

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING**

*August 22, 2019 – 8:30 a.m.*

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

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## **AGENDA**

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### **1.0 CALL TO ORDER**

### **2.0 PUBLIC PARTICIPATION**

Citizens are encouraged to participate in the deliberation of the Desert/Mountain SELPA Steering Committee. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a “Registration Card to Address the Desert/Mountain SELPA Steering Committee” to the Recording Secretary and adhere to the provisions described therein.

### **3.0 ADOPTION OF THE AGENDA**

**BE IT RESOLVED** that the August 22, 2019 Desert/Mountain SELPA Steering Committee Meeting Agenda be approved as presented.

### **4.0 PRESENTATIONS**

#### **4.1 Disproportionality and Using the Self-Review**

Dr. Jon Eyler, the founder of Collaborative Learning Solutions (CLS) will provide a preview on disproportionality and systems to monitor and change the outcomes of disproportionality.

#### **4.2 Brown Act Review**

Jenae Holtz will present on the function of the Brown Act and the use of Brown Act regulations in our meetings.

### **5.0 INFORMATION/ACTION**

#### **5.1 CAHELP JPA Brown Act Policies**

Jenae Holtz will present newly created policies regarding the use of the Brown Act Regulations in all meetings governed by CAHELP JPA. The meetings include: Steering Committee meetings, Finance Committee meetings, Charter SELPA Executive Council meetings and Governance Council meetings.

5.1.1 **BE IT RESOLVED** that the CAHELP JPA Brown Act Policies be approved as presented.

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### 5.2 Desert/Mountain SELPA Policy and Procedures Chapter 5 and D/M 157 Forms (**ACTION**)

Policies and procedures governing the operation of special education programs within the Desert/Mountain SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Policies and Procedures are modified as necessary in order to ensure that special education programs are operated in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Policy and Procedures and SELPA Forms are submitted to the D/M SELPA Steering Committee for consideration and approval.

5.2.1 **BE IT RESOLVED** that the Desert/Mountain SELPA Policy & Procedures Chapter 5 and D/M 157 Forms be approved as presented.

### 5.3 Postsecondary Transition Services Manual

The Postsecondary Transition Services' Manual is a guide for students transitioning from high school to adult living. The manual was developed to assist participating LEAs, families, and students with disabilities in understanding the legal requirements and best practices for transition services.

5.3.1 **BE IT RESOLVED** that the Postsecondary Transition Services' Manual be approved as presented.

## **6.0 CONSENT ITEMS**

It is recommended that the Steering Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

6.1 **BE IT RESOLVED** that the following Consent Items be approved as presented:

6.1.1 Approve the June 14, 2019 Desert/Mountain SELPA Steering Committee Meeting Minutes.

## **7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS**

### 7.1 Legislative Updates

Jenae Holtz will present the latest in State and Federal law related to students with disabilities and school law.

### 7.2 CALPADS Communication

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Jenae Holtz will present on the upcoming changes from CASEMIS to CALPADS.

7.3 Lockdown Procedures

Jenae Holtz will lead a discussion on LEAs and their lockdown procedures to ensure CAHELP staff are aware of the various procedures as they are on the campuses each day.

7.4 Audiological Services Calendar

Rich Frederick will present the 2019-20 Audiological Services Calendar.

7.5 Desert/Mountain Children's Center Client Services Reports

Linda Llamas will present the Children's Center monthly reports.

7.6 Professional Learning Summary

Heidi Chavez will present an update on the SELPA's professional development.

7.7 Resolution Support Services Summary

Kathleen Peters will present an update on the SELPA's resolution support services.

7.8 Career and Technical Education (CTE) Reports

Adrienne Shepherd will present the Career and Technical Education (CTE) Reports.

7.9 Positive Behavioral Interventions and Supports (PBIS) LEA Assignments

Kami Murphy will present the D/M SELPA PBIS LEA Assignments.

7.10 2019-20 Schedule of PBIS Assessment Windows

Kami Murphy will present the 2019-2020 Schedule of PBIS Assessment Windows.

7.11 PBIS Recognition Event - Save the Date

Kami Murphy will present the PBIS Recognition Event Save the Date Flyer.

7.12 Compliance Update

Peggy Dunn will present an update on compliance items from the California Department of Education (CDE).

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7.13 Update on California Alternate Assessment (CAA) State Testing

Karina Quezada will present on the recently released 2019-20 CAA Administration Planning Guides from CDE that are available at [www.caaspp.org](http://www.caaspp.org).

7.14 California Practitioners' Guide for Educating English Learners with Disabilities

Karina Quezada will share the CDE developed guide to provide guidance to LEAs in the identification, classification, and servicing of students with disabilities who are also English Language Learners.

7.15 Adapting Curriculum: Engaging All Learners Through Universal Design for Learning Training

Bonnie Garcia will present the Adapting Curriculum: Engaging All Learners Through Universal Design for Learning training flyer.

7.16 Region 10 Alternative Dispute Resolution (ADR) Training Flyer

Karina Quezada will be presenting the Region 10 ADR Training Flyer: Applying Neuroscience Research in Special Education Mediation.

7.17 2020 ADR Conference - One Team, One Goal: Utilizing Mindfulness to Build Relationships in Education

Karina Quezada will present the conference flyer for the 2020 ADR Conference - One Team, One Goal: Utilizing Mindfulness to Build Relationships in Education.

7.18 Region 10 Behavior Conference Flyer

Danielle Cote will be presenting the Region 10 Behavior Conference Flyer on Inclusion-Focused Supports for Students with Behavioral Challenges.

7.19 CASEMIS 2 CALPADS Training

Colette Garland will be presenting the CASEMIS 2 CALPADS training flyer.

7.20 Special Education Teacher Academy Flyer

Linda Rodriguez will present the Special Education Teacher Academy Flyer.



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- 7.21 CAHELP Training Opportunity - Neurobiology of Attachment: Promoting Development and Learning Through Relationships in Children with Prenatal Substance Exposure

Jenae Holtz will present the CAHELP Training Opportunity flyer for Neurobiology of Attachment: Promoting Development and Learning Through Relationships in Children with Prenatal Substance Exposure.

### **8.0 INFORMATION ITEMS**

- 8.1 Monthly Occupational & Physical Therapy Services Reports
- 8.2 Monthly Nonpublic School/Agency Placement Report
- 8.3 Upcoming Professional Learning Opportunities

### **9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

### **10.0 CEO COMMENTS**

### **11.0 MATTERS BROUGHT BY CITIZENS**

This is the time during the agenda when the Desert/Mountain SELPA Steering Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue.

When coming to the podium, citizens are requested to give their name and limit their remarks to three minutes.

Persons wishing to make complaints against Desert/Mountain SELPA Steering Committee personnel must have filed an appropriate complaint form prior to the meeting.

When the Desert/Mountain SELPA Steering Committee goes into Closed Session, there will be no further opportunity for citizens to address the Council on items under consideration.

### **12.0 ADJOURNMENT**

The next regular meeting of the Desert/Mountain SELPA Steering Committee will be held on Friday, September 20, 2019, at 8:30 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

*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.*

4.1 Disproportionality and Using the Self-Review  
Verbal presentation, no materials

# Brown Act Training

California's Open Meeting Law

August 22, 2019



# Purpose of the Brown Act

The Brown Act states that it is the intent of the law that the actions of public legislative bodies be taken openly and that their deliberations be conducted openly (Government Code section 54950).







**Definition  
of  
Legislative  
Body**

The Brown Act defines a “legislative body” as the governing body of a local agency or a commission, committee, board or other body of a local agency, whether permanent or temporary, decision making or advisory, created by resolution or formal action of the legislative body.

# Definition of Meetings

The term “meeting” is defined in the Brown Act as including any congregation of a majority of the members of a legislative body at the same time and place to hear, discuss, or deliberate upon any matter which is under its subject matter jurisdiction.



# Open Meeting Requirements

Under the Brown Act, all meetings of the legislative body of the local agency are required to be open and public, except for authorized closed sessions. All members of the public must be permitted to attend any meeting of the legislative body of a local agency, unless they are disruptive (Government Code section 54953).



# Action Items

All actions taken by the legislative body must be taken in open session unless authorized in closed session. Action taken is defined as a collective decision made by a majority of the members to make a positive or negative decision, and may include an actual vote by a majority of the members (Government Code section 54952.6)







**Open Meeting  
Requirements,  
continued**

The Brown Act prohibits taking action by secret ballot and prohibits the legislative bodies of a local agency from restricting the broadcast of open and public meetings unless it is disruptive. Members of the public may record open public meetings (Government Code section 54953.5).

# Teleconferencing Open Meetings

Teleconferencing (either audio or video, or both) may be used during meetings under limited circumstances. All votes taken during a teleconference must be by roll call. If the legislative body elects to use teleconferencing, the legislative body must post agendas at all teleconference locations, and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of the local agency (Government Code section 54953 (b)).



Time and Place of meeting with agenda must be posted 72 hours in advance of the meeting

Meetings to be held within the boundaries of the territory over which the local agency exercises jurisdiction

# What is Not a Meeting?

Attempts to generate consensus of majority or quorum outside of a formal meeting are improper. However, the vetting of topics with less than a quorum as needs arise is fine, i.e., officers meeting or a President-VP discussion, or a discussion by Board Member with staff is not a “Brown Act Meeting”.





# Agenda Requirements

- Availability of Agenda
- Agenda for Regular Meeting
- Amendment of Agenda
- Special Meetings
- Sufficiency of Agenda
- Adjournment and Emergency Meetings



# Closed Sessions

- Must be announced in open session the item or items to be discussed in closed session
- Students
- Personnel
- Real Property Negotiations
- Labor Negotiations



# **Distribution of Documents**

All agendas and other writings of public meetings are disclosable public records under the California Public Records Act and shall be made available upon request without delay (Government Code section 54957.5)



# Public Comment

The Brown Act provides for two types of public comments periods:

- A general audience comment period at the start allowing the public to comment on any item of interest that is within the subject matter jurisdiction of the local agency that can be scheduled at any time during the meeting. Recommended.
- A specific comment period pertaining to the items on the meeting's agenda that must be allowed prior to consideration of each agenda item. Not recommended.





# Public Comment Restrictions

- A public agency may adopt reasonable regulations limiting the total amount of time allocated to each person for public comment and the total time allotted for public comment.
- Typical time limits restrict individual speakers to three to five minutes.
- The Brown Act prohibits preclusion of public comments criticizing the policies, procedures, programs, services or acts or omissions of the public agency.





**Voting Members  
of the  
Desert/Mountain  
SELPA Steering  
Committee**

- One representative of the LEA may be a voting member
  - Assistant Superintendent of Pupil Services
  - Director of Special Education or Pupil Services
- In the event of an absence from this person, the person may submit a name as a proxy to vote on their behalf

# Quorum

- A quorum for CAHELP steering committee is considered to be:
  - 1/3 of members present at roll call





See Attached Policies



## **Organizational Policy Statement: The Ralph M. Brown Act**

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SECTION A: DESERT/MOUNTAIN SELPA

SECTION B: DESERT/MOUNTAIN CHARTER SELPA

SECTION C: CAHELP FINANCE COMMITTEE

SECTION D: DESERT/MOUNTAIN CHARTER SELPA EXECUTIVE COUNCIL

### **Introduction**

The California Association of Health and Education Linked Professions (CAHELP) Joint Powers Authority (JPA) conducts all ancillary meetings under the governing rules of The Ralph M. Brown Act. The following entity meetings are subject to the Brown Act:

- Desert/Mountain SELPA Steering Committee
- Desert/Mountain Charter SELPA Steering Committee
- CAHELP Finance Committee
- Desert/Mountain Charter SELPA Executive Council

### **Section A – Desert/Mountain SELPA**

The Desert/Mountain Special Education Local Plan Area (“D/M SELPA”) Steering Committee shall consist of the Special Education Director, Assistant Superintendent, Superintendent or CEO representing each LEA member of the D/M SELPA. A representative representing multiple LEAs shall count as a single member of the Steering Committee. Each member of the Steering Committee shall have one vote. Each member of the Steering Committee may designate in writing an alternate representative, including but not limited to another member of the Steering Committee (“proxy”). If the Special Education Director or Assistant Superintendent is unable to attend a

meeting, the designated alternate representative or designee shall have the full authority of the Special Education Director or Assistant Superintendent for the purpose of decision-making. Such a designation must be received by the Chief Executive Officer (“CEO”) of California Association of Health and Education Linked Professions Joint Powers Authority (“CAHELP JPA”), prior to the commencement of a scheduled meeting of the Steering Committee, which will be effective only for that meeting. One-third of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The chairperson for the D/M SELPA Steering Committee will be the CEO from the CAHELP JPA. The Vice-President of the Steering Committee is the Operations Officer (“COO”) from the CAHELP JPA and the secretary is appointed by the CEO. If the CEO from the CAHELP JPA is unable to attend and chair the meeting, the COO from the CAHELP JPA shall chair the meeting. If both the CEO and COO from the CAHELP JPA are unable to attend and chair the meeting, the CEO shall appoint a designee to chair the meeting.

## **Section B – Desert/Mountain Charter SELPA**

The Desert/Mountain Charter Special Education Local Plan Area (“D/M Charter SELPA”) Steering Committee shall consist of the Special Education Director, Assistant Superintendent, Superintendent or CEO representing each LEA member of the D/M Charter SELPA. A representative representing multiple LEAs shall count as a single member of the Charter Steering Committee. Each member of the Charter Steering Committee shall have one vote. Each member of the Charter Steering Committee may designate in writing an alternate representative, including but not limited to another member of the Charter Steering Committee (“proxy”). If the representative is unable to attend a meeting, the designated alternate representative or designee shall have the full authority of the representative for the purpose of decision-making. Such a designation must be received by the Chief Executive Officer (“CEO”) of California Association of Health and Education Linked Professions Joint Powers Authority (“CAHELP JPA”), prior to the commencement of a scheduled meeting of the Charter Steering Committee, which will be effective only for that meeting. One-third of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The chairperson for the D/M Charter SELPA Steering Committee will be the CEO from the CAHELP JPA. The Vice-President of the Charter Steering Committee is the Operations Officer (“COO”) from the CAHELP JPA and the secretary is appointed by the CEO. If the CEO from the CAHELP JPA is unable to attend and chair the meeting, the COO from the CAHELP JPA shall chair the meeting. If both the CEO and COO from the CAHELP JPA are unable to attend and chair the meeting, the CEO shall appoint a designee to chair the meeting.

## **Section C – CAHELP Finance Committee**

- Desert/Mountain SELPA
- Desert/Mountain Charter SELPA



The California Association of Health and Education Linked Professions (“CAHELP”) Finance Committee shall consist of the Special Education Director, Assistant Superintendent, Business Officer of the LEA, Superintendent or CEO representing each LEA member of the D/M SELPA and D/M Charter SELPA. A representative representing multiple LEAs shall count as a single member of the Finance Committee. Each member of the Finance Committee shall have one vote. Each member of the Finance Committee may designate in writing an alternate representative, including but not limited to another member of the Finance Committee (“proxy”). If the representative is unable to attend a meeting, the designated alternate representative or designee shall have the full authority of the absent representative for the purpose of decision-making. Such a designation must be received by the Chief Executive Officer (“CEO”) of California Association of Health and Education Linked Professions Joint Powers Authority (“CAHELP JPA”), prior to the commencement of a scheduled meeting of the Finance Committee, which will be effective only for that meeting. One-third of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The chairperson for the D/M SELPA Finance Committee will be the CEO from the CAHELP JPA. The Vice-President of the Steering Committee is the Operations Officer (“COO”) from the CAHELP JPA and the secretary is appointed by the CEO. If the CEO from the CAHELP JPA is unable to attend and chair the meeting, the COO from the CAHELP JPA shall chair the meeting. If both the CEO and COO from the CAHELP JPA are unable to attend and chair the meeting, the CEO shall appoint a designee to chair the meeting.

## **Section D – Desert/Mountain Charter SELPA Executive Council**

The Desert/Mountain Charter Special Education Local Plan Area (“D/M Charter SELPA”) Executive Council shall consist of the Chief Executive Officer or his/her appointee representing each LEA member of the D/M Charter SELPA. A representative representing multiple LEAs shall count as a single member of the Executive Council. Each member of the Charter Executive Council shall have one vote. Each member of the Executive Council may designate in writing an alternate representative, including but not limited to another member of the Executive Council (“proxy”). If the representative is unable to attend a meeting, the designated alternate representative or designee shall have the full authority of the representative for the purpose of decision-making. Such a designation must be received by the Chief Executive Officer (“CEO”) of California Association of Health and Education Linked Professions Joint Powers Authority (“CAHELP JPA”), prior to the commencement of a scheduled meeting of the Executive Council, which will be effective only for that meeting. One-third of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The chairperson for the D/M Charter SELPA Executive Council will be the CEO from the CAHELP JPA. The Vice-President of the D/M Charter SELPA Executive Council is the Operations Officer (“COO”) from the CAHELP JPA and the secretary is appointed by the CEO. If the CEO from the CAHELP JPA is unable to attend and chair the meeting, the COO from the CAHELP JPA shall chair the meeting. If both the CEO and COO from the CAHELP JPA are unable to attend and chair the meeting, the CEO shall appoint a designee to chair the meeting.



Revised Desert/Mountain SELPA Policies & Procedures

Section	Proposed Revision(s)	Rev. Date
<p><b>Chapter 5: Supports and Services</b></p>	<p>Updated <b>Appendix B: Determining the Need for a Temporary Intensive Supports Assessment (TISA)</b>; this appendix was formerly called Determining the Need for Special Circumstance Instructional Assistance (SCIA). In general, references to Special Circumstance Instructional Assistance or SCIA were changed to Temporary Intensive Supports Assessment or TISA, to include references to SELPA forms D/M 157A – D/M 157J, which are currently being revised to reflect the TISA language and process to be effective for the 2019/2020 school year.</p> <p><i>Title 20 USC § 1401(26), 34 C.F.R. § 300.34; 5 CCR § § 3001 and 3052, and Education Code § 56363(a)</i></p>	<p><b>8/22/19</b></p>





## **Chapter 5: Supports and Services**

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SECTION A: LEAST RESTRICTIVE ENVIRONMENT – A CONTINUUM OF SERVICES AND PLACEMENT OPTIONS

SECTION B: RELATED SERVICES

SECTION C: SERVICE ANIMALS

SECTION D: ASSISTIVE TECHNOLOGY

APPENDIX A: GUIDELINE STATEMENT – LEAST RESTRICTIVE ENVIRONMENT (LRE)

APPENDIX B: DETERMINING THE NEED FOR A TEMPORARY INTENSIVE SUPPORTS ASSESSMENT (TISA)

APPENDIX C: TRANSPORTATION GUIDELINES

APPENDIX D: CARS+ GUIDANCE FOR RSP TEACHERS

APPENDIX E: MEMORANDUM BY FAGEN FRIEDMAN & FULFROST: TRAINING AND CONTROL OF SERVICE ANIMALS ON SCHOOL PROPERTY

APPENDIX F: WAIVER AND RELEASE OF LIABILITY: PERMISSION TO BRING GUIDE DOGS, SIGNAL DOGS, AND SERVICE DOGS ON SCHOOL PROPERTY OR TO SCHOOL-SPONSORED PROGRAMS OR ACTIVITIES

APPENDIX G: EXTENDED SCHOOL YEAR (ESY) GUIDELINES

APPENDIX H: SELPA REFERRAL PROCEDURES

APPENDIX I: DOCUMENTING ASSISTIVE TECHNOLOGY (AT) IN THE IEP

APPENDIX J: AUDIOLOGY

### **Introduction**

It is the philosophy of the Desert/Mountain Special Education Local Plan Area (SELPA) that all individual students with exceptional needs be provided a Free Appropriate Public Education

# **APPENDIX B: Determining the Need for Temporary Intensive Supports Assessment (TISA)**

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Section A: Rationale

Section B: Least Restrictive Environment (LRE)

Section C: Factors for Special Circumstances

Section D: Temporary Intensive Supports Assessment

Section E: Procedures for Requesting a Temporary Intensive Supports Assessment (TISA)

Section F: Training

## **Introduction**

The purpose of this section is to provide Local Education Agency (LEA) personnel information and guidance in determining a student’s need for temporary intensive supports. A recommendation for temporary intensive supports is a significant programmatic decision and one that should only be made after a comprehensive discussion of other options considered and clear documentation of as to why those options are not appropriate. While some students may need temporary intensive supports to receive a free appropriate public education (FAPE), for other students, the assignment of such supports may be unnecessary and inappropriately restrictive.

A goal for all students with disabilities is to promote and maximize independence. LEAs are responsible for developing and implementing individualized education programs (IEPs) that promote such independence. When an IEP team determines that a student needs temporary intensive supports, it should always be considered a time-limited recommendation and specific conditions/goals must be established to fade the use of such supports.

California Education Code states,

***E.C. § 56363 (a)** As used in this part, the term “designated instruction and services” means “related services” as that term is defined in Section 1401(26) of Title 20 of the United States Code and Section 300.34 of Title 34 of the Code of Federal Regulations. The term “related services” means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purpose only) as may be required to assist an individual with exceptional needs to*

*benefit from special education, and includes the early identifications and assessment of disabling conditions in children.*

## **Section A: Rationale**

Every LEA within the Desert/Mountain Special Education Local Plan Area (SELPA) is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA 2004) and California laws and regulations describe a continuum of alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions [Title 34 of the Code of Federal Regulations (CFR) 300.551(b)(1)]. Both federal and state laws also contain provisions to ensure that children with disabilities are educated to the maximum extent possible with children who are not disabled, and that children are removed from the general education environment only when the nature and severity of the disability is such that education in the regular classroom cannot be satisfactorily achieved with the use of related services.

## **Section B: Least Restrictive Environment (LRE)**

By law, services to students with special needs must be delivered in the "least restrictive environment." When an IEP team is considering temporary intensive supports for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The teacher(s) is responsible for the design and implementation of the student's program.

## **Section C: Factors for Temporary Intensive Supports**

Whenever temporary intensive supports are being considered by an IEP team for a student with special needs, the following factors need to be considered:

### **Personal Independence**

First and foremost, an important goal for all special education students is to encourage, promote, and maximize independence. If not carefully monitored, temporary intensive supports can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where support is indicated. Natural support and existing staff support should be used whenever possible to promote the least restrictive environment.

The general categories to be considered for temporary intensive supports include:

1. Health/Personal Care Issues
2. Behavioral Support
3. Instruction
4. Inclusion/Mainstreaming

## Section D: Temporary Intensive Supports Assessment

1. IEP teams should identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be considered for inclusion in the IEP:
  - a) The related service is necessary to the child to benefit from his/her special education program;
  - b) The program modifications or supports for school personnel are necessary to assist the child to:
    - (1) Advance appropriately toward the annual goals;
    - (2) Be involved in and progress in the general curriculum;
    - (3) Participate in extracurricular and other nonacademic activities; and
    - (4) Be educated and participate with other disabled and non-disabled children.
2. The IEP team shall address the means for reviewing and evaluating the necessity of continuing temporary intensive services to the student. It is recommended that these intensive supports be monitored every six months and reconsidered at every annual IEP.
3. The IEP team shall also include a statement of the anticipated frequency and duration for the services and modifications.
4. If it is determined that additional personnel support is required, the IEP team should periodically review the effectiveness of this additional support. A systematic, written plan needs to address how additional personnel support will be monitored.
5. For services requiring additional personnel support as a result of a student's behavioral difficulties, the student's IEP needs to include appropriate goals. In addition, a behavioral intervention plan (BIP) should be developed in accordance with Sections 3001 and 3052 in Title 5 of the California Code of Regulations (CCR). The BIP needs to include a provision describing how and when support, including personnel, will be utilized to implement the plan, and when the plan will be reviewed and modified.
6. When determining the need for additional personnel support due to an instructional need, the IEP team must utilize appropriate assessment information to support this recommendation. The written plan must be developed by the IEP team in collaboration with a general and special education teachers specifying how the additional personnel will be utilized to support the teacher in implementing the student's goals and objectives and what attempts will be made to transition other available classroom resources and supports.
7. When a need for additional support is due to medical need, a specialized health care plan will need to be developed. (Utilize D/M SELPA Form 93, 94, and 95, as appropriate)

8. When temporary intensive supports in the form of personnel are being considered for a specific student, an LEA representative shall be required to participate in the decision-making process of the IEP meeting.

## **Section E: Procedures for Requesting a Temporary Intensive Supports Assessment (TISA)**

Temporary intensive supports may be provided for students with disabilities when additional support is necessary to the student in order to meet his or her goals and to benefit educationally. Whenever possible, additional assistance is assigned to a school environment, class, or case manager. Occasionally, however, a student requires individual support for a designated period of time to address a unique need. By law, services to students with special needs must be delivered in the "least restrictive environment." When the IEP team is considering a temporary intensive support, all aspects of the student's program must be considered. A request for Temporary Intensive Supports Assessment (TISA) is made only after other site interventions have proven to be ineffective. A student's educational program must be carefully evaluated to determine when and where the additional support is required. Additionally, the IEP team must plan for periodic reviews to assess the continued need for this type of individualized assistance.

It is expected that students enrolling in a non-public school (NPS) will not require temporary intensive supports. For students currently in NPS, if the need for temporary intensive supports becomes evident, the NPS should contact the student's LEA of residence to initiate a referral for a Temporary Intensive Supports Assessment (TISA). The LEA will evaluate the student and present findings and recommendations to the IEP team. Whether in public school or NPS, if the student already has designated temporary intensive supports, it is recommended that the LEA conduct an evaluation to determine the continued need for that level of support prior to the next annual IEP meeting. When a student new to the LEA enrolls with an existing IEP that indicates assistance is needed, a temporary substitute should be assigned until the evaluation process is completed.

- **Step 1: Referral for Temporary Intensive Supports Assessment (TISA)**  
If the principal and special education team at the site believe extra support may be necessary to meet the student's goals, they must conduct an **assessment** of the student's needs prior to an IEP meeting, at which time this topic will be considered. The ***Referral for Temporary Intensive Supports Assessment (D/M 157A)*** needs to be completed. Use the ***Student Needs for Additional Support Rubric (D/M 157B)*** to assist in quantifying the severity of student need. Supporting documentation should include ***Review of IEP Goals (D/M 157C)***, ***Review of Behavioral Intervention Plan (BIP) (D/M 157D)*** and review of other documents as appropriate, such as a nurse's assessment, health report, discipline records, independent assessments, etc.

If the parent requests additional support, the school principal, designee, or special education director shall confer with the parent to clarify his or her concerns, discuss options, and assist the parent in completing the ***Referral for Temporary Intensive Supports Assessment (D/M 157A)***. The parent should sign as the person requesting referral. The 15-day timeline for developing the evaluation plan begins on the date of the parent signature.

If temporary intensive supports are requested during an IEP meeting without a previous referral, the procedure for requesting TISA must be initiated at that time. The IEP meeting should be completed and the referral for a TISA should be indicated in the IEP notes. Another IEP meeting will need to be scheduled to review the results of the evaluation.

Submit the *Referral for Temporary Intensive Supports Assessment (D/M 157A)*, *Student Needs for Additional Support Rubric (D/M 157B)*, *Review of IEP Goals (D/M 157C)*, and *Review of Behavioral Intervention Plan (BIP) (D/M 157D)* if appropriate, with additional supplemental documentation, if necessary, to the director of special education. The TISA evaluation should be completed by any certificated staff who received training in the completion of such evaluation, and by an individual who can objectively consider all circumstances and make recommendations in the best interest of the student.

- **Step 2: Assessment Plan and Parent Permission**

The director of special education will assign the referral to appropriate staff who will be responsible for securing written parent permission/consent on an *Assessment Plan (D/M 66)*, within 15 days of completion of the referral.

- **Step 3: Parent/Teacher/Student Interviews**

Best practices would be for the interviews to be completed at the beginning of the evaluation process. The TISA case manager/coordinator should complete the *TISA Parent Interview (D/M 157E)* and the *TISA Teacher Interview (D/M 157F)* to identify specific areas of concern. When appropriate the *TISA Student Interview (D/M 157G)* should be completed.

- **Step 4: Complete Observations**

It is necessary for, and the responsibility of the TISA case manager/coordinator to ensure that observations of the student are conducted, using the *TISA Student Observation Worksheet (D/M 157H)*. The TISA case manager/coordinator, in addition to the other appropriate assessors, will review strategies, materials, modifications, and/or accommodations currently in place to assist the student toward achieving goals and objectives. To the maximum extent possible and whenever appropriate, quantifiable data should be collected as part of the observation process. The data collected will later be used to develop independence goals, should the IEP team determine that temporary intensive supports are needed. When necessary and appropriate, the assessors should also utilize the *TISA Evidence-Based Classroom practices Observation Checklist (D/M 157 Appendix A)* in order to assist the IEP team in determining the educational environment of the student.

- **Step 5: Develop TISA Evaluation Report**

When an IEP team is considering temporary intensive supports for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The *TISA Evaluation Report (D/M 157I)* should address the areas of concern identified in the referral, background information and educational history, summary of interviews, and summary of observations, and include the assessor's



results and recommendations. The TISA case manager/coordinator will ensure the *TISA Evaluation Report (D/M 157I)* is developed.

- **Step 6: Review Evaluation at IEP Meeting**

Within 60 days following the receipt of parent consent to evaluate for temporary intensive supports, an IEP team shall review the results of the evaluation and recommendations at an IEP meeting. If the IEP team determines a need for temporary intensive supports, it is written on the IEP with specific goals, monitoring strategies, fading strategies, and review dates. Regardless of the circumstances that may indicate the need for support, it is imperative for every IEP to address the skills that will be taught in order for the temporary intensive supports to be faded. The level of support required for the student to advance appropriately toward annual goals needs to be defined. A systematic, written plan should specify how additional support should be utilized and monitored. The *TISA Initial Plan (D/M 157J)* should be used to develop the initial plan. An IEP meeting should be convened if necessary to modify the temporary intensive supports. Discussion at this meeting should be concluded with a written plan outlining the team's criteria and possible timeline for phasing out the necessity for temporary intensive supports.

To assist LEAs in developing appropriate independence and fading plans, IEP teams should refer to the *TISA Terms and Definitions of Fading (D/M 157 Appendix B)*, *TISA Checklist to Support Independence (D/M 157 Appendix C)*, and the *TISA Independence/Fading Resources (D/M 157 Appendix D)*.

- **Step 7: Request/Assign Temporary Intensive Support: Personnel**

When an IEP team has determined that temporary intensive supports in the form of additional staff is required, the special education director or designee will process the appropriate paperwork in accordance with LEA procedures.


- **Step 8: Annual Review**

The goal for any student with special needs is to encourage, promote, and maximize independence. Periodic observations and review of data may be required to assess the effectiveness of this additional support and to monitor the duration of services. The IEP team should identify the next scheduled observation date, often within six months and no later than the next annual IEP review, to continually monitor the effectiveness of the temporary intensive supports provided to the student. The *TISA Annual Review Fading Plan (D/M 157K)* should be used to review and determine the current needs of the student.

## **Section F: Training**


It is critical that all staff receive appropriate training on the student's health issues, curriculum modifications, the student's instructional environment, behavioral interventions, using and fading prompts, data collection and reporting, etc.

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX			
<b>SCIA Checklist</b>			
<b>STUDENT INFORMATION</b>			
Student Name:		Date of Birth:	Age:
Disability:		Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:		Program/Placement:	
General Education Teacher:		Contact Phone:	
Special Education Teacher:		Contact Phone:	
SCIA Case Manager/Coordinator:		Contact Phone:	
<b>DIRECTIONS:</b> The following information to be completed by the school site staff. Initial and date as items are completed.			
		<b>Initial</b>	<b>Date</b>
<b>STEP 1: Make Referral</b>			
<input type="checkbox"/>	Complete SCIA Rubric (D/M 157C & D)		
<input type="checkbox"/>	Complete Review of IEP Goals (D/M 157E)		
<input type="checkbox"/>	Complete Review of BIP (D/M 157F)		
<input type="checkbox"/>	Review other records, as appropriate		
<input type="checkbox"/>	Complete Referral for SCIA (D/M 157B)		
<input type="checkbox"/>	Send Packet to district Director of Special Education		
<b>STEP 2: Complete Assessment</b>			
<input type="checkbox"/>	Complete Assessment Plan (D/M 66)		
<input type="checkbox"/>	Obtain written parent permission to assess and provide parents with a copy of the Procedural Safeguards (D/M 77)		
<b>STEP 3: Complete Interviews</b>			
<input type="checkbox"/>	Complete Parent Interview (D/M 157G)		
<input type="checkbox"/>	Complete Teacher Interview (D/M 157H)		
<input type="checkbox"/>	Complete Student Interview (D/M 157I)		
<b>STEP 4: Complete Evaluation</b>			
<input type="checkbox"/>	Complete Observational Evaluation for SCIA (D/M 157J)		
<input type="checkbox"/>	Complete Assessments		
<b>STEP 5: Develop Evaluation Report</b>			
<input type="checkbox"/>	Develop SCIA Evaluation Report (D/M 157K)		
<b>STEP 6: Review Evaluation at IEP Meeting</b>			
<input type="checkbox"/>	Hold IEP meeting (within 60 days of receipt of consent)		
<input type="checkbox"/>	SCIA Not Recommended - process ends as per IEP		
<input type="checkbox"/>	SCIA Recommended - develop IEP goals to be supported by SCIA		
<b>STEP 7: Request / Assign SCIA</b>			
<input type="checkbox"/>	Request/Assign SCIA (LEA Personnel Forms)		
<b>STEP 8: Observational Review</b>			
<input type="checkbox"/>	Observational Review to Determine Continued Need for SCIA (D/M 157L)		
	will be completed by		
	Name/Title	Date	



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<b>Referral for SCIA</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
<p><b>DIRECTIONS:</b> Please complete the following information. Submit the Referral for SCIA and the following forms: SCIA Rubric (D/M 157C and D), Review of IEP Goals (D/M 157E), and Review of Behavioral Intervention Plan (BIP) (D/M 157F) to the special education office.</p>		
Reason for referral:		
Areas of student need based on SCIA Rubric (D/M 157C and D):		
Concerns identified on Review of IEP Goals (D/M 157E):		
Concerns identified on Review of BIP (D/M 157F):		
Previous interventions and results: <i>(including frequency, duration, and location)</i>		
Other unique needs:		
This referral is made at the request of the: <input type="checkbox"/> Teacher <input type="checkbox"/> Case Manager <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:		
Individual Requesting Referral:	Date:	
Site Administrator/Designee:	Date:	

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**DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA**  
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 (760) 552-6700 • (760) 242-5363 FAX



## SCIA Student Needs for Additional Support Rubric

### STUDENT INFORMATION

Student Name:		Date of Birth:		Age:		Teacher:		Review Date:	
Disability:		Program Placement:							

Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
<p><b>0</b> General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care.</p>	<p>Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.</p>	<p>Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.</p>	<p>Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.</p>
<p><b>1</b> Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities.</p>	<p>Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.</p>	<p>Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning.</p>	<p>Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.</p>
<p><b>2</b> Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, outdoors, zippers, etc. Occasional toileting accidents.</p>	<p>Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavioral management plan, but unable to experience much success without behavioral intervention plan implementation.</p>	<p>Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.</p>	<p>Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.</p>
<p><b>3</b> Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (staircase, walker, gait trainer, or wheelchair). Special food prep or feeding. Health related interventions 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, and diapering.</p>	<p>Serious behavioral problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavioral Intervention Plan (BIP) and behavioral goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors.</p>	<p>Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs additional support(s) as determined by the IEP team.</p>	<p>Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.</p>
<p><b>4</b> Specialized health care procedure requiring care by specially trained employee (G tube, tracheostomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 minutes daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily.</p>	<p>Serious behavioral problems with potential for injury to self and others; runs away; aggressive on a daily basis. Functional Behavioral Analysis (FBA) has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.</p>	<p>Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group.</p>	<p>Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.</p>


\* Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance.

If monthly ratings of 3's and 4's, in two or more areas, continue with needs assessment process.


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<b>Summary of SCIA Rubric</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
Parent/Guardian:	Contact Phone:	
<b>DIRECTIONS:</b> Please mark the boxes that best describes the health/personal care, behavior, instruction, and program supports for the student.		
<b>HEALTH / PERSONAL CARE</b>		
<input type="checkbox"/> Specialized Health Plan	<input type="checkbox"/> G-Tube	<input type="checkbox"/> Medications
<input type="checkbox"/> Diaper Changing	<input type="checkbox"/> Feeding Full Support	<input type="checkbox"/> Seizures Weekly
<input type="checkbox"/> Other:	<input type="checkbox"/> Suctioning	<input type="checkbox"/> Food Preparation
<input type="checkbox"/> Lifting / Transfers		
<b>BEHAVIOR</b>		
<input type="checkbox"/> Behavior Plan in Place	<input type="checkbox"/> Physically Aggressive Weekly	<input type="checkbox"/> Non-compliant in Class
<input type="checkbox"/> Runs Away Weekly	<input type="checkbox"/> ADHD Medicated	<input type="checkbox"/> Mental Health Client
<input type="checkbox"/> Other:		
<b>INSTRUCTION</b>		
<input type="checkbox"/> Discrete Trial / ABA	<input type="checkbox"/> Physical Prompts 80% +	<input type="checkbox"/> Verbal Prompts 80% +
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> PECS	<input type="checkbox"/> Signing 80% +
<input type="checkbox"/> Other:		
<b>INCLUSION / MAINSTREAM</b>		
<input type="checkbox"/> Direct Adult Instruction	<input type="checkbox"/> Physical Support/Positioning	<input type="checkbox"/> Safety Supervision 80% +
<input type="checkbox"/> Other:	<input type="checkbox"/> Close Visual Supervision 80% +	
Describe <u>each</u> area of intensive need marked above and indicate if there is an IEP goal/objective written to address the area. Use additional paper if needed to describe all of the needs.		
Describe interventions used to support referred student in <u>each</u> of the areas marked above. Provide data that documents the prior success or failure of interventions and attach. School day description and assistance needed.		

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<b>SCIA Review of IEP Goals</b>				
<b>STUDENT INFORMATION</b>				
Student Name:	Date of Birth:	Age:		
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		
School Site:	Program/Placement:			
General Education Teacher:	Contact Phone:			
Special Education Teacher:	Contact Phone:			
SCIA Case Manager/Coordinator:	Contact Phone:			
<b>* PROGRESS CODE</b> 1 = No Progress      2 = 1 - 50% Met 3 = 51 - 99% Met    4 = Goal Met		<b>** LEVELS OF ASSISTANCE</b> P = Physical Prompt    M = Modeling V = Verbal Cue        I = Independent		
AREA	Measurable Goal	Progress Code *	Assistance Levels **	Comments (Including frequency, duration, location of assistance requested)
ACADEMIC				
MOTOR				
COMMUNICATION				
SELF-HELP				
SOCIAL / EMOTIONAL AND BEHAVIOR				
PRE-VOCATIONAL				
OTHER				

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<b>SCIA Review of BIP</b>			
<b>STUDENT INFORMATION</b>			
Student Name:	Date of Birth:	Age:	
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
School Site:	Program/Placement:		
General Education Teacher:	Contact Phone:		
Special Education Teacher:	Contact Phone:		
Behavior Case Manager:	Contact Phone:		
<p><b>DIRECTIONS:</b> The following information to be completed by the school site staff. Initial and date as items are completed.</p>			
What are the targeted behaviors in the Behavioral Intervention Plan (BIP)?			
[Empty text box for targeted behaviors]			
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	The request for SCIA is related to the identified targeted behaviors in the BIP.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	All interventions are developmentally appropriate for the student.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	BIP is written with enough clarity and detail for any new staff to understand and implement.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	All implementers have a copy of the plan.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	The BIP is being fully implemented.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	All implementers understand and/or have training in the strategies contained in the plan.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	Behavior support for the plan is adequate.
The student is making progress in the targeted behaviors. Indicate supporting evidence (e.g., grades, rate of homework completion, duration of on-task behavior, frequency and quality of social interactions).			
[Empty text box for supporting evidence]			
<p><b>Actions:</b></p> <input type="checkbox"/> BIP is appropriate, and no modifications are needed <input type="checkbox"/> Revise BIP <input type="checkbox"/> Develop BIP <input type="checkbox"/> Additional staff training needed. Describe: _____ <input type="checkbox"/> Other: _____			
Comments: _____ [Empty text box for comments]			




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<b>SCIA Parent Interview</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does your child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does your child respond to?		
What skills would you like your child to develop to be more independent?		
Is there anything else you would like us to consider?		

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<b>SCIA Teacher Interview</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does the child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does the child respond to?		
What skills would you like the child to develop to be more independent?		
Is there anything else you would like us to consider?		

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<b>SCIA Student Interview</b>		
<b>STUDENT INFORMATION</b>		
Student/Interviewee Name:	<input type="text"/>	Date of Birth: <input type="text"/> Age: <input type="text"/>
Disability:	<input type="text"/>	Grade: <input type="text"/> Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	<input type="text"/>	Program/Placement: <input type="text"/>
General Education Teacher:	<input type="text"/>	Contact Phone: <input type="text"/>
Special Education Teacher:	<input type="text"/>	Contact Phone: <input type="text"/>
SCIA Case Manager/Coordinator:	<input type="text"/>	Contact Phone: <input type="text"/>
Interviewed By: <input type="text"/>		
What does your typical school day look like? <input type="text"/>		
What do you like about school? When are you successful? <input type="text"/>		
When do you have problems during your school day? <input type="text"/>		
How do school staff members help you during the day? <input type="text"/>		
Who else helps you in school? <input type="text"/>		
What programs do you participate in that help you? <input type="text"/>		
What are some things you would like to learn to help you to be more independent? <input type="text"/>		
Is there anything else you would like us to know about you? <input type="text"/>		

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<b>Observational Evaluation for SCIA</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Observation Setting:	Observed By: (Name/Title)	
<b>A. Classroom: Please review the visual and the physical structure of the classroom, curriculum design, data collection, and planning.</b>		
1. Is the individual student/classroom schedule visually posted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
2. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain)		
3. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
4. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
5. Indicate the level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other:		
Describe:		
6. Indicate the student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other:		
Describe:		
Comments:		

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Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
<b>B. Curriculum and Instructional Planning: Check the curricular domains included in the student's program.</b>	
1. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain) _____	
2. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
3. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
4. Indicate level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other: _____ Describe: _____	
5. Student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other: _____ Describe: _____	
Comments: _____	
<b>C. Current Data Systems and Collection of Data</b>	
1. Has data been collected on student performance? <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. How often is data collected? <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly	
3. How is data summarized? <input type="checkbox"/> Graphed <input type="checkbox"/> Written Narrative <input type="checkbox"/> Other: _____	
4. What evidence is there that accommodations and/or modifications are being used? (Describe) _____	




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Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
Comments: _____	
<b>D. Behavior and Safety</b>	
1. Describe the behavior management system in the classroom, including positive re-enforces and consequences. Is it appropriate for the student or does it need to be modified? _____	
2. Are specific positive behavior supports utilized for the student? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
3. Is there appropriate safety equipment in place? <input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Are appropriate safety and medical procedures being used? <input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Does it appear appropriate training has been provided? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
<b>E. Student Behavior In Independent Activities</b>	
1. Describe the student's interaction with peers. _____	
2. Describe the student's interaction with non-classroom staff in a less structured environment. _____	
3. What activities does the student choose during break? _____	
4. What problems are evident? _____	


**8/8/19 - This form is under revision; sample will be updated with new form when available.**

Observational Evaluation for SCLIA	
Student Name: _____	Date of Birth: _____
Comments: _____	
F. Describe the school day and assistance now provided. Include natural supports such as peers, school staff, volunteers, etc.	
_____	
G. How is existing assistance utilized?	
_____	
H. Can current conditions be modified to meet the student's goals and objectives and/or personal care needs?	
_____	
I. What other types of assistance is needed? Why?	
_____	
J. Are there any other issues that need to be addressed?	
_____	
Comments: _____	

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<b>SCIA Evaluation Report</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Psychologist:	Contact Phone:	
<b>Evaluation Report Prepared By:</b>		<b>Date Completed:</b>
1. <b>Background Information and Educational Setting:</b> <i>(Summarize previous interventions and outcomes, include information regarding educationally relevant health, developmental, and medical findings; and include the results of any independent educational evaluations.)</i>		
2. <b>Assessment Procedures:</b> <i>(Include information regarding the administration of tests in the primary language of the student by qualified personnel, the validity of the evaluation, and the validity of tests for the purposes in which they were used.)</i>		
3. <b>Summary of Interviews and Observations:</b> <i>(Summarize results of the parent, teacher, and student interviews, include information regarding relevant behavior noted during the observation of the student.)</i>		
4. <b>Assessment Results:</b> <i>(Summary the results of standardized and/or curriculum-based testing.)</i>		
5. <b>Recommendations:</b> <i>(Include information regarding the need for specialized services, materials, and equipment and indicate if the student's needs can be met in the regular education classroom with the current level of support.)</i>		

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<b>Observational Review to Determine Continued Need for SCIA</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
Observation Setting:	Observer's Name/Title:	
Start Time:	End Time:	Previous Observation Date:
Name(s) and positions of SCIA provider(s):		
Current status per teacher, support staff, and student:		
Description of current SCIA provided: <i>(time, setting, specific tasks)</i>		
Observation of student behavior:		
Description of results of efforts to increase student independence and/or progress on goal(s):		
Comments:		



## Chapter 5: Supports and Services

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SECTION A: LEAST RESTRICTIVE ENVIRONMENT – A CONTINUUM OF SERVICES AND PLACEMENT OPTIONS

SECTION B: RELATED SERVICES

SECTION C: SERVICE ANIMALS

SECTION D: ASSISTIVE TECHNOLOGY

APPENDIX A: GUIDELINE STATEMENT – LEAST RESTRICTIVE ENVIRONMENT (LRE)

APPENDIX B: DETERMINING THE NEED FOR **SPECIAL CIRCUMSTANCE INSTRUCTIONAL ASSISTANCE (SCIA) A TEMPORARY INTENSIVE SUPPORTS ASSESSMENT (TISA)**

APPENDIX C: TRANSPORTATION GUIDELINES

APPENDIX D: CARS+ GUIDANCE FOR RSP TEACHERS

APPENDIX E: MEMORANDUM BY FAGEN FRIEDMAN & FULFROST: TRAINING AND CONTROL OF SERVICE ANIMALS ON SCHOOL PROPERTY

APPENDIX F: WAIVER AND RELEASE OF LIABILITY: PERMISSION TO BRING GUIDE DOGS, SIGNAL DOGS, AND SERVICE DOGS ON SCHOOL PROPERTY OR TO SCHOOL-SPONSORED PROGRAMS OR ACTIVITIES

APPENDIX G: EXTENDED SCHOOL YEAR (ESY) GUIDELINES

APPENDIX H: SELPA REFERRAL PROCEDURES

APPENDIX I: DOCUMENTING ASSISTIVE TECHNOLOGY (AT) IN THE IEP

APPENDIX J: AUDIOLOGY



# APPENDIX B: Determining the Need for ~~Special Circumstance Instructional Assistance (SCIA)~~ Temporary Intensive Supports Assessment (TISA)

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Section A: Rationale

Section B: Least Restrictive Environment (LRE)

Section C: Factors for Special Circumstances

Section D: ~~Special Circumstance Assistance/Support~~ Temporary Intensive Supports Assessment

Section E: Procedures for Requesting ~~Special Circumstance Instructional Assistance a~~ Temporary Intensive Supports Assessment (TISA)

Section F: Training

## Introduction

The purpose of this **handbook section** is to provide Local Education Agency (LEA) personnel information and guidance in determining a student's ~~with a disability's~~ need for ~~special circumstance instructional assistance (SCIA) support~~ temporary intensive supports. A recommendation for ~~a SCIA temporary intensive supports~~ is a significant programmatic decision and one that should only be made after a comprehensive discussion of other options considered and clear documentation of as to why those options are not appropriate. While some students may ~~temporarily~~ need ~~the support of a SCIA temporary intensive supports~~ to receive a free appropriate public education (FAPE), for other students, the assignment of ~~a SCIA such supports~~ may be unnecessary and inappropriately restrictive.

A goal for all students with disabilities is to promote and maximize independence. LEAs are responsible for developing and implementing individualized education programs (IEPs) that promote such independence. When an IEP team determines that a student needs ~~a SCIA temporary intensive supports~~, it should always be considered a time-limited recommendation and specific conditions/goals must be established to fade the use of ~~a SCIA such supports~~.

California Education Code states,

*E.C. § 56363 (a) As used in this part, the term “designated instruction and services” means “related services” as that term is defined in Section 1401(26) of Title 20 of the United States Code and Section 300.34 of Title 34 of the Code of Federal Regulations. The term “related services” means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic*

*recreation, social work services, school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purpose only) as may be required to assist an individual with exceptional needs to benefit from special education, and includes the early identifications and assessment of disabling conditions in children.*

## **Section A: Rationale**

Every LEA within the Desert/Mountain Special Education Local Plan Area (SELPA) is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA 2004) and California laws and regulations describe a continuum of alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions [Title 34 of the Code of Federal Regulations (CFR) 300.551(b)(1)]. Both federal and state laws also contain provisions to ensure that children with disabilities are educated to the maximum extent possible with children who are not disabled, and that children are removed from the general education environment only when the nature and severity of the disability is such that education in the regular classroom cannot be satisfactorily achieved with the use of related services.

## **Section B: Least Restrictive Environment (LRE)**

By law, services to students with special needs must be delivered in the "least restrictive environment." When an IEP team is considering ~~special-circumstance-support~~ **temporary intensive supports** for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The teacher(s) is responsible for the design and implementation of the student's program.

## **Section C: Factors for ~~Special-Circumstances~~ Temporary Intensive Supports**

Whenever ~~special-circumstance-support~~ **temporary intensive supports** are ~~is~~ being considered by an IEP team for a student with special needs, the following factors need to be considered:

### **Personal Independence**

First and foremost, an important goal for all special education students is to encourage, promote, and maximize independence. If not carefully monitored, ~~special-circumstance-assistance~~ **temporary intensive supports** can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where support is indicated. Natural support and existing staff support should be used whenever possible to promote the least restrictive environment.

The general categories to be considered for ~~special-circumstance instructional assistance~~ **temporary intensive supports** include:

1. Health/Personal Care Issues
2. Behavioral Support
3. Instruction
4. Inclusion/Mainstreaming

## **Section D: ~~Special-Circumstance Instructional Assistance/Support~~ Temporary Intensive Supports Assessment**

1. ~~Special-Circumstance Assistance/Support~~ IEP teams should identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be considered for inclusion in the IEP:

~~IEP teams should identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be considered for inclusion in the IEP:~~

- a) The related service is necessary to the child to benefit from his/her special education program;
- b) The program modifications or supports for school personnel are necessary to assist the child to;

### **~~The related service will assist the child to:~~**

- (1) Advance appropriately toward the annual goals;
  - (2) Be involved in and progress in the general curriculum;
  - (3) Participate in extracurricular and other nonacademic activities; and
  - (4) Be educated and participate with other disabled and non-disabled children.
2. The IEP team shall address the means for reviewing and evaluating the necessity of continuing ~~special-circumstance instructional assistance~~ **temporary intensive** services to the student. **It is recommended that these intensive supports be monitored every six months and reconsidered at every annual IEP.**
  3. The IEP team shall also include a statement of the anticipated frequency and duration for the services and modifications.

4. If it is determined that additional personnel support is required, the IEP team should periodically review the effectiveness of this additional support. A systematic, written plan needs to address how additional personnel support will be monitored.
5. For services requiring additional personnel support as a result of a student's behavioral difficulties, the student's IEP needs to include appropriate goals. In addition, a behavioral intervention plan (BIP) should be developed in accordance with Sections 3001 and 3052 in Title 5 of the California Code of Regulations (CCR). The BIP needs to include a provision describing how and when support, including personnel, will be utilized to implement the plan, and when the plan will be reviewed and modified.
6. When determining the need for additional personnel support due to an instructional need, the IEP team must utilize appropriate assessment information to support this recommendation. The written plan must be developed by **the IEP team in collaboration with a** general and ~~or~~ special education teachers specifying how the additional personnel will be utilized to support the teacher in implementing the student's goals and objectives and what attempts will be made to transition other available classroom resources and supports.
7. When a need for additional support is due to medical need, a specialized health care plan will need to be developed. (Utilize D/M SELPA Form 93, 94, and 95, as appropriate)
8. When ~~special-circumstance-assistance~~ **temporary intensive supports in the form of personnel are** ~~is~~ being considered for a specific student, an LEA representative shall be required to participate in the decision-making process of the IEP meeting.

## **Section E: Procedures for Requesting a ~~SCIA~~ Temporary Intensive Supports Assessment (TISA)**

~~A~~ **SCIA Temporary intensive supports** may be provided for students with disabilities when additional support is necessary to the student in order to meet his or her goals and to benefit educationally. Whenever possible, additional assistance is assigned to a school environment, class, or case manager. Occasionally, however, a student requires individual support for a designated period of time to address a unique need. By law, services to students with special needs must be delivered in the "least restrictive environment." When the IEP team is considering a **SCIA temporary intensive support**, all aspects of the student's program must be considered. A request for **SCIA Temporary Intensive Supports Assessment (TISA)** is made only after other site interventions have proven to be ineffective. A student's educational program must be carefully evaluated to determine when and where the additional support is required. Additionally, the IEP team must plan for periodic reviews to assess the continued need for this type of individualized assistance.

It is expected that students enrolling in a non-public school (NPS) will not require **SCIA temporary intensive supports**. For students currently in NPS, if the need for **SCIA temporary intensive supports** becomes evident, the NPS should contact the student's LEA of residence to initiate a referral for a ~~SCIA-evaluation~~ **Temporary Intensive Supports Assessment (TISA)**. The LEA will evaluate the student and present findings and recommendations to the IEP team.

Whether in public school or NPS, if the student already has **a-SCIA designated temporary intensive supports**, it is recommended that the LEA conduct an evaluation to determine the continued need for **a-SCIA that level of support** prior to the next annual IEP meeting. When a student new to the LEA enrolls with an existing IEP that indicates assistance is needed, a temporary substitute should be assigned until the evaluation process is completed.

- **Step 1: Referral for SCIA Temporary Intensive Supports Assessment (TISA)**  
If the principal and special education team at the site believe extra support may be necessary to meet the student's goals, they must conduct an **evaluation assessment** of the student's needs prior to an IEP meeting, at which time this topic will be considered. The ***Referral for Temporary Intensive Supports Assessment (D/M 157A) ~~Special Circumstance Instructional Assistance (D/M 157B)~~*** needs to be completed. Use the ***Student Needs for Additional Support Rubric (D/M 157B) ~~(D/M 157C)~~*** to assist in quantifying the severity of student need. Supporting documentation should include ***Review of IEP Goals (D/M 157C) ~~(D/M 157E)~~***, ***Review of Behavioral Intervention Plan (BIP) (D/M 157D) ~~(D/M 157F)~~*** and review of other documents as appropriate, such as a nurse's assessment, health report, discipline records, independent assessments, etc.

If the parent requests additional support, the school principal, designee, or special education director shall confer with the parent to clarify his or her concerns, discuss options, and assist the parent in completing the ***Reason for Referral and Other Unique Needs sections of the Referral for Temporary Intensive Supports Assessment (D/M 157A) ~~Special Circumstance Instructional Assistance (D/M 157B)~~***. The parent should sign as the person requesting referral. The 15-day timeline for developing the evaluation plan begins on the date of the parent signature.

If **SCIA Temporary Intensive Supports are is** requested during an IEP meeting without a previous referral, the procedure for requesting **SCIA TISA** must be initiated at that time. The IEP meeting should be completed and the referral for **SCIA a TISA** should be indicated in the IEP notes. Another IEP meeting will need to be scheduled to review the results of the evaluation.

Submit the ***Referral for Temporary Intensive Supports Assessment (D/M 157A) ~~Special Circumstance Instructional Assistance (D/M 157B)~~***, ***Student Needs for Additional Support Rubric (D/M 157B) ~~(D/M 157C and 157D)~~***, ***Review of IEP Goals (D/M 157E 157C)***, and ***Review of Behavioral Intervention Plan (BIP) (D/M 157F 157D)*** if appropriate, with additional supplemental documentation, if necessary, to the director of special education. **The TISA evaluation should be completed by any certificated staff who received training in the completion of such evaluation, and by an individual who can objectively consider all circumstances and make recommendations in the best interest of the student.**

- **Step 2: Assessment Plan and Parent Permission**  
The director of special education will assign the referral to appropriate staff who will be responsible for securing written parent permission/consent on an ***Assessment Plan (D/M 66)***, within 15 days of completion of the referral.



- **Step 3: Parent/Teacher/Student Interviews**

Best practices would be for the interviews to be completed at the beginning of the evaluation process. The **SCIA TISA** case manager/coordinator should complete the **SCIA TISA Parent Interview (D/M 157G 157E)** and the **SCIA TISA Teacher Interview (D/M 157H 157F)** to identify specific areas of concern. **It is usually-When appropriate the TISA Student Interview (D/M 157G) should be completed. to also complete the SCIA Student Interview (D/M 157I).**

- **Step 4: Complete Observations Evaluation including Observational Evaluation**

It is **necessary for, and** the responsibility of the **SCIA TISA** case manager/coordinator to ensure that **the observations of the student are conducted is completed**, using the **Observational Evaluation for SCIA (D/M 157J) TISA Student Observation Worksheet (D/M 157H)**. The **TISA SCIA** case manager/coordinator, in addition to the other appropriate assessors, will review strategies, materials, modifications, and/or accommodations currently in place to assist the student toward achieving goals and objectives. **To the maximum extent possible and whenever appropriate, quantifiable data should be collected as part of the observation process. The data collected will later be used to develop independence goals, should the IEP team determine that temporary intensive supports are needed. When necessary and appropriate, the assessors should also utilize the TISA Evidence-Based Classroom practices Observation Checklist (D/M 157 Appendix A) in order to assist the IEP team in determining the educational environment of the student.**

- **Step 5: Develop TISA SCIA Evaluation Report**

When an IEP team is considering **temporary intensive supports SCIA** for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The **SCIA TISA Evaluation Report (D/M 157K 157I)** should address the areas of concern identified in the referral, **background information and educational history, summary of interviews, and summary of observations, and include the assessor's results and recommendations. assessments, interviews, and observations.** The **SCIA TISA** case manager/coordinator will ensure the **SCIA TISA Evaluation Report (D/M 157K 157I)** is developed.

- **Step 6: Review Evaluation at IEP Meeting**

Within 60 days following the receipt of parent consent to evaluate for **SCIA temporary intensive supports**, an IEP team shall review the results of the evaluation and recommendations at an IEP meeting. If the IEP team determines a need for **SCIA temporary intensive supports**, it is written on the IEP with specific goals, monitoring strategies, fading strategies, and review dates. Regardless of the circumstances that may indicate the need for support, it is imperative for every IEP to address the skills that will be taught in order for **the temporary intensive supports SCIA** to be faded. The level of support required for the student to advance appropriately toward annual goals needs to be defined. A systematic, written plan should specify how additional support should be utilized and monitored. **The TISA Initial Plan (D/M 157J) should be used to develop the initial plan.** An IEP meeting should be convened if necessary to modify **the temporary intensive supports SCIA**. Discussion at this meeting should be

concluded with a written plan outlining the team's criteria and possible timeline for phasing out the necessity for **temporary intensive supports SCIA**.


**To assist LEAs in developing appropriate independence and fading plans, IEP teams should refer to the *TISA Terms and Definitions of Fading (D/M 157 Appendix B)*, *TISA Checklist to Support Independence (D/M 157 Appendix C)*, and the *TISA Independence/Fading Resources (D/M 157 Appendix D)*.**

- **Step 7: Request/Assign Temporary Intensive Support SCIA: Personnel**  
When an IEP team has determined that **SCIA temporary intensive supports in the form of additional staff** is required, the special education director or designee will process the appropriate paperwork in accordance with LEA procedures.
- **Step 8: Annual Observational Review**  
The goal for any student with special needs is to encourage, promote, and maximize independence. Periodic observations and review of data may be required to assess the effectiveness of this additional support and to monitor the duration of services. **The IEP team should identify the next scheduled observation date, often within six months and no later than the next annual IEP review, to continually monitor the effectiveness of the temporary intensive supports provided to the student.** The ~~*Observational Review to Determine Continued Need for SCIA (D/M 157L)*~~ *TISA Annual Review Fading Plan (D/M 157K)* should be used to review and determine the current needs of the student. ~~is used if direct observation of the student is required. The IEP team should identify the next scheduled observation date, often within six months and no later than the next annual IEP review, to continually monitor the effectiveness of SCIA provided to the student.~~


## Section F: Training

It is critical that all staff receive appropriate training on the student's health issues, curriculum modifications, the student's instructional environment, behavioral interventions, using and fading prompts, data collection and reporting, etc.

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<b>SCIA Checklist</b>			
<b>STUDENT INFORMATION</b>			
Student Name:		Date of Birth:	Age:
Disability:		Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:		Program/Placement:	
General Education Teacher:		Contact Phone:	
Special Education Teacher:		Contact Phone:	
SCIA Case Manager/Coordinator:		Contact Phone:	
<b>DIRECTIONS:</b> The following information to be completed by the school site staff. Initial and date as items are completed.			
		<b>Initial</b>	<b>Date</b>
<b>STEP 1: Make Referral</b>			
<input type="checkbox"/>	Complete SCIA Rubric (D/M 157C & D)		
<input type="checkbox"/>	Complete Review of IEP Goals (D/M 157E)		
<input type="checkbox"/>	Complete Review of BIP (D/M 157F)		
<input type="checkbox"/>	Review other records, as appropriate		
<input type="checkbox"/>	Complete Referral for SCIA (D/M 157B)		
<input type="checkbox"/>	Send Packet to district Director of Special Education		
<b>STEP 2: Complete Assessment</b>			
<input type="checkbox"/>	Complete Assessment Plan (D/M 66)		
<input type="checkbox"/>	Obtain written parent permission to assess and provide parents with a copy of the Procedural Safeguards (D/M 77)		
<b>STEP 3: Complete Interviews</b>			
<input type="checkbox"/>	Complete Parent Interview (D/M 157G)		
<input type="checkbox"/>	Complete Teacher Interview (D/M 157H)		
<input type="checkbox"/>	Complete Student Interview (D/M 157I)		
<b>STEP 4: Complete Evaluation</b>			
<input type="checkbox"/>	Complete Observational Evaluation for SCIA (D/M 157J)		
<input type="checkbox"/>	Complete Assessments		
<b>STEP 5: Develop Evaluation Report</b>			
<input type="checkbox"/>	Develop SCIA Evaluation Report (D/M 157K)		
<b>STEP 6: Review Evaluation at IEP Meeting</b>			
<input type="checkbox"/>	Hold IEP meeting (within 60 days of receipt of consent)		
<input type="checkbox"/>	SCIA Not Recommended - process ends as per IEP		
<input type="checkbox"/>	SCIA Recommended - develop IEP goals to be supported by SCIA		
<b>STEP 7: Request / Assign SCIA</b>			
<input type="checkbox"/>	Request/Assign SCIA (LEA Personnel Forms)		
<b>STEP 8: Observational Review</b>			
<input type="checkbox"/>	Observational Review to Determine Continued Need for SCIA (D/M 157L)		
	will be completed by		
	Name/Title	Date	

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<b>Referral for SCIA</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
<p><b>DIRECTIONS:</b> Please complete the following information. Submit the Referral for SCIA and the following forms: SCIA Rubric (D/M 157C and D), Review of IEP Goals (D/M 157E), and Review of Behavioral Intervention Plan (BIP) (D/M 157F) to the special education office.</p>		
Reason for referral:		
Areas of student need based on SCIA Rubric (D/M 157C and D):		
Concerns identified on Review of IEP Goals (D/M 157E):		
Concerns identified on Review of BIP (D/M 157F):		
Previous interventions and results: <i>(including frequency, duration, and location)</i>		
Other unique needs:		
This referral is made at the request of the: <input type="checkbox"/> Teacher <input type="checkbox"/> Case Manager <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:		
Individual Requesting Referral:	Date:	
Site Administrator/Designee:	Date:	



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## SCIA Student Needs for Additional Support Rubric


### STUDENT INFORMATION

Student Name:		Date of Birth:		Age:	
Disability:		Program Placement:		Teacher:	
		Review Date:			

Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
<p><b>0</b> General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care.</p>	<p>Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.</p>	<p>Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.</p>	<p>Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.</p>
<p><b>1</b> Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities.</p>	<p>Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.</p>	<p>Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning.</p>	<p>Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.</p>
<p><b>2</b> Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, outdoors, zippers, etc. Occasional toileting accidents.</p>	<p>Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavioral management plan, but unable to experience much success without behavioral intervention plan implementation.</p>	<p>Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.</p>	<p>Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.</p>
<p><b>3</b> Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (staircase, walker, gait trainer, or wheelchair). Special food prep or feeding. Health related interventions 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, and diapering.</p>	<p>Serious behavioral problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavioral Intervention Plan (BIP) and behavioral goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors.</p>	<p>Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs additional support(s) as determined by the IEP team.</p>	<p>Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.</p>
<p><b>4</b> Specialized health care procedure requiring care by specially trained employee (G tube, tracheostomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 minutes daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily.</p>	<p>Serious behavioral problems with potential for injury to self and others; runs away; aggressive on a daily basis. Functional Behavioral Analysis (FBA) has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.</p>	<p>Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group.</p>	<p>Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.</p>


\* Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance. If monthly ratings of 3's and 4's, in two or more areas, continue with needs assessment process.

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
<b>Summary of SCIA Rubric</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
Parent/Guardian:	Contact Phone:	
<b>DIRECTIONS:</b> Please mark the boxes that best describes the health/personal care, behavior, instruction, and program supports for the student.		
<b>HEALTH / PERSONAL CARE</b>		
<input type="checkbox"/> Specialized Health Plan	<input type="checkbox"/> G-Tube	<input type="checkbox"/> Medications
<input type="checkbox"/> Diaper Changing	<input type="checkbox"/> Feeding Full Support	<input type="checkbox"/> Seizures Weekly
<input type="checkbox"/> Other:	<input type="checkbox"/> Suctioning	<input type="checkbox"/> Food Preparation
<input type="checkbox"/> Lifting / Transfers		
<b>BEHAVIOR</b>		
<input type="checkbox"/> Behavior Plan in Place	<input type="checkbox"/> Physically Aggressive Weekly	<input type="checkbox"/> Non-compliant in Class
<input type="checkbox"/> Runs Away Weekly	<input type="checkbox"/> ADHD Medicated	<input type="checkbox"/> Mental Health Client
<input type="checkbox"/> Other:		
<b>INSTRUCTION</b>		
<input type="checkbox"/> Discrete Trial / ABA	<input type="checkbox"/> Physical Prompts 80% +	<input type="checkbox"/> Verbal Prompts 80% +
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> PECS	<input type="checkbox"/> Signing 80% +
<input type="checkbox"/> Other:		
<b>INCLUSION / MAINSTREAM</b>		
<input type="checkbox"/> Direct Adult Instruction	<input type="checkbox"/> Physical Support/Positioning	<input type="checkbox"/> Safety Supervision 80% +
<input type="checkbox"/> Other:	<input type="checkbox"/> Close Visual Supervision 80% +	
Describe <u>each</u> area of intensive need marked above and indicate if there is an IEP goal/objective written to address the area. Use additional paper if needed to describe all of the needs.		
Describe interventions used to support referred student in <u>each</u> of the areas marked above. Provide data that documents the prior success or failure of interventions and attach. School day description and assistance needed.		




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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX				
<b>SCIA Review of IEP Goals</b>				
<b>STUDENT INFORMATION</b>				
Student Name:	Date of Birth:	Age:		
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		
School Site:	Program/Placement:			
General Education Teacher:	Contact Phone:			
Special Education Teacher:	Contact Phone:			
SCIA Case Manager/Coordinator:	Contact Phone:			
<b>* PROGRESS CODE</b> 1 = No Progress      2 = 1 - 50% Met 3 = 51 - 99% Met    4 = Goal Met		<b>** LEVELS OF ASSISTANCE</b> P = Physical Prompt    M = Modeling V = Verbal Cue        I = Independent		
AREA	Measurable Goal	Progress Code *	Assistance Levels **	Comments (Including frequency, duration, location of assistance requested)
ACADEMIC				
MOTOR				
COMMUNICATION				
SELF-HELP				
SOCIAL / EMOTIONAL AND BEHAVIOR				
PRE-VOCATIONAL				
OTHER				


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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX			
<b>SCIA Review of BIP</b>			
<b>STUDENT INFORMATION</b>			
Student Name:	Date of Birth:	Age:	
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
School Site:	Program/Placement:		
General Education Teacher:	Contact Phone:		
Special Education Teacher:	Contact Phone:		
Behavior Case Manager:	Contact Phone:		
<p><b>DIRECTIONS:</b> The following information to be completed by the school site staff. Initial and date as items are completed.</p>			
What are the targeted behaviors in the Behavioral Intervention Plan (BIP)?			
[Empty text box for targeted behaviors]			
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	The request for SCIA is related to the identified targeted behaviors in the BIP.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	All interventions are developmentally appropriate for the student.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	BIP is written with enough clarity and detail for any new staff to understand and implement.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	All implementers have a copy of the plan.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	The BIP is being fully implemented.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	All implementers understand and/or have training in the strategies contained in the plan.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	Behavior support for the plan is adequate.
The student is making progress in the targeted behaviors. Indicate supporting evidence (e.g., grades, rate of homework completion, duration of on-task behavior, frequency and quality of social interactions).			
[Empty text box for supporting evidence]			
<b>Actions:</b>			
<input type="checkbox"/>	BIP is appropriate, and no modifications are needed		
<input type="checkbox"/>	Revise BIP		
<input type="checkbox"/>	Develop BIP		
<input type="checkbox"/>	Additional staff training needed. Describe: _____		
<input type="checkbox"/>	Other: _____		
Comments: _____			
[Empty text box for comments]			


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<b>SCIA Parent Interview</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does your child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does your child respond to?		
What skills would you like your child to develop to be more independent?		
Is there anything else you would like us to consider?		


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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
<b>SCIA Teacher Interview</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does the child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does the child respond to?		
What skills would you like the child to develop to be more independent?		
Is there anything else you would like us to consider?		

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
<b>SCIA Student Interview</b>		
<b>STUDENT INFORMATION</b>		
Student/Interviewee Name:		Date of Birth: Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program Placement:	
General Education Teacher:		Contact Phone:
Special Education Teacher:		Contact Phone:
SCIA Case Manager/Coordinator:		Contact Phone:
Interviewed By:		
What does your typical school day look like? █		
What do you like about school? When are you successful? █		
When do you have problems during your school day? █		
How do school staff members help you during the day? █		
Who else helps you in school? █		
What programs do you participate in that help you? █		
What are some things you would like to learn to help you to be more independent? █		
Is there anything else you would like us to know about you? █		

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
<b>Observational Evaluation for SCIA</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Observation Setting:	Observed By: (Name/Title)	
<b>A. Classroom: Please review the visual and the physical structure of the classroom, curriculum design, data collection, and planning.</b>		
1. Is the individual student/classroom schedule visually posted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
2. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain)		
3. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
4. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
5. Indicate the level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other:		
Describe:		
6. Indicate the student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other:		
Describe:		
Comments:		



**8/8/19 - This form is under revision; sample will be updated with new form when available.**

Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
<b>B. Curriculum and Instructional Planning: Check the curricular domains included in the student's program.</b>	
1. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain) _____	
2. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
3. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
4. Indicate level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other: _____ Describe: _____	
5. Student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other: _____ Describe: _____	
Comments: _____	
<b>C. Current Data Systems and Collection of Data</b>	
1. Has data been collected on student performance? <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. How often is data collected? <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly	
3. How is data summarized? <input type="checkbox"/> Graphed <input type="checkbox"/> Written Narrative <input type="checkbox"/> Other: _____	
4. What evidence is there that accommodations and/or modifications are being used? (Describe) _____	


**8/8/19 - This form is under revision; sample will be updated with new form when available.**

Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
<p>Comments: _____</p>	
<b>D. Behavior and Safety</b>	
<p>1. Describe the behavior management system in the classroom, including positive re-enforces and consequences. Is it appropriate for the student or does it need to be modified? _____</p>	
<p>2. Are specific positive behavior supports utilized for the student? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____</p>	
<p>3. Is there appropriate safety equipment in place? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>4. Are appropriate safety and medical procedures being used? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>5. Does it appear appropriate training has been provided? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Comments: _____</p>	
<b>E. Student Behavior In Independent Activities</b>	
<p>1. Describe the student's interaction with peers. _____</p>	
<p>2. Describe the student's interaction with non-classroom staff in a less structured environment. _____</p>	
<p>3. What activities does the student choose during break? _____</p>	
<p>4. What problems are evident? _____</p>	


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Observational Evaluation for SCLIA	
Student Name: _____	Date of Birth: _____
Comments: _____	
F. Describe the school day and assistance now provided. Include natural supports such as peers, school staff, volunteers, etc.	
_____	
G. How is existing assistance utilized?	
_____	
H. Can current conditions be modified to meet the student's goals and objectives and/or personal care needs?	
_____	
I. What other types of assistance is needed? Why?	
_____	
J. Are there any other issues that need to be addressed?	
_____	
Comments: _____	

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<b>SCIA Evaluation Report</b>		
<b>STUDENT INFORMATION</b>		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Psychologist:	Contact Phone:	
<b>Evaluation Report Prepared By:</b>		<b>Date Completed:</b>
1. <b>Background Information and Educational Setting:</b> <i>(Summarize previous interventions and outcomes, include information regarding educationally relevant health, developmental, and medical findings; and include the results of any independent educational evaluations.)</i>		
2. <b>Assessment Procedures:</b> <i>(Include information regarding the administration of tests in the primary language of the student by qualified personnel, the validity of the evaluation, and the validity of tests for the purposes in which they were used.)</i>		
3. <b>Summary of Interviews and Observations:</b> <i>(Summarize results of the parent, teacher, and student interviews, include information regarding relevant behavior noted during the observation of the student.)</i>		
4. <b>Assessment Results:</b> <i>(Summary the results of standardized and/or curriculum-based testing.)</i>		
5. <b>Recommendations:</b> <i>(Include information regarding the need for specialized services, materials, and equipment and indicate if the student's needs can be met in the regular education classroom with the current level of support.)</i>		

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<b>DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA</b> <b>DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA</b> 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX	
<b>Observational Review to Determine Continued Need for SCIA</b>	
<b>STUDENT INFORMATION</b>	
Student Name:	Date of Birth:
Disability:	Grade:
School Site:	Program/Placement:
General Education Teacher:	Contact Phone:
Special Education Teacher:	Contact Phone:
Observation Setting:	Observer's Name/Title:
Start Time:	End Time:
	Previous Observation Date:
Name(s) and positions of SCIA provider(s):	
Current status per teacher, support staff, and student:	
Description of current SCIA provided: <i>(time, setting, specific tasks)</i>	
Observation of student behavior:	
Description of results of efforts to increase student independence and/or progress on goal(s):	
Comments:	



# Revisions to the SCIA Process

August, 2019

Dr. Karina Quezada



# Current process

- Assigning this level of support without clear actual needs identified
- Lack of specificity of when and where the additional support is required
- Lack of instructional goals that focus on increasing student independence
- Lack of a fading/decreasing plan discussed and implemented from the beginning
- Lack of monitoring strategies
- Forms are not clear, don't yield the information needed to create an independence plan, and are repetitive

# Rolling Up Our Sleeves!

- A SCIA Revision team was formed composed of psychologists and directors representing:
  - D/M Operations
  - Hesperia Unified School District
  - Victor Valley Union High School District
  - Victor Elementary School District
  - Apple Valley Unified School District
  - Snowline Joint Unified School District
  - Academy for Academic Excellence
  - Encore Charter Schools
- Additionally, input was sought via email from special education directors, coordinators, and school psychologists

# SCIA Workgroup Mission

- The group met several times and worked on redefining the objective of this sort of evaluation, which resulted in:
  - Rebranding of the process
    - From **SCIA** (Special Circumstance Instructional Assistance) to
    - **TISA** (Temporary Intensive Supports Assessment)
  - Understanding of what results can be obtained from this evaluation
    - The identification of needed supports that don't necessarily mean additional personnel
  - Restructuring of the process
    - Streamlined
    - Data gathering driven
  - Refinement of the existing forms
    - Elimination of unnecessary & repetitive pieces
  - Creation of missing components
    - Independence/Fading Plan



# Temporary Intensive Support (TIS) Types

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# The following options are considered as possibilities for Temporary Intensive Supports

**Use of Specific Strategies/Tools/Assistive Technologies/Other Accommodations** – for students requiring supports not involving personnel; and those for whom natural supports is sufficient

***Additional Classroom Support As An Accommodation*** – for students who need additional support but do not have intense behavior intervention plans requiring frequent reinforcers or labor intensive data collection (***an accommodation***)

***Reduced Teacher/Student Ratio As an Accommodation*** – this type of support is ideal for student needing adult support and reteaching, repeating of information in order to successfully participate in classroom instruction and activities

***Intensive Individual Instruction*** – this support is listed as a service and it is the most restrictive in the continuum. Students require intensive behavior supports with constant data collection or may also be needed when student presents with complex health needs

The Need for  
Data

*“Without data  
you are just another person  
with an opinion”*

*William Deming*

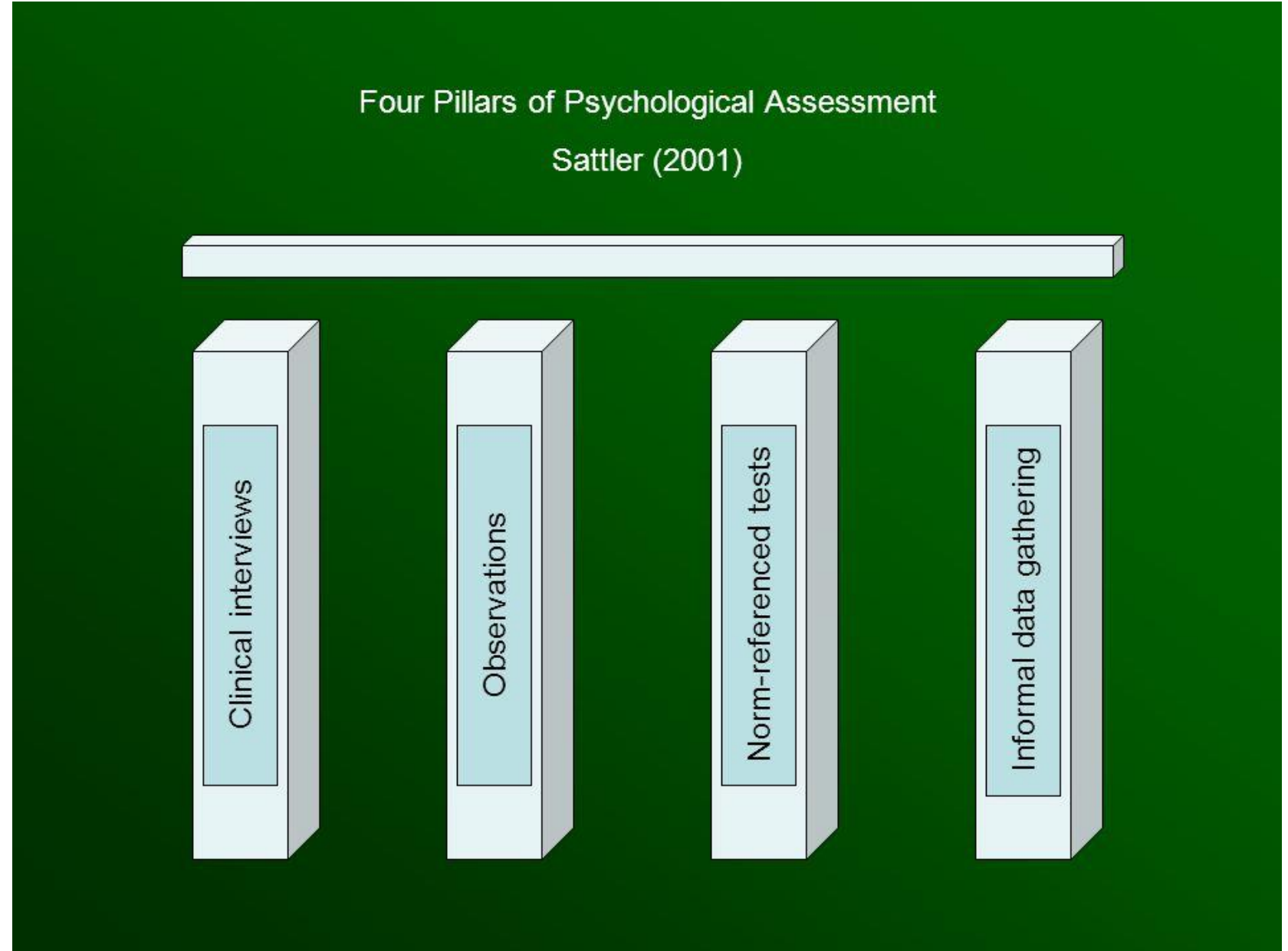


**34 C.F.R.  
Sec.  
300.532**

- (b) A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum...that may assist in determining whether a child is a child with a disability and for determining an appropriate educational program for the child ...

# BEST PRACTICES IN EVALUATIONS

Jerome Sattler:  
Assessment of Children,  
Cognitive Foundations



# TISA Process ...

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General categories to consider include:

Health/personal care

Mobility issues

Behavior support

Instruction/Inclusion

# Step 1 – Pre-Referral: Identify Specific Concerns with Supporting Documentation

Referral  
(D/M 157A)

Student Rubric  
(D/M 157B)

Review of Progress on  
IEP goals  
(D/M 157 C)

Review of Behavior  
Intervention Plan  
(D/M 157D)

Other data/records  
(health report, discipline  
records, nurse's report,  
independent  
assessments, etc.)

# Step 2 – Obtain Consent

If IEP team determines that an evaluation is warranted, complete an  
Assessment Plan (DM 66)



## Step 3 - Interviews

Parent/guardian  
(D/M 157E)

Teacher (D/M 157F)

Student, if appropriate  
(D/M 157G)

## Step 4 - Observations

Multidisciplinary team approach

Review strategies, materials, modifications and/or accommodations currently in place (D/M 157 H and Appendix A)

Collect and provide quantifiable data – critical!

## Step 4(B)– Additional Assessments

- Complete any additional assessments, as deemed necessary

## Step 5 – Develop Evaluation Report

Summarize background  
information (D/M 157 I)

Summarize interviews

Summarize observational data  
collected

Results & recommendations

# Step 6 – Hold IEP Meeting

- Review results of TISA and recommendations
- If TIS is recommended,
  - Specific goals and objectives, monitoring strategies, and fading strategies are written on IEP (D/M 157 J)
  - Schedule a review IEP meeting (recommended within 6 months)
- If TIS is NOT recommended,
  - Specify natural supports, accommodations, and/or modifications that are effective in student's program, add IEP goals if needed

At every annual IEP, a  
TISA Annual Review  
Fading Plan should be  
completed

# Step 7 – Review of TISA, annual Review D/M 157 K



# End Result

- We believe that the result of the revisions made will:
  - Expedite the process
    - Components are required to be completed based on referral question
  - Eliminate frustrations
    - Repetitiveness
    - Non-relevance
  - Provide accountability
    - Decisions are made based on quantifiable data collected
  - Communicate from the beginning the temporary nature of this level of support to all parties involved, including parents
  - Provide for cost effectiveness

# Questions

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Gratitude

I would like to express my most sincere gratitude to the individuals who contributed to this project:

- Ethan Heck
- Katrina Beedle
- Brad Talley
- Dr. Rama Bassham
- Paul Rosell
- Judith Tyler
- Dr. Rebecca Hickey
- Linda Goodman
- Eric Buries
- Darla Bell
- Gabriele Carr

# A Special Recognition

*Thank  
you!*

A special thank you and recognition is owed to

*Cindy Quan,*

D/M SELPA MIS Program Technician

For her endless willingness, expertise and patience  
throughout the completion of this work



## Referral for Temporary Intensive Supports Assessment (TISA)

### STUDENT INFORMATION

Student Name: _____	Date of Birth: _____	Age: _____
Disability: _____	Grade: _____	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site: _____	Program/Placement: _____	
General Education Teacher: _____	Contact Phone: _____	
Special Education Teacher: _____	Contact Phone: _____	
Case Manager/Coordinator: _____	Contact Phone: _____	

**DIRECTIONS:** Please complete the following information. Submit the Referral for TISA and the following forms: TISA Rubric (D/M 157C and D), Review of IEP Goals (D/M 157E), and Review of Behavioral Intervention Plan (BIP) (D/M 157F) to the special education office.

**Behavior**

- Non-compliant behaviors in class
- Non-compliant behaviors on campus
- Self-injurious
- Eloping
- Intense sensory needs
- Severe physical aggression
- Substantial attentional problems
- Significant disruptive behaviors
- Non-compliant behavior on bus
- Other: \_\_\_\_\_
- Comments: \_\_\_\_\_

**Health**

- Specialized physical health care plan
- G-tube feeding
- Medication
- Suction
- Food preparation
- Toileting assistance
- Feeding – full support
- Seizures
- Other: \_\_\_\_\_
- Comments: \_\_\_\_\_

**Mobility**

- Lifting/transfers
- Physical support/positioning
- Toileting assistance
- Mainstreaming needs
- Other: \_\_\_\_\_
- Comments: \_\_\_\_\_

**Instructional/Mainstreaming**

- AAC supports
- Significant need for verbal/physical prompts
- Severe attentional problems
- Significant transitional time needs
- Mainstreaming
- Other: \_\_\_\_\_
- Comments: \_\_\_\_\_

This referral is made at the request of the:

- Teacher       Case Manager       Parent/Guardian       Other: \_\_\_\_\_

Individual Requesting Referral: \_\_\_\_\_ Date: \_\_\_\_\_

Site Administrator/Designee: \_\_\_\_\_ Date: \_\_\_\_\_



## Student Needs for Additional Support Rubric

### STUDENT INFORMATION

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Review Date: \_\_\_\_\_  
 Disability: \_\_\_\_\_ Program/Placement: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Health/Personal Care/Mobility Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
<b>0</b>	General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care. Is able to navigate environment without any excessive delays. Can transition from and within classrooms requiring few modifications. <input type="checkbox"/>	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts. <input type="checkbox"/>	Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
<b>1</b>	Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities. Can independently navigate from one location to another. Minimal assistance to transition from and within classrooms <input type="checkbox"/>	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. <input type="checkbox"/>	Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning. <input type="checkbox"/>	Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately. <input type="checkbox"/>
<b>2</b>	Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. Requires limited assistance to mobilize from one location to another. Requires limited assistance with mobility in order to care for self. <input type="checkbox"/>	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavioral management plan, but unable to experience much success without behavioral intervention plan implementation. <input type="checkbox"/>	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions. <input type="checkbox"/>	Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation. <input type="checkbox"/>
<b>3</b>	Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer, or wheelchair). Special food prep or feeding. Health related interventions 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, and diapering. <input type="checkbox"/>	Serious behavioral problems almost daily. Defiant and /or prone to physical aggression. Requires a Behavioral Intervention Plan (BIP) and behavioral goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADHD or other behaviors. <input type="checkbox"/>	Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs additional support(s) as determined by the IEP team. <input type="checkbox"/>	Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers. <input type="checkbox"/>
<b>4</b>	Specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, cauterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 minutes daily. Direct assistance with most personal care. Direct 1:1 assistance 45 or more minutes daily. Requires two-person lift. Requires direct supervision going to & from class. <input type="checkbox"/>	Serious behavioral problems with potential for injury to self and others, runs away, aggressive on a daily basis. Functional Behavioral Analysis (FBA) has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors. <input type="checkbox"/>	Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group. <input type="checkbox"/>	Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times. <input type="checkbox"/>

**\*Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance.  
 If mostly ratings of 3's and 4's, in two or more areas, continue with needs assessment process.**



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

## Temporary Intensive Supports Assessment (TISA) Review of IEP Goals

TISA Case Manager/Coordinator: \_\_\_\_\_ Contact Phone: \_\_\_\_\_

**DIRECTIONS:** Attach IEP goals and latest progress of goals. The following information is to be completed by the school site staff. Initial and date where indicated as items are completed.

Date	Initial	Yes	No	
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	All goals are developmentally appropriate for student
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	All goals are current
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	All goals are clear and measurable
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	The goals address needs for which a TISA is needed (behavior, academic, independence, self-help, etc.)

Is the student making progress in the obtainment of goals?  Yes  No

Describe progress and indicate supporting evidence (e.g., grades, rate of work completion, etc.)

Level of assistance student requires to perform/achieve goals?

- Physical prompt:** \_\_\_\_\_
  
- Modeling:** \_\_\_\_\_
  
- Verbal cue:** \_\_\_\_\_
  
- Independent:** \_\_\_\_\_

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

## Temporary Intensive Supports Assessment (TISA) Review of Behavioral Intervention Plan

**DIRECTIONS:** Attach BIP. The following information to be completed by the school site staff. Initial and date as items are completed.

Does the student have a Behavioral Intervention Plan (BIP)?  Yes  Level 1  Level 2  
 No If no, refer to ACTIONS Section

Date	Initial			
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	The request for TISA is related to the identified targeted behaviors in the BIP.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Does the BIP address the behavioral identified on the initial concern checklist?
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	All interventions are developmentally appropriate for the student.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	BIP is written with enough clarity and detail for any new staff to understand and implement.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	All implementers have a copy of the plan.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	The BIP is being fully implemented.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	All implementers understand and/or have training in the strategies contained in the plan.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Behavioral support for the plan is adequate.

Is the student making progress in the targeted behaviors? Indicate supporting evidence (e.g., grades, rate of homework completion, duration of on-task behavioral, frequency and quality of social interactions).

**ACTIONS:**

- Develop BIP
- BIP is appropriate, and no modifications are needed
- Revise BIP
- Behavioral Plan is based on a Functional Behavioral Analysis (FBA)  
 Yes  No  In process  Need to initiate if function of behavioral is unknown

Additional staff training needed:

Describe:

Other: Describe:

Comments:

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

## Temporary Intensive Supports (TISA) Parent Interview

Interviewee Name: \_\_\_\_\_ Interviewed By: \_\_\_\_\_

What are the educational concerns you have for your child?

What needs does your child have?

What recent changes have occurred in your child (health, medication, family status, etc.)?

What supports does your child receive outside of school? Frequency? How long?

What skills would you like your child to develop to be more independent?

Is there anything else you would like us to consider?

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

## Temporary Intensive Supports (TISA) Teacher Interview

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Interviewee Name: \_\_\_\_\_ Interviewed By: \_\_\_\_\_

What supports/programs are working?

When is the student successful?

What are the areas of difficulty or concern?

What staff and classroom supports are provided?

What skills would you like the student to develop to be more independent?

Is there anything else you would like us to consider?

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

## Temporary Intensive Supports (TISA) Student Interview

Interviewed By: \_\_\_\_\_ Title: \_\_\_\_\_

What do you like about school?

When are you successful?

When do you have problems during your school day?

How do school staff members help you during the day?

Who else helps you in school?

What are some things you would like to learn to help you to be more independent?

Is there anything else you would like us to know about you?

## Temporary Intensive Supports (TISA) Student Observation Worksheet

**DIRECTIONS:** The individual conducting the observation should complete the domains that are applicable based on the referral. *It is recommended that the student be observed on **several occasions** at different times during the instructional day. **Quantifiable data** will be collected whenever possible as a way of establishing a baseline for the apparent need for additional intensive supports. Such data will be critical as a fading plan is designed later in the process. See Appendix A*

### Instruction/Inclusion Domain

Is there an individual student schedule?      Yes     No

Student uses the following format for individualized schedule:

Object                       Picture                       Icon                               Photograph                       Word

Student's ability to follow the schedule:

Independent     With indirect verbal or gestural prompts     With direct verbal prompts     With physical prompts     Inconsistent

Student's use of the schedule:

Student carries schedule     Student goes to schedule board     Student carries transition cards     Teacher carries and shows the schedule

Room is arranged with structure to correlate with tasks on schedule (check all that apply):

Area for one-to-one work     Area for group work     Area for independent work     Area for leisure     Not applicable

What curricular accommodations/modifications are being used for this student? (*Describe*):

What is the student's engagement in classroom activities? (*Describe*):

Check the curricular domains included in the student's program:

Communication                       Domestic skills                       Self-care                               Social skills  
 Academics                               Pre-vocational/vocational                       Recreation/leisure                       Motor skills/mobility  
 Other: \_\_\_\_\_

Describe, using **quantifiable data**, the student level of support needed to participate, remain on task, complete assignments (*i.e., frequency of reinforcement, prompting level, redirection*):

List equipment or device used/available that may relate to the need for assistance (*may be low incidence equipment or assistive technology devices*).

Describe at what level of independence the student is able to navigate the school campus.



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

**Behavior Domain**

Are there problem behaviors interfering with learning of self or others?  Yes  No

Brief description of problem behavior:

Where does the behavior(s) typically occur?

When do the behaviors occur?

Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_ Intensity: \_\_\_\_\_

What activities can the student do without assistance? (*time of day, group, transitions, etc.*)

Describe the school day and assistance now provided and natural supports such as peers, school staff, volunteers, etc.

Is the classroom behavior system appropriate for the student? (*developmentally appropriate, engagement, effectiveness, etc.*)

Describe, using **quantifiable data**, the student's interaction with peers:

Describe, using **quantifiable data**, the student's interaction with staff in structured and non-structured environments:

Are there any adjustments that need to be made to help the student be successful?

Are there significant medical needs/concerns observed that could affect behavior?

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

**Health Domain**

Does that student have an existing health care plan?  Yes (Is so, attach)  No  In process  Need to initiate

**Indicate which health/personal care the student requires:**

Health/Personal Care	Frequency/Duration	Time of Day Support is Needed	Existing Support Available	Level of Support	Training Needed
G-tube feeding					
Medication					
Suctioning					
Food preparation					
Toileting assistance					
Diapering					
Feeding – full support					
Seizures					
Lifting/transfers					
Other:					

Are appropriate safety and medical procedures being used?  Yes  No

Comment:

What activities can the student do without assistance? (*time of day, group, transitions, etc.*)

Describe the school day and assistance now provided and natural supports such as peers, school staff, volunteers, etc.

Specify the student-teacher ratio:

Number of students requiring assistance in:

Health: \_\_\_\_\_ Personal Care: \_\_\_\_\_ Behavior: \_\_\_\_\_ Instruction: \_\_\_\_\_ Inclusion: \_\_\_\_\_

Can current conditions be modified to meet the student's goals and/or objectives and/or personal care needs?  Yes  No

Comment:

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

**Mobility Domain**

Does the student have an existing health care plan?  Yes (If so, attach)  No  In process  Need to initiate

**Indicate which mobility/personal care the student requires:**

Needs	Frequency/Duration	Time of Day Support is Needed	Existing Support Available	Level of Support	Training Needed
Lifting					
Transfer					
Physical Support/Positioning					
Toileting assistance					
Diapering					
Feeding – full support					
Bracing					

Use of mobility equipment (*Specify*):

Other:

Are there appropriate safety equipment(s) in place?  Yes  No

Comment:

What level of support is needed for the student to transition (*from one class to another, or from one activity to another, or mainstream*)?

What activities can the student do without assistance? (*time of day, group, transitions, etc.*)

Describe the school day and assistance now provided. Specify and include the student-teacher ratio, and natural supports such as peers, school staff, volunteers, etc.

Can current conditions be modified to meet the student's goals and/or objectives and/or personal care needs?

First Observation Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Completed by: \_\_\_\_\_ Title: \_\_\_\_\_

Second Observation Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Completed by: \_\_\_\_\_ Title: \_\_\_\_\_



## Temporary Intensive Supports (TISA) Evaluation Report

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

Evaluation Report Prepared By: \_\_\_\_\_

1. **Reason for Referral:** *(Review of Behavioral Intervention Plan, disciplinary information, academic progress, and progress on IEP goals.)*

2. **Background Information and Educational Setting:** *(Summarize previous interventions and outcomes, include information regarding educationally relevant health, developmental, and medical findings; and include the results of any independent educational evaluations.)*

3. **Summary of Interviews:** *(Summarize results of the parent, teacher, and student interviews)*

4. **Summary of Observations:** *(Include quantifiable data collected during observations, include information regarding relevant behavior noted during the observation of the student.)*

5. **Results and Recommendations:** *(Include information regarding the need for specialized services, materials, and equipment and indicate if the student's needs can be met in the current setting with the current level of support; recommend goals for apparent need(s) observed.)*

## Temporary Intensive Supports Assessment (TISA) Initial Plan

**DIRECTIONS:** When Temporary Intensive Support Assistance is determined by the IEP team to be necessary for a student, the IEP team should develop an independence and fading plan in order to promote the student's independence and to avoid potential harmful effects, such as dependency. This form should be completed by the IEP team with input from all members, including parents.

### IDENTIFIED NEEDS

Time/Subject Area	Support Needed (ratio, equipment, materials, etc.)	Does support require additional staff? <i>(Please check)</i>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

### INDEPENDENCE GOAL (TO BE ADDED TO IEP GOALS)

**Comment**

Present Level of Independence (Baseline)	
<b>Independence Goal</b> <i>(to reduce and/or eliminate Temporary Intensive Support Assistance)</i>	

### FADING PLAN (See Appendix B) MAY NOT BE APPLICABLE FOR STUDENTS WITH MOBILITY OR HEALTH NEEDS

**Comment**

**Person(s) Responsible**

1. <b>Procedure:</b> <i>What will be taught so the student learns the replacement behavior/skills? (Task analysis of skill development. What does the teacher or staff do to get the student to perform the behavior?)</i>		
a. <b>Level of Support:</b> <i>Description of how and who support changes as student independence increases. Prompting type; frequency; proximity of personnel; role of teacher/paraprofessional.</i>		
2. <b>Progress Monitoring Method:</b> <i>Who, how often, and how will the data be collected (If using a documentation sheet, please attach.)</i>		
a. <b>Evaluation:</b> <i>How will the data be evaluated to determine if intervention is working?</i>		
b. <b>Measurement:</b> <i>What are the criteria for fading and description of the level of TISA support?</i>		
3. <b>Maintenance:</b> <i>What are the adaptations/accommodations that will be used to promote and sustain independence?</i>		

## Temporary Intensive Supports (TISA) Annual Review Fading Plan

**DIRECTIONS:** When Temporary Intensive Support Assistance is determined by the IEP team to be necessary for a student, the IEP team should develop an independence and fading plan in order to promote the student’s independence and to avoid potential harmful effects, such as dependency. This form should be completed by the IEP team with input from all members, including parents.

**INDEPENDENCE PLAN DISCUSSION**

Team Discussion Questions	Comment
In what setting(s) and/or time of day is the highest level of assistance needed?	
What tasks/activity needs the highest level of assistance?	
What are the expectations and instructional demands on the student that requires intensive support?	
What natural student-teacher ratio supports are available?	
What environmental cues are currently available in the natural environment?	
Are there any schedule changes available to support independence?	
What is the prompting hierarchy needed for student to increase independence?	
Has assistive technology and/or equipment been considered to support independence?	
Has any staff and/or student training been considered to support independence?	
What are the next steps needed for the next level of independence?	
Other things for team to consider:	

	<b>Student’s Independence Strengths</b> <b>What can student already do independently?</b> <i>Consider setting, instruction, curriculum, activities, social interaction, and participation</i>	<b>Student’s Independence Concerns</b> <b>What are the student’s areas of struggle/need?</b>
Health/Personal Care/Mobility		
Communication		
Behavior		
Academic/Instruction (Task Initiation & Output)		
Social/Inclusion		

**IDENTIFIED NEEDS**

Time/Subject Area	Support Needed (ratio, equipment, materials, etc.)	Does support require additional staff? <i>(Please check)</i>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

**INDEPENDENCE GOAL (TO BE ADDED TO IEP GOALS)**

**Comment**

Present Level of Independence (Baseline)	
<b>Independence Goal</b> <i>(to reduce and/or eliminate Temporary Intensive Support Assistance)</i>	

**FADING PLAN (See Appendix B)**

**MAY NOT BE APPLICABLE FOR STUDENTS WITH MOBILITY OR HEALTH NEEDS**

**Comment**

**Person(s) Responsible**

1. <b>Procedure:</b> <i>What will be taught so the student learns the replacement behavior/skills? (Task analysis of skill development. What does the teacher or staff do to get the student to perform the behavior?)</i>		
a. <b>Level of Support:</b> <i>Description of how and who support changes as student independence increases. Prompting type; frequency; proximity of personnel; role of teacher/paraprofessional.</i>		
2. <b>Progress Monitoring Method:</b> <i>Who, how often, and how will the data be collected (If using a documentation sheet, please attach.)</i>		
a. <b>Evaluation:</b> <i>How will the data be evaluated to determine if intervention is working?</i>		
b. <b>Measurement:</b> <i>What are the criteria for fading and description of the level of TISA support?</i>		
3. <b>Maintenance:</b> <i>What are the adaptations/accommodations that will be used to promote and sustain independence?</i>		



## Appendix A Temporary Intensive Supports (TISA) Evidence-Based Classroom Practices Observation Checklist

**DIRECTIONS:** To be used by the administrator, psychologist, or TISA case manager to examine a student’s current environment and supports. To be used prior to requesting help for a student not making progress on IEP goals or if more student support in an area is needed. *(Not to be used for student with medical/health needs).*

### STRATEGIES

	Physical Design	Comments
<input type="checkbox"/>	Layout of the classroom is such that facilitates typical instructional activities (e.g., small group, whole group, learning center)	
<input type="checkbox"/>	Furniture is arranged to allow for smooth teacher and student movement	
<input type="checkbox"/>	Instructional materials are neat, orderly, and ready for use	
<input type="checkbox"/>	Posted materials that support critical learning content and learning strategies (e.g., word walls, steps for writing process, math formulas)	
<input type="checkbox"/>	Teacher demonstrates organization and how to use classroom areas	

	Routines	Comments
<input type="checkbox"/>	Evidence of predictable patterns and activities	
<input type="checkbox"/>	Evidence that routines and procedures are taught directly	
<input type="checkbox"/>	Students are recognized when they successfully follow classroom routines and procedures	
<input type="checkbox"/>	Students are encouraged to use self-management skills	
<input type="checkbox"/>	Evidence of student-guided schedules and routines	

	Expectations	Comments
<input type="checkbox"/>	Evidence of 3-5 school-wide expectations adopted in the classroom	
<input type="checkbox"/>	Expectations are observable, measurable, positively stated, understandable, and always applicable	
<input type="checkbox"/>	Expectations are taught using examples and non-examples and with opportunities to practice and receive feedback	
<input type="checkbox"/>	Evidence of student involvement in defining the 3-5 school-wide expectations within the classroom routines	
<input type="checkbox"/>	Students are committed to supporting the expectations	
<input type="checkbox"/>	Teacher manages classroom proactively and calmly	

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

Supervision		Comments
<input type="checkbox"/>	Teacher engages in active supervision which includes all the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Scanning: visual sweep of entire space</li> <li><input type="checkbox"/> Moving: continuous movement, proximity</li> <li><input type="checkbox"/> Interacting: verbal communication in a respectful manner, pre-corrections, non-contingent attention, specific verbal feedback</li> </ul>	

Opportunity		Comments
<input type="checkbox"/>	Instruction includes high rates of opportunities to respond, which includes at least one of the following during the observation: <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual or small group questioning</li> <li><input type="checkbox"/> Choral responding</li> <li><input type="checkbox"/> Nonverbal responding</li> </ul>	

Academic Rigor		Comments
<input type="checkbox"/>	Instruction is engaging	
<input type="checkbox"/>	Instruction is differentiated to support all types of learners	
<input type="checkbox"/>	Visual supports are used as appropriate	
<input type="checkbox"/>	Manipulatives are used to support learning	
<input type="checkbox"/>	Communication systems/strategies with non-verbal students are used, as necessary	

Social/Emotional Supports		Comments
<input type="checkbox"/>	Teacher models identification of feelings	
<input type="checkbox"/>	Self-talk strategies are taught and practiced	
<input type="checkbox"/>	Relaxation techniques are employed	
<input type="checkbox"/>	Role-play social interactions	
<input type="checkbox"/>	Emotional cards are used when appropriate	
<input type="checkbox"/>	Praise and encouragement are provided	

Sensory Supports		Comments
<input type="checkbox"/>	Observed used in the classroom/or by student: <ul style="list-style-type: none"> <li><input type="checkbox"/> Stretchy kick bands for chairs</li> <li><input type="checkbox"/> Vestibular cushions</li> <li><input type="checkbox"/> Headphones</li> <li><input type="checkbox"/> Music</li> <li><input type="checkbox"/> Partitions/corrals (individual or for an area)</li> <li><input type="checkbox"/> Flexible seating</li> <li><input type="checkbox"/> Sensory tactile tables</li> <li><input type="checkbox"/> Weighted vest</li> <li><input type="checkbox"/> Compression shirts</li> <li><input type="checkbox"/> Other: _____</li> </ul>	

Completed by: \_\_\_\_\_ Title: \_\_\_\_\_

## Appendix B

### Temporary Intensive Supports (TISA)

#### Terms and Definitions of Fading

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**Prompt Hierarchy:** Prompts range from the least to the most intrusive. The amount of assistance increases with each level in the hierarchy.

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#### **Natural Cue**

Behavior independently occurs because of a natural cue to a stimulus in the environment. The individual performs the behavior without any assistance.

*Example: John stands up to sing when he sees his peers stand up.*

#### **Gestural (Nonverbal) Prompt**

Physical gestures that may include pointing, beckoning, pantomiming, or shaking one's head to indicate approval or disapproval.

*Example: Mrs. Brown points to the yellow square to signal time for yellow reading group. Mr. Jones holds up two fingers to signal "quiet now."*

#### **Indirect Verbal Prompt**

The instructor uses words to imply that some behaviors need to occur.

*Example: Mr. Sanchez says, "Children, what should you be doing?" Students understand it is time to quiet down and open their books.*

#### **Modeling**

Performing the desired behavior to encourage the initiation of the behavior by the individual.

*Example: Ms. Nguyen sits up tall in her seat with her hands folded on top of the desk as students come to a reading group. She waits until they copy her behavior.*

#### **Symbolic (Pictorial or Written Prompt)**

Symbols (pictures or words) are presented to guide the behavior. Often a sequence of pictures or a list of words is used, combined with a gestural prompt of pointing to the symbol of the desired behavior for that moment in time.

*Example: Devon has 4 pictures of how to solve multi-digit addition which he uses in sequence to solve math problems. When he appears confused, his teacher gesturally redirects him to the correct picture.*

#### **Direct Verbal Prompt**

The instructor explicitly states the behavior that needs to occur.

*Example: "Boys and girls, please stand up now."*

#### **Minimal Physical Prompt**

Slight physical contact that guides the individual towards the behavior.

*Example: When Katie does not open the door when verbally told to do so, Ms. Hernandez lightly touches her elbow. \*Note: depending on the situation, a minimal physical prompt may be less intrusive and facilitate more independence than a direct verbal prompt.*

#### **Partial Physical Prompt**

The instructor physically starts the individual on the desired behavior, and then ceases the physical assistance to the individual to complete the behavior independently.

*Example: When Katie does not open the door after being lightly touched on the elbow, Ms. Hernandez gently nudges her arm upward until the knob is touched and then releases contact.*

#### **Full Physical Prompt**

The instructor physically guides the individual through the entire behavior.

*Example: Amy's teacher physically positions her fingers on the pencil and guides Amy's hand as she writes her name.*

## Appendix C Temporary Intensive Supports (TISA) Checklist to Support Independence

**DIRECTIONS:** For the IEP team to discuss with the family in the IEP to ensure team is working toward student's increasing independence.

	Student has a measurable <b>independence goal</b> in the IEP with a <b>proposed potential date</b> to have the support faded out
	IEP informs the family of <b>concerns of having extra adult support</b> such as: prompt dependency, learned helplessness, decrease in independence and self-efficacy, social isolation, and social stigma
	IEP team discusses what <b>Natural Supports</b> will be utilized <b>FIRST</b> before using extra adult support (peers, teacher, visuals, rules and routines, task analysis, classroom structure, CHAMPS, etc.)
	IEP team tells family <b>WHY the extra support is needed</b> (to support behavior plan, academic on task, social facilitation, safety, medical reasons)
	IEP team describes exactly <b>WHEN the support is needed and NOT needed</b> (during math, PE, reading, writing, social, etc.)
	IEP team describes exactly <b>WHAT the support will look like</b> (will the paraprofessional roam around, sit next to the student, take small groups, use non-verbal gesture, point to and use visuals, or verbally prompt)
	IEP team discusses <b>HOW they will support increasing the student's independence</b> (through goals, visuals, teaching independence, gestures, task analysis, self-monitoring, peer support, and/or other evidenced-based practices)
	IEP team discusses <b>ON-going progress monitoring</b> , data collection, areas to teach independence, and gradual fading back of extra adult support
	IEP team discusses the <b>student's progress</b> on independence goal in all future IEP's or as needed

## Appendix D Temporary Intensive Supports (TISA) Independence/Fading Resources

Area of Need	Criteria
Social – Emotional/Behavioral	Able to independently review his daily schedule/checklist and expectations first thing in the morning and prior to each transition
Social – Emotional/Behavioral	Able to independently follow classroom procedures to transition between activities with the class
Social – Emotional/Behavioral	Able to initiate a task with 2 or fewer prompts
Social – Emotional/Behavioral	Able to eliminate incidents of socially inappropriate interactions with peers
Social – Emotional/Behavioral	Able to independently use a sensory tool or strategy and return to task within 5 minutes
Social – Emotional/Behavioral	Able to attend lectures and discussions using eye contact, head nodding, hand raising, and/or verbal participation with 2 or fewer prompts
Social – Emotional/Behavioral	Independently demonstrate school-wide expected behaviors in common areas (playground, cafeteria, lunch line, restrooms, etc.)

### Sample Specific Annual Goals and Objectives to Address Achieving Criteria for Independence

- Independently review daily schedule/checklist of expectations first thing in the morning and prior to each transition 80% of the time over 2 consecutive weeks as measured by teacher recorded data.
- Independently follow classroom procedures to transition between activities with the class 80% of the time over 2 consecutive weeks as measured by teacher recorded data.
- Initiate a task with 2 or fewer prompts in 80% of opportunities over 2 consecutive weeks as measured by teacher recorded data. Eliminate incidents of socially inappropriate physical interaction with peers in 90% of opportunities for a trimester as measured by teacher recorded data.
- Independently use a sensory tool or strategy and return to task within 5 minutes in 80% of opportunities over 2 consecutive weeks as measured by teacher recorded data.
- Attend to lectures and discussions using eye contact, head nodding, hand raising, and/or verbal participation with 2 or fewer prompts in 80% of opportunities over 2 consecutive weeks as measured by teacher recorded data.
- Independently demonstrate school-wide expected behaviors in common areas (playground, cafeteria, lunch line, restrooms) in 90% of opportunities for a trimester as measured by teacher recorded data.

### Environmental/Teaching Strategies to Support Independence and Fading of Intensive Supports

Environmental Strategies	Teaching Strategies
Paraprofessionals and teachers should be reminded of the prompt hierarchy described below to avoid over- prompting. The least intrusive prompts possible will be utilized based on each individual situation.	Teach student how to independently utilize and review his schedule or checklist.
It is recommended that various individuals work with student over time so that he/she does not become over-accustomed to the support/style of any one individual. This will increase student’s flexibility and further develop independence.	Teach student to independently self-monitor his/her need for sensory breaks.
Utilize checklists whenever possible to ensure that student gains independence in task completion.	Utilize role playing a practice to teach student how to respect personal space and to conduct self on the school campus.
Identify effective reinforcers and provide positive reinforcement for independent work and appropriate social behaviors.	Teach student cause/ effect (decision making) strategies to help him learn to take ownership of choices.
Allow access to sensory breaks and tools when requested appropriately.	Teach student appropriate ways to request assistance.
Prime student prior to all transitions of expectations, plans, and materials needed.	
When redirecting student, provide the expected/replacement behaviors instead of negative behavior being displayed.	

# POSTSECONDARY TRANSITION SERVICES

A Guide for Students Transitioning from  
High School to Adult Living



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**D/M SELPA MEMBERS PRESENT:**

Academy for Academic Excellence and Norton Science & Language Academy – Marcelo Congo, Amanda Gormley, Paul Rosell, Adelanto SD – Kristi Filip, Alicia Johnson, Apple Valley USD – David Wheeler, Barstow USD – Derek Delton, SBCSS-D/M Operations – Richard (Rich) Frederick, Hesperia USD – Teri McCollum, High Tech High – Amy Briggs (via Web Ex), Lucerne Valley – Vici Miller, Needles USD – Jamie Wiesner (via web Ex), Odyssey Charter – Christina Roberts, Oro Grande SD – Nelda Colvin, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Nicole Yeager, Victor Elementary SD – Tanya Benitez.

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

Jamie Adkins, Peggy Dunn, Adrien Faamausili, Marina Gallegos, Colette Garland, Cheryl Goldberg-Diaz, Jenae Holtz, Maurica Manibusan, Lisa Nash, Kathleen Peters, Linda Rodriguez, Jennifer Rountree, Natalie Sedano, Adrienne Shepherd-Myles, Theresa Vaughan, Athena Vernon.

**1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain SELPA Steering Committee Meeting was called to order by Chairperson Jenae Holtz, at 9:00 a.m., at the Desert/Mountain Educational Service Center, Apple Valley. The Meeting Agenda for June 14, 2019, and the Meeting Minutes for May 10, 2019 were adopted as presented.

**2.0 COMMITTEE MEMBERS COMMENTS/REPORTS**

Jenae Holtz acknowledged Paul Rosell's retirement.

Paul Rosell shared his retirement plans then introduced Marcelo Congo, the new director of student services. Marcello has been with the organization for approximately 8 years and will take the special education program to a new level.

David Wheeler asked how LEAs were serving special education students with severe autism that nonpublic schools will not accept. He continued that he does not know if residential placement would be the next appropriate step. David said many of the programs are for younger students but he is looking for resources for middle schoolers.

Cheri Rigdon reported that the autism population has increased but being a military school district, the school population fluctuates. Cheri shared the county class in Victorville is serving a 19-year-old student with severe autism and doing a wonderful job. She continued that it was a tough year because there were not as many nonpublic school options in the high desert.

Diane Hannett reported Snowline JUSD has had students that do not have autism but are low cognitively and have extreme behaviors that are served by regional centers. Regional centers often will not serve students with extreme behaviors until the age of 22.

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Jenae shared she and Rich Frederick have discussed creating a classroom at the therapeutic campus for the severe population but finding a teacher has been difficult. She continued that they have also discussed one of the districts having a classroom with a teacher and opening it up to the high desert LEAs. There has also been discussion about contracting with Point Quest as they have very well-trained aides, paraprofessionals, and counselors. Jenae asked the directors to take the idea back to the districts and discuss if a consortium class can be created for middle school and high school students.

Rich Frederick said the issue is staffing as well as facilities. This includes bathrooms being attached to the classrooms as well as the need for sensory materials. Rich said based on the challenges, it will take care to create a class and staff it appropriately with appropriate resources.

Derek Delton said Barstow USD will be using a vacant facility that will be refurbished and used by the county program for an intensive autism class for kindergarten through 6<sup>th</sup> grade. He continued the building is large and has full facilities. Derek said the classroom is expected to be finished August 2019. He said it may be worth looking into using any remaining space for older children.

Rich said in addition to the county classroom, there will also be a Barstow district classroom on campus.

Jenae believes there are also opportunities to look at more central locations for all grade levels. She said it is worth looking at the empty buildings and unused space throughout the districts that can accommodate classrooms and programs for students with severe disabilities. The classrooms will not be ready by August of this year but may be by January.

Vici Miller thanked Rich Frederick for traveling to Lucerne Valley to help with a difficult parent. She also thanked the D/M SELPA because her LEA relies on the staff a lot.

### **3.0 DIRECTORS OF EDUCATION REPORTS**

Kristi Filip asked for a discussion on Inland Regional Center's (IRC) involvement in IEPs and how their staff are now becoming advocates for parents. She continued that it is awkward that a public paid entity is representing parents and is putting districts in a weird bind.

Jenae Holtz shared that she and Rich Frederick have met with IRC. Jenae and Rich brought up this issue and expressed their concern that it is not the place of IRC staff. The manager they spoke to was open to conversation and agreed to some extent. Through the discussion with IRC, they learned they are on the same page on many issues. Jenae continued there will be cross training with IRC caseworkers so they know what is expected during an IEP and that the IEP team makes decisions. She said the training will be scheduled for August and advised the directors to watch their email for information.

Diane Hannett said years ago Howard Fulfrost presented to Steering Committee. She continued that Howard Fulfrost also worked as legal counsel for IRC as well as working in special education law. Diane said that the presentation explained that the job of IRC is to get the parent whatever they want which is different from the job of the LEA staff.

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Adrienne Shepherd-Myles reported her department has a global partnership agreement meeting scheduled with IRC in September. The meeting consists of all IRC case workers along with the high desert program managers. Adrienne continued that the IRC program manager is going to present at the August 22 Steering Committee meeting as well.

Jenae said there are meetings being scheduled and there does need to be a sit-down conversation with IRC. She confirmed that she hears what Diane is saying in that some IRC case managers are fully collaborative in IEP meetings. Jenae continued that there are others that are forceful and aggressive. There should not be a battle as there is evidence and data documenting what a child needs.

Kristi Filip reported there were three toxic situations in the month in which the parents arrived to the IEP meeting first and would not start the meeting until their “advocate” arrived. The “advocate” was an IRC staff member which leads her to believe that IRC is presenting themselves in a different role.

Rich added that before he and Jenae met with IRC, an IRC employee came into a classroom stating they were there to evaluate if a family needed an advocate. He brought it up to IRC manager and the manager seemed to believe that is their role. Rich continued that maybe there are two different types of advocate which is causing confusion.

Jenae said it was made clear in the meeting with the IRC manager that the agencies should not be entering an IEP meeting ready to go to battle but instead ready to have a conversation together for what is best for the involved child.

### **4.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR’S REPORTS**

Rich Frederick reported San Bernardino County Superintendent of Schools (SBCSS) is in differentiated assistance because of the results on the California Dashboard. SBCSS is in a consortium with Orange County Office of Education, and Riverside Office of Education. Rich continued the consortium met on June 13, 2019 for an all-day workshop. He stated that attendance in San Bernardino county is a huge issue and because SBCSS does not have a its own School Attendance Review Board (SARB) team as the students are first and foremost the districts’ students, the county has difficulty holding students accountable through a SARB process. Rich stated that he appreciates the districts’ assistance and the work being done with the principals to address the issue. He said we need the students at school and cannot implement FAPE if the students are not at school, but we serve a unique population with unique medical needs. Rich let the directors know they may be contacted by county principals working through attendance issues.

### **5.0 CHIEF EXECUTIVE OFFICER’S REPORTS**

#### **5.1 Legislative Updates**

Jenae Holtz presented the assembly and state bill summaries provided by State SELPA.

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- AB 8 Pupil Health: Mental Health Professionals – this bill is in read status and requires mental health professionals on campus. The MOU between Desert/Mountain Children’s Center and D/M SELPA reflects mental health professionals are on campus and is included in the meeting packet under item 5.4.
- AB 197 Full-Day Kindergarten – this bill is in the first-read status. It is asking for full day kindergarten classes beginning 2022-23 school year. It will require a school day to be the same number of minutes that is offered to pupils in first grade. This applies to LEAs that offer kindergarten classes.
- AB 1651 Licensed Educational Psychologists; Supervision of Associates and Trainees – this bill is in the second-read status. It allows marriage and family therapist associates, social worker associates, and licensed professional clinical counselor to have hours supervised by licensed educational psychologist.
- SB 223 Pupil Health: Administration of Medical Cannabis: School Sites – this bill has been referred to committee and is one to watch. It will allow a parent or guardian of a pupil to possess and administer to the pupil who is a qualified patient entitled to the protections of the Compassionate Use Act of 1996 medicinal cannabis, excluding cannabis in a smokable or vapable form, at a school site. It will allow for pill form or chewable medicinal cannabis.
- SB 419 Pupil Discipline: Suspensions: Willful Defiance – The current law prohibits the suspension of a pupil enrolled in kindergarten or any of grades 1 through 3, inclusive, and recommending the expulsion of a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disruption school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. This bill will allow those provisions also in charter schools.
- SR 37 Relative to the Day of the Teacher – This measure has been adopted and proclaims May 8 as Day of the Teacher.

Jenae also shared that based on California Assembly Bill 1808, CDE has released a Request for Application (RFA) for a preschool grant. The subject is inclusive early education expansion program grant announcement. Jenae continued that it is a great grant to look at if interested in the preschool program. It has been established for the purpose of increasing access to inclusive early childhood programs in low income and high need communities for children with disabilities including children with severe disabilities. The grant period begins November 19, 2019 and ends June 30, 2023. Jenae said it is a competitive process with the letter of intent due by June 28, 2019.

Cheri Rigdon reported that Silver Valley USD is looking at the RFA. She said the RFA does state the LEA has to be already receiving state money and there is also some money matching issues. Cheri asked if D/M SELPA could apply and include the interested LEAs.

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Jenae shared that she and Heidi Chavez participated in the webinar regarding the RFA. It was said that SELPAs cannot apply but Jenae believes they can because SELPAs are LEAs. Jenae said that D/M SELPA is going to apply and could possibly apply on behalf of the LEAs as well. Jenae said it can be done as a whole or in pieces. Jenae stated if anyone wants to be included in the D/M SELPA request, to notify her.

Diane Hannett asked if it would possibly be successful if one of the districts took the lead with the support of D/M SELPA. She said that would follow the RFA rules of SELPAs not applying. Diane stated Snowline JUSD is interested and that several districts could create a consortium with D/M SELPA's support leading to a higher likelihood of receiving the grant. The grant is in support of environments so money is to be used for buildings, adaptive equipment, and staff development.

Teri McCollum said Hesperia USD has 5-6 inclusive preschools that are funded by LCAP. She asked what the ratio is.

Diane said it is at the same rate as school age children which is about 10%.

After a brief discussion, it was agreed that the RFA would be written as a consortium. Jenae asked for all districts interested to notify her and stated the CAHELP JPA grant writer will do the writing.

Jenae concluded that as bills are passed and adopted, she will provide updates.

## 5.2 School Services of California – Fiscal Report

Jenae Holtz said that this item is no longer applicable. She continued that in the May revise, the concentration grant is no longer. Dollars have been equalized to bring the lower SELPAs to the medium of approximately \$71 per Average Daily Attendance (ADA) increase. Currently D/M SELPA is funded at \$486.24 per student and will be brought to \$557.27 per student.

## 5.3 Assembly Bill (AB) 216 – Pupil Discipline: Restraint and Seclusion

Jenae Holtz said the bill has been amended to provide clarity. The bill would limit educational providers use of seclusion or behavioral restraint to only control unpredictable and spontaneous behavior by a pupil that poses a clear and present danger of serious physical harm to the pupil or others, and when the behavior cannot be immediately prevented by a response that is less restrictive. Jenae said it now gives more detail and defines different pieces. It includes if a child is restrained, they must be given access to the bathroom and water every 30 minutes. The bill also includes definitions of behavior intervention plan, behavioral restraint, chemical restraint, educational provider, and functional behavioral assessment. The bill includes how long the restraint should occur. Jenae said if LEA staff are trained in Crisis Prevention Intervention (CPI) and Professional Assault Crisis Training (Pro-ACT), it is known that de-escalation skills are the most important part of any intervention with a child.

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5.4 Assembly Bill (AB) 8 – Pupil Health: Mental Health Professionals

Jenae Holtz presented the MOU for the D/M SELPA and D/M Charter SELPA with DMCC. If language needs to be added or modified, the directors are to notify Jenae.

5.5 D/M SELPA Policy and Procedure, Chapters 5 and 13

Jenae Holtz reported that there have been changes to the audiology process for next year. She and Rich Frederick have decided that Desert/Mountain Operations (DMOPS) will begin handling audiology. DMOPS hire the teachers for Deaf and Hard of Hearing (DHH) itinerant teachers and do the case management for the students. Jenae continued that the updated procedure mirrors West End SELPA's process. Effective July 1, 2019, any audiology referrals will go to Rich. Jenae said D/M SELPA will continue to assist with scheduling until DMOPS is established and trained.

Rich Frederick shared Dale Folkens leads the DHH itinerants and oversees the DHH SDC classes for DMOPS. He continued that additional clerical, support staff, and DHH itinerant staff are being added.

Jenae said it is critical to have a system in place with a finger on the pulse of what children need. Jenae continued that if the new process does not flow or if there are things that should be adjusted, she and Rich are to be notified so changes can be made.

5.6 Special Education Inter-District Transfer Procedure

Jenae Holtz presented the draft of the Special Education Inter-District Transfer Procedure. She said this is the opportunity to change the draft procedure and if the committee agrees on the document, it will be presented to Governance Council in September for ratification. If agreed on at today's meeting, the changes will be effective July 1, 2019. Jenae highlighted that if the transfer request is not an agreed upon placement service, the school of service is responsible for all financial obligations to the child. If the transfer request is on the inter-district transfer form, the district of residence will pay the district of service. Jenae pointed out that the check box of "Program Placement – Agreed Services Between Districts" was the only item added to the form.

Jenae confirmed that the district of residence will continue to be financially responsible when the new box is checked and that the IEP is to be attached. She also confirmed that this form is not to be used for parent request of inter-district transfer. Jenae said "IEP must be attached" will be added to the form as well as a check box to confirm that the IEP is attached.

Jenae said the completed Special Education Inter-District Transfer form will be submitted to the district of service who will forward a copy to Colette Garland. The form will be revised and emailed to the committee today for final review.

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Jenae stated D/M SELPA will email a report that reflects the district of residence being charged to the directors for review. The directors will confirm if the child is placed due to program placement or parental placements then return to D/M SELPA so the system is accurate.

Diane Hannett suggested each of the districts review their policies regarding the duration of an approved transfer.

**5.7 CASEMIS 2 CALPADS Training**

Colette Garland reported CASEMIS 2 CALPADS Training will be held on September 16, 2019 9:00 a.m.– 12:00 p.m. There is no cost to attend the training. Colette emphasized all MIS and CALPADS staff need to attend so that everyone is on the same page. She said this includes anyone that enters data in MIS.

Jenae stressed that it is critical for district staff to attend as it will help with a smoother transition.

Jenae confirmed that that D/M SELPA is planning to submit 2018-19 data to CALPADS on the behalf of the LEAs since D/M SELPA holds the master contract for the nonpublic schools.

Colette reported that the programmers are building a module that will pull data in to CALPADS. There will also be a separate module with a behind-the-scenes interface that will pull information daily for users of other systems like AERIES.

**6.0 DIRECTOR'S REPORTS**

**6.1 Desert/Mountain Children's Center Clients Services Reports**

Jenae Holtz reported the monthly Desert/Mountain Children's Center (DMCC) Client Services reports are included in the individual LEA folders as applicable. Jenae asked for any changes or questions to be reported to her or Linda Llamas.

Jenae clarified that DMCC continues to accept new referrals.

**7.0 PROGRAM MANAGER'S REPORTS**

**7.1 Professional Learning Summary**

Jenae Holtz provided the year-to-date professional learning summary. She stated that Heidi Chavez continues to contact directors to ensure D/M SELPA is meeting LEA training needs. Trainings by Dr. Laura Riffel and Sasha Long were requested by the committee.

Kristi Filip reported that Why Try Level 2 will be offered at Adelanto Professional Development Center on July 31 and August 1, 2019 but others can attend.

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Cheryl Goldberg-Diaz shared that on August 23, 2019, Beyond Behavior Management: Guiding Children from the Inside Out will be offered.

### 7.2 Resolutions Support Services Summary

Kathleen Peters presented the Resolution Support Services Summary. She reported fifty cases have been filed which is the largest amount ever for D/M SELPA.

Kathleen shared a recent experience with Apple Valley USD. A child with difficult behaviors was close to being placed in a residential facility which the parent did not want. Instead, the child was able to be assigned two aides and limited space. Kathleen continued that it has been four months and the child is now showing progress. Kathleen thanked David Wheeler for approaching his students with flexibility and not pigeon-holing the child. She stated David Wheeler and Rich Frederick have come together as a team and have done what is best for the children.

Kathleen shared her 18-year-old daughter with autism graduated high school recently. Kathleen also reported that her daughter attends Beaumont USD where they have moved students to the adult school after they've received their certificate of completion from the high school. This allows the students to leave the four-year campus and move on to receive job training.

### 7.3 PBIS Year End Data

Athena Vernon presented the PBIS Year End Data which included data from 2014 to present by each tier. She said the desert mountain region continues to come in above state average for all three tiers.

### 7.4 Universal Screening Overview Flyer

Natalie Sedano presented the training flyer for The Role of Universal Screening in Tiered Systems of Support Overview. She said it is regarding being preventive instead of reactive when screening students. The training is on August 21, 2019 from 12:30 p.m. to 3:30 p.m.

### 7.5 Compliance Update

Colette Garland provided updates on Compliance as follows:

Prong II (April Pupil Count) – has been submitted and waiting for CDE approval. LEAs will be notified as CDE responds.

Personnel Data Reports – All PDRs have been submitted to Colette and are being processed.

CASEMIS 2 CALPADS (C2C) – C2C training is scheduled for September 16 and is extremely important to attend.



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D/M SELPA received a call from CDE asking for a for volunteer LEA to push the data through early to test the software during the first week of July.

Tanya Benitez volunteered Victor Elementary SD.

Kristi Filip volunteered Adelanto SD as the back-up agency.

Desired Results Development Profiles (DRDP) – DRDP is due by July 1, 2019. Those LEAs with DRDP should have data entered for Colette to pull from and then submit.

Peggy Dunn reported that all Performance Indicator Reviews (PIR) have been received and she is currently reviewing. She said she will be making minor clarifying changes then send them to Jenae for review before submitting to CDE.

Jenae Holtz said the PIRs she has reviewed are looking good. She continued that the new format does seem to be helping. Jenae asked the committee if any members want to make their own changes before reviews are submitted to CDE. The committee agreed to D/M SELPA submitting with appropriate changes.

#### 7.6 Master Contract Guidelines

Peggy Dunn reported the Maser Contract for 2019-20 has been completed. She said verbiage has been changed to address the conflict of interest of a nonpublic agency (NPA) being contracted for services: “When the contractor is a nonpublic agency servicing a LEA student, the contractor shall never act as an unbiased assessor for contractor gain by making recommendations for additional contractor services outside the existing contract or outside of the IEP process.” Peggy continued that in addition to that change, there will be annual meetings with NPAs and correspondence confirming what the LEA expectations are.

Jenae Holtz stated that by adding that strong of language, if an NPA violates the contract, the contract will be null and void.

#### 7.7 Nonpublic School/Nonpublic Agency Updates

Peggy Dunn reported that the nonpublic schools (NPS) are consistently being monitored. Both Desert View School and Bright Futures Academy are currently in the extended school year (ESY). Bright Futures Academy is holding ESY on their Riverside campus with no students currently on the Apple Valley Campus. The Apple Valley campus will completely close effective August 12, 2019.

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**8.0 BUSINESS DEPARTMENT REPORTS**

Jenae Holtz reported on the Systems of Supports (SOS) process. She said if LEAs have submitted SOS proposals to San Bernardino County Superintendent of Schools (SBCSS) for special education program development, those will be routed through the SELPAs who will be processing the requests. The applications will possibly be modified to include the assigned SELPA and contact person.

Jenae continued the SELPAs will be completing the vendor contracts and ordering the materials. She said purchased items will be delivered to SBCSS warehouse. Jenae shared the warehouse manager is aware that D/M SELPA is willing to have materials picked up in order to have them delivered to LEAs as soon as possible. Jenae said it is important to contact Marina Gallegos to discuss the SOS plans to ensure all involved are on the same page. Jenae knows that purchases are being made for all students in LEAs, not just students in special education.

**9.0 PROGRAM SPECIALISTS' REPORTS**

9.1 Adapting Curriculum: Engaging All Learners Through Universal Design for Learning

Linda Rodriguez presented the flyer for Adapting Curriculum: Engaging All Learners Through Universal Design for Learning (UDL). She shared that the training is for general education teachers, special education teachers, and paraeducators. The training is scheduled for September 26, 2019.

**10.0 INFORMATION ITEMS**

10.1 June Pupil Count Memo

10.2 Monthly Occupational & Physical Therapy Services Reports

10.3 Monthly Audiological Services Reports

10.4 Monthly Nonpublic School/Agency Placement Report

10.5 Upcoming Professional Learning Opportunities

**11.0 OTHER**

Jenae Holtz reminded the committee to turn off all fax machines during summer vacation and to not open emails from unknown senders. The timelines on filings begin as soon as it is documented as received.

Lisa Nash added attorneys will look for open fax lines throughout the LEAs even outside of special education. She asked the directors to ensure all departments are told to notify D/M SELPA if they receive due process documents.

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**12.0 MOTIVATION AND INSPIRATION**

Jenae Holtz shared a video, “TED Talk, Kids Need a Champion, Rita Pierson”.

**13.0 ADJOURNMENT**

**NEXT MEETING: AUGUST 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.*

## Tracked Bills Thursday, July 11, 2019

### [AB 6](#)

#### **(Reyes D) Early childhood education: Early Childhood Education Branch.**

**Current Text:** Amended: 4/2/2019 [html](#) [pdf](#)

**Introduced:** 12/3/2018

**Last Amend:** 4/2/2019

**Status:** 7/9/2019-From committee: Do pass and re-refer to Com. on APPR. (Ayes 5. Noes 0.) (July 8). Re-referred to Com. on APPR.

**Summary:** Would establish in the State Department of Education, on or before January 1, 2021, the Early Childhood Education Branch, in order to ensure a holistic implementation of early childhood education programs and universal preschool. The bill would require the office to have specified responsibilities, including the responsibility of coordinating services with the State Department of Social Services and the California Health and Human Services Agency to ensure that social and health services are provided to children in early childhood education programs. The bill would express the intent of the Legislature to adequately finance the Early Childhood Education Branch when it is established.

#### **Position**

Watch

### [AB 8](#)

#### **(Chu D) Pupil health: mental health professionals.**

**Current Text:** Amended: 5/16/2019 [html](#) [pdf](#)

**Introduced:** 12/3/2018

**Last Amend:** 5/16/2019

**Status:** 7/8/2019-In committee: Hearing postponed by committee.

**Summary:** Would require, on or before December 31, 2024, 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, 2024, 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-

#### **Position**

Watch

### [AB 39](#)

#### **(Muratsuchi D) Education finance: local control funding formula: aspirational funding level: reports.**

**Current Text:** Amended: 5/8/2019 [html](#) [pdf](#)

**Introduced:** 12/3/2018

**Last Amend:** 5/8/2019

**Status:** 6/24/2019-In committee: Referred to APPR. suspense file.

**Summary:** Current law requires funding pursuant to the local control funding formula to include, in addition to a base grant, supplemental and concentration grant add-ons that are based on the percentage of pupils who are English learners, foster youth, or eligible for free or reduced-price meals, as specified, served by the county superintendent of schools, school district, or charter school. Current law specifies the amount of the base grant in the 2013-14 fiscal year, as provided, and requires that amount to be adjusted for changes in cost of living in subsequent fiscal years. This bill would express the intent of the Legislature to increase the base grants to amounts equal to the national average per-pupil funding level, as provided.

#### **Position**

### [AB 48](#)

#### **(O'Donnell D) Education finance: school facilities: Kindergarten-Community Colleges Public Education Facilities Bond Acts of 2020 and 2022.**

**Current Text:** Amended: 7/8/2019 [html](#) [pdf](#)

**Introduced:** 12/3/2018

**Last Amend:** 7/8/2019

**Status:** 7/8/2019-Read second time and amended. Re-referred to Com. on APPR.

**Summary:** The Leroy F. Greene School Facilities Act of 1998 provides for the adoption of rules, regulations, and procedures, under the administration of the Director of General Services, for the allocation of state funds by the State Allocation Board for the construction and modernization of public school facilities. This bill would add provisions to the act to require the Department of General Services to process, and present to the State Allocation Board, all applications received under the act on and after July 1, 2020, within 120 days of receipt of the application. The bill would require applicants for

bond funding to supply designated information to the State Department of Education.

**Position**

**Notes 1:** Staff: Sophia Kwong Kim, Chief of Staff, Sophia.Kwong@asm.ca.gov

**AB 70**

**(Berman D) Mental health in schools.**

**Current Text:** Introduced: 12/3/2018 [html](#) [pdf](#)

**Introduced:** 12/3/2018

**Status:** 5/3/2019-Failed Deadline pursuant to Rule 61(a)(3). (Last location was PRINT on 12/3/2018) (May be acted upon Jan 2020)

**Summary:** Would state the intent of the Legislature to enact legislation that would support youth mental health in schools.

**Position**

**AB 123**

**(McCarty D) Early childhood education: state preschool program: access: standards.**

**Current Text:** Amended: 4/29/2019 [html](#) [pdf](#)

**Introduced:** 12/3/2018

**Last Amend:** 4/29/2019

**Status:** 7/10/2019-In committee: Hearing postponed by committee.

**Summary:** Would, commencing with the 2020–21 fiscal year, and notwithstanding any other law, authorize a provider operating a state preschool program within the attendance boundary of a public school, except as provided, where at least 70% of enrolled pupils are eligible for free or reduced-price meals, to enroll 4-year-old children meeting specified priorities. The bill would authorize any remaining slots to be open for enrollment to any other families not otherwise eligible, as provided. The bill would prohibit a state preschool classroom from exceeding 24 children.

**Position**

**AB 125**

**(McCarty D) Early childhood education: reimbursement rates.**

**Current Text:** Amended: 6/18/2019 [html](#) [pdf](#)

**Introduced:** 12/3/2018

**Last Amend:** 6/18/2019

**Status:** 7/10/2019-From committee: Do pass and re-refer to Com. on APPR. with recommendation: To Consent Calendar. (Ayes 7. Noes 0.) (July 10). Re-referred to Com. on APPR.

**Summary:** The Child Care and Development Services Act establishes a system of childcare and development services for children up to 13 years of age. Current law requires the Superintendent of Public Instruction to implement a plan that establishes reasonable standards and assigned reimbursement rates, which vary with the length of the program year and the hours of service. Current law requires the reimbursement system to be submitted to the Joint Legislative Budget Committee. This bill would require the Superintendent to implement a reimbursement system plan that establishes reasonable standards and assigned reimbursement rates that would vary with additional factors, including a quality adjustment factor to address the cost of staffing ratios, as provided.

**Position**

**AB 167**

**(Rubio, Blanca D) Childcare and development services: infants and toddlers: state funding.**

**Current Text:** Amended: 4/3/2019 [html](#) [pdf](#)

**Introduced:** 1/8/2019

**Last Amend:** 4/3/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

**Summary:** Would create the California Partnership for Infants and Toddlers, and would provide that a state grant to support the partnership shall be made available and distributed, upon appropriation by the Legislature, to qualifying childcare and development programs and family childcare home education networks that serve infants and toddlers from birth to 3 years of age at a supplemental grant amount of \$4,000 annually per child.

**Position**

**AB 189**

**(Kamlager-Dove D) Child abuse or neglect: mandated reporters: autism service personnel.**

**Current Text:** Amended: 5/7/2019 [html](#) [pdf](#)

**Introduced:** 1/10/2019

**Last Amend:** 5/7/2019

**Status:** 7/1/2019-In committee: Referred to APPR. suspense file.

**Summary:** the Child Abuse and Neglect Reporting Act, requires a mandated reporter, as defined, to report whenever they, in their professional capacity or within the scope of their employment, have knowledge of or observed a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. This bill would add qualified autism service providers, qualified autism service professionals, and qualified autism service paraprofessionals, as defined, to the list of individuals who are mandated reporters.

**Position**

**[AB 190](#) (Ting D) Budget Act of 2019.**

**Current Text:** Amended: 5/29/2019 [html](#) [pdf](#)

**Introduced:** 1/10/2019

**Last Amend:** 5/29/2019

**Status:** 5/31/2019-Re-referred to Com. on BUDGET.

**Summary:** This bill would make appropriations for the support of state government for the 2019–20 fiscal year.

**Position**

**[AB 194](#) (Reyes D) Childcare and development services.**

**Current Text:** Amended: 3/19/2019 [html](#) [pdf](#)

**Introduced:** 1/10/2019

**Last Amend:** 3/19/2019

**Status:** 6/26/2019-Withdrawn from committee. Re-referred to Com. on GOV. & F.

**Summary:** Would provide that \$1,000,000,000 shall be made available, upon appropriation by the Legislature, to immediately improve access to alternative payment programs and general childcare and development programs.

**Position**

**[AB 197](#) (Weber D) Full-day kindergarten.**

**Current Text:** Amended: 5/17/2019 [html](#) [pdf](#)

**Introduced:** 1/10/2019

**Last Amend:** 5/17/2019

**Status:** 7/1/2019-In committee: Referred to APPR. suspense file.

**Summary:** Would require, commencing with the 2022–23 school year, schools in school districts offering kindergarten and charter schools serving pupils in early primary grades to implement at least 1 full-day kindergarten program, thereby imposing a state-mandated local program. The bill would provide that a minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in 1st grade.

**Position**

Watch

**[AB 216](#) (Weber D) Pupil discipline: restraint and seclusion.**

**Current Text:** Amended: 4/9/2019 [html](#) [pdf](#)

**Introduced:** 1/15/2019

**Last Amend:** 4/9/2019

**Status:** 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/28/2019) (May be acted upon Jan 2020)

**Summary:** Would limit an educational provider’s use of seclusion or behavioral restraint to only control unpredictable and spontaneous behavior by a pupil that poses a clear and present danger of serious physical harm to the pupil or others, and when the behavior cannot be immediately prevented by a response that is less restrictive. The bill would require local educational agencies and nonpublic schools and agencies to implement positive behavioral intervention and supports, as defined, on all schoolsites, and would prohibit an educational provider from using seclusion or behavioral restraint before the provider receives emergency behavioral intervention training.

**Position**

**[AB 236](#) (Garcia, Eduardo D) Special education programs: Family Empowerment Centers on Disability.**

**Current Text:** Amended: 3/20/2019 [html](#) [pdf](#)

**Introduced:** 1/18/2019

**Last Amend:** 3/20/2019

**Status:** 7/1/2019-In committee: Referred to APPR. suspense file.

**Summary:** Would revise and recast provisions related to Family Empowerment Centers on Disability, including requiring the State Department of Education to give priority to grant applicants in those of the 32 regions in the state that do not have a center, increasing the minimum base rate for each center awarded a grant from \$150,000 to \$237,000 commencing with the start of the fiscal year after a center has been established in each of the 32 regions, and, commencing with the 2022–23 fiscal year, providing for an annual cost-of-living adjustment of the grant amount, as specified. The bill would also increase the base amount to be made available annually to the council from \$150,000 to \$237,000.

**Position**

Support

**AB 258 (Jones-Sawyer D) Pupil health: School-Based Pupil Support Services Program Act.**

**Current Text:** Amended: 4/1/2019 [html](#) [pdf](#)

**Introduced:** 1/23/2019

**Last Amend:** 4/1/2019

**Status:** 7/3/2019-From committee: Do pass and re-refer to Com. on APPR. (Ayes 6. Noes 0.) (July 3). Re-referred to Com. on APPR.

**Summary:** The Healthy Start Support Services for Children Act requires the Superintendent of Public Instruction to award grants to local educational agencies or consortia to fund programs in qualifying schools that provide support services, which include case-managed health, mental health, social, and academic support services, to eligible pupils and their families. This bill would state the intent of the Legislature to enact legislation that would increase in-school support services to pupils in order to break down barriers to academic success.

**Position**

**AB 324 (Aguiar-Curry D) Childcare services: state-subsidized childcare: professional support stipends.**

**Current Text:** Amended: 6/27/2019 [html](#) [pdf](#)

**Introduced:** 1/30/2019

**Last Amend:** 6/27/2019

**Status:** 7/9/2019-From committee: Do pass and re-refer to Com. on APPR. (Ayes 6. Noes 0.) (July 8). Re-referred to Com. on APPR.

**Summary:** Current law requires that moneys in a specified item of the Budget Act of 2000 be allocated to local child care and development planning councils based on the percentage of state-subsidized, center-based childcare funds received in the county in which the council is located, and requires that these funds be used to address the retention of qualified childcare employees in state-subsidized childcare centers. Current law authorizes these funds, and other specified funds, appropriated for these purposes, to be used in the County of Los Angeles if specified requirements met. This bill would instead require these funds to be used to address the professional support of qualified childcare employees in state-subsidized childcare centers.

**Position**

**AB 347 (Choi R) Preschool: privately funded pilot program: tax credits.**

**Current Text:** Amended: 3/19/2019 [html](#) [pdf](#)

**Introduced:** 2/4/2019

**Last Amend:** 3/19/2019

**Status:** 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was REV. & TAX on 2/28/2019)(May be acted upon Jan 2020)

**Summary:** The Child Care and Development Services Act, administered by the State Department of Education, requires the Superintendent of Public Instruction to administer childcare and development programs that offer a full range of services for eligible children from infancy to 13 years of age. Current law requires the Superintendent to administer all California state preschool programs, including, but not limited to, part-day and full-day age and developmentally appropriate programs for 3- and 4-year-old children. This bill would, until January 1, 2025, authorize the department, as part of a pilot program, to accept monetary contributions made to the California Preschool Investment Fund, which this bill would create, by a person for purposes of preschool education, as provided.

**Position**

**AB 385 (Calderon D) Medi-Cal: Early and Periodic Screening, Diagnosis, and Treatment mental health services: performance outcomes system: platform.**

**Current Text:** Amended: 4/23/2019 [html](#) [pdf](#)

**Introduced:** 2/5/2019

**Last Amend:** 4/23/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

**Summary:** Existing law requires the State Department of Health Care Services, in collaboration with the California Health and Human Services Agency and in consultation with the Mental Health Services Oversight and Accountability Commission, to create a plan for a performance outcomes system for EPSDT mental health services, as specified. This bill would require the department to develop a platform, update an existing platform, or integrate with an existing platform, capable of automating the collection of data from a functional assessment tool that is established pursuant to the department's performance outcomes system plan.

**Position**

**AB 428 (Medina D) Special education funding.**

**Current Text:** Introduced: 2/7/2019 [html](#) [pdf](#)

**Introduced:** 2/7/2019

**Status:** 6/24/2019-In committee: Referred to APPR. suspense file.

**Summary:** Current law requires the Superintendent of Public Instruction to determine the amount of funding to be provided for each special education local plan area in accordance with specified calculations. Current law requires the Superintendent, for the 2013-14 fiscal year, to compute an equalization adjustment for each special education local plan area for purposes of increasing the funding rates for special education local plan areas with funding rates below the 90th percentile, as specified. This bill would increase that percentile to the 95th percentile and would require the Superintendent to compute that equalization adjustment commencing with the first fiscal year after funds are apportioned pursuant to a specified formula and for each fiscal year thereafter in which an equalization appropriation is made, as specified.

**Position**

Support

**AB 525 (Rivas, Luz D) Teacher credentialing.**

**Current Text:** Amended: 3/18/2019 [html](#) [pdf](#)

**Introduced:** 2/13/2019

**Last Amend:** 3/18/2019

**Status:** 6/27/2019-From Consent Calendar. Ordered to third reading.

**Calendar:** 7/11/2019 #134 SENATE ASSEMBLY BILLS - THIRD READING FILE

**Summary:** Would require the Commission on Teacher Credentialing to periodically provide reports and recommendations to the Legislature regarding the state's teacher workforce for purposes of developing and reviewing state policy, identifying workforce trends, and identifying future needs.

**Position**

**AB 598 (Bloom D) Hearing aids: minors.**

**Current Text:** Amended: 7/2/2019 [html](#) [pdf](#)

**Introduced:** 2/14/2019

**Last Amend:** 7/2/2019

**Status:** 7/2/2019-Read second time and amended. Re-referred to Com. on APPR.

**Summary:** Would require a health care service plan contract or a health insurance policy issued, amended, or renewed on or after July 1, 2020, to include coverage for hearing aids, as defined, for an enrollee or insured under 18 years of age. The bill would require the coverage to be performed by contracted providers, except as specified. The bill would require the contracted providers to include a pediatric audiologist for children under 5 years of age. The bill would require hearing aids covered under the bill to be subject to the cost sharing imposed by the plan contract or health insurance policy for durable medical equipment, as specified.

**Position**

Support

**AB 605 (Maienschein D) Special education: assistive technology devices.**

**Current Text:** Amended: 4/3/2019 [html](#) [pdf](#)

**Introduced:** 2/14/2019

**Last Amend:** 4/3/2019

**Status:** 7/5/2019-Withdrawn from Engrossing and Enrolling. Ordered to the Senate. In Senate. Held at Desk.

**Summary:** Would require a local educational agency, including a charter school, as defined, to provide, on a case-by-case basis pursuant to federal law, the use of school-purchased assistive technology devices in a child's home or in other settings if the child's individualized education program team determines that the child needs access to those devices in order to receive a free appropriate public



education. The bill would also require a local educational agency to be responsible for providing an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to graduation or enrollment in another local educational agency, ceases to be enrolled in that local educational agency.

**Position**

Watch

**[AB 666](#) (Gabriel D) Pupil mental health: model referral protocols.**

**Current Text:** Amended: 4/11/2019 [html](#) [pdf](#)

**Introduced:** 2/15/2019

**Last Amend:** 4/11/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/24/2019)(May be acted upon Jan 2020)

**Summary:** Would require the State Department of Education to develop model referral protocols, as provided, for addressing pupil mental health concerns. The bill would require the department to consult with various entities in developing the protocols, including current classroom teachers and administrators. The bill would require the department to post the model referral protocols on its internet website. The bill would make these provisions contingent upon funds being appropriated for its purpose in the annual Budget Act or other legislation, or state, federal, or private funds being allocated for this purpose.

**Position**

**[AB 713](#) (Mullin D) Early Psychosis Intervention Plus (EPI Plus) Program.**

**Current Text:** Amended: 3/28/2019 [html](#) [pdf](#)

**Introduced:** 2/19/2019

**Last Amend:** 3/28/2019

**Status:** 6/13/2019-In committee: Set, first hearing. Hearing canceled at the request of author.

**Summary:** Current law establishes the Early Psychosis and Mood Disorder Detection and Intervention Fund, and authorizes the commission to allocate moneys from that fund to provide grants through a competitive selection process to counties or other entities to create, or expand existing capacity for, early psychosis and mood disorder detection and intervention services and supports. Current law requires the commission to adopt regulations to implement these provisions, but provide that the adoption of those regulations and the implementation of the grant program are contingent upon the deposit into the fund of at least \$500,000 in nonstate funds for those purposes. Current law prohibits funds from being appropriated from the General Fund for purposes of these provisions. This bill would delete that prohibition on General Fund moneys being appropriated for purposes of those provisions and would delete the requirement that the minimum \$500,000 deposit be from nonstate funds.

**Position**

**[AB 741](#) (Kalra D) Early and Periodic Screening, Diagnosis, and Treatment Program: trauma screening.**

**Current Text:** Amended: 3/28/2019 [html](#) [pdf](#)

**Introduced:** 2/19/2019

**Last Amend:** 3/28/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

**Summary:** Current law requires the State Department of Health Care Services to convene an advisory working group to update, amend, or develop, if appropriate, tools and protocols for the screening of children for trauma, within the EPSDT benefit. Current law requires that the group be disbanded on December 31, 2019, and requires, on or before May 1, 2019, the department to identify an existing advisory working group to periodically review and consider the protocols for the screening of trauma in children at least once every 5 years, or upon the request of the department. This bill would require the department, in order to ensure the success and sustainability of trauma screenings for children as part of the EPSDT benefit, to provide trainings for certain personnel, including, among other things, instruction on how to identify and make appropriate referrals for patients who have tested positive in trauma screenings.

**Position**

**[AB 743](#) (Garcia, Eduardo D) Pupil health: self-administration of prescribed asthma medication.**

**Current Text:** Enrollment: 7/8/2019 [html](#) [pdf](#)

**Introduced:** 2/19/2019

**Last Amend:** 4/22/2019

**Status:** 7/8/2019-Enrolled and presented to the Governor at 3:30 p.m.

**Summary:** Would require a school district to accept a written statement provided by a physician or surgeon relating to a pupil carrying and self-administering inhaled asthma medication, from a physician or surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in this state. The bill would require that written statement to be provided in both English and Spanish and to include the name and contact information for the physician or surgeon.

**Position**

**[AB 751](#) (O'Donnell D) Pupil assessments: Pathways to College Act.**

**Current Text:** Introduced: 2/19/2019 [html](#) [pdf](#)

**Introduced:** 2/19/2019

**Status:** 6/19/2019-From committee: Do pass and re-refer to Com. on APPR. (Ayes 6. Noes 1.) (June 19). Re-referred to Com. on APPR.

**Summary:** Would require, pursuant to specified provisions of the federal Elementary and Secondary Education Act, the Superintendent of Public Instruction to approve a nationally recognized high school assessment that a local educational agency, as defined, may, at its own discretion, administer, if the alternative assessment is approved by the local educational agency's governing board or body in a public meeting, commencing with the 2021-22 school year, and each school year thereafter, in lieu of the consortium summative assessment in English language arts and mathematics for grade 11.

**Position**

**[AB 760](#) (Cooper D) Education finance: local control funding formula: pupil transportation: cost-of-living adjustment and add-on.**

**Current Text:** Amended: 3/18/2019 [html](#) [pdf](#)

**Introduced:** 2/19/2019

**Last Amend:** 3/18/2019

**Status:** 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/14/2019) (May be acted upon Jan 2020)

**Summary:** Would, commencing with the 2019-20 fiscal year, require the amount of funds received for specified pupil transportation programs to be adjusted by a specified cost-of-living calculation, and would require the Superintendent of Public Instruction to compute an add-on to the total sum of a county superintendent of schools', school district's, or charter school's base, supplemental, and concentration grants in accordance with a certain formula to incrementally equalize pupil transportation program funding to 90% of the approved cost expenditures of the county superintendent of schools's, school district's, and charter school's pupil transportation programs.

**Position**

**[AB 875](#) (Wicks D) Pupil health: in-school support services.**

**Current Text:** Amended: 4/11/2019 [html](#) [pdf](#)

**Introduced:** 2/20/2019

**Last Amend:** 4/11/2019

**Status:** 6/17/2019-In committee: Hearing postponed by committee.

**Summary:** The Healthy Start Support Services for Children Act establishes the Healthy Start Support Services for Children Program Council, specifies the members of the council, and provides for the duties of the council, which include assisting a local educational agency or consortium with local technical assistance, as provided. The act authorizes a local educational agency or consortium to contract with other entities, including county agencies and private nonprofit organizations or private partners, to provide services to pupils and their families. This bill would revise the list of entities that qualify for a grant and the eligibility criteria for a grant, as provided. The bill would rename the council to the Healthy Start Support Services for Children Initiative Council and would revise its membership.

**Position**

**[AB 898](#) (Wicks D) Early and Periodic Screening, Diagnostic, and Treatment services: behavioral health.**

**Current Text:** Amended: 6/13/2019 [html](#) [pdf](#)

**Introduced:** 2/20/2019

**Last Amend:** 6/13/2019

**Status:** 6/24/2019-In committee: Referred to APPR. suspense file.

**Summary:** Would require the California Health and Human Services Agency, under the oversight of the Secretary of California Health and Human Services or their designee, to convene, by March 30, 2020, and monthly thereafter, the Children's Behavioral Health Action Team, which would consist of no fewer than 30 individuals, including the Director of Health Care Services, Director of Social Services, the Director of Managed Health Care, and representatives from community-based behavioral health

agencies, to maximize the Medi-Cal program's investment in the social, emotional, and developmental health and well-being of children in California who receive health care through the Medi-Cal program.

**Position**

Support

**AB 918 (Smith D) Local educational agencies: mental health professionals.**

**Current Text:** Amended: 4/4/2019 [html](#) [pdf](#)

**Introduced:** 2/20/2019

**Last Amend:** 4/4/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/24/2019)(May be acted upon Jan 2020)

**Summary:** Would require the State Department of Education, on or before November 1, 2020, in coordination with other relevant state and local agencies, to develop and submit recommendations to the Legislature and the Governor to develop a system through which qualified mental health professionals and other key school personnel employed by local educational agencies throughout the state could be rapidly deployed on a short- or long-term basis to an area of the state that has experienced a natural disaster or other traumatic event, in order to provide support to pupils and staff.

**Position**

**AB 947 (Quirk-Silva D) Visually impaired pupils: expanded core curriculum.**

**Current Text:** Amended: 4/2/2019 [html](#) [pdf](#)

**Introduced:** 2/20/2019

**Last Amend:** 4/2/2019

**Status:** 6/24/2019-In committee: Referred to APPR. suspense file.

**Summary:** Would express legislative findings and declarations relating to the need for blind or visually impaired pupils to receive instruction in the expanded core curriculum. The bill would authorize school districts, county offices of education, and charter schools to consider elements of the expanded core curriculum when developing individualized education programs for a pupil who is blind, has low vision, or is visually impaired.

**Position**

**AB 988 (Berman D) Teacher credentialing: out-of-state prepared teachers: education specialist credential.**

**Current Text:** Enrollment: 7/8/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 4/4/2019

**Status:** 7/8/2019-Enrolled and presented to the Governor at 3:30 p.m.

**Summary:** Would authorize the Commission on Teacher Credentialing to allow an applicant for an education specialist credential to demonstrate the area of concentration based on 2 years of experience in California, while the candidate holds the preliminary credential. The bill would also make nonsubstantive changes in this provision.

**Position**

Support

**AB 996 (Bigelow R) Special education: pilot program.**

**Current Text:** Introduced: 2/21/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Status:** 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/7/2019)(May be acted upon Jan 2020)

**Summary:** Would, until January 1, 2023, would establish a pilot program to be administered by the county offices of education in the Counties of El Dorado, Monterey, Sacramento, San Diego, and Sonoma to improve the social and behavioral skills of pupils who are autistic or have other special needs, as specified. The bill would require those county offices of education and school districts to submit a specified report to the Assembly Budget Subcommittee 2 on Education Finance no later than January 1, 2022.

**Position**

**AB 1004 (McCarty D) Developmental screening services.**

**Current Text:** Amended: 7/8/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 7/8/2019

**Status:** 7/8/2019-Read second time and amended. Re-referred to Com. on APPR.

**Summary:** Current federal law provides that EPSDT services include periodic screening services, vision services, dental services, hearing services, and other necessary services to correct or ameliorate defects and physical and mental illnesses and conditions discovered by the screening services, whether or not the services are covered under the state plan. This bill would require, consistent with federal law, that screening services provided as an EPSDT benefit include developmental screening services for individuals zero to 3 years of age, inclusive, and would require Medi-Cal managed care plans to ensure that providers who contract with these plans render those services in conformity with specified standards.

**Position**

**AB 1075 (Holden D) California State University: speech-language pathologist programs.**

**Current Text:** Amended: 5/16/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 5/16/2019

**Status:** 7/8/2019-In committee: Referred to APPR. suspense file.

**Summary:** Current law establishes the California State University, under the administration of the Trustees of the California State University, as one of the segments of public postsecondary education in this state. The California State University comprises 23 institutions of higher education throughout the state, and the Chancellor of the California State University serves as the university's chief executive officer. This bill would provide, contingent upon the enactment of an appropriation for this purpose to the trustees from the General Fund for the 2019–20 fiscal year, for allocation of those funds by the chancellor through competitive grants to speech-language pathologist programs at campuses of the university, as specified.

**Position**

**AB 1119 (Garcia, Eduardo D) Teacher and Substitute Shortage Workgroup: small school districts.**

**Current Text:** Amended: 4/11/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 4/11/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/24/2019)(May be acted upon Jan 2020)

**Summary:** Would require the Commission on Teacher Credentialing to establish a Teacher and Substitute Shortage Workgroup to identify steps that can be taken to improve both the substitute pool and the qualified teacher workforce in small school districts, defined as a school district with fewer than 2,501 units of average daily attendance. The bill would require the workgroup to examine, at a minimum, current laws and regulations governing the issuance of substitute permits and recommend changes to those laws and regulations.

**Position**

**AB 1126 (O'Donnell D) Mental Health Services Oversight and Accountability Commission.**

**Current Text:** Amended: 4/1/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 4/1/2019

**Status:** 5/16/2019-In committee: Held under submission.

**Summary:** Would require the Mental Health Services Oversight and Accountability Commission, by January 1, 2021, to establish technical assistance centers and one or more clearinghouses to support counties in addressing mental health issues of statewide concern, with a focus on school mental health and reducing unemployment and criminal justice involvement due to untreated mental health issues.

**Position**

**AB 1172 (Frazier D) Special education: nonpublic, nonsectarian schools or agencies.**

**Current Text:** Amended: 6/24/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 6/24/2019

**Status:** 7/3/2019-From committee: Do pass and re-refer to Com. on APPR. with recommendation: To Consent Calendar. (Ayes 7. Noes 0.) (July 3). Re-referred to Com. on APPR.

**Summary:** Current law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified as meeting specified standards. Current law sets forth the certification process and procedures for the nonpublic, nonsectarian schools or agencies that seek certification from the Superintendent of Public

Instruction. This bill would instead require a contracting local educational agency to pay the full amount of the tuition or fees, as applicable, for individuals with exceptional needs who are enrolled in programs or receiving services provided pursuant to such a contract.

**Position**

**AB 1214 (Melendez R) School employees: training: cardiopulmonary resuscitation.**

**Current Text:** Amended: 6/18/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 6/18/2019

**Status:** 7/8/2019-In committee: Referred to APPR. suspense file.

**Summary:** Would require a school district, county office of education, or charter school to offer a course in CPR for purposes of allowing school staff and teachers to participate in CPR training that includes certain instruction. This bill would describe a course in CPR as including, but not being limited to, an individual program of professional growth that includes a basic course in CPR that includes certain instruction. By requiring local educational agencies to offer a course in CPR, the bill would impose a state-mandated local program.

**Position**

**AB 1219 (Jones-Sawyer D) Teacher credentialing: certificated employee assignment monitoring.**

**Current Text:** Amended: 7/1/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 7/1/2019

**Status:** 7/10/2019-From committee: Do pass and re-refer to Com. on APPR. (Ayes 5. Noes 0.) (July 10). Re-referred to Com. on APPR.

**Summary:** Current law requires a county superintendent of schools to submit an annual report to the Commission on Teacher Credentialing and the State Department of Education summarizing the results of all assignment monitoring and reviews. Current law requires the commission to submit biennial reports to the Legislature concerning teacher assignments and misassignments based, in part, on the annual reports of the county superintendents of schools. This bill would repeal those provisions relating to teacher assignment monitoring. The bill would require the commission to administer a State Assignment Accountability System to provide local educational agencies with a data system for assignment monitoring.

**Position**

**AB 1256 (Bonta D) Early childhood education: learning readiness measures: report.**

**Current Text:** Introduced: 2/21/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Status:** 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/11/2019) (May be acted upon Jan 2020)

**Summary:** Would require the Superintendent to provide a report to the Legislature and the Governor, no later than January 1, 2021, with recommendations to guide state policy on learning readiness measures, as provided.

**Position**

**AB 1322 (Berman D) School-based health programs.**

**Current Text:** Amended: 7/8/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 7/8/2019

**Status:** 7/8/2019-Read second time and amended. Re-referred to Com. on APPR.

**Summary:** Would require the State Department of Education to, no later than July 1, 2020, establish an Office of School-Based Health Programs for the purpose of, among other things, administering health-related programs under the purview of the State Department of Education and advising on issues related to the delivery of school-based Medi-Cal services in the state. The bill would authorize the office to form additional advisory groups, as specified, and would require the State Department of Education to make available to the office any information on other school-based dental, health, and mental health programs.

**Position**

**AB 1337 (Maienschein D) Teaching as a Priority Block Grant program.**

**Current Text:** Amended: 3/26/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 3/26/2019

**Status:** 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/25/2019) (May be acted upon Jan 2020)

**Summary:** Would establish the Teaching as a Priority Block Grant program as a competitive grant program administered by the State Department of Education with the approval of the State Board of Education. The bill would require the department to allocate funding on a per-pupil basis to schools identified for comprehensive or targeted support under federal law. The bill would require funding allocated under the program to be used for teacher recruitment and retention incentives with the goal of reducing the number of teachers on emergency permits, as provided. The bill would require the state board to submit an evaluation of the program to the Legislature by January 1, 2024.

**Position**

**[AB 1466](#) (Irwin D) Employee classification: professional classification: specified educational employees.**

**Current Text:** Amended: 6/14/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 6/14/2019

**Status:** 7/9/2019-Read second time. Ordered to Consent Calendar.

**Calendar:** 7/11/2019 #254 SENATE CONSENT CALENDAR SECOND LEGISLATIVE DAY

**Summary:** Current law, Wage Order No. 4-2001 of the Industrial Welfare Commission, applies to specified professions, including professional, technical, and clerical occupations. The wage order exempts specified persons, including a person who is employed in a professional capacity who meets specified requirements. This bill would require that a person who is employed in the education field be classified as employed and therefore exempt from the wage and hour provisions of Wage Order No. 4-2001, if that person meets specified criteria, including certain salary or collective bargaining requirements.

**Position**

**[AB 1546](#) (Kiley R) Pupil health: mental health.**

**Current Text:** Amended: 3/28/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 3/28/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. on 4/23/2019) (May be acted upon Jan 2020)

**Summary:** Would authorize a county mental health plan to contract with a local educational agency (LEA) to provide EPSDT services, including mental health assessments, and mental health, social work, and counseling services, to Medi-Cal eligible pupils. The bill would require the department to permit an LEA to make claims for federal financial participation directly to the department for EPSDT services, to examine methodologies for increasing LEA participation in the Medi-Cal program, and to seek federal approval to implement these provisions.

**Position**

Support

**[AB 1547](#) (Kiley R) Special education funding: mental health services.**

**Current Text:** Introduced: 2/22/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Status:** 5/3/2019-Failed Deadline pursuant to Rule 61(a)(3). (Last location was PRINT on 2/22/2019) (May be acted upon Jan 2020)

**Summary:** Would express the intent of the Legislature to later enact legislation that would increase the flexibility of the use of funds appropriated in the Budget Act of 2011 for providing educationally related mental health services, including out-of-home residential services for emotionally disturbed pupils, required by an individualized education program.

**Position**

**[AB 1623](#) (Rivas, Robert D) Teaching credential: teacher recruitment: Golden State Teacher Grant Program.**

**Current Text:** Amended: 5/16/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 5/16/2019

**Status:** 6/25/2019-In committee: Set, first hearing. Hearing canceled at the request of author.

**Summary:** Would, subject to an appropriation of moneys by the Legislature, would establish the Golden State Teacher Grant Program under the administration of the commission to provide a grant to



each student enrolled in an approved teacher credentialing program who commits to working in a high-need field, as defined, for 4 years after the student receives a preliminary teaching credential. The bill would require a grant recipient to agree to repay the grant to the state in specified circumstances.

**Position**

**AB 1624 (Rivas, Robert D) School climate: surveys: report.**

**Current Text:** Amended: 4/11/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 4/11/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/1/2019)(May be acted upon Jan 2020)

**Summary:** Would require, on or before March 1, 2020, the department, in collaboration with the State Department of Health Care Services and the State Department of Public Health, to submit a report to the Legislature, the Governor, and the Department of Finance on how to monitor, using a survey, certain aspects relating to school climate, including a pupil's use of marijuana and other drugs, tobacco, and alcohol. The bill would also require the report to identify specific and ongoing funding sources that could be used to conduct the surveys, as well as a recommended implementation plan that can provide local educational agencies, including charter schools, with the tools and resources to administer annual surveys, as provided. The bill would require the department to identify those core questions in the survey that shall not be removed.

**Position**

**AB 1651 (Medina D) Licensed educational psychologists: supervision of associates and trainees.**

**Current Text:** Amended: 5/30/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 5/30/2019

**Status:** 6/25/2019-Read second time. Ordered to third reading.

**Calendar:** 7/11/2019 #122 SENATE ASSEMBLY BILLS - THIRD READING FILE

**Summary:** The Licensed Marriage and Family Therapist Act, the Clinical Social Worker Practice Act, and the Licensed Professional Clinical Counselor Act, provides for the licensure and regulation of the practices of marriage and family therapy, clinical social work, and professional clinical counseling, respectively, by the Board of Behavioral Sciences. Under those acts, certain unlicensed persons, including an applicant for licensure, an associate, an intern, or a trainee, are authorized to perform specified services under the supervision of a healing arts practitioner who is included in the definition of "supervisor." This bill would expand the definition of "supervisor" under each of those acts to include a licensed educational psychologist supervising the provision of educationally related mental health services. For purposes of these provisions and the provisions in paragraph (2), the bill would define "educationally related mental health services."

**Position**

**AB 1719 (Kiley R) Special education programs: Family Empowerment Centers on Disability: grants.**

**Current Text:** Introduced: 2/22/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Status:** 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/18/2019) (May be acted upon Jan 2020)

**Summary:** Current law requires the State Department of Education to award grants for the establishment of Family Empowerment Centers on Disability in 32 regions in the state to provide training and services to children and young adults with disabilities and their families. Current law establishes a minimum base rate of \$150,000 for each center awarded a grant and requires a center that receives a grant to complete specified actions related to providing that training and those services. This bill would require the department to give priority to grant applicants in those of the 32 regions in the state that do not have a center.

**Position**

**AB 1722 (Kiley R) School safety plans.**

**Current Text:** Amended: 4/29/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 4/29/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

**Summary:** Would require a comprehensive school safety plan, and the school safety plan of a charter

school, to include a targeted violence prevention plan that, among other things, establishes a multidisciplinary threat assessment team of school personnel who will direct, manage, and document the threat assessment process, as prescribed. The bill would authorize, upon a preliminary determination by the threat assessment team that an individual poses a threat of violence to himself or others, any state or local agency or program that provides services to the individual to share with any other state or local agency or program records or information that are confidential or exempt from disclosure if the records or information are reasonably necessary to evaluate the threat, ensure access to appropriate services for the individual, or ensure the safety of the individual or others.

**Position**

**AB 1739 (Medina D) Pupil health: mental health.**

**Current Text:** Introduced: 2/22/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Status:** 5/3/2019-Failed Deadline pursuant to Rule 61(a)(3). (Last location was PRINT on 2/22/2019) (May be acted upon Jan 2020)

**Summary:** Current law requires the governing board of a 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 this purpose. This bill would express the intent of the Legislature to enact legislation that would promote mental health and the prevention of mental illness for California's pupils.

**Position**

**AB 1797 (Smith D) State Department of Education: report: teacher induction.**

**Current Text:** Amended: 3/25/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 3/25/2019

**Status:** 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/21/2019) (May be acted upon Jan 2020)

**Summary:** Would require the State Department of Education to submit a report providing recommendations on teacher induction and teacher credentialing to the Legislature and Governor on or before December 31, 2020.

**Position**

**SB 2 (Glazer D) Statewide Longitudinal Student Database.**

**Current Text:** Amended: 5/23/2019 [html](#) [pdf](#)

**Introduced:** 12/3/2018

**Last Amend:** 5/23/2019

**Status:** 6/17/2019-June 19 set for first hearing canceled at the request of author.

**Summary:** Would express the intent of the Legislature to establish the Statewide Longitudinal Student Database to collect and store data regarding individual students as they matriculate from preschool through entry into the workforce. The bill would require the Office of Higher Education Coordination, Accountability, and Performance, proposed to be established by SB 3 of the 2019-20 Regular Session, to convene a review committee for purposes of advising the office on the establishment, implementation, funding, and ongoing administration of the database.

**Position**

Support if Amend

**SB 12 (Beall D) Mental health services: youth.**

**Current Text:** Amended: 5/17/2019 [html](#) [pdf](#)

**Introduced:** 12/3/2018

**Last Amend:** 5/17/2019

**Status:** 6/26/2019-June 26 set for first hearing. Placed on APPR. suspense file.

**Summary:** The Mental Health Services Act an initiative statute enacted by the voters as Proposition 63 at the November 2, 2004, statewide general election, also funds a system of county mental health plans for the provision of mental health services, as specified. Current law provides for the operation and administration of various mental health programs by the Mental Health Services Oversight and Accountability Commission This bill would require the commission, subject to an appropriation, to administer an Integrated Youth Mental Health Program for purposes of establishing local centers to provide integrated youth mental health services, as specified.

**Position**



**[SB 73](#)**

**(Mitchell D) Budget Act of 2019.**

**Current Text:** Amended: 5/24/2019 [html](#) [pdf](#)

**Introduced:** 1/10/2019

**Last Amend:** 5/24/2019

**Status:** 5/24/2019-From committee with author's amendments. Read second time and amended. Re-referred to Com. on B. & F.R.

**Summary:** This bill would make appropriations for the support of state government for the 2019–20 fiscal year. This bill would declare that it is to take effect immediately as a Budget Bill.

**Position**

**[SB 75](#)**

**(Committee on Budget and Fiscal Review) Education finance: education omnibus budget trailer bill.**

**Current Text:** Chaptered: 7/1/2019 [html](#) [pdf](#)

**Introduced:** 1/10/2019

**Last Amend:** 6/20/2019

**Status:** 7/1/2019-Approved by the Governor. Chaptered by Secretary of State. Chapter 51, Statutes of 2019.

**Summary:** Would require the Secretary of California Health and Human Services, in concurrence with the executive director of the State Board of Education, and in consultation with the Superintendent, to prepare a report, or series of reports, on or before October 1, 2020, to be used to develop a master plan to ensure comprehensive, quality, and affordable childcare and universal preschool for children from birth to school age. The bill would establish a 27-member Early Childhood Policy Council with specified duties relating to statewide early learning and care policy.

**Position**

**[SB 174](#)**

**(Leyva D) Early childhood education: reimbursement rates.**

**Current Text:** Amended: 6/13/2019 [html](#) [pdf](#)

**Introduced:** 1/28/2019

**Last Amend:** 6/13/2019

**Status:** 7/10/2019-VOTE: Do pass and be re-referred to the Committee on [Appropriations] with recommendation: To Consent Calendar (PASS)

**Summary:** Current law requires the cost of childcare services to be governed by regional market rates, as provided. Current law requires the regional market rate ceilings to be established at the 75th percentile of the 2016 regional market survey for that region or the regional market rate ceiling that existed in that region on December 31, 2017, whichever is greater. Current law requires reimbursement to license-exempt childcare providers to not exceed 70% of the family childcare home rate, as provided. This bill would instead require, until January 1, 2021, the regional market rate ceilings to be established at the 75th, and thereafter, at the 85th, percentile of the 2018 regional market survey for that region or the regional market rate ceiling that existed in that region on December 31, 2017, whichever is greater.

**Position**

**[SB 217](#)**

**(Portantino D) Special education: individuals with exceptional needs.**

**Current Text:** Amended: 5/17/2019 [html](#) [pdf](#)

**Introduced:** 2/6/2019

**Last Amend:** 5/17/2019

**Status:** 6/12/2019-June 19 hearing postponed by committee.

**Summary:** Would require, for the 2019–20 school year and each school year thereafter, a school district or charter school to admit a child to a transitional kindergarten program who will have their 5th birthday after December 2 but during that same school year if the child is an individual with exceptional needs, subject to specified conditions.

**Position**

Watch

**[SB 223](#)**

**(Hill D) Pupil health: administration of medicinal cannabis: schoolsites.**

**Current Text:** Amended: 6/26/2019 [html](#) [pdf](#)

**Introduced:** 2/7/2019

**Last Amend:** 6/26/2019

**Status:** 6/27/2019-Read second time. Ordered to third reading.

**Calendar:** 7/11/2019 #73 ASSEMBLY THIRD READING FILE - SENATE BILLS

**Summary:** Would enact Jojo’s Act, which would authorize the governing board of a school district, a county board of education, or the governing body of a charter school maintaining kindergarten or any

of grades 1 to 12, inclusive, to adopt, at a regularly scheduled meeting of the governing board or body, a policy, as provided, that allows a parent or guardian of a pupil to possess and administer to the pupil who is a qualified patient entitled to the protections of the Compassionate Use Act of 1996 medicinal cannabis, as defined, excluding cannabis, as defined, in a smokeable or vapeable form, at a schoolsite.

**Position**

**SB 328 (Portantino D) Pupil attendance: school start time.**

**Current Text:** Amended: 5/8/2019 [html](#) [pdf](#)

**Introduced:** 2/15/2019

**Last Amend:** 5/8/2019

**Status:** 7/10/2019-VOTE: Do pass and be re-referred to the Committee on [Appropriations] (PASS)

**Summary:** Would require the schoolday for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022, or the date on which a school district's or charter school's respective collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later, except for rural school districts. To the extent the bill imposes new duties on school districts and charter schools, the bill would impose a state-mandated local program.

**Position**

**SB 398 (Durazo D) Protection and advocacy agency.**

**Current Text:** Amended: 7/1/2019 [html](#) [pdf](#)

**Introduced:** 2/20/2019

**Last Amend:** 7/1/2019

**Status:** 7/5/2019-From consent calendar on motion of Assembly Member Bonta. Ordered to third reading.

**Calendar:** 7/11/2019 #87 ASSEMBLY THIRD READING FILE - SENATE BILLS

**Summary:** Current law prescribes, in accordance with federal law, the powers of the protection and advocacy agency, which is a private, nonprofit corporation, charged with protecting and advocating for the rights of persons with developmental disabilities and mental disorders. This bill would make various changes to the protection and advocacy agency's access to facilities, program, and records by, among other things, authorizing the protection and advocacy agency to exercise the authority to take certain actions if the agency receives a complaint or report of alleged abuse or neglect or makes a related determination, as specified.

**Position**

**SB 419 (Skinner D) Pupil discipline: suspensions: willful defiance.**

**Current Text:** Amended: 7/3/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 7/3/2019

**Status:** 7/10/2019-VOTE: Do pass as amended. (PASS)

**Summary:** Current law prohibits the suspension of a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, and recommending the expulsion of a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. This bill, commencing July 1, 2020, would apply those provisions to charter schools. Commencing July 1, 2020, the bill would additionally prohibit the suspension of a pupil enrolled in a school district or charter school in grades 4 and 5 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. The bill, from July 1, 2020, until July 1, 2024, would prohibit the suspension of a pupil enrolled in a school district or charter school in any of grades 6 to 8, inclusive, for those acts.

**Position**

**SB 428 (Pan D) Pupil health: school employee training: youth mental and behavioral health.**

**Current Text:** Amended: 7/5/2019 [html](#) [pdf](#)

**Introduced:** 2/21/2019

**Last Amend:** 7/5/2019

**Status:** 7/5/2019-Read second time and amended. Re-referred to Com. on APPR.

**Summary:** Current law 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. This bill, contingent on an appropriation made for these purposes, would require the

State Department of Education to identify an evidence-based training program for a local educational agency to use to train classified and certificated school employees having direct contact with pupils on youth mental and behavioral health, as specified.

**Position**

**SB 582 (Beall D) Youth mental health and substance use disorder services.**

**Current Text:** Amended: 5/17/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 5/17/2019

**Status:** 7/10/2019-VOTE: Do pass and be re-referred to the Committee on [Appropriations] with recommendation: To Consent Calendar (PASS)

**Summary:** Would require the Mental Health Services Oversight and Accountability Commission, when making grant funds available on and after July 1, 2021, to allocate at least 1/2 of those funds to local educational agency and mental health partnerships, as specified, if moneys are appropriated for this purpose. The bill would require this funding to be made available to support prevention, early intervention, and direct services, as determined by the commission. The bill would require the commission, in consultation with the Superintendent of Public Instruction, to consider specified criteria when determining grant recipients.

**Position**

**SB 585 (Wieckowski D) Education governance: school district reorganization: unified school districts: report.**

**Current Text:** Amended: 4/23/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 4/23/2019

**Status:** 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/6/2019)(May be acted upon Jan 2020)

**Summary:** Current law establishes a system of public elementary and secondary education in this state that includes, among other local educational agencies, school districts. School districts are generally divided into 3 types: unified school districts, high school districts, and elementary school districts. Current law authorizes the reorganization of school districts pursuant to specified procedures. This bill would prohibit a reorganization from converting any of the territory of a unified school district into territory of a school district of a different kind and would make conforming changes

**Position**

**SB 614 (Rubio D) Teacher credentialing: reading instruction.**

**Current Text:** Amended: 7/1/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 7/1/2019

**Status:** 7/8/2019-July 10 set for first hearing canceled at the request of author.

**Summary:** Current law requires the Commission on Teacher Credentialing to develop, adopt, and administer a reading instruction competence assessment consisting of one or more instruments to measure an individual's knowledge, skill, and ability relative to effective reading instruction, as provided. Current law requires the requirements for the issuance of the preliminary multiple subject teaching credential to include successful passage of one of specified components of the reading instruction competence assessment. This bill would repeal those requirements, and other requirements relating to the reading instruction competence assessment, and would provide that the reading instruction competence assessment is not required for the issuance of a teaching credential, as specified.

**Position**

**SB 729 (Portantino D) Local control funding formula: school districts and charter schools.**

**Current Text:** Amended: 3/27/2019 [html](#) [pdf](#)

**Introduced:** 2/22/2019

**Last Amend:** 3/27/2019

**Status:** 5/30/2019-Referred to Com. on ED.

**Summary:** Current law requires funding pursuant to the local control funding formula to include, in addition to a base grant, supplemental and concentration grant add-ons that are based on the percentage of pupils who are English learners, foster youth, or eligible for free or reduced-price meals, as specified, served by the school district or charter school. Current law specifies the amount of the base grant in the 2013-14 fiscal year and requires that amount to be increased by a specified cost-of-

living adjustment in subsequent fiscal years. Current law requires the Superintendent of Public Instruction to compute the supplemental and concentration grant add-ons as certain percentages of the amount of the base grant .This bill, notwithstanding that specified cost-of-living adjustment, would require the amount of the base grant for the 2019–20 fiscal year to be increased by a 5.16% cost-of-living adjustment.h

**Position**

**[SJR 8](#)**

**(Wilk R) Special education funding.**

**Current Text:** Amended: 4/25/2019 [html](#) [pdf](#)

**Introduced:** 3/27/2019

**Last Amend:** 4/25/2019

**Status:** 7/10/2019-VOTE: Be adopted. To Consent Calendar. (PASS)

**Summary:** This measure would respectfully memorialize the Congress and the President of the United States to enact legislation, S. 866, known as the IDEA Full Funding Act, during the current session of Congress to fully fund the federal Individuals with Disabilities Education Act.

**Position**

**[SR 37](#)**

**(Rubio D) Relative to the Day of the Teacher.**

**Current Text:** Enrolled: 5/14/2019 [html](#) [pdf](#)

**Introduced:** 4/30/2019

**Status:** 5/13/2019-Read. Adopted. (Ayes 37. Noes 0.)

**Summary:** This measure would resolve that the day of May 8, 2019, be proclaimed the Day of the Teacher. The Legislature hereby urges all Californians to observe the Day of the Teacher by taking the time to remember and honor all individuals who give the gift of knowledge through teaching.

**Position**

**Total Measures: 71**

**Total Tracking Forms: 71**

# CALPADS Update FLASH #145

Topics include: CALPADS deadline dates; CALPADS functionality phase-in; business rule changes for submitting discipline data in 2018-19; clarification on definition of suspension; ELAS start date for students tested with Initial ELPAC.

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**To:** Local Educational Agency (LEA) Representatives

**From:** California Department of Education (CDE) –  
California Longitudinal Pupil Achievement Data System (CALPADS) Team

**Date:** November 5, 2018

**Subject:** CALPADS Update FLASH #145

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## CALPADS Deadline Dates

The Fall 1 certification deadline has been moved to December 7, 2018 and the close of the Amendment Window has been moved to January 18, 2019. The Unduplicated Pupil Count (UPC) data certified on Report 1.17 – *FRPM, EL, Foster Count* by the first certification deadline will be used to calculate the First Principal Apportionment; any data certified or recertified by the close of the Amendment Window will be used to calculate the Second Principal Apportionment. After the close of the Amendment Window, there will be no further opportunity to amend these data except through the Local Control Funding Formula audit process.

Local Educational Agencies (LEAs) should strive to certify accurate data by the December 7, 2018 deadline, and to use the Fall 1 enrollment counts and the UPC data in their budget projections on the First Interim Report due to their County Office of Education (COE) on December 15, 2018. COEs must complete their reviews of First Interim Reports by January 15, 2019. Accurate data used for budget projections on these reports facilitate COE reviews. Should any issues arise from the COE review, LEAs will have limited time during the Amendment Window to further update their data, so timely communication between COEs and their districts is crucial. Please note that COEs lose visibility into the CALPADS reports that LEAs certify, if the LEA decertifies. Therefore, to facilitate COE review, LEAs should not immediately decertify following the December 7, 2018 deadline. LEAs may continue to update their data and review “revised uncertified” reports; once the LEA is satisfied with the updates, LEAs may then decertify and recertify the reports.

The deadlines for the Fall 2 submission will be announced once the Fall 2 functionality has been fully deployed, tentatively scheduled for mid-December.

## **CALPADS Functionality Phase-In**

Currently only Fall 1 2018–19 and the components needed to facilitate Fall 1 (e.g., SSID requests, Direct Certification, etc.) are supported in CALPADS. Historical reports, Fall 2 and End-of-Year (EOY) components will be phased in over the next few months. This means that Fall 2 and EOY files cannot be submitted at this time and historical reports are not available. Starting on November 6, selected EOY 3 reports for 2017–18 snapshot reports will be available to help LEAs reconcile the information posted on DataQuest and in the California School Dashboard.

## **Business Rule Changes for the Submission of Discipline Data in 2018–19**

Recent changes to federal reporting requirements enables alignment of the business rules for the reporting of discipline data so that: (1) the discipline data for all students, including students with disabilities, follow the same rules; and (2) the reporting requirements follow the same rules as the Office of Civil Rights (OCR) data collection. These business rule changes were discussed in the October 2018 CALPADS Information Meeting (CIM), and are discussed in more detail in the following sections.

### **LEAs must report all incidents regardless if it results in a disciplinary action of suspension or expulsion**

LEAs must now report all incidents in which a statutory offense is committed, regardless if it results in a disciplinary action of suspension or expulsion. This means that LEAs are required to report incidents that result in “other means of correction” as outlined in California *Education Code (EC)* Section 48900.5. For such incidents, the Disciplinary Action Category Code 300 should be used. This code has been renamed from “No Suspension or Expulsion” to “Other Means of Correction or No Action,” and the definition for this code has been changed to the following:

*An individual committed an offense as defined in Education Code 48900 or 48915, was not suspended or expelled, but the matter was addressed with either no disciplinary action at all or other means of correction. Other means of correction includes but is not limited to:*

- 1. A conference between school personnel, the pupil’s parent or guardian, and the pupil.*
- 2. Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.*
- 3. Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.*
- 4. Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a [Section 504] plan.*
- 5. Enrollment in a program for teaching prosocial behavior or anger management.*

6. *Participation in a restorative justice program.*
7. *A positive behavior support approach with tiered interventions that occur during the school day on campus.*
8. *After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.*
9. *Any of the alternatives described in Section 48900.6 [relating to “community service”].*

It should be noted that incidents that result in “other means of correction” are not included in the Suspension Rate posted on DataQuest or used for the Dashboard. In fact, reporting “other means of correction” shows that a school is following legislative intent by implementing alternatives to suspension so that students do not miss instructional time.

### **Clarification as to what is a “suspension”**

Suspensions include (1) suspensions from school by the principal or designee pursuant to *EC* Section 48911(a), 48900.2, 48900.4 and 48900.7, and (2) suspensions under the authority provided by *EC* Section 48910(a). Suspensions from school include both “home” suspensions and suspensions in a supervised classroom as defined in *EC* Section 48911.1. As stated in *EC* Section 48925(d), suspensions do not include (1) reassignment to another education program or class at the same school where the pupil will receive ongoing instruction for the length of day prescribed by the governing board for pupils of the same grade level, or (2) referral to a certificated employee designated by the principal to advise pupils, or (3) removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal’s designee as provided in *EC* Section 48910. Note that these three items specified in *EC* Section 48925(d) are *not* “in-school suspensions.” “In-school suspensions” are when the principal or the principal’s designee, assigns a student to a “supervised suspension classroom” as defined in *EC* Section 48911.1.

### **Reporting “Incident Disciplinary Action Duration Days”**

The “*Incident Disciplinary Action Duration Days*” is collected to enable the CDE to report the number of instructional days a student misses due to a disciplinary action. It should also be noted that *EC* Section 48915(d)(f) requires LEAs to refer students who are expelled pursuant to *EC* Section 48915(b)(c)(e), to a program of study that meets conditions specified under *EC* Section 48915(d).

Therefore, when reporting data on the Student Discipline (SDIS) file in Field 4.2 – *Incident Disciplinary Action Duration Days*, LEAs should include:

- If a student was first suspended prior to a final disciplinary action of expulsion, the number of instructional days that the student missed instruction due to the suspension that preceded the expulsion; *and*
- The number of instructional days the student missed due to the expulsion, which would be the number of instructional days from when the student is exited due to the expulsion

to when the student is enrolled in a subsequent school, or the end of the school year, whichever comes first.

### **LEAs should report all increments of suspensions for all students**

Previously, LEAs were instructed to report incidents resulting in half-day suspensions for students with disabilities, and to only report incidents resulting in full-day suspensions for all other students. To align with Office of Civil Right rules, LEAs should now report all suspensions, regardless of the length of suspension, and they should report the increment in Field 4.2 – *Incident Disciplinary Action Duration Days*, which allows for increments of less than one day. The CDE will make adjustments to the calculation of the Suspension Rate so that this change in data collection will not impact the accountability measure.

### **LEAs must report all disciplinary actions for all students that occur at a Nonpublic, Nonsectarian School (NPS)**

LEAs are required to report suspension and expulsion data for students attending Nonpublic, Nonsectarian Schools.

### **Important to inform and train site staff**

It is important that clear policies and procedures are in place that support the accurate reporting of discipline data and that site staff are informed and trained on these policies and procedures.

## **English Language Acquisition Status (ELAS) Start Date for Students Tested with the Initial English Language Proficient Assessments for California (ELPAC)**

LEAs are required to assess new students with the Initial English Language Proficient Assessments for California (ELPAC) within 30 days of enrollment. LEAs have also been instructed to use the date that testing was completed as the start date for the resulting English Language Acquisition Status (ELAS). Students who are first enrolled just prior to, or on Census Day, may not be tested until after Census Day. This would result in students identified as English Learners not being eligible for funding under the Local Control Funding Formula. Therefore, in such cases, LEAs may submit an ELAS Start Date of Census Day or before.

When the business rules for the automatic transfer of Initial ELPAC results and the ELAS from the test vendor to CALPADS are determined, the CDE will consider allowing ELAS Start Dates through October for students enrolled on Census Day to qualify for LCFF funding, similar to eligibility for Free and Reduced Price meals.

Questions: CALPADS/CBEDS/CDS Operations Office | [calpads@cde.ca.gov](mailto:calpads@cde.ca.gov) | 916-324-6738  
Last Reviewed: Wednesday, December 12, 2018



# CALPADS Update FLASH #148

Topics include: Enrollment and attendance accounting guidance for students attending hospital/health facility programs in another LEA and while on paternity leave; clarification regarding reporting disciplinary incidents.

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**To:** Local Educational Agency (LEA) Representatives

**From:** California Department of Education (CDE) –  
California Longitudinal Pupil Achievement Data System (CALPADS) Team

**Date:** January 30, 2019

**Subject:** CALPADS Update FLASH #148

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## Enrollment and Attendance Accounting Guidance for Students Attending Hospital/Health Facility Programs in Another LEA

Assembly Bill 2109 (Chapter 167, Statutes of 2018):

- Authorizes local educational agencies (LEAs), including charter schools, to continue to enroll pupils with temporary disabilities who are receiving individual instruction in hospitals or other residential health facilities that are located in another LEA on a temporary or ongoing partial week basis.
- Requires supervisors of attendance to ensure that absences from students' regular schools are excused until students are able to return to regular school programs.
- Requires LEAs to accept such students back after the hospitalization or need for partial week attendance has ended, if they return on a full time basis during the same school year.
- Specifies that LEAs may claim average daily attendance (ADA) for only the days the student was in attendance at a school in the LEA.

LEAs should refer to California Education Code (EC) Sections 48206.3 – 48208 and 48240 for the specific additions and amendments to current law. It should also be noted that under current law, charter schools cannot generate home/hospital attendance for apportionment. Therefore the references to LEAs providing home/hospital do not include charter schools. The following guidance is provided regarding how to enroll/exit and submit chronic absenteeism data for these students in CALPADS in order to ensure that the impact on accountability metrics is neutral:

### Scenario 1

A student is primarily enrolled in LEA 1 for 3 days a week, and receives Home and Hospital instruction from LEA 2, in a school that is not an alternative school, for 2 days a week. (Note: LEA 2 cannot be a charter school because charter schools cannot generate home/hospital attendance for apportionment.)

Guidance:

- LEA 1 should enroll the student with a primary enrollment where the student is scheduled to attend school three days in a week.
- LEA 1 should mark the student with an excused absence (or some designation that does not result the student being identified as truant) on the days that the student attends LEA 2.
- LEA 1, when reporting expected attendance days in Field 13.15 – *Expected Attendance Days* to CALPADS on the Student Absence Summary (STAS) File, should only count the days the student attends LEA 1 as days expected. LEA 1 is only held accountable for the student's attendance for the days the student is expected at LEA 1.
- LEA 2 should enroll the student with a secondary enrollment for the two days in the week that the student is receiving home/hospital instruction from LEA 2.
- LEA 2 is not required to submit the STAS.

Note:

- There is no concurrent enrollment issue; LEA 1 maintains ownership of the student. LEA 2 may submit or update Student Program records following rules outlined in the SSID and Enrollment Procedures document.
- LEA 1 and LEA 2 can claim ADA based on the student's attendance at their respective schools.

## Scenario 2

A student is primarily enrolled in LEA 1. The student becomes ill and requires home/hospital instruction in a facility located in the geographic area of LEA 2. The student will require home/hospital for a temporary period of time of 30 days or less and expects to return to LEA 1 within the school year. It is the desire of the student to maintain his/her enrollment in LEA 1. (Note: LEA 2 cannot be a charter school because charter schools cannot generate home/hospital attendance for apportionment.)

Guidance:

- LEA 1 should enroll the student with a primary enrollment and should not exit the student when he/she leaves for home/hospital instruction.
- LEA 1 should mark the student with an excused absence (or some designation that does not result in the student being identified as truant) on the days that the student is enrolled in and attending LEA 2 for home/hospital instruction.
- LEA 1, when reporting expected attendance days in Field 13.15 – *Expected Attendance Days* to CALPADS on the Student Absence Summary (STAS) File, should only count as

days expected, the days the student could have attended before becoming ill necessitating enrollment in LEA 2. LEA 1 is only held accountable for the student's attendance for the days the student is expected at LEA 1.

- **LEA 2 With an Alternative School:** LEA 2 should enroll the student with a short term enrollment in an alternative school in LEA 2. The short term enrollment allows LEA 1 to maintain the enrollment for 30 days without creating a concurrent enrollment (CCE).

*Or:*

**LEA 2 Without an Alternative School:** LEA 2 should enroll the student as a primary enrollment in a school in LEA 2. A CCE is created; however, it is only temporary and LEAs may have up to 2 percent CCEs in order to certify Fall 1. After two weeks, LEA 1 loses ownership of the student and can no longer update or submit Student Information (SINF) data for the student, except for the time period in which LEA 1 owned the student.

- LEA 2, when submitting the STAS file, should populate Field 13.13 – *Student Absence Summary Data Collection Exemption Indicator* with “Y” indicating that the student is exempt from the STAS data collection.
- Before 30 days has elapsed, the student returns to LEA 1, and LEA 2 should exit the student which gives ownership back to LEA 1.

Note: LEA 1 and LEA 2 can claim ADA based on the student's attendance at their respective schools.

### Scenario 3

A student is primarily enrolled in LEA 1. The student becomes ill and requires home/hospital instruction in a facility located in the geographic area of LEA 2. The student will require home/hospital for a temporary period of time that is more than 30 days but expects to return to LEA 1 within the school year. It is the desire of the student to maintain his/her enrollment in LEA 1. (Note: LEA 2 cannot be a charter school because charter schools cannot generate home/hospital attendance for apportionment.)

Guidance:

- LEA 1 should enroll the student with a primary enrollment and should not exit the student when he/she leaves for home/hospital instruction.
- LEA 1 should mark the student with an excused absence (or some designation that does not result in the student being identified as truant) on the days the student is enrolled in and attending LEA 2 for home/hospital instruction.
- LEA 1, when reporting expected attendance days in Field 13.15 – *Expected Attendance Days* to CALPADS on the Student Absence Summary (STAS) File, should only count as days expected, the days the student could have attended before becoming ill necessitating enrollment in LEA 2. LEA 1 is only held accountable for the student's attendance for the days the student is expected at LEA 1.
- LEA 2 should enroll the student as a primary enrollment in a school in LEA 2. A CCE is created; however, LEAs may have up to 2 percent CCEs in order to certify Fall 1. After two weeks, LEA 1 will lose ownership of the student and can no longer update or submit

Student Information (SINF) data for the student, except for the time period in which LEA 1 owned the student.

- LEA 2, when submitting the STAS file, should populate Field 13.13 – *Student Absence Summary Data Collection Exemption Indicator* with “Y” indicating that the student is exempt from the STAS data collection due to Home/Hospital attendance.
- When the student returns to LEA 1, LEA 2 should exit the student giving ownership back to LEA 1.

## **Enrollment and Attendance Accounting Guidance for Students While on Paternity Leave**

Assembly Bill 2289 codifies federal and state regulations related to the rights of pregnant or parenting students. Some of the provisions related to enrollment and attendance accounting include the following:

- Entitles pregnant and parenting students to eight weeks of parental leave, which may be taken before the birth of the infant if there is a medical necessity and after childbirth during the school year in which the birth takes place.
- Entitles pregnant and parenting students to receive more than eight weeks of parental leave if deemed medically necessary by the student’s physician.
- Entitles pregnant and parenting students to return to the school and the course of study in which he or she was enrolled before taking parental leave, and upon return be provided opportunities to make up work missed during the leave.
- Entitles pregnant and parenting students who choose not to return to the school in which they were enrolled before taking parental leave, to alternative education options offered by the LEA, which have programs, activities, and courses equal to those they would have been participating in at the regular school program.
- Requires supervisors of attendance to ensure that absences due to parental leave are marked as excused absences.

LEAs should review California *EC* Sections 221.51, 222.5 and 46015 for the full rendering of the new law. The following guidance is provided regarding how to enroll/exit and submit chronic absenteeism data for these students in CALPADS in order to ensure that the impact on accountability metrics is neutral:

- LEAs should not dis-enroll pregnant or parenting students when they leave on their paternity leave, and should mark them with an excused absence, or some designation that does not result in the students being identified as truant, on the days that the students are on paternity leave.
- When reporting expected attendance days in Field 13.15 – *Expected Attendance Days* to CALPADS on the Student Absence Summary (STAS) File, LEAs should not count as days expected, the days that pregnant or parenting students are on paternity leave.
- LEAs should submit in Field 3.13 – *Education Program Code*, on the Student Program (SPRG) file, Education Program Code 162 – *Pregnant or Parenting Program*, even if the student is not formally participating in a program providing services to students who are

pregnant or parenting. This code is used primarily to identify that a student is a pregnant or parenting student.

## **Further Clarification on Reporting All Incidents Regardless if it Results in a Disciplinary Action of Suspension or Expulsion**

In order to enable LEAs to report discipline data for general education students and students with disabilities using a consistent set of rules, and to capture a more comprehensive picture regarding whether discipline policies are being implemented pursuant to legislative intent, Flash 145 announced business rule changes for the submission of discipline data in 2018–19.

This section provides further guidance regarding the announced change in Flash 145 that LEAs must now report all incidents in which a statutory offense is committed, and to use Disciplinary Action Category Code 300 – “*Other Means of Correction or No Action*” for those incidents that did not result in a suspension or expulsion.

Previously, an LEA’s action of suspending or expelling a student helped determine what incidents LEAs were required to report for offenses committed by general education students. Now that LEAs must report all incidents when any student has committed a statutory offense, even when the student is not suspended or expelled, it is sometimes unclear when an incident should be reported. This is particularly true for California *Education Code (EC)* Section 48900 (k) offenses which students commit when they disrupt or defy the valid authority of school personnel in the performance of their duties. It may be unclear, for example, whether incidents of disruptive or defiant behavior that occur in the classroom and which teachers address by taking some type of disciplinary action within the classroom, are reportable.

To help determine whether incidents for which students were not suspended or expelled should be reported, district or school administration should consider the severity of the disciplinary action taken. If the disciplinary action taken was similar to one of the “other means of correction” outlined in *EC* Section 48900.5, which is also contained in the definition of Disciplinary Action Category code 300 (provided below), then the incident should be reported. If, on the other hand, the disciplinary action was taken by the teacher within the classroom setting (such as re-teaching expectations, providing choice, environmental adjustments, etc.) and was not escalated beyond the classroom to administration, then the incident would not be reported.

LEAs that have not done so already should develop clear student discipline policies for administrators, school staff, and teachers to follow. Such policies should describe a continuum of behaviors and appropriate responses to be taken within the classroom by teachers and outside the classroom, which would include “other means of correction” as described in *EC* Section 48900.5.

Finally, LEAs are reminded that reported incidents that result in “other means of correction” are not included in the Suspension Rate posted on DataQuest or used for the Dashboard. In fact,

reporting “other means of correction” shows that a school is following legislative intent by implementing alternatives to suspension so that students do not miss instructional time.

### **Disciplinary Action Category Code 300**

As described in Flash 145, Disciplinary Action Category code 300 has been renamed from “*No Suspension or Expulsion*” to “*Other Means of Correction or No Action*,” and the definition for this code has been changed to the following:

An individual committed an offense as defined in Education Code 48900 or 48915, was not suspended or expelled, but the matter was addressed with either no disciplinary action at all or other means of correction. Other means of correction include but are not limited to:

- *A conference between school personnel, the pupil’s parent or guardian, and the pupil.*
- *Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.*
- *Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.*
- *Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a [Section 504] plan.*
- *Enrollment in a program for teaching prosocial behavior or anger management.*
- *Participation in a restorative justice program.*
- *A positive behavior support approach with tiered interventions that occur during the school day on campus.*
- *After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.<sup>9</sup> Any of the alternatives described in Section 48900.6 [relating to “community service”].*

Questions: CALPADS/CBEDS/CDS Operations Office | [calpads@cde.ca.gov](mailto:calpads@cde.ca.gov) | 916-324-6738  
Last Reviewed: Thursday, January 31, 2019

# CALPADS Update Flash #159



Date: July 31, 2019

To: Local Educational Agency (LEA) Representatives

From: California Department of Education (CDE) —  
California Longitudinal Pupil Achievement Data System (CALPADS) Team

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## Collection of Data on the Use of Restraint and Seclusion for All Students

Assembly Bill (AB) 2657, (Chapter 998, Statutes of 2018), went into effect on January 1, 2019, adding sections 49005–49006.4 to California's *Education Code* regarding the use of restraint and seclusion for **students receiving either general education or special education**. The California Department of Education (CDE) informed the field of this new law in a letter dated December 24, 2018, posted on the CDE website at: <https://www.cde.ca.gov/nr/el/le/yr18ltr1224.asp>

These data will be collected in CALPADS for the first time as part of the 2019–20 End-of-Year (EOY) 3 data submission. Therefore, LEAs should be collecting these data locally beginning this fall. In summary, LEAs are required to collect and submit the use of:

- Behavioral Restraint, defined in statute as:
  - Mechanical Restraint – Use of a device or equipment to restrict a pupil's freedom of movement (with exceptions).
  - Physical Restraint – A personal restriction that immobilizes or reduces the ability of a pupil to move his or her torso, arms, legs, or head freely (with exceptions).
- Seclusion, defined in statute as the involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving.

For the full statutory definitions of restraint and seclusion, LEAs should refer to the appropriate *Education Code* sections, or the legislation which is posted on the California Legislative Information website, on the *AB-2657 Pupil discipline: restraint and seclusion* web page at:

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

## New Discipline File Structure and Codes

To accommodate this new collection, and to address structural issues with the current Student Discipline (SDIS) file, the CDE is replacing the SDIS file with three new files, described below. In addition, the Disciplinary Action Category code set has been renamed, "Student Incident Result" and new codes have been added to this code set to collect the data needed to meet the new reporting requirements.

The three new files include:

- **Student Incident (SINC) File**, in which LEAs report **all** incidents: (1) resulting in the use of physical restraint, mechanical restraint, or seclusion; and (2) in which a statutory offense is committed.
- **Student Incident Result (SIRS) File**, in which LEAs report all results for each incident. Each incident should have at least one corresponding SIRS record for each student who were restrained or secluded, or who committed an offense:
  - A student who is restrained or secluded, but not as a result of committing a statutory offense, should have a SIRS record with a Student Incident Result code of one of more of the following:
    - (501) Physical Restraint (*new*)
    - (502) Mechanical Restraint (*new*)
    - (600) Seclusion (*new*)
  - A student who commits a statutory offense:
    - Should have at least one SIRS record with Student Incident Result code of:
      - (100) Out-of-School Suspension
      - (110) In-School Suspension
      - (200) Expulsion
      - (300) Other Means of Correction (*modified to remove "No Action"*)
      - (400) No Action (*new*)
      - (700) School-related Arrest (*new*)
      - (800) Law Enforcement Referral, not including school-related arrests (*new*)
    - Could have an additional SIRS records with a Student Incident Result code of one or more of the following:
      - (501) Physical Restraint (*new*)
      - (502) Mechanical Restraint (*new*)
      - (600) Seclusion (*new*)



Students may have more than one result record for one incident in order to fully capture the incident and the dispositions that result to address the incident. For example, a student may have been physically restrained and then placed in an In-School Suspension. In this case, the student would have a SIRS record with 501, and a SIRS record with 110. Or a student may be arrested, suspended, and later expelled. In this case, the student would have a SIRS record with 700, a SIRS record with 100, and a SIRS record with 200.

- **Student Offense (SOFF) File**, in which LEAs report the statutory student offense (Student Offense code) that was committed for any incidents in which a statutory offense was committed. LEAs are required to report all statutory offenses, regardless of the result type (e.g., regardless of whether the student was suspended or expelled). No changes have been made to the Student Offense code set.

The CDE has reviewed these proposed files with the student information system (SIS) vendors and has made modifications based on their input. LEAs should consult with their SIS vendors regarding how these data are submitted to their local systems.

The new files and codes will be posted to the CALPADS web page in August 2019. Additionally, a follow-up to the December 2018 letter was sent to county and district superintendents, Special Education Local Plan Area (SELPA) Directors, and Charter School Administrators, informing them of the collection of this data in CALPADS. The letter reiterates that the data are to be collected for *all* students and stresses the importance of ensuring all staff are appropriately trained to identify, document, and report these incidents, particularly site administrators, so that CALPADS Administrators are not having to determine what constitutes incidents of restraint and seclusion that must be reported.



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

July 31, 2019

Dear County and District Superintendents, Charter School Administrators, Special Education Local Plan Area Directors, Administrators of County Offices of Education, Nonpublic School Administrators, State Diagnostic Center Directors, and Local Educational Agency Special Education Directors:

**Collection of Data on the Use of Restraint and Seclusion for All Students in the California Longitudinal Pupil Achievement Data System**

The purpose of this letter is to follow up on the letter dated December 24, 2018, regarding Assembly Bill (AB) 2657 (Chapter 998, Statutes of 2018), which became effective January 1, 2019. The bill added sections 49005–49006.4 to California’s *Education Code* regarding the use of restraint and seclusion with students receiving both general education and special education.

**Collection of Restraint and Seclusion Data in the California Longitudinal Pupil Achievement Data System (CALPADS)**

The new law requires local educational agencies (LEAs) to collect and report annually to the California Department of Education (CDE) data on the number of times and the number of students on which mechanical restraints, physical restraints, and seclusion are used. The data must be disaggregated for students who have Section 504 plans, students who have individualized education programs, and students who do not have either plan. The CDE is mandated to post these data on its Internet website annually (*Education Code* Section 49006).

To meet this reporting requirement, the CDE will collect these data from LEAs through CALPADS beginning in 2019–20, as part of its End-of-Year (EOY) 3 submission. The 2019–20 EOY submission, which will open in May 2020 and close at the end of August 2020, is a cumulative collection that includes all incidents of restraint and seclusion that occurred throughout the school year. **Therefore, LEAs should begin collecting these data in their local systems when school begins this fall.** It should be noted that all incidents of the use of restraints and seclusion must be reported for **all** students.

The CDE has finalized how the current CALPADS EOY 3 submission will be changed to accommodate the new collection of incidents of restraint and seclusion, and has reviewed those changes with the student information system (SIS) vendors. LEAs should consult with their SIS vendors on how to submit these data to their local systems. More detailed information about the changes to the EOY 3 submission has also been provided to LEA CALPADS Administrators.

July 31, 2019

Page 2

Many LEAs currently have policies and procedures in place to identify, document, and report incidents involving restraint and seclusion for students with disabilities; however, because these data will be collected for all students, it is imperative that LEAs ensure that all staff are appropriately trained to identify, document, and report these incidents. It is also important for site administrators to be actively involved in ensuring that policies and procedures are followed and that CALPADS Administrators are not having to determine what constitutes incidents of restraint and seclusion that must be reported as described in AB 2657.

If you have any questions, please contact the CALPADS Service Desk by phone at 916-325-9210 or by email at [calpads-support@cde.ca.gov](mailto:calpads-support@cde.ca.gov). All questions will be routed to the appropriate CALPADS or special education staff.

Thank you for your support.

Sincerely,

Jerry Winkler, Director  
Educational Data Management Division

JW:pm

cc: CALPADS Administrators

7.3 Lockdown Procedures  
Verbal, no documents

Desert/Mountain SELPA  
**AUDIOLOGICAL SERVICES CALENDAR**  
 2019 - 2020 Round 1

Evaluation Date	District/Program	Referral Due Date
September 10, 2019	Oro Grande School District	September 3, 2019
September 16, 2019	Hollyvale #1 (County Classes)	September 9, 2019
September 17, 2019	Helendale School District	September 10, 2019
September 19, 2019	Hollyvale #2 (County Classes)	September 12, 2019
September 24, 2019	Apple Valley Unified School District	September 17, 2019
September 25, 2019	Bear Valley Unified School District	September 18, 2019
September 26, 2019	Trona Joint Unified School District	September 19, 2019
October 3, 2019	Silver Valley – Ft. Irwin	September 26, 2019
October 4, 2019	Silver Valley – Yermo	September 27, 2019
October 7, 2019	Hollyvale #3 (County Classes)	September 30, 2019
October 8, 2019	Victor Valley Union High School District	October 1, 2019
October 18, 2019	Hesperia Unified School District #1	October 11, 2019
October 22, 2019	Barstow Unified School District	October 15, 2019
October 23, 2019	Snowline Joint Unified School District #1	October 16, 2019
October 24, 2019	Hesperia Unified School District #2	October 17, 2019
October 29, 2019	Hesperia Unified School District #3	October 22, 2019
October 30, 2019	Snowline Joint Unified School District #2	October 23, 2019
November 1, 2019	Adelanto School District #1	October 25, 2019
November 4, 2019	CIMS (County DHH Class)	October 28, 2019
November 5, 2019	Lucerne Valley Unified School District	October 29, 2019
November 6, 2019	Baker Valley Unified School District	October 30, 2019
November 7, 2019	Needles Unified School District	October 31, 2019
November 12, 2019	Victor Elementary School District #1	November 5, 2019
November 14, 2019	Hesperia Unified School District #2	November 7, 2019
November 15, 2019	Adelanto School District #2	November 8, 2019
November 19, 2019	Victor Elementary School District #2	November 12, 2019
December 3, 2019	Charters @ one site	November 26, 2019
December 12, 2019	High Tech High – San Diego	December 5, 2019
January 31, 2020	Make-Up Day	January 20, 2019

Desert/Mountain SELPA  
**AUDIOLOGICAL SERVICES CALENDAR**  
 2019 - 2020 Round 2

Evaluation Date	District/Program	Referral Due Date
February 3, 2020	Hollyvale #1 (County Classes)	January 27, 2020
February 13, 2020	Hollyvale #2 (County Classes)	February 6, 2020
February 18, 2020	Apple Valley Unified School District	February 11, 2020
February 20, 2020	Oro Grade Unified School District	February 13, 2020
February 27, 2020	Hesperia Unified School District	February 20, 2020
March 2, 2020	Hollyvale #3 (County Classes)	February 24, 2020
March 5, 2020	Hesperia Unified School District #2	February 27, 2020
March 9, 2020	CIMS (County DHH Class)	March 2, 2020
March 10, 2020	Victor Valley Union High School District	March 3, 2020
March 11, 2020	Baker Valley Unified School District	March 4, 2020
March 12, 2020	Needles Unified School District	March 5, 2020
March 19, 2020	Hesperia Unified School District #3	March 12, 2020
March 24, 2020	Barstow Unified School District	March 17, 2020
March 25, 2020	Bear Valley Unified School District	March 18, 2020
March 26, 2020	Trona Joint Unified School District	March 19, 2020
March 31, 2020	Helendale School District	March 24, 2020
April 9, 2020	Silver Valley – Ft. Irwin	April 2, 2020
April 14, 2020	Victor Elementary School District #1	April 7, 2020
April 16, 2020	Hesperia Unified School District #4	April 9, 2020
April 21, 2020	Victor Elementary School District #2	April 14, 2020
April 22, 2020	Snowline Joint Unified School District #1	April 15, 2020
April 23, 2020	Silver Valley – Yermo	April 16, 2020
April 24, 2020	Adelanto School District #1	April 17, 2020
April 28, 2020	Lucerne Valley Unified School District	April 21, 2020
April 29, 2020	Snowline Joint Unified School District #2	April 22, 2020
May 7, 2020	High Tech High – San Diego	April 30, 2020
May 8, 2020	Adelanto School District #2	May 1, 2020
May 13, 2020	Make-Up Day	May 6, 2020





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

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

## MEMORANDUM

DATE: August 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

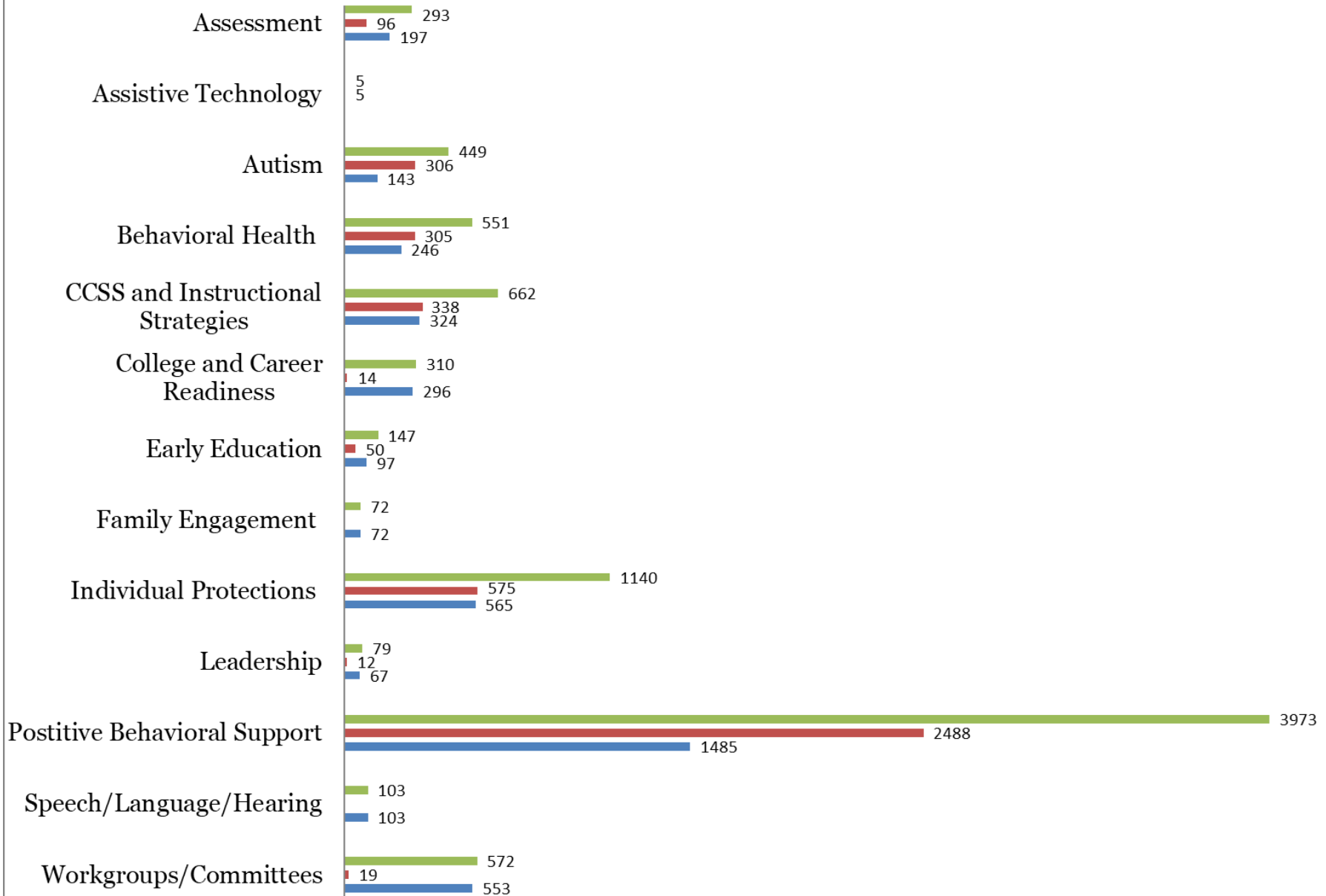
If you should have any questions, please contact me at (760) 955-3606 or by email at [linda.llamas@cahelp.org](mailto:linda.llamas@cahelp.org)

# D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

2018-19 YEAR END TOTALS

8,356 YEAR-TO-DATE PARTICIPANTS

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





**Desert/Mountain SELPA**  
**Resolution Support Services Summary**  
**July 1, 2018 - June 30, 2019**

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	3.5	30.5	0	1	1	1.5	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	12.83	0.5	0	0	3	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	1	0	0	0	0	1	3.5	0	2	7.5	0	0	0	2	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	7	48.5	2	0	0	5	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	1.5	12.5	1	0	0.5	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	8.5	30.5	2	0	0	5.5	1
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	8.5	40.46	1	0	0	7.5	0
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	1	11.33	0	0	0	1	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	3	15.83	0.5	0.5	0	2	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
Health Sciences HS & MS	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	1	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	2	7	0	1	0	1	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>42</b>	<b>269.94</b>	<b>7</b>	<b>2.5</b>	<b>1.5</b>	<b>30</b>	<b>1</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  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 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  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 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  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 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  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 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; CLOSED
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		03/15/19	03/26 - 03/28/19	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; 03/12/19 – interim placement extended 40 days;

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							04/23/19 – settled; OAH and civil claims - CLOSED
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 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

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							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 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; 05/26/19 - preparing for hearing; CLOSED
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; CLOSED
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

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							against district (see #23 below); CLOSED
22. Snowline JUSD/DM Operations Case No. 2018120028	<ol style="list-style-type: none"> <li>1. Failure to assess in all areas</li> <li>2. Denial of FAPE               <ol style="list-style-type: none"> <li>a. IEP not specially designed</li> <li>b. Goals not reasonably calculated</li> </ol> </li> <li>3. Lack of educational benefit               <ol style="list-style-type: none"> <li>a. All issues not related to DHH</li> </ol> </li> <li>4. Seeking Implementation of complete IEE, ESY services, etc.</li> </ol>	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
23. Snowline JUSD/Adelanto Elem SD Case No. 2018120063	<ol 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> </ol>	12/04/18	Waived	Cancelled	04/12/19	04/23/19	Parent cross-filing for #21 above, against both district of residence and current district of service; cases combined; 03/22/19 – settled in IEP - CLOSED
24. Lucerne Valley USD/Sky Mtn Case No. 2018110130	<ol 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> </ol>	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



**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							who previously held Sky Mtn. Charter; 01/30/19 – parent withdrawal/dismissed; CLOSED
25. Victor Valley UHSD & Adelanto SD 2018120901	1.Failure to provide safe placement 2. Services not provided 3. Procedural violations as a result of extended absence	01/07/19	01/18/19		02/06/19	02/20/19 – 02/21/19	Settlement pending; 03/26/19 – parent refusing teacher; settled - CLOSED
26. Lucerne Valley & Colton USD 2019010519	1. Denial of FAPE 2. Failure to assess 3. RTC	01/15/19	Held between Sky Mountain & Colton USD	06/28/19	<del>03/04/19</del> Rescheduled to 03/29/19 08/16/19	<del>03/12 –</del> <del>03/14/19</del> Rescheduled to 04/09 – 04/11/19 08/27-29/19	The case is against Sky Mountain chartered by Lucerne Valley USD; not our SELPA; CLOSED
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	03/13/19		03/11/19	03/19 – 03/21/19	Timeline waived; agreement reached at resolution; CLOSED
28. Hesperia USD 2019011096	Denial of FAPE 1. MD violation 2. Failure to provide behavior, social skills, and ERMH support	01/29/19	02/12/19	02/11/19	02/11/19	02/19 – 02/20/19	Expedited for M.D. issues; settled 02/07/19; CLOSED

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	3. Failure to assess for OT, SLP, and transition						
29. VVUHSD 2019020345	Denial of FAPE 1. Not implementing IEP 2. Not providing home school teacher	02/08/19	02/20/19 03/04/19 continued		03/25/19	04/03 – 04/09/19	03/04/19 agreement reached at resolution; CLOSED
30. Snowline JUSD 2019020574	Failure to assess in all areas: 1. ERMHS 2. FBA 3. OT 4. SCIA Denial of FAPE “de minimis benefit”; Child Find August 2017 – September 2018;	02/05/19	02/27/19	04/19/19	05/13/19	09/17 – 09/19/19	Premature filing; resolution held; no agreements; IEP held 02/28/19; parents not agreeing to offer of 1:1; district refusing IEE – filing to defend; not settled; mediation; not settled
31. VVUHSD 2019020955	Denial of FAPE 1. Failure to provide 1:1 2. Failure to assess for FBA 3. Failure to provide OT, SLP, ITP 4. Failure to provide 3 year assessment 5. Last IEP January 2018	02/25/19	03/12/19		04/15/19	04/23 – 04/25/19	Seeking: IEEs – Psycho Ed, FBA, SLP, OT; agreement reached; settled at resolution of 03/12/19; CLOSED
32. High Tech Elem 2019021048	Denial of FAPE 1. Inadequate placement, support, LRE; 2. Failure to provide supports and services to make progress;	02/27/19	03/14/19	05/02/19	04/15/19	04/23 – 04/25/19	Reading support; communication system; OT; Comp. education; no agreement on private handwriting tutor, APE,

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	3. Failure to provide SLP 4. Failure to provide behavior support						academic coach; settled; CLOSED
33. Academy of Academic Excellence (AAE) 2019020696	Denial of FAPE 1. Child Find 2. Denial of FAPE 3. No provision of: FBA, SLP, 1:1, psycho-ed;	02/19/19	03/05/19	04/19/19	05/08/19	05/29 – 05/30/19	Compensatory Education; student retained; Independent Educational Evaluation: Psycho Education; compensatory speech if identified; Educationally Related Mental Health Services (ERMHS); CLOSED
34. Snowline JUSD Not Assigned	1. District was preparing to file on parents 2. Parent refusing NPS placement 3. Student expelled	03/2019					Withdrawn by district; expulsion pending 03/14/19; NPS placement; student relocated; CLOSED
35. High Tech Elem 2019021048	FAPE: 1. Adaptive physical education 2. Behavioral support 3. OT and PT 4. Academic coach 5. SLD 6. ESY	02/27/19	03/14/19	05/02/19	05/15/19	06/04 – 06/06/19	Settled post mediation; reimburse tuition and services; CLOSED
36. High Tech High SBC Chula Vista 2019030487	1. Find student eligible for special education 2. Failure to hold a MD	03/12/19	04/01/19		04/26/19	05/07-05/09/19	Student eligible; expulsion withdrawn; settled CLOSED

**Desert/Mountain SELPA  
Resolution Support Services Activity Summary  
July 1, 2018 – June 30, 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>
37. Hesperia USD 2019040241	1. Assessments 2. Supports 3. Insufficient goals	04/04/19	04/12/19		05/20/19	05/29- 05/30/19	Withdrawn; CLOSED
38. High Tech High 2019003034	1. Denial of FAPE a. Occupational Therapy b. Assistive Technology c. Speech Language Pathology d. Functional Behavioral Assessment e. Educationally Related Mental Health Services (ERMHS) 2. Reduced services 3. Meaningful participation 4. Measurable goals	05/08/19	06/03/19		06/24/19	07/02 – 07/03/19	Seeking: a. compensatory education b. Independent Educational Evaluation (IEE) for all give services;
39. Adelanto SD 2019050319	1. FAPE 2. Placement 3. Functional Behavioral Assessment 4. Parent participation	05/07/19	06/07/19		06/21/19	07/02 – 07/03/19	Requesting: compensatory services; academic and speech; increase speech services; increase SAI; one- to-one aide; change schools;

Desert/Mountain SELPA  
Resolution Support Services Legal Expense Summary  
As of June 30, 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	\$314,479.71

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

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	19/20	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0	2	0	3	6	5.5	2.5	5	3	3.5	0	30.5	0	0	0	0	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	2	14.83	0	0	1	1	0
Baker USD	0	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	0	7.5	0	0	0	0	0
Bear Valley USD	0	0	1	0	0	0	0	1	2	0	0	4	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
Hesperia USD	2.5	1	5.5	4	3	5	7.5	7	6	7	4	52.5	0	3	0	1	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	1.5	0	12.5	0	0	0	0	0
Needles USD	0	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	1	1	0	1	0	0	0
Silver Valley USD	0	0	1	0	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	8.5	1	31.5	0	0	1	0	0
Trona USD	0	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	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	8.5	1	41.46	0	1	0	0	0
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	1	0	11.33		0	0	0	0
CA Charter Academy	0	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	3	0	15.83	0	0	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	0	0.5	0	0	0	0	0
Explorer Elementary	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
Health Sciences HS & MS	0	0	0	0	0	0	0	0	0	1	1	2	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	0
High Tech Middle	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
High Tech High	0	0	2	2	0	1	0	0	0	2	1	8	0	0	0	1	0
High Tech High International	0	0	0	1	2	0	0	0	0	0	0	3	0	0	0	1	0
High Tech High Media Arts	0	2	0	0	2	0	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	0	2	0	0	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2	0	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>42</b>	<b>11</b>	<b>280.9</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>0</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, 2019 – August 22, 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. Snowline JUSD 2019061248	1. Free Appropriate Public Education <ul style="list-style-type: none"> <li>a. Alternative Augmentative Communication (AAC)</li> <li>b. Occupational Therapy</li> <li>c. Functional Behavior Assessment (FBA)</li> <li>d. Missing IEP members</li> <li>e. Placement</li> </ul>	06/28/19	07/22/19	08/28/19	08/16/19	10/01/19 – 10/03/19	Resolution on phone; no settlement reached;
2. Apple Valley USD 2019070018	1. Free Appropriate Public Education <ul style="list-style-type: none"> <li>a. Health Aide</li> <li>b. Late assessment</li> </ul>	06/25/19	07/19/19				07/19/19 settled - CLOSED
3. Apple Valley USD 2019061059	1. Failure to assess <ul style="list-style-type: none"> <li>a. Occupational Therapy</li> <li>b. Speech Language Pathology</li> <li>c. Adaptive Physical Education</li> <li>d. Alternative Augmentative Communication</li> </ul>	06/28/19	Waived		08/12/19	08/20/19 – 08/22/19	Attorneys negotiating outside of resolution
4. High Tech High 2019070209	1. Free Appropriate Public Education <ul style="list-style-type: none"> <li>a. Placement</li> <li>b. Educationally Related Mental Health Services (ERMHS)</li> </ul>	07/08/19	07/17/19				07/23/19 settled - CLOSED

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2019 – August 22, 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>
5. Hesperia USD 2019070638	1. Free Appropriate Public Education a. Speech Language Pathology b. Functional Behavior Assessment c. Goals d. Occupational Therapy	07/17/19	08/23/19		08/30/19	09/10/19 – 09/12/19	
6. Health Sciences 2019070740	1. Failure to evaluate Functional Behavior Assessment (FBA), Speech and Language, and Educationally Related Mental Health Services (ERMHS)	07/18/19	07/31/19		08/30/19	09/10/19 – 09/12/19	Agreement reached; awaiting signature;
7. Victor Valley Union High School Dist 2019070699	1.Free Appropriate Public Education a. Lack of appropriate program b. Functional Behavior Assessment (FBA) c. Educationally Related Mental Health Services (ERMHS) d. Occupational Therapy e. Adapted Physical Education	07/17/19	08/16/19		08/30/19	09/10/19 – 09/12/19	
8. Hesperia USD 2019070805	Failure to assess a. Functional Behavior Assessment (FBA)	07/22/19	08/06/19		08/30/19	09/10/19 – 09/12/19	Agreement reached; awaiting signature;



**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2019 – August 22, 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. Educationally Related Mental Health Services (ERMHS)</li> <li>c. Speech Language, pragmatics</li> </ul>						
<p style="text-align: center;">9. Oro Grande SD 20190710076</p>	<p>1.Free Appropriate Public Education</p> <ul style="list-style-type: none"> <li>a. Functional Behavior Assessment (FBA)</li> <li>b. Educationally Related Mental Health Services (ERMHS)</li> <li>c. One-to-one aide</li> <li>d. Reading goals</li> </ul>	07/26/19	08/08/19		09/09/19	09/17/19 – 09/19/19	
<p style="text-align: center;">10. Hesperia USD 2019071079</p>	<p>1.Free Appropriate Public Education</p> <ul style="list-style-type: none"> <li>a. Reading goals</li> <li>b. Writing goals</li> <li>c. Math goals</li> </ul>	07/26/19	08/09/19		09/23/19	10/01/19 – 10/03/19	
<p style="text-align: center;">11. Hesperia USD 2019071077</p>	<p>1. Child Find</p>	07/26/19	08/12/19		09/16/19	09/24/19 – 09/26/19	

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

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	\$314,479.71
2019-2020	\$16,781.50



Desert/Mountain Special Education Local Plan Area  
17800 Highway 18  
Apple Valley, CA 92307-1219

P 760-552-6700  
F 760-242-5363  
W [www.dmselpa.org](http://www.dmselpa.org)

## MEMORANDUM

Date August 22, 2019  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

Subject: **2018-2019 Transition Partnership Program (TPP) Year-End Report** *AS*

The following is an update for the Desert/Mountain SELPA Transition Partnership Program (TPP) for the 2018-19 school year. If you have any questions regarding expected outcomes, please contact me at (760) 843-3982, extension 216, or via email at [Adrienne.shepherd@cahelp.org](mailto:Adrienne.shepherd@cahelp.org).

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
There shall be <b>250</b> DOR students/DOR potentially eligible clients who receive Job Exploration Counseling Services	250	<b>265</b>
There shall be <b>250</b> DOR student/DOR potentially eligible clients who receive Workplace Readiness Training services	250	<b>313</b>
There shall be <b>180</b> DOR students/DOR potentially eligible clients who receive Work-based Learning Experience services	180	<b>187</b>
There shall be <b>250</b> DOR students/DOR potentially eligible clients who receive Instruction in Self-Advocacy services	250	<b>308</b>
There shall be <b>150</b> DOR students/DOR potentially eligible clients who receive Work Experience Placements services	150	<b>185</b>



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## MEMORANDUM

Date August 22, 2019  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

Subject: **2018-2019 California Career Innovations (CCi) Year-End Report** *AS*

The following is an update report for the Desert/Mountain SELPA California Career Innovations (CCi) program for the 2018-19 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Enrolled	65	65



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## MEMORANDUM

Date August 22, 2019  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

Subject: **2018-2019 Employment Network (EN) Year-End Report**

The following is an update report for the Desert/Mountain SELPA Employment Network (EN) program for the 2018-19 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Clients Enrolled	N/A	9



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## MEMORANDUM

Date August 22, 2019  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

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Subject: **2018-2019 GenerationGo! Year-End Report**

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The following is an update report for the Desert/Mountain SELPA GenerationGo! program for the 2018-19 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Enrolled	60	60



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F 760-242-5363  
W [www.dmselpa.org](http://www.dmselpa.org)

## MEMORANDUM

Date August 22, 2019  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

Subject: **2018-2019 Paid Internship Program (PIP) Year-End Report**

The following is an update report for the Desert/Mountain SELPA Paid Internship Program (PIP) for the 2018-19 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Enrolled	N/A	6



Desert/Mountain Special Education Local Plan Area  
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P 760-552-6700  
F 760-242-5363  
W [www.dmselpa.org](http://www.dmselpa.org)

## MEMORANDUM

Date August 22, 2019  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

Subject: **2018-2019 WorkAbility I (WAI) Year-End Report**

The following is an update report for the Desert/Mountain SELPA WorkAbility I (WAI) program for the 2018-19 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Served	209	<b>216</b>
Students Placed	52	<b>54</b>



# SELPA PBIS Assignments & Contacts

## Shane Mullikin, PBIS Specialist

[Shane.Mullikin@cahelp.org](mailto:Shane.Mullikin@cahelp.org) (760) 955-3690

## Silver Valley Unified School District

District Contact: Jeff Youskievich, Asst. Supt. Educational Services  
Cheri Rigdon, Director of Special Services

### Active PBIS Sites

- Ft. Irwin Middle School
- Lewis Elementary School
- Newberry Springs Elementary
- Tiefert View Intermediate
- Silver Valley High School
- Yermo School

## Barstow Unified School District

District Contact: Jane Schoffall, PBIS Coach  
Derrick Delton, Director II, Pupil Services

### Active PBIS Sites

- Barstow High School
- Barstow Jr. High School
- Barstow STEM Academy
- Cameron Elementary
- Central High School
- Crestline Elementary
- Henderson Elementary
- Lenwood Elementary
- Montana Elementary
- Skyline North

## Desert Mountain Operations

District Contact: Thomas Hannett, Principal

### Active PBIS Sites

- Alternative Education Center

# SELPA PBIS Assignments & Contacts

## Angela Mgbeke, PBIS Specialist

[Angela.Mgbeke@cahelp.org](mailto:Angela.Mgbeke@cahelp.org) (760) 955-3683

## Helendale School District

District Contact: Mike Esposito, Director of Special Ed.

Kelly Henderson, School Administrative Manager, District PBIS Coach

### Active PBIS Sites

- ACE High School
- Helendale Elementary
- Riverview Middle

## Needles Unified School District

District Contact: Jamie Wiesner, Sp. Ed. Services Coordinator

### Active PBIS Sites

- Chemehuevi Valley Elementary School
- Needles High School
- Needles Middle School
- Vista Colorado Elementary School

## Apple Valley Unified School District

District Contact: Pat Shelby, Director CWA

David Wheeler, Director of Student Services/Special Education

### Active PBIS Sites

- Apple Valley High School
- Desert Knolls Elementary
- Granite Hills High School
- High Desert Premier
- Mariana Academy
- Phoenix Academy
- Rancho Verde Elementary
- Rio Vista School
- Sandia Academy
- Sitting Bull Academy
- Sycamore Rocks Elementary
- Vanguard Elementary
- Yucca Loma Elementary

# SELPA PBIS Assignments & Contacts

## Stephanie Ward, PBIS Specialist

[Stephanie.Ward@cahelp.org](mailto:Stephanie.Ward@cahelp.org) (760) 955-3682

## Hesperia USD Preschool Academy

District Contact: Yazmin Medina, Preschool Coordinator

### Active PBIS Sites

- Cottonwood
- Hollyvale
- Joshua Circle
- Juniper
- Mesa Grande
- Oak Hills

## High Desert Church

## Barstow 4K and TK

## 2019-2020 Preschool Services Division

## Charis Washington, PBIS Specialist

[Charis.Washington@cahelp.org](mailto:Charis.Washington@cahelp.org) (760) 955-

## Pathways to College

LEA Contact: Craig Merrill, Director of Special Education

## Trona

District Contact: TBD

## Adelanto Elementary School District

District Contact: Beth Bartholomew, CWA  
Kristi Philip, Special Education Coordinator

### Active PBIS Sites

- Adelanto Elementary
- Bradach Elementary
- Columbia Middle School
- Eagle Ranch Elementary
- El Mirage
- George Magnet School
- Gus Franklin STEM
- Mesa Linda Middle School

# SELPA PBIS Assignments & Contacts

- Melva Davis Academy
- Morgan Kincaid Prep
- Theodore Vick Elementary
- Victoria Magathan Elementary
- West Creek Elementary
- Westside Park Elementary

## Jessica Soto, PBIS Specialist

[Jessica.Soto@cahelp.org](mailto:Jessica.Soto@cahelp.org) (760) 955-3693

## Desert/Mountain Operations

District Contact: Penny Tharpe, County Principal  
Richard Frederick, Area Director

### Active PBIS Sites

- Apple Valley County Early Education Center
- Lucy Siegrist

## Apple Valley USD State Preschools

District Contact: Sue Rhoades, Coordinator School Readiness

### Active PBIS Sites

- Early Education Center
- Desert Knolls
- Mariana Academy
- Phoenix Academy
- Rancho Verde
- Sandia Academy
- Sitting Bull Academy
- Sycamore Rocks
- Vanguard Preparatory
- Yucca Loma

## SBCSS Sites

District Contact: Diana McCann, State Preschool Program Supervisor

### Active PBIS Sites

- Adelanto
- Adelanto Academy
- Bradach
- Colin Powell
- Del Rey
- Lemon Street
- Liberty I
- Liberty II
- Lucerne Valley
- Mojave Vista
- Northshore
- Parkview
- Puesta del Sol
- Siegrist I
- Siegrist II

# SELPA PBIS Assignments & Contacts

## **Ariel Clark, PBIS Specialist**

[Ariel.Clark@cahelp.org](mailto:Ariel.Clark@cahelp.org) (760) 955-

## **Victor Valley Union High School District**

District Contact: Laureen Byer, Coordinator

Margaret Akinnusi, Director of Special Ed./Psych. Services

### **Active PBIS Sites**

- Adelanto High School
- Good Will Education Center
- Hook Junior High
- Lakeview Leadership
- Silverado High School
- Victor Valley High School

## **Victor Elementary School District**

District Contact: Brian Bettger, Director of School Climate and Student Wellness

Tanya Benitez, Ed.D, Assistant Superintendent, Pupil Services

### **Active PBIS Sites**

- Discovery School of the Arts
- Puesta del Sol
- Lomitas
- Parkview

## **Hesperia Elementary School District**

District Contact: Matt Fedders, Director of Special Ed. (760) 244-4411

### **Active PBIS Sites**

- Mesquite Trails

Revised 04/16/2019



JULY 2019							AUGUST 2019							SEPTEMBER 2019						
SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31	29	30					
OCTOBER 2019							NOVEMBER 2019							DECEMBER 2019						
SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
JANUARY 2020							FEBRUARY 2020							MARCH 2020						
SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA
			1	2	3	4							1	1	2	3	4	5	6	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31				
APRIL 2020							MAY 2020							JUNE 2020						
SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30/31	28	29	30				

	Assessment Name	Completed By?	When?
...	Self Assessment Survey (SAS)	All Staff (anonymous survey)	9/1/19 – 10/31/19 <i>*Optional second assessment in spring at request of site</i>
	School Climate Survey	Students (anonymous survey)	Winter
	Tiered Fidelity Inventory (TFI)	PBIS Team	2x annually during fall and spring
★	School Safety Survey (SSS)	Sampling of staff and stakeholders	<i>*Optional survey available annually at the site/district request</i>

**\*TFI Requirement\***

For sustainability the TFI walk through tool will be completed by an **ERAT certified external reviewer**. (ex. district coach, external coach, or reviewer from a neighboring school) and it is recommended that the TFI is completed by the site PBIS team with the active presence and guidance of this ERAT certified coach.

## Assessments

### **Tiered Fidelity Inventory** *\*completed by the PBIS team*

**Who:** School Systems Planning teams – a team of three to eight people including the administrator and district coach – with input from Tier I, II, and/or III teams. It is strongly recommended the team complete the TFI with an external PBIS coach serving as a facilitator. Coordinators and school teams can enter TFI results in PBIS Assessment.

**When:** First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 80% fidelity three consecutive times may choose to take the TFI as an annual assessment.

[The TFI \(PDF\)](#) is based on earlier PBIS fidelity surveys (SET, BoQ, TIC, SAS, BAT, MATT). The TFI gives teams a single, efficient, valid, reliable survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Schools may take the TFI as:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts

### **Self-Assessment Survey (SAS)** *\*completed by all staff*

**Who:** Teams interested in knowing more about staff perception of PBIS implementation across all systems may favor the SAS. All school staff are encouraged to take the survey in PBIS Assessment, with at least 80% recommended for reliable results. When the survey window has closed and all participants have had a chance to take the survey, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

**When:** Annually

[The SAS \(RTF\)](#) is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for Action Planning.

### **School Climate Survey** *\*completed by students*

**Who:** School teams wanting to gain a student perspective on the overall climate in the building will use the School Climate Survey. To know which survey a school should administer – the Elementary vs. the Middle/High – follow the guidance below:

- **Elementary:** Survey students between grades 3-5. (If the elementary school includes grade 6, these students should also complete the elementary survey.)
- **Middle/High:** Survey students between grades 6-12.

**When:** As an outcome tool, the School Climate Survey is taken annually. If taken twice a year, the first administration should happen in the first 45 days of school and the last should happen in the last 45 days of school.

[The School Climate Survey \(PDF\)](#) is a set of multi-dimensional surveys to measure student perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in grades 3-12. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-type response options. Surveys include:

- School Climate Survey: Elementary
- School Climate Survey: Middle/High

Students take the survey under the guidance of teachers or other school personnel.

**School Safety Survey (SSS)** *\*completed by a sampling of staff and stakeholders*

**Who:** The survey is to be completed in PBIS Assessment by a minimum of five educators including an administrator, custodial staff member, supervisory/classified staff member, certified staff member and office staff member. When the survey window has closed, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

**When:** Annually

[The SSS \(RTF\)](#) is survey to help teams determine risk and protective factors for the school. Teams use the SSS summary to determine what training and support may be needed related to school safety and violence prevention in the school. Results may be tracked over time to see if risk factors decrease and protective factors increase when implementing SWPBIS.



SAVE  
THE DATE

PBIS Recognition Event

9.24.19

Granite Hills High School

5:00 P.M. - 7:00 P.M.

7.12 Compliance Update  
Verbal report, no materials



## 2019–20 California Alternate Assessment for Science Administration Planning Guide

### Version Assignments

**Starting in 2019–20, both Administration Planning Guides and *Directions for Administration (DFAs)* are version-specific.**

Each school is assigned one of four versions. All grade levels within a school will have the same version assignment. For example, a school assigned to Version 1 will use Version 1 of the Administration Planning Guides and *DFAs* for each grade level tested. Use the school's version assignment to select the correct Administration Planning Guides and *DFAs*. The school-level version assignments can be found on CAASPP.org portal at <http://www.caaspp.org/>.

### Purpose and Use of This Administration Planning Guide

This guide provides:

- Basic information on the CAA for Science administration and test security
- Information about what to consider when deciding the best time to administer a CAA for Science performance task (PT) to a student
- The science content being assessed this year
- A schedule planner template to assist in determining when to administer each PT

**Administration Planning Guides are not intended to guide instruction or to limit what science content is taught in the classroom.**

Administration Planning Guides are made available in advance in order to give teachers and test examiners as much time as possible to plan how best to integrate each of the four embedded PTs into the 2019–20 instructional calendar.

**The test examiner tutorial necessary to administer the 2019–20 CAA for Science will be available beginning in summer 2019. The CAA for Science embedded PTs will be available for administration beginning September 3, 2019.**



# California Practitioners' Guide for Educating English Learners with Disabilities

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California Special Education Local Plan Areas Association  
Sacramento, CA  
July 11, 2019



# Presenters

**Theresa Hawk**, Administrator  
English Learner Support Division  
California Department of Education (CDE)

**Renzo Bernales**, Educational Programs Consultant  
Special Education Division  
CDE



# Purpose

Provides an overview of the *California Practitioners' Guide for English Learners with Disabilities*

Engage in one chapter of the guide and accompanying resources.

Understand the connections between the:

- *California English Learner Roadmap* (CA EL Roadmap)
- Local Control Accountability Plan (LCAP) State Indicators
- Special Education Annual Performance Report (APR) Measures
- Multi-tiered System of Supports (MTSS)



# California Practitioners' Guide for Educating English Learners with Disabilities



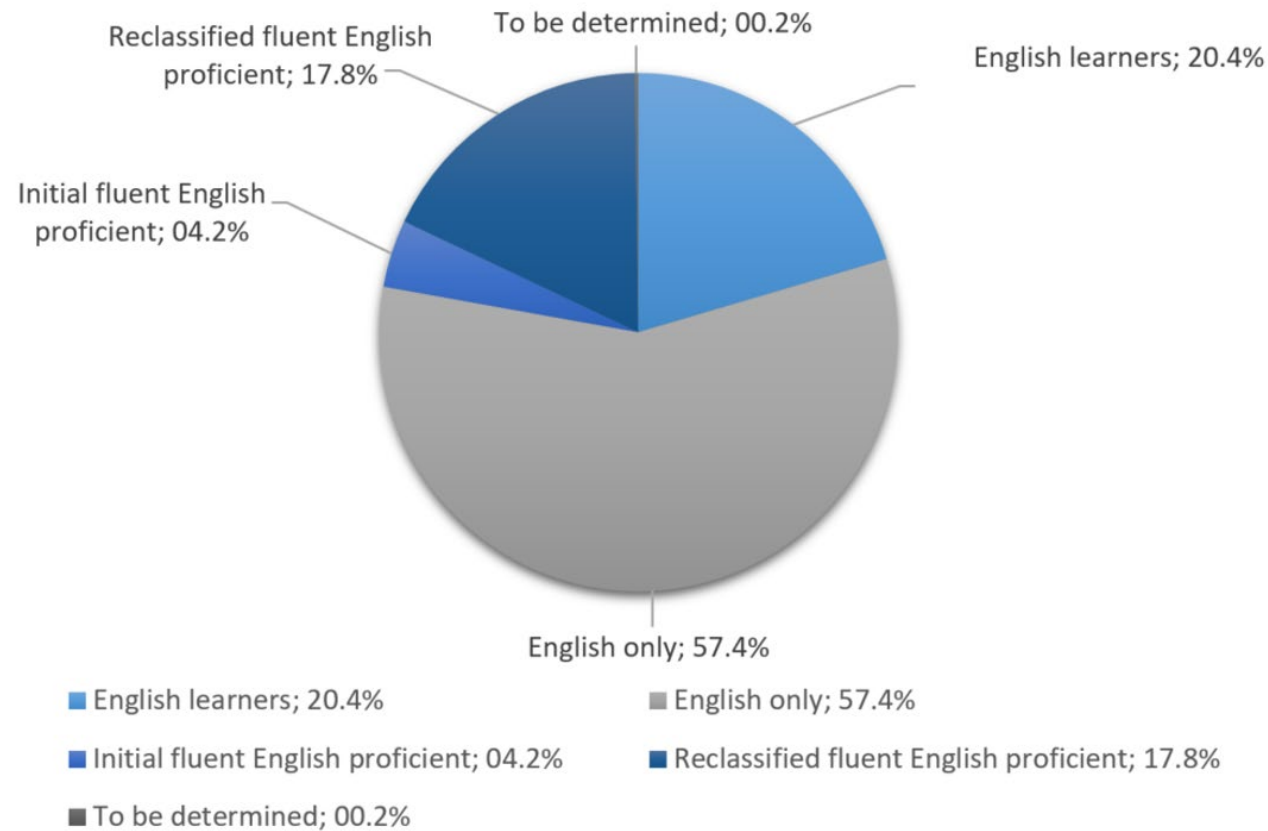
California Department of Education  
Sacramento 2019  
Last revised April 2019

## **THE NECESSITY OF THE PRACTITIONERS' GUIDE**





# Enrollment in California Schools (Kindergarten through Grade Twelve) by English Language Acquisition Status, 2017–18

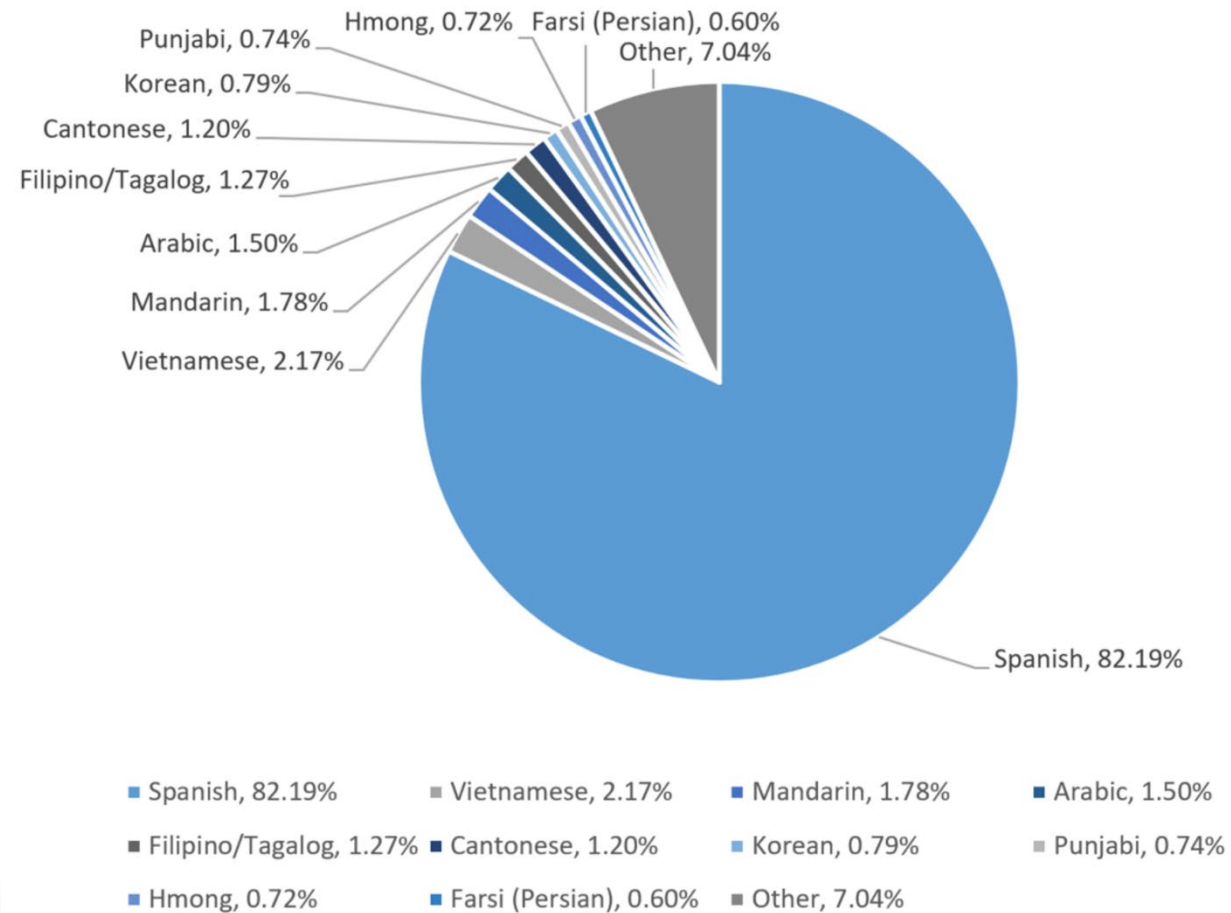


Source: 2017–18 California Longitudinal Pupil Achievement Data System (CALPADS)





# Language Spoken by English Learners in California, 2017–18

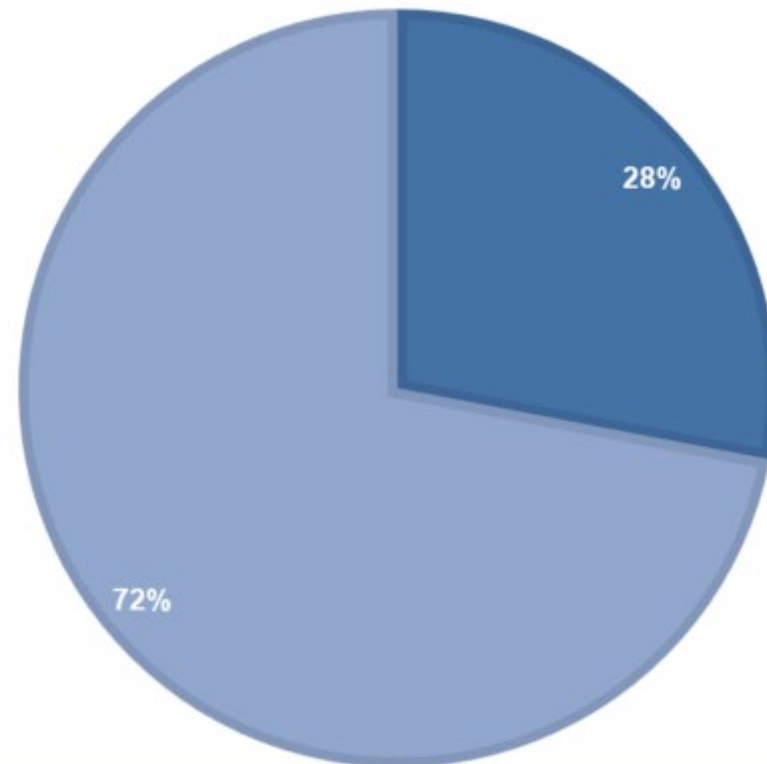


Source: 2017–18 CALPADS



# English Learner Students with Disabilities

- EL students with disabilities
- Students with Disabilities not categorized as English learners



English learners  
with disabilities:  
216,953

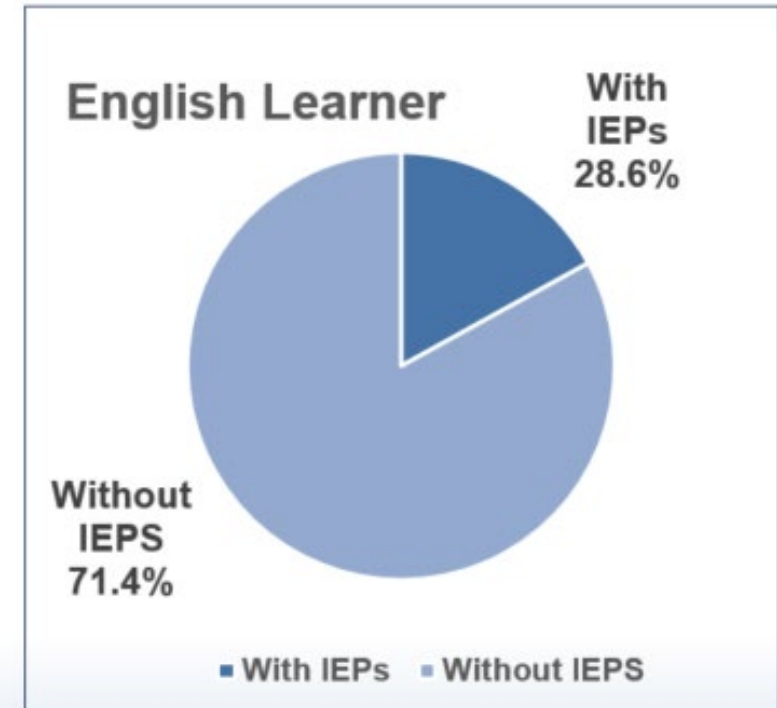
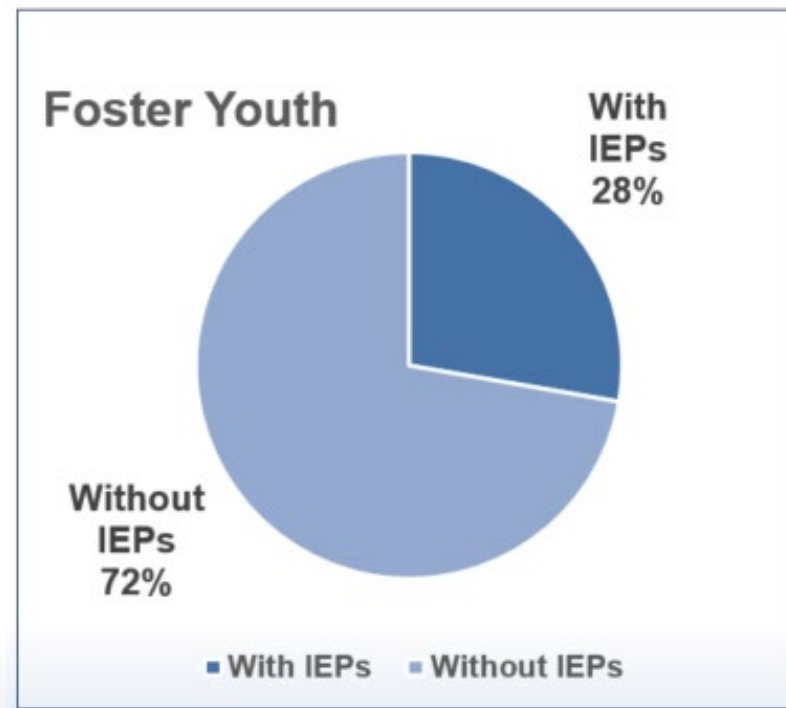
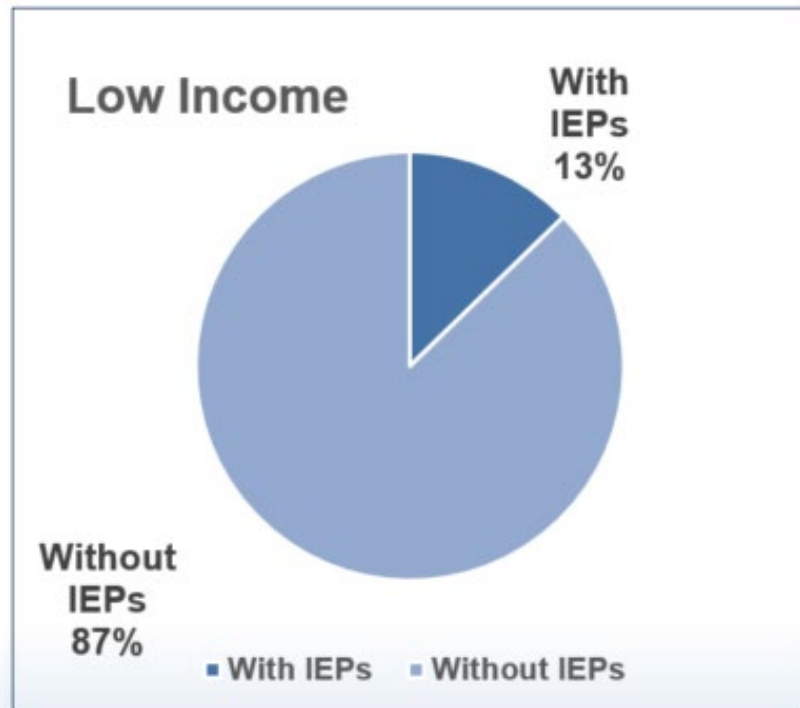
Total students  
with disabilities:  
774,665

Students with Disabilities Total Population for Ages 0 to 22: 774,665

Source: CASEMIS, December 2017



# Students in LCFF Student Groups with IEPs, 2018–19



Source: CALPADS Fall 1



# What is Equity?

**EQUALITY**

**VS.**

**EQUITY**



**EQUALITY = SAMENESS**  
**GIVING EVERYONE THE SAME THING**

**EQUITY = FAIRNESS**  
**ACCESS TO SAME OPPORTUNITIES**

**It only works if everyone starts from the same place**

**We must ensure equity before we can enjoy equality**



# **California *Education Code***

## **Section 33080:**

### **Purpose of the Educational System**

“Each child is a unique person, with unique needs, and the purpose of the education system of this state is to enable each child to develop all of his or her own potential.”



# What is the “Guide”?

*The California Practitioners’ Guide for Educating English Learners with Disabilities* (the Manual) will provide guidance to general and special educators from transitional kindergarten/kindergarten through grade 12 to help appropriately identify and support English learners who may qualify for special education and related services, and English learners with diagnosed disabilities [Assembly Bill 2785 (Chapter 579), Statutes of 2016].

The requirements of the bill are now codified in California Education Code (EC) Section 56305.



# Section 1

## Identification of English Learners, Multi-Tiered System of Supports, and Pre-Referral Interventions

- Chapter 1 – Students with Disabilities Who May Be Identified as English Learners
- Chapter 2 – Supports for English Learners within the Multi-Tiered System of Support Framework





## **Section 2**

# **Pre-referral and Referral, Assessment, and Individualized Education Plan Process**

- Chapter 3 – Special Education Referral Process for English Learners
- Chapter 4 – Assessment of English Learners for Identification as Students with Disabilities.





# Section 3

## Educational Programs and Instructional Strategies

- Chapter 5 – Developing an Individualized Education Program for English Learners
- Chapter Six – Educational Programming: Access and Equity for English Learners with Disabilities
- Chapter 7 – Teaching and Learning to Meet Student Needs



# Section 4

## Proposing Exit from Special Education Services

- Chapter 8 – Exiting English Learners from Special Education Status
  - Appropriate exit of English learners from special education
  - Criteria for exiting students from special education under the Individuals with Disabilities Education Act
  - Transition from special education



# Section 5

## Reclassification from English Learner Status

- Chapter 9 – Reclassifying Students with Disabilities from English Learner Status
  - Reclassification procedures and criteria
  - Approaches for reclassifying English learners with a disability
  - Considerations when making reclassification decisions



# Appendices

- The Appendices contain:
  - Resources for dual language learners in pre-school
  - Sample checklists
  - Sample local forms
  - Sample flow charts

Note: The contents of the appendices are not endorsed by the CDE. They are provided as resources that could be considered by local educational agencies.



# **INSIDE THE 'GUIDE': SNAPSHOTS OF SECTION, CHAPTER, AND APPENDIX FEATURES**



# Questions Addressed in This Chapter

## Questions Addressed in This Chapter

### For Teachers

- How are students with disabilities identified and classified as being English learners?
- What types of services and programs are available to my English learner students?
- What types of accessibility resources are available for my students with disabilities who also are English learners?
- What types of information do families receive and what information should I consider sharing with them?

### For Administrators

- What strategies can I use to reduce misclassification?
- How can I implement an appropriate and consistent initial identification process?

## Chapter Overview

This chapter describes how students with disabilities may also be classified as English learners, using appropriate assessment accessibility resources, and placed in a language acquisition program (California *Education Code* [EC] 306[c]) (accessible at: <https://bit.ly/2PbN8WJ>).<sup>1</sup> It also describes the process to correct the misclassification of students with disabilities as English learners.



# Student Scenario

## Student Scenario

The scenario that follows illustrates the application of information provided in this chapter.

### *Javier*

Javier is a five-year-old kindergartner who was diagnosed with autism when he was four years old. He is the oldest child in his family, with two younger siblings. His family had concerns that he was not speaking and was communicating only through gestures and crying. Not sure what to do, the family took him to the neighborhood school at the suggestion of neighbors. Javier was assessed and identified as a child needing special education services due to the diagnosis of autism and speech and language delays. His IEP team recommended a special education preschool program for students on the autism spectrum that was housed at another school in the district.

In preschool Javier communicated primarily through pictures but used very few symbols to communicate his needs. His preschool teachers were concerned that he struggled with following directions, but they provided instruction only in English as the special education preschool is attended primarily by English speakers.

Because Javier is non-verbal, his parents did not include information to questions number one and two on the HLS (i.e., which language did your child learn when he/she first began to talk and which language does your child most frequently speak at home). For questions three and four, the parents did respond that they most frequently use Spanish when addressing Javier, and that others in the home, including his younger siblings, speak Spanish. Based on these responses, Javier was identified as a potential English learner, and he was administered the Initial ELPAC.





# Chapter Summary

## Chapter Summary

This chapter summarizes how students with disabilities may also be classified as English learners, how misclassifications can occur and be corrected, and how to support English learner students' progress in and attainment of English language proficiency.

## Frequently Asked Questions

**Q:** Should a student be given both the Initial and Summative ELPAC if she enrolls in school midyear, close to the Summative ELPAC window opening?

**A:** Yes. After the student has been identified as a potential English learner (based on the HLS), the student is administered the Initial ELPAC. The LEA has 30 days to assess and notify the parents of results. Whether this occurs before or during the Summative ELPAC window, if the student is classified as an English learner, within the Summative ELPAC window, she should be administered the Summative ELPAC.

**Q:** Can a special education teacher provide English language development services to English learner students in her classroom or on her caseload?

**A:** Yes. Under the current credentialing requirements, all special education teachers should have the appropriate English learner authorization to provide English learner services to students. It is not a requirement that the special education case manager or teacher provide the ELD instruction, unless the IEP states so, but ELD is a federal requirement.

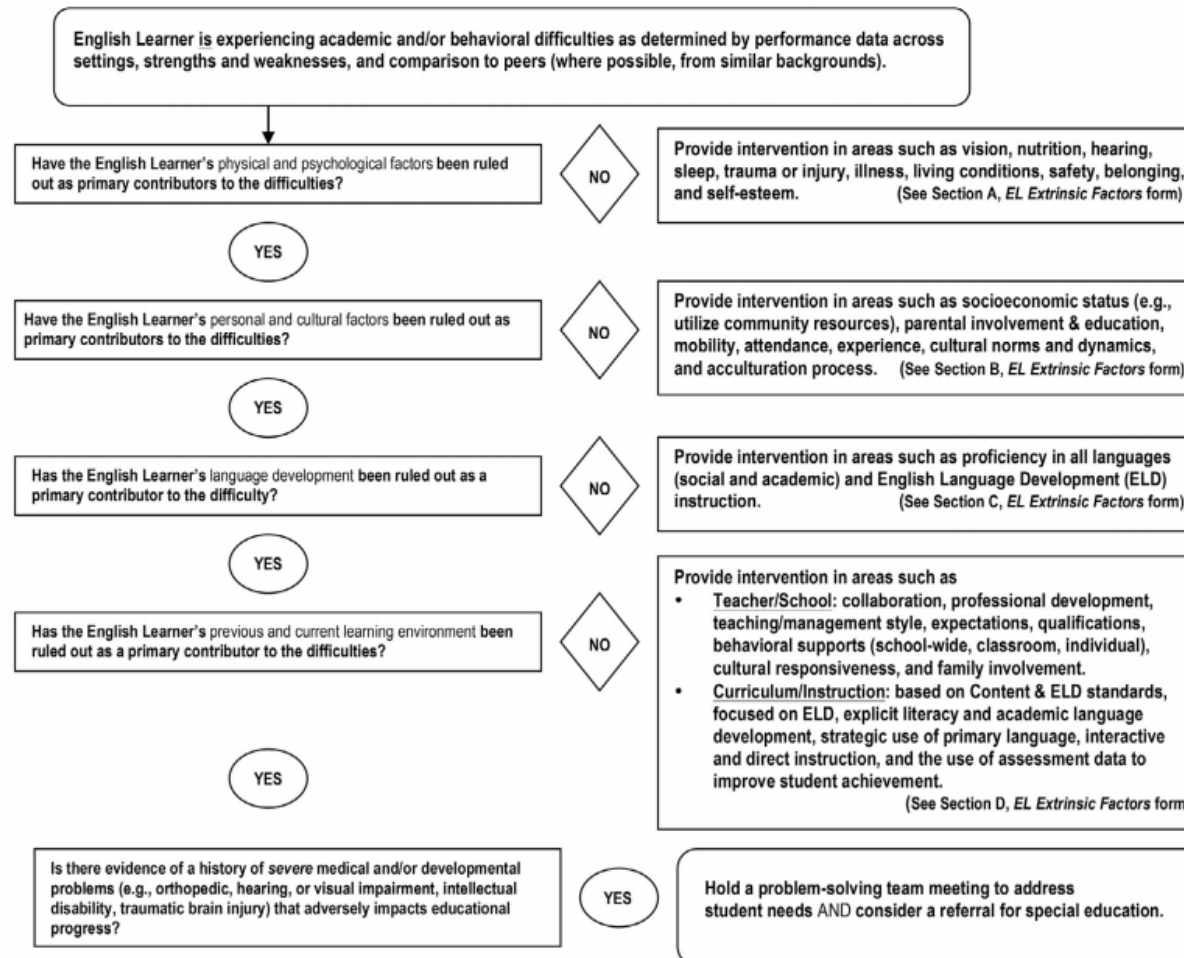




# Appendix 3.5

## section Appendices |

### Appendix 3.5: English Learner Initial Referral and Decision Making Process





# Appendix 5.1

## section Appendices |

### Appendix 5.1: IEP Team Checklist For English Learners (ELs)

*Directions:* The school IEP team should complete this checklist to ensure that all areas pertinent to English language learners (ELLs) are considered.

1. The IEP indicates if the student is classified as an English learner.

Yes  No

Comments:

2. The IEP includes the student's current level of English language proficiency in listening, speaking, reading, and writing (alternative assessment scores/levels).

Yes  No

Comments:

3. The IEP indicates if the student requires alternate assessments to required statewide ELD assessments by domain, and if so, what the alternate assessments will be administered.

Yes  No

Comments:



# **Connecting the *California Practitioners' Guide for Educating English Learners With Disabilities* to the Statewide System of Support**

- Engaging in developing a continuous improvement cycle for students with disabilities who are English learners.



# Multiple Entry Points to the Guide

- APR/LCAP Development
- Systems and Structures
- MTSS
- Student Study Team/Referral/Individualized Education Program (IEP) Team
- Professional Development
- Instructional Coaching
- Data Team/Professional Learning Community
- IEP Development and Lesson Planning
- Formative Assessments
- Parent Engagement/Communication
- Multilingual instruction as a systems discussion and potential LCAP goal area

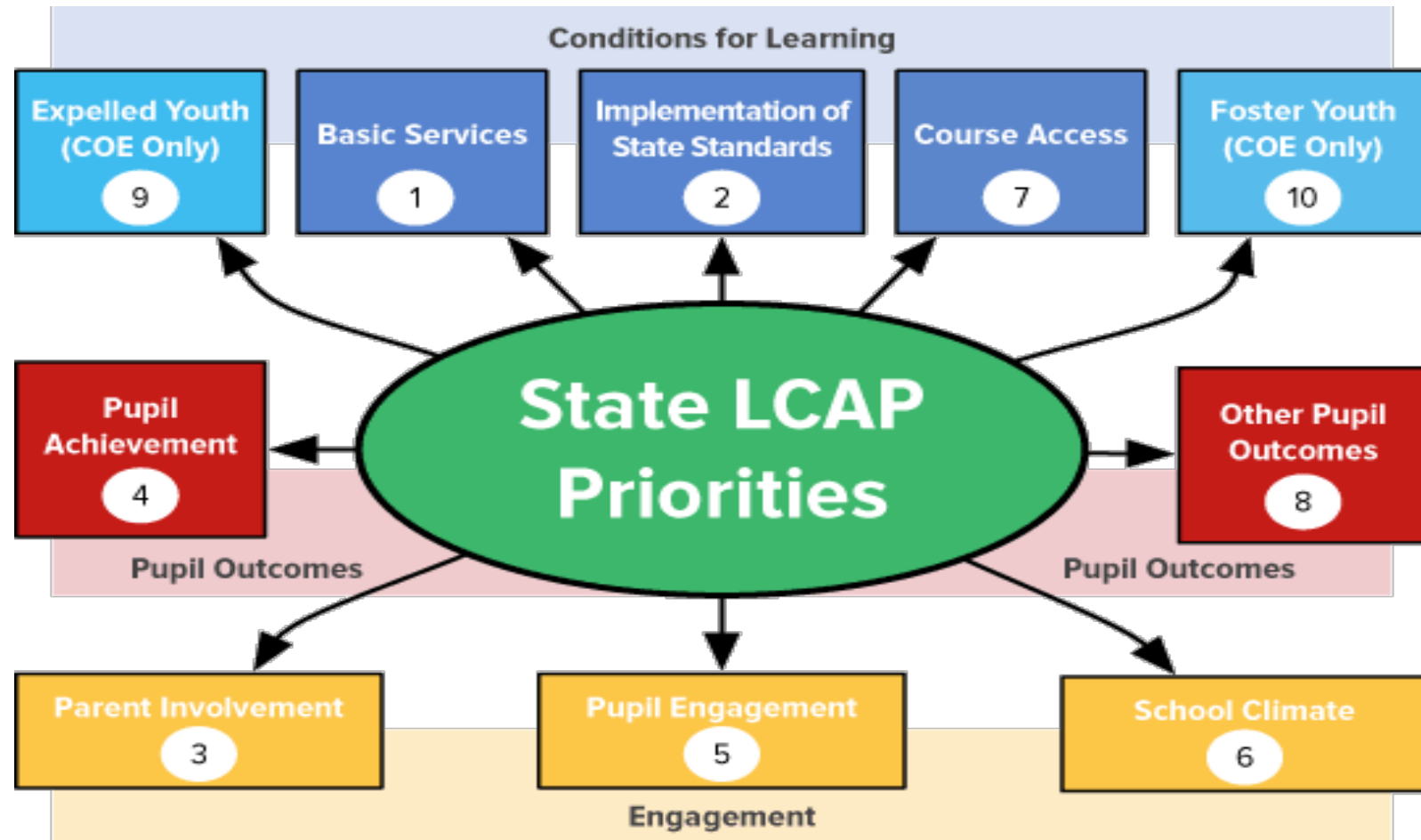


# Coherent System

- Bringing it all together
  - LCAP/State Indicators (connected to local educational agency (LEA) selection for differentiated assistance)
  - Annual Performance Report (APR) Indicators (connected to LEA selection for special education monitoring)
  - EL Roadmap (sets the state's policy direction for English learner policy)
- Setting the stage: connecting to local context
- System of supports



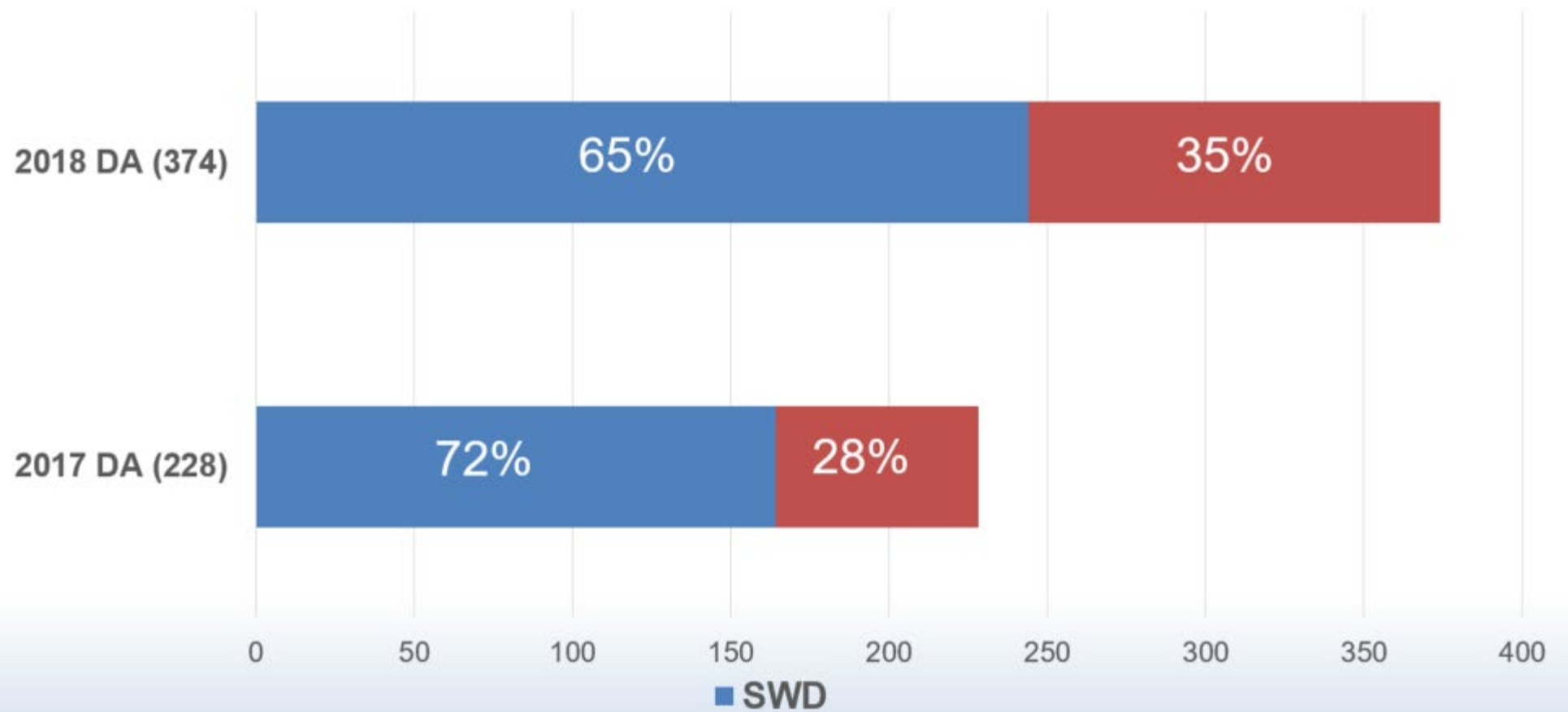
# State and Local Indicators



Local  
Data



# Dashboard Results







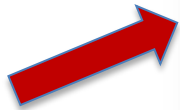
# Annual Performance Report Measures

## Monitoring Activities 2018-19:

Performance Indicator Review (PIR);

Data Identified Noncompliance (DINC)

No.	Indicator	Rate	Target	Target Met?	Monitoring Activities
1	4 Year Cohort Graduation Rate *	22.58%	>90.0%	No	NA
2	Dropout Rate *	4.76%	≤11.72%	Yes	NA
3	Assessment: ELA Participation	94.88%	>95.0%	No	PIR
3	Math Participation Rate	94.88%	>95.0%	No	PIR
3	ELA Achievement Rate	5.14%	>14.9%	No	NA
3	Math Achievement Rate	2.31%	>12.6%	No	NA
4a	Discipline (>10 days) Rate *	2.21	<2.76	Yes	NA
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes	NA
5a	LRE Rate: In Regular Class more than 80%	62.07%	≥51.2%	Yes	NA
5b	In Regular Class less than 40%	15.52%	≤22.6%	Yes	NA
5c	Separate Schools	0.00%	≤4.0%	Yes	NA







# California English Learner Roadmap Principles

- Principle 1: Assets Oriented and Needs-Responsive Schools
- Principle 2: Intellectual Quality of Instruction and Meaningful Access
- Principle 3: System Conditions that Support Effectiveness
- Principle 4: Alignment and Articulation Within and Across Systems

*Each principle is supported by multiple elements*



# Bringing it All Together

## The Three-Way Crosswalk

What is the relationship between the:

- LCAP Indicators
- APR Indicators for special education
- EL Roadmap

Opportunities to address student needs (data/systems) through local initiatives/programs (e.g. multilingualism)



# Three-Way Crosswalk

The Three-Way Crosswalk is available at: <https://www.cde.ca.gov/sp/el/t3/documents/lcapelapcrosswalk.docx>

THREE-WAY CROSSWALK											
LCAP STATE PRIORITIES	LCAP I Basic Conditions of Learning	LCAP II State Standards	LCAP III Parental Involvement	LCAP IV Pupil Achievement	LCAP V Pupil Engagement	LCAP VI School Climate	LCAP VII Course Access	LCAP VIII Pupil Outcomes	LCAP IX* Expelled Pupils	LCAP X** Foster Youth	
EL ROADMAP PRINCIPLES	1A, 1C, 1E, 2A, 2B, 2D, 3B, 3D, 4A, 4B, 4C	1A, 1B, 1E, 2A, 2B, 2F, 2G, 3B, 3D, 4B, 4C	1B, 1D, 1E, 2D, 3D, 4C	2C, 3A, 3B, 4B, 4C	1B, 1C, 1D, 2E, 2F, 3D, 4C	1A, 1D, 2A, 2D, 3D, 4C	1B, 1D, 2D, 2E, 2G, 3C, 3D, 4B, 4C	3A, 3C, 3D, 4A, 4C	4A-C	4A-C	
SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT INDICATORS	1. Graduation Four Year Rate	2A, 2B, 2D, 3B, 3D	2A, 2B, 3B, 3D	2D, 3D	2A, 2B, 2C, 3A, 3B	X 4A-C, 1A-E	2A, 2D, 3D	2D, 3C, 3D	3C, 3D	4A-C	4A-C
	2. Drop Out Four Year Rate	1A, 1C, 3B, 3D, 4A, 4B, 4C	1A, 1B, 2F, 2G, 3B, 3D, 4B, 4C	1B, 1D, 2D, 3D, 4C	1C, 2C, 3B, 4B, 4C	X 4A-C, 1A-E	1A, 1D, 2D, 3D, 4C	1B, 1D, 2D, 2G, 3D, 4B, 4C	3D, 4A, 4C	X 4A-C	X 4A-C
	3. Statewide Assessments (A) Districts Meeting targets for Disability Subgroup (B) Participation for Students with IEPs (C) Proficiency for Students with IEPs	1A, 1E	1A, 1B, 1E	1B, 1E	X	1B	1A	X 1A, 2D, 2F	X	X 4A-C	X 4A-C
		1E, 2D	1B, 1E, 2F	1B, 1E, 2D	X 1A, 1B, 2B, 2C, 3C, 4A-C	1B, 2E, 2F	2D	X 1B, 1E, 2B, 2E, 2F, 3B, 4A-C	X 1B, 2A-G, 4A-C	X 4A-C	X 4A-C
		1E, 2A, 2B, 2D, 4C	1E, 2A, 2B, 2F, 4C	1E, 2D, 4C	X 1A, 1B, 2B, 2C, 3C, 4A-C	2F, 4C	2A, 2D, 4C	X 1B, 1E, 2B, 2E, 2F, 3B, 4A-C	X 1B, 1E, 2A-G, 4A-C	X 4A-C	X 4A-C
	4. (A) Suspension (B) Expulsion	1A, 1C, 4A, 4B, 4C, 3D	1A, 2F, 3D, 4B	1B, 1D, 3D	1C, 4B	1B, 1C, 1D, 2F, 3D	X 1C, 1E	1B, 1D, 3D, 4B	3D, 4A, 4C	X 4A-C	X 4A-C
	5. Least Restrictive Environment (LRE), ages 6-21 (A), (B), (C)	X	X	1B, 2D	1C, 3A, 4B	1C	2D	X 2D	3A	4A-C	X 4A-C
	6. Preschool LRE, ages 3-5 (A), (B), (C)	1A-E, 2A-G, 4A-C	1A-E, 2A-G, 4A-C	1A-E, 2A-G, 4A-C	1A-E, 2A-G, 4A-C	1A-E, 2A-G, 4A-C	1A-E, 2A-G, 4A-C	X 1A-E, 2A-G, 4A-C	1A-E, 2A-G, 4A-C	1A-E, 2A-G, 4A-C	1A-E, 2A-G, 4A-C
	7. Preschool Assessments	3C, 3D, 4A-C	3C, 3D, 4A-C	3C, 3D, 4A-C	3C, 3D, 4A-C	3C, 3D, 4A-C	3C, 3D, 4A-C	X 3C, 3D, 4A-C	3C, 3D, 4A-C	4A-C	4A-C
	8. Parent Involvement	1A, 1C	1A, 2G	X 1E	1C, 3A	1C, 2E	1A	2E, 2G	3A	4A-C	X 4A-C
	9. Disproportionality Overall	X 1A-1C, 4A-C	X 2B, 2D	1B, 1D, 1E, 3D	X 1C, 3A	1B, 1D, 3D	1A, 1D, 3D	X 2D	3D	4A-C	X 4A-C
	10. Disproportionality by Disability	X 3A, 4A-C	X 3A, 4A-C	1B, 1D, 1E, 3D	X 1C, 3A	1B, 1D, 3D	1A, 1D, 3D	X 2D	3D	4A-C	X 4A-C
11. Eligibility Evaluation (Child Find)	1A-E, 2A-G	1A-E, 2A-G	1A-E, 2A-G	1A-E, 2A-G	1A-E, 2A-G	1A-E, 2A-G	1A-E, 2A-G	1A-E, 2A-G	X 4A, 4B	4A, 4B	
12. Early Childhood Transition 13-17. No correspondence	4A, 4B	4A, 4B	4A, 4B	4A, 4B	4A, 4B	4A, 4B	4A, 4B	4A, 4B	4A, 4B	4A, 4B	

Boxes marked with numbers and letters in color indicate alignment with EL Roadmap Elements. Boxes marked with an "X" indicate alignment with the LCAP Priorities. Boxes marked with both numbers and letters in color and an "X" indicate alignment with the EL Roadmap Principles and the LCAP Priorities.

\*This is a county office of education LCAP indicator. \*\*The data for foster youth (FY) at the county level can be disaggregated by APR indicator to account for how FY have fared per indicator.



# California System of Support Goal

To assist LEAs and their schools to meet the needs of *each student served*, with a focus on **building capacity to sustain improvement and effectively address inequities** in student opportunities and outcomes.

# California System of Support

## California System of Support



### LEVEL 1 SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.



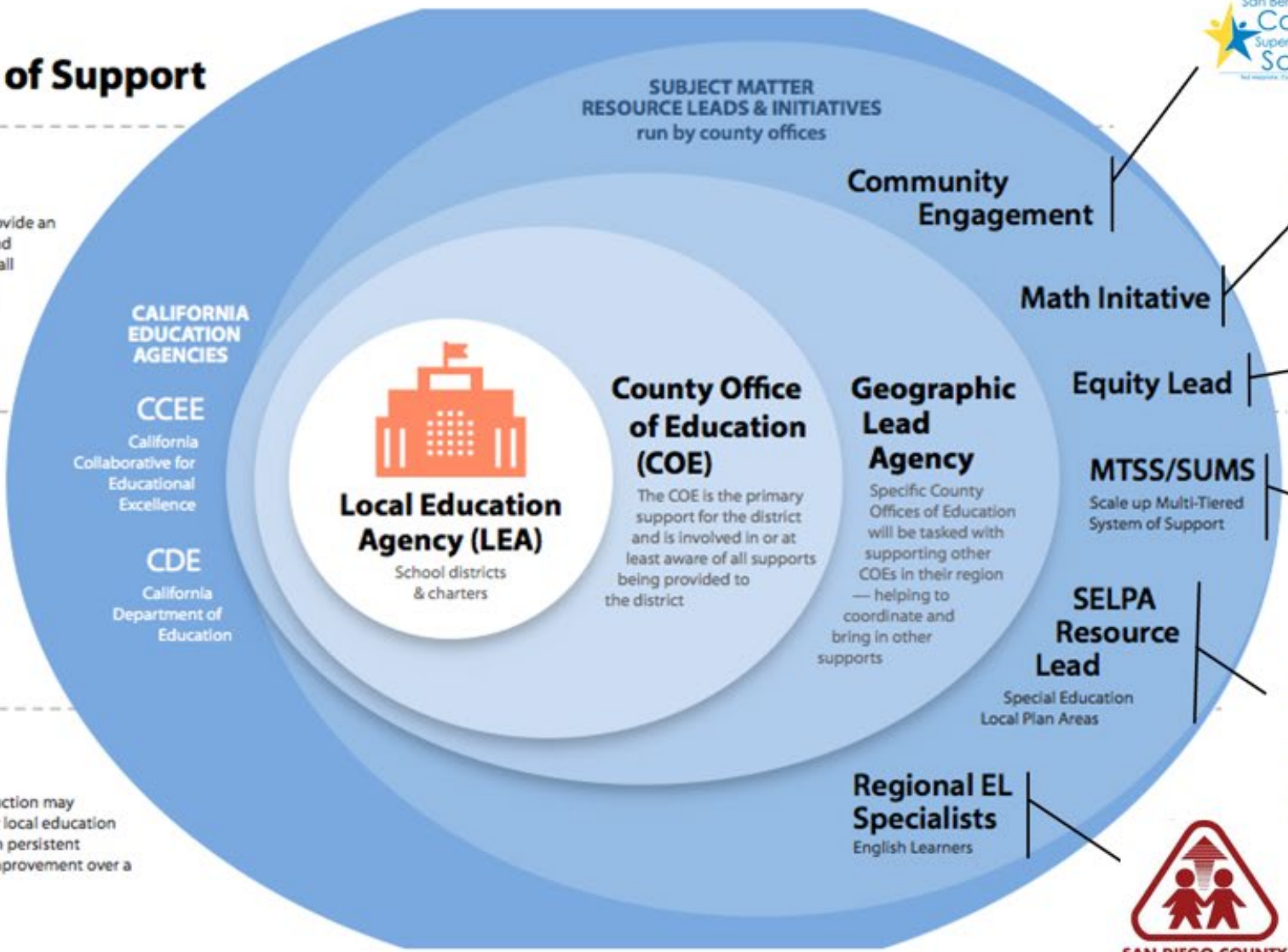
### LEVEL 2 DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.



### LEVEL 3 INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



SAN DIEGO COUNTY OFFICE OF EDUCATION





# California State System of Support: Lead Agencies

**SELPA Systems Improvement Lead Agencies**  
 El Dorado COE SELPA  
 Riverside COE SELPA  
 West San Gabriel Valley SELPA

**SELPA Content Lead Agencies**  
 Placer COE SELPA  
 Marin COE SELPA  
 Imperial COE SELPA  
 South County SELPA

**Equity Lead Agencies**  
 San Diego COE  
 Santa Clara COE

**Title III Liaison Agency**  
 San Diego COE

**MTSS/SUMS Lead Agencies**  
 Orange CDE  
 Butte COE  
**Early Math Initiative Lead Agency**  
 Fresno COE



**Community Engagement Initiative**  
 San Bernardino CSOS  
 California Association for Bilingual Education (CABE)  
 Families in Schools



# Role of SELPA Leads

- Special Education Local Plan Agency (SELPA) Leads are part of the statewide leadership team, which includes the California Collaborative for Educational Excellence (CCEE), California Department of Education (CDE), State Board of Education (SBE), and other statewide leads
- SELPA Leads work collaboratively with one another to build capacity of SELPAs and lead agencies within the Statewide System of Support

**Capacity Builders - Facilitators - Connectors**



# The SELPA System Improvement Lead: Theory of Action

If we build partnerships with:

- SELPAs
- Local Educational Agencies
- County Offices
- System of Support Lead Agencies
- CDE
- CCEE



And build the capacity of SELPAs and LEAs in the areas of:

1. Special education data use and governance.
2. Continuous improvement cultures and methodologies.
3. Access to resources and support to implement evidence-based practices.



Then students with disabilities will have access to cohesive and effective school systems intentionally designed to provide the necessary supports and interventions for educational and post-secondary success.





# Self Reflection: Think/Pair/Share

- What are your takeaways?
- Where can you make the largest impact?
- How does integration and collaboration between English learner and special education programs help to support multilingualism?
- What are your next steps?
- What is your timeline?
- How will rollout and/or support change over time?
- What will you do immediately as a result of this workshop?



# Questions?



# Contact Information

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English Learner Support Division  
CDE

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Office of the Assistant Director  
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California Practitioners' Guide for Educating English Learners with Disabilities  
September 2019  
Resulting from Assembly Bill 2785

- **Purpose** - to provide guidance to general and special educators from TK-grade 12 to help appropriately identify and support English learners who may qualify for special education and related services
- **Contents** - the guide contains 9 chapters, including these topics:
  1. Students with Disabilities Who May Be Identified as English Learners
  2. Supports for English Learners within the Multi-Tiered System of Support Framework
  3. Special Education Referral Process for English Learners
  4. Assessment of English Learners for Identification as Students with Disabilities
  5. Developing an Individualized Education Program for English Learners
  6. Educational Programming: Access and Equity for English Learners with Disabilities
  7. Teaching and Learning to Meet Student Needs
  8. Exiting English Learners from Special Education Status
  9. Reclassifying Students with Disabilities from English Learner Status

Appendices contain:

- Resources for dual language learners in pre-school
- Sample checklists
- Sample local forms
- Sample flow charts
- **Formatting – each chapter is organized by:**
  - Questions for Teachers and For Administrators Addressed in The Chapter
  - Student Scenario
  - Chapter Summary
  - Frequently Asked Questions
- **Multiple Entry Points to the Guide**
  - LCAP development
  - Systems and structures
  - MTSS
  - SSTs/Pre-referral teams/IEP teams
  - Professional Development
  - Instructional Coaching
  - IEP development and lesson planning
  - Data teams/PLCs
  - Formative assessments
  - Parent Engagement



# Adapting Curriculum: Engaging All Learners Through Universal Design for Learning

## Presented By

Dr. Rebecca Brooks  
Dr. Yazmin Pineda Zapata

## Date

Thursday, September 26, 2019

## Time

Registration begins at 8:00 a.m.  
Training 8:30 a.m. - 4:00 p.m.

## Cost

\$65 Per Attendee  
\*Includes lunch



## Description

- ❖ Equips participants with Universally Design Learning (UDL) instruction.
- ❖ Provides knowledge of applying innovative adaptation strategies to create universally accessible general education curriculum for all students.
- ❖ Participants will have the opportunity to creatively find solutions for adapting curriculum, thereby ensuring an equitable education for all students.

*We must allow ourselves to think outside the box if we are to develop successful inclusive environments. This hands-on, interactive training provides an understanding of UDL and curricular adaptations while highlighting the importance of collaboration. Peer supports and technology supports will be emphasized as an integral part in developing creative avenues for student access. Practical planning tools that facilitate equitable delivery of instruction, assessment of learning, and inclusion of IEP goals will also be shared.*

## Location

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

## Registration

Please register online at:  
<https://sbcss.k12oms.org/52-164780>

## Audience

General and special education teachers, and paraeducators.

## Special Accommodations

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



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17800 Highway 18  
Apple Valley, CA 92307

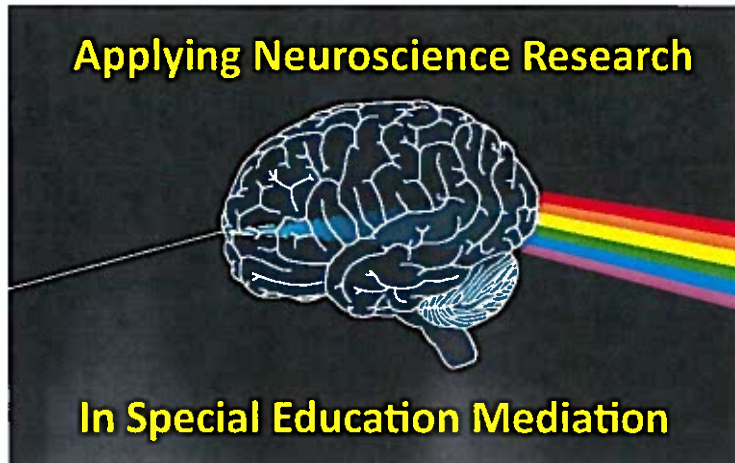


Cory Lopez  
[Cory.Lopez@cahelp.org](mailto:Cory.Lopez@cahelp.org)  
760.955.3625



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

*Region 10 Alternative Dispute Resolution (ADR) Committee Presentation:*



***Speaker:***  
**Jennifer Kresge**

**Tuesday**  
**SEPTEMBER 17, 2019**  
**8:30 am - 3:00 pm**  
*Registration Fee \$60.00*

Learn how the latest in brain research can develop and enhance your ability to negotiate and mediate as you create the options for brain based explorations of purpose and choices. Explore how experience shapes the brain, creates the mind, and stimulates collaboration. How our brains handle conversation, conflict and decision making is paramount to the work we do. Explore brain sensitive strategies of influence, engagement and collaboration to support students, families and communities to ensure children and youth have opportunities to learn. Explore the ability to create organically sustainable agreements.

**Register Online:**  
**<https://sbcss.k12oms.org/46-169276>**  
*Or call East Valley SELPA 909.252.4502*

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

Registration Opens August 15, 2019  
for the State SELPA Administrator's

# 2020 ADR Conference

One Team, One Goal:  
Utilizing Mindfulness to Build  
Relationships in Education

**Riverside  
Convention Center  
March 16 & 17, 2020**



Hotel Accommodations at  
Hyatt Place, Marriott and  
Mission Inn



**Early Registration:**  
August 15-September 30: \$275 per person paid by 10/31/19  
**Regular Registration:**  
October 1-January 10: \$300 per person paid by 1/10/20  
Register at: <https://sbcss.k12oms.org/46-166437>



# *Inclusion-Focused Supports for Students with Behavioral Challenges*

## **Presented By**

Austin Johnson, Assistant Professor,  
University of California- Riverside

## **Date**

February 13, 2020

## **Time**

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

## **Cost**

\$50 Per Attendee  
(includes breakfast & lunch)



## **Description**

Educators are often faced with students who display behavioral challenges and seek support in learning how to manage these behaviors while keeping the integrity of their classrooms. This conference will provide attendees with evidence-based strategies and practices to utilize in order to support students with unique behavioral needs in the inclusion setting.

The morning session will consist of a presentation from Dr. Austin Johnson, a licensed psychologist and board certified behavior analyst.

The afternoon session will feature an inspirational speaker followed by a panel of educators who will provide firsthand accounts of their experiences with challenging behavior in the inclusion setting.

Outcomes: Participants will:

-Learn how evidence-based practices can be used to support individuals with challenging behavior

-Develop skills in behavior change procedures

-Acquire confidence in addressing challenging behavior in the inclusion setting

## **Location**

Corona-Norco Unified School District  
Learning Center South  
2820 Clark Ave. Norco, CA 92860

## **Audience**

School psychologists, counselors, behavior specialists, mental health therapists, administrators, program specialists, coaches, teachers, and paraeducators.

## **Registration**

<https://sbcss.k12oms.org/52-173102>

**Register By:** February 3, 2020





## **CASEMIS 2 CALPADS**

### ***Presented By***

Colette Garland,  
MIS Support Analyst and  
Faucette Micro Systems

### ***Date***

September 16, 2019

### ***Time***

Registration begins at 8:30 a.m.  
Training time 9:00 a.m. - 12:00 p.m.

### ***Cost***

None

### ***Description***

As we move forward with the CASEMIS 2 CALPADS merge, the Desert/Mountain SELPA and the Desert/Mountain Charter SELPA will be providing training to all Management Information Systems data entry contacts to implement the new California Department of Education's data collection and submission requirements for CALPADS. All MIS data entry contacts are encouraged to attend. This training will be provided by our system programmers, Faucette Micro Systems, and MIS Support Analyst.

### ***Registration***

Please register online at: <https://sbcss.k12oms.org/168817>

### ***Location***

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

### ***Audience***

Management Information  
Systems data entry contacts

### ***Special Accommodation***

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



CAHELP  
17800 Highway 18  
Apple Valley, CA 92307



Cindy Quan  
Cindy.Quan@cahelp.org  
760.955.3557



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



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



Linda Rodriguez  
linda.rodriguez@cahelp.org | 760.955.3681



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

California Association of Health and  
Education Linked Professions

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## Special Education Teacher Academy

This pathway is designed to provide teachers new to special education with the knowledge and skills they need to have a successful start. Courses will cover classroom management and IEP basics.

### Schedule

- Day 1: **August 28, 2019** | 8:30 a.m. - 3:30 p.m.  
*Classroom Structure and Management*  
Presented by Renee Garcia, Program Specialist
- Day 2: **September 4, 2019** | 8:30 a.m. - 3:30 p.m.  
*Forms and Facts 101*  
Presented by Sheila Parisian, Program Specialist and Colette Garland, MIS Support Analyst
- Day 3: **September 12, 2019** | 8:30 a.m. - 3:30 p.m.  
*Plops and Goals*  
Presented by Sheila Parisian, Program Specialist
- Day 4: **Multiple dates to choose from** | please see PL Guide  
*Web IEP*  
Presented by Colette Garland, MIS Support Analyst

## Registration

Please register online at:  
<https://sbcss.k12oms.org/52-166659>

## Cost

\$100 per individual  
All materials and lunch on 8/28/19 are included.

## Audience

Year 1 and year 2 special education teachers

## Presenters

Renee Garcia, Program Specialist  
Sheila Parisian, Program Specialist  
Colette Garland, MIS Support Analyst

## Special Accommodations

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



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



Judith Loera  
judith.loera@cahelp.org | 760.955.3573



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

California Association of Health and  
Education Linked Professions

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## Special Education Teacher Academy

This pathway is designed to provide teachers new to special education with the knowledge and skills they need to have a successful start. Courses will cover classroom management and IEP basics.

### Schedule

- Day 1: **February 26, 2020** | 8:30 a.m. - 3:30 p.m.  
*Forms and Facts 101*  
Presented by Sheila Parisian, Program Specialist and Colette Garland, MIS Support Analyst
- Day 2: **March 10, 2020** | 8:30 a.m. - 3:30 p.m.  
*High-Leverage Practices in Special Education/Classroom Structure and Management* Presented by Renee Garcia, Program Specialist and Linda Rodriguez, Program Specialist
- Day 3: **March 18, 2020** | 8:30 a.m. - 3:30 p.m.  
*Plops, Goals, and Educational Benefit*  
Presented by Sheila Parisian, Program Specialist
- Day 4: **Provided Monthly** | 3 hour sessions  
*WebIEP*- See [OMS](#) calendar on [cahelp.org](http://cahelp.org)  
Presented by Colette Garland, MIS Support Analyst

### Registration

Please register online at:  
<https://sbcss.k12oms.org/52-171071>

### Cost

\$100 per individual

All materials included. Lunch will be provided on day one.

### Audience

Year 1 and year 2 special education teachers.

### Presenters

Renee Garcia, Program Specialist  
Sheila Parisian, Program Specialist  
Linda Rodriguez, Program Specialist  
Colette Garland, MIS Support Analyst

### Special Accommodations

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





# The Neurobiology of Attachment: Promoting Development and Learning through Relationships in Children with Prenatal Substance Exposure

Each year, over one million children in the U.S. are delivered to women who have used alcohol, marijuana, or illicit drugs during pregnancy. This session will explore the biological and psychosocial factors that impact the development of a nurturing relationship between a woman, with a history of substance misuse during pregnancy, and her child. An overview of intervention strategies that can promote positive attachment, development, and learning will be provided.

Outcomes: Participants will be able to:

- Describe the biological impact of substance use on the neuroendocrine system responsible for attachment.
- Discuss the impact of prenatal substance exposure on neonatal neurodevelopment and attachment strategies.
- Analyze the impact of prenatal substance exposure on the child's long-term development and learning.

## Presented By

Ira Chasnoff, M.D.

## Date

August 29, 2019

## Time

Registration begins at 8:30 a.m.

Training time: 9:00 a.m. - 12:00 p.m.

## Location

Courtyard by Marriott Hesperia

9619 Mariposa Road Hesperia, CA 92345



## Audience

General education teachers, special education teachers, and site administrators.

## Cost

\$ 45.00 per individual

## Registration

Please register online at:

<https://sbcss.k12oms.org/52-171576>

## Special Accommodations

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



CAHELP  
17800 Highway 18  
Apple Valley, CA 92307



Jamie Adkins  
[Jamie.Adkins@cahelp.org](mailto:Jamie.Adkins@cahelp.org)  
760.955.3552



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



Desert/Mountain Special Education Local Plan Area  
17800 Highway 18  
Apple Valley, CA 92307-1219

P 760-552-6700  
F 760-242-5363  
W [www.dmselpa.org](http://www.dmselpa.org)

## MEMORANDUM

Date August 22, 2019  
To: Directors of Special Education  
From: Kathleen Peters, Program Manager

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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)

Desert Mountain SELPA  
2019-2020 Non-Public School Placement Report

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	10		3	13	10		2	12																
Apple Valley	14		12	26	15		9	24																
Baker																								
Barstow	6	1		7	5	1		6																
Bear Valley		1		1		1		1																
Helendale																								
Hesperia	12	1	1	14	9	1	1	11																
High Tech High																								
Lucerne Valley	1	1		2	1	1		2																
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	8	3	1	12	7	3	1	11																
Trona																								
Victor Elem	9		2	11	8		2	10																
VVUHSD	20	4		24	19	4	1	24																
<b>TOTALS</b>	<b>80</b>	<b>11</b>	<b>19</b>	<b>110</b>	<b>74</b>	<b>11</b>	<b>16</b>	<b>101</b>																
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
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

# California Association of Health and Education Linked Professions

## Upcoming Trainings

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Date/Time	Event	Location
8/27/2019 12:30 PM - 3:30 PM	CREATING A SAFE PLACE IN PRESCHOOL SETTINGS	DMESC
8/28/2019 8:30 AM - 3:30 PM	CPI	DMESC
8/28/2019 1:30 PM - 2:30 PM	SPANISH WEBIEP	DMESC
8/28/2019 8:30 AM - 3:30 PM	SPECIAL EDUCATION TEACHER ACADEMY	DMESC
9/4/2019 8:30 AM - 3:30 PM	EARLY CHILDHOOD TRAUMA INFORMED PBIS BOOTCAMP	AVUSD
9/5/2019 8:30 AM - 2:30 PM	PBIS BULLY PREVENTION AND INTERVENTION	DMESC
9/6/2019 2:30 PM - 4:00 PM	SPANISH TRANSLATORS' WORKGROUP	DMESC
9/6/2019 1:30 PM - 2:30 PM	SPANISH WEBIEP	DMESC
9/6/2019 1:30 PM - 2:30 PM	SPANISH WEBIEP	DMESC
9/6/2019 8:30 AM - 3:30 PM	TIER TWO EC TRAUMA INFORMED PBIS TARGETED SOCIAL EMOTIONAL SUPPORTS	HESPERIA FAMILY RESOURCE

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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
9/10/2019 8:30 AM - 3:30 PM	PBIS TEAM TRAINING - YEAR 2 - COHORT 10A	DMESC
9/10/2019 8:30 AM - 3:30 PM	THE PARAPROFESSIONAL SUPPORTING THE CLASSROOM	DMESC
9/10/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
9/11/2019 8:30 AM - 3:30 PM	PBIS TEAM TRAINING - YEAR 2 - COHORT 10B	DMESC
9/11/2019 8:30 AM - 3:30 PM	TIER 2 EC PBIS TRAUMA INFORMED SOCIAL EMOTIONAL LEARNING	DMESC
9/13/2019 8:30 AM - 12:30 PM	AGES AND STAGES QUESTIONNAIRE 3 (ASQ 3) AND AGES AND STAGES QUESTIONNAIRE SOCIAL EMOTIONAL 2 (ASQ-SE2)	DMESC
9/13/2019 1:00 PM - 3:30 PM	THE WHAT, WHY AND HOW OF IEP MEETING NOTES	DMESC
9/16/2019 9:00 AM - 12:00 PM	CASEMIS 2 CALPADS	DMESC
9/17/2019 8:30 AM - 3:30 PM	classroom structure and management	DMESC
9/17/2019 8:30 AM - 3:30 PM	PBIS TEAM TRAINING - YEAR 1	DMESC

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## Upcoming Trainings

Date/Time	Event	Location
9/18/2019 8:30 AM - 3:30 PM	CO-TEACHING: THE POWER OF TWO	DMESC
9/18/2019 8:30 AM - 3:30 PM	Plops, Goals and Educational Benefit	DMESC
9/18/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
9/19/2019 8:30 AM - 12:30 PM	ADMINISTERING AN ALTERNATE ENGLISH LANGUAGE PROFICIENCY TEST TO STUDENTS WITH MODERATE TO SEVERE DISABILITIES	DMESC
9/19/2019 8:00 AM - 11:30 A	EC TRAUMA INFORMED PBIS TEAM EXPLORATION AND READINESS - PSD	DMESC
9/19/2019 8:30 AM - 3:30 PM	PBIS TEAM TRAINING - YEAR 3 - COHORT 9	DMESC
9/20/2019 12:30 PM - 4:00 PM	SOCIAL EMOTIONAL PATHWAY	DMESC
9/23/2019 9:00 AM - 11:30 A	SECTION 504 FOR EDUCATORS	DMESC
9/24/2019 10:00 A - 1:00 PM	STRATEGIES FOR POSITIVE PARENTING	DMESC
9/24/2019 8:00 AM - 1:00 PM	TPP BEGINNING OF THE YEAR MEETING	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  
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## Upcoming Trainings

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Date/Time	Event	Location
9/25/2019 8:30 AM - 3:30 PM	CPI	DMESC
9/25/2019 8:30 AM - 2:30 PM	PBIS YEAR 1 COACH AND ADMINISTRATOR TRAINING	DMESC
9/25/2019 8:30 AM - 3:30 PM	THE PARAPROFESSIONAL SUPPORTING BEHAVIOR	DMESC
9/25/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
9/26/2019 8:30 AM - 4:00 PM	ADAPTING CURRICULUM: ENGAGING ALL LEARNERS THROUGH UNIVERSAL DESIGN FOR LEARNING	DMESC
9/26/2019 8:30 AM - 4:30 PM	MANAGING SCHOOL CRISIS: FROM THEORY TO APPLICATION	DMESC
9/26/2019 8:30 AM - 2:30 PM	PBIS COACH AND ADMINISTRATOR FORUM - YEARS 2 AND 3	DMESC

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