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

** AGENDA **
November 10, 2022, 8:00 A.M.

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

<u>PRESENTER</u>

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

<u>Finance Items</u>

4.1	2022-2023 1st Interim EV SELPA Budgets	Andrea Tennyson
4.2	2022-2023 1st Quarter NPS Reporting • Reimbursement Transfer	Patty Metheny Andrea Tennyson
4.3	EV SELPA 2022-2023 Schedule REX	Andrea Tennyson
4.4	EV SELPA 2022-2023 Fiscal Reporting Calendar	Andrea Tennyson

<u>Program Items</u>

4.5	Residential ERMHS Referrals	Tracy Schroeder
4.6	Fetal Alcohol Spectrum Disorder • SB 1016 – FASD as a Disability under Other Health Impaired • Developing Successful Interventions for Students with FAS	Patty Metheny
4.7	Alternative Pathway to a High School Diploma	Patty Metheny
4.8	EV SELPA Supporting Inclusive Practices • Governor Newsom Vetoes SB 1113 o *Governor's Veto Message* • SELPA Administrators of California *Inclusion Resolution* • November 16, 2022 EV Board of Directors Presentation	Patty Metheny Jennifer Brooksby
4.9	EV SELPA AAC Training for SLPs	Jennifer Brooksby

4.10   CDE Compliance Monitoring   Jennifer Brooksby
- Overdue Initials & Annuals
- District Data Governance Teams
- IEP Implementation Module – Admin Oversight

4.11   SBCSS Fee-for-Service Verification   Andrea Tennyson

4.12   SBCSS East Valley Operations   Scott Wyatt
- VI Services Data & Workgroup Formation

4.13   Hot Topics   Committee
- Staffing
- Alludo

5.0   OTHER

5.1   2022-2023 EV SELPA Steering Committee Meetings

5.2   2022-2023 EV SELPA Board of Directors Meetings

5.3   2022-2023 EV SELPA CAC Meetings

5.4   EV SELPA Professional Development – November & December 2022

5.5   Next Meeting – December 8, 2022, 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
October 13, 2022

MEMBERS PRESENT:

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

OTHERS PRESENT:

Dr. Rick Homutoff	East Valley SELPA
Jennifer Brooksby	East Valley SELPA
Andrea Tennyson	East Valley SELPA
Rosalva Contreras	East Valley SELPA
Shannon Vogt	East Valley SELPA
Mary Anne Klenske	East Valley SELPA
Courtney Beatty	East Valley SELPA

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the September 15, 2022, meeting were reviewed. Motion to approve the minutes was made by Patti Buchmiller and seconded by Scott Wyatt. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Program Items

4.1 EV SELPA FBA/BIP Professional Development
Program Specialists Courtney Beatty, Mary Anne Klenske and Shannon Vogt provided an overview of the Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP) trainings. They explained the main components of an FBA and they also stressed the need to have a Functional Behavior Assessment (FBA) prior to a Behavior Intervention Plan (BIP). Steps, tips and resources to complete an FBA were shared. They described the Functional Behavior Assessment guidebook that is available on the East Valley SELPA

website. The program specialists shared they provide this two-half day training multiple times a year and on request. The target audience is board certified behavior analysts (BCBAs), teachers, school psychologist and behavior specialists.

4.2 EV SELPA Collaborative In-District Trainings

Dr. Metheny shared a conversation from the September 2022 EV SELPA Board of Directors meeting regarding the need for the SELPA to provide in-district collaborative trainings due to the inability of teachers and staff to leave classrooms and school sites. The new EV-23 Collaborative Trainings (CT) form was developed and provided for this purpose. This new form will allow for EV SELPA-district collaboration and trainings outside instructional hours and co-training opportunities with district personnel to develop capacity at the district level. Committee members were reminded to submit this form which is also available on the SELPA website to request an in-district training or co-training.

4.3 LRP – Special Ed Connection Demonstration

Josh Pedrow from Special Education Connection provided an overview of the website along with some search tips and recommendations. Dr. Metheny reminded the directors this is a SELPA-wide annual subscription paid by the districts. It is an excellent resource for all special education personnel. A request to send the link/log in information will be resent to all special education directors.

4.4 EV SELPA NPS Quarterly Report (Draft)

At the request of the EV SELPA Board of Directors, Dr. Metheny presented a draft of the NPS Quarterly Report. This report will be updated and presented to the Board of Directors quarterly. It will contain a list of master contracts, Assembly Bill 1172 requirements, CDE NPS monitoring requirements as well as fiscal information for each district. Suggestions were made to adjust the report, final revision of this form will be presented during the next Steering Committee meeting prior to presenting to the Board of Directors Meeting.

4.5 Desired Results Access Project

Dr. Metheny presented an update from the Desired Results Access Project (DRDP). Indicating transition kindergarten (TK) students with disabilities will participate in the DRDP starting this fall. An overview of the requirements and online resources was provided. During the September Steering meeting, it was shared Jennifer Brooksby applied for a team to attend the "Data Dig" training. The application was accepted. Ms. Brooksby requested district directors let her know the staff who will participate. She shared this training will provide information on how to interpret Indicator 7; specifically, how to translate it into instructional strategies. The list of staff in district that have completed DRDP training at any time was provided. Directors were encouraged to contact Jennifer Brooksby and/or Courtney Beatty to have inactive staff removed from the list.

4.6 Compliance Monitoring Updates

Ms. Brooksby presented an update on district IEP Compliance Monitoring as of October 5, 2022. Overall, the numbers continued to be consistent and did not represent a reduction in overdue IEPs. She emphasized the need to review the data and address those with the oldest overdue IEP dates as a top priority. She also shared that she and Sonya Hall will be meeting with district data governance teams to assist and train staff in data interpretation.

Dr. Metheny shared a document that could be used for training purposes, the Educational Benefit Checklist. Education Benefit is a review of three years of student data, starting with an assessment and analyzing how present levels relate to goals and how goals relate to services throughout the three-year timeline.

4.7 EV SELPA ADR

Dr. Metheny shared that the East Valley SELPA is continuing with the High Conflict Certification Training Series hosted by David Dowling and Jennifer Brooksby. The third installment of the series is scheduled for October 21, 2022. Any staff in the East Valley SELPA is welcome to attend. She also reported that the Region 10 ADR Committee is hosting a two-part webinar training "Flipping the Script in High Conflict Situations" hosted by Megan Hunter from the High Conflict Institute.

4.8 IRC/EV SELPA Interagency Collaborative Meeting

The meeting between Inland Regional Center (IRC), district staff members and the East Valley SELPA has been moved to November 1, 2022. Ms. Brooksby remarked it is vital district preschool assessment team members are present as Transition C to B will be a topic of discussion. She shared the goal of the collaborative meetings is to create collegial working relationships between the agencies.

4.9 SBCSS East Valley Operations

The final draft of the County Referrals form EV-20s was presented and reviewed. Dr. Metheny indicated they will be posted to the East Valley SELPA website and available for use shortly after the Steering meeting. Dr. Wyatt shared the SBCSS East Valley Operations will host a professional development day at San Bernardino Valley College. He extended an invitation to participating districts to attend this training. He also shared about staffing challenges in the East Valley Operations division as a Visual Impairment (VI) teacher recently resigned while another one is out on medical leave and a third is only part-time. Dr. Metheny remarked about the high cost of braille translation when it must be outsourced. Previously, Dr. Metheny had discussed the possibility of reducing the low incidence funds retained by the district for these types of services and purchase. Given these increasing costs, that proposal will not be made at this time.

4.10   Hot Topics

Susanne Ferguson, East Valley SELPA Autism Program Specialist, resigned in June 2022. Parent of her responsibilities included providing support and training to member districts for augmented alternative communication (AAC) assessments. To build capacity in districts, the East Valley SELPA will be hosting an AAC training with Diana Neskovska. Information on date and time will be provided at a later date.

Directors inquired about best practices for transferring student cum files for students in juvenile court schools. Students who are placed in juvenile court schools often do not have accurate or complete cum files. It was determined that a best practice is to retain original copies and only send copies of students cum files.

5.0 OTHER

   5.1 2022-2023 EV SELPA Steering and Finance Committee Meetings

   5.2 2022-2023 EV SELPA Board of Directors Meeting

   5.3 2022-2023 EV SELPA CAC Meetings

   5.4 EV SELPA Professional Development – October & November 2022

6.0 ADJOURNMENT: Meeting adjourned at 12:36 p.m. Next meeting will be held on November 10, 2022.

FINANCE ITEMS

4.1 2022-2023 1st Interim EV SELPA Budgets

EAST VALLEY SELPA
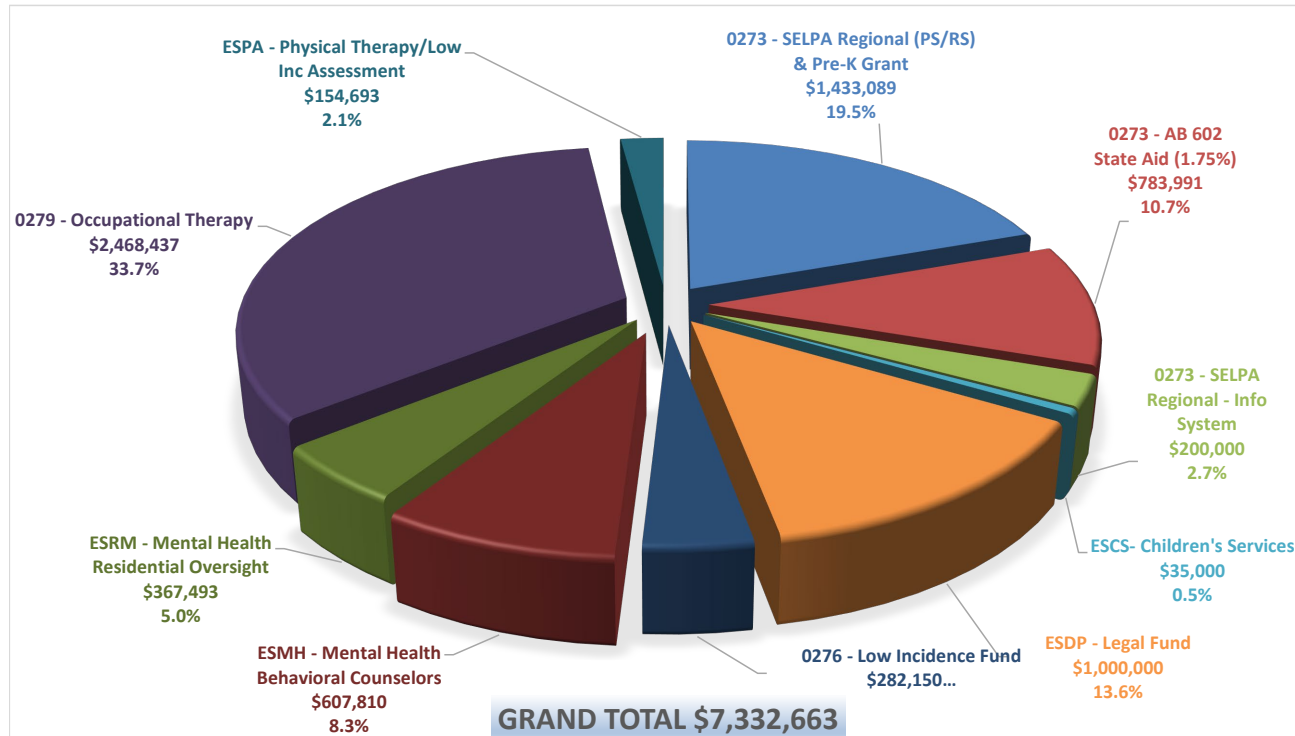# FY 2022-23
First Interim Operating Budget

November 10, 2022

Patty Metheny, EdD., Chief Administrative Officer

Andrea Tennyson, Fiscal Consultant

EAST VALLEY SELPA
FY 2022/23 FIRST INTERIM OPERATIONS BUDGET

ESPA - Physical Therapy/Low Inc Assessment $154,693 2.1%

0273 - SELPA Regional (PS/RS) & Pre-K Grant $1,433,089 19.5%

0279 - Occupational Therapy $2,468,437 33.7%

0273 - AB 602 State Aid (1.75%) $783,991 10.7%

0273 - SELPA Regional - Info System $200,000 2.7%

ESCS- Children's Services $35,000 0.5%

ESRM - Mental Health Residential Oversight $367,493 5.0%

ESMH - Mental Health Behavioral Counselors $607,810 8.3%

0276 - Low Incidence Fund $282,150...

ESDP - Legal Fund $1,000,000 13.6%

GRAND TOTAL $7,332,663

Program Description	Second Interim Budget	Percentage of Total
0273 - SELPA Regional (PS/RS) & Pre-K Grant	$1,433,089	19.5%
0273 - AB 602 State Aid (1.75%)	$783,991	10.7%
0273 - SELPA Regional - Info System	$200,000	2.7%
0270 - Autism	$0	0.0%
ESCS- Children's Services	$35,000	0.5%
ESDP - Legal Fund	$1,000,000	13.6%
0276 - Low Incidence Fund	$282,150	3.8%
ESMH - Mental Health Behavioral Counselors	$607,810	8.3%
ESRM - Mental Health Residential Oversight	$367,493	5.0%
0279 - Occupational Therapy	$2,468,437	33.7%
ESPA - Physical Therapy/Low Inc Assessment	$154,693	2.1%
Grand Total	$7,332,663	100.0%

EAST VALLEY SELPA
FY 2022/23 FIRST INTERIM BUDGET
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FY 2022/23 BUDGET INFORMATION
REGIONALIZED SERVICES/PROGRAM SPECIALISTS (RS/PS) BUDGET

The East Valley SELPA Program Specialist/Regionalized Services (PS/RS) budget is the operations budget for the SELPA administration.

Revenue Sources:

~ Funding is provided through AB 602 from two sources, the PS/RS funds and 1.25% of total AB 602 SELPA revenue. AB602 minimum base rate increased from $715 to $820 per average daily attendance (ADA). The SELPA Board has authorized this distribution as "off the top" (Resource 6500).

~ Resource 3315 Preschool Local Entitlement estimated at $19,412 (5% of total grant)

Budget Developed:

~ No ADA growth is projected for FY 22/23. Funding is projected on 21/22 P-2 ADA of 76,486.91.

~ 7.72% **projected** COLA on salaries based on 1/2 of the 12 benchmark districts in the county who have settled salary negotiations. Step and column fully funded.

~ Includes Health & Welfare benefits and Cash-in-Lieu of H & W

~ Employer paid statutory rates were recalculated based on the projected gross salary amounts:

    >STRS 19.10%   >PERS 25.37%

    >Medicare 1.45%   >UI .50%   >W/C 2.63%

~ Information Technology user fee at $2,549

~The 22/23 approved Indirect Cost Rate for County Schools is 8.95% (1.1% increase)

East Valley SELPA
SELPA Regionalized Services/Program Specialists/Federal Grants
FY 2022/23 BUDGET INFORMATION

		2022/23	2022/23	Change
		PROPOSED	**FIRST INTERIM**	**Increase/(Decrease)**
REVENUE				
Beginning Balance		$100,624	$635,999	$535,375
AB 602 State Aid Base Grant Entitlement % (1.75% for 22/23)		$1,097,587	$783,991	($313,596)
PS/RS Apportionment to SELPA		$1,397,426	$1,413,677	$16,251
Grant/Preschool Regional Svc. (0474)		$19,394	$19,412	$18
TOTAL REVENUE		**$2,615,031**	**$2,853,079**	**$238,048**
EXPENDITURE				
Certificated Salaries		$910,809	$1,047,635	**$136,826**
Classified Salaries & Hourly		$517,182	$521,849	**$4,667**
Benefits		$563,017	$589,412	**$26,395**
	Sub-Total	**$1,991,008**	**$2,158,896**	**$167,888**
Materials & Supplies		$20,500	$23,500	**$3,000**
Operations		$122,450	$136,599	**$14,149**
	Sub-Total	**$142,950**	**$160,099**	**$17,149**
	TOTAL	**$2,133,958**	**$2,318,995**	**$185,037**
Indirect Cost		**$190,989**	**$204,412**	**$42,196**
		8.95%	*8.95%*	
TOTAL EXPENDITURES		**$2,324,947**	**$2,523,407**	**$280,711**
PROJECTED ENDING BALANCE		**$290,084**	**$329,673**	**$39,588**
	Reserve %	12.477%	13.065%	
	STAFFING:	1.0 Chief Administrative Officer	1.0 Chief Administrative Officer	
		1.0 Program Manager	1.0 Program Manager	
		1.0 Fiscal Consultant	1.0 Fiscal Consultant	
		4.0 Prog Specialists	5.0 Prog Specialists (1 Vacant)	
		1.0 Admin. Assistant	1.0 Admin. Assistant	
		1.0 SELPA Svc Specialist	1.0 SELPA Svc Specialist	
		1.0 Program Tech (MIS) - 1 mo		
		1.0 Program Tech (MIS)	1.0 Program Tech (MIS)	
		.80 Finance Specialist	.80 Finance Specialist	
		.725 Hourly Student Worker	.725 Hourly Student Worker	
Total FTEs		**11.525 FTE**	**12.525 FTE**	

Districts' Contribution from AB 602 State Aid	2020/2021 SELPA FUNDED ADA	% OF SELPA FUNDED ADA	2021/22 SELPA Funded ADA	% of SELPA Funded ADA	2022/23 PROPOSED	2022/23 FIRST INTERIM	Change + or (-) from 21/22 to 22/23
Colton	21,006.82	27.17%	20,403.68	26.68%	$292,793	$209,138	($83,655)
Redlands	20,159.88	26.08%	20,048.01	26.21%	$287,689	$205,492	($82,197)
Rialto	24,173.10	31.27%	24,126.10	31.54%	$346,210	$247,293	($98,917)
Rim	3,032.53	3.92%	2,917.43	3.81%	$41,865	$29,904	($11,961)
Yucaipa	8,517.44	11.02%	8,384.33	10.96%	$120,315	$85,939	($34,376)
SBCSS, EV Ops	420.77	0.54%	607.36	0.79%	$8,716	$6,225	($2,490)
	77,310.54	100.00%	76,486.91	100.00%	$1,097,587	$783,991	($313,596)

FY 2022/2023 BUDGET INFORMATION
EV SELPA REGIONAL PROGRAM STUDENT INFORMATION DATABASE SYSTEM

EV SELPA contracts with Faucette Microsystems for student database system/WebIEP.

CDE compliance requirements and the revision or the creation of IEP forms are some of the expenses expected to be shared by the districts.

Final Costs shared proportionately at year-end based on Current Year October Pupil Count.

East Valley SELPA
Regional Program Student Information Database System
FY 2022/23 BUDGET INFORMATION

	2022/23 PROPOSED	2022/23 FIRST INTERIM	Change Increase/(Decrease)
REVENUE			
Beginning Balance	**$0**	**$67,651**	**$67,651**
Colton	$50,335	$50,306	**($29)**
Redlands	$56,673	$56,684	**$11**
Rialto	$54,535	$54,545	**$10**
Rim	$7,971	$7,973	**$2**
Yucaipa	$25,216	$25,222	**$6**
*CSSF/EV Ops *	$5,269	$5,270	**$1**
TOTAL REVENUE	**$200,000**	**$267,651**	**$67,651**
EXPENDITURE			
Materials & Supplies	$0	$0	$0
Operations	$183,570	$183,570	$0
Total	$183,570	$183,570	$0
Indirect	$16,430	$16,430	$0
Indirect Rate	8.95%	8.95%	0.00%
TOTAL EXPENDITURES	**$200,000**	**$200,000**	**$0**
ENDING BALANCE	**$0**	**$67,651**	**$67,651**

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program for district autism support and is funded Off-the-top AB 602.

The budget has been abolished. 1 FTE for Program Specialist was moved to 0273 Res 6500.

FY 2022/2023 BUDGET INFORMATION
CALIFORNIA CHILDRENS' SERVICES (CCS)

The SELPA is mandated by Education Code to provide support to CCS medical therapy units (MTU) housed in the region. There are two located in the East Valley SELPA--one at San Salvador in Colton and another at Judson & Brown in Redlands.

FY 22/23 expenditures include office supplies, facilities related maintenance costs, including janitorial, and utilities

Actual costs at year-end are shared by member districts based on current year October pupil count.

East Valley SELPA
California Childrens' Services (CCS)
FY 2022/23 BUDGET INFORMATION

		2022/23 PROPOSED	2022/23 FIRST INTERIM	Change Increase/(Decrease)
REVENUE				
	Beginning Balance	**$1,800**	**$1,800**	**$0**
CCS District Support	Colton	$9,042	$9,042	**$0**
	Redlands	$10,188	$10,188	**$0**
	Rim	$1,433	$1,433	**$0**
	Yucaipa	$4,533	$4,533	**$0**
	Co. Schools			**$0**
	CCS Revenue	**$35,000**	**$35,000**	**$0**
TOTAL REVENUE		**$36,800**	**$36,800**	**$0**
EXPENDITURE				
Materials & Supplies		$5,800	$5,800	$0
Operations		$29,200	$29,200	$0
	Sub-Total	*$35,000*	*$35,000*	$0
	Total	**$35,000**	**$35,000**	$0
TOTAL EXPENDITURES		**$35,000**	**$35,000**	$0
ENDING BALANCE *		**$1,800**	**$1,800**	**$0**

Note: Funded per Ed Code

The Legal fund was developed to track due process related costs as detailed in the Board approved "Funded by EV SELPA Legal X-Pot/Funded by District". Final district contribution for legal support is calculated based on CY October pupil count.

FY 22/23 first interim budget includes 1.80 FTE - 1.00 Program Manager and .80 SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, NO Indirect Cost rate is charged.

East Valley SELPA
Legal/Due Process
FY 2022/23 BUDGET INFORMATION

		2022/23 PROPOSED	2022/23 FIRST INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance		$75,000	$68,808	($6,192.00)
Colton	*0.26*	$258,338	$258,338	$0
Redlands	*0.29*	$291,092	$291,092	$0
Rim	*0.04*	$40,943	$40,943	$0
Yucaipa	*0.13*	$129,519	$129,519	$0
Rialto	*0.28*	$280,108	$280,108	$0
Revenue	**1.00**	**$1,000,000**	**$1,000,000**	**$0**
TOTAL REVENUE		**$1,075,000**	**$1,068,808**	**($6,192.00)**
EXPENDITURE				
Certificated Salaries		$174,872	$180,971	$6,099
Classified Salaries		$54,876	$28,427	($26,449)
Benefits		$83,604	$74,155	($9,449)
	Sub-Total	*$313,352*	*$283,553*	*($29,799)*
Materials & Supplies		$2,000	$1,700	($300)
Operations		$684,648	$714,747	$30,099
	Sub-Total	*$686,648*	*$716,447*	*$29,799*
TOTAL EXPENDITURES		**$1,000,000**	**$1,000,000**	**$0**
ENDING BALANCE		**$75,000**	**$68,808**	**($6,192)**
STAFFING:		1.0 Program Manager, DP .75 SELPA Services Specialist	1.0 Program Manager, DP .80 SELPA Services Specialist	
Total FTEs		**1.75 FTEs**	**1.80 FTEs**	**0.40**

Note: Funded on a per Current Year Pupil Count Basis

FY 2022/2023 BUDGET INFORMATION
LOW INCIDENCE MATERIALS, EQUIPMENT & SERVICES

Funding is provided through the AB 602 based on the prior year October Pupil count of Low Incidence students (primary and secondary disability).

FY 2022/23 rate is estimated to be $3,300.00 per pupil with a Low Incidence disability for Materials, Equipment, and Services.   EV SELPA retains 15% of Total SELPA LI Apportionment. The remainder is provided proporotionately to districts based on October pupil count of students with primary and secondary disabilities.

EV SELPA budget was developed to facilitate centralized purchasing and inventory of materials and equipment for Low Incidence eligible students:

    Hearing Impaired
    Visually Impaired
    Orthopedically Impaired
    Deaf/Blind

Utilization is through application for eligible students based on the SELPA Steering Committee Low Incidence procedures.

EV SELPA Low Incidence Committee reviews current guidelines and procedures.

East Valley SELPA
Low Incidence Materials & Equipment
FY 2022/23 BUDGET INFORMATION

	2022/23 PROPOSED	2022/23 FIRST INTERIM	Change Increase/(Decrease)
REVENUE			
Beginning Balance	$208,502	$499,736	$291,235
AB 602 State Aid	$260,812	$282,150	$21,338
TOTAL REVENUE	**$469,314**	**$781,886**	**$312,573**
EXPENDITURE			
Materials & Supplies	$53,000	$270,000	$217,000
Operations & Contracts	$102,200	$209,270	$107,070
Trf to Districts	$50,000	$0	($50,000)
Sub-Total	*$205,200*	*$479,270*	*$274,070*
Equipment	*$40,000*	*$50,000*	*$10,000*
Indirect	*$18,365*	*$42,895*	*$24,530*
Indirect Rate	*8.95%*	*8.95%*	*0.00%*
TOTAL EXPENDITURES	**$263,565**	**$572,165**	**$308,600**
ENDING BALANCE	**$205,748**	**$209,721**	**$3,973**

Note: Funded per Ed Code based on Qualifying Primary and Secondary Disability of Prior Year October Pupil Count times an estimated $3,300.00

DISTRICT	Primary Disability CALPADS OCTOBER 2021	Secondary Disabilty CALPADS OCTOBER 2021	Total LI Pupil Count	% of Funding based on Pupil Count	Proportionate Share
COLTON	65	61	126	0.221	$ 353,430.00
REDLANDS	94	102	196	0.344	$ 549,780.00
RIALTO	86	66	152	0.267	$ 426,360.00
RIM	10	4	14	0.025	$ 39,270.00
YUCAIPA	49	33	82	0.144	$ 230,010.00
			570	1.000	
SELPA (.15 of Total Apportionment)					$ 282,150.00
TOTAL 2022-23 PROJECTED APPORTIONMENT				1.000	$1,881,000.00

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on student counts to provide behavior health counseling services.

Staff includes .25 of Program Manager responsible for staff oversight, 2.40 Behavioral Health counselors, and .20 of SELPA Services Specialist.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA
SELPA Regional Behavioral Health Counselors
FY 2022/23 BUDGET INFORMATION

		2022/23 PROPOSED	2022/23 FIRST INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance		**$0**	**$0**	**$0**
DISTRIBUTION OF COST	Colton	**$330,398**	**$255,920**	($74,478)
BASED ON	Redlands	**$82,599**	**$63,980**	($18,619)
PROPORTIONATE SHARE	Rialto	**$0**	**$0**	**$0**
OF STUDENT COUNT	Rim	**$165,199**	**$287,910**	$122,711
	Yucaipa	**$27,533**	**$0**	($27,533)
TOTAL REVENUE		**$605,729**	**$607,810**	**$2,081**
EXPENDITURE				
Classified Salaries		$372,515	$392,786	$9,910
Benefits		$160,695	$154,683	$19,251
	Sub-Total	**$533,210**	**$547,469**	**$29,161**
Materials & Supplies		$500	$500	$500
Operations		$22,260	$9,911	$14,607
	Sub-Total	**$22,760**	**$10,411**	**$15,107**
	Total	**$555,970**	**$557,880**	**$44,268**
Indirect		**$49,759**	**$49,930**	**$171**
	Indirect Rate	*8.95%*	*8.95%*	*0.00%*
TOTAL EXPENDITURE		**$605,729**	**$607,810**	**$2,081**
ENDING BALANCE		**$0**		**$0**
STAFFING:		.25 Program Manager, BHC	.25 Program Manager, BHC	
		2.40 Behavior Health Counselors II	2.40 Behavior Health Counselors II	
		.30 SELPA Services Specialist	.20 SELPA Services Specialist	
Total FTEs		**2.95 FTE**	**2.85 FTE**	**-0.10**

NOTE: Funded on a Fee-For-Service basis/proportionately shared by districts. Amounts to be based on actual pupil service count

As authorized by the SELPA Board of Directors, the East Valley SELPA operates an Off-the-top residential mental health oversight program.

Staff includes .75 of Program Manager and .60 from two Behavioral Health Counselors responsible for oversight and residential placements, .20 of Finance Specialist to process NPS Mental Health/Residential invoices and parent reimbursements.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, and Indirect Cost rates.

East Valley SELPA
SELPA Regional Residential Mental Health
FY 2022/23 BUDGET INFORMATION

		2022/23 PROPOSED	2022/23 FIRST INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance		$90,853	$96,962	$6,110
Off-the-top		$367,493	$367,493	$0
Other Local Revenue		$0	$4,550	$4,550
TOTAL REVENUE		$458,346	$469,005	$10,660
EXPENDITURE				
Classified Salaries		$219,444	$229,106	$12,262
Benefits		$93,705	$94,158	$9,380
	Sub-Total	**$313,149**	**$323,264**	**$21,642**
Materials & Supplies		$1,000	$1,000	$1,000
Operations		$23,155	$35,916	$12,358
	Sub-Total	**$24,155**	**$36,916**	**$13,358**
	Total	**$337,304**	**$360,180**	**$35,000**
Indirect		$30,189	$32,236	$2,047
	Indirect Rate	*8.95%*	*8.95%*	*0.00%*
TOTAL EXPENDITURE		**$367,493**	**$392,416**	**$24,923**
ENDING BALANCE		**$ 90,853**	**$ 76,589**	**$ (14,264)**
STAFFING:		.75 Program Manager, BHC .60 Behavioral health counselor .20 Finance Specialist	.75 Program Manager, BHC .60 Behavioral health counselor .20 Finance Specialist	
Total FTEs		**1.55 FTEs**	**1.55 FTEs**	**0.00**

NOTE: Funded Off-the-Top on a per ADA basis

As authorized by the SELPA Board of Directors, the East Valley SELPA operates a Regional Program funded by a proportionate share based on student serviced counts to provide occupational therapy services on actual costs.

7.92 FTEs for Certified Occupational Therapists and 6 Contract Certified Occupational Therapist Assistant are included in the budget.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA
SELPA Regional Occupational Therapy (OT)
FY 2022/23 BUDGET INFORMATION

		2022/23 PROPOSED	2022/23 FIRST INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance		**$0**	**$0**	**$0**
	Colton	$634,838	$715,698	$80,860
	Redlands	$1,084,514	$1,241,517	$157,003
AB 602 "Off the Top" Funding	Rim	$132,258	$146,061	$13,803
	Yucaipa	$337,257	$365,152	$27,895
	Total	**$2,188,867**	**$2,468,427**	**$279,560**
TOTAL REVENUE		**$2,188,867**	**$2,468,427**	**$279,560**
EXPENDITURE				
Classified Salaries		$1,120,389	$1,180,705	$60,316
Benefits		$506,651	$502,388	($4,263)
	Sub-Total	*$1,627,040*	*$1,683,093*	*$56,053*
Materials & Supplies		$3,216	$1,500	$2,454
Operations		$129,145	$179,029	$18,439
5110 Sub-agreements for Services		$272,000	$438,000	$166,000
	Sub-Total	*$404,361*	*$618,529*	*$214,168*
	Total	*$2,031,401*	*$2,301,622*	*$270,221*
Indirect		*$157,466*	*$166,805*	*$9,339*
	Indirect Rate	*8.95%*	*8.95%*	*0.00%*
TOTAL EXPENDITURES		**$2,188,867**	**$2,468,427**	**$279,560**
ENDING BALANCE		**$0**	**$0**	**$0**
STAFFING:		7.92 Occupational Therapist II	7.92 Occupational Therapist II	
		2.0 Contract OT (hourly)	6.0 Contracted COTAs	
		1.0 Certified OT Asst.(COTA)	1.0 SELPA Services Specialist	
		.60 SELPA Services Specialist		
		2.00 OTR and 1 COTA Contract		
Total FTEs		**11.52 FTEs (3.00 Contracted)**	**8.92 FTEs (6.00 Contracted)**	

NOTE: Funded proportionately based on actual pupil serviced counts

FY 2022/2023 BUDGET INFORMATION

PHYSICAL THERAPY SERVICES & LOW INCIDENCE ASSESSMENT

District costs shown in this budget for FY 22/23 are: .667 FTE for a School Physical Therapist II and .08 of Occupational Therapist for low incidence assessments conducted by EV SELPA.

Actual costs are charged to district of residence proportionately based on service count via cash transfer.

Refer to the SELPA RS/PS Narrative for FY 22/23 Health and Mandatory Benefits rates, and Indirect Cost rate.

East Valley SELPA
SELPA Regional Physical Therapy (PT), Low Incidence Assessment
FY 2022/2023 BUDGET INFORMATION

		2022/23 PROPOSED	2022/23 FIRST INTERIM	Change Increase/(Decrease)
REVENUE				
Beginning Balance		$0	$0	$0
Districts proportionate share cost based on student serviced count	Colton	$51,400	$39,778	**($11,622)**
	Redlands	$73,428	$97,236	**$23,808**
	Rim	$22,028	$4,420	**($17,608)**
	Yucaipa	$0	$13,259	**$13,259**
TOTAL REVENUE		**$146,856**	**$154,693**	**$7,837**
EXPENDITURE				
Classified Salaries		$88,974	$102,776	$13,802
Benefits		$37,508	$36,253	($1,255)
	Sub-Total	*$126,482*	*$139,029*	*$12,547*
Materials & Supplies		$0	$0	$0
Operations		$8,310	$3,121	($5,189)
	Sub-Total	*$8,310*	*$3,121*	*($5,189)*
	TOTAL	*$134,792*	*$142,150*	*$7,358*
Indirect Cost		$12,064	$12,543	$479
	Indirect Rate	*8.95%*	*8.95%*	*0.00%*
TOTAL EXPENDITURES		**$146,856**	**$154,693**	**$7,837**
ENDING BALANCE		**$0**	**$0**	**$0**
STAFFING:		.667 Physical Therapist .08 Occupational Therapist	.667 Physical Therapist .08 Occupational Therapist	
Total FTEs		**.747 FTE**	**.747 FTE**	**0.00**

4.2 2022-2023 1ˢᵗ Quarter NPS Reporting

NonPublic School Quarterly Report

First Quarter 2022-2023

East Valley SELPA Board of Directors
November 16, 2022

Patty Metheny, Ed.D.
Chief Administrative Officer

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

2022-23 Master Contracts

Name of Facility	Location	Number of EV SELPA Students					
		Colton	Redlands	Rialto	Rim	YCJSUD	Total
Alpine Academy	Erda, UT		1				1
Altus Academy	Rialto, CA	5	3	1		2	11
Beacon Day	La Palma, CA	1	1				2
Canyon View	San Dimas, CA		1				1
Cinnamon Hills	St. George, UT	1					1
Devereux	Viera, FL				1		1
Joan Macy	La Verne, CA		1	5			6
Leroy Haynes	La Verne, CA	1	2	3			6
Oak Grove – The Ranch	Perris, CA						0
Oak Grove – Jack Weaver	Murrieta, CA		1				1
Port View Prep	Ontario, CA			3			3
Precious Hearts	San Bernardino, CA	1	1		1		3
Provo Canyon	Provo, UT	1					1
San Diego Center	San Diego, CA					1	1
Sandy Pines	Jupiter, FL			1			1
Sierra of East Valley	Colton, CA	2	2		2	3	9
Spectrum	Chino Hills, CA			1			1
Stone Ridge Academy	Upland, CA	5	3	2	1		11
Turning Winds	Troy, MT				1		1
Youth Care	Draper, UT				1		1
TOTAL		17	16	16	7	6	62

Assembly Bill 1172 Requirements

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

Name of Facility	Location	Behavior Training	
		Date Provided	Date Verified by EV SELPA
Alpine Academy	Erda, UT	10.14.22	10.31.22
Altus Academy	Rialto, CA	10.12.22	10.25.22
Beacon Day	La Palma, CA	8.12.22	8.19.22
Canyon View	San Dimas, CA	10.25.22	10.31.22
Cinnamon Hills	St. George, UT	9.9.22	9.28.22
Devereux	Viera, FL	10.19.22	10.26.22
Leroy Haynes	La Verne, CA	5.10.22	6.22.22
Joan Macy	La Verne, CA	8.24.22	8.24.22
Oak Grove – The Ranch	Perris, CA	10.7.22	10.11.22
Oak Grove – Jack Weaver	Murrieta, CA	10.7.22	10.11.22
Port View Prep	Ontario, CA	8.18.22	8.26.22
Precious Hearts	San Bernardino, CA	9.22.22	9.29.22
Provo Canyon	Provo, UT	10.14.22	10.24.22
San Diego Center	San Diego, CA	10.6.22	10.11.22
Sandy Pines	Jupiter, FL	Not a CDE regulated school	
Sierra of East Valley	Colton, CA	10.6.22	10.7.22
Spectrum	Chino Hills, CA	10.19.22	10.21.22
Stone Ridge Academy	Upland, CA	10.12.22	10.13.22
Turning Winds	Troy, MT	8.9.22	9.22.22
Youth Care	Draper, UT	10.21.22	10.31.22

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

Number of District Annual Monitoring Observations Completed this Quarter for NPS Placed Students									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
0	15	8	15	0	15	0	4	0	5

Number of District Annual Monitoring Observations Completed Year, to-date				
Colton	Redlands	Rialto	Rim	YCJUSD
0	8	0	0	0

Number of EV SELPA Monitoring Observations/Visits Completed this Quarter for Residentially Placed Students*									
Colton		Redlands		Rialto		Rim		YCJUSD	
Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled
2	2	1	1	1	1	2	3	1	1

*Rialto student is in a non-CDE regulated facility

Number of EV SELPA Monitoring Observations/Visits Completed Year, to-date, for Residentially Placed Students*				
Colton	Redlands	Rialto	Rim	YCJUSD
2	1	1	2	1

*It is the practice of the East Valley SELPA to provide more visits for students placed residentially than the required annual monitoring visit under AB 1172.

California Department of Education, Special Education Division NPS Monitoring

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

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

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

Name of Facility	CDE Approval Status	Date of CDE Onsite Review
Alpine Academy	Approved	
Altus Academy	Approved	8.2.22
Beacon Day	Approved	6.8.21
Canyon View	Approved	2.8.21
Cinnamon Hills	Approved	9.14.22
Devereux	Approved	4.9.21
Joan Macy	Approved	11.30.22
Leroy Haynes	Approved	12.1.22
Oak Grove – The Ranch	Approved	1.19.21
Oak Grove – Jack Weaver	Approved	5.17.21
Port View Prep	Approved	2.22.21
Precious Hearts	Approved	5.17.22
Provo Canyon – Provo Campus	Conditional	
Provo Canyon – Springville Campus	Conditional	

San Diego Center	Approved	
Sierra of East Valley	Approved	
Spectrum	Approved	
Stone Ridge Academy	Conditional	2.4.22
Turning Winds	Approved	
Youth Care	Approved	

CDE has identified the following NPS sites as private schools, only. Their NPS status was revoked.

Bright Futures Academy – Riverside

The following NPS sites have closed during the 2022-2023 school year.

Childhelp as of 10.28.22

Fiscal Reporting (placeholder)

East Valley SELPA
22-23 1st Quarter NPS Cost Totals

Colton	2021-2022	2022-2023				
NPS (Students reside w/parents)	23	15				
NPS (Students in residential setting)	1	2				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	$ 272,670.88	$ -	$ 61,754.18	$ 54,798.83	$ 79,114.41	$ 195,667.42
NPS Mental Health**	$ 51,980.41	$ -	$ 32,451.23	$ 30,012.14	$ 25,834.61	$ 88,297.98
District Total	$ 324,651.29	$ -	$ 94,205.41	$ 84,810.97	$ 104,949.02	$ 283,965.40

Redlands	2021-2022	2022-2023				
NPS (Students reside w/parents)	19	16				
NPS (Students in residential setting)	3	1				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	$ 149,940.48	$ 1,881.92	$ 60,013.74	$ 50,113.64	$ 95,922.94	$ 207,932.24
NPS Mental Health**	$ 87,750.91	$ -	$ 38,476.46	$ 13,285.93	$ 29,226.31	$ 80,988.70
District Total	$ 237,691.39	$ 1,881.92	$ 98,490.20	$ 63,399.57	$ 125,149.25	$ 288,920.94

Rialto	2021-2022	2022-2023				
NPS (Students reside w/parents)	16	14				
NPS (Students in residential setting)	4	1				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	$ 190,093.49		$ 64,160.53	$ 19,648.85	$ 74,990.46	$ 158,799.84
NPS Mental Health**	$ 135,764.92			$ 147.87	$ 14,073.31	$ 14,221.18
District Total	$ 325,858.41	$ -	$ 64,160.53	$ 19,796.72	$ 89,063.77	$ 173,021.02

Rim	2021-2022	2022-2023				
NPS (Students reside w/parents)	4	5				
NPS (Students in residential setting)	0	2				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	$ 44,813.05		$ 7,302.87	$ 23,194.04	$ 29,633.30	$ 60,130.21
NPS Mental Health**	$ 1,327.15		$ 30,080.90	$ 20,061.80	$ 13,888.50	$ 64,031.20
District Total	$ 46,140.20	$ -	$ 37,383.77	$ 43,255.84	$ 43,521.80	$ 124,161.41

Yucaipa-Calimesa	2021-2022	2022-2023				
NPS (Students reside w/parents)	19	7				
NPS (Students in residential setting)	5	2				
	Prior Yr Q1 Total***	FY 21-22 (Paid in 22-23)	ESY	Aug	Sept	Q1 Total
NPS Education*	$ 168,731.40		$ 21,862.85	$ 23,725.48	$ 34,216.26	$ 79,804.59
NPS Mental Health**	$ 155,857.60		$ 33,276.37	$ 28,336.09	$ 32,023.45	$ 93,635.91
District Total	$ 324,589.00	$ -	$ 55,139.22	$ 52,061.57	$ 66,239.71	$ 173,440.50

SELPA Wide Tuition Total	$ 826,249.30	$ -	$ 215,094.17	$ 171,480.84	$ 313,877.37	$ 702,334.30
SELPA Wide Mental Health Total	$ 432,680.99	$ -	$ 134,284.96	$ 91,843.83	$ 115,046.18	$ 341,174.97
SELPA Wide Grand Total	$ 1,258,930.29	$ 1,881.92	$ 349,379.13	$ 263,324.67	$ 428,923.55	$ 1,043,509.27

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

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

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

4.3 EV SELPA 2022-2023 Schedule REX

EAST VALLEY SELPA 2022-23 SCHEDULE REX

PROJECTIONS AS OF 11/7/22

LN	SACS RS A	DESCRIPTION B	A/E? C	COLTON D	REDLANDS E	RIALTO F	RIM G	YUCAIPA H	SBCSS EV OPS I	REGIONAL/ SELPA J	SELPA K	TOTAL L
		ADA FOR AB 602 FUNDING										2,673.50
I		**2022-23 SELPA total K-12 ADA @ $820.00 (From District or 21/22 P-2 Cert)**	E	18,626.09	18,898.40	23,334.00	2,541.80	7,841.64	284.09			71,526.02
II		PY 21/22 SELPA Total K-12 ADA @ $715.00 (Used P-2 Cert)	A	17,892.63	18,599.63	21,686.27	2,541.80	7,841.64	290.55			68,852.52
III		Second PY 20/21 SELPA Total K-12 ADA @ $625.00 (P-2 Cert)	A	20,403.68	20,048.01	24,126.10	2,917.43	8,384.33	607.36			76,486.91
IV		**SELPA FUNDED ADA (Greater of CY, PY, and PPY)**	A	20,403.68	20,048.01	24,126.10	2,917.43	8,384.33	607.36			76,486.91
1	6500	*Adjusted Base Grant Entitlement @$820 per ADA*		$ 16,731,017.60	$ 16,439,368.20	$ 19,783,402.00	$ 2,392,292.60	$ 6,875,150.60	$ 498,035.20			$ 62,719,266.20
1a		District Base Funding %		26.68%	26.21%	31.54%	3.81%	10.96%	0.79%			100.00%
1b		Local Special Education Property Tax Projection based on PY AB602 P-2 ADA	E	$ (1,045,734.60)	$ (1,027,505.71)	$ (1,236,517.01)	$ (149,524.86)	$ (429,715.81)				$ 3,888,998.00
1c		District Net Funding Entitlement		$ 15,685,283.00	$ 15,411,862.49	$ 18,546,884.99	$ 2,242,767.74	$ 6,445,434.79	$ 498,035.20			$ 58,830,268.20
2	6500	PS/RS Apportionment	E								$ 1,413,677.00	$ 1,413,677.00
3	6500	*Low Incidence (570 @ $3,300)*	E	$ 353,430.00	$ 549,780.00	$ 426,360.00	$ 39,270.00	$ 230,010.00		$ 282,150.00		$ 1,881,000.00
4	6500	Out-of-Home (from 21-22 P-1 Cert,rollover from 20-21 OHC amount,16/17 frozen census counts)	E	$ 393,966.00	$ 1,241,980.00	$ 796,945.00	$ 161,447.00	$ 1,241,868.00				$ 3,836,206.00
5		*TOTAL AB 602 APPORTIONMENT I-7*	E	$ 16,432,679.00	$ 17,203,622.49	$ 19,770,189.99	$ 2,443,484.74	$ 7,917,312.79	$ 498,035.20	$ 282,150.00	$ 1,413,677.00	$ 65,961,151.20
6		*Off-the-Top Funding the SELPA*										
7	6500	*Autism*	A	$ -	$ -	$ -	$ -	$ -	$ -			$ -
8	6500	*Mental Health Oversight based on Oct 22 count*	E	$ (98,032.59)	$ (96,323.72)	$ (115,917.52)	$ (14,017.24)	$ (40,283.79)	$ (2,918.15)	$ 367,493.00		$ -
9	6500	*Contributions to EV SELPA Operations*	E	$ (209,137.77)	$ (205,492.15)	$ (247,292.58)	$ (29,903.66)	$ (85,939.40)	$ (6,225.44)		$ 783,991.00	$ -
10		SBCSS/EV Ops Fee-for-Service (Final 21-22 count with 22-23 rates)	E	$ (3,857,508.00)	$ (955,162.00)	$ (3,660,080.00)	$ (154,134.00)	$ (871,432.00)	$ 9,498,316.00			$ -
11		*Add on Property Tax (Offsets FFS)	E	$ 1,045,734.60	$ 1,027,505.71	$ 1,236,517.01	$ 149,524.87	$ 429,715.81	$ (3,888,998.00)			$ -
12	6500	OT Proportionate Share-Student Count on Oct 2022	E	$ (715,698.00)	$ (1,241,517.00)	$ -	$ (146,060.00)	$ (365,152.00)		$ 2,468,427.00		$ -
13		**Total Net RS 6500 AB 602 State Aid Funding and Property Tax**	E	$ 12,598,037.25	$ 15,732,633.34	$ 16,983,416.90	$ 2,248,894.70	$ 6,984,221.40	$ 6,098,209.61	$ 3,118,070.00	$ 2,197,668.00	$ 65,961,151.20
14		**Increase/(Decrease) from last FY 2021-22**		1,740,614.55	1,962,298.40	2,391,873.44	274,711.78	826,704.94	760,633.37	389,549.00	64,706.72	8,411,092.20
15		*FINAL 2021-22 Total Net RS 6500 AB 602 State Aid Funding and Property Tax*		10,857,422.70	13,770,334.94	14,591,543.46	1,974,182.92	6,157,516.46	5,337,576.24	2,728,521.00	2,132,961.28	57,550,059.00
16		**FEDERAL & STATE GRANT REVENUE (Projection based on 21/22 Grant/Funds awarded/received)**										
17	3310	**Total Grant/Local Assistance**	E	$ 3,973,928.00	$ 4,164,251.00	$ 4,383,758.00	$ 621,646.00	$ 2,038,384.00	$ 408,291.00	$ -	$ -	$ 15,590,258.00
18	3311	*Private School Prop Share (reported on Line D - Exp Report)*	E	$ 39,912.00	$ 119,736.00	$ 1,535.00	$ 1,535.00	$ 23,026.00	$ -	$ -	$ -	$ 185,744.00
19	3315	Grant/Fed.Preschool	E	94,517.00	91,435.00	109,927.00	14,383.00	53,423.00	5,137.00	$ -	$ 19,412.00	$ 388,234.00
20	3326	Grant/Supporting Inclusive Practices (Districts submit for reimbursement)	E	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 74,350.00	$ 74,350.00
21	3327	Grant/Mental Health Services	E	238,077.00	233,923.00	281,511.00	34,042.00	97,832.00	7,087.00	$ -	$ -	$ 892,472.00
22	3345	Grant/Infant-Presch.Staff Dev.	E	731.00	707.00	849.00	111.00	413.00		$ -	$ -	$ 2,811.00
23	3385	Grant/Part C Early Intervention	E	$ -	14,436.00	$ -	$ -	$ -	57,745.00	$ -	$ -	$ 72,181.00
24	3395	Grant/ADR-E	E	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 19,144.00	19,144.00
25	3395	Grant/ADR Spec Ed COVID-19 (awarded 20/21 $85,816)	E	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 49,515.00	49,515.00
26	6510	Infant Entitlement	E	$ -	400,865.00	$ -	$ -	$ -	1,603,458.00	$ -	$ -	2,004,323.00
27	6546	Mental Health AB 114 (50/50)	E	1,367,503.00	1,343,666.00	1,616,990.00	195,534.00	561,938.00	40,705.00	$ -	$ -	5,126,336.00
28	6515	Grant/Infant Discretionary	E	$ -	5,753.00	$ -	$ -	$ -	23,013.00	$ -	$ -	28,766.00
29		**TOTAL REVENUE (AB602 Plus Federal & State Grants)**		$ 18,312,705.25	$ 22,107,405.34	$ 23,377,986.90	$ 3,116,145.70	$ 9,759,237.40	$ 8,243,645.61	$ 3,118,070.00	$ 2,360,089.00	$ 90,395,285.20
30		**EXPENDITURES (Transfers to SELPA based on Governance & IEP Decisions)**										
31	500/6512/332	NPS Contract Costs /Tuition FN 1180, Billback (quarterly)	E	$ (1,294,944.00)	$ (814,159.00)	$ (948,850.00)	$ (208,098.00)	$ (806,500.00)			$	(4,072,551.00)
32	500/6512/332	NPS Mental Health Counseling and Residential/FN 3900 Billback (quarterly)	E	$ (226,906.00)	$ (329,228.00)	$ (553,004.00)	$ (112,747.00)	$ (674,471.00)			$	(1,896,356.00)
33	3327/6512	SELPA MH Prop Share - Student Count	E	$ (255,920.00)	$ (63,980.00)	$ -	$ (287,910.00)	$ -			$	(607,810.00)
34	9279	Physical Therapy/Assistive Technology	E	$ (39,778.00)	$ (97,236.00)	$ -	$ (4,420.00)	$ (13,259.00)			$	(154,693.00)
35	6500	CCS MTU	E	$ (9,265.00)	$ (9,924.00)	$ (9,615.00)	$ (1,438.00)	$ (4,758.00)			$	(35,000.00)
36	6500	Due Process	E	$ (258,338.00)	$ (291,092.00)	$ (280,108.00)	$ (40,943.00)	$ (129,519.00)			$	(1,000,000.00)
37	9273	Information Systems	E	$ (50,335.00)	$ (56,673.00)	$ (54,535.00)	$ (7,972.00)	$ (25,216.00)	$ (5,269.00)		$	(200,000.00)
38		*TOTAL EXPENDITURES*		$ (2,135,486.00)	$ (1,662,292.00)	$ (1,846,112.00)	$ (663,528.00)	$ (1,653,723.00)	$ (5,269.00)	$ -	$ -	$ (7,966,410.00)
39		**PROJECTED TOTAL REVENUE LESS EXPENDITURES**		$ 16,177,219.25	$ 20,445,113.34	$ 21,531,874.90	$ 2,452,617.70	$ 8,105,514.40	$ 8,238,376.61	$ 3,118,070.00	$ 2,360,089.00	$ 82,428,875.20

4.4 EV SELPA 2022-2023 Fiscal Reporting Calendar

FY 2022-23 FISCAL REPORTING CALENDAR

JULY 2022

7/08/22   Districts to provide SELPA June PARs and PYR for TPP - DONE
7/14/22   SELPA to provide 21/22 Q4 Total NPS Reimbursement Transfer for invoices received/processed through 7/8/2022 at Steering/Finance meeting
7/14/22   SELPA to present AB 602 June 2022 P-2 CDE Certification (19/20 R3, 20/21 R1, 21/22 P2)
7/15/22   Districts to provide signed Grant/Fund Expenditure Report #3 (Apr 1 – Jun 30 PY) or FINAL expenditure reports to SELPA if Final hasn't been submitted.
7/31/22   SELPA finalize closing of FY 21/22 books, Final REX will be sent out to districts
7/31/22   SELPA to submit May and June 2022 TPP Service and Certified Invoices to DOR

AUGUST 2022

8/15/22   Districts to provide SELPA July PARs and PYR for TPP
8/15/22   Districts to provide UA DAT file to SELPA for MOE monitoring/tests
8/31/22   SELPA to send preliminary MOE to district's fiscal staff via e-mail

SEPTEMBER 2022

9/15/22   EV SELPA to present preliminary SEMA and SEMB MOE results and Excess Cost Calculation worksheets at Steering/Finance meeting
9/15/22   SBCSS to present PY (21/22) fee-for-service Budget to Actuals, Year-end actuals and return of funds (if appropriate) at Steering/Finance.
9/15/22   EV SELPA to present PY (21/22) Occupational Therapy Regional/ Proportionate Share Program return of funds (if appropriate) at Steering/Finance
9/15/22   EV SELPA to present PY (21/22) adjusted 4th Quarter NPS reimbursement transfers and Fiscal Year total costs at Steering/Finance
9/16/22   Districts to provide SELPA August PARs and PYR for TPP
9/30/22   SELPA to submit July TPP Service and Certified Invoices to DOR
9/30/22   Districts to submit DPR & LR funds expenditure reports (through 9/30/22)

OCTOBER 2022

10/07/22   SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (22/23) P-1 ADA estimates & changes to PY ADA (if any) by Oct 14 for First Interim reporting and Projections
10/13/22   SELPA to send Final SEMA/SEMB summary, SYT, Excess Cost Reports to districts, due to CDE 11/15/22
10/13/22   SELPA to submit PY (21) Annual Infant Funding Report to SBCSS
10/14/22   Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
10/17/22   Districts to provide SELPA September PARs and PYR for TPP
10/21/22   SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
10/28/22   Deadline for SELPA/SBCSS to submit CY (22/23) Part C Early Start Application to CDE
10/28/22   Deadline for SELPA/SBCSS to submit PY (21/22) Extraordinary Cost Pool claim to CDE – funded at Annual - Done
10/28/22   SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

FY 2022-23 FISCAL REPORTING CALENDAR

NOVEMBER 2022

11/01/22 SELPA to submit Infant Waiver Request to CDE if applicable (Current waiver valid until 6/30/24)
11/10/22 SELPA to present CY (22/23) 1st Interim EV SELPA Budgets at Steering/Finance
11/10/22 SELPA to present CY (22/23) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
11/10/22 SELPA to present Schedule REX (22/23) 1st Interim projections at Steering/Finance
11/10/22 SELPA to provide Districts Fall 1 count for SBCSS Fee-for-Service for verification
11/18/22 SELPA to submit Maintenance of Effort SEMA 21/22 Unaudited Actuals vs. 20/21 Actuals to CDE - DONE
11/18/22 SELPA to submit Maintenance of Effort SEMB 21/22 Unaudited Actuals vs. 22/23 Budget to CDE - DONE
11/18/22 SELPA to submit Excess Cost Calculation(s) to CDE - DONE
11/18/22 SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE - DONE
11/18/22 Districts to provide Oct PARs and PYR for TPP to SELPA
11/28/22 SBCSS FFS Fall 1 count signed verification forms due to SELPA from District Spec Ed Directors
11/30/22 SELPA/IBS to submit Part C Grant Application Package to CDE (package has not been received)
11/30/22 SELPA to submit Medi-Cal Program 2022-23 LEA BOP Annual report to DHCS
11/30/22 SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2022

12/09/22 Districts to provide November PARs and PYR for TPP to SELPA
12/12/22 *Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring due to BAS *12/15/22*
12/19/22 SELPA to provide CY (22/23) Fall Count for SBCSS Fee-for-service Students to SBCSS
12/30/22 SELPA to submit October TPP Service and Certified Invoices to DOR
12/30/22 Districts to submit DPR & LR funds expenditure reports

JANUARY 2023

1/05/23 SELPA to provide NPS P-1 ADA to Districts ***District deadline to BAS 1/9/23
1/13/23 SELPA to submit to SBCSS Infant Funding Report for P-1, to CDE January 31
1/16/23 **Districts to provide Grant/Fund Expenditure Reports # 1 (Jul 1 – Dec 31) to SELPA for CY (22/23) or report # 5 (PY 21/22) if applicable**
1/16/23 Districts to provide December PARs and PYR for TPP to SELPA
1/30/23 SELPA to submit November TPP Service and Certified Invoices to DOR

FEBRUARY 2023

2/09/23 SBCSS to present EV Ops FFS Budget - 2nd Interim update
2/09/23 SELPA to present 22-23 EV SELPA 2nd Interim update
2/09/23 *SELPA to present SEMAI 1st Interim MOE summary report/MOE monitoring and preparation*
2/09/23 SELPA to present CY (22/23) 2nd Quarter NPS reimbursement transfer for invoices paid thru Dec 2022 at Steering/Finance
2/10/23 Districts to provide January PARs and PYR for TPP to SELPA
2/10/23 Districts to provide SELPA with CY 22/23 P-2 estimates
2/28/23 SELPA to provide Budget Development documents for FY 23/24 to AU, SBCSS-Internal Business Services
2/28/23 SELPA to submit December TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

FY 2022-23 FISCAL REPORTING CALENDAR

TBD   SELPA to prepare February certifications for CY (22/23) and PY (21/22, 20/21) AB602 Funding Allocation including the OHC funding recertification using the new funding model – data and rates.

MARCH 2023

3/09/23   SELPA to present CY (22/23) Regional services Proportionate Share Costs as of 2nd Interim related to OT, MH & PT at Steering/Finance

3/10/23   Districts to provide SELPA DAT file for SEMAI (2nd Interim) for MOE monitoring due to BAS 3/15/23

3/17/23   SELPA to provide Districts Spring (March 1) count for SBCSS Fee-for-Service for verification

3/17/23   Districts to provide February PARs and PYR for TPP to SELPA

3/24/23   SELPA to send (22/23 P-1, 21/22 Annual, 20/21 Annual 2) AB602 allocations based on February Certifications to districts by e-mail

3/30/23   **Districts to submit Supporting Inclusive Practices grant quarterly reports**

3/30/23   **Districts to submit Learning Recovery fund quarterly reports**

3/30/23   **Districts to submit Alternate Dispute Resolution fund quarterly reports**

3/31/23   SELPA to submit January TPP Service and Certified Invoices to DOR

APRIL 2023

4/03/23   SBCSS FFS Spring (March1) count signed verification forms due to SELPA from District Spec Ed Directors

4/13/23   SBCSS to present EV County Operated Spec Education FFS budget and Proposed rates for FY 23/24 at Steering/Finance

4/13/23   SBCSS to present Student Services Counseling Center – Intensive Therapeutic Services rate for FY 23/24

4/13/23   SELPA to send SEMAI 2nd Interim MOE summary report to districts

4/14/23   SELPA to provide P-2 NPS ADA to districts *District deadline to BAS April 21st

TBD   SELPA to present 23/24 Operating Budget to Board Budget Ad Hoc

4/17/23   Districts to provide March PARs and PYR for TPP to SELPA

4/17/23   SELPA to submit P-2 Infant Funding Report to SBCSS, due to CDE TBD

4/17/23   Districts to provide Grant Expenditure Report #2 (Jan 1 – Mar 31) or Final to SELPA for CY (22/23)

4/21/23   Districts to complete final requests for Low Incidence materials and equipment purchases for FY 22/23

4/28/23   SELPA to submit February TPP Service and Certified Invoices to DOR

TBD   SELPA to send districts Low Incidence Inventory Report for review

MAY 2023

TBD   Districts to return Low Incidence Inventory verification report to SELPA (Elizabeth Coronel)

5/11/23   SELPA to present 3rd Quarter NPS reimbursement transfer for invoices paid at Steering/Finance

5/11/23   SELPA to present FY 23/24 Proposed EV SELPA Operating Budgets at Steering/Finance

5/11/23   SELPA to present 23/24 Annual Budget and Service Plans at Steering/Finance

5/11/23   SELPA to present final FY 22/23 EV County Operated Spec Education FFS average count/fees and Proportionate Share Programs student counts/costs

5/12/23   Districts to provide April PARs and PYR for TPP to SELPA

5/24/23   SELPA to present to Board of Directors EV SELPA FY 23/24 Operating Budgets and SBCSS EV County Operated Spec Education FFS FY 23/24 rates

TBD   Districts must send completed Personnel Data report submitted through CDE software to SELPA

5/31/23   SELPA to submit March TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

FY 2022-23 FISCAL REPORTING CALENDAR

JUNE 2023

6/08/23 - SELPA to present FY 23/24 Schedule REX Projections based on Governor's May Revise
6/12/23   Districts to provide May PARs and PYR for TPP to SELPA
6/30/23 - SELPA to submit April TPP Service and Certified Invoices to DOR
6/30/23 - SELPA certification for Personnel Data report due to CDE
6/30/23 - **Districts to submit Supporting Inclusive Practices grant expenditure report**
6/30/23 - **Districts to submit Learning Recovery <u>fund</u> expenditure report**
6/30/23 - **Districts to submit Alternate Dispute Resolution <u>fund expenditure</u> report**
   TBD - SELPA to finalize AB602 CDE Certifications for CY (22/23) and PY (20/21, 19/20)
       - ***Districts prepare Exp 3 or FINAL expenditure reports for submission in mid-July 2022***

Subject to change, updated as needed.

PROGRAM ITEMS

4.5 Residential ERMHS Referrals

Residential Referral

Tracy Schroeder, LCSW

Program Manger, Behavioral Health

EV SELPA Fiscal Allocation Plan – Mental Health Funds Allocation Methodology

The SELPA receives two sources to fund mental health services. One grant is a federal grant, the Mental Health Services grant. The other is state funding via AB 114. The federal grant is funded based on 3- to 21-year-old pupils and distributed to SELPA-member LEAs based on their prior year age 3- to 21-year-old special education pupil count. The other is state funded via AB 114. It is provided in installments as determined by CDE and distributed to SELPA member LEAs based on prior year P-2 counts of 6-21-year-old pupils.

EV SELPA Fiscal Allocation Plan – Mental Health Funds Allocation Methodology

All mental health funds received by the East Valley SELPA are sent directly to the member districts. The SELPA does not keep any mental health funds.

Districts fund residential placements.

The East Valley oversight of residential mental health services is funded by the districts via an off-the-top model using AB 602 state special education funds.

Assembly Bill 114

With the changes to state statute outlined in Assembly Bill 114 (Chapter 43, Statutes of 2011), which relieved county mental health agencies of the responsibility to provide mental health services to students with disabilities, local educational agencies (LEAs) must rely on the Individuals with Disabilities Education Act (IDEA) for guidance on the requirements for providing related services, including those that may have previously been provided by county mental health agencies (CMHAs).

Criteria for Consideration for Residential Placement

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

Rule out Criteria When Considering a Student for Residential Placement

- Making progress in school with minimal support

- May have behaviors at home but not at school

- Diagnosis of intellectual disability (ID) - because unlikely/unable to engage in nor benefit from in-sight oriented/talk therapy and may lack the ability to generalize what is learned in a structured environment and transfer this learning to a less restrictive environment. In this situation, Regional Center is the a more appropriate referral agency.

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

6

Assessment Process

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

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

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

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

4.6 Fetal Alcohol Syndrome Disorder

Fetal Alcohol Syndrome Disorder

Patty Metheny, Ed.D.

Chief Administrative Officer

November 19, 2022

EAST VALLEY SELPA

Educating Together

Information Gathered from a November 3, 2022 Presentation by Ron Powell, Ph.D.
SELPA Administrators Association of California

Fetal Alcohol Spectrum Disorder (FASD) has recently been recognized by law as a specific subcategory within the disability of Other Health Impaired. While many of these children may already be identified as children eligible for special education assistance, most educators are unfamiliar with how a child is adversely impacted by FASD and what educational and behavioral strategies have proven to be most effective with this population. This presentation discusses the specific characteristics of FASD, the impact that this new legislation may have on education, and the evidence-based strategies that have proven effective with this population.

SB 1016 (effective January 1, 2023)

a) Article 2.4. Eligibility Criteria for Special Education and Related Services on the Basis of Other Health Impairment

   i. 56332. The State Board of Education shall include "fetal alcohol spectrum disorder" in the definition of "other health impairment" in Section 3030 of Title 5 of the California Code of Regulations.

Other Health Impairment

a) CCR 3030 (b)(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

b) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, fetal alcohol spectrum disorder, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

c) Adversely affects a child's educational performance.

Fetal Alcohol Spectrum Disorders

"an umbrella term describing the range of effects that can occur in an individual whose mother drank during pregnancy. These effects may include physical, mental, behavioral, and/or learning disabilities with possible lifelong implications." Bertrand et al, 2004

How big of a problem is FASD?

Many are not even aware that it is a problem…

    i. 1.5%-4% are affected by FASD.

    ii. 11%-30% of women use alcohol during pregnancy.

    iii. 8% binge drink during pregnancy on at least 1 occasion

    iv. Among mothers with unplanned pregnancy, 56% report alcohol use in the month before they found out they were pregnant

If alcohol use is so prevalent, why aren't more children impacted?

Impairment as a result of prenatal alcohol exposure is dependent upon multiple factors
   i. Dosage
   ii. Pattern and timing
   iii. Genetics
   iv. Co-occurring substance use (smoking/drugs)
   v. General health
   vi. Nutrition
   vii. Level of stress/trauma
   viii. Age of mother

"There is no known 'safe' level of alcohol consumption during pregnancy." (Office of the Surgeon General, 2005)

Development Impact of Prenatal Alcohol Exposure
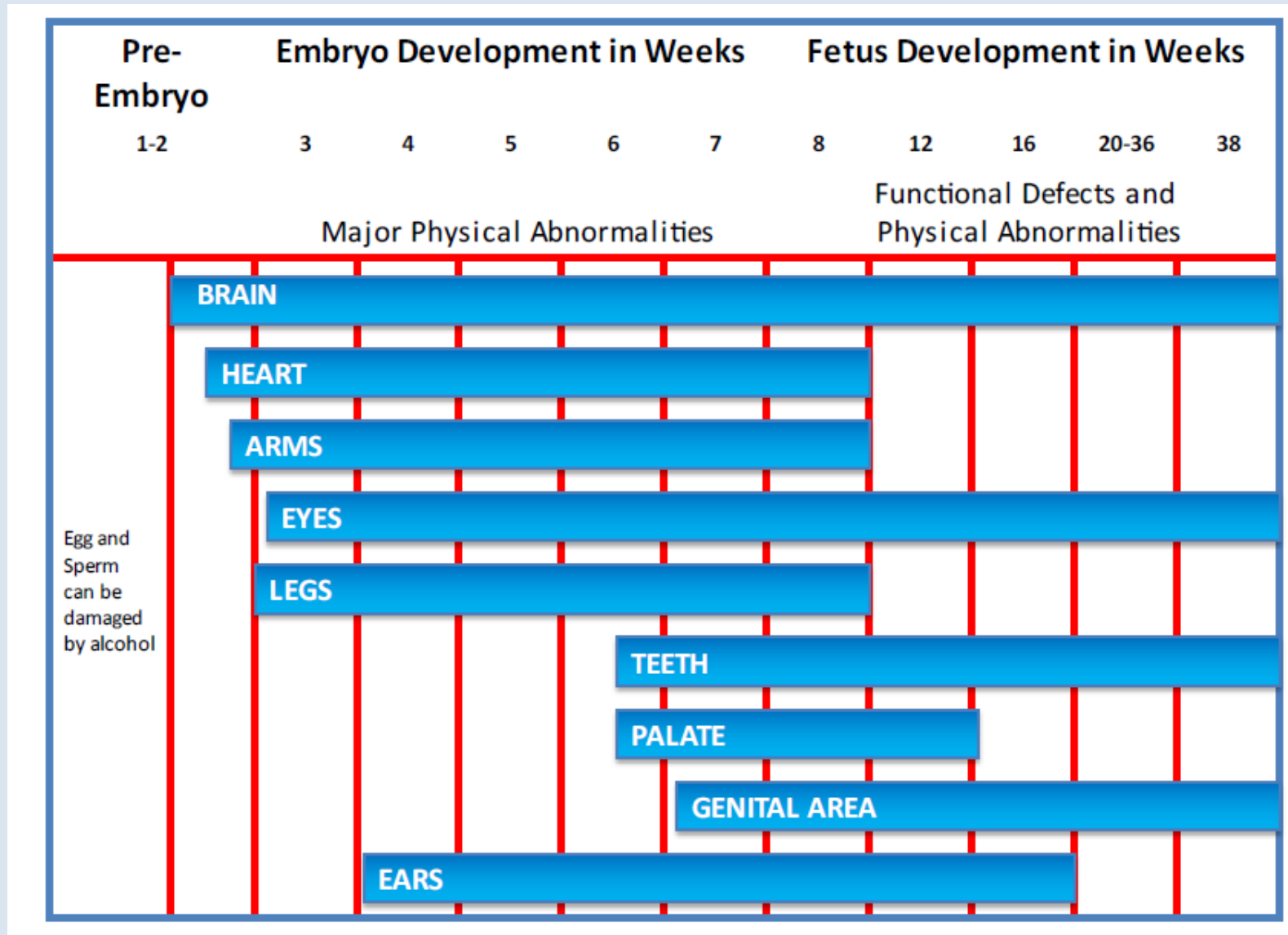
Facial Dysmorphology of Fetal Alcohol <u>Syndrome</u>

Fetal alcohol syndrome

Small head

Small eye opening

Low nasal bridge

Flat midface

Smooth philtrum (cupid's bow)

Thin upper lip

Cleveland Clinic
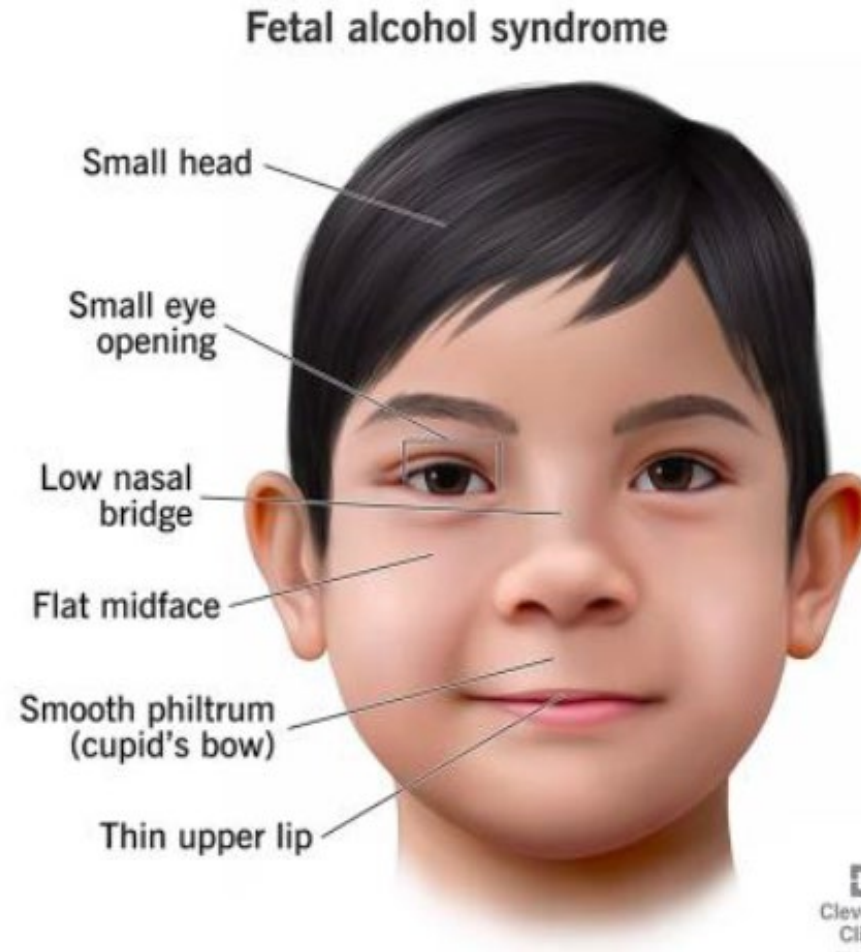
FASD: Diagnostic Criteria

I. Confirmed prenatal alcohol exposure
II. Growth impairment
III. Facial dysmorphology
IV. Neurodevelopmental disorder*

FAS	Fetal Alcohol Syndrome Meets criteria in categories: II, III, and IV
pFAS	Partial Fetal Alcohol Syndrome Meets criteria in I, III, and IV
ND-PAE	Neurobehavioral Disorder with Prenatal Alcohol Exposure Meets criteria in I and IV
ARBD	Alcohol Related Birth Defects Meets criteria in I and III

*executive function, memory, cognition, social/adaptive skills, academic, language, motor, attention, or activity level.

Syndrome Medical Diagnoses

Not Educational Diagnostic Guidelines

Developmental Age Equivalent
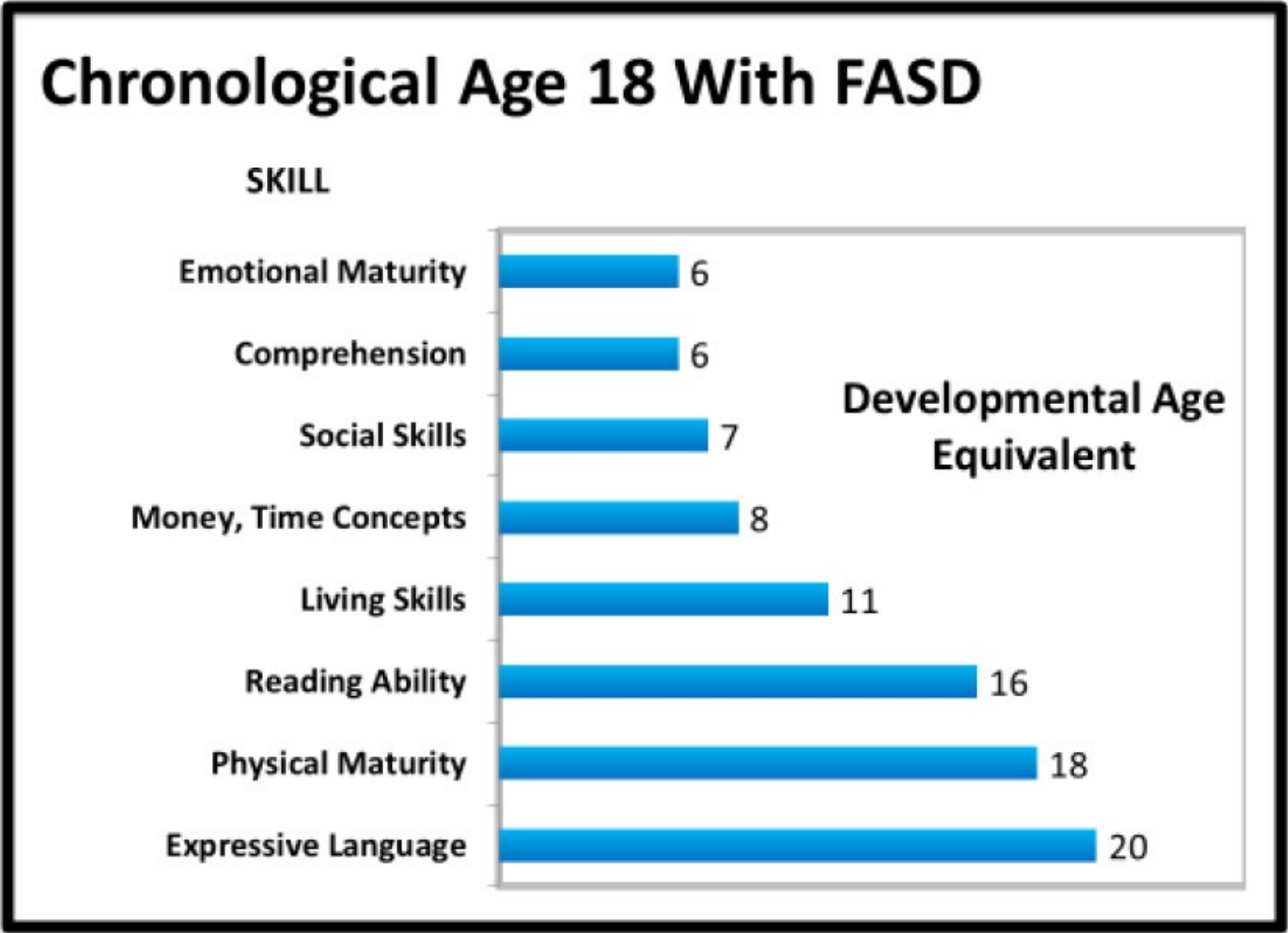
Secondary Disability Issues

Secondary Disability Issues Faced by People with FASD
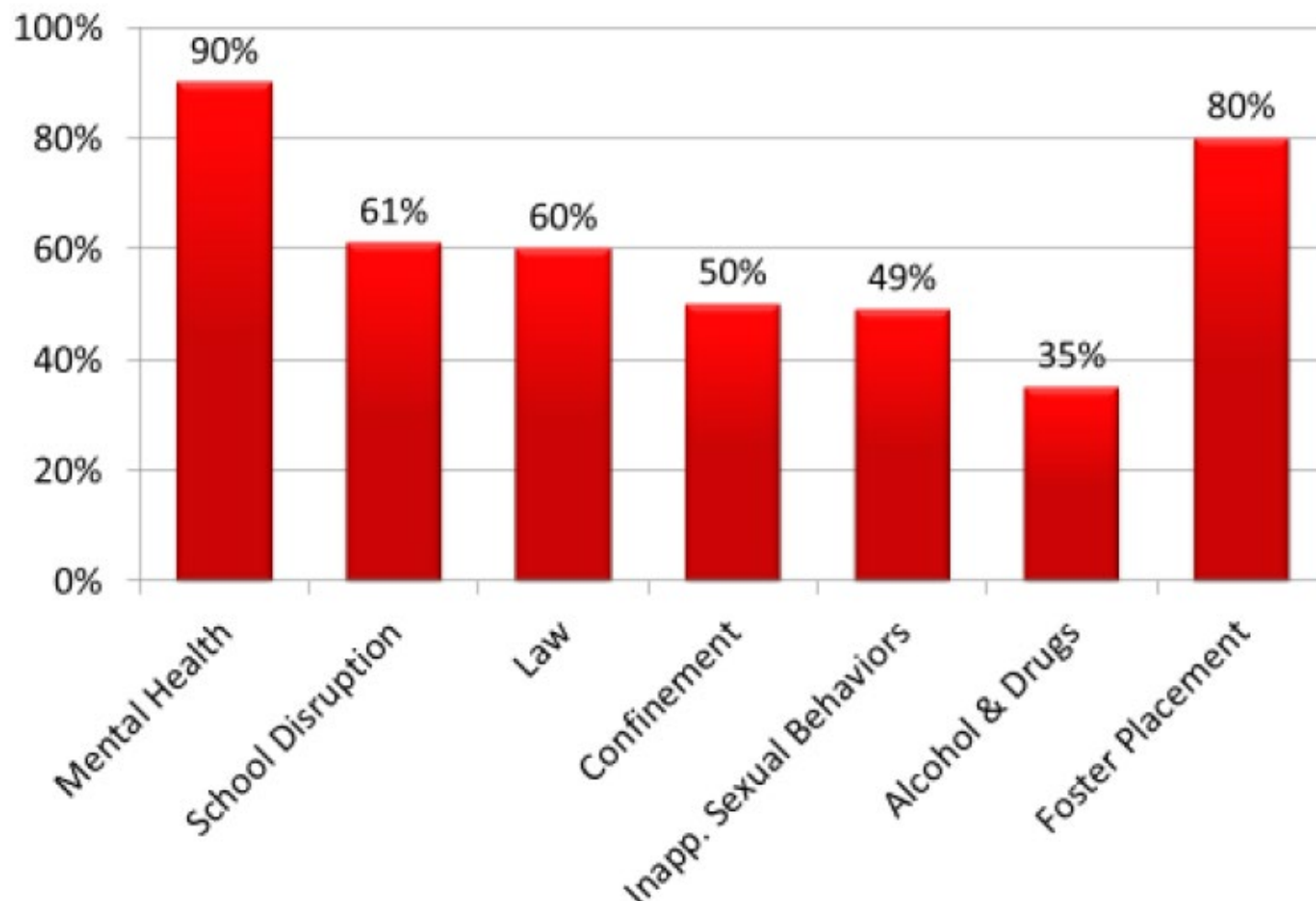
The hope is that through early identification and treatment, the trend towards secondary disabilities can be disrupted.

Ron Powell, Ph.D.

How does prenatal alcohol exposure affect behavior and learning? *Globally and lifelong...*
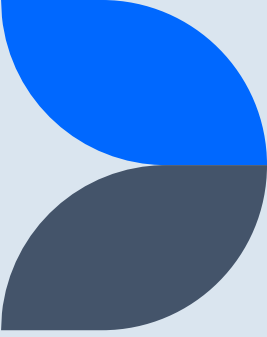
Social-Emotional	Cognitive	Behavioral
Attention Social Skills Emotional Regulation	Memory Abstraction Generalization Temporal Reasoning Poor Planning	Impulse Control Judgement Cause and Effect Disorganized

What Services are Currently Available?

a) **The IQ of individuals with FAS ranges from 29 to 120, with mean IQ of 79. They are not typically identified under SLD.**
b) **If children with FASD qualify under existing eligibility criteria, they are likely identified within the categories of ID, LD, OHI, and ED.**
c) **General Education Environment**
   i. **Most children with prenatal alcohol exposure do not meet the eligibility criteria as a child with a disability under the IDEA.**

Legal Implications
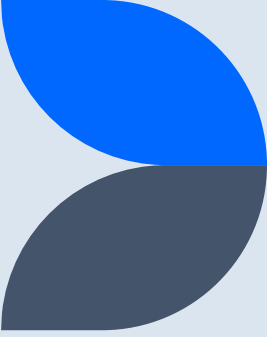
Development of Guidelines	Increased Identification	Discipline	Disproportionality
CASP CDE	Adoptive Foster Youth Kinship Care	Known or should have known	Maybe with increased identification

Next Month

Implications for Instruction
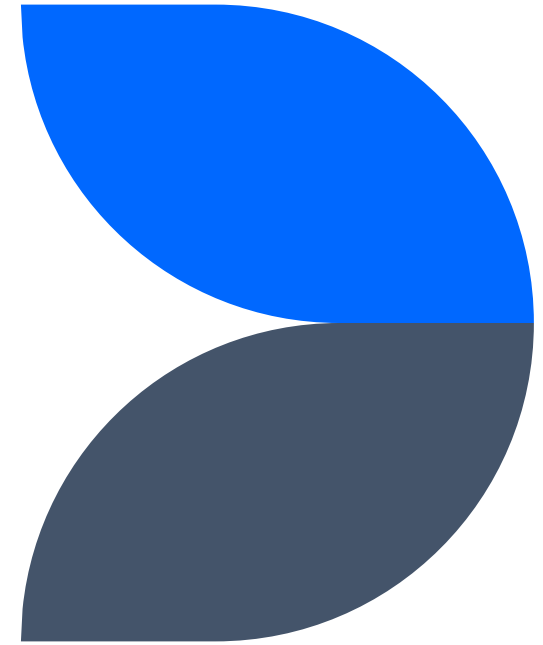
4.7 Alternative Pathway to a High School Diploma

Alternative Pathways to a High School Diploma

2022 California Education Budget Trailer Bill (AB 181)

EV SELPA Steering Committee
November 10, 2022

When we are not sure what students can learn, presume competence and the ability to learn.

SIP

https://www.youtube.com/watch?v=g2zA4yslXqc

New Diploma of Graduation from High School Now Available

As part of the **2022 California Education Budget Trailer Bill (AB 181)** and effective June 30, 2022, Section 51225.31 was added to the Education Code which established a new high school diploma pathway exclusively for students with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act ("ESSA") and recommendatios of the Alternate Pathways Workgroup Report

Implementation period – 2022-2026

51225.31

- "... a local educational <u>agency shall exempt</u> an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) <u>from all coursework and other requirements adopted by the governing board</u> or governing body of the local educational agency <u>that are additional to the statewide coursework requirements</u> …and shall <u>award the pupil a diploma of graduation from high school</u>…the award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency's obligation to provide a free appropriate public education or otherwise constitute a change in placement.

Qualifying students who currently do not have a pathway to a diploma and who take the California Alternate Assessments ("CAA"), may obtain a diploma of graduation from high school if they meet the state's minimum coursework requirements (based on the alternate achievement standards).

51225.31

(b) An individual with exceptional needs shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following:

- (1) The pupil is required to take the alternate assessment aligned to alternate achievement standards in grade 11…
- (2) The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements…
- (c) Before a pupil commences grade 10, the pupil's individualized education program team shall determine and notify the parent or guardian of the pupil of whether the pupil may be eligible to graduate pursuant to the exemption described in this section.
- (d) An individual with exceptional needs who meets the criteria for a diploma of graduation from high school pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age would be eligible to participate. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education…"

This new Section 51225.31 does not change an LEA's obligation to provide a FAPE to eligible students and does not constitute a change in placement like the awarding of a regular high school diploma would. Students awarded a Section 51225.31 diploma must be permitted to participate in graduation ceremonies and activities with similar age peers but such participation does not end their right to a FAPE.

- *Students receiving this high school diploma may continue their education with the district until they age out at 22 years old.*

New IEP Procedural Requirements

In order to ensure compliance with this new law, **before a student commences grade 10**, the student's IEP team must determine and notify the student's parent or guardian whether the student may be eligible to graduate with a high school diploma under Section 51225.31. In order to be eligible for a Section 51225.31 diploma, the student's IEP must accordingly provide that:

a) The pupil is required to take the **CAA in grade 11**; and

b) The pupil is required to **complete state standards-aligned coursework** meeting the California statewide minimum coursework requirements (modified to alternative achievement standards) specified in Section 51225.3.

Which Students Does this Apply To?

It is important to remember that this new diploma pathway will only apply to a narrow sub-group of students with significant cognitive disabilities who take the CAA, and who have taken or plan to take the statewide coursework minimum requirements for graduation (modified to alternative achievement standards).

What is a Significant Cognitive Disability?

1. Review of the student's school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for a person to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required. Students identified with a specific learning disability cannot also be identified as cognitively impaired, as the determination of a specific learning disability rules out cognitive impairment. IEP teams should be careful to consider the following:
- Conceptual skills—language and literacy; money, time, and number concepts; and self-direction
- Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized
- Practical skills—activities of daily living (personal care), occupational skills, health care, travel/transportation, schedules/routines, safety, use of money, use of the telephone. As part of the IEP team decision, the team also should consider the following:

As part of the IEP team decision, the team also should consider the following:

- Community environment typical of the student's peers and culture
- Linguistic diversity
- Cultural differences in the way people communicate, move, and behave

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

Example Situations

According to CDE's Alternate Assessment IEP Team Guidance, an IEP team's determination that a student has a specific learning disability will rule out the student for consideration as being identified as cognitively impaired for purposes of the CAA. Accordingly, such student would not be eligible for a Section 51225.31 diploma.

It is recommended IEP teams carefully review *CDE's Alternate Assessment IEP Team Guidance* to assist in appropriately identifying students for alternate assessments, a preliminary requirement to a Section 51225.31 diploma.

Additional considerations

District's must adhere to the ESSA's 1% cap for students taking the CAA, as those exceeding this threshold may be subject to enhanced monitoring, and recognition that even if a student does take the CAA, if they take a functional curriculum rather than courses meeting statewide minimum requirements, they will not qualify for a Section 51225.31 diploma

Students must be enrolled in the courses meeting statewide minimum requirements (ex. Extended Algebra)

When Does This Go Into Effect

Students who will commence grades 10, 11 or 12 in the 2022-2023 school year, who took or will take the CAA in 11th grade, could be eligible for a Section 51225.31 diploma if their IEP meets the two requirements.

So:

1. Identify students in 9th, 10th and 11th grade who are or may be eligible to take the CAA in 11th grade (or students in 12th grade who took the CAA in 11th grade); and

2. Convene IEP meetings for these students (or amend IEPs with parent agreement) to document their participation in the CAA in 11th grade, if appropriate; reflect that the student will complete state standards-aligned coursework meeting the California statewide minimum coursework requirements, if appropriate; and notify the student's parent or guardian whether the student may be eligible to graduate with a high school diploma under Section 51225.31

Resources for Alternate State Standards from the National Center & State Collaborative

[Prioritized ELA Connectors and Essential Understandings: Reading](DOC)

[Prioritized ELA Connectors and Essential Understandings: Writing](DOC)

[Prioritized Mathematics Connectors and Essential Understandings](DOC)

Louisiana Course of Study Alignment with Connectors

- English (3 credits)
    - ELA Connectors 9/10
    - ELA Connectors 11/12
    - Informational Text Essential Elements 9-12

- Math (2 credits)
    - Algebra I Connectors
    - Algebra II Connectors
    - Geometry Connectors

- Science (2 credits)
    - Chemistry Connectors
    - Earth Science Connectors
    - Environmental Science Connectors
    - Life Science Connectors
    - Physical Science Connectors
    - Physics Connectors

And
- **Social Science (2 credits)**
- Visual Performing Arts, Foreign Language **or** CTE (1 credit)
- PE (2 credits)

Note: These connectors are from Louisiana and it isn't clear what process would be needed to use these in California. Also, Louisiana does not have connectors identified for Social Science.

Connectors from LouisianaBelieves.com

Resources

Board policy
- CSBA reports this was in the September 2022 update of 6146.1

Los Angeles County Office of Education Resources
- Alt Pathways Course Codes in Aeries
- Course of Study Exit Criteria

Remember, the High School Transcript

"While a transcript may not disclose that a student has received special education or a related service or has a disability, a transcript may indicate that a student took classes with a modified or alternate education curriculum. This is consistent with the transcript's purpose of informing postsecondary institutions and prospective employers of a student's academic achievements. Transcript notations concerning enrollment in different classes, course content, or curriculum by students with disabilities would be consistent with any similar transcript designation for classes, such as advanced placement, honors, or remedial instruction, in which students without disabilities are enrolled, and thus would not violate Section 504 or Title II. These notations about modified or alternate education curriculum are permissible because they do not disclose that a student has a disability, are not used exclusively to identify programs for students with disabilities and are consistent with the purpose of a student transcript". Federal Clarification: Office of Civil Rights, 2006

Additionally,

- [SB 154](#) – the Budget Bill, included

  - $1 million total
  - By Oct.1, 2022 contract with a "federal comprehensive technical assistance provider"
  - "...<u>identify and develop alternative coursework and performance tasks for educators to use with students with disabilities who are not eligible for the California Alternate Assessments</u>"
  - $100,000 may be used by the department (CDE) to "convene state and national experts to collect and develop alternate coursework and performance task resources available for educators."
  - On or before June 30, 2024 provide "alternative coursework options and performance tasks available for use in California schools that meet each state graduation requirement".

Some Lingering Questions (and more)…

Is progress on goals sufficient to generate credit for coursework for students in Special Day Class settings? **No**

Have the Regional Centers been informed of these changes since earning a diploma could have a negative impact on receipt of services? **No**

With students potentially receiving an alternate diploma at age 22 and the beginning of non-degree programs at California Universities (such as UC Davis Redwood SEED program) will districts be responsible for paying for non-degree college programs? **Unclear**

How will this impact transition planning? **Unclear**

What will be the impact to agencies supporting adults (i.e. DOR)? **Unclear**

4.8 EV SELPA Supporting Inclusive Practices

EAST VALLEY SELPA

Educating Together

Supporting Inclusive Practices

SIP

2020-2023 Supporting Inclusive Practices (SIP) Update

East Valley SELPA Board of Directors

November 16, 2022

2020-2023 Supporting Inclusive Practices (SIP) Update

East Valley SELPA Board of Directors
November 16, 2022

Patty Metheny, Ed. D.
Chief Administrative Officer

Presenters:

SIP – Dr. Kristin Brooks, Executive Director
SBCSS – Dr. Cherina Betters, Chief of Equity & Access
EV SELPA – Ms. Jennifer Brooksby, Program Manager
Colton JUSD – Mr. Rob Pearson, Director
Redlands USD – Ms. Patti Buchmiller, Executive Director
Rialto USD – Ms. Jennifer Johnson, Lead Special Agent
Rim of the World USD – Mr. Shannon Hansen, Asst Supt
SBCSS – Dr. Scott Wyatt, Area Director
Yucaipa-Calimesa JUSD – Ms. Leslie Burghardt, Executive Director

Supporting Inclusive Practices

EV SELPA & Member District SIP Grants*
2020-2022

LEA	2020-2021	2021-2022	2022-2023
EV SELPA	$18,000	$20,000	TBD
Colton JUSD	N/A	$20,000	TBD
Redlands USD	N/A	$20,000	TBD
Rialto USD	N/A	$20,000	TBD
Rim of the World USD	N/A	$20,000	TBD
YCJUSD	N/A	$20,000	TBD

Federal grants – 27-month cycle; so, for 2021-2022 the money is available to spend through 9/30/2023

SIP Vision
Dr. Kristin Brooks
Executive Director

Our vision is for every student to be educated in an environment that is intentionally designed, equitable, and inclusive.

Innovate. Include. Impact.

Supporting Inclusive Practices (SIP) Blueprint for Inclusion

Envisioning

- Cohesive Leadership
- Vision, Mission and Values
- Communicating Clarity and Urgency of Purpose
- Persuasion and First Adopters

Building

- Data Collection with Stakeholder Input
- Root Cause Analysis
- Clear Strategy
- Goals and Measures
- Policies and Practices
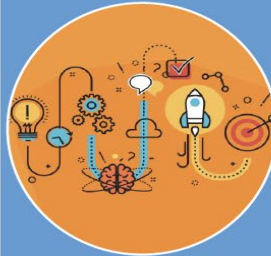
Implementing

- Promote a Culture of Growth
- Deepening Learning and Coaching
- Creating Capacity
- Shared Accountability
- Clear Messaging and Dissemination of Information Across Stakeholders

Scaling Up

- Organization-wide Practices
- Increased Resources

Paying It Forward

- Serve as an Exemplar
- Share Expertise, Experiences, and Resources
- Network and Champion Inclusion

Progress Monitoring and Continuous Improvement

SIP

Supporting Inclusive Practices
Logic Model 2021 to 2026

Innovate. Include. Impact.

Resources	Activities	Evidence	Short Term (3 yrs.)	Long Term (5 yrs.)
California Department of Education (CDE) Riverside County Superindendent of Schools (RCSS) El Dorado County Superindendent of Schools (EDCSS) Technical Assistance Partners Grantees • Year 1 50 • Year 2 75 • Year 3 to 5 100 Data Systems Annual Perfomance Reports External Evaluator	**Overarching** • Project data collection and analysis to examine impact • Pre and Post grantee surveys • Colaboration with System of Support Lead Agencies • Statewide presentations • Creation of inclusion/ equity resources **Tier One** • Regionalized technical assistance • Professional development events • "The Special EDge" Newsletter **Tier Two** • Welcome Webinar • Technical Assistance Provided by SIP Team Members • Spring Institute • Process of continuous improvement for grantees **Tier Three** • Compliance and Improvement Monitoring (CIM)	**Local Education Agency (LEA)** • Creation of coherent leadership teams driving inclusive culture, policy, and practices • Continuous improvement strategic plans and logic models Participation in SIP Events Survey Results of Educator Practices Quarterly and Final Reports for CDE (2) Online "The Special EDge" Newsletters Website Pages Padlet Walls Twitter, Facebook Archived Web Modules	**Increase** ...inclusion supporting policy in LEAs ...educator classroom inclusion practices ...school leadership support for inclusion ...educator support for inclusion practices & policy ...use of continuous improvement processes ...use of data to advance inclusion and accountability ...creation and implementation of inclusion plans in LEAs ...bi-lateral communication pathways across stakeholders ...use of universally designed instruction, assessments, and environments ...collaboration between general and special educators Grantees will develop a state / project approved improvement plan	**Broad** ...adoption of culture, policy, and practice associated with inclusion across participating LEAs ...LEA leader and educator participation in networks/ organizations to promote inclusion ...implementation of univeraslly designed instruction, assesments, and environments Access to statewide professional learning on inclusive practices for educators and families at no cost Evidence of grantee measurable improvement in self- identified areas of focus Grantees will implement and maintain a state/project approved improvement plan Extensive LEA leader and educator implementation of inclusive policies and practices Improvement in indicators 3,5,6, and 7 of the State Performance Plan

EDCOE — EL DORADO COUNTY OFFICE OF EDUCATION

RIVERSIDE COUNTY OFFICE OF EDUCATION — EDWIN GOMEZ, Ed.D. | County Superintendent of Schools

EV SELPA Member Districts Inclusive Practices ACTIONS "Envisioning" 2020-2021

EV SELPA Inclusion Leadership Team

2020-2021 Book Study & Goal Setting
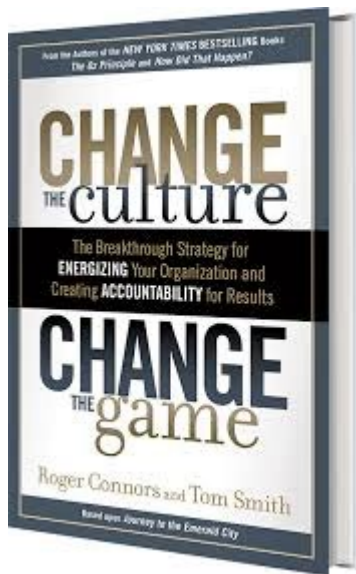
Leadership Team Member – Dr. Cherina Betters SBCSS Chief of Equity & Access
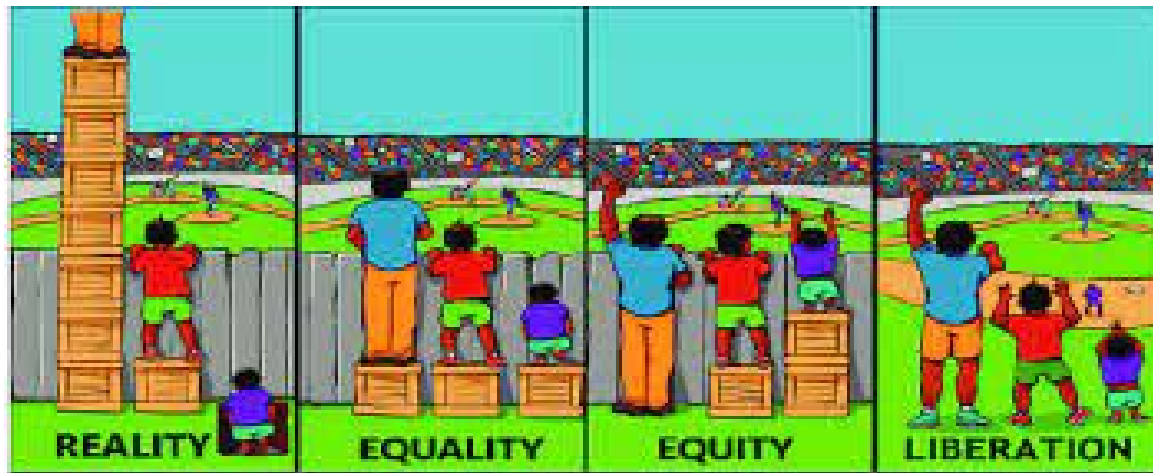
Figure 1. Results Pyramid. Connors, R., & Smith, T. (2011)

See It - Own It - Solve It - Do It

Accountability

Non-Accountability
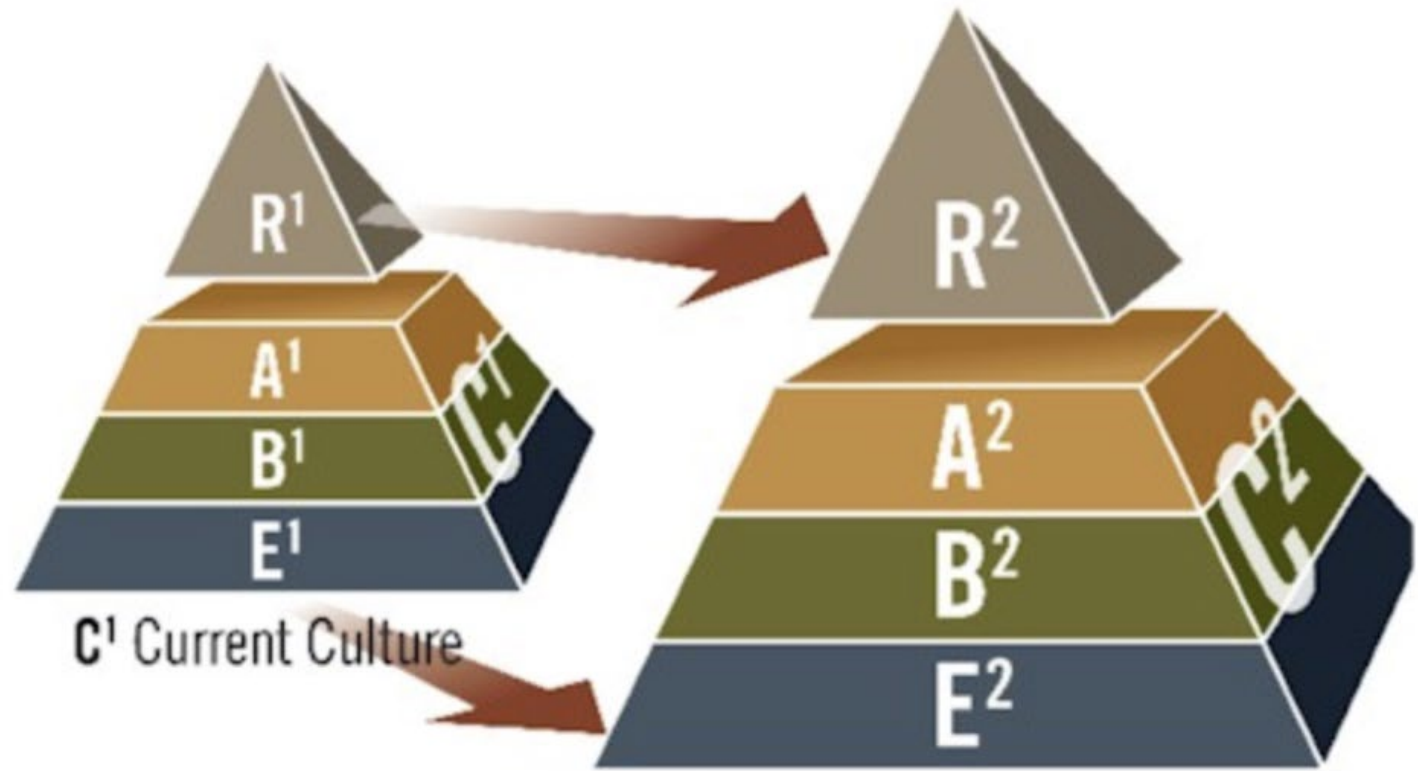
C² Desired Culture

Figure 2. Results Pyramid adapted from Connors, R., & Smith, T. (2011)

EV SELPA Member Districts Inclusive Practices ACTIONS "Building & Implementing" 2021- 2023

EV SELPA Inclusion Leadership Team

Colton
Director Rob Pearson

- Co-teaching at Grand Terrace
- Exploring Elementary options
- Developing in-district SIP team
- CHIME visit
- SIP PDs – mind set shifts

Redlands
Executive Director Patti Buchmiller

- CHIME visit
- Book study
- SIP committee work – mind set shifts (TK-22)
- Elementary focus group
- BER trainings – self-paced
- 3-year PD plan
- State Preschool collaboration
- Guided collaboration in secondary – Gen Ed/SpEd
- Master Schedule work
- Elementary Road Shows
- All M/S students at the secondary level now attend their home school
- All secondary schools now have inclusion classes

Rialto
Lead Special Agent Jennifer Johnson

- Professional Development on inclusion
- Inclusion sites: 4 preschool classes, 11 elementary sites, 1 MS, 1 HS
- Inclusion planned for additional school sites
- Coaching at inclusion sites
- Task force
- Internal Professional Development
- CHIME visit
- Inclusive conferences
- Equity committee
- UDL trainings
- SIP trainings

Rim of the World
Director Shannon Hansen

- Contracting of an ABA to assist with FBA's and SIP's
- Contracting of an SLPA
- Inclusion Planning Meetings
- Extra time for IEP Trainings
- Site-specific PD

San Bernardino County Superintendent of Schools
Area Director Dr. Scott Wyatt

- Aligning/developing communication between student information systems
- Addressing physical space needs – signage, fencing, gates
- Ensuring safety – campus & playground
- Engaging in collaborative meetings with LEA staff that are purposeful & planned
- Training SBCSS staff in LEA sites' PBIS Models – teacher training & implementation
- Including students in school Assemblies & Celebrations, reading of the Daily Bulletin
- Having SBCSS staff on Site Leadership Teams
- ROTC/Cadet program at Rialto High School
- Students participating in elective courses
- Staff Professional Development through SIP website
- Alt Ed sites include special education students in all events, activities, and sports
- Alt Ed sites offer push-in services
- County-wide equity committee – will add inclusion to the equity plan

Yucaipa-Calimesa
Executive Director Leslie Burghardt

- Exploring co-teaching
- M/M students rostered to Gen Ed teacher
- Monthly collab meetings with elementary teachers
- Keeping M/M students at home schools
- Planned inclusion visits
- 2 Preschool inclusion classes
- MS behavior class mainstreaming
- SIP Trainings Gen Ed & SpEd

EV SELPA Inclusive Practices ACTIONS
"Facilitating & Paving the Way"
2021- 2023

East Valley SELPA
Program Manager Jennifer Brooksby

- EV SELPA SIP Leadership Team – plan events and support member districts, PD on EV SELPA website

- EV SELPA Professional Development – focus on in-district collaborative trainings

- EV SELPA & Ventura County SELPA Joint Professional Development

- EV SELPA Ribbon of Inclusion

Zooming Out & Zooming In

On Inclusive Practices
Katie Novak & Shelley Moore

Inclusion Workshop Virtual Series
Hosted by the East Valley & Ventura County SELPAs

Shelley Moore, Ph.D.

Call to Action - The Moral Imperative for Inclusion
April 25, 2022 - 3:00-5:00

Katie Novak

2022-2023
September 20, 2022 - IEP Development & Collaboration the UDL Way (virtual)
February 7, 2023 - LCAP Development/Master Scheduling (virtual)
May 10, 2023 - Making it Work: Our Need for Equity & Inclusion for All (in-person at the EV SELPA)
May 11, 2023 - Katie & Shelley in EV SELPA district schools & classrooms

United in Inclusion
East Valley SELPA
Supporting Inclusive Practices SIP

United in Inclusion Ribbon
Process Overview

- Four levels/tiers for recognition
- Districts nominate school(s) and identify the level/tier
- School(s) engage in an internal evaluation of process
- Cross-SELPA validation of progress
- Board recognition

United in Inclusion
East Valley SELPA
Supporting Inclusive Practices

EV SELPA United in Inclusion Ribbon

1

Tier I – Bronze
Envisioning &
Building

2

Tier II – Silver
Implementing

3

Tier III – Gold
Scaling

4

Tier IV – Platinum
Sustaining

United in Inclusion
East Valley SELPA
Supporting Inclusive Practices · SIP

EV SELPA United in Inclusion Ribbon

Areas of Measurement

Professional Development

Site Leadership Team

Cultural Change

LRE Achievement

Progressive Change
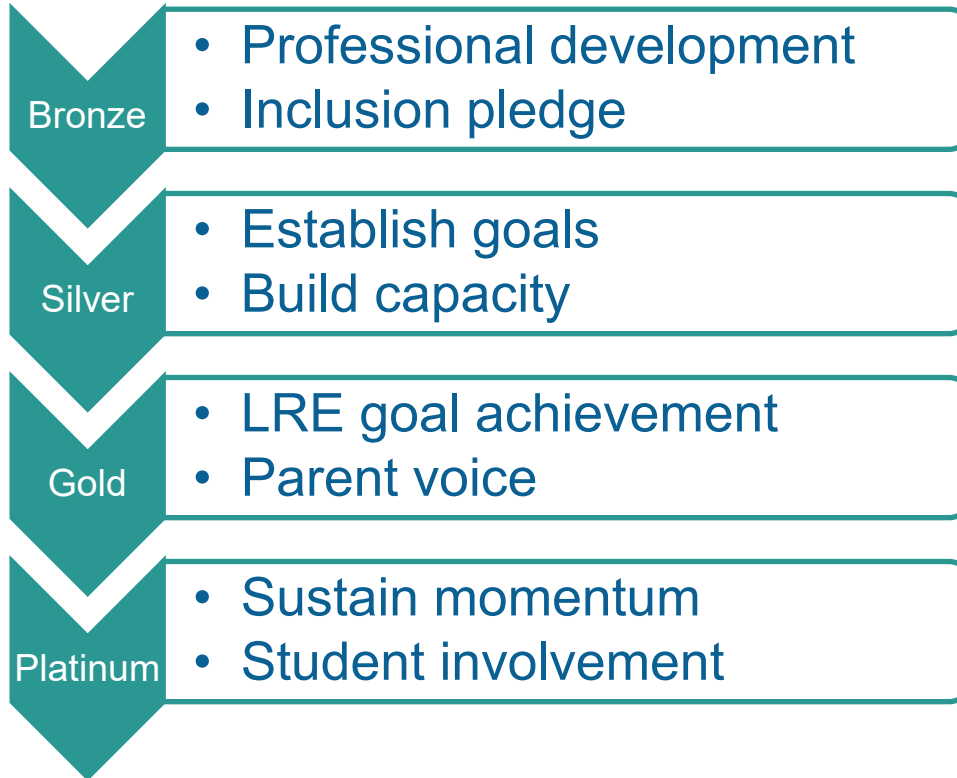
Bronze
- Professional development
- Inclusion pledge

Silver
- Establish goals
- Build capacity

Gold
- LRE goal achievement
- Parent voice

Platinum
- Sustain momentum
- Student involvement

United in Inclusion
East Valley SELPA
Supporting Inclusive Practices

EV SELPA United in Inclusion Ribbon Validation Plan

Collaborative Process with:

Special Education Administration
Site Administration
Site Leadership Team

Guides establishing goals
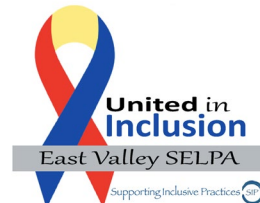
EV SELPA United in Inclusion Ribbon Validation Responsibilities

SELPA Responsibilities

- Identify Trainings
- Guidance on Best Practices
- Manage Funding
- Validation Process

District/SBCSS Responsibilities

- Identify Schools
- Determine PD
- Develop Process for IEP to Reflect Inclusive Practices
- Participate in SELPA-Wide Validation Confirmations

United in Inclusion
East Valley SELPA
Supporting Inclusive Practices (SIP)
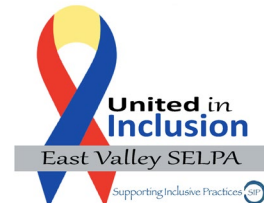
Awarding of the EV SELPA United in Inclusion Ribbon

EV SELPA Board of Directors
- Awards the Inclusion Ribbons at regularly scheduled Board meetings

EV SELPA Responsibilities
- Attends local school district Board meetings, as appropriate, to recognize the Inclusion Ribbon recipients
- Has Inclusion Ribbons made and works with the school to present at school site

District Responsibilities
- Has Inclusion Ribbons installed
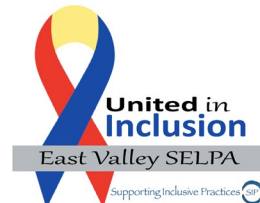
United in Inclusion
East Valley SELPA
Supporting Inclusive Practices SIP

4.9 EV SELPA AAC Training for SLPs

Best Practices in AAC Assessments Training

Facilitator:
Susan Berkowitz, M.S., CCC-SLP, M.Ed.

Participants will learn best practices in
Alternative and Augmentative Communication assessments
including report writing.

EAST VALLEY SELPA
Educating Together

Friday, December 16, 2022

9:00 am—1:00 pm

No Cost to Attend

(4 hours CEU Certificate $10.00)

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

Register Online:
https://sbcss.k12oms.org/46-227856

4.10 CDE Compliance Monitoring

EV SELPA IEP Compliance Monitoring

Colton Late IEPs as of 11.2.22
Triennials & Annuals 30+ Days

Bar chart showing Colton Late IEPs by category and date:

Category	10/5/22	10/12/22	10/19/22	11/2/22
Initial	13	14	14	11
Triennial	40	44	44	29
Annual	74	77	77	66
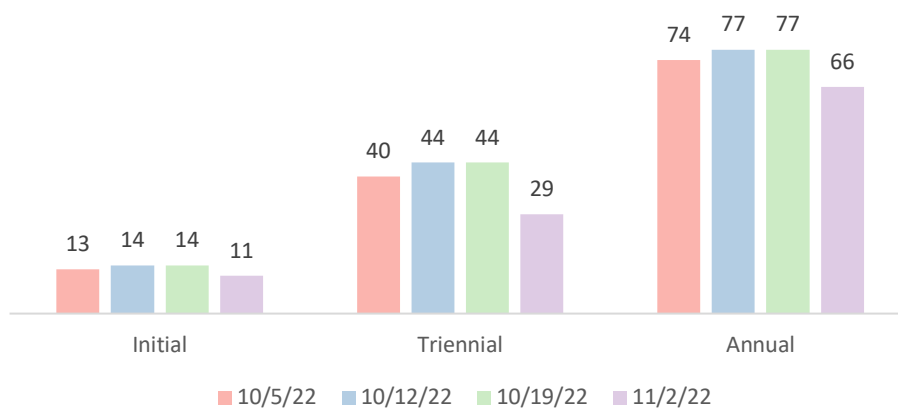
Redlands Late IEPs as of 11.2.22
Triennials & Annuals 30+ Days

Bar chart showing Redlands Late IEPs by category and date:

Category	10/5/22	10/12/22	10/19/22	11/2/22
Initial	31	31	29	30
Triennial	34	32	32	24
Annual	69	71	62	56
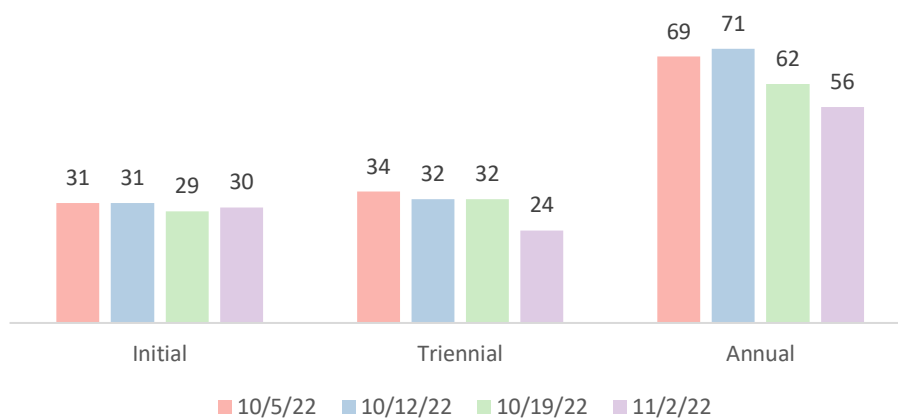
11.2.22

EV SELPA IEP Compliance Monitoring

Rialto Late IEPs as of 11.2.22
Triennials & Annuals 30+ Days

Legend: ■ 10/5/22 ■ 10/12/22 ■ 10/19/22 ■ 11/2/22

Initial: 36, 18, 20, 21
Triennial: 68, 69, 69, 72
Annual: 105, 118, 122, 138

Rim Late IEPs as of 11.2.22
Triennials & Annuals 30+ Days

Legend: ■ 10/5/22 ■ 10/12/22 ■ 10/19/22 ■ 11/2/22

Initial: 36, 28, 28, 31
Triennial: 20, 18, 18, 22
Annual: 39, 40, 40, 53
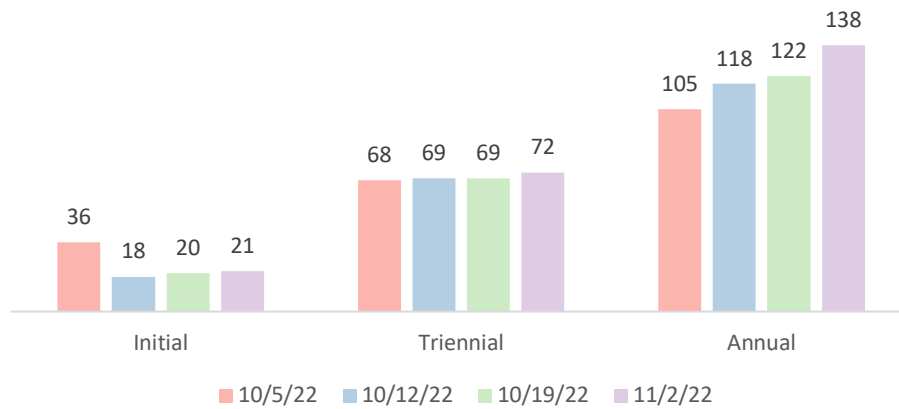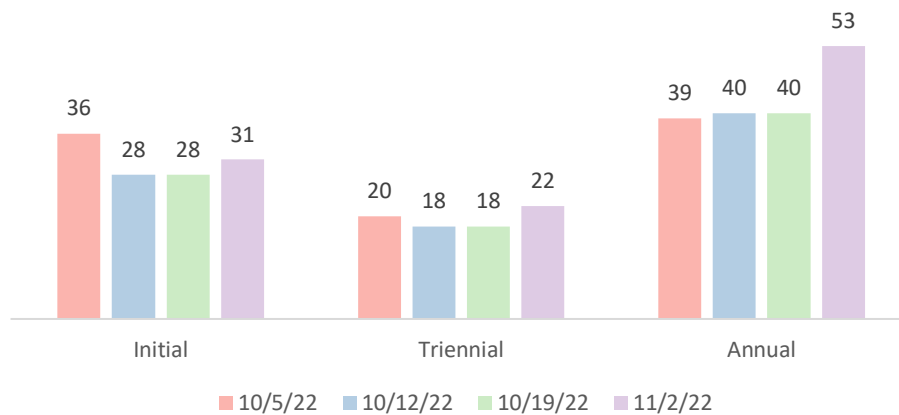
EV SELPA IEP Compliance Monitoring

SBCSS Late IEPs as of 11.2.22
Triennials & Annuals 30+ Days

Legend: ■ 10/5/22 ■ 10/12/22 ■ 10/19/22 ■ 11/2/22

Category	10/5/22	10/12/22	10/19/22	11/2/22
Initial	8	8	7	8
Triennial	51	54	56	57
Annual	93	98	110	102
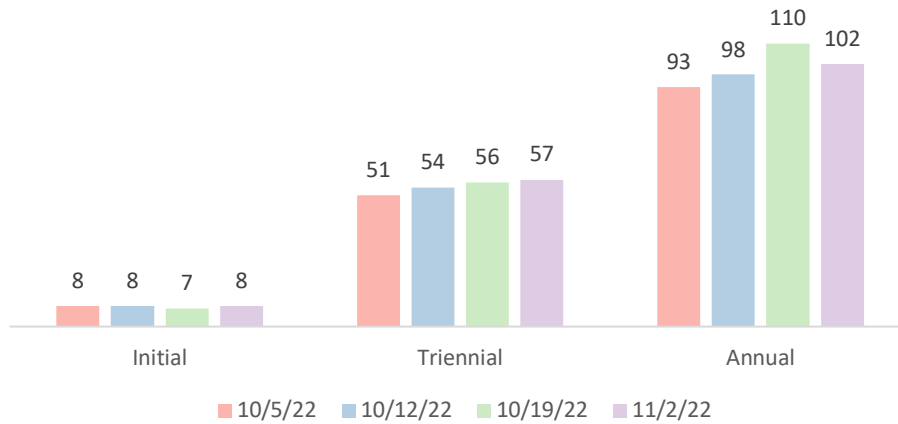
Yucaipa Late IEPs as of 11.2.22
Triennials & Annuals 30+ Days

Legend: ■ 10/5/22 ■ 10/12/22 ■ 10/19/22 ■ 11/2/22

Category	10/5/22	10/12/22	10/19/22	11/2/22
Initial	1	1	1	1
Triennial	13	10	10	12
Annual	66	29	28	25

11.2.22
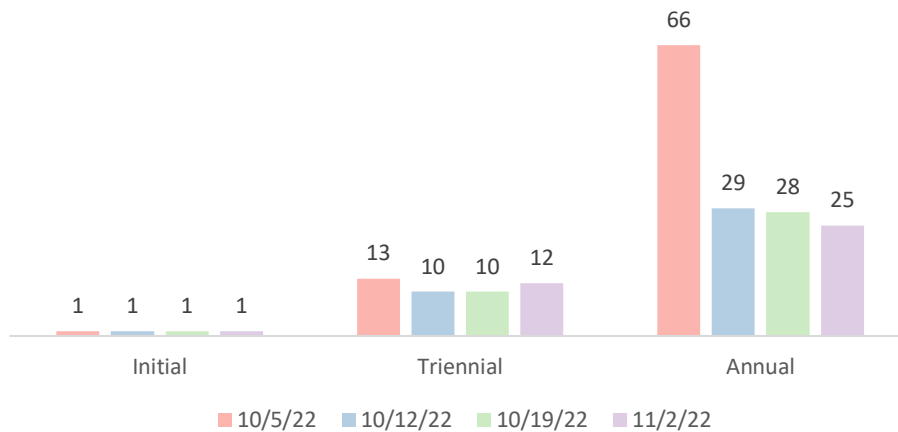
4.11 SBCSS Fee-for-Service Verification Process
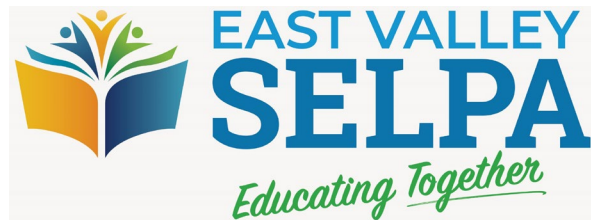
SBCSS Fee-for-Service (FFS) Count Verification Procedure

Fall and Spring Counts

I.   Each district will receive a file one in the Fall and one in the Spring with student data report from WebDA/WebIEP. The following tabs/worksheets will be provided for each district with the FFS Summary Data
- SBCSS SDC FFS
- SBCSS Services FFS
- Low Incidence FFS
- 1:1 Aide FFS
- Intensive Therapeutic Services (ITS) FFS
- DOS (District of Service)

II.   Verify the accuracy and reasonableness of data from the individual worksheets by examining the following columns (columns can be filtered):
- Service
- Provider
- Resident District
- Service District
- Student Names (check for duplicate entries)
- Teacher
- Attending School

Pay close attention to highlighted data and notes within the worksheets and make corrections as necessary.

III.   Adjustments/corrections need to be noted on the "SBCSS FEE-FOR-SERVICE VERIFICATION FORM" sent with the data file. After reviewing your district's student counts and noting any changes and/or corrections, please indicate your "verified" count(s). Sign and return to EV SELPA by the specified date.

IV.   Districts are responsible for making adjustments/corrections in WebDA/WebIEP.

3/9/2022

SBCSS FEE-FOR-SERVICE VERIFICATION FORM
November 2022
Date

DISTRICT NAME: _____

DIRECTOR'S NAME: _____

Instructions:
1. Review accuracy of student data and services on each worksheet provided.
   a. Identify and make corrections at the district level. Work with SBCSS Area Director to ensure corrections are made (i.e. in WebDA/WebIEP addendum, if necessary).
2. Review accuracy of student data counts by service programs per EV SELPA Board approved fee service program rates.
   a. Verify the student/service counts provided by the EV SELPA.
   b. Indicate the correct student/service count as **verified** by your District.
3. Sign and return this form to Andrea Tennyson (**andrea.tennyson@sbcss.net**) by **Monday, November 28, 2022.**
   Date

EV SELPA Board Approved SBCSS FFS Program Services	Service Acronym	Student/Service Count provided by EV SELPA	Student/Service Count verified by District
Specialized Academic Instruction/Self-Contained	SAI		
Additional related services included in SAI program	APE/LSH/SHL		
Low Incidence	LI		
~Deaf and Hard of Hearing	DHH		
~Orientation & Mobility Service	O&M		
~Visual Impairment Itinerant	VI		
1:1 Aide	1:1		
Intensive Therapeutic	IC		

I confirm the accuracy of the above data.

DIRECTOR SIGNATURE: _____ **DATE:** _____

4.12 SBCSS East Valley Operations

4.13 Hot Topics

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee
    Meetings

2022/2023
East Valley SELPA
Steering/Finance Committee Meeting Schedule

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

JULY 14, 2022

AUGUST 2022 – NO MEETING

SEPTEMBER 15, 2022

OCTOBER 13, 2022

NOVEMBER 10, 2022

DECEMBER 8, 2022

JANUARY 2023 – NO MEETING

FEBRUARY 9, 2023

MARCH 9, 2023

APRIL 13, 2023

MAY 11, 2023

JUNE 8, 2023

5.2 2022-2023 EV SELPA Board of Directors Meeting

2022/2023
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

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

EV SELPA BOD approved 3.23.22

5.3 2022-2023 EV SELPA CAC Meetings

2022/2023
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 19, 2022

NOVEMBER 14, 2022

FEBRUARY 27, 2023

APRIL 24, 2023

Approved by EV SELPA CAC 4.25.22

5.4 EV SELPA Professional Development November & December 2022

SPECIAL EDUCATION LEADERSHIP DEVELOPMENT SERIES

Facilitators:

Jennifer Brooksby & Rick Homutoff

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

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

Location:

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

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

HIGH CONFLICT *Certification* TRAINING SERIES

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

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

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

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

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

EAST VALLEY SELPA
Educating Together

"Flipping the Script in High Conflict Situations" Webinar

Presented by:
Megan Hunter, MBA, Co-Founder and CEO of the High Conflict Institute

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

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

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

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

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

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

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

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

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

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

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

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

Cost: **Free**

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

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

Outcomes: Participants will:

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

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

RECORDED ON-DEMAND TRAINING
"BEHAVIOR IS COMMUNICATION"

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

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

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

Cost: **Free**

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

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

Outcomes: Participants will:

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

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

EAST VALLEY
SELPA
Educating Together

RECORDED ON-DEMAND TRAINING
"WHAT SHOULD I DO?!
EFFECTIVE STRATEGIES FOR PARAEDUCATORS
TO SUPPORT POSITIVE STUDENT BEHAVIOR"

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

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

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

Cost: **Free**

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

Intended Audience: Paraeducators, teachers, service providers, administrators

Outcomes: Participants will:

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

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

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

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

RECORDED ON-DEMAND TRAINING
"THE TRAUMA-INFORMED SCHOOL"

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

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

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

Cost: **Free**

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

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

Outcomes: Participants will:

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

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

"TEACHING STUDENTS WITH MODERATE TO SEVERE INTELLECTUAL DISABILITIES"

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

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

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

Cost:　**Free**

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

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

Outcomes: Participants will:

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

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

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

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

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

Sponsored by

Regional Coordinating Council 10 and the East Valley SELPA

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

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

Cost: **Free**

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

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

Outcomes: Participants will:

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

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

3. Develop simple approaches to implementing interventions.

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

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

Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

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

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

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

INITIAL TRAINING SCHEDULE

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

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

Back to School-Based OT and PT Basics - *Part 2*

Presented by:

Region 10 OT & PT Committee Members

Jek Barrozo (OT), Belinda Block (PT), Jo-Ann Vargas (OT), Amy Sadek (OT)

This Part 2 training is designed for School-based Occupational Therapy and Physical Therapy practitioners by school-based practitioners that have lived school-based practice and are now sharing what has and has not worked. We all have heard of the most common assessment and treatment intervention tools used in OT and PT school-based practice; however, this training will not only provide an in-depth review of these tools, but also touch upon the legal requirements, and all those aspects that must be considered when standardized measures and plain elective practices should not be the go-to. Participants will also have hands-on opportunities to try actual assessment tools (such as items from Movement ABC, BOT, etc.) and time to ask those burning questions, obtain, and exchange information about evidence-based and legally should practices. Case studies will be used to draw the highlighted points of the presented information.

Date: **Friday, December 2, 2022**

Time: **8:30 am to 3:30 pm**

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

Fee: **No cost**

Audience: Occupational Therapists, Certified Occupational Therapy Assistants, and Physical Therapists

Objectives: Participants will:
1. Identify the legal requirements for school-based OT and PT assessments and treatment delivery.
2. Identify educationally relevant school-based OT and PT assessment tools.
3. Learn the importance of delivering evidence-based treatment intervention.
4. Learn the components and best-practices regarding school-based OT/PT assessment and treatment documentation.

CEUs: Certificate of attendance will be provided, verifying 6 professional development units.

Questions: Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at joann.vargas@sbcss.net

Registration Deadline: November 25, 2022

Register Online: https://sbcss.k12oms.org/46-219998