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

** AGENDA **
<u>September 12, 2024 8:00 A.M.</u>

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

<u>PRESENTER</u>

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

<u>Finance Items</u>

4.1	EV SELPA 2023-2024 Final NPS Costs	Andrea Tennyson
4.2	SBCSS 2023-2024 FFS Year-end Actuals	Selina Hurley
4.3	EV SELPA Fiscal Reporting Calendar 2024-25	Andrea Tennyson

<u>Program Items</u>

4.4   EV SELPA Due Process & Legal Updates   Rick Homutoff
- 2023-2024 Year in Review
- 2024-2025, to-date

4.5   EV SELPA IEE Policy Updates   Rick Homutoff

4.6   EV SELPA ERMHS Services & Supports   Tracy Schroeder
- WRAP Services
- Residential Treatment Center (RTC) Procedures

4.7   CALPADS/SEIS Student Data   Jennifer Brooksby
- SEIS Updates
   - IEP Participants Signatures
   - IEP Goals & Objectives
- Degree of Support
- Parent Involvement 16.24

4.8   SBCSS Updates   Peggy McFee
- DHH Services – 2023-2024   Rich Frederick
- 1:1 Aides in SBCSS Classrooms

4.9   EV SELPA PCM Guidebook   Patty Metheny

Information Items

| 4.10 | EV SELPA Community Advisory Committee | Patty Metheny |
| | • September 23, 2024, 9:30 am | |

| 4.11 | EV SELPA Board of Directors | Patty Metheny |
| | • September 25, 2024, 2:00 pm | |

4.12	EV SELPA Special Education Leadership Series	Jennifer Brooksby
	• Starts September 30, 2024, 8:00-10:00 am	Rick Homutoff
	• Recommended Attendees	Patty Metheny
	• EV SELPA MediCal Collaborative	

4.13	EV SELPA Family Resource Fair	Patty Metheny
	• October 18, 2024, 9:30 am – 2:30 pm	
	• Districts Tables – Conference Room C	
	• Directors/District Reps Attend All Day	

4.14	EV SELPA Supporting Inclusive Practices	Patty Metheny
	• EV SELPA Ribbon of Inclusion	Jennifer Brooksby
	• November 6, 2024 Summit	

| 4.15 | EV SELPA Alternative Dispute Resolution | Patty Metheny |
| | • Key2Ed FIEP Stakeholder Training – January 27, 2025 | |

| 4.16 | EV SELPA 50th Anniversary of IDEA – June 6, 2025 | Patty Metheny |
| | • Advisory Committee | |

| 4.17 | Inclusive Access to a Diploma | Patty Metheny |
| | • CDE Website | |

| 4.18 | Digital Accessibility | Patty Metheny |

Hot Topics   Committee

5.0   OTHER

5.1   2024-2025 EV SELPA Steering Committee Meetings

5.2   2024-2025 EV SELPA Board of Directors Meetings

5.3   2024-2025 EV SELPA CAC Meetings

5.2   EV SELPA Professional Development – September & October 2024

5.4   Next Meeting – October 10, 2024 8:00 AM

3.0 MINUTES

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
August 15, 2024

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Patricia Buchmiller	Redlands Unified School District
Dr. Sonya Scott	Rialto Unified School District
Peggy McFee	San Bernardino County Supt of Schools
Rick Frederick	San Bernardino County Supt of Schools
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain	Business Services, Colton
Cristina Bradley	Business Services, Redlands
Dr. Kristine Hubbard	Business Services, Redlands
Kirtan Shah	Business Services, Redlands
Valeria Estrella	Business Services, Rialto
Scott Whyte	Business Services, Rim of the World
Selina Hurley	Internal Business, SB County Schools
Amber Tavis	Business Services, Yucaipa

MEMBERS ABSENT:

Torri Burke	Rim of the World Unified School District

OTHERS PRESENT:

Dr. Rick Homutoff	East Valley SELPA
Jennifer Brooksby	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Elizabeth Coronel	East Valley SELPA
Sonya Cain	East Valley SELPA

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the June 13, 2024 meeting were reviewed. Motion to approve the minutes was made by Rob Pearson and seconded by Leslie Burghardt. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 EV SELPA NonPublic School 4th Quarter 2023-2024 Report
The EV SELPA, on behalf of our districts, provides fiscal and administrative oversight. Jennifer Brooksby reviewed the administrative activities reported in the 4th Quarter NPS report. Elizabeth Coronel reviewed the 4th quarter cost, both educational and mental health. She noted districts could compare the 4th quarter expenditures with those of the same quarter in 2022-2023.

4.2 2023-2024 EV SELPA Regional Services Final Costs
Andrea Tennyson presented the final counts and related costs for the proportionate share regional programs administered by the East Valley SELPA. Dr. Patty Metheny explained the EV SELPA received guidance from San Bernardino County Superintendent of Schools (SBCSS) that Medi-Cal funds could be used to cover the all expenses for contracted staff. Therefore, 2023-2024 expenses from five contracted certified occupational therapy assistants (COTAs) and one part-time contracted occupational therapist (OT) have been moved from this fund and will be covered by Medi-Cal funds resulting in a return of additional funds to districts. Schedule Rex for 2023-2024 was updated and provided to reflect the return of funds to districts.

4.3 AB 602 June 2024 CDE Certification SELPA Funding
Ms. Tennyson reviewed AB602 certified funding for 2021-2022, 2022-2023 and 2023-2024 highlighting the minor changes for 2023-20244 P-2 Certification.

4.4 FY 2024-2025 EV SELPA Schedule Rex
Ms. Tennyson presented the 2024-20205 Schedule Rex based on Governor Newsom enacted budget. Revenues and expenditures were reviewed. She noted that this document will be updated throughout the year, as needed.

4.5 EV SELPA Revised Fiscal Allocation Plan
Dr. Metheny shared revisions to the East Valley SELPA Fiscal Allocation Plan to reflect the change in the student information system from WebIEP to SEIS as well as the changes made to the East Valley SELPA regional program transfer policy by the EV SELPA Board of Directors in 2023-2024. The changes were highlighted in yellow. These changes will be presented to the East Valley SELPA Board of Directors for their review and approval.

4.6 EV SELPA Fiscal Reporting Calendar 2024-2025

Activities for the month of July and August were reviewed by Ms. Tennyson. She noted final student counts and costs for SBCSS FFS and NPS's will be presented in September. Ms. Tennyson requested districts send the salary and benefit verification for staff TPP services as soon as possible. She spoke about Maintenance of Effort (MOE) monitoring in preparation for reporting this fall.

Program Items

4.7 EV SELPA Staff Assignments 2024-2025

Dr. Metheny shared program specialist assignments for 2024-2025 indicating a program specialist is assigned to each district to function as a generalist and not a specialist. Ms. Brooksby reviewed the revisions made in the EV-23 forms and process to include more involvement of site level administration as well as more frequent communication regarding plan development and outcomes. Staff lists and school assignments for occupational therapists, behavioral health counselors and transition technicians were provided by Dr. Metheny.

4.8 SBCSS FFS Program Update

Peggy McFee, interim Area Director for the East Valley and the West End Regions along with Rich Frederick, Administrator for the all SBCSS FFS Operations shared information pertaining to the East Valley Region. Ms. McFee reviewed a list of staff and assignments as well as a classroom roster including teachers' names and number of aides. Mr. Frederick will oversee DHH services, for the time being. Ms. Brooksby provided instructions on how to access a list of students serviced by SBCSS EV Ops in SEIS. This list was previously provided by EV SELPA to the directors on a monthly basis via secure email. These instructions will allow the directors to access this information at any time and will facilitate student count verification.

4.9 EV SELPA Behavior Emergency Report Revision

The EV SELPA Behavior Emergency Report (BER) and procedures were revised in response to the requirement for districts to publish on their website's restraint and seclusion data each year. The updated form and procedures were reviewed. Ms. Brooksby shared she will be providing a training in the use of the new BERon August 30, 2024 and will follow that with individual training for the NPS's with whom the EV SELPA has master contracts. It was noted that the reporting requirement applies to all students, not just for special education but also for general education students. The use of the BER is required for special education students. Districts should develop their own tracking mechanism to report on the general education population.

4.10 SEIS/CALPADS/Compliance

Ms. Brooksby reviewed that in June, a CALPADS flash was received notifying users of Plan 0620 error resulting from incorrect programming. No further information was provided at the time. She further reported this error was communicated Wednesday by CDE with the expectation corrections would be made prior to the data certification required on Friday, August 16, 2024. Fortunately, only two records with this error were

identified in the EV SELPA and were being addressed. A document containing information regarding the error was provided.

Ms. Brooksby reported on the SEIS transition indicating it has gone well, to-date. EV SELPA will continue to hold office hours for SEIS users every Friday through September 13, 2024. The directors requested to extend the office hours until late September or early October to allow district staff to start holding IEPs and therefore, consult with the EV SELPA on any questions or concerns regarding IEPs in SEIS. Ms. Brooksby indicated she will do so and provide the schedule shortly after the meeting. The schedule of SEIS technician's meetings for 2024-22055 was shared.

Ms. Brooksby reminded the directors of Prong II data pull on August 20, 2024 indicating it will be those students identified in the February 2024 data pull so that CDE can ensure there are no remaining overdue IEPs.

4.11   Early Childhood
Ms. Brooksby shared that after years of speculation, the Desired Results Access Project (DRDP) is now required to be administered for students in Transition-Kindergarten and Kindergarten with an IEP. For these students, the DRDP will be administered in fundamental view only. Ms. Brooksby clarified that if a student turns six years of age at any point during the school year, the DRDP does not need to be administered. This may apply to many kindergarten students Last year, all staff in the EV SELPA who needed to administer the DRDP were trained; however, with this new requirement, more providers will need to be trained. Ms. Brooksby requested a list of staff that need to be trained in DRDP be sent to her by Friday, August 23, 2024. As a reminder, there are three training modules that administrators of DRDP must complete.

4.12   SLP Supervision of SLPAs Change Effective July 1, 2024
Ms. Brooksby reviewed the requirements for supervision of speech language pathology assistants (SLPAs) noting a speech language pathologist could supervise up to three SLPAs not to exceed six personnel as long as it equates to three full time positions. A document with more information on requirements for SLPA supervision was provided.

4.13   Alternate Dispute Resolution (ADR)
Dr. Metheny shared this year the EV SELPA will again partner with Key2Ed to provide two sessions of cohort trainings in IEP facilitation. She also noted the July 25 and 26, 2024 administrators FIEP training was well received. Directors were encouraged to register their teams for the upcoming cohort trainings. Committee members, particularly SBCSS, requested stakeholder trainings in FIEP. Ms. Brooksby will work to schedule one. Dr. Metheny reviewed a process embedded in the EV SELPA website for requesting ADR support. This process is designed for parents. District staff can also request ADR by contacting the SELPA.

4.14   Parent Resource Fair – October 18, 2024
The second annual parent resource fair will occur on October 18, 2024 at the Dorothy Inghram Learning Center. Once again, DJ Beats Mode will be providing musical entertainment, KVCR, and community partners will be part of the event. SBCSS

Superintendent Ted Alejandre will speak during the lunch break. Directors were asked to attend and present during the event.

4.15   EV SELPA Inclusion Summit 2.0
Planning for the EV SELPA Inclusion Summit 2.0 is well underway. This summit will continue the work achieved during the last Inclusion Summit in May. This year the summit will be on November 6, 2024 at the Riverside Convention Center. A flyer with registration information was shared.

4.16   50th Anniversary IDEA – EV SELPA Gala Event
IDEA is celebrating its 50th anniversary since President Gerald Ford signed it into a law in 1975. Dr. Metheny is planning an anniversary gala event to celebrate at the Riverside Convention Center on June 6, 2025. She envisions an elegant soiree showcasing educators from the region that have been part of the regional educational community since the establishment of IDEA. Dr. Metheny indicated she is seeing volunteers for the planning committee.

4.17   EV SELPA 2024-2025 Professional Development Catalog
Dr. Metheny shared the professional catalog for 2024-2025. The catalog is available on the East Valley SELPA website. Dr. Metheny highlighted a training series for the East Valley Operations Deaf/Hard of Hearing staff.

4.18   Hot Topics
Patti Buchmiller shared Redlands USD will have a mini-inclusion summit with support from Key2Ed. Ms. Buchmiller further the Redland USD that have gone through the Key2Ed cohorts have started a positive change in Redlands.

Rob Pearson inquired as to the ability for SEIS to trigger a warning or message when an IEP needs to be translated as WebIEP has done. Ms. Brooksby will speak to SEIS and report back to the Steering Committee. In the interim, districts should develop a tracking mechanism for those IEPs. Mr. Pearson also shared Colton JUSD purchased the Paraphrase software with Artificial Intelligence that he hopes will help expedite translations within the district. Administrator Richard Frederick offered that Xerox copiers have the ability to translate in real time when scanning a document. It is an app upgrade to the Xerox machines.

Mr. Pearson shared some Colton JUSD site administrators report having "view only" access in SEIS daily activities. Ms. Brooksby explained some staff have multiple log in types which may be why but she requested a list of staff that are experiencing this to review their status and adjust accordingly.

Leslie Burghardt surveyed the directors on their practices for conducting high incidence assessment for assistive technology. The directors shared staff within their district have an assistive technology accreditation through Cal State University Northridge.

5.0 OTHER

       5.1 2024-2025 EV SELPA Steering Committee Meetings

       5.2 2024-2025 EV SELPA Board of Directors Meetings

       5.3 2024-2025 EV SELPA CAC Meetings

       5.4 EV SELPA Professional Development – August & September 2024

6.0 ADJOURNMENT: Meeting adjourned at 11:30 a.m. Next meeting will be held on September 12, 2024.

4.0 FINANCE ITEMS

4.1 EV SELPA 2023-2024 Final NPS Costs

EAST VALLEY SELPA
FY 2023-24 NON-PUBLIC SCHOOL COST REPORT

District	Total Billed PY 2022-23	FN	Total Q1 Billing	Total Q2 Billing	Total Q3 Billing	Total Q4 Billing	Total Billed FY 2023-24
NPS Education	892,414.11	1180	183,995.61	265,741.68	299,050.66	249,361.17	998,149.12
NPS Mental Health	301,659.64	3900	108,038.57	112,914.04	49,753.90	18,229.10	288,935.61
Colton	$ 1,194,073.75		$ 292,034.18	$ 378,655.72	$ 348,804.56	$ 267,590.27	$ 1,287,084.73
NPS Education	909,649.34	1180	82,329.80	89,405.40	165,526.36	110,497.74	447,759.30
NPS Mental Health	244,811.36	3900	849.54	5,458.18	14,126.81	35,012.05	55,446.58
Redlands	$ 1,154,460.70		$ 83,179.34	$ 94,863.58	$ 179,653.17	$ 145,509.79	$ 503,205.88
NPS Education	727,633.50	1180	91,707.06	165,994.26	116,102.35	158,233.84	532,037.51
NPS Mental Health	209,782.38	3900	62,855.20	63,380.91	882.24	5,577.73	132,696.08
Rialto	$ 937,415.88		$ 154,562.26	$ 229,375.17	$ 116,984.59	$ 163,811.57	$ 664,733.59
NPS Education	269,607.46	1180	22,828.37	61,854.51	175,504.05	81,573.77	341,760.70
NPS Mental Health	264,874.68	3900	41,448.26	36,670.49	33,071.94	21,230.48	132,421.17
Rim	$ 534,482.14		$ 64,276.63	$ 98,525.00	$ 208,575.99	$ 102,804.25	$ 474,181.87
NPS Education	309,736.88	1180	94,198.39	78,559.43	82,448.40	57,483.15	312,689.37
NPS Mental Health	295,951.66	3900	139,131.23	140,494.66	131,753.12	88,084.37	499,463.38
Yucaipa	$ 605,688.54		$ 233,329.62	$ 219,054.09	$ 214,201.52	$ 145,567.52	$ 812,152.75
NPS Education Total	$ 3,109,041.29	1180	$ 475,059.23	$ 661,555.28	$ 838,631.82	$ 657,149.67	$ 2,632,396.00
NPS Mental Health Total	$ 1,317,079.72	3900	$ 352,322.80	$ 358,918.28	$ 229,588.01	$ 168,133.73	$ 1,108,962.82
Grand Total	$ 4,426,121.01		$ 827,382.03	$ 1,020,473.56	$ 1,068,219.83	$ 825,283.40	$ 3,741,358.82

4.2 SBCSS 2023-2024 FFS Year-end Actuals

FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2023-24

SELPA	East Valley			Budget	Year-End Actuals	+Increase/-Decrease

A. REVENUES

		RS	OB	GL	Budget April 2023	Year-End Actuals September 2024	+Increase/-Decrease
1.	AB602 Special Ed Funding	6500	8311	5001	$ 8,251,114	$ 8,620,223	$ 369,109
2.	Property Tax Transfer	6500	8097	5001	$ -	$ 5,109,398	
3.	Property Tax Transfer Adjustment between 2023-24 P-2 and Annual (Payable)				$ -	$ (82,673)	
4.	Net State Aid (A1-A2-A3)	6500	8311	5001	$ -	$ 3,593,499	
5.	Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	$ 408,291	$ 404,769	$ (3,522)
6.	Federal Preschool	3315	8182	5730	$ 5,137	$ 1,858	$ (3,279)
7.	Preschool Staff Development	3345	8182	5730	$ -	$ -	$ -
8.	Infant Part C	3385	8182	5710	$ 57,745	$ 57,745	$ -
9.	Infant State Apportionment	6510	8311	5710	$ 1,708,646	$ 1,810,998	$ 102,352
10.	Infant Discretionary	6515	8590	5710	$ -	$ -	$ -
11.	Local Revenue	9385/6500	8677/8710	5710	$ 600	$ 4,896	$ 4,296
12.	Local Revenue / Parent Infant Program	6500	8677	5001	$ 119,885	$ 119,885	$ -
13.	Local Revenue Inter-SELPA Agreements	6500	8710	5750	$ -	$ 122,543	$ 122,543
TOTAL REVENUE (excludes A2, A3, A4)					$ 10,551,418	$ 11,142,917	$ 591,499

B. EXPENDITURES

		Budget	Year-End Actuals	+Increase/-Decrease
1.	SAI Self-Contained (SDC)	$ 5,608,899	$ 5,942,868	$ 333,968
2.	Low Incidence Itinerant DHH,VI,OM (Itinerant)	$ 2,286,743	$ 2,189,148	$ (97,595)
3.	1:1 Aide Services (1:1) Aides	$ 768,899	$ 884,828	$ 115,929
4.	Early Start (NO FFS - State/Grant Funded)	$ 1,672,767	$ 1,794,923	$ 122,156
TOTAL EXPENDITURES		$ 10,337,309	$ 10,811,767	$ 474,458

C. PRIOR YEAR ADJUSTMENTS

		RS	OB	GL	Budget	Year-End Actuals	+Increase/-Decrease
1.	2023-24 Beginning Balance				$ 1,326,089	$ 1,490,672	$ 164,583
2.	2022-23 AB602 Prior Year Adjustment	6500	8319	0000	$ -	$ (8,114)	$ (8,114)
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS					$ 1,326,089	$ 1,482,558	$ 156,469

D. 2023-24 Ending Balance

		Budget	Year-End Actuals	+Increase/-Decrease
1.	Total Revenues (Section A)	$ 10,551,418	$ 11,142,917	$ 591,499
2.	Total Prior Year Revenue Adjustments (Section C)	$ 1,326,089	$ 1,482,558	$ 156,469
3.	Total Expenditures (Section B)	$ 10,337,309	$ 10,811,767	$ 474,458
4.	2023-24 Ending Balance	$ 1,540,198	$ 1,813,708	$ 273,510
5.	Less Early Start Ending Balance	$ (1,540,198)	$ (1,685,446)	$ (145,248)
6.	2023-24 Net FFS Ending Balance	$ 0	$ 128,262	$ 128,262

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	103	280	12
Actuals*	105.5	275	15.50
Difference	2.5	-5	3.5

*Includes Inter-SELPA counts

District	SAI Services	% of Services	Total Return $ 59,837.00	Low-Incidence	% of Services	Total Return $ (39,910.37)	1:1 Aides	% of Services	Total Return $ 108,335.30		Total Return
Colton	46.5	43.26%	$ 25,882.98	64.5	23.45%	$ (9,360.79)	8.0	52%	$ 55,914.99		$ 72,437.18
Redlands	13.5	12.56%	$ 7,514.41	100.0	36.36%	$ (14,512.86)	1.0	6%	$ 6,989.37		$ (9.08)
Rialto	32.5	30.23%	$ 18,090.26	58.0	21.09%	$ (8,417.46)	3.0	19%	$ 20,968.12		$ 30,640.92
Rim of the World	3.5	3.26%	$ 1,948.18	4.0	1.45%	$ (580.51)	0.0	0%	$ -		$ 1,367.67
Yucaipa - Calimesa	9.5	8.84%	$ 5,287.92	46.0	16.73%	$ (6,675.92)	3.5	23%	$ 24,462.81		$ 23,074.82
Etiwanda	2.0	1.86%	$ 1,113.25	2.0	0.73%	$ (290.26)	0.0	0%	$ -		$ 822.99
Bear Valley	0.0	0.00%	$ -	0.5	0.18%	$ (72.56)	0.0	0%	$ -		$ (72.56)
Total	107.5	100.00%	$ 59,837.00	275.0	99.82%	$ (39,910.37)	15.5	100%	$ 108,335.30		$ 128,261.93

District	2023-24 FFS Return
2023-24	$ 128,261.94
Colton	$ 72,437.18
Redlands	$ (9.08)
Rialto	$ 30,640.92
Rim of the World	$ 1,367.67
Yucaipa-Calimesa	$ 23,074.82
Etiwanda	$ 822.99
Bear Valley	$ (72.56)
Total	$ 128,261.93

Inter-SELPA Agreement

			1	2	3	4	5
			SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
			SDC	ITINERANT	1:1 AIDES	No FFS - State /Grant Funded	
1	OBJECT	EXPENSE					
2	1000-1999	Certificated Salaries	$ 1,900,056	$ 673,686	$ -	$ 950,997	$ 3,524,739
3	2000-2999	Classified Salaries	$ 800,936	$ 293,828	$ 383,520	$ 34,456	$ 1,512,740
4	3000-3999	Employee Benefits	$ 1,356,432	$ 468,365	$ 337,390	$ 375,024	$ 2,537,210
5	4000-4999	Books & Supplies	$ 10,257	$ 4,299	$ -	$ 7,057	$ 21,613
6	5000-5999	Services & Other Operating Expenditures	$ 137,605	$ 108,905	$ 94,600	$ 17,398	$ 358,508
7	6000-6999	Capital Outlay	$ -	$ -	$ -	$ -	$ -
8							
9		Sub total	$ 4,205,286	$ 1,549,083	$ 815,509	$ 1,384,932	$ 7,954,810
10		% of Total	73%	27%		n/a	100%
11							
12		Allocated Cost	$ 1,272,012	$ 468,565	$ -	$ 269,375	$ 2,009,952
13		Sub total 1000-5000 costs	$ 5,477,297	$ 2,017,648	$ 815,509	$ 1,654,307	$ 9,964,762
14							
15	7300-7380	Indirect Cost @ 8.5%	$ 465,570	$ 171,500	$ 69,318	$ 140,616	$ 847,005
16							
17		TOTAL EXPENSE	$ 5,942,868	$ 2,189,148	$ 884,828	$ 1,794,923	$ 10,811,767

	Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
18				SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
19	8097	6500	Property Tax Revenue	$ 3,422,017	$ 1,260,553	$ 509,501		$ 5,192,071
20	8181	3310	Federal Local Assistance	$ 404,769				$ 404,769
21	8311	6500	AB602 FFS Revenue (including Base for ADA)**	$ 2,075,168	$ 869,322	$ 483,662		$ 3,428,152
22	8319	6500	AB602 PY 2022-23 Revenue Adjustment	$ (8,114)				$ (8,114)
23			Total (Lines 19, 20, 21, 22)	$ 5,893,840	$ 2,129,875	$ 993,163	$ -	$ 9,016,878
24								
25			Other Revenue Sources					
26	8182	3315	Federal Preschool	$ 1,858				$ 1,858
27	8182	3345	Preschool Staff Development	$ -				$ -
28	8182	3385	Infant Part C				$ 57,745	$ 57,745
29	8311	6510	Infant State Apportionment				$ 1,810,998	$ 1,810,998
30	8590	6515	Infant Discretionary				$ -	$ -
31	8677/8710	9385/6500	Other Local Revenue				$ 119,885	$ 119,885
32	8677	9285	Parent Infant Program				$ 1,069	$ 1,069
33	8710	6500	Tuition - Inter-SELPA District Fee-For-Service*	$ 103,180	$ 19,363			$ 122,543
34	8699	6500	Local Revenue	$ 3,827				$ 3,827
35			2023-24 Beginning Balance				$ 1,490,672	$ 1,490,672
36			TOTAL REVENUE:	$ 6,002,705	$ 2,149,238	$ 993,163	$ 3,480,369	$ 12,625,475
37			Excess Cost (revenue minus expense)	$ 59,837	$ (39,910)	$ 108,335	$ 1,685,446	$ 1,813,708
38								
39			Number of services - Final (includes Inter-SELPA counts)	105.50	275.00	15.50	N/A	
40			2023-24 Fee-For-Service Rates	$ 51,590	$ 7,745	$ 64,075		

42 *Services provided via Inter-SELPA Agreement

43 **Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service ($82,384) - transferred to Student Services Counseling Center

Summary	
46 Total Revenue	$ 12,625,474.51
47 Total Expenses	$ 10,811,766.76
48 **Ending Balance**	$ 1,813,707.75
49 Less Early Start Ending Balance	$ 1,685,445.82
50 **Net FFS Ending Balance**	$ 128,261.93

4.3 EV SELPA Fiscal Reporting Calendar 2024-2025

FY 2024-25 FISCAL REPORTING CALENDAR

JULY 2024

7/03/24   Districts to provide SELPA June PARs and PYR for TPP
7/15/24   Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
7/31/24   SELPA to finalize closing of FY 23/24 books, Final REX will be sent out to districts
7/31/24   SELPA to submit May and June 2023 TPP Service and Certified Invoices to DOR

AUGUST 2024

8/05/24   Districts to provide SELPA July PARs and PYR for TPP and Salary Verifications for 24/25
8/15/24   SELPA to provide 23/24 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/12/24 at Steering/ Finance meeting
8/15/24   SELPA to present AB 602 June 2024 CDE Certification (21/22 R3, 22/23 R1, 23/24 P2)
8/15/24   SELPA to present Final 23/24 Schedule REX
8/15/24   SELPA to present final 23/24 proportionate costs for regional programs, Mental Health Counseling, Occupational Therapy, and Physical Therapy.
8/15/24   SELPA to present PY (23/24) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
8/15/24   SELPA to present 2024-25 Schedule REX – projections based on enacted budget

SEPTEMBER 2024

9/07/24   Districts to provide SELPA August PARs and PYR for TPP
9/12/24   SBCSS to present PY (23/24) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.
9/12/24   SELPA to present 2023-24 Final NPS Costs
9/20/24   Districts to return completed and signed Excess Cost and Subsequent Year Tracking worksheet to SELPA.
9/25/24   SELPA to submit July TPP Service and Certified Invoices to DOR.

OCTOBER 2024

10/04/24   SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (24/25) P-2 ADA estimates & changes to PY ADA (if any) by Oct 7th for First Interim reporting and Projections
10/07/24   Districts to provide SELPA September PARs and PYR for TPP
10/10/24   SELPA to present EOY reports, SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting due to CDE 11/15/24
10/15/24   Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
10/18/24   SELPA to submit Extraordinary Cost Pool (ECP) program claim to AU, SBCSS for CDE submission. Mail back up documents to CDE, due *October 30, 2024*
10/25/24   Deadline for SELPA/SBCSS to submit CY (24/25) Part C Early Start Application to CDE
10/25/24   SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

FY 2024-25 FISCAL REPORTING CALENDAR

NOVEMBER 2024

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

DECEMBER 2024

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

JANUARY 2025

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

FEBRUARY 2025

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

Subject to change, updated as needed.

9/6/24

FY 2024-25 FISCAL REPORTING CALENDAR

MARCH 2025

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

APRIL 2025

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

MAY 2025

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

Subject to change, updated as needed.

9/6/24

FY 2024-25 FISCAL REPORTING CALENDAR

JUNE 2025

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

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

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

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

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

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

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

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

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

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

Subject to change, updated as needed.

9/6/24

PROGRAM ITEMS

4.4 EV SELPA Due Process & Legal Updates

2023 - 2024
Due Process
Year in Review

Rick Homutoff, Ed.D.

Program Manager

East Valley SELPA Steering

September 12, 2024
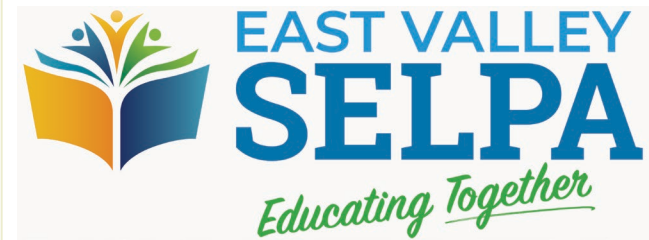
EV SELPA 2023-2024
Due Process Cases

- For the 2023-2024 school year we received 29 due process cases.
- We filed three due process cases against parents for a total of 32 due process cases for 2023-2024.
  - We have not filed any additional cases since this was reported on in spring.
- We currently have eight open cases.
- Of the 32 cases from 2023-2024 two remain open.
- We settled 26 cases.
- All three district filed cases were withdrawn.
- One parent was ordered to withdraw his case against the district.
- We have received six cases for the 2024-2025 school year.

EV SELPA 2023-2024
Due Process Cases - Continued

- In 2021-2022 the average case took 61 days.
- During 2022-2023 District filed due process cases took an average of 72 days to settle.
- During 2023-2024 District filed due process cases took an average of 98 days.
  - Cases are taking <u>much</u> longer to settle, and this trend started happening during the 2022-2023 year and continues.
  - Attorneys for both district and parent, are very busy and we will often go weeks before hearing back from a parent attorney for cases that have been continued to later dates.
  - Due process is very busy up and down the state and it is getting harder to find available dates for resolution sessions, mediations and often the hearing dates will need to be pushed out by many months.
  - Currently we have cases being pushed into January 2025.

Latest Certified Special Education Pupil Count:

Percentage of EVSELPA Total by District

Yucaipa (1395) 13%

Rim (401) 4%

Colton (2833) 26%

Rialto (2843) 26%

Redlands (3305) 31%
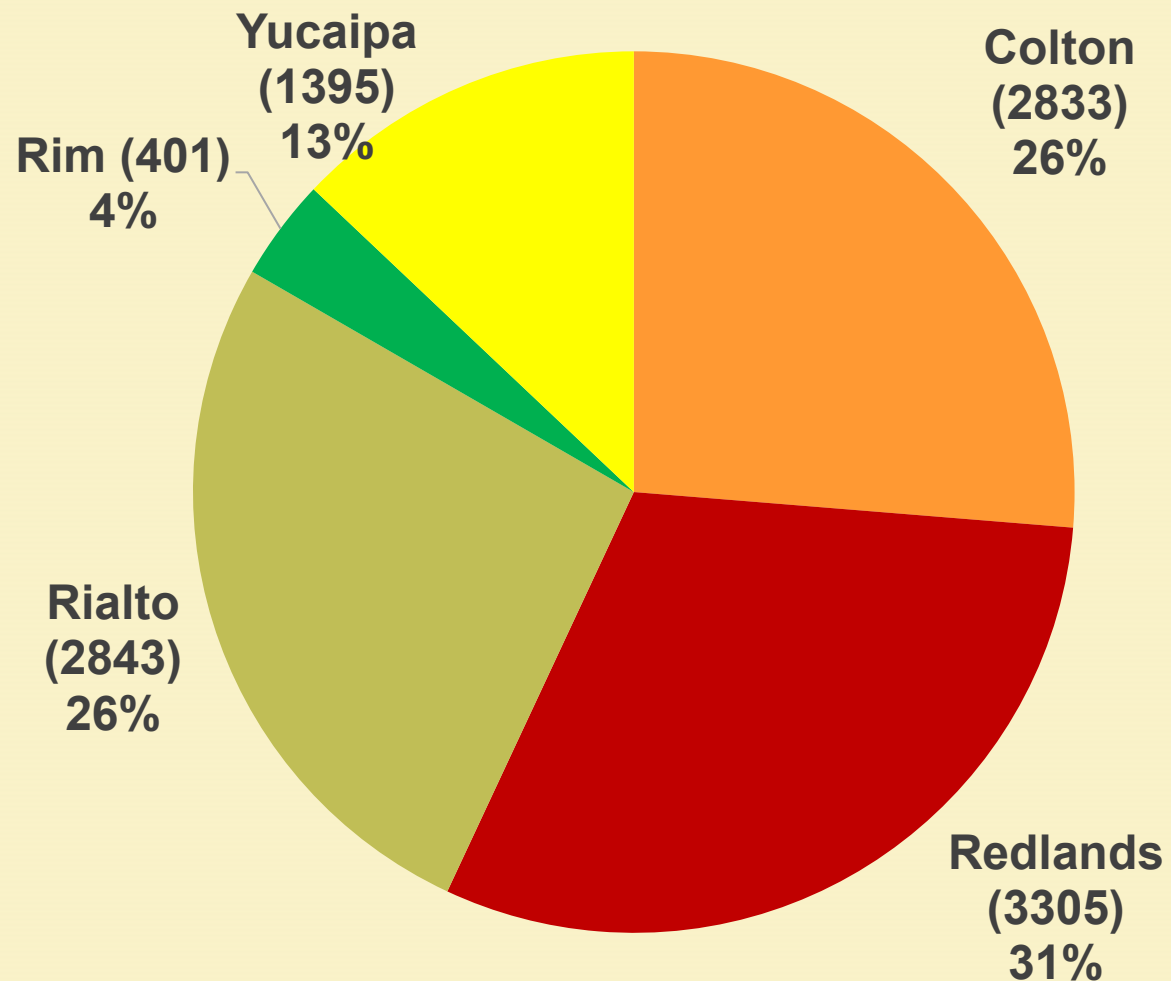
Fall 1 Pupil Count – October 2023

EV SELPA 2023-2024 Filings

Pie chart: EV SELPA 2023-2024 Filings

- Colton, 5, 16%
- Redlands, 16, 50%
- Rialto, 7, 22%
- Rim, 1, 3%
- Yucaipa, 3, 9%

Legend: ■ Colton ■ Redlands ■ Rialto ■ Rim ■ Yucaipa
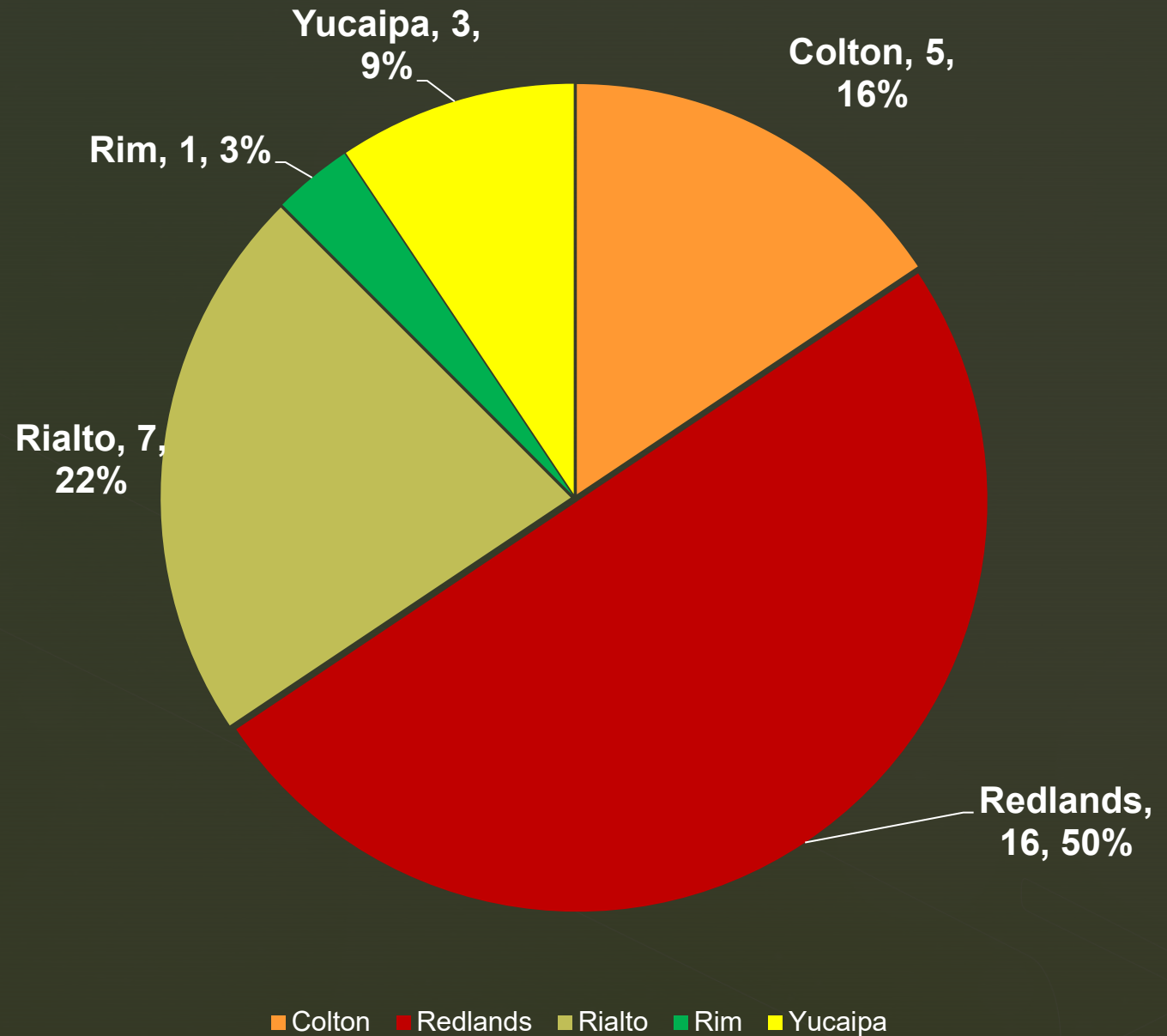
EV SELPA Due Process Filings by Month 2019 to Present
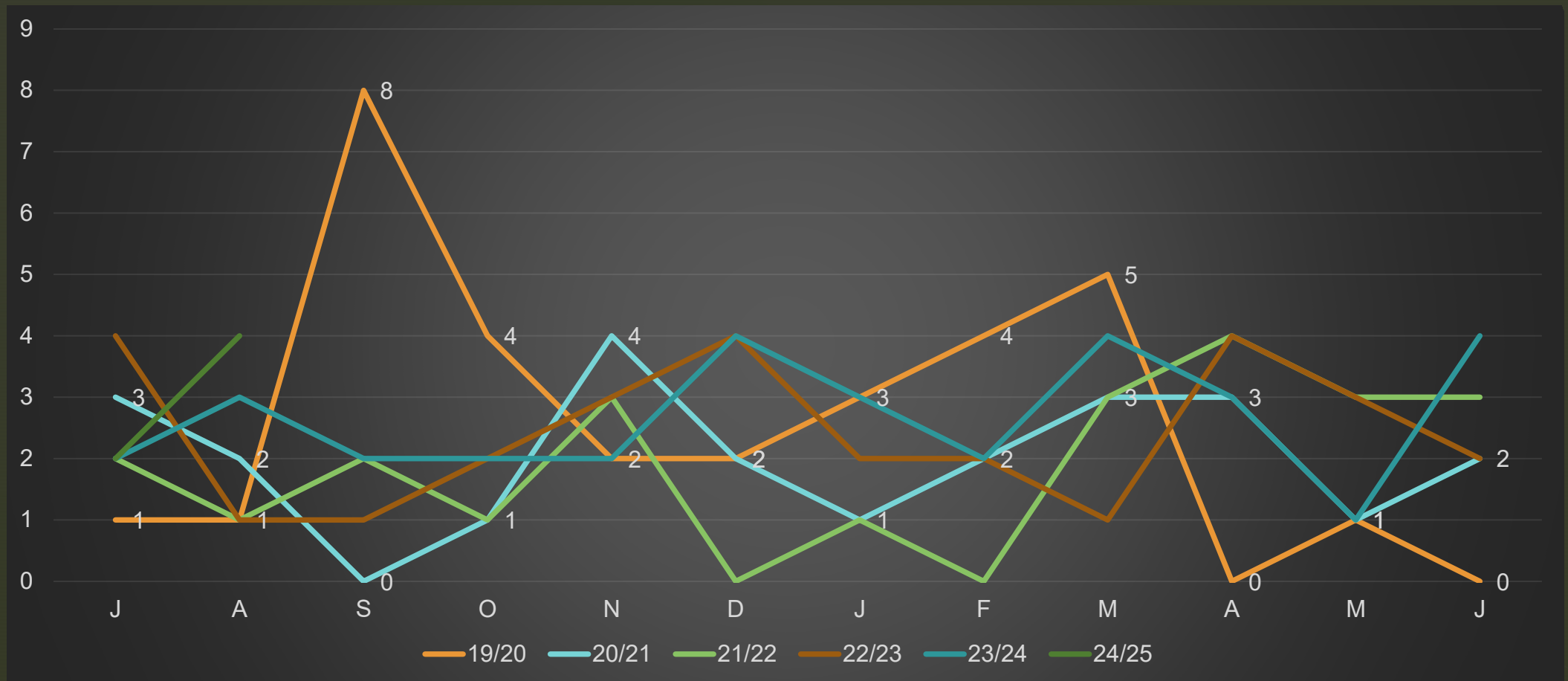
2023-2024 YTD - Due Process Case Trends

- We continue to see an increase in IEE requests, both prior to and during due process proceedings.
  - We are still seeing parents willing to allow districts to assess, as noted below, but overall, we have seen a significant increase in IEE requests as well as district assessment requests.
  - In 2022-2023 there were a total of 10 IEEs and 26 district assessments through due process settlement.
  - Among the 17 2023-2024 settled cases we have agreed on twelve IEEs and 41 district assessments.
- We continue to see an increase in ADR requests, mostly within the district.

2021-2022 to Current – Attorney Fee Trends

- Each year we have seen an increase in fee demands from attorneys.
  - Most parent attorneys are more unwilling to negotiate down their fees than in the past.
  - At one time we could expect a 35%-40% reduction from parent attorneys. Now it is closer to a 25%-30% reduction. While significant, but still less than previous years. Some attorneys will not negotiate their fees down much, if at all.
- For the 2021-2022 school year, the average attorney fees per case was $8,295.
- For the 2022-2023 school year, the average attorney fees per case was $9,604.
- For 2023-2024 our average attorney fees to settle, to date, are $11,109.
  - These figures ONLY include cases where there were attorney fees paid out to parent attorneys.
    - There was one case where there were no attorney fees paid and the three district filed cases there were also no parent attorney fees paid.

Questions?

4.5 EV SELPA IEE Policy Updates

East Valley Special Education Local Plan Area (SELPA)

Independent Educational Evaluation

BOD Approval 9/23/15 Updated 7/30/24

Table of Contents

THE LAW

Title 34 C.F.R. Section 300.502

The parent(s) of a child with a disability have the right to obtain an independent educational evaluation of the child. Each public agency shall provide to parent(s), upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations.

For the purposes of this part, independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question; and public expense means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent.

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency. If a request an independent educational evaluation at public expense, the public agency must, without unnecessary delay, either initiate a hearing to show that its evaluation is appropriate; or ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria. If the public agency initiates a hearing and the final decision is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. If a Hearing Officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense.

If a request an independent educational evaluation, the public agency may ask for the parent's reason why he or she objects to the public evaluation. However, the explanation by the parent may not be required and the public agency may not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public agency's evaluation. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation must be considered by the public agency, in any decision made with respect to the provision of FAPE to the child; and may be presented as evidence at a hearing regarding that child.

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. A public agency may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense. (34 C.F.R. 300.502 (a-e))

Education Code Section 56329

(b) A parent or guardian has the right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists, as defined by regulations of the board, if the parent or guardian disagrees with an assessment obtained by the public education agency, in accordance with Section 300.502 of Title 34 of the Code of Federal Regulations. A parent or guardian is entitled to only

one independent educational assessment at public expense each time the public education agency conducts an assessment with which the parent or guardian disagrees. If a public education agency observed the pupil in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a pupil, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil's current educational placement and setting, and observation of an educational placement and setting, if any, proposed by the public education agency, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

(c) The public education agency may initiate a due process hearing pursuant to Chapter 5 (commencing with Section 56500) to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent or guardian maintains the right for an independent educational assessment, but not at public expense.

If the parent or guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the public education agency with respect to the provision of free appropriate public education to the child, and may be presented as evidence at a due process hearing pursuant to Chapter 5 (commencing with Section 56500) regarding the child. If a public education agency observed the pupil in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a pupil, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil's current educational placement and setting, and observation of an educational placement and setting, if any, proposed by the public education agency, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

A non-exhaustive list of qualified evaluators meeting Federal and State criteria to administer Independent Educational Assessments is available upon request from the SELPA. If you have further questions regarding Independent Educational Evaluations, you can contact the SELPA at (909) 252- 4507.

EAST VALLEY SELPA
INDEPENDENT EDUCATIONAL EVALUATION POLICY EC §56329(b)(c) & 34 CFR §300.502

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is <u>not</u> an employee of a student's school district and is provided at public expense. An independent educational evaluation is designed to assist the IEP team in determining the educational needs of a student with a disability including but not limited to eligibility, program decisions, and educational services.

Independent Educational Evaluations may be conducted by:

1. A staff member from another school district in the East Valley SELPA

2. A staff member from another SELPA

3. Non-Public Agency

4. A private independent examiner

A parent has a right to an IEE at public expense if the parent disagrees with an evaluation that the school district conducted. Parents may request only one publicly funded IEE for each evaluation completed by the school district.

If a school district receives a parent request for an IEE, the school district must either:

1. Provide the IEE at public expense pursuant to this policy.

   Or

2. Without unnecessary delay, request a due process hearing to show that its evaluation is appropriate.

If the parent's request for an IEE is approved, the school district Special Education Director must provide the parent the following:

1. A prior written notice letter telling the parent that their request for an IEE is approved.

2. Parents shall be given EVSELPA's Consent for Independent Educational Evaluation to give or withhold consent for the IEE and the release of information between independent evaluator and District. Parent must consent to the assessment and the release information between the independent evaluator and the District in order for the District to contract for, and fund the IEE.

3. A copy of the East Valley SELPA IEE policy.

4. The criteria for independent education evaluators. (Appendix B)

5. A list of the names and addresses of IEE evaluators located in the area. The list will consist of IEE evaluators who, in the East Valley SELPA's member school districts' judgment, are qualified to perform the evaluation requested by the parents. (Appendix B)

The district will:

- Make arrangements with the independent evaluator to ensure that the IEE is completed in a timely manner and at school district expense.

If a specific independent evaluator is desired by the parent:

The name and resume of the examiner must be provided by the parent to the school district so that the school district may:

1. Verify the qualifications, certifications and/or license of the evaluator; and

2. Determine whether the fee rate for the parent's chosen Independent Educational Evaluation is within the limits specified in the East Valley SELPA IEE policy.

If the parent chooses an evaluator who does not meet the cost or other criteria contained in these policies,

the District shall inform the parent and give the parent an opportunity to demonstrate that unique circumstances of their child exists justifying an IEE that does not meet the criteria set forth in this policy. Upon receiving the additional information/unique circumstances from the parent, the District shall reconsider whether the student's circumstances justify a publicly funded IEE that does not meet the criteria set forth herein. Unique circumstances may include complex medical, health, or other needs of the child.
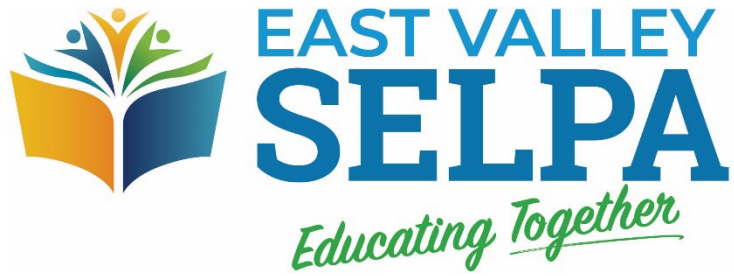
District shall send another prior written notice to the parent explaining its decision to either fund the IEE, or file for hearing to demonstrate that the IEE chosen by the parent does not meet agency criteria. If the District agrees to fund the IEE, the District is obligated to fund the entire cost of the IEE. If the District decides to file for hearing to demonstrate that the IEE chosen by the parent does not meet agency criteria, it must notify the parent and file for hearing without unreasonable delay.

If the school district feels that their original evaluation is appropriate, they may file for a due process hearing but must do so without unreasonable delay. (The school district should be absolutely sure the evaluation is complete, accurate and testing is valid before taking this step.) The school district must have the EVSELPA Program Manager review the student's file before informing the parent that due process will be filed.

If the parent's request for an IEE is denied, the school district Special Education Director will provide parent a prior written notice letter explaining the reason why their request was denied and stating that the school district will file due process to defend their assessment.

The prior written notice letter denying the IEE should be sent to the parent within two weeks of the parent's request for the IEE. The due process request should be initiated without unnecessary delay after the prior notice to the parent. In California, the prior written notice letter and filing for hearing should occur within about three weeks of receiving the parent's request for the IEE. The EVSELPA Program Manager will assist the school district in filing for due process.

If the final decision resulting from the due process hearing is that the school district's assessment is appropriate, the parent still has a right to an IEE, but not at public expense. If the parent obtains an IEE at their own expense, the results of the evaluation will be considered by the IEP team with respect to the provision of FAPE.

Minimum Qualifications for IEE Evaluators

The prospective IEE Evaluator must:

1. Hold a valid license from the State of California in the field related to the known or suspected disability.

2. Have extensive training in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide their vitae documenting extensive and recent training and experience related to the known or suspected disability.

3. Be located within San Bernardino, Riverside or an adjacent county.

4. Meet the minimum qualifications for assessors contained Appendix B.

__Minimum Responsibilities for IEE Evaluators__

The Evaluator must meet the qualifications below as well as the qualifications in Appendix B:

1. Communicate and share information with members of the IEP Team, district and SELPA personnel; release their evaluation information/results to the school district; and allow a review of the testing protocols if requested.

2. Provide the evaluation report to the district no less than five days prior to the IEP team meeting.

3. Attend the IEP meeting, either in person or by phone through the conclusion of the IEP.

4. Select and administer assessments in the student's primary language or other mode of communication.

5. Use tests and other assessment materials validated for the specific purpose for which they are used. Said tests must be administered by trained personnel and must be tailored to assess specific areas of educational need.

__Determining the Independent Educational Evaluation Fee__

The school district will pay a fee that is routine and reasonable for the IEE, similar to those performed by qualified professionals in the local area. The routine and reasonable fee is based on the fees charged by professionals providing the service in the school district's area.

The fee for an Independent Evaluation to be conducted at public expense, should include the following:

- Cost to conduct assessment, including administration of tests, observations, etcetera

- Developing a written report

- Providing copies of the report to the parent and school

- Attending the IEP meeting

An excessive fee is defined as one that exceeds the routine and reasonable rate as defined in Appendix B for an IEE.

If a parent selects an IEE Evaluator that exceeds the authorized cost for an evaluation, the following may occur:

If the parent chooses an evaluator who does not meet the cost or other criteria outlined in these policies, the District shall inform the parent and give the parent an opportunity to demonstrate that a unique circumstance of their child exists, justifying an IEE that does not meet the criteria set forth in this policy. Upon receiving the additional information/unique circumstances from the parent, the District shall

reconsider whether the student's circumstances justify a publicly funded IEE that does not meet the criteria set forth herein. Unique circumstances may include complex medical, health, or other needs of the child.

District shall send another prior written notice to the parent explaining its decision to either fund the IEE, or file for hearing to demonstrate that the IEE chosen by the parent does not meet agency criteria. If the District agrees to fund the IEE, the District is obligated to fund the entire cost of the IEE. If the District decides to file for hearing to demonstrate that the IEE chosen by the parent does not meet agency criteria, it must notify the parent and file for hearing without unreasonable delay.

1. When an IEE evaluator has a sliding scale, fee based on parent income, the School District will reimburse only an amount not to exceed what the parents were charged.

Private Insurance

When insurance will cover all or part of the costs of the independent evaluation, the school district will request that the parents voluntarily have their insurance pay the IEE costs covered by their insurance. However, parents are not required to use their private insurance and will not be asked to have insurance cover IEE costs if such action would result in a financial cost to the parents not reimbursed by the school district, including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy;

2. An increase in premiums or the discontinuance of the policy; or

3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

APPENDIX A

NOTICE TO PARENTS REGARDING INDEPENDENT EDUCATIONAL EVALUATIONS

EAST VALLEY SELPA
INDEPENDENT EDUCATIONAL EVALUATIONS EC §56329(b)(c) & 34 CFR §300.502

APPENDIX A

Notice to Parents

- Please read this document before obtaining or paying for an Independent Educational Evaluation. This document may limit your right to reimbursement.

- Before obtaining an Independent Educational Evaluation, you are encouraged to contact the Director of Special Education for your school district to discuss your request for assessment.

- An Independent Educational Evaluation that does not meet the criteria in these policies may not be reimbursed.

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of a student's school district and is provided at public expense. An independent educational evaluation is designed to assist the IEP team in determining the educational needs of a student with a disability including but not limited to eligibility, program decisions, and educational services.

Independent Educational Evaluations may be conducted by:

1. A staff member from another school district in the East Valley SELPA

2. A staff member from another SELPA

3. A Non-Public Agency

4. A private independent evaluator

A parent has a right to an IEE at public expense if the parent disagrees with an evaluation that the school district conducted. Parents may only request one publicly funded IEE for each evaluation completed by the school district.

If a school district receives a parent request for an IEE, the school district must either:

1. Provide the IEE at public expense pursuant to this policy.

    Or

2. Without unnecessary delay, request a due process hearing to show that its evaluation is appropriate.

If the parent's request for an IEE is approved, the school district Special Education Director must provide the parent the following:

BOD Approval 9/23/15 Updated 7/30/24

1. A prior written notice letter informing the parent that their request for an IEE is approved.

2. Parents shall be given EVSELPA's Consent for Independent Educational Evaluation to give or withhold consent for the IEE and the release of information between independent evaluator and District. Parent must consent to the assessment and the release information between the independent evaluator and the District in order for the District to contract for and fund the IEE.

3. A copy of the East Valley SELPA IEE policy.

4. The criteria for independent education evaluators. (Appendix B)

5. A list of the names and addresses of IEE evaluators located in the area. The list will consist of IEE evaluators who, in the East Valley SELPA's member school districts' judgment, are qualified to perform the evaluation requested by the parents. (Appendix B)

The District will:

- Make arrangements with the independent evaluator to ensure that the IEE is completed in a timely manner and at school district expense.

If a specific independent evaluator is desired by the parent:

The name and resume of the examiner must be provided by the parent to the school district so that the school district may:

1. Verify the qualifications, certifications and/or license of the evaluator; and

2. Determine whether the fee rate for the parent's chosen Independent Educational Evaluation is within the limits specified in the East Valley SELPA IEE policy.

If the parent chooses an evaluator who does not meet the cost or other criteria contained in this policy, the parent will have an opportunity to demonstrate their child's unique circumstances that justify an IEE that does not meet the criteria set forth in the EVSELPA IEE policy. Upon receiving the additional information/unique circumstances from the parent, the District shall reconsider whether the student's circumstances justify a publicly funded IEE that does not meet the criteria set forth herein. Unique circumstances may include complex medical, health, or other needs of the child.

District shall send another prior written notice to the parent explaining its decision to either fund the IEE, or file for hearing to demonstrate that the IEE chosen by the parent does not meet agency criteria. If the District agrees to fund the IEE, the District is obligated to fund the entire cost of the IEE. If the District decides to file for hearing to demonstrate that the IEE chosen by the parent does not meet agency criteria, it must notify the parent and file for hearing without unreasonable delay.

If the school district feels that their original evaluation is appropriate, they may file for a due process hearing but must do so without unreasonable delay. (The school district should be absolutely sure the evaluation is complete, accurate and testing is valid before taking this step.) The school district must have the EV SELPA Program Manager review the student's file before informing the parent that due process

will be filed.

If the parent's request for an IEE is denied, the school district Special Education Director will provide parent a prior written notice letter explaining the reason why their request was denied and stating that the school district will file due process to defend their assessment.

The prior written notice letter denying the IEE should be sent to the parent within two weeks of the parent's request for the IEE. The due process request should be initiated without unnecessary delay after the prior notice to the parent. In California, the prior written notice letter and filing for hearing should occur within about three weeks of receiving the parent's request for the IEE. The EV SELPA Program Manager will assist the school district in filing for due process.

If the final decision resulting from the due process hearing is that the school district's assessment is appropriate, the parent still has a right to an IEE, but not at public expense. If the parent obtains an IEE at their own expense, the results of the evaluation will be considered by the IEP team with respect to the provision of FAPE.

Minimum Qualifications for Evaluators

The prospective IEE evaluator must:

1. Hold a valid license from the State of California in the field related to the known or suspected disability.

2. Have extensive training in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide their vitae documenting extensive and recent training and experience related to the known or suspected disability. Be located within 50 miles of the student's school district of residence.

3. Meet the minimum qualifications for assessors contained in Appendix B.

Minimum Responsibilities for IEE Evaluators

The Evaluator must meet the qualifications below as well as the qualifications in Appendix B:

1. Communicate and share information with members of the IEP Team, district and SELPA personnel; release their evaluation information/results to the school district; and allow a review of the testing protocols if requested.

2. Provide the evaluation report to the district no less than five days prior to the IEP team meeting.

3. Attend the IEP meeting, either in person or by phone.

4. Select and administer assessments in the student's primary language or other mode of communication.

5. Use tests and other assessment materials validated for the specific purpose for which they are used. Said tests must be administered by trained personnel and must be tailored to assess

specific areas of educational need.

Determining the Independent Educational Evaluation Fee

The school district will pay a fee that is routine and reasonable for the IEE, similar to those performed by qualified professionals in the local area. The routine and reasonable fee is based on the fees charged by professionals providing the service in the school district's area.

The fee for an Independent Evaluation to be conducted at public expense, should include the following:

- Cost to conduct assessment, including administration of tests, observations, etcetera

- Developing a written report

- Providing copies of the report to the parent and school

- Attending the IEP meeting

An excessive fee is defined as one that exceeds the routine and reasonable rate as defined in Appendix B for an IEE.

If a parent selects an IEE Evaluator that exceeds the authorized cost for a particular evaluation, the following may occur:

If the parent chooses an evaluator who does not meet the cost or other criteria contained in these policies, the District shall inform the parent and give the parent an opportunity to demonstrate that unique circumstances of their child exists justifying an IEE that does not meet the criteria set forth in this policy. Upon receiving the additional information/unique circumstances from the parent, the District shall reconsider whether the student's circumstances justify a publicly funded IEE that does not meet the criteria set forth herein. Unique circumstances may include complex medical, health, or other needs of the child.

District shall send another prior written notice to the parent explaining its decision to either fund the IEE, or file for hearing to demonstrate that the IEE chosen by the parent does not meet agency criteria. If the District agrees to fund the IEE, the District is obligated to fund the entire cost of the IEE. If the District decides to file for hearing to demonstrate that the IEE chosen by the parent does not meet agency criteria, it must notify the parent and file for hearing without unreasonable delay.

1. When an IEE evaluator has a sliding scale fee based on parent income, the School District will reimburse only an amount not to exceed what the parents were charged.

Private Insurance

When insurance will cover all or part of the costs of the independent evaluation, the school district will request that the parents voluntarily have their insurance pay the IEE costs covered by their insurance. However, parents are not required to use their private insurance and will not be asked to have insurance cover IEE costs if such action would result in a financial cost to the parents not reimbursed by the school

district, including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy;

2. An increase in premiums or the discontinuance of the policy; or

3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

Evaluations Not Funded at Public Expense

The district is not obligated to reimburse parents for privately obtained evaluations.
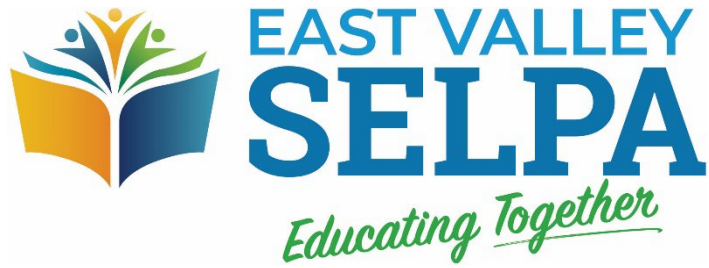
APPENDIX B

Minimum Qualifications for Independent Educational Evaluators and Approved Costs

APPENDIX B

Minimum Qualifications for Independent Educational Evaluators and Approved Costs

PSYCHO-EDUCATIONAL AND BEHAVIOR		
Type of Evaluation	**Minimum Qualifications for Evaluator**	**Authorized Cost**
Academic Achievement	Credentialed Special Education Teacher Credentialed School Psychologist Licensed Educational Psychologist	$2,000
Cognitive	Licensed Educational Psychologist Credentialed School Psychologist	$2,000
Multi-Disciplinary • Cognitive • Academics	Credentialed School Psychologist Licensed Psychologist Licensed Educational Psychologist Credentialed Special Education Teacher	$4,500
Psycho-Educational	Credentialed School Psychologist Licensed Psychologist Licensed Educational Psychologist	$5,500
Transition	Credentialed Special Education Teacher Credentialed School Psychologist Adult Education Credentialed Teacher	$2,000
Social-Emotional • ERMHS • ERICS	Credentialed School Psychologist Licensed Clinical Social Worker (LCSW) Licensed Marriage and Family Therapist (LMFT) Licensed Psychiatrist Licensed Psychologist Licensed Educational Psychologist Applied Behavior Analysis Certification	$3,000

LIST OF QUALIFIED PROVIDERS PSYCHO-EDUCATIONAL AND BEHAVIOR				
NAME	**TITLE**	**SERVICE**	**ADDRESS**	**PHONE/FAX**
Dr. Timothy Gunn Gunn Psychological	Psy.D.	Psychologist	10470 Foothill Blvd #116, Rancho Cucamonga, CA 91730 drgunn@gunnpsych.com	855-669-1202 909-543-0847 (fax)
Dr. Jessica Lascano Strive ABC	Psy.D.	Psychologist	1420 N. Claremont Blvd Suite 102B Claremont, CA 91711 JessicaLascano@striveabc.org	909-549-9382

BOD Approval 9/23/15 Updated 7/30/24

Dr. James Koeppel	Psy.D.	Psychologist	6840 Indiana Ave., Ste. 230 Riverside, CA 92506 kwkoeppel@aol.com www.jameswkoeppel.com	714-797-2182
Dr. Veronica Olvera	Psy.D.	Psychologist Bilingual	11801 Pierce St., Suite 200 Riverside, CA 92505 dr.veronica@neuroedclinic.com	951-266-6223 951-267-2536 (fax)
Dr. Pedro Olvera	Psy.D.	Psychologist Bilingual	dr.pedro.olvera@gmail.com www.drolverapsych.com	714-609-3806
Dr. Ann Simun	Psy.D.	Psychologist	2001 S. Barrington Ave Ste.214 Los Angeles, CA 90025 info@drsimun.com www.drannsimun.com	310-478-8888
Dr. Robin Morris	Psy.D.	Psychologist	26440 La Alameda Suite #220 Mission Viejo, CA 92691 drmorris05@yahoo.com	949-351-3770
Jessica Ghermezi	LEP	Psychologist	www.mindmetricsla.com JessicaG@mindmetricsla.com	310- 402-1564
Tabitha Obligacion Behavior Education Consultant Center	LEP	Psychologist	1777 Center Court Drive North Cerritos, CA 90703	909-248-4329
Dr. Jeanie Lohr Testing Limits	Ed.D.	Psychologist	www.testinglimitsllc.com questions@testinglimitsllc.com	833-474-1114

Disclaimer: The SELPA is not endorsing the providers or responsible for any liability. It is recommended when selecting an individual educational evaluator, you request a copy of their resume, two references by school districts and itemized cost for the evaluation including writing the report and attending the IEP meeting. Prior to making the final selection of an IEE, the district should review the resume to ensure proper licensure/credential and contact the references provided.

NEURO-PSYCH		
Type of Evaluation	**Minimum Qualifications for Evaluator**	**Authorized Cost**
Neuro-Psychological	Neuropsychologist, Licensed Educational Psychologist or School Psychologist (Credentialed) + education, training, and experience in administration and interpretation of neuropsychological assessment instruments.	$7,000

LIST OF QUALIFIED PROVIDERS NEURO-PSYCHOLOGISTS				
NAME	**TITLE**	**SERVICE**	**ADDRESS**	**PHONE/FAX**
Gunn Psychological Timothy Gunn	Psy.D.	Psychologist	10470 Foothill Blvd #116, Rancho Cucamonga, CA 91730	855-669-1202 909-543-0847 (fax)
Simun Psychological Assessment Group, PC Dr. Ann Simun	Psy.D.	Psychologist	2001 S. Barrington Ave Ste. 214 Los Angeles, CA 90025 info@drsimun.com www.drannsimun.com	310-478-8888
Dr. Veronica Olvera	Psy. D.	Psychologist Bilingual	11801 Pierce St., Suite 200 Riverside, CA 92505 dr.veronica@neuroedclinic.com	951-266-6223 951-267-2536 (fax)
Dr. Pedro Olvera	Psy. D.	Psychologist Bilingual	dr.pedro.olvera@gmail.com www.drolverapsych.com	714-609-3806
Dr. Jonathan Romain	Ph.D.	Neuropsych	P.O. Box 6297 Santa Ana, CA 62706 romainneuro@gmail.com	714-798-3262
Dr. Robin Morris	Psy.D.	Psychologist	26440 La Alameda Suite #220 Mission Viejo, CA 92691 drmorris05@yahoo.com	949-351-3770
Dr. Jeanie Lohr Testing Limits	Ed.D.	Psychologist	www.testinglimitsllc.com questions@testinglimitsllc.com	833-474-1114

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AUTISM/BEHAVIOR		
Type of Evaluation	**Minimum Qualifications for Evaluator**	**Authorized Costs**
Adaptive Behavior	Credentialed Special Education Teacher Credentialed School Psychologist Licensed Educational Psychologist	$1,500
Functional Behavior Assessment (FBA)	Licensed Educational Psychologist Credentialed Special Education Teacher (Master's Degree) Credentialed School Psychologist (BICM and/or BCBA)	$3,000

Special Circumstance Instructional Assistant (SCIA) or Additional Support Assessment (ASA)	Licensed Educational Psychologist Credentialed School Psychologist Board Certified Behavior Analyst (BCBA)	$2,500

LIST OF QUALIFIED PROVIDERS AUTISM/BEHAVIOR			
NAME	**SERVICE**	**ADDRESS**	**PHONE**
Desert Mountain SELPA Children's Center	Behavior	17800 Highway 18, Apple Valley, CA 92307	760-242-6336
Behavior Education Consultant Center	Behavior	1777 Center Court Drive North Cerritos, CA 90703	909-248-4329
Jason Nicholas Degtyarev, Ed.D.	Autism & Neuropsych	1038 Borrego Ct. Vista, CA 92083 deg.jason@gmail.com	760-445-5868
Dr. Jessica Lascano	Autism/Behavior	1420 N. Claremont Blvd Suite 102B Claremont, CA 91711 JessicaLascano@striveabc.org	909-549-9382
Autism Behavioral Consultants	Autism/Behavior	1880 Town and Country Road, Suite B-101, Norco, CA 92860 www.autismbehaviorconsultants.net	951-737-6300 951-737-8779 (fax)
Center for Autism and Related Disorders	Autism/Behavior	732 E. Carnegie Drive San Bernardino, CA 92408 www.centerforautism.com	909-756-8887
El Paseo Children's Center Brent Cooper	Autism/Behavior	74-075 El Paseo Drive, Suite A-6 Palm Desert, CA 92260 brent@elpaseotesting.com	760-342-4900
Autism Spectrum Therapies	Autism/Behavior	3257 E. Guasti Rd Ontario, CA 91761 www.autismtherapies.com	866-727-8274 800-459-4245 (fax)
Dr. Jeanie Lohr Testing Limits	Autism	www.testinglimitsllc.com questions@testinglimitsllc.com	833-474-1114

Disclaimer: The SELPA is not endorsing the providers or responsible for any liability. It is recommended when selecting an individual educational evaluator, you request a copy of their resume, two references

by school districts and itemized cost for the evaluation including writing the report and attending the IEP meeting. Prior to making the final selection of an IEE, the district should review the resume to ensure proper licensure/credential and contact the references provided.

SPEECH AND LANGUAGE		
Type of Evaluation	Minimum Qualifications for Evaluator	Authorized Costs
Speech and Language	Credentialed or Licensed Speech/Language Pathologist	$2,500
Auditory Acuity or Perception	Licensed or Credentialed Speech/Language Pathologist Licensed Audiologist	$1,500
Augmentative and Alternative Communication (AAC)	Credentialed or Licensed Speech/Language Pathologist	$2,500

LIST OF QUALIFIED PROVIDERS SPEECH AND LANGUAGE		
COMPANY	ADDRESS	PHONE
Abby Rozenberg	2900 Bristol St. Costa Mesa, CA 92626	714-478-1141
Advantes Speech Therapy Services	1142 S. Diamond Bar Blvd Ste. 209 Diamond Bar, CA 91765	626-329-1884 626-529-0098 (fax)
Let's Communicate Marcy Utter	79-440 Corporate Drive #133 La Quinta, CA 92253	760-564-4726
Lucid Speech	11870 Pierce St Ste. 150 Riverside, CA 92505	951-461-1190
Leaps and Bounds	2200 Hamner Ave Ste. 107 Norco, CA 92860	951-343-0431 951-893-5135 (fax)
Behavioral Emotional & Academic Mentoring (BEAM), LLC	16408 Whittier Blvd Whittier, CA 90603 www.beam-llc.org	626-677-1478
Melospeech Dr. Givona Sandiford	hello@melospeech.com www.melospeech.com	951- 808-5850
Pacific Hearing Services Amanda Guzallis, Au.D.	9033 Baseline Road, Suite F Rancho Cucamonga, CA 91730 Amanda@pacifichearing.com www.pacifichearing.com	909-581-9166
SenseAbilities	6848 Magnolia Ave – Suite 200 Riverside, CA 92506 www.senseabilitiestherapygroup.org	951-779-1966

Behavior Education Consultant Center	www.behavioreducationconsultingcenter.com	909-248-4329

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EDUCATIONAL OCCUPATIONAL AND PHYSICAL THERAPY		
Type of Evaluation	**Minimum Qualifications for Evaluator**	**Authorized Costs**
Occupational Therapy-Motor	Licensed/Registered Occupational Therapist Licensed Physical Therapist Credentialed Adaptive Physical Education Specialist	$2,500
Occupational Therapy Sensory	Licensed Occupational Therapist	$1,800
Motor	Licensed Physical Therapist Licensed/Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Credentialed Adaptive Physical Education Specialist	$1,800
Physical Therapy	Licensed Physical Therapist	$2,500

LIST OF QUALIFIED PROVIDERS EDUCATIONAL OCCUPATIONAL AND PHYSICAL THERAPY			
COMPANY	SERVICE	ADDRESS	PHONE
Horizon Therapy	Occupational Therapy	8265 White Oak Avenue Rancho Cucamonga, CA 91730 info@horizontherapyservices.com	909-373-1641 909-481-7657
Up and Moving Therapy	Occupational Therapy/ Physical Therapy	6180 Brockton Ave. #102 Riverside, CA 92506	951-684-6500
Behavioral Emotional & Academic Mentoring (BEAM), LLC	OT/AT	16408 Whittier Blvd Whittier, CA 90603 www.beam-llc.org	626-677-1478
Leaps and Bounds	Occupational Therapy	2200 Hamner Ave Ste. 107 Norco, CA 92860	951-340-0431 951-893-5135 (fax)
Pediatric Therapy Associates Harsha Rosa	Occupational Therapy	14772 Pipeline Ave, Suite A Chino Hills, CA 91709	909-606-0886 909-743-6948

SensAbilities	Occupational Therapy	6848 Magnolia Ave – Suite 200 Riverside, CA 92506	951-779-1966
Casa Colina Children's Services Center	Occupational Therapy	155 East Bonita Avenue Mail: PO Box 6001 Pomona, CA 91769	909-596-7733 909-596-3548 (fax)

Disclaimer: The SELPA is not endorsing the providers or responsible for any liability. It is recommended when selecting an individual educational evaluator, you request a copy of their resume, two references by school districts and itemized cost for the evaluation including writing the report and attending the IEP meeting. Prior to making the final selection of an IEE, the district should review the resume to ensure proper licensure/credential and contact the references provided.

ASSISTIVE TECHNOLOGY		
Type of Evaluation	**Minimum Qualifications for Evaluator**	**Authorized**
Assistive Technology AT	Credentialed or Licensed Special Education Provider with Appropriate Certification in Assistive Technology	$2,500

LIST OF QUALIFIED PROVIDERS ASSISTIVE TECHNOLOGY			
NAME	**SERVICE**	**ADDRESS**	**PHONE**
Behavioral Emotional & Academic Mentoring (BEAM), LLC	OT/AT	16408 Whittier Blvd Whittier, CA 90603 www.beam-llc.org	626-677-1478
Goodwill OC – ATEC	AT	1601 East St. Andrews Place Santa Ana, CA 92705 atec@ocgoodwill.org	714-361-6200

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VISION		
Type of Evaluation	**Minimum Qualifications for Evaluator**	**Authorized Costs**
Vision (Functional)	Credentialed Teacher of the Visually Impaired	$2,000
Visual Perception	Credentialed Special Education Teacher Credentialed School Psychologist Licensed Educational Psychologist Ophthalmologist or Optometrist	$1,500

Visual Motor Integration	Credentialed School Psychologist Licensed Educational Psychologist Licensed Occupational Therapist		$1,500

LIST OF QUALIFIED PROVIDERS VISION			
NAME	SERVICE	ADDRESS	PHONE
Customized Vision Care Dr. David Kirschen	Vision	428 S. Brea Blvd Brea, CA 92821 patients@cvcbrea.com www.cvcbrea.com	714-529-2470
William Bescoby, O.D.	Vision	8780 19th St. Ste. 357 Alta Loma, CA 91701	951-205-2286
Ami Patel, O.D.	Vision	2771 S. Diamond Bar Blvd. Diamond Bar, CA 91765	909-598-4393
Southern California College of Optometry Catherine Heyman, O.D.	Vision	5460 E. La Palma Ave Anaheim, CA 92807 cheyman@ketchum.edu	714-449-7401
Braille Abilities	Vision, Orientation & Mobility	1100 Bells Dr. Oceanside, CA 92507 info@brailleabilities.com	760-282-4441

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4.6 EV SELPA ERMHS Services & Supports

Residential Mental Health Services and WRAP

EV SELPA Steering Committee
September 12, 2024

Tracy Schroeder, LCSW
Program Manager Behavioral Health

Residential Placements Fall Along the Continuum of Special Education Services as the Most Restrictive
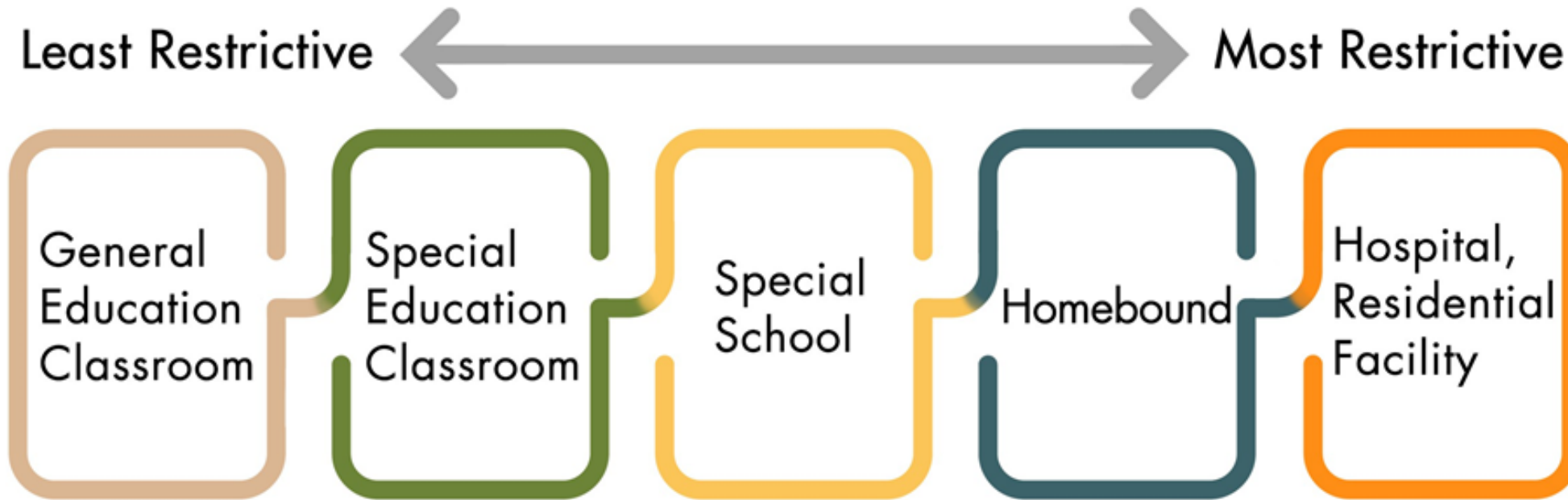
Residential Placements are the Most Intensive Level of Educationally Related Mental Health Services (ERMHS) for Students with Disabilities

Three-Tiered RtI Model for Behavior and Social/Emotional Support

Progress Monitoring

Tier 3
(High-risk Students)
Individual Interventions
(Likely to be sufficient for 3-5% of students)

Select an approach:
➢ Cognitive Behavior Therapy/Counseling (CBT)
➢ FBA based BIP with replacement behavior training
➢ Wrap Around and other parent focused assistance
➢ Inter-agency services

Tier 2
(At-risk Students)
Intensified classroom and small group interventions
(Likely to be sufficient for 7-10% of students)

Select a behavior intervention:
➢ Self-monitoring
➢ Structured adult mentor program (e.g., check in, check out)
➢ Daily home/school notes
➢ Behavior contracts
➢ Small group social skills or SEL training
➢ Escape Card
➢ Positive Peer Reporting

UNIVERSAL SCREENING

Tier 1
(All Students)
Culturally responsive environments, classroom strategies with accommodation planning
(Likely to be sufficient for 85-90% of students)

➢ Positive Behavioral Supports (www.pbis.org)
➢ 16 proven proactive classroom management strategies
➢ Social Emotional Learning (SEL) Curriculum (www.casel.org)
➢ Firm, fair, kind, consistent teaching
➢ Positive relationships with all students
➢ Physiology for learning instruction (diet, sleep, exercise, stress management)

Residential placement

Social work services

Group counseling

Parent counseling and training

Mental health counseling

3

What Does WRAP Do

- WRAP is not individual therapy.
- The WRAP team teaches student and their families how to manage negative behaviors and feelings.
- They work with the whole family on communication and coping skills.
- The goal is to increase desired behaviors and decrease unwanted behaviors through behavior modification.
- WRAP is an in-home based service and families need to agree to participate in services.

District WRAP Services
Who is appropriate

► An intervention before Residential Placement.

► Students stepping down from a Residential facility.

► Student who are involved in ERMHS and are not making progress due to family issues.

► Students who are on Home Hospital for Mental Health reasons (depression/anxiety/anger)

Appropriate or Not Appropriate

Appropriate

▶ Social-Emotional behavior is impeding their academics. Student is struggling at school and home. Their home life is causing school issues.

▶ Parent must be willing to participate 2-3 times a week.

▶ Student must be verbally appropriate and able to express themselves. They need to be able to have a conversation.

Not Appropriate

▶ Only one area of concern

▶ Parents that don't have the time or want a quick fix

▶ ID or low cognitive functioning students. (ABA is a better option)

▶ Student that has multiple services in the home already.

Referral Process

Before making the referral to WRAP, the student should have an ERMHS assessment either through the district or EV SELPA approving them for ERMHS services.

District will fill out the EV 21, EV 89, and provide the following documentation: Current IEP, ERMHS Assessment, School Psych Assessment.

EV SELPA will contact the IEP contact person to schedule an IEP to add WRAP services at the IEP. EV SELPA will get all consents needed and explain services to parents.

Community Resources

- ▶ **San Bernardino Behavioral Health**
- ▶ **South Coast Community Services**
- ▶ **Victor Community Services**

Assessment to Determine Need for Residential Mental Health Services

▶ The Individualized Education Plan (IEP) team must clearly document the suspected/identified concerns related to ERMHS and that less restrictive services have been attempted or provided for a period, including community mental health services, change in educational setting, behavioral goals, a behavior intervention plan (BIP), a functional behavior assessment (FBA), ERMHS counseling, or social services commonly called WRAP.

▶ Typically, students considered for residential placement are diagnosed with a mental illness, prescribed medication, and have a history of social/emotional problems at school that impede their learning or the learning of others.

▶ All assessment and residential services required parent consent and are VOLUNTARY.

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Criteria for Consideration for Residential Placement
(Social-emotional or behavioral issues that are impeding their learning or the learning of others)

- Suicidal preoccupation/recent attempts
- Self-harming (cutting, scratching, swallowing things)
- Severe impairment of judgment due to <u>mental health</u>
- School refusal, many absences, or staying in the nurse's office
- Multiple hospitalizations
- School avoidance
- Non-compliant at school
- Aggressive behavior towards others due to trauma or mental health (not conduct disorder)

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Students that might not be appropriate for referral for Residential Placement

- Making progress in school with minimal support

- Behaviors only in the home that are not impeding the student's learning.

- Some students with Diagnosis of intellectual disability (ID) – must be able to look at underlying causes of behavior, analyze current behaviors and symptoms, learn new skills, and apply /generalize them to different settings.

- Drug use/abuse. There must be a history of social-emotional problems before drug use. Residential placement is NOT Drug Rehab

New Haven Youth and Family

Assessment Process

▶ **Interviews:** Parent, School Staff, Private Providers, and Student

▶ **Observation:** at least 3-4 times in different settings, on different days

▶ **Medical Record Review:** from hospitals, clinics, private therapist, and other agencies

▶ **School Records Review:** assessments, discipline, attendance, nurse visits, and grades

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Presenting ERMHS Assessment

- SELPA will request an IEP to be scheduled before the 60-day timeline.

- SELPA will present the assessment. The IEP team will determine if the student would benefit from RTC (the most restrictive environment) to meet their educational need.

- SELPA will explain the RTC process and get consent from parents to send out referral packets.

- Offer of FAPE is RTC when a placement is **found**. The **district** will offer alternative FAPE until RTC is found.

How to pick an RTC

- This process can take anywhere from 2 weeks to many months.

- There are several factors that can affect the timeframe.
  - Severity of the student's behaviors (might affect milieu)
  - Waiting list at RTC
  - Delays in Contract/Behavioral Verification (on RTC side, not SELPA).

Needs of the student: mental health, locked facility, type of therapy, behaviors and student's interests.

SELPA must send referrals to CA CDE certified RTC first and get denials before going out of state.

Send referral to Out of State CDE certified Residential Placements

Residential Placement Process

- EV SELPA develops a Master Contract and ensures behavioral verification training is compliant.

- If the EV SELPA does not currently have student at the RTC, then an EV SELPA staff member must visit the facility before placing.

- EV SELPA assists parents with the admission documents. Student must have a current Physical.

- EV SELPA works with the RTC on an admission date.

- EV SELPA arranges for transportation through a transport company.

- EV SELPA will input services in the IEP.

- District will provide a current transcript and classes the student needs.
- District will schedule an IEP once placement is found. They are responsible for inviting the IEP team.

Alabama Clinical Schools
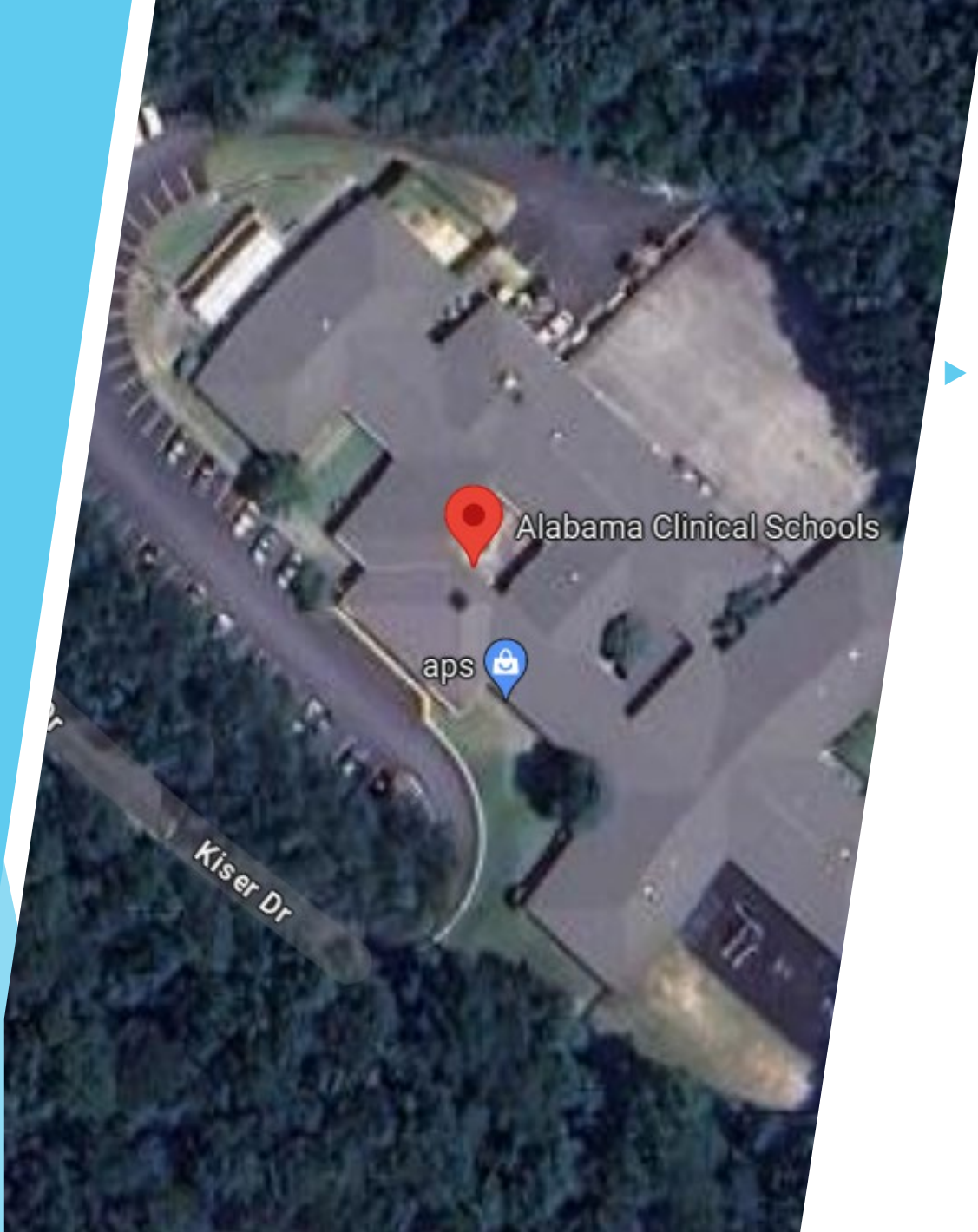
WAIVER PROCESS

- If a CDE non-certified RTC is found, SELPA must apply for a CDE Waiver.

  - SELPA will visit the facility to see if it is appropriate.

  - SELPA will complete the Pre-Placement visit form for CDE

  - SELPA will notify the District that they must take to their board approval to use general education funds until CDE approves waiver.

  - Once School Board approves the placement, then SELPA will fill out waiver online with CDE.

  - SELPA will develop a Master Contract with the RTC.

  - Waiver will go to the CDE board for approval.

  - Once the waiver is approved, SELPA will notify the district

  - **Note:** Student can be placed before the CDE waiver is approved as CDE will back date it.

District Funding Related to Residential Mental Health Services

Transportation to and from the RTC

Room and Board

Mental Health Services

School – all NPS costs

Travel Reimbursement for Parents up to 4 visits each school year

Travel Costs for District Employees to Conduct Triennial Assessments

The School District is Not financially responsible for:

Cost of hospitalizations or medical services including inpatient hospitalizations, ER visits, medical appointments, laboratory work and medications.
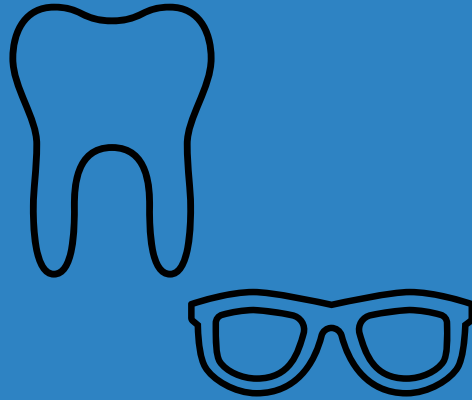
Dental, vision, and hearing services including eyeglasses, hearing aids, braces, and dental work.

Personal hygiene/ grooming needs.
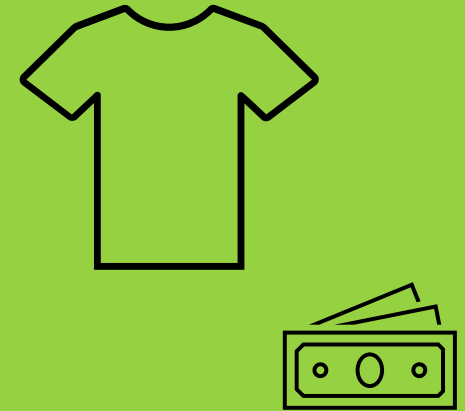
Student personal spending account.

Responsibilities

SELPA

- Completes the CDE Out of state required paperwork and files it with CDE within 15 days
- Reviews incident reports, treatment plans, and progress reports communicating with district staff, as needed
- Visits the student at the RTC and complete the progress note (3-4 visits a year.)
- Checks-in with parents regarding student behaviors, discharge plans, treatment, concerns, and visits
- Checks-in with the RTC monthly or attend the treatment team monthly meeting.
- Trains RTC on SEIS
- Assists in facilitating the IEP with the District

District

- Completes the EV-97 and send it to SELPA
- Contacts their testing department and inform them that the student moved to an NPS, so they can provide testing information to the NPS
- Updates transcripts and graduation requirements
- Schedules the IEPs and invite IEP team members. SELPA can assist with contact information
- Works with RTC on inputting correct information into SEIS

Student's transcripts and grades

▶ SELPA will request credits and grades from RTC and forward them to the school district to add credits to student's transcript.

▶ District will put the RTC grades and credits on their district transcripts.

▶ District will provide a list of classes that the student needs to be enrolled in.

▶ District will make sure that the student is meeting their district graduation requirements.

20 Day Notice: RTC can request student be discharged from the facility

▶ SELPA will notify the school district and parent of the discharge.

▶ District will schedule an IEP to discuss reasons for change of placement.

▶ District will offer temporary offer of FAPE until placement is found. The student probably will come home in 20 days.

▶ SELPA will arrange transportation.

▶ SELPA will notify school and parent when placement is found.

▶ SELPA will request final transcripts from the facility and will send them to the district.

Transitioning Home

- The IEP team starts talking about discharging as soon as the student is placed. We encourage parents to participate in family counseling and parent/student visits.
- District will offer FAPE: educational placement at the IEP. District will plan with parent on enrollment of the new school and arrange for transportation to the new school.
- SELPA will discuss WRAP services with the parents and encourage them to participate in transitional services when the student comes home.
- SELPA will arrange for transportation home
- SELPA will request final transcripts from the facility and will send them to the district.
- District will notify the new school what classes the student needs to take and provide district updated transcripts.

Graduating High School Students: the district is responsible for providing the high school diploma, not the RTC/NPS

- **District** confirms if the student meets all of their graduation requirements.
- **District** will update the student's transcripts.
- **District** will provide High School diploma.
- Student is given the opportunity to walked with their High School Class.
- **SELPA** will provide RTC, parent, and the student with transitional resources.
- **SELPA** will coordinate with parents to pick up their child, if they are unable, **SELPA** will arrange or assist with transportation home.

Where are our Residential Students?

New Haven- Vista, CA: Redlands (1)

San Diego Center for Children: Rialto (1)

Alabama Clinical School: Yucaipa (2)

Copper Hills- Utah: Redlands (1)

Provo Canyon- Utah: Colton (1)

24

Problems that we face

Placement Delays

Lack of CDE certified RTC's that will take students recommended for residential placement

Delays in Transcripts

Student decompensates after transitioning home

Parents not wanting their child to return home

Students graduating out of state

Government Reports and Social Media

Warehouses of Neglect:

How Taxpayers Are Funding Systemic Abuse in Youth Residential Treatment Facilities

A Senate Committee on Finance Staff Report

NBC NEWS

Residential treatment centers put profits ahead of children's safety, Senate report finds

By Tyler Kingkade

BREAKING CODE SILENCE
PREVENT. EMPOWER.

The committee's investigation found that treatment facility residents "suffer harms such as the risk of physical, sexual, and emotional abuse at the hands of staff and peers, improperly executed and overused restraint and seclusion, inadequate treatment and supervision, and non-homelike environments." Jul 12, 2024

135 pages- 2022

Questions

4.7 CALPADS/SEIS Student Data

6A – ANNUAL GOALS

IEP Form 6B is required for students who take the statewide alternate assessment. These students require annual goals AND objectives. Best practice would be to use Form 6B for any students who are working on pre-academic or functional skills.

1. <u>Areas of Need</u>: Indicate areas of educational need that have been identified by the IEP Team based on assessments and present levels of academic achievement and functional performance and/or special factors. Reminder: There must be a corresponding goal for every identified area of need.

2. <u>Baseline</u>: Specify the student's baseline performance. The baseline should describe the child's current performance on the skills identified in the goal. The baseline should be a quantifiable description of classroom performance in the specified area. (i.e., reads 20 sight words, writes a simple paragraph of 2-4 sentences, etc.)

3. <u>Measurable Annual Goal #:</u> Enter the number of the annual goal.

4. <u>Standard</u>: First consider standards at the student's chronological grade level. Also consider pre-requisite skills, levels of the cognitive domain, accommodations, modifications, and assistive technology.

5. <u>Annual Goal</u>: Annual goals must be measurable and relate to the baseline data. Goals must include:
   - **WHO – Student**
   - **DOES WHAT - Observable Behavior –** describes what the student will do to complete goal or objective/benchmark: *When given a choice of an activity, <u>"Student" will point and label the</u> <u>item/activity</u> <u>following</u> no more than one (1) prompt on 3/5 trials 100% of the time as measured by teacher recorded data.*
   - **WHEN – By Reporting Date**
   - **GIVEN WHAT - Conditions –** describes the "givens" that will need to be in place for the goal or objective/benchmark to be completed. *<u>When given a choice of an activity,</u> "Student" will point and label the item/activity following no more than one (1) prompt on 3/5 trials 100% of the time as measured by teacher recorded data.*
   - **HOW MUCH - Mastery** – describes the performance accuracy of the behavior needed for the goal and objective/benchmark to be considered mastered. *When given a choice of an activity, "Student" will point and label the item/activity following no more than one (1) prompt on 3/5 trials <u>100% of the time</u> as measured by teacher recorded data.*
   - **HOW MUCH - Criteria –** describes how many times the behavior must be observed for the goal or objective/benchmark to be considered completed. *When given a choice of an activity, "Student" will point and label the item/activity <u>following no more than one (1) prompt on 3/5 trials</u> 100% of the time as measured by teacher recorded data.*
   - **HOW WILL IT BE MEASURED – Performance Data**

6. <u>Enables the student to be Involved and Progress in the General Curriculum</u>: Select if student is working on the goal written to California content standards.

7. <u>Addressed other Educational Needs Resulting from Disability</u>: Select if the student is working on other educational needs (i.e., behavior, social skills, self-help, etc.).

8. <u>Linguistically Appropriate Goals</u>: To be linguistically appropriate, the goals should align to the student's assessed level on the ELPAC (if appropriate) and the CDE English Language Standards.

9. <u>Secondary Transition Goal</u>: If the goal is related to secondary transition, check the box and then check the appropriate area: Education/Training, Employment, or Independent Living.

10. <u>Progress Reports</u>: Document the date and the summary of the progress.

Educational Benefit Reminder

- *Are there goals and objectives/benchmarks (if appropriate) for each area of need and vice versa?*
- *Are the goals and objectives/benchmarks measurable?*
- *Do the goals and objectives/benchmarks enable the student to be involved/progress in the curriculum?*
- *Are all other educational needs resulting from the disability addressed?*
- *If the student is an English Learner, are the goals and objective/benchmarks linguistically appropriate?*
- *Is the person(s) identified who is primarily responsible for implementing the goals and objectives/benchmarks, and monitoring progress?*

IEP FORM 6B – ANNUAL GOALS AND OBJECTIVES/BENCHMARKS

Use IEP Form 6A for students who are <u>not</u> taking statewide alternate assessment. Objectives or benchmarks are no longer required for students who are accessing the general curriculum. Draft goals (and objectives or benchmarks, if required) may be developed prior to the meeting and reviewed with the team for changes. Annual goals must be measurable, and at least one annual goal must be written for each area of identified need.

Follow the directions for Form 6A above and include measurable objectives for each goal. Objectives are sub skills leading towards goal mastery (i.e. multiply 2 digits by 3 digits; analyze word problem to identify data needed to determine area of a rectangle).

C3 Report
September 2024

Heather, Tracy, Troy, Leo, Leah, Benay, Joanna, Niecy

Personnel Data Report

2024-2025 PDR
Please share this PDR 2024-25 training announcement flyer with your member LEAs.

2023-2024 PDR
58 SELPAs were selected for the Anomaly Survey. If your LEA or SELPA responded to the Anomaly Survey with "data was incorrectly reported" to any of the four categories, the LEA or SELPA office staff can make the correction(s) in the PDR 2023-24 now. The website will be open until September 15th.

SELPA who are updating their 2023-24 PDRs: No certification is needed. Please take advantage of this period to report your ERHMS positions.

2022-2023 PDR
Data reported incorrectly for PDR 2022-23 cannot be changed since the data files have been submitted to OSEP.

Private School Proportionate Share

Awaiting clarification and guidance from CDE.

Degree of Support

- LEAs should start uploading the Degree of Support field this year (2024-2025) even though it is not required until Fall 1 of 2025.
- LEAs should connect with special education data system vendors for processes within their system.
- CDE Guidance Document (April 2024)
- East County SELPA Resource
- North West SELPA Resource

IEP Implementation

- **Measurement Period:** No change from last year (Projected to be March-April 2025)
- **Data Collection Window:** No change from last year (Projected to be May-June 2025)
- **Post-Follow-up Survey:** CDE having internal discussions but very likely that it will be the same.
- SELPAs and LEAs should review internal data in service tracking systems to look for services implemented at less than 50%.
- Details to Look For when Preparing for IEP Implementation Monitoring
- East County SELPA Resource

CDE Roadshows

California DEPARTMENT OF EDUCATION
CALPADS
California Longitudinal Pupil Achievement Data System

CLICK HERE!

Degree of Support

March 2024

Degree of Support CDE Guidance

- Degree of Support field will be required for Fall 1 reporting (2025)
- It is strongly recommended that LEAs start inputting this data now.
- For those IEPs that occur between now and the end of the school year, LEAs should populate this field as they upload these transactions in CALPADS.
- For students who do not have an IEP meeting between now and Census Day, an amendment transaction will need to be uploaded to CALPADS.

East County SELPA

Special Education Meeting Date
12/22/2023

Meeting Delay
----Select One----

Education Plan Type
100 - Individualized Education Program (IEP)

Please Note: If a student was Eligible for Special Education and is no longer eligible, do not change their plan type to 700/800/900. These students should be exited from Special Ed.

Education Plan Amendment Date

Special Education Plan Effective Start Date
12/22/2023

Special Education Initial Entry Start Date
01/10/2023

Disability 1
240 - Speech or Language Impairment (SLI)

Disability 1 Degree of Support
----Select One----

Disability 2
200 - None

Disability 2 Degree of Support
----Select One----

Enter the Degree of Support data under Disability 1 only. The field for Disability 2 will be removed, as CDE has consolidated these fields.

East County SELPA

Which students with disabilities require population of the Student Degree of Support field?

The Student Degree of Support field is only required to be populated for students on **Individualized Education Programs (IEPs)** in grades Transitional Kindergarten (TK) through 12 identified with the following primary or secondary disabilities:

- Intellectual Disability (ID)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Deaf-blindness (DB)
- Multiple Disabilities (MD)
- Autism (AUT)
- Traumatic Brain Injury (TBI)

Column Options

Type of Report

Student report (Add columns to show)

Select Columns for Report

× District of SPED Accountability   × School of Attendance   × Case Manager

× Disability 1   × Disability 2   × Disability 1 Degree of Support

To review the Degree of Support, LEAs should run searches (For East County SELPA: Use Shared Searches: Degree of Support Disability 1, Degree of Support Disability 2).

Review these primary and secondary disabilities as the CDE guidance only requires Degree of Support for specific disability categories.

Student Exited   ×

equals   ○ Yes   ● No
☐ Exclude Criteria

Student Eligibility Status   ×

equals

Eligible/Previously Eligible
☐ Exclude Criteria

Disability 2   ×

is in

× 200 None
× 210 Intellectual Disability (ID)
× 260 Emotional Disturbance (ED)
× 270 Orthopedic Impairment (OI)
× 280 Other Health Impairment (OHI)
× 281 Established Medical Disability (EMD)
× 290 Specific Learning Disability (SLD)
× 300 Deaf-Blindness (DB)
× 320 Autism (AUT)
× 330 Traumatic Brain Injury (TBI)

East County SELPA

STUDENT DEGREE OF SUPPORT

*Required only for students with IEPs in grades Transitional Kindergarten (TK)-12 identified with
the primary or secondary disabilities listed in the table below:*

Each LEA should determine which staff are responsible for identifying the Student Degree of Support. Input should be gathered from special education staff, including members of the IEP team and the special education student data coordinator, and these staff should utilize information from the student's IEP document to make these determinations. For Additional information, please review CDE's Student Degree of Support FAQs.

Primary or Secondary Disabling Condition	Student eligible to take the California Alternate Assessments (Cal Alt and Alternate English Language Proficiency Assessments for California [ELPAC])	Number of domains for which the student requires INTENSIVE instruction and support in their IEP goals based on their primary and secondary disabilities.	Degree of Support ESN – Extensive Support Needs or MMSN – Mild Moderate Support Needs
Autism (AUT)	Yes		ESN
Autism (AUT)	No	Two or More	ESN
Autism (AUT)	No	Less than 2	MMSN
Deaf-Blindness (DB)	N/A	N/A	ESN
Intellectual Disability (ID)	Yes		ESN
Intellectual Disability (ID)	No	Two or More	ESN
Intellectual Disability (ID)	No	Less than 2	MMSN
Multiple Disabilities (MD)	Yes		ESN
Multiple Disabilities (MD)	No	Two or More	ESN
Multiple Disabilities (MD)	No	Less than 2	MMSN
Orthopedic Impairment (OI)	Yes		ESN
Orthopedic Impairment (OI)	No	Two or More	ESN
Orthopedic Impairment (OI)	No	Less than 2	MMSN
Other Health Impairment (OHI)	Yes		ESN
Other Health Impairment (OHI)	No	Two or More	ESN
Other Health Impairment (OHI)	No	Less than 2	MMSN
Specific Learning Disability (SLD)	Yes		ESN
Specific Learning Disability (SLD)	No	Two or More	ESN
Specific Learning Disability (SLD)	No	Less than 2	MMSN
Traumatic Brain Injury (TBI)	Yes		ESN
Traumatic Brain Injury (TBI)	No	Two or More	ESN
Traumatic Brain Injury (TBI)	No	Less than 2	MMSN

SELPA
Santa Clara County Office of Education

STUDENT DEGREE OF SUPPORT

Required only for students with IEPs in grades Transitional Kindergarten (TK)-12 identified with the primary or secondary disabilities listed in the table below:

Each LEA should determine which staff are responsible for identifying the Student Degree of Support. Input should be gathered from special education staff, including members of the IEP team and the special education student data coordinator, and these staff should utilize information from the student's IEP document to make these determinations. For Additional information, please review CDE's Student Degree of Support FAQs.

Primary or Secondary Disabling Condition	Student eligible to take the California Alternate Assessments (Cal Alt and Alternate English Language Proficiency Assessments for California [ELPAC])	Number of domains for which the student requires INTENSIVE instruction and support in their IEP goals based on their primary and secondary disabilities.	Degree of Support **ESN** – Extensive Support Needs or **MMSN** – Mild Moderate Support Needs
Autism (AUT)	Yes		ESN
Autism (AUT)	No	Two or More	ESN
Autism (AUT)	No	Less than 2	MMSN
Deaf-Blindness (DB)	N/A	N/A	ESN
Intellectual Disability (ID)	Yes		ESN
Intellectual Disability (ID)	No	Two or More	ESN
Intellectual Disability (ID)	No	Less than 2	MMSN
Multiple Disabilities (MD)	Yes		ESN
Multiple Disabilities (MD)	No	Two or More	ESN
Multiple Disabilities (MD)	No	Less than 2	MMSN
Orthopedic Impairment (OI)	Yes		ESN
Orthopedic Impairment (OI)	No	Two or More	ESN
Orthopedic Impairment (OI)	No	Less than 2	MMSN
Other Health Impairment (OHI)	Yes		ESN
Other Health Impairment (OHI)	No	Two or More	ESN
Other Health Impairment (OHI)	No	Less than 2	MMSN
Specific Learning Disability (SLD)	Yes		ESN
Specific Learning Disability (SLD)	No	Two or More	ESN
Specific Learning Disability (SLD)	No	Less than 2	MMSN
Traumatic Brain Injury (TBI)	Yes		ESN
Traumatic Brain Injury (TBI)	No	Two or More	ESN
Traumatic Brain Injury (TBI)	No	Less than 2	MMSN

Student Degree of Support – Frequently Asked Questions

This questionnaire was developed to assist local educational agencies (LEAs) in meeting their reporting requirements for the Student Degree of Support field for students with disabilities in the California Longitudinal Pupil Achievement Data System (CALPADS). Student Degree of Support will be a required data element for the Fall 1 Submission in CALPADS beginning with the 2024–25 academic year.

Which students with disabilities require population of the Student Degree of Support field?
The Student Degree of Support field is only required to be populated for students on **Individualized Education Programs (IEPs)** in grades Transitional Kindergarten (TK) through 12 identified with the following primary or secondary disabilities:

- Intellectual Disability (ID)
- Orthopedic Impairment (OI)
- Emotional Disturbance (ED)
- Other Health Impairment (OHI)
- Specific Learning Disability (SLD)
- Deaf-blindness (DB)
- Multiple Disabilities (MD)
- Autism (AUT)
- Traumatic Brain Injury (TBI)

This questionnaire is only applicable to the students described above.

Why is the Student Degree of Support collected?
For students with certain primary and secondary disabilities that are served in special education settings identified in CALPADS with an Instructional Strategy Code of 700 – Special Education (scheduled classes where ALL students in the classroom are students with disabilities [SWD] and the curriculum was specifically designed for SWD), the Student Degree of Support is collected to assist the Commission on Teacher Credentialing (CTC) in determining whether the teacher of record assigned to the course has the appropriate credential and authorizations to teach the students in the class based on:

- Primary and secondary disability; and
- The student support needs required to implement the student's IEP.

These assignment determinations are made in the California State Assignment Accountability System's (CalSAAS) annual monitoring process.

The CTC's Authorization for Special Education Settings can be found at the following web page: https://www.ctc.ca.gov/credentials/calsaas-information/Appropriate-credentials-for-SPED

What are the definitions of Mild Moderate Support Needs and Extensive Support Needs?

In reporting the Student Degree of Support, the options are Mild Moderate Support Needs or Extensive Support Needs. The definitions of Mild Moderate Support Needs and Extensive Support Needs are taken directly from the Authorization Statements for each of these credentials as determined by the CTC.

Definition of Mild to Moderate Support Needs for use in Authorization Statement:

Mild to Moderate Support Needs includes providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist **provides instruction** and supports in **one or more** of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational, and learning environment access skills. **The supports may also include** health, movement and sensory support. Mild to Moderate Support Needs practices may include lower student to educator ratio.

Definition of Extensive Support Needs for use in the Authorization Statement:

Extensive Support Needs include providing specially designed instruction to access grade level California Content Standards in the Least Restrictive Environment. The education specialist **provides intensive instruction** and supports **in two or more** of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational and adaptive/daily living skills. **The supports also often include** health, movement and sensory support. Extensive Support Needs practices include lower student to educator ratio.

Which staff are responsible for identifying the Student Degree of Support?

Each LEA should determine which staff are responsible for identifying the Student Degree of Support. Input should be gathered from special education staff, including members of the IEP team and the special education student data coordinator, and

these staff should utilize information from the student's IEP document to make these determinations.

Is the Student Degree of Support part of the IEP document?
No. These data are captured in the student data section of local special education data systems but are not part of the legal IEP document. Although these data are not captured in the IEP document, data from the student's IEP will be necessary to make these determinations for each student.

Student Degree of Support Identification – Guiding Questions

1. Is the student on an Individualized Education Program (IEP)?
   a. If yes, *go to question 2.*
   b. If no, **STOP, this questionnaire ONLY applies to students on IEPs.**

2. Is the student's grade level Transitional Kindergarten through 12th Grade (including adult-age students with disabilities in transition programs)?
   a. If yes, *go to question 3.*
   b. If no, **STOP. This questionnaire does not apply to students with grade levels of Infant (IN), Prekindergarten (PS), or Adult (AD).**

3. Is the student's primary OR secondary disability one of the following?
   - Intellectual Disability (ID)
   - Orthopedic Impairment (OI)
   - Other Health Impairment (OHI)
   - Specific Learning Disability (SLD)
   - Deaf-blindness (DB)
   - Multiple Disabilities (MD)
   - Autism (AUT)
   - Traumatic Brain Injury (TBI)
   a. If yes, *go to question 4.*
   b. If no, **STOP. This questionnaire only applies to students with the primary or secondary disabilities identified above.**

4. Is the student's primary OR secondary disability 300 – Deaf-blindness?
   a. If no, *go to question 5.*
   b. If yes, **STOP. The student's degree of support should be ESN – Extensive Support Needs.** Students with a primary disability of deaf-blindness can only be taught by an educator with one of the following credential authorizations:

   Education Specialist Instruction Credential:
   - Extensive Support Needs (R3EN)1
   - Deaf and Hard-of-Hearing (R3HD or R3DH)
   - Visual Impairments (R3VB or R3VI)
   - Moderate/Severe Disabilities (R3MS)

Education Specialist Added Authorization:
- Deaf-Blind (AADB)

Education Specialist Bridge Document:
- Extensive Support Needs (R3BE)1

5. Is the student eligible to take the California Alternate Assessments (Cal Alt and Alternate English Language Proficiency Assessments for California [ELPAC])? **(Generally** *students taking the alternate assessments will require ESN.)*
   a. If no, *then go to question 6*.
   b. **If yes, STOP. The Student Degree of Support *will likely be* ESN – Extensive Support Needs.**

6. If unable to determine degree of support using a specific disability or statewide assessments, consider all domains for which the student requires support in their IEP goals based on their primary and secondary disabilities. Mark all that apply:
   a. academics
   b. communication
   c. gross/fine motor
   d. social-emotional
   e. behavioral
   f. vocational
   g. learning environment access skills
   h. adaptive/daily living skills
   i. health support
   j. movement support
   k. sensory support

7. Does the student require INTENSIVE instruction and supports in two or more of the domains above?
   a. **If yes, the Student Degree of Support is ESN – Extensive Support Needs**
   b. **If no, the Student Degree of Support is MMSN – Mild Moderate Support Needs**

Parental Involvement Indicator 8: Reviewing 16.24

Indicator 8 measures Parental Involvement in the IEP process. This indicator is collected in EOY 4.

This data is collected from the Parent Consent form in the IEP.

CONSENT

☐ I agree to all parts of the IEP.
☐ I agree with the IEP, with the exception of
☐ I decline the offer of initiation of special education services.
☐ I understand that my child is not eligible for special education.
☐ I understand that my child is no longer eligible for special education.

Signature _____ Date _____

☐Parent ☐Guardian ☐Surrogate ☐Adult Student

Signature _____ Date _____

☐Parent ☐Guardian ☐Surrogate ☐Adult Student

PARENT INVOLVEMENT

As a means of improving services and results for your child did the school facilitate parent involvement?
☐Yes ☐No ☐No Response

☐ Parent/Adult Student has received a copy of the Procedural Safeguards.
☐ Parent/Adult Student has received a copy of assessment report (if applicable).
☐ Parent/Adult Student has received a copy of the Individualized Education Plan (IEP).
☐ Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

Accountability and Monitoring Reports

Cohort Outcome

15.1	Count and Rates	
15.2	Student Details	

Monitoring

| 16.21 | Students with Disabilities - Overdue Plan Review and Reevaluation Meetings Student List | |
| 16.24 | Students with Disabilities - Meetings Student List | |

Report 16.24 can only be run at the LEA level at this time.

Parental Involvement Facilitation Code:	30 -No Reponse Given
	☐ (Select All)
	☐ 10 -Yes
	☐ 20 -No
	☑ 30 -No Reponse Given

|◁   <   1   of 1

To search for any "blanks" that are reported in CALPADS, in the filters, select the No Response Given option. You may want to consider reviewing the "No" responses to follow up with families to explore finding ways to increase their involvement.

**16.24 - Students with Disabilities - Meetings Student List**

LEA:		Created Date:	09-06-2024

	Personals		Meeting Info

Local Record ID	Gender	Ethnicity/Race	Birth Date	Referral Date	Referring Party	Initial Parent Consent	Meeting Date	Pending As of Date	Meeting Delay Code	Evaluation Type	Plan Review Indicator	Evaluation Outcome	Parental Involvement Faciliation
	F	Not Reported	08/18/2022			03/28/2024	08/05/2024				Y		30-No Reponse Given

Ethnicity/Race:	ALL	Gender:	ALL

Once you click "View Report" the report will render. For any students with No Response Given, review the IEPs to see if the parent did respond, but it wasn't reported. If it was captured on the IEP, that data needs to be reported to CALPADS. If the IEP does not reflect the parent's response, then have an amendment to address this field.

East County SELPA

4.8 SBCSS Updates

4.9 EV SELPA PCM Guidebook

East Valley SELPA
Professional Crisis Management (PCM)

Patty Metheny, Ed.D., Chief Administrative Officer

670 E. Carnegie Drive San Bernardino, CA 92408
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eastvalleyselpa.org

PCM TRAININGS WITHIN THE EAST VALLEY SELPA (EV SELPA)

TABLE OF CONTENTS

INTRODUCTION

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

Participants are trained extensively in:

Crisis Intervention - Knowledge of a continuum of physical procedures and techniques that can be utilized to intervene in a crisis situation.

Crisis Prevention - Non-physical and verbal strategies for the prevention of crisis situations.

Crisis De-Escalation - Verbal de-escalation strategies for disruptive and aggressive behaviors

Post Crisis Intervention - Effective methods of interacting with students after the use of crisis intervention.

PCM Team Members:
- Instructors
- Trainee participants
- Liaisons (responsible for communication & organization steps)

PCM Training Options:
- Initial Certification
- Recertification
- Retraining Session
- Upgrade (Contact EV SELPA)

PCM Certification Levels:
- Practitioner
- Practitioner 1
- Practitioner 2(P)

PCMA Recommendations Regarding Physical Fitness:
Practitioner and Practitioner 1 Levels
- Reasonably physically fit
- Able to walk briskly for brief periods
- No arm or back problems

Practitioner 2(P) Level:
- Meet the above recommendations
- No knee or leg problems

Professional Crisis Management Association, 10269 NW 46th Street, Sunrise, FL, 33351, USA

Our office phone: +1 954-746-0165

General email for existing clients: pcma@pcma.com

FISCAL RESPONSIBILITY

The EV SELPA manages the PCM program for its member districts, ensuring all necessary materials (vouchers) are available for scheduled trainings. The EV SELPA will pay for the certification of two trainers for each local education agency (LEA) as well as the annual re-certification for those trainers. Certification of additional trainers is the responsibility of the LEA. At the beginning of each fiscal year, each LEA submits an open Purchase Order (PO) to the East Valley SELPA to pay for the use of the training materials available on the PCM website. LEAs will only pay for the actual training materials (vouchers) used. Training materials will be billed using the open PO provided to SELPA.

LEVELS AND REQUIREMENTS OF PCM CERTIFICATIONS IN THE EV SELPA

<u>Practitioner</u>
CERTIFIED to use all of the PCM non-physical strategies, and the physical procedures of personal safety and transportation. Certification requirements include:
- Attend the entire 14 hour course taught by a certified Instructor
- Complete an application for certification
- Complete the performance checklist with accuracy
- Score 80% or better on the written exam (including passing all "critical items")
- Pass all items on the practical examination (i.e. physical procedures)

<u>Practitioner 1</u>
CERTIFIED to use all of the PCM non-physical strategies, and the physical procedures of personal safety, transportation, and vertical immobilizations (holding persons in an upright position). Certification requirements include:
- Attend the entire 16 hour course taught by a certified Instructor
- Complete an application for certification
- Complete the performance checklist with accuracy
- Score 80% or better on the written exam (including passing all "critical items")
- Pass all items on the practical examination (i.e. physical procedures)

<u>Practitioner 2(P)</u>
CERTIFIED to use all of the PCM non-physical strategies, and the physical procedures of personal safety, transportation, vertical immobilizations, and prone (face down) horizontal immobilization procedures (on a foam mat). Certification requirements include:
- Attend the entire 22 hour course taught by a certified Instructor
- Complete an application for certification
- Complete the performance checklist with accuracy
- Score 80% or better on the written exam (including passing all "critical items")
- Pass all items on the practical examination (i.e. physical procedures)

<u>Retraining</u>
If a participant does not meet certification requirements and scores, a retraining is available. Retraining materials are provided in a three-hour session and exams are re-administered at an additional cost within the time period given.

SCHEDULING IN DISTRICT TRAININGS WITH EV SELPA

1. Email EV SELPA* with the following information:
- Training Option (Initial Certification, Recertification, Retraining or Upgrade)
- Certification Level (Practitioner, Practitioner 1, Practitioner 2(P), or Combination)
- Date(s)
- Time (start & end)

- Location (Facility name, address with zip code)
- Instructor Name(s)
2. A private event will be created on East Valley SELPA's Online Management System (OMS). A registration link and password will be emailed back to the requestor.
3. Using the OMS link and password, register each participant. Always use the participant's email address. In the "Alternative Email Contact" space, enter district liaison's email address to receive correspondence regarding the participants registration.
4. In the "Preferred Payment Method" section, select Purchase Order.
5. Once registered, participants and liaison receives a pending registration.
6. EV SELPA enters districts PCM PO number as payment,
7. Participant and Liaisons are notified by email from OMS of confirmed registration.

Important:
Contact EV SELPA by sending an email if you need to transfer a participant's registration to a different training date or to cancel a participant's registration.

*Email contact at EV SELPA is: tami.goldstein@sbcss.net

SCHEDULING IN-DISTRICT TRAINING WITH PCMA

1. Navigate to pcma.com,
2. Click **"PCM/EDBT Users Login Here"**
3. Click **"Login to PCM/EDBT Account"**
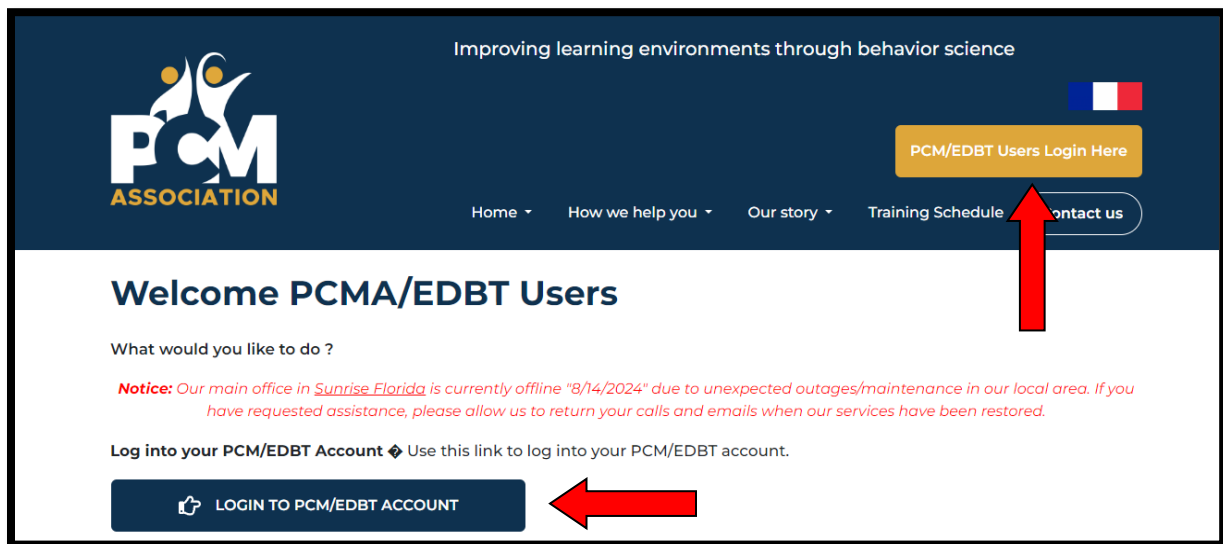
4. Enter Login information
5. Click **"Login to Secured Site"**

6. Click **"Store"**

7. Enter Login information
8. Click **"Login"**

9. Click "**Training Manager**"

10. Click **"Use Digital Materials"**

11. Find the corresponding digital material with the desired course

12. Click **"Use Voucher(s) To Setup Your Training"**

13. Select the instructor(s), start and end dates, and how many participants will be in attendance

14. Click **"View your Training Setup Information"**

15. Click **"Submit Training to PCMA"**

ADMINISTERING THE TRAINING

1. Navigate to pcma.com,
2. Click **"PCM/EDBT users Login Here"**
3. Click **"Login to PCM/EDBT Account"**
4. Enter Login information
5. Press **"Login to Secured Site"**
6. Click **"Store"**
7. Enter Login information
8. Click **"Login"**
9. Click **"Training Manager"**

10. Click **"Use Digital Materials".**
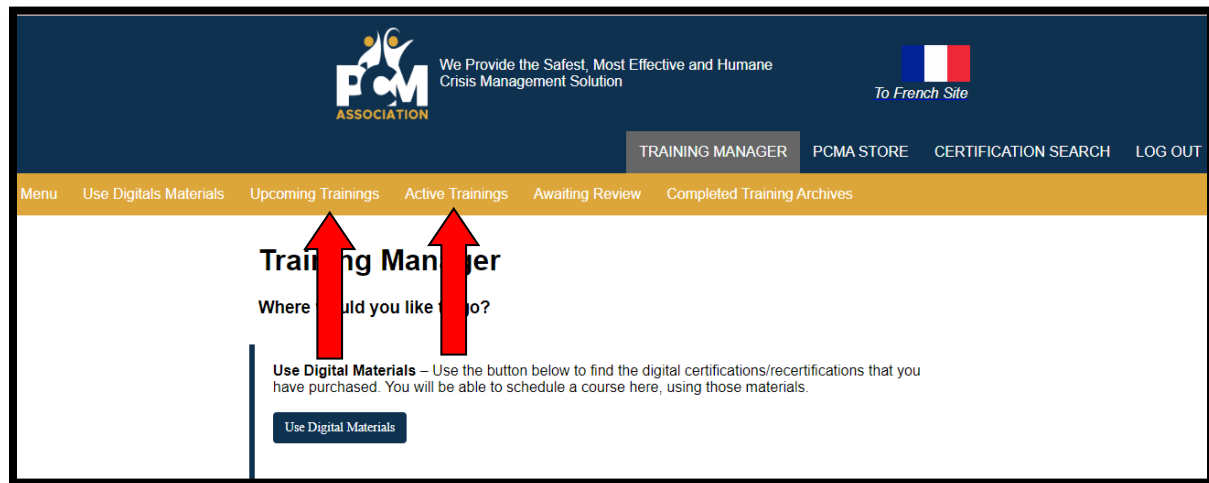
11. If in **advance of a training** choose **"Upcoming Trainings"**
12. If changes needed, click **"Edit Course Details"**
13. **Day of training**, go to **"Active Trainings"**
14. Find the correct course
15. Click **"Administrate Course".** This is how to complete a participant's Practical Exam, enable the exam when the time comes, and change a participant's level if the wrong course is selected

For the Participants:
1. Direct all participants to **www.pcma.cc**. This is PCMAs training site and the only way participants can gain access to the application, checklist, and test
2. Once on pcma.cc, the login page will display
3. From that login page, the 3 boxes will display: email, password, and Course ID
4. The instructor will then issue the participants of the course the Course ID and the participants will input that into the designated spot

The Course ID is very important to be provided/entered in accurately and is one of a kind per training scheduled. Please be sure that all participants are being issued the corrected Course ID. If an incorrect one is issued/entered, it could result with them being placed in the incorrect course.

When course is complete, click the orange button to submit your class for Administrative Review. It is recommended to take a screenshot for your records.

If your course is complete, please submit the pending results for review by the PCMA Certification Dept. After your training has been reviewed, within 24-48 hours, a summary of the results will be emailed to the Instructors of the course as well as your Organization Training Coordinator.   You may also review the results in the "Completed Trainings (last 90 days)" in your Training Manager.

Submit your class for Administrative Review
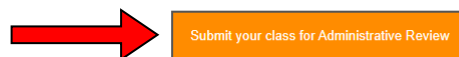
Pending Training Results

| Student	Pending Status	Application	Checklist	Practical	Written	Score	Critical
Arreola,Merritt	Practitioner	Complete	Complete	Pass	Pass	94%	Pass
Cortez,Rubi	Practitioner	Complete	Complete	Pass	Pass	94%	Pass
Hartman,Mavi	Retrainable	Complete	Complete	Fail	Pass	88%	Pass
Medina,Eric	Practitioner	Complete	Complete	Pass	Pass	97%	Pass
Mendez,Zaynah	Practitioner	Complete	Complete	Pass	Pass	100%	Pass
Miller,Kathleen	Practitioner	Complete	Complete	Pass	Pass	100%	Pass
Miranda,Marielena	Practitioner	Complete	Complete	Pass	Pass	100%	Pass
Puraci,Ligia	Practitioner	Complete	Complete	Pass	Pass	100%	Pass
Reyes,Tania	Practitioner	Complete	Complete	Pass	Pass	91%	Pass

The above results are pending review by the PCM Certification Dept. If all requirements for certification/recertification have been completed according to PCM policy, the results above will remain as listed.

INCREASING THE NUMBER OF PRACTITIONERS TO YOUR TRAINING

1. Log on to **pcma.com**
2. Click **"PCM/EBT Users Login Here"**
3. Click **"Log in to PCM/EDBT Account"**
4. Logon
5. Click **"Store"**
6. Type in Username and Password
7. Click **"Training Manager"**
8. Click **"Upcoming Trainings"** for a training that is scheduled for a future date
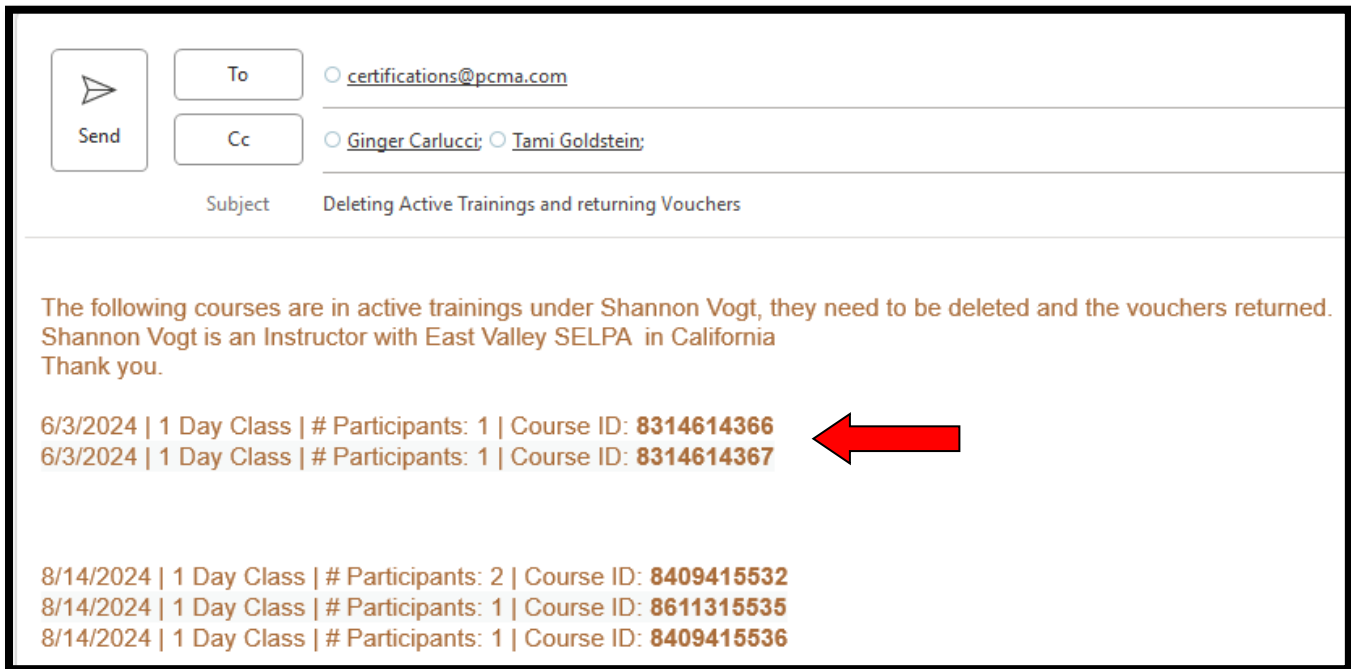9. Find the training, click **"Edit Course Details"**

10. At the bottom of the setup page, the last section is **"Number of Participants"**
11. Click **"Select from Pre-Paid Vouchers"**
12. Click on a voucher and then click on the drop-down menu, **"Increase to:"** and add the number of participants
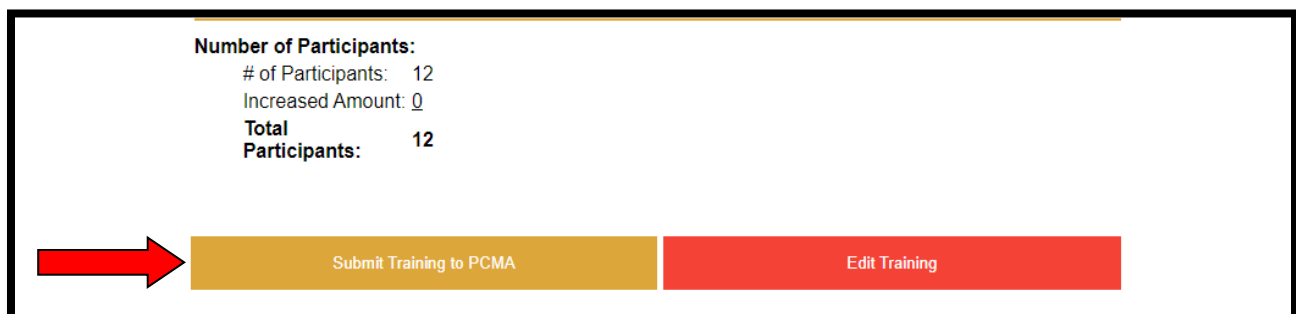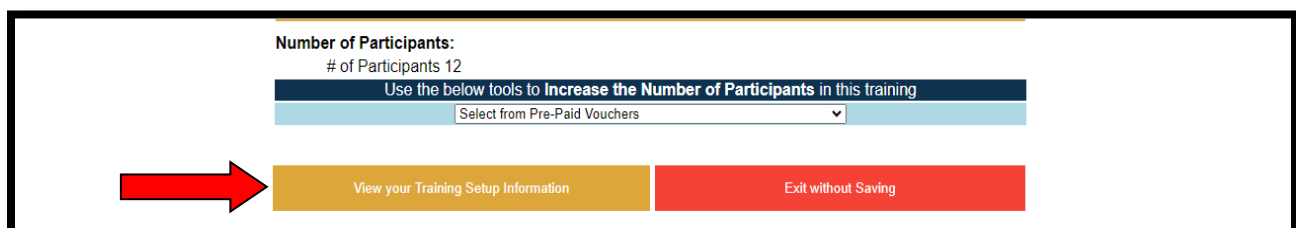
DELETING ACTIVE TRAININGS AND RETURNING UNUSED VOUCHERS

1. Email certifications@pcma.com
2. Provide Instructor name and organization
3. Provide course ID
4. Request Active Training to be deleted and vouchers returned

SCHEDULING A RETRAINING SESSION WITH EV SELPA

"RETRAINABLE" STATUS means that the participant did not pass the course (either missed at least one critical item or scored between 60% and 79% on the written test or did not pass the practical exam) but may go through a short re-training and re-take the test(s) that were not passed. *The participant must retest within a given time; PCMA sets a deadline date depending on the date of the original training.*

Setup Retraining with EV SELPA:
1. Email EV SELPA with the following information:
   - Type of Training (Retrain Session)
   - Date
   - Time (3 hour minimum)
   - Location (Facility name, address with zip code)
   - Instructor Name(s)
2. A private event will be created on East Valley SELPA's OMS. A registration link and password will be emailed back
3. Using the OMS link and password, register participant(s) utilizing the participant's email address.

Include the email address in the space provided as an additional/alternative email contact.
4. In the "Preferred Payment Method" section, select Purchase Order.
5. Once participants are registered, the participant has a pending registration. EV SELPA will enter the district's PCM PO number as payment and confirm the registration. Participant and contacts will be notified by email.

SCHEDULING A RETRAINING SESSION WITH PCMA

1. Follow steps 1-10 of **"Scheduling In-District Training with PCMA"**
2. Click **"PCM22 Retrain"**
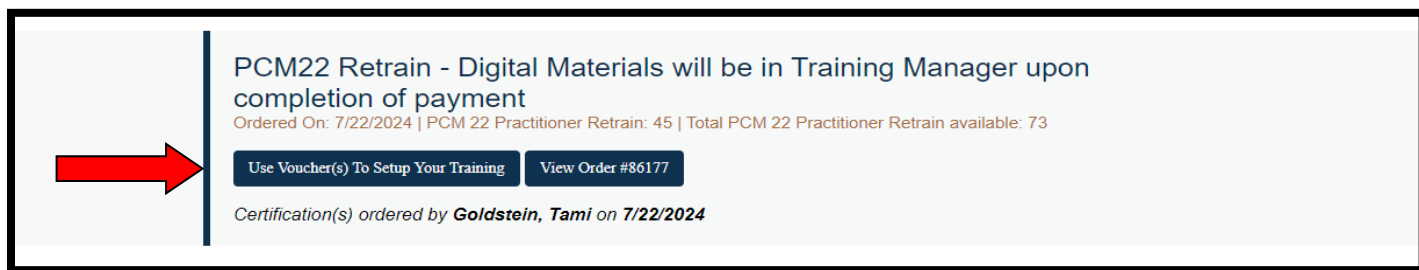
3. Follow steps 12-15 of **"Scheduling In-District Training with PCMA"**

EXTENDING CERTIFICATION TIMELINES

1. To request an extension, follow steps 1-8 of **"Scheduling In-District Training with PCMA"**
2. Go to **"Certification Search"**
3. Participant will check the box to the left of their name
4. Click "**Request Extension**"
5. The 30-day extension will populate under the **"EXT"** column

A Participant is required to complete a recertification course within 90 days before or after their annual expiration date.

PCM Certification   Request Extensions

You are currently viewing: East Valley SELPA | All Facilities ▾ | All Status Levels ▾ | All Instructors ▾ | Select Print Option ▾

Select: ☐ All | ☐ Eligible to Recertify = ▢ | ☐ Retrainable/Incompete = ▢

Name ↓↑	Facility ↓↑	Status	Last Trained ↓↑	Annual Date ↓↑	Expires ↓↑	Recert Between	Ext	Instructor
☐ Abarca, Alexandria	Redlands Unified School District	Practitioner 2(P)	09/07/2023	09/07/2023	09/07/2024	06/09/2024 - 12/06/2024	01/0_/2025	Beatty, Courtney
☐ Abbas, John	Rialto Unified School District	Practitioner 2(P)	03/19/2024	02/10/2024	02/10/2025	11/12/2024 - 05/11/2025		Carrillo, Marcela
☑ Abbasi, Rola		Practitioner 2(P)	12/21/2023	12/21/2023	12/21/2024	09/22/2024 - 03/21/2025		Haughn, Keith
ckerman, kevin		Practitioner 2(P)	06/14/2024	06/14/2024	06/14/2025	03/16/2025 - 09/12/2025		Medina, Jasmin
Acosta, Alice	Yucaipa Calimesa Joint Unified School District	Instructor (PS)	09/28/2023	09/16/2023	09/16/2024	06/18/2024 - 03/15/2025		Sollenberger, Brandon (j.)
Affatati, Starla	Colton Joint Unified School District	Practitioner	11/14/2023	11/02/2023	11/02/2024	08/04/2024 - 01/31/2025		Lin, Stephanie

UPGRADING CERTIFICATION

Upgrading certification is available in its own separate course. The training must be separate from either a certification or a re-certification training. That is, this upgrade training is an independent course and may not be conducted during any other PCM Course.

- Participants will be required to re-take the written and/or practical exam(s).
- The participant must complete the appropriate part of the checklist for the items that they need for the upgrade.
- The number of hours required for the upgrade depends upon the requested change in certification:
  o From Practitioner to Practitioner 1 there is a 6-hour minimum requirement (written and practical exams required)
  o From Practitioner to Practitioner 2(P) (a level change of 2) there is a 12-hour minimum requirement (written and practical exams required)
  o From Practitioner 1 to Practitioner 2(P) there is a 6-hour minimum requirement (written and practical exams required)

1. Follow steps 1-10 of **"Scheduling In-District Training with PCMA"**
2. Find **"PCM22 Upgrade"**
3. Follow steps 12-15 of **"Scheduling In-District Training with PCMA"**

We Provide the Safest, Most Effective and Humane Crisis Management Solution

To French Site

TRAINING MANAGER   PCMA STORE   CERTIFICATION SEARCH   LOG OUT

Menu   Use Digitals Materials   Upcoming Trainings   Active Trainings   Awaiting Review   Completed Training Archives

Digital Materials available

Choose the type of materials you would like to schedule a course with

PCM22 Upgrade - Digital
Ordered On: 4/1/2024 | PCM 22 Upgrade: 5 | Total PCM 22 Upgrade available: 5

Use Voucher(s) To Setup Your Training   View Order #86177

Certification(s) offered by **Goldstein, Tami** *on* **4/1/2024**

INFORMATION ITEMS

4.10 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:

2024/2025
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 23, 2024

NOVEMBER 18, 2024

FEBRUARY 24, 2025

APRIL 21, 2025

Approved by EV SELPA CAC 4.25.22

4.11 EV SELPA Board of Directors

4.12 EV SELPA Special Education Leadership Series

SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

PRESENTED BY: JENNIFER BROOKSBY & RICK HOMUTOFF

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

JOIN US ON THE FOLLOWING MONDAYS:

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

LOCATION:

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

Register Online:

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

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4.13 EV SELPA Family Resource Fair

EAST VALLEY **SELPA**

2nd Annual

PARENT RESOURCE FAIR

Building Supports for Students With Disabilites

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

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

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

670 E. CARNEGIE DR - SAN BERNARDINO

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

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

EAST VALLEY SELPA

2do Anual

FERIA DE RECURSOS PARA PADRES

Creación de Apoyos para Estudiantes con Discapacidades

¿Es usted padre o madre de un niño con necesidades especiales? Puede ser una tarea abrumadora identificar recursos comunitarios para ayudar a niños con discapacidades. El SELPA de East Valley está organizando una feria de recursos estilo jornada de puertas abiertas para familiarizar a los padres con una variedad de conexiones.

18 DE OCTUBRE
9:30AM-2:30PM

9:30-11:45 Presentaciones y Tiempo para Expositores
12:00 Discurso de Ted Alejandre, Superintendente de SBCSS
12:15-1:15 Almuerzo Disponible
1:15-2:30 Presentaciones y Tiempo para Expositores

670 E. CARNEGIE DR - SAN BERNARDINO

RIFAS & MÚSICA A CARGO DE DJ BEATS MODE SE LLEVARÁN A CABO DURANTE TODO EL DÍA AL AIRE LIBRE, BAJO LA CARPA PRINCIPAL

Regístrese en https://sbcss.k12oms.org/46-253226

EAST VALLEY
SELPA

2nd Annual

PARENT RESOURCE FAIR

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

Building Supports for Students With Disabilites

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

OCTOBER 18TH
670 E. CARNEGIE DR - SAN BERNARDINO
FULL SCHEDULE ON BACK

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

FOOD • VENDORS • PRESENTATIONS • GIVEAWAYS • INFORMATION

EAST VALLEY SELPA

2nd Annual

PARENT RESOURCE FAIR

Building Supports for Students With Disabilites

OCTOBER 18TH

8:30 - 9:30 Exhibitors set-up

9:30 - 11:45 Presentations & Exhibitor Time

12:00 Address by Ted Alejandre, SBCSS Superintendent

12:15-1:15 Lunch Available

1:15-2:30 Presentations & Exhibitor Time

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

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

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

4.14 EV SELPA Supporting Inclusive Practices

EAST VALLEY SELPA
UNITED IN INCLUSION RECOGNITION AWARD

NOMINATE YOUR SCHOOL FOR RECOGNITION OF INCLUSIVE PRACTICES FOR STUDENTS WITH DISABILITIES.

Inclusion promotes a sense of belonging for all students by creating intentional spaces where differences are celebrated. The East Valley SELPA United in Inclusion recognition award is designed to honor the work that school sites have engaged in to create classrooms and opportunities where students with disabilities are included with their non-disabled peers. Bronze, Silver, Gold, or Platinum recognition levels can be awarded to a school based on the deliberate steps taken to create inclusive settings.

United in Inclusion
East Valley SELPA
Supporting Inclusive Practices SIP
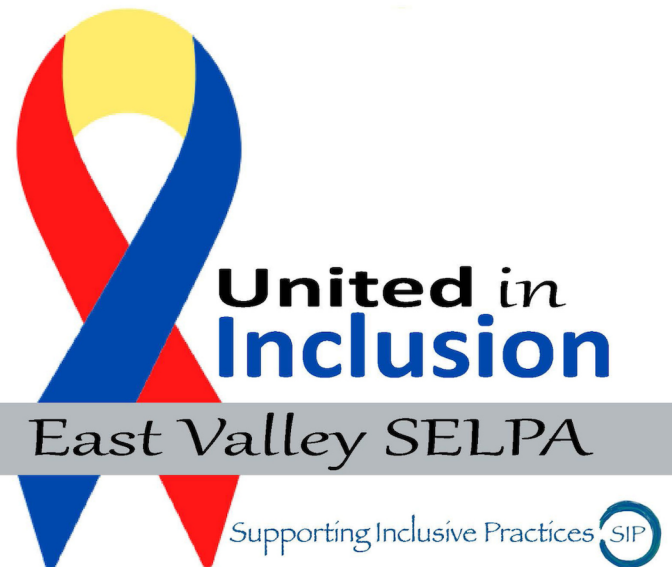
STEPS

1) Meet with your district Special Education Director to discuss desire to participate in the United in Inclusion recognition process
2) Develop a Validation Plan in collaboration with site leadership team and special education department
 a. Establish desired ribbon level
 b. Create goals and timeline
 c. Determine necessary resources to accomplish goals
3) Submit the Validation Plan to: Jennifer.Brooksby@sbcss.net
4) Engage in a site-level self-evaluation based on the Blueprint for Inclusion rubric available from the special education office.
5) Participate in a Validation Review with the East Valley SELPA
6) East Valley SELPA Board of Directors honor the United in Inclusion award recipients at a Board meeting

Tier I – Envisioning & Building (Bronze)

FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site's Leadership Team has participated in professional development designed to promote understanding of the principles of inclusion, strategies for working with SWDs, and tips for making an inclusive environment successful	Evidence of Inclusion Leadership Team attendance in Professional Development related to the principles and implementation of inclusive practices and goals established for ongoing Professional Development for site improvement.	0 = Professional Development goals have not been established or fewer than 50% Site Leadership team attended 1 = Professional Development goals have been established and 50% of the Site Leadership Team attended 2 = Professional Development goals have been established and 100% of the Site Leadership Team has attended
Site Leadership Team Procedures: Site leadership team meets (a) at least monthly, (b) has regular meeting format/agenda, (c) minutes, (d) a current action plan.	Leadership team meeting agenda and minutes Leadership team action plan for inclusion	0 = Leadership team does not meet regularly, no agenda, no minutes, or no action plan 1 = Leadership team has at least 2 but not all 4 features 2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed an action plan. Attendance at meetings is > 80% of participants
Cultural Change Expectations: The site has created vision, mission, and value statements for the transition to inclusivity. These statements have been broadly messaged to a variety of stakeholders for input, development, and acceptance. 100% of staff and students make a pledge to support inclusive values.	Copies of the vision, mission, and value statements Dissemination to stakeholders Evidence of staff and student pledges	0 = The statements lack specificity or have not been communicated to all stakeholders 1 = Statements lack specificity or have not been communicated to stakeholders 2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders
LRE Achievement: The school developed an action plan to improve SpEd LRE data with quantifiable metrics.	Action Plan	0 = Site leadership team does not have a well-defined action plan to improve LRE 1 = Action plan is developed but lacks specificity. 2 = Action plan is developed with clearly defined roles and responsibilities.

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Tier II – Implementing (Silver)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site has established Professional Development guidelines to build capacity in its teachers within the framework of inclusion.	Evidence of staff attendance in Professional Development designed to build capacity in staff	0 = Professional Development has not been identified or fewer than 5 people have attended 1 = Professional Development opportunities have been provided and 25% of the staff have attended 2 = Professional Development opportunities have been provided and at least 50% of staff have attended
Site Leadership Team Procedures: The leadership team undertakes strategic planning and data analysis utilizing systematic tools to identify areas of growth and opportunity for equity and inclusion. Specific goals are established to lead to more inclusive policies and practices.	Site leadership team meeting agenda and minutes Goals for inclusive practices	0 = Leadership team does not meet regularly, no agenda, no minutes, or no inclusive goals 1 = Leadership team has at least 2 but not all 4 features 2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed inclusive goals. Attendance at meetings is >80% of participants
Cultural Change Expectations: The site has identified inclusive policies and practices with strategic planning to achieve goals. These have been communicated to staff and parents.	Written policies Measurable goals	0 = The statements lack specificity or have not been communicated to all stakeholders 1 = Statements lack specificity or have not been communicated to stakeholders 2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders
LRE Achievement: 100% of M/M students are rostered to a Gen Ed teacher. Goal established to meet Indicator for students who spend >80% of their day in Gen Ed (Indicator 5a) Goal established to meet Indicator for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Goals for meeting Indicators 5a &b are not achievable and fewer than 100% of M/M students are rostered to a Gen Ed teacher 1 = Goals for meeting Indicators 5a &b are not achievable or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Goals are achievable and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Tier III – Scaling (Gold)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site engages in ongoing Professional Development designed to scale up the practice of equity and inclusion for all students.	Evidence of staff attendance in ongoing Professional Development related to the practice of equity and inclusion for all students.	0 = Professional Development has been sporadic, not widespread, or not focused on equity and inclusion. 1 = Professional Development is focused on equity and inclusion but fewer than 50% of staff attend 2 = Professional Development is focused on equity and inclusion with greater than 75% of staff in attendance
Site Leadership Team Procedures: The leadership team continues regular meetings with a focus scaling up their inclusive practices. The inclusion team takes a leadership role in supporting district wide practices to improve LEA inclusivity	Leadership team meeting agenda and minutes Plan for scaling inclusive practices Site visits from other district school teams	0 = Leadership team does not meet regularly, no plan to scale up inclusive practices, or no site visits from other district schools 1 = Leadership team has at least 2 but not all 3 features 2 = Leadership team meets regularly with agenda/minutes, supports other district schools in site visits, and has plan to scale up inclusive practices. Attendance at meetings is >80% of participants
Cultural Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students.	Staff interviews and/or survey Parent interviews and/or survey	0 = Parent voice has not been sought and staff demonstrate a mixed adoption of inclusive practices. 1 = Parent voice has not been sought or staff demonstrate a mixed adoption of inclusive practices 2 = Evidence that parent input in developing inclusive practices has been considered and staff demonstrate a culture change to equitable inclusion of all students.
LRE Achievement: Elementary – 100% of students rostered to Gen Ed. Secondary – 100% of students rostered to 2 periods/day Target met for students who spend >80% of their day in Gen Ed (Indicator 5a) Target met for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Have not met Indicator 5a & b and fewer than 100% of students are rostered to a Gen Ed teacher 1 = Goal met for Indicator 5a or b or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Met Indicator 5a & b and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Tier IV –Sustaining (Platinum)		
FEATURE	**POSSIBLE DATA SOURCES**	**SCORING CRITERIA**
Professional Development: The site has become a model school for inclusion within the community and regularly engages in showcasing their programming to support other district sites or LEAs in developing their inclusive practices.	Evidence of visits from other school sites or LEAs to observe positive inclusive practices.	0 = The site has not taken the initiative to invite other district schools/LEAs to observe the program. 1 = The site hosts other district schools/LEAs and/or fewer than 50% of classrooms are showcased. 2 = The site hosts other district schools or LEAs > 50% of classrooms are showcased.
Site Leadership Team Procedures: The leadership team continues monthly meetings with a focus sustaining inclusive practices and procedures. The leadership team takes an active role in supporting SELPA wide practices to improve LEA inclusivity	Leadership team meeting agenda and minutes Plan for sustaining inclusive practices Site visits from other SELPA school teams	0 = Leadership team does not meet regularly, no plan for sustaining inclusivity, or no site visits from other SELPA schools. 1 = Leadership team has at least 2 but not all 3 features 2 = Leadership team meets regularly with agenda/minutes, has developed an action plan to sustain inclusion, and participates in SELPA inclusive initiatives. Attendance at meetings is > 80% of participants
Cultural Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students. The school site demonstrates a commitment to the student voice regarding the inclusivity of peers	Staff interviews and/or survey Parent interviews and/or survey Student interviews and/or survey	0 = Parent and student voices have not been sought and staff demonstrate a mixed adoption of inclusive practices. 1 = Parent and student voices have not been sought or staff demonstrate a mixed adoption of inclusive practices 2 = Evidence that parent and student input in developing inclusive practices have been considered and staff demonstrate commitment to inclusion
LRE Achievement: Elementary – 100% of students rostered to Gen Ed. Secondary – 100% of students rostered to 2 periods/day Target maintained for 2 years for students who spend >80% of their day in Gen Ed (Indicator 5a) Target maintained for 2 years for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Have not met Indicator 5a & b for 2 consecutive years and fewer than 100% of students are rostered to a Gen Ed teacher 1 = Indicator 5a or 5b met for 2 consecutive years or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Indicator 5a & b met for 2 consecutive years and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Validation Responsibilities

EV SELPA Responsibilities

Identify trainings
Provide guidance to LEAs on best practices
Manage SIP funding reimbursement
Match target schools with validation partners
Manage validation interviews
Establish validation timelines

District Responsibilities

Develop annual execution plan
Identify target schools
Guide schools through PD selection
Report back to SIP Leadership team on progress
Develop plan for IEPs to reflect changes to more inclusive settings
Participate in SELPA wide validation confirmations

Validation Process

1) District identifies school(s) to participate in Ribbon of Inclusion program
2) District submits Validation Plan to EV SELPA with prospective validation date
3) District submits the Blueprint for Inclusion (BFI) self-validation inventory to SELPA prior to validation date
4) SELPA schedules LEA validation partners review evidence sources and conduct onsite visits within 30 days of district's desired validation date
5) SELPA notifies district of Ribbon of Inclusion final determination within 30 days of validation visits
6) SELPA invites district school to the next EV SELPA Board of Directors meeting for recognition
7) At district request, EV SELPA will provide a representative to attend district board meeting to recognize site Ribbon of Inclusion awards

East Valley SELPA — *Educating Together*

United in Inclusion — East Valley SELPA — Supporting Inclusive Practices

District _____   **School Site** _____

Desired Validation Date _____

Ribbon Level   ☐ Bronze   ☐ Silver   ☐ Gold   ☐ Platinum

Professional Development Needs
What professional development opportunities does the site require?

Site Leadership Team
Who are the members of the Site Leadership Team and what are the goals for the team?

Cultural Change Expectations
What cultural change goals will be addressed this year?

Least Restrictive Environment Goals
What are the current LRE statistics for the school and how many students are rostered to a Gen Ed teacher?

School Site Strengths	Barriers to Inclusion

Submit to EV-SELPA: Jennifer.Brooksby@sbcss.net

EAST VALLEY SELPA

United in
INCLUSION

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

SIP

All In

Reimagining Resources

OUR CULTURAL BELIEFS

Tools of EmPOWERment

WEDNESDAY NOVEMBER 6TH 2024

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

4.15 EV SELPA Alternative Dispute Resolution

4.16 EV SELPA 50th Anniversary of IDEA – June 6, 2025

YOU ARE CORDIALLY INVITED TO THE

50 YEARS OF

IDEA

INDIVIDUALS WITH DISABILITIES
EDUCATION ACT

- GALA -

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

EAST VALLEY SELPA

4.17 Inclusive Access to a Diploma

4.18 Digital Accessibility

HOT TOPICS

5.0 OTHER

5.1 2024-2025 EV SELPA Steering Committee
    Meetings

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

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

JULY 2024 – NO MEETING

AUGUST 15, 2024

SEPTEMBER 12, 2024

OCTOBER 10, 2024

NOVEMBER 14, 2024

DECEMBER 12, 2024

JANUARY 2025 – NO MEETING

FEBRUARY 13, 2025

MARCH 13, 2025

APRIL 10, 2025

MAY 8, 2025

JUNE 12, 2025

5.2 2024-2025 EV SELPA Board of Directors Meetings

2024/2025
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 25, 2024

November 20, 2024

February 19, 2025

March 19, 2025

May 21, 2025

June 18, 2025

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

Approved by EV SELPA BOD 3/20/24

5.3 2024-2025 EV SELPA CAC Meetings

2024/2025
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 23, 2024

NOVEMBER 18, 2024

FEBRUARY 24, 2025

APRIL 21, 2025

Approved by EV SELPA CAC 4.25.22

5.4 EV SELPA Professional Development – September & October 2024