

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

**** AGENDA **
October 15, 2020 8:00 A.M.
Held virtually via Zoom**

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

PRESENTER

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

Finance Items

- | | | |
|-----|--|---|
| 4.1 | EV SELPA MOE SEMA & SEMB
Subsequent Year Tracking & Excess Cost Reports | Andrea Tennyson |
| 4.2 | Guidance on State 6512 Mental Health Funds | Patty Metheny |
| 4.3 | EV SELPA Fiscal Reporting Calendar 2020-2021 Review | Andrea Tennyson |
| 4.4 | Regional Program Transfer Request for 2021-2022 | Patty Metheny
Bridgette Ealy
Jennifer Alvarado
Scott Wyatt |

Program Items

- | | | |
|-----|--|--|
| 4.5 | CDE Special Education Division Guidance 10.1.20 <ul style="list-style-type: none">• Triennial Assessments• Supporting Social-Emotional Wellness | Patty Metheny
Anne-Marie Foley
Tracy Schroeder |
| 4.6 | ADR COVID-19 Grant & EV SELPA Draft Plan | Patty Metheny |
| 4.7 | WebIEP <ul style="list-style-type: none">• Users Identifying % in GE by 10% Ranges (Excess Cost)• Forms Revisions• WebIEP Access Levels & Process for Assigning Access• NPS Access to Forms | Anne-Marie Foley |
| 4.8 | Compliance Monitoring Updates <ul style="list-style-type: none">• SEP Plans Due to EV SELPA 11.16.20• DINC in 2020-2021- October 23 Data Pull | Anne-Marie Foley |

- 2020-2021 Important Dates

4.9	CALPADS Student Data	Lisa Horsley
4.10	Sierra School NPS Update	Patty Metheny
4.11	SBCSS East Valley Operations	Scott Wyatt
4.12	Hot Topics	Committee

5.0 OTHER

- 5.1 2020-2021 EVSELPA Steering Committee Meetings
- 5.2 2020-2021 EVSELPA Board of Directors Meetings
- 5.3 2010-2021 EVSELPA CAC Meetings
- 5.4 EV SELPA Professional Development – October & November 2020
 - Addition of Virtual PCM Recertification Trainings through December 2020
 - Applications – Handwriting Not Clear
- 5.5 Next Meeting – November 12, 2020 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
September 10, 2020

MEMBERS PRESENT:

Dr. Patty Metheny
Rob Pearson
Jason Hill
Bridgette Ealy
Derek Swem
Dr. Scott Wyatt
Jim Stolze

East Valley SELPA
Colton Joint Unified School District
Redlands Unified School District
Rialto Unified School District
Rim of the World Unified School District
San Bernardino County Supt of Schools
Yucaipa-Calimesa Joint Unified School District

FISCAL STAFF PRESENT:

Linda Resiwain
Mariamanda Sarabia
Fernanda Naves-Arias
Nicole Albiso
Scott Whyte
Jennifer Alvarado
Lacey Hall
Grace Granados
Keith Bacon

Business Services, Colton
Business Services, Colton
Business Services, Redlands
Business Services, Rialto
Business Services, Rim of the World
Internal Business, SB County Schools
Internal Business, SB County Schools
Internal Business, SB County Schools
Business Services, Yucaipa

OTHERS PRESENT:

Dr. Rick Homutoff
Anne-Marie Foley
Andrea Tennyson
Lisa Horsley
Rosalva Contreras

East Valley SELPA
East Valley SELPA
East Valley SELPA
East Valley SELPA
East Valley SELPA

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:00 a.m. via Zoom.

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the July 16, 2020 meeting were reviewed. Motion to approve the minutes was made by Jim Stolze and seconded by Keith Bacon. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Issues

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

Andrea Tennyson presented the 2019-2020 Proportionate Share Program Return of Funds. A total of \$8,301.69 will be returned to districts based on their proportionate contribution. These funds will reflect as a receivable accrual in district books.

4.2 EV SELPA 2019-2020 Adjusted NPS Costs

Andrea Tennyson reviewed the 2019-2020 Adjusted NPS Costs. This report included a revised 4th Quarter NPS Cost reflecting late invoices. These numbers are final and will reflect as a payable accrual in district books.

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

Jennifer Alvarado reviewed revenue and expenditure costs for FY 2019-2020. Ms. Alvarado explained the pandemic along with cost saving measures implemented by the SBCSS East Valley Operations led to a return of funds totaling \$387,209.48. These funds will be returned to districts based on their proportionate contribution.

4.4 2019-2020 Preliminary MOE & Excess Cost Reports

Andrea Tennyson presented preliminary MOE data. She expects to have final numbers from the districts soon and will present final MOE data during the next Steering Committee Meeting. As a reminder, districts only need to pass one of the four tests for SEMA and SEMB. Ms. Tennyson also shared a sample of the excess cost report. The excess cost report is due to SELPA on Monday, September 14, 2020. The information necessary to complete this report was also provided to districts.

4.5 EV SELPA Fiscal Allocation Plan Draft

Dr. Patty Metheny presented the first draft of the EV SELPA Fiscal Allocation Plan. She complemented the work accomplished by the EV SELPA Fiscal Allocation Committee. Dr. Metheny reviewed and explained the funding sources and purpose of each fund as well as the expenditures detailed in the fiscal allocation plan. This draft will be presented to the Board of Directors for review next week and in November 2020 for final approval.

4.6 EV SELPA Fiscal Reporting Calendar 2020-2021

Ms. Tennyson reviewed the EV SELPA Fiscal Reporting Calendar for 2020-2021. She reviewed the activities for September, including items presented today, and the activities due in October.

Program Issues

4.7 California DPH Cohort Guidance 9.4.20

Governor Newsom's guidance on reopening schools was shared. Directors shared their approach to reopening schools indicating the different approaches they may take along with the challenges they are facing.

4.8 New ADR Grant for Distance Learning Complaints

Dr. Metheny presented information regarding a new ADR Grant available for SELPAs statewide. Eligibility requirements, application process and uses for this grant were discussed. Dr. Metheny emphasized that this grant could not be used to pay for compensatory services, classroom instruction or settlement agreement costs. These funds are available for alternate dispute resolution activities specific to conflict, complaints, and filings due to COVID-19 and distance learning. A committee will be formed to draft the application. A request was made for volunteers to form the committee.

4.9 NonPublic School (NPS) Information

Anne-Marie Foley presented the newly developed NPS monitoring forms. These forms were developed in response to Assembly Bill (AB) 1172. The forms are available in fillable PDF format. Training in using the forms will be provided to identified district employees. It was clarified that any of the forms with student information will be considered part of that student's special education file.

4.10 WebIEP Updates

Ms. Foley presented revised forms, including the EV-10 Release of Information and the EV-76 Behavior Intervention Plan, for final review. Feedback was provided by the Committee. The next forms for revision are the EV-20 SBCSS Referral and the EV-58 Interim Administrative Services. In respect to WebIEP updates, Plan Types 70 and 80 were recently added as record status options. Additionally, CALPADS changes to WebIEP and programming issues for interim placements were discussed.

4.11 Compliance Monitoring Updates

Ms. Foley shared regarding the Special Education Plan (SEP) meetings held in districts. The information she has indicates many of the meetings have been scheduled, and she has been in attendance at most. For those districts that need to schedule SEP meetings, she requested the contact name of district personnel to facilitate the scheduling. Dr. Metheny shared that while CDE will not be engaging districts in the typical Data Identified Noncompliant (DINC) review process, CDE will be notifying districts of the number of initial and annual overdue IEPs based on data submitted via CALPADS for the June 30, 2020 end of year submission with the expectation districts reduce the numbers in each category (i.e. initials and annuals) by 20% within 30 days. Data will be pulled again via CALPADS in late October to review whether or not districts met the 20% expectation. The notifications are anticipated to be sent to district superintendents later in September.

4.12 EV SELPA Due Process Update

Dr. Rick Homutoff shared a PowerPoint presentation regarding 2019-2020 due process data. He remarked that although the number of filings declined mostly due to the pandemic, the cost of each filing increased. Also due to the pandemic, several settlement agreements needed to be amended to allow more time for parents to access compensatory services. Dr. Homutoff stressed the need for strong documentation of services provided via distance learning during the pandemic as he anticipates an increase of filings for this cause this year and into 2021-2022. This year to-date (2020-2021), the EV SELPA has received five due process filings. Two cases have been settled, one dismissed, and two are currently in negotiations. Finally, Dr. Homutoff provided an overview of a nationwide class action lawsuit. Districts were encouraged to contact Dr. Homutoff immediately if they receive a complaint related to the lawsuit.

4.13 CALPADS Student Data

Lisa Horsley reviewed the 2020-2021 calendar of the DA Users Meetings. The next meeting is October 29, 2020 and will be held virtually.

4.14 Transition Partnership Program (TPP) & Workability Work-based Learning

Dr. Metheny shared that in typical times students participating in the TPP & Workability programs are employed in various community settings such as department stores and restaurants via the work-based learning component of the grants. Due to the pandemic, district business and risk management officials are advising against students working in the community at this time. All students in the East Valley region who are participating in these programs will not working in community settings for the time being.

4.15 SBCSS East Valley Operations

Dr. Scott Wyatt provided updates. He reported on new principals hired for the East Valley region. A list of personnel and school assignments was shared. Dr. Wyatt is working with SBCSS Human Resources regarding students and staff returning to on-campus instruction in cohorts. East Valley Operations staff members have been participating in virtual professional development and are expected to continue to do so into the month of October. Finally, the Visual Impairment (VI) staff requested Dr. Wyatt bring a concern to the Committee regarding the short notifications being provided to the staff for brailing and enlarging student documents and assignments. In some cases, VI staff are receiving notices with the expectation materials will be provided in 24 hours or less. Committee members agreed to work with district staff on this.

4.16 EV SELPA Supporting Inclusive Practices (SIP) Leadership Team

Dr. Metheny reported on the Welcome Webinar for the SIP grant recipients statewide. It was attended by members of the EV SELPA SIP Leadership Team and was very informative. The first meeting for the Leadership Team will be September 23rd at 2:30 pm via Zoom. The Team consists of administrators, both general education and special education, from all five districts and SBCSS, along with Dr. Cherina Betters, SBCSS Chief Equity Officer and Dr. Metheny.

4.17 EV SELPA Community Advisory Committee (CAC)

The CAC's first meeting of the year is scheduled for September 21, 2020. This meeting will be virtual to comply with CDC guidelines. Dr. Metheny shared more parent representatives from each district are needed. The nomination form was provided along with an encouragement to identify and have district Boards approve any new members. The 2020-2021 calendar of meetings was also provided.

4.18 Hot Topics

A discussion regarding audiological assessments conducted by EV SELPA provided Pacific Hearing Services took place. The vendor is available to provide audiological services to those students with deaf, hard of hearing (DHH) services provided by SBCSS. As a rule, it is advisable to assess students hearing in a yearly basis. Districts may choose to have an alternate contract with a testing agency such as Pacific Hearing for this purpose.

5.0 OTHER

5.1 2020-2021 EV SELPA Steering Committee Meetings

5.2 2020-2021 EV SELPA Board of Directors Meetings

5.3 2020-2021 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – September & October 2020

6.0 ADJOURNMENT: Meeting adjourned at 12:23. Next meeting will be held on October 15, 2020.

4.0 FINANCE ISSUES

4.1 EV SELPA MOE SEMA & SEMB

2019-20 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
FINAL SUMMARY REPORT-SEMA & SEMB BASED on SACS UAs
PREPARED: 10/13/20

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	SEMA (Actual to Actual)	STATE & LOCAL EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	STATE & LOCAL EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	<i>FY 19/20</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 19/20</i>	<i>COMPARISON</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>CY YEAR</i>	<i>COMP. YEAR</i>	
3		<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>	<i>ACTUAL</i>			<i>Oct-19</i>	<i>Dec-18</i>	
4	<i>SEMA Reference</i>	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2C, COL.B	SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
5	COLTON	34,109,576.73	2018-19	31,467,165.56	2,642,411.17	PASS	12,789.49	2018-19	31,467,165.56	11,459.27	1,330.22	PASS	2,667	2,746	(79)
6	REDLANDS	38,608,689.31	2018-19	33,569,396.18	5,039,293.13	PASS	14,183.94	2018-19	33,569,396.18	12,006.22	2,177.72	PASS	2,722	2,796	(74)
7	RIALTO	54,654,911.31	2018-19	56,114,516.67	(1,459,605.36)	(FAIL)	19,333.18	2018-19	56,114,516.67	18,779.96	553.23	PASS	2,827	2,988	(161)
8	RIM	6,008,089.51	2018-19	6,095,983.27	(87,893.76)	(FAIL)	15,210.35	2018-19	6,095,983.27	15,278.15	(67.80)	(FAIL)	395	399	(4)
9	YUCAIPA	19,342,747.74	2018-19	18,415,019.30	927,728.44	PASS	15,147.02	2018-19	18,415,019.30	13,711.85	1,435.17	PASS	1,277	1,343	(66)
10	SBCSS (EV Ops & SELPA)	18,918,615.73	2018-19	19,031,930.92	(113,315.19)	PASS w/ EXEMP	46,483.09	2018-19	19,031,930.92	40,493.47	5,989.62	PASS	407	470	(63)
11	Totals	171,642,630.33		164,694,011.90	6,948,618.43	PASS	16,672.43		164,694,011.90	15,331.78	1,340.64	PASS	10,295	10,742	(447)
12															
13	SEMA (Actual to Actual)	LOCAL EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	LOCAL EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
14	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	<i>FY 19/20</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>FY 19/20</i>	<i>COMPARISON</i>	<i>COMPARISON</i>	<i>COMP. YEAR</i>			<i>CY YEAR</i>	<i>COMP. YEAR</i>	
15		<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>			<i>ACTUAL</i>	<i>YEAR</i>	<i>ACTUAL</i>	<i>ACTUAL</i>			<i>Oct-19</i>	<i>Dec-18</i>	
16	<i>SEMA Reference</i>	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2A, COL.B	SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
17	COLTON	21,062,348.95	2018-19	19,174,560.12	1,887,788.83	PASS	7,897.39	2018-19	19,174,560.12	6,982.72	914.67	PASS	2,667	2,746	(79)
18	REDLANDS	17,584,629.24	2018-19	12,549,787.85	5,034,841.39	PASS	6,460.19	2018-19	12,549,787.85	4,488.48	1,971.71	PASS	2,722	2,796	(74)
19	RIALTO	32,268,533.24	2018-19	30,692,564.03	1,575,969.21	PASS	11,414.41	2018-19	30,692,564.03	10,271.94	1,142.47	PASS	2,827	2,988	(161)
20	RIM	3,174,544.38	2018-19	2,914,039.62	260,504.76	PASS	8,036.82	2018-19	2,914,039.62	7,303.36	733.46	PASS	395	399	(4)
21	YUCAIPA	9,951,216.67	2018-19	9,550,915.63	400,301.04	PASS	7,792.65	2018-19	9,550,915.63	7,111.63	681.02	PASS	1,277	1,343	(66)
22	SBCSS (EV Ops & SELPA)	977,052.42	2018-19	1,034,847.70	(57,795.28)	(FAIL)	2,400.62	2018-19	1,034,847.70	2,201.80	198.82	PASS	407	470	(63)
23	Totals	85,018,324.90		75,916,714.95	9,101,609.95	PASS	8,258.22		75,916,714.95	7,067.28	1,190.94	PASS	10,295	10,742	(447)

2019-20 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
FINAL SUMMARY REPORT-SEMA & SEMB BASED on SACS UAs
PREPARED: 10/13/20

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	SEMB (Budget to Actual)	STATE & LOCAL BUDGET/EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	STATE & LOCAL BUDGET/EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	FY 20/21	COMPARISON	COMP. YEAR			FY 20/21	COMPARISON	COMPARISON	COMP. YEAR			Oct-19	COMP. YEAR	
3		BUDGET	YEAR	ACTUAL			BUDGET	YEAR	ACTUAL	ACTUAL			Certified/Projected	ACTUAL	
4	SEMB Reference	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2C, COL.B	SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
5	COLTON	34,330,628.00	2019-20	31,891,595.58	2,439,032.42	PASS	12,872.38	2019-20	31,891,595.58	11,957.85	914.52	PASS	2,667	2,667	0
6	REDLANDS	35,382,564.00	2019-20	31,644,522.72	3,738,041.28	PASS	12,998.74	2019-20	31,644,522.72	11,625.47	1,373.27	PASS	2,722	2,722	0
7	RIALTO	49,033,325.54	2018-19	44,986,036.89	4,047,288.65	PASS	17,344.65	2019-20	44,291,562.33	15,667.34	1,677.31	PASS	2,827	2,827	0
8	RIM	5,533,469.00	2018-19	5,200,086.85	333,382.15	PASS	14,008.78	2018-19	5,200,086.85	13,032.80	975.98	PASS	395	399	(4)
9	YUCAIPA	17,228,278.55	2019-20	16,355,951.47	872,327.08	PASS	13,491.21	2019-20	16,355,951.47	12,808.11	683.11	PASS	1,277	1,277	0
10	SBCSS (EV Ops & SELPA)	17,955,638.59	2019-20	17,880,583.12	75,055.47	PASS	44,117.05	2019-20	17,880,583.12	43,932.64	184.41	PASS	407	407	0
11	Totals	159,463,903.68		147,958,776.63	11,505,127.05	PASS	15,489.45		147,264,302.07	14,298.89	1,190.56	PASS	10,295	10,299	(4)
12															
13	SEMB (Budget to Actual)	LOCAL BUDGET/EXPENSE			INCREASE OR DECREASE	PASS (FAIL)	LOCAL BUDGET/EXPENSE PER PUPIL				INCREASE OR DECREASE	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
14	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	FY 20/21	COMPARISON	COMP. YEAR			FY 20/21	COMPARISON	COMPARISON	COMP. YEAR			Oct-19	COMP. YEAR	
15		BUDGET	YEAR	ACTUAL			BUDGET	YEAR	ACTUAL	ACTUAL			Certified/Projected	ACTUAL	
16	SEMB Reference	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2A, COL.B	SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
17	COLTON	23,201,820.00	2019-20	21,062,348.95	2,139,471.05	PASS	8,699.60	2019-20	21,062,348.95	7,897.39	802.20	PASS	2,667	2,667	0
18	REDLANDS	19,960,309.00	2019-20	17,584,629.24	2,375,679.76	PASS	7,332.96	2019-20	17,584,629.24	6,460.19	872.77	PASS	2,722	2,722	0
19	RIALTO	36,459,229.00	2019-20	32,268,533.24	4,190,695.76	PASS	12,896.79	2019-20	32,268,533.24	11,414.41	1,482.38	PASS	2,827	2,827	0
20	RIM	3,502,939.00	2019-20	3,174,544.38	328,394.62	PASS	8,868.20	2019-20	3,174,544.38	8,036.82	831.38	PASS	395	395	0
21	YUCAIPA	10,650,705.55	2019-20	9,951,216.67	699,488.88	PASS	8,340.41	2019-20	9,951,216.67	7,792.65	547.76	PASS	1,277	1,277	0
22	SBCSS (EV Ops & SELPA)	850,268.22	2013-14	1,959,443.59	(1,109,175.37)	(FAIL)	2,089.11	2019-20	1,959,443.59	3,768.16	(1,679.05)	(FAIL)	407	520	(113)
23	Totals	94,625,270.77		86,000,716.07	8,624,554.70	PASS	9,191.38		86,000,716.07	8,262.94	928.44	PASS	10,295	10,408	(113)

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

COLTON JOINT UNIFIED SCHOOL DISTRICT

TT 3602 East Valley Consortium

Fiscal Year

2019-2020

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 17,307,865.17	Pass \$ -	\$ 7,538.27	Pass \$ -	\$ 6,801,678.93	Pass \$ -	\$ 2,962.40	Pass \$ -	2296	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 17,737,963.96	Pass \$ -	\$ 7,434.18	Fail \$ -	\$ 6,578,767.29	Fail \$ -	\$ 2,757.24	Fail \$ -	2386	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 19,129,872.49	Pass \$ -	\$ 7,754.31	Pass \$ -	\$ 7,253,933.40	Pass \$ -	\$ 2,940.39	Fail \$ -	2467	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 22,638,795.20	Pass \$ -	\$ 8,983.65	Pass \$ -	\$ 9,412,801.67	Pass \$ -	\$ 3,735.24	Pass \$ -	2520	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 25,142,024.09	Pass \$ -	\$ 9,647.75	Pass \$ -	\$ 12,306,282.82	Pass \$ -	\$ 4,722.29	Pass \$ -	2606	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 25,822,274.53	Pass \$ -	\$ 9,674.89	Pass \$ -	\$ 14,800,198.50	Pass \$ -	\$ 5,545.22	Pass \$ -	2669	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 29,136,871.72	Pass \$ -	\$ 10,522.52	Pass \$ -	\$ 16,310,569.97	Pass \$ -	\$ 5,890.42	Pass \$ -	2769	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 31,467,165.56	Pass \$ -	\$ 11,459.27	Pass \$ -	\$ 19,174,560.12	Pass \$ -	\$ 6,982.72	Pass \$ -	2746	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 34,109,576.73	Pass \$ -	\$ 12,789.49	Pass \$ -	\$ 21,062,348.95	Pass \$ -	\$ 7,897.39	Pass \$ -	2667	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2020ALL (Expenditures less PCRA for Comparison Year)	\$ 34,109,576.73 \$ (2,217,981.15)	Comparison Year 2019-2020	\$ 12,789.49 \$ (831.64)	Comparison Year 2019-2020	\$ 21,062,348.95	Comparison Year 2019-2020	\$ 7,897.39	Comparison Year 2019-2020		
2020-2021 Budget (Eligibility) SEMB - SACS2020ALL	\$ 34,330,628.00	Pass	\$ 12,872.38	Pass	\$ 23,201,820.00	Pass	\$ 8,699.60	Pass	2667	Pass

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

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number
	Andrea Tennyson, andrea.tennyson@sbcss.net (909)252-4508

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

REDLANDS UNIFIED SCHOOL DISTRICT

TT 3602 East Valley Consortium

Fiscal Year

2019-2020

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 22,298,938.06	Pass	\$ 8,632.96	Pass	\$ 6,818,925.87	Pass	\$ 2,639.92	Pass	2583	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 23,895,115.16	Pass	\$ 8,882.94	Pass	\$ 7,703,841.30	Pass	\$ 2,863.88	Pass	2690	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 24,820,216.46	Pass	\$ 8,957.13	Pass	\$ 7,862,472.03	Pass	\$ 2,837.41	Fail	2771	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 27,250,090.51	Pass	\$ 9,652.88	Pass	\$ 9,025,800.07	Pass	\$ 3,197.24	Pass	2823	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 28,250,404.98	Pass	\$ 10,057.10	Pass	\$ 9,960,919.63	Pass	\$ 3,546.07	Pass	2809	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 29,390,606.87	Pass	\$ 10,538.04	Pass	\$ 10,661,559.54	Pass	\$ 3,822.72	Pass	2789	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 29,694,947.34	Pass	\$ 10,949.46	Pass	\$ 11,049,672.26	Pass	\$ 4,074.36	Pass	2712	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2018-2019 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 33,569,396.18	Pass	\$ 12,006.22	Pass	\$ 12,549,787.85	Pass	\$ 4,488.48	Pass	2796	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2019-2020 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 38,608,689.31	Pass	\$ 14,183.94	Pass	\$ 17,584,629.24	Pass	\$ 6,460.19	Pass	2722	Pass
	\$ -	-		\$ -		\$ -		\$ -		
Expenditures (Eligibility No PCRA) SEMB - SACS2020ALL (Expenditures less PCRA for Comparison Year)	\$ 38,608,689.31 \$ (6,964,166.59)	Comparison Year	\$ 14,183.94 \$ (2,558.47)	Comparison Year	\$ 17,584,629.24	Comparison Year	\$ 6,460.19	Comparison Year		
	\$ 31,644,522.72	2019-2020	\$ 11,625.47	2019-2020	\$ 17,584,629.24	2019-2020	\$ 6,460.19	2019-2020		
2020-2021 Budget (Eligibility) SEMB - SACS2020ALL	\$ 35,382,564.00	Pass	\$ 12,998.74	Pass	\$ 19,960,309.00	Pass	\$ 7,332.96	Pass	2722	Pass
				\$ -				\$ -		

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

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number
	Andrea Tennyson, andrea.tennyson@sbcss.net (909)252-4508

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

RIALTO UNIFIED SCHOOL DISTRICT

TT 3602 East Valley Consortium

Fiscal Year

2019-2020

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 26,828,693.06	Pass	\$ 11,824.02	Pass	\$ 9,720,165.72	Pass	\$ 4,283.90	Pass	2269	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 26,980,189.69	Pass	\$ 10,958.65	Fail	\$ 9,786,215.56	Pass	\$ 3,974.90	Fail	2462	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 31,671,533.18	Pass	\$ 12,523.34	Pass	\$ 14,681,488.65	Pass	\$ 5,805.25	Pass	2529	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 35,462,699.43	Pass	\$ 13,032.97	Pass	\$ 16,395,572.80	Pass	\$ 6,025.57	Pass	2721	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 41,998,331.85	Pass	\$ 14,633.57	Pass	\$ 23,183,290.56	Pass	\$ 8,077.80	Pass	2870	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 47,892,775.75	Pass	\$ 15,884.83	Pass	\$ 29,020,459.65	Pass	\$ 9,625.36	Pass	3015	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 51,059,438.05	Pass	\$ 17,065.32	Pass	\$ 31,490,356.18	Pass	\$ 10,524.85	Pass	2992	Pass
	\$ -	-		\$ -	\$ 8,827,639.26			\$ 2,927.91		
2018-2019 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 56,114,516.67	Pass	\$ 18,779.96	Pass	\$ 30,692,564.03	Fail	\$ 10,271.94	Fail	2988	Pass
	\$ -	-		\$ -		\$ -		\$ -		
2019-2020 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 54,654,911.31	Fail	\$ 19,333.18	Pass	\$ 32,268,533.24	Pass	\$ 11,414.41	Pass	2827	Pass
	\$ -	-		\$ -		\$ -		\$ -		
Expenditures (Eligibility No PCRA) SEMA - SACS2020ALL (Expenditures less PCRA for Comparison Year)	\$ 56,114,516.67 \$ (11,128,479.78)	Comparison Year	\$ 19,333.18 \$ (3,665.85)	Comparison Year	\$ 32,268,533.24	Comparison Year	\$ 11,414.41	Comparison Year		
	\$ 44,986,036.89	2018-2019	\$ 15,667.33	2019-2020	\$ 32,268,533.24	2019-2020	\$ 11,414.41	2019-2020		
2020-2021 Budget (Eligibility) SEMA - SACS2020ALL	\$ 49,033,325.64	Pass	\$ 17,344.65	Pass	\$ 36,459,229.00	Pass	\$ 12,896.79	Pass	2827	Pass
				\$ -				\$ -		

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

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number
	Andrea Tennyson, andrea.tennyson@sbcss.net (909)252-4508

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

RIM OF THE WORLD USD

TT 3602 East Valley Consortium

Fiscal Year

2019-2020

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 4,078,850.46	Pass \$ -	\$ 7,769.24	Pass \$ -	\$ 1,750,326.56	Pass \$ -	\$ 3,333.96	Pass \$ -	525	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 3,607,690.07	Pass With Exemption(s) \$ 576,359.88	\$ 7,032.53	Fail \$ 1,123.51	\$ 1,432,189.96	Pass With Exemption(s) \$ 576,359.88	\$ 2,791.79	Pass With Exemption(s) \$ 1,123.51	513	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 4,118,167.49	Pass \$ -	\$ 8,387.31	Pass \$ -	\$ 1,839,456.87	Pass \$ -	\$ 3,746.35	Pass \$ -	491	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 4,663,587.20	Pass \$ -	\$ 10,340.55	Pass \$ -	\$ 1,972,067.09	Pass \$ -	\$ 4,372.65	Pass \$ -	451	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 5,729,990.96	Pass \$ -	\$ 12,456.50	Pass \$ -	\$ 2,898,245.54	Pass \$ -	\$ 6,300.53	Pass \$ -	460	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 5,679,696.44	Fail \$ -	\$ 13,395.51	Pass \$ -	\$ 2,817,083.61	Fail \$ -	\$ 6,644.07	Pass \$ -	424	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 5,691,684.65	Fail \$ -	\$ 14,053.54	Pass \$ -	\$ 2,775,447.19	Fail \$ -	\$ 6,852.96	Pass \$ -	405	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 6,095,983.27	Pass \$ -	\$ 15,278.15	Pass \$ -	\$ 2,914,039.62	Pass \$ -	\$ 7,303.36	Pass \$ -	399	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 6,008,089.51	Fail \$ -	\$ 15,210.35	Fail \$ -	\$ 3,174,544.38	Pass \$ -	\$ 8,036.82	Pass \$ -	395	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2020ALL (Expenditures less PCRA for Comparison Year)	\$ 6,095,983.27 \$ (895,896.42) \$ 5,200,086.85	Comparison Year 2018-2019	\$ 15,278.15 \$ (2,245.35) \$ 13,032.80	Comparison Year 2018-2019	\$ 3,174,544.38	Comparison Year 2019-2020	\$ 8,036.82	Comparison Year 2019-2020		
2020-2021 Budget (Eligibility) SEMB - SACS2020ALL	\$ 5,533,469.00	Pass	\$ 14,008.78	Pass \$ -	\$ 3,502,939.00	Pass	\$ 8,868.20	Pass \$ -	395	Pass

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

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number
	Andrea Tennyson, andrea.tennyson@sbcss.net (909)252-4508

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

YUCAIPA-CALIMESA JUSD

TT 3602 East Valley Consortium

Fiscal Year

2019-2020

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 10,908,760.07	Pass \$ -	\$ 10,119.44	Pass \$ -	\$ 3,383,019.22	Pass \$ -	\$ 3,138.24	Pass \$ -	1078	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 10,911,029.26	Pass \$ -	\$ 10,697.09	Pass \$ -	\$ 2,776,239.12	Fail \$ -	\$ 2,721.80	Fail \$ -	1020	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 10,741,031.92	Fail \$ -	\$ 11,096.11	Pass \$ -	\$ 3,025,671.84	Fail \$ -	\$ 3,125.69	Fail \$ -	968	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 11,830,157.23	Pass \$ -	\$ 11,853.86	Pass \$ -	\$ 3,025,925.74	Fail \$ -	\$ 3,031.99	Fail \$ -	998	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 13,154,636.14	Pass \$ -	\$ 11,872.42	Pass \$ -	\$ 5,637,937.66	Pass \$ -	\$ 5,088.39	Pass \$ -	1108	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 14,684,090.77	Pass \$ -	\$ 12,593.56	Pass \$ -	\$ 6,689,813.53	Pass \$ -	\$ 5,737.40	Pass \$ -	1166	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 15,252,244.76	Pass \$ -	\$ 11,572.26	Fail \$ -	\$ 8,265,756.27	Pass \$ -	\$ 6,271.44	Pass \$ -	1318	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 18,415,019.30	Pass \$ -	\$ 13,711.85	Pass \$ -	\$ 9,550,915.63	Pass \$ -	\$ 7,111.63	Pass \$ -	1343	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 19,342,747.74	Pass \$ -	\$ 15,147.02	Pass \$ -	\$ 9,951,216.67	Pass \$ -	\$ 7,792.65	Pass \$ -	1277	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2020ALL (Expenditures less PCRA for Comparison Year)	\$ 19,342,747.74 \$ (2,986,796.27)	Comparison Year 2019-2020	\$ 15,147.02 \$ (2,338.92)	Comparison Year 2019-2020	\$ 9,951,216.67	Comparison Year 2019-2020	\$ 7,792.65	Comparison Year 2019-2020		
2020-2021 Budget (Eligibility) SEMB - SACS2020ALL	\$ 17,228,278.55	Pass	\$ 13,491.21	Pass \$ -	\$ 10,650,705.55	Pass	\$ 8,340.41	Pass \$ -	1277	Pass

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

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number
	Andrea Tennyson, andrea.tennyson@sbcss.net (909)252-4508

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

EAST VALLEY OPS/SBCSS

TT 3602 East Valley Consortium

Fiscal Year

2019-2020

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 12,653,378.65	Pass \$ -	\$ 21,666.74	Pass \$ -	\$ 1,432,806.79	Pass \$ -	\$ 2,453.44	Pass \$ -	584	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 13,286,518.91	Pass \$ -	\$ 24,834.61	Pass \$ -	\$ 1,475,936.27	Pass \$ -	\$ 2,758.76	Pass \$ -	535	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 14,228,876.77	Pass \$ -	\$ 27,363.22	Pass \$ -	\$ 1,959,443.59	Pass \$ -	\$ 3,768.16	Pass \$ -	520	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 14,588,020.08	Pass \$ -	\$ 28,887.17	Pass \$ -	\$ 1,094,653.88	Fail \$ -	\$ 2,167.63	Fail \$ -	505	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 16,189,819.81	Pass \$ -	\$ 32,186.52	Pass \$ -	\$ 900,577.69	Fail \$ -	\$ 1,790.41	Fail \$ -	503	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 16,348,724.47	Pass \$ -	\$ 34,490.98	Pass \$ -	\$ 777,572.21	Fail \$ -	\$ 1,640.45	Fail \$ -	474	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 16,934,744.68	Pass \$ -	\$ 37,970.28	Pass \$ -	\$ 820,508.10	Fail \$ -	\$ 1,839.70	Fail \$ -	446	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 19,031,930.92	Pass \$ -	\$ 40,493.47	Pass \$ -	\$ 1,034,847.70	Fail \$ -	\$ 2,201.80	Fail \$ -	470	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 18,918,615.73	Pass With Exemption(s) \$ 2,592,210.21	\$ 46,483.09	Pass \$ 5,515.34	\$ 977,052.42	Fail \$ -	\$ 2,400.62	Pass \$ -	407	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2020ALL (Expenditures less PCRA for Comparison Year)	\$ 18,918,615.73 \$ (1,038,032.61) \$ 17,880,583.12	Comparison Year 2019-2020	\$ 46,483.09 \$ (2,550.45) \$ 43,932.64	Comparison Year 2019-2020	\$ 1,959,443.59 \$ 1,959,443.59	Comparison Year 2013-2014	\$ 2,400.62 \$ 2,400.62	Comparison Year 2019-2020		
2020-2021 Budget (Eligibility) SEMB - SACS2020ALL	\$ 17,955,638.59	Pass	\$ 44,117.05	Pass \$ -	\$ 850,268.22	Fail	\$ 2,089.11	Fail \$ -	407	Pass

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

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number Andrea Tennyson, andrea.tennyson@sbcss.net (909)252-4508

EAST VALLEY SELPA

CJUSD LEA

Excess Cost Calculation

Fiscal Year 2019-20

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

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

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

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

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

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

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

Local Definition		
TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY

Enter certificated staff FTE %s

47.53% 52.47%

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

Item 1	State and Local Expenditures - FD 01-09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$ 256,248,436	\$ 121,794,882	\$ 134,453,555
Item 2	Federal Expenditures - FD 01-09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999	\$ 28,732,051	\$ 13,656,344	\$ 15,075,707
Item 3	Total Expenditures	\$ 284,980,488	\$ 135,451,226	\$ 149,529,262

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

Item 4	Total Expenditures	\$ 284,980,488	\$ 135,451,226	\$ 149,529,262
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$ 5,850,800	\$ 2,780,885	\$ 3,069,915
Item 6	ESEA, Title I, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$ 7,709,413	\$ 3,664,284	\$ 4,045,129
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999	\$ 593,268	\$ 281,980	\$ 311,288
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)	\$ 27,516,341	\$ 13,078,517	\$ 14,437,824
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	\$ 243,310,664	\$ 115,645,559	\$ 127,665,106

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

Item 11	Total Expenditures less supplemental expenditures	\$ 243,310,664	\$ 115,645,559	\$ 127,665,106
Item 12	Capital Outlay and Debt - OBJ 6xxx, &/or OBJ 7438, &/or OBJ 7439, &/or FUNCTION 8500	\$ 6,594,824	\$ 3,134,520	\$ 3,460,304
Item 13	Total Expenditures less Capital Outlay & Debt	\$ 236,715,840	\$ 112,511,039	\$ 124,204,801

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

	Item 14	Total amount for average calculation	\$ 236,715,840	\$ 112,511,039	\$ 124,204,801
CBEDS	Item 15	Number of students enrolled in 2018-19 school year - CBEDS, ALL students (General Ed and Special Ed)	22,014	15,429	6,585
	Item 16	Average annual expenditure per student	\$ 10,753	\$ 7,292	\$ 18,862

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

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


	Item 17	Average annual expenditure per student	\$ 10,753	\$ 7,292	\$ 18,862
(2019/20 DATA)	Item 18	Number of full-time special ed student equivalents (FTE of time spent in special education classes; (excluding 5710 & 5730, preschool and infants))	685.20	325.68	359.52
	Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 7,367,934	\$ 2,374,885	\$ 6,781,270

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


	Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 7,367,934	\$ 2,374,885	\$ 6,781,270
(2019/20 DATA)	Item 21*	2019-20 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goal 5XXX (excluding 5710 & 5730, preschool and infants)	\$ 29,930,912	\$ 14,226,162	\$ 15,704,750
	Item 22**	Amount LEA spent on children with disabilities in excess of requirement*	\$ 22,562,978	\$ 11,851,278	\$ 8,923,480

* Note: Item 21 is **NOT** the same as Item 8 above. Item 21 is the 2019-20 expenditure amount. Item 8 is the 2018-19 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

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



 Special Education Director or Designee



 Chief Business Officer or Designee

EAST VALLEY SELPA
REDLANDS UNIFIED SCHOOL DISTRICT
Excess Cost Calculation
Fiscal Year 2019-20

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

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

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

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

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

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

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

Local Definition		
TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY
	39.00%	61.00%

Enter certificated staff FTE %s

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

Item 1	State and Local Expenditures - FD 01-09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$ 213,395,606	\$ 83,224,286	\$ 130,171,319
Item 2	Federal Expenditures - FD 01-09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999	\$ 20,611,536	\$ 8,038,499	\$ 12,573,037
Item 3	Total Expenditures	\$ 234,007,142	\$ 91,262,785	\$ 142,744,357

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

Item 4	Total Expenditures	\$ 234,007,142	\$ 91,262,785	\$ 142,744,357
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$ 4,189,810	\$ 1,634,026	\$ 2,555,784
Item 6	ESEA, Title I, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$ 5,290,984	\$ 2,063,484	\$ 3,227,500
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999	\$ 464,985	\$ 181,344	\$ 283,641
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)	\$ 23,577,520	\$ 9,195,233	\$ 14,382,287
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	\$ 200,483,844	\$ 78,188,699	\$ 122,295,145

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

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

\$ 200,483,844	\$ 78,188,699	\$ 122,295,145
\$ 243,877	\$ 95,112	\$ 148,765
\$ 200,239,967	\$ 78,093,587	\$ 122,146,380

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

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

\$ 200,239,967	\$ 78,093,587	\$ 122,146,380
21,240	14,225	7,015
\$ 9,427	\$ 5,490	\$ 17,412

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

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

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

\$ 9,427	\$ 5,490	\$ 17,412
915.15	356.91	558.24
\$ 8,627,571	\$ 1,959,386	\$ 9,720,196

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

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

\$ 8,627,571	\$ 1,959,386	\$ 9,720,196
\$ 28,075,873	\$ 10,949,591	\$ 17,126,283
\$ 19,448,302	\$ 8,990,205	\$ 7,406,086

* Note: Item 21 is **NOT** the same as Item 8 above. Item 21 is the 2019-20 expenditure amount. Item 8 is the 2018-19 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

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

Special Education Director or Designee

Chief Business Officer or Designee

**EAST VALLEY SELPA
____ RIALTO UNIFIED ____ LEA
Excess Cost Calculation
Fiscal Year 2019-20**

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

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

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

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

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

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

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

Local Definition

TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY
-----------------------	--------------	-------------

Enter certificated staff FTE %s

70.92%	29.08%
--------	--------

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

Item 1	State and Local Expenditures - FD 01-09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$ 330,364,373	\$ 234,294,413	\$ 96,069,960
Item 2	Federal Expenditures - FD 01-09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999	\$ 32,796,865	\$ 23,259,537	\$ 9,537,328
Item 3	Total Expenditures	\$ 363,161,238	\$ 257,553,950	\$ 105,607,288

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

Item 4	Total Expenditures	\$ 363,161,238	\$ 257,553,950	\$ 105,607,288
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$ 4,691,552	\$ 3,327,249	\$ 1,364,303
Item 6	ESEA, Title 1, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$ 9,019,124	\$ 6,396,363	\$ 2,622,761
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999	\$ 563,002	\$ 399,281	\$ 163,721
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)	\$ 44,219,766	\$ 31,360,658	\$ 12,859,108

Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	\$ 304,667,793	\$ 216,070,399	\$ 88,597,394

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

Item 11	Total Expenditures less supplemental expenditures	\$ 304,667,793	\$ 216,070,399	\$ 88,597,394
Item 12	Capital Outlay and Debt - OBJ 6xxx, &/or OBJ 7438, &/or OBJ 7439, &/or FUNCTION 8500	\$ 19,138,301	\$ 13,572,883	\$ 5,565,418
Item 13	Total Expenditures less Capital Outlay & Debt	\$ 285,529,493	\$ 202,497,516	\$ 83,031,977

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

Item 14	Total amount for average calculation	\$ 285,529,493	\$ 202,497,516	\$ 83,031,977
CBEDS Item 15	Number of students enrolled in 2018-19 school year - CBEDS, ALL students (General Ed and Special Ed)	25,066	17,346	7,720
Item 16	Average annual expenditure per student	\$ 11,391	\$ 11,674	\$ 10,755

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

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

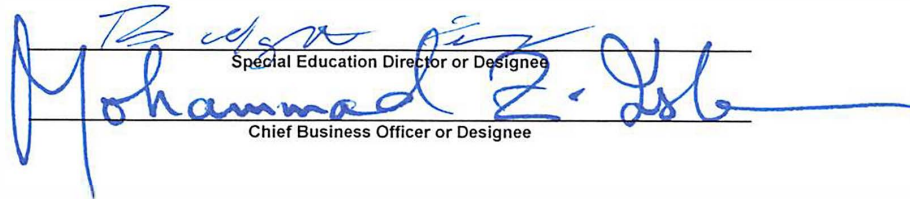
(2019/20 DATA) Item 17	Average annual expenditure per student	\$ 11,391	\$ 11,674	\$ 10,755
Item 18	Number of full-time special ed student equivalents (FTE of time spent in special education classes; (excluding 5710 & 5730, preschool and infants))	827.53	586.88	240.65
Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 9,426,483	\$ 6,851,298	\$ 2,588,250

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

(2019/20 DATA) Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 9,426,483	\$ 6,851,298	\$ 2,588,250
Item 21*	2019-20 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goal 5XXX (excluding 5710 & 5730, preschool and infants)	\$ 43,464,506	\$ 30,825,027	\$ 12,639,478
Item 22**	Amount LEA spent on children with disabilities in excess of requirement*	\$ 34,038,023	\$ 23,973,730	\$ 10,051,228

* Note: Item 21 is NOT the same as Item 8 above. Item 21 is the 2019-20 expenditure amount. Item 8 is the 2018-19 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

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


 Special Education Director or Designee
 Chief Business Officer or Designee

EAST VALLEY SELPA
Rim of the World USD LEA
Excess Cost Calculation
Fiscal Year 2019-20

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

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

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

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

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

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

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

Local Definition		
TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY

Enter certificated staff FTE %s

72.00%	28.00%
--------	--------

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

Item 1	State and Local Expenditures - FD 01-09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$ 36,039,039	\$ 25,948,108	\$ 10,090,931
Item 2	Federal Expenditures - FD 01-09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999	\$ 2,879,862	\$ 2,073,501	\$ 806,361
Item 3	Total Expenditures	\$ 38,918,901	\$ 28,021,608	\$ 10,897,292

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

Item 4	Total Expenditures	\$ 38,918,901	\$ 28,021,608	\$ 10,897,292
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$ 630,595	\$ 454,028	\$ 176,567
Item 6	ESEA, Title I, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$ 982,100	\$ 707,112	\$ 274,988
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999	\$ 44,201	\$ 31,824	\$ 12,376
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)	\$ 5,182,912	\$ 3,731,696	\$ 1,451,215
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 8980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	\$ 32,079,093	\$ 23,096,947	\$ 8,982,146

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

Item 11	Total Expenditures less supplemental expenditures	\$ 32,079,093	\$ 23,096,947	\$ 8,982,146
Item 12	Capital Outlay and Debt - OBJ 6xxx, &/or OBJ 7438, &/or OBJ 7439, &/or FUNCTION 8500	\$ 754,537	\$ 543,267	\$ 211,270
Item 13	Total Expenditures less Capital Outlay & Debt	\$ 31,324,556	\$ 22,553,680	\$ 8,770,876

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

Item 14	Total amount for average calculation	\$ 31,324,556	\$ 22,553,680	\$ 8,770,876
CBEDS Item 15	Number of students enrolled in 2018-19 school year - CBEDS, ALL students (General Ed and Special Ed)	3,236	2,263	973
Item 16	Average annual expenditure per student	\$ 9,680	\$ 9,966	\$ 9,014

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

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

Item 17	Average annual expenditure per student	\$ 9,680	\$ 9,966	\$ 9,014
(2019/20 DATA) Item 18	Number of full-time special ed student equivalents (FTE of time spent in special education classes; (excluding 5710 & 5730, preschool and infants))	131.66	94.80	36.86
Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 1,274,472	\$ 944,755	\$ 332,309

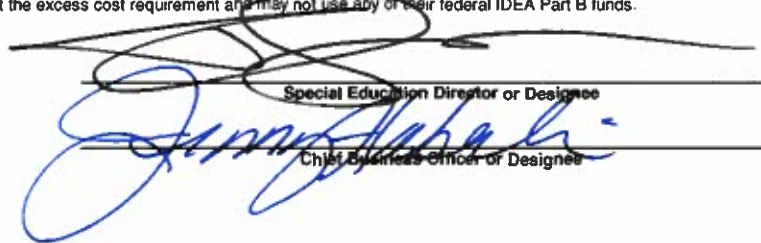
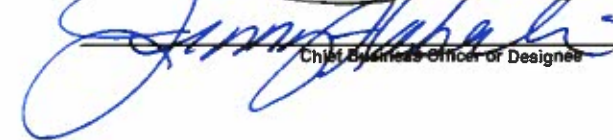
Section f. Finally, determine how much was spent in 2019-20 on LEA children with disabilities and verify this amount is equal to or exceeds the amount calculated in section e. above (FUNDS 01-09, 13, 61-62 ONLY)

Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 1,274,472	\$ 944,755	\$ 332,309
(2019/20 DATA) Item 21*	2019-20 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goal 5XXX (excluding 5710 & 5730, preschool and infants)	\$ 5,087,157	\$ 3,662,753	\$ 1,424,404
Item 22**	Amount LEA spent on children with disabilities in excess of requirement*	\$ 3,812,685	\$ 2,717,998	\$ 1,092,095

* Note: Item 21 is NOT the same as Item 8 above. Item 21 is the 2019-20 expenditure amount. Item 8 is the 2018-19 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

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

9/11/2020


 Special Education Director or Designee

 Chief Business Officer or Designee

9/11/2020

EAST VALLEY SELPA
Yucaipa-Calimesa JUSD
Excess Cost Calculation
Fiscal Year 2019-20

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

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

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

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

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

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

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

Enter certificated staff FTE %s

Local Definition		
TOTAL EXPENDITURES	% ELEMENTARY	% SECONDARY

37.00%	63.00%
--------	--------

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

Item 1	State and Local Expenditures - FD 01-09, 13, 61, 62; RS 0000-2999 and 6000-9999 Objects 1000-7999	\$ 97,693,562	\$ 36,146,618	\$ 61,546,944
Item 2	Federal Expenditures - FD 01-09, 13, 61, 62; RS 3000-5999 (excluding preschool Resources 3315, 3345 & coordinated early intervening services Resources 3312, 3318 & state portion of Resource 3385 IDEA Early Intervention Grants) Objects 1000-7999	\$ 8,386,510	\$ 3,103,009	\$ 5,283,501
Item 3	Total Expenditures	\$ 106,080,072	\$ 39,249,627	\$ 66,830,445

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

Item 4	Total Expenditures	\$ 106,080,072	\$ 39,249,627	\$ 66,830,445
Item 5	IDEA, Part B allocation - RS 3310, 3311, 3327, 3386 Objects 1000-7999	\$ 2,034,869	\$ 752,902	\$ 1,281,967
Item 6	ESEA, Title I, Part A allocation - RS 3010, 3177, 3185 Objects 1000-7999	\$ 2,158,312	\$ 798,576	\$ 1,359,737
Item 7	ESEA, Title III, Parts A & B allocation - RS 4201-4204 Objects 1000-7999	\$ 83,049	\$ 30,728	\$ 52,321
Item 8	State & local funds spent for children with disabilities - Report Goal 5xxx (excluding 5710 & 5730 preschool and infants) and for Resources listed above in item 1 (Objects 1000-7999)	\$ 14,717,964	\$ 5,445,647	\$ 9,272,317
Item 9	State & local funds spent for ESEA, Title I, Part A & Title III, Parts A & B - Report Object 6980 state and local general fund contributions from unrestricted revenues for the above programs (Items 6-7). If none, enter "0".	\$ -	\$ -	\$ -
Item 10	Total Expenditures less supplemental expenditures	\$ 87,085,877	\$ 32,221,775	\$ 54,864,103

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

Item 11	Total Expenditures less supplemental expenditures	\$ 87,085,877	\$ 32,221,775	\$ 54,864,103
Item 12	Capital Outlay and Debt - OBJ 6xxx, &/or OBJ 7438, &/or OBJ 7439, &/or FUNCTION 8500	\$ 2,190,673	\$ 810,549	\$ 1,380,124
Item 13	Total Expenditures less Capital Outlay & Debt	\$ 84,895,204	\$ 31,411,226	\$ 53,483,979

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

	Item 14	Total amount for average calculation	\$ 84,895,204	\$ 31,411,226	\$ 53,483,979
CBEDS	Item 15	Number of students enrolled in 2018-19 school year - CBEDS, ALL students (General Ed and Special Ed)	9,982	6,948	3,034
	Item 16	Average annual expenditure per student	\$ 8,505	\$ 4,521	\$ 17,628

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

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

	Item 17	Average annual expenditure per student	\$ 8,505	\$ 4,521	\$ 17,628
(2019/20 DATA)	Item 18	Number of full-time special ed student equivalents (FTE of time spent in special education classes; (excluding 5710 & 5730, preschool and infants))	353.38	130.75	222.63
	Item 19	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 3,005,437	\$ 591,111	\$ 3,924,557

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

	Item 20	TOTAL MINIMUM AMOUNT THAT MUST BE SPENT BEFORE USING PART B FUNDS (Excess Cost)	\$ 3,005,437	\$ 591,111	\$ 3,924,557
(2019/20 DATA)	Item 21*	2019-20 expenditures - State & Local Funds Spent for Children With Disabilities - RS 0000-2999; 6000-9999 Objects 1000-7999 and Goal 5XXX (excluding 5710 & 5730, preschool and infants)	\$ 15,430,348	\$ 5,709,229	\$ 9,721,119
	Item 22**	Amount LEA spent on children with disabilities in excess of requirement*	\$ 12,424,912	\$ 5,118,118	\$ 5,796,562

* Note: Item 21 is NOT the same as Item 8 above. Item 21 is the 2019-20 expenditure amount. Item 8 is the 2018-19 expenditure amount. It does not include SACS supplemental form Program Cost Report Schedule of Allocation Factors (PCRAF). Information from the PCRAF is not included in this worksheet.

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

Special Education Director or Designee

Chief Business Officer or Designee

4.2 Guidance on State 6512 Mental Health Funds

SB 820 - Mental Health Funds (6512)

ERMHS Flexibility

1. Revenue will flow in TWO apportionments this year rather than 3 - 50% and 50%
2. ADA is frozen on 19-20 count

For BOTH Federal and State Mental Health Allocations, the intention is to: allocate funds per unit of average daily attendance, as defined in Section 56836.06, reported for the special education local plan area for the 2019–20 fiscal year as of the second principal apportionment.

- May affect MOE if you spend fewer dollars than prior year then you will have an expenditure reduction
- Only **applies to RES Code 6512 - NOT Federal RES 3327 Code** - Mental Health Funds

EC 56836.07.

(d) For the 2020–21 fiscal year and each fiscal year thereafter, the General Fund appropriations specified in subdivision (c) shall be available for all mental health-related services for pupils with or without an individualized education program, including, but not limited to, all of the following:

- (1) Out-of-home residential services for emotionally disturbed pupils.
- (2) Counseling and guidance services, including counseling, personal counseling, and parental counseling and training.
- (3) Psychological services.
- (4) Social work services.
- (5) Behavioral interventions.
- (6) Any other mental health-related service not necessarily required by the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

Recommendation is to prioritize spending - FIRST on special education goals and functions and only after that on general ed mental health services - this will prevent a documentation and coding challenge for gen ed expenditures and avoid impact on MOE.

4.3 EV SELPA Fiscal Reporting Calendar 2020-2021 Review

2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

JULY 2020

- 7/3/20** - SELPA to send Annual NPS ADA to districts, due to BAS July 8 (same as P-2)
- 7/10/20** - Districts to provide signed Grant Expenditure Report #3 (Apr 1 – Jun 30 PY) expenditure reports to SELPA if Final hasn't been submitted.
- 7/10/20** - Districts to provide SELPA June PARs and PYR for TPP
- 7/16/20** - SELPA to provide Q4 (19/20) NPS Reimbursement Transfer for invoices received-to-date to districts at Steering/Finance meeting
- ~~**7/16/20** - SELPA to present Final SBCSS Fee for Service and Regional Services Costs at Steering/Finance meeting~~
- 7/16/20** - SELPA to provide updated PY and CY budget with Schedule REX based on Cert and Governor's budget
- ~~**7/16/20** - SELPA may present preliminary MOE data~~
- 7/20/20** - Districts to provide SELPA June PARs and PYR for TPP
- 7/31/20** - Districts to provide PDF copy of completed and submitted Personnel Data Report to SELPA
- 7/31/20** - SELPA finalize closing of FY 19/20
- 7/31/20** - SELPA to submit May and June TPP Service and Certified Invoices to DOR
- 7/31/20** - SELPA to prepare and finalize P-2 June certifications for PY (19/20, 18/19, & 17/18) AB602 Funding Allocation

AUGUST 2020

- 8/14/20** - SELPA to submit Personnel Data Report to CDE
- 8/17/20** - Districts to provide SELPA August PARs and PYR for TPP

SEPTEMBER 2020

- 9/10/20** - SBCSS to present PY (19/20) fee-for-service year-end actuals and return of funds (if appropriate) at Steering/Finance
- EV SELPA to present PY (19/20) OT Regional Program Proportionate Share and return of funds (if appropriate).
- 9/10/20** - SELPA to present PY (19/20) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
- 9/10/20** - SELPA to present PY (19/20) EV SELPA Budgets ending fund balances to Steering/Finance
- 9/10/20** - SELPA to present preliminary MOE at Steering/Finance
- 9/14/20** - Districts to submit to SELPA Excess Cost Calculation
- 9/21/20** - Districts to provide SELPA August PARs and PYR for TPP
- 9/30/20** - SELPA to submit July TPP Service and Certified Invoices to DOR

OCTOBER 2020

- 10/15/20** - SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission *Done*
- 10/15/20** - SELPA to present SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance
- 10/15/20** - SELPA to begin working on 1st Interim budget updates
- 10/15/20** - SELPA to submit PY (19/20) Annual Infant Funding Report to SBCSS *Done*
- 10/15/20** - Districts to provide Grant Expenditure Report 4 (July 1 – September 30 CY) to SELPA if applicable
- 10/15/20** - Districts provide SELPA with CY (20/21) P-1 ADA estimates & changes to PY ADA (if any) by Oct 15 for First Interim reporting
- 10/16/20** - Districts to provide SELPA September PARs and PYR for TPP
- 10/30/20** - Deadline for SELPA/SBCSS to submit CY (20/21) Part C Early Start Application to CDE
- 10/30/20** - Deadline for SELPA/SBCSS to submit PY (19/20) Extraordinary Cost Pool claim to CDE

2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

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

NOVEMBER 2020

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

DECEMBER 2020

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

JANUARY 2021

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

FEBRUARY 2021

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

2020/21 EAST VALLEY SELPA FISCAL REPORTING CALENDAR

MARCH 2021

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

APRIL 2021

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

MAY 2021

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

JUNE 2021

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

4.4 Regional Program Transfer Request for 2021-2022

Rialto USD Program Transfer Request

for

2021-2022

A proposed program transfer of 30 students from San Bernardino County Superintendent of Schools services to Rialto USD services effective 2021-2022.

All students identified are currently in SBCSS elementary classrooms with the exception of two in middle school and one in high school. Of the 30 students identified, Rialto USD plans to move seven students during the 2020-2021 school year pursuant to changes in their Individual Education Programs and subsequently move 23 students to start the 2021-2022 school year.

Information on the following pages provides details as required by the EV SELPA Regional Programs & Program Transfer Policy and Procedures.



San Bernardino County Superintendent of Schools

Transforming lives through education

Ted Alejandro
County Superintendent

Memo

August 25, 2020

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

FROM: Scott Wyatt, Ed.D., Area Director 
Student Services, East Valley Operations

SUBJECT: Rialto USD Special Education Program Transfer from SBCSS East Valley Operations

In preparation for the Rialto USD Special Education program transfer, SBCSS East Valley Operations made reductions for the current 2020–2021 school year. The reductions included eliminating two full-time teaching positions, six full-time paraeducator positions, and one full-time Office Specialist I position.

With an anticipated program transfer of 30 students, East Valley Operations will need to make additional staff reductions and will also need to close two classrooms for the 2021–2022 school year.

The recommended FTE staff reductions are as follows:

- One (1) classroom teacher from Bemis Elementary
- One (1) classroom teacher from Dollohan or Smith
- Two (2) paraeducators from Bemis Elementary
- Two (2) paraeducators from Dollohan or Smith Elementary
- One (1) SLP, 27 students have LSH services
- .25 FTE School Nurse (.25 FTE will be paid by SBCSS Alternative Education program)

It is also recommended that East Valley Operations close one classroom at Bemis Elementary and one classroom at Dollohan Elementary. Please let me know if you have any additional questions or concerns.

Current Service Provider: San Bernardino County Superintendent of Schools

Requesting District: Rialto Unified School District

Type of Request: Select Student Population: 30 students

Proposed Staffing Reductions

Reduction of (2) SAI Classrooms and associated related services

- Reduce 2 classroom teachers
- Reduce 4 classroom paraeducators
- Reduce 1 Speech Language Pathologist
- Reduce .25 Nurse

Fiscal Impact Simulation Utilizing 2020-21 Budget

2020-21 Total Fee-For-Service Proposed Budget	\$ 12,237,794.00
Simulated Fee-For-Service Budget with Personnel Reductions	\$ 11,691,388.00
Net Reduction	\$ (546,406.00)

Enrollment Analysis

Starting enrollment for 2020-21	186
Students to be returned to district in 2020-21	-7
Students to be returned to district in 2021-22	-23
Net Estimated # of SAI Services in 2021-22	156

Enrollment Change

2020-21 SAI Projected Student Count	175
2021-22 Reduced SAI Student Count	156
Net Reduction in SAI students	-19

Direct Impact to SAI Fee-For-Service Rate

2020-21 SAI Proposed Fee-For-Service Rate	\$ 42,706.00
Simulated SAI Recalculated Fee-For-Service Rate	\$ 44,731.00
Net Increase in SAI Fee-For-Service	\$ 2,025.00

Indirect Impact to Low Incidence Rate

2020-21 Low Incidence Proposed Fee-For-Service Rate	\$ 9,263.00
Simulated Low Incidence Recalculated Fee-For-Service Rate	\$ 9,344.00
Net Increase in Low Incidence Fee-For-Service	\$ 81.00

PROGRAM TRANSFER ASSURANCES

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

- Section 56207(a) – develop a detailed program transfer plan
- Section 56207(a)(1) and (3) – pupil needs and the continuation of the current IEP for all affected students
- Section 56207(a)(2) and (4) – availability of the full continuum of program placements and services in the least restrictive environment for all affected students
- Section 56207(a)(5) – maintenance of all appropriate support services to include qualified support staff and administrative support
- Section 56207(a)(7) – involvement and representation of parents of all affected students and staff (e.g. special and non-special education teachers, itinerant specialist, administrators, and classified) in the planning process
- Section 44903.7 – certificated employee rights
- Section 45120.2 – classified employee rights
- Section 56207(c) - & Section 56205(b)(5) – resolving disagreements related to program transfers

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

Bridgette Ealy
Signature of Special Education Administrator

[Signature]
Signature of LEA Superintendent

9/10/2020
Date

9/16/20
Date

DETAILED PLAN FOR SPECIAL EDUCATION PROGRAM TRANSFERS

LEA Name: Rialto Unified School District. Date of Submission: August 30, 2020

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

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

(a) Direct Instruction:

The transferring students will continue to receive special education services and supports as required in their current Individualized Education Programs (IEPs) in the least restrictive environment. An IEP meeting will be held for each student before transitioning into the Rialto USD.

(b) Related Services and Equipment

The transferring students will continue to be provided all required supports, special education, and related services per their IEPs. The Rialto USD will ensure all required related services are provided by qualified staff with the appropriate training and administrative support.

The Rialto USD currently has the following related services: speech and language; occupational therapy, physical therapy, applied behavior analysis (ABA) services, educational related mental health service (ERMHS); adapted physical education; health and nursing services; intensive behavior services (1:1 aide); and transition services. The District will also provide transportation and any other related services required per the student's IEP.

The San Bernardino County Superintendent of Schools (SBCSS) will review the current inventory of equipment to determine which equipment will stay with the transferring students. Rialto USD has built funds into the budget to purchase all required equipment. Also, the low incidence equipment will follow the transferring student. The Rialto USD will continue to have SBCSS provide the following low incidence services deaf/hard of hearing (DHH), orientation & mobility (O&M), and visual impairment (VI).

(c) **Facilities**

Outlined below is a list of facilities by school available to house the students involved in the program transfer.

School Site	Available Facility	Comments
Dollahan Elementary	Classroom	New SDC 3-5 /MS Program
Dunn Elementary	Classroom	Existing autism program
Casey Elementary	Classroom	Existing MS Program
Kordyak Elementary	Classroom	Existing MS Program
Werner Elementary	Classroom	Existing MS Program
Frisbie Middle School	Classroom	Existing MS Program
Jehue Middle School	Classroom	Existing MS Program
Kucera Middle School	Classroom	Existing MS Program
Rialto Middle School	Classroom	Existing MS Program
Kolb Middle School	Classroom	Existing MS Program
Eisenhower High School	Classroom	Existing MS Program
Carter High School	Classroom	Existing MS Program
Rialto High School	Classroom	New SDC MS Program
Milor High School	Classroom	Existing MS Program

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

(a) Contingency plans for providing services other than those called for in the IEPs

The Rialto USD will ensure equity and access for all transferring students. The students will be provided with the appropriate supports and service to participate in general education classes and curriculum. The District currently has different collaborative programs for students to access the general education classroom with special education support (e.g. Co-Teaching, Learning Centers, Reading Programs, etc.). There are also opportunities for students to participate in the visual and performing arts (VAPA) program, extra-curricular activities, and general education electives to name a few. The District also provides social skills to all students with Autism Spectrum Disorder (ASD), social-emotional learning programs (e.g. self-regulation groups; individual therapeutic behavior supports, etc.), and access to a sensory room if needed.

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

(a) Number (FTEs), Qualifications, and Experience of Support Staff

All education codes related to employee rights will be followed in cooperation with the SBCSS and the Rialto USD. Those positions not filled by existing staff will be filled by qualified Rialto USD-employed staff. The Rialto USD will make every effort in recruiting to fill these positions with qualified staff. At this time, Rialto USD is projecting two additional teachers and four additional instructional assistants will be needed.

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

(a) Involvement of Parents

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

DATE OF MEETING	LOCATON OF MEETING
TBD	

(b) **Involvement of Staff**

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

DATE OF MEETING	PARTICIPANTS
TBD	

Reviewed by Steering Committee: March 9, 2017, September 14, 2017, October 12, 2017

Reviewed by Board of Directors: May 24, 2017, September 27, 2017

Approved by Board of Directors: November 15, 2017

PROGRAM ISSUES

4.5 CDE Special Education Division Guidance 10.1.20



Home / Learning Support / Health / Health Services & School Nursing

Special Education Guidance for COVID-19

[Coronavirus \(COVID-19\) Main Web Page](#)

Providing In-Person Specialized Supports and Services to Students with Disabilities

New Guidance (Posted 30-Sept-2020)

Is a Local Educational Agency (LEA) permitted to offer in-person supports and services to small groups of students with disabilities?

Yes. The California Department of Public Health (CDPH) released guidance on August 25, 2020, permitting the provision of in-person targeted, specialized support and services in stable cohorts when the school is able to satisfy all of the conditions detailed in CDPH's guidance related to cohorts. The guidance provides uniform messaging regarding the required health and safety practices needed to prevent the spread of COVID-19 across settings, such as small group learning for students with disabilities and district or school "hubs" for distance learning and childcare. The CDPH guidance related to cohorts is available on the CDPH website at <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx>.

In addition, the CDPH released a set of frequently asked questions (FAQs) on how this guidance applies to the provision of school-based targeted, specialized support for schools that are not permitted to reopen based on current state public health directives. The FAQ is available on the CDPH website at <https://files.covid19.ca.gov/pdf/guidance-schools-cohort-FAQ.pdf>.

Does the CDPH guidance related to cohorts apply to students age 18-22 participating in post-secondary programs that are provided through the K-12 school setting?

Yes. LEAs may serve small cohorts of students with disabilities ages 18-22 consistent with the CDPH guidance.

Does an LEA need to have received an elementary school waiver through the local public health office before offering in-person supports and services to small groups, consistent with the CDPH guidance related to cohorts?

No. The August 25, 2020 CDPH FAQ states "[t]he Cohorting Guidance applies to schools that cannot reopen for in-person instruction pursuant to the July 17 Framework, including elementary schools in those jurisdictions that have not received an elementary school waiver through the local public health office. Under these circumstances, school officials should develop and implement plans in collaboration with local health officials and school-based staff (including, if applicable, organized labor), but are not required to receive express approval from the local health department. **They are, however, required to adhere to any applicable, more restrictive local public health directive.**"

Distance Learning

Are there new requirements related to Individualized Education Programs (IEP) and distance learning?

Yes. On June 29, 2020, Governor Newsom signed the 2020 Budget Act and accompanying budget-implementing legislation, including Senate Bill (SB) 98 (Chapter 24, Statutes of 2020). SB 98 included notable changes related to special education and distance learning. The CDE posted related guidance on the CDE website at <https://www.cde.ca.gov/sp/se/lr/om071520.asp>.

SB 98, Section 66, amended Section 56345 of the *Education Code (EC)* to require that Individualized Education Programs (IEP) include a description of the means by which the IEP will be provided under emergency conditions, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days. This description must be included in the development of each initial IEP or addressed during the regularly scheduled revision of an IEP (e.g., annual IEP), and must take public health orders into account.

Where can I find more information about the requirements for distance learning and instructional time?

The CDE has established a webpage dedicated to providing guidance and resources for teachers and families in K-12 schools regarding high quality distance learning. The CDE's distance learning webpage can be accessed on the CDE's website at <https://www.cde.ca.gov/ci/cr/dl/index.asp>

In addition, the CDE has developed a frequently asked questions (FAQ) webpage addressing principal apportionment, instructional time, attendance accounting, attendance reporting and the Form J-13A for fiscal year (FY) 2020-21. The FAQ can be accessed on the CDE website at <https://www.cde.ca.gov/fg/aa/pa/pafaqs.asp>.

Do the requirements for distance learning and instructional minutes in the FY 2020-21 school year impact Specialized Academic Instruction on a student's IEP?

Specialized Academic Instruction (SAI) in a student's IEP (including minutes), like all aspects of the IEP, is determined by the IEP team. SAI is an instructional service and individualized based on student need. LEAs are required to implement IEPs.

Description of How the IEP Will be Provided Under Emergency Conditions

What are considered “emergency conditions”?


EC 46392 outlines what constitutes “emergency conditions” and includes: fire, flood, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving transportation services to pupils provided by a non-school entity, and an order provided for in *EC 41422*.

Is the emergency conditions description part of the IEP or a separate document?

The description of the means by which the IEP will be provided under emergency conditions must be part of the IEP. SB 98 amended section 56345 of California *Education Code*, and added the requirement that an IEP include a description of the means by which the IEP will be provided under emergency conditions, effective July 1, 2020. It applies to the development of an initial IEP or the next regularly scheduled revision of the IEP (i.e. annual IEP) (*EC* Section 56345(a)(9)(B)). Because all students must have an annual IEP, pursuant 34 *C.F.R.* 300.324(b)(1), all IEPs in the state should include this description by June 30, 2021.

Must the parent or student consent to the description required by *EC 56345(a)(9)*?

Yes. As a required component of the IEP, the description of the means by which the IEP will be provided under emergency conditions must be adopted by the IEP team at an IEP team meeting or through an amendment to the IEP. Parents/students are required members of the IEP team and thus will be involved in the development of this description through the IEP process. The LEA must obtain consent to the IEP consistent with applicable state and federal law.

The United States Department of Education Office of Special Education Programs (OSEP) issued a Question and Answer (Q & A) document on June 30, 2020 in response to inquiries concerning implementation of the Individuals with Disabilities Education Act (IDEA) Part B procedural safeguards in the current COVID-19 environment, including obtaining parental consent. In that document, OSEP encourages LEAs to ensure “that parents are fully informed of how their child’s special education and related services needs are addressed during remote learning” (<https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/qa-procedural-safeguards-idea-part-b-06-30-2020.pdf> )

How does the IEP requirement for a description of the means by which the IEP will be provided under emergency conditions impact the offer of a Free Appropriate Public Education (FAPE)?

The description of the means by which an IEP will be provided under emergency conditions is an element of the overall offer of FAPE, and should help an LEA to plan for how to address the needs of an individual student in an emergency.

What if the description of the means by which an IEP will be provided under emergency conditions inadequately addresses or anticipates the needs of the student in the event of an emergency?

IEP teams are required to meet when a student demonstrates a lack of expected progress (34 *C.F.R.* 300.324 (b)(1)(ii)). Additionally, the parent or the teacher may request an IEP meeting at any time (*EC 56343*) to discuss and address any concerns with student access including a lack of resources, or ineffectiveness of the means by which the IEP is being provided under emergency conditions.

Teachers and parents are encouraged to work together to ensure that a student is able to access instruction and that the delivery of instruction is effective. The student’s IEP can be changed or amended at any time with agreement from both the parents and the LEA.

Does an LEA need to wait 10 days before implementing the description of how the IEP will be implemented under emergency conditions IEP?

No. If the LEA has good reason to believe that, due to emergency conditions as described in *EC 46392*, instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days, the LEA may implement the provisions outlined in the description before 10 school days have elapsed.

Should the description of the means by which the IEP will be provided under emergency conditions required by *EC 56345(a)(9)* include provisions for how the LEA will deliver feedback and information to parents regarding a student’s learning progress during the emergency closure?

While *EC 56345(a)(9)* does not specifically require including plans for delivering feedback and information regarding a student’s progress, communication and collaboration between the local educational agency (LEA) and parent are vital to ensure educational progress. In addition, *EC* Section 43504(g) requires that, during the 20-21 school year, each school shall regularly communicate with parents and guardians regarding a pupil’s academic progress.

Special Education Assessments**Must LEAs continue to conduct special education assessments while providing distance learning?**

Yes. The U.S. Department of Education (USDOE) has not waived the requirement for LEAs to conduct a full and individual initial evaluation for a student suspected of having a disability, nor has the USDOE waived requirements relating to triennial assessments. Additionally, 34 *C.F.R.* §§ 300.101(b) and 300.124(b) are still in effect and require that an IEP or individual family service plan (IFSP) is developed by the third birthday of a child participating in Part C programs and who will participate in Part B preschool-age programs. The USDOE has encouraged LEAs to work with parents to reach mutually agreeable extensions of time, as appropriate, if the LEA or parent feels additional time is needed.

Can special education assessments be conducted in-person at this time?

Yes. Current guidance from the California Department of Public Health and the CDE does not expressly prohibit in-person assessments. Further, the CDPH's "Cohort" Guidance of August 25, 2020 permits in-person instruction and services, including assessments, if done in compliance with the Guidance, or if an elementary school has received a waiver of the school closure mandate from its local public health officer in accordance with the July 17, 2020 Framework for re-opening schools.

As stated in the CDE's April 9 2020 updated special education guidance (<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>), any in-person services or supports should "seek to comply with federal, state, and local health official's guidance related to physical distancing, with the goal of keeping students, teachers and service providers safe and healthy as the primary consideration". Each LEA will need to monitor current health conditions and determine appropriate measures regarding in-person assessments. Some assessments, or components of assessments, may be conducted virtually, and, in some cases, existing data may be used. As with all assessments, the LEA can work together with parents to determine which assessments are necessary and appropriate in order to evaluate eligibility for special education services.

The California Association of School Psychologists (CASP) has developed several resources related to assessments and COVID-19, including considerations and recommendations for conducting in-person assessments. Those resources can be accessed by visiting the CASP website at <https://casponline.org/about-casp/publications/covid-19-resources/>.

Are the special education timeline waiver provisions included in Section 8 of Senate Bill 117 (Chapter 3, Statutes of 2020) still in place?

No. On September 18, 2020, the Governor approved Senate Bill (SB) 820 (Chapter 110, Statutes of 2020). Section 56 of SB 820 rendered SB 117, Section 8 inoperative on July 1, 2020. LEAs must adhere to all state and federal special education timelines, including those related to assessments and access to educational records.

Supporting Social-Emotional Wellness

If students are unable to meaningfully engage in distance learning due to social-emotional and/or mental health needs, what support should the LEA provide? What are the state and federal mandates?

Students with disabilities are required to have educational programs that are designed to meet their specific individual needs. IEP teams are required to monitor students for educational progress and revise the IEP for any lack of expected progress toward the student's annual goals and in the general education curriculum (34 C.F.R. 300.324 (b)(1)(ii)). Additionally, the IEP team for a student with disabilities whose behavior impedes learning is required to consider the use of positive behavioral interventions and supports (34 C.F.R. 300.324 (a)(2)(i)).

In addition, EC 43503 (b) requires that distance learning include several components, including:

(3) Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as . . . pupils with exceptional needs . . .

(4) Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

Further, an LEA's learning continuity and attendance plan required for the 20-21 school year must outline what additional supports will be provided for pupils with exceptional needs served across the full continuum of placements during the period in which distance learning is provided (EC 43509(a)(1) (A), (e), (f)(1)(B)(vi)).

In the Spring of 2020, the CDE convened the Distance Learning Innovative Solutions Workgroup to assist educators and families across the state with distance learning by developing solutions and resources that can be used to help support students with disabilities. The Innovative Solutions Workgroup created several resource documents located on the Distance Learning Innovations for Special Education webpage located at <https://www.sipinclusion.org/distance-learning-resources/>. Available resources on the webpage can be filtered by "Behavior and Mental Health", which will provide educators and parents with information on how to address student social-emotional and mental health needs in the home during distance learning. Additionally, the webpage has a resource library that can be searched using keywords, including topics like "student engagement" to provide educators and parents with resources for maintaining student engagement and access to distance learning.

What is the LEA's responsibility to provide educationally related mental health services (ERMHS) services in the IEP while the LEA is providing distance learning?

Supporting social-emotional and mental health needs of students is critical during this time. EC 43503 (b)(4) requires that distance learning include "special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment." Therefore, the LEA should ensure that the IEP, including ERMHS when required by the IEP, can be executed in a distance learning environment. With that said, LEA's may not be able to provide all services in the same manner that they are typically provided during this COVID-19 pandemic.

According to the United States Department of Education (USDOE) Office of Special Education Program's (OSEP) March 21, 2020 guidance, "[T]hese exceptional circumstances may affect how all educational and related services and supports are provided . . . the provision of [free and appropriate public education (FAPE)] may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically . . . schools may not be able to provide all services in the same manner that they are typically provided . . . federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may

need to be different in this time of unprecedented national emergency." To review OSEP's March 21, 2020 guidance titled "*Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities*", visit the USDOE website at <https://bit.ly/2VdoJn6>.

Updated Resources

Has the USDOE issued additional guidance since April 2020?

Yes. On September 28, 2020, the USDOE's OSEP released a Question and Answer (Q&A) document in response to inquiries concerning implementation of the IDEA Part B provision of services in the current COVID-19 environment. The document can be accessed on the USDOE website at <https://sites.ed.gov/idea/idea-files/part-b-implementation-idea-provision-services-current-covid-19-environment-qa-document-sept-28-2020/>.

Additionally, on September 28, 2020, the USDOE's Office of Civil Rights issued a COVID-19-related technical assistance document to assist K-12 schools in meeting their obligations under Federal Civil Rights Laws. The document can be accessed on the USDOE website at <https://www2.ed.gov/about/offices/list/ocr/docs/qa-covid-20200928.pdf>.

On June 25, 2020, the USDOE's OSEP issued a Question and Answer (Q & A) document in response to inquiries concerning implementation of the IDEA Part B use of funds in the current COVID-19 environment. The document can be accessed on the USDOE website at <https://sites.ed.gov/idea/files/qa-part-b-use-of-funds-06-25-2020.pdf>.

On June 26, 2020, the USDOE's OSEP issued a Q & A document in response to inquiries concerning flexibility on IDEA Part B fiscal requirements in the current COVID-19 environment. The document can be accessed on the USDOE website at <https://sites.ed.gov/idea/files/qa-fiscal-flexibilities-idea-part-b-06-26-2020.pdf>.

On June 30, 2020, the USDOE's OSEP issued a Q & A document in response to inquiries concerning implementation of the IDEA Part B procedural safeguards in the current COVID-19 environment. The document can be accessed on the USDOE website at <https://sites.ed.gov/idea/files/qa-procedural-safeguards-idea-part-b-06-30-2020.pdf>.

To review all of these documents, as well as other Q & A documents that OSEP has provided related to COVID-19, please visit the USDOE's website at <https://sites.ed.gov/idea/topic-areas/#COVID-19>.

Are there updated resources to support parents, students, families, and LEAs during this time?

Yes. In Spring of 2020, the CDE hosted five webinars on supporting students with disabilities in distance learning, which are archived on the CDE website at <https://www.cde.ca.gov/ls/he/hn/covid19webinars.asp>. Webinar topics included:

- Highlighting and sharing best practices from LEAs and educators across the state
- Discussing critical parent partnerships and outlining resources for parents of students with disabilities
- Addressing critical transitions in special education via distance learning: preschool to K-12 and post-secondary transition
- Addressing the behavioral and mental health needs of students
- Highlighting strategies to serve students with disabilities that have unique, extensive support needs

Additionally, the CDE worked to build a resource library through the convening of the Distance Learning Innovative Solutions Workgroup comprised of over 130 educators, administrators, services providers, parents, advocates, etc., to address a variety of topics related to special education and distance learning. The resource library can be accessed on the Distance Learning Innovations for Special Education webpage at <https://www.sipinclusion.org/distance-learning-resources/>.

The CDE has also been working with Special Education Local Plan Area leads within the state System of Support to develop targeted resources for distance learning. Those resources can be accessed on the following websites:

- Improving Outcomes for English Learners with Disabilities-distance learning models: <https://www.icoe.org/selpa/distance-learning-training-modules>
- Resource and Guidance Padlets during school closures for students with Autism Spectrum Disorder, CAPTAIN/Marin County SELPA: <http://www.captain.ca.gov>
- Making Distance Learning Accessible to Students with Disabilities: <https://sites.google.com/placerco.k12.ca.us/accessible-distance-learning/home>
- Distance Learning Resources for Parents and Educators: <https://systemimprovement.org/distance-learning>

The USDOE OSEP has established a webpage for continuity of learning during COVID-19 that offers information, tools, and resources to help educators, parents and families, and related service providers meet the educational, behavioral, and emotional needs of children and youth with disabilities through remote and virtual learning. The OSEP continuity of learning during COVID-19 webpage can be accessed at <https://osepideasthatwork.org/continuity-learning-during-covid-19>.

Created specifically for parents, the IRIS Center offers a new, user-friendly module "Parents: Supporting Learning During the COVID-19 Pandemic" with practical tools and easy-to-implement strategies to help children learn at home during COVID-19. This multi-media learning module covers practical tips to get children ready to learn, strategies for reading and mathematics instruction, support for children's social and emotional well-being, and considerations for the parents of struggling learners and students with disabilities, among other topics. The IRIS Center is supported by the USDOE OSEP and located at Vanderbilt University's Peabody College. The module can be accessed on the IRIS Center website at <https://iris.peabody.vanderbilt.edu/module/c19/>.

Earlier Guidance

09-Apr-2020

The United States is currently experiencing a pandemic emergency due to the threat of novel coronavirus (COVID-19). On March 13, 2020, Governor Newsom signed Executive Order N-26-20 requiring the California Department of Education (CDE) to issue guidance on several topics, including ensuring students with disabilities (SWD) receive a free appropriate public education (FAPE) consistent with their individualized education program (IEP) and meeting other procedural requirements under the Individuals with Disabilities Education Act (IDEA) and California law. Initial guidance on services to students with disabilities was provided on March 20, 2020.

The following guidance provides additional information based on questions received by the CDE in recent weeks. We will continue to update the guidance on this web page as necessary in response to any guidance from the U.S. Department of Education or waivers of any laws or regulations pertaining to special education services.

1. Must all Individualized Education Programs (IEPs) be amended to reflect the change to distance learning?

No, not all IEPs will need to be amended. In response to the Governor's Executive Order, schools are physically closed, and local educational agencies (LEAs) are to provide educational services through alternative options such as distance learning. Under this unique circumstance, in the CDE's view it is not necessary for an LEA to convene an IEP team meeting, or propose an IEP amendment without a team meeting, for every student, solely for the purpose of discussing the need to provide services away from school, because that change must necessarily occur due to the COVID-19 pandemic. Similarly, in the CDE's view, it is not necessary for an LEA to obtain the parent's written consent to provide previously agreed-upon services, away from school. The IEP that was in effect at the time of physical school closure remains in effect, and LEAs should, to the greatest extent possible, continue to provide the services called for in those IEPs in alternative ways.

According to the United States Department of Education (USDOE) Office of Special Education Program's (OSEP) March 21, 2020 guidance, "[T]hese exceptional circumstances may affect how all educational and related services and supports are provided . . . the provision of [free and appropriate public education (FAPE)] may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically . . . schools may not be able to provide all services in the same manner that they are typically provided . . . federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency." To review OSEP's March 21, 2020 guidance titled "*Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities*", visit the USDOE website at <https://bit.ly/2VdoJn6>.

However, there may be instances when amending the IEP to reflect the change to distance learning might be necessary and/or appropriate. LEAs may convene an IEP team meeting, or propose an IEP amendment without a team meeting, particularly where it is deemed necessary to address unique circumstances related to alternative service delivery. (See 20 USC 1414 (d)(4)(A); 20 USC 1414 (d)(3)(D); 34 C.F.R. § 300.324.) Parents too may request an IEP meeting or propose an IEP amendment, pursuant to Education Code § 56343, subdivision (c). Some LEAs and parents have agreed to amend the IEP by incorporating a distance learning plan outlining the special education and related services being provided to the student during the temporary, emergency situation created by the COVID-19 pandemic.

At this time, LEAs should necessarily be focused on serving each and every student. OSEP's March 21, 2020 guidance clarifies that "ensuring compliance with the Individuals with Disabilities Education Act . . . should not prevent any school from offering educational programs through distance instruction." The CDE recognizes that due to the emergency situation created by the COVID-19 pandemic, it will take time for LEAs to determine their continuum of services during school site closures and provide information to parents and students about the services being offered. As such, communication and collaboration are vital. It is recommended that LEAs maintain regular communication with parents of students with disabilities about their efforts to transition to distance learning, plans to ensure access for all students, and to identify and address any immediate support needs when feasible.

2. Is an LEA precluded from providing services to students with disabilities in-person or in the home for the purpose of supporting the student in accessing the alternative options for learning being offered?

No. In some exceptional situations, LEAs may need to provide certain supports and services to individual students in-person in order to maintain students' mental/physical health and safety for the purpose of supporting the student in accessing the alternative options for learning being offered (e.g. distance learning). With that said, alternative service delivery options should seek to comply with federal, state, and local health official's guidance related to physical distancing, with the goal of keeping students, teachers and service providers safe and healthy as the primary consideration.

In such cases, service providers may be considered "Essential Critical Infrastructure Workers" under [Executive Order N-33-20](#). To review the list of "Essential Critical Infrastructure Workers", see the California Coronavirus (COVID-19) Response website at <https://covid19.ca.gov/img/EssentialCriticalInfrastructureWorkers.pdf>.

For example, the list of essential workers in the healthcare/public health sector includes:

- Health care providers and caregivers (e.g. physicians, psychologists, mid-level practitioners, nurses and assistants, physical and occupational therapists and assistants, social workers, speech pathologists, and diagnostic and therapeutic technicians and technologists).
 - Behavioral health workers (including mental and substance use disorder) responsible for coordination, outreach, engagement, and treatment to individuals in need of mental health and/or substance use disorder services.
 - Workers who provide support to vulnerable populations to ensure their health and well-being including family care providers.
- In addition, other community-based government operations and essential functions includes:

- ❖ Workers supporting public and private childcare establishments, pre-K establishments, K-12 schools, colleges, and universities for purposes of distance learning, provision of school meals, or care and supervision of minors to support essential workforce across all sectors.

Therefore, if an individualized determination is made that a student needs services or supports in-person to maintain their mental/physical health and safety for the purpose of supporting the student in accessing the alternative options for learning being offered (e.g. distance learning), an LEA is not necessarily precluded from providing that service by Governor Newsom's stay at home order.

3. I'm a parent of a student with a disability and I have questions about my child's IEP. Where can I go for information and support?

Questions about your student's IEP and educational program in light of school site closures and the COVID-19 pandemic should be discussed with your school or district. Schools across the state are responding to the COVID-19 pandemic in different ways, specific to the school's regional context. The CDE encourages parents to reach out to their school or district office to have a conversation about the impact of the pandemic on their student's education and collaborative ways to support the student during this time.

Parents of students with disabilities may also reach out to California's parent organizations offering support and resources to families of students with disabilities. Information on parent organizations can be accessed on the CDE website at <https://www.cde.ca.gov/sp/se/qa/capnrtorg.asp>.

In addition, the Understood.org website is an example of numerous state and national organizations offering practical advice and strategies for parents and caregivers during this crisis. A link to COVID-19 resources for parents and families developed by Understood can be accessed on the Understood.org website at <https://www.understood.org/en/school-learning/coronavirus-latest-updates>.

4. What should an LEA do if it has closed school sites due to COVID-19 and is unable to meet the obligation to have an IEP or an Individual Family Service Plan (IFSP) in effect for a child transitioning from Part C to Part B no later than the child's third birthday?

34 C.F.R. §§ 300.101(b) and 300.124(b) require that an IEP or IFSP is developed and is being implemented by the third birthday of a child participating in Part C programs and who will participate in Part B preschool programs. The U.S. Department of Education has not waived or exempted this requirement. Either an IEP or IFSP must be developed and implemented by the child's third birthday. To meet this obligation, teams may conduct meetings virtually via telephone, videoconference, or other means.

5. If IEP teams meet virtually while school sites are closed due to COVID-19, how should parent consent be obtained? Is verbal consent sufficient?

34 C.F.R. § 300.9(b) states that "consent" means in part "... the parent understands and agrees in writing. ...". Thus, verbal consent alone is not sufficient. However, the IDEA does not specify how written consent must be obtained. Therefore, LEAs that wish to utilize electronic or digital signatures for consent may do so if they choose. Options for electronic signatures or digital signatures could include but are not limited to use of applications such as HelloSign, DocuSign, Adobe Sign, as well as scanned copies or photographs of signed signature pages. For record keeping purposes, it is recommended that LEAs maintain documentation as proof of consent, including printed or mailed copies of signed documents. For more information on general electronic signature requirements for public agencies in California, please refer to Government Code § 16.5, and Title 2 of the California Code of Regulations, §§ 22000 et seq.

March 20, 2020

The United States is currently experiencing a pandemic emergency due to the threat of novel coronavirus (COVID-19). On March 13, 2020, Governor Newsom signed Executive Order N-26-20 ensuring State funding for Local Educational Agencies (LEA) in the event of physical closure due to the threat of COVID-19. The Executive Order requires the California Department of Education (CDE) to issue guidance on several topics, including ensuring students with disabilities (SWD) receive a free appropriate public education (FAPE) consistent with their individualized education program (IEP) and meeting other procedural requirements under the Individuals with Disabilities Education Act (IDEA) and California law.

At this time, the federal government has not waived the federal requirements under the Individuals with Disabilities Education Act (IDEA). To review guidance from the USDOE titled "*Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak*," visit the USDOE website at <https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/qa-covid-19-03-12-2020.pdf>. The CDE and the California State Board of Education (SBE) are working with the United States Department of Education (USDOE) to determine what flexibilities or waivers may be issued in light of the extraordinary circumstances. Until and unless USDOE ultimately provides flexibilities under federal law, LEAs should do their best in adhering to IDEA requirements, including federally mandated timelines, to the maximum extent possible. LEAs are encouraged to consider ways to use distance technology to meet these obligations. However, the CDE acknowledges the complex, unprecedented challenges LEAs are experiencing from the threat of COVID-19. As such, the CDE is committed to a reasonable approach to compliance monitoring that accounts for the exceptional circumstances facing the state.

The CDE appreciates the difficult decisions that LEAs and families are faced with as we grapple with this unprecedented crisis. The CDE has formed a workgroup of special education practitioners and other experts to help brainstorm best practices that we plan to share in the coming weeks. In addition, resources for addressing the needs of students with disabilities are provided in this guidance and in the CDE's guidance on distance learning at <https://www.cde.ca.gov/ls/he/hn/guidance.asp>. We will update this guidance as necessary in response to any guidance from the U.S. Department of Education or waivers of any laws or regulations pertaining to special education services.

The following answers to frequently asked questions received by the CDE provides guidance on topics relevant to serving students with disabilities.

1. If an LEA offers distance learning for instructional delivery in lieu of regular classroom instruction during a school site closure for students, what is the obligation to implement the IEP for students with disabilities?

As a result of Governor Newsom's Executive Order N-26-20, schools will receive funding to continue delivering educational opportunities to students to the extent feasible through, among other options, distance learning and/or independent study. When an LEA continues to provide educational opportunities to the general student population during physical school site closures, the LEA must ensure that students with disabilities have equitable access to comparable opportunities, appropriately tailored to the individualized need of a student to ensure meaningful access, as determined through the IEP process to the extent feasible.

If the LEA can continue providing special education and related services as outlined in the IEP, or an agreed upon amendment to the existing IEP, through a distance learning model, they should do so. The LEA can also consider alternative service delivery options such as in-home service delivery, meeting with individual students at school sites, or other appropriate locations to deliver services. Further, LEAs are encouraged to work collaboratively with Nonpublic Schools and Agencies (NPS/As) to ensure continuity of services, including moving to virtual platforms for service delivery to the extent feasible and appropriate.

These alternative delivery options should seek to comply with federal, state, and local health official's guidance related to social distancing, with the goal of keeping students, teachers and service providers safe and healthy. Teachers and specialists should work collaboratively to ensure instruction is accessible for the student based on the student's individualized needs. Given the unprecedented situation created by the threat of COVID-19, exceptional circumstances may affect how a particular service is provided under a student's IEP. In such a situation, the IEP team will need to make individualized decisions regarding whether compensatory services are required when the regular provision of services resumes.

Further guidance on distance learning, including considerations for students with disabilities, can be accessed on the CDE website at <https://www.cde.ca.gov/ls/he/hn/guidance.asp>.

2. What is considered equitable access for students with disabilities?

When an LEA provides services to students during a school site closure, the LEA must provide equitable access to those services for students with disabilities, with services appropriately tailored to the individualized needs of students, to the greatest extent possible. When LEAs are providing instruction through a distance learning model to replace what would have been provided in the classroom, LEAs must create access to the instruction for students with disabilities, including planning for appropriate modifications or accommodations based on the individualized needs of each student and the differences created by the change in modality (e.g. virtual vs. classroom-based). Educational and support services provided should be commensurate with those identified in the IEP for each student to ensure educational benefit.

For example, LEAs may consider the use of accessible distance technology, instructional phone calls, and other curriculum-based activities that have been scaffolded based on student need. More information on accessibility and distance learning can be accessed on the CDE website at <https://www.cde.ca.gov/ls/he/hn/appendix2.asp>.

In some cases, it may be appropriate for LEAs to consider providing classroom-based instruction to small groups of students with disabilities that have extensive support needs, despite the fact that the school site has closed, consistent with federal, state, and local health directives related to COVID-19. Alternative service delivery options should seek to comply with federal, state, and local health official's guidance related to social distancing, with the goal of keeping students, teachers and service providers safe and healthy. There is no single service delivery method that will meet the needs of every student. Therefore, LEAs should consider employing a variety of service delivery options. The CDE has convened a work group of special educators to develop more specific guidance for operationalizing such strategies, including examples from California LEAs.

3. If distance learning is provided in some capacity but does not mirror the offer of FAPE in the IEP, will compensatory services be required once an LEA resumes the regular school session?

Once the regular school session resumes, LEAs should plan to make individualized determinations, in collaboration with the IEP team, regarding whether or not compensatory education and services may be needed for a student. Educational need can be measured by assessing whether or not the student continued making progress in the general education curriculum, or alternative course of study specified in their IEP, or toward meeting their individualized IEP goals and/or if any regression occurred during the period of school site closure.

4. Is the CDE encouraging continued utilization of and payment to Nonpublic Schools and Agencies (NPS/As)?

Yes. California NPS/As provide critical programs and related services to students with disabilities. LEAs should work collaboratively with NPS/As to ensure continuity of services, including moving to virtual platforms for service delivery to the extent feasible and appropriate. In an effort to ensure that the full continuum of placements and service delivery options remains available to students and LEAs subsequent to these unprecedented school site closures, CDE encourages LEAs to continue to use the services of NPS/As during school site closures, including distance learning options made available by NPS/As, so that NPS/As may continue to receive payment in accordance with pupils IEPs and the Master Contracts/Individual Service Agreements between LEAs and NPS/As.

5. When school sites are closed and no services or instruction are being provided for a period of time, can LEAs consider providing some special education services to some students? How should LEAs determine what services can or should be provided?

Yes. To be clear, CDE is not recommending this as an option. Consistent with Executive Order N-26-20, LEAs are continuing to receive ADA funding during school site closures so they will continue to provide services to all students, including students with disabilities. Should services be discontinued for a period of time, LEAs and IEP teams would be required to make an individualized determination as to whether compensatory

services are needed once services resume.

At this uncertain time, it is imperative to keep the safety of students as the primary consideration for every decision made. As LEAs strive for equitable supports and services for students, in some exceptional situations, LEAs may need to provide certain supports and services to individual students with extensive support needs in order to maintain their mental/physical health and safety. The LEA may provide such services, even if the services are not available to all students with disabilities during a school site closure. As such, LEAs should make individualized determinations about the need to provide services to ensure the mental/physical health and safety of a student with a disability, even during a school site closure, if those services are able to be provided consistent with federal, state, and local health directives.

6. How will state and federal grants be impacted by school site closures (e.g. Alternative Dispute Resolution, Workability, Supporting Inclusive Practices, etc.)?

Federal and state grants already funded should continue with their program deliverables. In cases where grant deliverables cannot be provided, grantees should work with their CDE program and fiscal contact to determine next steps. If grants have scheduled in-person conferences, institutes, training, or workshops they should be rescheduled or delivered virtually. Any grant amendments or change in due date for expenditure reports will need to be done on a case by case basis due to the specific requirements of funding sources.

7. What is the impact of school site closures on special education monitoring timelines and processes?

At this time, the federal government has not waived the federal requirements under the IDEA. However, given the complex, unprecedented challenges LEAs are experiencing from the threat of COVID-19, the CDE is committed to a reasonable approach to compliance monitoring that accounts for the exceptional circumstances facing the state.

If an LEA is having difficulty meeting timelines or has questions related to timelines, please contact your regional Intensive Monitoring Consultant. A list of regional consultants is available at <https://www.cde.ca.gov/sp/se/qa/fmtacnct.asp>.

8. What is the impact of school site closures on state complaints and due process hearings under the IDEA?

Regarding the state complaint process, in light of widespread school site closures and the inability of LEAs to meaningfully respond to complaint investigations, the CDE will be extending current complaint investigation timelines for good cause by the length of any school site closure during the stated emergency. It is anticipated that once LEAs reopen and are available to participate in the investigation process, the 60-day timeline will recommence and both the complainant and LEA will be notified. The CDE will continue to receive complaints that allege violations of the IDEA and complainants will be notified of any delay that may impact the investigation.

Currently, California's system for due process hearings and mediation through the Office of Administrative Hearings (OAH) remains operational, although some processes and/or timelines may be impacted by widespread school site closures and in order to maintain compliance with federal, state, and local health directives related to COVID-19. Updated information on the impact of COVID-19 on special education due process hearings can be accessed on the OAH's website at <https://www.dgs.ca.gov/OAH/Case-Types/Special-Education/Resources/SE-Coronavirus-Update/#@ViewBag.JumpTo>.

9. What is the impact on services to students with disabilities served by Part C of the IDEA?

For information related to the impact of the COVID-19 response on services to students with disabilities, ages 0 to 3, served under Part C of the IDEA, please visit the California Department of Developmental Services website at <https://www.dds.ca.gov/corona-virus-information-and-resources/>.

In addition, IDEA Part C and COVID-19 are addressed in guidance from the USDOE's Office of Special Education Programs, which can be accessed on the USDOE website at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>.

10. Where can I find more guidance and resources related to serving students with disabilities, distance learning, and online accessibility?

- To review previous guidance related to COVID-19 and services to students with disabilities, issued by the CDE on March 13, 2020, visit the CDE website at <https://www.cde.ca.gov/sp/se/lr/om031320.asp>.
- For updated information and resources from the CDE related to the COVID-19 response, visit the CDE website at <https://www.cde.ca.gov/lr/he/hn/coronavirus.asp>.
- To review federal guidance from the USDOE titled "Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak," visit the USDOE website at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>.
- To review federal guidance from the USDOE Office of Civil Rights on how to protect students' civil rights, visit the USDOE website at https://www2.ed.gov/about/offices/list/ocr/docs/ocr-coronavirus-fact-sheet.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

- Guidance issued by the CDE on distance learning, including considerations for students with disabilities, can be accessed on the CDE website at <https://www.cde.ca.gov/ls/he/hn/guidance.asp>.
- For research on how online learning can be made more accessible, engaging, and effective for K-12 learners with disabilities, visit the Center on Online Learning and Students with Disabilities webpage at <http://www.centerononlinelearning.res.ku.edu/>.
- Common Sense Media has curated a list of the Best Special Education Applications and Websites based on recommendations by educators who work with students with disabilities, which can be accessed on the Common Sense Media website at <https://www.commonsense.org/education/top-picks/best-special-education-apps-and-websites>.
- The Council for Exceptional Children (CEC) has developed COVID-19 Information for Special Educators, including a forum for members on how to adapt IEP services during school closures, which can be accessed on the CEC website at https://www.cec.sped.org/~media/Files/News/A%20Message%20on%20COVID19_%20Supporting%20Students%20with%20Exceptionalities.p
- The Council of Administrators of Special Education (CASE) has developed a resource page for Special Education Administrators, which can be accessed at <https://docs.google.com/document/d/1zEH-ggcHSI7sRQy5lpPEC0FaP4Vw5Wm0uUooruNFmrl/preview>.
- The State Educational Technology Directors Association (SETDA) offers strategies and resources for ensuring that online learning supports students with disabilities, which can be accessed on the SETDA website at <https://www.setda.org/main-coalitions/elearning/accessibility/>.

Questions: California Department of Education | 916-319-0800

Last Reviewed: Wednesday, September 30, 2020

East Valley Special Education Local Plan Area
TRIENNIAL ASSESSMENT REVIEW CHECKLIST

Student's Name _____ DOB _____ Grade _____ Date _____

School _____ District _____

Parent _____ Phone # _____

SECTION A – Psychologist Review (Check all that apply)

1. ☐ Two previous comprehensive assessments in all areas of suspected disability were completed after age 6. Dates: ____/____/____, ____/____/____; and
2. ☐ The two previous assessments contained generally consistent results given normal developmental parameters.
3. ☐ Student has a severe/profound disability and one previous comprehensive assessment.
Date ____/____/____

If numbers 1 and 2 are checked, or if number 3 is checked, psychologist sends this checklist to the student's special education teacher or case carrier for completion of SECTION B and contacts parent to complete the Triennial Assessment Parent/Guardian Input form (EV-101) during a phone conversation or in person. If none of the above are checked, psychologist sends an assessment plan (EV-9) to the parent/guardian for an appropriate assessment.

(Print Psychologist Name)

(Signature)

(Date)

SECTION B – Teacher/Case Carrier Review (Check all that apply)

4. ☐ Considering exit from special education due to the following reason(s): _____

5. ☐ Considering change of placement due to the following reason(s): _____

6. ☐ Student has undergone a serious health issue in the past two years. If so, describe: _____

7. ☐ Student has experienced a life-changing event in the past two years. If so, describe: _____

8. ☐ Student is making progress toward IEP goals (attach EV-12).
9. ☐ Student has good attendance.
10. ☐ No new significant emotional or behavioral concerns in the past two years.
11. Describe Student's Strengths: _____
12. Describe Student's Weaknesses: _____

Teacher/Case Carrier returns this completed form to the psychologist.

(Print Teacher/Case Carrier Name)

(Signature)

(Date)

East Valley Special Education Local Plan Area
TRIENNIAL ASSESSMENT PARENT/GUARDIAN INPUT

Student's Name _____ DOB _____ Phone _____

School _____ District _____ Grade _____

Information Received From _____ Relationship to Child _____ Date _____

Form Completed By _____
(Print Name) (Signature)

List dates and methods used to contact parent to complete this form:

Date	Method	Date	Method	Date	Method
------	--------	------	--------	------	--------

Background Information: As of January 1, 1999, the traditional three-year reassessment has been restructured to include an Alternate Triennial Assessment (ATA). This process involves interviews, record reviews, and evaluation of student progress with parent input. This information will be used to determine the appropriateness of an ATA. You will receive notification of the triennial IEP date and time. Please assist us in gaining an accurate picture of your child's functioning by answering the following questions:

READ THE FOLLOWING QUESTIONS TO THE PARENT & RECORD THEIR RESPONSES:

1. Have there been any changes in your child:

educationally? _____

medically? _____

in the home? _____

2. What do you see as your child's school performance in:

Reading? _____ Math? _____

Writing? _____ Life Skills? _____

Social/Emotional/Behavior? _____

What do you see as your child's:

Strengths? _____

Weaknesses? _____

3. Do you believe your child continues to have a disability and needs special education & related services?

☐ Yes ☐ No Comments, if provided:

East Valley Special Education Local Plan Area
TRIENNIAL REASSESSMENT WORKSHEET

Student's Name _____ DOB _____ Grade _____

School Site _____ District _____ Triennial Due Date _____

Initial Assessment Date _____ Previous Triennial Dates (if any) ____/____/____, ____/____/____, ____/____/____

CHECK APPROPRIATE BOX:

- ☐ The IEP Team has reviewed EV-100, EV-101 & student's present levels, is in agreement that the identified disability _____ continues to be present, and no additional assessment is needed. (*Complete Section B*)
- ☐ The IEP Team has reviewed EV-100, EV-101 & student's present levels and determined that additional assessment is needed as described in Section A. (*Complete Section A*)

SECTION A

COGNITIVE DATA:

- ☐ Cognitive/Developmental assessment needed to determine: _____
- ☐ No new cognitive/developmental assessment needed, refer to data in: _____

ACADEMIC ASSESSMENT

- ☐ Academic performance data needed in the following area(s): _____
- ☐ No new academic performance data needed, refer to data in: _____

SOCIAL/EMOTIONAL DATA

- ☐ Data on social-emotional status needed
- ☐ No new data needed, refer to: _____
- ☐ No data necessary, social-emotional factors not impacting student

BEHAVIORAL DATA

- ☐ Data on school and classroom behavior needed
- ☐ No new data needed, refer to: _____
- ☐ No data necessary, school/classroom behavior not impacting student

MOTOR SKILLS DATA

- ☐ Data on motor skills needed
- ☐ No new data needed, refer to: _____
- ☐ No data necessary, motor skills not impacting student

HEALTH DATA

- ☐ Current medical data needed
- ☐ No new data needed, refer to: _____

DESIGNATED INSTRUCTION AND SERVICES

- ☐ New assessment data needed for the following designated instruction and services (i.e., Speech, APE, OT, Counseling):
Service: _____ Service: _____
Service: _____ Service: _____
- ☐ No new data needed, refer to: _____
- ☐ Student does not require DIS

SECTION B (Parent checks appropriate boxes)

- ☐ I have been advised of and given a copy of the Special Education Procedural Safeguards/Parents Rights.
- ☐ I understand that I can request assessments to determine continued need for special education services at any time.
- ☐ I have reviewed the worksheet and agree.
- ☐ I am not in agreement and request assessment.

Parent Signature _____ Date _____

MEETING PARTICIPANTS (Print Names)

Parent _____ Date _____

Administrator _____ Date _____

Special Education Teacher _____ Date _____

School Psychologist _____ Date _____

Other _____ Date _____

Parent _____ Date _____

Student _____ Date _____

General Education Teacher _____ Date _____

Other _____ Date _____

Other _____ Date _____

Agenda Item 4.5 Triennial Assessments

Conducting triennial assessments is challenging and involves many variables in our current conditions. The EV SELPA is providing guidance to member LEAs to maintain compliance at the highest level possible while recognizing that the recommended procedures may not be ideal. Additionally, we recognize the LEAs' need to respect the rights, agreements and preferences of both families and employees while creating procedures.

Signed Assessment Plan (AP):

Scenario 1 – In-person assessment

Whenever possible, the team should conduct an in-person triennial assessment and conduct the Annual/Triennial IEP.

Scenario 2 - Virtual assessment

Conduct the assessment virtually and conduct the Annual/Triennial IEP.

- If the assessment is conducted virtually and the team feels additional assessment is needed, the team may agree, at the IEP, to conduct additional testing upon return to in-person instruction.
 - Document the need for additional assessment in the comments
 - Maintain lists of these students for follow up

Scenario 3 - In-person assessment – delayed (until return to in-person instruction)

The team and parent agree that assessment is appropriate/necessary. The district offers an in-person or virtual assessment and the parent requests an in-person assessment, but requests it be delayed until in-person instruction resumes. Obtain written consent from parent to delay and collaborate with parent to conduct triennial through ATA pending further assessment.

- Agreement with parent – obtain written parental agreement/consent on form/letter:
 - The school district is ready and willing to proceed with assessment of the student at this time. Parent wants to delay the commencement of assessment until regular school session reconvenes and students return to district school sites for full-time, in-person instruction. By signing this document parent and school district hereby agree that the timeline in the Education Code governing the assessment of student under the assessment plan dated [date] will not commence until regular school session reconvenes and students return to district school sites for full-time, in-person instruction.
 - Collaborate with the parent about the need to conduct the triennial IEP. Seek agreement to conduct the ATA with the agreement that additional assessment is needed and will be conducted as indicated in signed agreement.
 - Explain ATA process to parent for the purposes of determining continued eligibility through record review and documenting the need/agreement for additional assessment.
 - Complete ATA Forms and Process
 - Triennial Reassessment Worksheet – EV-102
 - Mark 2nd option – Team reviewed ATA forms, determined additional assessment is needed as described in Section A.
- CHECK APPROPRIATE BOX:**

☐ The IEP Team has reviewed EV-100, EV-101 & student's present levels, is in agreement that the identified disability **Speech/Lang. Impairment** continues to be present, and no additional assessment is needed. (Complete Section B)

☒ The IEP Team has reviewed EV-100, EV-101 & student's present levels and determined that additional assessment is needed as described in Section A. (Complete Section A)
- Indicate additional assessment needed in Section A.
 - Conduct Annual/Triennial IEP as ATA and document (in the IEP comments):
 - Team's review of existing information and disability designation
 - Team's agreement that student continues to be eligible under current disability
 - Team's decision to conduct additional assessment in-person when appropriate to do so.
 - Maintain lists of these students for follow up
 - Conduct another Annual/Triennial IEP when assessment is conducted.

No Assessment Plan (AP) Developed:

Scenario 4 - ATA

If an AP has not yet been developed and the team (including parent) agree that an ATA process is appropriate, complete the ATA forms and process and conduct the Annual/Triennial IEP.

- WebIEP has been temporarily modified to permit the use of the ATA with only one prior assessment (rather than two).

Unsigned Assessment Plan (AP):

Scenario 4 - Change to ATA

AP was developed and provided to parent prior to COVID school closures and AP has not been signed/returned. Assessment team may choose to review records and determine that an Alternative Triennial Assessment (ATA) is appropriate for the student.

- Complete ATA Forms & Process
 - WebIEP has been temporarily modified to permit the use of the ATA with only one prior assessment (rather than two)
- Conduct Annual/Triennial IEP
 - A validation is required – date AP received
 - If there are two parent contacts (date of original AP and date of contact with a parent for ATA), a new field opens to enter the date the team determined to conduct ATA to meet the validation requirement (instead of AP received date)

Scenario 5 - Team/Parent wants assessment – Virtual

- Obtain consent – follow virtual assessment process and complete Annual/Triennial IEP

Scenario 6 - Team/Parent wants assessment – In-person

- Obtain consent – follow in-person assessment process and complete Annual/Triennial IEP

Scenario 7 - Team/Parent wants assessment – in-person – delayed (return to in-person instruction)

- Explain ATA process to parent for the purposes of determining continued eligibility through record review and documenting need for additional assessment.
- Complete ATA Forms and Process
 - Triennial Reassessment Worksheet – EV-102
 - Mark 2nd option – Team reviewed ATA forms, determined additional assessment is needed as described in Section A.

CHECK APPROPRIATE BOX:

☐ The IEP Team has reviewed EV-100, EV-101 & student's present levels, is in agreement that the identified disability **Speech/Lang. Impairment** continues to be present, and no additional assessment is needed. (Complete Section B)

☒ The IEP Team has reviewed EV-100, EV-101 & student's present levels and determined that additional assessment is needed as described in Section A. (Complete Section A)

- Indicate additional assessment needed in Section A.
- Conduct Annual/Triennial IEP as ATA and document (in the IEP comments):
 - Team's review of existing information and disability designation
 - Team's agreement that student continues to be eligible under current disability
 - Team's decision to conduct additional assessment in-person when appropriate to do so.
- Maintain lists of these students for follow up
- Conduct another Annual/Triennial IEP when assessment is conducted.

Q & A

1) Can an AP be deleted from WeblEP?

- An AP that exists (has been provided to the parent, even if unsigned) cannot be deleted.

2) Can the IEP be an Annual/Triennial to document record review without ATA forms?

- The ATA forms are the Alternative to the AP & Assessment Report and are required as part of the Annual/Triennial IEP.

3) If an annual/triennial was held (as ATA with agreement for further testing later), can we hold an Amendment to review the new assessment results?

- New assessment data is the basis for Educational Benefit and requires that the Present Levels, Areas of Need, Goals/Objectives and Services Offer (FAPE) be reviewed/updated based on the new data. This requires a new annual/triennial IEP.

Agenda Item 4.5

Supporting Social-Emotional Wellness

The Collaborative for Academic, Social, and Emotional Learning (lots of excellent resources on social emotional learning: <https://casel.org>)

CASEL Cares- Helping Children and Families Manage Stress & Build Resilience with Dr. Bruce Perry (video): <https://www.youtube.com/watch?v=dqsWvHMpexg&feature=youtu.be>

Return to School During COVID 19: Helping Children and Families Manage Stress and Build Resilience Panelists' Recommended Resources: <https://casel.org/wp-content/uploads/2020/08/Resources-Manage-Stress-Build-Resilience.pdf>

CDE Social and Emotional Support in Distance Learning (links to information and more resources): <https://www.cde.ca.gov/ci/se/seldistance.asp>

The Issue of EV SELPA Residential Services

October 2020 Data

Number of Students in Residential Placement - 13

Number of Students Residential Placement is Pending - 4

Total Number of Students Currently Approved or In Residential Placement - **17**

Of the 17 students:

Number of Students in Residential Placement Likely to Graduate by June 2021 - 3

Number of Students in California Step-down Residential Placement & Working Toward Coming Home (dependent on student behavior and pandemic conditions) – 4

Number of Students for Which Parents Requests Have Been Made Directly to the SELPA for Residential Placement - **8** students

Of the 8 students:

Number Previously in a Residential Placement - 5

Number Current Receiving 'WRAP' Services - 5

Number of IEPs Held as a Result of Requests - 5

Number of Students Currently Being Assessed for Residential Placement Resulting from IEPs- 4

Number of Students to Be Reviewed at Future Date - 1

Number of IEPs To Be Schedule – 2

Number of Students Assessment Did Not Recommend Assessment, Parent Requested IEE - 1

4.6 ADR Covid-19 Grant & EV SELPA Draft Plan

East Valley SELPA ADR COVID-19 Grant Plan

Stage I: Prevention		Stage II: Handling Disagreement		Stage III: Managing Conflict	
Action	Who/How/Strategy	Action	Who/How/Strategy	Action	Who/How/Strategy
Social Media Presence*	EV SELPA Student Worker Oversight, coordination	Parent-to-Parent Assistance*	EV SELPA CAC & LEA PAC leaders	Professional Mediators*	Consultants via contracts with EV SELPA
Parent & Family Engagement*	EV SELPA CAC & LEA PACs -training support from current EV SELPA ADR Cadre -EV SELPA program specialists	Teacher-to-Parent Assistance*	EV SELPA Special Education Teacher Cadre -EV SELPA ADR Cadre component -EV SELPA contracts with trainers	EV SELPA ADR Cadre Meeting & IEP Team Facilitation	Current EV SELPA ADR Cadre Members
Participant & Stakeholder Training	EV SELPA contracts, Region 10, ADR conference	EV SELPA Technical Advisors/Coaches*	Consultants via contracts with EV SELPA		
Training in Instruction in DL Best Practices for SWDs & Understanding Appropriate Referrals & Interventions before Assessment*	LEA & EV SELPA coordinators & program specialists Contracts via the EV SELPA				
Standardized Approach to DL, Progress Monitoring & Data Collection*	EV SELPA Steering EV SELPA Program Specialists LEA Coordinators/ Program Specialists				
*an enhancement to current EV SELPA ADR practices					

The EV SELPA ADR COVID-19 Grant workgroup met in September and October 2020 to discuss applying for the grant. From those discussions, a plan was developed based on the principles of conflict resolution as drawn from the components of the CADRE Continuum of Dispute Resolution & Practices. The plan is designed to enhance current ADR practices within the EV SELPA and to address ADR work related to COVID-19. Specifically, the plan identifies three stages at which conflict can occur and the practices as well as strategies the SELPA will use to address each. The workgroup articulated that an end goal for ADR work in the SELPA, particularly as it relates to conflict due to COVID-19, is for the practices and strategies to become a way of communicating that allows educators and parents to confidently engage in difficult, yet productive conversations resulting in positive outcomes for students.

4.7 WebIEP

**Steering Committee Meeting
September 10, 2020
Agenda Item 4.7
WebIEP Forms & Program Updates**

Excess Cost (MOE) Calculation

- CDE compliance requires GE Participation in 3 ranges
 - $\geq 80\%$
 - 40% - 79%
 - $<40\%$
- Excess Cost/MOE Calculation requires 10% range distributions
 - 0% - 10%
 - 11% - 20% etc.....
 - Up to 91% - 100%
- An item will be added to WebIEP (Screen capture only) on Form 5 to gather this info
 - Additional data required by CDE: Percent in General Education: drop down with 10% ranges

WebIEP Forms Updates

- EV-58 – Interim Administrative Placement (IAP)
 - New forms/process rolled out with update on 10/8
- EV-76 Behavior Intervention Plan (BIP)
 - Submitted for programming 8/31
- EV-20 SBCSS Referral Forms
 - In revision
- Programming reminders
 - Adopt records during IAP to avoid SPED0438
 - Program Setting
 - If 5 and in TK/K – use school-age Program Setting
 - If 4 and in TK/K – use both PK and school-age Program Setting

WebIEP Access Levels

Level	Type	Description
SELPA-wide	View Only	User may view any student record in WebIEP. User cannot update records.
District	Full Access	User may add a new student record to WebIEP for any site within the district and may update existing records of students enrolled in special education within the district. User has access to update any student record within WebIEP that has previously been exited from another district.
	Basic Access	User may update existing records of students enrolled in special education at any site within the district . User cannot add a new student record in WebIEP.
	View Only	User may view records of students enrolled in special education within the district . User cannot update records.
Site	Full Access	User may add a new student record to WebIEP for their site only and may update existing records of students enrolled in special education at their site.
	Basic Access	User may update existing records of students enrolled in special education at their site only . User cannot add a new student record to WebIEP.
	View Only Access	User may view records of students enrolled in special education at their site only . User cannot update records.
Caseload	Full Access	User may add a new student record to WebIEP for their caseload only and may update existing records of students enrolled in special education assigned to their caseload.
	Basic Access	User may update existing records of students enrolled in special education assigned to their caseload only . User cannot add a new student record to WebIEP.
	View Only Access	User may view records of students enrolled in special education assigned to their caseload only . User cannot update records.
NPS Level Access		User has very limited editing access to NPS students' IEPs. User may update existing records of students enrolled in special education at their site only . User cannot add a new student record to WebIEP.

WebIEP NPS Level Access

IEP Form/Page	Current	Proposed
Form 1 – Data Summary		
Form 2 – Present Levels		Add
Form 3 – Secondary Transition	X	X
Form 4 – Goals & Objectives	X	X
Form 5, Screen 1 – LRE & FAPE		Add
Form 5, Screen 2 – LRE – Accomms	X	X
Form 5, Screen 3 – LRE – Mods	X	X
Form 5, Screen 4 – LRE – Supports	X	X
Form 5, Screen 5 – LRE - Services	X	X
Form 5, Screen 6 – LRE – ESY/GE Part.	X	X
Form 6 – Statewide Assessment		Add
Form 7, Screen 1 – Comments		?
Form 7, Screen 2 – PWN		
Form 8 - Meeting Participants		Add
Form 9 – Consent & Authorization		
EV-12 – Report of Progress on Goals	X	X
EV-30 – Notice of Meeting		?
EV-9 – Assessment Plan		
EV-50A, Screen 1 - Amendment		?
EV-50A, Screen 2 – PWN		
EV-50A, Screen 3 – Meeting Participants		Add
EV-50A, Screen 4 – Consent		
EV-56 – Summary of Performance (SOP)		Add
EV-76 – Behavior Intervention Plan (BIP)		Add
EV-80 – Pre-Expulsion		
EV-82 – Manifestation Determination		
EV-86 – SLD		

4.8 Compliance Monitoring Updates

Compliance-Related Activity	When to Expect	Confirmed	SELPA Action Recommended
Dispro Self-Study Due in SECMS Software	October 15, 2020	Yes	Support LEAs with Policy/Procedures of SELPA
Significant Disproportionality 19-20 CCEIS Plan Due	December 15, 2020	Yes	Requires SELPA review and signature
Special Education Plan (SEP) Due to CDE	December 15, 2020	Yes	SED 1920 Monitoring Padlet HERE
Dispro Corrective Actions Notification to LEAs	December 30, 2020		
Annual Determination Notification	January 1, 2021		
Significant Disproportionality Notification	January 10, 2021		Review process if new to Sig Dis HERE
Dispro Policy and Procedures Corrective Actions Due	February 1, 2021		or 60 calendar days from notification
Dispro Student-level Corrective Actions Due	February 1, 2021		or 45 calendar days from notification
Special Education Plan (SEP) Notification	February 10, 2021		SED 2021 Monitoring Padlet HERE
Data Identified Noncompliance (DINC) SELPA Preview	March 2, 2021		Review for accuracy, submit errors to CDE or C3
Data Identified Noncompliance (DINC) Notification	March 10, 2021		Unpack and send individually to LEAs
Special Education Plan (SEP) Assurances Due	March 10, 2021		
Special Education Plan (SEP) Acceptance Letter	March 15, 2021		Expect approximately 90 days after submission
Annual Performance Reports Preview to LEA and SELPA	May 5, 2021		Review for accuracy, submit errors to CDE or C3
DINC Deadline for Corrective Actions	May 15, 2021		
Significant Disproportionality Assurances Due	May 18, 2021		Ensure timely submission
Dispro Status Notification to LEA and SELPA	July 27, 2021		Sample notification from 2020 HERE
Dispro Student Files Confirmed	August 18, 2021		File copies of all CDE communication to LEAs
Annual Performance Reports Posted On CDE Website	August 24, 2021		Reports posted HERE
Significant Disproportionality Workshops	Feb. to March, 2021		Ensure full LEA teams register
DINC Prong II Additional Submission	N/A for 2020-21		

**Hard deadline
CDE Confirmed**

Red

"Yes" is based on either website or staff information, and if blank, it is the month/day it happened last year and is subject to revision, so keep checking back.

4.9 CALPADS Student Data

4.10 Sierra School NPS Update



Loni.kirk@sischools.com

Loni Kirk commits herself wholeheartedly to the education community and is driven to help students overcome barriers that impact their learning. She holds a Master's Degree from California Baptist University in Education with a specialization in Special Ed (2009), and a Bachelor's Degree in Psychology from CBU. She has taught in both the public and nonpublic environments, as well as served as a Program Coordinator of Education for a nonpublic school. Additionally, she worked as a behavior specialist providing in-home behavioral therapy and training in Applied Behavior Analysis (ABA) principles.

Loni's philosophy is that everyone can learn and acquire new skills to lead their most successful life. It is that philosophy that drives her towards discovering cutting edge teaching strategies, engaging in collaboration with staff and families, and reflection to meet individual needs. Outside school, she mentors youth in her community, as well as speaks about mental health and suicide awareness. Loni is excited about utilizing her knowledge and experience at Sierra School of East Valley as the director.

4.11 SBCSS East Valley Operations

4.12 Hot Topics

5.0 OTHER

5.1 2020-2021 EV SELPA Steering Committee Meetings

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

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

JULY 16, 2020

AUGUST 2020 – NO MEETING

SEPTEMBER 10, 2020 (Conference Room D)

OCTOBER 15, 2020

NOVEMBER 12, 2020

DECEMBER 10, 2020

JANUARY 2021 – NO MEETING

FEBRUARY 11, 2021

MARCH 18, 2021

APRIL 15, 2021

MAY 13, 2021

JUNE 10, 2021

5.2 2020-2021 EV SELPA Board of Directors Meetings

**2020/2021
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE**

September 16, 2020

November 18, 2020

February 24, 2021

March 24, 2021

May 19, 2021

June 16, 2021

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

5.3 2020-2021 EV SELPA CAC Meetings

2020/2021
East Valley Special Education Local Plan Area

CAC Meeting Schedule

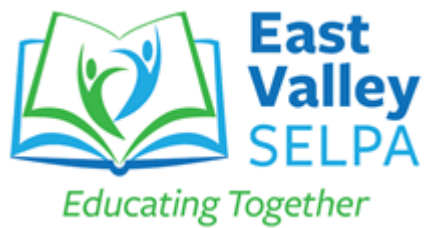
All meetings are held at the Dorothy Inghram Learning Center
Home of the East Valley SELPA
beginning at 9:30 a.m. & ending at 11:00 a.m.
(Unless meetings must be held virtually)

SEPTEMBER 21, 2020

NOVEMBER 16, 2010

FEBRUARY 22, 2021

APRIL 19, 2021



5.4 EV SELPA Professional Development – October & November 2020

CALENDAR OF EVENTS

OCTOBER 2020	TIME	VIRTUAL EVENT	PAGE
10/6/20	9:00-11:00	Autism & Assessment: A Team Approach	14, 19
10/6-7/20	8:30-10:30	IEP Goal Development & Progress Monitoring (2-Day Training)	31
10/8/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	41
10/8/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	41
10/9/20	9:00-1:00	PCM Practitioner Re-Certification Virtual Training	41
10/9/20	1:00-5:00	PCM Practitioner Re-Certification Virtual Training	41
10/16/20	1:00-3:00	Behavior Networking	23
10/19/20	9:00-11:00	Applied Behavior Analysis (ABA)	15, 24
10/19/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/19/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/20/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/20/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/21/20	9:00-1:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/21/20	1:00-5:00	PCM Practitioner 2P Re-Certification Virtual Training	41
10/21/20	1:00-3:00	Autism & Mental Health	20, 29
10/26/20	1:00-3:00	Applied Behavior Analysis (ABA)	15, 24
10/29/20	9:00-11:00	Augmentative and Alternative Communication (AAC) in the Classroom	21, 47
10/30/20	1:00-3:00	Augmentative and Alternative Communication (AAC) in the Classroom	21, 47

CALENDAR OF EVENTS

NOVEMBER 2020	TIME	VIRTUAL EVENT	PAGE
11/2/20	9:00-11:00	The School Psychologists Role in Determining Eligibility	16, 44
11/5/20	8:30-10:30	Structuring the Classroom for Student Success	34
11/6/20	1:00-3:00	Structuring the Classroom for Student Success	34
11/9/20	8:30-10:30	IEP Implementation	32
11/12/20	9:00-11:00	Got Behavior? We've Got Solutions!	25
11/13/20	1:00-3:00	Got Behavior? We've Got Solutions!	25
DECEMBER 2020	TIME	VIRTUAL EVENT	PAGE
12/3/20	8:00-10:00	Region 10 OT Committee Presents: Back to School Basics	37
12/7/20	9:00-11:00	School Psychologist Training: Emotional Disturbance Assessment	17, 45

Parents of Diploma Bound Transition-Age Students

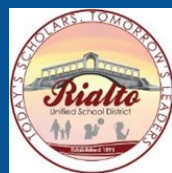
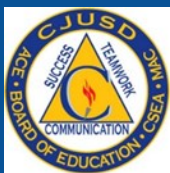
Join us for a Live Virtual
PARENT INFORMATION EVENT

Thursday
OCTOBER 29, 2020
4:00—6:00 PM

**LEARN ABOUT
POST-SECONDARY PROGRAMS
& SERVICES AVAILABLE
TO YOUR CHILD**

Following the presentations,
Parents will have an opportunity to
meet with a particular agency in
Breakout Sessions.

Hosted by
East Valley SELPA,
East Valley Transition Advisory
Committee LPA & Partnership Agencies



Register to attend Online:

<https://sbcss.k12oms.org/46-193278>
PRESENTATIONS BY THE FOLLOWING AGENCIES:



CRY-ROP WorkAbility1 & We Can Work
High School Work Experience Programs
Presentation by Cathy Toole & Norma Nuno



Transition Partnership Project (TPP)
High School career exploration class services overview
Presentation Helen Junker, East valley SELPA



Career Institute Lake Arrowhead
Job readiness services for 18-24 year old adults
Presentation by Jackee Benson



High School Career Technical Education (CTE)
H.S. Career Pathways Vocational Program



Job Corps
Department of Labor vocational training program &
campus services
Presenter TBA



CRY-ROP
Vocational Training Programs
Presentation by Christopher Junker & Ericka Sherman



Department of Vocational Rehabilitation
Adult Vocational Rehabilitation Services
Presentation by Arely Godoy & Cathleen Coombs-Stephens

Parents of Non-Diploma Transition-Age Students

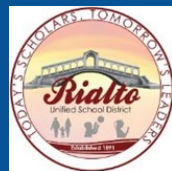
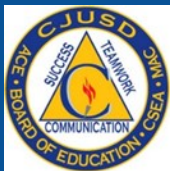
Join us for a Live Virtual PARENT INFORMATION EVENT

Thursday
OCTOBER 29, 2020
4:00—6:00 PM

LEARN ABOUT POST-SECONDARY PROGRAMS & SERVICES AVAILABLE TO YOUR CHILD

Following the presentations,
Parents will have an opportunity to
meet with a particular agency in
Breakout Sessions.

Hosted by
East Valley SELPA,
East Valley Transition Advisory
Committee LPA & Partnership Agencies



Register to attend Online:

<https://sbcss.k12oms.org/46-193278>

PRESENTATIONS BY THE FOLLOWING AGENCIES:



Rolling Start

Local Independent Living Center (ILC) Programs & Services
Presentation by Delia Lopez



Inland Regional Center (IRC)
Day Programs & Independent Living Options
Presentation by Andrew Burdick



Taft Community College
Transition to Independent Living Program
Presentation by Susan Wells



Social Security Administration
Social Security Programs & Incentive to Work
Presentation by Teresa Campbell



Inland Empire Health Plan (IEHP)
Disability Services
Presentation by Jose Solorzano



Law Offices of Sheela A. Stark
Conservatorship—Issues regarding application, filing
& court hearing *Presentation by Sheela A. Stark*



APPLIED BEHAVIOR ANALYSIS

PRESENTERS:

EAST VALLEY SELPA PROGRAM SPECIALISTS

COURTNEY BEATTY , M.A., BCBA

SUSANNE FERGUSON, Ed.S., CCC-SLP, BCBA

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

MONDAY
OCTOBER 19, 2020
9:00 am - 11:00 am

REGISTER ONLINE:
<https://sbcss.k12oms.org/46-186894>

OR

MONDAY
OCTOBER 26, 2020
1:00 pm - 3:00 pm

REGISTER ONLINE:
<https://sbcss.k12oms.org/46-186895>

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

Objectives:

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



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



The School Psychologists Role in Determining Eligibility

Presented by:

Jessica Lascano, M.A., LEP#3613, NCSP

Anne-Marie Foley, M.S., Program Manager, Regional Services EV SELPA

Monday

November 2, 2020

9:00 am - 11:00 am

School psychologists are uniquely posed to support the IEP team in determining special education eligibility. They can help IEP teams to understand and use assessment findings to make data driven decisions. In this training school psychologists will learn best practices when presenting assessment results, determining eligibility, selecting a plan type, and working with the IEP team to utilize available data in an appropriate and defensible manner.

Register Online:

<https://sbcss.k12oms.org/46-188165>

Following the live webinar a recording will be available to attendees



AUTISM & MENTAL HEALTH

Presenters:

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

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

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Wednesday

OCTOBER 21, 2020

1:00 pm - 3:00 pm

Register Online:

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

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

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



AAC in the Classroom: Empowering All Students to Communicate

Presenters:

EV SELPA Program Specialists

Courtney Beatty, M.A., BCBA

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



This webinar is offered twice, so participants can select either a morning or an afternoon session.

Participants will only register for one webinar, not both.

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

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

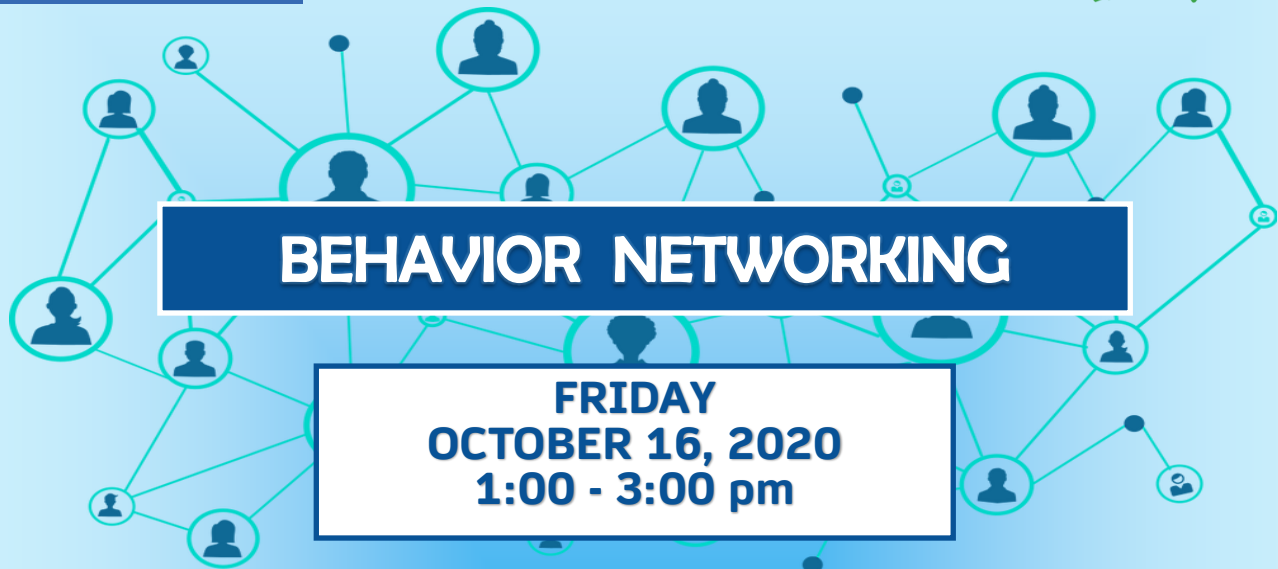
We will cover many objectives, including:

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

This training is an overview of AAC and focuses on classroom implementation.

It does NOT cover programming of specific devices or their systems.

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



Facilitated by:

Courtney Beaty, M.A., BCBA

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

Mary Anne Klenske, M.A.

Shannon Vogt, M.A.

Tracy Schroeder, LCSW

The Behavior Networking (group) is a platform for teachers, administrators and other staff to come together to share specific challenges they are experiencing with one or more students. These sessions will be facilitated by East Valley SELPA Program Specialists, and will be used as a forum to work together, problem solve, share the failures and successes using different strategies and develop solutions to take back to their classrooms and programs. Group members will be able to send and receive documents and information on Evidence Based Practices, tools and visual supports to use with their own students. Topics, dates and times for upcoming trainings and webinars will be shared as well.

Register Online:

<https://sbcss.k12.oms.org/46-189681>

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



**GOT BEHAVIOR?
WE'VE GOT SOLUTIONS!**



Presenters:

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

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

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

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

THURSDAY

NOVEMBER 12, 2020

9:00 am - 11:00 am

REGISTER ONLINE:

<https://sbcss.k12oms.org/46-186902>

OR

FRIDAY

NOVEMBER 13, 2020

1:00 pm - 3:00 pm

REGISTER ONLINE:

<https://sbcss.k12oms.org/46-186903>

This webinar focuses on using hands-on positive proactive approaches to classroom and behavior management to assist teachers with students with behavior challenges. The following behavioral principles will be introduced to empower teachers to manage problem behaviors effectively in their settings:

- **ABC's and functions of behavior**
- **Reinforcement and Reinforcement Systems**
- **Visual Supports & other tools to manage behavior**
- **Sensory strategies**
- **Data Collection**

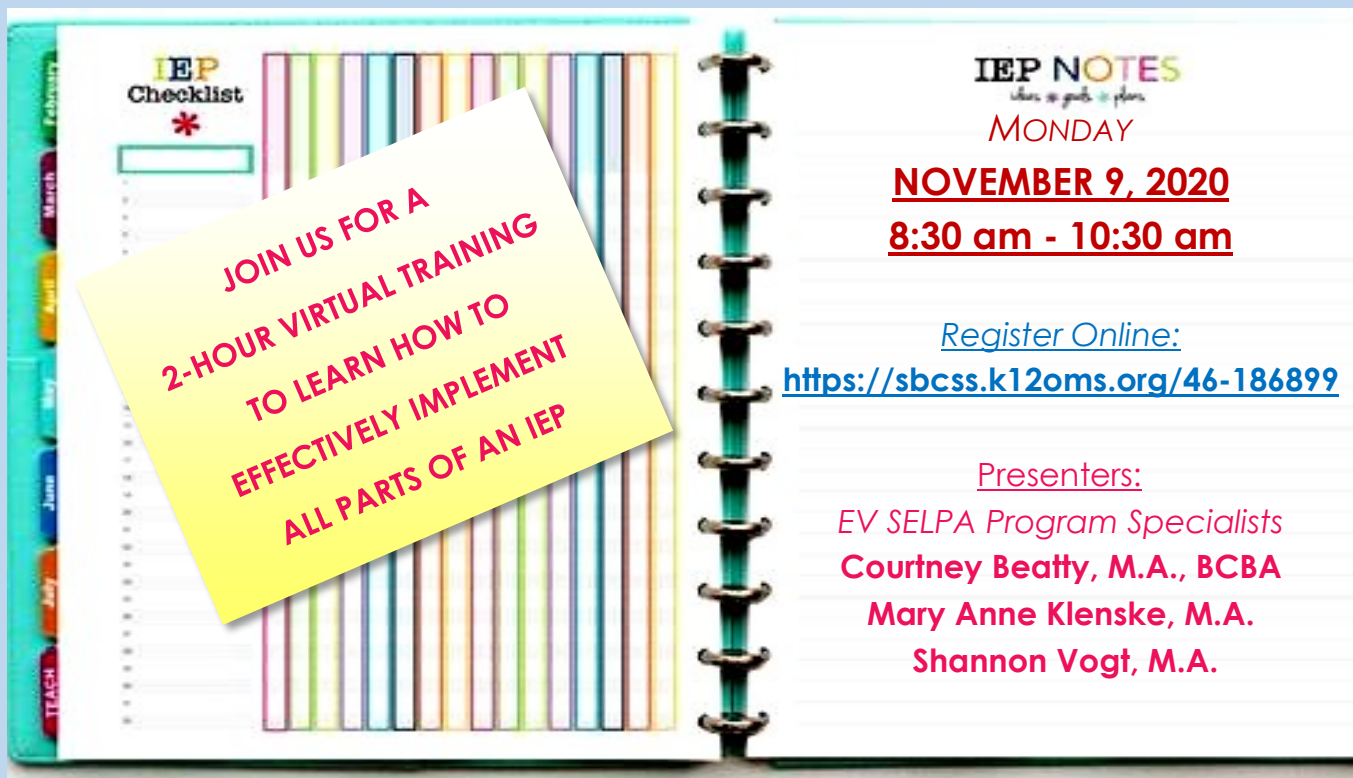
Following the Live Webinar a recording will be available for the attendees.



I M P L E M E N T A T I O N

V I R T U A L

T R A I N I N G



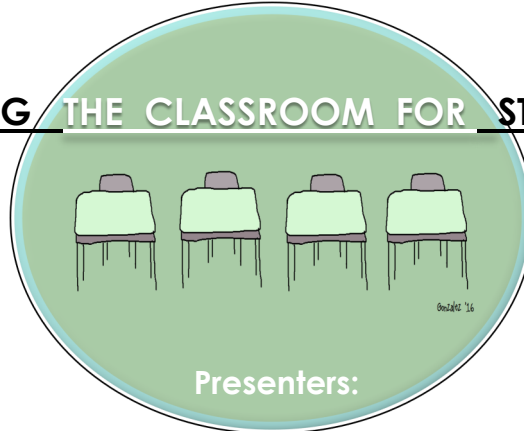
Objectives:

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

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



STRUCTURING THE CLASSROOM FOR STUDENT SUCCESS



Courtney Beatty, M.A., BCBA, EV SELPA Program Specialist
Jo-Ann Vargas, OTR/L, EV SELPA Lead Occupational Therapist
Shannon Vogt, M.A., EV SELPA Program Specialist

This live webinar is for teachers, paras and administrators at any stage of their career who would like to learn more about effective, well-run classrooms based on Evidence-Based Practices (EBP). Participants will leave with many tools to immediately implement in their classrooms!

Objectives:

- Participants will learn several classroom environmental interventions
- Participants will learn the difference between modifications and accommodations
- Participants will understand behavioral management strategies including classroom rules and

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

THURSDAY
NOVEMBER 5, 2020
8:30 am - 10:30 am

REGISTER ONLINE:
<https://sbcss.k12oms.org/46-186900>

OR

FRIDAY
NOVEMBER 6, 2020
1:00 pm - 3:00 pm

REGISTER ONLINE:
<https://sbcss.k12oms.org/46-186901>

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

PRACTITIONER LEVEL RE-CERTIFICATION TRAININGS

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

PRACTITIONER 2P LEVEL RE-CERTIFICATION TRAININGS

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