

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

**\*\* AGENDA \*\*  
December 8, 2022, 8:00 A.M.**

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

**PRESENTER**

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

Program Items

- |     |  |  |
|-----|--|--|
| 4.1 | East Valley SELPA Local Plan 2023 Revisions – Draft  | Patty Metheny  |
| 4.2 | Fetal Alcohol Spectrum Disorder <ul style="list-style-type: none"><li>• School-based Interventions</li></ul>   | Patty Metheny  |
| 4.3 | Professional Crisis Management (PCM) Update  | Shannon Vogt<br>Courtney Beatty<br>Colleen Meland<br>Mary Anne Klens |
| 4.4 | DRDP <ul style="list-style-type: none"><li>• Trainings</li><li>• Data Dig</li></ul>  | Jennifer Brooksby  |
| 4.5 | ADR & LR Plans <ul style="list-style-type: none"><li>• ADR Meet Up &amp; Chat Sessions</li><li>• ADR &amp; LR Quarterly Reporting</li></ul>  | Jennifer Brooksby  |
| 4.6 | CDE Compliance Monitoring <ul style="list-style-type: none"><li>• Overdue Initial &amp; Annual IEPs</li><li>• CDE Monitoring 2023<ul style="list-style-type: none"><li>○ Annual Determination Letters – March 2023</li></ul></li></ul>   | Jennifer Brooksby<br>Patty Metheny                                   |
| 4.7 | Student Data, CALPADS & Data Certification <ul style="list-style-type: none"><li>• Eligibility Determination – Meeting Plan Type</li><li>• CALPADS Certification Dates: December 16, 2022 &amp; January 20, 2023</li><li>• DRDP Submission – February 1, 2023</li><li>• DA User’s Meeting – January 19, 2023</li></ul> | Sonya Hall   |

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|------|--|---------------|
| 4.8  | Inclusion Discussion                               | Patty Metheny |
|      | • SIP Grant Expenditures Quarterly Reporting       |               |
| 4.9  | SBCSS East Valley Operations                       | Scott Wyatt   |
|      | • VI Workgroup Meeting – December 15, 2022 at 9 am |               |
|      | • SBCSS Fee-for-Service Verification               |               |
| 4.10 | Hot Topics   | Committee     |

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  |
| 5.2 | EV SELPA Professional Development – December 2022, January & February 2023 |
| 5.4 | Next Meeting – February 23, 2023, 8:00 AM                                  |

East Valley SELPA  
STEEERING COMMITTEE MEETING MINUTES  
November 10, 2022

MEMBERS PRESENT:

Dr. Patty Metheny  
Rob Pearson  
Patricia Buchmiller  
Jennifer Johnson  
Shannon Hansen  
Dr. Scott Wyatt  
Leslie Burghardt

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

FISCAL STAFF PRESENT:

Linda Resiwain  
Fernanda Naves-Arias  
Christina Bradley  
Valeria Estrella  
Scott Whyte  
Jennifer Alvarado  
Lacey Hall  
Amber Tavis

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

OTHERS PRESENT:

Jennifer Brooksby  
Dr. Rick Homutoff  
Andrea Tennyson  
Rosalva Contreras

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the October 13, 2022, meeting were reviewed. Motion to approve the minutes was made by Rob Pearson and seconded by Leslie Burghardt. The minutes were approved by consensus of the members present.

## 4.0 DISCUSSION/PRESENTATION

### Finance Items

#### 4.1 2022-2023 1<sup>st</sup> Interim EV SELPA Budgets

Andrea Tennyson presented the 1<sup>st</sup> Interim Budgets. Dr. Metheny shared the Autism Program Specialist resigned June of last year and the corresponding budget has been abolished as there is no longer a need for a program specialist specific to autism. All funds were moved to SELPA's operational budget to fund a general program specialist position for the SELPA. In reviewing revenue, Ms. Tennyson explained the budget was developed before the state provided base funding at \$820 per ADA. Consequently, this increase in ADA funding results in a decrease in district contribution to the SELPA's operational budget.

#### 4.2 2022-2023 1<sup>st</sup> Quarter NPS Reporting

At the request of the Board of Directors, a new NonPublic School Report was developed. The new components of this report include a listing of nonpublic schools with whom the SELPA has a master contract, reporting on AB 1172 behavior verification, CDE monitoring status, annual requirements, and fiscal information. Dr. Metheny spoke of the concern regarding the projected statewide COLA of 10-12% and the impact it may have on NPS rates in 2023-2024.

#### 4.3 EV SELPA 2022-2023 Schedule REX

Ms. Tennyson presented the Scheduled Rex revised to reflect the increase in base special education funding. She reviewed all revenues and expenditures.

#### 4.4 EV SELPA 2022-2023 Fiscal Reporting Calendar

Ms. Tennyson reviewed activities for November and December. She shared the required MOE reporting documents have been submitted to CDE and that the Medi-Cal BOP Annual report will be submitted by the end of the month. In December, SELPA will present the Fall count for SBCSS FFS based on the verification process done this month. Dispute Prevention/Resolution and Learning Recovery expenditure reports at due by the end of December.

### Program Items

#### 4.5 Residential ERMHS Referrals

In Tracy Schroeder's absence, Dr. Metheny presented on Residential ERMHS placements. Dr. Metheny reviewed the history of ERMHS in schools and the oversight that is provided by the EV SELPA. Dr. Metheny reviewed the criteria for referrals and advised that students identified as ID may not be good candidates for residential placements given the placements engage students in talk therapy requiring cognitive reasoning. The Regional Center may be a better alternative for those students. Also, residential placement should not be treated as drug rehab. Students who are candidates for residential placement must have a history of social-emotional problems. Finding Residential placements has become increasingly challenging in the last couple of years. A regional program was discussed, and directors

will collect information regarding potential students and report back during the December Steering meeting.

#### 4.6 Fetal Alcohol Syndrome Disorder

Dr. Metheny shared information on SB 1016, Section 3030 of Title 5 which recognizes Fetal Alcohol Syndrome (FASD) as a subcategory of Other Health Impairment effective January 1, 2023. It is estimated that between 1.5% - 4% of students are affected by FASD. The physical characteristics, developmental age equivalency, learning and behavior challenges as well as secondary disability issues faced by FASD were reviewed. Students with FASD are often labeled under ID, LD, OHI and Ed and do not often receive the supports they need. The implications for instruction will be discussed next Steering Committee Meeting.

#### 4.7 Alternative Pathway to a High School Diploma

Dr. Metheny shared information regarding Trailer Bill AB 181 – Alternative Pathway to a High School Diploma. This alternative pathway will establish a new way for students with significant cognitive disability who are taking the CAA to obtain a regular high school diploma. Ed Code 51225.31 establishes this new pathway. Under this new pathway, districts should begin by working with eligible students and their families while the students eligible are in the 9<sup>th</sup> or 10<sup>th</sup> grade. Resources on how to implement this new pathway were provided. The Special Education Division of CDE is putting together a workgroup to address best practices for implementation and to identify state aligned standards as required by SB 154.

#### 4.8 EV SELPA Supporting Inclusive Practices (SIP)

Dr. Metheny, along with EV SELPA SIP Members, will be presenting an update on Inclusive Practices in the East Valley SELPA region for the Board of Directors on November 16, 2022. Principles and guidelines of inclusive practices will be reviewed. Each district director and SIP representatives will present to speak on their goals and accomplishments Jennifer Brooksby will present the EV SELPA Ribbon of Inclusion. She will explain the nomination, implementation and validation processes relative to obtaining a ribbon.

#### 4.9 EV SELPA AAC Training for SLPs

Since Ms. Ferguson resigned in June 2022 support and guidance to SLPs for AAC assessments has not been available SELPA wide, the EV SELPA has contracted with an AAC assessor to provide EV SELPA Region and County SLPs with a training series for AAC assessments. While the training is free, CEUs will be available at a small cost. A flyer with training information was provided. In addition, a virtual training session will be offered in the Spring along with a guided coaching session for each district. Directors are encouraged to send all SLPs in district.

#### 4.10 CDE Compliance Monitoring

Jennifer Brooksby shared the latest IEP compliance data. Ms. Brooksby and Sonya Hall have been working with district data governance teams to assist with closing the oldest IEPs that are overdue. Working to clear overdue IEPs will assist with the reporting and improve compliance. As a reminder, she noted codes 60 & 75 are no longer usable or acceptable.

Ms. Brooksby previewed the WebIEP admin module for IEP Implementation and service reporting. She demonstrated its use. Committee members made suggestions for improvement with Ms. Brooksby agreeing to provide them to the developer.

Finally, Ms. Brooksby reported that district staff will resume entering DRDP data in WebDA as in previous years. They will not enter it directly into DRAccess.

#### 4.11 SBCSS Fee-for Service Verification Process

Ms. Tennyson presented the SBCSS Fee-for-service verification form indicating each district will receive district-specific data in an Excel file. The students in the Excel file are identified as receiving SBCSS services per WebDA. Directors were requested to verify the data (i.e., number of students in each category) and return the completed form to Ms. Tennyson by November 28, 2022.

#### 4.12 SBCSS East Valley Operations

Dr. Scott Wyatt shared an unexpected and significant drop in the number of students being served by East Valley Operations. This is projected to result in a loss of revenue close to \$1.2 million. To offset the loss, SBCSS is closing a classroom at Redlands East Valley High School. Dr. Wyatt will notify districts who are affected by this change.

Dr. Wyatt and Jennifer Alvarado spoke of the potential need to raise the low incidence services fee specifically for services provided to students with visual impairments (VI). This fiscal year, the fee for this region is \$9,317. Dr. Wyatt presented data for the Committee to review. Currently, the EV region has 6.75 teachers and 8 Braille specialist which is significantly higher than neighboring larger SELPAs. The amount of Braille instruction and transcription needs to be addressed. To explore this issue, a workgroup will be formed. The workgroup will look at VI students IEPs and assessments reports, the role of the VI and Braille specialist (including job descriptions), historical data, and historical staffing data as well as guidelines and procedures for EV Ops VI staff. The workgroup will meet on December 15 to analyze the findings.

#### 4.13 Hot Topics

Patti Buchmiller shared Redlands has experienced a significant increase in special education counts and that it is around 16% of the total number of students. Other district directors shared they had not experienced the same kind of increase.

### 5.0 OTHER

#### 5.1 2022-2023 EV SELPA Steering Committee Meeting

#### 5.2 2022-2023 EV SELPA Board of Directors Meeting

#### 5.3 2022-2023 EV SELPA CAC Meetings

#### 5.4 EV SELPA Professional Development – November & December 2022

6.0 ADJOURNMENT: Meeting adjourned at 12:55 pm. Next meeting will be on December 8, 2022.

## PROGRAM ITEMS

### 4.1 East Valley SELPA Local Plan 2023 Revisions - Draft



## **LOCAL PLAN**

### **Section B: Governance and Administration**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

SELPA East Valley Consortium SELPA

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## B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

### Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

### Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d)*; *EC 56195.1(a)(1)*; *EC 56211*; *EC 56212*]

The East Valley Consortium Special Education Local Plan Area in San Bernardino County, henceforth referred to as the East Valley SELPA, was formed under authority of Sections 56195 - 56208, 56240 - 56245 of the State of California Education Code and Title 5, Section 3000, and is the result of the Master Plan for Special Education as approved by the California Department of Education, henceforth referred to as CDE.

The East Valley SELPA is a multi-district SELPA composed of five school districts. In addition the San Bernardino County Superintendent of Schools East Valley Operations, henceforth referred to as SBCSS Ev-Ops, provides services as agreed to by the school districts. The school districts, or LEAs, that comprise the East Valley SELPA are Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, Rim of the World Unified School District, and Yucaipa-Calimesa Joint Unified School District.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [*EC 56195.1(b)(1)-(3)(c)*; *EC 56205(a)(12)*]

The East Valley SELPA Board of Directors is the governing board of the East Valley SELPA. The East Valley SELPA Board of Directors is composed of the Superintendents from each participating school district and along with the Assistant Superintendent of Student Services for SBCSS. Members of the East Valley SELPA Board of Directors are responsible to their respective local school Boards. The superintendent of SBCSS serves as the chair of the Board while the East Valley SELPA Chief Administrative Officer serves as the secretary to the Board.

The SELPA Chief Administrative Officer, through the utilization of SELPA staff and appropriate committees, carries out the activities and duties assigned by the East Valley SELPA Board of Directors to coordinate the SELPA and implement the Local Plan. The SELPA Chief Administrative Officer facilitates regular meetings of the East Valley SELPA Steering Committee in order to transmit information for implementation of the directives and policies of the Board of Directors and for the development of procedures. The Steering Committee is composed of the Special Education Directors of each participating LEA of the East Valley SELPA, and the Area Director of SBCSS-East Valley Operations. The LEA special education directors are responsible, as individuals, for the operation

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of school district programs to ensure that all eligible children with disabilities receive appropriate services. In addition, the East Valley SELPA Community Advisory Committee (CAC) acts in an advisory capacity to the SELPA Chief Administrative Officer to report on issues and activities of the CAC for review and consideration, and to participate in the development, amendment, and review of the Local Plan.

The SELPA provides a coordinating function and serves as staff to each of the groups. Thus, a smooth and efficient operation of the administrative structure is achieved to assure a successful implementation of the Local Plan for Special Education in accordance with the policies adopted by the SELPA Board of Directors.

Changes to the governance structure of the East Valley SELPA may occur with the addition or withdrawal of an LEA in accordance with Ed Code 56195.1 and all relevant statutes. The following shall apply for LEAs being added to the East Valley SELPA:

- a. An LEA may request to participate in the East Valley SELPA at any time with participation to begin July 1 of the following fiscal year.
- b. The SELPA Chief Administrative Officer will notify the SELPA Board of Directors, SBCSS, and the California State Department of Education within 30 days of receipt of the request.
- c. The SELPA Chief Administrative Officer and/or SELPA staff will review the request and make a written recommendation, including a thorough analysis of governance and fiscal implications caused by such proposed action, within 60 days of receipt of the notice.
- d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
- e. The SELPA Board of Directors will take action to approve or disapprove the LEA request to participate in the SELPA within 100 days of notice receipt.
- f. If approved, the request to participate will become effective on July 1 of the next fiscal year.
- g. The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.
- h. The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the East Valley SELPA Fiscal Allocation Plan

The following shall apply for LEAs withdrawing from the East Valley SELPA:

- a. The Superintendent of the LEA requesting withdrawal must submit written notice, with details of the plan to withdraw, to the SELPA Chief Administrative Officer at least one year and one day prior to the proposed effective date of the implementation to withdraw. Withdrawals can only occur on July 1 of any given year.
- b. The SELPA Chief Administrative Officer will notify the SELPA Board of Directors, SBCSS, and the

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California State Department of Education within 30 days of receipt of the request to withdraw.

- c. The SELPA Chief Administrative Officer and/or SELPA staff will review the notice and make a written recommendation, including a thorough analysis of governance or fiscal implications caused by such proposed action, within 60 days of receipt of the notice.
- d. The SELPA Board of Directors will receive copies of the written recommendation at least 10 days prior to the item appearing on an agenda.
- e. The SELPA Board of Directors will take action to approve or disapprove the LEA withdrawing from the SELPA within 100 days of notice receipt.
- f. If approved, the withdrawal will become effective on July 1 of the next fiscal year.
- g. Any LEA initiating a proposal to withdraw from the SELPA shall bear the total cost of consultants retained by the LEA or SELPA to provide a thorough analysis of governance or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from SELPA or program transfer within the SELPA shall be born entirely by the district initiating the change.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The East Valley SELPA Board of Directors is responsible for reviewing each proposed policy and may approve, disapprove or request the revision of policies presented to it. The Board of Directors may also initiate policy development. It is the responsibility of the Board of Directors to adopt necessary policies for the operation of SELPA activities, including, but not limited to, the implementation of the Local Plan.

The SELPA Chief Administrative Officer has the responsibility to review and propose policies for the operation of special education programs and services within the SELPA. The SELPA Steering Committee may be consulted. The SELPA Chief Administrative Officer may provide such policy to the Board of Directors with the recommendation for approval, disapproval, or modification of proposed policy.

In addition, policy making responsibilities are fulfilled by member school district local boards of education. Each SELPA member district governing board of education has the responsibility to assure there are program options available to all students with disabilities within its attendance area. LEA governing boards of education make policy and procedural decisions for programs and services operated by their respective districts. LEAs are responsible for the compliance of programs which they operate.

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4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The San Bernardino County Superintendent of Schools (SBCSS) is designated as the official administrative unit (AU) of the East Valley SELPA to assure the implementation of the Local Plan and SELPA policies, agreements, and procedures of the East Valley Board of Directors in cooperation with participating LEAs. The distribution of federal and state funds is the responsibility of SBCSS in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS accepts regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

The East Valley SELPA Chief Administrative Officer is employed by the AU Superintendent. The employment, supervision, evaluation and discipline of the SELPA chief administrative officer follows the procedures and guidelines of the SBCSS Human Resources Department. SELPA staff members are employed by SBCSS upon recommendation from the SELPA Chief Administrative Officer. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by the AU in support of the Local Plan is the responsibility of the SELPA Chief Administrative Officer.

When SBCSS provides special education services, the relevant contracts between the county office and its employees governing wages, hours, and working conditions shall supersede the like provisions contained in any agreements by an LEA receiving such services.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

☒ Yes

☐ No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The member districts of the East Valley SELPA select and appoint representatives to the EV SELPA Community Advisory Committee CAC that are approved to participate by their respective school boards. In addition, community members may participate in CAC meetings. Members of the EV SELPA CAC are involved in the development of the local plan through their attendance at regularly scheduled CAC meetings. The schedule of meetings is developed and provided annually. The EV SELPA CAC advises the SELPA during the development of the Local Plan by providing input and reviewing plan drafts to ensure adequate and effective participation and

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communication regarding the revisions to the Local Plan. It serves as a forum for members of the public to address questions or concerns regarding the Local Plan.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The East Valley SELPA Local Plan Committee shall be comprised of general education and special education teachers selected by their peers, along with general education and special education administrators selected by their school district superintendents, and representatives of charter schools selected by their charter school directors. Employees of the EV SELPA may also participate on the East Valley SELPA Local Plan Committee. The Committee shall meet at designated times to provide input on the development of the Local Plan and to review drafts of the Plan as well as make recommendations to the SELPA Chief Administrative Officer regarding revisions to the Plan. In addition, parent members of the EV SELPA CAC shall also make recommendations to the SELPA Chief Administrative Officer regarding revisions of the Plan via regularly scheduled CAC meetings.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The San Bernardino County Superintendent of Schools (SBCSS) is the designated administrative unit (AU) for the East Valley SELPA. As the AU, SBCSS shall assure the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA. SBCSS is responsible for the receipt and distribution of special education funds to member district and SELPA accounts for the operation of special education programs and services pursuant to the East Valley SELPA Fiscal Allocation Plan. SBCSS provides administrative support and employs SELPA staff to coordinate implementation of the Plan.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

Per the bylaws of the East Valley SELPA Board of Directors, each member district affirms ongoing participation in the SELPA at the annual reorganization meeting. Member districts and SBCSS Ev-Ops are the providers of special education programs and services within the SELPA. The participating LEAs in the EV SELPA are responsible as individuals for the operation of Local Education Agency (LEA) programs to ensure that all eligible children with disabilities receive appropriate services. In addition, SELPA staff may be employed to provide areas of specialized expertise or service, which shall be available to member districts and SBCSS East Valley Operations, upon approval by the Board of Directors.

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10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The East Valley SELPA member district governing boards, as elected officials, are involved in the policy making process through the local superintendent's or equivalent administrator's

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Each LEA superintendent shall represent the LEA as a member of the East Valley Board of Directors. The responsibilities of each LEA superintendent for the implementation of the Local Plan shall be to the following:

1. Assure that all special education programs and services are operated in accordance with state and federal law, the Local Plan, and the policies, agreements, and procedures approved by the Board of Directors.
2. Assure that the LEA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA.
3. Submit Public Law 108-446 (formerly P.L. 101-476) budgets and expenditure reports for grant funds;
4. Attend all East Valley SELPA Board meetings and participate as a voting member;
5. Assure the elected members of their respective LEA Boards of Education are informed of the East Valley SELPA Local Plan, policies, agreements and procedures approved by the East Valley SELPA Board of Directors.

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

It is the responsibility of each LEA special education administrator and county administrator of special education to assure that all LEA/county policies operate within federal and state laws and regulations.

Each LEA has a responsibility to participate in SELPA Steering and other committee meetings to facilitate understanding and knowledge in coordinating the administration of the Local Plan. The various committees provide a communication network on current and important issues related to special education laws, regulations, state requirements, and programmatic issues.



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11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

*Role of the AU (SBCSS)* - The East Valley SELPA Chief Administrative Officer is employed by SBCSS, the AU. Employment, supervision, evaluation and discipline follow the SBCSS Human Resources Branch standard operating procedures. East Valley SELPA staff members are employed by SBCSS upon recommendation from the East Valley SELPA Chief Administrative Officer. Supervision, evaluation, and discipline of the East Valley SELPA staff employed by SBCSS in support of the Local Plan is the responsibility of the East Valley SELPA Chief Administrative Officer.

*Role of the SELPA Chief Administrative Officer* - The East Valley SELPA Chief Administrative Officer, following the requirements of the SBCSS Human Resources Branch, hires, supervises, evaluates and disciplines the staff employed by the administrative unit in support of the Local Plan.

*Roles of the Individual LEAs* - Not applicable

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

*Role of the AU (SBCSS)* - The receipt and distribution of state and federal funds in compliance with the Fiscal Allocation Plan of the East Valley SELPA is the responsibility of SBCSS.

*Role of the SELPA Chief Administrative Officer* - The East Valley SELPA chief administrative officer provides oversight and leadership for the development of the East Valley SELPA Fiscal Allocation Plan. Fiscal administration and the allocation of state and federal funds pursuant to the Fiscal Allocation Plan is the responsibility of the East Valley SELPA Chief Administrative Officer to assure the administration of the allocation of resources to the SELPA and member LEAs.

*Roles of the Individual LEAs* - Each member district of the East Valley SELPA accepts state and federal funds to operate special education programs and services. Member districts are required to provide federal, state and local reports and submit budget and expenditure reports for grant funds.

- c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

*Role of the AU (SBCSS)* - SBCSS assures the implementation of the Local Plan and SELPA policies, agreements and procedures in cooperation with each member district of the SELPA for the operation of special education programs. SBCSS provides administrative support and employs SELPA staff to coordinate the implementation of the Local Plan to assure the operation of special education programs. As part of the full continuum of special education services, SBCSS operates a regional program for students with moderate to severe disabilities, and provides related special education services. East Valley SELPA member districts, via individual IEP team meetings, determine the appropriateness of these services and provides SBCSS with



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the fiscal means to do so via a fee-for-service agreement approved by the Board of Directors for students ages 3 to 22 years. SBCSS also provides infant services via IFSP to infants/families within the SELPA.

*Role of the SELPA Chief Administrative Officer* - The SELPA Chief Administrative Officer plans, organizes, coordinates, directs, and manages program activities and services related to Local Plan implementation; coordinates various agencies involved with providing services for individuals with exceptional needs; and provides for a comprehensive continuum of services and programs for individuals with exceptional needs. The East Valley SELPA Chief Administrative Officer assures equal access to all programs and services in the SELPA and provides advice to the public, including parents or guardians of individuals with exceptional needs who are receiving services under the Local Plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Chief Administrative Officer provides information to ensure that all special education pupils receive due process of law.

*Roles of the Individual LEAs* - The member districts of the East Valley SELPA are responsible for the operation of special education programs to ensure that all eligible children with disabilities receive appropriate services.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

*Role of the AU (SBCSS)* - SBCSS accepts and distributes federal and state funds in accordance with the East Valley SELPA's Fiscal Allocation Plan and policies, agreements and procedures of the East Valley SELPA Board of Directors. SBCSS monitors, processes and provides to CDE expenditure reports for grant funds on behalf of the SELPA and its member districts.

*Role of the SELPA Chief Administrative Officer* - The East Valley SELPA Chief Administrative Officer, under the direction of the Board of Directors, implements and administers the SELPA budget for the establishment of designated services. The SELPA Chief Administrative Officer provides oversight for assuring adherence of fiscal reporting requirements to ensure the appropriate use of federal, state and local funds for special education programs.

*Roles of the Individual LEAs* - Each member district of the East Valley SELPA maintains an accounting system adequate to provide federal, state and local reports to include program and fiscal reports required by the East Valley SELPA and submit budgets and expenditure reports for grant funds.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

*Role of the RLA/AU:* SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.

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*Role of the Chief Administrative Officer of the SELPA:* The SELPA Chief Administrative Officer ensures the development, facilitation and oversight of the EV SELPA Low Incidence Guidelines and Procedures describing how specialized equipment and services are distributed within the SELPA. This includes facilitating the development and approval of SELPA practices and procedures necessary to minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment.

*Role of the individual LEAs:* The member districts of the East Valley SELPA ensure specialized equipment and services are distributed within the SELPA that minimize the necessity to serve students in isolated sites and maximize the opportunities to serve students in the least restrictive environment by adhering to the EV SELPA Low Incidence Guidelines and Procedures.

### Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

#### 1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

#### 2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

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☒ Yes ☐ No

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**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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### 8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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### 9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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### 10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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### 11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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### 12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**14. Personnel Qualifications; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

**18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)**

Policy/Procedure Number:

Document Title:



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Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☐ Yes ☐ No

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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### 22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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### 23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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## Administration of Regionalized Operations and Services

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Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function.”

### 1. Coordination of the SELPA and the implementation of the local plan:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS as the administrative unit of the East Valley SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA in accordance with directives of the East Valley SELPA Board of Directors.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures that the local plan is implemented and makes recommendations to the East Valley SELPA Board of Directors when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the local plan.</p> <p>Role of the individual LEAs: The member districts of the East Valley SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Board of Directors, approve any policies and procedures needed to implement the local plan.</p>

### 2. Coordinated system of identification and assessment:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	
	Direct Instructional support provided by the program specialist: The

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Description:

program specialists of the East Valley SELPA observe, consult and assist service providers.

Role of the RLA/AU: Not applicable.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures each LEA conducts child find activities. The SELPA provides technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency agreements are in place.

Role of the individual LEAs: The member districts of the East Valley SELPA are responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Document Title:

Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide support for alternate dispute resolution activities within districts as requested by parents and districts. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

Role of the RLA/AU: SBCSS assures a coordinated system of procedural safeguards by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures that parents are provided with a copy of their procedural safeguards upon request and maintains a copy of the procedural safeguards on the SELPA website. The SELPA Chief Administrative Officer oversees the provision of alternate dispute resolution activities as requested by parents and districts. The SELPA chief administrative officer also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

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Role of the individual LEAs: The member districts of the East Valley SELPA provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensures that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

4. Coordinated system of staff development and parent and guardian education:

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: SBCSS assures a coordinated system of staff development and parent and guardian education by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: Regularly, the SELPA Chief Administrative Officer collects input from the member district special education directors and other staff members to determine staff development needs. The SELPA Chief Administrative Officer provides oversight in the development and provision of needed staff development and supports. On an annual basis, the East Valley SELPA Community Advisory Committee (CAC) provides input on parent/guardian education needs. The SELPA Chief Administrative Officer provides oversight in the development and provision of identified parent and guardian education.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their staff development and parent/guardian education, based on their local needs. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development.

5. Coordinated system of curriculum development and alignment with the core curriculum:

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Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA identify and coordinate curricular resources for students with disabilities.

Role of the RLA/AU: SBCSS assures a coordinated system of curriculum development and alignment with the core curriculum by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the core curriculum.

Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

Direct Instructional support provided by the program specialist: When requested, the program specialist of the East Valley SELPA evaluate the effectiveness of programs for students with disabilities.

Role of the RLA/AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan, and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures the Local Plan is reviewed and evaluated

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Description:

on an ongoing basis to determine the effectiveness of its implementation. The SELPA Chief Administrative Officer ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Chief Administrative Officer supports member districts in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed.

Role of the individual LEAs. The member districts of the East Valley SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs will also engage in monitoring activities as required by the CDE.

### 7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS assures a coordinated system of data collection and management by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA provides technical assistance and training to LEAs in data collection and management.

Role of the individual LEAs: The member districts of the East Valley SELPA LEAs are responsible for data entry, quality and integrity. The LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

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8. Coordination of interagency agreements:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	<input type="text"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of interagency agreements by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Chief Administrative Officer, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed.</p> <p>Role of the individual LEAs: The member districts of the East Valley SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.</p>

9. Coordination of services to medical facilities:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	<input type="text"/>
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of services to medical facilities by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA chief</p>



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administrative officer facilitates the coordination of services to medical facilities by the designated LEAs.

Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the East Valley SELPA member district in which the hospital or facility is located.

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Description:

Role of the Chief Administrative Officer of the SELPA: The SELPA chief administrative officer facilitates the coordination of services to licensed children's institutions and foster family homes by the designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions are the responsibility of the member district of the East Valley SELPA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

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Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS assures the preparation and transmission of required special education local plan area reports by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures timely transmission of required reports and provides technical assistance to LEAs in completing reports.

Role of the individual LEAs: The member districts of the East Valley SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:

Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialist of the East Valley SELPA provide training and logistical support to the CAC.

Role of the RLA/AU: SBCSS assures the fiscal and logistical support of the CAC by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures fiscal and logistical support for CAC meetings, events, and trainings.

Role of the individual LEAs: The superintendents of the East Valley SELPA member districts through the Board of Directors ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Special Education Directors of the East Valley SELPA member districts facilitate communication with their CAC representative(s) for this purpose.

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13. Coordination of transportation services for individuals with exceptional needs:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.</p> <p>Role of the individual LEAs: Each member district of the East Valley SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.</p>

14. Coordination of career and vocational education and transition services:

Document Title:	Coordination of the SELPA and the Implementation of the Local Plan
Document Location:	
Description:	<p>Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide staff development, program development, and innovation of special methods and approaches to LEA members for the provision of career and technical education and transition services.</p> <p>Role of the RLA/AU: SBCSS assures the coordination of career and vocational education and transition services by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.</p> <p>Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides technical assistance and oversight of staff development to LEA members for the provision of career and</p>

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technical education and transition services. The SELPA Chief Administrative Officer ensures appropriate interagency agreements are in place and facilitates connections to agencies, as appropriate.

Role of the individual LEAs: Each member district of the East Valley SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

### 15. Assurance of full educational opportunity:

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: SBCSS assures a full educational opportunity by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Description:

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer ensures a full continuum of services is available and provided. The SELPA Chief Administrative Officer assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Chief Administrative Officer provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools.

Role of the individual LEAs: Each member district of the East Valley SELPA, through their representative to the Board of Directors determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member district of the East Valley SELPA is responsible for providing a full continuum of services.

### 16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Section B: Governance and Administration

SELPA East Valley Consortium SELPA

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Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA.

Role of the Chief Administrative Officer of the SELPA: The East Valley SELPA Chief Administrative Officer facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Chief Administrative Officer also facilitates the development of the Annual Budget Plan.

Role of the individual LEAs: Each member district of the East Valley SELPA through their representative to the Board of Directors approves the allocation of funds to the member LEAs and approves the Annual Budget Plan. The member districts also submit fiscal reports as required by state and federal laws.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title: Coordination of the SELPA and the Implementation of the Local Plan

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists of the East Valley SELPA provide direct instructional program support when requested to do so by a member district.

Role of the RLA/AU: SBCSS assures direct instructional program support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to fund the operations of the East Valley SELPA.

Role of the Chief Administrative Officer of the SELPA: The SELPA Chief Administrative Officer provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate.

## Section B: Governance and Administration

SELPA East Valley Consortium SELPA

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Role of the individual LEAs: The member districts of the East Valley SELPA determine their needs for instructional program support and request support from the East Valley SELPA.

### Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title: Programs for Early Childhood Special Education

Document Location:

Description:

Early Education Services are provided for all eligible infants, toddlers, and preschool children by member LEAs through:

- LEA preschool programs and services
- Cooperative agreements within the SELPA wherein infant programs are operated by San Bernardino County Superintendent of Schools (SBCSS) and Redlands Unified School Districts
- An Interagency Agreement between Inland Regional Center and East Valley SELPA for Implementation of California's Early Intervention which describes specific policies, procedures, roles and responsibilities for serving infants and toddlers. Member LEAs of the East Valley SELPA follow transition procedures identified in the Agreement for transition of toddlers into LEA preschool programs and services (Part C to Part B transition).

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title: Method by Which Members of the Public May Address Questions or Concerns to the SELPA

Document Location:

Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns to the governing boards of the Local Educational Agencies (LEAs), the East Valley SELPA Board of Directors

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Description:

and the East Valley SELPA Chief Administrative Officer. Questions or concerns can be provided orally or in writing.

Members of the public may also present questions or concerns in person to the East Valley SELPA Board of Directors in a scheduled Board meeting. All notices of East Valley SELPA Board of Director meetings are sent electronically to all member LEAs and posted at the East Valley SELPA office 48 hours prior to the scheduled meeting. The method by which questions and/or concerns are heard from the public to the East Valley Board of Directors is included on each agenda as "Community Comments." The public may address the East Valley SELPA Board of Directors pursuant to established procedures. No action shall be taken (E.C. 35145.5) at the meeting in response to Community Comments.

On matters of policy and budget development, all interested parties may provide input to the East Valley SELPA Chief Administrative Officer for consideration and review at any time, either orally or in writing.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Dispute Resolution Process for Governance Activities Specified within the Local Plan

Document Location:

Description:

If an LEA disagrees with a decision or practice of another agency or the SELPA, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Resolution strategies such as compromise, mediation, and alternative dispute resolution may be employed. Either party may request the assistance of the SELPA Chief Administrative Officer, or his/her designee, or the Chair of the SELPA Board of Directors.

When issues cannot be resolved through discussion and resolution strategies, the Board of Directors may authorize the SELPA Chief Administrative Officer to contact appropriate authorities to assist in the resolution. The parties will make a good faith effort to mutually agree to an authority with expertise related to the dispute. Each party shall bear its own costs and expenses and an equal share of any fees for dispute



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resolution.

This policy is intended to resolve disagreements within a reasonable period of time, but it is not intended to undermine local authority.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

Consideration of and Utilization of the Regular Education Program Prior to Referral for Special Education Instruction and Services

Document Location:

Description:

The SELPA Chief Administrative Officer, through the utilization of SELPA staff and through regular meetings of the East Valley SELPA Steering Committee transmits information on resources, practices and procedures to ensure a student referred for special education instruction and services has received instruction in the regular education program utilizing resources to ensure educational progress. Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but are not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:

NonPublic School Placement and Oversight

Document Location:

The East Valley SELPA contracts with nonpublic, nonsectarian schools on behalf of the member districts. The SELPA coordinates with the California Department of Education to ensure oversight and compliance of nonpublic schools.

Each LEA shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services



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Description:

agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupils to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title:

Provision of FAPE to Incarcerated Students Age 18 to 21 (or age 22 if not diploma bound) Who Remain Eligible for Special Education Services

Document Location:

The SELPA Chief Administrative Officer provides and transmits information to member LEAs to ensure a student age 18-22 who has been incarcerated in county jail and remains eligible for special education services is provided with a free appropriate public education (FAPE) and ensures the development, facilitation and oversight of the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes as a county jail or other incarceration facility is not currently within the geographic boundaries of the EV SELPA. Once the SELPA or the responsible LEA is informed that an eligible adult is incarcerated, the

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Description:

responsible LEA will determine within 30 days of eligibility notification whether the qualified individual requires a FAPE. And if so, the LEA will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California special education law.

To receive special education services while incarcerated, the student must consent to the receipt of the services which may include but are not limited to transition services, specialized academic instruction and other services as determined by the IEP team. The student may revoke their consent for special education services at any time. Once the request has been made, the responsible LEA shall follow the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes describing how services are accessed and secured for students when the services are not available in the student's resident district. Each LEA ensures the pupil receives the special education services necessary for FAPE by adhering to the EV SELPA Intra- and Inter-SELPA Transfer Agreement processes.

## 4.2 Fetal Alcohol Spectrum Disorder

# Fetal Alcohol Syndrome Disorder

Patty Metheny, Ed.D.

Chief Administrative Officer

November 10, 2022 & December 8, 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

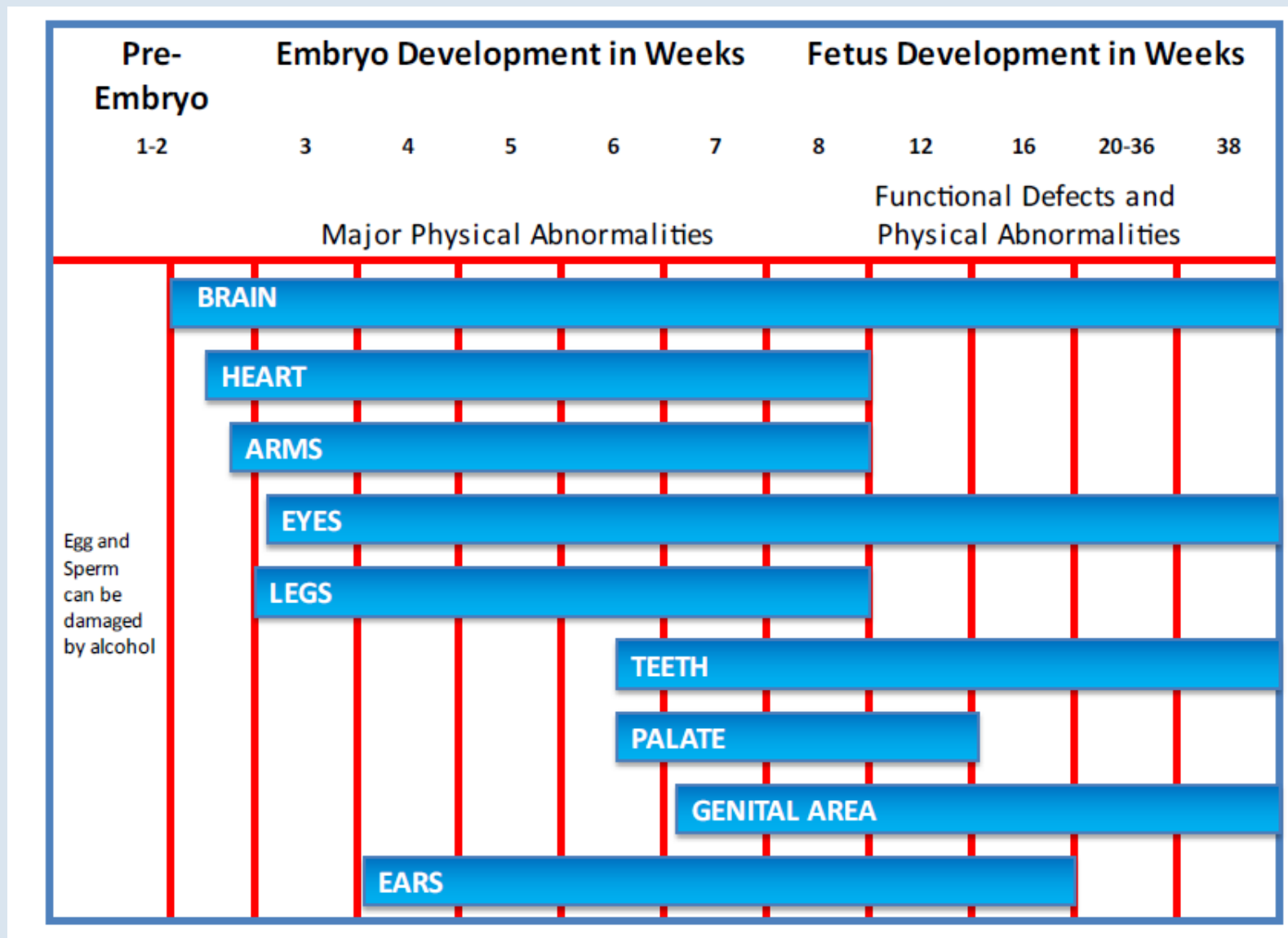
# If alcohol use is so prevalent, why aren't more children impacted?

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

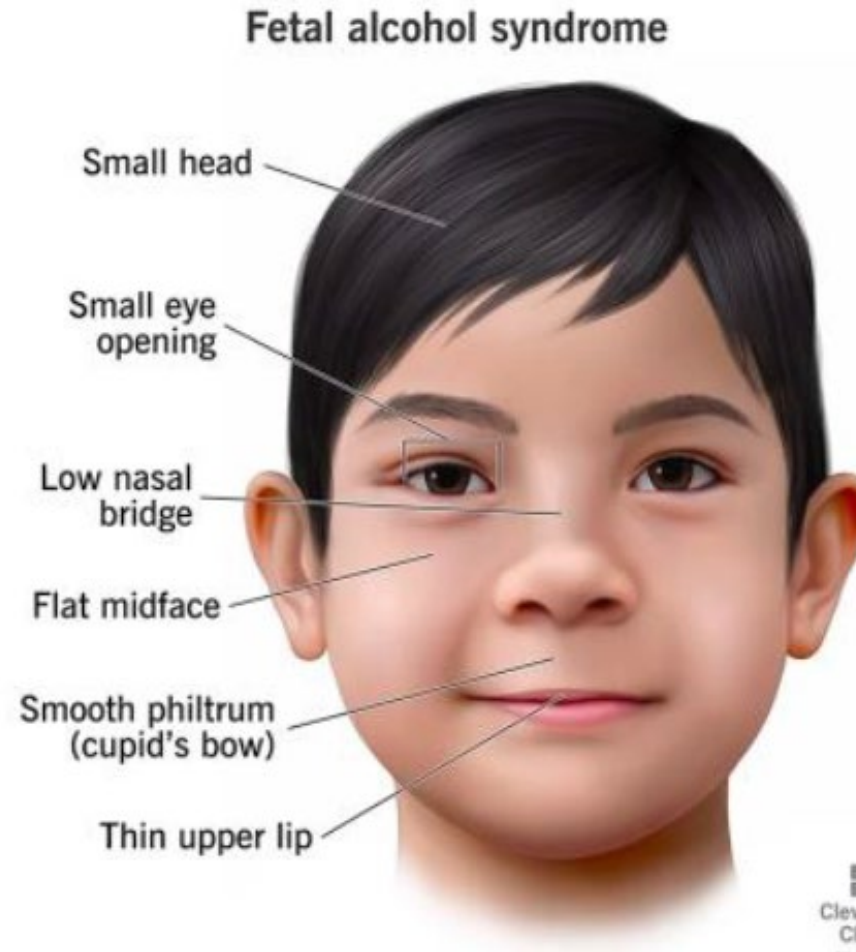
“There is no known ‘safe’ level of alcohol consumption during pregnancy.” (Office of the Surgeon General, 2005)

# Development Impact of Prenatal Alcohol Exposure



Damage is to the Prefrontal Cortex

# Facial Dysmorphology of Fetal Alcohol Syndrome



Cleveland  
Clinic

# FASD: Diagnostic Criteria

**Syndrome  
Medical  
Diagnoses**

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

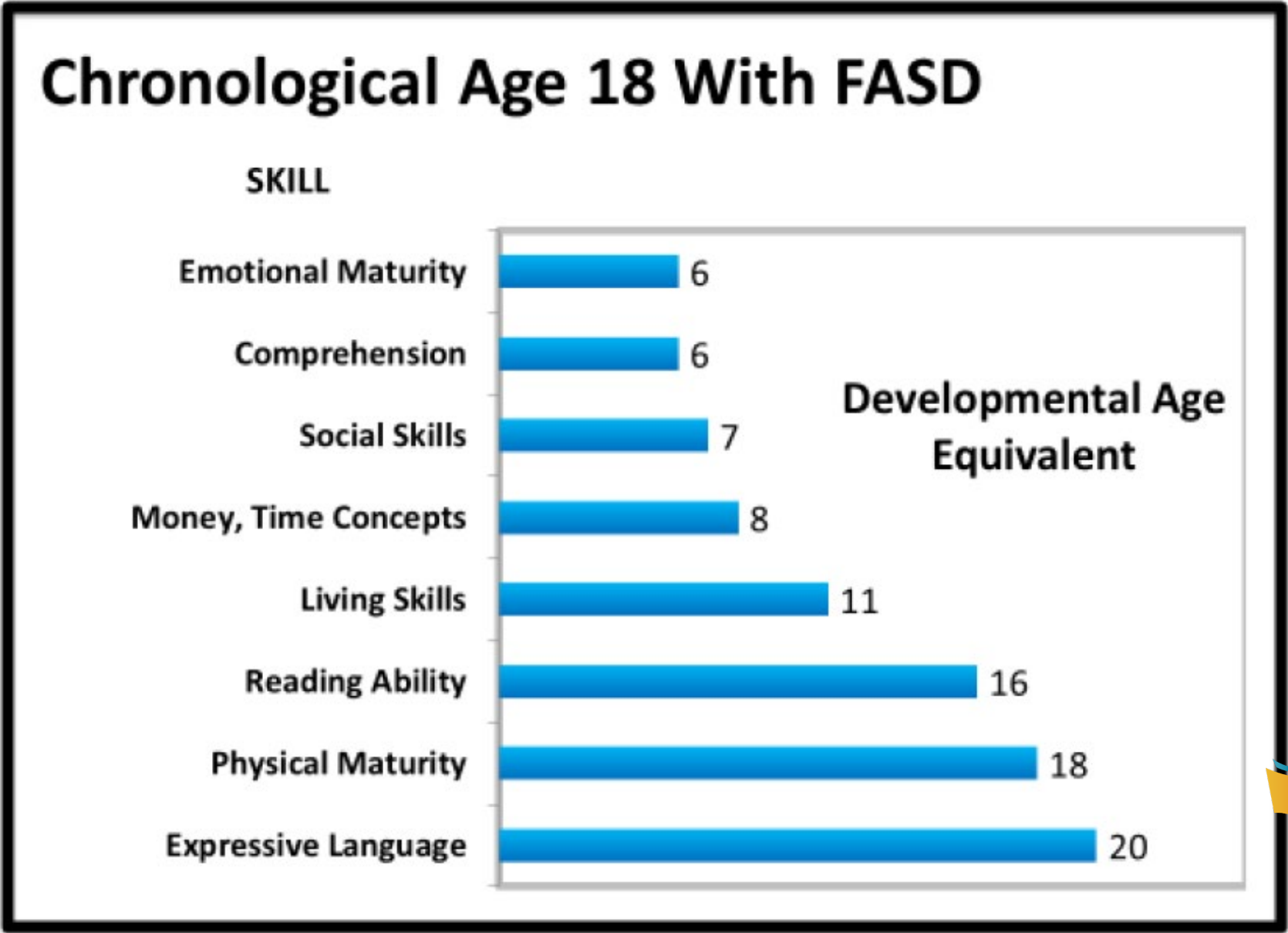
FAS	Fetal Alcohol Syndrome Meets criteria in categories: II, III, and IV
pFAS	Partial Fetal Alcohol Syndrome Meets criteria in I, III, and IV
ND-PAE	Neurobehavioral Disorder with Prenatal Alcohol Exposure Meets criteria in I and IV
ARBD	Alcohol Related Birth Defects Meets criteria in I and III

**Not  
Educational  
Diagnostic  
Guidelines**

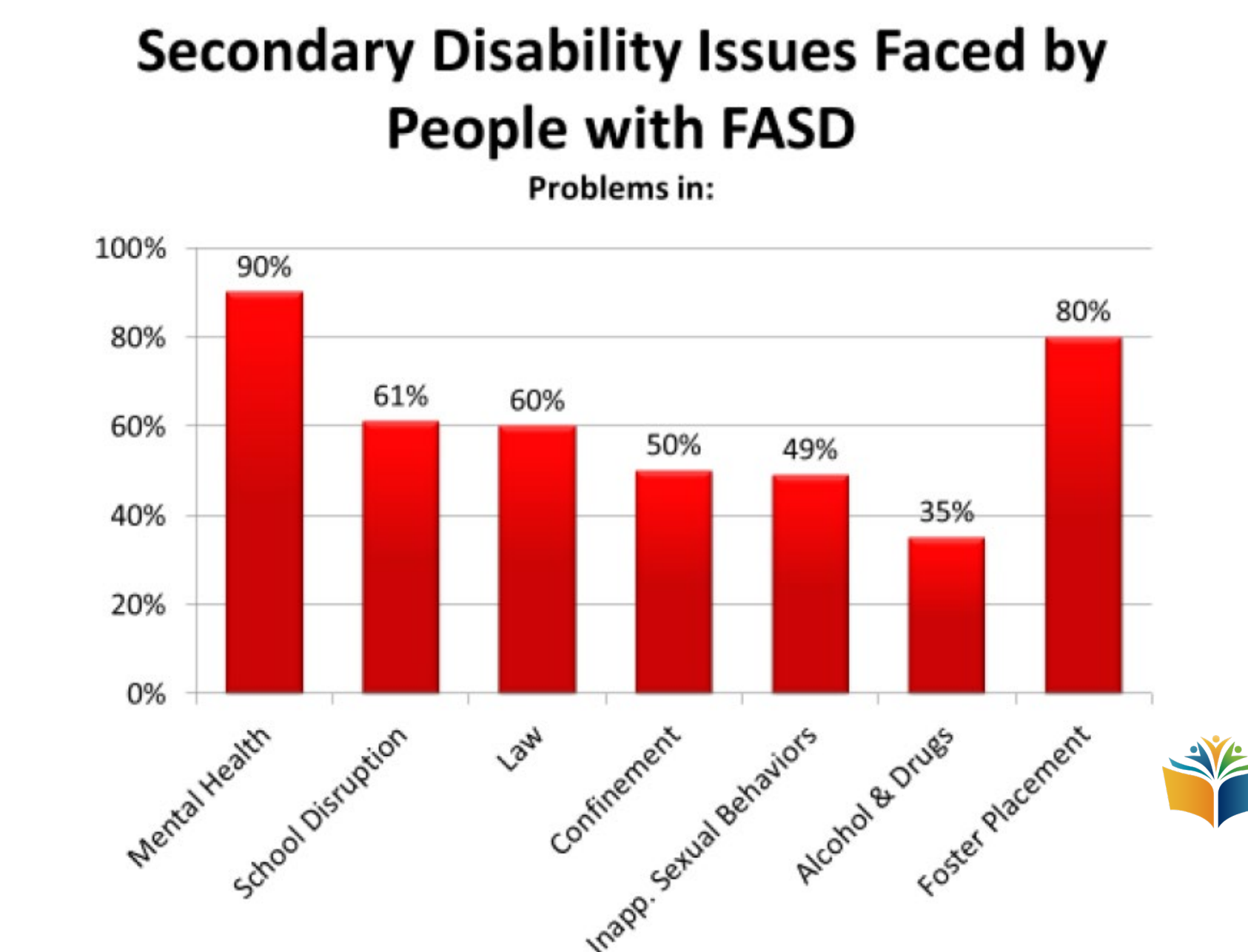


\*executive function, memory, cognition, social/adaptive skills, academic, language, motor, attention, or activity level.

# Developmental Age Equivalent



# Secondary Disability Issues



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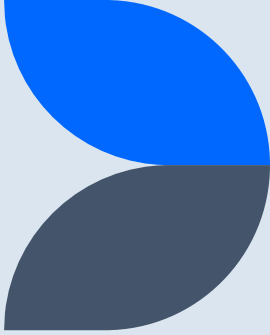
*The hope is that through early identification and treatment, the trend towards secondary disabilities can be disrupted.*

Ron Powell, Ph.D.





# How does prenatal alcohol exposure affect behavior and learning? *Globally and lifelong...*

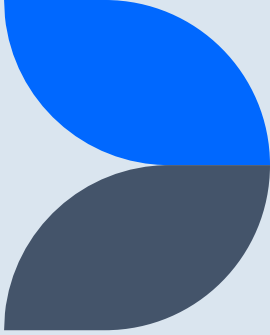


Social-Emotional	Cognitive	Behavioral
Attention Social Skills Emotional Regulation	Memory Abstraction Generalization Temporal Reasoning Poor Planning	Impulse Control Judgement Cause and Effect Disorganized

# 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

# December 8, 2022

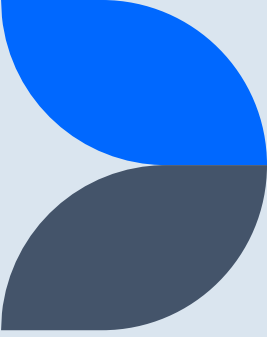
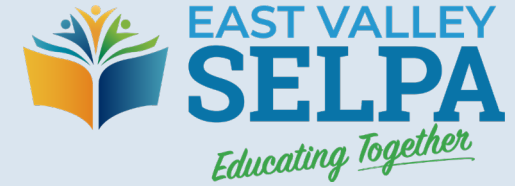
## Implications for Instruction



# FASD Damages the Prefrontal Cortex

- a) Responsible for most of the cognitive impairment of FASD in students**
- b) Impaired beyond IQ**
- c) Persists across the lifespan**

# FASD Impacts Four Significant Areas of Executive Functioning



Working Memory	Problem-Solving	Concept Formation & Set-Shifting	Impulse Control
Verbal Visual-spatial Manifesting as ADD/ADHD	Organization Time Management Planning	Abstract concepts Following rules Shifting strategies	Anticipating consequences Responsiveness to social cues Poor interpersonal relationships

## And, so what works?

Environment Modifications	Focus on Self-regulation	Focus on Relationships
Safety Belonging	Human emotions highly contagious Adult self-regulation	Agents of change Human love Connecting with someone who truly cares

# Implications for Instruction

Environment			
Organized (not chaotic)	Reduce Distractions	Use Warm Colors	Use natural, dimnable lighting



# Implications for Instruction

## Create Structure & Predictability

Use routines and rituals that promote regulation

Provide information to reduce uncertainty

Separate time into blocks

Place students into small groups to increase the number & quality of relationships

# Implications for Instruction

## Establish Daily Routines

Use visual  
schedules

Use timers

Color-code  
assignments

Write  
assignments  
in a  
calendar

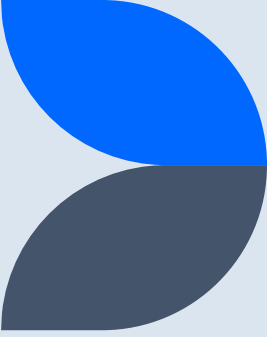
# Implications for Instruction

## Use Transition Elements to Move from One Activity to Another

Use a sense of humor to  
assist with self-regulation

Reinforce instructional  
elements with music

# Eight Magic Keys: Developing Successful Interventions for Students with FAS



1. Concrete – don't use terms with double meanings
2. Consistency – minimize environmental changes
3. Repetition – teach, re-teach, and re-teach again
4. Routine – stable ones that don't change
5. Simplicity – keep it short and sweet (KISS)
6. Specific – say exactly what you mean
7. Structure – permanent foundation
8. Supervision – to develop habit patterns of appropriate behavior



# Instructional Practices

1. Minimize assignments that require copying information from the board
2. Use concrete manipulatives
3. Break up information into smaller segments
4. Use advance organizers
5. Reduce the number and complexity of steps
6. Embed information into stories
7. Use visual organizers as memory aids

# Instructional Practices

8. Provide direct instruction

9. Use mnemonic strategies

10. Make lessons

- Sequential
- Logical, use...
  - Patterned repetition
  - Concrete examples
  - Physical manipulatives
  - Visual organizers
- Engage with voice, choice, encouragement

# Resources

Research Proven Strategies (Lloyd, J., Forness, S., & Kavale, K. (1998); Forness, S. & Kavale, K. (1999); Vaughn, S. Gersten, R., & Chard, D. (2000))

Eight Magic Keys – [www.fasstar.com](http://www.fasstar.com)

Eight Magic Keys Video - <https://www.youtube.com/watch?v=8YgluFJdFpY>

Guided Growth: Educational and Behavioral Interventions for children and Teens with Fetal Alcohol Spectrum Disorders and Early Trauma by Ira J Chasnoff & Ronald J. Powell -  
<https://www.ntiupstream.com/>

## 4.3 Professional Crisis Management (PCM) Update



# STEERING PCM UPDATE

December 2022

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Presented by: Courtney Beatty, Mary Anne Klenske, Colleen Meland, and Shannon Vogt

# W h a t w i l l w e c o v e r ?

- Overview – facts, EV SELPA levels, requirements of trainees, advantages of PCM
- EV SELPA Instructors - # per district, instructor training & costs
- EV SELPA PCM Trainings – type, cost, procedures
- EV SELPA PCM Trainings 2022-2023
- EV SELPA PCM Instructor Certification Criteria and Responsibilities

# PCM Facts

- PCM trainings are certification courses; both a written and 'physical' exam must be passed to be certified.
- Participants can 're-train' until both exams are passed.
- Trainees must attend all required hours to be certified.
- PCM certification is good for one year.
- PCM is a comprehensive, research-based, multi-level system that provides powerful strategies to prevent and diffuse dangerous behaviors.
- PCM is based on applied behavior analysis (ABA) principles and keeps in mind consideration for the dignity of the student.
- PCM implements the use of many proactive verbal, non-physical strategies to minimize the need for physical strategies.

# PCM Levels within EV SELPA

**Practitioner (P)** is certified to use the following procedures:

- all PCM non-physical procedures
  - personal safety techniques
  - transportation procedures
- (a 2-day training)**

**Practitioner (P1)** is certified to use the following procedures:

- all PCM non-physical procedures
  - personal safety techniques
  - transportation procedures
  - vertical immobilization
- (a 2-day training)**

**Practitioner (P2)** - is certified to use the following procedures:

- all PCM non-physical procedures
- personal safety techniques
- transportation procedures
- vertical immobilization procedures
- prone horizontal immobilization procedures on a 2-inch-thick foam mat

**(a 3-day training)**

- Effective use of Practitioner (P2) requires a minimum of 2 currently certified staff in any setting
- 3 trained practitioners may be necessary in some circumstances

# P C M R e q u i r e s a L e v e l o f P h y s i c a l F i t n e s s

## **Practitioner (P) trainees**

- must be reasonably physically fit
  - do not need to be “athletes”
  - do not have to be able to run long distances
  - do not need to be a particular body type or size
- should be able to walk briskly for brief periods
- should have no problems with their arms or back

# P r a c t i t i o n e r ( P )

## D e m o n s t r a t i o n

---

### Transportation Procedure

- One-Person
  - Two-Person
-

# P r a c t i t i o n e r ( P 1 )

## **Practitioner (P1) trainees**

- must be reasonably physically fit
  - do not need to be “athletes”
  - do not have to be able to run long distances
  - do not need to be of a particular body type or size
- should be able to walk briskly for brief periods
- should have no problems with their arms or back
- should have the ability to walk and stand in a semi-squatting position multiple times over the 2-day training

# P r a c t i t i o n e r ( P 1 )

## D e m o n s t r a t i o n

---

Vertical Immobilization

- One-Person
  - Two-Person
-



# P r a c t i t i o n e r ( P 2 )

## **PCM Practitioner (P2) trainees**

- Must have the ability to perform lunges and walk in a semi-squatting position multiple times across the 3-day training.
- Must have the ability to stand up from a lunge, squatting position, or from being on their knees on the mat without assistance from furniture or another person.
- Practitioner (P2) trainees should meet the above requirements and have no problems with their knees and/or legs that would prevent them from easily getting to a kneeling position OR getting up from a kneeling position unassisted.

# P r a c t i t i o n e r ( P 2 )

## D e m o n s t r a t i o n

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Horizontal Immobilization

- Two-Person
-

# Advantages of PCM

## **PCM strategies are**

- evidence-based practices
- designed to fit seamlessly within ABA & BI programs
- in alignment with behavior intervention plans.

**PCM instructions are  
PRECISE**, leaving very little room for errors.

**PCM is the only system** that includes a measurable criteria for fading out of any restraint.

## **PCM reduces liability and risk of litigation** by

- maintaining higher standards for certification.
- certification is NOT solely attendance based.
- participants **MUST** pass competency evaluations.

# P C M T r a i n i n g

## P a s s i n g C r i t e r i a

- Must complete Performance Checklist
  - 30 repetitions of each Transportation Procedure
  - 5 repetitions of each Personal Safety Technique
  - 6 repetitions of each Vertical Immobilization Procedure
  - 4 repetitions of each Horizontal Immobilization Procedure
- Must score 80% or higher on written exam
- Must demonstrate all procedures correctly on practical exam

# EV SELPA PCM In s t r u c t o r s

- EV SELPA Program Specialists- 4
- Colton- 4
- County- 0
- Redlands- 6
- Rialto- 4
- Rim- 2
- Yucaipa- 3

# In s t r u c t o r T r a i n i n g s

## **Training of Trainers**

- Instructor course costs paid by EV SELPA for 2 instructors per district
- Transportation & Lodging paid by districts
- Initial 4-day course - \$1745/person
- Annual 2-day recertification course - \$595/person

**Upcoming Instructor Certification course:** April 3-6; 2877 Childress Drive, Anderson, CA

**Instructor Re-certification course** is typically held each Spring at the Dorothy Inghram Learning Center

Instructor meetings are held annually and whenever needed to share new/updated information

# EV SELP A PCM

## Trainings & Costs

Initial PCM Practitioner (P), (P1), or (P2) - \$40

Recertification PCM Practitioner (P), (P1), or (P2) - \$40

Retraining PCM Practitioner (P), (P1), or (P2) - \$25

# PCM Trainings Procedures

- Tami Goldstein, EV SELPA Services Specialist, coordinates and communicates about all PCM trainings
- Each district has an identified PCM Liaison
  - Colton – Stephanie Lin
  - County – Wendy Franklin
  - Redlands – Sony Stewart
  - Rialto – Rosario Montilla and Albert Anaya
  - Rim of the World – Cathy Plante
  - Yucaipa – Cody Esquer and Michelle Acosta
- Each district PCM Liaison has access to the PCMA database



# PCM Trainings 2022-2023

- Practitioner Trainings
  - February 23-24
  - April 25-26
- Practitioner 1 Training
  - March 14-15
- Practitioner 2 Trainings
  - December 7, 14-15
  - April 18-20

# EV SELPA PCMA Co-Trainer Checklist

## EV SELPA PCMA CO-TRAINER CHECKLIST

Co-trainers should be able to teach and lead all of the below areas independently  
 Co-trainers should attend multiple (minimum) P2 initial trainings with certified EV SELPA instructors prior to scheduling a future independent training  
 Co-trainers can schedule EV SELPA staff to assist with upcoming in-house trainings

1. Are you able to explain how to <i>complete an application</i> ?	YES	NO
2. Are you able to explain the <i>training agenda</i> ?	YES	NO
3. Are you able to explain the <i>critical items</i> on the green sheet?	YES	NO
4. Are you able to explain the <i>4 primary PCM strategies</i> and provide examples of each?	YES	NO
5. Are you able to explain what <i>CASH</i> stands for and provide appropriate examples of each?	YES	NO
6. Are you able to explain the difference between <i>practitioner levels</i> ?	YES	NO
7. Are you able to explain the difference between <i>continuity</i> and <i>balance</i> AND demonstrate having continuity and balance?	YES	NO
8. Are you able to explain the <i>crisis continuum</i> ?	YES	NO
9. Are you able to explain the difference between <i>shaping</i> and <i>fading</i> AND demonstrate shaping and fading?	YES	NO
10. Are you able to explain <i>transportation</i> procedures?	YES	NO
11. Are you able to correctly teach the steps to the <i>adult 1-person</i> (most to least and least to most) <i>transportation</i> procedure?	YES	NO
12. Are you able to correctly teach the steps to the <i>adult 2-person</i> (most to least and least to most) <i>transportation</i> procedure?	YES	NO
13. Are you able to follow the recommended routine for completing the <i>transportation</i> repetitions?	YES	NO
14. Are you able to explain the <i>guiding principles of PCM</i> ?	YES	NO

# EV SELP A P CMA Co-Trainer Checklist

15. Are you able to teach the steps for the required <i>personal safety techniques</i> and the <i>optional safety techniques</i> ?	YES	NO
16. Are you able to teach the 3 required <i>adult vertical immobilization</i> procedures plus the optional <i>one-person vertical immobilization for child</i> ?	YES	NO
17. Are you able to demonstrate (with the help of another instructor) the 4 <i>required and 1 optional BARR procedures</i> AND provide rationale for each step of the procedure?	YES	NO
18. Are you able to correctly answer questions as they arise throughout the training?	YES	NO
19. Are you able to find the correct answer to questions if participants do not have the answer?	YES	NO
20. Are you able to administer the <i>practical test</i> in a professional and sequential manner?	YES	NO
21. Are you able to notify the participant of each of their mistakes and demonstrate the correct way?	YES	NO
22. Are you able to gather the necessary documents from all the participants and thoroughly check for completion and any errors?	YES	NO
23. Are you able to demonstrate all optional procedures?	YES	NO
24. Do you know the correct order to scan and submit all hard copy documents?	YES	NO
25. Do you know how to navigate the PCMA website to determine certification/passing?	YES	NO
26. Do you know what to do if a participant has failed or is eligible for a retrain?	YES	NO

# EV SELP A P C M A C o - T r a i n e r C h e c k l i s t

- A reference of each main content area that needs to be understood and demonstrated to participants
- Used as a guide while preparing and planning upcoming training as well as pacing of the training
- Reminder of the supplemental resources and when to use them
- A checklist to note any areas of concern while training and testing
- Self-evaluation tool

# EV SELPA Practices & Resources for PCM Instructors

- Certification requirements:
  - Attend the 4-day instructor training
  - Co-train with EV SELPA instructor at a P2 level training
  - Co-train two additional times (at minimum) with EV SELPA instructor at either SELPA or within their district
  - Demonstrate competency in the areas listed on the checklist
- Attend Collaborative Review Session with EV SELPA Instructors that includes review of practices, procedures, and protocols
- Next Mandatory Review Session: January 13, 2023, at 1:30-3:30pm

# EV SELPA Practices & Resources for PCM Instructors

- Google Drive Resources
  - Initial PowerPoint
  - Recertification PowerPoint
  - PowerPoint that includes step-by-step checklists for implementing all procedures, how to test participants and how to make corrections, how to model procedures during both training and testing, how to correctly complete all paperwork, helpful hints when presenting, demonstrating, and testing, and what to do after the training (process for paperwork, if participants fail, extensions, etc.)
  - Handouts to give to participants during the training to increase their understanding and chance of certifying

Any  
Questions?

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## 4.4 DRDP



## 4.5 ADR & LR Plans

## Colton – January 2023 ADR Plan Monitoring

Form Completed By: \_\_\_\_\_

Have you/will you be making changes to activities or budget on the original approved plan?

If yes, a copy of the amended plan must be submitted by 07/31/22

What percentage of the funds have you expended as of December 31, 2023?

Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023?

How will you ensure 100% of the funds are expended by September 30, 2023?

In preparation for the final report due September 30, 2023, please complete the below totals to date as of December 31, 2023.

1) The number of cases mediate through alternative dispute resolution services.

2) The number of cases totally resolved by agreement.

3) The number of cases refusing alternative dispute resolution services and requesting due process.

4) A list of the issues that generated the request for dispute resolution services.

5) Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language.

6) A summary of the outreach activities conducted pursuant to this section.

7) A summary of activities conducted in partnership with family support organization pursuant to this section.

If you are unable to provide or complete any of the above information or data, please explain why.

Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process? (Special Ed Complaints/OAH)

Please provide 1-2 examples.

*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 156,529.00	\$ 39,550.00		\$ 156,529.00
3000 – Employee Benefits	\$ 29,721.00	\$ 13,300.00		\$ 29,721.00
4000 – Materials and Supplies	\$ 10,000.00	\$ 0.00		\$ 10,000.00
5000 – Services and Other Operating Costs	\$ 59,468.00	\$ 10,000.00		\$ 59,468.00
7300 – Indirect Costs	\$ 21,783.00	\$ 0.00		\$ 21,783.00
<b>Totals</b>	<b>\$ 277,501.00</b>	<b>\$ 62,850.00</b>	<b>\$ 0.00</b>	<b>\$ 277,501.00</b>

**For SELPA Use Only**

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval By SELPA:	

## Redlands – January 2023 ADR Plan Monitoring

Form Completed By: \_\_\_\_\_

Have you/will you be making changes to activities or budget on the original approved plan?

If yes, a copy of the amended plan must be submitted by 07/31/22

What percentage of the funds have you expended as of December 31, 2022?

Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023?

How will you ensure 100% of the funds are expended by September 30, 2023?

In preparation for the final report due September 30, 2023, please complete the below totals to date as of December 31, 2022.

1) The number of cases mediate through alternative dispute resolution services.

2) The number of cases totally resolved by agreement.

3) The number of cases refusing alternative dispute resolution services and requesting due process.

4) A list of the issues that generated the request for dispute resolution services.

5) Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language.

6) A summary of the outreach activities conducted pursuant to this section.

7) A summary of activities conducted in partnership with family support organization pursuant to this section.

If you are unable to provide or complete any of the above information or data, please explain why.

Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process? (Special Ed Complaints/OAH)

Please provide 1-2 examples.

*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 100,000.00	\$ 54,280.97		\$ 100,000.00
2000 – Classified Salaries	\$ 0.00	\$ 0.00		\$ 0.00
3000 – Employee Benefits	\$ 39,278.00	\$ 15,224.10		\$ 39,278.00
4000 – Materials and Supplies	\$ 5,000.00	\$ 247.91		\$ 5,000.00
5000 – Services and Other Operating Costs	\$ 109,440.00	\$ 28,366.98		\$ 109,440.00
6000 – Capital Outlay	\$ 2,000.00			\$ 2,000.00
7300 – Indirect Costs	\$ 21,783.00			\$ 21,783.00
<b>Totals</b>	<b>\$ 277,501.00</b>	<b>\$ 98,119.96</b>	<b>\$ 0.00</b>	<b>\$ 277,501.00</b>

**For SELPA Use Only**

Date Received by SELPA:

Date Approved by SELPA:

Date Returned to District for Additional Information:

Additional Information Needed:

Final Approval By SELPA:

## Rialto – January 2023 ADR Plan Monitoring

Form Completed By: \_\_\_\_\_

Have you/will you be making changes to activities or budget on the original approved plan?

If yes, a copy of the amended plan must be submitted by 07/31/22

What percentage of the funds have you expended as of December 31, 2022?

Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023?

How will you ensure 100% of the funds are expended by September 30, 2023?

In preparation for the final report due September 30, 2023, please complete the below totals to date as of December 31, 2022.

1) The number of cases mediate through alternative dispute resolution services.

2) The number of cases totally resolved by agreement.

3) The number of cases refusing alternative dispute resolution services and requesting due process.

4) A list of the issues that generated the request for dispute resolution services.

5) Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language.

6) A summary of the outreach activities conducted pursuant to this section.

7) A summary of activities conducted in partnership with family support organization pursuant to this section.

If you are unable to provide or complete any of the above information or data, please explain why.

Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process? (Special Ed Complaints/OAH)

Please provide 1-2 examples.

*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 40,552.20	\$ 14,665.60		\$ 40,552.20
2000 – Classified Salaries	\$ 5,000.00	\$ 3,372.77		\$ 5,000.00
3000 – Employee Benefits	\$ 14,515.00	\$ 1,784.34		\$ 14,515.00
4000 – Materials and Supplies	\$ 29,805.00	\$ 70,504.55		\$ 29,805.00
5000 – Services and Other Operating Costs	\$ 184,787.33			\$ 184,787.33
7300 – Indirect Costs	\$ 23,397.47	\$ 3,029.21		\$ 23,397.47
<b>Totals</b>	<b>\$ 298,057.00</b>	<b>\$ 93,356.47</b>	<b>\$ 0.00</b>	<b>\$ 298,057.00</b>

**For SELPA Use Only**

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval By SELPA:	

## Rim – January 2023 ADR Plan Monitoring

Form Completed By: \_\_\_\_\_

Have you/will you be making changes to activities or budget on the original approved plan?

If yes, a copy of the amended plan must be submitted by 07/31/22

What percentage of the funds have you expended as of December 31, 2022?

Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023?

How will you ensure 100% of the funds are expended by September 30, 2023?

In preparation for the final report due September 30, 2023, please complete the below totals to date as of December 31, 2022.

1) The number of cases mediate through alternative dispute resolution services.

2) The number of cases totally resolved by agreement.

3) The number of cases refusing alternative dispute resolution services and requesting due process.

4) A list of the issues that generated the request for dispute resolution services.

5) Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language.

6) A summary of the outreach activities conducted pursuant to this section.



7) A summary of activities conducted in partnership with family support organization pursuant to this section.

If you are unable to provide or complete any of the above information or data, please explain why.

Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process? (Special Ed Complaints/OAH)

Please provide 1-2 examples.

*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 24,000.00	\$ 860.00		\$ 24,000.00
3000 – Employee Benefits	\$ 9,726.79	\$ 136.72		\$ 9,726.79
4000 – Materials and Supplies	\$ 0.00	\$ 0.00		\$ 0.00
5000 – Services and Other Operating Costs	\$ 4,157.00	\$ 4,157.00		\$ 4,157.00
6000 – Capital Outlay	\$ 0.00	\$ 0.00		\$ 0.00
7300 – Indirect Costs	\$ 3,227.21	\$ 322.11		\$ 3,227.21
<b>Totals</b>	<b>\$ 41,111.00</b>	<b>\$ 5,475.83</b>	<b>\$ 0.00</b>	<b>\$ 41,111.00</b>

**For SELPA Use Only**

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval By SELPA:	



## Yucaipa-Calimesa – January 2023 ADR Plan Monitoring

Form Completed By: \_\_\_\_\_

Have you/will you be making changes to activities or budget on the original approved plan?

If yes, a copy of the amended plan must be submitted by 07/31/22

What percentage of the funds have you expended as of December 31, 2022?

Is your district on track to expend 100% of AB 130 ADR funds by September 30, 2023?

How will you ensure 100% of the funds are expended by September 30, 2023?

In preparation for the final report due September 30, 2023, please complete the below totals to date as of December 31, 2022.

1) The number of cases mediate through alternative dispute resolution services.

2) The number of cases totally resolved by agreement.

3) The number of cases refusing alternative dispute resolution services and requesting due process.

4) A list of the issues that generated the request for dispute resolution services.

5) Demographics of pupils served including but not limited to, the pupil's disability, family income, English learner classification, race/ethnicity, and the parent's primary language.

6) A summary of the outreach activities conducted pursuant to this section.

7) A summary of activities conducted in partnership with family support organization pursuant to this section.

If you are unable to provide or complete any of the above information or data, please explain why.

Which activities from the plan in your SELPA/LEAs have proved the most successful in preventing disputes from going to due process? (Special Ed Complaints/OAH)

Please provide 1-2 examples.

*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 25,000.00	\$ 19,114.12		\$ 25,000.00
2000 – Classified Salaries	\$ 20,000.00	\$ 0.00		\$ 20,000.00
3000 – Employee Benefits	\$ 10,350.00	\$ 3,902.67		\$ 10,350.00
4000 – Materials and Supplies	\$ 13,000.00	\$ 436.15		\$ 13,000.00
5000 – Services and Other Operating Costs	\$ 54,774.00	\$ 9,270.50		\$ 54,774.00
7300 – Indirect Costs	\$ 10,488.00	\$ 1,761.00		\$ 10,488.00
<b>Totals</b>	<b>\$ 133,612.00</b>	<b>\$ 34,484.44</b>	<b>\$ 0.00</b>	<b>\$ 133,612.00</b>

**For SELPA Use Only**

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval By SELPA:	



## Colton JUSD – January 2023 Learning Recovery Plan Monitoring

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

<b>Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs</b>		
Description of Services/Activities Aligned with Area of Impact:		
Students Served by Services/Activities		
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students	<input type="checkbox"/> Mod/Severe Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible	<input type="checkbox"/> Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation:		<input type="checkbox"/> Not Addressed This Period
<b>Impacted Area: Assessing Learning and Academic Needs of Students</b>		
Description of Services/Activities Aligned with Area of Impact:		
Students Served by Services/Activities		
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students	<input type="checkbox"/> Mod/Severe Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible	<input type="checkbox"/> Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		<input type="checkbox"/> Not Addressed This Period

Impacted Area: Social Emotional Needs	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: High Quality and Instruction	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: Supporting Students Return to In-Person Instruction		
Description of Services/Activities Aligned with Area of Impact:		
Students Served by Services/Activities		
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students	<input type="checkbox"/> Mod/Severe Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible	<input type="checkbox"/> Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		<input type="checkbox"/> Not Addressed This Period

Impacted Area: Complete Overdue IEPs		
Description of Services/Activities Aligned with Area of Impact:		
Students Served by Services/Activities		
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students	<input type="checkbox"/> Mod/Severe Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible	<input type="checkbox"/> Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		<input type="checkbox"/> Not Addressed This Period

Impacted Area: Other Impacted Areas (Missed services)
Description of Services/Activities Aligned with Area of Impact:
Students Served by Services/Activities
<input type="checkbox"/> Low Incidence Students <input type="checkbox"/> Mild/Mod Students <input type="checkbox"/> Mod/Severe Students <input type="checkbox"/> English Learners <input type="checkbox"/> Free/Reduced Lunch Eligible <input type="checkbox"/> Speech Only Students
Results/Outcomes
Evidence of Results/Outcomes
Date(s) of Implementation <span style="float: right;"><input type="checkbox"/> Not Addressed This Period</span>

*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 250,000.00	\$ 35,362.50		\$ 250,000.00
3000 – Employee Benefits	\$ 47,175.00	\$ 5,001.09		\$ 47,175.00
4000 – Materials and Supplies	\$ 25,000.00	\$ 500.00		\$ 25,000.00
5000 – Services and other operating costs	\$ 1,101,892.00	\$ 557,302.82		\$ 1,101,892.00
7300 – Indirect Costs	\$ 120,474.00	\$ 43,153.00		\$ 120,474.00
<b>Totals</b>	\$ 1,544,541.00	\$ 641,319.41	<b>\$ 0.00</b>	\$ 1,544,541.00

Form Completed By: \_\_\_\_\_

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval by SELPA:	



## Redlands USD – January 2023 Learning Recovery Plan Monitoring

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

<b>Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs</b>	
Description of Services/Activities Aligned with Area of Impact:	
<b>Students Served by Services/Activities</b>  <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> Low Incidence Students</div> <div><input type="checkbox"/> Mild/Mod Students</div> <div><input type="checkbox"/> Mod/Severe Students</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Free/Reduced Lunch Eligible</div> <div><input type="checkbox"/> Speech Only Students</div> </div>	
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation:	<input type="checkbox"/> Not Addressed This Period

<b>Impacted Area: Positive Behavior Supports</b>	
Description of Services/Activities Aligned with Area of Impact:	
<b>Students Served by Services/Activities</b>  <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> Low Incidence Students</div> <div><input type="checkbox"/> Mild/Mod Students</div> <div><input type="checkbox"/> Mod/Severe Students</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Free/Reduced Lunch Eligible</div> <div><input type="checkbox"/> Speech Only Students</div> </div>	
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period



<b>Impacted Area: Assessing Learning and Academic Needs of Students</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

<b>Impacted Area: Social Emotional Needs</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: High Quality and Instruction		
Description of Services/Activities Aligned with Area of Impact:		
Students Served by Services/Activities		
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students	<input type="checkbox"/> Mod/Severe Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible	<input type="checkbox"/> Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		<input type="checkbox"/> Not Addressed This Period

Impacted Area: Supporting Students Return to In-Person Instruction		
Description of Services/Activities Aligned with Area of Impact:		
Students Served by Services/Activities		
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students	<input type="checkbox"/> Mod/Severe Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible	<input type="checkbox"/> Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		<input type="checkbox"/> Not Addressed This Period

Impacted Area: Child Find	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: Assessing Students who are Waiting of Initial IEPs	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: Complete Overdue IEPs	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: Other Impacted Areas (Missed services)	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 775,000.00	\$ 992,006.47		\$ 775,000.00
2000 – Classified Salaries	\$ 150,000.00	\$ 31,959.47		\$ 150,000.00
3000 – Employee Benefits	\$ 200,000.00	\$ 319,773.64		\$ 200,000.00
4000 – Materials and Supplies	\$ 100,000.00	\$ 11,915.09		\$ 100,000.00
5000 – Services and other operating costs	\$ 160,000.00	\$ 119,071.46		\$ 160,000.00
6000- Capital Outlay	\$ 89,925.00			\$ 89,925.00
7300 – Indirect Costs	\$ 69,616.00			\$ 69,616.00
<b>Totals</b>	\$ 1,544,541.00	\$ 1,474,726.13	<b>\$ 0.00</b>	\$ 1,544,541.00

Form Completed By: \_\_\_\_\_

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval by SELPA:	



## Rialto USD – January 2023 Learning Recovery Plan Monitoring

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

<b>Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs</b>	
Description of Services/Activities Aligned with Area of Impact:	
<b>Students Served by Services/Activities</b>	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	
<input type="checkbox"/> Speech Only Students	
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation: <span style="float: right;"><input type="checkbox"/> Not Addressed This Period</span>	

<b>Impacted Area: Assessing Learning and Academic Needs of Students</b>	
Description of Services/Activities Aligned with Area of Impact:	
<b>Students Served by Services/Activities</b>	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	
<input type="checkbox"/> Speech Only Students	
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation <span style="float: right;"><input type="checkbox"/> Not Addressed This Period</span>	

<b>Impacted Area: Social Emotional Needs</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

<b>Impacted Area: High Quality and Instruction</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: Other Impacted Areas (Missed services)
Description of Services/Activities Aligned with Area of Impact:
Students Served by Services/Activities
<input type="checkbox"/> Low Incidence Students <input type="checkbox"/> Mild/Mod Students <input type="checkbox"/> Mod/Severe Students <input type="checkbox"/> English Learners <input type="checkbox"/> Free/Reduced Lunch Eligible <input type="checkbox"/> Speech Only Students
Results/Outcomes
Evidence of Results/Outcomes
Date(s) of Implementation <input type="checkbox"/> Not Addressed This Period

*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 180,000.00	\$ 47,880.53		\$ 180,000.00
2000 – Classified Salaries	\$ 25,000.00	\$ 1,327.69		\$ 25,000.00
3000 – Employee Benefits	\$ 51,261.00	\$ 11,171.50		\$ 51,261.00
4000 – Materials and Supplies	\$ 740,000.00	\$ 10,821.17		\$ 740,000.00
5000 – Services and other operating costs	\$ 590,950.00	\$ 51,238.05		\$ 590,950.00
7300 – Indirect Costs	\$ 71,741.00	\$ 5,294.91		\$ 71,741.00
<b>Totals</b>	\$ 1,658,952.00	\$ 127,733.85	<b>\$ 0.00</b>	\$ 1,658,952.00

Form Completed By: \_\_\_\_\_

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval by SELPA:	





# Rim of the World USD – January 2023 Learning Recovery Plan Monitoring

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

<b>Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation: <input type="checkbox"/> Not Addressed This Period	
<b>Impacted Area: Assessing Learning and Academic Needs of Students</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation <input type="checkbox"/> Not Addressed This Period	

<b>Impacted Area: High Quality and Instruction</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

<b>Impacted Area: Supporting Students Return to In-Person Instruction</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: Assessing Students who are Waiting of Initial IEPs	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: Complete Overdue IEPs	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: Other Impacted Areas (Missed services)
Description of Services/Activities Aligned with Area of Impact:
Students Served by Services/Activities
<input type="checkbox"/> Low Incidence Students <input type="checkbox"/> Mild/Mod Students <input type="checkbox"/> Mod/Severe Students <input type="checkbox"/> English Learners <input type="checkbox"/> Free/Reduced Lunch Eligible <input type="checkbox"/> Speech Only Students
Results/Outcomes
Evidence of Results/Outcomes
Date(s) of Implementation <input type="checkbox"/> Not Addressed This Period

*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 10,000.00	\$ 1,405.00		\$ 10,000.00
2000 – Classified Salaries	\$ 10,000.00	\$ 1,701.92		\$ 10,000.00
3000 – Employee Benefits	\$ 5,040.00	\$ 497.52		\$ 5,040.00
4000 – Materials and Supplies	\$ 20,000.00	\$ 20,594.88		\$ 20,000.00
5000 – Services and other operating costs	\$ 165,000.00	\$ 165,441.90		\$ 165,000.00
6000- Capital Outlay	\$ 4,000.10	\$ 0.00		\$ 4,000.10
7300 – Indirect Costs	\$ 14,781.90	\$ 11,852.58		\$ 14,781.90
Totals	\$ 228,822.00	\$ 201,493.80	\$ 0.00	\$ 228,822.00

Form Completed By: \_\_\_\_\_

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval by SELPA:	



# Yucaipa-Calimesa JUSD – January 2023

## Learning Recovery Plan Monitoring

*Directions: Refer to your district's Learning Recovery Plan to indicate progress on Areas of Impact since the last reporting period.*

<b>Impacted Area:</b> Additional Support and Services Needed to Address Identified Learning Needs	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation:	<input type="checkbox"/> Not Addressed This Period
<b>Impacted Area:</b> Positive Behavior Supports	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

<b>Impacted Area: Assessing Learning and Academic Needs of Students</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

<b>Impacted Area: Social Emotional Needs</b>	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: High Quality and Instruction		
Description of Services/Activities Aligned with Area of Impact:		
Students Served by Services/Activities		
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students	<input type="checkbox"/> Mod/Severe Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible	<input type="checkbox"/> Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		<input type="checkbox"/> Not Addressed This Period

Impacted Area: Supporting Students Return to In-Person Instruction		
Description of Services/Activities Aligned with Area of Impact:		
Students Served by Services/Activities		
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students	<input type="checkbox"/> Mod/Severe Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible	<input type="checkbox"/> Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		<input type="checkbox"/> Not Addressed This Period

Impacted Area: Child Find	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period

Impacted Area: Other Impacted Areas (Missed services)	
Description of Services/Activities Aligned with Area of Impact:	
Students Served by Services/Activities	
<input type="checkbox"/> Low Incidence Students	<input type="checkbox"/> Mild/Mod Students
<input type="checkbox"/> English Learners	<input type="checkbox"/> Free/Reduced Lunch Eligible
<input type="checkbox"/> Mod/Severe Students	<input type="checkbox"/> Speech Only Students
Results/Outcomes	
Evidence of Results/Outcomes	
Date(s) of Implementation	<input type="checkbox"/> Not Addressed This Period



*Indicate funds spent to date*

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated Salaries	\$ 69,668.00	\$ 99,856.68		\$ 69,668.00
2000 – Classified Salaries	\$ 100,000.00	\$ 1,308.14		\$ 100,000.00
3000 – Employee Benefits	\$ 48,360.00	\$ 19,257.55		\$ 48,360.00
4000 – Materials and Supplies	\$ 75,000.00	\$ 8,972.22		\$ 75,000.00
5000 – Services and other operating costs	\$ 392,263.00	\$ 26,643.00		\$ 392,263.00
7300 – Indirect Costs	\$ 58,377.00	\$ 8,359.00		\$ 58,377.00
<b>Totals</b>	<b>\$ 743,668.00</b>	<b>\$ 164,396.59</b>	<b>\$ 0.00</b>	<b>\$ 743,668.00</b>

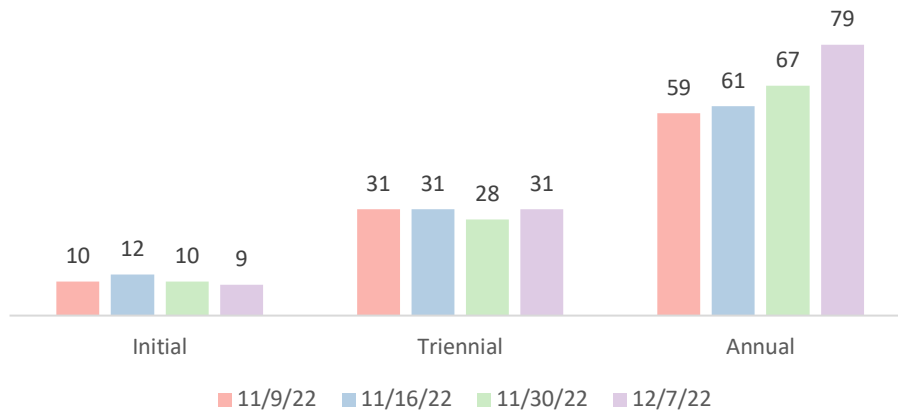
Form Completed By: \_\_\_\_\_

Date Received by SELPA:	Date Approved by SELPA:
Date Returned to District for Additional Information:	
Additional Information Needed:	
Final Approval by SELPA:	

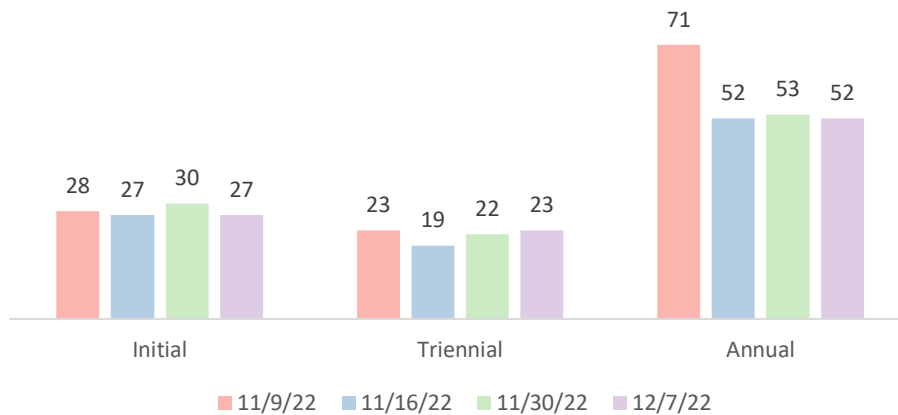
## 4.6 CDE Compliance Monitoring

## EV SELPA IEP Compliance Monitoring

Colton Late IEPs as of 12.7.22  
Triennials & Annuals 30+ Days

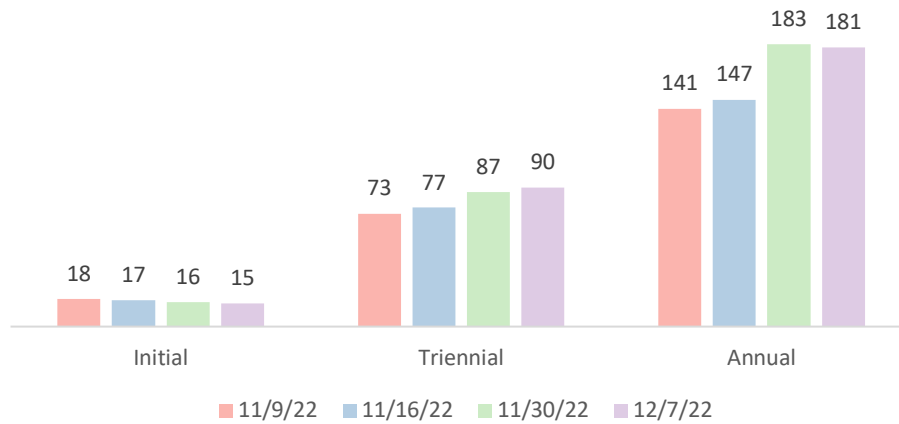


Redlands Late IEPs as of 12.7.22  
Triennials & Annuals 30+ Days

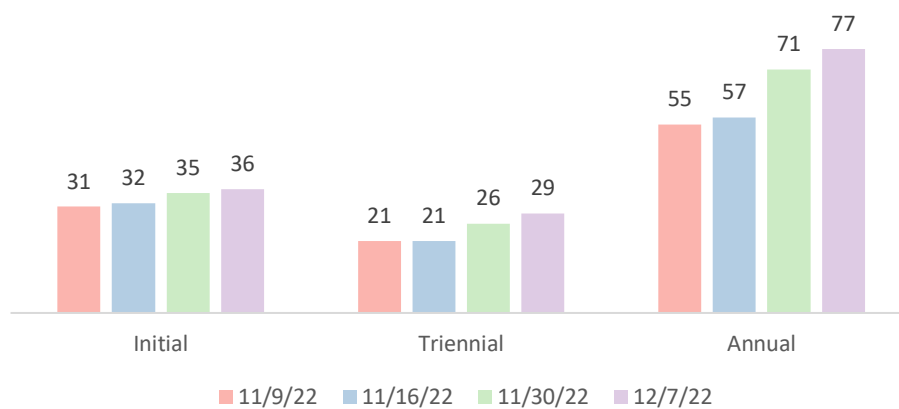


## EV SELPA IEP Compliance Monitoring

Rialto Late IEPs as of 12.7.22  
Triennials & Annuals 30+ Days

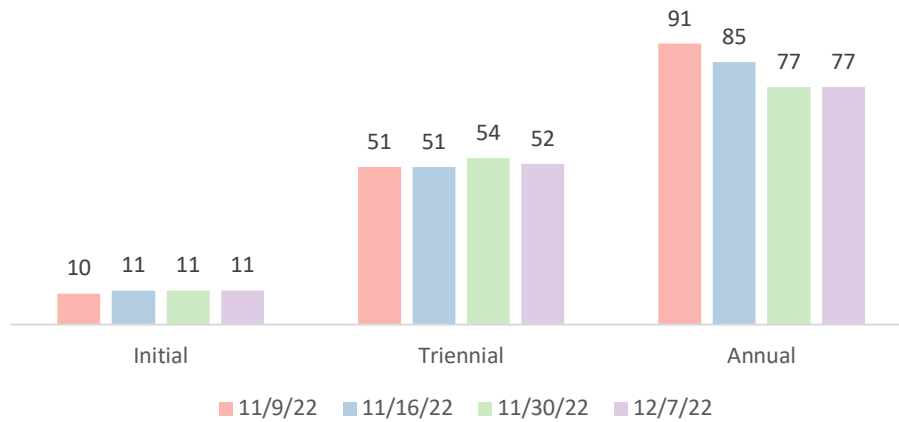


Rim Late IEPs as of 12.7.22  
Triennials & Annuals 30+ Days

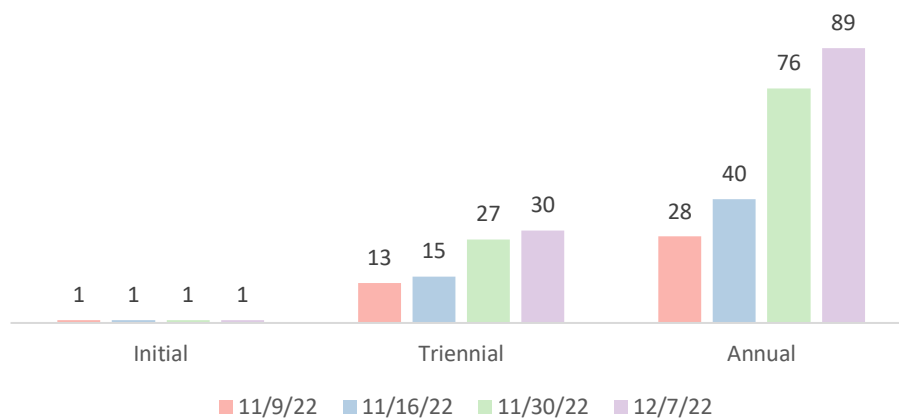


## EV SELPA IEP Compliance Monitoring

SBCSS Late IEPs as of 12.7.22  
Triennials & Annuals 30+ Days



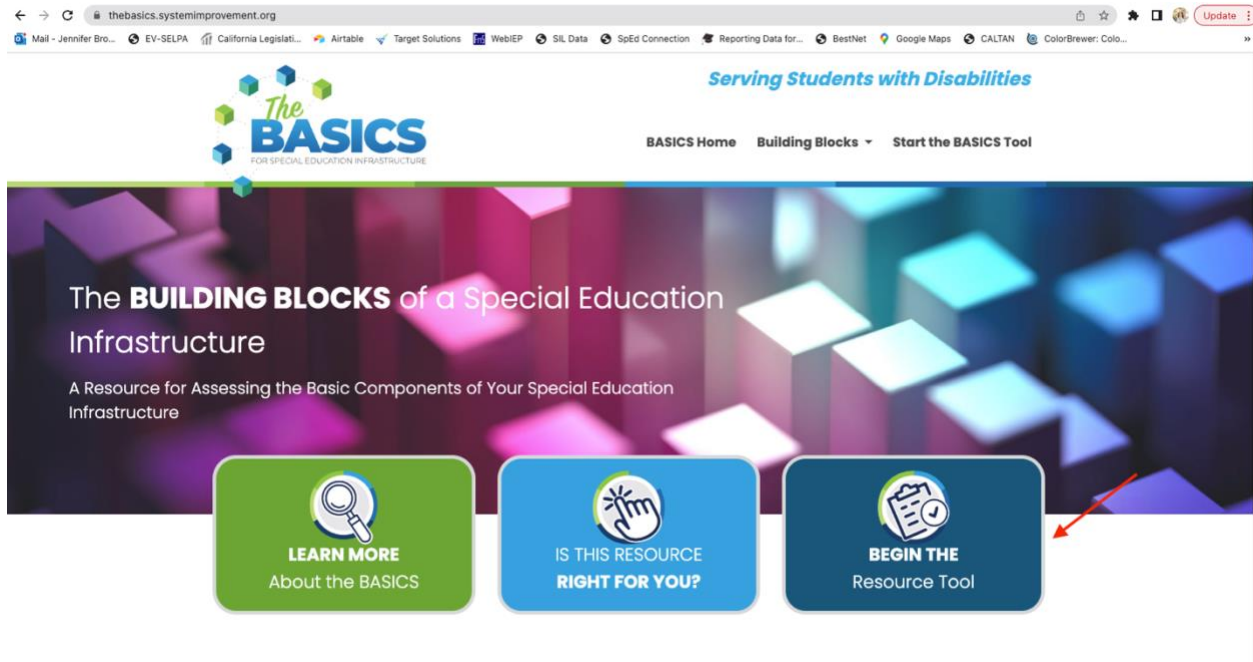
Yucaipa Late IEPs as of 12.7.22  
Triennials & Annuals 30+ Days




## How to Access the SIL BASICS Site

Go to: <http://thebasics.systemimprovement.org>

Select Begin the Resource Tool



Create an account or login



The BASICS logo, featuring the text 'The BASICS' in a large, bold, blue font, with 'FOR SPECIAL EDUCATION INFRASTRUCTURE' in a smaller font below it. To the left of the text is a graphic of several colorful cubes (blue, green, yellow) arranged in a cluster.

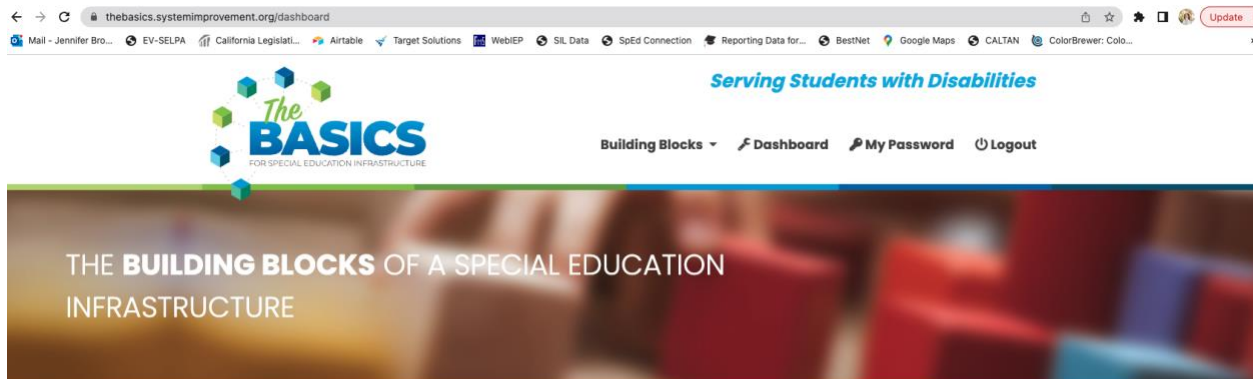
Below the logo is a login form with two input fields. The first field contains the email address 'jennifer.brooksby@sbcss.net'. The second field contains a masked password '\*\*\*\*\*'. Below the password field is a dark grey button labeled 'Login'.

[Forgot Password?](#)

[Not a user yet? Register Here](#)

[BASICS Home](#)

Select Begin IEP Data Visualization Tools from the BASICS Tools Dashboard



Welcome JENNIFER BROOKSBY to the BASICS Tool Set.

## BASICS Tools Dashboard

Tool	Description	
THE BASIC COMPONENTS TOOL	A Resource for assessing the basic components of your special education infrastructure. The Basic Components Tool provides a structured process for LEA leaders to identify strengths and gaps in special education infrastructure and to prioritize the steps for system improvement.	<a href="#">Begin →</a>
IEP DATA VISUALIZATION TOOLS	Works with your SEDS (Special Education Data System) generated reports to create data visualizations for IEP overdue <b>ELIGIBILITY EVALUATIONS</b> or overdue <b>NEXT EVALUATION PLAN REVIEWS</b> .	<a href="#">Begin →</a>

Choose the view you wish to analyze

The screenshot shows the "IEP Data Visualization Tools" dashboard. It includes a "Return to Main Dashboard" link and a welcome message for JENNIFER BROOKSBY. A button "Import a New Data Set" is visible. Below, a section titled "JENNIFER BROOKSBY (PRIVATE RESOURCES)" contains a table with data sets. The table has columns for Import Date, # of Items, Description, Total # of Overdue Annual Plans, # of Overdue Eligibility Plan Reviews, and a Remove button. The data sets are for October 18, 2022 (10464 items), November 18, 2022 (10626 items), and December 6, 2022 (10657 items). Each row shows breakdowns by LEA, School Site, and Case Manager for both Annual Plans and Eligibility Plan Reviews. At the bottom, there are filters for "View Progress Over Time for all Data Sets Above" and "Disaggregated Views", along with buttons to view data by LEA, School Site, or Case Manager.

Import Date	# of Items	Description	Total # of Overdue Annual Plans			# of Overdue Eligibility Plan Reviews			
October 18, 2022	10464		<a href="#">By LEA</a>	<a href="#">By School Site</a>	<a href="#">By Case Manager</a>	<a href="#">By LEA</a>	<a href="#">By School Site</a>	<a href="#">By Case Manager</a>	<a href="#">Remove</a>
November 18, 2022	10626		<a href="#">By LEA</a>	<a href="#">By School Site</a>	<a href="#">By Case Manager</a>	<a href="#">By LEA</a>	<a href="#">By School Site</a>	<a href="#">By Case Manager</a>	<a href="#">Remove</a>
December 6, 2022	10657		<a href="#">By LEA</a>	<a href="#">By School Site</a>	<a href="#">By Case Manager</a>	<a href="#">By LEA</a>	<a href="#">By School Site</a>	<a href="#">By Case Manager</a>	<a href="#">Remove</a>

View Progress Over Time for all Data Sets Above

[Disaggregated Views](#)

[by LEA](#) [by School Site](#) [by Case Manager](#) [by LEA](#) [by School Site](#) [by Case Manager](#)

LEAs may choose to view by School Site or by Case Manager to drill down and identify data trends.



# CDE's Compliance and Improvement Monitoring to Meet IDEA

**CALIFORNIA DEPARTMENT OF EDUCATION**

Tony Thurmond, State Superintendent of Public Instruction

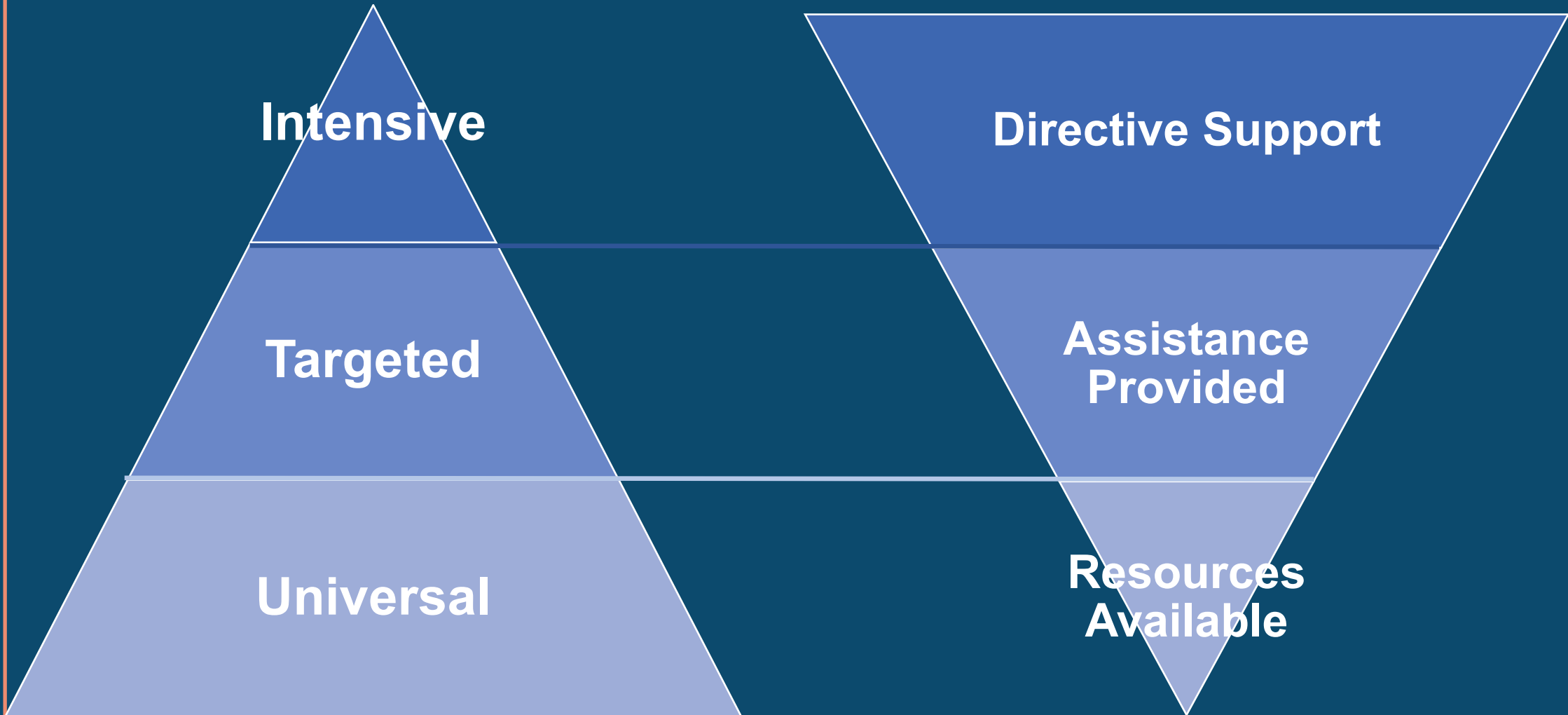


# CDE Special Education Monitoring

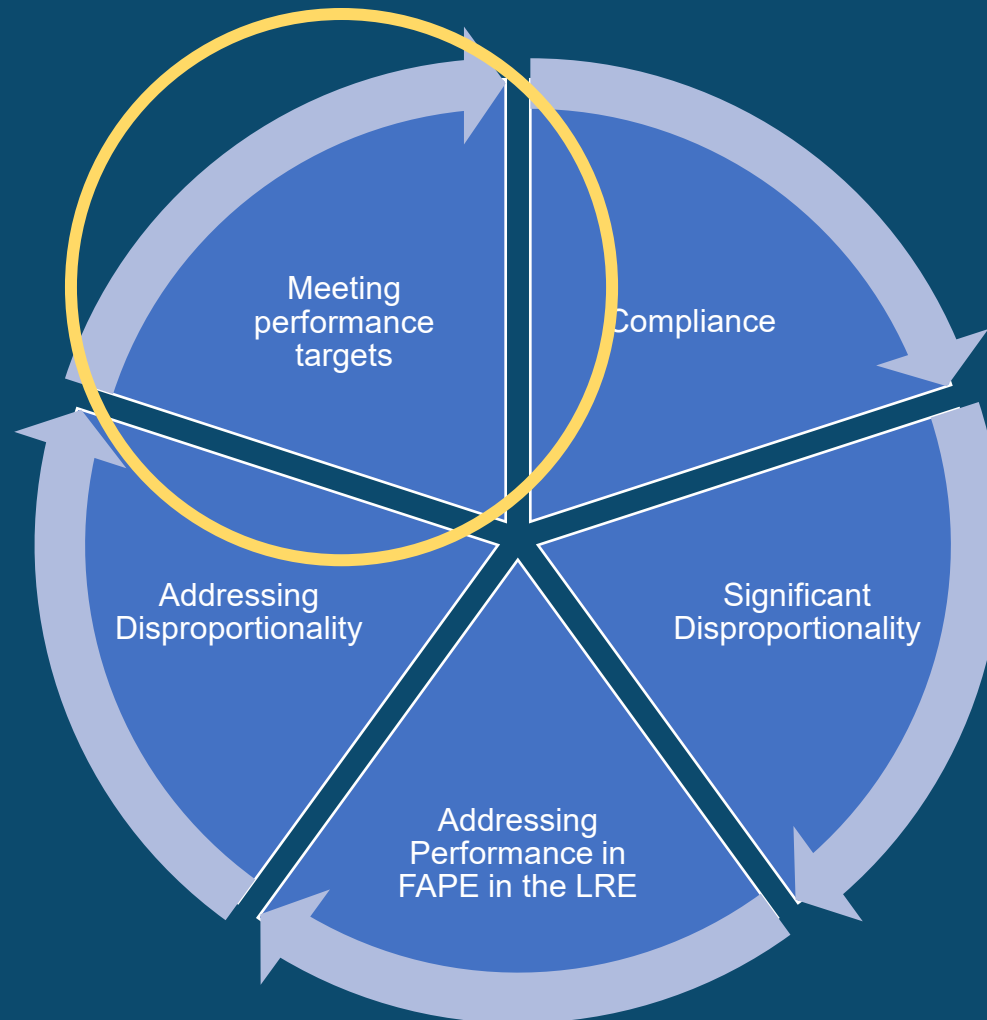
The primary focus of the State's monitoring activities must be on -

- (1) Improving educational results and functional outcomes for all children with disabilities; and
- (2) Ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

# So what does that look like in Monitoring



# How do Non-Small LEAs get into the Tiers?



Meets Requirements	TARGETED				INTENSIVE		
Universal Supports Only	Compliance Only	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
No Procedural Noncompliance	Timeline Noncompliance	Not Meeting 1-2 Targets	1 Yr Dispro	2 Yr Dispro	Sig Dis Yr 1	Sig Dis Yr 2	Sig Dis 3+ Yrs
Not Disproportionate	Complaint Corrective Actions	NoT Making Progress on Corrective Actions	Don't meet 3+ targets	Bottom 11-20%	Overdue CA 1 yrs		Overdue CA 2+ yrs
Meets all Targets	Transition plans Noncompliance	Has not created a CIM improvement Plan in 5 years			Bottom 8-10%	Bottom 4-7%	Bottom 2-3%

# What are activities are within the levels?

MONITORING TIER	UNIVERSAL	TARGETED				INTENSIVE		
DIFFERENTIATED MONITORING LEVEL	N/A	Compliance Only	Targeted Level 1	Targeted Level 2	Targeted Level 3	Intensive Level 1	Intensive Level 2	Intensive Level 3
ANNUAL DETERMINATION	Meets Requirements	Needs Assistance	Needs Assistance	Needs Assistance	Needs Assistance	Needs Intervention	Needs Intervention	Needs Intervention
CIM PROCESS PARTICIPATION AND ENGAGEMENT LEVEL	N/A	Not Required; Corrective Actions Only	Required Independent	Required Independent	Required Assisted	Required Assisted	Required Directed	Required Directed
<b>STEP 1: Gather and Inquire</b>								
Team Creation	Optional	Optional	Required Independent	Required Independent	Required Assisted	Required Assisted	Required Directed	Required Directed
Data Drill Down	Optional	Optional	Required Independent	Required Independent	Required Assisted	Required Assisted	Required Directed	Required Directed
Assessment of Infrastructure	Optional	Optional; CAs	Optional	Optional	Optional	Required Assisted	Required Directed	Required Directed
Policies, Practices, Procedures Review	N	Prong II	Required Independent	Required Independent	Required Independent	Required Directed	Required Directed	Required Directed
Educational Benefit Review	N	N	Optional	Optional	Optional	Required Independent	Required Assisted	Required Directed
Parent Input	Optional	Optional	Optional*	Optional*	Required Independent	Required Independent	Required Directed	Required Directed
<b>STEP 2: Investigate</b>								
Root Cause Analysis	Optional	Optional	Required Independent	Required Independent	Required Assisted	Required Assisted	Required Directed	Required Directed
Prioritization	Optional	Optional	Optional	Optional	Required Independent	Required Assisted	Required Directed	Required Directed
Initiative Inventory	Optional	Optional	Optional	Optional	Optional	Required Independent	Required Assisted	Required Directed
Theory of Action/Improvement Framework	Optional	Optional	Optional	Optional	Optional	Required Independent	Required Assisted	Required Directed
<b>STEP 3: Planning</b>								
Plan	Optional	Optional	Required Independent+	Required Independent+	Required Assisted	Required Directed	Required Directed	Required Directed
Approval	N	N	SELPA	SELPA	SELPA+CDE	CDE	CDE	CDE
<b>Step 4: Monitoring Implementation Plan</b>	N	N	N	SELPA	SELPA+CDE	CDE	CDE	CDE

# What is the CIM Process?

Year 1

## Step 1 Gather and Inquiry

- What is occurring?

## Step 2- Investigate

- Why is this happening?

## Step 3-Plan

- How can we address it?

Year 2

## Step 4- Implementation

- How is it going?
- Are we meeting expectations set forth in the plan



Implementation updates with CDE



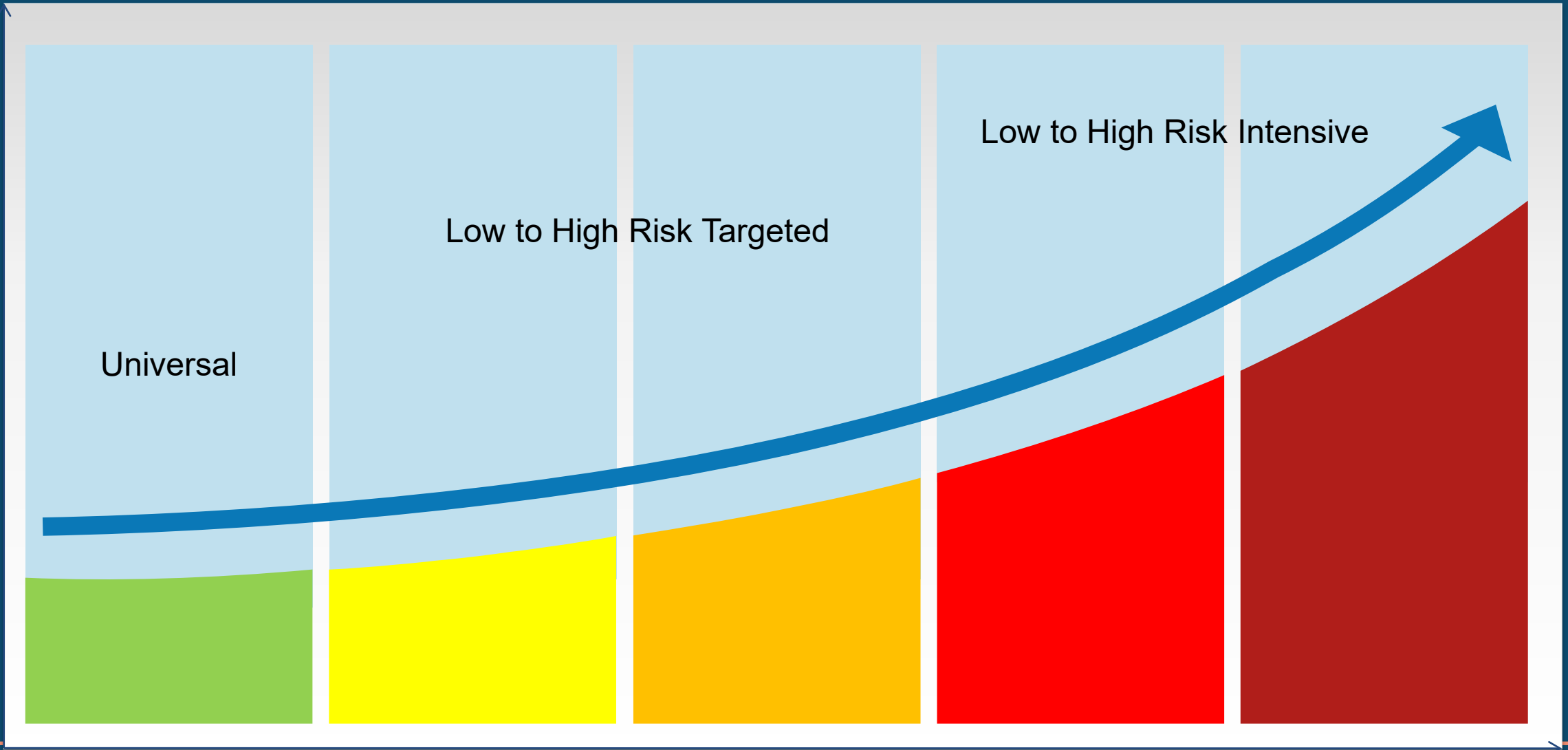
Review local data



Update Plan

Year 3

# What will CDE's Engagement in the CIM Look Like?



# When will all of this occur?

## Just starting CIM

March

Annual Determination Letter

Instructional Webinars

March-June

CIM Step 1

Gather and Inquire

July-September

CIM Step 2

Investigate

October-November

CIM Step 3

Plan

November 1 Plans due

## Continuing with CIM

March

Annual Determination  
Letter

March-June

Connecting with TA  
providers

July-September

Updating implementation  
with CDE  
Measure milestones

October-December

Review initial  
implementation data



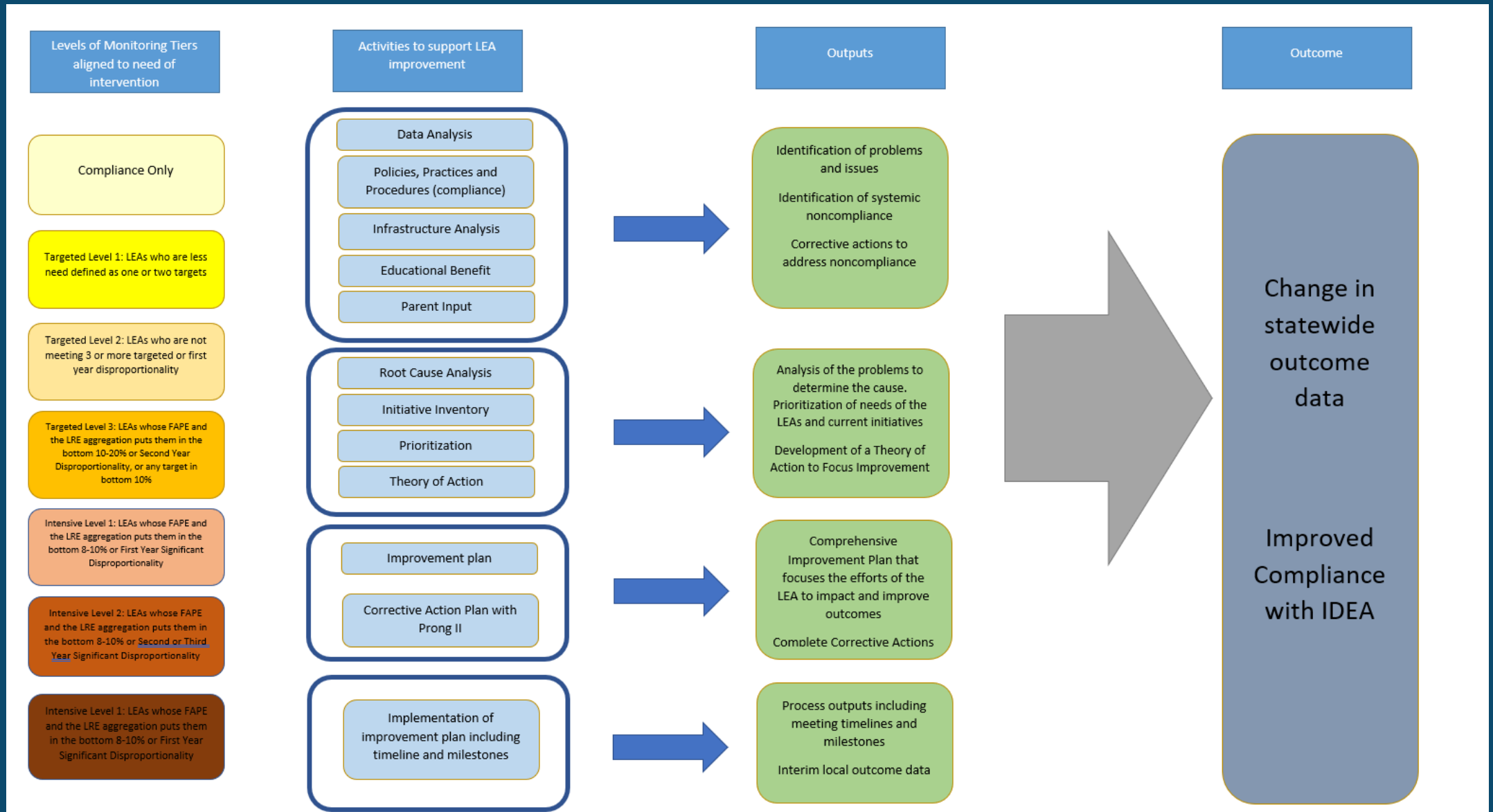
# Small LEA Monitoring

- Year 1 of Small LEA started in November
- Year 2 cohorts will start August 2023
- CIM selection for smalls will begin Spring of 2024

# Fiscal Monitoring

- 2023 Fiscal Monitoring will include
  - Review of MOE
  - Review of CCEIS
  - Engagement with LEAs who are not spending the full grant award timely
  - Fiscal monitoring will be part of the CIM process in the future 2024 and beyond

# Logic Model



# What about TA

CDE has launched a new website for Special Education TA:

<https://caltan.info/>

## 4.7 Student Data, CALPADS & Data Certification

## 4.8 Inclusion Discussion

## 4.9 SBCSS East Valley Operations



# SBCSS FEE-FOR-SERVICE VERIFICATION FORM

**November 2022**

Date

**DISTRICT NAME:** COLTON JUSD

**DIRECTOR'S NAME:** ROB PEARSON

## 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](mailto:andrea.tennyson@sbcss.net)) by **Monday, November 28, 2022.**

Date

<u>EV SELPA Board Approved SBCSS FFS Program Services</u>	Service Acronym	Student/Service Count provided by EV SELPA	Student/Service Count <u>verified</u> by District
Specialized Academic Instruction/Self-Contained	SAI	47	47
<i>Additional related services included in SAI program</i>	APE/LSH/ SHL	75	75
Low Incidence	LI		
~Deaf and Hard of Hearing	DHH	32	32
~Orientation & Mobility Service	O&M	7	7
~Visual Impairment Itinerant	VI	17	17
1:1 Aide	1:1	3	3
Intensive Therapeutic	IC	2	2

I confirm the accuracy of the above data.

**DIRECTOR SIGNATURE:**

*Rob Pearson*

**DATE:** 11/28/22





# SBCSS FEE-FOR-SERVICE VERIFICATION FORM

**November 2022**

Date

**DISTRICT NAME:** RIALTO USD

**DIRECTOR'S NAME:** JENNIFER JOHNSON

## 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](mailto:andrea.tennyson@sbcss.net)) by

**Monday, November 28, 2022.**

Date

<u>EV SELPA Board Approved SBCSS FFS Program Services</u>	Service Acronym	Student/Service Count provided by EV SELPA	Student/Service Count <u>verified</u> by District
Specialized Academic Instruction/Self-Contained	SAI	42	
<i>Additional related services included in SAI program</i>	APE/LSH/ SHL	48	
Low Incidence	LI		
<i>~Deaf and Hard of Hearing</i>	DHH	37	
<i>~Orientation &amp; Mobility Service</i>	O&M	1	
<i>~Visual Impairment Itinerant</i>	VI	9	
1:1 Aide	1:1	3	
Intensive Therapeutic	IC	3	

I confirm the accuracy of the above data.

**DIRECTOR SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_



# EAST VALLEY SELPA

*Educating Together*

## SBCSS FEE-FOR-SERVICE VERIFICATION FORM

November 2022

Date

DISTRICT NAME:

REDLANDS USD

DIRECTOR'S NAME:

PATTY BUCHMILLER

### 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](mailto:andrea.tennyson@sbcss.net)) by Monday, November 28, 2022.

Date

<u>EV SELPA Board Approved SBCSS FFS Program Services</u>	<u>Service Acronym</u>	<u>Student/Service Count provided by EV SELPA</u>	<u>Student/Service Count verified by District</u>
Specialized Academic Instruction/Self-Contained	SAI	6	6
<i>Additional related services included in SAI program</i>	APE/LSH/ SHL	9	9
Low Incidence	LI		
<i>~Deaf and Hard of Hearing</i>	DHH	33	33
<i>~Orientation &amp; Mobility Service</i>	O&M	11	11
<i>~Visual Impairment Itinerant</i>	VI	41	41
1:1 Aide	1:1	1	1
Intensive Therapeutic	IC	1	1

I confirm the accuracy of the above data.

DIRECTOR SIGNATURE:

*Patty Buchmiller*

DATE:

12/1/22



# SBCSS FEE-FOR-SERVICE VERIFICATION FORM

**November 2022**

Date

**DISTRICT NAME:** RIM OF THE WORLD SCHOOL DISTRICT

**DIRECTOR'S NAME:** SHANNON HANSEN

## 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](mailto:andrea.tennyson@sbcss.net)) by **Monday, November 28, 2022.**

Date

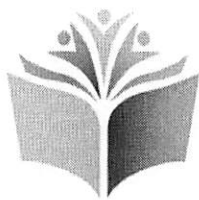
<u>EV SELPA Board Approved SBCSS FFS Program Services</u>	<u>Service Acronym</u>	<u>Student/Service Count provided by EV SELPA</u>	<u>Student/Service Count verified by District</u>
Specialized Academic Instruction/Self-Contained	SAI	4	3
Additional related services included in SAI program	APE/LSH/SHL	3	3
Low Incidence	LI		0
~Deaf and Hard of Hearing	DHH	2	2
~Orientation & Mobility Service	O&M	1	1
~Visual Impairment Itinerant	VI	2	2
1:1 Aide	1:1	0	0
Intensive Therapeutic	IC	1	1

I confirm the accuracy of the above data.

**DIRECTOR SIGNATURE:**

**DATE:**

11/29/22



EAST VALLEY  
**SELPA**

*Educating Together*

SBCSS FEE-FOR-SERVICE VERIFICATION FORM

**November 2022**

Date

**DISTRICT NAME:**

YUCAIPA-CALIMESA JOINT UNIFIED SCHOOL DISTRICT

**DIRECTOR'S NAME:**

LESLIE BURGHARDT

**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](mailto:andrea.tennyson@sbcss.net)) by **Monday, November 28, 2022.**

Date

<u>EV SELPA Board Approved SBCSS FFS Program Services</u>	<u>Service Acronym</u>	<u>Student/Service Count provided by EV SELPA</u>	<u>Student/Service Count verified by District</u>
Specialized Academic Instruction/Self-Contained	SAI	17	19
Additional related services included in SAI program	APE/LSH/ SHL	11	10
Low Incidence	LI		
~Deaf and Hard of Hearing	DHH	15	14
~Orientation & Mobility Service	O&M	3	4
~Visual Impairment Itinerant	VI	14	15
1:1 Aide	1:1	1	0
Intensive Therapeutic	IC	8	8

I confirm the accuracy of the above data.

**DIRECTOR SIGNATURE:**

*Leslie Burghardt*

**DATE:**

*11-28-22*

## 4.10 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)*



### 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**



## 5.4 EV SELPA Professional Development December 2022 – January & February 2023



## **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 Manager, 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>

## Location:

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

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





Region 10 Coordinating Council ADR Committee Presents:

**“MIND THE GAP”  
Between Verbal and Non-Verbal Communication  
WEBINAR**

Presented by:  
David Dowling, JD, MDR, Professional Mediator

**Tuesday  
JANUARY 24, 2023  
9:00 am - 12:00 noon**

Registration Fee: \$50.00  
(Pos are not accepted - This is a Pre-Pay Event)

**Register Online:**  
**<https://sbcss.k12oms.org/46-221725>**

Missteps, miscommunication, and misunderstandings in conversations can result in assumptions. These assumptions are made in an attempt to build a bridge and avoid the gap between verbal and non-verbal communication. However, assumptions can lead to confusion and conflict. The session will focus on the gap between what is said and what is not said in difficult conversations and negotiations.

Learning Outcomes:

1. Develop and enhance active listening skills and questioning techniques
2. Understand the importance of feeling “heard”
3. Demonstrate an awareness of concerns and feelings in resolving disputes





## Team Up for Comprehensive Assessment

Team of Presenters:

Susanne Ferguson, Ed.S., CCC-SLP, BCBA (Webinar Only)

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

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

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

A collaborative approach is one of the best ways to ensure comprehensive assessment. All assessors should understand one another's roles and responsibilities in the assessment process. Moreover, it is vital to collaborate and share information throughout assessment as this ensures that all stakeholders contribute to meaningful analysis and interpretation of data. A team of assessors from various fields will come together in this training to help you to learn about different assessment domains unique to each assessor's scope of practice. Additionally, this training will focus on eligibility criteria in special education, the importance of collaboration for prime assessment outcomes, and common misconceptions regarding the assessment process. Please join us if you are an assessor, service provider, or IEP team member who wants to learn more about how to team up to ensure comprehensive assessments.



**Thursday, August 25, 2022**

**8:30 am - 12:30 pm**

**WEBINAR**

Confirmed registrations will receive a link to join the webinar prior to the event date

**Register Online:**

**<https://sbcss.k12oms.org/46-217158>**

**Thursday, February 16, 2023**

**8:30 am - 12:30 pm**

**In-Person Training**

Dorothy Inghram Learning Center/EV SELPA  
670 E. Carnegie Drive, SB 92408

**Register Online:**

**<https://sbcss.k12oms.org/46-217159>**



# Additional Support Assessment (ASA) Training



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

## **WEBINAR**

*Presented by: Susanne Ferguson, Ed.S., CCC-SLP, BCBA*

Wednesday,

**September 7, 2022**

**8:30 am—12:00 pm**

Register Online:

**<https://sbcss.k12oms.org/46-216688>**

## **In-Person Training**

Presented by: EV SELPA Program Specialists  
Mary Anne Klenske, M.A. & Shannon Vogt, M.A.

Wednesday,

**February 1, 2023**

**8:30 am –3:00 pm**

Register Online:

**<https://sbcss.k12oms.org/46-216689>**

Location:

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

## 3-Day Training

# Manifestation Determination (MD), Functional Behavior Assessment (FBA), & Behavior Intervention Plan (BIP)

Day 1 of this training will help school psychologists, and administrators learn about the **Manifestation Determination** process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defensible decisions. *Participants will:*

- be exposed to real life examples of manifestation determination cases
- will have the opportunity to practice via case studies
- will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations
- will leave the training with several tools, and resources to help conduct thorough manifestation determinations.

**Presented by: Jessica M. Lascano, MA, LEP #3613, APCC #8762, NCSP,  
SBCSS School Psychologist**

Day 2 & Day 3 of this training covers the core components of both an effective and comprehensive **Functional Behavior Assessment (FBA)** and resulting **Behavior Intervention Plan (BIP)**. Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment, and Analysis of data to determine the function of the behavior. This information comes directly from researched literature on ABA. Part-two will cover how to develop interventions, teaching strategies, visual supports and crisis intervention procedures in order to decrease identified behavior and increase the use of the new positive behavior (FERB).

*Participants will:*

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

**Presented by: Courtney Beatty, MA, BCBA, Mary Anne Klenske, MA, and Shannon Vogt, MA  
East Valley SELPA Program Specialists**

*Tuesday, Wednesday, & Thursday*  
**January 24, 25, & 26, 2023**  
**8:30 am - 3:00 pm**

*Register Online:*

<https://sbcss.k12oms.org/46-217140>

*Manifestation Determination Only*  
**Tuesday, January 24, 2023**  
**8:30 am - 3:00 pm**

*Register Online:*

<https://sbcss.k12oms.org/46-217142>

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

# UNDERSTANDING NEURODIVERSITY & STRATEGIES FOR ACADEMIC SUCCESS WITHIN INCLUSIVE CLASSROOMS

## Webinar

*Presented by:*

Susanne Ferguson, Jessica Lascano, & Colleen Meland

The Neurodiversity 'Growth' Paradigm embraces individuals having cognitive and behavioral differences as *normal* variations in our natural world. Neurodiversity aligns with the practices of the *Inclusion Movement* and should be represented in diversity lessons and educational equity policies.

This webinar training will include the following topics & activities:

- Neurodiversity affirming language
- Interactive activities providing perspective about how neurodivergent individuals feel complying with neurotypical behavior expectations
- Videos portraying the Neurodivergent Point-of-View
- Classroom strategies:
  - Neurodiversity affirming goals
  - *Bidirectional / 'Double Empathy' perspective training*
  - *Acceptance training* for neurotypicals
  - Teaching *figurative language*
  - Teaching *interoception*— awareness of one's internal feelings relative to their emotional state of being

*Friday*

**September 30, 2022**

**8:30 am - 12:30 pm**

Register [Online](https://sbcss.k12oms.org/46-219832):

<https://sbcss.k12oms.org/46-219832>

*Friday*

**January 20, 2023**

**8:30 am - 12:30 pm**

Register [Online](https://sbcss.k12oms.org/46-219833):

<https://sbcss.k12oms.org/46-219833>





## **Evidence-Based Practices for Autism: Social Skills & Video Modeling**

Presenters:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialist

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

Do you teach students with Autism Spectrum Disorder (ASD)? Would you like to know more about how to use Evidence-Based Practices (EBPs) to make your teaching more effective? Would you like to learn about and implement social skills training and video modeling? If yes, this training is for you!

Participants will:

- Be able to implement social skills training to improve behavior, social, communication, play and cognitive outcomes of students
- Learn how to effectively use video modeling to improve target skills in a variety of areas
- Know where to locate resources and research for EBPs for ASD

**Thursday, February 23, 2023**

**8:30 am - 11:30 am**

Location:

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

**Register Online:**

**<https://sbcss.k12oms.org/46-217015>**



## POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS

*Presenters:*

Mary Anne Klenske, MA, EV SELPA Program Specialist  
 Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager  
 Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

This training focuses on using positive behavior interventions to assist teachers with managing behavior challenges. The following behavioral principles will be introduced:

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

Attendees will leave with strategies to implement immediately in their respective settings.

*Tuesday*

**February 21, 2023**

**8:30 am - 3:30 pm**

Register Online:

<https://sbcss.k12oms.org/46-217149>

Location:

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

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

*Presented by:*

Mary Anne Klenske, MA, EV SELPA Program Specialist  
Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager  
Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist

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

*Location:*

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

**Thursday, October 20, 2022**

**8:30 am -12:30 pm**

**Register Online:**

**<https://sbcss.k12oms.org/46-217152>**

**Tuesday, January 31, 2023**

**8:30 am -12:30 pm**

**Register Online:**

**<https://sbcss.k12oms.org/46-217153>**



# Cognitive-Behavioral Techniques for Educators

*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

**Date:** Thursday, February 2, 2023

**Time:** 8:00 - 8:30 am - Sign-in  
8:30 am - 12:45 pm - Workshop

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

**Cost:** Free

**Content:** Behavior Intervention Plans (BIPs) may not offer a complete course of intervention for students with emotional-behavioral disorders. Effective treatment planning includes evidence-based cognitive-behavioral interventions (CBIs) for addressing intrapsychic conflict at the root of many of these disorders. This unique hands-on, interactive training provides you with the key CBIs to help develop an effective milieu program that—in tandem with your students’ mental health professionals—can provide brief, issue-focused support to help restructure student thinking, provide techniques that students can use to develop emotional equanimity, foster intrinsic motivation, and improve behavioral outcomes.

**Intended Audience:** Special education teachers, school psychologists, administrators, clinical psychologists, LMFTs, LCSWs, LPCCs, ERMHS staff or school counselors specifically designated to working with special needs students, and others who actively work with youth who have mental health concerns

**Outcomes:** Participants will:

1. Learn how to help students identify and battle cognitive distortions.
2. Learn how to assist in changing emotional patterns that lead to unwanted outcomes.
3. Learn ways to help students regulate and manage moods.
4. Learn and practice “mindfulness” techniques that help de-stress and rapidly restore emotional equilibrium.
5. Discover methods to cultivate student values that lead to action plans aimed at improving learning, participation, and future outcomes.

*Registration Deadline: January 26, 2023*

**Register Online:**

<https://sbcss.k12oms.org/46-220152>





**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](mailto:tami.goldstein@sbcss.net)**





**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](mailto: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 to 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](mailto:tami.goldstein@sbcss.net)**



**RECORDED ON-DEMAND TRAINING**  
**“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](mailto:tami.goldstein@sbcss.net)**



**RECORDED ON-DEMAND TRAINING**

**“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](mailto:tami.goldstein@sbcss.net)**



# DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

Facilitated by:

Dr. Patty Metheny, Chief Administrative Officer

Jennifer Brooksby, Program Manager

Sonya Hall, Program Technician (MIS)

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

Intended Audience:

District Access Users and District Special Education Administrators

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

Location:

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



# **DEVELOPING STUDENT-CENTERED & LEGALLY COMPLIANT IEP GOALS**

## ***3-DAY TRAINING***

*Presented by:*

Courtney Beatty (MA, BCBA), EV SELPA Program Specialist  
Shannon Vogt (MA), EV SELPA Program Specialist  
Rick Homutoff (Ed.D.), EV SELPA Due Process Program Manager

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

Day 1 Objectives: Participants will:

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

Day 2 Objectives: Participants will:

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

Day 3 Objectives: Participants will:

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



*Location*

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

*Tuesday, Wednesday, & Thursday*  
**October 4 - 6, 2022**  
**8:30 am - 3:00 pm**

***Register Online:***

<https://sbcss.k12oms.org/46-221871>

*Tuesday, Wednesday, & Thursday*  
**January 10 - 12, 2023**  
**8:30 am - 3:00 pm**

***Register Online:***

<https://sbcss.k12oms.org/46-221873>

*Tuesday, Wednesday, & Thursday*  
**April 4 - 6, 2023**  
**8:30 am - 3:00 pm**

***Register Online:***

<https://sbcss.k12oms.org/46-221876>





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

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



## **“Sensory and Self-Regulation Disorders in Neurodevelopmental Disabilities including ASD, ADHD, and Fragile X Syndrome” Webinar**

Presented by:

Dr. Randi Hagerman, Medical Director of the MIND Institute at UC Davis

Understanding the neurophysiology of common neurodevelopmental conditions such as ASD, ADHD, Fragile X syndrome, and Anxiety is key in developing self-regulation and other medical interventions to address the needs of the school age child. This course teaches about the advances in treatment of Autism, ADHD, Fragile X Syndrome, and other conditions as they relate to sensory integration, development and behavior. The course will also cover targeted treatments and gene therapy.

**Date:** Friday, February 3, 2023

**Time:** 8:30 - 11:30 am

**Location:** Online Webinar

**Fee:** No cost

**Audience:** Occupational Therapists, Certified Occupational Therapy Assistants, & Physical Therapists

**Objectives:** Participants will:

1. Understand the neurobiology and symptomatology of Autism Spectrum Disorders, ADHD, Fragile X Syndrome
2. Identify common and evidence-based interventions for sensory and behavioral occurrences
3. Learn about the neurological processes of sensory stimulation as it relates to behavior
4. Learn about targeted treatments and gene therapy; current trends in treating these conditions

**CEUs:** Certificate of attendance will be provided , verifying 3 professional development units.

**Questions:** Jo-Ann Vargas, EV SELPA Lead Occupational Therapist at [joann.vargas@sbcss.net](mailto:joann.vargas@sbcss.net)

*Registration Deadline: January 31, 2023*

**Register Online:**

<https://sbcss.k12oms.org/46-212915>





**Region 10 Coordinating Council Proudly Presents....**



## **Mobility Opportunities Via Education**

### **MOVE™ Basic Provider Training Opportunity**

*Presenter:* Julie Sues Delaney, PT, Program Manager - MOVE International

This two-day training instructs how to implement the MOVE Program with individuals at your site. It is intended for teachers, parents, therapists, administrators, support providers, etc. who work with individuals with multiple disabilities.

#### *Course Objectives:*

1. Understand the philosophy, principles, and purpose behind the MOVE Program
2. Understand and be able to implement the Six Steps of the MOVE Program
3. Become familiar with the MOVE Profile to collect data
4. Brief introduction into upright toileting
5. Brief introduction into equipment that is utilized in the MOVE Program

*Wednesday & Thursday*  
**February 8 and 9, 2023**

**8:00 am - 4:00 pm**  
*(90 minutes for lunch on your own)*

**Cost: \$25.00**  
*(No Purchase Orders accepted - This is a Pre-Paid Event)*

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

*Register Online:*  
<https://sbcss.k12oms.org/46-220017>