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

**\*\* AGENDA \*\***
**December 10, 2020  8:00 A.M.**
**Held virtually via Zoom**

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

<u>PRESENTER</u>

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

<u>Finance Items</u>

| | | |
|---|---|---|
| 4.1 | Preparing for 2021 Maintenance of Effort (MOE) | Andrea Tennyson<br>Patty Metheny |
| 4.2 | EV SELPA 2020-2021 Fiscal Reporting Calendar | Andrea Tennyson |

<u>Program Items</u>

4.3    Legal Update (9:00 am)                                                                    Adam Newman

4.4    Temporary Emergency Educational Plan *(Ed Code 56345(a)(9))*    Patty Metheny
- Consideration for inclusion in EV SELPA WebIEP *(EV-50)*    Anne-Marie Foley

4.5    CDE Compliance Monitoring 2020-2021    Patty Metheny
- SEP Plans    Anne-Marie Foley
- Overdue Annual IEPs and Evaluations
- "Mega Letter Lite" – January 2021

4.6    CALPADS & Data Certification    Patty Metheny
- Restraint & Seclusion Data    Lisa Horsley
- January 28, 2021 Certification Deadline
- DA User's Meeting – January 21, 2021

4.7    EV SELPA Website Secure Side    Patty Metheny

| 4.8 | EV SELPA ADR (11:00 am) | Patty Metheny |
| | • 2021 ADR Conference | David Dowling |
| | • COVID Grant Plan | |
| | ○ Planning Staff & Parent ADR Trainings | |

4.8    EV SELPA ADR (11:00 am)                                    Patty Metheny
       • 2021 ADR Conference                                      David Dowling
       • COVID Grant Plan
            ○ Planning Staff & Parent ADR Trainings

4.9    EV SELPA PD Catalog January-June 2021                      Patty Metheny

4.10   EV SELPA Parent Transition Virtual Sessions               Colleen Meland

4.11   SBCSS East Valley Operations                               Scott Wyatt

4.12   Hot Topics                                                 Committee


5.0    OTHER

       5.1    2020-2021 EV SELPA Steering Committee Meetings

       5.2    2020-2021 EV SELPA Board of Directors Meetings

       5.3    2010-2021 EV SELPA CAC Meetings

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

       5.5    Next Meeting – February 11, 2021 8:00 AM

East Valley SELPA
STEEERING COMMITTEE MEETING MINUTES
November 12, 2020


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 |
| Jim Stolze | Yucaipa-Calimesa Joint Unified School District |

FISCAL STAFF PRESENT:

|  |  |
|---|---|
| Linda Resiwain | Business Services, Colton |
| Brian Guggisberg | Business Services, Redlands |
| Nicole Albiso | Business Services, Rialto |
| Scott Whyte | Business Services, Rim |
| Jennifer Alvarado | Internal Business, SB County Schools |
| Lacey Hall | Internal Business, SB County Schools |
| Grace Granados | Internal Business, SB County Schools |

MEMBERS ABSENT:

|  |  |
|---|---|
| Keith Bacon | Business Services, Yucaipa |
| Lucy Williams | Business Services, Yucaipa |
| Anne-Marie Foley | East Valley SELPA |

OTHERS PRESENT:

|  |  |
|---|---|
| Dr. Rick Homutoff | East Valley SELPA |
| Andrea Tennyson | East Valley SELPA |
| Lisa Horsley | East Valley SELPA |

1.0 CALL TO ORDER: SELPA Administrator Dr. Patty Metheny called the meeting to order at 8:05 a.m. via Zoom.


2.0 PUBLIC COMMENTS: There were no public comments.


3.0 REVIEW/APPROVAL OF MINUTES:  The minutes of the October 15, 2020 meeting were reviewed.  Motion to approve the minutes was made by Derek Swem and seconded by Rob Pearson. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Issues

4.1 2020-2021 1st Interim EV SELPA Budgets
Andrea Tennyson reviewed changes to the budgets for 2020-21 1st Interim Budget revision. Regionalized Services/Program Specialists budget and revisions were made to align with the new CDE template which reflects more special education funding than provided when the budget was developed. Brian Guggisberg asked why there is such a large increase to the Information Technology user fee. Jennifer Alvarado provided information on how fee is set by the SELPA's administrative unit, San Bernardino County Superintendent of Schools. The fee was static for a number of years. In 2019-2020, an analysis of the cost of network access and help desk support was conducted which resulted in rate increase. EV SELPA has no control over the fee amounts.

The Low Incidence Materials and Equipment budget reviewed. Changes were made for 1st Interim based on an increase from CDE in low incidence funds. As approved in the EV SELPA Fiscal Allocation Plan, 15% of the total low incidence funds remains at the SELPA for the purchase, inventory and maintenance of equipment and materials. Eighty-five percent is allocation to each district based on low incident disabilities pupil counts. The Regional Behavioral Health Counselors budget was revised to reflect a decrease in number of students served in the school setting and an increase in the number residential referrals. The Regional Program Oversite of Residential Mental Health budget was revised for this same reason. The Occupational Therapy budget was revised to reflect an increase in the number of contract agency staff required due to an increase in the number of referrals from districts.

4.2 2020-2021 1st Quarter NPS Reimbursement Transfer
Ms. Tennyson reviewed the 1st Quarter NPS Reimbursement Transfer. She addressed each districts total for NPS Education & NPS Mental Health.

4.3 EV SELPA 2020-2021 Schedule REX
Ms. Tennyson reviewed the updated Schedule REX providing an explanation of revenue and expenses based on the CDE revised AB 602 template and the EV SELPA Fiscal Allocation Plan. In respect to the base funding being based on the higher of the current year, prior year, or prior, prior year total SELPA ADA, Mr. Guggisberg asked if the 'freeze' of ADA for 2020-2021 at the 2019-2021 level will impact funding in 2021-2022 as 2018/19 is the highest year. If it falls out of the funding methodology, special education funding SELPA-wide will be reduced. Dr. Metheny agreed to follow-up on this issue with State SELPA finance representatives.

4.4 Regional Program Transfer Request Stakeholder Meetings
Bridgette Ealy provided follow-up information regarding the current Regional Program Transfer Request. Ms. Ealy shared Program Transfer Stakeholder meeting dates and the outcomes of the meetings. The Transfer Request will be presented to the EV SELPA Board of Directors for approval at their next regularly scheduled meeting on November 18, 2020.

4.5 EV SELPA 2020-2021 Fiscal Reporting Calendar
Ms. Tennyson reviewed the EV SELPA 2020-2021 Fiscal Reporting Calendar. An item was added to November regarding planning for the 2021 maintenance of effort (MOE) monitoring. Ms. Tennyson requested districts send her their 1st Interim DAT files to her by November 30, 2020.  For the next EV SELPA Steering meeting on December 10 Steering, there may be an activity around monitoring and preparing for the 2021 MOE.

Program Issues

4.6 Alternate ELPAC 2020-2021
Dr. Patty Metheny shared information regarding the Alternate ELPAC in 2020-2021. The Alternate ELPAC is an online assessment for students with the most significant cognitive disabilities who have been determined eligible for alternate assessments by an IEP team. If students are taking the CAA, they should take Alternate ELPAC. The Alternate ELPAC is for students in K-12 up to 22 years old. It is not for preschool students.

The Alternate ELPAC Operational Field Test must be administered to all eligible students between January 12 – February 16, 2021.  The Committee reviewed and discussed information provided by CDE for registering students in the Test Operations Management System (TOMS) and recommendations to administer the Alternate ELPAC in-person if conditions permit.  The administration features were reviewed including that each student must be administered at a minimum one receptive item and one expressive item, that the option to 'Mark as No Response' available and that administration can be paused at any time if student is not responsive. Committee members were encouraged to share this information with EL staff for training purposes.

The Initial Alternate ELPAC will launch in July 2021.  As with the ELPAC, students must continue to be administered the Initial Alternative ELPAC throughout the school year.

4.7 Temporary Emergency Educational Plan (Ed Code 56345(a)(9))
Dr. Rick Homutoff presented a draft Temporary Emergency Educational Plan for inclusion in the EV SELPA IEP.  There was discussion amongst the group on possible changes to the form and different scenarios that could occur. Additional discussion and changes are needed before the form is finalized and ready to implement. Dr. Metheny will invite Attorney Adam Newman to the December 10 Steering Committee Meeting for committee members to obtain legal guidance on the form elements as well as to address questions about offers of FAPE during distance learning. Dr. Metheny asked the group to make a list of questions or concerns for Mr. Newman so that she can provide it to him in advance of the December meeting.

4.8 CDE Compliance Monitoring 2020-2021
Dr. Metheny presented information regarding 2020-2021 CDE Compliance Monitoring and important compliance due dates. SEP and CCEIS Plans are due December 15 and should be in Word format, not PDF. Plans are to be emailed to Anne-Marie Foley. CALPADS Fall 1 certification is December 18. CALPADS Amendment window ends January 29, 2021. It is possible that we will need to recertify in January due to Free and Reduced Meal Program

data window that has been extended to December 31, 2020. February 1 is the DRDP certification deadline.

Dr. Metheny shared with the Committee there will be an annual determination letter this year. CDE is calling it a "Mega-Letter LITE" and plans to send it directly to district superintendents on or around January 10, 2021. CDE does not intend to change district monitoring statuses in 2020-2021 but instead to continue LEAs in the same monitoring status they were in for 2019-2020.

Dr. Metheny shared that Prong II level review will occur as it is a federal requirement. It will occur sometime after November 15, 2020.

Dr. Metheny recommended Committee members prepare for the 2020-2021 Personnel Data Report as it is based on the 2020 Census Date, October 7, 2020. Pulling current staffing to avoid having to put it together next spring is recommended.

4.9 New EV SELPA Website
Dr. Metheny shared the new EV SELPA Website. Dr. Metheny demonstrated how the website will function. It is expected the website will go live in November.

4.10 SBCSS Fee-for Service Verification Process
Dr. Metheny reviewed the Fee-for-Service Rates approved by Board of Directors. This is for district students receiving SBCSS East Valley Operations services. Per the EV SELPA Fiscal Allocation Plan, FFS counts will be taken in November and March of each year. This is a change from past practices. As a result, the Committee members were taken through the new Verification Process to assist them with verifying the data.

Andrea Tennyson explained the Fee-for-Service Count Verification Procedure. Fee-for-Service student data files were sent to each director for verification. Directors participated in a data verification activity. Directors will review their data and send Fee-for-Service Verification Form to Ms. Tennyson by November 20, 2020.

4.11 SBCSS East Valley Operations
Dr. Scott Wyatt provided East Valley Operations updates.

EV Operations are preparing in case the East Valley SELPA Board of Directors approves the Rialto program transfer request. There is a possibility that they may have to displace one teacher. They will know more in January and at the end of the year.

Dr. Wyatt shared about professional development sessions provided to staff during Distance Learning. There is a need for new staff to be provided with additional IEP training and that training will be scheduled.

Dr. Wyatt provided an update on overdue IEPs. 67% of the IEPs have already been completed in six weeks, and the goal was to complete 20% per month He made this a priority, and his team did a great job getting caught up.

4.12    Hot Topics
WebIEP Update:  The revised Behavior Intervention Plan (BIP) form and the Parent Rights document with the new EV SELPA logo are scheduled to be posted to the WebIEP this week. The Program Specialists are developing a guidebook to align with the revised BIP and will provide trainings on both March 16 & 17, 2021.  Programming changes requiring the recording of general education percentages in time ranges will also be posted to the WebIEP this week.  And the new WebIEP NPS access level will be available this month.

Types of IEP meetings permitted by CALPADS were reviewed.  Exits from special education services must occur in an Annual IEP meeting. Amendments cannot be used to exit a student.  A 30-day meeting is an Annual IEP meeting and cannot be held as an amendment. A Triennial IEP meeting must also be an Annual IEP meeting. Discontinuing a service is not an exit from special education services.

Rob Pearson spoke on accessing DRDP results as he reports his staff finds looking up DRDP results in WebDA is cumbersome.  Districts do not have access to DRAccess to get student results.  WebIEP is not directly connected to DRAccess.  Dr. Metheny will work with Faucette Microsystems to provide WebIEP users with DRAccess DRDP data.

Derek Swem spoke about a family with students who have not attended Distance Learning at all this year. Attempts to contact the families have been unsuccessful.  The families have picked up Chromebooks, so they have access to the curriculum and teachers. Committee members shared strategies to address this concern.

The next EV SELPA CAC Meeting is November 16, 2020, 9:30 a.m. There will be two guest speakers. Kristin Brooks, Executive Director of SIP, will speak on the Supporting Inclusive Practices grant.  Attorney David Dowling, who is a mediation specialist will speak on his role as a consult to the SELPA for the new ADR COVID grant highlighting the parent-to-parent mediation training planned.

5.0 OTHER

5.1 2020-2021 EV SELPA Steering Committee Meeting

5.2 2020-2021 EV SELPA Board of Directors Meeting

5.3 2020-2021 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – November & December 2020

6.0 ADJOURNMENT: Meeting adjourned at 11:25 a.m.  Next meeting will be held on December 10, 2020.

FINANCE ISSUES


4.1 Preparing for 2021 Maintenance of Effort (MOE)

## News Roundup

## A Compilation of SSC Fiscal Report Articles

### Monitoring the Special Education MOE

By Debbie Fry, Brianna García, Robert McEntire, EdD, and Charlene Quilao
Posted November 6, 2020

As with all financial transactions, the maintenance of effort (MOE) requirement should be monitored and adjusted throughout the year to ensure compliance. Monitoring the MOE can also help local educational agencies (LEAs) identify costs that may be artificially inflating the MOE, and thus, obligating the LEA to a higher level of expenditures than expected in the following year.

The special education MOE is a federal requirement of the Individuals with Disabilities Education Act (IDEA) and monitors both compliance and eligibility standards of each LEA and Special Education Local Plan Area (SELPA). The eligibility standard measures the budgeted amounts for special education expenditures against the prior-year actuals to ensure that the budget reflects the appropriate spending levels. Although there is not a penalty for not meeting the eligibility standard, SELPAs cannot issue any IDEA funds to LEAs that are not meeting the eligibility standard.

## Monitoring the Special Education MOE (Continued)

The compliance standard is the heavy weight! It requires that LEAs and SELPAs demonstrate spending for special education at the same or higher level than the prior year. Not meeting the compliance standard will penalize the agency on a dollar-for-dollar basis in the year that the standard is not met, but also requires that the subsequent year expenditures meet the level of spending that should have been met in the prior year (the Subsequent Years rule). This could potentially be a recurring penalty if the expenditure levels do not meet the standard. The MOE compliance standard is considered passed when the LEA can meet one of four tests:

1. State and local total expenditures

2. Local only total expenditures

3. Local only expenditures per capita

4. State and local expenditures per capita

LEAs can change the test used each year, but the comparisons must be from the same test. In addition to monitoring the expenditures and budgetary impact, monitoring the MOE also provides an opportunity for LEAs to determine eligibility for any exemptions to the MOE and to have the proper paperwork prepared at year-end. Exemptions to the MOE are limited to the following:

- Departure (voluntary or for just cause) of personnel replaced by lower-cost staff

- Decrease in enrollment of students with disabilities (SWDs)

- Termination of high-cost, long-term expenditures—for example:

  o Termination of the local agency's obligation for a high-cost placement of a SWD who may have left the LEA of residence, aged out, or is no longer in need of the services

The LEA MOE Exemption Worksheet is used to calculate the amount of MOE required and is filed with the MOE forms at year-end.

We at School Services of California Inc. recommend that the MOE reports (both during the year and when final) not be completed in silos in the business office or in the special education realm, but instead, that all parties be engaged in the process and have a full understanding of the financial impact as reported throughout the year. End-of-year surprises generally result in significant emotional events!

# EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT

IDEA Regulations 34 *Code of Federal Regulations* § 300.204

| Local Education Agency (LEA) Name | Special Education Local Plan Area (SELPA) |
|---|---|
| | |
| Name of Person Completing Report | Telephone & Fax Numbers |
| | |

| **Maintenance of Effort (MOE) Shortfall from LEA MOE Calculation (LMC-A or LMC-B) Worksheet** | **$0.00** | **FY xxxx/xxxx** |
|---|---|---|

*The LEA may reduce the level of expenditures below the level of the preceding fiscal year if the reduction is attributable to any of the following reasons. Provide specific details and dollar amounts. If the total justifications equal/exceed the MOE shortfall, fiscal effort has been maintained for the reporting year.*

| | |
|---|---|
| **1. The voluntary departure, by retirement or otherwise, or departure for just cause, of certificated and/or classified special education or related services personnel (does not include contract non-renewal or staff lay-off due to budget shortfall).** | **$0.00** |
| **ENTER INFORMATION on the *detail reduction 1* tab; totals will carry forward to this section** | |
| **2. A decrease in enrollment of children with disabilities.** | **$0.00** |
| **ENTER INFORMATION on the *detail reduction 2* tab; totals will carry forward to this section** | |
| **3. The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because:** | **$0.00** |
| **A.** *Child has left the jurisdiction of the agency; OR* <br> **B.** *Child has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has* <br> **C.** *No longer needs the program of special education* | |
| **ENTER INFORMATION on the *detail reduction 3* tab; totals will carry forward to this section** | |
| **4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of $5,000 or more).** | **$0.00** |
| **ENTER INFORMATION on the *detail reduction 4* tab; totals will carry forward to this section** | |
| **TOTAL ALLOWABLE EXEMPTIONS TO MOE** | **$0.00** |
| **(must equal amount of total exemption reductions entered in Section 1 of the LMC-A or LMC-B)** | |

*CDE Use Only*

**California Department of Education, Special Education Division, April 23, 2015**

| Local Education Agency (LEA) Name | Special Education Local Plan Area (SELPA) |
|---|---|
| 0 | 0 |

## EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT

**1. The voluntary departure, by retirement or otherwise, or departure for just cause, of certificated and/or classified special education or related services personnel (does not include contract non-renewal or staff lay-off due to budget shortfall).**

## DEPARTING

| No. | Position Title | Employee Name | Reason for Leaving | Salary | Benefits | Total |
|---|---|---|---|---|---|---|
| 1. | | | | | | $0.00 |
| 2. | | | | | | $0.00 |
| 3. | | | | | | $0.00 |
| 4. | | | | | | $0.00 |
| 5. | | | | | | $0.00 |
| 6. | | | | | | $0.00 |
| 7. | | | | | | $0.00 |
| 8. | | | | | | $0.00 |
| 9. | | | | | | $0.00 |
| 10. | | | | | | $0.00 |
| 11. | | | | | | $0.00 |
| 12. | | | | | | $0.00 |
| 13. | | | | | | $0.00 |
| 14. | | | | | | $0.00 |
| 15. | | | | | | $0.00 |
| 16. | | | | | | $0.00 |
| 17. | | | | | | $0.00 |
| 18. | | | | | | $0.00 |
| 19. | | | | | | $0.00 |
| 20. | | | | | | $0.00 |
| 21. | | | | | | $0.00 |
| 22. | | | | | | $0.00 |
| 23. | | | | | | $0.00 |
| 24. | | | | | | $0.00 |
| 25. | | | | | | $0.00 |
| 26. | | | | | | $0.00 |
| 27. | | | | | | $0.00 |
| 28. | | | | | | $0.00 |
| 29. | | | | | | $0.00 |
| 30. | | | | | | $0.00 |
| | | | *Departing Total* | *$0.00* | *$0.00* | *$0.00* |

## REPLACED BY

| No. | Position Title | Employee Name | | Salary | Benefits | Total |
|---|---|---|---|---|---|---|
| 1. | | | | | | $0.00 |
| 2. | | | | | | $0.00 |
| 3. | | | | | | $0.00 |
| 4. | | | | | | $0.00 |
| 5. | | | | | | $0.00 |
| 6. | | | | | | $0.00 |
| 7. | | | | | | $0.00 |
| 8. | | | | | | $0.00 |
| 9. | | | | | | $0.00 |
| 10. | | | | | | $0.00 |
| 11. | | | | | | $0.00 |
| 12. | | | | | | $0.00 |
| 13. | | | | | | $0.00 |
| 14. | | | | | | $0.00 |
| 15. | | | | | | $0.00 |
| 16. | | | | | | $0.00 |
| 17. | | | | | | $0.00 |
| 18. | | | | | | $0.00 |
| 19. | | | | | | $0.00 |
| 20. | | | | | | $0.00 |
| 21. | | | | | | $0.00 |
| 22. | | | | | | $0.00 |
| 23. | | | | | | $0.00 |
| 24. | | | | | | $0.00 |
| 25. | | | | | | $0.00 |
| 26. | | | | | | $0.00 |
| 27. | | | | | | $0.00 |
| 28. | | | | | | $0.00 |
| 29. | | | | | | $0.00 |
| 30. | | | | | | $0.00 |
| | | | *Replacement Total* | *$0.00* | *$0.00* | *$0.00* |
| | | | **1. Departure Net Difference** | **$0.00** | **$0.00** | **$0.00** |

California Department of Education, Special Education Division, April 23, 2015

| Local Education Agency (LEA) Name<br>**0** | Special Education Local Plan Area (SELPA)<br>**0** | |
|---|---|---|
| **EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT** | | |
| **2. A decrease in enrollment of children with disabilities.** | | |
| A. Current Year Special Ed. Unduplicated Pupil Count (SEMA or SEMB, Section 3, Line A4, Column A | | |
| B. Prior Year Special Ed. Unduplicated Pupil Count (SEMA or SEMB, Section 3, Line A4, Column B) | | |
| C. Difference (only applicable if negative) | | **not applicable** |
| D. Fractional decline (Line 2C (expressed as positive) divided by Line 2B) | | 0.00000% |
| E. Prior Year Expenditures from State and Local Sources (SEMA or SEMB, Section 3, Line A3, Column B) | | |
| F. Allowable decline in expenditures related to decline in pupil count (Line D x Line E) | | $0.00 |
| **2. Decrease in Enrollment** | | **$0.00** |
| California Department of Education, Special Education Division, April 23, 2015 | | |

*reduction 2 supporting detail*

| Local Education Agency (LEA) Name | Special Education Local Plan Area (SELPA) |
|---|---|
| **0** | **0** |

## EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT

**3.** **The termination of the obligation to provide a program of special education to a particular child with a disability that is an exceptionally costly program because:**

**A.** *Child has left the jurisdiction of the agency; OR*

**B.** *Child has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; OR*

**C.** *No longer needs the program of special education*

| | Student Name | Reason (indicate A, B, or C) | Total |
|---|---|---|---|
| 1. | | | $0.00 |
| 2. | | | $0.00 |
| 3. | | | $0.00 |
| 4. | | | $0.00 |
| 5. | | | $0.00 |
| 6. | | | $0.00 |
| 7. | | | $0.00 |
| 8. | | | $0.00 |
| 9. | | | $0.00 |
| 10. | | | $0.00 |
| 11. | | | $0.00 |
| 12. | | | $0.00 |
| 13. | | | $0.00 |
| 14. | | | $0.00 |
| 15. | | | $0.00 |
| 16. | | | $0.00 |
| 17. | | | $0.00 |
| 18. | | | $0.00 |
| 19. | | | $0.00 |
| 20. | | | $0.00 |
| 21. | | | $0.00 |
| 22. | | | $0.00 |
| 23. | | | $0.00 |
| 24. | | | $0.00 |
| 25. | | | $0.00 |
| 26. | | | $0.00 |
| 27. | | | $0.00 |
| 28. | | | $0.00 |
| 29. | | | $0.00 |
| 30. | | | $0.00 |

| **3. Total of Termination of Obligation** | **$0.00** |
|---|---|

| Local Education Agency (LEA) Name<br>**0** | Special Education Local Plan Area (SELPA)<br>**0** |
|---|---|

# EXEMPT REDUCTIONS TO MAINTENANCE OF EFFORT

**4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities (must have per unit cost of $5,000 or more).**

| | **Description of Expenditure** | **Total** |
|---|---|---|
| 1. | | $0.00 |
| 2. | | $0.00 |
| 3. | | $0.00 |
| 4. | | $0.00 |
| 5. | | $0.00 |
| 6. | | $0.00 |
| 7. | | $0.00 |
| 8. | | $0.00 |
| 9. | | $0.00 |
| 10. | | $0.00 |
| 11. | | $0.00 |
| 12. | | $0.00 |
| 13. | | $0.00 |
| 14. | | $0.00 |
| 15. | | $0.00 |
| 16. | | $0.00 |
| 17. | | $0.00 |
| 18. | | $0.00 |
| 19. | | $0.00 |
| 20. | | $0.00 |
| 21. | | $0.00 |
| 22. | | $0.00 |
| 23. | | $0.00 |
| 24. | | $0.00 |
| 25. | | $0.00 |
| 26. | | $0.00 |
| 27. | | $0.00 |
| 28. | | $0.00 |
| 29. | | $0.00 |
| 30. | | $0.00 |
| **4. Total Termination of Costly Expenditures** | | **$0.00** |

California Department of Education, Special Education Division, April 23, 2015

# FISCAL REPORT

*PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS*

## Ask SSC . . . Can I Spend the One-Time Learning Loss Dollars on Special Education Without Affecting My MOE?

✉ **BY MICHELLE MCKAY UNDERWOOD**

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*Q.*    The 2020–21 State Budget includes $1.5 billion in federal one-time resources based on students with disabilities (SWDs) for learning loss mitigation. Can I spend these one-time dollars on special education without affecting my maintenance of effort (MOE)?

*A.*    Yes. The keys to balancing the MOE, especially this year, are keeping track of the various funding sources—federal, state, and local—and recognizing that the MOE calculation is based on the expenditure of *state and local funds.*

Local educational agencies (LEAs) are seeing additional, one-time learning loss mitigation resources based on SWDs—these are considered *federal resources* (see our July 2020 *Fiscal Report* article, "*By the Way . . . CDE Posts Learning Loss Mitigation Entitlements*" for funding generated by each LEA). As we have explained previously, all of these funds, including those based on an LEA's count of SWDs (see columns I and J in CDE's entitlement spreadsheet) are to be used for learning loss mitigation and come with a set of requirements on how they can be spent. Specifically, the Learning Continuity and Attendance Plan includes a section on how an LEA will address learning loss and accelerate learning progress for pupils, including how these strategies will differ for pupils with exceptional needs. *Because these one-time learning loss funds are federal, their use for the learning loss needs of students with disabilities will not increase the MOE.*

This year, all Special Education Local Plan Areas (and their member districts) are experiencing an increase in ongoing state special education revenues thanks to the $545 million provided in ongoing resources to equalize Assembly Bill 602 and $100 million to increase funding for students with low-incidence disabilities. These ongoing resources will very likely serve to *reduce* the local contributions to special education programs that have been significantly increasing over the years because state funding has not kept pace with special education expenditures. *Replacing local funding contributions with state funding contributions should not affect the MOE since this calculation tracks expenditure of state and local resources.* This additional, ongoing state funding provides ongoing relief to local districts' General Fund contributions to special education programs.

In addition to using new state resources to reduce the local general fund contribution, LEAs may be tempted to also replace local General Fund contributions with the one-time federal funds discussed above as a budget relief valve. We would caution against this for three reasons:

1. If using these federal resources *decreases* the expenditure of state and local resources, your LEA may fall short of the local- and state-based MOE calculation—which will be in direct violation of the supplement not supplant rules.
2. Swapping in one-time funds to support ongoing spending does not resolve long-term spending issues.
3. It will be hard to explain how ongoing expenditures are supporting one-time learning loss mitigation.

In conclusion, LEAs should not be afraid to use the one-time funding for learning loss mitigation based on SWDs *for the benefit* of the SWDs who generated them. With this year's funding increase—both one-time and ongoing, state and federal—it will be key to track the MOE this year even more closely than usual to make sure that there are no unwelcome surprises at the closing of the books next year.

# 4.2 EV SELPA 2020-2021 Fiscal Reporting Calendar

# 2020/21 EAST VALLEY SELPA
# FISCAL REPORTING CALENDAR

## JULY 2020

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

## AUGUST 2020

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

## SEPTEMBER 2020

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

## OCTOBER 2020

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

# 2020/21 EAST VALLEY SELPA
## FISCAL REPORTING CALENDAR

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

## NOVEMBER 2020

**11/2/20** - SELPA to submit Infant Waiver Request to CDE if applicable
**11/12/20** - SELPA to present CY (20/21) 1st Interim EV SELPA Budgets at Steering/Finance
**11/12/20** - SELPA to present CY (20/21) 1st Quarter NPS reimbursement transfer for invoices at Steering/Finance
**11/12/20** - SELPA to present Schedule REX at Steering/Finance
**11/13/20** - SELPA to submit Maintenance of Effort SEMA 19/20 Unaudited Actuals vs. 18/19 Actuals to CDE
**11/13/20** - SELPA to submit Maintenance of Effort SEMB 19/20 Unaudited Actuals vs. 18/19 Budget to CDE
**11/13/20** - SELPA to submit Excess Cost Calculation(s) to CDE - COMPLETED
**11/13/20** - SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
**11/13/20** - SELPA to submit Table 8 due to CDE
**11/16/20** - Districts to verify Fall count for SBCSS Fee-for-Service
**11/17/20** - Districts to provide Oct PARs and PYR for TPP to SELPA
**11/30/20** - SELPA to submit Medi-Cal Program Annual report - COMPLETED
**11/30/20** - SELPA to submit 2018-19 CRCS to DHCS for Medi-CAL - COMPLETED
~~**11/30/20** - *Districts to provide SELPA with 1st Interim DAT files for MOE monitoring*~~
**11/30/20** - SELPA to submit September TPP Service and Certified Invoices to DOR

## DECEMBER 2020

**12/14/20** - Districts to provide November PARs and PYR for TPP to SELPA
***12/15/20*** - ***Districts to provide SELPA DAT file for SEMAI (1st Interim) for MOE monitoring***
**12/21/20** - SELPA to provide CY (20/21) Fall Count for SBCSS Fee-for-service Students to SBCSS - COMPLETED
**12/30/20** - SELPA to submit October TPP Service and Certified Invoices to DOR

## JANUARY 2021

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

## FEBRUARY 2021

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

2020/21 EAST VALLEY SELPA
FISCAL REPORTING CALENDAR

## MARCH 2021

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

## APRIL 2021

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

## MAY 2021

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

## JUNE 2021

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

Updated 12-7-20

# PROGRAM ISSUES

## 4.3 Legal Update

# 4.4 Temporary Emergency Educational Plan (Ed Code 56345(a)(9))

# EV SELPA Option Presented November 2020

# Temporary Emergency Educational Plan - DRAFT
## Emergency Circumstances Consideration (Ed. Code § 56345(a)(9))

This is a Temporary Emergency Educational Plan, to go into effect if there is an emergency condition that prevents student instruction, services, or both, for more than 10 school days, due to an emergency condition. During a qualifying emergency, the IEP will be implemented by alternative means, to the greatest extend feasible, in light of the emergency conditions and/or applicable public health orders. As soon as is practical, following the determination that instruction, services, or both, cannot be provided, either at the school or in person, for more than 10 school days due to a qualifying emergency, this Temporary Emergency Educational Plan will be implemented. Once the emergency ends, special education, instruction, supports and services will revert back to the operative IEP in place prior to the emergency.

| Services in Current IEP | Alternative Means to Implement IEP Under Emergency Conditions: (Check Appropriate Boxes) | | | | | | |
|---|---|---|---|---|---|---|---|
| | Asynchronous Instruction Teacher-Posted Lessons (Online or Other Media | Synchronous Instruction Virtual Class Meetings | Personalized Learning Tools (Virtual or Paper Packets) | Scheduled Teacher/Staff Appointments (Virtual or in-person, as available) | Scheduled email check-ins (Parent or Student) | Virtual Office Hours – In person Office Hours (Drop-in; Parent or Student) | Goal Number(s) addressed by Service |
| **Specialized Academic Instruction** | | | | | | | |
| **Speech & Language** | | | | | | | |
| **APE** | | | | | | | |
| **OT** | | | | | | | |
| **Transition** | | | | | | | |
| **Other:** | | | | | | | |
| **Other:** | | | | | | | |
| **Other:** | | | | | | | |
| **ESY (If applicable)** | | | | | | | |
| | | | | | | | |

| Supplementary Aids & Services Modified Due to Emergency Conditions: | Description of How It Will Be Provided: |
|---|---|
| | |
| | |
| | |

Because the nature of any future emergency cannot be known in advance, the specific alternative means by which the IEP will be provided in a future emergency will be determined at the time, in light of the circumstances.

# State SELPA Option #1

# Temporary Emergency Educational Plan & IEP Form
## Emergency Circumstances Consideration (Ed. Code § 56345(a)(9))

This is a Temporary Emergency Educational Plan, to go into effect if there is an emergency condition that prevents student instruction, services, or both, for more than 10 school days, due to an emergency condition. During a qualifying emergency, the IEP will be implemented by alternative means, to the greatest extent feasible, in light of the emergency conditions and/or applicable public health orders. As soon as is practical, following the determination that instruction or services, or both, cannot be provided, either at the school or in person, for more than 10 school days due to a qualifying emergency, this Temporary Emergency Educational Plan will be implemented. Once the emergency ends, special education, instruction, supports and services will revert back to the operative IEP in place prior to the emergency.

| Services in Current IEP | Alternative Means to Implement IEP Under Emergency Conditions: Check Appropriate Boxes | | | | | | | Goals Addressed & Information for Provision of Services | |
|---|---|---|---|---|---|---|---|---|---|
| | Asynchronous Instruction Teacher-Posted Lessons [Online or Other Media] | Synchronous Instruction Virtual Class Meetings | Personalized Learning tools (Virtual or Paper Packets) | Scheduled teacher/staff appointments {virtual or in-person, as available) | Scheduled email check-Ins (parent or student) | Virtual office hours/ In person office hours (drop• in; parent or student} | Other: Explain | Goal Number(s) Addressed by Service | Notes: Day/Time of Contact, Support for Staff, Family Input information Tasks/Materials Provided |
| Specialized Academic Instruction | | | | | | | | | |
| Speech/language | | | | | | | | | |
| BIS | | | | | | | | | |
| Other: | | | | | | | | | |
| Other: | | | | | | | | | |
| Other: | | | | | | | | | |
| Transition Services | | | | | | | | | |
| Extended School Year Services | | | | | | | | | |
| | | | | | | | | | |
| Goal Numbers (if any) unable to be addressed through Distance Learning | Rationale: | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| Supplementary Aids/Services: Can all supplementary aids/services be provided by alternative means in the way written in the current IEP? If yes, check box & skip section below: | | | | | | | | | |
| Supplementary Aids/Services Modified Due to Emergency Circumstances | How will this be provided? | | | | | | | Who will provide? | When? |
| | | | | | | | | | |
| | | | | | | | | | |

This Temporary Emergency Educational Plan does not constitute a change to the District's offer of FAPE. Because the nature of any future emergency cannot be known in advance, the specific alternative means by which the IEP will be provided in a future emergency will be determined at the time, in light of the circumstances.

# State SELPA Option #2

# Emergency Service Options

Student Name_____ D.O.B._____ Meeting Date _____

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below in light of the emergency circumstances and District policy.

## Specialized Academic Instruction and Related Services
**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

| Teacher-posted lessons, asynchronous (online or other media) | Virtual class meetings, synchronous | Personalized learning tools (virtual or paper packets, as available) | Scheduled teacher appointments (virtual or in-person, as available) | Scheduled email check-ins (parent or student) | Virtual office hours (drop-in; parent or student) |
|---|---|---|---|---|---|
| Other: | | | | | |

Comments:

## Transition Services          NOT APPLICABLE:          SAME AS ABOVE:
**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

| Teacher-posted lessons, asynchronous (online or other media) | Virtual class meetings, synchronous | Personalized learning tools (virtual or paper packets, as available) | Scheduled teacher appointments (virtual or in-person, as available) | Scheduled email check-ins (parent or student) | Virtual office hours (drop-in; parent or student) |
|---|---|---|---|---|---|
| Other: | | | | | |

Comments:

## Extended School Year Services          NOT APPLICABLE:          SAME AS ABOVE:
**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

| Teacher-posted lessons, asynchronous (online or other media) | Virtual class meetings, synchronous | Personalized learning tools (virtual or paper packets, as available) | Scheduled teacher appointments (virtual or in-person, as available | Scheduled email check-ins (parent or student) | Virtual office hours (drop-in; parent or student) |
|---|---|---|---|---|---|
| Other: | | | | | |

Comments:

## Supplementary Aids and Services (provided in general education classes and other general ed environments)
**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

| Teacher-posted lessons, asynchronous (online or other media) | Virtual class meetings, synchronous | Personalized learning tools (virtual or paper packets, as available) | Scheduled teacher appointments (virtual or in-person, as | Scheduled email check-ins (parent or student) | Virtual office hours (drop-in; parent or student) |
|---|---|---|---|---|---|
| Other: | | | | | |

Comments:

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. Public health orders shall be taken into account in implementing the emergency conditions provision. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

*Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances. The emergency service options will not be implemented if they are inconsistent with a public health order or directive, are inconsistent with the school's emergency preparedness procedures, and/or would interfere with the health and safety of students or staff during emergency conditions.*

# State SELPA Option #3

# California Senate Bill 98
## Distance Learning Plan for Emergency Conditions

Student Name _____ D.O.B._____ School Year_____

If instruction, services, or both, cannot be provided to Student, either at school or in person for more than 10 school days due to one or more emergency conditions as defined by Education Code § § 46392(a) and 41422(a), Student's IEP services will be provided to the extent practicable, taking into consideration Student's unique circumstances, the specific emergency circumstance(s), District policy, and federal, state and local orders. **The following service delivery methods may be used, as specified below:**

| | | |
|---|---|---|
| 1.Teacher/provider-posted lessons, asynchronous (online or other media) | 2. Personalized learning tools (virtual or paper packets) | 3. Scheduled email check-ins (parent or student) |
| 4. Virtual class/group meetings, synchronous | 5. Scheduled teacher/provider appointments (virtual or in-person, as available) | 6. Virtual office hours/drop-in (parent or student) |

### SPECIALIZED ACADEMIC INSTRUCTION AND RELATED SERVICES

| | [Insert Service] | [Insert Service] | [Insert Service] | [Insert Service] |
|---|---|---|---|---|
| Service(s) | ☐ Individual ☐ Group | ☐ Individual ☐ Group | ☐ Individual ☐ Group | ☐ Individual ☐ Group |
| Frequency & Duration | Frequency: Duration: | Frequency: Duration: | Frequency: Duration: | Frequency: Duration: |
| Service Delivery Method(s) | | | | |
| IEP Goals to be Addressed from IEP Dated_____. | | | | |

### TRANSITION SERVICES     ○ Not Applicable

| | [Insert Service] | [Insert Service] | [Insert Service] | [Insert Service] |
|---|---|---|---|---|
| Service(s) | ☐ Individual ☐ Group | ☐ Individual ☐ Group | ☐ Individual ☐ Group | ☐ Individual ☐ Group |
| Frequency & Duration | Frequency: Duration: | Frequency: Duration: | Frequency: Duration: | Frequency: Duration: |
| Service Delivery Method(s) | | | | |
| IEP Goals to be Addressed from IEP Dated_____. | | | | |

### EXTENDED SCHOOL YEAR SERVICES     ○ Not Applicable

| | [Insert Service] | [Insert Service] | [Insert Service] | [Insert Service] |
|---|---|---|---|---|
| Service(s) | ☐ Individual ☐ Group | ☐ Individual ☐ Group | ☐ Individual ☐ Group | ☐ Individual ☐ Group |
| Frequency & Duration | Frequency: Duration: | Frequency: Duration: | Frequency: Duration: | Frequency: Duration: |
| Service Delivery Method(s) | | | | |
| IEP Goals to be Addressed from IEP Dated_____. | | | | |

### SUPPLEMENTARY AIDES AND SERVICES    O Not Applicable

| Service(s) | [Insert Service] ☐ Individual ☐ Group | [Insert Service] ☐ Individual ☐ Group | [Insert Service] ☐ Individual ☐ Group | [Insert Service] ☐ Individual ☐ Group |
|---|---|---|---|---|
| Frequency & Duration | Frequency: Duration: | Frequency: Duration: | Frequency: Duration: | Frequency: Duration: |
| Service Delivery Method(s) | | | | |
| IEP Goals to be Addressed from IEP Dated_____. | | | | |

**Additional Comments or Provisions:**

**This Emergency Services Plan does not constitute a change to the District's offer of FAPE during non-emergency school days, and its implementation during emergency circumstances does not constitute "stay-put" placement or services.**

# State SELPA Option #4

Student Name_____   D.O.B._____   Meeting Date _____

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions, the IEP will be provided by means of "distance learning" to the extent feasible, as determined by your child's teachers, in light of the emergency circumstances at that time.  This applies to the special education and related services in the IEP, including post-secondary transition services, extended school year services, and supplementary aids and services.  These provisions do not constitute a change to the District's offer of FAPE.

"Distance learning" means instruction in which the pupil and instructor are in different locations. "Distance learning" may include, but is not limited to, all of the following:

(1)   Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.

(2)   Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.

(3)   The use of print materials incorporating assignments that are the subject of written or oral feedback.

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 school days due to a qualifying state of emergency, the parent will be notified as to the specific alternative means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. Public health orders shall be taken into account in implementing the emergency conditions provision.

**Distance Learning Means of Delivery, to the extent feasible**: Do any of the following apply?  If yes, describe how services will be delivered.

✓ Yes ❑ No        Special Education and Related Services:  _____, _____, _____

✓ Yes ❑ No        Supplementary aids and services (accommodations, modifications, and other supports) in the IEP: _____, _____, _____

❑ Yes ❑ No        Transition to Adult Life Services: _____,_____, _____

❑ Yes ❑ No        Extended School Year (ESY) Services:  _____, _____, _____

Parent and IEP Team Comments:

4.5 CDE Compliance Monitoring 2020-2021

| LEA | Late IEPs (Annual) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 9.15.20 Late w/o cause | 9.15.20 Total Late | 10.24.20 Late w/o cause | 10.24.20 Total Late | Diff late w/o cause | % Improvement | Diff total | % Improvement |
| Colton | 666 | 670 | 524 | 525 | -142 | 21.3 | -145 | 21.6 |
| Redlands | 412 | 412 | 386 | 387 | -26 | 6.3 | -25 | 6.1 |
| Rialto | 653 | 653 | 375 | 375 | -278 | 42.5 | -278 | 42.5 |
| Rim | 62 | 62 | 103 | 103 | 41 | -66 | 41 | -66 |
| SBCSS | | 239 | | | 0 | | -239 | |
| Yucaipa | 105 | 105 | 102 | 102 | -3 | 2.9 | -3 | 2.9 |

| LEA | Late Evals (Initials) | | | |
|---|---|---|---|---|
| | 9.15.20 | 10.24.20 | Diff | % Improvement |
| Colton | 0 | 0 | 0 | N/A |
| Redlands | 1 | 34 | 33 | -3300 |
| Rialto | 7 | 8 | 1 | -7.4 |
| Rim | 12 | 10 | -2 | 16.7 |
| SBCSS | 1 | | -1 | |
| Yucaipa | 1 | 4 | 3 | -300 |

**Notes:**
*10/24/20 data provided to SELPA 11/20/20
*Next data pull scheduled by CDE for 12/15/20
*We question the accuracy of this data
* No data received for SBCSS for Oct.

# Updates
# December 4, 2020

Shiyloh Duncan-Becerril, IDEA Data Administrator

# Mega-Letter 2021

- Planning for a release date of January 11, 2021
- COVID Impacts on Data
  - School-site closures related to the Governor's orders resulted in truncated data.
  - California did not conduct statewide assessments.
  - Much of the data used in making determinations for selection in monitoring activities is either unavailable or truncated.
- CDE will not be making new determinations for selection in monitoring activities for the 2020-21 monitoring year. The LEA will continue to participate in the same level of monitoring in 2020-21 as it did in 2019-20.
- There will be *one* exception to the continuation of monitoring activities in 2020-21, if your LEA had been identified in Significant Disproportionality for the first time in 2020-21 their monitoring level may change from Targeted to Intensive.

# 4.6 CALPADS & Data Certification

# Updates
# December 4, 2020

Shiyloh Duncan-Becerril, IDEA Data Administrator

# Restraint and Seclusion Data Release

- Public Data Reporting associated with AB 2657 will release on December 11, 2020.

- This is the first year of data collection and we are seeing lots of variability.

- Prior to the close of submission window a number of SELPAs certified 0 restraints and seclusions, CDE reached out to all SELPAs and 6 certified 0 instances, but after additional discussions they did have Restraints and Seclusions. CDE is working with those SELPAs to ensure complete reporting from those SELPAs in 20-21.

- A number of LEAs certified zero incidents or low numbers of incidents in compared to previous submissions in CRDC.

- SED will be following up with LEAs to ask questions and determine the need for future guidance.

# Restraint and Seclusion Data

- Over 90% of incidents reported and certified to CDE are for students with disabilities. Most LEAs only reported data for students with disabilities.

- Most common type of incident was Physical Restraint.

- Students in Nonpublic Schools experience a greater number of restraints and seclusions compared to their representation of the total number of students with disabilities.

- There is a lot of variability in reporting and CDE will spend this year connecting with LEAs to determine the source of the variability.

# DISTRICT ACCESS (DA) USERS
## Virtual
# COLLABORATIVE MEETINGS

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

| Thursday, January 21, 2021 2:00-3:30 pm  Register Online: https://sbcss.k12oms.org/ 46-192868 | Thursday, April 22, 2021 2:00-3:30 pm  Register Online: https://sbcss.k12oms.org/ 46-192869 |
|---|---|

4.7 EV SELPA Website Secure Side

Check out our website
eastvalleyselpa.org

# EV SELPA Website - Secure Side
# IEP Forms

| Form # | Name |
|---|---|
| EV-56* | Summary of Performance (SOP) |
| EV-94 | NPS Student Change Notice |
| EV-97 | NPS/A Contract Development Information |
| EV-9A* | Notice of Procedural Safeguards and Parents' Rights |
| EV-72 | FBA Template |
| EV-75 | Behavior Emergency Report |
| EV-10* | Exchange of Information |
| EV-3* | Health Services Screening Report |
| EV-45* | Assessment Plan 45-day Letter |
| EV-53* | Prior Written Notice (PWN) |
| EV-57 | Postsecondary Follow-up |
| EV-57L | Postsecondary Follow-up Letter |
| EV-57P | Postsecondary Data Collection Form Procedures |
| EV-93* | Private School Request for Initial Assessment |
| EV-98 | Additional Assistant MOU |
| EV-133* | Parent Consent for IEE |
| EV-20 | SBCSS County Referral |
| EV-20P | SBCSS County Referral Procedures |
| EV-21 | Mental Health Assessment Services Referral |
| EV-21P | Mental Health Assessment Services Procedures |
| EV-89 | Mental Health Services Referral Form |
| EV-22 | Occupational Therapy Assessment Services Referral |
| EV-22P | Occupational Therapy Assessment Services Procedures |
| EV-61 | Occupations Therapy Referral Form |
| EV-23 | EV SELPA PS Services Request Form |
| EV-23V | EV SELPA PS Services Request Form – Virtual |
| EV-24 | Low Incidence Referral |
| EV-24 | Low Incidence Procedures |
| No # | EV Low Incidence Policies and Guidelines |
| EV-203 | Low Incidence Specialized Materials/Equipment Request |
| EV-203A | Low Incidence Medical Release Weight Bearing |
| EV-54 | WebIEP Request for User Login & Password |

| | |
|---|---|
| EV-54N | NPS WebIEP Request for User Login & Password |
| EV-55 | WebIEP Access Use Agreement |
| EV-23A | Program Specialist Request for assistance – AAC |
| EV-25 | PT Referral |
| EV-63 | OT? |
| EV-90 | NPS Pre-Placement Visit Form |
| EV-91 | NPS Annual Monitoring Form |
| EV-92L | NPS/A Training Verification Letter |

* There is a Spanish version of this form

# 4.8 EV SELPA ADR

*COVID-19 Has Transformed So Many Aspects of How We Interact*

*An effective team of educators and parents is the foundation for meeting the needs of students with disabilities. Being a team can mean working through differences. Communicating and building relationships is the key. This is true now, more than ever.*

*If you are not already registered for the ADR Conference, consider joining us to acquire skills and strategies from renown experts and practitioners in the field.*

# 2021 VIRTUAL
# CALIFORNIA ADR CONFERENCE
# MARCH 11 & 12, 2021

*One Team, One Goal:*
*Utilizing Mindfulness To Build Relationships*

*Because the conference is now virtual, there is room for many more to attend. To join us for the 2021 ADR Conference, click on the link below.*

**NEW ONLINE REGISTRATION**

$300.00 Registration Fee

New Registrations Only, accepted through February 12, 2021:

https://sbcss.k12oms.org/46-166437

*Sponsored by the SELPA Administrators of California*

# East Valley SELPA ADR COVID-19 Grant Plan

| Stage I: Prevention | | Stage II: Handling Disagreement | | Stage III: Managing Conflict | |
|---|---|---|---|---|---|
| Action | Who/How/Strategy | Action | Who/How/Strategy | Action | Who/How/Strategy |
| Social Media Presence* | EV SELPA Student Worker Oversight, data collection and coordination | Parent-to-Parent Assistance* | EV SELPA CAC & LEA PAC leaders | Professional Mediators* | Consultants via contracts with EV SELPA |
| Parent & Family Engagement* | EV SELPA CAC & LEA PACs -parent meetings with district & SELPA staff as well as training support from current EV SELPA ADR Cadre Members & EV SELPA program specialists | Teacher-to-Parent Assistance* | EV SELPA Special Education Teacher Cadre -EV SELPA ADR Cadre component -EV SELPA contracts with trainers | EV SELPA ADR Cadre Meeting & IEP Team Facilitation | Current EV SELPA ADR Cadre Members |
| Participant & Stakeholder Training in ADR practices and strategies | EV SELPA contracts with coaches & professional mediators, Region 10, ADR conference | EV SELPA Technical Advisors/ Coaches* | Consultants via contracts with EV SELPA | | |
| Training in Instruction in DL Best Practices for SWDs* | LEA & EV SELPA coordinators & program specialists Contracts via the EV SELPA | | | | |
| *an enhancement to current EV SELPA ADR practices | | | | | |

The EV SELPA ADR COVID-19 Grant plan was developed based on the principles of conflict resolution as drawn from the components of the CADRE Continuum of Dispute Resolution & Practices. The plan is designed to enhance current ADR practices within the EV SELPA and to address ADR work related to COVID-19. Specifically, the plan identifies three stages at which conflict can occur and the practices as well as strategies the SELPA will use to address each. The end goal of the EV SELPA ADR COVID-19 Grant plan is for the practices and strategies incorporated in it to become a way of working and communicating throughout the SELPA's member districts that allows educators and parents to confidently engage in difficult, yet productive conversations that result in positive outcomes for students while further enhancing parent-school relationships as well as developing and deepening an understanding of distance learning as a means to provide special education services that can meet students' unique needs.

Stage I will focus on using multiple communication, engagement, and training strategies as preventive measures. Communication will be enhanced through the use of online, social media mechanisms, parent meetings, and stakeholder trainings. Content will include information about special education, distance learning, instructional best practices, communication, relationship and trust building, conflict resolution and various parent resources. While the SELPA currently engages in trainings and will continue to do so, the ADR

COVID-19 focus will be on creating an online, social media presence to assist families with understanding what is available and how to access it while in distance learning as well as creating multiple and various means for parents to be engaged during this time.

Stage II will address managing disagreements and misunderstandings through the use of various assistance programs as well as technical advisors and coaches. One new feature of the SELPA ADR practices will be the development of parent-to-parent and teacher-to-parent assistance options so that parents and teachers trained in communication strategies related to dispute resolution as well as knowledgeable about the distance learning options within a district will be available to assist parents who do not feel heard or do not feel their concerns are addressed. Another feature which has been used minimally within the SELPA but will be more fully developed via the use of this grant is the development of contracts with coaches and technical advisors who will assist school personnel with managing disagreement so that it does not move to the more formal conflict stage.

Stage III will be the managing of conflict. The SELPA currently has a SELPA ADR Cadre with members trained to support and guide staff in neighboring districts when a request has been made for voluntary mediation. At times members of the EV SELPA ADR Cadre assist with resolution sessions and at other times with IEP meeting facilitation. They will continue to do so with a focus on developing strategies to address conflict due to distance learning. In addition, consultants and professional mediators will be hired to assist districts with working through the most challenging conflict situations as they arise from issues around distance learning and the impact of COVID-19 on special education.

4.9 EV SELPA PD Catalog January-June 2021

# JANUARY – JUNE 2021

**EAST VALLEY SELPA**

*Educating Together*

# PROFESSIONAL DEVELOPMENT
# VIRTUAL TRAININGS
# CATALOG

# TABLE OF CONTENTS

*Educating Together*

EAST VALLEY
SELPA
*Educating Together*

# MEMBER DISTRICTS

*Educating Together*

## 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

## Rialto Unified School District

Bridgette Ealy, *Lead Special Services Agent*

182 East Walnut Avenue, Rialto, CA 92376
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## San Bernardino County Superintendent of Schools East Valley Operations

Dr. Scott Wyatt, *Area Director*

scott.wyatt@sbcss.net

Bernadine Hollingsworth, *Principal*
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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

## Redlands Unified School District

Patti Buchmiller, *Executive Director, Student Services*

33 West Lugonia Avenue, Redlands, CA 92374
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Patti_buchmiller@redlands.k12.ca.us
www. redlands.k12.ca.us

## Rim of the World Unified School District

Derek Swem, *Director, Pupil Personnel Services*

P.O. Box 430, Lake Arrowhead, CA 92352
Ph. 909.336.4118   Fax 909.336.4162

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## Yucaipa-Calimesa Joint Unified School District

Jim Stolze, *Executive Director, Student Services*

35912 Avenue H, Yucaipa, CA 92399
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# EAST VALLEY SELPA CONTACT INFORMATION

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| Jo-Ann Vargas, OTR/L, Lead OT | 909.252.4538 | joann.vargas@sbcss.net |
| Helen Junker, Transition Project Assistant | 909.252.4514 | helen.junker@sbcss.net |

## PROGRAM SPECIALISTS

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|---|---|---|
| Courtney Beatty, M.A., BCBA | 909.252.4519 | courtney.beatty@sbcss.net |
| Mary Anne Klenske, M.A. | 909.252.4524 | maryanne.klenske@sbcss.net |
| Colleen Meland, M.A. | 909.252.4525 | colleen.meland@sbcss.net |
| Shannon Vogt, M.A. | 909.252.4523 | shannon.vogt@sbcss.net |

## AUTISM PROGRAM SPECIALIST

| | | |
|---|---|---|
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## SUPPORT STAFF

| | | |
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| | | |
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| Jonathan Mardoyan | 909.252.4578 | jonathan.mardoyan@sbcss.net |

# CALENDAR OF EVENTS

| JANUARY 2021 | TIME | VIRTUAL EVENT | PAGE |
|---|---|---|---|
| 1/12-13/21 | 8:30-11:30 | ITP Goal Development & Progress Monitoring | 25 |
| 1/14/21 | 8:30-10:30 | Adult Transition Program (ATP) Networking Meeting | 38 |
| 1/14/21 | 9:00-11:00 | Evidence-Based Practices for Teaching Students with Autism Spectrum Disorder | 15 |
| 1/14/21 | 3:00-4:30 | High School & Postsecondary Transition Services Information Series: Topic - Independent Living Center Programs & Services | 33 38 |
| 1/21/21 | 2:00-3:30 | District Access (DA) Users Collaborative Virtual Meeting | 23 |
| 1/22/21 | 8:30-11:30 | IEP Implementation | 26 |
| 1/26/21 | 9:00-12:00 | 19th Annual TPP/DOR/WAI Virtual Cross Training | 41 |
| 1/28/21 | 3:30-4:30 | High School & Postsecondary Transition Services Information Series: Topic - Disability Programs & Services | 33 38 |

# CALENDAR OF EVENTS

 EAST VALLEY SELPA — Educating Together

| FEBRUARY 2021 | TIME | VIRTUAL EVENT | PAGE |
|---|---|---|---|
| 2/2/21 | 9:00-11:00 | Specialized Academic Instruction for Reaching All Students | 28 |
| 2/4-5/21 | 8:30-12:00 | Region 10 SLP Coordinating Council Committee Webinar Presentation: School-Age Stuttering - A Practical Approach | 35 |
| 2/5/21 | 8:30-10:30 | Conflict Resolution: Improving Professional Relationships | 9 |
| 2/10/21 | 9:00-11:00 | AAC in the Classroom: Empowering All Students to Communicate | 17 36 |
| 2/11/21 | 4:00-6:00 | High School & Postsecondary Transition Services Information Series: Topic - College Transition to Independent Living Programs | 33 39 |
| 2/16-17/21 | 8:00-11:15 | Region 10 OT/PT Coordinating Council Committee Webinar Presentation: Interoception, The Eighth Sense: Impact on Self-Regulation | 31 |
| 2/18/21 | 1:00-3:00 | IEP Individual Transition Plan development for Secondary Students | 40 |
| 2/22/21 | 1:00-3:30 | Got Behavior? We've Got Solutions! | 20 |
| 2/23/21 | 9:00-11:30 | Got Behavior? We've Got Solution! | 20 |
| 2/25/21 | 10:00-12:00 | High school & Postsecondary Transition Services Information Series: Topic - Conservatorship, the application process (AM Session) | 33 39 |
| 2/25/21 | 6:30-8:00 | High school & Postsecondary Transition Services Information Series: Topic - Conservatorship, the application process (PM Session) | 33 39 |

# CALENDAR OF EVENTS

| MARCH 2021 | TIME | VIRTUAL EVENT | PAGE |
|---|---|---|---|
| 3/4/21 | 4:00-5:30 | High school & Postsecondary Transition Services Information Series: Topic - Social security Insurance & Incentive to Work | 33 39 |
| 3/11-12/21 | | State SELPA Administrators ADR Conference | 10 |
| 3/16-17/21 | 8:30-11:30 | Conducting Effective Functional Behavior Assessments (FBA) to Create Successful Behavior Intervention Plans (BIP) | 12 21 |
| 3/18/21 | 1:00-3:00 | Structuring the Virtual Environment for Student Success | 29 |
| 3/19/21 | 9:00-11:00 | Structuring the Virtual Environment for Student Success | 29 |
| **APRIL 2021** | **TIME** | **VIRTUAL EVENT** | **PAGE** |
| 4/1/21 | 8:30-11:30 | IEP Implementation | 26 |
| 4/2/21 | 9:00-11:30 | Autism Assessment: A Team Approach | 18 |
| 4/14/21 | 9:00-11:00 | Overview of CAPTAIN and Evidence-Based Practices for Teaching Students with Autism Spectrum Disorder | 16 |
| 4/14/21 | 1:00-3:00 | IEP Individual Transition Plan Development for Secondary Students | 40 |
| 4/16/21 | | 21st Annual Career Information Day (Virtual) | |
| 4/22/21 | 2:00-3:30 | District Access (DA) Users Collaborative Meeting | 23 |
| 4/29/21 | 3:00-4:00 | High School & Postsecondary Transition services Information Series: Topic - Adult Transition Services for 18—24 year old adults | 33 39 |
| **MAY 2021** | **TIME** | **VIRTUAL EVENT** | **PAGE** |
| 5/11-12/2 | 8:30-11:30 | IEP Goal Development & Progress Monitoring | 25 |
| 5/13/21 | 830-10:30 | Adult Transition Program Networking Meeting | 38 |

# ADR



# ALTERNATIVE DISPUTE RESOLUTION

# conflict re:SOLUTION

## IMPROVING  PROFES SIONAL  RELATIONSHIPS

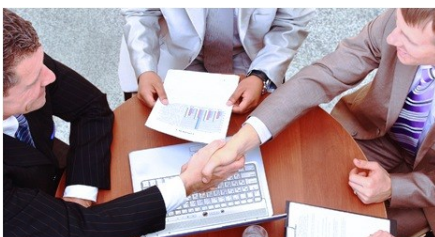Presenters:
EV SELPA Program Specialists
Mary Anne Klenske , M.A.
Shannon Vogt, M.A.

The presentation will begin by defining basic ADR strategies for difficult IEP meetings and the role of the facilitator. From there the presenters will share with the audience, 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 to participants that 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

**FRIDAY**
**FEBRUARY 5, 2021**
**8:30 - 10:30 am**

_Register Online:_
**https://sbcss.k12oms.org/46-187635**

An effective team of educators and parents is the foundation for meeting the needs of students with disabilities.  Being a team can mean working through differences.  Communicating and building relationships is the key.  This is true now, more than ever.

If you are not already registered for the ADR Conference, consider joining us to acquire skills and strategies from renown experts and practitioners in the field.

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$300.00 Registration Fee

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https://sbcss.k12oms.org/46-166437

*Sponsored by the SELPA Administrators of California*

ASSESSMENT & ELIGILIBILITY

# CONDUCTING EFFECTIVE FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA) TO CREATE SUCCESSFUL BEHAVIOR INTERVENTION PLANS (BIP)

Presented by:
Courtney Beatty, Mary Anne Klenske, & Shannon Vogt
EV SELPA's Program Specialists

The entire training covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment and Analysis of data to determine the function of the behavior, This information comes directly from researched literature on ABA. Part-two will cover how to develop intervention(s) specific to the function of the behavior identified for change. This will include staff instructions, 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.

*Audience: Certified Personnel - Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's*

**This is a two part training, participants MUST attend both days**

Tuesday & Wednesday
March 16 & 17, 2021
8:30—11:30 am

**Register Online:**
**https://sbcss.k12oms.org/46-195892**

## AUTISM ASSESSMENT - A TEAM APPROACH

## APRIL 2, 2021

## 9:00 AM — 11:30 AM

**TEAM OF PRESENTERS:**

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

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

*Tracy Schroeder*, LCSW, EV SELPA Behavioral Health Program Manager

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

Participants will learn best practices to be used by assessment teams when conducting autism assessments. Participants will hear from professionals in the fields of school psychology, speech and language pathology,  Applied Behavior Analysis (ABA), mental health and occupational therapy regarding  how to collaborate for the purposes of generating a comprehensive assessment.  All assessors who work with students suspected of having autism are encouraged to attend and participate in this live webinar. The presenters believe a comprehensive approach is the most ethical and legally defensible manner in which to assess. Participants  will learn the differences between autism as identified via education code, and within a medical model. Participants will  gain resources, ideas, and knowledge about how to use a team approach to autism assessment.

*Register Online:*

https://sbcss.k12oms.org/46-196733



13

# EVIDENCE-BASED PRACTICES FOR TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDER:

Reinforcement, Functional Communication Training, Visual supports, and Antecedent-Based Interventions

THURSDAY
**JANUARY 14, 2021**
**9:00 – 11:00 AM**

Presenters:
Courtney Beatty, M.A., BCBA, EV SELPA Program Specialist
Susanne Ferguson, Ed.S., 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

**ONLINE REGISTRATION**    https://sbcss.k12oms.org/46-187858

# CAPTAIN
## California Autism Professional Training and Information Network

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

**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**

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.

**Wednesday**
**APRIL 14, 2021**
**9:00 - 11:00 AM**

**REGISTER ONLINE:**
**https://sbcss.k12oms.org/46-187637**

# AUGMENTATIVE AND ALTERNATIVE COM MUNICATION (A AC) IN THE CLAS SRO OM: EMPOWERING AL L STUDENTS TO COM MUNI-CATE

Presenters:
Courtney Beatty, M.A, BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA
EV SELPA Program Specialists

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

This 2-hour live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, and Speech-Language Pathologists who work in the classroom setting.

We will cover many objectives, including:

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

**WEDNESDAY,**
**FEBRUARY 10, 2021**
**9:0 0 – 11:0 0 AM**

**Register Now**

https://sbcss.k12oms.org/46-187636

This training is an over view of AAC and focuses on classroom implementation.
It does NOT cover programming of specific devices or their systems.

# AUTISM ASSESSMENT - A TEAM APPROACH

## APRIL 2, 2021

### 9:00 AM — 11:30 AM

**TEAM OF PRESENTERS:**

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

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

*Tracy Schroeder*, LCSW, EV SELPA Behavioral Health Program Manager

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

Participants will learn best practices to be used by assessment teams when conducting autism assessments. Participants will hear from professionals in the fields of school psychology, speech and language pathology,  Applied Behavior Analysis (ABA), mental health and occupational therapy regarding  how to collaborate for the purposes of generating a comprehensive assessment.  All assessors who work with students suspected of having autism are encouraged to attend and participate in this live webinar. The presenters believe a comprehensive approach is the most ethical and legally defensible manner in which to assess. Participants  will learn the differences between autism as identified via education code, and within a medical model. Participants will  gain resources, ideas, and knowledge about how to use a team approach to autism assessment.

### *Register Online:*

https://sbcss.k12oms.org/46-196733

# BEHAVIOR

# Behavior





# Behavior

# Behavior

# GOT BEHAVIOR?
# WE'VE GOT SOLUTIONS!

**Presenters:**
**Susanne Ferguson,** Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist
**Mary Anne Klenske,** M.A., EV SELPA Program Specialist
**Jo-Ann Vargas,** OTR/L, EV SELPA Lead Occupational Therapist

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

| | | |
|---|---|---|
| **Monday**<br>**February 22, 2021**<br>**1:00 - 3:30 pm**<br><br>*Register Online:*<br>https://sbcss.k12oms.org/46-195747 | **OR** | **Tuesday**<br>**February 23, 2021**<br>**9:00 - 11:30 am**<br><br>*Register Online:*<br>https://sbcss.k12oms.org/46-195746 |

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

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

**CONDUCTING EFFECTIVE**
**FUNCTIONAL BEHAVIOR ASSESSMENTS (FBA)**
**TO CREATE SUCCESSFUL**
**BEHAVIOR INTERVENTION  PLANS (BIP)**

Presented by:
Courtney Beatty, Mary Anne Klenske, & Shannon Vogt
EV SELPA's Program Specialists

The entire training covers the core components of both an effective and comprehensive Functional Behavior Assessment (FBA) and resulting Behavior Intervention Plan (BIP). Initially, participants will learn the three main components of a legally defensible FBA which include Indirect Assessment, Direct Assessment and Analysis of data to determine the function of the behavior, This information comes directly from researched literature on ABA. Part-two will cover how to develop intervention(s) specific to the function of the behavior identified for change. This will include staff instructions, 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.

*Audience: Certified Personnel - Administrators, Special Education teachers, School Psychologists, Program Specialists, and BCBA's*

**This is a two part training, participants MUST attend both days**

Tuesday & Wednesday
March 16 & 17, 2021
8:30—11:30 am

**Register Online:**
**https://sbcss.k12oms.org/46-195892**

# District Access Users

# Virtual

# Collaborative Meetings

# DISTRICT ACCESS (DA) USERS
## Virtual
## COLLABORATIVE MEETINGS

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

| | |
|---|---|
| **Thursday,**<br>**January 21, 2021**<br>**2:00-3:30 pm**<br><br>Register Online:<br>https://sbcss.k12oms.org/<br>46-192868 | **Thursday,**<br>**April 22, 2021**<br>**2:00-3:30 pm**<br><br>Register Online:<br>https://sbcss.k12oms.org/<br>46-192869 |

# IEP

## DEVELOPMENT

# IEP GOAL DEVELOPMENT & PROGRESS MONITORING

**PRESENTERS:**
*EAST VALLEY SELPA PROGRAM SPECIALISTS*
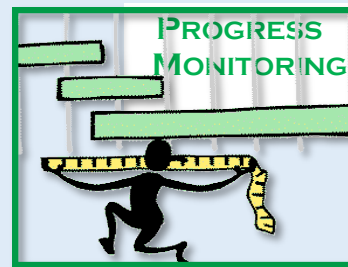**COURTNEY BEATTY, M.A., BCBA**
**SHANNON VOGT, M.A.**

Join us for two, 3-hour courses on how to develop legally compliant IEP goals using a 13-part template and how to collect data (progress monitoring) on IEP goals. 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**

## *THIS IS A 2-DAY TRAINING, PARTICIPANTS MUST ATTEND BOTH DAYS*

| | |
|---|---|
| *Tuesday & Wednesday* **JANUARY 12 & 13, 2021** 8:30 - 11:30 am *Register Online:* https://sbcss.k12oms.org/ 46-195724 | *Tuesday & Wednesday* **MAY 11 & 12, 2021** 8:30 - 11:30 am *Register Online:* https://sbcss.k12oms.org/ 46-187631 |

**OR**

# IEP

## IMPLEMENTATION

### VIRTUAL TRAINING

Presenters:

*EV SELPA Program Specialists*
**Courtney Beatty, M.A., BCBA**
**Shannon Vogt, M.A.**

**JOIN US FOR A 3-HOUR VIRTUAL TRAINING**
**LEARN HOW TO EFFECTIVELY IMPLEMENT ALL PARTS OF AN IEP**

#### OBJECTIVES:

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

## Register Now

| | |
|---|---|
| *Friday* **January 22, 2021** 8:30 - 11:30 am *Register Online:* https://sbcss.k12oms.org/46-187286 | *Thursday* **April 1, 2021** 8:30 - 11:30 am *Register Online:* https://sbcss.k12oms.org/46-187287 |

# Instructional Practices

# 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

**Tuesday**
**February 2, 2021**
**9:00—11:00 am**

**Register online:**
**https://sbcss.k12oms.org/46-187955**

EAST VALLEY SELPA
Educating Together.
28

# STRUCTURING THE VIRTUAL ENVIRONMENT FOR STUDENT SUCCESS

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

This live webinar is for teachers, paraprofessionals, administrators, parents and caregivers who would like to hear strategies on how to set up an effective learning environment, manage behavior, and comply with IEP goals during distance learning. Another key element to be addressed is progress monitoring and overall communication with parents. Additional occupational therapy strategies and tools will be addressed throughout this training.

Objectives include:

- Environmental setup during distance learning
- Managing behavior during distance learning
- IEP goals and data collection during distance learning
- Communicating student progress to parents and caregivers

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

| *Thursday* MARCH 18, 2021 1:00 - 3:00 PM  *Register Online:* https://sbcss.k12oms.org/ 46-195737 | **OR** | *Friday* MARCH 19, 2021 9:00 - 11:00 AM  *Register Online:* https://sbcss.k12oms.org/ 46-195738 |
| --- | --- | --- |

Occupational Therapy

## Interoception, The Eighth Sense: Impact on Self-Regulation

**Presented by Kelly Mahler, OTD, OTR/L**

One of the most overlooked foundations of self-regulation is interoception, our eighth sense. Interoception allows us to notice, interpret and respond to internal body signals such as a growling stomach, full bladder, racing heart or tense muscles. Many children and adults have differences in interoception and often times these differences go unnoticed or misunderstood. This presentation will provide participants with an overview of what research tells us about interoception as well as how this sense influences the regulation of many affective emotions including anxiety and frustration as well as homeostatic emotions including hunger, thirst, sleepiness and need for bathroom. Multiple personal accounts of what it is like to live with interoception differences will be presented, including how to use these insights to maximize the self-regulation in clients. This session will provide several evidence-based strategies for outsmarting and/or improving interoception challenges.

**Date:** Tuesday and Wednesday, February 16 and 17, 2021

**Time:** 8:00 a.m. to 11:15 a.m. each day

**Location:** Online Webinar, The link will be sent upon registration

**Fee:** Free

**Audience:** Occupational Therapists, Physical Therapists, Certified Occupational Therapy Assistants, Mental Health Counselors, Special Education Teachers, General Educators, Instructional Assistants and Administrators.

**Outcomes:** Participants will:

1. Define and understand interoception, our 8th sensory system'

2. Synthesize research foundation of interoceptionn and describe the impact it has on self-regulation

3. Identify 2 methods for assessing interoception

4. Describe at least 3 strategies for building interoception to your caseload and setting

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

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

### Registration Deadline: January 31, 2021

**Registration must be submitted on-line at: https://sbcss.k12oms.org/46-194415**

Follow OMS online registration instructions as there will be pre/post registration instructions.

# Parent Information

**High School & Postsecondary Transition Services Information Series**
Parents & Secondary Teachers of Transition-Aged Students:
Follow-up meetings to the October 29th Parent Information Event are being scheduled for second semester. These will provide greater time for parents & teachers to obtain details about the transition services available for students and have time to interact with the speakers and have questions answered.

Due to the work schedules and availability of the agency speakers, the times of the second semester meetings will vary between 3:00 p.m. - 8:00 p.m., Thursday afternoons/evenings.

If you missed the opportunity to attend the October Parent Information Event, or want more time to inquire about transition services or a specific topic addressed October 29th, sign-up to attend these upcoming meetings.

The January - early March Meetings are calendared. Additional meetings are in the works for April & May and will be posted as speakers confirm their availability.

| DATE AND TIME | TOPIC | AGENCY | REGISTER ONLINE |
|---|---|---|---|
| Thursday January 14, 2021 3:00-4:30 p.m. | Independent Living Center FREE Programs & Services | Rolling Start Joann Wilkes, Program Mgr., Lisa Hayes, Exec. Director, Cathy Cosgrove, Assistive Technology Specialist | https://sbcss.k12oms.org/46-196528 |
| Thursday January 28, 2021 3:30-4:30 p.m. | Disability Programs & Services | Inland Empire Health Plan, Jose Solorzano | https://sbcss.k12oms.org/46-196529 |
| Thursday February 11, 2021 4:00-6:00 p.m. | College Transition to Independent Living Programs | Taft Community College, Susan Wells Cal State University Fresno, Ryan Wilson University of CA LA, Wendy Abarca | https://sbcss.k12oms.org/46-196530 |
| Thursday February 25, 2021 10:00 a.m. - Noon 6:30 - 8:00 p.m. | Conservatorship, the application process | Rancho Stark Law, Sheela A. Stark, Attorney at Law | (10:00-12:00 noon) https://sbcss.k12oms.org/46-196531 (6:30-8:00 p.m.) https://sbcss.k12oms.org/46-196533 |
| Thursday March 4, 2021 4:00 - 5:30 p.m. | Social Security Insurance & Incentive to Work | Social Security Administration, Teresa Campbell | https://sbcss.k12oms.org/46-196534 |
| Thursday April 29, 2021 3:00 - 4:00 pm | Career Institute | Adult Transition Services for 18—24 year old adults, Jackee Benson | https://sbcss.k12oms.org/46-196874 |

# Speech-Language

# A Webinar: School-Age Stuttering - A Practical Approach
# February 4 and 5, 2021

## Presented by J. Scott Yaruss, PhD, CCC-SLP, BCS-F, ASHA Fellow
## Nationally-recognized expert on stuttering

**DATES/TIMES:**   **February 4 and 5, 2021, from 8:30 a.m.—12:00p.m.**   *Participants MUST attend BOTH days*

**FEE:**   Registration is free. See below for instruction on how to purchase live CEs.

**LEVEL:**   Intermediate

**AUDIENCE:**   Speech-Language Pathologists, Speech-Language Pathology Assistants, general and Special education staff, administrators, parents, and others who are interested in the topic

**Training Description:**  The purpose of this workshop is to provide clinicians with applicable, practical strategies for helping school-age children and adolescents who stutter overcome the problems associated with stuttering. The presentation will include: specific guidelines for conducting comprehensive evaluations that support treatment  recommendations and goal-writing; detailed instructions for how to prepare children for therapy to ensure success; and video examples of numerous treatment strategies and activities designed to help children improve their fluency, reduce their negative reactions to stuttering, educate others about stuttering, and communicate effectively across speaking situations. Participants will come away from the workshop feeling more confident in their ability to help children who stutter and more knowledgeable about how to approach stuttering assessment and treatment in the school setting and beyond.

**Training Objectives:**

- Design efficient, effective, and comprehensive diagnostic evaluations of school-age children and adolescents who stutter
- Select and implement several appropriate treatment  strategies for helping school-age children and adolescents who stutter, speak more easily and communicate more effectively
- Write meaningful, objective treatment goals and benchmarks to document progress in treatment across the entirety of the stuttering disorder
- Help students identify, understand, and overcome affective and cognitive reactions to stuttering
- Describe several ways to effectively involve families, teachers, and others in the treatment plan
- Effectively address challenging situations such as bullying and teasing, low motivation, difficulties with generalization, and  more

### *Registration Deadline:  February 2, 2021*
### **Click link to pre-register in  OMS:**
### **https://sbcss.k12oms.org/46-196093**

**Continuing Education (CE):** This webinar qualifies for 6 live CE credits at a cost of $10.00. The information on how to purchase CEs will be given during the webinar. This webinar qualifies for Continuing Education (CE) credit for Speech-Language Pathologists and Speech-Language Pathology Assistants as required by the Speech-Language Pathology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is East Valley SELPA PDP #275. Due to SLPAHADB requirements, participants must attend the **entire webinar from start to finish on both days** to receive CE credit. **The deadline to purchase and pay for a CE certificate is on or before March 5, 2021.**

Questions: Please email jason.ramirez@mvusd.net, Susanne.ferguson@sbcss.net, or tami.goldstein@sbcss.net

# AUGMENTATIVE AND ALTERNATIVE COM MUNICATION (A AC) IN THE CLAS SRO OM: EMPOWERING AL L STUDENTS TO COM MUNI-CATE

Presenters:
Courtney Beatty, M.A, BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA
EV SELPA Program Specialists

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

This 2-hour live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, and Speech-Language Pathologists who work in the classroom setting.

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

## WEDNESDAY, FEBRUARY 10, 2021
## 9:0 0 – 11:0 0 AM

**Register Now**

https://sbcss.k12oms.org/46-187636

This training is an over view of AAC and focuses on classroom implementation.
It does NOT cover programming of specific devices or their systems.

# Transition

# Adult Transition Program (ATP)

## Virtual Network Meetings

Adult Transition Program Network Meetings provide a venue where teachers, support staff, administrators, and non-school district agency providers of transition services can meet and exchange information about program best practices and concerns about the soon-to-be exiting students from the school district Adult Transition Programs, with respect to obtaining available postsecondary services.

The ATP Network membership includes school district personnel and partnership agencies including Inland Regional Center, the Department of Rehabilitation, Rolling Start Independent Living Center, and OmniTrans.

*If you complete Student Exit Status Reports for any of your students, please forward a copy to Colleen Meland at colleen.meland@sbcss.net, so she can screen share the document(s) at the meeting.*

Colleen Meland's email address:
colleen.meland@sbcss.net

Virtual meetings are scheduled for
January 14, 2021
and
May 13, 2021
8:30 a.m. - 10:30 a.m.

# High School & Postsecondary Transition Services Information Series

Parents & Secondary Teachers of Transition-Aged Students:

Follow-up meetings to the October 29th Parent Information Event are being scheduled for second semester. These will provide greater time for parents & teachers to obtain details about the transition services available for students and have time to interact with the speakers and have questions answered.

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The January - early March Meetings are calendared. Additional meetings are in the works for April & May and will be posted as speakers confirm their availability.

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| Thursday January 28, 2021 3:30-4:30 p.m. | Disability Programs & Services | Inland Empire Health Plan, Jose Solorzano | https://sbcss.k12oms.org/ 46-196529 |
| Thursday February 11, 2021 4:00-6:00 p.m. | College Transition to Independent Living Programs | Taft Community College, Susan Wells Cal State University Fresno, Ryan Wilson University of CA LA, Wendy Abarca | https://sbcss.k12oms.org/ 46-196530 |
| Thursday February 25, 2021 10:00 a.m. - Noon 6:30 - 8:00 p.m. | Conservatorship, the application process | Rancho Stark Law, Sheela A. Stark, Attorney at Law | (10:00-12:00 noon) https://sbcss.k12oms.org/ 46-196531 (6:30-8:00 p.m.) https://sbcss.k12oms.org/ 46-196533 |
| Thursday March 4, 2021 4:00 - 5:30 p.m. | Social Security Insurance & Incentive to Work | Social Security Administration, Teresa Campbell | https://sbcss.k12oms.org/ 46-196534 |
| Thursday April 29, 2021 3:00 - 4:00 pm | Career Institute | Adult Transition Services for 18—24 year old adults, Jackee Benson | https://sbcss.k12oms.org/ 46-196874 |

# IEP Individual Transition Plan Development for Secondary Students



## Conducted by Colleen Meland
## East Valley SELPA Program Specialists

This in-service will review, step-by-step, completion of the

Individual Transition Plan

pages of the IEP for secondary students.

Teachers will be provided examples and online resources for

appropriately providing documentation for each section of the Transition Plan.

**Thursday**
**February 18, 2021**
**1:00 - 3:00 p.m.**

**Register Online:**

**https://sbcss.k12oms.org/**

**46-196672**

**Wednesday**
**April 14, 2021**
**1:00 - 3:00 p.m.**

**Register Online:**

**https://sbcss.k12oms.org/**

**46-196674**

# SAVE THE DATE!

## 19th ANNUAL
## TTP/DOR/WAI
## VIRTUAL CROSS TRAINING

**DATE:** JANUARY 26, 2021

**TIME:** 9:00 AM – 12:00 NOON

## Please register at:

## https://sbcss.k12oms.org/52-195030

*Welcome and Introductions*
9:00-9:15 am—Chris LeRoy

*Keynote Speaker*
9:15-10:15 am—Josh Davies, Chief Executive Officer of The Center for Work Ethic Development

*Breakout 1*
10:25-11:15 am– California Career Zone: An In-Depth Look at Creating a Career Action Plan and Resume with John Merris-Coots

*Breakout 2*
11:25-12:00 noon– Nepris with Thomas McMullen

**PRE-RECORDED TRAININGS SPONSORED BY**

**REGIONAL COORDINATING COUNCIL 10 & EAST VALLEY SELPA**

The Pre-Recorded Webinars on the following pages are available for attendees to view at their convenience. The webinar link works as simple as "click-login-watch." Attendees will just need to click the Zoom link, register/login with their name and **school email,** enter the passcode, and they can watch the pre-recorded trainings right away. The handout packets are listed as downloadable links in the Handout section. For the evaluation form the attendees will receive a link and a QR code to the evaluation form during the webinar. There is also an opportunity for a live Question and Answer session but it won't be during or right after the webinar. When the attendees complete the evaluation form, they will be able to sign up for a live Q&A that will be scheduled for another day. However, if they want to send questions to the trainers right away, our trainers' emails will be on the handouts. Zoom will automatically record your name and email address when you register for the training. You will be sent a certificate of Attendance when requested. You can request the certificate by contacting Tami Goldstein by email at tami.goldstein@sbcss.net

Ensuring Successful Transition to Adulthood

for Students with Moderate to Severe Disabilities

Inclusive Education for Students

with Mild-Moderate Disabilities

Inclusive Education for Students

with Moderate to Severe Disabilities

What Should I Do?! Effective Strategies for

Paraeducators to Support Positive Student Behavior

Do This, Not That!: The Educator's Guide to

Working with Mental Health Conditions

# Ensuring Successful Transition to Adulthood
# for Students with Moderate to Severe Disabilities

*Sponsored by: Regional Coordinating Council 10 and East Valley SELPA*

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

**Time:** 3.75 hours (On-demand Zoom webinar)

**Content:** This training will focus on facilitating successful movement from school to post- secondary activities (e.g., integrated employment if applicable, independent living and community participation) for students with moderate to severe disabilities. Movement to postsecondary activities is guided by the student's strengths, preferences, and interests. Critical to the success of this process is: 1) determining students' developmental profile, 2) translating students' developmental profile into postsecondary activities and goals, and 3) lining up postsecondary activities and goals with Indicator 13 and evidence-based Transition practices and predictors for success. Case studies and visual supports will be used to demonstrate application of practices.

**Intended Audience:** Special educators, program specialists, administrators, and parents

**Outcomes:** Participants will:

1. Become familiar with the requirements to satisfy Indicator 13 and other guidelines for successful Transition planning.
2. Review developmental expectations and their implications for students with developmental disabilities.
3. Review tools for transition planning and assessment.
4. Interpret and translate students' developmental profile into specific postsecondary goals and activities that are consistent with Indicator 13 and Transition guidelines.

**Handouts:** The training slides and handouts can be downloaded using the following links. Please save them onto your devices to view the materials during the webinar.

- [Transition Slides](#) (Click "Download File" on the page)

- [Transition Handouts 1](#) (Click "Download File" on the page) – can be printed single-sided and free standing for use in your own practice

- [Transition Handouts 2](#) (Click "Download File" on the page) – can be printed double-sided

**Certificate:** Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar. **Contact:** Tami Goldstein, [Tami.Goldstein@sbcss.net](mailto:Tami.Goldstein@sbcss.net)

**Join the Zoom webinar:** (Click the link, register using your school email, and enter the passcode below)
https://dcs-cde-ca-gov.zoom.us/rec/share/oypv_anVult9EEC-
PuJT8E1nh8pZiMBJVNZQDoU1ci1V2BXMgofDeKDKp_RQYvS.rIzbaS72EwfBC0B2

**Passcode: Dcs20-21tr**

# Inclusive Education for Students
# with Mild-Moderate Disabilities

*Sponsored by: Regional Coordinating Council 10 and East Valley SELPA*

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

**Time:** **1.75 hours (On-demand Zoom webinar)**

**Content:** **This training will focus on inclusive education and the best practices for educating students with mild to moderate disabilities in inclusive settings. Topics discussed will focus on how to utilize research-based practices to develop and implement programs that encourage learning and growth for all students, including, but not limited to: inclusive education program models, effective planning and collaboration, identifying the demands within the learning environment, understanding each individual learner needs, accommodations versus modifications, differentiation and universal design.**

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

**Outcomes:** **Participants will:**

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

**Handouts:** **The presentation slides can be downloaded using the following link. Please save the file onto your devices to view the materials during the webinar.**

- [Inclusive Education Mild-Mod Slides Packet](#) **(Click "Download File" on the page)**

**Certificate:** **Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you submit the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.**

**Contact:** **Tami Goldstein, [Tami.Goldstein@sbcss.net](mailto:Tami.Goldstein@sbcss.net)**

**Join Zoom Meeting:** **(Click the link, register using your school email, and enter the passcode below)**
[https://dcs-cde-ca-gov.zoom.us/rec/share/wuQosGBrSl2hwieXs5dBSEt4PQeuXqKTqX-_ZkHxlSMRVgQzCrCX9WWaL78Ei0c6.LszLj_6C5FGmPRPi](https://dcs-cde-ca-gov.zoom.us/rec/share/wuQosGBrSl2hwieXs5dBSEt4PQeuXqKTqX-_ZkHxlSMRVgQzCrCX9WWaL78Ei0c6.LszLj_6C5FGmPRPi)

**Passcode: Dcs20-21tr**

# Inclusive Education for Students
# with Moderate-Severe Disabilities

*Sponsored by: Regional Coordinating Council 10 and East Valley SELPA*

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

**Time:** 2 hours (On-demand Zoom webinar)

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

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

**Outcomes:**  Participants will:

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

**Handouts:** The presentation slides can be downloaded using the following link. Please save the file onto your devices to view the materials during the webinar.

- [Inclusive Education Mod-Sev Slides Packet](#) (Click "Download File" on the page)

**Certificate:** Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

**Contact:** Tami Goldstein, [Tami.Goldstein@sbcss.net](mailto:Tami.Goldstein@sbcss.net)

**Join the Zoom webinar:** (Click the link, register using your school email, and enter the passcode below)
[https://dcs-cde-ca-gov.zoom.us/rec/share/xs_8vYiM1cBBuqW-E63d5tCVkSgmr311fXs2O_fgNOVQG2V7ftUmUlbpNB6uGiOT.sGPtal6A3bOyEypY](https://dcs-cde-ca-gov.zoom.us/rec/share/xs_8vYiM1cBBuqW-E63d5tCVkSgmr311fXs2O_fgNOVQG2V7ftUmUlbpNB6uGiOT.sGPtal6A3bOyEypY)

**Passcode: Dcs20-21tr**

# What Should I Do?!
# Effective Strategies for
# Paraeducators to Support Positive Student Behavior

*Sponsored by: Regional Coordinating Council 10 and East Valley SELPA*

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

**Time:** 90 minutes (On-demand Zoom webinar)

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

**Intended Audience:** Paraeducators, teachers, service providers, administrators

**Outcomes:** Participants will:

1. Identify and describe key strategies to support positive behavior, engagement, and learning.
2. Select appropriate strategies to support students in the classroom.
3. Use information provided to increase communication between teachers and/or other paraeducators.

**Handouts:** The training slides and handouts can be downloaded using the following links. Please save them onto your devices to view the materials during the webinar.

- **Paras Effective Strategies Slides** (Click "Download File" on the page)

- **Paras Effective Strategies Handouts** (Click "Download File" on the page)

**Certificate:** Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.
**Contact:** Tami Goldstein, Tami.Goldstein@sbcss.net

**Join the Zoom webinar:** (Click the link, register using your school email, and enter the passcode below)
https://dcs-cde-ca-gov.zoom.us/rec/share/cBB3LEgfN51QdzwIxe-pkjvBi2xWHBdgfAmrJZ2W3D6Ggkj6cEy8zQoBMHL3DaLn.wGa56eZPxOaWrRW6

**Passcode: Dcs20-21tr**

# Do This, Not That!: The Educator's Guide to Working with Mental Health Conditions

*Sponsored by: Regional Coordinating Council 10 and East Valley SELPA*

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

**Time:** 3 hours (On-demand Zoom webinar)

**Content:** Oops! You did it again. You stepped on a student's emotional land mine. Are you spending too much time dealing with the behavioral fallout from emotions you accidentally triggered? Are there things you should have avoided saying or doing? The short answer: Yes! In this program, you'll learn practical steps to change the environmental structures for students with emotional-behavioral disorders. With this half-day presentation, you will learn triggers and side-stepping them without walking on eggshells, as well as proactive supports and strategies that reduce unwanted behaviors and improve learning outcomes.

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

**Outcomes:** Participants will:

1.   Learn what factors underlie common emotional-behavioral disorders.
2.   Learn common factors that exacerbate student distress and how to avoid these.
3.   Learn how to engineer classrooms/programs to improve affective and behavioral stability.
4.   Learn easy-to-use methods and technologies known to be effective in supporting and teaching students with emotional-behavioral disorders.
5.   Learn curricular planning methods to help target and time effective instruction.
6.   Identify various functional deficits of student disorders as well as the corresponding methods of support, direct instruction and behavioral reinforcement necessary for student improvement.

**Handouts:** The training slides and handouts can be downloaded using the link below. Please save them onto your devices to view the materials during the webinar.

•    **Do This Handouts** (Click "Download File" on the page)

**Certificate:** Please email your contact person below to request for a certificate. Participants must attend the webinar in full to receive a certificate. Please make sure you fill out the evaluation form in order to receive a certificate of attendance. You will be given a link and a QR code to the evaluation form during the webinar.

**Contact:** Tami Goldstein, Tami.Goldstein@sbcss.net

**Join the Zoom webinar:** (Click the link, register using your school email, and enter the passcode below)
*This is a two-part webinar. Registration to each session is needed to access the webinars.*

**Part One: https://dcs-cde-ca-gov.zoom.us/rec/share/ BecYOwNmPpZzJLqr9OonYaX4ObU9cKv2mgt2WqTqoK7TKZtaMjzWZ3vWYUCixE8Y.rsEDYR2NGRGipBO**
**Part Two: https://dcs-cde-ca-gov.zoom.us/rec/share/63y507EeDH5Lh_wX1Tq8-9TAf4TvteKJmPQ-UOdqc8mN0_gNeB4rlg0hxnGM8ITh.zTWvVWUYr27t8oCJ**
**Passcode: Dcs20-21tr**

# EAST VALLEY SELPA PRESENTERS

## Courtney Beatty, M.A., BCBA, Program Specialist

Courtney Beatty has been a Program Specialist with the East Valley SELPA for 3 years. She has worked in the field of special education for the past 13 years in various settings including in-home therapy, general and special education classrooms. 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), and overall classroom management strategies for students across the continuum.

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

Susanne Ferguson is East Valley SELPA's Autism Program Specialist. She has worked with learners with Autism Spectrum Disorders and other exceptional needs in public schools since 1997 in various positions, including 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. She is a nationally certified and state licensed Speech-Language Pathologist (SLP) and Board Certified Behavior Analyst (BCBA). 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, and the Picture Exchange Communication System (PECS). 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.

## Mary Anne Klenske, M.A., 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 29 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).

# EAST VALLEY SELPA PRESENTERS

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

Jessica M. Lascano is a school psychologist with the San Bernardino County Superintendent of Schools.  She is embarking on her 17th year in education.  During her time as an educator Jessica has worked as a special education teacher, 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 a NASP Nationally Certified School Psychologist, and a Licensed Educational Psychologist with the California Board of Behavioral Sciences.  She has recently completed the ABAI 4th Edition ABA verified course sequence at Florida Institute of Technology.  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, and 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 in the profession, and is very dedicated to supporting all children.

## Colleen Meland,  M.A., Program Specialist

Colleen Meland has been a Program Specialist for the East Valley SELPA for over 20 years. She brings to her job 19 years of classroom experience. She 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.

# EAST VALLEY SELPA PRESENTERS

## Jo-Ann Vargas, OTR/L, Lead Occupational Therapist

Jo-Ann Vargas is the Lead Occupational Therapist for the East Valley SELPA, with over 29 years of experience in Occupational Therapy. Jo-Ann holds a Master's Degree in Education with emphasis in Best Practices. She holds a California OT License and National Certification. Her latest trainings are in Sensory Processing, Handwriting Interventions, Alternative Dispute Resolution, and Distant Learning Interventions. Jo-Ann and her team of OT's, work with school-age children with a variety of special education needs throughout the member districts of the East Valley SELPA. Her special interest is in working with children that have behavioral, learning and attention difficulties impacting their education.

## Shannon Vogt, M.A., Program Specialist

Shannon Vogt has been a Program Specialist for the East Valley SELPA for 6 years. 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.

**Check out our website**
**eastvalleyselpa.org**

4.10 EV SELPA Parent Transition Virtual Sessions

| When | CHRONOLIGICAL TIMELINE<br>What | Whom |
|---|---|---|
| May 3, 2017 to Present | ATP Network Meetings<br>(Adult Transition Partnership) | Postsecondary Teachers of Developmentally Delayed Students, Support Staff & Transition Service Providers |
| January 2018 to Present | Formation Meetings<br>EVTAC LPA<br>(East Valley Transition Advisory Committee<br>Local Partnership Agreement) | East Valley SELPA, Local Education LEAs, Department of Rehabilitation, Inland Regional Center, Workforce Development Board and Community Partners |
| October 15, 2020 | **Individual Transition Plan (ITP)**<br>Development In-Service | TPP Teachers & Support Staff |
| October 29, 2020 | Live Virtual PIE<br>(Parent Information Event) | Parents<br>Secondary Educational Staff<br>Secondary Students |

# ATP Network Meeting Objectives:

- Teacher Meetings involving dialog with Adult Service Agencies about best in-school practices and documentation lending to streamlined student transition to postsecondary supports & services

- Transition Service Agency Presentations

- Field trips:
  - Community Day Programs
  - Prospective Worksites
  - Riverside Project "T.E.A.M." Transition Program
  - Paid Internship Program jobsite

# East Valley Transition Advisory Committee
(EVTAC)
## Local Partnership Agreement
(LPA)

## Core Partners:

East Valley SELPA

Local LEAs & their Students

Department of Rehabilitation

Inland Regional Center

Workforce Development Board

## MISSION:

Through partnership & collaboration, provide outstanding secondary and post-secondary outcomes in the areas of education, employment and community integration for young adults with disabilities.

## OBJECTIVES:

To streamline the referral process collectively established between the LEAs, IRC, DOR and other community partner agencies that provide services to individuals with ID/DD.

# EVTAC LPA

# Strategic Plan Goals
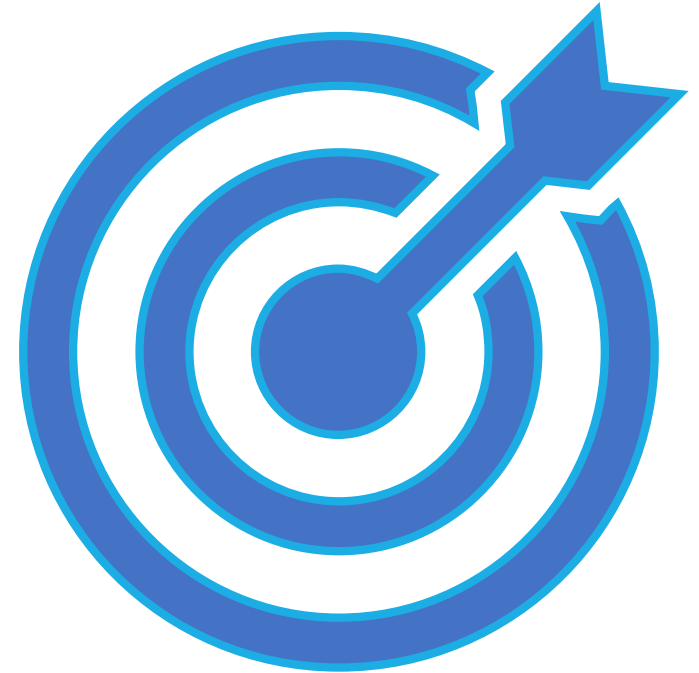
# Strategic Plan Goals:

- Identify transition support agencies for both in & out-of-school transition-age youth.

- Develop a resource to give parents and students at the exit IEP describing the referral process, terminology and **agency supports available to them.**

- Ensure students exiting school district programs have a portfolio containing pertinent personal documents that will inform about their education, skills, and needed supports & accommodations.

## Parents of Diploma Bound Transition-Age Students

Join us for a Live Virtual
**PARENT INFORMATION EVENT**

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

**LEARN ABOUT POST-SECONDARY PROGRAMS & SERVICES AVAILABLE TO YOUR CHILD**
Following the presentations, Parents will have an opportunity to meet with a particular agency in Breakout Sessions.

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

**EAST VALLEY SELPA**
*Educating Together*

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**Register to attend Online:**
https://sbcss.k12oms.org/46-193278
**PRESENTATIONS BY THE FOLLOWING AGENCIES:**

**COLTON REDLANDS YUCAIPA REGIONAL OCCUPATIONAL PROGRAM**

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

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

**CAREER INSTITUTE**
*Specializing in Career, Education and Life Planning*
**Career Institute Lake Arrowhead**
Job readiness services for 18-24 year old adults
Presentation by Jackee Benson

**CTE** *Learning that works for California*
**High School Career Technical Education (CTE)**
H.S. Career Pathways Vocational Program
Presentation by Juanita Chan, Rialto Unified School District

**Job Corps**
**Job Corps**
Department of Labor vocational training program & campus services, Presenter Darlo Murray

**CRY-ROP**
**COLTON REDLANDS YUCAIPA**
Vocational Training Programs
Presentation by Christopher Junker & Ericka Sherman

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

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## Parents of Non-Diploma Transition-Age Students

Join us for a Live Virtual
**PARENT INFORMATION EVENT**

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

**LEARN ABOUT POST-SECONDARY PROGRAMS & SERVICES AVAILABLE TO YOUR CHILD**
Following the presentations, Parents will have an opportunity to meet with a particular agency in Breakout Sessions.

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

**EAST VALLEY SELPA**
*Educating Together*

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**Register to attend Online:**
https://sbcss.k12oms.org/46-193278
**PRESENTATIONS BY THE FOLLOWING AGENCIES:**

**Rolling Start Inc.**
*Disability Advocacy, Resources and Training*
**Rolling Start**
Local Independent Living Center (ILC) Programs & Services
Presentation by Delia Lopez

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

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

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

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

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

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# October 29th, 2020 EVTAC LPA Collaborative
# Parent Information Event

| | Non-Diploma Meeting Topics | |
|---|---|---|
| #1. **Rolling Start** Independent Living Center Programs & Services | #2. **Inland Regional Center** Day Programs & Living Options | #3. **TAFT College** (TIL) Transition to Independent Living |
| #4. **Social Security Administration** Programs & Incentive to Work | #5. **Inland Empire Health Plan** (IEHP) Disability Services | #6. **Conservatorship** Application, Filing, & Court Hearing |

| | Diploma Bound Meeting Topics | |
|---|---|---|
| #1. **CRY-ROP** (Colton-Redlands-Yucaipa Regional Occupational Program) WorkAbility1 & We Can Work | #2. **Transition Partnership Project** High School Career Exploration | #3. **Career Institute** Job Readiness Services |
| #4. **Career Technical Education** High School Career Pathways | #5. **Job Corps** Vocational Training Programs | #6. **CRY-ROP** (Colton-Redlands-Yucaipa Regional Occupational Program) Out of School Youth Employment Programs Generation Go! |
| | #7. **DOR** Department of Rehabilitation Adult Vocational Services | |

# Event Participation

- Over 100 Registered Participants; Some no-shows

- 15 Presenters

- 45 Rialto parents & staff (near equally split)

- 13 SBCSS staff

- 10 Redlands

- 10 Outside districts & agencies

- 8 Colton parents and staff

- 2 Yucaipa (one parent, one teacher)

- 1 Rim parent
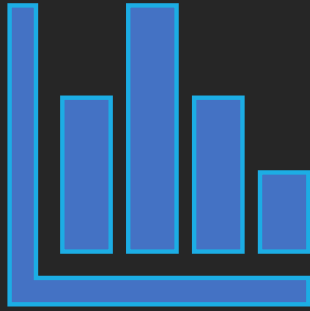
Event Polling &
Survey Feedback:

October 29th, 2020
Diploma Bound &
Non-Diploma Bound
Parent Meetings

* 100 % found information helpful

* Want more time with the presenters

* Job-readiness programs

* College & Workforce Programs

* Independent Living Programs

* Conservatorship details

* Prefer late afternoon/early evening meetings

# Second Semester
# Transition Services Information Series

* Live, Virtual Meetings (Zoom format)

* Thursdays, late afternoons and evenings, January 14th – April 29th

* Inform about postsecondary transition services

* Requires District Special Education Department support to inform and encouraging teachers, parents, and secondary students to attend

| Date | Time | Topic | Agency |
|---|---|---|---|
| **January 14th** | 3:00 – 4:30 p.m. | **Independent Living Center Programs & Services** | **Rolling Start** <br> Program Mgr., Joann Wilkes <br> Executive Director, Lisa Hayes <br> Assistive Technology Specialist, Cathy Cosgrove |
| **January 28th** | 3:30 – 4:30 | **Disability Programs & Services** | **Inland Empire Health Plan** <br> Jose Solorzano |
| **February 11th** | 4:00 – 6:00 p.m. | **College Transition to Independent Living Programs** | 1. **Taft Community College** <br> Susan Wells <br> 2. **Cal State University Fresno** <br> Ryan Wilson <br> 3. **University of CA Los Angeles** <br> Wendy Abarca |
| **February 25th** | 10:00 a.m. – Noon <br> 6:30 – 8 p.m. | **Conservatorship, the application process** | **Rancho Stark Law** <br> Sheela A. Stark |
| **March 4th** | 4:00 – 5:30 p.m. | **Social Security Insurance & Incentive to Work** | **Social Security Administration** <br> Teresa Campbell |
| **April 29th** | 3:00 - 4:30 p.m. | **Adult Transition Services for 18 to 24-year-olds** | **Career Institute** <br> Jackee Benson |

# High School & Postsecondary Transition Services

**Thursdays, Winter Information Series Topic #1**

## Independent Living Center FREE Programs and Services

**Hosted by:**



## Thursday, January 14th

**3:00 p.m. – 4:30 p.m.**



**Advocate, Educate, and Empower Individuals with Disabilities.**

Presented by

**Executive Director**

*Lisa Hayes*

**Program Manager**

*JoAnn Wilkes*

**Assistive Technology Specialist**

*Cathy Cosgrove*

**Your child may be eligible to obtain a FREE Chrome Book**
By participating in trainings to bridge the *Digital Divide*

If your child has a medically documented speech impairment,
he or she may qualify to
obtain an iPad through participation in the *Voice Option* Program

**Register to Attend:** https://sbcss.k12oms.org/46-196528

# 4.11 SBCSS East Valley Operations

# 4.12 Hot Topics

5.0 OTHER


5.1 2020-2021 EV SELPA Steering Committee
    Meetings

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

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

## JULY 16, 2020

## AUGUST 2020 – NO MEETING

## SEPTEMBER 10, 2020 (Conference Room D)

## OCTOBER 15, 2020

## NOVEMBER 12, 2020

## DECEMBER 10, 2020

## JANUARY 2021 – NO MEETING

## FEBRUARY 11, 2021

## MARCH 18, 2021

## APRIL 15, 2021

## MAY 13, 2021

## JUNE 10, 2021

5.2 2020-2021 EV SELPA Board of Directors Meeting

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

September 16, 2020

November 18, 2020

February 24, 2021

March 24, 2021

May 19, 2021

June 16, 2021

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

Board Approved 3.25.20

5.3 2020-2021 EV SELPA CAC Meetings

# 2020/2021
# East Valley Special Education Local Plan Area
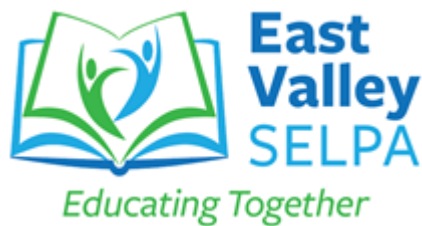
# CAC Meeting Schedule

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

## SEPTEMBER 21, 2020

## NOVEMBER 16, 2010

## FEBRUARY 22, 2021

## APRIL 19, 2021

# 5.4 EV SELPA Professional Development November & December 2020

# CALENDAR OF EVENTS

| NOVEMBER 2020 | TIME | VIRTUAL EVENT | PAGE |
|---|---|---|---|
| 11/2/20 | 9:00-11:00 | The School Psychologists Role in Determining Eligibilty | 40 |
| 11/5/20 | 8:30-10:30 | Structuring the Classroom for Student Success | 30 |
| 11/6/20 | 1:00-3:00 | Structuring the Classroom for Student Success | 30 |
| 11/9/20 | 8:30-10:30 | IEP Implementation | 28 |
| 11/12/20 | 9:00-11:00 | Got Behavior? We've Got Solutions! | 22 |
| 11/13/20 | 1:00-3:00 | Got Behavior? We've Got Solutions! | 22 |
| 11/18/20 | 1:00-4:00 | Behavior Intervention Program Framework | 23 |
| 11/6/20 | 1:00-3:00 | Structuring the Classroom for Student Success | 30 |
| 11/9/20 | 8:30-10:30 | IEP Implementation | 28 |
| 11/12/20 | 9:00-11:00 | Got Behavior? We've Got Solutions! | 22 |
| 11/13/20 | 1:00-3:00 | Got Behavior? We've Got Solutions! | 22 |
| 11/18/20 | 1:00-4:00 | Behavior Intervention Program Framework | 23 |
| **DECEMBER 2020** | **TIME** | **VIRTUAL EVENT** | **PAGE** |
| 12/3/20 | 8:00-10:00 | Region 10 Occupational & Physical Therapists Committee Presents: Back to School Basics | 33 |
| 12/7/20 | 9:00-11:00 | School Psychologist Training: Emotional Disturbance Assessment  Webinar | 41 |

# CALENDAR OF EVENTS

| JANUARY 2021 | TIME | VIRTUAL EVENT | PAGE |
|---|---|---|---|
| 1/12-13/21 | 8:30-11:30 | ITP Goal Development & Progress Monitoring | 23 |
| 1/14/21 | 8:30-10:30 | Adult Transition Program (ATP) Networking Meeting | 36 |
| 1/14/21 | 9:00-11:00 | Evidence-Based Practices for Teaching Students with Autism Spectrum Disorder | 14 |
| 1/14/21 | 3:00-4:30 | High School & Postsecondary Transition Services Information Series: Topic - Independent Living Center Programs & Services | 31 37 |
| 1/21/21 | 2:00-3:30 | District Access (DA) Users Collaborative Virtual Meeting | 21 |
| 1/22/21 | 8:30-11:30 | IEP Implementation | 24 |
| 1/26/21 | 9:00-12:00 | 19th Annual TPP/DOR/WAI Virtual Cross Training | 39 |
| 1/28/21 | 3:30-4:30 | High School & Postsecondary Transition Services Information Series: Topic - Disability Programs & Services | 31 37 |

# CALENDAR OF EVENTS

| FEBRUARY 2021 | TIME | VIRTUAL EVENT | PAGE |
|---|---|---|---|
| 2/2/21 | 9:00-11:00 | Specialized Academic Instruction for Reaching All Students | 26 |
| 2/4-5/21 | 8:30-12:00 | Region 10 SLP Coordinating Council Committee Webinar Presentation: School-Age Stuttering - A Practical Approach | 33 |
| 2/5/21 | 8:30-10:30 | Conflict Resolution: Improving Professional Relationships | 9 |
| 2/10/21 | 9:00-11:00 | AAC in the Classroom: Empowering All Students to Communicate | 16 |
| 2/11/21 | 6:00-8:00 | High School & Postsecondary Transition Services Information Series: Topic - College Transition to Independent Living Programs | 31 37 |
| 2/16-17/21 | 8:00-11:15 | Region 10 OT/PT Coordinating Council Committee Webinar Presentation: Interoception, The Eighth Sense: Impact on Self-Regulation | 29 |
| 2/18/21 | 1:00-3:00 | IEP Individual Transition Plan development for Secondary Students | 38 |
| 2/22/21 | 1:00-3:30 | Got Behavior? We've Got Solutions! | 18 |
| 2/23/21 | 9:00-11:30 | Got Behavior? We've Got Solution! | 18 |
| 2/25/21 | 10:00-12:00 | High school & Postsecondary Transition Services Information Series: Topic - Conservatorship, the application process (AM Session) | 31 37 |
| 2/25/21 | 6:30-8:00 | High school & Postsecondary Transition Services Information Series: Topic - Conservatorship, the application process (PM Session) | 31 37 |

# IMPROVING PROFESSIONAL RELATIONSHIPS

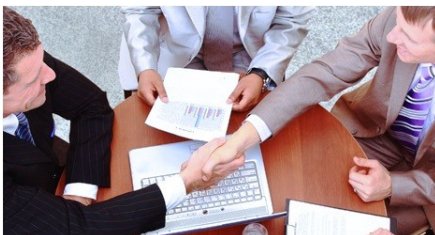Presenters:
EV SELPA Program Specialists
Mary Anne Klenske , M.A.
Shannon Vogt, M.A.

The presentation will begin by defining basic ADR strategies for difficult IEP meetings and the role of the facilitator. From there the presenters will share with the audience, 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 to participants that 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

**FRIDAY**
**FEBRUARY 5, 2021**
**8:30 - 10:30 am**

*Register Online:*
**https://sbcss.k12oms.org/46-187635**

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SELPA
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# EVIDENCE-BASED PRACTICES FOR TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDER:

Reinforcement, Functional Communication Training, Visual supports, and Antecedent-Based Interventions

THURSDAY
**JANUARY 14, 2021**
**9:00 - 11:00 AM**

Presenters:
Courtney Beatty, M.A., BCBA, EV SELPA Program Specialist
Susanne Ferguson, Ed.S., 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

**ONLINE REGISTRATION**   https://sbcss.k12oms.org/46-187858

# AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) IN THE CL ASSROOM: EMPOWERING ALL STUDENTS TO COMMUNICATE

Presenters:
Courtney Beatty, M.A, BCBA
Susanne Ferguson, Ed.S., CCC-SLP, BCBA
EV SELPA Program Specialists

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

This 2-hour live webinar is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, and Speech-Language Pathologists who work in the classroom setting.

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

WEDNESDAY,
FEBRUARY 10, 2021
9:00 – 11:00 AM

Register Now

https://sbcss.k12oms.org/46-187636

This training is an over view of AAC and focuses on classroom implementation.
It does NOT cover programming of specific devices or their systems.

EAST VALLEY SELPA
Educating Together

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

**Presenters:**
**Susanne Ferguson,** Ed.S., CCC-SLP, BCBA, EV SELPA Autism Program Specialist
**Mary Anne Klenske,** M.A., EV SELPA Program Specialist
**Jo-Ann Vargas,** OTR/L, EV SELPA Lead Occupational Therapist

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

| **Monday** **February 22, 2021** **1:00 - 3:30 pm** *Register Online:* https://sbcss.k12oms.org/46-195747 | **OR** | **Tuesday** **February 23, 2021** **9:00 - 11:30 am** *Register Online:* https://sbcss.k12oms.org/46-195746 |
|---|---|---|

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

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

# IEP GOAL DEVELOPMENT & PROGRESS MONITORING

**PRESENTERS:**
*EAST VALLEY SELPA PROGRAM SPECIALISTS*
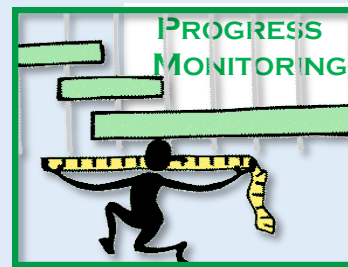**COURTNEY BEATTY, M.A., BCBA**
**SHANNON VOGT, M.A.**

Join us for two, 3-hour courses on how to develop legally compliant IEP goals using a 13-part template and how to collect data (progress monitoring) on IEP goals. 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**

## THIS IS A 2-DAY TRAINING, PARTICIPANTS MUST ATTEND BOTH DAYS

*Tuesday & Wednesday*
JANUARY 12 & 13, 2021
8:30 - 11:30 am

*Register Online:*
https://sbcss.k12oms.org/
46-195724

**OR**

*Tuesday & Wednesday*
MAY 11 & 12, 2021
8:30 - 11:30 am

*Register Online:*
https://sbcss.k12oms.org/
46-187631

# IEP

## IMPLEMENTATION
### VIRTUAL TRAINING

Presenters:

*EV SELPA Program Specialists*
**Courtney Beatty, M.A., BCBA**
**Shannon Vogt, M.A.**

**JOIN US FOR A 3-HOUR VIRTUAL TRAINING**
**LEARN HOW TO EFFECTIVELY IMPLEMENT ALL PARTS OF AN IEP**

### OBJECTIVES:

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

## Register Now

*Friday*
**January 22, 2021**
**8:30 - 11:30 am**

*Register Online:*
https://sbcss.k12oms.org/46-187286

*Thursday*
**April 1, 2021**
**8:30 - 11:30 am**

*Register Online:*
https://sbcss.k12oms.org/46-187287

# 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

**Tuesday**
**February 2, 2021**
**9:00—11:00 am**

**Register online:**
**https://sbcss.k12oms.org/46-187955**

## Interoception, The Eighth Sense: Impact on Self-Regulation

### Presented by Kelly Mahler, OTD, OTR/L

One of the most overlooked foundations of self-regulation is interoception, our eighth sense. Interoception allows us to notice, interpret and respond to internal body signals such as a growling stomach, full bladder, racing heart or tense  muscles. Many children and adults have differences in interoception and often times these differences go unnoticed or misunderstood. This presentation will provide participants with an overview of what research tells us about interoception as well as how this sense influences the regulation of many affective emotions including anxiety and frustration as well as homeostatic emotions including hunger, thirst, sleepiness and need for bathroom. Multiple personal accounts of what it is like to live with interoception differences will be presented, including how to use these insights to maximize the self-regulation in clients. This session will provide several evidence-based strategies for outsmarting and/or improving interoception challenges.

**Date:**　　　**Tuesday and Wednesday, February 16 and 17, 2021**

**Time:**　　　**8:00 a.m. to 11:15 a.m. each day**

**Location:**　　**Online Webinar, The link will be sent upon registration**

**Fee:**　　　**Free**

**Audience:**　**Occupational Therapists, Physical Therapists, Certified Occupational Therapy Assistants, Mental Health Counselors, Special Education Teachers, General Educators, Instructional Assistants and Administrators.**

**Outcomes:** Participants will:

1. **Define and understand interoception, our 8th sensory system'**

2. **Synthesize research foundation of interoceptionn and describe the impact it has on self-regulation**

3. **Identify 2 methods for assessing interoception**

4. **Describe at least 3 strategies for building interoception to your caseload and setting**

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

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

### Registration Deadline: January 31, 2021

### Registration must be submitted on-line at: https://sbcss.k12oms.org/46-194415

Follow OMS online registration instructions as there will be pre/post registration instructions.

# High School & Postsecondary Transition Services Information Series

Parents & Secondary Teachers of Transition-Aged Students:

Follow-up meetings to the October 29th Parent Information Event are being scheduled for second semester. These will provide greater time for parents & teachers to obtain details about the transition services available for students and have time to interact with the speakers and have questions answered.

Due to the work schedules and availability of the agency speakers, the times of the second semester meetings will vary between 3:00 p.m. - 8:00 p.m., Thursday afternoons/evenings.

If you missed the opportunity to attend the October Parent Information Event, or want more time to inquire about transition services or a specific topic addressed October 29th, sign-up to attend these upcoming meetings.

The January - early March Meetings are calendared. Additional meetings are in the works for April & May and will be posted as speakers confirm their availability.

| DATE AND TIME | TOPIC | AGENCY | REGISTER ONLINE |
|---|---|---|---|
| Thursday January 14, 2021 3:00-4:30 p.m. | Independent Living Center FREE Programs & Services | Rolling Start Joann Wilkes, Program Mgr., Lisa Hayes, Exec. Director, Cathy Cosgrove, Assistive Technology Specialist | https://sbcss.k12oms.org/ 46-196528 |
| Thursday January 28, 2021 3:30-4:30 p.m. | Disability Programs & Services | Inland Empire Health Plan, Jose Solorzano | https://sbcss.k12oms.org/ 46-196529 |
| Thursday February 11, 2021 4:00-6:00 p.m. | College Transition to Independent Living Programs | Taft Community College, Susan Wells Cal State University Fresno, Ryan Wilson University of CA LA, Wendy Abarca | https://sbcss.k12oms.org/ 46-196530 |
| Thursday February 25, 2021 10:00 a.m. - Noon 6:30 - 8:00 p.m. | Conservatorship, the application process | Rancho Stark Law, Sheela A. Stark, Attorney at Law | (10:00-12:00 noon) https://sbcss.k12oms.org/ 46-196531 (6:30-8:00 p.m.) https://sbcss.k12oms.org/ 46-196533 |
| Thursday March 4, 2021 4:00 - 5:30 p.m. | Social Security Insurance & Incentive to Work | Social Security Administration, Teresa Campbell | https://sbcss.k12oms.org/ 46-196534 |
| Thursday April 29, 2021 3:00 - 4:00 pm | Career Institute | Adult Transition Services for 18—24 year old adults, Jackee Benson | https://sbcss.k12oms.org/ 46-196874 |

# A Webinar: School-Age Stuttering - A Practical Approach
# February 4 and 5, 2021

## Presented by J. Scott Yaruss, PhD, CCC-SLP, BCS-F, ASHA Fellow
## Nationally-recognized expert on stuttering

**DATES/TIMES:** **February 4 and 5, 2021, from 8:30 a.m.—12:00p.m.** *Participants MUST attend BOTH days*
**FEE:** Registration is free. See below for instruction on how to purchase live CEs.
**LEVEL:** Intermediate
**AUDIENCE:** Speech-Language Pathologists, Speech-Language Pathology Assistants, general and Special education staff, administrators, parents, and others who are interested in the topic

**Training Description:** The purpose of this workshop is to provide clinicians with applicable, practical strategies for helping school-age children and adolescents who stutter overcome the problems associated with stuttering. The presentation will include: specific guidelines for conducting comprehensive evaluations that support treatment recommendations and goal-writing; detailed instructions for how to prepare children for therapy to ensure success; and video examples of numerous treatment strategies and activities designed to help children improve their fluency, reduce their negative reactions to stuttering, educate others about stuttering, and communicate effectively across speaking situations. Participants will come away from the workshop feeling more confident in their ability to help children who stutter and more knowledgeable about how to approach stuttering assessment and treatment in the school setting and beyond.

**Training Objectives:**

- Design efficient, effective, and comprehensive diagnostic evaluations of school-age children and adolescents who stutter
- Select and implement several appropriate treatment strategies for helping school-age children and adolescents who stutter, speak more easily and communicate more effectively
- Write meaningful, objective treatment goals and benchmarks to document progress in treatment across the entirety of the stuttering disorder
- Help students identify, understand, and overcome affective and cognitive reactions to stuttering
- Describe several ways to effectively involve families, teachers, and others in the treatment plan
- Effectively address challenging situations such as bullying and teasing, low motivation, difficulties with generalization, and more

*Registration Deadline:  February 2, 2021*
**Click link to pre-register in  OMS:**
**https://sbcss.k12oms.org/46-196093**

**Continuing Education (CE):** This webinar qualifies for 6 live CE credits at a cost of $10.00. The information on how to purchase CEs will be given during the webinar. This webinar qualifies for Continuing Education (CE) credit for Speech-Language Pathologists and Speech-Language Pathology Assistants as required by the Speech-Language Pathology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is East Valley SELPA PDP #275. Due to SLPAHADB requirements, participants must attend the **entire webinar from start to finish on both days** to receive CE credit. **The deadline to purchase and pay for a CE certificate is on or before March 5, 2021.**

Questions: Please email jason.ramirez@mvusd.net, Susanne.ferguson@sbcss.net, or tami.goldstein@sbcss.net