East Valley SELPA STEERING COMMITTEE MEETING

670 E. Carnegie Drive, San Bernardino, CA 92408

** AGENDA ** December 9, 2021, 8:00 A.M.

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

			<u>PRESENTER</u>
1.0	CAL	L TO ORDER	Patty Metheny
2.0	PUB	LIC COMMENTS	
3.0	REV	IEW/APPROVAL OF MINUTES	Patty Metheny
4.0	DISC	SUSSION/PRESENTATION	
	Progr	ram Items	
	4.1	An Introduction to Neurodiversity Among Our Students: Reframing Equity and Inclusion for Students with Disabilities	Susanne Ferguson Jessica Lascano
	4.2	ADR & LR Plans Accountability Reporting	Patty Metheny
	4.3	Recording IEP Services • EV SELPA Work to-date • Service Provider Feedback Session – January 19, 2022, 9 am	Patty Metheny
	4.4	 Special Education Indicator Targets State Board of Education Approval of New Targets EV SELPA District 2018-2019 Annual Performance Reports 	Patty Metheny
	4.5	 CDE Compliance Monitoring 2021-2022 SEP Plan Implementation Overdue Initials & Annual IEPs Annual Determination Letters – February 2022 New SEP Plans 	Patty Metheny
	4.6	 CALPADS & Data Certification CALPADS - December 17, 2021 & January 28, 2022 DRDP Submission - February 1, 2022 DA User's Meeting - January 20, 2022 	Lisa Horsley
	4.7	EV SELPA WebIEP Forms • EV-98 Additional Education Assistant MOU with SBCSS	Patty Metheny
	4.8	EV SELPA PD Catalog January-June 2022	Patty Metheny

4.9	SBCSS East Valley Operations	Scott Wyatt
4.10	Hot Topics	Committee
ОТНЕ	Z.R	
5.1	2021-2022 EV SELPA Steering Committee Meetings	
5.2	2021-2022 EV SELPA Board of Directors Meetings	

5.3 2021-2022 EV SELPA CAC Meetings

5.0

- 5.4 EV SELPA Professional Development December 2021, January & February 2022
- 5.5 Next Meeting February 10, 2022, 8:00 AM

East Valley SELPA STEEERING COMMITTEE MEETING MINUTES November 10, 2021

MEMBERS PRESENT:

Dr. Patty Metheny East Valley SELPA

Rob Pearson Colton Joint Unified School District
Patricia Buchmiller Redlands Unified School District
Bridgette Ealy Rialto Unified School District

Derek Swem Rim of the World Unified School District Dr. Scott Wyatt San Bernardino County Supt of Schools

FISCAL STAFF PRESENT:

Linda Resiwain

Camille Riley

Business Services, Colton

Business Services, Rialto

Business Services, Redlands

Brian Guggisberg

Business Services, Redlands

Business Services, Redlands

Business Services, Rim

Jennifer Alvarado Internal Business, SB County Schools
Grace Granados Internal Business, SB County Schools

Amber Tavis Business Services, Yucaipa

MEMBERS ABSENT:

Leslie Burghardt Yucaipa-Calimesa Joint Unified School District

OTHERS PRESENT:

Amanda Shoffner

Jennifer Brooksby

Dr. Rick Homutoff

Anne-Marie Foley

Andrea Tennyson

Lisa Horsley

SBCSS HR Credentials

East Valley SELPA

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

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the October 7, 2021, meeting were reviewed. Motion to approve the minutes was made by Scott Wyatt and seconded by Patricia Buchmiller. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 Special Education Finance in California

Dr. Metheny provided an update and overview of current special education funding and its impact on the 2021-22 budget and services for students with disabilities.

4.2 2021-2022 1st Interim EV SELPA Budgets

In the absence of Andrea Tennyson, Dr. Metheny presented the 1st Interim EV SELPA Budgets. Overall, she reported minimum changes. Funding was adjusted to the \$715 per pupil amount. The occupational therapy budget was increased due to additional staff needed to cover the influx in referrals. Dr. Metheny noted that the East Valley SELPA continues to seek both contract and permanent occupational therapy staff.

4.3 2021-2022 1st Quarter NPS Reimbursement Transfer

Elizabeth Coronel provided information on the 1st Quarter NPS Reimbursement Transfer via a new format that included comparisons to previous years expenditures as well as the number of students receiving those services.

4.4 EV SELPA 2021-2022 Schedule REX

In the absence of Andrea Tennyson, Dr. Metheny also shared the EV SELPA 2021-2022 Schedule REX. The schedule was updated to reflect the new per pupil amount.

4.5 EV SELPA 2021-2022 Fiscal Reporting Calendar

Dr. Metheny also reviewed the fiscal activities for the months of November and December 2021 as listed on the fiscal reporting calendar. Guidance in planning for the 2022 Maintenance of Effort (MOE) will be provided in future Steering Committee meetings via the SEMA-I.

Program Items

4.6 Dispute Prevention & Resolution (ADR) & Learning Recovery Plan Oversight An EV SELPA draft document for monitoring Dispute Prevention & Resolution (ADR) & Learning Recovery Plans was presented. The document was specific to the Rialto USD Learning Recovery Plan. Reporting documents will be customized to each district with prefilled fields according to the plans submitted to CDE. Committee members offered suggestions for modifications. These modifications will be made, and final reporting forms will be provided in the December 2021 Steering Committee meeting. Reporting by districts to the SELPA will be quarterly through June 2023.

4.7 CDE Update on Early Childhood Education

Jennifer Brooksby provided an overview of an October 2021 CDE presentation on early childhood education as it expands as part of the Systems of Improvement. The current 2021-22 state budget included \$300 million for Universal Prekindergarten to be phased in so that by September 1, 2024, all four- and five-year-old children will be eligible.

School districts are expected to start planning now while considering factors in the workforce, facilities, and programs. In addition, the expansion includes changes in the California State Preschool Program to expand services to create more inclusive experiences for children with disabilities and to move to serve younger children, specifically three-year-old children. The goal is to dramatically improve child outcomes, dismantle inequities, implement best practices for multilingual learners, and sustain early gains. To assist districts, San Bernardino County Superintendent of Schools (SBCSS) has created a preschool division. Steering Committee members were encouraged to be at the table and part of these conversations in their districts as the voices for children with disabilities.

4.8 Credential Monitoring – CalSAAS

Amanda Shoffner, Credentials Manager, San Bernardino County Superintendent of Schools Credentials Human Resources department provided information on the California Statewide Assignment Accountability System (CalSAAS) and the annual review of K-12 certificated assignments. Ms. Shoffner provided information specific to the requirement for special education credentials for staff serving students with disabilities. Resources included a chart of assignment authorizations by student disability and special education credential/certification. Ms. Shoffner also explained how the audits are conducted using student data reported to CALPADS on census date (Fall 1) and employee data submitted with the CALPADS Fall 2 submission. Ms. Shoffner answered questions, provided her contact information, encouraged special education directors to work closely with their district credential analysts, and indicated she is available to support, as needed. The next review is scheduled for Spring 2022.

4.9 CDE Compliance Monitoring 2021-2022

Anne-Marie Foley reviewed the October CDE data pulls for EV SELPA districts specific to overdue initials and overdue annuals. While some improvement was noted in initials, a signification number of annuals continue to be overdue SELPA-wide. The Committee discussed strategies for ensuring annuals are held on time. Ms. Foley spoke specific to annuals held virtually and acknowledged that obtaining parent consent signatures on IEPs continues to be challenging. Districts were encouraged to make this a priority so that CDE is reviewing accurate data.

Ms. Foley also reviewed NPS monitoring activities. The SELPA continues to monitor and certify NPS sites for compliance with providing annual behavior training. Districts continue to be required to conduct annual observations for all students placed in NPS sites. The EV-91 form is to be used to meet this requirement. Once the observation is completed, Ms. Foley emphasized districts must send completed EV-91s to the EV SELPA and the SELPA will submit them to CDE in order to meet the 60-day reporting requirement.

Dr. Metheny reported that she accompanied CDE staff on an unannounced on-site visit to the Childhelp NPS. While improvements were noted, the SELPA and CDE will continue to support improved student outcomes and compliance at this NPS site.

4.10 IEP Implementation

An East Valley SELPA team has met with Faucette Microsystems to develop an IEP services reporting tool aligned with the WebIEP. Dr. Metheny shared that other vendors have been contacted regarding this work, as well. Those vendors include Practi-Cal and Athlos. Both would be significantly more expensive than a Faucette product and would not be directly aligned to the WebIEP. Committee members shared district conversations regarding this new requirement and indicated they will continue. Members were encouraged to be ready to share on this topic at the December 2021 Steering Committee Meeting.

4.11 SBCSS Fee-for Service Verification Process

As with last year, a district specific Fee-for-Service verification process is in use. Each districts' personalized form was included in the Steering packet. Directors were asked to verify the accuracy of the information provided, sign, and return the form to Andrea Tennyson by November 19, 2021.

4.12 SBCSS East Valley Operations

Dr. Wyatt shared that the Colton Joint Unified School District Board of Education recognized one of the County's VI teachers for her outstanding work. He also shared SBCSS continues to receive many DHH referrals. EV Ops is currently searching for an additional DHH teacher to assist with the number of referrals and services. Finally, Dr. Wyatt inquired about the possibility of doing compensatory services virtually. Dr. Wyatt will consult with Dr. Homutoff regarding the viability of providing this type of service virtually and the possible effects to settlement agreements.

4.13 Hot Topics

Rosalva Contreras shared that recently, the East Valley SELPA has received a number of referrals not signed by the special education director but by other district personnel. To avoid delay and confusion, directors were encouraged to submit a delegation of authority form designating an administrator to sign referral and/or other documents in their absence. Ms. Contreras agreed to email the form following the meeting. The form is also available on the East Valley SELPA website.

Tracy Schroeder, Program Manager Behavioral Health, shared a few concerns via email. Dr. Metheny presented from this email. She shared that finding Residential Treatment Center (RTC) placements has become especially challenging. In the past, placements could be made in a timely manner, now, it may take up to nine months to find a placement for a student. Districts must continue to offer and provide FAPE until placement is found and the student is in residence. In addition, Ms. Schroeder reported a current trend in students presently in placement being served with 30-day notices to leave the facility. Given that finding appropriate placement is a struggle, students may need to return home. Districts must plan accordingly to offer and provide FAPE in these

circumstances, as well. Ms. Schroeder is in constant contact with district personnel around these issues.

Also, Ms. Schroeder wanted to encourage district staff to refer families to community WRAP services before making an RTC assessment referral to EV SELPA. WRAP services are family-based therapy in the home. Committee members shared that some of the challenges faced with WRAP include the refusal by families to participate. It was agreed that Ms. Schroeder and the SELPA behavioral health team will work with district IEP teams when this occurs.

Finally, Dr. Metheny shared that both the behavioral health and occupational therapy teams continue to receive IEPs that do not have parent signatures for consent and, in some cases, IEPs in which the authorization to bill Medi-Cal box on the IEP document is not checked. Committee members were encouraged to address this as they develop plans to increase compliance with finalizing IEPs and providing accurate data to CDE. They were also reminded that if the authorization to bill Medi-Cal is not checked, the districts and SELPA will not be in compliance with Medi-Cal funding requirements.

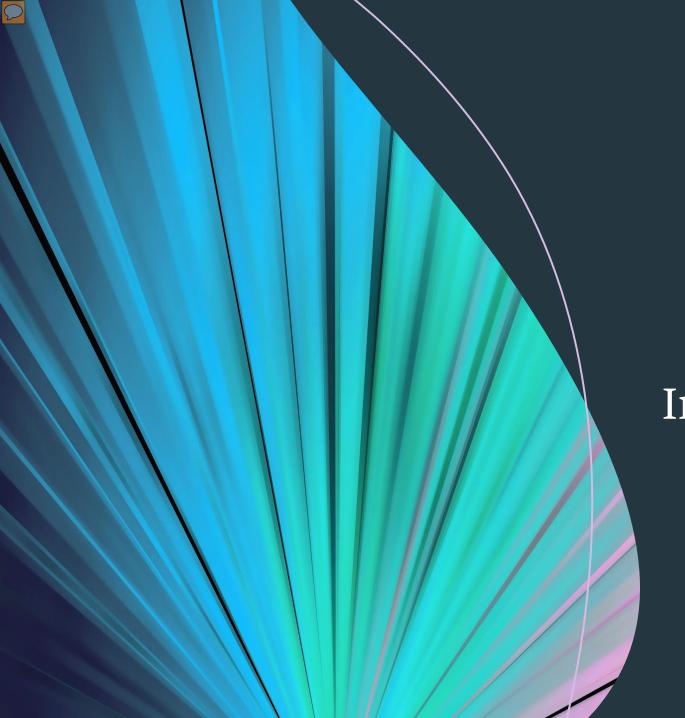
5.0 OTHER

- 5.1 2021-2022 EV SELPA Steering Committee Meeting
- 5.2 2021-2022 EV SELPA Board of Directors Meeting
- 5.3 2021-2022 EV SELPA CAC Meetings
- 5.4 EV SELPA Professional Development November & December 2021

6.0 ADJOURNMENT: Meeting adjourned at 11:41 am. Next meeting will be held in person at the Dorothy Inghram Learning Center on December 9, 2021.

PROGRAM ITEMS

4.1 An Introduction to Neurodiversity Among Our Students: Reframing Equity and Inclusion for Students with Disabilities



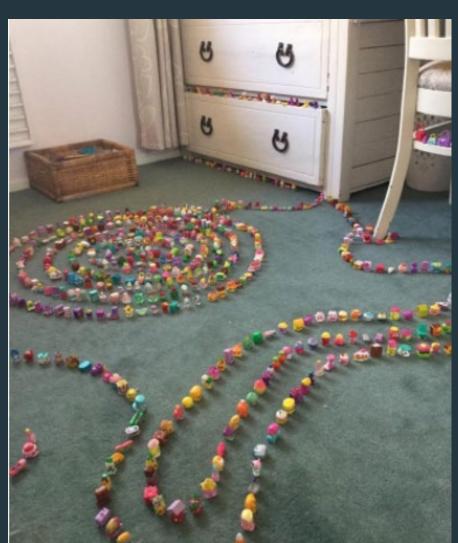
An Introduction to Neurodiversity Among Our Students: Reframing Equity and Inclusion for Students with Disabilities

> By Susanne Ferguson and Jessica Lascano Steering Committee Meeting

December 9, 2021

What thoughts do you have when looking at this picture? Write them down!

This was created by a 10-year-old child





Terms

Neurodiversity

Differences in individual brain function are part of normal variations in the human population. Include autism, ADHD, dyslexia, sensory differences, mental health, Tourette's, I.D, etc.

Neurodivergent (ND)

An individual with traits that vary from the norm or majority. Sometimes referred to as neurodiverse.

Neurotypical (NT)

An individual with traits considered to be within the norm or majority.

Actually Autistic (AA)

An autistic individual whose views align with those of the neurodiversity movement.

Allistic

An individual who is non-autistic.

Ableism

Discrimination of and social prejudice against people with disabilities.

Autism Prevalence

- One in 44 (2.3%) 8-year-old children have been identified with autism spectrum disorder according to an analysis of 2018 data published in CDC's Morbidity and Mortality Weekly Report (MMWR) Surveillance Summaries
- This is higher than the previous estimate published in March 2020, which found a prevalence of 1 in 54 (1.9%) 8-year-old children. The 2018 data come from 11 communities in the Autism and Developmental Disabilities Monitoring (ADDM) network

Looking at Disability: Medical Model, Social Model, Neurodiversity Model

- Medical Model
 - Neurodiverse traits are symptoms and deficits to treat or cure
- Social Model
 - A student is disabled if the environment lacks appropriate accommodations
- Neurodiversity Model
 - Neurological variations are normal and should be valued
 - Some variations may be disabilities, but now flaws
 - Challenges assumptions about what's normal, what's necessary, and what's desirable to live well

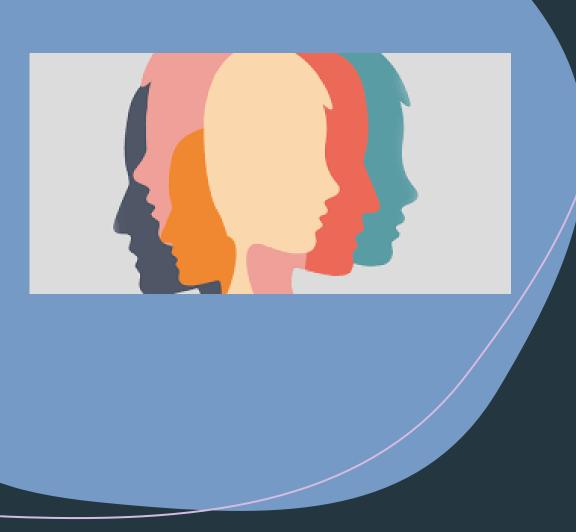


More About Neurodivergence

- Autism
- ADHD
- Dyslexia
- Dyspraxia
- Tourette's Syndrome
- Many More...





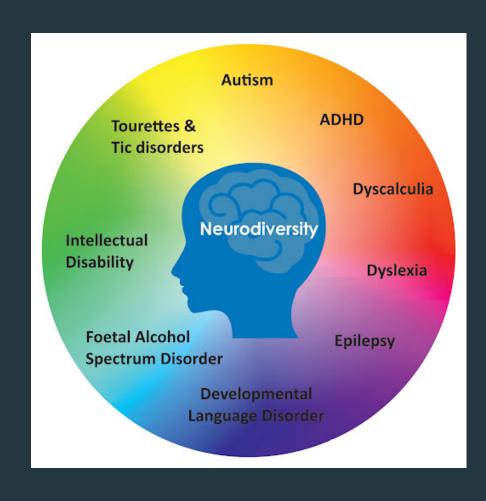


Examining Our Own Biases

- From the American Bar Association:
 - "Implicit or unconscious bias is defined as "the process of associating stereotypes or attitudes toward categories of people without our conscious awareness."
- How can we examine our own biases?
 Harvard Implicit Biases Implicit Association Test
- Listen to autistic and other neurodivergent voices to hear their perspective
- Avoid using neurotypical as a metric



History & Introduction of the Neurodiversity Movement



- The origin of the neurodiversity movement is often traced back to a speech entitled <u>"Don't Mourn for Us"</u> written by autism activist Jim Sinclair in 1993
- The speech highlighted the fact that autism is a state of being and not an illness
- This sparked the idea that people with autism could and should be viewed as individuals who are neurologically different rather than as individuals lacking humanity
- In 1998 Judith Singer coined the term *neurodiversity,* and it was also put into use by Harvey Blume, both individuals fought for autism rights
- Since its inception, neurodiversity has grown to encompass much more than autism and is now a word used to describe the notion that brain differences are normal and can have benefits for the individuals who have them and for society at large

The Neurodiversity Movement

- The neurodiversity movement is: A social political, and human rights movement lead by Autistic, Neurodivergent, and other disabled people with the end-goals of acceptance of neurological differences, autism acceptance, self-determination autonomy, the end of discrimination, equitable inclusion, and equal opportunity.
- A slogan of the neurodiversity movement is the Autistic Self-Advocacy Network's motto: Nothing about us without us.
- The focus is on changing systems, so neurodivergent people have active roles in determining policies directly impacting them:
 - Government initiatives, equal rights, civil liberties, public mandates, access to healthcare and social services, equitable access, as well as education, therapy, and research.





- Several disabilities can only be defined by observing behavior, but the tools and techniques used to observe behavior carry the value judgements of their creators
- Some non-harmful or non-personally distressing behaviors are identified as traits
 which signify the presence of a diagnosable condition, but many of these behaviors
 are inherently part of neurodiversity and are not necessarily a problem for the
 individual who experiences them
- There is a lack of understanding of the stress and burden placed on neurodiverse individuals when "typical" is used as the hallmark of acceptability
- Unusual or different does not mean correction is needed
- The neurodiverse voice must be respected, with the neurodiverse perspective being used to help guide and select which behaviors should be considered for support
- There must be a strong understanding of the need for intervention based on harm/danger versus social stigma and the voice of the individual and their desires must be given credence

Traditional Autism Treatment

- Goal has been to reduce diagnostic traits
 - Stimming, lack of eye contact, unusual prosody, "abnormal" play skills, lining up objects, etc.
- Treatment deemed successful when student can "mask" autistic traits and look more neurotypical
- Masking has been associated with significant harm over time
 - Depression, low self-esteem, burn-out, later regression, thoughts of suicide, mental health challenges

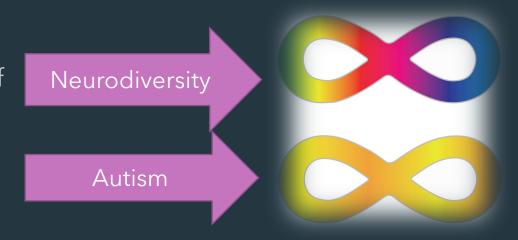


Neurodiverse View of Autism Treatment

- Because masking is associated with harm, traits should only be treated if:
 - 1) Necessary to prevent harm
 - 2) Least onerous/difficult path to prevent harm
- Professionals should ask themselves: "Does my intervention seek to modify a trait because it is intrinsically harmful (and not just because it is atypical?") If yes, the intervention is needed.
 - Social stigma is not considered intrinsically harmful
 - Social stigma in society should be targeted instead though acceptance and education

Neurodiversity and Autism Terminology

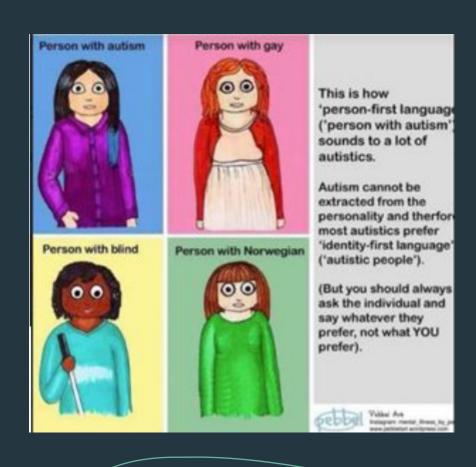
- The neurodiverse symbol for autism is the golden infinity symbol
 - Puzzle piece is rejected
- High and low Functioning levels are rejected
 - Describe a student according to support needs instead of functioning level
 - I.e., say: "needs significant support" instead of "low functioning"
- Non-verbal label is rejected
 - Say: "non-speaking" instead of "non-verbal" to describe a student who communicates without "mouth words"
- Identify-first language is preferred over person-first language
 - Say: "autistic" instead of "person with autism".....why?





Most autistics prefer identity-first language - but ask the individual about their preference!





What are some helpful ways to respond to parents and others in IEP meetings when they request goals that focus on making a student appear more neurotypical?

Let's ask some neurodivergent adults and neurodiversity-affirming therapists!



Discuss how masking can lead to long-term mental health concerns and how neurodivergent people don't tend to have communication difficulties when interacting with other neurodivergent folks and suggesting that we help them find their people.

"Do you think that is a goal for you or a goal for your child?" teach her to mask, yet for life she'll feel that her true self is bad and wrong. This leads to anxiety about getting it wrong, depression, impostor syndrome and feeling suicidal because who she truly is isn't valued.

Or we could teach her how to discern folk who're healthy, love herself, learn how to thrive when she has focus and self care when she's empty - so she honours her cycles of energy. We could teach the teachers and students that how she relates is a breath of fresh air, and that her brain is different. And we could reinforce why she's wonderful so she chooses friendships where's she's valued

What are some helpful ways to respond to parents and others in IEP meetings when they request goals that focus on making a student appear more neurotypical?

- Depends on the situation
- If change is needed because a behavior causes harm, then a change is warranted (i.e., self-harm)
- Explain how masking hurts neurodiverse individuals over time
- Explain how neurodiverse behaviors may have adaptive function

What thoughts did you have when looking at this picture?

This was created by a 10-year-old child





How did your thoughts compare to the ones below?

Regular Parent Group	Autism Support Group led by autistic adults
Beautiful Gorgeous colors A piece of art Love it. It reminds me of a 3D zen tangle What a great display of patience Such creative play	Wow, that's a kid with determination Epic I just love her creativity So creative
Autism Education Group led by non-autistic professionals	Group for Parents of Autistic Children led by non-autistic parents
I'd look at using her love of lining things up as a tool for building her social skills ABA, Floortime and RDI can help with developing more appropriate play skills	It is sad when they don't know how to play My kid does this too. It is so frustrating What a shame they can't play in normal ways
Lining things up is an absence of symbolic and intuition-based play skills	They must feel so isolated Yep, my kid is always making a mess, too

Moving Forward: Understanding ND Students

- Demonstrate a growth mindset
 - Be willing to listen, learn, ask questions, make your interactions enjoyable
- Teach all children to accept and respect differences
- Value different learning styles and have high expectations for all
- Respect different ways to communicate and attend
- Take continuing education in neurodiversity, especially from neurodiverse individuals
- Read a book or article on neurodiversity
- Support inclusion of all learners

Moving Forward: The Five Ps

- Practice perspective taking
 - Put yourself in neurodiverse shoes
- Practice <u>not</u> judging
 - Ask yourself "what is the person's behavior saying and how can I understand better?"
 - Put yourself on a "30 second pause" before you react
- Practice being yourself
 - If you accept yourself and your own battles, it is more natural to accept others
- Practice courage
 - Be a leader and go out of your comfort zone
- Practice compassion
 - Everyone deserves compassion, especially those with neurodiverse minds
 Adapted from Emily Willingham, Loud Hands Book, 2012

Autistic People to Follow on Instagram

- Rachel Dorsey- <u>@rdorseyslp</u>
- Tiffany Hammond <u>@fidgets.and.fries</u>
- Beck Spectrum <a>@beckspectrum
- TJ @nigh.functioning.autism
- Aspergirl <u>@aspergirl</u>
- Emma <u>@undercoverautie</u>
- Kayla Being Me Smith <a>@beingmskayla
- The Autistic Life @theautisticlife



Resources

- Autistic Self-Advocacy Network (ASAN): https://autisticadvocacy.org/
- Therapist Neurodiversity Collective: https://therapistndc.org/education/
- Rachel Dorsey, Autistic SLP: https://dorseyslp.com/
- Emily Lees, Autistic SLP: https://www.autisticslt.com/professional-language
- Kelly Mahler, OT: https://www.kelly-mahler.com/
- Meg Proctor, OT: https://www.learnplaythrive.com/
- Mona Delahooke, Psychologist: https://monadelahooke.com/about/
- U.C. Davis Mind Institute, Neurodiversity, Autism and Identity: https://youtu.be/qBxX4o-f11c
- Educators for Social Change- Teaching About Neurodivergent Communities: https://educators4sc.org/topic-resources/teaching-about-neurodivergent-communities/



References

- Article: Clearing up Some Misconceptions About Neurodiversity (2019) by Aiyana Bailin: https://blogs.scientificamerican.com/observations/clearing-up-some-misconceptions-about-neurodiversity/
- Article: When Disability is Defined by Behavior, Outcome Measures Should Not Promote Passing (2021) by Ari
 Ne'eman: https://journalofethics.ama-assn.org/article/when-disability-defined-behavior-outcome-measures-should-not-promote-passing/2021-07
- Article: The Myth of the Normal Brain: Embracing Neurodiversity (2015) Thomas Armstrong, PhD: https://journalofethics.ama-assn.org/article/myth-normal-brain-embracing-neurodiversity/2015-04
- Article: Implicit Biases & People with Disabilities By: American Bar Association Commission on Disability Rights
 https://www.americanbar.org/groups/diversity/disabilityrights/resources/implicit_bias/
- Speech/Article: Don't Mourn for Us Autism Network International (1993) Jim Sinclair: https://philosophy.ucsc.edu/SinclairDontMournForUs.pdf
- Book: Loud Hands: Autistic People, Speaking (2012) by ASAN

4.2 ADR & LR Plans Accountability Reporting	



Colton JUSD – January 7th, 2021 ADR Plan Monitoring

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

	ion	
Description of Services/Activitie	es Aligned with Area of Impact:	
·		
Students Served by Services/Ac	tivities	
Students Served by Services/Ac	uvides	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
	•	•
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Evidence of Results, outcomes		
Data(a) of learning outstien.		Not Addressed This Dowled
Date(s) of Implementation:		- Not Addressed This Period
Impacted Area: Parent Educa	tion	
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
Students Served by Services/Ac	tivities	
,		- Mod/Severe Students
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- Low Incidence Students - English Learners		- Mod/Severe Students - Speech Only Students
- Low Incidence Students	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	

Indicate funds spent to date

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated				
Salaries				
3000 – Employee				
Benefits				
4000 – Materials and				
Supplies				
5000 – Services and				
other operating costs				
7300 – Indirect Costs				
Totals				

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:			



Colton JUSD – January 7th, 2021 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.

Impacted Area: Additional Sup	port and Services Needed to Addre	ss Identified Learning Needs
Description of Services/Activities	es Aligned with Area of Impact:	
·	-	
Students Served by Services/Ac	rtivitios	
Students Served by Services/Ac	cuvicies	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
	<i>'</i>	•
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation:		- Not Addressed This Period
Impacted Area: Assessing Lea	rning and Academic Needs of St	udents
	_	udents
Impacted Area: Assessing Lea Description of Services/Activitie	_	udents
	_	udents
Description of Services/Activitie	es Aligned with Area of Impact:	udents
	es Aligned with Area of Impact:	udents
Description of Services/Activities Students Served by Services/Activities	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students

	nal Needs	
Description of Services/Activition	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
	N 4:1 1/N 4 1 C 1 1 1	NA 1/6
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		- Not Addressed This Period
	and Instruction	
Description of Services/Activition	es Aligned with Area of Impact:	
Students Served by Services/Ad	tivities	
		M. 1/6
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- Low Incidence Students - English Learners		- Mod/Severe Students - Speech Only Students
- Low Incidence Students	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	

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Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivitios	
Students Served by Services/Ac	uvides	
Law Insidance Ctudents	N 4:1 d /N 4 o d Ct d o o t o	Mad/Cayara Ctudanta
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Friday of Dovella /Out		
Evidence of Results/Outcomes		
Date(s) of Implementation		- Not Addressed This Period
Impacted Area: Complete Ov	erdue IFPs	
Description of Services/Activitie		
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	or migricularity in our or mitipulation	
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Students Served by Services/Ad		
Students Served by Services/Ad	etivities	- Mod/Severe Students
Students Served by Services/Ad	ctivities - Mild/Mod Students	- Mod/Severe Students - Speech Only Students
Students Served by Services/Ad - Low Incidence Students - English Learners	etivities	- Mod/Severe Students - Speech Only Students
Students Served by Services/Ad	ctivities - Mild/Mod Students	-
Students Served by Services/Ad - Low Incidence Students - English Learners	ctivities - Mild/Mod Students	-
Students Served by Services/Ad - Low Incidence Students - English Learners	ctivities - Mild/Mod Students	-
Students Served by Services/Ad - Low Incidence Students - English Learners	ctivities - Mild/Mod Students	-
Students Served by Services/Ad - Low Incidence Students - English Learners Results/Outcomes	ctivities - Mild/Mod Students	-
Students Served by Services/Ad - Low Incidence Students - English Learners	ctivities - Mild/Mod Students	-
Students Served by Services/Ad - Low Incidence Students - English Learners Results/Outcomes	ctivities - Mild/Mod Students	-
Students Served by Services/Ad - Low Incidence Students - English Learners Results/Outcomes	ctivities - Mild/Mod Students	-
Students Served by Services/Ad - Low Incidence Students - English Learners Results/Outcomes	ctivities - Mild/Mod Students	-
Students Served by Services/Ad - Low Incidence Students - English Learners Results/Outcomes	ctivities - Mild/Mod Students	-

Impacted Area: Othe				
·	·	as (Missed services)		
Description of Services	Activities Align	ied with Area of Impac	t:	
Students Served by Ser	rvices/Activities			
- Low Incidence Studer	nts - Mild	/Mod Students	- Mod/Severe	Students
- English Learners	- Free	/Reduced Lunch Eligib	le - Speech Only	Students
Results/Outcomes				
Evidence of Results/Ou	utcomes			
Date(s) of Implementa	tion		- Not Addres	sed This Period
Date(s) of Implementa		cate funds spent to date		ssed This Period
		cate funds spent to date Amount Previously		ssed This Period Amount
Date(s) of Implementa Object Code	Indi			
	Indi Amount	Amount Previously	Amount Spent	Amount
Object Code 1000 – Certificated Salaries	Indi Amount	Amount Previously	Amount Spent	Amount
Object Code 1000 – Certificated Salaries 3000 – Employee	Indi Amount	Amount Previously	Amount Spent	Amount
Object Code 1000 – Certificated Salaries 3000 – Employee Benefits	Indi Amount	Amount Previously	Amount Spent	Amount
Object Code 1000 – Certificated Salaries 3000 – Employee Benefits 4000 – Materials and	Indi Amount	Amount Previously	Amount Spent	Amount
Object Code 1000 – Certificated Salaries 3000 – Employee Benefits 4000 – Materials and Supplies	Indi Amount	Amount Previously	Amount Spent	Amount
Object Code 1000 – Certificated Salaries 3000 – Employee Benefits 4000 – Materials and	Indi Amount	Amount Previously	Amount Spent	Amount
Object Code 1000 – Certificated Salaries 3000 – Employee Benefits 4000 – Materials and Supplies 5000 – Services and	Indi Amount	Amount Previously	Amount Spent	Amount
Object Code 1000 – Certificated Salaries 3000 – Employee Benefits 4000 – Materials and Supplies 5000 – Services and other operating costs	Indi Amount	Amount Previously	Amount Spent	Amount

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 7th, 2021 ADR Plan Monitoring

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

Impacted Area: Farly Intervention

impacted Area: Early interve	iitioii	
Description of Services/Activiti	es Aligned with Area of Impact:	
Students Served by Services/A	rtivities	
Students served by services, A	ctivities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	
	- Tree/ Neduced Editor Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation:		- Not Addressed This Period
Date(3) of implementation.		- NOT Addressed This Feriod
Impacted Area: Parent Educa		
•	es Aligned with Area of Impact:	
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Description of Services/Activiti	es Aligned with Area of Impact:	
•	es Aligned with Area of Impact:	
Description of Services/Activiti	es Aligned with Area of Impact:	- Mod/Severe Students
Description of Services/Activities Students Served by Services/A - Low Incidence Students	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	- Mod/Severe Students - Speech Only Students
Description of Services/Activities Students Served by Services/A - Low Incidence Students	es Aligned with Area of Impact: ctivities - Mild/Mod Students	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	

Impacted Area: Parent Peer S	Support	
Description of Services/Activities	es Aligned with Area of Impact:	
Students Comind by Comings /As	abilitibi o o	
Students Served by Services/Ac	cuvities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes	,	
Evidence of Results/Outcomes		
Evidence of Results/ Outcomes		
Date(s) of Implementation		- Not Addressed This Period
Impacted Area: Voluntary AD		
Description of Services/Activition	es Aligned with Area of Impact:	
Students Served by Services/Ac	rtivities	
Stadents served by services/Ac		
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated				
Salaries				
2000 – Classified				
Salaries				
3000 – Employee				
Benefits				
4000 – Materials and				
Supplies				
5000 – Services and				
other operating costs				
6000 – Capital Outlay				
7300 – Indirect Costs				
Totals				

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 7th, 2021 Learning Recovery Plan Monitoring

Impacted Area: Additional Sup	port and Services Needed to Addre	ss Identified Learning Needs
Description of Services/Activities	es Aligned with Area of Impact:	
	,	
Students Served by Services/Ac	tivitios	
Students Served by Services/Ac	civilles	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
	•	- Speech Only Students
- English Learners	- Free/Reduced Lunch Eligible	- speech Only students
Results/Outcomes		
Evidence of Results/Outcomes		
Evidence of Results, outcomes		
Data(a) of Invalors outsticks		Not Addressed This Davied
Date(s) of Implementation:		- Not Addressed This Period
Impacted Area: Positive Beha	vior Supports	
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
Stadents served by services, ne	er vicios	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes	Tree/Neddeed Editer Eligible	Specen Only Students
Results/Outcomes		
Evidence of Posults/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		- Not Addressed This Period

Impacted Area: Assessing Lea	rning and Academic Needs of St	udents
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		- Not Addressed This Period
Date(s) of implementation		- Not Addressed This Period
Inchested Anna. Codel Emptis	and Nanda	
Impacted Area: Social Emotion		
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ad	ctivities	
	NATI 1/NA 1 CO 1	NA 1/6 CL 1
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		- Not Addressed This Period

	and Instruction	
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes	-	
Evidence of Results/Outcomes		
Date(s) of Implementation		- Not Addressed This Period
Impacted Area: Supporting St	udents Return to In-Person Instr	uction
		uction
Impacted Area: Supporting St Description of Services/Activities		uction
		uction
Description of Services/Activition	es Aligned with Area of Impact:	uction
	es Aligned with Area of Impact:	uction
Description of Services/Activities Students Served by Services/Activities	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students

Impacted Area: Child Find		
Description of Services/Activiti	es Aligned with Area of Impact:	
Students Served by Services/Ad	tivities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	
Results/Outcomes	Tree/Reduced Editer Eligible	Specen only students
Results/Outcomes		
Evidence of Results/Outcomes		
Data(s) of Implementation		- Not Addressed This Period
Date(s) of Implementation		- NOT Addressed This Period
Impacted Area: Assessing Stu	dents who are Waiting of Initial	IEPs
	dents who are Waiting of Initial less Aligned with Area of Impact:	IEPs
		IEPs
Description of Services/Activiti	es Aligned with Area of Impact:	IEPs
	es Aligned with Area of Impact:	IEPs
Description of Services/Activiti	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students

Impacted Area: Complete Ov	erdue IEPs	
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes	-	
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Evidence of Results/Outcomes		
Date(s) of Implementation		- Not Addressed This Period
Impacted Areas Other Impact	and Areas (Missed services)	
	ed Areas (Missed services)	
Impacted Area: Other Impact Description of Services/Activitie		
Description of Services/Activitie	es Aligned with Area of Impact:	
	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	- Mod/Severe Students - Speech Only Students
Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	•
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	•
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	•
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	•
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	•
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated				
Salaries				
2000 – Classified				
Salaries				
3000 – Employee				
Benefits				
4000 – Materials and				
Supplies				
5000 – Services and				
other operating costs				
6000- Capital Outlay				
7300 – Indirect Costs				
Totals				

	Form Completed By:	
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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 7th, 2021 ADR Plan Monitoring

Impacted Area: Early Interver	ILIOII	
Description of Services/Activities	es Aligned with Area of Impact:	
·	-	
Students Served by Services/Ac	tivitios	
Students Served by Services/Ac	divides	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
	•	
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Evidence of Results/ Outcomes		
Date(s) of Implementation:		- Not Addressed This Period
Impacted Area: Parent Educa	tion	
impacted / ii ca. I arent Educa	UOH	
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Description of Services/Activitie		
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Description of Services/Activitie	es Aligned with Area of Impact:	
•	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities	es Aligned with Area of Impact:	NA 1/6
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	- Mod/Severe Students - Speech Only Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	

Impacted Area: Parent Peer S	Support	
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ad	rtivitios	
Students Served by Services/Ac	cuvices	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
·		
Date(s) of Implementation		- Not Addressed This Period
Impacted Area: Outreach		
Impacted Area: Outreach Description of Services/Activition	es Aligned with Area of Impact:	
Description of Services/Activition	es Alighed with Area of Impact.	
Students Served by Services/Ac	tivities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
1		
Date(s) of Implementation		- Not Addressed This Period

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
2000 – Classified				
Salaries				
3000 – Employee				
Benefits				
4000 – Materials and				
Supplies				
5000 – Services and				
other operating costs				
6000 – Capital Outlay				
7300 – Indirect Costs				
Totals				

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 7th, 2021 Learning Recovery Plan Monitoring

Impacted Area: Additional Sup	port and Services Needed to Addre	ss Identified Learning Needs
Description of Services/Activities	es Aligned with Area of Impact:	
Students Comund by Comins /As	at tal -	
Students Served by Services/Ac	cuvities	
	A 411 1 / A 4 1 G 4 1 G 4	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation:		- Not Addressed This Period
Impropriate August Augustina Los	uning and Asadamia Nasada of Ct	
	rning and Academic Needs of St	udents
Impacted Area: Assessing Lea Description of Services/Activitie		udents
		udents
Description of Services/Activitie	es Aligned with Area of Impact:	udents
	es Aligned with Area of Impact:	udents
Description of Services/Activities Students Served by Services/Activities	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students

	nal Needs	
Description of Services/Activition	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
	N 4:1 1/N 4 1 C 1 1 1	NA 1/6
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		- Not Addressed This Period
	and Instruction	
Description of Services/Activition	es Aligned with Area of Impact:	
Students Served by Services/Ad	tivities	
		M. 1/6
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- Low Incidence Students - English Learners		- Mod/Severe Students - Speech Only Students
- Low Incidence Students	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	

Impacted Area: Othe	r Impacted Area	as (Missed services)		
Description of Services	/Activities Align	ed with Area of Impac	ct:	
Students Served by Ser	vices/Activities			
- Low Incidence Studer	.+. \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	/NAc d Cturdoute	Mad/Cayana	Ctualoute
- Low incidence Studer - English Learners		/Mod Students /Reduced Lunch Eligib	- Mod/Severe ble - Speech Only	
Results/Outcomes	1166	Theddeed Editer Eligic	one specentonly	Students
Evidence of Results/Ou	tcomes			
Date(s) of Implementa	tion		- Not Addres	ssed This Period
Date(3) of implemental				ssea This i choa
	Amount	cate funds spent to date Amount Previously	Amount Spent	Amount
Object Code	Allocated	Reported	(To Date)	Remaining
1000 – Certificated		'	,	<u> </u>
Salaries				
2000 – Classified Salaries				
3000 – Employee				
Benefits				
4000 – Materials and				
Supplies 5000 – Services and				
other operating costs				
7300 – Indirect Costs				
Totals				
Form Completed By:				
Date Received by SELPA		Date Approve	ed by SELPA:	
Date Returned to District			ed by OLLI A.	
		Jiiiduoii.		
Additional Information Ne	eaea:			

Final Approval by SELPA:



Rim of the World USD – January 7th, 2021 ADR Plan Monitoring

Impacted Area: Early Interven	tion	
Description of Services/Activities	s Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Lvidence of Results/Odtcomes		
Date(s) of Implementation:		- Not Addressed This Period
		- Not Addressed This Feriod
Impacted Area: Parent Educat	cion	
•		
Description of Services/Activitie		
·	s Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities	s Aligned with Area of Impact:	
Students Served by Services/Ac	s Aligned with Area of Impact:	
Students Served by Services/Ac - Low Incidence Students	tivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Ac - Low Incidence Students - English Learners	s Aligned with Area of Impact:	- Mod/Severe Students - Speech Only Students
Students Served by Services/Ac - Low Incidence Students	tivities - Mild/Mod Students	-
Students Served by Services/Ac - Low Incidence Students - English Learners	tivities - Mild/Mod Students	-
Students Served by Services/Ac - Low Incidence Students - English Learners	tivities - Mild/Mod Students	-
Students Served by Services/Ac - Low Incidence Students - English Learners	tivities - Mild/Mod Students	-
Students Served by Services/Ac - Low Incidence Students - English Learners Results/Outcomes	tivities - Mild/Mod Students	-
Students Served by Services/Ac - Low Incidence Students - English Learners	tivities - Mild/Mod Students	
Students Served by Services/Ac - Low Incidence Students - English Learners Results/Outcomes	tivities - Mild/Mod Students	
Students Served by Services/Ac - Low Incidence Students - English Learners Results/Outcomes	tivities - Mild/Mod Students	
Students Served by Services/Ac - Low Incidence Students - English Learners Results/Outcomes	tivities - Mild/Mod Students	

Impacted Area: Language Acc	cess			
Description of Services/Activities Aligned with Area of Impact:				
Students Served by Services/Ad	rtivities			
Students served by services, in	octivities.			
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students		
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students		
Results/Outcomes				
Evidence of Results/Outcomes				
5 . () . ()				
Date(s) of Implementation		- Not Addressed This Period		
Impacted Area: Family Suppo	rt Collaboration			
	es Aligned with Area of Impact:			
	es / iiigirea wiiii / ii ea er iiiipaeti			
Students Served by Services/Ad	ctivities			
Lavulasidanas Ctudants	N 4:1 d /N 4 a d C+. · - l - · - + -	Mad/Cayana C+:		
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students		
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students		
Results/Outcomes				
E : 1				
Evidence of Results/Outcomes				
Date(s) of Implementation		- Not Addressed This Period		

Impacted Area: Outre	each				
Description of Services	/Activities Align	ed with Area of Impac	t:		
	. /*				
Students Served by Ser	vices/Activities				
- Low Incidence Studen	nts - Mild	/Mod Students	- Mod/Severe	Students	
- English Learners	•	/Reduced Lunch Eligib	<u> </u>		
Results/Outcomes	1100)	Theadeca Earleit Eligib	ic Specell Olliy	Students	
nesults/ outcomes					
Established of Decoulty (Ox					
Evidence of Results/Ou	itcomes				
Date(s) of Implementat	tion		- Not Addres	sed This Period	
2 a a a (a) a :p : aa					
		cate funds spent to date	A	A	
Object Code	Amount	Amount Previously	Amount Spent	Amount	
1000 – Certificated	Allocated	Reported	(To Date)	Remaining	
Salaries					
3000 – Employee					
Benefits					
4000 – Materials and					
Supplies					
5000 – Services and					
other operating costs					
6000 – Capital Outlay					
7300 – Indirect Costs					
Totals					
Form Completed By:					
Date Received by SELPA			ed by SELPA.		
Date Returned to District	for Additional Info	ormation:			
Additional Information Ne	Additional Information Needed:				

Impacted Area: Additional Sup	port and Services Needed to Addre	ss Identified Learning Needs
Description of Services/Activities	es Aligned with Area of Impact:	
Students Comund by Comins /As	at tal -	
Students Served by Services/Ac	cuvities	
	A 411 1 / A 4 1 G 4 1 G 4	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation:		- Not Addressed This Period
Impropriate August Augustina Los	uning and Asadamia Nasada of Ct	
	rning and Academic Needs of St	udents
Impacted Area: Assessing Lea Description of Services/Activitie		udents
		udents
Description of Services/Activitie	es Aligned with Area of Impact:	udents
	es Aligned with Area of Impact:	udents
Description of Services/Activities Students Served by Services/Activities	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students

Impacted Area: High Quality	and Instruction	
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ad	tivities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes	Tree/Neddeed Editer Eligible	Special only students
Results/Outcomes		
Evidence of Results/Outcomes		
Evidence of Results, Succomes		
Data(a) of local and out the		Nick Address of This Device
Date(s) of Implementation		- Not Addressed This Period
Impacted Area: Supporting St	cudents Return to In-Person Instr	ruction
Impacted Area: Supporting St Description of Services/Activitie		ruction
		ruction
Description of Services/Activition	es Aligned with Area of Impact:	ruction
	es Aligned with Area of Impact:	ruction
Description of Services/Activities Students Served by Services/Activities	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Description of Services/Activities Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students

December 60 1 /4 11 111	dents who are Waiting of Initial I	EPS
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
Stadents Served by Services/Ne	in the contract of the contrac	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
	- Tree/ Neduced Editor Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Evidence of Results, Successives		
Data(s) of Implementation		Not Addressed This Deried
Date(s) of Implementation		- Not Addressed This Period
<u> </u>		
Impacted Area: Complete Ove		
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
Students Served by Services/Ac	tivities	
		- Mod/Severe Students
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- Low Incidence Students - English Learners		- Mod/Severe Students - Speech Only Students
- Low Incidence Students	- Mild/Mod Students	•
- Low Incidence Students - English Learners	- Mild/Mod Students	•
- Low Incidence Students - English Learners	- Mild/Mod Students	•
- Low Incidence Students - English Learners	- Mild/Mod Students	•
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	•
- Low Incidence Students - English Learners	- Mild/Mod Students	•
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	•
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	•
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	•
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students	•

Impacted Area: Other Impacte	ed Areas (Missed services)	
Description of Services/Activitie	s Aligned with Area of Impact:	
'		
Students Served by Services /Ac	tivitios	
Students Served by Services/Act	tivities	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
	•	•
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		- 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				
2000 – Classified				
Salaries				
3000 – Employee				
Benefits				
4000 – Materials and				
Supplies				
5000 – Services and				
other operating costs				
6000- Capital Outlay				
7300 – Indirect Costs				
Totals				

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:	

Impacted Area: Early Interve	ntion	
Description of Services/Activiti	es Aligned with Area of Impact:	
Students Served by Services/A	ctivities	
, ,		
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	-
Results/Outcomes		
nesalts/ outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation:		- Not Addressed This Period
. , , , ,		
Inchested Area. Depart Educa	Ain.	
Impacted Area: Parent Educa		
	es Aligned with Area of Impact:	
Description of Services/Activiti	es Aligned with Area of Impact:	
	es Aligned with Area of Impact:	
Description of Services/Activiti	es Aligned with Area of Impact:	
Description of Services/Activiti Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students
Students Served by Services/Activiti - Low Incidence Students - English Learners	es Aligned with Area of Impact:	- Mod/Severe Students - Speech Only Students
Description of Services/Activiti Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: ctivities - Mild/Mod Students	
Students Served by Services/Activiti - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students	
Students Served by Services/Activiti - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students	
Students Served by Services/Activiti - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Students Served by Services/Activiti - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students - Free/Reduced Lunch Eligible	

Impacted Area: Parent Peer S	Support				
Description of Services/Activities Aligned with Area of Impact:					
Students Served by Services/Ad	ctivities				
	NA:11/NA 1 Ct 1 1				
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students			
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students			
Results/Outcomes					
Evidence of Results/Outcomes					
Date(s) of Implementation		- Not Addressed This Period			
Γ					
Impacted Area: Language Acc					
Description of Services/Activitie	es Aligned with Area of Impact:				
Students Compad by Compact /Ac					
Students Served by Services/Ad	cuvides				
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students			
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students			
Results/Outcomes	- Tree/ Neduced Editor Eligible	- Speech Only Students			
inesuits/Outcomes					
Evidence of Results/Outcomes					
1					
Date(s) of Implementation		- Not Addressed This Period			

Impacted Area: Outreach		
Description of Services/Activities	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
	N 4:1-1 /N 41 C+1	NA - 1/C Ct - 1 t -
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students
Results/Outcomes		
Evidence of Results/Outcomes		
Date(s) of Implementation		- Not Addressed This Period
Impacted Area: Other Impact		
Description of Services/Activitie	es Aligned with Area of Impact:	
Students Served by Services/Ac	tivities	
Low Incidence Students	Mild/Mad Students	Mad/Cayara Students
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students
- English Learners	Mild/Mod StudentsFree/Reduced Lunch Eligible	- Mod/Severe Students - Speech Only Students
- English Learners		
- English Learners		
- English Learners Results/Outcomes		
- English Learners		
- English Learners Results/Outcomes		

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated				
Salaries				
2000 – Classified				
Salaries				
3000 – Employee				
Benefits				
4000 – Materials and				
Supplies				
5000 – Services and				
other operating costs				
7300 – Indirect Costs				
Totals				

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:	

Impacted Area: Additional Support and Services Needed to Address Identified Learning Needs			
Description of Services/Activitie	s Aligned with Area of Impact:		
Students Served by Services/Act	ivities		
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students	
- English Learners	- Free/Reduced Lunch Eligible		
Results/Outcomes	Tree/Reduced Editer Englishe	Specen only students	
Nesults/Outcomes			
Evidence of Results/Outcomes			
Date(s) of Implementation:		- Not Addressed This Period	
·	ion Componen		
Impacted Area: Positive Behav			
Description of Services/Activitie	s Aligned with Area of Impact:		
Students Served by Services/Act	civities		
Students Served by Services/Act	civities		
Students Served by Services/Act - Low Incidence Students	civities - Mild/Mod Students	- Mod/Severe Students	
•		- Mod/Severe Students - Speech Only Students	
- Low Incidence Students	- Mild/Mod Students		
- Low Incidence Students - English Learners	- Mild/Mod Students		
- Low Incidence Students - English Learners	- Mild/Mod Students		
- Low Incidence Students - English Learners	- Mild/Mod Students		
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students		
- Low Incidence Students - English Learners	- Mild/Mod Students		
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students		
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students		
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students		
- Low Incidence Students - English Learners Results/Outcomes	- Mild/Mod Students		

Impacted Area: Assessing Learning and Academic Needs of Students			
Description of Services/Activities	es Aligned with Area of Impact:		
Students Served by Services/Ac	tivities		
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students	
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students	
Results/Outcomes			
Evidence of Results/Outcomes			
Lvidence of Results/Odtcomes			
Date(s) of Implementation		- Not Addressed This Period	
Date(s) of implementation		- Not Addressed This Period	
Inchested Anna. Codel Emptis	and Nanda		
Impacted Area: Social Emotion			
Description of Services/Activities	es Aligned with Area of Impact:		
Students Served by Services/Ad	ctivities		
	NATI 1/NA 1 CO 1	NA 1/6 CI 1	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students	
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students	
Results/Outcomes			
Evidence of Results/Outcomes			
Date(s) of Implementation		- Not Addressed This Period	

Impacted Area: High Quality	and Instruction		
Description of Services/Activities Aligned with Area of Impact:			
Students Served by Services/A	ctivities		
	N 4:1 -1 / N 41 C+1	NA - d/C Ch d	
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students	
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students	
Results/Outcomes			
Evidence of Results/Outcomes			
Date(s) of Implementation		- Not Addressed This Period	
	tudents Return to In-Person Instr	uction	
	tudents Return to In-Person Instr es Aligned with Area of Impact:	uction	
		uction	
Description of Services/Activiti	es Aligned with Area of Impact:	uction	
	es Aligned with Area of Impact:	uction	
Description of Services/Activiti	es Aligned with Area of Impact:		
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners	es Aligned with Area of Impact:		
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	
Description of Services/Activiti Students Served by Services/Activiti - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: ctivities - Mild/Mod Students	- Mod/Severe Students	

Impacted Area: Child Find			
Description of Services/Activities Aligned with Area of Impact:			
Students Served by Services/Ac	tivities		
- Low Incidence Students	- Mild/Mod Students	- Mod/Severe Students	
- English Learners	- Free/Reduced Lunch Eligible	- Speech Only Students	
Results/Outcomes	-		
·			
Evidence of Results/Outcomes			
Date(s) of Implementation		- Not Addressed This Period	
Inspected Area. Other Imprected Areas (Nicean complete)			
Impacted Area: Other Impact	and Areas (Missed services)		
	ed Areas (Missed services)		
Impacted Area: Other Impact Description of Services/Activitie			
Description of Services/Activition	es Aligned with Area of Impact:		
	es Aligned with Area of Impact:		
Description of Services/Activities Students Served by Services/Activities	es Aligned with Area of Impact:		
Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	- Mod/Severe Students	
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact:	- Mod/Severe Students - Speech Only Students	
Students Served by Services/Activities - Low Incidence Students	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	
Students Served by Services/Activities - Low Incidence Students - English Learners	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	
Students Served by Services/Activities - Low Incidence Students - English Learners Results/Outcomes	es Aligned with Area of Impact: etivities - Mild/Mod Students	•	

Object Code	Amount Allocated	Amount Previously Reported	Amount Spent (To Date)	Amount Remaining
1000 – Certificated				
Salaries				
2000 – Classified				
Salaries				
3000 – Employee				
Benefits				
4000 – Materials and				
Supplies				
5000 – Services and				
other operating costs				
7300 – Indirect Costs				
Totals				

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:	

4.3 Recording IEP Services	



"Recording IEP Services"

Wednesday, January 19, 2022 9:00 - 11:30 am

EV SELPA/DILC

Conference Room "B"

670 E. Carnegie Drive, San Bernardino

Register Online:

https://sbcss.k12oms.org/46-213403

4.4 Special Education Indicator Targets	

CA Special Education Indicators Revised Targets

Indicator	18-19	20-21	21-22	22-23	23-24	24-25	25-26
1. Graduation	90%	75%	75.5%	76%	77%	78%	79%
2. Dropout	10.72%	11%	10%	9%	8%	7%	6%
3a. CAASPP/CAA ELA Participation	95%	95%	95%	95%	95%	95%	95%
3a. CAASPP/CAA Math Participation	95%	95%	95%	95%	95%	95%	95%
3b. CAASPP ELA Proficiency	15.9%						
3b. CAASPP Math Proficiency	13.6%						
3c. CAA ELA Proficiency		\ / a	arias aarass	gradas 1 0	and 11 for		+ h
3c. CAA Math Proficiency		V	aries across	graues 4, 8,	and 11 ior	ELA and Ma	LII
3d. ELA Proficiency Gap							
3d. Math Proficiency Gap							
4a. Suspension/Expulsion	≤10%	3%	2.8%	2.6%	2.4%	2.2%	2.0%
4b. Suspension/Expulsion by Race or Ethnicity	0%	0%	0%	0%	0%	0%	0%
5a. LRE: ≥80% in Regular Class	>52.2%	58%	60%	62%	645	67%	70%
5b. LRE: ≤40% in Regular Class	<21.6%	19.5%	18%	16.5%	15%	13.5%	12%
5c. LRE: Separate Setting	<3.8%	3.4%	3.2%	3%	2.8%	2.6%	2.4%
6a. Preschool LRE Regular Early Childhood Program	>35.9%	39%	41%	43%	45%	47%	49%
6b. Preschool LRE: Separate Setting	<34.4%	33%	31%	29%	27%	25%	23%
6c. Preschool LRE: Home Setting		3.5%	3.5%	3.5%	3.5%	3.5%	3.4%
7a. Preschool Outcomes: Positive Social-Emotional Skills	72.7%/82.1%	76%	77%	78%	79%	80%	81%
7b. Preschool Outcomes: Acquisition and Use of Knowledge of Skills	70.0%/82.5%	76%	77%	78%	79%	80%	81%
7c. Preschool Outcomes: Use of Appropriate Behaviors	75.1%/79.1%	76%	77%	78%	79%	80%	81%
8. Parent Involvement	93%	95%	95.5%	96%	96.5%	97%	97.5%
9. Disproportionate Representation	0%	0%	0%	0%	0%	0%	0%
10. Disproportionate Representation by Disability Categories	0%	0%	0%	0%	0%	0%	0%
11. Child Find	100%	100%	100%	100%	100%	100%	100%
12. Early Childhood Transition	100%	100%	100%	100%	100%	100%	100%
13. Secondary Transition	100%	100%	100%	100%	100%	100%	100%
14a. Post School Outcomes: Higher Education	54.3%	55%	56%	57%	58%	59%	60%
14b. Post School Outcomes: Higher Education or Competitively Employed	74.4%	75%	76.5%	78%	79.5%	81%	82.5%
14c. Post School Outcomes: Postsecondary Education or Training	83%	87%	87.5%	88%	88.5%	89%	89.5%
15. Resolution Sessions	≥60%	40%	41%	42%	43%	44%	45%
16. Mediation	≥60%	65%	66%	67%	68%	69%	70%
17. State Systemic Improvement Plan	≥32.33%	14%	14%	15%	16%	17%	18%

Realignment of Indicator 3

3b ELA CAASPP Target	2020	2021	2022	2023	2024	2025
Grade 4	15%	15%	15%	16%	17%	18%
Grade 8	12%	12%	12%	13%	14%	15%
Grade 11	14%	14%	14%	15%	16%	17%
3b Math CAASPP Target	2020	2021	2022	2023	2024	2025
Grade 4	15%	15%	15%	16%	17%	18%
Grade 8	8%	8%	8%	9%	10%	11%
Grade 11	8%	8%	8%	9%	10%	11%
3c ELA CAA Target	2020	2021	2022	2023	2024	2025
Grade 4	15%	15%	15%	16%	17%	18%
Grade 8	10%	10%	10%	11%	12%	13%
Grade 11	14%	14%	14%	15%	16%	17%
3c Math CAA Target	2020	2021	2022	2023	2024	2025
Grade 4	7%	7%	7%	8%	9%	10%
Grade 8	8%	8%	8%	9%	10%	11%
Grade 11	6%	6%	6%	7%	8%	9%
3d ELA Gap Target	2020	2021	2022	2023	2024	2025
Grade 4	31%	31%	31%	30%	29%	28%
Grade 8	37%	37%	37%	36%	35%	34%
Grade 11	42%	42%	42%	41%	40%	39%
3d Math Gap Target	2020	2021	2022	2023	2024	2025
3d Math Gap Target Grade 4	2020 25%	2021 25%	2022 25%	2023 24%	2024 23%	2025 22%

Agency Name: Colton Joint Unified (3667686_00) Annual Performance Report

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	80.28%	>90.0%	No
2	Dropout Rate *	1.23%	≤10.72%	Yes
3	Assessment: ELA Participation	95.29%	>95.0%	Yes
3	Assessment: Math Participation Rate	94.81%	>95.0%	No
3	Assessment: ELA Achievement Rate	6.88%	>15.9%	No
3	Assessment: Math Achievement Rate	3.74%	>13.6%	No
4a	Discipline (>10 days) Rate *	0.60	<2.76	Yes
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes
5a	LRE Rate: In Regular Class more than 80%	66.46%	≥52.2%	Yes
5b	LRE Rate: In Regular Class less than 40%	24.50%	≤21.6%	No
5c	LRE Rate: Separate Schools	1.94%	≤3.8%	Yes
6a	Preschool LRE: Regular Program	69.92%	>35.9%	Yes
6b	Preschool LRE: Separate Class	18.36%	<31.4%	Yes
7a	Positive Socio-Emotional Skills Substantially Increased	67.74%	>84.2%	No
7a	Positive Socio-Emotional Skills Functioning within age expectations	68.42%	>80.5%	No
7b	Acquisition of Knowledge/Skills Substantially Increased	80.00%	>81.7%	No
7b	Acquisition of Knowledge/Skills Functioning within age expectations	68.42%	>79.57%	No
7c	Use of Appropriate Behaviors Substantially Increased	81.48%	>75.7%	Yes
7c	Use of Appropriate Behaviors Functioning within age expectations	80.70%	>78.45%	Yes
8	Parent Involvement Rate	99.69%	>93.0%	Yes
9	Overall Disproportionality Areas	0	0	Yes
10	Disproportionality by Disability Areas	1	0	No
11	Rate of Eligibility Determined within 60 days	99.50%	100%	No
12	Rate of Part C to Part B Students with Timely IEPs	93.75%	100%	No
13	Rate of Students with Transition Goals/Services	100.00%	100%	Yes

No.	Indicator	Rate	Target	Target Met?
14a	Rate of Post School Outcomes:	56.25%	>54.3%	Yes
	Higher Education			
14b	Competitive Employment or Higher	92.19%	>74.4%	Yes
	Education			
14c	Any Employment or Education	96.88%	>83.0%	Yes

^{*} These are delayed indicators and the data is from the 2017–18 school year.

Agency Name: Redlands Unified (3667843_00) Annual Performance Report

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	79.61%	>90.0%	No
2	Dropout Rate *	0.74%	≤10.72%	Yes
3	Assessment: ELA Participation	95.33%	>95.0%	Yes
3	Assessment: Math Participation Rate	94.42%	>95.0%	No
3	Assessment: ELA Achievement Rate	15.86%	>15.9%	Yes
3	Assessment: Math Achievement Rate	11.62%	>13.6%	No
4a	Discipline (>10 days) Rate *	0.41	<2.76	Yes
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes
5a	LRE Rate: In Regular Class more than 80%	32.76%	≥52.2%	No
5b	LRE Rate: In Regular Class less than 40%	21.39%	≤21.6%	Yes
5c	LRE Rate: Separate Schools	2.43%	≤3.8%	Yes
6a	Preschool LRE: Regular Program	36.63%	>35.9%	Yes
6b	Preschool LRE: Separate Class	60.89%	<31.4%	No
7a	Positive Socio-Emotional Skills Substantially Increased	82.61%	>84.2%	No
7a	Positive Socio-Emotional Skills Functioning within age expectations	72.73%	>80.5%	No
7b	Acquisition of Knowledge/Skills Substantially Increased	NC	>81.7%	NA
7b	Acquisition of Knowledge/Skills Functioning within age expectations	74.42%	>79.57%	No
7c	Use of Appropriate Behaviors Substantially Increased	80.00%	>75.7%	Yes
7c	Use of Appropriate Behaviors Functioning within age expectations	74.42%	>78.45%	No
8	Parent Involvement Rate	98.94%	>93.0%	Yes
9	Overall Disproportionality Areas	0	0	Yes
10	Disproportionality by Disability Areas	0	0	Yes
11	Rate of Eligibility Determined within 60 days	100.00%	100%	Yes
12	Rate of Part C to Part B Students with Timely IEPs	73.33%	100%	No
13	Rate of Students with Transition Goals/Services	100.00%	100%	Yes

No.	Indicator	Rate	Target	Target Met?
14a	Rate of Post School Outcomes:	NC	>54.3%	NA
	Higher Education			
14b	Competitive Employment or Higher	NC	>74.4%	NA
	Education			
14c	Any Employment or Education	NC	>83.0%	NA

^{*} These are delayed indicators and the data is from the 2017–18 school year.

Agency Name: Grove (3630928_00) Annual Performance Report

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	NC	>90.0%	NA
2	Dropout Rate *	NC	≤10.72%	NA
3	Assessment: ELA Participation	100.00%	>95.0%	Yes
3	Assessment: Math Participation Rate	100.00%	>95.0%	Yes
3	Assessment: ELA Achievement Rate	NC	>15.9%	NA
3	Assessment: Math Achievement Rate	NC	>13.6%	NA
4a	Discipline (>10 days) Rate *	0.00	<2.76	Yes
4b	Discipline (>10 days) Areas Disproportionate *	0	0	NA
5a	LRE Rate: In Regular Class more than 80%	95.83%	≥52.2%	Yes
5b	LRE Rate: In Regular Class less than 40%	0.00%	≤21.6%	Yes
5c	LRE Rate: Separate Schools	0.00%	≤3.8%	Yes
6a	Preschool LRE: Regular Program	NC	>35.9%	NA
6b	Preschool LRE: Separate Class	NC	<31.4%	NA
7a	Positive Socio-Emotional Skills Substantially Increased	NC	>84.2%	NA
7a	Positive Socio-Emotional Skills Functioning within age expectations	NC	>80.5%	NA
7b	Acquisition of Knowledge/Skills Substantially Increased	NC	>81.7%	NA
7b	Acquisition of Knowledge/Skills Functioning within age expectations	NC	>79.57%	NA
7c	Use of Appropriate Behaviors Substantially Increased	NC	>75.7%	NA
7c	Use of Appropriate Behaviors Functioning within age expectations	NC	>78.45%	NA
8	Parent Involvement Rate	100.00%	>93.0%	Yes
9	Overall Disproportionality Areas	NC	0	NA
10	Disproportionality by Disability Areas	NC	0	NA
11	Rate of Eligibility Determined within 60 days	NC	100%	NA
12	Rate of Part C to Part B Students with Timely IEPs	NC	100%	NA
13	Rate of Students with Transition Goals/Services	NC	100%	NA

No.	Indicator	Rate	Target	Target Met?
14a	Rate of Post School Outcomes:	NC	>54.3%	NA
	Higher Education			
14b	Competitive Employment or Higher	NC	>74.4%	NA
	Education			
14c	Any Employment or Education	NC	>83.0%	NA

^{*} These are delayed indicators and the data is from the 2017–18 school year.

Agency Name: Rialto Unified (3667850_00) Annual Performance Report

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	79.01%	>90.0%	No
2	Dropout Rate *	0.25%	≤10.72%	Yes
3	Assessment: ELA Participation	97.32%	>95.0%	Yes
3	Assessment: Math Participation Rate	97.10%	>95.0%	Yes
3	Assessment: ELA Achievement Rate	8.09%	>15.9%	No
3	Assessment: Math Achievement Rate	5.92%	>13.6%	No
4a	Discipline (>10 days) Rate *	0.37	<2.76	Yes
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes
5a	LRE Rate: In Regular Class more than 80%	55.24%	≥52.2%	Yes
5b	LRE Rate: In Regular Class less than 40%	28.94%	≤21.6%	No
5c	LRE Rate: Separate Schools	1.71%	≤3.8%	Yes
6a	Preschool LRE: Regular Program	74.30%	>35.9%	Yes
6b	Preschool LRE: Separate Class	18.88%	<31.4%	Yes
7a	Positive Socio-Emotional Skills Substantially Increased	66.67%	>84.2%	No
7a	Positive Socio-Emotional Skills Functioning within age expectations	48.57%	>80.5%	No
7b	Acquisition of Knowledge/Skills Substantially Increased	68.00%	>81.7%	No
7b	Acquisition of Knowledge/Skills Functioning within age expectations	35.48%	>79.57%	No
7c	Use of Appropriate Behaviors Substantially Increased	78.57%	>75.7%	Yes
7c	Use of Appropriate Behaviors Functioning within age expectations	50.00%	>78.45%	No
8	Parent Involvement Rate	99.95%	>93.0%	Yes
9	Overall Disproportionality Areas	0	0	Yes
10	Disproportionality by Disability Areas	1	0	No
11	Rate of Eligibility Determined within 60 days	98.99%	100%	No
12	Rate of Part C to Part B Students with Timely IEPs	88.46%	100%	No
13	Rate of Students with Transition Goals/Services	100.00%	100%	Yes

No.	Indicator	Rate	Target	Target Met?
14a	Rate of Post School Outcomes:	87.27%	>54.3%	Yes
	Higher Education			
14b	Competitive Employment or Higher	87.27%	>74.4%	Yes
	Education			
14c	Any Employment or Education	100.00%	>83.0%	Yes

^{*} These are delayed indicators and the data is from the 2017–18 school year.

Agency Name: Rim of the World Unified (3667868_00) Annual Performance Report

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	70.37%	>90.0%	No
2	Dropout Rate *	0.00%	≤10.72%	Yes
3	Assessment: ELA Participation	92.34%	>95.0%	No
3	Assessment: Math Participation Rate	91.89%	>95.0%	No
3	Assessment: ELA Achievement Rate	11.22%	>15.9%	No
3	Assessment: Math Achievement Rate	5.88%	>13.6%	No
4a	Discipline (>10 days) Rate *	0.60	<2.76	Yes
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes
5a	LRE Rate: In Regular Class more than 80%	58.49%	≥52.2%	Yes
5b	LRE Rate: In Regular Class less than 40%	16.45%	≤21.6%	Yes
5c	LRE Rate: Separate Schools	1.31%	≤3.8%	Yes
6a	Preschool LRE: Regular Program	18.92%	>35.9%	No
6b	Preschool LRE: Separate Class	81.08%	<31.4%	No
7a	Positive Socio-Emotional Skills Substantially Increased	NC	>84.2%	NA
7a	Positive Socio-Emotional Skills Functioning within age expectations	NC	>80.5%	NA
7b	Acquisition of Knowledge/Skills Substantially Increased	NC	>81.7%	NA
7b	Acquisition of Knowledge/Skills Functioning within age expectations	NC	>79.57%	NA
7c	Use of Appropriate Behaviors Substantially Increased	NC	>75.7%	NA
7c	Use of Appropriate Behaviors Functioning within age expectations	NC	>78.45%	NA
8	Parent Involvement Rate	99.58%	>93.0%	Yes
9	Overall Disproportionality Areas	0	0	Yes
10	Disproportionality by Disability Areas	0	0	Yes
11	Rate of Eligibility Determined within 60 days	96.77%	100%	No
12	Rate of Part C to Part B Students with Timely IEPs	NC	100%	NA
13	Rate of Students with Transition Goals/Services	100.00%	100%	Yes

No.	Indicator	Rate	Target	Target Met?
14a	Rate of Post School Outcomes:	NC	>54.3%	NA
	Higher Education			
14b	Competitive Employment or Higher	NC	>74.4%	NA
	Education			
14c	Any Employment or Education	NC	>83.0%	NA

^{*} These are delayed indicators and the data is from the 2017–18 school year.

Agency Name: San Bernardino County Office of Education (3610363_02) Annual Performance Report

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	25.86%	>90.0%	No
2	Dropout Rate *	NC	≤10.72%	NA
3	Assessment: ELA Participation	95.73%	>95.0%	Yes
3	Assessment: Math Participation Rate	95.51%	>95.0%	Yes
3	Assessment: ELA Achievement Rate	7.40%	>15.9%	No
3	Assessment: Math Achievement Rate	2.12%	>13.6%	No
4a	Discipline (>10 days) Rate *	NC	<2.76	NA
4b	Discipline (>10 days) Areas Disproportionate *	NC	0	NA
5a	LRE Rate: In Regular Class more than 80%	NC	≥52.2%	NA
5b	LRE Rate: In Regular Class less than 40%	NC	≤21.6%	NA
5c	LRE Rate: Separate Schools	NC	≤3.8%	NA
6a	Preschool LRE: Regular Program	NC	>35.9%	NA
6b	Preschool LRE: Separate Class	NC	<31.4%	NA
7a	Positive Socio-Emotional Skills	74.21%	>84.2%	No
	Substantially Increased	- 0 4-0/	22 =24	
7a	Positive Socio-Emotional Skills	73.45%	>80.5%	No
71	Functioning within age expectations	70.740/	. 04 70/	N.I.
7b	Acquisition of Knowledge/Skills Substantially Increased	76.71%	>81.7%	No
7b	Acquisition of Knowledge/Skills	77.03%	>79.57%	No
7.0	Functioning within age expectations	77.0370	719.51 70	INO
7c	Use of Appropriate Behaviors Substantially Increased	78.77%	>75.7%	Yes
7c	Use of Appropriate Behaviors	77.59%	>78.45%	No
'	Functioning within age expectations	77.0070	70.1070	110
8	Parent Involvement Rate	NC	>93.0%	NA
9	Overall Disproportionality Areas	NC	0	NA
10	Disproportionality by Disability Areas	NC	0	NA
11	Rate of Eligibility Determined within 60 days	100.00%	100%	Yes
12	Rate of Part C to Part B Students with Timely IEPs	NC	100%	NA
13	Rate of Students with Transition Goals/Services	99.71%	100%	No

No.	Indicator	Rate	Target	Target Met?
14a	Rate of Post School Outcomes:	NC	>54.3%	NA
	Higher Education			
14b	Competitive Employment or Higher	NC	>74.4%	NA
	Education			
14c	Any Employment or Education	NC	>83.0%	NA

^{*} These are delayed indicators and the data is from the 2017–18 school year.

Agency Name: Yucaipa-Calimesa Joint Unified (3667959_00) Annual Performance Report

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	84.69%	>90.0%	No
2	Dropout Rate *	3.40%	≤10.72%	Yes
3	Assessment: ELA Participation	97.03%	>95.0%	Yes
3 3 3	Assessment: Math Participation Rate	97.17%	>95.0%	Yes
	Assessment: ELA Achievement Rate	14.74%	>15.9%	No
3	Assessment: Math Achievement Rate	9.72%	>13.6%	No
4a	Discipline (>10 days) Rate *	0.20	<2.76	Yes
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes
5a	LRE Rate: In Regular Class more than 80%	46.46%	≥52.2%	No
5b	LRE Rate: In Regular Class less than 40%	22.64%	≤21.6%	No
5c	LRE Rate: Separate Schools	1.26%	≤3.8%	Yes
6a	Preschool LRE: Regular Program	54.05%	>35.9%	Yes
6b	Preschool LRE: Separate Class	45.95%	<31.4%	No
7a	Positive Socio-Emotional Skills	NC	>84.2%	NA
	Substantially Increased			
7a	Positive Socio-Emotional Skills	86.05%	>80.5%	Yes
	Functioning within age expectations			
7b	Acquisition of Knowledge/Skills	NC	>81.7%	NA
	Substantially Increased			
7b	Acquisition of Knowledge/Skills	86.05%	>79.57%	Yes
	Functioning within age expectations	_		
7c	Use of Appropriate Behaviors	NC	>75.7%	NA
7 -	Substantially Increased	00.050/	> 70 450/	V
7c	Use of Appropriate Behaviors Functioning within age expectations	86.05%	>78.45%	Yes
8	Parent Involvement Rate	100.00%	>93.0%	Yes
9	Overall Disproportionality Areas	0	0	Yes
10	Disproportionality by Disability Areas	0	0	Yes
11	Rate of Eligibility Determined within	92.23%	100%	No
' '	60 days	02.2070	10070	140
12	Rate of Part C to Part B Students	NC	100%	NA
- -	with Timely IEPs			

No.	Indicator	Rate	Target	Target Met?
13	Rate of Students with Transition	100.00%	100%	Yes
	Goals/Services			
14a	Rate of Post School Outcomes:	NC	>54.3%	NA
	Higher Education			
14b	Competitive Employment or Higher	NC	>74.4%	NA
	Education			
14c	Any Employment or Education	NC	>83.0%	NA

^{*} These are delayed indicators and the data is from the 2017–18 school year.

Agency Name: Competitive Edge Charter Academy (CECA) (0124032_00) Annual Performance Report

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	NC	>90.0%	NA
2	Dropout Rate *	NC	≤10.72%	NA
3	Assessment: ELA Participation	100.00%	>95.0%	Yes
3	Assessment: Math Participation Rate	100.00%	>95.0%	Yes
3	Assessment: ELA Achievement Rate	28.30%	>15.9%	Yes
3	Assessment: Math Achievement Rate	30.19%	>13.6%	Yes
4a	Discipline (>10 days) Rate *	0.00	<2.76	Yes
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes
5a	LRE Rate: In Regular Class more than 80%	100.00%	≥52.2%	Yes
5b	LRE Rate: In Regular Class less than 40%	0.00%	≤21.6%	Yes
5c	LRE Rate: Separate Schools	0.00%	≤3.8%	Yes
6a	Preschool LRE: Regular Program	NC	>35.9%	NA
6b	Preschool LRE: Separate Class	NC	<31.4%	NA
7a	Positive Socio-Emotional Skills Substantially Increased	NC	>84.2%	NA
7a	Positive Socio-Emotional Skills Functioning within age expectations	NC	>80.5%	NA
7b	Acquisition of Knowledge/Skills Substantially Increased	NC	>81.7%	NA
7b	Acquisition of Knowledge/Skills Functioning within age expectations	NC	>79.57%	NA
7c	Use of Appropriate Behaviors Substantially Increased	NC	>75.7%	NA
7c	Use of Appropriate Behaviors Functioning within age expectations	NC	>78.45%	NA
8	Parent Involvement Rate	100.00%	>93.0%	Yes
9	Overall Disproportionality Areas	NC	0	NA
10	Disproportionality by Disability Areas	NC	0	NA
11	Rate of Eligibility Determined within 60 days	NC	100%	NA
12	Rate of Part C to Part B Students with Timely IEPs	NC	100%	NA
13	Rate of Students with Transition Goals/Services	NC	100%	NA

No.	Indicator	Rate	Target	Target Met?
14a	Rate of Post School Outcomes:	NC	>54.3%	NA
	Higher Education			
14b	Competitive Employment or Higher	NC	>74.4%	NA
	Education			
14c	Any Employment or Education	NC	>83.0%	NA

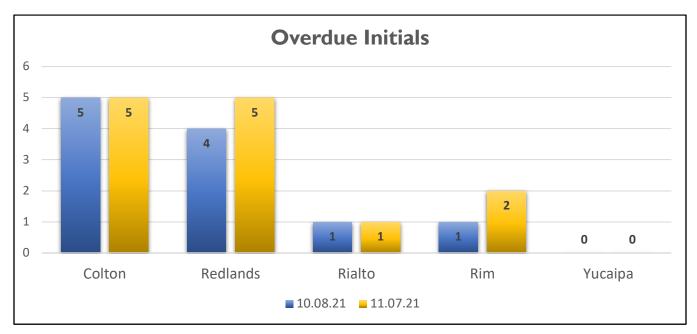
^{*} These are delayed indicators and the data is from the 2017–18 school year.

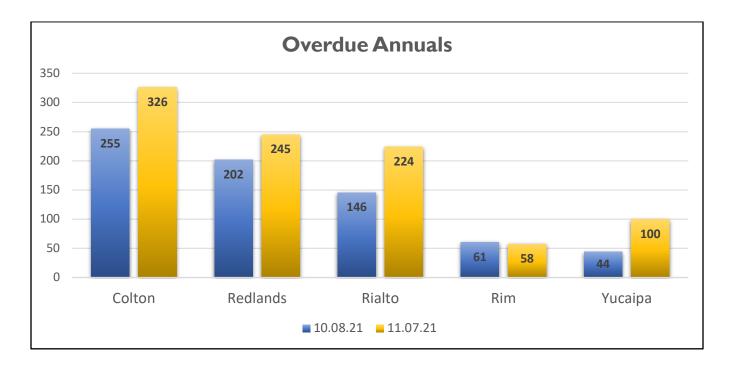
4.5 CDE Compliance Monitoring 2021-2022	



CDE Timeline Data

Data represented include overdue initials and annuals for each district from the CDE October and November data pulls.





4.6 CALPADS & Data Certification	

4.7 EV SELPA WebIEP Forms	

East Valley Special Education Local Plan Area ADDITIONAL EDUCATIONAL ASSISTANT MEMORANDUM OF UNDERSTANDING

The attached Individualized Education Program for the student identified below requires additional educational support beyond the full range of instruction and services available to all students enrolled in the special education program as determined through assessment and by the IEP team. The signatures of the SELPA Chief Administrative Officer and District Special Education Director/Administrator indicate approval for County (SBCSS) to employ the additional staff, and agreement by the student's district of residence/accountability to assume fiscal responsibility for the service(s) specified in the student's IEP. This MOU MUST be renewed at least annually through the IEP process.

This MOU must be completed immediately after the IEP meeting by the student's district of residence/accountability Special Education Director/Administrator or their designee. The MOU and a full copy of the IEP must be sent to the County Area Director for signature and processing to obtain the required personnel.

Approval MUS	ST be Obtained Before Initiating Service	
Student Name		DOB
School of Attendance	Teacher [DSEA
IEP Information: Date:	Meeting Type: ☐ Initial ☐ Annual	☐ Triennial ☐ Other
students in special schools/programs program. Service:	ntensive individual support service, beyond the s, is required for this student to benefit from Intervice is required for the following period of the	his/her special education
not include transportation): Minutes per day: Dates	s of Service (month/year): Start:	End:
Payment Options:	e assistant e assistant and invoice the district	
EMERGENCY APPROVAL: To allow for imme approval was obtained: Area Director:	ediate program implementation with required Date: By (SBCSS Principal):	additional support, telephone
Signatures:		
District Director/Designee	District	Date
County Principal	SBCSS Site	Date
	East Valley Operations	
County Area Director		Date
	East Valley SELPA	
EV SELPA Chief Administrative Officer		Date
Additional Intensive Individual service will be clactual cost of salary and benefits for the period		
Distribution (after all signatures have been obtained ☐ County Area Director (Original) ☐ SELPA Adn	ninistrator District Special Education Directo	r/Administrator

EV-98 12.1.21

4.8 EV SELPA PD Catalog January-June 2022	







Educating Together









East Valley Special Education Local Plan Area (SELPA)

Patty Metheny, Ed.D.,
Chief Administrative Officer
Ph. 909.252.4507 Fax 909.252.4533
patty.metheny@sbcss.net

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

CHECK OUT our

NEW LOOK

WEBSITE

eastvalleyselpa.org



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Colton Joint Unified School District

Rob Pearson, Director, Pupil Personnel Services 10435 Cedar Avenue, Bloomington, CA 92316 Ph. 909.580.5002 ext. 6336 Fax 909.876.4080 rob_pearson@cjusd.net www.colton.k12.ca.us



Redlands Unified School District

Patti Buchmiller, Executive Director, Student Services 33 West Lugonia Avenue, Redlands, CA 92374
Ph. 909.748.6962 Fax 909.748.6992
patti_buchmiller@redlands.k12.ca.us
www.redlands.k12.ca.us



Rialto Unified School District

Bridgette Ealy, Lead Special Services Agent 182 East Walnut Avenue, Rialto, CA 92376 Ph. 909.820.7700 ext.2371 Fax 909.421.3471 bealy@rialto.k12.ca.us www.rialto.k12.ca.us



Rim of the World Unified School District

Derek Swem, Director, Special Services
P.O. Box 430, Lake Arrowhead, CA 92352
Ph. 909.336.4118 Fax 909.336.4162
derek_swem@rimsd.k12.ca.us
www.rimsd.k12.ca.us



San Bernardino County Superintendent of Schools East Valley Operations

Dr. Scott Wyatt, Area Director scott.wyatt@sbcss.net

Bernadine Hollingsworth, Principal bernadine.hollingsworth@sbcss.net

Lisa Garcia, Principal lisa.garcia@sbcss.net

601 North E Street, San Bernardino, CA 92415

Ph. 909.386.2722 Fax 909.386.5791

www.sbcss.k12.ca.us



Yucaipa-Calimesa Joint Unified School District

Leslie Burghardt, Executive Director, Student Services 35912 Avenue H, Yucaipa, CA 92399
Ph. 909.790.8550 ext.5301 Fax 909.790.8541

leslie_burghardt@ycjusd.us
www.yucaipaschools.com

STAFF DIRECTORY

Administration

Patty Metheny, Ed.D., Chief Administrative Officer 909-252-4507 (<u>patty.metheny@sbcss.net</u>)

Due Process

Rick Homutoff, Ed.D., Program Manager 909-252-4541 (<u>rick.homutoff@sbcss.net</u>)
Regional, Compliance & ADR Services

Jennifer Brooksby, Program Manager 909-252-4521 (<u>jennifer.brooksby@sbcss.net</u>)

Behavioral Health

Tracy Schroeder, Program Manager 909-252-4522 (tracy.schroeder@sbcss.net)

Fiscal

Andrea Tennyson, Consultant 909-252-4508 (<u>andrea.tennyson@sbcss.net</u>)
Support Staff

Rosalva Contreras, Administrative Assistant 909-252-4507 (<u>rosalva.contreras@sbcss.net</u>)

Elizabeth Coronel, Accounting Technician 909-252-4542 (elizabeth.coronel@sbcss.net)

Tami Goldstein, SELPA Services Specialist 909-252-4502 (tami.goldstein@sbcss.net)
Lisa Horsley, Program Technician 909-252-4509 (lisa.horsley@sbcss.net)

April Neumann, SELPA Services Specialist 909-252-4564 (april.neumann@sbcss.net)

Robin Robbins, SELPA Services Specialist 909-252-4541(robin.robbins@sbcss.net)

Emily Belcher, Student Worker, 909-252-4536 (emily.belcher@sbcss.net)

Jonathan Mardoyan, Student Worker, 909-252-4578 (jonathan.mardoyan@sbcss.net)
Chloe Pearson, Student Worker 909-252-4507 (chloe.pearson@sbcss.net)

Program Specialists

Courtney Beatty, Program Specialist 909-252-4519 (courtney.beatty@sbcss.net)

Susanne Ferguson, Autism Program Specialist 909-252-4520 (susanne.ferguson@sbcss.net)

Mary Anne Klenske, Program Specialist 909-252-4524 (maryanne.klenske@sbcss.net)

Colleen Meland, Program Specialist 909-252-4525 (<u>colleen.meland@sbcss.net</u>)

Shannon Vogt, Program Specialist 909-252-4523 (shannon.vogt@sbcss.net)

School-Based Occupational Therapy Staff

Jo-Ann Vargas, Lead School Occupational Therapist II 909-252-4538 (<u>joann.vargas@sbcss.net</u>)

Danielle Allen, School Occupational Therapist II 909-252-4518 (danielle.allen@sbcss.net)

Melissa Arciniega, School Occupational Therapist II 909-252-4564 (melissa.arciniega@sbcss.net)

Hailey Campa, School Occupational Therapist II 909-252-4545 (hailey Campa@sbcss.net)

Patricia Chavez, School Occupational Therapist II 909-252-4511 (patricia.chavez@sbcss.net)

Tara Douglas, Certified Occupational Therapist Assistant 909-252-4564 (<u>tara.douglas@sbcss.net</u>)

Markita McKoy, School Occupational Therapist II 909-252-4564 (markita.mckoy@sbcss.net)

Meghan Neureither, School Occupational Therapist 909-252-4564 (meghan.neureither@sbcss.net)

Nicole Ortiz, School Occupational Therapist II 909-252-4513 (nicole.ortiz@sbcss.net)

Sarah Vilchez, Certified Occupational Therapist Assistant 909-252-4564 (sarah.vilchez@sbcss.net)
Katherine Wallen, School Occupational Therapist 909-252-4564 (katherine.wallen@sbcss.net)

School-Based Physical Therapy Staff

Belinda Block, Physical Therapist 909-252-4544 (belinda.block@sbcss.net)

Educationally Related Mental Health Services Staff

Stacy Gray, Behavioral Health Counselor 909-252-4510 (stacy.gray@sbcss.net)

Sepehr Kalantari, Behavioral Health Counselor 909-252-4546 (sepehr.kalantari@sbcss.net)

Gloria Ybarra, Behavioral Health Counselor 909-252-4537 (gloria.ybarra@sbcss.net)

Transition Partnership Project Staff

Helen Junker, Transition Project Assistant 909-252-4514 (helen.junker@sbcss.net)

Vacant, Transition Case Technician 909-252-4517 (vacant@sbcss.net)

Sandie Gutierrez, Transition Case Technician 909-252-4516 (sandie.gutierrez@sbcss.net)

Danette Villalobos, Transition Case Technician 909-252-4515 (danette.villalobos@sbcss.net)

Vera Diaz, Work Incentive Technician 909-252-4539 (vera.diaz@sbcss.net)

JANUARY 2022

Date	Time	Event Title	Page
1/19	8:30-12:00	Evidence-Based Practices for Teaching Students with Autism Spectrum Disorder: Functional Communication Training, Visual supports, and Antecedent-Based Interventions <i>Webinar</i>	20
1/19	9:00-12:00	Assessments for Postsecondary Goals, Part 1 of 4 Webinar	49
1/20	2:00-3:30	District Access (DA) Users Collaborative Virtual Meeting	29
1/24-25	7:30-4:00	Professional Crisis Management (PCM) Practitioner Level Initial <i>In-person training</i>	38
1/25-27	8:30-12:30	IEP, Progress Monitoring, & Implementation 3-Day Webinar	31



FEBRUARY 2022

Date	Time	Event Title	Page
2/2	9:00-12:00	Development of Postsecondary Goals and Transition Services, Part 2 of 4, <i>Webinar</i>	49
2/3	8:30—11:45	Region 10 SLP Subcommittee Coordinating Council Presents: Stuttering and the Preschool Child <i>Webinar</i>	46
2/4	8:30-11:45	Region 10 SLP Subcommittee Coordinating Council Presents: Related Fluency Disorders: Helpful Hints for Working with Children and Adolescents <i>Webinar</i>	46
2/4	8:30-11:30	Region 10 OT/PT Coordinating Council Presents: "Mobility and Positioning Equipment Selection Process with Safety and Low Incidence Considerations" <i>In-person Training</i>	41
2/8	1:00-4:00	Handwriting Readiness, So Much More Than Fine Motor Skills <i>In-Person Training</i>	40
2/8-9	7:30-4:00	Professional Crisis Management (PCM) Practitioner Level In-person training	38
2/9	1:00-4:00	Autism and Mental Health Webinar	21
2/11	8:00-11:00	Region 10 OT/PT Coordinating Council Presents: "Sensory and Self-Regulation Disorders in Neurodevelopmental Disabilities including ASD, ADHD, and Fragile X Syndrome" Webinar	42
2/14	8:30-12:30	Manifestation Determination Webinar	16/25
2/14-16	8:30—12:30	Manifestation Determination, Functional Behavior Assessments (FBA), and Behavior Intervention Plans (BIP)	16/25
2/16	9:00-12:00	Webinar Continued Transition Plan Development, Part 3 of 4 Webinar	49
2/17	4:00-5:00	Post-Secondary Transition Services Information Meetings: Topic - Qualified Disability Expenses without Taxable Earnings, CalABLE Savings Account <i>Virtual</i>	50
2/22	8:30-3:30	Addressing the Foundational Skills of the Preschool Student <i>In-person training</i>	34



MARCH 2022

Date	Time	Event Title	Page
3/2	8:30-11:30	Structuring the Classroom for Student Success, Webinar	35
3/2	9:00-12:00	Self Advocacy & Self-Determination, Part 4 of 4 Virtual	49
3/3	8:30-12:30	Additional Support Assessment Webinar	18
3/3	4:00-6:00	Post-Secondary Transition Services Information Meetings: Topic - Conservatorship & More Virtual	50
3/17&18	8:30-3:30	SELPA Administrators of California ADR Conference In-person	12
3/23	8:30-12:30	The Paraprofessional: Best Practices to Support Students Webinar	37
3/28-30	8:00-3:30	Professional Crisis Management (PCM) Practitioner 1 Level <i>In-person training</i>	38



APRIL 2022

Date	Time	Event Title	Page
4/5-6	8:30-12:30	IEP Goal Development, Progress Monitoring, & Implementation <i>Webinar</i>	31
4/11-13	8:00-3:30	Professional Crisis Management (PCM) Practitioner 1 Level <i>In-person training</i>	38
4/13	8:30-10:30	Region 10 Coordinating Council Presents: Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT <i>Webinar</i>	43
4/13	9:00-12:00	Overview of CAPTAIN and Evidence-Based Practices for Students with Autism Spectrum Disorder <i>Webinar</i>	22
4/14	8:30-12:00	Self Regulation & Learning: Foundations & Strategies for Student Success <i>Webinar</i>	27
4/14	4:00-5:00	Post-Secondary Transition Services Information Meetings: Topic - Uniquely Abled Project, San Bernardino Valley College <i>Virtual</i>	50
4/19	8:30-11:30	Team Up for Comprehensive Assessment Webinar	17
4/21	8:30-10:30	Conflict Resolution: Improving Professional Relationships Webinar	13
4/22	8:30-3:30	Region 10 SLP Coordinating Council Presents: The Strategies to address Syndrome Disorders, Ethical Dilemmas, and Difficult Situations <i>In-person training</i>	46
4/26	9:00-2:30	Region 10 ADR Coordinating Council Presents: Taking the A out of ADR <i>In-person training</i>	14
4/26-28	8:00-3:30	Professional Crisis Management (PCM) Practitioner 1 Level <i>In-person training</i>	38
4/28	2:00-3:30	District Access (DA) Users Collaborative Virtual Meeting	29
4/28	4:00-5:00	Post-Secondary Transition Services Information Meetings: Topic - Inland Empire Job Corps <i>Virtual</i>	50
4/29	8:30-11:30	Region 10 OT/PT Coordinating Council Presents: The Neurobiology of Trauma <i>Webinar</i>	44

MAY 2022

Date	Time	Event Title	Page
5/11-12	8:30-11:30	AAC in the Classroom: Empowering All Students to Communicate <i>Webinar</i>	23/47
5/12	4:00-6:00	Post-Secondary Transition Information Meetings: Topic- CRY-ROP GenerationGo! And Lake Arrowhead Career Institute <i>Virtual</i>	50
5/16	8:30-12:30	Manifestation Determination Webinar	16/25
5/16-18	8:30-12:30	3-Day Webinar: Manifestation Determination, Functional Behavior Assessment (FBA), & Behavior Intervention Plan Webinar	16/25
5/25	8:30-12:00	SAI Inclusion Webinar	33







SELPA ADMINISTRATORS OF CALIFORNIA

2022 ADR CONFERENCE

Committing to Action: Building Partnerships to Advance Student Learning

Returning to In Person on*

Thursday & Friday

MARCH 17 & 18, 2022

8:30 am-3:30 pm

Riverside Convention Center 3637 5th St, Riverside CA 92501

Register Online: https://sbcss.k12oms.org/46-209648

Registration: \$250.00 per person (Payment must be received on or before 2/15/22)

*Unless state & local health orders require otherwise



Presented by:
East Valley SELPA Program Specialists
Mary Anne Klenske, MA & Shannon Vogt, MA

Thursday April 21, 2022 8:30 - 10:30 am

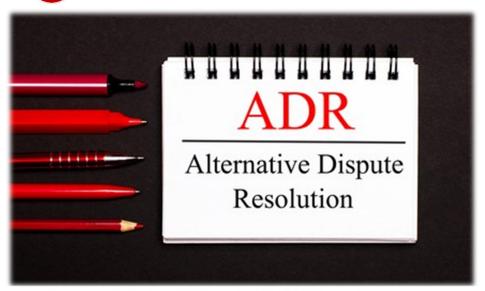
This Live Webinar will begin by defining basic ADR strategies for difficult IEP meetings & the role of the facilitator. From there the presenters, Mary Anne & Shannon, will share with participants, how the same strategies can be useful in solving everyday conflict before it becomes a larger problem.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

Training Objectives - Participants will be:

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

Register Online:





"Taking the A out of ADR"

Presenter:

David Dowling, JD, MDR, Professional Mediator

Tuesday,

April 26, 2022

9:00 am—2:30 pm
With 90 minutes for lunch on your own

\$75.00 per person (POs are not accepted)

Learning Outcomes:

- Understand the benefits and limitations of dispute resolution techniques
- Participants will be able to demonstrate knowledge and understanding of the principles, strategies, and tactics of dispute resolution
- Participants will learn to explain and apply various approaches to a dispute
- Understand the role of mediation as a dispute resolution option

Register Online:





Assessment & Eligibilty



Manifestation Determination

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

Day 1 of this live webinar will help school psychologists, and administrators to learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defendable decisions.

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

Functional
Behavior
Assessment (FBA)
&
Behavior
Intervention Plan (BIP)

Presented by:
Courtney Beatty, MA,
BCBA,
Mary Anne Klenske, MA,
And
Shannon Vogt, MA

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

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

Monday, Tuesday, & Wednesday February 14, 15, & 16, 2022 8:30 am - 12:30 pm

Register Online:

https://sbcss.k12oms.org/46-211420



Monday, Tuesday, & Wednesday

May 16, 17, & 18. 2022

8:30 am - 12:30 pm

Register Online:

https://sbcss.k12oms.org/46-211421

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

February 14, 2022, 8:30 am - 12:30 pm, Register Online: https://sbcss.k12oms.org/46-211413

May 16, 2022, 8:30 am - 12:30 pm, Register Online: https://sbcss.k12oms.org/46-211415





Team of Presenters:

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

Tuesday
April 19, 2022
8:30 am - 11:30 am

Register Online:

https://sbcss.k12oms.org/46-211782

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.



Additional Support Assessment

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



Presented by:

Susanne Ferguson,

MA, CCC-SLP, BCBA, EV SELPA Autism Program Specialist &

Mary Anne Klenske,

MA, EV SELPA Program Specialist

Thursday

March 3, 2022 8:30 am—12:30 pm

Register Online:







Evidence-Based Practices for Teaching Students
with Autism Spectrum Disorder:
Functional Communication Training, Visual supports, and
Antecedent-Based Interventions

Wednesday

January 19, 2022
8:30 am - 12:00 noon

Register Online:

https://sbcss.k12oms.org/46-212818

Presenters:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialist Susanne Ferguson, EdS, CCC-SLP, BCBA, EV SELPA Autism 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?

If yes, this fast-paced virtual training is for you!

Participants will:

- Be able to implement visual supports to reduce behavioral problems and improve emotional and social functioning
- Understand how problem behavior is related to communication and how to replace behavior problems with more appropriate communication
- Learn how to set the stage for appropriate behavior by modifying the environment to decrease the likelihood of problem behavior
- Know where to locate resources and research for EBPs for ASD

AUTISM &

Mental Health

Live Webinar



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

Presenters:

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

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

Tracy Schroeder, LCSW, Behavioral Health Program Manager

> Wednesday FEBRUARY 9, 2022 1:00 - 4:00 pm

Register Online: https://sbcss.k12oms.org/46-211786





Overview of C.A.P.T.A.I.N. and Resources for Evidence-Based Practices for Teaching Students with Autism Spectrum

Presented by:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist Susanne Ferguson, Ed.S, CCC-SLP, BCBA, EVSELPA Autism Program Specialist Tracy Schroeder, LCSW, EVSELPA Behavioral Health Program Manager

Wednesday

April 13, 2022

9:00 am - 12:00 noon

Improve your knowledge about Autism Spectrum Disorder (ASD) and learn about effective strategies to use with both younger and older students on the spectrum. This training briefly introduces the participant to the characteristics of ASD and provides an overview of Evidence-Based Practices (EBPs) for ASD as identified by the National Autism Center (NAC) and The National Professional Development Center (NPDC). In addition, the participant is introduced to the California Autism Professional Training and Information Network (CAPTAIN), a state-wide initiative dedicated to the dissemination of EBPs for ASD. The participant will walk away with a thorough understanding of why EBPs are paramount to the success of students with ASD and learn where to locate immediate resources for planning and implementation of EBPs in educational settings.



Register Online:

https://sbcss.k12oms.org/46-213097

Location:

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



AAC IN THE CLASSROOM:

Empowering All Students to Communicate

Presenters:

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

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

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

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

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

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

Wednesday & Thursday

May 11 & 12, 2022

Attendees Must Attend Both Days
8:30—11:30 am

Register Online:





Manifestation Determination

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

Day 1 of this live webinar will help school psychologists, and administrators to learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defendable decisions. Participants will be exposed to real life examples of manifestation determination cases and will have te opportunity to practice via case studies. Additionally, participants will learn about the relationship between behavioral supports, including Functional Behavioral Analysis, and manifestation determinations. Participants will leave the training with several tools, and resources to help them to conduct thorough manifestation determinations.

Functional
Behavior
Assessment (FBA)
&
Behavior
Intervention Plan (BIP)

Presented by:
Courtney Beatty, MA,
BCBA,
Mary Anne Klenske, MA,
And
Shannon Vogt, MA

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

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

Monday, Tuesday, & Wednesday February 14, 15, & 16, 2022 8:30 am - 12:30 pm

Register Online:

https://sbcss.k12oms.org/46-211420



Monday, Tuesday, & Wednesday

May 16, 17, & 18. 2022

8:30 am - 12:30 pm

Register Online:

https://sbcss.k12oms.org/46-211421

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

February 14, 2022, 8:30 am - 12:30 pm, Register Online: https://sbcss.k12oms.org/46-211413

May 16, 2022, 8:30 am - 12:30 pm, Register Online: https://sbcss.k12oms.org/46-211415



POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS

Presented by:

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

Wednesday MARCH 9, 2022 8:30 am - 12:00 noon

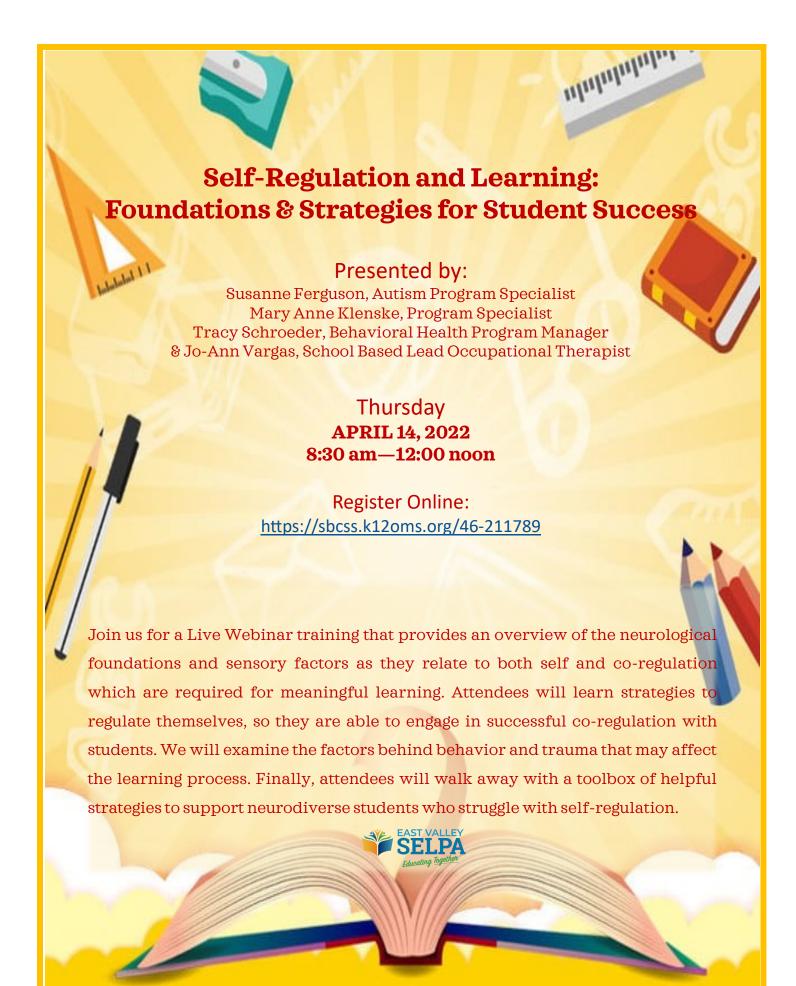
This **live webinar** focuses on using positive behavior interventions to assist teachers with managing behavior challenges. The following behavioral principles will be introduced:

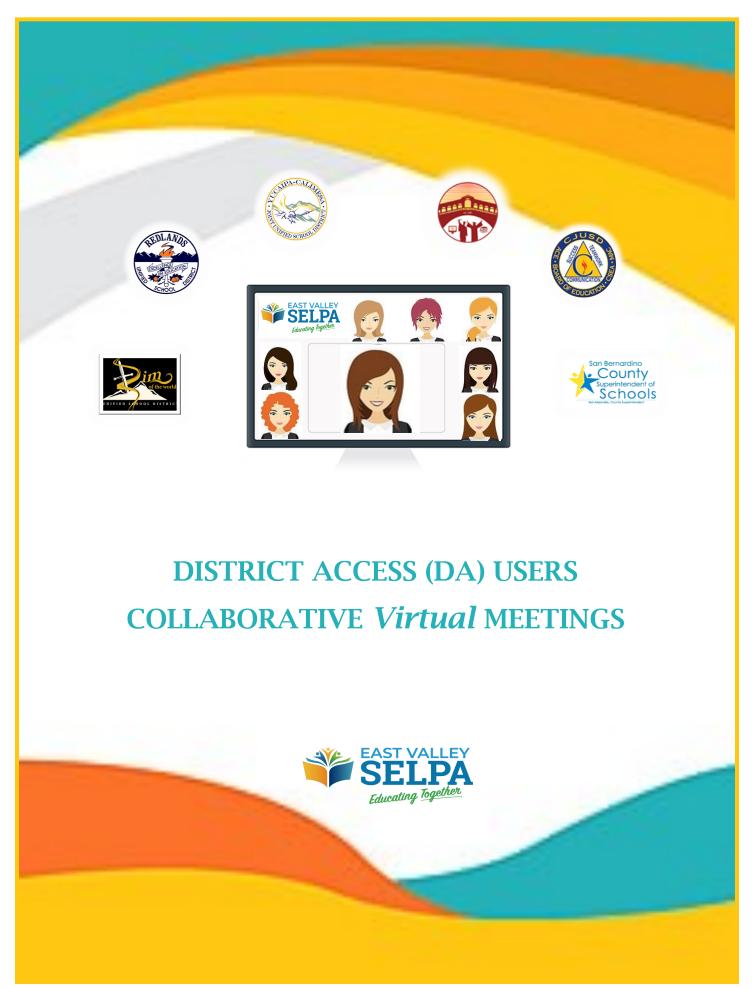
- ABC's and functions of behavior
- Reinforcement and Reinforcement Systems
- Visual Supports & other tools to manage behavior
- Building rapport with students
- Sensory strategies
- Data Collection

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

Register Online:









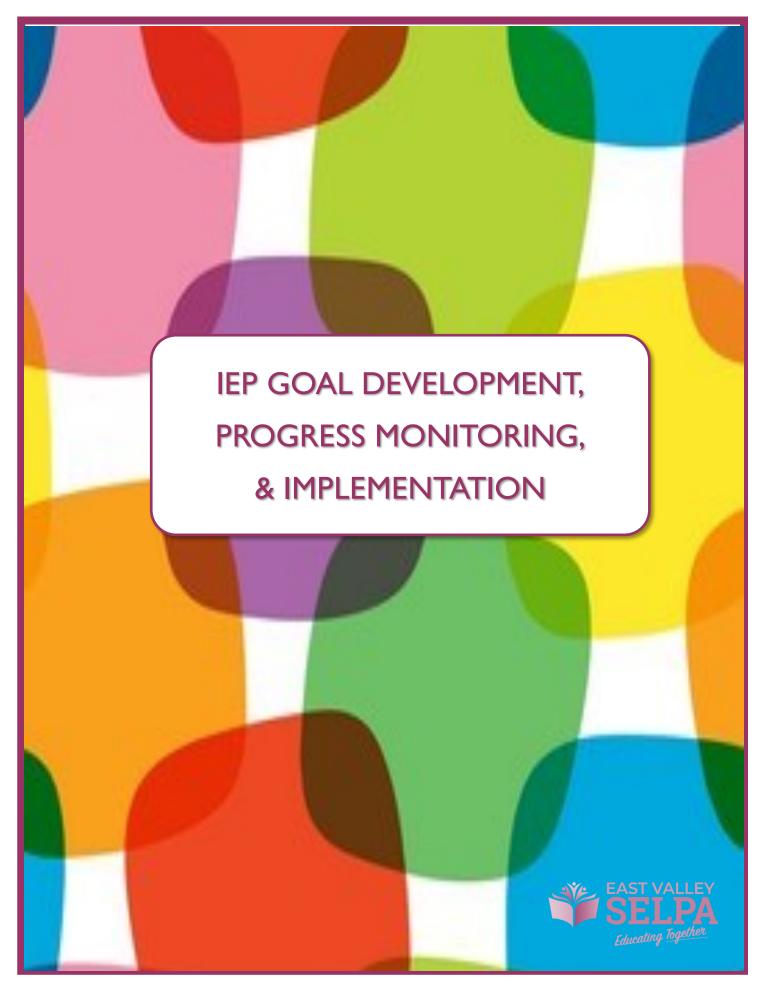
Facilitated by: Lisa Horsley, Program Technician (MIS) Dr. Patty Metheny, Administrator

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

Intended Audience:
District Access Users and District Special Education Administrators

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

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



IEP Goal Development, Progress Monitoring, & Implementation 3-Day Webinar

Presented by:

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

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

Day 1 Objectives: Participants will:

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

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

OR

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
- Learn how to collect data while instructing the target skill

Must Attend All 3-Days

JANUARY 25-27, 2022 8:30 am - 12:30 pm

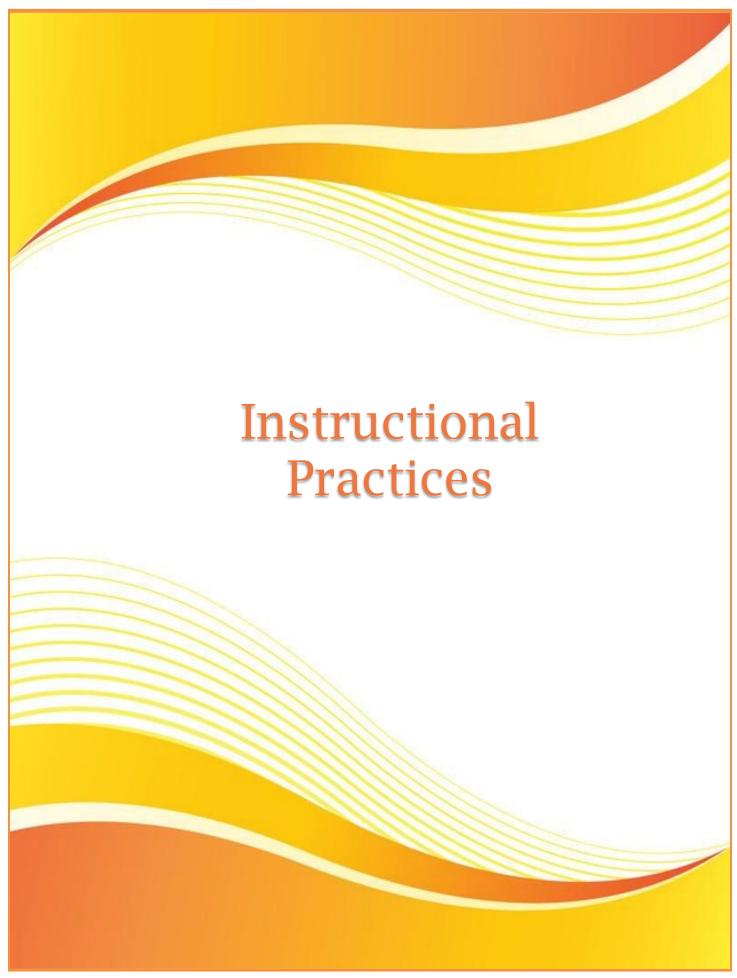
Register Online:

https://sbcss.k12oms.org/46-211792

Must Attend All 3-Days

Tuesday, Wednesday, & Thursday
APRIL 5-7, 2022
8:30 am - 12:30 pm

Register Online:



THE INCLUSIVE CLASSROOM:

SPECIALIZED ACADEMIC INSTRUCTION

FOR REACHING ALL STUDENTS

PRESENTED BY:

Courtney Beatty, M.A., BCBA, EVSELPA Program Specialist Susanne Ferguson, Ed.S., CCC-SLP, BCBA, EVSELPA Autism Program Specialist

Come join us for an exciting virtual workshop to learn strategies designed to engage all K-12 students through Specialized Academic Instruction (SAI). Special educators will walk away with a thorough understanding of how inclusive education improves outcomes for students with both mild/moderate and moderate/severe needs and how to make the curriculum accessible to all learners. Participants will leave with a tool kit of useful strategies that can be implemented immediately and be able to:

- Define inclusion and understand the supporting research and state priorities
- Differentiate between accommodations and modifications
- Define what SAI is and is not
- Apply specific strategies to effectively teach math, ELA, and promote engagement and attention to all students
- Access free teaching resources on-line
- Use backwards mapping to derive appropriate goals for students in inclusive settings
- Plan for curriculum adaptations for fully-included students who require more individual supports to access the general curriculum

WEDNESDAY MAY 25, 2022 8:30 AM - 12:00 NOON

REGISTER ONLINE:





Addressing the Foundational Skills of the Preschool Student

Presented by:

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

This **In-person** training is designed for Preschool teachers and para-professionals in general and special education preschool classrooms. This training will cover the foundational skills required for students to succeed in their educational life. We will review the developmental progression of the preschool student in terms of physical, social and emotional development. You will learn strategies to tailor a sound preschool program to address these needs including behavioral and sensory interventions.

Objectives: Participants will:

- Review the developmental stages for students from 3 to 5 years of age
- Identify the natural progression of the student engagement in play physically, emotionally and behaviorally
- Identify at least three strategies on how to implement social emotional learning into the classroom
- Learn at least 3 behavioral and sensory motor strategies to implement in the classroom



Tuesday February 2, 2022

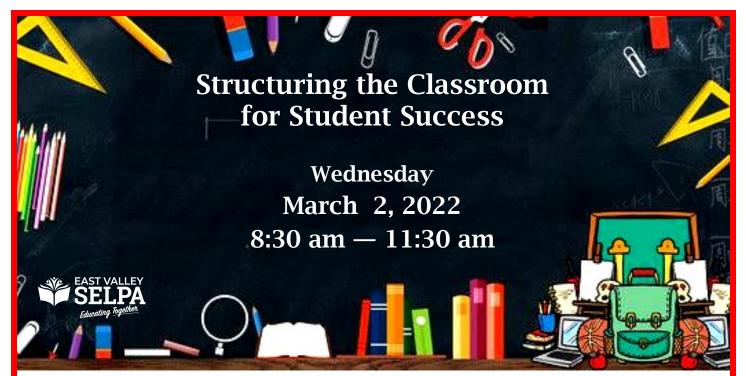
8:30 am - 3:30 pm



Location:

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

Register Online: https://sbcss.k12oms.org/46-211795



Presented by:

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

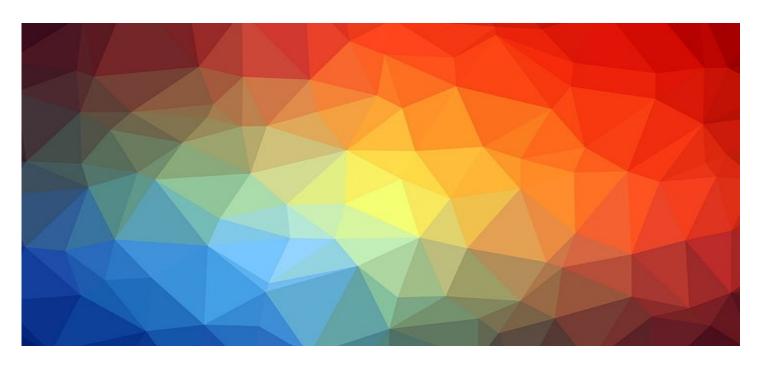
This live webinar workshop is for teachers, paraeducators, and administrators in any stage of their career, who would like to learn more about effective, well run classrooms based on Evidence-Based Practices.

Topics covered will be:

- Environmental setup (schedules, labeled materials, furniture)
- Procedures across all environments (whole group, small group, independent work)
- The use of program binders (IEP, work samples, staff instructions, lesson plans, progress monitoring)
- Creating effective behavior programs with strong reinforcement systems where rules and consequences are prominently posted and precision requests are taught and used throughout the day
- Managing your staff team using productive communications and ongoing feedback strategies so that roles and responsibilities are clear and foster positive teamwork within your program
- Learn the difference between sensory and behavior strategies throughout the training.

Join us and learn tools to immediately implement in your classroom!

Register Online:









Presenters:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialists Shannon Vogt, MA, EV SELPA Program Specialist

Wednesday

March 23, 2022

8:30 am—12:30 noon

This <u>live webinar</u> will cover necessary information to truly support teachers teach and students learn daily. It will have valuable information for newly hired paraprofessionals and those who have been assisting teachers and students for years. We will cover ways to implement instructional support in academic, social, and behavioral areas. Paraprofessionals will walk away with new strategies, and tips and tricks to add to their "tool boxes".

Objectives - Participants will:

- ⇒ Learn the different responsibilities of a paraprofessional across the continuum of placements
- ⇒ Understand how to support students academically, socially, and behaviorally while focusing on student independence
- ⇒ Gain knowledge of special education, Individualized Education Programs (IEP's), accommodations and modifications
- ⇒ Learn how to take accurate data
- ⇒ Learn how to work with others

Register Online:



Professional Crisis Management (PCM)

Cost:

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

PCM INITIAL TRAININGS SCHEDULE SPRING 2022

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	1/24-25/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213007
Practitioner	2/8-9/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213012
Practitioner 1	3/28-30/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213013
Practitioner 1	4/11-13/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213015
Practitioner 1	4/26-28/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213016





Handwriting Readiness,

So Much More Than Fine Motor Skills

Presented by:

Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist Mary Anne Klenske, MA, EV SELPA Program Specialist

> Tuesday, February 8, 2022 1:00 - 4:00 pm

Register Online:

https://sbcss.k12oms.org/46-213028

Looking to understand why some students struggle with Handwriting skills?

It is common to assume that fine motor delays are the reason, but there is so much more that affects the student's ability to write. Join us to learn how to identify handwriting difficulties in the classroom and understand the foundational differences between handwriting skills and written expression. Participants will walk away with simple, yet effective, ready-to-use classroom-based screening and strategy tools to address these difficulties.

Objectives-Participants will:

- 1. Learn the foundational components of handwriting skills
- 2. Understand the difference between handwriting skills and written expression
- 3. Learn at least 2 classroom-based screening tools
- 4. Learn at least 2 simple ready-to -use strategies to address handwriting difficulties

Intended Audience:

General and Special Education teachers, Paraprofessionals, entry level Occupational Therapists and Occupational Therapy Assistants.

Location:

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

Mobility and Positioning Equipment Selection Process with Safety and Low Incidence Considerations

Presented by: Belinda Block, EV SELPA Physical Therapist Darrin Moore, Golden Valley Medical

Join us for this In-person training where you will learn about Mobility and Positioning Equipment selection process with safety and Low Incidence considerations.

Date: Friday, February 4, 2022

Time: 9:00 am—12:00 noon

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

CA 92408

Fee: \$20.00 (POs not accepted)

Questions: Jo-Ann Vargas, EV SELPA Lead Occupational Therapist,

joann.vargas@sbcss.net

Payments: POs are not accepted.

Registration Deadline—January 30, 2022

Register Online:



"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 11, 2022

Time: 8:00 to 11:00 am

Location: Online Webinar

Fee: \$50 (POs not accepted)

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, joann.vargas@sbcss.net

Payments: POs are **not** accepted.

Registration Deadline—February 4, 2022

Register Online:

"Functional Application of the Polyvagal Theory as it Relates to School-based OT and PT" Webinar Presented by Dr. Mona Delahooke

This 2-hour Live Webinar training will lay the developmental foundations for students to achieve Self-Regulation which supports learning and social engagement. This training will demystify the Polyvagal Theory and illuminate how it can guide the OT/PT assessment process and treatment interventions. Participants will walk away with a clear understanding of Therapeutic Use of Self and the central importance of Co-regulation as the essential components in the work of all school-based practitioners. Dr. Delahooke will describe behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the overarching context of relational safety.

Date: Wednesday, April 13, 2022

Time: 8:30 am to 10:30 am

Location: Live Webinar

Fee: \$50 (PO's are NOT accepted)

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

Therapists

Objectives: Participants will:

1. Understand the "Developmental Iceberg" and how it helps us discover how to support each child's individual needs

- 2. Understand the 3 main states of the autonomic nervous system that inform us what to do in real time when managing children's behavioral challenges
- 3. Describe how School-based OTs, COTA's, and PTs use the "therapeutic use of self" when working with vulnerable children, regardless of their diagnosis
- **4.** Describe the paradigm shift that is beginning across the world based on neuroscience research of the past decade.

CEUs: Certificate of attendance will be provided, verifying 2 professional development units.

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

Payment: Please send payment to: DILC, Attn: Tami Goldstein, 670 E. Carnegie Drive, San

Bernardino, CA 92408. Make payable to SBCSS.

Payment must be received prior to event.

Register Online:



The Neurobiology of Trauma Webinar

Presented by Julia Bantimba, MS Occupational Therapist and Colleague of Dr. Bruce Perry

The focus of this presentation will be on Neurosequential Model concepts and be geared toward professionals who work with children with adverse early childhood experiences and those who support families. This training will support participants in deepening their understanding of the ways in which early childhood experiences influence development, behavior, and participation in meaningful occupation. Participants will walk away with an understanding of how to tailor interventions to support regulation, relations, and reasoning.

Date: Friday, April 29, 2022

Time: 8:30 - 11:30 am

Location: Online Webinar

Fee: \$20

Objectives - Participants will:

- 1. Describe the way in which timing of adverse experience and relational buffering impacts various parts of child development.
- 2. Name the functions of each :level" of the brain and understand the basics of how to tailor intervention to address each of these areas of function
- 3. Identify 3-5 strategies they may use with clients and others to support regulation, relationships, and reasoning
- 4. Identify 2-3 sensory based strategies that can be used by providers of any discipline to support children who have experienced early childhood adversity

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

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

Payments: POs are not accepted.

Registration Deadline—April 22, 2022

Register Online:

SPEECH LANGUAGE PATHOLOGIST

Speech-Language Pathology is a field of expertise practiced by a clinician a speech-language pathologist times referred to as a T

pist. SLP is considered to the state of the

ted to anga within their scope of praction

SLPs specialize in the evaluation, diagnosis and treatment of 200 pm disorder on disorder (speech disorders and famous pictures, cognitive-communication disorder ders, and swallowing disorder an important role of the prosecution (often team with pediatricians and psychologists)

A common misconception that speeding guage pathology is restricted to tadjust a speaker's speech sound articulation to meet a expected normal pronunciation, such as help and the expected normal pronunciation, such as help are also people who stutter to speak more people with a stutter of the work of an SLP. In fact, speech guage pathology is concerned with a bus scope of speech, language, swallowing, and voice issues involved in communication.

Speech-language patholo (SD seprovid wide range of services, more on an individe basis, but also as support in its iduals, fallies, support groups, and provide hinforms for the general public. SLPs with a prevent assess, diagnose, and transpect than angual social communication, the hinfurnation, and swallowing disortion, and swallowing disortion with initial screening for communication and swallowing

disorders and continue with assessment and diagraphic litation for the provision of advice ent, intervention, and treatseling and other follow

dietitians, eduapplied behavior plains/spiritual carers ted by the individual client's reatment for patients often requires multi-Laboration. Speech-language paan be cery beneficial to help resolve ems associated with cleft lip and has indicated that children early language intervention are less compensatory error patterns fe, although speech therapy outcomes lly better when surgical treatment is earlier. Another area of collaborato auditory processing disorders, an collaborate in assessments and ervention where there is evidence of tuage, and/or other cognitive-comdisorders. Palliative care is another area that often involves multi-discihaboration involving speech-language

pathole as L. Trobe University Palliative
Care Uni a strong advocate for
speech-las ge plogists being included
within bo edia and adult palliative care
[23] multi poline eams. Currently the PCU
is conducted in the commendations for
Speech-La age Pathologist in Paediatric Palliative Ca ams.

In the United States, speech-language pathology is a Master's entry-level professional degree





The Speech-Language Pathologists Subcommittee of the Region 10 Coordinating Council Presents:

Webinars:

Stuttering and the Preschool-Age Child Thursday, February 3, 2022 8:30—11:45 am

Related Fluency Disorders: Helpful Hints for Working With Children and Adolescents Friday, February 4, 2022 8:30—11:45 am

In-Person Training:

Strategies to Address Syndrome Disorders, Ethical Dilemmas, and Difficult Situations Cost: \$50.00 (includes Materials, Light Breakfast, and Lunch) Friday, April 22, 2022 8:30 am —3:30 pm

Save these dates, more information to come!



AAC IN THE CLASSROOM:

Empowering All Students to Communicate

Presenters:

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

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

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

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

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

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

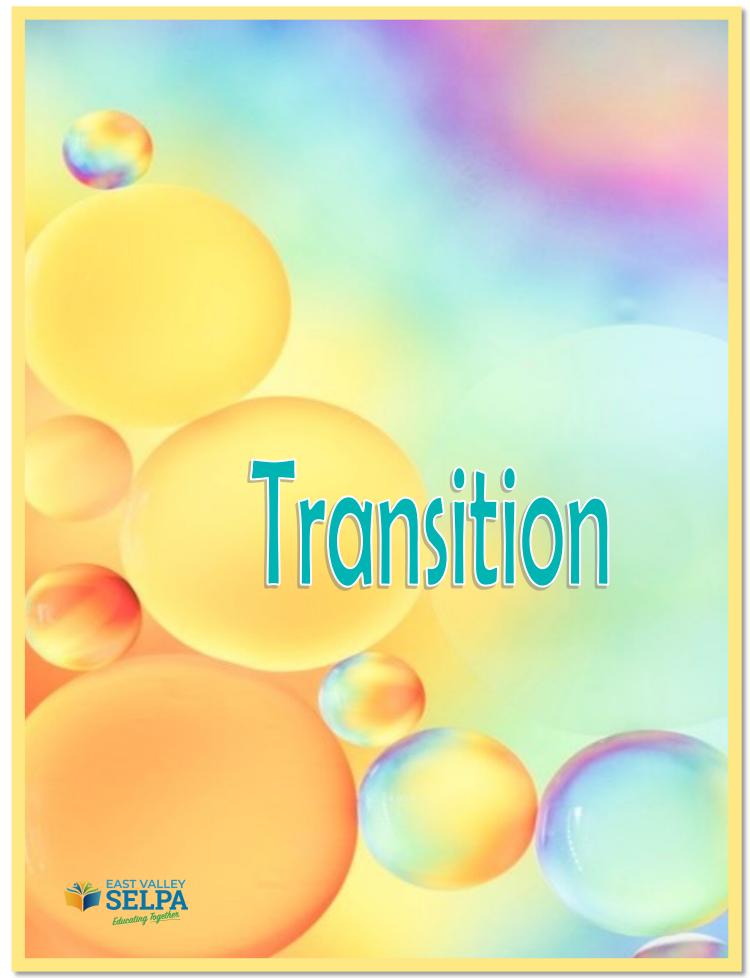
Wednesday & Thursday

May 11 & 12, 2022

Attendees Must Attend Both Days
8:30—11:30 am

Register Online:







SPRING 2022 TRANSITION PLAN DEVELOPMENT SERIES

Presented by: Colleen Meland, EV SELPA Program Specialist

Wednesday, January 19, 2022 9:00 am — 12:00 noon Part 1: Assessment for Postsecondary Goals

Identify the purpose of Age-Appropriate Transition Assessments, their descriptions, selection and administration criteria. Review the assessment section of the IEP ITP document, examples of Age-Appropriate Transition Assessment outcomes, and depart equipped to conduct Age-Appropriate Transition Assessments.

Wednesday, February 2, 2022 9:00 am — 12:00 noon Part 2: Development of Postsecondary Goals & Transition Services

Review the Criteria for formulating measurable Postsecondary and designation of Transition Activities & Services to support attainment of the student's Postsecondary Goals.

Wednesday, February 16, 2022 9:00 am — 12:00 noon Part 3: Continued Transition Plan Development

Review the Criteria for formulating SMART IEP Transition Goals, determine if Agency Linkages are necessary to provide Transition Services currently, or after completing the District program, development of the Courses of Study, and review of remaining sections of the Individual Transition Plan document.

Wednesday, March 2, 2022 9:00 am — 12:00 noon Part 4: Self-Awareness, Self-Advocacy, & Self-Determination

Introduce resources for teaching students how to determine and identify their postsecondary ambitions, and request needed accommodations & supports for pursuing those goals.

Register Online:

SERIES OF 4 TRAININGS: https://sbcss.k12oms.org/46-212866

POST-SECONDARY TRANSITION SERVICES INFORMATION MEETINGS

Join us for a Thursday Afternoon Transition Services Virtual Information Meeting:

- Recreation & Social Activities
 - Independent Living
- High School Work Readiness Education
 - Financial Resources
- Conservatorship & more legal information
 - Vocational Training
 - Higher Education

DATE & TIME	SUBJECT	PRESENTED BY:	REGISTER ONLINE:
January 20, 2022 4:00 – 5:00 p.m.	Rolling Start Center for Independent Living Programs & Services	Program Manager Jo Ann Wilkes	https://sbcss.k12oms.org/46-208682
February 3, 2022 4:00 – 5:00 p.m.	Social Security Administration	Public Affairs Specialist Teresa Campbell	https://sbcss.k12oms.org/46-208683
February 17, 2022 4:00 – 5:00 p.m.	CalABLE Savings Account for Qualified Disability Expenses Without Taxable Earnings	Program Manager Anne Osborne	https://sbcss.k12oms.org/46-208684
March 3, 2022 4:00 – 6:00 p.m.	Conservatorship & More	Special Needs Attorney Sheela Stark	https://sbcss.k12oms.org/46-208685
April 14, 2022 4:00 – 5:00 p.m.	Uniquely Abled Project Valley College Machinist Department	Associate Professor Miguel Ortiz	https://sbcss.k12oms.org/46-208686
April 28, 2022 4:00 – 5:00 p.m.	Inland Empire Job Corps	Admissions Counselor Darlo Murray	https://sbcss.k12oms.org/46-208687
May 12, 2022 4:00 – 6:00 p.m.	CRY-ROP GenerationGo! Lake Arrowhead Career Institute Postsecondary Transition Services	Employment Placement Specialist II Norma Nuno & Jackee Benson, CPHT	https://sbcss.k12oms.org/46-208688

Gift cards drawing will be held at the end of each meeting.

Spanish interpretation available if request is made at time of registration at least 3 weeks prior to the meeting.

Dr. Patty Metheny

Ed.D., EV SELPA Chief Administrative Officer

Since 2015, Dr. Patty Metheny has been the Administrator for the East Valley SELPA. She is currently a member of the Executive Team for the SELPA Administrators of California. Dr. Metheny has over 40 years of service in public education. She served as the Director of Student Services for 13 years and spent many years prior to that as a School Psychologist and Teacher for the Yucaipa-Calimesa Joint Unified School District, as well as a School Psychologist for the Colton Joint Unified School District. She earned her Ed.D. in Organizational Leadership from the University of La Verne, her M.A. from Azusa Pacific University, and her B.A. from the University of California, Riverside, graduating Magna Cum Laude and as a member of Phi Beta Kappa. Her dissertation focused on identifying alternatives to special education due process for inclusion in IDEA. Dr. Metheny is a strong proponent of Alternative Dispute Resolution (ADR) practices and developing strong family-school relationships. Her expertise and interests include parent education, early childhood education, MTSS, PBIS, inclusive education, assessment practices, and special education compliance/policies and procedures.

Dr. Rick Homutoff

Ed.D., EV SELPA Due Process Program Manager

Dr. Rick Homutoff is the Program Manager for Due Process in the East Valley SELPA. He provides training, support and technical assistance to member district's special education directors, administrators and staff to help ensure compliance with state and federal laws and regulations regarding special education. Dr. Homutoff also assists member districts with Due Process Complaints, including Alternative Dispute Resolution (ADR), Early Resolution Conferences, and Mediations, as well as participates in Due Process Hearings. Prior to coming to the EV SELPA, he was a special education teacher and transition specialist for the Los Angeles County Office of Education, Special Education Coordinator for Azusa Unified School District and Special Services Coordinator for Redlands Unified School District. Dr. Homutoff earned a Bachelor's Degree from Vanguard University, a Master's in Special Education from Cal Poly Pomona, and a doctorate degree from the University of La Verne. His doctoral research focused on coping strategies developed and maintained by families having a child or sibling with a disability. He is also an Adjunct Professor for Azusa Pacific University.



Courtney Beatty
M.A., BCBA, EV SELPA Program Specialist

Courtney Beatty has been a Program Specialist with the East Valley SELPA for 4 years. She has worked in the field of special education for the past 14 years in various settings including in-home therapy and general and special education classrooms across all grade levels. Courtney received her Master's Degree in Special Education, Education Specialist Credential Moderate to Severe, and Multiple Subjects Credential from California State University of San Bernardino. She is also a Board Certified Behavior Analyst (BCBA). Her professional interests include behavioral intervention and analysis, Alternative and Augmentative Communication (AAC), IEP goals and data collection, and classroom technological use for students across the continuum.

Belinda Block

EV SELPA School-Based Physical Therapist

Belinda Block is a physical therapist with the East Valley SELPA with over 30 years of experience as a physical therapist. She joined the SELPA in 2018 after an extensive career in the medical realm of physical therapy. She is the lead physical therapist for school-based mobility and positioning equipment needs and Assistive Technology with Low Incidence considerations. Belinda is committed to providing students and teachers the best support for academic success. She is dedicated to developing programs, interventions and goals that embrace best practices in her field and are legally compliant and in-line with California's ed code.

Susanne Ferguson

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

Susanne Ferguson is East Valley SELPA's Autism Program Specialist. She has worked with autistic learners and other neurodiverse students in public schools since 1997 in various positions, including ASHA-certified Speech-Language Pathologist, Inclusion Specialist, and Behavioral Specialist. Susanne holds a Master's Degree in Communicative Disorders from California State University, Fullerton and an Ed.S. Degree in Special Education from Northcentral University. In addition, Susanne possesses certificates in autism interventions from California State University, San Bernardino and the University of Massachusetts, Lowell as well as certification in Augmentative and Alternative Communication (AAC) from Diagnostic Center South. Her professional interests are broad. In addition to autism and AAC, they include Functional Communication Training, the development and implementation of visual supports, inclusion, and literacy for learners with complex communication needs. Susanne is a member of the California Autism Professional Training and Information Network (CAPTAIN) and dedicated to the dissemination of evidence-based practices for autism into schools.



Lisa Horsley

EV SELPA Program Technician (MIS)

Lisa Horsley has been with the East Valley SELPA for 32 years. Lisa has been a Program Technician for 5 years. Prior to that she was a SELPA Specialist and an Office Specialist I & II. Before joining the East Valley SELPA, Lisa worked at Riverside County Office of Education in Human Resources. During her many years with the East Valley SELPA, she has gained knowledge in CALPADS data reporting and IEP compliance by participating in trainings and working with the knowledgeable East Valley SELPA staff. Lisa uses this knowledge to educate the member district staff in completing compliant IEPs using the WebIEP program. She is also responsible for maintaining student data used for State reporting. Lisa's areas of expertise are training and technical support for WebIEP, WebDA and CALPADS.

Mary Anne Klenske

MA, EV SELPA Program Specialist

Mary Anne Klenske has been a Program Specialist with an emphasis in Behavior Support with the East Valley SELPA for 23 years. She received her Master's Degree in Special Education from California State University of San Bernardino in 1993. Mary Anne has been working in the field of education for 31 years. She taught special education full-time, as well as served as a district wide Inclusion Specialist, and is a member of the Positive Environments Network of Trainers (PENT) since its inception in 2003, joining the Leadership Team in 2011. Mary Anne continues to develop her professional skills and knowledge by attending classes, workshops, ad conferences with a focus in Applied Behavior Analysis (ABA).

Jessica M. Lascano

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

Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools. She is embarking on her 18th year in education. During her time as an educator Jessica has worked as a special education teacher, school counselor, program specialist, and school psychologist. She has two Master's Degrees from Azusa Pacific University in the areas of Special Education, and Educational Psychology. Jessica is credentialed as a mild to moderate education specialist, school counselor, and school psychologist. She is an NCSP (Nationally Certified School Psychologist) with the National Association of School Psychologists. She is also a Licensed Educational Psychologist and an Associate Professional Clinical Counselor registered with the California Board of Behavioral Sciences. She has completed the ABAI 4th Edition ABA verified course sequence at Florida Institute of Technology and will sit for the BCBA exam in 2021. Jessica works to continually sharpen her skills and has participated in on-going continuing education throughout her career. She enjoys giving back to the community, and the profession. To this effect, she has worked as an adjunct professor, parent trainer, social skills trainer, and university level mentor for teachers and school psychologists. Jessica has an interest in helping others to grow and is very dedicated to supporting all children and families.

Colleen Meland

MA., EV SELPA Program Specialist

Colleen Meland has been a Program Specialist for the East Valley SELPA for over 20 years. She brings to her job 18 years of classroom experience. Colleen taught general education and special education classes at the upper elementary, middle school and high school levels, and worked as both a Special Day Class Instructor and a Resource Specialist at middle and high schools. Colleen has supported classroom teachers addressing their variety of needs; academic, social skills, and assistive technology, with a particular interest supporting transition for secondary and young adult students. Her trainings have included staff development and strategies for parents. She teams with her colleagues providing school staff Professional Crisis Management Trainings for responding safely to students experiencing dangerous behaviors.

Tracy Schroeder

LCSW, Behavioral Health Program Manager

Tracy Schroeder is the Program Manager for Behavioral Health for the East Valley SELPA. She manages counselors who provide Educationally Related Mental Health Services (ERMHS) to students in the member districts. Tracy received her Master's Degree in social work from California State University of San Bernardino. She has been licensed as a Social Worker since 2005 and has her PPS in counseling. Tracy has worked in a variety of multi-cultural environments serving as a therapist, case manager, and supervisor for adults, children, and families.

Jo-Ann Vargas

MA, OTR/L, Lead Occupational Therapist

Jo-Ann Vargas is the Lead Occupational Therapist (OT) for the East Valley SELPA, with almost 30 years of experience in Occupational Therapy. She holds a Master of Arts degree in Education with specialization in Best Practices, a California OT license, and National OT Certification. Jo-Ann is Certified in Assistive Technology Applications and the Therapeutic Listening Program; has completed the USC Sensory Integration Certification Program; and is a member of the American OT Association. In collaboration with Program Specialists, School Psychologists and Mental Health Counselors, she participates in preparing and delivering in-person and webinar trainings to educational staff in the EVSELPA member districts. She has recently obtained training in Neuroception, Alternative Dispute Resolution, and Distance Learning Interventions. Serving as the chairperson for the Region 10 OT/PT Committee since 2019, she researches, prepares, and delivers trainings in evidence-based and educationally relevant practices for OT and PT practitioners in the region. Jo-Ann and her team of OTs and PT, work with school-age children with a variety of special education needs throughout the East Valley SELPA. Her special interest is in working with children with behavioral, learning, and attention difficulties that impact their education. She enjoys spending time with her family, traveling, hiking, knitting and baking.

Shannon Vogt

MA, EV SELPA Program Specialist

Shannon Vogt has been a Program Specialist for the East Valley SELPA for 7years. She has been working in the field of special education for the past 16 years in numerous settings supporting students with disabilities to progress behaviorally, socially, functionally, and academically. Shannon obtained a Master's Degree in Education, Curriculum and Instruction as well as extensive studies in Applied Behavior Analysis (ABA) through Arizona State University. As a model teacher in an ABA classroom and Teacher on Assignment, she had many unique experiences which provided her the ability to manage staff, train in class, complete assessments, and individualize curriculum for students. As a Program Specialist with East Valley SELPA, her focus has been working with teachers on developing legally compliant IEP goals and supports the implementation of the IEP document. She works in the areas of Professional Crisis Management, Alternative Dispute Resolution, and Behavioral Interventions. Shannon's passion continues to be mentoring new teachers and staff and working side-by-side with students to build their skill sets. She remains dedicated to learning the best practices in her field.



4.9 SBCSS East Valley Operations	

4.10 Hot Topics

5.0 OTHER

5.1 2021-2022 EV SELPA Steering Committee Meetings

2021/2022 East Valley SELPA Steering/Finance Committee Meeting Schedule

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

JULY 15, 2021

AUGUST 2020 - NO MEETING

SEPTEMBER 16, 2021

OCTOBER 7, 2021

NOVEMBER 10, 2021 (Wednesday)

DECEMBER 9, 2021

JANUARY 2022 - NO MEETING

FEBRUARY 10, 2022

MARCH 10, 2022

APRIL 7, 2022

MAY 12, 2022

JUNE 9, 2022



5.2 2021-2022 EV SELPA Board of Directors Meeting

2021/2022 East Valley SELPA BOARD OF DIRECTORS MEETING SCHEDULE

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

November 17, 2021

February 23, 2022

March 23, 2022

May 25, 2022

June 15, 2022

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

(Unless meetings must be held virtually)



5.3 2021-2022 EV SELPA CAC Meetings	

2021/2022 East Valley Special Education Local Plan Area

CAC Meeting Schedule

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

SEPTEMBER 20, 2021

NOVEMBER 15, 2021

FEBRUARY 28, 2022

APRIL 25, 2022



5.4 EV SELPA Professional Development December 2021 – January & February 2022

Manifestation Determination

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

Day 1 of this live webinar will help school psychologists, and administrators to learn about the manifestation determination process, including how to conduct a manifestation determination, information to consider when conducting a manifestation determination, and how to make defendable decisions.

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

Functional
Behavior
Assessment (FBA)
&
Behavior
Intervention Plan (BIP)

Presented by:
Courtney Beatty, MA,
BCBA,
Mary Anne Klenske, MA,
And
Shannon Vogt, MA

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

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

Monday, Tuesday, & Wednesday February 14, 15, & 16, 2022 8:30 am - 12:30 pm

Register Online:

https://sbcss.k12oms.org/46-211420



Monday, Tuesday, & Wednesday

May 16, 17, & 18. 2022

8:30 am - 12:30 pm

Register Online:

https://sbcss.k12oms.org/46-211421

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

February 14, 2022, 8:30 am - 12:30 pm, Register Online: https://sbcss.k12oms.org/46-211413

May 16, 2022, 8:30 am - 12:30 pm, Register Online: https://sbcss.k12oms.org/46-211415



Evidence-Based Practices for Teaching Students
with Autism Spectrum Disorder:
Functional Communication Training, Visual supports, and
Antecedent-Based Interventions

Wednesday

January 19, 2022
8:30 am - 12:00 noon

Register Online:

https://sbcss.k12oms.org/46-212818

Presenters:

Courtney Beatty, MA, BCBA, EV SELPA Program Specialist Susanne Ferguson, EdS, CCC-SLP, BCBA, EV SELPA Autism 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?

If yes, this fast-paced virtual training is for you!

Participants will:

- Be able to implement visual supports to reduce behavioral problems and improve emotional and social functioning
- Understand how problem behavior is related to communication and how to replace behavior problems with more appropriate communication
- Learn how to set the stage for appropriate behavior by modifying the environment to decrease the likelihood of problem behavior
- Know where to locate resources and research for EBPs for ASD

AUTISM &

Mental Health

Live Webinar



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

Presenters:

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

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

Tracy Schroeder, LCSW, Behavioral Health Program Manager

> Wednesday FEBRUARY 9, 2022 1:00 - 4:00 pm

Register Online: https://sbcss.k12oms.org/46-211786





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

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

Intended Audience:
District Access Users and District Special Education Administrators

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

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

IEP Goal Development, Progress Monitoring, & Implementation 3-Day Webinar

Presented by:

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

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

Day 1 Objectives: Participants will:

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

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

OR

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
- Learn how to collect data while instructing the target skill

Must Attend All 3-Days

JANUARY 25-27, 2022 8:30 am - 12:30 pm

Register Online:

https://sbcss.k12oms.org/46-211792

Must Attend All 3-Days

Tuesday, Wednesday, & Thursday
APRIL 5-7, 2022
8:30 am - 12:30 pm

Register Online:

https://sbcss.k12oms.org/46-211794



Addressing the Foundational Skills of the Preschool Student

Presented by:

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

This **In-person** training is designed for Preschool teachers and para-professionals in general and special education preschool classrooms. This training will cover the foundational skills required for students to succeed in their educational life. We will review the developmental progression of the preschool student in terms of physical, social and emotional development. You will learn strategies to tailor a sound preschool program to address these needs including behavioral and sensory interventions.

Objectives: Participants will:

- Review the developmental stages for students from 3 to 5 years of age
- Identify the natural progression of the student engagement in play physically, emotionally and behaviorally
- Identify at least three strategies on how to implement social emotional learning into the classroom
- Learn at least 3 behavioral and sensory motor strategies to implement in the classroom



Tuesday February 2, 2022

8:30 am - 3:30 pm



Location:

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

Register Online: https://sbcss.k12oms.org/46-211795



Professional Crisis Management (PCM)

Cost:

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

PCM INITIAL TRAININGS SCHEDULE SPRING 2022

LEVEL	DATES	TIMES	REGISTER ONLINE
Practitioner	1/24-25/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213007
Practitioner	2/8-9/22	7:30 am - 4:00 pm	https://sbcss.k12oms.org/46-213012
Practitioner 1	3/28-30/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213013
Practitioner 1	4/11-13/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213015
Practitioner 1	4/26-28/22	8:00 am - 3:30 pm	https://sbcss.k12oms.org/46-213016



Handwriting Readiness,

So Much More Than Fine Motor Skills

Presented by:

Jo-Ann Vargas, MA, OTR/L, EV SELPA Lead Occupational Therapist Mary Anne Klenske, MA, EV SELPA Program Specialist

> Tuesday, February 8, 2022 1:00 - 4:00 pm

Register Online:

https://sbcss.k12oms.org/46-213028

Looking to understand why some students struggle with Handwriting skills?

It is common to assume that fine motor delays are the reason, but there is so much more that affects the student's ability to write. Join us to learn how to identify handwriting difficulties in the classroom and understand the foundational differences between handwriting skills and written expression. Participants will walk away with simple, yet effective, ready-to-use classroom-based screening and strategy tools to address these difficulties.

Objectives-Participants will:

- 1. Learn the foundational components of handwriting skills
- 2. Understand the difference between handwriting skills and written expression
- 3. Learn at least 2 classroom-based screening tools
- 4. Learn at least 2 simple ready-to -use strategies to address handwriting difficulties

Intended Audience:

General and Special Education teachers, Paraprofessionals, entry level Occupational Therapists and Occupational Therapy Assistants.

Location:

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

Mobility and Positioning Equipment Selection Process with Safety and Low Incidence Considerations

Presented by: Belinda Block, EV SELPA Physical Therapist Darrin Moore, Golden Valley Medical

Join us for this In-person training where you will learn about Mobility and Positioning Equipment selection process with safety and Low Incidence considerations.

Date: Friday, February 4, 2022

Time: 9:00 am—12:00 noon

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

CA 92408

Fee: \$20.00 (POs not accepted)

Questions: Jo-Ann Vargas, EV SELPA Lead Occupational Therapist,

joann.vargas@sbcss.net

Payments: POs are not accepted.

Registration Deadline—January 30, 2022

Register Online:

https://sbcss.k12oms.org/46-213072



"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 11, 2022

Time: 8:00 to 11:00 am

Location: Online Webinar

Fee: \$50 (POs not accepted)

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, joann.vargas@sbcss.net

Payments: POs are **not** accepted.

Registration Deadline—February 4, 2022

Register Online:

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



The Speech-Language Pathologists Subcommittee of the Region 10 Coordinating Council Presents:

Webinars:

Stuttering and the Preschool-Age Child Thursday, February 3, 2022 8:30—11:45 am

Related Fluency Disorders: Helpful Hints for Working With Children and Adolescents Friday, February 4, 2022 8:30—11:45 am

In-Person Training:

Strategies to Address Syndrome Disorders, Ethical Dilemmas, and Difficult Situations Cost: \$50.00 (includes Materials, Light Breakfast, and Lunch) Friday, April 22, 2022 8:30 am —3:30 pm

Save these dates, more information to come!



SPRING 2022 TRANSITION PLAN DEVELOPMENT SERIES

Presented by: Colleen Meland, EV SELPA Program Specialist

Wednesday, January 19, 2022 9:00 am — 12:00 noon Part 1: Assessment for Postsecondary Goals

Identify the purpose of Age-Appropriate Transition Assessments, their descriptions, selection and administration criteria. Review the assessment section of the IEP ITP document, examples of Age-Appropriate Transition Assessment outcomes, and depart equipped to conduct Age-Appropriate Transition Assessments.

Wednesday, February 2, 2022 9:00 am — 12:00 noon Part 2: Development of Postsecondary Goals & Transition Services

Review the Criteria for formulating measurable Postsecondary and designation of Transition Activities & Services to support attainment of the student's Postsecondary Goals.

Wednesday, February 16, 2022 9:00 am — 12:00 noon Part 3: Continued Transition Plan Development

Review the Criteria for formulating SMART IEP Transition Goals, determine if Agency Linkages are necessary to provide Transition Services currently, or after completing the District program, development of the Courses of Study, and review of remaining sections of the Individual Transition Plan document.

Wednesday, March 2, 2022 9:00 am — 12:00 noon Part 4: Self-Awareness, Self-Advocacy, & Self-Determination

Introduce resources for teaching students how to determine and identify their postsecondary ambitions, and request needed accommodations & supports for pursuing those goals.

Register Online:

SERIES OF 4 TRAININGS: https://sbcss.k12oms.org/46-212866

POST-SECONDARY TRANSITION SERVICES INFORMATION MEETINGS

Join us for a Thursday Afternoon Transition Services Virtual Information Meeting:

- Recreation & Social Activities
 - Independent Living
- High School Work Readiness Education
 - Financial Resources
- Conservatorship & more legal information
 - Vocational Training
 - Higher Education

DATE & TIME	SUBJECT	PRESENTED BY:	REGISTER ONLINE:
January 20, 2022 4:00 – 5:00 p.m.	Rolling Start Center for Independent Living Programs & Services	Program Manager Jo Ann Wilkes	https://sbcss.k12oms.org/46-208682
February 3, 2022 4:00 – 5:00 p.m.	Social Security Administration	Public Affairs Specialist Teresa Campbell	https://sbcss.k12oms.org/46-208683
February 17, 2022 4:00 – 5:00 p.m.	CalABLE Savings Account for Qualified Disability Expenses Without Taxable Earnings	Program Manager Anne Osborne	https://sbcss.k12oms.org/46-208684
March 3, 2022 4:00 – 6:00 p.m.	Conservatorship & More	Special Needs Attorney Sheela Stark	https://sbcss.k12oms.org/46-208685
April 14, 2022 4:00 – 5:00 p.m.	Uniquely Abled Project Valley College Machinist Department	Associate Professor Miguel Ortiz	https://sbcss.k12oms.org/46-208686
April 28, 2022 4:00 – 5:00 p.m.	Inland Empire Job Corps	Admissions Counselor Darlo Murray	https://sbcss.k12oms.org/46-208687
May 12, 2022 4:00 – 6:00 p.m.	CRY-ROP GenerationGo! Lake Arrowhead Career Institute Postsecondary Transition Services	Employment Placement Specialist II Norma Nuno & Jackee Benson, CPHT	https://sbcss.k12oms.org/46-208688

Gift cards drawing will be held at the end of each meeting.

Spanish interpretation available if request is made at time of registration at least 3 weeks prior to the meeting.