

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING**  
*February 21, 2020 – 8:30 a.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

**AGENDA - Revised**

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**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**

**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 February 21, 2020 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

**6.0 PUBLIC HEARING**

6.1 Desert/Mountain SELPA Local Plan – First Read

California Education Code requires that a Special Education Local Plan be presented for public hearing prior to submission to the California Department of Education (CDE). The Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region. By July 1, 2020 all SELPAs are required to submit a Local Plan using CDE adopted templates. A first reading draft of the 2020-21 Desert/Mountain SELPA Local Plan will be presented for public hearing.

6.2 Desert/Mountain SELPA Board Policy – First Read

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with 20 *USC* and in accordance with 34 *CFR* Section 300.201 and has in effect policies, procedures, and programs. The Desert/Mountain SELPA Board Policy (BP) 0000, a component of the Local Plan Section B: Governance and Administration will be presented for first read.

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6.3 Desert/Mountain SELPA Administrative Regulations – First Read

Administrative Regulations describe how Board Policy will be carried out. The Desert/Mountain SELPA Administrative Regulation (AR) 0000 will be presented for first read.

**7.0 CONSENT ITEMS**

It is recommended that the Steering and Finance 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:

7.1.1 Approve the January 17, 2020 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

**8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS**

8.1 Special Education Summit

Jenae Holtz will provide information regarding the Special Education Summit, which is scheduled for Thursday, September 10, 2020 at Desert Mountain Educational Service Center.

8.2 CDE Mega Letters

Jenae Holtz will provide information and instruction pertaining to CDE Mega Letters.

8.3 Special Education and Section 504

Jenae Holtz will lead a discussion on the relationship between special education and Section 504.

8.4 California Longitudinal Pupil Achievement Data System (CALPADS) Submissions

Jenae Holtz will provide information regarding CALPADS submissions.

8.5 Desert/Mountain Children’s Center Client Services Reports

Linda Llamas will present the D/M Children’s Center Client Services monthly reports.

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8.6 Professional Learning Summary and Update

Heidi Chavez will present the D/M SELPA's Professional Learning Summary and update.

8.7 Resolution Support Services Summary

Kathleen Peters will present the D/M SELPA's Resolution Support Services Summary and update.

8.8 Prevention and Intervention Update

Kami Murphy will present Prevention and Intervention update.

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 Autism Society of California, Matthew Paul Finnigan Memorial Scholarship Fund

Jennifer Rountree will share information regarding the Autism Society of California, Matthew Paul Finnigan Memorial Scholarship Fund. Link <http://www.autismsocietyca.org/finnigan-scholarship.html>

**9.0 FINANCE COMMITTEE REPORTS**

9.1 Governor's Budget

Marina Gallegos will present information on the Governor's Budget.

**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

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**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.

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 and Finance Committee will be held on Friday, March 20, 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.*



# **LOCAL PLAN**

## **Section B: Governance and Administration**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

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## B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

### Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

### Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Desert/Mountain Special Education Local Plan Area (SELPA) is located in the Desert/Mountain region of San Bernardino County. The Desert/Mountain SELPA's LEAs cover more than a 20,100 square mile radius. Our region is from the mountains (Bear Valley) to Trona, from the top of the Cajon Pass to the Arizona border (Needles) and San Diego County where several of our charter schools are located.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The Desert/Mountain SELPA regional governance and administrative structure of the local plan falls under the governance and administrative structure of the California Association of Health and Education Linked Professions (CAHELP) Joint Powers Authority (JPA). CAHELP JPA operates the departments of Desert/Mountain SELPA, Desert/Mountain Charter SELPA and Desert/Mountain Children's Center (a mental health component). CAHELP JPA is a consortium of local school districts within our geographical region and charter LEAs in our region and in San Diego County. Participating LEAs of the Desert/Mountain SELPA have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the Desert/Mountain SELPA. The CAHELP JPA Governance Council is the governing board of the Desert/Mountain SELPA and shall adopt policies for the Desert/Mountain SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA board have the same status and authority as other LEA board policy. In adopting the Local Plan, each LEA agrees to carry out

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the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement of the participating LEAs. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

For Charter LEAs outside the geographic boundaries of the Desert/Mountain SELPA catchment area (San Bernardino County), the CAHELP JPA Governance Council shall ensure that these Charter LEAs have full access and opportunity to participate in the coordinated system of services for identified students with disabilities. To ensure that all identified students have access, a Charter LEA with assistance from the Desert/Mountain SELPA office, may enter into a Memorandum of Understanding (MOU) and/or a contractual arrangement with the local SELPA or surrounding SELPAs or other LEAs within close proximity to the Charter LEA, including nonpublic agencies and nonpublic schools, to ensure that students are identified, assessed, receive individualized education program planning, review, and reevaluation.

The function of the Desert/Mountain SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/Mountain SELPA. All such programs are to operate in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain SELPA policies and procedures.

The Local Plan is a joint effort of the CAHELP JPA, Office of the San Bernardino County Superintendent of Schools, and participating LEAs, including Charter LEAs outside the geographic boundaries of the Desert/Mountain SELPA. Participating LEAs work in cooperation with the Office of the San Bernardino County Superintendent of Schools to ensure that all eligible students with disabilities enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools, community schools, and juvenile court schools within the Desert/Mountain SELPA will have access to appropriate special education programs and related services. The Desert/Mountain SELPA will ensure and provide support to the LEAs that are out of the geographic area to ensure that all eligible students with disabilities enrolled in alternative education programs have access to appropriate special education programs and related services.

The Office of the San Bernardino County Superintendent of Schools is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain SELPA, and the CAHELP JPA Governance Council may change the RLA and AU in its discretion and in accordance with California law.

All structural changes within the organization of the Desert/Mountain SELPA, including changes in governance, are decided through deliberations of the CAHELP JPA Governance Council. All conflicts are ultimately resolved through deliberations of the CAHELP JPA Governance Council. However, most concerns are managed within various committee interactions. The SELPA Steering/Finance committee examines program issues, staffing needs, fiscal issues and advises

the CAHELP JPA Governance Council regarding adoption of the Annual Service Plan and the Annual Budget Plan. If necessary, recommendations regarding policies, procedures, and the implementation of the Local Plan can be given to the CAHELP CEO for ultimate consideration by the CAHELP JPA Governance Council.

The Desert/Mountain SELPA is governed by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn be advised the SELPA Steering/Finance Committee and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure that all aspects of the approved SELPA Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP JPA Governance Council.

**CAHELP JPA Governance Council**

The CAHELP Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert/Mountain SELPA, and two (2) CEO representatives from the Desert/Mountain Charter SELPA. A CEO representing multiple LEAs shall count as a single member of the Governance Council. Each member of the Governance Council may designate, in writing, an alternate representative, including but not limited to, another member of the Governance Council ("proxy"), if the Superintendent/CEO is unable to attend a meeting, which designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO for the purpose of decision-making. Such a designation must be received by the CEO prior to the commencement of a scheduled meeting of the Governance Council, and shall be good only for that meeting. One-third (1/3) of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member agencies for the education of each individual with disabilities and to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all SELPA funds and provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with disabilities, and to undertake such ancillary and related programs as determined by the Governance Council. The Governance Council shall determine all policy matters for the CAHELP JPA.

Policies governing the Desert/Mountain SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. Individuals wishing an opportunity to address the Desert/Mountain SELPA Steering/Finance Committee and/or the CAHELP JPA Governance Council on a particular agenda item, or have the Steering/Finance Committee and/or the CAHELP Governance Council consider a topic, are invited to complete a Request to Address either the Steering/Finance committee and/or the CAHELP JPA Governance Council form.

The CAHELP JPA Governance Council shall review the Desert/Mountain SELPA Local Plan and recommend modifications on an annual basis or as necessary. The CAHELP CEO and SELPA Steering/Finance Committee shall assist the CAHELP JPA Governance Council with

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these reviews.

The CAHELP JPA Governance Council may initiate and carry on an activity, or may otherwise act in any manner which is not inconsistent with or preempted by law, and which is not in conflict with the purposes for which the Desert/Mountain SELPA is established.

The CAHELP JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. Governance Council members shall be involved in the budget review and approval process for the Local Plan. The County Superintendent of Schools as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of Desert/Mountain SELPA staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP JPA Governance Council.

**Responsibilities of the CAHELP JPA Governance Council**

The CAHELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all Desert/Mountain SELPA policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the Desert/Mountain SELPA office;
- E. Provide leadership to the Desert/Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
- G. Evaluate the performance of the CAHELP CEO;
- H. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- I. Meet as often as necessary during the year to implement the business of the Desert/Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the Governance Council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the SELPA Steering/Finance Committee;
- N. Establish and promote a Community Advisory Committee (CAC);
- O. Receive recommendations from the CAC, SELPA Steering/Finance Committee, LEA boards, and other concerned agencies and individuals;
- P. Decide disputes, if any, between participating LEAs that arise concerning special education

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related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;

Q. Annually evaluate the Local Plan implementation and operations; and

R. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

**SELPA Steering/Finance Committee**

Each participating LEA shall appoint an appropriate administrator of special education programs and an administrator of the LEAs business department to membership of the SELPA Steering/Finance Committee. The SELPA Steering/Finance Committee may be requested by the CAHELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the Desert/Mountain SELPA.

The SELPA Steering/Finance Committee meets on a regular basis. The CAHELP CEO or designee serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide informed decision-making.

The duties of the SELPA Steering /Finance Committee include, but are not limited to, the following:

A. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the CAHELP JPA Governance Council;

B. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan;

C. Develop procedures and recommendations for programs and services for review, modification, and approval by the CAHELP JPA Governance Council;

D. Develop, review, and/or modify an annual budget for SELPA operations, including Regional Services, Program Specialists, and other SELPA administrative budgets prior to review, modification, and approval by the CAHELP JPA Governance Council;

E. Recommend and monitor staff development training programs, including parent education activities;

F. Provide recommendations for membership for the CAC;

G. Develop, review, and/or modify the Annual Service Plan prior to adoption by the CAHELP JPA Governance Council;

H. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the CAHELP JPA Governance Council;

I. Provide information and recommendations for the development, modification, and implementation of the SELPA funding allocation plan to the CAHELP JPA Governance Council; and,

J. Review and make recommendations to the CAHELP JPA Governance Council regarding decisions that impact the finances of LEAs.

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA Steering/Finance Committee may choose to form subcommittees to focus on special issues. Such



subcommittees shall report to the SELPA Steering/Finance Committee, or CAHELP JPA Governance Council, as appropriate.

**Distribution of Federal and State Funds**

All federal and state special education funds shall be allocated to the Desert/Mountain SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the CAHELP JPA Agreement and Bylaws, and California and federal law.

**Responsibilities for Distribution of Federal and State Funds**

A. The governing boards of the LEAs participating in the Desert/Mountain SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The SELPA Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to the LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert/Mountain SELPA provides an annual allocation plan to the Office of the San Bernardino County Superintendent of Schools for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

**B. Monitoring the Use of State and Federal Funds**

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.

2. The CAHELP CEO, with the assistance of the SELPA Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert/Mountain SELPA monitors the distribution and appropriate use of funds and shares this information with the SELPA Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

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The Desert/Mountain SELPA is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements.

If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

**Procedures for Changes in Governance Structure**

Any changes in the governance structure of the Desert/Mountain SELPA are subject to specific provisions of California Education Code 56140, 56195, et. seq., 56195.1 et seq., and 56202 et seq.

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notifying CDE, Desert/Mountain SELPA, and the County Superintendent at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).
2. Any alternative plan of an LEA is subject to the approval of the County Superintendent of the county, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with disabilities (California Education Code 56140 (b)).
4. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).
5. Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the Desert/Mountain SELPA must meet the standards established by the State Board of Education.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The CAHELP JPA Governance Council is the governing board of the Desert/Mountain SELPA and shall adopt policies for the Desert/Mountain SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA board have the same status and authority as other LEA board policy. All proposed policies are vetted through the Desert/Mountain SELPA Program Team consisting of



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the administrator, program managers, program specialists and intervention specialists within the Desert/Mountain SELPA. Policies are then taken to the Steering/Finance committee for review, input and approval. The final phase of the policy making is with the CAHELP JPA Governance Council reviewing, providing input and approval.

Opportunities for parent, community input are made through the Steering/Finance Committee meetings and the CAHELP JPA Governance Council meetings.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain SELPA.

**A. Responsibilities of the RLA**

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The SELPA Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support SELPA functions.

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The Desert/Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

### **B. Selection, Employment, and Evaluation of the SELPA Staff**

The governing boards of each of the participating LEAs agree to invest the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain SELPA. In reviewing and approving the SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain SELPA office upon recommendation of the CAHELP CEO.

Desert/Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in operation with the San Bernardino County Superintendent of Schools Office including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable SELPA employed personnel.

### **C. CAHELP CEO**

The fundamental role of the CAHELP CEO is to provide leadership and facilitate and decision making process regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the Desert/Mountain SELPA as a whole without promoting any particular LEAs' interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted

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in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CAHELP JPA Governance Council. The CAHELP CEO is evaluated by a joint committee comprised of the Chair of the CAHELP JPA Governance Council and at least two other superintendents/CEOs from the CAHELP JPA Governance Council. The evaluation is confirmed by a vote of the CAHELP JPA Governance Council.

The CAHELP CEO shall have the responsibility for the coordination of all SELPA activities.

### **SELPA Staff**

The CAHELP JPA Governance Council shall be responsible for designating the employees to support the functioning of the SELPA. In reviewing and approving the SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the employees for the SELPA office upon recommendation of the CAHELP JPA CEO.

SELPA employees shall be employed by the Responsible Local Agency (RLA) and supervised by the CAHELP JPA CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

The supervision of the Desert/Mountain SELPA will be determined by the CAHELP CEO. An organizational chart showing the staff to be supervised by the members of the SELPA management team will be provided to the CAHELP JPA Governance Council annually.

### **Program Managers**

The Desert/Mountain SELPA employs Program Managers for various departments within our organization. The departments may include but are not limited to:

- \* Resolution Support Services
- \* Regional Professional Learning
- \* Career Technical Education
- \* Prevention and Early Intervention
- \* Compliance

Included in the Desert/Mountain SELPA staffing are Program Specialists with areas of expertise to provide professional learning and supports to our LEAs.

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5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

The function of the Desert/Mountain SELPA and participating LEAs is to provide quality education programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain SELPA, including charter schools who operate as a school of the district or as a LEA.

The Desert/Mountain SELPA currently has several LEA charter schools who are members. Some of these Charter LEAs are outside the geographic boundaries of the Desert/Mountain SELPA. The CEOs of the Charter LEAs in and outside of the geographic boundaries of the Desert/Mountain SELPA are responsible for the management and supervision of all special education program operations. To this end, the Desert/Mountain SELPA provides technical assistance in ensuring that all Charter LEAs have the support necessary to fulfill their legal obligations under California Education Code, IDEA, and other applicable laws, and the Desert/Mountain SELPA policies and procedures.

Charters who function as a school of the district operate under the policies and procedures of the Desert/Mountain SELPA through their authorizing district. Charters who operate as LEAs sign assurance of following the Desert/Mountain SELPA policies and procedures.

Charter schools that participate as a member LEA in the Desert/Mountain SELPA are deemed to be a LEA charter school. Any charter school located within the State of California may apply to the Desert/Mountain SELPA for participation as a LEA in the SELPA. If approved, a LEA charter school of the Desert/Mountain SELPA may be geographically located either within or outside the boundaries of San Bernardino County. Whether a LEA charter school is located within San Bernardino County or outside of the geographic boundaries of the county, a LEA charter school is responsible for compliance with all provisions of IDEA and implementing regulations and for ensuring that a FAPE is provided to all children with disabilities who are enrolled in and attend the charter school in the same manner as individuals with disabilities are served in other public schools.

Charter schools that seek to become LEA members of the Desert/Mountain SELPA should carefully consider their increased responsibility to provide FAPE as a LEA charter school as opposed to operation as a public school of the authorizing school district. LEA charter schools are independent entities under the IDEA. As a result, the LEA charter school, not the authoring school district, is responsible for the delivery of appropriate services to a child with a disability and compliance with IDEA.

A nonprofit charter school that desires to participate as a LEA member of the Desert/Mountain

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SELPA may petition the CAHELP Governance Council for consideration to participate in the SELPA. In reviewing the request by a charter school to participate in the Desert/Mountain SELPA local plan, the Governance Council may not treat the charter school differently from the manner in which it treats a similar request made by a school district.

LEA charter schools will participate as an equal LEA member of the Desert/Mountain SELPA in the development and approval of the SELPA fiscal allocation plan and in the distribution of federal and state funds among the LLEA members of the SELPA according to the method of distribution approved by the SELPA policy making process.

Charter schools that do not participate as a member LEA in an approved special education local plan area may not be deemed a LEA and shall be deemed a public school of the LEA that granted the charter.

LEAs that authorize charter schools as public schools of the district are responsible for ensuring that FAPE is provided to all children with disabilities who are enrolled in and attending the charter school.

To this end, the LEA must serve students with disabilities who attend a charter school in the same manner as students with disabilities are served in other schools of the LEA. Services to students with disabilities must include the provision of supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on site to its other public schools.

The LEA must provide an equitable share of special education funding and/or services for the provision of special education to students with disabilities attending charter schools of the LEA. If funding is provided, such funding must be provided on the same basis and at the same time as funds are provided to other public schools in the LEA. This includes proportional distribution based on relative enrollment of children with disabilities in lieu of or in addition to providing funding for the provision of special education services. A LEA may provide any necessary special education services, including administrative and support services and itinerants services that are provided by the LEA on behalf of students with disabilities enrolled in the charter school of the district.

Specific criteria as outlined in policy may be met in order for a charter school to be considered for membership in the Desert/Mountain SELPA.

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6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Each participating member LEA of the Desert/Mountain SELPA, including those that are out of geographic boundaries, shall appoint representatives to the CAC for the purpose of:

1. Advising the CAHELP CEO regarding the development, amendment and review of the Local Plan;
2. Recommending annual priorities to be addressed by the plan;
3. Assisting in parent education;
4. Encouraging community involvement;
5. Fulfilling such other responsibilities as designated in the Local Plan.

Each CAC representative shall be responsible to the governing board of their respective LEA. All areas of responsibility related to the Local Plan shall be implemented through regularly scheduled meetings of the CAC. Representatives from out of geographic area LEAs may participate in CAC activities through video or telephone conference.

**Procedures for CAC appointment**

The CAC shall be composed of members approved by their participating LEA governing board. At least fifty-one percent of the members shall be parent of students with disabilities. Members shall include the following:

1. Parents - A majority of the CAC membership is composed of parents of students enrolled in LEAs participating in the Local Plan, including those that are out of geographic boundaries. A majority of these parent members shall be parents of students with disabilities;
2. School Personnel - School related members of the CAC include general education classroom teachers, special education classroom teachers, and other school personnel;
3. Students with disabilities enrolled in special education programs;
4. Representatives of public and private agencies;
5. Others - Persons concerned with students with disabilities; and
6. One member shall be appointed by the SELPA Steering/Finance Committee.

**Responsibilities of the CAC**

The CAC shall serve in an advisory capacity to the Desert/Mountain SELPA and shall act to:

1. Improve communications among students with disabilities, their parents/guardians, and LEA staff;
2. Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, the Desert/Mountain SELPA, and legislative staff members;
3. Advise local, county, and state officials of the development, operation, and review of the Local Plan.
4. Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education;
5. Conduct parent orientation, education training programs for individuals or groups as a means



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- of increasing support for improved educational opportunities for all students;
6. Advise the CAHELP CEO and SELPA Steering/Finance Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;
  7. Make recommendations on annual priorities to be addressed under the Local Plan to the SELPA Steering/Finance Committee;
  8. Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;
  9. Encourage public involvement in the development and review of the Local Plan;
  10. Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;
  11. Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;
  12. Submit an annual written report to the CAHELP CEO and the SELPA Steering/Finance Committee regarding progress of CAC projects;
  13. Submit an annual written report to the CAHELP JPA Governance Council. Apprise the CAHELP JPA Governance Council, as needed, on matters of community concern;
  14. Become familiar with the laws pertaining to special education and students with disabilities; and
  15. Other duties and responsibilities as assigned by the CAHELP JPA Governance Council.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

Policies governing the Desert/Mountain SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff (general and special education teachers), public and nonpublic agencies, and members of the public at large during our Steering/Finance Committee meetings, CAC, and the CAHELP JPA Governance Council meetings. Individuals wishing an opportunity to address any committee/council meeting on a particular agenda item, or have the committee/council consider a topic, are invited to complete a Request to Address the particular committee of interest.

The Local Plan is developed and updated by a committee of special and general education teachers and administrators and with participation of parents. Each participating LEA, including those that are out of geographic boundaries, shall appoint representatives to the Community Advisory Committee (CAC) for the purpose of advising the CAHELP CEO regarding the development, amendment and review of the Local Plan, recommending annual priorities to be addressed by the plan; assisting in parent education; encouraging community involvement; and fulfilling such responsibilities as designated in the Local Plan.

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8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain SELPA.

#### **A. Responsibilities of the RLA**

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The SELPA Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support SELPA functions.

The Desert/Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

#### **B. Selection, Employment, and Evaluation of the SELPA Staff**

The governing boards of each of the participating LEAs agree to invest the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the



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CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain SELPA. In reviewing and approving the SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain SELPA office upon recommendation of the CAHELP CEO.

Desert/Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in operation with the San Bernardino County Superintendent of Schools Office including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable SELPA employed personnel.

### **C. CAHELP CEO**

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the Desert/Mountain SELPA as a whole without promoting any particular LEAs interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of the San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain SELPA.

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9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The LEAs within the Desert/Mountain SELPA join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities participating in education with our Desert/Mountain SELPA jurisdiction. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating LEAs may enter into additional contractual arrangements to meet the requirement of applicable federal and state law.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where that LEA of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Desert/Mountain SELPA.

Any participating LEA may provide for the education of special education students in special education programs maintained by other districts or counties and may include with the special education program students who reside in other districts or counties.

Pursuant to the provisions of Education Code Sections 56000 et seq., the SELPA shall plan, facilitate, implement, and administer the activities of the Desert/Mountain SELPA as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

1. Coordinate community and state agency resources with those provided by Participating LEAs and the RLA, including initiation of such contractual agreements as may be required. Each district of special education accountability is responsible for the students within their jurisdiction. There are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Education Code § 56200 (c)(2) requires that the Local Plan "specify the responsibilities of each participating county office and district governing board in the policy-making process, the responsibilities of the Superintendent of each participating district and county in the implementation of the Local Plan, and the responsibilities of district and county administrators of

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special education in coordinating the administration of the plan." In accordance with this provision, the Desert/Mountain SELPA has developed the following governance structure, policy development, and approval process.

The governing board for each LEA, Charter LEA and the County Superintendent of Schools approves the Agreement for Participation and the Local Plan for Special Education. As described within those documents, the Boards of Directors of the LEAs, Charter LEAs delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the Desert/Mountain SELPA.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The CAHELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
2. Review and approve all Desert/Mountain SELPA policies, procedures, standards and guidelines;
3. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
4. Review, approve, and monitor all budgets assigned to the Desert/Mountain SELPA office;
5. Provide leadership to the Desert/Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
6. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
7. Evaluate the performance of the CAHELP CEO;
8. Determine and provide direction related to the personnel, program, and service requirement necessary for the implementation of the Local Plan and allocation of special education funds;
9. Meet as often as necessary during the year to implement the business of the Desert/Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
10. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
11. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the Governance Council for consideration;
12. Approve interagency agreements;
13. Designate participants for the SELPA Steering/Finance Committee;
14. Establish and promote a Community Advisory Committee (CAC);
15. Receive recommendations from the CAC, SELPA Steering/Finance Committee, LEA

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boards, and other interested agencies and individuals;  
16. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;  
17. Annually evaluate the Local Plan implementation and operations; and  
18. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

LEAs, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating LEAs. Participating LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.  
Each LEA shall ensure that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate. Removal of children with disabilities from the general educational environment shall occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs in their neighborhood schools or within their home LEAs. As a result, some students will need to receive services from other LEAs within the Desert/Mountain SELPA, or through additional contractual arrangements with LEAs outside of the Desert/Mountain SELPA. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available through the Desert/Mountain SELPA.  
Each LEA is responsible to participate in regular meetings of the Steering/Finance Committee, CAC and CAHELP JPA Governance Council to ensure the administration of the Local Plan.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The role of the San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain SELPA.

**A. Responsibilities of the RLA**

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The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The SELPA Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support SELPA functions.

The Desert/Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

### **B. Selection, Employment, and Evaluation of the SELPA Staff**

The governing boards of each of the participating LEAs agree to invest the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain SELPA. In reviewing and approving the SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain SELPA office upon recommendation of the CAHELP CEO.

Desert/Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in

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operation with the San Bernardino County Superintendent of Schools Office including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable SELPA employed personnel.

### **C. CAHELP CEO**

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the Desert/Mountain SELPA as a whole without promoting any particular LEAs interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of the San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain SELPA.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

All federal and state special education funds shall be allocated to the Desert/Mountain SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the JPA Agreement and Bylaws, and California and federal law.

#### **1. Responsibilities for Distribution of Federal and State Funds**

The governing boards of the LEAs participating in the Desert/Mountain SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure the funds are distributed in accordance with the funding allocation plan.

The SELPA Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to LEAs and the CAC upon approval by the CAHELP JPA Governance Council.



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State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert/Mountain SELPA provides an annual allocation plan to the Office of the San Bernardino County Superintendent of Schools for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

c. The operation of special education programs:

The function of the Desert/Mountain SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/Mountain SELPA. All such programs are to be operated in a manner consistent with the funding provision of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain SELPA policies and procedures. For Charter LEAs outside of the Desert/Mountain SELPA geographical area, the SELPA will provide technical assistance in ensuring the Charter LEAs have support necessary to fulfill their legal obligations under California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain SELPA policies and procedures. The Desert/Mountain SELPA Local Plan is a joint effort of the CAHELP JPA, Office of the San Bernardino County Superintendent of Schools, and participating LEAs, including Charter LEAs. Participating LEAs work in cooperation with the Office of San Bernardino County Superintendent of Schools to ensure that all eligible students with disabilities enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, and juvenile court schools within the Desert/Mountain SELPA will have access to appropriate special education programs and related services. The Desert/Mountain SELPA will ensure and provide support to the LEAs that are out of the geographic area to ensure that all eligible students with disabilities enrolled in alternative education programs have access to appropriate special education programs and related services.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:  
1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from

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these services.

2. To develop and implement a fully integrated and coordinated services system.

The CAHELP CEO, with the assistance of the SELPA Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert/Mountain SELPA monitors the distribution and appropriate use of funds and shares this information with the SELPA Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert/Mountain SELPA is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements.

If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Both state and federal law provide that students with disabilities are entitled to a free appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each SELPA member must ensure that all children served under their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and served. Therefore, a full continuum of services are available within the SELPA.

Due to the large geographical area of the Desert/Mountain SELPA, the Local Plan provides funding per the SELPA Fiscal Allocation Plan to the member LEAs so they may appropriately provide for all students with special education needs attending their schools.

The CAHELP JPA Governance Council has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most



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programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

**Policies, Procedures, and Programs**

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with *20 USC* and in accordance with *34 CFR* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

**1. Free Appropriate Public Education—20 USC Section 1412(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes    No

**2. Full Educational Opportunity—20 USC Section 1412(a)(2)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational

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programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**3. Child Find—20 USC Section 1412(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)—20 USC Section 1412(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC § 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes  No

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**5. Least Restrictive Environment—20 USC Section 1412(a)(5)**

Section B: Governance and Administration

SELPA:

Fiscal Year:

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

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**6. Procedural Safeguards—20 USC Section 1412(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**7. Evaluation—20 USC Section 1412(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Section B: Governance and Administration

SELPA:

Fiscal Year:

Yes  No

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**8. Confidentiality—20 USC Section 1412(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**9. Part C to Part B Transition—20 USC Section 1412(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

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**10. Private Schools—20 USC Section 1412(a)(10)**

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA:

Fiscal Year:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

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**11. Local Compliance Assurances—20 USC Section 1412(a)(11)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California Education Code, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

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**12. Interagency—20 USC Section 1412(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes  No

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Section B: Governance and Administration

SELPA:

Fiscal Year:

**13. Governance—20 USC Section 1412(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

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**14. Personnel Qualifications**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**15. Performance Goals and Indicators—20 USC Section 1412(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA:

Fiscal Year:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

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**16. Participation in Assessments—20 USC Section 1412(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes  No

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**17. Supplementation of State, Local, and Federal Funds—20 USC Section 1412(a)(17)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

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**18. Maintenance of Effort—20 USC Section 1412(a)(18)**

Policy/Procedure Number:

Section B: Governance and Administration

SELPA:

Fiscal Year:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**19. Public Participation—20 USC Section 1412(a)(19)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

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**20. Suspension and Expulsion—20 USC Section 1412(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes  No

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Section B: Governance and Administration

SELPA:

Fiscal Year:

**21. Access to Instructional Materials—20 USC Section 1412(a)(23)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

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**22. Over-identification and Disproportionality—20 USC Section 1412(a)(24)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities.." The policy is adopted by the SELPA as stated:

Yes  No

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**23. Prohibition on Mandatory Medicine—20 USC Section 1412(a)(25)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Section B: Governance and Administration

SELPA:

Fiscal Year:

Yes  No

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**Administration of Regionalized Operations and Services**

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA:

Fiscal Year:

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:

Document Location:

Description:

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA: Desert/Mountain SELPA

Fiscal Year: 2020-21

8. Coordination of interagency agreements:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

9. Coordination of services to medical facilities:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

11. Preparation and transmission of required special education local plan area reports:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

Section B: Governance and Administration

SELPA: Desert/Mountain SELPA

Fiscal Year: 2020-21

12. Fiscal and logistical support of the CAC:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

14. Coordination of career and vocational education and transition services:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

15. Assurance of full educational opportunity:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section

Section B: Governance and Administration

SELPA:

Fiscal Year:

56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

Description:

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

Document Title:

Document Location:

Description:

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

Document Title:

Document Location:

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

Section B: Governance and Administration

SELPA: Desert/Mountain SELPA

Fiscal Year: 2020-21

Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office  
Description: Local Plan

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number: N/A  
Document Title: Desert/Mountain SELPA Local Plan  
Document Location: SELPA Office



Section B: Governance and Administration

SELPA: Desert/Mountain SELPA

Fiscal Year: 2020-21

Description: Local Plan

6. A description of the process by which the SELPA will fulfill the obligations to provide FAPE to a student age 18 -21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number: N/A

Document Title: Desert/Mountain SELPA Local Plan

Document Location: SELPA Office

Description: Local Plan

## **GOVERNANCE AND ADMINISTRATION**

### **DMSELPA Board Policy (BP) 0000**

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Participating Local Education Agencies (LEAs) of the SELPA join in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the Desert/Mountain SELPA. The California Association of Health and Education Linked Professions, a Joint Powers Authority (CAHELP JPA) is the governing board of the Desert/Mountain SELPA and shall adopt policies for the Desert/Mountain SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of adopting LEA boards have the same status and authority as other LEA board policy.

In adopting the Local Plan, member LEAs agree to Desert/Mountain SELPA policies and procedures and agree to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement of the participating LEAs. Participating LEAs may enter into additional contractual agreements to meet the requirements of applicable federal and state law. Member LEAs further agree to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

### ***Definitions***

#### **Free Appropriate Public Education (FAPE)**

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Special education and related service(s) that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education (CDE), state and federal law, including the requirements of *Title 34 of the Code of Federal Regulations (CFR) 300.1-200.818*; include appropriate infant, preschool, elementary school, and/or secondary school education for individuals between the ages of three and 21; and are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of *Title 34 of the Code of Federal Regulations, sections 300.320-300.324. (Title 34 of the Code of Federal Regulations 300.17, 300.101, 300.104; California Education Code 56040)*

FAPE applies to students who are suspended or expelled or placed by the LEA in a nonpublic, nonsectarian school (*Title 34 of the Code of Federal Regulations 300.17, 300.101, 300.104*).

## **Guidelines for determining FAPE**

- FAPE is determined within the context of an IEP meeting with active participation from all members, including the parents. In no case should decisions concerning eligibility or placement be made outside of the IEP team.
- When determining eligibility for special education, the IEP team must first identify the area(s) of disability and secondly must determine the need for special education and related services.
- There must be a direct correlation between the IEP goals, and the services provided.
- Placement and services are determined by the student's unique needs and IEP goals, not the disability.
- Specific methodologies are usually not included in the IEP. Once the needs of the student are determined and the goals established, the teacher determines the specific methodology and instructional strategies.
- Special education and related services should always be provided in the least restrictive environment (LRE).
- Special education and related services must address the unique needs of the student that are required for the student to benefit from his/her educational program.

## **Full Educational Opportunity**

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Special education serves students from birth through two years, 11 months, and are provided under the provisions of the California Early Start Interagency Agreement. Preschool special education services are available to all eligible students in their home district or in an SBCSS Desert/Mountain Student Services' program located within the Desert/Mountain SELPA region. The caseload for a speech/language specialist who provides services exclusively to students with disabilities between the ages of three to five, shall not exceed 40.

A full continuum of program options provided to students from preschool through grade 12 by the LEAs in the Desert/Mountain SELPA. Special education includes instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the education and service needs in the LRE. The appropriate placement for a student is determined by the IEP team based on the student's instructional needs and not on the student's disability category.

### **Options include:**

- **General Education Classroom.** Students are educated in age-appropriate general education classrooms at their neighborhood schools with the necessary accommodations, supports, and services for the student to progress toward his/her IEP goals.

- **Related Services.** As defined by federal and state law and are available to students if a development, corrective, and/or supportive service is required for the student to benefit from special education. Specialists provide these services and may work with students individually or in small groups either in the general education classroom or other appropriate settings. The average caseload for language/speech and hearing specialists in the Desert/Mountain SELPA shall not exceed 55.
- **Specialized Academic Instruction (SAI).** SAI is available at every school site for students in kindergarten through grade 12. This program provides a broad range of services from supplementing the general education program to providing intensive services for students whose disabilities are more severe. Services may occur in either individual or small group settings, as a component of an integrated School Based Services Program, or as consultative or collaborative services within general education or other settings. LEAs may choose to provide SAI through a Resource Specialist Program (RSP) or Special Day Class (SDC) setting. The caseload for RSP cannot exceed 28 students. Students are placed in programs as close to their home school as possible.
- **Preschool Services.** Preschool services are provided to students ages three to five (for students not in kindergarten) at local school sites. The type and frequency of special education services is determined for each student annually through the IEP process. As required to address, LRE, preschool students have opportunities to participate with their nondisabled peers.
- **Specialized Services.** These services are provided to students with low incidence disabilities on an itinerant basis or in a special class setting.
- **Services Provided by Another Local School District with the Desert/Mountain SELPA.** In such cases, the LEA of residence retains the responsibility to ensure that the students assigned to these programs receive FAPE. An Inter-district Transfer defines the reimbursement process.
- **Services Provided through an Arrangement with Another SELPA.** An Inter-SELPA Transfer defines the reimbursement process for excess costs associated with special education and related services for students when the IEP team has determined that the student requires educational services outside of the Desert/Mountain SELPA. The Inter-SELPA Transfer process is outlined in a Memorandum of Understanding (MOU).
- **Nonpublic, Nonsectarian School Services (NPS).** NPS services are considered after all programs available within the LEA and Desert/Mountain SELPA have been considered and determined by the IEP team not to be appropriate to address the individual student's needs. Every effort is made to ensure that nonpublic school students are educated in the LRE and that transition back to the public-school setting is considered annually. Each LEA shall monitor the progress of students enrolled in nonpublic schools by participation in the annual IEP development for the students, reviewing the master contract and individual services agreement, conducting evaluations as required, and facilitating transition from the nonpublic school to a less restrictive environment. All nonpublic schools in San Bernardino

County participate in the Nonpublic School Quality Review process for instructional improvement every four years.

- **State Special Schools.** State Special Schools such as the California School for the Deaf and Blind, are available to students when local programs that meet the unique needs to students are not available and are recommended by the student's IEP team.
- **Extended School Year (ESY).** ESY services are specified on the student's IEP when the IEP team determines that the student's unique needs require special education and related services in excess of the regular academic year. Students who require ESY usually have severe disabilities that are likely to continue indefinitely or for a prolonged period. Interruption of the student's educational programming may cause significant regression, when coupled with limited recoupment capacity that renders it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his/her disability.
- **Instruction in Settings other than Classrooms.** Specially designed instruction may occur and include locations in the community such as day treatment or residential settings.
- **Instruction in Home, Hospitals, and in other Institutions.** To the extent required by federal law or regulations.

The Management Information System (MIS) adopted by the Desert/Mountain SELPA member LEAs enable staff to carefully and continuously track timelines and the various services required by the individual students. Service logs are maintained and monitored by service providers and LEA administrators.

## **Least Restrictive Environment (LRE)**

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To the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular service and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (*Title 34 of the Code of Federal Regulations 300.17, 300.117, 300.117; California Education Code 56040.1*)

## **Special Education**

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Specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other

settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (*California Education Code 56031*)

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (*California Education Code 56031*)

1. Speech/Language Pathology services, or any other related service, pursuant to California Education Code 56363, if the service is considered special education rather than a related service under state standards;
2. Travel Training;
3. Career Technical Education; and/or
4. Transition services for students with disabilities in accordance with Title 34 of the Code of Federal Regulations 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education.

Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the LEA. (*Title 34 of the Code of Federal Regulations 300.39*)

Surrogate Parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (*Title 34 of the Code of Federal Regulations 300.519; California Education Code 56050*)

## **Annual Review of Special Education Services Options**

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Annually, the Desert/Mountain SELPA shall review its service provision options and revise them as necessary to reflect current Service Category Descriptions as specified in California Longitudinal Pupil Achievement Data System (CALPADS).

## **Procedures for Monitoring the Provision of Services**

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Every student with a disability is assigned a case manager through the IEP process. In most instances, the special education teacher at the school site is assigned as the case manager. When students are assigned to programs outside the LEA, the Special Education Director assigns a case manager who oversees the IEP in the alternative setting and ensures that services are

provided consistent with the IEP. The case manager will also work closely with the home school site to transition the student back into the LEA of residence successfully.

## **LEA Responsibilities**

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The LEAs of the Desert/Mountain SELPA shall monitor all special education students who are the educational responsibility of the LEA including students with disabilities in alternative and nonpublic schools, and students who have been suspended or expelled. Procedures to monitor compliance will include, but not be limited to:

- Development and implementation of local policies and procedures with applicable state and federal laws;
- Conduct regular staff meetings with special education staff;
- Provide training for administrators and other school staff/employees:
- School site and classroom visits;
- Review of IEPs;
- Review of/address parental comments and/or complaints;
- Review of LEA's State Performance Plan Indicators (SPPI);
- Review of LEA's CALPADs data/reports;
- Review of LEA's California Dashboard;
- Review and implementation of findings from Intensive Monitoring;
- Review of LEA-level AYP and API reports; and
- Review of selected evaluation reports.

All LEAs will provide data to the Desert/Mountain SELPA and/or the CDE that may be required by regulations. In addition, LEAs will comply with the requirement of the State Performance Plan Indicators (SPPI) developed by the CDE and provide data as required by the department.

## **SELPA Responsibilities**

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The Desert/Mountain SELPA will monitor member LEAs of the Desert/Mountain SELPA for compliance with state and federal laws and implementation of the Local Plan. The procedures utilized may include, but not be limited to:

- Develop policies and procedures in accordance with applicable state and federal laws;
- Review of Annual Budget Plan;
- Review of Annual Service Delivery Plan;
- Review of the Desert/Mountain SELPA LEA's SPPI;
- Review of pertinent CALPADs data/reports;
- Review of the Desert/Mountain SELPA's Funding Allocation Plan;



- Evaluation of services offered by the Desert/Mountain SELPA office by LEA directors;
- Results of state and LEA Special Education Targeted Monitoring and Intensive Monitoring; and
- Consultation with LEA staff regarding allegations of noncompliance filed with CDE.

The Desert/Mountain SELPA will conduct proactive activities to achieve and maintain ongoing compliance with state and federal special education laws. These activities may include, but not be limited to:

- Meetings held by the Desert/Mountain SELPA Administrator (CAHELP CEO) and the Steering/Finance committee;
- Meetings with the Governance Council and the CAHELP CEO;
- Desert/Mountain SELPA sponsored trainings for staff members at all levels on related topics; and/or
- Technical assistance to LEAs from the Desert/Mountain SELPA.

In cases of substantial, prolonged noncompliance by an LEA, the Desert/Mountain SELPA Administrator (CAHELP CEO) may, but not be limited to:

- Conducting conferences with the LEA's Director of Special Education and/or the superintendent;
- Notifying the CAHELP JPA Governance Council and San Bernardino County Office of Education of the substantial, prolonged noncompliance by a LEA;
- In conjunction with the CAHELP JPA Governance Council, notify the LEA's Board of Education concerning the extent of the problem and recommended steps to resolve the problems;
- Withhold special education funding until the noncompliance is addressed, if approved by the CAHELP JPA Governance Council; and/or
- Utilize the funding withheld to assist the LEA in obtaining program compliance.

### **Elements of the Local Plan**

The Local Plan developed by the Desert/Mountain SELPA shall include, but not be limited to, the following: (*California Education Code 56206*)

1. Assurances that policies, procedures, and programs, consistent with state law, regulations, and policy, are in effect as specified in *California Education Code 56205(a)(1-22)* and in conformity with *Title 20 of the United States Code 1412(a), 1413(a)(1), and Title 34 of the Code of Federal Regulations 300.201*.
2. An Annual Budget Plan and Annual Service Plan adopted at a public hearing held by the Desert/Mountain SELPA.

3. A description of programs for early childhood special education from birth through five years of age.
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to *California Education Code 56205*.
5. A description of a dispute resolution process.
6. Verification that the plan has been reviewed by the Community Advisory Committee (CAC) in accordance with *California Education Code 56205*.
7. A description of the process being utilized to refer students for special education instruction pursuant to *California Education Code 56303*.
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met.
9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment.

The Local Plan, Annual Budget and Annual Service Plans shall be written in language that is understandable to the general public. (*California Education Code 56205*)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to *California Education Code 56195.1, 56195.7, 56195.8*).

## **Interagency Agreements**

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Other public agencies are also responsible for the provision of services to some students with disabilities and their families. Desert/Mountain SELPA participates with the other SELPAs in San Bernardino County and the San Bernardino County Office of Education to ensure that students who are eligible for special education receive appropriate related services from designated agencies as specified in their IEPs. Interagency agreements outline how students access services and define service delivery, and case management and fiscal responsibility. Interagency agreements are developed and maintained with the Inland Regional Center (IRC) for developmental and behavioral services, and California Children's Services (CCS) for medically necessary occupational and physical therapy. All interagency agreements are signed and monitored by the CAHELP CEO and the LEA superintendent/designee. The LEA superintendent/designee shall monitor the statutory timelines to ensure that services are

provided without delays and that services are delivered consistent with the interagency agreements. When another agency fails to provide the service in accordance with the IEP, the superintendent/designee shall ensure that the LEA provides the service and may claim reimbursement from the responsible agency in accordance with state law and the interagency agreement.

## **State Performance Plan Indicators (SPPI)**

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The Desert/Mountain SELPA and member LEAs believe that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace where they will be required to adapt to emerging technologies and changing social needs. The Desert/Mountain SELPA and member LEAs recognize that content and performance standards are necessary to clarify for student, parents/guardians, and staff what students are expected to know and be able to perform at each grade level and in each area of study. Students' goals on their IEPs shall be based on the state content standards whenever appropriate.

The Desert/Mountain SELPA and member LEAs shall comply with the requirements of the SPPI developed by the state and provide data as required by the state. A review of the LEA performance goals and indicators is made on at least an annual basis to determine priorities for program improvements.

## **Participation in Assessments**

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Students with disabilities are included in general state and district-wide assessment programs with appropriate accommodations and/or modifications, where necessary. Each student's IEP team shall determine, at least on an annual basis, the individual accommodations and/or modifications in the administration of state or district-wide assessments necessary to minimize the impact of the student's disability on test performance. If the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement, or part of the assessment, the IEP shall include a statement of how the child will be assessed.

## **Special Education Funding**

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Annually, the Steering/Finance Committee and the CAHELP JPA Governance Council shall review the AB 602 Implementation Plan and make adjustments as required to provide equitable funding to support the provision of a free appropriate public education to all children with disabilities in the Desert/Mountain SELPA.

## **Supplementation of State and Federal Funds**

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The LEAs provide assurances that funds received from Part B of the Individuals with Disabilities Education Act (IDEA) will be expended in accordance with the applicable provisions of the IDEA and will be used to supplement and not to supplant state, local (including property taxes), and other federal funds. LEAs may use up to 15% of the amount they receive under Part B for any fiscal year to develop and implement coordinated, early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

## **Maintenance of Effort (MOE)**

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The LEAs provide assurances that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal law and regulations. Each LEA is individually responsible for meeting federal maintenance of effort requirements. On an annual basis, each LEA shall complete state required Maintenance of Effort Reports (SEMA and SEMB) and submit them to the Desert/Mountain SELPA for review and submission.

Under SEMB requirements, each LEA shall compare the projected budget to unaudited actuals from the prior year. Each LEA shall be eligible to receive federal local assistance dollars for the current year once it has been determined that the Desert/Mountain SELPA is projected to spend at least the same or more in state and local funds than in the previous year. If the Desert/Mountain SELPA does not meet the budget to unaudited actuals test (SEMB), then none of the LEAs shall receive federal funds.

## **Procedures for LEA Sanctions when SELPA Has Met SEMA Requirements**

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Effective 2020-2021, each LEA shall utilize the SACS Software (SEMAI) at the first and second interim reporting to compare actual budgeted expenditures from the previous year's actual expenditures to determine that no supplanting of state funds has occurred. If an individual LEA is unable to meet MOE, the member LEAs of the Desert/Mountain SELPA shall explore adjusting the allocation of federal funds. However, no LEA shall be required to accept additional federal funds in any given year. If a shift in federal funds is not feasible, the LEA shall file an appeal to the CAHELP JPA Governance Council prior to the recapture of funds. The CAHELP JPA Governance Council shall review any pertinent information and determine what sanctions may be imposed and the redistribution of funds.

## **Procedures for LEA Sanctions when SELPA Has Not Met SEMA Requirements**

Effective 2020-2021, each LEA shall utilize the SACS Software (SEMAI) at the first and second interim reporting to compare actual budgeted expenditures from the previous year's actual expenditures to determine that no supplanting of state funds has occurred. If an LEA is unable to meet MOE, the member LEAs of the Desert/Mountain SELPA shall explore adjusting the allocation of federal funds. However, no LEA shall be required to accept additional federal funds in any given year. The LEA may file an appeal to the CDE in accordance with state directives. If the Desert/Mountain SELPA is billed by the state for the amount the Desert/Mountain SELPA failed to spend from state and local funds to maintain its level of effort, the funds shall be deducted from the LEA who was unable to meet MOE and the funds will be allocated to other member LEAs on a dollar for dollar basis after agreement with the LEAs.

## **End of Year Expenditures**

When the end-of-the-year expenditures are certified annually utilizing SACS codes, each Desert/Mountain member's total expenditures as indicated on the MOE report will be compared to the Total Entitlement for special education funds. If a LEA's entitlement exceeds the expenditures indicated on the prior year MOE report, the use of these funds shall be approved by the CAHELP JPA Governance Council. Funding designated for an LEA reserve account must not exceed 5% of the total allocation and must be designated for special education costs only in accordance with state and federal law. Any excess special education funding as of the end-of-the-year expenditures for the second year will be recaptured by the Desert/Mountain SELPA, subject to review by the Steering/Finance Committee and approval of the CAHELP JPA Governance Council, and reallocated to the remaining districts below the Desert/Mountain SELPA per ADA or state special disabilities average. If a LEA does not meet the annual MOE requirement, funds may be recaptured and distributed to other LEAs to meet this standard utilizing the same approval process.

## ***Legal References***

- Title 34 of the Code of Federal Regulations
  - Sections 300.1-300.818; 300.17; 300.39; 300.43; 300.101; 300.104; 300.117; 300.201; and 300519.
- Title 20 of the United States Code
  - Section 1412(a)(1)
- California Education Code
  - Sections 56031; 56040; 56040.1; 56050; 56195.1; 56195.7; 56195.8; 56205; and 56363.

## **Administrative Regulation (AR) 0000**

### **GOVERNANCE AND ADMINISTRATION**

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#### **Free Appropriate Public Education (FAPE)**

It shall be the policy that member Local Education Agencies (LEAs) comprising the Desert/Mountain SELPA provide a free appropriate public education (FAPE) to all students with disabilities residing in the LEAs from birth to age 21 inclusive, including students with disabilities who have been suspended or expelled from school.

The determination that a student is in need of a service shall be based on an appropriate evaluation that determines eligibility and establishes the need for services. All special education and related services determined to be necessary by the Individualized Education Program (IEP) team shall be listed on the IEP. The parent shall be included as a member of the IEP team. The LEA shall ensure that services are provided in accordance with the IEP, regardless of which agency or contractor provides the service(s).

The Desert/Mountain SELPA desires to provide an appropriate education for all students, including those with disabilities, from birth through age 21 inclusive, including students with disabilities who have been suspended or expelled from school, or placed by the Local Education Agency (LEA) in a nonpublic, nonsectarian school. The Desert/Mountain SELPA recognizes that all individuals with disabilities have the right to receive a free and appropriate public education (FAPE). FAPE means special education and related services as determined through the Individualized Education Program (IEP) team process that meets the unique needs of each individual in order to derive benefit from his/her access to an educational program, that are provided at public expense under public supervision and direction, and without charge, meet the standards of the state educational agency, including an appropriate preschool, elementary school, or secondary school education and provided in conformity with the IEP required under 614(d). The parent shall be included as a member of the IEP team for students' birth to 18 years of age and at the discretion of the student 18 years to 21 years old.

An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational therapy and physical therapy, psychological counseling, and medical diagnostic services necessary to the child's education.

An appropriate education will include:

- Education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;

- The education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability;
- Evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education and related services; and
- Establishment of due process procedures that enable parents/guardians to:
  - Receive required notices;
  - Review their child's records; and
  - Challenge identification, evaluation and placement decisions.

### **Full Educational Opportunity**

The Desert/Mountain SELPA member LEAs shall provide students with disabilities access to the variety of educational programs and services available to nondisabled students including non-academic and extracurricular services and activities. The LEAs and Desert/Mountain SELPA shall monitor the provision of special education services to ensure compliance with applicable state and federal laws and with the SELPA Local Plan.

Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and related federal regulations. In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the LEA participates as a member of the Desert/Mountain SELPA.

Information shall be provided by LEAs concerning the number of individuals with exceptional needs who are being provided special education and related services (Education Code 56195.8). This information is reported to the California Department of Education (CDE).

### **Access to Instructional Materials**

It shall be the policy of the Desert/Mountain SELPA and member LEAs to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard. Students with an IEP or Individualized Family Service Plan (IFSP) should have their specialized needs discussed and recorded at their IEP/IFSP meeting. The student's documented needs determine the LEA's responsibility to secure specialized books, materials, and services. It is the responsibility of the LEA to locate funds to purchase the items documented in the IEP or IFSP. One source is low incidence funds. To qualify for low incidence funding, the student must have one of the qualifying low incidence disabilities: deaf, blind, deaf and blind, or severely orthopedically impaired. Low incidence funding is provided for purchasing and coordinating the use of specialized books, materials, and equipment for students with low incidence disabilities.

### **Data/Reading Literacy**

It shall be the policy of the Desert/Mountain SELPA and member LEAs to improve the educational results for students with disabilities. The Desert/Mountain SELPA Local Plan shall include



specific information to ensure that all students who require special education will participate in the California Reading Initiative.

### **Interagency Agreement/Coordination**

It shall be the policy of member LEAs and the Desert/Mountain SELPA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

The Desert/Mountain SELPA participates in interagency agreements with the Department of Rehabilitation (DOR), California Children's Services (CCS), State Preschool, and Inland Regional Center (IRC). The interagency agreements stipulate the joint provision of services to individuals with exceptional needs in accordance with their IEP, and further carry out regulations from the federal and state government including fiscal responsibility for the provision of services.

### **Least Restrictive Environment (LRE)**

Member LEAs of the Desert/Mountain shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act (IDEA). To the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

A full continuum of program options shall be available for the educational placement of students with disabilities. Program options provide a spectrum of educational offerings, which range from regular classroom alternatives to the special site structured to deliver intensive and specialized services. The IEP team remains the primary decision-making body in determining the individual needs of students and the appropriate placement. Every effort is made to ensure that students with disabilities have access to state determined frameworks and standards, and participation in academic and extracurricular activities.

### **Local Compliance Assurances**

The superintendent, Chief Executive Officer (CEO), or designee shall extend the LEAs' full cooperation to the Desert/Mountain SELPA. The policies and procedures of the Desert/Mountain SELPA shall be applied as policies and regulations of each member LEA, with the exception of those that apply to complaints, unless the Desert/Mountain SELPA plan specifically authorizes the LEA to operate under its own policies and regulations.

### **Governance**

It shall be the policy of the Desert/Mountain SELPA that the Local Plan shall be adopted by the appropriate LEA board(s) of member LEAs and is the basis of the operation and administration of

special education programs; and that the Local Plan agencies herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with IDEA, Federal Rehabilitation Act of 1973, Section 504 of Public Law, the Americans with Disabilities Act, and the provisions of the Education Code, Part 30.

The Desert/Mountain SELPA shall administer a Local Plan and administer the allocation of funds. *(California Education Code 56195)*

Member LEAs shall support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording the LEA with reasonable notice and opportunity for a hearing through the State Educational Agency.

### **Maintenance of Effort (MOE)**

It shall be the policy of the Desert/Mountain SELPA and member LEAs that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal law and regulations.

Member LEAs shall follow federal and state laws pertaining to the required MOE spending levels for special education. If an LEA, or more than one LEA, does not meet the required spending levels to pass the MOE tests and the Desert/Mountain SELPA loses funding as a result of failure to pass the MOE requirements, the LEA(s) that caused the Desert/Mountain SELPA to fail the MOE requirements shall reimburse the Desert/Mountain SELPA for any funds lost by the other LEAs or the Desert/Mountain SELPA office, upon final approval of the Governance Council.

There are two components to the LEA MOE – the eligibility standard and the compliance standard. The eligibility standard requires that, except in specified situations, in order to find an LEA eligible for IDEA Part B funds for the upcoming fiscal year, the LEA should have budgeted for the education of individuals with disabilities at least the same amount of state and local, or local only funds, as it actually spent for the education of individuals with disabilities during the most recent year for which information is available. *(Title 34 of the Code of Federal Regulations 300.203(a))*

The compliance standard requires that, except in specified situations, an LEA should not reduce the level of expenditures for the education of children with disabilities made from state and local, or local only funds, below the level of those expenditures from the same source for the comparison year. *(Title 34 of the Code of Federal Regulations 300.203(c))*

Member LEAs may use the following four methods to meet both eligibility and compliance standards:

- Combined state and local expenditures;
- Combined state and local expenditures on a per capita basis;
- Local expenditures only;
- Local expenditures only on a per capita basis.

## **Participation in Statewide Assessments**

It shall be the policy of the Desert/Mountain SELPA and member LEAs that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations and/or modifications, or access alternate assessments, consistent with state standards governing such determinations.

California approved achievement tests are administered each spring to all students in grades 3-8, and 11. Member LEAs utilize the information that is gathered to make decisions regarding how to design and implement instruction for their students.

The IEP team determines the manner in which a student with a disability shall participate in state and district-wide assessments. The IEP must include a statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student; and if the IEP team determines that the student shall take an alternate assessment instead of a particular state or district-wide assessment of student achievement, the IEP shall include a statement of the reason why the student cannot participate in the regular assessment, and the reason why the particular alternate assessment selected is appropriate for the student.

## **Prohibition on Mandatory Medicine**

It shall be the policy of the Desert/Mountain SELPA and member LEAs to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services. It shall be the policy of the LEAs to provide data or information to the Desert/Mountain SELPA and the CDE that may be required by regulations.

The administration of any medication must follow all applicable statutes, regulations, standards of practice, and LEA policies and procedures. Member LEA Board policies and procedures should address the administration of non-traditional substances.

## **Public Participation**

It shall be the policy of the Desert/Mountain SELPA that, public hearings, adequate notice of hearings, and an opportunity for comment are available to the general public, including individuals with disabilities and parents of children with disabilities prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

Agenda of items to be discussed shall be prepared for all meetings and shall be made available at least three (3) working days prior to regularly scheduled Governance Council or other Standing Committee meetings, where required under the Brown Act and California law. The agenda shall be posted at one or more locations freely accessible to members of the public. (*Government Code 54954.2*)

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (*Government Code 54954.2*)

The agenda shall provide members of the public the opportunity to address the Governance Council on any agenda item or during the Council's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Council members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it. (*Government Code 54954.3*)

Any member of the public desiring to make a personal appearance before the Governance Council or any other Standing Committee of CAHELP JPA to discuss an item of interest shall be limited to a maximum of five (5) minutes, and all public comments shall be limited to fifteen (15) minutes and allocated equally to each member of the public making an appearance, unless otherwise allowed by the Governance Council in its discretion.

Any document prepared by the LEA or Council and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (*Government Code 54957.5*)

Upon request, the Chairperson, shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (*Government Code 54954.1*)

## **Meetings and Notices**

Meetings of the Desert/Mountain SELPA's Governance Council are conducted for the purpose of accomplishing SELPA business.

A Governance Council meeting exists whenever a majority of members gather at the same time and place to hear, discuss or deliberate upon any item within the subject matter jurisdiction of the Governance Council. (*Government Code 54952.2*)

In accordance with state open meeting laws, the Governance Council shall hold its meetings in public and shall conduct closed sessions during these meetings only to discuss confidential matters specified by law. To encourage community involvement in the schools, meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with laws and CAHELP JPA adopted bylaws.

When addressing the Governance Council during Public Input, comments are to be limited to three (3) minutes or less for each speaker, with a maximum of 20 minutes total for each item. This time limit may be extended upon a majority vote of the members of the Governance Council.

## Agenda/Meeting Materials

Governance Council meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (*Government Code 54954.2*)

In addition, the Chairperson, shall post the agenda on the homepage of the agency website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the LEA's agenda management platform in accordance with Government Code 54954.2. When the LEA utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the LEA's agendas, and the current agenda shall be the first available. (*Government Code 54954.2*)

Agendas for special meetings and emergency meetings will be made available in accordance with the provisions of the Brown Act and California law. When special meetings are called, Governance Council members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (*Government Code 54956*)

The agenda shall provide members of the public the opportunity to address the Governance Council agenda item before or during the Council's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda, but which are within the subject matter jurisdiction of the Governance Council. (*California Education Code 35145.5; Government Code 54954.3*)

The agenda shall specify that an individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Governance Council meeting should contact the SELPA Administrator or designee in writing.

Items may be placed on the agendas for meetings of the Governance Council and other Standing Committees, provided a written request is received by the CEO from a member of that committee at least ten (10) business days prior to the regularly scheduled meeting, absent circumstances precluding earlier notice and request.

Any agenda and related materials distributed to the Council shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act, and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (*Government Code 54957.5*)

If a document which relates to an open session agenda item for a regular Council meeting is distributed to the Council less than 72 hours prior to a meeting, the Chairperson shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Council. (*Government Code 54957.5*)

The Chairperson shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Council, whichever comes first. (*Government Code 54954.1*)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (*Government Code 54954.1*)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Chairperson, not to exceed the cost of providing the service.

### **Meeting Conduct**

All Governance Council meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Governance Councilmembers and to other persons upon request.

The chairperson shall conduct Governance Council meetings in accordance with CAHELP JPA bylaws and procedures that enable the superintendents and CEOs to efficiently consider issues and carry out the will of the majority.

### **State Performance Plan Indicators (SPPI)**

It shall be the policy of the Desert/Mountain SELPA and its member LEAs to comply with the requirements of the State Performance Plan Indicators (SPPI) developed by the CDE and provide data as required by the CDE.

The Desert/Mountain SELPA and member LEAs believe that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace where they will be required to adapt to emerging technologies and changing societal needs. The Desert/Mountain SELPA and member LEAs recognize that content and performance standards are necessary to clarify for student, parents/guardians, and staff what students are expected to know and be able to perform at each grade level and in each area of study. Students' goals on their individual IEPs shall be based on state content standards whenever appropriate.

Each LEA in the Desert/Mountain SELPA shall provide data and/or information to the CDE required by regulations for purposes of the State Performance Plan on at least an annual basis to determine priorities for program improvement. Current data reporting includes, but is not limited to:

- Pupil count information through CALPADS
- Desired Results Developmental Profile (DRDP)

### **Supplementation of State and Federal Funds**

Member LEAs comprising the Desert/Mountain SELPA utilize a combination of federal, state, and local funds to provide a free appropriate public education to all children with disabilities in the Desert/Mountain SELPA. Federal and state special education funds are distributed to the LEAs as per the Desert/Mountain SELPA allocation plan.

It shall be the policy of the Desert/Mountain SELPA and member LEAs to provide assurances that funds received from Part B of IDEA will be expended in accordance with the applicable provisions of the IDEA and will be used to supplement, and not to supplant state, local, and other federal funds.

It shall be the policy of the LEAs that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal law and regulations.

Each LEA shall assure compliance through sound budget development and fiscal review. Each LEA shall provide the Desert/Mountain SELPA the documentation necessary to develop the Annual Service Plan, the Annual Budget Plan, and Maintenance of Effort. A detailed description of local, state and federal funds is contained in the Desert/Mountain SELPA Fiscal Allocation Plan and Procedures.

## LEGAL REFERENCES

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- Education Code:
  - 5095 Powers of remaining Governance Council members and new appointees
  - 32210 Willful disturbance of public school or meeting a misdemeanor
  - 35010 Prescription and reinforcement of rules
  - 35140 Time and place of meetings
  - 35143 Annual organizational meeting, date, and notice
  - 35144 Special meeting
  - 35145 Public meetings
  - 35145.5 Agenda; public participation; regulations
  - 35163 Official actions, minutes and journal
  - 35164 Vote requirements
  - 54950-54957.9 Meetings, especially:
    - 54953 Meetings to be open and public; attendance
    - 54953.2 Compliance with Americans with Disabilities Act
    - 54953.5 Audio or video tape recordings of proceedings
    - 54954 Time and Place of regular meetings
    - 54954.1 Mailed notices
    - 54954.2 Agenda posting requirements, board actions
    - 54954.3 Opportunity for public to address legislative body
    - 54954.5 Closed session item descriptions
    - 54956 Special meetings; call; notice
    - 54956.5 Emergency meetings
    - 54957 Closed sessions
    - 54957.5 Agenda distribution
    - 54957.9 Disorderly conduct of general public during meeting; clearing of room
  - 54961 Prohibition on use of certain facilities



- 56000-56001 Education for individuals with exceptional needs
- 56020-56035 Definitions
- 56040-56042 General Provisions
- 56190-56194 Community advisory committees
- 56195-56195.9 Local Plans
- 56200-56202 Local Plan Requirements
- 56205-56208 Local Plan Requirements
- 56240-56245 Staff Development
- 56300-56382 Identification and referral, assessment, instructional planning, implementation, and review
- 56440-56447.1 Programs for individuals between the ages of three and five years
- 56500-56508 Procedural safeguards, including due process rights
- 56600-56606 Evaluation, audits and information
- 56836 Administration of Local Plan
- 56836.03
- 56844
- 60312
- Government Code
  - 9500-95029 California Early Intervention Services Act
- Code of Regulations, Title 5
  - 3000-3082 Regulations governing special education
- AB 602 (Chapter 854, Statutes of 1997) Funding
- United States Code, Title 20
  - 1400-1485 Individuals with Disabilities Act
- Code of Federal Regulations, Title 28
  - 35.160.i Effective communication
  - 36.303 Auxiliary aids and services
- United States Code, Title 29
  - 794 Rehabilitation Act of 1973, Section 504
- United States Code, Title 42
  - 12101-12213 Americans with Disabilities Education Act
- Code of Federal Regulations, Title 34
  - 99.10-99.22 Inspection, review and procedures for amending education records
  - 104.1-104.39 Section 504 of the Rehabilitation Act of 1973
  - 30.200-209
  - 30.231-2
  - 300.300(a)(3)
  - 300.340-300.351
  - 300.500 Due process procedures for parents and children
  - 300.517
  - 303.1-303.654 Early intervention program for infants and toddlers with disabilities
- State Board
  - Requirement 02/99
- Attorney General Opinions

- 84 Ops.Cal.Atty.Gen. 181 (2001)
  - 84 Ops.Cal.Atty.Gen. 69 (1996)
  - 78 Ops.Cal.Atty.Gen. 327
- Court Decisions
  - Baca v. Moreno Valley Unified School District (C.D. Cal. 1996) 936F. Supp. 719
- Attorney General Opinions
  - 59 Ops.Cal.Atty.Gen. 532 (1976)
  - 61 Ops.Cal.Atty.Gen. 243, 253 (1978)
  - 63 Ops.Cal.Atty.Gen. 215 (1980)
  - 66 Ops.Cal.Atty.Gen. 336, 337 (1983)
  - 76 Ops.Cal.Atty.Gen. 281 (1993)

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**D/M SELPA MEMBERS PRESENT:**

Academy for Academic Excellence – Marcelo Congo, Amanda Gormley, Adelanto SD – Michael Baird, Apple Valley USD – David Wheeler, Barstow USD – John Keane, Bear Valley USD – Lucinda Newton, Linda Rosado, Desert/Mountain Operations (SBCSS) – Dale Folkens, Excelsior Charter Schools – Marie Silva, Helendale SD – Michael Esposito, High Tech High – Amy Briggs (via Web Ex), Lucerne Valley SD – 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 – Diane Hannett, and Victor Elementary SD – Tanya Benitez.

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

Odyssey Charter – Christina Roberts.

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

Jamie Adkins, Heidi Chavez, Danielle Cote, Lindsey Devor, Peggy Dunn, Adrien Faamausili, Bonnie Garcia, Renee Garcia, Colette Garland, Linda Llamas, Maurica Manibusan, Kami Murphy, Lisa Nash, Sheila Parisian, Karina Quezada, Daria Raines, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Jennifer Sutton, and Athena Vernon.

**1.0 TELECONFERENCE LOCATIONS:**

Health Sciences High School and Middle College, 3910 University Avenue, San Diego CA 92105  
High Tech High Charter Schools, 2861 Womble Road, San Diego CA 92106  
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 Program Manager Heidi Chavez, at 9:00 a.m., at the Desert/Mountain Educational Service Center, Apple Valley.

**3.0 ROLL CALL**

**4.0 PUBLIC PARTICIPATION**

None.

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### **5.0 ADOPTION OF THE AGENDA**

- 5.1 **BE IT RESOLVED** that a motion was made by Cheri Rigdon, seconded by Tanya Benitez to approve the January 17, 2020 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. A vote was taken and the following carried: 15:0: Ayes: Baird, Benitez, Briggs, Colvin, Congo, Esposito, Folkens, Hannett, Keane, Miller, Newton, Rigdon, Silva, Wheeler, Wiesner, Nays: None, Abstentions: None.

### **6.0 INFORMATION/ACTION**

- 6.1 Revised CAHELP Strategic Plan for Web Accessibility (**ACTION**)

The CAHELP Strategic Plan for Web Accessibility ensures the CAHELP JPA websites have accessible content. The strategic plan is occasionally updated to reflect changes in the Web Content Accessibility Guidelines (WCAG).

- 6.1.1 **BE IT RESOLVED** that a motion was made by David Wheeler, seconded by Marie Silva, to approve the Revised CAHELP Strategic Plan for Web Accessibility as presented. A vote was taken and the following carried: 15:0: Ayes: Baird, Benitez, Briggs, Colvin, Congo, Esposito, Folkens, Hannett, Keane, Miller, Newton, Rigdon, Silva, Wheeler, 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 Tanya Benitez, seconded by Cheri Rigdon, to approve the following Consent Items be approved as presented. A vote was taken and the following carried: 15:0: Ayes: Baird, Benitez, Briggs, Colvin, Congo, Esposito, Folkens, Hannett, Keane, Miller, Newton, Rigdon, Silva, Wheeler, Wiesner, Nays: None, Abstentions: None.

- 7.1.1 Approve the December 13, 2019 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

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

- 8.1 Legislative Updates

Heidi Chavez presented the latest in State and Federal law related to students with disabilities and school law.

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The following are changes to laws that took effect on January 1, 2020:

- Assembly Bill (AB) 1172 amends several sections of Education Code pertaining to nonpublic, nonsectarian schools (NPS) and agencies. The law requires that LEAs that send students to NPSs conduct onsite monitoring visits; requires that NPSs notify the CDE of any student-involved incident in which law enforcement is contacted; requires the CDE, in an investigation conducted by the CDE results in a finding that student health or safety has been compromised at a NPD, the department may immediately suspend or revoke the certification of the NPS; requires that an NPS serving students with significant behavioral needs to have a person onsite who is qualified to implement behavior interventions; requires that administrators of NPASs hold or be working toward specified credentials or licenses; and requires that NPSs train specified staff in evidence-based practices and interventions specific to students' unique behavioral needs. Further, the new law requires NPSs to submit documentation as a part of their application for certification by the CDE that the NPS will train staff who will have contact or interaction with students during the school day in the use of specified evidence-based practices and interventions specific to the unique behavioral needs of the students it serves and require LEAs to verify compliance with this requirement,
- AB 605 adds Section 56040.3 to the Education Code pertaining to the use of assistive technology devices. The new law makes LEAs, including charter schools, responsible for providing a student with disabilities who requires the use of an assistive technology device with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first,
- AB 947 adds Education Code sections 56353 and 56354 to law. The new law authorizes school districts, county offices of education (COEs), and charter schools to consider elements of the expanded core curriculum, as defined, when developing individualized education programs (IEPs) for students who are blind, have low vision, or are visually impaired. If an orientation and mobility evaluation is needed for a student who is blind, has low vision, or is visually impaired, the new law would require that these evaluations be conducted by appropriately certified specialist and occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate to ensure that students receive necessary related services.

The following are statutory changes having implications for students with disabilities:

- AB 34 amends the Penal Code by adding qualified autism service providers, qualified autism services professionals, and qualified autism service paraprofessionals, as defined, to the list of individuals who are mandated reporters of child abuse or neglect,
- AB 413 amends both Education Code and Penal Code by deleting references to “at-risk” and replacing the term with “at-promise”.
- AB 988 amends the Education Code by authorizing the Commission on Teacher Credentialing to allow applicants for an education specialist credential to demonstrate their area of

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- concentration based on two years of experience in California, while the candidates hold the preliminary credential,
- AB 1354 amends the Education Code by requiring a COE, as part of the joint transition planning policy, to assign transition oversight responsibilities to existing COE personnel who will work with the county probation department, as needed, and relevant LEAs to ensure that specified transition activities are completed for a student and to facilitate the transfer of complete and accurate education records and a student's IEP when a student enters the juvenile court school. In addition, AB 1354 would require a student detained more than 20 consecutive schooldays to have an IEP to be developed by the COE in collaboration with the county probation department, as needed, and to have specified items accessible to the holder of the educational rights of the student on the student's release. AB 1354 also requires the COE, in collaboration, as needed, with the county probation department, to establish procedures for the timely, accurate, complete, and confidential transfer of educational records, as specified,
  - Senate Bill (SB) 223 amends Education Code by authorizing the governing board of a school district, a county board of education, or the governing body of a charter school maintaining kindergarten or any of grades one to twelve, inclusive, to adopt, at a regularly scheduled meeting of the governing board or body, a policy that allows a parent or guardian of a student to possess and administer medicinal cannabis at a school site to the student who is a qualified patient entitled to the protections of the Compassionate Use Act of 1996, excluding cannabis in a smokeable or vapeable form,
  - SB 419 amends Education Code by extending the permanent prohibition against suspending students enrolled in kindergarten through grade three for disruption of willful defiance to include students in grades four and five. This prohibition is also being expanded to include students in grades six through eight, effective July 1, 2025. The new law also applies these prohibitions to charters schools. Please note that this law will go into effect July 1, 2020.

Cheri Rigdon shared a student recently came in with a recommendation for visual therapy from a medical doctor. When she inquired with the County Schools if the student needed to be reassessed, she was advised that County Schools contracts out for visual therapy. Cheri said she was also told that Silver Valley USD would need to pay for an independent assessment then send the assessment to County Schools for visual supports. She asked if visual therapy is being considered as an additional service to be provided by County Schools or if the LEAs will be responsible to find an outside provider for the assessment.

Dale Folkens confirmed that depending on the type of vision therapy that is recommended, County Schools offers vision impairment services but vision therapy services are contracted out.

Diane Hannett said services are not automatic when they are not on the incoming IEP. It is for the IEP team to decide if the vision therapy is educationally necessary for the student

Danielle Cote shared that visual therapy is controversial and not evidence based at this time. She continued that as an LEA, Silver Valley USD can explain they offer evidence-based services.

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Heidi said she will consult with Jenae Holtz and get in contact with Cheri.

Lisa Nash spoke on Lozano Smith Client News Brief regarding AB 1172. She said the legislation is a result of the death of 13-year-old special education student that was restrained. AB 1172 includes monitoring requirements. Lisa said the SELPA nonpublic school (NPS) contracts do implement those guidelines.

Lisa also spoke on a Lozano Smith Client News Brief pertaining to adoption assistance and the cost of residential placement. She said a student's district of residence is responsible for providing free appropriate public education (FAPE) to the student despite Department of Children and Family Services placement and the monetary assistance the family receives. Adoptive parents are not responsible for the finances of residential placement even though they are receiving financial adoption assistance.

Lisa confirmed student requests for independent study programs should be reviewed on a case by case basis to confirm appropriate placement.

### 8.2 Upcoming Changes in the Web IEP Program

Colette Garland provided information on upcoming changes in the WEB IEP program.

Colette shared the following:

- Faucette Micro Systems has a Student Import program as a separate module/contract that has been available since 2005. Several LEAs using the program including SBCSS, Adelanto SD, Snowline JUSD, and Oro Grande SD. This program does communicate with CALPADS,
- Bi-monthly reporting with CALPADS allows information to be automatically transferred through Access Program Integration (API) to CALPADS once the IEP is closed in Web IEP. It is not a separate module for those that have access as MIS contacts. This complies with the direction of the CDE that all records are submitted in a continuous manner. Programmers are checking if the IEPs can be reviewed before being bridged,
- Transfer student information is difficult to view when the LEAs use two different systems. This requires receiving LEA to contact previous district for copies of IEP documents. Auto bridging is being tested with a sister SELPA and will be an option per LEA. At this time, the annual transfer 3-page document can be used to complete a new IEP from out of the users SELPA and/or area,
- Exit tables will be investigated during the summer to provide historical data availability to the LEAs so they do not have to rely on SELPA for the information,
- Database fields will be expanded in the summer as well,

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- CAN Reports are available in Web DA and Web IEP. Other reports can be added on an LEA need basis,
- User accounts and profiles are managed by the SELPA. SELPA requires confirmation of access be approved by the LEA first. The original username and password will continue to be provided by the SELPA; however, the password can be changed by the user. Written, signed User Agreements will continue to be required as the means for the directors to approve what users can access. MIS staff have full access to student reports but other staff cannot.
- Web IEP can be used on multiple platforms and devices. If there is an issue, inform SELPA.
- PDF documents can be attached to a student's record and is already available for use as part of CDE desk audits regarding noncompliance. CDE has been granted "read-only" access to Web IEP upon finalization of student lists per LEA. Only educational documents should be uploaded unless attached to the student's medical plan.
- D/M SELPA is in discussion with CDE regarding service logs as it pertains to compliance review. Once CDE has confirmed which data will be required, D/M SELPA will continue to work with the programmers on the process.
- NPS staff are trained on entering IEPs into Web IEP through the Teamviewer process. If an NPS needs a training, contact Colette to schedule.
- Goal Banks are not required as part of Web IEP but are available with Common Core Standards and our local speech/language. Goal banks should be individualized per students.
- Web IEP forms have been vetted through the CDE and are allowable for use. They are subject to revisions based on CDE requirements. Some have limited space but over the summer, SELPA will research access to more expandable forms.
- User Access between LEAs within the SELPA is available in Web IEP as the student transfers. Access to student information is determined by the LEA but can be broadened based on staff need.
- IEP At-A-Glance has been implemented as an additional resource for general education staff but is only accessible to case managers.

Colette agreed to research the possibility of the annual IEP At-A-Glance to be accessible after an addendum is created.

Nelda Colvin said she had previously requested a monitoring system for English learner students as goals are often missed.



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Karina Quezada responded that goals are not required for English learner students. She continued that being an English learner is not a disability. The guidance from the state is that when goals are listed, they should be linguistically appropriate.

Dale Folkens suggested adding a pop up in Special Factors Section when English learner is checked to remind the IEP team to ensure any additional needs are documented.

Colette agreed to research the history in Progress of Goals to be maintained instead of being overwritten.

Colette concluded that items that will be handled in the summer are being deferred so the transition to CALPADS can be completed.

### 8.3 Desert/Mountain SELPA Local Plan Rewrite

Heidi Chavez presented the timeline for the Desert/Mountain SELPA Local Plan rewrite and the public hearings to support community input to the plan. She pointed out the February and March Steering meetings will offer a work group immediately following the Steering meetings with the D/M SELPA workgroup beginning at 11:00 a.m. The workgroup will be a structured meeting to review the plan and policies supporting the D/M SELPA local plan. Heidi also said at the April 2020 Steering meeting, there will be a vote on accepting the draft to be presented to the CAHELP JPA Governance Council for their approval.

### 8.4 Allen's Bill Transfers

Heidi Chavez presented information on Allen's Bill pertaining to student transfers based on a student's district of residence being based on location of parents/guardians employment. Heidi shared Victor Elementary School District's form as a sample for other districts. The form is based on Education Code 48204 (b) permitting a school district to deem a pupil to have complied with residency requirement for school attendance in the district if at least one parent/guardian of the pupil is physically employed in the district boundaries. Heidi continued that an LEA does not grant the transfer based solely on the parent/guardian verbal declaration but can require:

- Employment verification letter from parent/guardian supervisor: original on company letterhead, dated with an original supervisor signature, and include the number of hours worked per week. Physical address of the business must be within district boundaries and the parent/guardian must be a permanent employee of that business
- Copy of parent/guardian's most recent paystub
- If the parent/guardian is a business owner within the district boundaries, they would submit current business license instead of other documentation.

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Tanya Benitez added that each director should review their board policy outlining criteria before implementing the Allen Bill. Tanya verified an LEA can choose to not accept Allen Bill transfers but it should be stated in board policy either way. She continued that Inter-District Transfers forms are not required for Allen's Bill Transfers because the Allen Bill makes the LEA the student's district of residence. Tanya stated an LEA cannot discriminate based on services. She confirmed that Allen's Bill only applies to school age students and not to preschool age. Tanya also confirmed it is a parent's choice.

Heidi stated an LEA cannot add conditions such as attendance or behavior because the student is being accepted as a resident of the school district.

Tanya reported the only time an LEA could change enrollment is at the end of the school year if parent/guardian's employment changes or the school capacity changes.

### 8.5 Chronic Absenteeism Rate in California Longitudinal Pupil Achievement Data System (CALPADS)

Dale Folkens presented information on Chronic Absenteeism Rate in California Longitudinal Pupil Achievement Data System (CALPADS) including a letter from CDE that addresses medically fragile student absenteeism. Desert/Mountain Operations (DMOPS) is sending the CDE letter being sent to parents/guardians when they are contacted about their students. The letter reflects CDE is working to change the way absenteeism is seen for these students but reminds them there is law surrounding the issue.

### 8.6 Desert/Mountain Children's Center Client Services Reports

Linda Llamas presented the Desert/Mountain Children's Center Client Services monthly reports. She asked to be contacted with any changes.

### 8.7 Professional Learning Summary and Update

Heidi Chavez presented the D/M SELPA's Professional Learning Summary and update. The participant rate has increased over last year. She shared the I-MTSS Symposium flyer that is scheduled for February 26, 2020 at National Orange Show Events Center in San Bernardino. Heidi said all participants will receive a trifold resource brochure as well as one book. The cost is \$200 and includes continental breakfast and lunch. Heidi shared there is one more 5-day Orton Gillingham training March 2, 3, 4, 26, and 27.

### 8.8 Resolution Support Services Summary and Update

Lisa Nash presented the D/M SELPA's Resolution Support Services Summary and update. She said there are currently fifty-two filings for D/M SELPA filings and one filing for D/M Charter SELPA. Lisa reminded attendees that the timelines do begin when the filings are received

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regardless if school is in session and asked them to be mindful of that during long weekends and school breaks.

### 8.9 Prevention and Intervention Update

Kami Murphy presented Prevention and Intervention update. She stated the D/M SELPA team previously called Positive Behavioral Interventions and Supports (PBIS) is now Prevention and Intervention. Kami reported Susan Barrett will be presenting PBIS and Mental Health: Implementation and Integration across the Tiers on February 19, 2020 at Apple Valley Unified School District office. Kami encouraged the LEAs to send school teams to this training as it is training around the school site multi-tiered systems. There is no cost to attend this training.

### 8.10 Compliance Update

Peggy Dunn presented the following updates on compliance items from the California Department of Education (CDE):

- Performance Indicator Review (PIR) – approximately 50% have been approved. Still waiting for response from CDE on the others
- 2017-18 Disproportionality Follow Up – LEAS approved to date are: Adelanto School District, Apple Valley USD, Barstow USD, DM Operations, Excelsior Charter, Health Sciences High, Helendale SD, Hesperia USD, High Tech High International, High Tech High Media Arts, High Tech Middle Media Arts, Needles USD, Snowline JUSD, Victor Elementary SD, and Victor Valley Union High School District
- 2018-19 Disproportionality – Approval has been received for Victor Elementary SD. Peggy expects other approvals to be received soon. She reminded the directors to send notifications to her when they are received
- Significant Disproportionality – based on SELPA Preview, the districts in Significant Disproportionality are Barstow USD, Hesperia USD, and Adelanto School District
- 2019-20 Targeted Review – This is the new compliance process that replaces Comprehensive Review (CR) and has two levels: Targeted Review and Intensive Review. There will be an addition of preschool reviews but there has not been much information released on that. Peggy said a mega letter will be released soon and will contain new terminology, new expectations and information regarding the move toward one compliance report instead of a multitude of reports for the different areas of compliance

Peggy said the D/M SELPA and D/M Charter SELPA Compliance Guide will be updated in the near future as changes from CDE are released.

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Colette Garland reported on CASEMIS to CALPADS. She stated the first section has been completed along with LEA approvals. Colette shared that D/M SELPA has twenty-six certification errors and certifications are due January 24, 2020. Colette asked for the LEA CALPADS coordinators to add her and Terri Nelson as backups for CALPADS submissions and concluded that she will email an official request.

### 8.11 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. She said she continues to visit Bright Futures Academy and Desert View along with program specialists to provide oversight and support. Peggy reported D/M SELPA managers did visit Academy for the Advancement of Children with Autism and there will be a follow up meeting with director the week of January 20, 2020.

### 8.12 CAHELP Program for the Education and Enrichment of Relational Skills (PEERS)

Linda Rodriguez presented information regarding CAHELP PEERS Program. Linda asked for the information to be shared throughout the LEAs and with anyone that would benefit from attending. She said referrals are accepted throughout the year and there is an interview process. Linda continued that there are cohorts twice a year. She stated the program started with students on the autism spectrum only but has been extended to include children that struggle with social issues. Linda said referrals can be submitted to Jennifer Rountree, Julie Wheeler, or Keri Gomez.

Heidi Chavez shared the parent participation in the program is required as it teaches parents how to provide support to their children.

### 8.13 Arts Integration: Leveraging the ART of Learning

Adrien Faamausili presented information on a new training that is available titled Arts Integration: Leveraging the ART of Learning. He shared it is a research-based training with foundational skills and lessons. Adrien said there are academic and social benefits to implementing arts integration in classrooms. He said the training is currently being offered as an onsite only and is for special education as well as general education for grades kindergarten through 12.

### 8.14 California Assessment of Student Performance and Progress (CAASPP) Updates

Karina Quezada provided California Assessment of Student Performance and Progress (CAASPP) Updates. She shared the graphics that have been released by CDE for Math, English Language Arts, Science, California Spanish Assessment, as well as the English Language Proficiency Assessments for California (ELPAC) Administration Student Accessibility Checklist.

Karina shared the next training for Understanding Accessibility Resources within the California Assessment of Student Performance and Progress (CAASPP) is scheduled for February 11, 2020

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at 8:30 a.m. to 12:00 p.m. at Desert Mountain Educational Service Center. She said there is no cost to attend.

**9.0 FINANCE COMMITTEE REPORTS**

None.

**10.0 INFORMATION ITEMS**

10.1 Desired Results Developmental Profile (DRDP) Memo

Colette Garland reminded the directors the document is due by end of month. She will contact the LEAs that have not submitted the week of January 20, 2020.

10.2 Monthly Audiological Services Reports

10.3 Monthly Occupational & Physical Therapy Services Reports

Heidi Chavez reported that Program Manager Peggy Dunn now oversees the Occupational Therapy/Physical Therapy department.

10.4 Monthly Nonpublic School/Agency Placement Report

10.5 Upcoming Professional Learning Opportunities

Heidi Chavez highlighted the Special Education Teacher Academy Spring Session flyer. The academy is a four-course pathway that includes the monthly Web IEP training as well as PLOPs, Goals, and Educational Benefit training. She concluded High Leverage Practices is exclusive to this pathway.

**11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

Heidi Chavez shared Julie Kroener provided Your Students, My Students, Our Students books for those interested.

**12.0 CEO COMMENTS**

None.

**13.0 MATTERS BROUGHT BY CITIZENS**

None.

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**14.0 DIRECTORS' TRAINING**

**15.0 ADJOURNMENT**

Having no further business to discuss, a motion was made by Cheri Rigdon, seconded by Vici Miller, to adjourn the meeting. A vote was taken and the following carried: 15:0: Ayes: Baird, Benitez, Briggs, Colvin, Congo, Esposito, Folkens, Hannett, Keane, Miller, Newton, Rigdon, Silva, Wheeler, Wiesner, Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain SELPA Steering Committee will be held on Friday, February 21, 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.*

8.1 Special Education Summit  
Verbal report, no materials

**Jamie Adkins**

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**Subject:** FW: CDE Annual Determination and Selection for 2019-20 Monitoring Activities

**From:** SEDMonitoring <[SEDMonitoring@cde.ca.gov](mailto:SEDMonitoring@cde.ca.gov)>

**Sent:** Friday, January 31, 2020 3:21 PM

**To:** Jenae Holtz <[Jenae.Holtz@cahelp.org](mailto:Jenae.Holtz@cahelp.org)>

**Subject:** CDE Annual Determination and Selection for 2019-20 Monitoring Activities

**CAUTION:** This email originated from outside of the organization. Please do not click links or open attachments unless you recognize the sender and know the content is safe.

January 31, 2020

Superintendent  
School District  
Street Address  
City, State Zip Code  
Subject: Notification of 2018–19 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2019–20 Special Education Monitoring Activities including Identification of Significant Disproportionality

Dear Superintendent:

The California Department of Education (CDE), Special Education Division (SED) is providing this notification in accordance with Title 34, *Code of Federal Regulations (CFR)* Sections 300.600-604, Sections 300.646-647, and the Individuals with Disabilities Education Act (IDEA). The following areas will be addressed in this notification:

- 2018–19 Annual Determination
- Selection for 2019–20 Monitoring Activities
- Overview of Additional Changes to Selection for Monitoring
- Intensive Monitoring
- Targeted Monitoring
- Significant Disproportionality
- Data Identified Noncompliance Review
- Annual Disproportionality Review

**2018–19 Annual Determination**

Annually, the CDE, SED, in accordance with the IDEA and Title 34, *CFR* Section 300.600, reviews local educational agency (LEA) performance and compliance data related to implementation of IDEA requirements. As a result, every California LEA receives one of four possible annual determinations, as follows:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

Annual determinations are based on the LEA’s participation in the previous year’s monitoring activities. The LEA participated in the following monitoring activities during School Year 2018–19:



Activity	Participated (Yes/No)
Annual Disproportionality Review	Yes
Data Identified Noncompliance Review	Yes
Performance Indicator Review	Yes
Comprehensive Review	Yes
Significant Disproportionality Review	No

The determination for (School District) is **needs intervention** in meeting the requirements of the IDEA, Part B, for 2018–19.

### Selection for 2019–20 Monitoring Activities

The CDE has made updates to its monitoring system, including changes to how LEAs are selected for monitoring activities. Selection for 2019–20 monitoring activities are largely based on special education data submitted from each LEA. An LEA is selected for Intensive Monitoring or Targeted Monitoring if the LEA does not meet established targets for performance and compliance indicators under the IDEA as well as the LEA’s performance regarding certain additional elements (e.g. Child Find). All data evaluated to select LEAs for Intensive or Targeted Monitoring are included in the data link below. Intensive and Targeted Monitoring include different types of activities based on the needs of the LEA identified through the selection process.

More information about Intensive and Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

The monitoring status for (School District) for School Year 2019–20 is indicated below.

Status	2018–19 Selection Data
Intensive Review	<a href="https://www3.cde.ca.gov/exfiles/downloadurl.aspx?pid=111&amp;dc=b766d0d73d0341d0ac">https://www3.cde.ca.gov/exfiles/downloadurl.aspx?pid=111&amp;dc=b766d0d73d0341d0ac</a>

To find your LEA’s data, click on the link in the table above under “2018–19 Selection Data” and download the Portable Document Format (PDF) file that contains your Special Education Local Plan Area’s (SELPA’s) data sheets. Please be aware that data sheets are categorized by monitoring review title: Intensive Review, Targeted Review, Preschool Review, and a data sheet regarding significant disproportionality. Thus, data for your LEA may appear in multiple locations within the data link above. At a minimum, all LEAs will receive a data sheet titled Intensive Review Data, Targeted Review Data, and Preschool Review Data. Only those LEAs that have been identified as significantly disproportionate will receive a data sheet titled Significant Disproportionality Data.

Please be sure to review all data sheets that indicate “Yes” in the table below. Search for your LEA’s data sheets using the “Find” function in the PDF. If an LEA receives multiple data sheets that state “Review Required,” the highest level of monitoring will guide the LEA’s activities.

Data Sheet	Yes/No
Intensive Review	Yes
Targeted Review	Yes
Preschool Review	Not Evaluated
Significant Disproportionality	No

More information about data and selection criteria will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>

For questions regarding data, please contact the Data, Evaluation, and Assessment (DEA) Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

## Overview of Additional Changes to Selection for Monitoring

The CDE has made changes to its monitoring system including selecting LEAs for monitoring activities solely based on preschool data. In the past, monitoring of preschool performance was integrated with school age data for selection of monitoring activities. Please refer to the data sheet titled “Preschool Review Data” to review the elements used in the selection of LEAs for monitoring. In addition, beginning with the 2019–20 monitoring year (using 2018–19 school year data), the CDE has applied an aggregation method for data calculations of LEAs with 100 or fewer students with disabilities. These LEAs have been grouped in the following manner:

- Grouped by County: LEAs with 100 or fewer students with disabilities
- Grouped by Charter SELPA: Charter LEAs with 100 or fewer students with disabilities

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

## Intensive Monitoring

Intensive Monitoring is the highest level of monitoring. Intensive Reviews are a joint activity between the CDE and an LEA that involves a comprehensive evaluation of significant compliance and/or performance issues related to IDEA implementation.

There are three types of Intensive Reviews at the Intensive Monitoring level:

- Intensive Review (based on school age data)
- Preschool Review (based on preschool data)
- Significant Disproportionality Review

The CDE will be working directly with the LEA to complete 2019–20 Intensive Monitoring activities. The activities may include onsite visits, record reviews, regional trainings, and technical assistance. An LEA participating in Intensive Monitoring will submit an improvement plan in which the LEA will describe planned activities with the goal of improving outcomes for students with disabilities. All Intensive Monitoring activities must be completed to ensure the LEA’s continued eligibility for grant funding under the IDEA.

Supporting documents for Intensive Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

LEAs will be contacted by the assigned regional CDE consultant with more information on the review process. For general questions regarding Intensive Monitoring, please email [IntensiveMonitoring@cde.ca.gov](mailto:IntensiveMonitoring@cde.ca.gov) or contact the manager listed below to be directed to the appropriate Focused Monitoring Technical Assistance (FMTA) Unit consultant:

Intensive Monitoring Unit	Unit Contact Information
FMTA I	Acting Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-324-8898 <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

## Targeted Monitoring

Targeted Reviews are a joint activity in which the CDE supports the LEA to improve performance and compliance related to IDEA implementation in one or more areas. An LEA participating in Targeted Monitoring will submit an improvement plan, developed in collaboration with the CDE, that will address the needs identified through the selection process. This process will include the LEA’s submission of planned activities, which may include improvement strategies described in prior Performance Indicator Review (PIR) plans, with the goal of improving outcomes for students with disabilities.

Supporting documents for Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>

LEAs will be contacted by the assigned regional CDE consultant with more information on the Targeted Review process. For general questions regarding the Targeted Review, please email [TargetedMonitoring@cde.ca.gov](mailto:TargetedMonitoring@cde.ca.gov) or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini Direct Line: 916-327-3696 Unit Line: 916-445-4632 <a href="mailto:DDeMartini@cde.ca.gov">DDeMartini@cde.ca.gov</a>
FMTA III	Manager: James Johnson Direct Line: 916-327-4218 Unit Line: 916-327-6966 <a href="mailto:JamJohns@cde.ca.gov">JamJohns@cde.ca.gov</a>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

### Significant Disproportionality

This letter serves as official notification to those LEAs that have been identified as significantly disproportionate for 2019–20.

For (School District)’s 2019–20 significant disproportionality status, please see the table below:

Identified with Significant Disproportionality (Yes/No)	No
---	----

If the LEA identification above indicates “Yes,” then the CDE has identified the LEA as significantly disproportionate in one or more areas. Please refer to the LEA’s data sheet link located in this letter under “Selection for 2019–20 Monitoring Activities” to review the significant disproportionality data if applicable.

When the LEA is determined to have an overidentification of students by race, ethnicity, or disability in one or more areas, the CDE identifies the LEA as disproportionate. LEAs identified as disproportionate for three consecutive school years for the same area are determined to be significantly disproportionate. Pursuant to federal requirements under the IDEA and Title 34, *Code of Federal Regulations (CFR)* Sections 300.646-647, LEAs identified as significantly disproportionate did not meet one or more of the targets for the following elements:

1. Discipline: Suspension and Expulsion
2. Placement
3. Indicator 9: Disproportionality Overall
4. Indicator 10: Disproportionality by Disability

If your LEA has been identified as significantly disproportionate, then your LEA is required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS). A detailed document outlining the mandatory steps for LEAs identified as significantly disproportionate will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>. LEAs will be contacted by the CDE’s technical assistance contractor, State Performance Plan Technical Assistance Project (SPP-TAP), with information about an upcoming informational webinar and mandatory trainings. In addition, the assigned CDE regional consultant will be in contact with more information on significant disproportionality requirements. For general questions please email [IntensiveMonitoring@cde.ca.gov](mailto:IntensiveMonitoring@cde.ca.gov) or contact the manager listed below to be directed to the appropriate consultant:

<b>Intensive Monitoring Unit</b>	<b>Unit Contact Information</b>
FMTA I	Acting Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-324-8898 <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

**Data Identified Noncompliance Review**

The CDE has recently implemented changes to its data information system, moving special education data from the California Special Education Management Information System (CASEMIS) to the California Longitudinal Pupil Achievement Data System (CALPADS). This change has resulted in a delay in reviewing LEA performance on the following selection elements, formerly the Data Identified Noncompliance Review elements, which are now components of Targeted Monitoring. The LEA will be notified no later than March 2020 if selected to participate in Targeted Monitoring for the elements in the bulleted list below:

- Evaluation completed within 60 days of parent consent
- Part C to B transition
- Elements of secondary transition
- Timeliness of annual IEPs
- Timeliness of triennial IEPs
- Timeliness of resolution sessions

For general questions regarding Targeted Monitoring related to these particular elements, please email [TargetedMonitoring@cde.ca.gov](mailto:TargetedMonitoring@cde.ca.gov) or contact the manager listed below:

<b>Targeted Monitoring Unit</b>	<b>Unit Contact Information</b>
FMTA V	Manager: Lisa Stie Direct Line: 916-327-0865 Unit Line: 916-323-2409 <a href="mailto:LStie@cde.ca.gov">LStie@cde.ca.gov</a>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

### Annual Disproportionality Review

LEAs selected for the Annual Disproportionality Review received notification on August 14, 2019, with a link to data specific to the review. The elements included in the Annual Disproportionality Review are now incorporated as part of Targeted Monitoring. Please note that data needed for development of improvement activities is contained via a link in the August 14, 2019, notification letter from the Special Education Compliance Monitoring System.

For questions, email [TargetedMonitoring@cde.ca.gov](mailto:TargetedMonitoring@cde.ca.gov) or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini Direct Line: 916-327-3696 Unit Line: 916-445-4632 <a href="mailto:DDeMartini@cde.ca.gov">DDeMartini@cde.ca.gov</a>
FMTA III	Manager: James Johnson Direct Line: 916-327-4218 Unit Line: 916-327-6966 <a href="mailto:JamJohns@cde.ca.gov">JamJohns@cde.ca.gov</a>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

### Universal Supports and Resources

Universal supports are available for all LEAs to access, including those LEAs that have an annual determination of meets requirements under the IDEA. A list of resources for continuous improvement will be available to all LEAs, regardless of their annual determination status, at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

As noted throughout this letter, additional information will be provided via the Padlet link. LEAs are encouraged to check the link periodically to review pertinent documents and resources. The SED looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for students with disabilities.

Sincerely,

/S/

Kristin Wright, Director  
Special Education Division

KW: slr  
Enclosures

cc: Desert Mountain SELPA  
Focused Monitoring and Technical Assistance Unit

Begin forwarded message:

**From:** SEDMonitoring <SEDMonitoring@cde.ca.gov>

**Date:** January 31, 2020 at 3:46:22 PM PST

**To:** SELPA director email

**Subject: CDE Annual Determination and Selection for 2019-20 Monitoring Activities**

In order to look up who is listed as the superintendent for an LEA (who would have received this email), go to the California School Directory.  
<https://www.cde.ca.gov/school/directory/>

(External Email)

January 31, 2020

Super Intendent

LEA/ Unified School District

0000 The Best Road

Anytown, CA 95097-9001

Subject: Notification of 2018–19 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2019–20 Special Education Monitoring Activities including Identification of Significant Disproportionality

Dear Superintendent:

The California Department of Education (CDE), Special Education Division (SED) is providing this notification in accordance with Title 34, *Code of Federal Regulations (CFR)* Sections 300.600-604, Sections 300.646-647, and the Individuals with Disabilities Education Act (IDEA). The following areas will be addressed in this notification:

- 2018–19 Annual Determination
- Selection for 2019–20 Monitoring Activities
- Overview of Additional Changes to Selection for Monitoring
- Intensive Monitoring
- Targeted Monitoring
- Significant Disproportionality
- Data Identified Noncompliance Review
- Annual Disproportionality Review

This section bullet points the different areas covered in the MEGA letter. MEGA defines the amount of information shared in this letter- it is quite a lot! It is anticipated that APR letters will be sent separately.

### 2018–19 Annual Determination

Annually, the CDE, SED, in accordance with the IDEA and Title 34, *CFR* Section 300.600, reviews local educational agency (LEA) performance and compliance data related to implementation of IDEA requirements. As a result, every California LEA receives one of four possible annual determinations, as follows:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

This section captures previous year's monitoring activities the LEA participated in.

Annual determinations are based on the LEA's participation in the previous year's monitoring activities. The LEA participated in the following monitoring activities during School Year 2018–19:

Activity	Participated (Yes/No)
Annual Disproportionality Review	No
Data Identified Noncompliance Review	No
Performance Indicator Review	Yes
Comprehensive Review	No
Significant Disproportionality Review	No

The determination for LEA/ Unified School District is **needs assistance** in meeting the requirements of the IDEA, Part B, for 2018–19.

### Selection for 2019–20 Monitoring Activities



The CDE has made updates to its monitoring system, including changes to how LEAs are selected for monitoring activities. Selection for 2019–20 monitoring activities are largely based on special education data submitted from each LEA. An LEA is selected for Intensive Monitoring or Targeted Monitoring if the LEA does not meet established targets for performance and compliance indicators under the IDEA as well as the LEA’s performance regarding certain additional elements (e.g. Child Find). All data evaluated to select LEAs for Intensive or Targeted Monitoring are included in the data link below. Intensive and Targeted Monitoring include different types of activities based on the needs of the LEA identified through the selection process.

More information about Intensive and Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

The monitoring status for LEA/ Unified School District for School Year 2019–20 is indicated below.

Status	2018–19 Selection Data
Intensive Review	<a href="https://www3.cde.ca.gov/linktoinformation">https://www3.cde.ca.gov/linktoinformation</a> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>This link will take the LEA to ALL determinations for EVERY LEA in the SELPA. (This link is not active- purely for example)</b></p> </div>

To find your LEA’s data, click on the link in the table above under “2018–19 Selection Data” and download the Portable Document Format (PDF) file that contains your Special Education Local Plan Area’s (SELPA’s) data sheets. Please be aware that data sheets are categorized by monitoring review title: Intensive Review, Targeted Review, Preschool Review, and a data sheet regarding significant disproportionality. Thus, data for your LEA may appear in multiple locations within the data link above. At a minimum, all LEAs will receive a data sheet titled Intensive Review Data, Targeted Review Data, and Preschool Review Data. Only those LEAs that have been identified as significantly disproportionate will receive a data sheet titled Significant Disproportionality Data.

**This section tells the LEA which Monitoring Activities they are currently identified for participation.**

Please be sure to review all data sheets that indicate “Yes” in the table below. Search for your LEA’s data sheets using the “Find” function in the PDF. If an LEA receives multiple data sheets that state “Review Required,” the highest level of monitoring will guide the LEA’s activities.

Data Sheet	Yes/No
Intensive Review	Yes



Targeted Review	Yes
Preschool Review	No
Significant Disproportionality	No

More information about data and selection criteria will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>

For questions regarding data, please contact the Data, Evaluation, and Assessment (DEA) Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

### Overview of Additional Changes to Selection for Monitoring

The CDE has made changes to its monitoring system including selecting LEAs for monitoring activities solely based on preschool data. In the past, monitoring of preschool performance was integrated with school age data for selection of monitoring activities. Please refer to the data sheet titled “Preschool Review Data” to review the elements used in the selection of LEAs for monitoring.

In addition, beginning with the 2019–20 monitoring year (using 2018–19 school year data), the CDE has applied an aggregation method for data calculations of LEAs with 100 or fewer students with disabilities. These LEAs have been grouped in the following manner:

- Grouped by County: LEAs with 100 or fewer students with disabilities
- Grouped by Charter SELPA: Charter LEAs with 100 or fewer students with disabilities

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

### Intensive Monitoring

Intensive Monitoring is the highest level of monitoring. Intensive Reviews are a joint activity between the CDE and an LEA that involves a comprehensive evaluation of significant compliance and/or performance issues related to IDEA implementation.

**Should an LEA be identified for Intensive Monitoring this section explains more about that process. Currently there are no Charter School in IM, and 1 Geographic SELPA.**

There are three types of Intensive Reviews at the Intensive Monitoring level:

- Intensive Review (based on school age data)
- Preschool Review (based on preschool data)
- Significant Disproportionality Review

The CDE will be working directly with the LEA to complete 2019–20 Intensive Monitoring activities. The activities may include onsite visits, record reviews, regional trainings, and technical assistance. An LEA participating in Intensive Monitoring will submit an improvement plan in which the LEA will describe planned activities with the goal of improving outcomes for students with disabilities. All Intensive Monitoring activities must be completed to ensure the LEA’s continued eligibility for grant funding under the IDEA.

Supporting documents for Intensive Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

LEAs will be contacted by the assigned regional CDE consultant with more information on the review process. For general questions regarding Intensive Monitoring, please email [IntensiveMonitoring@cde.ca.gov](mailto:IntensiveMonitoring@cde.ca.gov) or contact the manager listed below to be directed to the appropriate Focused Monitoring Technical Assistance (FMTA) Unit consultant:

Intensive Monitoring Unit	Unit Contact Information
FMTA I	Acting Manager: Jack Brimhall  Direct Line: 916-445-1056  Unit Line: 916-324-8898  <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>
FMTA IV	Manager: Jack Brimhall  Direct Line: 916-445-1056  Unit Line: 916-445-9772  <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

## Targeted Monitoring

Targeted Reviews are a joint activity in which the CDE supports the LEA to improve performance and compliance related to IDEA implementation in one or more areas. An LEA participating in Targeted Monitoring will submit an improvement plan, developed in collaboration with the CDE, that will address the needs identified through the selection process. **This process will include the LEA's submission of planned activities, which may include improvement strategies described in prior Performance Indicator Review (PIR) plans, with the goal of improving outcomes for students with disabilities.**

**Targeted Monitoring or Review will be the most participated in process by LEAs. Notice the highlights below that capture the potential process and padlet link that will be available after 2/14.**

Supporting documents for Targeted Monitoring will be available at the following Padlet link no later than **February 14, 2020**: <https://padlet.com/sedmonitoring/1920monitoring>

LEAs will be contacted by the assigned regional CDE consultant with more information on the Targeted Review process. For general questions regarding the Targeted Review, please email [TargetedMonitoring@cde.ca.gov](mailto:TargetedMonitoring@cde.ca.gov) or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini  Direct Line: 916-327-3696  Unit Line: 916-445-4632  <a href="mailto:DDeMartini@cde.ca.gov">DDeMartini@cde.ca.gov</a>
FMTA III	Manager: James Johnson  Direct Line: 916-327-4218  Unit Line: 916-327-6966  <a href="mailto:JamJohns@cde.ca.gov">JamJohns@cde.ca.gov</a>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

### **Significant Disproportionality**

This letter serves as official notification to those LEAs that have been identified as significantly disproportionate for 2019–20.

**If an LEA has been selected for Significant Disproportionality, this section captures their status and next steps. Highlights below explain more.**

For LEA/ Unified School District's 2019–20 significant disproportionality status, please see the table below:

<b>Identified with Significant Disproportionality (Yes/No)</b>	No
--	----

If the LEA identification above indicates “Yes,” then the CDE has identified the LEA as significantly disproportionate in one or more areas. Please refer to the LEA’s data sheet link located in this letter under “Selection for 2019–20 Monitoring Activities” to review the significant disproportionality data if applicable.

When the LEA is determined to have an overidentification of students by race, ethnicity, or disability in one or more areas, the CDE identifies the LEA as disproportionate. LEAs identified as disproportionate for three consecutive school years for the same area are determined to be significantly disproportionate. Pursuant to federal requirements under the IDEA and Title 34, *Code of Federal Regulations (CFR)* Sections 300.646-647, LEAs identified as significantly disproportionate did not meet one or more of the targets for the following elements:

1. Discipline: Suspension and Expulsion
2. Placement
3. Indicator 9: Disproportionality Overall
4. Indicator 10: Disproportionality by Disability

If your LEA has been identified as significantly disproportionate, then your LEA is required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS). A detailed document outlining the mandatory steps for LEAs identified as significantly disproportionate will be available at the following Padlet link no later than February 14, 2020:  
<https://padlet.com/sedmonitoring/1920monitoring>.

LEAs will be contacted by the CDE’s technical assistance contractor, State Performance Plan Technical Assistance Project (SPP-TAP), with information about an upcoming informational

webinar and mandatory trainings. In addition, the assigned CDE regional consultant will be in contact with more information on significant disproportionality requirements. For general questions please email [IntensiveMonitoring@cde.ca.gov](mailto:IntensiveMonitoring@cde.ca.gov) or contact the manager listed below to be directed to the appropriate consultant:

Intensive Monitoring Unit	Unit Contact Information
FMTA I	Acting Manager: Jack Brimhall  Direct Line: 916-445-1056  Unit Line: 916-324-8898  <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>
FMTA IV	Manager: Jack Brimhall  Direct Line: 916-445-1056  Unit Line: 916-445-9772  <a href="mailto:JBrimhall@cde.ca.gov">JBrimhall@cde.ca.gov</a>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

**Data Identified Noncompliance Review**

**DINC notifications will occur no later than March of 2020.**

The CDE has recently implemented changes to its data information system, moving special education data from the California Special Education Management Information System (CASEMIS) to the California Longitudinal Pupil Achievement Data System (CALPADS). This change has resulted in a delay in reviewing LEA performance on the following selection elements, formerly the Data Identified Noncompliance Review elements, which are now components of Targeted Monitoring. **The LEA will be notified no later than March 2020 if selected to participate in Targeted Monitoring for the elements in the bulleted list below:**

- Evaluation completed within 60 days of parent consent
- Part C to B transition
- Elements of secondary transition
- Timeliness of annual IEPs
- Timeliness of triennial IEPs
- Timeliness of resolution sessions

For general questions regarding Targeted Monitoring related to these particular elements, please email [TargetedMonitoring@cde.ca.gov](mailto:TargetedMonitoring@cde.ca.gov) or contact the manager listed below:

Targeted Monitoring Unit	Unit Contact Information
FMTA V	Manager: Lisa Stie  Direct Line: 916-327-0865  Unit Line: 916-323-2409  <a href="mailto:LStie@cde.ca.gov">LStie@cde.ca.gov</a>

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

**Elements of Annual Disproportionality are now incorporated as part of Targeted Monitoring.**

**Annual Disproportionality Review**

LEAs selected for the Annual Disproportionality Review received notification on August 14, 2019, with a link to data specific to the review. The elements included in the Annual Disproportionality Review are now incorporated as part of Targeted Monitoring. Please note that data needed for development of improvement activities is contained via a link in the August 14, 2019, notification letter from the Special Education Compliance Monitoring System.

**It is recommended that LEAs find the Notification from August 14, 2019 and download the data for their LEA through the SECMS system.**

For questions, email

[TargetedMonitoring@cde.ca.gov](mailto:TargetedMonitoring@cde.ca.gov) or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini  Direct Line: 916-327-3696  Unit Line: 916-445-4632  <a href="mailto:DDeMartini@cde.ca.gov">DDeMartini@cde.ca.gov</a>

FMTA III

Manager: James Johnson

Direct Line: 916-327-4218

Unit Line: 916-327-6966

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

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at [SRogers@cde.ca.gov](mailto:SRogers@cde.ca.gov) or Nora Parella by email at [NParella@cde.ca.gov](mailto:NParella@cde.ca.gov).

### **Universal Supports and Resources**

Universal supports are available for all LEAs to access, including those LEAs that have an annual determination of meets requirements under the IDEA. A list of resources for continuous improvement will be available to all LEAs, regardless of their annual determination status, at the following **Padlet link no later than February 14, 2020:** <https://padlet.com/sedmonitoring/1920monitoring>.

**Again, the padlet link that should be populated with process information by February 14.**

As noted throughout this letter, additional information will be provided via the Padlet link. LEAs are encouraged to check the link periodically to review pertinent documents and resources. The SED looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for students with disabilities.

Sincerely,

/S/

Kristin Wright, Director

Special Education Division

KW: slr

Enclosures

cc: El Dorado County SELPA

Focused Monitoring and Technical Assistance Unit

**CAUTION:** This email originated from outside EDCOE's email system. Please use caution before clicking any links, opening attachments, or signing in with your EDCOE account. Contact the EDCOE IT Helpdesk at 530-295-2234 if in doubt.



8.3 Special Education and Section 504  
Verbal report, no materials

#### 8.4 CALPADS Submissions

Verbal report, no materials





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

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

## MEMORANDUM

DATE: February 19, 2020  
TO: Special Education Directors  
FROM: Linda Llamas, Director

---

SUBJECT: Desert/Mountain Children's Center Client Reports *AL*

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

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

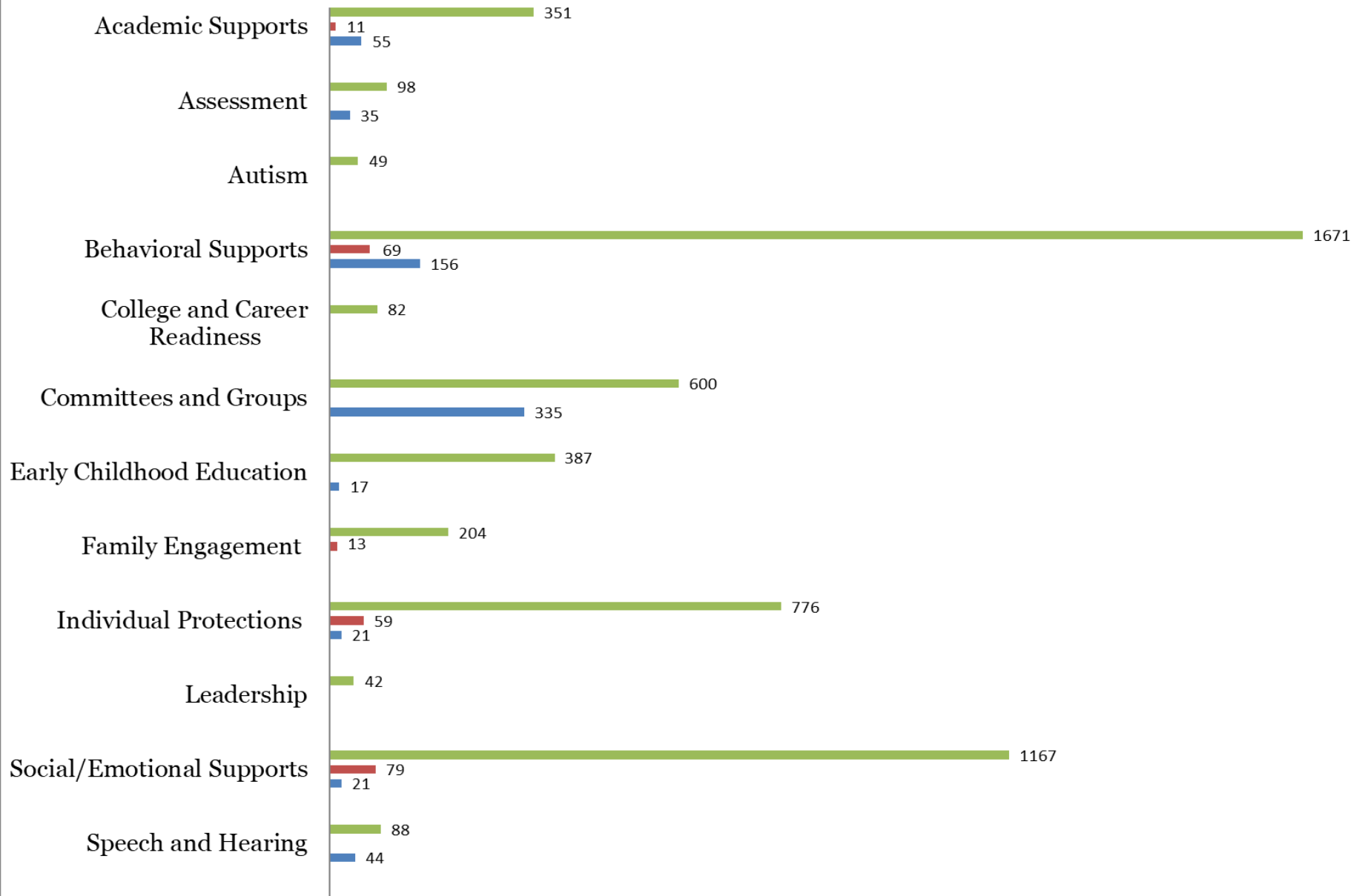
If you should have any questions, please contact me at (760) 955-3606 or by email at [linda.llamas@cahelp.org](mailto:linda.llamas@cahelp.org)

# D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JANUARY 2020 - 915 PARTICIPANTS

5515 YEAR-TO-DATE PARTICIPANTS

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





## ***Crisis Prevention Institute (CPI) Flex-Blended Learning***

***Presented By***  
CPI Team Members

***Date***  
Part 1: On-line Module  
Part 2: March 12, 2020

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

***Cost***  
\$40 Per Attendee

***Location***  
DMESC  
17800 Highway 18,  
Apple Valley, CA 92307

### ***Description***

Part 1: The self-paced, on-line module (2 to 4 hours to complete) will be available a month before the regional training. Upon completion of the on-line module, participants must print the certificate of completion and bring it to the regional training part 2.

Part 2: Review-Physical Intervention Disengagement and Holding Skills-Test. The Non-Violent Crisis Prevention Institute (CPI) is a two-part course focusing on crisis prevention and intervention. With a core philosophy of care, welfare, safety, and security and aligned with positive behavioral supports principles, it gives educators the skills to safely and effectively prevent, disengage, and physically withhold (as a last resort) dangerous situations. Participants must dress safely and must attend the entire course. Participants will receive CPI certification upon successfully demonstrating competency of disengagement skills, physical interventions, and passing a written exam.

### ***Audience***

Administrators who have been certified in CPI in the last two years. Blue CPI certification cards will have to be forwarded to the SELPA upon request.

### ***Special Accommodation***

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

### ***Registration***

Please contact  
Jennifer Holbrook



CAHELP  
17800 Highway 18 Apple  
Valley, CA 92307



Jennifer Holbrook  
jennifer.holbrook@cahelp.org  
760.955.3559



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





## **Crisis Prevention Institute (CPI) Flex-Blended Learning**

**Presented By**  
CPI Team Members

**Date**  
Part 1: On-line Module  
Part 2: April 30, 2020

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

**Cost**  
\$40 Per Attendee

**Location**  
DMESC  
17800 Highway 18,  
Apple Valley, CA 92307

### **Description**

Part 1: The self-paced, on-line module (2 to 4 hours to complete) will be available a month before the regional training. Upon completion of the on-line module, participants must print the certificate of completion and bring it to the regional training part 2.

Part 2: Review-Physical Intervention Disengagement and Holding Skills-Test. The Non-Violent Crisis Prevention Institute (CPI) is a two-part course focusing on crisis prevention and intervention. With a core philosophy of care, welfare, safety, and security and aligned with positive behavioral supports principles, it gives educators the skills to safely and effectively prevent, disengage, and physically withhold (as a last resort) dangerous situations. Participants must dress safely and must attend the entire course. Participants will receive CPI certification upon successfully demonstrating competency of disengagement skills, physical interventions, and passing a written exam.

**Audience**  
Administrators who have been certified in CPI in the last two years. Blue CPI certification cards will have to be forwarded to the SELPA upon request.

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

**Registration**  
Please contact  
Jennifer Holbrook



CAHELP  
17800 Highway 18 Apple  
Valley, CA 92307



Jennifer Holbrook  
jennifer.holbrook@cahelp.org  
760.955.3559



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

# Structured Literacy What, Why, Who, and How?

## Presented By

Bonnie Garcia, Program Specialist

## Date

May 11, 2020

## Time

Registration begins at 8:00 a.m.

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

## Cost

\$20 Per Attendee



*Do your students struggle with literacy?*

*Do you have struggling readers in your class?*

In this course, participants will first be provided with a brief overview related to the reading brain and dyslexia. Then, participants will take a deep dive into structured literacy, an instructional approach used to explicitly, systematically, cumulatively, and diagnostically teach reading.

The term was coined by the International Dyslexia Association to encompass evidence-based approaches (e.g., Orton Gillingham) and programs that are aligned to the Knowledge and Practice Standards for Teachers of Reading. Participants will walk away with an understanding of structured literacy and how to apply it through explicit, multisensory, structured, sequential, comprehensive, and cumulative instruction.

## Location

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

## Registration

Please register online at:

<https://sbcss.k12oms.org/52-181957>

## Audience

General education teachers, special education teachers, and administrators.

## 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



Cory Lopez  
[Cory.Lopez@cahelp.org](mailto:Cory.Lopez@cahelp.org)  
760.955.3625



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

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 - February 7, 2020**

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	3	33.5	0	0	1	2	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	10	22.83	1	3	0	6	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	12	60.5	0	0	1	11	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	2	2	0	1	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	7	37.5	0	1	0	6	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	7	29.49	1	0	1	5	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	8.5	4	44.46	0	0	2	2	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	0	1	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	2	4	0	2	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2	0	0	12	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>8</b>	<b>15</b>	<b>17</b>	<b>18</b>	<b>33</b>	<b>29.96</b>	<b>33</b>	<b>40</b>	<b>34</b>	<b>42</b>	<b>55</b>	<b>325</b>	<b>2</b>	<b>9</b>	<b>6</b>	<b>38</b>	<b>0</b>

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.

Districts showing a value of .25 above indicates that the district is a co-respondent with 3 other districts.



**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

<b>LEA Case Number</b>	<b>Issue(s)</b>	<b>Date Filed</b>	<b>Resolution Scheduled</b>	<b>Mediation Scheduled</b>	<b>Pre-Hearing Conference</b>	<b>Due Process Hearing</b>	<b>Status</b>
1. Snowline JUSD 2019061248	1. Free Appropriate Public Education <ul style="list-style-type: none"> <li>a. Alternative Augmentative Communication (AAC)</li> <li>b. occupational therapy</li> <li>c. Functional Behavior Assessment (FBA)</li> <li>d. missing IEP members</li> <li>e. placement</li> </ul>	06/28/19	07/22/19	08/28/19	08/16/19	10/01/19 – 10/03/19	Resolution on phone; no settlement reached; mediation held; settled 09/03/19; CLOSED
2. Apple Valley USD 2019070018	1. Free Appropriate Public Education <ul style="list-style-type: none"> <li>a. health aide</li> <li>b. late assessment</li> </ul>	06/25/19	07/19/19				07/19/19 settled - CLOSED
3. Apple Valley USD 2019061059	1. Failure to assess <ul style="list-style-type: none"> <li>a. occupational therapy</li> <li>b. speech language pathology</li> <li>c. adaptive physical education</li> <li>d. alternative augmentative communication</li> </ul>	06/28/19	Waived		08/12/19	08/20/19 – 08/22/19	Attorneys negotiating outside of resolution; settled 08/14/19; CLOSED
4. High Tech High 2019070209	1. Free Appropriate Public Education <ul style="list-style-type: none"> <li>a. placement</li> <li>b. Educationally Related Mental Health Services (ERMHS)</li> </ul>	07/08/19	07/17/19				07/23/19 settled - CLOSED

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

<b>LEA Case Number</b>	<b>Issue(s)</b>	<b>Date Filed</b>	<b>Resolution Scheduled</b>	<b>Mediation Scheduled</b>	<b>Pre-Hearing Conference</b>	<b>Due Process Hearing</b>	<b>Status</b>
5. Hesperia USD 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  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	<ul style="list-style-type: none"> <li>b. Educationally Related Mental Health Services (ERMHS)</li> <li>c. speech language, pragmatics</li> </ul>						
9. Oro Grande SD Case #20190710076	1.Free Appropriate Public Education <ul style="list-style-type: none"> <li>a. Functional Behavior Assessment (FBA)</li> <li>b. Educationally Related Mental Health Services (ERMHS)</li> <li>c. one-to-one aide</li> <li>d. reading goals</li> </ul>	07/26/19	08/08/19		09/09/19	09/17/19 – 09/19/19	Settled 08/08/19 at resolution; CLOSED
10. Hesperia USD Case #2019071079	1.Free Appropriate Public Education <ul style="list-style-type: none"> <li>a. reading goals</li> <li>b. writing goals</li> <li>c. math goals</li> </ul>	07/26/19	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  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

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  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

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  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

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; Settled post resolution 12/11/19; CLOSED
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	<del>10/10/19</del> 11/07/19	<del>12/03/19</del> 01/08/2020	<del>11/08/19</del> 01/17/20	<del>11/19-</del> <del>11/21/19</del> 01/28-01/30/20	VVUHSD dismissed; settlement not reached at resolution; mediation rescheduled; mediation

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

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						cancelled; attorney dropped case; CLOSED
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	01/29/20	<del>11/08/19-11/21/19</del> 02/10/20	<del>11/19-11/21/19</del> 02/25-02/27/20	Resolution held; no agreement; mediation scheduled; settled post mediation 02/04/20; CLOSED

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
25. High Tech High Case #2019100197	Parent participation No progress report Failure to provide Free and Appropriate Public Education (FAPE): 1. Unmeasurable goals 2. Placement	10/02/19	10/16/19		11/18/19	11/26-11/27/19	Resolution held; no agreement; settlement agreement 12/22/19; CLOSED
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	<del>10/31/19</del>	01/13/20	<del>12/02/19</del> 02/14/20	<del>12/10-12/12/19</del> 03/03-03/05/20	Resolution not held due to attorney not being available; Attempting to settle between lawyers; no agreement; settled at mediation 01/13/20; CLOSED
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	01/14/20	<del>12/02/19</del> 03/02/20	<del>12/10-12/12/19</del> 03/10-03/12/20	No agreement at resolution; mediation scheduled; settled at mediation 01/14/20; CLOSED



**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

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	01/08/20 settlement post mediation; 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	01/10/20	12/09/19	12/17-12/19/19	No agreement at resolution; mediation scheduled; settlement agreement post resolution 01/08/20; CLOSED

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

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; settlement agreement 11/20/19; CLOSED
34. Adelanto SD Case #2019110105	1. Denial of Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> <li>a. failure to provide assistive technology/augmentative and alternative communication (AAC)</li> <li>b. inconsistent one-to-one</li> <li>c. behavior intervention services (BIS)</li> </ul> 2. Failure to provide safe transportation 3. Lack of education benefit <ul style="list-style-type: none"> <li>a. goals</li> <li>b. program</li> <li>c. mainstreaming</li> </ul>	11/01/19	11/22/19		12/23/19	01/02/20	Resolution rescheduled; settlement agreement 12/16/19; CLOSED
35. VVUHSD Case #2019110840	1. Denial of Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> <li>a. student placement</li> <li>b. Least Restrictive Environment</li> </ul> 2. Goals not reasonably calculated <ul style="list-style-type: none"> <li>a. reading</li> <li>b. writing</li> <li>c. math</li> </ul> 3. Lack of remedial reading	11/14/19	12/10/19	02/19/20	12/30/20	<del>01/07-</del> 01/09/20 04/01- 04/02/20	Not settled – continuing discussion about placement;

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

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	<del>12/02/19</del> 12/10/19		01/13/20	01/22- 01/23/20	Settlement agreement 12/19/19; CLOSED
38. Snowline JUSD Case #2019120105	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	<del>12/11/19</del> <del>12/17/19</del> Resolution waived	01/15/20	<del>01/17/20</del> 04/13/20	<del>01/28-</del> <del>01/30/20</del> 04/21- 04/23/20	Waived resolution; second filing this year on same issue; not settled at mediation;

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

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 <ol style="list-style-type: none"> <li>a. inaccurate conclusion</li> <li>b. incomplete team</li> </ol> 2. Denial of Free and Appropriate Public Education (FAPE) <ol style="list-style-type: none"> <li>a. exclusion on extended expulsion</li> <li>b. services</li> </ol> 3. Failure to assess <ol style="list-style-type: none"> <li>a. Functional Behavior Assessment (FBA)</li> </ol> 4. Inadequately assessed <ol style="list-style-type: none"> <li>a) psychoeducation</li> </ol>	11/27/19	Waived	Expedited 12/12/19  Regular 02/12/20	Expedited: 12/20/19  Regular: <del>01/13/20</del> 03/02/20	Expedited: 01/07-01/09/20  Regular: <del>01/22-01/23/20</del> 03/10-03/12/20	A. Expedited claims: resolution waived; mediation held; settled on expedited claims; B. Regular claims: no agreement reached;
40. Hesperia USD & Encore Junior/Senior High School Case #2019120062	Free and Appropriate Public Education (FAPE) <ol style="list-style-type: none"> <li>1. Goals not reasonably calculated to ensure education benefit               <ol style="list-style-type: none"> <li>a. reading</li> <li>b. writing</li> <li>c. math</li> </ol> </li> <li>2. Failure to conduct psycho-educational assessment</li> </ol>	12/03/19	<del>12/17/19</del> Waived	02/12/20	03/20/20	04/07-04/09/20	Resolution waived;
41. Adelanto SD Case #2019120364	Free and Appropriate Public Education (FAPE) <ol style="list-style-type: none"> <li>1. Failure to assess in all areas               <ol style="list-style-type: none"> <li>a. psycho-educational assessment</li> <li>b. occupational therapy</li> </ol> </li> </ol>	12/09/19	<del>12/20/19</del> Waived	04/16/20	<del>01/24/20</del> 05/08/20	<del>02/04-02/06/20</del> 05/19-05/21/20	Resolution waived due to attorney emergency;

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	<ul style="list-style-type: none"> <li>c. adapted physical education</li> <li>d. Language, speech and hearing (LSH)</li> <li>e. Augmentative and alternative communication (AAC)</li> <li>f. Special circumstances Instructional Assistance (SCIA)</li> <li>g. Functional behavior assessment (FBA)</li> </ul> <ul style="list-style-type: none"> <li>2. Failure to facilitate parent participation</li> <li>3. Incomplete Individualized Education Program (IEP)</li> </ul>						
42. Victor Elem SD Case #2019120236	Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> <li>1. Change of placement without assessment</li> <li>2. Failed to provide appropriate placement</li> </ul>	12/06/19	01/06/20		01/17/20	01/28-01/30/20	Settlement agreement at resolution – CLOSED
43. High Tech High Media Arts Case #2019120545	Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> <li>1. Failure to assess in all areas</li> <li>2. Failure to provide measurable goals</li> <li>3. Unclear offer of services and placement</li> </ul>	12/16/19	01/10/20		<del>1/27/20</del> 04/03/20	<del>02/04-02/06/20</del> 04/14-04/16/20	Discussion continuing between attorneys post resolution;

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
44. Apple Valley USD Case #2019120678	Child Find	12/17/19	01/09/20		01/31/20	02/11- 02/13/20	Settlement agreement 01/30/20; CLOSED
45. Apple Valley USD Case 2020010122	Child Find	01/06/20	01/09/20		<del>02/10/20</del> 02/21/20	<del>02/19-</del> <del>02/20/20</del> 03/03- 03/05/20	Not settled at resolution;
46. Snowline JUSD Case 2020010115	Child Find	01/03/20	01/15/20		03/09/20	03/17- 03/19/20	Settlement agreement 01/15/20; CLOSED
47. Apple Valley USD Case 2020010263	1. Denial of Free and Appropriate Public Education (FAPE) a. Program b. Behavior Intervention Plan (BIP)/Functional Behavior Assessment (FBA) c. Goals  2. Denial of parent participation	01/09/20	01/23/20		02/21/20	03/03- 03/04/20	Settlement agreement 01/23/20; CLOSED
48. Snowline JUSD Case #2020010323	Denial of Free and Appropriate Public Education (FAPE) a. 1:1 bus aide	01/10/20	01/23/20		02/21/20	03/17- 03/19/20	Settled by phone 01/22/20; CLOSED
49. High Tech Middle Media Arts Case 2020010293	1. Denial of Free and Appropriate Public Education (FAPE) a. Appropriate services – Specialized Academic Instruction (SAI), speech b. Measurable goals	01/10/20	<del>01/22/20</del> 01/27/20		02/21/20	03/03- 03/05/20	Not settled at resolution;

**Desert/Mountain SELPA  
Resolution Support Services Summary  
July 1, 2019 – February 7, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	2. Assessments a. Assistive Technology b. Occupational Therapy						
50. Hesperia USD Case 2020010501	Denial of Free and Appropriate Public Education (FAPE) a. Writing goals b. Reading goals c. Math goals d. Adequate Specialized Academic Instruction (SAI) services	01/18/20	02/04/20		03/02/20	03/10-3/12/20	Settled at resolution 02/04/20; CLOSED
51. Apple Valley USD Case 2020010941	1. Denial of Free and Appropriate Public Education (FAPE) a. Placement b. Behavior Intervention c. Sufficiency of goals d. Designated Instruction and Services (DIS)  2. Failure to consider and use of medical and parent input	01/27/20	<del>02/11/20</del> 02/20/20		03/16/20	03/24-03/26/20	Resolution pending.
52. Oro Grande SD Case 2020011061	Child Find	01/29/20	02/11/20		03/16/20	03/26-03/29/20	Resolution Pending

Desert /Mountain SELPA  
Legal Expense Summary  
As of January 31, 2020

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	\$309,124.24



# YES! I WANT MORE INFORMATION!

- Send me more information
- I am interested in participating in parenting classes

Name:

Address:

Phone:

E-mail:

### SERVICES REQUESTED:

- Mental and Physical Health
- Food
- Clothing
- Housing/Shelter
- Family and Social Support
- Vocational/Education/Career
- Transportation

Please send to  
The Outreach Team  
preventionandintervention@cahelp.org

### Office Use Only

CSA Assigned

Date Received



## GET IN TOUCH WITH US

Phone: (442) 292-5094 x 213

Fax: (442) 292-5095

[www.cahelp.org/triage](http://www.cahelp.org/triage)

## FOLLOW US ON SOCIAL MEDIA

cahelp\_jpa jpa.cahelp



# OUTREACH TEAM

*FOCUSED ON BUILDING RELATIONSHIPS*



*"The Relentless Pursuit of Whatever Works in the Life of a Child."*

## What is the Outreach Team?

The Triage Grant has provided our team the opportunity to provide more intensive and collaborative efforts with the community. Our Outreach Team focuses on building relationships between LEAs, preschool programs, communities, families, and children. Family and community partner involvement is critical, and supported by providing resource connections, upcoming parent trainings, and information about local events.

## Resource Referrals:

- » Mental and Physical Health
- » Food
- » Clothing
- » Housing/Shelter
- » Family and Social Support
- » Vocational/Educational/Career
- » Transportation



## Community Trainings Offered:

- » Positive Language in the Home
- » Positive Behavioral Interventions and Supports (PBIS) in the Home
- » Strategies for Positive Parenting
- » Youth Mental Health First Aid
- » Loving Solutions: designed specifically for parents raising younger children with challenging behaviors ages 5-10 years
- » Parent Project: designed specifically for parents raising adolescents with intensive behaviors ages 12-18 years
- » Family Fun Days
- » Preparing our Kids for Success: designed to support S.A.R.B. and local truancy abatement efforts

**Let us know if you have any comments or are interested in other training topics.**

How can we help you? (English)

¿Cómo podemos ayudarle? (Spanish)

<https://bit.ly/2H5p44A> <https://bit.ly/31yzZ00>

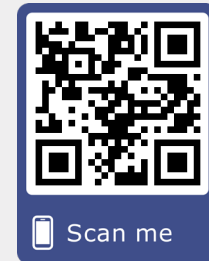


## Resources at Your Fingertip



Please visit our website for online resources.

<https://www.cahelp.org/triage>





## 2019/2020 California PBIS Recognition System

### Recognition Application Window is Coming Soon

By applying for CA PBIS recognition, California schools and districts have an opportunity to reflect and celebrate on their progress implementing and sustaining School-Wide PBIS

### Important Dates

#### CALIFORNIA PBIS COALITION



### Recognition Process



Completed online at <a href="http://pbisca.org">pbisca.org</a>	Estimated Timeline
Application window opens	March 9, 2020
Application window closes	May 22, 2020
Letters of notification	August 7, 2020
Website posting	August 7, 2020
Displayed at the CA PBIS Coalition Conference	September 21-23, 2020

[www.pbisca.org](http://www.pbisca.org)



## Announcing the 2nd 2019/2020 California PBIS Recognition System Kickoff Webinar

By applying for CA PBIS recognition, California schools and districts have an opportunity to reflect and celebrate on their progress implementing and sustaining School-Wide PBIS.

### Kickoff Webinar

Join us on **February 28th from 9:30am - 10:30am** for an exciting webinar where we will introduce the 2019/2020 California PBIS Recognition System process.

### What Will Be Covered

What will be covered:

- Recognition Criteria
- Tools for Completing Recognition
- External Reviewer Criteria
- Important Recognition Dates
- Frequently Asked Questions

### Important Registration Information

**Space is limited to the first 250 Individuals who sign up.**

Because there is limited space:

- Please attend the webinar if you sign up.
- Do not sign up for both webinars.
- If you have multiple staff who would like to attend, please attend as a group under one sign in.
- You will have access to a recording and all materials immediately following the webinar and will be able to share the video and all materials with PBIS Team Members at school sites.
- Not attending this webinar does not impact your application.

We encourage you to watch the video and visit our website for information about this year's official launch.

Visit [www.pbisca.org](http://www.pbisca.org) to register today!



8.9 Compliance Update

Verbal report, no materials

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





## THE MATTHEW PAUL FINNIGAN MEMORIAL SCHOLARSHIP FUND

**Deadline for 2020 Application:** April 17, 2020

**Background:** The Matthew Paul Finnigan Memorial Scholarship Fund was established in memory of Matthew Finnigan, who was a high-functioning adult with autism whose life was taken before he could achieve his goal of helping others on the Autism Spectrum. Matthew was attending college in Monterey and had visions of going into graduate school to use his strength in Math, Chemistry and Statistics and a growing interest in Psychiatry and Psychology to support research to help adolescents on the Autism Spectrum.

Envisioning his life five years into the future, Matthew wrote: "I have been selected to assist our current supervisor in the task of collecting and analyzing statistics pertaining to Aspergers Diagnosis and Treatment. I have been studying High School students and the effect their disorder has on them, and now I am using the data collected to see if I can find any trends relating biological and environmental factors and personal development that might indicate a reduction in the symptoms of Aspergers." Reflecting on being prepared for death and recognizing that which is truly important in life, Matthew wrote that "you have a legacy that will live on as long as their stories about you keep being told" and reminded his reader to "always look on the bright side of life."

This fund was established at the Community Foundation for Monterey County to help other students with a similar diagnosis and interests with gifts from the Finnigan family and friends, and some matching funds from Chevron, as a permanent endowed fund. The Autism Society of California is a proud partner to this endeavor.

2020 Scholarship Program: One non-renewable \$1,500 and one \$500 scholarship to a graduating High School senior or College student who graduated from a California High School with an autism spectrum disorder diagnosis.

The Autism Society of California prefers applications to be submitted online, however, paper applications will be reviewed. The last day to accept applications will be midnight PST April 17, 2020. Paper applications must be postmarked or faxed by this date. It is extremely important that applicants include a letter of recommendation as requested in the application.

The Autism Society of California is pleased to invite applications from individuals with an autism diagnosis (DSM-IV or later criteria) pursuing full-time or part-time studies in the fields of Psychiatry, Psychology, Statistics, Chemistry, and/or Math, focusing on improving the quality of life for individuals with autism, or a career which will help adolescents on the Autism Spectrum.

A qualified applicant can be a graduating senior or someone who has graduated from a high school in California and has been accepted to a post-secondary, undergraduate or graduate institution or vocational-technical training program in any of the following:

*Four-year undergraduate college or university*

*Two-year undergraduate college*

*Trade, technical or vocational school*

**Eligibility:** Any individual with an established autism diagnosis and who will be attending an accredited institution of higher education in the United States for the Fall 2020 / Spring 2021 terms is eligible to apply. Eligible individuals need to be enrolled on a full-time or part-time basis or be working toward certification or accreditation in a particular field.

**Proof of Diagnosis:** Due to the sensitive nature of medical information and the number of applications expected, the application process assumes the applicant has an autism diagnosis. Once the Scholarship Review Committee identifies finalists, it may require each finalist to submit copies of the medical documentation that established the diagnosis. Before applying, each applicant should ensure that they have proof of diagnosis. Based on recent changes in the Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria for autism spectrum diagnoses, finalists will be asked to verify that they meet criteria for either a DSM-IV or DSM-V diagnosis.

**Application:** The Autism Society of California prefers applications to be submitted online, however, paper applications will be reviewed. The last day to accept applications will be midnight PST April 17, 2020. Paper applications must be postmarked or faxed by this date. It is extremely important that applicants include a letter of recommendation as requested in the application.

**Review:** The Scholarship Review Committee is composed of members of the Autism Society of California's Board of Directors; Timothy Finnigan or other members of Finnigan Family; and other representatives that have expertise in the field of Autism, Learning Disabilities, and/or Twice Exceptional Children. Each complete application is reviewed. Incomplete submissions may be disqualified.

Reviewers base their evaluation and recommendations on the personal story as conveyed by the essay's original content: challenges that have been overcome, future aspirations, history of active participation in and/or volunteer service to the autism community, the importance of the chosen field of study, and how the scholarship will help achieve academic, career, and personal goals.

**Selection:** The winner will be announced on May 12th, Matthew's birthday.

**What you will need to complete the application, by April 17, 2020:**

- *Basic personal and contact information*
- *An acceptance letter (or proof of continued enrollment for current students) to upload as an attachment. If you only have a hard-copy letter, please use a scanner to create an electronic copy. The application deadline is April 17, 2020, which should provide most students with enough time to decide which school or program they will attend. ASC advises applicants to wait to upload an acceptance letter until they have made a final decision which school they will be attending.*
- *The date of initial medical diagnosis (it does not have to be an exact date). Please note that you do not need to supply proof of diagnosis in order to complete the application. Only those individuals who are selected as finalists may be required to produce documentation.*
- *Responses to three essay questions that you write (or dictate, if necessary). Please refer to the application for details on each question.*
- *A letter of recommendation on your behalf. This must be supplied by someone other than a family member, who is able to explain why you are deserving of this scholarship. The letter can come from a teacher, coach, pastor, mentor, etc.*

**Questions?**

Autism Society of California, 3268 Governor Drive, # 222, San Diego, CA 92122-2902  
 (800) 869-7069/ Fax (951) 346-9149  
[caautisminfo@gmail.com](mailto:caautisminfo@gmail.com)

This Scholarship Program is made possible with the support of the Community Foundation of Monterey County. For more information on this program, please click here.

## ONLINE APPLICATION FOR THE MATTHEW PAUL FINNIGAN MEMORIAL SCHOLARSHIP

**Certifications \***

- I have a diagnosis of autism, Asperger Syndrome, or PDD-NOS according to DSM-IV or DSM-V.
- I have graduated or will graduate from a High School located in California.
- I have been accepted and will attend an accredited institution of higher education, or vocational/technical program, leading to a certification or a degree for the Fall of 2020 and Spring 2021 semesters on a full-time or part-time basis.

*\* Indicates required field*

**Name \***

First

Last



First

Last

**Address (street, city, zip) \***

**Email \***

**Phone \***

**Name of high school attended \***

**City/state of high school attended \***

**Graduation date \***

**Year of ASD diagnosis \***

**Degree/Certification Being Sought: \***

**Institution of Higher Learning Currently Attending or Accepted to: \***

**Area of Study: \***

**How have you dealt with the challenges of autism? (Max 2500 characters; text beyond 2500 characters will not be considered) \***

**What do you plan to do/study in college and how will those plans help you accomplish your future goals? How will your work provide a positive contribution to the autism community? (Max 2500 characters; text beyond 2500 characters will not be considered) \***

**Tell us about yourself - how have you been involved in or provided service to the autism community locally, regionally, or nationally? What are your hobbies, interests, etc.? Or is there anything you would like the scholarship review committee to know about you? (Max 2500 characters; text beyond 2500 characters will not be considered) \***

**Please attach a letter of recommendation \***

Browse... No file selected.  
Max file size: 20MB

**Please attach a photo**

Browse... No file selected.  
Max file size: 20MB

**Certifications \***

- I certify that the statements herein are true to the best of my knowledge and grant my permission for the information contained herein to be shared with the scholarship selection committee, as well as the members of the Board of Directors of Autism Society of California and Autism Society of America.
- If selected, I hereby grant the Autism Society of California and the Monterey Community Foundation permission to announce my selection in communications (website, newsletter, press releases, etc) and to share portions of my application responses publicly.

**SUBMIT**

**ALTERNATIVE PAPER APPLICATION: PLEASE CUT AND PASTE INTO A WORD PROCESSING DOCUMENT IF YOU PREFER TO SUBMIT ON PAPER**

Scholarship Application

Certifications:

I have a diagnosis of autism, Asperger Syndrome, or PDD-NOS according to DSM-IV or DSM-V.

I have graduated or will graduate from a High School located in California.

I have been accepted and will attend an accredited institution of higher education, or vocational/technical program, leading to a certification or a degree for the Fall of 2020 and Spring 2021 semesters on a full-time or part-time basis.

Name:

Address:

Email:

Phone:

Name of High School Attended:

City/State:

Graduation Date:

Year of ASD Diagnosis:

Degree/Certification Being Sought:

Institution of Higher Learning Currently Attending or Accepted to:

Area of Study:

Name of School

City/State:

Essay Questions (Max 2500 characters per essay response; text beyond 2500 characters will not be considered):

1. How have you dealt with the challenges of autism?
2. What do you plan to do/study in college and how will those plans help you accomplish your future goals? How will your work provide a positive contribution to the autism community?
3. Tell us about yourself - how have you been involved in or provided service to the autism community locally, regionally, or nationally? What are your hobbies, interests, etc.? Or is there anything you would like the scholarship review committee to know about you?

Certifications:

I certify that the statements herein are true to the best of my knowledge and grant my permission for the information contained herein to be shared with the scholarship selection committee, as well as with the members of the Board of Directors of Autism Society of California and Autism Society of America.

If selected, I hereby grant the Autism Society of California and the Monterey Community Foundation permission to announce my selection in communications (website, newsletter, press releases, etc) and to share portions of my application responses publicly.

If you are chosen as a winner, would you be willing to send a picture of yourself for the press release? (This is not a requirement to win).\_\_\_\_\_

Signature:\_\_\_\_\_

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Donate



Your donations are tax-deductible. Autism Society of California nonprofit federal tax ID number 33-0599454.

Contact: [caautisminfo@gmail.com](mailto:caautisminfo@gmail.com)

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## Special Education

- Governor made continued appropriation of \$645 million from 2019-20 Budget contingent on special education reforms in the 2020 Budget Act
- Proposes three-phase, multi-year reform process
- Initial Phase – Base Special Education Funding
  - \$645 million ongoing Prop 98 to increase special education funding for most LEAs
    - Technically not equalization, but similar intended effect
    - Replaces AB 602 base funding formula
    - New base allocation formula using 3-year rolling average of LEA ADA
    - Still appropriated to SELPAs
    - Any LEA with base funding currently above new statewide base will be held harmless

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## Special Education

Initial Phase, cont.

- \$250 million ongoing Prop 98 for services to preschool children with exceptional needs
  - Allocated on one-time basis to districts based on number of 3-5 year olds with exceptional needs served by that district
  - Expected to be more prescriptive than funding provided for this purpose last year, about half as much money but intention to create ongoing programs
- \$500,000 one-time Prop 98 for study of current SELPA structure
- \$600,000 one-time Prop 98 for two workgroups to study improved accountability for special education service delivery and student outcomes

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## Special Education

- Future Phases
  - Finalized new special education funding formula
  - Incorporation of recommendations from studies funded in initial phase
  - Reforms related to family and student engagement, such as wrap-around services
  - Refining funding, accountability, and service delivery for specialized services, like out-of-home placements, NPS placements
  - Incorporation of recommendations on early intervention services from Master Plan for Early Learning and Care into the K-12 system
- \$4 million one-time Prop 98 for dyslexia research, training, and statewide conference

# FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## Some Special Education Trailer Bill Language Released

 **BY MICHELLE MCKAY UNDERWOOD**

Copyright 2020 School Services of California, Inc. posted February 5, 2020

As the next major step in the 2020–21 State Budget process, the Department of Finance (Finance) released trailer bill language needed to implement the proposals that were summarized on January 10, 2020.

Over the next few days, we will be providing our analysis of the trailer bill language that has been released. As of this writing, one of the most significant proposals, to create a new special education funding formula, has not been made public. Finance anticipates releasing that language in the next few weeks, along with “additional supporting documentation in the coming months to help clarify the Administration’s proposals.”

In the meantime, there are several special education proposals that were released. The funding based on preschoolers with disabilities mirrors this year’s funds except for the addition of legislative intent language describing how the dollars should be used by the districts that receive them based on pupil count of preschoolers with disabilities. The State Budget proposal summary states that districts would need to allocate the dollars for increased or improved services, however, legislative intent language does not have the force of law, so the following are suggested uses of funds:

- Early intervention services, including preschool and supportive services for young children who are not meeting age-appropriate developmental milestones
- One-time programs or resources that are not required in an Individualized Education Program (IEP) or in an individualized family support plan, but which a local educational agency (LEA) believes will have a positive impact on a young child
- Strategies to improve student outcomes identified through the state system of support and other activities to build upon or expand local multi-tiered systems of support, including inclusive educational programming
- Wraparound services for preschool children with exceptional needs not required by federal or state law, but which an LEA believes will have a positive impact on a young child
- New or expanded services for preschool children with exceptional needs as determined by a new or expanded IEP pursuant to the federal Individuals with Disabilities Education Act (IDEA) law

The trailer bill language also proposes to freeze in place several aspects of the current special education funding structure of special education local plan areas (SELPAs) and funding for special education services outside the base AB 602 formula, including:

- Temporarily freezing the ability to create new single-district SELPAs
- Freezing funding for necessary small SELPAs with declining enrollment
- Freezing extraordinary cost pool funding
- Freezing funding for low-incidence pupils
- Freezing program specialists/regionalized services funding
- Continuing the existing formula an additional year for out-of-home care funding

Additionally, the Administration proposes to expand the use of educationally related mental health services funding and freeze the current-year allocation. Starting in 2020–21, educationally related mental health services funds could be used for all mental health related services, including out-of-home residential services for emotionally disturbed pupils; counseling and guidance services, including counseling, career counseling, personal counseling, and parent counseling and training; psychological services; social work services; behavioral interventions; and other mental health related services not necessarily required by the federal IDEA.


Finally, as previewed in the State Budget proposal summary, three studies would be funded as follows:

- \$4 million for allocation to a designated county office of education for the California Dyslexia Initiative
- A \$500,000 contract for a study with a California postsecondary educational institution or a nongovernmental research institution that will examine special education governance and accountability
- A \$250,000 contract with an LEA to convene a workgroup that will examine and propose alternative pathways to a high school diploma for students with disabilities
- A \$350,000 contract with an LEA to convene a workgroup that will design a state standardized IEP template

Though the trailer bill language regarding a new special education funding formula is not yet in print, it will be in the coming weeks. Once introduced, the language will become part of the larger budget discussions. We will provide additional details on existing and future trailer bill language over the coming days and weeks.



## MEMORANDUM

Date: February 3, 2020  
To: Directors of Special Education  
From: Richard Frederick, Area Director   

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**Subject: Audiological Service Reports**

Attached are the Audiological Service Reports for the month of January 2020 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](mailto:dale.folkens@sbcss.net).





Desert/Mountain Special Education Local Plan Area  
17800 Highway 18  
Apple Valley, CA 92307-1219

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F 760-242-5363  
W [www.dmselpa.org](http://www.dmselpa.org)

## MEMORANDUM

Date February 21, 2020  
To: Directors of Special Education  
From: Peggy Dunn, Program Manager

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Subject: **Occupational and Physical Therapy Reports**

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Attached are the occupational and physical therapy Referral Status, and Current Students Direct Services reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3588 at [peggy.dunn@cahelp.org](mailto:peggy.dunn@cahelp.org)

Desert Mountain SELPA  
2019-2020 Non-Public School Placement Report

	January				February				March				April				May				June			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	12		1	13	10		1	11																
Apple Valley	16		12	28	16	1	11	28																
Baker																								
Barstow	5	1		6	5	1		6																
Bear Valley		1		1		1		1																
Helendale																								
Hesperia	8	1		9	8	1		9																
High Tech High																								
Lucerne Valley	1	1		2	1	1		2																
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	7	2	1	10	11	2	1	14																
Trona																								
Victor Elem	11		2	13	11		2	13																
VVUHSD	16	2	1	19	14	1		15																
<b>TOTALS</b>	<b>76</b>	<b>7</b>	<b>18</b>	<b>101</b>	<b>76</b>	<b>8</b>	<b>15</b>	<b>99</b>																
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 Totals	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125

## Upcoming Trainings

Date/Time	Event	Location
2/25/2020 8:30 PM - 3:30 AM	AUTISM FOR PARAPROFESSIONAL BEHAVIOR, COMMUNICATION, AND SOCIAL UNDERSTANDING	
2/25/2020 8:30 AM - 3:30 PM	CLASSROOM STRUCTURE AND MANAGEMENT	DMESC
2/26/2020 8:30 AM - 3:30 PM	CPI	DMESC
2/26/2020 8:30 AM - 3:30 PM	FORMS AND FACTS 101	DMESC
2/26/2020 8:00 AM - 4:00 PM	I-MTSS- FOSTERING RESILIENT LEARNERS: CREATING A SAFETY NEST TO THRIVE AND SOAR	NOS EVENT CENTER
2/27/2020 10:00 A - 11:00 A	PAPER FLOWERS	IEHP RESOURCE CENTER
2/28/2020 8:30 AM - 3:00 PM	EARLY CHILDHOOD CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE TIME) INSTRUCTION	DMESC
2/28/2020 8:30 AM - 3:00 PM	EARLY CHILDHOOD CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE TIME) INSTRUCTION	DMESC
2/28/2020 1:00 PM - 4:00 PM	MANAGING SCHOOL CRISIS: REFRESHER	DMESC
2/28/2020 9:00 AM - 12:00 PM	MIS USERS' MEETING	DMESC

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

# California Association of Health and Education Linked Professions

## Upcoming Trainings

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Date/Time	Event	Location
2/28/2020 8:30 AM - 3:30 PM	UNIVERSAL DESIGN FOR LEARNING: IMPLEMENTATION THROUGH INSTRUCTIONAL DESIGN AND INSTRUCTIONAL TECHNOLOGIES	DMESC
3/2/2020 8:30 AM - 4:00 PM	IMSE INTERMEDIATE ORTON-GILLINGHAM	DMESC
3/3/2020 10:00 A - 1:00 PM	STRATEGIES FOR POSITIVE PARENTING	DMESC
3/4/2020 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP #3	DMESC
3/4/2020 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
3/4/2020 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
3/5/2020 8:00 AM - 4:00 PM	BASIC RESTORATIVE PRACTICES	DMESC
3/5/2020 8:30 AM - 12:30 PM	MEANINGFUL PARENT PARTICIPATION	DMESC
3/5/2020 2:30 PM - 4:00 PM	VIDEO MODELING: AN INSTRUCTIONAL STRATEGY FOR ALL	DMESC
3/6/2020 12:30 PM - 3:30 PM	BUILDING TEACHER RESILIENCE IN PRESCHOOL CLASSROOMS - HOW TO KEEP YOUR CUP FULL	DMESC

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17800 Highway 18, Apple Valley, California 92307  
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# California Association of Health and Education Linked Professions

## Upcoming Trainings

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Date/Time	Event	Location
3/10/2020 1:30 PM - 2:30 PM	SPANISH WEBIEP	DMESC
3/11/2020 8:30 AM - 3:30 PM	CPI	DMESC
3/11/2020 10:00 A - 11:00 A	WORD BOARDS	IEHP RESOURCE CENTER
3/12/2020 8:30 AM - 3:30 PM	WHY TRY? and Resiliency for Youth	DMESC
3/13/2020 12:30 PM - 4:00 PM	LDSIMS	DMESC
3/13/2020 2:30 PM - 4:00 PM	SPANISH TRANSLATORS' WORKGROUP	DMESC
3/17/2020 2:30 PM - 4:00 PM	REINFORCEMENT	DMESC
3/17/2020 12:30 PM - 4:00 PM	SELF-HARMING VERSUS SUICIDE: UNDERSTANDING THE DIFFERENCES	DMESC
3/17/2020 10:00 A - 11:00 A	WORD BOARDS	IEHP RESOURCE CENTER
3/18/2020 8:30 AM - 3:30 PM	PLOPs, Goals and Educational Benefit	DMESC

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## Upcoming Trainings

Date/Time	Event	Location
3/19/2020 8:30 AM - 4:30 PM	MANAGING SCHOOL CRISIS: FROM THEORY TO APPLICATION	DMESC
3/19/2020 2:30 PM - 4:00 PM	VIDEO MODELING: AN INSTRUCTIONAL STRATEGY FOR ALL - APPLICATION	DMESC
3/19/2020 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
3/19/2020 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
3/27/2020 8:00 AM - 12:30 PM	AGES AND STAGES QUESTIONNAIRE 3 (ASQ 3) AND AGES AND STAGES QUESTIONNAIRE SOCIAL EMOTIONAL 2 (ASQ-SE2)	DMESC
3/27/2020 12:30 PM - 3:30 PM	CHAOS TO CALM:ART-BASED ACTIVITIES FOR A TRAUMA-INFORMED CLASSROOM	DMESC
3/27/2020 2:00 PM - 4:00 PM	Prior Written Notice	DMESC
3/31/2020 12:30 PM - 3:30 PM	REINFORCEMENT	DMESC
3/31/2020 12:30 PM - 2:30 PM	SOCIAL EMOTIONAL LEARNING (SEL)	DMESC
4/1/2020 12:45 PM - 3:30 PM	PBIS ALT ED A - TEAM TRAINING	HIGH DESERT PREMIER ACADEMY

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