

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
September 21, 2023 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS

ASA Charter School – Remote Participation with Just Cause
Aveson School of Leaders – 1919 E Pinecrest Drive, Altadena CA 91001
Ballington Academy for the Arts and Sciences – 3530 Cinio Del Rio N, Suite 300, San Diego CA 92108
Elite Academic Academy-Lucerne – 43414 Business Park Drive, Temecula, CA 92590
Julia Lee Performing Arts Academy – 19740 Grand Ave, Lake Elsinore CA 92584
Pasadena Rosebud Academy – 3544 North Canon Dr, Altadena, CA 91001

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

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

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the September 21, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PRESENTATION

5.1 Senate Bill 114 Dyslexia Risk Screening

Karina Quezada, PsyD., will present an update on Senate Bill 114 Dyslexia Risk Screening and the implications for students in general education and special education.

6.0 CONSENT ITEMS

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

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

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

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender will present a legislative update.

7.2 SEIS Transition Update

Pam Bender will provide a SEIS transition update.

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

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

7.4 Professional Learning Summary and Update

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

7.5 Resolution Support Services Summary and Update

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

7.6 Compliance Update

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

7.7 Prevention and Intervention Update

Deborah Sarkesian will present the Prevention and Intervention update.

8.0 FINANCE COMMITTEE REPORTS

8.1 Senate Bill (SB) 114 and Special Education Funding

Marina Gallegos will provide SB 114 and Special Education Funding Information.

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9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

9.2 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

11.0 CEO COMMENTS

12.0 MATTERS BROUGHT BY THE PUBLIC

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

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

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

13.0 ADJOURNMENT

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, October 19, 2023, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.



Senate Bill 114 Overview

DR. KARINA QUEZADA

Intellectual Property of CAHELP



Senate Bill 114

K-2 Screening for
Reading Difficulties,
Including Risk of
Dyslexia

Signed by Governor
Newsom on July 10,
2023

Intent of Law

“The Legislature finds and declares that screening pupils for risk of reading difficulties, including dyslexia, is one of many tools that educators can employ to gain information about how to support their pupil’s learning. Screening should be considered part of a school’s comprehensive instructional strategy and should be used by educators like other types of formative and summative assessments: to inform individualized instruction, measure a pupil’s progress, identify pupil learning needs, and enable parents and educators to discuss pupil needs in a more informed way.”

Timelines

- **By January 31, 2024** - State Board to appoint an independent panel of experts to create an approved list of screening instruments for assessing pupils in K-2 for risk of reading difficulties
 - \$1 million allocated for the appointment of said panel
 - **By December 31, 2024** – panel to approve the list of screening instruments
 - **By June 30, 2025** – LEAs are required to adopt one or more screening instruments from the list
 - **Beginning of 2025-2026** school year (and annually thereafter), assess each pupil in grades K-2 using the adopted screening instrument
 - ***Unless the pupil's parent or guardian opts out of the screening in writing.***
- ❖ Kindergarten shall not include transitional kindergarten (Section 53008(o)(2)).

Screening Instruments

- The panel members should NOT have a financial interest in the screening instruments under consideration
- State Board of Education can periodically reconstitute this expert panel and amend the list of screening instruments
 - The work of the panel is subject to the Open Meeting Act
- The list of approved instruments shall include screening instruments that are:
 - Developed both for English and non-English speaking pupils
 - In languages reflecting the primary language of pupils in the state (to the extent available)
- Appropriate administration information and grade appropriateness should be included in the list

Definition of Screening Instruments

Screening instrument means a brief tool administered by an appropriately trained school employee, including, but not limited to, a certificated teacher of record, measuring discrete areas to determine pupils at risk of reading difficulties, including dyslexia

About the Screening Instruments

To support the adoption of high- quality screening instruments and minimize the over or under-identification of pupils' risk of reading difficulties, and offer meaningful information for follow-up, the following factors should be addressed:

- Use of direct measurement, supplemented by other pupil data
- Measurements of domains that may predict dyslexia
 - (e.g., measures of oral language, phonological and phonemic awareness, decoding skills, letter-sound knowledge, knowledge of letter names, rapid automatized naming, visual attention, reading fluency, vocabulary, and language comprehension)

About the Screening Instruments, Cont.

- Evidence that the tool is normed and validated using contemporary multicultural and multilanguage sample of pupils whose home language is other than English
- Integration of relevant pupil information
 - Home language, English proficiency, access to preschool education

LEA Adoption

- LEAs serving students in K-2 shall adopt, at a public meeting, one or more screening instruments from the approved list
- Adopted screening instrument shall provide assessments for both English speaking and non-English speaking pupils, in languages reflecting the primary languages of student in the LEA, as available

Screenings Begin 2025-2026

Begin screening students in K-2 using the LEA's adopted screening instrument

When in the school year?

- “LEA shall consider whether pupils have received sufficient instruction in foundational reading skills to support a valid assessment.” Section 53008(2)(e).

LEAs are NOT restricted from providing additional pupil screenings or diagnostic evaluations, as appropriate

Late Enrollments

If a child enrolls for the first time in K or grades 1 or 2 after the screening instrument has been administered to all pupils in the given grade in that school year, the LEA:

- Shall assess the student using the adopted instrument within 45 calendar days of enrollment
- Unless documentation is available that the pupil has had a similar screening in their prior school for their current grade and the parent was made aware of the results

Guidance and Resources for Educators

- How to administer screening instruments
 - Interpret results
 - Explain results to families
 - Determine further educational strategies, assessments, diagnostics, and interventions
-
- ❖ Informed by the ELA and ELD Frameworks, California Dyslexia Guidelines, knowledge of student, and shall reflect a tiered intervention model aligned with MTSS

Special Education Considerations

- Screening administered shall not be considered an evaluation or diagnostic tool to establish eligibility for special education and related services pursuant to IDEA, or an evaluation to determine eligibility under Section 504
- HOWEVER, screening assessments shall not be used to delay the child find process required under IDEA
- Additionally, assessments done under this section may be used by the LEA to establish eligibility for special education under the IDEA or Section 504

EL Students

Students who do not speak sufficient English to be screened with an English language instrument shall be screened pursuant to this section in their primary language, if available.

If a screening instrument is not available in at least one language in which the pupil is proficient, the pupil's risk for reading difficulties shall be evaluated through an analysis of:

- Developmental history, educational history, and literacy progress
- Home background
- Evolving English language abilities including speaking, listening, reading, spelling, and writing
- Components of screening instruments that do not require English language proficiency may be used in this evaluation

When a pupil acquires sufficient English language knowledge and fluency, the LEA shall assess the pupil using the appropriate screening instrument

Exemptions (LEA Initiated)

A pupil may be exempted from the requirements of this section **with the prior written consent of the parent or guardian** if any of the following criteria are satisfied:

- A pupil has a current identification or diagnosis of a reading difficulty, reading disorder, or other disability
- The pupil is eligible for special education and related services under IDEA or a plan pursuant to Section 504
- The pupil is in the process of being assessed for eligibility for special education and related services pursuant to IDEA or Section 504

Parent Notification

- The LEA shall provide parents/guardians with information about the screening, including the date or dates of the screening and instructions for how parents/guardians can opt out of the screening on behalf of their child, no later than 15 days prior to the screening administration
- LEAs are encouraged to provide information about screening with other back-to-school materials at the beginning of the school year



Results of Screenings

- Results shall be made available to parents in a timely manner, but no more than 45 calendar days from the date the assessment was administered
- Results shall be made available in the language of the parent -Section 53008(n)
- Results shall include information about how to interpret the results, as well as next steps, if applicable

Results Interpretation

Shall be used as a flag for potential risk of reading difficulties, not as a diagnosis of a disability

Shall be used as part of a broader process that further evaluates pupil needs and progress, identifies supports for classroom instruction, enables targeted individual intervention as needed, and allows for further diagnosis if concerns do not resolve

Results Interpretation (2)

When a pupil's results identify them as being at risk of having reading difficulties, the LEA shall provide the pupil with supports and services, appropriate to the specific challenges identified by the screening instrument and other pertinent information, which may include, among other supports and services, any of the following:

- Evidenced-based literacy instruction
- Progress monitoring
- Early intervention in the regular general education program
- One-on-one or small group tutoring
- Further evaluation or diagnostic assessment

Inappropriate Use of Results

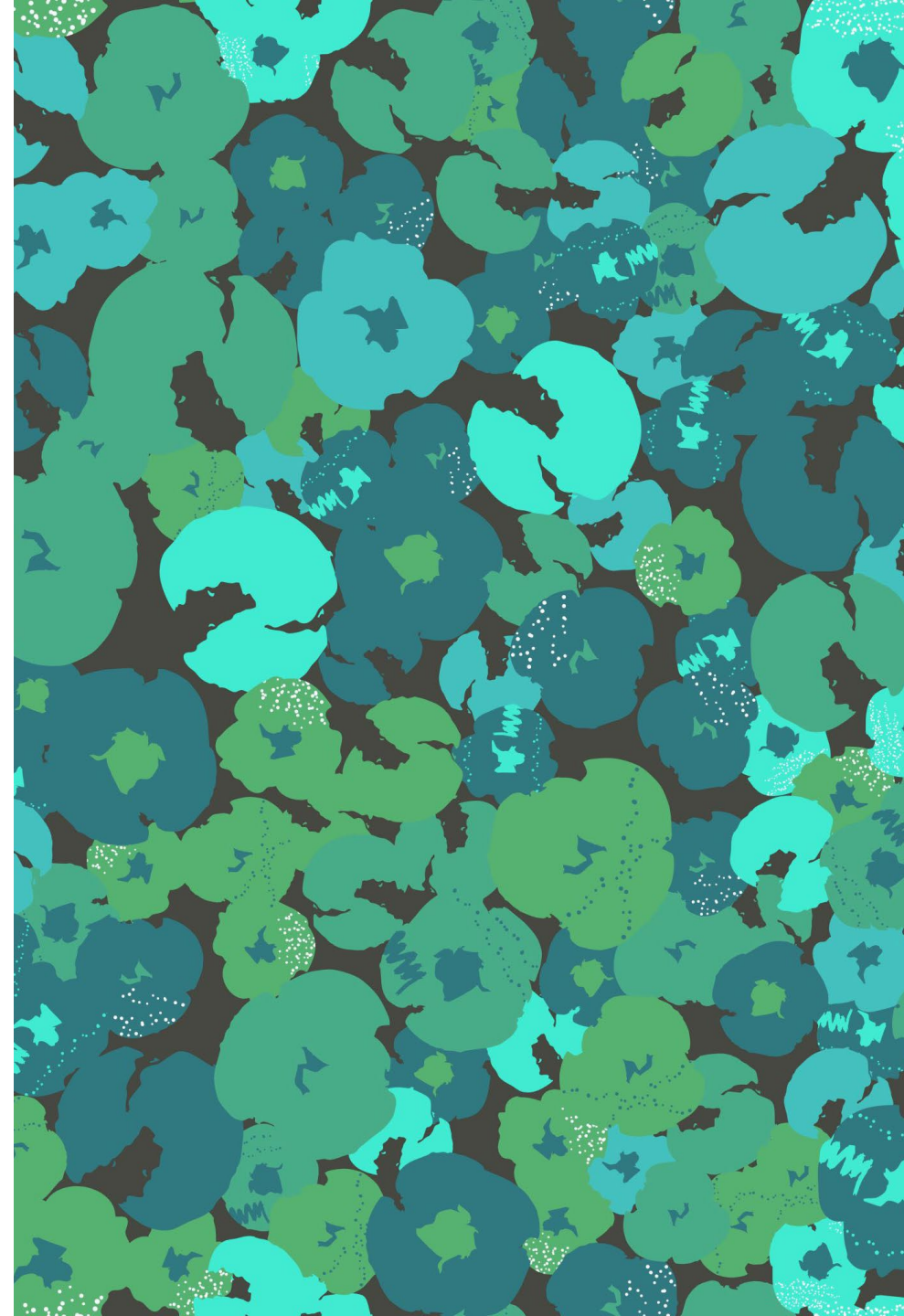
Results shall not be used for any high-stakes purpose, including:

- Teacher or other school staff evaluation
- Accountability
- Pupil grade promotion or retention
- Identification of gifted or talented education
- Reclassification of English learners
- Identification of an individual with exceptional needs

THANK YOU

QUESTIONS? PLEASE CONTACT ME:

KARINA.QUEZADA@CAHELP.ORG



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MINUTES

DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:

Alliance STEAM Academy – Jacque Williams, ASA Charter School – Anthony Lucey via Web Ex, Aveson School of Leaders – Kelly Jung via Web Ex, Ballington Academy – Shannon Brandner, Doreen Mulz via Web Ex, Desert Trails Prep Academy/Laverne Elementary Prep – Chantal Mendoza, Elite Academic Academy – Adam Woodard via Web Ex, Encore Jr/Sr High – Madison Dennison, Julia Lee Performing Arts Academy – Hannah Morales via Web Ex, Leonardo da Vinci Health Sciences Charter – Anne Laird via Web Ex, Odyssey Charter Schools – Chasityflame Price via Web Ex, Pathways to College – James Connell, Southern California Flex Academy – Malia Lovell, and Taylion High Desert – Karen Ware.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Codi Andersen, Pam Bender, Ivan Campos, Heidi Chavez, Danielle Cote, Peggy Dunn, Marina Gallegos, Colette Garland, Marysol Hurtado, Linda Llamas, Maurica Manibusan, Isaac Medina, Yazmin Medina, Lisa Nash, Vianca Padilla, Sheila Parisian, Ana Perez, Kathleen Peters, Linda Rodriguez, Yolanda Roman, Deborah Sarkesian, Jessica Soto, Jennifer Sutton, and Bobbie Taylor.

1.0 CALL TO ORDER

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 James Connell, seconded by Malia Lovell, to approve the August 17, 2023, Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 13:0:0: Ayes: Brandner, Connell, Dennison, Jung, Laird, Lovell, Lucey, Mendoza, Morales, Price, Ware, Williams, Woodard. Nays: None. Abstentions: None.

5.0 PRESENTATION

5.1 Resolution Support Services Program Update

Kathleen Peters presented the Resolution Support Services (RSS) Program Update. Kathleen did a partial review of the Resolution Support Services Program Improvement Survey, provided an overview of the due process system, themes and components of alternative dispute resolution (ADR) and due process data comparisons for national, state and local levels. Kathleen reported there will be a flyer coming soon for a low-cost Region 10 ADR training. She continued that a Key2Ed for facilitated IEPs can be offered if the minimum registration is met due to cost. CAHELP staff will continue to be trained in facilitated IEPs to provide support to the LEAs. Kathleen also shared Key2Ed also offers a stakeholders training that is intended to assist people who do not facilitate or lead IEP teams but may hear complaints at the lowest level and teach them about their role. The stakeholders training can be provided virtually or in-person and is a half-day in length. Kathleen encouraged the committee members to reach out to parents if a records request is received to let them know a request has been received and to ask how the LEA can help the family and

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if there is something that can be done to meet the family needs. She reviewed the Due Process Timeline and explained an expedited claim refers to a safety issue or a discipline manner that is pending expulsion. The 2021-23 Alternative Dispute Resolution Grant supported early intervention, proactive strategies, and building positive relationships and communications with parents. Kathleen added that this school year, the RSS focus will continue to be building an effective, sustainable system that consists of outreach activities to help parents be comfortable with expressing their concerns related to special education.

6.0 CONSENT ITEMS

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6.1 **BE IT RESOLVED** that a motion was made by Malia Lovell, seconded by Karen Ware, to approve the following Consent Items as presented. The motion carried on the following vote: 13:0:0: Ayes: Brandner, Connell, Dennison, Jung, Laird, Lovell, Lucey, Mendoza, Morales, Price, Ware, Williams, Woodard. Nays: None. Abstentions: None.

6.1.1 Approve the June 15, 2023, Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender presented an update on the status of current Assembly and Senate Bills:

- Assembly Bill (AB) 87 - Section 504 Meetings and Team Meetings: 504 meetings can now be recorded in the same format as IEP meetings included in IDEA,
- AB 248 - Individuals with intellectual or developmental disabilities: removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation” in any document, not just education,
- AB 438 - Pupils with exceptional needs postsecondary goals and transition plans changing to age of 14 with a possible amendment to state prior to ninth grade,
- AB 447 - Public postsecondary inclusive pilot program – for students with disabilities, pending decision,
- AB 611 - Nonpublic School (NPS) Certification – requires LEA to notify parent within 14 days of a change in NPS certification status has passed,
- AB 748 - Mental Health Resources: requires that on or before the start of the 2023-2024 school year, each school site in a school district, county office of education, and charter school serving pupils in any of grades 6 to 12, create a poster that identifies approaches and shares resources regarding pupil mental health. Pam referred LEAs to Care Solace if resources are needed,
- AB 1466 - Pupil Discipline in restraint and seclusion – would require restraint and seclusion data to be posted on LEA website for each student who was a participant in restraint or seclusion, Association of California School Administrators (ACSA) has issues with confidentiality involved, the bill is still in

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- process,
- AB 1517 - SELPA Governance of Accountability and Transparency, looking at the role SELPAs have in assisting LEAs in differentiated assistance and Compliance required data collection,
 - Senate Bill (SB) 88 - Driver qualification for student transportation, sitting for more clarification of who this affects because parents often drive students who have missed their other transportation,
 - SB 354 - Inclusive Practices: Inclusive education using Universal Design for Learning, has not passed and is still being worked on,
 - SB 445 - IEP Translations – requires translations to be completed within 30 days of meeting, amendments to lengthen the 30-day timeline have been submitted,
 - SB 691- Dyslexia Risk Screening: assessing every student kindergarten through third grade based on specific timelines. Dr. Karina Quezada will be providing a presentation on the law and how it will affect LEAs at the September Steering meeting.

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

Linda Llamas presented the Desert Mountain Children’s Center Client Services monthly reports and updates. Linda asked to be contacted with questions about services or any other general questions. She shared a research article on social media and the impacts on youth. Linda said the article can be disseminated to anyone who would benefit from the information.

7.3 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA’s Professional Learning Summary and updates. She said there was a large increase in participant numbers in 2022-23 which reflects the LEAs are seeing the value of the trainings that are offered. Heidi reported the annual IMTSS Symposium titled Reconnecting the Dots will be held on February 21, 2024, and a flyer will be provided soon. Heidi then reviewed the dates for 2023-24 Directors’ Trainings. She said the trainings will be in-person with the hybrid option being dependent on the individual presenters. Heidi provided the dates for the Community Advisory Committee (CAC) meetings, noting the flyers will be emailed soon and that the meetings will be virtual for 2023-24.

Ivan Campos and Linda Rodriguez presented data from the Speech-Language Pathologist (SLP) and Assistants (SLPA) Empathy Interviews. The purpose of the interviews was to better understand the story of SLPs and SLPAs. They shared there were 20 random participants selected for the interviews with open-ended questions on general topics of what the staff and students need. The results were categorized into three broad areas of: what they wish they would have had in the beginning of the profession, what they need in their current position, and what they see as their professional development needs. Linda and Ivan will be working to adjust and grow the collaborative to provide access to principles that will help SLPs and SLPAs grow in their practice to be able to support students with communication skills and providing an immersive experience. The involved SLPs and SLPAs were thankful to have been asked for their input and for Linda and Ivan actively listening to the answers that were provided. The interviewees asked for professional development that included increasing collaboratives and increasing communication skills in a meaningful and interactive format. Linda and Ivan were overwhelmed by the feeling that staff want to improve in their craft and were vulnerable with their answers. Those involved in the interviews were LEA staff, not contract employees. A Save-the-Date Flyer was shared for the Speech-Language Pathologists

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Collaborative Group where there will be engagement activities for those attending in-person.

7.4 Resolution Support Services Summary and Update

Kathleen Peters presented the Desert Mountain Charter SELPA’s Resolution Support Services Summary. She said DMCS has no new cases filed for the 2023-24 school year as of the meeting date.

7.5 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said Compliance and Improvement Monitoring (CIM) is ongoing with DMCS doing well. An email was sent to the LEAs that are in Targeted II or III regarding what is needed in the current phase including root cause analysis. Peggy encouraged the committee members to continue working on the overdue IEPs.

Colette Garland shared the CalPads End of Year (EOY) 4 deadline was met and it does not look like the amendment window will be needed for our LEAs. CalPads is currently undergoing a redesign that will likely go live on September 15, 2023. MIS users will continue to have access to Web IEP until December 31, 2023, with “view only” access. Web IEP history of all completed annuals, triennials, and addendums, including the attachments from 2006 through June 30, 2023, is being downloaded on to extended drives. Colette will be scheduling meetings to disseminate the data to special education directors. Colette did notify the special education directors how much space would be needed for the historic data download. She reported the baseline and goals will also be pulled and provided to the LEAs. Colette is currently working on the last data files that need to be sent to SEIS so they can upload it to their system. Once SEIS has the data, it will take approximately a week before user information will be sent to appropriate LEA staff. She stated fillable forms are on the CAHELP website. Colette concluded the Desired Results Developmental Profile (DRDP) information will be provided soon to the LEAs with preschool students, including testing course links.

7.6 Prevention and Intervention Update

Deborah Sarkesian presented the Prevention and Intervention update. She shared the California Integrated Supports Project (CA-ISP) is grant funded professional development in culturally relevant and sustaining practices along with trauma informed practices and emotional learning that is embedded in MTSS framework. Cohort 2 will start next school year as a 2-year program. Deborah asked to be contacted by any interested LEAs. She then reviewed two training flyers for Creating a Responsive Classroom and Positive Behavioral Interventions and Supports (PBIS) Bootcamp. Deborah shared a save the date for the PBIS Recognition Event that will take place on Wednesday, October 4, 2023, stating the official invite is coming soon if being recognized. Deborah shared the PBIS Assessment Window Calendar and said an LEA does not have to be contracted for PBIS services to receive PBIS assessments.

7.7 Career Technical Assistance (CTE) 2022-23 Year End Reports

Isaac Medina presented the 2022-23 CTE Year End Reports.

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7.8 Outreach Team Update

Jessica Soto provided an Outreach Team update. She introduced the Outreach Team staff and highlighted the upcoming Denim Drive and Resource Fair. The team shared they attend community and school events to provide resources to families as well as providing social emotion learning activities to the children. The Outreach Team attends Farmers Markets, National Night Outs as well as support school districts with mental health awareness fairs and college and career fairs.

8.0 FINANCE COMMITTEE REPORTS

8.1 Principal Apportionment Summary for Special Education Mental Health Services

Marina Gallegos reported on the Principal Apportionment Summary for Special Education Mental Health Services. She said mental health funding is being distributed directly to LEAs but reminded the committee members that at the May 2023 Governance Council meeting it was approved that specific LEAs would send the funding to CAHELP in order for educationally related mental health services to continue to be provided by DMCC. The summary Marina presented reflects estimated LEA revenue which will be trued up on June 30, 2024.

8.2 P-2 Certified Funding Distributions

Marina Gallegos presented and reviewed the P-2 Certified Funding Distributions along with the supporting reports.

8.3 Federal Grant Funding Update

Marina Gallegos presented the Federal Grant Funding Update. She stated Report 3 is reflective of April 1, 2022, through June 30, 2022, with the next reporting period being July 1, 2022, through September 1, 2022. Samuel Barker emailed the information to the LEA business department and the reports are due back to him by mid-October.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

Codi Andersen highlighted two upcoming trainings as well as an OT/PT collaborative that will be offered this year, noting flyers will be emailed at a later date.

9.2 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Malia Lovell reported Virtual Prep-Lucerne has changed their name to Southern California Flex Academy and with that change comes new email addresses for staff.

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Pam Bender reminded the committee members that there would be an opportunity to talk about the SEIS transition after a brief break following the adjournment of the current Steering meeting.

11.0 CEO COMMENTS

Pam Bender welcomed the attendees back to the new school year. She shared CAHELP JPA is currently short four program specialists with the remaining staff sharing the workload. Pam advised the committee members to contact Heidi Chavez if they need to confirm their assigned program specialist. There have been challenges with the transition to SEIS that CAHELP JPA is working to resolve.

Pam reported that the federal government has put the Alternative Pathway Diploma requirement on hold though it is California law. Adding to the issue, the state special education director position has been recently vacated. Pam would like to create an Alternative Pathway Diploma work group working towards the possibility of the member LEAs following the same requirements for the pathway. Pam asked to be emailed by anyone is interested in participating in the workgroup. There are several SELPAs in San Diego have been collaborating and creating some basics that could be mirrored instead of starting from scratch. Pam reminded everyone that DMOPS is a service provider and each student's district of residence requirements must be met.

Pam ended by sharing a quote by Neil Gaiman, "I hope you have a wonderful year, that you'll dream dangerously and outrageously, that you'll make something that didn't exist before you made it, that you will be loved and that you will be liked, and that you will have people to love and to like in return. And, most importantly (because I think there should be more kindness and more wisdom in the world right now), that you will, when you need to be, be wise, and that you will always be kind".

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Malia Lovell, seconded by Madison Dennison, to adjourn the meeting at 11:29 a.m. The motion carried on the following vote: 13:0:0: Ayes: Brandner, Connell, Dennison, Jung, Laird, Lovell, Lucey, Mendoza, Morales, Price, Ware, Williams, Woodard. Nays: None. Abstentions: None.

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, September 21, 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.

SELPA Administrators Association of California Legislation Report 9/5/2023

[AB 87](#) ([Quirk-Silva](#) D) Pupils: Section 504 plans: meetings and team meetings

Current Text: Chaptered: 7/21/2023 [html](#) [pdf](#)

Current Analysis: 06/30/2023 [Senate Floor Analyses](#) (*text 3/27/2023*)

Introduced: 1/4/2023

Last Amend: 3/27/2023

Status: 7/21/2023-Approved by the Governor. Chaptered by Secretary of State - Chapter 81, Statutes of 2023.

Location: 7/21/2023-A. CHAPTERED

Summary: Existing law requires a special education local plan area submitting a local plan to the Superintendent of Public Instruction to ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing, among other things, compliance assurances, including general compliance with Section 504 of the federal Rehabilitation Act of 1973. That federal law prohibits an otherwise qualified individual with a disability, solely by reason of their disability, from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance. This bill would similarly authorize a parent, guardian, or local educational agency to audio record meetings and any team meetings for pupils held pursuant to Section 504 of the federal Rehabilitation Act of 1973, as provided. This bill contains other existing laws.

[AB 248](#) ([Mathis](#) R) Individuals with disabilities: The Dignity for All Act.

Current Text: Amended: 5/17/2023 [html](#) [pdf](#)

Current Analysis: 06/21/2023 [Senate Floor Analyses](#) (*text 5/17/2023*)

Introduced: 1/18/2023

Last Amend: 5/17/2023

Status: 6/21/2023-Read second time. Ordered to third reading.

Location: 6/21/2023-S. THIRD READING

Calendar: 9/5/2023 #432 SENATE ASSEMBLY BILLS - THIRD READING FILE

Summary: Existing law includes the terms "mentally retarded persons," "mentally retarded children," "retardation," and "handicap." This bill, The Dignity for All Act, would make nonsubstantive changes to those provisions to eliminate this obsolete terminology. The bill would repeal obsolete provisions of law.

[AB 438](#) ([Rubio, Blanca](#) D) Pupils with exceptional needs: individualized education programs: postsecondary goals and transition services.

Current Text: Amended: 6/19/2023 [html](#) [pdf](#)

Current Analysis: 09/04/2023 [Senate Floor Analyses](#) (*text 6/19/2023*)

Introduced: 2/6/2023

Last Amend: 6/19/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 7. Noes 0.) (September 1).

Location: 8/14/2023-S. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #275 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law requires local educational agencies to identify, locate, and assess individuals with exceptional needs and to provide those pupils with a free appropriate public education in the least restrictive environment, with special education and related services as reflected in an individualized education program. Existing law requires, beginning not later than the first individualized education program to be in effect when a pupil is 16 years of age, or younger if determined appropriate by the individualized education program team, and updated annually thereafter, the individualized education program to include appropriate measurable postsecondary goals and transition services, as defined, needed to assist the pupil in reaching those goals. This bill would instead require an individualized education program, commencing July 1, 2025, to include measurable postsecondary goals and transition services beginning when an individual with exceptional needs enters grade 9. By imposing additional requirements on local educational agencies in relation to individualized education programs, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

[AB 447](#) ([Arambula](#) D) Public postsecondary education: students with disabilities: inclusive college programs.

Current Text: Amended: 6/12/2023 [html](#) [pdf](#)

Current Analysis: 09/02/2023 [Senate Floor Analyses \(text 6/12/2023\)](#)

Introduced: 2/6/2023

Last Amend: 6/12/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 7. Noes 0.) (September 1).

Location: 7/3/2023-S. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #277 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law states the intent of the Legislature that public higher education in California strive to provide educationally equitable environments that give each Californian, regardless of age, economic circumstance, or certain specified characteristics, including mental disability, a reasonable opportunity to develop fully their potential. This bill, subject to an appropriation for its purposes, would expressly authorize the California State University, and request the University of California, to establish and maintain inclusive college programs for students with intellectual and developmental disabilities at 4-year public postsecondary educational institutions, as provided. The bill would request inclusive college programs operated by the California State University, and inclusive college programs operated by the University of California, to do certain things, including, among other things, provide students with a person-centered planning process and the opportunity to pursue an educational credential, including, but not limited to, a degree, certificate, or nondegree credential issued by the institution.

[AB 611 \(Weber D\)](#) Special education: nonpublic, nonsectarian schools or agencies: change in certification status: parental notification.

Current Text: Chaptered: 7/13/2023 [html.pdf](#)

Current Analysis: 06/28/2023 [Senate Floor Analyses \(text 3/28/2023\)](#)

Introduced: 2/9/2023

Last Amend: 3/28/2023

Status: 7/13/2023-Approved by the Governor. Chaptered by Secretary of State - Chapter 64, Statutes of 2023.

Location: 7/13/2023-A. CHAPTERED

Summary: Existing law sets forth a method for providing special education and related services to pupils with exceptional needs. Existing law permits, under certain circumstances, contracts to be entered into for the provision of those services by nonpublic, nonsectarian schools or agencies, as defined. Existing law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified by the Superintendent of Public Instruction as meeting specified standards. Existing law authorizes the Superintendent to revoke or suspend the certification of a nonpublic, nonsectarian school or agency for specified reasons and requires the Superintendent to notify contracting local educational agencies and the special education local plan area in which the nonpublic, nonsectarian school or agency is located of the determination to suspend or revoke state certification. This bill would require a contracting local educational agency and charter school, within 14 days of becoming aware of any change to the certification status of a nonpublic, nonsectarian school or agency, as provided, to notify parents, as defined, of pupils of the local educational agency or charter school who attend the nonpublic, nonsectarian school or agency of the change in certification status, as specified, and to include in that notice, a copy of certain procedural safeguards. The bill would require those notices to be maintained and made available for inspection upon request of the State Department of Education.

[AB 723 \(Quirk-Silva D\)](#) Pupil placement: special education: foster children: nonpublic, nonsectarian schools or agencies: school of origin.

Current Text: Amended: 3/6/2023 [html.pdf](#)

Current Analysis: 09/02/2023 [Senate Floor Analyses \(text 3/6/2023\)](#)

Introduced: 2/13/2023

Last Amend: 3/6/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 7. Noes 0.) (September 1).

Location: 8/14/2023-S. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #292 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law requires a local educational agency serving a foster child to allow the foster child to remain at the child's school of origin upon the initial detention or placement, any subsequent change in placement, or the termination of the court's jurisdiction, or pending resolution of a dispute regarding school of origin placement, as provided. Existing law defines "school of origin" as the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled, except as specified. Existing law sets forth a method for providing special education and related services to pupils who are individuals with exceptional needs, as defined. Existing law permits, under certain circumstances, contracts to be entered into for the provision of those services by nonpublic, nonsectarian schools or agencies, as defined. Existing law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian

school or agency only if the school or agency has been certified as meeting specified standards. Existing law sets forth the certification process and procedures for the nonpublic, nonsectarian schools or agencies that seek certification from the Superintendent of Public Instruction. This bill would, for a foster child who is an individual with exceptional needs, define "school of origin" as also including a certified nonpublic, nonsectarian school. The bill would require, commencing with the 2024–25 school year, a nonpublic, nonsectarian school or agency seeking certification or already certified to agree in writing, for any foster child it serves, to be designated as the school of origin of the foster child and to allow the foster child to continue their education in the school, as specified. This bill contains other existing laws.

[AB 1466 \(Weber D\)](#) Pupil discipline: restraint and seclusion: reporting.

Current Text: Introduced: 2/17/2023 [html pdf](#)

Current Analysis: 09/04/2023 [Senate Floor Analyses \(text 2/17/2023\)](#)

Introduced: 2/17/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 7. Noes 0.) (September 1).

Location: 7/3/2023-S. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #339 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law authorizes an educational provider, as defined, to use behavioral restraints, which includes physical and mechanical restraints, or seclusion, as defined, only if specified conditions are met, and prohibits an educational provider from using a behavioral restraint or seclusion in certain circumstances. Existing law requires a local educational agency that meets a specified federal definition to collect and, no later than 3 months after the end of a school year, report to the State Department of Education annually on the use of behavioral restraints and seclusion for pupils enrolled in or served by the local educational agency for all or part of the prior school year, as specified. This bill would require those local educational agencies to post that report on their internet websites annually. Because the bill would impose a new requirement on those local educational agencies, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

[AB 1517 \(Gallagher R\)](#) Special education: special education local plan areas: local plans.

Current Text: Amended: 9/1/2023 [html pdf](#)

Current Analysis: 09/02/2023 [Senate Floor Analyses \(text 9/1/2023\)](#)

Introduced: 2/17/2023

Last Amend: 9/1/2023

Status: 9/1/2023-From committee: Amend, and do pass as amended. (Ayes 7. Noes 0.) (September 1). Read second time and amended. Ordered returned to second reading.

Location: 9/1/2023-S. SECOND READING

Calendar: 9/5/2023 #225 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Existing law requires the governing board of each school district to adopt a local control and accountability plan, as provided. Existing law requires that certain things occur before a governing board of a school district considers the adoption of a local control and accountability plan or an annual update to the plan, including that the superintendent of the school district present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee, the English learner parent advisory committee, and the student advisory committee, as applicable, for review and comment, as provided. This bill would also require, before a governing board of a school district considers the plan described above, the superintendent of each school district to consult with its special education local plan area administrator or administrators to determine which specific actions are needed to support outcomes on the California School Dashboard when the school district is determined to be in need of differentiated assistance for performance of pupils with disabilities. Because this bill would impose new duties on a superintendent of a school district, the bill would impose a state-mandated program. This bill contains other related provisions and other existing laws.

[SB 88 \(Skinner D\)](#) Pupil transportation: driver qualifications.

Current Text: Amended: 9/1/2023 [html pdf](#)

Current Analysis: 08/21/2023 [Assembly Appropriations \(text 8/14/2023\)](#)

Introduced: 1/17/2023

Last Amend: 9/1/2023

Status: 9/1/2023-From committee: Do pass as amended. (Ayes 11. Noes 4.) (September 1). Read second time and amended. Ordered to second reading.

Location: 9/1/2023-A. SECOND READING

Calendar: 9/5/2023 #129 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law requires the driver of a school pupil activity bus, as defined, to be subject to the

regulations adopted by the Department of the California Highway Patrol governing schoolbus drivers, except as specified. This bill would place various requirements upon a driver who provides certain transportation services for pupils, including, among others, by requiring these drivers to submit and clear tuberculosis risk assessments, as provided. The bill would require any vehicle used to provide pupil transportation for compensation by a local educational agency, as defined, to be inspected, as specified, and to be equipped with a first aid kit and a fire extinguisher. This bill contains other related provisions and other existing laws.

[SB 323 \(Portantino D\)](#) Comprehensive school safety plans: individualized safety plans.

Current Text: Amended: 9/1/2023 [html](#) [pdf](#)

Current Analysis: 08/21/2023 [Assembly Appropriations \(text 8/14/2023\)](#)

Introduced: 2/6/2023

Last Amend: 9/1/2023

Status: 9/1/2023-From committee: Do pass as amended. (Ayes 11. Noes 0.) (September 1). Read second time and amended. Ordered to second reading.

Location: 9/1/2023-A. SECOND READING

Calendar: 9/5/2023 #142 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law requires local educational agencies to identify, locate, and assess individuals with exceptional needs and to provide those pupils with a free appropriate public education in the least restrictive environment, with special education and related services as reflected in an individualized education program. Existing law provides that school districts and county offices of education are responsible for the overall development of a comprehensive school safety plan for each of its schools operating a kindergarten or any of grades 1 to 12, inclusive. Existing law requires the schoolsite council or school safety planning committee, before adopting the plan, to hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the plan. Existing law requires the plan to include specified components, including, among other components, disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990. This bill would require those disaster procedures to also include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and would require the annual evaluation of the comprehensive school safety plan and the annual review of a charter school's school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities, as specified. The bill would expressly authorize a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, after the first evaluation or review for those purposes is conducted, to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal, and would require the school principal, if they determine there is merit to a concern, to direct the schoolsite council, school safety planning committee, or charter school, as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, as specified. The bill would also expressly provide that its provisions do not prohibit a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves from bringing their concerns to the school principal before an evaluation or review for those purposes. This bill contains other related provisions and other existing laws.

[SB 354 \(Ochoa Bogh R\)](#) Special education: inclusive education: universal design for learning: inclusive practices.

Current Text: Amended: 9/1/2023 [html](#) [pdf](#)

Current Analysis: 08/14/2023 [Assembly Appropriations \(text 5/18/2023\)](#)

Introduced: 2/8/2023

Last Amend: 9/1/2023

Status: 9/1/2023-From committee: Do pass as amended. (Ayes 15. Noes 0.) (September 1). Read second time and amended. Ordered to second reading.

Location: 9/1/2023-A. SECOND READING

Calendar: 9/5/2023 #148 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law finds and declares that all individuals with exceptional needs have a right to participate in free appropriate public education and special educational instruction and services for these persons are needed in order to ensure the right to an appropriate educational opportunity to meet their unique needs. Existing law provides that it is the intent of the Legislature that education programs are provided under an approved local plan for special education, as provided. Existing law further provides that it is the intent of the Legislature that appropriate qualified staff are employed, consistent with credential requirements, to fulfill the responsibilities of the local plan. Existing law establishes in state government the Commission on Teacher Credentialing and requires it to adopt standards for the issuance of teaching credentials, as provided. This bill would require the commission, on or before June 30, 2025, to revise its administrative services credential standards and performance expectations to include and strengthen preparation for inclusion, with a focus on, among other things, universal design for learning (UDL), as defined. The bill would require administrator

preparation programs to ensure faculty are prepared in, among other things, UDL and inclusive practices, as defined. This bill contains other related provisions and other existing laws.

SB 445 (Portantino D) Special education: individualized education programs: translation services.

Current Text: Amended: 5/18/2023 [html.pdf](#)

Current Analysis: 08/14/2023 [Assembly Appropriations \(text 5/18/2023\)](#)

Introduced: 2/13/2023

Last Amend: 5/18/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 16. Noes 0.) (September 1).

Location: 8/16/2023-A. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #53 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law requires local educational agencies to identify, locate, and assess individuals with exceptional needs and to provide those pupils with a free appropriate public education in the least restrictive environment, with special education and related services as reflected in an individualized education program. Existing law requires a local educational agency to initiate and conduct meetings for purposes of developing, reviewing, and revising the individualized education program of each individual with exceptional needs in accordance with federal law. Existing law requires the local educational agency to take any action necessary to ensure that the parent of the individual with exceptional needs understands the proceedings at a meeting, including arranging for an interpreter for parents with deafness or whose native language is a language other than English. Existing law defines "parent" for purposes of these provisions to mean a biological or adoptive parent, a foster parent, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, or a surrogate parent, as specified. Existing law requires that a person who meets the definition of "parent," except for a surrogate parent, be determined to be the "parent" for purposes of these provisions if there is a judicial decree or order identifying that person, as specified. This bill would revise the definition of "parent" to specify that it also includes the educational rights holder and the conservator of a child. The bill would instead require that a person who meets the definition of "parent," including all categories of people included in that definition, be determined to be the "parent" for purposes of these provisions if there is a judicial decree or order identifying that person, as specified. This bill contains other related provisions and other existing laws.

SB 483 (Cortese D) Pupil rights: prone restraint.

Current Text: Introduced: 2/14/2023 [html.pdf](#)

Introduced: 2/14/2023

Status: 5/5/2023-Failed Deadline pursuant to Rule 61(a)(3). (Last location was ED. on 2/22/2023) (May be acted upon Jan 2024)

Location: 5/5/2023-S. 2 YEAR

Summary: Existing law prohibits a person employed by or engaged in a public school from inflicting, or causing to be inflicted, corporal punishment upon a pupil. Existing law prohibits the use of certain restraint and seclusion techniques. Existing law authorizes staff trained in prone containment to use the procedure on a pupil who is an individual with exceptional needs in a public school program as an emergency intervention. If prone restraint techniques are used, existing law requires a staff member to observe the pupil for any signs of distress throughout the use of prone restraint. This bill instead would prohibit the use of prone restraint, defined to include prone containment, by an educational provider. The bill would also prohibit the use of prone restraint, including prone containment, on a pupil who is an individual with exceptional needs in a public school program.

SB 499 (Menjivar D) School facilities: School Extreme Heat Action Plan Act of 2023.

Current Text: Amended: 5/18/2023 [html.pdf](#)

Current Analysis: 08/14/2023 [Assembly Appropriations \(text 5/18/2023\)](#)

Introduced: 2/14/2023

Last Amend: 5/18/2023

Status: 9/1/2023-September 1 hearing: Held in committee and under submission.

Location: 8/16/2023-A. APPR. SUSPENSE FILE

Summary: Existing law, the California Child Day Care Facilities Act, provides for the licensure and regulation of child daycare facilities, daycare centers, and family daycare homes by the State Department of Social Services. The act exempts from its provisions certain types of these facilities and certain programs, including, among others, a California state preschool program operated by a local educational agency under contract with the State Department of Education and that meets specified conditions and operates in a school building. Existing law requires the governing board of any school district to, among other things, repair its school property. This bill, the School Extreme Heat Action Plan Act of 2023, would, among

other things, require all schoolsites, as defined, the next time outdoor surfaces are resurfaced or replaced at the schoolsite, to replace low specific heat surfaces, such as cement, asphalt, brick, pebbles, sand, aggregates, rubber, and synthetic turf, with high specific heat surfaces, such as cool pavement technologies, natural grass, shrubs, trees, wood chips, or other natural systems that mitigate heat and pollution, as provided. The bill would require all schoolsite decisionmaking personnel involved in the replacement or resurfacing of outdoor surfaces at a schoolsite to be trained in extreme heat mitigation measures. By imposing additional duties on local educational entities, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

[SB 509](#) (Portantino D) School employee and pupil training: youth mental and behavioral health: mental health education.

Current Text: Amended: 8/14/2023 [html.pdf](#)

Current Analysis: 08/21/2023 [Assembly Appropriations \(text 8/14/2023\)](#)

Introduced: 2/14/2023

Last Amend: 8/14/2023

Status: 9/1/2023-From committee: Do pass. (Ayes 16. Noes 0.) (September 1).

Location: 8/23/2023-A. APPR. SUSPENSE FILE

Calendar: 9/5/2023 #60 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Existing law, subject to an appropriation, requires the State Department of Education to recommend best practices and identify training programs for use by local educational agencies that serve pupils in any of grades 7 to 12, inclusive, to address youth behavioral health, on or before January 1, 2023, as provided. Existing law requires the department to ensure that each identified training program, among other requirements, provides instruction on recognizing the signs and symptoms of youth behavioral health disorders, including common psychiatric conditions and substance use disorders. This bill would delete the term "common" and replace "use" with "abuse" for purposes of that instruction requirement. The bill would, subject to an appropriation, require the department to, on or before January 1, 2025, recommend best practices and identify training programs for use by local educational agencies serving pupils in kindergarten or any of grades 1 to 6, inclusive, to address youth behavioral health for those pupils, as provided. The bill would require, on or before July 1, 2027, local educational agencies serving pupils in any of grades 7 to 12, inclusive, to certify to the department that 40% of its classified employees and 100% of its certificated employees, who serve and have direct contact with pupils in any of grades 7 to 12, inclusive, at school, have received the above-described youth behavioral health training, as specified. The bill would prohibit the training in youth behavioral health to be a condition of employment or hiring. By imposing training certification duties on local educational agencies, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

[SB 691](#) (Portantino D) Dyslexia risk screening.

Current Text: Introduced: 2/16/2023 [html.pdf](#)

Current Analysis: 04/07/2023 [Senate Appropriations \(text 2/16/2023\)](#)

Introduced: 2/16/2023

Status: 5/19/2023-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/10/2023)(May be acted upon Jan 2024)

Location: 5/19/2023-S. 2 YEAR




Summary: Existing law requires the Superintendent of Public Instruction to develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, as provided. Existing law requires a pupil who is assessed as being dyslexic and meets specified eligibility criteria to be entitled to special education and related services. This bill would require, on or before June 30, 2024, the State Board of Education to establish an approved list of evidence-based culturally, linguistically, and developmentally appropriate screening instruments to be used by a local educational agency, as defined, to screen pupils for risk of dyslexia, as provided. The bill would require, commencing with the 2024–25 school year, and annually thereafter, a local educational agency serving pupils in any of the grades kindergarten to grade 2, inclusive, to screen each pupil in those grades for risk of dyslexia by using the screening instrument or instruments identified above, as provided. The bill would require results from the screening, among other things, to be made available to a pupil's parent or guardian in a timely manner, but no more than 45 calendar days from administering the screening. The bill would require a local educational agency to provide a pupil identified as being at risk of dyslexia with evidence-based literacy instruction, progress monitoring, and early intervention in the regular general education program. By expanding the duties of a local educational agency, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

7.2 SEIS Transition Update

No materials, verbal report only



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

 (760) 955-3601
 (760) 946-0819
 www.dmchildrenscenter.org

MEMORANDUM

Date: September 20, 2023
To: Special Education Directors

From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

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

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

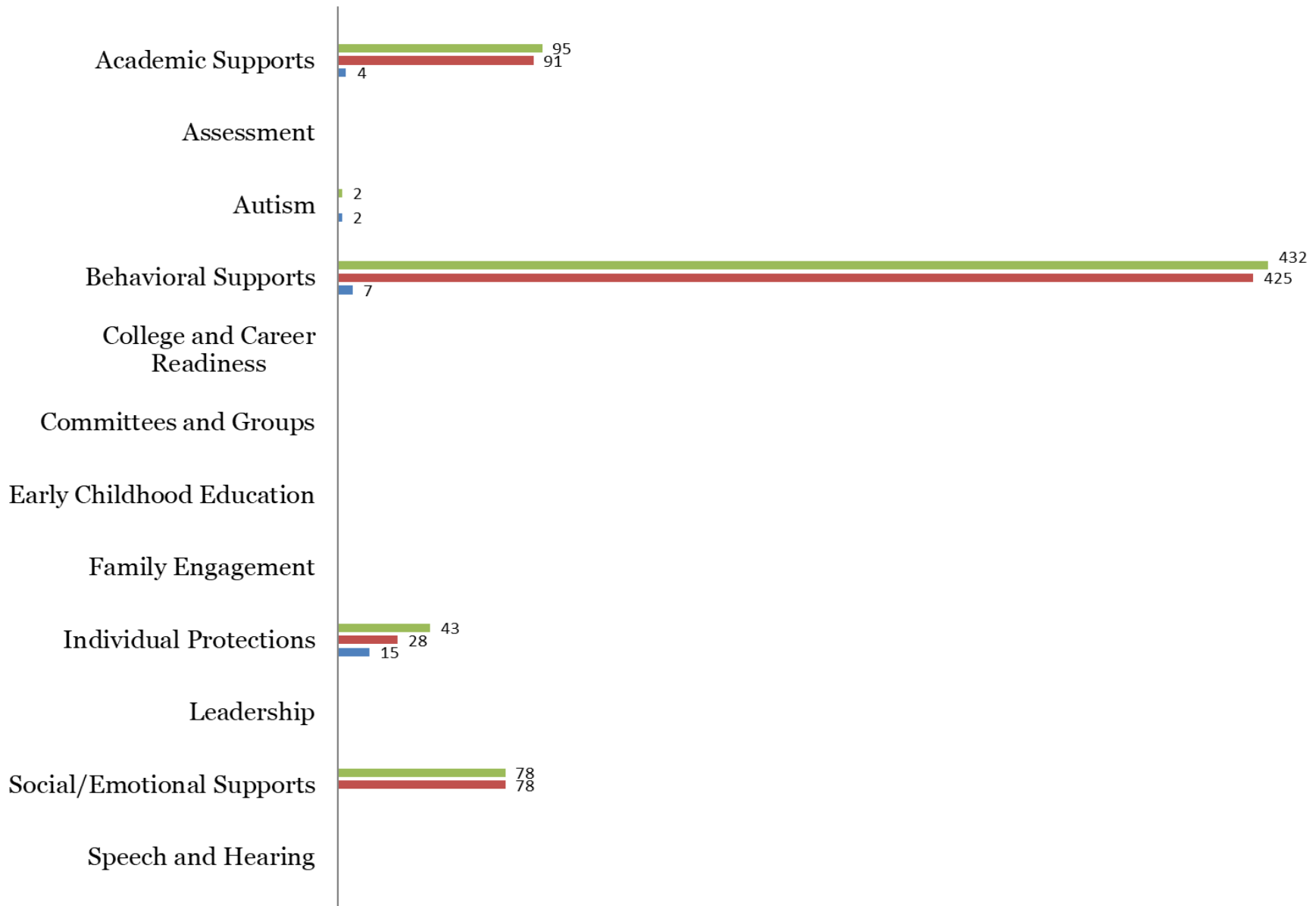
If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org

DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JULY & AUGUST 2023 PARTICIPANTS - 650

650 YEAR-TO-DATE PARTICIPANTS

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



Save

THE

DATE!

Professional
Learning Opportunity



Special Education Directors' Training

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

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

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

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

Get in **Touch**

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org

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



#ActNow - Fentanyl Awareness

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

Thursday, November 16, 2023

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

REGISTRATION

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



SPECIAL ACCOMMODATIONS

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

LOCATION

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

COST

Free to attend.

GET IN TOUCH

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3573



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

Presented By

Leslie Padilla-Williams, Executive Director

Date

November 29 & 30, 2023

Time

Both days will be from 8:30 a.m. - 3:30 p.m.

Cost

\$200

Location

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

Description

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

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

Audience

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

Registration

Please register online at:

<https://sbcss.k12oms.org/52-235454>

Special Accommodation

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

Get in Touch

Address :17800 Highway 18, Apple Valley, CA 92307

Phone :(760) 955-3625

Email : cory.lopez@cahelp.org

Website : www.cahelp.org



THE 2024 CAHELP IMTSS SYMPOSIUM

SAVE

THE DATE

**21
FEB**

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

FOR SUCCESS

Desert Mountain Charter SELPA
 Due Process Summary
 July 1, 2023 - August 31, 2023

DISTRICT									CASE ACTIVITY FOR CURRENT YEAR						Filed on Parent
	17/18	18/19	19/20	20/21	21/22	22/23	23/24	Total	D/W	Resolution Active Settled	Mediation Active Settled	Hearing			
Allegiance STEAM Acad - Thrive	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	
Aveson Global Leadership Acad	5	1.5	0	0	2	2	0	10.5	0	0	0	0	0	0	
Aveson School of Leaders	1	1.5	0	0	4	3	0	9.5	0	0	0	0	0	0	
Ballington Acad for Arts & Sci	0	2	0	0	0	0	0	2	0	0	0	0	0	0	
Desert Trails Prep Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Elite Academic Acad - Lucerne	N/A	0	0	4	0	0	0	4	0	0	0	0	0	0	
Encore Junior/Senior High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Julia Lee Performing Arts Acad	N/A	0	0	0	0	1	0	1	0	0	0	0	0	0	
LaVerne Elem Preparatory	0	0.5	0	0	0	0	0	0.5	0	0	0	0	0	0	
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Odyssey Charter School (Altadena)	0	0	0	0	2	2	1	5	0	1	0	0	0	0	
Odyssey Charter School -South (Pasa)	N/A	0	0	0	0	1	0	1	0	0	0	0	0	0	
Pasadena Rosebud Academy	N/A	1	0	0	0	0	0	1	0	0	0	0	0	0	
Pathways to College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Virtual Prep Academy at Lucerne	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	
SELPA-WIDE TOTALS	6	6.5	0	4	8	9	1	34.5	0	1	0	0	0	0	

Desert Mountain Charter SELPA
 Due Process Activity Summary
 July 1, 2023 - August 31, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed	Private Placement <hr/> NPA Placement
1. Odyssey Case no. 2023080236	Denial of FAPE 1. Failure to address bullying 2. Failure to address chronic absenteeism 3. Failure to address behavior in an IEP 4. Failure to implement IEP 5. Failure to address placement	8/7/2023	8/21/2023		9/26-28/2023	8/21/23 - Seeking full funding of NPS IEP.			

Desert Mountain Charter SELPA
Legal Expense Summary
As reported at steering August 17, 2023

2000-2001	\$0.00
2001-2002	\$0.00
2002-2003	\$0.00
2003-2004	\$0.00
2004-2005	\$0.00
2005-2006	\$0.00
2006-2007	\$0.00
2007-2008	\$0.00
2008-2009	\$0.00
2009-2010	\$0.00
2010-2011	\$0.00
2011-2012	\$0.00
2012-2013	\$0.00
2013-2014	\$0.00
2014-2015	\$0.00
2015-2016	\$7,378.00
2016-2017	\$33,886.61
2017-2018	\$70,994.67
2018-2019	\$113,834.81
2019-2020	\$58,033.90
2020-2021	\$43,640.20
2021-2022	\$174,116.17
2022-2023	\$74,861.83
2023-2024	\$5,665.28

You are cordially invited to participate in the following Alternative Resolution (ADR) virtual trainings, which focus on improving communication, facilitation skills, negotiation techniques, and understanding of parents' perspectives. These skills and knowledge can be used to improve relationships with parents and can be utilized during difficult IEP meetings, parent conferences, when working with advocates, and in other general settings.

Presented By

Karina Quezada, Psy.D., Program Specialist

Date

September 28, 2023 Collaborative IEP
October 26, 2023 Facilitated IEP
November 30, 2023 Meaningful Parent Participation

Time

Training time 2:00 - 4:00 p.m.

Location

Virtual training: A link will be sent to each participant closer to the training date. This training may be recorded.

Audience

General and special education teachers, site administrators, speech-language pathologists, and school psychologists.

Cost

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

Special Accommodations

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

Registration

Collaborative IEP: Aligning the Sun, the Moon, and the Stars September 28, 2023

In this course, participants will gain an understanding of the collaborative IEP process including such cornerstones as developing effective agendas, setting the stage for collaboration, building consensus, and working through challenges. Participants will learn the basics of principled negotiations and learn tools for effective communication. Self-care amid conflict will also be discussed.

Please [register online](#)

(URL: <https://sbcss.k12oms.org/52-238811>)

The Art of Facilitating IEP Meeting October 26, 2023

Facilitation is the process by which an individual assists an IEP team with communication and problem-solving strategies so that the IEP team can develop an educational program that is child-focused while maintaining positive work relationships. The focus of this training is to help participants learn facilitation techniques so that they can become neutral facilitators when requested to facilitate an IEP meeting. The role of the facilitator, the stages of facilitation, crucial communication and listening skills, and systematic problem solving will be discussed in this training.

Please [register online](#)

(URL: <https://sbcss.k12oms.org/52-238834>)

The Meaningful Parent Participation November 30, 2023

Assisting parents in understanding the IEP process, educational jargon, and their role as meaningful IEP team members will pave the way for building and maintaining relationships and will result in more effective IEP meetings. Participants will gain an appreciation for the benefits that parent involvement can bring to the school; increase knowledge of how to develop a genuine partnership with parents; understanding the legal requirements under IDEA; and develop the ability to have collaborative IEP meetings among all stakeholders.

[Register online](#)

(URL: <https://sbcss.k12oms.org/52-238836>)

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

Compliance and Improvement Monitoring Process (CIM)

Significant Disproportionality

CIM for Comprehensive Coordinated Early Intervening Services (CCEIS)

CIM Step One:	Gather and Inquire	Due Date: June 30,2023
CIM Step Two:	Investigate	Due Date: September 30, 2023
CIM Step Three:	Plan	Due Date: November 30, 2023
CIM Step Four:	Implementation	April 10, 2024-October 10, 2025

Intensive Monitoring Levels 1, 2, 3

CIM Step One:	Gather and Inquire	Due Date: June 30, 2023
CIM Step Two:	Investigate	Due Date: September 30, 2023
CIM Step Three:	Plan	Due Date: November 30. 2023
CIM Step Four:	Implementation	April 10, 2024-January 10, 2026

Targeted Monitoring Levels 1, 2, 3

CIM Step One:	Gather and Inquire	Due Date: June 30, 2023
CIM Step Two:	Investigate	Due Date: September 30, 2023
CIM Step Three:	Planning	Due Date: November 30, 2023

CDE Changes: Cyclical Monitoring for Small School

Year 1: Cycle A 2022 - CDE will continue to work with LEAs 2023-2024

Cycle B – CDE has not selected LEAs, projected to identify LEAS in August/September 2024

Number of Late IEPs

Desert Mountain SELPA	28
Desert Mountain Charter SELPA	228



CAHELP Prevention and Intervention Presents

An Evening of Celebration PBIS Recognition Event 2023

We cordially invite you to join us for an evening
of refreshments and celebration.

We will be recognizing local school sites that have
demonstrated dedication and commitment
in implementing PBIS to support their students, staff,
families, and communities.

Date: Wednesday, October 4, 2023

Hours: 5:00 - 7:00 p.m.

Place: 17800 Highway 18, Apple Valley

Please Register on OMS

(URL: <https://sbcss.k12oms.org/52-238212>)

California Association of Health and
Education Linked Professions

SB 114 Education Omnibus Budget Trailer Bill

\$4,000,000 each fiscal year, from the 2023–24 fiscal year to the 2027–28 fiscal year, inclusive, and would require grant recipients of those funds to provide, by July 1, 2026, a preliminary report, and, by January 1, 2029, a final report, of specified information to the department, as provided.

(45) Existing law requires the Superintendent to develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, as provided.

This bill would require the state board to appoint an independent panel of experts on or before January 31, 2024, to create an approved list of screening instruments for assessing pupils in kindergarten and grades 1 and 2 for risk of reading difficulties, as provided. The bill would require the panel to approve the list of screening instruments on or before December 31, 2024, and would require the governing board or body of a local educational agency serving pupils in kindergarten or grades 1 or 2 to adopt one or more screening instruments from the list on or before June 30, 2025. The bill would require a local educational agency serving pupils in kindergarten or grades 1 or 2 to, commencing no later than the 2025–26 school year, and annually thereafter, assess each pupil in those grades using the adopted screening instrument, except as provided. If a pupil is identified as being at risk of having reading difficulties after being screened pursuant to these provisions, the bill would require the local educational agency to provide the pupil with supports and services, as provided. By imposing additional requirements on local educational agencies, this bill would create a state-mandated local program. The bill would appropriate \$1,000,000 to the Superintendent for the state board to appoint the panel for the purpose of creating an approved list of screening instruments.

(46) Existing law requires each special education local plan area to administer local plans, as provided. Existing law prohibits the governing board of a school district, from July 1, 2020, to July 1, 2024, inclusive, from electing to submit a local plan for the education of all individuals with exceptional needs residing in the district for the purpose of creating a single district special education local plan area, as provided.

This bill would extend that prohibition by 2 years until July 1, 2026. The bill would require the Superintendent to post all local plans submitted by each special education local plan area on the department's internet website.

Existing law requires, commencing with the 2023–24 fiscal year and for each fiscal year thereafter, the Superintendent to determine the base grant funding for each special education local plan area, as provided.

This bill would require, for the 2023–24 fiscal year, each special education local plan area to, at minimum, allocate special education funding to all of its member local educational agencies equal to the total sum of base

grant funding allocated to all of its member local educational agencies in the 2022–23 fiscal year multiplied by the sum of one plus a certain inflation factor for the 2023–24 fiscal year, and then multiplied by the sum of one plus the percent change in funded average daily attendance of its member local educational agencies from the 2022–23 fiscal year to the 2023–24 fiscal year, as provided. To the extent this imposes additional duties on a special education local plan area, this bill would impose a state-mandated local program.

(47) Existing law states the intent of the Legislature to provide a system of assessments of pupils that has the primary purposes of (A) assisting teachers, administrators, and pupils and their parents, (B) improving teaching and learning, and (C) promoting high-quality teaching and learning using a variety of assessment approaches and item types. Existing law requires the department to acquire, and offer at no cost to local educational agencies, certain interim assessment tools for pupils in kindergarten and any of grades 1 to 12, inclusive, and requires those interim assessments to be designed to provide timely feedback to teachers to improve instruction, for communication with pupils’ parents or guardians, and for identifying teachers’ professional development goals. Existing law prohibits the results of these interim assessments from being used for any high-stakes purpose, including, among other specified uses, school staff evaluations or pupil grade promotion or retention.

This bill would apply those purposes and that prohibition instead to any interim assessments offered by the department to local educational agencies.

(48) Existing law establishes the California Longitudinal Pupil Achievement Data System (CalPADS), which is maintained by the department and consists of pupil data from elementary and secondary schools, as specified, relating to, among other things, demographic, program participation, enrollment, and statewide assessments. Existing law requires the system to be used to accomplish specified goals and requires local educational agencies, in order to comply with federal law, to retain individual pupil records for each test taker, as provided.

This bill would require local educational agencies, in order to accomplish those specified goals and to comply with the requirement to retain individual pupil records for each test taker, to submit data according to the processes and timelines established by the department, as provided. By imposing new duties on local educational agencies, the bill would impose a state-mandated local program.

(49) Existing law authorizes the California College Guidance Initiative (CCGI) to provide its services to all California school districts. Existing law requires the department to ensure that the notifications provided by local educational agencies, as required by the federal Family Educational Rights and Privacy Act of 1974, include appropriate content related to how CalPADS and CCGI data will be used, as provided.

Marina Gallegos

From: Heidi Chavez
Sent: Friday, July 7, 2023 5:49 AM
To: Marina Gallegos
Cc: Pamela Bender
Subject: Fwd: Finance Committee Follow Ups and Updates

Follow-up email from yesterday session.

Have a great day!
Heidi

From: SELPA Mail-Q: Anthony Rebelo <system@listserv.cc>
Sent: Thursday, July 6, 2023 5:57:18 PM
To: Heidi Chavez <Heidi.Chavez@cahelp.org>
Subject: Finance Committee Follow Ups and Updates

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

Good Evening Friends,

A few follow ups from our finance committee discussion this afternoon around the TBL...

- The TBL **only** applies to the base rate (Section B) which means that all other funding sections (including property taxes) **are not** included in this language/calculation.
 - Remember that when we are looking at the AB602 exhibit in its entirety, there are multiple sections. The trailer bill language only applies to Section B - Base Grant. The other sections which are not identified in the TBL cover the following areas:
 - Section C - ERAF, property taxes, etc.
 - Section D - RS/PS and NSS RS/PS (Necessary Small and Sparse)
 - Section E - Low Incidence
 - Section F - OOHC
 - Section G - Extraordinary Cost Pool (as appropriate)
 - **Circling back...**the 22-23 allocation calculation for the purposes of the TBL **only** applies to **Section B**.
- The TBL will only apply to 23-24 funding and should not be applied to any recertification processes.

Thanks everyone!

Anthony Rebelo, Ph.D.
Assistant Superintendent
Trinity County SELPA
530-623-2861
www.selpa.info

Desert Mountain Charter SELPA
 SB 114 Education Omnibus Trailer Bill
 2022-23 vs 2023-24 SPED Funding Preliminary Calculation

	A	B	C	D	E	F
LEA	2022-23 P-2 Certified Funded ADA	2023-24 P-2 Estimated ADA	+/- ADA (Column B - Column A)	Percent Change in ADA by LEA	2022-23 P-2 Certified AB602 Base Grant Funding	8.22% 2022-23 P-2 Certified + COLA Column E x 8.22%
1 Allegiance STEAM Academy	897.14	897.14	-	0.000000%	735,655	796,126
2 ASA Charter	247.24	247.24	-	0.000000%	202,737	219,402
3 Aveson Global Leadership Academy	367.88	235.43	(132.45)	-36.003588%	301,662	326,458
4 Aveson School of Leaders	413.31	332.27	(81.04)	-19.607558%	338,914	366,773
5 Ballington Academy	259.41	215.26	(44.15)	-17.019390%	212,716	230,201
6 Desert Trails Preparatory Academy	518.28	485.54	(32.74)	-6.317049%	424,990	459,924
7 Elite Academic Academy - Lucerne (0136960)	828.69	828.69	-	0.000000%	679,526	735,383
8 Encore High School	899.27	648.17	(251.10)	-27.922648%	737,401	798,016
9 Julia Lee Performing Arts Academy	399.36	399.36	-	0.000000%	327,475	354,394
10 Laverne Elementary Preparatory Academy	507.28	507.28	-	0.000000%	415,970	450,162
11 Leonardo da Vinci Health Sciences Charter	236.68	233.42	(3.26)	-1.377387%	194,078	210,031
12 Odyssey Charter School	463.54	432.17	(31.37)	-6.767485%	380,103	411,347
13 Odyssey Charter School South	308.63	308.63	-	0.000000%	253,077	273,880
14 Pasadena Rosebud Academy	182.70	149.70	(33.00)	-18.062397%	149,814	162,129
15 Pathways to College	342.80	333.98	(8.82)	-2.572929%	281,096	304,202
16 Southern California Flex Academy	586.93	586.93	-	0.000000%	481,283	520,844
17 Taylion High Desert Academy	479.43	479.43	-	0.000000%	393,133	425,448
18 Total	7,938.57	7,320.64	(617.93)	-7.783896%	6,509,628	7,044,719

Desert Mountain Charter SELPA
 SB 114 Education Omnibus Trailer Bill
 2022-23 vs 2023-24 SPED Funding Preliminary Calculation

	G	H	I
LEA	2023-24 P-2 Estimated AB602 Base Grant Funding	2023-24 Funding Requirement w/ADA Factor Applied Column F * Column D	+/- AB602 Base Grant Funding in Excess of Requirement
1 Allegiance STEAM Academy	796,126	796,126	-
2 ASA Charter	219,402	219,402	-
3 Aveson Global Leadership Academy	208,922	208,922	-
4 Aveson School of Leaders	294,858	294,858	-
5 Ballington Academy	191,023	191,023	-
6 Desert Trails Preparatory Academy	430,870	430,870	-
7 Elite Academic Academy - Lucerne (0136960)	735,383	735,383	-
8 Encore High School	575,189	575,189	-
9 Julia Lee Performing Arts Academy	354,394	354,394	-
10 Laverne Elementary Preparatory Academy	450,162	450,162	-
11 Leonardo da Vinci Health Sciences Charter	207,138	207,138	-
12 Odyssey Charter School	383,509	383,509	-
13 Odyssey Charter School South	273,880	273,880	-
14 Pasadena Rosebud Academy	132,844	132,844	-
15 Pathways to College	296,375	296,375	-
16 Southern California Flex Academy	520,844	520,844	-
17 Taylion High Desert Academy	425,448	425,448	-
18 Total	6,496,365	6,496,365	-



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

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

MEMORANDUM

Date: September 21, 2023
To: Directors of Special Education
From: Codi Anderson, Occupational/Physical Therapy Supervisor

Subject: Occupational and Physical Therapy Reports

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

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

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
9/1/2023 -	DISABILITY AWARENESS- ONLINE	ONLINE
9/1/2023 12:30 PM - 2:30 PM	EC SCHOOL PSYCHOLOGIST MEETING	DMESC
9/1/2023 1:30 PM - 3:30 PM	ECSE COLLABORATIVE GROUP	DMESC
9/6/2023 1:30 PM - 3:00 PM	Physical Therapy Professional Learning Collaborative	DMESC
9/6/2023 1:00 PM - 4:00 PM	SEIS Training 1 - Virtual Only	VIRTUAL
9/7/2023 9:00 AM - 12:00 PM	SEIS IN-PERSON TRAINING	VIRTUAL
9/12/2023 2:00 PM - 4:00 PM	OCCUPATIONAL THERAPY PROFESSIONAL LEARNING COLLABORATIVE	DMESC
9/12/2023 1:00 AM - 4:00 AM	SEIS IN-PERSON PM SESSION	DMESC
9/13/2023 10:00 A - 11:30 A	PUTTING EBPS INTO PRACTICE: PROMPTING	VIRTUAL
9/14/2023 8:30 AM - 12:30 PM	CREATING A RESPONSIVE CLASSROOM	DMESC

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

Upcoming Trainings

Date/Time	Event	Location
9/14/2023 1:00 PM - 4:00 PM	SUPPORTING AGE-APPROPRIATE FINE AND GROSS MOTOR ACTIVITIES	DMESC
9/19/2023 8:00 AM - 4:00 PM	S'COOL MOVES	DMESC
9/20/2023 3:00 PM - 4:00 PM	NEW SPECIAL EDUCATION TEACHER SUPPORT NETWORK	VIRTUAL
9/20/2023 9:00 AM - 12:00 PM	SEIS VIRTUAL AM SESSION	VIRTUAL
9/21/2023 4:30 PM - 6:00 PM	COMMUNITY ADVISORY COMMITTEE (CAC) VIRTUAL	VIRTUAL
9/21/2023 1:00 PM - 4:00 PM	THE SLP COLLABORATIVE GROUP: ELIGIBILITY CRITERIA FOR STUDENTS WITH SUSPECTED SPEECH OR LANGUAGE IMPAIRMENT	DMESC
9/26/2023 1:00 AM - 4:00 AM	SEIS AFTERNOON VIRTUAL ONLY	VIRTUAL
9/26/2023 8:30 AM - 1:00 PM	TPP BEGINNING OF THE YEAR MEETING	DMESC
9/27/2023 2:00 PM - 4:00 PM	PARAEDUCATOR ACADEMY COLLABORATIVE	ZOOM
9/27/2023 3:00 PM - 5:30 PM	PUTTING EBPS INTO PRACTICE: TIME DELAY	VIRTUAL

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

Upcoming Trainings

Date/Time	Event	Location
9/28/2023 2:00 PM - 4:00 PM	COLLABORATIVE IEP: ALIGNING THE SUN, THE MOON, AND THE STARS	VIRTUAL
9/28/2023 8:30 AM - 3:30 PM	CPI	DMESC
9/28/2023 8:30 AM - 3:30 PM	PBIS BOOTCAMP (EARLY CHILDHOOD - 12)	DMESC
9/29/2023 8:30 AM - 3:30 PM	CPI FLEX-BLENDED LEARNING FOR ADMINISTRATORS ONLY	VIRTUAL/DMESC
10/1/2023 -	DISABILITY AWARENESS- ONLINE	ONLINE
10/3/2023 8:30 AM - 12:30 PM	BULLYING PREVENTION AND INTERVENTION: USING EXPECT RESPECT CURRICULUM	DMESC
10/3/2023 2:30 PM - 4:00 PM	REGION 10: INTRODUCTION TO AUTISM FOR GENERAL EDUCATION STAFF	VIRTUAL
10/4/2023 5:00 PM - 7:00 PM	PBIS RECOGNITION EVENT	DMESC
10/5/2023 8:30 AM - 3:30 PM	CPI	DMESC
10/6/2023 8:30 AM - 3:30 PM	CPI FLEX-BLENDED LEARNING FOR ADMINISTRATORS ONLY	VIRTUAL/DMESC

For more information, visit the CAHELP Staff Development calendar (url: www.cahelp.org/calendar)
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Upcoming Trainings

Date/Time	Event	Location
10/6/2023 2:00 PM - 4:00 PM	MANAGING CHALLENGING BEHAVIORS AND SENSORY NEEDS IN ACADEMIC ENVIORNMENTS	DMESC
10/10/2023 1:00 AM - 4:00 AM	SEIS AFTERNOON VIRTUAL ONLY	DMESC
10/10/2023 9:00 AM - 12:00 PM	SEIS IN-PERSON AM SESSION	DMESC
10/10/2023 1:00 AM - 4:00 AM	SEIS IN-PERSON PM SESSION	DMESC
10/10/2023 9:00 AM - 12:00 PM	SEIS MORNING VIRTUAL ONLY	VIRTUAL
10/17/2023 6:00 PM - 7:00 PM	BUILDING YOUR BOUNCE: PROMOTING ADULT RESILIENCE (ON-SITE)	VESD FAMILY RESOURCE CENTER
10/19/2023 1:00 PM - 3:30 PM	WORKING WITH BEHAVIORS THROUGH A TRAUMA-INFORMED LENS	DMESC
10/20/2023 12:00 PM - 2:00 PM	DIRECTORS TRAINING	DMESC
10/20/2023 2:00 PM - 4:00 PM	MANAGING CHALLENGING BEHAVIORS AND SENSORY NEEDS IN ACADEMIC ENVIORNMENTS	DMESC

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