

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING**  
*August 27, 2021 – 9:00 a.m. Virtual via Videoconference*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

## **AGENDA**

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**NOTICE:** This meeting will be held virtually only. If members of the public wish to participate in the meeting and/or make public comment, please follow the instructions below to participate telephonically:

### **PARTICIPATE BY PHONE:**

Dial Access Number: 1-415-655-0003

When prompted - enter Access Code: 177 766 4846

Follow directions as a Participant; an Attendee I.D. is not required to participate.

If you wish to make a public comment at this meeting, prior to the meeting please submit a request to address the Steering and Finance Committee to the recording secretary via fax at 1-760-242-5363 or email [jamie.adkins@cahelp.org](mailto:jamie.adkins@cahelp.org). Please include your name, contact information and which item you want to address.

Reasonable Accommodation: if you wish to request reasonable accommodation to participate in the meeting telephonically, please contact the recording secretary (via contact information noted above) at least 48 hours prior to the meeting.

### **1.0 CALL TO ORDER**

### **2.0 ROLL CALL**

### **3.0 PUBLIC PARTICIPATION**

The public is 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.

### **4.0 ADOPTION OF THE AGENDA**

4.1 **BE IT RESOLVED** that the August 27, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

### **5.0 INFORMATION/ACTION**

#### 5.1 Desert/Mountain SELPA D/M 66 Assessment Plan (**ACTION**)

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

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5.1.1 **BE IT RESOLVED** that the Desert/Mountain SELPA D/M 66 Assessment Plan be approved as presented.

5.2 Desert/Mountain SELPA Policy and Procedures Chapter 1 (**ACTION**)

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

5.2.1 **BE IT RESOLVED** that the Desert/Mountain SELPA Policy & Procedures Chapter 1 be approved as presented.

5.3 Desert/Mountain SELPA Interim Placement Forms (**ACTION**)

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

5.3.1 **BE IT RESOLVED** that the Desert/Mountain SELPA Interim Placement Forms be approved as presented.

## **6.0 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.

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

6.1.1 Approve the June 18, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

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

7.1 California's Special Education Governance and Accountability (SEGA) Study

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- Jenae Holtz will present information on California’s Special Education Governance and Accountability (SEGA) study.
- 7.2 California State Testing Updates
- Jenae Holtz will present the latest California state testing updates.
- 7.3 Desert Mountain Operations Updates
- Rich Frederick will present Desert Mountain Operations updates.
- 7.4 Desert/Mountain Children’s Center Client Services Reports and Updates
- Linda Llamas will present the D/M Children’s Center Client Services monthly reports and updates.
- 7.5 Strategies to Increase Student and Caregiver Engagement in the School Environment
- Linda Llamas will discuss three strategies to increase student and caregiver engagement in the school environment as children return for the 2021-22 school year.
- 7.6 Professional Learning Summary and Update
- Heidi Chavez will present the D/M SELPA’s Professional Learning Summary and update.
- 7.7 Resolution Support Services Summary
- Kathleen Peters will present the D/M SELPA’s Resolution Support Services Summary.
- 7.8 Assembly Bills 104 and 130 Updates
- Kathleen Peters will provide information pertaining to Assembly Bills 104 and 130.
- 7.9 Office of Administrative Hearings Decision
- Kathleen Peters will review an Office of Administrative Hearings (OAH) decision.
- 7.10 Alternative Dispute Resolution (ADR) Planning Committee Update
- Kathleen Peters will share an update from the ADR Planning Committee.
- 7.11 You be the Judge Scenario
- Kathleen Peters will present a You be the Judge scenario for committee member participation.

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### 7.12 Prevention and Intervention Updates

Kami Murphy will present Prevention and Intervention updates.

### 7.13 2020-21 Career Technical Education (CTE) Reports

Heidi Chavez will present the 2020-21 CTE Reports on behalf of Adrienne Shepherd-Myles.

### 7.14 Compliance Update

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

### 7.15 Nonpublic School/Nonpublic Agency Update

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

## **8.0 FINANCE COMMITTEE REPORTS**

### 8.1 2021-22 P-2 Special Education Revenue Projection

Marina Gallegos will present the 2021-22 P-2 Special Education Revenue Projection.

## **9.0 INFORMATION ITEMS**

### 9.1 Monthly Occupational & Physical Therapy Services Reports

### 9.2 Monthly Nonpublic School/Agency Placement Report

### 9.3 Upcoming Professional Learning Opportunities

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

## **11.0 CEO COMMENTS**

## **12.0 MATTERS BROUGHT BY THE PUBLIC**

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.

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When coming to the podium, speakers 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 general public to address the Council on items under consideration.

**13.0 ADJOURNMENT**

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, September 24, 2021, at 9:00 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.*

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA  
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA  
17800 HIGHWAY 18 • APPLE VALLEY, CA 92307  
(760) 552-6700 • (760) 242-5363 FAX



### Assessment Plan

If an assessment for the development or revision of the Individualized Education Program is to be conducted, the parent or guardian of the student shall be given [by the Local Educational Agency (LEA)], in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension. CA Ed Code § 56321(a)

#### STUDENT INFORMATION

Student Name:	_____	Date of Birth:	_____	Grade:	_____
School Site:	_____	District or LEA of Residence:	_____		
English Language Proficiency:	<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Fluent English Proficient	<input type="checkbox"/> English Only	<input type="checkbox"/> Language spoken at home:	_____

This notice is to inform the parent(s)/guardian(s) regarding the school district's/LEA's proposal to initiate or change the:  Identification  Evaluation of the above-named student:

This prior written notice includes a description of the proposed evaluation, an explanation of why the district or Local Educational Agency (LEA) proposed to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant to this proposal. Your written permission must be given before we assess your child to determine initial or continued eligibility for special education services. You have the right to be familiar with the assessment procedures and type of tests that may be given to your child. After the assessment is completed, you will be notified in writing of a meeting to discuss the results of the evaluation. If your child is found eligible for special education services, a full range of program options will be discussed.

#### Description of the proposed assessment:

The assessment will be conducted by qualified staff, and when appropriate, interpreters of the individual's primary language may be used. Tests conducted pursuant to these assessments may include, but are not limited to classroom observations, rating scales, one-on-one testing or some other types or combination of tests. No single procedure may be used as the sole criterion for determining an appropriate educational program. Following the completion of the assessment at the IEP meeting, you will receive a copy of the assessment findings. The results of the assessment may be a recommendation for special education services or maintenance or change of the current special education service(s). A student will not be placed in special education without consent of the parent or guardian. All information and assessment results are confidential.

#### Reason(s) for proposed assessment:

\_\_\_\_\_

**Description of other options considered and reasons for rejecting them:** *(List other courses of action the LEA considered for student's educational program, including but not limited to consideration of information/requests from parent and data/screening/observation by LEA personnel, OR actions that were requested on behalf of Student; AND, explain the reasons the LEA refused these courses of action.)*

\_\_\_\_\_

#### Other factors relevant to the proposal:

\_\_\_\_\_

#### Description of evaluation procedures, tests, records, or reports used in deciding to propose this assessment:

\_\_\_\_\_

The district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present levels of academic performance and functional achievement to determine services. Your child will be assessed in all areas of suspected disability as needed.\* To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the local educational agency (LEA)/district. \*Tests conducted pursuant to these assessments may include, but are not limited to classroom observations, rating scales, one-on-one testing or some other types or combination of tests.

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Grade: \_\_\_\_\_

**ASSESSMENT INFORMATION**

Reason(s) for referral/assessment:  Initial  Annual  Triennial  Behavior  Counseling/Behavioral Health Services  Other: \_\_\_\_\_

Referred by:  Parent/Guardian  Teacher  Special Ed. Teacher  Psychologist  Nurse  Administrator  IEP Team  Other: \_\_\_\_\_

The assessment will be administered in:  English  Spanish  Braille  Sign Language  Other: \_\_\_\_\_

**ASSESSMENTS CHECKED BELOW WILL BE COMPLETED TO ADDRESS THE AREAS OF SUSPECTED DISABILITY**

**TO BE COMPLETED BY (Examiner Title)**

**ACADEMIC/PRE-ACADEMIC ACHIEVEMENT:** These tests measure current readiness skills or achievement levels in reading, spelling, arithmetic, oral and written language skills, and/or general knowledge.

District  County  NPA  Other

**AUGMENTATIVE/ALTERNATIVE COMMUNICATION (AAC)**  **ASSISTIVE TECHNOLOGY (AT):** An assessment to measure the need for any aid and/or device that can be used to increase, maintain, or improve functional capabilities of a student with a disability.

District  County  NPA  Other

**CAREER AND VOCATIONAL DEVELOPMENT:** These tests allow a student to identify interest areas and aptitudes that assist in setting vocational goals and making career choices.

District  County  NPA  Other

**COGNITIVE/INTELLECTUAL DEVELOPMENT AND LEARNING ABILITY:** These tests measure how well a student thinks, remembers, and solves problems, and evaluates a student's general learning aptitude and/or state of intellectual maturation by measuring performance across a variety of verbal, numerical, and visual-spatial tasks.

District  County  NPA  Other

**FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA):** An assessment to measure and/or identify circumstances and consequences associated with a certain behavior and methods/interventions recommended to address them.

District  County  NPA  Other

**HEALTH/DEVELOPMENTAL/MEDICAL:** These tests measure vision, hearing, current health status, and early childhood development.

District  County  NPA  Other

**OBSERVATIONS/INTERVIEWS:** Includes observations of a student's academic and behavioral functioning in the school and/or natural setting.

District  County  NPA  Other

**PERCEPTUAL/MOTOR DEVELOPMENT:** These tests measure coordination, body movements, and small and large muscle activities. Physical fitness, visual, and perceptual skills may also be measured.

District  County  NPA  Other

**POST-SECONDARY TRANSITION:** Age appropriate transition assessments related to training, education, employment and where appropriate independent living skills.

District  County  NPA  Other

**SELF-HELP/ADAPTIVE:** This assessment measures how the student takes care of personal needs at home, school and in the community and will help determine the level of personal development in activities of daily living, socialization, and communication skills.

District  County  NPA  Other

**SOCIAL/EMOTIONAL/BEHAVIORAL DEVELOPMENT:** This assessment measures how the student feels about him/herself, gets along with others, and will help determine adjustment in social, emotional, and behavioral areas.

District  County  NPA  Other

**SPEECH/LANGUAGE/COMMUNICATION DEVELOPMENT:** This assessment measures a student's ability to use and understand language. Areas that may be assessed are articulation, receptive and expressive language, fluency, voice, and/or social/pragmatic use of language.

District  County  NPA  Other

REVIEW OF ANY RECENT ASSESSMENT(S): \_\_\_\_\_

OTHER: (If using alternative means of assessment, explain why and what will be utilized for this assessment.) \_\_\_\_\_

FOR QUESTIONS PLEASE CONTACT THE LEA OFFICE:

Name: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

**PARENT/GUARDIAN/ADULT STUDENT AUTHORIZATION**

ASSESSMENT CANNOT BEGIN UNTIL A COPY OF THIS FORM HAS BEEN SIGNED AND DATED BY THE PARENT/GUARDIAN/ADULT STUDENT AND RETURNED TO THE LEA. AT THAT TIME, THE ASSESSMENT TIMELINE WILL BEGIN.

INITIAL  
HERE

Please initial each applicable statement below.

I understand that no educational placement will result from this evaluation without my written permission.

I have additional assessments or information that I wish to have considered in determining a free appropriate public education (FAPE).

I prefer to discuss the assessment plan before I give approval.

I **DO NOT** approve of this assessment plan.

By signing this form below, I acknowledge that I am the educational rights holder for this child **OR that I am an adult student holding my own educational rights** and hereby authorize/consent to the assessments listed above. I understand that the results of the assessments will be kept confidential and will be reviewed with me. My signature also acknowledges receipt of a copy of special education procedural safeguards (attach SELPA form D/M 77).

Date: \_\_\_\_\_ Parent/Guardian/Adult Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Interpreter Signature: \_\_\_\_\_

**\*LEA USE ONLY - MIS DATA\***

Date of Referral: \_\_\_\_\_

Date Sent to Parent: \_\_\_\_\_

Date Signed Assessment Plan Received: \_\_\_\_\_

IEP Meeting Date: \_\_\_\_\_



Revised Desert/Mountain SELPA Policies & Procedures

Section	Proposed Revision(s)	Rev. Date
<b>Chapter 1: Identification &amp; Referral</b>	<ul style="list-style-type: none"><li>• Language to Section D – Interim Placement (Transfer IEP) updated to Interim Placement (Students Transferring into LEA) and section updated to include new forms/processes to meet the California Longitudinal Pupil Achievement Data System (CALPADS) requirements for students with IEPs who transfer:<ul style="list-style-type: none"><li>❖ Between D/M SELPA LEAs;</li><li>❖ From an LEA in California which is outside of D/M SELPA; and</li><li>❖ From an LEA outside of California.</li></ul></li></ul>	<b>7/31/2021</b>





## Chapter 1: Identification & Referral

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SECTION A	CHILD FIND
SECTION B	PARENT REFERRALS
SECTION C	STUDENT STUDY TEAM (SST)
SECTION D	INTERIM PLACEMENT ( <del>TRANSFER IEP</del> ) (STUDENTS TRANSFERRING INTO LEA)
SECTION E	EARLY IDENTIFICATION OF LEARNING DISABILITIES
SECTION F	OVERIDENTIFICATION & DISPROPORTIONALITY

### Introduction

The referral for special education assessment is the first step taken when it is suspected that a child will require special education supports and services to be successful in the educational system. Parents, guardians, teachers, agencies, appropriate professionals, and other members of the public can make referrals. Once submitted, the referral initiates timelines that are specified in the California Education Code. The purpose of the referral process is to afford the assessment team the opportunity to review the referring party's identified areas of concern, previous attempts in program modification, relevant educational history, and other pertinent information regarding the child to determine areas in need of assessment.

The California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council of the Desert/Mountain Special Education Local Plan Area (SELPA) assures an ongoing effort to identify all individuals with disabilities including infants, children for whom English is not a primary language, children with low incidence disabilities, children attending private schools, children from families that are highly mobile, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade.

The SELPA works closely with public agencies such as Inland Regional Center (IRC), Head Start, California Children's Services (CCS), Department of Behavioral Health (DBH), and others as appropriate in the identification of individuals with disabilities. Materials are distributed to pediatricians, health care professionals, and other agencies within the SELPA.

Each Local Education Agency (LEA) within the SELPA has established procedures for the identification, location, and evaluation of children who may require special education services. Information regarding Child Find activities is included in the annual notice that is distributed to parents of all children.

## Section D - Interim Placement (~~Transfer-IEP~~) (Students Transferring into LEA)

**California Education Code § 56325(a)(1).** *As required by subclause (I) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from district to district within the state. In the case of an individual with exceptional needs who has an individualized education program and transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, for a period not to exceed 30 days, by which time the local educational agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law.*

**California Education Code § 56325(a)(2).** *In the case of an individual with exceptional needs who has an individualized education program and transfers into a district from a district operating programs under the same special education local plan area of the district in which he or she was last enrolled in a special education program within the same academic year, the new district shall continue, without delay, to provide services comparable to those described in the existing approved individualized education program, unless the parent and the local educational agency agree to develop, adopt, and implement a new individualized education program that is consistent with federal and state law.*

**California Education Code § 56325(a)(3).** *As required by subclause (II) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from an educational agency located outside the State of California to a district within California. In the case of an individual with exceptional needs who transfers from district to district within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, until the local educational agency conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the local educational agency, and develops a new individualized education program, if appropriate, that is consistent with federal and state law.*

**California Education Code § 56325(b)(1).** *To facilitate the transition for an individual with exceptional needs described in subdivision (a), the new school in which the individual with exceptional needs enrolls shall take reasonable steps to promptly obtain the pupil's records, including the individualized education program and supporting documents and any other records relating to the provision of special education and related services to the pupil, from the previous school in which the pupil was enrolled, pursuant to paragraph (2) of subsection (a) of Section 99.31 of Title 34 of the Code of Federal Regulations.*

Whenever a child with an existing individualized education program (IEP) transfers into a district, the local educational agency (LEA) shall provide a free appropriate public education, including services comparable to those described in the last consented-to IEP. To facilitate the transition from one LEA to another, the new LEA in which the student enrolls shall take reasonable steps to promptly obtain the pupil's records, including his/her IEP and the supporting documents related to the provision of special education and related services to the pupil, from the previous school in which the pupil was enrolled (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

In order to meet the California Longitudinal Pupil Achievement Data System (CALPADS) requirements for **ALL** students with an IEP transferring into an LEA pursuant to Education Code § 56325, the receiving LEA, in consultation with the parent/guardian, shall complete the Interim Placement (IP) packet within the Web IEP System. The Interim Placement packet includes:

- the demographics page documenting all relevant information concerning the child,
- the offer of FAPE page documenting their educational program,
- the final page documenting any Special Factors listed on the current IEP from the previous LEA, and
- a signature by a school or district administrator acknowledging the Interim Placement.

A copy of the Interim Placement packet is given to the parent/guardian and forwarded to all related service providers and relevant staff members for implementation of the child's special education program. A copy of the previously approved IEP should be given to the teacher(s), uploaded into the Web IEP system, and placed in the special education pupil file.

If a child with a disability transfers to the LEA during the school year from a LEA within the Desert/Mountain SELPA, the LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the child's parent and LEA agree to develop, adopt, and implement a new IEP that is consistent with state and federal laws (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

If a child with a disability transfers to the LEA during the school year from a California LEA outside of Desert/Mountain SELPA, the LEA shall provide the child with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, the LEA shall, in consultation with the parents, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal laws (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

If a child with a disability transfers to the LEA within the Desert/Mountain SELPA during the school year from an out-of-state LEA, the LEA shall provide the child with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent, until such time as the LEA conducts an assessment, if the LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

The law allows an LEA to address the IEP within the LEA's existing programs and services to the greatest extent possible for a period not to exceed the 30-day placement; therefore, it is not necessary for the parent/guardian to sign the proposed Interim Placement (IP) form. When programs or services that were provided in the former district are not in place in the new LEA at the time of enrollment, an alternative program within the LEA, a referral to a program operated by another agency, or placement in a nonpublic school may be necessary. The parent must give consent for placement in a program that is not in conformity with the current IEP.

When the IEP team meets for the 30-day review, the IEP team shall review all aspects of the IEP through the IEP process. Whether the LEA adopts the previously approved individualized education program or develops, adopts, and implements a new individualized education program, the next annual review date must align with the previous goal review date.

~~Children moving from a LEA outside the SELPA with an existing IEP shall be served for a timeline not to exceed 30 days. The child's program shall be based on the previous LEA's current goals and objectives with the appropriate supports and services. Within 30 days, an IEP meeting will be held to review the child's progress and make adjustments to the current IEP.~~

~~Immediately upon placement of the child, the case carrier is responsible for completing page one of the IEP (D/M 68A), documenting all relevant information concerning the child, and their educational program. A signature page (D/M 68G) with the following signatures shall be included in the interim IEP:~~

- ~~• Parent signature, as well as initials agreeing to a 30-day interim placement;~~
- ~~• Administrator or designee signature; and~~
- ~~• Case carrier signature.~~

~~A copy of the interim IEP is forwarded to the LEA office in order for the child's pertinent information to be entered into the SELPA Management Information System (MIS).~~

~~At the 30-day review meeting, all aspects of the IEP need to be reviewed. New goals and objectives can be developed or the previous ones continued if those goals continue to be in accordance with the child's needs. If the previous goals and objectives are accepted, the next annual review date must align with the previous goal review date.~~

## **Section E - Early Identification of Learning Disabilities**

### **Student Record Review**

Review the child's records with attention to the following:

- Amount and quality of classwork and homework, with work samples provided at the meeting;
- Test data. Also, curriculum-based data, math, reading, language, spelling levels;
- Indicators of resiliency, ability to handle stress, emotional intelligence;
- Attendance;
- Hearing and vision screening results, health issues;
- Behaviors observed in class or on the playground that are of concern;



## Chapter 1: Identification & Referral

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### Introduction

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The SELPA works closely with public agencies such as Inland Regional Center (IRC), Head Start, California Children's Services (CCS), Department of Behavioral Health (DBH), and others as appropriate in the identification of individuals with disabilities. Materials are distributed to pediatricians, health care professionals, and other agencies within the SELPA.

Each Local Education Agency (LEA) within the SELPA has established procedures for the identification, location, and evaluation of children who may require special education services. Information regarding Child Find activities is included in the annual notice that is distributed to parents of all children.

## Section A - Child Find

*California Education Code § 56300. A local educational agency shall actively and systematically seek out all individuals with exceptional needs, from birth to 21 years of age, inclusive, including children not enrolled in public school programs, who reside in a school district or are under the jurisdiction of a special education local plan area or a county office of education.*

*California Education Code § 56301(a). All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities attending private, including religious, elementary and secondary schools, regardless of the severity of their disabilities, and who are in need of special education and related services, shall be identified, located, and assessed and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services as required by Section 1412(a)(3) and (10)(A)(ii) of Title 20 of the United States Code. A child is not required to be classified by his or her disability so long as each child who has a disability listed in Section 1401(3) of Title 20 of the United States Code and who, by reason of that disability, needs special education and related services as an individual with exceptional needs defined in Section 56026.*

It is the policy of the SELPA that children with disabilities ages birth through 21, be actively sought and identified by public schools. The Child Find process includes a section of the LEA's annual notice to all parents that references the referral of children with disabilities. In cooperation with the Local Interagency Coordination Area, Early Start, ages birth to three, information is distributed to hospitals, doctors' offices, and pertinent agencies. All individuals with disabilities and their parents are guaranteed their procedural safeguards with regard to identification, assessment, and placement in special education programs.

School personnel, parents, outside agencies working with the child, guardians and/or surrogate parents who show legal documentation of educational rights may all serve as sources of referral for a child for possible identification as a child with a disability. Such identification procedures shall be coordinated with school site and LEA procedures for referral of children with disabilities that cannot be met with modification of the general education instructional program.

Infants, birth to three years, are referred directly by the LEA, parent, doctor, or agency to the Early Start Program at IRC. Intake information precedes the assignment of staff for assessment and the coordination with other agencies. If an infant has a solely low incidence disability, such as hearing loss, vision loss, or orthopedic disability, the infant should be referred directly to San Bernardino County operated programs. An Early Start Program Referral Form is completed, which begins the assessment process timeline.

## Section B - Parent Referrals

*California Education Code § 56301(d)(1). Each special education local plan area shall establish written policies and procedures pursuant to Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under*

*this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs.*

All referrals for special education and related services shall initiate the process to determine if an assessment is warranted and shall be documented. When a verbal referral is made, staff of the LEA shall offer assistance to the parent or any other individual to make a request in writing. The SELPA shall annually distribute information regarding Child Find activities to private schools for dissemination to parents.

Parents whose primary language is not English shall be informed of the need to file a written request when a verbal request is made. They shall be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible. Assistance in providing a written request will be provided as needed. Written referrals in languages other than English will be accepted.

If a parent requests, in writing, an assessment for possible special education services, the LEA will develop an Assessment Plan (D/M 66) and present it to the parent within 15 days. A copy of the Parental Rights and Procedural Safeguards (D/M 77) are reviewed and given to the parents at the time the assessment plan is presented. The parent has at least 15 days from receipt of the assessment plan to provide permission to complete the assessment process. Assessments will begin upon receipt of the signed assessment plan by the LEA.

### **Infant: Birth to Three Years**

If a parent refers an infant, birth to three years, to a LEA for possible special education services, they are referred directly to the Early Start Program at Inland Regional Center. If it is clearly evident that the infant has a solely low incidence disability, such as hearing loss, vision loss, or orthopedic disability, the parent is referred directly to San Bernardino County operated programs. Once an Early Start Program Referral Form is completed, timelines for the referral process begin.

### **Section 504**

Children may be referred for assessment under Section 504 of the Rehabilitation Act of 1973 by parents, guardians, school staff, or agencies. Each LEA has defined written Section 504 procedures to assess and meet the educational needs of general education students who are otherwise disabled due to a physical or mental impairment, which substantially limits one or more major life activities.

### **Procedures for Processing Referrals**

All referrals for special education and related services shall initiate the assessment process and shall be documented. When a verbal referral is made, staff of the LEA, SELPA, or county office shall offer assistance to the individual to make a request in writing and shall assist the individual if the individual requests such assistance (*Title 5 of the Code of California Regulations § 3021*).

SELPA forms are available on the website for member LEAs to use upon receipt of a referral for special education assessment (*SELPA forms, 51, 56, 57, 58, 59, 63, and 79*).

All initial referrals resulting from Child Find of children ages 3-5, shall be processed through the LEA special education office. The Informed Parental Consent for Assessment (D/M 66) shall be completed by the person interacting with the parent and forwarded to the appropriate member of the LEA preschool assessment team (i.e., psychologist, nurse, speech-language pathologist).

For a preschool-aged child, a member of the LEA preschool assessment team will contact the parent to discuss concerns, or arrange a home visit for observation.

For a school-aged child, the referral for special education assessment may include a referral to the Student Study Team (SST) and/or the scheduling of a parent conference to discuss the concerns and possible interventions.

If the parent specifically requests, in writing, that their child be assessed to determine eligibility for special education program services, a proposed Assessment Plan (D/M 66) and a copy of the Parental Rights and Procedural Safeguards (D/M 77) shall be presented to the parent within 15 days of their request for assessment. The proposed assessment may include a classroom observation, review of records, informal screening, and/or a referral for a formal evaluation in suspected areas of disability, such as, but not limited to, vision/hearing, speech-language, academic skills, cognition, adaptive behavior, psychological processing skills, or social-emotional-behavioral status. Parents have at least 15 days from receipt of the plan to give consent to assess. The timelines for assessment begin when the LEA receives the signed assessment plan.

## Section C - Student Study Team (SST)

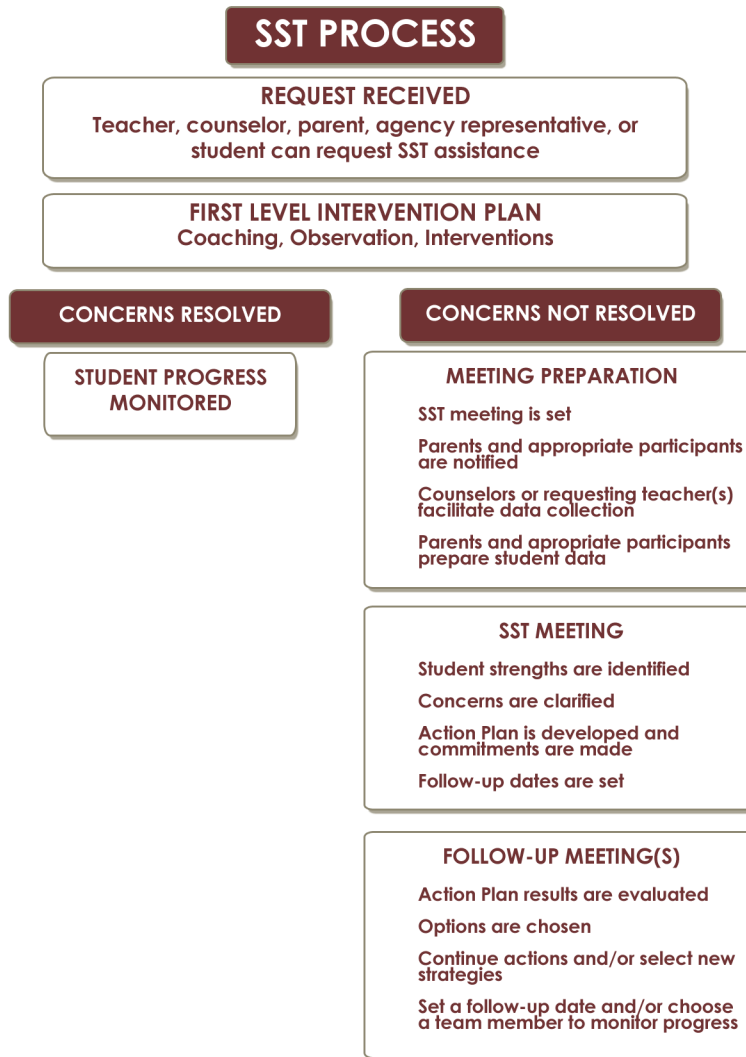
*California Education Code § 56303. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.*

Procedures have been developed in individual LEAs for the receipt and processing of referrals for special education assessment. In all LEAs, the school site SST meets regarding children for whom there are concerns. The team addresses the implementation and level of success of the general education classroom program modifications and available general education resources and programs, including categorical programs. When the SST determines that all possible modifications have been exhausted or the modifications available are not appropriate, the SST or classroom teacher refers the child for an assessment for possible special education services. The parent is informed and encouraged to be a part of the SST process. Parents are notified if a referral for a special education assessment is made by the team.

The SST is a regularly scheduled, structured meeting of general educators, supported by special education and other staff as appropriate. Their purpose is to provide an effective support system in general education that will generate effective interventions for children who are experiencing challenges in learning or behavior difficulties at school. The SST process is designed to meet the needs of all children and results in a team action plan to ensure student success. The structure of the SST may be designed to fit the needs of individual school sites. Team membership varies according to the needs of the child, but should include the people that can best support the child and the classroom teacher. The majority of the team membership must be composed of general education teachers and should include the following team members: the child's classroom teacher, an administrator, the parent, the child, an upper grade teacher, and a lower grade teacher. The SST should also serve as a peer support system, so the more teacher participation the greater the benefits. Specialists should be included based on the potential needs of the child, the classroom teacher, and any others providing support to the child.

The following describes the flow of the **SST Process**:





**Figure 1 - Student Study Team (SST) Flow Chart**

The process begins with a request from a teacher, counselor, parent, agency representative, or student that a concern has been identified. Once the request is made, the school’s first-level intervention plan is implemented. It is important to note that a request does not automatically initiate a SST meeting. If the concerns can be resolved without an SST meeting, then the child is monitored for successful progress. If the concerns are not resolved, SST meeting preparation is started. For the team to have optimum information to work with, the child’s teacher should provide essential information about the child to the team. In Section E of this chapter the information provided under Student Record Review offers a format for teachers/counselors to prepare information that would be beneficial to the SST. During the meeting, an effective practice to utilize is a group memory format to assist the team in efficient documentation of ideas generated during the meeting. On the action plan that is developed, a follow-up date should be set to review the progress of the child for whom there are concerns. The action plan should be evaluated at this meeting and determination made if any further follow-up is necessary.

## **Section D - Interim Placement (Students Transferring into LEA)**

**California Education Code § 56325(a)(1).** *As required by subclause (I) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from district to district within the state. In the case of an individual with exceptional needs who has an individualized education program and transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, for a period not to exceed 30 days, by which time the local educational agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law.*

**California Education Code § 56325(a)(2).** *In the case of an individual with exceptional needs who has an individualized education program and transfers into a district from a district operating programs under the same special education local plan area of the district in which he or she was last enrolled in a special education program within the same academic year, the new district shall continue, without delay, to provide services comparable to those described in the existing approved individualized education program, unless the parent and the local educational agency agree to develop, adopt, and implement a new individualized education program that is consistent with federal and state law.*

**California Education Code § 56325(a)(3).** *As required by subclause (II) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from an educational agency located outside the State of California to a district within California. In the case of an individual with exceptional needs who transfers from district to district within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, until the local educational agency conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the local educational agency, and develops a new individualized education program, if appropriate, that is consistent with federal and state law.*

**California Education Code § 56325(b)(1).** *To facilitate the transition for an individual with exceptional needs described in subdivision (a), the new school in which the individual with exceptional needs enrolls shall take reasonable steps to promptly obtain the pupil's records, including the individualized education program and supporting documents and any other records relating to the provision of special education and related services to the pupil, from the previous school in which the pupil was enrolled, pursuant to paragraph (2) of subsection (a) of Section 99.31 of Title 34 of the Code of Federal Regulations.*

Whenever a child with an existing individualized education program (IEP) transfers into a district, the local educational agency (LEA) shall provide a free appropriate public education, including services comparable to those described in the last consented-to IEP. To facilitate the transition from one LEA to another, the new LEA in which the student enrolls shall take reasonable steps to promptly obtain the pupil's records, including his/her IEP and the supporting documents related to the provision of special education and related services to the pupil, from the previous school in which the pupil was enrolled (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

In order to meet the California Longitudinal Pupil Achievement Data System (CALPADS) requirements for **ALL** students with an IEP transferring into an LEA pursuant to Education Code § 56325, the receiving LEA, in consultation with the parent/guardian, shall complete the Interim Placement (IP) packet within the Web IEP System. The Interim Placement packet includes:

- the demographics page documenting all relevant information concerning the child,
- the offer of FAPE page documenting their educational program,
- the final page documenting any Special Factors listed on the current IEP from the previous LEA, and
- a signature by a school or district administrator acknowledging the Interim Placement.

A copy of the Interim Placement packet is given to the parent/guardian and forwarded to all related service providers and relevant staff members for implementation of the child's special education program. A copy of the previously approved IEP should be given to the teacher(s), uploaded into the Web IEP system, and placed in the special education pupil file.

If a child with a disability transfers to the LEA during the school year from a LEA within the Desert/Mountain SELPA, the LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the child's parent and LEA agree to develop, adopt, and implement a new IEP that is consistent with state and federal laws (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

If a child with a disability transfers to the LEA during the school year from a California LEA outside of Desert/Mountain SELPA, the LEA shall provide the child with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, the LEA shall, in consultation with the parents, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal laws (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

If a child with a disability transfers to the LEA within the Desert/Mountain SELPA during the school year from an out-of-state LEA, the LEA shall provide the child with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent, until such time as the LEA conducts an assessment, if the LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

The law allows an LEA to address the IEP within the LEA's existing programs and services to the greatest extent possible for a period not to exceed the 30-day placement; therefore, it is not necessary for the parent/guardian to sign the proposed Interim Placement (IP) form. When programs or services that were provided in the former district are not in place in the new LEA at the time of enrollment, an alternative program within the LEA, a referral to a program operated by another agency, or placement in a nonpublic school may be necessary. The parent must give consent for placement in a program that is not in conformity with the current IEP.

When the IEP team meets for the 30-day review, the IEP team shall review all aspects of the IEP through the IEP process. Whether the LEA adopts the previously approved individualized education program or develops, adopts, and implements a new individualized education program, the next annual review date must align with the previous goal review date.

## **Section E - Early Identification of Learning Disabilities**

### **Student Record Review**

Review the child's records with attention to the following:

- Amount and quality of classwork and homework, with work samples provided at the meeting;
- Test data. Also, curriculum-based data, math, reading, language, spelling levels;
- Indicators of resiliency, ability to handle stress, emotional intelligence;
- Attendance;
- Hearing and vision screening results, health issues;
- Behaviors observed in class or on the playground that are of concern;
- Retention or referral to other programs; and
- Contacts with the family.

Be prepared to present specific background information about the child, including strengths, interests, and career potential. The strengths and specific interests that motivate the child are the building blocks for the Student Success Plan. Building on them will help the team be more creative while brainstorming strategies and designing the action plan. Examples of strengths are: good in math, likes to read, enjoys art and music, loves to sing, works well on a computer, writes creatively, did an exceptional science project, wants to please adults, and chosen by classmates as a friend and/or leader.

Identify basic concerns, the behaviors that need intervention, and the desired outcomes. Examples of concerns are: reading or math is below grade level, handwriting is difficult to read, completes only 25% of classwork, does not return homework, distracts others during lessons, does not participate in group discussions, and pushes students during recess. Examples of desired outcomes are: better attendance, increase in reading or math skills, passing competency tests, working well with peer tutor, and ability to follow specific playground rules.

See Chapter 3, Section C, Specific Learning Disability Eligibility for further information regarding procedures to document the presence of a Specific Learning Disability.

Use the Modifications Checklist to indicate the general education modifications that have been tried.

## Section F - Overidentification and Disproportionality

It shall be the policy of the and member LEAs to prevent inappropriate disproportionate representation by race and ethnicity of children with disabilities.

*Title 34 of the Code of Federal Regulations § 300.173. Overidentification and disproportionality. The State must have in effect, consistent with the purposes of this part and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in § 300.8.*

The SELPA member LEAs shall, with SELPA assistance, monitor student trends with the intent of averting inappropriate, disproportionate representation of racially, ethnically, linguistically, and culturally diverse students (by race and ethnicity of children with disabilities). The SELPA shall provide the following assistance:

- Student trend data pertinent to the disproportionate calculation as reported through the California Special Education Management Information System (CASEMIS) to the California Department of Education (CDE).
- Provide up-to-date training and information provided to the SELPA by the CDE.
- Continue to inform member LEAs concerning responsibilities related to the potential transfer of local assistance funds to reduce disproportionality under the Early Intervening requirement of IDEA.

The state has in effect, consistent with the purposes of IDEA and with § 618(d), policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in § 602(3).

### Legal References:

- California Education Code Sections: 56300; 56301; 56301(d)(1); 56303; 56325(a)(1)-(3); 56325(b)(1)
- Title 34 of the Code of Federal Regulations (CFR) Section 300.173
- Title 5 of the California Code of Regulations (CCR) Section 3021
- Individuals with Disabilities Education Act (IDEA) Sections: 602(3); 613(f); 618(d)(1); 618(d)(2)

**Interim Placement**

**STUDENT INFORMATION:**

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

**DISABILITY:**

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

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

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

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

DATE: \_\_\_\_\_

**TIMELINE INFORMATION (DATES)**

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

CHECK HERE IF INFANT (AGE 0-2)  CHECK HERE IF CHILD IS AGE 3-22

Pre-referral Intervention w/in last 2 Years:  Yes  No

Referred by for Initial Assessment: \_\_\_\_\_

Date LEA Received **Initial** Signed AP: \_\_\_\_\_

Initial Referral Date: \_\_\_\_\_ Initial IEP Meeting Date: \_\_\_\_\_

If assessment not completed prior to student's 3<sup>rd</sup> birthday, specify Code No.: \_\_\_\_\_

If assessment not completed within 60-day timeline, specify Code No.: \_\_\_\_\_

Low Incidence Disability:  Yes  No Disability Code:  220  230  250  270  300

Original S.E. Entry Date: \_\_\_\_\_ S.E. Re-entry Date: \_\_\_\_\_

Exit S.E. Date: \_\_\_\_\_ Exit S.E. Code: \_\_\_\_\_

Current Annual Date: \_\_\_\_\_ Next Annual Review Date: \_\_\_\_\_

Annual Delay Date: \_\_\_\_\_ Reason for Delay: \_\_\_\_\_

Current Triennial Date: \_\_\_\_\_ Next Triennial Date: \_\_\_\_\_

Triennial Delay Date: \_\_\_\_\_ Reason for Delay: \_\_\_\_\_

Early Start Transition Plan Meeting Date: \_\_\_\_\_ Home Language Code: \_\_\_\_\_

English Language Learner:  Yes  No **Reclassified:**

Migrant:  Yes  No Extended School Year:  Yes  No No. of Days: \_\_\_\_\_

Agency Services:  CCS  Rehab  CARE  Reg. Ctr.  Other: \_\_\_\_\_

Severe Disability  Non-severe Disability  Solely Low Incidence Disability (0-2 Years Only)

**GRADUATION INFORMATION**

Participate in High School Curriculum to Graduate with a Diploma  Yes  No

High School Program Leading to a Certificate of Completion  Yes  No

**SPECIAL TRANSPORTATION INFORMATION**

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

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

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

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

**REASON FOR DECISION / ELIGIBILITY STATEMENT:**

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

**SPECIAL EDUCATION AND RELATED SERVICES / OFFER OF FAPE**

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

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

**COMMENTS:**

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

**OFFER OF FAPE:**

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

**INTERIM PLACEMENT**

**INDIVIDUALIZED EDUCATION PROGRAM INCLUDES:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Assistive Technology (AT)                              | <input type="checkbox"/> Health Care Plan          | <input type="checkbox"/> Transportation       |
| <input type="checkbox"/> Assistive Technology (AT) for Low Incidence Disability | <input type="checkbox"/> Transition Plan (Age 15+) | <input type="checkbox"/> Extended School Year |
| <input type="checkbox"/> Behavior Intervention Plan (BIP)                       | <input type="checkbox"/> Other: _____              |   |

*Whenever a pupil transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents to the extent possible within existing resources, for a period not to exceed 30 days, by which time the local education agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law. EC 56325*

- |  |                                  |
|--|----------------------------------|
| <input type="checkbox"/> New to LEA from within the Desert/Mountain SELPA/Charter SELPA                          | <b>30 Day Review Date:</b> _____ |
| <input type="checkbox"/> New to LEA from outside of the Desert/Mountain SELPA/Charter SELPA      LEA Name: _____ | 30 Day Review Date: _____        |
| <input type="checkbox"/> New to LEA from outside the State of California   | 30 Day Review Date: _____        |

**COUNTY OPERATED PROGRAMS**

When a student moves into a LEA and has an IEP requiring supports and services that are unable to be provided by the LEA, the LEA can make an interim placement into a county program operated by Desert/Mountain Operations.

- Referral to Desert/Mountain Operations (The LEA special education administrator/designee must complete the SELPA Interim Placement Form and Form D/M 85)

**RESIDENTIAL NONPUBLIC SERVICES**

**Residential nonpublic school provision applies to this student:**     Yes     No

***Note:** For a pupil placed and residing in a residential NPS prior to transferring to a school district in another special education local plan area, and this placement is not eligible for funding pursuant to Section 56836.16, the special education local plan area that contains the district that made the residential NPS placement shall continue to be responsible for the funding of the placement, including related services, for the remainder of the school year. An extended year session is included in the school year in which the session ends. EC 56325 (c)*

**ADOPTION OF PREVIOUS INDIVIDUALIZED EDUCATION PROGRAM**

Adopt current IEP:

- Yes     No (Schedule an Addendum)

COMMENTS/NOTES:

**METHODS OF CONSULT WITH PARENT/GUARDIAN/SURROGATE:**

- IN PERSON     PHONE CONFERENCE     VIRTUAL     EMAIL     WRITTEN CORRESPONDENCE    Date of Consultation: \_\_\_\_\_

Administrator/Case Manager Name: \_\_\_\_\_ Title/Position: \_\_\_\_\_



California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING**  
*June 18, 2021 – 9:00 a.m. Virtual via Videoconference*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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## MINUTES

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

Academy for Academic Excellence – Marcelo Congo, Adelanto SD – Michael Baird, Apple Valley USD – David Wheeler, Barstow USD – Julie Carter, Heather Reid, Bear Valley USD – Lucinda Newton, Desert/Mountain Operations (SBCSS) – Rich Frederick, Excelsior Charter Schools – Marie Silva, Helendale SD – Mike Esposito, Hesperia USD – Elaine Nelson, Lucerne Valley SD – Vici Miller, Needles USD – Jamie Wiesner, Oro Grande SD – Nelda Colvin, LaDay Smith, and Snowline JUSD – Lori Delgado.

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

Jamie Adkins, Guille Burgos, Heidi Chavez, Craig Cleveland, Tara Deavitt, Adrien Faamausili, Thomas Flores, Marina Gallegos, Colette Garland, Derek Hale, Jenae Holtz, Linda Llamas, Robin McMullen, Angela Mgbeke, Lisa Nash, Kathleen Peters, Karina Quezada, Daria Raines, Linda Rodriguez, Veronica Rousseau, Adrienne Shepherd-Myles, Pamela Strigglers, Jennifer Sutton, and Charis Washington.

### **1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain SELPA Steering and Finance Committee Meeting was called to order by Chairperson Jenae Holtz, at 9:00 a.m., at the Desert/Mountain Educational Service Center, Apple Valley.

### **2.0 ROLL CALL**

### **3.0 PUBLIC PARTICIPATION**

None.

### **4.0 ADOPTION OF THE AGENDA**

4.1 **BE IT RESOLVED** that a motion was made by Mike Esposito, seconded by Lucinda Newton, to approve the June 18, 2021, Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote 12:0 Ayes: Baird, Colvin, Congo, Delgado, Esposito, Frederick, Miller, Newton, Reid, Silva, Wheeler, and Wiesner, Nays: None, Abstentions: None.

### **5.0 PRESENTATION**

#### **5.1 Point Quest Pediatric Therapies**

The Point Quest Pediatric Therapies Senior Director Sara Cervantes presented information about services Point Quest Pediatric Therapies provides. Point Quest Pediatric Therapies is a certified nonpublic agency (NPA) through California Department of Education (CDE). They provide behavioral services, mental health services, and other related services such as speech and language development, occupational therapy, social worker services, and tutoring. Point Quest is also able

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to provide classroom support services as well as classroom staff if there is a need for additional staffing. The NPA can provide behavior management training for both aides and teachers.

Jenae Holtz shared that she has worked with Point Quest for several years in the therapeutic program. She said Point Quest can add supports to what the LEAs already offer.

Adrien Faamausili shared he had a couple of students while teaching a Special Day Class (SDC) who had difficult behaviors and were on the verge of being transferred out. The students were instead referred to Point Quest and were able to stay enrolled.

### 6.0 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.

6.1 **BE IT RESOLVED** that a motion was made by Elaine Nelson, seconded by Michael Baird, to approve the following Consent Items as presented. The motion carried on the following vote 12:0 Ayes: Baird, Colvin, Congo, Delgado, Esposito, Frederick, Miller, Newton, Reid, Silva, Wheeler, and Wiesner, Nays: None, Abstentions: None.

6.1.1 Approve the May 21, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

### 7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

#### 7.1 Legislative Updates

Jenae Holtz presented the latest in State and Federal law related to students with disabilities and school law. She reported Assembly Bill (AB) 1316 that proposed significant reforms to non-classroom based charters schools and independent study was placed in the inactive file due to the controversy around the bill. Jenae does believe the bill will be brought back with major adjustments. She continued that AB 1316 would have closed many of the non-classroom based charter schools.

#### 7.2 Interim Placement Form – DM 68IP

Jenae Holtz called on Colette Garland to present the Interim Placement Form DM 68IP for review. Colette shared the first draft of Interim Placement which will be replacing the annual transfer process. Colette stated the new Interim Placement process will help with several different issues including CALPADS errors and is meant to aid in officially adopting the student record along with enrollment records. She said 68IP looks very similar to 68A because it is collecting similar

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information. Colette reported Nonbinary has been added to the gender field, Accountability has been added to LEA of Residence, Initial has been added to Date LEA Received Signed Assessment Plan (AP), English Language Learner now has a Reclassified box, and there is the additional field of How Disability Affects Educational Performance.

Colette stated that page 2 is the services page and should reflect services being offered to an incoming student that are comparable to what they received at the prior LEA.

Colette reported that page 3 of the document shows services are included in the IEP: Assistive Technology, Behavior Intervention Plans, Transportation, and Extended School Year (ESY). These services will continue to be listed on page one as well. Page 3 provides Education Code 56325 pertaining to transfers then has checkboxes to confirm the type of transfer as well as the 30-day review date for the applicable transfer types. Colette said the previous directive was for transfers within the D/M SELPA to have an addendum which worked in CASEMIS but does not work in the current database of CALPADS because an official record must be in place. When transfers are between D/M SELPA member LEAs, the receiving LEA may but is not required to complete an IEP or addendum within 30 days. Colette continued with the section addressing County Operated Programs, stating the student must be enrolled by the district of residence before they get referred to the county programs along with DM 85 form. The following section pertains to nonpublic residential schools and must be submitted with the enrollment record. Colette reported the final section addresses the adoption of the current IEP as well as comments/notes and methods of consult with parent/guardian/surrogate. Colette stated in doing legal research, it was found the document does not require parent signature but parent participation will be added to the section pertaining to the adoption of the previous IEP. Colette reported the revised form will be presented again at the August 2021 Steering and Finance meetings.

Kathleen Peters said the interim placement allows a student to start school right away and provides the LEA with 30 days to assess and decide if any changes need to be made to the current IEP.

After a group discussion, it was decided to remove the language of the 30-day IEP not being required for transfers within D/M SELPA. Jenae said holding the 30-day IEP is how LEAs start building relationships with families and the community.

Rich Frederick added the Interim Placement also is to be completed for the student record to be entered in to CALPADS then the intake for county services can be completed.

It was also decided that there would be more discussion around the section of how the disability affects educational performance.

Colette said the form will be presented again in August with some changes. She asked that the registrar at each LEA be aware of the enrollment process and entering the information in to CALPADS to reduce errors.

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### 7.3 PresenceLearning Services

Jenae Holtz presented information regarding PresenceLearning services. She said nonpublic agencies are eager to assist so she wants to make sure LEAs know what is available. Jenae shared that PresenceLearning is a CDE certified NPA and offers teletherapy, speech-language pathology, psychoeducational services, and occupational therapy, all virtually. PresenceLearning did confirm for Jenae that they have worked with the organizations that create assessments and have been given the approval and the norm for their virtual site. Jenae said she is sharing the information because there has been a loss of many employees, and going into the next school year, there could be a need to fill a position on a temporary basis and NPAs could help. Jenae reiterated that for behavioral health mental services, it is best to work with Desert/Mountain Children's Center but PresenceLearning does offer that service as well.

### 7.4 Desert/Mountain Children's Center Clinicians attending IEPs

Jenae Holtz provided information about Desert/Mountain Children's Center clinicians attending IEPs. She said that if a student is receiving counseling services through DMCC, it is important for the clinician to be involved in the IEP. Jenae requested the participation be virtual for 2021-22 school year because it does save time and allows the clinicians to attend to more children. She asked for any conflicts with the request to be brought to her so there can be a discussion on how to best meet the needs of the LEAs.

### 7.5 Update on Requested ADOS-2 and HOLA Trainings

Jenae Holtz called on Karina Quezada to provide an update on the requested Autism Diagnostic Observation Schedule (ADOS-2) training. Karina reported in person training for ADOS-2 has been placed on hold until 2021-22. She said web-based trainings can be accessed by school psychologists and speech pathologists. Karina reported the cost is approximately \$525 per person though the schedule for the upcoming year is not yet finalized, it will be published soon. Karina also shared that the owners of the trainings will also allow districts to purchase DVD trainings that are self-paced. She asked to be contacted with any questions regarding ADOS-2 trainings.

Jenae shared that Renee Garcia has researched HOLA training which is for staff that provide interpretation for IEPs. Jenae said there is a minimum number of participants needed to make the training cost effective. She asked the committee members to begin making a list of staff that would benefit from the training to provide to Renee in August.

### 7.6 Desert Mountain Operations Updates

Rich Frederick presented Desert Mountain Operations Updates. He said they are opening a new high school class by splitting secondary Deaf/Hard of Hearing (DHH) regional program that is currently located at Cobalt Institute of Math and Science (CIMS). The DHH program will be split in to middle school/junior high and high school programs. The high school program will be

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operated at Hesperia High School starting in August 2021 with the middle school program continuing at CIMS. He said it is because the numbers in the program have increased.

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

Linda Llamas presented the D/M Children's Center (DMCC) Client Services monthly reports. She asked to be notified of questions or changes to the list.

### 7.8 Impact of the Pandemic on Teachers and Strategies to Promote Wellness

Linda Llamas provided information on the impact of the pandemic on teachers and strategies to promote wellness. She reminded the committee that last month, it was presented that there is a high likelihood that students and families will return in the Fall highly stressed. Linda said there are strategies to assist teachers and staff to be prepared since they are likely the first point of contact for students. She will have Jamie Adkins email information and research to the committee members so they can look at the resources and share with the context of putting on one's own oxygen mask before helping someone else. The resources are intended to help all staff on the campuses that work with children. Linda asked to be contacted with any questions.

### 7.9 Professional Learning Summary and Update

Heidi Chavez presented the D/M SELPA's Professional Learning Summary and update. She shared in the month of May there were 124 participants in onsite trainings and 77 regional participants with a year-to-date total of 5,569.

Heidi reported calendar invites were emailed for the 2021-22 Directors' Trainings.

### 7.10 Resolution Support Services Summary

Kathleen Peters presented the D/M SELPA's Resolution Support Services Summary and update. She asked for the committee to disregard the email they received the night before pertaining to independent study as the bill has been tabled by the governor as stated by Jenae Holtz earlier in the meeting. Kathleen said the COVID-19 provision that allowed LEAs to teach students virtually is sunsetting June 30, 2021. She said for seat-based charter schools, the current independent study guidelines must be followed to claim Average Daily Attendance (ADA). Kathleen confirmed that students in special education are eligible for independent study with the decision being made through the IEP process. That process will allow the IEP team to review the data on how successful the student will be in a virtual environment as well as decide if the requirements of the IEP can be provided in the home.

Kathleen reported two cases are being filed on one family in the D/M Charter SELPA due to the most recently signed IEP being three years old. She continued that some of the more difficult

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cases are being settled but there are about five open cases that are multilayered and complex that will be worked on throughout the summer.

Kathleen asked the directors to ensure there is a system in place to deal with any summer filings that might be received.

### 7.11 Alternative Dispute Resolution (ADR) Planning Committee Update

Kathleen Peters shared an update from the ADR Planning Committee. She said they are ready and excited for what is coming from the collaborative for next school year. Kathleen asked to be contacted by any LEAs that are interested in joining.

Michael Baird asked about child abuse and sexual molestation insurance coverage needed by psychologists and agencies that are providing Independent Educational Evaluations (IEE). He said there are some that do not carry the insurance or do not have the amount of insurance requested by the school district.

Jenae Holtz said it is an ongoing issue in California many insurance companies that provide the level of abuse and sexual molestation coverage have left the state of California because of the requirements that are happening and the law that there is no time from of accusing or reporting. She continued that the level of coverage needed is extremely expensive for individual contractors. It does work differently for organizations. Jenae has been researching ways to help cover the costs but she does not have an answer at this time. She will report back in August.

Kathleen Peters provided background stating a school board policy denied IEE providers that were on the approved D/M SELPA list because the providers did not have appropriate level of insurance. She continued that insurance was not part of the requirements list because D/M SELPA does not contract with IEE providers. Kathleen shared the policies will be changed to include insurance. She said it is possible to have assessments done at the school site with supervision. Since education code requires observation in the educational environment and more students being in person, it is reasonable for the assessors to be on campus.

### 7.12 You be the Judge Scenario

Kathleen Peters called on Lisa Nash to present a You be the Judge scenario for committee member participation. Lisa reported the answer as C because the student's suspension did not exceed 10 days. An LEA is required to conduct Manifestation Determination Review (MDR) if a suspension exceeds 10 days. Lisa said in this case, the parent volunteered to transport the child on their own. Lisa also said that suspensions from transportation can be considered a change of placement.

### 7.13 Prevention and Intervention Update

Natalie Sedano presented Prevention and Intervention Updates. Natalie shared a document

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*Leveraging Short Term Funding to Build Long Term Capacity.* She said it is important to review action plans that are currently in place and to use incoming funding to revise the plans where it is needed.

Natalie highlighted training *Three R's to Re-Entry: Renew, Relationships, Resiliency-The Educator and Student Wellness Pathway*. She said the trainings will provide an understanding of self-care strategies and build on different ways to engage students. Natalie shared there is no registration fee and the trainings do not have to be taken in consecutive order.

### 7.14 Compliance Update

Colette Garland presented an update on compliance items from the California Department of Education (CDE). She reported the Special Education Plans have been submitted and approved. Colette shared there are no updates pertaining to significant disproportionality. She reported all LEAs involved in the 2019-20 Disproportionality Follow-Up were approved. Colette also reported the personnel data reports have been submitted to her and she is working to get them approved. The first CALPADS certification is July 30, 2021, then the amendment window followed by the final certification on August 27, 2021.

Colette shared for Web IEP programming; the new status of Unsigned Transfer status has been added to be used when a student starts a transfer to one LEA then moves to another one before the IEP can be signed. She continued the option to not have a child's address reflected on an IEP has also been added for confidentiality due to custody and court orders.

### 7.15 Nonpublic School/Nonpublic Agency Update

Jenae Holtz called on Derek Hale to provide a nonpublic school/nonpublic agency update. Derek shared the Academy for Advancement of Children with Autism is on schedule to open in the fall.

Derek said that in his work with nonpublic schools, he has noticed that progress is not being reported and Behavior Intervention Plans (BIPs) not being updated. He said he is working on that with the nonpublic schools and asked the directors to reiterate the importance of quarterly updates when meeting with nonpublic schools. Derek reported he has been working with Colette Garland and Terri Nelson to set up trainings with those facilities to assist in the process as well.

## 8.0 FINANCE COMMITTEE REPORTS

## 9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

9.2 Monthly Nonpublic School/Agency Placement Report

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### 9.3 Upcoming Professional Learning Opportunities

The following trainings were highlighted: *CAHELP PEERS Program, Real Talk, Special Education Teacher Academy, School Psychologist Save-the-Date, Breaking the Code to Literacy, and Wearing Two Hats-Dually Identified Children.*

## 10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Vici Miller thanked D/M SELPA staff for the support with their tragedy. She said Theresa Vaughan has been phenomenal.

Jenae Holtz expressed her condolences. She said D/M SELPA staff are always available to support staff and families impacted.

Michael Esposito thanked D/M SELPA staff for all they do every week to help staff and students.

Jenae thanked Michael for inviting her to attend the graduation. She said it was a pleasure to see high risk students graduate especially during such hard times.

Nelda Colvin thanked Kathleen Peters, Derek Hale, and Jennifer Holbrook for working with a student in Bakersfield.

Lucinda Newton thanked D/M SELPA staff for the regular support, especially Colette Garland and Kathleen Peters.

Lori Delgado thanked everyone at D/M SELPA for their support during her first year in her position. She appreciated the outreach, collaboration, and support.

Jenae replied that Lori has done a great job and thanked her for her hard work.

Michael Baird thanked D/M SELPA staff on behalf of Adelanto SD. He said during covid closures, the staff handled things with full support. Michael said his phone calls were answered and he was provided with answers as well as meetings and trainings continuing as scheduled. He was discussing it with his superintendent who also felt a sense of high support and recognized the importance of the role D/M SELPA plays.

## 11.0 CEO COMMENTS

Jenae Holtz praised the committee members for working through a tough year with grace and kindness as well as frustration at times. The committee members worked through it and kept the focus on the students and caring for the students with disabilities.

Jenae addressed the D/M SELPA, D/M Charter SELPA, and DMCC teams, stating she appreciates what they do and the continued pursuit in whatever works in the life of a child.



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**12.0 MATTERS BROUGHT BY THE PUBLIC**

None.

**13.0 ADJOURNMENT**

Having no further business to discuss, a motion was made by David Wheeler, seconded by Jamie Wiesner, to adjourn the meeting. The motion carried on the following vote 12:0 Ayes: Baird, Colvin, Congo, Delgado, Esposito, Frederick, Miller, Newton, Reid, Silva, Wheeler, and Wiesner, Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, August 27, 2021, at 9:00 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.*

**Examination of California’s Special Education Governance and Accountability System and Structure  
SEGA Study | WestEd | Sara Doutré and Jason Willis, Primary Investigators**

*The SEGA Study, authorized by Senate Bill (SB) 74, the Budget Act of 2020, will examine the state’s current governance and accountability structures for students with disabilities and provide recommendations regarding improvements.*

**Background**

- Since the 1975 passage of Public Law 94-142, now the Individuals with Disabilities Education Act (IDEA), California policymakers and stakeholders have been grappling with how to both uphold the requirements and tenets of the IDEA and improve access and outcomes for students with disabilities.
- The 2015 Statewide Special Education Task Force called out the need to move from two siloed systems of general and special education, to one system of education designed to serve all students. There has been little disagreement from policymakers about moving toward one, coherent system of education, but California’s governance and accountability structure related to special education has largely remained unchanged.

**Purpose/Areas of Focus**

Examine the state’s current governance and accountability structures and provide recommendations regarding improvements in the following areas:

- **Improving student outcomes**, including those measured by state and federal accountability systems.
  - Delivering special education services and supports in the least restrictive environment (LRE).
- **Ensuring:**
  - **Transparency** in decision-making and distribution of state special education funding.
  - **Family and community input** in local decision-making.
  - An **equitable distribution of special education supports and services** to Local Educational Agencies (LEA).
  - Small LEAs have **access to necessary fiscal and administrative resources**.
- **Aligning** state and federal accountability, compliance, and support systems as related to pupils with disabilities.
- Identifying **strategies and challenges for funding and supports** in the current model and any recommended models.

**Highlighted Project Tasks**

Review of applicable and related Federal and State law, regulations, policy, procedure, and guidance

*Timeline: November 2020 – February 2021*

- Conduct a thorough review of federal and state law, regulation, policy, procedures, and guidance related to governance and accountability for students with individualized education programs (IEPs) in California.

Review of other state/regional/district/school practices, research literature, and publicly available data

*Timeline: March 2021 – May 2021*

- Review the research literature and other state, regional, district, and school policies and practices to identify strategies to amplify in the current model and potential changes to the models.

## Data analyses to identify and explore trends and opportunities

*Timeline: March 2021 – May 2021*

- Review statewide data to explore trends and opportunities including data related to the delivery of special education services and supports in the LRE; data on student outcomes; and data on the distribution of special education supports and services to LEAs by the California Department of Education (CDE) and by regional agencies including Special Education Local Plan Areas (SELPA) and County Offices of Education (COE).
- Survey a sample of LEAs, SELPAs, and COEs to identify successful strategies and potential challenges in the current state and local governance and accountability systems.

## Interviews and focus groups with selected agencies and key stakeholders

*Timeline: May 2021 – June 2021*

- Conduct interviews with key stakeholders to assess implementation, execution, and impact of existing governance and accountability mechanisms and identify recommendations for potential changes to the current system.

## Broad community input through public meetings to share learnings and recommendations

*Timeline: July 2021*

- The purposes of broad community input are to *inform the public of the findings of the study and to solicit feedback on the potential benefits and drawbacks of proposed options for recommendation.*
- Stakeholders include: SELPA leaders and staff; COE leaders and staff; LEA leaders and staff; School leaders and staff; Families of students who receive special education services; Students who receive special education services.

## **Final report will be prepared for presentation to the legislature by October 1, 2021**

### **Frequently Asked Questions:**

#### **How did we select school districts and charter schools to participate in surveys and focus groups?**

The WestEd team selected LEAs for inclusion in the survey based on several criteria. Importantly, the goal was to obtain a sample of LEAs that represented the LEAs of California well. To ensure as representative a sample as possible, the team used: 1) geographic location in California, 2) whether the LEA was in a metropolitan area, 3) the performance of the LEA on a variety of indicators from the general education and special education accountability systems, such as lower than expected disproportionality and higher than expected growth for students with disabilities on statewide assessments, 4) charter status (both charter and non-charters), and 5) SELPA type (both single-LEA SELPAs and multi-LEA SELPAs). This resulted in a sample of 32 LEAs that span the range of each criteria to participate in our April 2021 survey. A subset of those LEAs will be selected for follow-up focus groups.

#### **Which COEs and SELPAs were selected to participate in surveys and focus groups?**

Each SELPA and COE affiliated with the 32 school districts and charter schools selected as outlined above. The purpose of these surveys and focus groups is to learn more about the perceptions and experiences of school district, charter school, SELPA, and COE staff, not about the interaction of the SELPA or COE with a specific LEA. Gathering this information will inform how best practices impact regions of the state.

Thank you for your help with this important project. For questions, please contact Sara Doutré, Project Director at WestEd, via email ([sdoutr@wested.org](mailto:sdoutr@wested.org)) or by phone (801-620-0932).



# California Special Education Governance and Accountability (SEGA) Study

Advisory Commission on Special Education

June 16, 2021

December 16, 2020

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# Purpose of the Special Education Governance and Accountability (SEGA) Study

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**Examine California's *current*  
governance and accountability  
structures**

**Provide recommendations to:**

- Improve student outcomes
- Deliver special education services and supports in the least restrictive environment

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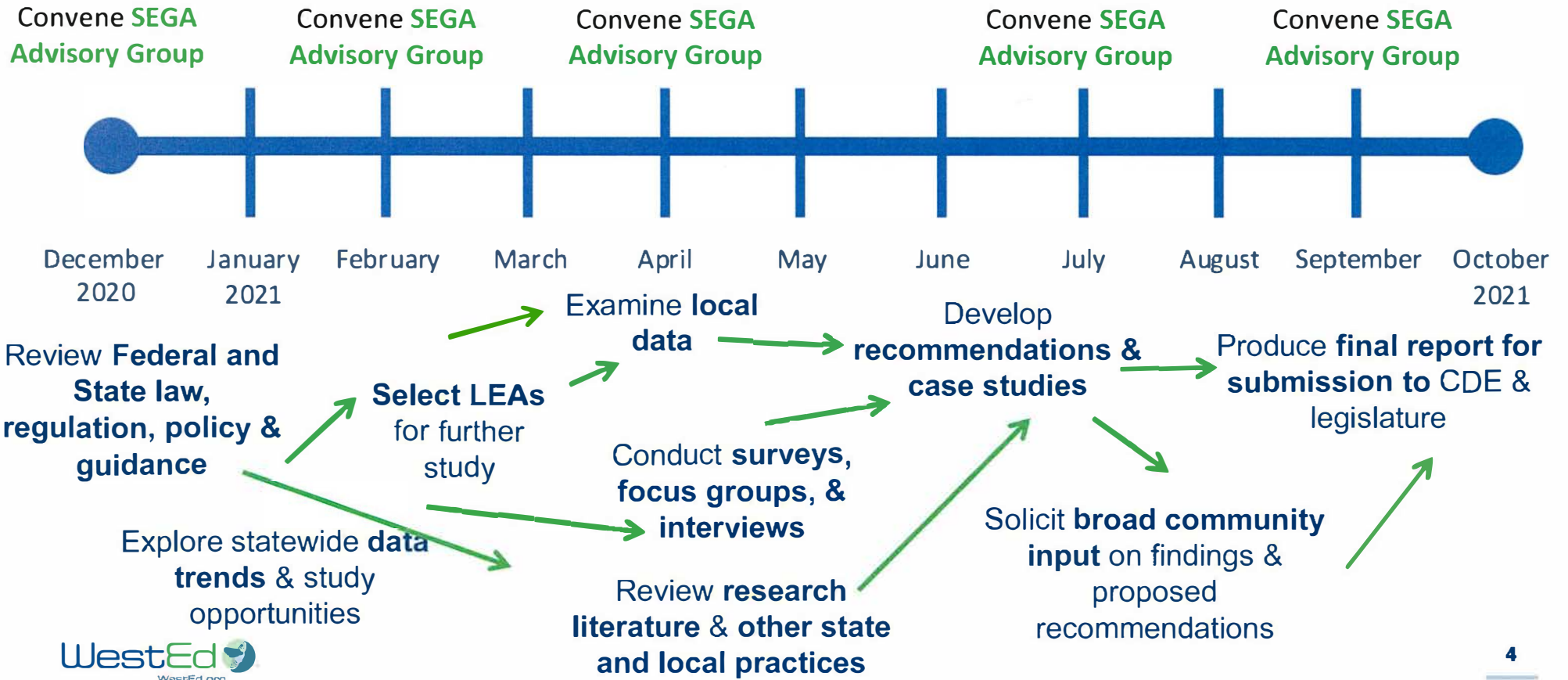
## Purpose of the SEGA Study (cont)

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## Recommendations to:

- Ensure:
  - **transparency** in decision-making
  - **family and community input** in local decision-making.
  - **equitable distribution of special education supports and services** to LEAs including small LEAs
- **Align state and federal** accountability, compliance, and support systems
- **Align special and general education** accountability systems

# SEGA Study Roadmap



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# Advisory Group

- Parents of pupils with exceptional needs
- Education specialist
- Local Educational Agency (LEA)
- Community Advisory Committee (CAC)
- Special Education Local Plan Area (SELPA)
- County Office of Education (COE)
- Family Empowerment Center
- Postsecondary institution or research organization
- Advocacy organization that advocates for pupils with exceptional needs
- The California State Board of Education (SBE)
- The California Department of Finance (DOF)
- The California Legislative Analyst's Office (LAO)
- Legislative staff of each house of the California Legislature





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## Law, Policy, Literature, and Practice Review



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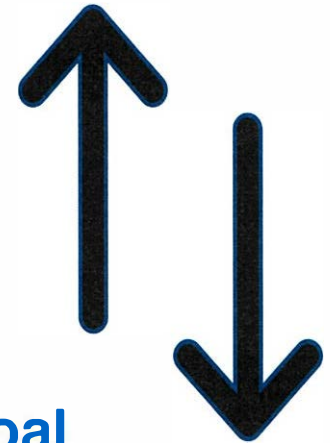
## Definitions

### **Governance – an entity’s decision-making authority**

- Communicates decisions
- Assigns educational responsibility
- Loci of control
- Established through law, policy, guidance
- Depends on information from accountability systems

### **Accountability – the oversight structure in service of a goal**

- Evaluate and ensure implementation of law, rules, actions, practice
- Incentives and sanctions to reinforce expectations and practices
- Flexible and innovate, and informs governance



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## Drivers of Governance & Accountability

- **Technical Assistance**
- **Resource Allocation**
- **Data Collection & Reporting**
- **Monitoring (compliance & process)**
- **Dispute Resolution**
- **Policy and Guidance**
- **Accountability for Student-level Outcomes**
- **Planning for Program Improvement**
- **Family and Community Input**

*What do the drivers look like at each level?*

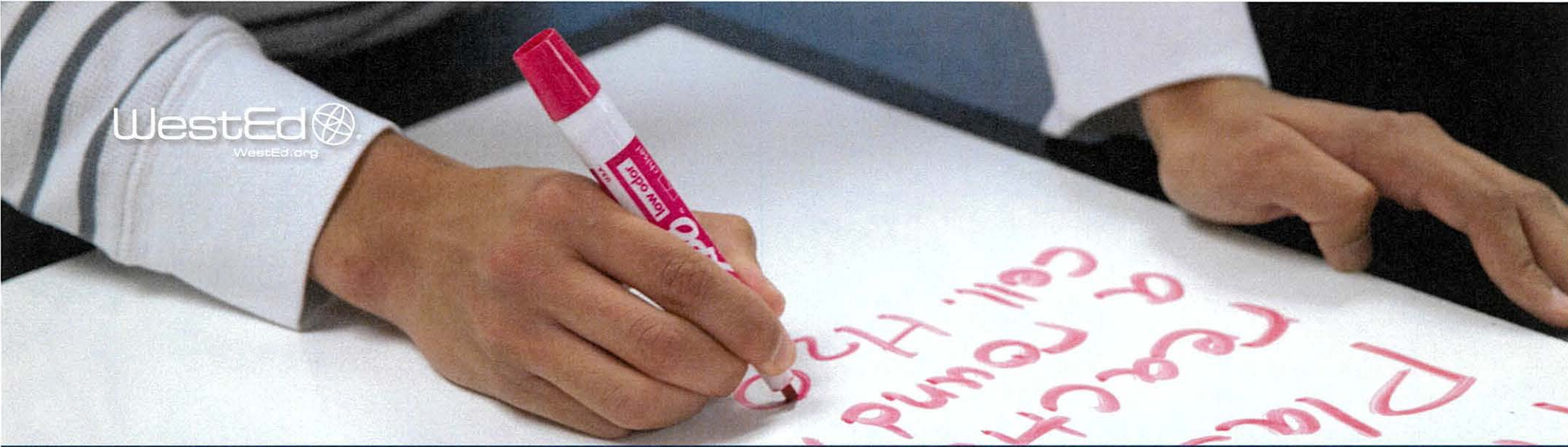
Federal, State, Regional, Local



# How are the Drivers Implemented?

## How does each driver:

- Intentionally promote **equity**, including an equitable distribution of support and services
- Ensure **transparency** in decision-making
- Include **family and community input** in decision-making
- Coordinate an **interconnected system** across the state, regional, and local levels?
- **Promote alignment** of special education and general education



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## Statewide Data



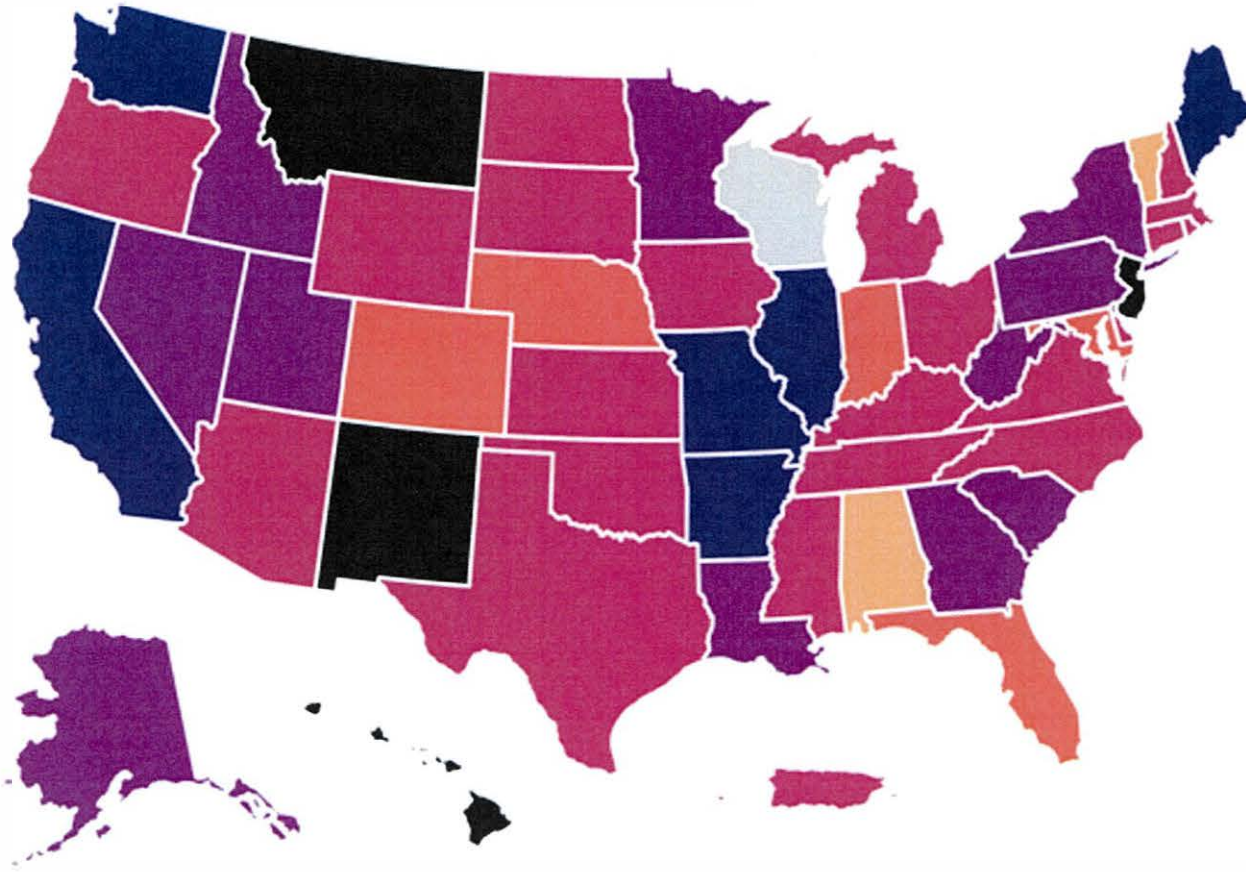
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## Least Restrictive Environment

**Consistent with national literature, in California student growth and outcomes improve when a student spends more time in the general education classroom**

- For a 10-percentage point increase in the time spent in the regular classroom there is an associated 13.3 percentage point increase in academic growth (proficiency on statewide reading and math assessments)

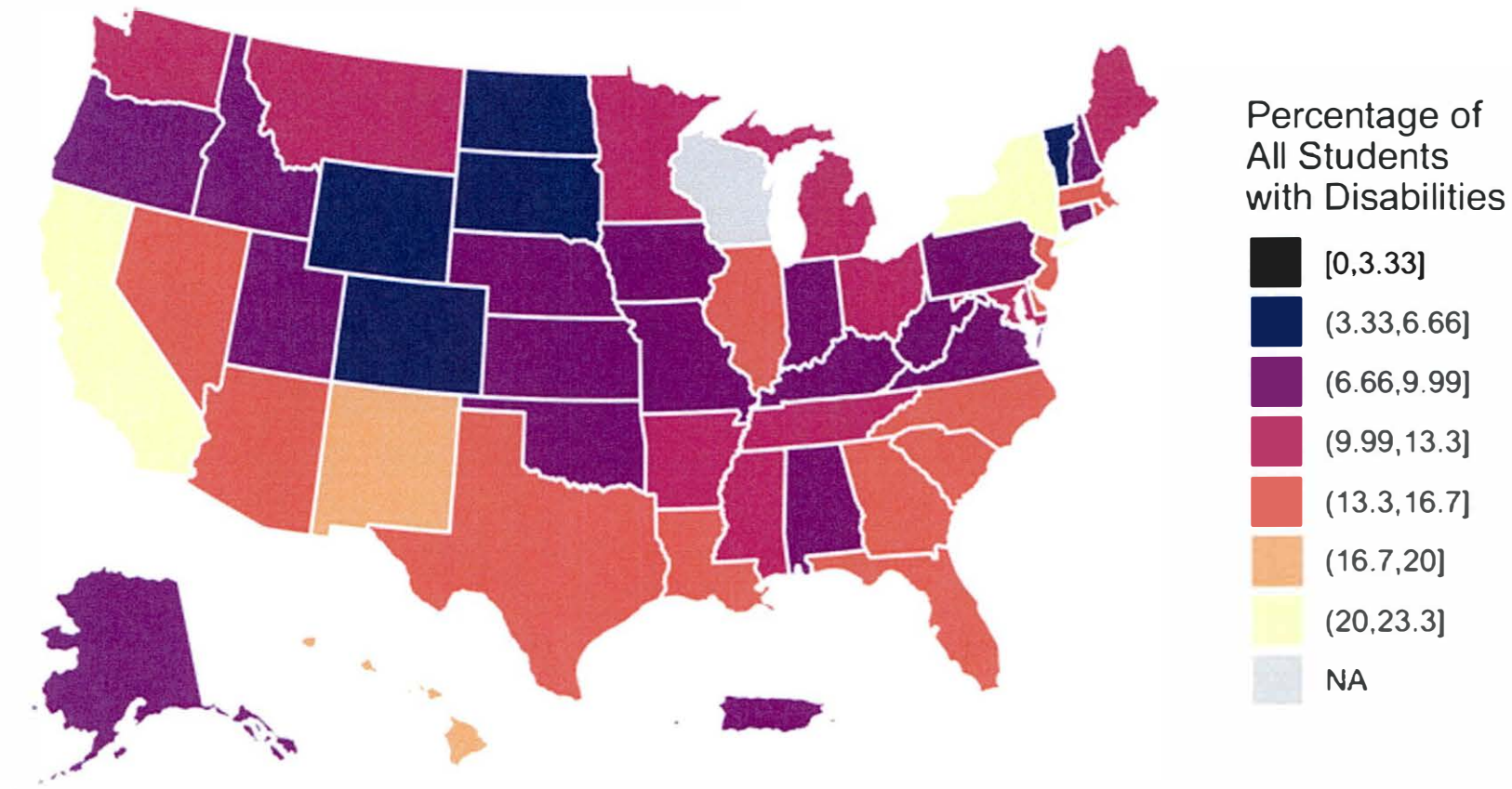
# Inside regular class 80% or more of the day



Percentage of All Students with Disabilities

- [44.7, 52.5]
- (52.5, 60.3]
- (60.3, 68.2]
- (68.2, 76]
- (76, 83.8]
- (83.8, 91.6]
- (91.6, 99.4]
- NA

## Inside regular class less than 40% of the day

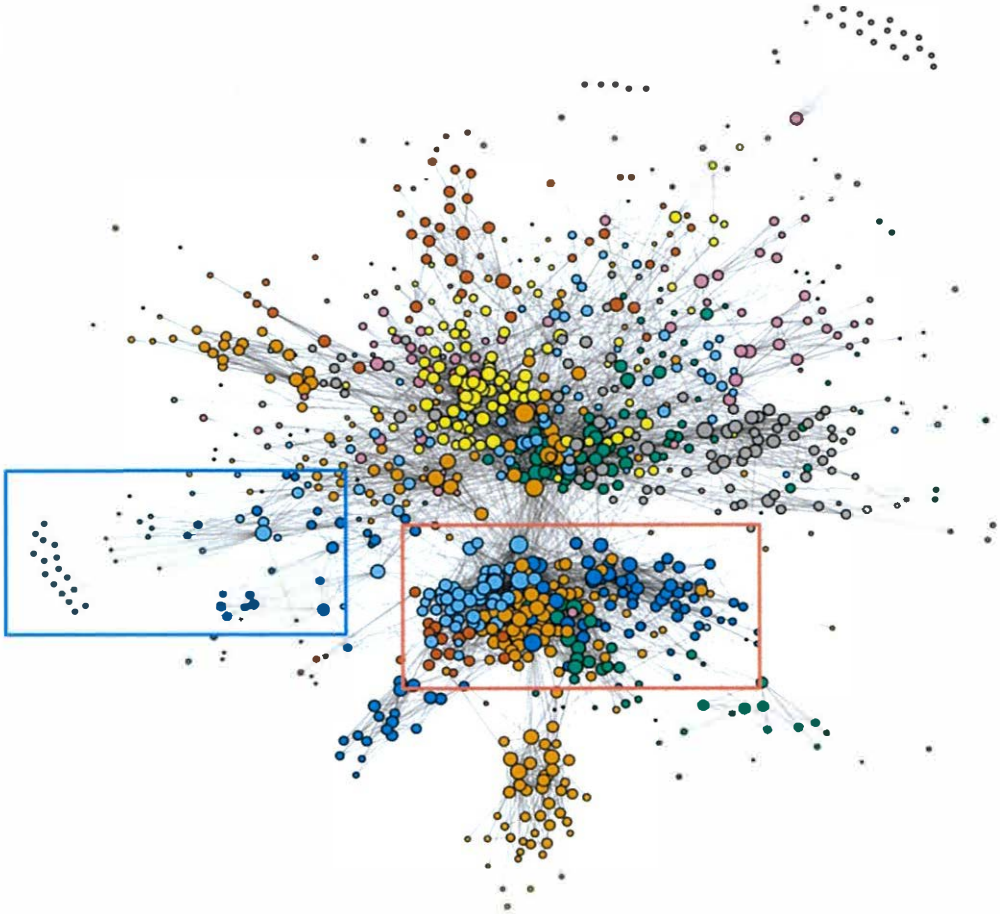


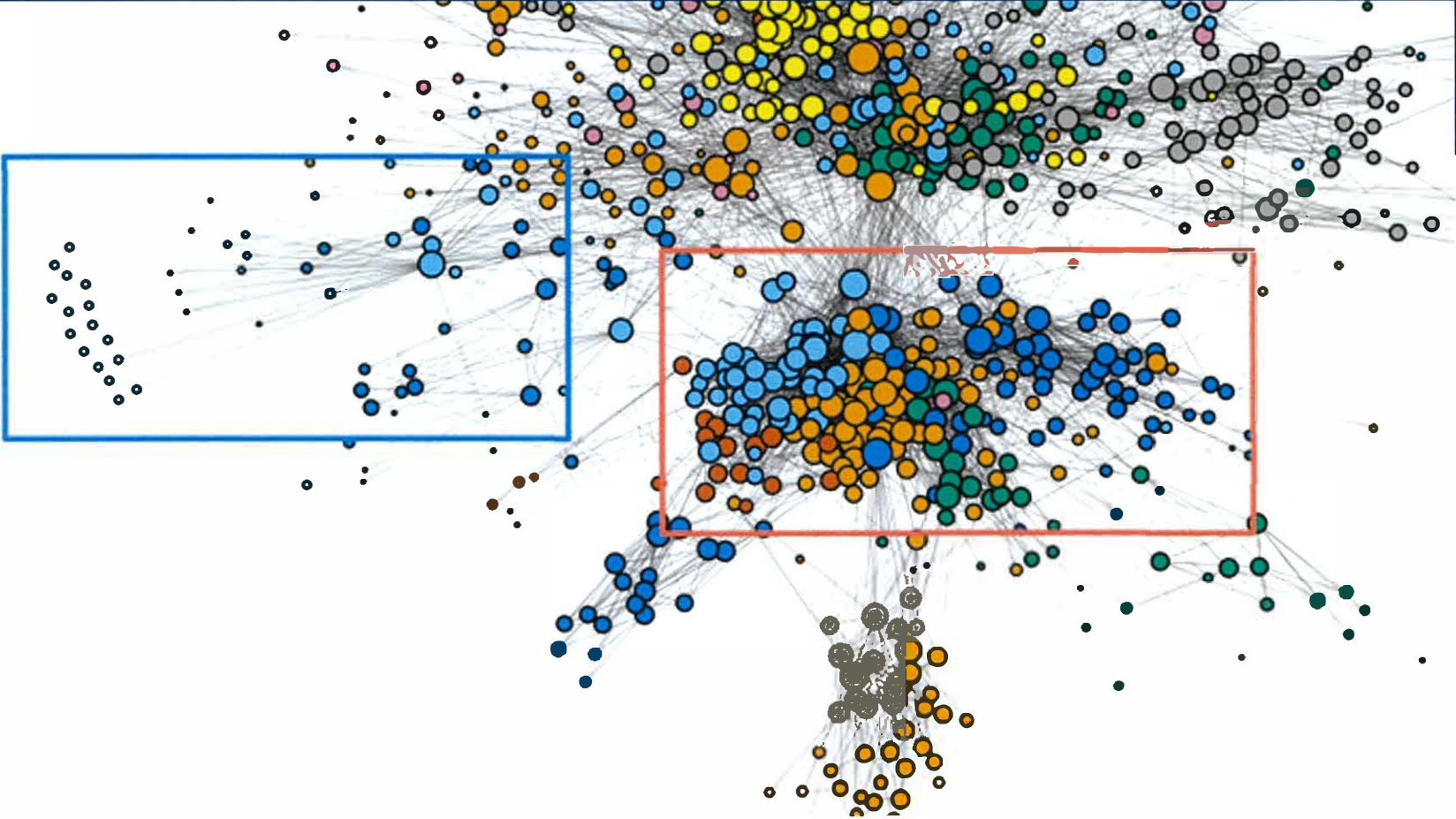


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## Special Education Networks

- Social networks are formal or informal connections between entities
- Formal connections are often those written into law (e.g., LEAs connected via a common SELPA)
- Informal connections are usually those done by the entities themselves seeking more effective or efficient practices or procedures (e.g., an LEA reaching out to another LEA outside of any formal connections in order to get services for a student with a disability)
- Using information about the district of residence and the district of service for every student with a disability in California from 2014/15 to 2018/19, we examined the special education network





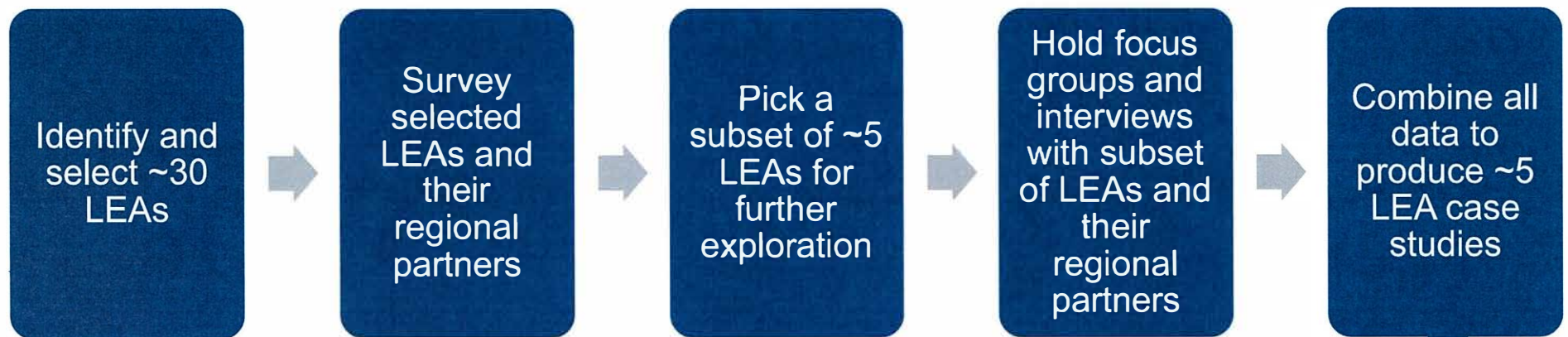
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## LEA Surveys and Case Studies

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# Survey and Case Study Process and Purpose



- Illustrate the role of governance and accountability systems in high performing LEAs.
- Test our assumptions about what contributes to high performance.
- Understand policy in practice.

# LEA Survey

Characteristic	LEAs in Sample
Total	N = 31
Charter	N = 9
Multi-LEA SELPA	N = 27
Enrollment	Range = 140 – 450,000
Students with Disabilities	Range = 16 – 53,000
Metropolitan	N = 22
Number of Schools	Range = 1 – 1,021
Number of Pre-K Schools	Range = 0 – 181
Teachers	Range = 10 – 32,152
Students per Teacher	Range = 16 – 27



## Planned Analyses

### Survey response patterns by:

- SELPA type
- Student Performance
- Disproportionality
- Role in SPED

Variable	Professional	Parent
Number of Respondents	1,576	1,244
White	68%	51%
Hispanic/Latinx	17%	31%
English Language	80%	80%
Spanish or Bilingual Spanish	12%	20%
IEP Meetings Attended in 20/21	48% in 11+ 24% in none	80% in 1-3 meetings
Teacher	48%	
Services Provider	34%	
Administrator	18%	

---

## LEA Case Studies: Focus Groups and Interviews

### Overarching Questions...

- What contributes to your area(s) of high performance?
- How, if at all, do you work together with other LEAs and/or regional agencies to serve students?
- What is the influence of formal governance and accountability processes (e.g., LCAP) on your area(s) of high performance?

### For parents...

- What is working well for students at your child's school?
- How do you receive help, training, or information?
- How do you participate in decision making?



## Focus Groups and Interviews to Date

LEA	Administrators	Teachers	Families	COE	SELPA
Bay Area Technology School	X	X	X		
Etiwanda Elementary	X	X	X		
Pajaro Valley Joint Unified	X				
Plaza Elementary				X	X
Visalia Unified	X	X			

## LEA Case Studies: LEA Characteristics

LEA	LEA Type	SELPA Type	LEA Enrollment	CCSESA Region
Bay Area Technology School	Charter	Multi	Charter	3
Etiwanda Elementary	Elementary	Multi	Moderate	10
Pajaro Valley Joint Unified	Unified	Single	Moderate-to-High	5
Plaza Elementary	Elementary	Multi	Low	2
Visalia Unified	Unified	Multi	High	7



## LEA Case Studies: Areas of High Performance

LEA	Description
Bay Area Technology School	High performance on <b>proficiency</b> (beyond what is expected given school environment and the region) and low identification disproportionality for Hispanic students.
Etiwanda Elementary	High performance on <b>proficiency</b> (34% proficient for students with disabilities compared to 10% in nearby LEAs).
Pajaro Valley Joint Unified	<b>Low identification disproportionality for Hispanic Students.</b>
Plaza Elementary	High performance on <b>proficiency (50%) and growth (67%)</b> for students with disabilities compared to nearby LEAs. For growth, the number indicates that students in Plaza, on average, grow more than 67% of students in California.
Visalia Unified	<b>Low identification &amp; discipline disproportionality for Hispanic students</b> (1.01 and 0.85, respectively).

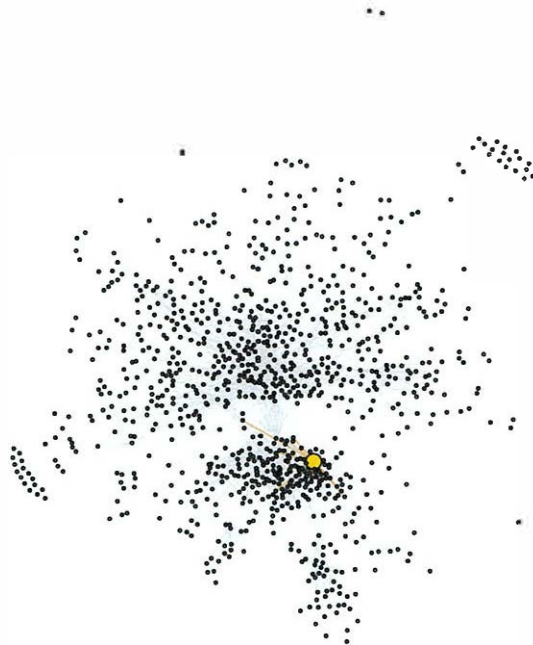
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## Where are they in the network?

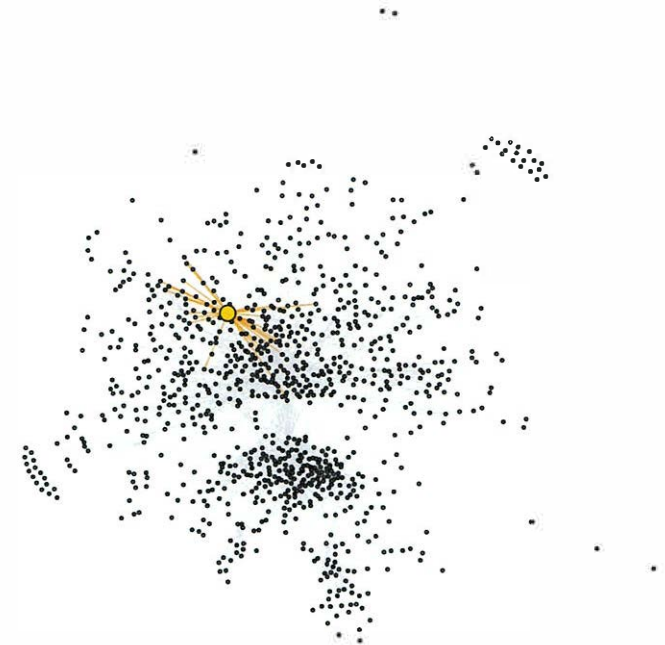
- **Etiwanda** is part of a close-knit network of LEAs
- **Pajaro** connects many LEAs, some of which are on the periphery of the network and some of which are central LEAs to the network

*\*Note, Bay Area  
Technology not shown  
due to data limitations for  
this analysis*

Etiwanda Elementary



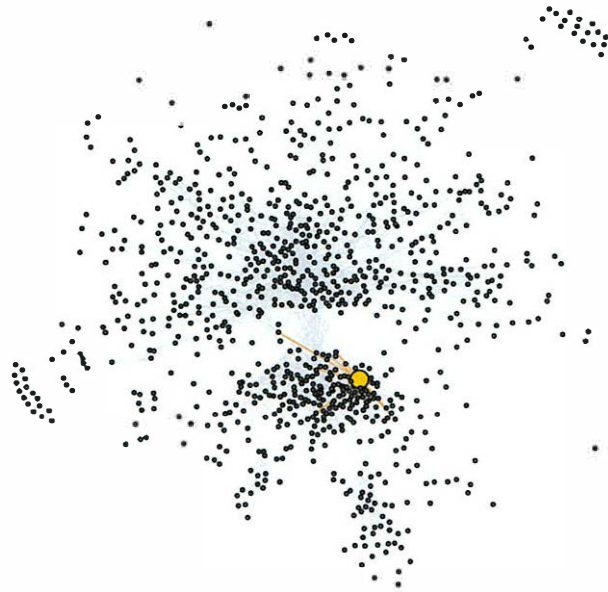
Pajaro Valley Unified



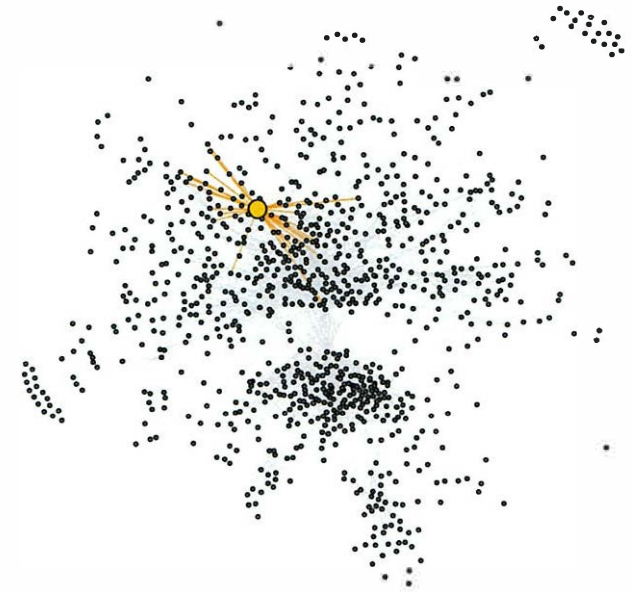
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## Where are they in the network?

- **Plaza** is only connected to their COE
- **Visalia** connects LEAs on the periphery and central LEAs



Plaza Elementary



Visalia Unified

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## Initial Reflections

- **Many different types of LEAs can offer strong educational programs. Common “enabling conditions” are emerging from the qualitative data:**
  - **Shared vision, mission, and mindset.** All kids are our kids. “The \_\_\_\_\_ family.”
  - **Strong communication and relationships.** Strong internal communication and relationships, frequent communication and strong relationships with families; robust connections with other community partners.
  - **Longevity in teachers/instructional staff and administrators,** strong teacher induction/support systems.
  - In/formal processes that **honor teacher/instructional staff, family, and student input in decision-making.**
  - **A sense of empowerment** to make decisions about education programs and resources.
  - **Easily accessible and growth-oriented student-level data** on academics and wellness.

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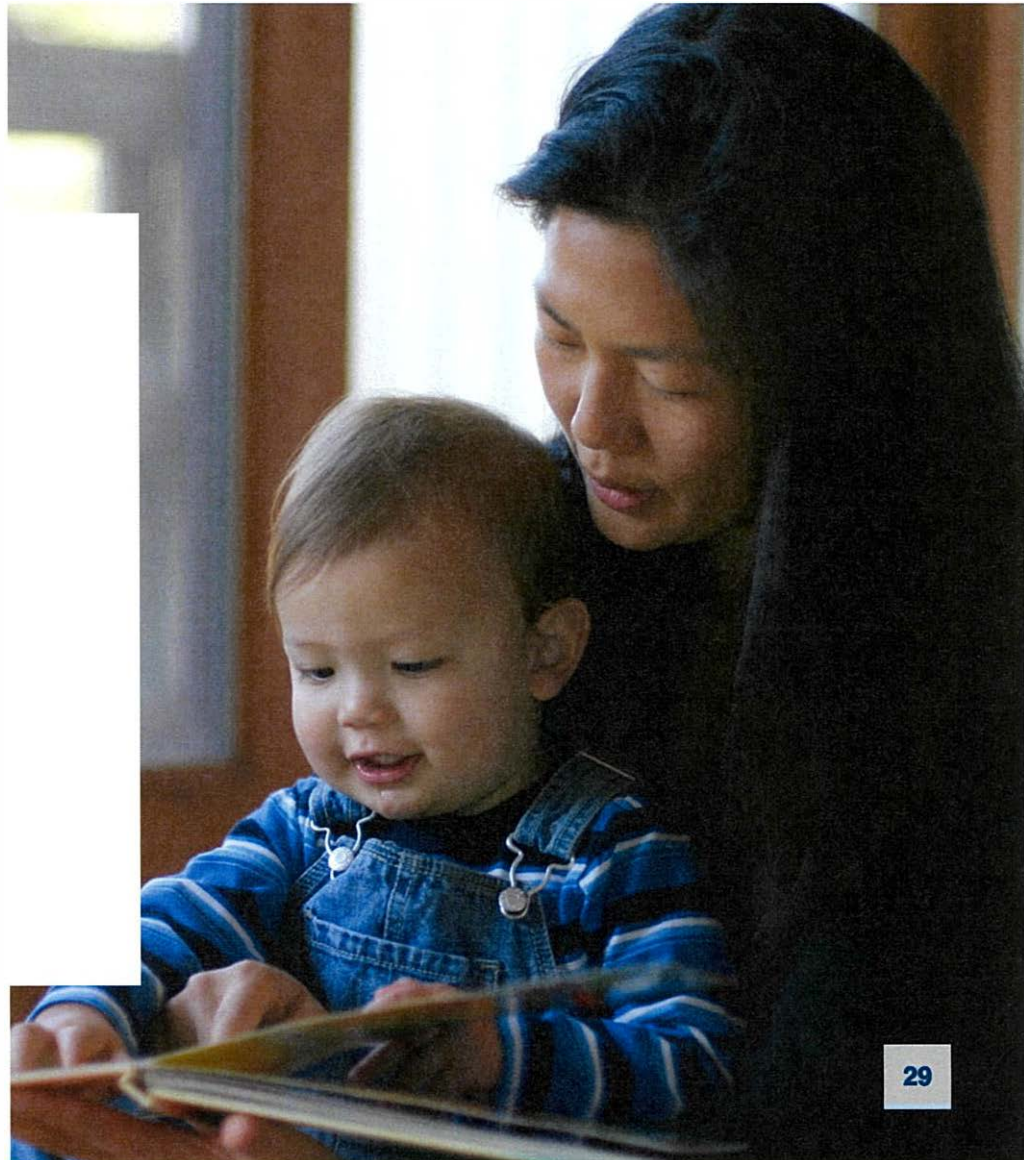
## Questions and Discussion

- What questions do you have after seeing the case study LEAs and initial reflections?
- What is the role of the state in enabling these emerging key conditions in LEAs?

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## Next Steps

- Complete focus groups and interviews
- Share proposed findings and recommendations with Advisory Group
- Solicit broad stakeholder input on the proposed recommendations





**Reflections on the study and our  
progress so far?**

7.2 California State Testing Updates  
Verbal report, no materials

7.3 Desert Mountain Operations Update  
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: August 25, 2021

TO: Special Education Directors

FROM: Linda Llamas, Director

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SUBJECT: Desert/Mountain Children's Center Client Reports

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

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- 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)



# Desert/Mountain Children's Center

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◆ 58967 Business Center Dr., C, D & E, Yucca Valley, CA 92284 (760) 369-3130 (760) 365-2695 FAX

## Referral for Behavioral Health Services

Students 1<sup>st</sup> through 12<sup>th</sup> Grade

Referred by: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Date: \_\_\_\_\_  
Client/Student Name: \_\_\_\_\_ Social Security Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender:  Male  Female  
Attending School: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
Street Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**Insurance Information:** Pacific Care \_\_\_\_\_ IEHP \_\_\_\_\_ Tri Care \_\_\_\_\_ Molina \_\_\_\_\_ Cash Pay \_\_\_\_\_  
Medi-Cal Eligible?  No  Yes Medi-Cal Benefits Number: \_\_\_\_\_ Issue Date: \_\_\_\_\_

### CONSENT TO EXCHANGE CONFIDENTIAL/PRIVILEGED INFORMATION

I authorize \_\_\_\_\_ and the Desert/Mountain Children's Center to exchange confidential/privileged information, including information regarding mental health treatment, in order to develop and implement a service plan for \_\_\_\_\_

(Client/Student Name)

This authorization is limited to the following specific types of information:

- All records without exception
- Scheduling and treatment attendance information
- Diagnosis/assessment information
- Treatment plan
- Treatment summary
- Social history
- Other: \_\_\_\_\_

This authorization is further limited in the following manner: \_\_\_\_\_

**RESTRICTION:** I understand that the parties to this release may not further use or disclose the exchanged information unless another authorization is obtained or unless such use or disclosure is specifically required or permitted by law.

**DURATION:** This consent is subject to revocation by the undersigned at any time except to the extent that action has been taken in reliance herein and, if not earlier, it shall terminate without express revocation on: \_\_\_\_\_

(Date, Event, or Condition)

I understand that I have the right to refuse to sign, or to limit the scope of, this consent form. I have read this consent carefully and have had all my questions answered. I understand that I am entitled to receive a copy of this consent form.

Date: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Agency Signature (CFS, etc.): \_\_\_\_\_

Date: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_ Title: \_\_\_\_\_

### CONFIDENTIAL CLIENT INFORMATION

See Welfare & Institutions Code section 5328, 10850, and 18968.46; Civil Code sections 56; 42 CFR 2.31, 2.33, and 2.35; Education Code section 49075; Evidence Code section 900 - 1070 and Health & Safety Code section 123100.



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## Medi-Cal Behavioral Health Services Referral Checklist Students 1<sup>st</sup> through 12<sup>th</sup> Grade

Date: \_\_\_\_\_

Client/Student Name: \_\_\_\_\_ Form Completed By: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Students often exhibit behaviors or changes of behavior that cause concern among school personnel. This checklist may be used as a guide to help determine if a behavioral health referral is appropriate for a student and their family. If indicators from this checklist persist following standard teacher-initiated and school-based interventions, consider a referral for behavioral health services.

### Academic Indicators

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Giving Up Easily | <input type="checkbox"/> Poor Effort     | <input type="checkbox"/> Motor Coordination Below Peers        |
| <input type="checkbox"/> Incomplete Work  | <input type="checkbox"/> Poor Motivation | <input type="checkbox"/> Deterioration in Academic Performance |

### Behavioral Indicators

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Abusive Language  | <input type="checkbox"/> Class Clown                         | <input type="checkbox"/> Hyperactive  |
| <input type="checkbox"/> Absences or Tardiness   | <input type="checkbox"/> Constantly Leaving Classroom        | <input type="checkbox"/> On Probation |
| <input type="checkbox"/> Argumentative/Defiant   | <input type="checkbox"/> Destruction of Property             | <input type="checkbox"/> Stealing     |
| <input type="checkbox"/> Attention Seeking   | <input type="checkbox"/> Dishonesty                          | <input type="checkbox"/> Disruptive   |
| <input type="checkbox"/> Cheating  | <input type="checkbox"/> Threatening (provide detail): _____ |                                       |
| <input type="checkbox"/> Inappropriate Display of Affection with Peers/Teachers: _____ |  |                                       |

### Emotional Indicators

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Bladder or Bowel Accidents   | <input type="checkbox"/> Irritable                             | <input type="checkbox"/> Overly Responsible                        |
| <input type="checkbox"/> Defensive                    | <input type="checkbox"/> Isolated from peers/target of teasing | <input type="checkbox"/> Paranoid (feels picked on, watched, etc.) |
| <input type="checkbox"/> Falls Asleep                 | <input type="checkbox"/> Lethargic                             | <input type="checkbox"/> Uncontrollable or Excessive Giggling      |
| <input type="checkbox"/> Hysterics (excessive crying) | <input type="checkbox"/> Mood Swings                           | <input type="checkbox"/> Withdrawn                                 |

### Family/Environmental Indicators

- |  |   |
|--|---|
| <input type="checkbox"/> CPS Involvement                     | <input type="checkbox"/> Other Difficulties in Family (financial, health, separation) |
| <input type="checkbox"/> Mental Abuse                        | <input type="checkbox"/> Other Problematic Behaviors Reported by Parents              |
| <input type="checkbox"/> History or Recent Removal from Home | <input type="checkbox"/> Substance Abuse by Parents and/or Significant Others         |
| <input type="checkbox"/> Other Siblings Exhibit Problems     | <input type="checkbox"/> Suffered Recent Loss (move, divorce, death, etc.)            |
| <input type="checkbox"/> Speaks Angrily of Parents           |   |

Please describe the behaviors and attitudes that are causing concern: \_\_\_\_\_

What would you like to see changed? What goals would you like to see achieved? \_\_\_\_\_

Are you aware of any history of past abuse, family violence, divorce, or other trauma? \_\_\_\_\_

Action taken previously: \_\_\_\_\_

Other information we may need to know: \_\_\_\_\_

### CONFIDENTIAL CLIENT INFORMATION

See Welfare & Institutions Code section 5328, 10850, and 18968.46; Civil Code sections 56; 42 CFR 2.31, 2.33, and 2.35; Education Code section 49075; Evidence Code section 900 - 1070 and Health & Safety Code section 123100.



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## Remisión para servicios de salud conductual Estudiantes de 1° a 12° grado

Remitido por: \_\_\_\_\_ Número telefónico: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Nombre del cliente/estudiante: \_\_\_\_\_ Número de seguro social: \_\_\_\_\_  
Fecha de nacimiento: \_\_\_\_\_ Edad: \_\_\_\_\_ Grado: \_\_\_\_\_ Género:  Masculino  Femenino  
Escuela a la que asiste: \_\_\_\_\_ Maestro/a: \_\_\_\_\_  
Padre/Tutor: \_\_\_\_\_ Teléfono hogar: \_\_\_\_\_ Teléfono trabajo: \_\_\_\_\_  
Dirección: \_\_\_\_\_ Ciudad: \_\_\_\_\_ Código postal: \_\_\_\_\_  
Dirección de correo: \_\_\_\_\_ Ciudad: \_\_\_\_\_ Código postal: \_\_\_\_\_

**Información de seguro:** Pacific Care \_\_\_\_\_ IEHP \_\_\_\_\_ Tri Care \_\_\_\_\_ Molina \_\_\_\_\_ Cash Pay \_\_\_\_\_  
¿Elegible Medi-Cal?  No  Sí Número beneficios Medi-Cal: \_\_\_\_\_ Fecha emisión: \_\_\_\_\_

### CONSENTIMIENTO PARA INTERCAMBIAR INFORMACIÓN CONFIDENCIAL /PRIVILEGIADA

Yo autorizo a \_\_\_\_\_ y al *Desert/Mountain Children's Center* para intercambiar información confidencial/privilegiada, incluyendo información respecto al tratamiento de salud mental, para desarrollar e implementar un plan de servicios para \_\_\_\_\_

(Nombre del cliente/estudiante)

Esta autorización se limita a los siguientes tipos específicos de información:

- Todos los registros, sin excepción
- Programación e información de asistencia al tratamiento
- Información de diagnóstico/evaluación
- Plan de tratamiento
- Resumen de tratamiento
- Antecedentes sociales
- Otra: \_\_\_\_\_

Esta autorización se limita además de la siguiente manera: \_\_\_\_\_

**RESTRICCIÓN:** Entiendo que las partes en este consentimiento, no podrán utilizar o divulgar la información intercambiada a menos que se obtenga otra autorización o salvo que dicho uso o divulgación de la información sea específicamente requerido o permitido por la ley.

**DURACIÓN:** Este consentimiento está sujeto a su revocación por el abajo firmante en cualquier momento excepto en la medida en la que dicha acción se haya tomado siempre y cuando se cumpla lo que se estipula aquí y no antes, no se terminará sin revocación expresa en \_\_\_\_\_

(Fecha, evento o condición)

Entiendo que tengo el derecho de negarme a firmar o limitar el alcance de este formato de consentimiento. Leí este consentimiento cuidadosamente y me respondieron a todas mis preguntas. Entiendo que tengo derecho a recibir una copia de este formato de consentimiento.

Fecha: \_\_\_\_\_ Firma padre/tutor: \_\_\_\_\_

Fecha: \_\_\_\_\_ Firma agencia (CFS, etc.): \_\_\_\_\_

Fecha: \_\_\_\_\_ Firma administrador: \_\_\_\_\_ Título: \_\_\_\_\_

### INFORMACIÓN CONFIDENCIAL CLIENTE

Ver código Bienestar e instituciones sección 5328, 10850 y 18968.46; Secciones código civil 56; 42 CFR 2.31, 2.33, y 2.35; Sección código educación 49075; Sección código evidencia 900 - 1070 y sección código salud y seguridad 123100.



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## Lista de remisión a servicios de salud conductual Medi-Cal Estudiantes de 1° a 12° grado

Fecha: \_\_\_\_\_

Nombre del cliente/estudiante: \_\_\_\_\_ Formato completado por: \_\_\_\_\_

Nombre maestro/a: \_\_\_\_\_ Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_

Los estudiantes con frecuencia presentan comportamientos o cambios de comportamiento que causan preocupación entre el personal de la escuela. Esta lista se puede utilizar como una guía para ayudar a determinar si una remisión de salud conductual es apropiada para un estudiante y su familia. Si los indicadores de esta lista persisten siguiendo las intervenciones estándar iniciadas por la maestra y basadas en la escuela, se debe considerar una remisión para los servicios de salud conductual.

### Indicadores académicos

- Rendirse fácilmente
- Trabajo incompleto
- Poco esfuerzo
- Poca motivación
- Coordinación motora por debajo de otros niños de su edad
- Deterioro en el rendimiento académico

### Indicadores conductuales

- Lenguaje abusivo
- Ausencias o llegadas tarde
- Polémico/desafiante
- Busca la atención
- Hace trampa
- Demostración inapropiada de afecto con compañeros/maestros: \_\_\_\_\_
- Payaso de la clase
- Se sale constantemente del salón
- Destruye la propiedad
- Deshonesto
- Amenaza (dar detalles): \_\_\_\_\_
- Hiperactividad
- En libertad condicional
- Roba
- Es perturbador

### Indicadores emocionales

- Accidentes de la vejiga o intestinos
- Defensivo
- Se duerme
- Histeria (llanto excesivo)
- Irritable
- Aislado de los compañeros/blanco de burlas
- Letárgico
- Cambia de humor
- Demasiado responsable
- Paranoico (se siente molesto, observado, etc.)
- Se ríe incontrolable o excesivamente
- Retraído

### Indicadores familiares/ambientales

- Participación CPS
- Abuso mental
- Antecedentes o reciente mudanza de casa
- Otros hermanos presentan problemas
- Habla con rabia de sus padres
- Otras dificultades en la familia (financieras, de salud, de separación)
- Otros comportamientos problemáticos reportados por los padres
- Abuso de sustancias por parte de los padres y/o personas significativas
- Sufrió pérdida reciente (mudanza, divorcio, muerte, etc.)

Por favor describa los comportamientos y actitudes que están causando la preocupación

\_\_\_\_\_

¿Qué le gustaría que cambiara? ¿Qué objetivos le gustaría alcanzar?

\_\_\_\_\_

¿Es consciente de cualquier antecedente de abuso pasado, violencia familiar, divorcio u otro trauma?

\_\_\_\_\_

Medidas adoptadas previamente: \_\_\_\_\_

Otra información que es posible que necesitemos conocer: \_\_\_\_\_

### INFORMACIÓN CONFIDENCIAL CLIENTE

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**August 27, 2021**

**From: D/M Children's Center: Linda Llamas, LMFT; [Linda.Llamas@cahelp.org](mailto:Linda.Llamas@cahelp.org)**

**To: D/M SELPA Steering Committee Members**

**Re: Strategies to Increase Student and Caregiver Connection to the School**

I hope that the transition back to school for you and your students has been a smooth one. While we have all spent the summer planning for the return to school, now that some of us have a few days, or weeks, under our belts, we may have a better idea of what the needs are for students and their families. We anticipate that there have been some hiccups and some room for learning as we all attempt to re-establish routines and a sense of normalcy.

We all know that our student's mental health had already been suffering prior to the pandemic and have now seen the exacerbation of these needs by the pandemic. Information from the National Alliance for Mental Illness (NAMI) informs us that one in every five teens has, or will develop a mental illness, and that half of these cases will develop prior to age 14. Those are sobering statistics for us to process in a typical year, but this year we know the needs will be even greater! So how can we meet those needs? How do we begin to address them?

Here are three strategies you can use to increase student and caregiver connection and engagement to help your students and their caregivers acclimate to the school environment and process this past year's experiences:

1. Opportunities for Artistic Expression
2. Student Support Groups

### 3. Connection with the Community

Providing opportunities for your students to process their experiences of this past year through artistic expression is one way to help your student re-connect with each other and the school. When students express themselves through meaning-making and other creative methods, the impact improves community wellness, connectivity, and helps to reduce individual depression and anxiety (Stuckey & Nobel, 2010; Clift, 2012). Finding ways to insert creative expression in schools and community programs helps enhance the experiences of youth and young adults as well as strengthen the school and community.

The forms of artistic expression can vary, depending on the school and community it can be anything from a drawing/painting workshop, a writing contest, creation of a magazine, a photography project, or a dramatic play. In Maine, in 2013, Youth MOVE Maine put together a statewide project using photography and written word to hear about the experiences of youth, which culminated in a magazine of photos and stories called IDentity. They even created a toolkit that you can access that will help you develop your own project! The toolkit is free and available for public use. The toolkit includes instructions, agendas, and templates to share the IDentity project with youth either in-person or virtually. You can find the toolkit here:

- <https://www.dropbox.com/s/d5k1jmxjsxyugd0/IDentity%20Toolkit%202021%20-%20V1.1%20-%204.8.21.pdf?dl=0>

The next strategy is providing support groups where students have an opportunity to share their stories and help each other along the way. For students, groups can present an opportunity to learn about self, identify personal strengths, and set and achieve goals (Bruhn, 2014). For administrators, groups can provide a low-cost, high reward academic and social-emotional intervention to help meet the abundance of mental health needs in our communities after a year of COVID-19 anxieties and shutdowns (Ghosh et al, 2020).

Student support groups can be educational, where an educator leads the group by helping to re-teach a particular topic. A student support group can also be psychoeducational, whereby a mental health professional helps students obtain information and build skills for difficult situations through education-based techniques. Still another type of group is enriching in nature, where the educator instructs students in a specific skill that gives them opportunity for self-improvement or perhaps to help/teach others with their newly acquired skill(s). The staff at the DMCC is available to assist with the formation of student groups through many of our programs.

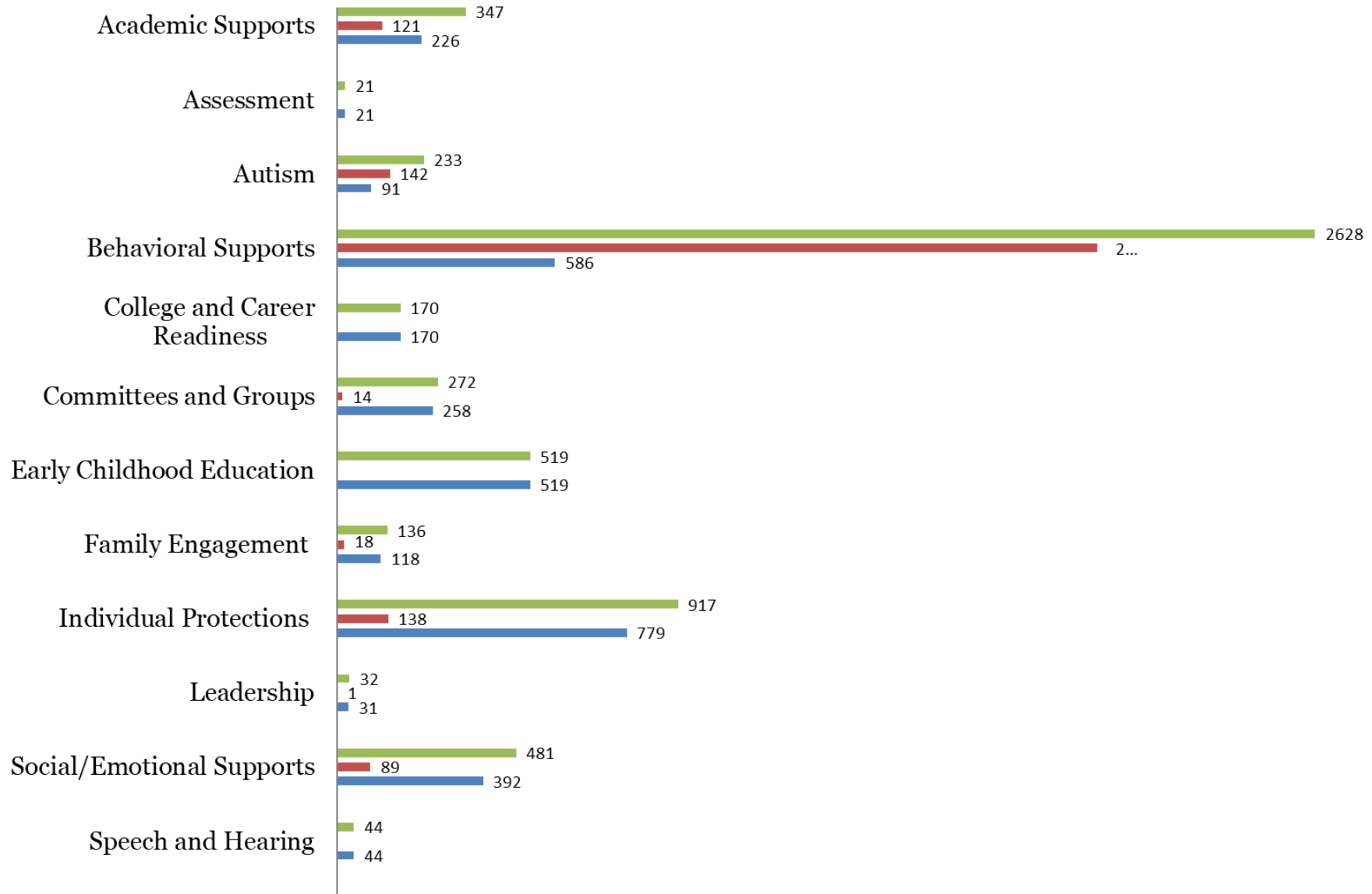
The mental and behavioral health of students is a necessary focus of education. Thus, connecting your school or district to community-based partners in health and mental health is imperative to building effective school-community partnerships to support school mental health. Approximately **75 to 80 percent of children and youth in need of mental health services do not receive them.** (U.S. Department of Health and Human Services, 2001) Of those who do receive assistance, the vast majority (70% to 80%) receive mental health services in schools. (Farmer, Burns, Philip, Angold, & Costello, 2003; Rones & Hoagwood, 2000) Further, **youth are six times more likely to complete evidence-based treatment when offered in schools** than in community settings. (Jaycox et al., 2010) As such, **schools are often considered the natural and best setting** for comprehensive prevention and early intervention services for all students, including those with and without identified educational disabilities. (Anglin, 2003, NASP, 2015) We know that access to school-based mental health services increases positive student outcomes such as physical and psychological safety, academic performance, and social-emotional competence; while decreasing negative outcomes such as disciplinary referrals, substance use, and involvement in the criminal justice system. There is **no one size fits all approach** to an effective school-community mental health partnership. Each partnership should be developed based on the specific needs of the local community. Again, the DMCC is here to help you meet the needs of your students and their families.

We look forward to working with you in the coming weeks and months to ensure your students have the support they need to bounce back from last year's challenges and have a successful new school year!

# D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

2020-21 YEAR END TOTALS  
5800 YEAR-TO-DATE PARTICIPANTS

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



# THE IMPACT OF COVID-19 ON MENTAL HEALTH

TIPS AND TECHNIQUES TO OVERCOME STRESS  
AND HELP YOUR FAMILY TO THRIVE

Many children struggled to learn during the social isolation caused by COVID-19. The prolonged stress of the pandemic resulted in widespread emotional and behavioral changes for both children and adults. These changes are characterized by fatigue, irritability, poor concentration, and lack of motivation. This presentation addresses the research evidence behind these changes and focuses on what care-givers can do to address these challenges and create the conditions that will help all children to reengage in learning.

## ***Presented By***

Dr. Ron Powell

## ***When***

Thursday, September 23, 2021  
5:00 – 6:30 p.m

## ***Where***

15576 Main St. Hesperia, CA 92345  
Hesperia District Office

## ***Registration***

<https://sbcss.k12oms.org/52-203120>

## ***Special Accommodation***

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

Get in Touch |

**Email :** Marysol.Hurtado@cahelp.org

**Phone :** (760) 955-3552



# SAVE THE DATE

2021 I-MTSS SYMPOSIUM  
WEDNESDAY, MARCH 2, 2022  
HALF-DAY SYMPOSIUM FEATURING  
KEVIN HINES &  
ANNE MOSS ROGERS

**Desert/Mountain SELPA  
Due Process Summary  
July 1, 2021 - August 27, 2021**

DISTRICT													CASE ACTIVITY FOR CURRENT YEAR				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21-22	Total	D/W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0	3	6	5.5	2.5	5	3	3.5	3	3.5	0	35	0	0	0	0	0
Apple Valley USD	0	0	2	1	1.5	1.5	0	3.5	10	5	0	24.5	0	0	0	0	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	0	0	0	1	3.5	0	2	0	1	0	7.5	0	0	0	0	0
Bear Valley USD	1	0	0	0	0	1	2	0	0	1	0	5	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0
Hesperia USD	5.5	4	3	5	7.5	7	6	7	17.5	7	1	70.5	0	1	0	0	0
Lucerne Valley USD	0	1	2	1	1	2	0	1.5	0	0	0	8.5	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	2	0	0	2	0	0	0	0	0
Silver Valley USD	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	2	1	1	5	4.5	6.5	2	8.5	7	2	0	39.5	0	0	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	4.33	3.33	1.83	2.5	6.5	0	7	1	1	29.49	0	1	0	0	0
Victor Valley Union High SD	2	4	3.33	4.3	7.83	4	4	8.5	6.5	10	1	55.46	0	1	0	0	0
Academy for Academic Excellenc	0	0	4	2	0	1	2	1	1	1	0	12	0	0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0.5	1	1.33	0.83	4.33	3	1.5	3	2	1	0	18.49	0	0	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0.5	2	0	0	2.5	0	0	0	0	0
Health Sciences HS & MS	0	0	0	0	0	0	0	1	1	0	0	2	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>13</b>	<b>15</b>	<b>26.99</b>	<b>27.96</b>	<b>31.99</b>	<b>37</b>	<b>28</b>	<b>40</b>	<b>59</b>	<b>32.5</b>	<b>3</b>	<b>314.44</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

\*Number accounts for High Tech High but has exited from CAHELP. Actual count for 2019-20 is 67.



Desert/Mountain SELPA  
 Due Process Activity Summary  
 July 1, 2021–August 27, 2021

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. VVUHSD Case No. 2021070206	LEA filed on parent for permission to assess, pursuant to assessment plan of 3-19-21	7/7/21	7/26/21		<del>7/26/2021</del> 9/13/21	<del>08/03--05/21</del> 9/21-23/21	Filing was necessary because the parent filing of 10/20 was withdrawn and left with open IEP's and lack of student attendance. 7/26/21 Continuance granted for parent to obtain attorney.
2. Victor Elem SD Case No. 2021070710	Failure to provide FAPE 1. Program 2. Speech/Lang. 3. Appropriate Assessment	7/21/2021	8/6/2021			9/14-16/21	Resolution unsuccessful. Further analyzing of IEP's to determine next steps.
3. Hesperia USD Case No. 2021070965	Failure to provide FAPE 1. Communication 2. Academics 3. Behavioral management	7/29/2021	8/5/2021			9/21-23/21	Resolution agreement on all except tutoring providers; negotiations continuing.

Desert /Mountain SELPA  
Legal Expense Summary  
As Reported at Steering August 26, 2021

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	\$475,930.79
2020-2021	\$354,582.16
2021-2022	\$11,436.60

**Desert/Mountain SELPA  
Due Process Summary  
July 1, 2020 - June 30, 2021**

DISTRICT													CASE ACTIVITY FOR CURRENT YEAR				
	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	2	0	3	6	5.5	2.5	5	3	3.5	3	3.5	37	0	0	0	3.5	0
Apple Valley USD	1.33	0	0	2	1	1.5	1.5	0	3.5	10	5	25.83	1	0	0	4	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	1	0	0	0	0	1	3.5	0	2	0	1	8.5	0	0	0	1	0
Bear Valley USD	0	1	0	0	0	0	1	2	0	0	1	5	0	0	0	1	0
Helendale SD	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
Hesperia USD	1	5.5	4	3	5	7.5	7	6	7	17.5	7	70.5	0	0	0	7	0
Lucerne Valley USD	4	0	1	2	1	1	2	0	1.5	0	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	2	0	2	0	0	0	0	0
Silver Valley USD	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	0	2	1	1	5	4.5	6.5	2	8.5	7	2	39.5	0	0	0	2	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	1	4.33	3.33	1.83	2.5	6.5	0	7	1	29.49	0	0	0	1	0
Victor Valley Union High SD	0	2	4	3.33	4.3	7.83	4	4	8.5	6.5	9	53.46	1.5	0	1	7.5	0
Academy for Academic Excellence	1.33	0	0	4	2	0	1	2	1	1	1	13.33	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	0.34	0.5	1	1.33	0.83	4.33	3	1.5	3	2	1	18.83	0	0	0	1	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0.5	2	0	2.5	0	0	0	0	0
Health Sciences HS & MS	0	0	0	0	0	0	0	0	1	1	0	2	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>26.99</b>	<b>27.96</b>	<b>31.99</b>	<b>37</b>	<b>28</b>	<b>40</b>	<b>59</b>	<b>31.5</b>	<b>322.44</b>	<b>2.5</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>0</b>

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.  
 \*Number accounts for High Tech High but has exited from CAHELP. Actual count for 2019-20 is 67.

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2020 – June 30, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Apple Valley Case No. 2020070137	<ol style="list-style-type: none"> <li>Appropriate services, goals, placement, accommodations</li> <li>Failure to implement IEP as written</li> <li>Denial of Home instruction</li> <li>Failure to timely assess and review evaluations</li> <li>Failure to provide accommodations for cheer tryouts</li> </ol>	07/03/20	<del>07/13/20</del> <del>07/16/20</del> 08/14/20	<del>08/27/20</del>	<del>08/17/2020</del> <del>09/21/20</del>	<del>08/25-</del> <del>8/27/2020</del> <del>09/29-</del> <del>10/01/20</del>	Resolution unsuccessful. Parent demands placement of daughter on cheer team, reimbursement for private/city cheer team participation, compensatory ed, Spanish class letter grade change. Parent agreed to mediation then withdrew. Preparing for hearing. 8/26/20 parent withdrew from mediation. Prepare for hearing. 9/26/20 case dismissed by parent. CLOSED
2. Hesperia USD Case No. 2020070579	<ol style="list-style-type: none"> <li>Appropriate placement and program</li> <li>Statutorily appropriate LAS assessment</li> </ol>	07/17/20	<del>7/31/20</del> 08/17/20	09/08/20	10/26/20	11/03- 11/15/20	08/26/20 settlement agreement for DMCC ERMHS, IEE-speech; service increases to speech and occupational therapy. Comp. education: speech, counseling, tutoring. CLOSED
3. VVUHSD Case No. 2020070920	<ol style="list-style-type: none"> <li>Appropriate placement and program</li> <li>Failure to make progress</li> <li>Failure to provide ABA aide at parent request</li> <li>Minimal services during COVID 19</li> </ol>	07/29/20	08/11/20		09/11/20	09/22- 09/24/20	08/28/20 settlement agreement for comp. education: tutoring, speech language, occupational therapy. CLOSED
4. Hesperia Case No. 2020070962	<ol style="list-style-type: none"> <li>Appropriate program in LAS, Fine Motor, Behavior</li> <li>Statutorily appropriate LAS assessment and psycho ed assessment</li> </ol>	07/30/20	<del>08/07/2020</del> 08/18/20	09/17/20	09/11/20	<del>09/22-</del> <del>09/24/20</del> 10/20- 10/22/20	08/27/20 settlement agreement for IEEs: speech language, FBA, Psycho-Ed. IEP additions: increase in speech language, occupational therapy. Comp. education: tutoring, speech. CLOSED

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2020 – June 30, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
5. VVUHSD 2020080045	Child Find 1. Severe depression 2. Hospitalized 4x 3. Failing classes	08/05/20	8/18/20		09/14/20	09/22- 09/24/20	Seeking identification as SPED in order to cover residential placement. Student in medical RTC in Whittier. Upon release, VVUHSD to commence assessment. Settlement 08/27/20 - CLOSED
6. Victor Elem SD 2020080331	Child Find 1. Failure to assess	08/12/20	09/02/20		09/28/20	10/06- 10/08/20	Student had 504 in Victor Elem SD; VVUHSD found eligible for special education. Seeking comp. education. Settlement 9/24/20 - CLOSED
7. Adelanto SD & VVUHSD 2020080427	Denial of FAPE 1. Health plan 2. Academic 3. Complete assessment	08/13/20	08/25/20		09/25/20	10/06- 10/08/20	09/28/20 settlement agreement; fund IEE – Psycho ed; IEP to modify goals, health plan, and implementation with parent; comp. education; CLOSED
8. Hesperia USD 2020090471	Denial of FAPE 1. Failure to assess in all areas 2. Failure to offer SLP, ERMHS 3. Failure to provide appropriate SAI 4. Lack of appropriate goals 5. Failure to implement IEP	09/16/20	<del>09/23/20</del> 10/05/20	11/17/20	<del>11/02/20</del> 12/21/20	<del>11/10-12/2020</del> 01/05- 01/07/21	Mediation goal: comp. ed. differences, teacher placement. Settlement agreement 11/18/20: IEP program enrollment, reassigned class to avoid teacher; CLOSED
9. Adelanto 2020090691	Denial of FAPE 1. Inappropriate program & placement 2. Inaccurate MD 3. Failure to provide FBA 4. No services Feb 2020-May 2020	09/22/20	<del>09/29/20</del> expedited	<del>10/07/20</del> Expedited 11/19/20 regular		<del>10/20- 10/22/20</del> Expedited  <del>11/17- 11/19/20</del> Regular 01/12- 01/14/21	LEA retracting MD; <del>requesting to dismiss expedited status; gathering DLP data for expedited mediation or regular resolution;</del> expedited status dismissed. Proceeding with regular mediation. 11/23/20 settlement agreement: FBA assessment, IEE for ERMHS, 1:1 behavior aide in home, DMCC and VCC intensive; CLOSED

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2020 – June 30, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
10. VVUHSD 2020100043	Denial of FAPE 1. Failed to hold an IEP in February 2019 2. Failed to hold an IEP in February 2020 3. Failed to conduct triennial assessment October 2019	09/22/20	<del>10/14/20</del> <del>10/15/20</del> 11/04/20	12/03/20	<del>11/13/20</del> 01/22/21	<del>11/24-</del> <del>11/25/20</del> 02/02-04/21	Child has not been in school since before 2019. Parent refusing placement. Wants full-day SDC class with no class changes. District holds not FAPE. Case withdrawn. No settlement agreement. 04/19/21 - Attorney dropped the parent. Trying to settle directly with parent. Off calendar. 05/2021 - VVUHSD to file on parent to assess. 7/06/21 LEA to file on parent. Withdrawn. CLOSED
11. Apple Valley USD 2020100583	Denial of FAPE 1. Substantive concerns for IEPs dated: 10/2018, 10/2019, 03/2020, and 07/2020 2. Home instruction failed to provide FAPE 3. Fall 2019 Triennial timeline 4. Failure to provide parent a copy of IEP 5. Failure to provide accommodations to cheer tryouts 6. Failure to implement IEP during COVID-19	10/16/20	10/28/20	12/17/20	<del>11/30/20</del> 02/08/21	<del>12/08-</del> <del>12/10/20</del> 02/17-18/21	No settlement at resolution. Parent remains angry; filing staff complaints. LEA offering compromises and not accepted. Mediation scheduled. 02/01/21 – settlement agreement. CLOSED.
12. VVUHSD 2020100503	Child Find	10/16/20	<del>10/30/20</del> <del>11/17/20</del> Waived by agreement		<del>11/30/20</del> 05/03/21	<del>12/08-</del> <del>12/10/20</del> 05/11-12/21	12/03/20 student awaiting release of psychiatric hold for RTC; placement tolling agreement 02/2021; student under CPS placement. 03/21/21 no return response from parent. 03/29/21 case withdrawn; refiled; CLOSED
13. Hesperia USD 2020110001	Denial of FAPE 1. Failure to conduct triennial assessment Sept 2020 2. Lack of educational benefit	10/30/20	<del>11/10/20</del> 11/09/20		12/14/20	12/22- 12/24-20	11/30/20 settlement agreement – Comp. ed; CLOSED

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2020 – June 30, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	a. reading goal b. writing goal c. math goal						
14. Academy for Academic Excellence 2020110282	Denial of FAPE 1. Failure to assess comprehensively 2. Failure to provide dyslexia program	11/09/20	11/20/20		12/28/20	01/05-07/21	Preliminary agreement; 12/18/20 settlement agreement – academic ERHMS comp. ed., IEE – dyslexia assessment; CLOSED
15. Snowline JUSD 2020110297	Denial of FAPE 5. Failure to make specific offer of FAPE  Denial of parent participation 1. Failure to provide timely records 2. Failure to ensure team members participation	11/09/20	11/16/20		12/28/20	01/05-07/21	Parent seeking reimbursement for tuition at NPS, for summer tutoring expenses, for summer NPS placement, transportation reimbursement for private services; settled 12/01/20; CLOSED
16. Apple Valley USD 2020110631	Denial of FAPE failure to provide: 1. FBA 2. Behavior Plan 3. Appropriate services 4. Ambitious goals 5. Distance learning FAPE  Failure to assess: 1. SLP 2. OT 3. ATC 4. PT 5. Psycho-ed triennial	11/19/20	12/04/20	<del>01/13/21</del> 02/02/21	<del>01/04/21</del> 02/19/21	<del>01/12-14/21</del> 03/2-4/21	Settlement demand viewed as excessive. Opposing counsel seeking to amend complaint after IEP of 12/09/20. AVUSD to cross-file. 02/26/21 – settlement agreement; prospective placement and services. CLOSED

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2020 – June 30, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
17. Hesperia USD 2020120175	Denial of FAPE 1. Failure to assess in all areas 2. Failure offer meaningful goals 3. Failure to offer appropriate goals 4. Failure to find Autism 5. No FBA 6. Learning loss as a result of COVID-19	12/03/20	<del>12/14/20</del>	01/19/21	<del>01/18/21</del> 03/08/21	<del>01/26-28/21</del> <del>03/16-18/21</del> <del>05/05-06/21</del>	12/04/20 resolution cancelled by mutual agreement. 01/21/21 District cross-filed. Cases consolidated. No settlement at mediation.03/2021 - preparing for hearing; hearing postponed to May. 04/13/21 – IEP at which mom refused student to attend school if no 1:1. Legal counsel working closely with HUSD. 05/23/21 Settlement agreement. CLOSED
18. Bear Valley USD 2020120196	Denial of FAPE 1. Child Find 2. Prior knowledge of TBI	12/04/20	12/10/20 Expedited	12/18/20 Expedited	01/11/21 Expedited  01/11/21 Regular	01/20-21/21 Expedited  01/26-28/21 Regular	Parent seeking to overturn expulsion. Settled all claims at mediation – full assessment by LEA, IEE for CAPD, removal of expulsion. CLOSED
19. Barstow USD 2020120631	Denial of FAPE 1. Failure to assess for ERHMS and FBA 2. Goals not reasonably calculated a. math b. reading c. writing 3. Lack of service during COVID-19	<del>12/22/20</del> 12/09/20	<del>12/24/20</del> 01/15/21 Expedited		02/01/21	02/09-11/21	01/19/21 – settlement agreement; FBA to be completed upon return to class. Comp. education and ERMHS. CLOSED.
20. Apple Valley USD 2020120771	Denial of FAPE 1. Goals not reasonably calculated a. reading b. writing c. math	<del>12/22/20</del> Received 01/04/21	<del>01/12/21</del> 01/11/21	03/10/21	<del>02/01/21</del> 04/19/21	<del>02/09-11/21</del> 04/27-29/21	01/28/21 – settlement agreement; IEE – neuropsych; District to assess ERMHS comp. ed; CLOSED



**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2020 – June 30, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	2. Lack of comprehensive assessment 3. Inadequate SAI						
21. VYUHSO & Adelanto SD 2021020060	Denial of FAPE 1. Failure to provide records 2. Lack of parental participation 3. Failure to assess in all areas 4. Failure to provide FAPE	02/01/21	02/16/21	05/03/21	<del>03/15/21</del> <del>05/10/21</del> 07/16/21	<del>03/23-25/21</del> <del>05/18-20/21</del> 07/27-29/21	LEA agreed to IEE followed by IEP to address FAPE. Hearing dates to be pushed out. 06/01/21 seeking vocational school; declined comp. education as “meaningless” 06/29/21 Settlement agreement. CLOSED
22. Snowline JUSD 2021020201	1. Denial of FAPE 2. Failure to provide appropriate ITP and transition services	02/04/21	02/18/21	03/12/21	<del>03/12/21</del> 04/23/21	<del>03/23-25/21</del> 05/05-06/21	Student to graduate 05/2021; parent seeking reimbursement and prospective funding of LMB. 03/18/21 settlement agreement for comp. education and transition. CLOSED
23. VYUHSO 2021030583	Denial of FAPE 1. Child Find	03/15/21	Waived by agreement		05/03/21	05/11-13/21	Case of 10/2020 withdrawn and refiled here. Student in mental health and county placement. 05/10/21 Settlement agreement. CLOSED
24. Hesperia USD & D/M Operations 2021040151	Denial of FAPE 1. Failure to implement IEP of 1/31/20. a. SAI b. SLP c. OT d. PT 2. Failure to address behavior a. FBA b. ABI c. goals 3. Failure to provide AAC services	03/03/21	<del>04/14/21</del> 04/27/21	06/04/21	<del>05/17/21</del> 07/26/21	<del>05/25-27/21</del> 08/03-05/21	Seeking IEEs in SAI, OT, LAS, AAC. Compensatory ed. in OT and LAS. 06/08/21 Settlement Agreement. CLOSED

**Desert/Mountain SELPA**  
**Due Process Activity Summary**  
**July 1, 2020 – June 30, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
25. Adelanto SD & D/M Operations  2021040030	1. Failure to comprehensively assess 2. Wrongly exiting from special education	03/31/21	04/09/21		05/17/21	05/25-27/21	04/09/21 negotiating terms of settlement. 05/03/21 settled for comp. education and IEE and consider reinstate. CLOSED
26. Adelanto SD 2021040062	Denial of FAPE: 1. Failure to find eligible 2. Failure to assess for a. OT b. Assistive Technology 3. Failure to develop goals 4. Predetermination 5. Denied parent participation	04/01/21	04/14/21		05/17/21	05/25-27/21	04/16/21 settlement agreement. Compensatory education. District assessment for AT and OT. CLOSED.
27. Hesperia USD & D/M Operations 2021040563	Issues: 1. Child Find at age 3 2. Failure to assess all areas 3. Failure to implement IEP 03/06/20 and 09/18/20 4. Failure to provide FBA 03/18 – present 5. Failure to provide LAS & AT 6. Conducted illegal restraint	04/13/21	04/27/21	06/10/21	<del>05/28/21</del> 08/13/21	<del>06/08-10/21</del> 08/24-26/21	02/24/21 – Torte claim filed. Student moving between two districts and a charter. Seeking new qualifying disability. Seeking six IEEs, six areas for compensatory education. 04/23/21 claims beyond the SOL. 06/01/21 No settlement at mediation. Considering going to hearing. 7/2021 Preparing for hearing. 8/09/21 Settlement agreement. CLOSED.
28. VVUHSD 2021040833	Denial of FAPE 1. Failure to provide tutoring in math, reading, writing 2. Failure to assess for vision plan	04/23/21	05/09/21	07/20/21	<del>06/07/21</del> 08/02/21	<del>06/15-17/21</del> 08/10-12/21	05/27/21 – parent seeking ed therapy from Big Springs two sessions per week. Brian Allen Advocate 06/2021 No Change. 7/20/21 mediation canceled. Identifying assessors. 7/30/21 Settlement agreement. CLOSED.

**Desert/Mountain SELPA  
Due Process Activity Summary  
July 1, 2020 – June 30, 2021**

<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>
29. VVUHSD 2021050313	Denial of FAPE 1. Failure to assess for a. FBA b. OT 3. Lack of progress	05/11/21	05/28/21		06/28/21	07/07-08/21	Seeking an ABA aide, missing records, compensatory education, AI, counseling, behavioral therapy and OT. 06/17/21 Settlement Agreement. CLOSED
30. Adelanto SD 2021060064	Child Find	05/28/21	06/22/21		07/09/21	7/20-22/21	06/23/21 Settlement agreement on assessor. CLOSED

Desert /Mountain SELPA  
Legal Expense Summary  
As of June 30, 2021

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	\$475,930.79
2020-2021	\$354,582.16



California Association of Health & Education Linked Professions  
17800 Highway 18  
Apple Valley, CA 92307-1219

760-552-6700  
760-242-5363  
www.cahelp.org

## MEMORANDUM

Date: July 14, 2021  
To: Special Education Directors, Members of  
Desert/Mountain SELPA and Desert/Mountain Charter SELPA  
From: Kathleen Peters, Program Manager, Resolution Support Services

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**Subject: Important Information and Necessary Actions for School Agencies**

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### Legislative Updates, Summer 2021

During the month of July our legislators finalized two Assembly Bills addressing recent concerns arising out of Covid-19 related school closures: AB 104 and AB 130. It is important to note that statutory timelines must be observed without exception. If we can assist you in preparing for these changes please give me a call. These bills will be discussed at the August Steering Committee meetings. I look forward to seeing you and wish for you a restful break.

### AB 104: STUDENT RETENTION, GRADE CHANGES AND GRADUATION OPTIONS

This bill enacts three main changes:

1. Supplements the process for handling retention requests for eligible students.
  - a. Applies to eligible students in grades K – 11 who, during the 2020-2021 school year, received deficient grades (D, F, No Pass) in at least half of their courses.
  - b. A consultation meeting with parents must be held within 30 days of receipt of request. See attached *F3 NEWSFLASH* for key components and timelines.
  - c. Requires retention be consistent with the students' IEPs.
  - d. Recommended that the IEP be reviewed for discussion notes related to retention, or an IEP be held before making decisions.
2. Provides a mechanism for high school students during the 2020-2021 school year to request grade changes from a letter grade to Pass or NO Pass. Timelines for action are short (see attached *F3 NEWSFLASH* for key components and timelines).
3. Provides additional options for graduation for student who were in the 11<sup>th</sup> and 12<sup>th</sup> grade during the 2020-2021 school year and not on track to graduate within four years. The implications of this option are many, and procedures and requirements are not specified (see attached *F3 NEWSFLASH* for key components and considerations).

For complete information regarding the components summarized above, please see attached *F3 Newsflash: Student Retention, Grade Changes & Graduation Options*, No. 21-01, July 2021.

For the complete text of the bill go to: [leginfo.legislature.ca.gov](http://leginfo.legislature.ca.gov) and search: Bill Text – AB-130  
Education finance: education omnibus budget trailer bill.

## MEMORANDUM

### PAGE 2

#### AB 130: INDEPENDENT STUDY CHANGES

This bill enacts changes to program, parent notification, board policies and documentation requirements:

1. Program changes
  - a. For 2021-2022, LEAs must offer an independent study option to families of students whose health would be put at risk by in-person instruction, as determined by the parent of guardian.
  - b. Waivers are available under limited circumstances.
2. Parent Notification
  - a. For 2021-2022 only, LEAs shall notify parents and guardians of their options to enroll their child in in-person or independent-study classes.
  - b. This notice must include the right to request a conference/meeting before enrollment; student's rights regarding procedures for enrolling, disenrolling and re-enrolling in independent study; and the synchronous and asynchronous instructional time that a student will have access to as part of the independent study.
3. Board Policy
  - a. To receive apportionment for students on independent study, LEAs must have adopted board policies aligned with these bill requirements.
  - b. Requirements include procedures for tiered re-engagement strategies for students who are not engaging.
  - c. A plan to transition back to in-person instruction expeditiously and not later than five instructional days.
4. Instruction Requirements
  - a. Daily synchronous instruction for all students grades K-3; for grades 4 – 8 daily live interaction and at least weekly synchronous instruction; for grades 9 – 12 weekly synchronous instruction at least once a week.
  - b. “Live interaction” is defined as interaction between student and classified or certificated staff provided for the purpose maintaining school connectedness ... progress monitoring and the provision of services and instruction.
  - c. “Synchronous instruction” is defined as ... internet or telephonic communication ... two-way between student and teacher of record.
5. Written Learning Agreements
  - a. Requirements are very specific and are incorporated into compliance audits beginning 2021-2022 fiscal year.

For complete information regarding the components summarized above, please see attached ACSA article *Independent Study Changes*, Staff Writer, July 7, 2021, [acsa.org](http://acsa.org).

For the complete text of the bill go to: [leginfo.legislature.ca.gov](http://leginfo.legislature.ca.gov) and search: Bill Text – AB-130  
Education finance: education omnibus budget trailer bill.



JULY 2021

NO. 21-01

## **Student Retention, Grade Changes & Graduation Options**

### **Assembly Bill 104**

#### ***Important Information and Necessary Actions for School Agencies***

On July 1, 2021, the much anticipated Assembly Bill 104 was finally signed by Governor Newsom as urgency legislation. It is effective immediately and requires school agencies, including school districts, county offices of education, and charter schools, to take a number of quick actions over the summer.

AB 104 enacts three main changes. One, it supplements the process for handling retention requests for eligible students. Two, it provides a mechanism for high school students during the 2020-2021 school year to request grade changes from a letter grade to Pass or No Pass. And third, it provides additional options for graduation for students who were in 11<sup>th</sup> and 12<sup>th</sup> grade during the 2020-2021 school year and not on track to graduate in four years.

With school calendars set for the 2021-2022 school year, limited staff on hand over the summer, and statutory timelines that must be observed, we have summarized the requirements of the bill and provide considerations and suggested actions to ensure ease of compliance and coordination with the new requirements to implement AB 104.

#### **RETENTION**

AB 104 (new Education Code §48071) requires school agencies to permit parents of eligible students to request retention in the student's 2020-2021 grade for the 2021-2022 school year.

#### ***Key Components and Timelines:***

- Only applies to eligible students:
  - *students in grades K through 11 who, during the 20-21 school year, received deficient grades (a D, F, No Pass, or as otherwise defined by the school agency) in at least half of their courses*
- School must offer a retention consultation meeting to be held within 30 calendar days of receipt of request which shall include:
  - *Discussion of all available learning recovery options;*
  - *Discussion about research on the effects of retention and the benefits of particular interventions and supports for students; and*
  - *Consideration of the student's academic data and any other information relevant to whether retention is in the student's best interests both academically and socially.*

- School must issue decision on retention request within 10 calendar days of consultation meeting
- Students who are retained must be offered specified supplemental interventions and supports
- Students who are not retained must be offered the same specified supplemental interventions and supports, in addition to access to prior semester courses in which the student received a D or F, some other form of credit recovery, or other specified supports

Again, this is only applicable to eligible students and notably does not require that any student be retained.

***Considerations and Implications:***

School agencies should anticipate the need for these summer consultation meetings (which could be conducted either in-person or virtually) and adjust school employee work year calendars accordingly.

As these consultation meetings require the participation of a teacher, review of relevant collective bargaining agreement language concerning selection and appropriate compensation, will need to be completed. Notably, the legislation does not require that the consulting teacher be a teacher of the student.

***What does this mean for students on IEPs?*** The legislation does not explicitly require that the school agency convene an IEP meeting; however, the legislation does require school agencies to ensure that the retention decision is consistent with a student's IEP. Therefore, it is recommended that as part of the retention decision-making process, that the school administrator review the student's IEP to determine if the IEP team previously addressed retention during the 2020-2021 school year.

To the extent that retention decisions may impact student assignments, including the need to add/delete classes at various grade levels or schools, and/or create combination classes, it is recommended that school agencies carefully review collective bargaining agreement language to ensure compliance with any and all timelines and other requirements applicable to providing notice to employees of assignments for the ensuing 2021-2022 school year, transfer/reassignment decisions, and/or provision of required release time, additional supports, etc.

**HIGH SCHOOL STUDENT GRADE CHANGES TO PASS/NO PASS**

An additional component of AB 104 (new Education Code section §49066.5) is the ability of parents/guardians and adult students to request that high school grades earned during the 20-21 school year be changed from a letter grade to Pass or No Pass.

Grade change requests made pursuant to this bill must be implemented even if to do so conflicts with other Education Code provisions. There is also no limit to the number of courses to which a grade change request may be made but under no circumstances, shall such changes negatively affect a student's GPA.

***Key Components and Timelines:***

- Within 15 calendar days of the CDE's posting of the grade change application template, all school agencies serving high school students must post notice on their website and send written notice to all high school students and their parents/guardians of the option to request a grade change. Notices must include:
  - *Application form to request a grade change;*
  - *List of postsecondary schools accepting Pass or No Pass grade in lieu of a letter grade for admission purposes; and*
  - *Statement that some postsecondary institutions, including those in other states, may not accept a Pass or No Pass grade in lieu of a letter grade for admission purposes.*



- The deadline for students to submit a grade change request is fifteen (15) calendar days from the date of the educational agency's website posting and written notice to parents/guardians.
- The bill explicitly prohibits school agencies from accepting grade change applications after the deadline.
- Requested grade changes must be implemented by the school agency with written confirmation sent to the student and their parent/guardian(s) within fifteen (15) calendar days of receipt of the application.

***Considerations and Implications:***

Given that most post-secondary institutions are no longer requiring or considering SAT and/or ACT scores, college admissions will be focusing more on student transcripts. Although the bill requires that the Cal State University system not penalize students for Pass/No Pass grades for admission purposes, there is no corresponding requirement for the University of California or any other public or private institutions. Acknowledging the extremely short window of time provided for this process, we strongly recommend that school agencies be ready with clear information and the ability to have candid discussions with parents/guardians regarding the potentially negative impact such grade changes may have on their student's college admission prospects.

School agencies are also encouraged to review collective bargaining agreements to ensure that compliance with AB 104 does not inadvertently conflict with negotiated language concerning grade changes, teacher rights, etc., and as necessary, engage with labor partners to ensure notice and educator understanding of the requirements of this legislation.

To the extent that grade change requests must be implemented with fifteen (15) calendar days of receipt, it is strongly recommended that school agencies ensure that appropriate staff (e.g. school counselors and registrars) are available to process and update student transcripts.

**GRADUATION REQUIREMENTS FOR 11<sup>TH</sup> AND 12<sup>TH</sup> GRADE STUDENTS**

Acknowledging the impact of COVID-19 on high school students, particularly on meeting graduation requirements, AB 104 further mandates that school agencies exempt all students who were in the 11<sup>th</sup> and 12<sup>th</sup> grade during the 2020-2021 school year and not on track to graduate in four years, from any and all local graduation requirements in excess of the statewide requirements specified in Education Code §51225.3. The bill also requires school agencies to provide these students with additional opportunities to complete the statewide coursework required for graduation, which may include credit recovery, a fifth year of instruction, etc.

***Considerations and Implications:***

School agencies have discretion in determining how they may satisfy the requirements of this bill in terms of providing additional opportunities for students to complete required coursework. What is unclear, however, is how these required opportunities might impact labor agreements, and, if a fifth year of high school instruction is offered, what type of additional funding, if any, will be provided for this purpose.

The state has not provided any specific procedures or required notices to parents/guardians and/or student in connection with this option. Accordingly, we recommend that school agencies take immediate action to identify those students to whom this legislation applies and, based on the number of eligible students and relative needs, identify and plan educational opportunities accordingly. Depending on the situation, we anticipate that implementation of additional credit recovery programs, etc. may have impacts or effects on employee working conditions which will require notice and appropriate negotiations with relevant labor unions.

If you have any questions regarding this legislation and how it affects your agency, please call one of our six offices.

**F3 NewsFlash®** Written by:

*Elizabeth "Lisa" Mori, partner*

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**This F3 NewsFlash® is a summary only and not legal advice. We recommend that you consult with legal counsel to determine how this legal development may apply to your specific facts and circumstances.**

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## Independent Study Changes Released

The highly-anticipated language for independent study has been released as part of the education trailer bill, [AB 130](#). Below, you will find highlighted details of the changes.

### Program Offering Requirements

- For the 2021-22 school year, Local Education Agencies must offer an independent study option to students and families to be made available to students whose health would be put at risk by in-person instruction, as determined by the parent or guardian.
- LEAs may meet this requirement by contracting with a county office of education or by entering into an interdistrict transfer agreement with another school district.
- The requirement to offer independent study for the 2021-22 school year may be waived if an LEA can demonstrate both of the following:
  - Offering independent study would create an unreasonable fiscal burden on the school district or county office of education due to low numbers of students participating or other extenuating circumstances.
  - The governing board of the school district or county office of education does not have the option to enter into an interdistrict transfer agreement with another school district or to contract with a county office of education to provide an independent study option.

### Notice of Option

For the 2021–22 school year only, LEAs shall notify parents and guardians of their options to enroll their child in in-person instruction or independent study.

- This notice shall include the right to request a student-parent-educator conference meeting before enrollment; students' rights regarding procedures for enrolling, disenrolling and re-enrolling in independent study; and the synchronous and asynchronous instructional time that a student will have access to as part of independent study.

### **Board Policies**

To receive apportionment for students participating in independent study, LEAs must have adopted board policies that include:

- Procedures for tiered re-engagement strategies for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the students' written agreement;
- A plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days;
- Daily live and synchronous instruction requirements (see below).

### **Daily Live and Synchronous Instruction**

- Kindergarten to grade 3 — daily synchronous instruction for all students throughout the school year.
- Grades 4 to 8 — both daily live interaction and at least weekly synchronous instruction for all students throughout the school year.
- Grades 9 to 12 — at least weekly synchronous instruction for all students throughout the school year.

- “Live interaction” means interaction between the student and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to: wellness checks, progress monitoring, provision of services and instruction. This interaction may take place in person or in the form of internet or telephonic communication.
- “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications and involving live, two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student.

### **Written Learning Agreements**

Written learning agreements must be signed before a student commences an independent study course. Electronic signatures are allowable for auditing purposes. Written learning agreements must include:

- Confirmation or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support.
- A statement that enrollment in a course is an optional educational alternative in which no student may be required to participate.
- The manner, time, frequency, and place for submitting a student’s assignments, for reporting the student’s academic progress and for communicating with a student’s parent or guardian regarding a student’s academic progress.

## **Documentation**

- Documentation of live and synchronous instruction is required for each school day, in whole or in part, that independent study is provided.
- Any student who does not participate in independent study on a school day must be documented as non-participatory for that day.
- LEAs are required to maintain either written or computer-based evidence of student engagement. This includes but is not limited to a grade book or summary document for each class that lists all assignments, assessments and associated grades.
- Beginning in the 2021-22 fiscal year, the State Audit Guide shall incorporate compliance with the above.

## **Short-term Independent Study**

The tiered re-engagement strategies, daily live and synchronous instruction requirements and plan to transition back to in-person instruction do not apply to students participating in an independent study program for fewer than 15 school days in a school year.

## ALTERNATIVE DISPUTE RESOLUTION (ADR)

### Participants and Agreement

The purpose of the ADR is to provide parents and local education agencies (LEAs) an opportunity to meet in a collaborative, safe, and confidential setting to discuss concerns and try to resolve disputes by working toward a mutually agreeable outcome.

Student Name: _____	LEA of Residence: _____
School Site: _____	LEA of Service: _____

**I. Resolution Session Participants** (List all resolution session participants, whether an agreement is reached or not.)

Name	Position and Agency	Date(s) of Participation

1. There is a dispute between Parent/Guardian and the LEA over the provision of a free, appropriate public education ("FAPE") to the Student.
2. An Individualized Education Program ("IEP") meeting was convened on \_\_\_\_\_ and such IEP offers:

[INSERT IEP OFFER HERE]

3. Parent/Guardian disagrees with the LEA's offer of placement and instead has requested that the Student participate in the LEA's independent study program for the 2021-2022 school year due to a concern with in-person instruction in light of the COVID-19 Pandemic.
4. When disagreements arise, the Parties have the right to file a Due Process Complaint and are encouraged to resolve disputes through the Alternative Dispute Resolution (ADR) process. In this case, Parent/Guardian and LEA agree to reach an agreement through the ADR process. As part of the compromise reflected in this agreement, neither one will file a Due Process Complaint against the other regarding any issue related to the Student's FAPE for the 2021-2022 school year.
5. The purpose of this Agreement is to avoid litigation regarding any and all claims, rights, causes of action, counter-claims, cross-claims and defenses arising from or related to the Student's special education program for the 2021-2022 school year.
6. The Parties acknowledge that this Agreement represents resolution of any and all disputes, disagreements, and includes Parent/Guardian's agreement to release and waive any and all claims against the LEA during the 2021-2022 school year related specifically to the Student's enrollment in Independent Study, and the time period the Student is enrolled in Distance/Virtual Learning by the Parent/Guardian selected option.

**ALTERNATIVE DISPUTE RESOLUTION (ADR)**

Participants and Agreement

The purpose of the ADR is to provide parents and local education agencies (LEAs) an opportunity to meet in a collaborative, safe, and confidential setting to discuss concerns and try to resolve disputes by working toward a mutually agreeable outcome.

Student Name: \_\_\_\_\_ LEA of Residence: \_\_\_\_\_  
School Site: \_\_\_\_\_ LEA of Service: \_\_\_\_\_

**II. Resolution Agreement** (Complete if the Parent/Guardian and LEA/program reach an agreement.)

\_\_\_\_\_ and \_\_\_\_\_ agree to the following:  
Parent/Guardian/Adult Student LEA of Service

**A. Agreed upon Special Education, Related Services, Supplemental Aids & Supports** (Specifically document location, provider, frequency, duration, and mode of instructional delivery.)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**B. Services and Supports** (Specifically document any portions of the IEP that cannot be implemented.)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**C. The Parties understand that:**

- 1. This agreement is voluntary, legally binding, and enforceable in any State court of competent jurisdiction or in a district court of the United States.
- 2. This agreement consists of a compromise and settlement of claims for the 2021-2022 school year for the time period where the Student is voluntarily enrolled in Independent Study by the Parent/Guardian related to and resulting from the matters arising in the Student's educational program.
- 3. On behalf of themselves and the Student, the Parent/Guardian agree to sign the IEP dated \_\_\_\_\_ that reflects the special education and related services Student shall receive for in-person instruction.
- 4. On behalf of themselves and the Student, the Parent/Guardian release the (Insert Name of LEA) of educational claims for the appropriateness of (Insert Student Name) Independent Study Temporary Placement through the 2021-22 school year (which ends on June 30, 2022). The Parent/Guardian understand that they will not initiate a due process claim with the Office of Administrative Hearing (OAH) for implementation of this agreement or anything else related to FAPE for the 2021-2022 school year.
- 5. The Parties also understand and agree that (Insert Student Name) Independent Study Temporary Placement is not a stay-put placement after the 2021-22 school year should a dispute arise. (Insert Student Name) stay-put placement will be the placement, program, and services described in his/her IEP developed during his/her (Insert date of last signed IEP) annual review meeting.
- 6. In light of the COVID-19 Pandemic, the mode of delivery of the educational program set forth in this paragraph is subject to the LEA's calendar for the 2021-2022 academic school year and the Independent Study Contract obligations and agreements. Parent/Guardian agrees and understands that they will be required to sign a separate Independent Study Contract (attached hereto). The Parent/Guardian agree that if the Student does not comply with the requirements described in the Independent Study Contract, including progress measures, the LEA will convene



# ALTERNATIVE DISPUTE RESOLUTION (ADR)

## Participants and Agreement

The purpose of the ADR is to provide parents and local education agencies (LEAs) an opportunity to meet in a collaborative, safe, and confidential setting to discuss concerns and try to resolve disputes by working toward a mutually agreeable outcome.

Student Name: _____	LEA of Residence: _____
School Site: _____	LEA of Service: _____

an IEP meeting and will recommend the Student's return to in-person instruction at that time. In such event, the Parent/Guardian hereby agree that the Student will return to in-person instruction and will participate in the program described in the [insert Date] IEP, unless the Parties agree to a different program.

7. The Parties agree that if the Parent/Guardian desires a return to in-person learning, the LEA shall convene an IEP meeting and discuss the placement and services to be put into place upon the return to in-person learning. If the Parties are unable to agree to a program at that time, the Student will participate in the program described in the [Insert Date] IEP.
8. The Parties agree to convene an IEP meeting before the end of the 2021-2022 academic school year for the purpose of reviewing progress, determining the Student's existing special education needs and discussing the LEA's offer of FAPE for the 2022-2023 academic school year.
9. Any Party signing below may void this agreement by sending a written, signed and dated statement which is received by the other party within three business days of the last date signed below.

### III. Outcome

- Agreement reached (see below)  
 No agreement reached

### IV. Note/Comment

### Parent/Guardian/Adult Student Signature

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### LEA Authorized Representative Signature

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature: \_\_\_\_\_

## 7.9 OAH Decisions

Verbal report, no materials

7.10 Alternative Dispute Resolution Planning Committee Update  
Verbal report, no materials

## **YOU BE THE JUDGE: Does sending truancy letter right after mom expresses placement concerns constitute retaliation?**

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According to the parent of a Michigan student with an undisclosed disability, she received a truancy letter shortly after complaining to school staff about the student's placement. This letter, sent by the district's attendance agent, stated that because of the student's unexcused absences, the parent could be prosecuted under state law.

The agent later told the Office for Civil Rights that the agent sent the letter based on a review of the student's attendance record and in accordance with district policies and practices, which required it to begin taking action after 12 unexcused absences. The agent wasn't aware of the parent's placement concerns. District special education staff didn't share that information with the agent.

The parent filed an OCR complaint alleging that the letter was retaliation for her communications about the student's placement.

To establish an initial retaliation claim under Section 504 and Title II of the ADA, a parent must show that she engaged in a protected activity; the district took adverse action; and that there was a causal connection between the two. The district can then overcome the complaint by articulating a legitimate, nondiscriminatory, and genuine reason for its action.

### **Is truancy letter reprisal for parent's placement complaints?**

- A. **Yes.** The temporal proximity of the parent's complaint and the letter showed they were retaliatory.
- B. **No.** The agent and special education staff never communicated about the parent's placement concerns.
- C. **No.** The truancy letter didn't constitute an adverse action because it merely stated that the parent could be prosecuted.



Home / Teaching & Learning / Social and Emotional Learning  
/ T-SEL Competencies and Conditions for Thriving

## T-SEL Competencies and Conditions for Thriving

Information and resources to support student success through implementation of Transformative Social and Emotional Learning (T-SEL).

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Social and Emotional Learning (SEL) has become an increasingly important part of education in California and in many states across the U.S. Coordinated efforts to promote and infuse high-quality, equity-focused SEL across the California education system bring us closer to the California Department of Education (CDE) vision of advancing a “whole child” approach to education, as originally articulated in the 2013 shift to the Local Control Funding Formula (LCFF).

Specifically, SEL is aligned with the state education priorities described in the LCFF, particularly priorities 4) Student Achievement, 5) Student Engagement, and 6) School Climate. As a result, many districts have articulated SEL goals and strategies within their Local Control and Accountability Plans (LCAPs). The resources provided on these web pages will support the successful implementation of these plans. Further, these resources may also be used to inform and support continued implementation of programs aligned to California’s Multi-tiered System of Support (MTSS) [Framework](#), which centers SEL as a key element of a fully integrated system of support for the benefit of all students.

As CDE continues its efforts to advance Transformative SEL (T-SEL), in partnership with the many thousands of leaders, educators, policymakers, youth development professionals, families, and young people across our state, we hope that the tools offered here help to inform and bolster this essential work on behalf of California’s children and youth.

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### **T-SEL Competencies & Conditions**

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#### **Rationale & Research**

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#### **Purpose & Use**

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### T-SEL Competencies & Conditions

In 2017, the CDE SEL Team (a work group of practitioners, scholars, and leaders from across the state) developed the California SEL Guiding Principles (PDF), which affirmed SEL as “an essential part of a well-rounded, quality education in all youth-serving settings.” In addition to creating the Guiding Principles, the CDE’s first SEL Team generated a suite of recommendations that called for the development of voluntary practice guidelines that spoke explicitly to California’s diverse regional, cultural, racial, linguistic, and socioeconomic contexts.

In early 2020, State Superintendent of Public Instruction Tony Thurmond, First Partner Jennifer Siebel Newsom, and State Board of Education President Linda Darling-Hammond launched the Advance SEL in California Campaign. The initiative engaged diverse California education stakeholders to gather perspectives on SEL practices, needs, and goals. The project culminated with a [report](#) (informed by the participation of nearly 2,000 educators, students, parents, and other stakeholders) on the status of SEL in California, with recommendations for how teachers, school leaders, and families across the state can address the social and emotional needs of students. The key finding of the initiative was that SEL is more important than ever—and racial equity must be an integral part of SEL supports.

To implement the recommendations made by the first CDE SEL State Team and those contained in the Advance SEL report, the CDE convened a new [SEL work group](#) in 2020. Over the course of more than a year, the 2020 CDE SEL work group developed three core products:

- [Kindergarten–Adult Transformative SEL Competencies](#)
- [Transformative SEL Conditions for Thriving](#)
- Collections of resources to support implementation:
  - [Competencies Implementation Resources](#)
  - [Conditions Implementation Resources](#)
  - [School-Based Themed Resources](#)
  - [Social and Emotional Learning Group Space](#) (Requires Login) (Requires no-cost user registration for the California Educators Together [CET] website. Consider joining CET for a rich, networked experience that allows for access to and sharing of content, resources, strategies, and supports.)

These guidance tools, developed for voluntary use, aim to build on and respond to the call from California’s diverse stakeholders to embed equity-focused T-SEL in every learning and teaching context across the education system.

While a diverse team of knowledgeable and committed stakeholders was convened to collaborate on the creation of these research-based tools, and feedback was solicited from many stakeholders, the CDE plans to refine these resources as we learn more regarding how they are being used across the state. Please consider [sharing feedback](#) regarding your experiences with the California T-SEL Competencies and Conditions for Thriving.

**Questions: Professional Learning Innovations Office | [CaliforniaSEL@cde.ca.gov](mailto:CaliforniaSEL@cde.ca.gov) | 916-322-9503**

Last Reviewed: Wednesday, June 30, 2021

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## *Basic Restorative Practices and Using Circles Effectively*

This training is a 2-day hybrid model where each day of training requires 2 hours of pre-work to be completed before the 4 hours of online synchronous work. Materials will be sent out a week prior to the first day of training.

Restorative Practices are a continuum of research-based informal and formal strategies to develop community in schools where adults do things WITH youth rather than TO or FOR them.

As a prevention and intervention approach to discipline, restorative practices provides an alternative to suspension and can integrate into a school's multi-tiered system of behavioral and social emotional supports.

In this virtual training, participants will learn practical strategies to build strong, healthy relationships and community through the Restorative Practices Continuum.

Day 1: Introduction to Restorative Practices: Learn practical strategies to build strong, healthy relationships and community. Learn to use affective statements and questions for impromptu restorative conversations.

Day 2: Using Circles Effectively: Discover how to optimally utilize circles for community building, social-emotional development, problem solving, and academics.



### ***Presented By***

The Restorative Practices Team

### ***Date***

December 8-9, 2021

### ***Time***

8:30 a.m. - 12:30 p.m.

### ***Cost***

Non-member participants \$125.00

Desert/Mountain SELPA and Charter SELPA  
Members \$75.00

### ***Registration***

Please register online at:

<https://sbcss.k12oms.org/52-201344>

### ***Special Accommodations***

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

## **Get in Touch**

**Address :** 17800 Highway 18, Apple Valley, CA 92307

**Phone :** (760) 955-3586

**Email :** [Jeni.Galyean@cahelp.org](mailto:Jeni.Galyean@cahelp.org)

**Website :** [www.cahelp.org](http://www.cahelp.org)



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

P 760-552-6700  
F 760-242-5363  
W [www.dmselpa.org](http://www.dmselpa.org)

## MEMORANDUM

Date August 27, 2021  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

---

Subject: **2020-2021 Employment Network (EN) Year-End Report**

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The following is an update report for the Desert/Mountain SELPA Employment Network (EN) program for the 2020-21 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Clients Enrolled	N/A	<b>3</b>







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## MEMORANDUM

Date August 27, 2021  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

---

Subject: **2020-2021 GenerationGo! Year-End Report**

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The following is an update report for the Desert/Mountain SELPA GenerationGo! program for the 2020-21 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Enrolled	49	<b>49</b>





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## MEMORANDUM

Date August 27, 2021  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

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Subject: **2020-2021 Paid Internship Program (PIP) Year-End Report**

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The following is an update report for the Desert/Mountain SELPA Paid Internship Program (PIP) for the 2020-21 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Enrolled	N/A	<b>2</b>





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## MEMORANDUM

Date August 27, 2021  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

---

Subject: **2020-2021 Transition Partnership Program (TPP) Year-End Report**

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The following is an update for the Desert/Mountain SELPA Transition Partnership Program (TPP) for the 2020-21 school year. If you have any questions regarding expected outcomes, please contact me at (760) 843-3982, extension 216, or via email at [Adrienne.shepherd@cahelp.org](mailto:Adrienne.shepherd@cahelp.org).

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
There shall be <b>250</b> DOR students/DOR potentially eligible clients who receive Job Exploration Counseling Services	250	<b>246</b>
There shall be <b>250</b> DOR student/DOR potentially eligible clients who receive Workplace Readiness Training services	250	<b>275</b>
There shall be <b>180</b> DOR students/DOR potentially eligible clients who receive Work-based Learning Experience services	180	<b>226</b>
There shall be <b>250</b> DOR students/DOR potentially eligible clients who receive Instruction in Self-Advocacy services	250	<b>264</b>
There shall be <b>150</b> DOR students/DOR potentially eligible clients who receive Work Experience Placements services	150	<b>151</b>





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## MEMORANDUM

Date August 27, 2021  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

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Subject: **2020-2021 WorkAbility I (WAI) Year-End Report**

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The following is an update report for the Desert/Mountain SELPA WorkAbility I (WAI) program for the 2020-21 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Served	209	<b>259</b>
Students Placed	31	<b>31</b>







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## MEMORANDUM

Date August 27, 2021  
To: Directors of Special Education  
From: Adrienne Shepherd, Program Manager

---

Subject: **2020-2021 CalWORKS Subsidized Employment Year-End Report**

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The following is an update report for the Desert/Mountain SELPA CalWORKS Subsidized Employment program for the 2020-21 school year. Please contact me at (760) 843-3982, extension 216 if you have any questions regarding expected outcomes/goals.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Enrolled	N/A	<b>7</b>





**Management Information System (MIS) Users' Meeting  
- CALPADS Errors**

**Presented By**

Colette Garland, MIS Support Analyst,  
with special guest speaker  
Doug Faucette, Faucette Micro  
Systems

**Date**

September 21, 2021

**Time**

9:00 to 11:00 a.m.

**Cost**

Free

**Location**

Virtual training,  
a link will be sent to each  
participant prior to the  
training date.

**This training may be  
recorded.**

**Description**

This continued course will focus on data collection and record error cleanup as it pertains to California Longitudinal Pupil Achievement Data System (CALPADS) data submission of program, service, and post-secondary records.

**Audience**

Management Information System (MIS) data entry users and special education directors.

**Registration**

Please register on-line at:  
<https://sbcss.k12oms.org/52-208249>  
Access Code: CALPADS

**Special Accommodation**

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

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

Desert/Mountain SELPA  
Schedule A - Special Education Revenue At-A-Glance  
2021-22 P-2 Projection

	A	B	Adjustments							J
			C	D	E	F	G	H	I	
	P2 ADA Schedule C	AB602 & Federal Local Assistance Apportionment 6500 & 3310 Per ADA	Purchased Services Schedule D	Preschool Assessments Schedule D	Small District Shortfall / Protection Schedule E	AB602 Out-of-Home Funding for 100% LCI Schedule F	DM SELPA Charter NPS/NPA Schedule F	DM SELPA Charter NPS/NPA Indemnity Offset Schedule F	DM SELPA Charter X-Pot Contribution Schedule G	Adjusted Apportionment
1 Local Education Agency		\$ 881,035,714								
2 County Operated Programs	63.28	58,920	45,808,458	186,816	-	-	-	-	-	46,054,194
3 Academy for Academic Excellence	1,426.90	1,328,587	(119,502)	-	-	-	-	-	(33,600)	1,175,485
4 Norton Science and Language Academy	1,033.88	962,646	(85,888)	-	-	-	-	-	(27,600)	849,158
5 Adelanto Elementary	7,382.83	6,874,155	(5,743,700)	(115,648)	(212,740)	-	-	-	-	802,067
6 Apple Valley Unified	12,604.76	11,736,296	(8,041,723)	-	(363,213)	432,663	-	-	-	3,764,022
7 Baker Valley Unified	139.49	129,879	-	-	88,000	-	-	-	-	217,879
8 Barstow Unified	6,049.95	5,633,110	(4,602,646)	(53,376)	(174,333)	-	-	-	-	802,756
9 Bear Valley Unified	2,015.92	1,877,024	(1,305,017)	-	-	-	-	-	-	572,007
10 Excelsior Education Center	2,014.00	1,875,236	(118,021)	-	-	-	-	-	(58,080)	1,699,135
11 Excelsior Charter School Corona-Norco	136.00	126,630	-	-	-	-	-	-	(3,840)	122,790
12 Health Sciences High and Middle College	578.00	538,176	-	-	-	-	(84,176)	30,000	(23,040)	460,960
13 Helendale Elementary	1,085.69	1,010,886	(857,237)	(17,792)	179,171	-	-	-	-	315,028
14 Hesperia Unified	21,022.09	19,573,674	(8,723,948)	-	(605,763)	-	-	-	-	10,243,963
15 Lucerne Valley Unified	952.62	886,985	(1,331,264)	-	832,593	-	-	-	-	388,314
16 Needles Unified	1,064.78	991,417	(1,469,342)	-	930,206	-	-	-	-	452,281
17 Oro Grande Elementary	5,214.86	4,855,558	(249,118)	-	(150,269)	-	-	-	-	4,456,171
18 Silver Valley Unified	1,955.83	1,821,074	(54,705)	-	-	-	-	-	-	1,766,369
19 Snowline Joint Unified	6,999.18	6,516,938	(5,046,812)	-	(201,685)	-	-	-	-	1,268,441
20 Trona Joint Unified	229.13	213,343	(354,794)	-	354,794	-	-	-	-	213,343
21 Victor Elementary	12,136.84	11,300,615	(9,940,658)	-	(349,730)	-	-	-	-	1,010,228
22 Victor Valley Union High	11,349.15	10,567,197	(6,819,341)	-	(327,032)	-	-	-	-	3,420,824
23 SELPA Low Incidence Entitlement (0296)	-	2,248,168	-	-	-	-	-	-	-	2,248,168
24 SELPA Related Services (0297)	-	-	7,905,088	-	-	-	-	-	-	7,905,088
25 Intensive Therapeutic Services (029P)	-	-	1,150,170	-	-	-	-	-	-	1,150,170
26 SELPA PS/RS (0293)	-	2,885,151	-	-	-	-	-	-	-	2,885,151
27 SELPA Out-of-Home (298B)	-	2,969,330	-	-	(432,663)	-	-	-	-	2,536,667
28 SELPA X-Pot (0292)	-	-	-	-	-	-	-	-	-	-
29 SELPA Revenue Pool (029C)	-	-	-	-	-	-	84,176	(30,000)	146,160	200,336
30 SELPA Residential & Mental Health/Care	-	-	-	-	-	-	-	-	-	-
31 DMCC MHS (483F)	-	-	-	-	-	-	-	-	-	-
32 Total	95,455.18	96,980,994	-	-	0	-	-	-	-	96,980,994

Desert/Mountain SELPA  
Schedule A - Special Education Revenue At-A-Glance  
2021-22 P-2 Projection

	Revenue Distribution				Expenses			
	K	L	M	N	O	P	Q	R
	County Property Tax Resource 6500	Local Assistance Resource 3310	AB602 Apportionment Resource 6500	Adjusted Apportionment	* Estimated District Funded NPS/NPA Object 5110 Schedule F	* District NPS/NPA Indemnity Object 8699 Schedule F	* District X-Pot Contribution Object 5810 Schedule G	Total District Expense
1 Local Education Agency								
2 County Operated Programs	4,611,592	1,603,613	39,838,989	46,054,194	-	-	316,800	316,800
3 Academy for Academic Excellence	-	175,419	1,000,066	1,175,485	-	-	-	-
4 Norton Science and Language Academy	-	144,094	705,064	849,158	-	-	-	-
5 Adelanto Elementary	-	1,333,283	(531,216)	802,067	477,208	(30,000)	255,360	702,568
6 Apple Valley Unified	-	2,121,241	1,642,781	3,764,022	3,512,803	(30,000)	405,360	3,888,163
7 Baker Valley Unified	-	16,289	201,590	217,879	118,000	(30,000)	3,120	91,120
8 Barstow Unified	-	1,235,451	(432,695)	802,756	2,922,404	(30,000)	236,640	3,129,044
9 Bear Valley Unified	-	381,996	190,011	572,007	-	-	72,960	72,960
10 Excelsior Education Center	-	303,224	1,395,911	1,699,135	-	-	-	-
11 Excelsior Charter School Corona-Norco	-	20,048	102,742	122,790	-	-	-	-
12 Health Sciences High and Middle College	-	120,287	340,672	460,960	-	-	-	-
13 Helendale Elementary	-	180,431	134,597	315,028	65,684	(30,000)	34,560	70,244
14 Hesperia Unified	-	3,660,129	6,583,834	10,243,963	2,765,736	(30,000)	698,400	3,434,136
15 Lucerne Valley Unified	-	165,129	223,185	388,314	421,688	(30,000)	31,440	423,128
16 Needles Unified	-	145,347	306,934	452,281	-	-	27,840	27,840
17 Oro Grande Elementary	-	553,921	3,902,249	4,456,171	87,523	(30,000)	106,080	163,603
18 Silver Valley Unified	-	476,098	1,290,270	1,766,369	6,000	(6,000)	90,720	90,720
19 Snowline Joint Unified	-	1,509,977	(241,536)	1,268,441	663,774	(30,000)	288,240	922,014
20 Trona Joint Unified	-	64,001	149,342	213,343	102,019	(30,000)	12,240	84,259
21 Victor Elementary	-	1,758,876	(748,648)	1,010,228	715,938	(30,000)	334,080	1,020,018
22 Victor Valley Union High	-	1,934,619	1,486,205	3,420,824	1,699,282	(30,000)	370,560	2,039,842
23 SELPA Low Incidence Entitlement (0296)	-	-	2,248,168	2,248,168	-	-	-	-
24 SELPA Related Services (0297)	-	-	7,905,088	7,905,088	-	-	-	-
25 Intensive Therapeutic Services (029P)	-	-	1,150,170	1,150,170	-	-	-	-
26 SELPA PS/RS (0293)	-	-	2,885,151	2,885,151	-	-	-	-
27 SELPA Out-of-Home (298B)	-	-	2,536,667	2,536,667	-	-	-	-
28 SELPA X-Pot (0292)	-	-	-	-	-	-	-	-
29 SELPA Revenue Pool (029C)	-	-	200,336	200,336	-	-	-	-
30 SELPA Residential & Mental Health/Care	-	-	-	-	-	-	-	-
31 DMCC MHS (483F)	-	-	-	-	-	-	-	-
32 Total	4,611,592	17,903,479	74,465,923	96,980,994	13,558,060	(366,000)	3,284,400	16,476,460

Desert/Mountain SELPA  
Schedule A - Special Education Revenue At-A-Glance  
2021-22 P-2 Projection

	Other Grants/Entitlements							
	S	T	U	V	W	X	Y	Z
	Preschool Pupil Count	Infant Pupil Count	Federal Preschool Resource 3315	Preschool Staff Development Resource 3345	County Operated Federal Local Assistance Adjustment for 2017-18 Preschool Local Assistance	Part C Early Intervention Resource 3385	Infant Funding Resources 6510/6515	Mental Health ADA - Resource 3327 AB114 - Resource 6512
1 Local Education Agency	Schedule C							
2 County Operated Programs	277	62	130,929	-	412,411	32,210	874,542	-
3 Academy for Academic Excellence	-	-	-	-	-	-	-	-
4 Norton Science and Language Academy	-	-	-	-	-	-	-	-
5 Adelanto Elementary	1	-	473	-	-	-	-	-
6 Apple Valley Unified	50	-	23,633	-	-	-	-	-
7 Baker Valley Unified	-	-	-	-	-	-	-	-
8 Barstow Unified	-	-	-	-	-	-	-	-
9 Bear Valley Unified	11	-	5,199	-	-	-	-	-
10 Excelsior Education Center	-	-	-	-	-	-	-	-
11 Excelsior Charter School Corona-Norco	-	-	-	-	-	-	-	-
12 Health Sciences High and Middle College	-	-	-	-	-	-	-	-
13 Helendale Elementary	-	-	-	-	-	-	-	-
14 Hesperia Unified	141	-	66,646	-	-	-	-	-
15 Lucerne Valley Unified	10	-	4,727	-	-	-	-	-
16 Needles Unified	-	-	-	-	-	-	-	-
17 Oro Grande Elementary	1	-	473	-	-	-	-	-
18 Silver Valley Unified	25	-	11,817	-	-	-	-	-
19 Snowline Joint Unified	52	-	24,578	-	-	-	-	-
20 Trona Joint Unified	1	-	473	-	-	-	-	-
21 Victor Elementary	149	-	70,427	-	-	-	-	-
22 Victor Valley Union High	-	-	-	-	-	-	-	-
23 SELPA Low Incidence Entitlement (0296)	-	-	-	-	-	-	-	-
24 SELPA Related Services (0297)	-	-	-	-	-	-	-	-
25 Intensive Therapeutic Services (029P)	-	-	-	-	-	-	-	-
26 SELPA PS/RS (0293)	-	-	19,752	2,738	-	5,000	-	-
27 SELPA Out-of-Home (298B)	-	-	-	-	-	-	-	-
28 SELPA X-Pot (0292)	-	-	-	-	-	-	-	-
29 SELPA Revenue Pool (029C)	-	-	-	-	-	-	-	-
30 SELPA Residential & Mental Health/Care	-	-	-	-	-	-	-	830,000
31 DMCC MHS (483F)	-	-	-	-	-	-	-	7,184,353
32 Total	718	62	359,124	2,738	412,411	37,210	874,542	8,014,353



Desert/Mountain SELPA  
Schedule B - Funding Exhibit

<b>ADA AND COLA EC 56836.144</b>		
2021-22 SELPA Total K-12 ADA	A-1	95,455.18
Prior Year SELPA Total ADA	A-2	95,441.09
Prior Prior Year SELPA Total ADA	A-3	100,879.39
SELPA Funded ADA (Greater of A-1, A-2, or A-3)	A-4	100,879.39
2019-20 SELPA Funded ADA	A-5	100,879.39
Cost-of-Living Adjustment (COLA) Factor	A-6	4.05%
<b>BASE RATE EC 56836.146 &amp; BASE GRANT FUNDING EC 56836.148</b>		
Initial 2020-21 SELPA Base Rate	B-1A	625.00
Adjusted 2020-21 SELPA Base Rate	B-1B	625.00
Prior Year Minimum SELPA Base Rate	B-2	625.00
Current Year Minimum SELPA Base Rate	B-3	715.00
SELPA Base Rate (Greater of B-1 or B-3)	B-4	715.00
Base Grant Entitlement (A-4 * B-4)	B-5	72,128,763.85
Base Proration Factor	B-6	1.00
Adjusted Base Grant Entitlement (B-5 * B-6)	B-7	72,128,763.85
<b>GENERAL FUND CALCULATION EC 56836.15</b>		
Local Special Education Property Taxes (E.C. 2572)	C-1	4,611,591.82
Applicable Excess ERAF	C-2	-
Total Deductions (C-1 + C-2)	C-3	4,611,591.82
Net Funding Entitlement (B-7- C-3)	C-4	67,517,172.03
<b>PROGRAM SPECIALISTS/REGIONALIZED SERVICES (PS/RS) EC 56836.24 &amp; EC 56836.31</b>		
Prior Year Statewide Average PS/RS Rate	D-1	16.4936216146
Current Year Statewide Average PS/RS Rate (D-1 * A-6)	D-2	17.1616132900
Necessary Small SELPA (NSS) PS/RS Apportionment		
NSS ADA Threshold	D-3	15,000.00
Qualifying NSS ADA Adjustment (If D-3 > A-5, D-3 - A-5; else 0)	D-4	-
NSS PS/RS Entitlement (D-2 * D-4)	D-5	-
NSS PS/RS Proration Factor	D-6	1.00
NSS PS/RS Apportionment (D-5 * D-6)	D-7	-
PS/RS Apportionment		
PS/RS Entitlement (A-5 * D-2)	D-8	1,731,253.08
PS/RS Proration Factor	D-9	1.00
PS/RS Apportionment (D-8 * D-9)	D-10	1,731,253.08
Total PS/RS Apportionment (D-7 + D-10)	D-11	1,731,253.08
<b>LOW INCIDENCE EC 56836.22</b>		
Low Incidence Disabilities PY December Pupil Count	E-1	737
Low Incidence Materials and Services Rate	E-2	3,050.431423052
Low Incidence Materials and Services Apportionment (E-1 * E-2)	E-3	2,248,167.96
<b>OUT OF HOME CARE EC 56836.165</b>		
Out-of-Home Care Apportionment	F-1	2,969,330.00
<b>EXTRAORDINARY COST POOL FOR NONPUBLIC NONSECTARIAN SCHOOLS (NPS)/LICENSED CHILDRENS INSTITUTIONS (LCI) &amp; NSS MENTAL HEALTH SERVICES EC 56836.21</b>		
NPS Extraordinary Cost Pool Apportionment	G-1	-
NSS Mental Health Services Extraordinary Cost Pool Apportionment	G-2	-
Total Extraordinary Cost Pool Apportionment (G-1 + G-2)	G-3	-
<b>ADJUSTMENT FOR NSS WITH DECLINING ENROLLMENT EC 56214</b>		
2019-20 Adjustment for NSS with Declining ADA Only	H-1	-
Total 2019-20 Statewide Adjustment for NSS	H-2	-
Percentage of 2019-20 Adjustment for NSS (IF H-1 = 0 then 0, else H-1/H-2)	H-3	-
Current Year Appropriation Increase	H-4	-
Proportionate Share (H-3 * H-4)	H-5	-
Total Adjustment for NSS with Declining Enrollment (H-1 + H-5)	H-6	-

Desert/Mountain SELPA  
Schedule B - Funding Exhibit

<b>APPORTIONMENT SUMMARY</b>		
Net Funding Entitlement (C-4)	I-1	67,517,172
PS/RS Apportionment (D-11)	I-2	1,731,253
Low Incidence (E-3)	I-3	2,248,168
Out-of-Home Care Apportionment (F-1)	I-4	2,969,330
Extraordinary Cost Pool Apportionment (G-3, Annual Only; else 0)	I-5	-
Adjustment for NSS with Declining Enrollment (H-6)	I-6	-
<b>Total Apportionment (Sum of I-1 through I-6)</b>	<b>I-7</b>	<b>74,465,923</b>
Property Taxes and Excess ERAF		4,611,592
<b>Total AB 602 Funding</b>		<b>79,077,515</b>
Federal Local Assistance		17,903,479
<b>Total Funding with Local Assistance</b>		<b>96,980,994</b>
Less PS/RS		(1,731,253)
Less PS/RS Adjustment Allocation Methodology) Base + Property Tax * 4%	2,885,150.55	(1,153,897)
Less Low Incidence Materials & Equipment (K-8)		(2,248,168)
Less Out of Home Care (K-9)		(2,969,330)
<b>Total AB602 Funding (Equally Distributed per ADA)</b>		<b>88,878,345</b>
SELPA Funded ADA (A-4)		100,879.39
<b>AB602 Funding per ADA</b>		<b>881.04</b>

Desert/Mountain SELPA  
Schedule C - ADA Pupil Count

Average Daily Attendance 2021-22 P-2 Projected							Pupil Count				
	LEA ADA	ADA Reported by SBCSS	Out-of-State Tuition	Subtotal Allocated County ADA	Dependent Charter ADA	SELPA Total ADA	Infant	Preschool	K-12	Total Pupil Count	
1	Local Education Agency										
2	County Operated Programs	63.28	-	-	63.28	-	63.28	62	277	981	1,320
3	Academy for Academic Excellence	1,426.90	-	-	1,426.90	-	1,426.90	-	-	140	140
4	Norton Science and Language Academy	1,033.88	-	-	1,033.88	-	1,033.88	-	-	115	115
5	Adelanto Elementary	7,308.89	73.94	-	7,382.83	-	7,382.83	-	1	1,063	1,064
6	Apple Valley Unified	12,510.06	94.70	-	12,604.76	-	12,604.76	-	50	1,639	1,689
7	Baker Valley Unified	135.00	-	4.49	139.49	-	139.49	-	-	13	13
8	Barstow Unified	5,989.71	60.24	-	6,049.95	-	6,049.95	-	-	986	986
9	Bear Valley Unified	2,002.30	13.62	-	2,015.92	-	2,015.92	-	11	293	304
10	Excelsior Education Center	2,014.00	-	-	2,014.00	-	2,014.00	-	-	242	242
11	Excelsior Charter School Corona-Norco	136.00	-	-	136.00	-	136.00	-	-	16	16
12	Health Sciences High and Middle College	578.00	-	-	578.00	-	578.00	-	-	96	96
13	Helendale Elementary	633.29	10.74	-	644.03	441.66	1,085.69	-	-	144	144
14	Hesperia Unified	20,924.00	98.09	-	21,022.09	-	21,022.09	-	141	2,769	2,910
15	Lucerne Valley Unified	931.00	21.62	-	952.62	-	952.62	-	10	121	131
16	Needles Unified	929.92	26.02	108.84	1,064.78	-	1,064.78	-	-	116	116
17	Oro Grande Elementary	88.00	3.86	-	91.86	5,123.00	5,214.86	-	1	441	442
18	Silver Valley Unified	1,953.00	2.83	-	1,955.83	-	1,955.83	-	25	353	378
19	Snowline Joint Unified	6,925.39	73.79	-	6,999.18	-	6,999.18	-	52	1,149	1,201
20	Trona Joint Unified	222.30	6.83	-	229.13	-	229.13	-	1	50	51
21	Victor Elementary	11,523.47	162.31	-	11,685.78	451.06	12,136.84	-	149	1,243	1,392
22	Victor Valley Union High	10,240.97	112.60	-	10,353.57	995.58	11,349.15	-	-	1,544	1,544
23	SELPA AB602 Total ADA	87,569.36	761.19	113.33	88,443.88	7,011.30	95,455.18	62	718	13,514	14,294

Desert/Mountain SELPA  
Schedule D - Purchased Services

	A	B	C	D	E	F	G	H
		SELPA Related Services and Education Support	Intensive Therapeutic Services	County Regional Services	Served by Other Districts	Served for Other Districts	Total Purchased Services	Preschool Assessments
1	Local Education Agency							
2	County Operated Programs	-	-	45,808,458	-	-	45,808,458	186,816
3	Academy for Academic Excellence	(109,936)	-	(9,566)	-	-	(119,502)	-
4	Norton Science and Language Academy	(85,888)	-	-	-	-	(85,888)	-
5	Adelanto Elementary	(123,678)	(32,862)	(5,375,894)	(568,567)	357,301	(5,743,700)	(115,648)
6	Apple Valley Unified	(1,219,603)	(350,528)	(6,388,578)	(237,626)	154,612	(8,041,723)	-
7	Baker Valley Unified	-	-	-	-	-	-	-
8	Barstow Unified	(700,842)	(284,804)	(3,376,438)	(270,517)	29,955	(4,602,646)	(53,376)
9	Bear Valley Unified	(267,969)	(21,908)	(1,015,140)	-	-	(1,305,017)	-
10	Excelsior Education Center	(89,323)	-	(28,698)	-	-	(118,021)	-
11	Excelsior Charter School Corona-Norco	-	-	-	-	-	-	-
12	Health Sciences High and Middle College	-	-	-	-	-	-	-
13	Helendale Elementary	(34,355)	-	(809,962)	(12,920)	-	(857,237)	(17,792)
14	Hesperia Unified	(2,992,321)	(87,632)	(5,672,192)	(361,416)	389,613	(8,723,948)	-
15	Lucerne Valley Unified	(171,775)	-	(1,151,287)	(8,202)	-	(1,331,264)	-
16	Needles Unified	-	-	(1,414,342)	-	-	(1,414,342)	-
17	Needles Unified (Nursing)	-	-	(55,000)	-	-	(55,000)	-
18	Oro Grande Elementary	(24,049)	-	(225,069)	-	-	(249,118)	-
19	Silver Valley Unified	(34,355)	(10,954)	(248,952)	(54,442)	293,998	(54,705)	-
20	Snowline Joint Unified	(680,229)	(65,724)	(4,248,778)	(183,440)	131,359	(5,046,812)	-
21	Trona Joint Unified	-	-	(354,794)	-	-	(354,794)	-
22	Victor Elementary	(1,061,570)	(142,402)	(9,113,006)	(248,042)	624,362	(9,940,658)	-
23	Victor Valley Union High	(309,195)	(153,356)	(6,320,762)	(231,410)	195,382	(6,819,341)	-
24	SELPA Low Incidence Entitlement (0296)	-	-	-	-	-	-	-
25	SELPA Related Services (0297)	7,905,088	1,150,170	-	-	-	9,055,258	-
26	Total Purchased Services	-	-	-	(2,176,582)	2,176,582	-	-

Desert/Mountain SELPA  
Schedule E - Small District Protection

	A	B	C	C	D	E	F	G	H	I	J	K	L
	Local Education Agency	SPED Apportionment 6500/3310	Apportionment (Exclude LEAs < 2501 ADA)	% of Apportionment > 2500 LEA	Total Purchased Services	Revenue Less Purchased Services	Small District Shortfall	* Small District NPS/NPA (Includes Indemnity Offset)	Small District Transportation Costs	Small District Protection	Small District Guarantee - Green Highlight Guarantee > Apportionment	Less All Related - Itinerant - SELPA Services	Revised Small District Guarantee < 1500 ADA (Not to Exceed Apportionment)
1													
2	County Operated Programs	58,920	-	0	45,995,274	46,054,194	-	-	-	2,384,764	-	-	-
3	Academy for Academic Excellence	1,328,587	-	0	(119,502)	1,209,085	-	-	-	-	-	-	-
4	Norton Science and Language Academy	962,646	-	0	(85,888)	876,758	-	-	-	-	-	-	-
5	Adelanto Elementary	6,874,155	6,874,155	8.92%	(5,859,348)	1,014,807	-	-	-	(212,740)	-	-	-
6	Apple Valley Unified	11,736,296	11,736,296	15.23%	(8,041,723)	3,694,573	-	-	-	(363,213)	-	-	-
7	Baker Valley Unified	129,879	-	0	-	129,879	-	88,000	-	-	89,863	-	89,863
8	Barstow Unified	5,633,110	5,633,110	7.31%	(4,656,022)	977,088	-	-	-	(174,333)	-	-	-
9	Bear Valley Unified	1,877,024	-	0	(1,305,017)	572,007	-	-	-	-	-	-	-
10	Excelsior Education Center	1,875,236	-	0	(118,021)	1,757,215	-	-	-	-	-	-	-
11	Excelsior Charter School Corona-Norco	126,630	-	0	-	126,630	-	-	-	-	-	-	-
12	Health Sciences High and Middle College	538,176	-	0	-	538,176	-	-	-	-	-	-	-
13	Helendale Elementary	1,010,886	-	0	(875,029)	135,857	75,825	-	103,346	-	211,682	-	211,682
14	Hesperia Unified	19,573,674	19,573,674	25.40%	(8,723,948)	10,849,726	-	-	-	(605,763)	-	-	-
15	Lucerne Valley Unified	886,985	-	0	(1,331,264)	(444,279)	832,593	-	-	-	388,314	-	388,314
16	Needles Unified	991,417	-	0	(1,469,342)	(477,925)	930,206	-	-	-	452,281	-	452,281
17	Oro Grande Elementary	4,855,558	4,855,558	6.30%	(249,118)	4,606,440	-	-	-	(150,269)	-	-	-
18	Silver Valley Unified	1,821,074	-	0	(54,705)	1,766,369	-	-	-	-	-	-	-
19	Snowline Joint Unified	6,516,938	6,516,938	8.46%	(5,046,812)	1,470,126	-	-	-	(201,685)	-	-	-
20	Trona Joint Unified	213,343	-	0	(354,794)	(141,451)	354,794	-	-	-	253,535	-	213,343
21	Victor Elementary	11,300,615	11,300,615	14.67%	(9,940,658)	1,359,957	-	-	-	(349,730)	-	-	-
22	Victor Valley Union High	10,567,197	10,567,197	13.71%	(6,819,341)	3,747,856	-	-	-	(327,032)	-	-	-
23	SELPA Low Incidence Entitlement (0296)	2,248,168	-	0	-	2,248,168	-	-	-	-	-	-	-
24	SELPA Related Services (0297)	-	-	0	9,055,258	9,055,258	-	-	-	-	-	-	-
25	SELPA PS/RS (0293)	2,885,151	-	0	-	2,885,151	-	-	-	-	-	-	-
26	SELPA Out-of-Home (298B)	2,969,330	-	0	-	2,969,330	-	-	-	-	-	-	-
27	Total	96,980,994	77,057,543	100.00%	-	96,980,994	2,193,418	88,000	103,346	(2,384,764)	1,395,676	-	1,355,484

Desert/Mountain SELPA  
Schedule F - Non-Public Schools/Agencies

	A	B	C	D	E	F	G
	Local Education Agency	100% Funded NPS LCI	NPS ADA LCFF Offset for 100% LCI	Out-of-Home Funding for 100% LCI	LEA Paid NPS/NPA Non-LCI	Less Indemnity (Maximum \$30,000)	Net District Paid NPS/NPA Costs
1	Local Education Agency						
2	County Operated Programs	-	-	-	-	-	-
3	Academy for Academic Excellence	-	-	-	-	-	-
4	Norton Science and Language Academy	-	-	-	-	-	-
5	Adelanto Elementary	-	-	-	477,208	(30,000)	447,208
6	Apple Valley Unified	499,345	(66,682)	432,663	3,512,803	(30,000)	3,482,803
7	Baker Valley Unified	-	-	-	118,000	(30,000)	88,000
8	Barstow Unified	-	-	-	2,922,404	(30,000)	2,892,404
9	Bear Valley Unified	-	-	-	-	-	-
10	Excelsior Education Center	-	-	-	-	-	-
11	Excelsior Charter School Corona-Norco	-	-	-	-	-	-
12	Health Sciences High and Middle College	-	-	-	84,176	(30,000)	54,176
13	Helendale Elementary	-	-	-	65,684	(30,000)	35,684
14	Hesperia Unified	-	-	-	2,765,736	(30,000)	2,735,736
15	Lucerne Valley Unified	-	-	-	421,688	(30,000)	391,688
16	Needles Unified	-	-	-	-	-	-
17	Oro Grande Elementary	-	-	-	87,523	(30,000)	57,523
18	Silver Valley Unified	-	-	-	6,000	(6,000)	-
19	Snowline Joint Unified	-	-	-	663,774	(30,000)	633,774
20	Trona Joint Unified	-	-	-	102,019	(30,000)	72,019
21	Victor Elementary	-	-	-	715,938	(30,000)	685,938
22	Victor Valley Union High	-	-	-	1,699,282	(30,000)	1,669,282
23	Total	499,345	(66,682)	432,663	13,642,236	(396,000)	13,246,236

Desert/Mountain SELPA  
Schedule G - X-Pot Contribution

X-Pot Rate 240.00

	Pupil Count	X-Pot Contribution
1 Local Education Agency		
2 County Operated Programs	1,320	316,800
3 Academy for Academic Excellence	140	33,600
4 Norton Science and Language Academy	115	27,600
5 Adelanto Elementary	1,064	255,360
6 Apple Valley Unified	1,689	405,360
7 Baker Valley Unified	13	3,120
8 Barstow Unified	986	236,640
9 Bear Valley Unified	304	72,960
10 Excelsior Education Center	242	58,080
11 Excelsior Charter School Corona-Norco	16	3,840
12 Health Sciences High and Middle College	96	23,040
13 Helendale Elementary	144	34,560
14 Hesperia Unified	2,910	698,400
15 Lucerne Valley Unified	131	31,440
16 Needles Unified	116	27,840
17 Oro Grande Elementary	442	106,080
18 Silver Valley Unified	378	90,720
19 Snowline Joint Unified	1,201	288,240
20 Trona Joint Unified	51	12,240
21 Victor Elementary	1,392	334,080
22 Victor Valley Union High	1,544	370,560
29 Total	14,294	3,430,560
30 Total District Transfers (0292 - 8677)	12,365	2,967,600
31 Total LEA Charter (0292 - 5748)	609	146,160
32 DM Operations (2900) (0292 - 5748)	981	235,440
33 DM Operations (0295 - Infant) (0292 - 5748)	62	14,880
34 DM Operations (0495 - Preschool) (0292 - 5748)	277	66,480
35 Total	14,294	3,430,560



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

P 760-552-6700  
F 760-242-5363  
W [www.dmselpa.org](http://www.dmselpa.org)

## MEMORANDUM

Date August 13, 2021  
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) 955-3568 at [peggy.dunn@cahelp.org](mailto:peggy.dunn@cahelp.org)



Desert Mountain SELPA  
2021-2022 Non-Public School Placement Report

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	3			3	3			3																
Apple Valley	17	1	5	23	17	1	5	23																
Baker																								
Barstow	5	1		6	5	1		6																
Bear Valley																								
Helendale																								
Hesperia	17			17	17			17																
High Tech High																								
Lucerne Valley																								
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	11	1		12	11	1		12																
Trona																								
Victor Elem	8		1	9	8		1	9																
VVUHSD	22	1	2	25	21	1	2	24																
<b>TOTALS</b>	<b>83</b>	<b>4</b>	<b>8</b>	<b>95</b>	<b>82</b>	<b>4</b>	<b>8</b>	<b>94</b>																
2020-21 Totals	78	6	16	100	69	6	15	90	81	4	18	103	80	4	18	102	80	4	17	101	83	4	17	104
2019-20 Totals	80	11	19	110	74	11	16	101	73	8	17	98	74	8	19	101	75	8	19	102	75	8	19	102
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 Totals	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125

# California Association of Health and Education Linked Professions

## Upcoming Trainings

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Date/Time	Event	Location
8/31/2021 2:00 PM - 3:30 PM	COMPARE AND CONTRAST: IMSE CURRICULUM VS. AOG APPROACH	VIRTUAL
8/31/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
9/1/2021 1:00 PM - 3:00 PM	EC PROFESSIONAL LEARNING COLLABORATIVE GROUP	VIRTUAL
9/1/2021 -	Forms and Facts 101 (Self-Paced Course)	Virtual/Self-paced
9/1/2021 -	Legally Compliant IEP Present Levels of Performance (PLOPs), Goals, and Educational Benefit (Self-Paced Course)	Virtual/self-paced
9/1/2021 -	prior written notice (self-paced course)	Virtual/self-paced
9/2/2021 1:00 PM - 4:00 PM	PBIS TK-12 TEAM TRAINING - TIER 1 IMPLEMENTATION	VIRTUAL
9/2/2021 2:30 AM - 5:30 PM	SUPPORTING STUDENTS WITH AUTISM: Improving Student Outcomes WITH EDIVENTCE-BASED PRACTICES	VIRTUAL
9/7/2021 8:30 AM - 3:30 PM	Arts Integratioin: Leveraging the ART of Learning	Desert Mountain SELPA Education Center
9/7/2021 8:00 AM - 4:00 PM	ORTON-GILLINGHAM APPROACH	DMESC

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

## Upcoming Trainings

Date/Time	Event	Location
9/7/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
9/7/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
9/8/2021 1:00 PM - 3:00 PM	HAPPY TEACHER REVOLUTION	VIRTUAL
9/8/2021 1:00 PM - 4:00 PM	PBIS - TK-12 - FACILITATED COACHING: PBIS TIER 1 CALIBRATION	VIRTUAL
9/8/2021 1:00 PM - 4:00 PM	PBIS CALIBRATION: GETTING ON TRACK - TIER 1 - MODULE 1	VIRTUAL
9/9/2021 2:30 PM - 4:00 PM	CRISIS PREVENTION INSTITUTE (CPI) FLEX-BLENDED LEARNING	VIRTUAL
9/9/2021 1:00 PM - 4:00 PM	PBIS TK-12 TEAM TRAINING - TIER 2 READINESS	VIRTUAL
9/9/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
9/9/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
9/14/2021 11:00 A - 12:00 PM	GETTING TO KNOW US: CAHELP PROGRAM AND SERVICES	VIRTUAL

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

## Upcoming Trainings

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Date/Time	Event	Location
9/14/2021 8:00 AM - 2:00 PM	YOUTH MENTAL HEALTH FIRST AID	VIRTUAL
9/15/2021 2:00 PM - 4:00 PM	BREAKING THE CODE TO LITERACY	VIRTUAL
9/15/2021 10:00 A - 11:30 A	REAL TALK...PARENT-TO-PARENT GROUP CHATS	VIRTUAL
9/15/2021 2:00 PM - 4:00 PM	STRUCTURED LITERACY: WHAT, WHY, WHO, AND HOW?	VIRTUAL
9/15/2021 2:00 PM - 4:00 PM	USING ASSISTIVE TECHNOLOGY (AT) TO SUPPORT CHILDREN WITH DYSLEXIA, ELL STUDENTS, AND OTHER READING CHALLENGES	VIRTUAL
9/16/2021 1:30 PM - 4:00 PM	VCCALPS: ADMINISTERING AN ALTERNATE ENGLISH LANGUAGE PROFICIENCY TEST TO STUDENTS WITH MODERATE TO SEVERE DISABILITIES	VIRTUAL
9/16/2021 8:30 AM - 3:30 PM	VISUAL STORYTELLING: A PATHWAY TO WRITING	DMESC

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



# Arts Integration: Leveraging the ART of Learning

## *Presented By*

Adrien Faamausili Program Specialist

## *Date*

September 7, 2021

## *Time*

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

## *Locations*

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

## *Cost*

Desert/Mountain SELPA and Charter  
SELPA members \$0.00; non-member  
participants \$50.00



Are you ready to provide an "optima learning environment" for your students that allows them to be creative, and increase student achievement at the same time? If so, then allow me to introduce you to Arts Integration. Arts Integration (AI)? AI is an approach to teaching and learning through which content standards are taught and assessed equitably in and through the arts. As a participant of this training, you will have the opportunity to explore the defining characteristics of AI and, learn how to integrate the basic elements of dance/creative movement with the teaching of curriculum content. Let us explore the various elements of AI, where teaching is an art form, and learning is meaningful and exciting.

## *Registration*

Please register on line at:  
<https://sbcss.k12oms.org/52-202256>

## *Audience*

General education teachers, special education teachers and site 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



Julie Wheeler  
[julie.wheeler@cahelp.org](mailto:julie.wheeler@cahelp.org)  
760.955.3592



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

# Orton-Gillingham Approach

This training prepares a teacher for implementing the Orton-Gillingham Approach in a classroom, small group, or 1:1 setting within a school.

See topics covered below:

- Dyslexia and reading disorders
- The rationale for structured literacy, in particular the OG Approach
- Phonology & phonological awareness
- The motor component, orthography of English, and the writing process
- Basic phonics for reading and spelling
- Intermediate phonics for reading and spelling
- The lesson plan, and teaching materials
- General history of the English language and beginning morphology
- Informal assessment and diagnostic-prescriptive teaching
- Accuracy, automaticity, and fluency

## Course Requirements

This class is a blended course of face to face and virtual instruction. Live sessions will take place daily from 8:00 a.m. - 4:00 p.m. Pre-recorded webinars, which you will receive a week before class, will take approximately 20 hours to complete.

Please note you will need a **non-school** Gmail account to access the course.

## Date and Times

In-person: September 7, 8, and 9, 2021  
8:00 a.m. - 4:00 p.m.

Virtual: September 16 & 17, 2021 12:00-3:00 p.m.

## Presented By

Nancy Redding, M. Ed., F/OGA, SLDS/IDA  
Vanessa Silver, M.S., BCET, FIT/OGA, SLDS/IDA



## Location

In-person and online

*In-person trainings will adhere to the Center for Disease Control's guidelines for sanitizing and social distancing.*

**This training may be recorded.**

## Audience

K-12 general education teachers, K-12 special education teachers.

## Cost

Desert/Mountain SELPA & Charter SELPA members - \$300.00  
Non-member Participants - \$350.00

## Registration

Please register online at: <https://sbcss.k12oms.org/52-207585>

## Special Accommodations

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



*A new collaborative group!*

## ***All You Need Is Love: The Behavior Collaborative***

### ***Presented By***

Renee Garcia, Program Specialist  
and Derek Hale, School Psychologist

### ***Date***

September 8, 2021  
December 8, 2021  
March 16, 2022

### ***Time***

3:00 - 4:00 p.m.

### ***Cost***

Desert/Mountain SELPA and Charter  
SELPA members \$0.00; Non-  
member participants \$25.00

### ***Description***

The Behavioral Collaborative group will meet three times per year virtually to develop skills and interventions for students with behavioral concerns across all tiers. Come network with other teachers and paras to develop strategies for challenging behaviors of students with varying disabilities.

### ***Registration***

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

### ***Audience***

General education teachers, special education teachers, and paraprofessionals.

### ***Special Accommodation***

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

### ***Location***

Virtual training, a link will be sent to each participant prior to the training date.

## **Get in Touch**

**Address :** 17800 Highway 18, Apple Valley, CA 92307

**Phone :** (760) 955-3573

**Email :** [judith.loera@cahelp.org](mailto:judith.loera@cahelp.org)

**Website :** [www.cahelp.org](http://www.cahelp.org)



## Visual Storytelling: A Pathway to Writing

### *Presented By*

Adrien Faamausili, Program Specialist

### *Dates*

September 16, 2021

### *Time*

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

### *Location*

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

### *Description*

In our current society, everything is in a state of flux and change, from technology to businesses reinventing themselves. In light of these changes, it would seem obvious to give our students tools to think creatively and find multiple solutions to the problems that need solving. Visual storytelling is designed to contribute to the 21st century skill sets that students need to think creatively by using simple materials in the classroom.

During this training, participants will learn the elements and principles of abstract art to help students produce artwork that serves as a bridge to their text-based stories; as well as, creating a learning environment where students have the courage to let go of certainties and allow their creativity to take its course.

### *Cost*

Desert Mountain SELPA and Charter SELPA members \$0.00; Non-member participants \$50.00

### *Registration*

Please register online at:  
<https://sbcss.k12oms.org/52-202513>

### *Audience*

Special education teachers and general education teachers.

### *Special Accommodation*

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





## ***De-Escalation Strategies for Educators***

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### ***Presented By***

Danielle Cote,  
Program Specialist

### ***Date***

October 12, 2021

### ***Time***

2:30 - 4:00 p.m.

### ***Description***

This course stresses the importance of focusing on prevention and early recognition of factors that may lead to escalation of student behavior. Topics will include self-care, precipitating factors, rational detachment, values of staff members and organizations, non-verbal communication, para-verbal communication, verbal communication, crisis development and the verbal de-escalation continuum.

### ***Location***

Virtual, a link will be sent to each participant prior to the training.

### ***Audience***

Special education teachers, paraprofessionals, site administrators, school psychologists, and general education teachers.

### ***Cost***

Desert/Mountain SELPA and Charter SELPA Members \$0.00  
Non-member participants \$25.00

### ***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 register online at:  
<https://sbcss.k12oms.org/52-203209>

## **Get in Touch**

**Address :** 17800 Highway 18, Apple Valley, CA 92307  
**Phone :** (760) 955-3559

**Email :** [Jennifer.Holbrook@cahelp.org](mailto:Jennifer.Holbrook@cahelp.org)  
**Website :** [www.cahelp.org](http://www.cahelp.org)



## Get "Skool'd" in the 3 Rs: Rhythm, Rhyme, and Representation

### **Description**

Hip-Hop is an artistic, musical, physical, and visual mode of communication that people use to express their experiences, beliefs, and emotions. This art form has been an outlet for youth culture all around the world. What if you were able to connect hip-hop to what students are learning, so that school is fun and educational?

During this training participants will have the opportunity to explore the defining characteristics and implication of Arts Integration, and how it uses aspects of hip-hop art and culture to create an engaging learning environment that builds students' skills in writing, communication, and math. So, I encourage you to stand on your chair, and wave your hands like you just don't care! Grab a pen, a diary, a notebook, or a journal to make sure your bright ideas don't stay internal! Get ready to take on the rewarding task to educate, excite, and inspire your class! PEACE!



### **Presented By**

Adrien Faamausili, Program Specialist

### **Date**

October 14, 2021

### **Time**

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

### **Cost**

Desert/Mountain SELPA and Charter SELPA members \$0.00; Non-member participants \$50.00

### **Registration**

Please register online at:  
<https://sbcss.k12oms.org/52-202262>

### **Location**

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

### **Audience**

General and special educational teachers, and site administrators.

### **Special Accommodation**

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



CAHELP  
17800 Highway 18  
Apple Valley, CA  
92307



Julie Wheeler  
[julie.wheeler@cahelp.org](mailto:julie.wheeler@cahelp.org)  
(760) 955-3586



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

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

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. Part 1: The self-paced on-line modules will take 2 - 4 hours. Part 2: For the in-person training, participants should dress safely and must attend the entire course. Upon successfully demonstrating competency of disengagement skills, physical interventions, and passing of a written exam, participants will receive CPI certification.

**- Payments need to be submitted before online module seat & booklet are assigned.**

- The booklet that goes along with the Part #1 online training will need to be picked up from our office.

- Online module course will be sent via email from the CPI website.

### **Location**

Part 1: Online & Zoom Q & A

Part 2: DMESC- 17800 Highway 18, Apple Valley, CA

*In-person trainings will adhere to the Center for Disease Control's guidelines for sanitizing and social distancing.*

### **Audience**

Special education teachers, general education teachers, paraprofessionals, school psychologists, administrators, and other specialists.



### **Presented By**

CPI Team

### **Time**

Part 1: Complete the on-line CPI module prior to the October 20, 2021 Q & A virtual session from 2:30 to 4:00 p.m.

Part 2: In Person Training- October 21, 2021 8:30 a.m. - 3:30 p.m.

### **Cost**

\$50 Per Attendee

### **Registration**

Please register online at:  
<https://sbcss.k12oms.org/52-203237>

### **Special Accommodations**

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

***This training may be recorded.***



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

### ***Presented By***

Leslie Padilla-Williams, Executive Director

### ***Date***

November 2, 3, & 4, 2021

### ***Time***

All three days will be from 8:30 a.m. - 12:30 p.m.

### ***Cost***

Desert/Mountain SELPA and Charter SELPA members \$100.00; Non-member participants \$150.00

### ***Location***

Virtual training, a link will be sent to each participant prior to the training date.

**This training may be recorded.**

### ***Description***

Hola Language Services will provide a three-day (12 hour) Interpreting IEP Meetings Virtually (Eng/Spa) workshop that includes the following topics:

- Getting it right: translation vs interpreting.
- Rights to translation and interpretation of NEN or LEP speaking parents in special education settings.
- Preparing to interpret an IEP meeting (initial, annual, triennial).
- Interpreting the first part of the IEP.
- Professional conduct of IEP interpreters.
- Sight-Translation: What is it? How to do it well!
- Interpreting virtually on Zoom.

### ***Audience***

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

### ***Registration***

Please register online at:  
<https://sbcss.k12oms.org/52-208409>

### ***Special Accommodation***

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

## **Get in Touch**

**Address :** 17800 Highway 18, Apple Valley, CA 92307

**Phone :** (760) 955-3573

**Email :** [judith.loera@cahelp.org](mailto:judith.loera@cahelp.org)

**Website :** [www.cahelp.org](http://www.cahelp.org)



**Disability  
Awareness-Online**

***Presented By***

Danielle Cote,  
Program Specialist

***Date***

Please register for the training to receive the link to access the online course.

***Cost***

Desert/Mountain SELPA and Charter  
SELPA Members \$0.00  
Non-member participants \$25.00

***Registration***

Please register online at:  
<https://sbcss.k12oms.org/52-203219>

***Description***

This online course provides an overview of topics such as disability and inclusion, disability categories, human development and executive functioning. Concrete strategies for the student will also be explored. A seat time course called Learning Disability Simulation Workshop, can also be accessed. That course focuses on learning adaptive interventions for students with specific learning disabilities (SLD), attention deficit hyperactivity disorder (ADHD) and autism through an experiential model and can be paired with this online learning class.

***Audience***

Special education teachers, general education teachers, paraprofessionals, and administrators.

***Special Accommodation***

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

**Get in Touch**

**Address :** 17800 Highway 18, Apple Valley, CA 92307  
**Phone :** (760) 955-3559

**Email :** [Jennifer.Holbrook@cahelp.org](mailto:Jennifer.Holbrook@cahelp.org)  
**Website :** [www.cahelp.org](http://www.cahelp.org)



## ***Behavioral Intervention Plan Principles- The BIP Level 1 - Online***

### ***Presented By***

Danielle Cote,  
Program Specialist

### ***Date***

Please register for the training to receive the link to access the online course.

### ***Cost***

Desert/Mountain SELPA and Charter SELPA Members \$0.00  
Non-member participants \$25.00

### ***Registration***

Please register online at:  
<https://sbcss.k12oms.org/52-203183>

### ***Description***

This online course will guide practitioners in creating effective behavior intervention plans for early stages behaviors or as an interim plan for moderate, serious, or extreme behaviors. The behavior intervention plan form level 1, an abridged format of the behavior intervention level 2, will be reviewed. Operational definitions, environmental strategies, the antecedent-behavior-consequence continuum, function, replacement behavior, reinforcement, crisis plan, data collection, and communication principles are explicitly taught.

### ***Audience***

Special education teachers, site administrators, and school psychologists.

### ***Special Accommodation***

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

## Supporting Students with Autism: Improving Student Outcomes with Evidence-Based Practice Pathway



Whether you're new to autism or a veteran having worked with students with autism for years, this pathway is meant for you. The Supporting Students with Autism Pathway has been designed to take what we know about autism and put it into practice helping students as well as staff feel more successful in day to day interactions as well as help improve long term student outcomes. Through the use of online modules and in person sessions, participants will have the opportunity to increase their knowledge and awareness of evidence-based practices (EBPs), their uses within our programs, and how we modify and adapt their presentation to meet individual student needs. In person sessions will include opportunities to ask questions, problem solve, view and access various examples and resources, as well as connect with others in the field. Information regarding online modules will be shared at time of registration. Participants who participate in each course will receive a certificate of completion at the end of the series.

**Presented By**  
Jennifer Rountree, Program Specialist

**Cost**  
Desert/Mountain SELPA and Charter SELPA members \$25.00; Non-member participants \$75.00

**Location**  
All trainings will be virtual with the exception of the final training on 5/26/22 which will be in person at: Desert/Mountain Educational Service Center, 17800 Highway 18, Apple Valley, CA 92307

**Registration**  
Please register online at:  
<https://sbcss.k12oms.org/52-205117>

**Audience**  
General and special education teachers, paraprofessionals, and service providers.

### **Date/Time** **Required Courses**

*All courses listed below are 3 hour trainings from 2:30 p.m.-5:30 p.m.*

Autism Introduction & Connection to Our Practices	9/2/21
Putting EBPs into Practice: Antecedent-Based Interventions	1/13/22
Putting EBPs into Practice: Social Narratives	2/10/22
Putting EBPs into Practice: Video Modeling	3/10/22
Putting EBPs into Practice: Social Skills Training	5/26/22
Putting EBPs into Practice: Peer-Based Instruction & Intervention	5/5/22
Bringing it all Together: Autism & EBPs in Practice	5/26/22

### **Teachers & Service Providers and Paraprofessionals & Instructional Aides**

*All courses listed below are 3-hour trainings from 2:30 p.m.-5:30 p.m.*

Putting EBPs into Practice: Reinforcement	9/30/2021
Putting EBPs into Practice: Prompting	10/28/2021
Putting EBPs into Practice: Time Delay	11/18/2021
Putting EBPs into Practice: Visual Supports	12/16/2021

### **Special Accommodations**

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



17800 Highway 18, Apple Valley, CA 92307  
(760) 552-6700 Phone (760) 242-5363 FAX

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

If you have any questions regarding this form or the PEERS Program  
please call or email Jennifer Rountree at

442-292-5094 x234 or [jennifer.rountree@cahelp.org](mailto:jennifer.rountree@cahelp.org)

Please send completed forms to:

Julie Wheeler [julie.wheeler@cahelp.org](mailto:julie.wheeler@cahelp.org) or fax to 760-242-5363

**Referral for PEERS Social Skills Program**

Students 7<sup>th</sup> through 12<sup>th</sup> Grade

Referred by: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Client/Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Gender:  Male  Female

Attending School: \_\_\_\_\_ Teacher: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

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

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

Check all that apply:

- Teen is between 13-17 years
- Social challenges
- Teen and parent/guardian fluent in English
- Major mental illness (schizophrenic, bipolar)
- Physical disability (preventing outdoor play) (specify): \_\_\_\_\_
- Medical conditions (preventing participation) (specify): \_\_\_\_\_
- IQ below 70 (5<sup>th</sup> grade level comprehension)

Comment on conversation skills: \_\_\_\_\_

Behavioral Challenges (check all that apply):

- Classroom behavior
- Homework/schoolwork
- Violence/aggression
- Fire setting
- Stealing
- Severe property destruction
- Argumentative/tantrums/disobeying
- Parent afraid of child
- Previously hospitalized for behavior
- Other (specify): \_\_\_\_\_

Social Challenges (check all that apply):

- No get-togethers
- No friends at school/community
- Socially isolated
- Inappropriate peer group
- Aggressive or mean to peers
- Teased/bullied
- Other (specify): \_\_\_\_\_

Comments: \_\_\_\_\_

Date: \_\_\_\_\_ Administrator Signature: \_\_\_\_\_ Title: \_\_\_\_\_

**Office Use Only**

Date Received: \_\_\_\_\_ PEERS Program Staff: \_\_\_\_\_ Title: \_\_\_\_\_

- PEERS Eligible  PEERS Ineligible
- LEA Notified Date: \_\_\_\_\_  Clinician Notified Date: \_\_\_\_\_
- Phone Appointment Date: \_\_\_\_\_ Time: \_\_\_\_\_
- In Person Appointment Date: \_\_\_\_\_ Time: \_\_\_\_\_



# CAHELP PEERS® Program

## Social Skills Group for Teens



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

is a 16 week evidence-based social skills intervention for **motivated teens** in middle and high school who are interested in learning ways to help them make and keep friends. During each group session, teens are taught important social skills and are given the opportunity to practice these skills in session during socialization activities. Parents attend separate sessions at the same time and are taught how to assist their teens in making and keeping friends by helping to expand their teen's social network and providing feedback through coaching during weekly socialization homework assignments. **Enrollment is limited. Parent participation is required.**

### Your Teen Will Learn

- How to use appropriate conversational skills
- How to find common interests by trading information
- How to appropriately use humor
- How to enter and exit conversations between peers
- How to handle rejection, teasing, and bullying
- How to handle rumors and gossip
- How to be a good host during get-togethers
- How to make phone calls to friends
- How to choose appropriate friends
- How to be a good sport
- How to handle arguments and disagreements
- How to change a bad reputation

### Enrollment and Group Information

PEERS may be appropriate for teens with:

- Autism Spectrum Disorder
- ADHD
- Depression
- Anxiety
- Other social or behavioral challenges



For enrollment information, please contact us at  
(760) 552-6700 or email:  
jennifer.rountree@cahelp.org  
keri.gomez@cahelp.org or julie.wheeler@cahelp.org

# RealTalk

Autism Edition

## Real Talk Autism Edition: Resources & Support for Educators

Real Talk is an opportunity to build a professional learning collaboration group focused on autism. This group meets monthly offering enrichment, networking, and training to all participants. The group provides an opportunity for participants to develop a collaborative professional network, to share ideas and information regarding current practices, share resources, ask questions, and seek support. Discussion topics and resources shared will be based on the needs and interests of the group and connected back to evidence-based practices to support students with autism.

### Audience

General educators, special educators, service providers, and administrators.

### Cost

No cost

### Registration

Please register online at: <https://sbcss.k12oms.org/52-202178>  
Dates and times listed below:

### Location

Virtual

Day 1: **August 16, 2021** | 3:30 - 5:00 p.m.

Day 6: **January 24, 2022** | 3:30 - 5:00 p.m.

Day 2: **September 20, 2021** | 3:30 - 5:00 p.m.

Day 7: **February 14, 2022** | 3:30 - 5:00 p.m.

Day 3: **October 18, 2021** | 3:30 - 5:00 p.m.

Day 8: **March 14, 2022** | 3:30 - 5:00 p.m.

Day 4: **November 15, 2021** | 3:30 - 5:00 p.m.

Day 9: **April 18, 2022** | 3:30 - 5:00 p.m.

Day 5: **December 13, 2021** | 3:30 - 5:00 p.m.

Day 10: **May 16, 2022** | 3:30 - 5:00 p.m.

### Get in Touch

**Address:** 17800 Highway 18, Apple Valley, CA 92307  
**Phone:** (760) 955-3592

**Email:** Julie.Wheeler@cahelp.org  
**Website:** www.cahelp.org

# RealTalk

Autism Edition



## Real Talk Autism Edition: Resources & Support for Families

Real Talk is an opportunity to build a community for families and community members focused on autism. This group meets monthly offering enrichment, networking, and training to all participants. The group provides an opportunity for participants to develop a collaborative and supportive community to share ideas and information regarding current practices, provide resources, a place to ask questions, and seek support. Discussion topics and resources shared will be based on the needs and interests of the group and connected back to using evidence-based practices to support individuals with autism.

### Audience

Family and community members who love and support individuals with autism.

### Cost

No cost

### Registration

Please register online at: <https://sbcss.k12oms.org/52-202181> Dates and times listed below:

### Location

Virtual

Day 1: **August 13, 2021** | 3:30 - 5:00 p.m.

Day 6: **January 14, 2022** | 3:30 - 5:00 p.m.

Day 2: **September 10, 2021** | 3:30 - 5:00 p.m.

Day 7: **February 11, 2022** | 3:30 - 5:00 p.m.

Day 3: **October 8, 2021** | 3:30 - 5:00 p.m.

Day 8: **March 11, 2022** | 3:30 - 5:00 p.m.

Day 4: **November 12, 2021** | 3:30 - 5:00 p.m.

Day 9: **April 8, 2022** | 3:30 - 5:00 p.m.

Day 5: **December 10, 2021** | 3:30 - 5:00 p.m.

Day 10: **May 13, 2022** | 3:30 - 5:00 p.m.