

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
December 13, 2019 – 8:30 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

1.0 TELECONFERENCE LOCATIONS:

Health Sciences High School and Middle College, 3910 University Ave, San Diego, CA 92105
Needles Unified School District, 1900 Erin Drive, Needles, CA 92363

2.0 CALL TO ORDER

3.0 ROLL CALL

4.0 PUBLIC PARTICIPATION

Citizens are encouraged to participate in the deliberation of the Desert/Mountain SELPA Steering and Finance 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.

5.0 ADOPTION OF THE AGENDA

5.1 **BE IT RESOLVED** that the December 13, 2019 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

6.0 INFORMATION/ACTION

6.1 IEP Addendum to Add Desert/Mountain Children’s Center Children’s Intensive Services (CIS) **(ACTION)**

Desert/Mountain Children’s Center (DMCC) Director seeks approval for an addendum to be used to add Children’s Intensive Services (CIS) services to a child’s IEP.

6.1.1 **BE IT RESOLVED** that an addendum can be used to add Desert/Mountain Children’s Center Children’s Intensive Services (CIS) to a child’s IEP be approved as presented.

7.0 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.

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

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- 7.1.1 Approve the November 8, 2019 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

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

8.2 CDE Updates

Jenae Holtz will present new developments within the California Department of Education (CDE) in regards to compliance monitoring.

8.3 Consistency in the Data Entry of Services

Jenae Holtz will lead a discussion regarding the consistency needed when entering services in to Web IEP.

8.4 Desert/Mountain Operations Referral Procedures Follow-Up

Richard Frederick will provide follow-up information regarding the Desert/Mountain Operations Referral Procedures.

8.5 Desert/Mountain Children's Center Client Services Reports

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

8.6 Professional Learning Summary

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

8.7 Resolution Support Services Summary

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

8.8 Prevention and Intervention Update

Kami Murphy will present Prevention and Intervention update.

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8.9 Compliance Update

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

8.10 Nonpublic School/Nonpublic Agency Update

Peggy Dunn will provide a nonpublic school/nonpublic agency update.

8.11 Temporary Intensive Supports Assessment (TISA) Follow-Up Discussion

Karina Quezada lead a Temporary Intensive Supports Assessment (TISA) follow-up discussion.

8.12 Crisis Prevention Institute (CPI) Flex/Blended Learning

Danielle Cote will provide information on Crisis Prevention Institute (CPI) Flex/Blended Learning.

9.0 FINANCE COMMITTEE REPORTS

10.0 INFORMATION ITEMS

10.1 Monthly Audiological Services Reports

10.2 Monthly Occupational & Physical Therapy Services Reports

10.3 Monthly Nonpublic School/Agency Placement Report

10.4 Upcoming Professional Learning Opportunities

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

12.0 CEO COMMENTS

13.0 MATTERS BROUGHT BY CITIZENS

This is the time during the agenda when the Desert/Mountain SELPA Steering and Finance 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.

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

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

14.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain SELPA Steering Committee will be held on Friday, January 17, 2020, 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.

Student Name: Johnny Appleseed

DOB: 1/1/2008

Date: 9/1/19

ADDENDUM / REVISION TO IEP

Next Meeting Date: 9/1/2020 Addendum/Revision to IEP Dated: _____
 Parent/Guardian/Surrogate: _____ Home Phone #: _____ Work Phone #: _____
 Parent/Guardian/Surrogate Address: _____ Mailing Address: _____
 Student's Address: (if different) _____ Parent/Guardian/Surrogate Emergency Phone #: _____
 School of Attendance: _____ District of Residence: _____ Residency Code: _____

Reason for Meeting: Add DMCC mental health treatment goals/services to the existing IEP.

Results of Meeting: DMCC mental health treatment goals/counseling were added.

CHANGE CODED ITEMS AS FOLLOWS: (DISABILITY, PRESCHOOL PLACEMENT, SCHOOL TYPE, STATEWIDE ASSESSMENT PROGRAM)
 Change: _____ Code from _____ to _____ Change: _____ Code from _____ to _____
 Change Weekly Percentage (%) of time in general education classes from _____ to _____ Exit Special Education: Date: _____ Code: _____

STATUS CODES: A = ADD M = MODIFY E = END NC = NO CHANGE

SPECIAL EDUCATION AND RELATED SERVICES									
STATUS	SERVICE (CODE NO.)	CLASS NO.	PROVIDER	LOCATION OF SERVICE (CODE NO.)	PROJECTED START DATE	PROJECTED END DATE	FREQUENCY (CODE NO.)	DURATION	
A	Code 525	<input checked="" type="checkbox"/> Indiv. <input type="checkbox"/> Group	550 DMCC	520 Sep Classm Pub Integrated Fac	9/1/2019	12/1/2019	2 x per week	60 Mins	
A	Code 525	<input checked="" type="checkbox"/> Indiv. <input type="checkbox"/> Group	550 DMCC	520 Sep Classm Pub Integrated Fac	12/2/2019	9/1/2020	3 x per month	30 Mins	
		<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
		<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
		<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
		<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
		<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							

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

SERVICE CODES FOR SPECIAL EDUCATION AND RELATED SERVICES									
210	Family Training, Counseling & Home Visits (age 0-2 only)	417	SELPA / DMCC Speech	540	Day Treatment Services	760	Recreation Services (includes therapeutic creation)		
220	Medical Services – evaluation only (ages 0-2 only)	425	Adapted Physical Education	550	Residential Treatment Services	820	College Awareness		
230	Nutrition Services (ages 0-2 only)	435	Health & Nursing – Specialized Physical	610	Specialized Services for Low Incidence Disabilities	840	Career Awareness		
240	Service Coordination (ages 0-2 only)		Health Care Services	710	Specialized Deaf & Hard of Hearing	850	Work Experience Education		
250	Special Instruction (ages 0-2 only)	436	Health & Nursing – Other Services	715	Interpreter Services	855	Job Coaching (includes job shadow and service)		
260	Special Education Aide in Regular Development Class	445	Assistive Technology Services	720	Audiological Services	860	Mentoring		
	Child Care Home (ages 0-2 only)	450	Occupational Therapy	725	Specialized Vision Services	865	Agency Linkages (referral and placement)		
270	Respite Care Services (ages 0-2 only)	460	Physical Therapy	730	Orientation & Mobility	870	Travel Training (includes Mobility training)		
330	Special Academic Instruction	510	Individual Counseling	735	Braille Transcription	890	Other Transition Services		
340	Intensive Individual Services	515	Counseling & Guidance	740	Specialized Orthopedic Services	900	Other Special Education and Related Services		
348	One-to-One Bus Aide	520	Parent Counseling	745	Reader Services	901	Transportation		
350	Individual & Small Group Instruction (ages 3-5 only)	525	Social Work Services (DMCC)	750	Note Taking Services				
355	Individual & Small Group Instruction (ages 6+)	530	Psychological Services	755	Transcription Services				
415	Language & Speech	535	Behavior Intervention Services						

Student Name: Johnny Appleseed

DOB: 1/1/2008

Date: 9/1/19

ADDENDUM / REVISION TO IEP

I UNDERSTAND THAT THIS IEP IS AN ADDENDUM/REVISION OF MY CHILD'S CURRENT IEP DATED _____, AND THAT ALL GOALS, OBJECTIVES, BENCHMARKS, AND SERVICES INCLUDED IN THE CURRENT IEP WILL BE CONTINUED UNLESS OTHERWISE STATED IN THIS ADDENDUM/REVISION.

INFORMED CONSENT (INITIAL EACH APPLICABLE STATEMENT BELOW)

_____ I have been advised of and given a copy of Special Education Procedural Safeguards/Parent Rights this school year.

_____ I have received a copy of this Individualized Education Program Addendum/Revision.

_____ I **CONSENT** to making these changes without an IEP team meeting.

_____ (IF APPLICABLE) I **CONSENT** to the participation of agencies for transition planning at this IEP meeting.

_____ (IF APPLICABLE) It has been explained to me and I understand the reason why a member of the Individualized Education Program (IEP) team is not present and I **CONSENT** and excuse the IEP team member from the IEP team meeting. _____
Title

_____ (IF APPLICABLE) I **CONSENT** to excuse the following IEP team member during the IEP team meeting: _____
Title

_____ (IF APPLICABLE) Prior to the IEP meeting, I received written information from an excused member of the IEP team that is relevant to the development of the IEP.

_____ (IF APPLICABLE) I **CONSENT** to the review, access, processing of claims, and reimbursement of Medi-Cal benefits/information by the LEA and/or IEP team for services provided under this IEP, including, if appropriate, the provision of Targeted Case Management Services.

_____ (IF APPLICABLE) I have been advised of the LEA's responsibility to conduct a vision and hearing screening of my child but **DO NOT CONSENT** to this examination.

_____ I **CONSENT** to this Individualized Education Program Addendum/Revision **EXCEPT** for the following:

_____ I **DO NOT CONSENT** to this Individualized Education Program Addendum/Revision. **REASONS:**

_____ I request a copy of this Individualized Education Program Addendum/Revision to be provided in my primary language: _____

_____ The Individualized Education Program Addendum/Revision has been interpreted orally by: (when appropriate) _____

_____ The **TRANSFER OF EDUCATIONAL RIGHTS AT THE AGE OF MAJORITY (18)** has been explained to the student and parent. Parent Initials: _____ Student Initials: _____

_____ The LEA facilitates parent involvement to improve services and results for my child. YES NO

LEA USE ONLY: Initial here if no response was provided by the parent/guardian: _____

I CONSENT TO ALL COMPONENTS OF THE IEP ADDENDUM/REVISION WITH ANY EXCEPTIONS NOTED ABOVE. I UNDERSTAND THAT THOSE COMPONENTS TO WHICH I CONSENT WILL BE IMPLEMENTED. I FURTHER UNDERSTAND THAT THIS CONSENT IS VOLUNTARY AND MAY BE REVOKED AT ANY TIME.

Parent/Guardian/Surrogate provided **VERBAL CONSENT** to implement this IEP.

Date: _____

Student: _____

Date: _____

Parent/Guardian/Surrogate: _____

Date: _____

Parent/Guardian/Surrogate: _____

Date: _____

THE FOLLOWING ATTENDED AND PARTICIPATED IN THE DEVELOPMENT OF THIS IEP ADDENDUM/REVISION:

LEA Representative _____ Date _____

Special Education Teacher _____ Date _____

General Education Teacher _____ Date _____

Nurse _____ Date _____

Other/Title _____ Date _____

Other/Title _____ Date _____

Speech-Language Pathologist _____ Date _____

Psychologist _____ Date _____

Parent/Guardian/Surrogate _____ Date _____

Other/Title _____ Date _____

Other/Title _____ Date _____

Other/Title _____ Date _____

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D/M SELPA MEMBERS PRESENT:

Academy for Academic Excellence and Norton Science & Language Academy – Amanda Gormley, Adelanto SD – Michael Baird, Apple Valley USD – Renee Castillo, Barstow USD – John Keane, Desert/Mountain Operations (SBCSS) – Dale Folkens, Excelsior Charter Schools – Mario Elisarrarez, Dale Lee, Marie Silva, Health Sciences High School and Middle College – Julie Kroener (via Web Ex), Hesperia USD – Matthew Fedders, High Tech High – Kristin Singh, Lucerne Valley – Jessica Haecker, Vici Miller, Needles USD – Jamie Wiesner (via web Ex), Oro Grande SD – Nelda Colvin, Derek Hale, LaDay Smith, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Robert Chacon, Diane Hannett, Victor Elementary SD – Shannon Hansen, Victor Valley Union HSD – Margaret Akinnusi.

D/M CHARTER SELPA MEMBERS PRESENT:

Odyssey Charter – Christina Roberts.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Guille Burgos, Heidi Chavez, Lindsey Devor, Marina Gallegos, Colette Garland, Jenae Holtz, Linda Llamas, Kami Murphy, Lisa Nash, Sheila Parisian, Eddie Peterson, Daria Raines, Linda Rodriguez, Natalie Sedano, Adrienne Shepherd-Myles, Jennifer Sutton, Athena Vernon.

1.0 TELECONFERENCE LOCATIONS:

Health Sciences High School and Middle College, 3910 University Avenue, San Diego CA 92105
Needles Unified School District, 1900 Erin Drive, Needles, CA 92363

2.0 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 9:02 a.m., at the Desert/Mountain Educational Service Center, Apple Valley.

3.0 ROLL CALL

4.0 PUBLIC PARTICIPATION

None.

5.0 ADOPTION OF THE AGENDA

5.1 **BE IT RESOLVED** that a motion was made by Cheri Rigdon, seconded by Matthew Fedders to approve the November 8, 2019 Desert/Mountain SELPA Steering Committee Meeting Agenda as presented. A vote was taken and the following carried: 16:0: Ayes: Akinnusi, Baird, Castillo, Colvin, Fedders, Folkens, Gormley, Hannett, Hansen, Keane, Kroener, Miller, Rigdon, Silva, Singh, Wiesner. Nays: None, Abstentions: None.

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6.0 INFORMATION/ACTION

6.1 Desert/Mountain SELPA Forms D/M 154 SLD (ACTION)

Forms used in the operations of special education programs within the Desert/Mountain SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Forms are modified as necessary in order to support the operations of special education programs in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Forms are submitted to the D/M SELPA Steering Committee for consideration and approval.

6.1.1 **BE IT RESOLVED** that a motion was made by Diane Hannett, seconded by Matthew Fedders, that the Desert/Mountain SELPA Form D/M 154 SLD be approved as presented. A vote was taken and the following carried: 16:0: Ayes: Akinnusi, Baird, Castillo, Colvin, Fedders, Folkens, Gormley, Hannett, Hansen, Keane, Kroener, Miller, Rigdon, Silva, Singh, Wiesner. Nays: None, Abstentions: None.

6.2 Desert/Mountain SELPA and Desert/Mountain Charter SELPA Compliance Monitoring Guide Final Draft (ACTION)

The Desert/Mountain SELPA and Desert/Mountain Charter SELPA Compliance Monitoring Guide has been developed to assist LEAs within the Desert/Mountain SELPA. The manual will be reviewed and revised throughout the year upon the recommendation of the California Department of Education (CDE). The manual will be modified as necessary in order to support the operations of special education programs in an efficient, effective and legally compliant manner. Suggested revisions to the SELPA compliance Manual are submitted to the D/M SELPA Steering Committee for consideration and approval.

6.2.1 **BE IT RESOLVED** that a motion was made by Matthew Fedders, seconded by Nelda Colvin, that the Desert/Mountain SELPA and Desert/Mountain Charter SELPA Compliance Monitoring Guide Final Draft be approved as presented. A vote was taken and the following carried: 16:0: Ayes: Akinnusi, Baird, Castillo, Colvin, Fedders, Folkens, Gormley, Hannett, Hansen, Keane, Kroener, Miller, Rigdon, Silva, Singh, Wiesner. Nays: None, Abstentions: None.

7.0 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.

7.1 **BE IT RESOLVED** that a motion was made by Matthew Fedders, seconded by Vici Miller, that the following Consent Items be approved as presented. A vote was taken and the following carried:

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16:0: Ayes: Akinnusi, Baird, Castillo, Colvin, Fedders, Folkens, Gormley, Hannett, Hansen, Keane, Kroener, Miller, Rigdon, Silva, Singh, Wiesner. Nays: None, Abstentions: None.

7.1.1 Approve the October 18, 2019 Desert/Mountain SELPA Steering Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

Jenae Holtz presented the latest in State and Federal law related to students with disabilities and school law. Jenae said there are many bills that failed that will be reconsidered in January 2020.

Jenae highlighted the following:

- Assembly Bill (AB) 189 – approved by the Governor. An additional category was added to include qualified autism service providers, qualified autism service professionals, and qualified autism service paraprofessionals on the list of mandated reporters.
- Senate Bill (SB) 223 – approved by the Governor. The law states districts may develop policies regarding the administration of medicinal cannabis on school sites. Jenae shared that SELPAs are receiving conflicting advice as to whether LEAs should implement policies regarding the issue. She stated federal law always trumps local and state law and urged members to be cautious when considering putting policy in place. Jenae said if a student is using medicinal cannabis and a parent is requesting to administer it, the LEA may want to consult the LEA’s legal counsel. Jenae said she does not have an answer today and she will provide more information at the next meeting.

8.2 Special Education Information System (SEIS) vs Web IEP

Jenae Holtz led a discussion on Special Education Information System (SEIS) vs Web IEP. Jenae reminded the members that she had asked for them to provide her with opinions and feedback on both programs at the previous meetings. She continued that she wanted the conversation to cover flaws within Web IEP as well as any evidence and data that would support SEIS being a better program. Jenae said if there are changes that can be made within Web IEP, she would rather make those changes instead of changing systems. She asked for an open discussion to share what the members know and do not know along with what they want and do not want in a program. The following points were made:

- With current changes to CALPADS, it is not the correct time for a change of programs,

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- Web IEP is missing a service-based tracker that would allow service providers to show a log of time spent with student,
- Web IEP does not allow historical data to be stored, only a snapshot of current student status is available. This makes it difficult to quickly look at a student's patterns,
- Since the start of Web IEP communicating directly with CALPADS, it seems that Web DA is just another database to store the same information,
- Progress reports in Web DA are separate from the IEP itself requiring the progress reports to be uploaded into Web IEP in order to see historical data
- SEIS allows the ability for the user to write their own reports and collect information about the caseload and service times without going through the LEA central office,
- The transfer of student records is time consuming and entering student information into Web IEP is done manually,
- With privately placed students, Individualized Service Plan (ISP) cannot be created in Web IEP without contacting D/M SELPA,
- Teacher number/class number is not available in Web IEP which is frustrating when trying to create an IEP with other services,
- SEIS allows documents to be attached directly to the IEP so all is available with one click,
- When a student has a Behavior Intervention Plan (BIP), the BIP has to be adjusted when an addendum is done even if the addendum meeting is not based on behavior,
- SEIS allows the ability to produce reports without contacting D/M SELPA,
- SEIS has a "Fix CALPADS Errors" button that is strictly transactional and allows the certification to be completed quicker,
- Web IEP instantly shows that an Individualized Education Plan (IEP) is compliant with all legal requirements in the step-by-step process.

Jenae said there are many different forms of IEP and databases, each with its own pros and cons. She said in getting the details of what needs to be improved in Web IEP and making the adjustments, that is what may be the best consideration before looking at other programs. Jenae continued that if the adjustments cannot be made then other options can be looked at more closely. There are thousands of D/M SELPA Web IEP users so a change must be looked at strategically.

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Colette Garland expressed her appreciation for the comparisons and believes adjustments can be made to Web IEP. She continued that SEIS is being changed due to CALPADS as well. Colette expressed that she is happy with Web IEP and that CDE has been happy with Web IEP as well. Colette continued that some of the issues that were brought up today have been addressed and will be discussed at the December meeting.

Jenae said she understands that the members would like a higher level of independence in Web IEP instead of relying on Colette for assistance. Jenae asked the members to email Colette as they hear concerns in their LEAs so changes can be made.

Jenae reported that the decision has not been made to stay with Web IEP but it has been made to continue the conversation so good decisions can be made going forward. She encouraged the directors to talk to their users about what the issues are so the list can be continued and it will allow D/M SELPA to best meet the needs of the LEAs.

8.3 Your Students, My Students, Our Students

Jenae Holtz shared a book pertaining to rethinking equitable and inclusive classrooms co-authored by Health Sciences Middle School special education director Julie Kroener. Jenae visited a couple of the D/M SELPA charter members in San Diego last week, including Health Sciences Middle School. She reported that she walked through classrooms and could not tell who the students with disabilities were. Jenae asked members who are interested in purchasing a copy of book to notify Jamie Adkins as copies can be purchased at a discount.

8.4 California School Dashboard Update

Jenae Holtz presented updates on the California School Dashboard. She shared the 2019 California School Dashboard Rollout and Webinar Series will be presented by the CDE. CDE is trying to explain the dashboard better so it makes more sense to the users. Jenae continued the public release of the dashboard is scheduled for the week of December 9, 2019. There are two webinar dates remaining for those that are interested.

8.5 CALPADS

Colette Garland reported that the first submission to CALPADS is going well with the errors being very low because some validations have been added to Web IEP. She continued that the application programming interface (API) is the platform used for communication between Web IEP and CALPADS that allows submissions, then errors to be corrected. Colette stated the Level 1 Certification is due December 6, 2019 and she expects to meet that due date.

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8.6 Desert/Mountain Operations Referral Procedures

Dale Folkens presented on behalf of Rich Frederick on the Desert/Mountain Operation Referral Procedures for Special Day Class (SDC) Placement. The procedures are to be followed when students transfer to the LEAs from outside of the D/M SELPA. He continued that the procedures will help decrease the time and address the break in services a student experiences while waiting for placement during a transfer. Dale stated the procedures will also assist the LEAs to stay in compliance with providing the services as well as with documenting services that are being provided.

Dale stated that when a parent presents an IEP to a LEA, the LEA has been notified that the student has an IEP and the LEA is now obligated to provide services. The first step is for the student to be enrolled in the district. He continued that an interim placement IEP is to be created with page 68A Demographics completed and the button selected for “Student has current IEP”. If the student is coming from out of state, check “D/M SELPA” as the transferring LEA because SELPAs are California exclusive. Dale said form 68H Services also needs to be completed reflecting the services the district of residence (DOR) will offer for interim placement along with the signature page and the notes page. The referral process for Desert Mountain Operations (DMOPS) can also begin at this time using form D/M 85. Dale continued that often the delay in starting services is due to waiting for signatures on IEP documents. This causes a break in service and this procedure addresses that and allows free appropriate public education (FAPE) to be provided sooner.

Dale stated the receiving district has the responsibility to offer FAPE from the first day they are made aware that the student has an IEP. Referring a student to DMOPS does not relinquish the districts responsibility to provide FAPE. He said the district is responsible until services start with DMOPS. The services must be comparable to the services the student was provided by the previous district. Dale said all areas of the referral documents must be completed, verified, and closed so DMOPS is able to continue with their own addendum.

Jenae Holtz stated children cannot sit at home waiting for services with DMOPS to start. She continued that comparable services must be provided until DMOPS services start. Jenae said if an LEA is not comfortable offering independent study or home hospital, the child should be enrolled in services with aides or other support until services with DMOPS begin.

Concerns were expressed about the LEAs being responsible for FAPE while DMOPS processes transfer requests. Others were concerned about students in special education being placed in an inappropriate environment for a week being harder on the child than keeping them home for a week.

Jenae confirmed in recent due process cases, services were not provided for much longer than a week. She said it is important for the concerns to be shared with Rich Frederick and his team so transfers can possibly be triaged. Jenae continued that part of the concern is if a DMOPS class is

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at capacity or if it is not appropriate for a child, then what does the DOR do. She said the district is still responsible for the student.

Dale said the procedure stems from a break in service being too long. He continued that it must be documented in Web IEP that there was discussion with parent and that the parent was offered FAPE. Dale reported that many times an incoming IEP is not done so there is no current offer of FAPE made and no documentation that the DOR has done the IEP and that the offer of FAPE will be provided by DMOPS.

Colette Garland confirmed that “Annual” and “Transfer” buttons must both be selected.

Jenae said the documentation is critical as well as scheduling another meeting with the parent if placement does take longer than expected. This will allow the LEA to confirm the parent is still in agreement with what was offered. The longer the child is out waiting for placement the more likely the LEA is to be found out of compliance.

Colette confirmed that the offer of FAPE is to reflect the district service codes. When DMOPS accepts the transfer, they will change the service codes accordingly. An LEA cannot obligate DMOPS until the referral has been accepted.

Dale said DMOPS tries to follow 7-10 day turn around on referrals, but they do have to wait for medical records, copies of IEPs, and contact with parents. He said DMOPS documents all contacts with parents and if a parent does not respond, DMOPS will contact the DOR in response to the transfer request. Dale suggested the LEAs have parents meet with the special education department when they are enrolling the student so the intake IEP/addendum can be started since the parent is already at the site.

8.7 Desert/Mountain Children’s Center Client Services Reports

Linda Llamas presented the Desert/Mountain Children’s Center (DMCC) monthly reports. She asked for any questions, changes, or updates to be reported to her. Linda reported that DMCC is in the process of moving to new electronic health records which will be going live in the next few months. She stated the contact person at each LEA will begin receiving Excel spreadsheets of students that are receiving mental health services. Linda asked to be contacted if there is a question about who the LEA contact person is.

8.8 Desert/Mountain Children’s Center Clients Receiving Special Education and Qualifying for Children’s Intensive Services.

Linda Llamas presented information regarding Desert/Mountain Children’s Center (DMCC) clients in Special Education who qualify for Children’s Intensive Services (CIS). Linda proposed a process which applies to all LEAs who receive Desert/Mountain Children’s Center (DMCC) services. She stated that DMCC operates based on historic approval from the Steering committee

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
November 8, 2019 – 8:30 a.m.
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members by receiving a referral then assessing for counseling services. When a child qualifies for Educationally Related Mental Health Services (ERMHS), services are added at the time of the assessment via an IEP addendum.

Linda continued that the majority of time, parents will approve making the changes without holding an IEP meeting. On occasion, the parent does not agree to the changes without holding an IEP and DMCC contacts the school to ask for an IEP meeting to be scheduled so the results of the assessment can be shared. Linda said when services are added via addendum or if the student does not qualify for services, an ERMHS report is developed and provided to the LEA contact person. The summary can be placed in the special education file for the appropriate student.

Linda reported DMCC has an intensive services program for students who are extremely high risk called Children's Intensive Services (CIS). She stated this program provides intensive services in the home and/or at the school to the child for three months.

Linda proposed adding Children's Intensive Services via an addendum if the child qualifies for this program. The addendum would not say Children's Intensive Services Program but it would be noticed in the service code of 525 as well as in the frequency and duration of the services. One example of addendum wording Linda provided is "We are adding Individual Sessions (Code 525) 2 times per week for 60 minutes for a duration of 3 months. We will start individual sessions after that program ends with a lesser duration and frequency".

Linda provided another wording example of "We are adding code 525 Individual Services with a projected start date of 9/1/2019 and the projected end date of 12/1/2019 with a frequency of 2 x per week for a duration of 60 minutes. We are adding code 525 Individual Services with a projected start date of 12/2/2019 and the projected end date of (next scheduled IEP date) with a frequency of 3 x per month for a duration of 30 minutes".

Linda reiterated the ERHMS report can be presented to the IEP team by the DMCC clinician and it will also be given to the contact person for the appropriate LEA.

Cheri Rigdon reported that her LEA has three students receiving CIS services in the home. She said they have not added the services to the IEP because the services are not being provided at school. Cheri's concern is that parents will ask for other non-school services to be added to the IEP as well.

Jenae Holtz replied that CIS services that are being provided in the home should be reflected on the IEP because the services are partially funded through AB 114 dollars so there is an overlap. Because they are students with disabilities and ERHMS funding is being used it is appropriate. Jenae said moving forward, begin adding CIS services to the IEP, noting CIS services are a benefit to the student's educational needs. Jenae state the therapist must be invited to the IEP meetings so they can speak on the educational mental health needs of the student.

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8.9 Professional Learning Summary

Heidi Chavez presented D/M SELPA professional learning summary. She reported on the Institute for Multi-Sensory Education (IMSE) Intermediate Orton Gillingham training for general education teachers and special education teachers. Heidi said it is a 5-day training that has been split over two weeks December 2-4, 17-18. The cost is \$1650.00 per attendee for 5 days of training. She said there are two other sets of trainings scheduled for January/February and March/April. Heidi added that these are trainings LEAs are being referred to during due process cases. She said there is Comprehensive Support and Improvement (CSI) and Title I funding that is available to help pay the registration fee.

8.10 Resolution Support Services Summary

Sheila Parisian presented the D/M SELPA resolution support services summary. She stated many current filings are in regard to 2016 legislation of Endrew F which further defines the standard in light of the child's circumstances. This means filings pertain to appropriate present levels and goals as well as transition. Sheila encouraged directors to have their high school staff attend the transition trainings to expand their knowledge in the area. She reported that there is an increase in filings statewide, not just in the D/M SELPA region.

8.11 Prevention and Intervention Update

Kami Murphy presented Prevention and Intervention updates highlighting upcoming Social Emotional Learning trainings. She shared the PBIS and Mental Health: Implementation and Integration Across the Tiers training presented by Susan Barrett. It will be held at the Apple Valley USD multi-purpose room on December 4, 2019, 8:30 a.m.-3:30 p.m. and is free to attend.

8.12 Compliance Update

Colette Garland presented the following update on compliance items from the California Department of Education (CDE):

- Comprehensive Review (CR) – Barstow USD and Apple Valley USD are in CR. Both were scheduled for two-day review but CDE was only present for one day. The final reports have not yet been received by D/M SELPA.

John Keane thanked Colette for the help in preparing for the CDE visit.

- Performance Indicator Review (PIR) – CDE continues to review the PIRs. As approvals are received by D/M SELPA, the letters are mailed to the LEAs.
- 2017-18 and 2018-19 Disproportionality – CDE continues to review Web IEP.

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- CASEMIS 2 CALPADS (C2C) Meeting – Next meeting is scheduled for November 15, 9:00a.m.-12:00 p.m. There will be reviews of submissions in CALPADS as well as group activities to get policies and procedures in place as this is a new system. There will be video conferencing available for the meeting.

Colette spoke about the 1.0 Percent Threshold Reporting Requirement. The due date of the 1.0 Percent Threshold Reporting Requirement and Justification Survey has been extended to November 15, 2019. Colette asked to be contacted with any questions regarding the survey.

8.13 Nonpublic School/Nonpublic Agency Update

Colette Garland provided a nonpublic school/nonpublic agency update. Colette stated that D/M SELPA has initiated a contract with Academy for Advancement of Children with Autism in Lancaster, California. Colette concluded by directing the members to contact Peggy Dunn with questions or concerns regarding nonpublic schools and nonpublic agencies.

Jenae Holtz reported that D/M SELPA continues to have conversations with Point Quest regarding a local NPS in order to reduce transportation costs.

9.0 FINANCE COMMITTEE REPORTS

9.1 Low Incidence Fund Status

Marina Gallegos presented the status of the Low Incidence Fund. She reported the projected beginning balance \$336,000 and Jenae has approved \$290,000 in requests. This leaves a projected ending balance of approximately \$38,500. Marina asked to be notified if there are any approvals that will not be used so the funds can be unencumbered and made available for others to use.

10.0 INFORMATION ITEMS

10.1 Fall DRDP Memo

10.2 Monthly Audiological Services Reports

10.3 Monthly Occupational & Physical Therapy Services Reports

10.4 Monthly Nonpublic School/Agency Placement Report

10.5 Upcoming Professional Learning Opportunities

Natalie Sedano highlighted the Outreach Collaboration scheduled for November 12, 2019 at 10:00 a.m. This will allow counselors and administrators to hear from four departments within CAHELP JPA.

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Colette Garland reported the 1:00 p.m. Web IEP training on November 12, 2019 has been moved to November 14, 2019.

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Matthew Fedders reported that he received many positive reviews on the SLP collaborative. He also requested S'cool Moves training be offered again by D/M SELPA.

John Keane acknowledged D/M SELPA for helping him transition from the Los Angeles area to the Desert/Mountain area. He said without the support of Colette Garland, Heidi Chavez, Sheila Parisian, Cruz Gustafson, Renee Garcia, and Jennifer Rountree, he would not have made it through the filings, disproportionality review, and the CALPADS transition.

Nelda Colvin thanked John Keane for working with Oro Grande SD in resolving an issue.

Diane Hannett shared she received the served by/for list and wants to confirm that there are no dollars involved. Diane requested a list of students her LEA is serving for other districts.

Jenae Holtz replied that D/M SELPA is being legally compliant with the inter-district process but it has been a hardship on smaller districts who are serving students in special education from the districts. There will be a conversation at the Governance Council Meeting on November 22, 2019 to discuss moving forward. Jenae agreed to provide the list of students being served by the LEAs.

Cheri Rigdon thanked Marina Gallegos for answering questions on served by/for.

12.0 CEO COMMENTS

Jenae Holtz reported that she continues to meet with superintendents and CEOs. She continues to hear the deeper issues of special education and how to look at a different system of how we serve students with disabilities. Jenae said there will be a special education summit which will be an all-day event. Superintendents, CEOs, special education directors, D/M SELPA staff, and DMOPS staff will be invited. Jenae continued it will be a workshop meeting looking at long term solutions for changing systems regionally. The summit will be scheduled for after the new year. Jenae encouraged all members to attend ready for collaboration in identifying strengths and looking at challenges differently. The summit will be for developing and implementing lasting changes that impact children for the better and change the way LEAs look at special education.

13.0 MATTERS BROUGHT BY CITIZENS

None.

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14.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Matthew Fedders, seconded by Cheri Rigdon, to adjourn the meeting. A vote was taken and the following carried: 16:0: Ayes: Akinnusi, Baird, Castillo, Colvin, Fedders, Folkens, Gormley, Hannett, Hansen, Keane, Kroener, Miller, Rigdon, Silva, Singh, Wiesner. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain SELPA Steering Committee will be held on Friday, December 13, 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.

CLIENT NEWS BRIEF

New Law Prohibits Barriers To Charter School Enrollment

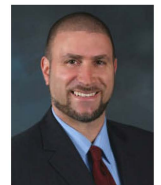
November 2019
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A new law is intended to discourage the improper recruitment and disenrollment of charter school students, particularly students who belong to certain protected classes. Recently signed by Governor Newsom, Senate Bill (SB) 75 adds a provision to California's Charter Schools Act to prohibit charter schools from discouraging a student from enrolling or continuing to enroll in the charter school.

The law lists explicitly unlawful bases for "counseling out" students and their families, including nationality, race, ethnicity, sexual orientation, or if a student exhibits characteristics of: a disability; an academically low-achieving student; an English learner; a neglected or delinquent student; a homeless student; a student who is economically disadvantaged; or a foster youth. In furtherance of the law's purpose, charter schools are also prohibited from requesting a student's records, or requiring a parent, guardian, or student to submit the student's records to the charter school, prior to enrollment. Historically, charter schools have always been required to accept all students that are California residents, regardless of academic achievement, disability, economic status, etc. Here, the California Legislature recognizes problems that have arisen, where certain groups of students were being discouraged from enrolling, or encouraged to disenroll, in some charter schools.

Under the law, the California Department of Education (CDE) is directed to develop a notice and complaint form stating the new legal requirements, and charter schools are required to post the notice on their respective websites. Charter schools also now have an affirmative duty to provide a copy of the CDE notice to parents, guardians, and students over age eighteen when the parent, guardian, or student over age eighteen inquires about enrollment; before conducting an enrollment lottery; and before the disenrollment of any student. In order to ensure enforcement, any member of the public has a right to file a complaint with the charter school's authorizer, often the local school district, if the person suspects a charter school has violated the provisions of this law. CDE's notice and complaint form can be found at <https://www.cde.ca.gov/sp/ch/cscomplaint.asp>.

Although the law creates a process for aggrieved families to complain to charter authorizers, it is silent regarding exactly what action a charter authorizer must take when it receives a complaint. The recently revised statutes regarding charter school renewals, which go into effect in July 2020, shed some light onto the complaint review process (See [2019 Client News Brief No. 49](#)). The law now indicates that, when determining whether to renew a school's charter, an authorizer must consider, along with other criteria, any substantiated complaints that the charter school has not complied with the new enrollment requirements described above. The determination of whether a complaint is "substantiated" is left to the charter authorizer, and thus the law infers that charter authorizers must develop their own complaint investigation processes. Still, some questions remain unanswered. For example, if the authorizer investigates the complaint and discovers a potential legal violation, what action is the charter authorizer supposed to take, aside from considering whether to revoke the charter? The new law does not appear to create an



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As the information contained herein is necessarily general, its application to a particular set of facts and circumstances may vary. For this reason, this News Brief does not constitute legal advice. We recommend that you consult with your counsel prior to acting on the information contained herein.

CLIENT NEWS BRIEF

October 2019
Number 69

enforcement mechanism, aside from considering compliance during the charter renewal process.

Takeaways

Charter schools and charter authorizers should be careful to ensure that charter schools are not discouraging any student from attaining or maintaining charter school enrollment. Charter schools must be extra careful when dealing with students who are members of the groups specifically protected under the law. Since the law took immediate effect in July, charter schools should post the CDE notice and complaint form on their websites and implement clear policies for staff regarding the distribution of the CDE notice, in short order. Note that charter schools are still permitted to suspend or expel students for disciplinary reasons, so long as such discipline conforms to federal and state statutory and constitutional due process requirements, and is otherwise consistent with the law, and the processes laid out in the charter.

If you have any questions about SB 75, the amendments to the Education Code regarding charter schools, or charter school student enrollment in general, please contact the authors of this Client News Brief or an attorney at one of our [eight offices](#) located statewide. You can also subscribe to our [podcast](#), follow us on [Facebook](#), [Twitter](#) and [LinkedIn](#) or download our [mobile app](#).

As the information contained herein is necessarily general, its application to a particular set of facts and circumstances may vary. For this reason, this News Brief does not constitute legal advice. We recommend that you consult with your counsel prior to acting on the information contained herein.



December GRR Presentation

By: Alice Kessler & Erin Evans-Fudem
Lighthouse Public Affairs



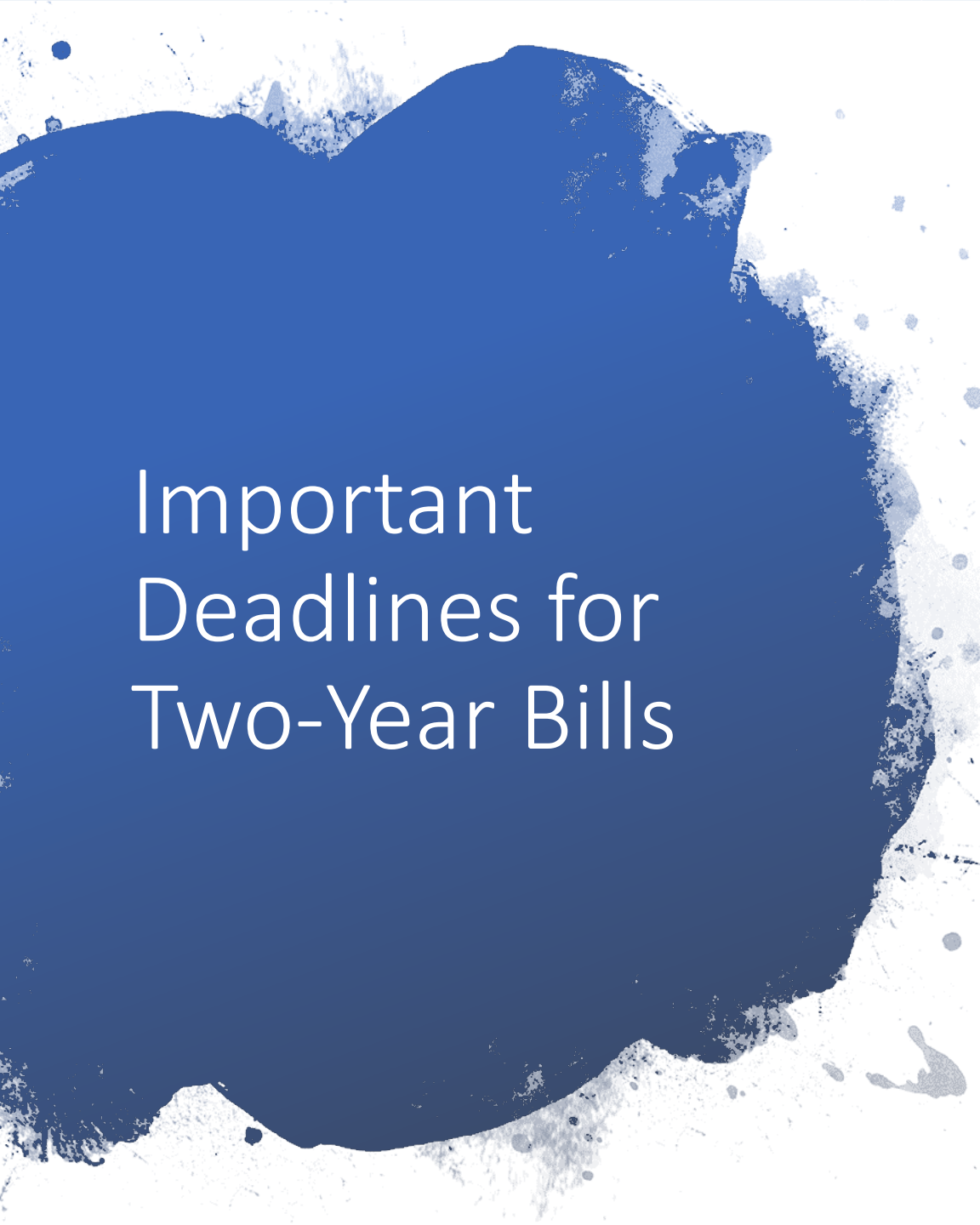
Legislative Calendar Update

- The Legislature is currently on interim recess.
- The 2020 legislative year resumes on Jan. 6th.
- Bills can be introduced or amended (if they are a two-year bill) on and after this date.



Political Shake- Up

- Assembly Majority Leader Ian Calderon will not be seeking reelection.
- Senators termed out in 2020:
 - Jim Beall
 - Cathleen Galgiani
 - Jerry Hill
 - Hannah-Beth Jackson
 - Bill Monning
 - Mike Morrell
- Senator Brian Jones is running for Congress in 2020.
- Assemblymember Susan Eggman is running for State Senate in 2020.
- Assemblymember Jay Obernolte running for Congress in 2020.



Important Deadlines for Two-Year Bills

- Jan. 17th — last day for policy committees to hear and report to fiscal committees on fiscal bills introduced in 2019
- Jan. 24th — last day for any committee to hear and report to the floor bills introduced in 2019
- Jan. 31st — last day for bills to pass from their house of origin if introduced in 2019

Two-Year Bills

- **AB 6 (Reyes) Early childhood education: interagency coordination and quality improvement.**
 - Position: Watch
 - Summary: Would require the Superintendent to establish an interagency workgroup. Requires the workgroup to identify administrative changes for implementation to improve coordination of services provided to children in early learning and care programs. Requires the workgroup to report its work to the Governor, Superintendent, and relevant Legislative committees annually.
 - Location: Senate inactive file
- **AB 216 (Weber) Pupil discipline: restraint and seclusion.**
 - Position: Watch
 - Summary: Would limit an educational provider's use of seclusion/behavioral restraint to only controlling unpredictable and spontaneous behavior that poses a clear, present danger or harm to the pupil or others and could not be prevented by less restrictive response. Would require local agencies and nonprofit schools to implement positive intervention and supports.
 - Location: Assembly Education Committee

Two-Year Bills (con't)

- **AB 236 (E. Garcia) Special education programs: Family Empowerment Centers on Disability**
 - Position: Support
 - Summary: Would revise provisions related to FECs to give priority grant applicants in regions that do not have a center, increasing the minimum rate for each awarded grant, and providing an annual cost-of-living adjustment of the grant amount.
 - Location: Senate Appropriations Committee
- **AB 428 (Medina) Special education funding.**
 - Position: Support
 - Summary: Increases the equalization funding percentile from those below the 90th to the 95th. Requires the Superintendent compute that equalization adjustment beginning with the first fiscal year the funds are apportioned.
 - Location: Senate Appropriations Committee

Two-Year Bill (con't)

- **AB 598 (Bloom) Hearing aids: minors**
 - Position: Support
 - Summary: Would require health care service plan contract or insurance policy issued, amended, or renewed after July 1, 2020 to include coverage for hearing aids for enrollees under 18 years old.
 - Location: Assembly
- **AB 898 (Wicks) Early & Periodic Screening, Diagnostic, & Treatment services: behavioral health**
 - Position: Support
 - Summary: Would require the CHHS Agency to convene the Children's Behavioral Health Action Team, consisting of no less than 30 persons, to maximize the Medi-Cal program's investment in the well-being of California children receiving care through Medi-Cal.
 - Location: Senate Appropriations Committee

Two-Year Bills (con't)

- **AB 1546 (Kiley) Pupil health: mental health**
 - Position: Support
 - Summary: Would authorize a county mental health plan to contract with a local educational agency (LEA) to provide services to Medi-Cal eligible pupils. Requires the department to permit an LEA to make claims for federal financial participation directly for services, to examine methods of increasing LEA participation, and seek federal approval to implement.
 - Location: Assembly Appropriations Committee
- **SB 2 (Glazer) Statewide Longitudinal Student Database**
 - Position: Support if amended
 - Summary: Expresses intent to establish titled database to collect & store data on individual students as they pass from preschool to workforce entry. Requires Office of Higher Education Coordination (SB 3, 2019-2020) to convene a review committee to advise the office on establishment and administration of database.
 - Location: Assembly Education Committee

Two-Year Bills (con't)

- **SB 217 (Portantino) Special education: individuals with exceptional needs**
 - Position: Watch
 - Summary: Would require a school district or charter school to admit a child to a transitional kindergarten program, whose birthday is after Dec. 2 in the same school year, if the child experiences exceptional needs.
 - Location: Assembly Education Committee
- **AB 1021 (Frazier) Pupils with exceptional needs: summer school**
 - Position: Watch
 - Summary: Would require school districts to provide summer school instruction for pupils with intellectual disabilities or autism on weekdays from the last day of the regular school year to the first day of summer school and from the last day of summer school to the first day of the regular school year.
 - Location: Assembly Education Committee

Potential 2020 Legislation

- Fetal alcoholic syndrome disorder as “Other Health Impairment”
- Autism transition planning from age 16 to age 14
- AB 5 exemption for Speech-Language-Hearing therapists



California Children's Services Updates

- Meetings with HHS Agency
- Meeting with DHCS
- Meeting with Assemblymember Jim Wood
- Potential legislation

State Budget

- LAO report & briefing
- Meeting w/ Jenny Johnson in Governor's Office
- Collaboration with CAFSE
- Survey & reform ideas
- Legislative strategy (incl. meeting w/ Asm. Edu. Committee)



Remaining Updates

- Asm. Budget Sub. #1 oversight hearing on mental health funding
- ACSA meeting on AB 5
 - Effect of AB 5 on LEAs and spec. edu.
 - 2020 Legislation
 - Political dynamics



Q&A



SELPA Updates

**California Department of Education
December 2019**



TONY THURMOND
State Superintendent of Public Instruction

Certified yet?

- 410 in some sort of Approved state
 - 243 LEA Approved
 - 110 SELPA Approved
- 846 LEAs with no Fatal Errors
- 650 still working on resolving errors



Updates to CALPADS

There is no extension to the December 20 certification date



Some updates to certification

- Report 16.5 – *Students with Disabilities – Student Services by Primary Disability* will be *excluded* from the set of certification reports that LEAs must approve as part of Fall 1.
- The certification validations related to the Student Services (SSRV) file, CERT140 (Missing Special Education [SPED] record for a student with a SSRV record) and CERT142 (Missing Special Education Service for Education Plan Type Code 100, 150, or 200), will be relaxed from a Fatal to a Warning.

Little things...

- Dropout on the special education record
- We have bugs!!! 16.1, 16.2, 16.3
- These are often cascading errors



Students that transfer from another LEA

If the transfer is during the academic year, then, according to California Education Code, there are three scenarios:

1. Student transfers in from LEA in a different SELPA or out of state.

a. LEA must provide the student with services “comparable” to those in the previous IEP, in consultation with the parents, for a period not to exceed 30 days, by which time the LEA must adopt the previous IEP or develop and adopt a new one. If the LEA Adopts the IEP the new LEA should submit a record to CALPADS with the same IEP elements and the new LEA as the reporting LEA. A new IEP does not need to be held until the next scheduled annual IEP. If the LEA holds a new IEP the LEA should submit the new IEP once the meeting has been held

2. Student transfers in from LEA in the same SELPA.

LEA must continue, without delay, to provide services “comparable” to those in the previous IEP. The new LEA should submit a record to CALPADS with the same IEP elements and the new LEA as the reporting LEA. A new IEP does not need to be held until the next scheduled annual IEP. If the LEA and parent develop a new IEP, the new LEA must submit the new IEP to CALPADS once the meeting has been held

If the transfer is during the summer, then, according to OSEP:

1. The student must have an IEP in effect by the start of the year.

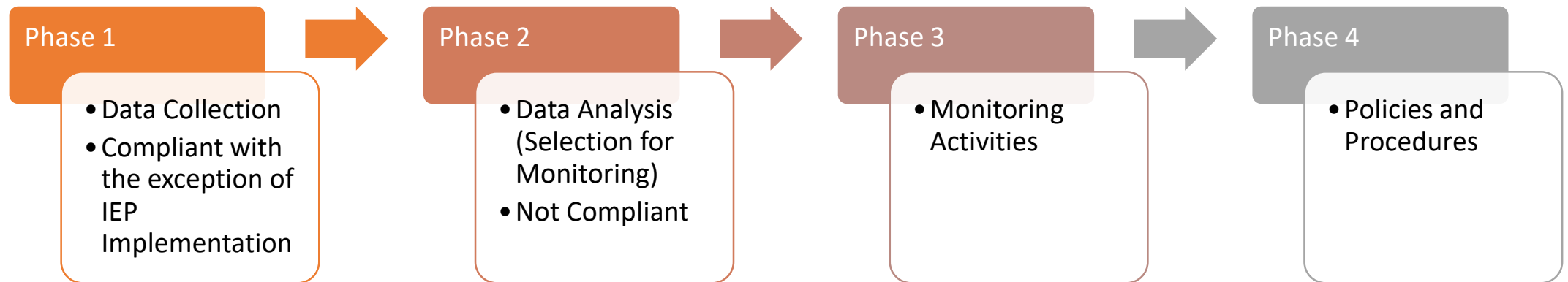
The new LEA should submit a record to CALPADS with the same IEP elements and the new LEA as the reporting LEA. A new IEP does not need to be held until the next scheduled annual IEP

3. If the parent requests a new IEP meeting prior to the start of the year, the LEA must convene a meeting or provide prior written notice as to why it believes such a meeting is not necessary.



Emma C Court Order Requirements

Are we making progress?





Phase 2 Deficiencies

- Addressing Small LEAs
- Comprehensive Review Selection
- Preschool Review Selection
- Unambitious targets
- Mediation



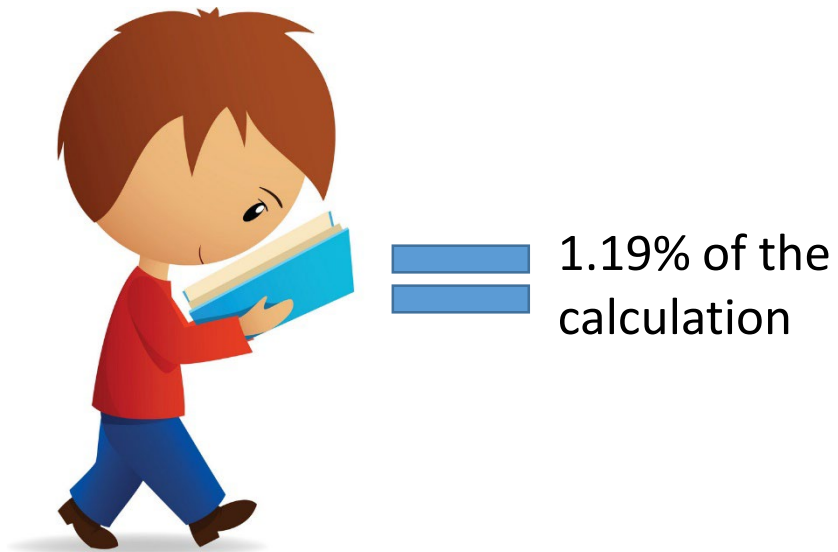


Issue 1: Small LEAs

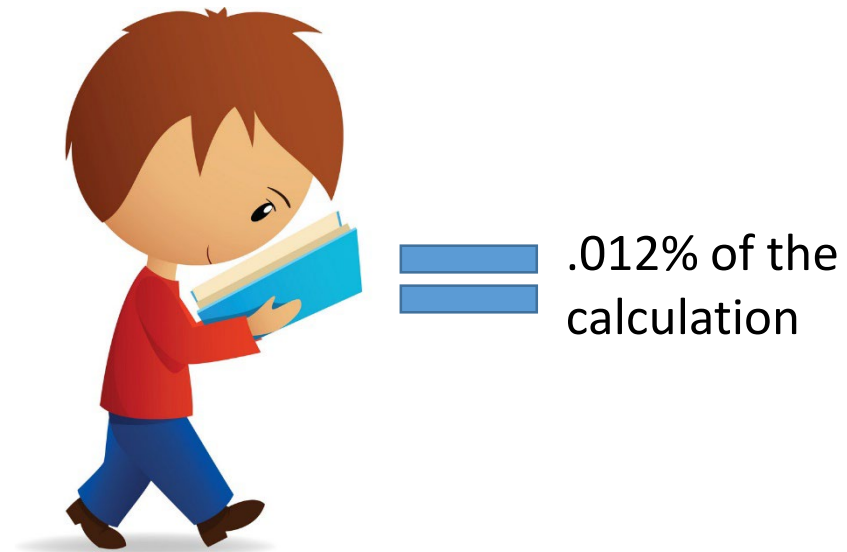
- 1500 LEAs and Charters with fewer than 100 SWDs
- Ways the CDE and USDOE has addressed the issue of smalls in the past
 - In monitoring selection LEAs were not included if their size was too small to be considered for individual indicators
 - In the dashboard LEAs with less than 30 were did not receive a dashboard
 - In the Significant Disproportionality Regulation Small LEAs that do not meet the minimum N size and cell size requirement are excluded

So what happens for small LEAs in the selection process?

- An LEA is excluded because they have too few students
- If included, students account for more of the calculation:



LEA with 84 SWDs



LEA with 7,719 SWDs

Some ways to address this: Aggregation

- Aggregating students by SELPA
 - Concerns Single District SELPAs with one small charter school
- Aggregating students by county
 - What about Charter LEAs
- Hybrid
 - By County
 - By Charter SELPA





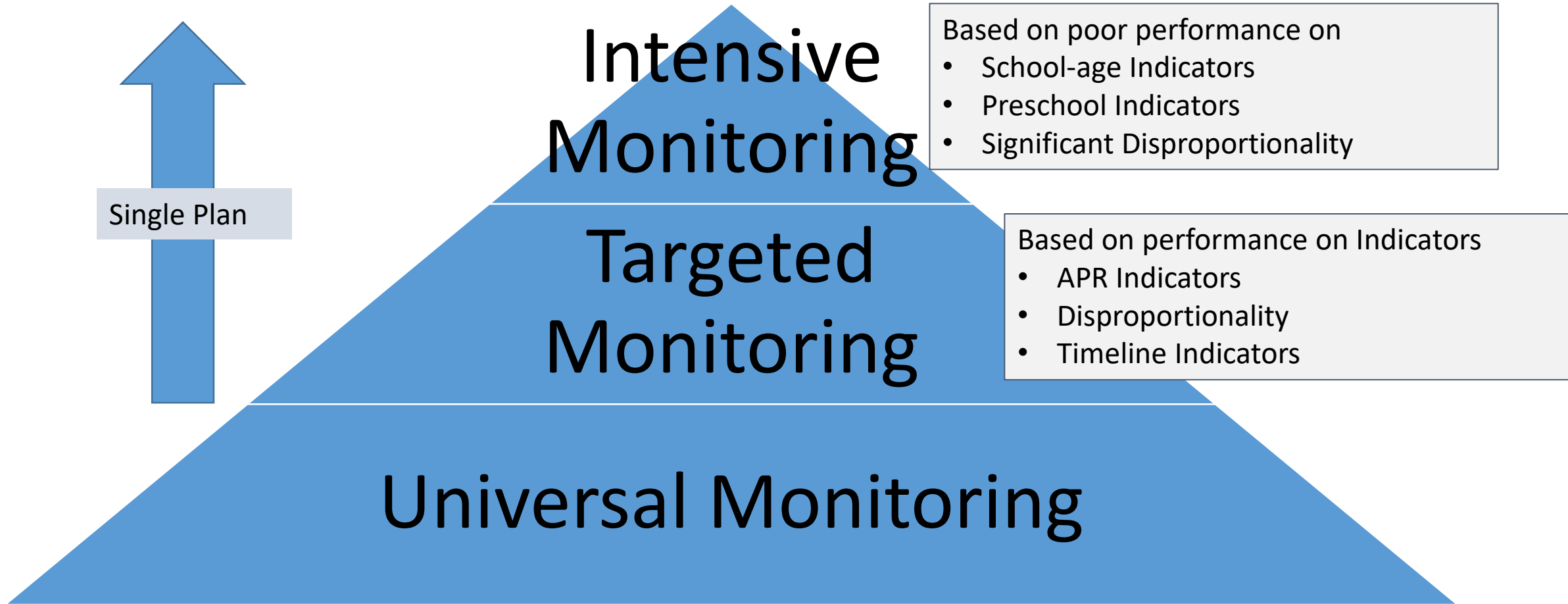
Issue 2: Comprehensive Review Selection

- Did not select the lowest performing LEAs
- Did not select enough LEAs

- Result: Complete overhaul of the CR Selection



CDE's Monitoring Structure





Comprehensive Review will now be called Intensive Review

School Age Intensive Review

Indicators most closely aligned with FAPE in LRE

- Academic Achievement (ELA and Math)
- Suspension Rates
- Chronic Absenteeism Rates
- Placement in A Regular Class Greater than 80% of the day
- Placement in a Separate School or Placement

Selection of LEAs for School Age Intensive Review

- The CDE felt that it was important to include approximately 10% of the groups in the analysis.
- In the final model there were 729 LEAs and Small LEA groups. Ten percent of this model would be 72. The 72nd LEA scored 30% using the decile ranking methodology on all indicators. There were an additional 10 LEAs that also scored 30%.
- This method and selection resulted in 81 LEAs identified for Intensive Review in 2019-2020.
- The selected LEAs included 2 Small LEA Groupings, 1 County Office of Education, 10 Elementary School Districts, 23 High School Districts, and 45 Unified School Districts. The total number of students with disabilities served by the selected LEAs is 107,415 or 15% of the Students with disabilities ages 6-22 in California.



Comprehensive Review will now be called Intensive Review

Preschool Intensive Review

Indicators most closely aligned with FAPE in LRE

- Desired Results Developmental Profile Results and Rates
- Suspension Rates Ages 3-5
- Rates of Children Ages 3-5 Receiving Special Education and Related Services in a Regular Preschool Program
- Rates of Children Ages 3-5 Receiving Special Education and Related Services in a Separate School or Placement

Scoring Methodology

- For each indicator the CDE plots all LEAs on a scale from highest to lowest scores then separates them by deciles. The bottom 10% are given a score of 1, the next 10% are given a score of 2 and so on.



Selection of LEAs for Preschool Age Intensive Review

- This version would identify 28 LEAs for Preschool Review using the lowest 10% rounded up cut score (13.33% to 32.08%)
- 1 small; 9 Elementary; and 18 Unified (total SWD count of 9621 / 86456 – about 11% of SWD ages 3-5 [dec18])
- 9 of the 28 are in a current monitoring activity
- 10 of the 28 would also be selected for IR, version 8.2 method



Intensive Monitoring

- 81 LEAs Identified for School Age Intensive Review
- 18 Identified for Preschool Only Intensive Review
- 120 Identified for Significant Disproportionality only



What's Next?

- Mega-Letter
- Timeline of activities



8.3 Consistency in the Data Entry of Services
Verbal presentation, no materials

8.4 DMOPS Referral Procedures Follow-Up
Verbal presentation, no materials



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

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F 760-946-0819
W www.dmchildrenscenter.org

MEMORANDUM

DATE: December 12, 2019
TO: Special Education Directors
FROM: Linda Llamas, Director

SUBJECT: Desert/Mountain Children's Center Client Reports

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

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

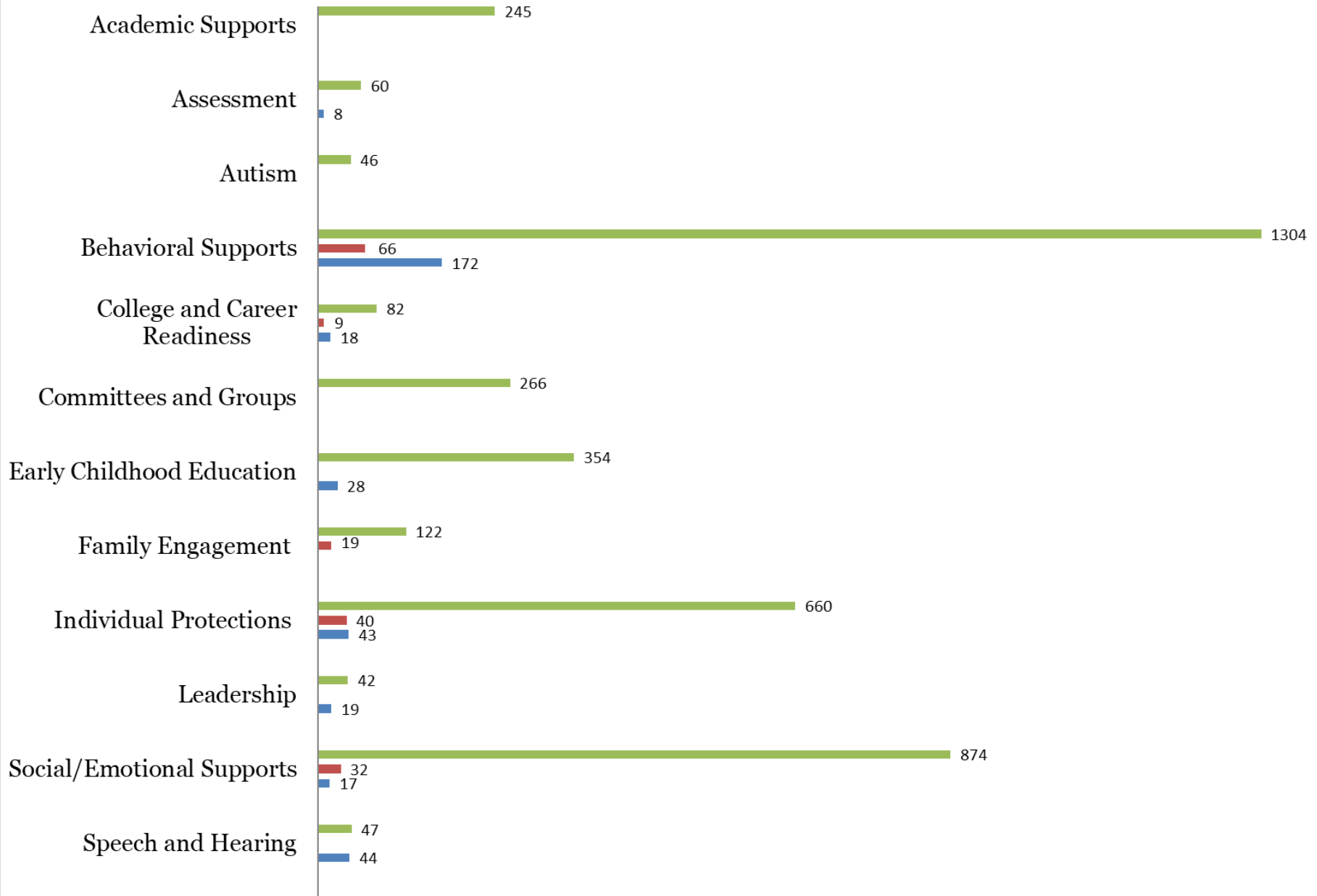
If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

NOVEMBER 2019 - 515 PARTICIPANTS

4102 YEAR-TO-DATE PARTICIPANTS

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



Hola Language Services - Interpreting IEP Meetings (ENG/SPA)

Presented By

Leslie Williams, Hola Language Services
Master Facilitator

Date

January 6 & 7, 2020

Time

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

Cost:
\$200.00 per
attendee

Audience

(Eng/Spa) General and special education teachers, special education directors, psychologists, and any educational professional participating in IEP meetings.

Location

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

Registration

Please register online at:
<https://sbcss.k12oms.org/52-180029>

Special Accommodations

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

Description

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



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<https://sbcss.k12oms.org>

Hola Language Services - Practice Lab (ENG/SPA)

Presented By

Leslie Williams, Hola Language Services
Master Facilitator

Date

January 8, 2020

Time

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

Cost:
\$100.00 per
attendee

Audience

(Eng/Spa) General and special education teachers, special education directors, psychologists, and any educational professional participating in IEP meetings.

Location

Desert Mountain
Educational Service Center
17800 Highway18
Apple Valley, CA 92307

Registration

Please register online at:
<https://sbcss.k12oms.org/52-180033>

Special Accommodations

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

Description

Prerequisite: The completion of day 1 and 2 of Interpreting IEP Meetings.

A one-day (6-hour) Practice Lab: Interpreting IEP Meetings (ENG-SPA). This Practice Lab is designed to put into practice the skills taught at the Interpreting IEPs Meetings 12-hour training. Therefore, only participants that have completed this training can participate in the Interpreting IEP Lab.

Following are the topics included in the Practice Lab:

- Overview of Professional Standards of Conduct
- Pre-Session Practice
- Simultaneous/Consecutive Interpreting Mock
- Sight Translation Practice Peer Evaluation: Interpreting Exercise
- Difficult Interpreting Scenarios
- Online Interpreting Exercises



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Teaching Students with Moderate to Severe Intellectual Disabilities

Presented By

Margot Johnson, M.A., BCBA, PENT
Co-Director

Diagnostic Center South,
California Department of Education

Date

January 14, 2020

Time

Registration begins at 8:00 a.m.
Training time: 8:30 a.m. - 2:30 p.m.

Cost

\$10 Per Attendee



Description

This training will focus on increasing active engagement for students with moderate-severe disabilities, by providing differentiated instruction, developmentally appropriate instructional and behavioral supports, and using effective, evidence-based teaching strategies.

Outcomes: Participants will:

- Review, practice identifying, and link appropriate behavioral and instructional strategies to developmental levels and symbolic vs. pre-symbolic communicators.
- Develop curricular and instructional plans for their current caseload that emphasize differentiated instruction to increase active engagement in all students.
- Learn about best practices for promoting generalization of skills.

Location

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

Audience

Teachers, instructional assistants, and related service providers who work with students with moderate to severe intellectual disabilities.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-171540>

Register by December 30, 2019



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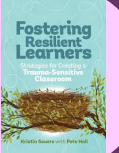


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Fostering Resilient Learners: Creating a Safety Nest to **THRIVE AND SOAR**



Dave Pelzer
Keynote Speaker



Kristin Souers
Event Speaker

As the opening keynote speaker, Dave Pelzer brings a rare heartfelt message about a man whose life was saved by a system that many have ridiculed as being useless and incompetent. This highly emotional presentation pays tribute to those who have dedicated their lives to making a difference in the life of a child, while at the same time educating the general public of the challenges faced by those in their chosen field.

Following Dave Pelzer's powerful keynote, Kristin Souers, an expert in the field of childhood trauma, will present an engaging, relevant, and practical session with proven strategies on Fostering Resilient Learners. Through her session, Kristin will bring an understanding of what trauma is and how it hinders the learning environment. She will help create a safe space for students to learn at high levels while using a strength-based approach to help educators of all settings work with children of trauma. Kristin Souers is the lead author of the best-selling book *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*.

Date

February 26, 2020

Time

Registration begins at 7:30 a.m.
Training time is from 8:00 a.m. – 4:00 p.m.

Location

National Orange Show Events Center
689 South E Street
San Bernardino, CA 92408

Cost

\$200.00

Registration fee includes continental breakfast, lunch, and a book from one of the speakers.

Registration

Please register on-line at:
<https://sbcss.k12oms.org/52-179313>

Special Accommodations

Please submit accommodation request at least fifteen (15) working days prior to the training by notating your request when registering.

**SPACE IS LIMITED!
SIGN UP EARLY!**

#TRAUMAINVESTED



IMSE Intermediate Orton-Gillingham Training

The IMSE Intermediate course is a hands-on, interactive, and personalized class that focuses on the importance of a structured literacy program. After participating in this training, teachers will have an awareness of how to assess and teach students with dyslexia as well as students in all three levels of RTI. The intermediate training is ideal for third grade general education students, fourth through twelfth grade remedial and special education students, and adults. This training will focus on advanced skills for mature learners who require foundational skills. The training will cover assessment, dictation of words and sentences, advanced spelling rules, decoding and encoding of all syllable types, morphology, and content area vocabulary strategies.

Course Requirements:

Attendance is required for all 30 hours of training to receive Orton-Gillingham certification

Presented By

A IMSE Team Member

Date

March 2, 3, 4, 26, 27, 2020

Time

Registration begins at 8:00 a.m.
Training time 8:30 a.m. - 4:00 p.m.

Location

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



Audience

General education teachers, special education teachers, paraprofessionals, site administrators, speech-language pathologists

Cost

\$1,650.00 Per Attendee

Registration

Please register online at:
<https://sbcss.k12oms.org/52-170249>

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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Courtyard Marriott
9619 Mariposa Road,
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www.sbcss.k12oms.org

California Association of Health and
Education Linked Professions

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Evidence Based Interventions for Classroom Management

Dr. Laura Riffel, also known across the country as the Behavior Doctor, will provide skills for behavioral intervention at the universal, group, and targeted tiers. Behaviors addressed will include non-compliance, blurting, disrespect, and more. These research-based interventions work with many children from diverse and difficult backgrounds. Dr. Laura will provide twenty evidence-based strategies in classroom management. Within these 20 general practices are five empirically-supported critical features:

- (a) maximize structure
- (b) post, teach, review, monitor, and reinforce expectations
- (c) actively engage with students in observable ways
- (d) use a continuum of strategies for responding to appropriate behaviors
- (e) use a continuum of strategies to respond to targeted behaviors

Come and spend the day with the Behavior Doctor!

Date

January 8, 2020

Time

Registration begins at 8:00 a.m.

Training time: 8:30 a.m. - 3:30 p.m.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-179898>

Cost

\$200 per attendee

Audience

Pre-K through 12th grade, general and special education, educators, counselors, psychologists, and administrators.

Presenter

Dr. Laura Riffel,
Behavior Doctor Seminars

Special Accommodations

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

Classroom Management: Tier Two Strategies



Description

This training focuses on building a repository in your school for site-based interventions that are evidence-based or research-based strategies. Participants will learn the Ten Rules that Govern Behavior along with a behavior planning tool that will help them develop an effective plan for each student. When planning for behavior change, we need to know the summary statement. We need to know the “when”, “what”, and “why”. The Triple T- Triple R chart will also be explored, which is a tool developed to help educators plan for behavior change.

Presented By

Dr. Laura Riffel, Behavior
Doctor Seminars

Date

April 7, 2020

Cost

\$200 per attendee

Time

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

Location

Courtyard Marriott
9619 Mariposa Road
Hesperia, CA 92345

Special Accommodations

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

Registration

Please register here:
<https://sbcss.k12oms.org/52-179907>



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**Desert/Mountain SELPA
Due Process Summary
July 1, 2019 - December 13, 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	2	32.5	0	1	0	1	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	6	18.83	1	1	1	3	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	10	58.5	0	0	1	9	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	0	0	1	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	5	35.5	0	1	2	2	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	6	28.49	1	0	2	3	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	8.5	3	43.46	0	2	0	1	0
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	1	1	12.33	0	0	0	1	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0	0.34	0.5	1	1.33	0.83	4.33	3	1.5	3	1	16.83	0	1	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	1	1.5	0	0	1	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	1	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	3	10	0	1	1	1	0
High Tech High International	0	0	0	1	2	0	0	0	0	0	1	4	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
SELPA-WIDE TOTALS	8	15	17	18	33	29.96	33	40	34	42	41	310.9	2	7	8	24	0

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 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Snowline JUSD 2019061248	1. Free Appropriate Public Education <ul style="list-style-type: none"> a. Alternative Augmentative Communication (AAC) b. occupational therapy c. Functional Behavior Assessment (FBA) d. missing IEP members e. placement 	06/28/19	07/22/19	08/28/19	08/16/19	10/01/19 – 10/03/19	Resolution on phone; no settlement reached; mediation held; settled 09/03/19; CLOSED
2. Apple Valley USD 2019070018	1. Free Appropriate Public Education <ul style="list-style-type: none"> a. health aide b. late assessment 	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"> a. occupational therapy b. speech language pathology c. adaptive physical education d. alternative augmentative communication 	06/28/19	Waived		08/12/19	08/20/19 – 08/22/19	Attorneys negotiating outside of resolution; settled 08/14/19; CLOSED
4. High Tech High 2019070209	1. Free Appropriate Public Education <ul style="list-style-type: none"> a. placement b. Educationally Related Mental Health Services (ERMHS) 	07/08/19	07/17/19				07/23/19 settled - CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
5. Hesperia USD Case #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	Settled at resolution 08/23/19; CLOSED
6. Health Sciences Case #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 08/26/19; CLOSED
7. Victor Valley Union High School Dist Case #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	Settled at resolution 08/16/19; CLOSED
8. Hesperia USD Case #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; settled 08/12/19; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 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"> b. Educationally Related Mental Health Services (ERMHS) c. speech language, pragmatics 						
9. Oro Grande SD Case #20190710076	1.Free Appropriate Public Education <ul style="list-style-type: none"> a. Functional Behavior Assessment (FBA) b. Educationally Related Mental Health Services (ERMHS) c. one-to-one aide d. reading goals 	07/26/19	08/08/19		09/09/19	09/17/19 – 09/19/19	Settled 08/08/19 at resolution; CLOSED
10. Hesperia USD Case #2019071079	1.Free Appropriate Public Education <ul style="list-style-type: none"> a. reading goals b. writing goals c. math goals 	07/26/19	Waived	10/08/19	11/25/19	12/03 – 12/05/19	Timeline violated; opposing attorney refused resolution; mediation scheduled; settlement agreement 09/30/19; CLOSED
11. Hesperia USD Case #2019071077	1. Child Find	07/26/19	08/12/19	10/07/19	11/04/19	11/19- 11/21/19	No settlement at resolution; settled post-mediation; CLOSED 10/31/19

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
12. Hesperia USD Case #2019081039	1. Free and Appropriate Public Education (FAPE); Least Restrictive Environment (LRE) placement; 2. Meaningful participation 3. Assessments: Functional Behavior Assessment Occupational Therapy Speech Language Therapy 4. Goals for sensory processing	08/27/19	09/10/19		10/14/19	10/22-10/24/19	Settled at resolution; agreed to compensatory education, assess Speech Language Pathology, occupational therapy, provide Independent Educational Evaluation, Functional Behavior Assessment; CLOSED
13. Victor Elem SD Case #2019081037	1.Appropriate placement Non-public School (NPS)	08/27/19	09/17/19	10/29/19	12/30/19	01/07-01/19/20	Settled post resolution; CLOSED
14. Academy of Academic Excellence (AAE) Case #2019090154	1. Denial of Free and Appropriate Public Education (FAPE) 2. Programs and services a. occupational therapy b. psychoeducational	09/05/19	09/12/19		10/18/19	10/29-10/31/19	Ongoing negotiations; settlement agreement 10/03/19; CLOSED
15. Victor Elem SD Case #2019090045	1.Invalid manifestation determination 2. Behavior related to disability 3. Failed to assess: a. autism b. emotionally disturbed c. Functional Behavior Assessment 4. Inadequate goals	09/04/19	Waived	09/17/19	09/25/19	10/29-10/31/19	Settled at mediation; agreed to expunge manifestation determination; provide Educationally-Related Mental Health Services (ERMHS); compensatory education; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
16. Apple Valley USD Case #2019081133	1. Denied accommodations for cheer tryouts 2. District policies, practice and training for special education accommodations related to sports 3. Student is devastated	08/28/19	09/11/19	11/04/19	11/18/19	12/03-12/05/19	Parent not interested in settling; had no attorney; declined counseling; wants placement on cheer squad; no settlement at mediation of 11/20/19; new attorney obtained complaint & withdrew; CLOSED
17. High Tech High International Case #2019081213	1. Denied Free and Appropriate Public Education (FAPE) 2. Assess in all areas of suspected disability 3. Inadequate a. goals b. assessment	08/29/19	09/26/19		10/14/19	10/22-10/24/19	Settled post resolution 10/23/19; CLOSED
18. Hesperia USD Case #2019090587	1. Denied Free and Appropriate Public Education (FAPE) 2. Failed to assess Speech Language Pathology, occupational therapy; 3. Insufficient goals; 4. Lack of educational benefit 5. Failure to address bullying	09/16/19	10/01/19		10/25/19	11/05-11/07/19	Settled post resolution 10/22/19; CLOSED
19. Victor Elem SD & Desert/Mtn Operations Case #2019090521	1. Placement 2. Safety – travel distance	09/13/19	09/23/19		10/25/19	11/05-11/07/19	Settlement agreement 10/07/19; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
20. Apple Valley USD; SBCSS Case #2019090706	1. Denial of Free and Appropriate Public Education (FAPE) a. Least Restrictive Environment (LRE)/placement b. appropriate goals c. services and supports 2. Failure to convene Individualized Educational Plan (IEP) 3. Failure to assess/triennial 4. Safety	09/18/19	10/01/19		11/04/19	11/13-11/14/19	Not settled at resolution; mediation to be scheduled;
21. Hesperia USD & VVUHSD Case #2019090656	1. Predetermined placement 2. Least Restrictive Environment (LRE) 3. Related services: a. speech language pathology b. occupational therapy c. adapted physical education	09/18/19	10/02/19		11/01/19	11/13-11/14/19	Settled post resolution 10/22/19; CLOSED
22. Victor Elem SD Case #2019090711	1. Placement 2. Negative impact on student	09/17/19	09/27/19		11/04/19	11/13-11/14/19	Filed notice of insufficiency 09/27/19; parent declined all services offered; waiting for withdrawal; OAH vacated; CLOSED
23. Excelsior Case #2019090942	1. Failure to provide Free and Appropriate Public Education (FAPE) 2. Lack of progress	09/24/19	11/07/19	01/08/2020	11/08/19	11/19-11/21/19	VVUHSD dismissed; settlement not reached at resolution; mediation rescheduled;

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	3. Change to certificate of completion 4. Independent Educational Evaluations (IEEs) a. psychoeducational b. Functional Behavior Assessment (FBA) 5. Conduct assessment a. Educationally Related Mental Health Services (ERMHS) b. Special Circumstance Instructional Assistance (SCIA) c. social skills						
24. High Tech High Case #2019091119	Failure to provide Free and Appropriate Public Education (FAPE): 1. Timely Assessment a. mental health b. fine motor c. assistive technology 2. Parent participation a. mental health report 3. Lack of clear goals 4. Failing to implement speech language pathology	09/30/19	10/16/19		11/08/19-11/21/19	11/19-11/21/19	Resolution held; no agreement;
25. High Tech High Case #2019100197	Parent participation No progress report	10/02/19	10/16/19		11/18/19	11/26-11/27/19	Resolution held; no agreement;

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	Failure to provide Free and Appropriate Public Education (FAPE): 1. Unmeasurable goals 2. Placement						
26. Snowline JUSD Case #2019100701	1. Denial of Free and Appropriate Public Education (FAPE) a. one-to-one b. social skills c. mental health d. vocational education 2. Psychoeducational assessment a. independent educational evaluation (IEE)	10/16/19	10/31/19	01/13/20	12/02/19	12/10-12/12/19	Resolution not held due to attorney not being available; Attempting to settle between lawyers; no agreement; mediation scheduled;
27. Snowline JUSD Case #2019100697	1. Denial of Free and Appropriate Public Education (FAPE) a. reading b. social needs c. behavior 2. Failure to assess a. vocational b. functional behavior assessment (FBA) c. adaptive 3. Impeded parent participation 4. Deprived of educational benefit	Amended: 11/15/19	12/11/19		12/02/19	12/10-12/12/19	No agreement at resolution;

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
28. Adelanto SD Case #2019100641	1. Denial of Free and Appropriate Public Education (FAPE) a. comprehensive assessment b. behavior needs c. emotional needs	10/16/19	10/28/19		12/09/19	12/17- 12/19/19	Settlement agreement 10/31/19; CLOSED
29. Snowline JUSD Case #2019100620	Lack of educational benefit a. reading goals b. writing goals c. math goals	10/18/19	10/29/19		12/02/19	12/10- 12/12/19	Agreement reached; awaiting signatures; settled 11/05/19; CLOSED
30. Hesperia USD Case #2019100943	Denial of Free and Appropriate Public Education (FAPE) 1. Failure to provide appropriate program: a. academic b. behavioral 2. Failure to complete triennial review	10/23/19	11/18/19		12/09/19	12/17- 12/19/19	11/25/19 settlement post resolution; CLOSED
31. Hesperia USD Case #2019101079	Denial of Free and Appropriate Public Education (FAPE) a. lack of appropriate program b. not assessed in all areas	10/28/19	11/18/19	12/17/19	01/13/20	01/22- 01/23/20	11/25/19 settlement post resolution; CLOSED
32. Victor Elem SD & Desert/Mountain OPs Case #2019101108	1. Denial of Free and Appropriate Public Education (FAPE) a. inappropriate placement b. behavior intervention services c. one-to-one aide 2. Assessment timeline violation	10/28/19	11/12/19		12/09/19	12/17- 12/19/19	No agreement at resolution;

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
33. Hesperia USD Case #2019101171	Child Find	10/29/19	11/18/19	12/19/19	02/03/20	02/11/- 02/13/20	No agreement at resolution; mediation scheduled;
34. Adelanto SD Case #2019110105	1. Denial of Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> a. failure to provide assistive technology/augmentative and alternative communication (AAC) b. inconsistent one-to-one c. behavior intervention services (BIS) 2. Failure to provide safe transportation 3. Lack of education benefit <ul style="list-style-type: none"> a. goals b. program c. mainstreaming 	11/01/19	11/22/19		12/23/19	01/02/20	Resolution rescheduled; settlement not reached;
35. VUHSD Case #2019110840	1. Denial of Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> a. student placement b. Least Restrictive Environment 2. Goals not reasonably calculated <ul style="list-style-type: none"> a. reading b. writing c. math 3. Lack of remedial reading	11/14/19	12/10/19		12/30/20	01/07- 01/09/20	

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
36. Apple Valley USD Case #2019110949	Denial of Free and Appropriate Public Education (FAPE) a. failure to provide transportation b. pre-determination of transportation need c. no progress report d. no permission to mainstream	11/19/19	12/02/19				Advocate only; settled at resolution; CLOSED
37. Apple Valley USD Case #2019110805	1. Failure to assess in all areas 2. Failure to implement all areas of IEP 3. Failure to offer appropriate occupational therapy services 4. Failure to offer goals in all areas of need	11/21/19	12/02/19		01/13/20	01/22- 01/23/20	
38. Snowline JUSD Case #TBD	Denial of Free and Appropriate Public Education (FAPE) a. augmentative and alternative communication (AAC) b. occupational therapy services c. inaccurate functional behavior assessment (FBA) d. placement e. denied orientation and mobility services f. one-to-one aide	01/27/2020	12/11/19		TBD	TBD	

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – December 13, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
39. Victor Elem SD Case #2019111084	1. Manifestation Determination <ul style="list-style-type: none"> a. inaccurate conclusion b. incomplete team 2. Denial of Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> a. exclusion on extended expulsion b. services 3. Failure to assess <ul style="list-style-type: none"> a. Functional Behavior Assessment (FBA) 4. Inadequately assessed <ul style="list-style-type: none"> a) psychoeducation 	11/27/19		12/12/19	Expedited: 12/20/19 Regular: 01/13/20	Expedited: 01/07-01/09/20 Regular: 01/22-01/23/20	

Desert /Mountain SELPA
Legal Expense Summary
As of December 13, 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	\$176,052.02

PBIS and Mental Health: Implementation and Integration across the Tiers

Presented By

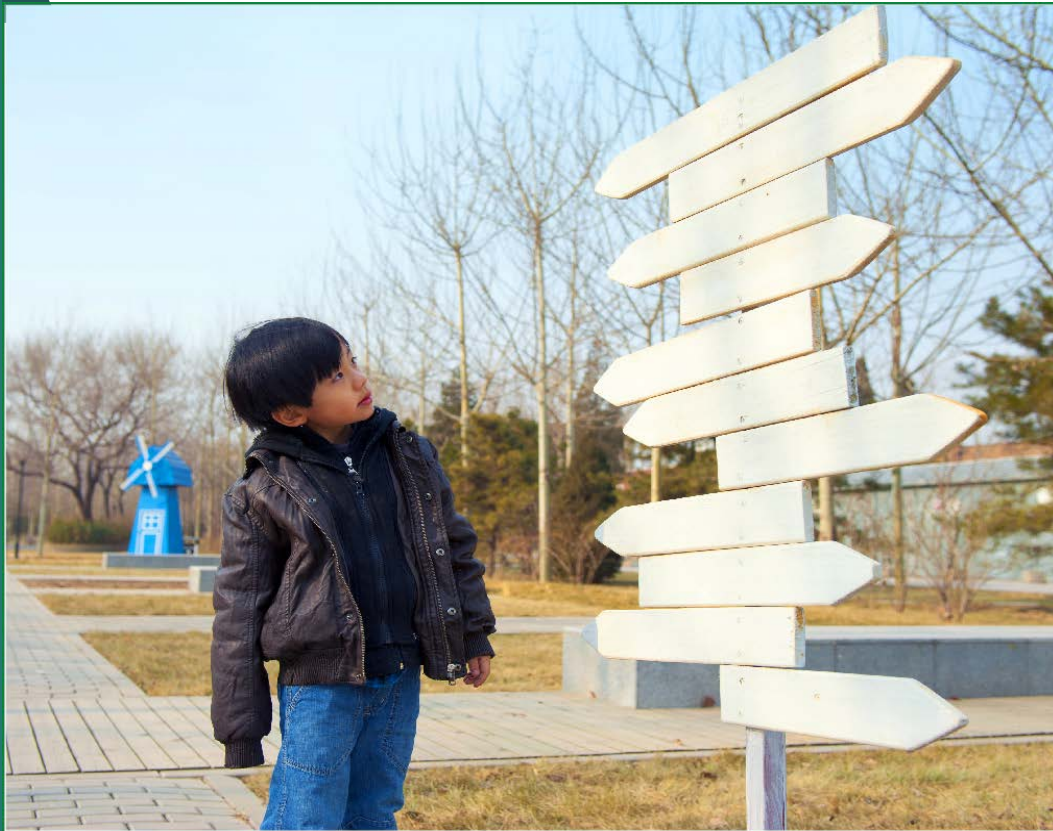
Susan Barrett, Director
Center for Social Behavior Supports

Date

February 19, 2020

Time

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



Description

How would our teams work more effectively if we had one set of teams to address the social-emotional-behavioral and academic needs of our students? The Interconnected Systems Framework enhances the multi-tiered system of supports' (MTSS) core features to intentionally include and integrate mental health and wellness. This training, presented by Susan Barrett, will look at structure and process to guide education and mental health systems to work in the most effective and efficient ways.

Susan Barrett serves as the director for the Center on Social Behavior Supports at Old Dominion University and an implementer partner with the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). She also co-leads the development of the Interconnected Systems Framework, a mental health and PBIS expansion effort.

Location

Apple Valley Unified School District
12555 Navajo Rd., Apple Valley, CA 92308
Multi-Purpose Room

Registration

Please register online at:
<https://sbcss.k12oms.org/52-177497>
Register By February 12, 2020

Audience

District, school, and preschool program site teams.

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



Melynda Paxton
Melynda.Paxton@cahelp.org
442.292.5094, ext. 212



www.cahelp.org
<https://sbcss.k12oms.org>

8.9 Compliance Update

Verbal presentation, no materials

8.10 Nonpublic School/Nonpublic Agency Update
Verbal presentation, no materials

8.11 Temporary Intensive Supports Assessment
Verbal presentation, no materials

8.12 CPI Flex/Blended Learning
Verbal presentation, no materials

MEMORANDUM

Date: December 3, 2019
To: Directors of Special Education
From: Richard Frederick, Area Director

Subject: Audiological Service Reports

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

If you have any questions concerning these reports, please contact Dale Folkens, Ed. D. Principal at (760) 244-6131 ext 247 or via email at dale.folkens@sbcss.net.



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

MEMORANDUM

Date December 13, 2019
To: Directors of Special Education
From: Kathleen Peters, Program Manager

Subject: **Occupational and Physical Therapy Reports**

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

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	12		2	14	12		1	13	11		2	13	13		1	14
Apple Valley	14		12	26	15		9	24	14		9	23	18		12	30	17		12	29	16		13	29
Baker																								
Barstow	6	1		7	5	1		6	5	1		6	5	1		6	5	1		6	5	1		6
Bear Valley		1		1		1		1		1		1		1		1		1		1		1		1
Helendale																								
Hesperia	12	1	1	14	9	1	1	11	8	1	1	10	8	1	1	10	10	1		11	9	1		10
High Tech High																								
Lucerne Valley	1	1		2	1	1		2	1	1		2	1	1		2	1	1		2	1	1		2
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	8	3	1	12	7	3	1	11	5	2	1	8	5	2	1	8	6	2	1	9	6	2	1	9
Trona																								
Victor Elem	9		2	11	8		2	10	8		3	11	8		3	11	9		3	12	10		3	13
VVUHSD	20	4		24	19	4	1	24	20	2	1	23	17	2	1	20	16	2	1	19	15	2	1	18
TOTALS	80	11	19	110	74	11	16	101	73	8	17	98	74	8	19	101	75	8	19	102	75	8	19	102
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

Date/Time	Event	Location
2/28/2019 12:30 PM - 3:30 PM	VISUAL SUPPORTS: EDUCATING ALL STUDENTS	DMESC
3/5/2019 8:00 AM - 4:00 PM	YOUTH MENTAL HEALTH FIRST AID-SESSION A	DMESC
3/5/2019 8:00 AM - 4:00 PM	YOUTH MENTAL HEALTH FIRST AID-SESSION B	DMESC
3/6/2019 1:00 PM - 4:00 PM	WEBIEP AFERNOON SESSION	DMESC
3/6/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
3/7/2019 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP	
3/8/2019 1:00 PM - 4:00 PM	PERFORMANCE INDICATOR REVIEW (PIR)	DMESC
3/12/2019 12:30 PM - 3:30 PM	PBIS REINFORCEMENTS IN THE INCLUSIVE CLASSROOM	DMESC
3/12/2019 8:30 AM - 11:30 A	CALIFORNIA ALTERNATE ASSESSMENT (CAA) MORNING SESSION	DMESC
3/12/2019 1:00 PM - 4:00 PM	CALIFORNIA ALTERNATIVE ASSESSMENT (CAA) AFTERNOON SESSION	DMESC

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17800 Highway 18, Apple Valley, California 92307
(760) 552-6700 Office * (760) 242-5363 Fax

Upcoming Trainings

Date/Time	Event	Location
3/13/2019 8:30 AM - 11:30 A	EARLY CHILDHOOD DAILY SCHEDULES AND VISUAL SUPPORTS	DMESC
3/13/2019 8:30 AM - 3:30 PM	IEP FORMS AND FACTS	DMESC
3/14/2019 12:30 PM - 3:30 PM	AUTISM FOR PARAPROFESSIONALS	ADELANTO ELEMENTARY
3/15/2019 2:00 PM - 4:00 PM	OUTREACH COLLABORATIVE	DMESC
3/15/2019 2:30 PM - 4:00 PM	SPANISH TRANSLATORS' WORKGROUP	DMESC
3/19/2019 8:30 AM - 3:00 PM	MEANINGFUL PARENT PARTICIPATION	DMESC
3/19/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
3/20/2019 8:00 AM - 2:30 PM	PBIS COACHING COLLABORATIVE	AESD
3/21/2019 8:30 AM - 3:30 PM	TRAUMA, TOXIC STRESS, BEHAVIOR, AND THE DEVELOPING BRAIN AND ADVERSE BACKGROUNDS	DMESC
3/28/2019 12:30 PM - 3:30 PM	REINFORCEMENT	DMESC

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Upcoming Trainings

Date/Time	Event	Location
3/28/2019 8:00 AM - 4:00 PM	RESTORATIVE CONFERENCES	DMESC
4/1/2019 12:30 PM - 3:30 PM	PROMPTING	DMESC
4/2/2019 8:30 AM - 3:30 PM	BSP THROUGH THE PBIS LENS	DMESC
4/3/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
4/3/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
4/3/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
4/4/2019 3:00 PM - 5:00 PM	PRIVATE SCHOOLS MEETING	DMESC
4/5/2019 9:00 AM - 5:00 PM	EMPOWERED TO CONNECT LIVE SIMULCAST	DMESC
4/5/2019 9:00 AM - 11:00 A	SPECIAL CIRCUMSTANCE INSTRUCTIONAL ASSISTANCE (SCIA) REVIEW	DMESC
4/11/2019 8:30 AM - 3:30 PM	AUTISM FOR PARAPROFESSIONALS: BEHAVIOR, COMMUNICATION, AND SOCIAL UNDERSTANDING	DMESC

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Upcoming Trainings

Date/Time	Event	Location
4/12/2019 12:30 PM - 3:30 PM	EARLY CHILDHOOD CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE-TIME) INSTRUCTION	DMESC
4/12/2019 8:30 AM - 3:30 PM	STEERING AND SPECIAL EDUCATION DIRECTORS' TRAINING	DMESC
4/15/2019 8:30 AM - 4:00 PM	IMSE ComPrehensive Orton-Gillingham	DMESC
4/17/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
4/23/2019 5:30 PM - 7:30 PM	11TH ANNUAL TRANSITION RESOURCE FAIR	DMESC
4/25/2019 8:30 AM - 3:30 PM	PBIS TEAM WORKGROUP	DMESC
4/25/2019 1:30 PM - 3:30 PM	PROMOTE PROCESS AFTERNOON SESSION	DMESC
4/25/2019 9:00 AM - 11:00 A	PROMOTE PROCESS COURSE MORNING SESSION	DMESC
4/30/2019 8:30 AM - 2:00 PM	IMPLEMENTING CULTURALLY RESPONSIVE SYSTEMS AND PRACTICES	DMESC
4/30/2019 12:30 PM - 3:30 PM	SCHOOL PYSCHOLOGISTS COMMITTEE MEETING	DMESC

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Upcoming Trainings

Date/Time	Event	Location
5/1/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
5/3/2019 1:30 PM - 3:30 PM	EARLY CHILDHOOD PROFESSIONAL LEARNING COLLABORATIVE GROUP	DMESC
5/3/2019 9:00 AM - 3:00 PM	MANAGEMENT INFORMATION SYSTEM (MIS) USERS' MEETING	DMESC
5/9/2019 5:00 PM - 7:00 PM	COMMUNITY ADVISORY COMMITTEE	DMESC
5/13/2019 12:30 PM - 4:00 PM	SO YOU WANNA ASSESS	DMESC
5/13/2019 8:30 AM - 12:00 PM	SO YOU WANNA ASSESS	DMESC
5/15/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
5/15/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
5/15/2019 2:00 PM - 4:00 PM	WONDERFUL WORLD OF SANDTRAY	DMESC
5/17/2019 12:00 PM - 3:00 PM	COMMUNITY RESOURCE FAIR	DMESC

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Upcoming Trainings

Date/Time	Event	Location
5/21/2019 4:00 PM - 7:30 PM	PEERS ALUMNI NIGHT	DMESC
5/23/2019 8:00 AM - 4:00 PM	TBRI: INTRODUCTION AND OVERVIEW	DMESC
5/24/2019 12:30 PM - 3:30 PM	MANAGING BURNOUT, COMPASSION FATIGUE, VICARIOUS TRAUMA, AND RESILIENCE	DMESC
5/24/2019 11:30 A - 2:30 PM	SPECIAL CIRCUMSTANCE INSTRUCTION ASSISTANCE (SCIA) REVISION WORK GROUP	DMESC
5/24/2019 8:00 AM - 4:00 PM	TBRI: CONNECTING PRINCIPLES	DMESC
6/14/2019 10:00 A - 11:30 A	SUMMER FAMILY FUN DAYS	DMESC
7/9/2019 8:30 AM - 4:00 PM	TBRI EMPOWERING PRINCIPLES	DMESC
7/12/2019 10:00 A - 11:30 A	SUMMER FAMILY FUN DAYS	DMESC
7/16/2019 8:30 AM - 4:00 PM	TBRI: CORRECTING PRINCIPLES	DMESC
7/23/2019 2:00 PM - 4:00 PM	WHAT ANIMAL AM I?	DMESC

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Upcoming Trainings

Date/Time	Event	Location
7/24/2019 1:15 PM - 2:45 PM	FOSTERING RESILIENCE THROUGH PERSONAL CONNECTION	PALM DESERT
8/1/2019 8:00 AM - 4:00 PM	EARLY CHILDHOOD TRAUMA INFORMED PBIS FOUNDATIONS	BARSTOW UNIFIED SCHOOL DISTRICT
8/6/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
8/14/2019 8:00 AM - 11:30 A	EC TRAUMA INFORMED PBIS TEAM EXPLORATION AND READINESS - PSD - AM SESSION	DMESC
8/14/2019 12:30 PM - 4:00 PM	EC TRAUMA INFORMED PBIS TEAM EXPLORATION AND READINESS - PSD - PM SESSION	DMESC
8/14/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
8/20/2019 12:30 PM - 3:30 PM	EARLY CHILDHOOD TRAUMA INFORMED MODEL CLASSROOM (TOT)	DMESC
8/20/2019 11:00 A - 12:00 PM	EC PBIS DIRECTORS' COLLABORATIVE	DMESC
8/20/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
8/21/2019 12:30 PM - 3:30 PM	THE ROLE OF UNIVERSAL SCREENING IN TIERED SYSTEMS OF SUPPORT OVERVIEW	DMESC

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California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
8/21/2019 8:30 AM - 3:30 PM	TIER 2 EC PBIS TRAUMA INFORMED SOCIAL EMOTIONAL LEARNING	DMESC
8/22/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
8/23/2019 8:30 AM - 4:30 PM	CONSCIOUS DISCIPLINE - BEYOND BEHAVIOR MANAGEMENT: GUIDING CHILDREN FROM THE INSIDE OUT	DMESC
8/28/2019 8:30 AM - 3:30 PM	CPI	DMESC
8/28/2019 5:00 PM - 6:30 PM	PEERS COHORT 7A	
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
8/29/2019 9:00 AM - 12:00 PM	NEUROBIOLOGY OF ATTACHMENT: PROMOTING DEVELOPMENT AND LEARNING THROUGH RELATIONSHIPS IN CHILDREN WITH PRENATAL	COURTYARD BY MARRIOTT HESPERIA
8/30/2019 1:30 PM - 4:00 PM	WEB IEP AFTERNOON SESSION	DMESC
9/4/2019 8:30 AM - 12:30 PM	DISPROPORTIONALITY AND THE DATA	CHAMBER OF COMMERCE

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Upcoming Trainings

Date/Time	Event	Location
9/4/2019 8:30 AM - 3:30 PM	EARLY CHILDHOOD TRAUMA INFORMED PBIS BOOTCAMP	AVUSD
9/5/2019 2:00 PM - 4:00 PM	DIAGNOSIS AND TREATMENT OF ADOLESCENT POPULATIONS PRESENTING WITH PSYCHOSIS	DMESC
9/5/2019 8:30 AM - 2:30 PM	PBIS BULLY PREVENTION AND INTERVENTION	DMESC
9/6/2019 8:00 AM - 3:30 PM	LEADERSHIP LEVERS	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
9/10/2019 1:30 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
9/10/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC

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Upcoming Trainings

Date/Time	Event	Location
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 TWO: EC TRAUMA INFORMED PBIS SOCIAL EMOTIONAL LEARNING PATHWAY	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 1:30 PM - 3:30 PM	EARLY CHILDHOOD PROFESSIONAL LEARNING COLLABORATIVE GROUP	DMESC
9/13/2019 1:00 PM - 3:30 PM	Pathway: Legally Compliant Individual Education Program (IEP)	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	PBIS TEAM TRAINING - YEAR 1	DMESC
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

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Upcoming Trainings

Date/Time	Event	Location
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 5:00 PM - 7:00 PM	REGION 10 PBIS RECOGNITION EVENT	GRANITE HILLS HS
9/24/2019 8:00 AM - 1:00 PM	TPP BEGINNING OF THE YEAR MEETING	DMESC
9/25/2019 8:30 AM - 3:30 PM	CPI	DMESC
9/25/2019 1:00 PM - 3:45 PM	PBIS ALT ED B - TEAM TRAINING	AVUSD

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Upcoming Trainings

Date/Time	Event	Location
9/25/2019 8:30 AM - 2:30 PM	PBIS YEAR 1 COACH AND ADMINISTRATOR TRAINING	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
9/30/2019 8:00 AM - 4:00 PM	PLC TRAINING	DMESC
10/1/2019 8:30 AM - 3:30 PM	PBIS BOOTCAMP	DMESC
10/1/2019 12:30 PM - 3:30 PM	SCHOOL PSYCHOLOGISTS COMMITTEE MEETING	DMESC
10/1/2019 8:30 AM - 12:30 PM	SCHOOL PSYCHOLOGISTS COMMITTEE MEETING	DMESC
10/1/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
10/2/2019 8:30 AM - 3:30 PM	PBIS TEAM TRAINING - YEAR 2 - COHORT 10A	AVUSD

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Upcoming Trainings

Date/Time	Event	Location
10/2/2019 12:30 PM - 3:30 PM	SCHOOL BASED MENTAL HEALTH SUPPORTS AND MULTI-TIERED SYSTEMS OVERVIEW	DMESC
10/3/2019 8:30 AM - 12:30 PM	1:1 PARAPROFESSIONAL ASSISTANCE: DETERMINING THE NEED AND WORKING EFFECTIVELY WITH ONE	DMESC
10/3/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
10/4/2019 8:30 AM - 3:30 PM	PBIS TEAM WORKGROUP K-12	DMESC
10/8/2019 8:30 PM - 3:30 PM	AUTISM FOR PARAPROFESSIONALS: Behavior, Communication & Social Understanding	DMSSELPA
10/8/2019 8:30 AM - 3:30 PM	DYSLEXIA: ASSESSMENTS AND ACADEMICS	DMESC
10/8/2019 8:30 AM - 3:30 PM	THE PARAPROFESSIONAL ACADEMY	DMESC
10/8/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
10/9/2019 8:30 AM - 3:30 PM	THE ROLE OF UNIVERSAL SCREENING IN TIERED SYSTEMS OF SUPPORT	DMESC
10/10/2019 2:00 PM - 4:00 PM	CAPTAINS QUARTERLY COLLABORATION MEETING	

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California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
10/15/2019 1:00 PM - 4:00 PM	LEAPS	DMESC
10/15/2019 9:00 AM - 3:00 PM	MIS Users Meeting	DMESC
10/17/2019 5:30 PM - 7:00 PM	COMMUNITY ADVISORY COMMITTEE (CAC) MEETING	DMESC
10/17/2019 8:30 AM - 4:30 PM	MANAGING SCHOOL CRISIS: FROM THEORY TO APPLICATION	DMESC
10/17/2019 8:00 AM - 4:30 PM	MANAGING SCHOOL CRISIS: FROM THEORY TO APPLICATION	DMESC
10/17/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
10/18/2019 2:00 PM - 4:00 PM	Least Restrictive Environment	DMESC
10/18/2019 -	SPECIAL EDUCATION DIRECTORS TRAININGS	DMESC
10/22/2019 1:00 PM - 4:00 PM	ADMINISTERING THE CALIFORNIA ALTERNATE ASSESSMENT (CAA) AFTERNOON SESSION	DMESC
10/22/2019 8:30 AM - 11:30 A	ADMINISTERING THE CALIFORNIA ALTERNATE ASSESSMENT (CAA) MORNING SESSION	DMESC

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Upcoming Trainings

Date/Time	Event	Location
10/22/2019 2:30 PM - 2:00 PM	REINFORCEMENT	DMESC
10/22/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
10/23/2019 8:30 AM - 3:30 PM	CPI	DMESC
10/24/2019 8:30 AM - 4:30 PM	BASIC RESTORATIVE PRACTICES	DMESC
10/25/2019 12:00 PM - 3:30 PM	EARLY CHILDHOOD ENVIRONMENTS: DESIGNING EFFECTIVE PRESCHOOL CLASSROOMS FOR ALL STUDENTS	DMESC
10/25/2019 12:30 PM - 4:00 PM	LDSIMS	DMESC
10/28/2019 1:00 PM - 4:00 PM	MANAGING SCHOOL CRISIS: REFRESHER	DMESC
10/29/2019 8:00 AM - 4:00 PM	PRINCIPLES OF THERAPLAY AND SUNSHINE CIRCLES	DMESC
10/31/2019 8:30 AM - 3:30 PM	UNIVERSAL DESIGN FOR LEARNING: ACCESS FOR ALL	DMESC
11/1/2019 8:30 AM - 2:30 PM	PBIS COACH AND ADMINISTRATOR FORUM - YEARS 2 AND 3	DMESC

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California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
11/4/2019 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP #1	DMESC
11/5/2019 8:30 AM - 3:30 PM	COLLABORATIVE IEP: ALIGNING THE SUN, THE MOON, AND THE STARS	DMESC
11/5/2019 8:30 AM - 3:30 PM	PATHWAY: ALTERNATIVE DISPUTE RESOLUTION (ADR)	DMESC
11/5/2019 2:30 PM - 4:00 PM	REINFORCEMENT-APPLICATION	DMESC
11/6/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
11/6/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
11/7/2019 8:30 AM - 3:30 PM	BEHAVIORAL SUPPORT PLAN (BSP), THROUGH THE PBIS LENS	DMESC
11/7/2019 8:00 AM - 3:30 PM	TRANSITION PLANNING FOR ALL STUDENTS	CITY OF VICTORVILLE
11/12/2019 10:00 A - 12:00 PM	OUTREACH COLLABORATION - COMMUNITY SERVICES NETWORKING EVENT	DMESC
11/12/2019 2:00 PM - 4:00 PM	SUPPORTING AND UNDERSTANDING CHILDREN FROM ADVERSE BACKGROUNDS	DMCC

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Date/Time	Event	Location
11/12/2019 8:30 AM - 12:00 PM	UNDERSTANDING ACCESSIBILITY RESOURCES WITHIN THE CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	DMESC
11/12/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
11/13/2019 8:30 AM - 4:30 PM	RESTORATIVE CONFERENCES	DMESC
11/13/2019 8:30 AM - 3:30 PM	WHY TRY? THE FOUNDATION COURSE LEVEL 1	DMESC
11/14/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
11/14/2019 8:00 AM - 4:00 PM	YOUTH MENTAL HEALTH FIRST AID	DMESC
11/15/2019 8:30 AM - 3:30 PM	CLASSROOM CONNECTIONS THROUGH CONSCIOUS DISCIPLINE PRACTICES	DMESC
11/15/2019 9:00 AM - 12:00 PM	MIS USERS' MEETING	DMESC
11/15/2019 12:30 PM - 3:30 PM	SUPPORTING AND UNDERSTANDING CHILDREN FROM ADVERSE BACKGROUNDS	DMESC
11/19/2019 2:30 PM - 4:00 PM	PROMPTING	

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Upcoming Trainings

Date/Time	Event	Location
11/20/2019 8:30 AM - 3:30 PM	CPI	DMESC
12/2/2019 8:30 AM - 4:00 PM	IMSE INTERMEDIATE ORTON-GILLINGHAM TRAINING	DMESC
12/3/2019 8:00 AM - 12:30 PM	Manifestation Determination Process	DMESC
12/3/2019 8:30 AM - 3:30 PM	PBIS AND MENTAL HEALTH:IMPLEMENTATION AND INTEGRATION ACROSS THE TIERS	APPLE VALLEY UNIFIED SCHOOL DISTRICT
12/3/2019 2:30 PM - 4:00 PM	PROMPTING - APPLICATION	
12/4/2019 8:30 AM - 3:30 PM	PBIS AND MENTAL HEALTH:IMPLEMENTATION AND INTEGRATION ACROSS THE TIERS	APPLE VALLEY UNIFIED SCHOOL DISTRICT
12/6/2019 12:00 PM - 3:30 PM	EARLY CHILDHOOD DAILY SCHEDULES AND VISUAL SUPPORTS	DMESC
12/10/2019 2:30 PM - 4:00 PM	VISUAL SUPPORTS FOR ALL STUDNETS	DMESC
12/10/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
12/10/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC

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Upcoming Trainings

Date/Time	Event	Location
12/11/2019 12:30 PM - 3:45 PM	PBIS ALT ED A - TEAM TRAINING	HIGH DESERT PREMIER ACADEMY
12/12/2019 5:30 PM - 7:00 PM	COMMUNITY ADVISORY COMMITTEE (CAC) MEETING	DMESC

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