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

** AGENDA **
October 13, 2022, 8:00 A.M.

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

PRESENTER

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

Finance Items - None

Program Items

4.1	EV SELPA FBA/BIP Professional Development		Courtney Beatty Mary Anne Klenske Shannon Vogt
4.2	EV SELPA Collaborative In-District Trainings		Patty Metheny
4.3	LRP – Special Ed Connection Demonstration		Josh Pedrow
4.4	EV SELPA NPS Quarterly Report (Draft)		Patty Metheny
4.5	Desired Results Access Project		Patty Metheny
4.6	Compliance Monitoring Updates • Timeline Compliance • Education Benefit Checklist		Patty Metheny Jennifer Brooksby
4.7	EV SELPA ADR		Jennifer Brooksby
4.8	IRC/EV SELPA Interagency Collaborative Meeting		Jennifer Brooksby
4.9	SBCSS East Valley Operations		Scott Wyatt
4.10	Hot Topics		Committee

5.0	OTHER

5.1   2022-2023 EVSELPA Steering Committee Meetings

5.2   2022-2023 EVSELPA Board of Directors Meetings

5.3   2022-2023 EVSELPA CAC Meetings

5.4   EV SELPA Professional Development – October & November 2022

5.5   Next Meeting – November 10, 2022, 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
September 15, 2022

MEMBERS PRESENT:

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

FISCAL STAFF PRESENT:

Linda Resiwain	Business Services, Colton
Fernanda Naves-Arias	Business Services, Redlands
Cristina Badley	Business Services, Redlands
Valeria Estrella	Business Services, Rialto
Scott Whyte	Business Services, Rim of the World
Jennifer Alvarado	Internal Business, SB County Schools
Grace Granados	Internal Business, SB County Schools
Amber Tavis	Business Services, Yucaipa

OTHERS PRESENT:

Doug Faucette - remotely	Faucette Micro Systems
Roxie Dominguez	Rialto USD
Dr. Rick Homutoff	East Valley SELPA
Jennifer Brooksby	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Sonya Hall	East Valley SELPA
Celida Guerrero	East Valley SELPA

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:03 a.m. at the Dorothy Inghram Learning Center located at 670 E. Carnegie Drive, San Bernardino, CA 92408.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the July 14, 2022 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 Items

4.1 EV SELPA 2021-2022 Budgets Ending Fund Balances
Andrea Tennyson provided information regarding the 2021-2022 ending fund balances. She highlighted the ending fund balance in the occupational therapy proportional share budget. These funds were returned to district based on their proportionate contribution to the budget.

4.2 EV SELPA 2021-2022 Adjusted NPS Costs
Ms. Tennyson presented the final NPS costs for 2021-2022. The costs presented reflected all expenditures, including Extended School Year. She reported that transfers have been completed.

4.3 SBCSS 2021-2022 FFS Year-end Actuals
Jennifer Alvarado from SBCSS Fiscal Services presented the final costs for 2021-2022 fee-for-services. She highlighted an unexpected return of funds to districts as she had previously reported in March 2022 a projected deficit of funds based on low student counts. Ms. Alvarado indicated the use of American Recovery Funds, unfilled vacancies and other cost saving measures contributed to SBCSS returning over $346,000, collectively, to districts based on their student counts in the program.

4.4 2021-2022 Maintenance of Effort & Excess Cost Reports
Ms. Tennyson presented the 2021-2022 MOE. She reported all EV SELPA districts passed at least one of the tests. She went on to explain how current year expenses are compared to the last year a district passed a test. The subsequent tracking forms, excess costs and enrollment data for each district were provided.

4.5 Dispute Prevention/Resolution & Learning Recovery Plans/Funds
Dr. Metheny and Jennifer Brooksby presented an overview of the dispute prevention resolution and learning recovery 2021-2023 plans including the funding methodology and expenditures to-date for each fund by district and SELPA. Interim reporting on these funds and plans is due to CDE by September 30, 2022. Ms. Brooksby shared the SELPA and its member districts appear to be on track to spend the learning recovery funds by the June 30, 2023 deadline. The dispute prevention and resolution funds, however, may not be fully spent due to recent and current staffing shortages. While this will be reported to CDE as a potential challenge and with the hopes of CDE recommending an extended deadline for using the funds, Dr. Metheny stressed the importance of executing the ADR plans to the fullest extent possible. There will be a presentation reviewing the plans and fund expenditures at the September 21, 2022 EV SELPA Board of Directors meeting.

4.6 EV SELPA Fiscal Reporting Calendar 2022-2022
Ms. Tennyson reviewed September and October activities. She indicted she will be working on first interim revisions in October. Therefore, she requested districts send her their projected student counts for 2022-2023 to provide projections for AB 602 ADA funding.

Program Items

4.7 EV SELPA Compliance
Dr. Metheny, Ms. Brooksby and Doug Faucette from Faucette Micro Systems presented the module within WebIEP designed to assist with IEP Implementation (service minute collection). Dr. Metheny explained the process of designing this module. Mr. Faucette demonstrated how service providers record minutes and absences in an individual or group manner as well as how the module calculates service minutes for alignment with the currently understood CDE reporting requirements. A few suggestions for data entry and reporting were proposed by Committee members. Mr. Faucette will review the suggestions for feasibility and incorporation in the module. Dr. Metheny stressed that efficacy of data in the model is dependent on signed, consented IEPs being in the WebDA and on accurate class lists. She recommended district data governance teams making those priorities activities. Committee members spoke of the potential for MediCal LEA Billing vendors to do some of this work and reduce duplicative efforts for some staff, particularly related services providers who participate in LEA Billing. Ms. Brooksby indicated she was made aware of this during the summer months and has been working on a collaboration/partnership between Faucette Micro Systems and the vendor, Practi-Cal for this data collection. Rosalva Contreras indicated the data sharing agreement for this purpose is currently being reviewed by SBCSS.

Ms. Brooksby provided updates on compliance monitoring for IEP timelines. She explained the 16.8 CALPADS file continues not to present a straightforward, clear view of districts current overdue IEPs. The problem is that CALPADS is not concerned about 'unsigned' IEPs but only that IEPs were held. Compliance, however, requires consented, signed IEPs. With this in mind, Ms. Brooksby advised districts to focus on the number of days an IEP is overdue and concentrate on cleaning up those without outstanding numbers of days. It will be important to understand the 'story' behind each and most likely fix a data entry error.

In this same vein, Dr. Metheny shared it has become challenging for EV SELPA related service providers (OTs, PT and ERMHS) to obtain evidence of signed, consented IEPs from member district partners. The SELPA has developed a system to assist with this task. Celida Guerrero, SELPA Services Specialist, created an Airtable database to communicate with districts which IEPs the SELPA service providers do not have and need from the districts. Ms. Guerrero presented the Airtable "view" for the directors and requested the names of district staff with whom she can work closely to address this.

4.8 EV SELPA Supporting Inclusive Practices
Ms. Brooksby provided an update on statewide and regional inclusive practices work. She shared slides from the SIP Welcome presentation she attended along with a few member district leaders. As this is a requirement of the grant, she recommended reviewing the full presentation and highlighted slides with resources, member district SIP contacts, and the

SIP calendar of events and activities for this year. Dr. Metheny shared the EV SELPA was notified late last spring of an additional $30,000 in funds available via the 2021-2022 SIP grant. Funding for the 2022-2023 SIP grant is pending but notification is expected soon. Given this, the SELPA and its member districts have a nice sum of money to further this work. Dr. Metheny reviewed that this is federal grant money via a reimbursement model and that the SELPA has developed forms for this process. Ms. Brooksby reviewed the form for districts to submit for reimbursement of expenditures related to inclusive practices that could include sub costs, training costs, etc.

Ms. Brooksby also presented information about the East Valley SELPA United in Inclusion Ribbon. The United in Inclusion Ribbon was developed by the EV SELPA SIP Leadership Team as a way to recognize schools for their work toward full inclusion. She reviewed the blueprint and how districts can nominate a particular school(s) for the different tiered categories highlighting how the categories align with the SIP logic model. Site teams will be expected to self-evaluate in the determined category and an identified partner (district) will validate the findings. To allow for a flexible timeframe, the district will determine when to nominate a school during a specific school year. Suggestions on the scoring criteria were discussed by Committee members. The blueprint will be amended to reflect this input. The Ribbons will be presented to the recognized schools at regularly scheduled EV SELPA Board of Director meetings. Dr. Metheny shared the work of the EV SELPA SIP Leadership Tea, and the Ribbon of Inclusion will be a discussion agenda item at the November 16, 2022 EV SELPA Board of Directors meeting.

4.9 EV SELPA Alternative Dispute Resolution
Ms. Brooksby provided updates on the SELPA's ADR work. She highlighted the High Conflict training and coaching sessions members of the EV SELPA ADR Cadre are participating in during 2022-2023. She also provided a review of how parents can request ADR through a link on the East Valley SELPA website. Ms. Brooksby explained the online form is intuitive and will expand based on responses provided. She explained this could filter information and direct parents to the correct personnel to address their concerns. It was shared that hard copies of all ADR request forms (district and parent request) are available in the secure side of the East Valley SELPA website.

Dr. Metheny shared a preview of the virtual environment for the EV SELPA ADR Virtual Parent and Educator Event "In It Together: Walking the IEP Journey as Parents." She explained the 6Connex platform is a user friendly interactive virtual platform which is aesthetically pleasing. The two-day event will feature a keynote speaker each day and six live presentations from experts from the field of ADR. Recorded presentations and several other resources will be available in the platform until November 30, 2022. This event is free.

4.10   Student Data Management
Dr. Metheny provided statewide and SELPA updates. Starting in October 2022, all four-year-old students with disabilities in transition kindergarten (TK) will participate in the DRDP Access. Within the EV SELPA moving forward, the SELPA will not be submitting DRDP data via WebDA. Instead, member districts will be required to upload their own DRDP data directly through DA Access. SELPA Program Specialist

Courtney Beatty will support this process that will start this fall. She will reach out to district personnel next week to assist with this transition. Ms. Brooksby provided a flyer for a "Data Dig" pilot project to guide teachers in DRDP. Teams need to apply in order to participate. Ms. Jennifer Brooksby has already done so on behalf of our districts. Directors were encouraged to designate someone to participate in this training series.

Sonya Hall reported on CALPADS EOY 3 and EOY 4 submissions. CALPADS certification was hampered due to challenges resulting from CALPADS file redesign in the spring. Consequently, the certification date was moved out multiple times to accommodate.

Ms. Hall also reported that the DA Users meetings will be in person. It is important for data staff to attend since important information is shared. The meeting calendar was provided.

4.11   EV SELPA Program Specialist Services
Dr. Metheny provided the 2022-2023 program specialist assignments. She shared that has been recent past practice, program specialist are assigned to certain specialties rather than individual districts. She also reporting Susanne Ferguson is no longer with the East Valley SELPA leaving the SELPA with four program specialists. Committee members were reminded to complete and send EV-23 forms if program specialist support is needed.

4.12   EV SELPA Due Process & Legal Update
Dr. Homutoff provided an update on independent study due to Ed Code changes resulting from the 2022 Trailer Bill. Districts are no longer obligated to provide independent study based solely on parent request, but IEP teams must consider independent study. Further guidance and considerations provided in the PowerPoint presented.

Dr. Homutoff also provided information on 2021-22 and current year due process cases. To date for 2022-2023, he reported there were six open cases in EV SELPA member districts combined. Two of those cases were carried from last year. While fewer costs were associated with independent educational evaluations (IEEs) and parent reimbursement, parent attorney costs continue to increase. Dr. Homutoff highlighted trends and made recommendations. He reported seeing more filings for denial of FAPE for failure to assess for ERMHS or to assess in all areas seem as well as allegations of bullying. Finally, he recommended districts monitor students placed in Nonpublic Schools.

4.13   EV SELPA Local Plan Revision Timeline 2022-23
Dr. Metheny shared the timeline to revise the local plan in 2022-2023. The revision of the section B local plan is required every three years while sections D and E are revised annually. Based on the CDE template for revising section B, Dr. Metheny does not expect major revisions to the local plan therefore the committee will only meet two or three times. The committee to revise the local plan must be comprised of general and

special education in district. The plan must be approved and submitted to CDE by June 30, 2022.

4.14   EV SELPA Community Advisory Committee (CAC)
Dr. Metheny reported that the first CAC meeting of this year is Monday, September 19, 2022 and expressed the need for more membership. As a reminder, CAC members need to be Board approved by their local school boards. Dr. Metheny indicated she will also present this information to the EV SELPA Board of Directors.

4.15   SBCSS East Valley Operations
Dr. Metheny and Ms. Brooksby reported on revisions to the EV-20 form (referral for SBCSS placement and low incidence services). Iit was split into two forms, placement and low incidence assessment/services, along with clear directions for completing the forms. Dr. Metheny complemented Ms. Brooksby on the development of easy-to-follow procedures for both the district and SBCSS Ev-Ops in completing the forms. Suggestions on the low incidence forms were provided and the form will be revised to reflect those.

Dr. Wyatt shared the East Valley region has the highest level of service for VI students in the County. He reported VI staff currently serve 26 Braille students. He reported that a workgroup may be formed to address this. He is looking for directors or coordinators in district to participate in this workgroup. Dr. Wyatt also reported he has almost two DHH specialists and that infant, Early Start DHH numbers have increased significantly. He also indicated principal assignments have been revised for this school year and that he will be sharing specific information on that with the districts.

4.16   Hot Topics
Jennifer Johnson inquired about the residential placement process in the East Valley SELPA. Dr. Metheny provided a brief overview and explained Program Manager Tracy Schroeder oversees as well as provides assessment, placement, scheduled visits, parent contacts, and follow up for those students. She indicated districts are responsible for conducting triennial assessments and scheduling/attending the IEP meetings as well as reviewing student transcripts to ensure students are earning credits in their respective districts.

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee Meetings

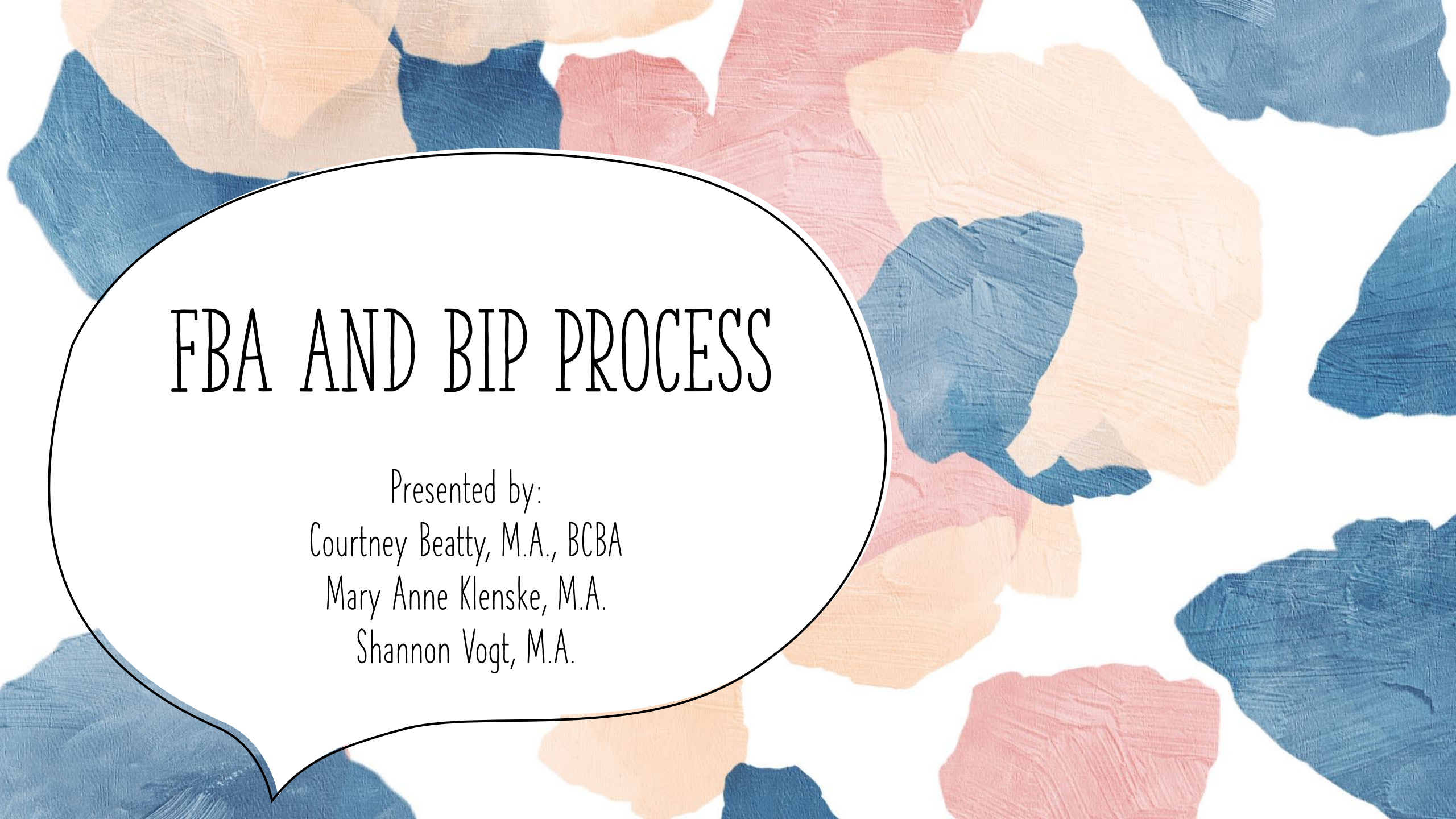5.2 2022-2023 EV SELPA Board of Directors Meetings

5.3 2022-2023 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – September & October 2022

6.0 ADJOURNMENT: Meeting adjourned at 1:35 pm. Next meeting will be held on October 13, 2022.

4.0 PROGRAM ITEMS

4.1 EV SELPA FBA/BIP Professional Development

FBA AND BIP PROCESS

Presented by:

Courtney Beatty, M.A., BCBA

Mary Anne Klenske, M.A.

Shannon Vogt, M.A.

DAY 1 OBJECTIVES

1 Participants will understand the legal background and best practices for a school-based FBA

2 Participants will learn how to conduct an FBA using the EV SELPA Flowchart

3 Participants will be able to write a comprehensive report including the key components of a school-based FBA

4 Participants will become familiar with the use of the FBA Report Form and data collection methods and forms

WHAT IS BEST PRACTICE?

- Best practice is to conduct an FBA before a BIP

- Why?
  - An FBA is generally understood to be an assessment process that identifies problem behaviors and their <u>functions</u> through a variety of indirect and direct data collection methods
  - An FBA determines whether the student needs a Behavior Intervention Plan (BIP)
  - Implementing a BIP without knowing the functions can be very ineffective
  - Problem behaviors can be similar but serve different functions

THE SIX QUESTIONS OF AN FBA

Who:

- BCBA
- School Psychologist
- Behavioral Specialist

What:

- A Functional Behavior Assessment (FBA) is a systematic method of assessment for obtaining information about the purposes (functions) an identified behavior serves for a person; results are used to guide the design of an intervention for decreasing the identified behavior and increasing appropriate behavior. (Cooper, et. al. 2007)

THE SIX QUESTIONS OF AN FBA

When:
- A student's behavior impedes the learning of himself or others; when the student's crisis behaviors have increased

Where:
- The student's school environment in which the identified behavior occurs

Why:
- To determine the hypothesized function of the identified behavior in order to develop an effective Behavior Intervention Plan

How:
- The rest of the training…..

FUNCTIONAL BEHAVIOR ASSESSMENT PROCESS FLOWCHART

Referral to Staff Member → Assessment Plan → File Review → Indirect Assessments/Questionnaires (FAST, Teacher, Parent, Student Interview, Reinforcement Survey)

Graphing and Analyzing Data ← Direct Observations/Baseline Data (Frequency, Duration, Latency) ← Hypothesized Function/Definition of Identified Behavior and Definition of Positive Behavior ← Initial Observations and Baseline Data (Scatterplot, ABC, FOF)

Recommendations → Write Report → IEP Meeting → Develop BIP with Team Member(s)

FBA GUIDEBOOK

EAST VALLEY SELPA
Educating Together

Guidelines for Developing the East Valley SELPA
Functional Behavior Assessment (FBA)

What is a Functional Behavioral Assessment?

A **Functional Behavior Assessment** (FBA) is a systematic method of assessment for obtaining information about the purposes (functions) an identified behavior serves for a person; results are used to guide the design of an intervention for decreasing the identified behavior and increasing appropriate behavior. (Cooper, et. al. 2007)

What is a Confidential Report?

Confidentiality describes a situation of trust insofar as any information regarding a person receiving or having received services may not be discussed with or otherwise made available to another person or group, unless that person has provided explicit authorization for release of such information. (Cooper, et. al. 2007)

FBA GUIDEBOOK

(D) Content Instructions: List all assessment dates and the names and titles of each assessor under the corresponding method.

SAMPLE:

D. METHODS AND DATES OF ASSESSMENT		
METHOD	**DATE(S)**	**OBSERVER(S)**
1. **Cumulative File Review**	IEPs, Assessments, Addendums from 2011-2016	Addie Assessor
2. **Interviews and Questionnaires**	Parent Questionnaire: 5/22/16 Teacher/Case Carrier Questionnaire: 5/23/16	Addie Assessor
3. **Direct Observations**	4/12/16 4/17/16 4/18/16 5/17/16 5/18/16 5/21/16	Addie Assessor, Billy BCBA, Patty School Psychologist
4. **Data Collection**	4/12/16 4/17/16 4/18/16 5/17/16	Addie Assessor & District Paraprofessional (Overlap/Training)

FBA GUIDEBOOK

(I) Content Instructions:

Data: Antecedent-Behavior-Consequence (ABC) data and/or scatter plot data, and/or frequency/duration/latency data, will need to be collected in order to gather data on the student's behavior, the antecedent events that precede the identified behaviors, and the consequences that typically follow the behaviors. Record the type of data and number of observations in total that the data was collected within the time period.

Definition of Identified behavior(s): The Identified behavior needs to be operationally defined by breaking down the broad concept into observable and measurable component behaviors (such as aggression into frequency of biting or hitting others, duration of screaming, describe what you see and hear the student doing; do not be vague) in order for all staff to understand exactly what to look for when collecting data. This identified behavior is the behavior that has been impeding the students learning and is a problem behavior.

Definition of Positive behavior(s): The Positive behavior needs to be operationally defined by breaking down the broad concept into observable and measurable component behaviors (describe what you see and hear the student doing; do not be vague) for all staff to understand exactly what to look for when collecting data. This positive behavior is the opposite behavior from the identified behavior defined above. Knowing all of the (opposite) positive

FBA GUIDEBOOK

L. ASSESSMENT DATA, GRAPHS, AND ANALYSIS

Graph & Analysis #1

Following Directions Behavior

Percentages of Following Directions
- 120%
- 100%
- 80%
- 60%
- 40%
- 20%
- 0%

Observations:
- Observation 1 (English)
- Observation 2 (Histroy)
- Observation 3 (Science)
- Observation 4 (P.E.)
- Observation 5 (English)
- Observation 6 (Theater)
- Observation 7 (Living Skills

Legend:
- ■ Direction to Whole Class (Teacher)
- ■ Direction t Tim (Teacher)
- ■ Para Direction
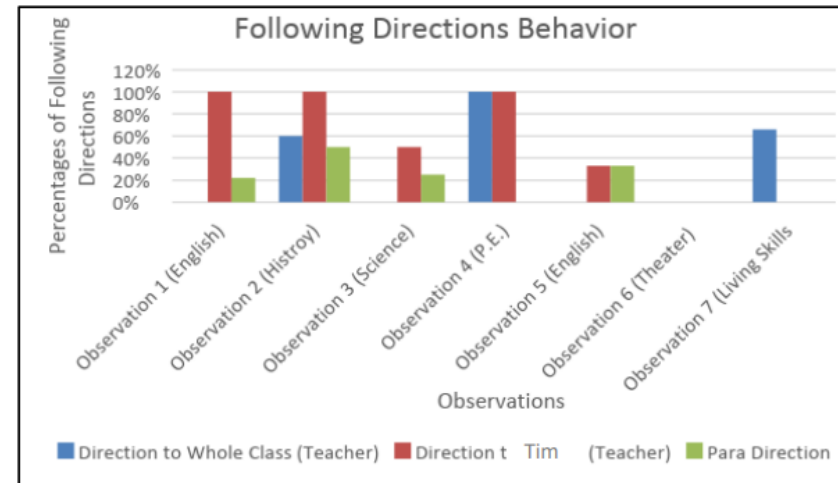
- Tim will follow teacher directions in his preferred classes
- Tim follows teacher directions over Paraprofessional directions
- Tim avoids participation in theater class
- Tim has the capability to follow instructions when it is a preferred

FBA GUIDEBOOK

SAMPLE:

M. RECOMMENDATIONS	
PROACTIVE ANTECEDENT STRATEGIES/MANIPULATIONS	
STRATEGY	**RATIONALE/COMMENTS**
Lower ratio of students to adults; classroom with 1 teacher	Tim follows classroom teacher's directions at a higher rate than paraprofessional's direction
Provide small group instruction	Continue instruction in core subjects in small groups to facilitate attending and opportunities to respond.
Classroom rules are posted and explained to Tim in the beginning of the day as well as checkpoints throughout the day	Clear, explicit rules will aid Tim in knowing his daily expectations. Rules: 1. Follow teacher instruction 2. Stay working (during worktime) 3. Turn in assignments 4. Disagree appropriately (look at the person, use a pleasant voice, say "I understand how you feel," tell why you feel differently, give a reason, listen to the other person)
Provide choices	Provide a choice of two assignments (when possible) throughout the day *prior* to problem behavior occurring. For example, provide two writing prompts to pick from or two math assignments that target the content in different ways.
Increase verbal praise 4-fold	Increase verbal praise. Provide at least 4 positive verbal praises for each verbal correction. It is

KEY COMPONENTS OF A BIP

Description of Identified Behavior	Baseline Data	Triggers
Function	Proactive Strategies	Functionally Equivalent Replacement Behavior (FERB)
Teaching Strategies	Reactive Strategies	Goal to Increase Use of FERB
Goal to Decrease Identified Behavior	Behavior Emergency Procedures	Communication Procedures

BIP FORM RUBRIC

BIP Form Rubric

STUDENT:

	Section A	
1.	Did I define the **identified behavior** operationally so that it can be measured and observed by multiple people? (**what** it looks like)	___/1
2.	Did I provide **baseline data** with at least 1 of the provided measurements?	___/1
3.	Did I list a minimum of **3 possible trigger(s)**? (who, where, when)	___/3
4.	Did I **identify the function** of the identified behavior with Get/Obtain **OR** Escape/Avoid? Did I avoid internal states? (feelings, attitude, motivation)	___/2
	Section B	
5.	Did I choose appropriate **proactive strategies** to prevent the identified behavior from occurring? Did I pick **enough** strategies? Did I pick **too many** strategies to implement at once? (no=1 point) Did I **explain** the strategies in a way that everyone can understand and implement?	___/4
	Section C	
6.	Did I select a more positive behavior to **replace** the identified behavior? Did I choose a **student behavior** vs a staff behavior? Did I assign a replacement behavior that serves the **same function** as the identified behavior?	___/3
7.	Did I list each FERB teaching strategy **separately**? Did I provide a **list** of (successive) **teaching steps** for each FERB strategy? Did I select strategies that will lead the student to **learning** the FERB? Did I select strategies **reasonable to teach** as needed throughout the day to ensure	___/4

8.	Did I indicate which type of **reinforcement procedure** will be used by staff following the student's use of the FERB? Did I select a **highly preferred** reinforcement? How do I know? Did I provide a **list** of (successive) **teaching steps** for staff to follow when reinforcing? Did I make the **list clear** so everyone assigned to implementation can follow and appropriately reinforce throughout the day whenever the student uses the FERB? Did I select a reinforcement that is **always available** throughout the day?	____/5
Section D		
9.	**Prompting** Did I state what the staff should **say/do** when prompting the student to use their FERB? Did I provide an **example**? **Manage safely** Did I state, **"use emergency procedures outlined in section G"**? Did I **avoid** using **absolute** statements when it comes to crisis behavior; for example, by only providing one option to safely manage student's crisis behavior? Did I provide an **example**? **Debriefing** Did I clearly state that debriefing should not take place until student is at stable functioning and **well out of crisis**? Did I provide **evidence-based** practices for staff to use? Did I provide an **example**? **Post-crisis strategies** Did I outline the steps to **re-integrate** the student back into the classroom/instruction?	____/10

	Did I provide an *example*?	
Section E		
10.	Did I develop a goal to *increase* the use of the FERB (positive new behavior)? Did I enter a *numeric baseline* data for the specific Identified behavior? Did I reference the EV SELPA Goal template and include all *13 parts*?	___/3
Section F		
11.	Did I develop a goal to *decrease* the Identified behavior? Did I enter a *numeric baseline* data for the specific Identified behavior? Did I reference the EV SELPA Goal template and include all *13 parts*?	___/3
Section G		
12.	Did I *describe district-approved* crisis intervention procedures to be used? Did I instruct staff to use the *least restrictive* intervention whenever possible? Did I state that only **CURRENTLY CERTIFIED STAFF** should be using district-approved crisis intervention procedures? Did I provide an *example*?	___/4
Section H		
13.	Did I state the home to school *communication method*? Did I state all *recommended procedures* (who, what, how, and frequency)? Did I provide an *example*?	___/3
	Total	___/46

IMPLEMENTATION OF THE BIP

What do we cover?

- Whole group, small group, and individual instruction
- Implementing goal and skill areas
- Materials, multimedia (books, videos, scenarios, role play)
- Evidence-based practices to teach skills (social narratives, modeling, task analysis, self-management, video modeling)

FORMS INCLUDED IN THE TRAINING

FBA Guidebook	BIP Guidebook	BIP Form Rubric	FBA Report Form	FBA Process Flowchart
FBA Data Analysis Flowchart	FBA Parent Interview Form	FBA Case Carrier Interview Form	FBA Student Interview Form	Functional Analysis Screening Tool
Task Analysis for Graphing	IEP Goal Template	IEP Goal Template Rubric	IEP Implementation Rubric	

DATA SHEETS INCLUDED IN THE TRAINING

Time Sampling

Scatterplot

Latency

Duration

Frequency

ABC Data Sheet

IEP Goal Data Sheets

Baseline Data Sheets

Functional Observation Form

Thank you!

Do you have any questions for us?

4.2 EV SELPA Collaborative In-District Trainings

COLLABORATIVE TRAININGS

EAST VALLEY SELPA
Educating Together

#1 Why? Response to staffing and substitute shortages
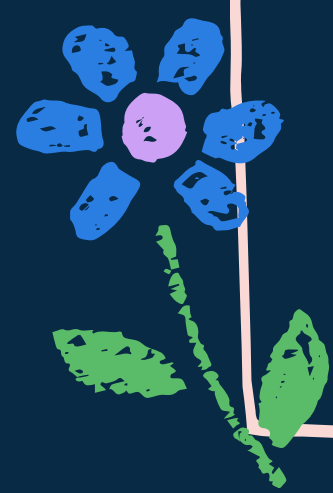
#2 Who? EV SELPA Program Specialist staff working with District staff to build capacity

#3 When? Outside instructional hours

#4 How? Networking and brainstorming regionally, virtually and within specialty areas

#5 What? Topics to consider: Inclusion, New Teachers, Behavioral Support, IEP Goal Training

REQUEST FOR EV SELPA PROGRAM SPECIALIST COLLABORATIVE TRAINING

East Valley Special Education Local Plan Area

* PLEASE COMPLETE EACH SECTION

SPECIAL EDUCATION DIRECTOR SIGNATURE: _____

DESCRIBE THE TRAINING REQUESTED

CONTACT INFORMATION	
DISTRICT:	
DATE OF REQUEST:	
PERSON REQUESTING TRAINING:	
POSITION:	
PHONE NUMBER:	
EMAIL:	

DISTRICT TRAINING COLLABORATORS		
1	TRAINING COLLABORATOR:	
	POSITION:	
	PHONE NUMBER:	
	EMAIL:	
2	TRAINING COLLABORATOR:	
	POSITION:	
	PHONE NUMBER:	
	EMAIL:	

DIRECTIONS FOR SUBMITTING THIS FORM Email the referral and other relevant documents to evselpa@sbcss.net

FOR EV SELPA OFFICE USE ONLY
EV SELPA LEAD CONTACT:
SELPA TRAINERS:
MATERIALS NECESSARY AND ASSIGNMENTS:

4.3 LRP – Special Ed Connection Demonstration

4.4 EV SELPA NPS Quarterly Report (Draft)

NonPublic School Quarterly Report

First Quarter 2022-2023

East Valley SELPA Board of Directors
November 16, 2022

Patty Metheny, Ed.D.
Chief Administrative Officer

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

2022-23 Master Contracts

Name of Facility	Location of Facility	Number of EV SELPA Students				
		Colton	Redlands	Rim	Rialto	YCJSUD

Assembly Bill 1172 Requirements

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

Name of Facility	Location of Facility	Behavior Training	
		Date Provided	Date Verified by EV SELPA

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

District Monitoring Observations Completed this Quarter				
Colton	Redlands	Rialto	Rim	YCJUSD

EV SELPA Monitoring Observations/Visits Completed this Quarter for Residentially Placed Students				
Colton	Redlands	Rialto	Rim	YCJUSD

California Department of Education, Special Education Division NPS Monitoring

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

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

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

Name of Facility	Date of CDE Approval	Onsite Review Status				Date of Approval
		Date of CDE Onsite Review	Date of CDE Approval	Date of CDE Conditional Status	Date Corrective Actions Due	

Fiscal Reporting Sample

East Valley SELPA
21-22 4th Quarter NPS Cost Totals
Invoices received through 7/8/22

Colton	2020-2021	2021-2022				
NPS (Students reside w/parents)	20	21				
NPS (Students in residential setting)	1	2				
	Prior Yr Q4 Total***	Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 222,471.58	$ -	$ 110,917.66	$ 112,039.12	$ 44,595.70	$ 267,552.48
NPS Mental Health**	$ 58,182.50	$ -	$ 19,979.01	$ 27,158.93	$ 22,185.62	$ 69,323.56
District Total	$ 280,654.08	$ -	$ 130,896.67	$ 139,198.05	$ 66,781.32	$ 336,876.04

Redlands	2020-2021	2021-2022				
NPS (Students reside w/parents)	16	15				
NPS (Students in residential setting)	5	2				
	Prior Yr Q4 Total***	Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 168,045.39	$ (276.06)	$ 75,196.64	$ 83,462.18	$ 35,719.82	$ 194,102.58
NPS Mental Health**	$ 262,530.07	$ 11,315.00	$ 39,920.96	$ 42,964.74	$ 29,239.66	$ 123,440.36
District Total	$ 430,575.46	$ 11,038.94	$ 115,117.60	$ 126,426.92	$ 64,959.48	$ 317,542.94

Rialto	2020-2021	2021-2022				
NPS (Students reside w/parents)	12	14				
NPS (Students in residential setting)	6	1				
	Prior Yr Q4 Total***	Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 186,682.25		$ 78,058.88	$ 82,321.03	$ 39,760.16	$ 200,140.07
NPS Mental Health**	$ 234,518.66		$ 7,590.48	$ 7,246.40	$ -	$ 14,836.88
District Total	$ 421,200.91	$ -	$ 85,649.36	$ 89,567.43	$ 39,760.16	$ 214,976.95

Rim	2020-2021	2021-2022				
NPS (Students reside w/parents)	3	5				
NPS (Students in residential setting)	2	2				
	Prior Yr Q4 Total***	Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 43,377.97		$ 27,025.82	$ 26,453.23	$ 8,604.80	$ 62,083.85
NPS Mental Health**	$ 18,809.35		$ 28,392.64	$ 29,407.87	$ 13,277.50	$ 71,078.01
District Total	$ 62,187.32	$ -	$ 55,418.46	$ 55,861.10	$ 21,882.30	$ 133,161.86

Yucaipa-Calimesa	2020-2021	2021-2022				
NPS (Students reside w/parents)	16	9				
NPS (Students in residential setting)	3	3				
	Prior Yr Q4 Total***	Not Previously Billed	Apr	May	June	Q4 Total
NPS Education*	$ 130,331.28		$ 48,365.26	$ 50,578.51	$ 15,212.22	$ 114,155.99
NPS Mental Health**	$ 111,051.81		$ 40,294.22	$ 39,827.05	$ 28,287.39	$ 108,408.66
District Total	$ 241,383.09	$ -	$ 88,659.48	$ 90,405.56	$ 43,499.61	$ 222,564.65

SELPA Wide Tuition Total	$ 750,908.47	$ (276.06)	$ 339,564.26	$ 354,854.07	$ 143,892.70	$ 838,034.97
SELPA Wide Mental Health Total	$ 685,092.39	$ 11,315.00	$ 136,177.31	$ 146,604.99	$ 92,990.17	$ 387,087.47
SELPA Wide Grand Total	$ 1,436,000.86	$ 11,038.94	$ 475,741.57	$ 501,459.06	$ 236,882.87	$ 1,225,122.44

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

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

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

****Devereux Texas/Paredes

4.5 Desired Results Access Project

Updates from the Desired Results Access Project
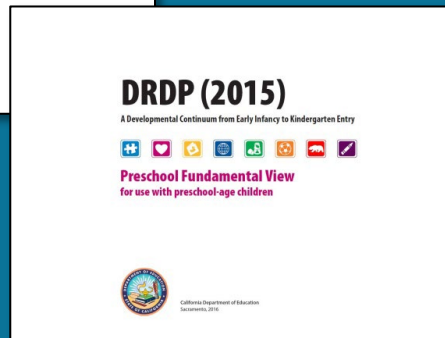
DRDP Updates for Fall 2022

This fall, we return to the previous instruments:

- The DRDP (2015) Preschool Fundamental View
- The DRDP (2015) Infant/Toddler View

Note the new title:

DRDP (2015) Infant/Toddler Comprehensive View

- Same instrument
- Name changed to match general education's title

Download the instruments at https://www.draccess.org/

Information Page Changes for Fall 2022

- The Information Page is updated in both Infant/Toddler and Preschool Views with:

  - more specific setting choices for early intervention.

  - additional definitions for the "Setting" field

Download the Information Page/Rating Record

Preschool:
https://www.draccess.org/sites/default/files/pdfs/DRDP2015RatingRecordPSF.pdf

Infant Toddler:
https://www.draccess.org/sites/default/files/pdfs/DRDP2015RatingRecordIT.pdf

DRDP (2015)

An Early Childhood Developmental Continuum

Special Education Information Page

For use with Early Intervention and Early Childhood Special Education Programs

1. Child's first name (Legal) _____
2. Child's last name (Legal) _____
3. Date DRDP (2015) was completed (e.g., 03/07/2022) _____ / _____ / _____
   month / day / year
4. Assessment period (e.g., Spring 2022) _____

Child Information

5. **Student ID** (Issued by district) _____
6. **Statewide Student Identifier** (10-digit SSID) _____
7. **Gender** ☐ Male ☐ Female ☐ Non-binary
8. **Birth date** (e.g., 02/05/2019) _____ / _____ / _____
   month / day / year
9. **Special education enrollment.** Check one.
   ☐ Individualized Family Service Plan (IFSP) ☐ Individualized Education Program (IEP)

Child's Language

10. **Is a language other than English spoken in the child's home?** ☐ Yes ☐ No
    If yes, complete the ELD measures for a preschool-age child.
    If the child is Deaf or Hard of Hearing and not learning a spoken language, mark "No" and do not complete the ELD measures.

Special Education Information

11. **Special education eligibility.** Check one.
    ☐ Autism
    ☐ Deaf-Blindness
    ☐ Deafness
    ☐ Emotional Disturbance
    ☐ Established Medical Disability
    ☐ Hard of Hearing
    ☐ Intellectual Disability
    ☐ Multiple Disability
    ☐ Orthopedic Impairment
    ☐ Other Health Impairment
    ☐ Specific Learning Disability
    ☐ Speech or Language Impairment
    ☐ Traumatic Brain Injury
    ☐ Visual Impairment

12. **Adaptations used in the assessment.** Check all that apply.
    ☐ Alternative mode for written language
    ☐ Alternative response mode
    ☐ Assistive equipment or device
    ☐ Augmentative or alternative communication system
    ☐ Functional positioning
    ☐ Sensory support
    ☐ Visual support
    ☐ None

Child's Educational Setting

13. **Where does the child receive early care and education services, including special education services?** Check all that apply.
    ☐ Child Care Center
    ☐ District Preschool Program
    ☐ Early Head Start/Head Start
    ☐ Family Child Care Home
    ☐ First 5
    ☐ Home
    ☐ Migrant Program
    ☐ Part C Early Intervention Program
    ☐ Private Preschool
    ☐ Remote Service Delivery/Distance Learning
    ☐ Separate Class/Special Day Class
    ☐ Separate School for Children with Disabilities
    ☐ Service Provider Location (e.g. clinic or office)
    ☐ State Preschool
    ☐ Title 1
    ☐ Transitional Kindergarten
    ☐ Tribal Head Start
    ☐ Other _____

Program Information

14. **SELPA** _____
15. **District of accountability** _____

Assessor Information

16. **Name of primary special education assessor** _____
17. **Role.** Check one.
    ☐ Early Intervention Specialist
    ☐ Occupational/Physical Therapist
    ☐ Program Specialist or Administrator
    ☐ Special Education Teacher
    ☐ Speech/Language Pathologist
    ☐ Teacher of the Deaf/Hard of Hearing
    ☐ Teacher of the Visually Impaired
    ☐ Other _____
18. **DRAccessReports.org account email** _____
19. **Did you collaborate with someone to complete the assessment?** ☐ Yes ☐ No
    If yes, check all that apply.
    ☐ Family
    ☐ General Education Teacher or Child Care Provider
    ☐ Occupational/Physical Therapist
    ☐ Speech/Language Pathologist
    ☐ Other _____

➡️ *Use this Information Page for a child with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) served by a California Department of Education program.*

#	Field	Definition
	Heading	
1	**Child's first name**	Fill in the child's legal name that is on the IFSP or IEP.
2	**Child's last name**	Fill in the child's legal name that is on the IFSP or IEP.
3	**Date DRDP (2015) was completed**	Enter the date the DRDP (2015) Rating Record was completed as mm/dd/yyyy.
4	**Assessment period**	Enter the assessment period for which the assessment is being completed, e.g., fall 2022 or spring 2023.
	Child Information	
5	**Student ID**	Enter the unique identifier assigned by the SELPA or district to the child.
6	**Statewide Student Identifier**	Enter the unique 10-digit number, issued by the California Department of Education, assigned to the child. If the child does not have an SSID, contact your administrator to obtain this number.
7	**Gender**	Check the box indicating the gender identification of the child using information obtained from the child's family.
8	**Birth date**	Enter the child's date of birth as mm/dd/yyyy.
9	**Special education enrollment**	Check only one box—either for a child age birth to three with an Individualized Family Service Plan (IFSP); or a child age 3-5 with a preschool Individualized Education Program (IEP).
	Child's Language	
10	**Child's language**	• If a language other than English is spoken in the child's home, check "Yes" and complete the English Language Development (ELD) measures. • If no other language than English is spoken in the child's home, check "No" and do not complete the ELD measures. • If the child is Deaf or Hard of Hearing and not learning a spoken language, check "No" and do not complete the ELD measures.
	Special Education Information	
11	**Special education eligibility**	Check the primary disability category contributing to the child's eligibility for special education. Check only one box. If a child has more than one type of disability, the child can be reported under Multiple Disabilities.
12	**Adaptations used in the assessment**	Adaptations support a child's participation in everyday activities and routines. Check the boxes for the categories of adaptations that are used in the child's daily activities and routines that must be in place during the

#	Field	Definition
	Child's Educational Setting	
13	**Child's educational setting**	This lists the educational settings where the child receives early care and education services, including special education. Check the box(es) where the child receives educational services, including both general education and special education. Check all that apply. • **Child Care Center:** can be private or state-subsidized for children birth to five. • **Private Preschool:** for children ages three to five.
	Program Information	
14	**SELPA**	Enter the name of the SELPA that is responsible for providing services to the child and reporting data. If you do not know the name of the SELPA, check with your administrator.
15	**District of accountability**	Enter the name of the district that is responsible for ensuring that special education services are provided for a child with an IFSP or IEP whether or not the services are provided within this district.
	Assessor Information	
16	**Name of primary special education assessor**	Enter the name of the person responsible for completing the assessment. Others on the IEP team or who know the child well may contribute their observations to the measure ratings; however, the IEP team should designate one person to complete and submit the rating record.
17	**Role**	Check the box for the job title of the primary person completing the assessment. If the role is not on the list, check "Other."
18	**DR Access Reports account email**	DR Access Reports is where you generate reports of DRDP (2015) results. If you enter your email address for your DR Access Reports account, your results will be automatically transferred every night. (This email address may be different than the one you use in SEIS, SIRAS, or DR Access Learn). You can create an account at DRAccessReports.org.
19	**Collaboration to complete the assessment**	If others worked with you to complete the DRDP (2015), check "Yes" and then check the box(es) that identify their role(s).

11.00 x 8.50 in

Professional Development
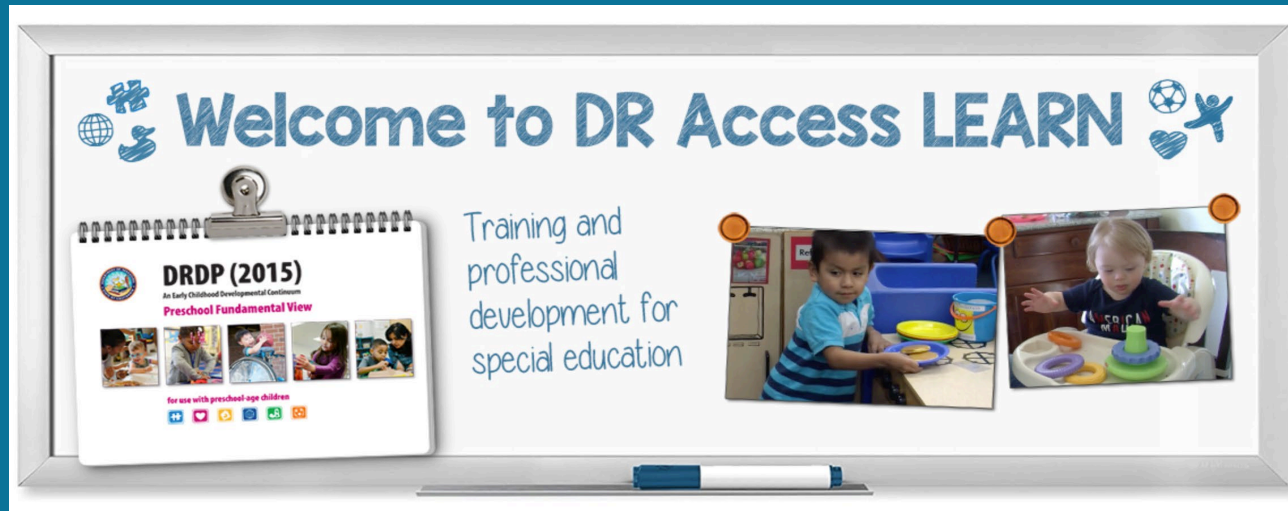
Based on what is learned about a child's knowledge and skills while engaged in daily activities and on an ongoing basis, instruction is designed and modified.

Required Training Activities

Training is required by the CDE Special Education Division for all early childhood special educators who assess children with the DRDP.

Two courses are currently posted:
- "Using the DRDP (2015) for Special Education
- "Benny Having a Snack" (short course)

- A third course will be posted in November: "Using DR Access Reports"

- Assessors must complete the courses in order

- Access courses at www.draccesslearn.org

Upcoming Professional Development Events

Coffee Breaks

The DRDP for Children with IEPs in Transitional Kindergarten

Tuesday, October 11, 2022

3:00-3:15 PM

Partnerships with Families for the DRDP: Resources

Tuesday, November 8, 2022

3:00-3:15 PM

Learn It and Use It Sessions

Four Ways to Use the DR Access Child Reports

Thursday, November 15, 2022

2:30-3:30 PM

Download the full schedule at:
https://draccess.org/ProfessionalDevelopmentSchedule.html

SCAN ME

Preschool Child Outcomes Data Dig

Participants learn to interpret their SPP Indicator 7 results and gain resources to improve preschool child outcomes.

LEA teams include administrators, program coordinators, data managers, and program specialists.
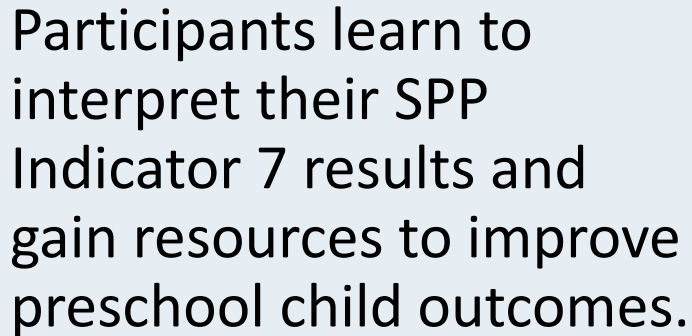
"The importance of **breaking down the data** to really think about what could have impacted data that year, and then what adjustments I could support that could improve our outcomes."

"I now have a **clear understanding of DRDP** and the benefits of the data and how it can be used to guide instruction, individualize student goals and view progress."

This fall, 30 teams are participating in the 4-part virtual series, which includes individual team consultations.

New! Linking the DRDP Measures to the Early Learning Foundations

Linking the DRDP Measures to the Foundations

Domains

Domain	
ATL-REG: Approaches to Learning – Self-Regulation	
SED: Social and Emotional Development	
LLD Language and Literacy Development	
COG Cognition, Including Math and Science	
PD-HLTH Physical Development– Health	

This new tool links each measure of the DRDP to specific infant/toddler and preschool foundations

The purpose is to assist special educators in developing foundations-linked goals and outcomes based on a child's current level of learning and development from the DRDP.

New! Linking the DRDP Measures to the Early Learning Foundations

Coming soon! DR Access Outcomes

DR Access Outcomes is the refreshed version of "Indicator 7 Reports for LEAs". New features include:

- State, SELPA, and district-level dashboards

- Improved printing functionality

- Improved progress graphs
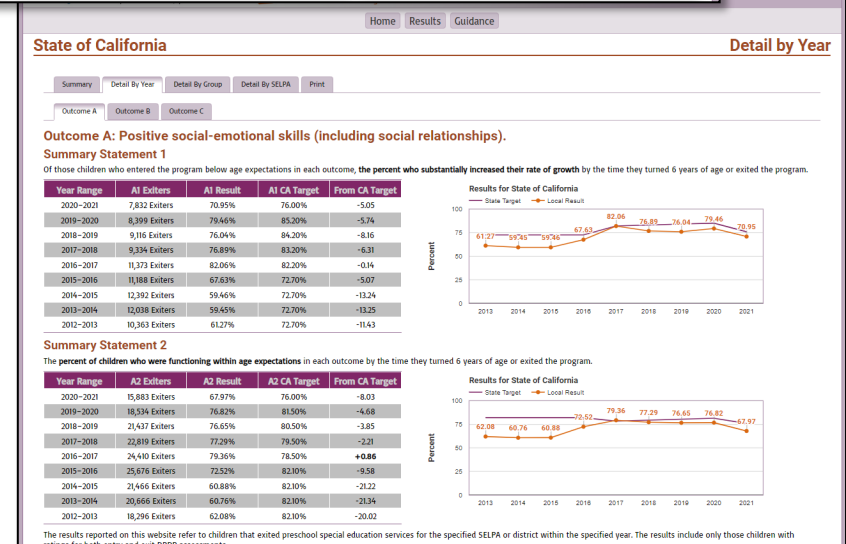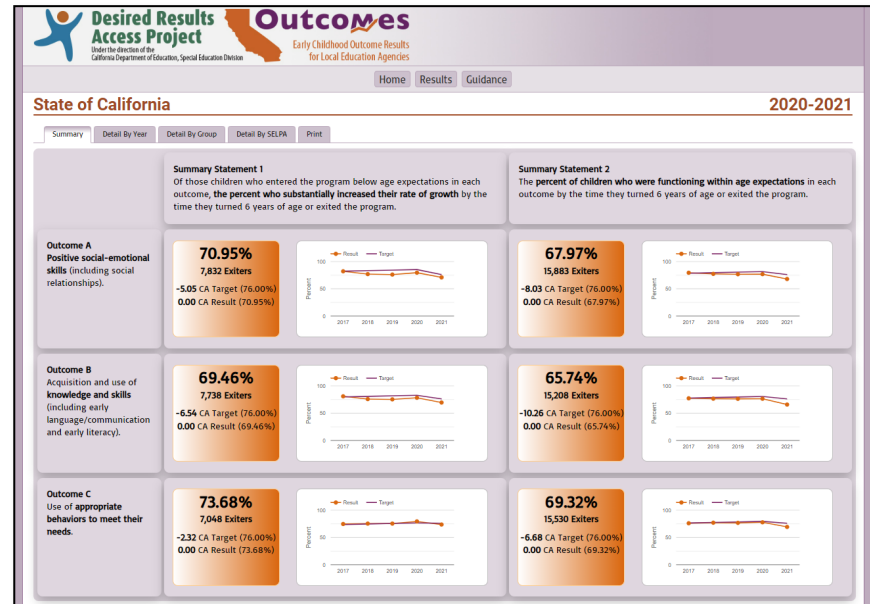
Linking DRDP Results to High Quality Instruction
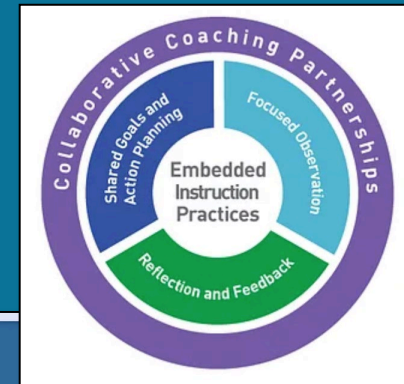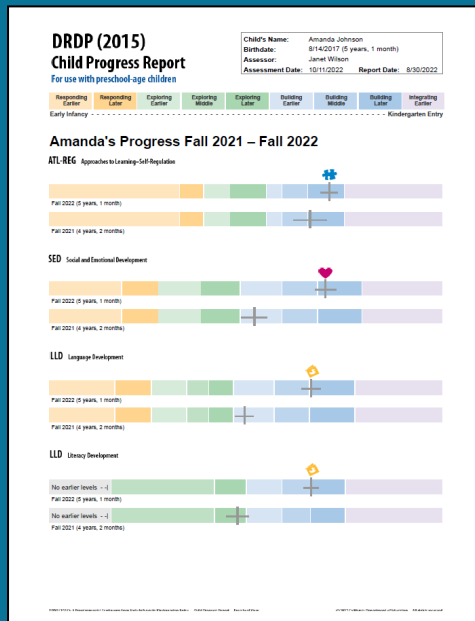
The Child Report combines the domain-level and the measure-level reports. *Progress version now available!*

The Peer-Reference Report is available for one or two assessments.

In 2021-2022:
6,908 Reports Users
29,100 Reports Produced
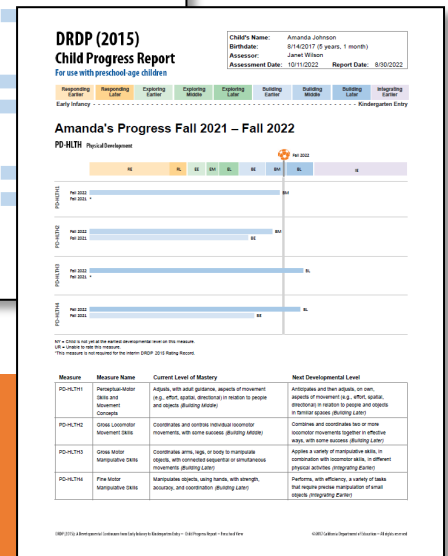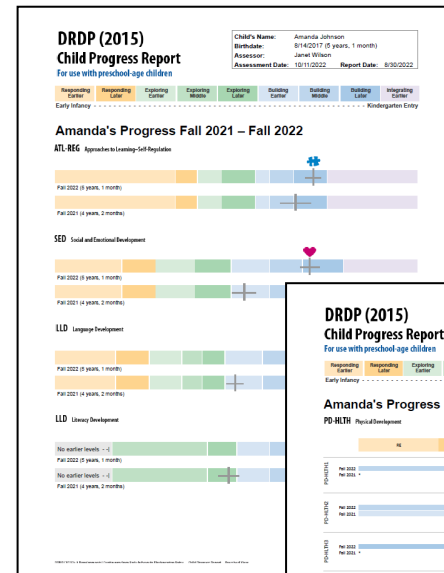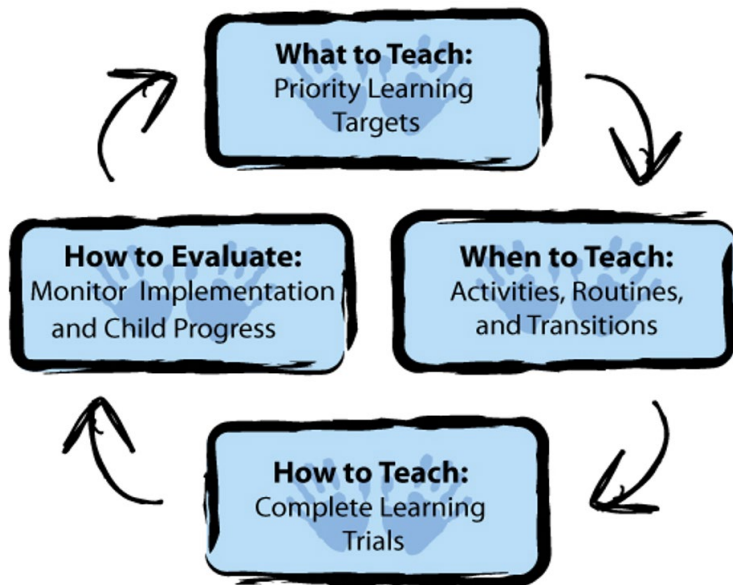
Teaching teams are supported by their coach, in the classroom, to implement effective practices.

The Practice-Based Coaching Cycle

Snyder et al. 2022
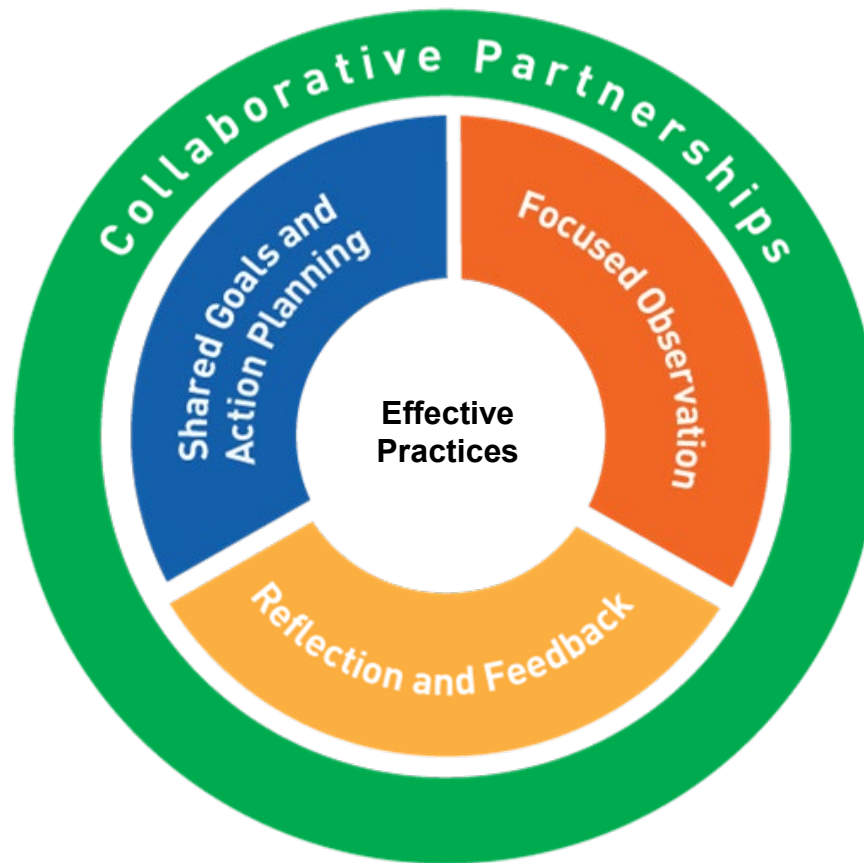
Our role in inclusion

- Ensuring future revisions to the DRDP are appropriate for children with IFSPs and IEPs

- Continuing to support the use of DRDP results to inform instruction

- Supporting collaborative completion of the DRDP

- Enhancing effective instructional practices in inclusive settings.

Stay in Touch

Desired Results Access Project
https://www.draccess.org/
info@draccess.org
1-800-673-9220

Embedded Instruction California
https://ca.embeddedinstruction.net/
tsnyder@napacoe.org

OBSERVABLE, MEASURABLE, "PROXIMAL" AND ALIGNED PRIORITY LEARNING TARGET BEHAVIOR

4.6 Compliance Monitoring Updates

EV SELPA IEP Compliance Monitoring

Colton Late IEPs as of 10.05.22
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
9/28/22	14	51	69
10/5/22	13	40	74
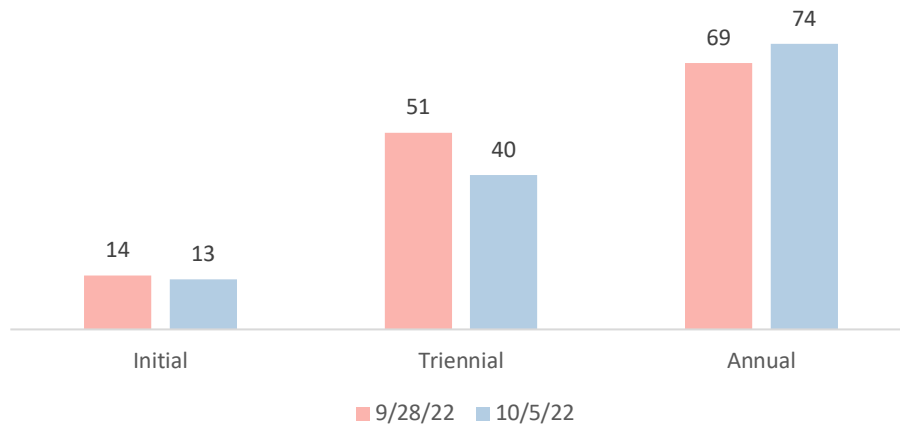
Redlands Late IEPs as of 10.5.22
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
9/28/22	29	40	79
10/5/22	31	34	69
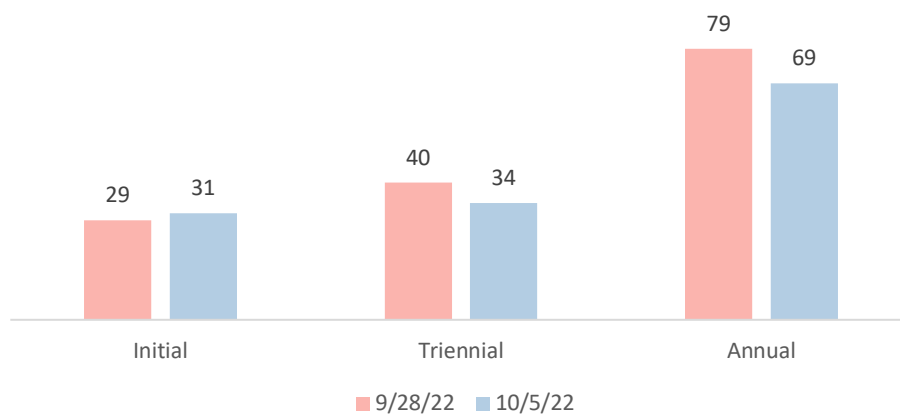
10.5.22

EV SELPA IEP Compliance Monitoring

Rialto Late IEPs as of 10.5.22
Triennials & Annuals 30+ Days
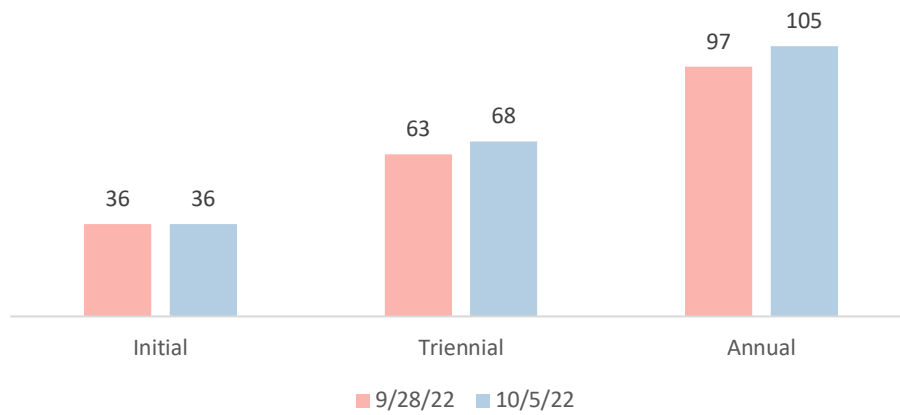
	Initial	Triennial	Annual
9/28/22	36	63	97
10/5/22	36	68	105

Legend: ■ 9/28/22 ■ 10/5/22

Rim Late IEPs as of 10.5.22
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
9/28/22	36	11	26
10/5/22	36	20	39

Legend: ■ 9/28/22 ■ 10/5/22

EV SELPA IEP Compliance Monitoring

SBCSS Late IEPs as of 10.5.22
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
9/28/22	8	51	87
10/5/22	8	51	93

Yucaipa Late IEPs as of 10.5.22
Triennials & Annuals 30+ Days

	Initial	Triennial	Annual
9/28/22	1	13	20
10/5/22	1	13	66

10.5.22
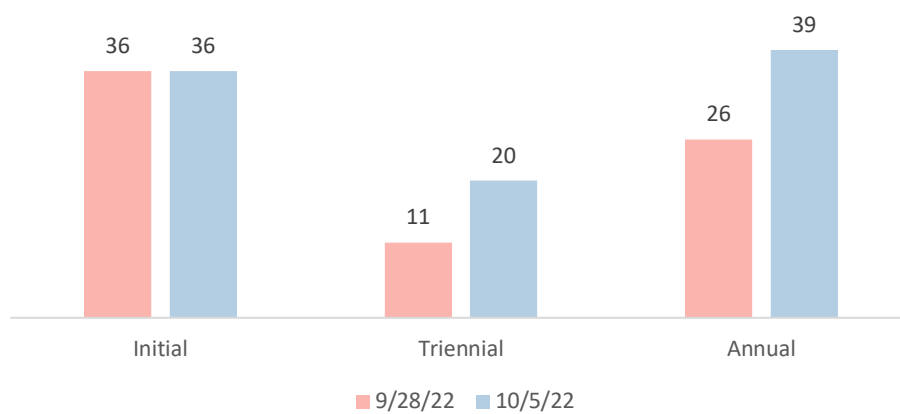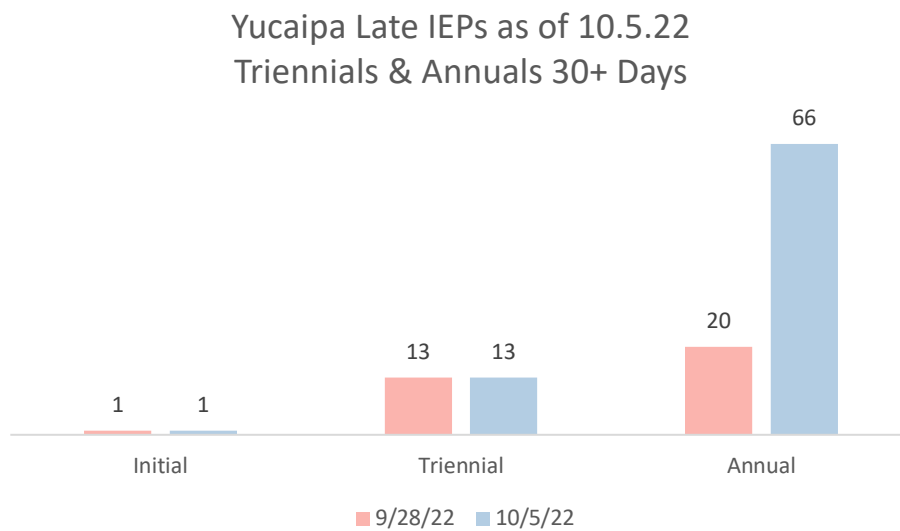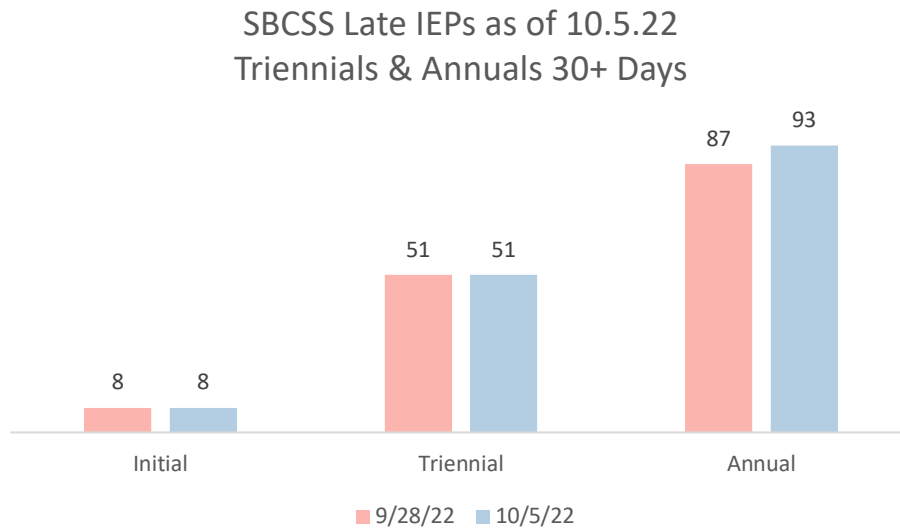
Educational Benefit Checklist

Writing IEPs to help students achieve education benefit
(Sourced from the SELPA Administrators' of California State SELPA Forms Manual)

These suggested questions were developed by members of the SELPA Administrators of California to address the legal requirements of IDEA, state law, and the State Performance Plan, as appropriate. These questions should be considered general guidance and not a replacement/substitute for local policies and procedures.

Information/Eligibility

- ☐ Is all of the information complete and correct?
- ☐ Does the IEP clearly state the child's disability(s)?
- ☐ Did the IEP team identify how the disability impacts his/her involvement and progress in the GE curriculum or participation in preschool activities?
- ☐ Is the purpose of the meeting identified?
- ☐ Are dates accurate?
- ☐ Does race and ethnicity match the SIS?

Present Levels

- ☐ Are the student's strengths, preferences and interests clearly identified?
- ☐ Are the concerns of the parent documented?
- ☐ Are all sections of the present levels addressed?
- ☐ If there are no concerns in an area, is it documented?
- ☐ Do the present levels clearly reflect the student?
- ☐ Are all areas of need addressed?
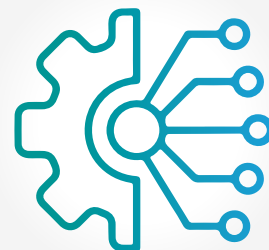
Special Factors

- ☐ Has the IEP team addressed all the special considerations a student may require?
- ☐ Does the student demonstrate behavior(s) that impede learning, and if so, are positive interventions, supports and strategies identified?
- ☐ Is the team in agreement with areas of need to be addressed? (information from present levels and special factors)

East County SELPA
Supporting High Quality IEPs

SELPA
Administrators of California
Special Education Local Plan Area

Statewide Assessments

- ☐ Is participation on state and district wide assessments, including accommodations and modifications, in accordance with state guidelines?
- ☐ Are alternate assessments, including reasons, clearly noted and described?

Annual Goals

- ☐ Are there goals and objectives for each area of need?
- ☐ Are the goals and objectives measurable?
- ☐ Do the baselines directly correlate with the goal?
- ☐ Do the goals and objectives enable the student to progress in the curriculum?
- ☐ Are other needs addressed by the goals?
- ☐ For English learners, is there at least one linguistically appropriate goal?
- ☐ Is there a person identified to monitor progress?

Services-Offer of FAPE

- ☐ Was the determination of the appropriate supplementary aids and services, special education services completed after the goals were finalized?
- ☐ Are the appropriate services identified to support progress towards all goals?
- ☐ Are the start/end dates, provider, frequency, duration, and location specified?

Educational Setting- Offer of FAPE

- ☐ Is there a clear description of the location of services, including a rationale if needed?
- ☐ Is there a clear description of the amount of time the student is outside the GE environment, including rational?
- ☐ Are transition activities clearly defined (if appropriate)?

Signatures and Parental Consent

- ☐ Did all meeting participants sign and date?
- ☐ Did parents or adult student consent to the IEP?
- ☐ If not, are areas of disagreement clearly specified?
- ☐ Did parents receive copies of applicable forms?

Meeting Notes

- ☐ Is the information a summary of the meeting?
- ☐ Do team members agree that the information clearly reflects what was discussed and the agreements that were made?
- ☐ Are next steps clearly identified?

East County SELPA
Supporting High Quality IEPs

SELPA
Administrators of California
Special Education Local Plan Area

4.7 EV SELPA ADR

HIGH CONFLICT *Certification* TRAINING SERIES

Facilitators:
David Dowling, JD, MDR, Professional Mediator
Jennifer Brooksby, EV SELPA Program Manger, Regional Services

East Valley SELPA member districts staff who participate will learn how to manage complex, high conflict behaviors, describe characteristics of high conflict personalities , how they become patterned in some people, and how to recognize the paradigm shifts necessary in order to successfully manage interactions.

EV SELPA District Members Staff Only
Register Online:
https://sbcss.k12oms.org/46-221831

2:00 - 4:00 pm
6 Sessions
August 23, 2022
September 14, 2022
October 21, 2022
November 9, 2022
December 15, 2022
January 17, 2023

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

EAST VALLEY SELPA
Educating Together

"Flipping the Script in High Conflict Situations"
Webinar
Presented by:
Megan Hunter, MBA, Co-Founder and CEO of the High Conflict Institute

Conflict has increased significantly with the rise in the frequency and severity of accusations, disruptions, and threats, including physical violence. We need to *flip the script* and do the opposite of what we're used to doing with everyone else and what we may feel like doing.

In Part 1 of this training, October 20, 2022, participants will learn:
- Basic information about five high-conflict types
- Brain science behind their behavior
- What to expect in high conflict situations
- How to flip your script: disrupting your defaults
- How to quickly identity high conflict behavior
- How to flip their script: disrupting their defaults using our proven method

In Part 2 of this training, December 6, 2022, participants will learn:
- How to get emotionally unhooked for responding rather than reacting
- How to handle in-person interactions with angry, blaming, upset, manipulative, or hostile individuals
- How to handle written communications with angry, blaming, upset, manipulative, or hostile individuals
- How to navigate the situation when you are the target of blame or a false allegation
- What is the big picture: creating structure to reduce conflict and risk

October 20, 2022 & December 6, 2022
9:00 am - 12:00 noon
WEBINARS
Cost: $100.00
Registration Online:
https://sbcss.k12oms.org/46-221710

Part 1 Only
October 20, 2022
9:00 am - 12:00 noon
WEBINAR
Cost: $50.00
Register Online:
https://sbcss.k12oms.org/46-221714

Part 2 Only
December 6, 2022
9:00 am - 12:00 noon
WEBINAR
Cost: $50.00
Register Online:
https://sbcss.k12oms.org/46-221720

4.8 IRC/EV SELPA Interagency Collaborative Meeting
October 24, 2022 - 10:00 am, DILC

4.9 SBCSS East Valley Operations

East Valley Special Education Local Plan Area
San Bernardino County Superintendent of Schools
COUNTY PLACEMENT REFERRAL

Student Name _____ **District** _____

DOB _____ Gr _____ Case Carrier _____ School _____

Student resides with _____ Residency _____

Educational Rights Holder (ERH) _____

Address _____ City _____ St/Zip _____

Phone _____ ☐ Home ☐ Cell ☐ Work Contact Name _____

ERH Email Address _____

Student Primary Language _____ Ed. Rights Holder Language _____

Primary Disability _____ Secondary Disability _____

Current Annual	Next Annual	Current Triennial	Next Triennial

Assessment by District in process? ☐ Yes ☐ No | Ed. Rights Holder informed of referral? ☐ Yes ☐ No

If yes, explain: | If yes, date informed: _____

COP IEP- Current: ☐ Yes ☐ No | Date Ed Rights Holder signed EV-10: _____

PRE-REFERRAL
Disposition

District Special Education Administrator, or designee, discussed the referral with SBCSS administrator when it was determined the student's identified needs could not be met within the district of residence. Discussion took place:

SBCSS Admin. name:_____ By phone on _____ By email on _____

REFERRAL INFORMATION
Referral request for:

☐ **Classroom Placement**	☐ **Low Incidence Assessment**	☐ **Low Incidence Services**
☐ SPH/SH EBD & Counseling Student has 1:1 Aide ☐ EV-98 Additional Assistant MOU Attached	☐ D/HH VI O & M	☐ D/HH VI O & M

Reason for referral: | Special Considerations and Equipment:

☐ Appropriate class/service(s) not available in DSEA | ☐ Wheelchair ☐ Walker ☐ VI:_____

☐ 45-day Placement | ☐ AAC/Comm. Device ☐ Ventilator ☐ DHH:_____

☐ Newly enrolled with needs requiring COE Placement | ☐ 1:1 Nurse Other: _____

Comments:

1st District contact _____ Email _____ Phone _____

2nd District contact _____ Email _____ Phone _____

EV-20 completed by _____ Email _____ Phone _____

LEA SE Director approval _____ Date _____

Email: _____ Phone _____

Directions for submitting referral to SBCSS – email: evops.referrals@sbcss.net

Referrals **must** include EV-10, EV-20, Current IEP, Current Assessment Reports and/or healthcare plan as appropriate.
Incomplete referrals will be returned to District by EVOPS

Disposition to be completed by SBCSS/EVOPS: Date received _____ Date Email to District with Decision _____

☐ Placement complete Site _____ Teacher _____ Class _____

☐ Placement denied Area Director Signature: _____ Date _____

Instructions: After disposition information is entered on this form: 1) Email this form to DSEA contact,
2) email this form to EV SELPA (evselpa@sbcss.net) and 3) send enrollment link to parent

East Valley Special Education Local Plan Area
EV Ops Referral Procedures

	Pre-Referral	
	District	**EV-Ops**
Referral	• Communicates by phone or email to discuss if student's needs can be met with SBCSS classroom placement.	• Provides confirmation SBCSS classroom placement will meet student's needs within 24 hours of district contact.

	County Placement at Initial IEP	
	District	**EV-Ops**
Referral	• Sends EV-20, EV-10, EV-98 and any current documentation ASAP but no fewer than 30 days into 60-day timeline: evops.referrals@sbcss.net	• EV-Ops Administrator notifies district no less than 10 days prior to end of 60-day timeline whether student is appropriate for placement • Denial must be approved by Area Director
IEP Meeting	• Invites County • Coordinates and conducts IEP. Offers FAPE • District finalizes IEP with projected start date and changes School of Attendance to County	• Attends initial IEP meeting
Enrollment	• Provide copies of all assessments and signed IEP, health evaluations, immunization records, transcripts for students in 9-12th grade, state testing results, other agency reports, language assessment and determination	• Provides online enrollment to ERH at IEP • Confirms start date, program location • Ensures teacher has access to IEP and assessment reports
Follow-Up	• Attends all future IEP meetings and makes offer of FAPE	• Conducts all future IEP meetings and invites district

	Change of Placement	
	District	**EV-Ops**
Referral	• Sends EV-20, EV-10, EV-98, current IEP and assessment reports, and/or health care plans as appropriate: evops.referrals@sbcss.net	• EV-Ops Administrator reviews the potential placement request within 24 hours of receipt of referral and notifies district of decision • Denial must be approved by Area Director
IEP Meeting	• Invites County • Coordinates and conducts IEP. Offers FAPE • District finalizes IEP with projected start date and changes School of Attendance to County	• Attends IEP meeting
Enrollment	• Provide copies of all assessments and signed IEP, health evaluations, immunization records, transcripts for students in 9-12th grade, state testing results, other agency reports, language assessment and determination	• Provides online enrollment to ERH at IEP • Confirms start date, program location • Ensures student file is provided to teacher
Follow-Up	• Attends all future IEP meetings and offers FAPE	• Conducts all future IEP meetings and invites district

	Interim Placement	
	District	**EV-Ops**
Referral	• Completes EV-58/EV-58M and sends to County • Sends EV-20, EV-10, EV-98 current IEP, current assessment reports, and/or health care plans as appropriate: evops.referrals@sbcss.net	• EV-Ops Administrator reviews the potential placement request within 24 hours of receipt of referral and notifies district of decision
Enrollment	• Requests records from prior LEA and submits to County	• Confirms start date, program location • Ensures student file is provided to teacher
IEP Meeting	• Attends 30-day/Annual IEP meeting and offers FAPE	• Conducts 30-day/Annual
Follow-Up	• Attends all future IEP meetings and offers FAPE	• Conducts all future IEP meetings and invites district

	Special Considerations for Placement
1:1 Nurse	• If 1:1 nurse is required, the nurse is provided by the District or the parent
Timelines	• If the student is due for an annual IEP meeting within 30 days or triennial within 60 days (or overdue on either) of the change of placement, the referring district will hold the IEP meeting (or bring it current) prior to/concurrently with referring the student
IAES	• The timeline listed above does not apply to students on a 45-day placement

East Valley Special Education Local Plan Area
San Bernardino County Superintendent of Schools
ASSESSMENT/SERVICES COUNTY REFERRAL

Student Name _____	**District** _____
DOB _____ Gr _____ Case Carrier _____	School _____
Student resides with _____	Residency _____
Educational Rights Holder (ERH) _____	
Address _____ City _____ St/Zip _____	
Phone _____ ☐ Home ☐ Cell ☐ Work Contact Name _____	
ERH Email Address _____	
Student Primary Language _____ Ed. Rights Holder Language _____	
Primary Disability _____ Secondary Disability _____	

Current Annual	Next Annual	Current Triennial	Next Triennial

Ed. Rights Holder informed of referral? ☐ Yes ☐ No   If yes, date informed: _____

Date Ed Rights Holder signed EV-10: _____

REFERRAL INFORMATION
Referral request for:

☐ **Low Incidence Assessment**	☐ **Low Incidence Services**
☐ D/HH VI O & M .	☐ D/HH VI O & M

Reason for referral:	Special Considerations and Equipment:
☐ Transfer in with service(s) not available in DSEA	☐ Wheelchair ☐ Walker ☐ VI:_____
☐ New service(s) not available in DSEA	☐ AAC/Comm. Device ☐ Ventilator ☐ DHH:_____
☐ Assessment requested by IEP team in attached IEP	☐ 1:1 Nurse Other: _____

Comments:

1st District contact _____ Email _____ Phone _____

2nd District contact _____ Email _____ Phone _____

EV-20 completed by _____ Email _____ Phone _____

LEA SE Director approval _____ Date _____

Email: _____ Phone _____

Directions for submitting referral to SBCSS – email: evops.referrals@sbcss.net
Referrals **must** include EV-10, EV-20, Current IEP, Current Assessment Reports and/or healthcare plan as appropriate.
Incomplete referrals will be returned to District by EVOPS

Disposition to be completed by SBCSS/EVOPS: Date received _____   Date Email to District with Contacts _____

Assessor/Service Provider _____ Title _____ Email _____

Assessor/Service Provider _____ Title _____ Email _____

Assessor/Service Provider _____ Title _____ Email _____

Instructions: After disposition information is entered on this form: 1) Email this form to DSEA contact, and 2) email this form to EV SELPA (evselpa@sbcss.net)

East Valley Special Education Local Plan Area
EV Ops Referral Procedures

Referrals for Low Incidence Assessment		
	District	**EV-Ops**
Referral	• Sends EV-20, EV-10, current annual/triennial IEP's, current/prior assessment reports, relevant medical or other agency reports, and additional materials as appropriate (optometric assessment/report or nurse vision screening for VI and audiogram for DHH): evops.referrals@sbcss.net	• EV-Ops Administrator notifies related service provider of referral
Coordination	• If the district is conducting other assessments, the related service provider will coordinate with the district within 15 days of original assessment request to prepare the coordinated assessment plan.	• If the EV-Ops related services assessment is the only assessment being conducted, the related service provider will prepare and send the assessment plan within 15 calendar days directly to the ERH and provide a copy to the district.
Assessment		• Conducts assessment • Provides written report to district and IEP team • Drafts goals, if appropriate, and submits to case carrier at least 5 days prior to IEP meeting
IEP Meeting	• Invites County Related Service Provider • Coordinates and conducts IEP. Offers FAPE	• Related Service Provider attends IEP meeting to review assessment and make recommendations
Follow-Up	• Ensures related service provider is invited to future IEPs • At triennials, district coordinates sending assessment plan to include related service provider assessment • Once assessment plan is received, district provides a copy of the signed AP to the related service provider within 24 hours	• Conducts triennial assessments • Provides written report to district and IEP team • Drafts goals, if appropriate, and submits to case carrier at least 5 days prior to IEP meeting • Attends IEP meeting to review assessment and make recommendations

Referrals for Low Incidence Services		
	District	**EV-Ops**
Referral	• Sends EV-20, EV-10, current annual/triennial IEP's, current/prior assessment reports including statement of recommended services, relevant medical or other agency reports, and additional materials as appropriate: evops.referrals@sbcss.net	• EV-Ops Administrator notifies related service provider within 24 hours of referral for services
Services		• Related Service Provider begins services, without delay, according to the current IEP
IEP Meeting	• Invites County Related Service Provider • Coordinates and conducts IEP. Offers FAPE	• Attends future IEP Meetings
Follow-Up	• Ensures related service provider is invited to future IEPs • At triennials, district coordinates sending assessment plan to include related service provider assessment • Once assessment plan is received, district provides a copy of the signed AP to the related service provider within 24 hours	• Conducts triennial assessments • Provides written report to district and IEP team • Drafts goals, if appropriate, and submits to case carrier at least 5 days prior to IEP meeting • Attends IEP meeting to review assessment and make recommendations

Special Considerations for Assessment & Services	
VI Services	• SBCSS VI service is not vision therapy
DHH Services	• If the student does not have an audiogram at the time of a DHH referral for assessment or service, County will conduct an audiogram via vendor contracted agency

4.10 Hot Topics

2022-23 Assistive Technology Certificate Course

Description

The AT Certificate Course is a virtual course that prepares participants in how to assess and support K-12 students with curriculum access needs. This course will provide personal attention and individual coaching for all participants in a small group size. *This does not cover AAC.

Who Should Attend

AT Specialists/Assessors, OT's, SLP's, SAI/RSP Teachers, Mod/Severe and OI/LI Teachers, Program Specialists and Special Education Administrators.

Dates/Times: 10 Friday Sessions, 8:30am-12:00pm **(via Zoom)**

- **Winter Session**: Jan. 20 & 27, Feb. 3, 10, 17 & 24, March 3, 10, 17 & 24

*Some sessions will be dedicated to individual and small group meetings. Please contact Diana with any scheduling issues.

Registration Information

- **Full Course Fee: $1995** (due prior to the start of the course)
- **Requirements:** AT Assessors will attend class sessions, demonstrate practice with students to develop experience with AT tools, and write 1-2 defensible assessment reports. University units are available for an additional fee.

- **Audit/Refresher Course Fee: $895** (due prior to the start of the course)
- **Description:** Appropriate for existing AT Assessors or those that have taken the course before. There is no report requirement.

Register using this link: **https://tinyurl.com/56v8r33r** or at **www.TheAssistiveTech.com**

Questions? Contact Diana (323) 333-5674 diana.neskovska@gmail.com

Refund Policy: Due to the limited number of participants, there are no refunds. Participants may be substituted prior to the start of the course.

Learning Outcomes

Participants will demonstrate skills and knowledge in the following areas: software for curriculum access and executive functioning needs including word prediction, text-to-speech, internet access, accessibility, and organization; benefits of commercial and free/low-cost tools, use of assessment tools, comparing student needs with and without AT, special education law governing AT and curriculum access accommodations, write legally defensible reports that reflect findings, trials, recommendations and implementation, and utilization and location of resources and groups for support.

Diana Neskovska, Instructor/AT Consultant

Diana has 22+ years experience as a Special Education Teacher and Assistive Technology Specialist in public education. She has extensive experience navigating complex IEP's and providing professional development for school teams in California. She stays current with her practice, and enjoys sharing her passion and expertise with educators.

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee
    Meetings

2022/2023
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 14, 2022

AUGUST 2022 – NO MEETING

SEPTEMBER 15, 2022

OCTOBER 13, 2022

NOVEMBER 10, 2022

DECEMBER 8, 2022

JANUARY 2023 – NO MEETING

FEBRUARY 9, 2023

MARCH 9, 2023

APRIL 13, 2023

MAY 11, 2023

JUNE 8, 2023

5.2 2022-2023 EV SELPA Board of Directors Meeting

2022/2023
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

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

5.3 2022-2023 CAC Meetings

2022/2023
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 19, 2022

NOVEMBER 14, 2022

FEBRUARY 27, 2023

APRIL 24, 2023

Approved by EV SELPA CAC 4.25.22

5.4 EV SELPA Professional Development – October & November 2022

SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

Facilitators:

Jennifer Brooksby & Rick Homutoff

Special Education staff will develop practical leadership skills to support their district needs.

Monday, August 22, 2022
8:00—10:00 am
Monday, November 14, 2022
2:00—4:00 pm
Wednesday, February 15, 2023
8:00—10:00 am
Monday, May 15, 2023
2:00—4:00 pm

Location:

DILC/EV SELPA, 670 E. Carnegie Drive, SB, 92408

Register Online for the series:
https://sbcss.k12oms.org/46-217343

Inclusive Education for Students with Moderate-Severe Disabilities

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

Presenter: **Nicole Ward, M.A., Education Specialist**
                 Diagnostic Center South, California Department of Education

Date: **Thursday, October 27, 2022**

Time: **8:00 - 8:30 am   -   Sign-in**
                 8:30 am - 2:30 pm   -   Workshop

Place: **San Bernardino County Superintendent of Schools/Brier Building**
                 760 E. Brier Drive, San Bernardino, CA, 92408

Cost: **Free**

Content: This training will focus on inclusive education and the best practices for educating students with moderate to severe disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, gaining buy-in from key stakeholders, understanding learner profiles, effective planning and collaboration, designing modifications based on individual needs while accessing the standards, and effective use of staff and peers.

Intended Audience: Ideal audience will include multidisciplinary teams working with students with moderate-severe disabilities in inclusive settings; however, individual professionals will also benefit. This includes both site and district administrators, special education teachers, general education teachers, school psychologists, speech-language pathologists, occupational therapists, and paraeducators.

Outcomes: Participants will:

1. Increase awareness of the various working models for implementing inclusive education and understand how to effectively plan for inclusion.
2. Learn how to identify and then reduce or remove barriers that may hinder learning.
3. Understand how to use research-based practices to support positive outcomes for students and staff.

Registration Deadline: October 20, 2022

Register Online:
https://sbcss.k12oms.org/46-220161

Make a Play:
Promoting Social Emotional, Communication, and Cognitive Development through Play

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: **Allease Glamore, M.S., School Psychologist**
Diagnostic Center South, California Department of Education

Date: **Tuesday, November 29, 2022**

Time: **8:00 - 8:30 am   - Sign-in**
8:30 am - 2:30 pm   - Workshop

Place: **Dorothy Inghram Learning Center/EV SELPA**
670 E. Carnegie Drive, San Bernardino, CA, 92408

Cost: **Free**

Content: Play is more than interacting with classmates and manipulating materials. It is a Purposeful Learning Activity for Young children. Play—both functional and symbolic—provides children with opportunities for social interaction and social communication, as well as a context for constructing representations of previous experiences and knowledge. Symbolic play, which is often an area of challenge for children with Autism, is noted as an important developmental skill associated with language development and cognition. Typically play develops naturally; however, this is not the case for some children, and they require facilitation. Through this training, participants will gain understanding of the stages of object and social play and recognize the impact of play deficits. Participants will be exposed to evidence-based practices which highlight play as the key context to enrich the early childhood learning environment and support the developmental progress of students.

Intended Audience: Preschool, transitional kindergarten and kindergarten special education teachers, speech-language pathologists, administrators, occupational therapists, inclusion specialist, parents, paraeducators, and psychologists

Outcomes: Participants will:

1. Become familiar with key milestones in the development of object and social play.
2. Understand the link between play and communication/cognition.
3. Recognize delayed and disordered play and the associated implications.
4. Learn techniques to facilitate the development of play skills.

Registration Deadline: November 22, 2022
Register Online:
https://sbcss.k12oms.org/46-220122

"BEHAVIOR IS COMMUNICATION"

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: **Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education**

Time: **On-Demand Webinar 2.5 hours**

Cost: **Free**

Content: Behavior is the earliest form of communication. While some students will develop verbal language, others will continue to communicate non-verbally using their behavior. This training will focus on students with moderate-severe intellectual disabilities who use behavior as communication and teach those who work with these students how to recognize, respond to, and shape more appropriate and comprehensible forms of communication. Attendees will learn how to utilize the Form and Function matrix to identify appropriate behavior intervention plans. Additional topics will include identifying the student's level of symbolism and implementing developmentally appropriate supports.

Intended Audience: Individuals working with students with moderate-severe disabilities who primarily use non-verbal language and/or present with challenging behavior. This includes speech-language pathologists, special education teachers, school psychologists, paraeducators, and parents.

Outcomes: Participants will:

1. Increase awareness of the many forms of communication.
2. Utilize the Form and Function matrix through case studies to identify pre-symbolic vs. symbolic communication.
3. Understand how to identify functionally equivalent replacement behaviors (FERBs) based on current communication repertoire.
4. Fill out a Form and Function matrix to clarify a current student's forms and functions of communication and identify behaviors to target for increase to expand a student's communicative repertoire.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net

"WHAT SHOULD I DO?!
EFFECTIVE STRATEGIES FOR PARAEDUCATORS
TO SUPPORT POSITIVE STUDENT BEHAVIOR"

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: **Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education**

Time: **On-Demand Webinar 1.5 hours**

Cost: **Free**

Content: This 90-minute webinar is designed for paraeducators who support students in all settings that want to expand their skill set of strategies to support positive behavior, prompting, visual supports, etc. will be reviewed. Additionally, how to set students up for success by developing positive rapport, responding consistently, and utilizing schedules will be discussed. Participants will receive handouts and additional resources to support learning.

Intended Audience: Paraeducators, teachers, service providers, administrators

Outcomes: Participants will:

1. Identify and describe key strategies to support positive behavior, engagement, and learning.

2. Select appropriate strategies to support students in the classroom.

3. Use information provided to increase communication between teachers and/or other paraeducators.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net

"THE TRAUMA-INFORMED SCHOOL"

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: **Tim Halphide, M.A., L.M.F.T., School Psychologist and Licensed Marriage and Family Therapist, Diagnostic Center South, California Department of Education**

Time: **On-Demand Webinar 2 hours**

Cost: **Free**

Content: Student emotional-behavioral disorders are on the rise at increasingly alarming rates. Traumatic stress is frequently one key factor in the formation of these disorders and can arise from complex issues such as school bullying, suicide, school safety threats, and day-to-day cumulative exposure t environmental stressors. Trauma-informed schools are prepared to recognize and respond to students impacted by traumatic and communication strategies to help students cope with extreme situations and ongoing stressors. But moreover, educators will learn how to establish a school wide culture of support and sensitivity to address the needs of students who are attending school in rapidly changing times.

Intended Audience: Special education teachers, school psychologists, administrators, school nurses, ERMHS staff, school counselors, and other mental health professionals

Outcomes: Participants will:

1. Learn the impact of trauma on students, including implications for learning and behavior.
2. Learn psychological "first-aid" methods for addressing trauma in students.
3. Learn stress-reduction methods known to restore emotional equilibrium for staff and students.
4. Learn skill-based Cognitive Behavioral Interventions for addressing trauma.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net

"TEACHING STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL DISABILITIES"

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

Presenter: Margot Johnson, M.A., BCBA, PENT Administrator, Diagnostic Center South, California Department of Education

Time: **On-Demand Webinar 2.75 hours**

Cost: **Free**

Content: This training will focus on increasing active engagement for students with moderate to severe intellectual disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

Intended Audience: Teachers, instructional assistants, and related service providers who work with students with moderate to severe intellectual disabilities

Outcomes: Participants will:

1. Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.

2. Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.

3. Learn about best practices for promoting generalization of skills.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net

"I DON'T HAVE TIME! HOW TO MAKE SCHOOL-BASED INTERVENTIONS WORK IN THE ELEMENTARY SCHOOL"

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

Presenter: **Scott Gutentag, Ph.D., LEP, NCSP, School Psychologist, Diagnostic Center South, California Department of Education**

Time: **On-Demand Webinar 2.75 hours**

Cost: **Free**

Content: This training is geared to preschool and elementary school students. This training will address those things that get in the way of implementing school-based interventions and more importantly, approaches that can enhance the actual implementation of interventions with the resulting outcome being student progress. Simple ways to help students follow desired rules and skills will be discussed. The overall focus of this training is the process of, 1) build relationships to begin the implementation process, and 2) ways to implement supports and strategies in natural settings. Additionally, the implementation and effective outcome process may require non-traditional and out-of-the-box thinking, which will also be presented.

Intended Audience: Elementary school personnel involved in the process of implementing and helping to implementing and helping to implement school-based interventions. The training does not include examples of middle school and high school students, although the concepts presented can be applied to those levels.

Outcomes: Participants will:

1. Become familiar with typical intervention implementation approaches that don't work and why.

2. Learn strategies to build relationships necessary for successful implementation.

3. Develop simple approaches to implementing interventions.

4. Learn some of the keys to making interventions work once they have been implemented.

For the On-Demand Training Link - Send an Email Request to:
tami.goldstein@sbcss.net

DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

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

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

Intended Audience:
District Access Users and District Special Education Administrators

Date & Time:	Register Online:
Thursday, August 4, 2022 2:00—3:30 pm	https://sbcss.k12oms.org/46-217295
Thursday, October 20, 2022 2:00—3:30 pm	https://sbcss.k12oms.org/46-217296
Thursday, January 19, 2023 2:00—3:30 pm	https://sbcss.k12oms.org/46-217297
Thursday, April 27, 2023 2:00—3:30 pm	https://sbcss.k12oms.org/46-217298

Location:
Dorothy Inghram learning Center/ EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

EAST VALLEY
SELPA
Educating Together

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

9th Annual
Network Meeting and RTC Vendor Fair
Thursday
October 27, 2022
8:30 am - 3:00 pm

This event is provided at <u>no cost</u> to participants and includes a light breakfast and catered BBQ lunch.

Schedule

- 8:30 - 9:00 am: Registration/Check-in
- 9:00 - 11:30 am: Light breakfast, Network meeting to discuss a variety of topics regarding Residential and ERMHS Services (Transitioning, Residential Facilities, Hot Topics, and Topics of Interest will be discussed).
- 11:30 am - 12:30 pm: Catered BBQ Lunch
- 12:30 - 3:00 pm: RTC & NPA Vendor Fair; Participants can visit vendor tables to obtain information. *2:30 pm: Raffle Drawing

Location

Dorothy Inghram Learning Center/EV SELPA
670 E. Carnegie Drive, San Bernardino, CA 92408

Register Online:

https://sbcss.k12oms.org/46-218655
(No Interns, please)

Professional Crisis Management (PCM)

INITIAL TRAINING SCHEDULE

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	August 18-19, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216759
Practitioner	October 17-18, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216761
Practitioner	February 23-24, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216762
Practitioner	April 25-26, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216777
Practitioner 1	November 15-16, 2022	8:00 am - 4:30 pm	https://sbcss.k12oms.org/46-216778
Practitioner 1	March 14-15, 2023	8:00 am - 4:30 pm	https://sbcss.k12oms.org/46-216779
Practitioner 2P	September 26, 27,28, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-222971
Practitioner 2P	October 24, 25, 26, 2022	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216754
Practitioner 2P	January 17, 18, 19, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216755
Practitioner 2P	April 18, 19, 20, 2023	8:30 am - 4:00 pm	https://sbcss.k12oms.org/46-216757

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

Transition Partnership Project (TPP)

2nd TEACHER TRAINING

Presented by:
East Valley SELPA Program Specialist
Colleen Meland

This mandatory TPP Teacher meeting will provide some insights on how students can Self Advocate for themselves in their IEP. We will have some round table sharing about the following topics:

- What are the important points of making a good Transition class
- Ideas on how to get students to talk and share when they won't speak up
- Creating a safe environment for students while in the Transition class
- Helpful lessons for students on Financial Literacy

BRING YOUR TABLET OR LAPTOP

Wednesday,
OCTOBER 19, 2022
8:30 am - 3:00 pm

Register Online:

https://sbcss.k12oms.org/46-221792

Location:

Dorothy Inghram Learning Center

670 E. Carnegie Drive

San Bernardino 92408

Self Determination & Redesigning IEP Meetings for Greater Student Inclusivity & Participation

Presented by: Colleen Meland
EV SELPA Program Specialist

Exercises that foster student self-awareness to enable their greater inclusivity at IEP Meetings through participation in self-advocacy and self-determination activities.

Thursday
October 14, 2022
8:30 am - 12:00 pm

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

Register Online
https://sbcss.k12oms.org/46-219895

EAST VALLEY SELPA
Educating Together