

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
October 19, 2023 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS

ASA Charter School – 3512 North E Street, San Bernardino, CA 92405
Aveson School of Leaders – 1919 E Pinecrest Drive, Altadena, CA 91001
Elite Academic Academy-Lucerne – 43414 Business Park Drive, Temecula, CA 92590
Leonardo da Vinci Health Sciences Charter – 229 East Naples St, Chula Vista, CA 91911

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 Charter 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 Charter SELPA Steering and Finance 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 October 19, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 CONSENT ITEMS

It is recommended that the Desert Mountain Charter SELPA 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.

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

5.1.1 Approve the September 21, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Pam Bender will present a legislative update.

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6.2 IDEA and Charter School Responsibilities

Pam Bender will provide information on IDEA and charter school responsibilities.

6.3 SEIS Transition Update

Pam Bender will provide a SEIS transition update.

6.4 Crisis Prevention Institute (CPI) Training Update

Pam Bender will provide a Crisis Prevention Institute (CPI) Training update.

6.5 Larry P. Guidance Update Paper

Karina Quezada will provide guidance on the Larry P. Update Paper.

6.6 Desert Mountain Children's Center Client Services Reports and Update

Linda Llamas will present the Desert Mountain Children's Center Client Services monthly reports and updates.

6.7 Professional Learning Summary and Update

Heidi Chavez will present the Desert Mountain Charter SELPA's Professional Learning Summary and updates.

6.8 Resolution Support Services Summary and Update

Kathleen Peters will present the Desert Mountain Charter SELPA's Resolution Support Services Summary and update.

6.9 Compliance Update

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

6.10 Career Technical Education Update

Deborah Sarkesian will provide the Career Technical Education (CTE) update.

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6.1 The California Autism Professional Training And Information Network X Collaborative

Jennifer Rountree will provide information on the California Autism Professional Training And Information Network (CAPTAIN) X Collaborative.

7.0 FINANCE COMMITTEE REPORTS

7.1 Maintenance of Effort and Excess Cost Update

Marina Gallegos will provide the Maintenance of Effort (MOE) and Excess Cost update.

7.2 Educationally Related Mental Health Services (ERMHS) Funds Update

Pam will provide an update on the process and procedure of ERMHS funds to the SELPA.

8.0 INFORMATION ITEMS

8.1 Monthly Occupational & Physical Therapy Services Reports

8.2 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert Mountain Charter 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. Speakers are requested to give their name and limit their remarks to five minutes.

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

When the Desert Mountain Charter 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.

12.0 ADJOURNMENT

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The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, November 16, 2023, 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 CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

September 21, 2023 – 9:00 a.m.

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

MINUTES

DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:

Alliegance STEAM Academy – Jacque Williams, ASA Charter School – Susan Lucey via Web Ex, Aveson School of Leaders – Kelly Jung via Web Ex, Desert Trails Prep Academy/Laverne Elementary Prep – Chantal Mendoza, Elite Academic Academy – Jen Edick, Adam Woodard both via Web Ex, Encore Jr/Sr High – Madison Dennison, Julia Lee Performing Arts Academy – Nika Hall, Rachel Thomas both via Web Ex, Odyssey Charter Schools – Chasityflame Price, Pasadena Rosebud Academy – Shawn Brown via Web Ex, Pathways to College – James Connell, and Taylion High Desert – Karen Ware.

CAHELP, DMS SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Pam Bender, Ivan Campos, Heidi Chavez, Danielle Cote, Peggy Dunn, Marina Gallegos, Colette Garland, Maurica Manibusan, Isaac Medina, Kathleen Peters, Karina Quezada, Linda Rodriguez, Veronica Rousseau, Deborah Sarkesian, Jennifer Sutton, and Bobbie Taylor.

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 Charter SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender at 9:04 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 Jacque Williams, seconded by Madison Dennison, to approve the September 21, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote of 10:0:0: Ayes: Connell, Dennison, Edick, Hall, Jung, Lucey, Mendoza, Price, Ware, and Williams. Nays: None, Abstentions: None.

5.0 PRESENTATION

5.1 Senate Bill 114 Dyslexia Risk Screening

Karina Quezada, PsyD., presented an update on Senate Bill (SB) 114 Dyslexia Risk Screening and the implications for students in general education and special education. She said the purpose of the bill is to identify children that are struggling with reading so they can be provided with interventions that will hopefully change their educational trajectory. Karina reported that the State Board of Education will be appointing an independent panel of experts to create an approved list of screening instruments then she reviewed the timeline for implementation. Once the panel releases the approved list of

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screening instruments, LEAs serving students in kindergarten through second grade must adopt one or more screening instruments in the list via a public hearing board meeting. She said pupils in kindergarten through second grade are to be assessed under SB 114 and noted that, for the purpose of SB 114, kindergarten does not include transitional kindergarten. SB 114 allows for LEAs to determine for themselves when during the school year to administer the screenings. Karina said it is important to consider if the students have had enough instructional time, meaning the beginning of the school year is not likely the appropriate time. Karina reviewed the process for late enrollments and highlighted that LEAs are not restricted from providing additional screening or diagnostic evaluations as appropriate. The screening tool cannot be used solely to establish eligibility for special education and related services but can be used in addition to other assessments. Students who do not speak sufficient English are to be screened in their primary language. If that is not available, the student's risk for reading difficulties is to be evaluated through analysis of developmental history, educational history, literacy progress, home background, evolving English language abilities, and other components. Karina reported that LEAs are able to initiate exemptions with prior written consent of the parent or guardian as long as: a pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability, the pupil is eligible for special education and related services under IDEA or 504 Plan, and/or if the pupil is in the process of being assessed for eligibility for eligibility. Parents/guardians are to be provided with information about the screening, including dates of screenings and instructions for opting out on their child's behalf no later than 15 days prior to the screening being administered. Parents/guardians are also to be notified of the screening results no more than 45 calendar days from the date of assessment. Karina continued that assessment results are not to be used to evaluate teachers or other school staff, accountability, pupil grade promotion or retention, identification of gifted or talented education, reclassification of English learners, or for identification of an individual with exceptional needs. Karina said the assessment does not have to be administered only by certificated staff but who can administer is to be determined by the school board that will ensure the staff is properly trained. Karina reported the intent of the bill is to identify and provide early interventions because currently many children are not identified until third grade and then remediation takes longer with some children not getting caught up. Providing early interventions is a good teaching practice and it is not too early to begin training staff so they are aware. Karina confirmed that digital assessments will only be permitted if on the approved list.

Pam Bender said it often happens that a general education teacher wants to refer a student to special education but there are no specific interventions or supports being provided to the student. With SB 114 requiring that assessments be provided in the student's primary language, it can be determined if the child has a reading issue or a language issue. Pam continued it will be more work for teachers and staff to complete the assessments but exactly how much more cannot be determined at this time and will depend on how intensive the assessment is, if it can be done in a group setting or individually. Pam said if she hears that they are looking for people to participate in the panel, she will notify the special education directors.

6.0 CONSENT ITEMS

It is recommended that the Desert Mountain Charter SELPA Steering and Finance Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in

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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 Jacque Williams, seconded by Madison Dennison, to approve the following Consent Item as presented. The motion carried on the following vote of 10:0:0: Ayes: Connell, Dennison, Edick, Hall, Jung, Lucey, Mendoza, Price, Ware, and Williams. Nays: None, Abstentions: None

6.1.1 Approve the August 17, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender presented a legislative update stating she is providing updates on legislation that is pertinent to special education.

- Assembly Bill (AB) 87 – Pupils: Section 504 Plans: Meetings and Team Meetings has passed. This bill allows parents the option of recording Section 504 Plan meetings.
- AB 248 – Individuals with Disabilities: The Dignity for All Act has been ordered to a third reading.
- AB 438 – Pupils with Exceptional Needs: Individualized Education Programs: Postsecondary Goals and Transition Services is ordered to a second reading.
- AB 447 – Public Postsecondary Education: Students with Disabilities: Inclusive College Programs has been ordered to a second reading.
- AB 611 – Special Education: Nonpublic, Nonsectarian Schools or Agencies: Change in Certification Status: Parental Notification Update received since release. This bill requires notification of changes be sent to the district of residence instead of the SELPA.
- AB 723 – Pupil Placement: Special Education: Foster Children: Nonpublic, Nonsectarian Schools or Agencies: School of Origin is ordered to a second reading.
- AB 1466 – Pupil Discipline: Restraining and Seclusion: Reporting has been ordered to a second reading.
- AB 1517 – Special Education: Special Education Local Plan Areas: Local Plans has been ordered to a second reading and is supported by State SELPA Administrators.
- SB 88 – Pupil Transportation: Driver Qualifications has been ordered to a second reading. There has been an update stating effective July 1, 2025, there is an exemption for parents who are paid by the LEA to transport their child to school.
- SB 323 – Comprehensive School Safety Plans: Individualized Safety Plans has been ordered to a second reading.
- SB 354 – Special Education: Inclusive Education: Universal Design for Learning is ordered for a second reading. It did not move forward last year due to funding issues but it is being reviewed again this year.
- SB 483 – Pupil Rights: Prone Restraint has failed but it is likely to come back.

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- SB 499 – School Facilities: School Extreme Heat Activation Plan Act of 2023 is included so LEAs are aware and it is not exclusive to special education.
- SB 509 – School Employee and Pupil Training: youth mental and Behavioral Health: Mental Health Education is in a second reading. If LEAs need posters providing mental health resources, DMSELPA can provide those.
- SB 691 – Dyslexia Risk Screening has passed and is now SB 114. This bill has many parts including places where students in workability programs are employed to have full staff fingerprinting. It has been changed to require at least one adult to be fingerprinted and on site during the hours a student is working as well as requiring SELPA staff to visit the location at least once every three weeks. Because of the impact this has on students in the transition program, it is an urgency bill.

Danielle Cote said for clarification of bill AB 1466, seclusion can be blocking doors when there is a need to limit one's movement psychologically or physically. When seclusion is administered, it must be documented in a Behavioral Emergency Report (BER).

Pam agreed and said for those that do not understand what seclusion means to see the information posted on an LEA website could cause issues.

*Note: Shawn Brown joined the meeting at 10:00 a.m.

7.2 SEIS Transition Update

Pam Bender provided a SEIS transition update. She said the weekly email updates will continue and stressed that CAHELP JPA staff are available to support the LEAs however needed. There have been online trainings provided to LEAs that have requested refreshers. Pam continued additional staff have been hired to attach the most recent IEP and supporting documents from Web IEP to SEIS without waiting for the student to be affirmed. Teachers will have to affirm to ensure they can see their students and the services. Pam said in the transfer from Web IEP to SEIS there are some duplicate services and for those that are identical, one is deleted. She is however confirming in Web IEP because that is the legal copy. Pam said there are approximately 10 staff constantly working in SEIS with others working when their schedule allows. She continued that the next step is to provide the fillable forms that have been completed since July 1, 2023 to DMSELPA so staff can input the details in SEIS and upload the signature. Pam said the process is being decided on and once it is in place, the LEAs will be notified. She said it is likely an email address will be created solely to receive PDFs of the fillable forms. Once that process and plan are in place, an email will be sent to the LEAs with further direction. Pam said if teachers have affirmed their students, the fillable forms are no longer needed as SEIS is ready to be used.

Colette Garland thanked committee members for their patience. She said there will be updates with SEIS and in preparation for upcoming Pupil Count, there will be a mass bulk "Do Not Report" because the records that are currently being worked on were reported in the June Pupil Count so there will be a hold on sending records to CALPADS. Also, CALPADS has some issues with their recent redesign

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which is another reason to not send records. Colette asked to be contacted with any issues pertaining to caseloads or user access so adjustments can be made.

Pam continued that beginning on September 26, 2023, on Tuesdays 2:30-4:00 p.m. and Thursdays 8:30-10:00 a.m., there will be SEIS Open Forum Zoom meetings until at least October 21, 2023. This will be a time to voice questions and concerns or hear what other SEIS users are saying. Colette Garland and Terri Nelson will be the primary DMSELPA staff in the meetings but program specialists and program managers will also attend as they can. The link will be the same throughout the series. Colette and Terri are working to schedule trainings on recording progress for teachers because it will be a little different than in Web IEP. Colette will be meeting with translators as well. Pam said to email her, Colette Garland or Terri Nelson with any issues or concerns. Pam expressed her appreciation to the committee members for their willingness to work with DMSELPA and walk through this challenge.

7.3 Desert Mountain Children’s Center Client Services Reports and Update

Pam Bender presented the Desert Mountain Children’s Center Client Services monthly reports and updates. Students who have ERMHS services on their IEPs are being reviewed to ensure they are assigned to the correct LEA in SEIS to ensure the Fee-for-Service (FFS) correctly billed.

7.4 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA’s Professional Learning Summary and updates. She said in the first two months of the school year, participation is more than all of last year. CAHELP JPA currently has four vacant program specialist positions and the remaining five program specialists have taken on the extra work. Heidi reviewed the topics of the Special Education Directors’ Trainings for the year with October 20, 2023 topic of Solid Gold Goals. Heidi continued that Community Advisory Committee meeting is scheduled for September 21, 2023 about neurodiversity. The November 16, 2023 meeting topic is #ActNow – Fentanyl Awareness presented by San Bernardino County District Attorney’s Office and will be held virtually. Heidi continued that Hola Language Services-Interpreting IEP Meetings will be offered November 29-30, 2023. Heidi concluded by sharing the 2024 CAHELP IMTSS Symposium has been scheduled for a full day on February 21, 2024 and will likely be held in Ontario. The keynote speaker will be Dr. Rebecca Branstetter who will speak on reversing educator burnout. The closing keynote speaker is being finalized and there will also be breakout sessions.

7.5 Resolution Support Services Summary and Update

Kathleen Peters presented the Desert Mountain Charter SELPA’s Resolution Support Services Summary and update. She shared that there is currently an open case involving unilateral placement. The best way to protect an LEA is to have airtight assessments and IEPs. Another charter case filed in September 2023 involves an advocate and a request for vision therapy that mirrored a case filed against an LEA in DMSELPA. The DMSELPA case was for identification of a student that was found not eligible for special education or a 504 Plan after assessment and Independent Educational Evaluations

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(IEE) but compensatory education was provided to close the case before it went to hearing. Kathleen asked to be contacted if vision therapy is requested in an IEP.

Kathleen commented on a case that went to the 9th circuit for a student with attention deficit hyperactivity disorder (ADHD) who did not qualify for special education because the IEP team found the student to be “capable but not trying”. The judge found the student did qualify as the described behaviors were characteristic of ADHD.

Kathleen then provided information on a California OAH case in which the judge found the district did not include the parent in meaningful discussion. It was documented in the school student information system that that the child’s native language was Spanish but the parent spoke English when communicating with the school, not bringing an interpreter. The judge found the district should have provided the parent with a translator at all meetings as it was a documented need of the parent. Also, in the IEP notes, the general education teacher was excluded but the excusal form was not provided to the parent or included in the IEP.

Kathleen continued by reviewing a case involving disruptive behavior of advocates in IEP meetings preventing services from being provided. The referred to a previous 9th circuit case that provided the school had a right to implement a communication plan for dealing with disruptive advocates and parents. The school had documented the level of disruption created as well as the efforts that had been put in place by the district to take other avenues in dealing with the disruptions. Kathleen is working on Prior Written Notice (PWN) language with an attorney to assist member LEAs if it is needed. She said LEAs have policy language and education code language to assist in working with parents and disruptions that must be tried and followed before limiting the communication with a parent. Kathleen asked to be contacted before an LEA considers limiting communication with a parent to ensure the LEA is working within the confines of the law.

Kathleen stated the Alternative Dispute Resolution (ADR) Training Series will consist of three virtual training begins September 28, 2023. The series is available to teachers and administrators who are involved in IEPs.

Karina Quezada pointed out that each of the ADR trainings in the series stand on their own and do not rely on the other trainings for understanding. She also said attendance at all three training courses is not required. Karina also shared the Annual ADR Conference is scheduled for March 14-15, 2024 in Riverside, CA with a cost of \$450.00 per participant.

7.6 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said Compliance and Improvement Monitoring Process (CIM) is well underway with charters involved being in Targeted Monitoring only then reviewed the submission due dates. Peggy reported Cyclical Monitoring for Small Schools has changed from one-year cycles to two-year cycles changes, delaying Cycle B until approximately August or September 2024. She is waiting for a

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response from CDE regarding the status of LEAs that submitted their information in Cycle A. Peggy said the number of late IEPs is not accurate because there are many IEPs that were completed on fillable forms with the transition to SEIS.

7.7 Prevention and Intervention Update

Deborah Sarkesian presented the Prevention and Intervention update. She reported the PBIS Recognition Event is scheduled for October 4, 2023 at 5:00 p.m. at DMESC. The digital invites have been sent with the team also hand-delivering invites.

Deborah continued that she also oversees the Career Technical Education (CTE) Department. She shared there are two main programs: Workforce Innovation and Opportunity Act (WIOA) and Transition Partnership Program (TPP). WIOA is for special education students who are 16-24 years of age, are out of school and meet one or more barriers: no high school diploma or GED, a documented disability, low income, parenting youth, or foster youth. Isaac Medina is the project manager of WIOA. TPP is for high school juniors and seniors between the ages of 16-21 who have not received services from TPP, have an IEP or 504 Plan, and are referred by a TPP teacher. Bobbie Taylor is the project manager of TPP. The Beginning of the Year CTE meeting is scheduled for September 26, 2023 at DMESC.

8.0 FINANCE COMMITTEE REPORTS

8.1 Senate Bill (SB) 114 and Special Education Funding

Marina Gallegos provided SB 114 and Special Education Funding Information. She said effective 2023-24, the requirement is that allocated funding must equal the base rate of the prior year times the COLA and adjusted by a percentage change in ADA where applicable. Marina shared the preliminary calculation based on SB 114 as well as the provided back up figures to assist the LEAs.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

9.2 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

11.0 CEO COMMENTS

Pam Bender reported all sections of the Local Plan are to be submitted this year. A committee will be formed for that and an email will be sent to find out who is interested in participating. Pam continued that the

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Allocation Plan will also be reviewed with the changes of Educationally Related Mental Health Services (ERMHS) funding and 602 funding as well as deciding if the allocation plan is to be part of the Local Plan. Pam said DMSELPA will be creating a committee to work on the Alternative Diploma Pathway.

Pam said in the last five weeks of sending SEIS updates to the superintendents/CEOs and special education directors and working through the challenges and struggles, she shared three motivational quotes: “Resilience has been described as the capacity for positive outcomes despite challenging or threatening circumstances.” By Byron Egeland. “Persistence and resilience come from the opportunity to work through difficult problems.” By Gever Tully. “The extent of struggle determines the extent of the growth. The obstacle is an advantage, not adversity. The enemy is any perception that prevents us from seeing this.” by Ryan Holiday. Pam said her goal is for the transition to SEIS to be smooth December, SEIS is smooth sailing. Pam shared the SEIS helpdesk email has been established with two people managing it and the process for submitting fillable IEP forms will be coming soon. Pam thanked the membership for their patience and working with CAHELP through the transition process. Pam asked to be contacted by any LEA that is struggling so assistance can be provided.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by James Connell, seconded by Karen Ware, to adjourn the meeting at 10:56 a.m. The motion carried on the following vote of 11:0:0: Ayes: Brown, Connell, Dennison, Edick, Hall, Jung, Lucey, Mendoza, Price, Ware, and Williams. Nays: None, Abstentions: None.

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, October 19, 2023, 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.

Legislative Updates – October 2023

Assembly Bills

- **AB 248 (Mathis) Individuals with intellectual or developmental disabilities:** removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation” – **To Governor 9/19/23 at 4:00 pm.**
- **AB 438 (Rubio) Pupils with exceptional needs:** IEPs: postsecondary goals and transition services- change age to 14; possible amendment to prior to 9th grade. **Two-Year Bill – Ordered to the inactive file.**
- **AB 447 (Arambula) Public postsecondary education:** SWD: inclusive college pilot programs- require CSU and request to U of CA to create pilot college inclusive program for students with ID and DD – **Approved.**
- **AB 1466 (Weber) Pupil Discipline:** Restraint and Seclusion- requires restraint and seclusion data to be posted on the LEA website concern from ACSA regarding confidentiality. – **Approved.**
- **AB 1517 (Gallagher):** SELPA Governance. Accountability and Transparency – support LEAs with Differentiated Assistance amongst other Compliance required data collection. – **Veto.**

Senate Bills

- **SB 88 (Skinner) Pupil Transportation: Driver Qualifications:** for drivers who operate a vehicle with a max of 10; criminal background check, fingerprinting, mandated reporter, TB, drug and alcohol testing, training and classes – **Approved.**
- **SB 323 (Portantino) Pupils with Exceptional Needs:** IEPs: emergency safety procedures- comprehensive school safety plan includes access and equity component to support all students – **Approved.**
- **SB 354 (Ochoa Bogh) Inclusive Practices:** Inclusive education using Universal Design for Learning – **Veto.**
- **SB 445 (Portantino) IEP Translations:** requires translation of the IEP, assessments and progress used to determine IEP into the native language of the parent, or communication type; within 30 days of the meeting; top 8 languages; amendments submitted. – **Order to inactive file.**



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Know Your Rights: Students with Disabilities in Charter Schools

This document is designed to help parents, students, and the charter school community better understand the rights of students with disabilities under Federal disability-related laws.

Section 504 of the Rehabilitation Act of 1973 (Section 504), which the Office for Civil Rights enforces, prohibits disability-based discrimination.

The Individuals with Disabilities Education Act (IDEA), administered by the Office of Special Education and Rehabilitative Services, provides Federal funds to States, and through them, local educational agencies, to assist in providing special education and related services to children with disabilities.

Section 504

- Charter school students with disabilities (and those seeking to attend) have the same Section 504 rights as other public school students with disabilities. Among other things, these rights include:
 - a free appropriate public education (FAPE), which under Section 504 is regular or special education and related aids and services designed to meet the individual educational needs of a student with a disability as adequately as the needs of nondisabled students are met;
 - equal treatment and nondiscrimination in nonacademic and extracurricular activities such as counseling services and sports; and
 - accessibility (such as entrance ramps for people who use wheelchairs).
- Section 504 requires charter schools to conduct any recruitment activities and provide the opportunity to apply to a charter school on an equal basis.
- Section 504 FAPE requirements for placements are separate from requirements related to admission procedures. Section 504 provides that a charter school's admission criteria may not exclude or discriminate against individuals on the basis of disability, and that a school may not discriminate in its admissions process.
 - During the admissions process, a charter school generally may not ask a prospective student if he or she has a disability. Limited exceptions include that, if a school is chartered to serve students with a specific disability, the school may ask prospective students if they have that disability.
 - When a student with a disability is admitted to and enrolls in a charter school, the student is entitled to FAPE under Section 504. After enrollment, a charter school may ask if a student has a disability, which includes, e.g., whether a student has an individualized education program (IEP) or Section 504 plan.
- A charter school may not *counsel out*, i.e., try to convince a student (or parents) that the student should not attend (or continue to attend) the school because the student has a disability.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

IDEA

- The primary purpose of the IDEA Part B program is for States and school districts to make FAPE available to eligible children with disabilities and to ensure that IDEA's rights and protections are afforded to eligible children and their parents.
- Students with disabilities attending charter schools and their parents retain all rights and protections under Part B of IDEA that they would have if attending other public schools.
- Under IDEA, all students with disabilities, including charter school students with disabilities, must receive FAPE through the provision of special education and related services in conformity with a properly-developed IEP.
- A charter school may not unilaterally limit the services it will provide a particular student with a disability. The responsible charter school LEA, or the LEA that includes the charter school, must provide a program of FAPE for the student in the least restrictive environment (LRE) in which the student's IEP can be implemented.
- States must ensure that charter school LEAs and LEAs that include charter schools meet all their responsibilities under Part B of IDEA, including the LRE requirements. In this context, the LRE provisions require that, to the maximum extent appropriate to their needs, students with disabilities attending public charter schools be educated with nondisabled students.

Resources

The U.S. Department of Education has issued the following documents that address these rights in more detail.

- *Joint OCR-OSERS Dear Colleague Letter*, Dec. 28, 2016, <http://www.ed.gov/ocr/letters/colleague-201612-504-charter-school.pdf>;
- *Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools under Section 504 of the Rehabilitation Act of 1973*, Dec. 28, 2016, <http://www.ed.gov/ocr/docs/dcl-faq-201612-504-charter-school.pdf>;
- *Frequently Asked Questions about the Rights of Students with Disabilities in Public Charter Schools under the Individuals with Disabilities Education Act*, Dec. 28, 2016, <http://www.ed.gov/policy/speced/guid/idea/memosdcltrs/faq-idea-charter-school.pdf>.

If you want to learn more about your rights, or if you believe that your school is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481, (800) 877-8339 (TDD), or ocr@ed.gov. You may also file a complaint online at www.ed.gov/ocr/complaintintro.html. If you have questions regarding IDEA, please send them to the Office of Special Education and Rehabilitative Services by email at ideacharterschools@ed.gov or by phone at 202-245-7468, (800)-877-8339 (TDD).

6.3 SEIS Transition Update

No materials, verbal report only

6.4 CPI Training Update

No materials, verbal report only

October 10, 2023

**CASP's Response to CDE's Memorandum on Special Education of
African American Students - Sept 14, 2022**

By James Hiramoto, Ph.D.
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Approved by the CASP Board of Directors on 10/10/23 (Fall Board Meeting)

History:

- In 1979 the 9th Circuit Court decision in Larry P. v Riles limited the use of IQ tests in California and those that purported to be substitutes for IQ tests for African Americans for the eligibility of EMR (Educably Mentally Retarded) and EMR classes because the court determined them to be biased based on evidence presented.
- In 1986 the Larry P. Settlement Agreement, expanded the court injunction (ban on intelligence tests for African American/Black students from EMR and placement decision into EMR classes and their substantive equivalents) to all 13 special education eligibility handicapping conditions.
- In 1992 the 9th Circuit Court decision in Crawford v Honig, concluded that the expansion of the ban by the CDE to all 13 categories was misapplied, and that the Larry P injunction applied only to the one handicapping condition (EMR and placement in EMR classes and their substantive equivalents).
- In 1992 and 1997 CDE wrote subsequent memorandums that stated regardless of Crawford v Honig that the ban on intelligence tests and their equivalents for African American students would still be enforced.

- **That has been the practice in California, however the latest CDE Memorandum changes that.**

On September 14, 2022, the California Department of Education (CDE) issued a Memorandum on Special Education of African American Students. It was intended to clarify assessment practices for African American students. Despite the memo's intent, confusion on the use of IQ tests for African American students remains. Seeking clarity, CASP spoke with representatives from CDE, including the previous State Director of Special Education, Heather Calomese (who was the author of the Memorandum), as well as current CDE Special Education leadership. Based upon CASP's conversation with the CDE and our reading of the Memorandum we believe the following information to be clear:

- **Is there a modern day equivalent of EMR and is the original Larry P. injunction still in place? Yes to both questions.** The memo states, "In 1979, the court permanently enjoined LEAs throughout California from using standardized intelligence tests for (1) the identification of African American students as EMR or its substantial equivalent or (2) placement of African American students into EMR classes or classes serving substantially the same functions. The court held that court approval would be required for the use of any standardized intelligence tests for African American students for the above purposes. The court laid out a state process for this." The memo accurately indicates that "The court has never held hearings to determine the "substantial equivalent" of the EMR identification or placement, or whether IQ tests are appropriate for assessing African American students for identifications or placements other than the substantial equivalent of EMR." Some have read this to indicate that EMR is no longer an eligibility category, and thus conclude the Larry P. injunction no longer applies - *This is incorrect.* . The memo later notes that "Although the law on assessment has evolved... the Larry P. injunction remains in place." While the court has never held hearings to determine the "substantial equivalent" of EMR identification or placement, Intellectual Disability (ID) is the category that replaced Mental Retardation (of which EMR was once a subclassification with respect to level of service need). The courts did not need to hold a hearing to determine that ID is the "substantial equivalent," because subsequent laws changed the label. **In brief: Yes, the Larry P. injunction is still in place for ID and for placement in ID programs.**
- **Does the Larry P. injunction still apply to all special education disability categories? According to the memo, CDE is no longer expanding the Larry P. injunction to all other disability categories.**
 - Memorandum from Sept 14, 2022, "This memo reflects the most current federal and state statutory, regulatory and case law, and supersedes any previous guidance on this issue." In Crawford v. Honig (1992) the Court ruled against CDE's 1986 Larry P. Settlement Agreement that expanded the Larry P.'s injunction to all 13 special education categories. The Court ruled that the Larry P. injunction applied only to the assessment of EMR and its equivalent, which is currently ID. Two Memorandums were generated by CDE, 1992 and 1997. Both Memorandums Of Understanding indicated that regardless of the Crawford v Honig decision, CDE would still apply the Larry P. injunction to all disability categories. **As CDE Memorandums are not law and in this case past memorandums went against the court's decision (Crawford v Honig), this current Memorandum clarifies what the Larry P. ruling is to apply toward, ID eligibility and special education placement decisions in ID classes only. "So long as LEAs follow legal requirements, generally speaking they have discretion in selecting which particular assessments to use in determining eligibility for**

special education.” (Memorandum from Sept 14, 2022). **If CDE intended to continue the expansion of the ban to all other disability categories, they would have addressed it within that statement. So unless ID is a suspected area of disability, school psychologists are able to exercise their judgment on what assessment tools (IQ tests) to use or not.**

- **Does this mean that tests of intelligence and/or tests of overall cognitive ability can be given to African American students for all other disabilities besides ID? Can IQ tests be used for identification of Specific Learning Disability (SLD)?**
 - **Yes, as long as ID is not a suspected or potential area of disability.**
- **CASP recommends using best practice for all students being assessed for special education, which is by starting with Record review, Interviews with family and staff, and Observation(s).** This is the RIO of RIOT and the reason for T, “Testing” being at the end is intentional as the RIO informs what we are assessing for. The Sept 14, 2022 carefully reminds school psychologists of the laws and regulations to be included and considered as part of an evaluation for a SLD. By doing so we can address concerns if ID is an area of suspected disability, or a disability area that was not suspected but based on ROI is now a possibility.
 - **To address potential ID, look at Adaptive Behavior:**
 - If “subaverage...deficits in adaptive behavior.” are not present, then ID can be ruled out and there are no restrictions regarding intelligence tests or overall measures of cognitive ability being used for African American students.
 - If subaverage Adaptive Behavior deficits are present and not better explained by Other Health Impairment (OHI), Emotional Disturbance (ED), Traumatic Brain Injury (TBI) or another disability area, and/or there is no evidence to support stronger problem-solving skills beyond assessed adaptive behavior (CCR 3030(b)(6), ID cannot be ruled out. In this case for African American students the ban would remain in effect, unless further information is gathered that can rule out ID.
 - Using this along with other measures such as dynamic assessment, mediated learning, and/or other tasks that can indicate competency and/or skills outlined in the 1989 Larry P Task Force Report as well as the 2012 Best practices guidelines for the assessment of African American students. Cognitive processes manual. Diagnostic Center North, California Department of Education is also recommended.
- We are confident because of the wording in the Sept 14, 2022 Memorandum and our discussions with CDE
 - **“So long as LEAs follow legal requirements, generally speaking they have discretion in selecting which particular assessments to use in determining eligibility for special education⁴. When assessing for a learning disability, LEAs are not required to consider whether the student has a severe discrepancy between intellectual ability and achievement... When assessing for a learning disability using a severe discrepancy model, LEAs are not required to use IQ tests to determine intellectual ability⁶”**
 - **If the prohibition for Intelligence/Overall Cognitive Ability tests remained as part of an evaluation for SLD, CDE would have explicitly said they cannot be used instead of just quoting existing special education law as it has done in the 1992 and 1997 Memorandum.**

Things to carefully consider before changing your current practice.

- Your LEA should consult with your SELPA and their interpretation of the Sept 14th, 2022 Memorandum. They will have been made aware of the information shared in this CASP document. Ultimately, school psychologists must follow their LEA's directives regarding any change in practice in this area.
 - CASP's December 11, 2017 board approved paper written paper on the topic (<https://casponline.org/pdfs/publications/larryp/1.%20Regarding%20African%20American%20Student%20Achievement%20and%20Success.pdf>) contain in its conclusion, these statements and concerns: "CASP has shared and will continue to share these best practices at its annual conventions and institutes."
 - "Support any and all efforts to address the real problems of significant disproportional representation of African Americans in special education, under achievement in general education, the imbalance of school discipline and school dropout."
 - "Connect and collaborate with African American community based agencies and parent organizations that seek to support positive outcomes of academic progress and excellence in achievement for African American youth."
 - "Strongly encourage mandating continuing education for school psychologists on disproportionality issues. This would mean that credentialed school psychologists would periodically be updated on best practices to address the needs of African American students. This would be all the more imperative when a local education agency has been found to have significantly disproportionate not only in ID or SLD identification, but for ED, OHI, Students Disciplined less than 10 out of school days, or Students Disciplined more than 10 out of school days. By addressing the needs of all students through the district's Multi-Tier System of Supports with appropriate academic (which will soon include mandated Dyslexia screening K-2), behavioral interventions (that should include social emotional learning and for areas touched by violence trauma informed supports), listening to and working with parents and the community as a whole, will lead to better outcomes for students.
 - If you are concerned your LEA is not prepared, consult with your SELPA about required resources. CASP offers training on this and many other topics that benefit the practice of school psychology. Documents on this topic can be found at CASP website CASPonline.org in the Resources section (<https://casponline.org/resources-for-school-psychologists/>) under Resources by Topic Anti-Racism. If you have specific questions, please do not hesitate to contact us.



Desert Mountain Children's Center
17800 Highway 18
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MEMORANDUM

Date: October 18, 2023
To: Special Education Directors

From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

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

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIS)
- 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

DESERT MOUNTAIN CHILDREN’S CENTER
STEERING COMMITTEE
REFERRAL AND CLIENT SERVICES REPORTS
OCTOBER 1, 2023

Referral Report Example:

District of Service	District of Residence	School of Attendance	Referral Date	Name	DOB	Program	Program Status	Program Status Reason
						SATS	Pending	Assessing Needs
						SART Special Educa	Pending	Assessing Needs
						SATS Special Educa	Accepted	Enrolled
						SAP Early Interventi	Pending	Assessing Needs

Client Services Report Example:

District of Service	District of Residence	School of Attendance	School Start Date	School End Date	Last Name	First Name	DOB	Clinician	Program	IEP Eligible	Program Status
									SATS	f	Open
									SAP Early Intervention	t	Open
									SATS Special Education	t	Open
									EIS	f	Open
									SART	f	Open



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STEERING COMMITTEE
MENTAL HEALTH TRENDS REPORT
OCTOBER 1, 2023

In the month of September our clients/students and staff settle into their daily school routines and are beginning to get to know each other better. This might be the time of the year that staff reflect on the needs of their clients/students and may begin to look to us for support and resources. It is important that we are prepared and have resources available for our clients/students and staff.

As September marks the observances of two key subjects that affect youth, DMCC wants to take a moment to provide some information and resources for two observations: Suicide Prevention Month and National Recovery Month.

DMCC has written before regarding the increase in suicide rates in youth from the Youth Risk Behavior Survey results released earlier this year, we know that poor mental health and suicidal thoughts and behaviors have increased for nearly all groups of youth.¹ California has experienced a 45% rate increase in suicide rates between the years of 2000-2018.² Especially worrying are the trends in increases of suicide rates and thoughts and behaviors in girls, Black, and LGBTQ+ youth.

Schools can help mitigate the factors that may lead youth to consider suicide by creating safe environments where youth can be themselves and feel supported. One key protective factor for youth who may be at risk is having at least one healthy relationship with a trusted adult. Schools can help by assisting youth in developing healthy relationships with peers and adults utilizing programs that build life skills, promote

emotional well-being, and boost resiliency.³ Utilizing training programs such as Youth Mental Health First Aid (YMHFA) to aid staff in recognizing youth who may be in distress and training staff in actual suicide prevention programs such as Applied Suicide Intervention Skills Training (ASIST) and SafeTALK can help staff feel equipped to handle a crisis if one should arise.

Schools are an important place and space for suicide prevention programming because:

1. It is safe for schools to ask youth about suicidal thoughts/behaviors; asking about suicide provides an opportunity to save a student's life.
2. Suicide prevention should be implemented in multiple settings, especially schools.
3. Suicide prevention and intervention in schools is more accessible and equitable than specialty mental health care.⁴

The reasons that schools are an important place for suicide prevention education is because research has shown that this programming in schools is highly likely to detect high risk youth that would not otherwise be identified, and that youth are generally accommodating of efforts in schools that ask them about their suicidal thoughts and behaviors. Schools are also an important place to screen youth for suicidal behavior because often caregivers/parents are not aware that their child is a suicide risk and so schools are a familiar, safe, and trusted place where students might be identified, and assistance provided. And the last of these very important reasons for why schools are a good place for suicide prevention efforts is because school may be the only place to reach marginalized youth who would not be identified as at risk any other place because they face so many barriers to accessing mental health care.⁴

The national suicide hotline can now be reached by dialing 988. On the other side of that number are skilled, trained crisis counselors prepared to speak with anyone who is experiencing a crisis. Since July 2022 the 988 Lifeline has answered nearly five million contacts via phone, text, and chat. They have decreased their average speed to answer, have expanded services to include text and chat services in Spanish, and added

specialized services for LGBTQ+ youth and young adults.⁵ Be sure to let your clients/students and staff know that 988 is available if needed.

Additionally, the County of San Bernardino Department of Behavioral Health recently announced that they will have an Office of Suicide Prevention to help with awareness and education across the county.⁶ Be sure to make a note of this new office coming as they will serve as a local resource for awareness campaigns and training opportunities. Several additional resources are listed at the end of this article.

September is also Recovery Month dedicated to increasing public awareness surrounding mental health and addiction recovery. This year's theme is "Hope is Real. Recovery is Real." The main message of recovery month is that with the right treatment, support, and resources, recovery is possible for everyone. For youth, the road to recovery includes the whole family. Caregivers and families play a crucial role in supporting youth who are in recovery or who are starting their journey to recovery. Recovery is a holistic process that requires caregivers and family members to help youth balance the recovery process with school and other responsibilities.

Some more things we learned from the Youth Risk Behavior Survey are that:

- 23% of high school students reported that they currently drank alcohol.
 - 30% of female students reported that they currently drank alcohol.
 - White students were more likely than Asian, Black, and Hispanic students to currently drink alcohol.
- 16% of high school students reported that they currently use marijuana.
 - Approximately 20% of female students reported that they currently used marijuana.
 - Black students were more likely than Asian, Hispanic, and White students to currently use marijuana.
- 18% of high school students reported that they currently use an electronic vapor product.
- 13% of high school students reported that they ever used illicit drugs.

- Approximately 20% of LGBTQ+ students reported that they had ever used select illicit drugs.
- Asian and Black students were less likely than students from nearly every other racial and ethnic group to have ever used select illicit drugs.
- 12% of high school students reported that they misused prescription opioids.
 - 20% of LGBTQ+ students reported that they had misused prescription opioids.
- 6% of high school students reported that they currently misused prescription drugs.
- Female students, LGBTQ+ students, and students with any same-sex partners were more likely than their peers to engage in every substance use behavior.¹

Among the many factors that can lead to substance use in youth is low academic achievement and lack of school connectedness.⁷ Therefore schools can support youth in recovery by building those protective factors we have already talked about – help youth build relationships with peers and trusted adults, be good role models, be a good source of information, help them come up with a plan if they are being pressured to partake in alcohol and/or other drugs by their peers, and connect them to resources needed. Be sure you have resources handy when students need them. There are several resources listed at the end of this article.

In closing, let this month's observances of Suicide Prevention and Recovery remind us that the children and families we serve need us to be knowledgeable and resourceful so that we can offer our compassion, empathy, and support in their time of need. DMCC wants to be good partners in your efforts to assist the children in your care – please let us know how we can help you be a source of information and support to the youth we all serve!

REFERENCES:

1. Youth Risk Behavior Survey, Data Summary and Trends Report, 2011-2021
2. Curtin SC. State suicide rates among adolescents and young adults aged 10-24: United States, 2000-2018. National Vital Statistics Reports; vol 69 no 11. Hyattsville, MD: National Center for Health Statistics. 2020.
3. <https://www.edc.org/blog/preventing-suicide-schools-systemwide-approach>
4. Ayer L, Colpe LJ. The Key Role of Schools in Youth Suicide Prevention. J Am Acad Child Adolesc Psychiatry. 2023 Jan;62(1):19-21. doi: 10.1016/j.jaac.2022.06.022. Epub 2022 Aug 17. PMID: 35987301; PMCID: PMC9384325.
5. <https://www.samhsa.gov/sites/default/files/988-one-year-anniversary-fact-sheet.pdf>
6. <https://wp.sbcounty.gov/dbh/osp/>
7. <https://www.cdc.gov/healthyyouth/substance-use/index.htm>



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STEERING COMMITTEE
MENTAL HEALTH TRENDS REPORT
OCTOBER 1, 2023

Grief is an emotion that knows no age limits. Its impact on young children and adolescents is profound and often underestimated. Losses, whether due to the death of a loved one, divorce, or other significant life changes, can have a lasting effect on a young person's emotional development. As the month of November is Children's Grief Awareness Month, I would like us to focus this month on the unique challenges of grief in young children and adolescents, highlighting the importance of understanding their needs and providing appropriate support during this difficult time. It is important to understand that children grieve differently than adults and that how children grieve will depend on their age and developmental stage. It is also important to understand that grief is not something we are trying to fix for a child but something they are experiencing and must learn to assimilate into their life.

There are many ways for us to support children and adolescents in their grief journey, but firstly there are four basic concepts that are important for children to understand about death:

1. Death is irreversible.
2. All life functions end completely at the time of death.
3. Everything that is alive eventually dies.
4. There are physical reasons someone dies.¹

This applies to all children, from a very young age to adolescents. It is important for the adults that are supporting grieving children to use clear, concise, honest, and developmentally appropriate language when talking about a loved one's death because children will have questions and will want to talk about what happened. Be sure to provide developmentally appropriate information without too much detail so as not to overwhelm.

While it may be hard to use words such as "dead" or "died" using euphemisms can cause young children to perceive death as reversible or temporary, leading to confusion and difficulty in processing their emotions. Younger children who do not understand the concept that death is permanent may think the person or pet who has passed will be back, they may blame themselves, or they may think completing a chore or a thing will bring them back. Using simple and developmentally appropriate language for how a person died is important – so children do not try to create an explanation in their own minds for why a person died. Not understanding how a person died can lead kids to think the person or pet died because they did something wrong, or the person or pet did something wrong. Understanding this is important as it can lessen the likelihood that children will associate death with guilt and shame. By providing age-appropriate information you are building trust so that children will feel comfortable coming back to you if they have more questions.

When it comes to expressing their grief, young children often lack the vocabulary to express their feelings verbally, instead, they may express grief through play, art, or behavior changes. It is important to provide a variety of ways to express their emotions, feelings, and thoughts. You may see quick mood changes and may also see some behavioral regression, such as bedwetting or thumb-sucking, as these are common reactions to grief in very young children. A stable routine will provide a sense of security and predictability for children experiencing complicated grief reactions.

Adolescents are developing their identities and may struggle with how grief affects their self-perception and relationships. Grief can intensify feelings of isolation, making it crucial to provide a safe space for open expression. Adolescents may turn to peers for support, but they might also fear being stigmatized or misunderstood. They may also turn to risky

behaviors like substance abuse or self-harm to cope with grief. Encouraging open communication and educating peers on how to offer support can be beneficial. Promoting healthy coping mechanisms such as engaging in creative outlets, participating in support groups, or talking to a therapist is essential.

Encourage young children and adolescents to talk about their feelings and fears. Create an environment where they feel safe expressing themselves without judgment. Connecting grieving children and adolescents with their peers who have experienced similar losses can provide a sense of understanding and belonging. Consider referring to professional counseling or therapy for children and adolescents who may be dealing with significant disruptions in their lives due to their grief.

Schools can help by offering grief education to teachers and students to promote empathy and awareness. “One of the most effective ways to support students is to help all children understand more about death as part of their ongoing learning about life.”²

Schools are a great place for children to receive support for grieving because:

- Students spend a lot of time at school.
- Schools are familiar – largely a place where kids feel safe.
- Teachers and other support staff are available to help kids who are grieving.
- There are large numbers of students who can be reached at once.
- Teachers spend large amounts of time of time with students in a natural environment.
 - Teachers have a unique perspective about how the child may be grieving.
 - Teachers experience the child’s behavior at school – where grief behaviors may be more apparent – things such as acting out, conflict with peers, or less interest in school.
 - Teachers can assess these behaviors before and after a loss.

- The teacher's distance from the loss can be a benefit because the child does not have to "protect" the teacher's feelings when talking about their loss as they may feel they have to do when talking to family members.
- Families typically appreciate the support provided by schools.
- When a family experiences a loss, children need support beyond the family.

Grief is a life-long journey. Children will carry their grief with them as they grow. It is important to understand that children will experience their grief at different times throughout their life. The holidays can intensify feelings of grief and loss. Significant events like getting a driver's license, going to prom, or graduation can bring on intense feelings of grief. Grief has no time limit. Allowing time and space for children to grieve can help normalize the ebb and flow of grief and help children deal with the powerful emotions that grief can bring.

Grief in young children and adolescents is a complex emotional journey that requires understanding, patience, and support. By acknowledging the unique challenges each age group faces and providing appropriate resources and care, we can help them navigate grief in healthy ways. Remember that grief knows no age, and with the right support, young people can build resilience and learn to cope with the profound loss they may encounter on their life journeys.

References:

1. Coalition to Support Grieving Students. Concepts of Death. Module Summary.
<https://grievingstudents.org/module-section/concepts-of-death/>
2. The Grieving Student A Guide for Schools, Second Edition by David Schonfeld, M.D., & Marcia Quackenbush, M.S., M.F.T., C.H.E.S; second edition, 2021.

Resources:

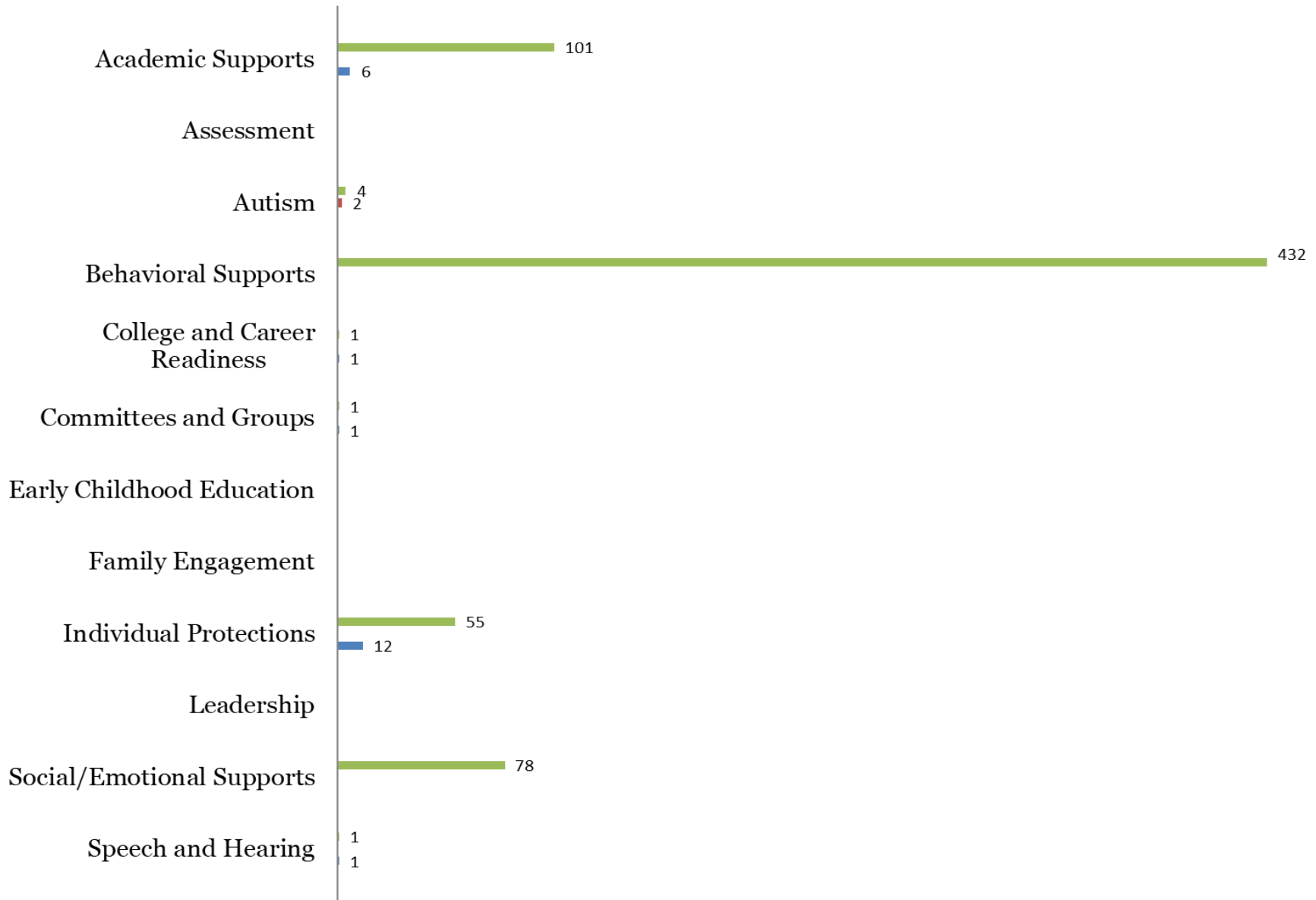
- National Alliance for Children’s Grief - <https://nacg.org/>
- Children’s Bereavement Center – <https://childbereavement.org/>
- Dougy Center – <https://www.dougy.org/>
- The Children’s Room – <https://childrensroom.org/>
- <https://kidsgrief.ca/>
- <https://childmind.org/article/helping-children-deal-grief/>
- <https://kidshealth.org/en/parents/death.html>
- https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Children-And-Grief-008.aspx
- <https://www.mayoclinichealthsystem.org/hometown-health/speaking-of-health/do-children-grieve>
- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/addressing-grief>

DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

SEPTEMBER 2023 PARTICIPANTS - 23

673 YEAR-TO-DATE PARTICIPANTS

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



Save

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Professional
Learning Opportunity



Special Education Directors' Training

Special education directors will participate in trainings focusing on the needs or interests in the area of special education research, programs, or legal compliance.

October 20, 2023 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238485>

February 23, 2024 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238487>

April 19, 2024 | 12:00 - 2:00pm | <https://sbcss.k12oms.org/52-238488>

Get in **Touch**

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org

San Bernardino County District Attorney's Office
Jacquelyn Rodriguez, Public Affairs Officer



#ActNow - Fentanyl Awareness

Learn about the new era of illicit drug sales and distribution, identify the signs of substance abuse, and the justice system's response in San Bernardino County.

Thursday, November 16, 2023

CAC Reps Business Meeting 4:30 - 5:00 p.m. | Presentation 5:00 - 6:00 p.m.

REGISTRATION

Register on OMS (URL: <https://sbcsc.k12oms.org/238478>) or scan a QR code for registration.



LOCATION

Virtual. A zoom link will be sent out prior to the meeting.

COST

Free to attend.

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

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3573

Oficina del Abogado del Distrito del Condado de San Bernardino
Jacquelyn Rodriguez, Representante de Asuntos Públicos



#ActNow - Conciencia sobre el Fentanilo

Aprende acerca de la nueva era de venta y distribución de drogas ilícitas, Identifica las señales del abuso de sustancias y la respuesta del sistema del sistema de justicia en el Condado de San Bernardino.

Jueves, 16 de noviembre, 2023

CAC Reunión Comercial Reps 4:30 - 5:00 p.m. | Presentación 5:00 - 6:00 p.m.

REGISTRO

Register on OMS (URL: <https://sbcss.k12oms.org/238478>) o
escanée un código.



LUGAR

Se enviará un enlace de Zoom antes de la reunión.

PRECIO

Gratis

ACOMODACIONES ESPECIALES

Por favor envíe cualquier solicitud de acomodación especial por los
menos quince días laborales de la jornada de preparación, referenciando
su solicitud en el momento del registro.

GET IN TOUCH |

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3573



CAHELP PRESENTS THE 2023-24 IMTSS SYMPOSIUM

RECONNECTING THE DOTS: EMPOWERING STUDENTS & EDUCATORS FOR SUCCESS

8:30 a.m. - 3:30 p.m. | February 21, 2024

A full day Symposium featuring

Dr. Rebecca Branstetter & Dr. Ron Powell and more!

Location:

DoubleTree by Hilton Hotel Ontario | 222 N Vineyard Ave, Ontario, CA 91764

Price:

\$250 - Includes Continental Breakfast and Lunch

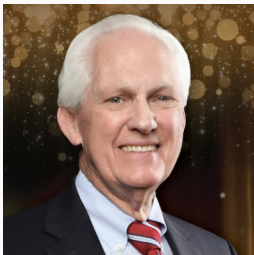
Registration:

[Register Online on OMS](https://sbcscs.k12oms.org) or Scan the QR Code

(URL: <https://sbcscs.k12oms.org/52-242545>)



Dr. Rebecca Branstetter



Dr. Ron Powell

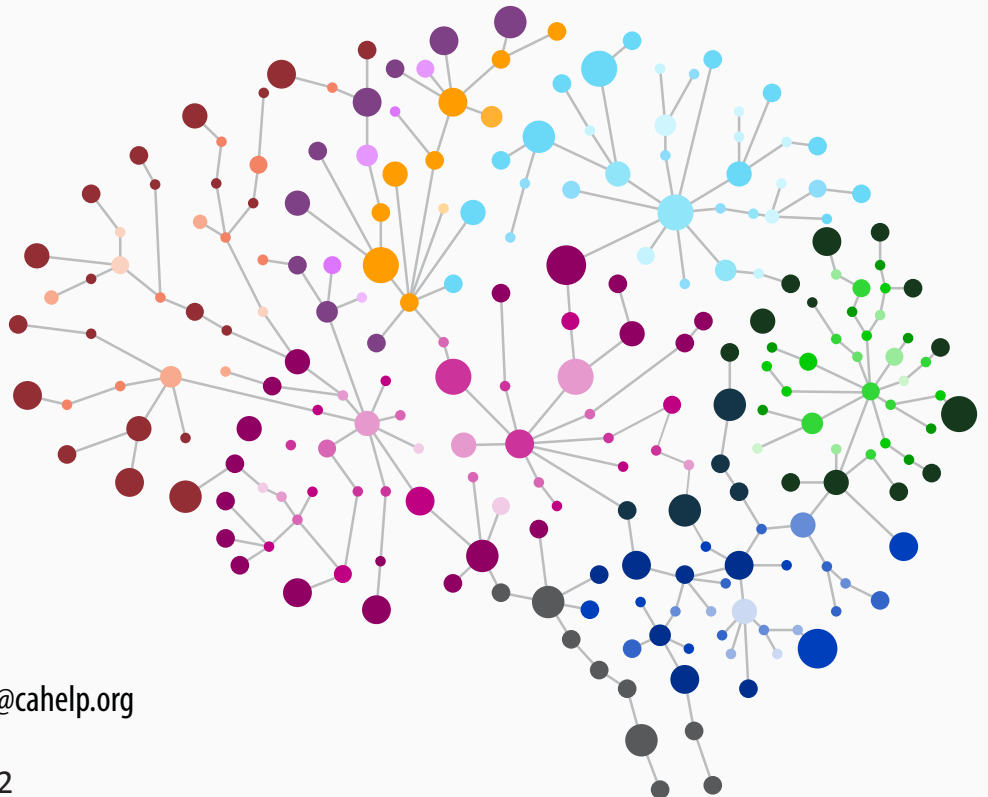
Get in **Touch** |

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RECONNECTING THE DOTS:
EMPOWERING STUDENTS &
EDUCATORS FOR **SUCCESS**



Dr. Rebecca Branstetter

Rebecca Branstetter, Ph.D., is a school psychologist, speaker, and author on a mission to help children be the best they can be in school and in life by supporting school psychologists, educators, and families. She is the founder of The Thriving Students Collective and Thrive Hive TV™ Network, online platforms for boosting the mental health and learning needs of children.

A sought-after speaker and national media expert, Rebecca's expertise has appeared in various publications, including Huffington Post, Washington Post, NPR, CNN, and Parents Magazine. Dr. Branstetter and her husband are proud parents to two daughters (and two seriously fluffy husky dogs) in the San Francisco Bay Area.



Dr. Ron Powell

Dr. Ron Powell has devoted his career to public education. For 49 years he has continued to explore ways to make the promise of education available to all children. As a teacher, administrator, researcher, adjunct faculty at the University of California, and consultant, Dr. Powell has distinguished himself as the developer of creative and innovative solutions to address the complex emotional and behavioral health needs of children. He is a published author, an accomplished public speaker, and a recognized expert in the emotional, mental, and behavioral health needs of children. In acknowledgment of these contributions, Dr. Powell has received statewide recognition and has been honored by numerous awards including the 2023 Distinguished Service Award for San Bernardino County and the Lifetime Achievement Award by the California Mental Health Advocates for Children and Youth.

Desert Mountain Charter SELPA
 Due Process Summary
 July 1, 2023 - September 30, 2023

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR							Filed on Parent
	18/19	19/20	20/21	21/22	22/23	23/24	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled	Hearing Active	Hearing Decision	
Allegiance STEAM Thrive - Chino	0	0	0	0	1	1	2	0	0	0	1	0	0	0	1
Allegiance STEAM Thrive - Fontana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aveson Global Leadership Acad	1.5	0	0	2	2	0	5.5	0	0	0	0	0	0	0	0
Aveson School of Leaders	1.5	0	0	4	3	0	8.5	0	0	0	0	0	0	0	0
Ballington Acad for Arts & Sci	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elite Academic Acad - Lucerne	0	0	4	0	0	0	4	0	0	0	0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Julia Lee Performing Arts Acad	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
LaVerne Elem Preparatory	0.5	0	0	0	0	0	0.5	0	0	0	0	0	0	0	0
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Odyssey Charter School (Altadena)	0	0	0	2	2	1	5	0	0	0	0	1	0	0	0
Odyssey Charter School -South (Pasa)	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Pasadena Rosebud Academy	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Virtual Prep Academy at Lucerne	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	6.5	0	4	8	10	2	30.5	0	0	0	1	1	0	0	1

Desert Mountain Charter SELPA
 Due Process Activity Summary
 July 1, 2023 - September 30, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.	Private Placement <hr/> NPS Placement
1. Odyssey Altadena Case no. 2023080236	Denial of FAPE 1. Failure to address bullying 2. Failure to address chronic absenteeism 3. Failure to address behavior in an IEP 4. Failure to implement IEP 5. Failure to address placement	8/7/2023	8/21/2023		9/26-28/2023	8/21/23 - Seeking full funding of NPS IEP.			
2. Allegiance - Chino Case no. 2023090255	Is parent entitled to an IEE when not disagreeing with an assessment?	9/11/2023	N/A		11/4-6/2023				

Desert Mountain Charter SELPA
Legal Expense Summary
As reported at steering September 21, 2023

2000-2001	\$0.00
2001-2002	\$0.00
2002-2003	\$0.00
2003-2004	\$0.00
2004-2005	\$0.00
2005-2006	\$0.00
2006-2007	\$0.00
2007-2008	\$0.00
2008-2009	\$0.00
2009-2010	\$0.00
2010-2011	\$0.00
2011-2012	\$0.00
2012-2013	\$0.00
2013-2014	\$0.00
2014-2015	\$0.00
2015-2016	\$7,378.00
2016-2017	\$33,886.61
2017-2018	\$70,994.67
2018-2019	\$113,834.81
2019-2020	\$58,033.90
2020-2021	\$43,640.20
2021-2022	\$174,116.17
2022-2023	\$74,861.83
2023-2024	\$13,546.98

Desert Mountain SELPA & Charter SELPA
California Department of Education (CDE) Compliance
October 2023

Compliance and Improvement Monitoring Process (CIM)

All monitoring levels (Significant Disproportionality, Intensive, and Targeted)

Step 3: Planning

Required Activity Timeline and trainings are October 1 to November 30, 2023

Late Individualized Educational Plans (IEPs)
(As of June 30, 2023)

Charter SELPA

28

SELPA

228



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

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(760) 242-5363
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MEMORANDUM

Date: October 19, 2023
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023 - 2024 Transition Partnership Program (TPP) Goals Update

The following is an update as of September 30, 2023, for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023 - 2024 school year. If you have any questions regarding expected outcomes, please contact me at (442) 292-5094 extension. 200, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Year to Date</i>
There shall be 265 DOR potentially eligible clients who receive Job Exploration Counseling Services	265	16
There shall be 265 DOR potentially eligible clients who receive Workplace Readiness Training services	265	166
There shall be 200 DOR potentially eligible clients who receive Work-based Learning Experience services	200	42
There shall be 265 DOR potentially eligible clients who receive Instruction in Self-Advocacy services	265	134
There shall be 175 DOR potentially eligible clients who receive Work Experience Placements services	175	49
There shall be 265 DOR potentially eligible clients who receive Counseling on Post-Secondary services	265	16
There shall be 275 unduplicated new DOR potentially eligible clients who receive DOR services	275	109
There shall be 526 unduplicated new DOR potentially eligible clients who receive DOR services	526	403



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MEMORANDUM

Date: October 19, 2023
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023 - 2024 Transition Partnership Program (TPP) Instructional Supply Update

The following is an update for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023 - 2024 school year. If you have any questions regarding the update, please contact me at (442) 292-5094 extension. 200, or via email at Deborah.Sarkesian@cahelp.org.

Instructional supply funds are offered to teachers participating in the TPP program.

- The deadline for order submission is December 31, 2023.
 - After this deadline, unutilized funds will be redistributed among all TPP teachers. This presents another chance to acquire additional supplies.
- The amount per TPP teacher for 2023 – 2024 is \$500.00.
 - This amount is an increase of \$250.00 compared to previous years.
- Preferred vendors
 - Office Depot
 - Lakeshore Learning Store
 - Pro-Ed

For more information or questions regarding unallowable items, please contact Brianna Sincox at (760) 646-8000, extension. 368 or via email at Brianna.Sincox@cahelp.org.



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MEMORANDUM

Date: October 19, 2023
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023 - 2024 Transition Partnership Program (TPP) New Referrals Update

The following is an update as of September 30, 2023, for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023 - 2024 school year. If you have any questions regarding the update, please contact me at (442) 292-5094 extension. 200, or via email at Deborah.Sarkesian@cahelp.org.

The referral deadline is November 17, 2023. Following this date, all remaining slots will become available to everyone on a first-come, first-served basis.

<i>District</i>	<i>Allocated</i>	<i>Year to Date</i>
Encore Jr./Sr. Performing Arts Academy	6	0

If your district is not currently listed, but you're interested in exploring the potential benefits of the Transition Partnership Program for your students, please don't hesitate to contact Bobbie Taylor. You can reach her directly at (760) 646-8000 extension. 365. or via email at bobbie.taylor@cahelp.org. She'll be more than happy to assist you.



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MEMORANDUM

Date: October 19, 2023
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023 - 2024 Transition Partnership Program (TPP) Workshop Update

The following is a workshop update for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023 - 2024 school year. If you have any questions regarding the update, please contact me at (442) 292-5094 extension. 200, or via email at Deborah.Sarkesian@cahelp.org.

There are a total of six workshops offered annually, spanning from October to March.		
Month	Workshop	Description
October	Department of Rehabilitation (DOR) & Paid Work-based Learning (WBL) Experience	The Department of Rehabilitation & Paid Work-based Learning Experience workshop allows students to learn more about the benefits of DOR and the requirements of working through the Transition Partnership program.
November	Interviewing Basics	The Interviewing Basics workshop is an opportunity for students to learn the fundamental principles and techniques involved in participating in an interview, whether it's a job interview, informational interview, or any other type of interview.
December	Mock Interviews	The Mock Interview workshop is a safe environment for students to practice and refine responses, helping to make a positive impression in actual interviews.

Transition Planning for All Students

This course is specifically designed to provide participants with an overview of the legal mandates and ethical requirements necessary to meet IDEA transition mandates for students with disabilities age 16 and older. An emphasis will be placed on transition services including the Individual Transition Plan (ITP), measurable postsecondary goals, and the legal requirements for developing the Summary of Performance (SOP). Using the person-centered planning process, participants will learn how to generate student profiles essential in the required planning of postsecondary goals.

Participants will learn how to meet the requirement of Indicator 13, strategies necessary to involve students and family members in student-centered transition planning, and review a systematic approach to develop meaningful and realistic transition goals based on student needs, interests, and assessment profiles.

Presented By

Bobbie Taylor, Project Manager

Isaac Medina, Project Manager

Date

November 2, 2023

Time

9:00 - 11:00 a.m.

Location

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



Audience

Special and general education teachers, counselors, administrators, psychologists, and other interested support staff who work with the secondary student population.

Cost

There is no cost for this training.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-242333>

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) 646-8000 ext. 368

Email : Brianna.Sincox@cahelp.org

Website : www.cahelp.org



The CAPTAIN X Collaborative

Join us virtually to get the latest from the California Autism Professional Training And Information Network (CAPTAIN). Be in the know regarding what's happening across the state and our region regarding autism.

Stay up to date on trainings, Real Talks, and other available resources.

Share with your local CAPTAIN team what's happening in your LEA. What's working and where are additional supports are needed.

We're building a network focused on developing autism resources and supports to match our communities' need.

Presented by:

Jennifer Rountree, Program Specialist

Audience

General and Special Education Teachers, Paraprofessionals, Site Administrators, Speech-Language Pathologists

Date & Time

Wednesday, November 29, 2023 2:30-3:30pm

Tuesday, February 13, 2024 3:00-4:00pm

Wednesday, April 17, 2024 2:30-3:30pm

Registration

Please register online at:

<https://sbcss.k12oms.org/52-242605>

Location

Virtual on Zoom

Special Accommodation

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

7.1 Maintenance of Effort and Excess Cost Update

No materials, verbal report only

7.2 ERMHS Funds Update

No materials, verbal report only



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 (760) 242-5363
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MEMORANDUM

Date: October 19, 2023
To: Directors of Special Education
From: Codi Anderson, Occupational/Physical Therapy Supervisor

Subject: Occupational and Physical Therapy Reports

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

If you have any questions concerning either report, please contact me at (760) 955-3659 at Codi.Andersen@cahelp.org

Upcoming Trainings

Date/Time	Event	Location
10/23/2023 2:45 PM - 4:45 PM	PBIS TEAM TRAINING - SBCSS PRESCHOOLS	Q1 TRAINING - VIRTUAL
10/24/2023 2:00 PM - 4:00 PM	Occupational Therapy Tips and Tricks Training	DMESC
10/26/2023 8:30 AM - 12:30 PM	FUNDAMENTALS OF RESTORATIVE PRACTICES	DMESC
10/26/2023 2:00 PM - 4:00 PM	THE ART OF FACILITATING IEP MEETINGS	VIRTUAL
10/30/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (EAGLE RANCH, EL MIRAGE, TED)
10/30/2023 8:30 AM - 4:30 PM	RESPONDING TO SCHOOL CRISIS	DMESC
11/1/2023 3:00 PM - 5:30 PM	PUTTING EBPS INTO PRACTICE: PEER-BASED INSTRUCTION AND INTERVENTION	VIRTUAL
11/6/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (MESA LINDA & MELVA DAVIS)
11/7/2023 12:00 PM - 2:00 PM	PBIS IN THE HOME - SBCSS PRESCHOOLS	VIRTUAL
11/13/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (COLUMBIA & GEORGE)

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
11/16/2023 4:30 PM - 6:00 PM	COMMUNITY ADVIORY COMMITTEE (CAC) VIRTUAL	VIRTUAL
11/16/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (ADELANTO ELEM. &
11/16/2023 1:30 PM - 4:30 PM	UNDERSTANDING AND SUPPORTING STUDENTS WITH ADVERSE CHILDHOOD EXPERIENCES (ACES)	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))

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