

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

**** AGENDA **
September 15, 2022 8:00 A.M.**

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

PRESENTER

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

Finance Items

- | | | |
|-----|--|------------------------------------|
| 4.1 | EV SELPA 2021-2022 Budgets Ending Fund Balances
• EV SELPA OT Proportionate Share Program Return of Funds | Andrea Tennyson |
| 4.2 | EV SELPA 2021-2022 Adjusted NPS Costs | Andrea Tennyson |
| 4.3 | SBCSS 2021-2022 FFS Year-end Actuals | Jennifer Alvarado |
| 4.4 | 2021-2022 Maintenance of Effort & Excess Cost Reports | Andrea Tennyson |
| 4.5 | Dispute Prevention/Resolution & Learning Recovery Plans/Funds
• Interim Reporting – Lessons Learned
• September 21, 2022 EV SELPA Board Update | Patty Metheny
Jennifer Brooksby |
| 4.6 | EV SELPA Fiscal Reporting Calendar 2022-23 | Andrea Tennyson |

Program Items

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|-----|---|---|
| 4.7 | EV SELPA Compliance
• IEP Implementation Module – Administrative Portion
• IEP Timeline Compliance
• District Data Governance Liaisons & EV SELPA Services Specialists
○ Consented/Signed IEPs
○ Consented/Signed Triennial Assessment Plans | Jennifer Brooksby
Doug Faucette
Celida Guerrero |
| 4.8 | EV SELPA Supporting Inclusive Practices
• SIP Grantees Webinar 9.13.22
• EV SELPA Ribbon of Inclusion
• November 16, 2022 EV SELPA Board Presentations | Patty Metheny
Jennifer Brooksby |

- 4.9 EV SELPA Alternative Dispute Resolution
• EV SELPA ADR Parent Request via Website
• EV SELPA ADR Parent-Education Event
 ○ September 16 & 17; 9:30 am – 12:00 noon
 ○ Parent Support – Live Chat
Patty Metheny
Jennifer Brooksby
- 4.10 Student Data Management
• CALPADS EOY4 & EOY3 – Certification Date 9/16/22
• DRDP Changes in 2022-23
• DA Users’ Meetings 2022-23
Patty Metheny
Sonya Hall
Jennifer Brooksby
- 4.11 EV SELPA Program Specialist Services
• 2022-23 Program Specialist Assignments
• EV-23 – Request for EV SELPA Program Specialist Services
Patty Metheny
- 4.12 EV SELPA Due Process & Legal Updates
• Independent Study
• 2021-2022 Year in Review
• 2022-2023, to-date
Rick Homutoff
- 4.13 EV SELPA Local Plan Revision Timeline 2022-23
Patty Metheny
- 4.14 EV SELPA Community Advisory Committee
Patty Metheny
- 4.15 SBCSS East Valley Operations
• Referral Procedures Revisions & Updated EV-20
• Visually Impaired (VI) Workgroup
• DHH program update
• Principal assignment update
Scott Wyatt
- 4.16 Hot Topics
Committee

5.0 OTHER

- 5.1 2022-2023 EV SELPA Steering Committee Meetings
- 5.2 2022-2023 EV SELPA Board of Directors Meetings
- 5.3 2022-2023 EV SELPA CAC Meetings
- 5.4 EV SELPA Professional Development – September & October 2022
- 5.5 Next Meeting – October 13, 2022 8:00 AM

East Valley SELPA
STEERING COMMITTEE MEETING MINUTES
July 14, 2022

MEMBERS PRESENT:

Dr. Patty Metheny
Patricia Buchmiller
Roxanne Dominguez
Shannon Hansen
Dr. Scott Wyatt
Leslie Burghardt

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

FISCAL STAFF PRESENT:

Juan Villanueva
Fernanda Naves-Arias
Valeria Estrella
Scott Whyte
Jennifer Alvarado
Lacey Hall
Amber Tavis

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

MEMBERS ABSENT:

Rob Pearson

Colton Joint Unified School District

OTHERS PRESENT:

Rick Homutoff, Ed.D.
Jennifer Brooksby
Andrea Tennyson
Rosalva Contreras
Sonya Hall
Tracy Schroeder
Elizabeth Coronel
Courtney Beatty
Mary Anne Klenske
Kathy Walck
Keith M Haugh

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East Valley SELPA
Colton Joint Unified
Redlands Unified

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

2.0 PUBLIC COMMENTS: There were no public comments.

3.0 REVIEW/APPROVAL OF MINUTES: The minutes of the June 9, 2022 meeting were reviewed. Motion to approve the minutes was made by Patricia Buchmiller and seconded by Leslie Burghardt. The minutes were approved by consensus of the members present.

4.0 DISCUSSION/PRESENTATION

Finance Items

4.1 FY 2021/22 4th Quarter NPS Reimbursement Transfer

Andrea Tennyson presented the FY 21/22 4th Quarter NPS Reimbursement for expenditures paid through July 8, 2022. This report also presented a comparison of FY 20/21 and FY 21/22 expenditures. Ms. Tennyson reported she expected to have the year-end totals by the end of August or early September. She will set final accruals for districts then. Dr. Metheny shared the Inland Empire SELPA Administrators have negotiated finalized rates for local Nonpublic Schools that include increases in basic daily and related services rates.

4.2 AB 602 June 2022 CDE Certification SELPA Funding

Ms. Tennyson presented the AB 602 June 2022 CDE Certification. For FY 19/20 certification, there is a negative (payable) adjustment of \$92 for the SELPA. Ms. Tennyson remarked this will be the last year FY 19/20 will be reviewed for certification by CDE. For FY 20/21, there is a negative (payable) adjustment of \$28,539. For FY 21/22, \$4,887,061 is expected. Ms. Tennyson expects an adjustment or decrease of these funds by February 2023.

4.3 FY 2022/23 EV SELPA Schedule REX

Ms. Tennyson shared the FY 22/23 Schedule Rex projections. The Adjusted Base Grant Entitlement for the East Valley SELPA is projected at \$820 per ADA. Ms. Tennyson also reviewed the projected revenue and expenditures.

4.4 EV SELPA Fiscal Reporting Calendar 2022/2023

Ms. Tennyson presented the 2022/23EV SELPA Fiscal Reporting Calendar. Activities for July, August and September were reviewed. July activities consist of finalizing fiscal activities for last fiscal year. For August, Ms. Tennyson requested district send her their UA DAT file to assist with MOE monitoring. It is vital that end of the year expenditures are coded correctly for MOE compliance. In September, Fee-for-service and proportionate share totals will be provided.

Program Items

4.5 EV SELPA Professional Crisis Management (PCM) Update

Program Specialists Courtney Beatty and Mary Anne Klenske provided an overview of the PCM levels currently utilized in the EV SELPA. Program Specialist for Redlands USD, Keith Haugh, assisted with demonstrating the different levels of certification. The program specialists stressed the physical demands and consequently physical requirements necessary for those who will be participating in PCM level 2 training and execution. A training for new instructor certification will be hosted by the EV SELPA in September. Directors were asked to send names of potential instructors who can attend the training to Dr. Metheny. The EV SELPA will fund the cost to certify two instructors per district.

4.6 EV SELPA RTC Parent Travel & Reimbursement Guidelines

Tracy Schroeder, Program Manager for Behavioral Health, reviewed an update of the EV SELPA Parent Travel and Reimbursement guidelines for students placed in residential facilities. Overall, minor changes were necessary to accurately reflect SBCSS travel/reimbursement policies and to reflect the current economic climate.

4.7 EV SELPA NPS Attendance Reporting to Districts

At the request of the Steering Committee, Elizabeth Coronel presented on how district special education directors can review attendance records for students placed in Nonpublic Schools and Residential Facilities via a district personalized Airtable link she will email quarter. Ms. Coronel asked for suggestions and no proposed changes were made to this proposed process.

4.8 Part C Infant Services

Jennifer Brooksby shared about progress the EV SELPA has made in partnering with Inland Regional Center, SBCSS Ev-Ops Early Start, and Redlands USD Early Start toward understanding and standardizing practices. She shared a Meet and Greet for member district staff who participate in Part C to Part B transition and services is scheduled for August 23, 2022. District directors were encouraged to send staff.

4.9 EV SELPA IEP Implementation Module Update

An update was provided by Ms. Brooksby on the development of the WebIEP integrated module for service tracking. As was shared in the June 2022 Steering Committee meeting, the feedback provided during the spring 2022 pilot of the module was used to make amendments and adjustments to it. An instructional PowerPoint for the module will be provided by August 4th to districts along with an instructional video being produced by Faucette Micro Systems. Ms. Brooksby stressed the importance of districts developing and finalizing accurate class lists for each case carrier in WebDA. Services in the module will be populated based on the last consented IEP in alignment with the case carrier or service provider identified in WebDA as providing the services. Districts were reminded to determine how they will track services for secondary students as well as for all students receiving services from itinerant staff. Faucette Micro Systems will further refine the module when as it is being used and is in the development stages for the admin side of the module which will allow for reports to be run based on the service data entered.

- 4.10 **Dispute Prevention/Resolution (ADR) and Learning Recovery Plans**
The interim progress reports for these funds are due August 30, 2022 and September 30, 2022. To assist with this reporting, Ms. Brooksby provided each district's allocation plan and monitoring plan as provided to the EV SELPA during quarterly reporting. Ms. Brooksby will work with each district individually to assist with the interim reporting.
- 4.11 **Compliance Monitoring**
Ms. Brooksby presented updated IEP compliance monitoring data for each district as of July 13, 2022. She explained this information was gathered using CALPADS reports 16.7 and 16.8. The Committee discussed the use of delay codes. Codes 60 (School Emergency), 75 (Temporary School Closure), and 90 (Late Without Cause) previously used in district are no longer admissible and are causing errors in CALPADS. Ms. Brooksby advised that district Data Governance concentrate their efforts on cleaning up IEPs with these errors.
- 4.12 **CALPADS Student Data**
Sonya Hall shared DRDP certification was completed on June 10, 2022. Data indicated a significant increase in the number of records over the two prior COVID years.
- Ms. Hall shared that as was previously reported, the CALPADS data certification date was changed to August 26, 2022. This change eliminated the amendment window previously used by districts to correct any data errors prior to SELPA certification. Ms. Hall stressed districts need to continue to upload records for EOY4 and EOY3 certification. She focused on the need to review EOY3 data for any students identified within interim alternative placements as the EV SELPA was not made aware of any of these types of placements in 2021-22. Ms. Hall further explained that because the 'replace record function' in CALPADS is not working, users need to delete the record completely and reload the record as new. She further noted that a series of erroneous errors in CALPADS have been reported and are delaying recording of records. CALPADS is aware of this and working to address the problem. To assist with this and provide help and strategies for data certification, the DA users meeting will be moved to August 4th at 2:00 pm.
- 4.13 **EV SELPA 2022/23 Brochure**
Dr. Metheny presented the EV SELPA 2022/23 Brochure. The information in the brochure has been updated to reflect EV SELPA staff changes.
- 4.14 **EV SELPA 2022/2023 Professional Development Catalog**
Dr. Metheny presented the EV SELPA 2022/23 Professional Development Catalog. This catalog contains in-person as well as virtual events. The catalog will be emailed to the directors for distribution after this meeting and is available on the EV SELPA website at eastvalleyselpa.org
- 4.15 **EV SELPA Parent Liaison Trainings**
David Dowling, Consultant for the East Valley SELPA, shared about the virtual parent liaison certification series. He reported on the Spring 2022 series and how the group engaged in different activities and learned various strategies in conflict resolution. For

the next series, directors were encouraged to identify parents that would like to participate in this series and are willing to assist districts in difficult situations. He stressed that it is not only about the certification as a parent liaison but the ongoing work assisting other parents afterwards. The next cohort will begin August 25 and continue on Thursday nights through September 29 from 6:00 pm to 9:00 pm. A flyer with this information was provided.

4.16 SBCSS East Valley Operations

Dr. Wyatt reported his admin team is working on streamlining the referral processes. He is happy to report Ev-Ops is fully staffed for DHH services, but it is likely a VI teacher will leave in the near future. A new EBD teacher has been hired. This year's staffing also includes one O&M and a Braille specialist

4.17 Hot Topics

No hot topics were presented for discussion.

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee Meetings

5.2 2022-2022 EV SELPA Board of Directors Meetings

5.3 2022-2023 EV SELPA CAC Meetings

5.4 EV SELPA Professional Development – August & September 2022

6.0 ADJOURNMENT: Meeting adjourned at 11:43 am. Next meeting will be held on September 15, 2022.

4.0 FINANCE ITEMS

4.1 EV SELPA 2021-2022 Budgets Ending Fund Balances

EAST VALLEY SELPA

2021-22 ENDING FUND BALANCE SUMMARY REPORT

FUND	RS	YR	MG	PROGRAM NAME	BEGINNING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
01	6500	0	0270	EV - AUTISM SUPPORT	-	192,866.00	192,866.00	-
01	6500	0	0273	EV - REGIONAL SERVICES	538,797.95	2,141,436.00	2,044,235.16	635,998.79
01	9273	0	0273	EV - REGIONAL SERVICES	67,650.91	104,247.43	104,247.43	67,650.91
01	9274	0	0274	EV - NPS/NPA	-	5,471,744.64	5,471,744.64	-
01	9275	0	0275	EV - SELPA WORKSHOP/PENT/REG 10	75,426.47	45,310.00	12,763.30	107,973.17
01	3395	0	275B	EV - ALT DISPUTE RESOLUTION EXP	-	14,601.00	14,601.00	-
01	3395	0	EVSP	EV - SPECIAL ED ADR	-	10,744.00	10,744.00	-
01	6500	0	0276	EV - LOW INCIDENCE FUNDING	552,679.00	276,369.00	329,311.90	499,736.10
01	6500	0	0279	EV - OCCUPATIONAL THERAPY REG SERVICE	-	1,932,502.00	1,932,502.00	-
01	3410	0	0459	EV TRANSITION PARTNERSHIP	-	650,756.25	650,756.25	-
01	3410	0	459A	EV - EV TPP WORK EXPERIENCE	-	157,077.50	157,077.50	-
01	3315	0	0474	EV PRESCHOOL REGIONALIZED SERVICES	-	19,412.00	19,412.00	-
01	9279	0	EADR	EV- ADR CONFERENCE OVERSIGHT	124,139.70	140,350.00	233,319.09	31,170.61
01	9272	0	ESCS	EV - CALIFORNIA SERVICES	1,799.55	21,585.27	21,585.27	1,799.55
01	9272	0	ESDP	EV - LEGAL/DUE PROCESS	68,808.47	768,147.41	768,147.41	68,808.47
01	9272	0	ESEP	EV - INTER-SELPA PROGRAMS	-	1,057.50	1,057.50	-
01	9278	0	ESMH	EV - AB3632 MENTAL HEALTH	-	559,477.99	559,477.99	-
01	5640	0	ESMC	EV - MEDI-CAL BILLING	158,262.21	152,807.31	132,978.87	178,090.65
01	9279	0	ESPA	EV - PHYSICAL THERAPY & ASSIST TECH	300.11	123,469.85	123,769.96	-
01	9272	0	ESRM	EV - RESIDENTIAL MENTAL HEALTH	90,103.50	326,784.00	319,925.09	96,962.41
01	3326	0	ESIP	EV- SUPPORTING INCLUSIVE PRACTICES	-	45,649.88	45,649.88	-
01	3395	0	EV19	EV - ADR COVID-19	-	49,515.00	49,515.00	-
01	6536	0	ECOV	EV - DISPUTE PREVENTION/RESOLUTION	-	243,446.00	90,210.32	153,235.68
10	6500	0	ES27	EV - AB602 FUNDING	-	47,402,462.00	47,402,462.00	-
10	3310	0	ES10	EV - LOCAL ASSISTANCE	-	15,367,711.00	15,367,711.00	-
10	3305	0	ES05	EV - ARP LOCAL ASSISTANCE	-	867,318.00	867,318.00	-
10	3315	0	ES15	EV - PRESCHOOL GRANT	-	363,685.00	363,685.00	-
10	3308	0	ES08	EV - ARP PRESCHOOL GRANT	-	73,646.00	73,646.00	-
10	3345	0	ES45	EV PRESCHOOL STAFF DEVELOPMENT	-	2,080.00	2,080.00	-
10	3327	0	ESMP	EV - MENTAL HEALTH SERVICES	-	885,385.00	885,385.00	-
10	6512	0	ESMP	EV - MENTAL HEALTH SERVICES	-	5,085,631.00	5,085,631.00	-
TOTAL EV SELPA					1,677,967.87	83,497,273.43	83,333,814.96	1,841,426.34



**EAST VALLEY SELPA 2021-22 REGIONAL SERVICE PROPORTIONATE SHARE PROGRAM
OCCUPATIONAL THERAPY FINAL COSTS & RETURN OF FUNDS**

Based on Student Count as of 5/2/22

OT SERVICE	Colton		Redlands		Rim		Yucaipa		Grand TOTAL	
	Count	Cost	Count	Cost	Count	Cost	Count	Cost	Count	TOTAL Costs
AB 602 REVENUE DEDUCT OFF-THE-TOP	98	\$575,638.89	163	\$957,440.20	18	\$105,729.59	50	\$ 293,693.31	329	\$1,932,502.00
ACTUAL EXPENSES		\$517,780.71		\$861,206.70		\$95,102.58		\$264,173.83		\$1,738,263.82
OT Percentage	30%		50%		5%		15%		100%	
OT RETURN OF FUNDS TO DISTRICTS		\$ 57,858.18		\$ 96,233.51		\$10,627.01		\$29,519.48		\$ 194,238.18

4.2 EV SELPA 2021-2022 Adjusted NPS Costs

EAST VALLEY SELPA FY 2021-22 NON-PUBLIC SCHOOL COST REPORT

District	FN	Total Q1 Billing	Total Q2 Billing	Total Q3 Billing	Total Q4 Billing	Year End Adj	Total Billed FY 21-22
NPS Education	1180	272,670.88	293,227.95	317,731.17	267,552.48	25,186.32	1,176,368.80
NPS Mental Health	3900	51,980.41	47,814.53	58,834.21	69,323.56	7,503.98	235,456.69
Colton		\$ 324,651.29	\$ 341,042.48	\$ 376,565.38	\$ 336,876.04	\$ 32,690.30	\$ 1,411,825.49
NPS Education	1180	149,940.48	205,853.40	241,852.30	194,102.58	22,487.84	814,236.60
NPS Mental Health	3900	87,750.91	57,045.91	69,189.77	123,440.36	3,778.59	341,205.54
Redlands		\$ 237,691.39	\$ 262,899.31	\$ 311,042.07	\$ 317,542.94	\$ 26,266.43	\$ 1,155,442.14
NPS Education	1180	190,093.49	224,561.48	301,331.85	200,140.07	7,961.09	924,087.98
NPS Mental Health	3900	135,764.92	107,450.34	72,249.72	14,836.88	-	330,301.86
Rialto		\$ 325,858.41	\$ 332,011.82	\$ 373,581.57	\$ 214,976.95	\$ 7,961.09	\$ 1,254,389.84
NPS Education	1180	44,813.05	46,127.37	50,675.29	62,083.85	14,327.35	218,026.91
NPS Mental Health	3900	1,327.15	48,260.49	84,105.56	71,078.01	16,191.37	220,962.58
Rim		\$ 46,140.20	\$ 94,387.86	\$ 134,780.85	\$ 133,161.86	\$ 30,518.72	\$ 438,989.49
NPS Education	1180	168,731.40	183,714.96	170,440.41	114,155.99	13,778.36	650,821.12
NPS Mental Health	3900	155,857.60	140,778.79	152,416.32	108,408.66	2,815.19	560,276.56
Yucaipa		\$ 324,589.00	\$ 324,493.75	\$ 322,856.73	\$ 222,564.65	\$ 16,593.55	\$ 1,211,097.68
NPS Education Total	1180	\$ 826,249.30	\$ 953,485.16	\$ 1,082,031.02	\$ 838,034.97	\$ 83,740.96	\$ 3,783,541.41
NPS Mental Health Total	3900	\$ 432,680.99	\$ 401,350.06	\$ 436,795.58	\$ 387,087.47	\$ 30,289.13	\$ 1,688,203.23
Grand Total		\$ 1,258,930.29	\$ 1,354,835.22	\$ 1,518,826.60	\$ 1,225,122.44	\$ 114,030.09	\$ 5,471,744.64

4.3 SBCSS 2021-2022 FFS Year-end Actuals

FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON - 2021-22

SELPA	East Valley			Budget	Year-End Actuals	+Increase/- Decrease
A. REVENUES						
	RS	OB	GL	April 2021	September 2022	
1. AB602 Special Ed Funding	6500	8311	5001	\$ 9,770,760	\$ 8,970,543	\$ (800,217)
2. Property Tax Transfer	6500	8097	5001		\$ 4,235,842	
3. Property Tax Transfer Adjustment between 2021-22 P-2 and Annual (Payable)					\$ (112,642)	
4. Net State Aid (A1-A2-A3)	6500	8311	5001		\$ 4,847,343	
5. ARP Federal Local Assistance	3305	8182	5001	\$ -	\$ 88,224	\$ 88,224
6. ARP Federal Local Preschool	3308	8182	5001	\$ -	\$ 9,857	\$ 9,857
7. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	\$ 494,725	\$ 408,291	\$ (86,434)
8. Federal Preschool	3315	8182	5730	\$ 24,648	\$ 5,137	\$ (19,511)
9. Preschool Staff Development	3345	8182	5730	\$ 209	\$ 101	\$ (108)
10. Infant Part C	3385	8182	5710	\$ 57,745	\$ 57,745	\$ -
11. Infant State Apportionment	6510	8311	5710	\$ 1,600,242	\$ 1,603,458	\$ 3,216
12. Infant Discretionary	6515	8590	5710	\$ -	\$ 23,013	\$ 23,013
13. Local Revenue (Contracts with Districts) Early Start	9385	8285	5710	\$ 119,885	\$ 119,885	\$ -
14. Local Revenue	6500	8699	5001	\$ 5,793	\$ 18,104	\$ 12,311
15. Local Revenue (Contracts with Districts)	6500	8677	5750	\$ -	\$ 230,583	\$ 230,583
TOTAL REVENUE (excludes A2, A3, A4)				\$ 12,074,007	\$ 11,534,941	\$ (539,066)
B. EXPENDITURES						
1. SAI Self-Contained (SDC)				\$ 7,525,847	\$ 6,721,408	\$ (804,439)
2. Low Incidence Itinerant DHH,VI,OM (Itinerant)				\$ 2,111,568	\$ 2,154,472	\$ 42,904
3. 1:1 Aide Services (1:1) Aides				\$ 652,927	\$ 508,021	\$ (144,906)
4. Early Start (NO FFS - State/Grant Funded)				\$ 1,723,705	\$ 1,616,172	\$ (107,533)
TOTAL EXPENDITURES				\$ 12,014,047	\$ 11,000,073	\$ (1,013,974)
C. PRIOR YEAR ADJUSTMENTS						
	RS	OB	GL			
1. 2021-22 Beginning Balance (Early Start)				\$ 1,034,150	\$ 1,089,599	\$ 55,449
TOTAL PRIOR YEAR REVENUE ADJUSTMENTS				\$ 1,034,150	\$ 1,089,599	\$ 55,449
D. 2021-22 Ending Balance						
1. Total Revenues (Section A)				\$ 12,074,007	\$ 11,534,941	\$ (539,066)
2. Total Prior Year Revenue Adjustments (Section C)				\$ 1,034,150	\$ 1,089,599	\$ 55,449
3. Total Expenditures (Section B)				\$ 12,014,047	\$ 11,000,073	\$ (1,013,974)
4. 2021-22 Ending Balance				\$ 1,094,110	\$ 1,624,467	\$ 530,357
5. Less Early Start Ending Balance				\$ 1,094,110	\$ 1,277,528	\$ 183,418
6. 2021-22 Net FFS Ending Balance				\$ (0)	\$ 346,938	\$ 346,938

Number of Services	SDC	Low Incidence	1:1 Aide
Budget	156	208	12
Actuals*	141.5	223	11
Difference	-14.5	15	-1

*Includes Inter-SELPA counts as follows:

4 5 0

San Bernardino County Superintendent of Schools
EAST VALLEY COUNTY OPERATED SPECIAL EDUCATION PROGRAM
2021-22 Fee-for-Service
Year-End Actuals

		1	2	3	4	5	
		SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL	
		SDC	ITINERANT	1:1 AIDES	No FFS - State /Grant Funded		
1	OBJECT	EXPENSE					
2	1000-1999	Certificated Salaries	2,428,226	829,229	-	908,867	4,166,322
3	2000-2999	Classified Salaries	857,019	240,579	249,255	16,135	1,362,987
4	3000-3999	Employee Benefits	1,580,171	506,433	220,121	331,014	2,637,739
5	4000-4999	Books & Supplies	8,478	3,392	-	4,835	16,705
6	5000-5999	Services & Other Operating Expenditures	144,577	28,983	1,668	8,450	183,678
7	6000-6999	Capital Outlay	-	-	-	0	0
8							
9		Sub total	\$ 5,018,471	\$ 1,608,615	\$ 471,044	1,269,301	8,367,431
10		% of Total	0.75727	0.24273		n/a	1.0000000
11							
12		Allocated Cost (FN 2100, 2700, 8100)	1,213,709	389,041	-	229,235	1,831,985
13		Sub total 1000-5000 costs	\$ 6,232,180.62	\$ 1,997,656.42	\$ 471,043.94	\$ 1,498,536	\$ 10,199,417
14							
15	7300-7380	Indirect Cost @ 7.85%	489,226	156,816	36,977	117,635	800,654
16							
17		TOTAL EXPENSE	\$ 6,721,408	\$ 2,154,472	\$ 508,021	\$ 1,616,172	\$ 11,000,073

Obj	RS	Revenue:	SAI SELF-CONTAINED	LOW INCIDENCE ITINERANT DHH, VI, OM	1:1 AIDE SERVICES	EARLY START	TOTAL
			SDC	ITINERANT	1:1AIDES	No FFS - State /Grant Funded	
8097	6500	Property Tax Revenue	2,953,325	946,655	223,220		4,123,200
8181	3310	Federal Local Assistance	408,291				408,291
8311	6500	AB602 FFS Revenue (including Base for ADA)**	3,319,138	1,152,904	375,301		4,847,343
		Total (Lines 19, 20, & 21)	6,680,754	2,099,559	598,521	0	9,378,834
		Other Revenue Sources					
8182	3305	ARP Federal Local Assistance	88,224				88,224
8182	3308	ARP Federal Preschool	9,857				9,857
8182	3315	Federal Preschool	5,137				5,137
8182	3345	Preschool Staff Development	101				101
8182	3385	Infant Part C				57,745	57,745
8311	6510	Infant State Apportionment				1,603,458	1,603,458
8590	6515	Infant Discretionary				23,013	23,013
8285	9385	Other Local Revenue (contracts with districts)				119,885	119,885
8710	6500	Tuition - Inter-SELPA District Fee-For-Service*	182,428	48,155			230,583
8699	6500	Local Revenue	18,104				18,104
		2021-22 Beginning Balance				1,089,599	1,089,599
		TOTAL REVENUE:	6,984,604	2,147,714	598,521	2,893,700	12,624,539
		Excess Cost (revenue minus expense)	\$ 263,197	\$ (6,758)	\$ 90,500	\$ 1,277,528	\$ 1,624,467

Number of services - Final (includes Inter-SELPA counts)	141.50	223.00	11.00	N/A
2021-22 Fee-For-Service Rates	\$ 45,607.00	\$ 9,631.00	\$ 54,411.00	

*Services provided via Inter-SELPA Agreement

**Excludes Intensive Therapeutic Svc (EBD) Fee-for-Service (\$68,000)

Summary	
Total 2021-22 Revenue	\$ 12,624,539
Total 2021-22 Expenses	\$ 11,000,073
2021-22 Ending Balance	\$ 1,624,467
Less Early Start Ending Balance	\$ 1,277,528
Net FFS Ending Balance	\$ 346,938

San Bernardino County Superintendent of Schools
East Valley County Operated Special Education Programs
2021-22 Fee-For-Service Return

District	SAI Services	% of Services	Total Return \$ 263,196.69	Low-Incidence	% of Services	Total Return \$ (6,758.45)	1:1 Aides	% of Services	Total Return \$ 90,500.11	Total Return
Colton	61.0	43.11%	\$ 113,462.88	59.5	26.68%	\$ (1,803.26)	5.0	45%	\$ 41,136.41	\$ 152,796.03
Redlands	5.5	3.89%	\$ 10,230.26	66.5	29.82%	\$ (2,015.41)	1.0	9%	\$ 8,227.28	\$ 16,442.13
Rialto	56.5	39.93%	\$ 105,092.67	70.0	31.39%	\$ (2,121.49)	3.5	32%	\$ 28,795.49	\$ 131,766.67
Rim of the World	2.0	1.41%	\$ 3,720.09	6.0	2.69%	\$ (181.84)	0.0	0%	\$ -	\$ 3,538.25
Yucaipa - Calimesa	12.5	8.83%	\$ 23,250.59	16.0	7.17%	\$ (484.91)	1.5	14%	\$ 12,340.92	\$ 35,106.60
S.B. City	3.0	2.12%	\$ 5,580.14	3.0	1.35%	\$ (90.92)	0.0	0%	\$ -	\$ 5,489.22
Etiwanda	1.0	0.71%	\$ 1,860.05	1.0	0.45%	\$ (30.31)	0.0	0%	\$ -	\$ 1,829.74
Bear Valley	0.0	0.00%	\$ -	1.0	0.45%	\$ (30.31)	0.0	0%	\$ -	\$ (30.31)
Total	141.5	100.00%	\$ 263,196.69	223.0	99.55%	\$ (6,758.45)	11.0	100%	\$ 90,500.11	\$ 346,938.34

District	2021-22 FFS Return
2021-22	\$ 346,938.34
Colton	\$ 152,796.03
Redlands	\$ 16,442.13
Rialto	\$ 131,766.67
Rim of the World	\$ 3,538.25
Yucaipa-Calimesa	\$ 35,106.60
S.B. City	\$ 5,489.22
Etiwanda	\$ 1,829.74
Bear Valley	\$ (30.31)
Total	\$ 346,938.34

Inter-SELPA Agreement

4.4 2021-2022 Maintenance of Effort & Excess Cost Reports

2021-22 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
SUMMARY REPORT- SEMA & SEMB BASED on SACS UAs

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	SEMA (Actual to Actual)	STATE & LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	STATE & LOCAL EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	FY 21/22	COMPARISON	COMP. YEAR			FY 21/22	COMPARISON	COMPARISON	COMP. YEAR			CY YEAR	COMP. YEAR	
3		ACTUAL	YEAR	ACTUAL			ACTUAL	YEAR	ACTUAL	ACTUAL			Oct-21		
4	SEMA Reference	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2C, COL.B	SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
5	COLTON	38,182,061.88	2020-21	35,400,570.90	2,781,490.98	PASS	14,759.20	2019-20	35,400,570.90	13,537.50	1,221.70	PASS	2,587	2,615	(28)
6	REDLANDS	43,953,374.35	2020-21	37,971,161.54	5,982,212.81	PASS	15,078.34	2020-21	37,971,161.54	13,556.29	1,522.06	PASS	2,915	2,801	114
7	RIALTO	62,201,551.90	2018-19	56,114,516.67	6,087,035.23	PASS	22,175.24	2019-20	56,114,516.67	18,779.96	3,395.28	PASS	2,805	2,988	(183)
8	RIM	6,765,362.53	2020-21	6,184,203.38	581,159.15	PASS	16,500.88	2018-19	6,095,983.27	15,278.15	1,222.73	PASS	410	399	11
9	YUCAIPA	23,537,058.39	2020-21	19,150,141.57	4,386,916.82	PASS	18,147.31	2019-20	19,018,521.78	14,893.13	3,254.18	PASS	1,297	1,277	20
10	SBCSS (EV Ops & SELPA)		2019-20		0.00	FALSE	-	2019-20	-	0.00	0.00	FALSE	271	322	(51)
11	CONSORTIUM TOTAL	174,639,409.05		154,820,594.06	19,818,814.99	PASS	16,980.01		154,600,754.16	14,862.60	2,117.41	PASS	10,285	10,402	(117)

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
12	SEMA (Actual to Actual)	LOCAL EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	LOCAL EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
13	(Note: State & Local Expense INCLUDES PCRA for SEMA comparison)	FY 21/22	COMPARISON	COMP. YEAR			FY 21/22	COMPARISON	COMPARISON	COMP. YEAR			CY YEAR	COMP. YEAR	
14		ACTUAL	YEAR	ACTUAL			ACTUAL	YEAR	ACTUAL	ACTUAL			Oct-20		
15															
16	SEMA Reference	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2A, COL.B	SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
17	COLTON	20,389,176.83	2019-20	21,062,348.95	(673,172.12)	(FAIL)	7,881.40	2019-20	21,062,348.95	7,897.39	(16.00)	(FAIL)	2,587	2,667	(80)
18	REDLANDS	17,697,826.35	2019-20	17,584,629.24	113,197.11	PASS	6,071.30	2019-20	17,584,629.24	6,460.19	(388.89)	(FAIL)	2,915	2,722	193
19	RIALTO	32,277,432.84	2019-20	32,268,533.24	8,899.60	PASS	11,507.11	2019-20	32,268,533.24	11,414.41	92.70	PASS	2,805	2,827	(22)
20	RIM	2,943,195.64	2020-21	3,084,423.44	(141,227.80)	(FAIL)	7,178.53	2019-20	3,084,423.44	7,597.10	(418.58)	(FAIL)	410	406	4
21	YUCAIPA	11,059,345.32	2019-20	9,951,216.67	1,108,128.65	PASS	8,526.87	2019-20	9,951,216.67	7,792.65	734.21	PASS	1,297	1,277	20
22	SBCSS (EV Ops & SELPA)		2013-14		0.00	FALSE	-	2013-14		0.00	0.00	FALSE	271	520	(249)
23	CONSORTIUM TOTAL	84,366,976.98		83,951,151.54	415,825.44	PASS	8,202.91		83,951,151.54	8,057.51	145.41	PASS	10,285	10,419	(134)

2021-22 EAST VALLEY SELPA
SPECIAL EDUCATION MAINTENANCE OF EFFORT (MOE)
SUMMARY REPORT- SEMA & SEMB BASED on SACS UAs

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	SEMB (Budget to Actual)	STATE & LOCAL BUDGET/EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	STATE & LOCAL BUDGET/EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
2	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	FY 22/23	COMPARISON	COMP. YEAR			FY 22/23	COMPARISON	COMPARISON	COMP. YEAR			Oct-21	COMP. YEAR	
3		BUDGET	YEAR	ACTUAL			BUDGET	YEAR	ACTUAL	ACTUAL			22/23 Projected	ACTUAL	
4	SEMB Reference	SEC. 3A, LINE 1C, COL.A		SEC. 3A, LINE 1C, COL.B	SEC. 3A, LINE 1C, COL.C		SEC. 3A, LINE 2E, COL.A		SEC. 3A, LINE 2C, COL.B	SEC. 3A, LINE 2E, COL.B	SEC. 3A, LINE 2E, COL.C		SEC. 3A, LINE 2D, COL.A	SEC. 3A, LINE 2D, COL.B	
5	COLTON	39,193,607.00	2020-21	38,182,061.88	1,011,545.12	PASS	15,150.22	2020-21	38,182,061.88	14,759.20	391.01	PASS	2,587	2,615	(28)
6	REDLANDS	38,054,010.00	2021-22	36,056,692.89	1,997,317.11	PASS	13,054.55	2021-22	36,056,692.89	12,369.36	685.19	PASS	2,915	2,915	0
7	RIALTO	67,809,314.70	2021-22	62,201,551.90	5,607,762.80	PASS	24,174.44	2020-21	50,191,634.91	17,893.63	6,280.81	PASS	2,805	2,805	0
8	RIM	6,658,388.00	2021-22	5,837,327.60	821,060.40	PASS	16,239.97	2020-21	5,837,327.60	14,237.38	2,002.59	PASS	410	410	0
9	YUCAIPA	21,247,196.99	2021-22	18,750,704.79	2,496,492.20	PASS	16,381.80	2019-20	18,750,704.79	14,456.98	1,924.82	PASS	1,297	1,297	0
10	SBCSS (EV Ops & SELPA)		2020-21		0.00	FALSE	0.00	2020-21	-	0.00	0.00	FALSE	350	350	0
11	CONSORTIUM TOTAL	172,962,516.69		161,028,339.06	11,934,177.63	PASS	16,688.78		149,018,422.07	14,339.72	2,349.06	PASS	10,364	10,392	(28)

	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
12	SEMB (Budget to Actual)	LOCAL BUDGET/EXPENSE			INCREASE OR (DECREASE)	PASS (FAIL)	LOCAL BUDGET/EXPENSE PER PUPIL				INCREASE OR (DECREASE)	PASS (FAIL)	PUPIL COUNT		INCREASE OR (DECREASE)
13	(Note: State & Local Expense DOES NOT include PCRA for SEMB comparison)	FY 22/23	COMPARISON	COMP. YEAR			FY 22/23	COMPARISON	COMPARISON	COMP. YEAR			Oct-21	COMP. YEAR	
14		BUDGET	YEAR	ACTUAL			BUDGET	YEAR	ACTUAL	ACTUAL			22/23 Projected	ACTUAL	
15	SEMB Reference	SEC. 3B, LINE 1A, COL.A		SEC. 3B, LINE 1A, COL.B	SEC. 3B, LINE 1A, COL.C		SEC. 3B, LINE 2C, COL.A		SEC. 3B, LINE 2A, COL.B	SEC. 3B, LINE 2C, COL.B	SEC. 3B, LINE 2C, COL.C		SEC. 3B, LINE 2B, COL.A	SEC. 3B, LINE 2B, COL.B	
16	COLTON	24,996,856.00	2019-20	21,062,348.95	3,934,507.05	PASS	9,662.49	2019-20	21,062,348.95	7,897.39	1,765.09	PASS	2,587	2,667	(80)
17	REDLANDS	20,494,282.00	2021-22	17,697,826.35	2,796,455.65	PASS	7,030.63	2021-22	17,697,826.35	6,071.30	959.33	PASS	2,915	2,915	0
18	RIALTO	41,166,787.00	2021-22	32,277,432.84	8,889,354.16	PASS	14,676.22	2019-20	32,277,432.84	11,507.11	3,169.11	PASS	2,805	2,805	0
19	RIM	3,857,458.00	2020-21	3,084,423.44	773,034.56	PASS	9,408.43	2020-21	3,084,423.44	7,597.10	1,811.33	PASS	410	406	4
20	YUCAIPA	11,157,384.10	2021-22	11,059,345.32	98,038.78	PASS	8,602.45	2021-22	11,059,345.32	8,526.87	75.59	PASS	1,297	1,297	0
21	SBCSS (EV Ops & SELPA)		2013-14		0.00	FALSE	0.00	2013-14	-	0.00	0.00	FALSE	350	520	(170)
22	CONSORTIUM TOTAL	101,672,767.10		85,181,376.90	16,491,390.20	PASS	9,810.19		85,181,376.90	8,028.40	1,781.78	PASS	10,364	10,610	(246)

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

COLTON JUSD

TT 3602 East Valley Consortium

Fiscal Year

2021-2022

School Year	A	B	C	D	E	F	G	H	I	J
	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	Enrollment	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 17,307,865.17	Pass \$ -	\$ 7,538.27	Pass \$ -	\$ 6,801,678.93	Pass \$ -	\$ 2,962.40	Pass \$ -	2296	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 17,737,963.96	Pass \$ -	\$ 7,434.18	Fail \$ -	\$ 6,578,767.29	Fail \$ -	\$ 2,757.24	Fail \$ -	2386	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 19,129,872.49	Pass \$ -	\$ 7,754.31	Pass \$ -	\$ 7,253,933.40	Pass \$ -	\$ 2,940.39	Fail \$ -	2467	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 22,638,795.20	Pass \$ -	\$ 8,983.65	Pass \$ -	\$ 9,412,801.67	Pass \$ -	\$ 3,735.24	Pass \$ -	2520	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 25,142,024.09	Pass \$ -	\$ 9,647.75	Pass \$ -	\$ 12,306,282.82	Pass \$ -	\$ 4,722.29	Pass \$ -	2606	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 25,822,274.53	Pass \$ -	\$ 9,674.89	Pass \$ -	\$ 14,800,198.50	Pass \$ -	\$ 5,545.22	Pass \$ -	2669	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 29,136,871.72	Pass \$ -	\$ 10,522.52	Pass \$ -	\$ 16,310,569.97	Pass \$ -	\$ 5,890.42	Pass \$ -	2769	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 31,467,165.56	Pass \$ -	\$ 11,459.27	Pass \$ -	\$ 19,174,560.12	Pass \$ -	\$ 6,982.72	Pass \$ -	2746	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 34,109,576.73	Pass \$ -	\$ 12,789.49	Pass \$ -	\$ 21,062,348.95	Pass \$ -	\$ 7,897.39	Pass \$ -	2667	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 35,400,570.90	Pass \$ -	\$ 13,537.50	Pass \$ -	\$ 20,077,410.35	Fail \$ -	\$ 7,677.79	Fail \$ -	2615	Pass
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 38,182,061.88	Pass \$ -	\$ 14,759.20	Pass \$ -	\$ 20,389,176.83	Fail \$ -	\$ 7,881.40	Fail \$ -	2587	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2022ALL (Expenditures less PCRA for Comparison Year)	\$ 38,182,061.88	Comparison Year	\$ 14,759.20	Comparison Year	\$ 21,062,348.95	Comparison Year	\$ 7,897.39	Comparison Year		
	\$ (3,031,465.76)		\$ (1,171.81)							
	\$ 35,150,596.12	2021-2022	\$ 13,587.39	2021-2022	\$ 21,062,348.95	2019-2020	\$ 7,897.39	2019-2020		
2022-2023 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 39,193,607.00	Pass	\$ 15,150.22	Pass	\$ 24,996,856.00	Pass	\$ 9,662.49	Pass	2587	Pass

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

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

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

REDLANDS UNIFIED SCHOOL DISTRICT

TT 3602 East Valley Consortium

Fiscal Year

2021-2022

School Year	A State and Local Total Amount	B State and Local Total MOE Result	C State and Local Per Capita Amount	D State and Local Per Capita MOE Result	E Local Only Total Amount	F Local Only Total MOE Result	G Local Only Per Capita Amount	H Local Only Per Capita MOE Result	I Enrollment	J Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 22,298,938.06	Pass \$ -	\$ 8,632.96	Pass \$ -	\$ 6,818,925.87	Pass \$ -	\$ 2,639.92	Pass \$ -	2583	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 23,895,115.16	Pass \$ -	\$ 8,882.94	Pass \$ -	\$ 7,703,841.30	Pass \$ -	\$ 2,863.88	Pass \$ -	2690	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 24,820,216.46	Pass \$ -	\$ 8,957.13	Pass \$ -	\$ 7,862,472.03	Pass \$ -	\$ 2,837.41	Fail \$ -	2771	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 27,250,090.51	Pass \$ -	\$ 9,652.88	Pass \$ -	\$ 9,025,800.07	Pass \$ -	\$ 3,197.24	Pass \$ -	2823	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 28,250,404.98	Pass \$ -	\$ 10,057.10	Pass \$ -	\$ 9,960,919.63	Pass \$ -	\$ 3,546.07	Pass \$ -	2809	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 29,390,606.87	Pass \$ -	\$ 10,538.04	Pass \$ -	\$ 10,661,559.54	Pass \$ -	\$ 3,822.72	Pass \$ -	2789	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 29,694,947.34	Pass \$ -	\$ 10,949.46	Pass \$ -	\$ 11,049,672.26	Pass \$ -	\$ 4,074.36	Pass \$ -	2712	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 33,569,396.18	Pass \$ -	\$ 12,006.22	Pass \$ -	\$ 12,549,787.85	Pass \$ -	\$ 4,488.48	Pass \$ -	2796	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 31,644,522.72	Fail \$ -	\$ 11,625.47	Fail \$ -	\$ 17,584,629.24	Pass \$ -	\$ 6,460.19	Pass \$ -	2722	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 37,971,161.54	Pass \$ -	\$ 13,556.29	Pass \$ -	\$ 15,583,187.28	Fail \$ -	\$ 5,563.44	Fail \$ -	2801	Pass
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 43,953,374.35	Pass \$ -	\$ 15,078.34	Pass \$ -	\$ 17,697,826.35	Pass \$ -	\$ 6,071.30	Fail \$ -	2915	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2022ALL (Expenditures less PCRA for Comparison Year)	\$ 43,953,374.35	Comparison Year	\$ 15,078.34	Comparison Year	\$ 17,697,826.35	Comparison Year	\$ 6,460.19	Comparison Year		
	\$ (7,896,681.46)		\$ (2,708.98)							
	\$ 36,056,692.89	2021-2022	\$ 12,369.36	2021-2022	\$ 17,697,826.35	2021-2022	\$ 6,460.19	2019-2020		
2022-2023 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 38,054,010.00	Pass	\$ 13,054.55	Pass	\$ 20,494,282.00	Pass	\$ 7,030.63	Pass	2915	Pass

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

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

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

RIALTO UNIFIED SCHOOL DISTRICT

TT 3602 East Valley Consortium

Fiscal Year

2021-2022

School Year	A State and Local Total Amount	B State and Local Total MOE Result	C State and Local Per Capita Amount	D State and Local Per Capita MOE Result	E Local Only Total Amount	F Local Only Total MOE Result	G Local Only Per Capita Amount	H Local Only Per Capita MOE Result	I Enrollment	J Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 26,828,693.06	Pass \$ -	\$ 11,824.02	Pass \$ -	\$ 9,720,165.72	Pass \$ -	\$ 4,283.90	Pass \$ -	2269	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 26,980,189.69	Pass \$ -	\$ 10,958.65	Fail \$ -	\$ 9,786,215.56	Pass \$ -	\$ 3,974.90	Fail \$ -	2462	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 31,671,533.18	Pass \$ -	\$ 12,523.34	Pass \$ -	\$ 14,681,488.65	Pass \$ -	\$ 5,805.25	Pass \$ -	2529	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 35,462,699.43	Pass \$ -	\$ 13,032.97	Pass \$ -	\$ 16,395,572.80	Pass \$ -	\$ 6,025.57	Pass \$ -	2721	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 41,998,331.85	Pass \$ -	\$ 14,633.57	Pass \$ -	\$ 23,183,290.56	Pass \$ -	\$ 8,077.80	Pass \$ -	2870	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 47,892,775.75	Pass \$ -	\$ 15,884.83	Pass \$ -	\$ 29,020,459.65	Pass \$ -	\$ 9,625.36	Pass \$ -	3015	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 51,059,438.05	Pass \$ -	\$ 17,065.32	Pass \$ -	\$ 31,490,356.18	Pass \$ 8,827,639.26	\$ 10,524.85	Pass \$ 2,927.91	2992	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 56,114,516.67	Pass \$ -	\$ 18,779.96	Pass \$ -	\$ 30,692,564.03	Fail \$ -	\$ 10,271.94	Fail \$ -	2988	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 54,654,911.31	Fail \$ -	\$ 19,333.18	Pass \$ -	\$ 32,268,533.24	Pass \$ -	\$ 11,414.41	Pass \$ -	2827	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 55,315,103.77	Fail \$ -	\$ 19,361.25	Pass \$ -	\$ 30,533,900.55	Fail \$ -	\$ 10,687.40	Fail \$ -	2857	Pass
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 62,201,551.90	Pass \$ -	\$ 22,175.24	Pass \$ -	\$ 32,277,432.84	Pass \$ -	\$ 11,507.11	Pass \$ -	2805	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2022ALL (Expenditures less PCRA for Comparison Year)	\$ 62,201,551.90 \$ (12,009,916.99) \$ 50,191,634.91	Comparison Year 2021-2022	\$ 22,175.24 (4,281.61) \$ 17,893.63	Comparison Year 2021-2022	\$ 32,277,432.84	Comparison Year 2021-2022	\$ 11,507.11	Comparison Year 2021-2022		
2022-2023 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 67,809,314.71	Pass	\$ 24,174.44	Pass	\$ 41,166,787.00	Pass	\$ 14,676.22	Pass	2805	Pass

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

Signature of Authorized Agent

Nicole Albiso

Date Signed

9/17/22

Printed Name and Title of Authorized Agent

NICOLE ALBISO, Lead Fiscal Services Agent

Contact Person's Name, E-Mail, and Telephone Number

Andrea Tennyson, andrea.tennyson@sbcss.net, (909)252-4508

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

RIM OF THE WORLD USD

TT 3602 East Valley Consortium

Fiscal Year

2021-2022

School Year	A State and Local Total Amount	B State and Local Total MOE Result	C State and Local Per Capita Amount	D State and Local Per Capita MOE Result	E Local Only Total Amount	F Local Only Total MOE Result	G Local Only Per Capita Amount	H Local Only Per Capita MOE Result	I Enrollment	J Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 4,078,850.46	Pass \$ -	\$ 7,769.24	Pass \$ -	\$ 1,750,326.56	Pass \$ -	\$ 3,333.96	Pass \$ -	525	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 3,607,690.07	Pass With Exemption(s) \$ 576,359.88	\$ 7,032.53	Fail \$ 1,123.51	\$ 1,432,189.96	Pass With Exemption(s) \$ 576,359.88	\$ 2,791.79	Pass With Exemption(s) \$ 1,123.51	513	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 4,118,167.49	Pass \$ -	\$ 8,387.31	Pass \$ -	\$ 1,839,456.87	Pass \$ -	\$ 3,746.35	Pass \$ -	491	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 4,663,587.20	Pass \$ -	\$ 10,340.55	Pass \$ -	\$ 1,972,067.09	Pass \$ -	\$ 4,372.65	Pass \$ -	451	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 5,729,990.96	Pass \$ -	\$ 12,456.50	Pass \$ -	\$ 2,898,245.54	Pass \$ -	\$ 6,300.53	Pass \$ -	460	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 5,679,696.44	Fail \$ -	\$ 13,395.51	Pass \$ -	\$ 2,817,083.61	Fail \$ -	\$ 6,644.07	Pass \$ -	424	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 5,691,684.65	Fail \$ -	\$ 14,053.54	Pass \$ -	\$ 2,775,447.19	Fail \$ -	\$ 6,852.96	Pass \$ -	405	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 6,095,983.27	Pass \$ -	\$ 15,278.15	Pass \$ -	\$ 2,914,039.62	Pass \$ -	\$ 7,303.36	Pass \$ -	399	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 6,008,089.51	Fail \$ -	\$ 15,210.35	Fail \$ -	\$ 3,174,544.38	Pass \$ -	\$ 8,036.82	Pass \$ -	395	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 6,184,203.38	Pass \$ -	\$ 15,232.03	Fail \$ -	\$ 3,084,423.44	Pass With Exemption(s) \$ 144,528.28	\$ 7,597.10	Fail \$ 365.89	406	Pass
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 6,765,362.53	Pass \$ -	\$ 16,500.88	Pass \$ -	\$ 2,943,195.64	Fail \$ -	\$ 7,178.53	Fail \$ -	410	Pass
Expenditures (Eligibility No PCRA) SEMB - SACS2022ALL (Expenditures less PCRA for Comparison Year)	\$ 6,765,362.53 \$ (928,034.93) \$ 5,837,327.60	Comparison Year 2021-2022	\$ 16,500.88 \$ (2,263.50) \$ 14,237.38	Comparison Year 2021-2022	\$ 3,084,423.44 \$ 3,084,423.44	Comparison Year 2020-2021	\$ 8,036.82 \$ 8,036.82	Comparison Year 2019-2020		
2022-2023 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 6,658,388.00	Pass	\$ 16,239.97	Pass \$ -	\$ 3,857,458.00	Pass	\$ 9,408.43	Pass \$ -	410	Pass

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

Signature of Authorized Agent

Date Signed

Jenny Haberin
Jenny Haberin Chief Business Officer

9-9-22

Contact Person's Name, E-Mail, and Telephone Number

Andrea Tennyson, andrea.tennyson@sbcss.net, (909)252-4508

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

YUCAIPA-CALIMESA JUSD

TT 3602 East Valley Consortium

Fiscal Year

2021-2022

School Year	A State and Local Total Amount	B State and Local Total MOE Result	C State and Local Per Capita Amount	D State and Local Per Capita MOE Result	E Local Only Total Amount	F Local Only Total MOE Result	G Local Only Per Capita Amount	H Local Only Per Capita MOE Result	I Enrollment	J Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ 10,908,760.07	Pass	\$ 10,119.44	Pass	\$ 3,383,019.22	Pass	\$ 3,138.24	Pass	1078	Pass
	\$ -		\$ -		\$ -		\$ -			
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ 10,911,029.26	Pass	\$ 10,697.09	Pass	\$ 2,776,239.12	Fail	\$ 2,721.80	Fail	1020	Pass
	\$ -		\$ -		\$ -		\$ -			
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ 10,741,031.92	Fail	\$ 11,096.11	Pass	\$ 3,025,671.84	Fail	\$ 3,125.69	Fail	968	Pass
	\$ -		\$ -		\$ -		\$ -			
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ 11,830,157.23	Pass	\$ 11,853.86	Pass	\$ 3,025,925.74	Fail	\$ 3,031.99	Fail	998	Pass
	\$ -		\$ -		\$ -		\$ -			
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ 13,154,636.14	Pass	\$ 11,872.42	Pass	\$ 5,637,937.66	Pass	\$ 5,088.39	Pass	1108	Pass
	\$ -		\$ -		\$ -		\$ -			
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ 14,684,090.77	Pass	\$ 12,593.56	Pass	\$ 6,689,813.53	Pass	\$ 5,737.40	Pass	1166	Pass
	\$ -		\$ -		\$ -		\$ -			
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ 15,252,244.76	Pass	\$ 11,572.26	Fail	\$ 8,265,756.27	Pass	\$ 6,271.44	Pass	1318	Pass
	\$ -		\$ -		\$ -		\$ -			
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ 18,415,019.30	Pass	\$ 13,711.85	Pass	\$ 9,550,915.63	Pass	\$ 7,111.63	Pass	1343	Pass
	\$ -		\$ -		\$ -		\$ -			
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ 19,018,521.78	Pass	\$ 14,893.13	Pass	\$ 9,951,216.67	Pass	\$ 7,792.65	Pass	1277	Pass
	\$ -		\$ -		\$ -		\$ -			
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ 19,150,141.57	Pass	\$ 14,259.23	Fail	\$ 8,314,304.47	Fail	\$ 6,190.84	Fail	1343	Pass
	\$ -		\$ -		\$ -		\$ -			
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ 23,537,058.39	Pass	\$ 18,147.31	Pass	\$ 11,059,345.32	Pass	\$ 8,526.87	Pass	1297	Pass
	\$ -		\$ -		\$ -		\$ -			
Expenditures (Eligibility No PCRA) SEMB - SACS2022ALL	\$ 23,537,058.39	Comparison Year	\$ 18,147.31	Comparison Year	\$ 11,059,345.32	Comparison Year	\$ 8,526.87	Comparison Year		
(Expenditures less PCRA for Comparison Year)	\$ (4,786,353.60)		\$ (3,690.33)							
	\$ 18,750,704.79	2021-2022	\$ 14,456.98	2021-2022	\$ 11,059,345.32	2021-2022	\$ 8,526.87	2021-2022		
2022-2023 Budget (Eligibility) SEMB - SACS Web 2022/23	\$ 21,247,196.99	Pass	\$ 16,381.80	Pass	\$ 11,157,384.10	Pass	\$ 8,602.45	Pass	1297	Pass
			\$ -				\$ -			

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

Signature of Authorized Agent

Date Signed

Printed Name and Title of Authorized Agent

Contact Person's Name, E-Mail, and Telephone Number

Eric Freeman, Assistant Superintendent Business Services

Andrea Tennyson, andrea.tennyson@sbcas.net, (909)252-4508

East Valley Selpa
Percent in GE for the MOE/Excess Cost
COLTON JUSD As Of 10/06/2021

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% - 10%	135	10%	90%	121.5
11% - 20%	169	20%	80%	135.2
21% - 30%	78	30%	70%	54.6
31% - 40%	76	40%	60%	45.6
41% - 50%	58	50%	50%	29
51% - 60%	24	60%	40%	9.6
61% - 70%	30	70%	30%	9
71% - 80%	50	80%	20%	10
81% - 90%	713	90%	10%	71.3
91% - 100%	691	99%	1%	6.91
Total:	2024	N/A	N/A	492.71

Number of full-time special education student equivalents calculator
(FTE of time spent in special education, excluding preschool and infants)

East Valley Selpa
Percent in GE for the MOE/Excess Cost
REDLANDS USD As Of 10/06/2021

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% - 10%	168	10%	90%	151.2
11% - 20%	125	20%	80%	100
21% - 30%	140	30%	70%	98
31% - 40%	66	40%	60%	39.6
41% - 50%	263	50%	50%	131.5
51% - 60%	88	60%	40%	35.2
61% - 70%	104	70%	30%	31.2
71% - 80%	161	80%	20%	32.2
81% - 90%	288	90%	10%	28.8
91% - 100%	695	99%	1%	6.95
Total:	2098	N/A	N/A	654.65

Number of full-time special education student equivalents calculator
(FTE of time spent in special education, excluding preschool and infants)

East Valley Selpa
Percent in GE for the MOE/Excess Cost
RIALTO USD As Of 10/06/2021

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% - 10%	207	10%	90%	186.3
11% - 20%	212	20%	80%	169.6
21% - 30%	52	30%	70%	36.4
31% - 40%	124	40%	60%	74.4
41% - 50%	58	50%	50%	29
51% - 60%	16	60%	40%	6.4
61% - 70%	33	70%	30%	9.9
71% - 80%	9	80%	20%	1.8
81% - 90%	204	90%	10%	20.4
91% - 100%	1370	99%	1%	13.7
Total:	2285	N/A	N/A	547.9

Number of full-time special education student equivalents calculator
(FTE of time spent in special education, excluding preschool and infants)

East Valley Selpa
Percent in GE for the MOE/Excess Cost
RIM / WORLD As Of 10/06/2021

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% - 10%	16	10%	90%	14.4
11% - 20%	12	20%	80%	9.6
21% - 30%	11	30%	70%	7.7
31% - 40%	16	40%	60%	9.6
41% - 50%	26	50%	50%	13
51% - 60%	15	60%	40%	6
61% - 70%	17	70%	30%	5.1
71% - 80%	14	80%	20%	2.8
81% - 90%	67	90%	10%	6.7
91% - 100%	102	99%	1%	1.02
Total:	296	N/A	N/A	75.92

Number of full-time special education student equivalents calculator
(FTE of time spent in special education, excluding preschool and infants)

East Valley Selpa
Percent in GE for the MOE/Excess Cost
YUCAIPA JUSD As Of 10/06/2021

Percentage of Time	Total Special Education Pupil Count by Percentage	Percentage in General Education	Percentage in Special Education	Special Education FTE
0% - 10%	65	10%	90%	58.5
11% - 20%	20	20%	80%	16
21% - 30%	17	30%	70%	11.9
31% - 40%	26	40%	60%	15.6
41% - 50%	141	50%	50%	70.5
51% - 60%	72	60%	40%	28.8
61% - 70%	34	70%	30%	10.2
71% - 80%	83	80%	20%	16.6
81% - 90%	252	90%	10%	25.2
91% - 100%	329	99%	1%	3.29
Total:	1039	N/A	N/A	256.59

Number of full-time special education student equivalents calculator
(FTE of time spent in special education, excluding preschool and infants)

2021/22 Enrollment Data

DISTRICT	CDS CODE	ELEMENTARY GRADES										
		K	1	2	3	4	5	6	7	8	Ungr Elem	Tot Elem
Colton	3667686	1,476	1,422	1,442	1,478	1,557	1,557	1,546	1,574	1,527	-	13,579
Redlands	3667843	1,431	1,308	1,351	1,467	1,398	1,516	1,522	1,611	1,598	-	13,202
Rialto	3667850	1,827	1,770	1,744	1,706	1,800	1,882	1,781	1,815	1,950	-	16,275
Rim	3667868	238	202	199	204	222	206	189	217	214	-	1,891
Yucaipa	3667959	880	682	705	678	700	757	714	751	744	-	6,611
TOTAL		5,852	5,384	5,441	5,533	5,677	5,918	5,752	5,968	6,033	-	51,558

SECONDARY GRADES					
9	10	11	12	Ungr Sec	Total Sec
1,658	1,655	1,516	1,578	-	6,407
1,733	1,785	1,706	1,736	-	6,960
1,901	2,000	2,082	1,846	-	7,829
276	247	262	231	-	1,016
744	787	758	807	-	3,096
6,312	6,474	6,324	6,198	-	25,308

A Tennyson 7/26/22

Total Enrollment
19,986
20,162
24,104
2,907
9,707
76,866

Source:

CA Department of Education

DATA Quest - Enrollment Data

<http://dq.cde.ca.gov/dataquest/page2.asp?level=District&subject=Enrollment&submit1=Submit>

4.5 Dispute Prevention/Resolution & Learning Recovery Plans/Funds



EAST VALLEY
SELPA

Educating Together

Dispute Prevention & Learning Recovery Funds & Plans – Interim Update

Patty Metheny, Ed.D., East Valley SELPA
Chief Administrative Officer
September 15 & 21, 2022



Dispute Prevention & Resolution (ADR): Allocation & Purpose of the Funds

SEC. 160. (a) The sum of one hundred million dollars (\$100,000,000)* is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis for allocation to special education local plan areas for the purpose of supporting member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020 to September 1, 2021, inclusive, in a collaborative and equitable manner.



Learning Recovery: Allocation & Purpose of the Funds

SEC. 161. (a) The sum of four hundred fifty million dollars (\$450,000,000)* is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis for allocation to special education local plan areas and shall be expended by special education local plan areas and their member local educational agencies for purposes of providing learning recovery support to pupils, as defined in this section, associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive.

EV SELPA CDE Apportionments Provided September 2021

Dispute Prevention & Resolution (ADR) ALLOCATION

LEA	CDE Pupil Count	Estimated Amount
EV SELPA	10,230	\$1,271,228
	20%	\$243,446
Remaining for Allocation		\$1,027,782
Colton JUSD	2743 (27%)	\$277,501
Redlands USD	2801 (27%)	\$277,501
Rialto USD	2942 (29%)	\$298,057
Rim of the World USD	408 (4%)	\$41,111
YCJUSD	1336 (13%)	\$133,612

EV SELPA CDE Apportionments Provided September 2021

LEARNING RECOVERY FUNDS

LEA	CDE Pupil Count	Estimated Amount
EV SELPA Total	10,230	\$5,720,524
Colton JUSD	2743 (27%)	\$1,544,541
Redlands USD	2801 (27%)	\$1,544,541
Rialto USD	2942 (29%)	\$1,658,952
Rim of the World USD	408 (4%)	\$228,822
YCJUSD	1336 (13%)	\$743,668

The Plans

(Submitted October 1, 2021)

One EV SELPA-wide Dispute Prevention & Resolution Plan

(Districts submitted individual plans to EV SELPA. Plan activities and funds were collated for submission of plan to CDE by the EV SELPA)

Five Individual LEA Learning Recovery Plans Will be the EV SELPA Submission

(Districts submitted individual plans to EV SELPA. EV SELPA submitted the individual plan of each district to CDE as the EV SELPA submission.)

EV SELPA Oversight & Support



2021-2023

- Steering Committee Meetings
- Quarterly Monitoring
 - Expenditures
 - Plan activities
- Review Meetings
- Interim Reporting 2022
- Final Reporting 2023

Interim Reporting



www.educba.com

Interim Updates of the EV SELPA & Its Members Districts' Plans

September 2022



EV SELPA

Program Manager Jennifer Brooksby



Dispute Prevention & Resolution (ADR)

- EV SELPA ADR Leadership Team – plan events and support member districts
- EV SELPA Parent Liaison Certification Classes
- EV SELPA Virtual ADR Parent-Educator Event
- Professional development attendance
- Program Manager and SELPA Services Specialist support

Funds Spent to-Date = \$96,374.34

Funds Remaining = \$147,071.66



Colton

Director Rob Pearson



Dispute Resolution (ADR)

- Summer ADR Institute for staff in basic and advanced ADR topics facilitated by experts
- Parent ADR Institute with topics to include IEP preparation and participation, rights and responsibilities, collaboration and problem solving
- Training and mediation through Pepperdine Straus Institute and High Conflict Institute

Funds Spent to-Date = \$68,932.45
Funds Remaining = \$208,568.55

Learning Recovery

- PD to increase staff's ability to provide support for student learning
- Intercession SEL & Academic Support Programs
- Leadership PD to increase leadership capacity to ensure students learning needs are met
- PD for the use of technology
- Contract staff to complete overdue assessments and IEPs

Funds Spent to Date = \$641,319.41
Funds Remaining = \$903,221.59



Redlands

Executive Director Patti Buchmiller



Dispute Resolution (ADR)

- TOA (1/2) – provide oversight for planning and triage needs (get to the why)
- Parent training in a series of Parent Nights
- Special Education Lawyer Training Series

Learning Recovery

- TOA (1/2) – provide oversight for planning
- Extend/expand before and after school classes, school breaks, weekends, summers – reading, math, SEL, social skills instruction (transportation pending)
- Extended hours assessment team for initials & overdue IEPs
- Identify & purchase a credit recovery program

Funds Spent to-Date = \$98,119.06
Funds Remaining = \$179,381.94

Funds Spent to-Date = \$1,484,759.75
Funds Remaining = \$59,781.25



Rialto



Lead Special Services Agent Jennifer Johnson

Dispute Resolution (ADR)

- Staff ADR training by consultant experts
- Parent Special Education Academy
- Conduct ADR sessions
- Outreach to parents of SWDs, focused on those who faced barriers

Funds Spent to-Date = \$93,356.47
Funds Remaining = \$204,700.53

Learning Recovery

- Special Education and Related Services Camp
- Social Emotional Learning and Behavior Supports
- Academic and Related Services Before and After School
- Professional Development

Funds Spent to-Date = \$122,438.94
Funds Remaining = \$1,536,513.06



Rim of the World

Director Shannon Hansen



Dispute Resolution (ADR)

- Program Specialist to support early intervention of parent concerns
- Trainings to staff for ADR strategies
- Meetings with families to resolve concerns related to IEPs

Funds Spent to-Date = \$5,475.83

Funds Remaining = \$35,635.17

Learning Recovery

- Extend daily hours of instructional aides
- Purchase and provide training in reading instruction program
- Hire additional EL instructional aides or extending hours of existing staff
- Additional school psychologist & extra pay to staff to conduct overdue assessments
- Purchase and train in use of technology for SWDs

Funds Spent to-Date = \$201,493.80

Funds Remaining = \$27,328.20



Yucaipa-Calimesa

Executive Director Leslie Burghardt



Dispute Resolution (ADR)

- ADR staff training conducted by experts
- Parent trainings in Special Ed 101, parent rights, advocacy for their child
- “Dine with the Director” events
- Develop Parent Network
- Family outreach to connect families with community resources

Funds Spent to-Date = \$34,484.44
Funds Remaining = \$99,127.56

Learning Recovery

- Jump Start Summer special education staff
- PBIS training in Tier I supports in collaboration with general ed and SWD staff
- UDL training for all teachers by expert
- Special Ed staff training on Zones of Regulation
- Before and after school learning opportunities
- Additional behavior support facilitation aides

Funds Spent to-Date = \$164,396.59
Funds Remaining = \$579,271.41

Reporting Requirements

Dispute Prevention & Resolution (ADR)

Due Date: September 30, 2023

Requirement

Number of cases mediated through ADR

Number of cases totally resolved by agreement

List of issues that generated the request for dispute resolution services

Demographics of pupils (disability, family income, EL, primary language)

Summary of outreach activities

Summary of activities conducted in partnership with family support organizations

Learning Recovery

Due Date: September 30, 2023

Requirement

Summary of learning recovery services

Demographics of pupils (disability, family income, EL, primary language)



Questions



EAST VALLEY
SELPA

Educating Together

4.6 EV SELPA Fiscal Reporting Calendar 2022-2023



FY 2022-23 FISCAL REPORTING CALENDAR

JULY 2022

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

AUGUST 2022

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

SEPTEMBER 2022

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

OCTOBER 2022

- 10/03/22** SELPA to begin working on 1st Interim budget revisions. Districts to provide SELPA with CY (22/23) P-1 ADA estimates & changes to PY ADA (if any) by Oct 14 for First Interim reporting and Projections
- 10/13/22** SELPA to present Final SEMA, SEMB, SYT, Excess Cost Reports at Steering/Finance due to CDE 11/15/22
- 10/13/22** SELPA to submit PY (21) Annual Infant Funding Report to SBCSS
- 10/14/22** Districts to provide Grant Exp Report 4 or Final (July 1 – September 30 CY) to SELPA if applicable
- 10/17/22** SELPA to submit Extraordinary Cost Pool (ECP) program claim to SBCSS for CDE submission
- 10/17/22** Districts to provide SELPA September PARs and PYR for TPP
- 10/28/22** Deadline for SELPA/SBCSS to submit CY (22/23) Part C Early Start Application to CDE
- 10/28/22** Deadline for SELPA/SBCSS to submit PY (21/22) Extraordinary Cost Pool claim to CDE – funded at Annual - Done
- 10/28/22** SELPA to submit Aug TPP Service and Certified Invoices to DOR

Subject to change, updated as needed.

9/09/22



FY 2022-23 FISCAL REPORTING CALENDAR

NOVEMBER 2022

- 11/01/22 SELPA to submit Infant Waiver Request to CDE if applicable
- 11/10/22 SELPA to present CY (22/23) 1st Interim EV SELPA Budgets at Steering/Finance
- 11/10/22 SELPA to present CY (22/23) 1st Quarter NPS reimbursement transfer for paid invoices at Steering/Finance
- 11/10/22 SELPA to present Schedule REX (22/23) 1st Interim projections at Steering/Finance
- 11/10/22 SELPA to provide Districts Fall 1 count for SBCSS Fee-for-Service for verification
- 11/18/22 SELPA to submit Maintenance of Effort SEMA 21/22 Unaudited Actuals vs. 20/21 Actuals to CDE
- 11/18/22 SELPA to submit Maintenance of Effort SEMB 21/22 Unaudited Actuals vs. 22/23 Budget to CDE
- 11/18/22 SELPA to submit Excess Cost Calculation(s) to CDE
- 11/18/22 SELPA to submit Maintenance of Effort Subsequent Year Tracking Worksheets to CDE
- 11/18/22 SELPA to submit Table 8 due to CDE
- 11/18/22 Districts to provide Oct PARs and PYR for TPP to SELPA
- 11/28/22 SBCSS FFS Fall 1 count signed verification forms due to SELPA from District Spec Ed Directors
- 11/30/22 SELPA/IBS to submit Part C Grant Application Package to CDE
- 11/30/22 SELPA to submit Medi-Cal Program 2022-23 LEA BOP Annual report to DHCS
- 11/30/22 SELPA to submit September TPP Service and Certified Invoices to DOR

DECEMBER 2022

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

JANUARY 2023

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

FEBRUARY 2023

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

Subject to change, updated as needed.

FY 2022-23 FISCAL REPORTING CALENDAR

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

MARCH 2023

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

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

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

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

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

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

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

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

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

APRIL 2023

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

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

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

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

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

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

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

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

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

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

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

TBD SELPA to send districts Low Incidence Inventory Report for review

MAY 2023

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

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

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

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

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

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

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

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

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

Subject to change, updated as needed.

9/09/22



FY 2022-23 FISCAL REPORTING CALENDAR

JUNE 2023

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

PROGRAM ITEMS

4.7 EV SELPA Compliance

4.8 EV SELPA Supporting Inclusive Practices



Supporting
Inclusive
Practices

www.sipinclusion.org
Twitter/Facebook: @sipinclusion

Welcome Webinar

September 13th, 2022

Funded by the California Department of Education, Special Education Division

GRANTEES WE SUPPORT



Kristin Brooks

kbrooks@rcoe.us

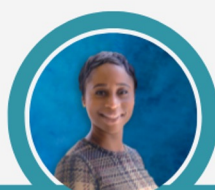
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College of the Desert (RCOE)
Corona-Norco USD
La Mesa Springs Valley SD
Oceanside USD
Palm Springs USD
San Bernardino COE
Santee SD

SIP in Action!



Tier 1

Provision of no-cost professional development offered in-person and virtually and open to any school community throughout the state.

Tier 2

Direct technical assistance to grantees provided at the county, Special Education Local Plan Area (SELPA), district, and individual site levels.

Tier 3

Support for districts in Level 2 Intensive Compliance and Improvement Monitoring, statewide committee membership, and specially designed technical assistance at the request of CDE.



SIP Tier 1 Supports: Available to All Partners and Stakeholders

- Statewide In-Person and Virtual Events
- Leadership Team Thought Partnering/Planning on Request
- Integration and Connections to Statewide System of Support Partners and Resources
- Website: www.sipinclusion.org
- Social Media Sharing of State/Federal Resource: FB/Twitter @sipinclusion
- *The Special EDge newsletter*



SIP Tier 2 Supports: Available to Grantees

- Personalized Professional Development
- Leadership Team Strategic Planning Support
Focused on Intentional Design and Redesign
- Connections Across and Beyond Statewide
System of Support
- Grant Funding



SIP Tier 3 Supports: California Department of Education

- Technical assistance for Intensive Level 2 LEAs in the Compliance and Improvement Monitoring (CIM) process.
- Statewide committee membership.
- Specially designed technical assistance at the request of CDE.



Grantee Deliverables

- SIP Welcome Webinar
- SIP Spring Institute
- Quarterly SIP Meetings
- One on site visit with TA provider per year, at minimum
- Demonstrate Improvement in indicators 3, 5, 6, and 7
- Documented plan to demonstrate focused improvement efforts
- Expenditure Reports to CDE and Maintain Backup Documentation

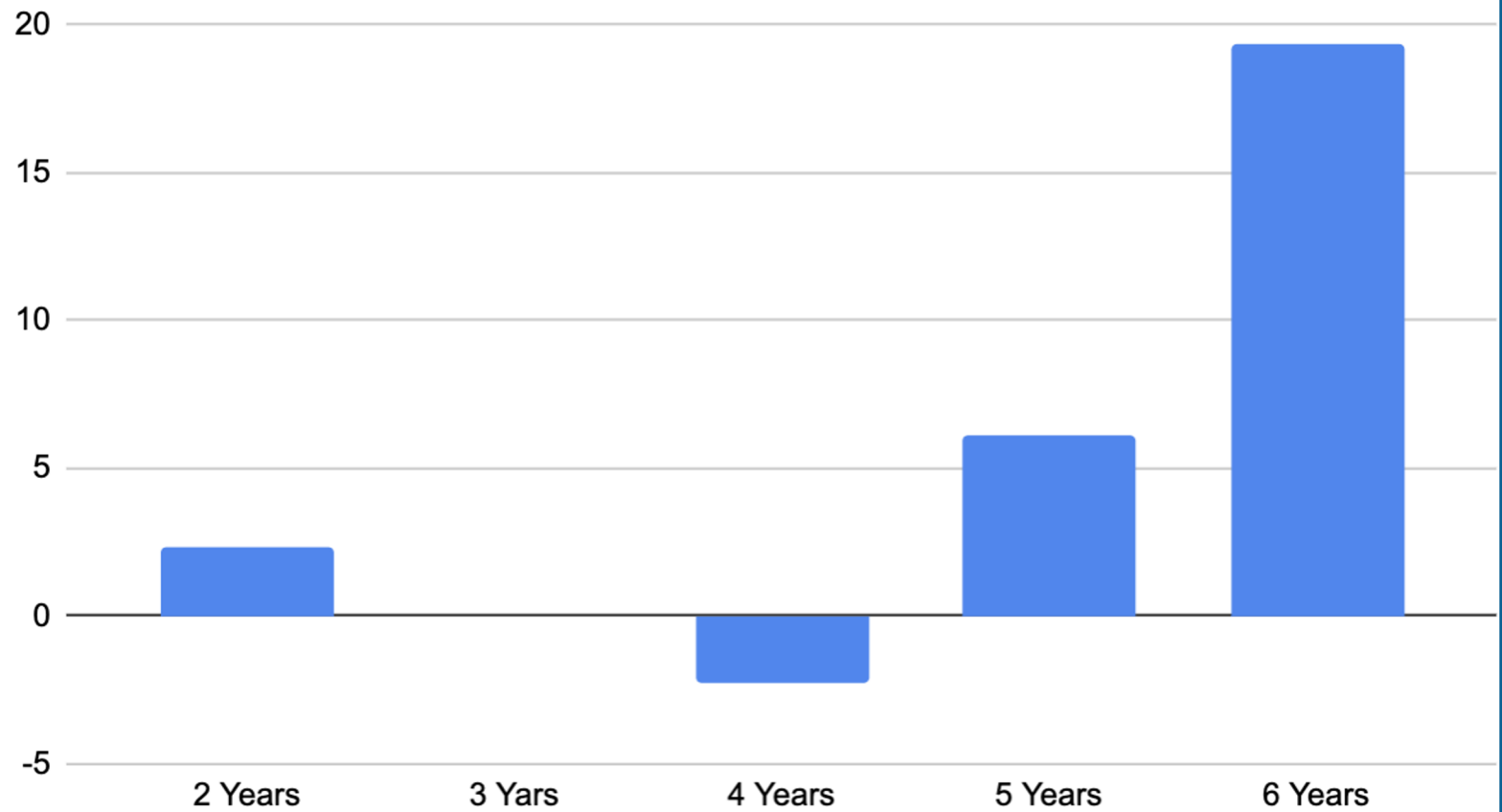


Data 2021-2022 Key Findings: LRE

- Grantee data trends in desired directions. Overall, grantees see positive LRE indicator movement and meet state targets. This is in spite of new grantees in the past two years entering the project with lower LRE indicator performance than prior new grantees.
- LRE indicators related to preschool show less movement and a more varied pattern than non-preschool indicators.



Indicator 5a SIP Grantee Data 2015-2021



Archived Virtual Events



<https://www.sipinclusion.org/what-we-do/archived-virtual-events/>

Featured Podcast



SIP and Sam Coffee Talk: A Deeper Dive into the Power of Language

Anchor

SIP and Sam Coffee Talk today • By [Sam Drazin](#) • Feb 27



00:00

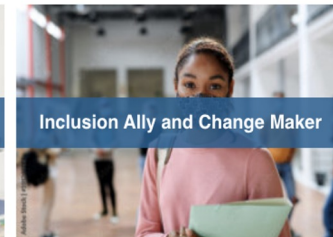
Share

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Recorded Webinars



Behavior Supports



Inclusion Ally and Change Maker



Co-Teaching



Culture of Inclusion



Equity and Inclusion



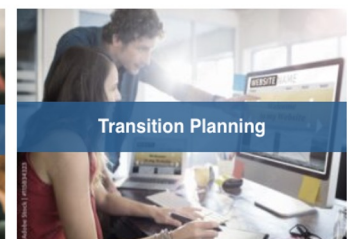
Inclusion for Paraeducators



Parent/Family Engagement



Inclusion Conference 2022



Transition Planning

**Current Issue: The Special EDge Newsletter:
Spring-Summer 2022**



Past Issues



The Special EDge Newsletter: Winter 2022



The EDge Newsletter: Spring 2021



The EDge Newsletter: Summer 2020

The Special EDge Newsletter

To subscribe send a blank email to:
join-edge-newsletter@mlist.cde.ca.gov



<https://www.sipinclusion.org/newsletters/>



Save the Dates!



- Unapologetically Able: Courageous Conversations with Chaeli Mycroft September 26th (virtual)- Register NOW!
- UPK Series (Virtual): Jan. 18th, Jan. 25th, Feb. 1st, Feb. 8th, March 1st, March 8th
- SIP Virtual Inclusion Conference May 4th- 5th, 2023



Grantee Exclusive Events

- Inclusion Community of Practice (Virtual)
 - Jan. 26th 3:00- 5:00
 - March 7th 3:00- 5:00
 - April 18th 3:00- 5:00
- SIP Spring Institute In- Person April 6th, 2023
9:00am-2:00pm



EV-SELPA SIP Reimbursement

Grant Award Notification Received
\$90,000 + \$30,000

Grant Timeline
July 1, 2021 - September 30, 2023

District Reimbursement Process
Fillable PDF request for reimbursement
email to Jennifer.Brooksby@sbcss.net

EAST VALLEY SELPA <i>Educating Together</i>		East Valley Special Education Local Plan Area DISTRICT APPLICATION FOR SUPPORTING INCLUSIVE PRACTICES (SIP) FUNDS	
Date:	District Name:		
Person Making the Request:			
Email:	Phone Number:		
Amount Requested:	FAR Attached: <input type="checkbox"/>		
Details of the Request:			
District's Desired Results – Outcome Anticipated from this Request:			
How the Request Aligns with the District's Desired Results:			
Date Received by SELPA:		Date Approved by SELPA:	
Date Returned to District for Additional Information:			
Additional Information Needed:			
Final Approval by SELPA:		Date SELPA Process Funds Transfer:	
SIP Refunds Remaining for District:			



Current Reporting & Expenditures

EV SELPA Expenditures

Partnership with Ventura County SELPA

Katie Novak & Shelley Moore Series

SELPA Expenditures: \$24,602.99

Current District Expenditures

Redlands \$8,839.61

Rialto \$14,000.00

Projected Expenditures 2022-23

Professional Development
Teacher Stipends for Trainings

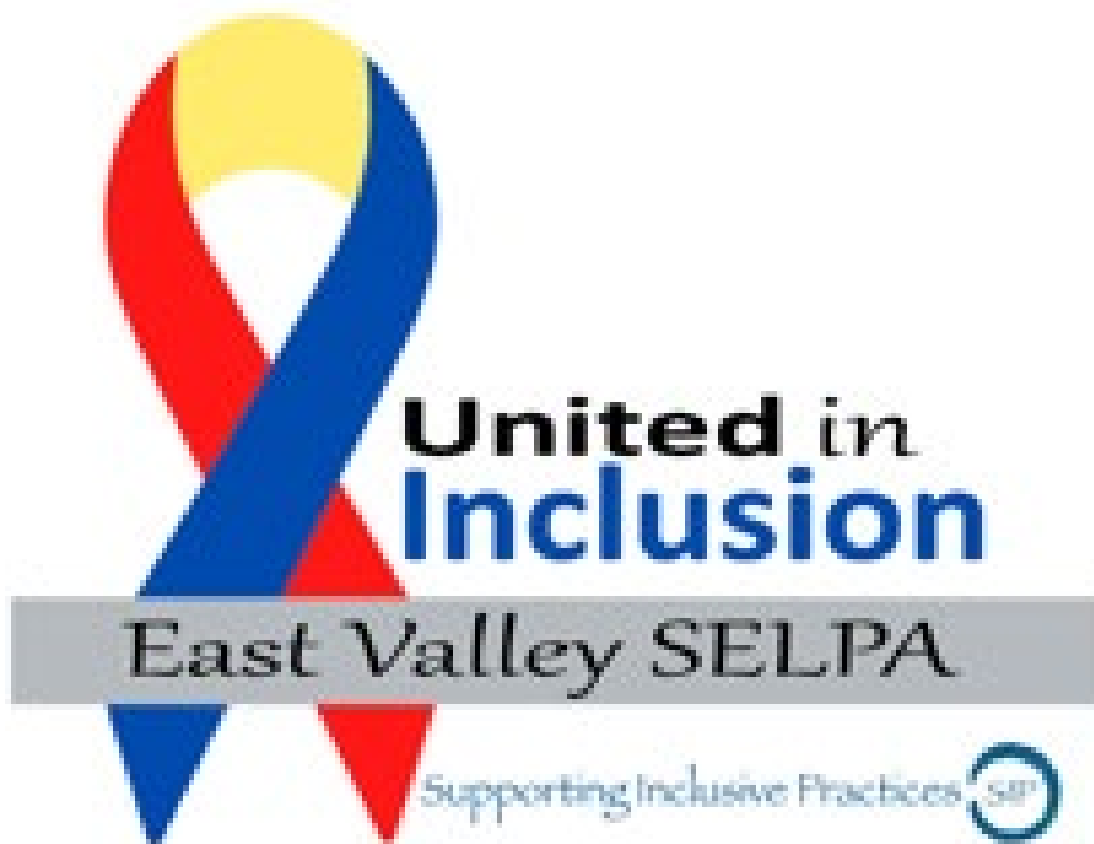
SIP Beliefs, Experiences and Practices Survey 2022-23



<https://www.surveymonkey.com/r/ZVJKHDL>



Supporting Inclusive Practices



United in Inclusion Ribbon Blueprint for Inclusion (BFI)

Based on: PBIS Tiered Fidelity Inventory (TFI)

Tier I – Envisioning & Building (Bronze)

FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site's Leadership Team has participated in professional development designed to promote understanding of the principles of inclusion, strategies for working with SWDs, and tips for making an inclusive environment successful	Evidence of Inclusion Leadership Team attendance in Professional Development related to the principles and implementation of inclusive practices and goals established for ongoing Professional Development for site improvement.	0 = Professional Development goals have not been established or fewer than 50% Inclusion Leadership team attended 1 = Professional Development goals have been established and 50% of the Inclusion Leadership Team attended 2 = Professional Development goals have been established and the Inclusion Leadership Team has attended
Site Leadership Team Procedures: Site leadership team meets (a) at least monthly, (b) has regular meeting format/agenda, (c) minutes, (d) a current action plan.	Leadership team meeting agenda and minutes Leadership team action plan for inclusion	0 = Leadership team does not meet regularly, no agenda, no minutes, or no action plan 1 = Leadership team has at least 2 but not all 4 features 2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed an action plan. Attendance at meetings is > 80% of participants
Culture Change Expectations: The site has created vision, mission, and value statements for the transition to inclusivity. These statements have been broadly messaged to a variety of stakeholders for input, development, and acceptance.	Copies of the vision, mission, and value statements Dissemination to stakeholders	0 = The statements lack specificity or have not been communicated to all stakeholders 1 = Statements lack specificity or have not been communicated to stakeholders 2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders
LRE Achievement: The school developed an action plan to improve SpEd LRE data with quantifiable metrics. 100% of M/M students are rostered to a Gen Ed teacher.	Quantifiable goals Class Rosters	0 = Inclusion team has not set measurable goals and less than 100% of M/M students are rostered to a Gen Ed teacher 1 = Goals established lack specificity or fewer than 100% of M/M students are rostered to a Gen Ed teacher 2 = Goals are clearly defined with measurable outcomes and 100% of M/M students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

United in Inclusion Ribbon Blueprint for Inclusion (BFI)

Based on: PBIS Tiered Fidelity Inventory (TFI)

Tier II – Implementing (Silver)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site has established Professional Development guidelines to build capacity in its teachers within the framework of inclusion.	Evidence of staff attendance in Professional Development designed to build capacity in staff	0 = Professional Development has not been identified or fewer than 5 people have attended 1 = Professional Development opportunities have been provided and 25% of the staff have attended 2 = Professional Development opportunities have been provided and at least 50% of staff have attended
Site Leadership Team Procedures: The leadership team undertakes strategic planning and data analysis utilizing systematic tools to identify areas of growth and opportunity for equity and inclusion. Specific goals are established to lead to more inclusive policies and practices.	Site leadership team meeting agenda and minutes Goals for inclusive practices	0 = Leadership team does not meet regularly, no agenda, no minutes, or no inclusive goals 1 = Leadership team has at least 2 but not all 4 features 2 = Leadership team meets at least monthly and uses regular meeting format/agenda with minutes, and has developed inclusive goals. Attendance at meetings is >80% of participants
Culture Change Expectations: The site has identified inclusive policies and practices with strategic planning to achieve goals. These have been communicated to staff and parents.	Written policies Measurable goals	0 = The statements lack specificity or have not been communicated to all stakeholders 1 = Statements lack specificity or have not been communicated to stakeholders 2 = Statements provide a clear, defined direction of inclusivity for all students and evidence demonstrates a systematic dissemination to all stakeholders
LRE Achievement: 100% of students are rostered to a Gen Ed teacher. Goal established to meet Indicator for students who spend >80% of their day in Gen Ed (Indicator 5a) Goal established to meet Indicator for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Goals for meeting Indicators 5a & b are not achievable and fewer than 100% of students are rostered to a Gen Ed teacher 1 = Goals for meeting Indicators 5a & b are not achievable or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Goals are achievable and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

United in Inclusion Ribbon Blueprint for Inclusion (BFI)

Based on: PBIS Tiered Fidelity Inventory (TFI)

Tier III – Scaling (Gold)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site engages in ongoing Professional Development designed to scale up the practice of equity and inclusion for all students.	Evidence of staff attendance in ongoing Professional Development related to the practice of equity and inclusion for all students.	0 = Professional Development has been sporadic, not widespread, or not focused on equity and inclusion. 1 = Professional Development is focused on equity and inclusion but fewer than 50% of staff attend 2 = Professional Development is focused on equity and inclusion with greater than 75% of staff in attendance
Site Leadership Team Procedures: The leadership team continues regular meetings with a focus scaling up their inclusive practices. The inclusion team takes a leadership role in supporting district wide practices to improve LEA inclusivity	Leadership team meeting agenda and minutes Plan for scaling inclusive practices Site visits from other district school teams	0 = Leadership team does not meet regularly, no plan to scale up inclusive practices, or no site visits from other district schools 1 = Leadership team has at least 2 but not all 3 features 2 = Leadership team meets regularly with agenda/minutes, supports other district schools in site visits, and has plan to scale up inclusive practices. Attendance at meetings is >80% of participants
Culture Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students.	Staff interviews and/or survey Parent interviews and/or survey	0 = Parent voice has not been sought and staff demonstrate a mixed adoption of inclusive practices. 1 = Parent voice has not been sought or staff demonstrate a mixed adoption of inclusive practices 2 = Evidence that parent input in developing inclusive practices has been considered and staff demonstrate a culture change to equitable inclusion of all students.
LRE Achievement: 100% of students are rostered to a Gen Ed teacher. Target met for students who spend >80% of their day in Gen Ed (Indicator 5a) Target met for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Have not met Indicator 5a & b and fewer than 100% of students are rostered to a Gen Ed teacher 1 = Goal met for Indicator 5a or b or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Met Indicator 5a & b and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

United in Inclusion Ribbon Blueprint for Inclusion (BFI)

Based on: PBIS Tiered Fidelity Inventory (TFI)

Tier IV –Sustaining (Platinum)		
FEATURE	POSSIBLE DATA SOURCES	SCORING CRITERIA
Professional Development: The site has become a model school for inclusion within the community and regularly engages in showcasing their programming to support other district sites or LEAs in developing their inclusive practices.	Evidence of visits from other school sites or LEAs to observe positive inclusive practices.	0 = The site has not taken the initiative to invite other district schools/LEAs to observe the program. 1 = The site hosts other district schools/LEAs and/or fewer than 50% of classrooms are showcased. 2 = The site hosts other district schools or LEAs > 50% of classrooms are showcased.
Site Leadership Team Procedures: The leadership team continues monthly meetings with a focus sustaining inclusive practices and procedures. The leadership team takes an active role in supporting SELPA wide practices to improve LEA inclusivity	Leadership team meeting agenda and minutes Plan for sustaining inclusive practices Site visits from other SELPA school teams	0 = Leadership team does not meet regularly, no plan for sustaining inclusivity, or no site visits from other SELPA schools. 1 = Leadership team has at least 2 but not all 3 features 2 = Leadership team meets regularly with agenda/minutes, has developed an action plan to sustain inclusion, and participates in SELPA inclusive initiatives. Attendance at meetings is > 80% of participants
Culture Change Expectations: Site demonstrates a commitment to parent/guardian voice in the development and implementation of inclusive practices. A culture of inclusion has been adopted by the staff in support of equitable practices that provides for the best access for all students. The school site demonstrates a commitment to the student voice regarding the inclusivity of peers	Staff interviews and/or survey Parent interviews and/or survey Student interviews and/or survey	0 = Parent and student voices have not been sought and staff demonstrate a mixed adoption of inclusive practices. 1 = Parent and student voices have not been sought or staff demonstrate a mixed adoption of inclusive practices 2 = Evidence that parent and student input in developing inclusive practices have been considered and staff demonstrate commitment to inclusion
LRE Achievement: 100% of students are rostered to a Gen Ed teacher. Target maintained for 2 years for students who spend >80% of their day in Gen Ed (Indicator 5a) Target maintained for 2 years for students who spend <40% of their day in Gen Ed (Indicator 5b)	Class Rosters Indicator 5a data Indicator 5b data	0 = Have not met Indicator 5a & b for 2 consecutive years and fewer than 100% of students are rostered to a Gen Ed teacher 1 = Indicator 5a or 5b met for 2 consecutive years or fewer than 100% of students are rostered to a Gen Ed teacher 2 = Indicator 5a & b met for 2 consecutive years and 100% of students are rostered to a Gen Ed teacher

Scoring Criteria: 0 = Not Implemented; 1 = Partially Implemented; 2 = Fully Implemented

Validation Responsibilities	
EV SELPA Responsibilities	
Identify trainings Provide guidance to LEAs on best practices Manage SIP funding reimbursement Match target schools with validation partners Manage validation interviews Establish validation timelines	
District Responsibilities	
Develop annual execution plan Identify target schools Guide schools through PD selection Report back to SIP Leadership team on progress Develop plan for IEPs to reflect changes to more inclusive settings Participate in SELPA wide validation confirmations	
Validation Process	
<ol style="list-style-type: none"> 1) District identifies school(s) to participate in Ribbon of Inclusion program 2) District submits Validation Plan to EV SELPA with prospective validation date 3) District submits the Blueprint for Inclusion (BFI) self-validation inventory to SELPA prior to validation date 4) SELPA schedules LEA validation partners review evidence sources and conduct onsite visits within 30 days of district's desired validation date 5) SELPA notifies district of Ribbon of Inclusion final determination within 30 days of validation visits 6) SELPA invites district school to the next EV SELPA Board of Directors meeting for recognition 7) At district request, EV SELPA will provide a representative to attend district board meeting to recognize site Ribbon of Inclusion awards 	



United in Inclusion Ribbon Validation Plan

To be completed in collaboration with
District SpEd Administration, Site Administration, and Site Leadership Team



District _____

School Site _____

Desired Validation Date _____

Ribbon Level

☐

Bronze

☐

Silver

☐

Gold

☐

Platinum

Professional Development Needs

What professional development opportunities does the site require?

Site Leadership Team

Who are the members of the Site Leadership Team and what are the goals for the team?

Cultural Change Expectations

What cultural change goals will be addressed this year?

Least Restrictive Environment Goals

What are the current LRE statistics for the school and how many students are rostered to a Gen Ed teacher?

School Site Strengths

Barriers to Inclusion

Submit to EV-SELPA: Jennifer.Brooksby@sbcss.net

4.9 EV SELPA Alternative Dispute Resolution



East Valley Special Education Local Plan Area
PARENT REQUEST FOR ADR

Student Name: _____ DOB: _____ Grade: _____

School Attending: _____ District: _____

Parent(s) Name(s): _____ Language: _____

Parent(s) Email: _____ Phone: _____

Case Carrier: _____ Email: _____

Current Services:

- | | | | | |
|---------------------------------|--|--------------------------------------|--|------------------------------|
| <input type="checkbox"/> APE | <input type="checkbox"/> BI | <input type="checkbox"/> Couns - Grp | <input type="checkbox"/> Couns - Indiv | <input type="checkbox"/> DHH |
| <input type="checkbox"/> Health | <input type="checkbox"/> Intensive Indiv | <input type="checkbox"/> LSH | <input type="checkbox"/> OT | <input type="checkbox"/> SAI |
| <input type="checkbox"/> VI | <input type="checkbox"/> Other: _____ | | | |

Brief Description of the conflict or dispute:

Actions taken and/or strategies implemented prior to requesting EV SELPA ADR Cadre facilitator:

Parent request received: ☐ by phone ☐ in person By: ☐ District or ☐ SELPA
Staff: _____ Date: _____

Parent is requesting: ☐ Informal Resolution Session ☐ Facilitated IEP

SELPA obtained district agreement to participate in ADR: Date: _____

District ADR Rep: _____



East Valley Special Education Local Plan Area
PARENT REQUEST FOR ADR

Notes:



East Valley Special Education Local Plan Area
DISTRICT REQUEST FOR ADR

Student Name: _____ DOB: _____ Grade: _____

School Attending: _____ District: _____

Parent(s) Name(s): _____ Language: _____

Parent(s) Email: _____ Phone: _____

Case Carrier: _____ Email: _____

Current Services:

- | | | | | |
|---------------------------------|--|--------------------------------------|--|------------------------------|
| <input type="checkbox"/> APE | <input type="checkbox"/> BI | <input type="checkbox"/> Couns - Grp | <input type="checkbox"/> Couns - Indiv | <input type="checkbox"/> DHH |
| <input type="checkbox"/> Health | <input type="checkbox"/> Intensive Indiv | <input type="checkbox"/> LSH | <input type="checkbox"/> OT | <input type="checkbox"/> SAI |
| <input type="checkbox"/> VI | <input type="checkbox"/> Other: _____ | | | |

Brief Description of the conflict or dispute:

Actions taken and/or strategies implemented prior to requesting EV SELPA ADR Cadre facilitator:

Parent participation in ADR is voluntary. Parent agreement to participate obtained by:

Staff: _____ Date: _____

District ADR Contact: _____

Email: _____ Phone: _____

District is requesting: ☐ Informal Resolution Session ☐ Facilitated IEP

Signature - Director/Spec Ed Administrator

Date

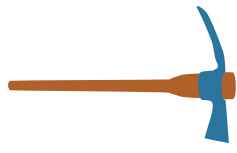


ADR Cadre 2022-2023 Meeting & Event Schedule

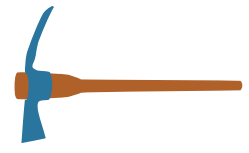
<u>Event</u>	<u>Day</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
ADR Cadre Mtg	Thurs	8/18/22	8:00 – 10:00	Zoom
High Conflict Cert, Part I	Tues	8/23/22	2:00 – 4:00	In-Person
High Conflict Cert, Part II	Wed	9/14/22	2:00 – 4:00	In-Person
High Conflict Cert, Part III	Fri	10/21/22	2:00 – 4:00	In-Person
High Conflict Cert, Part IV	Wed	11/9/22	2:00 – 4:00	In-Person
High Conflict Cert, Part V	Thurs	12/15/22	2:00 – 4:00	In-Person
High Conflict Cert, Part VI	Tues	1/17/23	2:00 – 4:00	In-Person
Parent Educator Conference	Fri & Sat	9/16/22 & 9/17/22	9:00 – 12:00	Virtual
High Conflict Workshop, Part I	Thurs	10/20/22	9:00 – 12:00	Virtual
High Conflict Workshop, Part II	Tues	12/6/22	9:00 – 12:00	Virtual
David Dowling Workshop	Tues	1/24/23	9:00 – 12:00	Virtual
State ADR Conference	Thurs & Fri	3/16/23 & 3/17/23	8:00 – 4:00	Riverside Conv Center
ADR Cadre Mtg	Thurs	5/18/23	8:00 – 10:00	In-Person



4.10 Student Data Management



The Desired Results Access Project invites you to the...



2022 Preschool Outcomes Data Dig

The Data Dig series is an exciting opportunity for SELPAs and LEAs to learn how to connect preschool child outcomes data to improved services for children with IEPs.

The Data Dig assists you to learn how to interpret and use your State Performance Plan/Annual Performance Report (SPP/APR) Indicator 7 results to improve preschool outcomes. Read what past participants shared:

“The data dig provided us with the skills and time to consider and reflect on what the results are telling us. We were able to examine and discuss as a team trends and differences across students.”

“I now have a clear understanding of DRDP and the benefits of the data and how it can be used to guide instruction, individualize student goals and view progress.”

“It was protected time to discuss both big picture and individual district data.”

Who this is for

Interested SELPA and LEA teams are encouraged to apply. Teams should include one administrator and at least one other member such as a district administrator, program coordinator, data manager, program specialist, or preschool special education service provider.

Space is limited so be sure to submit your application by **October 1st**.

Dates

Participants must be able to attend all four Zoom sessions:

- Day 1 – Wednesday, November 2, 2-4 PM
- Day 2 – Wednesday, November 9, 2-4 PM
- Day 3 – Wednesday, November 16, 2-4 PM
- Consultation Weeks – November 28-December 2 & December 5-9 (one-hour individual team consultation session)

Apply here!

<https://bit.ly/3CusRWX>

For more information, contact the DR Access Project at
reports@draccess.org or 707-294-8072

DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

Facilitated by:

Dr. Patty Metheny, Chief Administrative Officer
Jennifer Brooksby, Program Manager
Sonya Hall, Program Technician (MIS)

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

Intended Audience:

District Access Users and District Special Education Administrators

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

Location:

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



4.11 Program Specialist Services

East Valley Special Education Local Plan Area

2022-2023 Program Specialist Assignments

Recognizing that flexibility in assignments is necessary within a multi-district SELPA, support assignments are fluid. The East Valley SELPA Program Specialists are not be assigned to specific districts. Instead, they are assigned based on student and district need. While any of the program specialists may be called on to address specific needs and support their colleagues, the program specialists possess unique strengths and specializations. Given this, the East Valley SELPA Program Specialists will take the lead in the following specializations.

Autism	ABA (BCBA)	Behavior	Transition/TPP	IEP Development	CAC
Courtney Beatty	Courtney Beatty	Mary Anne Klenske	Colleen Meland	Shannon Vogt	Mary Anne Klenske & Colleen Meland
BI Classrooms	Community Outreach	Moderate/Severe Instruction	Mild/Moderate Instruction	Early Childhood	AAC
Shannon Vogt	Colleen Meland	Shannon Vogt	Mary Anne Klenske & Colleen Meland	Courtney Beatty & Colleen Meland	Susanne Ferguson (contract)

Districts may contact any program specialist directly for consultation purposes. Districts are required to complete and provide an EV-23 'Request for EV SELPA Program Specialist Services' by following the attached procedures.

Program Specialist	Phone Number	Email Address
Courtney Beatty	909-252-4519	courtney.beatty@sbcss.net
Mary Anne Klenske	909-252-4524	maryanne.klenske@sbcss.net
Colleen Meland	909-252-4525	colleen.meland@sbcss.net
Shannon Vogt	909-252-4523	Shannon.vogt@sbcss.net

REQUEST FOR EV SELPA PROGRAM SPECIALIST SERVICES

East Valley Special Education Local Plan Area

District: _____ Case Carrier/ Direct Contact Person: _____

School Site: _____ Program Type: _____ Phone Number: _____
(Gen. ED./ RSP/ Mild-Mod/ Mod-Severe/ Behavioral)

Please Complete:

Reason for Referral:

List interventions previously used:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

List in detail the services requested:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Referral Completed By (Print Name): _____ Date: _____ Phone: _____
District Administration/Coordinator

Referral Approved By (Signature): _____ Date: _____ Phone: _____
District Special Ed. Director's Signature

DIRECTIONS FOR SUBMITTING THIS FORM: One of three ways: 1) Email the referral and other relevant documents to evselpa@sbcss.net,
2) Fax paperwork to 909/252-4533, or 3) Jet-mail paperwork to EV SELPA.

SECTION BELOW TO BE COMPLETED BY EVSELPA PROGRAM SPECIALIST:

- ☐ Referral Completed By: _____
- ☐ Date(s): _____ ☐ On-going Consultation
- ☐ Service Provided: _____
- ☐ Consulted with: ☐ Teacher ☐ Parent ☐ Other (specify) _____

For EVSELPA Office Use Only:

Date Received: _____ By: _____

4.12 EV SELPA Due Process & Legal Updates

Changes To Independent Study

State SELPA Directors

September 8, 2022

Tracy Petznick Johnson, J.D.

tpjohnson@harbottlelaw.com

Harbottle Law Group (“HLG”)

San Jose and Irvine Offices

408-961-8711

Independent Study, circa 2020

(a) Commencing with the 1990–91 school year, the governing board of a school district or a county office of education **may offer independent study** to meet the educational needs of pupils in accordance with the requirements of this article. Educational opportunities offered through independent study may include, but shall not be limited to, the following:

- (1) Special assignments extending the content of regular courses of instruction.
- (2) Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- (3) Individualized alternative education designed to teach the knowledge and skills of the core curriculum. **Independent study shall not be provided as an alternative curriculum.**
- (4) Continuing and special study during travel.
- (5) Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.

(b) Not more than 10 percent of the pupils participating in an opportunity school or program, or a continuation high school, calculated as specified by the department, shall be eligible for apportionment credit for independent study pursuant to this article. A pupil who is pregnant or is a parent who is the primary caregiver for one or more of his or her children shall not be counted within the 10 percent cap.

Independent Study, circa 2020

(c) An individual with exceptional needs, as defined in Section 56026, **shall not** participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.

(d) A temporarily disabled pupil shall not receive individual instruction pursuant to Section 48206.3 [home hospital instruction] through independent study.

(e) No course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study.

AB 181 Made The Following Changes:

- Strikes Educ. Code § 51745(a)(3), which said school districts could not offer Independent Study as an “alternative curriculum.”
- Amends Educ. Code § 51745(c) to clarify students with IEPs *may* participate in Independent Study if the IEP team agrees it’s appropriate.
- Amends § 51745(c) to state: “A pupil’s inability to work independently, the pupil’s need for adult support, or the pupil’s need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement.”

AB 181 Made The Following Changes:

- All LEAs have the *option* to offer independent study for the 2022-2023 school and beyond.
- Authorizes LEAs to claim funding for students served in an NPS through a “virtual program,” but only if the family has requested independent study, the IEP offers it, and the IEP team agrees that the student can receive FAPE. (Only through the end of 2023-2024 SY.)

Putting It Into Practice

Fundamentals

- LEAs are no longer required to offer independent study.
- But, if they do, and the parent of a student with an IEP requests it, the request must be considered by the IEP team to determine whether that individual student can receive FAPE within an independent study program.
- The IEP team's consideration cannot be based solely on the student's inability to work independently, need for adult support, or need for SAI or related services.

Keep Your Eyes On The FAPE

Is the IEP Reasonably calculated to enable the child to make appropriate progress in light of her circumstances?

Have you given the child the chance to meet challenging and ambitious objectives?

In your team's professional opinion, what is ambitious for this child, in light of her circumstances?

Many Shades of FAPE



But what about LRE?

A special education student should be educated with non-disabled peers "[t]o the maximum extent appropriate," but may be removed from the regular education environment when the nature or severity of the student's disabilities is such that education in regular classes with the use of supplementary aids and services "cannot be achieved satisfactorily." 20 U.S.C. § 1412(a)(5)(A); 34 C.F.R. § 300.114(a)(2)(i) & (ii); Cal. Educ. Code § 56364.2.

The Supreme Court has noted that IDEA's use of the word "appropriate" reflects congressional recognition "that some settings simply are not suitable environments for the participation of some handicapped children." *Bd. of Educ. of Hendrick Hudson Cent. Sch. Dist., Westchester Cty. v. Rowley*, 458 U.S. 176, 197 (1982).

So, what should teams consider?

- What are the student's unique areas of educational need?
- Can they make progress on their goals within the alternate setting?
- If aspects of independent study would be difficult for the student, what accommodations to the general program could the team make?

Ask your team:

- With supplemental aids and services, can the student make progress towards their IEP goals within independent study?
- What reasonable accommodations could be made to the independent study program to allow for student's participation, without fundamentally altering your program?

Which goals make sense for IS?

- Work completion
 - Hand over hand
- Coping Skills
- Attention to Task
- Social problem solving
- Whole group participation
- Behavior
- Self-Advocacy
- Reading Comprehension
- Phonemic Awareness
- Tolerance of Redirection
- 1:1 correspondence
- Fractions
- Turn Taking
- Social Greetings

Need for Adult Support

- Is multisensory instruction required?
- Does the student need an instruction leader – someone who could make individualized modifications during lessons?
- Could a portion of independent study be provided in person?

What Happens If The Team Says No?

Meaningful Parental Participation

"A school district violates IDEA procedures if it independently develops an IEP, without meaningful parental participation, and then simply presents the IEP to the parent for ratification."

The test is whether the school district comes to the IEP meeting with an open mind and several options, and discusses and considers the parents' placement recommendations and/or concerns before the IEP team makes a final recommendation.

Ms. S. ex rel G. v. Vashon Island Sch. Dist., 337 F.3d 1115, 1131 (9th Cir. 2003);
Doyle v. Arlington County Sch. Bd., 806 F. Supp. 1253, 1262 (E.D. Va. 1992)

Disagreement Can Be Participation

A parent has meaningfully participated in the development of an IEP when she is informed of her child's problems, attends the IEP meeting, expresses her disagreement regarding the IEP team's conclusions, and requests revisions in the IEP.

- *W.G. v. Board of Trustees of Target Range Sch. Dist. No. 23, Missoula, Montana*, 960 F.2d 1479, 1485 (9th Cir. 1992);
N.L. v. Knox County Schools, 315 F.3d 688, 693 (6th Cir. 2003)

Additional Questions?



State of California

EDUCATION CODE

Section 51745

51745. (a) Commencing with the 1990–91 school year, a local educational agency may offer independent study to meet the educational needs of pupils in accordance with the requirements of this article. For the 2021–22 school year only, the governing board of a school district or a county office of education shall offer independent study to meet the educational needs of pupils. Educational opportunities offered through independent study may include, but shall not be limited to, the following:

- (1) Special assignments extending the content of regular courses of instruction.
- (2) Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- (3) Continuing and special study during travel.
- (4) Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.

(5) Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the pupil, or a pupil who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

(b) Beginning July 1, 2021, with the exception of pupils participating in independent study programs due to an emergency, as described in Sections 41422 and 46392, not more than 10 percent of the pupils participating in an opportunity school or program, or a continuation high school, calculated as specified by the department, shall be eligible for apportionment credit for independent study pursuant to this article. A pupil who is pregnant or is a parent who is the primary caregiver for one or more of their children shall not be counted within the 10 percent cap.

(c) An individual with exceptional needs, as defined in Section 56026, may participate in independent study, if the pupil's individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study pursuant to paragraph (5) of subdivision (a), the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement.

(d) A temporarily disabled pupil shall not receive individual instruction pursuant to Section 48206.3 through independent study.

(e) No course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study.

(f) The governing board of a school district or county office of education may meet the requirement to offer independent study for the 2021–22 school year described in subdivision (a) by contracting with a county office of education or by entering into an interdistrict transfer agreement with another school district pursuant to Section 46600.

(g) The requirement to offer independent study for the 2021–22 school year described in subdivision (a) may be waived for school districts by the county superintendent of schools in the county in which the school district is located and waived for county offices of education and school districts in single-district counties by the Superintendent if the school district or county office of education, as applicable, demonstrates both of the following:

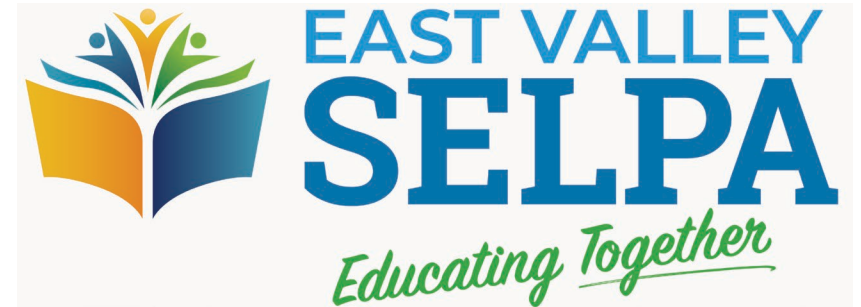
(1) Offering independent study would create an unreasonable fiscal burden on the school district or county office of education due to low numbers of pupils participating or other extenuating circumstances.

(2) The governing board of the school district or county office of education does not have the option to enter into an interdistrict transfer agreement with another school district or to contract with a county office of education to provide an independent study option, as described in subdivision (f).

(Amended by Stats. 2022, Ch. 52, Sec. 73. (AB 181) Effective June 30, 2022.)

2021- 2022 to Present Due Process Review

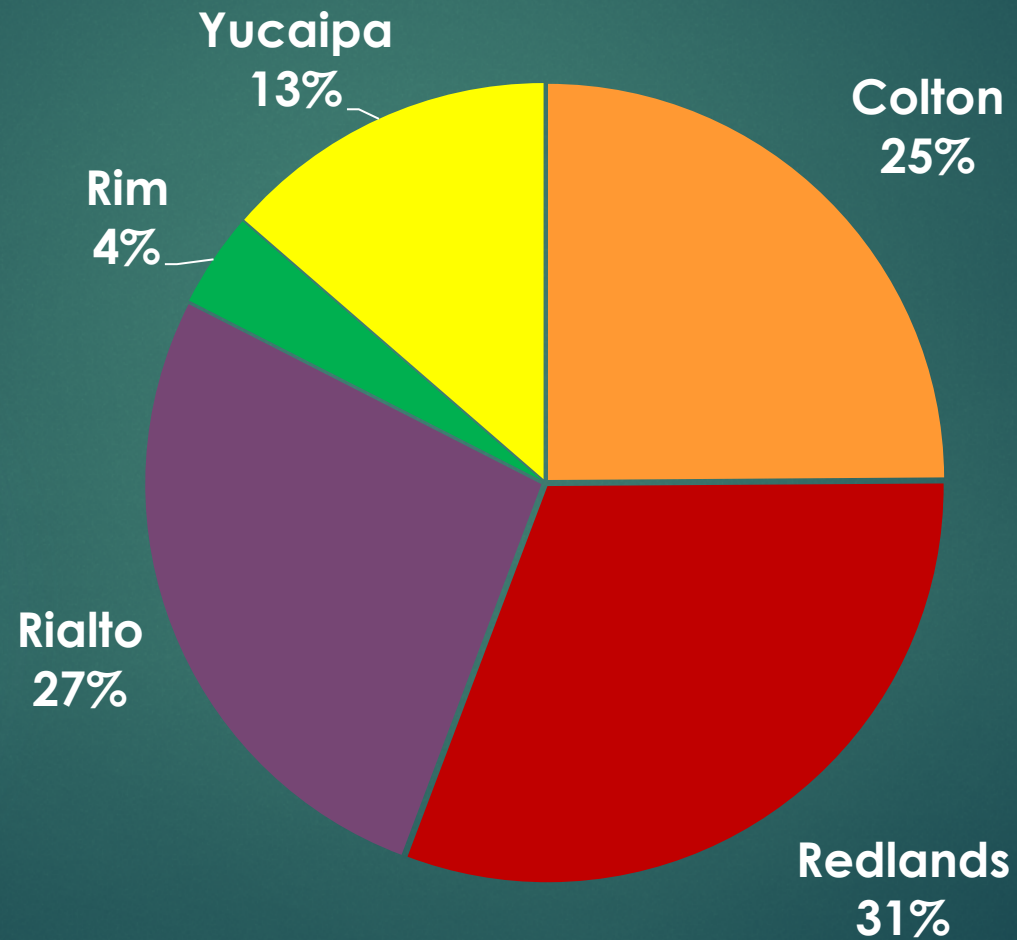
EAST VALLEY SELPA STEERING COMMITTEE
RICK HOMUTOFF, ED.D.
PROGRAM MANAGER
SEPTEMBER 2022



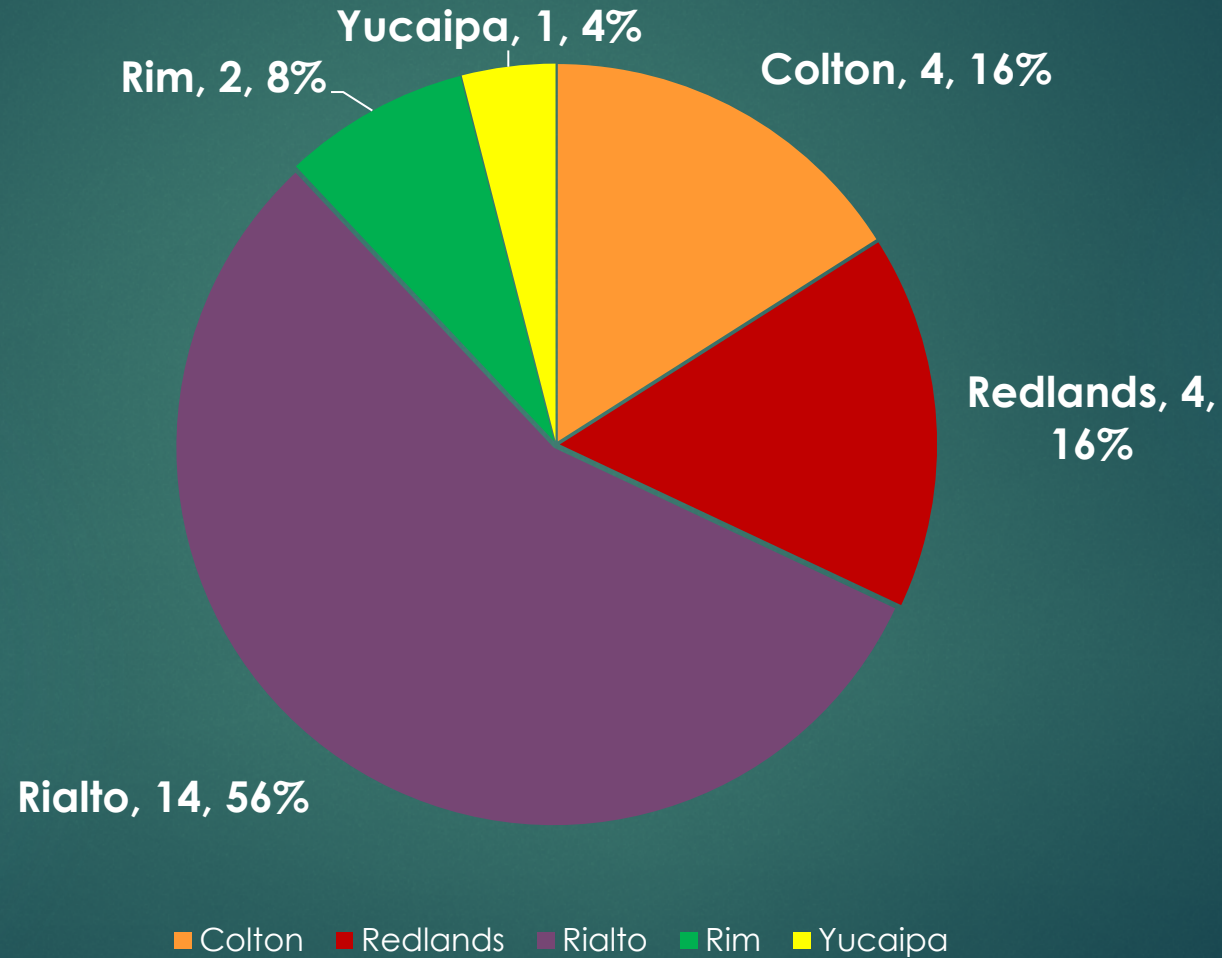
2021-2022 Due Process Cases

- ▶ 24 cases were filed. In comparison, 2018-2019, 45 cases were filed; in 2019-2020, 31 cases were filed and 24 were filed in 2020-2021.
- ▶ Six of the 24 cases were filed by students with two or more filings in the past five years. This is an increase by two from the previous year.
- ▶ One hearing was held in 2020-2021, however because it was at the very end of fiscal 2020-2021, most of the costs associated with the hearing were paid during the 2021-2022 school year.
- ▶ We currently have six active cases. Four for 2022-2023 and two cases from 2021-2022.

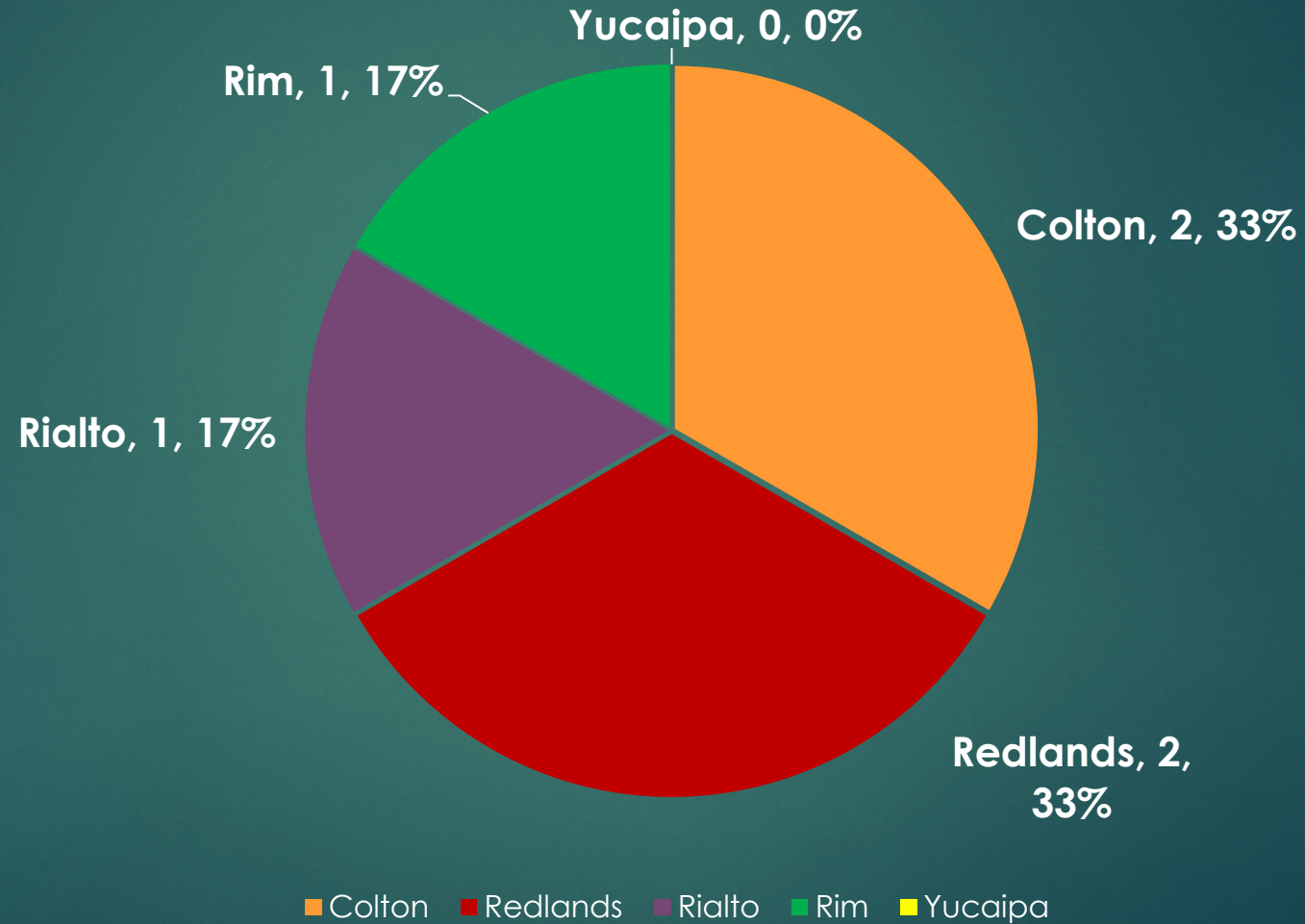
Latest Special Education Pupil Count: Percentage of EV SELPA Total by District



EV SELPA 2021-2022 Filings

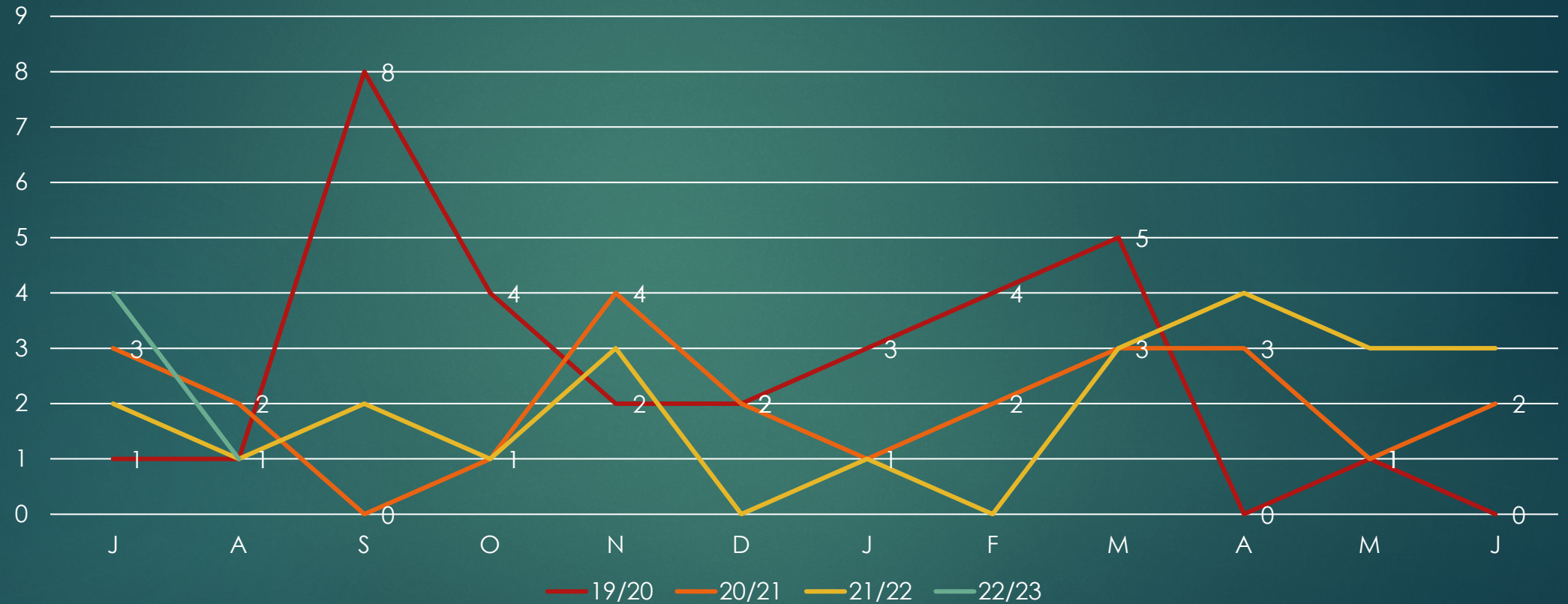


EV SELPA 2022-2023 Filings



EV SELPA Due Process Filings by Month

2019 to Present



2021-2022 to Current - Due Process Case Trends

- ▶ Overall, due process cases are down, for now. 2020-2021 & 2021-2022 each had 24 cases.
- ▶ 2021-2022 settlement trends evidence lower costs:
 - ▶ Far fewer requests for Independent Educational Evaluations (IEEs).
 - ▶ In most cases, we have been able to negotiate the opportunity for districts to assess prior to an IEE.
 - ▶ Far fewer parent reimbursements paid at both the district and SELPA levels.
 - ▶ With the economy, parents are pushing back on district's offer to reimburse instead of district directly contracting.

2021-2022 to Current - Due Process Case Trends

- ▶ Last year the data showed the parent attorney fees had gone up slightly. The average cost for parent attorney fees is currently about \$6,000 per case, which is about \$500 more than previous years.
- ▶ Two cases have settled for fiscal 22/23 and the parent attorney fees are \$4,500 and \$5,000.

2021-2022 to Current Lessons Learned

- Make sure the district is checking in on the students who attend nonpublic schools.
- This information was shared at our recent Leadership Training with regards to AB 1172 and the obligation by the district to be monitoring non-public schools
 - This is just a general reminder that it is vital that the school districts are ensuring students who attend nonpublic schools are receiving all services and supports as outlined in their IEPs.

Statewide Trends

- ▶ Due process hearing costs have increased:
 - ▶ Hearings are taking longer as a result the costs associated with virtual hearings are significantly higher.
- ▶ If the parents or attorneys want full access to the full 2-year statute of limitations in the law for due process cases, they would have had to begin filing by March 2022 and we are outside that window.
 - ▶ Every passing day helps the district(s) avoid litigation related to Covid closures.

Review of Current 2022-2023 Trends

- ▶ Denial of FAPE - Lack of ERMHS assessments and/or behavior intervention.
 - ▶ Many students coming back from the Covid closures need a closer look at mental health needs and this issue is not just an EVSELPA issue, it is a statewide issue.
- ▶ Denial of FAPE – Failure to assess in all areas.
 - ▶ This is currently a common reason parents have filed, as five of our current six cases raised this issue.
- ▶ Address bullying issues. This has come up in three recent cases and this could become potential OCR/Section 504 complaints. Parent attorneys will not want comprehensive waivers when this issue is present.



Questions?

4.13 EV SELPA Local Plan Revision Timeline 2022-23



Timeline to Revise EV SELPA Local Plan 2022-23*

Local Plan Timeline & Processes

Date	Group	Task
September 2022	EV SELPA Local Plan Revision Planning Team	Review timeline proposal and activities, recommend Local Plan Committee members, plan November & January meetings
September 2022	EV SELPA CAO, EV SELPA Steering, EV SELPA Board, & EV SELPA CAC	Work with Districts & CAC to determine who will serve on Local Plan Committee, get contact information, and send out letter and invitation with scheduled meetings
November 2022	EV SELPA Local Plan Revision Committee	Introductory meeting, getting to know SELPAs and the EV SELPA 19-20 Local Plan, Section B
December 2022	EV SELPA Steering Committee	Review draft of updated EV SELPA Local Plan, Section B with revisions/updates
January 2023	EV SELPA Local Plan Revision Committee	Review and advise on EV SELPA Local Plan, Section B for final edits
February 2023	EV SELPA Steering & EV SELPA CAC	Review revised EV SELPA Local Plan, Section B and provide input; Board of Directors– First Read
March 2023	EV SELPA Steering	Review EV SELPA Local Plan, Section B and recommend for approval
March 2023	EV SELPA Board of Directors	Second Read - Review Local Plan, Section B and provide input
April 2023	EV SELPA CAC	Review EV SELPA Local Plan, Sections B, D & E and confirm involvement in development of revisions/updates
May 2023	EV SELPA Board of Directors	Action – Approve EV SELPA Local Plan, Sections A, B, D & E Submit to County Office of Education for signature of county superintendent
May – June 2023	EV SELPA Member District's Boards of Education	Adoption by governing board of each school district
June 2023	EV SELPA Chief Administrative Officer	Submit to CDE for Approval

*CDE Requirement for SELPA Approved Local Plan to be submitted to CDE is June 30, 2023

Process to Review/Approve EV SELPA Local Plan 2022-23

Committee	1 st Read	2 nd Read	Approval
EV SELPA Community Advisory Committee (CAC)	February	April	
EV SELPA Steering Committee	February	March	
EV SELPA Board of Directors	February	March	May

East Valley Districts – Dates of LEA Board Approval of Following Approval Local Plan (2022-2023)

District	Date
Colton	
Redlands	
Rim of the World	

District	Date
Rialto	
Yucaipa-Calimesa	

4.14 EV SELPA Community Advisory Committee



East Valley SELPA Community Advisory Committee

What is the Community Advisory Committee (CAC) of the East Valley Special Education Local Plan Area (EV SELPA)?

The CAC is a committee of volunteers composed of parents of individuals with exceptional needs and others who serve in an advisory capacity to the administrator of the EV SELPA in specific areas as detailed in the California Education Code. Those areas include deciding on and supporting parent trainings, promoting community awareness of special education, supporting activities on behalf of individuals with exceptional needs, assisting in parent awareness of the importance of regular school attendance and advising on the Local Plan.

Members of the CAC include those appointed by the governing board of each participating district in the EV SELPA to serve one- or two-year terms and shall be parents of pupils with exceptional needs enrolled in the district schools.





**East Valley SELPA
Community Advisory Committee**



DISTRICT:	
------------------	--

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date:	

CAC Member Name:	
Mailing Address:	
Email Address:	
Phone Number:	
Board Approval Date	

Submitted by:	Date:
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4.15 SBCSS East Valley Operations

East Valley Special Education Local Plan Area
San Bernardino County Superintendent of Schools
COUNTY PLACEMENT REFERRAL

Student Name _____		District _____	
DOB _____	Gr _____	Case Carrier _____	School _____
Student resides with _____		Residency _____	
Educational Rights Holder (ERH) _____			
Address _____		City _____	St/Zip _____
Phone _____	<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	Contact Name _____	
ERH Email Address _____			
Student Primary Language _____		Ed. Rights Holder Language _____	
Primary Disability _____		Secondary Disability _____	
_____		_____	
Current Annual		Next Annual	
_____		_____	
Current Triennial		Next Triennial	
_____		_____	
Assessment by District in process? <input type="checkbox"/> Yes <input type="checkbox"/> No		Ed. Rights Holder informed of referral? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, explain: _____		If yes, date informed: _____	
IEP- Current: <input type="checkbox"/> Yes <input type="checkbox"/> No		Date Ed Rights Holder signed EV-10: _____	

REFERRAL INFORMATION Referral request for:			
<input type="checkbox"/> SPH/SH	Student has 1:1 Aide	<input type="checkbox"/> Classroom Placement EBD & Counseling	EV-98 Additional Assistant MOU Attached
Reason for referral: <input type="checkbox"/> Appropriate class/service(s) not available in DSEA <input type="checkbox"/> 45-day Placement (IAES) <input type="checkbox"/> Newly enrolled with needs requiring COE Placement		Special Considerations and Equipment: <input type="checkbox"/> Wheelchair <input type="checkbox"/> Walker <input type="checkbox"/> VI: _____ <input type="checkbox"/> AAC/Comm. Device <input type="checkbox"/> Ventilator <input type="checkbox"/> DHH: _____ <input type="checkbox"/> 1:1 Nurse Other: _____	
Comments:			
<div style="display: flex; justify-content: space-between;"> <div> 1st District contact _____ Email _____ Phone _____ 2nd District contact _____ Email _____ Phone _____ EV-20 completed by _____ Email _____ Phone _____ </div> <div> LEA SE Director approval _____ Date _____ Email: _____ Phone _____ </div> </div>			
<p style="text-align: center;"><u>Directions for submitting referral to SBCSS – email: evops.referrals@sbcss.net</u></p> <p>Referrals must include EV-10, EV-20, Current IEP, Current Assessment Reports and/or healthcare plan as appropriate. Incomplete referrals will be returned to District by EVOPS</p>			

<u>Disposition to be completed by SBCSS/EVOPS:</u> Date received _____ Date Email to District with Decision _____	
<input type="checkbox"/> Placement approved Site _____ Teacher _____ Class _____	
OR	
<input type="checkbox"/> Placement denied Area Director Signature: _____ Date _____	
Instructions: After disposition information is entered on this form: 1) Email this form to DSEA contact, 2) email this form to EV SELPA (evselpa@sbcss.net) and 3) send enrollment link to parent	

East Valley Special Education Local Plan Area

EV Ops Referral Procedures

County Placement at Initial IEP		
	District	EV-Ops
Referral	<ul style="list-style-type: none"> Sends EV-20, EV-10, EV-98 and any current documentation ASAP but no fewer than 30 days into 60-day timeline: evops.referrals@sbcss.net 	<ul style="list-style-type: none"> EV-Ops Administrator notifies district no less than 10 days prior to end of 60-day timeline whether student is appropriate for placement Denial must be approved by Area Director
IEP Meeting	<ul style="list-style-type: none"> Invites County Coordinates and conducts IEP. Offers FAPE District finalizes IEP with projected start date and changes School of Attendance to County 	<ul style="list-style-type: none"> Attends initial IEP meeting
Enrollment	<ul style="list-style-type: none"> Provide copies of all assessments and signed IEP, health evaluations, immunization records, transcripts for students in 9-12th grade, state testing results, other agency reports, language assessment and determination 	<ul style="list-style-type: none"> Provides online enrollment to ERH at IEP Confirms start date, program location Ensures teacher has access to IEP and assessment reports
Follow-Up	<ul style="list-style-type: none"> Attends all future IEP meetings and makes offer of FAPE 	<ul style="list-style-type: none"> Conducts all future IEP meetings and invites district

Change of Placement		
	District	EV-Ops
Referral	<ul style="list-style-type: none"> Sends EV-20, EV-10, EV-98, current IEP and assessment reports, and/or health care plans as appropriate: evops.referrals@sbcss.net 	<ul style="list-style-type: none"> EV-Ops Administrator reviews the potential placement request within 24 hours of receipt of referral and notifies district of decision Denial must be approved by Area Director
IEP Meeting	<ul style="list-style-type: none"> Invites County Coordinates and conducts IEP. Offers FAPE District finalizes IEP with projected start date and changes School of Attendance to County 	<ul style="list-style-type: none"> Attends IEP meeting
Enrollment	<ul style="list-style-type: none"> Provide copies of all assessments and signed IEP, health evaluations, immunization records, transcripts for students in 9-12th grade, state testing results, other agency reports, language assessment and determination 	<ul style="list-style-type: none"> Provides online enrollment to ERH at IEP Confirms start date, program location Ensures student file is provided to teacher
Follow-Up	<ul style="list-style-type: none"> Attends all future IEP meetings and offers FAPE 	<ul style="list-style-type: none"> Conducts all future IEP meetings and invites district

Administrative Placement		
	District	EV-Ops
Referral	<ul style="list-style-type: none"> Completes EV-58/EV-58M and sends to County Sends EV-20, EV-10, EV-98 current IEP, current assessment reports, and/or health care plans as appropriate: evops.referrals@sbcss.net 	<ul style="list-style-type: none"> EV-Ops Administrator reviews the potential placement request within 24 hours of receipt of referral and notifies district of decision
Enrollment	<ul style="list-style-type: none"> Requests records from prior LEA and submits to County 	<ul style="list-style-type: none"> Confirms start date, program location Ensures student file is provided to teacher
IEP Meeting	<ul style="list-style-type: none"> Attends 30-day/Annual IEP meeting and offers FAPE 	<ul style="list-style-type: none"> Conducts 30-day/Annual
Follow-Up	<ul style="list-style-type: none"> Attends all future IEP meetings and offers FAPE 	<ul style="list-style-type: none"> Conducts all future IEP meetings and invites district

Special Considerations for Placement	
1:1 Nurse	<ul style="list-style-type: none"> If 1:1 nurse is required, the nurse is provided by the District or the parent
Timelines	<ul style="list-style-type: none"> If the student is due for an annual IEP meeting within 30 days or triennial within 60 days (or overdue on either) of the change of placement, the referring district will hold the IEP meeting (or bring it current) prior to/concurrently with referring the student
IAES	<ul style="list-style-type: none"> Interim Alternative Educational Setting – timeline listed above does not apply to students on a 45-day placement

East Valley Special Education Local Plan Area
San Bernardino County Superintendent of Schools
ASSESSMENT/SERVICES COUNTY REFERRAL

Student Name _____		District _____	
DOB _____	Gr _____	Case Carrier _____	School _____
Student resides with _____		Residency _____	
Educational Rights Holder (ERH) _____			
Address _____		City _____	St/Zip _____
Phone _____	<input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	Contact Name _____	
ERH Email Address _____			
Student Primary Language _____		Ed. Rights Holder Language _____	
Primary Disability _____		Secondary Disability _____	
_____	_____	_____	_____
Current Annual	Next Annual	Current Triennial	Next Triennial

Ed. Rights Holder informed of referral? ☐ Yes ☐ No If yes, date informed: _____

Date Ed Rights Holder signed EV-10: _____

REFERRAL INFORMATION		
Referral request for:		
<input type="checkbox"/> Low Incidence Assessment <input type="checkbox"/> D/HH VI O & M	<input type="checkbox"/> Low Incidence Services <input type="checkbox"/> D/HH VI O & M	
<u>Reason for referral:</u> <input type="checkbox"/> Transfer in with service(s) not available in DSEA <input type="checkbox"/> New service(s) not available in DSEA <input type="checkbox"/> Assessment requested by IEP team in attached IEP	<u>Special Considerations and Equipment:</u> <input type="checkbox"/> Wheelchair <input type="checkbox"/> Walker <input type="checkbox"/> VI: _____ <input type="checkbox"/> AAC/Comm. Device <input type="checkbox"/> Ventilator <input type="checkbox"/> DHH: _____ <input type="checkbox"/> 1:1 Nurse Other: _____	
Comments:		
1st District contact _____	Email _____	Phone _____
2nd District contact _____	Email _____	Phone _____
EV-20 completed by _____	Email _____	Phone _____
LEA SE Director approval _____		Date _____
Email: _____		Phone _____
<i>Directions for submitting referral to SBCSS – email: evops.referrals@sbcss.net</i> Referrals must include EV-10, EV-20, Current IEP, Current Assessment Reports and/or healthcare plan as appropriate. Incomplete referrals will be returned to District by EVOPS		

Disposition to be completed by SBCSS/EVOPS:		Date received _____	Date Email to District with Contacts _____
Assessor/Service Provider _____	Title _____	Email _____	
Assessor/Service Provider _____	Title _____	Email _____	
Assessor/Service Provider _____	Title _____	Email _____	
<i>Instructions: After disposition information is entered on this form: 1) Email this form to DSEA contact, and 2) email this form to EV SELPA (evselpa@sbcss.net)</i>			

East Valley Special Education Local Plan Area

EV Ops Referral Procedures

Referrals for Low Incidence Assessment		
	District	EV-Ops
Referral	<ul style="list-style-type: none"> Sends EV-20, EV-10, current annual/triennial IEP's, current/prior assessment reports, relevant medical or other agency reports, and additional materials as appropriate (optometric assessment/report or nurse vision screening for VI and audiogram for DHH): evops.referrals@sbcss.net 	<ul style="list-style-type: none"> EV-Ops Administrator notifies related service provider of referral
Coordination	<ul style="list-style-type: none"> If the district is conducting other assessments, the related service provider will coordinate with the district within 15 days of original assessment request to prepare the coordinated assessment plan. 	<ul style="list-style-type: none"> If the EV-Ops related services assessment is the only assessment being conducted, the related service provider will prepare and send the assessment plan within 15 calendar days directly to the ERH and provide a copy to the district.
Assessment		<ul style="list-style-type: none"> Conducts assessment Provides written report to district and IEP team Drafts goals, if appropriate, and submits to case carrier at least 5 days prior to IEP meeting
IEP Meeting	<ul style="list-style-type: none"> Invites County Related Service Provider Coordinates and conducts IEP. Offers FAPE 	<ul style="list-style-type: none"> Related Service Provider attends IEP meeting to review assessment and make recommendations
Follow-Up	<ul style="list-style-type: none"> Ensures related service provider is invited to future IEPs At triennials, district coordinates sending assessment plan to include related service provider assessment Once assessment plan is received, district provides a copy of the signed AP to the related service provider within 24 hours 	<ul style="list-style-type: none"> Conducts triennial assessments Provides written report to district and IEP team Drafts goals, if appropriate, and submits to case carrier at least 5 days prior to IEP meeting Attends IEP meeting to review assessment and make recommendations

Referrals for Low Incidence Services		
	District	EV-Ops
Referral	<ul style="list-style-type: none"> Sends EV-20, EV-10, current annual/triennial IEP's, current/prior assessment reports including statement of recommended services, relevant medical or other agency reports, and additional materials as appropriate: evops.referrals@sbcss.net 	<ul style="list-style-type: none"> EV-Ops Administrator notifies related service provider within 24 hours of referral for services
Services		<ul style="list-style-type: none"> Related Service Provider begins services, without delay, according to the current IEP
IEP Meeting	<ul style="list-style-type: none"> Invites County Related Service Provider Coordinates and conducts IEP. Offers FAPE 	<ul style="list-style-type: none"> Attends future IEP Meetings
Follow-Up	<ul style="list-style-type: none"> Ensures related service provider is invited to future IEPs At triennials, district coordinates sending assessment plan to include related service provider assessment Once assessment plan is received, district provides a copy of the signed AP to the related service provider within 24 hours 	<ul style="list-style-type: none"> Conducts triennial assessments Provides written report to district and IEP team Drafts goals, if appropriate, and submits to case carrier at least 5 days prior to IEP meeting Attends IEP meeting to review assessment and make recommendations

Special Considerations for Assessment & Services	
VI Services	<ul style="list-style-type: none"> SBCSS VI service is not vision therapy
DHH Services	<ul style="list-style-type: none"> If the student does not have an audiogram at the time of a DHH referral for assessment or service, County will conduct an audiogram via vendor contracted agency

4.16 Hot Topics

5.0 OTHER

5.1 2022-2023 EV SELPA Steering Committee Meetings

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

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

JULY 14, 2022

AUGUST 2022 – NO MEETING

SEPTEMBER 15, 2022

OCTOBER 13, 2022

NOVEMBER 10, 2022

DECEMBER 8, 2022

JANUARY 2023 – NO MEETING

FEBRUARY 9, 2023

MARCH 9, 2023

APRIL 13, 2023

MAY 11, 2023

JUNE 8, 2023



5.2 2022-2023 EV SELPA Board of Directors Meetings

2022/2023
East Valley SELPA
BOARD OF DIRECTORS MEETING SCHEDULE

September 21, 2022

November 16, 2022

February 22, 2023

March 22, 2023

May 24, 2023

June 7, 2023

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



5.3 2022-2023 EV SELPA CAC Meetings

2022/2023
East Valley Special Education Local Plan Area

Community Advisory Committee

Meeting Schedule

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

SEPTEMBER 19, 2022

NOVEMBER 14, 2022

FEBRUARY 27, 2023

APRIL 24, 2023



5.4 EV SELPA Professional Development – September & October 2022

HIGH CONFLICT *Certification* TRAINING SERIES

Facilitators:

David Dowling, JD, MDR, Professional Mediator
Jennifer Brooksby, EV SELPA Program Manager, Regional Services

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

EV SELPA District Members Staff Only

Register Online:

<https://sbcss.k12oms.org/46-221831>

Location:

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

2:00 - 4:00 pm

6 Sessions

August 23, 2022

September 14, 2022

October 21, 2022

November 9, 2022

December 15, 2022

January 17, 2023



Parents

Learn how to be an active participant in the IEP Process



PARENT LIAISON VIRTUAL TRAINING SERIES: ADVOCATING AS A PROBLEM-SOLVER

Presented by:

David Dowling, JD, MDR

Parents will learn how to be an active participant in the IEP Process.

Session topics will provide parents with training in:

- ⇒ how to be a facilitator in the IEP Process
- ⇒ how to work through challenging conversations
- ⇒ how to be an effective problem solver

TOPIC	DATE	TIME
Role of a Parent Liaison	Thursday, August 25, 2022	6:00 — 9:00 pm
Facilitation in the IEP Process	Thursday, September 1, 2022	6:00 — 9:00 pm
Negotiation in Facilitation	Thursday, September 8, 2022	6:00 — 9:00 pm
Difficult Conversations	Thursday, September 15, 2022	6:00 — 9:00 pm
Managing the Dispute Process	Thursday, September 22, 2022	6:00 — 9:00 pm
Persuasion and Problem-Solving	Thursday, September 29, 2022	6:00 — 9:00 pm

REGISTER ONLINE: <https://sbcss.k12oms.org/46-214800>

Intended Audience: Parents of Special Education Students

Cost: Free

Space is limited, register early!

Attend all 6 sessions to receive a Parent Liaison Certificate



Questions: Please contact Jennifer Brooksby, jennifer.brooksby@sbcss.net



Region 10 Coordinating Council ADR Committee Presents:

“Flipping the Script in High Conflict Situations” Webinar

Presented by:

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

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

In Part 1 of this training, October 20, 2022, participants will learn:

- Basic information about five high-conflict types
- Brain science behind their behavior
- What to expect in high conflict situations
- How to flip your script: disrupting your defaults
- How to quickly identify high conflict behavior
- How to flip their script: disrupting their defaults using our proven method

In Part 2 of this training, December 6, 2022, participants will learn:

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

October 20, 2022 & December 6, 2022

9:00 am - 12:00 noon

WEBINARS

Cost: \$100.00

Registration Online:

<https://sbcss.k12oms.org/46-221710>

Part 1 Only

October 20, 2022

9:00 am - 12:00 noon

WEBINAR

Cost: \$50.00

Register Online:

<https://sbcss.k12oms.org/46-221714>

Part 2 Only

December 6, 2022

9:00 am - 12:00 noon

WEBINAR

Cost: \$50.00

Register Online:

<https://sbcss.k12oms.org/46-221720>

Additional Support Assessment (ASA) Training



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

WEBINAR

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

Thursday,
October 6, 2022
8:30 am—12:00 pm

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

In-Person Training

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

Wednesday,
February 1, 2023
8:30 am –3:00 pm

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

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



UNDERSTANDING AUTISM

2-Part Webinar

Team of Presenters:

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

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

Tracy Schroeder, LCSW, EV SELPA Behavioral Health Program Manager

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

With the increasing prevalence of Autism in school age children it is critical to properly assess and provide evidence-based interventions to support this at-risk population. This training will help participants navigate the process for comprehensive Autism assessments considering gender differences and mental health comorbidities. We will review evidence-based practices to support autistic students who demonstrate mental health and behavioral needs. You will learn how to use a variety of cognitive behavioral strategies and visual supports to support student's emotional wellbeing and mental health.

Part 1: Wednesday, September 14, 2022, 8:30 am - 12:30 pm

Part 2: Tuesday, October 11, 2022, 8:30 am - 12:30 pm

Register Online:

<https://sbcss.k12oms.org/46-223449>



AAC IN THE CLASSROOM:

Empowering All Students to Communicate

Presented by
Courtney Beatty & Shannon Vogt
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 two-day training is an introduction to Augmentative and Alternative Communication (AAC) for teachers, paraprofessionals, Speech-Language Pathologists, and others who work in-person within the classroom settings. Through lecture and interactive activities, we will cover many objectives, including:

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

**This training does not cover assessment or programming of high-tech devices or their systems*

Location:

Dorothy Inghram Learning Center/EV SELPA, 607 E. Carnegie Drive, San Bernardino, 92408

Tuesday & Wednesday
October 18 & 19, 2022
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-216802>

Tuesday & Wednesday
May 9 & 10, 2023
8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-216803>



POSITIVE BEHAVIOR INTERVENTIONS FOR STUDENTS

Presenters:

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

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

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

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

Wednesday
October 12, 2022
8:30 am - 3:30 pm

Register Online:
<https://sbcss.k12oms.org/46-217148>

Tuesday
February 21, 2023
8:30 am - 3:30 pm

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

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

Inclusive Education for Students with Moderate-Severe Disabilities

Sponsored by
Regional Coordinating Council 10 and the East Valley SELPA

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

Date: Thursday, October 27, 2022

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

Place: San Bernardino County Superintendent of Schools/Brier Building
760 E. Brier Drive, San Bernardino, CA, 92408

Cost: Free

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.
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.

Registration Deadline: October 20, 2022

Register Online:
<https://sbcss.k12oms.org/46-220161>



DISTRICT ACCESS (DA) USERS COLLABORATIVE MEETINGS

Facilitated by:

Dr. Patty Metheny, Chief Administrative Officer

Jennifer Brooksby, Program Manager

Sonya Hall, Program Technician (MIS)

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

Intended Audience:

District Access Users and District Special Education Administrators

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

Location:

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





School District and SELPA Residential Placement Coordinators, Mental Health Coordinators and staff involved in the placement process are invited to the

9th Annual
**Network Meeting and
RTC Vendor Fair**

Thursday
October 27, 2022
8:30 am - 3:00 pm

This event is provided at no cost to participants and includes a light breakfast and catered BBQ lunch.

Schedule

- 8:30 - 9:00 am: Registration/Check-in
- 9:00 - 11:30 am: Light breakfast, Network meeting to discuss a variety of topics regarding Residential and ERMHS Services (Transitioning, Residential Facilities, Hot Topics, and Topics of Interest will be discussed).
- 11:30 am - 12:30 pm: Catered BBQ Lunch
- 12:30 - 3:00 pm: RTC & NPA Vendor Fair; Participants can visit vendor tables to obtain information. *2:30 pm: Raffle Drawing

Location

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

Register Online:

<https://sbcss.k12oms.org/46-218655>

(No Interns, please)

DEVELOPING STUDENT-CENTERED & LEGALLY COMPLIANT IEP GOALS

3-DAY TRAINING

Presented by:

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

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

Day 1 Objectives: Participants will:

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

Day 2 Objectives: Participants will:

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

Day 3 Objectives: Participants will:

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



Location

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

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

Register Online:

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

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

Register Online:

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

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

Register Online:

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



Professional Crisis Management (PCM)

EV SELPA OFFERS THE FOLLOWING LEVELS IN PCM TRAINING:

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

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

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

INITIAL TRAINING SCHEDULE

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

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



Back to School-Based OT and PT Basics - *Part 1*

Presented by:

Region 10 OT & PT Committee Members

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

School-based Occupational Therapy and Physical Therapy practitioners come and learn from school-based practitioners that have done the walk and talked the talk! This annually offered training will be offered as Part 1 and Part 2. Participants can register for one or both sections, which are independent from each other. Part 1 will provide a thorough review of the most important aspects of school-based OT and PT; from educational law, IEPs, assessment tools, documentation, to the most common evidence-based interventions. Part 1 also includes a 2-hour section on compliance in terms of timelines, legally sound assessment reports, and the IEP process. This training will aid you in gaining confidence and knowledge to solidify your role as a school-based practitioner. Participants will have opportunities for questions and will walk away with ready-to-use tools for a successful school year. Part 2, scheduled for December 2, 2022, will cover more in-depth information about assessments and treatment interventions.

Participants will be given a "Take Away Starter Kit".

Date: Friday, September 23, 2022

Time: 8:30 am to 3:30 pm

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

Fee: No cost

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

Objectives: Participants will:

1. Obtain a Review of educational law pertaining to OT/PT as a related service and understand the roles OTs, COTAs, or PTs play in School-based practice.
2. Understand the IEP Process as related service practitioners.
3. Identify educationally relevant assessment and evidence-based intervention tools.
4. Learn the components and best practices regarding documentation.

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

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

Registration Deadline: September 16, 2022

Register Online: <https://sbcss.k12oms.org/46-219999>

Handwriting Readiness, So Much More Than Fine Motor Skills



Presented by:

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

Looking to understand why some students struggle with Handwriting skills?

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



Objectives-Participants will:

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

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

Location:

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



Thursday

SEPTEMBER 29, 2022
8:30 AM - 11:30 AM

[REGISTER ONLINE](https://sbcss.k12oms.org/46-216741)

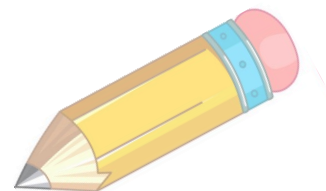
<https://sbcss.k12oms.org/46-216741>

Thursday

JANUARY 19, 2023
8:30 AM - 11:30 AM

[REGISTER ONLINE](https://sbcss.k12oms.org/46-216742)

<https://sbcss.k12oms.org/46-216742>





TPP

Para-Professional Training

**Wednesday,
September 21, 2022
8:00 - 11:00 am**

This training is for paraprofessionals that will be working with the Transition/Career Education Class (TPP). This training will help paraprofessionals learn the important role that they play in the TPP class as well as learn how to support their assigned teacher.

BRING YOUR TABLET OR LAPTOP

REGISTER Online:
<https://sbcss.k12oms.org/46-221886>

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

Transition Partnership Project (TPP)

2nd TEACHER TRAINING

Presented by:

East Valley SELPA Program Specialist

Colleen Meland

This mandatory TPP Teacher meeting will provide some insights on how students can Self Advocate for themselves in their IEP. We will have some round table sharing about the following topics:

- What are the important points of making a good Transition class
- Ideas on how to get students to talk and share when they won't speak up
- Creating a safe environment for students while in the Transition class
- Helpful lessons for students on Financial Literacy

BRING YOUR TABLET OR LAPTOP

**Wednesday,
OCTOBER 19, 2022**

8:30 am - 3:00 pm

Register Online:

<https://sbcss.k12oms.org/46-221792>

Location:

Dorothy Inghram Learning Center

670 E. Carnegie Drive

San Bernardino 92408

Self Determination & Redesigning IEP Meetings for Greater Student Inclusivity & Participation

*Presented by: Colleen Meland
EV SELPA Program Specialist*

Exercises that foster student self-awareness to
enable their greater inclusivity at IEP Meetings
through participation in self-advocacy and
self-determination activities.

Thursday
October 14, 2022
8:30 am - 12:00 pm

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

Register Online
<https://sbcss.k12oms.org/46-219895>

