

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
January 27, 2023 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

NOTICE: This meeting will be held as a hybrid committee meeting with some committee members participating in person and others participating via Web Ex. If members of the public wish to participate in the meeting and/or make public comment, please follow the instructions below to participate telephonically:

PARTICIPATE BY PHONE:

Dial Access Number: 1-415-655-0003

When prompted - enter Meeting Number: 2465 065 2262

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

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

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

The public is encouraged to participate in the deliberation of the Desert/Mountain SELPA Steering and Finance Committee. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a “Registration Card to Address the Desert/Mountain SELPA Steering Committee” to the Recording Secretary and adhere to the provisions described therein.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the January 27, 2023 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 INFORMATION/ACTION

5.1 Early Start Individualized Family Service Plan (IFSP) (ACTION)

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

5.1.1 **BE IT RESOLVED** that the Early Start Individualized Family Service Plan (IFSP) be approved as presented.

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6.0 CONSENT ITEMS

It is recommended that the Steering and Finance Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

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

6.1.1 Approve the December 16, 2022 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Assembly Bill 361 and Assembly Bill 2449 Brown Act Update

Pam Bender will provide a Brown Act update pertaining to Assembly Bills 361 and 2449.

7.2 IEP Implementation and Monitoring of Tracking Service Minutes

Pam Bender will present a PowerPoint with information regarding IEP implementation and monitoring of service minute tracking.

7.3 Alternative Diploma Update

Pam Bender will present a PowerPoint containing an Alternative Diploma update.

7.4 Understanding the Invisible Learning Disability: Educational and Behavioral Interventions for Children with Fetal Alcohol Spectrum Disorder (FASD)

Pam Bender will share a flyer for an upcoming training *Understanding the Invisible Learning Disability: Educational and Behavioral Interventions for Children with Fetal Alcohol Spectrum Disorder (FASD)*.

7.5 Desert Mountain Operations Update

Rich Frederick will provide a Desert Mountain Operations Update.

7.6 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 update.

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7.7 Professional Learning Summary and Update

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

7.8 Resolution Support Services Summary and Update

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

7.9 Career Technical Education Update

Adrienne Shepherd-Myles will present the Career Technical Education (CTE) update.

7.10 Compliance Update

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

7.11 Nonpublic School/Nonpublic Agency Update

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

7.12 Prevention and Intervention Update

Deborah Sarkesian will provide the Prevention and Intervention update.

7.13 Roles of Physical Therapy and Orthopedic Impairment Credential

Codi Andersen will review the roles of physical therapy and orthopedic impairment credentials.

8.0 FINANCE COMMITTEE REPORTS

8.1 Learning Recovery Support, Dispute Prevention and Resolution Funds Update

Marina Gallegos will provide Learning Recovery Support, Dispute Prevention and Resolution Funds Update.

8.2 Educationally Related Mental Health Services (ERMHS) Funding Information

Marina Gallegos will provide Educationally Related Mental Health Services (ERMHS) funding information.

9.0 INFORMATION ITEMS

9.1 Monthly Audiological Services Reports

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AGENDA

9.2 Monthly Occupational & Physical Therapy Services Reports

9.3 Monthly Nonpublic School Placement Report

9.4 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

11.0 CEO COMMENTS

12.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert/Mountain SELPA Steering and Finance Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue. Speakers are requested to give their name and limit their remarks to five minutes.

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

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

13.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, February 24, 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.

EARLY START IFSP

Individualized Family Service Plan

Inland Regional Center (IRC)
 Local Ed. Agency (LEA): _____

District of Residence: _____

Child's Name: _____

IFSP Meeting Date _____	<input type="checkbox"/> Initial <input type="checkbox"/> Annual
(Initial IFSP _____)	
Transition process discussed _____	
Projected Quarterly Review _____	
Projected 6 month Review _____	
Projected Annual Review _____	
Projected Quarterly Review _____	
Projected Transition Plan _____	
Projected 3 yr. Placement _____	
<input type="checkbox"/> ELIGIBLE	<input type="checkbox"/> NOT ELIGIBLE

UCI # _____ Gender: _____ DOB _____ Chron. Age _____ Adj. Age _____

Service Coordinator _____ Received School academic calendar

Established Risk _____ Solely Low Incidence _____

High Risk (factors) _____

CA Developmental Delay: Cognitive Expressive Language Receptive Language Fine Motor Gross Motor Social/Emotional Adaptive/Self-Help

AA Developmental Delay: Cognitive Expressive Language Receptive Language Fine Motor Gross Motor Social/Emotional Adaptive/Self-Help

Parent(s) or Guardian _____

Address _____ Mailing: _____

(List both Street & Mailing Address if different)

Phone _____ / _____ / _____

(Primary) (Secondary) (E-Mail)

Ethnicity: _____ Home Language: English Spanish Other _____

Interpreter Requested: Yes No Written Translation Requested: Yes No

FAMILY APPROVAL / IFSP PARTICIPANTS

I/We consent to the evaluation & assessment, and the development of this Individualized Family Service Plan (IFSP).

Parent/Guardian Signature(s) _____ Date _____

.....

_____ I/We have had an opportunity to participate in the development of this IFSP

_____ I/We have received/will receive* a copy of this IFSP at no charge. *IFSP will be sent (mail e-mail) within 15 days.

_____ I/We **DO agree** to implement the attached outcomes and **Consent** to the services in this IFSP.

_____ I/We have been informed of our rights and received a copy of the Parent's Rights and Procedural Safeguards.

_____ Early Start Family Resource Network services discussed. Consent for referral Yes Not at this time.

_____ I/We **DO NOT agree** with this entire plan and withhold my/our consent for: _____

Parent/Guardian Signature(s) _____ Date _____

.....

_____ I/We understand that my child **Does Not Qualify** for IRC ES services School/LEA ES services at this time.

_____ I/We have received a copy of the Early Start Complaint process, Mediation conference request and Due Process Hearing request.

Parent/Guardian Signature(s) _____ Date _____

Summary of Services (see IFSP for service details)

Service Type	Frequency/Duration/Intensity	Provider	Start Date
Specialized Instruction	Min/hr x/ 1:		
	Min/hr x/ 1:		
	Min/hr x/ 1:		
	Min/hr x/ 1:		

OTHER IFSP TEAM PARTICIPANTS

NAME / SIGNATURE	AGENCY / PHONE	Present	Phone	Consult	Report
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CHILD'S FAMILY AND MEDICAL INFORMATION

CHILD'S NAME _____

UCI# _____

DATE _____

I/We have provided the following information voluntarily
FAMILY CONCERNS AND PRIORITIES

CHILD'S STRENGTHS

CHILD'S WEEKLY ROUTINE

NEEDS / RECOMMENDATIONS

CURRENT FAMILY RESOURCES

REFERRALS

- Insurance _____ Dental _____
- Medi-Cal IEHP Molina WIC CCS
- Family Support DCFS IRC LEA
- SSI _____ TANF _____ Food Stamps _____
- Infant program _____
- Other _____

- SSI IHSS SART IRC Psych
- WIC CHDP Dental Hygienist IRC OT/PT Cl.
- CPS CCS Medical Dentist IRC Nutr.
- TANF CCS Therapy Tots and Toys Other _____
- EPSDT Early Head Start Genetic Other _____

CHILD'S PRESENT HEALTH AND MEDICAL INFORMATION

VISION

Date evaluated _____ By: _____
Name of Evaluator & Discipline _____

Results: _____

Tool (s) Used: First Look Vision Exam Other _____

See attached Records to be requested

HEARING

Date evaluated _____ By: _____
Name of Evaluator & Discipline _____

Results: _____

Tool (s) Used: Music to My Ears BAER/ABR Sound field Other _____

See attached Records to be requested

CURRENT MEDICAL CONDITION / DIAGNOSIS / HEALTH HISTORY / PHYSICIANS

(Medical records: reviewed to be requested) Ht: _____ Wt: _____ HC: _____

Pediatrician: _____ Phone: _____ L/V & F/U: _____
Diet: _____ Allergies: _____

DENTAL:

Parent cleans/brushes child's teeth Oral hygiene discussed Dental handout/pamphlet given

CURRENT MEDICATIONS / PROCEDURES / ADAPTIVE DEVICES

IMMUNIZATIONS: Current Not Current _____ Record reviewed Record to be requested

CHILD'S PRESENT LEVELS OF DEVELOPMENT

CHILD'S NAME _____ UCI# _____ DATE _____

C.A. _____ **A.A.** _____ **Location:** Home Regional Center School Other _____
 Location Justification (if not natural environment) _____ (25% delay at: _____ mo)
Date(s) evaluated/assessed _____ **Evaluators** _____
Tool(s) Used: Michigan Bayley _____ REEL PLS DAY-C Hawaii
 M-CHAT Denver II Peabody Dev. Motor Scales ELAP DRDP Teacher observation
 Parent report Review of records Informed Clinical Opinion Other _____

SOCIAL / EMOTIONAL

Age Level

ADAPTIVE / SELF-HELP

Age Level

FINE MOTOR

Age Level

COGNITIVE

Age Level

COMMUNICATION

Age Level

REEL-III

- Expressive Raw: _____ Age: _____ mo

- Receptive Raw: _____ Age: _____ mo

Expressive _____

Receptive _____

GROSS MOTOR

Age Level

CHILD'S OUTCOMES

CHILD'S NAME _____ UCI# _____ DATE _____

<p># _____ OUTCOME:</p>	<p>Timeline for achieving outcome: Begin Date: _____ Target Date: _____</p>
<p>CRITERIA FOR PROGRESS:</p>	<p>PROCEDURE FOR MEASUREMENT <input type="checkbox"/> Developmental Testing <input type="checkbox"/> Clinical Opinion <input type="checkbox"/> Parent Observation/report <input type="checkbox"/> Teacher Observation/report <input type="checkbox"/> Data Collection/Review of records <input type="checkbox"/> IFSP team will review outcomes & progress, eligibility & service needs at least semi-annually</p>
<p># _____ OUTCOME:</p>	<p>Timeline for achieving outcome: Begin Date: _____ Target Date: _____</p>
<p>CRITERIA FOR PROGRESS:</p>	<p>PROCEDURE FOR MEASUREMENT <input type="checkbox"/> Developmental Testing <input type="checkbox"/> Clinical Opinion <input type="checkbox"/> Parent Observation/report <input type="checkbox"/> Teacher Observation/report <input type="checkbox"/> Data Collection/Review of records <input type="checkbox"/> IFSP team will review outcomes & progress, eligibility & service needs at least semi-annually</p>
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IFSP SERVICES

CHILD'S NAME _____ UCI# _____ DATE _____

SERVICE MEETS OUTCOMES	Specialized Instruction
SERVICE TYPE FUNDING AGENCY	<input type="checkbox"/> Required <input type="checkbox"/> Non-Required <input type="checkbox"/> IRC <input type="checkbox"/> Private Insurance <input type="checkbox"/> LEA <input type="checkbox"/> Generic: _____
SERVICE LOCATION	<input type="checkbox"/> Home <input type="checkbox"/> Center-based <input type="checkbox"/> Community <input type="checkbox"/> Other _____
LOCATION JUSTIFICATION (if not natural environment)	
FREQUENCY/INTENSITY/DURATION <input type="checkbox"/> Per School Program Calendar	As part of _____ minutes / hour session(s) / _____ time(s) per _____ 1: _____ Begin Date: _____ End Date: _____
PROVIDER	

SERVICE MEETS OUTCOMES	Specialized Instruction
SERVICE TYPE FUNDING AGENCY	<input type="checkbox"/> Required <input type="checkbox"/> Non-Required <input type="checkbox"/> IRC <input type="checkbox"/> Private Insurance <input type="checkbox"/> LEA <input type="checkbox"/> Generic: _____
SERVICE LOCATION	<input type="checkbox"/> Home <input type="checkbox"/> Center-based <input type="checkbox"/> Community <input type="checkbox"/> Other _____
LOCATION JUSTIFICATION (if not natural environment)	
FREQUENCY/INTENSITY/DURATION <input type="checkbox"/> Per School Program Calendar	As part of _____ minutes / hour session(s) / _____ time(s) per _____ 1: _____ Begin Date: _____ End Date: _____
PROVIDER	

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SERVICE LOCATION	<input type="checkbox"/> Home <input type="checkbox"/> Center-based <input type="checkbox"/> Community <input type="checkbox"/> Other _____
LOCATION JUSTIFICATION (if not natural environment)	
FREQUENCY/INTENSITY/DURATION <input type="checkbox"/> Per School Program Calendar	As part of _____ minutes / hour session(s) / _____ time(s) per _____ 1: _____ Begin Date: _____ End Date: _____
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SERVICE LOCATION	<input type="checkbox"/> Home <input type="checkbox"/> Center-based <input type="checkbox"/> Community <input type="checkbox"/> Other _____
LOCATION JUSTIFICATION (if not natural environment)	
FREQUENCY/INTENSITY/DURATION <input type="checkbox"/> Per School Program Calendar	As part of _____ minutes / hour session(s) / _____ time(s) per _____ 1: _____ Begin Date: _____ End Date: _____
PROVIDER	

QUARTERLY REVIEW

IFSP MEETING NOTES

CHILD'S NAME _____ UCI# _____ DATE _____

Chronological Age: _____ Adjusted Age: _____ Male Female DOB: _____

Face-to-Face Visit Telephone Contact With

Mother / Father Date(s) of Contact:

Foster Parent Date(s) of Contact:

Other:

Additional Contacts:

FRN Consent for Referral: Yes No Signed consent on file

Family Situation / Financial Changes: No Changes

New Address:

New Phone Number:

Change in health coverage:

Other:

Medical Changes Since Last Visit:

Now healthy Ill Hospitalized No Change

Comments:

Developmental Changes Since Last Visit:

Progress Toward Outcomes:

Showing Progress No Progress Regressed

Comments:

Satisfied with current services: Yes No

Family is given developmental activities which can be incorporated into daily routine: Yes No N/A

Status of Services:

Infant Program:

Speech Therapy:

Occupational Therapy:

Physical Therapy:

Other:

Next Steps:

IFSP MEETING NOTES

CHILD'S NAME _____ UCI# _____ DATE _____

A large, empty rectangular box with a double-line border, intended for writing meeting notes.

INDIVIDUALIZED FAMILY SERVICE PLAN - TRANSITION STEPS AND SERVICES

CHILD'S NAME _____ UCI# _____ DATE _____

Gender: _____ DOB _____ Chron. Age. _____ Initial IFSP date _____
 Service Coordinator _____ Late intake (<90 days before 3rd BD)
ELIGIBILITY: Solely Low Incidence Established Risk
 Developmental Delay: Cognitive Communication Fine Motor Gross Motor Social/Emotional Adaptive/Self-Help

REFERRALS/SERVICES: Infant program CCS OT PT Speech VI DHH EPSDT nursing
 Other _____
 Generic Services: _____
ADAPTIVE DEVICES/EQUIPMENT/PROCEDURES: [] None **X=Has P=Pending R=Request**
 [] GT [] AFO's/braces [] Hand splints [] Wheelchair [] Stander [] Walker [] Glasses [] Hearing aids
 [] Nebulizer [] Oxygen [] Vent/Trach [] Suction [] Apnea Monitor [] Special diet [] Other: _____
STATUS: _____

PARENT CONCERNS & PRIORITIES: _____
 Your child will make a successful transition out of the Early Start Program on or before 3 years of age.
STEPS TO PREPARE YOUR CHILD: _____

_____ Parent informed by the service coordinator that all Early Start services end on their child's 3rd birthday or sooner if child no longer meets eligibility criteria.
 _____ Parent agrees that the following information be shared with the LEA by the service coordinator: _____
 _____ Parent has given written permission to the service coordinator to share the above information with the Local School District or Local Education Agency (LEA). Date: _____
 _____ Parent informed on: _____ by the service coordinator of the Transition process, differences between the IFSP and IEP, and other 3 year old options. Parent has received a copy of the Transition plan Transition Booklet Early Start Procedural Safeguards. Parent requests information about IEP orientation meetings.
 School District invited to Transition Plan meeting by the service coordinator via TC E-Mail or FAX Letter on: _____
 Transition packet given to the LEA by the service coordinator today or to be forwarded before 33 months: _____

INLAND REGIONAL CENTER (IRC) SERVICE COORDINATOR RESPONSIBILITIES

_____ Lanterman eligibility criteria at age 3 were discussed with parent today.
 _____ For Lanterman eligibility, parent Agrees Declines to have their child's records reviewed by IRC eligibility review team.
 _____ For Lanterman eligibility, parent Agrees Declines to have their child assessed by an IRC Psychologist MD.
 _____ Parent requests that their child's case be inactivated on their child's 3rd birthday (reason: _____)
 _____ If Lanterman eligible, parent agrees to provide IRC with: immunization record copy of insurance card prior to 3rd birthday.
 _____ If Lanterman eligible, parent is aware that their child's case will be transferred to the School Age Unit by the ISC.
 _____ If Lanterman eligible, parent will be referred to and encouraged to attend IRC's Parent Orientation meeting.

SCHOOL DISTRICT LEA **RESPONSIBILITIES**

Contact: _____ Phone: _____
 Address: _____
 _____ Parent requests an interpreter/translation for evaluations and Individual Education Program (IEP) meeting Approx. Dates _____
 _____ School district to evaluate/assess for eligibility prior to age 3. Assessments will include areas of suspected disability. _____
 _____ Parent will be notified of closing IFSP & agree to attend initial Individualized Education Program (IEP) meeting _____
 _____ Parent agrees to provide the school district with: enrollment forms proof of residency _____
 birth certificate immunization record medical clearance, as needed _____

IFSP TEAM PARTICIPANTS

NAME / SIGNATURE	AGENCY / PHONE	Present	Phone	Consult	Report
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PARENT'S RIGHTS UNDER THE EARLY START PROGRAM AND IRC PROCEDURAL SAFEGUARDS (INITIAL AND ANNUAL NOTICE)

Evaluation and Initial Assessment

Developing an individualized family services plan (IFSP) includes the performance of a timely, comprehensive, multidisciplinary evaluation and assessment of every child under age 3 who is referred for suspected developmental delay. If your child is determined to be eligible, you have the right to appropriate early intervention services. You have the right to provide information throughout the process and are encouraged to make decisions about your child's early intervention services. Procedural safeguards make certain that children and their parents or guardians are provided their rights under the law.

As a parent or guardian, you have the right to:

1. Be given the opportunity to begin the evaluation and initial assessment process.
2. Within 45 days after the referral of your child to regional center or a local education agency, the evaluation and assessment activities must be completed and an IFSP meeting must take place to develop the IFSP
3. Review the procedures and tests used in the assessment and evaluation.
4. Provide written permission before any evaluations or assessments are administered and refuse any evaluations, assessments, and early intervention services.
5. Be fully informed of the results of evaluations and assessments.
6. Have access to records, including the right to examine and obtain copies of records relating to your child and the right to request an amendment of records of any participating agency relating to your child.
7. Request a list of the types and locations of records collected or used by the Regional Center.
8. Have an advocate assist you in dealings with the early intervention system, including regional center and local education agencies.
9. Obtain independent assessments and evaluations.
10. Have personally identifiable information maintained in a confidential manner. All records are scanned and information is kept in a confidential network.
11. Request a due process hearing to challenge the findings of any evaluations or assessments.
12. Attend a meeting to develop an IFSP within 45 days from referral.

Evaluation

Evaluation means the procedures used by appropriate, qualified personnel to determine your child's initial and continuing eligibility for early intervention services under the Early Start Program.

These procedures require that:

1. Evaluation and assessment materials are administered in the native language of a child's parent/family or other mode of communication, unless it is clearly not feasible to do so.
2. Evaluation and assessment procedures and materials are selected and administered so as not to be discriminatory by race, sex, culture, or disabling condition.
3. Evaluations and assessment materials shall be appropriate for the specific purposes for which they are being used.
4. Evaluation and assessments are conducted by qualified personnel.
5. Evaluations or assessments administered to individuals with known visual, hearing, or communication impairments shall be selected to accurately reflect the individual's aptitude or achievement level whichever factor is the subject of measurement.
6. Evaluation and assessment materials shall be designed to assess the specific areas of development and/or educational needs and not be designed to provide policy solely intelligence quotient measurement.
7. Assessments and evaluations are administered in the five developmental areas, including, health and development, vision, hearing, motor abilities, language functions, adaptive, and social and emotional status.

Individualized Family Service Plan (IFSP)

If your child is determined to be eligible for early intervention, a meeting to develop your IFSP must take place within 45 days of your referral to one of those two agencies (IRC/LEA). You have the following rights in developing and implementing the IFSP. The right to:

1. Attend the meeting and participate in determining eligibility and developing the IFSP.
2. Request the attendance of other family members.
3. Request the attendance and participation of an advocate at the IFSP meeting.
4. Have the contents of the IFSP fully explained and IFSP related materials provided in your native language.
5. Give specific consent to each service listed on the IFSP. If you do not give consent to a service, it will not be provided. You may withdraw consent after initially receiving a service.
6. Provide concurrence to an assessment of your recourse, priorities, and concerns regarding enhancing the development of your child.
7. Be notified in your native language and in advance, before an agency or service provider proposes or refuses to initiate or change the identification, evaluation, assessment, or educational placement of your child, or the provision of appropriate early intervention services to your child or your family.

Protection Of Confidential Records

Early Start records are stored electronically and protected from unauthorized use by the firewall built into the system. The Department of Developmental Services guidelines for storage/retention of records are followed and any discarded records are shredded.

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MINUTES

D/M SELPA MEMBERS PRESENT:

Academy for Academic Excellence – Marcelo Congo, Adelanto SD – Michael Baird, Apple Valley USD – David Wheeler, Baker Valley USD – Cecil Edwards, Barstow USD - Heather Reid, DMOPS/SBCSS – Rich Frederick, Health Sciences HS & Middle College – Kristen Kosaka, Hesperia USD – Shannon Garibay, Eric Land, Elaine Nelson, Lucerne Valley SD – Vici Miller, Needles USD – Jamie Wiesner, Oro Grande SD – Scott Heitman, Snowline JUSD – Pam DeRenard, Trona JUSD – Jairo Arellano, Victor Elementary SD – Melanie Arroyo, Tanya Benitez, and Victor Valley UHSD – Margaret Akinnusi, Rama Bassham.

CAHELP, SELPA, and DMCC STAFF PRESENT:

Jamie Adkins, Daniel Anchondo, Pam Bender, Guille Burgos, Ivan Campos, Heidi Chavez, Ariel Clark, Peggy Dunn, Adrien Faamausili, Marina Gallegos, Bonnie Garcia, Renee Garcia, Colette Garland, Derek Hale, Jennifer Harms, Linda Llamas, Robin McMullen, Angela Mgbeke, Lisa Nash, Sheila Parisian, Kathleen Peters, Linda Rodriguez, Adrienne Shepherd-Myles, and Jennifer Sutton.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain SELPA Steering and Finance Committee Meeting was called to order by Chairperson 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 Scott Heitman, seconded by Rich Frederick, to approve the December 16, 2022 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote 16:0: Ayes: Akinnusi, Arellano, Baird, Benitez, Congo, DeRenard, Edwards, Frederick, Heitman, Kosaka, Land, Miller, Reid, Rigdon, Wheeler, and Wiesner, Nays: None, Abstentions: None.

5.0 INFORMATION/ACTION

5.1 Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements

Assembly Bill (AB) 361 requires local agencies to consider the circumstances of the state of emergency and make the following findings by a majority vote: 1) the state of emergency continues to directly impact the ability of the members to meet safely in person; or 2) state or local officials continue to impose or recommend measures to promote social distancing.

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MINUTES

5.1.1 **BE IT RESOLVED** that a motion was made by Rich Frederick, seconded by Scott Heitman, to approve the Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements as presented. The motion carried on the following vote 16:0: Ayes: Akinnusi, Arellano, Baird, Benitez, Congo, DeRenard, Edwards, Frederick, Heitman, Kosaka, Land, Miller, Reid, Rigdon, Wheeler, and Wiesner, Nays: None, Abstentions: None.

5.2 Form D/M 68F (formerly 68L) Testing Matrix for California Assessment of Student Performance & Progress (CAASPP) (**ACTION**)

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

5.2.1 **BE IT RESOLVED** that a motion was made by Rich Frederick, seconded by Cheri Rigdon, to approve the Form D/M 68F (formerly 68L) Testing Matrix for California Assessment of Student Performance & Progress (CAASPP) as presented. The motion carried on the following vote 16:0: Ayes: Akinnusi, Arellano, Baird, Benitez, Congo, DeRenard, Edwards, Frederick, Heitman, Kosaka, Land, Miller, Reid, Rigdon, Wheeler, and Wiesner, Nays: None, Abstentions: None.

6.0 CONSENT ITEMS

It is recommended that the Steering and Finance Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

6.1 **BE IT RESOLVED** that a motion was made by Michael Baird, seconded by Jairo Arellano, to approve the following Consent Item as presented. The motion carried on the following vote 16:0: Ayes: Akinnusi, Arellano, Baird, Benitez, Congo, DeRenard, Edwards, Frederick, Heitman, Kosaka, Land, Miller, Reid, Rigdon, Wheeler, and Wiesner, Nays: None, Abstentions: None.

6.1.1 Approve the November 18, 2022 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Updates from State SELPA Administrators

Pam Bender provided legislative updates from State SELPA Administrators Meeting. She said

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there are no updates until new legislation is in effect on January 1, 2023. Pam reminded the committee that CALPADS certification deadline is December 16, 2022 with most of the LEAs having already submitted.

Colette Garland referred to CALPADS Flash #244 that was released on November 30, 2022 and said there are existing and new “known issues” which were turned in to warnings so the certifications could move forward. Colette continued that on December 20, 2022, the “known issues” will revert to errors and the amendment window opens for updates and final certification.

Pam then reported on the implementation of tracking of provided service minutes. She said she will have more information as well as a PowerPoint to share at the January 2023 Steering and Finance Committee meeting. She said the federal government found California Department of Education (CDE) was not adequately collecting data regarding Individualized Education Plan (IEP) implementation. In response, CDE was ordered to develop an annual data collection plan speaking directly to the performance of providing all services promised on the IEP. Pam said starting in Spring 2023, CDE will randomly choose 10% of an LEA’s special education population to review 60 days of services. The LEA will compile the service minutes then calculate the total service minutes for each of the identified students. Pam stated the superintendent will sign off that the that the sample is accurate then forward it to Desert/Mountain Charter SELPA for the CEO’s signature who will return the document to the LEA to submit to CDE. This process could be added to the monitoring process. She continued that CDE will look at three separate areas: students who receive 95-100% of services, students that receive 90-94.9% of services, and those that receive less than 90% of their services. IEP service minutes can be documented several ways including service logs, sign-in sheets, documentation or notes on progress. For service providers working in Medi-Cal billing systems such as occupational and physical therapists using NetSmart, the services minutes from those systems can be used. Pam reported that attendance can be used for students that are in a self-contained classroom for specialized academic instruction (SAI) services. Each LEA is responsible to ensure they are providing the service minutes. If a student missed services due to absence including field trips or school function, those service minutes do not have to be provided. However, if the service provider is absent, the service minutes must be made up and that must also be monitored and documented. Pam stated there is a small workgroup at the State SELPA level looking at best practices as well as challenges and considerations for implementation that will be in communication with CDE. She continued that service tracking will be separate from CALPADS and will not be submitted to that system. CDE may request backup documentation that prove service minutes were provided. Pam reminded the committee members that LEAs should already be tracking the information. She again said she will present a PowerPoint at January Steering meetings that will be as up to date as possible.

Pam confirmed the data pull will be from the current school year, likely looking at a 60-day time period between March and May. She said SEIS does have a service tracker but it is using a calendar of 365 days instead of 180-182 days of student attendance causing the percentages to be inaccurate. Pam said the superintendent will sign off on the data then it will go to her to sign off on as well. At that point, the data will be sent back to the LEA for submission to CDE.

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Rich Frederick asked if Desert Mountain Operations (DMOPS) will be seen as their own LEA or if they will be reported with the district of attendance. Pam will follow up but assumed that DMOPS will be seen as a separate LEA as they are a service provider and not the district.

7.2 Alternative Diploma Update

Pam Bender provided an update on the alternative diploma. She said in January, she will be sharing a PowerPoint pertaining to Assembly Bill (AB) 181. AB 181 was passed and became effective in June 2022 and pertains to an alternative diploma for students with significant cognitive impairments which means the students who have or will be taking the California Alternate Assessments (CAA). Pam said the requirements are that the student must meet the state's minimum course requirements based on alternative achievement standards. She continued that LEA board policies will have to change moving forward because there will be different requirements from the standard high school diploma. Pam stated the alternative diploma will not end a student's right to free appropriate education (FAPE) and the student will continue to have the right to return to school for education through age 22. Before a student enters 10th grade, it needs to be determined if they are eligible to receive an alternative diploma under California Education Code 51225.3(1) which states it must be provided in the IEP that the student is taking or has taken the CAA in 11th grade and must be able to complete state standard aligned coursework although modified to the alternative achievement standards that are specified in California Education Code. Pam said it will be a narrow subgroup of students because CAA is for only 1% of the special education population. She continued that CDE has not provided direction even though it has been law since June 2022. The alternative diploma is for students who were commencing 10th, 11th, or 12th grades during the 2022-23 school year. An IEP meeting will be needed to discuss the alternative diploma requirements for a student. Pam also stated each LEA will need to review their graduation policies and decide how to make accommodations for those students with the most significant disabilities.

Rich Frederick shared he was told that CDE is planning to release guidelines in January 2023.

Adrienne Shepherd-Myles reported California Transitional Alliance has a PowerPoint that includes some information on the alternative diploma as well.

7.3 Desert Mountain Operations Update

Rich Frederick provided a Desert Mountain Operations Update. Rich said Dale Folkens is the principal that oversees the Deaf and Hard of Hearing (DHH) program. He said Dale has been working to coordinate audiological assessments that are done by Pacific Hearing twice a year along with his Office Specialist I, Mecca Denson. Rich continued that if there are issues, he or Dale are the people to contact and they will ensure students are receiving the services they need.

Rich stated that DMOPS does Part C to Part B assessments for children that are turning three years of age for some desert region districts. DMOPS also does full assessments and First-Class speech

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only assessments. Rich said that when a family comes to a district requesting a special education assessment, the district of residence must enroll the child in the student information system and apply a student identification number (SSID) before requesting a DMOPS assessment. When this is not done, it causes a CALPADS error because DMOPS is not an LEA but a service provider. Rich reported DMOPS is working with individual LEAs to coordinate the process with Colette Garland being a tremendous help. He continued saying the Form DM 85 is being revised to add a place to indicate the student is in enrollment status with the district reflecting the district has applied for the SSID. DMOPS will work with the district to obtain the SSID to open an IEP whether or not the student is eligible. Rich stated the SSID is required to open an IEP so that the findings of the assessment can be recorded.

Rich confirmed that once a child has an SSID and has been assessed, the district of residence is responsible for the Individuals with Disabilities Education Act (IDEA) rights of the preschool family. He said once the offer of FAPE is made by the assessment team and the LEA, the parent can choose whether to accept or decline the offer in its entirety. If they decline, an LEA can file to defend.

Pam Bender added it is the same for preschool age children as it does for school age children in that the child receives all services or none because it is an IDEA issue.

7.4 Early Start Individualized Family Service Plan (IFSP)

Rich Frederick provided information on an update to the Early Start Individualized Family Service Plan (IFSP) form. He said the LEAs agreed to fee for service for the Early Start program and so the Early Start Individualized Family Service Plan (IFSP) was added to Web IEP. Rich then provided a summary of modifications that will be made to the IFSP due to changes in state laws and regulations. Rich reported the state has opened eligibility for Early Start where it used to be 33% disability and it is now 25% disability for students that are dually eligible in the infant program. This will allow different developmental delays to be looked at. Rich wants to ensure the LEAs are up to date on their students that are receiving services through the Early Start program including infants that are transitioning from Part C to Part B, who are also served by other agencies in the high desert.

7.5 Desert/Mountain Children's Center Client Services Reports and Update

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

7.6 Desert/Mountain Children's Center Mental Health Research Article

Linda Llamas shared the Desert/Mountain Children's Center Mental Health Research Article that pertained to Adverse Childhood Experiences (ACE). She said the article can be shared with anyone who would benefit from having the information.

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7.7 Professional Learning Summary and Update

Heidi Chavez presented the D/M SELPA's Professional Learning Summary and update. Heidi reported the IMTSS Symposium is scheduled for March 8, 2023 as a full day event held at Double Tree Hotel in San Bernardino, CA. It will be titled *See Me Understand Me* and will focus on LGBTQ+ youth in schools.

Heidi continued the next Community Advisory Committee (CAC) meeting is scheduled for February 23, 2023. At that meeting, representatives will be selected for chairperson and vice chairperson. Heidi asked for nominations to be emailed to her.

Heidi added there will be a Special Education Directors Training on February 24, 2023. The topic will be overidentification and overrepresentation in special education. The training will be provided by the D/M SELPA Equity Disproportionality and Design team.

Heidi asked to be contacted regarding the Learning Recovery Support and Dispute Prevention and Resolution Funding so she can help in reviewing what activities can be claimed and to see what other LEAs are using the funds for. She added that unused funds will be returned to CDE.

7.8 Resolution Support Services Summary and Update

Kathleen Peters presented the D/M SELPA's Resolution Support Services Summary and update. She reported the number of cases is slightly lower than last year which she would like to attribute to the offered trainings and facilitated IEPs.

Kathleen then shared an article from *The Special Educator* titled *Decisions & Guidance*. The article addresses when students are unsuccessful in controlling or changing behaviors, offering a minimum day is not appropriate as a means of Free Appropriate Public Education (FAPE). Kathleen asked the directors to read the article in detail if they have not already done so.

Kathleen highlighted *Core Communication Skills* training on February 2, 2023 presented by David P. Dowling that will be held in-person. She also shared *Conflict Prevention and Resolution Through IEP Meeting Facilitation* is scheduled for March 13-14, 2023 with Key2Ed presenting. Kathleen said this is an excellent training for teams.

Kathleen then reported the Council of Administrators of Special Education (CASE) is offering a virtual winter workshop February 8-10, 2023 titled *Deciphering Dyslexia Through a Special Education Lens*.

Kathleen then reviewed a recent case filed against Stockton USD with two issues. The first was the IEP meeting being held without a parent. The parent gave verbal permission on the phone to hold the meeting without them then signed a letter stating the same. However, the school had no

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documentation that they had attempted to accommodate the parent with meetings via phone, Zoom, and/or in-person with different dates and times. It is not until all alternatives have been exhausted that the meeting can go forward without a parent or representative. Kathleen said the second issue was that goals were not written in such a way to show meaningful growth on the part of the student and present levels did not match the goals. Kathleen stressed that goals need to connect directly so progress can in fact be measured.

Kathleen concluded by reminding the committee that there are trainings available locally and as on sites so that the needs of the LEAs can be met.

7.9 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said that CDE is providing ongoing check-ins with LEAs identified as being in targeted or intensive monitoring. Peggy continued that Small LEA monitoring is continuing with first phase of policy and procedure review being completed. The second phase has begun with educational benefit review with a January 30, 2023 deadline for submission.

7.10 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. She shared that Desert View School was recently reviewed by CDE with minimal findings. Peggy said that Bright Futures was also reviewed by CDE and it went well.

Peggy reported nonpublic agencies are having issues with staff working overtime and billing D/M SELPA overtime and double-time. She said it is important for NPA staff that are supporting students to take their breaks. Peggy acknowledged it is sometimes unavoidable due to riding the bus with students and being with students during the full school day but breaks must be honored.

8.0 FINANCE COMMITTEE REPORTS

8.1 Learning Recovery Support, Dispute Prevention and Resolution Claim Status

Marina Gallegos reminded the committee members that Learning Recovery Support and Dispute Prevention and Resolution Funding is one time funding from the state to help reduce the impact of COVID-19. Marina provided the current balances for each LEA and reviewed the instructions for submitting activities and expenditure reports. She encouraged the committee members to review the plans and told them if they have activities that have already posted to their financial reports, they can go back and claim the expenditures as well. Marina concluded that if the funding is not spent, it must be returned to CDE.

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9.0 INFORMATION ITEMS

- 9.1 Monthly Audiological Services Reports
- 9.2 Monthly Occupational & Physical Therapy Services Reports
- 9.3 Monthly Nonpublic School Placement Report
- 9.4 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

11.0 CEO COMMENTS

Pam Bender reported Governance Council approved the move to SEIS beginning 2023-24 school year. Colette Garland is in the process of moving forward with trainings and moving files over. Pam said that Faucette Micro Systems has also been notified of the change.

Pam Bender wished everyone happy holidays with time for themselves, family, and friends. She encouraged the committee to reflect over the past year to see what they are grateful for now that they have been back in person for over a year. Pam read quote from Rita Pierson “I Am Somebody” then encouraged the committee to be sure their students feel worthy and deserving.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Rich Frederick, seconded by Vici Miller, to adjourn the meeting at 10:22am. The motion carried on the following vote 16:0: Ayes: Akinnusi, Arellano, Baird, Benitez, Congo, DeRenard, Edwards, Frederick, Heitman, Kosaka, Land, Miller, Reid, Rigdon, Wheeler, and Wiesner, Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, January 27, 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.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Teleconference Location Flexibility Bill Signed



BY KYLE HYLAND

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posted September 16, 2022

On Tuesday, September 13, 2022, Governor Gavin Newsom signed [Assembly Bill \(AB\) 2449](#) (Rubio, B., Statutes of 2022) into law, which makes changes to the teleconferencing requirements under the Brown Act.

Existing law requires local agencies, including local educational agencies (LEAs), to post agendas at all teleconference locations, requires each teleconference location to identify the notice and agenda of the meeting, and requires each teleconference location to be accessible to the public. AB 2449 changes the law by allowing members of local agency legislative bodies, including LEAs, to use teleconferencing, under specified circumstances, without noticing each teleconference location or making it publicly accessible, provided that at least a quorum of the members of the body participates in person at a singular physical location.

In order to utilize this flexibility, the physical location where the quorum of members reside must be open to the public and situated within the boundaries of where the local agency exercises its authority. The legislative body must also comply with all of the following requirements:

- Provide a two-way audio-visual platform or a two-way telephonic service and a live webcasting of the meeting by which the public may remotely hear and visually observe the meeting as well as remotely address the legislative body
- Give notice of the means for the public to access the meeting and offer public comment in each instance the legislative body notices the meeting or posts the agenda
- Identify and include an opportunity for all persons to attend and address the legislative body directly via a call-in or internet-based service option, and at the in-person location of the meeting
- Provide an opportunity for the public to address the legislative body and offer comment in real time

AB 2449 stipulates that a member of a legislative body that wishes to participate remotely pursuant to the provisions of the bill may only do so under “just cause” or “emergency circumstances.”

In order for a member to use the “just cause” rationale, they must notify the legislative body at the earliest opportunity possible of their need to participate remotely and provide a general description of the circumstances relating to their need to appear remotely. A member can only use the “just cause” clause twice in a calendar year, which is defined as any of the following circumstances:

- Childcare or caregiving need that requires them to participate remotely
- A contagious illness that prevents a member from attending in person
- A need related to a physical or mental disability not otherwise accommodated
- Travel while on official business of the legislative body or another state or local agency

In order for a member to use the “emergency circumstances” justification, they must request the legislative body to allow them to participate in the meeting remotely due to an “emergency circumstance” and then the legislative body must subsequently take action to approve the request. The bill defines an “emergency circumstance” as a physical or family medical emergency that prevents the member from attending in person. The legislative body must request a general description of the circumstances; however, this description does not need to exceed 20 words, nor does it require the member to disclose any medical diagnosis or disability, or any personal medical information that is already exempt under existing law.

Since AB 2449 is not an urgency measure, its provisions do not take effect until January 1, 2023. This means that your LEA cannot utilize the flexibilities detailed in AB 2449 until the beginning of the 2023 calendar year. It is also important to note that the measure has a sunset date of January 1, 2026, meaning unless there is subsequent legislation to extend the bill’s provisions, it will become inoperative after three years.



AB-2449 Open meetings: local agencies: teleconferences. (2021-2022)



Date Published: 09/14/2022 09:00 PM

Assembly Bill No. 2449

CHAPTER 285

An act to amend, repeal, and add Sections 54953 and 54954.2 of the Government Code, relating to local government.

[Approved by Governor September 13, 2022. Filed with Secretary of State September 13, 2022.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2449, Blanca Rubio. Open meetings: local agencies: teleconferences.

Existing law, the Ralph M. Brown Act, requires, with specified exceptions, that all meetings of a legislative body of a local agency, as those terms are defined, be open and public and that all persons be permitted to attend and participate. The act generally requires posting an agenda at least 72 hours before a regular meeting that contains a brief general description of each item of business to be transacted or discussed at the meeting, and prohibits any action or discussion from being undertaken on any item not appearing on the posted agenda. The act authorizes a legislative body to take action on items of business not appearing on the posted agenda under specified conditions. The act contains specified provisions regarding providing for the ability of the public to observe and provide comment. The act allows for meetings to occur via teleconferencing subject to certain requirements, particularly that the legislative body notice each teleconference location of each member that will be participating in the public meeting, that each teleconference location be accessible to the public, that members of the public be allowed to address the legislative body at each teleconference location, that the legislative body post an agenda at each teleconference location, and that at least a quorum of the legislative body participate from locations within the boundaries of the local agency's jurisdiction. The act provides an exemption to the jurisdictional requirement for health authorities, as defined.

Existing law, until January 1, 2024, authorizes a local agency to use teleconferencing without complying with those specified teleconferencing requirements in specified circumstances when a declared state of emergency is in effect, or in other situations related to public health.

This bill would revise and recast those teleconferencing provisions and, until January 1, 2026, would authorize a local agency to use teleconferencing without complying with the teleconferencing requirements that each teleconference location be identified in the notice and agenda and that each teleconference location be accessible to the public if at least a quorum of the members of the legislative body participates in person from a singular physical location clearly identified on the agenda that is open to the public and situated within the local agency's jurisdiction. Under this exception, the bill would authorize a member to participate remotely under specified circumstances, including participating remotely for just cause or due to emergency circumstances. The emergency circumstances basis for remote participation would be contingent on a request to, and action by, the legislative body, as prescribed. The bill, until January 1, 2026, would authorize a legislative body to consider and take action on a request from a member to participate in a meeting remotely due to emergency circumstances if the request

does not allow sufficient time to place the proposed action on the posted agenda for the meeting for which the request is made. The bill would define terms for purposes of these teleconferencing provisions.

This bill would impose prescribed requirements for this exception relating to notice, agendas, the means and manner of access, and procedures for disruptions. The bill would require the legislative body to implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with federal law.

Existing constitutional provisions require that a statute that limits the right of access to the meetings of public bodies or the writings of public officials and agencies be adopted with findings demonstrating the interest protected by the limitation and the need for protecting that interest.

This bill would make legislative findings to that effect.

The California Constitution requires local agencies, for the purpose of ensuring public access to the meetings of public bodies and the writings of public officials and agencies, to comply with a statutory enactment that amends or enacts laws relating to public records or open meetings and contains findings demonstrating that the enactment furthers the constitutional requirements relating to this purpose.

This bill would make legislative findings to that effect.

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 54953 of the Government Code, as amended by Section 3 of Chapter 165 of the Statutes of 2021, is amended to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. If the legislative body of a local agency elects to use teleconferencing, the legislative body of a local agency shall comply with all of the following:

(A) All votes taken during a teleconferenced meeting shall be by rollcall.

(B) The teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency.

(C) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(D) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivisions (d) and (e).

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) The legislative body of a local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(2) A legislative body that holds a meeting pursuant to this subdivision shall do all of the following:

(A) In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option.

(B) In the event of a disruption that prevents the legislative body from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the legislative body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption that prevents the legislative body from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(C) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time.

(D) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(E) (i) A legislative body that provides a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register, pursuant to subparagraph (F), to provide public comment until that timed public comment period has elapsed.

(ii) A legislative body that does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register pursuant to subparagraph (F), or otherwise be recognized for the purpose of providing public comment.

(iii) A legislative body that provides a timed general public comment period that does not correspond to a specific agenda item shall not close the public comment period or the opportunity to register, pursuant to subparagraph (F), until the timed general public comment period has elapsed.

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

(4) This subdivision shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(f) (1) The legislative body of a local agency may use teleconferencing without complying with paragraph (3) of subdivision (b) if, during the teleconference meeting, at least a quorum of the members of the legislative body participates in person from a singular physical location clearly identified on the agenda, which location shall be open to the public and situated within the boundaries of the territory over which the local agency exercises jurisdiction and the legislative body complies with all of the following:

(A) The legislative body shall provide at least one of the following as a means by which the public may remotely hear and visually observe the meeting, and remotely address the legislative body:

(i) A two-way audiovisual platform.

(ii) A two-way telephonic service and a live webcasting of the meeting.

(B) In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment.

(C) The agenda shall identify and include an opportunity for all persons to attend and address the legislative body directly pursuant to Section 54954.3 via a call-in option, via an internet-based service option, and at the in-person location of the meeting.

(D) In the event of a disruption that prevents the legislative body from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the legislative body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption that prevents the legislative body from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet

website or online platform to participate.

(2) A member of the legislative body shall only participate in the meeting remotely pursuant to this subdivision, if all of the following requirements are met:

(A) One of the following circumstances applies:

(i) The member notifies the legislative body at the earliest opportunity possible, including at the start of a regular meeting, of their need to participate remotely for just cause, including a general description of the circumstances relating to their need to appear remotely at the given meeting. The provisions of this clause shall not be used by any member of the legislative body for more than two meetings per calendar year.

(ii) The member requests the legislative body to allow them to participate in the meeting remotely due to emergency circumstances and the legislative body takes action to approve the request. The legislative body shall request a general description of the circumstances relating to their need to appear remotely at the given meeting. A general description of an item generally need not exceed 20 words and shall not require the member to disclose any medical diagnosis or disability, or any personal medical information that is already exempt under existing law, such as the Confidentiality of Medical Information Act (Chapter 1 (commencing with Section 56) of Part 2.6 of Division 1 of the Civil Code). For the purposes of this clause, the following requirements apply:

(I) A member shall make a request to participate remotely at a meeting pursuant to this clause as soon as possible. The member shall make a separate request for each meeting in which they seek to participate remotely.

(II) The legislative body may take action on a request to participate remotely at the earliest opportunity. If the request does not allow sufficient time to place proposed action on such a request on the posted agenda for the meeting for which the request is made, the legislative body may take action at the beginning of the meeting in accordance with paragraph (4) of subdivision (b) of Section 54954.2.

(B) The member shall publicly disclose at the meeting before any action is taken, whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and the general nature of the member's relationship with any such individuals.

(C) The member shall participate through both audio and visual technology.

(3) The provisions of this subdivision shall not serve as a means for any member of a legislative body to participate in meetings of the legislative body solely by teleconference from a remote location for a period of more than three consecutive months or 20 percent of the regular meetings for the local agency within a calendar year, or more than two meetings if the legislative body regularly meets fewer than 10 times per calendar year.

(g) The legislative body shall have and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and resolving any doubt in favor of accessibility. In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the procedure for receiving and resolving requests for accommodation.

(h) The legislative body shall conduct meetings subject to this chapter consistent with applicable civil rights and nondiscrimination laws.

(i) (1) Nothing in this section shall prohibit a legislative body from providing the public with additional teleconference locations.

(2) Nothing in this section shall prohibit a legislative body from providing members of the public with additional physical locations in which the public may observe and address the legislative body by electronic means.

(j) For the purposes of this section, the following definitions shall apply:

(1) "Emergency circumstances" means a physical or family medical emergency that prevents a member from attending in person.

(2) "Just cause" means any of the following:

(A) A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely. "Child," "parent," "grandparent," "grandchild," and "sibling" have the same meaning as those terms do in Section 12945.2.

(B) A contagious illness that prevents a member from attending in person.

(C) A need related to a physical or mental disability as defined in Sections 12926 and 12926.1 not otherwise accommodated by subdivision (g).

(D) Travel while on official business of the legislative body or another state or local agency.

(3) "Remote location" means a location from which a member of a legislative body participates in a meeting pursuant to subdivision (f), other than any physical meeting location designated in the notice of the meeting. Remote locations need not be accessible to the public.

(4) "Remote participation" means participation in a meeting by teleconference at a location other than any physical meeting location designated in the notice of the meeting. Watching or listening to a meeting via webcasting or another similar electronic medium that does not permit members to interactively hear, discuss, or deliberate on matters, does not constitute remote participation.

(5) "State of emergency" means a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Article 1 (commencing with Section 8550) of Chapter 7 of Division 1 of Title 2).

(6) "Teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both.

(7) "Two-way audiovisual platform" means an online platform that provides participants with the ability to participate in a meeting via both an interactive video conference and a two-way telephonic function.

(8) "Two-way telephonic service" means a telephone service that does not require internet access, is not provided as part of a two-way audiovisual platform, and allows participants to dial a telephone number to listen and verbally participate.

(9) "Webcasting" means a streaming video broadcast online or on television, using streaming media technology to distribute a single content source to many simultaneous listeners and viewers.

(k) This section shall remain in effect only until January 1, 2024, and as of that date is repealed.

SEC. 2. Section 54953 of the Government Code, as added by Section 4 of Chapter 165 of the Statutes of 2021, is amended to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. If the legislative body of a local agency elects to use teleconferencing, the legislative body of a local agency shall comply with all of the following:

(A) All votes taken during a teleconferenced meeting shall be by rollcall.

(B) The teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency.

(C) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(D) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d).

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Division 10 (commencing with Section 7920.000) of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) The legislative body of a local agency may use teleconferencing without complying with paragraph (3) of subdivision (b) if, during the teleconference meeting, at least a quorum of the members of the legislative body participates in person from a singular physical location clearly identified on the agenda, which location shall be open to the public and situated within the boundaries of the territory over which the local agency exercises jurisdiction and the legislative body complies with all of the following:

(A) The legislative body shall provide at least one of the following as a means by which the public may remotely hear and visually observe the meeting, and remotely address the legislative body:

(i) A two-way audiovisual platform.

(ii) A two-way telephonic service and a live webcasting of the meeting.

(B) In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment.

(C) The agenda shall identify and include an opportunity for all persons to attend and address the legislative body directly pursuant to Section 54954.3 via a call-in option, via an internet-based service option, and at the in-person location of the meeting.

(D) In the event of a disruption that prevents the legislative body from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the legislative body shall take no further

action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption that prevents the legislative body from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(2) A member of the legislative body shall only participate in the meeting remotely pursuant to this subdivision, if all of the following requirements are met:

(A) One of the following circumstances applies:

(i) The member notifies the legislative body at the earliest opportunity possible, including at the start of a regular meeting, of their need to participate remotely for just cause, including a general description of the circumstances relating to their need to appear remotely at the given meeting. The provisions of this clause shall not be used by any member of the legislative body for more than two meetings per calendar year.

(ii) The member requests the legislative body to allow them to participate in the meeting remotely due to emergency circumstances and the legislative body takes action to approve the request. The legislative body shall request a general description of the circumstances relating to their need to appear remotely at the given meeting. A general description of an item generally need not exceed 20 words and shall not require the member to disclose any medical diagnosis or disability, or any personal medical information that is already exempt under existing law, such as the Confidentiality of Medical Information Act (Chapter 1 (commencing with Section 56) of Part 2.6 of Division 1 of the Civil Code). For the purposes of this clause, the following requirements apply:

(I) A member shall make a request to participate remotely at a meeting pursuant to this clause as soon as possible. The member shall make a separate request for each meeting in which they seek to participate remotely.

(II) The legislative body may take action on a request to participate remotely at the earliest opportunity. If the request does not allow sufficient time to place proposed action on such a request on the posted agenda for the meeting for which the request is made, the legislative body may take action at the beginning of the meeting in accordance with paragraph (4) of subdivision (b) of Section 54954.2.

(B) The member shall publicly disclose at the meeting before any action is taken whether any other individuals 18 years of age or older are present in the room at the remote location with the member, and the general nature of the member's relationship with any such individuals.

(C) The member shall participate through both audio and visual technology.

(3) The provisions of this subdivision shall not serve as a means for any member of a legislative body to participate in meetings of the legislative body solely by teleconference from a remote location for a period of more than three consecutive months or 20 percent of the regular meetings for the local agency within a calendar year, or more than two meetings if the legislative body regularly meets fewer than 10 times per calendar year.

(f) The legislative body shall have and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and resolving any doubt in favor of accessibility. In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the procedure for receiving and resolving requests for accommodation.

(g) The legislative body shall conduct meetings subject to this chapter consistent with applicable civil rights and nondiscrimination laws.

(h) (1) Nothing in this section shall prohibit a legislative body from providing the public with additional teleconference locations.

(2) Nothing in this section shall prohibit a legislative body from providing members of the public with additional physical locations in which the public may observe and address the legislative body by electronic means.

(i) For the purposes of this section, the following definitions shall apply:

(1) "Emergency circumstances" means a physical or family medical emergency that prevents a member from attending in person.

(2) "Just cause" means any of the following:

(A) A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires them to participate remotely. "Child," "parent," "grandparent," "grandchild," and "sibling" have the same meaning as those terms do in Section 12945.2.

(B) A contagious illness that prevents a member from attending in person.

(C) A need related to a physical or mental disability as defined in Sections 12926 and 12926.1 not otherwise accommodated by subdivision (f).

(D) Travel while on official business of the legislative body or another state or local agency.

(3) "Remote location" means a location from which a member of a legislative body participates in a meeting pursuant to subdivision (e), other than any physical meeting location designated in the notice of the meeting. Remote locations need not be accessible to the public.

(4) "Remote participation" means participation in a meeting by teleconference at a location other than any physical meeting location designated in the notice of the meeting. Watching or listening to a meeting via webcasting or another similar electronic medium that does not permit members to interactively hear, discuss, or deliberate on matters, does not constitute remote participation.

(5) "Teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both.

(6) "Two-way audiovisual platform" means an online platform that provides participants with the ability to participate in a meeting via both an interactive video conference and a two-way telephonic function.

(7) "Two-way telephonic service" means a telephone service that does not require internet access, is not provided as part of a two-way audiovisual platform, and allows participants to dial a telephone number to listen and verbally participate.

(8) "Webcasting" means a streaming video broadcast online or on television, using streaming media technology to distribute a single content source to many simultaneous listeners and viewers.

(j) This section shall become operative January 1, 2024, shall remain in effect only until January 1, 2026, and as of that date is repealed.

SEC. 3. Section 54953 is added to the Government Code, to read:

54953. (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each

teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) This section shall become operative January 1, 2026.

SEC. 4. Section 54954.2 of the Government Code is amended to read:

54954.2. (a) (1) At least 72 hours before a regular meeting, the legislative body of the local agency, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed 20 words. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the public and on the local agency's Internet Web site, if the local agency has one. If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

(2) For a meeting occurring on and after January 1, 2019, of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an Internet Web site, the following provisions shall apply:

(A) An online posting of an agenda shall be posted on the primary Internet Web site homepage of a city,

county, city and county, special district, school district, or political subdivision established by the state that is accessible through a prominent, direct link to the current agenda. The direct link to the agenda shall not be in a contextual menu; however, a link in addition to the direct link to the agenda may be accessible through a contextual menu.

(B) An online posting of an agenda including, but not limited to, an agenda posted in an integrated agenda management platform, shall be posted in an open format that meets all of the following requirements:

(i) Retrievable, downloadable, indexable, and electronically searchable by commonly used Internet search applications.

(ii) Platform independent and machine readable.

(iii) Available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

(C) A legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an Internet Web site and an integrated agenda management platform shall not be required to comply with subparagraph (A) if all of the following are met:

(i) A direct link to the integrated agenda management platform shall be posted on the primary Internet Web site homepage of a city, county, city and county, special district, school district, or political subdivision established by the state. The direct link to the integrated agenda management platform shall not be in a contextual menu. When a person clicks on the direct link to the integrated agenda management platform, the direct link shall take the person directly to an Internet Web site with the agendas of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state.

(ii) The integrated agenda management platform may contain the prior agendas of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state for all meetings occurring on or after January 1, 2019.

(iii) The current agenda of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state shall be the first agenda available at the top of the integrated agenda management platform.

(iv) All agendas posted in the integrated agenda management platform shall comply with the requirements in clauses (i), (ii), and (iii) of subparagraph (B).

(D) For the purposes of this paragraph, both of the following definitions shall apply:

(i) "Integrated agenda management platform" means an Internet Web site of a city, county, city and county, special district, school district, or political subdivision established by the state dedicated to providing the entirety of the agenda information for the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state to the public.

(ii) "Legislative body" has the same meaning as that term is used in subdivision (a) of Section 54952.

(E) The provisions of this paragraph shall not apply to a political subdivision of a local agency that was established by the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state.

(3) No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of a legislative body or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of a legislative body, or the body itself, subject to rules or procedures of the legislative body, may provide a reference to staff or other resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

(b) Notwithstanding subdivision (a), the legislative body may take action on items of business not appearing on the posted agenda under any of the conditions stated below. Prior to discussing any item pursuant to this subdivision, the legislative body shall publicly identify the item.

(1) Upon a determination by a majority vote of the legislative body that an emergency situation exists, as defined in Section 54956.5.

(2) Upon a determination by a two-thirds vote of the members of the legislative body present at the meeting, or, if less than two-thirds of the members are present, a unanimous vote of those members present, that there is a need to take immediate action and that the need for action came to the attention of the local agency subsequent to the agenda being posted as specified in subdivision (a).

(3) The item was posted pursuant to subdivision (a) for a prior meeting of the legislative body occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting the item was continued to the meeting at which action is being taken.

(4) To consider action on a request from a member to participate in a meeting remotely due to emergency circumstances, pursuant to Section 54953, if the request does not allow sufficient time to place the proposed action on the posted agenda for the meeting for which the request is made. The legislative body may approve such a request by a majority vote of the legislative body.

(c) This section is necessary to implement and reasonably within the scope of paragraph (1) of subdivision (b) of Section 3 of Article I of the California Constitution.

(d) For purposes of subdivision (a), the requirement that the agenda be posted on the local agency's Internet Web site, if the local agency has one, shall only apply to a legislative body that meets either of the following standards:

(1) A legislative body as that term is defined by subdivision (a) of Section 54952.

(2) A legislative body as that term is defined by subdivision (b) of Section 54952, if the members of the legislative body are compensated for their appearance, and if one or more of the members of the legislative body are also members of a legislative body as that term is defined by subdivision (a) of Section 54952.

(e) This section shall remain in effect only until January 1, 2026, and as of that date is repealed.

SEC. 5. Section 54954.2 is added to the Government Code, to read:

54954.2. (a) (1) At least 72 hours before a regular meeting, the legislative body of the local agency, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. A brief general description of an item generally need not exceed 20 words. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the public and on the local agency's Internet Web site, if the local agency has one. If requested, the agenda shall be made available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

(2) For a meeting occurring on and after January 1, 2019, of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an Internet Web site, the following provisions shall apply:

(A) An online posting of an agenda shall be posted on the primary Internet Web site homepage of a city, county, city and county, special district, school district, or political subdivision established by the state that is accessible through a prominent, direct link to the current agenda. The direct link to the agenda shall not be in a contextual menu; however, a link in addition to the direct link to the agenda may be accessible through a contextual menu.

(B) An online posting of an agenda including, but not limited to, an agenda posted in an integrated agenda management platform, shall be posted in an open format that meets all of the following requirements:

(i) Retrievable, downloadable, indexable, and electronically searchable by commonly used Internet search applications.

(ii) Platform independent and machine readable.

(iii) Available to the public free of charge and without any restriction that would impede the reuse or

redistribution of the agenda.

(C) A legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state that has an Internet Web site and an integrated agenda management platform shall not be required to comply with subparagraph (A) if all of the following are met:

(i) A direct link to the integrated agenda management platform shall be posted on the primary Internet Web site homepage of a city, county, city and county, special district, school district, or political subdivision established by the state. The direct link to the integrated agenda management platform shall not be in a contextual menu. When a person clicks on the direct link to the integrated agenda management platform, the direct link shall take the person directly to an Internet Web site with the agendas of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state.

(ii) The integrated agenda management platform may contain the prior agendas of a legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state for all meetings occurring on or after January 1, 2019.

(iii) The current agenda of the legislative body of a city, county, city and county, special district, school district, or political subdivision established by the state shall be the first agenda available at the top of the integrated agenda management platform.

(iv) All agendas posted in the integrated agenda management platform shall comply with the requirements in clauses (i), (ii), and (iii) of subparagraph (B).

(D) For the purposes of this paragraph, both of the following definitions shall apply:

(i) "Integrated agenda management platform" means an Internet Web site of a city, county, city and county, special district, school district, or political subdivision established by the state dedicated to providing the entirety of the agenda information for the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state to the public.

(ii) "Legislative body" has the same meaning as that term is used in subdivision (a) of Section 54952.

(E) The provisions of this paragraph shall not apply to a political subdivision of a local agency that was established by the legislative body of the city, county, city and county, special district, school district, or political subdivision established by the state.

(3) No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3. In addition, on their own initiative or in response to questions posed by the public, a member of a legislative body or its staff may ask a question for clarification, make a brief announcement, or make a brief report on his or her own activities. Furthermore, a member of a legislative body, or the body itself, subject to rules or procedures of the legislative body, may provide a reference to staff or other resources for factual information, request staff to report back to the body at a subsequent meeting concerning any matter, or take action to direct staff to place a matter of business on a future agenda.

(b) Notwithstanding subdivision (a), the legislative body may take action on items of business not appearing on the posted agenda under any of the conditions stated below. Prior to discussing any item pursuant to this subdivision, the legislative body shall publicly identify the item.

(1) Upon a determination by a majority vote of the legislative body that an emergency situation exists, as defined in Section 54956.5.

(2) Upon a determination by a two-thirds vote of the members of the legislative body present at the meeting, or, if less than two-thirds of the members are present, a unanimous vote of those members present, that there is a need to take immediate action and that the need for action came to the attention of the local agency subsequent to the agenda being posted as specified in subdivision (a).

(3) The item was posted pursuant to subdivision (a) for a prior meeting of the legislative body occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting the item was continued to the meeting at which action is being taken.

(c) This section is necessary to implement and reasonably within the scope of paragraph (1) of subdivision (b) of

Section 3 of Article I of the California Constitution.

(d) For purposes of subdivision (a), the requirement that the agenda be posted on the local agency's Internet Web site, if the local agency has one, shall only apply to a legislative body that meets either of the following standards:

(1) A legislative body as that term is defined by subdivision (a) of Section 54952.

(2) A legislative body as that term is defined by subdivision (b) of Section 54952, if the members of the legislative body are compensated for their appearance, and if one or more of the members of the legislative body are also members of a legislative body as that term is defined by subdivision (a) of Section 54952.

(e) This section shall become operative January 1, 2026.

SEC. 6. The Legislature finds and declares that Sections 1 and 2 of this act, which amend Section 54953 of the Government Code, impose a limitation on the public's right of access to the meetings of public bodies or the writings of public officials and agencies within the meaning of Section 3 of Article I of the California Constitution. Pursuant to that constitutional provision, the Legislature makes the following findings to demonstrate the interest protected by this limitation and the need for protecting that interest:

By removing the requirement for agendas to be placed at the location of each public official participating in a public meeting remotely, including from the member's private home or hospital room, this act protects the personal, private information of public officials and their families while preserving the public's right to access information concerning the conduct of the people's business.

SEC. 7. The Legislature finds and declares that Sections 1 and 2 of this act, which amend Section 54953 of the Government Code, further, within the meaning of paragraph (7) of subdivision (b) of Section 3 of Article I of the California Constitution, the purposes of that constitutional section as it relates to the right of public access to the meetings of local public bodies or the writings of local public officials and local agencies. Pursuant to paragraph (7) of subdivision (b) of Section 3 of Article I of the California Constitution, the Legislature makes the following findings:

This act is necessary to ensure minimum standards for public participation and notice requirements allowing for greater public participation in teleconference meetings.



Modified Information taken from original presentation:

IEP Implementation Update

Shiylah Duncan-Becerril, Associate Director
Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

Court Requirement

- State found out of compliance with federal law because it did not adequately collect data regarding the implementation of student with disabilities (SWD) individual education programs (IEPs)
- State ordered to develop an annual data collection that speaks directly to LEAs' performance in providing all of the services promised to SWD in their annual IEPs

Court Approval and Next Steps

- Court approved Special Education Division's (SED's) data collection proposal to:
 - Direct LEAs annually to **track delivery of service minutes** for each student with an IEP
 - Direct LEAs to **report data** on delivery of service minutes to **CDE annually** in a valid and reliable manner using a sample of students within the LEA
 - Employ a method that ensures the validity and reliability of the data collected from the LEAs
 - Analyze the valid and reliable data to determine the appropriate metric/cutoff as to which LEAs should be selected for further intervention in the area of IEP implementation
- The SED will conduct a pilot in the Spring of 2022, with the intent to collect statewide IEP implementation data in **SY 22-23**

Overview of Annual Data Collection

- LEAs are directed to annually track delivery of service minutes for each student with an IEP
- SED will identify a *random/sample of students for a specified amount of time* for the LEA and SELPA and provide the list
- LEAs will review and report implementation information for the sample of their SWDs each year and certify that data are accurate

Overview of Annual Data Collection

- The collection will be separate from CALPADS
- Annual collection slated for SY 22-23
 - *5% of SWD - Random Selection*
- *Data will be used to identify LEAs in need of monitoring and support in subsequent monitoring years*
 - *100-95% of Services Received*
 - *94.9-90% of Services Received*
 - *Less than 90% of Services Received*

Overview of Annual Data Collection

- While not required for the pilot, upon certification of annual data, SED will require that each *LEA Superintendent certify* that data are accurate and that *school principals* have certified to the LEA's Superintendent that *data are accurate*. SELPA will also provide a certification of the data.
- CDE may follow up with LEA/SELPA to fine-tune data validation protocols and procedures

Resources to assist LEAs

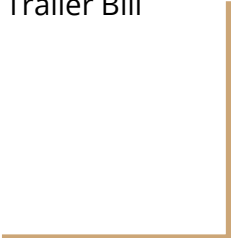
IEP Implementation Monitoring -

IEP Implementation Monitoring is anticipated for Spring 2023, LEAs can: *begin preparing now through reviewing their CALPADS (or local SEDS data) using the strategies available here.* For those who use SEIS as their SEDS, additional *Service Tracker review strategies are available here.*



Alternative Diploma

2022 California Education Budget Trailer Bill
(AB 181)



New Diploma of Graduation from High School

As part of the **2022 California Education Budget Trailer Bill (AB 181)** and effective June 30, 2022, Section 51225.31 was added to the Education Code which established a new high school diploma pathway exclusively for students with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act (“ESSA”).



Qualifying students who currently do not have a pathway to a diploma and who take the California Alternate Assessments (“CAA”), may obtain a diploma (*Alternate*) of graduation from high school if they meet the state’s minimum coursework requirements (based on the alternate achievement standards).



This new Section 51225.31 diploma is not the same as a regular high school diploma. As such, its award does not change an LEA's obligation to provide a FAPE to eligible students and does not constitute a change in placement like the award of a regular high school diploma would. Students awarded a Section 51225.31 diploma must be permitted to participate in graduation ceremonies and activities with similar age peers but such participation does not end their right to a FAPE.

- *Students receiving this alternate diploma may continue their education with the district until they age out at 22 years old.*

New IEP Procedural Requiremen



- In order to ensure compliance with this new law, **before a student commences grade 10**, the student's IEP team must determine and notify the student's parent or guardian whether the student may be eligible to graduate with a high school diploma under Section 51225.31. In order to be eligible for a Section 51225.31 diploma, the student's IEP must accordingly provide that:
 - a) The pupil is required to take the **CAA in grade 11**; and
 - b) The pupil is required to **complete state standards-aligned coursework** meeting the California statewide minimum coursework requirements (modified to alternative achievement standards) specified in Section 51225.3.

Which Students Does this Apply To?

it is important to remember that this new diploma pathway will only apply to a narrow sub-group of students with significant cognitive disabilities who take the CAA, and who have taken or plan to take the statewide coursework minimum requirements for graduation (modified to alternative achievement standards).



Example Situations

According to CDE's Alternate Assessment IEP Team Guidance, an IEP team's determination that a student has a specific learning disability will rule out the student for consideration as being identified as cognitively impaired for purposes of the CAA. Accordingly, such student would not be eligible for a Section 51225.31 diploma.

We recommend that IEP teams carefully review [CDE's Alternate Assessment IEP Team Guidance](#) to assist in appropriately identifying students for alternate assessments, a preliminary requirement to a Section 51225.31 diploma.

Additional considerations

District's must adhere to the ESSA's 1% cap for students taking the CAA, as those exceeding this threshold may be subject to enhanced monitoring, and recognition that even if a student does take the CAA, if they take a functional curriculum rather than courses meeting statewide minimum requirements, they will not qualify for a Section 51225.31 diploma

****Students must be enrolled in the courses meeting statewide minimum requirements (ex. Extended Algebra)***

When Does This Go Into Effect

Students who will commence grades 10, 11 or 12 in the 2022-2023 school year, who took or will take the CAA in 11th grade, could be eligible for a Section 51225.31 diploma if their IEP meets the two requirements.

Depending on currently graduation requirements, LEAs need to:

1. Identify students in 10th and 11th grade who are or may be eligible to take the CAA in 11th grade (or students in 12th grade who took the CAA in 11th grade); and
2. Convene IEP meetings for these students (or amend IEPs with parent agreement) to document their participation in the CAA in 11th grade, if appropriate; reflect that the student will complete state standards-aligned coursework meeting the California statewide minimum coursework requirements, if appropriate; and notify the student's parent or guardian whether the student may be eligible to graduate with a high school diploma under Section 51225.31

What are the Alternate State Standards

[Prioritized ELA Connectors and Essential Understandings: Reading\(DOC\)](#)

[Prioritized ELA Connectors and Essential Understandings: Writing\(DOC\)](#)

[Prioritized Mathematics Connectors and Essential Understandings\(DOC\)](#)



What is a Significant Cognitive Disability

1. Review of the student's school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for a person to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required. **Students identified with a specific learning disability cannot also be identified as cognitively impaired**, as the determination of a specific learning disability rules out cognitive impairment. IEP teams should be careful to consider the following:
 - Conceptual skills—language and literacy; money, time, and number concepts; and self-direction
 - Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized
 - Practical skills—activities of daily living (personal care), occupational skills, health care, travel/transportation, schedules/routines, safety, use of money, use of the telephone. As part of the IEP team decision, the team also should consider the following:

As part of the IEP team decision, the team also should consider the following:

- Community environment typical of the student's peers and culture
- Linguistic diversity
- Cultural differences in the way people communicate, move, and behave

<https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>

Important Links

<https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>

[Prioritized ELA Connectors and Essential Understandings: Reading\(DOC\)](#)

[Prioritized ELA Connectors and Essential Understandings: Writing\(DOC\)](#)

[Prioritized Mathematics Connectors and Essential Understandings\(DOC\)](#)



Understanding the Invisible Learning Disability:

Educational and Behavioral Interventions for Children with Fetal Alcohol Spectrum Disorder (FASD)

A 5-part virtual book study and lecture series to support educators and families in the implementation of SB 1016.

Participants will each receive an electronic copy of *Guided Growth*, by Ira Chasnoff, M.D. and Ron Powell, Ph.D.



Featuring

Ron Powell, Ph.D., Consultant and Co-Author of *Guided Growth: Educational and Behavioral Interventions for Children and Teens with FASD and Early Trauma*

Sheri Wilkins, Ph.D., Consultant and Co-Author of *FLIPP the Switch: Strengthen Executive Functioning Skills*

Audience

This series is ideally designed for all early education providers, K-12 teachers and other educators, psychologists, administrators, parents, and caregivers

Dates & Times

All sessions will take place from **11:30 a.m. to 1:30 p.m.** on the following dates:

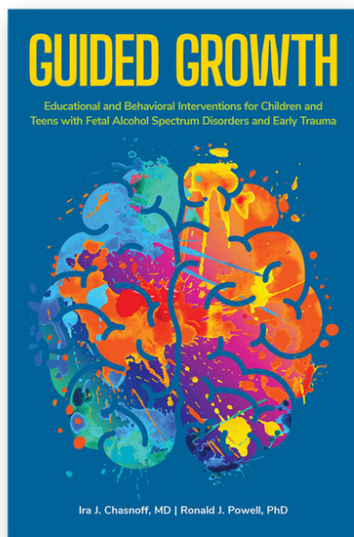
February 27, 2023

March 13, 2023

April 3, 2023

April 24, 2023

May 22, 2023



Areas of Focus:

Each session will concentrate on concepts from specific chapters from Guided Growth

- Session 1: How Learning Takes Place: The Disruptive Influence of FASD and Trauma
- Session 2: FASD and Its Impact on the Rational and the Emotional Brain
- Session 3: Promoting Self-Regulation Through Conditions of Safety and Belonging
- Session 4: Good Teaching: Overcoming the Impact of FASD on Memory and Learning
- Session 5: Supporting Children with FASD in Schools: The Power of Parental Involvement

\$249
plus a 2.25%
service fee

OMS Registration Link:

<https://stateselpa.k12oms.org/2722-229582>



7.5 Desert Mountain Operations Update

No materials, verbal report only



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

P 760-552-6700
F 760-946-0819
W www.dmchildrenscenter.org

MEMORANDUM

DATE: January 25, 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:

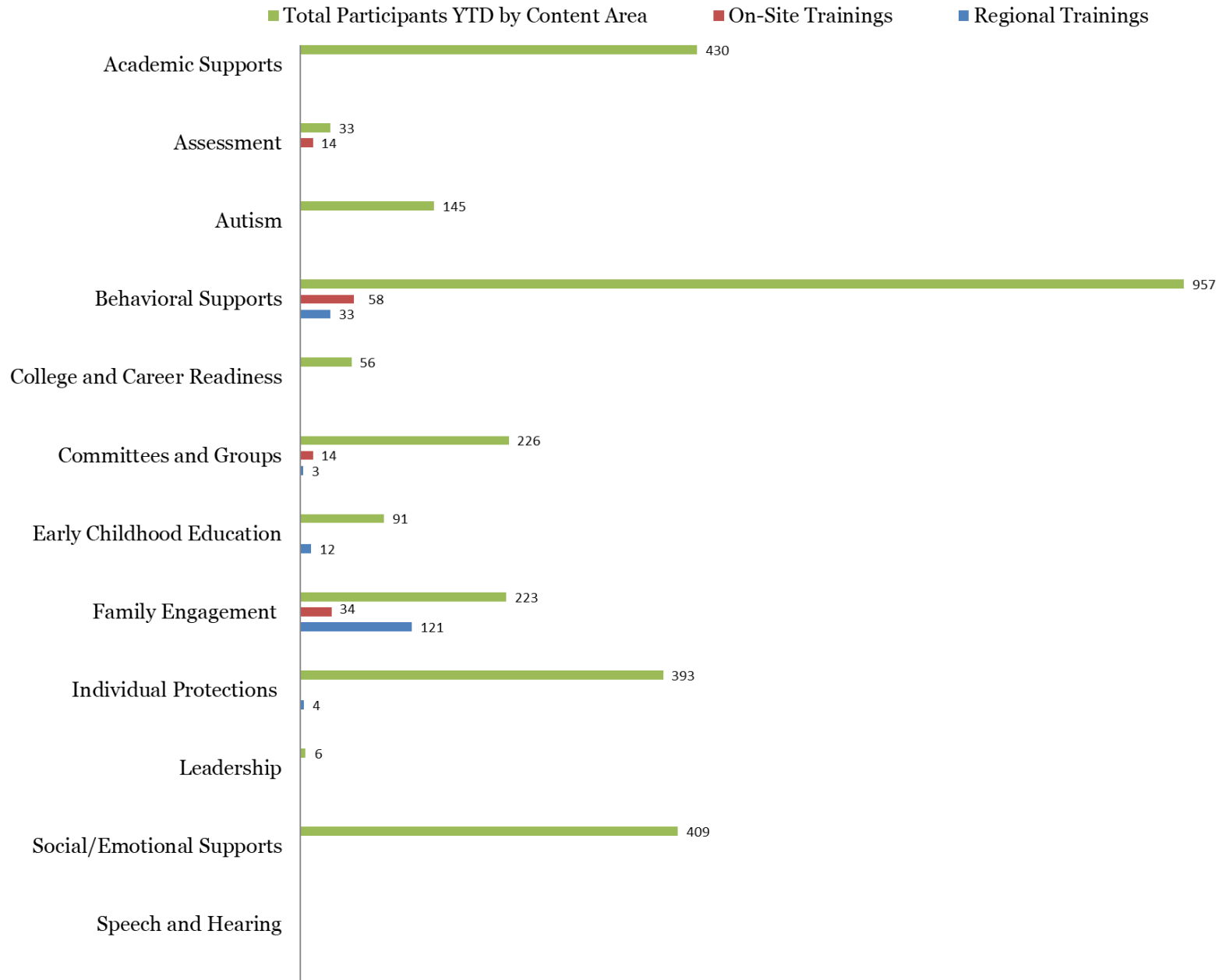
- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- Speech and occupational therapy

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

DM SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

DECEMBER 2022 PARTICIPANTS - 293

2,969 YEAR-TO-DATE PARTICIPANTS





Whole Child Supports - Mental Health

Parents and caregivers will explore various ways to support the mental health and well-being of their child. Discussions will include the importance of nurturing a child's physical, social, and emotional needs and the connection this has on raising happy, healthy children. Parents and caregivers will also be encouraged to improve their own mental health and well-being for the benefit of the entire family.

Presenters

Robin McMullen

Registration

<https://sbcss.k12oms.org/52-223659> or scan 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.

When

Thursday, February 23, 2023
CAC Reps Business Meeting: 5:00 - 5:30 p.m.
Presentation 5:30 - 6:30 p.m.

Location

Apple Valley Unified | 12555 Navajo Road,
Apple Valley, CA 92308

Cost

Free to attend.



REGISTER
HERE

Get in Touch

Email : Marysol.Hurtado@cahelp.org
Phone : (760) 955-3552



I-MTSS 2022-2023 Symposium
Presented by CAHELP

See Me Understand Me

Keynote by Ami Davis
- Make it Hard to Hate

8:30AM - 3:30PM
Wednesday, March 8, 2023

A no cost, a-day symposium
featuring Aiden and Marsha Aizumi,
Mattie Saint Montaye, and keynote
presentation by Ami Davis.

Event location:
Double Tree by Hilton
285 East Hospitality Lane
San Bernardino, CA 92408



Register online:
<https://sbcss.k12oms.org/52-229278>

Get in Touch

Email:
Marysol.Hurtado@cahelp.org
Phone:
(760)955-3552

Our Speakers



Ami Davis (she/they) will take you on an emotional journey back in time to what it was like to be a young Queer student in a small, conservative town. In an effort to support more people being what she needed, Ami will share the good, the bad, the dark, the pain, and the love and light that led to them not only surviving, but eventually healing and thriving. Thriving so much so that now, she gets to go back to some of those darkest spaces and fill them with light of her own for those growing up now. There is a formula to seeing young people, really seeing them. There is a way of hearing them, really hearing them. There is an answer to the negative outcomes we see such as suicide and drop out rates and Ami is going to guide you on the journey there, to how we can all work together to make it hard to hate.

Aiden and Marsha will walk participants through their personal stories, the lessons they learned from this journey, and how people can be better allies and supporters of LGBTQ+ people in their lives. Participants will have the opportunity to ask questions, discuss with others, and share with the larger group.



Mattie Saint Montaye's presentation - No Guts, No Glitter - will cover a wealth of information of the queer community where you will gain a better understanding of sexuality, gender identity, and gender expression. You will also gain insight of the Transgender Experience of a trans woman living in the rural High Desert community of southern California.



Desert/Mountain SELPA
Due Process Summary
July 1, 2022- December 31, 2022

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR					Hearing	Filed on Parent
	17/18	18/19	19/20	20/21	21/22	22/23	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled		
Adelanto SD	3	3.5	3	3.5	4	3	20	0	1	0	1	1	0	0
Apple Valley USD	0	3.5	10	5	5	2	25.5	0	0	0	0	2	0	1
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	2	0	1	1	0	4	0	0	0	0	0	0	0
Bear Valley USD	2	0	0	1	1	0	4	0	0	0	0	0	0	0
Helendale SD	1	0	0	0	0	0	1	0	0	0	0	0	0	0
Hesperia USD	6	7	17.5	7	12	2	51.5	0	1	0	0	1	0	0
Lucerne Valley USD	0	1.5	0	0	0	0	1.5	0	0	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	2	0	1	0	3	0	0	0	0	0	0	0
Silver Valley USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Snowline USD	2	8.5	7	2	3	0	22.5	0	0	0	0	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	6.5	0	7	1	6	7	27.5	2	0	1	3	1	0	1
Victor Valley Union High SD	4	8.5	6.5	10	6	0	35	0	0	0	0	0	0	0
Academy for Academic Excellenc	2	1	1	1	0	1	6	0	0	0	1	0	0	1
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	1.5	3	2	1	0	0	7.5	0	0	0	0	0	0	0
Excelsior Education Center	0	0.5	2	0	1	0	3.5	0	0	0	0	0	0	0
Health Sciences HS & MS	0	0	1	1	0	0	2	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	28	39	59	33.5	40	15	214.50	2	2	1	5	5	0	3

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

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2022–December 31, 2022

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
1. Adelanto Elementary SD Case No 2022070569	Denial of FAPE 1. Placement 2. ERICS/ERMHS 3. Parent Participation	7/19/2022	8/4/2022 8/9/2022 8/23/2022	9/13/2022	9/7-8/2022 10/24/2022	8/23/22 - Student not in school; parent wants virtual; mental, physical health concerns. 9/22/22 - Case settled to include - district assessments and parent ordered to cooperate with doctor audio-gram and IS placement for this year only. CLOSED - Mediation		ERMHS 30 hrs Academic 42 hrs
2. Apple Valley USD Case No 2022070781	Denial of FAPE 1. Deficient psycho ed assessment. 2. Deficient functional communication assessment 3. Deficient OT assessment 4. Deficient PT assessment 5. Inadequate placement 6. Inadequate SPL services 7. Inadequate OT services 8. Inadequate PT services 9. Inadequate communication program	7/25/2022	8/5/2022	10/3/2022	9/20-22/2022	8/5/22 - Parent seeking NPS. Not available in our region. Demanding private placement; moving to mediation. Consolidated with case # 2022080051. 10/3/22 - Mediation - Will not agree to placement based on single assessors recommendations 11/2/22 - Placement agreed to - Stu to return to school. CLOSED - Mediation	Psycho Ed Dr. Simun	SPL, OT, PI, SAI \$40,000 1:1 Aide in home 720min.
3. Apple Valley USD Case No 2022080051 Filing on parent	District filed to defend assessments	8/1/2022	N/A	10/3/2022	11/1-3/2022	*OAH Consolidated Case # 22022070781 with Case # 2022080051 Moving to mediation. 10/03/22 - Mediation held and unsuccessful. Parent seeks private home placement with 1:1 behavioral aide 6 hours at home and District seeks to return student to in-school program 11/2/22 - See above CLOSED - Mediation	N/A	N/A

Desert/Mountain SELPA
 Due Process Activity Summary
 July 1, 2022–December 31, 2022

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
4. HUSD Case no. 2022080186	Denial of FAPE 1. Failure to assess 2. Inadequate assessment Failure to provide emergency interventions.	8/5/2022	8/17/2022	10/31/2022	9/20-22/2022 11/9-11/2022	8/17/22 - Student not in school; seeking 1:1 for "global supervision; district provided NPS; student no show. 8/29/22 - Interim settlement for placement during assessments. 09/22 - Addendum scheduled to review the results of FBA IEEs completed first week of Nov. 11/9/22 - SPL,OT, Behavior increased in the IEP. Settlement CLOSED - Mediation	OT	SPL - 50 hrs Behavior - 25 hrs
5. VESD Case no. 2022080379	Denial of FAPE 1. Failure to provide 1:1 2. SPL 3. OT 4. AAC	8/12/2022	8/24/2022 8/29/2022	10/6/2022	9/27-29/2022	8/29/22 - No agreement on 1:1; analyzing records to determine next steps. 10/05/22 - Negotiations for settlement (provide 1:1 support for portion of the day rather than full day, add OT, AAC training and AAC device) 10/10/22 - Settlement agreement CLOSED - Mediation	Psycho Ed	Speech - 50 hrs Academic - 200 hrs
6. VESD Case no. 2022080518 Filing on parent	Permission to implement IEP; placement	8/17/2022	N/A	9/26/2022 - cancelled by parent	9/13-15/2022 11/01-03/2022	Student not in school. Parent seeking alternate placement. 10/17/22 - Case withdrawn. Parent signed IEP CLOSED - Withdraw	N/A	N/A
7. AAE Case no. 2022090499 Filing on parent	District filed for appropriate placement			Proposed 10/26/2022	10/18-20/2022 11/15-17/2022 1/24-26/2022	Parent not in agreement with a district placement in school of residence 10/4/22 - Complaint amended to include IEP update of 10/4/22 10/28/22 - Parent obtained new attorney who was granted a continuance		

Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2022–December 31, 2022

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
8. VESD Case no. 2022100187	Denial of FAPE 1. Failed to find eligible SPED under category of OT. 2. Failed to conduct ERMHS. 3. Abused student causing physical harm.	10/7/2022	10/19/2022 10/26/2022		11/22-23/2022 12/6-8/2022	10/26/22 - Parent attorney unprepared. Asking for eligibility under OT, not possible. 11/28/22 - Preparing for hearing 11/28/22 - Parent withdrew case. We expect it to be refiled Parent withdrew CLOSED - Withdraw	N/A	N/A
9. VESD DMOPS Case no. 2022100788	Denial of FAPE 1. Failure to provide appropriate placement and program a.) Academics b.) SPL c.) OT d.) BIP	10/25/2022	11/9/2022	12/19/2022	12/13-15/2022 1/31-2/3/2022	11/9/22 - Offered county placement and FBA in a new setting. Going to mediation. 12/19/22 - 10 day letter to stop fees		
10. AESD Case no. 2022100867	Denial of FAPE 1. Failure to evaluate prior to placement change 2. Failure to assess FBA, ERMHS 3. Failure to offer 1:1 4. Failure to offer OT consult	10/28/2022	11/9/2022 1:30-2:30 11/14/2022	1/10/2023	12/13-15/2022	11/18/22 - No progress.		
11. VESD Case no. 2022100869	Denial of FAPE 1. Failure to assess FBA 2. Failure to offer 1:1 aide	10/28/2022	11/9/2022 12:30-1:30 11/14/2022		12/20-22/2022	11/18/22 - No progress. 12/6/2022 - Agreement reached CLOSED - Resolution	ERMHS	Counseling \$3,000 Academic \$1,500
12. VESD Case no. 202210080	Denial of FAPE 1. Failure to follow timeliness for ERMHS assessment. 2. Failure to provide Ed benefit a.) Reading goals b.) Writing goals c.) Math goals	11/4/2022	11/18/2022 11:00 12/05/2022	2/22/2023	12/20-22/2022 03/28-30/2023	12/15/22 - Offered comped for ERMHS but not academics		

Desert/Mountain SELPA
 Due Process Activity Summary
 July 1, 2022–December 31, 2022

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
13. AESD Case no. 2022110480	Child Find Denial of FAPE 1. Failure to provide positive behavior supports 2. Failed to provide comprehensive assessment 3. Failed to provide a.) FBA b.) ERMHS c.) LAS d.) OT	11/17/2022	11/29/2022 12/09/2022		1/4-5/2023	12/9/22 - Parent attorney cut resolution short 12/21/22 - 1:1 aide added to the IEP; TISA to be conducted to review	Psycho Ed	Academic, NTE \$2,000 SPL, NTE \$5,500 OT - NTE \$2,750
13. VESD Case no. 2022110772	Child Find Denial of FAPE 1. Failure to assess at parent request a.) 8/29/2022 b.) 10/5/2022	11/29/2022	12/5/2022	1/18/2023	1/18-19/2023	12/5/22 - Expulsion hearing 12/15/22 - Awaiting results of psycho ed assessment		
14. HUSD Case no. 2022120240	Denial of Fape 1. Program not appropriate 2. Placement and services	12/7/2022	12/13/2022		1/9/2023	12/13/22 - Added to the IEP. 1:1 Aide to attend general ed classes until IEE is complete 12/21/22 - Settlement agreement CLOSED - Resolution	Psycho Ed SPL	

Desert /Mountain SELPA
Legal Expense Summary
As Reported at Steering December 16, 2022

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$314,479.71
2019-2020	\$475,930.79
2020-2021	\$354,582.16
2021-2022	\$401,072.52
2022-2023	\$174,852.61

Core Communication Skills

Participants will develop and enhance active listening skills and questioning techniques. The program will teach the importance of feeling "heard" in difficult conversations. Additionally, participants will demonstrate an awareness of concerns and feelings in resolving disputes.

Presented By
David P. Dowling, JD, MDR

Owner of Dowling Mediation Services
Professor at the Straus Institute for Dispute Resolution at Pepperdine University, School of Law.

Schedule
February 2, 2023

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

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

Audience
General education teachers, special education teachers, and administrators.



Registration
Please register online at:
<https://sbcss.k12oms.org/52-228143>

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

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

***All in-person trainings are subject to change based on health and safety orders.**

Get in Touch

Address : 17800 Highway 18,
Apple Valley, CA 92307
Phone : (760) 955-3551

Email : nicole.langley@cahelp.org
Website : www.cahelp.org

*Transition Planning for All Students *Self-paced Course*

Description

This online self-paced 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

Adrienne Shepherd, Program Manager

Date

Available until June 30, 2023

Time

Self-paced virtual course



Audience

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

Cost

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

Registration

Participants will receive access to the online training once registration is confirmed. Please register online at: <https://sbcss.k12oms.org/52-223826>

Special Accommodations

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

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

Adrienne Shepherd, Program Manager

Date

February 9, 2023

Time

9:00 a.m. - 12:00 p.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/52-222391>

Special Accommodations

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

7.10 Compliance Updates

No materials, verbal report only

7.11 Nonpublic School/Nonpublic Agency Update

No materials, verbal report only

Prevention & Intervention Trainings

For additional course description and registration information, visit the [Organizational Management System](https://sbcss.k12oms.org) (OMS) (url: <https://sbcss.k12oms.org>) or submit a [CAHELP On-Site Training Request Form](https://cahelp.org/educators/services/plc/cahelpsite) (url: <https://cahelp.org/educators/services/plc/cahelpsite>) to schedule any of the following courses.

PBIS Supports	Other Behavioral Supports	Social Emotional Supports
Year 1 Team, Coach & Admin	Bullying Prevention and Intervention: Using Expected Respect Curriculum	Weaving SEL into Everyday Practices
Year 2 Team, Coach & Admin	Competing Pathways Charting	Restorative Practices Overview
Year 3 Team, Coach & Admin	Creating a Responsive Classroom	Restorative Practices (2 Days) \$75/participant for materials
Prevent, Teach, Reinforce (PTR) Series of 4	Implementing Culturally Responsive Systems and Practices	Social Circles (TK-8)
Bootcamp	Cultural Responsiveness: A Compilation of Classroom Strategies	Youth Mental Health First Aid \$25/participant for materials
Tier 1: Back to Basics	Enhancing Disciplinary Equity through Data, Systems, and Practices	Understanding and Supporting Students with Adverse Childhood Experiences (ACES)
Check-In Check-Out (CICO)	Regaining School Muscle Memory: The Fundamentals of Behavior	Working with Behaviors through a Trauma-Informed Lens
School-Wide Information System (SWIS) Application - Tier 1	The Role of the Universal Screener	
CICO-SWIS Application Tier 2	Discouraging Problem Behaviors	
Team Initiated Problem Solving (TIPS)		
Minor & Major Facilitation		
PBIS In the Home		
Aligning PBIS with SEL		

For more information contact [Deborah Sarkesian](mailto:Deborah.Sarkesian@cahelp.org), Coordinator
Deborah.Sarkesian@cahelp.org
 (442) 292-5094 x200

7.13 Roles of Physical Therapy and Orthopedic Impairment Credentials

No materials, verbal report only

Americans, Asian-Pacific Islanders, Latinos, and people who are lesbian, gay, bisexual, transgender, or questioning youth.

(B) Eligible activities for an Antibias Education Grant may include, but are not limited to, any of the following:

(i) Professional development on topics that address hate, bigotry, racism, or any form of bias or prejudice, including, but not limited to, classroom management techniques, self-regulation, and strategies designed to increase teachers' skills for managing pupils in academic and disciplinary settings.

(ii) Opportunities for teachers, administrators, pupils, other school staff, and members of the governing board or body of the local educational agency to review policies, practices, and procedures that can promote bias, such as referrals for discipline, special education, and course placement, and to update those policies, practices, and procedures to foster in pupils a sense of belonging and connection.

(iii) The development of a comprehensive diversity plan based on the identified needs of the local educational agency using its data and tied to specific outcomes, such as increasing staff diversity or more racially proportionate pupil discipline referrals.

(iv) Curriculum that is appropriate for pupils in kindergarten or any of grades 1 to 12, inclusive, on topics that address hate, bigotry, racism, or any form of bias or prejudice.

(v) Support of pupil-initiated efforts to combat hate, bigotry, racism, or any form of bias or prejudice.

(C) Professional development and curriculum under this paragraph shall use evidence-based strategies, and may include, but are not limited to, those made available on the State Department of Education's internet website.

(d) On or before September 1, 2022, the State Department of Education shall submit a report to the appropriate budget and policy committees of the Legislature regarding the awarding of Antibias Education Grant Program funds, including, but not limited to, the number of awards, the award recipients, the amount of each award, and how funds will be used.

(e) For purposes of this section, "local educational agency" means a school district, county office of education, or charter school.

(f) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

SEC. 158. (a) The sum of ten million dollars (\$10,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction to administer the Dual Language Immersion Grant Program, which is hereby established, to expand access to quality dual language learning and foster languages that English learners bring to California's education system.

(b) (1) The State Department of Education shall award a minimum of 25 one-time Dual Language Immersion Grants over a period of three fiscal years of up to three hundred eighty thousand dollars (\$380,000) per grant to an eligible entity to expand or establish dual language immersion programs that provide integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(2) The State Department of Education shall identify criteria for evaluation of applicants and awarding grants.

(3) When awarding a grant to an applicant proposing to establish a new dual language immersion program, the State Department of Education shall provide additional funding of up to twenty thousand dollars (\$20,000) over the amount of the grant award pursuant to paragraph (1).

(c) Applicants for a Dual Language Immersion Grant may include any of the following eligible entities that meet the criteria established pursuant to paragraph (2) of subdivision (b):

(1) A school.

(2) A school district.

(3) A county office of education.

(4) A charter school.

(5) Consortia composed of any of the entities described in paragraphs (1) to (4), inclusive.

(d) A Dual Language Immersion Grant shall be used for activities that directly support the development of dual language immersion programs, as described in paragraph (1) of subdivision (b), in elementary and secondary schools, including any of the following activities:

(1) Instructional materials and resources.

(2) Professional development for teachers and school administrators.

(3) Teacher recruitment.

(4) Development of instructional materials.

(5) Development of curriculum.

(6) Family and pupil outreach.

(e) On or before June 1, 2026, the State Department of Education shall submit a report to the appropriate budget and policy committees of the Legislature regarding outcomes resulting from the use of Dual Language Immersion Grant Program funds including, but not limited to, the number of awards, the award recipients, the amount of each award, and how funds were used.

(f) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

SEC. 159. (a) For the 2021–22 fiscal year, the Superintendent of Public Instruction shall add twenty-five million dollars (\$25,000,000) to the amount to be apportioned pursuant to Sections 2574 and 2575 of the Education Code to the Kern County Office of Education. These funds shall be made available for the Kern County Office of Education to contract with the Child Mind Institute for purposes of developing mental health and wellness instructional resources and trainings for caregivers, educators, and youth to address impacts of the COVID-19 pandemic on children's mental health and to promote mental wellness within families and school communities.

(b) (1) Of the amount specified in subdivision (a), ten million dollars (\$10,000,000) is for the production and development of a series of instructional training videos, print resources, and toolkits for caregivers, youth, and educators that cover youth mental health and wellness skill sets.

(2) Of the amount specified in subdivision (a), fifteen million (\$15,000,000) is for direct compensation to educators for their participation in the completion of the instructional training video series.

(c) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

SEC. 160. (a) The sum of one hundred million dollars (\$100,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis for allocation to special education local plan areas for the purpose of supporting member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities to prevent and resolve special education disputes resulting from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive, in a collaborative and equitable manner.

(b) The Superintendent of Public Instruction shall allocate the funds appropriated in subdivision (a) to special education local plan areas no later than August 31, 2021. The funds shall be appropriated in an equal amount per pupil using the following methodology:

(1) For each special education local plan area, determine the total number of pupils who are 3 to 22 years of age, inclusive, with exceptional needs enrolled in each member local educational agency using the greater of Fall 1 Census special education data for the 2019–20 or 2020–21 fiscal years.

(2) The sum of the totals determined pursuant to paragraph (1) is the total statewide number of pupils with exceptional needs for the applicable year.

(3) Calculate a per pupil amount by dividing the amount appropriated in subdivision (a) for purposes of this section by the total statewide number of pupils with exceptional needs calculated in paragraph (2).

(4) Calculate a grant for each special education local plan area by multiplying the per pupil amount calculated in paragraph (3) by the total number of pupils with exceptional needs for the member local educational agency determined in paragraph (1).

(c) As a condition of receiving these funds, the special education local plan areas shall do all of the following:

(1) On or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including detailed proposed expenditure information broken down by eligible activity, the number, disabilities, and demographics of pupils proposed to be served, and any other information required by the State Department of Education.

(2) Support member local educational agencies in activities required by subdivision (d).

(3) On or before September 13, 2021, each special education local plan area shall allocate 80 percent of the amount received pursuant to subdivision (b) proportionally to their member local educational agencies using the greater of the member's Fall 1 Census special education data for the 2019–20 or 2020–21 fiscal years.

(d) Funds allocated pursuant to paragraph (3) of subdivision (c) shall be used by the local educational agencies in collaboration with their special education local plan area to support all of the following:

(1) Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities, including, but not limited to, parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), parent peer support, language access provided as a supplement to that required to be provided by local educational agencies pursuant to state and federal law, and collaboration with family empowerment centers and other family support organizations.

(2) Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process. If alternative dispute resolution is offered to parents by the local educational agency, the local educational agency shall ensure that the parents are provided notice of procedural safeguards established in state and federal law and are informed that alternative dispute resolution is a voluntary process, and make a good faith effort to ensure that any involvement of staff to a local educational agency or special education local plan area, family empowerment center, or other organization involved in alternative dispute resolution is acting as a neutral party in that process. Local educational agencies are encouraged to reach any agreements through voluntary alternative dispute resolution processes expeditiously and at no cost to a parent, with the goal of allowing learning recovery support to commence at the earliest possible date.

(3) As practicable, work in partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner.

(4) Develop and implement plans to identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic.

(e) Local educational agencies that received support from their special education local plan area for alternative dispute resolution activities under this section shall submit a report to their special education local plan area by September 30, 2023, that includes all of the following information:

(1) The number of cases mediated through alternative dispute resolution services.

(2) The number of cases totally resolved by agreement.

(3) The number of cases refusing alternative dispute resolution services and requesting due process.

(4) A list of the issues that generated the request for dispute resolution services.

(5) The demographics of pupils served, including, but not limited to, the pupil's disability, family income, English learner classification, and the parent's primary language.

(6) A summary of outreach activities conducted pursuant to this section.

(7) A summary of activities conducted in partnership with family support organizations pursuant to this section.

(f) (1) On or before October 1, 2023, the special education local plan areas shall submit the information collected pursuant to subdivision (e) to the State Department of Education. On or before December 1, 2023, the State Department of Education shall summarize this information and submit a summary to the appropriate fiscal and policy committees of the Legislature and to the Department of Finance.

(2) A report required to be submitted pursuant to paragraph (1) shall be submitted in compliance with Section 9795 of the Government Code.

(g) This section does not do any of the following:

(1) Abridge any right granted to a parent under state or federal law, including, but not limited to, the procedural safeguards established pursuant to Section 1415 of Title 20 of the United States Code.

(2) Require that alternative dispute resolution be used to resolve a dispute.

(3) Imply that conflicts should not be resolved in the individualized education program process.

(h) For purposes of this section, the following definitions apply:

(1) "Local educational agency" means a school district, county office of education, or charter school.

(2) "Pupil" means an individual with exceptional needs, as defined in Section 56026 of the Education Code, during the COVID-19 school disruptions from March 13, 2020, to September 1, 2021, inclusive, or an individual who was referred for assessment pursuant to Section 56029 of the Education Code whose assessment was delayed due to the COVID-19 school disruptions from March 13, 2020, to September 1, 2021, inclusive.

(i) Funds allocated pursuant to this section shall be available for encumbrance until June 30, 2023. Upon the expiration of its period of availability, the unencumbered balance of any apportionment made under this section shall be returned to the State Department of Education to return to the state.

(j) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

SEC. 161. (a) The sum of four hundred fifty million dollars (\$450,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction on a one-time basis for allocation to special education local plan areas and shall be expended by special education local plan areas and their member local educational agencies for purposes of providing learning recovery support to pupils, as defined in this section, associated with impacts to learning due to school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive.

(b) The Superintendent of Public Instruction shall allocate the funds appropriated in subdivision (a) to special education local plan areas no later than August 31, 2021. The funds shall be appropriated in an equal amount per pupil using the following methodology:

(1) For each special education local plan area, determine the total number of pupils who are 3 to 22 years of age, inclusive, with exceptional needs enrolled in each member local educational agency using the greater of Fall 1 Census special education data for the 2019–20 or 2020–21 fiscal years.

(2) The sum of the totals determined pursuant to paragraph (1) is the total statewide number of pupils with exceptional needs for the applicable year.

(3) Calculate a per pupil amount by dividing the amount appropriated in subdivision (a) for purposes of this section by the total statewide number of pupils with exceptional needs calculated in paragraph (2).

(4) Calculate a grant for each special education local plan area by multiplying the per pupil amount calculated in paragraph (3) by the total number of pupils with exceptional needs for the member local educational agency determined in paragraph (1).

(c) As a condition of receiving funding under this section, the special education local plan areas shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction detailing how the special education local plan area and its member local educational agencies will implement the requirements of this section, including detailed proposed expenditure information broken down by eligible activity, the number, disabilities, and demographics of pupils proposed to be served, evidence of matching funds as required by this section, and any other information required by the State Department of Education.

(d) Funds allocated pursuant subdivision (b) shall be used by the local educational agencies in collaboration with their special education local plan area to provide learning recovery support for pupils with disabilities related to impacts to learning resulting from COVID-19 school disruptions during the period of March 13, 2020, to September 1, 2021, inclusive.

(e) In expending funds appropriated pursuant to this section, local educational agencies and special education local plan areas shall do all of the following:

(1) Ensure that learning recovery support provided with these funds are related to COVID-19 school disruptions during the period of March 13, 2020, to September 1, 2021, inclusive.

(2) Match funding received under this section on a one-to-one basis by other funds spent for these purposes.

(3) Not use funds received under this section to supplant existing expenditures or obligations of the local educational agency.

(4) Not use funds received under this section for, or use these funds to match expenditures for, attorney's fees.

(f) As a condition of receiving funding under this section, special education local plan areas shall submit a report to the State Department of Education on or before September 30, 2023, that describes how funding received under this section was spent and that includes a summary of learning recovery services provided pursuant to this section. The summary shall include the demographics of pupils served through the provided learning recovery and supports, including, but not limited to, the pupil's disability, family income, English learner classification, and the parent's primary language.

(g) (1) On or before December 1, 2023, the State Department of Education shall summarize this information and submit the summary to the appropriate fiscal and policy committees of the Legislature and to the Department of Finance.

(2) A report required to be submitted pursuant to paragraph (1) shall be submitted in compliance with Section 9795 of the Government Code.

(h) Funds allocated pursuant to this section shall be available for encumbrance until June 30, 2023. Upon the expiration of its period of availability, the unencumbered balance of any apportionment made under this section shall be returned to the State Department of Education to return to the state.

(i) For purposes of this section the following definitions apply:

(1) "Local educational agency" means a school district, county office of education, or charter school.

(2) "Pupil" means an individual with exceptional needs, as defined in Section 56026 of the Education Code, during the COVID-19 school disruptions from March 13, 2020, to September 1, 2021, inclusive, or an individual who was referred for assessment pursuant to Section 56029 of the Education Code whose assessment was delayed due to the COVID-19 school disruptions from March 13, 2020, to September 1, 2021, inclusive.

(j) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

SEC. 162. (a) The sum of fifteen million dollars (\$15,000,000) is hereby appropriated from the General Fund to the State Department of Education for allocation to the Riverside County Office of Education and the El Dorado County Office of Education in equal amounts in support of the Supporting Inclusive Practices project, for purposes of increasing opportunities for pupils with disabilities to meaningfully participate in the least restrictive environment, as appropriate, and improving local educational agencies' outcomes on performance indicators as mandated by the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and the

Desert Mountain SELPA
Learning Recovery Support (Resource 6537) Claim Summary
January 11, 2023

Total Apportionment	8,176,491
Desert/Mountain SELPA Allocation (20%)	1,635,298
LEA Allocation	6,541,193

Funds must be encumbered no later than June 30, 2023 and expended by September 30, 2023.

A	B	C	D	E	F
LEA	Allocation	Actuals Claimed	Balance	FAR Actuals as of 01/11/23	Actuals Unclaimed
Academy for Academic Excellence	63,117	-	63,117.00	-	-
Adelanto Elementary	598,653	-	598,653.00	289,110.10	289,110.10
Apple Valley Unified	810,477	-	810,477.00	-	-
Baker Valley Unified	7,651	-	7,651.00	109.99	109.99
Barstow Unified	488,199	-	488,199.00	-	-
Bear Valley Unified	156,357	-	156,357.00	-	-
Excelsior Charter	112,845	-	112,845.00	-	-
Excelsior Charter School Corona-Norco	2,869	-	2,869.00	-	-
Health Sciences High and Middle College	46,859	-	46,859.00	-	-
Helendale Elementary	77,461	-	77,461.00	-	-
Hesperia Unified	1,441,644	77,583.12	1,364,060.88	226,854.54	149,271.42
Lucerne Valley Unified	74,114	-	74,114.00	-	-
Needles Unified	97,066	-	97,066.00	-	-
Norton Science and Language Academy	44,947	-	44,947.00	-	-
Oro Grande	167,833	-	167,833.00	-	-
Silver Valley Unified	186,960	-	186,960.00	186,960.00	186,960.00
Snowline Joint Unified	551,794	-	551,794.00	200,219.55	200,219.55
Trona Joint Unified	33,949	-	33,949.00	985.50	985.50
Victor Elementary	849,686	-	849,686.00	-	-
Victor Valley Union High	728,712	-	728,712.00	-	-
DM SELPA	1,635,298	317,303.02	1,317,994.98	317,303.02	-
Total	8,176,491	394,886.14	7,781,604.86	1,221,542.70	826,656.56

(Revised September 2021)

Learning Recovery Plan

Fiscal Year 2021–22

Due Date: **October 1, 2021**

As a condition of receiving funding, the special education local plan area shall, on or before October 1, 2021, work with its member local educational agencies to develop and submit a plan to the Superintendent of Public Instruction.

The requirement states the plan must include:

- how the special education local plan area and its member local educational agencies will implement the requirements;
- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities, and demographics of pupils proposed to be served.

If the SELPA has LEAs that are using their allocations in different ways due to the unique needs of the LEA, the SELPA submits a separate plan for LEAs that addresses their intent to use funds under one SELPA submission.

SELPA Information

SELPA Name:	Desert Mountain SELPA
SELPA Code:	3601

Plan Description

Applicable LEAs for this Plan **Academy for Academic Excellence, Adelanto Elementary SD, Apple Valley USD, Baker Valley USD, Barstow USD, Bear Valley USD,**

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Additional Support and Services Needed to Address Identified Learning Needs	Transportation services before school, after school, and summer camps outside of ESY to get students to campuses for additional supports and services.	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard
Positive Behavior Supports	ABA or Psych led social skills groups offered before school, after school, Saturdays, or summer camps outside of ESY designated time	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard

Impacted Areas	Learning Recovery Services for Pupils with Disabilities Related to Impacts of Learning Resulting from COVID-19 School Disruptions (Including Objectives and Metrics that will be used to measure success)	Students Served by Proposed Plan
Assessing Learning and Academic Needs of Students	Hiring additional staff: TOSA(s), academic coach(es), interns, lead teachers, tutoring agencies, or other positions. Purchase iReady program or other programs for Math & ELA to target gaps in +	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard subcategories +
Social Emotional Needs	Hiring additional staff: school counselors, social workers, mental health clinicians - services, school psychologists, or other positions Tiered supports through MTSS framework +	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard subcategories
High Quality and Instruction	UDL Training, Implementation, & Coaching Training on Evidence Based Practices Expand training for early education teachers and paraeducators Orton Gillingham (ELA) and Singapore Math +	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard subcategories
Supporting Students Return to In-Person Instruction	Family events at the district or site level - nights and weekends Parent training through parent support centers Hiring Community Outreach Liaison +	TK - 12 students with disabilities, English learners, Homeless youth, Foster youth, and other California dashboard subcategories +
Child Find	Parent training/education Hiring a Community Outreach Liaison Response to Intervention (RtI) Programs developed and implemented Multi-tiered Systems of Support (MTSS) +	TK - 12 students with learning disabilities and general education students subject to "Child Find" regulations in order to meet Federal requirements of +
Assessing Students who are Waiting of Initial IEPs	Hiring additional qualified staff or contracting qualified personnel to provide psycho-education assessments and observations. Paying staff additional hours or contracted days outside their contract to hold IEPs, +	TK - 12 students with learning disabilities and general education students subject to "Child Find" regulations in order to meet Federal requirements of +
Complete Overdue IEPs	Hiring additional qualified staff or contracting qualified personnel to provide psycho-education assessments and observations. Paying staff additional hours or contracted days outside their contract to hold IEPs, +	TK - 12 students with learning disabilities and general education students subject to "Child Find" regulations in order to meet Federal requirements of +
Other Impacted Areas (Identify the impacted Area and the plan for using the funds)	Secondary Transition and graduation planning for students with disabilities age 15 to 22. Work-Based Learning(WBL) Placements Establish additional workability partners for +	Students with disabilities ages 15 - 22 transitioning from high school to adulthood to provide supports and services through their transition and meeting the +

Implementation Timeline of Proposed Plan or Activities

Please describe your plan for implementation, including a timeline and milestones

It may take several years for full recovery of learning losses due to extended, repeated school closures, and traumatic events faced by students. The timeline will begin in September 2021 and will continue through September 2023. LEAs will address the following four (4) domains as we move through and address learning recovery. These domains may intertwine at times based on the need of each student. Domain 1: Leadership for rapid improvement; Prioritize improvement, Monitor goals, Customize supports. Domain 2: Talent management; Recruit, retain, and sustain talent, Target professional learning opportunities, Set performance expectations. Domain 3: Instructional Transformation; Diagnose student needs, Provide rigorous instruction, Remove barriers and provide supports. Domain 4: Culture and Climate

Proposed Expenditures

Object Codes	Learning Recovery Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certificated Salaries	\$4,600,000.00	Salary for certificated staff providing services directly related to LEA dispute prevention and resolution plans.
2. 2000–Classified Salaries	\$195,000.00	Salary for clerical staff providing support to staff carrying out dispute prevention and resolution plans.
3. 3000–Employee Benefits	\$1,731,916.00	Benefits for certificated and support staff.
4. 4000–Materials and Supplies (cannot exceed 10%)	\$300,000.00	Office supplies and materials for trainings, staff meetings, and parent engagement activities.
5. 5000–Services and other operating costs	\$754,439.00	Consultants, LEA participant stipends, and other services related to community outreach and the promotion of parent engagement.
6. Total Direct Costs (Total of 1 through 5)	\$7,581,355.00	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	\$0.00	
8. 7300–Indirect Costs CDE approved rate: 0.0785 (Enter 7.5% as 0.075)	\$595,136.00	CDE approved 2021/22 indirect cost rate for San Bernardino County Superintendent of Schools.
9. Total Grant Budget (Total 6 through 8)	\$8,176,491.00	

Assurance of Matching Funds

I am providing assurances that this plan will meet the grant cash match requirement required by Learning Recovery Plan Grant. To meet the cash match requirement, the SELPA will create a SELPA-level grant match. For multi-district SELPA's, the SELPA will collect/receive and review the grant match expenditure report for each member LEA.

These expenditure reports will be on file at the SELPA and will be made available upon CDE request. The grant match expenditure report will require the following items:

- Amount of grant allocation
- Amount of cash match
- List of expenditures for the amount (i.e. Purchase Order, Invoice, Payment Voucher, Journal Entry, Labor Report, etc.)
- Attestation or declaration that the amount qualified as a match for the purposes of the grant
- Agreement that the expenditures are subject to review

SELPA Name

Desert Mountain SELPA

SELPA Director Name

Jenae Holtz

Date

09/28/2021

Desert Mountain SELPA
Dispute Prevention Dispute Resolution (Resource 6536) Claim Summary
January 11, 2023

Total Apportionment	1,816,998
Desert/Mountain SELPA Allocation	363,400
LEA Allocation	1,453,598

Funds must be encumbered no later than June 30, 2023 and expended by September 30, 2023.

A	B	C	D	E	F
LEA	Allocation	Amount Claimed	Balance	FAR Actuals as of 01/11/23	Actuals Unclaimed
Academy for Academic Excellence	14,026	-	14,026.00	-	-
Adelanto Elementary	133,034	-	133,034.00	88.75	88.75
Apple Valley Unified	180,106	-	180,106.00	43,461.27	43,461.27
Baker Valley Unified	1,700	-	1,700.00	-	-
Barstow Unified	108,489	-	108,489.00	27,154.08	27,154.08
Bear Valley Unified	34,746	-	34,746.00	-	-
Excelsior Charter	25,077	-	25,077.00	-	-
Excelsior Charter School Corona	638	-	638.00	-	-
Health Sciences High and Middle	10,413	-	10,413.00	-	-
Helendale Elementary	17,214	-	17,214.00	-	-
Hesperia Unified	320,364	25,920.00	294,444.00	25,920.00	-
Lucerne Valley Unified	16,470	-	16,470.00	-	-
Needles Unified	21,570	-	21,570.00	-	-
Norton Science and Language A	9,988	-	9,988.00	-	-
Oro Grande	37,296	-	37,296.00	-	-
Silver Valley Unified	41,547	-	41,547.00	-	-
Snowline Joint Unified	122,621	13,729.75	108,891.25	62,148.41	48,418.66
Trona Joint Unified	7,544	-	7,544.00	-	-
Victor Elementary	188,819	-	188,819.00	-	-
Victor Valley Union High	161,936	-	161,936.00	-	-
DM SELPA	363,400	10,327.12	353,072.88	10,327.12	-
Total	1,816,998	49,976.87	1,767,021.13	169,099.63	119,122.76

(Revised September 2021)

Alternative Dispute Resolution Allocation Plan Fiscal Year 2021–22

Due Date: **October 1, 2021**

As a condition of receiving these funds, the special education local plan areas shall, on or before October 1, 2021, develop and submit a plan to the Superintendent of Public Instruction detailing how they will support their member local educational agencies in conducting dispute prevention and voluntary alternative dispute resolution activities, including:

- detailed proposed expenditure information broken down by eligible activity;
- the number, disabilities;
- and demographics of pupils proposed to be served.

SELPA Information

SELPA Name: **Desert/Mountain SELPA**

SELPA Code: **3601**

Plan Description

Impacted Areas	Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes	Students Served by Proposed Plan
<p>Early intervention to promote collaboration and positive relationships between families and schools and to prevent disputes through proactive communication, collaborative problem solving, and parent support activities.</p>	<p>Integrate outreach activities with existing parent advisory/action groups: SSC, ELAC, DLAC, PTA, CAC, parent resource centers, community liaisons, other. Provide training in cultural diversity, empathy, how to diffuse conflict, and promote "the best interest of the child."</p>	<p>TK-12 students with learning disabilities, English learners at risk of not graduating or reclassifying, students identifying as African American, students with Autism, students on the CDE Dashboard.</p>
<p>Parent education regarding special education processes and rights under the federal Individuals with Disabilities Education Act</p>	<p>Develop parent education modules: RTI, sped continuum, home supports, parent IEP role, advocacy, dispute resolution, transition, mental health, trauma other.</p>	<p>TK-12 students with learning disabilities, Autism, English learners at risk of not graduating or reclassifying, Af. Am. students, students on CDE Dashboard</p>
<p>Parent peer support</p>	<p>Implement local LEA CAC for parents of special needs students to develop parent peer support, connect to resources and provide information.</p>	<p>TK-12 students with learning disabilities and students subject to "Child-find" regulations.</p>

Impacted Areas	Plans by the SELPA and LEA to Conduct Dispute Prevention and Voluntary Alternative Dispute Resolution to Prevent and Resolve Special Education Disputes	Students Served by Proposed Plan
Language access provided as a supplement pursuant to state and federal law	Increase translation staff, translate all information docs to align with the LEA-ELL population, purchase translation equipment, train staff, plan for literacy needs of parents.	All English language learners identified with disabilities, who are at risk of not reclassifying or not graduating.
Collaboration with family empowerment centers and other family support organizations.	Connect liaisons to CAC, P&I, Celebrate Families; parent education and experiential learning; work with IRC, Rockin' Our Disabilities, CAPTAIN, Moses Ministry, other.	Students with Autism and other disabilities, those subject to "Child-find", identified in dispro data, ELL, African Am. students and with chronic absenteeism.
Conduct voluntary alternative dispute resolution activities, including offering voluntary alternative dispute resolution for issues that are not resolved through the individualized education program process.	Promote SELPA and LEA ADR services, support resolution skills with training and coaching, develop internal systems of ADR procedures, increase staff for ADR services, train stake holders in IDEA, provide educational materials.	Students with disabilities, students with Autism, and those subject to "Child-find". Students identified in dispro data, students with Autism, ELL students, and students identifying as African American.
Partnership with family empowerment centers or other family support organizations, including by providing support to those organizations to assist in the activities specified in this subdivision to prevent and resolve disputes in a pupil-centered, collaborative, and equitable manner.	Create outreach teams, develop local parent centers and hire staff; build relationships and partner with local parent support groups: IRC, IEHP, Autism Society, CAPTAIN, Moses Ministries and other regional parent resource groups. Provide training: IDEA rights, collaboration, building positive relationships. Provide child-care and vary the time of activities.	Students with disabilities including Autism and those subject to "Child-find". Students identified in dispro. data, ELL students, students identifying as African American and LGBTQ.
Identify, and conduct outreach to, families who face language barriers and other challenges to participation in the special education process, and whose pupils have experienced significant disruption to their education as a result of the COVID-19 pandemic	Campaign through multiple communication channels: social-media, video recordings, print, other. Provide transportation, incentives, food and other for activities to draw in parents. Create welcoming schools with empathy where parents are heard; staff is accessible.	Students with disabilities, with Autism, and those subject to "Child-find". Students identified in dispro. data, with Autism, ELL students, students identifying as African American, students, students with mental health needs and chronic absenteeism.
Other impacted areas (Identify the impacted area and the plan for using the funds)	Missing or late IEPs, assessments, supports services: provide additional staff, interns, coaches, lead teachers, subs, NPA staff, tutoring agencies, additional hours, other.	Students with outdated IEPs and assessments; students with need of make-up services, students not making progress towards goals.

Proposed Expenditures

Object Codes	ADR Allocation Funds (Expenditures)	Itemized Description and Justification
1. 1000–Certified Salaries	\$800,000.00	Salary for certificated staff providing services directly related to LEA dispute prevention and resolution plans.
2. 2000–Classified Salaries	\$65,000.00	Salary for clerical staff providing support to staff carrying out dispute prevention and resolution plans.
3. 3000–Employee Benefits	\$318,512.00	Benefits for certificated and support staff.
4. 4000–Materials and Supplies (cannot exceed 10%)	\$101,234.00	Office supplies and materials for trainings, staff meetings, and parent engagement activities.
5. 5000–Services and other operating costs	\$400,000.00	Consultants, LEA participant stipends, and other services related to community outreach and the promotion of parent engagement.
6. Total Direct Costs (Total of 1 through 5)	\$1,684,746.00	
7. 6000–Capital Outlay (cannot exceed 10% of allocation or \$10,000 per purchase)	\$0.00	
8. 7300–Indirect Costs CDE approved rate: 0.0785 (Enter 7.5% as 0.075)	\$132,252.00	CDE approved 2021/22 indirect cost rate for San Bernardino County Superintendent of Schools.
9. Total Grant Budget (Total 6 through 8)	\$1,816,998.00	

Desert Mountain SELPA Mental Health Funding
 2022-23 Projected AB114 6,457,762
 2021-22 Federal Mental Health ADA 1,180,337
 Total Funding 7,638,099
 Amount Per ADA 85.30

A	B	C	D	E	F	G	H
LEA	2021-22 P-2 Certified ADA	Projected State & Federal Mental Health Funding	Projected DMCC Client Count	Projected Service Count	Projected Clinician Need FTE (Col D / 32 clients per caseload)	* Projected Salary and Benefit Cost for Clinical Staff (Col F x Proj Cost) \$ 146,057	** Residential Placements
County Operated Programs	67.55	5,762	2	22	1	146,057	-
Academy for Academic Excellence	1,321.07	112,689	28	1,030	1	146,057	-
Norton Science and Language Academy	965.35	82,346	9	342	1	146,057	-
Adelanto Elementary	6,792.50	579,411	376	9,240	12	1,752,684	-
Apple Valley Unified	11,436.12	975,520	743	18,692	24	3,505,368	-
Baker Valley Unified	122.40	10,441	11	342	1	146,057	-
Barstow Unified	5,187.07	442,466	270	10,218	9	1,314,513	2
Bear Valley Unified	1,940.66	165,541	119	2,492	4	584,228	-
Excelsior Education Center	2,012.49	171,669	60	1,730	2	292,114	1
Excelsior Charter School Corona-Norco	115.38	9,842	-	-	-	-	-
Health Sciences High and Middle College	537.91	45,885	23	336	1	146,057	-
Helendale Elementary	1,083.52	92,426	32	794	1	146,057	-
Hesperia Unified	19,814.32	1,690,194	775	18,672	25	3,651,425	1
Lucerne Valley Unified	875.48	74,680	42	1,138	2	292,114	-
Needles Unified	904.83	77,183	36	798	2	292,114	-
Oro Grande Elementary	5,121.46	436,869	27	716	1	146,057	-
Silver Valley Unified	1,781.62	151,975	55	758	2	292,114	3
Snowline Joint Unified	7,057.81	602,043	270	6,264	9	1,314,513	-
Trona Joint Unified	209.83	17,899	22	334	1	146,057	-
Victor Elementary	11,229.75	957,916	881	18,682	28	4,089,596	-
Victor Valley Union High	10,965.12	935,344	425	10,440	14	2,044,798	-
Total	89,542.24	7,638,100	4,206	103,040	141	20,594,037	7

* Projection based on average of BHC I and Intervention Specialist cost (Step C)

** Mental health funds used to support residential and mental health costs for students served in a residential facility, psychologist, intervention specialist, and contract with Care Solace.

Residential cost range = \$109K-\$128K - mental health cost range = \$30K-\$82K. Total cost range \$139K-\$210K.

Excelsior student receives wraparound mental health only.

Desert Mountain Children's Center
 Department of Behavioral Health Contract Funding

Program	Funding Source	Funding by Mode of Service			Total
		15	45	60	
SATS	MEDI-CAL (FFP)	5,307,143	0	0	5,307,143
	EPSDT	3,824,328	0	0	3,824,328
	1991 REALIGNMENT COUNTY MATCH	363,220	0	0	363,220
	* DMCC MATCH	1,119,595	0	0	1,119,595
	TOTAL	10,614,286	0	0	10,614,286
SAP	MEDI-CAL (FFP)	613,096	0	0	613,096
	EPSDT (2011 REALIGNMENT)	0	0	0	0
	MHSA MATCH	358,697		0	358,697
	MHSA	128,350	251,915	0	380,265
	MHSSA Grant	288,000	96,001	0	384,001
	TOTAL	1,388,143	347,916	0	1,736,059
SART	MEDI-CAL (FFP)	3,118,048	0	0	3,118,048
	SHIFT TO EIIS	0	0	0	0
	EPSDT (2011 REALIGNMENT)	2,246,865	0	0	2,246,865
	* DMCC MATCH	469,793	0	0	469,793
	PEI MATCH	166,783	0	0	166,783
	PEI (NON-MEDI-CAL)	20,440	48,888	75,695	145,023
	FIRST 5 MEDI-CAL MATCH	234,614	0	0	234,614
	FIRST 5 (NON-MEDICAL)	139,877	334,546	517,989	992,412
	TOTAL	6,396,420	383,434	593,684	7,373,538
EIIS	MEDI-CAL (FFP)	829,283	0	0	829,283
	SHIFT FROM SART	0	0	0	0
	EPSDT (2011 REALIGNMENT)	597,582	0	0	597,582
	PEI MATCH	110,501	0	0	110,501
	* DMCC MATCH	82,376	0	0	82,376
	FIRST 5 MEDI-CAL MATCH	38,825	0	0	38,825
	FIRST 5 (NON-MEDICAL)	156,454	0	101,479	257,933
	TOTAL	1,815,021	0	101,479	1,916,500
	Grand Total	20,213,870			21,640,383

* DMCC Match Required to Leverage Funding 1,671,764
 Total contracts amount prior to match 9,065,168


Desert Mountain SELPA Mental Health Funding
 2022-23 Projected AB114 6,457,762
 2021-22 Federal Mental Health ADA 1,180,337
 Total Funding 7,638,099
 Amount Per ADA 85.30

A	B	C	D	E	F	G	H	I	J
LEA	2021-22 P-2 Certified ADA	State & Federal Mental Health Funding	Projected FFS-MHS	Total Revenues	Client Count	LEA % Client Count	Service Count	* Projected DMCC/SELPA Cost Allocated by LEA (COL I x COL G) \$ 31,760,078	Allocated Costs Col I less State and Federal Revenue Col E
County Operated Programs	67.55	5,762	-	5,762	2	0.05%	22	15,102	9,340
Academy for Academic Excellence	1,321.07	112,689	-	112,689	28	0.67%	1,030	211,432	98,743
Norton Science and Language Academy	965.35	82,346	-	82,346	9	0.21%	342	67,960	(14,386)
Adelanto Elementary	6,792.50	579,411	482,707	1,062,118	376	8.94%	9,240	2,839,227	1,777,109
Apple Valley Unified	11,436.12	975,520	1,520,033	2,495,553	743	17.67%	18,692	5,610,494	3,114,941
Baker Valley Unified	122.40	10,441	-	10,441	11	0.26%	342	83,062	72,621
Barstow Unified	5,187.07	442,466	582,239	1,024,705	270	6.42%	10,218	2,038,807	1,014,102
Bear Valley Unified	1,940.66	165,541	-	165,541	119	2.83%	2,492	898,585	733,044
Excelsior Education Center	2,012.49	171,669	-	171,669	60	1.43%	1,730	453,068	281,399
Excelsior Charter School Corona-Norco	115.38	9,842	-	9,842	-	0.00%	-	-	(9,842)
Health Sciences High and Middle College	537.91	45,885	-	45,885	23	0.55%	336	173,676	127,791
Helendale Elementary	1,083.52	92,426	-	92,426	32	0.76%	794	241,636	149,210
Hesperia Unified	19,814.32	1,690,194	1,497,596	3,187,790	775	18.43%	18,672	5,852,130	2,664,340
Lucerne Valley Unified	875.48	74,680	-	74,680	42	1.00%	1,138	317,148	242,468
Needles Unified	904.83	77,183	-	77,183	36	0.86%	798	271,841	194,658
Oro Grande Elementary	5,121.46	436,869	6,900	443,769	27	0.64%	716	203,881	(239,888)
Silver Valley Unified	1,781.62	151,975	-	151,975	55	1.31%	758	415,312	263,337
Snowline Joint Unified	7,057.81	602,043	598,921	1,200,964	270	6.42%	6,264	2,038,807	837,843
Trona Joint Unified	209.83	17,899	-	17,899	22	0.52%	334	166,125	148,226
Victor Elementary	11,229.75	957,916	545,988	1,503,904	881	20.95%	18,682	6,652,551	5,148,647
Victor Valley Union High	10,965.12	935,343	1,571,810	2,507,153	425	10.10%	10,440	3,209,233	702,080
Total	89,542.24	7,638,100	6,806,194	14,444,294	4,206	100.00%	103,040	31,760,078	17,315,784

* SELPA includes Hale, Lewis, and projected residential/mental health @ \$1.25M



MEMORANDUM

Date: January 3, 2023
To: Directors of Special Education
From: Richard Frederick, Area Director 

Subject: Audiological Service Reports

Attached are the Audiological Service Reports for the month of December 2022 by district.

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



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

P 760-552-6700
F 760-242-5363
W www.dmselpa.org

MEMORANDUM

Date: January 27, 2023

To: Directors of Special Education

From: Codi Andersen, 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

Desert Mountain SELPA
2022-2023 Non-Public School Placement Report

	January				February				March				April				May				June			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	3			3																				
Apple Valley	18		5	23																				
Baker																								
Barstow	5	1		6																				
Bear Valley																								
Helendale																								
Hesperia	20	1		21																				
High Tech High																								
Lucerne Valley	1			1																				
Needles																								
Oro Grande																								
Silver Valley		2		2																				
Snowline	7			7																				
Trona																								
Victor Elem	5	1	1	7																				
VVUHSD	17		2	19																				
TOTALS	76	5	8	89																				
2020-21 Totals	77	4	11	92	77	4	11	82	75	4	9	88	77	5	7	89	80	5	6	91	77	5	5	87
2020-21 Totals	82	7	16	104	83	3	18	104	82	3	18	103	83	5	17	105	82	5	13	101	82	5	13	101
2019-20 Totals	76	7	18	101	76	8	15	99	78	7	16	101	78	7	15	100	77	7	16	100	75	6	16	97
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 Totals	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125

Desert Mountain SELPA
2022-2023 Non-Public School Placement Report

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	5			5	5			5	2			2	3			3	4			4	3			3
Apple Valley	13	2	5	20	13	2	5	20	14	2	6	22	17	1	8	26	18	1	5	24	17	1	6	24
Baker																								
Barstow	4	2		6	4	2		6	5	2		7	5	2		7	4	2		6	5	1		6
Bear Valley																								
Helendale																								
Hesperia	17			17	17			17	20	1		21	22	1		23	21	1		22	21	1		22
High Tech High																								
Lucerne Valley																	1			1	1			1
Needles																								
Oro Grande																								
Silver Valley		1		1		1		1		1		1		2		2		2		2		2		2
Snowline	6			6	6			6	6			6	7			7	5			5	7			7
Trona																								
Victor Elem	6			6	6			6	3	1		4	3	1		4	4	1		5	4	1		5
VVUHSD	19		1	20	19		1	20	20		2	22	18		2	20	16		2	18	17		2	
TOTALS	70	5	6	81	70	5	6	81	70	6	9	85	75	6	11	92	73	6	8	87	75	5	9	89
2021-22 Totals	83	4	8	95	82	4	8	94	80	4	10	94	80	4	9	93	80	4	9	93	78	5	10	93
2020-21 Totals	78	6	16	100	69	6	15	90	81	4	18	103	80	4	18	102	80	4	17	101	83	4	17	104
2019-20 Totals	80	11	19	110	74	11	16	101	73	8	17	98	74	8	19	101	75	8	19	102	75	8	19	102
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
1/31/2023 8:00 AM - 1:00 PM	TPP/DOR/WAI 21ST ANNUAL CROSS TRAINING	JESSE TURNER CENTER
2/1/2023 -	BEHAVIORAL INTERVENTION PLAN PRINCIPLES- THE BIP LEVEL 1	ONLINE
2/1/2023 -	DISABILITY AWARENESS	DMESC
2/1/2023 -	STRUCTURED LITERACY: WHAT, WHY, WHO, AND HOW? (SELF-PACED COURSE)	VIRTUAL
2/1/2023 9:00 AM - 10:30 A	WEBIEP MORNING QUESTION AND ANSWER SESSION	VIRTUAL
2/2/2023 2:30 PM - 4:00 PM	STRUCTURED LITERACY: WHAT, WHY, WHO, AND HOW?	VIRTUAL
2/3/2023 8:30 AM - 3:30 PM	CPI	DMESC
2/7/2023 2:30 PM - 4:30 PM	EXPLORING AUTISTIC IDENTITY DEVELOPMENT AND WELLBEING THROUGH THE LENS OF NEURODIVERSITY VIRTUAL TRAINING WITH DR. BROWN	VIRTUAL
2/8/2023 2:30 PM - 4:00 PM	DE-ESCALATION STRATEGIES FOR EDUCATORS	VIRTUAL
2/8/2023 1:00 PM - 3:00 PM	DON'T WALK A MILE IN MY SHOES, JUST SIT AN HOUR IN MY SEAT	DMESC

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

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
2/8/2023 2:00 PM - 3:30 PM	WEBIEP AFTERNOON QUESTION AND ANSWER SESSION	VIRTUAL
2/9/2023 9:00 AM - 12:00 PM	TRANSITION PLANNING FOR ALL STUDENTS	VIRTUAL
2/15/2023 9:00 AM - 12:00 PM	MIS AND CALPADS WORKSHOP	DMESC
2/16/2023 2:00 PM - 4:00 PM	COLLABORATIVE IEP: ALIGNING THE SUN, THE MOON, AND THE STARS	VIRTUAL
2/21/2023 8:30 AM - 11:00 A	CULTURAL RESPONSIVENESS: A COMPILATION OF CLASSROOM STRATEGIES	DMESC
2/21/2023 2:00 PM - 4:00 PM	THE WHAT, WHY, AND HOW OF IEP MEETING NOTES	VIRTUAL
2/22/2023 9:00 AM - 10:30 A	WEBIEP MORNING QUESTION AND ANSWER SESSION	VIRTUAL
2/28/2023 2:00 PM - 4:00 PM	DYSLEXIA: FOUNDATIONS, SCREENINGS, AND ASSESSMENTS	VIRTUAL
3/1/2023 -	BEHAVIORAL INTERVENTION PLAN PRINCIPLES- THE BIP LEVEL 1	ONLINE
3/1/2023 -	DISABILITY AWARENESS	ONLINE

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Upcoming Trainings

Date/Time	Event	Location
3/1/2023 -	STRUCURED LITERACY: WHAT, WHY, WHO, AND HOW? (SELF-PACED COURSE)	VIRTUAL
3/1/2023 1:30 PM - 4:00 PM	UNDERSTANDING ACCESSIBILITY RESOURCES WITHIN THE CALIFORNIA ASSESSEMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	VIRTUAL
3/2/2023 2:30 PM - 4:00 PM	HONK! HONK! STOP, ASSESS, AND DRIVE YOUR READING INSTRUCTION	VIRTUAL
3/2/2023 1:30 PM - 4:30 PM	UNDERSTANDING THE IMPACT OF GRIEF AND LOSS FOR CHILDREN AND ADOLESCENCE	DMESC
3/3/2023 8:30 PM - 3:30 PM	CPI	DMESC
3/8/2023 8:00 AM - 3:30 PM	I-MTSS SYMPOSIUM- SEE ME UNDERSTAND ME	DOUBLE TREE BY HILTON
3/14/2023 8:00 AM - 12:00 PM	THE ROLE OF UNIVERSAL SCREENING IN TIERED SYSTEMS OF SUPPORT	DMESC
3/15/2023 2:00 PM - 3:30 PM	WEBIEP AFTERNOON QUESTION AND ANSWER SESSION	VIRTUAL
3/22/2023 2:30 PM - 4:00 PM	STRUCTURED LITERACY WITH ORTON-GILLINGHAM: FOUNDATIONAL	VIRTUAL
3/29/2023 2:30 PM - 5:30 PM	UNDERATANDING AND MANAGING BEHAVIORS IN AUTISM	VIRTUAL

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Upcoming Trainings

Date/Time	Event	Location
3/29/2023 9:00 AM - 10:30 A	WEBIEP MORNING QUESTION AND ANSWER SESSION	VIRTUAL

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