

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**SELPA STEERING COMMITTEE MEETING**  
*October 12, 2018*

**AGENDA (Revised)**

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**1.0 CALL TO ORDER**

- 1.1 Adoption of Agenda – October 12, 2018
- 1.2 Adoption of Minutes – September 14, 2018

**2.0 COMMITTEE MEMBERS COMMENTS/REPORTS**

This is the time during the meeting when the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA), Desert/Mountain Special Education Local Plan Area (SELPA), Desert/Mountain Charter Special Education Local Plan Area (SELPA), and Desert/Mountain Children’s Center (DMCC) staff is prepared to receive concerns/requests regarding items on this agenda or any school-related special education issues. Discussion will include special education policies and procedures as they relate to local education agency (LEA) coordination and implementation of the SELPA and Charter SELPA Local Plans.

**3.0 PRESENTATIONS**

**4.0 DIRECTORS OF EDUCATION REPORTS**

**5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR’S REPORTS**

**6.0 CHIEF EXECUTIVE OFFICER’S REPORTS**

- 6.1 Legislative Updates
- 6.2 Inter-District Transfers
- 6.3 Residential Treatment Center Responsibilities
- 6.4 Vaccination Order
- 6.5 Statewide Testing Results
- 6.6 CDE Change in FMTA Consultant
- 6.7 California School for the Deaf, Riverside
- 6.8 California Dashboard Reports
- 6.9 Special Education Update
- 6.10 CALPADS Update

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**7.0 DIRECTOR'S REPORTS**

7.1 Desert/Mountain Children's Center Clients Services Reports

**8.0 PROGRAM MANAGER'S REPORTS**

8.1 Professional Learning Summary

8.2 Orton-Gillingham Comprehensive Literacy Training

8.3 Hola! Translator Training

8.4 Audiology Processes and Support

8.5 CAASPP Update

8.6 Local Solutions to the Shortage of Special Education Teacher Grant

8.7 Due Process Summaries

8.8 Inland Regional Center Referral Form

8.9 PBIS Recognition Celebration

8.10 Triage Grant-Interconnected Systems Webinar Series

8.11 Compliance Updates

8.12 Nonpublic School Options

**9.0 BUSINESS DEPARTMENT REPORTS**

**10.0 PROGRAM SPECIALISTS' REPORTS**

10.1 Region 10 Behavior Conference

10.2 ADR Training Flyer

**11.0 INFORMATION ITEMS**

11.1 Monthly Occupational & Physical Therapy Services Reports

11.2 Monthly Audiological Services Reports

11.3 Monthly Nonpublic School/Agency Placement Report

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11.4 Upcoming Professional Learning Opportunities

**12.0 DIRECTORS' TRAINING/PRESENTATION**

12.1 The Truth about Transgender and Suicide presented by Cheryl Babb, Behavioral Health Counselor Supervisor

**13.0 OTHER**

**14.0 ADJOURNMENT**

**NEXT MEETING: NOVEMBER 9, 2018 IN THE DESERT MOUNTAIN  
EDUCATIONAL SERVICE CENTER, APPLE VALLEY**

*Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.*

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**D/M SELPA MEMBERS PRESENT:**

Academy for Academic Excellence and Norton Science & Language Academy – Amanda Gormley, Paul Rosell, Adelanto SD – Kristi Filip, Alicia Johnson, Apple Valley USD – David Wheeler, Barstow USD – Derek Delton, Bear Valley USD – Lucinda Newton, Excelsior Charter Schools – Maria Silva, Health Sciences High School and Middle College – Julie Kroener (via video conference), Helendale SD – Michael Esposito, Hesperia USD – Matt Fedders, High Tech High – Amy Briggs (via video conference), Lucerne Valley – Vici Miller, Needles USD – Jamie Wiesner (via video conference), Oro Grande SD – Nelda Colvin, Derek Hale, DeShawna Hemstead, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Alan Tsubota, Victor Elementary SD – Tanya Benitez, Victor Valley Union High School District (VVOUSD) – Margaret Akinnusi, Francesca Copeland.

**D/M CHARTER SELPA MEMBERS PRESENT:**

Allegiance STEAM – Callie Moreno, Sebastian Cognetta, Aveson Global & Aveson School of Leaders – Paula Giraldo, Kelly Jung, Elite Academic Academy – Steve Budhreja, Julie Lee Performing Arts – Markeisha Hall, Pathways to College – Kacey Finerty, Craig Merrill, Victor Valdez, Taylion High Desert Academy – Brenda Congo.

**OTHERS PRESENT:**

Inland Regional Center (IRC) – Andrew Burdick, Department of Rehabilitation (DOR) - Susan Wright, McKinley Children’s Center - Dwight Counsel.

**CAHELP, SELPA, & DMCC STAFF PRESENT:**

Jamie Adkins, Guille Burgos, Danielle Cote, Lindsey Devor, Peggy Dunn, Corinne Foley, Marina Gallegos, Bonnie Garcia, Renee Garcia, Colette Garland, Cheryl Goldberg-Diaz, Jenae Holtz, Maurica Manibusan, Kami Murphy, Lisa Nash, Sheila Parisian, Kathleen Peters, Karina Quezada, Daria Raines, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Natalie Sedano, Adrienne Shepherd-Miles, Jessica Soto, Theresa Vaughan, Athena Vernon, Stephanie Ward.

**1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) joint Steering Committee meeting was called to order by Chief Executive Officer Jenae Holtz at 9:00 a.m., at the Desert Mountain Educational Service Center, Apple Valley. The meeting Agenda for September 14, 2018, and the meeting Minutes for August 24, 2018, were adopted as presented.

Jenae Holtz acknowledged Amy Briggs, High Tech High participating via video conference. Jenae also acknowledged Jamie Wiesner, Needles USD, participating via video conference.

**2.0 COMMITTEE MEMBERS COMMENTS/REPORTS**

Acknowledgements - Adrienne Shepherd-Miles gave kudos to Marie Silva for finding additional funds to have a job coach for a specific student. Adrienne also thanked Matt Fedders for being involved and handling a difficult situation last week.

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Markeisha Hall thanked D/M SELPA for the support Julia Lee Performing Arts Academy (JLPAA) has received in their first 30 days of operating. She added her questions are answered quickly and the support has been great.

Web IEP Training Follow-Up - Matt Fedders asked for clarification regarding a topic from Web IEP training. He explained with the new training for every SAI teacher there should be a separate SAI service line, where past practice was to group all SAI services together.

Colette stated the SAI services will have separate lines if there is separate classroom or separate location. Otherwise the SAI services can be grouped together.

Nonpublic Agency Update - Matt Fedders asked for an update from the August meeting regarding changes to nonpublic agency contracts.

Jenae stated that SELPA staff have been in contact with Point Quest and that the owner will be in the area in the next few weeks. Jenae further stated County Schools and SELPA are hoping to be able to offer an option for the moderate to severe population at the Apple Valley Therapeutic Campus beginning January 2019.

Matt suggested other agencies down the hill be considered. Matt expressed his appreciation for McKinley Children's Center supporting the emotionally disturbed population, but the autism population needs more support.

Jenae agreed there are more options down the hill, however the Inland Empire region over all is having issues finding supports for the moderate severe population. She stated the quality of programs overall is a concern. The SELPA will bring what options are available down the hill to the next steering committee meeting.

California School for the Deaf, Riverside (CSDR) – Cheri Rigdon inquired who the D/M SELPA contact person is regarding CSDR.

Jenae replied that she is the contact person and thanked Cheri for bringing up the topic. Jenae continued that there was a conversation at Inland Empire SELPA Administrators (IESA) meeting earlier this week about CSDR. She stated there is a great concern regarding what CSDR is charging for services. The law states CSDR is a separate school and is responsible for all services except transportation. Jenae further stated the IESA is going to notify CSDR that fees will no longer be paid for 1:1 aides or related services because those are CSDR's responsibilities. Jenae concluded that she is going to bring information back to the Steering Committees in October after having the collaborative conversation with CSDR.

Applied Behavior Analysis (ABA) Services - Cheri Rigdon reported that Silver Valley USD did allow ABA service providers to continue observations on campus. During one of the observations, an observer stated that the specific student did not need ABA services in the school. Cheri stated that there is better communication now between the provider and the LEA.

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D/M SELPA Staffing Changes – Jenae Holtz announced that Corinne Foley will be retiring November 1, 2018. Jenae shared that Corinne will be working in women’s ministry, traveling with husband, and spending time with the grandchildren. Jenae stated directors may continue contacting Corinne through October 31. Jenae concluded effective November 1, she will be the contact person for regional services until the program manager position is filled.

### **3.0 PRESENTATIONS**

#### **3.1 Local Partnership Agreement (LPA)**

Adrienne Shepherd-Miles introduced Andrew Burdick from IRC and Susan Wright from DOR. Adrienne shared that she has been working with Andrew and Susan on the Inland Empire Global Partnership Collaborative.

Andrew shared that IRC has been working closely with Department of Rehabilitation, local SELPAs and other local education agencies throughout the Inland Empire to create the local partnership agreements. Andrew provided an overview of the Competitive Integrated Employment (CIE) plan. He stated CIE is a mandated plan that improves the CIE outcome for individuals of intellectual and developmental disabilities. Andrew explained that some of the issues the individuals face in transition services are the drop offs in communication resulting in the students not knowing who to contact, the students not being referred to the proper agency, and the placement in the wrong program. The Local Partnership Agreement (LPA) is a collaborative agency representation with district offices, DOR, IRC directors, LEA organizations. The plan provides information regarding a localized referral process for each organization, directory of resources and contacts, intake process details, and the required documentation.

Adrienne stated that the hand-out provided includes a contact list for the high desert which will be updated and distributed electronically twice a year. Adrienne also referred to the D/M 174: Referral Form to Inland Regional Center, a new form she would like to have vetted before adopting. Adrienne explained that the students who have intellectual/developmental disability that are interested transitioning from school to work will have the referral form completed by the teacher and add supporting documents. There is also a release of information form included in the handout. These forms are currently being used by West End SELPA, East Valley SELPA, and IRC. The D/M SELPA logo has been added to our version of the form. Adrienne then provided a summary of the LPA. The referral process is important for the students who are ready to transition from school to work. Adrienne requested that directors ask teachers to invite an IRC employee to the IEP meeting prior to the student exiting from school. The teacher will also need to complete the LEA referral form and include any supporting documents as listed at the bottom of the form. The referral form, supporting documents, and consent form is to be handed to the IRC employee at the end of the meeting. Adrienne stated this will expedite

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the process once the child graduates high school. The IRC employee will complete their required work on the packet then it will be passed to DOR.

Susan Wright explained that once DOR receives the packet, an intake appointment is made for the child and a parent to meet with a DOR counselor. The meeting will help the counselor find the child's interest and likes to assist with CIE. Susan stated the student is then referred to a vendor that will do a trial work experience or situational assessment. If CIE can be met, the student will go to job placement and often job coaching is involved. If CIE cannot be met, the student is referred to IRC to determine how to place the student.

Nelda Colvin asked if there were any options for students with autism.

Andrew replied that many students with autism qualify for IRC services and can go through this process.

Susan added that if a student with autism does not qualify for IRC, they can go directly to DOR.

Adrienne offered to come to the sites during staff meetings to share the information as well. Adrienne continued that D/M SELPA became a vendor with IRC last year as a paid internship program. She stated this allows the SELPA to provide services to students with intellectual and developmental disabilities, finding work sites allowing the student to earn up to \$10,400 per year. If they come in through the D/M SELPA Transition Partnership Program (TPP), a student can receive up to 100 hours of job coach services to help them succeed on the job.

Diane Hannett shared that her superintendent received a letter from DOR requesting a meeting. She asked if that request is superseded by this program.

Susan stated the request sent to superintendents is for a different program with DOR called Potentially Eligible. There are other counselors assigned to the program for youth, not students, with disabilities in which they can receive the same services. Susan added that clients in the DOR Potentially Eligible program do not have to be receiving services from IRC as long as they have an IEP or 504 in place.

Andrew confirmed that students have to be eligible for IRC before turning 18 years old. That means IRC will not need to be invited to transition IEP meetings for a student that is older than 18 if the student is not already IRC eligible.

Margaret Akinnusi shared that VVUHSD has already met with DOR and they are doing presentation in classes.

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Adrienne confirmed that the process to invite IRC to the transition meeting is to contact them via phone and to have the packet ready and available at the transition meeting for the IRC employee.

Adrienne asked for approval of the referral form and consent form which will be added educator portal in the transition folder. Adrienne concluded that this referral goes through IRC and IRC will forward to DOR.

Matt Fedders commented the title of the form implies it is a referral to IRC for new students. He suggested revising the form to make it clear that it is a referral to the next step of services with IRC.

Adrienne stated the form will be revised. She then announced an upcoming training on September 25, 2018 for all TPP teachers.

Jenae concluded by thanking Andrew and Susan for sharing information about the LPA program with the committee members.

#### **4.0 DIRECTORS OF EDUCATION REPORTS**

##### **4.1 Hola! Training**

DeShawna Hemstead inquired whether another Hola! Training will be offered by SELPA. She stated Oro Grande would like to send staff to be trained.

Renee Garcia stated that she organizes the Hola! Training which is for any translators in the IEP process. Renee explained the training teaches the translators the specific language involved in the IEP process. Renee asked that any interested LEA email her with the number of staff that will be attending. Renee concluded that she will coordinate with the presenter and report back to LEAs with dates and times of trainings.

#### **5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS**

None.

#### **6.0 CHIEF EXECUTIVE OFFICER'S REPORTS**

##### **6.1 Legislative Updates**

Jenae Holtz shared the following Assembly Bills (AB) and Senate Bills (SB) potentially on the governor's desk for approval:



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- AB 3136 (O'Donnell) - Special Education Finance - this bill is to equalize special education funding. It is waiting for review and is expected to be held for the new governor.
- AB 2657 (Weber) - Restraining and Seclusion - this bill is to authorize educational providers to use behavioral restraints. It includes physical and mechanical restraints for seclusion only to control behavior that poses clear and present danger to the pupil and others that cannot be immediately prevented by a response that is less restrictive. There will be heavier reporting to the state on restraint and seclusion. This bill is headed to the governor's desk. The governor is in favor of local control and we believe he will not support it.
- AB 2423 (Holden) - Physical Therapists - this bill is headed to the governor's desk. This bill would allow a child to receive physical therapy services without receiving a doctor's approval or prescription in the school system if it is benefiting their education.
- AB 3096 (Rubio)-School Accountability Report Card bill will not advance this year. It would have created a system that would prevent duplication of accountability.

Jenae commented that the above bills are supported by State SELPA Administrators.

- Senate Joint Resolution (SJR) 19 (Wilk) - Special Education Funding - this bill urges equalization of funding. This has been chaptered into law. Funding equalization still has to come from the state approval or from Congress.
- AB 2083 (Cooley) - Foster Youth: Trauma-Informed System of Care – this bill states the intent of the legislature to build upon the current Continuum of Care Reform (CCR) implementation effort to develop a coordinated timely trauma-informed system of care for children and youth in foster care who have experienced severe trauma. The bill would require each county to develop and implement a Memorandum of Understanding (MOU) to describe roles and responsibilities, including a minimum of an interagency leadership team and interagency placement committee. The bill also allows for confidential information that is shared in meetings to stay confidential and not open to public inspection. Trauma informed instruction will become the priority.
- AB 1951 (O'Donnell) - Pupil Assessments – this bill would allow LEAs to administer, in lieu of the grade 11 Smarter Balance Summative Assessment, a nationally recognized high school assessment. The recognized assessment has not yet been identified.

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- SB 354 (Portantino) - IEP Translation Services - this bill is on the governor's desk. The 30-day requirement remains the same. If this is approved by the governor, LEAs will have 30 days to translate documents upon request. Jenae will send out which 8 languages are required to be translated.
- SB 1127 (Hill) – addresses medical cannabis at schools and is on the governor's desk. It would require LEAs to develop a policy for parents to come on campus to administer cannabis to their child on campus. The cannabis could not be administered in a smoke or vape form. Jenae believes it is very important for LEAs to have guidelines.
- AB 2580 (Cunningham) - addresses extension date of due process hearings for good cause. It is vague as the hearing office decides on what good cause is. This bill is on the governor's desk.
- AB 2168 (Thurmond) -establishes a special education teachers grant program and allocates \$2 million in one-time funding for the purpose. It requires the establishment of statewide framework for the purpose of training and supporting qualified mentor teachers to support the influx of special education teachers in California. The bill requires the CDE to award grants on a competitive basis using criteria it establishes. The department would allocate a one-time grant of \$500,000 upon appropriation of funds for the described purposed. Later, \$1.5 million will be dispersed among LEAs to have mentor teachers help the new teachers. Jenae will notify the directors immediately if she is notified that this bill passes without waiting for a Steering Committee Meeting so the LEAs have an ability to apply.
- SB 328 (Portantino) - provides the school day for middle and high schools to start no earlier than 8:30am. Jenae believes governor will leave it to local jurisdictions.
- SB 972 (Portantino) - requires school issued identification cards to have suicide prevention phone numbers on back side. This is pending and not up for signature for this year.
- SB 1019 (Beall) - CAHELP was awarded the Triage Personnel Grant through the Mental Health Services Oversight and Accountability Commission (MHSOAC). This bill would require the MHSOAC to consult with the superintendent of public instruction (SPI) in establishing criteria to split half of triage grant funds between school districts and mental health partnerships through a competitive process. This would take effect in 2021 and would not affect our grant but would affect future grants.

Jenae concluded with the election in November, the bills must be signed by September 30<sup>th</sup> so the status of the bills will be available in October.

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6.2 Local Solutions to the Shortage of Special Education Teachers

Jenae Holtz provided a summary of the California Commission on Teacher Credentialing's (CTC) Local Solutions to the Shortage of Special Education Teachers RFP. Jenae stated proposals must be received by the CTC by 5:00 p.m. on October 30, 2018. She encouraged the LEAs to apply to get some supports with new teachers. Jenae concluded that CAHELP will also be looking at how to support the LEAs with new teachers.

6.3 Desert/Mountain Charter SELPA Steering Committee Dates and Times

Jenae Holtz stated that the decision was made to split the Steering Committee Meeting due to the number of participants. The D/M Charter SELPA Steering Committee meetings will be held on the Thursday before the D/M SELPA meetings. Jenae encouraged the members of the Charter SELPA to attend the Charter SELPA meetings. She stated the Charter SELPA meetings will be more focused on charter law as well as the challenges and opportunities that charters face. Jenae noted the D/M SELPA charter members are welcome to attend both the Charter SELPA and the SELPA meetings. Jenae further stated this new schedule will start in October 2018. She noted if a member is not able to come to one meeting, they are welcome to come to the other meeting.

Paula Giraldo shared that the smaller meetings are appreciated but Aveson has IEPs meetings scheduled all day on Thursdays. She requested to have the Charter SELPA Steering meetings Friday after SELPA Steering Meeting.

Jenae stated that could interfere with Directors' Trainings, but she will look at possibly having Charter SELPA meetings on the Thursday before when there is a Directors' Training scheduled. She added that changing the Charter SELPA meeting will also depend on room availability. Jenae concluded that Paula's suggestion will be considered.

6.4 California Dashboard

Jenae Holtz reported on the California Dashboard. She shared information the information presented today was presented at the SBCSS District Superintendents' Meeting on September 7, 2018. Jenae stated individual Fall 2017 Dashboard Results were included in the LEA folders at the beginning of the meeting for the LEAs that are traditional public school districts. She explained Charter LEAs were not on the dashboard at the beginning of last year, so they did not receive the report as there was no data. Jenae noted the number of students and the number of students with disabilities will not match up for all districts because alternative education, continuation school, and dependent charter schools do not count in the "by school number" section of the document. The total number of enrolled children is accurate. Jenae asked the directors to pay attention to the trends and patterns in the schools including what is being done well and who needs supports. The superintendents are very concerned about students with disabilities. Jenae then summarized the PowerPoint that was presented at the superintendents meeting. Jenae

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stated that it is important that all students are looked at as children first. The state of California had over 700,000 students with disabilities that were served last year. She shared a belief that it starts with the leadership and the view of how children with disabilities are accepted on each campus. It is important to include students in both special education and general education in moments when they are all together on campus. It is also important to teach the students how to be together. Jenae stated that in her research, she saw that a red area in special education is often accompanied by the same area being orange in general education meaning both are in trouble. At the superintendents meeting, Jenae shared an assessment tool with the superintendents that was shared with Steering Committee in the spring of an assessment that takes a team of people. It drills down to what the district teams think is effective and not effective as well as what resources and tools they need. The superintendents were receptive and exploring what works and does not work beyond funding and mindsets. Jenae reported the D/M SELPA Professional Learning (PL) Guide was shared with the superintendents so that they are aware of the trainings the SELPA offers for math, ELA, and behavior as those areas tend to be the hotspots in the dashboard. Jenae stated she wanted the directors to be aware of what was said to the superintendents to reinforce that students are children first. Jenae confirmed the data in the LEA reports is from the pupil count of December 1, 2017. Jenae also confirmed that county classes are not counted on the dashboard, they have separate school codes. She continued that the dashboard is important and the superintendents are reviewing it. Jenae noted that the superintendents were informed that the SELPA will push the interventions to help change what the dashboard looks like.

Matt Fedders asked Jenae to provide instructions on how to retrieve the data from the dashboard. He also asked for new reports when updated information is released.

Jenae replied that she will provide those instructions and the updated reports. She shared how LEAs can find their data on the dashboard by entering the district name in the search field then clicking on the school name. She noted the state indicators can be viewed using the filter for Students with Disabilities. She stated the data by school was used to compile the reports presented today. Jenae concluded that it was good learning for her to do the exercise to see the whole picture.

## **7.0 DIRECTOR'S REPORTS**

### **7.1 Desert/Mountain Children's Center Clients Services Reports**

Guille Robles reported the individual LEA open and closed DMCC Clients Services reports were included in the LEA folder. Guille asked for any changes to be emailed to Linda Llamas.

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7.2 Sharing Confidential Information with School Staff Final Policy and Procedure

Guille Robles stated that Linda Llamas did not receive comments or questions on the DMCC Policy and Procedures presented at the August Steering Committee meeting.

Jenae concluded hearing no objections, the DMCC Policy and Procedures will be accepted as presented from the last meeting and will be presented to the Governance Council in December for approval.

7.3 Letters to Districts from Parents

Guille Robles reported that Linda Llamas has not received copies of any letters from LEAs regarding parents requesting assessments. Guille stated this is a follow-up from the discussion at the August Steering Committee when some directors reported having received letters from parents requesting assessments.

Jenae concluded Guille will draft an email for Jamie Adkins to send to the directors requesting copies of the letters.

7.4 Youth Mental Health First Aid Training Interest

Cheryl Goldberg-Diaz presented information on the Youth Mental Health First Aid training provided by the Desert/Mountain Childrens' Center. Cheryl stated the training teaches participants how to identify risk factors and warning signs for children who may be experiencing a mental health challenge or crisis. The training includes how to handle the situations and how to come up with an action plan to keep the child safe until appropriate help arrives. Cheryl further stated the training is for anyone on school sites that has contact with children, is listed in the PL Guide and is also available for onsite trainings.

Jenae stated that there is another pending legislative bill that requires school psychologists, LCSWs, MFTs, and LPPCs attend six hours of suicide assessment and risk training before licensure effective July 1, 2021. She further stated she is hopeful that the Youth Mental Health First Aid training will meet that requirement. Jenae concluded that CAHELP will work with the Board of Behavioral Science (BBS) to make this a continuing education opportunity so staff can earn their CEUs and meet the requirements.

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**8.0 PROGRAM MANAGER'S REPORTS**

8.1 Professional Learning Summaries

Corinne Foley presented the year-to-date Professional Development summaries for D/M SELPA and D/M Charter SELPA. She stated LEA individual reports are included in the LEA reports folders. Corinne highlighted the revised flyer for the Dr. Ruby Payne training. Corinne concluded by sharing that participants who register for both the Dr. Ruby Payne training on February 1, 2019 and the Dr. Laura Riffel training on February 21, 2019 will save \$40.00 on the registration costs.

8.2 Directors' Training

Corinne Foley reported that based on topics suggested at the August Steering Committee meeting, speakers have been secured for the 2018-19 Directors' Trainings. Corinne summarized the schedule and topics and noted that the Directors' Trainings immediately follow SELPA Steering Committee meetings.

Danielle Cote reminded the committee members to submit requests for on-site CPI trainings as early as possible.

8.3 Comprehensive Orton-Gillingham Training

Corinne Foley reported that D/M SELPA continues to receive requests on how to teach reading and literacy to children, especially those who learn differently. She stated as general education and special education teachers collaborate around the instruction of the students they both serve, it is important to find methodologies and practices that are inclusive and that support the core materials that are being used in the general education classroom. Corinne then shared that Victor Elementary School District (VESD) has been applying the work of Orton-Gillingham (OG) through the Institute for Multi-Sensory Education. Program Specialist Bonnie Garcia has interviewed teachers and will be visiting classrooms in VESD about their implementation of OG. Corinne noted Tanya Benitez (VESD) has been a part of these conversations and is supportive of bringing OG to the Desert/Mountain region. Corinne continued that through a review of research literature, OG as an instructional approach to reading consistent with Structured Literacy has been found to be an effective approach for teaching the foundations of reading.

Bonnie Garcia presented a PowerPoint including facts on reading difficulties, the importance of early identification, prevention, and intervention. It also included the published reading programs the Orton-Gillingham Approach is the basis of. Bonnie stated that OG training is costly. Each participant typically pays \$5000. However, D/M SELPA is proposing to facilitate a regional OG training that will significantly reduce costs and as follows:

- 30 hours of intensive training in Spring of 2019
  - April 15-17 and May 20-21

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- 4 hours of additional homework
- Training Manuals and Materials provided
- One-year subscription to OG's online lesson planning and assessment tool
- Certified as a teacher in OG methodology (not a trainer)
- Price:
  - Minimum of 10 participants, price is \$1650 per person
  - Price lowers slightly as participant numbers increase. Minimum of 55 participants, price lowers to \$1200 per person

Corinne stated that the OG approach is long standing and research based.

Tanya Benitez shared that to send a teacher out for this five-day training, the cost would be \$5000 which would include the training plus travel costs. She continued that this approach is about teaching teachers and providing tools for their toolbox. Tanya stated VESD has seen a true impact on the students. She also reported VESD had five teachers attend the OG training and though they are sharing, it is hard to share as it is so comprehensive. The approach is good for grades K-12 general education and special education.

Jenae Holtz stated that D/M SELPA is pursuing having at least one staff member become a trainer of trainers for OG but it is a process and will take probably two years.

Kristi Filip asked what the investment would be if an LEA has a staff member become a trainer instead of sending individual staff members to attend the training.

Corinne stated OG is very tight on who they allow to be trainers of the approach. D/M SELPA has requested for Bonnie Garcia to be a trainer, however she has not been approved yet. Corrine then stated the PowerPoint presentation will be emailed to directors so it can be shared with superintendents. She noted that the proposal is also in the Steering packets. Corinne further stated Bonnie will also send the research behind the specific studies to the directors. Corinne continued that the staff selected to attend the training have to be committed as it is an intense training and there is required homework and follow-up.

DeShawna Hemstead expressed concern about the trainings being held during testing time.

Corinne replied that training dates were selected in the attempt to not affect budgets and to be around school breaks but the SELPA will inquire about other dates.

Kristi Filip inquired whether the new teacher grant discussed earlier in the meeting could be used to pay for the training.

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Jenae responded that the grant does include professional learning, so the funding probably could be used.

Bonnie confirmed that the teaching of the students is done during core English Language Arts (ELA) time of class.

Diane Hannett asked Tanya how the partnership with general education and special education is working.

Tanya replied that the general education teachers have not yet been trained but she knows that they are struggling with students being behind grade level in reading and not knowing what strategies to use. The general education teachers are interested in the training based on what they've been hearing about the OG training and results.

Vici Miller stated that the training dates being during testing is a plus because grades K-2 do not test, more subs are available and the teachers of testing students do not usually take time off during testing.

Matt Fedders shared that he will take the information back to share with general education directors to see if they would like to participate as well.

Jenae recommended that directors present the information to their LEA administrative team, then it can be discussed again at the October Steering meeting. Jenae stated she will also share the training information with superintendents at the December Governance Council meeting.

Tanya Benitez shared that \$5000 per participant cost included the 5-day training, travel expenses, and substitute teacher costs. She pointed out that the training her staff attended was five days in a row, so it would have to be a summer institute or during spring or winter break which poses more challenges where D/M SELPA is offering to spread out the training days.

Corinne Foley concluded that Orton-Gillingham training will be discussed again at the October Steering Committee meetings so the LEAs can review and discuss the opportunity.

#### 8.4 Community Advisory Committee



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Corinne Foley stated that the Community Advisory Committee (CAC) is made of members that represent the LEA communities and include parents, general and special education teachers, psychologists, consultants, and students with disabilities. The CAC meets four times a year and discuss aspects of special education of interest to the parents. Corinne also stated California Education Code defines the role of the CAC. Each LEA is required to have a representative assigned to the CAC. Corinne requested that directors send her the name of their board approved representative (including board minutes) if the LEA does not already have an assigned representative. Corinne then stated the CAC Resource Guide (included in each of the individual by-LEA folders) is a resource for CAC representatives. The CAC Brochure (also in the folders) includes the topics for this year's meetings. Corinne asked the committee members to spread the word to parents about these meetings. Corinne further stated there is also a small version of the CAC poster in the LEA folder. However, the SELPA can provide full-size posters if an LEA is interested. Corinne concluded that Jamie Wiesner, Needles USD was able to electronically link in to last year's meeting so the community could participate in meetings including the discussions and give-away opportunities.

Cheri Rigdon commented that Silver Valley USD has also linked in to the meetings electronically. She also stated the meetings were successful.

#### 8.5 Due Process Update

Kathleen Peters highlighted a Colton USD due process case brief (distributed as a separate handout). Kathleen reported that Colton USD was found to have denied free appropriate public education (FAPE) for failing to address the impact of bullying on a student. Kathleen shared that her first impression in reading the case was that the district did everything they were supposed to do. However, the judge found that there is a strong likelihood that a student in special education is more greatly affected by bullying because of their needs. Kathleen summarized the key points in the case. She stated the findings show that it doesn't matter if the bullying has to do with the disability if it deprives the student from having their educational needs met. A two-step prong was provided to determine if FAPE was affected: Number one was whether the bullying occurred and number two was whether the bullying resulted in the student not receiving educational benefit. The courts are saying that when a student in special education is being bullied, counseling referrals or other interventions could be impacted by the bullying. The American Medical Association defines bullying as taking place with an imbalance of power. According to the decision, this special education student did not have the power to deal with what was happening. The counseling referral was found to be not sufficient because it did not state the referral was due to bullying.

Cheri Rigdon asked if the parent brings up bullying at all, is the discussion about bullying and the offer of counseling due to bullying to be addressed in the note section of the IEP forms.

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Jenae stated that it must be written and very clear.

Danielle Cote shared that in the bullying intervention course, she hears staff members stating the students are not truly being bullied but that it's the student's perception. She continued that is a dangerous statement and there needs to be a change in that view.

Kristi Filip commented that there are incidences when investigations show bullying has not occurred. She followed by asking if bullying is even a possibility, should it be documented in the IEP.

Jenae replied that if bullying is suspected, it should be addressed and documented that the conversation has occurred. It may not require the level of counseling, but it must be addressed. Jenae encouraged sharing evidence of what is being seen if it is contrary to what is being reported. If counseling is involved, it is important on the referral form to note that bullying is an issue. This will allow the assessing therapist to include handling bullying in the student's goals.

Kathleen stated that an IEP addendum should be scheduled right away if administration is made aware of or suspects bullying.

Jenae added that if a parent is calling, you have a basis of knowledge and it needs to be addressed.

SELPA OT/PT Update: Kathleen reported that D/M SELPA is short one physical therapist. She continued that the OT/PT department will be implementing a new sign-in process to document when staff arrive at the school. Kathleen explained this log will need to be signed by front office staff or a teacher at the school site.

Jenae Holtz added that during Comprehensive Reviews, the logs have been requested for mental health and OT/PT services. Jenae concluded it is a good checks and balances to ensure that services are being provided in a way they should be.

#### 8.6 Due Process Summaries

Kathleen Peters stated there are currently ten open due process cases in the D/M SELPA. There are currently no open due process cases in the D/M Charter SELPA. She reminded the committee that time is of the essence when receiving due process complaints because non-school days, weekends, and holidays count towards the number of days LEAs have to respond. Kathleen noted it is also very important that D/M SELPA receives every page of the complaint. Kathleen asked for everyone to communicate this information to their staff that handle faxes.

#### 8.7 D/M SELPA and D/M Charter SELPA Policies and Procedures

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Jenae Holtz presented the following revised D/M SELPA and D/M Charter SELPA Policies and Procedures for review:

- D/M SELPA Chapter 4: Instructional Planning and the IEP
- D/M SELPA Chapter 16: State and District Assessment Programs
- D/M Charter SELPA Chapter 1: Identification and Referral of Individuals for Special Education
- D/M Charter SELPA Chapter 7: Participation in Assessments
- D/M Charter SELPA Chapter 13: Nonpublic Agency/Nonpublic School Services

Jenae highlighted the revisions as noted in the executive summaries. Having no comments and/or objections, the revised policies and procedures will go to the Governance Council for approval.

#### 8.8 Compliance Updates

Peggy Dunn stated that CDE Monthly Monitoring is going to resume. A spreadsheet will be sent at the end of the month by Colette Garland to appropriate LEAs, except for VVUHSD which is out of monthly monitoring.

Peggy continued by providing updates on Compliance items as follow:

2017-18 Disproportionalities: Peggy stated CDE has provided the lists of students' records that will potentially be reviewed. Peggy stated Melody Hood with CDE has access to student information so it is important to update the records for students that have exited and ensure that IEPs are closed. Peggy asked directors to include Colette Garland in the emails to Melody regarding eliminations and additions to the lists. She noted the CDE has not provided a due date yet but it is anticipated later in the month. Once the date has been provided, Web IEP access will be opened to Melody so she can proceed with her desk audit. The policies and procedures have been completed and they will be uploaded by September 28, 2018 and directors will be included in the email.

Data Identified Noncompliance (DINCs): Peggy stated that 2017-18 DINCs will be occurring soon but no date has been given yet.

Desired Results Access Project (DRDP): Peggy shared that D/M SELPA is available to support the LEAs with DRDP. Peggy asked the directors to contact the SELPA with questions and concerns.

Margaret Akinnusi expressed her appreciation to Colette for attending State SEIS meeting with her. The VVUHSD plan was accepted from CDE.

Jenae Holtz reported that VVUHSD is in significant disproportionality and as a result, must write a plan with goals for the CDE. Jenae stated although some revisions to the plan were needed, VVUHSD has developed ways to get out of significant disproportionality. Jenae

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explained that when a district goes in to significantly disproportionate, the district is required to use 15% of their federal funds on general education interventions to reduce the disproportionality.

8.9 PBIS Cohort 10 Update

Kami Murphy reported that the PBIS Cohort 10 has ten new schools this year that include seventy-two educators. Kami continued that staff who have been through the training in previous years were sent an email asking how the SELPA PBIS team can continue to help with supports. Kami shared that the SELPA PBIS team is trying to build K-12 systems for school districts. PBIS is celebrating successes next week with the PBIS Recognition Celebration. Kami asked the directors to attend to support recognized schools. There will be seventy-five schools recognized with sixty-four being in tier 1 and 2.

8.10 Triage Grant

Kami Murphy shared that the grant is coming. The Universal Screening workshop was provided this week with thirty-six participants which is the largest group we've had with twelve local schools represented. With this grant, job positions have been offered this last week and additional vacancies will be filled.

**9.0 BUSINESS DEPARTMENT REPORTS**

Jenae Holtz reported that the next Finance Committee Meeting is in October.

**10.0 PROGRAM SPECIALISTS' REPORTS**

10.1 Annual Behavior Conference

Danielle Cote reported that the state of California has not established social/emotional learning standards but they are working with Collaborative for Academic, Social, Emotional Learning (CASEL). In the meantime, the Annual Behavior Conference will address the wellness of staff members and students. Registration is currently open.

10.2 ADR Conference

Karina Quezada presented the flyer for the Alternative Dispute Resolution (ADR) conference. Karina stated registration opens on September 17, 2018 and meals are included in the cost to attend. She reported that the conference was at capacity last year. Karina also stated the conference is about building collaboration with parents and IEP teams.

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Jenae Holtz stated that ADR grants will be offered for SELPA and Charter SELPA members. Jenae also stated that each LEA will be allotted five spots for registration to be paid through the ADR grants. Directors can email the names of their five staff to Marina Gallegos. Jenae encouraged the directors to move quickly because the conference fills up quickly.

## **11.0 INFORMATION ITEMS**

### 11.1 DRDP Memo

Colette Garland stated the electronic data collection is ready and assessors will be able to enter directly in the DRDP system. On October 2, 2018 at 2:30 p.m., Elizabeth Schroeder, director of research, will offer a webinar. Colette concluded she will send an email to directors on Monday requesting for names and email addresses of individuals so they can be signed up for the webinar.

### 11.2 County Regional Services Reports

### 11.3 SELPA Related Services Reports

### 11.4 Monthly Occupational & Physical Therapy Services Reports

### 11.5 Monthly Audiological Services Reports

### 11.6 Monthly Nonpublic School/Agency Expenditure Report

### 11.7 Monthly Nonpublic School/Agency Placement Report

### 11.8 Monthly Low Incidence Equipment Reimbursement Reports

### 11.9 Upcoming Professional Learning Opportunities

## **12.0 OTHER**

Steering Committee Agenda: Jenae Holtz shared that there will be changes in which Information Items will be presented at Steering meetings. She stated some reports will no longer be included regularly on the Agenda but will be distributed electronically to the directors.

Update on Glenn Low: Mike Esposito shared the he saw Glenn Low at Barstow High School football game. Mike said that Glenn looks great and is in great spirits.

Potential New Charter SELPA Members presented to CAC: Jenae reported that a special CAC Meeting was held today to vote on adding the recommendation to add four new members to the Charter SELPA. Jenae explained two charters authorized by Lucerne Valley USD (Elite Academic Academy – Lucerne, and Elite Academic Academy – Adult Work Force Investment) and two

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charters authorized by Trona USD (California STEAM San Bernardino and University Prep San Bernardino) were approved by the Governance Council. She stated the Governance Council agreed to support the smaller districts and approved the membership of four new charters effective July 1, 2018. Jenae stated the special CAC meeting was called to have the revision to the Local Plan adding the new charters reviewed and approved by CAC before submitting the paperwork to meet the CDE October 1 deadline for adding new members for this fiscal year.

Dr. Steve Budhreja, Elite Academic Academy shared that the Steering meeting was very informative. He thanked Jenae for inviting him to attend.

### **13.0 ADJOURNMENT**

Having no further business to discuss, the meeting was adjourned at 11:44 a.m.

### **NEXT MEETING: OCTOBER 12, 2018 IN THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER, APPLE VALLEY**

*Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.*

## Developing a Legislative Platform – Identifying the “4 Ps”

**PROBLEMS + PROTECTIONS = PRIORITIES + POLICIES**

A Legislative Platform is a list of legislative objectives which will be used as a “blueprint” for testimony and lobbying efforts, in conjunction with responses dictated by day to day events. It is important for every organization that is seeking comprehensive legislative or regulatory change to establish a Legislative Platform and approved initiatives, which we will give guidance to your members, legislative advocates and the public at large.

To ensure efficiency in the process of establishing a Legislative Platform, Lighthouse Public Affairs works with many clients to complete a review of the previous legislative session and an analysis and prioritization of issues facing the client or their organization’s membership. Under the direction of Legislative Committee, we will work with your association to help facilitate and coordinate a needs assessment and to identify the following:

- **Problems** – Existing laws and regulations to seek change or issues facing the association that need to be addressed. For example, these may include funding formulas or areas of inter-agency shared responsibility.
- **Protections** – Laws, regulations and funding sources that must to be protected
- **Priorities** – Listing the organization’s short-term and long-term public policy objectives and goals (this may include specific sponsored bill ideas or budget priorities)
- **Policies** – Formal policy statements which are general in nature, but reflect the organization’s fundamental mission, and its overall policy goals and objectives. This list serves as the guiding principles in taking positions on legislation or pending regulatory action.

Generically termed “the 4P’s” – this exercise will result in the development of a formal Legislative Platform for your organization. Our team is experienced and has guided the development of multifaceted Legislative Platforms for over a decade for local governments including the County of Orange and national trade associations, including the Personal Care Products Council. In addition, they are experienced with the development and refinement of more focused platforms, not-for-profit advocacy-driven organizations like Habitat for Humanity California, which transcends several policy arenas – however, they are all related to the central focus of promoting housing and homeownership in California.

It is important for the organization to commit the necessary time and energy initially and participate in several strategy sessions with the Lighthouse team. This will allow them to refine the way in which they learn about the organization’s issues and forecast potential outcomes to identifying “Problems and Protections,” and assisting the organization in accurately setting its legislative priorities and essentially writing the “Policy” statements. Our team is passionate about public policy, we understand the political landscape in Sacramento, and thrive in this policy-making environment!

Regardless of the size and scope of the organization, to accomplish this task, we need assistance in two key areas:



- 1) Identifying and analyzing legislative platforms or priorities set in the past (overview of positions on bills, rulemaking procedures, etc.)
- 2) Coordination of a more defined role for the organization's key advisory committees and/or leadership, in an effort to embrace an integrated approach with our lobbyists in Sacramento.

By focusing and developing these two areas, the goal is enhancing Lighthouse's existing state advocacy efforts by having more detailed information to be more proactive around identifying problems and protecting your organizations core services. By doing so, this approach aims to assist the organization and Lighthouse with defending and advocating the organization's priorities with more comprehensive and quantitative data.

For example, members of the Legislature will often request the organization's position on a bill before casting a vote. Therefore, Lighthouse and the leadership of the organization may have only a short period of time to identify whether the bill supports or threatens a priority or approved policy stated in the platform. With an approved Legislative Platform in place, we can begin working with and promoting the organization's position immediately and continuously help the organization reach it's state advocacy goals together.

#### Legislative Training, Workshops & Protocols

During the development of the Legislative Platform, we will work daily, weekly and monthly to set goals and standards in promoting a new system for positive change. Specifically, we will facilitate multiple workshops (as needed) with the organization's key stakeholders identified by your leadership. Workshop topics can include:

- An introduction and/or advanced overview of the Legislative and Budget Process
- Developing legislative proposals and policy development
- Refining and analyzing previous positions on legislation and sponsored bill proposals
- Effective advocacy strategies in Sacramento and at the local level (Grassroots)

After successful trainings and workshops on identifying the organization's problems, priorities and protection of services, we can begin the process of writing the formal policy statements to reflect these legislative priorities. The Platform will include updated priorities and policy statements that were developed from the brainstorming sessions with the 4 P's approach. Lighthouse embraces this collaborative method and recommends continuous implementation of this approach in preparation for the upcoming 2019-2020 Legislative Session. The organization should view the Platform as a "living" document, which will be continuously referenced, edited and updated. It is important that the organization continuously assesses and reflects on its priorities that it does not become an annual exercise. Therefore, it is useful to have an amendment adoption process as follows:

- The benefit of establishing a Legislative Platform amendment process is that it allows the organization to adapt to the ever-changing political climate in Sacramento that may necessitate changes to a previously adopted provision in the Legislative Platform. We believe the Legislative Platform amendment process will allow the organization and it's advocates to work most effectively within a system that is constantly growing and evolving.



- The platform amendment can either request changes to an existing policy platform based on analysis and recommendations by the organization’s leadership or lobbyists, or a new policy statement or legislative priority may be adopted on matters of importance to the organization.

Lighthouse Public Affairs will maintain a Legislative Platform matrix that will correlate each policy statement and priority with a legislative, administrative, or budget action. We believe this will help the organization to measure the success or failure of certain legislative actions as it relates to its priorities and policy statements. We understand the importance of monitoring and evaluating our strategy throughout the process and with this proposed metrics system, Lighthouse will also be able to measure our performance and accountability on representing the organization to our best abilities.

### Implementation of the Legislative Platform

With 3 registered lobbyists working the halls of the Legislature, we provide exceptional intelligence on the inner workings of the Legislature. Therefore, once the Legislative Platform is approved, our team in Sacramento will devise a plan to implement each item. The primary staff identified in the staffing plan of this proposal is Alice Kessler. She is a seasoned advocate who has represented similar organizations on a variety of issues for over 15 years. Our approach to implementing the organization’s Legislative Platform and priorities are divided and shared based on the advisor’s strengths and expertise which have been carefully selected to keep the continuity of the primary staff that have learned, studied, and advocated the organization’s top priorities. Specifically, there are two main categories of implementing the Platform: Monitoring and Evaluating and Reporting and Responding.

#### 1) Monitor and Evaluate

Our staff operates and manages multiple legislative bill reports for our clients through Capitol Track. Once we evaluate the legislative, policy and regulatory priorities for the organization, we will provide information of interest to the organization, evaluate its impact and act. We can/will provide the services to your organization such as, but not limited to, the following:

- Testify before state policy and fiscal committees on behalf of the organization and participate actively in the legislative process through working groups and relevant coalitions, such as the Educational Management Group.
- Provide copies of committee analyses of bills, white papers, and background research on critical policy issues.
- Educate and persuade the Administration, Members of the Legislature and key Administration officials regarding the organization’s core objectives.
- Identify and report to the organization on proposed legislation, policies, regulations, ballot initiatives, and State Administrative actions, which would or potentially could impact special education generally and/or the organization specifically;

- Monitor, analyze, and notify the organization of anticipated, newly introduced or amended legislation ;
- Provide support to key SELPA members in identification of bills of interest/concern and weekly bill tracking and analysis;
- Aid the organization in drafting testimony on proposed State legislation, policies or regulations which could impact the organization;
- Assist with advocacy days for the organization and logistical meeting arrangements with members of the Legislature and/ or regulatory and administrative agencies. Additionally, be available to provide staff support when organizational leaders travel to Sacramento to further the organization’s advocacy program;

Specifically, we will service the organization using the following timeline:

*January – March*– We will seek appropriate authors for any new legislative proposals by using our experience with and access to the Legislature. We will be updating the organization regularly on newly introduced legislation that may be of interest and rallying support for any sponsored legislation. We will work with key stakeholders to define legislative needs and suggest legislative strategies (i.e. legislative authors, vehicles, allies, timing and other advice).

*April – June*– Our focus will be advocating and negotiating amendments as necessary for bills to pass their house of origin, policy, and fiscal deadline for newly introduced bills. We will be working closely with the Legislative Committee by providing advice and consultation on suggested positions on bills and representing that position before policy committees. We will testify at legislative hearings on all bills in which the organization has an interest and position as well as identifying allies to minimize opposition.

*July – August*– We will continue to testify at policy hearings but also at fiscal committees, where we will defend the organization’s fiscal position on bills of interest and oppose others.

Throughout the duration of any given legislative session, issues might arise, such as through a “gut and amend” process or a “last minute budget deal” which can dramatically impact the organization. This occurs at the end of a legislative session or behind closed doors and requires nimble reaction. When a confluence of events results in the right atmosphere for action, we will work with the organization to prepare a response plan.

*Budget Agenda (Timeframe of Implementation January 10 through June 15)*

Given the current legislative climate, the greatest challenge facing the organization will be special education finance.

*January – March*– Every year the budget process starts with the release of the Governor’s proposed budget. Normally unveiled around January 10, we will quickly analyze and report all budget proposals that would have an impact on the organization and other issues of interests that are contained in the Governor’s budget. After the staff has determined the direct impact the budget would have on the

organization, we will start to engage the Budget Subcommittee members, consultants and staff, the Department of Finance, and the Governor's Office to relay the organization's positions on relevant proposals.

*April – June 2015*– The budget process will continue throughout the duration of budget subcommittee hearings, the May Revision and finally through the Budget Conference Committee hearings. We will continue to ensure the organization's proposals become part of the May Revision and pass through the budget process.

## 2) Report and Respond

After meeting with relevant members of the Legislature and key legislative staff regarding the approved platform, we will also schedule meetings with key legislators for greater visibility of the organizations' interests. In addition, we will annually recommend a legislative day at the State Capitol to share the organization's legislative priorities and platform in a formalized setting with legislators, policy committee members and key policy staff.

Based on our experience, we have assessed that it is critical that we keep our clients regularly informed of developments as they occur. In some circumstances, we may request a key member of the organization with expertise in an area to testify before the Legislature to lend "real world" evidence of the problem at hand. In preparation to present a testimony statement, we will work with the legislative staff to develop "on message" talking points. In addition, we pride ourselves on keeping an open line of communication with our clients, especially during the busiest times of the legislative session. The project manager for this account, Alice Kessler, will work directly with the organization on all formal communications in the form of regular conference calls and legislative updates on pending issues. In some cases, daily briefings will be appropriate and necessary.

### *Communications Plan*

One of the most important steps to ensuring we are appropriately reporting and responding to the organization's needs and keeping our advocacy plan on schedule is through an effective communications plan. Lighthouse proposes a customized process of regular communication with the appropriate organizational leadership in order to efficiently advocate and quickly report back on our progress.

Our communications will include, but not be limited to: conference calls, formal monthly reports, presentations to the membership, as desired and regular electronic reports identifying bills and issues that might be of interest to the organization, along with regular updates on bills and/or issues the organization has approved positions on. Highlights of our communications will include:

- *Budget & Political Landscape* – We will highlight the current state of the budget in any given month, along with an overview of any budget-related measures working through the legislative process, along with available grant opportunities. Additionally, this report will highlight the overall political environment in Sacramento (i.e., leadership changes, committee chair changes, election results and polling information).

- *Legislative Platform* – We will provide regular updates on the status of any sponsored legislation. We will notify the organization on a regular basis of all upcoming hearings, legislative actions, critical testimony and political dynamics related to all major priority issue areas.
- *Bills of Interest* – We will provide regular reports to the organization that identify legislative issues or opportunities that may be of interest to the organization. We will assist you in determining the appropriate position and advocacy goals to effectively influence the outcome of the new laws, programs or funding opportunities.
- *Cultivating Relationships* – We will interact regularly within the halls of the Capitol and surrounding community at large. This will include attendance at events and formal and informal meetings with individual members, committee consultants, legislative staffers, state department personnel and/or members of the Governor’s staff.
- *Participate in Associations/Organizations with similar interest* – We will attend weekly meetings with other advocates of the Educational Management Group. We will report regularly to the organization and include the highlights of their legislative priorities and other policy actions that are being taken.

With an in-depth approach of the 4P’s system described above, a clear plan of establishing training and protocols, implementing the legislative platform through monitoring, reporting and advocating, we believe this a efficient pathway to representing the SELPA Administrators Association of California in Sacramento.

## SELPA Administrators of California

### 2018 Legislation of Interest – Final Outcomes

**AB 3136 (O'Donnell) – Special Education Finance**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB3136](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB3136)

Held in the Senate Appropriations Committee.

**AB 2657 (Weber) – Restraint and Seclusion**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB2657](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2657)

Signed into law by Governor Brown.

**AB 2423 (Holden) – Physical Therapists**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB2423](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2423)

Signed into law by Governor Brown.

**AB 3096 (Rubio) – School Accountability Report Card**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB3096](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB3096)

Held in the Senate Appropriations Committee.

**SJR 19 (Wilk) – Special Education Funding**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180SJR19](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SJR19)

Adopted.

**AB 2083 (Cooley) – Foster Youth: Trauma-Informed System of Care**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB2083](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2083)

Signed into law by Governor Brown.

**AB 1951 (O'Donnell) – Pupil Assessments**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB1951](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1951)

Vetoed by Governor Brown.

#### Governor's Message

To the Members of the California State Assembly: I am returning Assembly Bill 1951 without my signature. This bill requires the Superintendent of Public Instruction to approve one or more nationally recognized high school assessments that a local school may administer in lieu of the state-administered high school summative assessment, commencing with the 2019-20 school year. Since 2010, California has eliminated standardized testing in grades 9 and 10 and the high school exit exam. While I applaud the author's efforts to improve student access to college and reduce "testing fatigue" in grade 11, I am not convinced that replacing the state's high school assessment with the Scholastic Aptitude Test or American College Test achieves that goal. Our K-12 system and our public universities are now discussing the possible



future use of California's grade 11 state assessment for college admission purposes. This is a better approach to improving access to college for under-represented students and reducing "testing fatigue". Sincerely, Edmund G. Brown Jr.

### **SB 354 (Portantino) – IEP Translation Services**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180SB354](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB354)

Vetoed by Governor Brown.

#### **Governor's Message**

To the Members of the California State Senate: I am returning Senate Bill 354 without my signature. This bill requires local schools, upon a parent's request, to translate a student's individualized education program (IEP) and other related documents prepared as part of their special education services in the native language of the parent within 30 days of the IEP meeting. I cannot support this bill. Current law requires that non-English speaking parents understand their child's IEP, and in fact gives parents the right to have an interpreter present at their child's IEP meetings. To the extent that this is not sufficient, I think the remedy is best handled at the local school district. Sincerely, Edmund G. Brown Jr.

### **AB 2171 (Frazier) – Inclusion of Employment Planning in IEP**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB2171](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2171)

Died on the inactive file.

### **SB 1127 (Hill) – Medical Cannabis at Schools**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180SB1127](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB1127)

Vetoed by Governor Brown

#### **Governor's Message**

This bill is overly broad as it applies to all students instead of limited cases where a doctor recommends medical marijuana for a student in order to prevent or reduce the effects of seizure. Generally, I remain concerned about the exposure of marijuana on youth and am dubious of its use for youth for all ailments. This bill goes too far -- further than some research has -- to allow use of medical marijuana for youth. I think we should pause before going much further down this path.

### **AB 2580 (Cunningham) – Special Education Due Process Hearings**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB2580](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2580)

Signed into law by Governor Brown.

### **AB 2168 (Thurmond) – Special Education Teachers Grant Program**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB2168](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2168)

Vetoed by Governor Brown.

#### **Governor's Message**

To the Members of the California State Assembly: I am returning Assembly Bill 2168 without my signature. This bill establishes the Special Education Teacher Grant program for the purpose of retaining and mentoring special education teachers. While I support the need to retain and support special education teachers, I cannot support this bill. The 2018 Budget Act includes \$50 million Proposition 98 General Fund for the Local Solutions Grant Program for schools to develop and implement new, or expand existing, locally identified solutions that recruit, support and retain special

education teachers. Nothing in the grant language prohibits schools from providing mentors for special education teachers. Sincerely, Edmund G. Brown Jr.

### **SB 328 (Portantino) – School Start Time**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180SB328](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB328) Vetoed by Governor Brown.

#### **Governor's Message**

To the Members of the California State Senate: I am returning Senate Bill 328 without my signature. This bill would prohibit middle and high schools from starting earlier than 8:30 in the morning, unless in a rural area. This is a one-size-fits-all approach that is opposed by teachers and school boards. Several schools have already moved to later start times. Others prefer beginning the school day earlier. These are the types of decisions best handled in the local community. Sincerely, Edmund G. Brown Jr.

### **AB 1436 (Levine) – Suicide Prevention**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB1436](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1436)  
Signed into law by Governor Brown.

### **AB 2022 (Chu) – Notification About Student Mental Health Services**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB2022](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2022)  
Signed into law by Governor Brown.

### **AB 2639 (Berman/O'Donnell) – Suicide Prevention Policies**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB2639](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2639)  
Signed into law by Governor Brown.

### **SB 972 (Portantino) – Pupil Identification Cards/Suicide Hotline Numbers**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180SB972](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB972)  
Signed into law by Governor Brown.

### **SB 1019 (Beall) – Mental Health Partnerships**

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180SB1019](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB1019)  
Vetoed by Governor Brown.

#### **Governor's Message**

To the Members of the California State Senate: I am returning Senate Bill 1019 without my signature. This bill would require the Mental Health Services Oversight and Accountability Commission to allocate at least half of its triage grant funds to local education and mental health partnerships. The bill as written would limit the Commission's authority to exercise its judgment in the distribution of these grants. I believe the better practice would be to leave this matter to the Commission. Sincerely, Edmund G. Brown Jr.

# GRR UPDATE & OVERVIEW OCTOBER 2018

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# Legislative Cycle Update – VETOES

As of September 30<sup>th</sup> Governor Brown has acted on the following:

- SB 354 (Portantino) Translations: **VETOED**
- SB 328 (Portantino) Pupil attendance: School start time. **VETOED**
- SB 1127(Hill) Pupil Health: administration of medicinal cannabis: school sites **VETOED**
  - Medical Cannabis Due Process Case – Update
  - (will be presented in more detail in November)
- AB 1951 (O'Donnell): Pupil Assessments: Pathways to College Act **VETOED**
- AB 2168 (Thurmond): Special Education: Teachers grant Program: **VETOED**

# Legislative Cycle Update – SIGNED by Governor Brown (Approved into law)

## Bills we supported:

- AB 2423 (Holden): Physical therapists: Direct access to services: plan of care approval: **SIGNED**
- AB 2657 (Weber): Pupil discipline: restraint and seclusion. **SIGNED**

## Bills we monitored:

- AB 1747 (Rodriguez) School safety plans. **SIGNED**
- AB 2083 (Cooley): Foster youth: trauma-informed system of care: **SIGNED**
- AB 2580 (Cunningham): Special Education: due process hearings: extension of hearings: good cause. **SIGNED**

# Legislative Committee Roles

- Identify and track bills
- Seek positions on key bills that support the goals of the Association
- Work the legislative process with Government Relations Representative (GRR) firm representative (Alice Kessler) and Staff
  - In busy season attend meetings and/or hearings in Sacramento (at times a minimum of once a week during the busy hearing season)
- Connect with other Associations working on behalf of students
- Develop grass roots support
- Provide tools for members to work their own legislative process at home
- Work together as a committee.
  - Connect at least once monthly on conference call or in person
  - Committee is committed to capacity building within the committee and association around legislative advocacy

# Role of Government Relations (GR)

- [Lighthouse Public Affairs](http://lh-pa.com/): Government Relations Rep: Alice Kessler
- <http://lh-pa.com/>
- Draft letters of support or oppose
- Testify at hearing and/or prepare members to testify
- Relationships and connecting our goals to those who may have similar goals.
  - Connecting the Association and Legislative Committee members to members of the Legislature, Governor's Office, LAO, DOF, etc.
  - Securing appointments with policymakers and other associations
- Educating the Association on the Political Implications of positions
- Making recommendations to the Association on our goals
- Recommending and/or assistance in crafting legislation that would benefit our goals
- Monthly report on legislative activities and legislative matrix
- Bringing information to the Leg committee on legislation introduced that would impact our Association goals and/or the students we serve.

# How to Get Involved

- Read Legislative Matrix every month
- Reach out to Legislative Committee members with questions about legislative matrix and activities or specific legislative priorities
- Connect with local legislative offices/staff
- Write Letters of support
- Write to inform legislators of key issues
- Invite legislative staff to see school activities or programs you want to highlight
- Participate in Legislative Sharing Day (early May). Bring parents and/or staff to connect with your representatives about our Legislative Priorities.

# Planned Leg Committee Services

- Continue monthly PPT – include notes section and expand documentation of evidence of work
- Continue monthly GRR Report – expand the items that are listed related to communication and information sharing
- Continue support to Interagency for CCS work – include notes and documentation of evidence of work
- Continue to support OOHC funding work – include notes and evidence of work

# Planned Legislative Committee Activities

- October SELPA – Legislative Priorities Generation Activity
  - Begin Legislative Priorities within Association through regional engagement
  - Focus of Legislative work for organization
  - Creation of Common Message
- November SELPA – Legislative Platform Refining
  - Led by Lighthouse Public Affairs: Alice Kessler and Holly
  - Setting a legislative platform – “How to”
  - Developing a Legislative Platform: Identifying the 4 P’s:
    - Problems + Protections = Priorities + Policies
- December SELPA –
  - Review Legislative Priorities and Platform
  - Grassroots to Grasstops Advocacy Training – How to message from Leadership to Parent
  - Bill Analysis Training – How to read legislative language
  - All will be a great “prep” for Legislative Sharing Day in May!
- Monthly Comments/conversation section

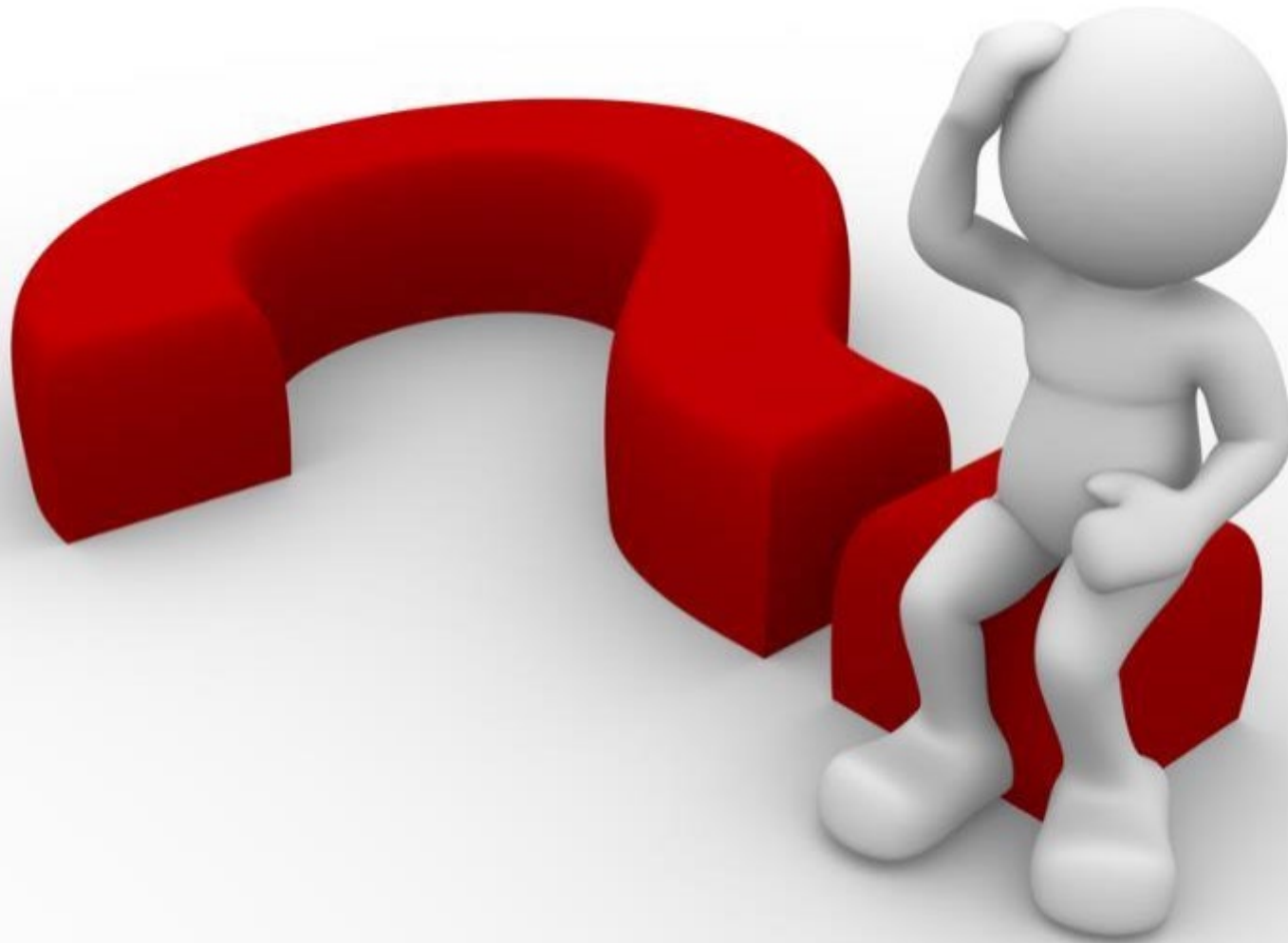
# 2017-2018 Legislative Priorities: Where are we NOW?

- Special Education Finance: Equalization and Preschool Funding
  - Support AB 3136 (O'Donnell) (HELD/Died)
- Accountability and Transparency
  - Support AB 2704 (O'Donnell) (HELD/Died)
  - SELPA Focus on Accountability and Transparency
    - SELPA commitment: Continuous improvement model and work
    - SELPA Finance Committee's work with CDE on creating a more parent/user friendly Annual Budget Plan
    - Partnerships with CDE on accountability and monitoring alignment
    - Partnerships with CACs
    - ADR



# Legislative Priorities Activity

# Questions?



## **Inter-District Transfer Information**

The following is historical information obtained from the meeting minutes for Steering in June 11, 2010, January 20, 2019, January 17, 2014, and June 24, 2014, which highlight the intent of the Served By/For District policy in the fiscal allocation plan, use of SELPA form D/M 128, elimination of D/M 128 due to change in regs, and finally reinstatement of D/M 128 as a mechanism to keep directors informed of students being released from the district, etc. This may be why some believe this is a SELPA policy because it is referred to as a policy in the fiscal allocation plan in our Steering minutes.

In short, in June of 2010, we provided the rationale for the Served By/For District to address questions that rose about handling inter-district transfers. Directors were informed that the process was documented in our funding allocation model in the fiscal allocation plan. Additionally, it was discussed that the funding allocation model was a two-fold purpose: (1) Incentivize districts to serve their own students; and (2) to create schools of choice to incentivize quality programs. Information regarding the calculation method and FFS dollar associated with transferred students is automatically transferred out of AB 602 dollars to the “service provider” (DOA). Directors were informed the DOR can say no to releasing a student on an inter-district transfer; however, the receiving district cannot refuse the transfer without discriminating on the basis of a disability. The funding model allows the receiving district to accept the student without concern for the additional cost to serve the student.

Subsequent to the June 2010 meeting, SELPA form D/M 128 – Special Education Inter-District Transfer was presented at the January 20, 2012 Steering meeting. The form was among several forms up for revision and/or retirement. Form D/M 128 was presented for revision only at the time.

A few years later on January 17, 2014, Inter-District Transfer was discussed at Steering. This time, directors were being informed of the proposed elimination of form D/M 128 due to changes in the law regarding inter-district transfers. The previous law allowed the denial of such transfers if the district has to establish a new program or the program was costly to accommodate. The new regs (EC 48300) specifies that the district that chooses to accept the inter-district transfer now becomes a “school of choice.” At this meeting, directors were informed of the criteria for such transfers for schools of choice and the exceptions. Again, it was emphasized that the SELPA has written into its fiscal allocation plan that if the district accepts a student from a neighboring district under this rule, the funding associated with the services for that student follows that student and comes out of the DOR allocation. The SELPA concluded that the funding mechanism “levels the playing field for districts and does not hurt the district financially by virtue of accepting a child with special needs.” It was then determined after some discussion and a question regarding transportation needs of the student in an IEP and whether the parent becomes responsible for transportation cost if he/she chooses to transfer the child, that the SELPA would hold off retiring D/M 128 pending a legal opinion on the responsibility for specialized transportation.

Finally, at the June 2014 Steering meeting, the proposed elimination/retirement of form D/M 128 was discussed. At this meeting, the SELPA opted to reinstated form D/M 128 due to concerns that some students with disabilities were being transferred without the special education

directors' office being informed. Form D/M 128 was then reinstated to assist with communication between districts when a student transfers. A concern was raised that although D/M 128 will help, the larger problem is with the district policy.

Please see excerpts from the aforementioned Steering meetings for your review. I've also attached the handouts that were shared at these meetings.

## **Rationale: Served By/For (Special Education Inter-District Transfer)**

### **June 11, 2010 (Agenda Item 3.4)**

Ron Powell stated several directors have asked about the policies in D/M SELPA for handling inter-district transfers. Ron then stated within the funding allocation model, if a district serves all of their own students, then they keep all of the AB 602 special education money generated by their district ADA. However, if a student is being served by another district, the district of residence (DOR) allocates money to the district that is providing the service. Ron stated there is a two-fold purpose for this model. First, to incentivize districts to serve their own students; and second, to create schools of choice to incentivize quality programs. He then stated the SELPA calculates the number of children served by and for other districts annually, and the fee-for-service (FFS) dollar amount that is associated with these children is automatically transferred out of AB602 dollars to the service provider. Ron then referred to the Multi-Year Comparison of Served By/For Other Districts report, which does not include county served students. He stated if a district is sending more students to other districts than they are serving themselves, that district might need to question the reasons they are spending more on inter-district transfers. Ron further stated the DOR has the choice to say no to releasing a student; however the receiving district cannot exercise that choice without discriminating on the basis of a disability, but the SELPA FFS policy allows the DOR to retain their choice to serve a student with a disability and allows a serving district to accept an interdistrict transfer without concern for the additional cost that service to the child may represent.

Joni James, Barstow USD, asked what happens when the inter-district request is based on the parents' employment.

Ron stated according to the law, the decision would still be up to the DOR to make the determination as to whether or not to allow for the transfer. He added there is a hearing that says a district does not have to grant an interdistrict transfer request based on the personal convenience to the parent. Guy Bonanno, Apple Valley USD, stated Apple Valley has 4 to 6 slots open in their transition program for high school students, if directors are looking to place a student.

Paul Rosell, AAE, asked how the district of residence applies to charter schools.

Ron stated there are unique rules that apply to charters. He then stated the SELPA's local agreement is if a district accepts a child on an inter-district transfer, that district keeps the DOR informed. The district of service informs the DOR prior to adding services. He stated the same applies to county served students, since the DOR is responsible for paying for the student's services. Ron then stated when a child enrolls in a charter school, the child becomes a resident of the charter school and this does not fall under the inter-district transfer provisions.

Paul Rosell stated charters create their own identity and uniqueness and then are challenged with having to design programs when they receive one student with specific IEP program needs.

Ron then stated the SELPA has had discussion with county about establishing a behavioral charter school, one like a nonpublic school for students placed there on IEPs dealing only with students with severe emotional disturbance and behavior problems. Ron then stated there is a charter school in the state of California that is focused on children who fall on the autism spectrum. The SELPA Local Plan has a provision that would allow a charter school to establish a model program and then have students placed there by an IEP.

## **Revision of SELPA form D/M 128 January 20, 2012 (Agenda Item 8.1)**

Ron Powell reported with the exception of a minor revision on D/M 122 to include directions for completing D/M 124 as applicable, the forms presented today required either formatting changes or were determined to be obsolete and therefore retired.

## **Inter-District Transfers January 17, 2014 (Agenda Item 3.4)**

Ron Powell stated that the SELPA is recommending the elimination of form 128 as a result of changes in law regarding inter-district transfers. Ron shared that previous law permitted the denial of inter-district transfers if the district had to establish a new program or the program was too costly to accommodate. Under the new Education Code, Section 48300, a school district that elects to accept inter-district transfers is now a school of choice. Ron explained that a school of choice can determine and adopt the number of transfers it is willing to accept but must ensure that students admitted are selected through a random, unbiased process that prohibits an evaluation of whether or not the student should be enrolled based upon academic or athletic performance. The only exception that would prohibit the random selection is if the transfer would negatively impact either (1) a court-ordered desegregation plan of the district; (2) the voluntary desegregation plan of the

district; (3) or the racial and ethnic balance of the district. Ron stressed that the school of choice cannot adopt a policy that would in any way discourage any student from applying and Section 48303 guarantees that that it cannot discriminate or reject the transfer of a student with exceptional needs or an English learner, or other special needs students due to costs associated with educating those students. Ron noted that the only exceptions are those identified in Section 48304, which states, the inter-district may not be approved if the transfer requires the displacement from a school or program conducted within any attendance area of any other student who resides in that attendance area. Ron then discussed caseload limitations for RSP that make it difficult to accommodate a transferring student without displacing another student. He noted the same is not true for SDC since there is no law that mandates caseloads for SDC. Districts may have policy that limits SDC caseloads to 10 or 12 students, however, this may be viewed as an arbitrary decision made by the district that blocks special education students transferring in. Ron shared that the SELPA has written into its fiscal allocation plan that if the district accepts a student from a neighboring district under this rule, the funding associated with the services for that student follows that child and comes out of the district of residence allocation. The funding mechanism levels the playing field for districts and does not hurt the district financially by virtue of accepting a child with special needs.

Matt Fedders, HUSD, referred to the transportation needs of the student as reflected in an IEP and inquired whether the parent becomes responsible for providing transportation and costs if the parent chooses to transfer their child.

Ron stated that whether or not there is any precedent to show that the school of choice is responsible for transporting the student under the new law is uncertain. The SELPA will obtain a legal opinion and provide feedback to districts. At this time, the SELPA will suspend the elimination of form 128.

Paulina Ugo inquired whether an independent charter school could deny admission based on its program. She also requested clarification regarding the exception to inter-district transfers that would require the displacement from a school or program of any other student who resides within the attendance area.

Ron noted there is contested law that states a charter school is not obligated to establish a program that is outside of the program established by the authorizing district, however, charter schools cannot deny admission because it is an independent study program, nor can it deny admission based upon disability as specified in law. Regarding the displacement of a student residing within the attendance area, Ron explained that those students already attending the school are considered district kids even if they are on an inter-district transfer from outside.

Paul Rosell, Academy for Academic Excellence, requested further clarification regarding transfers to the RSP program.

Ron explained that once the district accepts the inter-district transfer, it is essentially agreeing to take the student in at the district level. However, if there are no openings as a result of maxed RSP caseloads, the district can place the student at another school site, which still meets the school of choice requirement. It would be up to the parent to determine whether or not they want their child to go to another school other than the one they prefer.

Robert Parker, High Tech High, inquired whether the case would be different if they are separate LEAs rather than schools of the district.

Ron stated he does not believe this applies to the inter-district transfer since each campus in HTH is a separate LEA. Ron concluded that the SELPA will hold off retiring form 128 pending a legal opinion on the responsibility for specialized transportation.

Discussion followed regarding a Fullerton case that involved a student violating the charter school's behavioral rules. Rather than expel the student, the charter dismissed him/her because the student's conduct exceeded the policies that are applied to every student. The judge ruled that the student's actions did not fall under the discipline protections of the law because the school is a school of choice and the student still had access to an appropriate education in their district of residence.

## **Inter-District Permits for Students with Disabilities June 20, 2014 (Agenda Item 3.3)**

Ron Powell reported that in January, based on the changes in the law, the SELPA recommended eliminating form D/M 128 (Special Education Inter-District Transfer). However, since retiring the form, the SELPA was notified that some students with disabilities were being transferred without the special education directors' office being informed when a student transferred into their district. Ron then stated that the SELPA hopes that by reinstating the form, communication will improve between districts (and county schools) when a student transfers.

Discussion followed on instances when using the form could have helped alleviate problems.

Paulina Ugo sought clarification on the difference between inter-district transfers within the SELPA and an agreement with a district outside of the SELPA.

Ron explained that an Inter-SELPA Permit is used when a district places a student outside of the SELPA to provide FAPE, and the X-Pot covers the out-of-SELPA expenses. On an inter-district transfer to offer FAPE within the SELPA the district of residence (DOR) is required to cover transportation. However, if the DOR has an offer of FAPE and the parent chooses to take their student outside of the DOR, then the DOR is not obligated to provide transportation. Ron further stated that the DOR remains responsible for covering the cost of services for the student on an inter-district transfer and that under the SELPA Allocation Plan, the funding is distributed directly to the district of attendance (DOA).

Discussion followed on the importance of including the DOR in the discussion on services and on the importance of including the special education director in the process for all transfers in and out of a district. It is important for the DOA to invite the DOR to the IEP meetings for these students.

Rama inquired as to which LEA representative is the authorized agent for approving services on inter-district transfers.

Ron stated the DOA is the authorized agent however best practice is to include both the DOA as service provider and the DOR as funder of the services in the discussion. He further stated that the ADA associated with the student accrues to the DOA.

Karen Mitchell distributed the Served-By/For Reports to the directors. Ron noted that directors can also access these reports from the MIS database. Dale Folkens, AVUSD, stated that reinstating the form will help however the larger problem is with district policy. Students are being released on transfers by district personnel who do not have authority to release a student. Ron stated that the SELPA will reinstate the form. He concluded by encouraging directors to facilitate discussion on policy at their district.



DESERT/MOUNTAIN SELPA  
MULTI-YEAR COMPARISON OF  
SERVED BY/FOR OTHER DISTRICTS

A	B	C	D	E	F	G	H	I	J	K	L	M
District Name	FY2006/07			FY2007/08			FY2008/09			FY2009/10		
	Served By Other Districts	Served For Other Districts		Served By Other Districts	Served For Other Districts		Served By Other Districts	Served For Other Districts		Served By Other Districts	Served For Other Districts	
	Deduct from Revenue	Revenue Increase	Difference	Deduct from Revenue	Revenue Increase	Difference	Deduct from Revenue	Revenue Increase	Difference	Deduct from Revenue	Revenue Increase	Difference
COUNTY OFFICE	-	-		-	-		-	-		-	-	
ADELANTO	(114,481)	70,631	(43,850)	(163,258)	87,162	(76,096)	(173,797)	119,286	(54,512)	(156,758)	100,180	(56,578)
APPLE VALLEY	(118,739)	110,916	(7,823)	(63,704)	128,024	64,320	(221,440)	174,640	(46,799)	(217,483)	185,047	(32,435)
BAKER	-	-	-	-	-	-	-	-	-	(17,091)	9,235	(7,856)
BARSTOW	(50,321)	58,700	8,379	(74,754)	48,566	(26,188)	(110,000)	72,322	(37,678)	(141,149)	130,911	(10,238)
BEAR VALLEY	-	-	-	-	-	-	-	-	-	-	-	-
HELENDALE	(19,994)	-	(19,994)	(12,077)	-	(12,077)	(27,754)	21,708	(6,047)	(30,356)	-	(30,356)
HESPERIA	(159,187)	105,434	(53,753)	(94,180)	132,702	38,521	(140,459)	350,331	209,872	(186,775)	371,814	185,038
LUCERNE	(2,584)	-	(2,584)	(4,031)	-	(4,031)	(33,698)	-	(33,698)	(42,932)	-	(42,932)
NEEDLES	-	-	-	-	-	-	-	-	-	-	-	-
ORO GRANDE	-	-	-	-	-	-	(17,091)	-	(17,091)	(7,126)	-	(7,126)
SILVER VALLEY	(43,877)	66,894	23,017	(48,566)	87,510	38,945	(74,831)	96,735	21,904	(104,585)	158,352	53,767
SNOWLINE	(84,085)	66,436	(17,649)	(51,295)	48,956	(2,339)	(81,073)	83,849	2,776	(64,569)	37,195	(27,374)
TRONA	-	-	-	-	-	-	-	-	-	-	-	-
VICTOR ELEM	(79,938)	127,626	47,688	(88,174)	167,305	79,131	(123,430)	272,043	148,613	(145,653)	257,813	112,161
VVUHSD	(81,339)	147,908	66,569	(110,223)	10,038	(100,186)	(229,532)	42,192	(187,340)	(202,139)	66,070	(136,070)
	(754,545)	754,545		(710,262)	710,262		(1,233,106)	1,233,106		(1,316,616)	1,316,616	

**DESERT/MOUNTAIN SELPA  
FEE FOR SERVICE RATE SCHEDULE  
FOR FISCAL YEAR 2010/11**

**2010/11 RATES (BOARD APPROVED APRIL 2010)**

SERVICE	RATE INCREASE	2008/09 ANNUAL RATE (NON-DEFICITED)	PROPOSED INCREASE/DEFICIT + 0	2009/10 ANNUAL RATES	2009/10 SEMI-ANNUAL RATES	2009/10 MONTHLY RATES (1/12TH)
CODE 330 SAI < 50%	1.0000	\$9,235	1.0000	\$9,235	\$4,617	\$770
CODE 330 & 331 SAI>50%	1.0000	\$17,091	1.0000	\$17,091	\$8,545	\$1,424
CODE 330 & 331 SAI>50% (SUCCESS)	1.0000	\$17,091	1.0000	\$17,091	\$8,545	\$1,424
CODE 330 SAI > 50% MILD/MODERATE	1.0000	\$17,091	1.0000	\$17,091	\$8,545	\$1,424
SPECIAL EDUCATION PRESCHOOL	1.0000	\$11,871	1.0000	\$11,871	\$5,936	\$989
PRESCHOOL RELATED SERVICES	1.0000	\$2,844	1.0000	\$2,844	\$1,422	\$237
RELATED SERVICES	1.0000	\$4,031	1.0000	\$4,031	\$2,016	\$336
SELPA RELATED SERVICES	1.0000	\$5,018	1.0000	\$5,018	\$2,509	\$418
SPECIAL CIRCUMSTANCE INSTR ASSISTANCE (SCIA)	1.0000	\$31,724	1.0000	\$31,724	\$15,862	\$2,644



**DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA**

17800 HIGHWAY 18 • APPLE VALLEY, CA 92307

(760) 242-6333 • (760) 242-5363/6339 FAX

**Special Education Inter-District Transfer**

**STUDENT INFORMATION**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Disability: Select one... Grade: \_\_\_\_\_ Gender:  Male  Female

Current Placement/Services: \_\_\_\_\_

School Site: \_\_\_\_\_ District of Residence: Select one...

Parent/Guardian: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Other Phone: \_\_\_\_\_

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**PROPOSED PLACEMENT**

**Proposed Placement:**

Special Academic Instruction (SAI)

Related Services (specify):  
\_\_\_\_\_  
\_\_\_\_\_

**Transportation to be Provided By:**

District of Residence: Select one...

District of Attendance: Select one...

Other (specify): \_\_\_\_\_  
\_\_\_\_\_

The student's parent/guardian works within the proposed District of Attendance (DOA) boundaries?  Yes  No

Additional Information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**AGREEMENT AND RESPONSIBILITIES**

The \_\_\_\_\_ School District hereby requests that effective \_\_\_\_\_, attendance be authorized for the above-named student in the \_\_\_\_\_ School District for the \_\_\_\_\_ school year.

**The District of Residence (DOR) Agrees To:**

- Pay the District of Attendance for special education program costs as per the Desert/Mountain Special Education Local Plan Area (SELPA) approved Fee-For-Service Rate Schedule.
- Pay the District of Attendance for all additional costs as per the attachment to this Inter-District Transfer form.
- Abide by all the conditions set forth within the District of Attendance Inter-District Agreement for general education students.
- Share due process hearing responsibilities with the District of Attendance.

**The District of Attendance (DOA) Agrees To:**

- Confer in advance and invite the District of Residence to all IEP meetings that may result in additional program costs to the District of Residence.
- Comply with the Transfer into District IEP and invite a District of Residence administrator to all IEP meetings.
- Share due process hearing responsibilities with the District of Residence.

DOR Authorized Agent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DOA Authorized Agent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA**

17800 HIGHWAY 18 • APPLE VALLEY, CA 92307

(760) 242-6333 • (760) 242-5363/6339 FAX

**Special Education Inter-District Transfer**

**STUDENT INFORMATION**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Disability: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender:  Male  Female

Current Placement/Services: \_\_\_\_\_

School Site: \_\_\_\_\_ District of Residence: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Other Phone: \_\_\_\_\_

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**PROPOSED PLACEMENT**

**Proposed Placement:**

- Special Academic Instruction (SAI)
- Related Services (specify):  
\_\_\_\_\_

**Transportation to be Provided By:**

- District of Residence: \_\_\_\_\_
- District of Attendance: \_\_\_\_\_
- Other (specify): \_\_\_\_\_

The student's parent/guardian works within the proposed District of Attendance (DOA) boundaries?  Yes  No

Additional Information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**AGREEMENT AND RESPONSIBILITIES**

The \_\_\_\_\_ School District hereby requests that effective \_\_\_\_\_, attendance be authorized for the above-named student in the \_\_\_\_\_ School District for the \_\_\_\_\_ school year.

**The District of Residence (DOR) Agrees To:**

- Pay the District of Attendance for special education program costs as per the Desert/Mountain Special Education Local Plan Area (SELPA) approved Fee-For-Service Rate Schedule.
- Pay the District of Attendance for all additional costs as per the attachment to this Inter-District Transfer form.
- Abide by all the conditions set forth within the District of Attendance Inter-District Agreement for general education students.
- Share due process hearing responsibilities with the District of Attendance.

**The District of Attendance (DOA) Agrees To:**

- Confer in advance and invite the District of Residence to all IEP meetings that may result in additional program costs to the District of Residence.
- Comply with the Transfer into District IEP and invite a District of Residence administrator to all IEP meetings.
- Share due process hearing responsibilities with the District of Residence.

DOR Authorized Agent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DOA Authorized Agent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## EDUCATION CODE

### SECTION 48300-48316

48300. For purposes of this article, the following definitions apply:

(a) "School district of choice" means a school district for which a resolution is in effect as described in subdivision (a) of Section 48301.

(b) "School district of residence" means the school district that a pupil would be directed by this chapter to attend, except as otherwise provided by this article.

48301. (a) The governing board of any school district may accept interdistrict transfers. A school district that receives an application for attendance under this article is not required to admit pupils to its schools. If, however, the governing board elects to accept transfers as authorized under this article, it may, by resolution, elect to accept transfer pupils, determine and adopt the number of transfers it is willing to accept under this article, and ensure that pupils admitted under the policy are selected through a random, unbiased process that prohibits an evaluation of whether or not the pupil should be enrolled based upon his or her academic or athletic performance. Any pupil accepted for transfer shall be deemed to have fulfilled the requirements of Section 48204. If the number of transfer applications exceeds the number of transfers the governing board elects to accept under this article, approval for transfer pursuant to this article shall be determined by a random drawing held in public at a regularly scheduled meeting of the governing board of the school district.

(b) Either the pupil's school district of residence, upon notification of the pupil's acceptance to the school district of choice pursuant to subdivision (c) of Section 48308, or the school district of choice may prohibit the transfer of a pupil under this article or limit the number of pupils so transferred if the governing board of the district determines that the transfer would negatively impact any of the following:

(1) The court-ordered desegregation plan of the district.

(2) The voluntary desegregation plan of the district.

(3) The racial and ethnic balance of the district.

(c) The school district of residence may not adopt policies that in any way block or discourage pupils from applying for transfer to another district.

(d) Communications to parents or guardians by districts electing to enroll pupils under the choice options provided by this article shall be factually accurate and not target individual parents or guardians or residential neighborhoods on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic.

(e) A school district of choice, at its expense, shall ensure that the auditor who conducts the annual audit pursuant to Section 41020, at the same time that he or she is conducting that annual audit, reviews compliance with the provisions in this section regarding a random, unbiased selection process and appropriate communications. The compliance review specified in this subdivision is not subject to

the requirements in subdivision (d) of Section 41020. The school district of choice shall notify the auditor regarding this compliance review specified in this subdivision prior to the commencement of the annual audit. The governing board of the school district of choice shall include a summary of audit exceptions, if any, resulting from the compliance review conducted pursuant to this subdivision in the report it provides pursuant to subdivision (b) of Section 48313.

48302. School districts are encouraged to hold informational hearings on the current educational program the district is offering so that parents may provide input to the district on methods to improve the current program and so that parents may make informed decisions regarding their children's education.

48303. (a) The school district of choice may not prohibit a transfer of a pupil under this article based upon a determination by the governing board of that school district that the additional cost of educating the pupil would exceed the amount of additional state aid received as a result of the transfer. A school district may reject the transfer of a pupil if the transfer of that pupil would require the district to create a new program to serve that pupil, except that a school district of choice shall not reject the transfer of a special needs pupil, including an individual with exceptional needs, as defined in Section 56026, and an English learner.

(b) This section is intended to ensure that special education, bilingual, English learner, or other special needs pupils are not discriminated against by the school district of choice because of the costs associated with educating those pupils. Pupils with special needs may take full advantage of the choice options available under this section.

48304. An application of any pupil for transfer may not be approved under this article if the transfer would require the displacement, from a school or program conducted within any attendance area of the school district of choice, of any other pupil who resides within that attendance area or is currently enrolled in that school.

48305. School districts of choice may employ existing entrance criteria for specialized schools or programs if the criteria are uniformly applied to all applicants.

48306. (a) A school district of choice shall give priority for attendance to siblings of children already in attendance in that district.

(b) A school district of choice may give priority for attendance to children of military personnel.

48307. (a) A school district of residence with an average daily

attendance greater than 50,000 may limit the number of pupils transferring out each year to 1 percent of its current year estimated average daily attendance.

(b) A school district of residence with an average daily attendance of less than 50,000 may limit the number of pupils transferring out to 3 percent of its current year estimated average daily attendance and may limit the maximum number of pupils transferring out for the duration of the program authorized by this article to 10 percent of the average daily attendance for that period.

(c) A school district of residence that has a negative status on the most recent budget certification completed by the county superintendent of schools in any fiscal year may limit the number of pupils who transfer out of the district in that fiscal year.

(d) Notwithstanding any prior or existing certification of a school district of residence pursuant to Article 3 (commencing with Section 42130) of Chapter 6 of Part 24, only if the county superintendent of schools determines that the district would not meet the standards and criteria for fiscal stability specified in Section 42131 for the subsequent fiscal year exclusively due to the impact of additional pupil transfers pursuant to this article in that year, the district may limit the number of additional pupils who transfer in the upcoming school year pursuant to this article up to the number that the county superintendent identifies beyond which number of additional transfers would result in a qualified or negative certification in that year exclusively as a result of additional transfers pursuant to this article.

(e) If a school district of residence limits the number of pupils who transfer out of the district pursuant to subdivision (c) or (d), pupils who have already been enrolled or notified of eligibility for enrollment, including through the random, public selection process prior to the action by the district to limit transfers shall be permitted to attend the school district of choice.

(f) Notwithstanding any other provision of this article, a pupil attending a school district of choice or a pupil who received a notice of eligibility to enroll in a school district of choice, including a pupil selected by means of a random selection process conducted on or before June 30, 2009, pursuant to this article, as it read on June 30, 2009, shall be permitted to attend the school district of choice.

48308. (a) (1) An application requesting a transfer pursuant to this article shall be submitted by the parent or guardian of a pupil to the school district of choice that has elected to accept transfer pupils pursuant to Section 48301 prior to January 1 of the school year preceding the school year for which the pupil is requesting to be transferred. This application deadline may be waived upon agreement of the school district of residence of the pupil and the school district of choice.

(2) The application deadline specified in paragraph (1) does not apply to an application requesting a transfer if the parent or guardian of the pupil, with whom the pupil resides, is enlisted in the military and was relocated by the military within 90 days prior to submitting the application.

(b) The application may be submitted on a form provided for this purpose by the department and may request enrollment of the pupil in a specific school or program of the school district.

(c) (1) Not later than 90 days after the receipt by a school

district of an application for transfer, the governing board of the school district may notify the parent or guardian in writing whether the application has been provisionally accepted or rejected or of the placement of the pupil on a waiting list. Final acceptance or rejection shall be made by May 15 preceding the school year for which the pupil is requesting to be transferred.

(2) (A) Notwithstanding paragraph (1), the governing board of a school district shall, not later than 90 days after receipt of an application submitted according to paragraph (2) of subdivision (a), make a final acceptance or rejection of that application. A pupil may enroll in a school in the school district immediately upon his or her acceptance.

(B) If an application submitted according to paragraph (2) of subdivision (a) is submitted less than 90 days prior to the beginning of the school year for which the pupil seeks to be transferred, the governing board of the school district shall accept or deny the application prior to the commencement of the school year. A pupil may enroll in a school in the school district immediately upon his or her acceptance.

(3) If the application is accepted, the notice required by this subdivision may be provided to the school district of residence. If the application is rejected, the district governing board may set forth in the written notification to the parent or guardian the specific reason or reasons for that determination, and may ensure that the determination, and the specific reason or reasons therefor, are accurately recorded in the minutes of a regularly scheduled board meeting in which the determination was made.

(d) Final acceptance of the transfer is applicable for one school year and will be renewed automatically each year unless the school district of choice through the adoption of a resolution withdraws from participation in the program and no longer will accept any transfer pupils from other districts. However, if a school district of choice withdraws from participation in the program, high school pupils admitted under this article may continue until they graduate from high school.

48309. (a) Any school district of choice that admits any pupil under this section may accept any completed coursework, attendance, and other academic progress credited to that pupil by the school district or districts previously attended by that pupil, and may grant academic standing to that pupil based upon the district's evaluation of the academic progress credited to that pupil.

(b) Any school district of choice that admits a pupil under this section may revoke the pupil's transfer if the pupil is recommended for expulsion pursuant to Section 48918.

48310. (a) The average daily attendance for pupils admitted by a school district of choice pursuant to this article shall be credited to that school district pursuant to Section 46607. The attendance report for the school district of choice may include an identification of the school district of residence.

(b) Notwithstanding other provisions of law, state aid for categorical education programs for pupils admitted under this article shall be apportioned to the school district of choice.

(c) (1) For a school district of choice that is a basic aid school district, the apportionment of state funds for average daily



attendance credited pursuant to this section shall be 70 percent of the district local control funding formula base grant computed pursuant to subdivision (d) of Section 42238.02, as implemented by Section 42238.03, that would have been apportioned to the school district of residence.

(2) Notwithstanding paragraph (1), until the Superintendent determines that the school district of residence is funded pursuant to Section 42238.02 in the prior fiscal year, the Superintendent shall apportion, for average daily attendance pursuant to this article, 70 percent of the sum of the entitlements for the school district of residence for the specified fiscal year as computed pursuant to paragraphs (1) to (4), inclusive, of subdivision (a) of Section 42238.03 and paragraph (3) of subdivision (b) of Section 42238.03, divided by the average daily attendance pursuant to this article for that fiscal year and then multiplied by the ratio of local control funding formula base grant funding computed pursuant to subdivision (d) of Section 42238.02 to the local control funding formula amount for the fiscal year computed pursuant to Section 42238.02.

(3) For purposes of this subdivision, the term "basic aid school district" means a school district that does not receive from the state, for a fiscal year in which this subdivision is applied, an apportionment of state funds as described in subdivision (o) of Section 42238.02.

(d) The average daily attendance of pupils admitted by a school district of choice pursuant to this article shall be credited to that school district for purposes of any determination under Article 2 (commencing with Section 17010) of Chapter 12 of Part 10 of Division 1 of Title 1 that uses an average daily attendance calculation.

48311. Upon request of the pupil's parent or guardian, each school district of choice that admits a pupil under this section to any school or program of the district may provide to the pupil transportation assistance within the boundaries of the district to that school or program, to the extent that the district otherwise provides transportation assistance to pupils.

48312. Each school district may make information regarding its schools, programs, policies, and procedures available to any interested person upon request.

48313. (a) Pursuant to this article, each school district electing to accept transfer pupils shall keep an accounting of all requests made for alternative attendance and records of all disposition of those requests that shall include, but are not limited to, all of the following:

(1) The number of requests granted, denied, or withdrawn. In the case of denied requests, the records shall indicate the reasons for the denials.

(2) The number of pupils transferred out of the district pursuant to this article.

(3) The number of pupils transferred into the district pursuant to this article.

(4) The race, ethnicity, gender, self-reported socioeconomic status, and the school district of residence of each of the pupils

described in paragraphs (2) and (3).

(5) The number of pupils described in paragraphs (2) and (3) who are classified as English learners or identified as individuals with exceptional needs, as defined in Section 56026.

(b) The information maintained pursuant to subdivision (a) shall be reported to the governing board of the school district at a regularly scheduled meeting of the governing board. No later than May 15th of each year, the school district shall report the information maintained pursuant to subdivision (a) in addition to information regarding the district's status as a school district of choice in the upcoming school year to each school district that is geographically adjacent to the district electing to accept transfer pupils, the county office of education in which the district is located, the Superintendent, and the Department of Finance. The Department of Finance shall make the information reported to it pursuant to this subdivision available upon request to the Legislative Analyst.

(c) The Legislative Analyst annually shall make all of the following information available to the Governor and the appropriate fiscal and policy committees of the Legislature:

(1) The number and characteristics of pupils who use the school district of choice option pursuant to this article.

(2) The Academic Performance Index scores of schools in school districts of residence and school districts of choice.

(3) The graduation rates of school districts of residence and school districts of choice.

(4) The enrollment of school districts of residence and school districts of choice for the previous five years.

(5) The fiscal health of school districts of residence and school districts of choice, including, but not limited to, both of the following:

(A) Increasing or declining enrollment.

(B) Whether a school district received a negative or qualified rating pursuant to Section 42131.

(6) Whether a school district has exceeded the transfer limits specified in Section 48307.

(7) Other information the Legislative Analyst deems appropriate.

(d) As necessary and practicable, the Legislative Analyst shall survey school districts of residence and school districts of choice to gather the information described in subdivision (c).

48314. It is the intent of the Legislature that every parent in this state be informed of their opportunity for currently existing choice options under this article regardless of ethnicity, primary language, or literacy.

48315. This article shall become inoperative on July 1, 2016, and, as of January 1, 2017, is repealed, unless a later enacted statute, which becomes effective on or before January 1, 2017, deletes or extends the dates on which it becomes inoperative and is repealed.

48316. The Legislative Analyst shall conduct, after consulting with appropriate legislative staff, a comprehensive evaluation of the interdistrict transfer program established pursuant to this article and recommendations regarding the extension of the program. The

evaluation shall incorporate the data described in Section 48313 and shall be completed and submitted, along with the recommendations regarding extension, to the appropriate education policy committees of the Legislature and the Governor by November 1, 2014.

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA

17800 HIGHWAY 18 • APPLE VALLEY, CA 92307

(760) 552-6700 • (760) 242-5363 FAX

**Special Education Inter-District Transfer**

**STUDENT INFORMATION**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Disability: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender:  Male  Female

Current Placement/Services: \_\_\_\_\_

School Site: \_\_\_\_\_ District of Residence: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Other Phone: \_\_\_\_\_

Street Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**PROPOSED PLACEMENT**

**Proposed Placement:**

Special Academic Instruction (SAI)

Related Services (specify):  
\_\_\_\_\_  
\_\_\_\_\_

**Transportation to be Provided By:**

District of Residence: \_\_\_\_\_

District of Attendance: \_\_\_\_\_

Other (specify): \_\_\_\_\_  
\_\_\_\_\_

The student's parent/guardian works within the proposed District of Attendance (DOA) boundaries?  Yes  No

Additional Information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**AGREEMENT AND RESPONSIBILITIES**

The \_\_\_\_\_ School District hereby requests that effective \_\_\_\_\_, attendance be authorized for the above-named student in the \_\_\_\_\_ School District for the \_\_\_\_\_ school year.

**The District of Residence (DOR) Agrees To:**

- Pay the District of Attendance for special education program costs as per the Desert/Mountain Special Education Local Plan Area (SELPA) approved Fee-For-Service Rate Schedule.
- Pay the District of Attendance for all additional costs as per the attachment to this Inter-District Transfer form.
- Abide by all the conditions set forth within the District of Attendance Inter-District Agreement for general education students.
- Share due process hearing responsibilities with the District of Attendance.

**The District of Attendance (DOA) Agrees To:**

- Confer in advance and invite the District of Residence to all IEP meetings that may result in additional program costs to the District of Residence.
- Comply with the Transfer into District IEP and invite a District of Residence administrator to all IEP meetings.
- Share due process hearing responsibilities with the District of Residence.

DOR Authorized Agent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DOA Authorized Agent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## EDUCATION CODE

### SECTION 48300-48316

48300. For purposes of this article, the following definitions apply:

(a) "School district of choice" means a school district for which a resolution is in effect as described in subdivision (a) of Section 48301.

(b) "School district of residence" means the school district that a pupil would be directed by this chapter to attend, except as otherwise provided by this article.

48301. (a) The governing board of any school district may accept interdistrict transfers. A school district that receives an application for attendance under this article is not required to admit pupils to its schools. If, however, the governing board elects to accept transfers as authorized under this article, it may, by resolution, elect to accept transfer pupils, determine and adopt the number of transfers it is willing to accept under this article, and ensure that pupils admitted under the policy are selected through a random, unbiased process that prohibits an evaluation of whether or not the pupil should be enrolled based upon his or her academic or athletic performance. Any pupil accepted for transfer shall be deemed to have fulfilled the requirements of Section 48204. If the number of transfer applications exceeds the number of transfers the governing board elects to accept under this article, approval for transfer pursuant to this article shall be determined by a random drawing held in public at a regularly scheduled meeting of the governing board of the school district.

(b) Either the pupil's school district of residence, upon notification of the pupil's acceptance to the school district of choice pursuant to subdivision (c) of Section 48308, or the school district of choice may prohibit the transfer of a pupil under this article or limit the number of pupils so transferred if the governing board of the district determines that the transfer would negatively impact any of the following:

(1) The court-ordered desegregation plan of the district.

(2) The voluntary desegregation plan of the district.

(3) The racial and ethnic balance of the district.

(c) The school district of residence may not adopt policies that in any way block or discourage pupils from applying for transfer to another district.

(d) Communications to parents or guardians by districts electing to enroll pupils under the choice options provided by this article shall be factually accurate and not target individual parents or guardians or residential neighborhoods on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic.

(e) A school district of choice, at its expense, shall ensure that the auditor who conducts the annual audit pursuant to Section 41020, at the same time that he or she is conducting that annual audit, reviews compliance with the provisions in this section regarding a random, unbiased selection process and appropriate communications. The compliance review specified in this subdivision is not subject to

the requirements in subdivision (d) of Section 41020. The school district of choice shall notify the auditor regarding this compliance review specified in this subdivision prior to the commencement of the annual audit. The governing board of the school district of choice shall include a summary of audit exceptions, if any, resulting from the compliance review conducted pursuant to this subdivision in the report it provides pursuant to subdivision (b) of Section 48313.

48302. School districts are encouraged to hold informational hearings on the current educational program the district is offering so that parents may provide input to the district on methods to improve the current program and so that parents may make informed decisions regarding their children's education.

48303. (a) The school district of choice may not prohibit a transfer of a pupil under this article based upon a determination by the governing board of that school district that the additional cost of educating the pupil would exceed the amount of additional state aid received as a result of the transfer. A school district may reject the transfer of a pupil if the transfer of that pupil would require the district to create a new program to serve that pupil, except that a school district of choice shall not reject the transfer of a special needs pupil, including an individual with exceptional needs, as defined in Section 56026, and an English learner.

(b) This section is intended to ensure that special education, bilingual, English learner, or other special needs pupils are not discriminated against by the school district of choice because of the costs associated with educating those pupils. Pupils with special needs may take full advantage of the choice options available under this section.

48304. An application of any pupil for transfer may not be approved under this article if the transfer would require the displacement, from a school or program conducted within any attendance area of the school district of choice, of any other pupil who resides within that attendance area or is currently enrolled in that school.

48305. School districts of choice may employ existing entrance criteria for specialized schools or programs if the criteria are uniformly applied to all applicants.

48306. (a) A school district of choice shall give priority for attendance to siblings of children already in attendance in that district.

(b) A school district of choice may give priority for attendance to children of military personnel.

48307. (a) A school district of residence with an average daily

provide transportation to school-supported activities. The IEP made no mention of the student's need to participate in residential activities, such as the swimming program. Thus, OCR held that the district had not failed to provide the student with an equal opportunity to participate in extracurricular activities.

Despite the outcome in this case, schools are reminded that discrimination claims have been substantiated even in situations where the critical relationship between the IEP and the service is not established. What was pivotal to the outcome in this case was that the recreational swimming program was offered as an amenity and a form of entertainment to the resident students and there was a full program of additional school-related programs and activities in which the student was able to participate, along with transportation. (Consult Question 16 in Chapter 2 for further discussion of the generally applicable legal considerations and standards for the provision of extracurricular activities.)

In another decision consistent with this view, *Apple Valley Unified School District*, 35 IDELR 218 (SEA CA 2001), the IHO refused to expand its repertoire of transportation services to a day student who attended a state school for the deaf. The student received daily round-trip bus transportation to the residential facility, with late transportation for school-sponsored after-school activities, and the parent was unsuccessful in efforts to obtain mileage reimbursement to cover non-school-sponsored events, including dorm-oriented activities. Significantly, the IHO found that the student received sufficient opportunities to socialize with peers throughout the school day and during school-sponsored after-school activities, and the parent was unable to establish that the student needed additional socialization time or activities in order to address his social or emotional needs and, therefore, the district's offer of transportation did not deny FAPE. Therefore, if the student wanted to partake in such activities, transportation was his parents' personal responsibility. It also is worth noting that the district had offered to fund the student's placement as a boarder at the residential facility, and the student attended as a day student as a matter of personal preference.

## Administrative Transfers

### ***10. Does the school district retain the same transportation responsibilities toward students with disabilities in instances of administrative transfer?***

Yes. In cases of "administrative" transfer where the decision to transfer the student to a school outside of the student's geographic area is made solely by the school district, the transportation obligations owed to the student are not altered in any way and the district will be responsible for the student's transportation to and from the alternate school site. Administrative transfers may be necessary for a variety of reasons, including student discipline or reasons related to the operation of the school district.

## School-Choice Programs

### ***11. If a student with a disability elects to attend a school outside of the school district pursuant to an inter-district school-choice program, must the school district provide transportation to that school?***

School-choice policies, which give students and their parents the option to select a school other than the school that they would normally attend, are becoming increasingly popular.<sup>22</sup> Assuming that the student attends an out-of-district school based solely on personal preference and the home school

district has offered an appropriate educational program within its own school system, transportation will not be legally required even in instances where the student otherwise may qualify for this service if the student attended school directly within the school system. In short, the transportation services do not follow the student to the preferred setting.

When it was asked this very same question, the Department of Education took the position that the district responsible for FAPE also must provide any necessary transportation services. In an inter-district choice program, then, this responsibility automatically would transfer to the receiving district and the home school district's transportation duties, under both the IDEA and Section 504, would be relinquished. The Department remarked that if school-choice legislation fails to recognize this responsibility, then the legislation is inconsistent with both of these federal statutes.<sup>23</sup> (*Letter to Lutjeharms*, 16 IDELR 554 (16 EHLR 554) (OSERS 1990).)

In contrast, parents were awarded reimbursement for transportation when their children attended another school in the system than the one that they had been assigned to by the school pursuant to an inter-district transfer. (*See Paradise Unified Sch. Dist./Butte County SELPA*, 25 IDELR 676 (SEA CA 1997).) This case warranted a different treatment than the provisions discussed above because the school district's placement proposal did not provide the students with FAPE, while the placement they attended pursuant to the inter-district transfer did provide FAPE. Therefore, the due process hearing officer refused to enforce the school's "Inter-District Attendance Agreement," which stated that transportation to and from schools was to be provided by the parent under these circumstances.

***12. If a student with a disability elects to attend a school directly within the school system other than the neighborhood school the child normally would attend, pursuant to an intra-district school-choice program, must the school district provide transportation to that school in accordance with the IDEA or Section 504?***

No, not if they attend such programs purely out of personal choice and have no disability-related needs to do so. The message sent by the 8th Circuit in *Timothy H. and Brenda H. v. Cedar Rapids Community School District*, 30 IDELR 535 (8th Cir. 1999), comes across loud and clear: Students with disabilities may not possess the same rights to transportation that they would receive in their neighborhood school if they elect to attend another school in the system pursuant to a school-choice program. This decision indicates that like the inter-district scenario considered in Question 11, the student may well lose the transportation services he or she otherwise would be entitled to receive in the regularly assigned educational program if the student or parents elect another option. When compared with the inter-district example, the consequences may be even more severe in that there is no other public agency to which the student can then turn to provide this transportation.

In *Timothy H.*, the school district established an intra-district transfer program pursuant to which a student could attend a district school outside the regular attendance area if the parents agreed to assume responsibility for transportation to and from the school.<sup>24</sup> When a high school student with cerebral palsy, spastic quadriplegia, and other severe orthopedic and communication disabilities, wished to participate in the program, the district refused to transport her with the specialized transportation program that was required as a result of her disability.<sup>25</sup> The specialized transportation services that the student received at her neighborhood school included a bus with a lift and the establishment of a special route, and the school district continued to offer her these services if she returned to her neighborhood school. The student and her parents brought suit to seek specialized transportation, relying on a Section 504 discrimination argument to make their case.<sup>26</sup> In justifying its refusal, the district claimed it would be both prohibitively costly and administratively burdensome to accommodate the student's transportation needs in that setting.



16 IDELR 554

16 LRP 837

**Letter to Lutjeharms  
Office of Special Education and  
Rehabilitative Services**

N/A

**March 5, 1990**

**Related Index Numbers**

135.020 Date of Application to Reopen Case

200.045 Related Services

290.010 Obligation to Serve

415.070 Transportation

515.010 In General

160.025 Sufficient Contact

200.035 Procedural Violations as Denial

290.015 Procedural Matters

390.020 Notice

405.010 Application of Section 504 Generally

**5. ADMINISTRATIVE REMEDIES**

**373. PRESCHOOL PROGRAMS**

200.030 FAPE Generally

**Judge / Administrative Officer**

Robert R. Davila, Assistant Secretary

**Judge / Administrative Officer**

OSERS, William L. Smith

**Judge / Administrative Officer**

Acting Assistant Secretary, OCR

**Case Summary**

Under an interdistrict choice program, which district--the district of choice or the district of residence---has the responsibility for the provision of transportation services?

In an interdistrict choice program, the district which is allocated the responsibility to provide FAPE is also obligated to provide transportation as a related service, under both EHA and Section 504. If choice legislation fails to recognize this responsibility, then the legislation is inconsistent with both statutes.

**Full Text**

**Appearances:**

Honorable Joe E. Lutjeharms  
Commissioner of Education  
Nebraska Department of Education  
301 Centennial Mall South  
Box 94987  
Lincoln, NE 68509-4987

**Text of Inquiry**

The Nebraska Legislature passed an open enrollment program, Legislative Bill 183, also known as Parent Choice, during the 1989 legislative session. The first year of implementation is the 1990-91 school year. The Education Committee of the Nebraska Legislature held four hearings throughout the state this fall to hear the concerns from the public regarding this new program. Questions were frequently asked regarding how Special Education and Parent Choice interrelate. Senator Dennis Baack, the principal sponsor of the Parent Choice Program, intends to offer legislation during the 1990 session to deal with the following special education concerns.

1. The current state legislation does not require either the "sending" or "receiving" district to provide transportation to students who option into another district. This applies to both handicapped and nonhandicapped students. If a handicapped child chooses to option into another district, is it permissible for that district to deny transportation even though the child would qualify for transportation as a related service?

2. The current state legislation provides "For purposes of all duties, entitlements, and rights established by law, including special education as provided in Section 79-3320, except transportation as provided in section 10 of this act option students shall be treated as resident students of the option school district." Based upon this language and the federal mandates, is it appropriate to assume that the option district is responsible for the handicapped student's

special education program, including the development of the Individual Education Plan, and the procedural safeguards of the EHA? Further, is it appropriate to assume that the "sending" district could not be named in a due process case concerning the appropriateness of the child's special education program?

3. Federal legislation requires education for handicapped children from ages 3 to 21. Since the Nebraska legislation applies only to school age students, we assume that preschool handicapped children would not have the option of transferring to another district. Is this assumption correct?

Since the concept of Parent Choice is relatively new, we are unaware of answers to the three questions raised in this letter. However, the implementation date of Parent Choice is near, and school administrators and parents need to have the answers to these questions as soon as possible. Additionally, if the rationale used by Senator Baack is not correct, he will need to offer legislation to change LB 183 during the 1990 legislative session, which begins January 3, 1990. Your prompt consideration of this request would be greatly appreciated.

Joe E. Lutjeharms

Commissioner of Education

### **Text of Response**

This is in response to your letter to Secretary Cavazos concerning the obligations of school districts in Nebraska to provide appropriate educational services to children with handicaps under Nebraska's choice legislation (Legislative Bill 183).

Consideration of your inquiry involves the application of two Federal statutes: Part B of the Education of the Handicapped Act (EHA-B), which is implemented by the Department's Office of Special Education and Rehabilitative Services, and Section 504 of the Rehabilitation Act of 1973 (Section 504), which is enforced by the Department's Office for Civil Rights. In answering your questions, we do not attempt to interpret State law. Therefore, the application of Federal law set forth in this letter is based on your interpretation of Nebraska's legislation.

Before addressing your specific questions, we would like to offer some general guidance that may be helpful to Nebraska as you implement your choice program. It is the Department's position that, under interdistrict choice programs, States must ensure that the rights guaranteed to children with handicaps and their parents by EHA-B and Section 504 are not diminished by virtue of a child's participation in the program. However, Federal law does not prohibit States from requiring that responsibility for providing a free appropriate public education (FAPE) to children with handicaps be transferred from the school district of the child's residence (resident district) to the non-resident school district of parental choice (choice district), as Nebraska's program currently does. The effect of this allocation of responsibility may not operate to deny any of the substantive rights and procedural safeguards guaranteed by EHA-B and Section 504 to children with handicaps and their parents. In addition, under EHA-B and Section 504, the resident district must make FAPE available if the parents opt out of the choice program. We emphasize that only the school district that is responsible for ensuring that FAPE is provided to a child with handicaps participating in a choice program is the school district that is entitled to count that child in its child count for EHA-B funding. See 20 U.S.C. 1411(b); 34 CFR § 300.753(a); See also *EHLR* 211:373, 375.

The Department has previously addressed the question of what services a child with handicaps must receive when he or she changes school districts. See *EHLR* 213:265. Under EHA-B and Section 504, the new school district has the responsibility to evaluate and prepare an individualized education program (IEP) for each child with handicaps who enters its jurisdiction. The school district may fulfill this obligation by either conducting its own evaluation and preparing a new IEP or by adopting the evaluation and IEP of the old school district if they meet the requirements of EHA-B and section 504. In the interim, before the new school district has conducted its own evaluation and IEP meeting, or

adopted those of the prior school district, the new school district may provide interim services agreed upon by both the parents and the new school district. If the parents and the new school district are unable to agree on an interim placement, the new school district must implement the old IEP to the extent possible until a new IEP is developed and implemented. To the extent that implementation of the old IEP is impossible, the new school district must provide services that approximate, as closely as possible, the old IEP. These requirements apply regardless of whether a child changes school districts because his or her family moves to a new school district or because he or she is participating in an interdistrict choice program.

Your letter asks the following questions about Nebraska's choice legislation:

1. If a handicapped child chooses to option into another district, is it permissible for that district to deny transportation even though the child would qualify for transportation as a related service?

Your inquiry explains that under Nebraska's current choice legislation, "[f]or purposes of all duties, entitlements, and rights established by law, including special education as provided in Section 79-3320, except transportation as provided in Section 10 of this act option students shall be treated as resident students of the option school district." Thus, under Nebraska's choice legislation, neither the resident district nor the choice district is responsible for providing transportation to children with handicaps participating in its choice program.

States and participating school districts have an ongoing obligation under EHA-B to ensure that FAPE is available to all eligible children with handicaps. 20 U.S.C. 1412-1415; 34 CFR §§ 300.2 and 300.300. Similarly, Section 504 requires that all elementary or secondary education programs that receive Federal financial assistance provide FAPE to each qualified handicapped student. 34 CFR § 104.31, § 104.33. Under EHA-B, entitlement to FAPE includes, among other factors, special education and related services provided without charge, in conformity with an IEP.

34 CFR § 300.4(a) and (d). Under EHA-B, transportation is a related service and is defined to include "[t]ravel to and from school and between schools," as well as "[t]ravel in and around school." 34 CFR § 300.13(b)(13). Such transportation would generally include transportation from the child's home to the school, regardless of whether the school is located in the resident district or the choice district. The FAPE requirement under Section 504 is similar. 34 CFR § 104.33. In addition, Section 504 prohibits denying to a child with handicaps, on the basis of a handicap, the opportunity to participate and receive benefits as effective as those available to children without handicaps. 34 CFR § 104.4(b). It is generally recognized that, for some students with handicaps, the denial of necessary transportation would be a violation of this prohibition.

Under the allocation of responsibility in Nebraska's current choice legislation, it appears that the choice district is the school district responsible for providing FAPE to all children with handicaps participating in the choice program. Under these circumstances, the choice district must provide, or ensure the provision of, necessary transportation to children with handicaps, where such transportation is a related service that is "required to assist a handicapped child to benefit from special education." 34 CFR § 300.13(a) and (b)(13). In other words, if a child is entitled to transportation as a related service, the school district responsible for FAPE, which, in Nebraska, is the choice district, must provide, or ensure the provision of, transportation. However, if transportation is not required as a related service, such transportation need not be provided to the child with handicaps, if nonhandicapped children do not receive this service. To the extent that Nebraska's choice legislation does not require the choice district to be responsible for providing, or ensuring the provision of, necessary transportation as a related service for children with handicaps participating in its choice program, it is inconsistent with EHA-B and Section 504.

We emphasize that although EHA-B governs

which school district counts a child with handicaps for the purpose of EHA-B funding, Federal law does not dictate the funding mechanisms that States may employ to ensure that responsible school districts can pay for necessary services for children with handicaps. Further, Federal law does not require the school district responsible for providing FAPE actually to pay for the necessary transportation it must provide. We urge States that are developing or refining choice programs to design funding systems that do not create disincentives for school districts to participate in such programs. Some possible options that States may wish to consider for financing the cost of necessary transportation, could include, but are not limited to, the following: payment to the choice district by the resident district of the State and local funds received by the resident school district for educating children with handicaps participating in choice programs; reimbursement by the State of additional costs incurred by choice districts as a result of providing educational services to students with handicaps participating in choice programs; or arrangements by which resident districts and choice districts share the local cost of providing educational services to children with handicaps participating in choice programs. Through these or other incentives, States can ensure that school districts are not discouraged, for financial reasons, from participating in choice programs.

2. Your letter next asks, based on Nebraska's current choice legislation and applicable Federal requirements, "is it appropriate to assume that the option district is responsible for the handicapped student's special education program, including the development of the Individual Educational Plan, and the procedural safeguards of the EHA? Further, is it appropriate to assume that the 'sending' district could not be named in a due process case concerning the appropriateness of the child's special education program?"

As you describe Nebraska's choice legislation, "option students" are treated as "residents of the non-resident district," and State law has transferred

responsibility for provision of FAPE to children with handicaps participating in choice programs from the resident district to the choice district. Thus, the non-resident or choice district is the school district that is responsible for ensuring that the range of substantive rights and procedural safeguards guaranteed by EHA-B and Section 504 are afforded to children with handicaps and their parents. 34 CFR §§ 300.2, 300.11, 300.300, and 104.33-104.37. These rights include the preparation and implementation of an IEP and compliance with the least restrictive environment (LRE) requirements, as well as the provision of due process rights and other procedural protections. *See* 34 CFR §§ 300.4; 300.340-300.349; 300.550-300.556; 300.500-300.514; and 104.33-104.36

Thus, under Nebraska's choice legislation, EHA-B and Section 504 require that parents, who request a due process hearing to challenge the appropriateness of their child's special education program, name the choice district in such a hearing, since the choice district is the school district responsible for providing FAPE to that child.

3. Federal legislation requires education for handicapped children from ages 3 to 21. Since the Nebraska legislation applies only to school age students, we assume that preschool handicapped children would not have the option of transferring to another district. Is this assumption correct?

As we understand your inquiry, all children of preschool age, including children with handicaps, do not have the option of participating in Nebraska's choice program, even though FAPE must be made available to eligible children with handicaps of preschool age under EHA-B and Nebraska law. Determinations as to the scope and applicability of choice programs are left to a State's discretion, provided a State's legislative scheme does not operate to deny or otherwise impede rights guaranteed by EHA-B and Section 504. Nebraska's decision to make its choice legislation applicable to children of school age and to exclude children of preschool age does not interfere with rights guaranteed to eligible children

with handicaps of preschool age under EHA-B or Section 504. Thus, this aspect of Nebraska's choice legislation is not inconsistent with Federal law.

We hope the above information has been helpful. If we may provide further assistance, please let us know.

Robert R. Davila

Assistant Secretary

Office of Special Education and Rehabilitative Services

**Regulations Cited**

34.300.13.B.13

34.104.33

## Process for IEP Meetings at Residential Treatment Centers

<u>Process</u>	<u>Responsible Agency</u>
Schedule IEP Meeting	D/M SELPA- Jennifer Holbrook Jennifer.Holbrook@cahelp.org
Open IEP Document in WEB IEP	D/M SELPA
Input PLOP's & Goals	Residential Treatment Center
Facilitate IEP Meeting	D/M SELPA
Input Notes & Update Information	District of Residence
Obtain All Signatures	D/M SELPA
Check IEP and Close	D/M SELPA
Send Copies of Finalized IEP	D/M SELPA – Jennifer Holbrook
Bridge IEP & Update ISA	D/M SELPA- Jennifer Holbrook Jennifer.Holbrook@cahelp.org

BEFORE THE  
OFFICE OF ADMINISTRATIVE HEARINGS  
STATE OF CALIFORNIA

In the Matter of:

PARENT ON BEHALF OF STUDENT,

v.

LONG BEACH UNIFIED SCHOOL  
DISTRICT and MARSHALL ACADEMY  
OF THE ARTS.

OAH Case No. 2017090407

ORDER GRANTING/DENYING  
MOTION FOR STAY PUT

On September 27, 2017, Student filed a motion for stay put. On September 29, 2017, Long Beach Unified School District filed an opposition.

APPLICABLE LAW

Until due process hearing procedures are complete, a special education student is entitled to remain in his or her current educational placement, unless the parties agree otherwise. (20 U.S.C. § 1415(j); 34 C.F.R. § 300.518(a) (2006)<sup>1</sup>; Ed. Code, § 56505 subd. (d).) This is referred to as “stay put.” For purposes of stay put, the current educational placement is typically the placement called for in the student’s individualized education program, which has been implemented prior to the dispute arising. (*Thomas v. Cincinnati Bd. of Educ.* (6th Cir. 1990) 918 F.2d 618, 625.)

In California, “specific educational placement” is defined as “that unique combination of facilities, personnel, location or equipment necessary to provide instructional services to an individual with exceptional needs,” as specified in the IEP. (Cal. Code Regs. tit. 5, § 3042, subd. (a).)

Health and Safety Code section 120335, contains a list of required vaccinations for California schoolchildren. It also contains a list that describes conditions that may exempt a child from the requirement. Subdivision (h) requires a school district to provide a child with special education and services pursuant to his IEP, even if he has not been vaccinated.

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<sup>1</sup> All references to the Code of Federal Regulations are to the 2006 edition, unless otherwise indicated.

## DISCUSSION

Student is eligible for special education as a pupil on the autism spectrum. He has been eligible for special education since 2008. Parents consented to his last IEP in May 2017, and provided a copy of that IEP to the Office of Administrative Hearings when they filed their motion for stay put. Pursuant to this IEP, Student is placed in a general education classroom; receives specialized academic instruction for 48 minutes, five times each week; is provided with 370 minutes daily of behavioral intervention services in the general education classroom; and is provided with 480 minutes per month of consultation, supervision and direct behavioral intervention services. Student attends a Long Beach school named Marshall Academy of the Arts.

Student filed his request for due process on September 13, 2017, when Long Beach threatened to remove him from Marshall because he has not been vaccinated. In his stay put motion, Student claims that he was removed from school effective September 14, 2017. Long Beach has offered him home instruction. In its opposition, Long Beach argues that subdivision (h) does not create an exception to the vaccination requirement.

The California Legislature passed Senate Bill 277 in 2015, and it was signed into law thereafter. This legislation eliminated an exemption from vaccination when parents signed a statement that their personal beliefs did not support vaccination of their children (personal belief exemption). (*Whitlow v. California* (C.D. California, 2016) 203 F.Supp. 3d 1079 (*Whitlow*)). In *Whitlow* parents who did not want to have their children vaccinated due to personal beliefs filed suit attacking the removal of the personal belief exemption, but the court upheld the provisions of SB 277. The plaintiffs attacked the removal of the personal belief exception, but did not make claims that children with IEP's should be exempted from vaccination due to subdivision (h). However, the court stated, "if [ ] children are covered by the IDEA [Individuals with Disabilities Education Act], they are exempt from vaccination."

SB 277 was originally introduced on February 9, 2015, and it contained no language concerning children with IEP's. This language was added when the bill moved from the Senate to the Assembly in May 2015. The Legislative Counsel, in an analysis of SB 277 dated June 11, 2015, on page 14 stated "Special education students must have access to services," as the rationale for subdivision (h). The IDEA is federal law that obligates states to educate all students, including those with a disability. Children who qualify for special education pursuant to the IDEA are given IEP's. A plain reading of subdivision (h) reveals that a school district is obligated to provide any student with an IEP, placement and services as specified in the IEP, and this, in effect creates an exemption from vaccination for these children.

Student's IEP requires placement in a general education environment, with specified behavior intervention services. Home instruction cannot replace this placement and services, and thus is not stay put. Long Beach must return Student to Marshall with the placement and services specified in his IEP.



ORDER

1. Student's stay put placement is in a general education classroom with designated behavior intervention services, as called for in the IEP Parents consented to in May 2017, and which was implemented thereafter.

2. Long Beach must return Student to his previous placement at Marshall, with all the services called for in his IEP.

IT IS SO ORDERED.

DATE: October 9, 2017

DocuSigned by:  
*Rebecca Freie*  
D1AEGDBEB1A848C...

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REBECCA FREIE  
Administrative Law Judge  
Office of Administrative Hearings

[Print](#)

## Steady Improvement For County Students In Statewide Testing Results

10-2-2018

SAN BERNARDINO – Elementary school students in Grades 3-5 in San Bernardino County showed the most improvement among students meeting proficiency standards in both English language arts (ELA) and math in results released today for the California Assessment of Student Performance and Progress (CAASPP).

The students in the three grade levels showed 3-5 percentage points of gains in English language arts and an increases of 2-4 percentage points in math in the results released by the California Department of Education (CDE).

Overall, all San Bernardino County students across seven grade levels taking the CAASPP increased proficiency rates by 2 percentage points in English language arts and 1 percentage point in math.

“It’s encouraging that progress continues to be made by our county students though four years of state testing,” County Superintendent Ted Alejandre said. “There remains work to do at all grade levels to close gaps for meeting the statewide standard results.”

In English language arts, the percentage of all county students meeting the state standards was 44 percent – the highest score in four years of CAASPP results. That compares with the statewide standard percentage of 50 percent. In math, the number of county students meeting the statewide standard was 30 percent, also the best in four years of results. The statewide standard proficiency rate was 39 percent.

In grade level results in English language arts, 11th-graders had the highest percentage of students meeting the state standards at 52 percent, but third-graders showed the most growth, increasing the number of students meeting the state standards by 5 percentage points. Fifth-graders improved 4 percentage points in yearly gains, and fourth-graders improved 3 percentage points. There were 210,444 students in seven grade levels – third- through eighth-graders and 11th graders – who took the state tests.

In math grade-level results, third-graders posted the highest rates in meeting the state standards with 42 percent. They also showed the most growth, increasing proficiency rates by 4 percentage points. Fifth-graders showed 3 percentage points of growth. All totaled, 210,541 students took the math portion of the state tests.

Among subgroups of students, female county students reached the statewide standards in ELA at 50 percent and 30 percent in math. Male students’ percentages were 39 percent in ELA and 31 percent in math.

Despite growth among all subgroups over the past four years, gaps among subgroups still remain. Among ethnic subgroups, the percentages of those meeting the statewide standards are: African American students (30 percent in ELA and 17 percent in math); Asian students (77 percent in ELA and 73 percent in math); Hispanic students (40 percent in ELA and 26 percent in math); and White students (56 percent in ELA and 42 percent in math).

For more information on CAASPP, visit the California Department of Education’s website at <https://dq.cde.ca.gov/dataquest/>.

**San Bernardino County**  
**California Assessment Of Student Performance, Progress**  
Percent of Students Meeting/Exceeding Standards

English Language Arts

	2015	2016	2017	2018	Change
Grade 3	31%	37%	38%	43%	12%
Grade 4	32%	38%	39%	42%	10%
Grade 5	38%	43%	40%	44%	6%
Grade 6	36%	40%	41%	43%	7%
Grade 7	36%	40%	42%	43%	7%
Grade 8	38%	41%	42%	42%	4%
Grade 11	52%	53%	53%	52%	0%
Total	37%	41%	42%	44%	7%

Math

	2015	2016	2017	2018	Change
Grade 3	31%	37%	38%	42%	11%
Grade 4	25%	28%	31%	33%	8%
Grade 5	21%	22%	24%	27%	6%
Grade 6	24%	27%	28%	30%	6%
Grade 7	24%	27%	27%	28%	4%
Grade 8	25%	27%	28%	28%	3%
Grade 11	23%	25%	24%	25%	2%
Total	25%	28%	29%	30%	5%

Source: California Department of Education

**San Bernardino County**  
**California Assessment Of Student Performance, Progress**  
 Percent of Students Meeting/Exceeding Standards

**English Language Arts**

Subgroup	2015	2016	2017	2018	Change
Econ Disadvantaged	30%	34%	34%	37%	7%
Non Econ Disadvant	55%	63%	61%	62%	7%
African American	26%	29%	29%	30%	4%
Asian	72%	76%	77%	77%	5%
Hispanic	32%	36%	37%	40%	8%
White	51%	54%	55%	56%	5%
English Learner	9%	11%	11%	11%	2%
Females	43%	47%	48%	50%	7%
Males	32%	37%	37%	39%	7%

**Math**

Subgroup	2015	2016	2017	2018	Change
Econ Disadvantaged	17%	21%	22%	24%	7%
Non Econ Disadvant	40%	48%	46%	48%	8%
African American	13%	15%	16%	17%	4%
Asian	67%	69%	71%	73%	6%
Hispanic	20%	22%	24%	26%	6%
White	37%	40%	41%	42%	5%
English Learner	7%	9%	10%	9%	2%
Females	25%	27%	29%	30%	5%
Males	25%	27%	29%	30%	5%

Source: California Department of Education

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**From:** Melody Hood <MHood@cde.ca.gov>  
**Sent:** Tuesday, October 2, 2018 2:35 PM  
**Cc:** Susan Olsen <SOlsen@cde.ca.gov>  
**Subject:** CDE change in FMTA III consultant for Region 10

Good afternoon all,

Our FMTA III unit has a new consultant, Dr. Susan Olsen (916.319.0491), who is now managing all of Region 10. I will still provide technical assistance for you while she is transitioning into her new role. She is managing all of the student lists and will be reviewing IEPs as well as managing all things SigDisp.

Please contact Dr. Olsen from this point forward with email correspondence. You can call me for questions and assistance while we transition.

I would appreciate it if you would forward this email to your LEAs and let them know of the change in consultants.

It has been a pleasure working with you!

p.s. I am still around!

**Melody Hood, EdD**  
**Education Programs Assistant**  
**California Department of Education**  
**Teaching and Learning Support Branch**  
**Special Education Division**  
**Focused Monitoring and Technical Assistance Unit 3**  
**1430 N Street, Suite 2401**  
**Sacramento, CA 95814**  
**916-327-3543**  
[mhood@CDE.CA.Gov](mailto:mhood@CDE.CA.Gov)  
[www.cde.ca.gov](http://www.cde.ca.gov)

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**From:** Andrew Ownby - SELPA <AOwnby@solanocoe.net>  
**Sent:** Thursday, May 31, 2018 11:06 AM  
**To:** selpadirectors@marinschools.org  
**Subject:** State School Letter Templates and Legal Opinion

Dear All,

Attached, please find the following:

1. The legal opinion developed by F3 (previously provided) which delineates the LEA's and State's respective responsibilities,
2. A template of a **letter** to send to the respective State School letting them know that the LEA will no longer be attending IEPs for students enrolled at the State Schools (intended to be sent individually / per pupil), and
3. A template of a letter for families letting them know about the change in practice (of attending IEPs for students at the State Schools).

The Solano County SELPA member districts have agreed that they will no longer attend IEPs for student who have been enrolled in the State Schools and we are sending individual letters to that effect to both parents and their child's respective State School.

Since the State Schools will only use their IEP forms and system not our system (i.e., SEIS), we cannot query the data in our IEP system so the letters are being developed based upon paper copies of IEPs the LEAs have previously received.

Do bear in mind, that until the State Schools accept an applicant student pursuant to an expanded IEP (see the legal opinion), the pupils are the LEAs responsibility. The rules change once the State accepts the student and the IEP team places the pupil in the State School with parental consent.

Best Regards,

--Andrew

**Andrew Ownby**  
Assistant Superintendent  
Solano County SELPA  
5100 Business Center Drive  
Fairfield, CA 94534  
707-399-4460 (office)  
[SolanoCountySELPA.net](http://SolanoCountySELPA.net)



"Why should we love our enemies? The first reason is fairly obvious. Returning hate for hate multiplies hate, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." - Martin Luther King, Jr.

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Joanna Powell  
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jpowell@f3law.com

### MEMORANDUM

#### ATTORNEY-CLIENT PRIVILEGE WORK PRODUCT PRIVILEGE

TO: Andrew Ownby

FROM: Jan Tomsy  
Joanna Powell

DATE: January 30, 2018

RE: Allocation of Responsibility for Students at State Special Schools between California Department of Education and Local Educational Agencies

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This memorandum responds to your request for a legal opinion regarding the obligations that a Local Educational Agency (“LEA”) owes to students attending the California Schools for the Deaf and California School for the Blind (together, “State Special Schools”), as well as the circumstances in which the California Department of Education (“CDE”) may expel or otherwise dismiss students from State Special Schools.

#### I. QUESTIONS PRESENTED

What obligations do CDE and LEAs owe to students who attend State Special Schools, as those obligations pertain to (i) initial placement at the State Special School; (ii) attendance at Individualized Education Plan (“IEP”) meetings; and (iii) funding of services? In addition, in what circumstances may a State Special School remove a student?

#### II. SHORT ANSWERS

An LEA is responsible for referring a student to a State Special School, CDE is responsible for assessing the student, and both the LEA and CDE are responsible for sending representatives to the IEP meeting addressing initial placement of the student at the State Special School. Thereafter, only CDE and not the LEA is responsible for attendance at IEP meetings. The LEA is financially responsible for transportation and ten percent of the excess annual cost of the education of students attending a State Special School, and CDE is financially responsible for all other costs. A student may only be removed from a State Special School through a formal IEP, expulsion, or judicial process.

### III. ANALYSIS

#### A. Statutory Framework

The Individuals with Disabilities Education Act (“IDEA”) contemplates that a State Educational Agency (“SEA”) such as CDE might directly provide educational services to certain students, rather than indirectly providing services via LEAs. (20 U.S.C. § 1412(b).) The California Legislature has determined that CDE will directly provide educational services to deaf and blind students in its State Special Schools. Pursuant to the California Education Code, these Schools are “under the administration of the State Department of Education.” (Educ. Code, §§ 59002, 59102.)

The State Superintendent of Public Instruction (“SSPI”) is responsible for determining criteria for admission to the State Special Schools. (*Id.*, § 59020.) The LEA first refers a deaf or blind student to a State Special School by submitting an application packet containing various information and materials about the student. (*Id.*, § 56326; 5 Cal. Code Regs., §§ 17661, 17665.) The SSPI (through the State Special School) is then responsible for assessing the student. (Educ. Code, §§ 59002, 59045, 59102, 59144.) Thereafter, the student’s IEP team (including representatives from both the LEA and the State Special School) meet to determine whether the State Special School is the appropriate placement. (5 Cal. Code Regs., §§ 17661, 17665.)

Upon a student’s enrollment at a State Special School, the SSPI is responsible for “[m]aintain[ing] a comprehensive elementary educational program, *including related services*[.]” (Educ. Code § 59002; *id.*, § 59102.) This responsibility includes the provision of “instructional planning services” and “individual educational recommendations” for the deaf or blind student. (*Id.*, §§ 59002, 59045, 59102, 59144.) Moreover, “all pupils in the [State Special School] shall be maintained at the expense of the state[.]” (*Id.*, §§ 59029, 59123.)

The LEA is financially responsible for two items related to students enrolled at the State Special Schools. First, for each student who attends a State Special School as a day student (as opposed to a residential student), the LEA must fund transportation. (*Id.*, §§ 59030, 59124.) Second, for each student who attends a State Special School as a residential student, the LEA must pay an amount equal to ten percent of the excess annual cost of the education of students attending a State Special School. (*Id.*, § 59300.)

#### B. LEA and CDE School Obligations

##### 1. *Pre-Placement Obligations*

An LEA has three obligations prior to a deaf or blind student’s placement at a State Special School. First, the LEA is responsible for referring students to the State Special School. (Educ. Code § 56326; 5 Cal. Code Regs., §§ 17661, 17665.) The LEA accomplishes this referral by completing and submitting an application to the School. (5 Cal. Code Regs., §§ 17661, 17665.) The application packet must contain various materials, including IEPs, assessments, and reports. (*Ibid.*) The regulations expressly contemplate that students with “other disabilities, conditions, or



behaviors that may affect [their] ability to access the general education curriculum” may apply and be admitted to the State Special Schools, as evidenced by the fact that the LEA is required to provide the State Special School with assessments or reports documenting such disabilities, conditions, or behaviors. (*Ibid.*)

Second, the LEA must develop an assessment plan for the student in accordance with Education Code Section 56321. (5 Cal. Code Regs., §§ 17661 [“It is the sole responsibility of the applicant’s district of residence (LEA) to ensure compliance with Education Code section 56321 prior to [the School’s] commencement of the applicant’s assessment for suitability for placement”]; 17665 [same].) The assessment plan may include temporary assignment at the State Special School, and, if it does, must include “any necessary and appropriate amendments to the IEP to ensure appropriate services during this temporary assignment.” (*Ibid.*)

After the State Special School receives the completed application, it is responsible for initiating and completing an assessment of suitability for placement at the school. (*Ibid.*) After it does so, the student’s IEP team, including representatives from both the LEA and State Special School, must meet to determine whether placement at the State Special School is appropriate. (*Ibid.*) If so, the student shall be placed at the State Special School.

## 2. *Post-Placement Obligations*

The language of the Education Code sections cited above make clear that, after a deaf or blind student is placed at a State Special School, CDE, and not the LEA, is responsible for providing the student a FAPE. The State Special Schools are “under the administration” of CDE, CDE is responsible for “[m]aintain[ing] a comprehensive elementary educational program, including related services,” and “all pupils in the [State Special School] shall be maintained at the expense of the state[.]” (Educ. Code, §§ 59002, 59029, 59102, 59123; see also 56 Cal. Jur. 3d Schools § 228 [“Both [of the State Special Schools] are under the administration of the State Department of Education, which has certain prescribed duties and functions with respect to the schools”].)

Various administrative decisions support this conclusion. For example, in *Student v. California Department of Education*, the Hearing Officer stated:

One exception to th[e] general rule [that] . . . a LEA [and] not the CDE is . . . the public agency that is responsible for providing special education services and involved in any decisions regarding the pupil . . . exists with respect to state special schools such as CSDF, CSDR and CSB, which are operated by CDE. CDE is the responsible public agency in a due process hearing involving a student attending one of these schools.

(*Student v. Cal. Dep’t Educ.* (2013) Case No. 2012030888.) Similarly, in *Student v. Petaluma City Elementary School District*, the Hearing Officer stated:

[T]he CDE has administrative responsibility for the [State Special Schools]. The California Education Code specifically assigns the [SSPI] with the responsibility of maintaining [these Schools]. The CDE prescribes rules for

the government of the state schools and appoints, removes for cause, and fixes compensation for employees. ***The CDE is responsible for maintaining a comprehensive elementary educational program, including related services, for deaf individuals.*** The CDE fulfills its responsibilities by maintaining the [State Special Schools] . . . Therefore, while the CDE was removed from the caption of the case, the CDE remains a party in its capacity as the administrator of the [State Special Schools] and . . . the entity with responsibility for educating deaf students.

(*Student v. Petaluma City Elementary School District* (2000) Case No. SN 1063-99, emphasis added.) Finally, in *In re: California School for the Deaf*, the Hearing Officer observed: “CSD has a continuing responsibility to provide student with a FAPE as long as he wishes to attend the [State Special] School; the subsequent discovery of behavioral problems does not negate that responsibility.” (*In re: California School for the Deaf* (1981) Case No. SE-152.)

Indeed, CDE itself has acknowledged in countless judicial proceedings that it is the agency responsible for providing special education and related services to students at the State Special Schools. (See, e.g., Br. of Cal. Dep’t Educ., *Everett H. v. Dry Creek Joint Elementary School District* (E.D. Cal. Jan. 14, 2016, 2:13-CV-00889) 2016 WL 3126938 [“California law places the responsibility for providing FAPE to eligible students on the LEA. The SEA -- the CDE -- is a provider of direct services only in the State-run schools for the deaf and blind.”]; Br. of Cal. Dep’t Educ., *M.M. v. Lafayette School District* (9th Cir. Apr. 8, 2013, 12-15769) 2013 WL 1636576 [“An LEA is generally responsible for providing an education to students residing within its jurisdictional boundaries. Moreover, the LEA is responsible for identifying students with disabilities, determining appropriate educational placements and related services through the IEP process, and providing needed special education and related services. The SEA -- the CDE -- is a provider of direct services only in the State-run schools for the deaf and blind.”]; Br. of Cal. Dep’t Educ., *Fairfield-Suisun Unified School District v. Cal. Dep’t Educ.* (9th Cir. Dec. 4, 2012, 12-16665) 2012 WL 6590246 [“Although the CDE . . . is not usually . . . the agency responsible for providing education to the children with disabilities in the LEA and is not the agency involved in any decisions regarding a pupil in the LEA[,] . . . an exception to this general rule involves the students in the State-run schools for the deaf and blind”].)

The Office of Special Education’s (“OSEP”) letter to Amy Maisterra is distinguishable. That letter responded to an inquiry from an Assistant Superintendent at a school district in Washington, D.C. In Washington D.C., unlike California, the school for the deaf is not operated by an SEA. The letter ***expressly*** considered this fact in determining that the LEA remained responsible for the education of deaf students. Here, by contrast, the State Special Schools are operated by CDE, which is an SEA, and therefore CDE is responsible for providing FAPE to students that attend State Special Schools, including convening and attending IEP meetings, and funding any and all required services.

(a) IEP Meetings

It is CDE and not the LEA that is responsible for convening and attending IEP meetings after a deaf or blind student enrolls at a State Special School. Administrative decisions confirm this interpretation. For example, in *Student v. Glendale Unified School District*, the Hearing Officer found that the district was not required to attend IEP meetings during the 2001-2002 school year, at which time the student was attending California School for the Deaf-Riverside (“CSDR”):

There is no dispute that [the district] did not attend any of STUDENT’s IEP meetings at [CSDR] during the 2001-2002 school year. The IEP meetings instead were convened and attended by CSDR personnel. As noted above, the law generally provides that the public agency must initiate and conduct the IEP meetings. There is no provision that speaks to the specific question here, whether the district of residence must participate in IEP meetings for child placed residentially at a State special school. The Hearing Officer finds this situation to be analogous, however, to situations in which a child attends a public school in another district through an interdistrict transfer, since a State special school placement also is a public agency-to-public agency transfer of responsibility. In interdistrict transfer situations, the receiving district initiates and convenes the IEP meetings. As in interdistrict transfer situations, [the district], as the originating district, could not have provided an IEP[] [team] representative who supervised the provision of instruction at CSDR or who was knowledgeable about the availability of resources of CSDR, which is required of the public agency initiating and convening the IEP meeting. Accordingly, the Hearing Officer finds that [the district] was not a required participant at STUDENT’s IEP meetings.

(*Student v. Glendale Unified School District* (2005) Case No. SN04-01192.) The Hearing Officer reached the same conclusion as to the 2002-2003 school year: “[The district] was not a required participant at STUDENT’s IEP meetings during the 2001-2002 school year [because] CSDR was the public agency responsible for initiating and convening STUDENT’s IEP meetings [that] year.” (*Ibid.*)

(b) Financial Obligations

Similarly, it is CDE, and not the LEA, that is financially responsible for students attending the State Special Schools, other than transportation and the Section 59300 ten percent excess cost. The California Supreme Court, in considering the constitutionality of Section 59300, stated:

The State Department of Education . . . operates schools for severely handicapped students, including schools for the deaf (§ 59000 et seq.) [and] the blind (§ 59100 et seq.)[.] Although prior to 1979, school districts were required by statute to contribute to the education of pupils from the districts at the state schools, these provisions were repealed in that year and on July 12, 1979, the state assumed the responsibility for full funding. Section 59300 represents an attempt by the state to compel school districts to share in these costs.

(*Lucia Mar Unified School Dist. v. Honig* (1988) 44 Cal.3d 830, 832-33.) In other words, prior to the California Legislature's enactment of Section 59300, CDE was "responsib[le] for full funding" of the State Special Schools. Section 59300 created a single exception: the ten percent excess cost. Other than transportation and this excess cost, CDE bears all financial responsibility for the State Special Schools, and the LEAs bear none.

The interdistrict transfer analogy adopted by the Hearing Officer in *Student v. Glendale Unified School District* leads to this same result. In the interdistrict transfer context, the receiving public agency (i.e., the receiving school district), and not the public agency of origin (i.e., the sending district), is responsible for funding services. (See Educ. Code, § 48204.) Per *Student v. Glendale Unified School District*, the result should be the same in the State Special School context: the receiving public agency (i.e., the State Special School), and not the public agency of origin (i.e., the LEA), is responsible for funding services.

Administrative decisions reinforce the conclusion that CDE is fully financially responsible for students at State Special Schools. For example, in *In re: California School for the Deaf*, the Hearing Officer considered whether the State Special School or LEA was responsible for providing an emotionally disturbed deaf student with FAPE, as well as the scope of that responsibility:

Special education is ultimately the State of California's responsibility. What we're dealing with here are two sublevels of State government, [the LEA and CSD]. The California legislature is quite clear that it wants a single line of responsibility in the area of special education. The legislature is equally clear that it wants special education programs coordinated. . . . The real question is determining agency responsibility, is to ask which is better able to help the Pupil. Here, there is no question that it is CSD . . . CSD's . . . responsibility to the Pupil is to offer him a free, appropriate public education. If CSD were able to offer an appropriate private placement, willing to pay for it, its obligation to the Pupil would be satisfied. The problem here is that no private or public placement [that would be appropriate for the Pupil] is known to exist. Therefore, the only choice for CSD is to alter its program to make it appropriate. That solution suggests itself, more than any other, because CSD is the closest to what is known to be appropriate for the Pupil. CSD suggest hospital placement. However, the offer is contrary to requirements for a least restrictive environment. Testimony is clear that what Pupil needs is an intermediate placement. The face that none exist does not warrant hospital placement. [Instead,] CSD shall adjust its programs in order to implement Pupil's IEP.

(*In re: California School for the Deaf* (1981) Case No. SE-152.) Consistent with this decision, as well as the Education Code and California Supreme Court's interpretation thereof, CDE is financially responsible for the State Special Schools, with limited exceptions for transportation and the Section 59300 ten percent excess cost.

C. Removal of Students from State Special Schools

Students may be removed from a State Special School in three ways: (i) through the IEP process; (ii) through the expulsion process (Education Code Section 48900 et seq.), which applies to the State Special Schools pursuant to Education Code Section 48927; and (iii) pursuant to court order.

Students may not be removed from State Special Schools because of their disabilities. The Code of Federal Regulations prohibits recipients of federal funds from discriminating based on disability. (28 C.F.R. § 35.130(b)(1); 34 C.F.R. § 104.4(b)(1)(i).) Just as revocation of an interdistrict transfer based on disability violates these regulations, so does removal from a State Special School. (See *Morgan Hill Unified School District* (OCR 2009) Case No. 09-09-1051; *Santa Monica-Malibu Unified School District* (OCR 2008) Case No. 09-08-1110.)

In *In re: California School for the Deaf*, the Hearing Officer considered whether a State Special School was permitted to remove an emotionally disturbed student and return him to his LEA, because the State Special School did not operate a residential treatment center that was appropriate to address student's behavioral needs. (*In re: California School for the Deaf* (1981) Case No. SE-152.) The Hearing Officer found that the State Special School could not remove student, explaining that, where a student meets the criteria for admission to a State Special School and is admitted, he is "entitled" to continue attending the State Special School unless and until he is expelled or placed in an appropriate placement through the IEP process. (*Ibid.*)

The Hearing Officer noted that, although the State Special School did not at that time operate a program that was appropriate for student, in light of the fact that the School was "the closest to what [was] known to be appropriate for the Pupil[.]" it was required "to alter its program to make it appropriate." (*Ibid.*) It could not simply remove student and send him back to the LEA. (*Ibid.*)

#### IV. CONCLUSION

As set forth above, LEA obligations to students at State Special Schools are limited. The LEA is responsible for referring a student to a State Special School and attending the initial IEP meeting addressing placement at the State Special School, and the LEA is responsible for funding transportation and the ten percent excess cost. CDE bears all remaining responsibility for students at State Special Schools. In addition, students may be removed from State Special Schools only through formal IEP, expulsion, or judicial processes.

[DATE]

Sent via U.S. Mail and Electronic Mail

[NAME/ADDRESS OF RECIPIENT]

**Re: Future Individualized Education Program Meetings for [NAME OF STUDENT]**

Dear [NAME OF CONTACT AT STATE SPECIAL SCHOOL],

This letter pertains to [NAME OF STUDENT] (“Student”), whose parents are residents of [NAME OF DISTRICT] (“District”) and who currently attends [NAME OF STATE SPECIAL SCHOOL] (“State Special School”). I am writing to inform you that, pursuant to the Individuals with Disabilities Education Act (“IDEA”) and California Education Code, the California Department of Education (“CDE”), and not the District, is responsible for Student’s education while Student attends the State Special School, and therefore the District does not plan to attend Student’s Individualized Education Program meetings during this time.

The California Legislature has determined that CDE, and not the school district of residence, is responsible for directly providing educational services to deaf and blind students in its State Special Schools. (Educ. Code, §§ 59002, 59102; see also 20 U.S.C. § 1412(b).) These State Special Schools are “under the administration” of CDE, CDE is responsible for “[m]aintain[ing] a comprehensive elementary educational program, including related services,” and “all pupils in the [State Special School] shall be maintained at the expense of the state[.]” (Educ. Code, §§ 59002, 59029, 59102, 59123; see also 56 Cal. Jur. 3d Schools § 228 [“Both [of the State Special Schools] are under the administration of the State Department of Education, which has certain prescribed duties and functions with respect to the schools”].)

Various administrative decisions have so held. (*Student v. Cal. Dep’t Educ.* (2013) Case No. 2012030888 [“One exception to th[e] general rule [that] . . . a LEA [and] not the CDE is . . . the public agency that is responsible for providing special education services and involved in any decisions regarding the pupil . . . exists with respect to state special schools such as CSDF, CSDR and CSB, which are operated by CDE”]; *Student v. Petaluma City Elementary School District* (2000) Case No. SN 1063-99 [“[T]he CDE has administrative responsibility for the [State Special Schools]. The California Education Code specifically assigns the [SSPI] with the responsibility of maintaining [these Schools] . . . The CDE is responsible for maintaining a comprehensive elementary educational program, including related services, for deaf individuals.”]; *In re: California School for the Deaf* (1981) Case No. SE-152 [“CSD has a continuing responsibility to provide student with a FAPE as

long as he wishes to attend the [State Special] School; the subsequent discovery of behavioral problems does not negate that responsibility.”.)

Accordingly, it is CDE and not the LEA that is responsible for convening and attending IEP meetings after a deaf or blind student enrolls at a State Special School. Administrative decisions confirm this interpretation. For example, in *Student v. Glendale Unified School District*, the Hearing Officer found that the district was not required to attend IEP meetings during the 2001-2002 school year, at which time the student was attending California School for the Deaf-Riverside (“CSDR”):

As noted above, the law generally provides that the public agency must initiate and conduct the IEP meetings . . . The Hearing Officer finds this situation to be analogous, however, to situations in which a child attends a public school in another district through an interdistrict transfer, since a State special school placement also is a public agency-to-public agency transfer of responsibility. In interdistrict transfer situations, the receiving district initiates and convenes the IEP meetings. As in interdistrict transfer situations, [the district], as the originating district, could not have provided an IEP[] [team] representative who supervised the provision of instruction at CSDR or who was knowledgeable about the availability of resources of CSDR, which is required of the public agency initiating and convening the IEP meeting. Accordingly, the Hearing Officer finds that [the district] was not a required participant at STUDENT’s IEP meetings.

(*Student v. Glendale Unified School District* (2005) Case No. SN04-01192; see *ibid.* “[The district] was not a required participant at STUDENT’s IEP meetings during the 2001-2002 school year [because] CSDR was the public agency responsible for initiating and convening STUDENT’s IEP meetings [that] year.”.)

For these reasons, the District will not attend Student’s IEP meetings while Student is enrolled in the State Special School. Please feel free to contact me at any time if you would like to discuss further.

Sincerely,

Andrew Ownby  
Assistant Superintendent  
Solano County SELPA

[DATE]

Sent via U.S. Mail and Electronic Mail

[NAME/ADDRESS OF RECIPIENT]

**Re: Future Individualized Education Program Meeting for [NAME OF STUDENT]**

Dear [NAME OF PARENT CONTACT(S)],

I am writing with regards to your child, [NAME OF STUDENT]. You reside in [NAME OF DISTRICT] (“District”), and your child currently attends [NAME OF STATE SPECIAL SCHOOL] (“State Special School”).

Please be aware that, under federal and state law, the California Department of Education (“CDE”), and not the District, is responsible for [NAME OF STUDENT]’s education while [HE/SHE] attends the State Special School. As a result, District representatives will not attend [STUDENT]’s Individualized Education Program (“IEP”) meetings during this time. Instead, CDE will send its own representatives to this meeting, including staff from the State Special School who will review [STUDENT]’s educational program and progress, and who will identify and commit the resources necessary to ensure that your child is offered an appropriate program to meet [HIS/HER] identified needs.

Please feel free to contact me at any time if you would like to discuss further. I wish you and [NAME OF STUDENT] well on this next step of [HIS/HER] educational journey.

Warm Regards,

Andrew Ownby  
Assistant Superintendent  
Solano County SELPA

00260-00127/4242059.1



# California School Dashboard

<https://www.caschooldashboard.org/#/Home>

In the search bar, enter the name of the school, district or County Office of Education

Example: Apple Valley

All of Apple Valley's individual schools appear. Click on the district name.

Example: Apple Valley Unified

Under the title Apple Valley Unified – San Bernardino County is:

- List of all schools in this district

Click on this link.

This view gives you a quick look at all schools within the district and the colors of the dashboard for each site.

Click on the first school

Example: Apple Valley High

This gives you a view of this specific school.

At the top you will see:

- Enrollment
- Socioeconomically Disadvantaged
- English Learners
- Foster Youth
- Grade Span
- Charter School (Yes or No)

There are tabs for:

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

Under Student Group Report your choices are:

- All Students
- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Students with Disabilities

- African American
- Asian
- Filipino
- Hispanic
- Pacific Islander
- Two or more races
- White

By clicking on the color wheel, it will take you to Status and Change Report. This report will show you how many students of each category participated in the testing or counted in the suspension/graduation rates. This report clearly shows if there is a) Decline, b) Declined Significantly, c) Increased, d) Increased Significantly

# Special Education Updates

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**Shiyloh Duncan-Becerril**  
**Data Administrator**  
**Special Education Division**

# New Local APRs

## ▲ District Level Annual Performance Report

<LEA Name and Number>	
<SELPA Name and Number>	
Annual Determination	
Monitoring Activities	

No.	Indicator	Rate	Target	Target Met?	Monitoring Activities
1.	4 Year Cohort Graduation Rate				
2.	Dropout Rate				
3.	Assessment: ELA Participation				
	Math Participation Rate				
	ELA Achievement Rate				
	Math Achievement Rate				
4a.	Discipline (>10 days) Rate				
4b.	Discipline (>10 days) Areas Disproportionate				
5a.	LRE Rate: In Regular Class more than 80%				
5b.	In Regular Class less than 40%				
5c.	Separate Schools				
6a.	Preschool LRE: Regular Program				
6b.	Separate Class				
7.	Positive <del>Soci</del> -Emotion Skills				
7a.	Substantially Increased				
	Functioning within age expectations				
7b.	Acquisition of Knowledge/Skills				
	Substantially Increased				
	Functioning within age expectations				
7c.	Use of Appropriate Behaviors				
	Substantially Increased				
	Functioning within age expectations				
8.	Parent Involvement Rate				
9.	Overall Disproportionality Areas				
10.	Disproportionality by Disability Areas				
11.	Rate of Eligibility Determined within 60 days				
12.	Rate of Part C to Part B Students with Timely IEPs				

# CASEMIS Trainings

## CASEMIS Fall 2018 Training Dates:

- October 15, 2018

10 a.m. to 2 p.m.

Sacramento County Office of Education Conference Center, Mather Room

[3661 Whitehead Road, Suite 100, Mather, CA 95655](#)

- October 22, 2018

9:30 a.m. to 1:30 p.m.

South County Regional Center

[800 National City Blvd, National City, CA 91950](#)

- October 26, 2018

9:30 a.m. to 1:30 p.m.

Ventura County SELPA

[5100 Adolfo Road, Camarillo, CA 93012](#)

- October 29, 2018

9:30 a.m. to 1:30 p.m.

West Contra Costa SELPA

[2465 Dolan Way, San Pablo, CA 94804](#)

- November 6, 2018

9:30 a.m. to 1:30 p.m.

West San Gabriel SELPA

[15 West Alhambra Road, Alhambra, CA 91801](#)

- November 15, 2018

10 a.m. to 2 p.m.

Fresno County SELPA

[1111 Van Ness Avenue, Room 101T, Fresno, CA 93721](#)

# Career and College Indicator Optional Data Submission

- <https://www.cde.ca.gov/Ta/ac/cm/cci.asp>

# Charter School Change

- All Charters Schools were identified in the LCFF Funding Law separately regardless of funding structure.
- All Charter Schools have their own dashboard and their data is not included in the authorizer's data.
- Special Education will mirror this in our monitoring

# IEP Implementation

<https://docs.justia.com/cases/federal/district-courts/california/candce/3:1996cv04179/107222/2428>



# Restraint and Seclusion

- [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB2657](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2657)

# SELPA Dashboard

SELPA Code	8888	SELPA Name	Wonderland
LEA Count	16	Student Count	10,350
Diff Assistance LEAs	6	Enrollment	77,735
Complaints	33	Due Process	7

## Monitoring Activities

Activity	LEAs included	Students /Noncompliance
June Data Identified Noncompliance	10	116
December Data Identified Noncompliance	10	103
Disproportionality	13	66
Significant Disproportionality	0	na
Performance Indicator Review	12	43
Timely and Complete Reporting	1	2

## CALPADS to CASEMIS Comparisons

Items Compared	LEAs with Differences	Differences
Statewide Student Identifier	12	51
Birthday	12	46
Disability	16	1,092
Ethnicity	15	617

## Annual Determinations

Determination	LEA with that Determination
Meets Requirements	15
Needs Assistant	1
Needs Intervention	0
Needs Significant Intervention	0

# CALPADS Updates – 3<sup>rd</sup> Birthday Delay Codes

- New and revised codes for 3<sup>rd</sup> birthday delay
- Codes that will no longer be available
  - 10 – Parent Refused
  - 90 – Other
  - 92 – New Referral

code	shortdesc	calpads_...	disabled
10	Parent Refused		True
90	Other		True
92	New Referral		True
20	Child Not Available	20	False
52	School Emergency	60	False
53	Student Emergency	70	False
54	Temporary Closure	75	False
55	Legal Proceedings	80	False
56	Fail Hear/Vision	85	False
40	Late w/o cause	90	False

# CALPADS Updates – 60 Day Timeline Codes

- New and revised codes for 60-day Timeline
- Codes that will no longer be available
  - 10 – Parent Refused
  - 90 – Other
  - 92 – New Referral

code	shortdesc	calpads_...	disabled
10	Parent Refused		True
90	Other		True
92	New Referral		True
20	Child Not Available	20	False
52	School Emergency	60	False
53	Student Emergency	70	False
54	Temporary Closure	75	False
55	Legal Proceedings	80	False
56	Fail Hear/Vision	85	False
40	Late w/o cause	90	False

# CALPADS Updates – 60 Day Timeline Codes

- New and revised codes for 60-day Timeline
- Codes that will no longer be available
  - 90 – Other
  - 92 – New Referral

code	shortdesc	calpads_...	disabled
90	Other		True
10	Child Not Available	20	False
20	School Break	40	False
30	Transferred	50	False
52	School Emergency	60	False
53	Student Emergency	70	False
54	Temporary Closure	75	False
55	Legal Proceedings	80	False
56	Fail Hear/Vision	85	False
40	Late w/o cause	90	False

# CALPADS Updates – Annual Delay Codes

- New and revised codes for Annual Delay
- Codes that will no longer be available
  - 90 – Other

Code 10 Timely IEP, another IEP held after timely IEP. We are keeping this code for internal tracking purposes

code	shortdesc	calpads_...	disabled
10	Timely IEP		True
90	Other		True
20	Parent Did Not Attend	30	False
30	Transfer	50	False
52	School Emergency	60	False
53	Student Emergency	70	False
54	Temporary Closure	75	False
55	Legal Proceedings	80	False
56	Fail Hear/Vision	85	False
40	Late w/o cause	90	False

# CALPADS Updates – Triennial Delay Codes

- New and revised codes for Triennial Delay
- Codes that will no longer be available
  - 90 – Other

Code 10 Timely IEP, another IEP held after timely IEP. We are keeping this code for internal tracking purposes

code	shortdesc	calpads_...	disabled
90	Other		True
10	Timely IEP		True
20	Parent Did Not Attend	30	False
30	Transfer	50	False
52	School Emergency	60	False
53	Student Emergency	70	False
54	Temporary Closure	75	False
55	Legal Proceedings	80	False
56	Fail Hear/Vision	85	False
40	Late w/o cause	90	False

# CALPADS Updates – Code Information

- Changed options to show descriptions in WebIEP instead of codes
  - SELPA will continue to use existing CASEMIS Codes and will convert to CALPADS codes behind the scenes at CDE Reporting time. Once a full set of code conversions are available and approved by CDE, CALPADS codes may be visible to the WebIEP User.
- Code 90 Other no longer available.
- Code 10 Timely IEP will still be available for internal tracking purposes.
- SSID numbers are required. Please refer to CALPADS Enrollment Procedures at:  
[https://www.cde.ca.gov/search/searchresults.asp?cx=001779225245372747843:gpfwm5rhxiw&output=xml\\_no\\_dtd&filter=1&num=20&start=0&q=ssid%20requirements](https://www.cde.ca.gov/search/searchresults.asp?cx=001779225245372747843:gpfwm5rhxiw&output=xml_no_dtd&filter=1&num=20&start=0&q=ssid%20requirements)
- All subject to change by CDE. Colette will attend upcoming CASEMIS meeting in early November.





Desert/Mountain Children's Center  
17800 Highway 18  
Apple Valley, CA 92307-1219

P 760-552-6700  
F 760-946-0819  
W [www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

## MEMORANDUM

Date: October 12, 2018  
To: Special Education Directors  
From: Linda Llamas, Director *LL*  

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**Subject: Desert/Mountain Children's Center Client Reports**

Attached are the opened and closed cases for the following services:

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Therapeutic Behavioral Services (TBS)
- Student Assistance Program (SAP)
- Children's Intensive Services (CIS)
- Speech and occupational therapy

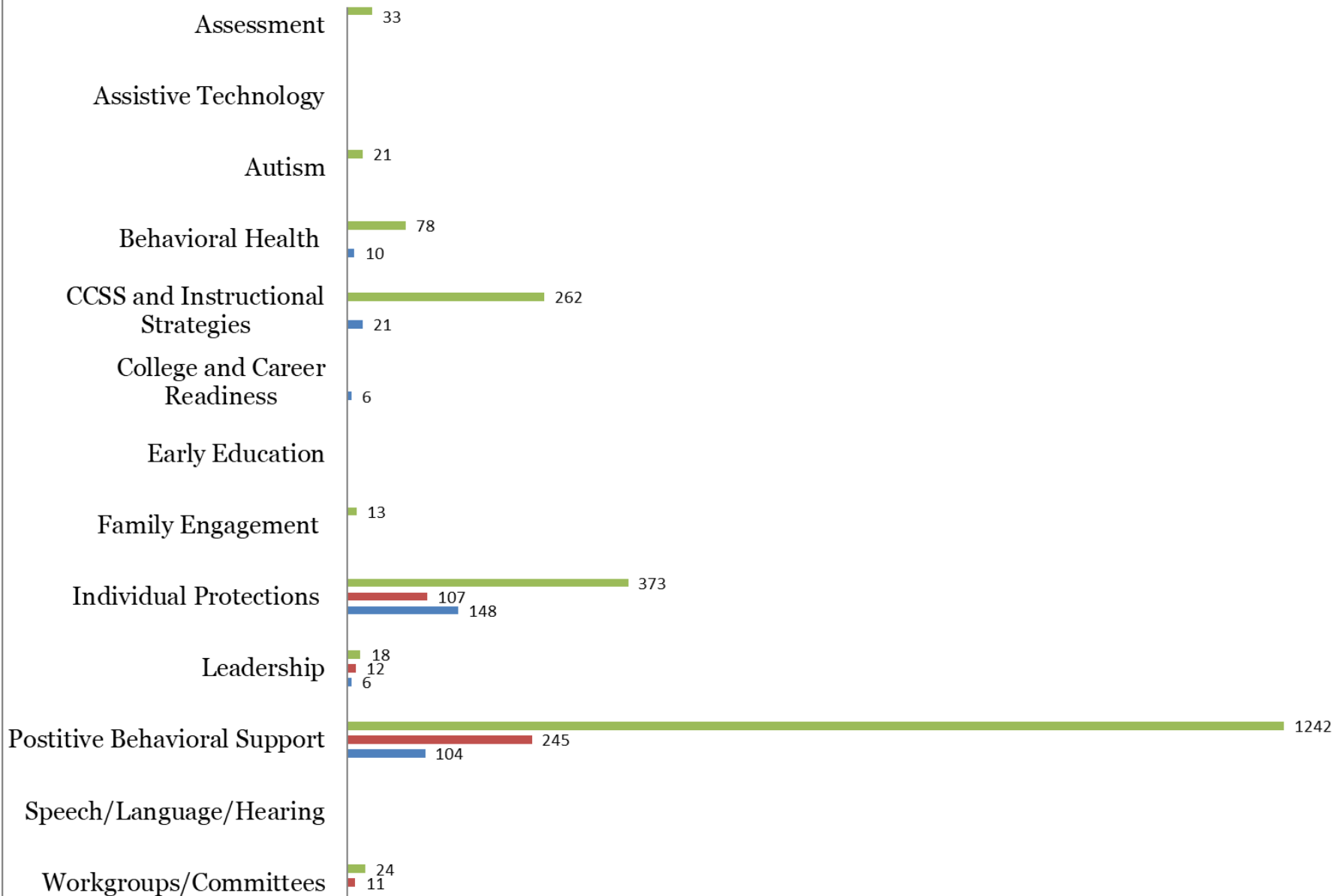
If you should have any questions, please contact me at (760) 955-3606 or by email at [linda.llamas@cahlepe.org](mailto:linda.llamas@cahlepe.org)

# D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

SEPTEMBER 2018 - 670 PARTICIPANTS

2,070 YEAR-TO-DATE PARTICIPANTS

■ Total Participants by Content Area ■ On-Site Trainings ■ Regional Trainings





Desert Mountain SELPA / Charter School SELPA  
Corinne Foley

August 14, 2018

Proposal by: Teresa Garretson

## **IMSE Comprehensive Orton-Gillingham Training**

### *Course Description*

The IMSE Comprehensive course is a hands-on, interactive, and personalized class that provides a complete understanding of IMSE's enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom as well as the importance of a Structured Literacy program. After participating in this training, teachers will have an understanding of the structure and foundation of the English language. Teachers will have an awareness of how to assess and teach students with dyslexia as well as students in all three tiers of RTI. Teachers will be able to evaluate and teach students in phonological skills, phonics/word recognition, spelling, writing, fluency, vocabulary, and comprehension.

### *Texts, Readings, Instructional Resources Provided By IMSE*

- *Recipe for Reading* by Nina Traub and Francis Bloom
- *Interventions for All: Phonological Awareness* by Yvette Zgonc
- Phoneme/Grapheme Card Pack
- Syllable Division Cards
- *Syllable Division Word Book* by the Institute for Multi-Sensory Education
- *Assessment Manual* by the Institute for Multi-Sensory Education
- *Training Manual* by the Institute for Multi-Sensory Education

### *Course Requirements*

Class participation and attendance: Teachers will sign in each morning and be required to attend all 30 hours. Teachers will observe lessons as well as create and practice their own.

Assignments: There will be four out-of-class assignments, which will consist of Daily Learning Outcomes. The questions will require teachers to respond to material covered during the day

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Teachers Teaching Teachers

from the training as well as additional reading. For the final lesson, teachers will prepare and implement a lesson incorporating all of the components from the 30-Hour Comprehensive Training as well as complete an in-class Final Learning Outcome.

## *Learning Objectives*

Upon completion of this course, the participant should be able to:

1. Be aware of the foundation and structure of the English language.
2. Gain basic knowledge about students with reading disabilities including dyslexia.
3. Understand how ELL students can best learn English.
4. Identify the various types of assessments, be able to administer the PAST and IMSE assessments, and understand the components to writing an assessment report.
5. Implement structured literacy strategies for phonological awareness, phonics, word recognition, writing, spelling, fluency, vocabulary, and comprehension.
6. Apply self-editing techniques for written expression.
7. Adapt and differentiate instruction based on assessment and student need.
8. Demonstrate knowledge of syllabication patterns and types for encoding/decoding.
9. Integrate multi-sensory strategies to teach non-phonetic sight words.
10. Create structured weekly lesson plans.

## *Assignments: Learning Outcomes*

*(4 hours of additional work outside of class time)*

Day 1: Participants will:

- Select a Tier 1 activity and explain how to modify it as a Tier 3 activity in the *Phonological Awareness* book.
- Name the purpose, materials, teacher's role, and student's role for all of the components of the Three-Part Drill as well as the Vowel Intensive.
- List 3 positive attributes that students with dyslexia may share.
- List 5 words that would not be applicable to use on the blending board if you only learned c-qu.

Day 2: Participants will:

- Provide sound lines and visual cues for 4 CVC words.
- Create word lines and visual cues for two sentences for sentence dictation.
- Describe the difference between "Green Words" and "Red Words" (phonetic and non-phonetic).
- Differentiate the three-part drill as well as dictation of words and sentences to meet the needs of all learners.

Day 3: Participants will:

- Design three creative ways to teach or review your red word.

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Teachers Teaching Teachers

- Identify how the assessment results will help determine an appropriate starting point.
- Decode 2 multi-syllabic words with blends.
- State and explain the doubling rule for s, l, f, and z.
- Provide sound lines with visual cues for 5 words listed.

Day 4: Participants will:

- Explain the Magic “e” syllable type.
- List the four syllable division patterns from most common to least common.
- Provide the abbreviation or label for three syllable types listed.
- Encode and decode a list of 7 words.
- State 2 ways students can review vocabulary words.
- List the 4 components to Reciprocal Teaching.
- Identify strategies for improving fluency.

Day 5: Participants will

- Identify 10 graphemes and their orthographic structure.
- Identify the number of “sounds” (phonemic awareness) per syllable and also how many “fingertaps”(phonics).
- Encode and decode multi-syllabic words encompassing all Syllable Patterns and Types.
- Define and provide examples of all 7 Syllable Types.

## Interactive OG

A one-year subscription for each participant is included.

Interactive OG is IMSE’s online lesson planning and assessment application.

IMSE interactive lesson planning and assessment tool allows teachers to plan their own lessons, access a resource of master lessons, assess their students as individuals, groups, or whole class, and store it all in one easy-to-use program.

- Complete compatibility with any mobile device
- Updated technology and increased speed
- A new, clean and easy-to-navigate design
- Enhanced support for lesson planning and assessment management

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Phone: 800-646-9788 • Fax: 248-735-2927 • Web: [orton-gillingham.com](http://orton-gillingham.com)



**Cost:**

**Option for the 30-Hour training split into two sessions and lower number of participants options are available available October - April**

Number of Participants	Cost
10-14	\$15,980.00
15-19	\$21,230.00
20-24	\$26,480.00
25-29	\$31,730.00
30-34	\$36,980.00
35-39	\$41,430.00
40-44	\$46,680.00
45-54	\$55,005.00
55-64	\$63,880.00

**Cost includes;** instruction, materials provided, Interactive OG and instructor travel expenses for multiple trips.

**Disclaimer:**

Upon completion of the course, participants are considered “trained” to use the IMSE methodology with students. Upon completion of the course *and* practicum, candidates would be certified to teach students in IMSE’s OG methodology. *Candidates are not certified nor permitted to teach other educators/instructors how to implement IMSE’s OG.* All materials are copyrighted and solely owned by IMSE. Unlawful use of our materials is not permitted.

## ***Hola! Language Services - Interpreting in Special Education Settings***

### ***Presented By***

Leslie Williams, Hola! Language Services  
Master Facilitator

### ***Date***

December 18 & 19, 2018

### ***Time***

Registration begins at 8:00 a.m.  
Training time 8:30 a.m. - 3:30 p.m.

### ***Cost:***

\$200.00  
Per Attendee

### ***Audience***

General and special education teachers, special education directors, psychologists, and any educational professional participating in IEP meetings.

### ***Location***

Desert Mountain  
Educational Service Center  
17800 Highway 18  
Apple Valley, CA 92307

### ***Registration***

Please Register online at:  
<https://sbcss.k12oms.org/52-158205>

### ***Special Accommodations***

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.

### ***Description***

Hola! Language Services will provide a two-day (12 hour) Interpreting in Special Education Settings workshop that includes the following topics: getting it right: translation vs. interpreting, modes of interpretation, overview of state and federal mandates, professional standards of conduct for school interpreters, NASP recommended practices for working with interpreters, special education false cognate, bilingual "IEP forms" vocabulary, bilingual special education acronyms, online tools, and mock IEP interpreting practice. Participants will receive a myriad of language related materials/handouts, as well as a certificate of completion.



CAHELP  
17800 Highway 18  
Apple Valley, CA 92307



Julie Wheeler  
Julie.Wheeler@cahelp.org  
760.955.3592



[www.cahelp.org/](http://www.cahelp.org/)  
<https://sbcss.k12oms.org>

# Audiology Processes

## Annual Calendar

ACTIVITY	RESPONSIBLE
Coordinate with Pacific Hearing calendars for the annual service calendar.	<b>SELPA</b> <b>PHS</b>
Type the calendar in the SELPA format, adding due dates for paperwork to be turned in (Need to allow a minimum of one week for processing paperwork and to account for late comers).	<b>SELPA</b>
Distribute the calendar to the following: <ul style="list-style-type: none"> <li>• LEA Directors</li> <li>• LEA Support Staff for Directors</li> <li>• County Area Directors</li> <li>• Support Staff for County Area Director</li> <li>• LEA “Coordinators” (person who helps at the LEA level; that person holds a different position in each LEA – it could be a LEA level support person, an SLP, a nurse, even a director)</li> <li>• All Desert/Mountain SLPs</li> <li>• County DHH classroom teachers and itinerants</li> </ul>	<b>SELPA</b>

## Reminder to LEAs

ACTIVITY	RESPONSIBLE
Send an email reminder three weeks prior to the LEA coordinator stating their date is approaching and when the paperwork due date is	<b>SELPA</b>
Provide the LEA with a copy of the follow-up log from the previous Assessment Day and possible the one before that with students to be seen highlighted. *Does not apply to D/M Operations.	<b>SELPA</b>
Include the calendar in the August Steering Committee packet and mention it under the information items. Remind LEAs to be timely in their submission of paperwork	<b>SELPA</b>
Email the LEA coordinator if you don’t have all the paperwork by the due date.	<b>SELPA</b>

## Referrals

ACTIVITY	RESPONSIBLE
Receive referral and enter data into the audiology database.	<b>SELPA</b>
SELPA coordinator informs PHS of referrals that have been received indicating	<b>SELPA</b>



## Audiology Processes

ACTIVITY	RESPONSIBLE
<p>Review each referral and check to see if the paperwork is complete.</p> <ul style="list-style-type: none"> <li>• Initials require forms D/M 108, D/M 66, and D/M 63. <ul style="list-style-type: none"> <li>➤ Two failed hearing screenings or an audiogram, grades, and a current IEP (if the student is already identified as meeting the criteria as a student with disabilities.) <i>*Does not apply to D/M Operations</i></li> </ul> </li> <li>• Annuals require forms D/M 108a, D/M 66, and D/M 63 (for current school year).</li> <li>• If the paperwork is not complete, send back to the LEA electronically and request completion.</li> </ul>	<b>SELPA</b>
<p>Send paperwork electronically to Pacific Hearing Services and make a copy of the documents for the SELPA student file (until an electronic record is in place).</p>	<b>SELPA</b>
<p>Based on the types of referrals the LEA provides (initials/annuals), will develop the start and end time for the assessment day.</p>	<b>PHS</b>
<p>LEA coordinator handles the schedule of student assessment times and sends to SELPA coordinator (initial referrals are scheduled for 30 minutes; annuals are scheduled for 20 minutes), and any transportation issues. <i>*Does not apply to D/M Operations</i></p>	<b>LEA SELPA</b>
<p>A minimum of two days prior to the Assessment Day:</p> <ul style="list-style-type: none"> <li>• Provide Pacific Hearing Services with a follow-up log that includes the list of students to be seen, types of appointments, school of attendance, appointment times, and what will be done during the appointment. <i>*Does not apply to D/M Operations</i></li> <li>• Ensure all paperwork is sent electronically to Pacific Hearing Services</li> </ul>	<b>SELPA</b>

### Assessment Day

ACTIVITY	RESPONSIBLE
<p>LEA coordinator to remind children to bring their equipment to the assessment. LEA coordinator or designee to be present the entire day to assist escorting students to the audiology van.</p>	<b>LEA</b>
<p>Complete the follow-up log, document any immediate needs, what will be done at the next appointment, and when the next appointment should take place. Send follow-up log to SELPA coordinator. <i>*Does not apply to D/M Operations</i></p>	<b>PHS</b>
<p>Send follow-up log electronically to SELPA coordinator who will file log in the Audiology Services yearly binder (until the electronic record is in place).</p>	<b>PHS</b>

## Audiology Processes

ACTIVITY	RESPONSIBLE
SELPA coordinator to highlight what will be done next time for distribution. <i>*Does not apply to D/M Operations</i>  Send the LEA a copy of highlighted follow-up log.	<b>SELPA</b>

### Reports

ACTIVITY	RESPONSIBLE
Completes reports and sends to SELPA.	<b>PHS</b>
Electronically send cover letters with PHS reports to LEA directors, cc: LEA director secretaries and LEA coordinator.	<b>SELPA</b>
Place a copy of the cover letter in appropriate year Audiology Letters binder (until the electronic record is ready).	<b>SELPA</b>
Meet monthly with D/M Operations DHH Itinerant teachers to review all reports and determine who may need further assessment and services	<b>SELPA</b> <b>DHH</b>

### Assessment Follow-up / IEP Meeting

ACTIVITY	RESPONSIBLE
LEA receives PHS reports and schedules IEP meetings to review reports and take any recommendations into consideration. The appointed SLP for the student will review the audiogram with the IEP team. <ul style="list-style-type: none"> <li>When there is a LEA/charter without an SLP or an SLP with limited time or expertise, a request to the Area Director and support staff needs to be made for a DHH Itinerant teacher to participate in the IEP meeting to assist in the interpretation of the audiology report. DHH Itinerant teacher to email Area Director and support staff of requests that do not come from the Area Director.</li> </ul>	<b>LEA</b> <b>SELPA</b> <b>DHH</b> <b>Area Director</b>
If the IEP team agrees the student benefits from an FM system, the LEA coordinator/SLP makes the request to SELPA coordinator who requests an equipment quote from Pacific Hearing Services.	<b>LEA</b> <b>SELPA</b> <b>PHS</b>
SELPA coordinator receives quote, completes Low Incidence Equipment (LIE) form, and submits for approval from SELPA CEO. The LIE form will be sent back to the SELPA coordinator who will keep a copy and send to the SELPA business department to order and pay for the equipment.	<b>PHS</b> <b>SELPA</b>

# Audiology Processes

## Training Opportunities

ACTIVITY	RESPONSIBLE
Proper Equipment Use and Troubleshooting	<b>PHS DHH</b>
Audiology Assessments and How to Interpret	<b>PHS</b>
Parent Support/Training (as needed)	<b>DHH SELPA</b>

## Inventory and Tracking of Equipment

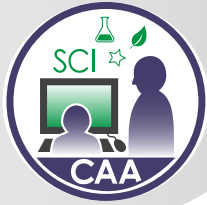
ACTIVITY	RESPONSIBLE
<p><b>New Equipment</b></p> <ul style="list-style-type: none"> <li>• SELPA coordinator sends purchase order for equipment and provides tags to Pacific Hearing Services.</li> <li>• PHS delivers equipment to student.</li> <li>• PHS sends assigned delivery receipt to SELPA business department. Receipt includes student name, site, make, model, serial numbers, and tag numbers.</li> <li>• SELPA business department enters equipment in database with LIE numbers, serial numbers, and tag numbers.</li> </ul>	<p><b>SELPA DHH</b></p>
<p><b>Returned Equipment</b></p> <ul style="list-style-type: none"> <li>• Equipment returned to SELPA coordinator with student name and site.</li> <li>• SELPA coordinator reports returned items to PHS to confirm all components assigned are returned.</li> <li>• PHS informs SELPA coordinator if all components are accounted for or what components are missing.</li> <li>• SELPA coordinator notifies SELPA business department of returned and/or missing equipment.</li> <li>• SELPA business department updates database.</li> <li>• SELPA business department updates database with new student and site information.</li> </ul>	<p><b>PHS SELPA</b></p>
<p><b>Lost and Repaired Equipment</b></p> <ul style="list-style-type: none"> <li>• PHS is notified of lost equipment.</li> <li>• PHS reassigns equipment in inventory or orders replacement equipment.</li> </ul>	<p><b>PHS SELPA</b></p>

# Audiology Processes

ACTIVITY	RESPONSIBLE
<ul style="list-style-type: none"> <li>• PHS sends assigned delivery receipt to SELPA business department. Receipt includes student name, site, make, model, replacement serial numbers, and tag numbers.</li> <li>• SELPA business department updates database with serial number as needed</li> <li>• For repaired equipment, PHS notifies SELPA business department of new serial number to update database.</li> </ul> <p><b>End of School Year</b></p> <ul style="list-style-type: none"> <li>• PHS generates and sends list of students assigned equipment by LEA and site to the SELPA coordinator.</li> <li>• SELPA coordinator distributes list to LEA coordinator.</li> <li>• LEA coordinator distributes information to site contact.</li> <li>• Site contact inventories equipment.               <ul style="list-style-type: none"> <li>➤ If the student stays at the school site, secure equipment and note location on inventory log.</li> <li>➤ If the student is remaining in the LEA but is changing sites, equipment is returned to the LEA coordinator to secure and location is noted on the inventory log.</li> <li>➤ If the student is changing LEAs or leaving the SELPA, equipment is returned to LEA coordinator, noted on log, and returned to the SELPA coordinator.</li> <li>➤ LEA coordinator sends copy of completed inventory log to SELPA coordinator.</li> <li>➤ SELPA coordinator shares log with PHS for any needed follow-up</li> </ul> </li> </ul>	<p><b>PHS SELPA LEA</b></p>
<p><b>Beginning of School Year</b></p> <ul style="list-style-type: none"> <li>• SELPA coordinator updates inventory log and distributes to PHS and LEA coordinator.               <ul style="list-style-type: none"> <li>➤ If student stays at the school site, LEA coordinator arranges transfer and inservice of equipment.</li> <li>➤ If student is remaining in the LEA but is changing sites, LEA coordinator arranges transfer and inservice of equipment.</li> <li>➤ If student is changing LEAs, SELPA coordinator will contact LEA coordinator to arrange transfer and inservice of equipment.</li> </ul> </li> </ul>	<p><b>SELPA LEA PHS</b></p>
<p><b>File Inventory</b></p>	

# Audiology Processes

ACTIVITY	RESPONSIBLE
<p>Purge student files annually at the end of each school year (until an electronic record is in place).</p> <ul style="list-style-type: none"><li>• SELPA coordinator emails LEA coordinators a list of students who were not seen in the past year, moved, etc.</li><li>• SELPA coordinator double checks MIS against audiology roster.</li></ul>	<p><b>SELPA</b></p>



# CALIFORNIA ALTERNATE ASSESSMENT for Science Field Test



## WHAT IS THE CAA FOR SCIENCE?

The California Alternate Assessment (CAA) for Science is part of California's system of assessments called the California Assessment of Student Performance and Progress (CAASPP). Currently under development, the CAA for Science will be field tested in 2018–19 and will be operational in 2019–20.

Designed for students with the most significant cognitive disabilities, the CAA for Science measures what students know and can do in science. This assessment is based on the Science Core Content Connectors, which are aligned with the California Next Generation Science Standards (CA NGSS).



## WHY IS THE CAA FOR SCIENCE GIVEN?

The purpose of the CAA for Science is to assess student knowledge and skills in Science, and to foster science education at every grade level. One purpose of the CAA for Science Field Test is to allow educators to become familiar with embedding performance tasks into classroom instruction.



## WHO TAKES THE CAA FOR SCIENCE?

Students are eligible to take the CAA for Science only if it is indicated in their active individualized education program (IEP).

The CAA for Science is for eligible students in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve). The California Department of Education recommends testing high school students when they are enrolled in their last science course. High schools have the option to test any or all students in grades ten or eleven, as long as all students have been tested by grade twelve.



## HOW IS THE CAA FOR SCIENCE GIVEN?

The CAAs are computer-based and administered one-on-one by a trained test examiner who is familiar with the student and their needs.

The field test consists of three embedded performance tasks. Each embedded performance task consists of a collection of activities and questions which are to be administered after related science concepts are taught to the students. Teachers determine the best time to administer the performance task during the school year.



## WHEN IS THE CAA FOR SCIENCE GIVEN?

**2018–19**  
**Field Test**  
January 2019  
through last day  
of instruction

**2019–20**  
**Operational**  
September 2019  
through last day  
of instruction





## Matrix One: California Assessment of Student Performance and Progress Accessibility Resources

This document should be used in conjunction with the *Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines* (<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>) and *California Code of Regulations* (<http://bit.ly/2eHz72b>), Title 5 (5 CCR), sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

Matrix One displays the embedded and non-embedded universal tools, designated supports, and accommodations allowed as part of the CAASPP System for 2018–19. Some embedded universal tools, designated supports, or accommodations are available only for specific items (i.e., test questions) for which they are allowed. If a non-embedded tool is shown to be available for “allowed items,” it may be used only for the specific items for which the embedded version of the resource is available.

- **Universal tools** are available to *all* students on the basis of student preference and selection.
- **Designated supports** are available to *all* students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s individualized education program (IEP) or Section 504 plan.
- **Accommodations** must be permitted on CAASPP tests to all eligible students if specified in the student’s IEP or Section 504 plan.

Instructional supports and resources for the California Alternate Assessments (CAAs) can be found in Part 3. Information about requesting the use of unlisted resources and a list of identified unlisted resources that have been determined to change the construct being tested is provided in Part 4.

## Part 1. Embedded Resources

**Embedded resources are digitally delivered universal tools (U), designated supports (D), or accommodations (A)** available as part of the technology platform for the computer-administered CAASPP tests. Resources that are not available for a specific test are labeled as not-applicable (NA). Embedded resources do not change or alter the construct being measured and will result in a valid score.

The table below shows the available embedded resources for the following CAASPP tests: Smarter Balanced and CAA for ELA and mathematics (for CAA some embedded resources are not available as noted, also see Part 3); California Science Test (CAST) and CAA for Science (for CAA some embedded resources are not available as noted, also see Part 3); and the California Spanish Assessment (CSA) (resources listed for CSA are for the operational test only). NA represents a resource that is not available.

Embedded Resource	English Language Arts (ELA) Reading	ELA Writing	ELA Listening	Mathematics	Science (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
American Sign Language <sup>1</sup>	NA	NA	A	A	A	NA
Audio Transcript (includes braille transcript)	NA	NA	A	NA	A	A (Spanish for listening passages)
Braille <sup>1</sup>	A	A	A	A	A	A
Breaks	U	U	U	U	U	U

<sup>1</sup>Not available for the CAA. See Part 3 for details.



Embedded Resource	English Language Arts (ELA) Reading	ELA Writing	ELA Listening	Mathematics	Science (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
Calculator <sup>1</sup>	NA	NA	NA	U (grades 6–8 and grade 11; for specific items)	U (four-function calculator for grade 5 and a scientific calculator for grade 8 and high school)	NA
Closed captioning <sup>1</sup>	NA	NA	A	NA	A	A
Color contrast	D	D	D	D	D	D
Dictionary	NA	U (English, for ELA full write performance tasks, not short paragraph responses)	NA	NA	NA	NA
Digital notepad	U	U	U	U	U	U

<sup>1</sup>Not available for the CAA. See Part 3 for details.

Embedded Resource	English Language Arts (ELA) Reading	ELA Writing	ELA Listening	Mathematics	Science (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
English glossary	U	U	U	U	U	NA
Expandable items	U	U	U	U	U	U
Expandable passages	U	U	U	U	U	U
Global notes	NA	U (for ELA full write performance tasks, not short paragraph responses)	NA	NA	NA	NA
Highlighter	U	U	U	U	U	U
Keyboard navigation	U	U	U	U	U	U
Line reader	U	U	U	U	U	U
Mark for review	U	U	U	U	U	U

<b>Embedded Resource</b>	<b>English Language Arts (ELA) Reading</b>	<b>ELA Writing</b>	<b>ELA Listening</b>	<b>Mathematics</b>	<b>Science (CAST)</b>	<b>Primary Language Assessment (PLA) in Spanish (CSA)</b>
Masking	D	D	D	D	D	D
Math tools (i.e., embedded ruler, embedded protractor)	NA	NA	NA	U (for specific items)	U	NA
Mouse pointer (size and color)	D	D	D	D	D	D
Science charts (i.e., calendar, Periodic Table of the Elements, conversion charts)	NA	NA	NA	NA	U	NA
Science tools (i.e., analog clock, laboratory equipment)	NA	NA	NA	NA	U	NA
Spell check	NA	U	NA	NA	NA	NA
Streamline	D	D	D	D	D	D
Strikethrough	U	U	U	U	U	U

<b>Embedded Resource</b>	<b>English Language Arts (ELA) Reading</b>	<b>ELA Writing</b>	<b>ELA Listening</b>	<b>Mathematics</b>	<b>Science (CAST)</b>	<b>Primary Language Assessment (PLA) in Spanish (CSA)</b>
Text-to-speech <sup>1</sup>	D (ELA items) A (ELA reading passages)	D	D	D	D	D (stimuli and items) A (reading passages)
Thesaurus	NA	U (for ELA full write performance tasks, not short paragraph responses)	NA	NA	NA	NA
Translated test directions <sup>1</sup>	NA	NA	NA	D (w/ Spanish stacked translation only)	NA	NA

<sup>1</sup>Not available for the CAA. See Part 3 for details.

<b>Embedded Resource</b>	<b>English Language Arts (ELA) Reading</b>	<b>ELA Writing</b>	<b>ELA Listening</b>	<b>Mathematics</b>	<b>Science (CAST)</b>	<b>Primary Language Assessment (PLA) in Spanish (CSA)</b>
Translations <sup>1</sup> (glossary) See the CAASPP Accessibility Guide on the Student Accessibility Resources and Test Settings web page: <a href="http://www.caaspp.org/administration/accessibility/index.html">http://www.caaspp.org/administration/accessibility/index.html</a>	NA	NA	NA	D	D	U
Translations <sup>1</sup> (Spanish stacked)	NA	NA	NA	D	D	NA
Turn off any universal tool	D	D	D	D	D	D
Writing tools for student-generated responses (i.e., bold, italic, bullets, undo/redo)	U (for specific items)	U (for specific items)	U (for specific items)	U (for specific items)	U	U
Zoom (in/out)	U	U	U	U	U	U

<sup>1</sup>Not available for the CAA. See Part 3 for details.

## Part 2. Non-Embedded Resources

**Non-embedded resources are universal tools (U), designated supports (D), or accommodations (A)** available, when provided by the local educational agency (LEA), for either computer-administered or special form CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests and do not change or alter the construct being measured. The table below shows the available non-embedded resources for the following CAASPP tests: Smarter Balanced and CAA for ELA and mathematics; CAST; CAA for Science; and the CSA (resources listed for CSA are for the operational test only). NA represents a resource that is not available.

Non-Embedded Resource	English Language Arts (ELA) Reading	ELA Writing	ELA Listening	Mathematics	Science (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
100s number table ( <a href="http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf</a> )	NA	NA	NA	A (beginning in grade 4)	D	NA
Abacus	NA	NA	NA	A	A	NA
Alternate response options (i.e., adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches)	A	A	A	A	A	A
American Sign Language	NA	NA	NA	NA	NA	NA

<b>Non-Embedded Resource</b>	<b>English Language Arts (ELA) Reading</b>	<b>ELA Writing</b>	<b>ELA Listening</b>	<b>Mathematics</b>	<b>Science (CAST)</b>	<b>Primary Language</b>
Amplification	D	D	D	D	D	D
Bilingual dictionary	NA	D (for ELA full write performance tasks, not short paragraph responses)	NA	NA	NA	NA
Braille (special form)	A	A	A	A	NA	NA
Breaks	U	U	U	U	U	U
Calculator	NA	NA	NA	A (for allowed items, grades 6–8 and grade 11)	D (basic calculator for grade 5; scientific calculator for grade 8 and high school)	NA
Color Contrast	D	D	D	D	D	D

<b>Non-Embedded Resource</b>	<b>English Language Arts (ELA) Reading</b>	<b>ELA Writing</b>	<b>ELA Listening</b>	<b>Mathematics</b>	<b>Science (CAST)</b>	<b>Primary Language Assessment (PLA) in Spanish (CSA)</b>
Color overlay	D	D	D	D	D	D
Dictionary	NA	U (English, for ELA full write performance tasks, not short paragraph responses)	NA	NA	NA	NA
Large-print special form (as available)	A	A	A	A	NA	NA
Magnification	D	D	D	D	D	D
Medical Device (new resource) <sup>1</sup>	D	D	D	D	D	D
Multiplication table ( <a href="http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf">http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf</a> )	NA	NA	NA	A (beginning in grade 4)	D	NA

<sup>1</sup> Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security.



Non-Embedded Resource	English Language Arts (ELA) Reading	ELA Writing	ELA Listening	Mathematics	Science (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
Noise buffers (e.g., individual carrel or study enclosure or noise-cancelling headphones)	D	D	D	D	D	D
Print on demand (To set, email <a href="mailto:caltac@ets.org">caltac@ets.org</a> .)	A	A	A	A	A	A
Read aloud ( <a href="https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf">https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf</a> )	D (items) A (ELA reading passages)	D	D	D (for Spanish stacked translation, see Read Aloud Spanish Guidelines: <a href="https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf">https://portal.smarterbalanced.org/library/en/read-aloud-guidelines-in-spanish.pdf</a> )	D	D (items) A (reading passages)

<b>Non-Embedded Resource</b>	<b>English Language Arts (ELA) Reading</b>	<b>ELA Writing</b>	<b>ELA Listening</b>	<b>Mathematics</b>	<b>Science (CAST)</b>	<b>Primary Language Assessment (PLA) in Spanish (CSA)</b>
Science charts (State-approved only; i.e., calendar, Periodic Table of the Elements, reference sheets.)	NA	NA	NA	NA	D	NA
Scratch paper (blank, lined, graph, white board, digital graph paper, electronic assistive devices without Internet as allowed)	U	U	U	U	U	U
Scribe (Scribing Protocol: <a href="https://portal.smarterbalance.org/library/en/scribing-protocol.pdf">https://portal.smarterbalance.org/library/en/scribing-protocol.pdf</a> )	D	A	D	D	D	D (non-writing items) A (for writing items)
Separate setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)	D	D	D	D	D	D
Simplified test direction (See the guidelines: <a href="https://portal.smarterbalance.org/library/en/guidelines-for-simplified-test-directions.pdf">https://portal.smarterbalance.org/library/en/guidelines-for-simplified-test-directions.pdf</a> )	D	D	D	D	D	D

Non-Embedded Resource	English Language Arts (ELA) Reading	ELA Writing	ELA Listening	Mathematics	Science (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
Speech-to-text	A	A	A	A	A	NA
Thesaurus	NA	U (English, for ELA full write performance tasks, not short paragraph responses)	NA	NA	NA	NA
Translated test directions See the CAASPP Accessibility Guide on the Student Accessibility Resources and Test Settings web page: <a href="http://www.caaspp.org/administration/accessibility/index.html">http://www.caaspp.org/administration/accessibility/index.html</a>	D	D	D	D	D	NA
Translations (glossary)	NA	NA	NA	D (Consortium-provided PDFs)	NA	NA

Non-Embedded Resource	English Language Arts (ELA) Reading	ELA Writing	ELA Listening	Mathematics	Science (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
Word prediction	A	A	A	A	A	NA

### **Part 3. Instructional Supports and Resources on the California Alternate Assessments (CAAs)**

Most universal tools, designated supports, and accommodations listed in Parts 1 and 2 are available for the CAAs for ELA and mathematics through the online testing interface, but because the CAAs are administered to students one-on-one by a test examiner and because they may also be administered in the language of instruction, some embedded resources are not provided. For the CAA Science Field Test, due to the design, any instructional supports used in daily instruction may be used for the embedded performance tasks.

## Embedded resources NOT available for CAA:

- American Sign Language videos (The test examiner is allowed to sign to the student as the language of instruction.)
- Braille (either by means of an embosser or a refreshable display)<sup>1</sup>
- Closed captioning
- Text-to-speech
- Translation glossaries

The “language of instruction” may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), as noted in the *Test Administration Manual* found on the Manuals and Instructions web page: (<http://www.caaspp.org/administration/instructions/index.html>), are inappropriate and not allowed. Examples of permissible non-embedded instructional and physical supports below.

### *Examples of instructional supports*

- Allowing the student to use an augmentative communication device (e.g., Audiovox, switch)
- Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech
- Accepting eye gaze (<http://www.caaspp.org/rsc/pdfs/CAASPP.eye-gaze-guidance.pdf>) as a way of indicating a response
- Accepting a change in muscle tone or a change in facial expression as an observed behavior
- Allowing students to direct another person (aide or test examiner) in performing physical tasks
- Allowing use of the student’s calculator, 100s number table, or other instructional supports instead of the embedded supports provided through the testing platform as long as those supports do not impact the test construct

### *Examples of physical supports*

- Structuring the test environment to eliminate distractions for students who are particularly distractible
- Positioning and stabilizing the student to allow for the most controlled movement possible

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<sup>1</sup>The test examiner can request print-on-demand functionality to produce such documents. For a handful of ELA items in grades three and four that have decoding as part of the construct, support and guidance will be available to LEAs for brailing the appropriate text.

## Part 4. Unlisted Resources

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student’s individualized education program (IEP) or Section 504 plan and **only on approval by the California Department of Education (CDE).**

To request the use of an unlisted resource, the local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinator or CAASPP test site coordinator may submit a request through the Test Operations Management System (TOMS) a minimum of ten business days before the student’s first day of testing. The CDE will reply to the request within four business days.

Approval of an unlisted resource that has not been previously identified (p. 20) will be granted by the CDE on the basis of the IEP team’s and/or Section 504 plan’s designation and if the unlisted resource does not compromise the test’s security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured after testing has been completed.

IEP teams should be made aware of the following regulation, although teams should not allow the impact of an LEA’s accountability to outweigh the needs of the student in making decisions related to accessibility supports: “If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the pupil and the pupil will receive an individual score report. The pupil will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA.” (5 CCR Section 853.8)

The CDE and/or the Smarter Balanced Assessment Consortium has identified, on the following page, non-embedded unlisted resources for English language arts, mathematics, science, and primary language assessment that change the construct being tested. The LEA may use the CAASPP Unlisted Resources Request form, available in TOMS (<http://bit.ly/2xOemJa>), to request the use of unlisted resources required by a student’s IEP or Section 504 plan.

The following table lists pre-identified non-embedded unlisted resources (X) that change the construct being measured:

<b>Non-Embedded Resource</b>	<b>English Language Arts (ELA) Reading</b>	<b>ELA Writing</b>	<b>ELA Listening</b>	<b>Mathematics</b>	<b>Science (CAST)</b>	<b>Primary Language Assessment (PLA) in Spanish (CSA)</b>
100s number table	NA	NA	NA	X (grade 3)	NA	NA
Bilingual dictionary	X	NA	NA	X	X	X
Calculator (used on non-allowed items)	NA	NA	NA	X (grades 6–8 and grade 11)	NA	NA
Calculator	NA	NA	NA	X (grades 3–5)	NA	NA
English dictionary	X	NA	X	X	X	X
Math tools (i.e., non-embedded ruler, non-embedded protractor)	NA	NA	NA	X	NA	NA
Multiplication table	NA	NA	NA	X (grade 3)	NA	NA
Signed Exact English	X	X	X	X	X	NA
Thesaurus	X	NA	X	X	X	X
Translations (Not provided by Smarter Balanced.)	X	X	X	X	X	NA
Translated word lists	X	X	X	X	X	NA





## Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California

This document should be used in conjunction with the *California Code of Regulations*, Title 5 (5 CCR), sections 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and accommodations on the ELPAC test is restricted to only those identified in this document.

Matrix Four displays the universal tools, designated supports, and accommodations (non-embedded) allowed as part of the ELPAC system beginning August 3, 2018.

- **Universal tools** are available to *all* students on the basis of student preference and selection.
- **Designated supports** are available to *all* students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- **Accommodations** must be permitted on ELPAC tests to all eligible students if specified in the student's IEP or Section 504 plan.

\* Refer to the 5 CCR, Education, sections 11517.6–11519.5 for specific assessment information.

## Part 1. Embedded Resources

**Embedded resources are digitally delivered universal tools (U), designated supports (D), or accommodations (A)** available as part of the technology platform for the computer administered tests. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil test and embedded resources do not apply to the ELPAC at this time.

## Part 2. Non-Embedded Resources

**Non-Embedded resources are universal tools (U), designated supports (D), or accommodations (A)** available, when provided by the local educational agency (LEA), for the ELPAC paper-pencil administered tests. These supports are not part of the technology platform for computer-administered tests and do not change or alter the construct being measured. The table below shows the available non-embedded resources for the ELPAC tests:

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
Breaks, including testing over more than one day, between the test contractor-identified test sections	U	U	U	U
Oral clarification of test directions by the test examiner in English	U	U	U	U
Pupil use of highlighter(s) in the test book for grades two through twelve	U	U	U	U
Pupil use of marking in the test book for grades three through twelve (non-highlighter)	U	U	U	U
Scratch paper	U	U	U	U
Sufficient time to complete the test	U	U	U	U

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
Adjustments to setting, including: <ul style="list-style-type: none"> <li>○ audio amplification equipment</li> <li>○ most beneficial time of day</li> <li>○ special lighting or acoustics</li> <li>○ special or adaptive furniture</li> <li>○ testing the student in a separate room provided that the student is directly supervised by an employee of the school district or nonpublic school who has signed the ELPAC Test Security Affidavit</li> </ul>	D	D	D	D
Audio or oral presentation of test directions in English, which may be repeated as requested by the student	D	D	D	D
Color overlay	D	D	D	D
Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions	D	D	D	D
Magnification	D	D	D	D
Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)	D	D	D	D
Noise buffers	D	D	D	D
Braille test materials provided by the test contractor	A	A	A	A

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
For test questions which assess the domain of writing: <ul style="list-style-type: none"> <li>○ dictation by the student of responses including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter</li> <li>○ use of word processing software with the spell and grammar check tools turned off</li> </ul>	Not Applicable	Not Applicable	Not Applicable	A
Large print versions reformatted from regular print version	A	A	A	A
Pause or replay the audio during the administration of test questions for the listening domain	A	Not Applicable	Not Applicable	Not Applicable
Pause or replay the audio during the administration of test questions for the speaking domain—summarize an academic presentation	Not Applicable	A	Not Applicable	Not Applicable
Presentation of, and responses to, test questions using Manually Coded English or ASL—pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe	A	A	Not Applicable	A
Responses dictated to a scribe for selected response items, including multiple-choice items	A	Not Applicable	A	A
Supervised breaks within a section of the test	A	A	A	A
Test questions enlarged through electronic means	A	A	A	A
Testing at home or in the hospital by a test examiner	A	A	A	A

Non-Embedded Resources	Listening Domain	Speaking Domain	Reading Domain	Writing Domain
Transfer of student responses marked in the test booklet to the answer book by a scribe who has signed an ELPAC Test Security Affidavit	A	Not Applicable	A	A
Use of an assistive device that does not interfere with the independent work of the student—pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe	A	A	Not Applicable	A
Use of written scripts by the test examiner for pupils for whom streamed audio is not accessible	A	Not Applicable	Not Applicable	Not Applicable
To obtain approval to use an unlisted resource, an LEA may submit a request to the California Department of Education (CDE) on behalf of a student with a disability, prior to administering an initial or summative assessment.	Check with ELPAC Office prior to use	Check with ELPAC Office prior to use	Check with ELPAC Office prior to use	Check with ELPAC Office prior to use

### **Part 3. Instructional Supports and Resources on Alternate Assessment(s)**

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations listed in Part 2. If a student is unable to access the ELPAC with the supports listed in Part 2, an alternate assessment will be decided upon by the IEP team for the domain(s) for which an alternate assessment should be used.

### **Part 4. Unlisted Resources**

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student's IEP or Section 504 plan and **only on approval by the California Department of Education**.

To request the use of an unlisted resource, the LEA ELPAC coordinator or site ELPAC coordinator may submit a request to the CDE a minimum of ten business days before the student's first day of testing. The CDE will reply to the request within four business days.

Approval of an unlisted resource that has not been previously identified will be granted by the CDE on the basis of the IEP team's or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured after the testing has been completed.

The CDE has identified, on the following page, non-embedded unlisted resources for the ELPAC that change the construct being tested. The LEA may contact the ELPAC Office at [elpac@cde.ca.gov](mailto:elpac@cde.ca.gov) or at 916-319-0784 to request the use of the identified and other unlisted resources required by a student's IEP or Section 504 plan. In the request include: LEA name and school name; LEA ELPAC coordinator name, phone number, and e-mail address; and a description of the unlisted resource being requested for an ELPAC domain.

**Identified Non-Embedded Unlisted Resources That Change the Construct Being Measured**

<b>Non-Embedded Resources</b>	<b>Listening Domain</b>	<b>Speaking Domain</b>	<b>Reading Domain</b>	<b>Writing Domain</b>
Bilingual dictionary	X	X	X	X
English dictionary	X	X	X	X
Signed Exact English	X	X	X	X
Thesaurus	X	X	X	X
Translations	X	X	X	X
Translated word lists	X	X	X	X

California Department of Education, August 2018



# INITIAL

## English Language Proficiency Assessments for California



### WHAT IS THE INITIAL ELPAC?

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the *2012 California English Language Development Standards* and assesses four domains: Listening, Speaking, Reading, and Writing.

The Initial ELPAC is used to identify students as being either an English learner or fluent in English. It is administered only once during a student's time in the California public school system, based on the results of the home language survey. The locally scored Initial ELPAC will be the official score.



### WHY IS THE INITIAL ELPAC GIVEN?

The purpose of the Initial ELPAC is to determine the English proficiency of students entering California schools for the first time. Identifying students who need help learning in English is important so students get the extra help they need to do well in school while receiving instruction in all school subjects.



### WHO TAKES THE INITIAL ELPAC?

The Initial ELPAC is given to students in grades K–12 whose primary language is not English to determine their English language proficiency status. Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations, will take an alternate assessment(s), as noted in their individualized education program.



### HOW IS THE INITIAL ELPAC GIVEN?

The Initial ELPAC is a paper-pencil test administered in six grade spans—K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>.



### WHEN IS THE INITIAL ELPAC GIVEN?

The Initial ELPAC administration window is open from July 1 through June 30.





## State Testing Updates

### Matrix One: California Assessment of Student Performance and Progress Accessibility Resources

#### Summary of Changes:

- Streamline accommodation is now a designated support
- Medical Device designated support has been added
- Abacus includes expanded recommendations for use
- Scratch Paper includes the use of non-embedded digital graph paper

### ELPAC

#### Important Notes:

- Students with 504 Plans and IEPs can be exempt from taking any of the domains, if the IEP team determines that the accessibility resources are not sufficient to accommodate the needs of the student. For instance, if the student has a documented listening related disability, the IEP team can exempt the student from taking the listening portion of the test. Students must take at least of the domains in the oral and reading portions of the test in order to produce an estimated overall score.
- Only students with the most significant cognitive deficits can take an alternative test, determined by the IEP team.
  - 504 Plan students are not eligible for an alternative assessment

### California Alternate Assessments (CAA)

#### Important Changes:

- ELA and Math portions
  - The survey of student characteristics has been eliminated
  - Language complexity has been reduced and the formatting simplified
- Science
  - Performance tasks can be administered as soon as the units are completed
    - Students must attempt all 3 performance tasks
- Test Administration Certification continues to be a requirement and will be available starting November 2018



# SUMMATIVE

## English Language Proficiency Assessments for California



### WHAT IS THE SUMMATIVE ELPAC?

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the *2012 California English Language Development Standards* and assesses four domains: Listening, Speaking, Reading, and Writing.

The Summative ELPAC is given only to students who have previously been identified as an English learner based upon Initial ELPAC results. The Summative ELPAC measures how well they are progressing with English development in each of the four domains.



### WHY IS THE SUMMATIVE ELPAC GIVEN?

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports they need to do well in school.



### WHO TAKES THE SUMMATIVE ELPAC?

The Summative Assessment is given only to students in grades K–12 who have been identified as English learners. These students will take the assessment every year until they are reclassified as fluent English proficient.

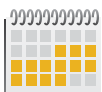
Students with disabilities who cannot take one or more domains of the ELPAC with allowed universal tools, designated supports, or accommodations will take an alternate assessment(s), as noted in their individualized education program.



### HOW IS THE SUMMATIVE ELPAC GIVEN?

The Summative ELPAC is a paper-pencil test administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups exclusive of speaking, which is assessed one-on-one.

Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times will be made available on the ELPAC website at <http://www.elpac.org>.



### WHEN IS THE SUMMATIVE ELPAC GIVEN?

The Summative ELPAC administration window is open from February 1 through May 31.



# California Commission on Teacher Credentialing



## **Request for Proposals To Establish and Implement the California Center on Teaching Careers**

### ***Helping California Schools Address the Demand for Credentialled Teachers***

#### **Who Should Apply?**

Eligible applicants for this grant award are a California local education agency.

Any local education agency with the capacity to develop and implement a statewide system for the recruitment, preparation and support of fully credentialed teachers is encouraged to consider responding to the grant application. Applicants should note that there will be a competitive preference priority for applicants that are already operating similar recruitment programs that can be leveraged and/or applicants that plan to build a flexible (i.e., technology-based) system that will allow the structure to be adapted for future teacher workforce needs.

#### **Available Funding**

A single grant award of \$5,000,000, to be distributed over the funding period.

#### **Funding Period**

Three years, from 2016-17 to 2018-19

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# **Request for Proposals**

## ***California Center on Teaching Careers***

### **Section I: Introduction**

#### **Introduction**

The purpose of this Request for Proposals (RFP) is to select an eligible California local education agency (LEA) to establish the California Center on Teaching Careers (Center). The 2016-17 Budget Act (Appendix A) authorizes the Commission to award one multi-year grant of five million dollars (\$5,000,000) to a LEA to establish the Center. The purpose of the Center will be to recruit qualified and capable individuals into the teaching profession.

The Center must prioritize its efforts around recruitment of (1) teachers possessing, or candidates interested in possessing, education specialist credentials, single subject teaching credentials in the areas of science, mathematics, or teaching in the area of bilingual education, and (2) candidates to work in schools in which over 85 percent of the student body is eligible for free or reduced-price meals. Upon determination that these areas no longer have shortages, the Commission on Teacher Credentialing may identify other priority shortage areas.

Responses to this Request for Proposals will be evaluated on a competitive basis.

#### **Need for Teacher Recruitment**

California is experiencing a significant teacher shortage. The number of new teachers being prepared by California educator preparation programs has declined by 28 percent in the last five years. During the 2007-09 national economic recession, also known as the Great Recession, hiring in California stalled due in part to frozen teacher salaries, delayed retirements and an increase in student-teacher ratios. At the same time, districts and other local education agencies were still recovering from several years of overall reduced funding due in part to dips in Proposition 98 revenues as influenced by the Great Recession.

In the last few years, however, California districts' revenues have begun to increase. Combined with an upsurge in teacher retirements and an effort to reduce student-teacher ratios, some districts have increased their hiring by as much as 980 percent in the last five years. At the same time, the Commission has seen a rise in the number of permits that are issued to individuals who are less than fully credentialed in a particular subject area. This trend is indicative of a shortage of fully credentialed teachers. Most acute has been the shortage of fully qualified teachers for math, science, special education and bilingual education.

In the 2016 legislative session, a number of efforts aimed at increasing California's pipeline of fully credentialed, high quality educators were funded, including funding to establish the Center for Teaching Careers. Pursuant to statute, the Center is required to focus on recruiting qualified

and capable individuals into the teaching profession, and prioritize efforts to recruit both of the following:

(A) Teachers possessing, or candidates interested in possessing, education specialist credentials, single subject teaching credentials in the areas of science or mathematics, or teaching in the area of bilingual education.

(B) Teachers into schools in which over 85 percent of the student body is eligible for free or reduced-price meals and to teach in subject areas where there is a shortage of fully prepared teachers.

### **Center Description and Responsibilities**

The 2016-17 State Budget provides a total of \$5,000,000 in General Fund monies for the Commission to award a single grant to an LEA to establish the Center. It is the Commission's expectation that the Center will begin initial operations in January 2017. Interested agencies will need to demonstrate in their responses to the criteria outlined below that their organization has the capacity to plan, implement, and operate the Center through 2018-19. While the Center will be housed in an LEA, the activities of the Center are expected to be significantly web-based.

Consistent with the statute, key intended outcomes for the Center include helping school districts meet statewide needs for credentialed teachers by recruiting, as a priority, single subject science and mathematics teachers, bilingual education teachers, and education specialist teachers, and also recruiting teachers into schools in which over 85 percent of the students are eligible for free or reduced-price meals. This may include classes serving students from pre-kindergarten through twelfth grade. The duties of the Center, as detailed in the enabling legislation in Appendix A, include the following:

- developing and implementing outreach strategies;
- distributing information and other resources;
- developing referral strategies and providing referral services to connect candidates with teacher preparation programs and with potential employers;
- periodic reassessment of recruitment activities; and
- mandatory data collection and reporting.

In doing its work, the Center must coordinate with as well as work collaboratively with the Education Job Opportunities Information Network (EDJOIN), existing teacher recruitment centers, school districts, county offices of education, other teachers' clubs and organizations, as well as institutions that offer teacher preparation programs. The Center will be encouraged to become knowledgeable about potential additional sources of funding in order to leverage and extend the work of the Center and support local and regional recruitment and preparation efforts.

## Key Dates in the Application Process

Date	Activity
September 8, 2016	RFP issued
September 23, 2016	Intent to Apply due
September 23, 2016	Written questions about the RFP due to the Commission
October 3, 2016	Responses to written questions posted and distributed
<b>October 28, 2016 by 5 p.m.</b>	<b>RFP Proposals due to the Commission</b>
November 3-15, 2016	Review of applications
November 22, 2016	Announcement of Award of the Grant

### Notice of Intent to Apply

Entities with an interest in responding to this RFP are encouraged to submit via email to [contracts@ctc.ca.gov](mailto:contracts@ctc.ca.gov) by **September 23, 2016** a Notice of Intent to Apply (Appendix B). The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFP may be provided, including responses to written questions (see below). Submission of an Intent to Apply is not a promise or obligation to submit a proposal, nor does a lack of an Intent to Apply disqualify or preclude an applicant from submitting a proposal in response to this RFP.

### How to Submit Written Questions about this RFP

Applicants who have questions about information contained in this RFP may submit questions via email with 'Center RFP' in the subject line **by September 23, 2016** to [contracts@ctc.ca.gov](mailto:contracts@ctc.ca.gov).

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission's website.

## **Section II: How to Respond to this RFP**

### **Components to be Addressed in the Applicant's Response**

LEAs interested in developing and operating the Center must provide a narrative response to this Request for Proposals. Responses must include all of the components described below. The response by each applicant will be evaluated based on the criteria provided below. Responses to this RFP must reach the Commission according to the submission information provided in Section III: Application Submission and Process for Application Review no later than 5 p.m. (PST) on **October 28, 2016**. The proposal receiving the highest score as calculated using the selection criteria summarized at the end of this section of the RFP will be recommended to the Executive Director of the Commission on Teacher Credentialing for funding.

The following information provides guidance to applicants for organizing a complete response to this RFP.

Responses will include a cover page (Appendix C) that identifies a contact person at the applicant entity, along with contact information by telephone, fax, and email, and an authorized signature of the superintendent/CEO or designee at the applicant entity.

Following the cover page, applicants should provide a table of contents indicating where in the application each of the required responses can be found.

### **1. Provide an overview of the proposed Center on Teaching Careers (Center) (5 points)**

The Center will coordinate statewide recruitment efforts in California, a state large in both geographic size and population. These recruitment efforts must reach existing credential holders as well as individuals interested in becoming credentialed teachers, including but not limited to actual and potential credential candidates, high school and middle school students. While the Center will be housed in an LEA, it is expected that the Center will have a significant online presence and use technology since the center must provide services across the state. Applicants should explain the proposed vision of a statewide Center that will (a) organize and implement a statewide recruitment strategy that addresses the legislative intent of recruitment for the designated priority areas of single subject mathematics and science teachers, bilingual education teachers and special education teachers, (b) focus on schools where 85 percent of the student body is eligible for free or reduced price meals, (c) use technology effectively to support statewide recruitment activities, (d) may also address other identified local/regional needs, and (e) provide a web-based presence accessible by interested individuals, including credential holders.

### **2. Explain the applicant's current and/or prior experience with teacher recruitment and hiring on a local, regional, and/or statewide basis (Competitive Preference Priority: 15 points)**



Applicants should describe current and/or prior experience with teacher recruitment efforts on a local, regional, and/or statewide basis. Include information related to the applicant's current partnerships and other collaborative relationships that support teacher recruitment and preparation. Applicants should also include information related to experience with effective hiring practices, including connections to existing databases and recruitment efforts that can be applied statewide so as to maximize the effective use of state funding. If the applicant's prior experience has been at the local or regional level, the applicant should explain how this experience would be translated or expanded to work at a statewide level. Finally, applicants should describe any experience with recruitment outside of California and/or at the national level.

### **3. Demonstrate an understanding of the current and future recruitment needs of California's diverse regions (5 points)**

The Center must provide service to all regions of California, from urban to rural, to assist in filling teaching vacancies. Applicants should explain their understanding of California's current and future teacher recruitment needs, including information available through the Commission's supply and demand data dashboards (<http://www.ctc.ca.gov/reports/data/edu-suppl-landing.htm>). Applicants should also explain how they will obtain and contribute information on an ongoing basis to the Commission's supply and demand database as well as to local education agencies served by the Center regarding current supply and demand, statewide needs for targeted recruitment, and anticipated hires by geographic region and subject area. Applicants should explain how the proposed Center will recruit in priority areas, including both of the following: (a) Teachers possessing, or candidates interested in possessing, education specialist credentials, single subject teaching credentials in science or mathematics, or teaching in the area of bilingual education; and (b) candidates into schools in which over 85 percent of the student body is eligible for free or reduced price meals.

### **4. Describe collaboration and coordination with other entities to support and advance the work of the Center (10 points)**

Applicants should describe how, in conducting its duties and activities, the Center would coordinate and work collaboratively with the Education Job Opportunities Information Network (EDJOIN), existing teacher recruitment centers, school districts, county offices of education, and teacher preparation programs as well as identifying and collaborating with other appropriate organizations or agencies at the state and local levels.

### **5. Describe the approach to accomplishing the following Center tasks and activities specified in the authorizing legislation with attention to the ways in which technology will be used to support each activity (55 points total)**

#### **A. Outreach Strategies (10 points)**

**Explain the plan to:**

- 1) Develop and distribute statewide public service announcements relating to teacher recruitment.
- 2) Develop, modify, and distribute effective recruitment publications.

- 3) Conduct recruitment efforts with multiple potential sources of current and future teachers, including but not limited to middle and high school pupils as well as college students, and to teachers, to address teacher shortage areas.
- 4) Target recruitment efforts to specific populations to help ensure diversity in the race, gender, and ethnicity of California's teaching workforce.
- 5) Identify and potentially leverage, and assist others to leverage, additional potential funding sources to support the outreach activities of the Center.

**B. Development and Distribution of Informational and Other Resources (10 points)**

**Explain the plan to:**

- 1) Provide information to prospective teachers regarding requirements for obtaining a teaching credential.
- 2) Provide specific information to prospective teachers regarding admission to and enrollment into conventional and alternative teacher preparation programs, including identification of public and private postsecondary educational institutions that provide an integrated four-year preparation program, and those that have developed transfer agreements with community colleges.
- 3) Provide specific information to prospective teachers regarding financial aid and loan assistance programs.
- 4) Identify and potentially leverage, and assist others to leverage, additional + funding sources to assist in providing financial support to candidates enrolled in teacher preparation programs.

**C. Referral Strategies and Services (10 points)**

**Explain the plan to:**

Create or expand a referral database for qualified teachers seeking employment in the public schools, including coordinating and working collaboratively with EDJOIN, existing teacher recruitment centers, school districts, county offices of education, and other teachers' clubs and organizations.

**D. Periodic Reassessment of Recruitment Activities and Products (5 points)**

**Explain the plan to:**

- 1) Periodically reassess the Center's recruitment activities aimed at individuals from different populations or target audiences for effectiveness and efficiencies in light of the state's teacher workforce, changing market conditions, changes to state and federal law, and any other evolving circumstances.
- 2) Periodically review all products and communication tools for accuracy, quality, ease of use, and effectiveness.

**E. Mandatory Data Collection and Reporting Requirement (10 points)**

**Describe the plan to collect, analyze and report the following data to the Commission *annually*, in a format and a time frame to be determined by the Commission:**

- 1) A description of the statewide recruitment publications and public service announcements engaged in, the audience of Californians targeted, the motivations for these efforts, and the outcomes of these recruitment strategies.
- 2) Survey data from a random, representative sample of new teachers to assess all of the following:
  - a. What motivated the individual to enter or return to the teaching profession?
  - b. Which recruitment activities had the greatest impact on their decision to enter or return to the workforce, if any?
  - c. Whether the teacher was contacted by entities, other than the Center, seeking to recruit teachers.
  - d. Whether, prior to being contacted by the Center, the teacher had any of the following:
    - i. A teaching credential, and whether this teaching credential was obtained in California or in another state.
    - ii. Prior experience working as a teacher, and whether this experience occurred within California or in another state.
- 3) Assessment data from employers as well as from candidates assisted by the Center.
- 4) Data regarding services provided, including the number of employers and individuals who received services from the Center by category of employer, credentialed teacher and current/prospective teacher candidate.
- 5) Success rate, including the number of individuals who received services from the Center who were placed in jobs and/or enrolled in a teacher preparation program.
- 6) Retention data from employers or preparation program providers, as applicable, for recruits and/or hiring placements.
- 7) Demographic data for employers and for individuals assisted by the Center.
- 8) Expenditures for the Center by type of activity and type of shortage area.

**F. Identify Key Center Staff (5 points)**

Provide a chart that identifies the key Center staff positions, including position title, roles and responsibilities, the qualifications required for each position, and the time commitment of each position. Identify which staff will be responsible for the overall management of the Center, for the fiscal management of the Center, and for providing the required Center data indicated above. In addition, explain the relationship and governance of the Center within the applicant agency in terms of internal oversight, management, and reporting.

**G. Provide an Implementation Task Timeline (5 points)**

The timeline should identify all significant activities and events by quarter by year for each of the three program years, including intended completion dates. (Note: Applicants may propose a planning period resulting in initial program operations in spring 2017 with full implementation by fall 2017).

## 6. Provide a three-year budget and budget narrative (10 points)

Provide a budget for each year of the program, using the budget form provided in Appendix D. Appendix E, Budget Definitions, has been included for the line items provided within the budget form to explain allowable expenses for the budget narrative. Space provided on the budget form permits adding additional cost categories as needed. For any additional cost categories, provide a budget narrative defining the purpose of the added category. Applicants should be aware that the cost effectiveness of the applicant's plan to use the available funding will be a factor in the review of the response to this RFP. Cost effectiveness factors may include attention to the most efficient use of time, fiscal resources, material resources, and the expertise and preparation of those involved in implementing the program. Applicants should note that indirect costs are not allowed for this grant program but that the budget provides a line item for administrative costs, if any are to be charged to the grant.

Applicants must provide an itemized multi-year budget with narrative. The budget and budget narrative should reflect all required expenditures to implement the program described in the proposal.

### Summary Review of Selection Criteria

<b>Proposal Component</b>	<b>Points</b>
1. Center Overview	5
2. Current/Prior Experience with Recruitment	15
3. Understanding of Recruitment Needs	5
4. Collaboration and Coordination	10
5. Center Tasks and Activities (55 points total)	
a. Outreach Strategies	10
b. Informational and Other Resources	10
c. Referral Strategies and Services	10
d. Periodic Reassessment	5
e. Mandatory Data Collection and Reporting	10
f. Key Center Staff	5
g. Implementation Task Timeline	5
6. Budget and Budget Narrative	10
7. Overall thoroughness and clarity of the responses to criteria 1-6 above	10
<b>Total Points Possible</b>	<b>110</b>

## **Section III: Application Submission and Process for Application Review**

### **How to Submit the Application**

Applicants who wish to compete for funding for the Center must submit an electronic copy plus four paper copies of the proposal to the Commission. **Proposals must reach the Commission office by 5:00 p.m. on Friday, October 28, 2016.** Proposals received after this time will not be evaluated.

**Email** the electronic application copy to: [contracts@ctc.ca.gov](mailto:contracts@ctc.ca.gov)

**Mail or Deliver** the four paper copies to:

Adrienne Trapnell  
Fiscal and Business Services  
Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811

### **Format and Length of the Proposal**

Proposals should be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of a proposal is not more than 50 double spaced or 25 single spaced pages.

### **Application Review and Award Processes**

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members and rated according to the scoring criteria provided in this RFP.

A recommendation for awarding the grant will be made to the Executive Director and will result in a grant award letter from the Commission and grant acceptance conditions to be signed and returned by the grantee. Further information about the grant process will be provided to the successful grantee following the awarding of the grant.

### **Funding Considerations**

The grantee will be expected to make appropriate yearly progress in implementing the Center according to the plan provided in the funded application.

The Grantee may use funds for Center administration purposes. No additional funds will be allocated or made available for program administration purposes beyond the grant award. The Grantee may not apply an indirect cost rate to the grant funds.

Payment will be based on actual costs invoiced biannually. Startup costs should be detailed within both the budget form and the budget narrative. If it is determined that the funds need to be reallocated between categories or years, the Commission will allow a ten percent (10%) budget adjustment. If more than ten percent (10%) adjustment is needed a request for reallocation would need to be submitted to the Commission for approval.

# Appendix A

## Legislation

### California Center on Teaching Careers

(a) For the 2016–17 fiscal year, the sum of five million dollars (\$5,000,000) is hereby appropriated from the General Fund to the Commission on Teacher Credentialing for allocation to a local educational agency to establish the California Center on Teaching Careers in the manner, and for the purposes, set forth in this section.

(b) The California Center on Teaching Careers is hereby established for the purpose of recruiting qualified and capable individuals into the teaching profession. From funds appropriated for that purpose, the Commission on Teacher Credentialing shall provide a multiyear award to a local educational agency through a competitive grant process to establish and administer the center. The priorities, goals, and general objectives of the duties of the California Center on Teaching Careers shall be developed in consultation with representatives of the Superintendent of Public Instruction, the University of California, the California State University, the Chancellor's Office of the California Community Colleges, and independent institutions of higher education, as defined in subdivision (b) of Section 66010 of the Education Code.

(c) The activities of the California Center on Teaching Careers shall be implemented with the active involvement of local educational agencies whenever appropriate.

(d) (1) The California Center on Teaching Careers shall prioritize its efforts to recruit both of the following:

(A) Teachers possessing, or candidates interested in possessing, education specialist credentials, single subject teaching credentials in the areas of science or mathematics, or teaching in the area of bilingual education.

(B) Candidates into schools in which over 85 percent of the student body is eligible for free or reduced-price meals.

(2) Upon determination that the areas described in paragraph (1) no longer have shortages, the Commission on Teacher Credentialing, in consultation with the State Department of Education, may identify other shortage areas to prioritize.

(e) The duties of the California Center on Teaching Careers include, but are not limited to, all of the following:

(1) Developing and distributing statewide public service announcements relating to teacher recruitment.

(2) Developing, modifying, and distributing effective recruitment publications.

(3) Providing information to prospective teachers regarding requirements for obtaining a teaching credential.

(4) Providing specific information to prospective teachers regarding admission to and enrollment into conventional and alternative teacher preparation programs, including identification of public and private postsecondary educational institutions that provide an integrated four-year preparation program.

(5) Providing specific information to prospective teachers regarding financial aid and loan assistance programs.

(6) Creating or expanding a referral database for qualified teachers seeking employment in the public schools.

(7) Developing and conducting outreach activities to high school pupils as well as to college students.

(8) Developing and conducting outreach activities to teachers to fill existing teacher shortage areas.

(f) The California Center on Teaching Careers, in conducting its duties, shall coordinate and work collaboratively with the Education Job Opportunities Information Network, existing teacher recruitment centers, school districts, county offices of education, and other teachers' clubs and organizations.

(g) The California Center on Teaching Careers shall periodically reassess its recruitment activities aimed at individuals from different populations or target audiences for effectiveness and efficiencies in light of the state's teacher workforce, changing market conditions, changes to state and federal law, and any other evolving circumstances.

(h) The California Center on Teaching Careers shall periodically review all products and communication tools for accuracy, quality, ease of use, and effectiveness.

(i) On or before January 1, 2020, the Commission on Teacher Credentialing shall conduct an evaluation of, and report to the Department of Finance, relevant policy and fiscal committees of the Legislature, and the Legislative Analyst's Office on, the outcomes of the California Center on Teaching Careers, including, but not limited to, all of the following:

(1) Expenditures for the California Center on Teaching Careers by type of activity and type of shortage area.

(2) A description of the statewide recruitment publications and public service announcements engaged in, the audience of Californians targeted, the motivations for these efforts, and the outcomes of these recruitment strategies.

(3) Survey data from a random, representative sample of new teachers to assess all of the following:

(A) What motivated the individual to enter or return to the teaching profession.

(B) Which recruitment activities had the greatest impact on their decision to enter or return to the workforce, if any.

(C) Whether the teacher was contacted by other entities, other than the California Center on Teaching Careers, seeking to recruit teachers.

(D) Whether, prior to being contacted by the California Center on Teaching Careers, the teacher had any of the following:

(i) A teaching credential, and whether this teaching credential was obtained within California or in another state.

(ii) Prior experience working as a teacher, and whether this experience occurred within California or in another state.

(j) The California Center on Teaching Careers shall supply any information required to complete the report, described in subdivision (i), to the Commission on Teacher Credentialing upon its request.

(k) For the purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2014–15 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2014–15 fiscal year.



## Appendix B

### Intent to Apply for the California Center on Teaching Careers

As indicated by the signature of the designee below, it is the intent of the local education agency identified below to apply for a three-year grant to operate the California Center on Teaching Careers. The applicant understands that this Intent to Apply must be received by the Commission **by September 23, 2016** and that submission of this form does not require or otherwise obligate the LEA to submit a proposal to the Commission. A scanned copy of the signed Intent to Apply form may be emailed to [contracts@ctc.ca.gov](mailto:contracts@ctc.ca.gov) or sent by postal mail to:

Commission on Teacher Credentialing  
Attn: Contracts  
1900 Capitol Ave.  
Sacramento, CA 95811-4213

LEA	
Address	
Signature of Superintendent or designee	
Print Name	
Title	
Date	

**Appendix C**  
**California Center on Teaching Careers**  
**Application Cover Page**

Each proposal should include one copy of this form from the applicant school district, county office of education, or charter school.

*This form should be the cover page to the application submitted to the Commission.*

**1. Name of Applicant for the Center:**

\_\_\_\_\_

**Mailing Address:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Contact Person:**

**Telephone:**

**Fax:**

**E-mail:**

\_\_\_\_\_

**2. Fiscal Agent for the Center:**

**Name:**

**Agency:**

\_\_\_\_\_

**Mailing Address:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Telephone:**

**Fax:**

**Email:**

\_\_\_\_\_

**3. Administrative Approval from Applicant LEA:**

**Name:**

**Position:**

**LEA:**

**Signature:**

**Date:**

\_\_\_\_\_

## Appendix D Budget Form

**Directions:** Complete the following budget form as applicable. If additional categories are necessary that are not included, list in spaces provided below.

All categories must be detailed in the budget narrative. Note that payment shall be based on actual costs invoiced biannually.

Startup costs should be detailed within both the budget and the budget narrative.

If it is determined that the funds need to be reallocated between categories or years, the Commission will allow a ten percent (10%) budget adjustment. If more than ten percent (10%) adjustment is needed a request for reallocation would need to be submitted to the Commission for approval.

<b>Category</b>	<b>Startup Costs<sup>\1</sup></b>	<b>2016-17<sup>\2</sup></b>	<b>2017-18<sup>\2</sup></b>	<b>2018-19<sup>\2</sup></b>	<b>Total Cost</b>
Personnel					
Benefits					
Travel					
Facility Costs					
Conferences					
Administration					
Consultant fees					
Communications					
<b>Grand Total</b>					

<sup>\1</sup>Funds to be distributed after signing the Grant Acceptance Conditions

<sup>\2</sup>Annually invoice the Commission in October and April

## **Appendix E**

### **Budget Definitions**

**Directions:** For each of the line item budget categories on the Budget Form, provide the details of how the yearly total was calculated. Below are clarifications of what type of information should be included for each line item.

**Personnel:** Use this line item if a portion of an employee's salary will be paid by the grant funds. Indicate the position(s) and the percent of time to be paid by the grant funds.

**Benefits:** Use this line item to indicate the amount of benefits for personnel whose salary will be paid in full or in part by the grant funds.

**Administration:** Use this line item to indicate any administrative costs not included other line items.

**Travel:** Use this line item to indicate any travel expenses necessary for to accomplish the activities of this grant. Note that all travel expenses must comply with the state per diem guidelines provided at: <http://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>.

**Facility Costs:** Use this line item to indicate costs involving rent of the facility and related utilities (i.e., electricity, water, and telephone). Also include here costs relating to technology and IT costs for the Center.

**Conferences:** Use this line item to indicate any expenses relating to the organization and implementation of a conference as well as the room rental, and travel for participants (which must be in accordance with the allowable travel expenses as referenced above).

**Consultant fees:** Use this line item to indicate costs associated with consultant services, If it is determined that consultant services are necessary to accomplish the activities of the grant.

**Communications:** Use this line item to indicate costs for advertisements, media coverage, and development of communications materials.

**Other:** Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.

**Desert/Mountain SELPA  
Due Process Summary  
July 1, 2018 - October 12, 2018**

D = Complaint Dismissed    W = Complaint Withdrawn

DISTRICT												CASE ACTIVITY FOR CURRENT YEAR				
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	Total	D / W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0	2	0	3	6	5.5	2.5	5	3	0	27	0	0	0	0	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	12.83	0.5	1	1	1	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	1	0	0	0	0	1	3.5	0	1	6.5	0	1	0	0	0
Bear Valley USD	0	0	1	0	0	0	0	1	2	0	4	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Hesperia USD	2.5	1	5.5	4	3	5	7.5	7	6	4.5	46	1	0	0	3	0.5
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	0	11	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Silver Valley USD	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	0	0	2	1	1	5	4.5	6.5	2	1	23	0	1	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	1	1	4.33	3.33	1.83	2.5	6.5	0	22.49	0	0	0	0	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	4.5	36.46	0	1	1.5	1	1
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	0	10.33		0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0	0.34	0.5	1	1.33	0.83	4.33	3	1.5	1	13.83	0.5	0	0.5	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	0.5	0	0	0	0.5	0
Explorer Elementary	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0
High Tech Middle	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech High	0	0	2	2	0	1	0	0	0	0	5	0	0	0	0	0
High Tech High International	0	0	0	1	2	0	0	0	0	0	3	0	0	0	0	0
High Tech High Media Arts	0	2	0	0	2	0	0	0	0	0	4	0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2	0	12	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>8</b>	<b>15</b>	<b>17</b>	<b>18</b>	<b>33</b>	<b>29.96</b>	<b>33</b>	<b>40</b>	<b>34</b>	<b>16</b>	<b>244</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>5.5</b>	<b>1.5</b>

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.

Districts showing a value of .25 above indicates that the district is a co-respondent with 3 other districts.

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – October 12, 2018**

<b>LEA Case Number</b>	<b>Issue(s)</b>	<b>Date Filed</b>	<b>Resolution Scheduled</b>	<b>Mediation Scheduled</b>	<b>Pre-Hearing Conference</b>	<b>Due Process Hearing</b>	<b>Status</b>
1. Apple Valley USD Case No. 2018070020	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	06/27/18	07/05/18	N/A	08/10/18	08/22/18	8/10/18 – settlement agreement signed - CLOSED
2. Hesperia USD Case No. 2018070273 (Sibling of Case 3)	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	07/03/18	07/17/18	08/21/18	10/08/18	10/16/18 – 10/18/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – settled at mediation - CLOSED
3. Hesperia USD Case No. 2018070287 (Sibling of Case 2)	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Failure to hold annual IEP Team meetings 4. Behavioral assessments and supports 5. Denial of FAPE	07/03/18	07/17/18	08/21/18	09/10/18	09/18/18 – 09/20/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – Settled at mediation - CLOSED
4. Apple Valley USD & SBCSS D/M Ops Case No. 2018071093	1. Lack of appropriate progress toward goals 2. Failure to provide BCBA behavior interventionist 3. Denial of FAPE	07/24/18	07/31/18; rescheduled to 08/15/18	N/A	09/07/18	09/19/18	8/15/18 – case withdrawn by parents at resolution – CLOSED

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – October 12, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
<p style="text-align: center;">5. Hesperia USD &amp; Excelsior Charter School Case No. 2018071045</p>	<ol style="list-style-type: none"> <li>1. Child find; failure to assess</li> <li>2. Failure to assess in all areas of suspected disability/inadequate assessment</li> <li>3. Goals are not meaningful or appropriate</li> <li>4. Program and supports</li> <li>5. Procedural safeguards; denial of parent right to meaningfully participate in education program</li> <li>6. Denial of FAPE</li> </ol>	07/25/18	08/09/18	09/20/18	10/19/18	10/30/18- 11/01/18	<p>All-day resolution was held with parent and advocate (attorney declined to attend); offer of settlement was negotiated/tendered but full settlement has not been reached - OPEN 09/20/18 - mediation</p>
<p style="text-align: center;">6. Hesperia USD Case No. 2018071261</p>	<ol style="list-style-type: none"> <li>1. Program and supports</li> <li>2. Placement</li> <li>3. Failure to assess in all areas of suspected disability</li> <li>4. FBA/ERMHS Assessments</li> <li>5. Speech and language assessment</li> <li>6. Assistive Technology assessment</li> <li>7. Denial of FAPE</li> </ol>	07/31/18	08/13/18	N/A	09/17/18	09/26/18	<p>8/13/18 – case settled at resolution with written agreement – CLOSED</p>

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – October 12, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
7. Hesperia USD Case No. 2018080008	<ol style="list-style-type: none"> <li>1. Failure to conduct triennial assessment</li> <li>2. Failure to assess in all areas of suspected disability</li> <li>3. Supports and services</li> <li>4. Procedural safeguards; denial of parent right to meaningfully participate in education program</li> <li>5. PLPs and goals</li> <li>6. Denial of FAPE</li> </ol>	08/01/18	08/13/18	N/A	09/17/18	09/25/18	Prior to resolution, LEA learned parent had not been a resident of the district nor resided at the address listed in the complaint prior to the end of 17/18 school year; parent had not filed Inter-District Transfer for student or his five siblings. At resolution, parent admitted her address was not within district boundaries and her attorney stopped the resolution in order to address the factual inconsistencies in the complaint – 08/28/18 - withdrawn at resolution - CLOSED
8. Victor Valley UHSD Case No. 2018080981	<ol style="list-style-type: none"> <li>1. Placement and supports</li> <li>2. Assessments and additional supports</li> <li>3. FAPE</li> </ol>	08/23/18	09/05/18	N/A	10/08/18	10/17/18	09/05/18 – resolution meeting 10/04/18 – awaiting NPS placement decision
9. Apple Valley USD D/M Operations Case No. 2018090014	<ol style="list-style-type: none"> <li>1. Placement and supports</li> <li>2. Assessments</li> <li>3. LRE</li> <li>4. FAPE</li> </ol>	08/31/18	09/13/18	N/A	10/19/18	10/25/18	09/13/18 – resolution meeting – agreed to reconvene after NPS visits take place



**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – October 12, 2018**

<b>LEA Case Number</b>	<b>Issue(s)</b>	<b>Date Filed</b>	<b>Resolution Scheduled</b>	<b>Mediation Scheduled</b>	<b>Pre-Hearing Conference</b>	<b>Due Process Hearing</b>	<b>Status</b>
10. Victor Valley UHSD Case No. 2018090033	1. Placement and supports 2. Assessments 3. FAPE	08/31/18	09/28/18		09/28/18	10/12/18	County placement, IEE for AAC, 1:1 aide, health and safety plan
11. Apple Valley USD & Victor Valley UHSD Case No. 2018090305	1. Withheld info when failed to offer behavior plan 2. Denied FAPE when failed to address behaviors 3. Deprived of Ed Benefit when failed to provide AAC 4. Denied FAPE – no SLP assessment	09/14/18	10/02/18		10/29/18	11/06/18	Pursuing the waiving of statute of limitations; likely going to hearing; seeking placement
12. Victor Valley UHSD Case No. 2018090720	1. Academic struggles; SL deficits; behavior problems	09/18/18	10/02/18		11/05/18	11/14/18	Student expelled May 2018 for assault on teacher; resolution stopped by attorney
13. Barstow USD Case No. 2018090940	1. Failure to hold IEP pursuant to assessment of 9/28/17 2. Goals not reasonably calculated 3. Failure to conduct ERMHS 4. Denied FAPE with no referral for CAPD	09/25/18	10/22/18		11/06/18	11/20/18	10/22/18 – resolution meeting scheduled
14. Apple Valley USD Case No. 2018090891	1. Failure to assess 2. Child Find	09/27/18	10/03/18				10/03/18 – settled at resolution meeting; provide assessment; provide comp. ed.
15. Victor Valley UHSD Case No. 2018090862	1. Denial of FAPE 2. LRE placement	09/25/18	10/10/18		11/09/18	11/20/18	Status seeking HH placement; comp. ed.

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – October 12, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
16. Snowline JUSD Case No. 2018100029	1. Appropriate placement and services	09/28/18	10/10/18		11/19/18	11/27/18	Seeking: 1. BII/BCBA 2. Additional communication device training 3. Off campus field trip

Desert /Mountain SELPA  
Legal Expense Summary  
As of October 12, 2018

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$39,477.69



**Referral Form to Inland Regional Center**  
**Inland Regional Center (IRC) Clients Only**

**STUDENT INFORMATION**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Gender:  Male  Female Ethnicity: \_\_\_\_\_ SSN#/INS#: \_\_\_\_\_  
 Contact Phone: \_\_\_\_\_ Email: \_\_\_\_\_  
 Emergency Contact: \_\_\_\_\_ Relationship: \_\_\_\_\_ Contact Phone: \_\_\_\_\_  
 Primary Disability: \_\_\_\_\_ Secondary Disability: \_\_\_\_\_  
 Significant Medical or Other Information: \_\_\_\_\_

**EVIDENCE OF CAREER GOALS**

Does student want to obtain employment immediately after high school?  Yes  No  
 If not, please indicate career goal/plan: \_\_\_\_\_  
 Please indicate if student has participated in any of the following:  
 CaPROMISE  ROP/CTE Classes  Supported Work Experience  Vocational Classes  WorkAbility I  
 Regional Center  Summer Job Club  Transition Partnership Program  Volunteer  
 Other: \_\_\_\_\_

**PRE-EMPLOYMENT TRANSITION SKILLS (EMPLOYMENT PREPARATION SERVICES)**

*Please rate each skill on a scale of 0 – 5 (0 = Not Observed / 3 = Moderate Prompting Needed / 5 = Independent/Achieved)*

<input type="checkbox"/> Efficiency	<input type="checkbox"/> Job Exploration	<input type="checkbox"/> Productivity	<input type="checkbox"/> Time Management
<input type="checkbox"/> Independence	<input type="checkbox"/> Independent Use of Public Transportation	<input type="checkbox"/> Self-Advocacy	<input type="checkbox"/> Work Ethics
<input type="checkbox"/> Interpersonal Skills		<input type="checkbox"/> Social Skills	<input type="checkbox"/> Work Skills
<input type="checkbox"/> Other Measurable Advancement of Skills of Improvement: _____			

**EDUCATIONAL SETTING**

Adult Transition  Diploma  Modified Grades Per IEP  Special Day Class  
 Certificate of Completion  General Ed - SAI  Other: \_\_\_\_\_  
 Reading Grade Level: \_\_\_\_\_ Written Grade Level: \_\_\_\_\_ Math Grade Level: \_\_\_\_\_

**SUPPORTING DOCUMENTATION**

<input type="checkbox"/> Individualized Education Program/Individualized Transition Plan	<input type="checkbox"/> Portfolio
<input type="checkbox"/> Post-Secondary Exit Report	<input type="checkbox"/> Psychological Report
<input type="checkbox"/> Resume	<input type="checkbox"/> Supplementary Services Assessment Reports
<input type="checkbox"/> Transition Assessment	<input type="checkbox"/> Work Experience Case Notes
<input type="checkbox"/> Work Evaluations	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Regional Service Coordinator	Contact Phone: _____

Referring Teacher: \_\_\_\_\_ Date Referred: \_\_\_\_\_  
 Email: \_\_\_\_\_ Contact Phone: \_\_\_\_\_  
 School: \_\_\_\_\_ School Phone: \_\_\_\_\_

Parent/Guardian Signature	Date	Student Signature	Date
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8.9 PBIS Recognition Celebration  
Verbal, No Materials

# Meeting Student Needs

## ~Integrated Systems Framework~

### Two Part Webinar Series



#### *Complex Student Needs Require an Integrated System and Supports*

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#### About Susan Barrett:

Mrs. Barrett serves as an Implementer Partner with the U.S. National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). She assists with large-scale implementation of PBIS, partners with researchers to evaluate the impact of PBIS on students, school staff and school communities. and serves on the Association of Positive Behavior Supports Board of Directors. She also co-leads the development of the Interconnected Systems Framework, a mental health and PBIS expansion effort. Susan has been published in the areas of large-scale adoption of PBIS, mental health, cost-benefit analysis, advanced tier system development, and adoption of evidence-based practices in schools.

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#### Training Description:

**Part I: October 17, 2018 at 10:00am**

#### **"Integrating Mental Health and PBIS: Steps for Getting Started with the Interconnected Systems Framework"**

A framework to integrate mental health and other community partners through school wide PBIS structures will be described, including key messages, examples and tools. The alignment processes will help teams develop a culture of wellness expediting outcomes for youth and families.

**Part II: October 19, 2018 at 10:00am**

#### **"Aligning and Integrating SEL and PBIS"**

Every Student Succeeds Act (ESSA) incorporates social, emotional, and behavioral factors into education accountability metrics and many systems are adopting social emotional curriculum. However, simply adopting a curriculum does not lead to adequate implementation or improved outcomes for students. This session will focus on how school personnel can teach social emotional competencies within a PBIS framework to maximize benefit of both initiatives with focus on improving outcomes for students.

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#### Register Here (Free)

**Part I: October 17, 2018 at 10:00am** [Click Here](#)

**Part II: October 19, 2018 at 10:00am** [Click Here](#)

Please register for each webinar you would like to participate in.





# California Department of Education

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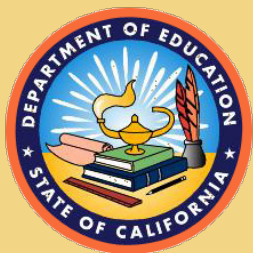
## Focused Monitoring & Technical Assistance Unit V



# Five Primary Areas of Focus

- CASEMIS Data Identified Non-Compliant (DINC) Process
- SELPA Annual Budget & Service Plan & Local Plan Review
- Targeted Technical Assistance
- Policy, Procedure & Governance Review
- Part C Grants Early Education





# CASEMIS DINC

- Why do we do this?
- What indicators are monitored as part of this process?
  - 60 day timeline
  - Overdue IEP
  - Part C to B
  - Overdue triennial
  - Missing transition elements
- Why is it important?
  - Every monitoring and compliance process we do is dependent on and driven by the CASEMIS data each SELPA presents!





# CASEMIS DINC

- Process continues to be the same as prior years.
- Fall review for student level noncompliance.
- LEA notified
- LEA works to correct areas of noncompliance.
- LEA staff input evidence of Corrective Actions on the website
- Education Programs Consultant reviews submission
- Approve or provide additional corrections
- Districts submit CASEMIS again in December
- Cycle begins again
- Root Cause Analysis: for C to B and 60 day timeline.





# Biggest Issue?

- LEA makes necessary corrections at the student level, e.g. hold the IEP, reconvene the team, etc.
- LEA staff do not update the student record in the electronic IEP system.
- Information continues to show as a noncompliance in CASEMIS!





# SELPA Annual Budget & Service Plan & Local Plan Review

- Annual Budget and Service Plans are submitted and reviewed on an annual basis!
- Local Plans are submitted, reviewed and approved when changes are made to the SELPA.
- **CHANGE AHEAD: Trailer Bill & Local Plans!!!**

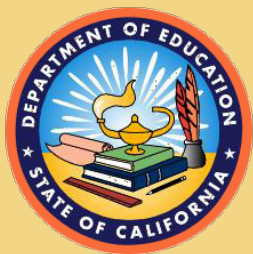




# Targeted Technical Assistance

- ProjectREAD: 5 year, 10 million dollar grant for adolescent literacy at middle school level (complete)
- California Adolescent Literacy Initiative (CALI): 5 year, 10 million dollar grant focused on adolescent literacy: middle schools and districts
  - Currently accepting applications for middle schools in California.





# Targeted Technical Assistance

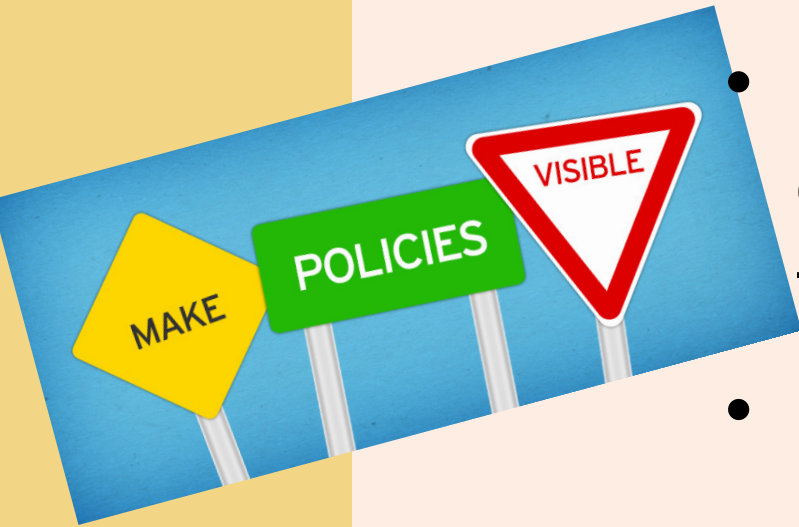
- Department of Juvenile Justice: \$310,000 to support effective reading instruction for incarcerated students
- California Dyslexia Guidelines outreach, technical assistance and professional development





# Policy, Procedure & Governance Review

- Part of the Comprehensive Review Process
- FMTA V staff assigned to districts and participate in the CR Team
- Review SELPA Governance, and LEA Policies and Procedures for districts selected for CR





# Part C Grants

- Part C Early Education Grants
- Required forms and instructions will be distributed soon!





## Non-Public Schools-Severe Autism

<p><b>Altus Academy</b>                  205 North Maple Avenue                  Rialto, CA 92377                  (909) 829-9999</p>	<p><b>Port View Preparatory</b>                  1460 S. Milliken Avenue                  Ontario, CA 91761                  (909) 460-8140</p>
<p><b>Beacon Day School</b>                  24 Centerpointe Drive                  La Palma, CA 90623                  (714) 288-4200</p>	<p><b>Precious Hearts Academy</b>                  225 W. Hospitality, Suite 108                  San Bernardino, CA 92401                  (909) 383-1388</p>
<p><b>Bright Futures Academy*</b>                  15757 St. Timothy Road                  Apple Valley, CA 92307                  (760) 241-8386</p>	<p><b>Spectrum Center San Bernardino Middle School Campus</b>                  Del Vallejo Middle School                  1885 E. Lynwood Drive, Room SE3                  San Bernardino, CA 92404                  (909) 289-7914</p>
<p><b>Canyon View School</b>                  762 W. Cypress Avenue                  San Dimas, CA 91773                  (909) 599-1227</p>	<p><b>Spectrum Center San Bernardino High School Campus</b>                  San Gorgonio High School                  2299 Pacific Street                  San Bernardino, CA 92404                  (909) 289-7914</p>
<p><b>McKinley Children's Center</b>                  762 Cypress Street                  San Dimas, CA 91773                  (909) 599-1227</p>	<p><b>Stone Ridge Academy</b>                  20 E. 7<sup>th</sup> Street                  Upland, CA 91764                  (626) 598-4262</p>

\*Master Contract Currently Held

# The 7th Annual Behavior Conference

## Presented By

Debra Sacks, Ed.D.

## Date

October 26, 2018

## Time

Registration begins at 8:00 a.m.  
Training time 8:30 a.m. - 3:30 p.m.

## Cost

\$50 Per Attendee  
(includes materials, light breakfast, and lunch)



## Location

Corona-Norco Unified School District-  
Learning Center South  
2820 Clark Ave. Norco, Ca 92860

## Audience

School psychologists, counselors, behavior specialists, mental health therapists, administrators, program specialists, coaches, teachers, and paraeducators.

## Registration

Please register on-line at:  
<https://sbcss.k12oms.org/52-152946>

**Register By** October 19, 2018

## Description

Our annual Region 10 Behavior Conference is featuring Dr. Debra Sacks, Senior Consultant from Collaborative Learning Solutions (CLS) as a keynote speaker on Social-Emotional Wellness of Educators, supported by workshops “Stay Cool at School”, Social/Emotional and Developmental Pathways, Restorative Circles, Resiliency for Youth, “Taming the Inner Lion”, and Wellness for Students. This conference will focus on the importance of addressing social-emotional learning (SEL) for student success.

Outcomes: Upon completing this workshop, participants will be able to:

- Discuss concrete strategies in the areas of social-emotional wellness of educators and students.



CAHELP  
17800 Hwy 18  
Apple Valley, CA 92307



Jennifer Holbrook  
Jennifer.Holbrook@cahelp.org  
760.955.3559



[www.cahelp.org/  
accessibility](http://www.cahelp.org/accessibility)



[www.cahelp.org/](http://www.cahelp.org)  
<https://sbcss.k12oms.org>

making  
connections  
to build trust:



## THE POWER OF RELATIONSHIPS IN RESOLVING DISPUTES

*Presented By:  
Ron Powell, Ph.D.*

**Tuesday  
November 13, 2018  
8:30 a.m. to 3:00 p.m.**


*The presentation draws upon the neurodevelopmental and biobehavioral implications of attachment theory to emphasize the healing power of relationships as an essential precursor to establishing bonds of trust and security in order to foster emotional, regulatory and behavioral balance in our lives.*

**Cost: \$75.00 per person**  
*Includes Coffee, Breakfast Juices and Lunch*

**Register Online:**  
**<https://sbcss.k12oms.org/46-152888>**  
*Or call East Valley SELPA 909.252.4502*

**Location:**  
West End SELPA  
8265 Aspen Street, Rancho Cucamonga, CA 91730

# MEMORANDUM

**DATE:** October 12, 2018  
**TO:** Directors of Special Education  
**FROM:** Kathleen Peters, Program Manager   
**SUBJECT:** Occupational and Physical Therapy Reports

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Attached are the occupational and physical therapy *Referral Status, and Current Students Direct Services* reports by district.

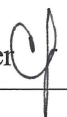
If you have any questions concerning either report, please contact me at (760) 955-3568 at [kathleen.peters@cahelp.org](mailto:kathleen.peters@cahelp.org).



California Association of Health & Education Linked Professions  
17800 Highway 18  
Apple Valley, CA 92307-1219

P 760-552-6700  
F 760-242-5363  
W [www.cahelp.org](http://www.cahelp.org)

## MEMORANDUM

Date: October 12, 2018  
To: Directors of Special Education  
From: Corinne Foley, Program Manager   

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**Subject: Audiological Service Reports**

Attached are the Audiological Service Reports for the month of September 2018 by district.

If you have any questions concerning these reports, please contact Corinne Foley, Program Manager at (760) 955-3569 or via email at [Corinne.foley@cahelp.org](mailto:Corinne.foley@cahelp.org).

Desert Mountain SELPA  
2018-2019 Non-Public School Placement Report

	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	3		1	4	4		2	6	5		1	6												
Apple Valley	14		10	24	14		12	26	11		12	23												
Baker																								
Barstow	5	2		7	3	2		5	3	2		5												
Bear Valley		3		3		3		3		3		3												
Helendale																								
Hesperia	7	1		8	6	1		7	6	1		7												
High Tech High																								
Lucerne Valley	1	1		2	2			2	1	1		2												
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	5	5		10	5	5		10	4	6		10												
Trona																								
Victor Elem	3			3	3			3	3			3												
VVUHSD	8	5	1	14	10	5	1	16	11	5	1	17												
<b>TOTALS</b>	<b>46</b>	<b>17</b>	<b>12</b>	<b>75</b>	<b>47</b>	<b>15</b>	<b>16</b>	<b>78</b>	<b>44</b>	<b>17</b>	<b>15</b>	<b>76</b>												
2017-18 TOTALS	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 TOTALS	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125
2015-16 TOTALS	89	25	15	129	86	23	13	122	90	25	17	132	88	21	20	129	93	21	16	130	89	25	15	129

# California Association of Health & Education Linked Professions

## Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
10-16-18 & 10-17-18 8:30 AM to 3:30 PM	Dyslexia: Assessments and Academics  Presented by: Bonnie Garcia and Karina Quezada	Register on <a href="https://sbcss.k12oms.org/52-149281">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-149281">https://sbcss.k12oms.org/52-149281</a> ) Email <a href="mailto:cruz.gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	\$ 20.00
10-16-18 12:30 to 3:30 PM	Visual Supports: Educating All Students  Presented by: Sheila Parisian and Jennifer Rountree	Register on <a href="https://sbcss.k12oms.org/52-152137">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152137">https://sbcss.k12oms.org/52-152137</a> ) Email <a href="mailto:judith.loera@cahelp.org">Judith Loera</a> ( <a href="mailto:judith.loera@cahelp.org">Judith.loera@cahelp.org</a> )	\$ 25.00
10-17-18 8:30 AM to 4:00 PM	The Basics of Accessing the Curriculum Through Assistive Technology  Presented by: Sheila Parisian	Register on <a href="https://sbcss.k12oms.org/52-152138">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152138">https://sbcss.k12oms.org/52-152138</a> ) Email <a href="mailto:judith.loera@cahelp.org">Judith Loera</a> ( <a href="mailto:judith.loera@cahelp.org">Judith.loera@cahelp.org</a> )	\$ 25.00
10-18-18 8:30 AM to 3:30 PM	Resiliency for Youth  Presented by: Renee Garcia	Register on <a href="https://sbcss.k12oms.org/52-147275">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-147275">https://sbcss.k12oms.org/52-147275</a> ) Email <a href="mailto:julie.wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:julie.wheeler@cahelp.org">Julie.wheeler@cahelp.org</a> )	\$ 25.00
10-18-18 8:30 AM to 3:30 PM	SLP Collaboration Group - Dyslexia and SLP's Role  Presented by: Linda Rodriguez, Karina Quezada, and Bonnie Garcia	Register on <a href="https://sbcss.k12oms.org/52-153771">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-153771">https://sbcss.k12oms.org/52-153771</a> ) Email <a href="mailto:judith.loera@cahelp.org">Judith Loera</a> ( <a href="mailto:judith.loera@cahelp.org">Judith.loera@cahelp.org</a> )	No Fee
10-19-18 8:30 AM to 3:30 PM	School Psychologists' Committee Meeting  Presented by: Renee Garcia	Register on <a href="https://sbcss.k12oms.org/52-152683">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152683">https://sbcss.k12oms.org/52-152683</a> ) Email <a href="mailto:jennifer.holbrook@cahelp.org">Jennifer Holbrook</a> ( <a href="mailto:jennifer.holbrook@cahelp.org">Jennifer.holbrook@cahelp.org</a> )	No Fee
10-22-18 8:30 AM to 3:30 PM	IEP Forms and Facts  Presented by: Colette Garland	Register on <a href="https://sbcss.k12oms.org/52-151900">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-151900">https://sbcss.k12oms.org/52-151900</a> ) Email <a href="mailto:cruz.gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	No Fee
10-24-18 8:30 AM to 3:30 PM	Autism Spectrum Disorder and Behavior  Presented by: Jennifer Rountree	Register on <a href="https://sbcss.k12oms.org/52-152290">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152290">https://sbcss.k12oms.org/52-152290</a> ) Email <a href="mailto:julie.wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:julie.wheeler@cahelp.org">Julie.wheeler@cahelp.org</a> )	\$ 20.00

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# California Association of Health & Education Linked Professions

## Upcoming Trainings

10-24-18 12:00 to 4:00 PM	Introduction to Social Emotional Wellness and the Top Youth Mental Health Concerns  Presented by: Cheryl Goldberg-Diaz	Register on <a href="https://sbcss.k12oms.org/52-154443">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-154443">https://sbcss.k12oms.org/52-154443</a> ) Email <a href="mailto:April.hatcher@cahelp.org">April Hatcher</a> ( <a href="mailto:April.hatcher@cahelp.org">April.hatcher@cahelp.org</a> )	No Fee
10-24-18 3:00 to 5:00 PM	Supporting and Understanding Children from Adverse Backgrounds  Presented by: Kristee Laiva	Register on <a href="https://sbcss.k12oms.org/52-153398">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-153398">https://sbcss.k12oms.org/52-153398</a> ) Email <a href="mailto:Jennifer.harms@cahelp.org">Jennifer Harms</a> ( <a href="mailto:Jennifer.harms@cahelp.org">Jennifer.harms@cahelp.org</a> )	No Fee
10-25-18 12:30 to 3:30 PM	Learning Disability Simulation Workshop (LDSIMS)  Presented by: Cheryl Goldberg-Diaz	Register on <a href="https://sbcss.k12oms.org/52-149367">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-149367">https://sbcss.k12oms.org/52-149367</a> ) Email <a href="mailto:Mallory.wilkes@cahelp.org">Mallory Wilkes</a> ( <a href="mailto:Mallory.wilkes@cahelp.org">Mallory.wilkes@cahelp.org</a> )	No Fee
10-26-18 8:30 AM to 3:30 PM	Region 10: Annual Behavior Conference  Presented by: Dr. Debra Sacks	Register on <a href="https://sbcss.k12oms.org/52-152946">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152946">https://sbcss.k12oms.org/52-152946</a> ) Email <a href="mailto:Jennifer.holbrook@cahelp.org">Jennifer Holbrook</a> ( <a href="mailto:Jennifer.holbrook@cahelp.org">Jennifer.holbrook@cahelp.org</a> )	\$ 50.00
10-26-18 8:30 Am to 3:30 PM	Why Try?: The Foundation Course Level 1  Presented by: Renee Garcia	Register on <a href="https://sbcss.k12oms.org/52-152266">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152266">https://sbcss.k12oms.org/52-152266</a> ) Email <a href="mailto:Julie.wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:Julie.wheeler@cahelp.org">Julie.wheeler@cahelp.org</a> )	\$ 25.00
10-29-18 12:30 to 3:30 PM	Manifestation Determination Process  Presented by: Danielle Cote and Renee Garcia	Register on <a href="https://sbcss.k12oms.org/52-147423">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-147423">https://sbcss.k12oms.org/52-147423</a> ) Email <a href="mailto:Jennifer.holbrook@cahelp.org">Jennifer Holbrook</a> ( <a href="mailto:Jennifer.holbrook@cahelp.org">Jennifer.holbrook@cahelp.org</a> )	No Fee
10-30-18 12:30 to 3:30 PM	Prompting  Presented by: Jennifer Rountree	Register on <a href="https://sbcss.k12oms.org/52-152279">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152279">https://sbcss.k12oms.org/52-152279</a> ) Email <a href="mailto:Julie.wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:Julie.wheeler@cahelp.org">Julie.wheeler@cahelp.org</a> )	\$ 20.00
10-31-18 8:30 to 11:30 AM	WebIEP Training Morning Session  Presented by: Colette Garland	Register on <a href="https://sbcss.k12oms.org/52-152602">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152602">https://sbcss.k12oms.org/52-152602</a> ) Email <a href="mailto:Cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:Cindy.quan@cahelp.org">Cindy.quan@cahelp.org</a> )	No Fee
10-31-18 1:00 to 4:00 PM	WebIEP Training Afternoon Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152603">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152603">https://sbcss.k12oms.org/52-152603</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee

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# California Association of Health & Education Linked Professions

## Upcoming Trainings

11-1-18 8:00 AM to 3:30 PM	Transition Planning for All Students  Presented by: Adrienne Shepherd	Register on <a href="https://sbcss.k12oms.org/52-152997">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152997">https://sbcss.k12oms.org/52-152997</a> ) Email <a href="mailto:kaori.hartzler@cahelp.org">Kaori Hartzler</a> ( <a href="mailto:kaori.hartzler@cahelp.org">kaori.hartzler@cahelp.org</a> )	\$ 60.00
11-2-18 8:30 AM to 3:30 PM	IEP Forms and Facts  Presented by: Sheila Parisian and Colette Garland	Register on <a href="https://sbcss.k12oms.org/52-149386">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-149386">https://sbcss.k12oms.org/52-149386</a> ) Email <a href="mailto:cruz.gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	No Fee
11-6-18 8:30 AM to 12:30 PM	1:1 Paraprofessional Assistance: Determining the Need and Working Effectively with One  Presented by: Karina Quezada	Register on <a href="https://sbcss.k12oms.org/52-149317">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-149317">https://sbcss.k12oms.org/52-149317</a> ) Email <a href="mailto:cruz.gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	No Fee
11-6-18 12:30 to 3:30 PM	Reinforcement  Presented by: Danielle Cote	Register on <a href="https://sbcss.k12oms.org/52-152941">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152941">https://sbcss.k12oms.org/52-152941</a> ) Email <a href="mailto:jennifer.holbrook@cahelp.org">Jennifer Holbrook</a> ( <a href="mailto:jennifer.holbrook@cahelp.org">jennifer.holbrook@cahelp.org</a> )	\$ 20.00
11-7-18 9:00 AM to 12:00 PM	Management Information System (MIS) Users Meeting  Presented by: Colette Garland	Register on <a href="https://sbcss.k12oms.org/52-152605">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152605">https://sbcss.k12oms.org/52-152605</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee
11-8-18 12:30 to 3:30 PM	Visual Supports for all Students  Presented by: Jennifer Rountree and Natalie Sedano	Register on <a href="https://sbcss.k12oms.org/52-153403">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-153403">https://sbcss.k12oms.org/52-153403</a> ) Email <a href="mailto:jennifer.harms@cahelp.org">Jennifer Harms</a> ( <a href="mailto:jennifer.harms@cahelp.org">jennifer.harms@cahelp.org</a> )	No Fee
11-9-18 11:00 AM to 1:00 PM	Directors' Training: Overview of The Resilience Breakthrough  Presented by: Christian Moore	Register on <a href="https://sbcss.k12oms.org/52-152237">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152237">https://sbcss.k12oms.org/52-152237</a> ) Email <a href="mailto:caryn.delatorre@cahelp.org">Caryn De La Torre</a> ( <a href="mailto:caryn.delatorre@cahelp.org">caryn.delatorre@cahelp.org</a> )	No Fee
11-9-18 8:30 AM to 3:30 PM	Prior Written Notice  Presented by: Sheila Parisian	Register on <a href="https://sbcss.k12oms.org/52-149389">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-149389">https://sbcss.k12oms.org/52-149389</a> ) Email <a href="mailto:cruz.gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	No Fee
11-9-18 2:30 to 4:00 PM	WebIEP Spanish Translators' Workgroup  Presented by: Colette Garland	Register on <a href="https://sbcss.k12oms.org/52-152606">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152606">https://sbcss.k12oms.org/52-152606</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee

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# California Association of Health & Education Linked Professions

## Upcoming Trainings

11-13-18 8:30 AM to 3:30 PM	Pathway: Universal Design for Learning: Access for All (UDL)  Presented by: Sheila Parisian and Bonnie Garcia	Register on <a href="https://sbcss.k12oms.org/52-152095">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152095">https://sbcss.k12oms.org/52-152095</a> ) Email <a href="mailto:Judith.loera@cahelp.org">Judith Loera</a> ( <a href="mailto:Judith.loera@cahelp.org">Judith.loera@cahelp.org</a> )	\$ 40.00
11-27-18 8:30 AM to 12:45 PM	Diagnostic Center: Cognitive-Behavioral Techniques for Educators  Presented by: Tim Halphide	Register on <a href="https://sbcss.k12oms.org/52-149692">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-149692">https://sbcss.k12oms.org/52-149692</a> ) Email <a href="mailto:Caryn.DeLaTorre@cahelp.org">Caryn De La Torre</a> ( <a href="mailto:caryn.delatorre@cahelp.org">caryn.delatorre@cahelp.org</a> )	\$ 10.00
11-27-18 8:30 AM to 3:30 PM	Autism for Paraprofessionals: Behavior, Communication & Social Understanding  Presented by: Jennifer Rountree	Register on <a href="https://sbcss.k12oms.org/52-152277">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152277">https://sbcss.k12oms.org/52-152277</a> ) Email <a href="mailto:Julie.wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:Julie.wheeler@cahelp.org">Julie.wheeler@cahelp.org</a> )	\$ 20.00
11-29-18 8:30 AM to 3:30 PM	Legally Compliant IEP Present Levels of Performance (PLOPs), Goals, and Educational Benefit  Presented by: Sheila Parisian	Register on <a href="https://sbcss.k12oms.org/52-153397">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-153397">https://sbcss.k12oms.org/52-153397</a> ) Email <a href="mailto:Cruz.Gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	No Fee
11-30-18 12:30 to 3:30 PM	Early Childhood Daily Schedules and Visual Supports  Presented by: Veronica Rousseau	Register on <a href="https://sbcss.k12oms.org/52-150940">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-150940">https://sbcss.k12oms.org/52-150940</a> ) Email <a href="mailto:April.hatcher@cahelp.org">April Hatcher</a> ( <a href="mailto:April.hatcher@cahelp.org">April.hatcher@cahelp.org</a> )	No Fee
12-4-18 8:30 AM to 3:30 PM	IEP Forms and Facts  Presented by: Sheila Parisian and Colette Garland	Register on <a href="https://sbcss.k12oms.org/52-152820">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152820">https://sbcss.k12oms.org/52-152820</a> ) Email <a href="mailto:Cruz.Gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	No Fee
12-4-18 and 12-5-18 8:30 AM to 3:30 PM	Non-Violent Crisis Prevention (CPI)  Presented by: CPI Team	Register on <a href="https://sbcss.k12oms.org/52-152677">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152677">https://sbcss.k12oms.org/52-152677</a> ) Email <a href="mailto:Jennifer.holbrook@cahelp.org">Jennifer Holbrook</a> ( <a href="mailto:Jennifer.holbrook@cahelp.org">Jennifer.holbrook@cahelp.org</a> )	\$ 30.00
12-5-18 8:30 to 11:30 AM	Early Childhood Classroom Strategies for Effective Large Group (Circle Time) Instruction  Presented by: Veronica Rousseau	Register on <a href="https://sbcss.k12oms.org/52-150948">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-150948">https://sbcss.k12oms.org/52-150948</a> ) Email <a href="mailto:April.hatcher@cahelp.org">April Hatcher</a> ( <a href="mailto:April.hatcher@cahelp.org">April.hatcher@cahelp.org</a> )	No Fee
12-5-18 8:30 to 11:30 AM	WebIEP Training Morning Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152607">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152607">https://sbcss.k12oms.org/52-152607</a> ) Email <a href="mailto:Cindy.Quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee

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12-5-18 1:00 to 4:00 PM	WebIEP Training Afternoon Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152608">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152608">https://sbcss.k12oms.org/52-152608</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee
12-6-18 8:00 AM to 3:30 PM	Transition Planning for All Students  Presented by: Adriene Shepherd	Register on <a href="https://sbcss.k12oms.org/52-153197">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-153197">https://sbcss.k12oms.org/52-153197</a> ) Email <a href="mailto:kaori.hartzler@cahelp.org">Kaori Hartzler</a> ( <a href="mailto:kaori.hartzler@cahelp.org">kaori.hartzler@cahelp.org</a> )	\$ 60.00
12-12-18 8:30 AM to 3:30 PM	Classroom Structure and Management  Presented by: Renee Garcia	Register on <a href="https://sbcss.k12oms.org/52-152271">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152271">https://sbcss.k12oms.org/52-152271</a> ) Email <a href="mailto:julie.wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:julie.wheeler@cahelp.org">julie.wheeler@cahelp.org</a> )	\$ 25.00
12-12-18 12:30 to 3:30 PM	Social Skills Training: An Evidence-Based Practice for Individuals with Autism  Presented by: Jennifer Rountree	Register on <a href="https://sbcss.k12oms.org/52-152282">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152282">https://sbcss.k12oms.org/52-152282</a> ) Email <a href="mailto:julie.wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:julie.wheeler@cahelp.org">julie.wheeler@cahelp.org</a> )	\$ 20.00
12-12-18 8:30 to 11:30 AM	WebIEP Training Morning Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152610">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152610">https://sbcss.k12oms.org/52-152610</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee
12-12-18 1:00 to 4:00 PM	WebIEP Training Afternoon Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152611">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152611">https://sbcss.k12oms.org/52-152611</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee
12-13-18 5:30 to 7:00 PM	Community Advisory Committee Meeting  Presented by: Corinne Foley	Register on <a href="https://sbcss.k12oms.org/52-151891">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-151891">https://sbcss.k12oms.org/52-151891</a> ) Email <a href="mailto:Caryn.delatorre@cahelp.org">Caryn De La Torre</a> ( <a href="mailto:Caryn.delatorre@cahelp.org">Caryn.delatorre@cahelp.org</a> )	No Fee
1-8-19 8:30 AM to 3:30 PM	Resiliency for Youth  Presented by: Renee Garcia	Register on <a href="https://sbcss.k12oms.org/52-152265">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152265">https://sbcss.k12oms.org/52-152265</a> ) Email <a href="mailto:julie.wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:julie.wheeler@cahelp.org">julie.wheeler@cahelp.org</a> )	\$ 25.00
1-10-19 8:30 AM to 3:30 PM	Disabilities Awareness Overview with Simulation  Presented by: Danielle Cote	Register on <a href="https://sbcss.k12oms.org/52-152940">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152940">https://sbcss.k12oms.org/52-152940</a> ) Email <a href="mailto:jennifer.holbrook@cahelp.org">Jennifer Holbrook</a> ( <a href="mailto:jennifer.holbrook@cahelp.org">jennifer.holbrook@cahelp.org</a> )	\$ 20.00

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# California Association of Health & Education Linked Professions

## Upcoming Trainings

1-10-19 8:30 AM to 3:30 PM	Pathway: The Paraprofessional Supporting the Classroom.  Presented by: Danielle Cote, Jennifer Rountree, Renee Garcia, and Sheila Parisian	Register on <a href="https://sbcss.k12oms.org/52-152555">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152555">https://sbcss.k12oms.org/52-152555</a> ) Email <a href="mailto:Judith.loera@cahelp.org">Judith Loera</a> ( <a href="mailto:Judith.loera@cahelp.org">Judith.loera@cahelp.org</a> )	\$ 65.00
1-11-19 8:30 AM to 3:00 PM	The Facilitated IEP  Presented by: Karina Quezada	Register on <a href="https://sbcss.k12oms.org/52-149391">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-149391">https://sbcss.k12oms.org/52-149391</a> ) Email <a href="mailto:Cruz.Gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	No Fee
1-15-19 8:30 AM to 3:30 PM	Pathway: Universal Design for Learning: Access for All (UDL)-Spring Session  Presented by: Bonnie Garcia and Sheila Parisian	Register on <a href="https://sbcss.k12oms.org/52-152358">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152358">https://sbcss.k12oms.org/52-152358</a> ) Email <a href="mailto:Judith.Loera@cahelp.org">Judith Loera</a> ( <a href="mailto:Judith.loera@cahelp.org">Judith.loera@cahelp.org</a> )	\$ 40.00
1-16-19 8:30 to 11:30 AM	WebIEP Training Morning Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152612">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152612">https://sbcss.k12oms.org/52-152612</a> ) Email <a href="mailto:Cindy.Quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee
1-16-19 1:00 to 4:00 PM	WebIEP Training Afternoon Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152614">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152614">https://sbcss.k12oms.org/52-152614</a> ) Email <a href="mailto:Cindy.Quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee
1-17-19 8:30 AM to 3:30 PM	A Service Providers Guide to Autism Spectrum Disorders  Presented by: Jennifer Rountree	Register on <a href="https://sbcss.k12oms.org/52-152286">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152286">https://sbcss.k12oms.org/52-152286</a> ) Email <a href="mailto:Julie.Wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:Julie.wheeler@cahelp.org">Julie.wheeler@cahelp.org</a> )	No Fee
1-18-19 2:30 to 4:00 PM	WebIEP Spanish Translators' Workgroup  Presented by: Colette Garland	Register on <a href="https://sbcss.k12oms.org/52-152617">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152617">https://sbcss.k12oms.org/52-152617</a> ) Email <a href="mailto:Cindy.Quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee
1-22-19 8:30 AM to 12:30 PM	1:1 Paraprofessional Assistance: Determining the Need and Working Effectively with One  Presented by: Karina Quezada	Register on <a href="https://sbcss.k12oms.org/52-149319">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-149319">https://sbcss.k12oms.org/52-149319</a> ) Email <a href="mailto:Cruz.Gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	No Fee
1-24-19 8:30 AM to 3:30 PM	The Paraprofessional Supporting the Classroom  Presented by: Danielle Cote	Register on <a href="https://sbcss.k12oms.org/52-152934">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152934">https://sbcss.k12oms.org/52-152934</a> ) Email <a href="mailto:Jennifer.Holbrook@cahelp.org">Jennifer Holbrook</a>	\$ 25.00

For more information, visit the CAHELP Staff Development Calendar at [www.cahelp.org/calendar](http://www.cahelp.org/calendar)  
17800 Highway 18, Apple Valley, California 92307  
(760) 552-6700 Office \* (760) 242-5363 Fax

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			<a href="mailto:Jennifer.holbrook@cahelp.org">[Jennifer.holbrook@cahelp.org]</a>	
1-25-19 1:30 to 3:30 PM	Early Childhood Professional Learning Collaborative Group  Presented by: Veronica Rousseau	Register on <a href="https://sbcss.k12oms.org/52-150919">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-150919">https://sbcss.k12oms.org/52-150919</a> ) Email <a href="mailto:April.hatcher@cahelp.org">April Hatcher</a> ( <a href="mailto:April.hatcher@cahelp.org">April.hatcher@cahelp.org</a> )	No Fee	
1-25-19 12:30 to 3:30 PM	Emotional Intelligence  Presented by: Cheryl Goldberg-Diaz	Register on <a href="https://sbcss.k12oms.org/52-154460">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-154460">https://sbcss.k12oms.org/52-154460</a> ) Email <a href="mailto:April.hatcher@cahelp.org">April Hatcher</a> ( <a href="mailto:April.hatcher@cahelp.org">April.hatcher@cahelp.org</a> )	No Fee	
1-25-19 8:30 AM to 3:30 PM	Why Try?: The Foundation Course Level 1  Presented by: Renee Garcia	Register on <a href="https://sbcss.k12oms.org/52-152267">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152267">https://sbcss.k12oms.org/52-152267</a> ) Email <a href="mailto:Julie.wheeler@cahelp.org">Julie Wheeler</a> ( <a href="mailto:Julie.wheeler@cahelp.org">Julie.wheeler@cahelp.org</a> )	\$ 25.00	
1-30-19 8:30 to 11:30 AM	WebIEP Training Morning Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152619">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152619">https://sbcss.k12oms.org/52-152619</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee	
1-30-19 1:00 to 4:00 PM	WebIEP Training Afternoon Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152620">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152620">https://sbcss.k12oms.org/52-152620</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee	
1-31-19 1:00 to 4:00 PM	SLP Collaboration Group  Presented by: Linda Rodriguez	Register on <a href="https://sbcss.k12oms.org/52-153777">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-153777">https://sbcss.k12oms.org/52-153777</a> ) Email <a href="mailto:jusith.loera@cahelp.org">Judith Loera</a> ( <a href="mailto:jusith.loera@cahelp.org">jusith.loera@cahelp.org</a> )	No Fee	
2-5-19 and 2-6-19 8:30 AM to 3:30 PM	Dyslexia: Assessments and Academics  Presented by: Bonnie Garcia and Karina Quezada	Register on <a href="https://sbcss.k12oms.org/52-150063">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-150063">https://sbcss.k12oms.org/52-150063</a> ) Email <a href="mailto:cruz.gustafson@cahelp.org">Cruz Gustafson</a> ( <a href="mailto:cruz.gustafson@cahelp.org">cruz.gustafson@cahelp.org</a> )	\$ 20.00	
2-5-19 and 2-6-19 8:30 AM to 3:30 PM	Non-Violent Crisis Prevention (CPI)  Presented by: CPI Team	Register on <a href="https://sbcss.k12oms.org/52-152678">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152678">https://sbcss.k12oms.org/52-152678</a> ) Email <a href="mailto:Jennifer.holbrook@cahelp.org">Jennifer Holbrook</a> ( <a href="mailto:Jennifer.holbrook@cahelp.org">Jennifer.holbrook@cahelp.org</a> )	\$ 30.00	
2-6-19 8:30 to 11:30 AM	WebIEP Training Morning Session  Presented by: Colette Garland and Cindy Quan	Register on <a href="https://sbcss.k12oms.org/52-152621">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152621">https://sbcss.k12oms.org/52-152621</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee	

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2-6-19 1:00 to 4:00 PM	WebIEP Training Afternoon Session  Presented by: Colette Garland	Register on <a href="https://sbcss.k12oms.org/52-152622">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152622">https://sbcss.k12oms.org/52-152622</a> ) Email <a href="mailto:cindy.quan@cahelp.org">Cindy Quan</a> ( <a href="mailto:cindy.quan@cahelp.org">cindy.quan@cahelp.org</a> )	No Fee
2-7-19 8:30 AM to 3:30 PM	School Psychologists' Committee Meeting  Presented by: Renee Garcia	Register on <a href="https://sbcss.k12oms.org/52-152685">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-152685">https://sbcss.k12oms.org/52-152685</a> ) Email <a href="mailto:jennifer.holbrook@cahelp.org">Jennifer Holbrook</a> ( <a href="mailto:jennifer.holbrook@cahelp.org">jennifer.holbrook@cahelp.org</a> )	No Fee
2-7-19 8:30 AM to 3:30 PM	Transition Planning for All Students  Presented by: Adriene Shepherd	Register on <a href="https://sbcss.k12oms.org/52-153198">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-153198">https://sbcss.k12oms.org/52-153198</a> ) Email <a href="mailto:kaori.hartzler@cahelp.org">Kaori Hartzler</a> ( <a href="mailto:kaori.hartzler@cahelp.org">kaori.hartzler@cahelp.org</a> )	\$ 60.00
2-25-19 1:30 to 3:30 PM	Early Childhood Professional Learning Collaborative Group  Presented by: Veronica Rousseau	Register on <a href="https://sbcss.k12oms.org/52-150919">OMS</a> (url: <a href="https://sbcss.k12oms.org/52-150919">https://sbcss.k12oms.org/52-150919</a> ) Email <a href="mailto:April.hatcher@cahelp.org">April Hatcher</a> ( <a href="mailto:April.hatcher@cahelp.org">April.hatcher@cahelp.org</a> )	No Fee