

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**STEERING COMMITTEE MEETING**  
*February 22, 2019*

**AGENDA**

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**1.0 CALL TO ORDER**

- 1.1 Adoption of Agenda – February 22, 2019
- 1.2 Adoption of Minutes – January 18, 2019

**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 English Language Development (ELD) Goals in IEPs
- 6.2 Legislative Update
- 6.3 Attendance vs Suspension Data
- 6.4 Low Incidence Fund Update
- 6.5 Each Mind Matters Mini Grant Applications for Middle and High Schools
- 6.6 Policy Guidance on Endrew F. Decision

**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

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- 8.2 Resolution Support Services Summary
- 8.3 Compliance Update
- 8.4 Performance Indicator Review (PIR) Workshops
- 8.5 Nonpublic Schools Update
- 8.6 D/M SELPA and Charter SELPA Forms

**9.0 BUSINESS DEPARTMENT REPORTS**

**10.0 PROGRAM SPECIALISTS' REPORTS**

- 10.1 PBIS Behavior Support Plan Form

**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
- 11.4 Upcoming Professional Learning Opportunities

**12.0 OTHER**

**13.0 MOTIVATION AND INSPIRATION**

**14.0 DIRECTORS TRAINING**

**15.0 ADJOURNMENT**

**NEXT MEETING: MARCH 15, 2019 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 – Renee Castillo, David Wheeler, Barstow USD – Heidi Chavez, Bear Valley USD – Lucinda Newton, SBCSS-D/M Operations – Richard (Rich) Frederick, Excelsior Charter Schools – Marie Silva, Health Sciences HS & Middle College – Julie Kroener (via Web Ex), Helendale SD – Michael Esposito, Hesperia USD – Teri McCollum, Elaine Nelson, Lucerne Valley – Vici Miller, Needles USD – Jamie Wiesner (via Web Ex), Oro Grande SD – Nelda Colvin, Derek Hale, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Nicole Yeager, Victor Elementary SD – Tanya Benitez, Denise Gleason, Victor Valley Union High School District (VVUHSD) – Francesca Copeland.

**OTHERS PRESENT:**

Desert View School – Dwight Counsel.

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

Jamie Adkins, Danielle Cote, Lindsey Devor, Peggy Dunn, Adrien Faamausili, Marina Gallegos, Bonnie Garcia, Colette Garland, Cheryl Goldberg-Diaz, Jenae Holtz, Kristee Laiva, Maurica Manibusan, Kami Murphy, Lisa Nash, Sheila Parisian, Kathleen Peters, Karina Quezada, Daria Raines, Jennifer Rountree, Veronica Rousseau, Natalie Sedano.

**1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) D/M SELPA Steering Committee meeting was called to order by Chairperson Jenae Holtz at 9:01 a.m., at the Desert Mountain Educational Service Center, Apple Valley. The Meeting Agenda for January 18, 2019, and the Meeting Minutes for December 14, 2018 were adopted as presented.

**2.0 COMMITTEE MEMBERS COMMENTS/REPORTS**

Nelda Colvin thanked the CAHELP staff for assisting the charter schools with speech, occupational therapy, physical therapy, vision, and counseling services.

Vici Miller thanked CAHELP staff for the overall support.

Jenae Holtz shared that the retirement party for Glenn Low will be on Tuesday, April 9, 9:00-11:30 am at DMESC. Invitations will be sent requesting rsvp's to ensure there is enough space. Jenae also provided an update on Glenn's health.

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Jenae reported the program manager position has been offered and accepted. Jenae is hopeful that the new person will be present at the February meeting. Jenae said she will continue to help and support the LEAs while the new program manager learns the position.

**3.0 PRESENTATIONS**

None.

**4.0 DIRECTORS OF EDUCATION REPORTS**

None.

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

None.

**6.0 CHIEF EXECUTIVE OFFICER'S REPORTS**

6.1 Assembly Bill 2657: Use of Restraint and Seclusion for Students in California

Jenae Holtz reported that California Department of Education (CDE) have given clear guidance on the bill regarding reporting and data collection. Reporting is done annually, not quarterly. Jenae shared that the reports must be disaggregated by Section 504 Plans, Students with IEPs, and Students in General Education.

Danielle Cote stated that the Behavior Emergency Report (BER) has been revised and will be brought to February Steering. It is important to have a meeting every time the BER is completed. She continued that the form will be clear that mechanical restraint is not allowed.

Nelda Colvin asked if D/M SELPA will need a copy of meeting minutes when an LEA board decides to implement Crisis Prevention Institute (CPI) training. Jenae said the meeting minutes do not need to be submitted to D/M SELPA but suggested attaching it with the annual reporting documents.

Jenae reiterated that D/M SELPA does not support mechanical restraints outside of what law enforcement may use in particular situations.

Jenae confirmed nonpublic schools (NPS) are required to send D/M SELPA all incident reports and BERs. D/M SELPA will submit those reports to the CDE. She continued that the county program will report directly to the CDE.



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Jenae stated that the bill is not referring to safety restraints such as those used on buses, wheelchairs, rifton chairs, and harnesses. Those are not considered restraints but behavior interventions.

6.2 Governor's Budget

Jenae Holtz reported that a memorandum was received from School Services of California (SSCAL) confirming that the Governor's Budget does include special education in the Cost of Living Adjustment (COLA). The COLA will help the daily attendance rate for students with disabilities and it will help our residential treatment centers because we pass on the COLA to the agencies we contract with. Jenae confirmed the current COLA amount is 3.46% but it could be adjusted in the Governor's May revise. She stated that the average daily attendance (ADA) in our state has been declining which is a concern because it reduces funding but the costs continue to increase.

Jenae continued that there will be additional one-time monies for special education but it cannot be contributed towards salary increases because it is not ongoing funding.

Jenae also reported that the State Budget has a focus on universal preschool for all low income four-year-olds over a three-year period. Full day kindergarten will also be receiving funding to build new facilities. There will also be funding for birth to three for preschool and ongoing school, child care, and long-term visioning to augment the state's federal preschool development grant.

Jenae Holtz reported that the January 23, 2019 Finance Committee meeting has been cancelled because there are no items to discuss and the communications have been addressed via email. The next meeting is scheduled for March 20, 2019.

6.3 Speech Language Pathologist Comparison

Jenae Holtz provided summary of Speech Language Pathologist salaries for the D/M SELPA LEAs. Governance Council said salaries are for the individual districts to decide because there are so many factors involved. The Governance Council chairperson encouraged the special education directors to take the comparison to their superintendents for discussion.

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6.4 School Services of California (SSCAL), Fiscal Report

Jenae Holtz shared School Services of California (SSCAL) Fiscal Report regarding a legal opinion of Attorney General Becerra. Attorney General Becerra stated that charter schools are subject to the Ralph M. Brown Act, the California Public Records Act, Political Reform Act, and Conflict of Interest Laws. Jenae continued that the reasoning behind the opinion is that charter schools are authorized by public organizations which are also required to comply with the Brown Act, Public Records Act, Political Reform Act, and Conflict of Interest Laws.

Jenae stated that Charter schools that are authorized by either a local school district or a county board of education are subject to grand jury review and that charter schools operating under the state are not subject for grand jury review.

6.5 Behavior Intervention Plan (BIP) At-A-Glance

Jenae Holtz stated that at both December Steering Committee Meetings, the IEP-At-A-Glance Form was shared. At the D/M SELPA Steering Committee Meeting, a BIP-At-A-Glance was requested. The D/M SELPA Program Team discussed the request and it was decided that the form would not be in the best interest of staff, administrators, or the students. Jenae continued that the BIP is specific about strategies, reinforcement, and prevention for students. Narrowing that information will cause important pieces to be lost so a BIP-At-A-Glance will not be created.

6.6 Program Specialist District/LEA Assignments

Jenae Holtz presented the Program Specialist Primary District/LEA Assignment Contact List. She stated that these are the primary contacts for each LEA but any program specialist is able to help. Sheila Parisian is working primarily in resolution support services now.

6.7 Special Circumstance Instructional Assistance (SCIA) Training Interest

Jenae Holtz stated that D/M SELPA is looking at the SCIA Assessment to see where there are redundancies and how we can make the assessment more reliable in deciding if a student needs a 1:1 aide. Jenae asked if there is a strong interest for the staff to be trained in administering the assessment. During the group discussion it was decided that training is needed.

Karina Quezada shared that SCIA training was offered twice this year but there were no registrants. She continued that she will be revising the form to be more user friendly and would like to meet with the school psychologists in order to get

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input. The meeting will be in the early spring so the form can be presented in the fall. Karina said that she will check the School Psychologist Meetings to see if there is a date available to discuss the SCIA but it might not be possible since the meetings already include trainings and activities.

Cheri Rigdon said that it would be helpful for her to have language regarding requests for 1:1 aides from doctors.

Nelda Colvin shared that her LEA asks parents to complete a medical authorization. When the LEA has contacted the doctors, the doctors say it was a request specifically from the parent and not medically necessary.

Jenae said that a doctor's prescription is medical not educationally related. It is important that parents know that LEAs want to provide children with the supports that are needed and that will truly help. Jenae continued that coming up with a plan that includes the parents' input is important as well as the parent understanding that a prescription does not make the support appropriate on a school campus.

Francesca Copeland shared that her LEA asks the home hospice doctors to read and sign a document that has the state law and educational code about the purpose of home hospice and the doctor's liability. Francesca agreed to share the form with Jenae.

### 6.8 English Language Proficiency Assessments for California (ELPAC) Alternate Assessment Training Interest

Karina Quezada shared that more areas are being added to Web IEP to address alternate assessments. She presented the English Language Proficiency Assessments Decision Tree for Students with Disabilities that could help IEP teams in making decisions for students with disabilities. Karina stated that the consensus of the D/M SELPA member was to adopt the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS) instead of the Alternate Language Proficiency Instrument (ALPI).

Colette Garland shared that at the D/M SELPA Charter Steering meeting on January 17, 2019, it was requested for an area to be added to the decision tree for students that do not participate because they are in the lower or non-testing grades.

Karina confirmed that the ELPAC is administered in kindergarten so there are no non-testing grades. Karina will speak with the person that made the request to ensure there is no miscommunication about administering the ELPAC.

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Karina continued that a student being exempt from taking the ELPAC does not mean there is no assessment administered but that an alternate assessment will be administered.

Jenae said that there needs to be justification when the decision is made for a student to take an alternate assessment. The justification does not have to be lengthy.

Teri McCollum asked if Web IEP could be changed to match the language that CDE is currently using regarding English language learners' goals.

Kristi Filip said that some LEAs have alternate assessments as well as alternate reclassification forms that provide the list of alternate ways the student was assessed. She said that form is attached to the IEP but asked if it could be added to the Web IEP. Kristi agreed to email the form to Jenae Holtz for review.

Jenae will bring the alternate assessment guidelines back to next month's Steering meeting.

Apple Valley USD and Hesperia USD were both told during recent Federal Program Monitoring (FPM) reviews that a specific ELD goal is required on IEPs.

Jenae responded that D/M SELPA will contact CDE get clarity on if an ELD goal is required.

It was agreed that the decision tree will also be labeled with preferred order of implementation.

Karina concluded that VCCALPS training for special education administrators and instructional aides will be provided next year so the teams will be ready to administer alternate assessments.

## **7.0 DIRECTOR'S REPORTS**

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

Jenae Holtz referred to the individual LEA Open and Closed DMCC Client Services Reports that were provided in the appropriate LEA folders. Jenae stated any questions can be directed to her or Linda Llamas.

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**8.0 PROGRAM MANAGER'S**

8.1 Professional Learning Summary

Jenae Holtz reported that the individual Professional Learning Summary Reports are in the LEA folders. She stated that overall on-site trainings have increased and reminded attendees that on-site trainings are available. Jenae stated any questions regarding trainings can be directed to her.

8.2 Resolution Support Services Summary

Kathleen Peters reported that three filings came in when schools were closed for winter break. When a case is received via fax, the timeline on the filing starts as soon as the fax receives the document with the date and time printed on the fax as the start time. Kathleen instructed the directors to unplug fax machines and to not open emails when on break. This will ensure that we do not have to go to resolution immediately following school breaks.

Jenae stated this will be added to the December and May/June meeting agendas.

Kathleen shared that there are some cases that are being filed against multiple LEAs. Best, Best & Krieger (BBK) suggested a Professional Rules of Conduct Agreement be signed by the involved LEAs. Kathleen continued that the LEAs will need to work collaboratively on a case and liability will be determined through the process. It is important to think about the child and the supports the child needs.

Jenae said that D/M SELPA is governed by its superintendents and they are very much about all for one and one for all. The LEAs want to work together in the best interest of the children. Jenae continued that when multiple districts are involved, the case is analyzed to see if any of the LEAs can be dismissed from the case. She stated that when LEAs disagree, it can be done respectfully.

Kathleen reported that BBK advised when two districts disagree and decide to split legal representation, if there is significant risk of representation to the client, BBK will withdraw and not represent either district because they strive to provide competent and diligent representation to each client. Should either school district feel there is a potential dispute, actual dispute, or claim between the districts, immediately bring it to Kathleen's attention who will notify the attorney. The attorney will then be unable to provide counsel to either district and will have to withdraw. There are procedures in place for when an attorney is replaced. If something arises in the process during the case that brings conflict, alternate counsel will be found. Attorneys will not take sides or advise on who is right or

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wrong. They look for the best interest of the overall group and not the best interest of an individual client.

Karina Quezada reminded the committee about the Alternative Dispute Resolution Conference scheduled for March 7-8, 2019. She stated there are approximately forty registration slots remaining available.

Jenae stated D/M SELPA has the ADR grant that will pay for five participant registrations for each LEA.

### **8.3 Legislative Update**

Kathleen Peters shared a legislative report from San Bernardino County Human Services Program Development Division regarding foster youth education. She reported that Assembly Bill (AB) 8 would require one mental health professional on campus during school hours for every six-hundred pupils on campus on or before December 31, 2022. For a school with fewer than six-hundred pupils, at least one mental health professional must be accessible.

Jenae stated that the Desert/Mountain Children's Center (DMCC) has licensed mental health professionals with some being assigned to one school and some being assigned to multiple schools. If AB 8 is passed, D/M SELPA will confirm if the DMCC staff fill the requirement so the LEAs do not have to hire additional staff. A mental health professional would be a marriage family therapist, a clinical social worker, a licensed professional clinical counselor, or a clinical psychologist.

### **8.4 Compliance Update**

Peggy Dunn provided the following compliance updates:

- 2016-17 Disproportionality Review Cycle – some LEAs are receiving email notifications from Susan Olsen that additional information is needed for full completion of the review. The email notification includes a Student List as well as instructions on how to submit which students and which indicators to address. The deadline to provide verified student lists and access to student reports is 14 days from the date of the email. If the deadline is not met, the LEA will be marked “noncompliant” and will have to make corrections through corrective action processes and participate in another Prong II review until 100% compliance is achieved. D/M SELPA will provide the CDE with Web IEP access or the LEA's can submit directly to Susan through the CDE secured email portal. If an LEA is submitting

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directly, Susan Olsen should be contacted directly. All emails from CDE regarding compliance are to be forwarded to Colette Garland.

- 2017-18 Disproportionality Initial Review Results – on 12/18/18, D/M SELPA was notified via email that several LEAs did not meet all requirements and additional corrective actions are required. Policies and Procedures were approved and no further action is needed. Student-level corrective actions are due by 2/15/19 and the notification email included a link and PIN number to the CDE portal. The portal provides the student names and area(s) of corrective action. D/M SELPA received an additional email with instructions on how to submit corrective action information by way of Web IEP. The following LEAs are involved:
  - Adelanto SD
  - Apple Valley USD
  - Baker Valley USD
  - Barstow USD
  - Excelsior Charter Schools
  - Health Sciences HS
  - Helendale SD
  - Hesperia USD
  - High Tech High Media
  - High Tech Middle Media
  - San Bernardino County Superintendent of Schools
  - Snowline JUSD
  - Victor Elementary SD
  - Victor Valley Unified HSD

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The 2017-18 Disproportionality Initial Review has been completed for the following LEAs:

- Academy for Academic Excellence
- High Tech High
- SBC High Tech
- High Tech International
- Trona JUSD
- 2017-18 Significant Disproportionality – Victor Valley UHSD continues in the process.
- 2018-19 Disproportionality – D/M SELPA received a preview of the annual performance indicators. The final Student Lists are to be emailed to Colette Garland to process CDE access for Web IEP. The following LEAs will be part of the monitoring activity for Disproportionality:
  - Academy for Academic Excellence
  - Adelanto SD
  - Apple Valley USD
  - Baker Valley USD
  - Excelsior Charter Schools
  - Health Sciences HS
  - Helendale SD
  - Hesperia USD
  - High Tech Media
  - Needles USD
  - SBC Chula Vista
  - San Bernardino County Superintendent of Schools (3 regions)



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- Snowline JUSD
- Trona JUSD
- Victor Elementary SD
- Victor Valley UHSD
- High Tech High Media
- High Tech High
- High Tech International
- 2018-19 Significant Disproportionality (SELPA Preview) – This review is using 2017-18 data. A copy of the Significant Disproportionality letters is to be submitted to Colette Garland. The following LEAs are involved:
  - Victor Valley UHSD
  - Apple Valley USD
  - Barstow USD
- 2018-19 Data Identified Noncompliance (DINC) – DINC submission is completed and approved for all D/M SELPA LEAs.
- 2018-19 Performance Indicator Review (PIR) – Final PIR notification and final Annual Performance Review (APR) reports are scheduled for release in early February by CDE to superintendents, directors of special education, and the SELPA administrator. Send all PIR plans to Colette Garland at D/M SELPA by Friday, April 12, 2019 as CDE does require that the SELPA review and approves all PIR plans.

PIR Workshops are scheduled at Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, CA 92307 on the following dates:

- Tuesday, February 26, 1:00 pm-4:00 pm
- Friday, March 1, 1:00 pm-4:00 pm

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- Monday, March 18, 1:00 pm-4:00 pm
- Friday, April 12, 2:00 pm-4:00 pm (if needed)

The following LEAs will be part of the monitoring activity for 2018-19 PIR:

- Adelanto SD
- Apple Valley USD
- Bear Valley USD
- Excelsior Charter Schools
- Helendale SD
- Hesperia USD
- Lucerne Valley USD
- Needles USD
- Snowline JUSD
- Victor Elementary SD
- Victor Valley UHSD

Jenae Holtz encouraged districts to bring their teams to the PIR workshops. The participants will vary depending on the LEA but it should be at least three people including the director of special education and whoever knows the data as well as who will help with implementing the plan.

Cheri Rigdon shared that Silver Valley was not mentioned as being part of PIR but she has received a letter from CDE regarding last year's monitoring which was forwarded to Colette.

Jenae responded that last year's PIRs were approved by CDE but as CDE staff changes and the materials are reviewed again, the requests for materials change.

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- Comprehensive Review (CR) – the meetings and trainings continue with Barstow USD and Apple Valley USD as per corrective action report.
- December 1, 2018 Pupil Count – in process and will be submitted by January 25. This will be the first dual submission through CASEMIS/CALPADS.
- December Duplication Process – will occur after December Pupil Count’s initial submission. There will be more information to come.
- Annual Determination – CDE letters were sent to superintendents and should be forwarded to Colette Garland so D/M SELPA can assist.
- Local Level Annual Performance Report – D/M SELPA preview was sent to directors on January 14.

Peggy presented the Special Education State Indicators Alignment to LCAP Indicators and Dashboard Metrics. She stated it is a helpful matrix providing perspective regarding state indicators.

Jenae said that it is common for small schools to have just a couple of errors that cause the district to be out of compliance. Jenae continued that if it can be identified, CDE may excuse the LEA.

### 8.5 Nonpublic Schools Update

Peggy Dunn reported that there is currently no permanent principal for the Bright Futures campuses but administrator Lori Rucker Johnson is the acting principal. The Apple Valley site is closing and the students will be moved to the Adelanto site at the end of February.

Peggy stated that Desert View NPS opened a severe autism class that is currently accepting students.

Dwight Counsel reported that Desert View NPS has organized staff and classroom for students with severe autism. They are accepting the referrals for students in 1<sup>st</sup>-6<sup>th</sup> grades at this time. He continued that if there is a need for middle and high school classes, Desert View NPS will work to meet that need as well. Dwight stated the campus does have a sensory room and occupational therapists and applied behavior analysis trained staff.

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Jenae Holtz said that referrals are needed for the class to remain open. It is a less restrictive environment for students that are down the hill as they will not be travelling for one to two hours a day. She concluded that an IEP meeting will have to be held to make the change.

### **8.6 D/M SELPA and Charter SELPA Forms**

Colette Garland presented the IEP-At-A-Glance form with the revisions requested by the Steering Committees. She reiterated that it does not replace the IEP and can only be accessed once the IEP is completed, signed and in the CMP Completed Status. Colette continued that the IEP-At-A-Glance is a tool that can be given to general education staff that assist in implementing the IEP. The student demographics were updated and Extended School Year (ESY) Services were added. Health Concerns will be changed to Relevant Factors and is filled from Program Options under Relevant Factors in the IEP. The form will go to programming today and should go live in mid-February.

### **8.7 2018-19 Directors' Trainings**

The next training is scheduled for February 22, 2019 "How NOT to go to Due Process" with BBK attorney Jack Clarke. The training will begin immediately following D/M SELPA Steering Committee Meeting which should be between 11:00am and 11:30am, depending on the meeting agenda.

Jenae stated that the final Directors' Training for this school year will be on April 12, 2019, "School to Work Services for Youth" with D/M SELPA Program Manager Adrienne Shepherd. Jenae encouraged all members to attend even if not in San Bernardino county as there will be many resources and guidance provided at the training.

Kathleen Peters reported that Megan Moore has started her own firm and CAHELP will continue to work with her.

## **9.0 BUSINESS DEPARTMENT REPORTS**

Jenae Holtz reiterated that the January 23, 2019 Finance Committee meeting has been cancelled. The next meeting is scheduled for March 20 and is important because D/M SELPA budgets will be reviewed at that time as well as conversation about how to assist LEAs with their items.

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**10.0 PROGRAM SPECIALISTS' REPORTS**

Danielle Cote stated that an email was sent to the special education directors regarding the possibility of a Paraprofessional Institute Training in August. Danielle asked for an email response with preferred dates August 5-22, 2019 with the number of attendees from each LEA.

Karina Quezada reported that California Alternate Assessment (CAA) materials are now available including tutorial videos, Performing Tasks manuals, and School Version Assignments. The CAA trainings are scheduled for March 12, 2020 at DMESC and there will be morning and afternoon sessions. Karina asked for any questions be directed to her.

**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

11.4 Upcoming Professional Learning Opportunities

**12.0 OTHER**

Jenae Holtz reported that many districts in the state of California received California Public Records Act Request from Los Angeles Unified School District. She asked for those requests be sent to D/M SELPA. Jenae continued that the requests are related to IDEA and regarding attorney fees for due process.

**13.0 MOTIVATION AND INSPIRATION**

Jenae Holtz shared a video titled "Meet the Gutsy Dad that Started A Car Wash to Help His Son Find Purpose".

**ADJOURNMENT**

**NEXT MEETING: FEBRUARY 22, 2019 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.*

## Are English Language Development (ELD) Goals Required in IEPs?

During the January Steering meeting the question of whether English Language Development (ELD) goals were required as part of a child's IEP came up.

The response obtained from the Technical Assistance and Monitoring Office (TAMO) of CDE is:

“During our Federal Program Monitoring process, we do look at IEP's and look to see if the following items are addressed for English learners:

- Are the current ELP performance levels listed in the IEP?
- Was there a discussion of appropriate universal supports and accommodations for the ELP testing (we did give leeway for CELDT vs ELPAC last year, now we expect all the forms to be updated to reflect ELPAC)
- Is there a discussion or an indication of linguistically appropriate academic goals for the student? Most IEP forms have a box stating “these goals are linguistically appropriate”

It would make sense there should be ELD goals as well since all EL students are required to have both integrated and designated ELD instruction as part of their program, but they may or may not be present for all students. It is an IEP after all. We do not critique the goals, we are only looking at whether the IEP team is aware the student is an EL, and their unique needs are addressed for this part of their program. All goals should be written with the student's language level in mind, thus the linguistically appropriate (LA) box. An ELD goal is not often seen although it should be if a student is in SPED 100% of the time say an SDC class.”

Response was received from: [tamo@cde.ca.gov](mailto:tamo@cde.ca.gov) on January 25, 2019

# **Meeting the Needs of English Learners (ELs) with Disabilities Resource Book**

By

Jarice Butterfield, Ph. D.

Santa Barbara County SELPA

On Behalf of the SELPA Administrators of California Association

**Revised in June, 2017 by:**

Jarice Butterfield Santa Barbara County SELPA Director

Gloria Lopez, Retired LAUSD SELPA Director

Lora Gonzalez, Yuba County SELPA Director

This resource book provides regular and special educators information and resources regarding best practices and regulatory requirements for identifying, providing services, and reclassifying English Learners with disabilities. This publication was designed and written to provide the most current and accurate information in regard to English Learners with disabilities known to date in the State of California. It is distributed with the understanding that neither the authors nor the SELPA Administrators of California is engaged in rendering legal, accounting, or other professional service. If legal advice or other expert assistance is required, the services of an appropriate professional should be solicited.

## Section V: Development of Linguistically Appropriate IEP for English Learners with Disabilities

To properly meet the complex needs of students identified as English learners (EL) with disabilities, education professionals from various disciplines must effectively collaborate and involve families in the process. This requires that general education teachers, special educators, and EL specialists consult and collaborate to design and implement effective individualized programs (IEPs) and services for ELs with disabilities to ensure optimal educational outcomes for this diverse group of learners. This section includes information on development of linguistically appropriate IEPs, required IEP components for EL students, other legal requirements related to the IEP of ELs, and frequently asked questions.

The IEP team must consider the language needs of the student as those needs relate to the student's IEP. Specifically, the IEP must include "linguistically appropriate goals, objectives, programs and services". There are also specific IEP team requirements relative to making decisions about whether or not the student will take CELDT or an alternate assessment to measure English proficiency progress, as well as whether or not accommodations or modifications will be needed for the student to take CELDT (20 USC 1414(d) (3) (b) (ii); 34 CFR 300.324 (a) (2) (ii); 30 EC 56345 (b) (2); 30 EC 56341.1 (b) (2)).

California Code of Regulations Title 5, Section §3001 (m) "Linguistically appropriate goals, objectives, and programs" means:

(1)(A) those activities which lead to the development of English language proficiency; and

(1)(B) *Those instructional systems which lead to the language development needs of English language learners.*

(m)(2) *For individuals whose primary language is other than English, and whose potential for learning a second language, as determined by the IEP team, is severely limited, the IEP team may determine that instruction may be provided through an alternate program, including a program provided in the individual's primary language. The IEP team must periodically, but not less than annually, reconsider the individual's ability to receive instruction in the English language*

*Note: Even though it is not a legal requirement to formally identify a preschool age student as an English Learner in California, federal regulations require the IEP team to determine if the student is an English learner for purposes of the IEP and include linguistically appropriate goals and services. For purposes of IDEA's requirement to write IEPs that meet the language needs of the student, IEP teams must determine if students in Pre K are English Learners and ensure that their IEPs are linguistically appropriate. This is not a formal EL identification that is entered in the LEA/district student database.*

### Role of the IEP Team for English Learners With Disabilities

As per the CDE 2016-17 and 2017-18 CELDT Information Guide the IEP team for ELs with Disabilities has the following responsibilities:

- **IEP Team Membership and Meetings** - Convene IEP team meetings that include school officials and the child's parents/guardians as IEP team members



- **Parent Participation** - Ensuring the parent/guardians of students understand and are able to meaningfully participate in the IEP meeting
- **ELP Assessment** - Making decisions about whether or not the student takes the ELP assessment (CELDT) with or without appropriate accommodations, or an alternate assessment in lieu of the CELDT
- **IEP Contents** – The IEP team must ensure the content of the IEP for English learners addresses the students language needs

(See Appendix # D5 *IEP Checklist Form for English Learners*)

### **Required IEP Team Members for ELs**

When appropriate the IEP shall also include, but not be limited to, all of the following: “for individuals whose native language is other than English, linguistically appropriate goals, objectives, programs and services” (EC 56345(b)). The IEP is a written document that is developed for each public school child who is eligible for special education services. The IEP is created through a team effort and reviewed at least once a year.

The required “IEP Team” members are:

- 1) The parents of a child with a disability;
- 2) Not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- 3) Not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- 4) A representative of the Local Education Agency (LEA) who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; knowledgeable about the general education curriculum; and, knowledgeable about the availability of resources of the LEA;
- 5) An individual who can interpret the instructional implications of evaluation results, and who may be a member of the team described above;
- 6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- 7) Whenever appropriate, the child with a disability.

*A person specialized in ELs should be one of the IEP team members with special expertise under number 6 above (34 CFR 300.321(a)(6)-(7); EC 56341(b)(6)-(7)).* For EL students it is best practice to invite staff members to the IEP who have expertise in English language development and can also interpret the results of CELDT testing and primary language testing when applicable (see CDE 2016-17 and 2017-18 CELDT Information Guide pg. 12 and 13 and ED July, 2014 FAQ #7).

### **Parent Participation**

The IEP team must also ensure that parents are provided copies of the IEP notice in their primary language. The parent also must be provided notice they have the right to an interpreter if their primary language is other than English. In addition, districts

must ensure that parents understand the proceedings of the IEP meeting. This may require the district to provide an interpreter if necessary. Parents also have the right to request that a copy of the IEP be provided to them in their primary language. It is also best practice to provide a copy of the assessment reports in the parents' primary language if requested in order to allow them to meaningfully participate in the IEP meeting.

### **IEP Team Decisions Regarding English Language Proficiency (ELP) Assessment**

Most students with disabilities take the CELDT along with all other students under standard conditions. Some students with disabilities may require test variations, accommodations, and/or modifications, or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Accommodations, modifications, and/or alternate assessments must be specified in each student's IEP or Section 504 Plan. Before any test variation is used, the following activities must be considered when preparing or updating the IEP:

- 1) The IEP team determines if the student's disability would preclude him or her from taking any or all domains of the CELDT (with or without variations, accommodations, and/or modifications). The IEP Team completes the CDE's ***Participation Criteria for Alternate Assessments*** (See Appendix # B1 and the CDE 2016-17 and 2018 *CELDT Information Guide*).
- 2) IEP teams review *Matrix 1* in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments*. (see Appendix B1 or go to <http://www.cde.ca.gov/ta/tg/el/resources.asp>).

*Note: Since modifications and alternate assessments fundamentally alter what the test measures, students receive the lowest obtainable scale score (LOSS) on each domain affected and Overall. The LOSS will be used for Title III accountability purposes.*

*Results from a modified or alternate assessment should be used for instructional, initial designation and reclassification decisions, since the LOSS does not reflect the student's English proficiency level.*

- 1) IEP teams discuss the impact of modifications or alternate assessments on the CELDT resulting in scores that are not valid.

### **IEP Contents**

Below is a sample IEP checklist for staff members to use when drafting IEP for an EL student with a known or suspected disability:

- ✓ The IEP indicates if the student is classified as an English learner
- ✓ The IEP includes information about the student's current level of English language proficiency in listening, speaking, reading, and writing (based on current CELDT or alternate assessment scores/levels)
- ✓ The IEP indicates if testing accommodations or modifications are needed for the student to take CELDT or if the student requires an alternate assessment to CELDT and, if so, what the alternate assessment(s) utilized will be

- ✓ The IEP addresses programs and services / instructional systems for the EL, to include how English language development needs will be met and who will provide those services *Note: Indicate the setting, duration and frequency.*
- ✓ The IEP indicates if primary language support is needed
- ✓ The IEP indicates what language will be the language of instruction
- ✓ The IEP includes goals and objectives that are linguistically appropriate (LAGOS)

(See Appendix # D5 for a sample *IEP Checklist* that can be utilized by when drafting IEPs for ELs)

**Documenting Classification as an English Learner (EL) in the IEP.**

The current EI status of students must be documented in the IEP. If a student has been redesignated, then the student is not marked (✓) as an English learner; however, the IEP should indicate the student has been “redesignated”.

**Documenting Current Levels of Language Proficiency in the IEP.**

The IEP must indicate the English learner’s current levels of language proficiency. If the student takes CELDT, then the CELDT scores should be documented in the IEP. If the student takes an alternate assessment to CELDT (as indicated in the IEP), then the IEP must indicate what *English language assessment (ELP)* the student took and the levels of proficiency. If a student has no ELP levels documented in their cumulative file, then it is recommended that the IEP team should administer a language proficiency assessment or work with the EL staff to seek assessment.

**Documenting Programs and Services / Instructional Systems in the IEP.**

The IEP must include the type of program the student will be served in per California and federal regulations. The program options in California are:

- 1) English Language Mainstream (ELM) – an educational setting for ELs where they are integrated with English only students for the majority of the day and receive *English language development (ELD)*,
- 2) Structured English Immersion (SEI) – this is an educational setting or classroom for ELs that are typically functioning below an overall level 3 on CELDT or have low levels of English proficiency. The criteria may be set by the local District, and
- 3) Alternate program (bilingual program with primary language instruction).

(34 C.F.R. 300.320; 5 CCR 3001)

**Documenting Primary Language Support in the IEP.**

Most English learners would benefit from some level of primary language support. Primary language support is not to be confused with “primary language instruction” or bilingual education. Primary language support refers to a means of using the student’s native language strategically to assist them in accessing the core curriculum. It should be noted on the IEP if a student requires primary language support

and how it will be provided. Examples of providing primary language support would be:

- Preview/review or directions on tests or assignments in the student's native language
- Translation of test or assignment directions provided to the student in native language by an interpreter or use of a translation device
- A written translation of a new math concept in the native language or an oral interpretation

### **Documenting the Language of Instruction in the IEP**

It is the jurisdiction of the IEP team to determine what the language of instruction in the core curriculum is for the student. The IEP team determines if instruction will be in "English" or the student's "Native Language". This should be based on the student's needs relative to research related to language acquisition for individuals with disabilities that affect language. As per IDEA no waiver is required when the IEP team determines that a student will receive primary language instruction in the core curriculum or "bilingual education." Remember, this is also relevant for students in preschool.

It is recommended that IEP teams also indicate who by title (such as general education or special education teacher) who will provide the student's English language development (ELD) services. **Remember, ELD is not a special education service (specialized academic instruction) and it should not be documented on the IEP on the "supports and services page".** They may be provided by special education staff in a pull out setting, push in model or through a collaboration model in general education. Note that formal "ELD" services are not required for students in preschool; however, it is recommended that staff incorporate principles of *Universal Design for Instruction*, to include SDAIE.

### **Linguistically Appropriate IEP Goals and Objectives (LAGOS)**

Why is it important to write linguistically appropriate IEPs? It is required that the IEP for an English Learner include linguistically appropriate goals and objectives (*objectives are only required for students receiving a functional skills level curriculum*).

The IEP team must ensure that IEP goals that involve language are linguistically appropriate. **Linguistically appropriate IEP goals should align to the student's current linguistic level in English or assessed level on the CELDT (or designated alternate assessment).** This means the goals must reflect the student's current linguistic level in order to ensure the student can access the goal. When drafting IEP goals, IEP teams should consider the following:

- Cognitive level of the student;
- Linguistic level of the student;
- The developmental level of the student's primary (L1) and secondary (L2) language match;
- Access to the student's prior knowledge and experiences;
- Inclusion of culturally relevant materials and experiences; and

- The student's cultural heritage.

In developing linguistically appropriate goals and objectives (LAGOS), IEP teams must first determine the linguistic levels of the student. Once the team has determined the linguistic needs of the student (by analyzing progress towards attaining the ELD Standards and reviewing CELDT or other language assessment results), the next step is to draft goals based on assessed areas of need related to the disability that align to the student's linguistic needs.

**It is important to note that there is no requirement under federal or state laws and regulations to include English language development goals for students with disabilities since being an English learner in and of itself is not a disability.**

IEP teams may find it useful to utilize ELD standards\* as a starting point for developing LAGOS and as part of the baseline data for each; however LAGOS are not "English language development (ELD) goals".

**Remember, IEP teams must take into consideration the student's assessed areas of need due to the disability or present levels of performance (PLOPS), language proficiency level, and learning style when selecting developing LAGOS for EL students.**

\*CELDT is aligned to the prior California English Language Development (ELD) Standards so IEP teams may find it useful to use the prior standards as a guide for developing LAGOS.

*Note: A minimum of two (2) benchmark objectives must be developed for each goal if the curriculum the student uses is considered an alternate-curriculum that focuses on life-skills.*

The following are samples of linguistically appropriate goals (LAGOS) that are aligned to CELDT data and prior ELD standards for a hypothetical student.

### **Sample Goal 1**

**Domain:** Listening and Speaking

**Strand:** Strategies and Applications

**Sub Strand:** Comprehension

**Level:** Beginning

**Grade:** K-2

**Goal:** By (date), (student) will respond to simple directions and questions in English by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures) with 80% accuracy on 3 consecutive trials as demonstrated by written classroom data.

**Objective:** By (date), (student) will respond to simple directions and questions in English by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures) with 40% accuracy on 2 consecutive trials as demonstrated by written classroom data.

**Objective:** By (date), (student) will respond to simple directions and questions in English by using physical actions and other means of nonverbal communication (e.g.,

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Date Published: 12/03/2018 09:00 PM

CALIFORNIA LEGISLATURE— 2019–2020 REGULAR SESSION

**ASSEMBLY BILL****No. 8****Introduced by Assembly Member Chu****December 03, 2018**

An act to add Section 49429.5 to the Education Code, relating to pupil health.

**LEGISLATIVE COUNSEL'S DIGEST**

AB 8, as introduced, Chu. Pupil health: mental health professionals.

Existing law requires the governing board of any school district to give diligent care to the health and physical development of pupils and authorizes the governing board of a school district to employ properly certified persons for the work. Existing law, effective January 1, 2019, requires a school of a school district or county office of education and a charter school to notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, as provided. Existing law, effective January 1, 2019, requires, subject to sufficient funds being provided, the State Department of Education, in consultation with the State Department of Health Care Services and appropriate stakeholders, to, on or before July 1, 2020, develop guidelines for the use of telehealth technology in public schools, including charter schools, to provide mental health and behavioral health services to pupils on school campuses.

This bill would require, on or before December 31, 2022, a school of a school district or county office of education and a charter school to have at least one mental health professional, as defined, for every 600 pupils generally accessible to pupils on campus during school hours. The bill would require, on or before December 31, 2022, a school of a school district or county office of education and a charter school with fewer than 600 pupils to have at least one mental health professional generally accessible to pupils on campus during school hours, to employ at least one mental health professional to serve multiple schools, or to enter into a memorandum of understanding with a county agency or community-based organization for at least one mental health professional employed by the agency or organization to provide services to pupils. The bill would require a school subject to the bill's provisions with pupils who are eligible to receive Medi-Cal benefits to seek reimbursement for costs of implementing the bill's provisions through the Local Educational Agency Medi-Cal Billing Option and the School-Based Medi-Cal Administrative Activities program, as specified. By imposing additional requirements on local educational agencies, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs

mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

### **SECTION 1.** The Legislature finds and declares all of the following:

(a) In 2014, an estimated 22.5 million Americans 12 years of age or older reported needing treatment for a substance use disorder, and 11.8 million adults reported needing mental health treatment.

(b) Mental health disorders and substance use disorders share some underlying causes, including changes in brain composition, genetic vulnerabilities, and early exposure to stress or trauma.

(c) Fifty-seven percent of Californian children have experienced trauma.

(d) Research shows that people with mental health issues are at a higher risk of a substance use disorder.

(e) Early intervention and prevention of mental health and substance use disorders are critical to Californians' behavioral and physical health.

(f) Three hundred thousand Californian children 4 to 11 years of age, inclusive, have mental health needs, but over 70 percent never receive treatment.

(g) For youth in poverty or with non-English-speaking parents, over 80 percent never receive treatment for their mental health needs.

(h) Both mental health issues and substance use disorders in pupils can lead to absenteeism, suspensions, and dropping out of school at an early age.

(i) Schools have been identified as the optimal place to provide mental health services and improve access to mental health services for pupils, especially pupils of color and pupils in historically underserved communities.

(j) Reflecting on incidents of violence on school campuses, national educator and school professional organizations recommend in published best practices for creating safe and successful schools improving access to school-based mental health supports by ensuring adequate staffing levels of school-employed mental health professionals.

(k) The State of California ranks last or near last in the country for pupil access to mental health care at school. Currently, California has one school nurse for every 2,240 pupils, ranking 39th in the country, and one school counselor for every 792 pupils, ranking last in the country. Additionally, the state has only one school psychologist for every 1,265 pupils and one school social worker for every 12,870 pupils.

### **SEC. 2.** Section 49429.5 is added to the Education Code, to read:

**49429.5.** (a) On or before December 31, 2022, a school of a school district or county office of education and a charter school shall have at least one mental health professional for every 600 pupils generally accessible to pupils on campus during school hours. On or before December 31, 2022, a school of a school district or county office of education and a charter school with fewer than 600 pupils shall do one of the following:

(1) Have at least one mental health professional generally accessible to pupils on campus during school hours.

(2) Employ at least one mental health professional to provide services to pupils at multiple schools.

(3) Enter into a memorandum of understanding with a county agency or community-based organization for at least one mental health professional employed by the agency or organization to provide services to pupils.

(b) The role of a mental health professional required pursuant to this section shall include, but is not limited to, all of the following:

(1) Providing individual and small group counseling supports to individual pupils as well as pupil groups to address social-emotional and mental health concerns.

- (2) Facilitating collaboration and coordination between school and community providers to support pupils and their families by assisting families in identifying and accessing additional mental health services within the community as needed.
- (3) Promoting school climate and culture through evidence-informed strategies and programs by collaborating with school staff to develop best practices for behavioral health management and classroom climate.
- (4) Providing professional development to staff in diverse areas, including, but not limited to, behavior management strategies, mental health support training, trauma-informed practices, and professional self-care.
- (c) A mental health professional required pursuant to this section who does not hold a services credential with a specialization in pupil personnel services as described in Section 44266 or a services credential with a specialization in health for a school nurse as described in Section 44267.5 shall work with pupils only under the supervision of an individual who holds a services credential with a specialization in pupil personnel services as described in Section 44266 or a services credential with a specialization in administrative services as described in Section 44270.2.
- (d) A school of a school district or county office of education and a charter school may employ community mental health workers, cultural brokers, or peer providers to supplement the services provided by mental health professionals if they have a current certificate of clearance from the Commission on Teacher Credentialing and are supervised in their school-based activities by an individual who holds a services credential with a specialization in pupil personnel services as described in Section 44266 or a services credential with a specialization in administrative services as described in Section 44270.2.
- (e) A school of a school district or county office of education and a charter school with pupils who are eligible to receive Medi-Cal benefits shall do both of the following:
- (1) Seek reimbursement, to the extent applicable, through the Local Educational Agency Medi-Cal Billing Option for services provided pursuant to this section.
- (2) Seek reimbursement, to the extent applicable, through the School-Based Medi-Cal Administrative Activities program for administrative costs related to providing services pursuant to this section.
- (f) (1) This section does not alter the scope of practice for any mental health professional in a manner that is not authorized pursuant to existing law.
- (2) This section does not authorize the delivery of mental health services in a setting or in a manner that is not authorized pursuant to existing law.
- (g) For purposes of this section, the following terms have the following meanings:
- (1) "Community mental health worker" or "cultural broker" means a frontline public health worker with behavioral health training who works for pay or as a volunteer in association with the local health care systems and usually shares ethnicity, language, socioeconomic status, or life experiences with the pupils served. A community mental health worker sometimes offers interpretation and translation services and culturally appropriate health education and information, assists pupils and family members in receiving the care they need, and gives, to the extent permitted by law, informal counseling and guidance.
- (2) "Mental health professional" includes any of the following:
- (A) An individual who holds a services credential with a specialization in pupil personnel services as described in Section 44266 that authorizes the individual to perform school counseling, school psychology, or school social work.
- (B) An individual who holds a services credential with a specialization in health for a school nurse as described in Section 44267.5.
- (C) A professional licensed by the State of California to provide mental health services, including, but not limited to, psychologists, marriage and family therapists, and clinical counselors.
- (D) A marriage and family therapist intern as described in subdivision (b) of Section 4980.03 of the Business and Professions Code.
- (E) A marriage and family therapist trainee as described in subdivision (c) of Section 4980.03 of the Business and Professions Code.



(F) A clinical counselor intern as described in subdivision (f) of Section 4999.12 of the Business and Professions Code.

(G) A clinical counselor trainee as described in subdivision (g) of Section 4999.12 of the Business and Professions Code.

(3) "Peer provider" means a person who draws on lived experience with mental illness or a substance use disorder and recovery, bolstered by specialized training, to deliver valuable support services in a mental health setting. Peer providers may include people who have lived experience as clients, family members, or caretakers of individuals living with mental illness. Peer providers offer culturally competent services that promote engagement, socialization, recovery, self-sufficiency, self-advocacy, development of natural supports, identification of strengths, and maintenance of skills learned in other support services. Services provided by peer providers include, but are not limited to, support, coaching, facilitation, or education that is individualized to the pupil.

**SEC. 3.** If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

## Jamie Adkins

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**From:** Jenae Holtz  
**Sent:** Tuesday, February 19, 2019 3:17 PM  
**To:** Jamie Adkins  
**Subject:** FW: Attendance vs. Suspension Data

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**Subject:** Attendance vs. Suspension Data

As I shared in the Chair report on Friday, CDE was examining the correlation between Attendance Data and Suspension Data.

In the next couple of weeks, CDE will be sending out letters to SELPAs who have districts with large data discrepancies and asking them to correct the issues and submit a corrective action plan. I asked for the plan to not be due by June 30th, and they are considering the request and there may be other reasons they need to move it earlier, but they are thinking June 30th may work.

As I shared one of my districts was in this boat. We are already checking this year's data to make sure this is fixed and we only have that one year of incompatible data. I would encourage your gen ed CALPADS folks to look closely to avoid anyone else falling into this boat in the future.

S

**Desert/Mountain SELPA  
2018-19 Low Incidence Fund  
February 8, 2019**

Beginning Balance	136,154.13
Current Year Projected Revenue	<u>302,665.00</u>
Total	438,819.13

LEA	Amount Approved	Amount Paid/Reimbursed	Balance
Academy for Academic Excellence	6,571.86	-	6,571.86
Adelanto Elementary	27,443.81	6,477.32	20,966.49
Apple Valley Unified	39,797.15	2,552.04	37,245.11
Baker Valley Unified	-	-	-
Barstow Unified	4,352.50	-	4,352.50
Bear Valley Unified	-	-	-
Excelsior Education Center	1,824.54	1,824.54	-
Health Sciences High & Middle College	-	-	-
Helendale	-	-	-
Hesperia Unified	62,299.31	16,018.23	46,281.08
Lucerne Valley Unified	1,183.10	1,183.10	-
Needles Unified	-	-	-
Oro Grande	9,381.97	3,169.81	6,212.16
Silver Valley Unified	-	-	-
Snowline Joint Unified	28,937.30	10,185.93	18,751.37
Student Services	28,609.37	14,208.74	14,400.63
Trona Joint Unified	-	-	-
Victor Elementary	37,444.17	20,180.86	17,263.31
Victor Valley Union High	17,150.85	8,759.47	8,391.38
Total LEA	264,995.93	84,560.04	180,435.89
D/M SELPA (Includes Pacific Hearing, Repairs, Adapters for Inventory)	140,532.77	80,109.87	60,422.90
Total LEA + SELPA	405,528.70	164,669.91	240,858.79
Indirect Cost	9,082.62	-	9,082.62
Grand Total	414,611.32	164,669.91	249,941.41
Projected Fund Balance			24,207.81

Desert/Mountain SELPA  
2018-19 Low Incidence by LEA

LEA /LIE NUMBER	AMOUNT		
	AMOUNT APPROVED	PAID/REIMBURSED	BALANCE
<b>ACADEMY FOR ACADEMIC EXCELLENCE</b>			
2019.093	\$ 1,851.42	\$ -	\$ 1,851.42
2019.140	\$ 1,694.94	\$ -	\$ 1,694.94
2019.141	\$ 3,025.50	\$ -	\$ 3,025.50
<b>ACADEMY FOR ACADEMIC EXCELLENCE Total</b>	<b>\$ 6,571.86</b>	<b>\$ -</b>	<b>\$ 6,571.86</b>
<b>ADELANTO ELEMENTARY</b>			
2019.022	\$ 2,203.49	\$ -	\$ 2,203.49
2019.023	\$ 664.80	\$ 622.87	\$ 41.93
2019.084	\$ 6,011.82	\$ -	\$ 6,011.82
2019.091	\$ 2,396.94	\$ 2,396.94	\$ -
2019.100	\$ 2,799.80	\$ -	\$ 2,799.80
2019.110	\$ 323.67	\$ 123.37	\$ 200.30
2019.111	\$ 1,621.10	\$ -	\$ 1,621.10
2019.112	\$ 402.00	\$ -	\$ 402.00
2019.113	\$ 2,254.67	\$ -	\$ 2,254.67
2019.114	\$ 2,787.05	\$ 2,787.05	\$ -
2019.130	\$ 1,085.28	\$ -	\$ 1,085.28
2019.131	\$ 4,346.10	\$ -	\$ 4,346.10
2018.000	\$ 547.09	\$ 547.09	\$ -
<b>ADELANTO ELEMENTARY Total</b>	<b>\$ 27,443.81</b>	<b>\$ 6,477.32</b>	<b>\$ 20,966.49</b>
<b>APPLE VALLEY UNIFIED</b>			
2019.044	\$ 1,042.89	\$ -	\$ 1,042.89
2019.045	\$ 1,042.89	\$ -	\$ 1,042.89
2019.047	\$ 1,042.89	\$ -	\$ 1,042.89
2019.048	\$ 5,560.72	\$ -	\$ 5,560.72
2019.049	\$ 2,484.99	\$ -	\$ 2,484.99
2019.050	\$ 2,542.37	\$ -	\$ 2,542.37
2019.051	\$ 6,943.51	\$ -	\$ 6,943.51
2019.052	\$ 47.68	\$ -	\$ 47.68
2019.079	\$ 1,660.50	\$ -	\$ 1,660.50
2019.094	\$ 116.40	\$ -	\$ 116.40
2019.095	\$ 1,851.42	\$ -	\$ 1,851.42
2019.096	\$ 2,279.73	\$ -	\$ 2,279.73
2019.104	\$ 1,042.89	\$ -	\$ 1,042.89
2019.122	\$ 3,615.84	\$ -	\$ 3,615.84
2019.124	\$ 1,851.42	\$ -	\$ 1,851.42
2019.132	\$ 1,652.62	\$ -	\$ 1,652.62
2019.133	\$ 446.03	\$ -	\$ 446.03
2019.134	\$ 2,020.32	\$ -	\$ 2,020.32
(blank)	\$ 2,552.04	\$ 2,552.04	\$ -
<b>APPLE VALLEY UNIFIED Total</b>	<b>\$ 39,797.15</b>	<b>\$ 2,552.04</b>	<b>\$ 37,245.11</b>
<b>BARSTOW UNIFIED</b>			
2019.053	\$ 4,352.50	\$ -	\$ 4,352.50
<b>BARSTOW UNIFIED Total</b>	<b>\$ 4,352.50</b>	<b>\$ -</b>	<b>\$ 4,352.50</b>
<b>D/M SELPA</b>			
2019.000	\$ 139,384.95	\$ 78,962.05	\$ 60,422.90
(blank)	\$ 1,147.82	\$ 1,147.82	\$ -
<b>D/M SELPA Total</b>	<b>\$ 140,532.77</b>	<b>\$ 80,109.87</b>	<b>\$ 60,422.90</b>

Desert/Mountain SELPA  
2018-19 Low Incidence by LEA

LEA /LIE NUMBER	AMOUNT		
	AMOUNT APPROVED	PAID/REIMBURSED	BALANCE
<b>EXCELSIOR CHARTER SCHOOLS</b>			
2019.014	\$ 1,824.54	\$ 1,824.54	\$ -
<b>EXCELSIOR CHARTER SCHOOLS Total</b>	<b>\$ 1,824.54</b>	<b>\$ 1,824.54</b>	<b>\$ -</b>
<b>HESPERIA UNIFIED</b>			
2019.001	\$ 150.00	\$ 150.00	\$ -
2019.003	\$ 1,892.60	\$ 1,892.60	\$ -
2019.004	\$ 6,159.00	\$ -	\$ 6,159.00
2019.005	\$ 115.14	\$ 115.14	\$ -
2019.007	\$ 2,971.50	\$ 2,971.50	\$ -
2019.008	\$ -	\$ -	\$ -
2019.009	\$ -	\$ -	\$ -
2019.010	\$ -	\$ -	\$ -
2019.011	\$ -	\$ -	\$ -
2019.015	\$ 3,208.24	\$ 3,208.24	\$ -
2019.017	\$ 458.51	\$ 458.51	\$ -
2019.018	\$ 3,069.00	\$ -	\$ 3,069.00
2019.019	\$ 399.95	\$ -	\$ 399.95
2019.020	\$ 27.88	\$ 27.88	\$ -
2019.021	\$ 129.78	\$ 129.78	\$ -
2019.024	\$ 313.51	\$ -	\$ 313.51
2019.025	\$ 134.06	\$ 134.06	\$ -
2019.041	\$ 18.57	\$ -	\$ 18.57
2019.055	\$ 2,080.93	\$ -	\$ 2,080.93
2019.056	\$ 525.14	\$ -	\$ 525.14
2019.057	\$ 1,967.79	\$ -	\$ 1,967.79
2019.058	\$ 2,484.99	\$ -	\$ 2,484.99
2019.060	\$ 139.05	\$ -	\$ 139.05
2019.061	\$ 87.48	\$ -	\$ 87.48
2019.062	\$ 3,002.19	\$ -	\$ 3,002.19
2019.063	\$ 365.93	\$ -	\$ 365.93
2019.064	\$ 2,551.26	\$ -	\$ 2,551.26
2019.065	\$ 1,987.18	\$ -	\$ 1,987.18
2019.066	\$ 458.21	\$ -	\$ 458.21
2019.068	\$ 1,694.94	\$ 1,694.94	\$ -
2019.075	\$ 141.42	\$ -	\$ 141.42
2019.076	\$ 135.75	\$ -	\$ 135.75
2019.080	\$ 12.92	\$ -	\$ 12.92
2019.089	\$ 3,986.13	\$ -	\$ 3,986.13
2019.101	\$ 2,218.31	\$ -	\$ 2,218.31
2019.102	\$ 88.84	\$ -	\$ 88.84
2019.103	\$ 430.95	\$ -	\$ 430.95
2019.105	\$ 3,956.58	\$ -	\$ 3,956.58
2018.000	\$ 5,235.58	\$ 5,235.58	\$ -
2019.142	\$ 1,606.56	\$ -	\$ 1,606.56
2019.143	\$ 2,020.32	\$ -	\$ 2,020.32
2019.144	\$ 2,080.93	\$ -	\$ 2,080.93
2019.145	\$ 137.36	\$ -	\$ 137.36
2019.146	\$ 430.95	\$ -	\$ 430.95
2019.147	\$ 135.75	\$ -	\$ 135.75
2019.148	\$ 135.75	\$ -	\$ 135.75
2019.149	\$ 40.93	\$ -	\$ 40.93
2019.150	\$ 139.95	\$ -	\$ 139.95
PENDING	\$ 2,971.50	\$ -	\$ 2,971.50
<b>HESPERIA UNIFIED Total</b>	<b>\$ 62,299.31</b>	<b>\$ 16,018.23</b>	<b>\$ 46,281.08</b>

Desert/Mountain SELPA  
2018-19 Low Incidence by LEA

LEA /LIE NUMBER	AMOUNT		
	AMOUNT APPROVED	PAID/REIMBURSED	BALANCE
<b>LUCERNE VALLEY UNIFIED</b>			
2019.038	\$ 591.55	\$ 591.55	\$ -
2019.040	\$ 591.55	\$ 591.55	\$ -
<b>LUCERNE VALLEY UNIFIED Total</b>	<b>\$ 1,183.10</b>	<b>\$ 1,183.10</b>	<b>\$ -</b>
<b>ORO GRANDE</b>			
2019.002	\$ 2,391.00	\$ 2,391.00	\$ -
2019.013	\$ 155.94	\$ 155.94	\$ -
2019.115	\$ 1,073.19	\$ -	\$ 1,073.19
2019.117	\$ 145.46	\$ -	\$ 145.46
2019.118	\$ 1,535.44	\$ -	\$ 1,535.44
2019.119	\$ 413.95	\$ -	\$ 413.95
2019.120	\$ 3,002.19	\$ -	\$ 3,002.19
2019.106	\$ 664.80	\$ 622.87	\$ 41.93
<b>ORO GRANDE Total</b>	<b>\$ 9,381.97</b>	<b>\$ 3,169.81</b>	<b>\$ 6,212.16</b>
<b>SNOWLINE JOINT UNIFIED</b>			
2019.006	\$ 2,987.16	\$ 2,987.16	\$ -
2019.016	\$ 4,443.28	\$ 654.55	\$ 3,788.73
2019.026	\$ 1,904.54	\$ 1,904.54	\$ -
2019.029	\$ 52.82	\$ -	\$ 52.82
2019.067	\$ 1,694.94	\$ 1,694.94	\$ -
2019.070	\$ 754.25	\$ -	\$ 754.25
2019.071	\$ 855.44	\$ 855.44	\$ -
2019.072	\$ 1,256.82	\$ 1,256.82	\$ -
2019.083	\$ 2,025.17	\$ -	\$ 2,025.17
2019.097	\$ 2,279.73	\$ -	\$ 2,279.73
2019.098	\$ 3,986.13	\$ -	\$ 3,986.13
2019.099	\$ 416.24	\$ 416.24	\$ -
2019.109	\$ 416.24	\$ 416.24	\$ -
2019.127	\$ 2,857.22	\$ -	\$ 2,857.22
2019.128	\$ 150.00	\$ -	\$ 150.00
2019.129	\$ 1,558.85	\$ -	\$ 1,558.85
PENDING	\$ 1,298.47	\$ -	\$ 1,298.47
<b>SNOWLINE JOINT UNIFIED Total</b>	<b>\$ 28,937.30</b>	<b>\$ 10,185.93</b>	<b>\$ 18,751.37</b>
<b>STUDENT SERVICES</b>			
2019.042	\$ 5,843.23	\$ 5,843.23	\$ -
2019.054	\$ 4,049.52	\$ -	\$ 4,049.52
2019.059	\$ 2,273.26	\$ -	\$ 2,273.26
2019.081	\$ 510.00	\$ -	\$ 510.00
2019.082	\$ 330.68	\$ -	\$ 330.68
2019.107	\$ 2,974.33	\$ 2,974.33	\$ -
2019.108	\$ 5,391.18	\$ 5,391.18	\$ -
2019.123	\$ 2,857.22	\$ -	\$ 2,857.22
2019.125	\$ 494.57	\$ -	\$ 494.57
2019.126	\$ 1,029.46	\$ -	\$ 1,029.46
2019.135	\$ 1,320.48	\$ -	\$ 1,320.48
2019.136	\$ 1,535.44	\$ -	\$ 1,535.44
<b>STUDENT SERVICES Total</b>	<b>\$ 28,609.37</b>	<b>\$ 14,208.74</b>	<b>\$ 14,400.63</b>

Desert/Mountain SELPA  
2018-19 Low Incidence by LEA

LEA /LIE NUMBER	AMOUNT		
	AMOUNT APPROVED	PAID/REIMBURSED	BALANCE
<b>VICTOR VALLEY UNION HIGH</b>			
2019.012	\$ 3,272.12	\$ 3,272.12	\$ -
2019.033	\$ 65.08	\$ -	\$ 65.08
2019.034	\$ 65.08	\$ -	\$ 65.08
2019.035	\$ 2,127.48	\$ -	\$ 2,127.48
2019.037	\$ 4,410.76	\$ 4,410.76	\$ -
2019.085	\$ 1,076.59	\$ 1,076.59	\$ -
2019.086	\$ 1,040.00	\$ -	\$ 1,040.00
2019.087	\$ 99.00	\$ -	\$ 99.00
2019.088	\$ 155.31	\$ -	\$ 155.31
2019.090	\$ 3,986.13	\$ -	\$ 3,986.13
2019.139	\$ 792.83	\$ -	\$ 792.83
PENDING	\$ 60.47		\$ 60.47
<b>VICTOR VALLEY UNION HIGH Total</b>	<b>\$ 17,150.85</b>	<b>\$ 8,759.47</b>	<b>\$ 8,391.38</b>
<b>VICTOR ELEMENTARY</b>			
2019.027	\$ 2,993.10	\$ 2,993.10	\$ -
2019.028	\$ 702.00	\$ 702.00	\$ -
2019.030	\$ 105.06	\$ -	\$ 105.06
2019.031	\$ 664.80	\$ 622.87	\$ 41.93
2019.043	\$ 738.60	\$ -	\$ 738.60
2019.046	\$ 2,391.00	\$ 2,391.00	\$ -
2019.069	\$ 2,051.88	\$ 2,051.88	\$ -
2019.073	\$ 2,020.32	\$ -	\$ 2,020.32
2019.074	\$ 49.70	\$ -	\$ 49.70
2019.116	\$ 1,787.57	\$ -	\$ 1,787.57
2019.121	\$ 436.32	\$ -	\$ 436.32
2018.000	\$ 11,420.01	\$ 11,420.01	\$ -
2019.137	\$ 1,972.64	\$ -	\$ 1,972.64
2019.138	\$ 2,556.10	\$ -	\$ 2,556.10
2019.151	\$ 4,137.60	\$ -	\$ 4,137.60
2019.152	\$ 430.95	\$ -	\$ 430.95
2019.153		\$ -	\$ -
2019.154	\$ 2,986.52	\$ -	\$ 2,986.52
<b>VICTOR ELEMENTARY Total</b>	<b>\$ 37,444.17</b>	<b>\$ 20,180.86</b>	<b>\$ 17,263.31</b>
(blank)			
(blank)		\$ -	\$ -
<b>(blank) Total</b>		<b>\$ -</b>	<b>\$ -</b>
<b>Grand Total</b>	<b>\$ 405,528.70</b>	<b>\$ 164,669.91</b>	<b>\$ 240,858.79</b>

Good afternoon Friends!

Please see this great opportunity below for your middle or high school to apply for Each Mind Matters Mini Grant to help increase mental health awareness among students, staff, and parents on your campus. Twenty five (25) grants will be awarded to middle schools, high schools, and college campuses in California.

Applications are due March 1 and awards will be announced on April 1, 2019. We hope you take advantage of this opportunity to increase awareness of mental wellness and embark on a journey to reduce the stigma related to mental illness.

*Monica Nepomuceno*, MSW

Education Programs Consultant

**Mental Health Services Program**

California Department of Education

1430 N Street, Suite 6408

Sacramento, CA 95814

[mnepomuceno@cde.ca.gov](mailto:mnepomuceno@cde.ca.gov)

Please visit, like, and share our  
Project Cal-Well Facebook Page  
<https://www.facebook.com/projectcalwell/>

For more information on the  
Mental Health Services Act (Prop 63)  
<http://www.cde.ca.gov/ls/cg/mh/>





## School Mental Health Awareness Event-in-a-Box

Each Mind Matters invites you to apply for the 2019 School Mini-Grant Program. This is an opportunity for schools to build California's Mental Health Movement by hosting a mental health awareness event at your school campus during Mental Health Awareness Month in May. This grant opportunity is open to student-run clubs from middle schools, high schools, and college campuses in California. **Application deadline: March 1, 2019.**

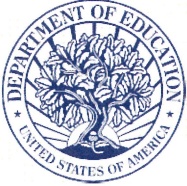
This year we have designed the **Mental Health Awareness Event-in-a-Box!** Applicants are asked to choose ONE of the event box options from below and host the activity event at the school during the month of May. Here are the choices:

- Host a **Mental Health Movie Event**. From a list provided, choose one feature length film and one Directing Change short PSA film. A guided group discussion about the films and mental health will follow. Each Mind Matters resources and goodies for give-aways included!
- Host a **Self-Care Scavenger Hunt**. A great opportunity for interaction and movement where students search around campus to find locations to support self-care. List of clues to search for and prizes for winners are included!

Whichever event-in-a-box you chose, we will provide you with supplies and step-by-step instructions needed to make the activity a success, including materials for a resource table, prizes for winners, Each Mind Matters swag to give away, and funds to pay for food or extra supplies.

Questions? Email us at [Grants@thesocialchangery.com](mailto:Grants@thesocialchangery.com)

[Click Here To Apply](#)



UNITED STATES DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202

December 7, 2017

**Questions and Answers (Q&A) on *U. S. Supreme Court Case Decision*  
*Endrew F. v. Douglas County School District Re-1***

On March 22, 2017 the U.S. Supreme Court (sometimes referred to as Court) issued a unanimous opinion in *Endrew F. v. Douglas County School District Re-1*, 137 S. Ct. 988. In that case, the Court interpreted the scope of the free appropriate public education (FAPE) requirements in the Individuals with Disabilities Education Act (IDEA). The Court overturned the Tenth Circuit’s decision that Endrew, a child with autism, was only entitled to an educational program that was calculated to provide “merely more than *de minimis*” educational benefit. In rejecting the Tenth Circuit’s reasoning, the Supreme Court determined that, “[t]o meet its substantive obligation under the IDEA, a school must offer an IEP [individualized education program] that is reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The Court additionally emphasized the requirement that “every child should have the chance to meet challenging objectives.”

The *Endrew F.* decision is important because it informs our efforts to improve academic outcomes for children with disabilities. To this end, the U.S. Department of Education (Department) is providing parents and other stakeholders information on the issues addressed in *Endrew F.* and the impact of the Court’s decision on the implementation of the IDEA. Because the decision in *Endrew F.* clarified the scope of the IDEA’s FAPE requirements, the Department’s Office of Special Education and Rehabilitative Services (OSERS) is interested in receiving comments from families, teachers, administrators, and other stakeholders to assist us in identifying implementation questions and best practices. If you are interested in commenting on this document or have additional questions, please send them to OSERS by email at [EndrewF@ed.gov](mailto:EndrewF@ed.gov).

[www.ed.gov](http://www.ed.gov)

*The Department of Education’s mission is to promote student achievement and preparedness for global competitiveness by fostering educational excellence and ensuring equal access.*

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## QUESTIONS AND ANSWERS

### OVERVIEW

#### 1. What were the facts surrounding the *Endrew F.* decision?

Endrew, a child with autism, attended public school from kindergarten through fourth grade. In April of 2010, Endrew’s parents rejected the 5<sup>th</sup> grade individualized education program (IEP) proposed by the Douglas County School District. Endrew’s parents believed the proposed IEP was basically the same as the previous IEPs under which their child’s academic and functional progress had stalled. Endrew’s parents subsequently withdrew him from public school and placed him in a private school that specialized in the education of children with autism. Endrew’s behavior in the private school setting improved significantly; his academic goals were strengthened and he thrived. This case arose because Endrew’s parents were unable to obtain tuition reimbursement for the cost of the private school placement.

Endrew’s parents sought reimbursement for the private school tuition payments at a due process hearing, and subsequently sought judicial review of the hearing decision in the U.S. District Court for the District of Colorado after the hearing officer did not grant the relief they were seeking. The District Court affirmed the hearing officer’s decision, and they appealed to the U.S. Court of Appeals for the Tenth Circuit. In these proceedings, Endrew’s parents argued that the IEP proposed by the public school was mostly unchanged from his previous IEPs, under which he made “minimal progress.” The Tenth Circuit rejected the parents’ arguments and concluded that Endrew had received FAPE through the district’s IEPs because they were calculated to provide educational benefit that is merely more than *de minimis* (i.e., more than trivial or minor educational benefit). Endrew’s parents then appealed the case to the U.S. Supreme Court. The Court overturned the Tenth Circuit’s decision.

#### 2. What is the crucial issue that was addressed in the *Endrew F.* decision?

*Endrew F.* clarified the substantive standard for determining whether a child’s IEP – the centerpiece of each child’s entitlement to FAPE under the IDEA – is sufficient to confer educational benefit on a child with a disability.

#### 3. What was the Supreme Court’s final decision in *Endrew F.*?

The Court held that to meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances. In clarifying the standard, the Court rejected the “merely more than *de minimis*” (i.e. more than trivial) standard applied by the Tenth Circuit. In determining the scope of FAPE, the Court reinforced the requirement that “every child should have the chance to meet challenging objectives.”<sup>1</sup>

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<sup>1</sup> 137 S.Ct. at 1000.

## CLARIFICATION OF IDEA’S FAPE REQUIREMENT

### 4. How is FAPE defined in the IDEA?

Under the IDEA, FAPE is a statutory term.<sup>2</sup> It is defined to include special education and related services that

- (1) are provided at public expense, under public supervision and direction, and without charge;
- (2) meet the standards of the State educational agency (SEA), including IDEA Part B requirements;
- (3) include an appropriate preschool, elementary school, or secondary school education in the State involved; and
- (4) are provided in conformity with an IEP that meets the requirements of 34 CFR §§300.320 through 300.324.

Further, each child with a disability is entitled to receive FAPE in the least restrictive environment (LRE).<sup>3</sup>

### 5. Prior to *Endrew F.*, what did the Court say about the substantive standard for FAPE?

Prior to *Endrew F.*, courts relied on the landmark case *Board of Education of Hendrick-Hudson Central School District v. Rowley*. 458 U.S. 176 (1982) (“*Rowley*”). In *Rowley*, the Court held that Amy Rowley, a child with a disability involved in the case, would receive FAPE if her IEP was “reasonably calculated to enable the child to achieve educational benefits.” In *Rowley*, the Court did not establish any one test for determining educational benefit provided to all children covered by the IDEA. The Court did, however, discuss what appropriate progress would be for a child with a disability who was performing above average in the general education classroom with the supports included in her IEP. In *Rowley*, the Court emphasized that an IEP had to be reasonably calculated to enable the child to achieve passing marks and advance from grade to grade.

### 6. What does “*de minimis*” mean and why did the Tenth Circuit Court apply the “*de minimis*” standard in the *Endrew F.* case?

“*De minimis*” is a Latin term which means too trivial or minor to consider. Because the Supreme Court in *Rowley* did not establish one particular test for educational benefit, lower courts (Federal District Courts and Circuit Courts) disagreed over how to determine educational benefit and applied different substantive standards. For example, prior to *Endrew F.*, six U.S. Court of Appeals Circuit Courts applied a “merely more than *de minimis*” standard when considering educational benefit. One of those courts was the U.S. Court of Appeals for the Tenth Circuit, where *Endrew* and his parents lived. Therefore, initially the court applied the “*de minimis*” standard to *Endrew*’s case. This meant that in order to meet its FAPE obligations, the school district only had to show that the child’s IEP was designed to provide a child with a disability more than trivial or minor educational benefit.

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<sup>2</sup> 20 U.S.C. 1401(9) and 34 CFR §300.17.

<sup>3</sup> 20 U.S.C. 1412(a)(5) and 34 CFR §§300.114-300.117

**7. How did *Endrew F.* clarify the standard for determining FAPE and educational benefit?**

With the decision in *Endrew, F.*, the Court clarified that for all students, including those performing at grade level and those unable to perform at grade level, a school must offer an IEP that is “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” This standard is different from, and more demanding than, the “merely more than *de minimis*” test applied by the Tenth Circuit. As the Court stated, “[t]he goals may differ, but every child should have the chance to meet challenging objectives.”<sup>4</sup>

**8. Does the standard in *Endrew F.* apply prospectively to IDEA cases?**

Yes. The Supreme Court decisively rejected the “merely more than *de minimis*” standard used by the Tenth and other Circuits; therefore that standard is no longer considered good law. The Court explained, “[a] student offered an educational program providing merely more than *de minimis* progress from year to year can hardly be said to have been offered an education at all... The IDEA demands more.” Now, as a result of *Endrew F.*, each child’s educational program must be appropriately ambitious in light of his or her circumstances, and every child should have the chance to meet challenging objectives.

**9. Does the standard in *Endrew F.* only apply to situations similar to the facts presented in *Endrew F.*?**

No. The standard that the Court announced in *Endrew F.* clarifies the scope of the FAPE requirements in the IDEA and, as such, applies to the provision of FAPE to any IDEA-eligible child with a disability, as defined by the law. The standard in *Endrew F.* applies regardless of the child’s disability, the age of the child, or the child’s current placement.

**CONSIDERATIONS FOR IMPLEMENTATION**

**10. What does “reasonably calculated” mean?**

The “reasonably calculated” standard recognizes that developing an appropriate IEP requires a prospective judgment by the IEP Team. Generally, this means that school personnel will make decisions that are informed by their own expertise, the progress of the child, the child’s potential for growth, and the views of the child’s parents. IEP Team members should consider *how* special education and related services, if any, have been provided to the child in the past, including the effectiveness of specific instructional strategies and supports and services with the student. In determining whether an IEP is reasonably calculated to enable a child to make progress, the IEP Team should consider the child’s previous rate of academic growth, whether the child is on track to achieve or exceed grade-level proficiency, any behaviors interfering with the child’s progress, and additional information and input provided by the child’s parents. As stated by the Court, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal.”<sup>5</sup>

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<sup>4</sup> 137 S.Ct. at 1000.

<sup>5</sup> 137 S.Ct. at 999.

**11. What does “progress appropriate in light of the child’s circumstances” mean?**

The essential function of an IEP is to provide meaningful opportunities for appropriate academic and functional advancement, and to enable the child to make progress. The expectations of progress in the IEP must be appropriate in light of the child’s unique circumstances. This reflects the focus on the individualized needs of the particular child that is at the core of the IDEA. It also reflects States’ responsibility to offer instruction “specially designed” to meet a child’s unique needs through an IEP.<sup>6</sup>

While the Court did not specifically define “in light of the child’s circumstances,” the decision emphasized the individualized decision-making required in the IEP process and the need to ensure that every child should have the chance to meet challenging objectives. The IDEA’s focus on the individual needs of each child with a disability is an essential consideration for IEP Teams. Individualized decision-making is particularly important when writing annual goals and other IEP content because “the IEP must aim to enable the child to make progress.”<sup>7</sup> For example, the Court stated that the IEP Team, which must include the child’s parents<sup>8</sup> as Team members, must give “careful consideration to the child’s present levels of achievement, disability, and potential for growth.”

**12. How can an IEP Team ensure that every child has the chance to meet challenging objectives?**

The IEP must include annual goals that aim to improve educational results and functional performance for each child with a disability. This inherently includes a meaningful opportunity for the child to meet challenging objectives. Each child with a disability must be offered an IEP that is designed to provide access to instructional strategies and curricula aligned to both challenging State academic content standards and ambitious goals, based on the unique circumstances of that child. The IEP must be developed in a way that ensures that children with disabilities have the chance to meet challenging objectives, as reflected in the child’s IEP goals. Each child’s IEP must include, among other information, an accurate statement of the child’s present levels of academic achievement and functional performance and measurable annual goals, including academic and functional goals.<sup>9</sup> This information must include how the child’s disability affects the child’s involvement and progress in the general education curriculum.

How IEP Team members evaluate and assess this information, as well as the establishment of the child’s IEP goals, will each contribute to ensuring the child has access to challenging objectives. The IEP Team’s effectiveness in gathering and interpreting this information will ensure that, in establishing IEP goals, the child has the opportunity to meet challenging objectives. As the Court

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<sup>6</sup> 137 S.Ct. at 999.

<sup>7</sup> 137 S.Ct. at 999.

<sup>8</sup> The term “parent” means a biological or adoptive parent of a child; a foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent; a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or a surrogate parent who has been appointed in accordance with 34 CFR §300.519. 34 CFR §300.30.

<sup>9</sup> 20 U.S.C. 1414(d)(1)(A)(i)(I)-(IV) and 34 CFR §300.320(a)(1)-(4).



stated in *Endrew F.*, “the IEP must aim to enable the child to make progress.”<sup>10</sup> Determining an appropriate and challenging level of progress is an individualized determination that is unique to each child. When making this determination, each child’s IEP Team must consider the child’s present levels of performance and other factors such as the child’s previous rate of progress and any information provided by the child’s parents.

**13. How can IEP Teams determine if IEP annual goals are appropriately ambitious?**

As the Court stated, “advancement from grade to grade is appropriately ambitious for most children in the regular classroom;” however, the Court also noted that while these “goals may differ...every child should have the chance to meet challenging objectives.”<sup>11</sup> In order to make FAPE available to each eligible child with a disability, the child’s IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum.<sup>12</sup> The term “general education curriculum” is “the same curriculum as for nondisabled children.”<sup>13</sup> We have previously clarified that the phrase “the same curriculum as for nondisabled children” is the curriculum that is based on a State’s academic content standards. This alignment, however, must guide, and not replace, the individualized decision-making required in the IEP process. This decision-making continues to “require careful consideration of the child’s present levels of achievement, disability, and potential for growth” as discussed in question #11.<sup>14</sup>

**14. How can IEP Teams implement the *Endrew F.* standard for children with the most significant cognitive disabilities?**

The Department recognizes that there is a small number of children—those with the most significant cognitive disabilities—whose performance can be measured against alternate academic achievement standards.<sup>15</sup> Alternate academic achievement standards also must be aligned with the State’s grade-level content standards.

Therefore, annual IEP goals for children with the most significant cognitive disabilities should be appropriately ambitious, based on the State’s content standards, and “reasonably calculated to enable the child to make progress appropriate in light of the child’s circumstances.”

**15. What actions should IEP Teams take if a child is not making progress at the level the IEP Team expected?**

An IEP is not a guarantee of a specific educational or functional result for a child with a disability. However, the IDEA does provide for revisiting the IEP if the expected progress is not occurring. This is particularly important because of the Court’s decision in *Endrew F.*, which clarifies that the standard for determining whether an IEP is sufficient to provide FAPE is whether the child is offered an IEP reasonably calculated to enable the child to make progress that is appropriate in light of the child’s circumstances. At least once a year, IEP Teams must review the child’s IEP to determine whether the annual goals for the child are being achieved.

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<sup>10</sup> 137 S.Ct. at 999.

<sup>11</sup> 137 S.Ct. at 1000.

<sup>12</sup> 20 U.S.C. 1414(d)(1)(A) and 34 CFR §300.320(a).

<sup>13</sup> 20 U.S.C. 20 U.S.C. 1414(d)(1)(A)(i)(I)(aa) and 34 CFR §300.320(a)(1)(i).

<sup>14</sup> 137 S.Ct. at 999.

<sup>15</sup> See section 1111(b)(1)(E) of the Elementary and Secondary Education Act (ESEA), and Section 200.6(c) of the Department’s regulations for Title I Part A of the ESEA.



The IEP Team also may meet periodically throughout the course of the school year, if circumstances warrant it. For example, if a child is not making expected progress toward his or her annual goals, the IEP Team must revise, as appropriate, the IEP to address the lack of progress.<sup>16</sup> Although the public agency is responsible for determining when it is necessary to conduct an IEP Team meeting, the parents of a child with a disability have the right to request an IEP Team meeting at any time. If a child is not making progress at the level the IEP Team expected, despite receiving all the services and supports identified in the IEP, the IEP Team must meet to review and revise the IEP if necessary, to ensure the child is receiving appropriate interventions, special education and related services and supplementary aids and services, and to ensure the IEP's goals are individualized and ambitious.

Public agencies may find it useful to examine current practices for engaging and communicating with parents throughout the school year as IEP goals are evaluated and the IEP Team determines whether the child is making progress toward IEP goals. IEP Teams should use the periodic progress reporting required at 34 CFR §300.320(a)(3)(ii) to inform parents of their child's progress. Parents and other IEP Team members should collaborate and partner to track progress appropriate to the child's circumstances.

#### **16. Must IEPs address the use of positive behavioral interventions and supports?**

Where necessary to provide FAPE, IEPs must include consideration of behavioral needs in the development, review, and revision of IEPs.<sup>17</sup> IEP Teams must consider and, if necessary to provide FAPE, include appropriate behavioral goals and objectives and other appropriate services and supports in the IEPs of children whose behavior impedes their own learning or the learning of their peers.<sup>18</sup>

#### **17. How does the *Endrew F.* decision impact placement decisions?**

Consistent with the decision in *Endrew F.*, the Department continues to recognize that it is essential to make individualized determinations about what constitutes appropriate instruction and services for each child with a disability and the placement in which that instruction and those services can be provided to the child. There is no "one-size-fits-all" approach to educating children with disabilities. Rather, placement decisions must be individualized and made consistent with a child's IEP.<sup>19</sup> We note that placement in regular classes may not be the least restrictive placement for every child with a disability. The IDEA Part B regulations specify that each public agency must ensure that a continuum of alternative placements (including instruction in regular classes, special classes, special schools, home instruction, placement in private schools, and instruction in hospitals and institutions) is available to meet the needs of children with disabilities for special education and related services.<sup>20</sup>

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<sup>16</sup> 20 U.S.C. 1412(d)(4)(A).

<sup>17</sup> 20 U.S.C. 1414(d)(3)(B)(i) and 34 CFR §300.324(a)(2)(i) and (b)(2).

<sup>18</sup> 20 U.S.C. 1414(d)(1)(A)(i)(I)-(IV) and 34 CFR §300.320(a)(4).

<sup>19</sup> 20 U.S.C. 1412(a)(5)

<sup>20</sup> 20 U.S.C. 1412(a)(5)

**18. Is there anything IEP Teams should do differently as a result of the *Endrew F.* decision?**

The Court in *Endrew F.* held that to meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances and expressly rejected the merely more than *de minimis*, or trivial progress standard. Although the Court did not determine any one test for determining what appropriate progress would look like for every child, IEP Teams must implement policies, procedures, and practices relating to

- (1) identifying present levels of academic achievement and functional performance;
- (2) the setting of measurable annual goals, including academic and functional goals; and
- (3) how a child's progress toward meeting annual goals will be measured and reported, so that the *Endrew F.* standard is met for each individual child with a disability.

Separately, IEP Teams and other school personnel should be able to demonstrate that, consistent with the provisions in the child's IEP, they are providing special education and related services and supplementary aids and services; making program modifications; providing supports for school personnel; and allowing for appropriate accommodations that are reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances and enable the child to have the chance to meet challenging objectives.

**19. Is there anything SEAs should do differently as a result of the *Endrew F.* decision?**

SEAs should review policies, procedures, and practices to provide support and appropriate guidance to school districts and IEP Teams to ensure that IEP goals are appropriately ambitious and that all children have the opportunity to meet challenging objectives. States can help ensure that every child with a disability has an IEP that enables the child to be involved in and make progress in the general education curriculum and is appropriately ambitious in light of the child's circumstances.<sup>21</sup> While many States and school districts are already meeting the standard established in *Endrew F.*, this is an opportunity to work together to ensure that we are holding all children with disabilities to high standards and providing access to challenging academic content and achievement standards.

**20. Has the *Endrew F.* decision affected parents' due process rights under the IDEA?**

No. Parents can continue to use the IDEA Part B mediation and due process procedures if they disagree with IEP Team determinations about the special education and related services that are appropriate and necessary for their child to receive FAPE.<sup>22</sup> As reflected in *Endrew F.*, the IDEA provides a mechanism whereby parents may opt to place their child in a private school setting in circumstances where they believe FAPE has been denied. If a court or hearing officer determines that a school failed to make FAPE available in a timely manner prior to enrollment in a private school setting, that the private placement is appropriate, and that the parents provided notice to the school district, parents may recover the costs of the private placement.<sup>23</sup> Nothing in *Endrew F.* changes or amends these procedural due process rights.

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<sup>21</sup> 20 USC §1414(d)(1)(A)(i)(IV); 137 S.Ct. at 1000.

<sup>22</sup> 34 CFR §§300.506-300.516

<sup>23</sup> 34 CFR §300.148(e).



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## MEMORANDUM

DATE: February 21, 2019  
TO: Special Education Directors  
FROM: Linda Llamas, Director *LL*

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SUBJECT: Desert/Mountain Children's Center Client Reports

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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

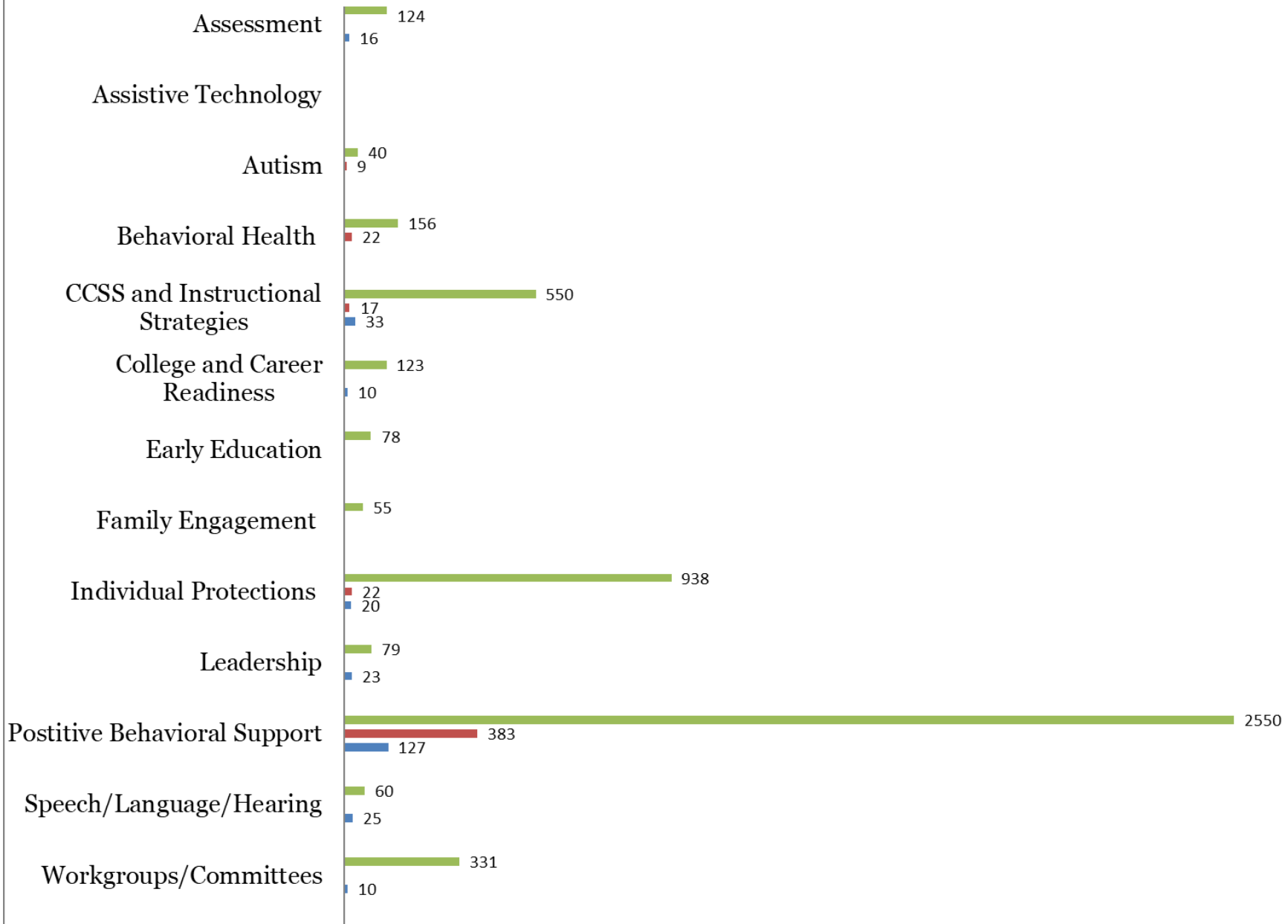
If you should have any questions, please contact me at (760) 955-3606 or by email at [linda.llamas@cahelp.org](mailto:linda.llamas@cahelp.org)

# D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JANUARY 2019 - 717 PARTICIPANTS

5,084 YEAR-TO-DATE PARTICIPANTS

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



**Desert/Mountain SELPA**  
**Due Process Summary**  
**July 1, 2018 - February 22, 2019**

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	1	28	0	0	0	0.5	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	12.83	0.5	0	0	2	1
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	2	7.5	0	0	2	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	6	47.5	1	0	0.5	4.5	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	1.5	12.5	0	1.5	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	4.5	26.5	0	1.5	1	2	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	6	37.96	1	0	2	2	1
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	0	10.33	0	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	2	14.83	0.5	0.5	0	1	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>27</b>	<b>254.94</b>	<b>3</b>	<b>3.5</b>	<b>5.5</b>	<b>12.5</b>	<b>2</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 – January 18, 2019**

<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 – January 18, 2019**

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 09/20/18 – mediation 10/04/18 – settled following mediation with written agreement - CLOSED</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 – January 18, 2019**

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 10/26/18	09/05/18	N/A	10/08/18	10/17/18	09/05/18 – resolution meeting 10/04/18 – awaiting NPS placement decision 10/26/18 – still awaiting resolution settlement agreement – delayed due to placement options and death



**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							in the family; settled prior to hearing - CLOSED
9. Apple Valley USD D/M Operations Case No. 2018090014	1. Placement and supports 2. Assessments 3. LRE 4. FAPE	08/31/18	09/13/18	11/30/18		01/29 – 01/31/19	09/13/18 – resolution meeting – agreed to reconvene after NPS visits take place 11/30/18-Mediation held; no settlement reached 01/17/19 – settlement delayed due to fees from \$91,000 to \$11,000
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	9/28/18 – CLOSED written settlement county provision w/1:1 aide, not stayput; transportation; IEE for SLA & AAC;
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		12/28/18	01/08 – 01/10/19	Pursuing the waiving of statute of limitations; likely going to hearing; seeking placement 10/26/18 – placement issue 02/12/19 – interim placement 20 days
12. Victor Valley UHSD Case No. 2018090720	1. Academic struggles; SL deficits; behavior problems	09/18/18	10/02/18	12/06/18		02/05 – 02/07/19	10/26/18 – agreed to requested IEE, parent refused to sign; student expelled May 2018 for

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							assault on teacher; resolution stopped by attorney; settled 01/17/19 psycho ed provided and ERMHS placement agreement; CLOSED
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	12/10/18	01/04/19	01/15-01/17/19	10/22/18 – resolution meeting scheduled; matter proceeding to mediation on 12/10/18; CLOSED
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. - CLOSED
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	WITHDRAWN - CLOSED
16. Snowline JUSD Case No. 2018100029	1. Appropriate placement and services	09/28/18	10/10/18		11/19/18	11/27/18	10/18/18 – settled at resolution meeting 1. Behavior intervention training 2. NPA at training 3. IEE – FBA – CLOSED
17. Barstow USD Case No. 2018100504	1. Ongoing behavior issues 2. Denial of FAPE	10/09/18	10/23/18	01/10/19		03/05 – 03/07/19	Seeking comp ed

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							IEE – Psycho Ed, FBA BII/BCBA, ERMS; settled at mediation; CLOSED
18. Hesperia USD Case No. 2018100445	1. Child Find 2. Failure to assess in all areas 3. Procedural	10/09/18	Waived	<del>12/12/18</del> 02/11/19	<del>01/18/19</del> 03/22/19	<del>01/29 –</del> <del>01/31/19</del> 04/02- 04/04/19	Mediation timeline waived; mediation held, not settled
19. Victor Valley UHSD Case No. 2018110333	1. Child find 2. Behavior 3. Declining grades 4. Residential placement	11/08/18	12/3/18	TBD	12/24/18	01/03/19	Student incarcerated; settlement offer pending parent approval; settled 12/14/18; CLOSED
20. Snowline JUSD Case No. 2018110496	1. Manifestation determination dispute & expulsion 2. Extensive discipline history without FBA or ERMHS 3. Counseling & compensatory education	11/13/18	11/19/18	TBD		01/08 – 01/10/19	Expedited dates were dismissed by parent attorney; settled post-resolution
21. Snowline JUSD (district filing against parent) Case No. 2018110911	1. Lack of parent consent to implement IEP 2. Order to implement	11/27/18	N/A	TBD	12/12/18	12/27/18	District has not been able to secure parent consent to implement the student's IEP and seeks order from OAH; parent has cross-filed against district (see #23 below); CLOSED
22. Snowline JUSD/DM Operations Case No. 2018120028	1. Failure to assess in all areas 2. Denial of FAPE a. IEP not specially designed	11/30/18	12/11/18	TBD	01/18/19	01/24/19	02/05/19 – settled; settlement delayed due to fees from \$99,000 to \$14,000; CLOSED

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	<ul style="list-style-type: none"> <li>b. Goals not reasonably calculated</li> <li>3. Lack of educational benefit               <ul style="list-style-type: none"> <li>a. All issues not related to DHH</li> </ul> </li> <li>4. Seeking Implementation of complete IEE, ESY services, etc.</li> </ul>						
23. Snowline JUSD/Adelanto Elem SD Case No. 2018120063	<ul style="list-style-type: none"> <li>1. Lack of progress on goals</li> <li>2. Goals repeated year after year</li> <li>3. Violation of classroom care plan</li> <li>4. Hostile environment</li> <li>5. Least restrictive environment</li> <li>6. Seeking 1:1 nurse and NPS</li> </ul>	12/04/18	TBD	TBD	TBD	TBD	Parent cross-filing for #21 above, against both district of residence and current district of service
24. Lucerne Valley USD/Sky Mtn Case No. 2018110130	<ul style="list-style-type: none"> <li>1. LRE – Home School Charter vs. SDC placement</li> <li>2. Denial of FAPE</li> <li>3. IEE</li> <li>4. Denial of services</li> <li>5. Transportation</li> </ul>	12/19/18	01/15/19	TBD	02/01/19	02/12/19-02/14/19	12/19/18 – resolution meeting scheduled; Parent has advocate, not attorney. CDE complaint filed. Amended complaint filed to add Lucerne Valley USD who previously held Sky Mtn. Charter
25. Victor Valley UHSD & Adelanto SD 2018120901	<ul style="list-style-type: none"> <li>1. Failure to provide safe placement</li> <li>2. Services not provided</li> <li>3. Procedural violations as a result of extended absence</li> </ul>	01/07/19	01/18/19	TBD	02/06/19	02/20/19 – 02/21/19	Settlement pending

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2018 – January 18, 2019**

<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>
26. Lucerne Valley & Colton USD 2019010519	1. Denial of FAPE 2. Failure to assess 3. RTC	01/15/19	Pending reschedule	TBD	03/04/19	03/12 – 03/14/19	The case is against Sky Mountain chartered by Lucerne Valley USD; not our SELPA; requesting to dismiss Lucerne Valley USD
27. Snowline JUSD & D/M Operations Case No. 2019010954	Denial of FAPE: 1. Failure to make progress 2. Failure to provide AAC 3. Failure to perform timely services 4. Delay in providing BCBA	01/24/19	Pending		03/11/19	03/19 – 03/21/19	Timeline waived
28. Hesperia USD 2019011096	Denial of FAPE 1. MD violation 2. Failure to provide behavior, social skills, and ERMH support 3. Failure to assess for OT, SLP, and transition	01/29/19		02/11/19	02/11/19	02/19 – 02/20/19	Expedited for M.D. issues; settled 02/07/19; CLOSED

Desert /Mountain SELPA  
Legal Expense Summary  
As of February 22, 2019

SCHOOL YEAR	TOTALS
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	\$150,181.15

# Compliance Updates – DM SELPA #3601

Date: February 2019

## 2016-17 Disproportionality Review Cycle

CDE Contact: Dr. Susan Olsen, CDE FMTA Unit 3, [solsen@cde.ca.gov](mailto:solsen@cde.ca.gov), Phone: 916-319-0491

Waiting on findings by CDE. More information to come after Susan's review.

## 2017-18 Disproportionality Initial Review Results

CDE Contact: Dr. Susan Olsen, CDE FMTA Unit 3, [solsen@cde.ca.gov](mailto:solsen@cde.ca.gov), Phone: 916-319-0491

- Student Level Corrective actions due by 2/15/19.

## 2017-18 Significant Disproportionality

CDE Contact: Dr. Susan Olsen, CDE FMTA Unit 3, [solsen@cde.ca.gov](mailto:solsen@cde.ca.gov), Phone: 916-319-0491

- VVUHSD – continue process

## 2018-19 Disproportionality (SELPA Preview)

CDE Contact: Dr. Susan Olsen, CDE FMTA Unit 3, [solsen@cde.ca.gov](mailto:solsen@cde.ca.gov), Phone: 916-319-0491

- More information at a later date

## 2018-19 Significant Disproportionality (SELPA Preview)

CDE Contact: Dr. Susan Olsen, CDE FMTA Unit 3, [solsen@cde.ca.gov](mailto:solsen@cde.ca.gov), Phone: 916-319-0491

- Using **2017-18** data
- Update: Only AVUSD and Barstow
- CDE sent corrected information – VVUHSD will NOT participate in Sig Dis

## 2018-19 Data Identified Noncompliance (DINC)

CDE Contact: Richard Gifford, CDE FMTA [rgifford@cde.ca.gov](mailto:rgifford@cde.ca.gov)

- DINC Submission completed and approved

## 2018-19 Performance Indicator Reviews (PIR)

CDE Contact: Anthony Sotelo, CDE FMTA [asotelo@cde.ca.gov](mailto:asotelo@cde.ca.gov) \* New to DM Charter SELPA\*

- **2/7/19 SELPA received FINAL copy of Annual Performance Report (APR). SELPA was informed that LEAs should receive official notification in two weeks.**
- PIR review consists of Performance Indicator information and CA Dashboard information
- PIR WORKSHOPS scheduled at the DMESC for:
  - Tuesday, February 26<sup>th</sup> from 1:00 – 4:00 (reschedule for later date)
  - Friday, March 1<sup>st</sup> from 1:00 – 4:00 (reschedule for later date)
  - Monday, March 18<sup>th</sup> from 1:00 – 4:00
  - Friday, April 12<sup>th</sup> from 2:00 – 4:00 (if needed)
  - **SELPA TO SEND OUT PIR WORKSHOP DATES AND CHECKLIST**
- Due date for PIR Plans to SELPA will be **Friday, April 12<sup>th</sup>** – Keep in mind that it is a CDE requirement that SELPA review all PIR Plans.
- Please send all plans to Colette Garland
- After SELPA review and final approval, SELPA will submit Plans to CDE
- LEAs Involved **UPDATED – All LEAs will be involved with PIR, however, waiting on confirmation regarding AAE and SBCSS (3 regions)**

## Comprehensive Review (CR)

CDE Contact: Shawn Howland, CDE FMTA, [showland@cde.ca.gov](mailto:showland@cde.ca.gov)

- Waiting on final findings from CDE for AVUSD and Barstow

## December 1, 2018 Pupil Count

CDE Contact: Shiyloh Duncan-Becerril, [sbecerril@cde.ca.gov](mailto:sbecerril@cde.ca.gov) Phone: (916) 327-3547

- Completed and submitted 1/25/19

## December Duplication Process (After December Count)

CDE Contact: Shiyloh Duncan-Becerril, [sbecerril@cde.ca.gov](mailto:sbecerril@cde.ca.gov) Phone: (916) 327-3547

- Completed and submitted 2/8/19





Desert Mountain Education Service Center

17800 Highway 18  
Apple Valley, CA 92307



Cindy Quan  
cindy.quan@cahelp.org 760.955.3557



CAHELP.ORG  
sbcss.k12oms.org

California Association of Health and  
Education Linked Professions

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## Performance Indicator Review

The Performance Indicator review (PIR) is a component of the Annual Submission Process (ASP). The PIR is a part of the Special Education Division (SED) overall Quality Assurance Process. It is designed to meet, along with other processes, the requirement of the system of general supervision required by Title 23, Code of Federal regulations, Section 300.600. There are eight Performance Indicators that are reviewed for PIR. Indicator 1 - Graduation Rate (4 yr. cohort); indicator 2 - Dropout Rate; indicator 3 - Statewide Assessments; indicator 4A - Suspension and Expulsion; indicator 5 - Least Restrictive Environment (LRE); indicator 6 - Preschool LRE (\*new for PIR); indicator 8 - Parent Involvement; indicator 14 - Post-School Outcomes: Child Find (\*new for PIR).

Day 1: **February 26, 2019** | 1:00 - 4:00 pm  
SELPA team to provide PIR presentation to Local Educational Agency (LEA), discuss possible PIR team members and SELPA role, collect signed Assurances form, review previous PIR plans (if applicable), and review process checklist.

Day 2: **March 1, 2019** | 1:00 - 4:00 pm  
SELPA team to provide PIR presentation to LEAs as needed and assist with the PIR planning process.

Day 3: **March 18, 2019** | 1:00 - 4:00 pm  
SELPA team to assist with the PIR plan.

Day 4: **April 12, 2019** | 2:00 - 4:00 pm  
SELPA team to assist with the PIR plan. LEAS to submit draft to SELPA for final review.

## Registration

Please register online using code PIR at:  
<https://sbcss.k12oms.org/162408>

## Cost

None

A light snack is included with your registration.



## Audience

This workshop is intended for LEAs that have been indicated by California Department of Education (CDE) in the PIR process.

## Presenter

SELPA Team

## Special Accommodations

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

8.5 Nonpublic Schools Update  
Verbal report, no materials

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA (CODE 3601)  
 DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA (CODE 3651)  
 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 • (760) 552-6700

- Individualized Family Service Plan  Individualized Education Program  
 Individualized Services Plan  Not Eligible  
 Eligible No Plan Parentally Placed in Private School  Eligible No Plan Other Reasons

**PURPOSE OF MEETING**

- Eligibility / Initial Placement  
 Transfer / **Annual** Placement  
 SELPA Code: \_\_\_\_\_  
 Annual  
 Triennial  
 D/M 119 Completed  
 Other: \_\_\_\_\_  
 **Annual / Matriculation**

**STUDENT INFORMATION:**

Last: \_\_\_\_\_ First: \_\_\_\_\_ Mid. Initial: \_\_\_\_\_ Suffix: \_\_\_\_\_  
 DOB: \_\_\_\_\_ Age: \_\_\_\_\_ Student No: \_\_\_\_\_ Gender:  M  F Grade: \_\_\_\_\_  
 Ethnicity: Select one only  YES, Hispanic or Latino **OR**  NO, not Hispanic or Latino Indicate one or more race(s) below:  
 (1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_  
 Medi-Cal Eligible:  Yes  No Medi-Cal No.: \_\_\_\_\_ SSID No.: \_\_\_\_\_  
 Parent/Guardian/Surrogate: \_\_\_\_\_ Home Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 Mailing Address: \_\_\_\_\_ Emg. Phone: \_\_\_\_\_  
 Contact Person (if student address different): \_\_\_\_\_ Contact Phone: \_\_\_\_\_  
 Student's Address (if different): \_\_\_\_\_ Residency Code: \_\_\_\_\_  
 LEA of Residence: \_\_\_\_\_ School of Residence: \_\_\_\_\_  
 LEA of Service: \_\_\_\_\_ Attending School: \_\_\_\_\_  
 School Type Code: \_\_\_\_\_ Weekly % of Time the Student is in the General Education Setting: \_\_\_\_\_  
 Infant Setting (Ages 0-2): \_\_\_\_\_ Preschool Setting (Ages 3-5): \_\_\_\_\_ School Age Setting (Ages 6-22): \_\_\_\_\_

**DISABILITY:**

**PRIMARY DISABILITY:** \_\_\_\_\_  
**SECONDARY DISABILITY:** \_\_\_\_\_

Check all that apply below and indicate the Primary and Secondary Disability Codes in the space provided above: (\*Low Incidence)

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Intellectual Disability (210) | <input type="checkbox"/> Hard of Hearing (220)*          | <input type="checkbox"/> Deafness (230)*              | <input type="checkbox"/> Speech / Lang. Imp. (240)   |
| <input type="checkbox"/> Visual Impairment (250)*      | <input type="checkbox"/> Emotional Disturbance (260)     | <input type="checkbox"/> Orthopedic Impairment (270)* | <input type="checkbox"/> Other Health Imp. (280)     |
| <input type="checkbox"/> Est. Med. Disability (281)    | <input type="checkbox"/> Spec. Learning Disability (290) | <input type="checkbox"/> Deaf / Blindness (300)*      | <input type="checkbox"/> Multiple Disabilities (310) |
| <input type="checkbox"/> Autism (320)                  | <input type="checkbox"/> Traumatic Brain Injury (330)    |   |  |

**DATE:**

**TIMELINE INFORMATION (DATES)**

Please mark the appropriate box and complete all information as they relate to the child.

CHECK HERE IF INFANT (AGE 0-2)  CHECK HERE IF CHILD IS AGE 3-22  
 Referred by for Initial Assessment: \_\_\_\_\_  
 Date LEA Received Signed AP: \_\_\_\_\_ Initial Referral Date: \_\_\_\_\_  
 Initial IEP Meeting Date: \_\_\_\_\_ Pre-referral Intervention w/in last 2 Years:  Yes  No  
 If assessment not completed prior to student's 3<sup>rd</sup> birthday, specify Code No.: \_\_\_\_\_  
 If assessment not completed within 60-day timeline, specify Code No.: \_\_\_\_\_  
 Low Incidence Disability:  Yes  No Disability Code:  220  230  250  270  300  
 Original S.E. Entry Date: \_\_\_\_\_ Exit S.E. Date: \_\_\_\_\_ S.E. Re-entry Date: \_\_\_\_\_  
 Exit S.E. Code: \_\_\_\_\_  
 Current Annual Date: \_\_\_\_\_ Next Annual Review Date: \_\_\_\_\_  
 Annual Delay Date: \_\_\_\_\_ Reason for Delay: \_\_\_\_\_  
 Current Triennial Date: \_\_\_\_\_ Next Triennial Date: \_\_\_\_\_  
 Triennial Delay Date: \_\_\_\_\_ Reason for Delay: \_\_\_\_\_  
 Early Start Transition Plan Meeting Date: \_\_\_\_\_  
 Home Language Code: \_\_\_\_\_ English Language Learner:  Yes  No  
 Migrant:  Yes  No Extended School Year:  Yes  No No. of Days: \_\_\_\_\_  
 Agency Services:  CCS  Rehab  CARE  Reg. Ctr.  Other: \_\_\_\_\_  
 Severe Disability  Non-severe Disability  Solely Low Incidence Disability (0-2 Years Only)

**GRADUATION INFORMATION**

Participate in High School Curriculum to Graduate with a Diploma  Yes  No  
 High School Program Leading to a Certificate of Completion  Yes  No

**SPECIAL TRANSPORTATION INFORMATION**

Check if student requires special transportation arrangements to participate in special education services.

Eligible (indicate type and provider)  Eligible - Parent Declined  Not Eligible

Type: \_\_\_\_\_

Provider: \_\_\_\_\_

**REASON FOR DECISION / ELIGIBILITY STATEMENT:**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**ANNUAL / MATRICULATION**

SPECIAL EDUCATION AND RELATED SERVICES								
	SERVICE (CODE NO.)**	CLASS NO.	PROVIDER	LOCATION OF SERVICE (CODE NO.)	PROJECTED START DATE	PROJECTED END DATE	FREQUENCY (CODE NO.)	DURATION (MINUTES PER FREQUENCY)
Primary	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
2	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
3	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
4	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
5	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
6	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
7	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
8	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
9	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
10	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
11	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
12	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
13	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
14	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
15	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
16	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
17	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
18	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							

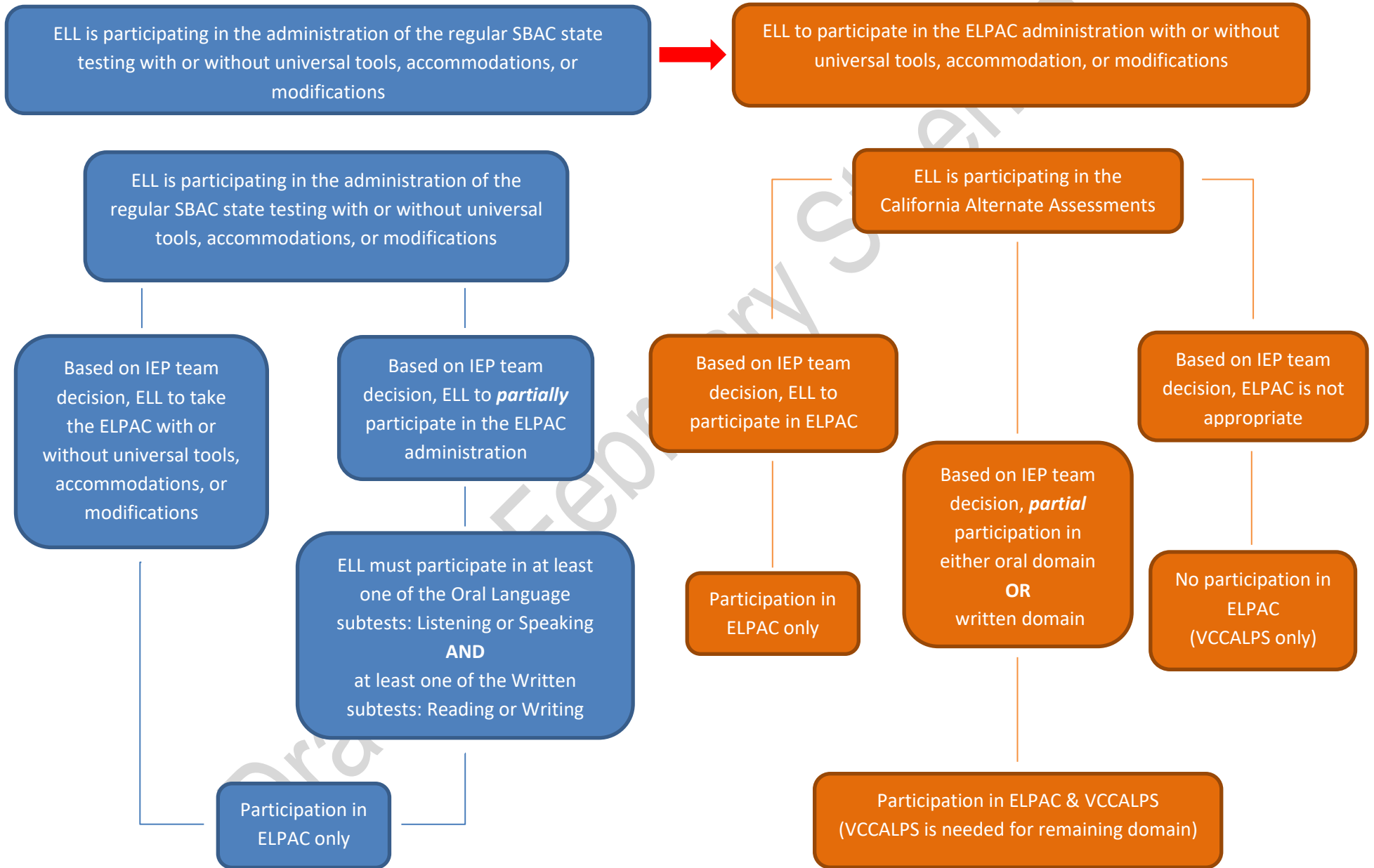
\*\* NOTE: Programs and services will be provided according to where the student is in attendance and consistent with the LEA of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

**COMMENTS:**

**OFFER OF FREE APPROPRIATE PUBLIC EDUCATION (FAPE)**

**OFFER OF FAPE:**

# English Language Proficiency Assessments Decision Tree for Students with Disabilities





Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PARTICIPATION CONSIDERATION**

**PURPOSE AND USE:** Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the ELPAC even with universal tools, designated supports or accommodations. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Check "Agree" or "Disagree" for each item	
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environment.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	The student cannot address the performance level assessed in the ELPAC, even with accommodations.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	The decision to participate in the alternate assessment is <b>not</b> based on the amount of time the student is receiving special education services.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	The decision to participate in the alternate assessment is <b>not</b> based on excessive or extended absences.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	The decision to participate in the alternate assessment is <b>not</b> based on language, cultural, or economic difference.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	The decision to participate in the alternate assessment is <b>not</b> based on the deafness/blindness, visual, auditory, and/or motor disabilities.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	The decision to participate in the alternate assessment is <b>not</b> primarily based on a specific categorical label.
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of the statements is "Disagree," the team should consider including the student in the ELPAC with the use of any necessary accommodations. Specify whether the student will be assessed using the alternate in all domains or which domain(s) of the ELPAC the alternate assessment(s) is replacing.

**EXTENT OF PARTICIPATION IN NEXT STATEWIDE ASSESSMENT PROGRAM**

ELPAC	
<input type="checkbox"/> OPTION 1:	<b>CODE 60-ELPAC <u>with</u> TESTING ACCOMMODATIONS</b> <b>CODE 70-ELPAC <u>without</u> TESTING ACCOMMODATIONS</b> ELPAC ONLY
<input type="checkbox"/> OPTION 2:	<b>CODE 60-ELPAC <u>with</u> TESTING ACCOMMODATIONS</b> <b>CODE 70-ELPAC <u>without</u> TESTING ACCOMMODATIONS</b> ELPAC PARTIAL PARTICIPATION: 1 ORAL DOMAIN & 1 WRITTEN DOMAIN (ALTERNATE ASSESSMENT NOT NEEDED) <b>ORAL DOMAIN:</b> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <b>WRITTEN DOMAIN:</b> <input type="checkbox"/> Reading <input type="checkbox"/> Writing
<input type="checkbox"/> OPTION 3:	<b>CODE 80-ELPAC PARTIAL PARTICIPATION</b> ELPAC PARTIAL PARTICIPATION (ONLY 1 DOMAIN; ALTERNATE ASSESSMENT NEEDED FOR REMAINING DOMAIN) <b>ORAL DOMAIN:</b> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <b>WRITTEN DOMAIN:</b> <input type="checkbox"/> Reading <input type="checkbox"/> Writing
<input type="checkbox"/> OPTION 4:	<b>CODE 85-ELPAC NOT TO PARTICIPATE (ALTERNATE ASSESSMENT MUST BE TAKEN)</b> <a href="http://www.vcselpa.org/LinkClick.aspx?fileticket=QUL-LcSs2dY%3d&amp;portalid=0">http://www.vcselpa.org/LinkClick.aspx?fileticket=QUL-LcSs2dY%3d&amp;portalid=0</a> <b>CODE 90-ELPAC NOT TO PARTICIPATE (STUDENT IS OUTSIDE OF TESTING GROUP OR ON AN ISP)</b>

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

**PROGRAM OPTIONS AND RATIONALE**

**REGULAR PROGRAM PARTICIPATION**

Physical Education     Modified Physical Education     Lunch, Recess, Passing Periods     School Day Activities     Title I     Migrant  
 Electives: \_\_\_\_\_     Academic Areas:    Language Arts: \_\_\_\_\_    Math: \_\_\_\_\_    Science: \_\_\_\_\_    Social Studies: \_\_\_\_\_

**EXTENT OF PARTICIPATION IN NEXT STATEWIDE ASSESSMENT PROGRAM**    \* COMPLETE AND ATTACH FORM D/M 68F - TESTING MATRIX    DRDP TYPE: \_\_\_\_\_

CAASPP = CA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS | CAST = CA SCIENCE TEST | CAA = CA ALTERNATE ASSESSMENT | ELPAC = ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CA

*38-CAASPP <i>without</i> DESIGNATED SUPPORTS / ACCOMMODATIONS ( <b>UNIVERSAL TOOLS ONLY</b> )	90- NOT TO PARTICIPATE (STUDENT OUTSIDE OF TESTING GROUP OR AN ISP)	*96-CAA <i>with</i> UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS
*39-CAASPP <i>with</i> UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS		
*40-CAST <i>without</i> DESIGNATED SUPPORTS / ACCOMMODATIONS ( <b>UNIVERSAL TOOLS ONLY</b> )	*95-CAA <i>without</i> DESIGNATED SUPPORTS / ACCOMMODATIONS ( <b>UNIVERSAL TOOLS ONLY</b> )	*97-CAA SCIENCE <i>without</i> UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS
*41-CAST <i>with</i> UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS		

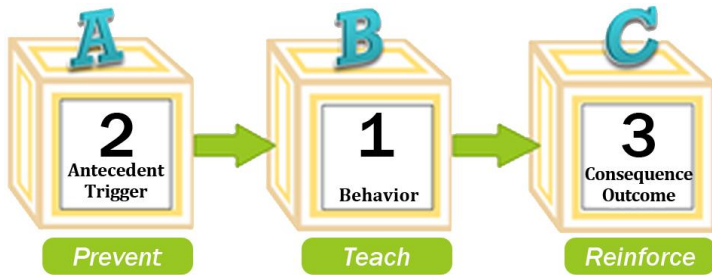
SPECIFY RATIONALE FOR CAA: \_\_\_\_\_  CAA CRITERIA ATTACHED

Tests, evaluations, and information relied upon: *(include state and local test scores; if ELL, include most recent ELPAC scores here)*

Other relevant factors: *(i.e., equipment, attendance, etc.)*  **Health care plan:**

**Consideration of options on the placement continuum;** reason(s) for the delivery of education services outside the student's school of residence and/or general education environment:

Discussion and consideration of potential harmful effects, if any, the proposed educational placement will have on the student or on the quality of necessary services.  Yes  No



Positive Behavioral Interventions & Supports

# PBIS

## BEHAVIORAL SUPPORT PLAN

Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

Tier 1 and Tier 2 strategies currently utilized: \_\_\_\_\_

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

School Site: \_\_\_\_\_ LEA: \_\_\_\_\_ Next Monthly Review Date: \_\_\_\_\_

### SECTION A (PART I): QUALITY OF LIFE (QOL)

Identify the Quality of Life strengths, needs, and objectives as defined by the student/family. (Consider QOL domains, i.e., residence, family, social, emotional/psychological, educational/vocational, safety, legal, medical, other possible areas.)

Action plan, including objectives:

### SECTION B: BEHAVIOR

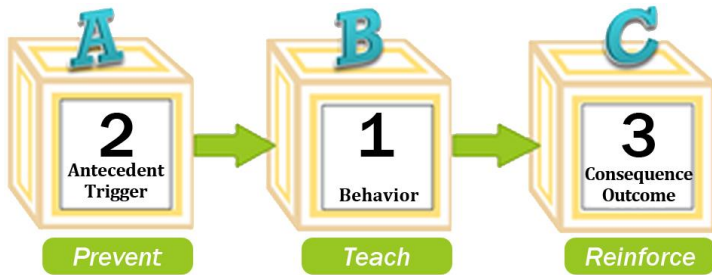
Describe the behavior impeding the student's learning. (The target behavior must be observable/measurable.)

Frequency (How often?)

Intensity (low 1 – 5 high)

Duration (How long?)





Positive Behavioral Interventions & Supports

# PBIS

## BEHAVIORAL SUPPORT PLAN

Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

### SECTION C: ANTECEDENTS

Mark the box(es) to describe what specific event or activities occurred before the target behavior.

<b>TIME</b>	<input type="checkbox"/> Time of day	<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Transition between location/activities	<input type="checkbox"/> Other _____
<b>SPACE</b>	<input type="checkbox"/> Room arrangement <input type="checkbox"/> Long delays	<input type="checkbox"/> Seating arrangement <input type="checkbox"/> Room conditions ( <i>noise level, lighting, temperature</i> )	<input type="checkbox"/> Events from other environments	<input type="checkbox"/> Other _____
<b>MATERIAL</b>	<input type="checkbox"/> New task/activity <input type="checkbox"/> Over/under stimulation	<input type="checkbox"/> Activity/item denied ( <i>told "no"</i> ) <input type="checkbox"/> Preferred activity interrupted	<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Work level higher than student's ability	<input type="checkbox"/> Other _____
<b>INTERACTION</b>	<input type="checkbox"/> Peer conflict <input type="checkbox"/> Asked to wait <input type="checkbox"/> Verbal directive	<input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Activity/item denied ( <i>told "no"</i> ) <input type="checkbox"/> Lack of freedom, choice of desirable activities, friends	<input type="checkbox"/> Consequences not clear to student <input type="checkbox"/> Interactions ( <i>adult and/or peers</i> )	<input type="checkbox"/> Other _____
<b>OTHER</b>	<input type="checkbox"/> Other _____			

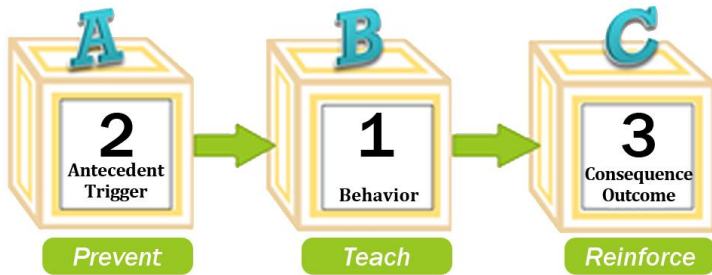
Describe in detail what triggers the target behavior based on the antecedent(s) selected above.

### SECTION D: CONSEQUENCES

What typically happens immediately after the target behavior occurs, who does what, where does the student go? (e.g., what happens when teacher presents a task, the student yells, which results in the student ignoring the requests of the teacher)

Sent to the office       Moved to another classroom       Asked to work independently       Teacher ignores student

Other: \_\_\_\_\_  
\_\_\_\_\_



Positive Behavioral Interventions & Supports

# PBIS

## BEHAVIORAL SUPPORT PLAN

Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

### SECTION E: PROACTIVE ENVIRONMENTAL STRATEGIES (Linked to Section C)

Based on the antecedent(s) selected in Section C, mark all the proactive environmental strategies that will be implemented.

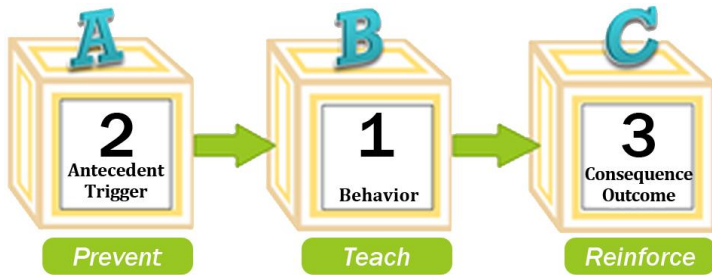
<b>TIME</b>	<input type="checkbox"/> Provide a break	<input type="checkbox"/> Request for clarification	<input type="checkbox"/> Give less time on tasks
	<input type="checkbox"/> Chunking	<input type="checkbox"/> Signal transition	<input type="checkbox"/> Give more time on tasks
	<input type="checkbox"/> Clear/consistent routine	<input type="checkbox"/> Offer choices	<input type="checkbox"/> Schedule adjustment
	<input type="checkbox"/> Structured daily schedule	<input type="checkbox"/> Teach a closure system to know when he/she is done	
	<input type="checkbox"/> Other: _____		

<b>SPACE</b>	<input type="checkbox"/> Change the lighting	<input type="checkbox"/> Needed materials are easily accessible	<input type="checkbox"/> Student will sit near the front
	<input type="checkbox"/> Quiet areas	<input type="checkbox"/> Personal space	<input type="checkbox"/> Student needs to sit near assigned support buddy
	<input type="checkbox"/> Rearrange the room/furniture	<input type="checkbox"/> Study carrels	<input type="checkbox"/> Preferred seating
	<input type="checkbox"/> Allow flexible seating positions <i>(stand, sit on ball, etc.)</i>	<input type="checkbox"/> Different work spaces for different tasks	<input type="checkbox"/> Create separate or designated work areas
	<input type="checkbox"/> Post all classroom rules and daily schedules in prominent locations	<input type="checkbox"/> Adjust sounds <i>(e.g., volume of music, voice volume)</i>	
	<input type="checkbox"/> Other: _____		

<b>MATERIAL</b>	<input type="checkbox"/> Task-structuring	<input type="checkbox"/> High interest materials	<input type="checkbox"/> Visual schedule <i>(class, individual)</i>
	<input type="checkbox"/> Graphic organizer	<input type="checkbox"/> Communication system	<input type="checkbox"/> Hands-on learning or manipulatives
	<input type="checkbox"/> Notebook organizer	<input type="checkbox"/> Curriculum adjustments	<input type="checkbox"/> Personal interests used for motivation
	<input type="checkbox"/> Allow for "do-overs"	<input type="checkbox"/> Enlarged print-size books	<input type="checkbox"/> Adjust difficulty/length/amount of assignment
	<input type="checkbox"/> Assistive technology devices	<input type="checkbox"/> Skilled/ability level material <i>(age-appropriate, size, etc.)</i>	
	<input type="checkbox"/> Other: _____		

<b>INTERACTION</b>	<input type="checkbox"/> Modeling	<input type="checkbox"/> Hands-on learning	<input type="checkbox"/> Conflict resolution skills
	<input type="checkbox"/> Choices	<input type="checkbox"/> Peer models	<input type="checkbox"/> Prompt <i>(visual, verbal)</i>
	<input type="checkbox"/> Verbally praise student	<input type="checkbox"/> Progress reports	<input type="checkbox"/> Re-teaching
	<input type="checkbox"/> Social skills instruction	<input type="checkbox"/> Use specific supportive words	<input type="checkbox"/> Praise successes
	<input type="checkbox"/> Use calm, de-escalating language	<input type="checkbox"/> Provide opportunities to respond	<input type="checkbox"/> Ongoing communication with guardian(s)
	<input type="checkbox"/> Other: _____		

<b>OTHER</b>	<input type="checkbox"/> Other: _____
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Positive Behavioral Interventions & Supports

# PBIS

## BEHAVIORAL SUPPORT PLAN

Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

Describe in detail what environmental components the team will implement to prevent or reduce the need for the student to use the target behavior. (e.g., environmental strategies, structure, support(s)). This should also include student access to Tier 1 and Tier 2 supports.

### SECTION F: FUNCTION OF BEHAVIOR (Linked to Section D)

Mark the appropriate box(es) to identify the purpose of specific behavior for each area below.

<b>TO GET</b>	<input type="checkbox"/> Attention (peer/staff)	<input type="checkbox"/> Sensory input (e.g., noise, lights)	<input type="checkbox"/> Tangible (e.g., desired item)
<b>TO AVOID/ESCAPE</b>	<input type="checkbox"/> Attention (peer/staff)	<input type="checkbox"/> Sensory input (e.g., noise, lights)	<input type="checkbox"/> Tangible (e.g., desired item)

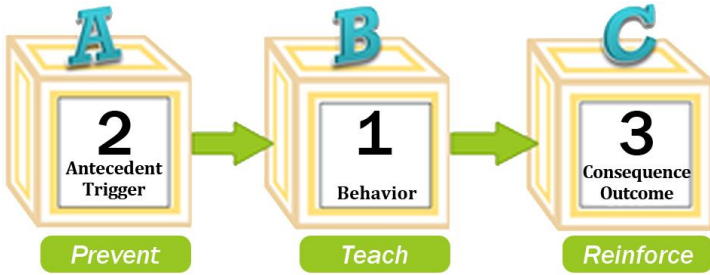
[Click HERE](#) for more function resources

Describe why the team believes the target behavior occurs. (i.e., student engages in the undesired behavior to get \_\_\_\_ OR student engages in the undesired behavior to avoid/escape \_\_\_\_).

### SECTION G: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR (Linked to Section F)

Mark the appropriate box(es) to promote appropriate replacement behavior that serves the same function as current behavior.

<b>TO GET</b>	<input type="checkbox"/> Ask to help the teacher	<input type="checkbox"/> Ask to show completed work	<input type="checkbox"/> Write out feelings
	<input type="checkbox"/> Ask to work with a peer	<input type="checkbox"/> Request to talk about feelings w/an adult	<input type="checkbox"/> Develop a plan to earn item
	<input type="checkbox"/> Negotiate a plan with teacher to get back at a more appropriate time		<input type="checkbox"/> Refer to a visual schedule to know when it is his/her turn
	<input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know		
	<input type="checkbox"/> Other: _____		
<b>TO AVOID/ESCAPE</b>	<input type="checkbox"/> Request teachers' help	<input type="checkbox"/> Request to work on alternate assignment	<input type="checkbox"/> Ask for a break
	<input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know		
	<input type="checkbox"/> Other: _____		



Positive Behavioral Interventions & Supports

# PBIS

## BEHAVIORAL SUPPORT PLAN

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### SECTION H: BEHAVIORAL OBJECTIVE

Describe replacement behavior/positive behavior. (Insert in boxes below to form an objective. How can the student get or escape in a more appropriate way?)

By What Date	Student Name	Insert selection from Section G	When given/presented with	In ___ out of ___ opportunities over a ___ month period	As measured with what, and by whom

Note the steps that will be taken to teach the behavioral objective (who, what, where, when, how):

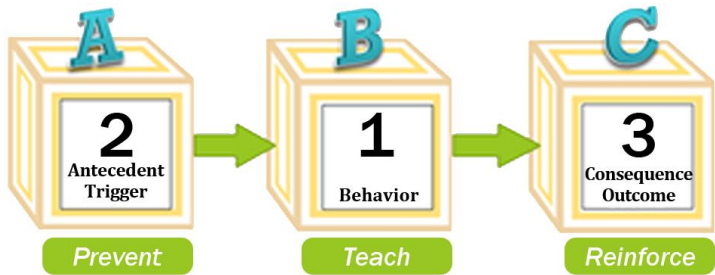
### SECTION I: REINFORCEMENT

Mark applicable positive behavior reinforcements.

<b>PHYSICAL</b>	<input type="checkbox"/> Handshakes	<input type="checkbox"/> High Fives	<input type="checkbox"/> Smiles	<input type="checkbox"/> Other: _____
<b>VERBAL</b>	<input type="checkbox"/> Peer recognition	<input type="checkbox"/> Recognition of student's strengths and talents	<input type="checkbox"/> Use of specific praises	
	<input type="checkbox"/> Other: _____			
<b>TANGIBLES</b>	<input type="checkbox"/> Certificates	<input type="checkbox"/> Positive phone calls or notes	<input type="checkbox"/> Positive coupons	<input type="checkbox"/> Preferred activity
	<input type="checkbox"/> Other: _____			
<b>VALUE SYSTEM</b>	<input type="checkbox"/> Points	<input type="checkbox"/> Tokens	<input type="checkbox"/> Other: _____	
<b>PRIVILEGES</b>	<input type="checkbox"/> Listen to music	<input type="checkbox"/> Free time	<input type="checkbox"/> Exempt assignments	<input type="checkbox"/> Time on the computer
	<input type="checkbox"/> Seating location	<input type="checkbox"/> Extra test points	<input type="checkbox"/> Other: _____	
	<input type="checkbox"/> Preferred activity (describe) _____			

[Click HERE](#) for more reinforcement resources

Note the steps that will be taken to thin (slowly remove) the reinforcement:



Positive Behavioral Interventions & Supports

# PBIS

## BEHAVIORAL SUPPORT PLAN

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### SECTION J: SAFETY

Describe how staff should handle the situation if the target behavior escalates causing safety concerns for self and/or others.

### SECTION K: MODIFICATION TO SECTION A (PART I) QUALITY OF LIFE (QOL)

NEXT MONTHLY MEETING, review QOL domain(s) that were considered by the student/family in Section A (Part I) and list external agencies/resources available. (Note any action plans and any changes.)

### SECTION L: PROGRESS MONITORING

How will behavior change be measured?

Monthly Review Date

Quality of Life Objectives

(To be determined by family)

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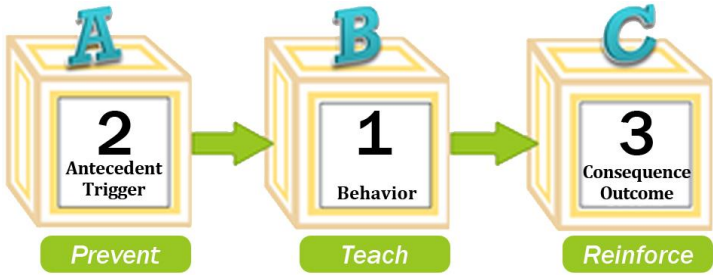
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Positive Behavioral Interventions & Supports

# PBIS

## BEHAVIORAL SUPPORT PLAN

Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

**Monthly Review Date**

**School Behavioral Objectives**

**Measurement**

- Daily/Weekly Reports  Frequency/Duration/Intensity Form
- Daily/Weekly Reports  Frequency/Duration/Intensity Form
- Daily/Weekly Reports  Frequency/Duration/Intensity Form
- Daily/Weekly Reports  Frequency/Duration/Intensity Form
- Daily/Weekly Reports  Frequency/Duration/Intensity Form

### SECTION M: PARTICIPANTS IN PLAN DEVELOPMENT (COMMUNICATION)

- Phone calls: By whom? \_\_\_\_\_ To whom? \_\_\_\_\_ How often? \_\_\_\_\_
- E-mail: By whom? \_\_\_\_\_ To whom? \_\_\_\_\_ How often? \_\_\_\_\_
- Other: \_\_\_\_\_ By whom? \_\_\_\_\_ To whom? \_\_\_\_\_ How often? \_\_\_\_\_
- Other: \_\_\_\_\_ By whom? \_\_\_\_\_ To whom? \_\_\_\_\_ How often? \_\_\_\_\_

[Click HERE](#) for more Measurement and Communication Resources

Administrator: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_ Student: \_\_\_\_\_


**Agency Support:** \_\_\_\_\_ Staff: \_\_\_\_\_ BSP Coordinator: \_\_\_\_\_

Agency Support: \_\_\_\_\_ Staff: \_\_\_\_\_ Other: \_\_\_\_\_

Agency Support: \_\_\_\_\_ Staff: \_\_\_\_\_ Other: \_\_\_\_\_

Agency Support: \_\_\_\_\_ Staff: \_\_\_\_\_ Other: \_\_\_\_\_

# MEMORANDUM

**DATE:** February 22, 2019  
**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: February 5, 2019  
To: Directors of Special Education  
From: Jenae Holtz, Chief Executive Officer   

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**Subject: Audiological Service Reports**

Attached are the Audiological Service Reports for the month of January 2019 by district.

If you have any questions concerning these reports, please contact Linda Rodriguez, Program Specialist at (760) 955-3681 or via email at [linda.rodriguez@cahelp.org](mailto:linda.rodriguez@cahelp.org).



Desert Mountain SELPA  
2018-2019 Non-Public School Placement Report

	January				February				March				April				May				June							
	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	6		3	9	6		3	9																				
Apple Valley	11		7	18	13		7	20																				
Baker																												
Barstow	1	2		3	3	2		5																				
Bear Valley		3		3		2		2																				
Helendale																												
Hesperia	8	1		9	7	1		8																				
High Tech High																												
Lucerne Valley		1		1																								
Needles																												
Oro Grande																												
Silver Valley																												
Snowline	9	6		15	8	5		13																				
Trona																												
Victor Elem	4	1		5	7	1		8																				
VVUHSD	17	4		21	19	4		23																				
<b>TOTALS</b>	<b>56</b>	<b>18</b>	<b>10</b>	<b>84</b>	<b>63</b>	<b>15</b>	<b>10</b>	<b>88</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				

## Upcoming Trainings

Date/Time	Event	Location
2/26/2019 8:00 AM - 3:30 PM	HOW DOES YOUR ENGINE RUN?	DMESC
2/26/2019 8:30 AM - 3:30 PM	THE ROLE OF UNIVERSAL SCREENING IN TIERED SYSTEMS OF SUPPORT	DMESC
2/27/2019 10:00 A - 1:00 PM	A PARENT'S GUIDE TO SUPPORTING AN INDIVIDUAL WITH AUTISM	DMESC
2/28/2019 12:30 PM - 3:30 PM	VISUAL SUPPORTS: EDUCATING ALL STUDENTS	DMESC
3/5/2019 8:00 AM - 4:00 PM	YOUTH MENTAL HEALTH FIRST AID	DMESC
3/6/2019 1:00 PM - 4:00 PM	WEBIEP AFERNOON SESSION	DMESC
3/6/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
3/7/2019 3:00 PM - 5:00 PM	PRIVATE SCHOOLS MEETING	DMESC
3/7/2019 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP	
3/12/2019 12:30 PM - 3:30 PM	PBIS REINFORCEMENTS IN THE INCLUSIVE CLASSROOM	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))  
 17800 Highway 18, Apple Valley, California 92307  
 (760) 552-6700 Office \* (760) 242-5363 Fax

## Upcoming Trainings

Date/Time	Event	Location
3/12/2019 8:30 AM - 11:30 A	CALIFORNIA ALTERNATE ASSESSMENT (CAA) MORNING SESSION	DMESC
3/12/2019 1:00 PM - 4:00 PM	CALIFORNIA ALTERNATIVE ASSESSMENT (CAA) AFTERNOON SESSION	DMESC
3/13/2019 8:30 AM - 11:30 A	EARLY CHILDHOOD DAILY SCHEDULES AND VISUAL SUPPORTS	DMESC
3/13/2019 8:30 AM - 3:30 PM	IEP FORMS AND FACTS	DMESC
3/14/2019 12:30 PM - 3:30 PM	PROMPTING	DMESC
3/15/2019 2:30 PM - 4:00 PM	SPANISH TRANSLATORS' WORKGROUP	DMESC
3/19/2019 8:30 AM - 3:00 PM	MEANINGFUL PARENT PARTICIPATION	DMESC
3/19/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
3/20/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
3/20/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC

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## Upcoming Trainings

Date/Time	Event	Location
3/21/2019 8:30 AM - 3:30 PM	BSP THROUGH THE PBIS LENS	DMESC
3/21/2019 3:00 PM - 5:00 PM	SUPPORTING AND UNDERSTANDING CHILDREN FROM ADVERSE BACKGROUNDS	DMESC
3/21/2019 8:30 AM - 3:30 PM	TRAUMA, TOXIC STRESS, BEHAVIOR, AND THE DEVELOPING BRAIN AND ADVERSE BACKGROUNDS	DMESC
3/27/2019 12:30 PM - 4:00 PM	PBIS TOT TRAINING PREP	DMESC
3/28/2019 12:30 PM - 3:30 PM	REINFORCEMENT	DMESC
3/28/2019 8:00 AM - 4:00 PM	RESTORATIVE CONFERENCES	DMESC
4/2/2019 8:30 AM - 3:30 PM	PBIS SUSTAINABILITY NETWORK	DMESC
4/3/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
4/3/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
4/3/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC

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# California Association of Health and Education Linked Professions

## Upcoming Trainings

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Date/Time	Event	Location
4/4/2019 2:00 PM - 4:00 PM	PBIS CREATING A RESPONSIVE CLASSROOM	DMESC
4/5/2019 9:00 AM - 11:00 A	SPECIAL CIRCUMSTANCE INSTRUCTIONAL ASSISTANCE (SCIA) REVIEW	DMESC
4/11/2019 8:30 AM - 3:30 PM	AUTISM FOR PARAPROFESSIONALS: BEHAVIOR, COMMUNICATION, AND SOCIAL UNDERSTANDING	DMESC
4/12/2019 12:30 PM - 3:30 PM	EARLY CHILDHOOD CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE-TIME) INSTRUCTION	DMESC
4/12/2019 8:30 AM - 3:30 PM	STEERING AND SPECIAL EDUCATION DIRECTORS' TRAINING	DMESC
4/15/2019 8:30 AM - 4:00 PM	IMSE ComPrehensive Orton-Gillingham	DMESC
4/17/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
4/17/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
4/18/2019 8:30 AM - 3:30 PM	WHY TRY? LEVEL 2	DCESC
4/23/2019 5:30 PM - 7:30 PM	11TH ANNUAL TRANSITION RESOURCE FAIR	DMESC

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## Upcoming Trainings

Date/Time	Event	Location
4/25/2019 8:30 AM - 3:30 PM	PBIS TEAM WORKGROUP	DMESC
4/25/2019 1:30 PM - 3:30 PM	PROMOTE PROCESS AFTERNOON SESSION	DMESC
4/25/2019 9:00 AM - 11:00 A	PROMOTE PROCESS COURSE MORNING SESSION	DMESC
4/30/2019 8:30 AM - 2:00 PM	IMPLEMENTING CULTURALLY RESPONSIVE SYSTEMS AND PRACTICES	DMESC
4/30/2019 12:30 PM - 3:30 PM	SCHOOL PYSCHOLOGISTS COMMITTEE MEETING	DMESC
5/1/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
5/1/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
5/1/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
5/3/2019 1:30 PM - 3:30 PM	EARLY CHILDHOOD PROFESSIONAL LEARNING COLLABORATIVE GROUP	DMESC
5/3/2019 9:00 AM - 3:00 PM	MANAGEMENT INFORMATION SYSTEM (MIS) USERS' MEETING	DMESC

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## Upcoming Trainings

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Date/Time	Event	Location
5/9/2019 5:00 PM - 7:00 PM	COMMUNITY ADVISORY COMMITTEE	DMESC
5/15/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
5/15/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
5/24/2019 12:30 PM - 3:30 PM	MANAGING BURNOUT, COMPASSION FATIGUE, VICARIOUS TRAUMA, AND RESILIENCE	DMESC
5/31/2019 2:30 PM - 4:00 PM	WEBIEP SPANISH TRANSLATORS' WORKGROUP	DMESC

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