East Valley SELPA STEERING COMMITTEE MEETING

670 E. Carnegie Drive, San Bernardino, CA 92408

** AGENDA ** October 7, 2021, 8:00 A.M. <u>Held virtually via Zoom</u>

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

			PRESENTER
1.0	CAL	L TO ORDER	Patty Metheny
2.0	PUB	LIC COMMENTS	
3.0	REV	TEW/APPROVAL OF MINUTES	Patty Metheny
4.0	DISC	CUSSION/PRESENTATION	
	Fina	nce Items	
	4.1	EV SELPA MOE SEMA & SEMB Subsequent Year Tracking & Excess Cost Reports	Andrea Tennyson
	4.2	EV SELPA Fiscal Reporting Calendar 2021-2022	Andrea Tennyson
	Prog	ram Items	
	4.3	EV SELPA DPDR (ADR) & Learning Plans	Patty Metheny
	4.4	EV SELPA Additional Support Assessment	Susanne Ferguson Mary Anne Klenske
	4.5	Compliance Monitoring UpdatesIEP Implementation 2022-2023Timeline Compliance	Patty Metheny Anne-Marie Foley
	4.6	CALPADS Flash 213 	Anne-Marie Foley
	4.7	 EV SELPA & State SELPA Websites <u>https://eastvalleyselpa.org/</u> <u>www.selpa.info</u> 	Anne-Marie Foley Patty Metheny
	4.8	EV SELPA IEE Policy Update	Rick Homutoff
	4.9	SBCSS East Valley Operations	Scott Wyatt

4.10 Hot Topics

Committee

5.0 OTHER

- 5.1 2021-2022 EVSELPA Steering Committee Meetings
- 5.2 2021-2022 EVSELPA Board of Directors Meetings
- 5.3 2021-2022 EVSELPA CAC Meetings
- 5.2 EV SELPA Professional Development October & November 2021
 Virtual PCM Recertification Trainings through December 2021
- 5.4 Next Meeting November 10, 2021, 8:00 AM (Wednesday)

East Valley SELPA STEEERING COMMITTEE MEETING MINUTES September 16, 2021

MEMBERS PRESENT:

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

FISCAL STAFF PRESENT:

Linda Resiwain
Juan Villanueva
Fernanda Naves-Arias
Camile Riley
Scott Whyte
Lisa Regalado
Jennifer Alvarado
Lacey Hall
Grace Granados
Amber Tavis

OTHERS PRESENT:

Dr. Rick Homutoff Anne-Marie Foley Andrea Tennyson Colleen Meland Mary Anne Klenske Rosalva Contreras Business Services, Colton Business Services, Colton Business Services, Redlands Business Services, Rialto Business Services, Rim of the World Business Advisory, SB County Schools Internal Business, SB County Schools Internal Business, SB County Schools Internal Business, SB County Schools Business Services, Yucaipa

East Valley SELPA East Valley SELPA

- 1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:00 a.m. via Zoom.
- 2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the July 15, 2021, meeting were reviewed. Motion to approve the minutes was made by Scott Wyatt and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Issues

- 4.1 EV SELPA 2020-2021 Proportionate Share Program Return of Funds Andrea Tennyson presented the final costs and return of funds for the occupational therapy services provided by East Valley SELPA. Ms. Tennyson indicated the return of funds will be done in the same manner as the original funds were allocated, in a proportionate manner.
- 4.2 EV SELPA 2020-2021 Adjusted NPS Costs

Ms. Tennyson presented the FY 2020-2021 NPS Final Cost. Year End Adjustments to these costs were presented by district. Accruals for these expenditures have been set. They were previously presented in the Schedule Rex.

4.3 SBCSS 2020-2021 FFS Year-end Actuals & Return of Funds

Jennifer Alvarado, Program Manager for San Bernardino County Superintendent of Schools presented the Year-end Actuals and Return of Funds. Ms. Alvarado explained SBCSS provided more services than anticipated; SBCSS leveraged cost with Cares Act monies and had less expenditures due to unfilled staff vacancies and retirements. Funds were returned to districts. Ms. Alvarado provided the return amounts per district.

4.4 2020-2021 Preliminary MOE & Excess Cost Reports

Ms. Tennyson presented the preliminary summary report for MOE SEMA and SEMB. Based on these preliminary numbers, she shared it appears all East Valley SELPA districts will pass at least one of the tests and therefore meet MOE for FY 20/21. Ms. Tennyson reviewed district information and provided information as to how each district MOE was calculated including the use of federally approved exemptions. Final information is due to CDE on November 15, 2021. Ms. Tennyson will provide final numbers during the October Steering Committee Meeting prior to submitting it to CDE. This information was also provided to each district via Subsequent Year Tracking Worksheet. The Excess Cost calculation sheet was provided and the 2019/20 Enrollment Data sheet to assist with its completion.

4.5 EV SELPA Fiscal Reporting Calendar 2021-2022

Andrea Tennyson reviewed activities for the month of September and October.

Program Issues

4.6 ADR & Learning Recovery Plans

Dr. Metheny presented information on the Dispute Prevention & Resolution (ADR) Allocation and Learning Recovery Plans. She explained how these monies were the result of the State SELPA Administrators work lobbying and creating awareness of the potential for increased litigation due to the impediments made by the COVID-19 pandemic in the implementation of FAPE in schools. Two sections in Assembly Bill 130, the Trailer Bill, signed by Governor Newsom were designed to address this issue: Section 160 - Dispute Prevention & Resolution (ADR) provides one hundred million dollars of one-time monies for SELPAs to support member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution to prevent and resolve special education disputes resulting from school disruptions and Section 161 – Learning Recovery allocates four hundred fifty million dollars in one-time monies to local educational agencies for the purpose of providing learning recovery support to pupils impacted during school disruptions from the pandemic. A timeline of fund distribution, allocation of funds, plan development, plan implementation and reporting requirements was provided. Dr. Metheny indicated she will share this presentation with the EV SELPA Board of Directors next Wednesday, September 22, 2021, and that she would like each special education director to present on their district specific plan during this meeting.

4.7 Learning Recovery Trainings

Program Specialists Mary Anne Klenske and Colleen Meland presented an overview of the workshop series entitled, "Framework for Determining Individual Impact of Distance-Learning" which is a three-part virtual series targeted to school site administrators, district level administration, teachers, and direct services providers. They shared the series will introduce to evidence-based practices that are supported by cognitive neuroscience to plan instruction to meet the needs of diverse learners and address any lost instruction during distance learning. A flyer with registration information was provided.

4.8 EV SELPA Program Specialists Assignments

Dr. Metheny provided a handout highlighting the areas of expertise of the five East Valley SELPA Program Specialists. She explained that rather than assigning a program specialist by district, assignments for specific purposes are made based on referrals questions and requests as well as the Specialists are of expertise.

4.9 EV SELPA PCM Training 2021-2022

Dr. Metheny reviewed PCM training practices and while doing so during the meeting, PCMA announced a change in that re-certification courses will be available virtually until December 31, 2021. Initial certifications, though, continue to be in person. Given the personal contact required of the training and that the pandemic continues, the East Valley SELPA has decided to provide initial PCM initial certification trainings either at the Practitioner or P1 levels for the reminder of the school year instead of providing any P2 level trainings. For all in-person trainings, each participant must provide evidence of full COVID vaccination or engage in COVID testing daily with a negative test result. This is to safeguard all attendees from exposure to the virus. SBCSS provides the COVID testing on site. A calendar of scheduled initial trainings was provided.

4.10 EV SELPA SIP Leadership Trainings

The California Department of Education (CDE) has been impressed with the initial work accomplished by EV SELPA member districts as leaders met monthly to address changing the culture. As a result, for 2021-2022 each member district along with the SELPA will be a SIP grant recipient. To do this work, Dr. Metheny is requesting the

creation of a leadership team for each district. The team will work with Kristin Brooks to tailor district specific inclusion practices. The committee was requested to provide the names of team members to the SELPA to ensure their inclusion in the already calendared EV SELPA SIP Leadership Team meetings. A calendar of those dates and times was provided.

4.11 EV SELPA Community Advisory Committee (CAC) As the new school year is underway, the CAC is open to new members. Currently, the CAC has some outstanding members, but directors are encouraged to nominate, and Board approved new members. Nomination forms and calendar of meetings were shared.

4.12 Compliance Monitoring Updates

Anne-Marie Foley presented a copy of an official letter from CDE outlining priorities for monitoring and support for the 21/22 school year. She noted that while full monitoring will recommence in January 2022, CDE will continue to monitor child find activities (i.e., initial assessments), triennial assessments, and annual and triennial IEPs. Ms. Foley provided a list of overdue assessments and annuals and triennials by district to the Committee members to assist with this compliance piece. Annual determination of district monitoring status by CDE is expected in January 2022. CDE has indicated it may be tied to Learning Recovery plans and their implementation.

Last year, full implementation of special education plans (SEPs) was not possible. CDE expectation is for districts to continue its implementation through this school year. Ms. Foley is attending district SEP meetings and is waiting to receive notice from al districts regarding days and times for those meetings.

Ms. Foley shared that nonpublic school monitoring is ongoing. Ms. Foley requested completed student annual monitoring forms be sent to her as soon as they are completed. She proudly announced that the East Valley SELPA met this mandate last Spring despite COVID restrictions. This process should be easier this year since NPS's are in session.

4.13 EV SELPA Due Process Update

Dr. Rick Homutoff shared that he will host a Surrogate Parent training on October 28, 2021. A flyer with this information was provided. Committee members were provided with information about the surrogate parent requirement and discussed some ways to recruit community members to be surrogate parents.

Dr. Homutoff also presented a review of due process activities for the FY 20/21. Overall, he shared there was a decrease in filings. Filings per district continued to be proportional to the student population numbers for that district within the SELPA. This was identified as an appropriate trend. He also shared that while attorney fees continued to be the biggest expenditure, they were significantly less in FY 20/21. In addition, he reviewed the one hearing from FY 20/21, and the lessons learned from it. Finally, Dr. Homutoff showcased the SpecialEd Connections website, part of the East Valley SELPA LRP subscription. He explained that each district has access to this website, and that it is a great resource for learning about special education law, case studies and

resources in general. He encouraged all directors to take advantage of this resource. A request will be sent to LRP to resend log in information for all districts.

4.14 SBCSS East Valley Operations

Dr. Wyatt shared that EV Ops is embracing Alternative Dispute Resolution (ADR) practices and is creating a parent partnership team. He also shared EV Ops staff will be attending an IEP progress monitoring training for teachers.

4.15 Hot Topics

Committee members shared that job retention of paraprofessional staff in district has been a challenge. A discussion regarding job classification and titles ensued. Some districts have managed this issue by hiring1:1 aides instead of paraprofessionals for their classrooms. Patti Buchmiller requested samples of job descriptions and salary schedules.

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

5.2 2021-2022 EV SELPA Board of Directors Meetings

5.3 2021-2022 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – September & October 2021

6.0 ADJOURNMENT: Meeting adjourned at 12:18 pm. Next meeting will be held on October 7, 2021.

4.0 FINANCE ITEMS

4.1 EV SELPA MOE SEMA & SEMB

2020-21 EAST VALLEY SELPA SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE) SUMMARY REPORT- SEMA & SEMB BASED on SACS UAS

	А	В	C	D	E	F	G	Н	J	К	L	М	Ν	0
1	SEMA (Actual to Actual)	STA	TE & LOCAL EXPE	INSE	INCREASE OR (DECREASE)	PASS (FAIL)	STATE & L	OCAL EXPENSE	PER PUPIL	INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL (COUNT	INCREASE OR (DECREASE)
2	(Note: State & Local Expense INCLUDES	FY 20/21	COMPARISON	COMP. YEAR			FY 20/21	COMPARISON	COMP. YEAR			CY YEAR	COMP. YEAR	
3	PCRA for SEMA comparison)	ACTUAL	YEAR	ACTUAL			ACTUAL	YEAR	ACTUAL			Oct-20		
4	SEMA Reference	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
5	COLTON	35,400,570.90	2019-20	34,109,576.73	1,290,994.17	PASS	13,537.50	2019-20	12,789.49	748.01	PASS	2,615	2,667	(52)
6	REDLANDS	37,971,161.54	2018-19	33,569,396.18	4,401,765.36	PASS	13,556.29	2018-19	12,006.22	1,550.07	PASS	2,801	2,796	5
7	RIALTO	55,315,103.77	2018-19	56,114,516.67	(799,412.90)	(FAIL)	19,361.25	2019-20	19,333.18	28.07	PASS	2,857	2,827	30
8	RIM	6,184,203.38	2018-19	6,095,983.27	88,220.11	PASS	15,232.03	2018-19	15,278.15	(46.13)	(FAIL)	406	399	7
9	YUCAIPA	19,150,141.57	2019-20	19,018,521.78	131,619.79	PASS	14,259.23	2019-20	14,893.13	(633.90)	(FAIL)	1,343	1,277	66
10	SBCSS (EV Ops & SELPA)	17,250,856.50	2019-20	16,326,405.52	924,450.98	PASS	49,288.16	2019-20	46,483.09	2,805.07	PASS	350	407	(57)
11	CONSORTIUM TOTAL	171,272,037.66		165,234,400.15	6,037,637.51	PASS	16,512.92		15,788.57	724.36	PASS	10,372	10,373	(1)

12	Р	Q	R	S	Т	U	V	W	Ŷ	Z	AA	BB	CC	DD
13	SEMA (Actual to Actual)		LOCAL EXPENSE		INCREASE OR (DECREASE)	PASS (FAIL)	LOCA	L EXPENSE PER	PUPIL	INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL (COUNT	INCREASE OR (DECREASE)
14	Note: State & Local Expense INCLUDES	FY 20/21	COMPARISON	COMP. YEAR			FY 20/21	COMPARISON	COMP. YEAR			CY YEAR	COMP. YEAR	
15	PCRA for SEMA comparison)	ACTUAL	YEAR	ACTUAL			ACTUAL	YEAR	ACTUAL			Oct-20		
16	SEMA Reference	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
17	COLTON	20,077,410.35	2019-20	21,062,348.95	(984,938.60)	(FAIL)	7,677.79	2019-20	7,897.39	(219.61)	(FAIL)	2,615	2,667	(52)
18	REDLANDS	15,583,187.28	2019-20	17,584,629.24	(2,001,441.96)	(FAIL)	5,563.44	2019-20	6,460.19	(896.75)	(FAIL)	2,801	2,722	79
19	RIALTO	30,533,900.55	2019-20	32,268,533.24	(1,734,632.69)	(FAIL)	10,687.40	2019-20	11,414.41	(727.01)	(FAIL)	2,857	2,827	30
20	RIM	3,084,423.44	2019-20	3,030,016.10	54,407.34	PASS	7,597.10	2019-20	8,036.82	(439.72)	(FAIL)	406	395	11
21	(UCAIPA	8,314,304.47	2019-20	9,951,216.67	(1,636,912.20)	(FAIL)	6,190.84	2019-20	7,792.65	(1,601.81)	(FAIL)	1,343	1,277	66
22	BCSS (EV Ops & SELPA)	1,013,790.17	2013-14	1,959,443.59	(945,653.42)	(FAIL)	2,896.54	2013-14	3,768.16	(871.62)	(FAIL)	350	520	(170)
23	CONSORTIUM TOTAL	78,607,016.26		85,856,187.79	(7,249,171.53)	(FAIL)	7,578.77		8,262.94	(684.17)	(FAIL)	10,372	10,408	(36)

2020-21 EAST VALLEY SELPA SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE) SUMMARY REPORT- SEMA & SEMB BASED on SACS UAS

[А	В	C	D	E	F	G	Н	J	К	L	М	N	0
1	SEMB (Budget to Actual)	STATE &	LOCAL BUDGET/	EXPENSE	INCREASE OR (DECREASE)	PASS (FAIL)	STATE & LOCA	L BUDGET/EXPEN	NSE PER PUPIL	INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL (COUNT	INCREASE OR (DECREASE)
2	Note: State & Local Expense DOES NOT	FY 21/22	COMPARISON	COMP. YEAR			FY 21/22	COMPARISON	COMP. YEAR			Oct-20	COMP. YEAR	
3	include PCRA for SEMB comparison)	BUDGET	YEAR	ACTUAL			BUDGET	YEAR	ACTUAL			21/22 Projected	ACTUAL	
4		SEC. 3A, LINE 1C,		SEC. 3A, LINE 1C,	SEC. 3A, LINE 1C,		SEC. 3A, LINE 2E,		SEC. 3A, LINE 2E,	SEC. 3A, LINE 2E,		SEC. 3A, LINE 2D,	SEC. 3A, LINE 2D,	
· ·	SEMB Reference	COL.A		COL.B	COL.C		COL.A		COL.B	COL.C		COL.A	COL.B	
5	OLTON	34,728,144.00	2020-21	32,837,711.77	1,890,432.23	PASS	13,280.36	2020-21	12,557.44	722.92	PASS	2,615	2,615	0
6	REDLANDS	36,455,207.00	2020-21	30,493,572.66	5,961,634.34	PASS	13,015.07	2020-21	10,886.67	2,128.39	PASS	2,801	2,801	0
7	RIALTO	56,330,397.00	2018-19	44,986,036.89	11,344,360.11	PASS	19,716.62	2020-21	19,361.25	355.37	PASS	2,857	2,857	0
8	RIM	5,715,902.25	2020-21	6,184,203.38	(468,301.13)	(FAIL)	14,078.58	2018-19	13,032.80	1,045.78	PASS	406	399	7
9	UCAIPA	17,090,982.93	2020-21	15,137,471.85	1,953,511.08	PASS	12,725.97	2019-20	12,632.05	93.92	PASS	1,343	1,277	66
10	BCSS (EV Ops & SELPA)	18,600,526.59	2020-21	16,812,204.46	1,788,322.13	PASS	53,144.36	2020-21	48,034.87	5,109.49	PASS	350	350	0
11	CONSORTIUM TOTAL	168,921,159.77		146,451,201.01	22,469,958.76	PASS	16,286.27		15,223.79	1,062.48	PASS	10,372	10,299	73

12	Р	Q	R	S	Т	U	V	W	Y	Z	AA	BB	CC	DD
13	SEMB (Budget to Actual)	LOC	AL BUDGET/EXPE	ENSE	INCREASE OR (DECREASE)	PASS (FAIL)	LOCAL BU	IDGET/EXPENSE	PER PUPIL	INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL (COUNT	INCREASE OR (DECREASE)
14	(Note: State & Local Expense DOES NOT	FY 21/22	COMPARISON	COMP. YEAR			FY 21/22	COMPARISON	COMP. YEAR			Oct-20	COMP. YEAR	
15	include PCRA for SEMB comparison)	BUDGET	YEAR	ACTUAL			BUDGET	YEAR	ACTUAL			21/22 Projected	ACTUAL	
16	SEMB Reference	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
17	COLTON	25,377,754.00	2019-20	21,062,348.95	4,315,405.05	PASS	9,704.69	2019-20	7,897.39	1,807.30	PASS	2,615	2,667	(52)
18	REDLANDS	16,220,217.00	2019-20	17,584,629.24	(1,364,412.24)	(FAIL)	5,790.87	2019-20	6,460.19	(669.32)	(FAIL)	2,801	2,722	79
19	RIALTO	39,487,101.00	2019-20	32,268,533.24	7,218,567.76	PASS	13,821.18	2019-20	11,414.41	2,406.77	PASS	2,857	2,827	30
20	RIM	3,850,951.00	2020-21	3,084,423.44	766,527.56	PASS	9,485.10	2019-20	8,036.82	1,448.28	PASS	406	395	11
21	YUCAIPA	10,611,561.75	2019-20	9,951,216.67	660,345.08	PASS	7,901.39	2019-20	7,792.65	108.73	PASS	1,343	1,277	66
22	SBCSS (EV Ops & SELPA)	1,137,219.00	2013-14	1,959,443.59	(822,224.59)	(FAIL)	3,249.20	2013-14	3,768.16	(518.96)	(FAIL)	350	520	(170)
23	CONSORTIUM TOTAL	96,684,803.75		85,910,595.13	10,774,208.62	PASS	9,321.71		8,262.94	1,058.77	PASS	10,372	10,408	(36)

		MAINTENANCE OF EFFORT <i>f Federal Regulations</i> § 300.204		
Local Education Agency (LEA) Nan		Special Education Local Plan Area (SEL	PA)	ATTENTION:
33()			,	Complete only rows 4, 6, and 7 on this sheet
Name of Person Completing Report		Telephone & Fax Numbers		Complete detail reduction tabs 1, 2, 3, and 4totals transfer
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Maintenance of Effort (MOE) Shortfall from LEA MOE Calculation (LMC-A or LMC- B) Worksheet	\$0.00	FY 2020/2021		
eduction is attributable to any	of the following	below the level of the preceding fisc reasons. Provide specific details and I the MOE shortfall, fiscal effort has	d dollar	
services personnel (does off due to budget shortfall	and/or classified not include contr).	therwise, or departure for special education or related ract non-renewal or staff lay- totals will carry forward to this section	\$0.00	
2. A decrease in enrollment	of children with d		\$0.00	
3. The termination of the obl education to a particular of costly program because:		e a program of special ility that is an exceptionally	\$0.00	
	age at which the te public educatio	obligation of the agency to on (FAPE) to the child has		
ENTER INFORMATION on the d	etail reduction 3 tab;	totals will carry forward to this section		
(must have per unit cost o	oment or the cons of \$5,000 or more)	struction of school facilities	\$0.00	
TOTAL	ALLOWABLE	EXEMPTIONS TO MOE ared in Section 1 of the LMC-A or LMC-B)	\$0.00	
CDE Use Only				
California Depart	ment of Education.	Special Education Division, April 23, 2015		

Local Ed	ucation Agency (LEA) Name		Special Education Local Plan Area (SELPA)			
	0	EXEMPT REDUCTION	0 IS TO MAINTENANCE OF EF	FORT		
	ne voluntary departure, by retirem ersonnel (does not include contra		for just cause, of certificated and/or	classified special	education or rel	ated services
he			DEPARTING			
No	. Position Title	Employee Name	Reason for Leaving	Salary	Benefits	Total
1.						\$0.00
2.						\$0.00 \$0.00
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30						\$0.00
			Departing Total	\$0.00	\$0.00	\$0.00
		R	Departing Total	\$0.00	\$0.00	\$0.00
No	. Position Title		Departing Total EPLACED BY		\$0.00 Benefits	\$0.00 Total
1		Employee Name		\$0.00 Salary		Total \$0.00
1.						Total \$0.00 \$0.00
1. 2. 3.						Total \$0.00 \$0.00 \$0.00
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1. 2. 3. 4. 5. 6.	- - - - - - -					Total \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00
1. 2. 3. 4. 5. 6. 7.						Total \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00
1. 2. 3. 4. 5. 6.						Total \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00
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1 2 3 4. 5 6 6 7 7 8 9 10 111 12	- - - - - - - - - - - - - - - - - - -					Total \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00
11 22 33 4. 55 66 77 88 99 100	- - - - - - - - - - - - - - - - - - -					Total \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00
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1 2 3 4 4 5 6 7 7 8 9 9 9 10 10 11 12 13 14 15 16 16 16 16 17 18 19 20 20 21 22 3 24 25 26 26 26 27 28 29 20 20 21 22 23 24 20 20 20 20 20 20 20 20 20 20 20 20 20	. . <t< td=""><td></td><td></td><td></td><td></td><td>Total \$0.00</td></t<>					Total \$0.00

Local Education Agency (LEA) Name	Special Education Local Pla	an Area (SELPA)							
0	0								
EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT									
2. A decrease in enrollment of children with disa	bilities.								
A. Current Year Special Ed. Unduplicated Pupil Count Line A4, Column A	(SEMA or SEMB, Section 3,	0							
B. Prior Year Special Ed. Unduplicated Pupil Count (S Line A4, Column B)	EMA or SEMB, Section 3,	0							
C. Difference (only applicable if negative)		not applicable							
D. Fractional decline (Line 2C (expressed as positive)	divided by Line 2B)	0.00000%							
E. Prior Year Expenditures from State and Local Sour 3, Line A3, Column B)	ces (SEMA or SEMB, Section	\$0.00							
F. Allowable decline in expenditures related to decline E)	in pupil count (Line D x Line								
,		\$0.00							
2.	Decrease in Enrollment	\$0.00							
California Department of Education, Specia	I Education Division, April 23, 20	015							

cial Education Local Plan Area (SELPA)
0

3. The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because:

- A. Child has left the jurisdiction of the agency; OR
- B. Child has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; OR
- C. No longer needs the program of special education

Student Name	Reason (indicate A, B, or C)	Total
1.		\$0.00
2.		\$0.00
3.		\$0.00
4.		\$0.00
5.		\$0.00
6.		\$0.00
7.		\$0.00
8.		\$0.00
9.		\$0.00
10.		\$0.00
11.		\$0.00
12.		\$0.00
13.		\$0.00
14.		\$0.00
15.		\$0.00
16.		\$0.00
17.		\$0.00
18.		\$0.00
19.		\$0.00
20.		\$0.00
21.		\$0.00
22.		\$0.00
23.		\$0.00
24.		\$0.00
25.		\$0.00
26.		\$0.00
27.		\$0.00
28.		\$0.00
29.		\$0.00
30.		\$0.00
	3. Total of Termination of Obligation	\$0.00
California Department of	Education, Special Education Division, April 23, 207	15

Local Education Agency (LEA) Name	Special Education Local Plan Area (SELPA)
0	0

4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more).

Description of Expenditure	Total
1.	\$0.00
2.	\$0.00
3.	\$0.00
4.	\$0.00
5.	\$0.00
6.	\$0.00
7.	\$0.00
8.	\$0.00
9.	\$0.00
10.	\$0.00
11.	\$0.00
12.	\$0.00
13.	\$0.00
14.	\$0.00
15.	\$0.00
16.	\$0.00
17.	\$0.00
18.	\$0.00
19.	\$0.00
20.	\$0.00
21.	\$0.00
22.	\$0.00
23.	\$0.00
24.	\$0.00
25.	\$0.00
26.	\$0.00
27.	\$0.00
28.	\$0.00
29.	\$0.00
30.	\$0.00
4. Total Termination of Cos	
California Department of Education, Special Educa	

Local Education Agency (LEA) Name Special Education Local Plan Area (SELPA) ATTENTION: SAMPLE School District Whittler Area Cooperative Special Education Complete only rows 4, 6, and 7 on this sheet Name of Person Completing Report Telephone & Fax Numbers Complete detail reduction tabs 1, 2, 3, and 4 Maintenance of Effort (MOE) \$568,726.00 FY 2019/2020 Complete detail reduction tabs 1, 2, 3, and 4 Shortfall from LEA MOE \$568,726.00 FY 2019/2020 Complete detail reduction tabs 1, 2, 3, and 4 B) Worksheet The LEA may reduce the level of expenditures below the level of the preceding fiscal year if the reduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equal/exceed the MOE shortfall, fiscal effort has been maintained for the reporting year. 1. The voluntary departure, by retirement or otherwise, or departure for just cause, of certificated and/or classified special education or related services personnel (does not include contract non-reneval or staff lay-off due to budget shortfall). \$741,815.60 ENTER INFORMATION on the detail reduction 1 tab: totals will carry forward to this section \$38,125.00 \$38,125.00 A. Child has left the jurisdiction of the agency; OR p. Child has service the age at which the obligation to provide a program of special education exceptionally costly program because: \$0.00 A. Child has left the jurisdiction of the agency; OR p. Child			D MAINTENANCE OF EFFO of Federal Regulations § 300.204	ĸı	
SAMPLE School District Whittier Area Cooperative Speical Education Complete only rows 4, 6, and 7 on this sheed Name of Person Completing Report Telephone & Fax Numbers Complete detail reduction tabs 1, 2, 3, and 4 Maintenance of Effort (MOE) Shortfall from LEA MOE \$568,726.00 FY 2019/2020 BW Orksheet \$568,726.00 FY 2019/2020 The LEA may reduce the level of expenditures below the level of the preceding fiscal year if the reduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equal/exceed the MOE shortfall, fiscal effort has been maintained for the reporting year. 1. The voluntary departure, by retirement or otherwise, or departure for just cause, of cortificated and/or classified special education or related services personnel (does not include contract non-renewal or staff lay-off due to budget shortfall). \$741,815.60 ENTER INFORMATION on the detail reduction 1 tab; totals will carry forward to this section \$38,125.00 A Child has reached the age at which the obligation of the agency to provide a program because: \$3.00 A. Child has reached the age at which the obligation of the agency to provide the agency to provide the agency multiceducation 3 tab; totals will carry forward to this section \$0.00 ENTER INFORMATION on the detail reduction 3 tab; totals will carry forward to this section \$0.00 Child has reached the age at which the obligation o				ELPA)	ATTENTION:
Iame of Person Completing Report Telephone & Fax Numbers Complete detail reduction tabs 1, 2, 3, and 4 Identenance of Effort (MOE) \$568,726.00 FY 2019/2020 Shortfall from LEA MOE \$568,726.00 FY 2019/2020 Worksheet The LEA may reduce the level of expenditures below the level of the preceding fiscal year if the eduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equal/exceed the MOE shortfall, fiscal effort has been maintained for the reporting year. 1. The voluntary departure, by retirement or otherwise, or departure for just cause, or certificated and/or classified special education or related services personnel (does not include contract non-renewal or staff lay-off due to budget shortfall). \$741,815.60 ENTER INFORMATION on the detail reduction 1 tab; totals will carry forward to this section \$741,815.60 Outgram because: A. Child has left the jurisdiction of the agency; OR \$38,125.00 A. Child has left the jurisdiction of the agency; OR \$0.000 \$0.000 B. Child has reached the age at which the bobligation of secial education \$0.000 Compare detail teduction 1 tab; totals will carry forward to this section \$0.000 The termination of cotify expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5.000 or more). \$0.000 E				,	-
Waintenance of Effort (MOE) \$568,726.00 FY 2019/2020 Shortfall from LEA MOE \$568,726.00 FY 2019/2020 By Worksheet FY 2019/2020 FY 2019/2020 The LEA may reduce the level of expenditures below the level of the preceding fiscal year if the reduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equalexceed the MOE shortfall, fiscal effort has been maintained for the reporting year. 1. The voluntary departure, by retirement or otherwise, or departure for services personnel (does not include contract non-renewal or staff lay-off due to budget shortfall). \$741,815.60 ENTER INFORMATION on the detail reduction 1 tab; totals will carry forward to this section \$741,815.60 Costly program because: A. Child has left the jurisdiction of the agency; OR \$38,125.00 A. Child has left the jurisdiction of the agency; OR Child has reached the age at which the obligation of the agency to provide free appropriate public education 3 tab; totals will carry forward to this section \$0.00 A. The termination of cell weak of a special education on the detail reduction 3 tab; totals will carry forward to this section \$0.00 B. Child has reached the age at which the obligation of the agency to provide free appropriate public education for APEP to the child has \$0.00 B. Child has reached the age at which the tobligation of section 1 \$0.00 \$0.00 \$0.00					Complete detail reduction tabs 1, 2, 3, and 4-
Haintenance of Effort (MOE) \$568,726.00 FY 2019/2020 Shortfall from LEA MOE \$568,726.00 FY 2019/2020 Shortfall from LEA may reduce the level of expenditures below the level of the preceding fiscal year if the reduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equalexceed the MOE shortfall, fiscal effort has been maintained for the reporting year. 1. The voluntary departure, by retirement or otherwise, or departure for services personnel (does not include contract non-renewal or staff lay-off due to budget shortfall). \$741,815.60 ENTER INFORMATION on the detail reduction 1 tab; totals will carry forward to this section \$741,815.60 C. A decrease in enrolliment of children with disabilities. \$741,815.60 ENTER INFORMATION on the detail reduction 2 tab; totals will carry forward to this section \$38,125.00 education to a particular child with a disability that is an exceptionally costly program because: A. Child has left the jurisdiction of the agency; OR B. Child has reached the age at which the obligation of the agency to provide free appropriate public education 3 tab; totals will carry forward to this section \$0.00 ENTER INFORMATION on the detail reduction 3 tab; totals will carry forward to this section \$0.00 A. Child has left the jurisdiction of the agency; OR \$0.00 B. Child has reached the age at which the obligation of the agency to provide free approprita					totals transfer automatically to this page
reduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equal/exceed the MOE shortfall, fiscal effort has been maintained for the reporting year. 1. The voluntary departure, by retirement or otherwise, or departure for just cause, of certificated and/or classified special education or related services personnel (does not include contract non-renewal or staff lay- off due to budget shortfall). ENTER INFORMATION on the detail reduction 1 tab; totals will carry forward to this section 2. A decrease in enrollment of children with disabilities. ENTER INFORMATION on the detail reduction 2 tab; totals will carry forward to this section 3. The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because: A. Child has left the jurisdiction of the agency; OR B. Child has left the jurisdiction of special education ENTER INFORMATION on the detail reduction 3 tab; totals will carry forward to this section 4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more). ENTER INFORMATION on the detail reduction 4 tab; totals will carry forward to this section ENTER INFORMATION on the detail reduction of tab; stoals will carry forward to this section 4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more). ENTER INFORMATION on the detail reduction 4 tab; totals will carry forward to this section ENTER INFORMATION on the detail reduction 4 tab; totals will carry forward to this section ENTER INFORMATION on the detail reduction 4 tab; totals will carry forward to this section ENTER INFORMATION on the detail reduction 1 of the LMCA or LMC-B)	Shortfall from LEA MOE Calculation (LMC-A or LMC-	\$568,726.00	FY 2019/202	0	
just cause, of certificated and/or classified special education or related services personnel (does not include contract non-renewal or staff lay- off due to budget shortfall). ENTER INFORMATION on the <i>detail reduction 1</i> tab; totals will carry forward to this section 2. A decrease in enrollment of children with disabilities. ENTER INFORMATION on the <i>detail reduction 2</i> tab; totals will carry forward to this section 3. The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because: A. <i>Child has left the jurisdiction of the agency; OR</i> B. <i>Child has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has C. <i>No longer needs the program of special education</i> ENTER INFORMATION on the <i>detail reduction 3</i> tab; totals will carry forward to this section 4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more). ENTER INFORMATION on the <i>detail reduction 4</i> tab; totals will carry forward to this section TOTAL ALLOWABLE EXEMPTIONS TO MOE \$1,310,541.60</i>	reduction is attributable to an amounts. If the total justificat	iy of the following i ions equal/exceed	reasons. Provide specific details	and dollar	
ENTER INFORMATION on the detail reduction 2 tab; totals will carry forward to this section 3. The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because: \$38,125.00 A. Child has left the jurisdiction of the agency; OR \$ B. Child has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has \$ C. No longer needs the program of special education \$ ENTER INFORMATION on the detail reduction 3 tab; totals will carry forward to this section \$ 4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more). \$ ENTER INFORMATION on the detail reduction 4 tab; totals will carry forward to this section \$ TOTAL ALLOWABLE EXEMPTIONS TO MOE (must equal amount of total exemption reductions entered in Section 1 of the LMC-A or LMC-B) \$	just cause, of certificated services personnel (does off due to budget shortfa	and/or classified s not include contra II).	special education or related act non-renewal or staff lay-	\$530,601.00	
education to a particular child with a disability that is an exceptionally costly program because: A. Child has left the jurisdiction of the agency; OR B. Child has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has C. No longer needs the program of special education ENTER INFORMATION on the detail reduction 3 tab; totals will carry forward to this section 4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more). ENTER INFORMATION on the detail reduction 4 tab; totals will carry forward to this section TOTAL ALLOWABLE EXEMPTIONS TO MOE \$1,310,541.60 (must equal amount of total exemption reductions entered in Section 1 of the LMC-A or LMC-B)				\$741,815.60	
provide free appropriate public education (FAPE) to the child has C. No longer needs the program of special education ENTER INFORMATION on the detail reduction 3 tab; totals will carry forward to this section 4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more). ENTER INFORMATION on the detail reduction 4 tab; totals will carry forward to this section TOTAL ALLOWABLE EXEMPTIONS TO MOE \$1,310,541.60 (must equal amount of total exemption reductions entered in Section 1 of the LMC-A or LMC-B)	education to a particular costly program because: A. <i>Child has left the juris</i>	child with a disabil	lity that is an exceptionally	\$38,125.00	
as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more). ENTER INFORMATION on the <i>detail reduction 4</i> tab; totals will carry forward to this section TOTAL ALLOWABLE EXEMPTIONS TO MOE \$1,310,541.60 (must equal amount of total exemption reductions entered in Section 1 of the LMC-A or LMC-B)	provide free appropria C. No longer needs the p	ate public education program of special	n (FAPE) to the child has education		
(must equal amount of total exemption reductions entered in Section 1 of the LMC-A or LMC-B)	as the acquisition of equi (must have per unit cost	pment or the cons of \$5,000 or more).	truction of school facilities	\$0.00	
	TOTAL		EXEMPTIONS TO MOE	\$1,310,541.60]
CDE Use Only	(must equal amount of total exp	emption reductions entere	ed in Section 1 of the LMC-A or LMC-B)		
	CDE Use Only				1

	ucation Agency (LEA) Name	Los Nietos School District	Special Education Local Plan Area (SELP)		WACSEP	
	SAMPL	E School District FXFMPT REDUC	Area Cooperative Speical Education			
			arture for just cause, of certificated and/o		education or rela	ted services
			DEPARTING			
о.	Position Title	Employee Name	Reason for Leaving	Salary	Benefits	Total
1.	RSP Teacher	MC	Retirement	\$84,180.00	\$32,410.00	\$116,590
2.	MS Teacher	AC	Retirement	\$99,284.00	\$30,640.00	\$129,924
	MM Teacher	JN	Moved	\$72,280.00	\$22,614.00	\$94,894
	MS - Pre K Teacher	AH	Program Closed	\$56,480.00	\$19,822.00	\$76,302
	RSP Teacher	DA	Moved	\$93,670.00	\$31,487.00	\$125,157
	MM Teacher	PG	Reduction of Class	\$62,480.00	\$13,220.00	\$75,700
	Assistant - Pre K	JA	Program Closed	\$22,325.00	\$8,140.00	\$30,46
8.		SP	Prgoram Closed	\$24,900.00	\$5,140.00	\$30,04
9.		MS	Program Closed	\$19,447.00	\$6,104.00	\$25,55
10.	Assistant - MM Assistant - MM	HB JF	Reduction of Class	\$24,640.00	\$6,111.00	\$30,75
			Reduction of Class	\$22,098.00	\$5,014.00	\$27,11
2. 3.		SH SN	One to one Student Moved One to one Student Moved	\$23,447.00 \$21,004.00	\$8,478.00 \$8,114.00	\$31,92 \$29,11
3. 4.	Assistant - MM	Sin	One to one Student Moved	\$21,004.00	ф 0,114.00	\$29,11 \$
4. 5.						ۍ \$
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9.						\$
0.						\$
	•		Departing Tota	l \$626,235.00	\$197,294.00	\$823,529
			REPLACED BY			
10	Position Title MM Teacher	Employee Name	New	Salary \$50,108.00	\$28,888.00	Total \$78,996
-		DI	INEW	\$50,108.00	\$20,000.UU	210,99
1.		BU	New	\$48 140 00	\$15 114 00	\$63.25
1. 2.	RSP Teacher	RO	New	\$48,140.00 \$47,164,00	\$15,114.00 \$26,689,00	
1. 2. 3.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85
1. 2. 3. 4.	RSP Teacher					\$73,85 \$76,82
1. 2. 3. 4.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$
1. 2. 3. 4. 5.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$
1. 2. 3. 4. 5. 6. 7.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 5. 5. 5. 5. 5	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 5. 6. 7. 8. 9. 0. 1. 5. 5. 6. 7. 7. 8. 9. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7. 7.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 7. 8. 7. 8. 7. 7. 8. 7. 7. 8. 7.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
$\begin{array}{c} 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 9. \\ 9. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 9. \\ 9. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 9. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 9. \\ 1. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 9. \\ 1. \\ 1. \\ 1. \\ 1. \\ 1. \\ 1$	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
$\begin{array}{c} 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 0. \\ 1. \\ 0. \\ 1. \\ 0. \\ 0. \\ 0$	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
$ \begin{array}{c} 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 1. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 1. \\ 0. \\ 1. \\ 0. \\ 1. \\ 0. \\ 1. \\ 0. \\ 1. \\ 0. \\ 0. \\ 1. \\ 0. \\ 0. \\ 1. \\ 0. \\ 0. \\ 1. \\ 0. \\ 0. \\ 0. \\ 0. \\ 0. \\ 0. \\ 0. \\ 0$	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 3. 1. 2. 3. 1. 2. 3. 1. 2. 3. 1. 2. 3.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 3. 1. 2. 3.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
$\begin{array}{c} 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 1. \\ 2. \\ 3. \\ 4. \\ 1. \\ 2. \\ 3. \\ 4. \\ 1. \\ 2. \\ 3. \\ 4. \\ 1. \\ 2. \\ 3. \\ 4. \\ 1. \\ 2. \\ 3. \\ 4. \\ 1. \\ 2. \\ 3. \\ 4. \\ 1. \\ 2. \\ 3. \\ 4. \\ 1. \\ 2. \\ 3. \\ 3. \\ 1. \\ 2. \\ 3. \\ 3. \\ 3. \\ 3. \\ 3. \\ 3. \\ 3$	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 5. 6. 7. 8. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9.	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
$\begin{array}{c} 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 2. \\ 3. \\ 4. \\ 5. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 2. \\ 3. \\ 4. \\ 5. \\ 2. \\ 3. \\ 4. \\ 2. \\ 3. \\ 4. \\ 5. \\ 2. \\ 3. \\ 4. \\ 5. \\ 2. \\ 3. \\ 4. \\ 5. \\ 2. \\ 3. \\ 4. \\ 5. \\ 2. \\ 3. \\ 4. \\ 5. \\ 2. \\ 5. \\ 2. \\ 5. \\ 2. \\ 5. \\ 2. \\ 5. \\ 5$	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
$\begin{array}{c} 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 4. \\ 5. \\ 6. \\ 7. \\ 8. \\ 9. \\ 0. \\ 1. \\ 2. \\ 3. \\ 1. \\ 1. \\ 1. \\ 1. \\ 1. \\ 1. \\ 1$	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 8. 9. 0. 1. 2. 3. 4. 4. 5. 6. 7. 7. 8. 9. 0. 0. 1. 2. 3. 4. 4. 5. 6. 6. 7. 7. 8. 9. 9. 0. 0. 1. 2. 3. 3. 4. 4. 5. 6. 6. 7. 7. 7. 8. 8. 9. 9. 0. 1. 2. 3. 3. 4. 4. 5. 6. 6. 7. 7. 7. 8. 8. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1. 2. 3. 4. 5. 6. 7. 7. 8. 9. 9. 0. 0. 1. 1. 2. 3. 4. 4. 5. 6. 6. 7. 7. 8. 8. 9. 9. 9. 9. 9. 9. 9. 9. 9. 9	RSP Teacher	СВ	New	\$47,164.00	\$26,689.00	\$73,85 \$76,82 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$
1 2 3 4 5 5 6 7 8 9 9 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2	RSP Teacher	СВ	New Moved from MM -	\$47,164.00	\$26,689.00	\$73,85: \$76,82! \$(\$(\$(\$(\$(\$(\$(\$(\$(\$(
1 2 3 4 5 5 6 7 8 9 9 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2	RSP Teacher	СВ	New Moved from MM -	\$47,164.00	\$26,689.00	\$63,254 \$73,852 \$76,822 \$10 \$10 \$10 \$10 \$10 \$10 \$10 \$10
1. 2. 3. 4. 5. 6. 7. 8.	RSP Teacher	СВ	New	\$47,164.00 \$60,185.00	\$26,689.00 \$16,640.00	\$73,8 \$76,8 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$

Local Education Agency (LEA) Name SAMPLE School District	Special Education Local Plan Whittier Area Coopera	· · · ·						
EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT								
2. A decrease in enrollment of children with disa	bilities.							
A. Current Year Special Ed. Unduplicated Pupil Count Line A4, Column A	(SEMA or SEMB, Section 3,	270						
B. Prior Year Special Ed. Unduplicated Pupil Count (S Line A4, Column B)	EMA or SEMB, Section 3,	307						
C. Difference (only applicable if negative)		(37)						
D. Fractional decline (Line 2C (expressed as positive)	divided by Line 2B)	12.05212%						
E. Prior Year Expenditures from State and Local Sour 3, Line A3, Column B)	ces (SEMA or SEMB, Section	\$6,155,064.61						
F. Allowable decline in expenditures related to decline	in pupil count (Line D x Line							
E)		\$741,815.60						
2.	Decrease in Enrollment	\$741,815.60						
California Department of Education, Specia	I Education Division, April 23, 20	15						

Local Education Agency (LEA) Name	Special Education Local Plan Area (SELPA)
SAMPLE School District	Whittier Area Cooperative Speical Education

3. The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because:

- A. Child has left the jurisdiction of the agency; OR
- B. Child has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; OR
- C. No longer needs the program of special education

Student Name	Reason (indicate A, B, or C)	Total
1. YL	A	\$3,997.00
2. ER	В	\$34,128.00
3.		\$0.00
4.		\$0.00
5.		\$0.00
6.		\$0.00
7.		\$0.00
8.		\$0.00
9.		\$0.00
10.		\$0.00
11.		\$0.00
12.		\$0.00
13.		\$0.00
14.		\$0.00
15.		\$0.00
16.		\$0.00
17.		\$0.00
18.		\$0.00
19.		\$0.00
20.		\$0.00
21.		\$0.00
22.		\$0.00
23.		\$0.00
24.		\$0.00
25.		\$0.00
26.		\$0.00
27.		\$0.00
28.		\$0.00
29.		\$0.00
30.		\$0.00
	3. Total of Termination of Obligation	\$38,125.00
California Department of I	Education, Special Education Division, April 23, 20	

Local Education Agency (LEA) Name	Special Education Local Plan Area (SELPA)
SAMPLE School District	Whittier Area Cooperative Speical

4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of \$5,000 or more).

Descr	iption of Expenditure	Total
1.		\$0.00
2.		\$0.00
3.		\$0.00
4.		\$0.00
5.		\$0.00
6.		\$0.00
7.		\$0.00
8.		\$0.00
9.		\$0.00
10.		\$0.00
11.		\$0.00
12.		\$0.00
13.		\$0.00
14.		\$0.00
15.		\$0.00
16.		\$0.00
17.		\$0.00
18.		\$0.00
19.		\$0.00
20.		\$0.00
21.		\$0.00
22.		\$0.00
23.		\$0.00
24.		\$0.00
25.		\$0.00
26.		\$0.00
27.		\$0.00
28.		\$0.00
29.		\$0.00
30.		\$0.00
• •	4. Total Termination of Costly Expenditures	\$0.00
	California Department of Education, Special Education Division, April 23, 2015	_

				SELPA Code and SELPA Name:						
COLTON JUSD				TT 3802 East Valley	Consortium]	
Fiscal Year	2020-2021									1
	A	8	c	D	E	F	G	н	I	J
School Year	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result fo Fiscal Year
Expenditures (Compliance) SEMA - SACS2012ALL	\$ 17,307,865.17	Pass	\$ 7,538.27	Pass	\$ 6,801,678.93	Pass	\$ 2,962.40	Pass	2296	Pass
Expenditures (Compliance) SEMA	\$ 17 737 963 96	Pass	\$ 7 424 19	5 - Fail	6 678 767 20	S -	e 2757.24	S -	2386	Pass
SACS2013ALL	\$ 17,101,000.00	s -	[\$ 7,434.10	s -	0,373,707,23	s -	3 2,757,24	\$ ·		1.422
Expenditures (Compliance) SEMA	\$ 19,129,872.49	Pass	\$ 7,754.31	Pass	\$ 7,253,933.40	Pass	\$ 2,940.39	Fat	2467	Pass
SACS2014ALL		\$ -		s -		\$ -		\$-		
Expenditures (Compliance) SEMA	\$ 22,638,795.20	Pass	\$ 8,983.65	Pass	\$ 9,412,801.67	Pass	\$ 3,735.24	Pass	2520	Pass
		\$-		\$-		s -		\$-		
Expenditures (Compliance) SEMA SACS2016ALL	\$ 25,142,024.09	Pass	\$ 9,647.75	Pass	\$ 12,306,282.82	Pass	\$ 4,722.29	Pass	2606	Pass
		s -		s -		5 -		\$-		
Expenditures (Compliance) SEMA SACS2017ALL	\$ 25,822,274.53	Pass	\$ 9,674,89	Pass	\$ 14,800,198.50	Pasa	\$ 5,545.22	Pass	2669	Pass
Expenditures (Compliance) SEMA	\$ 20 136 271 72	Pass	¢ 10.522.52	Pass	\$ 16 310 560 07	Pass	£ 5 900 42	Pass	1760	Pass
SACS2018ALL	\$ 25,150,071.72	\$ -	a 10,522.52	\$-	\$ 10,310,303.37	\$ -	3 5,690.42	\$ -	2769	P855
Expenditures (Compliance) SEMA	\$ 31,467,165.56	Pass	\$ 11,459.27	Pass	\$ 19,174,560.12	Pass	\$ 6,982.72	Pass	2746	Pass
		\$ -		\$ -		\$		\$-		- Paore
Expenditures (Compliance) SEMA SACS2020ALL	\$ 34,109,576.73	Pass	\$ 12,789.49	Pass	\$ 21,062,348.95	Pass	\$ 7,897.39	Pass	2667	Pass
Expenditures (Compliance) SEMA	# 25 400 570 00	S Pass		S -		s -		S - Fail	2615	
SACS2021ALL	\$ 35,400,570.90	\$ -	\$ 13,537.50	s -	\$ 20,077,410.35	s .	\$ 7,677.79	\$		Pass
SEMB - SACS2021ALL	\$ 35,400,570.90 \$ (2,562,859.13)	Comparison Year	\$ 13,537,50 \$ (980.06)	Comparison Year	\$ 21,062,348.95	Comparison Year	\$ 7,897.39	Comparison Year	1000	
Comparison Year	\$ 32,837,711.77	2020-2021	\$ 12,557.44	2020-2021	\$ 21,062,348.95	2019-2020	\$ 7,897.39	2019-2020	1.65	
Budget (Eligibility) SEMB - SACS2021ALL	\$ 34,728,144.00	Pass	\$ 13,280.36	Pass	\$ 25,377,754.00	Pass	\$ 9,704.69	Pass	2615	Pass
	School Year Expenditures (Compliance) SEMA SACS2012ALL Expenditures (Compliance) SEMA SACS2013ALL Expenditures (Compliance) SEMA SACS2014ALL Expenditures (Compliance) SEMA SACS2016ALL Expenditures (Compliance) SEMA SACS2017ALL Expenditures (Compliance) SEMA SACS2018ALL Expenditures (Compliance) SEMA SACS2018ALL Expenditures (Compliance) SEMA SACS2019ALL Expenditures (Compliance) SEMA SACS2019ALL Expenditures (Compliance) SEMA SACS2019ALL Expenditures (Compliance) SEMA SACS2014LL Expenditures (Eligibility No PCRA) EMB - SACS2021ALL Expenditures tess PCRA for Comparison Year) Eudget (Eligibility)	A School Year State and Local Total Amount Expenditures (Compliance) SEMA SACS2012ALL \$ 17,307,865.17 Expenditures (Compliance) SEMA SACS2013ALL \$ 17,737,963.96 Expenditures (Compliance) SEMA SACS2013ALL \$ 19,129,872.49 Expenditures (Compliance) SEMA SACS2014ALL \$ 19,129,872.49 Expenditures (Compliance) SEMA SACS2015ALL \$ 22,638,795.20 Expenditures (Compliance) SEMA SACS2016ALL \$ 25,142,024.09 Expenditures (Compliance) SEMA SACS2016ALL \$ 25,822.274.53 Expenditures (Compliance) SEMA SACS2017ALL \$ 29,136,871.72 Expenditures (Compliance) SEMA SACS2018ALL \$ 31,467,165.56 Expenditures (Compliance) SEMA SACS2019ALL \$ 31,467,165.56 Expenditures (Compliance) SEMA SACS2019ALL \$ 34,109,576.73 Expenditures (Compliance) SEMA SACS2021ALL \$ 35,400,570.90 Expenditures (Compliance) SEMA SACS2021ALL \$ 35,400,570.90 Expenditures (Eligibility No PCRA) SACS2021ALL \$ 35,400,570.90 Expenditures (Eligibility No PCRA) SACS2021ALL \$ 32,837,711.77 Expenditures tess PCRA for Comparison Year) \$ 32,837,711.77	A B School Year State and Local Total Amount State and Local Total MOE Result Expenditures (Compliance) SEMA SACS2012ALL \$ 17.307,865.17 Pass Expenditures (Compliance) SEMA SACS2013ALL \$ 17,737,963.96 Pass Expenditures (Compliance) SEMA SACS2014ALL \$ 19,129,872.49 Pass Expenditures (Compliance) SEMA SACS2016ALL \$ 19,129,872.49 Pass Expenditures (Compliance) SEMA SACS2016ALL \$ 22,638,795.20 Pass Expenditures (Compliance) SEMA SACS2016ALL \$ 25,142,024.09 Pass Expenditures (Compliance) SEMA SACS2016ALL \$ 25,822.274.53 Pass Expenditures (Compliance) SEMA SACS2017ALL \$ 29,136,871.72 Pass Expenditures (Compliance) SEMA SACS2018ALL \$ 31,467,165.56 Pass Expenditures (Compliance) SEMA SACS2019ALL \$ 31,467,165.56 Pass Expenditures (Compliance) SEMA SACS2019ALL \$ 34,109,576.73 Pass Expenditures (Compliance) SEMA SACS2021ALL \$ 35,400,570.90 Pass Expenditures (Compliance) SEMA SACS2021ALL \$ 35,400,570.90 Pass Expenditures (Eligibility No PCRA) SACS2021ALL \$ 35,400,570.90 Pass SACS2021ALL \$	A B C School Year State and Local Total Amount State and Local Total MOE Result State and Local Amount State and Local Total MOE Result Pass \$ 7,538.27 Expenditures (Compliance) SEMA S 17,37,963.96 Pass \$ 7,434.18 \$ 7,754.31 Expenditures (Compliance) SEMA S 19,129,872.49 Pass \$ 7,754.31 \$ 7,754.31 Expenditures (Compliance) SEMA S 22,638,795.20 Pass \$ 8,983.65 \$ \$ Expenditures (Compliance) SEMA S 25,822.274.53 Pass \$ 9,647.75 \$ \$ Expenditures (Compliance) SEMA S 25,822.274.53 Pass \$ 9,647.75 \$ \$ 9,647.75 SACS2016ALL \$ 25,822.274.53 Pass \$ 9,647.75 \$ \$ 9,647.75 Expenditures (Compliance) SEMA S 25,822.274.53 Pass \$ 9,674.89 \$ \$ 10,522.52 \$ \$ \$ 10,522.52 \$ \$ 10,522.52 \$ \$ \$ 10,522.52 \$ \$ \$ 11,459.27 \$ \$ \$ 11,459.27 <td>A B C D School Year State and Local Total Amount State and Local Total Amount State and Local Total MOE Result Per Capita Amount Per Capita MOE Result Expenditures (Compliance) SEMA SACS2013ALL \$ 17.307.865.17 Pass \$ 7.538.27 Pass Expenditures (Compliance) SEMA SACS2013ALL \$ 17.737.963.96 Pass \$ 7.434.18 Fad Expenditures (Compliance) SEMA SACS2014ALL \$ 19.129.872.49 Pass \$ 7.754.31 Pass SACS2014ALL \$ 19.129.872.49 Pass \$ 7.754.31 Pass \$. Expenditures (Compliance) SEMA SACS2015ALL \$ 22.638.795.20 Pass \$. \$. \$. SACS2015ALL \$ 22.638.795.20 Pass \$. \$. \$. \$. SACS2015ALL \$ 25,142.024.09 Pass \$. \$. \$. \$. SACS2016ALL \$ 25,822.274.53 Pass \$. \$. \$. \$. SACS2018ALL \$ 29,136.871.72 Pass \$. \$. \$.</td> <td>A B C D E School Year State and Local Total Amount State and Local Total Amount State and Local Total Amount State and Local Per Capita Amount State and Local Per Capita Amount State and Local Per Capita Amount Local Only Total Amount Expenditures (Compliance) SEMA SACS2013ALL \$ 17,307,963.96 Pass \$ 7,538.27 Pass \$ 6,578,767.29 School Year \$ 17,737,963.96 Pass \$ 7,754.31 Pass \$ 6,578,767.29 School Year \$ 19,129,872.49 Pass \$ 7,754.31 Pass \$ 7,253,933.40 School Year \$ 19,129,872.49 Pass \$ 7,754.31 Pass \$ 7,253,933.40 School Year \$ 19,129,872.49 Pass \$ 8,983.65 Pass \$ 9,412,801.67 School Yalues \$ Compliance) SEMA \$ 22,638,795.20 Pass \$ 9,647.75 Pass \$ 12,306,282.82 School Yalues \$ 25,142,024.09 Pass \$ 9,674.89 Pass \$ 14,800,198.50 School Yalues \$ 29,136,871.72 Pass \$ 10,522.52 Pass \$ 14,800,198.50</td> <td>A B C D E F School Year State and Local Total Amount State and Local Total Amount State and Local Total Amount State and Local Per Capita MOE Local Orly Total Amount Plass \$ 1 S - S - S - S - S - S - S - S - S - S - S - S - S - S - S - S - S - - -</td> <td>A B C D E F G School Year State and Local State and Local Per Capita State and Local Per Capita Local Only Total Local Only Per Capita Amount Amount</td> <td>A B C D E F G H School Year State and Local Total Amount State and Local Total Amount State and Local Per Capita MOE Amount Local Only Per Capita MOE Result S 6,578,767,28 Pass S 6,578,767,28 Pass S 6,578,767,28 Fast Local Only Per</td> <td>A B C D E F G H I School Year State and Local State and Local State and Local Per Capite Amount Feasure Local Only Total Amount Local</td>	A B C D School Year State and Local Total Amount State and Local Total Amount State and Local Total MOE Result Per Capita Amount Per Capita MOE Result Expenditures (Compliance) SEMA SACS2013ALL \$ 17.307.865.17 Pass \$ 7.538.27 Pass Expenditures (Compliance) SEMA SACS2013ALL \$ 17.737.963.96 Pass \$ 7.434.18 Fad Expenditures (Compliance) SEMA SACS2014ALL \$ 19.129.872.49 Pass \$ 7.754.31 Pass SACS2014ALL \$ 19.129.872.49 Pass \$ 7.754.31 Pass \$. Expenditures (Compliance) SEMA SACS2015ALL \$ 22.638.795.20 Pass \$. \$. \$. SACS2015ALL \$ 22.638.795.20 Pass \$. \$. \$. \$. SACS2015ALL \$ 25,142.024.09 Pass \$. \$. \$. \$. SACS2016ALL \$ 25,822.274.53 Pass \$. \$. \$. \$. SACS2018ALL \$ 29,136.871.72 Pass \$. \$. \$.	A B C D E School Year State and Local Total Amount State and Local Total Amount State and Local Total Amount State and Local Per Capita Amount State and Local Per Capita Amount State and Local Per Capita Amount Local Only Total Amount Expenditures (Compliance) SEMA SACS2013ALL \$ 17,307,963.96 Pass \$ 7,538.27 Pass \$ 6,578,767.29 School Year \$ 17,737,963.96 Pass \$ 7,754.31 Pass \$ 6,578,767.29 School Year \$ 19,129,872.49 Pass \$ 7,754.31 Pass \$ 7,253,933.40 School Year \$ 19,129,872.49 Pass \$ 7,754.31 Pass \$ 7,253,933.40 School Year \$ 19,129,872.49 Pass \$ 8,983.65 Pass \$ 9,412,801.67 School Yalues \$ Compliance) SEMA \$ 22,638,795.20 Pass \$ 9,647.75 Pass \$ 12,306,282.82 School Yalues \$ 25,142,024.09 Pass \$ 9,674.89 Pass \$ 14,800,198.50 School Yalues \$ 29,136,871.72 Pass \$ 10,522.52 Pass \$ 14,800,198.50	A B C D E F School Year State and Local Total Amount State and Local Total Amount State and Local Total Amount State and Local Per Capita MOE Local Orly Total Amount Plass \$ 1 S - S - S - S - S - S - S - S - S - S - S - S - S - S - S - S - S - - -	A B C D E F G School Year State and Local State and Local Per Capita State and Local Per Capita Local Only Total Local Only Per Capita Amount Amount	A B C D E F G H School Year State and Local Total Amount State and Local Total Amount State and Local Per Capita MOE Amount Local Only Per Capita MOE Result S 6,578,767,28 Pass S 6,578,767,28 Pass S 6,578,767,28 Fast Local Only Per	A B C D E F G H I School Year State and Local State and Local State and Local Per Capite Amount Feasure Local Only Total Amount Local

The signature of authorized agent conveys purplement with and accuracy of the information pr	rovided.
Signature of Authorized Agent 6	Date Signed
1/11/ton	10/6/21
	1010101
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number
Rick Jensen, Asst. Superintendent of Business Services	Juan Villanueva, juan_villanueva@cjusd.net, (909)580-6607

Rick Jensen, Asst. Superintendent of Business Services 8/13/2021 Version 3

S UNIFIED SCHOOL DISTR bol Year res (Compliance) SEMA 12ALL	2020-2021 A State and Local Total Amount \$ 22,298,938.06	B State and Local Total MOE Result	C State and Local Per Capita	D State and Local	TT 3602 East Valley E	Consortium	G	н		
ool Year res (Compliance) SEMA 12ALL	A State and Local Total Amount	State and Local	State and Local	State and Local	E	F	G			
res (Compliance) SEMA 12ALL	State and Local Total Amount	State and Local	State and Local	State and Local	E	F	G	u		
res (Compliance) SEMA 12ALL	Total Amount								1	J
12ALL	\$ 22,298,938.06		Amount	Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
		Pass	\$ 8,632.96	Pass	\$ 6,818,925.87	Pass	\$ 2,639.92	Pass	2583	Pass
res (Compliance) SEMA 13ALL	\$ 23,895,115.16	Pass	\$ 8,882.94	\$ - Pass	\$ 7,703,841.30	Pass	\$ 2,863.88	Pass	2690	Pass
13ALL		\$-	· ·	\$-		\$-		\$ -		
res (Compliance) SEMA 14ALL	\$ 24,820,216.46	Pass	\$ 8,957.13	Pass	\$ 7,862,472.03	Pass	\$ 2,837.41	Fail	2771	Pass
		\$-		\$-		\$ -		\$ -		
res (Compliance) SEMA 15ALL	\$ 27,250,090.51	Pass	\$ 9,652.88	Pass	\$ 9,025,800.07	Pass	\$ 3,197.24	Pass	2823	Pass
		\$ -		\$-		\$ -		\$ -		
res (Compliance) SEMA 16ALL	\$ 28,250,404.98	Pass	\$ 10,057.10	Pass	\$ 9,960,919.63	Pass	\$ 3,546.07	Pass	- 2809	Pass
		\$ -		\$ -		\$-		\$-		
res (Compliance) SEMA 17ALL	\$ 29,390,606.87	Pass	\$ 10,538.04	Pass	\$ 10,661,559.54	Pass	\$ 3,822.72	Pass	2789	Pass
		\$-		\$-		\$-		\$-		
res (Compliance) SEMA 18ALL	\$ 29,694,947.34	Pass	\$ 10,949.46	Pass	\$ 11,049,672.26	Pass	\$ 4,074.36	Pass	2712	Pass
		\$-		\$ -		\$-		\$-	ļ	
res (Compliance) SEMA 19ALL	\$ 33,569,396.18	Pass	\$ 12,006.22	Pass	\$ 12,549,787.85	Pass	\$ 4,488.48	Pass	2796	Pass
ros (Compliance) SEMA		· ·		-						
20ALL	\$ 31,644,522.72	\$ -	\$ 11,625.47	\$ -	\$ 17,584,629.24		\$ 6,460.19	\$ -	2722	Pass
res (Compliance) SEMA 21ALL	\$ 37,971,161.54	Pass	\$ 13,556.29	Pass	\$ 15,583,187.28	Fail	\$ 5,563.44	Fail	2801	Pass
	¢ 27 074 464 54	\$-	¢ 13 556 00	\$-	¢ 17.594.600.04	\$-	¢ 6 460 40	\$-		
ACS2021ALL	\$ 37,971,161.54 \$ (7,477,588.88)	Comparison Year	\$ 13,556.29 \$ (2,669.61)	Comparison Year	ψ 17,304,029.24	Comparison Year	φ 0,400.19	Comparison Year		
ures less PCRA for on Year)	\$ 30,493,572.66	2020-2021	\$ 10,886.68	2020-2021	\$ 17,584,629.24	2019-2020	\$ 6,460.19	2019-2020		
ligibility) ACS2021ALL	\$ 36,455,207.00	Pass	\$ 13,015.07	Pass	\$ 16,220,217.00	Fail	\$ 5,790.87	Fail	2801	Pass
	14ALL res (Compliance) SEMA 15ALL res (Compliance) SEMA 16ALL res (Compliance) SEMA 17ALL res (Compliance) SEMA 18ALL res (Compliance) SEMA 19ALL res (Compliance) SEMA 20ALL res (Compliance) SEMA 21ALL res (Compliance) SEMA 21ALL res (Eligibility No PCRA) ACS2021ALL ares less PCRA for on Year) ligibility)	14ALL \$ 24,820,216.46 res (Compliance) SEMA \$ 27,250,090.51 res (Compliance) SEMA \$ 28,250,404.98 16ALL \$ 28,250,404.98 res (Compliance) SEMA \$ 29,390,606.87 17ALL \$ 29,694,947.34 res (Compliance) SEMA \$ 29,694,947.34 res (Compliance) SEMA \$ 33,569,396.18 19ALL \$ 31,644,522.72 res (Compliance) SEMA \$ 37,971,161.54 res (Eligibility No PCRA) \$ 37,971,161.54 res (Eligibility No PCRA) \$ 30,493,572.66 m Year) \$ 26,455,207.00	res (Compliance) SEMA \$ 24,820,216.46 Pass 14ALL \$ 24,820,216.46 Pass res (Compliance) SEMA \$ 27,250,090.51 Pass 15ALL \$ 27,250,090.51 Pass res (Compliance) SEMA \$ 28,250,404.98 Pass 16ALL \$ 28,250,404.98 Pass res (Compliance) SEMA \$ 29,390,606.87 Pass 17ALL \$ 29,694,947.34 Pass res (Compliance) SEMA \$ 29,694,947.34 Pass 18ALL \$ 29,694,947.34 Pass res (Compliance) SEMA \$ 33,569,396.18 Pass 19ALL \$ 33,569,396.18 Pass res (Compliance) SEMA \$ 31,644,522.72 Fail 20ALL \$ 31,644,522.72 Fail res (Compliance) SEMA \$ 37,971,161.54 Pass 21ALL \$ 37,971,161.54 Pass s - \$ 37,971,161.54 Pass s - \$ 30,493,572.66 2020-2021 ingibility) \$ 26,455,207.00 Pass	Pass Pass 8 8,957.13 14ALL \$ 24,820,216.46 Pass \$ 8,957.13 res (Compliance) SEMA 15ALL \$ 27,250,090.51 Pass \$ 9,652.88 res (Compliance) SEMA 16ALL \$ 28,250,404.98 Pass \$ 10,057.10 res (Compliance) SEMA 16ALL \$ 28,250,404.98 Pass \$ 10,057.10 res (Compliance) SEMA 17ALL \$ 29,390,606.87 Pass \$ 10,538.04 res (Compliance) SEMA 18ALL \$ 29,694,947.34 Pass \$ 10,949.46 res (Compliance) SEMA 19ALL \$ 33,569,396.18 Pass \$ 10,949.46 res (Compliance) SEMA 19ALL \$ 33,569,396.18 Pass \$ 12,006.22 res (Compliance) SEMA 20ALL \$ 31,644,522.72 Fail \$ 11,625.47 res (Compliance) SEMA 21ALL \$ 37,971,161.54 Pass \$ 13,556.29 res (Compliance) SEMA 21ALL \$ 37,971,161.54 Comparison Year \$ 13,556.29 res (Eligibility No PCRA) ACS2021ALL \$ 37,971,161.54 Comparison Year \$ 13,556.29 res (Server for on Year) \$ 30,493,572.66 2020-2021 \$ 10,886.68 <td>Pass Pass 8,957.13 Pass 14ALL \$ 24,820,216.46 \$ 24,820,216.46 \$ 3,500,000.51 \$ 8,957.13 \$ - res (Compliance) SEMA 15ALL \$ 27,250,090.51 Pass \$ 9,652.88 Pass \$ - res (Compliance) SEMA 16ALL \$ 28,250,404.98 Pass \$ 10,057.10 Pass \$ - res (Compliance) SEMA 17ALL \$ 28,250,404.98 Pass \$ 10,057.10 Pass \$ - res (Compliance) SEMA 17ALL \$ 29,390,606.87 Pass \$ 10,057.10 \$ - \$ - res (Compliance) SEMA 18ALL \$ 29,694,947.34 Pass \$ 10,058.04 \$ - \$ - res (Compliance) SEMA 19ALL \$ 29,694,947.34 Pass \$ 10,949.46 \$ - \$ - res (Compliance) SEMA 19ALL \$ 33,569,396.18 Pass \$ 10,949.46 \$ - \$ - res (Compliance) SEMA 20ALL \$ 31,644,522.72 Fail \$ 11,625.47 \$ - \$ - res (Compliance) SEMA 21ALL \$ 37,971,161.54 Pass \$ 13,556.29 \$ - \$ - res (Compli</td> <td>Pass Pass <th< td=""><td>res (Compliance) SEMA I4ALL \$ 24,820,216.46 Pass \$ 8,957.13 Pass \$ 7,862,472.03 Pass \$ 7,862,472.03 Pass \$ 0 res (Compliance) SEMA I5ALL \$ 27,250,090.51 Pass \$ 9,652.88 Pass \$ 9,025,800.07 Pass \$ 0,025,800.07 Pass \$ 0,025,800.07</td><td>Pres (Compliance) SEMA IAALL \$ 24,820,216.46 Pass \$ 24,820,216.46 Pass \$ 0.8957.13 Pass \$ 7,862,472.03 Pass \$ 7,862,472.03 Pass \$ 0.055,800.07 \$ 2,837.41 res (Compliance) SEMA ISALL \$ 27,250,090.51 Pass \$ 28,250,404.98 Pass \$ 10,057.10 Pass \$ 9,960,919.63 Pass \$ 9,960,919.63 Pass \$ 9,960,919.63 Pass \$ 0.061,559.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.0</td><td>Pase (Compliance) SEMA (ALL) \$ 24,820,216.46 Pass \$ 8,957.37 Pass \$ 7,862,472.03 Pass \$ 2,837.41 Fail 14ALL \$ • • • • • • • • • • • • • • • • • • •</td><td>Pres (Compliance) SEMA 14ALL 24,820,216.46 Pass S 8,8957.13 Pass S 7,862,472.03 Pass S 2,837.41 Fail S 2771 tres (Compliance) SEMA ISALL \$ 27,250.090.51 Pass S 9,062.88 Pass S 9,052,800.07 Pass S 9,025,800.07 Pass S 3,197.24 Pass S 1,197.24 Pass S 1,107.10 Pass S 9,060,910.63 Pass S 9,060,910.63 Pass S 9,060,910.63 Pass S 3,197.24 Pass S 1,007.10 Pass S 9,060,910.63 <</td></th<></td>	Pass Pass 8,957.13 Pass 14ALL \$ 24,820,216.46 \$ 24,820,216.46 \$ 3,500,000.51 \$ 8,957.13 \$ - res (Compliance) SEMA 15ALL \$ 27,250,090.51 Pass \$ 9,652.88 Pass \$ - res (Compliance) SEMA 16ALL \$ 28,250,404.98 Pass \$ 10,057.10 Pass \$ - res (Compliance) SEMA 17ALL \$ 28,250,404.98 Pass \$ 10,057.10 Pass \$ - res (Compliance) SEMA 17ALL \$ 29,390,606.87 Pass \$ 10,057.10 \$ - \$ - res (Compliance) SEMA 18ALL \$ 29,694,947.34 Pass \$ 10,058.04 \$ - \$ - res (Compliance) SEMA 19ALL \$ 29,694,947.34 Pass \$ 10,949.46 \$ - \$ - res (Compliance) SEMA 19ALL \$ 33,569,396.18 Pass \$ 10,949.46 \$ - \$ - res (Compliance) SEMA 20ALL \$ 31,644,522.72 Fail \$ 11,625.47 \$ - \$ - res (Compliance) SEMA 21ALL \$ 37,971,161.54 Pass \$ 13,556.29 \$ - \$ - res (Compli	Pass Pass <th< td=""><td>res (Compliance) SEMA I4ALL \$ 24,820,216.46 Pass \$ 8,957.13 Pass \$ 7,862,472.03 Pass \$ 7,862,472.03 Pass \$ 0 res (Compliance) SEMA I5ALL \$ 27,250,090.51 Pass \$ 9,652.88 Pass \$ 9,025,800.07 Pass \$ 0,025,800.07 Pass \$ 0,025,800.07</td><td>Pres (Compliance) SEMA IAALL \$ 24,820,216.46 Pass \$ 24,820,216.46 Pass \$ 0.8957.13 Pass \$ 7,862,472.03 Pass \$ 7,862,472.03 Pass \$ 0.055,800.07 \$ 2,837.41 res (Compliance) SEMA ISALL \$ 27,250,090.51 Pass \$ 28,250,404.98 Pass \$ 10,057.10 Pass \$ 9,960,919.63 Pass \$ 9,960,919.63 Pass \$ 9,960,919.63 Pass \$ 0.061,559.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.0</td><td>Pase (Compliance) SEMA (ALL) \$ 24,820,216.46 Pass \$ 8,957.37 Pass \$ 7,862,472.03 Pass \$ 2,837.41 Fail 14ALL \$ • • • • • • • • • • • • • • • • • • •</td><td>Pres (Compliance) SEMA 14ALL 24,820,216.46 Pass S 8,8957.13 Pass S 7,862,472.03 Pass S 2,837.41 Fail S 2771 tres (Compliance) SEMA ISALL \$ 27,250.090.51 Pass S 9,062.88 Pass S 9,052,800.07 Pass S 9,025,800.07 Pass S 3,197.24 Pass S 1,197.24 Pass S 1,107.10 Pass S 9,060,910.63 Pass S 9,060,910.63 Pass S 9,060,910.63 Pass S 3,197.24 Pass S 1,007.10 Pass S 9,060,910.63 <</td></th<>	res (Compliance) SEMA I4ALL \$ 24,820,216.46 Pass \$ 8,957.13 Pass \$ 7,862,472.03 Pass \$ 7,862,472.03 Pass \$ 0 res (Compliance) SEMA I5ALL \$ 27,250,090.51 Pass \$ 9,652.88 Pass \$ 9,025,800.07 Pass \$ 0,025,800.07 Pass \$ 0,025,800.07	Pres (Compliance) SEMA IAALL \$ 24,820,216.46 Pass \$ 24,820,216.46 Pass \$ 0.8957.13 Pass \$ 7,862,472.03 Pass \$ 7,862,472.03 Pass \$ 0.055,800.07 \$ 2,837.41 res (Compliance) SEMA ISALL \$ 27,250,090.51 Pass \$ 28,250,404.98 Pass \$ 10,057.10 Pass \$ 9,960,919.63 Pass \$ 9,960,919.63 Pass \$ 9,960,919.63 Pass \$ 0.061,559.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.061,659.54 Pass \$ 0.0	Pase (Compliance) SEMA (ALL) \$ 24,820,216.46 Pass \$ 8,957.37 Pass \$ 7,862,472.03 Pass \$ 2,837.41 Fail 14ALL \$ • • • • • • • • • • • • • • • • • • •	Pres (Compliance) SEMA 14ALL 24,820,216.46 Pass S 8,8957.13 Pass S 7,862,472.03 Pass S 2,837.41 Fail S 2771 tres (Compliance) SEMA ISALL \$ 27,250.090.51 Pass S 9,062.88 Pass S 9,052,800.07 Pass S 9,025,800.07 Pass S 3,197.24 Pass S 1,197.24 Pass S 1,107.10 Pass S 9,060,910.63 Pass S 9,060,910.63 Pass S 9,060,910.63 Pass S 3,197.24 Pass S 1,007.10 Pass S 9,060,910.63 <

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signa	ture of Authorized Agent	Date Signed
Printe	ed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number

	LOCAL EDUCATIONAL AGENCY (LEA	N):				SELPA Code and SELPA Name:								
	RIALTO USD					TT 3602 East Valley Consortium								
	Fiscal Year	2020-2021												
		A	В	c	D	E	F	G	н	1	, ,			
	School Year	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amour	State and Local Per Capita MOE t Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year			
2011-2012	Expenditures (Compliance) SEMA - SACS2012ALL	\$ 26,828,693.06	Pass	\$ 11,824.02		\$ 9,720,165.72	Pass	\$ 4,283.90	Pass	2269	Pass			
			\$ -		\$ -		\$ -		\$ -					
2012-2013	Expenditures (Compliance) SEMA - SACS2013ALL	\$ 26,980,189.69	Pass	\$ 10,958.65	Fail	\$ 9,786,215.56	Pass	\$ 3,974.90	Fail	2462	Pass			
	GROOLUNALE		\$ -		\$ -		\$-		\$ -					
2013-2014	Expenditures (Compliance) SEMA - SACS2014ALL	\$ 31,671,533.18	Pass	\$ 12,523.34	Pass	\$ 14,681,488.65	Pass	\$ 5,805.25	Pass	2529	Pass			
	SAUSZU14ALL		\$ -	1	\$ -	1	\$ -	1	\$ -					
2014-2015	Expenditures (Compliance) SEMA - SACS2015ALL	\$ 35,462,699.43	Pass	\$ 13,032.97	Pass	\$ 16,395,572.80	Pass	\$ 6,025.57	Pass	2721	Pass			
	SACS2015ALL		\$ -		\$ -]	\$ -		\$ -					
	Expenditures (Compliance) SEMA - SACS2016ALL	\$ 41,998,331.85	Pass	\$ 14,633.57	Pass	\$ 23,183,290.56	Pass	\$ 8,077.80	Pass	2870	Pass			
	SACSZUTOALL		\$ -		\$ -		\$ -		\$ -					
2016-2017	Expenditures (Compliance) SEMA - SACS2017ALL	\$ 47,892,775.75	Pass	\$ 15,884.83	Pass	\$ 29,020,459.65	Pass	\$ 9,625.36	Pass	3015	Pass			
	SAGSZOTTALL		\$-		\$ -		\$ -		\$ -					
2017-2018	Expenditures (Compliance) SEMA - SACS2018ALL	\$ 51,059,438.05	Pass	\$ 17,065.32	Pass	\$ 31,490,356.18	Pass	\$ 10,524.85	Pass	2992	Pass			
	Bridded for LL		\$ -		\$ -		\$ 8,827,639.26		\$ 2,927.91					
2018-2019	Expenditures (Compliance) SEMA - SACS2019ALL	\$ 56,114,516.67	Pass	\$ 18,779.96	Pass	\$ 30,692,564.03	Fail	\$ 10,271.94	Pail	2988	Pass			
	UNCOLUTIONEL		\$ -		\$ -		\$ -		\$.					
2019-2020	Expenditures (Compliance) SEMA - SACS2020ALL	\$ 54,654,911.31	Fail	\$ 19,333.18	Pass	\$ 32,268,533.24	Pass	\$ 11,414.41	Pass	2827	Pass			
	SACS2020ALL		\$ -		\$ -		\$ -		\$ -					
2020-2021	Expenditures (Compliance) SEMA - SACS2021ALL	\$ 55,315,103.77	Fall	\$ 19,361.25	P686	\$ 30,533,900.55	Fai	\$ 10,687.40	Fail	2857	Pass			
			\$ -		\$ -		\$ -		\$ -					
1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	Expenditures (Eligibility No PCRA) SEMB - SACS2021ALL	\$ 56,114,516.67 \$ (11,128,479.78)	Comparison Year	\$ 19,361.25	Comparison Year	\$ 32,268,533.24	Comparison Year	\$ 11,414.41	Comparison Year					
1	(Expenditures less PCRA for Comparison Year)	\$ 44,986,036.89	2018-2019	\$ 19,361.25	2020-2021	\$ 32,268,533.24	2019-2020	\$ 11,414.41	2019-2020					
2021-2022	Budget (Eligibility) SEMB - SACS2021ALL	\$ 56,330,397.00	Pass	Pass \$ 19,716.62 Pass		\$ 39,487,101.00	Pass	\$ 13,821.18	Pass	2857	Pass			
	OLIND - UNUGLUE INEL				\$ -				\$ -		1 States			

Subsequent Year Tracking Worksheet

The signature of authorized agent conveys agreement with and accuracy of the information provided

Mucole Alver						Date Signed	1021	
Printed Name and T	litie of Authorized Agent Mblid	Lead	Fiscal	Services		NICOLO	n's Name, E-Mail, a Mbiso	nd Telephone Number Nalbison rialbousd.org
Version 2							ana kana dipa dikan kana kana ana man	909-820-7700 × 223

8/13

LOCAL EDUCATIONAL AGENCY	(LEA):		Subsequent	: Year Tracking	SELPA Code and S	ELPA Name:				-
RIM OF THE WORLD USD					TT 3602 East Valley	Consortium				
Fiscal Year	2020-2021									_
	Α	В	с	D	E	F	G	н	I	J
School Year	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEM - SACS2012ALL	A \$ 4,078,850.46	Pass	\$ 7,769.24	Pass	\$ 1,750,326.56	Pass	\$ 3,333.96	Pass	525	Pass
2012-2013 Expenditures (Compliance) SEM	A \$ 3,607,690.07	Pass With Exemption(s)	\$ 7,032.53	Fail	\$ 1,432,189.96	Pass With Exemption(s)	\$ 2,791.79	Pass With Exemption(s)	513	Pass
- SAGSZUTSALL		\$ 576,359.88		\$ 1,123.51		\$ 576,359.88		\$ 1,123.51		
2013-2014 Expenditures (Compliance) SEM - SACS2014ALL	A \$ 4,118,167.49	Pass	\$ 8,387.31	Pass	\$ 1,839,456.87	Pass	\$ 3,746.35	Pass	491	Pass
		\$ -		\$-		\$-		\$ -		
2014-2015 Expenditures (Compliance) SEM - SACS2015ALL	A \$ 4,663,587.20	Pass	\$ 10,340.55	Pass	\$ 1,972,067.09	Pass	\$ 4,372.65	Pass	451	Pass
		\$ -		\$ -		\$-		\$-		
2015-2016 Expenditures (Compliance) SEM - SACS2016ALL	A \$ 5,729,990.96	Pass	\$ 12,456.50	Pass	\$ 2,898,245.54	Pass	\$ 6,300.53	Pass	460	Pass
		\$ -		\$-		\$-		\$-		
2016-2017 Expenditures (Compliance) SEM - SACS2017ALL	A \$ 5,679,696.44	Fail	\$ 13,395.51	Pass	\$ 2,817,083.61	Fail	\$ 6,644.07	Pass	424	Pass
		\$-		\$-		\$-		\$-		
2017-2018 Expenditures (Compliance) SEM - SACS2018ALL	A \$ 5,691,684.65	Fail	\$ 14,053.54	Pass	\$ 2,775,447.19	Fail	\$ 6,852.96	Pass	405	Pass
		\$-		\$-		\$-		\$-		
2018-2019 Expenditures (Compliance) SEM - SACS2019ALL	A \$ 6,095,983.27	Pass	\$ 15,278.15	Pass	\$ 2,914,039.62	Pass	\$ 7,303.36	Pass	399	Pass
- SACS2019ALL		\$-		\$-		\$-		\$-		
2019-2020 Expenditures (Compliance) SEM - SACS2020ALL	A \$ 6,008,089.51	Fail	\$ 15,210.35	Fail	\$ 3,174,544.38	Pass	\$ 8,036.82	Pass	395	Pass
0,1002020,122		\$-		\$-		\$-		\$-		
2020-2021 Expenditures (Compliance) SEM	A \$ 6,184,203.38	Pass	\$ 15,232.03	Fail	\$ 3,084,423.44	Pass With Exemption(s)	\$ 7,597.10	Fail	406	Pass
Expenditures (Eligibility No PCR	A) ¢ c 404 000 00	\$ -	¢ 45.070.45	\$-	¢ 0.004.400.44	\$ 144,528.28	¢ 0.000.00	\$ 365.89		
SEMB - SACS2021ALL	A) <u>\$ 6,184,203.38</u> <u>\$ -</u>	Comparison Year	\$ 15,278.15 \$ (2,245.35)	Comparison Year	\$ 3,084,423.44	Comparison Year	\$ 8,036.82	Comparison Year		
(Expenditures less PCRA for Comparison Year)	\$ 6,184,203.38	2020-2021	\$ 13,032.80	2018-2019	\$ 3,084,423.44	2020-2021	\$ 8,036.82	2019-2020		
2021-2022 Budget (Eligibility) SEMB - SACS2021ALL	\$ 5,715,902.25	Fail	\$ 14,078.58	Pass	\$ 3,850,951.00	Pass	\$ 9,485.10	Pass	406	Pass
				\$ -				\$-		

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number

Subsequent Year Tracking Worksheet LOCAL EDUCATIONAL AGENCY (LEA): SELPA Code and SELPA Name: TT 3602 East Valley Consortium YUCAIPA-CALIMESA JUSD Fiscal Year 2020-2021 G н 1 С D E. 1 В F State and Local State and Local Local Only Per Result for Per Capita Per Capita MOE Local Only Total Local Only Total Local Only Per Capita MOE State and Local State and Local Fiscal Total Amount Total MOE Result Amount Result Amount MOE Result Capita Amount Result Enrollment School Year Year Pass Pass 2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL Pass Pass 3,138.24 \$ 10,908,760.07 \$ 10,119.44 \$ 3,383,019.22 \$ 1078 Pass 12 \$ \$ \$ \$ 2012-2013 Expenditures (Compliance) SEMA Pass Pass. Fail Fail \$ 10.911.029.26 \$ 2,776,239,12 1020 Pass \$ 10.697.09 \$ 2,721.80 - SACS2013ALL \$ 5 \$ \$ 2013-2014 Expenditures (Compliance) SEMA Fail Pass Fail Fail \$ 10,741,031.92 11,096.11 \$ 3,025,671.84 S 3,125.69 968 Pass \$ - SACS2014ALL \$ \$ \$ \$ 2014-2015 Expenditures (Compliance) SEMA Pass Fail Fail Pass \$ 11.830.157.23 \$ 11.853.86 \$ 3.025.925.74 \$ 3.031.99 998 Pass - SACS2015ALL S \$ \$ \$ 2015-2016 Expenditures (Compliance) SEMA Pass Pass Pass Pass \$ 13,154,636.14 \$ 5,637,937.66 5.088.39 1108 S 11,872.42 \$ Pass SACS2016ALL \$ \$ \$ \$ 2016-2017 Expenditures (Compliance) SEMA Pass Pass Pass Pass \$ 14,684,090.77 \$ 6,689,813.53 5,737.40 1166 Pass \$ 12,593.56 \$ - SACS2017ALL S \$ \$ \$ 2017-2018 Expenditures (Compliance) SEMA Pass Fail Pass Pass \$ 15.252.244.76 11,572.26 \$ 8,265,756.27 6,271.44 1318 Pass \$ S - SACS2018ALL \$ \$ \$ \$ Pass 2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL Pass Pass Pass \$ 18,415,019,30 \$ 13,711,85 \$ 9,550,915.63 \$ 7,111.63 1343 Pass \$ s \$ S Pass Pass Pass Pass 2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL \$ 19,018,521.78 \$ 14,893.13 \$ 9,951,216.67 \$ 7,792.65 1277 Pass \$ \$ \$ 5 Fail Pass Fail Fail Expenditures (Compliance) SEMA 2020-2021 \$ 19,150,141,57 \$ 14.259.23 \$ 8,314,304.47 \$ 6.190.84 1343 Pass - SACS2021ALL \$ \$ \$ S Expenditures (Eligibility No PCRA) \$ 19,150,141.57 \$ 9,951,216.67 7,792.65 14,893,13 \$ Comparison Year **Comparison Year** Comparison Year Comparison Year SEMB - SACS2021ALL (2,261.08)\$ (4.012,669.72) (Expenditures less PCRA for 2020-2021 \$ 12,632.05 \$ 7,792.65 \$ 15,137,471.85 2019-2020 \$ 9,951,216.67 2019-2020 2019-2020 Comparison Year) 2021-2022 Budget (Eligibility) Pass Pass Pass Pass \$ 17.090.982.93 \$ 12,725.97 \$ 10,611,561.75 \$ 7,901.39 1343 Pass SEMB - SACS2021ALL \$ \$

The signature of authorized agent conveys agreement with and accuracy of the information provided.	
Signature of Authorized Agent	Date Signed
Mullian	10 10 3021
Frinted Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number
Amper Tavis Fiscal Services Coordinator	amber-tanspuciusdus 909-797-0174
12/2021 Vender 2	

E	EAST VALLEY OPS/SBCSS					TT 3602 East Valley	Consortium				
F	iscal Year	2020-2021				•					•
		А	В	с	D	E	F	G	н	I	J
	School Year	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 ^E -	Expenditures (Compliance) SEMA SACS2012ALL	\$ 12,653,378.65	Pass	\$ 21,666.74	Pass	\$ 1,432,806.79	Pass	\$ 2,453.44	Pass	584	Pass
			\$-		\$-		\$-		\$-		
2012-2013 ^E	Expenditures (Compliance) SEMA SACS2013ALL	\$ 13,286,518.91	Pass	\$ 24,834.61	Pass	\$ 1,475,936.27	Pass	\$ 2,758.76	Pass	535	Pass
			\$-		\$-		\$-		\$-		
	Expenditures (Compliance) SEMA SACS2014ALL	\$ 14,228,876.77	Pass	\$ 27,363.22	Pass	\$ 1,959,443.59	Pass	\$ 3,768.16	Pass	520	Pass
	ON CODES THINKEE		\$-		\$-		\$-		\$-		
2014-2015	Expenditures (Compliance) SEMA SACS2015ALL	\$ 14,588,020.08	Pass	\$ 28,887.17	Pass	\$ 1,094,653.88	Fail \$	\$ 2,167.63	Fail	505	Pass
-	SACS2015ALL		\$-		\$-		\$-		\$-		
2015-2016 ^E	Expenditures (Compliance) SEMA SACS2016ALL	\$ 16,189,819.81	Pass	\$ 32,186.52	Pass	\$ 900,577.69	Fail \$	\$ 1,790.41	Fail	503	Pass
-	SACS2010ALL		\$-		\$-		\$-		\$-		
2016-2017 ^E	Expenditures (Compliance) SEMA SACS2017ALL	\$ 16,348,724.47	Pass	\$ 34,490.98	Pass	\$ 777,572.21	Fail	\$ 1,640.45	Fail	474	Pass
-	SACS2017ALL		\$-		\$-		\$-		\$-		
2017-2018 ^E	Expenditures (Compliance) SEMA SACS2018ALL	\$ 16,934,744.68	Pass	\$ 37,970.28	Pass	\$ 820,508.10	Fail	\$ 1,839.70	Fail	446	Pass
	SACSZUTUALL		\$-		\$-		\$-		\$-		
2018-2019 ^E	Expenditures (Compliance) SEMA SACS2019ALL	\$ 19,031,930.92	Pass	\$ 40,493.47	Pass	\$ 1,034,847.70	Fail	\$ 2,201.80	Fail	470	Pass
	ON COLUMNIE		\$-		\$-		\$-		\$-		
	Expenditures (Compliance) SEMA SACS2020ALL	\$ 18,918,615.73	Pass With Exemption(s)	\$ 46,483.09	Pass	\$ 977,052.42	Fail	\$ 2,400.62	Fail	407	Pass
	0/1002020/122		\$ 2,592,210.21		\$ 5,515.34		\$-		\$-		
	Expenditures (Compliance) SEMA SACS2021ALL	\$ 17,250,856.50	Pass With Exemption(s)	\$ 49,288.16	Pass	\$ 1,013,790.17	Fail	\$ 2,896.54	Fail	350	Pass
		• 17 050 050 50	\$ 2,649,535.86	A 10 000 10	\$ 6,509.92		\$-	A A ZA A	\$-		
	Expenditures (Eligibility No PCRA) SEMB - SACS2021ALL	\$ 17,250,856.50 \$ (438,652.04)	Comparison Year	\$ 49,288.16 \$ (1,253.29)	Comparison Year	\$ 1,959,443.59	Comparison Year	\$ 3,768.16	Comparison Year		
	Expenditures less PCRA for Comparison Year)	\$ 16,812,204.46	2020-2021	\$ 48,034.87	2020-2021	\$ 1,959,443.59	2013-2014	\$ 3,768.16	2013-2014		
	Budget (Eligibility) SEMB - SACS2021ALL	\$ 18,600,526.59	Pass	\$ 53,144.36	Pass	\$ 1,137,219.00	Fail	\$ 3,249.20	Fail	350	Pass
2	DEIVID - SAUSZUZ IALL				\$ -				\$ -		

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number

EAST VALLEY SELPA CJUSD LEA **Excess Cost Calculation** Fiscal Year 2020-21

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

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the 2020-21 school year for an elementary school or secondary school student, as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

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

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

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

For the year ending June 30, 2021, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer. or their designees, on or before September 15, 2021. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2021. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is spedliscalprogrpts@cde.ca.gov. Also. the CDE requests the SELPA name be in the subject line of the email.

		Local D	efinition		
		TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY	
Enter certificated staff FTE %s		Í	46.09%	53.91%	
Section a. First, the LEA must deter B)—in 2019-20. (Use FUNDS 01-07,	mine the total expenditures for elementary and secondary students only from all OPERATING funds-local, State, and Federal (including Part 09, 13, and 61-62 ONLY)				
ltern 1	State and Local Expenditures - FD 01-07, 09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$ 248,369,229	\$ 114,465,712	\$ 133,903,517	
ltem 2	Federal Expenditures - FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999	\$ 57,370,533	\$ 26,440,308	\$ 30,930,225	
item 3	Total Expenditures	\$ 305,739,762	<u>\$</u> 140.906,020	\$ 164,83 <u>3,7</u> 42	
	act from the total expenditures calculated in section a. above all amounts spent in 2019-20 for the following resources (these are considered expenditures only. (Use FUNDS 01-07, 09, 13, and 61-62 ONLY)				
Item 4	Total Expenditures	\$ 305,739,762	\$ 140,906,020	\$ 164,833,742	
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$ 6.092.577	\$ 2,807,881	\$ 3.284,696	
Item 6	ESEA, Title 1, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$ 7,500,911	\$ 3,456,938	\$ 4,043,973	
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999	\$ 553,759	\$ 255,210	\$ 298,548	
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)	\$ 36,683,606	\$ 16,906,342	\$ 19.777,264	
ltern 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0",	s .	s -	s 💡	
Item 10	Total Expenditures tess supplemental expenditures	\$ 254,908,909	\$ 117,479,649	\$ 137,429,261	

Section c. Next, deduct capital outlay and debt service for resources not listed in section b. above. (FUNDS 01-07, 09, 13, 61-62 ONLY)

Item 11	Total Expenditures less supplemental expenditures

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

Section d. Next, the LEA must determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during 2019-20 (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

- Item 14 Total amount for average calculation From CBEDS Tab Item 15 Number of students encoded in 2010-
 - Item 15 Number of students enrolled in 2019-20 school year CBEDS, ALL students (General Ed and Special Ed)
 - Item 16 Average annual expenditure per student

Section e. Next, to determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA (not including capital outlay and debt service), the LEA must multiply the number of children with disabilities in the LEA during 2020-21 times the average annual per student expenditure obtained in section d. above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

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

_		Item 17	Average annual expenditure per student				
FY 20	20-21	ltem 18	Number of full-time special ed student equivalents (FTE of time spent in special education classes; (excluding 5710 & 5730, preschool and	\$	11,642	\$ 11,642 \$	11,642
14 - 14 IS 80		10			681.58	314.12	367.46
		Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	-	7.005.404		
Section f Ei	nally determ				7,935,121	\$ 3,657,053 \$	4,278,069

254,908,909 \$ 117,479,649 \$ 137,429,261

249,947,357 \$ 115,193,022 \$ 134,754,335

249,947,357 \$ 115,193,022 \$ 134,754,335

9,894 \$

11,642 \$

11,575

11,642

21,469 \$

11,642 \$

4,961,552 \$ 2,286,626 \$ 2,674,926

\$

\$

\$

Section f. Finally, determine how much was spent in 2020-21 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in section e. above (FUNDS 01-07, 09, 13, 61-62 ONLY)

		Amount LEA spent on children with disabilities in excess of requirement*	\$	22,608,310	\$ 10,4	19,472	\$ 12,188,838	
			•	30,543,432	\$ 14,0	76,525	\$ 16,466,907	
FY 2020-21	Item 21*	2020-21 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goal SXXX (excluding 5710 & 5730, preschool and infants)						
State of the second second		2020-21 expectitives. Class 11 and 5 and 5 and 5 and 7 and 5 Points (Excess Cost)	\$	7,935,121	\$ 3,6	57,053	\$ 4,278,069	
and the second s	Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)						

* Note: item 21 is NOT the same as item 8 above, item 21 is the 2020-21 expenditure amount, item 8 is the 2019-20 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of

** Note: Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their federal IDEA Part B funds.

Special Education Director or Designee **Chief Pusiness Officer or Designee**

EAST VALLEY SELPA Redlands Unified School District Excess Cost Calculation Fiscal Year 2020-21

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

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the 2020-21 school year for an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the 2020-21 school year for an elementary school or secondary school student (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

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

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

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

For the year ending June 30, 2021, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 15, 2021. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2021. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is spedfiscalprogrepts@cde.ca.gev. Also, the CDE requests the SELPA name be in the subject line of the email.

	ALL DATA IS FOR FY 2019-20 EXCEPT ITEMS 18 and 21 WHICH ARE 2020-21				Local D	efini	finition	
		E	TOTAL	ELE	% EMENTARY	% S	ECONDARY	
Enter certificated staff FTE %s					37.50%		62.50%	
Section a. First, the LEA must dete 2019-20. (Use FUNDS 01-07, 09, 1	mine the total expenditures for elementary and secondary students only from all OPERATING funds—local, State, and Federal (including Part B) , and 61-62 ONLY)	—in						
Item	State and Local Expenditures - FD 01-07, 09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$	252,264,258	\$	94,599,097	\$	157,665,161	
Item	Federal Expenditures - FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervention services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999	ng \$	20,720,306	\$	7,770,115	\$	12,950,191	
ltern	Total Expenditures	\$	272 <u>,</u> 984,564	\$	102,369,211	\$	170,615,352	
	act from the total expenditures calculated in section a. above all amounts spent in 2019-20 for the following resources (these are considered expenditures only. (Use FUNDS 01-07, 09, 13, and 61-62 ONLY)							
Item	Total Expenditures	\$	272,984,564	\$	102,369,211	\$	170,615,352	
Item	i IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$	4,284,716	\$	1,606,768	\$	2,677,947	
Item	ESEA, Title 1, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$	5,171,194	\$	1,939,198	\$	3,231,996	
Item	SEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999	\$	187,713	\$	70,392	\$	117,321	
lterr	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)	s	29,568,844	s	11.088.316	\$	18.480.527	
Item	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund contributions fr unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	om \$		\$		\$		
Item	0 Total Expenditures less supplemental expenditures	\$	233,772,097	\$	87,664,537	\$	46,107,561	

Section c. Next, deduct capital outlay and debt service for resources not listed in section b. above. (FUNDS 01-07, 09, 13, 61-62 ONLY)

Item 12 Capital Outlay and Debt - OBJ 6xxx, &/or OBJ 7438, &/or OBJ 7439, &/or FUNCTION 8500

Item 13 Total Expenditures less Capital Outlay & Debt

Section d. Next, the LEA must determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during 2019-20 (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

	Item 14	Total amount for average calculation
From CBEDS Tab	Item 15	Number of students enrolled in 2019-20 school year - CBEDS, ALL students (General Ed and Special Ed)
	Hem 16	Average annual expenditure per student

Section e. Next, to determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA (not including capital outlay and debt service), the LEA must multiply the number of children with disabilities in the LEA during 2020-21 times the average annual per student expenditure obtained in section d, above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

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

	Item 17	Average annual expenditure per student	\$ 11,018 \$		\$	
FY 2020-21	Item 18	Number of full-time special ed student equivalents (FTE of time spent in special education classes; (excluding 5710 & 5730, preschool and infants))	942.26	353.35	\$ - 15 588.9 \$ -	588.91
	Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cosi)	\$ 10,381,942 \$	14	\$	(2)

Section f. Finally, determine how much was spent in 2020-21 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in section e. above (FUNDS 01-07, 09, 13, 61-62 ONLY)

	Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 10,381,942	\$ 14	\$
FY 2020-21	Item 21*	2020-21 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 end Goal 5XXX (excluding 5710 & 5730, preschool and Infants)	\$ 28,471,063	\$ 10,676,648	\$ 17,794,414
	Item 22**	Amount LEA spent on children with disabilities in excess of requirement*	\$ 18,089,120	\$ 10,676,648	\$ 17,794,414

* Note: Item 21 is NOT the same as Item 8 above. Item 21 is the 2020-21 expenditure amount. Item 8 is the 2019-20 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

** Note: Hem 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their federal IDEA Part B funds.

tt. Special Education Director or Designee

Chief Business Officer or Designee

\$ 232,063,833	\$ 87,023,937	\$ 145,039,895
21,062		
\$ 11 018	\$	\$

EAST VALLEY SELPA RIALTO UNIFIED SCHOOL DISTRICT Excess Cost Calculation Fiscal Year 2020-21

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

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during tl2020-21 school year for an elementary school or secondary school student, as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

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

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

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

For the year ending June 30, 2021, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 15, 2021. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2021. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is specifiscalprogrptm@cde.ca.gov. Also, the CDE requests the SELPA name be in the subject line of the email.

AL	L DATA IS FOR FY 2019-20 EXCEPT ITEMS 18 and 21 WHICH ARE 2020-21	Local Definition
		TOTAL % EXPENDITURES ELEMENTARY % SECONDAR
Enter certificated staff FTE %s		70.92% 29.08
Section a. First, the LEA must determine the total expenditu 2019-20. (Use FUNDS 01-07, 09, 13, and 61-62 ONLY)	ures for elementary and secondary students only from all OPERATING funds-local, State, and Federal (inclu	uding Part B)—I
Item 1 State and Local E	Expenditures - FD 01-07, 09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$ 315.996.238 \$ 224,104,532 \$ 91,891,70
	ures - FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated ear es 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999	arly intervening \$ 40,420,288 \$ 28,666,068 \$ 11,754,22
Item 3 Total Expenditure	is a state of the	\$ 356,416,526 \$ 252,770,600 \$ 103,645,92
Section b. Next, the LEA must subtract from the total expension supplemental expenditures). Actual expenditures only. (Use	nditures calculated in section a. above all amounts spent in 2019-20 for the following resources (these are con e FUNDS 01-07, 09, 13, and 61-62 ONLY)	nsidered
Item 4 Total Expenditure	35	\$ 356,416,526 \$ 252,770,600 \$ 103,645,92
Item 5 IDEA, Part B alloc	cation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$ 4,674,618 \$ 3,315,239 \$ 1,359,37
Item 6 ESEA, Title 1, Pa	rt A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$ 8,496,590 \$ 6,025,782 \$ 2,470,80
Item 7 ESEA, Title III, Pa	arts A & B allocation - RS 4201-4204 Objects 1000-7999	\$ 686,764 \$ 487,053 \$ 199,71
	ls spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for m 1 (Objects 1000-7999)	or Resources
	is spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund cont nues for the above programs (Items 6-7). If none, enter "0".	s - s - s
Item 10 Total Expenditure	s less supplemental expenditures	\$ 299,094,048 \$ 212,117,499 \$ 86,976,54

Section c. Next, deduct capital outlay and debt service for resources not listed in section b. above. (FUNDS 01-07, 09, 13, 61-62 ONLY)

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

Section d. Next, the LEA must determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency durin@019-20 (including children with disabilities) Into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (if the average) for the education of each of its children with disabilities "before" Part B funds may beused.

	Item 14	Total amount for average calculation
From CBEDS Tab	Item 15	Number of students enrolled in 2019-20 school year - CBEDS, ALL students (General Ed and Special Ed)
	Item 16	Average annual expenditure per student

Section e. Next, to determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA (not including capital outlay and debt service), the LEA must multiply the number of children with disabilities in the LEA during2020-21 times the average annual per student expenditure obtained in section d. above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

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

	Item 17	Average annual expenditure per student	\$ 11,160	\$ 11,570 \$	5	10,271
FY 2020-21	Item 18	Number of full-time special ed student equivalence (FTE of time spen) in special education classes/excluding 5710 & 5730, preschool and intants())	836.84	593.49		243.35
	Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 9,338,925	\$ 6,866,867	; 2	2,499,430

Section f. Finally, determine how much was spent in 2020-21 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in section e. above (FUNDS 01-07, 09, 13, 61-62 ONLY)

	Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 9,338,925	\$ 6,866,867 \$	2,499,43	30
FY 2020-21	Item 21*	2020-21 expenditures - State & Local Funds Spant for Children With Disabilities - RS 0000-2099; 6000-9999 Objects 1000-7999 and Goal 5XXX (excluding 5710 & 5730, principal and infants)	\$ 44,159,351	\$ 31,317,812 \$	12,841,53	39
	Item 22**	Amount LEA spent on children with disabilities In excess of requirement*	\$ 34,820,426	\$ 24,450,944 \$	10,342,11	10

* Note: Item 21 is NOT the same as Item 8 above. Item 21 is the 2020-21 expenditure amount. Item 8 is the 2019-20 expenditure amount. It does not Include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not Included in this worksheet.

** Note: Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their federal IDEA Part B funds.

ducation Director or Designee

Chief Business Officer or Designee

\$	299,094,048	\$ 212,117,499	\$ 86,976,549
\$	18.024.603	\$ 12,783,048	\$ 5,241,554
\$	281,069,445	\$ 199,334,450	\$ 81,734,995

\$	281,069,445	\$	199,334,450	\$ 81,734,995
	25,186		17,228	7,958
S	11.160	s	11.570	\$ 10.271

EAST VALLEY SELPA Rim of the World USD LEA Excess Cost Calculation Fiscal Year 2020-21

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

Except as otherwise provided, funds provided to an LEA under Part B of the Individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the 2020-21 school year for an elementary school or secondary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the 2020-21 school year for an elementary school or secondary school of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement *it* it has spent at least a minimum average amount for the education of children with disabilities, before using Part B funds.

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

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

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

For the year ending June 30, 2021, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 15, 2021. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2021. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is <u>spediacelprograps@cde.ca.gov</u>. Also, the CDE requests the SELPA name be in the subject line of the email.

	ALL DATA IS FOR FY 2019-20 EXCEPT ITEMS 18 and 21 WHICH ARE 2020-21						
			% ELEMENTARY	% SECONDARY			
Enter certificated staff FTE %s			71.00%	29.00%			
Section a. First, the LEA must determine 2019-20. (Use FUNDS 01-07, 09, 13, a	ne the total expenditures for elementary and secondary students only from all OPERATING funds—local. State, and Federal (including Part B)—in and 61-62 ONLY)	2					
Item 1	State and Local Expenditures - FD 01-07, 09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$ 35,529,963	\$ 25,226,274	\$ 10,303,689			
Item 2	Federal Expenditures - FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999	\$ 2,975,194	\$ 2,112,388	\$ 862,806			
Item 3	Total Expenditures	\$ 38.505,157	\$ 27.338,662	\$ 11,166.496			
	t from the total expenditures calculated in section a. above all amounts spent in 2019-20 for the following resources (these are considered penditures only, (Use FUNDS 01-07, 09, 13, and 61-62 ONLY)						
Item 4	Total Expenditures	\$ 38,505,157	\$ 27,338,662	\$ 11,166,496			
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$ 617,799	\$ 438,637	\$ 179,162			
Item 6	ESEA, Title 1, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$ 860,940	\$ 611,268	\$ 249,673			
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999	\$ 19,018	\$ 13,503	\$ 5,515			
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)	\$ 5.049.511	\$ 3,585,153	\$ 1,464,358			
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parte A & B - Report Object 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0"	\$ 13.353					
Item 10	Total Expenditures less supplemental expenditures	\$ 31,944,536					
	· · · · · · · · · · · · · · · · · · ·	01,014,000		5,200,315			

Section c. Next, deduct capital outlay and debt service for resources not listed in section b. above. (FUNDS 01-07, 09, 13, 61-62 ONLY)

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

Section d. Next, the LEA must determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during 2019-20 (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part 8 funds may be used.

	Item
From CBEDS Tab	item
	Item

Total amount for average calculation
 Number of students enroiled in 2019-20 school year - CBEDS, ALL students (General Ed and Special Ed)

16 Average annual expenditure per student

Section e. Next, to determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA (not including capital outlay and debt service), the LEA must multiply the number of children with disabilities in the LEA during 2020-21 times the average annual per student expenditure obtained in section d. above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

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

	Item 17	Average annual expenditure per student	\$ 10,248 \$	10,735 \$	9,224
FY 2020-21	item 18	-(claritg))	137.80	97.84	39.96
application and		Book and a set and a set			
	Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 1.412.220 \$	1.050.029 \$	- 060.608

Section 1. Finally, determine how much was spent in 2020-21 on LEA children with disabilities and verity this amount is equal to or exceeds the amount calculated in section e. above (FUNDS 01-07, 09, 13, 61-62 ONLY)

	Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	5	1,412,229	\$ 1,050,329	\$ 368,608
FY 2020-21	Item 21*	2020-21 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goal 5XXX (excluding 5710 & 5730, preschool and infants)	s	5,257,841	\$ 3,733,067	\$ 1 524 774
1	Item 22**	Amount LEA spent on children with disabilities in excess of requirement*		3,845,613	\$2,682,739	\$ 1,156,166 -

* Note: Item 21 is NOT the same as Item 8 above. Item 21 is the 2020-21 expenditure amount. Item 8 is the 2019-20 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

** Note: Item 22 should be phateve. If it is negative, then the LEA has not met the excess cost requirement many not use any of their federal IDEA Part B funds

Special Education Director or Design 10 A



1	31,933,994	5	22,673,136	5-	9,260,858
	3 116	_	-2,112		1 004
-	10,010		10 500		9,224

EAST VALLEY SELPA Yucaipa-Calimesa JUSD **Excess Cost Calculation** Fiscal Year 2020-21

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

Except as otherwise provided, funds provided to an LEA under Part B of the individuals with Disabilities Education Act (Act) may only be used to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the 2020-21 school year for an elementary school or secondary school student as may be appropriate. Per 34 Code of Federal Regulations (CFR) Section 300.202(b)(2)(i), an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of children with disabilities before using Part B funds

Section 602(8) of the Act and CFR Section 300 16 require the LEA to compute the minimum average amount for the education of children with disabilities in its elementary schools and for children with disabilities in its secondary schools. Calculations must be made separately for elementary and secondary schools in an LEA LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enroliments in its elementary and secondary schools.

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

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

For the year ending June 30, 2021, LEAs must submit the Excess Cost Calculation Excel Workbook to their Special Education Local Plan Area (SELPA) with the signature of the Special Education Director and the Chief Business Officer, or their designees, on or before September 15, 2021. SELPAs must submit reports electronically to the California Department of Education prior to November 15, 2021. The email for submission of electronic copies of the Excess Cost Calculation Excel Workbook is spedfiscalprogrpts@cde.ca.gov. Also, the CDE requests the SELPA name be in the subject line of the email.

ttem 10

	Local Definition				
		TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY	
Enter certificated staff FTE 3-s			48.00%	52.00%	
Section a First, the LEA must determine 2019-20. (Use FUNDS 01-07, 09, 13 a	ne the total expenditures for elementary and secondary students only from all CPERATING funds—local, State, and Federal (including Part B)—in nd 61 62 ONLY)				
llem 1	State and Local Expenditures - FD 01-07, 09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$ 99,409,914	\$ 47,716,759	\$ 51,693,155	
Item 2	Federal Expenditures - FD 01-07, 09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grantsj Objects 1000-7999	\$ 9,489,339	\$ 4,554,683	\$ 4,934,456	
llem 3	Total Expenditures	\$ 108.899.253	\$ 52.271.641	\$ 56.627.612	
	from the total expenditures calculated in section a, above all amounts spent in 2019-20 for the following resources (these are considered enditures only (Use FUNDS 01-07, 09, 13, and 61-62 ONLY)				
Item 4	Total Expenditures	\$ 108,899,253	\$ 52,271,641	\$ 56.627,612	
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$ 2,057,795	S 987,742	\$ 1,070,053	
Item 6	ESEA, Title 1, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$ 2,603,219	\$ 1,249,545	\$ 1,353,674	
Item 7	ESEA, Title III, Parts A & B attocation - RS 4201-4204 Objects 1000-7999	\$ 1,600	\$ 864	\$ 936	
llem 8	State & local lunds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)	\$ 15,430,348	\$ 7,406,567	\$ 8.023.781	
llem 9	State & local funds spent for ESEA, Title 1, Part A & Title III, Parts A & B Report Object 8980 state and local general fund contributions from			0,020,001	

Page 1 0 2

unrestricted revenues for the above programs (items 6-7). If none, enter "0"

Total Expenditures less supplemental expenditures

42,626,924 \$ 46,179,168

.

88.806.091 \$

Section c. Next, deduct capital outlay and debt service for resources not listed in section b. above, (FUNDS 01-07, 09, 13, 61-62 ONLY)

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

Section d. Next, the LEA must determine the average annual expenditure per student by dividing the average number of students enrolled in the school of the agency during 2019-20 (including children with disabilities) into the amount computed under the above paragraph. The amount obtained through this computation is the minimum amount the LEA must spend (on the average) for the education of each of its children with disabilities "before" Part B funds may be used.

	Item 14	Total amount for average calculation
From CBEDS Tab	Item 15	Number of students enrolled in 2019-20 school year - CBEDS, ALL students (General Ed and Special Ed)
	Item 16	Average annual expenditure per student

Section e. Next, to determine the total minimum amount of funds the LEA must spend for the education of its children with disabilities in the LEA (not including capital outlay and debt service), the LEA must multiply the number of children with disabilities in the LEA during 2020-21 times the average annual per student expenditure obtained in section d, above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

E. Item 17 below requires the LEA to retruite the amount of time each student is actually in special education classes. CASEMIS data specifies the percentage of time each

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

Item 17	Average annual expendature per student	S	9,004 \$	\$	
FY 2020-21 Item 18	Number of ful-time special ed student equivalants (FTE of time spent in special education classes; (excluding 5710 & 5730, preschool and intents))		371.76	178.44	193.32
item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	5	3.347,387 \$	\$	

Section 1 Finally, determine how much was spent in 2020-21 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in section e, above (FUNDS 01-07, 09, 13, 61-62 ONLY)

	Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cosi)	\$	3,347,387 \$	\$	
FY 2020-21	tem 21*	2020-21 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goat SXXX (excluding 5710 & 5730, prescrived and infants)	\$	14,149.213 \$	6,791,622 \$	7,357,591
States and the states of the second	Item 22**	Amount LEA spent on children with disabilities in excess of requirement*	5	10,801,826 \$	6,791,622 \$	7,357,591

* Note: Rem 21 is NOT the same as Item 8 above. Item 21 is the 2020-21 expenditure amount. Item 8 is the 2019-20 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

" Note: Item 22 should be positive. If it is negative, then the LEA has not met the excess cost requirement and may not use any of their federal IDEA Part B funds.

Dell' Ruch Th	
Special Education Dispector or Designee	
11/2	
Chief Business Officer or Designee	

5	88,806,091		42,626,924	S	46,179,168
[+	286,180-	\$	137,366	\$	148,814
5	88.519.911	5-	42,489,557	5	46 030,354

5	88,519,911	\$	42,489,557	5	46,030,354
1	9,831			1	1
18	9,004	s		15	
4.2 EV SELPA Fiscal Reporting Calendar 2021-2022 Review





2021-22 FISCAL REPORTING CALENDAR

JULY 2021

- 7/06/21 SELPA to turn in Personnel Data Report to CDE for SELPA Consortium DONE
- 7/09/21 Districts to provide SELPA June PARs and PYR for TPP DONE
- **7/15/21** SELPA to provide Q4 (20/21) NPS Reimbursement Transfer for invoices received-to-date to districts at Steering/Finance meeting
- 7/15/21 SELPA to present AB 602 June 2021 CDE Certification and updated REX
- **7/16/21** Districts to provide signed Grant Expenditure Report #3 (Apr 1 Jun 30 PY) expenditure reports to SELPA if Final hasn't been submitted.
- 7/16/21 SELPA to receive entire application packet for 21/22 Spec Ed ADR grant to be submitted before Aug 9
- **7/30/21** Districts to provide PDF copy of completed and submitted Personnel Data Report to SELPA DONE **7/30/21** SELPA finalize closing of EV 20/21
- **7/30/21** SELPA finalize closing of FY 20/21
- 7/30/21 SELPA to submit May and June 2021 TPP Service and Certified Invoices to DOR

AUGUST 2021

- 8/16/21 Districts to provide SELPA August PARs and PYR for TPP
- 8/16/21 Districts to provide UA DAT file to SELPA for MOE tests
- 8/20/21 Districts to provide SELPA July PARs and PYR for TPP
- 8/31/21 SELPA to send preliminary MOE to district's fiscal staff via e-mail
- 8/31/21 Learning Recovery and Alternate Dispute Resolution (ADR) COVID Funds Allocations General Fund (GF)

SEPTEMBER 2021

- **9/16/21** SELPA to present preliminary SEMA and SEMB MOE results, SYT, and Excess Cost Calculation worksheets at Steering/Finance meeting
- **9/16/21** SBCSS to present PY (20/21) fee-for-service Budget to Actuals, Year-end actuals and return of funds at Steering/Finance.

EV SELPA to present PY (20/21) Occupational Therapy Regional/ Proportionate Share Program return of funds at Steering/Finance

- **9/16/21** SELPA to present PY (20/21) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
- 9/17/21 Districts to provide SELPA August PARs and PYR for TPP
- 9/30/21 SELPA to submit July TPP Service and Certified Invoices to DOR
- 9/30/21 Learning Recovery and Alternate Dispute Resolution (ADR) COVID Funds Allocations to Districts

OCTOBER 2021

- **10/01/21** SELPA to begin working on 1st Interim budget revisions. Districts provide SELPA with CY (21/22) P-1 ADA estimates & changes to PY ADA (if any) by Oct 15 for First Interim reporting and Projections
- 10/01/21 Alternate Dispute Resolution and Learning Recovery Funds Plans due to CDE Submitted
- **10/07/21** SELPA to present Final SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance due to CDE 11/15/21
- **10/07/21** SELPA to submit PY (20/21) Annual Infant Funding Report to SBCSS Done
- **10/15/21** Districts to provide Grant Exp Report 4 or Final (July 1 September 30 CY) to SELPA if applicable
- **10/18/21** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission Done
- 10/18/21 Districts to provide SELPA September PARs and PYR for TPP
- 10/29/21 Deadline for SELPA/SBCSS to submit CY (21/22) Part C Early Start Application to CDE
- **10/29/21** Deadline for SELPA/SBCSS to submit PY (20/21) Extraordinary Cost Pool claim to CDE funded at Annual Done
- **10/29/21** SELPA to submit Aug. TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.





- **11/02/21** SELPA to submit Infant Waiver Request to CDE if applicable
- 11/10/21 SELPA to present CY (21/22) 1st Interim EV SELPA Budgets at Steering/Finance
- 11/10/21 SELPA to present CY (21/22) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
- 11/10/21 SELPA to present Schedule REX (21/22 projections) at Steering/Finance
- 11/12/21 Districts to verify Fall 1 count for SBCSS Fee-for-Service
- 11/15/21 SELPA to submit Maintenance of Effort SEMA 20/21 Unaudited Actuals vs. 19/20 Actuals to CDE
- 11/15/21 SELPA to submit Maintenance of Effort SEMB 20/21 Unaudited Actuals vs. 21/22 Budget to CDE
- 11/15/21 SELPA to submit Excess Cost Calculation(s) to CDE
- 11/15/21 SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/15/21 SELPA to submit Table 8 due to CDE
- **11/22/21** Districts to provide Oct PARs and PYR for TPP to SELPA
- **11/30/21** SELPA to submit Medi-Cal Program 2021-22 Annual report
- 11/30/21 SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2021

- 12/10/21 Districts to provide November PARs and PYR for TPP to SELPA
- 12/10/21 Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS 12/15/21
- 12/20/21 SELPA to provide CY (21/22) Fall Count for SBCSS Fee-for-service Students to SBCSS
- 12/31/21 SELPA to submit October TPP Service and Certified Invoices to DOR

JANUARY 2022

- 1/05/22 SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS TBD
- 1/14/22 SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
- 1/14/22 Districts to provide Grant Expenditure Report # 1 (Jul 1 Dec 31) to SELPA for CY (21/22)
- 1/28/22 SELPA to submit November TPP Service and Certified Invoices to DOR
- 1/31/22 Districts to provide December PARs and PYR for TPP to SELPA

FEBRUARY 2022

2/10/22 SELPA to present 21-22 2nd Interim EV SELPA Budgets

2/10/22 SELPA to present SEMAI 1st Interim MOE summary report

- **2/10/22** SELPA to present CY (21/22) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2021 at Steering/Finance
- 2/11/22 Districts to provide January PARs and PYR for TPP to SELPA
- 2/11/22 Districts to provide SELPA with CY 21/22 P-2 estimates
- 2/16/22 Districts to provide SELPA with 2nd Interim DAT for SEMAI monitoring
- 2/28/22 SELPA to provide Budget Development documents for FY 22/23 to AU, SBCSS-Internal Business Services
- 2/28/22 SELPA to submit December TPP Service and Certified Invoices to DOR
- TBD SELPA to prepare February certifications for CY (21/22) and PY (20/21, 19/20) AB602 Funding Allocation

MARCH 2022

- 3/10/22 SBCSS to present EV Ops FFS Budget 2nd Interim update
- **3/10/22** SELPA to present CY (21/22) Fall Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance
- 3/11/22 Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/17/22
- 3/18/22 Districts to provide February PARs and PYR for TPP to SELPA
- **3/25/22** SELPA to send PY (20/21 Annual, 19/20 Annual 2) AB602 allocations based on February Certifications to districts by e-mail

Subject to change, updated as needed.







2021-22 FISCAL REPORTING CALENDAR

- 3/25/22 SELPA to send the CY (21/22) AB602 Certifications based on P-1 State Funding Exhibit to districts by e-mail
- 3/31/22 SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2022

- **TBD** SELPA to present 22/23 Operating Budget to Board Budget Ad Hoc
- **4/07/22** SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 22/23 at Steering/Finance
- 4/07/22 SBCSS to present Student Services Counseling Center Intensive Therapeutic Services rate for FY 22/23
- 4/07/22 SELPA to present SEMAI 2nd Interim MOE summary report
- 4/08/22 Districts to confirm county-served students Spring count for FFS
- 4/15/22 Districts to provide March PARs and PYR for TPP to SELPA
- TBD SELPA to send districts Low Incidence Inventory Report for review
- 4/15/22 SELPA to submit 2019-20 CRCS to DHCS for Medi-CAL (due date changed from November 2021)
- 4/18/22 SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 22nd
- 4/18/22 CDE Personnel Data Report communication expected for access and completion
- 4/19/22 SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE May 1
- 4/21/22 Districts to provide Grant Expenditure Report #2 (Jan 1 Mar 31) or Final to SELPA for CY (21/22)
- 4/22/22 Districts to complete final requests for Low Incidence materials and equipment purchases for FY 21/22
- 4/29/22 SELPA to submit February TPP Service and Certified Invoices to DOR

<u>MAY 2022</u>

- **TBD** Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)
- 5/12/22 SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance
- 5/12/22 SELPA to present FY 22/23 Proposed EV SELPA Operating Budgets at Steering/Finance
- 5/12/22 SELPA to present 22/23 Annual Budget and Service Plans at Steering/Finance
- **5/12/22** SELPA to present final FY 21/22 EV County Operated Spec Education FFS average count/fees and Regional services (MH, OT & PT) student count and proportionate shared costs
- 5/13/22 Districts to provide April PARs and PYR for TPP to SELPA
- **5/25/22** SELPA to present to Board of Directors EV SELPA FY 22/23 Operating Budgets and SBCSS EV County Operated Spec Education FFS FY 22/23 rates
- 5/31/22 SELPA to submit March TPP Service and Certified Invoices to DOR

JUNE 2022

- 6/03/22 Districts to send SELPA pdf copy of Personnel Data Report submitted to CDE
- 6/09/22 SELPA to present FY 22/23 Schedule REX based on Governor's May Revise
- 6/10/22 Districts to provide May PARs and PYR for TPP to SELPA
- 6/30/22 SELPA to submit April TPP Service and Certified Invoices to DOR
- **TBD** SELPA to finalize AB602 CDE Certifications for CY (21/22) and PY (20/21, 19/20)

PROGRAM ITEMS

4.3 EV SELPA DPDR (ADR) & Learning Plans

(Revised September 2021)

Alternative Dispute Resolution Allocation Plan Fiscal Year 2021–22

Due Date: October 1, 2021

As a condition of receiving these funds, the special education local plan areas shall, on or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:

- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities;
- and demographics of pupils proposed to be served.

SELPA Information

SELPA Name:	East Valley SELPA
SELPA Code:	3602

Plan Description

Impacted Areas	Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes	Students Served by Proposed Plan
Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.	Video record trainings for publication Teacher on Assignment to coordinate ADR	All SELPA-wide SWDs #s(October 2020) 10372; By Disability–ID-541, HH-129, Deaf-17, SLI-2059, VI-39, ED-223, OHI-1104, OI-142, EMD-8, SLD-4665, DB-1, MD-154, AUT-1275, TBI-15; All students SELPA-wide
Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act	Parent ADR Institute Parent Information Nights Parent Special Education Academy "Dine with the Director" Parent Events	All SELPA-wide SWDs #s(October 2020) 10372; By Disability–ID-541, HH-129, Deaf-17, SLI-2059, VI-39, ED-223, OHI-1104, OI-142,
Parent peer support	Parent Partners Parent Support Groups Parent Navigators Parent Peer Support	All SELPA-wide SWDs #s(October 2020) 10372; By Disability–ID-541, HH-129, Deaf-17, SLI-2059, VI-39,

Impacted Areas	Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes	Students Served by Proposed Plan
Language access provided as a supplement pursuant to state and federal law	ADR Publications in Spanish Translation of parent trainings and	All SELPA-wide SWDs #s(October 2020) 10372; By Disability–ID-541, HH-129, Deaf-17, SLI-2059, VI-39, ED-223, OHI-1104, OI-142,
Collaboration with family empowerment centers and other family support organizations.	Planning with Inland Regional Center Family Center	All SELPA-wide SWDs #s(October 2020) 10372; By Disability–ID-541, HH-129, Deaf-17, SLI-2059, VI-39, ED-223, OHI-1104, OI-142, ∎
Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.	EV SELPA ADR Cadre – trained professionals supporting other districts	All SELPA-wide SWDs #s(October 2020) 10372; By Disability–ID-541, HH-129, Deaf-17, SLI-2059, VI-39, ED-223, OHI-1104, OI-142, EMD-8, SLD-4665, DB-1, MD-154, AUT-1275, TBI-15; All
Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil- centered, collaborative, and equitable manner.	Family Resource Network Partner with community family services agencies	All SELPA-wide SWDs #s(October 2020) 10372; By Disability–ID-541, HH-129, Deaf-17, SLI-2059, VI-39, ED-223, OHI-1104, OI-142, EMD-8, SLD-4665, DB-1, MD-154, AUT-1275, TBI-15; All students SELPA-wide (Dataquest 20-21) average EL – 13.4%, average poverty 69.6%
Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic	Collaboration with Parent Advisory Board & Parent University Training for case carriers to provide outreach and act as family liaison	All SELPA-wide SWDs #s(October 2020) 10372; By Disability–ID-541, HH-129, Deaf-17, SLI-2059, VI-39, ED-223, OHI-1104, OI-142, EMD-8, SLD-4665, DB-1, MD-154, AUT-1275, TBI-15; All students SELPA-wide (Dataquest 20-21) average EL –
Other impacted areas (Identify the impacted area and the plan for using the funds)	SELPA	All SELPA-wide SWDs #s(October 2020) 10372; By Disability–ID-541, HH-129, Deaf-17, SLI-2059, VI-39, ED-223, OHI-1104, OI-142,

Object Codes	ADR Allocation Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certified Salaries	\$333,420.00	Portions of SELPA Program Manager & Teacher on Assignment salaries; supplemental pay and stipends, substitute pay
2. 2000–Classified Salaries	\$247,824.00	Parent Liaison, Ombudsman, Portions of SELPA Services Specialist and Parent Partners, supplemental pay, substitute pay
3. 3000–Employee Benefits	\$203,894.00	Statutory benefits and Health & Welfare for 2 FY
4. 4000–Materials and Supplies (cannot exceed 10%)	\$62,540.00	Instructional materials, office supplies, IT services, food, training materials and supplies
5. 5000–Services and other operating costs	\$309,115.00	IT user fee, cell phone allowance, consultant contracts, presenter fees, and training, postage, videographer service
6. Total Direct Costs (Total of 1 through 5)	\$1,156,793.00	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	\$14,643.60	Computer/Technology
8. 7300–Indirect Costs CDE approved rate: 0.0785 (Enter 7.5% as 0.075)	\$99,791.40	Approved
9. Total Grant Budget (Total 6 through 8)	\$1,271,228.00	

California Department of Education Special Education Division

(Revised September 2021)

Learning Recovery Plan Fiscal Year 2021–22

Due Date: October 1, 2021

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

SELPA Information

SELPA Name:	East Valley SELPA
SELPA Code:	3602

Plan Description

Applicable LEAs for this Plan Colton Joint Unified School District

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Services Needed to	Cognitive Coaching for all RSP teachers in order to effectively collaborate with Gen Ed. teachers to ensure student success	All Mild Moderate SE students
Positive Behavior Supports		

Impacted Areas Assessing Learning and	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) PD for NWEA for SE teachers	Students Served by Proposed Plan All SE students
	PLC and co-planning related to NWEA Assessment system. PD for use of MAP. PD in MyPath. PD in iReady.	
Social Emotional Needs	Intercession SEL support program to support student emotional needs as it relates to school reintegration.	All SE students
High Quality and Instruction	Intercession acad support prog to recover missed learning time during COVID closures.	All SE students
Supporting Students Return to In-Person Instruction		SE students with past due assessments
Child Find		
Assessing Students who are Waiting of Initial IEPs		
Complete Overdue IEPs	Utilizing sub teachers to support the completion of overdue IEPs and sub admin support to support schools with staffing shortage to prevent overdue IEPs	All SE students with overdue IEPs
Other Impacted Areas (Identify the impacted Area and the plan for using the funds)	related services to recover student learning loss.	All SE students

Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

Identifying District Level Learning Recovery Activities for Inclusion in EV SELPA Plan Questions to Address

1. How will you identify the Learning Recovery needs in your district? IEP teams will conduct learning loss analysis at all upcoming annual or annual/triennial IEPs. Teams will meet at amendments during the fall if there is a need to review learning loss for a student. +

- Data analysis of District needs from iDasdy and NIMEA data

Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certificated Salaries	\$250,000.00	Extra duty pay for professional development, assessment teams, support for sites to prevent overdue IEPs & intercession services
2. 2000–Classified Salaries	\$0.00	
3. 3000–Employee Benefits	\$47,175.00	Extra duty pay for professional development, assessment teams, support for sites to prevent overdue IEPs & intercession services
4. 4000–Materials and Supplies (cannot exceed 10%)	\$25,000.00	Materials and supplies to support PD and academic and SEL intercession programs.
5. 5000–Services and other operating costs	\$1,101,892.00	Contracted services and support for academic and SEL intercession programs and instructional services to recover learning loss.
6. Total Direct Costs (Total of 1 through 5)	\$1,424,067.00	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)		
8. 7300–Indirect Costs CDE approved rate: (Enter 7.5% as 0.075)	\$120,474.00	
9. Total Grant Budget (Total 6 through 8)	\$1,544,541.00	

Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

SELPA Name	East Valley SELPA
SELPA Director Name	Patty Metheny, Ed.D.
Date	9/23/2021

California Department of Education Special Education Division

(Revised September 2021)

Learning Recovery Plan Fiscal Year 2021–22

Due Date: October 1, 2021

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

SELPA Information

SELPA Name:	East Valley SELPA	
SELPA Code:	3602	

Plan Description

Applicable LEAs for this Plan Redlands Unified School District

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
		Students with IEPs with identified learning needs to be addressed through Expanded Learning Opportunities
Positive Behavior Supports		Students with IEPs and behavioral support needs

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Academic Needs of	0.5 FTE Teacher on Assignment (TOA) to oversee and manage the Extended/ Expanded Learning Opportunities	All students with IEPs identified with needs supported through Expanded Learning Opportunities (ELO)
Social Emotional Needs	Extended/Expanded Learning Opportunity Classes(which may include before and after school, school breaks, weekends, or summer) to focus on Social/Emotional Learning and Social Skills.	Students on an IEP with an identified need for Social Skills or SEL support.
High Quality and Instruction		Students on an IEP with an identified need for reading or math support
Supporting Students Return to In-Person Instruction		Students with identified needs for ELO; Students with identified and/or observed behavioral needs at school
Child Find	Development of an Extended Hours Assessment Team, including a school psychologist, speech pathologist, teachers and nurse to target assessments outside of the school day hours.	Students not yet identified for special education but with suspected areas of disability
Assessing Students who are Waiting of Initial IEPs	Development of an Extended Hours Assessment Team, including a school psychologist, speech pathologist, teachers and nurse to target assessments outside of the school day hours.	Students not yet identified for special education but with suspected areas of disability and in the initial assessment process
Complete Overdue IEPs	Development of an Extended Hours Assessment Team, including a school psychologist, speech pathologist, teachers and nurse to target assessments outside of the school day hours.	Students with upcoming or overdue IEPs (annuals and triennials)
Other Impacted Areas (Identify the impacted Area and the plan for using the funds)	services (sensory-motor - OT, APE; behavior; O & M)	Students with related services Students who are credit deficient and in need of opportunities to recover credit for graduation with a diploma

Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones Fall of 2021 - Hire Teacher on Assignment, plan Extended/Expanded Learning Recovery Opportunities, identify students' needs Fall of 2021 - Begin Extended Hours for Assessment Team January 2022 -Begin Extended/Expanded Learning Recovery Opportunities for 21-22 School Year June/July 2022 -Summer Extended/Expanded Learning Recovery Opportunities September 2022 - Begin Extended/Expanded Learning Recovery Opportunities for 22-23 School Year

Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certificated Salaries	\$775,000.00	Teacher on Assignment, \$175, 000 Cost of Teacher Hourly \$600,000
2. 2000–Classified Salaries	\$150,000.00	Classified Hourly
3. 3000–Employee Benefits	\$2,000,000.00	Certificated and Classified Benefits
4. 4000–Materials and Supplies (cannot exceed 10%)	\$100,000.00	Materials and Supplies to support ELO
5. 5000–Services and other operating costs	\$160,000.00	Related Service providers (OT, SLP, Intern BCBA) Consultants and training
6. Total Direct Costs (Total of 1 through 5)	\$3,185,000.00	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	\$89,925.00	Cost of technology licenses (ex. credit recovery program)
8. 7300–Indirect Costs CDE approved rate: 0.0472 (Enter 7.5% as 0.075)	\$69,616.00	Indirect Costs of 4.72%
9. Total Grant Budget (Total 6 through 8)	\$3,344,541.00	

Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

SELPA Name	East Valley SELPA
SELPA Director Name	Patty Metheny, Ed.D.
Date	9/23/2021

California Department of Education Special Education Division

(Revised September 2021)

Learning Recovery Plan Fiscal Year 2021–22

Due Date: October 1, 2021

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

SELPA Information

SELPA Name:	East Valley SELPA	
SELPA Code:	3602	

Plan Description

Applicable LEAs for this Plan Rialto Unified School District

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Services Needed to	Movement Spaces; Special Education & Related Service Camps, and community outing. Early Education Prevention and Intervention.	Students with exceptional needs
Positive Behavior Supports		

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Assessing Learning and Academic Needs of Students	AAC & AT assessments- kids who we want to provide alternative communication	Students with exceptional needs
Social Emotional Needs	SEL Camp, field trips, community building activities. Professional Development	Students with exceptional needs
High Quality and Instruction	Focus Engagement Strategies Supplies Interactive Learning Labs; Professional Development; Purchase manipulatives Academic and Related Services Supports Before and After School	Students with exceptional needs
Supporting Students Return to In-Person Instruction		
Child Find		
Assessing Students who are Waiting of Initial IEPs		
Complete Overdue IEPs		
Other Impacted Areas (Identify the impacted Area and the plan for using the funds)	activities.	Students with exceptional needs

Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

Impact Area:

Additional Support and Services Needed to Address Identified Learning Needs 1. Create Movement Centers to provide opportunities for our students to safely move their bodies in space and learn techniques to self-regulate regulate.

a. Target Date – June 2022

b. Measure – students more calm, increased attention and participation in classroom activities during classroom activities +

a Load Daroon Occupational Therapist and ADA Strategist

Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certificated Salaries	\$180,000.00	Extra Duty for Certificated Staff to participate in SPED service camps, extend hours for community outings, and PD.
2. 2000–Classified Salaries	\$25,000.00	Extra Duty/Overtime for Classified Staff to participate in SPED service camps, extend hours for community outings, and PD.
3. 3000–Employee Benefits	\$51,261.00	Benefits for Certificated and Classified Staff.
4. 4000–Materials and Supplies (cannot exceed 10%)	\$740,000.00	Items for Movement Spaces, service camps, enrichment center, community outings, learning lab, manipulatives, AAC & AT devices
5. 5000–Services and other operating costs	\$590,950.00	Transportation, Contracted Services, Admission, Registration Fees, Comp Ed
6. Total Direct Costs (Total of 1 through 5)	\$1,587,211.00	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)		
8. 7300–Indirect Costs CDE approved rate: 0.0452 (Enter 7.5% as 0.075)	\$71,741.00	
9. Total Grant Budget (Total 6 through 8)	\$1,658,952.00	

Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

SELPA Name	
SELPA Director Name	
Date	

California Department of Education Special Education Division

(Revised September 2021)

Learning Recovery Plan Fiscal Year 2021–22

Due Date: October 1, 2021

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

SELPA Information

SELPA Name:	East Valley SELPA	
SELPA Code:	3602	

Plan Description

Applicable LEAs for this Plan Rim of the World Unified School District

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Services Needed to Address Identified	Instructional Aides extended from 5 to 6 hours daily to provide inclusion support. Pre-School SDC Instructional Aids extended from 3.5 to 6 hrs daily	All SWD's
Positive Behavior Supports		

Impacted Areas Assessing Learning and Academic Needs of	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success) *Purchase of Sonday Reading Program Assessment tools including PD for all	Students Served by Proposed Plan All SWD K-8
	special education teachers (K-8). *Purchase and PD of Pearson Q-Interactive System and assessments	All SWD
Social Emotional Needs		
High Quality and Instruction	Purchase and Implementation of Sonday Reading Program including PD for all special education teachers (K-8)	All SWD K-8
Supporting Students Return to In-Person Instruction		SWD's identified as English Learners
Child Find		
Assessing Students who are Waiting of Initial IEPs		Students pending initial assessments for SPED
Complete Overdue IEPs	*Extra duty to teachers/Psychs/SLPs to assess students for initial IEPs *Additional School Psychologist to conduct assessments	Students with overdue annual and/or triennial IEPs
Other Impacted Areas (Identify the impacted Area and the plan for using the funds)	Training in the use of integrated assistive technology (within Google Classroom).	All SWDs

Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

2122 Q1- Purchase Sonday System, Q2 - Training, Q3 & 4 - implement and collect data FY 2021-22: Increase hours of special education and EL instructional aides or hire additional EL aides

FY 2021-22: Hire School psychologist to assist in overdue initial and triennial assessments 2122 Q1- Purchase Q-Interactive digital assessments by Pearson. train personnel, implement by end of Q1

FY 2021-22: train personnel in Google/Chrome Assistive Technology, implement Q2

Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certificated Salaries	\$10,000.00	Hourly overage for employees for assessments and training
2. 2000–Classified Salaries	\$10,000.00	Hourly overage
3. 3000–Employee Benefits	\$5,040.00	
4. 4000–Materials and Supplies (cannot exceed 10%)	\$20,000.00	Sonday System and PD
5. 5000–Services and other operating costs	\$165,000.00	Contract for school Psychologist
6. Total Direct Costs (Total of 1 through 5)	\$210,040.00	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	\$4,000.10	Purchase iPads to use the q-interactive application for teachers to reduce time on assessments
8. 7300–Indirect Costs CDE approved rate: 0.0646 (Enter 7.5% as 0.075)	\$14,781.90	The LEA rate quoted was 6.46%
9. Total Grant Budget (Total 6 through 8)	\$228,822.00	

Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

SELPA Name	East Valley SELPA
SELPA Director Name	Patty Metheny, Ed.D.
Date	9/23/2021

California Department of Education Special Education Division

(Revised September 2021)

Learning Recovery Plan Fiscal Year 2021–22

Due Date: October 1, 2021

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

SELPA Information

SELPA Name:	East Valley SELPA	
SELPA Code:	3602	

Plan Description

Applicable LEAs for this Plan Yucaipa-Calimesa Joint Unified School District

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Services Needed to	Provide Case Carrier daily check-ins and an extra Instructional Aide at each site to support Jumpstart Summer School program.	FRM 368, EL 67 - Total:379 10/20 Total Unduplicated count: 1343
	*Provide tier 1 & 2 training/support in collaboration with General Education. *Provide support for creation of reflection rooms at each school site - provide sensor	FRM 368, EL 67 - Total:379 10/20 Total Unduplicated count: 1343

Impacted Areas Assessing Learning and	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan FRM 368, EL 67 - Total:379
Academic Needs of	and provide training for teachers in UDL/ Differentiation.	10/20 Total Unduplicated count: 1343
Social Emotional Needs	Train all SPED staff in Zones of Regulation. Train GE Teachers in Executive Functioning/Autism to support teachers in supporting students in inclusion.	FRM 368, EL 67 - Total:379 10/20 Total Unduplicated count: 1343
High Quality and Instruction		FRM 368, EL 67 - Total:379 10/20 Total Unduplicated count: 1343
Supporting Students Return to In-Person Instruction	implementing strategies that increase self-	Identified SWDs with social/ emotional/behavioral needs
Child Find	Add Behavior Support Facilitation Aides to support students and assist teachers in implementing strategies	At-risk students
Assessing Students who are Waiting of Initial IEPs		
Complete Overdue IEPs		
Other Impacted Areas (Identify the impacted Area and the plan for using the funds)	students with M/S disabilities who are aging-	Students with Moderate/Severe disabilities

Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones JumpStart Summer School - Identify learning needs - Stakeholder surveys 10/21 - 2/22 *ELA and Math curriculum: Research - 10/21-2/22 Purchase - 3/22-6/22 *Provide Instructional Aides, Case Carrier check-ins, and counselors - 6/22 - 7/22 *Provide Technology, as needed, for at home support Social / Emotional Learning opportunities *Counselor trainings and collaboration - Ongoing *Zones of Regulation - SpEd staff - Multiple trainings over the next two years *Executive Functioning training to support inclusion - Multiple trainings over the next two +

Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certificated Salaries	\$69,668.00	Supplemental pay, substitute pay
2. 2000–Classified Salaries	\$100,000.00	Supplemental pay, substitute pay
3. 3000–Employee Benefits	\$48,360.00	Employee benefits
4. 4000–Materials and Supplies (cannot exceed 10%)	\$75,000.00	ELA/Math Curriculum Reflection room materials/books
5. 5000–Services and other operating costs	\$392,263.00	UDL Training, Behavior support training for certificated & classified personnel. General Education staff to support inclusion. Literacy
6. Total Direct Costs (Total of 1 through 5)	\$685,291.00	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)		
8. 7300–Indirect Costs CDE approved rate: 0.0785 (Enter 7.5% as 0.075)	\$58,377.00	Indirect Costs
9. Total Grant Budget (Total 6 through 8)	\$743,668.00	

Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

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- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

SELPA Name	East Valley SELPA
SELPA Director Name	Patty Metheny, Ed.D
Date	9/23/2021

4.4 EV SELPA Additional Support Assessment



Additional Support Assessment (ASA) for October 7 Steering

By Mary Anne Klenske & Susanne Ferguson EVSELPA Program Specialists



. What is the ASA?

- A structured process to guide the evaluator through an Additional Support Assessment (ASA)
- Previously known as a SCIA or 1:1 aide assessment in some SELPAs
- The purpose of the ASA assessment is to identify additional supports for struggling students
- Identified supports may include one or more of the following:
 - Accommodations, modifications, supplementary aids, and other supports
 - Peer buddy support
 - Develop or revise goals
 - Revise FBA/BIP
 - Develop/revise personal health care plan
 - Consultation
 - Collaboration
 - Staff training and/or coaching
 - Full or part day 1:1 aide support

Four Assessment Areas

Health & Personal Care

 Support with self-help and bathroom needs, assistance during meals, and specialized care or medical procedures

Behavior

Support to maintain behavior that promotes student learning for self and others

Instruction

 Instructional support to facilitate ontask behavior through curriculum adaptations, prompts, reinforcement, accommodations and modifications, and specialized instructional strategies

Inclusion

 Support during activities with general education peers

ASA - 7 Steps

1. Obtain consent for assessment

2. Distribute forms to teacher

3. Conduct interviews

4. Arrange data collection by classroom staff

5. Complete observations

6. Consider supports and generate ASA report

7. Hold IEP meeting

ASA Steps and Forms

1	Prepare the ASA Tracking Form and Consent for Assessment	ASA Tracking Form Consent for Assessment (EV-9)
2	Distribute Forms to Teacher	Additional Support Rubric for School Staff (Form A) Teacher's Peer Comparison Rating Scale (Form B) Student's Progress on Goals (Form C)
3	Conduct Interviews	Teacher/School Staff Interview (Form D) Parent/Guardian Interview (Form E) Student Interview (Form F)
4	Arrange Data Collection by Classroom Staff if Applicable	Frequency Data Sheet (Form G1) Frequency of Prompting Data Sheet (Form G2) Duration Data Sheet (Form H) Scatterplot Data Sheet (Form I) Latency Data Sheet (Form J)
5	Complete Observations	Observation and School Day Analysis (Form K-1) Observation and School Day Analysis 2 (Form K-2) Observation and School Day Analysis 3 (Form K-3) Time Sampling Data Sheet (Form L) Evaluator's Peer Comparison (if applicable) (Form M)
6	Consider Supports and Generate ASA Report	Evaluator's Scoring for Support Consideration Sheet (Form N) ASA Report (Form O) Aide Training and Fading Plan (if applicable) (Form P)
7	Hold IEP Meeting	ASA Report (From O) Aide Training and Fading Plan (if applicable) (Form P)

The Guidebook and Forms





by date

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Other:

Additional informat

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Link to EV SELPA Staff Portal Login

Student

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aking care of persona weeds as

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D. Participates successfully in all whole class instruction at instructional level. Stays on task with no problem.

0. Participates in general education with few modifications. Transitions

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Contact information for evaluator:

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nly occasional m ith peer or staff.

stay on task

Upcoming Live Webinar Training

Additional

Support Assessment

his Live Webinar training introduces the Additional Support Assessment (ASA) process to evaluate the need for and identify types of additional student supports, including assistance from paraprofessionals. Attendees will understand each of the 7 steps of the ASA to thoroughly assess all aspects of the student's program to determine whether extra support is needed. Participants will receive many resources to conduct interviews, complete observations, collect data, and summarize assessment results in a comprehensive and sequenced manner. This training also covers the generation of an aide training and fading plan when paraprofessional support is indicated.



Presented by:

Susanne Ferguson, MA, CCC-SLP, BCBA, EV SELPA Autism Program Specialist & Mary Anne Klenshe, MA, EV SELPA Program Specialist

> Thursday December 2, 2021 8:30 am-12:30 pm

Register Online: https://shcss.kl2oms.org/46-204684

December 2nd, 2021, from 8:30-12:30

<u>Click here to</u> <u>register</u>
Contact Information

Mary Anne Klenske- <u>MaryAnne.Klenske@sbcss.net</u> Susanne Ferguson- <u>Susanne.Ferguson@sbcss.net</u>



Additional Support Assessment (ASA) Guidebook

2021

The ASA Guidebook and ASA Forms are available within the Staff Portal of the EV SELPA website at https://documents.eastvalleyselpa.org/login

Table of Contents: Using the ASA Forms

Introd	uction	Page 1
ASA Pr	ocess Step – by – Step	Page 2
Step 1	Prepare the ASA Tracking Form and obtain consent for assessment	
•	The ASA Tracking Form	Page 3
٠	EV-9	Page 4
Step 2	Distribute Forms to Teacher	
٠	Form A: Additional Support Rubric for School Staff	Page 5-6
٠	Form B: Teacher's Peer Comparison Rating Scale	Page 7
•	Form C: Student's Progress on Goals	Page 8
Step 3	Conduct Interviews	
•	Form D: Teacher/School Staff Interview	Page 9
•	Form E: Parent/Guardian Interview	Page 10
•	Form F: Student Interview	Page 11
Step 4	Arrange Data Collection by Classroom Staff if Applicable	
٠	Form G1: Frequency Data Sheet	Page 12-13
•	Form G2: Frequency of Prompting Data Sheet	Page 14-15
٠	Form H: Duration Data Sheet	Page 16-17
٠	Form I: Scatterplot Data Sheet	Page 18-19
•	Form J: Latency Data Sheet	Page 20-21
Step 5	Complete Observations	
٠	Form K1: Observation and School Day Analysis	Page 22
٠	Form K2: Observation and School Day Analysis	Page 23
•	Form K3: Observation and School Day Analysis	Page 24
٠	Form L: Time Sampling Data Sheet	Page 25-26
•	Form M: Evaluator's Peer Comparison Time Sampling Data Sheet (if applicable)	Page 27-28
Step 6	Consider Supports and Generate ASA Report	
•	Form N: Evaluator's Scoring for Support Consideration Sheet	Page 29-35
٠	Form O: ASA Report	Page 36
٠	Form P: Aide Training and Fading Plan (if applicable)	Page 37
Step 7	Hold IEP Meeting	Page 38
Refere	nces	Page 39

List of ASA Forms

Form	ASA	Spanish	Fillable
	Step	Version	PDF
ASA Tracking Form and EV-9	1		V
Form A: Additional Support Rubric for School Staff	2		
Form B: Teacher's Peer Comparison Rating Scale	2		
Form C: Student's Progress on Goals	2		
Form D: Teacher/School Staff Interview	3		V
Form E: Parent/Guardian Interview	3	V	V
Form F: Student Interview	3	V	V
Form G1: Frequency Data Sheet	4		
Form G2: Frequency of Prompting Data Sheet	4		
Form H: Duration Data Sheet	4		
Form I: Scatterplot Data Sheet	4		
Form J: Latency Data Sheet	4		
Form K-1: Observation and School Day Analysis	5		V
Form K-2: Observation and School Day Analysis	5		V
Form K-3: Observation and School Day Analysis	5		V
Form L: Time Sampling Data Sheet	5		
Form M: Evaluator's Peer Comparison Time Sampling Data Sheet (if applicable)	5		
Form N: Evaluator's Scoring for Support Consideration Sheet	6		
Form O: ASA Report	6		V
Form P: Aide Training and Fading Plan (if applicable)	6		V

ASA Tracking Form

Student		DOB	
School		Teacher	
STEP	FORMS	DATES	NOTES
1	EV-9 distributed	Date:	
Obtain Consent for	EV-9 signed	Date:	
Assessment	60-day timeline	Date:	
	Form A: Additional Support Rubric	Date distributed:	
		Date returned:	_
2	Form B: Teacher's Peer Comparison Rating	Date distributed:	_
Distribute	Scale	Date returned:	-
Forms	Form C: Student's Progress on Goals	Date distributed:	
		Date returned:	
3	Form D: Teacher/School Staff Interview	Date:	
Conduct Interviews	Form E: Parent/Guardian Interview	Date:	
	Form F: Student Interview	Date:	
4	Form G1: Frequency Data Sheet	Date:	
Data	Form G2: Frequency Data Sheet	Date:	
Collection by	Form H: Duration Data Sheet	Date:	
Classroom	□ Form I: Scatterplot Data Sheet	Date:	
Staff	Form J: Latency Data Sheet Other:	Date:	-
		Date:	
_	Form K1: Obs. & School Day Analysis	Date:	
5 Complete	Form K2: Obs. & School Day Analysis	Date:	
Complete Observations	Form K3: Obs. & School Day Analysis	Date:	
Observations	Form L: Time Sampling Data Sheet	Date:	
	Form M: Evaluator's Peer Comparison	Date:	
6	Form N: Evaluator's Scoring for Support	Date:	
Consider	Consideration Sheet		-
Supports & Generate	Form O: ASA Report	Date:	
Report	Form P: Aide Training & Fading Plan (if applicable)	Date:	
7	IEP Held	Date(s):	
Hold IEP Mtg	IEP Signed	Date:	l

Introduction

The goal for all students with disabilities under the Individual with Disabilities Education Act (IDEA) is to develop independence in the Least Restrictive Environment (LRE) (20 U.S.C. § 1400(C) (1); CFR. § 300.1. Additional support may only be included in the Individualized Education Program (IEP) within the context of this goal. The addition of Intensive Individual Services (1:1 aide) to a student's IEP is only one way to support independence in the LRE. Aides should not be provided without first considering less intrusive alternatives that do not compromise students' abilities to develop as independent citizens. The determination of a need for additional support is made through a carefully planned assessment. Whenever additional support is considered, the student's total educational program must be carefully reviewed with an emphasis on the following four areas:

1) Health and Personal Care

The Health and Personal Care area may include, but are not limited to, self-help and bathroom needs, assistance during meals, and specialized care or medical procedures.

2) Behavior

Some students may require additional support due to behavior challenges. The first step in the support process is to ensure appropriate behavioral goals are included in the IEP and implemented with fidelity. If challenges persist, a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) may be appropriate. Aide support or Intensive Individual Services for behavioral challenges should <u>not</u> be recommended without such supports already in place. Aide support may at times be appropriate on a time limited basis in order to assist with the implementation of a BIP.

3) Instruction

This area includes instructional support to facilitate on-task behavior through curriculum adaptations, prompts, reinforcement, accommodations and modifications, and specialized instructional strategies.

4) Inclusion

The inclusion area includes support during activities with general education peers. Support may be needed to ensure safety or to facilitate peer interaction. Transition support from classroom to classroom, recess to class and reverse, or between activities may also be indicated. The use of less restrictive supports, such as peer buddies and existing resources, should always be considered prior to assigning aide support.

The Additional Support Assessment (ASA) Guidebook provides a 7-step process for collecting the necessary information to identify additional student supports. A primary evaluator is assigned to conduct the assessment and lead the team through the ASA process from the referral stage to the IEP. All stages are described in this ASA Guidebook. The ASA Guidebook and accompanying ASA Forms are available within the Staff Portal of the EV SELPA website at https://documents.eastvalleyselpa.org/login

ASA Process Step-by-Step

Step 1: Prepare the ASA Tracking Form and obtain consent for assessment

<u>Step 2: Distribute forms to teacher(s)/school staff</u>: Form A: Additional Support Rubric

Form B: Teacher's Peer Comparison Rating Scale Form C: Student's Progress on Goals

-

Step 3: Conduct interviews: Form D: Teacher/School Staff Interview Form E: Parent/Guardian Interview Form F: Student Interview

Step 4: Arrange data collection by classroom staff (if applicable): Forms G-J: Data Forms as needed & applicable



Step 5: Complete observations:

Form K 1-3: Observation & School Day Analysis Form L: Time Sampling Data Sheet (if applicable) Form M: Evaluator's Peer Comparison Data Sheet (if applicable



Step 6: Consider supports and generate ASA report:

Form N: Evaluator's Scoring for Support Consideration Sheet Form O: ASA Report Form P: Aide Training & Fading Plan (if applicable)



STEP 1: PREPARE THE ASA TRACKING FORM

	ASA Tracking F	orm	
Student		DOB	
School		Teacher	
STEP	FORMS/DATES		NOTES
1 Obtain Consent for Assessment	Form EV-9 60-day timeline: Date distributed: Date si	gned:	
2 Distribute Forms	Form A: Additional Support Rubric Form B: Teacher's Peer Comparison Rating Scale Form C: Student's Progress on Goals	Date distributed: Date returned: Date distributed: Date returned: Date distributed:	
3 Conduct	Form D: Teacher/School Staff Interview	Date returned: Date:	
Interviews	Form E: Parent/Guardian Interview Form F: Student Interview	Date: Date:	-
4 Data Collection by Classroom Staff	Form G: Frequency Data Sheet Form H: Duration Data Sheet Form I: Scatterplot Data Sheet Form J: Latency Data Sheet Other:	Date: Date: Date: Date: Date:	
5 Complete Observations	□ Form K1: Obs. & Sthool Day Analysis □ Form K2: Obs. & Sthool Day Analysis □ Form K3: Obs. & Sthool Day Analysis □ Form K1: Obs. & Sthool Day Analysis □ Form K1: Twill Sampling Data Sheet □ Form M: Evaluator's Peer Comparison	Date: Date: Date: Date: Date:	
6 Consider Supports & Generate Report	Form N: Evaluator's Scoring for Support Consideration Sheet Form O: ASA Report Form P: Aide Training & Fading Plan (Karokaide)	Date: Date: Date:	_
7 Hold IEP Mtg	IEP completed on date(s): IEP signed on date:		

What?

The ASA Tracking Form is an organizational sheet for the evaluator. The form is used to keep track of all completed ASA steps, the forms used, and the dates all activities were initiated and/or completed. The ASA Tracking Form is included in the front section of this Guidebook. It can also be downloaded from the staff portal of the EV SELPA website.

ASA Tracking Form

When?

As soon as the Assessment Plan (EV-9) has been provided to the parent, the evaluator prepares the ASA *Tracking Form* by entering the identifying student information at the top of the form. The form is now ready to use.

Why?

Federal and state law require assessments to be conducted within a specific time frame. It is therefore important to complete all ASA steps in a timely manner to meet the student's needs and avoid being out of compliance.

How?

As soon as the *Assessment Plan (EV-9)* has been provided to the parent, the evaluator notes the date the form was provided on the *ASA Tracking Form* and calculates the 60-day timeline (the latest date the ASA must be presented to the parent in an IEP meeting). The 60-day timeline is then recorded on the *ASA Tracking Form*. The remaining parts of the form is filled out as the respective activities are completed.

STEP 1: OBTAIN CONSENT FOR ASSESSMENT

Description of evaluation procedures, tests, records, or reports used in	deciding to propose this assessment:
The district proposes to assess your child to determine his her slightlify fo	r special education services or continued elard
and present levels of academic performance and functional achievement. Y	
disability as needed. To meet your child's individual education needs, this	
areas checked by the local education agency (LEA)/district. Tests and pro-	
include, but are not limited to, classecom observations, rating scales, inter-	
other types or combinations of tests.	
Evaluation Area	Enseminer Title
Academic Achievement - These assessments measure reading, spelling,	
arithmetic, oral and written language skills, and/or general knowledge.	
Blacks - Health information and testing is gathered to determine how	
your child's health affacts school performance.	
LateBorteal Development - These assessments measure how well your	
dold doinlos, nonumbers, and solves problems.	
Proceeding - These assessments measure strengths and weaknesses in	
processing information.	
Cangaage Speech Communication Development - These assessments	
measure your child's ability to understand and use language and speak clearly	
and appropriately. Mater Development - These assessments measure here well your shild	
coordinates body movements in small and large muscle activities. Perceptual and in throical skills may also be measured.	
and or physical skills may also be measured. Desial Teneficial - These assessments will indicate here your shild finds	
Decial Constant - These assessments will indicate here your shill finds about him herself, gets along with others, takes care of personal needs at home.	
about tere-benedit, gets arong with others, takes care of personal needs at home, school and in the community.	
Adaptive Behavior - These assessments indicate how your child takes care	
of personal needs at home, school and in the community.	
Pert Secondary Transition - These assessments relate to training, education,	
employment and where appropriate independent living skills.	
Other (Double are of proving)	
Othernative Means of Assessment - (Describe abarrative methods of	
manning the child, if applicable)	
NUTURE OF PROCEDURAL SAFECTARDS for an exploration of these year rights or the proposed action and/or referral please contact.	rights. If you would like hether information a
District Contact Position	Plana
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The INCOMEND ELEMENT AFFERSE ADMISSION CAN EAR CAN DE MERINA DE ME	b) summed anothig to the Amounted Fields on from at a hisbidistical of Hansins Paran T. Mink Planet. ()

Assessment Plan - EV-9

What and When?

The Assessment Plan (EV-9) is a document on which a parent or guardian consent to student assessment(s). The EV-9 must be provided to parents or caregivers for signing within 15 days of a request for additional support. When the Local Education Agency (LEA) receives the EV-9 with a consenting signature, the IEP team has 60 days to conduct the assessment and hold an IEP team meeting to review the results and recommendations.

Why?

Federal and state law require parental or guardian consent to assess students for the purposes of determining appropriate specialized IEP services. This includes any assessment to determine if additional support is necessary to meet the student's IEP goals and achieve educational benefit.

How?

The entire Assessment Plan (EV-9) must be filled out in the WebIEP system. The box titled "Other" is checked, and the assessment is described as *Additional Support Assessment*. The examiner's title is then added. Appropriate examiner staff may include psychologists, program specialists, behavior specialists, and others with the skills to conduct such assessments. In the following example from WebIEP (figure 1), the Additional Support Assessment will be conducted by a school psychologist:

Other			
Purpose: (Describe area of assessment)			
Additional Support Assessment			1
Spanish Translation:			
			1
Examiner Title(s):			
Occupational Therapist	Adapted PE Teacher	Counselor	
Early Start Service Coordinator	Hearing Specialist	Nurse	
Orientation & Mobility Specialist	Orthopedic Impairment	Physical Therapist	
	Specialist	Program Specialist	
Resource Specialist	School Psychologist	Special Education Teacher	
Speech-Language Pathologist	Vision Specialist		

Figure 1: Screen from EV-9 of WebIEP

<u>STEP 2 - DISTRIBUTE FORMS TO TEACHER</u> Form A: Additional Support Rubric for School Staff

Student		DOB:	School:	Date:
Name/title of staff fill	ng out this form:			
ractions: For each horizo	antal row, circle the description t	hat best describes the student. Use the follo	owing kny:	
Mo-concerns	1= Milé concerno	2= Miki to moderate concerns	34 Moderate to severe concerns.	4+ Severe concerns
		Health and Pors	onal Care	
 General good health. Na problems teicing care of personal reacts as appropriate for age. 	 Milder occasional health concerns. Allergies or other riversis health conditions: May need versal reminders to complete age- agerogriate personal care. 	2. Choose cheaths concerns. Needs and those with built care needs. Reads websit memoders and other presents to complete agregative proceed care (i.e., working hands, using the restroom, wiping month). May have occurring solution proceeders.	 Specialized health care procedures. United modify and/or physicalitestuctures requiring specialized acids nealing special (speciality), wolker, galt trainer, shakashakir, str.; Meark, physical subsence with feeding, todering, and/or personal tenda. 	 Very Specialised health care procedures by special (cruited latef) as, device, tracheromy, catheterisation, blever physical isotoprese with resol percoad are tasks. Breek direct 3:5 anistance for the respirity of the day.
		Dehavis	x .	
 No behavior concerns. Initions directions without frequent reminders. Sociations well. 	 Semerima reads prompts to follow directions and tociality. Only couplessed end coefficts with poor or staff. 	 Has problems following directions but can be managed successfully with behavior goals and/or a behavior intervention plan. 	 Serious problem behaviors that occur regularly. May be physical a appreciate to sell or others: Regulars a default of thermation Blas and dear approxime for safety. 	4. Serious daily behavior problems with potential report to self and others. May single, ABP is being inegreements with fibricity and rate there have trained in office rearrangement, Required share what supervision at a filment to keep self and others rate.
		Intraction	ce.	
 Participates is whole data instruction with few or re-schedules. Youys on test. 	 Participates ingrease at instructional local with some powerpts and/or relationsement to stay an task. 	 Difficulty participant og in whole class innovacion. Program sonal groups and frequent prompti and/to minimum and Requires inspect redination. 	 49% style participating in a large group. Requires low inselection from Tracks, does proceeding, henging proceeding, and darges in the larges and adaptations net typical for setting or age. 	 Needs constant 21. support for group participation. Requires contact with and physical groups. Needs 1: interactional strategies to lionerly. Requires significant accorrenoistics and modifications man typical for activity as age.
		Isclusio	•	
 Participates is general education with few readifications. Transitions independently and socialises well. 	 Participates ingenied with assormolations and methodes to Train work, transition, and interact socially with pare. 	 Participanse in gen ed with visual caparitien a ed occuriousl vertal percepts. Requires visual challenergy to transition. Needs modifications and accorrectedies. Saidalantees constitues requires addit heip. 	3. Sees not participate in pan of without uself in class procinty for direct instruction, using, modeling, or behavior memory frequents with to facilitate social interaction. Difficulty facilitate social interaction. Difficulty facilitate social instructions and schedules. Navals transfere support.	 Participation is gen edmag require additional staff for deven instructional and bahaviout support. Requires in direct supervision from class to class. Alivees requires in edifications and assertmentations. Ramity satisfase.

What?

The Additional Support Rubric for School Staff (Form A) is a rubric designed to rate the student's need for support in the four areas of Health and Personal Care, Behavior, Instruction, and Inclusion. The rubric is typically filled out by the student's teacher(s), but other relevant staff may also be asked to provide input. Although the form contains instructions, it may be helpful if the evaluator reviews the instructions with the teacher or other school staff when distributing it.

Form A

When?

After obtaining parental/guardian consent for assessment in step 1, the evaluator provides the student's teacher and any relevant school staff with various forms (see step 2, page 2), including the *Additional Support Rubric for School Staff (Form A)* and establishes a timeline for its completion. In addition to the teacher(s), relevant school staff may include medical/health staff, related service providers, and others who have knowledge of the student's referral needs.

Why?

The teacher and other relevant school staff have unique day-to-day knowledge about the student's functioning in the educational setting. The *Additional Support Rubric for School Staff (Form A)* provides a structured way for teachers and other staff to rate the student's needs in the four assessments areas of 1) Health and Personal Care, 2) Behavior, 3) Instruction, and 4) Inclusion. This ensures all areas of need are considered.

How?

The Additional Support Rubric for School Staff (Form A) consists of four rows with each corresponding to one of the four assessment areas listed above. Each assessment area is rated on a scale of 0 to 4 with 0 = No

Concerns, 1 = Mild Concerns, 2 = Mild to Moderate Concerns, 3 = Moderate to Severe Concerns, and 4 = Severe Concerns. The rating which best describes the student is circled in each assessment area. In the following example (figure 2), the teacher has rated the student with no concerns (0) in the area of Health and Personal Care, mild concerns (1) in the area of Behavior, mild to moderate concerns (2) in the area of Instruction, and mild to moderate concerns (2) in the area of Inclusion.

		Health and Personal	Care					
0. General good hearth. No problems taking care of personal needs as appropriate for age	 Mild or occasional health concerns. All ergies or other chronic health conditions. May need werbal reminders to complete age-appropriate personal care. 	 Chronic health concerns. Needs assistance with health care needs. Needs verbal reminders and other prompts to complete age-appropriate personal care (i.e., washing hands, using the restroom, wiping mouth). May have occasional solieting accidents. 	3. Specialized health care procedures. Limited mobility and/or physical limitations requiring specialized assistance/equipment (stander, walker, gait trainer, wheelchair, etc.). Needs some physical assistance with feeding, toileting, and/or personal needs.	4. Very Specialized health care procedures by specially trained staff (i.e., G-tube, tracheotomy, catheterization). Direct physical assistance with most personal care tasks. Needs direct 1:1 assistance throughout the day.				
	Behavior							
 No behavior concerns. Follows directions without frequent reminders. Socializes well. 	 Somerimes meeds prompts to follow directions and socialitie. Only occasional mild conflicts with peer or staff. 	2. Has problems following directions but can be managed successfully with IEP behavior goals and/or a behavior intervention plan.	3. Problem behaviors occur every week, but rarely every day. Behavior Intervention Plan is implemented. Most problem behaviors happen during specific predictable times or activities and require close supervision. May be physically aggressive to self or others.	4. Serious daily behavior problems with potential injury to self and others. May elope. A Behavior Intervention Plan is being implemented and staff has been trained in crisis management. Requires close visual supervision at al times to keep self and others safe.				
	Instruction							
 Participates successfully in all whole class instruction at instruction at level. Stays on task with no problem. 	 Participates in all whole class at instructional level with few prompts and/or reinforcement to stay on task. 	2. Participates in whole class instruction with frequent prompts/and reinforcement. Bequires frequent redirecting to stay or task. Participates in group instruction with few prompts.	3. Participates in preferred whole and group instruction with frequent prompts and individualized reinforcement. Requires low student/staff ratio, close proximity, constant prompts, and unique strategies during non- preferred or difficult instruction.	4. Needs constant individual support for whole and group participation. Requires constant prompts throughout the day. Needs individual instructional strategies to benefit. Requires significant accommodations and modifications not typical for setting or age.				
		Inclusion						
0. Participates in general education with few modifications. Transitions independently and socializes well.	 Participates in gen ed with accommodations and modifications. Occasional reminders to finish work, transition, and interact socially with peers. 	 Participates in gen ed with visual supervision and occasional verbal proprists. Requires visual shadowing to transition. Needs modifications and accommodations. Socialization sometimes requires adult velp. 	3. Does not participate in gen ed without classroom staff in close proximity during some specific and/or predictable activities to support instruction, ensure safety and behavior monitoring. Requires staff to support social interactions and transitions.	4. Participation in gen ed requires additional staff in close proximity for individual direct instructional, behavioral, and social support throughout the day. Requires adult direct supervision from class to class. Always requires modifications and accommodations. Requires supervision for safety throughout the day.				

Figure 2: Form A

<u>STEP 2 - DISTRIBUTE FORMS TO TEACHER</u> Form B: Teacher's Peer Comparison Rating Scale

No problem			r class ar 3 http://m	anı	DOB Date out the rating sc	
lease company dilowing key: No problem Rating Deba	n 2 Mid protien		2	dni		
No problem	n 2 Mid protien		2	d fil	out the rating sc	
Rating Beha			2 heblem			
	Compared to a				Significant problem	0 Not observ not applic
			urs in the	rde	o, this stadent:	
Atter			Rating			
	npts assigned tasks		-	We		
	pletes tasks					
	is with normal classroom	_		141	spends appropria	tely when approx
	actions				other children	
	nds during group activities a more attention from teac		-			with other studen
	s more attention train teac	147	_		s difficuit time da	
	a out intervitiently		_		control time da	
	dis distracted from work	_	-		strouble finishing	
	easily during a task	_	-			f a tank. Next in excess mo
Stars	is for long periods	_		Do.	es not elan work	the interaction
ls sio	w to take up a new task			544		or lethargic
Care	ributes/works well in group bies			Har	ve trouble during	unstructured tim
01%						
Other Additional (eff					WIC .	

What and When?

The *Teacher's Peer Comparison Rating Scale (Form B)* is used to rate the student's behavior compared to peers. After obtaining parental/guardian consent for assessment in step 1, the evaluator provides the student's teacher with various forms (see step 2, page 2), including the *Teacher's Peer Comparison Rating Scale (Form B) and* establishes a timeline for its completion.

Form B

Why?

To determine possible supports, it is helpful to discover how the student is functioning in comparison to peers in the same setting. If the student is struggling relative to peers, different or additional supports may be needed.

How?

The *Teacher's Peer Comparison Rating Scale (Form B)* is filled out by the teacher(s) and consists of a list of behaviors with a corresponding key for rating. Each behavior is rated on a scale of one to four with 1 = not a problem, 2 = a mild problem less than 29% of the time, 3 = a problem 30-69% of the time, and 4 = a significant problem 70-100% of the time. The percentages are approximations. The ratings below in figure 3 indicate the student has difficulty attempting and completing tasks. Moreover, there is difficulty working independently and using non-task time appropriately. Once the teacher has completed the form, the evaluator will pay particular attention to scores of 3 or 4, which may indicate a need for different or additional support.

	1	2		3	4			
No P	roblem	A mild problem less than	an A problem 30-69% of the		A significant			
		29% of the time	time		problem 70-100%			
					of the time			
	Compared to most peers in the class, this student:							
Rating	Behavior		Rating	Behavior				
3	3 Attempts assigned tasks 3 Works independently for appropriate ti							
4	Completes	tasks	2	Uses non-task time ap	propriately			

Figure 3: Form B

STEP 2 - DISTRIBUTE FORMS TO TEACHER Form C: Student's Progress on Goals

Student's Progress on Goals (Form C)							
Goal number	Pre	ogress on Go Component Targ	als		astery		
Goal humber	Obj A	Obj 8	Overall	Met	Not N		
Notes:							
Notes:							
			1		1		
Notes					-		
		1	1				
Notes:							
			1		1		
Notes							
NOTES:							
Notes:							
		1	1				
Notes:							
Notes:					-		

Form C

What and When?

The *Student's Progress on Goals (Form C)* is used to determine if a student is progressing in the educational setting. After obtaining parental/guardian consent for assessment in step 1, the evaluator provides the student's teacher and any relevant school staff with various forms (see step 2, page 2), including the *Student's Progress on Goals (Form C)* and establishes a timeline for its completion. In addition to teacher(s), relevant school staff may include related service providers and others who write and implement IEP goals.

Why?

In order to make an informed, accurate, and defensible decision about current functioning and needs, it is imperative to review data on progress towards IEP goals.

How?

Referring to current progress data, the teacher or service provider fills out the *Student's Progress on Goals* (*Form C*). In figure 4 below, the teacher is reporting progress on objective B of goal number 1.

Student		Teacher	r	IEP o	late
Goal number	Goal Comp	Goal Component Currently Targeting (check one)			d on This Goal onent?
	Obj A	Obj B	Overall	yes	no
1		Х		Х	

Figure 4: Form C

<u>STEP 3 - CONDUCT INTERVIEWS</u> Form D: Teacher/School Staff Interview

	NAL SUPPORT ASSESSMENT
	chool Staff Interview (Form D)
	be filled out before the evaluator conducts the interview with t
Name of student	Student's DOB
School site	Today's date
Name & title of Staff	
Name & title of Staff	
freegits? What supports does the sta	agent/services you provide. What are the studen dent respond well to?
	dent servand with to?

Form D

What and When?

The *Teacher/School Staff Interview (Form D)* is used to verify previously collected information and get additional input from the student's teacher and/or relevant school staff. After step 2 has been completed and the evaluator has received the *Additional Support Rubric (Form A)*, the *Teacher's Peer Comparison Rating Scale (form B)*, and the *Student's Progress on Goals (Form C)*, it is time to schedule an interview with the teacher and other school staff when applicable.

Why?

The teacher and school staff typically spend the most time with the student and are therefore in a unique position to provide relevant information on current functioning and needs. The *Teacher/School Staff Interview (Form D)* provides an opportunity for the evaluator to obtain additional knowledge and formulate clarifying questions about information provided on previous forms. Moreover, it is an opportunity for the teacher or school staff to ask their own questions about the process.

How?

The evaluator schedules the interview on a date and time convenient to all parties. The interview is best conducted either in-person, virtually, or by telephone. The *Teacher/School Staff Interview (Form D)* is available in a fillable PDF.

<u>STEP 3 - CONDUCT INTERVIEWS</u> Form E: Parent/Guardian Interview

	DITIONAL SUPPOR Parent/Guardian I	nterview (Fe		
Pitudent Name		Date		
DOB		Time		
Interviewer		Person Interviewed		
		111111111111		
Failated to the referral for A	diffional Support, what	are your thoug	#17	
Related to the referral for A	diftional Support, what	are your thoug	417	
Related to the referral for A				
What supports have your cl				
What supports have your cl				
What supports have your cl	Alf received in the part	Ware they sat	austat?	
What supports have your cl Support	Alf received in the part	Ware they sat	austat?	Successify fes N
What supports have your cl Support	Alf received in the part	Ware they sat	austat?	
What supports have your cl Support	a life received in the part if	Ware they sur	anatu? ex	
What supports have your of Support What sells does your child?	a life received in the part if	Ware they sur	anatu? ex	
What supports have your of Support What sells does your child?	a life received in the part if	Ware they sur	anatu? ex	
What supports have your of Support What sells does your child?	a life received in the part if	Ware they sur	anahd? er	

What and When?

The *Parent/Guardian Interview (Form E)* is used to conduct a structured interview with the parent or guardian. After step 2 is complete and the evaluator has received

- the Additional Support Rubric (Form A)
- the Teacher's Peer Comparison Rating Scale (form B) and
- the Student's Progress on Goals (Form C)

Form E

it is time to obtain information from the student's parent or guardian through the interview process. It is important the forms above are completed and returned to the evaluator before engaging in the interview process. This is because the information on these forms is analyzed and probed further during the interview.

Why?

Federal Law requires the use of a variety of assessment tools and strategies to gather relevant, functional, developmental, and academic information about the child, *including information provided by the parent* (20 U.S.C. 1400 (c) (5) and (d)). Parents know their children better than anyone and are essential members of the IEP team.

How?

It is best practice to conduct the parent interview via phone, virtually, or in person. When conducted in this manner, the evaluator can obtain additional information or clarify and expand on questions and answers. If the parent is unavailable, the evaluator may send home the questionnaire with instructions to return it within a given time frame. The *Parent/Guardian Interview (Form E)* is available in both English and Spanish as needed. It is also available in a fillable PDF.

STEP 3 - CONDUCT INTERVIEWS Form F: Student Interview

	ONAL SUPPORT ASSESSMENT (ASA)	
	Student Interview (Form F)	
Stadent Name:	Date of Dirth:	
interviewer:	Date of interview:	
What do you like best about sche	sel?	
Do you have any difficulties at sol	hea? If yes, during what part of the day do they ha	ppen? Who is
Do you have any difficulties at sch around you and what are you do	hool? If yes, during what part of the day do they ha ing? What is the class doing?	ppen? Who is
Do you have any difficulties at sci around you and what are you do	hoo?" If yes, during what part of the day do they haing? What is the class doing?	ppen? Who is
Do you have any difficulties at sci around you and what are you do	hoo? If yes, during what part of the day do they ha ing? What is the class doing?	ppen? Who is
Da you have any difficulties at sch around you and what are you doi	hoo? If yes, during what part of the day do they ha rg? What is the class doing?	ppen? Who is
Do you have any difficulties at so around you and what are you doi	hoo? If yes, daring what part of the day do they ha ng? What is the class doing?	ppen? Who is
Da you have any difficulties at sol around you and what are you do	hao2' H'yee, daring-what part of the day do they ha ng? What is the class doing?	ppen? Who is
Daryon have any difficulties at sol around you and what are you do	head? If yees, due logs what guest of the day do they ha mg? Whet is the class doing?	ppen? Who is
Daryon have any difficulties at so ansund you and what are you do	head? If you, due hay what gas to if the day do they ha rag? What is the class dorig?	ppen? Who is
Da you have any difficulties at so around you and what are you do	han? I free, dering also der of the day do they ha ng? What is the class doing?	open? Who is
Do you have any difficulties at so anound you and what are you do	hoad". If you, die leg, alwet gaar of the alwy da they ha mag? What is the clean doirog?	open ³ the is
around you and what are you do	ng? Whattis the class doing?	ppen ⁵ the it
On you have any difficulties as so amonthy you and what are you do	ng? Whattis the class doing?	open ⁵ the it
around you and what are you do	ng? Whattis the class doing?	ppen ³ tito is
around you and what are you do	ng? Whattis the class doing?	ppen ³ tito is
around you and what are you do	ng? Whattis the class doing?	ppen ³ tito a
around you and what are you do	ng? Whattis the class doing?	ppen3 tito k
around you and what are you do	ng" Warts De clas dorq? Bffaat staatser?	ppen? Who is
ansond you and what are you do	ng" Warts De clas dorq? Bffaat staatser?	ppen ³ Who is
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ansond you and what are you do	ng" Warts De clas dorq? Bffaat staatser?	ppen ³ Who is

What and When?

The *Student Interview (Form F)* is used to conduct a structured interview with the student when feasible. After step 2 has been completed and the evaluator has received the *Additional Support Rubric (Form A)*, the *Teacher's Peer Comparison Rating Scale (form B)*, and the *Student's Progress on Goals (Form C)*, it is time to schedule an interview with the student when appropriate and feasible.

Form F

Why?

The student interview is an opportunity for the student to share their school experience. Questions prompt the student to reflect on their likes, dislikes, strengths, weaknesses, how they use their own strategies to succeed, what staff is currently doing to help, and how that help is working. This information can assist the team in identifying supports which are acceptable to the student.

How?

The evaluator determines if an interview is feasible based on the student's unique circumstances, communication skills, age or developmental level. When an interview is possible, it is important to establish rapport and trust before beginning the process. The *Student Interview (Form F)* is available in a fillable PDF.

<u>STEP 4 - ARRANGE DATA COLLECTION BY CLASSROOM STAFF IF APPLICABLE</u> Form G: Frequency Data Sheet



What and When?

The *Frequency Data Sheet (Form G1)* is used to collect data on how often a student engages in a behavior. After conducting interviews, the evaluator is knowledgeable about the student concerns. If daily specific and objective data is needed over a period of time, the evaluator may decide to arrange for data to be collected by classroom staff.

Form G1

Why?

Data collection by classroom staff over a period of days may provide a more complete picture of the various dimensions of the behavior(s) of concern. Knowing how often the behaviors are occurring, and whether there is an increase or decrease in positive behaviors or challenging behaviors, can assist the team in determining the need for additional support.

How?

The *Frequency Data Sheet (Form G1)* is arranged in a table to allow for quick data entry during instruction. The behavior identified for change is defined in the second row. For each date, staff places a frequency check in the corresponding row of boxes every time the behavior occurs. At the end of the observation period on the given date, the checks are added to determine the total number of behaviors in the "total checks" column. If relevant, a daily or weekly average can also be calculated. To calculate the *average number of behaviors per day*, add the numbers in the "Total Checks" column to calculate a grand total. Divide the grand total by the number of days during which data were collected. If the *average number of behaviors per week* is desired, divide the grand total by the number of weeks during which data were collected. In figure 5 on the following page, the evaluator is documenting how often a student is leaving his seat and wandering around in the classroom. The student emitted a grand total of 18 occurrences of the target behavior during 5 days of data collection. The average number of target behaviors per day was calculated at 3.6 behaviors per day by dividing the grand total (18) by the number of days during which data were collected (5).

Student:												OB:			- 1					cher:	m G)	C	ting:	
student:											1	UB:							read	iner:		Sett	ang:	
Behavior:							Lea	aving	g sea	at to	o wa	nde	er ar	oun	id in	the	e cla	ssro	om		•			
Date				_	_			F	req	uen	cy Cl	heck	5							_	Total check	· 1	N	lotes
5-3-21	x	x	x																		3			
5-4-21	x	x																			2			
5-5-21	x	x	x	x	x																5			
5-6-21	x	x																\square			2			
5-7-21	x	x	x	x	x	x															6			
																						_		
	\vdash														-			-						
Average numb To calculate th								<u>day</u> , a	add ti	he nu	umbe	rs in t	the "	 Total	" colu	umn t	to cal	 culat	e a		Grand total:	· 1	Average number of behaviors per day:	Average number of behaviors per week:

Figure 5: Form G1

STEP 4 - ARRANGE DATA COLLECTION BY CLASSROOM STAFF IF APPLICABLE Form G2: Frequency of Prompting Data Sheet



Form G2

What and When?

The *Frequency of Prompting Data Sheet (Form G2)* is used to collect data on how often a student needs various types of prompts. After conducting interviews, the evaluator is knowledgeable about the student concerns and can decide if more specific information is needed. If daily and objective data is warranted over a period of time, the evaluator may decide to arrange for data to be collected by classroom staff.

Why?

Data collection by classroom staff over a period of days may provide a more complete picture of the student's needs for assistance. Knowing how often various prompts are provided can assist the team in determining the need for additional support.

How?

The frequency of Prompting Data Sheet (Form G2) is arranged in a table to allow for quick data entry during instruction. The top row is used to enter identifying student information. A key, which identifies each prompt, is located beneath the top row. The date of data collection is noted in column 1. Next, the starting and end time of the data collection period are entered in columns 2 and 3. The specific activity or lesson is written in column 4. Columns 5-12 are used to enter a tally under the applicable prompt each time it is given. The sum or total number of prompts given during the activity is noted in the last column. The bottom row is used to record the sum or total number of each individual prompt as well as the total number of all combined prompts throughout all data collection dates. An example is displayed in figure 6 on the next page.

Student:			DOB:	-	Teacher:			m G2) Setting:				
Prompting Key →	G Gestural	V Visual	M Model	VB Verbal	Р	PP art Physica	I	Ful	FP Physical		0 Othe	er
Date	Ti	me	Act	ivity		- 1						
Date	From	to		ivity	G	v	м	VB	PP	FP	0	Total
11-12- 21	10:15	11:15	multip	ath: lication sheet	111		11					16
11-13- 21	10:15	11:15	indepe	ath endent ork	//	//	/	111				11
11-14- 21	8:30	9:00		g ready urnaling	//	/		111				8
Notes:			1		Total: 10	Total: 3	Total: 3	Total: 19	Total:	Total:	Total:	Grand Total 35

Figure 6: Form G2

<u>STEP 4 - ARRANGE DATA COLLECTION BY CLASSROOM STAFF IF APPLICABLE</u> Form H: Duration Data Sheet



What and When?

The *Duration Data (Form H)* is used to collect data on how long a student engages in a behavior. After conducting interviews, the evaluator is knowledgeable about the student concerns. If more specific and objective daily information is needed over a period of time, the evaluator may decide to arrange for data to be collected by classroom staff.

Form H

Why?

Data collection by classroom staff over a period of days may provide a more complete picture of the various dimensions of the behaviors of concern. Moreover, such information can assist with the generation of baseline data and the formulation of objectives and annual goals. Data collection by classroom staff may also capture infrequent behaviors or those not observed during the specific times the evaluator conducts a student observation. Some behaviors occur at very high rates or very closely together. As such, it may be difficult to obtain a reliable frequency count. Examples might include screaming or wandering around in the classroom. These behaviors are best measured with duration data. Once the behavior begins, a timer is used to measure when the behavior starts and ends. This method of data collection helps the evaluator determine how long the target behavior lasts and if the duration is decreasing, increasing, or staying the same over time.

How?

Begin by indicating the date of the observation in the first column. Using a time measuring device (stopwatch, phone, clock, etc.), write the time the behavior starts in the second column. Write the ending time when the behavior stops in the third column. Document the total amount of time the behavior occurred from start to finish in the fourth column. In figure 7 on the next page, the staff is measuring the length of time Jason is out of his seat during instruction. The staff recorded 5 instances of the target behavior. The duration of each behavior was recorded in the "Duration of Behavior" column, and the total duration of all behaviors was calculated by adding all numbers in the column and recording the sum at the bottom of the column (73

minutes). Finally, the average duration of each behavior was derived by dividing the total duration of all behaviors (73 minutes) by the total number of behaviors (5). In figure 7, the student was out of his seat for an average of 14.6 minutes during the time the data were collected.

	1		- ·		8 1	
Student:		DOB:	Teacher:		Setting:	
Jason Friday		07/24/2014	Simmo	ns	Classroom instruction and small grou	р
					tables	
				Description of Behavior	•	
Jason leaves	his assigned a	area (seat, sma	all group table	e, carpet, line) and wande	ers around the classroom	
Date	Time behavior began	Time behavior ended	Duration of behavior	Notes		Initials
02/17/2020	8:53	9:02	9 minutes			
02/17/2020	11:15	11:35	20 minutes			
02/18/2020	8:20	8:32	12 minutes			
02/18/2020	9:29	9:53	24 minutes			
02/18/2020	12:15	12:23	8 minutes			
		1 7	Total Duration:		Calculate average duration \downarrow	
			73 minutes	Total duration divided by total n	umber of behaviors =	
				14.6 minutes average du	Iration	

Figure 7: Form H

<u>STEP 4 - ARRANGE DATA COLLECTION BY CLASSROOM STAFF IF APPLICABLE</u> Form I: Scatterplot Data Sheet



The Scatternlot Data

What and When?

The *Scatterplot Data Sheet (Form I)* is a data collection method designed to discover the frequency and any patterns between a behavior and certain time periods during the day. After conducting interviews, the evaluator is knowledgeable about the student concerns. If more specific, daily, and objective information is needed over a period of time, the evaluator may decide to arrange for data to be collected by classroom staff.



Why?

Data collection by classroom staff over a period of days may provide a more complete picture of the various dimensions of the behaviors of concern. Moreover, such information can assist with the generation of baseline data and the formulation of objectives and annual goals. Data collection by classroom staff may also capture infrequent behaviors or those not observed during the specific times the evaluator conducts a student observation. Scatterplot data give staff a quick visual of how often and during which time slots a behavior occurs. This is important to discover, because certain activities or times of day may be associated with problem behaviors. Knowing this, the staff may be able to change the environment or schedule to prevent problem behaviors or gain a better understanding of when additional support may be indicated.

How?

The target behavior is written in the "Key Section" on top of Form I. This section has room for three different behaviors if needed, represented by the letters A, B, and C. To simplify directions, only two behaviors are being measured in Figure 8 on the next page. The definitions of the behaviors are written adjacent to the corresponding letters. Next, the data collection dates are added to each of the five columns in the table, which represent the five school days of the week. The table is divided into 15-minute time slots throughout the day from 7:30 in the morning to 3:30 in the afternoon. As an example, when the student exhibits behavior A, the letter "A" is written in the cell that corresponds to the correct date and time interval. In figure 8, the student hit peers or staff on Monday, September 12, at least once during the time frame from 8:30 - 8:45. Hitting also occurred later in the morning and afternoon on Monday. Spitting occurred at least once during the week, but only on Monday in the time frame from 8:30 - 8:45.

8:45. Student absences are indicated by drawing a vertical line through the time slots as shown in the example for Friday. If no target behaviors occur at all on a given day, indicate this by writing *no problem behavior* down the appropriate date column as shown for Wednesday. At the end of the week the behavioral events are analyzed for patterns. The scatterplot in figure 8 below indicates the student hits mainly during the morning. This is important to know as additional support should be considered only when they are needed. The number of behaviors per day or week can be calculated by adding the As, Bs, and Cs for each day and writing the sums in the bottom row as shown in the example.

Time 🗸	Mon	9/12	2	Tues	9/13	1	Wee	19/1	4	Thur	s 9/15	;	Fri 9	9/16	
7:30															
7:45								1						,	
8:00		Α			Α										
8:30		A B									Α				
8:45					A										
9:00															
9:15								-							
9:30															
9:45															
10:00															
10:15									1						
10:30								0							
10:45															
11:00									1						
11:15								- 10	5						
11:30								0)						
11:45								Dle							
12:00								e)						
12:15								=							
12:30															
12:45									-						
1:00								e n)						
1:15									5						
1:30		Α						a)						
1:45															
2:00		A						<u> </u>)						
2:15									,						
2:30															
2:45	-													-	
3:00														'	
3:15															
3:30		_			_	-		_			_			_	
Behaviors	A	в	с	A	в	с	A	в	C	A	в	с	A	В	0
Totals	4	1		2						1					

Figure 8: Form I

<u>STEP 4 - ARRANGE DATA COLLECTION BY CLASSROOM STAFF IF APPLICABLE</u> Form J: Latency Data Sheet

			SELP/	×			
	,	DOITIONA	L SUPPORT ASS	SSMENT	(ASA)		
		Late	ncy Data Sheet	(Form J)			
1							
	net measures the eligne- inf or use during a shafe		a staff direction to the	initiation of	(* e etudient respo	ne. Provide	capy to
	off in the stand is store				I teshe		
Student:		CCD.		Traches.			
Setting		100000	r opplaating		Cala of sheary		-
Date	Stall direction	-	Tere descrive games	Tele Co	and responded	Lifewy	lette
							1
Name:			1	-			_
						_	
EL.S.S.	TER BICON		Tana danatina gana	Take etc.	des regarded	Litewy	1000
New							
61.00	and disclose		Time descript of an	1 Texas	dest committed	Lines	1.000
				1			1
Table:	1						
Date	Stiff directive		Tana descrive gass	Tes D	det regarded	Literary	lebs
Nam:	1		1	-		-	-
CL4+	Staff derection		Tere descine game	1910 15	dest responded	Lifewy	1403
	1		1	1		1	
Normal I							

What and When?

The Latency Data Sheet (Form J) is used to determine the time elapsed from a directive to a student response, or how long it takes for a student to initiate a response to a directive. After conducting interviews, the evaluator is knowledgeable about the student concerns. If more specific, daily, and objective information is needed over a period of time, the evaluator may decide to arrange for data to be collected by classroom staff.

Form J

Why?

Data collection by classroom staff over a period of days may provide a more complete picture of the various dimensions of the behaviors of concern. Such information also assists with the generation of baseline data and the formulation of objectives and annual goals. Data collection by classroom staff may also capture infrequent behaviors or those not observed during the specific times the evaluator conducts a student observation. Latency data can discover how long it takes for a student to respond or if the amount of time between a directive and the initiation of the response has decreased or increased over time. This type of data is useful when measuring and analyzing the behavior of students who have difficulty responding to directives within an appropriate time frame. It can also measure the student's response to different interventions.

How?

The directive is written on Form J in the "Staff Directive" column (see figure 9 on the next page). This recording method requires an object to measure time (watch, phone, clock, etc.). The timer starts when the directive is given and stops when the student begins the response. Both times are noted on the form. In figure 9, the student was given four different directives. The total time from the demand to the student's response initiation is recorded in the latency column. The total latency is calculated by adding all the latencies in the latency column and writing the sum at the bottom of the column in the "Total Latency" cell. The

average latency is calculated by dividing the total latency by the total number of directives. As illustrated in figure 9, the student responded after 8 minutes on average (32 minutes divided by 4 directives).

Student:		DOB:			Teacher:		
Dora Millie		02/19/20	016		Miss Daisy		
Setting:		Observer (if applicable):		Grade:		
Classroom		Corie Co	unselor		Kindergarten		
Date	Staff directive		Time directive given	Time student responded		Latency	
04/26/2021	Go to your seat and s	it down	8:30	8:38		8 minutes	
Notes:							
Date	Staff directive		Time directive given	Time student responded		Latency	
04/26/2021	Go to the carpet and sit on your square		9:00	9:12		12 minutes	
Notes:			•				
Date	Staff directive		Time directive given Time student resp		udent responded	Latency	
04/30/2021	Go line up, standing l Lauren	behind	10:00	10:07		7 minutes	
Notes:			•			•	
Date	Staff directive		Time directive given	Time st	udent responded	Latency	
04/30/2021	Go to your seat and s	it down	8:30	8:35		5 minutes	
Notes:						•	
/Average Latency	Y					Total Latency	
Add up all lat number of di	tencies to get the total irectives	latency.	Divide the total late	ncy with	the total	The Sum of all latencies:	

Figure 9: Form J

STEP 5 - COMPLETE OBSERVATIONS Form K, Page 1: Observation & School Day Analysis

5	ADDITIONAL SUPPORT A Observation & School Day						
Student:	Location:	Date:					
lime frame:	Observer:	Teacher:					
	PART 1: OBSERVATION						
		ing: Gen.Ed. MM MS Other					
k classroom schedule is poste	d and referred to by staff:	No Describe:					
Rudent has an individual sch	ndule: - Yes - No Describe:						
Sescribe reinforcers used and	their effectiveness:						
Sescribe observed equipment	tor devices used that may relate	to the need for assistance:					
Concribe observed equipment	t or devices used that may relate	to the need for assistance:					
		to the need for assistance: Stifucibles in the area of independence:					
Searche any environmental v Searche any observed accom	ariables that may contribute to a		rts if				
Describe any environmental v	ariables that may contribute to a	SPSculties in the area of independence:	rta If				
Generike any environmental v Describe any observed accompgationher:	ariables that may contribute to a modulions/modification and oth	officulties in the area of independence: an strategies in use, including behavior suppo					
Describe any environmental v Describe any observed accomposite	ariables that may contribute to a modulions/modification and oth	SPSculties in the area of independence:					
Describe any environmental v Describe any observed accomposite	ariables that may contribute to a modulions/modification and oth	officulties in the area of independence: an strategies in use, including behavior suppo					

What and When?

At this stage, the evaluator has collected information from multiple team members and knows the specific needs to focus on during an observation. Classroom staff may also be collecting data if specified by the evaluator. It is now time to schedule a direct observation of the student in the educational environment. A 3-page form, the *Observation & School Day Analysis (Form K1-3)* is available for this purpose. Page 1 is used to observe elements of the educational setting, including the current teacher to student ratio, schedules, reinforcers, equipment, devices, environmental variables, accommodations, modifications, strategies, and, if relevant, how a Behavior Intervention Plan is being implemented.

Form K1

Why?

It is important to consider factors in the educational setting as they may affect the student's functioning. For example, a lack of schedules or the absence of appropriate equipment might impact the ability to function independently. Simple changes or additions to the setting, such as the implementation of a more individualized reinforcement system or changing the seating arrangement, could make a positive difference.

How?

The evaluator arranges day(s) and time(s) to observe the student. Whenever possible, the evaluator observes in all relevant settings and does so in the least intrusive manner possible. If the student has difficulty in unstructured settings, an observation must be conducted during those times, including recess or lunch. Similarly, if problems are present during specific health or medical procedures, the evaluator may observe these procedures when appropriate. Some instructional times or subjects might present more problems than others. The evaluator makes plans to observe during times when problems reportedly occur. Form K1 can be printed out and written on by hand. The form is also available in a fillable PDF.

<u>STEP 5 - COMPLETE OBSERVATIONS</u> Form K, Page 2: Observation & School Day Analysis



What and When?

At this stage, the evaluator has collected information from multiple team members and knows what specific needs to focus on during an observation. Classroom staff may also be collecting data if specified by the evaluator. It is now time to schedule a direct observation of the student in the educational environment. A 3-page form, the *Observation & School Day Analysis (Form K1-3)* may be used for this purpose. Page 2 is used to observe the specific tasks required of the students in the setting, if any assistance was needed during the observation, and how it was provided.



Why?

Observing how the student performs the required tasks provides important information about the need for support. The goal is independence to the maximum extent possible. Does the student need peer support, technology, or other assistance to perform more independently? Additional supports are always considered in a hierarchy of least to most restrictive to respect and maximize the student's autonomy and independence.

How?

The evaluator arranges day(s) and time(s) to observe the student. Whenever possible, the evaluator observes in all relevant settings and does so in the least intrusive manner possible. If the student has difficulty in unstructured settings, an observation must be conducted during those times, including recess or lunch. Similarly, if problems are present during specific health or medical procedures, the evaluator may observe these procedures when appropriate. Specific instructional times or subjects might present more problems than others. The evaluator makes plans to observe during times when problems reportedly occur. Form K2 can be printed out and written on by hand. The form is also available in a fillable PDF.

STEP 5 - COMPLETE OBSERVATIONS

Form K, Page 3: Observation & School Day Analysis



What and When?

At this stage, the evaluator has collected information from multiple team members and knows what specific needs to focus on during an observation. Classroom staff may also be collecting data if specified by the evaluator. It is now time to schedule a direct observation of the student in the educational environment. A 3-page form, the *Observation & School Day Analysis (Form K1-3)* may be used for this purpose. Page 3 is used to record any additional notes or narrative data if needed.

Form K3

Why?

Narrative notes can provide valuable information that is not included on specific questionnaires. Page 3 of Form K contains space to record any additional or narrative information.

How?

The evaluator arranges days and times to observe the student. Whenever possible, the evaluator observes in all relevant settings and does so in the least intrusive manner possible. If the student has difficulty in unstructured settings, an observation must be conducted during those times, including recess or lunch. Similarly, if problems are present during specific health or medical procedures, the evaluator may observe these procedures when appropriate. Specific instructional times or subjects might present more problems than others. The evaluator makes plans to observe during times when problems reportedly occur. Form K3 can be printed out and written on by hand. The form is also available in a fillable PDF.

<u>STEP 5 – COMPLETE OBSERVATIONS</u> Form L: Time Sampling Data Sheet

				Time	Samp	ling Da	ta Shee	t (Fo	orm	К)			
Stude	vs:			School	ł				Tea	cher			
Starts	ine:			Ends	ad time :					Observer			
tenas	ior Observ	ved (define	41			Activity	r sbserved						
	nentary 4				ial Intervo					the later			
precia minua	ely when i (-) if it do		extension	paint if it de dest fi	Contraction of the second s					entire inte	If behavior occurs through rval and a minus (-) If it does ing behaviors that will continue		
		eriodi ef t	ine.	ind are hard to cotch. across interv					xis interva				
			Length	or each i	IDE VAL			ws	-	_140	372		
1	2	3	4	5	6	7	8	9	-	10	Percent		
											out al		
	_	_		I	-			_			X		
11	12	13	14	15	16	17	18	19		20	Percent		
		\square						Γ			out of		
_											×		
21	22	23	24	25	26	27	28	129	_	30	Perment		
"	"	10	24	25	~	"	28	"		30	PROFILE		
											out of		
	1	1	1	1	1	1	1	1			N		

What and When?

The *Time Sampling Data Sheet (Form L)* is used during a student observation if the evaluator wants to supplement observational data with information derived from time sampling. Time sampling refers to a variety of methods to record behavior at specific moments. The result is an estimate of the target behavior, expressed as the % of intervals the student engages in the target behavior.

Form L

Why?

Sometimes it is helpful to derive data from time sampling in order to estimate the rate at which a student engages in the target behavior. Time sampling data can also be used to establish baselines for goals and formulate objectives and annual targets. For example, if time sampling estimates a student's on-task behavior at 30% of intervals, an annual goal might be an increase of on-task behavior to 70% of intervals as measured by time sampling. Conversely, time sampling may also indicate a student is performing satisfactorily and that no intervention or additional support is needed.

How?

Time Sampling involves observing whether a behavior occurs or does not occur during specified time periods. Once the length of an observation session is decided, the observational time period is broken down into smaller intervals that are all equal in length. A watch, stopwatch, app, or other device is used to alert the observer to the beginning and ending of intervals. The observer calculates the % of intervals in which the behavior occurs. There are 3 distinct types of time sampling methods, including momentary, partial, and whole interval. Which one is selected, depends on the nature of the target behavior as described on the next page.

Before beginning, the evaluator fills out the top of the data sheet with the student's identifying information. The target behavior is clearly defined, and the classroom activity is noted on the form. The evaluator checks the desired type of interval recording in the appropriate box. Finally, the length of each interval is determined. In the example in figure 10, each momentary time interval has been set at 1 minute, 0 seconds. Therefore, if 10 intervals are used, the total duration of the observation is 10 minutes. If all 30 intervals are used, the total duration of the observation is 30 minutes.

	- Dential later val	- Miles Is Internet I
🖳 Momentary 🗸	🗆 Partial Interval 🥹	\square Whole Interval \checkmark
Score a plus (+) if behavior occurs	Score a plus (+) if behavior occurs at any	Score a plus (+) if behavior occurs throughout
precisely when interval ends and a	point during the interval and a minus (-)	the entire interval and a minus (-) if it does not.
minus (-) if it does not.	if it does not.	
Best for very frequent behaviors that	Best for behaviors that happen quickly	Best for ongoing behaviors that will continue
last for longer periods of time.	and are hard to catch.	across intervals.
Length o	f each interval: 1 minutes _	seconds

Figure 10: Form L

Momentary Interval recording is best for very frequent behaviors that last for longer periods of time, including on-task behavior or staying in seat. The observer scores whether the behavior occurs (+) or does not occur (-) at the precise moment the interval ends. Momentary interval recording provides an estimate of a behavior rather than the documentation of every occurrence. It is easy to do, since the observer only has to attend to the student at the end of every interval. A disadvantage of this method is the tendency to underestimate a behavior. Specifically, the student may engage in the behavior throughout the interval but stop right before the end of it. Due to this, momentary interval recording should not be used with dangerous behaviors where an underestimation is problematic.

Partial Interval recording is best for low-rate behaviors that happen quickly, behaviors that are hard to catch, and behaviors for which a decrease is desired. Examples include specific aggressive behaviors to self or others. The observer scores a (+) if the behavior occurs or a (-) if it does not occur at any point during the interval. Partial interval recording provides an estimate of a behavior rather than the documentation of every occurrence.

Whole Interval recording is best for ongoing behaviors that will continue across intervals, especially behaviors targeted for an increase, including attending, writing, reading, playing, etc. It may underestimate behaviors but still provides data that can be measured and compared over time. The observer scores a (+) if the behavior occurs and *continues* throughout the entire interval and a minus (-) if it does not.

To derive the final percentage for all interval methods, the evaluator adds all plus signs, divides the sum by the total number of scored intervals, and multiplies by 100. The result is the percentage of intervals in which the behavior occurred. In the example below in figure 11, the evaluator scored the occurrence of the behavior in 4 out of 10 intervals, or in 40% of intervals ($4 \div 10 \times 100 = 40\%$).

1		2	3	4	5	6	7	8	9	10	Percent
4	÷	-	-	+	+	-	+	-	-	-	4 out of 10 40 %

Figure 11: Form L

<u>STEP 5 - COMPLETE OBSERVATIONS</u> Form M: Evaluator's Peer Comparison (if applicable)

	Evalu									increa Ad		
	ADDITIONAL SUPPORT ASSESSMENT (ASA) Evaluator's Pear Connection Time Sameline Data Sheet (Form M)											
contains a conduction constrained over local and												
raet Stadent: School: Teacher:							_					
						_	1					
rttime:				Endt	ine:			6	alune			
W.				-		Asv	hr.	-				
-						_						
of absence	iter/m	rvib (D	beck o	w):		Targe	- Berhan	ior:				
10-minute o	hervetio	nath 2	0 1400	nd inter		1						
						1						
0.30-minute o	EMPARIO	n with S	-ring	# interv	#15							
t a stopwatch- imple, choose i target studen i score the per i next peer in t observation.	to observ c and ma in's behas he establi	a tha w is "fies" ior. At t ished or	hole ci 17 eng fhe ens ther. Co	ass, sam aged in t f of the ortinue	e gende he beha wet inte inchis fa	er, er sm eulor am ersal, se anhion, e	al po 1787 Sere th cycline	e, Al Freti Timpr	the an immed study	f of each lately to 10, then	s intervs ok at the immed	il, observe e finit pex ativity scor
emple, choose target studen d score the per react peer in t	to observ c and ma in's behas he establi	a tha w is "fies" ior. At t ished or	hole ci 17 eng fhe ens ther. Co	ass, sam aged in t f of the ortinue	e gende he beha wet inte inchis fa	er, er sm eulor am ersal, se anhion, e	al po 1787 Sere th cycline	e, Al Freti Timpr	the an immed study	f of each lately to 10, then	s intervs ok at the immed	il, observe e finit pex ativity scor
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exple, choose target stades i sore the per nort peer in t observation. Stadent Peers Stadent	to observ c and ma r's behav he establ Calculate Nes Nes	e the w 12 "Not" icor. Al 1 hhed or percent No No No	Yes Yes Yes	and, saw god is t of the ortinue of the d of No 3 No 3	e gende he beha wet inte in this fa adent a Tes Tes	er, or se sufor an ersal, se mhion, o nd peer No No No	vid geo d '780' core the cycling h Yes Yes	es. Al Friet. I Targe troug No No	Nes Yes	f of ead insty to st, than our grou No No 21 No	vintervo ok at the immedi p to nea Yes Yes	i, observe of finit peed attely score attely score attely attely attely attely attely attely attely attely attely attely attely attely attel
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Form M

What and When?

The Evaluator's Peer Comparison Data Sheet (Form M) is used during a student observation if the evaluator decides to supplement observational data with information derived from time sampling. Time sampling refers to a variety of methods to record behavior at specific moments. The result is an estimate of the target behavior, expressed as the % of intervals the student engages in the behavior. The Evaluator's Peer Comparison Data Sheet (Form M) uses time sampling to compare the student to a group of peers in the educational setting during either a 10-minute observation with each interval set at 20 seconds or a 30-minute observation with each interval set at 1 minute.

Why?

To identify student supports, it is helpful to discover how the student is functioning in comparison to peers in the same setting. If the student is struggling relative to peers, more individualized supports may be needed. The evaluator acquired peer comparison information from the teacher with the *Teacher's Peer Comparison Rating Scale (Form B)* in step two of the ASA process. This information was based on ratings of a more subjective nature. The evaluator may determine time sampling is needed to inform the team more objectively about the extent to which the student differs from peers. Such data may also assist with the establishment of baselines for goals and formulation of objectives and annual targets. If time sampling estimates a student's on-task behavior at 30 %, while the peer group performs at 70 %, the difference appears large and suggestive of a different intervention or additional support. An annual goal might be an increase of on-task behavior to a percentage that aligns closer with that of peers. Time sampling may also indicate a student is performing satisfactorily in relation to peers, and that no additional support is needed. If both the target student and peers are performing poorly, the problem may be unrelated to student factors.

How?

The evaluator obtains a stopwatch or other timing device and fills out the identifying student information on the top of the *Evaluator's Peer Comparison Data Sheet Data Sheet (Form M)*. It is then determined which peers will be observed during the observation. The evaluator can observe the whole class, same gender, table group, or other small group. The order in which the peers will be observed is decided. The evaluator selects a 10-minute or 30-minute observation period. At the very moment the interval ends, the target student is observed, and the word "Yes" is circled if the student is engaged in the target behavior. The word "No" is circled if the target student is not. The evaluator then Immediately looks at the first peer and scores the peer's behavior. At the end of the next interval, the evaluator scores the target student, then immediately looks at the next peer in the established order. The sequence is continued in this fashion, cycling through the peer

group to reach the end of the observation. Percentages for the student and peers are calculated. In the following example (figure 12), the target behavior of being on-task was observed in 9 out of 30 intervals (30%) for the target student and in 21 out of 30 intervals for the peer group (70%). The target student appears to struggle relative to peers and may possibly benefit from different or additional of support.

	2	1		2		3	4			5	6	1
Student	Yes	No	Yes	(No)	(es)	No	Ves	No	Yes	No	Yes	No
Peers	Yes	No	(Yes)	No	Yes	No	(es)	No	Yes	No	(es)	No
		7		8		9	1	0		11	1	2
Student	Yes	NO	Ves	No	Yes	NO	Yes	NO	Yes	No	Yes	No
Peers	Yes	No	Yes	NO	Ves	No	Yes	No	les	No	Yes	No
		13		14	1	15	1	6		17	1	8
Student	Yes	(No)	Yes	NO	Yes	No	Ves	No	Yes	No	Yes	No
Peers	Yes	No	(Yes)	No	Yes	No	(Yes)	No	Ves	No	Ves	No
	19		20		21		22		23		24	
Student	Yes	(No)	Yes	(Ng)	Yes	No	Ves	No	Yes	No	Yes	No
Peers	Yes	No	(Yes)	No	Yes	No	(Yes)	No	Yes	No	Yes	No
	1	25		26		27	2	.8		29	3	30
Student	Yes	No	Yes	NO	Yes	NO	Yes	No	Yes	No	Yes	No
Peers	Yes	No	(Yes)	No	Yes	No	(Yes)	No	Yes	No	(Yes)	No
Calculate the Student: N Peers: N		Yes int	ervals:	_9	/30	x 100 =	30	%	(stude) (peers	nt)	ing by 100.	•

Figure 12: Form M

<u>STEP 6 – CONSIDER SUPPORTS AND GENERATE ASA REPORT</u> Form N: Evaluator's Scoring for Support Consideration Sheet

Name of	Studen	t			DOB					
irections										
1 Evalue		on the last has being being and	ratings from Form A: Adultional Support	Adult for Extend First						
2. Evaluator circles the ratings in Table Abelow and selects one or more supports from the matching supports level in Table 8 below (additional criteria exist for intensive individual)										
3. The co	midenti	ion of Intersive Individual Servi	the requires access of 3 or 4 in two or mo	en arman . Refer to Table C below to deterra kw whet	for the criteria are rest.					
			TABLE & - Teacher	School Staff Ratings						
Area				ing (circle)						
Health	0	1	2	3	4					
Schavior	0	1	2	3	4					
Instruction	0	1	2	3	4					
Inclusion	0	1	2	3	4					
	\downarrow	+	4	ý.	4					
				ng Supports Levels						
Rating of		Rating of 1	Rating of 2	Rating of 3	Rating of 4					
No concer		Mild	Mild to moderate	Moderate to severe	Severe					
Level 0 Sup Consider		Level 1 Support	Level 2 Support	Level 3 Support Consider	Level 4 Support					
No additional		Accommodations.	Accompdations, modifications,	According to the second	Accompation, modification,					
support needs		modifications, supplementary	supplementary side, and other	sids, and other supports	supplementary aids, and other supports					
ar		aids, and other supports	napports	Peer buildy support	Powr buildy support					
consider			Peer buildy support	Develop or revise goals	Develop or revise goals					
accommodatio modifications.	en,	Power Issaidy support	Develop/revise gods Develop/revise FBA/0 P	Develop/resize pers, health care plan	Device FBA/BF Develop/revice pers, health care plan					
reconceptore, supplementary			Develop/revise ren/tar/	Constitution	Constitution					
and other same			Contract of the local state of t	Collaboration	Cellaboration					
				Staff training and/or coaching	Staff training and/or coaching					
				*Interview individual Services (see table C)	Pintersitee individual Services (see table C					
			TABLE C. Criteria for Intensi	we individual Services (1:1 aide)	•					
Scores of 3 o	r 4 in tu	in or more areas are needed		edition, the data and information collected th	mailwart the ASA process must sensor					
		teacher/school staff. A Beha		se in place if considering Intensive Individual S	ervices in the area of behavior.					
		Scones		Aide Consi						
		of 3 and no scenes of 4		Consider part						
			-12							
One or more scores of 3 and one score of 4 Consider partial or fail day aide Two or more scores of 4, with or without scores of 3 Consider full day aide										

What and When?

At this stage in the ASA process, the evaluator has completed interviews, reviewed student progress, analyzed data, and conducted one or more observations in relevant settings. It is now time to synthesize all the collected information and consider student supports. The *Evaluator's Scoring for Support Consideration Sheet (Form N)* assists with this task. However, all previously collected information from steps 1-5 must be considered when selecting supports.



Why?

A careful review of all collected information from steps 1-5 is necessary to ensure the selection of appropriate supports. Skipping steps or the failure to consider information from all relevant team members may result in the selection of supports which are either insufficient or too restrictive to realize the goal of maximum student independence.

How?

The evaluator carefully reviews all collected information from ASA steps 1-5 <u>and</u> examines the *Additional Support Rubric (Form A)* which was previously completed by the student's teacher and/or other school staff. In the following example, the teacher rated the student with a "1" in Health & Personal Care, a "3" in Behavior, a "3" in Instruction, and a "4" in Inclusion on Form A as illustrated in figure 13 below.

		Health and Persona	l Care	
 General good health. No problems taking care of personal needs as appropriate for age. 	 Mild or occasional health casesree. A lengues or other chronic health complices. May need vergal reminders to complete age-appropriate personal care. 	 Chronic health concerns. Needs assistance with health care medds. Needs verbal reeminders and other prompts to complete age-appropriate personal care (i.e., washing hands, using the restructure, using mouth). May have occasional toleting accidents. 	 Specialized health care proceedures. Limited mobility and/or physical limitations requiring specialized assistance/equipment (stanker, walker, gait trainer, when/chair, etc.). Needs some physical assistance with feeding, coloting, and/or personal needs. 	4. Very Specialized health care procedures by specially trained staff (i.e., d-sub, tracheetomy, cathererization). Direct physical assistance with most personal care tasks. Needs direct 1:1 assistance throughout the day.
		Behavior	•	•
0. No behavior concerns. Follows directions without frequent reminders. Socializes well.	 Sometimes needs prempts to follow directions and socialize. Only occasional mild conflicts with peer or staff. 	 Has problems following directions but can be managed successfully with IEP behavior goals and/or a behavior intervention plan. 	 Problem behaviors occur every week, but prefly allow day. Behaviordservention Nan is implemented. Most problem behavior shapen during specific predictable times or activities and require case supervision. May be physically agreewing to sell or others. 	4. Serious daily behavior problems with potential injary to self and others. May elopse. A behavior Intervention Plan is being implemented and staff has been trained in crisis management. Requires close visual supervision at al times to keep self and others safe.
		Instruction		
O. Participates successfully in all whole class instruction at instructional level. Stays on task with no problem.	 Participates in all whole class at instructional level with few prompts and/or reinforcement to stay on task. 	 Participates in whole class instruction with frequent prompts and environment. Bequers: frequent redirecting to stary on task. Participates in group instruction with few prompts. 	3. Participates in preferred whole and group instruction with frequent participation individuated reinforcemper. Bequire/giow tudent/tail does prokimity, constant grompts, and unique strategies during non- preferred ob efficat instruction.	4. Needs constant individual support for whole and group participation. Requires constant prompts throughout the day. Needs individual instructional strategies to benefit. Requires significant accommodations and modifications not typical for setting or age.
		Inclusion		
O, Participates in general education with few modifications. Transitions independently and socializes well.	 Participates in gen ad with accommodations and modifications. Oceasional reminders to finish work, transition, and interact socially with peers. 	 Farricipans in period with visual segments and occasional versal prompts. Breacher situal shadewing to transition. Needs emolifications and accommodations. Socialization sametimes requires adult help. 	3. Does not participate ingen ed websort dissources will in close proximity during some specific and/or predictable arbitrites to support instruction, ensure safety and shawior monitoring. Requires staff to support toxici interactions and transitions.	4. Participations part of required relationshap for individual direct instructional, listing and social upport throughout the day. Bengkes adds direct upper bon from clipk to dass. Albear, regettes modifications and accommodations. Requires supervision for safety throughout the day.

Figure 13: Form A with teacher's ratings

The evaluator transfers the teacher's/school staff's ratings from Form A (*Additional Support Rubric*) to Form N (*Evaluator's Scoring for Support Consideration Sheet*) as illustrated below in figure 14:

	TABLE A : Teacher/School Staff Ratings									
Area		Rating (circle)								
Health	0	(1)	2	3	4					
Behavior	0	1	2	3	4					
Instruction	0	1	2	3	4					
Inclusion	0	1	2	3	(4)					
	\downarrow	\downarrow	\downarrow	4	Ŭ,					

Figure 14 : Form N. The teacher's ratings are transferred to Form N, Table A.

Next, on Form N, the evaluator matches each area's rating to its suggested supports in Table B on Form N. One or more supports can be considered for each rating within the matching support level. For example, if the teacher rated the student's need at a level 1 (mild) in the area of Health and Personal Care, several support considerations are listed in the level 1 support column in table B, Form N, as circled below in figure 15.

		Ta	ble B	
Rating of 0 No concerns	Rating of 1 Mild	Rating of 2 Mild to moderate	Rating of 3 Moderate to severe	Rating of 4 Severe
Level 0 Support	Level 1 Support	Level 2 Support	Level 3 Support	Level 4 Support
Consider No additional support needed, or consider accommodations, modifications, supplementary aids, and services	Consider Accommodations, modifications, supplementary aids, and services Peer buddy support	Consider Accommodations, modifications, supplementary aids, and services Peer budy support Develop/revise goals Develop/revise FBA/BIP Develop/revise pers. health care plan	Consider Accommodations, modifications, supplementary aids, and services Peer buddy support Develop/revise FBA/BIP Develop/revise FBA/BIP Develop/revise pers. health care plan Consultation Collaboration Staff training and/or coaching "Intensive Individual Services (see table C)	Consider Accommodations, modifications, supplementary aids, and services Peer buddy support Develop/revise FBA/BIP Develop/revise pers. health care plan Consultation Collaboration Staff training and/or coaching "Intensive Individual Services (see table C)

Figure 15: Form N, Table B

Additional guidelines exist for Intensive Individual Services (1:1 aide) within the level 3 and level 4 columns. Teacher or staff ratings on Form A alone, are insufficient to assign Intensive Individual Services. Ratings within columns 3 and 4 must be supported by the information collected by the evaluator in Steps 1-5 of the ASA process. Stated differently, if the teacher's/staff's ratings suggest a need for Intensive Individual services, the information and data collected by the evaluator throughout the ASA process must demonstrate a similar need. In addition, if behavior concerns exist, behavior goals and/or a Behavior Intervention Plan must be in place prior to the consideration of Intensive Individual Services. In some cases, a time-limited aide may be assigned to implement a new Behavior Intervention Plan. The guidelines for Intensive Individual Support (1:1 aide) are summarized in figure 16 on the next page.

Guidelines for Intensive Individual Support

- Scores of 3 or 4 in two or more areas are needed for Intensive Individual Services
- A Behavior Intervention Plan must be in place if considering Intensive Individual Services in the area of behavior
- The need for Intensive Individual Services must be identified by Form A <u>and</u> supported by the data and information collected throughout the ASA process

Sample Scores	Consider Intensive Individual Services?
Two or more scores of 3 and no scores of 4	Consider
	Partial day
One or more scores of 3 and one score of 4	Consider
	Partial or Full day
Two or more scores of 4, with or without scores of 3	Consider
	Full day

Figure 16: Criteria for Intensive Individual Support

The additional guidelines for Intensive Individual Services are also summarized in Table C on Form N. When Intensive Individual Services are suggested in Table B/Form N, the evaluator refers to Table C/Form N to review whether a partial or full-day aide is indicated. The arrow in figure 17 below is pointing to the location of Table C/Form N:



Figure 17: Form N, Table C.
The process of analyzing scores and matching them to supports is summarized below in three steps:

- 1. Review the teacher's/school staff ratings from Form A (*Additional Support Rubric*) and transfer them to Table A on Form N (*Evaluator's Scoring for Support Consideration Sheet*)
- 2. Match each circled rating to its corresponding support level on Form N, table B, and consider one or more supports from this level
- 3. If Intensive Individual Services (1:1 aide) are suggested (Level 3 or 4 Supports only), check the additional criteria on Form N, table C, to ensure all criteria are appropriately met

Intensive Individual Services (1:1 aide) is only one support from many that promotes successful delivery of educational benefit in the LRE. Unless Intensive Individual Services (1:1 aide) is assigned with the goal of fostering independence, it may restrict the student's access to the general curriculum and decrease social opportunities. The more independent students are, the more they can do without direct assistance from an adult. It is important to keep this point in mind when recommending supports. There are many ways to foster student autonomy and independence, including the consideration of the following supports:

- 1. Accommodations, modifications, supplementary aids, and services
- 2. Peer Support
- 3. Develop/revise goals
- 4. Develop/revise FBA/BIP
- 5. Develop/revise Personal Health Care Plan
- 6. Consultation services with specialists to support areas of need
- 7. Collaboration services with specialists to support areas of need
- 8. Staff training and/or coaching

The following pages include examples of accommodations, modifications, and strategies that can support the student in the educational environment. These examples are less restrictive than Intensive Individual Services. Less restrictive supports should always be considered when appropriate to foster independence in the LRE.

Examples of Accommodations, Modifications, and Strategies

<u>HEALTH</u>

- Provide visual schedule for personal care tasks, such as handwashing and toileting
- Provide trained classroom personnel to perform special medical procedures and provide training in the proper dispensing of medications
- Provide student with private location and time to perform procedures
- Involve school health staff, parents, teachers, and others in periodic review
- Allow preferential seating as indicated by need
- Adapt recess, physical education, and transportation

- Develop health care and emergency plan
- Establish health alert system whereby every staff member involved with student is aware of the health problem and of proper procedures
- Provide a beeper/paging system for trained personnel
- Arrange for in-service to other students and staff with parent/student permission

INSTRUCTION & INCLUSION

Presentation accommodation (changes the way information is presented)

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a "designated reader" someone who reads test questions aloud to student
- Hear instructions spoken aloud
- Record a lesson, instead of requiring note taking
- Get class notes from another student
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions

Response accommodations (changes the way student complete assignments or tests)

- Give responses in a form (spoken or written) that's easier for the student
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spellchecker
- Use a word processor to type notes or give answers in class
- Use a calculator or table of "math facts"

Setting accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where the student learns best (for example, near the teacher or in the back up against the wall)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety students can kick it and quietly get their energy out)

Timing accommodations

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet

Scheduling accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order

• Take a test at a specific time of day

Organization skills accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Use a planner or organizer to help coordinate assignments
- Receive study skills instruction

Writing accommodations

- Allow student to use ideas from a word/idea bank
- Allow student to write about segments of the same topic for several days
- After a topic has been chosen, assist the student in developing a visual outline/graphic organizer
- Keep pictures available to help generate ideas
- Require a minimal amount of writing per day-gradually increase the expectations (be prepared to start with very little!)
- Allow student to bring a picture from home to write about
- Allow lists and simple sentences-help student to gradually become more complex
- Allow student to dictate ideas to teacher, classroom assistant, or volunteer
- Provide a list of words for the student to use
- Provide a clearly written topic sentence and an informal outline to get the student started on a paragraph or essay
- Allow student to write about a special interest

Other strategies

- Build background knowledge prior to presenting classroom books:
 - Read a book about the topic at the student's level
 - o Summarize the book with basic text and pictures and read with student
 - Develop vocabulary cards and review
 - Ask students WH questions
 - Practice sequencing main events
 - Watch videos
- Trace words and numbers if student works at this level
- Fill in blank sentences with traced words
- Use manipulatives in math
- Provide worksheets in similar color to that of peers (with similar content area at student's level)
- Write answers to questions on a white board that student copies onto a worksheet
- Color code questions and their answers for matching tasks
- Draw out answers on white board
- Provide choices of answers that student circles
- Provide fewer problems on worksheets and assessments
- Enlarge text and use high contrast (refer to VI itinerant)
- Use pictures/visuals as much as possible
- Provide topic boards with pictures depicting relevant vocabulary for the story or topic

- Tape number line to student's desk
- Identify any needed technology
- Provide social skills training
- Utilize peer support:
 - To find the correct page in books
 - To read a book to student and ask pre-drafted WH questions
 - To help count manipulatives
 - To write words for the student to trace
 - To paraphrase
 - To play educational games
 - To reinforce student (way to go, high fives, etc.)
 - To walk with student during transitions between classes
 - To eat with student at lunch (Lunch Buddy program)
 - To socialize with student at recess

BEHAVIOR

- Ensure behavior goals and/or a Behavior Intervention Plan are implemented
- Arrange a "check-in" time to organize the day
- Pair the student with another student who is a good behavior model for class projects
- Use non-verbal cues to remind the student of rule violations
- Develop an individualized reinforcement system aligned with student's preferences
- Follow low-interest activities with high interest activities, so student gets a break from difficult or less interesting activities
- Use break cards and/or schedule regular breaks throughout the day
- Provide activities and objects for self-regulation (calming music, stress-balls, etc.)
- Use a visual schedule for the day's activities and mini-schedules within the main schedule
- Ensure student has an alternative communication system if non-speaking
- Provide transition cards and advance notifications of upcoming transitions
- Prepare the student for changes in schedule when feasible
- Use a hierarchy of prompts to ensure success and increase independence
- Identify student's preferred activities and interests and incorporate into instruction and reinforcement systems
- Use visual supports and task analyses to increase understanding and decrease frustration

<u>STEP 6 – CONSIDER SUPPORTS AND GENERATE ASA REPORT</u> Form O: ASA Report

Student Teacher(s)					ILPORT	38	_	
					-		-	
Case carrier	-					lated Serv	ices	
Evaluator			_			ebility		
School	-					ite of Repo	et 🗌	
District						ada	-	
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What and When?

At this stage in the ASA process, the evaluator has gathered all needed information from team members, observed the student, and considered supports. It is now time to summarize all the information in an assessment report. The *Additional Support Assessment (ASA) Report (Form O)* is used for this purpose. It is formatted as a fillable PDF with sections designed to report on the various information collected throughout the ASA process.

Form O

Why?

A report is written, so all team members have access to the assessment information and recommendations during the upcoming IEP meeting.

How?

The evaluator reviews all collected information and summarizes it in the appropriate spaces on the Additional Support Assessment (ASA) Report (Form O) before the IEP meeting. If Intensive Individual Support (1:1 aide) is recommended, the evaluator fills out the Aide Training and Fading Plan (Form P) and attaches it to the report. The Aide Training and Fading Plan (Form P) is described on the next page.

<u>STEP 6 – CONSIDER SUPPORTS AND GENERATE ASA REPORT</u> Form P: Aide Training and Fading Plan (if applicable)

Attach t Student		ng and Fading Plan (Fo orm 0) if Intensive Individu	
008		District	
Grade		Date of	
Date of AS		ASA	
Report (For	m 0)	Evaluator	
	i Personal Care Beh mes Intensive Individual : Full or Part Day	avior Instruction	End Time
2. Days & Ti	mes Intersive Individual	Support is Recommended	
2. Days & Ti Days	mes Intersive Individual Full or Part Day	Support is Recommended	
2. Days & Ti Days Mon	Full or Part Day	Support is Recommended	
2. Days & Ti Days Mon Tues	Full or Part Day	Support is Recommended	
2. Days & Ti Days Mon Tues Wed	mes Intensive Individual 3 Full or Part Day Full OPart Full Part Full OPart Full OPart	Support is Recommended	

Form P

What and When?

When the Additional Support Assessment (ASA) results in a recommendation of any level of Intensive Individual Support (1:1 aide), the evaluator facilitates the completion of the *Aide Training and Fading Plan (Form P)* and attaches it to the *ASA Report (Form O)*. *The Aide Training and Fading Plan (Form P)* provides an opportunity for the team to clarify several aspects related to Intensive Individual Support, including:

- 1. Days and times an aide is needed
- 2. Tasks the student needs assistance with
- 3. Settings in which assistance is needed
- 4. Writing an independence and fading goal
- 5. Planning for progress monitoring
- 6. Identifying aide training needs
- 7. Identifying the date to review the continued need for support

Why?

The use of Intensive Individual support is only one support from many that assists the student in achieving educational benefit in the LRE. Unless this support is assigned with the goal of fostering independence, it may restrict the student's access to the general curriculum and decrease social opportunities. In order to ensure instructional aides are equipped with the necessary skills and knowledge to foster independence rather than dependence, it is necessary to plan ahead and consider the aforementioned areas.

How?

The evaluator refers to collected assessment data and consults with the teacher and other team members to generate the *Aide Training and Fading Plan (Form P)*. A relevant goal, which reflects increasing levels of independence, is written collaboratively, and progress monitoring procedures are decided. The goal is transferred to the student's IEP document. Any specific aide training needs are determined and detailed on the form. Training considerations may vary depending on the specific student. For example, if the student is referred for behavioral difficulties, the aide may need training in behavior intervention procedures. Student use of assistive technology may necessitate aide training in the same technology. Once the *Aide Training and Fading Plan (Form P)* is complete, it is attached to the *ASA Report (Form O)* and presented at the upcoming IEP. The *Aide Training and Fading Plan (Form P)* is available as a fillable PDF.

STEP 7 - HOLD IEP MEETING



When?

An IEP is held when all preceeding steps 1-6 are complete. The IEP must be held within 60 days of receiving parental or guardian consent for assessment.

Why?

The purpose of the IEP team meeting is the sharing of assessment recommendations. This is the opportunity for the team to review all assessment data carefully and seek team consensus for possible supports.

How?

The evaluator makes the ASA Report (Form O) and, if applicable, the Aide Training and Fading Plan (Form P) available to all IEP team members and reviews each section, including recommendations. Team consensus is sought when selecting supports. All supports are properly documented in the IEP. If the team selects Intensive Individual Services (1:1 aide), those services are detailed on the IEP, including the provider of services, location of services, frequency, duration, delivery model, and the starting and end date. An example of the addition of daily half-day Intensive Individual services for a student attending a regular classroom is shown below in figure 18 as it appears on the Special Education and Related Services Form 5 (EV-50), within WebIEP.

Primary Service Service Codes	Status Add 🗸
Service: Intensive Individual	
Class Number: Class Numbers Service Provider: Class Type: School: District:	
Provider: District of Service	
Location: Regular Class/ Public School	
Freq.: Daily V Duration (Minutes): 180	
Delivery Model: Individual	
Start Date: 08/21/2021 MMDDYY End Date: 08	/21/2022 MMDDYY
Add New Service	

Figure 18: EV-50, Form 5 of WebIEP

References

Shasta County Special Education Local Plan Area, Guidelines When Requesting Additional Aide Support; October, 2017: <u>https://www.shastacoe.org/uploaded/Dept/selpa/Aide Forms/Aide referral guidelines 12-13-12.docx</u>

Office of P-12 Education: Office of Special Education, Special Education Field Advisory; Guidelines for Determining a Student with a Disability's Need for a One-to-One Aide; January, 2012: http://www.p12.nysed.gov/specialed/publications/1-1aide-jan2012.pdf

Resource Packet for "Teaching Them to Fish": Facilitating Student Independence and Fading Close Adult Support, 2018:

https://www.lehsd.org/cms/lib/NJ50000067/Centricity/Domain/1039/Handouts%20for%2012.2018.pdf

Berrien Regional Education Service Agency; Procedural Guidelines for Determining the Need, Supervision, and Fading of Student Aides; February, 2016:

https://berrienresa.org/UserFiles/Servers/Server_148518/File/Education%20Services/Special%20Education/R esources/Procedures%20for%20Student%20Aid.pdf

Paraeducators: Tools and Resources for Schools and IEP Teams: https://charterselpa.org/wp-content/uploads/2017/11/paraeducators_guideline.pdf

Riverside County Special Education Local Plan Area; Procedural Guidelines for Related Services Independence Assistance: 2017 (revised)

https://www.rcselpa.org/uploads/files/files/Related%20Services%20IA%20Guidelines%2011%202009%20R10-17.doc.pdf

Teaching All Students: Staff Guide to Accommodations and Modifications, 2006:

https://www.shaker.org/Downloads/Accommodations and Modifications Guide.pdf

Section 504: Sample Accommodations and Modifications:

http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section 504 accomodations.pdf



Step 1: Prepare the ASA Tracking Form and obtain consent for assessment

<u>Step 2: Distribute forms to teacher(s)/school staff:</u>

Form A: Additional Support Rubric Form B: Teacher's Peer Comparison Rating Scale Form C: Student's Progress on Goals

Step 3: Conduct interviews: Form D: Teacher/School Staff Interview Form E: Parent/Guardian Interview Form F: Student Interview

Step 4: Arrange data collection by classroom staff (optional): Forms G-J: Data Forms as needed & applicable



Step 5: Complete observations:

Form K 1-3: Observation & School Day Analysis Form L: Time Sampling data Sheet (if applicable) Form M: Evaluator's Peer Comparison (if applicable)



Form N: Evaluator's Scoring for Support Consideration Sheet Form O: ASA Report Form P: Aide Training & Fading Plan (if applicable)



ASA Tracking Form

Student		DOB	
School		Teacher	
STEP	FORMS	DATES	NOTES
1	EV-9 distributed	Date:	
Obtain Consent for	EV-9 signed	Date:	
Assessment	60-day timeline	Date:	
	Form A: Additional Support Rubric	Date distributed:	
		Date returned:	
2	Form B: Teacher's Peer Comparison Rating	Date distributed:	
Distribute	Scale	Date returned:	
Forms	Form C: Student's Progress on Goals	Date distributed:	
		Date returned:	
3	Form D: Teacher/School Staff Interview	Date:	
Conduct Interviews	Form E: Parent/Guardian Interview	Date:	
	Form F: Student Interview	Date:	
4	Form G1: Frequency Data Sheet	Date:	
Data	□ Form G2: Freq. of Prompting Data Sheet	Date:	
Collection by Classroom	Form H: Duration Data Sheet Form I: Seattour lat Data Sheet	Date:	
Staff	 Form I: Scatterplot Data Sheet Form J: Latency Data Sheet 	Date:	
Stan	□ Other:	Date:	
	Form K1: Obs. & School Day Analysis	Date: Date:	
5	□ Form K2: Obs. & School Day Analysis	Date:	
Complete	□ Form K3: Obs. & School Day Analysis	Date:	
Observations	□ Form L: Time Sampling Data Sheet	Date:	
	□ Form M: Evaluator's Peer Comparison	Date:	
6	Form N: Evaluator's Scoring for Support	Date:	
Consider	Consideration Sheet		
Supports &	Form O: ASA Report	Date:	
Generate Report	Form P: Aide Training & Fading Plan (if applicable)	Date:	
7 Hold IEP Mtg	IEP Held	Date(s):	

ADDITIONAL SUPPORT ASSESSMENT (ASA) Additional Support Rubric for School Staff (Form A)

Student:		DOB:	School:	Date:			
Name & title of staff filling out this form:							
Directions: For each horizontal row, circle the description that best describes the student. Use the following key:							
0= No concerns	1= Mild concerns	2= Mild to moderate concerns	3= Moderate to severe concerns	4= Severe concerns			
	-	Health and Pers	onal Care				
0. General good health. No problems taking care of personal needs as appropriate for age.	1. Mild or occasional health concerns. Allergies or other chronic health conditions. May need verbal reminders to complete ageappropriate personal care.	2. Chronic health concerns. Needs assistance with health care needs. Needs verbal reminders and other prompts to complete age-appropriate personal care (i.e., washing hands, using the restroom, wiping mouth). May have occasional toileting accidents.	3. Specialized health care procedures. Limited mobility and/or physical limitations requiring specialized assistance/equipment (stander, walker, gait trainer, wheelchair, etc.). Needs some physical assistance with feeding, toileting, and/or personal needs.	4. Very Specialized health care procedures by specially trained staff (i.e., G-tube, tracheotomy, catheterization). Direct physical assistance with most personal care tasks. Needs direct 1:1 assistance throughout the day.			
		Behavio	or				
0. No behavior concerns. Follows directions without frequent reminders. Socializes well.	1. Sometimes needs prompts to follow directions and socialize. Only occasional mild conflicts with peer or staff.	2. Has problems following directions but can be managed successfully with IEP behavior goals and/or a behavior intervention plan.	3. Problem behaviors occur every week, but rarely every day. Behavior Intervention Plan is implemented. Most problem behaviors happen during specific predictable times or activities and require close supervision. May be physically aggressive to self or others.	4. Serious daily behavior problems with potential injury to self and others. May elope. A Behavior Intervention Plan is being implemented and staff has been trained in crisis management. Requires close visual supervision at all times to keep self and others safe.			
		Instructi	on				
0. Participates successfully in all whole class instruction at instructional level. Stays on task with no problem.	1. Participates in all whole class at instructional level with few prompts and/or reinforcement to stay on task.	2. Participates in whole class instruction with frequent prompts and reinforcement. Requires frequent redirecting to stay on task. Participates in group instruction with few prompts.	3. Participates in preferred whole and group instruction with frequent prompts and individualized reinforcement. Requires low student/staff ratio, close proximity, constant prompts, and unique strategies during non-preferred or difficult instruction.	4. Needs constant individual support for whole and group participation. Requires constant prompts throughout the day. Needs individual instructional strategies to benefit. Requires significant accommodations and modifications not typical for setting or age.			
Inclusion							
0. Participates in general education with few modifications. Transitions independently and socializes well.	1. Participates in gen ed with accommodations and modifications. Occasional reminders to finish work, transition, and interact socially with peers.	2. Participates in gen ed with visual supervision and occasional verbal prompts. Requires visual shadowing to transition. Needs modifications and accommodations. Socialization sometimes requires adult help.	3. Does not participate in gen ed without classroom staff in close proximity during some specific and/or predictable activities to support instruction, implement technology, ensure safety and/or monitor behavior. Requires staff to support social interactions and transitions.	4. Participation in gen ed requires additional staff in close proximity throughout the day for individual direct instructional, behavioral, social, and/or technology support. Requires adult direct supervision from class to class. Always requires modifications and accommodations. Requires supervision for safety throughout the day.			
Please return this forr	n to		_by date Thank y	/ou.			

Contact information for evaluator:



ADDITIONAL SUPPORT ASSESSMENT (ASA) Teacher's Peer Comparison Rating Scale (Form B)

Student	DOB	
Teacher	Date	

Please compare the student to most peers in your class and fill out the rating scale below. Consider the following key:

1	2	3	4
No problem	A mild problem	A problem	A significant problem
	(approximately less	(approximately 30-69%	(approximately 70-100%
	than 29% of the time)	of the time)	of the time)

Compared to most peers in the class, this student:						
Rating	Behavior	Rating	Behavior			
	Attempts assigned tasks		Works independently for appropriate time			
	Completes tasks		Uses non-task time appropriately			
	Works with normal classroom		Responds appropriately when approached			
	distractions		by other children			
	Attends during group activities		Follows directions			
	Seeks more attention from teacher		Avoids interactions with other students			
	Tunes out intermittently		Has difficult time during transitions			
	Is unaware of own mistakes		Keeps getting out of seat			
	Is easily distracted from work		Has trouble finishing a task			
	Tires easily during a task		Keeps hands and/or feet in excess motion			
	Stares for long periods		Does not plan work			
	Is slow to take up a new task		Seems underactive or lethargic			
	Contributes/works well in group activities		Have trouble during unstructured time			
	Other:		Other:			
	Other:		Other:			
Additio	nal information:	·				

Please return this form to ______ Thank you.

_by date_____.



ADDITIONAL SUPPORT ASSESSMENT (ASA)

Student's Progress on Goals (Form C)

Student		Teacher			IEP date	
Progress on Goals						
Goal number	Goal Component Currently Targeting (check one)				Progress Noted on This Goal Component?	
	Obj /	A	Obj B	Overall	yes	no
Notes:						
Notes:						
Notes		L				
Notes:						
Notes:						
Notes:						
Notes:						
Notes:	Notes:					
Please fill out this form an	d return to)			_by date	Thank you.
Pageof For questions please contact:						



Forms A, B, and C, when applicable, must be filled out before the evaluator conducts the interview with this form

Name of student	Student's DOB
School site	Today's date
Name & title of Staff	
Name & title of Staff	

1: Tell me about the student and the program/services you provide. What are the student's strengths? What supports does the student respond well to?

2: What are the student's strengths? What supports does the student respond well to?



3: Teachers only: Refer to the form titled *Teacher's Peer Comparison Scale (Form B)*. Tell me more about any concerns you may have about the student compared to peers. Which areas were rated problematic? What strategies have been implemented? Were they successful?

4: Certificated staff only: Refer to the form titled *Student's Progress on Goals (Form C)*. Tell me about the student's progress on current IEP goals you are implementing (if any), including goals on a Behavior Intervention Plan:



5: The area of <u>Health and Personal Care</u> includes tasks such as G-tube, medication administration, suctioning, food preparation, diapering, full support feeding, seizure management, lifting/transfers and/or other related tasks. Refer to the form titled *Additional Support Rubric (Form A)* and tell me about any concerns you may have about the student in this area. If you have concerns, when and how often do they happen?

6: The area of <u>Behavior</u> includes implementation and data collection of behavior goals and intervention plans, non-compliant behaviors, aggression, self-injurious behaviors, destruction of the environment, elopement and/or other behaviors. Refer to the form titled *Additional Support Rubric* (*Form A*) and tell me about any concerns you may have about the student in this area. If you have concerns, when and how often do they happen?



7: The area of <u>Instruction</u> includes unique strategies, visual communication, structured teaching, highlevel physical prompts, detailed or frequent verbal prompts, assistive technology, sign language and other supports. Refer to the form titled *Additional Support Rubric (Form A)* and tell me about any concerns you may have about the student in this area. If you have concerns, when and how often do they happen?

8: The Area of <u>Inclusion</u> includes instructional support, physical support, physical positioning, safety supervision, social support, transitions, recess/lunch support and/or other support in the general education setting or other inclusive settings. Refer to the form titled *Additional Support Rubric (Form A)* and tell me about any concerns you may have about the student in this area. If you have concerns, when and how often do they happen?



9: What specific materials or other types of assistance do you feel would help this student access their education and become more successful?

10: Share skills this student needs to develop to be more independent:

11: Describe any other information, concerns or issues that would be helpful to this assessment:

Evaluator:			Date:
This interview was conducted: By Phone	Virtually	□ In Persor	n 🗆 Other:



ADDITIONAL SUPPORT ASSESSMENT (ASA)

Parent/Guardian Interview (Form E)

Student Name	Date	
DOB	Time	
Interviewer	Person Interviewed	

1. What are some of your child's strengths?

2. Related to the referral for Additional Support, what are your thoughts?

3. What supports has your child received in the past? Were they successful?								
Succe	ssful?							
Yes	No							



ADDITIONAL SUPPORT ASSESSMENT (ASA)

Parent/Guardian Interview (Form E)

4. What skills does your child need to develop to be more independent?

5. Are there any other comments you would like to share?



EVALUACIÓN DE APOYO ADICIONAL (ASA – por sus siglas en inglés) Entrevista con el Padre / Tutor (Formulario E)

	• •	•
Nombre del	Fecha	
Estudiante		
FDN	Hora	
Entrevistador	Persona	
	Entrevistada	

1. ¿Cuáles son algunas de las fortalezas de su hijo?

2. Relacionado con la remisión de Apoyo Adicional, ¿cuáles son sus pensamientos?

3. ¿Qué apoyos ha recibido su hijo en el pasado? ¿Tuvieron éxito?							
	Exitخ	oso?					
Ароуо	Sí	No					



EVALUACIÓN DE APOYO ADICIONAL (ASA – por sus siglas en inglés) Entrevista con el Padre / Tutor (Formulario E)

4. ¿Qué habilidades necesita desarrollar su hijo para ser más independiente?

5. ¿Hay algún otro comentario que le gustaría compartir?



ADDITIONAL SUPPORT ASSESSMENT (ASA) Student Interview (Form F)

Student Name:	Date of Birth:
Interviewer:	Date of Interview:

What do you like best about school?

Do you have any difficulties at school? If yes, during what part of the day do they happen? Who is around you and what are you doing? What is the class doing?

What happens when you have a difficult situation?

What do you try to do to make hard things better for you?



ADDITIONAL SUPPORT ASSESSMENT (ASA) Student Interview (Form F)

What do the teachers and staff do to help you with difficulties?

What kind of help is most helpful?

What else would you like to share about yourself?



EVALUACIÓN DE APOYO ADICIONAL (ASA) Entrevista al Estudiante (Formulario F)

Nombre del Estudiante:	Fecha de Nacimiento:
Entrevistador/a:	Fecha de Entrevista:

¿Qué es lo que más te gusta de la escuela?

¿Tienes alguna dificultad en la escuela? Si es así, ¿durante qué parte del día ocurren? ¿Quién te rodea y qué estás haciendo? ¿Qué está haciendo la clase?

¿Qué pasa cuando tienes una situación difícil?

¿Qué intentas hacer para mejorar las cosas difíciles para ti?



EVALUACIÓN DE APOYO ADICIONAL (ASA) Entrevista al Estudiante (Formulario F)

¿Qué hacen los profesores y el personal para ayudarte con las dificultades?

¿Qué tipo de ayuda es más útil?

¿Qué más te gustaría compartir sobre ti?



ADDITIONAL SUPPORT ASSESSMENT

(ASA) Frequency Data Sheet (Form G1)

Student:			DOB: Teache			cher:	:	Setting:										
Behavior:																		
Date		Frequency Checks									Total checks							
		-																
Average number of behaviors per day or week: To calculate the <i>average number of behaviors per <u>day</u></i> , add the numbers in the "Total" column to calculate a grand total. Divide the grand total by the number of days during which data were collected. If the <i>average number of</i> <i>behaviors per <u>week</u></i> is desired, divide the grand total by the number of weeks during which data were collected.									f	Grand total:	Average number of Average number of behaviors per day: behaviors per week:							

Page _____of _____



ADDITIONAL SUPPORT ASSESSMENT (ASA)

Frequency of Prompting Data Sheet (Form G2)

Student:		DOB:	Teacher	:	Settin	Setting:							
Prompting Key →	G Gestural	V Visual							al I	l ndepend	lent	0 Other	
Date	Ti	me	A	ctivity		Frequency Tallies							
	From	to		Activity			Μ	VB	PP	FP	I	0	Total
Notes:			·		Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Grand Total:

Page _____of _____



ADDITIONAL SUPPORT ASSESSMENT (ASA)

Duration Data Sheet (Form H)

Student:		DOB:	Teache	er:	Setting:	Setting:			
				Description of Behavior	•				
Date	Time behavior began	Time behavior ended	Duration of behavior	Notes			Initials		
		Total Duration:							
				Total duration divided by total numb	er of behaviors =	average duration			

Notes:

East Valley SELPA, 1/2021



Student:_	Site: Teacher:
	Key: Behavioral Definitions
А	·
В	
С	

<u>Directions</u>: Place a letter from the key above in the corresponding time slot below if the behavior occurred during the 15-minute interval. Please indicate student absences by drawing a vertical line through the time slots. If no behaviors occurred at all on a given day, please indicate by writing "no behaviors" down the appropriate column.

Time ↓	Mon	/		Tues	/		Wed	l /		Thurs	s /		Fri	/	
7:30															
7:45															
8:00															
8:30															
8:45															
9:00															
9:15															
9:30															
9:45															
10:00															
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2:00															
2:15															
2:30															
2:45															
3:00															
3:15															
3:30															
Behaviors	А	В	C	Α	В	С	А	В	С	А	В	C	А	В	С
Totals															



ADDITIONAL SUPPORT ASSESSMENT (ASA) Latency Data Sheet (Form J)

This data sheet measures the elapsed duration from a staff directive to the initiation of a student response. Provide a copy to classroom staff or use during a student observation.

Student:		DOB:			Teacher:				
Setting:		Observer (i	f applicable):		Grade:				
Date	Staff directive		Time directive given	Time st	udent responded	Latency			
Notes:									
Date	Staff directive		Time directive given	Time st	udent responded	Latency			
Notes:	Notes:								
Date	Staff directive		Time directive given	Time st	udent responded	Latency			
Notes:									
Date	Staff directive		Time directive given	Time st	udent responded	Latency			
Notes:									
		Average l				Total Latency			
	Add up all latencies to get the total latency. Divide the total latency with the total The Sum of all latencies: number of directives.								
Total laten	Total latency ÷ Total number of directives =average latency								

Notes:



ADDITIONAL SUPPORT ASSESSMENT (ASA) Observation & School Day Analysis (Form K1)

Student:	Location:	Date:								
Time frame:	Observer:	Teacher:								
PART 1: OBSERVATION OF THE SETTING										
Number of students: Number of staff: Type of setting: Gen. Ed. MM MS Other										
A classroom schedule is posted and re	A classroom schedule is posted and referred to by staff: Yes No Describe:									
Student has an individual schedule:	Student has an individual schedule: 🗆 Yes 🗆 No Describe:									
Describe reinforcers used and their effectiveness:										
Describe observed equipment or devi	ces used that may relate to the need for	r assistance:								
Describe any environmental variables	that may contribute to difficulties in th	e area of independence:								
Describe any observed accommodatic applicable:	ons/modification and other strategies in	use, including behavior supports if								
If the student has behavior goals and	or a Behavior Intervention Plan, describ	be evidence of implementation:								



ADDITIONAL SUPPORT ASSESSMENT (ASA)

Observation & School Day Analysis (Form K2)

		Location:		Date:							
Time fram	e:	Observer:		Teacher:							
PART 2: SCHOOL DAY ANALYSIS											
Time/ Activity	Specific task	Was assistance needed?	If yes, describe the tas needed assistance and assistance was provi	Notes							
		□ Yes									
		🗆 No									
		□ Yes									
		🗆 No									
		□ Yes									
		🗆 No									
		□ Yes									
		□ No									



ADDITIONAL SUPPORT ASSESSMENT (ASA) Observation & School Day Analysis (Form K3)

Student:	Location:	Date:	
Time frame:	Observer:	Teacher:	
	PART 3: OBSERVAT	ION NOTES	
Notes:			



ADDITIONAL SUPPORT ASSESSMENT (ASA) Time Sampling Data Sheet (Form L)

Student:	nt: School:		Teacher:			
Start time:	End time:		Observer:			
Behavior Observed (define):		Activity observed:				
\square Momentary \checkmark	Partial Interval	\checkmark	\square Whole Interval \checkmark			
Score a plus (+) if behavior occurs	Score a plus (+) if	behavior occurs at any	Score a plus (+) if behavior occurs throughout			
		nterval and a minus (-)	the entire interval and a minus (-) if it does not.			
Best for very frequent behaviors that	Best for behaviors	s that happen quickly	Best for ongoing behaviors that will continue			
last for longer periods of time.	and are hard to co	atch.	across intervals.			
Length d	of each interval:	minutes	seconds			

1	2	3	4	5	6	7	8	9	10	Percent
										out of
										%

11	12	13	14	15	16	17	18	19	20	Percent
										out of
										%

21	22	23	24	25	26	27	28	29	30	Percent
										out of
										%

Student demonstrated the target behavior in _____ out of _____ measured intervals or in _____% of intervals (Add all plus signs, divide by the total number of scored intervals, and multiply by 100)

East Valley SELPA, 01/2021



ADDITIONAL SUPPORT ASSESSMENT (ASA) Evaluator's Peer Comparison Time Sampling Data Sheet (Form M)

Target Student:	School:		Teacher:	
Start time:	End time:		Evaluator:	
Date:		Activity:		
Length of observation/intervals (Check one):		Target Behavior:		
10-minute observation with 20-secor	nd intervals			
30-minute observation with 1-minute	e intervals			
Directions:		•		

Directions:

Get a stopwatch or other timer ready and determine which peers to observe and in what order. Choose to observe the whole class, same gender, or small group. At the end of each interval, observe the target student and mark "Yes" if engaged in the behavior and "No" if not. Immediately look at the first peer and score the peer's behavior. At the end of the next interval, score the target student, then immediately score the next peer in the established order. Continue in this fashion, cycling through the peer group to reach the end of the observation. Calculate percentages for the student and peers.

	1		2			3		4		5		6	
Student	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Peers	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
	7		8		9		10		11		12		
Student	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Peers	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
	13			14		15		16		17		18	
Student	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Peers	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
	19		20		21		2	22		23		24	
Student	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Peers	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
	2	25	26		27		28		29		30		
Student	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Peers	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
Calculate the % by dividing the # of YES intervals by the total number of scored intervals (30) and multiplying by 100.													
Student: Number of Yes intervals:/30 x 100 =% (student)Peers:Number of Yes intervals:/30 x 100 =% (peers)													
					, 30 /			/0	(peers)				
ADDITIONAL SUPPORT ASSESSMENT (ASA) Evaluator's Scoring for Support Consideration Sheet (Form N)

Name of Student	DOB	

Directions:

- 1. Evaluator reviews the teacher's/school staff's ratings from Form A: Additional Support Rubric for School Staff
- 2. Evaluator circles the ratings in Table A below and selects one or more supports from the matching supports level in Table B below (additional criteria exist for Intensive Individual Services)
- 3. The consideration of Intensive Individual Services requires scores of 3 or 4 in two or more areas. Refer to Table C below to determine whether the criteria are met.

	TABLE A : Teacher/School Staff Ratings						
Area		Rating (circle)					
Health	0	1	2	3	4		
Behavior	0	1	2	3	4		
Instruction	0	1	2	3	4		
Inclusion	0	1	2	3	4		
	\downarrow	\checkmark	\checkmark	\downarrow	\downarrow		

TABLE B: Matching Supports Levels						
Rating of 0	ng of 0 Rating of 1 Rating of 2 Rating of 3		Rating of 3	Rating of 4		
No concerns	Mild	Mild to moderate	Moderate to severe	Severe		
Level 0 Support	Level 1 Support	Level 2 Support	Level 3 Support	Level 4 Support		
Consider No additional support needed or consider accommodations, modifications, supplementary aids, and other supports	<u>Consider</u> Accommodations, modifications, supplementary aids, and other supports Peer buddy support	<u>Consider</u> Accommodations, modifications, supplementary aids, and other supports Peer buddy support Develop/revise goals Develop/revise FBA/BIP Develop/revise pers. health care plan	Consider Accommodations, modifications, supplementary aids, and other supports Peer buddy support Develop or revise goals Revise FBA/BIP Develop/revise pers. health care plan Consultation Collaboration Staff training and/or coaching *Intensive Individual Services (see table C)	Consider Accommodations, modifications, supplementary aids, and other supports Peer buddy support Develop or revise goals Revise FBA/BIP Develop/revise pers. health care plan Consultation Collaboration Staff training and/or coaching *Intensive Individual Services (see table C)		
		*TABLE C: Criteria for Intensiv	ve Individual Services (1:1 aide)			
			ddition, the data and information collected the be in place if considering Intensive Individual Section 2014	• • • • • • • •		
	Scores		Aide Consid	deration		
Two or more score	s of 3 and no scores of 4		Consider partial day aide			
One or more scores	s of 3 and one score of 4		Consider partial or full day aide			
Two or more scores of 4, with or without scores of 3 Consider full day aide				l day aide		
This forms is interned of for the aveluator only. Do not distribute						

This form is intended for the evaluator only. Do not distribute.



ADDITIONAL SUPPORT ASSESSMENT REPORT (FORM O)

Student	DOB
Teacher(s)	Age
Case Carrier	Related Services
Evaluator	Eligibility
School	Date of Report
District	Grade

The evaluation of a student's need for additional support in the educational setting is based on observations, interviews, and data collection in the relevant areas of need, including Health/Personal Care, Behavior, Instruction, and Inclusion. The goal for any student is to promote and maximize independence. A student's total educational program must be carefully evaluated to determine if/where support is indicated. Natural support and existing staff should be used whenever possible to promote the Least Restrictive Environment (LRE) as mandated by the Individual with Disabilities Education Act (IDEA) and to prevent unintentional student dependence. Primary language, racial and ethnic backgrounds information were considered prior to the selection and interpretation of evaluation procedures and measures. All assessment procedures measure a limited sample of the child's total repertoire. The selected measures have been administered according to the standards and for the specific purposes recommended by the publishers and are interpreted within the limits of their validity. Based on the validity of the assessments administered, the test results presented in this report are considered reliable. The evaluation procedures were administered by qualified personnel in the student's primary language, mode of communication and/or language deemed most appropriate.

1. REASON FOR REFERRAL						
The student was referred for an Additional Support Assessment by:						
Parent/guardian	P team	General education teacher				
\square Special education teacher \square C	Other(s): _					
Due to concerns in the following area(s)	:					
Health and Personal Care	ehavior	Instruction Inclusion				
Specific concerns included:						

ASA Report:

2. RECORD REVIEW						
	IEP	Date		Report	Date	
	Annual			Psychoeducational		
IEPs	Triennial		Reports	Health Care Plan		
Reviewed	Addendum		Reviewed	Behavior Intervention Plan		
\rightarrow	Other:		\rightarrow	Discipline Record		
	Other:			Attendance Record		
	Other:			Other:		
	Other:			Other:		

3. BACKGROUND INFORMATION

Summary of Background Information:

	JMMARY OF INTERVIEWS
Teacher/School Staff Interview:	
reacher/school start mee view.	
Devent/Cuerdian Interview	
Parent/Guardian Interview:	

	4. SUMMARY OF INTERVIEWS CONT.			
Student Interview:	Not applicable (provide rationale below)			
5. PROGRESS ON GOALS				
Analysis of student's progress on IEP goals:				

ASA Report:

6. OBSERVATIONS & DATA COLLECTION

Date(s) and time(s) of observation(s):

Summary of Observations & Data Collection:

7. RECOMMENDATIONS
The following supports are recommended:
Respectfully Submitted:

Name of Evaluator

Title

Date

Evaluator's Contact Information:



Attach this form to ASA Report (Form O) when Intensive Individual Services Support is recommended

Student	Teacher	
DOB	District	
Grade	Date of IEP	
Date of ASA	ASA	
Report (Form O)	Evaluator	

1. Assessed Areas of Concern for Additional Support

- Health and Personal Care	- Behavior	- Instruction	- Inclusion
----------------------------	------------	---------------	-------------

2. Days & Times Intensive Individual Support is Recommended

Days	Full or Part Day	Start time	End Time
Mon	🗆 Full 🗆 Part		
Tues	🗆 Full 🗆 Part		
Wed	🗆 Full 🗆 Part		
Thurs	🗆 Full 🗆 Part		
Fri	🗆 Full 🗆 Part		
Other:			



3. With What and Where is Intensive Individual Support Needed?

What task(s) does the student need assistance with?

In what setting(s) does the student need assistance?

4. Goal to Increase Independence

Write a goal below which reflects increasing levels of student independence and transfer the goal to the student's IEP document:

Baseline:

Overall Goal:

Objective A:

Objective B:



5. How Will the Goal be Taught? (Strategies, Steps, Materials)

6. How Will Progress be Monitored on the Goal? (Attach Data Sheet if Applicable)

7. Aide Training to be Scheduled (Check all that apply)

□ Behavior emergency procedures. Describe:

□ Behavior intervention. Describe:

□ Prompting procedures. Describe:



Data collection. Describe:

□ Health and medical procedures. Describe:

□ Specific instructional strategies. Describe:

□ Technology training:

□ Roles and responsibilities:

□ Other:



8. Target Date to Complete Trainings from Section 7

9. Target Date to Review the Continued Need for Intensive Individual Services Support

10. Other Information

4.5 Compliance Monitoring Updates



IEP Implementation Update

Shiyloh Duncan-Becerril, Associate Director Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION Tony Thurmond, State Superintendent of Public Instruction

Court Requirement

 State found out of compliance with federal law because it did not adequately collect data regarding the implementation of student with disabilities (SWD) individual education programs (IEPs)

 State ordered to develop an annual data collection that speaks directly to LEAs' performance in providing all of the services promised to SWD in their annual IEPs

Court Approval and Next Steps

• Court approved Special Education Division's (SED's) data collection proposal to:

- Direct LEAs annually to track delivery of service minutes for each student with an IEP
- Direct LEAs to report data on delivery of service minutes to CDE annually in a valid and reliable manner using a sample of students within the LEA
- Employ a method that ensures the validity and reliability of the data collected from the LEAs
- Analyze the valid and reliable data to determine the appropriate metric/cutoff as to which LEAs should be selected for further intervention in the area of IEP implementation
- The SED will conduct a pilot in the Spring of 2022, with the intent to collect statewide IEP implementation data in SY 22-23

Overview of Annual Data Collection

- LEAs are directed to annually track delivery of service minutes for each student with an IEP
- SED will identify a sample of students for the LEA and provide the list
- LEAs will review and report implementation information for the sample of their SWDs each year and certify that data are accurate

Overview of Annual Data Collection (continued)

The collection will be separate from CALPADS

Annual collection slated for SY 22-23

 Data will be used to identify LEAs in need of monitoring and support in subsequent monitoring years

Purpose of Pilot

Pilot data collection intended to:

Determine final collection form and metric (percent of services provided)

Develop and finalize collection materials and protocols

Develop and finalize validation protocols

Pilot Overview

• SED will identify and provide a sample of SWD for the LEA to review and calculate service delivery. The LEA will report certified information back to SED for this sample.

 CDE generates a sample of SWD served by the LEA and provides to the LEA

 LEA conducts analysis and review local service delivery records for that sample of SWD

Pilot Overview (continued)

 LEA completes information to report back to CDE (mock up example below)

LEA IEP Implementation Report (mock up)				
LEA 123				
Percent of services provided	Count of students	Count of students in sample	Rate	
100-95%	30		60.00%	
94.9-90%	15	50	30.00%	
Less than 90%	5		10.00%	

Pilot Overview (continued)

 While not required for the pilot, upon certification of annual data, SED will require that each LEA Superintendent certify that data are accurate <u>and</u> that school principals have certified to the LEA's Superintendent that data are accurate

 CDE may follow up with LEA/SELPA to fine-tune data validation protocols and procedures

Pilot Overview (continued)

Which LEAs and how many?

- SED will identify about 5% (approx. 35) LEAs serving 101 or more SWD (via Census count)
- Will include a range of LEA types
 - Elementary, middle and high
 - SWD population size
 - Different geographic regions and types
 - Different IEP systems (vendors/analog systems)
- Note: small LEAs (those serving 100 or fewer SWD) will not be included in the pilot

Pilot's Impact to LEAs

Selection for and participation in the IEP Implementation Data Collection Pilot:

- Will not impact an LEA's Annual Determination
- Will <u>not</u> result in identification and issuance of noncompliance and corrective actions
- Will provide the LEA the opportunity to uncover any systemic issues in *advance* of the statewide data collection

Support from SELPA

What can SELPA do to support their LEAs?

 Relay the importance of maintaining accurate and accessible service delivery records

• Notify member LEAs of forthcoming data collection in SY 22-23

Item 4.5 Overdue IEPs – Initials, Annuals & Triennials

Totals	Overdue 10.6.21	Overdue 9.14.21
Colton	36	38
Redlands	12	20
Rim	9	14
Rialto	6	8
Yucaipa	2	5
EV OPS	2	1
Total	67	86

Initials (Plan Type 30)

Annuals & Triennials

LEA	Overdue Annuals 10.6.21	Overdue Annuals 9.14.21	Overdue Triennials 10.6.21	Overdue Triennials 9.14.21
Colton	251	160	83	63
Redlands	185	134	49	40
Rialto	99	223	24	69
Rim	61	53	31	31
Yucaipa	32	33	14	13
EV OPS	34	29	9	7
EV SELPA	662	632	210	223

4.6 CALPADS

CALPADS/ Compliance Committee (C³) Update

CALPADS Flash #213

Guidance for Fall 1 Submission

The latest CALPADS Flash has some new information for Fall 1 reporting. Below are the main points related to the special education submissions.

- The 2021–22 Fall 1 Submission opens Wednesday, October 6, 2021.
- It is recommended that all data be updated in by Thanksgiving for LEAs that are striving to get SELPA approval by December 17.
- LEAs are reminded that the Fall 1 Certification deadline is December 17, 2021. The count on December 17 (regardless of if SELPA has approved or not) will be used for P-1 calculations.
- Code Changes

Code	Former Name	New Name	Reason for Change
20	Annual Education or Service Plan Meeting	Plan Review Meeting	To more accurately describe the purpose of the meeting which is to review whether the plan is meeting the needs and goals of the student.
40	Triennial Evaluation	Eligibility Evaluation Meeting	To more accurately describe the purpose of the meeting which is to evaluate the students' continued eligibility for special education.

• Input Validation Rule Changes

File	IVR #	Name	Change
SPED/SSRV	0009	Invalid Characters in Field	Applied IVR to Meeting/Amendment ID to prevent scientific notation from coming into the system.
SPED	0399	Missing Infant Regional Center Services Eligibility Indicator	Modified trigger to remove Age and added Education Plan 150 because the Infant Regional Center Eligibility Indicator is only required when Education Plan is 150, and Meeting Type is not 40.

File	IVR #	Name	Change
SPED	0360	Invalid Disability 2 Code	This IVR triggers when Disability Code 2 is populated with 310 – Multiple Disabilities (MD). This IVR was disabled in October 2019, and will be enabled in 2021–22.

4.7 EV SELPA & State SELPA Websites

- https://eastvalleyselpa.org/
- www.selpa.info

4.8 EV SELPA IEE Policy Update

East Valley Special Education Local Plan Area (SELPA)

<u>Independent Educational</u> <u>Evaluation</u>



BOD Approval 9/23/15 Updated 7/15/21

Table of Contents

Law			3		
Policy			4		
	Mi	nimum Qualifications for IEE Evaluators	6		
	Mi	nimum Responsibilities for IEE Evaluators	7		
	Determining Fees for Independent Evaluations				
	Pri	vate Insurance	8		
Appen	dice	es			
	Α.	Notice to Parents Regarding Independent Educational Evaluations	9		
	В.	Minimum Qualifications for Evaluators and Cost of Assessments by Type and Non-Exclusive Independent Educational Evaluator List	15		

THE LAW

Title 34 C.F.R. Section 300.502

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

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

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

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

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

Education Code Section 56329

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

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

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

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

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

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

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

Independent Educational Evaluations may be conducted by:

- 1. A staff member from another school district in the East Valley SELPA
- 2. A staff member from another SELPA
- 3. Non-Public Agency
- 4. A private independent examiner

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

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

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

Or

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

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

- 1. A prior written notice letter telling the parent that their request for an IEE is approved.
- 2. Parents shall be given EVSELPA's Consent for Independent Educational Evaluation to give or withhold consent for the IEE and the release of information between independent evaluator and District. Parent must consent to the assessment and the release information between the independent evaluator and the District in order for the District to contract for, and fund the IEE.
- 3. A copy of the East Valley SELPA IEE policy.
- 4. The criteria for independent education evaluators. (Appendix B)
- 5. A list of the names and addresses of IEE evaluators located in the area. The list will consist of IEE evaluators who, in the East Valley SELPA's member school districts' judgment, are qualified to perform the evaluation requested by the parents. (Appendix B)

The district will:

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

If a specific independent evaluator is desired by the parent:

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

- 1. Verify the qualifications, certifications and/or license of the evaluator; and
- 2. Determine whether the fee rate for the parent's chosen Independent Educational Evaluation is within the limits specified in the East Valley SELPA IEE policy.

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

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

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

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

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

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

Minimum Qualifications for IEE Evaluators

The prospective IEE Evaluator must:

- 1. Hold a valid license from the State of California in the field related to the known or suspected disability.
- 2. Have extensive training in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide their vitae documenting extensive and recent training and experience related to the known or suspected disability.
- 3. Be located within San Bernardino, Riverside or an adjacent county.

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

Minimum Responsibilities for IEE Evaluators

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

- 1. Communicate and share information with members of the IEP Team, district and SELPA personnel; release their evaluation information/results to the school district; and allow a review of the testing protocols if requested.
- 2. Provide the evaluation report to the district no less than five days prior to the IEP team meeting.
- 3. Attend the IEP meeting, either in person or by phone through the conclusion of the IEP.
- 4. Select and administer assessments in the student's primary language or other mode of communication.
- 5. Use tests and other assessment materials validated for the specific purpose for which they are used. Said tests must be administered by trained personnel and must be tailored to assess specific areas of educational need.

Determining the Independent Educational Evaluation Fee

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

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

- Cost to conduct assessment, including administration of tests, observations, etcetera
- Developing a written report
- Providing copies of the report to the parent and school
- Attending the IEP meeting

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

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

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

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

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

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

<u>Private Insurance</u>

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

- 1. A decrease in available lifetime coverage or any other benefit under an insurance policy;
- 2. An increase in premiums or the discontinuance of the policy; or
- 3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.



APPENDIX A

NOTICE TO PARENTS REGARDING INDEPENDENT EDUCATIONAL EVALUATIONS

BOD Approval 9/23/15 Updated 7/15/21

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

APPENDIX A

Notice to Parents

- Please read this document before obtaining or paying for an Independent Educational Evaluation. This document may limit your right to reimbursement.
- Before obtaining an Independent Educational Evaluation, you are encouraged to contact the Director of Special Education for your school district to discuss your request for assessment.
- An Independent Educational Evaluation that does not meet the criteria in these policies may not be reimbursed.

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

Independent Educational Evaluations may be conducted by:

- 1. A staff member from another school district in the East Valley SELPA
- 2. A staff member from another SELPA
- 3. A Non-Public Agency
- 4. A private independent evaluator

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

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

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

Or

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

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

- 1. A prior written notice letter informing the parent that their request for an IEE is approved.
- 2. Parents shall be given EVSELPA's Consent for Independent Educational Evaluation to give or withhold consent for the IEE and the release of information between independent evaluator and District. Parent must consent to the assessment and the release information between the independent evaluator and the District in order for the District to contract for and fund the IEE.
- 3. A copy of the East Valley SELPA IEE policy.
- 4. The criteria for independent education evaluators. (Appendix B)
- 5. A list of the names and addresses of IEE evaluators located in the area. The list will consist of IEE evaluators who, in the East Valley SELPA's member school districts' judgment, are qualified to perform the evaluation requested by the parents. (Appendix B)

The District will:

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

If a specific independent evaluator is desired by the parent:

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

- 1. Verify the qualifications, certifications and/or license of the evaluator; and
- 2. Determine whether the fee rate for the parent's chosen Independent Educational Evaluation is within the limits specified in the East Valley SELPA IEE policy.

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

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

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

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

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

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

Minimum Qualifications for Evaluators

The prospective IEE evaluator must:

- 1. Hold a valid license from the State of California in the field related to the known or suspected disability.
- 2. Have extensive training in evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide their vitae documenting extensive and recent training and experience related to the known or suspected disability. Be located within 50 miles of the student's school district of residence.
- 3. Meet the minimum qualifications for assessors contained in Appendix B.

Minimum Responsibilities for IEE Evaluators

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

- 1. Communicate and share information with members of the IEP Team, district and SELPA personnel; release their evaluation information/results to the school district; and allow a review of the testing protocols if requested.
- 2. Provide the evaluation report to the district no less than five days prior to the IEP team meeting.
- 3. Attend the IEP meeting, either in person or by phone.
- 4. Select and administer assessments in the student's primary language or other mode of communication.
- 5. Use tests and other assessment materials validated for the specific purpose for which they are used. Said tests must be administered by trained personnel and must be tailored to assess

specific areas of educational need.

Determining the Independent Educational Evaluation Fee

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

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

- Cost to conduct assessment, including administration of tests, observations, etcetera
- Developing a written report
- Providing copies of the report to the parent and school
- Attending the IEP meeting

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

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

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

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

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

<u>Private Insurance</u>

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

district, including, but not limited to the following:

- 1. A decrease in available lifetime coverage or any other benefit under an insurance policy;
- 2. An increase in premiums or the discontinuance of the policy; or
- 3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

Evaluations Not Funded at Public Expense

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



APPENDIX B

Minimum Qualifications for Independent Educational Evaluators and Approved Costs

BOD Approval 9/23/15 Updated 7/15/21

APPENDIX B

Minimum Qualifications for Independent Educational Evaluators and Approved Costs

PSYCHO-EDUCATIONAL AND BEHAVIOR			
Type of Evaluation	Minimum Qualifications for Evaluator	Authorized Cost	
Academic Achievement	Credentialed Special Education Teacher	\$2,000	
	Credentialed School Psychologist		
	Licensed Educational Psychologist		
Cognitive	Licensed Educational Psychologist	\$1,500	
	Credentialed School Psychologist		
Multi-Disciplinary	Credentialed School Psychologist	\$4,500	
 Cognitive 	Licensed Psychologist		
 Academics 	Licensed Educational Psychologist		
	Credentialed Special Education Teacher		
Psycho-Educational	Credentialed School Psychologist	\$5,500	
	Licensed Psychologist		
	Licensed Educational Psychologist		
Transition	Credentialed Special Education Teacher	\$2,000	
	Credentialed School Psychologist		
	Adult Education Credentialed Teacher		
Social Emotional	Credentialed School Psychologist	\$2,500	
ERMHS	Licensed Clinical Social Worker (LCSW)		
ERICS	Licensed Marriage and Family Therapist (LMFT)		
	Licensed Psychiatrist		
	Licensed Psychologist		
	Licensed Educational Psychologist		
	Applied Behavior Analysis Certification		

LIST OF QUALIFIED PROVIDERS PSYCHO-EDUCATIONAL AND BEHAVIOR				
NAME	TITLE	SERVICE	ADDRESS	PHONE/FAX
Dr. Timothy Gunn	Psy.D.	Psychologist	10470 Foothill Blvd #116,	855-669-1202
Gunn Psychological			Rancho Cucamonga, CA 91730	909-543-0847 (fax)
			drgunn@gunnpsych.com	
Dr. Jerry Turner	Ph.D.	Psychologist	1584 Green Creek Trail	951-453-8721
			Beaumont, CA 92223	
			IEP@DrJerryTurner.com	
			www.DrJerryTurner.com	

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Dr. Mike Plew	Psy.D.	Psychologist	4457 Riverside Dr.	909-988-8511
			Chino, CA 91710	909-627-0944 (fax)
			<u>plewmft@att.net</u>	
Dr. Veronica Olvera	Psy.D.	Psychologist	11801 Pierce St., Suite 200	951-266-6223
		Bilingual	Riverside, CA 92505	951-267-2536 (fax)
			dr.veronica@neuroedclinic.com	
Dr. Pedro Olvera	Psy.D.	Psychologist Bilingual	dr.pedro.olvera@gmail.com	714-609-3806
		•		
Dr. Michael Salce	Psy.D.	Psychologist	-	909-392-0552
			La Verne, CA 91750	909-964-7467
			Mikesalce@gmail.com	
Dr. Robin Morris	Psy.D.	Psychologist	26440 La Alameda Suite #220	949-351-3770
			Mission Viejo, CA 92691	
			<u>drmorris05@yahoo.com</u>	
Psyched Services	N/A	Psychologist	www.psychedservices.com	650-427-0110

NEURO-PSYCH			
Type of Evaluation	Minimum Qualifications for Evaluator	Authorized Cost	
Neuro-Psychological	Neuropsychologist, Licensed Educational Psychologist or School Psychologist (Credentialed) + education, training, and experience in administration and interpretation of neuropsychological assessment instruments.	\$5,500	

LIST OF QUALIFIED PROVIDERS NEURO-PSYCHOLOGISTS				
NAME TITLE SERVICE ADDRESS PHONE/FAX				
Timothy Gunn Gunn Psychological	Psy.D.	Psychologist	10470 Foothill Blvd #116, Rancho Cucamonga, CA 91730	855-669-1202 909-543-0847 (fax)
Mike Plew	Psy.D., MFT, LEP	Psychologist	4457 Riverside Dr. Chino, CA 91710	909-938-5491 909-627-0944 (fax)

Dr. Veronica Olvera	Psy. D.	Psychologist	11801 Pierce St., Suite 200	951-266-6223
		Bilingual	Riverside, CA 92505	951-267-2536 (fax)
			dr.veronica@neuroedclinic.com	
Dr. Pedro Olvera	Psy. D.	Psychologist	dr.pedro.olvera@gmail.com	714-609-3806
		Bilingual		
Dr. Jonathan Romain	Ph.D.	Neuropsych	P.O. Box 6297	714-798-3262
			Santa Ana, CA 62706	
			romainneuro@gmail.com	
Dr. Robin Morris	Psy.D.	Psychologist	26440 La Alameda Suite #220	949-351-3770
			Mission Viejo, CA 92691	
			drmorris05@yahoo.com	

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

LIST OF QUALIFIED PROVIDERS AUTISM/BEHAVIOR			
NAME	SERVICE	ADDRESS	PHONE
Desert Mountain	Behavior	17800 Highway 18,	760-552-6700
SELPA Children's		Apple Valley, CA 92307	
Center			
Jason Nicholas	Autism &	1038 Borrego Ct.	760-445-5868
Degtyarev, Ed.D.	Neuropsych	Vista, CA 92083	
		deg.jason@gmail.com	
Psyched Services	Various	www.psychedservices.com	650-427-0110

Dr. Jerry Turner	Various	1584 Green Creek Trail	951-453-8721
		Beaumont, CA 92223	
		www.DrJerryTurner.com	
		IEP@DrJerryTurner.com	
Autism Behavioral	Autism/Behavior	1880 Town and Country Road, Suite	951-737-6300
Consultants		B-101, Norco, CA 92860	951-737-8779
		www.autismbehaviorconsultants.net	(fax)
Center for Autism	Autism/Behavior	802 Magnolia Ave, Suite 202	951-686-2020
and Related		Corona, CA 92879	951-686-2120
Disorders		www.centerforautism.com	(fax)
Brent Cooper	Autism/Behavior	74-075 El Paseo Drive, Suite A-6	760-342-4900
El Paseo Children's		Palm Desert, CA 92260	
Center		brent@elpaseotesting.com	
Autism	Autism/Behavior	337 N. Vineyard Ave	866-727-8274
Spectrum		Ontario, CA 91764	800-459-4245
Therapies		www.autismtherapies.com	(fax)

SPEECH AND LANGUAGE			
Type of Evaluation	Minimum Qualifications for Evaluator	Authorized Costs	
Speech and Language	Credentialed or Licensed Speech/Language	\$2,000	
	Pathologist		
Auditory Acuity or	Licensed or Credentialed Speech/Language	\$1,500	
Perception	Pathologist		
	Licensed Audiologist		

LIST OF QUALIFIED PROVIDERS SPEECH AND LANGUAGE					
COMPANY	COMPANY ADDRESS PHONE				
Abby Rozenberg	2900 Bristol St.	714-478-1141			
	Costa Mesa, CA 92626				
Advantes Speech Therapy	1142 S. Diamond Bar Blvd Ste. 209	626-329-1884			
Services	Diamond Bar, CA 91765	626-529-0098 (fax)			
Let's Communicate	79-440 Corporate Drive #133	760-564-4726			
Marcy Utter	La Quinta, CA 92253				

Lucid Speech	11870 Pierce St Ste. 150 Riverside, CA 92505	951-461-1190
Leaps and Bounds	2200 Hamner Ave Ste. 107 Norco, CA 92860	951-343-0431 951-893-5135 (fax)
Dr. Jerry Turner	1584 Green Creek Trail Beaumont, CA 92223 www.DrJerryTurner.com IEP@DrJerryTurner.com	951-453-8721
Dr. Givona Sandiford	Speechgal10@gmail.com	707-345-1887
Pacific Hearing Services Amanda Guzallis, Au.D.	9033 Baseline Road, Suite F Rancho Cucamonga, CA 91730 <u>Amanda@pacifichearing.com</u> <u>www.pacifichearing.com</u>	909-581-9166
SenseAbilities	6848 Magnolia Ave – Suite 200 Riverside, CA 92506	951-779-1966

EDUCATIONAL OCCUPATIONAL AND PHYSICAL THERAPY		
Type of Evaluation	Minimum Qualifications for Evaluator	Authorized Costs
Occupational Therapy-Motor	Licensed/Registered Occupational Therapist Licensed Physical Therapist Credentialed Adaptive Physical Education Specialist	\$1,700
Occupational Therapy Sensory	Licensed Occupational Therapist	\$1,000
Motor	Licensed Physical Therapist Licensed/Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Credentialed Adaptive Physical Education Specialist	\$1,000
Physical Therapy	Licensed Physical Therapist	\$1,200

LIST OF QUALIFIED PROVIDERS EDUCATIONAL OCCUPATIONAL AND PHYSICAL THERAPY			
COMPANY	SERVICE	ADDRESS	PHONE
Horizon Therapy	Occupational	8265 White Oak Avenue	909-373-1641
	Therapy	Rancho Cucamonga, CA 91730	909-481-7657
		info@horizontherapyservices.com	
Up and Moving	Occupational	6180 Brockton Ave. #102	951-684-6500
Therapy	Therapy/ Physical	Riverside, CA 92506	
	Therapy		
Leaps and Bounds	Occupational	2200 Hamner Ave Ste. 107	951-340-0431
	Therapy	Norco, CA 92860	951-893-5135 (fax)
Pediatric Therapy	Occupational	14772 Pipeline Ave, Suite A	909-606-0886
Associates	Therapy	Chino Hills, CA 91709	909-743-6948
Harsha Rosa			
SensAbilities	Occupational	6848 Magnolia Ave – Suite 200	951-779-1966
	Therapy	Riverside, CA 92506	
Casa Colina Children's	Occupational	155 East Bonita Avenue	909-596-7733
Services Center	Therapy	Mail: PO Box 6001	909-596-3548 (fax)
		Pomona, CA 91769	

ASSISTIVE TECHNOLOGY		
Type of Evaluation Minimum Qualifications for Evaluator Authorized		Authorized
Assistive Technology	Credentialed or Licensed Special Education Provider	\$1,500
	with Appropriate Certification in Assistive Technology	

LIST OF QUALIFIED PROVIDERS ASSISTIVE TECHNOLOGY			
NAME	SERVICE	ADDRESS	PHONE
Dr. Jerry Turner	OT/AT	1584 Green Creek Trail	951-453-8721
		Beaumont, CA 92223	
		IEP@DrJerryTurner.com	
		www.DrJerryTurner.com	
Goodwill OC – ATEC	AT	1601 East St. Andrews Place	714-361-6200
		Santa Ana, CA 92705	
		atec@ocgoodwill.org	

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

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

VISION			
Type of Evaluation	Minimum Qualifications for Evaluator	Authorized Costs	
Vision (Functional)	Credentialed Teacher of the Visually Impaired	\$1,200	
Visual Perception	Credentialed Special Education Teacher Credentialed School Psychologist Licensed Educational Psychologist Ophthalmologist or Optometrist	\$1,200	
Visual Motor Integration	Credentialed School Psychologist Licensed Educational Psychologist Licensed Occupational Therapist	\$1,200	

LIST OF QUALIFIED PROVIDERS VISION			
NAME	SERVICE	ADDRESS	PHONE
Janet Kohtz, O.D.	Vision	6700 Indiana Ave. Ste. # 155 Riverside, CA 92506	951-682-1600 951-682-1680 (fax)
William Bescoby, O.D.	Vision	8780 19th St. Ste. 357 Alta Loma, CA 91701	951-205-2286
Ami Patel, O.D.	Vision	2771 S. Diamond Bar Blvd. Diamond Bar, CA 91765	909-598-4393
Southern California College of Optometry Catherine Heyman, O.D.	Vision	5460 E. La Palma Ave Anaheim, CA 92807 <u>cheyman@ketchum.edu</u>	714-449-7401

4.9 SBCSS East Valley Operations

4.10 Hot Topics

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

2021/2022 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 15, 2021

AUGUST 2020 - NO MEETING

SEPTEMBER 16, 2021

OCTOBER 7, 2021

NOVEMBER 10, 2021 (Wednesday)

DECEMBER 9, 2021

JANUARY 2022 - NO MEETING

FEBRUARY 10, 2022

MARCH 10, 2022

APRIL 7, 2022

MAY 12, 2022

JUNE 9, 2022



5.2 2021-2022 EV SELPA Board of Directors Meeting

2021/2022 East Valley SELPA BOARD OF DIRECTORS MEETING SCHEDULE

September 22, 2021 (Starting at 3:00 pm)

November 17, 2021

February 23, 2022

March 23, 2022

May 25, 2022

June 15, 2022

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



5.3 2021-2022 CAC Meetings

2021/2022 East Valley Special Education Local Plan Area

CAC Meeting Schedule

All meetings will be held virtually beginning at 9:30 a.m. & ending at 11:30 a.m.

SEPTEMBER 20, 2021

NOVEMBER 15, 2021

FEBRUARY 28, 2022

APRIL 25, 2022



5.4 EV SELPA Professional Development – October & November 2021



"Supporting Others to Navigate Conflict. The Role of the Conflict Coach, Facilitator & Teacher"

Presented by: Greg Abell & Carlo Rossi

(/irtual webinars over five days October 12, 13, 19, 20, & 26, 2021

and eight small group coaching sessions on Zoom TBD

Earn a Certificate in Conflict Resolution

Registration 7ee: \$400.00 (POs are NOT accepted)

*Application Required for Registration Scholarships Will Be Provided

**Must have attended all 4 sessions of Tier 1 "Engaging Challenging Conversations"

Tier 2 is designed to support participants as they pursue a deeper understanding of key concepts, processes, and skills taught in Tier 1, so as to develop competencies necessary to serve effectively as a Conflict Engagement Specialist (CES). Tier 2 offers more in-depth training to individuals within an organization or community who will support others in the organization or community to effectively navigate the challenges of conflict. We focus on the following three roles/functions of a CES; Coach, Facilitator, and Teacher.



This **Live Webinar** will begin by defining basic ADR strategies for difficult IEP meetings & the role of the facilitator. From there the presenters, Mary Anne & Shannon, will share with participants, how the same strategies can be useful in solving everyday conflict before it becomes a larger problem. With mindfulness skills and ADR strategies, it will become clear how the use of these tools create proactive team interactions that create positive student outcomes.

Training Objectives - Participants will be

- Able to define the process of Alternative Dispute Resolution (ADR) as it can be used in an IEP Meeting and solving everyday conflicts
- Understand the role of facilitator in a difficult meeting
- Acquire mindfulness strategies to solving conflicts and coming to agreement within a team setting
- Provided an "Implementation Checklist" for follow through on agreements
- Taught how to use ground rules and agendas for scheduled check ins to increase positive team interactions

Tuesday NOVEMBER 16, 2021 8:30 am - 10:30 am

Register ()nline: https://sbcss.k12oms.org/46-204634

MANIFESTATION DETERMINATION, FUNCTIONAL BEHAVIOR ASSESSMENT (FBA), & BEHAVIOR INTERVENTION PLAN (BIP)

Presented by:

Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist

DAY 1 of this live webinar will help school psychologists, and administrators to 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 and will have the opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

Presented by:

East Valley SELPA Program Specialists

Courtney Beatty, MA, BCBA, Mary Ann Klenske, MA, and Shannon Vogt, MA

DAY 2 & 3 of this live webinar 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. Part-two will cover how to develop interventions specific to the function of the behavior identified for change. This will include staff instructions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB). Objectives:

- Participants will become familiar with the EV SELPA process of collecting data, analyzing the information and developing a plan.
- Using the forms developed by EV SELPA, participants will become proficient with how to
 effectively analyze data.
- Using the EV SELPA FBA and BIP Guidebooks, participants will gain knowledge of the appropriate steps in developing a comprehensive and legally compliant Functional Behavior Assessment and Behavior Intervention Plan.

Audience: Certified Personnel, Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's

Wednesday, Thursday, & Friday August 25, 26, & 27, 2021 8:30 am—12:30 pm

Register ()nline: https://sbcss.k12oms.org/46-205251



Tuesday, Wednesday, & Thursday October 19, 20, & 21, 2021 8:30 am—12:30 pm

Register ()nline: https://sbcss.k12oms.org/46-205252

If you are interested in attending ONLY Day 1: Manifestation Determination

August 25, 2021, 8:30 am—12:30 pm, Register Online: https://sbcss.k12oms.org/46-205377

October 19, 2021, 8:30 am—12:30 pm, Register Online: https://sbcss.k12oms.org/46-205378

AUTISM & Mental Health



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



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

Jessica Lascano, MA, LEP #3613, APCC #8762, NCSP, SBCSS School Psychologist

Tracy Schroeder, LCSW, Behavioral Health Program Manager

> <u>(l)ednesday</u> <u>OCTOBER 13, 2021</u> <u>9:00 am—12:00 noon</u>

<u>Register ()nline:</u> https://sbcss.k12oms.org/46-204660





AAC IN THE CLASSROOM: Empowering All Students to Communicate

Presenters:

Courtney Beatty, MA, BCBA & Susanne Ferguson, Ed.S, CCC-SLP, BCBA

Do you work with students who have difficulty communicating verbally? Would you like to know more about how to give your students a "voice"?

This two-day live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, Speech-Language Pathologists, and others who work in-person within the classroom settings.

Through lecture and interactive activities, we will cover many objectives, including:

- The guiding principles of AAC and its forms
- Basic language development and communication modes
- Core and fringe vocabularies
- How to model communication for an AAC learner
- Engineering the classroom for visual communication
- Planning and integrating AAC throughout the day
- Selecting vocabulary and creating a lesson plan
- Team collaboration for success
- Resources for communication systems, activities, and lesson plans

*This training is an introductory overview of AAC & focuses on in-person classroom implementation of basic visual AAC. It does not cover assessment or programming of high-tech devices or their systems.

Thursday and Friday

October 14 & 15, 2021 Attendees Must Attend Both Days 8:30—11:30 am

Register Online: https://sbcss.k12oms.org/46-204341





<u>Presenters:</u>

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

Tracy Schroeder, LCSW Behavioral Health Program Manager Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP, School Psychologist

Jo-Ann (Jargas, OTR/L, MA, Lead Occupational Therapist

utism has been well documented as presenting differently in girls. As a result, many girls with autism have been misidentified as children with mental health afflictions or personality disorders. Classic autism markers manifest differently in girls, and overall girls are more likely to fly under the radar. This training will help practitioners to understand the nuances of autism in girls, the differences in presentation and the reasons autism in girls may be missed. Attendees can expect to learn autism in girls related statistics, facts, features, presentations and will learn how to proactively consider these factors when assessing for autism in girls. This Live Webinar will benefit any assessor or educator who wants to learn more about the world of girls and autism.

> A special guest will share some of her personal experiences in navigating the world as a woman with autism.

Thursday November 4, 2021 1:00 pm—4:00 pm

Register Online. https://sbcss.k12oms.org/46-204564 *Friday* November 5, 2021 9:00 am—12:00 noon

Register Online: https://sbcss.k12oms.org/46-204565



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

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Presented by:

Susanne Ferguson, Autism Program Specialist Mary Anne Klenske, Program Specialist Tracy Schroeder, Behavioral Health Program Manager & Jo-Ann Vargas, School Based Lead Occupational Therapist

Tuesday OCTOBER 19, 2021 8:30 am—3:30 pm

Register ()nline: https://sbcss.k12oms.org/46-205131

Join us for a Live Webinar 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.



DISTRICT ACCESS (DA) USERS COLLABORATIVE (/irtual MEETINGS

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

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

> Intended Audience: District Access Users and District Special Education Administrators

Register Online or email Tami Goldstein: tami.goldstein@sbcss.net

Date	Time	<u>Register Online</u>
Thursday, August 26, 2021	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202215
Thursday, October 21, 2021	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202216
Thursday, January 20, 2022	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202217
Thursday, April 28, 2022	2:00 pm - 3:30 pm	https://sbcss.k12oms.org/46-202218

JEP Goal Development, Progress Monitoring, and Implementation

Presented by:

Courtney Beatty (MA, BCBA) and Shannon (Jogt (MA), EV SELPA Program Specialists Rick Homutoff (Ed.D.), EV SELPA Due Process Program Manager

• oin us for a 3-day live webinar on how to develop legally compliant IEP goals using a 13-part template, how to collect data (progress monitoring) on IEP goals, and how to effectively implement all parts of an IEP. Participants will receive a goal bank to reference & help support future goal development.

Day 1 Objectives: Participants will:

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

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Day 2 Objectives: Participants will:

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

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Day 3 ()bjectives: Participants will:

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

Intended Audience: Administrators, Special & General Education Teachers, and Related Service Providers

<u>Must Attend All 3-Days</u> Tuesday, Wednesday, & Thursday September 14 - 16, 2021 8:30 am - 12:30 pm	OR	
Register ()nline: http://sbcss.k12oms.org/46-204703		

Must Attend All 3-Days

Monday, Tuesday, & Wednesday November 8 - 10, 2021 8:30 am - 12:30 pm

Register Online. http://sbcss.k12oms.org/46-204704





Framework for Determining the Individual Impact of Distance-Learning

Presented by: Mary Anne Klenske, MA, EV SELPA Program Specialist Colleen Meland, MA, EV SELPA Program Specialist

Session 1: September 28, 2021

Session 2: October 12, 2021

Session 3: October 19, 2021

3:00 pm - 4:30 pm

Register Online:

https://sbcss.k12oms.org/46-207784

- This Live Webinar is a three-part series which breaks down the most recent research on the impact of distance-learning and how it informs instruction.
- In session 1, we will look at how neuroscience and cognitive psychology have given researchers a new way of looking at how humans learn
- In session 2, participants will understand the latest research into learning loss during distance learning, how socio-economic and other factors have contributed to remote learning loss. The educational priorities for accelerated learning as well as components characteristics and strategies for accelerated learning will be reviewed.
- Lastly, session 3, will focus on how data inform planning and instruction are used to create personal learning profiles for each student. This is a move from lecture-based instruction



October 21: Defensible Assessments October 22: Difficult IEPs – Working With Parents, Advocates, and Attorneys

Presented by Beth Nishida, M.A.

Executive Special Eduction Director/SELPA Director

Beth Nishida is the Executive Director of Special Education and the SELPA Director in the Norwalk-La Mirada Unified School District. She has twenty years of special education administrative experience and is a former speech-language pathologist. Beth is a sought-after speaker locally, statewide, and nationwide. She frequently speaks on the topics of defensible assessments, compliant IEPs, preschool special education, and least restrictive environment.

Dates/Times: Webinar: Thursday October 21, 2021, from 8:30 a.m. - 11:45 a.m. Webinar: Friday October 22, 2021, from 8:30 a.m. - 11:45 a.m.

Attend one or both webinars and earn live CE hours

Level: Intermediate

Fee: Level: Registration is free. See below for information on Continuing Education (CE) hours.

Audience: Speech-Language Pathologists, Speech-Language Pathology Assistants, general and special education staff, administrators, parents, and others who are interested in the topic.

Training Descriptions and Objectives:

Defensible Assessments - Thursday, October 21	Difficult IEPs - Friday, October 22	
 This webinar will cover California Education Code requirements for formal, standardized assessments, language samples, observations, assessment reports, and teacher and parent interviews. During this webinar, participants will: Learn about the important components of a comprehensive speech-language assessment in public schools Learn about the requirements under the IDEA and in California Education Code regarding 	 This webinar will cover the requirements of conducting IEPs, including mandated participants, content, and timelines. Strategies to engage parents in the IEP process, as well as when advocates and attorneys attend IEPs, will also be included. During this webinar, participants will: Learn about strategies for writing appropriate present levels, goals, and services Learn about strategies to use in difficult IEPs 	
special education assessments		
Registration Deadline: October 15th, 2021		
Click link to register for October 21st	t: https://sbcss.k12oms.org/46-209668	
Click link to register for October 22n	d: https://sbcss.k12oms.org/46-209669	

Continuing Education (CE) for SLPs and SLPAs: Each half-day webinar qualifies for 3 live CE hours at a cost of \$5.00. If you attend both webinars, the cost is \$10.00, for a total of 6 live CE hours. Detailed information on how to purchase CE hours will be given during the webinar. These webinars qualify for Continuing Education (CE) hours for Speech-Language Pathologists and Speech-Language Pathology Assistants as required by the Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is East Valley SELPA PDP #275. Due to SLPAHADB requirements, participants must attend the <u>entire</u> half-day webinar to receive CE hours for that day. Deadline to purchase CE hours is November 19, 2021.

Questions: Please email jason.ramirez@mvusd.net, susanne.ferguson@sbcss.net, or tami.goldstein@sbcss.net

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