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

** AGENDA **
September 14, 2023 8:00 A.M.

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

<u>PRESENTER</u>

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

<u>Finance Items</u>

4.1	EV SELPA 2022-2023 OT Proportionate Share Program Return of Funds	Elizabeth Coronel
4.2	EV SELPA 2022-2023 Final NPS Costs	Elizabeth Coronel
4.3	SBCSS 2022-2023 FFS Year-end Actuals	Jennifer Alvarado
4.4	AB 130 CDE Reporting – Due Sept 30, 2023 & Oct 1, 2023	Jennifer Brooksby

- Learning Recovery Plan
- ADR Allocation Plan

4.5	EV SELPA Fiscal Reporting Calendar 2023-24	Elizabeth Coronel
4.6	SBCSS Fee-for-Service Program	Scott Wyatt

- 2023-2024 Staffing
- 2023-24 Student Lists
- Low Incidence (VI & DHH) Workgroup
- SBCSS Student Services Handbook & Procedures

<u>Program Items</u>

4.7	The Special Ed Administrator's Personal Trainer	Patty Metheny

- Chapters 1, 2 & 5

4.8	Revised EV SELPA Regional Program Policy Language	Patty Metheny
4.9	CDE Compliance Monitoring	Jennifer Brooksby

- CIM Step 2- Due September 30, 2023

4.10	Alternate Pathway to a High School Diploma	Patty Metheny

- CDE August 25, 2023 Letter
- California State Minimum High School Graduation
- CAA Decision Making Worksheet
- Policy 6146.4 Differential Graduation Standards

4.11	EV SELPA Due Process & Legal Updates	Rick Homutoff

- 2022-2023 Year in Review
- 2023-2024, to-date

4.12	EV SELPA Supporting Inclusive Practices	Patty Metheny
		Jennifer Brooksby

- EV SELPA Ribbon of Inclusion
- UDL Professional Development
  - o "Zooming Forward" with Novak & Moore
  - o CCEE UDL Journey
  - o SIP Events
- September 20, 2023 EV Board Update

4.13	EV SELPA Alternative Dispute Resolution	Patty Metheny
		Jennifer Brooksby

- EV SELPA Parent Certification Fall 2023 Course
- Key2Ed FIEP Training – October 30- November 1, 2023 & April 17-19, 20204

4.14	CALPADS/Web IEP Student Data	Jennifer Brooksby

- Special Education File Redesign Update
- IEP Vendor Selection Committee Update

4.15	EV SELPA Community Advisory Committee	Patty Metheny
	September 18, 2023, 9:30 am	

4.16	EV SELPA Family Resource Fair	Patty Metheny
	November 3, 2023, 10:00 am	

4.17	California Legislation Affecting Special Education	Patty Metheny

4.18	Hot Topics	Committee
	Special Education Timelines in California	
	High Quality IEPs Project *website*,	

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

5.2 2023-2024 EV SELPA Board of Directors Meetings

5.3 2023-2024 EV SELPA CAC Meetings

5.2 EV SELPA Professional Development – September & October 2023

5.4 Next Meeting – October 12, 2023 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
August 17, 2023

MEMBERS PRESENT:

Dr. Patty Metheny	East Valley SELPA
Rob Pearson	Colton Joint Unified School District
Patricia Buchmiller	Redlands Unified School District
Torri Burke	Rim of the World Unified School District
Dr. Scott Wyatt	San Bernardino County Supt of Schools
Leslie Burghardt	Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain	Business Services, Colton
Kristine Hubbard, Ed.D.	Business Services, Redlands
Valeria Estrella	Business Services, Rialto
Scott Whyte	Business Services, Rim of the World
Jennifer Alvarado	Internal Business, SB County Schools
Selina Hurley	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools
Amber Tavis	Business Services, Yucaipa

MEMBERS ABSENT:

Jennifer Johnson	Rialto Unified School District

OTHERS PRESENT:

Rick Homutoff, Ed.D.	East Valley SELPA
Jennifer Brooksby	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Elizabeth Coronel	East Valley SELPA
Earlene Hyman	Rialto Unified School District

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the June 8, 2023, meeting were reviewed. Motion to approve the minutes was made by Leslie Burghardt and seconded by Scott Wyatt. The minutes were approved by the consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 EV SELPA NonPublic School 4th Quarter 2023-2024 Report
Jennifer Brooksby reviewed the program components of the NPS quarterly report. Elizabeth Coronel reviewed the fiscal component. Ms. Coronel explained that this report includes expenditures up to June 30, 2023. Any expenditures billed after July 1, 2023, will be billed and reported during FY 23-24.

4.2 AB 602 June 2022 CDE Certification SELPA Funding
Andrea Tennyson reviewed the CDE Certification of SELPA Funding. Ms. Tennyson observed there were no changes for FY 20/21; a slight decrease in out of home funding for FY 21/22; and an increase in property tax as well as a decrease in low incidence and out of home funding for FY 22/23. These changes will be set up as accruals and noted on the Business Advisory Services (BAS) website.

4.3 FY 2023/24 EV SELPA Schedule REX
Ms. Tennyson reviewed funding revenues and expenditure reflected in Schedule Rex. She clarified that the P-2 numbers used for this report were estimates. Schedule Rex does not reflect the return of funds for the EV SELPA proportionate share programs and the SBCSS fee-for-service program. Ms. Tennyson agreed that in the future, Schedule Rex will include these returns of funds and it will be presented annually in the August Steering Committee Meeting.   Ms. Tennyson remarked resources 6536 and 6537 (the one-time Learning Recovery and ADR state funds)expenditures must be reported to the EV SELPA by September 15, 2023 and the SELPA will report to CDE by September 30, 2023. Fiscal staff were encouraged to review expenditures for these resources to ensure they are coded correctly ahead of the final reporting.

4.4 EV SELPA Fiscal Reporting Calendar 2023-2024
Ms. Tennyson reviewed activities for the months of July and August. She noted she is waiting for the DAT files from districts and for the new SACS web to open for MOE work.

4.5 SBCSS Fee-for-Service Program
Dr. Scott Wyatt provided student and staff information for the Committee. He began with staff information and shared there are DHH staff vacancies that will increase student caseloads. Dr. Wyatt said he will try to fill the current DHH vacancies as soon as possible but finding qualified staff has proven difficult in the past. There was some discussion regarding infants receiving DHH services. Dr. Wyatt will verify that all DHH students are

from the East Valley region and within the SBCSS FFS program. He shared there is a vacancy within the VI staff as well. Dr. Wyatt will not seek to fill that vacancy until the work of the VI workgroup is complete. In addition, he shared East Valley Operations (EV-Ops) will be interviewing candidates to fill the principal position left vacant when Ms. Garcia took a position in the Superintendent's Office. Dr. Wyatt indicated hiring 1:1 aides continues to be difficult and that two additional resignations occurred during the first two weeks of school.

The East Valley SELPA has requested SBCSS EV-Ops provide accurate student counts and service reporting to the Committee on a regular basis. Dr. Wyatt presented a master roster spreadsheet with student service information and placement. After a brief discussion, it was determined the spreadsheet was not accurate as many students were missing. District directors expressed concerns about the inaccuracies. Dr. Wyatt indicated his goal is to correct the inaccuracies and keep the spreadsheet updated. He will develop and then share during the September Steering Committee the SBCSS EV-Ops student data entry and maintenance processes.

Given the staffing challenges of the DHH and VI, Dr. Metheny suggested that the VI workgroup become a low incidence (LI) workgroup that seeks to streamline processes and regionalize service providers. The Committee agreed this will be helpful and will be an SBCSS workgroup, not an EV SELPA workgroup.

Program Items

4.6 The Special Ed Administrator's Personal Trainer
Dr. Metheny provided copies of the "Special Ed Administrator's Personal Trainer" book by Carol A. Bartz, Ed.D. and proposed a book study based on it given the number of new special education administrators in the region. After some discussion, the directors agreed they would like to discuss/review chapters of the book during regularly scheduled Steering Committee meetings. It was decided the book will also be available and part of the Special Education Leadership professional development series EV SELPA Program Managers Dr. Rick Homutoff and Jennifer Brooksby will facilitate quarterly.

4.7 EV SELPA Website Resources
Dr. Metheny provided an overview of the East Valley SELPA website highlighting the East Valley SELPA Special Education Policies & Procedure Manual. She shared the many resources within the handbook and focused on the EV SELPA procedures contained within, specifically the Inter-SELPA Transfer Policies. The Committee also reviewed the SBCSS Student Services Handbook, which is available on the EV SELPA website through the secure access side. In doing so, the Committee found the need for SBCSS to revise sections regarding graduation requirements, participation in graduation ceremonies and/or activities, and receiving certificates or completion. Dr. Wyatt indicated he will report back to the Committee in September on the requested revisions.

4.8 EV SELPA ADR
Robin O'Shea and Cassie Velazquez from Key2Ed presented virtually on their IEP Facilitation Professional Development program. The training is designed for cohorts of five

to six district staff members who work together, preferably at one site or with one student population. The EV SELPA will host this two-day training at the Dorothy Inghram Learning Center on October 30-31 and November 1, 2023 will be an Implementation Day for the cohorts as well as special education directors from each district. Participants must attend all days. Dr. Metheny requested the names of the participants from each district by August 31, 2023. The possibility of a Spring cohort was also discussed. Dates will be shared at a later time.

Ms. Brooksby shared the EV SELPA ADR Cadre will be continue meeting through 2023-24 with their first meeting tomorrow. The calendar of meetings for this new school year was provided.

The new cohort of a Parent Certification training facilitated by Consultant David Dowling is set to start September 13, 2023. Flyers (in English and Spanish) were provided.

4.9 AB 130 CDE Reporting – Due September 30, 2023

Ms. Brooksby reminded the Committee members that the final expenditure reports for AB 130 funds are due to SELPA on September 15, 2023. Drafts of the reports were presented to the Committee and the areas needing additional information were highlighted. The EV SELPA will submit the reports to CDE by the deadline of September 30, 2023. Ms. Brooksby remarked, as of August 17, 2023, it appeared that 94% of the monies allocated to the SELPA had been reported as spent. This is the final opportunity for district fiscal staff to review expenditures to ensure 100% spending and correct coding. Any unspent monies will have to be returned to CDE. Finally, Ms. Brooksby requested information regarding the number of ADR cases and/or complaints resolved by the use of the ADR monies. She also requested the number of cases when "ADR" practices were refused and therefore, those conflicts went to due process. Reporting of these cases is only for the 2022-23 school year as she has data for the 2021-22 school year.

4.10 CDE Compliance Monitoring

All East Valley SELPA districts are currently in Step 2 of the CIM process. To assist the districts with this task, Ms. Brooksby provided her availability to schedule "CIM Step 2 meetings". Ms. Brooksby estimates that two meetings per district will suffice. The final CIM plan is due to CDE by November 30, 2023. EV SELPA received notification that Rialto's CIM Step 1 plan will need corrections as soon as possible. Dr. Metheny and Ms. Brooksby will work directly with Rialto to make the necessary corrections.

4.11 CALPADS/WebIEP Student Data

Ms. Brooksby spoke about the 2023-24 special education file redesign within CALPADS. The parent consent to services validation, which is part of the special education file redesign, is going live on Monday. WebIEP will report directly to CDE the IEP services that were consented to by parents. District staff will need to indicate, only in those circumstances that require, when IEPs are partially consented to. Instructions on how this verification of partial consent were provided. Other parts of the special education file redesign are set to go live soon, therefore, directors and/or coordinators are encouraged to attend the DA Users on Wednesday, August 23, 2023.

Doug and Marlene Faucette, owners of WebIEP, will be present to train on these changes.

The meetings for the new IEP vendor selection committee will begin shortly. The first meeting is set for August 31, 2023 at the SELPA. Two additional meetings have been scheduled for September. Dr. Metheny reminded the directors and members of the IEP vendor selection committee to complete the virtual survey sent by Jennifer Brooksby.

4.12   DRDP Required Trainings
Ms. Brooksby reminded the Committee of DRDP test administration requirements. Staff who administer the DRDP in 2023-24 must complete the three online training courses prior to the beginning of the fall testing period that begins November 1, 2023. Currently, the EV SELPA receives a monthly status report of trained staff in the EV SELPA region. However, this list has proven outdated. Jennifer Brooksby requested the directors provide a list to her of staff who will be administering the DRDP by August 31, 2023.

4.13   EV SELPA 2023-2024
The EV SELPA Information Guide (Brochure) was provided. This guide contains the most up-to-date information regarding EV SELPA including job duties and contact information.

Dr. Metheny inquired as to the use of the annual EV SELPA Special Education Program Directory. Historically, EV SELPA staff has compiled a list of district staff, locations and contact information and placed it in the 'paper version' of the Special Education Program Directory. After a brief discussion it was determined that this information is readily available on district websites and the compilation of this directory can be stopped.

4.14   EV SELPA Program Specialist Assignments 2023-24
Dr. Metheny shared the program specialist assignments for FY 23-24. As in previous years, program specialists will be specialized in their respective areas. A handout describing their specialties was provided. The revised EV-23 (PS) form which includes the option to request in-district, specific trainings was also provided.

4.15   EV SELPA 2023-2024 Professional Development Catalog
The EV SELPA 2023-2024 Professional Development Catalog was presented.

4.16   Parent Resource Fair – November 3, 2023
Dr. Metheny shared planning for the Parent Resource Fair is well underway. She requested district representation for this event as each district will have a table at the event. The directors were encouraged to think of materials and/or activities for their table.

4.17   Hot Topics
Dr. Metheny shared a district program specialist requested modifications of the Additional Support Assessment (ASA) forms be made. She reminded the directors that the ASA handbook and forms have been created based on extensive research and expertise and it is best not to modify them to ensure fidelity with the process.

Dr. Metheny reminded the directors that Open Purchase Orders for PCM trainings for the current fiscal year have not been received yet. Please send them to the SELPA as soon as possible.

Patricia Buchmiller shared Redlands USD has seen an increase of 297 students with special education services since July 2023. She believes special Education students now represent 17% of the Redlands population. Last year, Redlands USD gained 425 students with special needs. Rob Pearson shared Colton JUSD has gained 91 special education students thus far but last year they gained 420 students with IEPs.

Ms. Buchmiller shared the parent advocacy group in her district has become an official Special Education Parent Teacher Association (SEPTA). This group had their first Board Meeting on Friday and will meet every month.

Ms. Buchmiller thinks it would be beneficial to have a series of training courses for the role of administrator in an IEP. Dr. Homutoff offered the role of an "administrator designee" could be included with a focus on note taking and the process of an IEP in the Leadership series he is co-facilitating.

Ms. Buchmiller also shared Redlands USD is looking into the feasibility of providing their own occupational therapy services. Dr. Metheny referred her to the EV SELPA Regional Program Policies specific to program transfers.

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

5.2 2023-2024 EV SELPA Board of Directors Meetings

5.3 2023-2024 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – August & September 2023

6.0 ADJOURNMENT: Meeting adjourned at 12:50 p.m. Next meeting will be held on September 14, 2023.

4.0 FINANCE ITEMS

4.1 EV SELPA 2022-2023 OT Proportionate Share Program Return of Funds

2022-23 EAST VALLEY SELPA
OCCUPATIONAL THERAPY REGIONAL SERVICE
PROPORTIONATE SHARE PROGRAM RETURN OF FUNDS

SERVICES	Total	Colton		Redlands		Rim		Yucaipa		TOTAL	
		Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL
Off-the-Top	$ 2,548,968.00	108	$743,160.00	175	$1,333,520.00	20	$138,908.00	40	$333,380.00	343	$2,548,968.00
Actual Share of Expenditures	$ 2,388,720.57		$692,703.08		$1,251,761.11		$129,564.13		$314,692.25		$2,388,720.57
OT Return of Funds to Districts	$ 160,247.43		$50,456.92		$81,758.89		$9,343.87		$18,687.75		$160,247.43

4.2 EV SELPA 2022-2023 Final NPS Costs

EAST VALLEY SELPA
FY 2022-23 NON-PUBLIC SCHOOL COST REPORT

District	FN	Total Q1 Billing	Total Q2 Billing	Total Q3 Billing	Total Q4 Billing	Total Billed FY 22-23
NPS Education	1180	195,667.42	248,240.51	201,325.14	247,181.04	892,414.11
NPS Mental Health	3900	88,297.98	61,450.06	51,144.25	100,767.35	301,659.64
Colton		$ 283,965.40	$ 309,690.57	$ 252,469.39	$ 347,948.39	$ 1,194,073.75
NPS Education	1180	207,932.24	245,259.48	224,455.27	232,002.35	909,649.34
NPS Mental Health	3900	80,988.70	84,670.33	77,343.11	1,809.22	244,811.36
Redlands		$ 288,920.94	$ 329,929.81	$ 301,798.38	$ 233,811.57	$ 1,154,460.70
NPS Education	1180	158,799.84	228,169.99	184,028.43	156,635.24	727,633.50
NPS Mental Health	3900	14,221.18	66,253.64	69,599.46	59,708.10	209,782.38
Rialto		$ 173,021.02	$ 294,423.63	$ 253,627.89	$ 216,343.34	$ 937,415.88
NPS Education	1180	60,130.21	76,592.35	69,881.31	63,003.59	269,607.46
NPS Mental Health	3900	64,031.20	82,776.69	77,404.65	40,662.14	264,874.68
Rim		$ 124,161.41	$ 159,369.04	$ 147,285.96	$ 103,665.73	$ 534,482.14
NPS Education	1180	79,804.59	80,345.67	81,229.08	68,357.54	309,736.88
NPS Mental Health	3900	93,635.91	51,918.78	51,680.55	98,716.42	295,951.66
Yucaipa		$ 173,440.50	$ 132,264.45	$ 132,909.63	$ 167,073.96	$ 605,688.54
NPS Education Total	1180	$ 702,334.30	$ 878,608.00	$ 760,919.23	$ 767,179.76	$ 3,109,041.29
NPS Mental Health Total	3900	$ 341,174.97	$ 347,069.50	$ 327,172.02	$ 301,663.23	$ 1,317,079.72
Grand Total		$ 1,043,509.27	$ 1,225,677.50	$ 1,088,091.25	$ 1,068,842.99	$ 4,426,121.01

4.3 SBCSS 2022-2023 FFS Year-end Actuals

FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2022-23

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

A. REVENUES

		RS	OB	GL		April 2022	September 2023	
1.	AB602 Special Ed Funding	6500	8311	5001		$ 9,165,557	$ 8,837,092	$ (328,465)
2.	Property Tax Transfer	6500	8097	5001			$ 4,787,799	
3.	Property Tax Transfer Adjustment between 2022-23 P-2 and Annual (Payable)						$ (262,671)	
4.	Net State Aid (A1-A2-A3)	6500	8311	5001			$ 4,311,964	
5.	Federal IDEA (Local Assistance Entitlement)	3310	8181	5001		$ 408,291	$ 426,205	$ 17,914
6.	Federal Preschool	3315	8182	5730		$ 5,137	$ 1,855	$ (3,282)
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		$ 1,600,242	$ 1,708,645	$ 108,403
10.	Infant Discretionary	6515	8590	5710		$ -	$ 48,547	$ 48,547
11.	Local Revenue	9385/6500	8677/8710	5710		$ 119,885	$ 164,891	$ 45,006
12.	Local Revenue / Parent Infant Program	6500	8677	5001		$ 9,467	$ 5,393	$ (4,074)
13.	Local Revenue Inter-SELPA Agreements	6500	8710	5750		$ -	$ 96,827	$ 96,827
	TOTAL REVENUE (excludes A2, A3, A4)					**$ 11,366,324**	**$ 11,347,200**	**$ (19,124)**

B. EXPENDITURES

1.	SAI Self-Contained (SDC)					$ 6,973,461	$ 6,298,247	$ (675,214)
2.	Low Incidence Itinerant DHH,VI,OM (Itinerant)					$ 2,006,097	$ 1,953,898	$ (52,199)
3.	1:1 Aide Services (1:1) Aides					$ 599,428	$ 693,496	$ 94,068
4.	Early Start (NO FFS - State/Grant Funded)					$ 1,740,682	$ 1,736,560	$ (4,122)
	TOTAL EXPENDITURES					**$ 11,319,668**	**$ 10,682,201**	**$ (637,467)**

C. PRIOR YEAR ADJUSTMENTS

		RS	OB	GL				
1.	2022-23 Beginning Balance					$ 1,085,082	$ 1,276,918	$ 191,836
2.	2021-22 AB602 Prior Year Adjustment	6500	8319	0000		$ -	$ (183)	$ (183)
	TOTAL PRIOR YEAR REVENUE ADJUSTMENTS					**$ 1,085,082**	**$ 1,276,734**	**$ 191,652**

D. 2022-23 Ending Balance

1.	Total Revenues (Section A)					$ 11,366,324	$ 11,347,200	$ (19,124)
2.	Total Prior Year Revenue Adjustments (Section C)					$ 1,085,082	$ 1,276,734	$ 191,652
3.	Total Expenditures (Section B)					$ 11,319,668	$ 10,682,201	$ (637,467)
4.	2022-23 Ending Balance					$ 1,131,738	$ 1,941,734	$ 809,996
5.	Less Early Start Ending Balance					$ (1,131,738)	$ (1,495,465)	$ (363,727)
6.	2022-23 Net FFS Ending Balance					$ -	$ 446,269	$ 446,269

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	136	204	10
Actuals*	113	283	12.5
Difference	*-23.0*	*79*	*2.5*

*Includes Inter-SELPA counts

Prepared by: Jennifer Alvarado, Program Manager

San Bernardino County Superintendent of Schools
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM
2022-23 Fee-for-Service
Year-End Actuals

			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	$ 2,392,093	$ 704,458	$ -	$ 954,475	$ 4,051,026
3	2000-2999	Classified Salaries	$ 738,133	$ 272,514	$ 340,271	$ 21,419	$ 1,372,336
4	3000-3999	Employee Benefits	$ 1,479,913	$ 483,186	$ 295,136	$ 364,392	$ 2,622,628
5	4000-4999	Books & Supplies	$ 9,404	$ 6,634	$ -	$ 4,039	$ 20,077
6	5000-5999	Services & Other Operating Expenditures	$ 206,335	$ 30,336	$ 1,120	$ 8,746	$ 246,536
7	6000-6999	Capital Outlay	$ -	$ -	$ -	$ -	$ -
8							
9		Sub total	$ 4,825,879	$ 1,497,127	$ 636,527	$ 1,353,071	$ 8,312,604
10		% of Total	76%	24%		n/a	100%
11							
12		Allocated Cost	$ 954,980	$ 296,262	$ -	$ 240,834	$ 1,492,076
13		Sub total 1000-5000 costs	$ 5,780,859	$ 1,793,390	$ 636,527	$ 1,593,905	$ 9,804,681
14							
15	7300-7380	Indirect Cost @ 8.95%	$ 517,387	$ 160,508	$ 56,969	$ 142,655	$ 877,519
16							
17		**TOTAL EXPENSE**	**$ 6,298,247**	**$ 1,953,898**	**$ 693,496**	**$ 1,736,560**	**$ 10,682,201**

	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	$ 3,185,951	$ 988,374	$ 350,803		$ 4,525,128
20	8181	3310	Federal Local Assistance	$ 426,205				$ 426,205
21	8311	6500	AB602 FFS Revenue (including Base for ADA)**	$ 2,268,799	$ 1,644,680	$ 398,485		$ 4,311,964
22	8319	6500	AB602 PY 2021-22 Revenue Adjustment	$ (183)				$ (183)
23			Total (Lines 19, 20, 21, 22)	$ 5,880,772	$ 2,633,054	$ 749,288	$ -	$ 9,263,114
24								
25			**Other Revenue Sources**					
26	8182	3315	Federal Preschool	$ 1,855				$ 1,855
27	8182	3345	Preschool Staff Development	$ -				$ -
28	8182	3385	Infant Part C				$ 57,745	$ 57,745
29	8311	6510	Infant State Apportionment				$ 1,708,645	$ 1,708,645
30	8590	6515	Infant Discretionary				$ 48,547	$ 48,547
31	8677/8710	9385/6500	Other Local Revenue	$ 29,512			$ 135,379	$ 164,891
32	8677	9285	Parent Infant Program				$ 4,793	$ 4,793
33	8710	6500	Tuition - Inter-SELPA District Fee-For-Service*	$ 73,359	$ 23,468			$ 96,827
34	8699	6500	Local Revenue	$ 600				$ 600
35			2022-23 Beginning Balance	$ 2			$ 1,276,916	$ 1,276,918
36			**TOTAL REVENUE:**	**$ 5,986,100**	**$ 2,656,522**	**$ 749,288**	**$ 3,232,025**	**$ 12,623,935**
37			Excess Cost (revenue minus expense)	$ (312,147)	$ 702,624	$ 55,792	$ 1,495,465	$ 1,941,734
38								
39			Number of services - Final (includes Inter-SELPA counts)	113.00	283.00	12.50	N/A	
40			2022-23 Fee-For-Service Rates	$ 48,906	$ 9,387	$ 59,943		

*Services provided via Inter-SELPA Agreement

**Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service ($78,000) - transferred to Student Services Counseling Center

Summary	
46 Total 2022-23 Revenue	$ 12,623,934.66
47 Total 2022-23 Expenses	$ 10,682,200.63
48 **2022-23 Ending Balance**	$ 1,941,734.03
49 Less Early Start Ending Balance	$ 1,495,465.31
50 **Net FFS Ending Balance**	$ 446,268.72

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2022-23 Fee-For-Service Return

District	SAI Services	% of Services	Total Return $ (312,147.28)	Low-Incidence	% of Services	Total Return $ 702,623.95	1:1 Aides	% of Services	Total Return $ 55,792.05		Total Return
Colton	39.0	34.51%	$ (107,732.25)	64.0	22.61%	$ 158,897.29	4.5	36%	$ 20,085.14		$ 71,250.18
Redlands	10.0	8.85%	$ (27,623.65)	97.5	34.45%	$ 242,070.09	1.0	8%	$ 4,463.36		$ 218,909.79
Rialto	41.5	36.73%	$ (114,638.16)	68.0	24.03%	$ 168,828.37	4.5	36%	$ 20,085.14		$ 74,275.35
Rim of the World	3.0	2.65%	$ (8,287.10)	5.5	1.94%	$ 13,655.24	0.0	0%	$ -		$ 5,368.14
Yucaipa - Calimesa	18.0	15.93%	$ (49,722.58)	45.5	16.08%	$ 112,966.04	2.5	20%	$ 11,158.41		$ 74,401.88
Etiwanda	1.5	1.33%	$ (4,143.55)	1.5	0.53%	$ 3,724.16	0.0	0%	$ -		$ (419.39)
Bear Valley	0.0	0.00%	$ -	1.0	0.35%	$ 2,482.77	0.0	0%	$ -		$ 2,482.77
Total	113.0	100.00%	$ (312,147.28)	283.0	99.65%	$ 702,623.95	12.5	100%	$ 55,792.05		$ 446,268.71

District	2022-23 FFS Return
2022-23	$ 446,268.72
Colton	$ 71,250.18
Redlands	$ 218,909.79
Rialto	$ 74,275.35
Rim of the World	$ 5,368.14
Yucaipa-Calimesa	$ 74,401.88
Etiwanda	$ (419.39)
Bear Valley	$ 2,482.77
Total	$ 446,268.72

Inter-SELPA Agreement

4.4 AB 130 CDE Reporting – Due September 30, 2023

California Department of Education
Special Education Division

AB 130 Dispute Prevention and Dispute Resolution: FINAL Report
Fiscal Year: 2021–22
Resource Code: 6536
Due Date: October 1, 2023

Special Education Local Plan Area (SELPA) Information
SELPA Name:
SELPA Code:
Applicable local education agencies (LEAs) served in the SELPA AB 130 ADR plan:
Please complete a copy of final actual expenditure report to detail funds used. **What percentage of the funds have been expended as of September 30, 2023?**
Please list the number of cases your SELPA/LEA mediated through alternative dispute resolution services. **Include a) Number of Cases totally resolved by agreement.** **b) Number of Cases refusing alternative dispute resolution services and requesting due process.**
Please give a list of the issues that generated the request for dispute resolution services.

California Department of Education
Special Education Division

List the demographics of pupils served, including, but not limited to, the pupil's disability, family income, English learner classification, and the parent's primary language.
a) Disability categories
b) Family income (however your LEA classifies student socioeconomic status)
c) EL classifications
d) Parent primary language
e) Other (other data points your SELPA/LEA determined relevant in classifying pupils served, such as foster youth, chronic absenteeism, students with late IEP's, race/ethnicity etc.)
Please provide a summary of all outreach activities conducted pursuant to this section.
Please provide a summary of activities conducted in partnership with family support organizations pursuant to this section.
If you were unable to complete some of the activities detailed in your initial or amended ADR plan, please describe which activities and why they were unable to be completed.

California Department of Education
Special Education Division

Which ADR activities would your SELPA/LEA consider continuing to use to prevent and resolve future due process disputes or to continue to educate/inform educational partners?
Final AB 130 ADR Report completed by: **SELPA Director:**_____ **Date:**_____

Received by:

Date:

California Department of Education
Special Education Division

Final Expenditures

Object Codes	ADR Allocation Funds (Proposed expenditures)	ADR Allocation Funds (Actual expenditures)	Itemized Description and Justification
1. 1000–Certified Salaries			
2. 2000–Classified Salaries			
3. 3000–Employee Benefits			
4. 4000–Materials and Supplies (cannot exceed 10%)			
5. 5000–Services and other operating costs			
6. Total Direct Costs *(Total of 1 through 5)*			
7. 6000–Capital Outlay (cannot exceed 10% of allocation or $10,000 per purchase)			
8. 7300–Indirect Costs *CDE approved rate:*			
9. Total Grant Budget *(Total 6 through 8)*			

California Department of Education
Special Education Division
June 2023

Assembly Bill 130 Learning Recovery Plan: Final Report
Due Date: **September 30, 2023**

As a condition of receiving funding under Assembly Bill (AB) 130, Section 161, each Special Education Local Plan Area, (SELPA), is responsible for submitting a final report to the California Department of Education, (CDE), on or before September 30, 2023. This report will detail the utilization of funds as related to the provision of learning recovery and supports, and the demographics of students served.

Please Note: Funds allocated under AB 130, Section 161 will continue to be available for encumbrance until June 30, 2023. Upon the expiration of its period of availability (September 30, 2023), the unencumbered balance of any apportionment made under this Bill shall be returned to the CDE for subsequent return to the State.

The Learning Recovery Plan Final Report shall summarize all local educational agency (LEA) Learning Recovery Plans (LRPs) submitted within the SELPA.

SELPA Information
SELPA Name:
SELPA Code:
Grant Award Summary of Funds:
Total Grant Award:
Total Grant Award *encumbered* **as of June 30, 2023:**
Total Grant Award *spent* **as of September 30, 2023:**
Per AB 130, Section 161(h), "Upon expiration of its period of availability, the unencumbered balance of an apportionment made under this section shall be returned to the State Department of Education to return to the State."
Total Grant Award amount to be returned to the State: If there is a Grant Award amount to be returned to the State, please email the LRP team at LearningRecoveryPlan@cde.ca.gov.
Remittance must be sent by October 30, 2023, to the following address: California Department of Education   P.O. Box 515006   Sacramento, CA 95851   Attention: Cashier's Office

California Department of Education
Special Education Division

How were funds under AB 130 LRP spent - Check all areas that apply, inclusive of all LEAs:	
Additional Support and Services Needed to Address Identified Learning Needs	☐
Positive Behavior Supports	☐
Assessing Learning and Academic Needs of Students	☐
Social Emotional Needs	☐
High Quality Instruction	☐
Supporting Students Return to In-Person Instruction	☐
Child Find	☐
Assessing Students who are Waiting for Initial IEPs	☐
Complete Overdue IEPs	☐
Other Impacted Areas (Identify the impacted area)	☐
Demographics of pupils by number (not by percentage) served through the provided learning recovery and supports:	
Pupils' disability category: By specific IDEA eligibility disability category and **number** of students	
Family income: By data sources SELPA would normally use (i.e., free and reduced lunch, foster, homeless, etc.) and **number** of students	
English learner classification: By classification and **number** of students	
Parents' primary languages: By language and **number** of families	
Other (please explain)	

California Department of Education
Special Education Division

Expenditures: Include expenditures by object code. The table shall include object codes combined for LEAs within a SELPA, along with a brief statement describing the items.		
Object Codes	**Learning Recovery Funds (Expenditures)**	**Itemized Description**
1. 1000–Certificated Salaries		
2. 2000–Classified Salaries		
3. 3000–Employee Benefits		
4. 4000–Materials and Supplies		
5. 5000–Services and Other Operating Costs		
6. Total Direct Costs (Total of 1 through 5)		
7. 6000–Capital Outlay		
8. 7300–Indirect Costs CDE approved rate: (Enter 7.5% as 0.075)		
9. Total Grant Award spent		
10. Total Grant Award to be returned		

By signing this form, the SELPA Director assures that according to AB 130, Section 161(E)(2), match funding received under this section on a one-to-one basis by other funds spent for these purposes, was encumbered, and spent, as aligned with the definition previously provided under the FAQs.

LRP FINAL Report for AB 130 LRP reviewed and verified by:

SELPA Director: Date:

CDE Received by: CDE Date:

21/22-22/23 EAST VALLEY SELPA
DISPUTE PREVENTION and RESOLUTION FUNDS
RES 6536 - YEAR-END REPORT

	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	EV SELPA	TOTAL
REVENUE	$ 277,501.00	$ 277,501.00	$ 298,057.00	$ 41,111.00	$ 133,612.00	$ 243,446.00	$ 1,271,228.00
EXPENDITURE	$ 277,501.00	$ 277,501.00	$ 309,552.99	$ 41,108.68	$ 133,612.00	$ 243,446.00	$ 1,282,721.67
UNSPENT	$ -	$ -	$ (11,495.99)	$ 2.32	$ -	$ -	$ (11,493.67)
% EXPENDED	100.00%	100.00%	103.86%	99.99%	100.00%	100.00%	100.90%
1000s	$ 124,407.30	$ 145,528.65	$ 49,360.31	$ 7,062.50	$ 19,114.12	$ 18,926.49	364,399.37
2000s	$ 2,869.39	$ -	$ 452.26	$ -	$ 610.29	$ 36,468.36	40,400.30
3000s	$ 16,162.46	$ 48,831.49	$ 12,344.57	$ 499.57	$ 4,029.56	$ 19,450.31	101,317.96
4000s	$ 2,985.93	$ 34.95	$ 31,188.87	$ -	$ 17,557.70	$ 99.08	51,866.53
5000s	$ 111,380.35	$ 83,105.91	$ 203,238.45	$ 33,224.50	$ 85,939.33	$ 149,347.68	666,236.22
TOTAL DIRECT COSTS	$ 257,805.43	$ 277,501.00	$ 296,584.46	$ 40,786.57	$ 127,251.00	$ 224,291.92	$ 1,224,220.38
6000s	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7000s	$ 19,695.57	$ -	$ 12,968.53	$ 322.11	$ 6,361.00	$ 19,154.08	58,501.29
TOTAL EXPENDITURES	$ 277,501.00	$ 277,501.00	$ 309,552.99	$ 41,108.68	$ 133,612.00	$ 243,446.00	$ 1,282,721.67

21/22-22/23 EAST VALLEY SELPA
LEARNING RECOVERY FUNDS
RES 6537 - YEAR-END REPORT

	COLTON	REDLANDS	RIALTO	RIM	YUCAIPA	TOTAL
REVENUE	$ 1,544,541.00	$ 1,544,541.00	$ 1,658,952.00	$ 228,822.00	$ 743,668.00	$ 5,720,524.00
EXPENDITURE	$ 1,544,541.00	$ 1,544,541.00	$ 1,658,952.00	$ 228,821.80	$ 743,668.00	$ 5,720,523.80
UNSPENT	$ -	$ -	$ -	$ 0.20	$ -	$ 0.20
% EXPENDITURE	100.00%	100.00%	100.00%	99.999913%	100.00%	99.999997%
1000s	$ 100,180.30	$ 1,033,074.54	$ 420,546.71	$ 23,242.45	$ 168,952.84	$ 1,745,996.84
2000s	$ 4,221.55	$ 32,394.22	$ 22,891.18	$ 1,701.92	$ 223,718.58	$ 284,927.45
3000s	$ 10,811.73	$ 340,301.73	$ 138,802.23	$ 4,593.07	$ 156,345.39	$ 650,854.15
4000s	$ 147,447.02	$ 25,099.10	$ 389,500.43	$ 20,594.88	$ 23,490.29	$ 606,131.72
5000s	$ 1,145,124.74	$ 113,671.41	$ 624,045.24	$ 166,836.90	$ 162,801.90	$ 2,212,480.19
TOTAL DIRECT COSTS	$ 1,407,785.34	$ 1,544,541.00	$ 1,595,785.79	$ 216,969.22	$ 735,309.00	$ 5,500,390.35
6000s	$ 28,316.67	$ -	$ -	$ -	$ -	$ 28,316.67
7000s	$ 108,438.99	$ -	$ 63,166.21	$ 11,852.58	$ 8,359.00	$ 191,816.78
TOTAL EXPENDITURES	$ 1,544,541.00	$ 1,544,541.00	$ 1,658,952.00	$ 228,821.80	$ 743,668.00	$ 5,720,523.80

4.5 EV SELPA Fiscal Reporting Calendar 2023-2024

FY 2023-24 FISCAL REPORTING CALENDAR

JULY 2023

7/10/23   Districts to provide SELPA June PARs and PYR for TPP
7/14/23   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.
7/31/23   SELPA to finalize closing of FY 22/23 books, Final REX will be sent out to districts
7/31/23   SELPA to submit May and June 2023 TPP Service and Certified Invoices to DOR

AUGUST 2023

8/15/23   Districts to provide SELPA July PARs and PYR for TPP
8/17/23   SELPA to provide 22/23 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/21/23 at Steering/ Finance meeting
8/17/23   SELPA to present AB 602 June 2023 P-2 CDE Certification (20/21 R3, 21/22 R1, 22/23 P2)
8/17/23   SELPA to present 2023-24 Schedule REX – projections based on enacted budget and 22/23 P-2 Cert

SEPTEMBER 2023

9/14/23   SBCSS to present PY (22/23) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance.
9/14/23   EV SELPA to present PY (22/23) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
9/14/23   EV SELPA to present 2022-23 Final NPS Costs
9/15/23   Districts to provide SELPA August PARs and PYR for TPP
9/30/23   SELPA to submit July TPP Service and Certified Invoices to DOR
9/30/23   Districts to submit DPR & LR funds expenditure reports (through 9/30/23)

OCTOBER 2023

10/06/23   SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (23/24) P-1 ADA estimates & changes to PY ADA (if any) by Oct 13 for First Interim reporting and Projections
10/12/23   EV SELPA to present SEMA and SEMB MOE summary, Subsequent-Year Tracking, and Excess Cost Calculation worksheets at Steering/Finance meeting due to CDE 11/15/23
10/12/23   SELPA to submit PY (22) Annual Infant Funding Report to SBCSS
10/13/23   Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
10/16/23   Districts to provide SELPA September PARs and PYR for TPP
10/20/23   SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
10/27/23   Deadline for SELPA/SBCSS to submit CY (23/24) Part C Early Start Application to CDE
10/27/23   Deadline for SELPA/SBCSS to submit PY (22/23) Extraordinary Cost Pool claim to CDE – funded at Annual
10/27/23   SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

9/07/23

FY 2023-24 FISCAL REPORTING CALENDAR

NOVEMBER 2023

11/01/23	SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)
11/09/23	SELPA to present CY (23/24) 1st Interim EV SELPA Budgets at Steering/Finance
11/09/23	SELPA to present CY (23/24) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
11/09/23	SELPA to present Schedule REX (23/24) 1st Interim projections at Steering/Finance
11/09/23	SELPA to provide Districts Fall 1 count for SBCSS Fee-for-Service for verification
11/15/23	SELPA to submit Maintenance of Effort SEMA 22/23 Unaudited Actuals vs. 21/22 Actuals to CDE
11/15/23	SELPA to submit Maintenance of Effort SEMB 22/23 Unaudited Actuals vs. 23/24 Budget to CDE
11/15/23	SELPA to submit Excess Cost Calculation(s) to CDE
11/15/23	SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
11/17/23	Districts to provide Oct PARs and PYR for TPP to SELPA
11/27/23	SBCSS FFS Fall 1 count signed verification forms due to SELPA from District Spec Ed Directors
11/30/23	SELPA/IBS to submit Part C Grant Application Package to CDE
11/30/23	SELPA to submit Medi-Cal Program 2023-24 LEA BOP Annual report to DHCS
11/30/23	SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2023

12/08/23	Districts to provide November PARs and PYR for TPP to SELPA
12/11/23	***Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS *12/14/23***
12/18/23	SELPA to provide CY (23/24) Fall Count for SBCSS Fee-for-service Students to SBCSS
12/29/23	SELPA to submit October TPP Service and Certified Invoices to DOR
12/29/23	Districts to submit DPR & LR funds expenditure reports

JANUARY 2024

1/04/24	SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS 1/9/24
1/12/24	SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
1/16/24	**Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (23/24) or report # 5 (PY 22/23) if applicable**
1/16/24	Districts to provide December PARs and PYR for TPP to SELPA
1/29/24	SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2024

2/08/24	SELPA to present 23/24 EV SELPA 2nd Interim Budget update
2/08/24	***SELPA to present SEMAI 1St Interim MOE summary report/MOE monitoring and preparation***
2/08/24	SELPA to present CY (22/23) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2023 at Steering/Finance
2/15/24	Districts to provide January PARs and PYR for TPP to SELPA
2/15/24	Districts to provide SELPA with CY 23/24 P-2 estimates
2/15/24	SELPA to submit to AU FY 24/25 EV SELPA budgets
2/27/24	SELPA to submit December TPP Service and Certified Invoices to DOR
TBD	SELPA to prepare February certifications for CY (23/24) and PY (22/23, 21/22) AB602 Funding Allocation

Subject to change, updated as needed.

FY 2023-24 FISCAL REPORTING CALENDAR

MARCH 2024

3/07/24   SELPA to present CY (23/24) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance

             SELPA to present 21/22 and 22/23 Out-of-Home Funding and proportionate Share savings distribution

3/07/24   Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/8/24

3/15/24   Districts to provide February PARs and PYR for TPP to SELPA

3/15/24   **Districts to complete and turn in final requests for Low Incidence materials (technology or furniture) purchases for FY 23/24**

3/18/24   SELPA to provide Low Incidence Inventory Report to districts for review

3/22/24   SELPA to send (23/24 P-1, 22/23 Annual, 21/22 Annual 2) AB602 allocations based on February Certifications to districts by e-mail

3/29/24   **Districts to submit Supporting Inclusive Practices grant quarterly reports**

3/29/24   **Districts to submit Learning Recovery <u>fund</u> quarterly reports**

3/29/24   **Districts to submit Alternate Dispute Resolution <u>fund</u> quarterly reports**

3/29/24   SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2024

4/08/24   **Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)**

4/11/24   SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 24/25 at Steering/Finance

4/11/24   SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 24/25

4/11/24   SELPA to present SEMAI 2nd Interim MOE monitoring/summary report at Steering

4/12/24   SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 19th

4/15/24   **Districts to complete and turn in final requests for Low Incidence materials (non-technological or furniture) purchases for FY 23/24**

4/15/24   Districts to provide March PARs and PYR for TPP to SELPA

4/15/24   SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD

4/15/24   Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (23/24)

4/29/24   SELPA to submit February TPP Service and Certified Invoices to DOR

TBD   SELPA to present 24/25 Operating Budget to Board Budget Ad Hoc

MAY 2024

5/09/24   SELPA to present FY 24/25 Proposed EV SELPA Budgets at Steering/Finance

5/09/24   SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance

5/17/24   Districts to provide April PARs and PYR for TPP to SELPA

5/17/24   SELPA to provide District directors MAY count for SBCSS Fee-for-Service for review/verification

5/22/24   SELPA to present to Board of Directors EV SELPA FY 24/25 Proposed Budgets and SBCSS EV County Operated Spec Education FFS FY 24/25 rates

Subject to change, updated as needed.

FY 2023-24 FISCAL REPORTING CALENDAR

JUNE 2024

6/03/24 **Districts must send completed Personnel Data report submitted through CDE software to SELPA**

6/03/24 **Districts Spec Ed directors to return SBCSS FFS MAY count signed verification forms to SELPA**

6/05/24 **Districts to turn in any pre-approved Low Incidence requests for reimbursement to SELPA (Elizabeth Coronel)**

6/12/24 SELPA to present final FY 23/24 EV County Operated Spec Education FFS average counts/costs and Proportionate Share Regional Programs student counts/costs at Steering

6/12/24 Districts to provide May PARs and PYR for TPP to SELPA

6/28/24 SELPA to submit April TPP Service and Certified Invoices to DOR

6/28/24 SELPA certification for Personnel Data report due to CDE

6/28/24 SELPA to provide Annual NPS ADA to districts - due to County Office, SBCSS first week of July

6/28/24 **Districts to submit Supporting Inclusive Practices grant claims with supporting documents (FAR)**

6/28/24 **Districts to submit Learning Recovery <u>fund</u> expenditure report – Res 6537**

6/28/24 **Districts to submit Dispute Prevention & Resolution <u>fund </u>expenditure report – Res 6536**

6/28/24 **Districts to prepare grant Exp 3 or FINAL expenditure reports for submission in mid-July 2023**

   TBD SELPA to present FY 24/25 Schedule REX Projections based on Governor's May Revise

   TBD SELPA to finalize AB602 CDE Certifications for CY (23/24) and PY (22/23, 21/22)

Subject to change, updated as needed.

9/07/23

4.6 SBCSS Fee-for-Service Program

PROGRAM ITEMS

4.7 The Special Ed Administrator's Personal Trainer

The Special Ed Administrator's Personal Trainer for Strengthening Leadership, Relationship and Management Skills

East Valley SELPA
Steering Committee PLC
2023-2024
Facilitated by Patty Metheny, Ed.D.
Chief Administrative Officer, East Valley SELPA

Introduction

Through this 'book study' and by engaging in professional learning & dialogue, members of the East Valley SELPA Steering Committee will work to enhance their educational leadership skills to improve outcomes for students with disabilities.

A book study of "The Special Ed Administrator's Personal Trainer for Strengthening Leadership, Relationship and Management Skills" by

Carol A. Bartz, Ed.D.

September 2023

Understanding yourself

Using effective leadership & management skills

Interacting with the entire special education community

Chapter 1

Why Am I Doing This Job?

How do my core values align with the qualities needed to do this job well?

Personal Strengths	Influence	Leadership	Management	Facilitating Change
What personal & professional satisfaction does this job bring to me?	What does having 'position power' mean to you?	What are your leadership strengths? What gaps to you have? How do you fill them?	1 to 5, with 5 being highest: Communication Timeliness Time Allocation Follow Through	How do you initiate change? Respond to change?

Chapters 2 & 5

The Special Education Community & My Leadership Skills

The Special Education Community

The School Board

Cabinet – Supt & Asst Supts for C&I, HR, $$

Central Office Staff

Site Administrators

Your Staff – Psychs, SLPs, Coordinators, etc.

Site Special Education Staff – teachers, paras, etc.

The SELPA

Parents & the Community

" What leadership skills do you use to be an effective administrator and optimize your work with members of the special education community? "

October 2023

Chapters 3 & 4

Facilitated by Jim Stolze

Assistant Superintendent Human Resources

Former Executive Director, Student Services

Yucaipa-Calimesa Joint Unified School District

4.8 Revised EV SELPA Regional Program Policy Language

East Valley Special Education Local Plan Area
Regional Programs ~~& Program Transfer~~ Policy and
Procedures: Opening, Transferring & Closing Programs

Table of Contents

~~Philosophy~~

~~Effective June 1, 2018, the "Regional Program" concept will be in place~~ The following describes the "Regional Program Policy" in place in the East Valley SELPA (EV SELPA) to address specialized student program needs. The San Bernardino County Superintendent of Schools (SBCSS), the EV SELPA and its Local Education Agencies (LEA) can be regionalized service providers for other LEAs within the EV SELPA. Regional programs are designed to meet the needs of students with specific disability conditions, functional levels,

and age/grade ranges. Nothing in policy overrides an Individualized Education Program (IEP) team's right to make individual decisions regarding a student's placement in the least restrictive environment (LRE) or the provision of a free appropriate public education (FAPE).

Typically, a regional program provides services to students from more than one LEA. The Regional Program operator and a LEA requesting a program transfer must adhere to the procedures outlined in this policy. Any Regional Program proposal or proposed modification by the program operator must be reported to the EV SELPA Steering Committee and presented to the EV SELPA Board of Directors for approval per the procedures outlined herein below. Regional Programs must be reviewed annually by March 15 by the EV SELPA Steering Committee.

The agency providing the Regional Program is required to develop a Memorandum of Understanding (MOU) with each LEA that is sending one or more students to the Regional Program. The MOU needs to specify responsibilities of each agency and the fee for service arrangements per the EV SELPA Regional Program Provider Responsibilities. The annual rates for programs need to be based on a "not-for-profit" philosophy such that the fees are designed to simply cover the costs for services. Preliminary notification of fee-for-services rates for the upcoming year must be provided by April 30 of the current fiscal year, with the final rates determined after the May Revise update approved by the East Valley SELPA Board of Directors in the May or June meeting, annually.

Regional Programs

A Regional Program provides services to students who are residents of multiple LEAs. When the SBCSS, EV SELPA or an LEA is considering opening, closing, or transferring a regional program and/or pulling students from a regional program to open a district-only program, the LEA must communicate with and discuss implications with the LEAs that may be impacted by the proposed plan by following the procedures and timelines in this policy.

While the procedure outlined below emphasizes the importance of cooperation and collaboration, and while it is incumbent upon the district or county of service to execute its responsibility as if it were the district of residence, it is understood that in all cases where a child is placed out of his/her district of residence, even though due process may be filed against the District of Service (DOS) and/or the District of Residence (DOR), it is the ultimate responsibility of the DOR to ensure FAPE is provided.

Opening a Regional Program

Though EC Section 56207(b) is specific to program transfers, the education code section also serves as a basis for procedures and timelines for opening a regional program. Adhering to the procedures and timelines is expected. On a case-by-case basis, however, a program may be opened if all parties involved agree and the EV SELPA Board of Directors approves the opening of the program. The case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program opening cases shall go to the EV SELPA Board of Directors as an action item at the spring meeting, no later than March.

Program Opening Timelines

The following timelines, displayed as an example, shall be followed for all program opening requests:

Example: Notification date for program opening: No later than June 30, 2023
            Preparation year: 2023-2024
            Implementation year: 2024-2025
            (beginning with next school year calendar)

Notification Year

Any LEA(s) considering the possibility of making a formal written notification of intent to open a program as a regional provider, must discuss this with the EV SELPA administrator the spring prior to making the notification. The following is required:

➤ **By June 30:** A year and one day prior to implementation, the LEA(s) interested in opening a regional program shall notify in writing the EV SELPA, SBCSS or any other regionalized service provider of intent to open a regional program(s). Each initial request to open a regional shall be provided as an information item on the next EV SELPA Steering/Finance Committee meeting agenda.

Preparation Year

➤ **By October 31:** The LEA(s) proposing to open a regional program must conduct a needs survey and provide the results of the survey to the EV SELPA. As part of conducting the survey, the LEA(s) will complete an internal review of the survey results to determine the administrative oversight, job descriptions, facilities, location of program, materials, transportation and/or other necessary details. The survey results will be presented to the EV SELPA Steering Committee by the LEA(s) proposing to open a regional program at its November meeting.

➤ **By January 1:** LEAs affected by the program opening shall submit to the EV SELPA a notification of intent letter if they are interested in having the new provider serve their students. The notification to open a regional program and the intent letters to place students in the program shall be provided as an information item to the EV SELPA Board of Directors at the February meeting.

➤ **By January 31:** The LEA(s) proposing to open a regional program must provide to the EV SELPA a letter from the LEA(s) Superintendent indicating support of the program opening and indicating potential program costs, location, personnel, and fees. The letter will specifically detail the following:

i.   Identify the potential total fiscal cost to operate the new regional program,
ii.   Identify the location of the new regional program and any other facility issues,
iii.   Identify any personnel required for the new regional program, and,
iv.   Identify potential fees for students placed in the new regional program.

In addition, the LEA(s) proposing to open a regional program must complete and submit to the EV SELPA administration the required Program Opening Assurances & Detailed Plan for Opening a Program (Appendix A), Verification of the Involvement of Stakeholders in the Plan to Open a Regional Special Education Program (Appendix B).

The above letter and appendices shall be provided to the EV SELPA Steering/Finance Committee in February for their consideration to make a recommendation regarding opening the regional program at the EV SELPA Board of Directors' February meeting.

➤ March: The next scheduled EV SELPA Board of Directors agenda will include an action item to approve or disapprove the opening of the special education regional program with the intent to open the program July 1, unless the approval requires a different start date. The approval is dependent upon a simple majority vote of the members in attendance.

➤ April through June: If approved, the LEA(s) opening the regional program are responsible for and must engage in the procedures described in the EV SELPA Regional Program Provider Responsibilities and take all necessary steps to open the program.

Implementation Year

➤ The new program operator will begin providing services effective the beginning of the next school year calendar. The current program operator provides services during extended school year (ESY) unless negotiated otherwise., as applicable.

Transfer of Regional Programs

A Regional Program provides services to students who are residents of multiple LEAs. When the SBCSS, EV SELPA or an LEA is considering ~~opening a regional program and/or pulling~~ transferring students from a regional program to open a district-only program, the LEA must communicate with and discuss implications with the LEAs that may be impacted by the proposed plan by following the Program Transfer timelines in this policy.

Transfer of Program via Discontinuing Referrals to Regional Programs

There is no established timeline that states if a certain number of students within a certain timeline are transferred from one program to another that the formal program transfer procedures

must be followed. However, the intent of Ed Code 56207 is clear that the transfer of services and programs from an LEA that may impact the operation of a Regional Program must comply with the specified transfer program requirements. Therefore, a LEA who is considering discontinuing referrals to a Regional Program operated by the SBCSS, EV SELPA or another LEA within the SELPA shall be held accountable to the same procedures and timelines for notification of program transfer.

Transfer of Group of Students

The IEP process should not be used to expressly bypass the formal program transfer process. No educational programs and services already in operation shall be transferred unless the SELPA has developed a transfer plan that meets the specified requirements (Education Code §56207). To transfer students, pursuant to the IEP process, from their current placement to a new class in a LEA outside of the formal program transfer process could be deemed as not in conformity with this provision of the Education Code.

The IEP process is designed to determine an appropriate individualized education program for each student. To convene an IEP meeting because a new class has been established in a LEA is not generally a basis for an IEP meeting. (See Education Code §56343) On the other hand, if over the course of time, based on an evaluation of their individualized needs and/or lack of progress in their current placement, students are transferred to a new program established by the LEA, the formal transfer process may not be triggered. However, this should not be intentionally utilized as a means to bypass a formal transfer process. Further, the decisions to transfer a student during an IEP meeting to the new class need to be based on the student's individualized needs and not external factors.

Program Transfer Timelines

Pursuant to EC Section 56207(b), a program transfer may take effect no earlier than the first day of the second fiscal year beginning after the date on which the sending or receiving agency has informed the other agency and the EV SELPA Board of Directors. On a case-by-case basis, the program transfer may take effect earlier (beginning of the next school year) if all parties involved in the transfer agree and the EV SELPA Board of Directors has approved the program transfer. If timelines are missed but all parties currently utilizing the existing program involved in the transfer agree, the case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program transfer cases shall go to the EV SELPA Board of Directors as an action item at the mid-year meeting, no later than December.

The following timelines, displayed as an example, shall be followed for all program transfer requests:

Example: Notification date for program transfer: No later than March 31, 2024
        Preparation year: 2024-2025
        Implementation year: 2025-2026
         (beginning with next school year calendar)

Notification Year

Any LEA(s) considering the possibility of making a formal written notification of intent to transfer programs or stop making referrals to a regional provider, must discuss this with the EV SELPA administrator and the current provider in the winter prior to making the notification. The following is required:

> ➢ March 31: ==Eighteen months== ~~Two years~~ prior to implementation ~~(basically one year and a day)~~, pursuant to Education Code Section 56205, the LEA(s) interested in considering transfer of one or more programs from one provider to another shall notify in writing to the EV SELPA, SBCSS or any other regionalized service provider of the intent to transfer program(s).

The written preliminary notification shall include whether or not the interested LEA plans to ~~be a regionalized service provider~~ ==open a regional program.   In that case, all procedures outlined in this policy to open a regional program must be followed.== LEAs affected by the program transfer are also responsible for ~~submitting a notification of intent letter if they are interested in having the new provider serve their students~~ ==following these procedures==. Each initial program transfer notification letter shall be provided as an information item on the next Steering/Finance Committee, and Board of Directors meetings.

Preparation Year

> ➢ ==By== August 1: The LEA proposing the transfer must provide a student list of proposed students impacted by the transfer to the EV SELPA and SBCSS. The list shall include the following information for each student: name, date of birth, disability(ies), grade level, current IEP date, triennial IEP date, current attending school, current teacher, and all current special education services by type, frequency and duration.

> ➢ ==By== September 7: EV SELPA, SBCSS or other regionalized service providers must prepare a report indicating any possible financial and programmatic impact. The current service provider will address the following in their report:

v. Identify any adverse fiscal impact on the remaining operated program
vi. Identify any adverse programmatic impact on the remaining operated program
vii. Identify and evaluate any facility issues; and,
viii. Identify any personnel issues.

The LEA proposing the transfer must complete and submit to the EV SELPA administration the required Assurances Page (Appendix C) and Detailed Plan for Program Transfer (Appendix D) with a copy provided to the current program service provider.

The above reports shall be provided as ~~an~~ information item~~s~~ on the next EV SELPA Steering/Finance Committee, and Board of Directors meetings.

➢ By October 31: The LEA(s) requesting the program transfer must provide Verification of Involvement of Stakeholders in the Plan for Special Education Program Transfers (Appendix E) along with written notification to the EV SELPA Board of Directors and SBCSS or other service providers whether or not the LEA will be taking back program(s).

➢ November or December: The next scheduled V SELPA Board of Directors agenda will include an action item to approve or disapprove the special education program transfer request. The approval is dependent upon a simple majority vote of the members in attendance.

➢ January through June: In any type of program transfer, the new current program operator shall work cooperatively with the current operator each student's district of residence to current to complete administrative activities such as scheduling IEP meetings, transfer of files, coordination of related services, notification of parents, and other activities associated with the program transfer.

Note: It is the requirement of all SELPA transfer plans that the functional continuation of the current IEP's of all affected students be provided for (Ed. Code §56207(a)(3)). An IEP meeting is required to be convened when there is a request to develop, review or revise the individualized education program or a student (Ed. Code, §56343). A student's educational placement is defined as "that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs, as specified in the IEP…" (Cal. Code Regs. tit. 5, §3042). If the alteration of a program operator truly has no impact on the facility, personnel, location, or equipment provided to the student, then the change in program operator would not require that an IEP meeting be convened for each affected student.

➢ June: The new program operator is responsible for developing a MOU with any other LEA that also provided program transfer notification who plans to access the new program.

➢ June: A LEA utilizing a program outside of the EV SELPA shall complete an Intra- SELPA Transfer form for each student attending such program.

Implementation Year

➢ The new program operator will begin providing services effective the beginning of the next school year calendar. The current program operator provides services during extended school year unless negotiated otherwise. In such cases, the existing MOU applies.

Education Code Requirements

Pursuant to Education Code Section 56207(a):

No educational programs and services already in operation in school districts or a county office of education pursuant to Part 30 (commencing with Section 56000) shall be transferred to another school district or a county office of education or from a county office of education to a school district unless the special education local plan area has developed a plan for the transfer which addresses, at a minimum, all of the following:

(2) Pupil needs.
(3) The availability of the full continuum of services to affected pupils.
(4) The functional continuation of the current individualized education programs of all affected pupils.
(5) The provision of services in the least restrictive environment from which affected pupils can benefit.
(6) The maintenance of all appropriate support services.
(7) The assurance that there will be compliance with all federal and state laws and regulations and special education local plan area policies.
(8) The means through which parents and staff were represented in the planning process.

To meet this requirement, each LEA pursuing a program transfer will be required to complete a "Detailed Plan for Special Education Program Transfers" (Appendix A) and to sign off on the "Program Transfer Assurances" (Appendix B) by September 7 of the year prior to initiating the new program services.

Personnel Considerations

Certificated Positions

The following apply:

Whenever any certificated employee, who is performing service for one employer, is terminated, reassigned, or transferred, or becomes an employee of another employer because of the reorganization of special education programs, the employee shall be entitled to the following:

➢ The employee shall retain the seniority date of his or her employment with the district or county office from which he or she was terminated, reassigned, or transferred.

➢ The reassignment, transfer, or new employment caused by the reorganization of special education programs shall not affect the seniority or classification of certificated employees already attained in any school district that undergoes the reorganization. These employees shall have the same status with respect to their seniority or classification, with the new employer, including time served as probationary employees. The total number of years served as a certificated

employee with the former district or county office shall be credited, year for year, for placement on the salary schedule of the new district or county office.

➢ Subsequent to the reassignment or transfer of any certificated employee as a result of the reorganization of special education programs that employee shall have priority in being informed of and in filling certificated positions in special education in the areas in which the employee is certificated within the district or county office by which the certificated employee is then currently employed.

➢ A certificated employee who has served as a special education teacher in a district or county office and has been terminated from his or her employment by that district or county office shall have first priority in being informed of and in filling vacant certificated positions in special education, for which the employee is certificated and was employed, in any other county office or school district that provides the same type of special education programs and services for the pupils previously served by the terminated employee. For a period of 39 months for permanent employees and 24 months for probationary employees from the date or termination, the employee shall have the first priority right to reappointment as provided by this section, if the employee has not attained the age of 65 years before reappointment.

Classified Positions

The following apply:

If the reorganization of special education programs results in a classified employee who is performing services for one employer being terminated, reassigned, or transferred, or becoming the employee of another employer, the employee shall retain the seniority acquired at his or her employment with the school district or county office of education from which he or she was terminated, reassigned, or transferred.

The reassignment of an employee, transfer of an employee, or new employment of an employee caused by the reorganization of special education programs does not affect the seniority or classification that a classified employee already attained in any school district that undergoes the reorganization. The employee has the same status with respect to his or her seniority or classification, with the new employer, including time served as a probationary employee. The total number of years served as a classified employee with the former school district or county office shall be credited, year for year, for placement on the salary schedule of the new school district or county office.

A classified employee who is reassigned or transferred as a result of the reorganization of special education programs has priority in being informed of and in filling classified positions in the classifications in which the employee was employed before the reassignment or transfer. This priority expires 24 months after the date of reassignment or transfer and may be waived by the employee during that time period.

A classified employee who served in a special education program in a school district or county office and is terminated from his or her employment by that school district or county office as a

result of the reorganization of a special education program has first priority in being informed of and in filling vacant classified positions for which the employee is qualified or was employed in the county office or school district that operates the reorganized special education program. Permanent employees have the first priority right to reappointment as provided in this section for 39 months from the date of termination. Probationary employees have the first priority right to reappointment as provided in this section for 24 months from the date of termination.

Resolving Disagreements Related to Program Transfers

If either the sending or receiving agency disagree with the proposed transfer, the distribution of funds, the responsibility for service provisions or other aspects of the transfer plan, the matter should be resolved by alternative resolution processes.

Closing a Regional Program

Though EC Section 56207(a) is specific to program transfers, the education code section also serves as a basis for procedures and timelines for closing a regional program. Adhering to the procedures and timelines is expected. On a case-by-case basis, however, a program may be closed if all parties involved agree and the EV SELPA Board of Directors approves the closing of the program. The case shall be presented to the EV SELPA Board of Directors for approval. When timelines are met, all program closing cases shall go to the EV SELPA Board of Directors as an action item at the spring meeting, no later than May.

Program Closing Timelines

The following timelines, displayed as an example, shall be followed for all program transfer requests:

Example: Notification date for program transfer: No later than June 30, 2023
          Preparation year: 2023-2024
          Implementation year: 2024-2025
          (beginning with next school year calendar)

Notification Year

Any LEA(s) considering the possibility of making a formal written notification of intent to close a program as a regional provider, must discuss this with the EV SELPA administrator the spring prior to making the notification. The following is required:

➢ <u>By June 30:</u> A year and one day prior to implementation, the LEA(s) interested in closing a regional program shall notify in writing to the EV SELPA, SBCSS or any other regionalized service provider of intent to close a regional program(s) and the reason(s) why. The request to close a regional shall be provided as an information

item on the next EV SELPA Steering/Finance Committee meeting agenda.

Preparation Year

➢ By October 31: The LEA(s) proposing to close a regional program must develop and provide a report identifying the number of students, the SSIDs of the students, all services each student receives, and the student's district of residence to the EV SELPA. The identifying student information must also be confidentially and securely provided to the district of residence for each student. The non-identifying student information will be presented to the EV SELPA Steering Committee at its November meeting. In addition, an information only item indicating the LEA(s) have notified the EV SELPA of the potential to close a regional program will be provided to the EV SELPA Board of Directors in the November meeting.

➢ By January 31: The LEA(s) proposing to close a regional program must complete and submit to the EV SELPA the required Program Closing Assurances (Appendix F). This will be provided to the EV SELPA Steering/Finance Committee in February for their consideration to make a recommendation regarding closing the regional program at the EV SELPA Board of Directors' February meeting.

➢ March: The next scheduled EV SELPA Board of Directors agenda will include an action item to approve or disapprove the closing of the special education regional program with the intent to close the program at the end of the current extended school year (ESY). The approval is dependent upon a simple majority vote of the members in attendance.

➢ April through June: If approved, the LEA(s) closing the regional program are responsible for and must engage in the procedures described in the EV SELPA Regional Program Provider Responsibilities for notifying parents of the closure as well as scheduling and conducting all relevant IEP meetings ensuring the participation of representatives of the students' districts of residence.

Implementation Year

➢ The regional program operator will cease providing services effective the beginning of the next school year calendar and will provide services during extended school year (ESY) of the year in which the program closing is approved by the EV SELPA Board of Directors, unless negotiated otherwise. In such cases, the existing MOU applies.

Reviewed by Steering Committee: March 9, 2017, September 14, 2017, October 12, 2017
Reviewed by Board of Directors: May 24, 2017, September 27, 2017
Approved by Board of Directors: November 15, 2017
Reviewed by Board of Directors: September 16, 2020
Approved by Board of Directors: November 18, 2020
Reviewed by Board of Directors: September 20, 2023

Appendix A

PROGRAM OPENING ASSURANCES

The_____ School District certifies that the agency herein represented will comply with all applicable requirements of the East Valley SELPA Regional Program Policy and Procedures: Opening, Transferring and Closing Programs.

Below the required **Detailed Plan for Special Education Program Opening** that delineates how the LEA has or will fulfill these obligations.

_____   _____
Signature of Special Education Administrator   Signature of LEA Superintendent

_____   _____
Date   Date

DETAILED PLAN FOR OPENING A SPECIAL EDUCATION PROGRAM

LEA Name:_____ Date of Submission:_____

This required Detailed Plan for opening a Special Education Program complies with Section 56207(a) and other procedural safeguards.

1. **Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.**

   (a) Direct Instruction:
   Sample Language:
   The students will receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held as needed.

   (b) Related Services and Equipment
   Sample Language:
   The students will be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support.
   The LEA plans to provide the following required related services: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

The receiving LEA has built funds into the budget to purchase required equipment. Regarding student assigned equipment, the low incidence equipment will follow the student.

(c) Facilities
Sample Language:
Outlined below is a list of facilities by school available that will house the students involved in the program opening.

School Site	Facility	Comments

2. **Section 56207(a)(2), (4) – the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.**

(a) Contingency plans for providing services other than those called for in the IEPs
Sample Language:
The opportunities for participation in general education classes and curriculum will be made accessible. There will be opportunities for mainstreaming. The LEA is committed to implementing collaborative and inclusive programs between general and special education.

3. **Section 56207(a)(5) – the maintenance of all appropriate support services.**

(a) Number (FTEs), Qualifications, and Experience of Support Staff
Sample Language:
All education codes related to employee rights will be followed in cooperation with the current service provider and the receiving LEA. Those positions not filled by existing staff will be filled by qualified LEA-employed staff. The LEA will make every effort in recruiting to fill these positions with qualified staff.

Appendix B

VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR OPENING A SPECIAL EDUCATION PROGRAM

LEA Name:_____Date of Submission:_____

This required Detailed Plan for opening a Special Education Program complies with Section 56207(a) and other procedural safeguards.

Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process.

Involvement of Parents

  Sample Language:

Meetings with parents involved in the program opening were held on the following dates at the identified locations.

DATE OF MEETING	LOCATON OF MEETING

Involvement of Staff

  Sample Language:

Meetings were held on the following dates and for the identified personnel positions

DATE OF MEETING	PARTICIPANTS

PROGRAM TRANSFER ASSURANCES

The_____School District certifies that the agency herein represented will comply with all applicable requirements of federal and state laws and regulations and special education local plan area policies, including compliance with the Individual with Disabilities Education Act, Section 504 of Public Law, and the provisions of the California Education Code, Part 30, specifically:

➢ Section 56207(a) – develop a detailed program transfer plan

➢ Section 56207(a)(1) and (3) – pupil needs and the continuation of the current IEP for all affected students

➢ Section 56207(a)(2) and (4) – availability of the full continuum of program placements and services in the least restrictive environment for all affected students

➢ Section 56207(a)(5) – maintenance of all appropriate support services to include qualified support staff and administrative support

➢ Section 56207(a)(7) – involvement and representation of parents of all affected students and staff (e.g. special and non-special education teachers, itinerant specialist, administrators, and classified) in the planning process

➢ Section 44903.7 – certificated employee rights

➢ Section 45120.2 – classified employee rights

➢ Section 56207(c) - & Section 56205(b)(5) – resolving disagreements related to program transfers

Attached is the required **Detailed Plan for Special Education Program Transfers** that delineates how the LEA has or will fulfill these obligations.

_____   _____
Signature of Special Education Administrator   Signature of LEA Superintendent

_____   _____
Date   Date

Appendix D

DETAILED PLAN FOR
SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: _____ Date of Submission: _____

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

4. **Section 56207(a)(1) and (3) – pupil needs and the continuation of the current individualized education program (IEP) for all affected students.**

   (a) <u>**Direct Instruction:**</u>
   Sample Language:
   The students will continue to receive all services as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. New IEPs will be held if needed.

   (b) <u>**Related Services and Equipment**</u>
   Sample Language:
   The students will continue to be provided all required appropriate supports, including related services, pursuant to their IEPs. All required related services will be provided by qualified support staff with the appropriate training and administrative support. The LEA plans to provide the following required related services: speech and language; counseling and guidance; adapted physical education; health and nursing services; and transition services. The LEA will provide other related services when the needs of students so dictate the need for additional supports.

   The current regionalized service provider will conduct an inventory of current equipment to determine which equipment will stay with the transferring students. The receiving LEA has built funds into the budget to purchase required equipment. Regarding equipment, the low incidence equipment will follow the student.

   (c) <u>**Facilities**</u>
   Sample Language:
   Outlined below is a list of facilities by school available to house the students involved in the program transfer.

School Site	Available Facility	Comments

5. **Section 56207(a)(2), (4) – the availability of the full continuum of program services for all affected students and the provision of services in the least restrictive environment from which pupils can benefit.**

   (a) **Contingency plans for providing services other than those called for in the IEPs**
   Sample Language:
   The opportunities for participation in general education classes and curriculum will be enhanced and more accessible. There will be more opportunities for mainstreaming as the local schools will have ownership of these programs. The LEA is committed to implementing collaborative programs between general and special education (e.g. Learning Center, Individual and Small Group Instruction, etc.)

6. **Section 56207(a)(5) – the maintenance of all appropriate support services.**

   (a) **Number (FTEs), Qualifications, and Experience of Support Staff**
   Sample Language:
   All education codes related to employee rights will be followed in cooperation with the current service provider and the receiving LEA. Those positions not filled by existing staff will be filled by qualified LEA-employed staff. The LEA will make every effort in recruiting to fill these positions with qualified staff.

Appendix E

VERIFICATION OF INVOLVEMENT OF STAKEHOLDERS IN THE PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name:_____ Date of Submission:_____

This required Detailed Plan for Special Education Program Transfers complies with Section 56207(a) and other procedural safeguards.

Section 56207(a)(7) – the involvement and representation of parents of all affected students and staff in the planning process.

Involvement of Parents

Sample Language:
Meetings with parents involved in the program transfer were held on the following dates at the identified locations.

DATE OF MEETING	LOCATON OF MEETING

Involvement of Staff

Sample Language:
Meetings were held on the following dates and for the identified personnel positions

DATE OF MEETING	PARTICIPANTS

Appendix F

PROGRAM CLOSING ASSURANCES

The_____School District certifies that the agency herein represented will comply with all applicable requirements of the East Valley SELPA Regional Program Policy and Procedures: Opening, Transferring and Closing Programs.

These requirements are:

➢ Provide a report with the identified number of students, the SSIDs of the students, all services each student receives, and the student's district of residence to the EV SELPA by October 31.
➢ Provide identified student information to the students' districts of attendance by October 31.
➢ Notify the parents of the closure by January 31.
➢ Schedule and facilitate change of placement IEPs with district of residence staff in attendance by May 31.

_____   _____
Signature of Special Education Administrator   Signature of LEA Superintendent

_____   _____
Date   Date

4.9 CDE Compliance Monitoring

4.10 Alternative Pathway to a High School Diploma

Alternate Pathway to a High School Diploma: Ed Code 51225.31

EV SELPA Board of Directors
September 20, 2023

EV SELPA Steering Committee
September 14, 2023

Presented by
Patty Metheny, Ed.D.
Chief Administrative Officer

June 2022 - AB 181 (Omnibus Education Bill) added language for an alternate pathway to a diploma. https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB181*

It became Ed Code **51225.31** on January 1st, 2023.

CDE messaged the field on August 25, 2023

Implementation period – 2023-2026

Some of the following slides were provided by the Los Angeles County Office of Education with permission to use and amend to address local needs.

51225.31 Alternate Pathway to a High School Diploma

An individual with exceptional needs shall be eligible for the exemption of all coursework and other requirements adopted by the governing board of the local education agency and the awarding of a high school diploma if their individualized education program provides for all of the following:

(1) The pupil is required to take the alternate assessment (**the CAA**) aligned to alternate achievement standards in **Grade 11;**

(2) The pupil's **IEP team** has determined the pupil may be eligible to graduate pursuant to this exemption;

(3) The pupil is required to **complete state standards-aligned coursework** meeting the California statewide minimum coursework requirements (modified to alternative achievement standards);

(4) The pupil shall be eligible to participate in any **graduation ceremony** and any school activity related to graduation

(5) Participation in graduation activities shall **not be construed as termination of the provision of free appropriate public education (FAPE)**.

So, what does this mean?

(a) (1) Notwithstanding any other law,
a local educational agency shall exempt

Every school district, charter school or county office of education (COE) must adopt an Alternative Pathway that leads to a High School Diploma.

No formal "exemption" process is required. LEAs will need to establish an internal process to track the student's progress on this pathway.

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an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b)

This pathway is intended for our most impacted students who have historically been considered "mod-severe" and on a Certificate of Completion pathway.
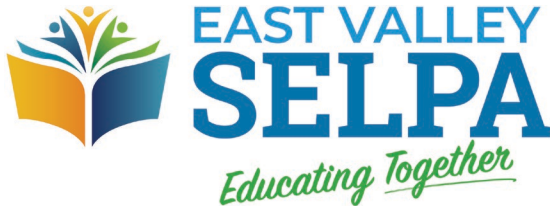
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from all coursework and other requirements adopted by the governing board or governing body of the local educational agency that are additional to the statewide coursework requirements specified in Section 51225.31

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This is the exemption… these students will only need to meet CA State graduation requirements regardless of the LEAs' policy. Students on this pathway do not need to meet other LEA adopted requirements for a diploma, such as A-G requirements.
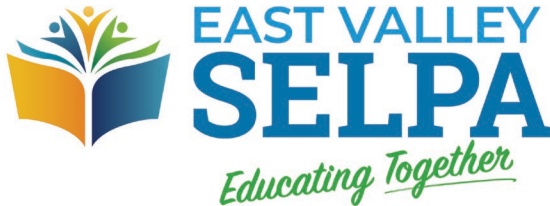
And in accordance with Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations, the award of a diploma of graduation from high school pursuant to this subdivision <u>does not change a local educational agency's obligation to provide a free appropriate public education or otherwise constitute a change in placement</u>.

The LEA is still responsible for FAPE until the student is 22 years of age.

The IEP Team is responsible for determining LRE and if this pathway is appropriate. This is a course of study, not a placement!

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How to ensure compliance with 51225.31

1. Understand which students this applies to
2. Address in student's 9th grade IEP meeting– in 2023-24, support IEP teams to make decisions for these students who are in current 9th & 10th grade students, and ensure students take the CAA in 11th grade (in 2024-25 and beyond)
3. Work with district curriculum & instruction and special education leaders to ensure state-standards aligned coursework is in place
4. Provide information & resources to district administrators, secondary administrators, secondary counselors and secondary teachers
5. Develop Board Policy (6146.4)

1. Which Students Does this Apply To?

This alternate diploma pathway applies to only a narrow sub-group of students with significant cognitive disabilities who take the CAA, and who meet the state minimum requirements for graduation via standards-aligned coursework. Districts must still adhere to the ESSA 1% cap of population, only, taking the CAA.

Understanding Students Appropriate for the CAA

A review of the student's school records indicates a disability or multiple disabilities that <mark>significantly impact intellectual functioning and adaptive behavior essential for a person to live independently and to function safely in daily life</mark>. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required. <mark>Students identified with a specific learning disability cannot also be identified as cognitively impaired</mark>, as the determination of a specific learning disability rules out cognitive impairment.

2. Address in Student's 9th Grade IEP Meeting

- This is an IEP team decision. So, IEP teams for current 9th and 10th grade students held in 2023-24 will need to address this issue as appropriate if the student is eligible to take CAA when in 11th grade and can meet CA State graduation requirements via state-standards aligned coursework.

- IEP meetings already held for current 9th & 10th grade students will need to have IEP amendment meetings to address this topic.

- This is different from the requirement prior to the June 2023 trailer bill when in 2022 AB 180 indicated parents were to be 'notified,' and districts could send letters. Because the IEP team includes the parent, a notification letter is not appropriate.

- An attorney working with the SELPA has provided draft IEP comment language to assist IEP teams.

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3. How District Leaders Can Ensure State-standards Aligned Coursework is in Place

Common Core State Standard	→	Core Content Connector	→	Essential Understanding
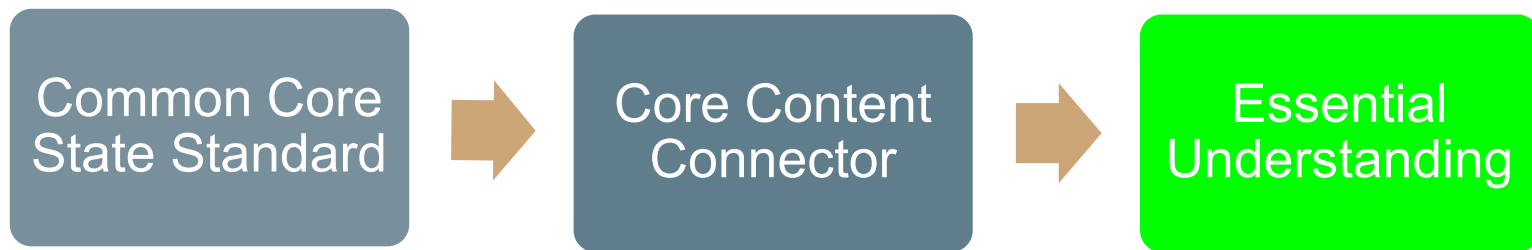
- For students taking the CAA, the content of the alternate pathway to a diploma courses is derived from the common core state standards (CCSS).

- Students should access, by ability, either the **CCSS**, **Common Core Connectors** or **Essential Understanding** of the standard.

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State-Standards Aligned Coursework Access

Eligible students will need to access a **CA High School Diploma course pathway** with access to Common Core State Standard aligned curriculum comprised of **content connectors** and **essential understandings.**

Courses Offered	• Curriculum
CA State High School Pathway Courses	• Common Core State Standards
CA State High School Pathway Courses	• Content Connectors
CA State High School Pathway Courses	• Essential Understandings

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This is where the "Alternative" takes place.
Common Core Curriculum is made accessible for all.

(2) The pupil is required to complete <u>state standards</u> aligned coursework to meet the <u>statewide coursework requirements</u> specified in Section 51225.3.

These students may access common core state standards through the Common Core Connections or "Essential Understandings".

Students will need to be enrolled in an alternative diploma pathway <u>either via inclusion in general education or in a self-contained (SDC) Program with appropriate courses.</u>

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4. Information to Provide to District Administrators & Counselors

This alternate pathway will require **schools' SIS and Master Schedules** are updated.

A system for tracking each students' progress towards meeting the alternative pathway to a diploma will need to be developed and implemented.

Decisions about how report cards and transcripts will note the student accessed a **non-A-G or college bound** curriculum will need to be made and systems developed to implement the decisions.

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Additional Information for Admins & Counselors

- Secondary counselors are typically responsible for tracking students' credits and will need training and resources to track this pathway.

- Consider a tracking tool which can include other LEA specific graduation requirements related to things like attendance and/or service learning.

- Tools developed for other pathways may be helpful.

- Provide this PowerPoint presentation.

Student Exit Requirements

The form below specifies items to be accomplished for a student to earn an Alternative Diploma. Additional school site requirements may apply. Students must:

1. Complete all activities outlined in the IEP Transition Plan;
2. Achieve competency in areas of growth as determined by the IEP goals;
3. Achieve competency (as defined by the IEP team) in each core class and
4. Maintain a 95% attendance rate.

Student Name:		Entrance Date:	
Review Dates (Review at Annual IEP):			
Proposed Exit Date:		Next School or Program:	

Competency in Academic Domains

Sample

9th Grade	10th Grade
Fundamental English 9	Fundamental English 10
Fundamental Math 9	Fundamental Math 10
Alt Life Science	Alt Physical Science
Alt Life Skills & Health	Geography/World History and Current Events HS
General Education Elective	General Education Elective
Physical Education or APE	Physical Education or APE

11th Grade	12th Grade
Fundamental English 11	Fundamental English 12

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Sample Pathway for an SDC Program

EC 51225.3	9th Grade	10th Grade	11th Grade	12th Grade
3 - English Courses	Fundamental English 9	Fundamental English 10	Fundamental English 11	Fundamental English 12
2 Math incl. Algebra unless waived	Fundamental Math 9	Fundamental Math 10	Fundamental Math 11	Algebra 1 or Fundamental Math 12
2 Science Courses: incl. biology and physical science	Alt Life Science	Alt Physical Science	Alt Science in Everyday Life	Career Awareness & Exploration
3 - Social Studies Courses	Alt Life Skills & Health	Geography/World History and Current Events HS	Alt US History	US Government & Economics or Elective
1 - Elective from VPA, World Language and/or CTE	General Education Elective	General Education Elective	Independent Living Skills I	Independent Living Skills II
EC Section 51241: (2) Courses in PE	Physical Education or APE	Physical Education or APE	PE or General Education Elective	PE or General Education Elective

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Sample Middle School Course of Study

CC Aligned Content	7th Grade	8th Grade
English	Fundamentals of English 7	Fundamentals of English 8
Math	Fundamentals of Math 7	Fundamentals of Math 8
Social Studies	Current Events, Life Skills, Health & Intro to Careers (4 - 2.5 credit blocks)	Alt MS United States History
Science	Basic Earth Science	Basic Physical Science
Elective (i.e. Art, Band, World Languages)	General Education Elective	General Education Elective
EC Section 51241	Physical Education or APE	Physical Education or APE

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5. Develop & Adopt Board Policy

Board policy

- CSBA board policy updated June 1, 2023

Resources - California Alternative Assessment (CAA)

CAA Assessment Fact Sheet

https://www.cde.ca.gov/ta/tg/ca/documents/caaelafactsheet.pdf

CDE CAA information

https://www.cde.ca.gov/ta/tg/ca/altassessment.asp

Alternative Assessment IEP Team Guidance

https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp

Alternative Assessment Decision Making Worksheet

https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf

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Resources - CCSS Content Connectors

- Link to CA Content Connectors in Reading, Writing and Math

https://www.cde.ca.gov/ta/tg/ca/altassessment.asp

- Link to CA Content Connectors in Science

https://www.lbschools.net/Asset/Files/Research/State_Assessments/CAA-Science-Blueprints.pdf

- State of WV Content Connectors

https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=24512&Format=WORD

- State of LA Content Connectors

https://www.louisianabelieves.com/resources/library/students-with-significant-cognitive-disabilities

Resources What to Teach & More

- NCSC Wiki Curriculum Resources: What to Teach

https://wiki.ncscpartners.org/index.php/Curriculum_Resources

- Extended Content Standards - UD for Learning and Students with Significant Cognitive Disabilities (YouTube Video)

https://youtu.be/1dZD-8RpcvU

- Aligning Instruction to grade Level Standards for Students with Significant Cognitive Disabilities (TCOE YouTube Video)

https://youtu.be/PFffTXe6e5s

- Instruction of Grade-Aligned Content for Students with Cognitive Disabilities (PaTTANpod [S2E19] YouTube Video)

https://youtu.be/BopIW0AWQ6k

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Resources - Samples

Los Angeles County Office of Education Resources

- Alt Pathways Course Codes in Aeries
- Course of Study Exit Criteria
  - Alternate High School Diploma
  - Traditional High School Diploma
  - Certificate of Completion

CALIFORNIA DEPARTMENT
OF EDUCATION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

August 25, 2023

Dear County and District Superintendents, Special Education Local Plan Area Directors, Special Education Administrators at County Offices, Special Education Program Directors, Charter School Administrators, Principals, State Special School Directors, and Nonpublic School Directors:

A New Pathway to a High School Diploma for Students with Disabilities

The purpose of this notice is to provide notification to local educational agencies (LEAs) regarding the new pathway to a high school diploma for students with disabilities, as provided in California *Education Code* (*EC*) Section 51225.31, which was included in Assembly Bill (AB) 181, the 2021–22 education omnibus budget trailer bill. This law went into effect June 30, 2022, and was amended through Senate Bill (SB) 114 on July 10, 2023. LEAs should be offering this pathway for all students who qualify.

The text of *EC* 51225.31 is presented below followed by a brief explanation of the law and some frequently asked questions the California Department of Education (CDE) has received regarding the alternative diploma pathway. If LEAs have questions about the implications of *EC* 51255.31 on local programs or specific circumstances, the CDE encourages them to seek local counsel.

What Does Education Code 51255.31 Say About the New Pathway to a High School Diploma?

Chapter 48, Statutes of 2023, of SB 114 amended Section 51225.31 to the California *EC*, to read:

51225.31(a)(1) Notwithstanding any other law, a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all courses and other requirements adopted by the governing board or governing body of the local education agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a diploma of

graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the *United States Code*.

(2) In accordance with Section 300.102(a)(3) of Title 34 of the *Code of Federal Regulations*, the award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency's obligation to provide a free appropriate public education until twenty-two years of age, or otherwise constitute a change in placement.

(b) An individual with exceptional needs, who entered ninth grade in the 2022–23 school year or later, shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following;

(1) The pupil's individualized education program team has deemed the pupil eligible to take the state alternate assessments, as described in subdivision (k) of Section 60640.

(2) The pupil is required to complete state standards aligned coursework to meet the statewide course requirements specified in Section 51225.3.

(c) An individual with exceptional needs who meets the criteria for the alternative diploma pathway pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation with their grade-level peers with and without disabilities. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education, consistent with Section 300.102(a)(3)(ii) of Title 34 of the *Code of Federal Regulations*, unless the individualized education program team has determined the pupil has completed their high school experience.

(d) For purposes of this section, "local educational agency" includes a school district, county office of education, charter school, or state special school.

A Brief Summary of *Education Code* 51225.31

Students with exceptional needs, who entered ninth grade in the 2022–23 school year or later, attending a school district, county office of education, charter school, or state special school can graduate from high school through a newly defined diploma pathway by meeting the following criteria as referenced in the student's individualized education program:

1. The student is eligible to take the California Alternate Assessment, and
2. The student is required to complete state standards-aligned coursework to meet statewide course requirements.

LEAs must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to statewide coursework requirements, as defined in *EC* 51225.31. For information on the statewide course requirements, please visit the CDE website: https://www.cde.ca.gov/ci/gs/hs/hsgrmin.asp. Additional

information on Individualized Education Program (IEP) team guidance for participation in the California Alternate Assessment may also be found on the CDE website: https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp.

Through the completion of the statewide coursework requirements, the LEA must award the qualifying student a diploma of graduation from high school. Through this newly defined diploma pathway, the qualifying student may participate in any graduation ceremony and any school activity related to graduation in which a student of similar age would be eligible to participate. The award of the diploma of graduation via the alternative pathway under *EC* 51225.31 does not change or terminate an LEA's obligation to provide a free appropriate public education (FAPE) to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code and Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations.

Frequently Asked Questions:

1. Are there any resources available regarding the state's alternate assessments aligned to alternate achievement standards, or that discuss state standards-aligned curriculum?
    - Yes. The CDE provides resources available on its website regarding the California Alternate Assessment, Content Connectors, and guidance for IEP teams, which can be utilized in the implementation of this diploma pathway. These resources can be located here: https://www.cde.ca.gov/ta/tg/ca/altassessment.asp
2. Are LEAs authorized to issue diplomas earned under this pathway for the 2023–24 academic year?
    - *EC* Section 51225.31 went into effect on June 30, 2022; however, the law specifies that only students who entered ninth grade in the 2022–23 school year or later are eligible for this diploma and only after meeting all of the statewide coursework requirements for high school graduation.
3. Does the alternate diploma count towards an LEA's graduation indicator?
    - Yes. Students exiting with this School Completion Status Code within four years of their initial ninth grade cohort entry year will be counted as graduates in the Four-Year Adjusted Cohort Graduation Rate.
4. Is a student who receives a high school diploma through the alternative diploma pathway eligible to continue to receive special education and related services?
    - Yes. The award of the diploma of graduation via the alternative pathway under *EC* 51225.31 does not change or terminate an LEA's obligation to provide a FAPE to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code and Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations.

Should there be any questions related to the above information, please contact the Special Education Division via email at CDESPEDDIRECTOR@cde.ca.gov.

Sincerely,
Shiyloh Duncan-Becerril, Interim Director
Special Education Division
Opportunities for All Branch

State Minimum High School Graduation Requirements

Minimum set of courses required for high school graduation.

Beginning in the 1986-87 school year, California *Education Code
(EC)* Section *51225.3* has specified a minimum set of courses to meet state
requirements to graduate from high school and receive a diploma. The governing
boards of local education agencies (LEAs) have the authority to supplement the state
minimum requirements at the local level.

EC Section *51225.3* states that all pupils receiving a diploma of graduation from a
California high school must have completed all of the following courses, while in grades
nine to twelve, inclusive:

- Unless otherwise specified, each course shall have a duration of one school year:
  - Three courses in English
  - Two courses in mathematics, including one year of Algebra I
    (*EC* Section *51224.5*)
  - Two courses in science, including biological and physical sciences
  - Three courses in social studies, including United States history and
    geography; world history, culture, and geography; a one-semester course in
    American government and civics, and a one-semester course in economics
  - One course in visual or performing arts, world language, or commencing
    with the 2012-13 school year, career technical education. For the purpose of
    satisfying the minimum course requirement, a course in American Sign
    Language shall be deemed a course in foreign language

- - Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of *EC* Section *51241*
- One semester of Ethnic Studies, commencing with pupils graduating in the 2029–30 school year (a course based on the model curriculum developed pursuant to Section 51226.7; an existing ethnic studies course; an ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements; or a locally developed ethnic studies course approved by the governing board of the school district or charter school). Other coursework adopted by the local governing board of the LEA.

The local governing board of the LEA with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study, which may include:

- Practical demonstration of skills and competencies
- Supervised work experience or other outside school experience
- Career technical education classes offered in high schools
- Courses offered by regional occupational centers or programs
- Interdisciplinary study
- Independent study
- Credit earned at a postsecondary institution

Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

Beginning January 1, 2010, students in foster care who transfer to a new school while in grades eleven or twelve may be able to graduate from high school without meeting the local graduation requirements that exceed the state minimum course requirements. In these cases, the district would need to conclude that the student would not reasonably be able to complete the additional local graduation requirements during the student's remaining time in high school. See the California Department of Education Foster Youth Resources webpage for additional information.

High School Graduation Frequently Asked Questions
Frequently asked questions (FAQs) regarding high school graduation requirements.

Courses Required for California Public University
The University of California and the California State University systems have established a uniform minimum set of courses required for admission as a freshman.

The entire California *Education Code* may be found in the California Law library.

Questions: High School Innovations and Initiatives Office | HSIIO@cde.ca.gov | 916-319-0893
Last Reviewed: Wednesday, April 26, 2023

Alternate Assessment
Decision-Making Tool for California

The individualized education program (IEP) team determines an individual student's eligibility to participate in an alternate assessment. To guide and support IEP teams in determining whether a student is most appropriately assessed with an alternate assessment, the California Department of Education (CDE) developed this Alternate Assessment Decision-Making Tool after consulting with its Assessment Development and Administration Division and Special Education Division.

Background

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, replacing and updating the No Child Left Behind Act. The purpose of ESSA " is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."[1] As part of the assessment provisions of ESSA, the law requires that the vast majority of students take a state's general assessment at various grade levels, as this helps to measure educational progress.[2] To help maintain a critical focus on educational equity and excellence for all students, only students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards. ESSA limits the number of students who may take such assessments to 1 percent of all tested students in a given subject.[3]

While many states have been able to meet the 1 percent limit, California has continued to exceed the 1 percent cap.[4] Eventually, if California is not able to lower the rate of students taking the alternate assessment, the US Department of Education could withhold Title I, Part A state administrative funds.[5]

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[1]Every Student Succeeds Act. 2015. 20 USC § 1001. https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf

[2]US Department of Education. 2017. Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations.

[3]Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations (2017): https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf

[4]National Center on Educational Outcomes. 2020. "AA-AAS Participation Rate from 2007–08 to 2016–17." Data Analytics, no.12. https://tableau.ahc.umn.edu/t/ICI/views/AA-AAStrend0708-1617/Story1?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no

[5]Rooney, P., and Ryder, R. 2019. "Information Regarding Consequences for States Not Meeting the Requirement to Assess Not More Than 1.0 Percent of Students on the Alternate Assessment," memorandum from the US Department of Education, Office of Elementary and Secondary Education https://www2.ed.gov/admins/lead/account/saa/state1capconsequences19final.pdf

Instructions for Use

Any year during which a student could participate in the state's general California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC), and prior to the student participating in California Alternate Assessments (CAAs) or the Alternate ELPAC, the IEP team should complete the process of using this tool.

This tool is divided into four parts, Part A through Part D. IEP teams should work though the document, starting with Part A. At the end of each part, the team should review whether the student meets the criteria for alternate assessment. After reviewing the information, if a student does not meet the eligibility criteria, the student may not participate in the CAAs for English language arts/literacy (ELA), mathematics, and science or the Alternate ELPAC. When using this tool to document the IEP team's decision, all members of the IEP team should sign the form. Please attach this completed form to the student's IEP.

Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment, and the student's cumulative folder documenting supports and services.

Alternate Assessment Decision-Making Tool for California

Student Name: _____ **Grade Level:** _____ **Date:** _____

SSID: _____ **Date of Birth:** _____

Part A—Determining Initial Eligibility

Directions: Complete the first two questions to determine whether the student may be eligible for participation in the alternate assessment.

1. Does the student have a current individualized education program (IEP)?

No, the student does not have an IEP.

STOP

Stop here. The student is not eligible for alternate assessment.

Yes, the student has a current IEP.

GO

Proceed to the next statement.

2. Review the student's identified disability, as defined by the Individuals with Disabilities Education Act (IDEA) eligibility categories.

The student meets state eligibility criteria under the following disability category designations:

- Specific learning disability
- Speech or language impairment (only)

STOP

Stop here. The student is not eligible for participation in the alternate assessment.

The student meets state eligibility criteria under the following disability category designations:

- Deafness/hearing impairment
- Emotional disturbance
- Orthopedic impairment
- Other health impairment
- Visual impairment

A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and will rarely, if ever, qualify for the alternate assessment.

GO

Proceed to **Part B**.

The student meets state eligibility criteria under the following disability category designations:

- Autism
- Deaf-blindness
- Intellectual disability
- Multiple disabilities
- Traumatic brain injury

A student identified with any of these disability categories may have a cognitive disability. However, fewer than half of the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.

GO

Proceed to **Part B**.

Part B—Determining Whether the Student Has a Most Significant Cognitive Disability

Directions: Select the column in each of three adaptive skills domains (Conceptual, Social, and Practical) that best describes the student's daily functioning. After reviewing all available data, if the team still struggles to decide between two columns, presume competence and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

Conceptual Domain

The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.

1 point	2 points	3 points	4 points
The student • meets grade-level standards in all content areas; • has age-appropriate receptive and expressive communication skills, including conversation skills; and • expresses and makes independent choices, exhibits self-control, and takes responsibility for choices at an age-appropriate level.	The student • has difficulty learning academic content aligned with the Next Generation Science Standards (NGSS), or 2012 English language development (ELD) standards but is making progress with appropriate supports; • may need additional practice with direct instruction to generalize the new skills into daily living activities; • has some age-appropriate receptive and expressive communication skills (orally or through a communication device), uses and understands simple, nonverbal communication and can follow simple, age-appropriate directions and routines with prompting; and • may have been referred for an initial evaluation during elementary school due to academic difficulties.	The student • has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention and designated supports; • may need instruction aligned with the California Common Core State Standards (CCSS) Prioritized Core Content Connectors (CCCs), Essential Understandings (EUs) for Reading, Writing, and Mathematics, the CA NGSS Science Connectors (SCs), or the ELD Connectors to build base skills to get back to grade level; • may struggle to generalize skills outside the classroom, even with assistance and practice; • has difficulty communicating wants, needs, thoughts, and ideas but receptively understands messages; • struggles to follow directions and routines without significant assistance; and • may have been referred for an evaluation in preschool or kindergarten based on developmental differences.	The student • has significant difficulty learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations; • requires significantly modified curriculum and instruction derived from the CA CCSS Prioritized CCCs, and EUs, CA NGSS SCs, or ELD Connectors and likely is unable to apply or generalize skills outside the classroom setting; • may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others; • likely requires maximum adult assistance to communicate; • requires layers of supports (accommodations, scaffolding, or unlisted resources for access) and assistive technologies to follow directions and daily routine activities; and • was most likely identified with developmental delays as an infant or toddler and received early intervention services through the California Department of Developmental Services Early Start program.

Social Domain

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility, and use of leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving, following rules/obeying laws, and avoiding being victimized.

1 point	2 points	3 points	4 points
The student • displays age-appropriate social, communication, and leisure skills; • can initiate and maintain friendships, and express and recognize emotions with peers who are the same age; and • engages in play and recreational activities without additional support.	The student • may have difficulty with social interactions (e.g., may misinterpret peers' social cues or others may consider the student's actions immature); • has communication, language, and conversation skills that are less concrete or more immature than peers who are the same age; and • may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults.	The student • has social, behavioral, and communication skills markedly different from peers who are the same age; • can be understood but uses a mode of communication that is much less complex than peers who are the same age; • may use behaviors to communicate; • may not perceive or interpret social cues accurately; • often needs significant support to engage in social situations or use communication skills; and • may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so.	The student • often uses behaviors to communicate; • has **very limited** communication skills in terms of vocabulary and grammar; • may be in the process of developing a mode of communication, may be described as nonverbal, or uses very limited non- symbolic communication; • requires significant adult assistance to communicate with peers or adults and may require layers of support (e.g., simple speech, visuals, gestures) to communicate; and • **may not yet** show understanding of symbolic communication with speech or gesture.

Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community.

1 point	2 points	3 points	4 points
The student • is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age; and • independently performs self-care activities such as eating, dressing, and taking care of personal hygiene.	The student • often functions age-appropriately in personal care daily living activities and using community resources; • displays recreational skills typically on the same level as peers, although some additional support may be needed; and • may need support in navigating the school and community and may need reminders about being mindful of safety hazards.	The student • may need support to care for personal needs (e.g., eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas, and may require prompting or cues; • often requires additional support and learning opportunities for recreational skills; and • requires intensive support to safely navigate the school and community.	The student • requires significant support and direct instruction across all activities of daily living (e.g., meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health, and safety; • requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs; and • requires supervision at all times.

Determining Whether the Student Has a Most Significant Cognitive Disability

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

The student scores 10 or fewer points.

STOP

Stop here. The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more. The student has a most significant cognitive disability.

GO

Proceed to **Part C**.

Part C—Determining if the student requires direct individualized instruction aligned to the CCSS, extended and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Directions: Select the column that best describes the student's grade- and age-appropriate curriculum, instruction, supports, accommodations, and assistive technology needs. After reviewing all available data, if the team still is struggling to decide between two columns, **presume competence** and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

Curriculum, Instruction, and Assessment

This section describes the student's daily learning needs as outlined in the IEP.

1 point	2 points	3 points	4 points
The student's present levels of performance on the IEP indicate that skills are closely aligned with grade-level standards, concepts, and skills, with present-level data showing skill gaps represented within the CCSS.	The student's • IEP includes annual goals and objectives aligned with the CCSS and may include short-term learning objectives aligned with the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors in prescriptive area(s) of data-determined need; • instruction and assessment are aligned with grade-level targets that build in complexity from Prioritized CCCs and EUs toward achievement of learning aligned with the CCSS; and • IEP requires specially designed instruction that is standards-based and includes explicit instruction in all content areas for grade-level standards.	The student's • IEP includes goals and objectives that target modified grade-level standards within the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors; • instruction and assessments are aligned with modified grade-level targets within the Prioritized CCCs and EUs, CA NGSS SCs, and ELD Connectors; and • IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires accommodations and may require unlisted resources.	The student's • IEP includes present level of performance statements that align learner data with grade-level standards through the Prioritized CCCs and EUs, CA NGSS SCs, or the ELD Connectors; • instruction and assessments are based on student data, likely showing skill gaps within the Prioritized CCCs and EUs, CA NGSS SCs, or ELD Connectors; and • IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires extensive accommodations and unlisted resources.

Universal Tools, Designated Supports, and Accommodations

This section describes the accessibility resources needed for the student to participate meaningfully in daily instruction and assessment activities.

1 point	2 points	3 points	4 points
The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.	The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.	The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, and accommodations that are provided during instruction and assessment to support access, **and** the student requires additional individualized accommodations, unlisted resources, and scaffolds that change the construct and are not allowed on California's CAASPP and ELPAC tests. These also are **provided during instruction and assessment** to support access.	The student's IEP outlines the use of individualized unlisted resources, accommodations, and materials beyond those that are presented in the California Assessment Accessibility Resources Matrix to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor, and/or sensory needs of the student and provide the learner with opportunities to show what they know and can do.

Assistive Technology

This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in **school, home, community, and work** environments.

Note: The assistive technology box on the Special Factors page of the IEP should be a quick reference before taking a deeper look into the supports, services, and testing accommodations section of the IEP. There are more than 10 domains of assistive technology available for IEP teams to consider.

1 point	2 points	3 points	4 points
The student's IEP team has determined the student does not need any assistive technology, **or** the student had an assistive technology evaluation completed and it was determined that no assistive technology is required as indicated in the check box on the IEP.	The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student, **or** the student's IEP includes assistive technology in the Special Instructional Factors, Measurable Annual Goals, Specially Designed Services, and/or Statewide and District Testing, as presented in the Assistive Technology Consideration in the IEP document and the California Assessment Accessibility Resources Matrix.	The student's IEP outlines required assistive technology supports and services, **and** an assistive technology assessment was used or is in the process of being used to feature match individualized, assistive technology to support academic instruction, communication, daily living, seating/positioning, mobility, sensory and/or motor needs, etc., **or** the student currently is learning to use or is independently using assistive technology as a scaffold to access learning in their environment.	The student's IEP describes complex physical, sensory, or medical needs across most of the assistive technology domains. It may be challenging to determine access for the use of assistive technologies, **and** the student currently requires person- dependent supports or scaffolds that may be replaced with assistive technology once feature matching is determined.

Determining Whether the Student Requires Extensive, Direct, Individualized Instruction, and Substantial Supports

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

The student scores 10 or fewer points.

STOP

Stop here. The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more. The student requires extensive, direct individualized instruction with learning targets aligned with the Prioritized CCCs, EUs, CA NGSS SCs, or ELD Connectors and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

GO

Proceed to **Part D**.

Part D—Additional Concerns

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B, and C. The decision to participate in the alternate assessment is **not** made based solely on any of the following considerations.

- Disability category, educational environment, or instructional setting

- Instructional reading level is below grade level

- Expected poor performance on the general education assessment

- Administration decision or anticipated impact of student scores on the accountability system

- Anticipated disruptive behavior or emotional duress, if taking general assessments

- Poor attendance or extended absences

- English learner designation or other social, cultural, or economic difference

- Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment

Based on the review of evidence in parts A, B, and C, and ensuring that the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

☐ Yes. The student meets all criteria in parts A, B, and C and will participate in the alternate assessments.

☐ No. The student does not meet all criteria in parts A, B, and C and is not eligible for participation in the alternate assessment.

School District Representative Name _____ Date _____

Intervention Specialist Name _____ Date _____

General Education Teacher Name _____ Date _____

Parent/Guardian Name _____ Date _____

Glossary

accommodation

Changes made to **how** a student accesses learning content, communication, environments, materials, or assessments. Testing accommodations are adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. Testing accommodations do not change what is being measured. Accommodations must be permitted on CAASPP tests to all eligible students, if specified in the student's IEP or Section 504 plan.

adaptive skills

Practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to take care of oneself effectively and independently and interact with other people (American Association on Intellectual and Developmental Disabilities, 2017).

assistive technology

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of that device (Individuals with Disabilities Education Act, 2004). Visit the Assistive Technology & Accessible Educational Materials Center website at https://ataem.org/ for more information about assistive technology.

assistive technology considerations in the IEP

Beginning with the reauthorization of IDEA in 1997, the IEP team is required to consider the assistive technology needs of every student receiving special education services. The "Assistive Technology Considerations" in the IEP document helps teams navigate this process.

assistive technology domains

There are thousands of assistive technology supports that might assist a student to access, participate, and become more independent in a variety of school activities and tasks, including low- and high-tech options. These supports are organized into more than 10 domains.

augmentative and alternative communication (AAC)

Includes all forms of communication (other than speech) that are used to express thought, needs, wants, and ideas (American Speech-Language-Hearing Association, 2017).

California Common Core State Standards (CCSS)

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through grade twelve. The CDE helps schools make sure that all students are meeting the standards.

- **California CCSS Core Content Connectors**: The CAAs for ELA and mathematics are part of the CAASPP System. The purpose of the CAAs is to measure what students know and can do. These measures help identify and address gaps in knowledge or skills early so students can receive the support they need. The CAAs are aligned with alternate achievement standards—called the Core Content Connectors (CCCs)—and are linked to the Common Core State Standards for ELA and mathematics.

- **California CCSS Essential Understandings**: The Essential Understandings (EUs)—are derived from the CCCs and are the basic key ideas or concepts students should know for each respective standard. The EUs are what is most essential and most critical for students to learn.

Category Definitions—Individuals with Disabilities Education Act (IDEA)

IDEA categories are defined as follows by 34 CFR Section 300.8. (Please note in the definitions of disability categories below that most categories typically do not include intellectual impairment; therefore, they rarely will align with the participation criteria for the alternate assessment.)

- **"Autism"** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and that adversely affects a child's educational performance. Other characteristics often associated with "autism" are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. (a) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (B)(10)(d)(v) of this rule. (b) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (B)(10)(d)(i) of this rule are satisfied.

- **"Intellectual disability"** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. The term "intellectual disability" was formerly termed "mental retardation".

- **"Deaf-blindness"** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

- **"Deafness"** means a hearing impairment that is so severe the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

- **"Emotional disturbance"** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. (f) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance under paragraph (B)(10)(d)(v) of this rule.

- **"Hearing impairment"** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of deafness in this rule.

- **"Multiple disabilities"** means concomitant impairments (such as intellectual disability, blindness, or intellectual disability orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" does not include deaf-blindness.

- **"Other health impairment"** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that: (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (b) adversely affects a child's educational performance.

- "**Orthopedic impairment**" means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (for example, poliomyelitis, bone tuberculosis) and impairments from other causes (for example, cerebral palsy, amputations, and fractures or burns that cause contractures).

- **"Specific learning disability"** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage.

- **"Speech or language impairment"** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

- "**Traumatic brain injury"** means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

- **"Visual impairment,"** including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance.

  – The term "visual impairment" includes both partial sight and blindness.

  – The term "visual impairment" does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

designated supports

Within California's statewide testing accessibility system, designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 plan.

English learner student

English learner students are students whose primary or home language is identified as other than English who need language assistance to effectively participate in school instructional programs.

feature match

A feature match means matching a learner's strengths and needs with resources of tools, instructional methods, or materials.

modes for communication

Modes for communication can include, but are not limited to, sign language, bilingualism, cued speech, verbal therapy, braille, assistive technology devices, and written language.

significant cognitive disability

Significant cognitive disability is not a disability category under the Individuals with Disabilities Education Act. Students with the most significant cognitive disability are those students who meet all the criteria in Part B of this tool. Students are eligible to participate in the alternate assessment if they meet the criteria in parts A through D of this tool.

specially designed instruction

Specially designed instruction is "…adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child's disability; and (ii) ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children" (34 CFR Sec. 300.39[b][3]).

universal tools

Universal tools are resources or preferences that are either built into the assessment system or provided externally by test administrators. Universal tools are available for all students taking California's CAASPP and ELPAC Tests. Since these resources are available for all students, they are not classified as accommodations.

unlisted resources

Unlisted resources are instructional resources that a student regularly uses in daily instruction, assessment, or both, that have not been previously identified as a universal tool, designated support, or accommodation. Unlisted resources shall be made available, if specified in the eligible student's IEP or Section 504 plan, only on approval by the CDE. For unlisted resources that do not change the measured construct, a student who receives these accessibility resources will receive a valid score.

For unlisted resources that change the construct of what was being tested:

- CAASPP—These are not considered valid for aggregation of scores. The student will receive a score with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student's achievement.

- ELPAC—The student will receive the lowest obtainable scale score for the affected domain when an approved unlisted resource changed the construct of what was being tested. However, the student's test results will still be used for aggregation of scores.

Resources

- The CDE CA Assessment Accessibility Resources Matrix web page, available at https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp, provides information about universal tools, designated supports, and accommodations.

- California Student Assessment Accessibility graphics, available on the CDE Student Accessibility Resources web page at https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp, include one-page graphics that show which accessibility resources are available on each assessment.

- CAASPP and ELPAC Accessibility Guide web page: https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/

- Guidance on Using Eye Gaze as an Alternate Response Option (PDF): https://www.caaspp.org/rsc/pdfs/CAASPP.eye-gazing-guidance.pdf

- Smarter Balanced Meeting the Needs of Diverse Learners web page: https://smarterbalanced.org/our-system/accessibility/

- Individual Student Assessment Accessibility Profile (ISAAP) Tool website: https://isaap.ets.org/

- How to Use the Online ISAAP Tool YouTube video tutorial: https://www.youtube.com/watch?v=S65paPkb10s

Additional Resources

- Assistive Technology & Accessible Educational Materials Center Assistive Technology Domains (Word document): https://www.ocali.org/up_doc/AT-Domains.docx

- CDE Assistive Technology Checklist web page: https://www.cde.ca.gov/sp/se/sr/atexmpl.asp

- CDE California English Language Development (ELD) Standards (PDF) https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

- CDE Common Core State Standards web page: https://www.cde.ca.gov/re/cc/

- ELD Connectors for the Alternate ELPAC (Word document): https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx

- CCSS, Prioritized English Language Arts CCCs, and Essential Understandings: Reading (Word document): https://www.cde.ca.gov/ta/tg/ca/documents/ncscreading.doc

- CCSS, Prioritized English Language Arts CCCs, and Essential Understandings: Writing (Word document): https://www.cde.ca.gov/ta/tg/ca/documents/ncscwriting.doc

- CCSS, Prioritized Mathematics CCCs, and Essential Understandings (Word document): https://www.cde.ca.gov/ta/tg/ca/documents/ncscmath.doc

- NGSS for California Public Schools web page: https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp

- NGSS CCCs for Alternate Assessments (Word document): https://www.cde.ca.gov/ta/tg/ca/documents/ngssaltconnectors.docx
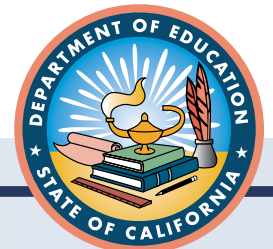
Policy 6146.4: Differential Graduation And Competency Standards For Students With Disabilities	Status: ADOPTED
Original Adopted Date: 11/01/1999	Last Revised Date: 06/01/2023	Last Reviewed Date: 06/01/2023	

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Exemption from District-Established Graduation Requirements

District students shall complete all course requirements for high school graduation as specified in Board Policy 6146.1 - High School Graduation Requirements. However, a student with a disability may be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following requirements: (Education Code 51225.31).

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640

2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Prior to the beginning of grade 10, the IEP team for each student with a disability shall determine whether the student is eligible for the exemption, and if so, notify the student's parent/guardian of the exemption. (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP

2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team

3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References	Description
5 CCR 3070	Graduation
Ed. Code 51225.3	High school graduation requirements

Ed. Code 51225.31	Graduation exemption for students with disabilities
Ed. Code 56341	Individualized education program team
Ed. Code 56345	Individualized education program contents
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress

Federal References	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
34 CFR 300.1-300.818	Individuals with Disabilities Education Act
34 CFR 300.320	Definition of IEP

Management Resources References	**Description**
Website	CSBA District and County Office of Education Legal Services - https://simbli.eboardsolutions.com/SU/UdykszdmPETuDslshXk6R5akQ==
Website	U.S. Department of Education, Office of Special Education and Rehabilitative Services - https://simbli.eboardsolutions.com/SU/qL0cIe1gncukY8IMLvozRw==
Website	California Department of Education - https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==

Cross References	**Description**
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
5127	Graduation Ceremonies And Activities
6146.1	High School Graduation Requirements
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6200	Adult Education
6200	Adult Education

4.11 EV SELPA Due Process & Legal Update

2022 - 2023
Due Process Review
and
2023 - 2024
Year-to-Date Trends

East Valley SELPA Steering

Rick Homutoff, Ed.D.

Program Manager

September 14, 2023
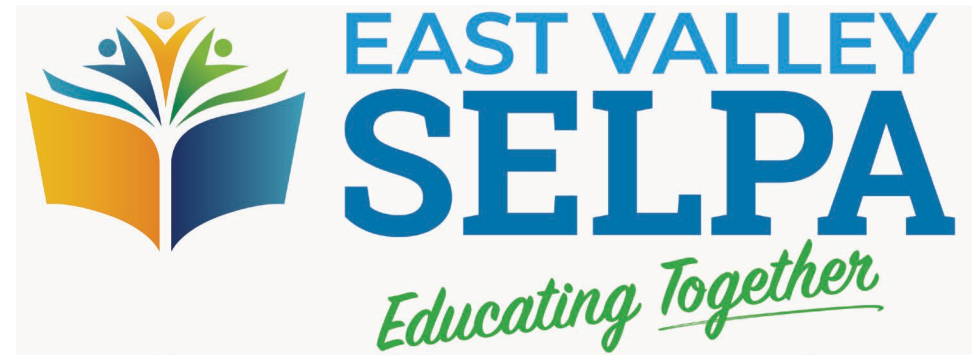
EV SELPA 2022-2023
Due Process Cases

- 29 Due Process cases filed for the 2022-2023 school year.

  - Includes one case in Rialto that did not use SELPA support.

- Seven cases were settled in the current 2023-2024 school year.

- Of the 29 cases, six were from families that had filed previously.

  - This is trending up; in the 2021-2022 school year there were three.

- There were two families that filed twice in the 2022-2023 school year.

- Cases took an average of 72 days to settle.

  - This is a significant increase where the average was 61 days in the 2021-2022 school year.

Latest Certified Special Education Pupil Count:

Percentage of EVSELPA Total by District
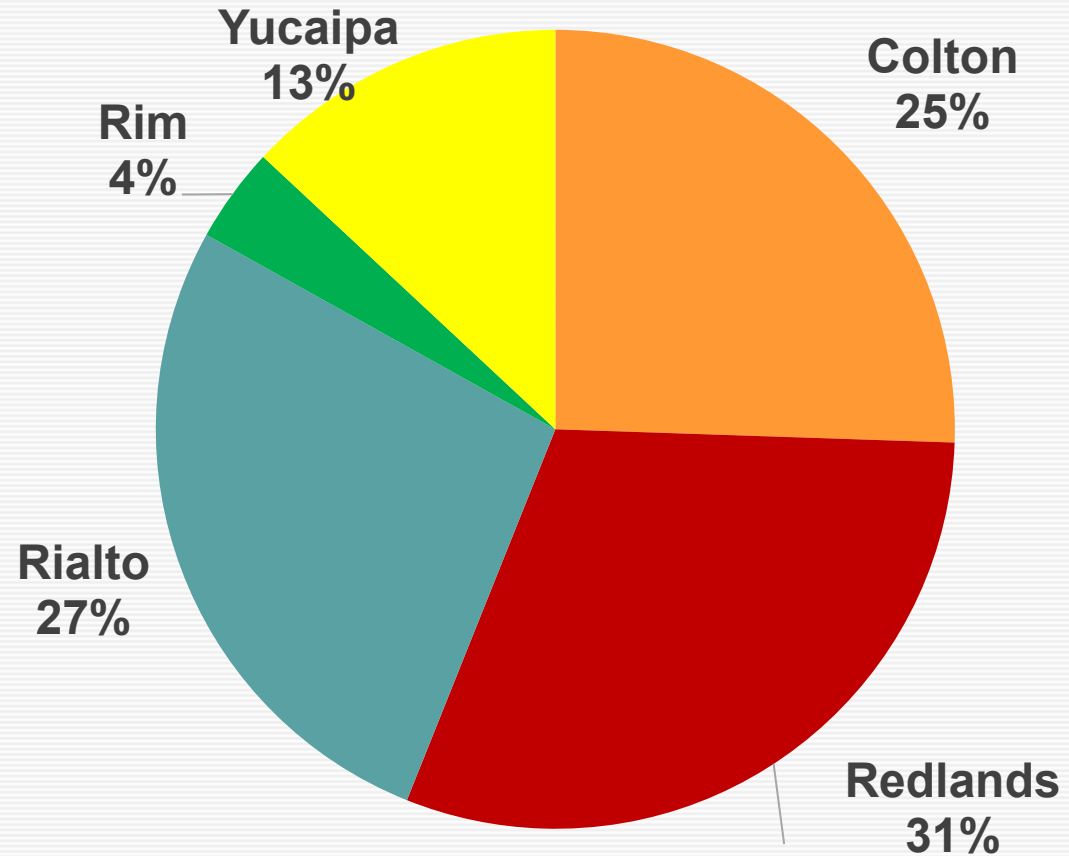
October 2022 Certified Pupil Count

EV SELPA 2022-2023 Filings

Colton, 8, 28%

Redlands, 11, 38%

Rialto, 6, 21%

Rim, 1, 3%

Yucaipa, 3, 10%

Colton　Redlands　Rialto　Rim　Yucaipa
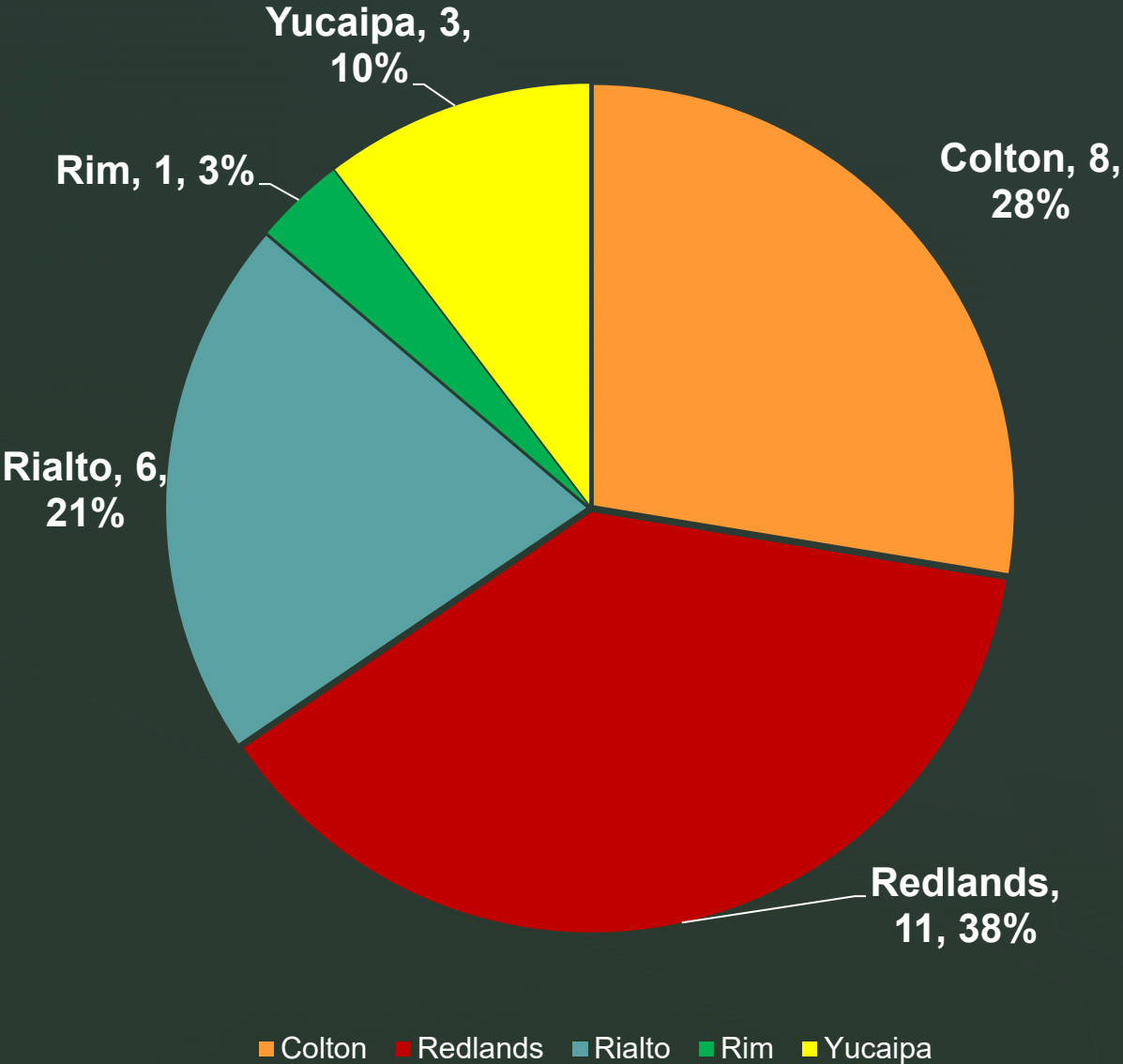
EV SELPA 2021-2022 Filings
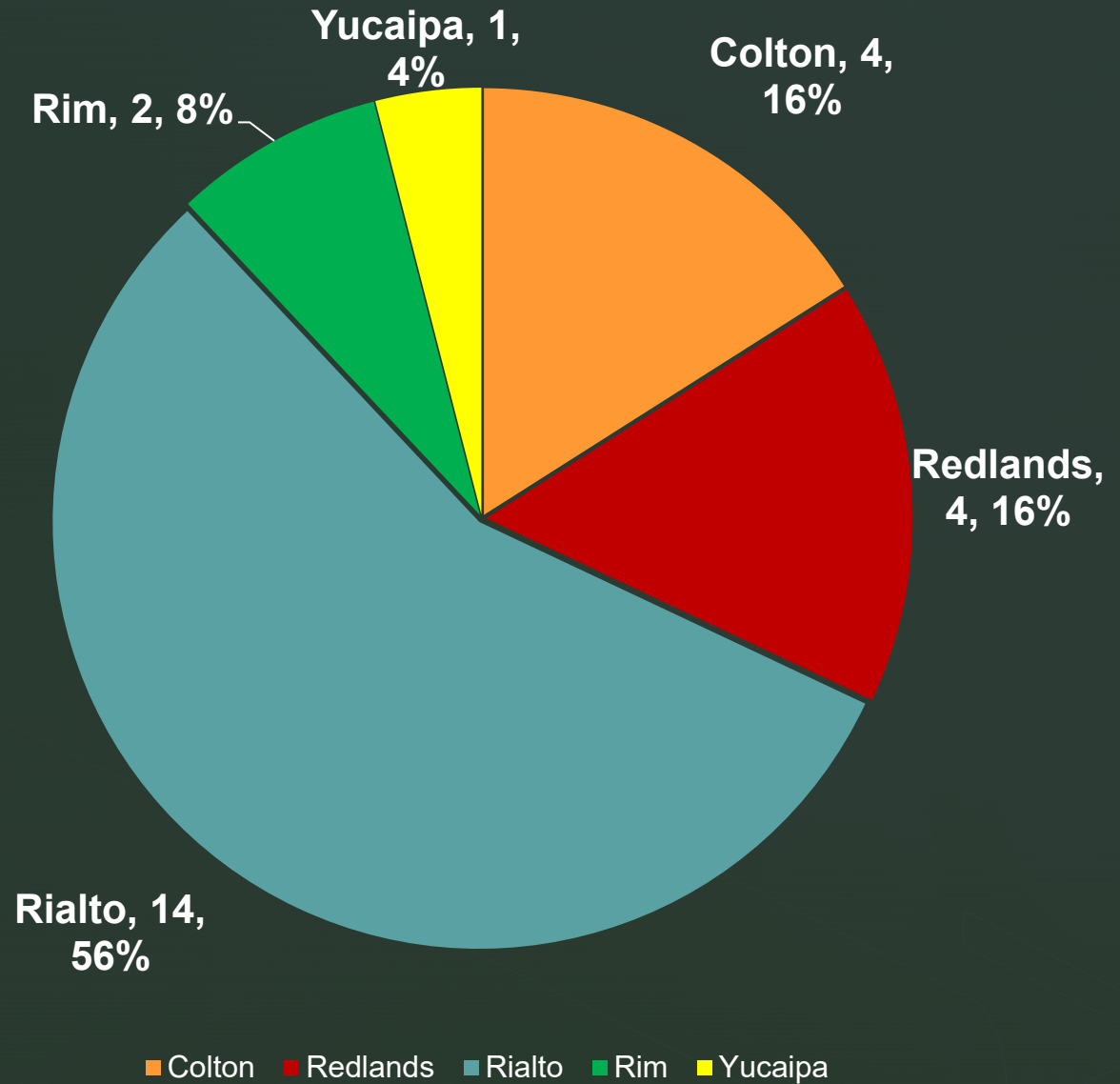
EV SELPA Due Process Filings by Month 2019 to Present
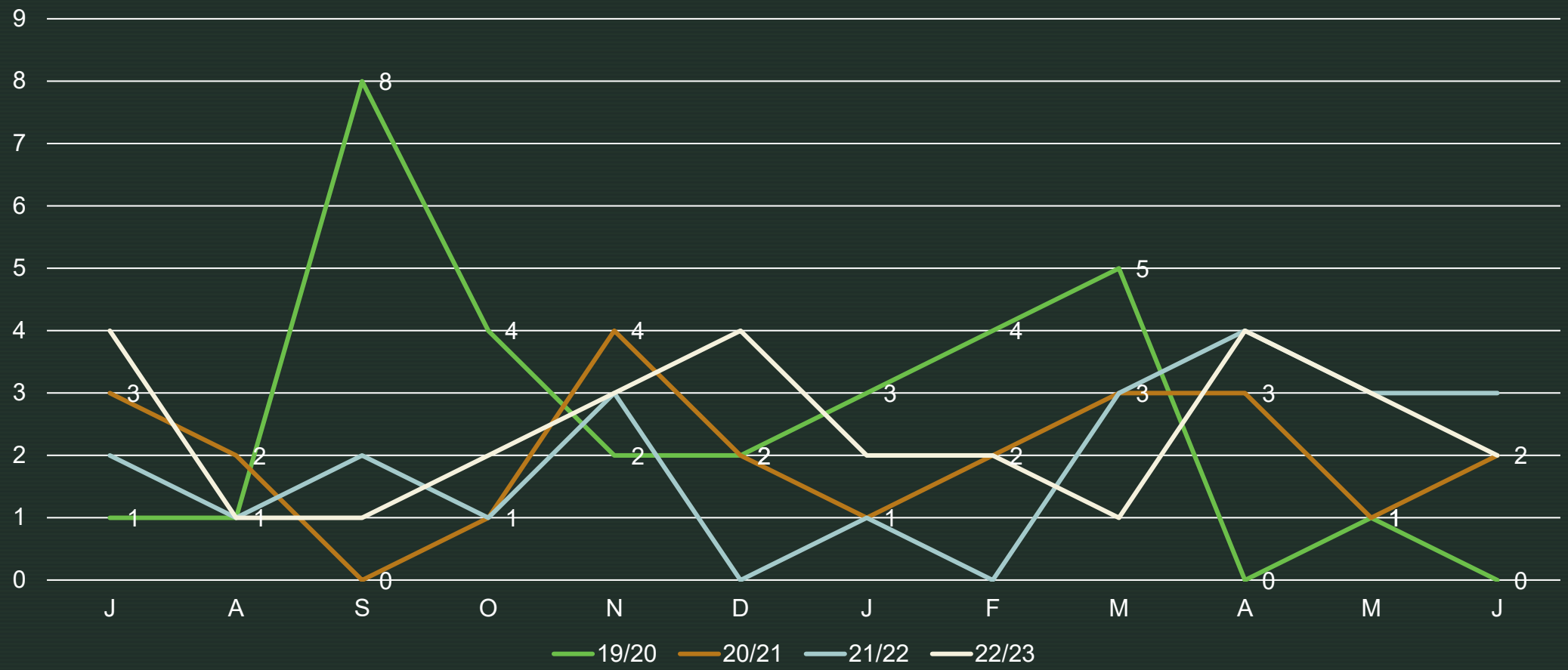
2023-2024 YTD - Due Process Case Trends

- There are currently seven cases this school year.
  - There were also seven cases from 2022-2023 that extended into 2023-2024.
- Overall, due process cases are slightly up, including year over year. At this point last year, we had six cases with only three from the previous school year.
- We have seen 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 10 IEEs and 26 district assessments through due process settlement.
- We have also seen an increase in ADR requests, mostly within the district.

2021-2022 to Current – Attorney Fee Trends

- We have seen an increase in fee demands from attorneys.

- 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.
  - Some of this is due to attorneys commanding a higher hourly rate, not necessarily more time put into a case.
  - There were a few cases this year where the attorneys were unwilling to negotiate much on their fee demand, so the fees were significantly higher than average.
    - This is typical of those attorneys and expected when we receive cases from them.
  - Two cases were settled without payment of attorney fees.

Questions?

4.12 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

Archived Virtual Events

SIP

Featured Podcast

SIP and Sam Coffee Talk: A Deeper Dive into the Power of Language

Anchor.

SIP and Sam Coffee Talk today • By Sam Drazin • Feb 27

00:00   26:54

Share

Recorded Webinars

Behavior Supports

Inclusion Ally and Change Maker
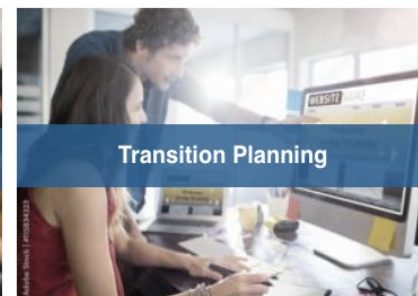
Co-Teaching

Culture of Inclusion

Equity and Inclusion

Inclusion for Paraeducators

Parent/Family Engagement

Inclusion Conference 2022

Transition Planning

Save the Dates!

UDL Coalition Summit
February 15th, 2024
UDL Coalition
In-Person (San Joaquin COE)

Inclusive Leadership Series

November 13th, 2023

December 18th, 2023

March 18th, 2024

March 25th, 2024

3:00- 4:30 pm

Virtual

Inclusive Master Scheduling

January 17th, 2024

January 24th, 2024

3:00- 5:00 pm

Virtual

Inclusive UPK Series
Dates and Times TBD
Spring
Virtual

4.13 EV SELPA Alternative Dispute Resolution

EAST VALLEY SELPA
Educating Together

SPECIAL
EDUCATION
PARENTS:

ARE YOU LOOKING TO GAIN EFFECTIVE SKILLS TO NAVIGATE THE IEP PROCESS?

Register for East Valley SELPA's upcoming parent training course:

DEVELOPING SKILLS TO SUPPORT YOUR CHILD THROUGHOUT YOUR SPECIAL EDUCATION JOURNEY

Dates:

- September 13
- September 20
- September 27
- October 4
- October 11
- October 18

All classes will be Wednesdays 9:30am - 12:30pm

Scan QR Code to Register:

Link to Register: https://sbcss.k12oms.org/46-233526

Registration is limited to parents of students in the East Valley SELPA member districts (Colton, Redlands, Rialto, Rim of the World, and Yucaipa-Calimesa

**PADRES DE
EDUCACIÓN
ESPECIAL:**

¿ESTÁ BUSCANDO ADQUIRIR HABILIDADES EFECTIVAS PARA NAVEGAR EL PROCESO DEL IEP?

Regístrese para el próximo curso de capacitación para padres de East Valley SELPA's:

DESARROLLAR HABILIDADES PARA APOYAR A SU HIJO A LO LARGO DE SU VIAJE DE EDUCACIÓN ESPECIAL

Fechas:

- 13 de septiembre
- 20 de septiembre
- 27 de septiembre
- 4 de octubre
- 11 de octubre
- 18 de octubre

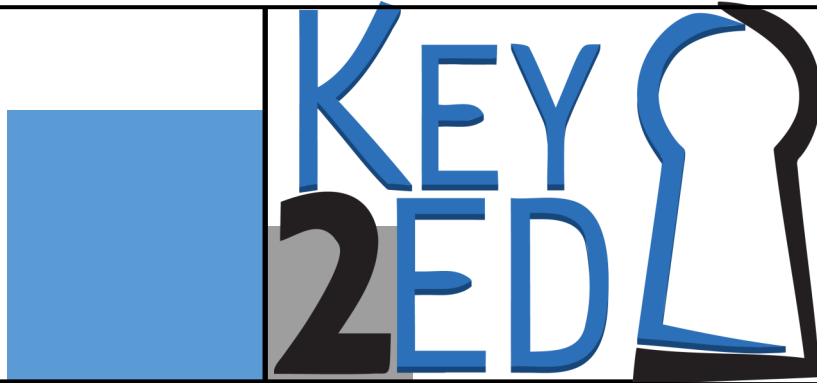**Todas las clases se llevarán a cabo los miércoles de 9:30am a 12:30pm**

Escanee el código QR para registrarse:

Enlace para Registrarse: https://sbcss.k12oms.org/46-233526

El registro es limitado a los padres de estudiantes en los distritos miembros de East Valley SELPA (Colton, Redlands, Rialto, Rim of the World, and Yucaipa-Calimesa)

Key 2 Ed

Facilitated IEP Training

Facilitators:
Patty Metheny, Robin O'Shea, and Cassie Velasquez

Dates:
10/30, 31 & 11/1/2023

Time:
8:30 am - 3:30 pm

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

Who:
Private by invitation

Online Registration use password: ADR
https://sbcss.k12oms.org/46-239958

Where:
Dorothy Inghram Learning Center/EV SELPA

Facilitated IEP's
Key2Ed

Concept of IEP Facilitation

Aligned with federal law
- Everyone leaves the meeting feeling valued and heard.
- Not just one person is doing all the work.
- Helps the team build small agreements throughout the meeting
- Helps build relationships and trust among team members.

Definition
- Collaborative Team
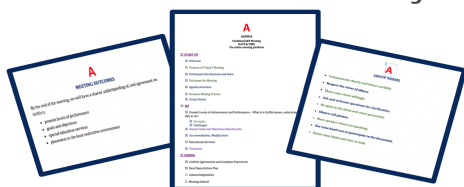- Decision making managed through facilitation skills

Purpose
- Build Strong Relationships
- Reach Consensus
- Focused on needs of the child
- Effective Communication and Reflective Listening

Additional Advantages
- Professional Interaction
- Efficiency

All about Prevention not just Resolution

Facilitated IEP meetings are different due to:

The facilitator guides the conversation.

Everyone at the meeting has a role.

The verbal sharing is conversational.

The visuals organize the information shared.

Small agreements are marked with an visual A for agreement.

Conversations follow the meeting agenda,
   not the paperwork

Next Steps: Changing Your District's Culture:
- Strategically select training participants
- Create an Implementation Plan
- Offer Support

4.14 CALPADS/WebIEP Student Data

4.15 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:

2023/2024
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 18, 2023

NOVEMBER 13, 2023

FEBRUARY 26, 2024

APRIL 22, 2024

Approved by EV SELPA CAC 4.24.23

4.16 EV SELPA Family Resource Fair

FREE

1st Annual

PARENT RESOURCE FAIR

"EmpowerAbility"

CONNECTING PARENTS AND COMMUNITY RESOURCES

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 a resource fair to familiarize parents with a variety of connections.

Join us

FRIDAY, NOVEMBER 3, 2023

10:00 am - 2:00 pm

Meet 50+ government agencies, healthcare resources, and recreation opportunities that can become part of your family's journey.

Register today!
https://sbcss.k12oms.org/46-238043

EAST VALLEY SELPA
Educating Together

Dorothy Inghram Learning Center, 670 E. Carnegie Drive, San Bernardino 92408

Food   Vendors   Presentations   Giveaways   Information

4.17 California Legislation Affecting Special Education

SB 354, as amended, Ochoa Bogh. Special education: inclusive education: universal design for learning: inclusive practices.

Existing law finds and declares that all individuals with exceptional needs have a right to participate in free appropriate public education and special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs. Existing law provides that it is the intent of the Legislature that education programs are provided under an approved local plan for special education, as provided. Existing law further provides that it is the intent of the Legislature that appropriate qualified staff are employed, consistent with credential requirements, to fulfill the responsibilities of the local plan. Existing law establishes in state government the Commission on Teacher Credentialing and requires it to adopt standards for the issuance of teaching credentials, as provided.

This bill would require the commission, on or before ~~January 1,~~ *June 30,* 2025, to revise its administrative services credential standards and performance expectations to include and strengthen preparation for inclusion, with a focus on, among other things, universal design for learning (UDL), as defined. The bill would require administrator preparation programs to ensure faculty are prepared in, among other things, UDL and inclusive practices, as defined.

Contingent upon an appropriation, the bill would require the State Department of Education, in consultation with the commission, on or before March 31, ~~2025,~~ *2027,* to develop and disseminate joint guidance clarifying the ways in which inclusive classrooms and placements may be staffed under current law, as provided. The bill would require the department, in consultation with the commission, on or before March 31, ~~2025,~~ *2026,* to submit a report to the Legislature on recommendations for statutory or regulatory changes necessary to eliminate barriers to the staffing of inclusive placements.

This bill would require, for children who are deaf, hard of hearing, blind, visually impaired, or deaf-blind, inclusive practices and strategies to improve pupil outcomes to mean placement in settings that provide full access to language and specialized services, as provided. The bill would require any discussion of deaf, hard of hearing, blind, visually impaired, or deaf-blind pupils in the local educational agency setting to ensure the input and participation of the deaf, hard of hearing, blind, visually impaired, or deaf-blind communities, as provided. To the extent that this bill would require a new duty of a local educational agency, the bill would impose a state-mandated program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

AB 1517: Special Education Local Plan Areas - Governance, Accountability, and Transparency

SUMMARY

AB 1517 codifies the technical assistance and support provided to Local Education Agencies (LEAs) by their Special Education Local Plan Areas (SELPAs). This bill also requires that beginning on July 1, 2025, the Annual Assurances Support Plan, an additional component of the Local Plan, shall be submitted to the California Department of Education (CDE) to support increased transparency and accountability for SELPAs and their member LEAs.

ISSUE BACKGROUND

For over forty years, SELPAs have collaborated with CDE to offer programs, services, and assistance to students with disabilities (SWDs), their families, and LEAs. Through these efforts, SELPAs have effectively implemented a range of federal and state education reforms. California's continued investment in and reliance on well-established SELPA regional structures demonstrates the high levels of trust, effectiveness, and quality of the support SELPAs provide.

Under current law, SELPAs are required to develop and implement a comprehensive local plan (LP) containing assurance that it has in effect policies, procedures, and programs governing access to special education and services for all SWD residing within the geographical areas served by each plan.

In order to increase transparency and accountability, California has attempted, since the enactment of AB 1808 in June of 2018, to implement an additional component of the SELPA LP, the Annual Assurances Support Plan

The goal of the Assurances Support plan is "to demonstrate how the special education local plan area and its participating agencies are coordinating for purposes of assuring effective outcomes for pupils with disabilities" (Ed Code Sec. 5611 (c)). However, under current law this important update to the LPs will not take effect until July 1, 2027.

Additionally, many SELPAs, provide assistance to member LEAs when SWDs have been identified as a pupil subgroup needing differentiated assistance pursuant to Section Education Code 52052. However, there is currently no statutory requirement that SELPAs be part of the expert technical assistance team, nor is there a requirement that they be consulted to determine actions needed to support SWD outcomes on the California School Dashboard.

SOLUTION

AB 1517 codifies the technical assistance and support provided by SELPAs in the Statewide System of Support by specifically requiring SELPAs to be a member of the technical assistance team supporting its member LEAs when SWDs have been identified as a pupil subgroup pursuant to Section 52052.

The bill also ensures the timely implementation of the Annual Assurances Support Plan by requiring CDE to update its LP template by 2024 and requiring its inclusion in LPs by July 1, 2025.

AUTHOR'S STATEMENT

"Including SELPAs as part of the technical assistance team for LEAs when students with disabilities are involved ensures all students, regardless of their abilities, have access to a high quality education. This bill will also increase transparency and accountability by requiring the timely implementation of the Annual Assurances Support plan, providing a more comprehensive and effective approach to serving California's students with disabilities."

SUPPORT

California SELPA Association (Sponsor)

OPPOSITION

None on file

MORE INFORMATION

Zachary Brown
Ph: (916)-319-2003
Zachary.brown@asm.ca.gov

4.18 Hot Topics

5.0 OTHER

5.1 2023-2024 EV SELPA Steering Committee Meetings

2023/2024
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 2023 – NO MEETING

AUGUST 17, 2023

SEPTEMBER 14, 2023

OCTOBER 12, 2023

NOVEMBER 9, 2023

DECEMBER 7, 2023

JANUARY 2024 – NO MEETING

FEBRUARY 8, 2024

MARCH 7, 2024

APRIL 11, 2024

MAY 9, 2024

JUNE 13, 2024

5.2 2023-2024 EV SELPA Board of Directors Meetings

2023/2024
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 20, 2023

November 15, 2023

February 21, 2024

March 20, 2024

May 22, 2024

June 12, 2024

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***)**

5.3 2023-2024 EV SELPA CAC Meetings

2023/2024
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 18, 2023

NOVEMBER 13, 2023

FEBRUARY 26, 2024

APRIL 22, 2024

Approved by EV SELPA CAC 4.24.23

5.4 EV SELPA Professional Development – September & October 2023

EAST VALLEY SELPA
Educating Together

SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

Presented by:

Jennifer Brooksby
EV SELPA Compliance Program Manager

&

Rick Homutoff, Ed.D.
EV SELPA Due Process Program Manager

*S*pecial Education staff will develop practical leadership skills to support their district needs.

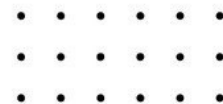**Join us on the following Monday's:**

- September 25, 2023   8:00 am - 10:00 am
- November 27, 2023   2:00 pm - 4:00 pm
- February 26, 2024   8:00 am - 10:00 am
- May 20, 2024   2:00 pm - 4:00 pm

Online! REGISTRATION

https://sbcss.k12oms.org/46-237443

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

Region 10
ADR Committee
Presents:

Mind The Gap Part 2

Presented by
David Dowling
JD, MDR Professional Mediator

**Registration fee:
$50.00 per individual**
*This is a Pre-Pay Event
POs are NOT accepted*

Register Online:
https://sbcss.k12oms.org/46-239428

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

*Monday
October 23, 2023
8:30 am – 3:00 pm*

This full-day training aims to equip participants with essential techniques in effective communication, working through impasse situations, and fostering empathy when working with parents and families.

Objective:
The primary objective of this training is to enhance the capacity of participants in resolving conflicts and disputes effectively. By mastering active listening, asking questions, and building relationships of trust, participants can create a positive and collaborative environment when working with others.

EAST VALLEY SELPA
Educating Together

Training Components:

1. Effective Communication:
   - Understanding the importance of clear and respectful communication.
   - Developing active listening skills to truly understand the perspectives and concerns of others.
   - Practicing constructive and empathetic responses to foster open dialogue and avoid escalation of conflicts.
2. Working Through Impasse:
   - Identifying common points of impasse and strategies to overcome them.
   - Learning negotiation and problem-solving techniques to find mutually acceptable solutions.
   - Emphasizing the value of flexibility and compromise to achieve the best outcomes in difficult conversations.
3. Empathy:
   - Understanding the power of empathy in building trust and strong relationships with parents and families.
   - Cultivating empathy to better comprehend the emotional aspects of difficult conversations for all stakeholders.
   - Incorporating empathetic language and actions to create a supportive and inclusive environment.

Benefits:
Participants attending this training will gain the following benefits:
- Improved ability to communicate effectively.
- Enhanced skills in resolving conflicts and finding common ground.
- Strengthened relationships, leading to increased collaboration and engagement.

Manifestation Determination Training

Presented by:
Jessica M. Lascano
MA, LEP #3613, APCC #8762, NCSP, BCBA

This training will help school psychologists, and administrators learn about the Manifestation Determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defendable decisions.

Participants will:
- Be exposed to real life examples of manifestation determination cases
- Have the opportunity to practice via case studies
- Learn about the relationship between behavioral supports, including functional behavioral analysis, and manifestation determinations
- Leave the training with several tools, and resources to help conduct thorough manifestation determinations.

Tuesday
October 17, 2023
8:30 am - 3:30 pm
https://sbcss.k12oms.org/46-235968

REGISTER ONLINE

Monday
February 26, 2024
8:30 am - 3:30 pm
https://sbcss.k12oms.org/46-235969

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

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) & BEHAVIOR INTERVENTION PLAN (BIP)

Presented by
East Valley SELPA Program Specialists
Courtney Beatty, Mary Anne Klenske, & Shannon Vogt

EAST VALLEY SELPA
Educating Together

This training covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment, and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA. We will also cover how to develop interventions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB).

Participants will:

• Become familiar with the EV SELPA process of collecting data, analyzing the information and developing a plan.

• Become proficient with how to effectively analyze data, using the forms developed by EV SELPA

• Gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan using the EV SELPA FBA and BIP Guidebooks

Wednesday		Wednesday
October 18, 2023	REGISTER ONLINE	February 14, 2024
8:30 am – 3:30 pm		8:30 am – 3:30 pm
https://sbcss.k12oms.org/46-235972		https://sbcss.k12oms.org/46-235973

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

AUTISM ASSESSMENT

Presented by: Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, BCBA

This training will assist attendees in identifying and implementing essential components of autism assessment. In particular, this training will explore the California Education Code definition of autism and will review how it compares to criteria currently included in the DSM-V. This training will also support assessors in understanding how to select valid and reliable tools when establishing an autism assessment battery. It will provide solid examples of test batteries that might be considered when assessing for autism, with guidance on how to ensure individual needs are considered when selecting a testing battery. Additionally, this training will provide attendees with a variety of tools and resources to use while assessing, as well as psychoeducational report examples all organized in a user-friendly *Padlet*. At the end of the training, attendees should feel more confident and prepared to comprehensively assess for autism.

REGISTER ONLINE

https://sbcss.k12oms.org/46-237736

Dorothy Ingrham Learning Center
"Home of the East Valley SELPA"
670 E. Carnegie Dr., San Bernardino 92408

EAST VALLEY SELPA
Educating Together

FRIDAY,
OCTOBER 27, 2023
8:30 AM – 3:30 PM

EAST VALLEY SELPA
Educating Together

Self-Regulation & Learning:
Foundation and Strategies for Student Success

Presented by:
Mary Anne Klenske, M.A., EV SELPA Program Specialist

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

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Join us for a training that provides an overview of the neurological foundations and sensory factors as they relate to both self and co-regulation which are required for meaningful learning. Attendees will learn strategies to regulate themselves, so they are able to engage in successful co-regulation with students. We will examine the factors behind behavior and trauma that may affect the learning process. Finally, attendees will walk away with a toolbox of helpful strategies to support neurodiverse students who struggle with self-regulation.

Monday
October 16, 2023
8:30 am – 12:30 pm

https://sbcss.k12oms.org/46-232638

REGISTER ONLINE

Thursday
February 1, 2024
8:30 am – 12:30 pm

https://sbcss.k12oms.org/46-232639

Dorothy Inghram Learning Center, *"Home of the East Valle SELPA"*
670 E. Carnegie Dr., San Bernardino 92408

The First Fron(tier)!: An Overview of Tier I
Positive Behavior Supports for ALL Students

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Martin Miramontes, M.A., BCBA, PENT Director
Diagnostic Center South, California Department of Education
Date: Tuesday, October 3, 2023
Time: 8:00 am - 8:30 am — Sign-in and coffee
8:30 am - 12:30 pm — Workshop (4 hours)
Place: Dorothy Inghram Learning Center, "Home of the East Valley SELPA"
670 E. Carnegie Dr., San Bernardino, CA 92408
Cost: No charge

Content: There is an abundance of empirical research to indicate it is best practice to intervene before problematic behaviors occur. The application of universal interventions (primary prevention) can lead to a reduction in office discipline referrals, reduction in suspensions, referrals for special education, and improved academic performance. Universal supports and instruction are the core supports and strategies provided to all students within the school to promote successful student outcomes and prevent school failure. This training will focus on the behavioral strand of MTSS and provide an overview of the Tier 1 positive behavior intervention supports (PBIS), strategies, and universal interventions available for all students.

Intended Audience: Administrators, classroom teachers, school psychologists, school counselors, behavior specialists, and other related service providers who support students with behavioral needs

Outcomes: Participates will:
1. Receive an overview of how a Multi-Tiered System of Support (MTSS) framework is used to support the majority of students' behavioral needs
2. Obtain information, resources, and materials related to development of systems to support implementation Tier 1 PBIS interventions
3. Become familiar with Universal Tier 1 Positive Behavior Intervention Supports
4. Review strategies and materials used to measure implementation effectiveness (i.e. Fidelity)

Register Online: https://sbcss.k12oms.org/46-238734
Registration Deadline: 9/23/23

Reading Between the Lines

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Andrea Abrishami, M.A., Education Specialist
             Diagnostic Center South, California Department of Education
Date: Tuesday, October 10, 2023
Time: 8:00 am - 8:30 am — Sign-in and coffee
             8:30 am - 2:30 pm — Workshop (5 hours) Lunch on your own
Place: Dorothy Inghram Learning Center, "Home of the East Valley SELPA"
             670 E. Carnegie Dr., San Bernardino, CA 92408
Cost: No charge

Content: According to the International Dyslexia Association, one-half of all students who qualify for special education services are classified as having a learning disability. Approximately 85% of those students have a primary disability in reading and language processing. The National Institute of Health identified Dyslexia as the most common and prevalent of all known learning disabilities, affecting one in five children in the United States. Characteristics of dyslexia, assessments, interventions, and accommodations will be addressed to offer the practitioner tools and strategies to support struggling readers. This training will focus on best practices in working with students who have been identified with reading difficulties or are suspected of having dyslexia.

Intended Audience: Educators working with students with reading difficulties

Outcomes: Participates will:
1. Review and discuss the components of reading
2. Learn about the characteristics of dyslexia
3. Become familiar with strategies, appropriate interventions, and accommodations for students with reading difficulties
4. Learn about evidence-based practices and why they are effective for struggling readers

Register Online: https://sbcss.k12oms.org/46-238740

Registration Deadline: 10/01/23

DISTRICT ACCESS (DA) USERS
Collaborative Meetings

Facilitated by:
Dr. Patty Metheny, Chief Administrative Officer
Jennifer Brooksby, Program Manager
Sonya Cain, Program Technician (MIS)

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

Intended Audience:
District Access Users and District Special Education Administrators

From 2:00 - 3:30 pm

- **Wednesday, August 23, 2023**
- **Thursday, October 26, 2023**
- **Thursday, January 25, 2024**
- **Thursday, April 25, 2024**

https://sbcss.k12oms.org/46-233882

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

School District and SELPA Residential Placement Coordinators, Mental Health Coordinators and staff involved in the placement process are invited to the

10th Annual

NETWORK MEETING & RTC VENDOR FAIR

Thursday
OCTOBER 26, 2023
8:30 AM - 3:00 PM

This event is provided at _no cost_ to participants, includes a light breakfast and catered lunch

Schedule

8:30 - 9:00 am:
Registration/Check-in

9:00 - 11:30 am:
Light Breakfast
Network meeting to discuss a variety of topics regarding Residential and ERMHS Services (Transitioning, Residential Facilities, Hot Topics, and Topics of Interest will be discussed)

11:30 am - 12:30 pm:
Networking lunch with other districts/SELPAs and RTCs

12:30 - 3:00 pm:
RTC & NPA Vendor Fair
Participants can visit vendor tables to obtain information

*2:30 pm Raffle Drawing

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

REGISTER ONLINE

https://sbcss.k12oms.org/46-234157
(No Interns, please)

Registration is Now OPEN!

EAST VALLEY SELPA
Educating Together

Social Emotional Skills for the Mod - Severe Population

Presented by:

Colleen Meland
EV SELPA Program Specialist

Tracy Schroeder
EV SELPA Behavioral Health Program Manager

Jo-Ann Vargas
EV SELPA Lead Occupational Therapist

Wednesday
OCTOBER 18, 2023

8:30 am - 3:30 pm

Register Online:
https://sbcss.k12oms.org/46-235966

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San Bernardino 92408

Why is my student behaving this way?

How does development impact social emotional learning?

Do sensory and communication skills play a part in behavior?

What are some classroom strategies that would help shape the student's emotional learning?

If you are pondering on these questions, then this training is for you!

Participants will learn the foundational skills needed for social emotional learning for student's participation in a mod-severe setting while considering human development, sensory processing, and emotional regulation. This training will provide strategies for effective social skills interactions among students.

Participants will:

1. Learn how child development and sensory differences may impact emotional learning.

2. Understand concepts of neurodiversity and how it relates to teaching social emotional skills.

3. Learn about authentic communication practices that include verbal or physical stimming, and movement while listening and processing information.

4. Take away strategies for application in the classroom that include story book and movie review, video modeling, and role play.
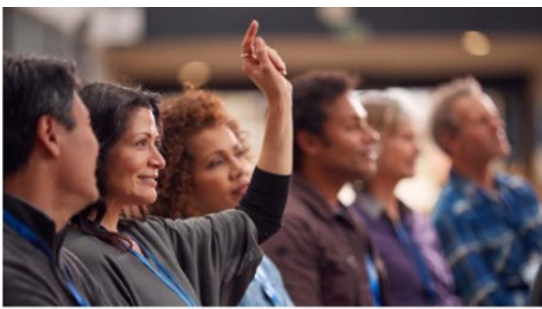
EAST VALLEY SELPA
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*(except *)*

DATE & TIME	TOPIC	LOCATION
Thursday August 31, 2023 9:30 am – 11:30 am	**Postsecondary Options for Significantly Challenged Students** **Social Vocational Services** Adult Program Information **State Council on Developmental Disabilities** Services/Programs *Register Online:* https://sbcss.k12oms.org/46-238439	Dorothy Inghram Learning Center Conference Rm "C"
Thursday September 21, 2023 9:00 am - 3:30 pm	**Adult Transition Program** (ATP) **Information Meeting** **Stark Law** Legal Option for Adult Care & Adult Programs, **VIP ACE, In-Road Creative Programs, & ASCEND Day Programs** *Register Online:* https://sbcss.k12oms.org/46-235958	Dorothy Inghram Learning Center Conference Rm "E"
Thursday October 5, 2023 9:30 am - 11:30 am	**Postsecondary Options for Significantly Challenged Students** **OPARC Summit Services** Behavior Management, & **The Dignity Group** Life Plan Development Services *Register Online:* https://sbcss.k12oms.org/46-238440	Dorothy Inghram Learning Center Conference Rm "C"
Thursday November 9, 2023 9:00 am -3:30 pm	**Adult Transition Program (ATP) Information Meeting** **IRC Transition Services, CalAble** Savings & Investment Accounts, & **Community Options for Leisure & Recreation** *Register Online:* https://sbcss.k12oms.org/46-235960	Dorothy Inghram Learning Center Conference Rm "E"
Thursday December 7, 2023 9:30 am -11:30 am	**Postsecondary Options for Significantly Challenged Students** Adult Program Information **ABLE-INC & B.O.T.** Adult Programs *Register Online:* https://sbcss.k12oms.org/46-238441	Dorothy Inghram Learning Center Conference Rm "E"
Thursday February 1, 2024 9:30 am – 11:30 am	**Postsecondary Options for Significantly Challenged Students** **SafetyPowers.org,** *Teaching skills for relationships and prevention of harm* & **Sevita First Step** Adult Program site visit *Register Online:* https://sbcss.k12oms.org/46-238442	Dorothy Inghram Learning Center Conference Rm "C"
Thursday February 8, 2024 9:30 am -3:30 pm	**Adult Transition Program** (ATP) **Information Meeting** College Support Programs **SB Valley College SAS Services, CIP (College Internship Program), Taft College TIL Program (Transition to Independent Living), Social Security Administration, Fontana Transition Supports**	Dorothy Inghram Learning Center Conference Rm "E"
Thursday April 11, 2024 9:30 am -11:30 am	**Postsecondary Options for Significantly Challenged Students** Adult Program Information **The ARC, Riverside County** Center-Based & Community-Based Day Program Visits	* Strebe Resource Center 702 East 11th St., Beaumont 92223
Thursday May 2, 2024 9:30 am -3:30 pm	**Adult Transition Program (ATP) Information Meeting** Adult Supports **Self-Determination, Options for All Community Integration Program, Adult Achievement Testimony, Work Experience Employer Panel**	Dorothy Inghram Learning Center Conference Rm "E"

Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

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

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

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

PCM TRAININGS @ DOROTHY INGHRAM LEARNING CENTER/EV SELPA

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	August 29 - 30, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232692
Practitioner	October 31 & November 1, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232693
Practitioner	January 30 - 31, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232694
Practitioner	April 30 & May 1, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232695
Practitioner 1	September 5 - 7, 2023	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-232697
Practitioner 1	November 28 - 30, 2023	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-232699
Practitioner 1	April 2 - 4, 2024	8:30 am - 3:30 pm	https://sbcss.k12oms.org/46-232702
Practitioner 2P	August 22 - 24, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232669
Practitioner 2P	October 23 - 25, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232675
Practitioner 2P	January 22 - 24, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232682
Practitioner 2P	April 22 - 24, 2024	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-232685

Initial & Recertification Trainings $40.00 registration fee per participant
Re-Training Sessions $25.00 registration fee per participant

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HANDWRITING READINESS
So Much More than Motor Skills

Presented by:

Mary Anne Klenske
M.A., EV SELPA Program Specialist

&

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

EAST VALLEY SELPA
Educating Together

LOOKING TO UNDERSTAND WHY SOME STUDENTS STRUGGLE WITH HANDWRITING SKILLS?

It is common to assume that fine motor delays are the reason, but there is so much more that affects the student's ability to write. Join us to learn how to identify handwriting difficulties in the classroom and understand the foundational differences between handwriting skills and written expression. Participants will walk away with simple, yet effective, ready-to-use classroom-based screening and strategy tools to address these difficulties.

Objectives-Participants will:

1. Learn the foundational components of handwriting skills

2. Understand the difference between handwriting skills & written expression

3. Learn at least 2 classroom-based screening tools

4. Learn at least 2 simple ready-to–use strategies to address handwriting difficulties

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Friday
SEPTEMBER 29, 2023

8:30 AM - 12:30 PM

https://sbcss.k12oms.org/46-232292

REGISTER ONLINE

Tuesday
FEBRUARY 6, 2024

8:30 AM - 12:30 PM

https://sbcss.k12oms.org/46-232294

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TPP
Teacher
Training
MANDATORY

EAST VALLEY SELPA

Resource Training for all Transition Partnership Program Teachers

Tuesday, October 10th, 2023
8:30am-3:00pm
Dorothy Inghram Learning Center

Register Online:

https://sbcss.k12oms.org/46-237064

Lunch Included; Bring Your Own Laptop