

California Association of Health and Education Linked Professions,  
Joint Powers Authority (CAHELP, JPA)  
**DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**  
*November 16, 2023 – 9:00 a.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

## **AGENDA**

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### **TELECONFERENCE LOCATIONS**

ASA Charter School – 3512 North E Street, San Bernardino, CA 92405  
Aveson School of Leaders – 1919 E Pinecrest Drive, Altadena, CA 91001  
Ballington Academy for the Arts & Sciences – 3530 Camino Del Rio North, Ste 300, San Diego, CA 92018  
Elite Academic Academy-Lucerne – 43414 Business Park Drive, Temecula, CA 92590  
Julia Lee Performing Arts Academy – 19740 Grand Ave, Lake Elsinore, CA 92530  
Leonardo da Vinci Health Sciences Charter – 229 East Naples St, Chula Vista, CA 91911  
Southern California Flex Academy – 2920 Burgener Blvd, San Diego, CA 92110

### **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 November 16, 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 October 19, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

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

#### 6.1 Legislative Update

Pam Bender will present a legislative update.

#### 6.2 SEIS Transition Update

Pam Bender will provide a SEIS transition update.

#### 6.3 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.

#### 6.4 Professional Learning Summary and Update

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

#### 6.5 Resolution Support Services Summary and Update

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

#### 6.6 Compliance Update

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

#### 6.7 Career Technical Education Update

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

#### 6.8 Prevention and Intervention Update

Deborah Sarkesian will provide the Prevention and Intervention update.

### **7.0 INFORMATION ITEMS**

#### 7.1 Monthly Occupational & Physical Therapy Services Reports

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7.2 Upcoming Professional Learning Opportunities

**8.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

**9.0 CEO COMMENTS**

**10.0 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.

**11.0 ADJOURNMENT**

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, December 14, 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.*

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**DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:**

Allegiance STEAM Academy – Jacque Williams, ASA Charter School – Kari Ramos 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 via Web Ex, Encore Jr/Sr High – Madison Dennison, Leonardo da Vinci Health Sciences Charter – Anne Laird via Web Ex, Odyssey Charter Schools – Chasityflame Price, Pathways to College – James Connell, Southern California Flex Academy - Malia Lovell, and Taylion High Desert – Karen Ware.

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

Jamie Adkins, Pam Bender, Ivan Campos, Heidi Chavez, Peggy Dunn, Marina Gallegos, Colette Garland, Linda Llamas, Maurica Manibusan, Lisa Nash, Sheila Parisian, Kathleen Peters, Karina Quezada, Jennifer Rountree, 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 Malia Lovell, seconded by Karen Ware, to approve the October 19, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 11:0:0: Ayes: Connell, Dennison, Edick, Jung, Laird, Lovell, Mendoza, Price, Ramos, Ware, and Williams. Nays: None, Abstentions: None.

**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 a motion was made by James Connell, seconded by Malia Lovell, to

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approve the following Consent Items as presented. The motion carried on the following vote: 11:0:0: Ayes: Connell, Dennison, Edick, Jung, Laird, Lovell, Mendoza, Price, Ramos, Ware, and Williams. Nays: None, Abstentions: None.

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 presented a legislative update, highlighting the following bills:

- Assembly Bill (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 ninth grade”. Two-Year Bill – Ordered to inactive file.
- AB 447 (Arambula) Public postsecondary education: SWD: inclusive college pilot programs-require California State Universities and request to Universities of California 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 – Vetoed. In San Bernardino County, the SELPAs and San Bernardino County Superintendent of Schools are involved with the LEAs in differentiated assistance.
- Senate Bill (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. There is an exemption for parents/guardians.
- 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. Pam said the emergency safety procedures are for all students and not required in individual students’ IEPs.
- SB 354 (Ochoa Bogh) Inclusive Practices: Inclusive education using Universal Design for Learning – Vetoed. Pam reminded the committee that all students are general education students first. The bill is likely to be reintroduced. Pam will ask State SELPA Administrators if a work group will be created to work on the semantics of language such as team-teaching vs co-teaching, etc.

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- 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 – Ordered to inactive file. Pam said the bill is likely to be presented again in the future.

### 6.2 IDEA and Charter School Responsibilities

Pam Bender provided information on Individuals with Disabilities Education Act (IDEA) and charter school responsibilities. As a reminder, Pam reminded everyone that charter schools are responsible for providing whatever a student needs for their IEP. Charter schools are public schools and cannot refer a student back to their school of residence. Pam continued that providing needed services might require buying a seat at another LEA, working with a non-public school, or county schools. When a student attends a charter school, that school becomes the home school and it is their responsibility to provide for the student. Pam noted a charter school was cited by CDE for their enrollment form not asking if a student is in special education. Some of the charters are working with their legal on how to word the question for their enrollment forms. There was discussion about checking CALPADS for every new student to avoid being out of compliance in case the parent/guardian does not disclose the need.

Kelly Jung shared that nonpublic schools are not accepting students, Los Angeles County Office of Education no longer has county programs to offer, and 15 of her local school districts are not willing to engage in a memorandum of understanding with Odyssey Charter Schools. Kelly asked what SELPA is doing to get the member LEAs access to services.

Pam said Desert Mountain Charter SELPA (DMCS) cannot force LEAs to accept students but can work with member LEAs to help find nonpublic schools in finding placement for students. Pam ensured the committee members DMCS will work towards building relationships with LEAs to assist in finding placements for the students.

### 6.3 SEIS Transition Update

Pam Bender provided a SEIS transition update. She said trainings are ongoing and she continues to provide weekly updates via email. Pam continued that CAHELP JPA staff are entering information from the fillable forms and attaching the documents to the IEP for reference. There have also been staff hired to attach the previous IEP to the student record so it is also available. The SEIS Open Forums are ongoing Tuesdays, 2:30pm-4:30pm and Thursdays, 8:30am-10:00am. Pam said since there has not been a large number of participants, it provides time to walk participants step by step through what they are struggling with. Pam added helpdesk tickets have been submitted to SEIS for issues that have been discovered. She asked to be contacted if there are issues or concerns so she can follow up. Pam said if LEAs have not done the initial affirm process for their students to let her know so CAHELP JPA staff can assist with the process and allow the LEAs to be up to date. Pam advised the committee members to label priority IEPs as

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such when emailing them to the CAHELP SEIS Helpdesk so they can be processed and added to SEIS within 1-2 days of receipt.

Malia Lovell shared her LEA is struggling to get schools to transfer student records once the request has been placed in SEIS. Pam said DMCS will contact the other SELPAs about releasing records.

Chasityflame Price requested onsite training. Colette Garland agreed to follow up.

Karen Ware said the videos on the CAHELP JPA website have been helpful and asked for more information on interim placements. Because it is a process that differs from student to student but it will be considered.

### 6.4 Crisis Prevention Institute (CPI) Training Update

Pam Bender provided a Crisis Prevention Institute (CPI) Training update. She said being short staffed with program specialists, the onsite training dates might not be as soon as expected. The program specialist positions have been posted but there will still be time until the positions are hired and trained.

### 6.5 Larry P. Guidance Update Paper

Pam Bender called on Dr. Karina Quezada to share information on recent Larry P. guidance. Karina reported the State Director of Special Education in September 2022 released a memo that previous interpretations continuing the ban to IQ test African American students was not a good interpretation of the law unless the suspected disability was intellectual disability (ID). Karina said that caused a stir in the school psychologist community. She continued that the California Association of School Psychologists (CASP) met with CDE representatives and the director at that time with conversations lasting throughout last academic year. Karina said on October 10, 2023, CASP provided a memo stating they met with CDE and agreed that the original ban on IQ testing for ID placement and identification stands but does not extend to the other 12 disabilities. She continued that when assessing an African American student and not suspecting ID, an IQ test can be administered. Karina said the October 10, 2023, memo states it is best practice to continue engaging in assessment of students with review of records, conduct interviews, and observations, then lastly administer tests. Continuing with these best practices allows time to look for flags that could represent ID, which would prevent the administration of the IQ test. Karina said once it is confirmed the student does not have ID, the IQ test could be administered but it is best practice to avoid it. She added that speech therapists could also experience this issue. Karina stated the Larry P. rule is only applicable in California with the CDE overwriting what was ruled by the 9<sup>th</sup> Circuit court.

Ivan Campos shared California Speech Language Hearing Association (CSHA) has two position papers on Larry P. Ivan said he continues to advocate for culturally responsive practices when

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assessing students, considering their language background and dialects, and being aware of dialectal differences in which some current assessment may not necessarily be appropriate for students regardless of any shifts in the memo or case law.

Pam said policy and procedure still holds to the original law of not assessing any African American students for IQ. Pam has contacted State SELPA Administrators about the document and reminded the committee that it is a position paper developed by CDE and CASP. State SELPA will look at the ramifications of changing policy but for now, there are no changes of process. Educational agencies cannot test IQ but other agencies can so if a student transfers in with an IQ test, it will need to be redacted. Pam advised to continue with current practices.

Karina added the CAHELP JPA School Psychologists Committee trainings are intentionally selected with Larry P. in mind. The position paper reminds her to continue with best practices of conducting reviews, interviews, and observations while considering the linguistic needs of students. Karina said that permission to give an IQ test does not make it appropriate.

### **6.6 Desert Mountain Children’s Center Client Services Reports and Update**

Linda Llamas presented the Desert Mountain Children’s Center Client Services monthly reports and updates. Linda reviewed the updated report format and said the reports are automatically encrypted when emailed. The reports are generally sent to the special education directors to disseminate as they feel is appropriate. Linda said only the special education directors or the authorized LEA representative can change who receives the monthly reports.

Linda shared two attached mental health research articles on suicide prevention and grieving loss. She said the articles can be shared with LEA staff or anyone that would benefit from the information.

### **6.7 Professional Learning Summary and Update**

Heidi Chavez presented the Desert Mountain Charter SELPA’s Professional Learning Summary and updates. The Directors’ Training to be held on October 20, 2023 will be in person and recorded. When the recording is accessible, it will be shared with the special education directors along with the materials. The trainings will have a virtual attendance option when that cannot be recorded. Heidi then said the Community Advisory Committee (CAC) meetings are virtual this school year as requested by parents with the next being scheduled for November 16, 2023 on the topic of Fentanyl Awareness. CAC LEA representation and parent representation are a requirement of SELPA membership. Heidi asked to be notified when there are changes of representatives and said she can also be contacted to confirm who the representatives are. She said the LEA representative does not have to be the committee member but any staff member. The representative portion of the meetings are 4:30 p.m.-5:00 p.m. with the presentations being 5:00 p.m.-6:00 p.m. Heidi shared the 2023-24 IMTSS Symposium is scheduled for February 21, 2024



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at the DoubleTree by Hilton in Ontario, California. The topic of the day will be reversing educator burnout with the keynote speakers being Dr. Rebecca Branstetter and Dr. Ron Powell. Both keynote speakers will also provide a breakout session. It is a full day symposium with breakfast and lunch being provided for a registration fee of \$250.00 per person.

### 6.8 Resolution Support Services Summary and Update

Kathleen Peters presented the Desert Mountain Charter SELPA's Resolution Support Services Summary and update. She said case filings are following the pattern of nonpublic school placement and requests for vision therapy. Kathleen encouraged committee members to contact her team as soon as there is an inkling there could be a filing. She said it is important to include a student's current IEP, any fillable forms, and any other pertinent documents in the Drop Box for all cases. Kathleen shared that all cases from 2022-23 have been closed. She said that the word is out that ADR is available to parents and school staff to solve problems at the lowest level.

### 6.9 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said the LEAs in Compliance and Improvement Monitoring (CIM) are in step 3 which is planning. She said there are only a few charters that are in targeted monitoring and they have submitted their documents to CDE within the required timeline. Peggy shared the results Cyclical Monitoring for Small LEAs Cycle A are in an embedded email from Peggy and CDE. The LEAs can make corrections and answer questions in the included link. The due date for the corrections is 45 days from date of email. Peggy said the charter schools are doing well with staying current on IEPs. She asked to be contacted with any questions or concerns regarding compliance issues.

Pam Bender said one of the many benefits of SEIS is that it will provide the teacher's name and school site for late IEPs so supports and troubleshooting can happen.

### 6.10 Career Technical Education Update

Deborah Sarkesian provided the Career Technical Education (CTE) update. She shared there is funding for Transitional Partnership Program (TPP) teachers to receive instructional supplies. The deadline for submission is December 31, 2023. Deborah shared the Transition Planning for All Students training is scheduled for November 2, 2023, at 9:00 a.m.-11:00 a.m. It is a virtual training and is offered at no charge.

Deborah said the PBIS Recognition event went very well and shared her appreciation to those that were in attendance.

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6.1 The California Autism Professional Training and Information Network X Collaborative

Jennifer Rountree provided information on the California Autism Professional Training and Information Network X (CAPTAIN X) Collaborative. Jennifer shared the collaborative is being offered to staff who want to know what is happening across the state and region regarding autism. It is also an opportunity to share what is happening at the LEAs and to get additional support. The meetings are virtual and are scheduled for: November 29, 2023, 2:30 p.m.-3:30 p.m.; February 13, 2024, 3:00 p.m.-4:00 p.m.; and April 17, 2024, 2:30 p.m.-3:30 p.m. Jennifer asked to be contacted with any questions or if additional information is needed.

**7.0 FINANCE COMMITTEE REPORTS**

7.1 Maintenance of Effort and Excess Cost Update

Marina Gallegos provided an update on Maintenance of Effort (MOE) and Excess Cost. She said the reports were due to her by September 15, 2023. Marina reported there are a few LEAs that have not submitted the reports and she has reached out to them. She asked for the LEAs to reply to emails from the business office asking for documents so the data can be submitted to CDE by their deadline.

7.2 Educationally Related Mental Health Services (ERMHS) Funds Update

Marina Gallegos provided an update on the process and procedure of ERMHS funds moving to SELPA. The LEAs funds should reflect in Resource 6546 and those receiving ERMHS from Desert Mountain Children's Center (DMCC) will return the funds to DMSELPA who will in turn pass through to DMCC. Marina said it is still to be determined how the funds will move from the LEAs to SELPA, whether by invoice or automatic funds transfer. She said at this time the amount of funding is based on the LEA P-2 certified count which is approximately \$71 per ADA. Marina stated the fiscal contacts will hear from the business department on how to work out the transaction. She reiterated the federal funding continues to come to the SELPA with AB 114 is apportionment and monthly payments are made as a reimbursement. CDE will be asking LEAs to submit financial reports and expense reports in order to access the apportioned funds.

**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**

None.

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### **10.0 CEO COMMENTS**

Pam Bender said she has been thinking about leadership and how the members of the committee are leaders. She provided the definition of leadership as the ability of an individual or group of people to influence and guide members of an organization, society, or team. It is often attributed to a person's title, seniority, or ranking in hierarchy. Pam said that is not always the case as leaders are seen in classrooms and schools that do not have titles. She continued stating an effective leader has the following characteristics: self-confidence, strong communication and management skills, creative and innovative thinking, perseverance, willingness to take risks, open to change, levelheaded, and reactivity in times of crisis. Pam publicly acknowledged CAHELP staff who have gone above and beyond to do what needs to be done to help LEAs continue to move forward. CAHELP staff stepped up and supported the LEAs with every spare minute during the day, as well as on Saturdays, and after hours during the week. She said this includes managers and classified support staff who have been willingly and diligently working to get things done. Pam continued that she wants the committee members to know how much the support staff has been working to support the LEAs because leaders are seen as those at the top but without the people who are actually doing the work and getting things done, the organization could not support the member LEAs.

### **11.0 MATTERS BROUGHT BY THE PUBLIC**

None.

### **12.0 ADJOURNMENT**

Having no further business to discuss, a motion was made by James Connell, seconded by Malia Lovell, to adjourn the meeting at 10:57 a.m. The motion carried on the following vote: 11:0:0: Ayes: Connell, Dennison, Edick, Jung, Laird, Lovell, Mendoza, Price, Ramos, Ware, and Williams. Nays: None, Abstentions: None.

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.*

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# November 2023 Legislative Update

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# Legislative Calendar

- New statutes take effect on January 1, 2024, unless otherwise noted.
- Legislature reconvenes in January 2024.
- Governor's 2024 budget will be released by January 10<sup>th</sup>.
- Last day for bills to be introduced is February 16, 2024.

# Legislation Updates

- [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; **Chaptered**
- [AB 248](#) (Mathis) Individuals with intellectual or developmental disabilities: removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation”; **Chaptered**
- [SB 531](#) (Ochoa Bogh) Pupil Safety: local education agencies: background checks; **Chaptered**

**Urgency- in effect immediately**

# Legislation Updates- Chaptered Bills

- [AB 1340](#) (Garcia) School Accountability: pupils with exceptional needs- post statewide data based on disability on CDE website
- [SB-323](#) (Portantino) Pupils with exceptional needs: IEPs: emergency safety procedures- comprehensive school safety plan includes access and equity component to support all students
- [AB-611](#) (Weber) Non Public School Certification- requires the LEA to notify the parent within 14 days of a change in certification status
- [AB-723](#) (Quirk-Silva) Foster Youth: NPS: School of Origin- makes an NPS the school of origin
- [AB 1466](#) (Weber) Pupil Discipline: Restraint and Seclusion- requires restraint and seclusion data to be posted on the LEA website.
- [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; may impact parents providing transportation on a reimbursement basis

# Legislation Updates- *OF NOTE*

## [AB 1722](#)- Pupil Health: credentialed school nurses, registered nurses, and licensed vocational nurses

- You may hire a licensed vocational nurse
  - must be supervised by a credentialed school nurse in your LEA or another
  - if in another LEA, there must be a written agreement with specific details
  - document efforts to hire a credentialed school nurse and “shall” include distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media
  - Needs LEA Board approval and “certify” to CDE- again detailed requirements
  - Includes LEA and School Nurse indemnification for supervision
  - LVN may conduct vision and hearing screenings






**DESERT MOUNTAIN CHARTER SELPA**

***As of November 9, 2023***

LEA	IEP's Received	IEP's Completed	Priority IEP's	Need Assistance	Total IEP's PENDING
PASADENA ROSEBUD	1	0	0	0	1
TAYLION HD	56	2	0	1	54
<b>TOTAL</b>	<b>57</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>55</b>



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

 (760) 955-3601  
 (760) 946-0819  
 [www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

## MEMORANDUM

Date: November 15, 2023  
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 (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](mailto:linda.llamas@cahelp.org)



**Desert Mountain Children's Center**  
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## **STEERING COMMITTEE**

### **MENTAL HEALTH TRENDS REPORT**

**NOVEMBER 1, 2023**

The holidays can be a difficult time of the year for many individuals, including kids. The reasons that the holiday season can be stressful are as varied as the individuals affected – the stress can come from individual experiences, family dynamics, relationships, etc. In a survey conducted in 2021, 3 of 5 respondents stated that their mental health was negatively affected by the holidays.<sup>1</sup> While the respondents in this survey were adults, we know that the holidays can also be stressful for kids.<sup>2</sup>

Some common factors contributing to holiday stress for children include:

#### **1. Disruption of Routine**

- The holiday season often disrupts their daily schedules, with changes in school routines, sleep patterns, and activities.
- Since children thrive on routine and predictability, this disruption can be unsettling for some children.

#### **2. Academic Pressure**

- For students, the holidays may coincide with exams, assignments, or projects, leading to academic stress.
- Preparing for end-of-semester exams or managing homework during a time when they expect to relax can be challenging.

#### **3. Missing Loved Ones**

- The holidays may evoke feelings of sadness or grief if children have lost loved ones or if family members are absent due to work, military service, or other reasons.

#### **4. Family Dynamics**

- Family gatherings during the holidays can bring both joy and stress.
- Conflicts or strained family relationships can cause anxiety for children.
- Children may also experience stress due to changes in living arrangements if parents are divorced or separated.

#### **5. Overstimulation**

- The holiday season often involves sensory overload, with bright lights, loud music, and crowded spaces.
- For children who are sensitive to sensory stimuli, this can be overwhelming and lead to stress.

#### **6. Media and Commercialization**

- The holiday season is often portrayed in the media and advertising as a time of perfect happiness and abundance.
- Children may feel pressure to meet these unrealistic expectations.

#### **7. Time Pressure**

- With numerous holiday activities and commitments, children may feel rushed and time stressed.
- This can contribute to anxiety and overwhelm.

#### **8. Travel and Disruption of Home Life**

- Traveling during the holidays or hosting visitors can disrupt a child's sense of home and security.
- Changes in sleeping arrangements and daily routines can be unsettling.

#### **9. Financial Concerns**

- Children may pick up on financial stress in their families related to holiday spending.
- They may worry about the cost of gifts or the family's financial well-being.

#### **10. Gift Expectations**

- Children may feel pressure to receive or give gifts, and they might worry about disappointing others or not receiving what they desire.
- This can be particularly stressful if their expectations are not met.

### 11. **Social Pressure**

- Holiday parties and gatherings may expose children to social situations where they feel pressured to socialize with relatives and/or peers they are not comfortable interacting with.

### 12. **Peer Comparisons**

- Children may compare their holiday experiences, gifts, or family celebrations with those of their peers.
- This can lead to feelings of inadequacy and/or stress.

### 13. **Cultural or Religious Expectations**

- For children from families with strong cultural or religious traditions, there may be additional expectations and responsibilities during the holiday season, adding to their stress.

Schools can play a crucial role in helping students deal with the stress of the holidays. Here are some practical tips for schools to support students during this potentially stressful period:

#### 1. **Create a Safe and Supportive Environment**

- Encourage an open and non-judgmental atmosphere where students feel comfortable discussing their holiday-related stress.
- Train staff, including teachers, counselors, and support personnel, to recognize signs of stress and offer support.

#### 2. **Holiday-Themed School Activities**

- Plan holiday-themed activities that are fun and engaging, such as decorating the school, holiday music, and special events.
- Make sure they are inclusive of diverse cultural celebrations.

#### 3. **Cultural Sensitivity**

- Respect and acknowledge the diverse cultural and religious backgrounds of students.
- Promote understanding and inclusivity by highlighting the various holiday traditions and celebrations.

#### **4. Anti-Bullying Initiatives**

- Continue anti-bullying efforts and reinforce the importance of kindness, empathy, and respect among students.

#### **5. Positive Reinforcement**

- Celebrate students' achievements, no matter how small.
- Positive reinforcement can boost self-esteem and reduce stress.

#### **6. Promote Healthy Habits**

- Encourage students to maintain a healthy lifestyle, which includes a balanced diet, regular exercise, and adequate sleep.
- These habits can help reduce stress and improve overall well-being.

#### **7. Monitor Media Exposure**

- Be mindful of the media content consumed at school and discuss the potential impact of holiday-related news or advertisements.

#### **8. Educate on Expectations**

- Help students manage their expectations by discussing potential stressors and encouraging realistic outlooks on the holiday season.

#### **9. Peer Support Groups**

- Establish peer support groups where students can share their experiences and provide emotional support to one another.

#### **10. Stress Management Workshops**

- Organize workshops or presentations focused on stress management.
- Invite experts or mental health professionals to speak to students about coping strategies and self-care.

#### **11. Mindfulness and Relaxation Practices**

- Introduce mindfulness and relaxation techniques in the classroom.
- Simple exercises like deep breathing or short meditation sessions can help students manage stress.

#### **12. Sensory-Friendly Spaces**

- Create sensory-friendly spaces within the school for students who may become overwhelmed by sensory input during the holidays.

#### **13. Counseling Services**

- Ensure that school counselors are readily available for students who need someone to talk to about their holiday-related stress.
- This support should be confidential and nonjudgmental.

#### **14. Homework Policies**

- Implement holiday homework policies that reduce academic pressure during the holiday season.
- Give students time to rest and spend quality time with their families.

#### **15. Flexible Attendance and Assignments**

- Be flexible with attendance policies and assignment deadlines to accommodate students who may be experiencing stress or facing unique holiday challenges.

#### **16. Community Engagement**

- Promote community engagement and service-learning projects.
- Encourage students to give back to the community, which can be a source of fulfillment and stress relief.

#### **17. Parent Involvement**

- Communicate with parents and guardians about the school's efforts to support students during the holidays.
- Share information on resources and strategies for managing holiday stress at home.

#### **18. Encourage Acts of Kindness**

- Encourage students to engage in acts of kindness within the school community and beyond.
- Recognize and celebrate these acts to promote a positive atmosphere.

By implementing some of these strategies, schools can provide a supportive and nurturing environment that helps students manage the stress of the holidays more effectively. It is important to tailor these approaches to the specific needs and characteristics of your school community. Remember that every child is unique, so it is also essential to adapt these methods to the child's age, personality, and specific stressors. By being supportive, understanding, and proactive, schools can help children have a happier and less stressful holiday season.

## **References:**

1. [https://sesamecare.com/blog/lowering-holiday-stress-2021?irclickid=0g2RdU1M0xyIR2dRPwzV03iiUkGz4z3GISrcyY0&utm\\_source=affiliate&utm\\_medium=Skimbit%20Ltd.&utm\\_campaign=Impact&irgwc=1](https://sesamecare.com/blog/lowering-holiday-stress-2021?irclickid=0g2RdU1M0xyIR2dRPwzV03iiUkGz4z3GISrcyY0&utm_source=affiliate&utm_medium=Skimbit%20Ltd.&utm_campaign=Impact&irgwc=1)
2. <https://newsnetwork.mayoclinic.org/discussion/mental-health-and-the-holidays-stress-for-kids/>

## **Resources:**

- <https://hms.harvard.edu/news-events/publications-archive/brain/holiday-stress-brain>
- <https://health.usnews.com/wellness/for-parents/articles/teen-mental-illness-and-the-holidays>
- <https://www.nami.org/Blogs/From-the-CEO/December-2021/The-Most-Difficult-Time-of-The-Year-Mental-Health-During-the-Holidays>
- <https://www.bcscs.org/holiday-youth-mental-health-wellness/>
- [https://www.handyhandouts.com/viewHandout.aspx?hh\\_number=412&nfp\\_title=Holiday+Stress+Affects+Children+Too!](https://www.handyhandouts.com/viewHandout.aspx?hh_number=412&nfp_title=Holiday+Stress+Affects+Children+Too!)
- <https://www.nctsn.org/search?query=holiday+stress>
- <https://www.verywellfamily.com/holiday-stress-and-anxiety-in-children-620516>
- <https://www.health.harvard.edu/blog/7-ways-prevent-holiday-stress-children-2017112812809>
- <https://www.michiganmedicine.org/health-lab/could-holiday-stress-be-affecting-your-childs-holiday-joy>
- <https://www.additudemag.com/holiday-stress-anxious-kids-adhd/>
- <https://neurosciencenews.com/child-holiday-stress-22065/>
- <https://childmind.org/article/how-to-take-the-stress-out-of-the-holidays/>
- <https://www.teachhub.com/teaching-strategies/2019/12/how-to-help-students-deal-with-holiday-stress/>
- <https://www.steampoweredfamily.com/helping-students-who-find-holidays-hard/>



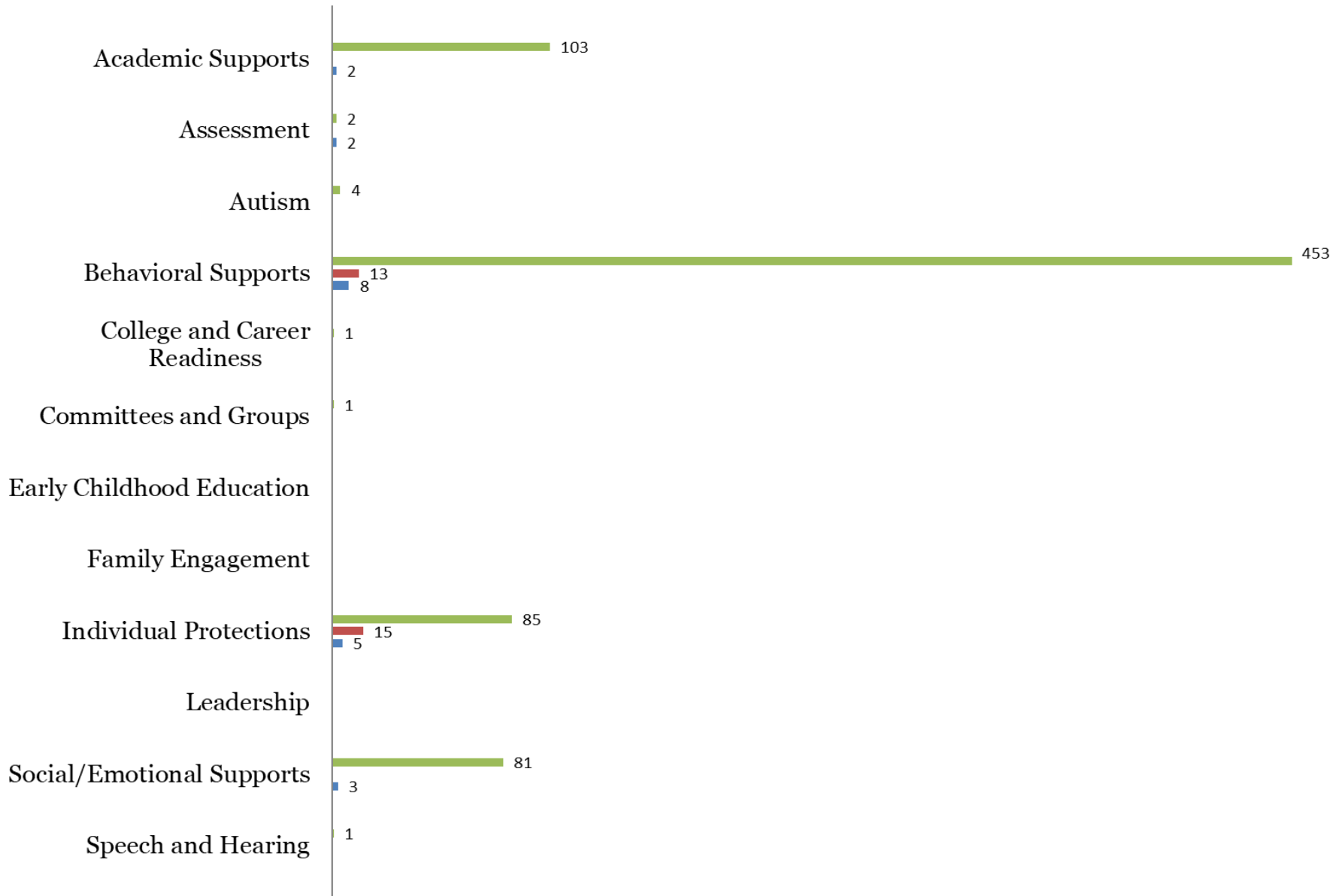
- <https://www.edpost.com/stories/how-you-can-help-your-students-cope-with-holiday-stress>
- <https://www.thesocialemotionalteacher.com/manage-holiday-stress-in-the-classroom/>
- <https://base.education/student-mental-health-during-holidays/>
- <https://www.weareteachers.com/supporting-students-winter-break/>
- <https://freespiritpublishingblog.com/2017/12/11/helping-students-cope-with-holiday-stress/>
- <https://empoweringeducation.org/blog/five-tips-to-reduce-winter-break-anxiety-for-students/>
- <https://www.pbs.org/newshour/education/dont-assume-that-every-student-had-a-fun-or-warm-holiday-break>
- <https://www.ahaprocess.com/why-can-the-holidays-be-so-stressful-and-dreaded-by-students/>
- <https://www.psychiatry.org/news-room/apa-blogs/seven-ways-to-cope-with-holiday-stress>
- [https://www.nasponline.org/professional-development/prepare-training-curriculum/prepare-trainers/prepua/ure-newsletter-\(volume-9-issue-2\)/supporting-children-during-the-holiday-season](https://www.nasponline.org/professional-development/prepare-training-curriculum/prepare-trainers/prepua/ure-newsletter-(volume-9-issue-2)/supporting-children-during-the-holiday-season)

# DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

OCTOBER 2023 PARTICIPANTS - 48

731 YEAR-TO-DATE PARTICIPANTS

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



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.



### SPECIAL ACCOMMODATIONS

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

### LOCATION

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

### COST

Free to attend.

### GET IN TOUCH

Email: [Letitia.Macaraeg@cahelp.org](mailto: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 escanee 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](mailto:Letitia.Macaraeg@cahelp.org)

Phone: (760) 955-3573

## The SLP Collaborative Group Presents

# Non-biased Assessment for English Learners with Potential Developmental Language Disorder: Practical Strategies

There is an increasing number of culturally and linguistically diverse students who are English Learners (EL) in America's schools; many of these students come from under-resourced backgrounds. Professionals frequently experience challenges with differentiating language differences from Developmental Language Disorder (DLD) in EL students who are struggling in school. This workshop addresses non-biased assessment strategies and materials that can be used to differentiate language differences from DLD in EL students from any linguistic background.

Participants will be able to:

1. Describe how second language acquisition and bilingualism impact a child's overall language development
2. Explain how normal second language acquisition and bilingualism phenomena can masquerade as symptoms of DLD
3. Summarize federal laws and guidelines pertaining to nonbiased assessment of EL students
4. Identify potential sources of bias on standardized language and IQ tests that are administered to EL students
5. Provide a rationale for the use of informal, nonstandardized methods and materials for differentiating between language differences and DLD in EL students
6. Specifically describe the use of informal, nonstandardized methods and materials for differentiating between language differences and DLD in EL students
7. List suggestions for working effectively with interpreters
8. Apply information discussed in the workshop to actual case studies

### Presented By

Celeste Roseberry-McKibbin, Ph.D., CCC-SLP, F-ASHA Professor

### Date

January 17, 2024

### Time

8:30 a.m. - 3:30 p.m.  
Registration will begin at 8:00 a.m.

### Level of Course Content

Beginner

### Location

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

### Audience

Speech-language pathologists (SLP), speech-language assistants, and interns.

### Cost

Desert/Mountain SELPA and Charter SELPA members \$75.00; Non-member participants \$125.00  
Snacks and lunch will be provided.



### Registration

<https://sbcss.k12oms.org/52-243548>

### Special Accommodations

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

### CE Credit For

January 17, 2024

The CE processing fee is \$10.00 to be paid by February 9, 2024

This course meets the qualifications for 5.5 hours of Continuing Education (CE) credit for Speech-Language Pathologists, as required by the Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is California Association of Health and Education Linked Professions License# 444 . Due to SLPAHADB requirements, participants must attend the entire 5.5 hours conference in order to receive CE hours for that day. Please mail the \$10.00 payment, payable to **SBCSS**,

with this CE credit form by **February 9, 2024** to the Desert/Mountain SELPA, c/o Judith Loera, 17800 Highway 18, Apple Valley, CA 92307. Print name exactly as it is to appear on the certificate below and indicate the:

**SLP license number:**

**Print name:**

**Contact phone number:**

**Email:**

CE payment must be received or postmarked on, or before, February 9, 2024. We will not be accepting payments the day of the event.



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://sbcsc.k12oms.org) or Scan the QR Code

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



**Dr. Rebecca Branstetter**



**Dr. Ron Powell**

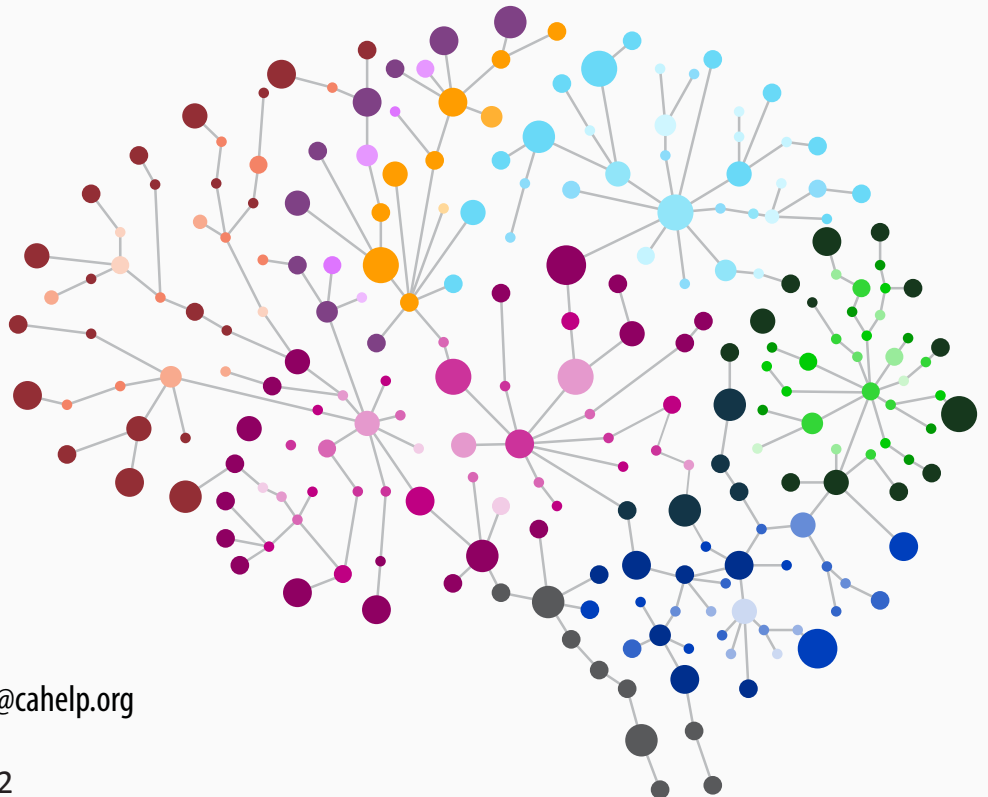
Get in **Touch**

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**Phone :**

(760) 955-3552





**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.

## Conexiones Comunitarias: Aprovechar los Recursos

Acompáñenos mientras el equipo de divulgación de CAHELP comparte cómo fomentan las relaciones entre distritos, programas preescolares, comunidades y familias para promover la participación familiar, proporcionar conexiones de recursos, talleres para padres e información sobre eventos locales.

Hablaremos de diversos recursos comunitarios y responderemos a preguntas sobre el acceso a los servicios en su zona.

Tendrá la oportunidad de saber cómo puede participar y marcar la diferencia, ya sea padre, cuidador, profesor, socio comunitario o administrador.

### Jueves, 22 de Febrero de 2024

Reunión de los representantes de CAC 4:30 - 5:00 p.m.  
Presentación 5:00 - 6:00 p.m.

#### INSCRIPCIÓN

Inscríbese en OMS (URL: <https://sbcass.k12oms.org/52-238480>)  
o escanee un código QR para inscribirse



#### UBICACIÓN

Virtual. Se enviará un enlace zoom antes de la reunión.

#### COSTO

Entrada Gratuita.

#### ACOMODACIONES ESPECIALES

Si desea solicitar adaptaciones especiales, hágalo al menos quince días laborables antes de la capacitación, indicándolo en el momento de la inscripción.

#### CONTACTO

Email: [Letitia.Macaraeg@cahelp.org](mailto:Letitia.Macaraeg@cahelp.org)  
Phone: (760) 955-3573





## Community Connections: Tapping into Resources

Come and join us as the CAHELP Outreach Team shares how they foster relationships between districts, preschool programs, communities, and families to promote family engagement, provide resource connections, parent workshops, and information regarding local events.

We will discuss various community resources and answer questions regarding accessing services in your area.

You will have an opportunity to see how you can get involved and make a difference whether you are a parent, caregiver, teacher, community partner, or an administrator.

### Thursday, February 22, 2024

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

Presentation 5:00 - 6:00 p.m.

#### REGISTRATION

Register on OMS (URL: <https://sbcss.k12oms.org/52-238480>)

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](mailto:Letitia.Macaraeg@cahelp.org)

Phone: (760) 955-3573



Desert Mountain Charter SELPA  
 Due Process Summary  
 July 1, 2023 - October 31, 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	2	0	2	2	6		0	0	2	0	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
<b>SELPA-WIDE TOTALS</b>	<b>6.5</b>	<b>0</b>	<b>6</b>	<b>8</b>	<b>11</b>	<b>3</b>	<b>34.5</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>		<b>1</b>

Desert Mountain Charter SELPA  
 Due Process Activity Summary  
 July 1, 2023 - October 31, 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	10/3/2023	9/26-28/2023	8/21/23 - Seeking full funding of NPS IEP. 10/3/23 - Parentally placed NPS with reimbursement. Permanent disenrollment from Charter. <b>CLOSED</b> - Mediation			\$46,900
2. Allegiance - Chino Case no. 2023090255	Is parent entitled to an IEE when not disagreeing with an assessment?	9/11/2023	N/A		11/14- 16/2023	10/17/23 - Though not merged with case #253, held discussions together. 11/3/23 - Settled <b>CLOSED</b> - Resolution			
3. Allegiance - Chino Case no. 2023100253	Denial of FAPE 1. Physical abuse with prone restraint; hostile environment 2. Denial of funding for vision therapy 3. Denial of OT 4. Misleading parent about her rights	10/4/2023	10/17/2023		11/21- 22/2023	10/4/23 - "Just provide vision therapy and this will all go away" - Advocate 11/3/23 - Settled by requiring parent to choose from SELPA provider IEE list. <b>CLOSED</b> - Resolution			

Desert Mountain Charter SELPA  
Legal Expense Summary  
As reported at steering October 19, 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	\$21,046.68

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

**Compliance and Improvement Monitoring Process (CIM)**  
**Step 2: Investigate - CDE Feedback Survey Reminder**

Hello, 2023 Intensive Local Educational Agencies and Special Education Local Plan Areas,

Now that you have completed Step 2 of the Compliance and Improvement Monitoring (CIM) process, we would love your feedback in order to improve our processes in future monitoring cycles.

You and your CIM team are invited to take a quick survey. In fact, please forward this email to any CIM team members who would like to participate in the survey.

The survey is located here: [https://www.surveymonkey.com/r/CIM\\_Intensive\\_Step\\_2](https://www.surveymonkey.com/r/CIM_Intensive_Step_2)

We encourage you to take the survey as soon as possible; however, the final date to take the survey is **November 17, 2023**.

Thank you for taking the time to participate in this survey. We understand it is an extremely busy time of the year and appreciate the collaborative approach of the CIM process. Thank you for all you do for students!

The Intensive Monitoring Team

**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

## 6.7 Career Technical Education Update

No materials, verbal report only

## 6.8 Prevention and Intervention Update

No materials, verbal report only



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

(760) 552-6700  
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[www.cahelp.org](http://www.cahelp.org)

## MEMORANDUM

Date: November 16, 2023  
To: Directors of Special Education  
From: Codi Anderson, Occupational/Physical Therapy Supervisor

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**Subject: Occupational and Physical Therapy Reports**

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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](mailto:Codi.Andersen@cahelp.org)



## Upcoming Trainings

Date/Time	Event	Location
11/29/2023 9:00 AM - 12:00 PM	SEIS Training - Virtual (Event ID# 243306)	VIRTUAL
11/29/2023 2:30 PM - 3:30 PM	THE CAPTAIN X COLLABORATIVE MEETING	VIRTUAL
11/30/2023 8:30 AM - 3:30 PM	CPI	DMESC
11/30/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (GUS FRANKLIN & VICTORIA)
12/1/2023 8:30 AM - 3:30 PM	CPI FLEX-BLENDED LEARNING FOR ADMINISTRATORS AND OUT-OF-THE-CLASSROOM SERVICE PROVIDERS	VIRTUAL/DMESC
12/1/2023 12:30 PM - 3:30 PM	ECSE PRE K TO KINDER TRANSITION PLANNING AND ASSESSMENT	DMESC
12/4/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (MORGAN KINCAID & WEST
12/7/2023 8:30 AM - 1:30 PM	IMPLEMENTING CULTURALLY RESPONSIVE SYSTEMS AND PRACTICES	DMESC
12/11/2023 8:00 AM - 2:30 PM	PBIS SITE TEAM TRAINING - YEAR 2 - DAY 2 - AESD	DMESC (WESTSIDE PARK ELEM. & ANY

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