivalent (FTE) personnel. To do this, the LEA should count the number of certificated FTE in elementary and the number of certificated FTE personnel in secondary and pro-rate expenditures proportionately. If the FTE personnel serves in a LEA-wide capacity, pro-rate them in a reasonable manner. LEA should maintain documentation to support the method chosen for this local definition.

For the year ending June 30, 2020, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, **on or before September 14, 2020**. SELPAs must submit reports electronically to the California Department of Education prior to November 16, 2020. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is spedfiscalprogrpts@cde.ca.gov. Also, the CDE requests the SELPA name be in the subject line of the email.

ALL DATA IS FOR FY 2018-19 EXCEPT ITEMS 18 and 21 WHICH ARE 2019-20

		Local Definition	
	TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY
Enter certificated staff FTE %s			

Section a. First, the LEA must determine the total expenditures for elementary and secondary students *only* from all OPERATING funds—local, State, and Federal (including Part B)—in **2018-19**. (Use FUNDS 01-09, 13, and 61-62 ONLY)

		TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY
Item 1	State and Local Expenditures - FD 01-09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999		$ -	$ -
Item 2	Federal Expenditures - FD 01-09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999		$ -	$ -
Item 3	Total Expenditures	$ -	$ -	$ -

Section b. Next, the LEA must subtract from the total expenditures calculated in section a. above all amounts spent in **2018-19** for the following resources (these are considered supplemental expenditures). Actual expenditures only. (Use FUNDS 01-09, 13, and 61-62 ONLY)

		TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY
Item 4	Total Expenditures	$ -	$ -	$ -
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999		$ -	$ -
Item 6	ESEA, Title 1, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999		$ -	$ -
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999		$ -	$ -
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)		$ -	$ -
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".		$ -	$ -
Item 10	Total Expenditures less supplemental expenditures	$ -	$ -	$ -

Section c. Next, deduct capital outlay and debt service for resources not listed in section b. above. (FUNDS 01-09, 13, 61-62 ONLY)

Item 11	Total Expenditures less supplemental expenditures	$	-	$	-	$	-
Item 12	Capital Outlay and Debt - OBJ 6xxx, &/or OBJ 7438, &/or OBJ 7439, &/or FUNCTION 8500			$	-	$	-
Item 13	Total Expenditures less Capital Outlay & Debt	$	-	$	-	$	-

Section d. Next, the LEA must determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during **2018-19** (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

	Item 14	Total amount for average calculation	$	-	$	-	$	-
CBEDS	Item 15	Number of students enrolled in **2018-19** school year - CBEDS, ALL students (General Ed and Special Ed)						
	Item 16	Average annual expenditure per student	$	-	$	-	$	-

Section e. Next, to determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA (not including capital outlay and debt service), the LEA must multiply the number of children with disabilities in the LEA during **2019-20** times the average annual per student expenditure obtained in section d. above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

NOTE: Item 17 below requires the LEA to calculate the amount of time each student is actually in special education classes. CASEMIS data specifies the percentage of time each student is in General Education. Use this information for each special ed student to get a FTE on each. See attached worksheet for calculation instructions.

	Item 17	Average annual expenditure per student	$	-	$	-	$	-
(2019/20 DATA)	Item 18	*Number of full-time special ed student equivalents (FTE of time spent in special education classes; (excluding 5710 & 5730, preschool and infants))*				0.00		0.00
	Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	$	-	$	-	$	-

Section f. Finally, determine how much was spent in **2019-20** on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in section e. above (FUNDS 01-09, 13, 61-62 ONLY)

	Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	$	-	$	-	$	-
(2019/20 DATA)	Item 21*	**2019-20** expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goal 5XXX (*excluding 5710 & 5730, preschool and infants*)			$	-	$	-
	Item 22**	Amount LEA spent on children with disabilities in excess of requirement*	$	-	$	-	$	-

* Note: Item 21 is **NOT** the same as Item 8 above. Item 21 is the 2019-20 expenditure amount. Item 8 is the 2018-19 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.
** Note: Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their federal IDEA Part B funds.

Special Education Director or Designee

Chief Business Officer or Designee

2018/19 Enrollment Data

A Tennyson 9/4/20

DISTRICT	CDS CODE	ELEMENTARY GRADES											SECONDARY GRADES						Total
		K	1	2	3	4	5	6	7	8	Ungr Elem	Tot Elem	9	10	11	12	Ungr Sec	Total Sec	Enrollment
Colton	3667686	1,761	1,612	1,619	1,637	1,699	1,572	1,832	1,874	1,823	-	15,429	1,669	1,706	1,589	1,621	-	6,585	22,014
Redlands	3667843	1,679	1,399	1,526	1,554	1,543	1,602	1,578	1,703	1,641	-	14,225	1,704	1,762	1,707	1,842	-	7,015	21,240
Rialto	3667850	1,852	1,831	1,886	1,844	1,825	1,994	1,938	2,059	2,117	-	17,346	1,914	1,911	1,922	1,973	-	7,720	25,066
Rim	3667868	255	252	233	226	255	263	273	242	264	-	2,263	255	241	238	239	-	973	3,236
Yucaipa	3667959	870	691	769	713	763	747	769	794	832	-	6,948	800	761	734	739	-	3,034	9,982
TOTAL		6,417	5,785	6,033	5,974	6,085	6,178	6,390	6,672	6,677	-	56,211	6,342	6,381	6,190	6,414	-	25,327	81,538

Source:

CA Department of Education

DATA Quest - Enrollment Data

http://dq.cde.ca.gov/dataquest/page2.asp?level=District&subject=Enrollment&submit1=Submit

EAST VALLEY SELPA
COLTON JUSD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2019-20

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	186	10%	90%	167.40
11% to 20%	320	20%	80%	256.00
21% to 30%	133	30%	70%	93.10
31% to 40%	54	40%	60%	32.40
41% to 50%	27	50%	50%	13.50
51% to 60%	27	60%	40%	10.80
61% to 70%	54	70%	30%	16.20
71% to 80%	79	80%	20%	15.80
81% to 90%	800	90%	10%	80.00
91% to 100%	987	99%	1%	0.00
Total	2,667	n/a	n/a	**685.20**

* Enter total pupil count by percent of time

EAST VALLEY SELPA
REDLANDS USD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2019-20

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	150	10%	90%	135.00
11% to 20%	340	20%	80%	272.00
21% to 30%	82	30%	70%	57.40
31% to 40%	27	40%	60%	16.20
41% to 50%	299	50%	50%	149.50
51% to 60%	354	60%	40%	141.60
61% to 70%	136	70%	30%	40.80
71% to 80%	354	80%	20%	70.80
81% to 90%	245	90%	10%	24.50
91% to 100%	735	99%	1%	7.35
Total	2,722	n/a	n/a	915.15

* Enter total pupil count by percent of time

EAST VALLEY SELPA
RIALTO USD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2019-20

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	254	10%	90%	228.60
11% to 20%	368	20%	80%	294.40
21% to 30%	28	30%	70%	19.60
31% to 40%	141	40%	60%	84.60
41% to 50%	85	50%	50%	42.50
51% to 60%	56	60%	40%	22.40
61% to 70%	141	70%	30%	42.30
71% to 80%	170	80%	20%	34.00
81% to 90%	481	90%	10%	48.10
91% to 100%	1103	99%	1%	11.03
Total	2,827	n/a	n/a	827.53

* Enter total pupil count by percent of time

EAST VALLEY SELPA
RIM OF THE WORLD USD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2019-20

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	65	10%	90%	58.50
11% to 20%	36	20%	80%	28.80
21% to 30%	5	30%	70%	3.50
31% to 40%	10	40%	60%	6.00
41% to 50%	40	50%	50%	20.00
51% to 60%	5	60%	40%	2.00
61% to 70%	5	70%	30%	1.50
71% to 80%	16	80%	20%	3.20
81% to 90%	67	90%	10%	6.70
91% to 100%	146	99%	1%	1.46
Total	395	n/a	n/a	131.66

* Enter total pupil count by percent of time

EAST VALLEY SELPA
YUCAIPA-CALIMESA JUSD

NUMBER OF FULL-TIME SPECIAL EDUCATION STUDENT EQUIVALENTS CALCULATOR
(FTE of time spent in special education, excluding preschool and infants)
FISCAL YEAR 2019-20

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% to 10%	77	10%	90%	69.30
11% to 20%	38	20%	80%	30.40
21% to 30%	64	30%	70%	44.80
31% to 40%	51	40%	60%	30.60
41% to 50%	140	50%	50%	70.00
51% to 60%	89	60%	40%	35.60
61% to 70%	77	70%	30%	23.10
71% to 80%	77	80%	20%	15.40
81% to 90%	306	90%	10%	30.60
91% to 100%	358	99%	1%	3.58
Total	1,277	n/a	n/a	353.38

* Enter total pupil count by percent of time

4.5 EV SELPA Fiscal Allocation Plan Draft

East Valley Special Education Local Plan Area
Fiscal Allocation Plan
September 2020

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 multiplying the greater of the current year, prior year, or prior prior year K-12 ADA 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. 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 three installments of 50%, 25% and 25% and distributed to SELPA member LEAs based on current 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 2013-2012 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. In 2020-2021 that percentage is 1.46%. 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.

III.   SELPA Off-the-Top Regional Programs

The East Valley SELPA Board of Directors has authorized SELPA Off-the-Top Regional Programs to support services to students in member districts. As of 2020-2021, those programs are Autism and Residential Mental Health Oversight. Both programs are 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. As of 2020-2021, those programs are Mental Health Behavioral Counseling, Occupational Therapy, and Physical Therapy/Low Incidence Assessments.

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.

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. ~~The LEA budget plans also shall be shared at a public hearing during a local school board meeting – check on this.~~

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.

4.6 EV SELPA Fiscal Reporting Calendar 2020-2021

2020/21 EAST VALLEY SELPA
FISCAL REPORTING CALENDAR

JULY 2020

7/3/20 - SELPA to send Annual NPS ADA to districts, due to BAS July 8 (same as P-2)

7/10/20 - Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA if Final hasn't been submitted.

7/10/20 - Districts to provide SELPA June PARs and PYR for TPP

7/16/20 - SELPA to provide Q4 (19/20) NPS Reimbursement Transfer for invoices received-to-date to districts at Steering/Finance meeting

~~**7/16/20** - SELPA to present Final SBCSS Fee-for-Service and Regional Services Costs at Steering/Finance meeting~~

7/16/20 - SELPA to provide updated PY and CY budget with Schedule REX based on Cert and Governor's budget

~~**7/16/20** - *SELPA may present preliminary MOE data*~~

7/20/20 - Districts to provide SELPA June PARs and PYR for TPP

7/31/20 - Districts to provide PDF copy of completed and submitted Personnel Data Report to SELPA

7/31/20 - SELPA finalize closing of FY 19/20

7/31/20 - SELPA to submit May and June TPP Service and Certified Invoices to DOR

7/31/20 - SELPA to prepare and finalize P-2 June certifications for PY (19/20, 18/19, & 17/18) AB602 Funding Allocation

AUGUST 2020

8/14/20 - SELPA to submit Personnel Data Report to CDE

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

SEPTEMBER 2020

9/10/20 - SBCSS to present PY (19/20) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance
- EV SELPA to present PY (19/20) OT Regional Program Proportionate Share and return of funds (if appropriate).

9/10/20 - SELPA to present PY (19/20) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance

9/10/20 - SELPA to present PY (19/20) EV SELPA Budgets ending fund balances to Steering/Finance

9/10/20 - SELPA to present preliminary MOE at Steering/Finance

9/14/20 - Districts to submit to SELPA Excess Cost Calculation

9/21/20 - Districts to provide SELPA August PARs and PYR for TPP

9/30/20 - SELPA to submit July TPP Service and Certified Invoices to DOR

OCTOBER 2020

10/15/20 - SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission

10/15/20 - SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance

10/15/20 - SELPA to begin working on 1st Interim budget updates

10/15/20 - SELPA to submit PY (19/20) Annual Infant Funding Report to SBCSS

10/15/20 - Districts to provide Grant Expenditure Report 4 (July 1 – September 30 CY) to SELPA if applicable

10/15/20 - Districts provide SELPA with CY (20/21) P-1 ADA estimates & changes to PY ADA (if any) by Oct 15 for First Interim reporting

10/16/20 - Districts to provide SELPA September PARs and PYR for TPP

10/30/20 - Deadline for SELPA/SBCSS to submit CY (20/21) Part C Early Start Application to CDE

10/30/20 - Deadline for SELPA/SBCSS to submit PY (19/20) Extraordinary Cost Pool claim to CDE

2020/21 EAST VALLEY SELPA
FISCAL REPORTING CALENDAR

10/30/20 - SELPA to begin working on (new) CRCS Report for Medi-CAL
10/31/20 - SELPA to submit Aug. TPP Service and Certified Invoices to DOR

NOVEMBER 2020

11/2/20 - SELPA to submit Infant Waiver Request to CDE if applicable
11/12/20 - SELPA to present CY (20/21) 1st Interim EV SELPA Budgets at Steering/Finance
11/12/20 - SELPA to present CY (20/21) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
11/16/20 - SELPA to submit Maintenance of Effort SEMA 19/20 Unaudited Actuals vs. 18/19 Actuals to CDE
11/16/20 - SELPA to submit Maintenance of Effort SEMB 19/20 Unaudited Actuals vs. 18/19 Budget to CDE
11/16/20 - SELPA to submit Excess Cost Calculation(s) to CDE
11/16/20 - SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
11/16/20 - SELPA to submit Table 8 due to CDE
11/16/20 - Districts to verify Fall count for SBCSS Fee-for-Service
11/17/20 - SELPA to submit Extraordinary Cost Pool for Nonpublic School, funding calculates only at Annual
11/17/20 - Districts to provide Oct PARs and PYR for TPP to SELPA
11/30/20 - SELPA to submit Medi-Cal Program Annual report
11/30/20 - SELPA to submit 2018-19 CRCS to DHCS for Medi-CAL
11/30/20 - SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2020

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

JANUARY 2021

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

FEBRUARY 2021

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

2020/21 EAST VALLEY SELPA
FISCAL REPORTING CALENDAR

MARCH 2021

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

APRIL 2021

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

MAY 2021

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

JUNE 2021

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

PROGRAM ITEMS

4.7 California DPH Cohort Guidance 9.4.20

Sandra Shewry
Acting Director

GAVIN NEWSOM
Governor
State of California—Health and Human Services Agency
California Department of Public Health

August 25, 2020

TO:
All Californians

SUBJECT:
Guidance for Small Cohorts/Groups of Children and Youth

This guidance applies to groups of children and youth in controlled, supervised, and indoor environments operated by local educational agencies, non profits, or other authorized providers, including, but not limited to, public and private schools; licensed and license-exempt child care settings; organized and supervised care environments, i.e., "distance learning hubs"; recreation programs; before and after school programs; youth groups; and day camps. **Guidance and directives related to schools, child care, day camps, youth sports, and institutions of higher education are not superseded by this document and still apply to those specified settings.**

Purpose: To provide guidance for necessary in-person child supervision and limited instruction, targeted support services, and facilitation of distance learning in small group environments for a specified subset of children and youth, and for those programs to understand the required health and safety practices needed to prevent the spread of COVID-19 in their settings.

Definitions: <mark>Cohort: a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults in a supervised environment in which supervising adults and children stay</mark>

together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.

Supervising adult: an adult assigned to one cohort of children or youth, who does not physically interact with any other cohorts. This includes child care staff, certificated or classified school staff, volunteers, participating parent or caregiver, or other designated supervising adult(s).

Supervised care environment: an environment where multiple children or youth, from multiple families or households, are being supervised simultaneously by an adult. This includes, but is not limited to, licensed child care facilities, licensed exempt child care programs, supervised programs on a school site while a school is not in session or is providing curriculum in a distance-learning format, or where some educational services are being offered to a subgroup of students as identified by a local educational agency on a school campus.

Considerations for Cohorts

Utilizing cohorts minimizes the number of people exposed if a COVID-19 case is identified in a child or youth attendee, provider, other instructional support provider, or staff member of a particular cohort. Children or youth, attendees and adults in supervised care environments during the COVID-19 pandemic must be in groups as small as possible. This practice decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing, quarantine, and isolation of a single cohort instead of an entire population of children or youth and supervising adults in the event of a positive case or cluster of cases.

While present at the supervised care environment, children or youth and supervising adults in one cohort must not physically interact with children or youth and supervising adults in other cohorts, other child facility staff, or parents of children or youth in other cohorts.

Cohort Size
- Cohorts must be limited to no more than 14 children and youth.
- Cohorts must be limited to no more than two supervising adults.
- Requirements for adult to child ratios continue to apply for licensed child care programs.
- Cohorts can be divided, as needed, into subgroups of children and youth from the same cohort, as long as the 14-to-2 ratio is not exceeded.
- The maximum cohort size applies to all children and youth in the cohort, even when all children are not participating at the same time. For example:
  - A cohort may not include 6 children or youth who attend full-time, 6 children on Mon/Wed/Fri, and 6 children on Tue/Thu (total of 18).
  - A cohort may not include 8 children or youth who attend for the entire day, 4 who attend mornings only, and 4 who attend afternoons only (total of 16).

Cohort Mixing
- Prevent interactions between cohorts, including interactions between staff assigned to different cohorts.
  - Assign children and youth who live together or carpool together to the same cohort, if possible.
  - Avoid moving children and youth from one cohort to another, unless needed for a child's overall safety and wellness.

- o <mark>Cohorts must be kept separate from one another</mark> for special activities such as art, music, and exercise. Stagger playground time and other activities so that no two cohorts are in the same place at the same time.
- <mark>One-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the child or youth's cohort.</mark>
- Specialized service includes but not limited to occupational therapy services, speech and language services, and other medical, behavioral services, or educational support services as part of a targeted intervention strategy.
- Services must be provided consistent with the industry guidance for Limited Services (PDF).

Considerations for Staff

<mark>Supervising adults should be assigned to one cohort and must work solely with that cohort.</mark> Avoid changing staff assignments to the extent practicable. <mark>Substitute providers who are covering for short-term staff absences are allowed but must only work with one cohort of children per day.</mark>
<mark>Meetings among the staff from different cohorts must be conducted remotely, outdoors, or in a large room in which all providers wear cloth face coverings and maintain at least 6 feet distance from other providers. Outdoor meetings and meetings in large rooms with the windows open are preferred over meetings in small rooms with windows closed.</mark>

Precautions and Considerations

<mark>Physical distancing, in combination with the use of face coverings</mark>, decreases the risk of COVID-19 from respiratory droplets. Physical distancing between adults must be maintained as much as possible, and adults and students must use face coverings at all times, pursuant to the CDPH Schools Guidance regarding face coverings. <mark>Physical distancing between young children in the same cohort should be balanced with developmental and socio-emotional needs of this age group.</mark> Supervised care settings should follow applicable industry guidance on appropriate use of face coverings by children and youth.

See the CDPH Guidance on Schools and School Based Programs (PDF) and on Child Care (PDF) for additional considerations regarding, face masks, meals, cleaning, drop off and pick up and health screening.

California Department of Public Health
PO Box, 997377, MS 0500, Sacramento, CA 95899-7377
Department Website (cdph.ca.gov)
Page Last Updated : August 25, 2020

Providing Targeted, Specialized Support and Services at School

UPDATED September 4, 2020

On August 24, 2020, the California Department of Public Health (CDPH) issued Guidance Related to Cohorts (Cohorting Guidance), which sets minimum health and safety guidelines across multiple sectors serving youth, including childcare and schools (public and private). The following is intended to supplement the Cohorting Guidance with responses to frequently asked questions specific to the provision of school-based targeted, specialized support. Insofar as a question is not addressed, local school officials—in collaboration with local health departments and school-based staff (including, if applicable, organized labor)—should implement measures consistent with local operations and needs.

Background: On March 4, 2020, the Governor proclaimed a State of Emergency in California as a result of the impacts of COVID-19 to make additional resources available and help the state prepare to respond to an increasing number of individuals requiring medical care and hospitalization as a result of a broader spread of COVID-19. Since that time, the State Public Health Officer and the CDPH have issued multiple public health directives to combat the COVID-19 pandemic, including, on July 17, 2020, the COVID-19 and Reopening In-Person Learning Framework for K-12 Schools (Framework).

The Framework prohibits in-person instruction at schools operating within a county in Tier 1 due to high rates of COVID-19, and permits elementary schools in those counties to request a waiver to permit reopening for in-person instruction where conditions and safety plans permit. On August 3, 2020, CDPH provided further guidance to the July 17 reopening framework and detailed information regarding the elementary school waiver process. The August 3 guidance noted that additional guidance was forthcoming to identify conditions in which schools otherwise prohibited from reopening for full in-person instruction can offer in-person services to small groups of students. On August 24, 2020, CDPH issued the Cohorting Guidance regarding permissible small-group in-person services.

Does the Cohorting Guidance apply to K-12 school settings?
Yes. The Cohorting Guidance authorizes small-group, in-person services in controlled, supervised, and indoor environments, such as those operated by local educational agencies (LEAs). The Cohorting Guidance applies to schools that cannot reopen for in-person instruction pursuant to the July 17 Framework, including elementary schools in those jurisdictions that have not received an elementary school waiver through the local public health office. Under these circumstances, school officials should develop and

implement plans in collaboration with local health officials and school-based staff (including, if applicable, organized labor), but are not required to receive express approval from the local health department.

Schools that have been authorized to reopen for in-person instruction under the July 17 Framework, including elementary schools operating pursuant to a waiver, must adhere to the industry guidance for K-12 Schools and any applicable order or directive of the local public health office.

Is the intent to allow for in person instruction for all students?
No. The purpose of this guidance is to establish minimum parameters for providing specialized services, targeted services and support for students while schools are otherwise closed for in-person instruction in ways that maintain the focus on health and safety to minimize transmission.

If a school is closed for in-person instruction, is it permissible for a small set of students to receive in-person targeted, specialized support and services on campus?
Yes. In-person targeted, specialized support and services in stable cohorts is permissible when the school is able to satisfy all of the conditions detailed in the Cohorting Guidance, including:

- Limiting cohort size
- Restricting cohort mixing
- Maintaining proper physical distancing, masking, cleaning and other safety measures

Does the Cohorting Guidance require schools to provide small-group, in-person services if they are otherwise prohibited to reopen under the July 17 Framework?
No. It clarifies the conditions that must be met to offer in-person services for small groups of students if a school is otherwise unable to reopen under state public health directives. This guidance enables schools to provide supervision and care for students, including specialized services for students with disabilities and English learners, access to internet and devices for distance learning, and in-person support for at-risk and high-need students.

Which students can be served in cohorts during school closures?
The determination is made at the LEA- and school-level based on the needs of students. Students with disabilities should be prioritized by the LEA and school for receiving targeted supports and services. In addition, English learners, students at higher risk of further learning loss or not participating in distance learning, students at

risk of abuse or neglect, foster youth and students experiencing homelessness may also be prioritized.

What qualifies as a specialized and targeted support services?
Specialized services are determined by LEAs and include but are not limited to occupational therapy services, speech and language services, and other medical services, behavioral services, educational support services as part of a targeted intervention strategy or assessments, such as those related to English learner status, individualized educational programs and other required assessments.

What are cohorts?
In the K-12 Schools setting, cohorts are stable groups of students with no more than 16 individuals, who are meeting for targeted supports and intervention services, under the direction of the LEA, while the school is closed to in person instruction and in addition to distance learning. Regardless of the name (e.g., "learning hubs" or "pods"), all of the provisions in the Cohorting Guidance must be followed for such cohorts to meet, whether they are operated by LEAs, non-profits, or other providers.

How should stable cohorts be established?
As outlined in the Cohorting Guidance, stable cohorts are groups of students, with the same supervising adult(s), that stay together throughout the day. The cohort must operate so that students and supervising adults within the group only have physical proximity with members of their cohort during the day. Supervising adults and students must not interact with other cohorts. This practice decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing, quarantine, and isolation of a cohort instead of requiring the suspension of all such groups operating on a site in the event of a positive case or cluster of cases.

What is the maximum size for cohorts?
Cohorts are limited to no more than 14 students, with no more than 2 supervising adults in a supervised environment, or a configuration of no more than 16 individuals total (children and youth or adults) in the cohort. The number of students and staff who make up a cohort should be based on student needs. Cohorts can – and often will – be smaller than 14, staffed by 1 or 2 consistent adults. For example, a cohort could be 6 students with 1 adult or 8 students with two adults that stay together throughout the day. In addition, a cohort can be divided into subgroups of students that may interact with one another during the day, as long as there are no more than 16 individuals in that cohort overall.

Can more than two "supervising adults" be assigned to a cohort if, for example, a student (or students) require(s) continuous assistance from adult staff (e.g., an instructional aide) and the cohort already includes two "supervising adults"?
Yes. The number of adults assigned to a cohort should be minimized and is ideally limited to two. However, cohorts may include more than two adults, provided the total size of the cohort does not exceed 16 individuals (students and adults together).

Can students receive additional specialized services or targeted support and services if they are not part of a cohort or outside of their cohort from a different supervising adult(s)?
Yes. Students may receive one-on-one services and supports from other qualified adults. These additional supports and services must be done individually and cannot be done with other students. Staff who are providing specialized services or targeted support – such as speech or occupational therapy or intensive tutoring -- should be assigned to work with students in as few cohorts as possible and must observe appropriate precautions to prevent transmission, including wearing appropriate personal protective equipment (PPE), as specified in the industry guidance for Limited Services. It is also important to prevent other staff people (e.g., administrators, counselors, or nurses) who are not a supervising adult in a cohort or providing one-on-one services from interacting with cohorts unless necessary to respond to exigent health or safety issue, as they can transmit the virus from one cohort to another, thus greatly increasing the number of contacts for any given case.

Can different cohorts of students interact with each other?
No. Group stability is important to minimize exposure and for effective contact tracing so students and supervising adults cannot interact with different cohorts. Separation between cohorts is maintained either by having each cohort in a separate room or in its own space created by partitions. Given the layout of K-12 schools with multiple classrooms, schools should generally maintain separation between cohorts by assigning each cohort to its own classroom. Outdoor space or other dedicated space may be used when it allows for separation from other cohorts and adequate physical distancing.

Can schools have different cohorts on different days?
Yes. Schools can have cohorts of students who participate only on certain days or certain times during the day. Proper cleaning must be done in between different cohorts of students occupying the same space. For example, a school can have cohort(s) of students receiving services and supports Monday and Tuesday with separate cohort(s) on Wednesdays and Thursdays.

Can students change cohorts?

Students changing cohorts must be avoided, unless a change is needed for the student's overall safety and wellness.

How many cohorts can be established on a single school site?
The number of cohorts will depend on the school's enrollment size and available building capacity. Local school officials – in collaboration with local health departments and school-based staff – should determine the number of cohorts that can be safely established to avoid interactions between cohorts. In general, given the need for physical distancing and separation of cohorts, the number of students on a given school site should generally not exceed 25% of the school's enrollment size or available building capacity.

How will physical distancing be maintained within cohorts?
Groups must be no larger than can be accommodated by the space available in the facility to provide at least 6 feet of distance between each person, including staff, but in no instance larger than 16 individuals total. The smaller the group, the less risk of spreading disease. As cohort groups increase in size, or as they have any contact with other cohorts, the risk of spreading disease increases.

Can staff meet?
Group meetings with staff from different cohorts must be done remotely, outdoors or in large spaces such as gymnasiums or multipurpose rooms, with windows open, as much as possible, avoiding small spaces with windows closed. All staff must wear appropriate face coverings and maintain at least 6 feet of physical distancing.

How often should cleaning be done while students are on campus?
Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. For additional guidance around health and safety standards including cleaning and masking, refer to CDPH and local health guidance.

4.8 New ADR Grant for Distance Learning Complaints

ADR Grants in California
2020-2021

ADR Committee
Patty Metheny, Ed.D., Sue Singh, Ed.D., Jessica Little,
Julianna Gaines & Amy Foody

Today's Topics:

California ADR Grants in 2020-2021

- ADR Grant
- ADR-E Grant
- New $8.6 Million Grant – to enhance, augment, develop ADR to resolve conflicts related to COVID-19 and distance learning
  - Budget Act Language
  - Application Process
  - Uses for the Grant Money
  - Program Data Reporting Requirements
  - Input from ADR CoP & CADRE
  - Breakout Activity

Structure of California ADR Grants

2020-2021

ADR Grants

➢ Provided to same 10 SELPAs as in 2019-2020

➢ Each SELPA will be provided an individual amount ranging from $15,000 to $70,000

➢ Combined ADR grants total $300,000

Grant Facilitator – Napa County Office of Education

➢ Facilitates quarterly Community of Practice meetings for the 10 ADR grant recipients

➢ Created and maintains a public Resource Directory at www.adrcal.org

ADR-E Grants – EV SELPA is a Recipient of this Grant

➢ Provided to same SELPAs who received ADR-E grants in 2019-2020

➢ The grant amount will remain the same as it was in 2019-2020 - $14,601 per SELPA

Combined ADR & ADR-E grants total $1,950,000

Structure of California ADR Grants

2020-2021

Plus

New $8.6 Million Grant – to enhance, augment, develop ADR to resolve conflicts related to COVID-19 and distance learning

Individual grant amounts to be determined by CDE based on the number of applicants and an equitable distribution model.

Total in California ADR Grants in 2020-2021

$1,950,00 + 8,600,000 = $10,550,000

$8.6 Million in Grants to SELPAs for ADR Work June 2020

Language from the Budget Act:

Of the funds appropriated in Schedule (2), $8,600,000 shall be allocated by the Superintendent of Public Instruction to special education local plan areas to assist local educational agencies with establishing and improving local alternative dispute resolutions, in anticipation of an increased number of local disputes related to the COVID-19 pandemic and special education distance learning implementation.

$8.6 Million in Grants to SELPAs for ADR Work June 2020

Language from the Budget Act:

As a condition of receiving these funds, the special education local plan areas shall do all of the following:

(a) Prior to the receipt of funds, develop and submit a plan to the superintendent describing the alternative dispute resolution process to be enhanced, augmented, or developed, and how the agency will offer and use the alternative dispute resolution process to address special education complaints filed by families related to COVID-19 and distance learning

$8.6 Million in Grants to SELPAs for ADR Work June 2020

Language from the Budget Act:

(b) Submit a report to the superintendent by April 1, 2021, that includes all of the following information:

(1) The number of cases mediated through alternative dispute resolution services.
(2) The number of cases totally resolved by agreement,
(3) The number of cases refusing alternative dispute resolution services and requesting due process.
(4) A list of the issues that generated the request for dispute resolution services.
(5) Any recommendations for the work- group developing the statewide Individualized Education Program addendum for distance learning template to ensure issues resulting from special education and related service delivery during the COVID-19 pandemic and distance learning are considered and addressed in the development of the addendum template.

$8.6 Million in Grants to SELPAs for ADR Work

Application Process:

1. Any interested <u>SELPA must apply</u>
2. CDE will email application packets in September 2020
3. Application will not be a template but will contain sections to be completed
4. Every section must be completed and align with requirements of Budget Act language
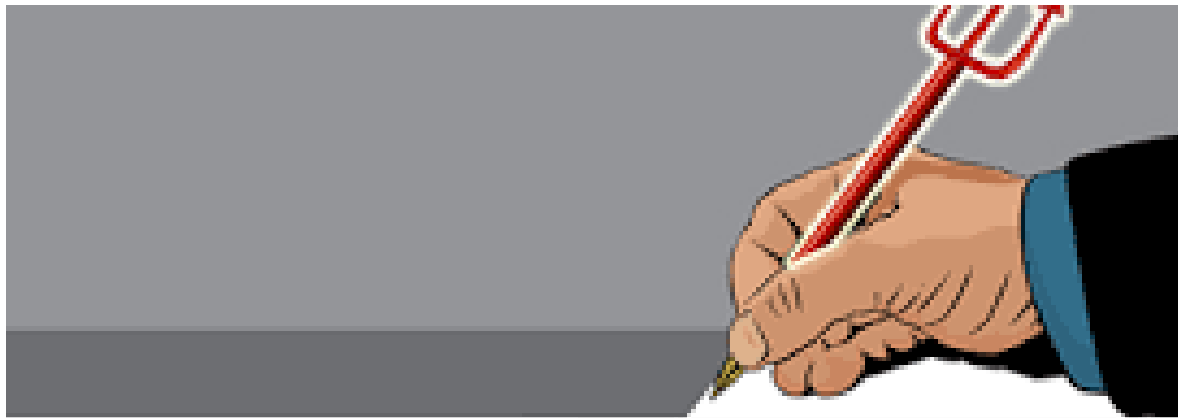
APPLICATION

the devil's
in the details

Details to Include in the Application

What will the application require? A plan...

Description of the ADR process to be **enhanced, augmented, or developed** to address special education complaints filed by families related to COVID-19 and distance learning

What will the application require? A plan...

And **how** the SELPA will offer and use ADR to address special education complaints filed by families related to COVID-19 and distance learning.

CDE Provided Clarification on What COVID-19 Related Means in the Context of this Grant: *Conflict, complaint must reference one of these and be specific to concerns around distance learning*

What in your current ADR processes will work as they relate to distance learning? What won't work?

How will you respond to an increase in complaints due to distance learning? What will you do differently?

What will you do through ADR to mitigate complaints related to distance learning? How will you try to get ahead of the potential increase in complaints due to distance learning?

Questions to consider in developing your 'plan'...

Possibilities…

- Be proactive
- Provide trainings for parents & educators
- Hire IEP facilitators
- Hire neutral, third parties for resolution sessions
- Hire mentors, coaches to guide front line staff

We will hear from others momentarily & engage in a brainstorming activity.

- Partner with federally funded parent centers (advocacy groups, attorneys, etc.) to
  - identify COVID-related concerns of families
  - Promote collaboration & ADR
  - Provide communication/education to families

Think long-term knowing filings can continue two years out

In deciding on your plan, remember you must collect specific program data...

What data?

(1) The number of cases mediated through ADR.

(2) The number of cases totally resolved by agreement,

(3) The number of cases refusing ADRs and requesting due process.

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

(5) Any recommendations for the work- group developing the statewide Individualized Education Program addendum for distance learning template to ensure issues resulting from special education and related service delivery during the COVID-19 pandemic and distance learning are considered and addressed in the development of the addendum template.

What additional data might you collect?

➢ The number of contacts/communications about DL/COVID-19 concerns that did not result in due process filings.

➢ The number of these contacts resolved through ADR practices.

➢ The number of these contacts that did not go to due process.

What additional data will help paint a picture related to need, early outcomes, and potential impact if services are expanded/extended?

Understanding
COVID-19
through data

Sample Data Collection Form

Your ADR Committee has drafted forms for use. They are available in both Word and Excel formats. Their use is totally voluntary. CDE is not suggesting or mandating a data collection format, at this time.

- Word version: ADR WORD DOC Template

- Excel version: ADR EXCEL Template

www.cadreworks.org

"What resources and guidance can California SELPAs access from this national center? "

4.9 NPS Information

EV-90 – Pre-Placement Visit
- NPS only (not NPA)
- Visit required when EV SELPA does not have a student at an NPS and LEA is considering placement
- Visit – jointly by SELPA and LEA
  - SELPA will complete for RTC/NPS placements
- Form – SELPA
  - SELPA submits to CDE

EV-91 – Annual Monitoring Visit
- NPS only (Not NPA)
- Annual monitoring visit for every student placed in NPS by LEA
- Form – LEA staff
  - SELPA will complete for RTC/NPS placements
- LEA submit to SELPA
- SELPA submit to CDE

EV-92 – Training Verification Form & EV-92L Training Verification Letter
- NPS & NPA
  - LEA responsible for verifying training for LEA-contracted NPSAs
- Form and Letter emailed to all NPS/A under SELPA contract on 8/31/20
- Form – completed by NPS/A staff
  - Verify training completed in accordance with AB1172
  - Emailed to SELPA with required documentation
  - Due by 10/1
- SELPA –
  - verify required components
  - sign verification
  - return to NPS/A
- NPS/A – submit verification with annual recertification application (due 10/31/20)

All three forms are available in Fillable PDF

NPS Monitoring Procedures – Training
- Key NPS staff from each LEA
- Review of AB1172 requirements
- Forms and process

EAST VALLEY SELPA
Educating Together

Patty Metheny, Ed.D., Administrator
670 E. Carnegie Drive
San Bernardino, CA 92408
Phone (909) 252-4507   Fax (909) 252-4533

NPS PRE-PLACEMENT ON-SITE VISIT

Nonpublic School: _____   **Date of Visit:** _____

Address: _____   **City:** _____   **State:** _____

Phone: _____   **Email:** _____

NPS Administrator: _____   _____
Name   Title

District Representative: _____   _____
Name (print/type)   Title

District: _____

SELPA Representative: _____   _____
Name (print/type)   Title

East Valley SELPA provides the verification as the agency contracting with Non-Public Schools on behalf of its member districts.

Facility Monitoring
Does the general, overall facility (inside and outside) appear to be clean?
Does the general, overall facility (inside and outside) appear to be free of safety hazards?
Do classrooms and common areas appear to be safe and conducive to a positive classroom learning environment?
Any areas of concern noted during facilities walkthrough (describe):

Document Submission
Findings of the monitoring visit must be submitted to the California Department of Education, Nonpublic Schools Unit, within 60 days of the visit.
☐   Emailed to CDE: npsa@cde.ca.gov   Date emailed: _____

EAST VALLEY SELPA
Educating Together

Patty Metheny, Ed.D., Administrator
670 E. Carnegie Drive
San Bernardino, CA 92408
Phone (909) 252-4507   Fax (909) 252-4533

NPS ANNUAL MONITORING VISIT

Nonpublic School: _____   **Date of Visit:** _____

Address: _____   City: _____

State: _____   Zip: _____   Phone: _____

NPS Administrator: _____   _____
                                          Name (print/type)   Title

Email: _____

LEA Representative: _____   _____
                                          Name (print/type)   Title

LEA: _____

East Valley SELPA will provide the verification as the agency contracting
with Residential Nonpublic School Facilities on behalf of its member districts.

Student: _____   **DOB:** _____   **Gr.** _____

Disability (Primary): _____   Disability (Secondary): _____

Current Annual IEP Date: _____   Current Triennial Date: _____

Observation of Student in Instructional Setting

EV SELPA NPS ANNUAL MONITORING VISIT

Services					
☐ Individual Service Agreement (ISA) is consistent with IEP					
Service	**Provider**	**Location**	**Delivery Model**	**Min.**	**Freq.**

Progress Toward Goals				
Goal #	**Reporting Period**			**Progress**
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time
_____ ☐ BIP Goal	Trimester ☐ 1st ☐ 2nd ☐ 3rd	Semester ☐ 1st ☐ 2nd	Quarter ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th	☐ Substantial ☐ Partial ☐ Insufficient ☐ Limited time

EV SELPA NPS ANNUAL MONITORING VISIT

IEP Implementation
Is the IEP being implemented as developed?
If not, what is the plan to address any missed services?

Facility Monitoring
Does the general, overall facility (inside and outside) appear to be clean?
Does the general, overall facility (inside and outside) appear to be free of safety hazards?
Do classrooms and common areas appear to be safe and conducive to a positive classroom learning environment?
Any areas of concern noted during facilities walkthrough (describe):

Document Submission
Findings of the monitoring visit must be submitted to the California Department of Education, Nonpublic Schools Unit, within 60 days of the visit. The LEA will email the EV-91 to the EV SELPA and the EV SELPA will email to CDE:

☐ LEA email to EV SELPA - evselpa@sbcss.net   Date emailed: _____

☐ EV SELPA email to CDE – npsa@cde.ca.gov   Date emailed: _____

NPS/A Training Verification

August 31, 2020

Dear NPS/A Partners,

We are reaching out to our partners in Nonpublic Schools and Agencies (NPS/A) to provide direction regarding the implementation of Education Code §56366.1 (a), which was amended by AB1172 last year, to include verification of mandatory behavior training.

Required Behavioral Training

As you are aware, the new requirements for NPS/A certification, including the annual renewal of certification, includes the following requirements as specified in EC §56366.1 (a), in pertinent part:

(4)(A)

(i) Commencing with the 2020–21 school year, documentation that the nonpublic, nonsectarian school or agency will train staff who will have contact or interaction with pupils during the school day in the use of evidence-based practices and interventions specific to the unique behavioral needs of the nonpublic, nonsectarian school or agency's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day.

(ii) For a nonpublic, nonsectarian school or agency that was in existence as of the January 1 immediately preceding a school year, documentation that the nonpublic, nonsectarian school or agency's staff members who will have contact or interaction with pupils during the school day have received training that complies with the requirements of subparagraphs (B) and (C).

(B) The training described in this paragraph shall be selected and conducted by the nonpublic, nonsectarian school or agency and shall satisfy all of the following conditions:

(i) Be conducted by persons licensed or certified in fields related to the evidence-based practices and interventions being taught.

(ii) Be taught in a manner consistent with the development and implementation of individualized education programs.

(iii) Be consistent with the requirements of Article 5.2 (commencing with Section 49005) of Chapter 6 of Part 27, relating to pupil discipline.

(C) The content of the training described in this paragraph shall include, but is not limited to, all of the following:

(i) Positive behavioral intervention and supports, including collection, analysis, and use of data to inform, plan, and implement behavioral supports.

(ii) How to understand and address challenging behaviors, including evidence-based strategies for preventing those behaviors.

(iii) Evidence-based interventions for reducing and replacing challenging behaviors, including de-escalation techniques.

(D)

(i) The contracting local educational agency shall verify the nonpublic, nonsectarian school or agency's compliance with the requirements of this paragraph, and the nonpublic, nonsectarian school or agency shall report the contracting local educational agency's verification to the Superintendent annually with the annual certification documents described in subdivision (h).

(ii) For a nonpublic, nonsectarian school or agency seeking initial certification, the contracting local educational agency shall verify that the plan and timeline for training provided pursuant to this paragraph are included in the master contract.

(iii) For a nonpublic, nonsectarian school or agency not in existence as of the January 1 immediately preceding a school year, the contracting local educational agency shall, 30 days following the commencement of the school year, verify that the nonpublic, nonsectarian school or agency provided the training required by this paragraph, and shall submit the verification to the Superintendent at that time.

(iv) The nonpublic, nonsectarian school or agency shall maintain written records of the training provided pursuant to this paragraph and shall provide written verification of the training upon request.

In accordance with Education Code§56026.3, a special education local plan area is considered a local education agency. The East Valley SELPA is the contracting local education agency for all NPS Master Contracts for our member districts and therefore must verify all contracted NPS compliance with the mandatory behavior training. The East Valley SELPA must also verify all contracted NPA compliance with the mandatory behavior training unless the contract is made directly with a member district in which case the member district must verify compliance.

Timeline for Submission of Documentation

1. Annual training for all staff –
   a. All NPS/As are required to submit annual recertification applications to CDE October 31st of each year (EC §56366.1(h)).
   b. The SELPA where the NPS/A is located must be provided with the opportunity to review renewal packet for 30 days prior to submission (Education Code 56366.1(b)(1)).
   c. For the above reasons, in order for the East Valley SELPA to be afforded the time necessary to complete the verification of behavioral training necessary for the renewal application, we require that current NPS/As provide the documentation of training to our office **no later than October 1** annually.

2. Subsequent training for new employees –
   a. As noted above, EC §56366.1 (a)(4)(A) requires that the behavioral training described above, "…shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day…"
   b. In order to comply with this required verification, please provide the required documentation for all new employees **within 30 days of their employment**.
   c. This may result in our office receiving the notification of training for these new employees prior to our office being notified of the employment of new personnel. This is because, the notification timeline for changes in staffing at an NPS/A follow a different timeline:
      i. EC §56366.4, authorizes the state to suspend or revoke the certification of an NPS for failing to report to the CDE, "Changes in credentialed, licensed, or registered staff who render special education and related services, ownership, management, or control of the NPS/A."
      ii. Section 46 of the Master contract stipulates, "… CONTRACTOR shall notify the LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students."

Nevertheless, the notification of changes in personnel required by the master contract and EC §56366.4 are separate and distinct from the requirement for verification of behavior training for new employees of the NPS/A under EC §56366.1.

Required Documentation and Submission Process

In order to verify compliance with EC §56366.1(a)(4), we require the require the following documentation and submission process:

1. Required form – The completed East Valley SELPA Nonpublic School/Agency Training Verification Form (EV-92):
    a. Complete the NPS/A information and Opening Date
        i. If NPS/A was not in existence on January 1st of the previous school year, Training Verification is required to SELPA within 30 days of the start of the school year.
    b. Indicate whether the verification is for the annual training of all staff or training for new employees (to be conducted within 30 days of hire date).
    c. Indicate the date(s) of training.
    d. For new hire training, indicate the hire date for each new staff training document on this verification form so that compliance with the 30-day limit may be verified.
    e. Indicate that the required documents are attached (Agenda(s), Sign-In Sheet(s) and Staff Roster)
    f. Mark the boxes to verify that training met the requirements and included the required components.
    g. Provide the form to the trainer for his/her declaration
        i. Include signature, agency and title, and date
    h. NPS/A Administration Verification
        i. Include signature, title, and date
2. Required attachments
    a. Training agenda (dated) that demonstrates the topic and required components
        i. Training materials may be provided (e.g. PPT)
    b. Sign-in sheets (dated) with signatures of all attendees
    c. A staff roster that includes the name and position of all staff who have any contact or interaction with pupils during the school day.
3. Submission process
    a. Email the completed EV-92 and packet to evselpa@sbcss.net.
    b. After receiving and reviewing the above documents, the East Valley SELPA will verify receipt of the Training Verification and will return a signed copy of the EV-92 to the NPS/A.
    c. Submission of the completed Training Verification Form to CDE with the recertification application is the responsibility of the NPS/A.
    d. The Verification form will also be maintained at the East Valley SELPA.

East Valley SELPA values our partnership and the service your school / agency provides to our students. Thank you for your continued work on behalf of our students!

Sincerely,

Patty Metheny, Ed.D.

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

East Valley SELPA — Educating Together

Patty Metheny, Ed.D., Administrator
670 E. Carnegie Drive
San Bernardino, CA 92408
Phone (909) 252-4507   Fax (909) 252-4533

NPS/A Training Verification

Nonpublic School or Agency

Address: _____   City/St/Zip _____

NPS/A Opening Date*: _____   *If NPS/A was not in existence on January 1st of the previous school year, Training Verification is required to SELPA within 30 days of the start of the school year.

Verification of (mark one):   ☐ Annual training for all staff   ☐ Training for new employee(s)**

Dates of training:				

**For new employee training, indicate hire dates to verify training completed within 30 days of hire date:

Hire Date(s):				

Supporting Documentation Attached: ☐ Training Agenda(s)   ☐ Sign-In Sheet(s)   ☐ Staff Roster

---

Training Requirements

Training was selected and conducted by the NPS/A and met the following requirements:

☐ Be conducted by persons licensed or certified in fields related to the evidence-based practices and interventions being taught

☐ Be taught in a manner consistent with the development and implementation of individualized education programs.

☐ Be consistent with the requirements of Article 5.2 (commencing with EC §49005) of Chapter 6 of Part 27, relating to pupil discipline.

Training included the following:

☐ Positive behavioral intervention and supports, including collection, analysis, and use of data to inform, plan, and implement behavioral supports

☐ How to understand and address challenging behaviors, including evidence-based strategies for preventing those behaviors

☐ Evidence-based interventions for reducing and replacing challenging behaviors, including de-escalation techniques.

Trainer Declaration:

☐ I declare that the foregoing is true and correct.

_____   _____   _____
Trainer Signature   Agency/Title   Date

NPS/A Verification:

_____   _____   _____
Signature   Title   Date

SELPA Verification of NPS/A compliance with EC §56366.1 (a)(4):

_____   _____   _____
Signature   Title   Date

Email form and attachments to evselpa@sbcss.net

*East Valley SELPA provides the verification as the agency contracting with
the Non-Public Schools and Agencies on behalf of its member districts.*

4.10 WebIEP Updates

WebIEP Program Updates

<u>**Record Status**</u>
- Added NSE (Non-Special Education) which includes:
  - Plan Type 80
    - Eligible – parent declined (initial)
  - Plan Type 70
    - Eligible – private school – parent declined ISP
    - Reminder – LEA must offer Triennial
- Cleaned up:
  - EXT
  - DNQ - Plan Type 90 – Not Eligible

<u>**ATA Process After AP Developed**</u>
- Temporary work-around to proceed with ATA Triennial when AP developed, but never signed AND team now wishes to proceed with ATA instead of assessment.
- WebIEP Validation - requires "date AP returned"
- New date field added on AP screen
  - *After repeated attempts to obtain consent, the AP remains unsigned. The team has determined that the ATA process is appropriate and will proceed with the Annual/Triennial IEP using the ATA Process. Date: _____*
  - Requires 3 attempted contacts in contact fields
- Not used for "regular" ATA process (no AP)

<u>**Program Setting related to CALPADS change**</u>
- Currently designated as PK (ages 3 – 5) and school age (ages 6+)
- CDE/CALPADS changing parameters for school age Program Setting
  - Will include **age 5 AND in TK/K**
- Age 4 in TK still considered PK
  - Reminder TK = K
- Minor changes to text on WebIEP Forms 1, 5 & 6
- Onscreen – both settings will be collected for ages 4 & 5 and programming will report the correct info based on the student's age on the meeting date

<u>**Programming related to CALPADS process**</u>
- Adopting prior records for transfer students
  - Will become component of IAP form/process (required)
  - EV-58 Interim Administrative Placement in revision
- Amendment cannot be held on same date as Annual or Initial

WebIEP Form Updates

<u>**Revised & In Process**</u>
- EV-10 – Exchange of Information
  - Posted in WebIEP
  - Available as Fillable PDF
- EV-76 Behavior Intervention Plan (BIP)
  - Submitted for programming 8/31
- EV-20 SBCSS Referral Form (in process)
- EV-58 Interim Administrative Placement (in revision)

East Valley Special Education Local Plan Area
AUTHORIZATION FOR USE AND/OR EXCHANGE OF INFORMATION

Student Name _____ **Birth Date** _____

Address: _____ City/St/Zip _____

Parent/Guardian _____ Phone _____

I authorize the following individuals and/or organizations/agencies to exchange the above-named individual's medical/educational information as described below.

Individual or Organization/Agency	**Individual or Organization/Agency**
Name of Individual or Organization/Agency	_Name of Individual or Organization/Agency_
Contact Person	_Contact Person_
Address	_Address_
City, State, Zip	_City, State, Zip_
Phone _Fax_	_Phone_ _Fax_
Email	_Email_

Duration: This authorization shall become effective immediately and shall remain in effect until _____
or for one year from the date of signature if no date is entered.   *(date)*

Revocation: I understand that I have the right to revoke this authorization, in writing, at any time by sending such written notification to the releasing agency. Written revocation will be effective upon receipt but will not apply to information that has already been released in response to this authorization.

Redisclosure: I understand that health information used or disclosed pursuant to this authorization may be subject to redisclosure by the recipient and it is no longer protected by federal laws and regulations regarding the privacy of protected health information. I further understand the confidentiality of the information when related to a public educational agency is protected as a student record under the Family Educational Rights and Privacy Act (FERPA).

Health Info: I understand that authorizing the disclosure of health information is voluntary.

Specify records/type of information to be exchanged

☐ Medical   ☐ Medication   ☐ Psychiatric   ☐ Mental/Behavioral Health
☐ Drug/Alcohol   ☐ Educational   ☐ Other: _____

Any and all information with regard to the above records may be released except as specifically provided here:

_____
_____

I request that the information released pursuant to this authorization be used for the following purpose only:
☐ Educational Assessment   ☐ Educational Planning   ☐ Other: _____

Signature: _____   Date _____
☐ Parent   ☐ Guardian   ☐ Surrogate   ☐ Adult Student

Signee has the right to receive a copy of this authorization.
A copy of this authorization is as valid as an original.

East Valley Special Education Local Plan Area
BEHAVIOR INTERVENTION PLAN (BIP)

STUDENT'S LEGAL NAME _____ **BIRTHDATE** _____

Date of BIP: _____ **BIP attached to IEP dated**: _____

IDENTIFIED BEHAVIOR #___

A: DESCRIPTION OF IDENTIFIED BEHAVIOR
The identified behavior impeding learning is (*describe what it looks like*):
Baseline Data: One or more of the following types of data was taken: Frequency: behavior occurs _____ times per _____ Duration: behavior lasts for _____ _____ Latency: behavior occurs _____ _____ after directive is given
What triggers the identified behavior (*who, what, where, when*)?
What is the function of the identified behavior (*why*)? ☐ Get/Obtain: _____ ☐ Escape/Avoid: _____

B: PROACTIVE STRATEGIES TO PREVENT IDENTIFIED BEHAVIOR
1 –
2 -
3 -

C: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR (FERB)/TEACHING STRATEGIES
What should the student do INSTEAD of the identified behavior to meet the *same* function as stated in section A?
How will staff teach student to use the FERB (*list successive teaching steps for student to learn replacement behavior*)?
1 -
2 -
3 -

East Valley Special Education Local Plan Area
BEHAVIOR INTERVENTION PLAN (BIP)

How will staff reinforce the student for using the FERB (*type, frequency*)?

D: REACTIVE STRATEGIES
When student engages in crisis behavior and strategies identified in sections B and C have failed, what will staff do?
1 – Prompting
2 – Debriefing
3 – Managing Safely
4 – Post-Crisis Strategies

E: GOAL TO INCREASE USE OF THE FERB DESCRIBED IN SECTION C (Transfer to IEP, Form 4 - Goals)
Baseline data:
When given

F: GOAL TO DECREASE IDENTIFIED BEHAVIOR DESCRIBED IN SECTION A (Transfer to IEP, Form 4 - Goals)
Baseline data:
When given

G: BEHAVIOR EMERGENCY
Describe district-approved crisis intervention procedure(s) to be used:
1 -
2 -
3 -

H: COMMUNICATION PROCEDURES
Regular ongoing communication between home and school:
1 - Who?
2 - What?
3 - How?
4 - Frequency?

In the event of a behavior emergency which requires a PRONE restraint:
1) complete an EV-75, Behavior Emergency Report (BER)
2) Within 1 day - Contact parent
3) Within 2 days - Schedule an IEP team meeting to review the BER and current BIP

4.11 Compliance Monitoring Updates

Special Educational Plan (SEP)
- Meetings scheduled?
- Questions/Support needed?

Data Identified Non-Compliance (DINC)
- DINC – suspended for 2019-2020 school year
- IDEA still requires timely assessments and IEPs
- CDE - Data pull between EOY 3 & 4 and Fall 1
  - To find students pending up to 120 days
- LEAs should focus on the late IEPs furthest out.
- CDE will run another report after CALPADS Fall 1
- **No Corrective Actions will be required!**
- The monitoring process name (DINC) likely to change in 20-21
  - Not the process – just the name….

Intensive Monitoring for Preschool Review Training
- Sept. 22, 2020 - 2:00 – 4:00
- CDE – Zoom Webinar

4.12 EV SELPA Due Process Update

2019-2020 Due Process Update & Status of the Class Action Lawsuit Filed in New York

Steering and Finance Committee

Presented by Rick Homutoff, Ed.D.

September 10, 2020

2019-2020 Due Process Cases

- 31 cases were filed during the 2019-2020 school year.

- In comparison, during the 2018-2020 school year, 45 cases were filed.

- Nine of the 31 cases were filed by students with 2 or more filings in the past 5 years. This trend continues to go down from previous years.

- The 31 cases includes four "Mediation Only" requests of which three were declined and one was settled. Mediation Only is voluntary for either the district or parent.

- Overall, due process cases are down, but costs remain steady compared to previous years due to the single hearing held late October 2019. (Attorneys have shared that due process hearings are increasing in cost, especially during the Covid-19 shutdowns. Hearings are taking longer and costs associated with virtual hearings are higher.)

- During the closures a number of settlement agreements have been amended to provide additional time for parents to access compensatory education services.

2019-2020 Due Process Cases
in California

- In a review of the decisions that have come down since the school closures, there appears to be a trend for ALJ's to order compensatory education to students where the districts did not make a concerted effort to provide services to students during the closures.

EV SELPA 19/20 Filings

EV SELPA 19/20 Filings by Month

Line chart titled "EV SELPA 19/20 Filings by Month" showing # of Filings per Month across months J, A, S, O, N, D, J, F, M, A, M, J with values: 1, 1, 8, 4, 2, 2, 3, 4, 5, 0, 1, 0.
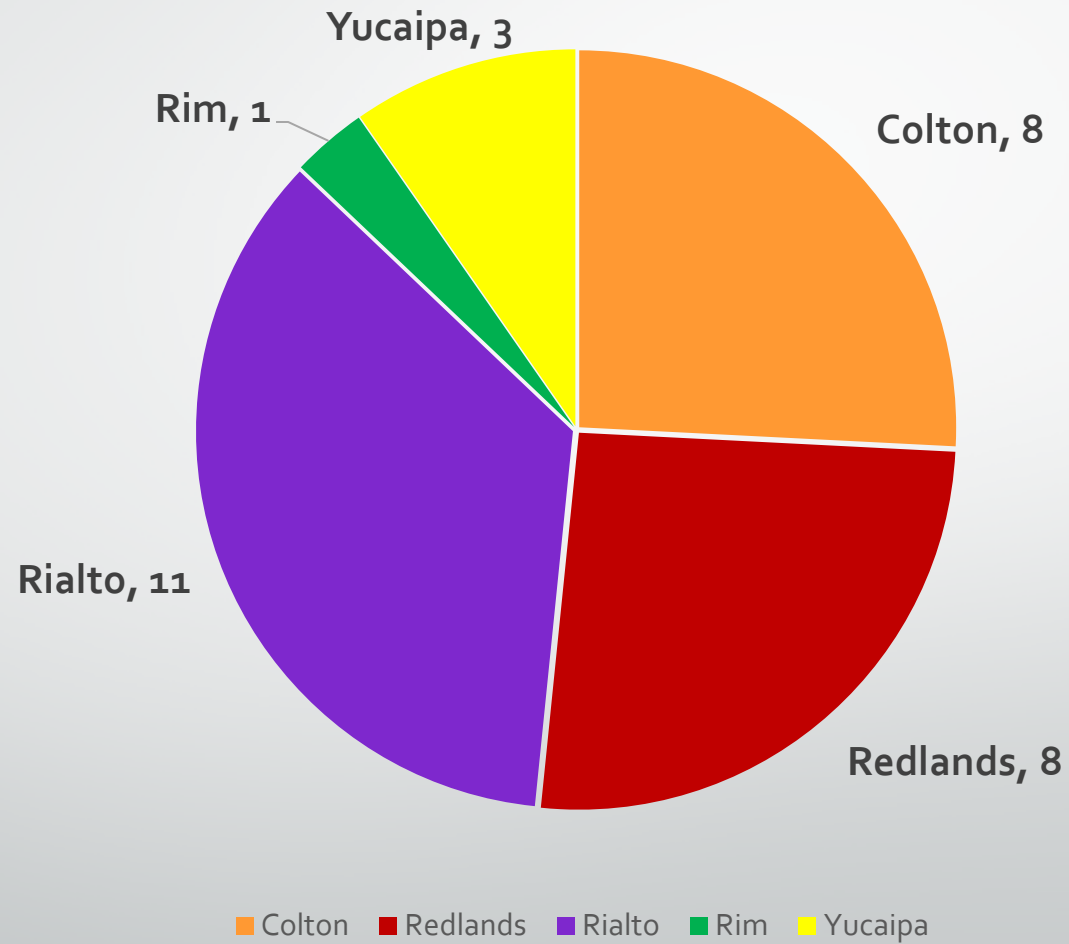
Lessons Learned

- Immediately following a settlement agreement ensure staff are aware of the agreement and the terms are clarified to them.

- Assign an administrator to ensure agreement is fully implemented with fidelity.

- Make sure contracts are developed right away, as these take time and any delay could be a violation of the agreement.

- If SELPA is doing any assessments (ERMHS or OT) make sure to send in referral forms, including IEPs and reports immediately.

- Make sure team is maintaining data, especially during distance learning.

- ALJs are holding districts accountable for providing services during the closures, so the more data you have, the stronger your position will be.

Class Action Lawsuit

J.T., Plaintiffs

V.

DeBlasio, Carranza & <u>All</u> School Districts in The United States; and State Departments of Education in the United States, Defendants

Class Action Suit Status:

- Every state and local school district has been named as a defendant in this special education class action lawsuit filed July 28 in the U.S. District Court, Southern District of New York. The lawsuit alleges nearly one dozen violations of state and federal education laws, stating that students with disabilities were unable to receive the individualized services and supports in their IEPs during school closures this spring in response to the pandemic outbreak.

- The New York Judge has ordered the attorneys to "SHOW CAUSE, as to why the complaint should not be dismissed against all school districts from the other 49 states…"

  - Judge ordered them to show "legal authority, not hortatory arguments…addressing the jurisdictional defect…"

  - Word of the Day:

    - hor·ta·to·ry – adjective; to exhort or strongly urge or request someone to take an action

  - The attorneys have a few more days to provide this evidence to the judge and he will rule on whether the case will proceed or be dismissed.

Class Action Suit continued…

- Does this impact EVSELPA?

- Yes, we found every school district in our SELPA named within the complaint.

- Yucaipa-Calimesa was the first to receive an actual complaint for a hearing request with a specific student named.

- However, the case was not filed with the Office of Administrative Hearings, which is required in the State of California. It simply stated "Request for an Impartial Hearing."

- We assigned an attorney and asked OAH for the case to be dismissed for lack of sufficiency and the attorneys are not practicing attorneys in the State of California.

- OAH agreed and has dismissed the case on those grounds
  - The parent attorneys can refile as long as it is done through attorneys licensed to practice in California.

- Please let me know immediately if you receive such a complaint so we may respond in a timely manner.

4.13 CALPADS Student Data

DISTRICT ACCESS (DA) USERS

COLLABORATIVE MEETINGS

Facilitated by:
Dr. Patty Metheny, EVSELPA Administrator
Lisa Horsley, Program Technician (MIS)

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

Intended Audience:
District Access Users and District Special Education Administrators

Register Online or call East Valley SELPA 909.252.4502

DATE	TIME	REGISTER ONLINE
Thursday, October 29, 2020	2:00 pm - 3:30 pm	TBD
Thursday, January 21, 2021	2:00 pm - 3:30 pm	TBD
Thursday, April 22, 2021	2:00 pm - 3:30 pm	TBD

(Dates subject to change)

Location:
Meetings will be held virtually via Zoom.

4.14 TPP & Workability Work-based Learning

4.15 SBCSS East Valley Operations

Alternative Education 2020 - 2021
Principal Assignments

Michael Curtis

Victoria Masner OSI

(760) 843-5940 X200

Lead Teacher: TBD

Victorville Education Center

Claudia Knopp

Kimberly Nancarrow

Carmen Palacios

Plazola, Brian (Elementary School)

Tri City

SSRT: Korrie Baham

(909) 763-4840 X201

Lead Teacher: TBD

Twanna Jackson

Eian Sloan

Cindy Swanson

Cheryl Terrell

rev: 9/1/2020

Tyrese Crawford

SST: Collivia Bolton

(909) 447-4501 X201

Chaffey West CS

SST: Collivia Bolton

(909) 447-4501 X201

Tyrese Crawford

Lynette Eisele

Ferrari Green

Chaffey North CS

SST: Collivia Bolton

(909) 447-4501 X201

Vacant (TBD)

Dr. Christopher Hauck

SSRT: Eric Johnson

(909) 421-7810 X201

Lead Teacher: TBD

Bob Murphy CS

Phillip Barrios

Jerald Gibbs

Cheryl Hines (SDC)

Maria Ibarra (STEM)

Jay Nichols (Librarian)

Anthony Taylor

Vision CS

Marny Parrott (Lead)

Dvonne Pitruzzello

Yucca Valley CS

Michael Van Luven

Monica Hatcher

SSRT: Patricia Vargas

(909) 387-7063

Lead Teacher: TBD

Central JCS

Brenda Adams

Derrick Brooks

Brian Cortez (ROP)

Dr. Shanna Dusablon

Gloria Esquivel

Charlotte Gentry

John Van Hoven (SAI)

Louie Vega

Youth Justice Center

Jeffrey Ordaz

Tyrese Crawford

IAE Tech: Yolanda Reyes

(909) 447-4501 X208

IAE Tech: Marjorie Webster

(909) 387-8525

Lead Teacher: Angela Khoury

Independent Learning Academy

Karin Bacon

Jamie Fleming

Lamont Gibson

Angela Khoury

Anita Miller

Cory Velasquez

Romina Meza

Lisa Garcia

SST: Gloria Estrada

(909) 748-0259 X201

Barbara Phelps CS

Ana Eckenwiler

Luis Hernandez

Dr. Scott Wyatt

OSIII: Wendy Lucero

(909) 386-2722

OSII: vacant

Alt Ed Nurse

Anita Grelling (909) 386-2738

School Psychologist

Kathryn Strong (909) 386-2721

Loma Linda Med Center

Lee Anne Gridley (909) 558-7303

Registrar

Regina Hernandez 386-2646

East Valley Operations 2020- 2021
Special Education Principal Assignments

Bernadine Hollingsworth
School Suport Technician: Elaina Santos
Office: (909) 386-2727
Roy C Hill Building
Lead Teacher: Lori Eder

Bemis Elementary School
Lori Eder

Eisenhower High School
Jill Wiegmann

Henry Elemantary School
Jaclynn Long

Highland Grove Elem School
Jeanne Nelson

Jehue Middle School
Wendy Franklin

Judson Brown ES
Janelle Carlson

Moore Middle School
TBD

Redlands East Valley HS
Karen Inge
Jason Morris

Rialto High School
Amy Schodt
Jeffrey Flowers

Itinernants
APE
Rosemary Mickschi
Catarina Lambert

OM - Itinerant
Natalie Brown
Karina Torres

VI - Itinerant
Rebekah Acosta
Teresa Gibbons
Jennifer Julian
Sheryl Schmidt
Carolyn Harrington
Leticia Ceja

rev 9/1/2020

Lisa Garcia
School Suport Technician: Gloria Estrada
Office: (909) 748-0259 X201
Barbara Phelps Community School
Lead Teacher: TBD

Barbara Phelps CS
Leon Baham
Michael Winslow
Richard Kruk

Dollahan Elem School
Norman (Scott) Parker

Eisenhower High School
Monica Garza

Smith Elementary School
Jill Hoffman
Donna Allison

Itinernants
Early Start
Miriam Gomez
Cynthia Hayes
Giselle Kingsley
Jane Montgomery
Albert Laragione
Amy O'Neal
Viridiana Penilla
Elaine Waskel
Tonja Wright

Bilingual Interpreter
Maribel Cupul - Spanish Translator - Phelps

LSH
Ciara Alvarado
Annette Velasquez
McKenzie Winchell
Monique Morales
Kathie Batesole - SLPA

Dr. Scott Wyatt
OSIII: Wendy Lucero
Office: (909) 386-2722
OSII: vacant
Roy C Hill Building

Psychologists
Jessica Lascano   (909) 386-2445
Michael Salce   (909) 386-2405
Jose Garcia   (909) 386-2746

Nurses
Linda Kleem   (909) 386-2749
Elizabeth Ceniceros   (909) 386-2724

Nurse Contact
Jennifer Salcedo   (909) 386-2713

DHH
Karen McPherson
Patricia Tate
Marie Hoffman

Revised 2-4-2020

4.16 EV SELPA SIP Leadership Team

Team meeting - September 23, 2020 at 2:00 pm

Our Approach to Inclusion

Culture

We believe that a culture focused on building capacity at all levels via collaborative systems and structures is essential.

Policy

We believe that creating and implementing policies which remove structural and procedural barriers that impede the change of inclusion is vital.

Practice

We believe in inclusive practices that are responsive to student diversity, encourage student-directed learning, are evidence-based, and developed via ongoing collaboration between staff, students and community.

Cohesive Leadership

We believe that a cohesive leadership team that is distributed across levels and is committed to driving change across the organization is an essential element for inclusion.

https://www.sipinclusion.org/

4.17 EV SELPA Community Advisory Committee

East Valley SELPA
Community Advisory Committee

What is the Community Advisory Committee (CAC) of the East Valley Special Education Local Plan Area (EV SELPA)?

The CAC is a committee of volunteers composed of parents of individuals with exceptional needs and others who serve in an advisory capacity to the administrator of the EV SELPA in specific areas as detailed in the California Education Code. Those areas include deciding on and supporting parent trainings, promoting community awareness of special education, supporting activities on behalf of individuals with exceptional needs, assisting in parent awareness of the importance of regular school attendance and advising on the Local Plan.

Members of the CAC include those appointed by the governing board of each participating district in the EV SELPA to serve one- or two-year terms and shall be parents of pupils with exceptional needs enrolled in the district schools.

East Valley SELPA
Community Advisory Committee

DISTRICT:	

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date:	

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date	

Submitted by:	Date:

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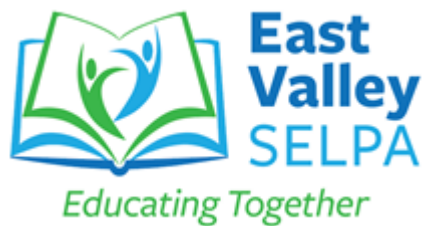**East Valley Special Education Local Plan Area**

CAC Meeting Schedule

All meetings are held at the Dorothy Inghram Learning Center
Home of the East Valley SELPA
beginning at 9:30 a.m. & ending at 11:00 a.m.
(*Unless meetings must be held virtually*)

SEPTEMBER 21, 2020

NOVEMBER 16, 2010

FEBRUARY 22, 2021

APRIL 19, 2021

4.18 Hot Topics

5.0 OTHER

5.1 2020-2021 EV SELPA Steering Committee
   Meetings

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

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

JULY 16, 2020

AUGUST 2020 – NO MEETING

SEPTEMBER 10, 2020 (Conference Room D)

OCTOBER 15, 2020

NOVEMBER 12, 2020

DECEMBER 10, 2020

JANUARY 2021 – NO MEETING

FEBRUARY 11, 2021

MARCH 18, 2021

APRIL 15, 2021

MAY 13, 2021

JUNE 10, 2021

5.2 2020-2021 EV SELPA Board of Directors Meetings

2020/2021
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 16, 2020

November 18, 2020

February 24, 2021

March 24, 2021

May 19, 2021

June 16, 2021

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

Board Approved 3.25.20

5.3 2020-2021 EV SELPA CAC Meetings

2020/2021
East Valley Special Education Local Plan Area

CAC Meeting Schedule

All meetings are held at the Dorothy Inghram Learning Center
Home of the East Valley SELPA
beginning at 9:30 a.m. & ending at 11:00 a.m.
(***Unless meetings must be held virtually***)

SEPTEMBER 21, 2020

NOVEMBER 16, 2010

FEBRUARY 22, 2021

APRIL 19, 2021

5.4 EV SELPA Professional Development – September & October 2020

CALENDAR OF EVENTS

EAST VALLEY SELPA — *Educating Together*

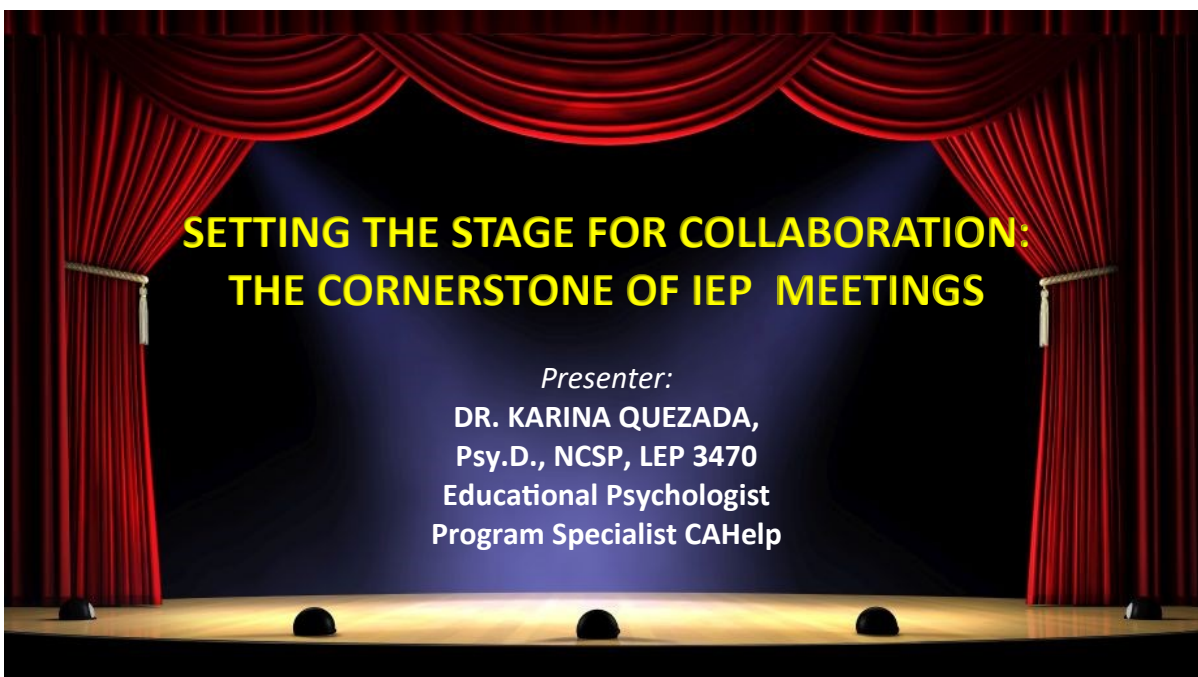| SEPTEMBER 2020	TIME	VIRTUAL EVENT	PAGE
9/3/20	TBA	Transition Teachers Instruction: Support for Teachers of High School Seniors Training Series (#3)	45
9/3/20	TBA	Transition Teachers Instruction: Support for Teachers of High School Juniors Training Series (#3)	46
9/3/20	TBA	Support for High School Transition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

CALENDAR OF EVENTS

EAST VALLEY SELPA
Educating Together

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

SETTING THE STAGE FOR COLLABORATION: THE CORNERSTONE OF IEP MEETINGS

Presenter:
**DR. KARINA QUEZADA,
Psy.D., NCSP, LEP 3470
Educational Psychologist
Program Specialist CAHelp**

TUESDAY   SEPTEMBER 22, 2020   9:30 - 10:30 AM

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

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

Following the Live Webinar a recording will be available for the attendees

AUTISM ASSESSMENT - A TEAM APPROACH

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

TEAM OF PRESENTERS:

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

Jessica M. Lascano, M.A., LEP #3613, NCSP, SBCSS School Psychologist

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

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

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

Register Online:

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

Following the Live Webinar a recording will be available for the attendees.

EAST VALLEY
SELPA
Educating Together

Applied Behavior Analysis

PRESENTERS:
East Valley SELPA Program Specialists
Courtney Beatty , M.A., BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA

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

MONDAY OCTOBER 19, 2020 9:00 am – 11:00 am REGISTER ONLINE: https://sbcss.k12oms.org/46-186894	**OR**	MONDAY OCTOBER 26, 2020 1:00 pm – 3:00 pm REGISTER ONLINE: https://sbcss.k12oms.org/46-186895

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

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

Following the Live Webinar a recording will be available for the attendees.

AUTISM & MENTAL HEALTH

Presenters:

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

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

Register Online:

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

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

Following the Live Webinar a recording will be available for the attendees.

BEHAVIOR NETWORKING

Presented by:

Courtney Beaty, M.A., BCBA

Susanne Ferguson, Ed.S., CCC-SLP, BCBA

Mary Anne Klenske, M.A.

Colleen Meland, M.A.

Shannon Vogt, M.A.

Tracy Schroeder, XXXXXX

October 16, 2020

1:00 - 3:00 pm

Following the Live Webinar a recording will be available for the attendees.

IEP GOAL & PROGRESS MONITORING
## Tuesday & Wednesday
OCTOBER 6 & 7, 2020
8:30 - 10:30 AM

PRESENTERS:
EAST VALLEY SELPA PROGRAM SPECIALISTS
COURTNEY BEATTY, M.A., BCBA
SHANNON VOGT, M.A.

Join us for two, 2-hour courses on how to develop legally compliant IEP goals using a 13-part template and how to collect data (progress monitoring) on IEP goals. Participants will receive a goal bank to reference & help support future goal development.
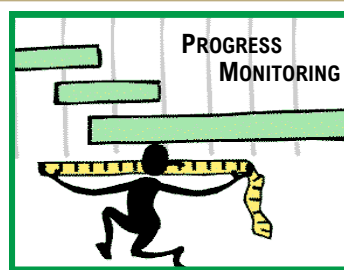
Day 1 Objectives - Participants will:

- Be able to identify significant parts of an effective IEP goal

- Be able to use an IEP Goal Template to guide the development or check the accuracy of current IEP goals

- Demonstrate knowledge of current grade level and functional grade level to develop appropriate goals *(Backwards Mapping)*

Day 2 Objectives - Participants will:

- Be able to define Progress Monitoring and how it relates to IEP development.

- Practice completing progress monitoring sheets and develop new sheets based on current and future IEP goals

- Continue creating the goal bank from Day 1 and matching the goals to the correct progress monitoring sheets

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

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

Following the Live Webinar a recording will be available for the attendees.

PRACTITIONER LEVEL RE-CERTIFICATION TRAININGS

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

PRACTITIONER 2P LEVEL RE-CERTIFICATION TRAININGS

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

AAC in the Classroom: Empowering All Students to Communicate

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

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

THURSDAY		**FRIDAY**
OCTOBER 29, 2020		**OCTOBER 30, 2020**
9:00 AM - 11:00 AM	**OR**	**1:00 PM - 3:00 PM**
Register Online:		**Register Online:**
https://sbcss.k12oms.org/46-186897		**https://sbcss.k12oms.org/46-186898**

Do you work with students who have difficulty communicating verbally? Would you like to know more about how to give your students a "voice"? This 2-hour live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, and Speech-Language Pathologists who work in the classroom setting.

We will cover many objectives, including:

- **The guiding principals of AAC and its forms**
- **Core and fringe vocabularies**
- **How to model communication for an AAC learner**
- **Engineering the classroom for visual communication**
- **Planning and integrating AAC throughout the day**
- **Team collaboration for success**
- **Resources for communication systems, activities, and lesson plans**

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

Following the Live Webinar a recording will be available for the attendees.