

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
November 17, 2023 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS

Health Sciences High School and Middle College – 3910 University Ave, San Diego, CA 92105
Needles USD – 1900 Erin Drive, Needles, CA 92363
Trona JUSD – 83600 Trona Rd, Trona, CA 93562

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 and Finance Committee” to the Recording Secretary and adhere to the provisions described therein.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the November 17, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 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.

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

5.1.1 Approve the October 20, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Pam Bender will present a legislative update.

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6.2 SEIS Transition Update

Pam Bender will provide a SEIS transition update.

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

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

6.4 Professional Learning Summary and Update

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

6.5 Resolution Support Services Summary and Update

Kathleen Peters will present the DMSELPA’s Resolution Support Services Summary and update.

6.6 Compliance Update

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

6.7 Nonpublic School/Nonpublic Agency Update

Peggy Dunn will provide a nonpublic school/nonpublic agency update including the DMSELPA 2023-24 NPA Directory.

6.8 Career Technical Education Update

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

6.9 Prevention and Intervention Update

Deborah Sarkesian will provide the Prevention and Intervention update.

7.0 INFORMATION ITEMS

7.1 Monthly Audiological Services Reports

7.2 Monthly Occupational & Physical Therapy Services Reports

7.3 Monthly Nonpublic School Placement Report

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7.4 Upcoming Professional Learning Opportunities

8.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

9.0 CEO COMMENTS

10.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert Mountain 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.

11.0 ADJOURNMENT

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, December 15, 2023, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

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DESERT MOUNTAIN SELPA (DMSELPA) STEERING AND FINANCE MEMBERS PRESENT:

Academy for Academic Excellence – Marcelo Congo, Adelanto SD – Kimberly Guthrie, Apple Valley USD – Priscilla Avila, Bear Valley USD – Leigh Anne Drake, Lucinda Newton, Desert Mountain Operations (SBCSS) – Rich Frederick, Excelsior Charter Schools – DeAnna Crocker, Amber Englehart, Health Sciences High School and Middle College – Bryan Dale via Web Ex, Helendale SD – Michael Esposito, Hesperia USD – Shannon Garibay, Eric Land, Lucerne Valley SD – Vici Miller, Oro Grande SD – Scott Heitman, Snowline JUSD – Pam De Renard via Web Ex (Just Cause), Trona JUSD – Nicole Yeager via Web Ex, Victor Elementary SD – Tanya Benitez, and VVUHSD – Larry Brunson.

GUESTS:

Christina Leal – Options for Youth.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Pam Bender, Ivan Campos, Heidi Chavez, Danielle Cote, Peggy Dunn, Marina Gallegos, Colette Garland, Jennifer Harms, Linda Llamas, Maurica Manibusan, Lisa Nash, Kathleen Peters, Karina Quezada, Jennifer Rountree, Veronica Rousseau, Deborah Sarkesian, 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 Lucinda Newton, seconded by Michael Esposito, to approve the October 20, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 16:0:0: Ayes: Avila, Benitez, Brunson, Congo, Dale, De Renard, Englehart, Esposito, Frederick, Guthrie, Heitman, Land, Miller, Newton, Rigdon, and Yeager. Nays: None, Abstentions: None.

5.0 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.

- 5.1 **BE IT RESOLVED** that a motion was made by Michael Esposito, seconded by Lucinda Newton, to approve the following Consent Item as presented. The motion carried on the following vote: 16:0:0: Ayes: Avila, Benitez, Brunson, Congo, Dale, De Renard, Englehart, Esposito, Frederick,

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Guthrie, Heitman, Land, Miller, Newton, Rigdon, and Yeager. Nays: None, Abstentions: None.

5.1.1 Approve the September 22, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Pam Bender presented a legislative update highlighting the following bills. Pam will send an email next week with implementation dates for the bills reviewed at this meeting.

- Assembly Bill (AB) 248 (Mathis) Individuals with intellectual or developmental disabilities: removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation” – To Governor 9/19/23 at 4:00 pm.
- AB 438 (Rubio) Pupils with exceptional needs: IEPs: postsecondary goals and transition services - change age to 14; possible amendment to “prior to ninth grade”. Two-Year Bill – Ordered to inactive file.
- AB 447 (Arambula) Public postsecondary education: SWD: inclusive college pilot programs- require California State Universities and request to Universities of California to create pilot college inclusive program for students with ID and DD – Approved. Pam will ask at State SELPA Administrators what they expect this to look like so LEAs can be prepared.
- AB 1466 (Weber) Pupil Discipline: Restraint and Seclusion- requires restraint and seclusion data to be posted on the LEA website concern from ACSA regarding confidentiality – Approved.
- AB 1517 (Gallagher): SELPA Governance. Accountability and Transparency – support LEAs with Differentiated Assistance amongst other Compliance required data collection – Vetoed. In San Bernardino County, the SELPAs and San Bernardino County Superintendent of Schools are involved with the LEAs in differentiated assistance.
- Senate Bill (SB) 88 (Skinner) Pupil Transportation: Driver Qualifications: for drivers who operate a vehicle with a max of 10; criminal background check, fingerprinting, mandated reporter, TB, drug and alcohol testing, training and classes – Approved. There is an exemption for parents/guardians. Coaches that are hired by the district will have been included in the process but those that are volunteers will need to go through the process. Also, if an LEA contracts with a transportation company, the LEA must obtain proof the requirements have been met.
- SB 323 (Portantino) Pupils with Exceptional Needs: IEPs: emergency safety procedures- comprehensive school safety plan includes access and equity component to support all students – Approved. Pam said the emergency safety procedures are for all students and not required in individual students’ IEPs.
- SB 354 (Ochoa Bogh) Inclusive Practices: Inclusive education using Universal Design for Learning (UDL) – Vetoed. Pam reminded the committee that all students are general education students first. The bill is likely to be reintroduced. Pam will ask State SELPA

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Administrators if a work group will be created to work on the semantics of language such as team-teaching vs co-teaching, etc. Also, there might be a requirement added in the credentialing process to include UDL.

- SB 445 (Portantino) IEP Translations: requires translation of the IEP, assessments and progress used to determine IEP into the native language of the parent, or communication type; within 30 days of the meeting; top 8 languages; amendments submitted – Ordered to inactive file. Pam said the bill is likely to be presented again in the future.

Pam added that SB 531 that pertains fingerprinting and background checks at locations where workability students work also passed. Pam contacted Matt Wells at Mountain Desert Career Pathways (MDCP) and he has asked DMSELPA to join their workgroup to assist the high desert organizations following the same rules and regulations. Mike Esposito volunteered to be part of the group as he is highly involved in transition programs regionally.

6.2 SEIS Transition Update

Pam Bender provided a SEIS transition update. Pam shared Colette Garland, Sheila Parisian, and Terri Nelson continue to provide trainings in-person and virtually. She said if training is needed, please contact DMSELPA office. Pam said if LEAs have not affirmed their students to let her know so CAHELP JPA staff can assist with the process and allow the LEAs to be up to date. She continued that CAHELP JPA staff are entering information from the fillable forms and attaching the documents to the IEP for reference. Pam advised the committee members to label priority IEPs as such when emailing them to the CAHELP SEIS Helpdesk so they can be processed and added to SEIS within 1-2 days of receipt. Additional staff have been hired to attach the previous IEP from Web IEP to the SEIS student record so those are also available. Pam reported she is working with SBCSS Technical Services to store 10 years of Web IEP records virtually. The LEAs will be given a date to download their records so they have access to the information then access will be closed. SEIS Open Forums are ongoing Tuesdays, 2:30pm-4:30pm and Thursdays, 8:30am-10:00am. Pam said since there has not been a large number of participants, it provides time to walk participants step by step through the areas of their concern. Pam added helpdesk tickets have been submitted to SEIS for issues that have been discovered. She asked to be contacted if there are issues or concerns so she can follow up.

Pam confirmed the Aeries student integration program must be purchased by the LEA through SEIS if they are interested. Colette will send the Aeries information to the special education directors.

Danielle Cote shared that when working on an IEP in SEIS, she found she was able to move sections around. Another good thing is that for an Offer of FAPE, SEIS does not require a narrative but provides prompts for legal requirements. During some trainings, service providers have expressed that with the understanding they now have, SEIS will be easier to use.

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Pam said if LEA staff run into any issues or concerns to contact her. CAHELP JPA is trying to mitigate as much stress from the teachers and service providers as much as possible.

6.3 Crisis Prevention Institute (CPI) Training Update

Pam Bender will provide a Crisis Prevention Institute (CPI) Training update. Pam said being down four program specialists is a struggle and CPI Trainings require two trainers. Because of this, these trainings may need to be scheduled for later in the school year.

Heidi Chavez confirmed that LEAs could have their own trainers for CPI. It would require that one DMSELPA trainer be present to support the district trainer. Heidi said the facilitator training is a 3-day in-person training.

Danielle Cote stated that LEA trainers are authorized to train only staff within their LEA. She also said DMSELPA offers CPI training at the West End SELPA to accommodate member LEAs that are not in the desert mountain region.

Heidi will gather the facilitator training information to send to the special education directors. The facilitator training is a two-year certification and the facilitator must provide four days of training each year.

6.4 Educationally Related Mental Health Services (ERMHS) Funds Update

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

6.5 Larry P. Guidance Update Paper

Pam Bender called on Dr. Karina Quezada to share information on recent Larry P. guidance. Karina reported the State Director of Special Education in September 2022 released a memo that previous interpretations continuing the ban to IQ test African American students was not a good interpretation of the law unless the suspected disability was intellectual disability (ID). Karina said that caused a stir in the school psychologist community. She continued that the California Association of School Psychologists (CASP) met with CDE representatives and the director at that time with conversations lasting throughout last academic year. Karina said on October 10, 2023, CASP provided a memo stating they met with CDE and agreed that the original ban on IQ testing

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for ID placement and identification stands but does not extend to the other 12 disabilities. She continued that when assessing an African American student and not suspecting ID, an IQ test can be administered. Karina said the October 10, 2023, memo states it is best practice to continue engaging in assessment of students with review of records, conduct interviews, and observations, then lastly administer tests. Continuing with these best practices allows time to look for flags that could represent ID, which would prevent the administration of the IQ test. Karina said once it is confirmed the student does not have ID, the IQ test could be administered but it is best practices to avoid it. She added that speech therapists could also experience this issue. Karina stated the Larry P. rule is only applicable in California with the CDE overwriting what was ruled by the 9th Circuit court.

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

Ivan Campos shared California Speech Language Hearing Association (CSHA) has two position papers on Larry P. Ivan said he continues to advocate for culturally responsive practices when assessing students, considering their language background and dialects, and being aware of dialectal differences in which some current assessment may not necessarily be appropriate for students regardless of any shifts in the memo or case law.

Karina added the CAHELP JPA School Psychologists Committee trainings are intentionally selected with Larry P. in mind. The position paper reminds her to continue with best practices of conducting reviews, interviews, and observations while considering the linguistic needs of students. Karina said that permission to give an IQ test does not make it appropriate. She also said if a student's records include IQ testing information, it does need to be redacted and there is a multi-step process for it. Karina will email the process to the Steering Committee members.

Pam Bender said LEAs are to move forward status quo with no changes currently being made. Once she gets perspective from State SELPA Administrators and legal advice, DMSELPA will create a small committee to move forward with any changes to be made.

6.6 Desert Mountain Operations Students Transitioning to Adult Responsibilities Program

Rich Frederick provided information on the Desert Mountain Operations Students Transitioning to Adult Responsibilities (STAR) Program. He said the program is in the second year of operation the program at a store front on Bear Valley Road. The program is for students 18-22 years of age that have graduated from high school. Rich continued there are currently nine students from Hesperia USD but it is open to other districts. Rich welcomes the LEAs to visit and they are seeking students to enroll in the program as well. The participants go to a supported work settings for half their day where they are taught independent living skills.

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6.7 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. Linda reviewed the Referral and Client Services Report layout as well as the referral process. She stated students who are referred by the LEA will reflect on the referral report but if the referral came from a parent or other source, the LEA will not be notified on the report. If the child has an IEP, they will automatically be assessed for ERMHS. Linda said after receiving a referral, DMCC contacts the caregiver. If the caregiver does not respond by six weeks, the referral is closed but can be reopened if the caregiver does respond later. Once a student is scheduled for assessment or is assessed, their information will reflect on the Student Services Report, unless there is not a “Release of Information” for the school site. The exception to this is when DMCC services become part of the student’s IEP. Linda said the director of special education is typically the point of contact that receives the monthly reports or a staff member designated by the director. Linda asked to be contacted if there are changes to who needs access to the DMCC services reports. The reports are in Excel so they can be sorted and filtered as needed by the LEAs. Linda reported that if DMOPS is a student’s district of service, DMOPS will receive the service reports, not the district of residence. DMCC must attend the IEP meeting to end services and that fills the requirement of notifying the district and the parent is included in the meeting. Linda continued that DMCC services and goals begin the same day as the assessment via an IEP amendment unless the parent requests an IEP meeting. The second page of the amendment has check boxes, parent signature, and DMCC signature and it is uploaded with the assessment report to SEIS. It was decided to table the discussion of notifications to district of residence and/or district of service until a later meeting to allow time for research in SEIS and procedure.

Vici Miller shared DMCC services have been dynamite this school year. She shared the intake, assessments, and services beginning within 2-3 weeks.

Linda confirmed progress of goals are completed quarterly with parents and districts being notified. Linda agreed that DMCC will work on a process to affirm goals and provide progress reports via SEIS.

Linda concluded by sharing the two attached mental health research articles (suicide prevention and grieving loss). The articles can be shared with LEA staff or anyone that would benefit from the information.

6.8 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA’s Professional Learning Summary and updates. The Directors’ Training to be held on October 20, 2023 will be in person and recorded. When the recording is accessible, it will be shared with the special education directors along with the materials. The trainings will have a virtual attendance option when that cannot be recorded. Heidi then said the Community Advisory Committee (CAC) meetings are virtual this school year as requested by parents with the next being scheduled for November 16, 2023 on the

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topic of Fentanyl Awareness. CAC LEA representation and parent representation are a requirement of SELPA membership. Heidi asked to be notified when there are changes of representatives and said she can also be contacted to confirm who the representatives are. She said the LEA representative does not have to be the committee member but any staff member. The representative portion of the meetings are 4:30 p.m.-5:00 p.m. with the presentations being 5:00 p.m.-6:00 p.m. Heidi shared the 2023-24 IMTSS Symposium is scheduled for February 21, 2024 at the DoubleTree by Hilton in Ontario, California. The topic of the day will be reversing educator burnout with the keynote speakers being Dr. Rebecca Branstetter and Dr. Ron Powell. Both keynote speakers will also provide a breakout session. It is a full day symposium with breakfast and lunch being provided for a registration fee of \$250.00 per person.

6.9 Resolution Support Services Summary and Update

Kathleen Peters presented the DMSELPA's Resolution Support Services Summary and update. She shared E.B Bell would be providing the Directors' Training portion of the meeting addressing defensible goals. She continued that all 2022-23 cases have been closed. Kathleen asked that current assessments and current IEPs be uploaded to the Drop Box when filings are received so her team has access to the data. Kathleen shared the message of ADR is spreading with parents' being interested in early intervention.

Michael Esposito asked if California might put limitations on being an advocate. Lisa Nash reported there is not a certification process or vetting process for knowledge or qualifications currently for advocates.

It was shared that several LEAs have received additional records requests from Los Angeles Unified School District legal department for what the LEAs have paid in attorney's fees and parents' attorney fees. Pam Bender said she believes the purpose of gathering the data is to show the state how high the costs are so something can be put in place to control it. Lisa Nash stated the LEAs can respond with the redacted invoice from when the due process case was finalized and settled.

*Note – Michael Esposito left the meeting at 11:02 a.m.

6.10 Compliance Update

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

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Colette Garland thanked the committee members for their patience with the SEIS transition and shared she sees light at the end of the tunnel. She added CALPADS records are being uploaded for the redesign.

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

6.11 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. She shared many of the nonpublic agencies are in the CDE required annual recertification process.

Peggy continued that there are seven LEAs that currently have a total of eight students placed with residential treatment centers with eight students pending referrals.

Peggy stated Bright Futures has changed their name to Dynamic Hope Schools. She announced Beach Cities Learning Center has opened a site in Victorville called The Learning Academy. They have not had their grand opening yet but Peggy will share when she receives the official notification so students can be placed. They serve students with various needs including mild/moderate disability and emotionally disturbed (ED).

Per request, Peggy will create a program overview of the different placements that are available.

6.12 Career Technical Education Update

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

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

6.13 The California Autism Professional Training and Information Network X Collaborative

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

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7.0 FINANCE COMMITTEE REPORTS

7.1 Maintenance of Effort and Excess Cost Update

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

Marina added the Purchased Services Reports are usually sent to districts monthly but that has not been done this year due to the SEIS transition.

8.0 INFORMATION ITEMS

8.1 Desired Results Access Project (DRDP) Memo

Colette Garland said the process for submitting DRDP information will be the same process for this period and will move to SEIS for next period.

8.2 Monthly Audiological Services Reports

8.3 Monthly Occupational & Physical Therapy Services Reports

8.4 Monthly Nonpublic School Placement Report

8.5 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

Pam Bender said she has been thinking about leadership and how the members of the committee are leaders. She provided the definition of leadership as the ability of an individual or group of people to influence and guide members of an organization, society, or team. It is often attributed to a person's title, seniority, or ranking in hierarchy. Pam said that is not always the case as leaders are seen in classrooms and schools that do not have titles. She continued stating an effective leader has the following characteristics: self-confidence, strong communication and management skills, creative and innovative thinking, perseverance, willingness to take risks, open to change, levelheaded, and reactivity in times of crisis. Pam publicly acknowledged CAHELP staff who have gone above and beyond to do what needs to be done to help LEAs continue to move forward. CAHELP staff stepped up and supported the LEAs with every spare minute during the day, as well as on Saturdays, and after hours during the week. She

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said this includes managers and classified support staff who have been willingly and diligently working to get things done. Pam continued that she wants the committee members to know how much the support staff has been working to support the LEAs because leaders are seen as those at the top but without the people who are actually doing the work and getting things done, the organization could not support the member LEAs.

Pam asked to be contacted if LEAs need additional SEIS training in-person or virtually, if they need assistance affirming students in SEIS, or if there are any other supports that can be provided.

*Note-Bryan Dale, Pam De Renard, Shannon Garibay, Eric Land and Nicole Yeager left the meeting at 11:45 a.m.

11.0 MATTERS BROUGHT BY THE PUBLIC

None.

12.0 DIRECTORS' TRAINING

Ernest Bell with Atkinson, Andelson, Loya, Ruud & Romo presented *Solid Gold Goals*.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Vici Miller, seconded by Cheri Rigdon, to adjourn the meeting at 1:46 p.m. The motion carried on the following vote: 11:0:0: Ayes: Avila, Benitez, Brunson, Congo, Englehart, Frederick, Guthrie, Heitman, Miller, Newton, and Rigdon. Nays: None, Abstentions: None.

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, November 17, 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.

November 2023 Legislative Update

Legislative Calendar

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

Legislation Updates

- [AB-447](#) (Arambula) Public postsecondary education: SWD: inclusive college pilot programs- require CSU and request to U of CA to create pilot college inclusive program for students with ID and DD; **Chaptered**
- [AB 248](#) (Mathis) Individuals with intellectual or developmental disabilities: removes obsolete terminology including “mentally retarded persons” “mentally retarded children” “retardation”; **Chaptered**
- [SB 531](#) (Ochoa Bogh) Pupil Safety: local education agencies: background checks; **Chaptered**

Urgency- in effect immediately

Legislation Updates- Chaptered Bills

- [AB 1340](#) (Garcia) School Accountability: pupils with exceptional needs- post statewide data based on disability on CDE website
- [SB-323](#) (Portantino) Pupils with exceptional needs: IEPs: emergency safety procedures- comprehensive school safety plan includes access and equity component to support all students
- [AB-611](#) (Weber) Non Public School Certification- requires the LEA to notify the parent within 14 days of a change in certification status
- [AB-723](#) (Quirk-Silva) Foster Youth: NPS: School of Origin- makes an NPS the school of origin
- [AB 1466](#) (Weber) Pupil Discipline: Restraint and Seclusion- requires restraint and seclusion data to be posted on the LEA website.
- [SB 88](#) (Skinner) Pupil Transportation: Driver Qualifications - for drivers who operate a vehicle with a max of 10; criminal background check, fingerprinting, mandated reporter, TB, drug and alcohol testing, training and classes; may impact parents providing transportation on a reimbursement basis

Legislation Updates- *OF NOTE*

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

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




DESERT MOUNTAIN SELPA

As of November 9, 2023

LEA	IEP's Received	IEP's Completed	Priority IEP's	Need Assistance	Total IEP's PENDING
AESD	127	51	3	16	76
AVUSD	18	2	0	8	16
BARSTOW USD	33	17	0	6	16
BEAR VALLEY USD	62	1	0	1	61
DMOPS	31	31	-		0
EXCELSIOR	58	0	0	0	58
HELENDALE SD	46	18	2	25	28
HSHMC	6	6	0	0	6
HUSD	384	205	14	22	179
LUCERNE VALLEY USD	64	0	0	0	64
SILVER VALLEY	71	14	0	1	57
VESD	175	24	5	13	151
VVUHSD	369	194	-	34	175
TOTAL	1,444	563	24	126	887



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

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

MEMORANDUM

Date: November 15, 2023
To: Special Education Directors

From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

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

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

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



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

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

STEERING COMMITTEE

MENTAL HEALTH TRENDS REPORT

NOVEMBER 1, 2023

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

Some common factors contributing to holiday stress for children include:

1. Disruption of Routine

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

2. Academic Pressure

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

3. Missing Loved Ones

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

4. Family Dynamics

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

5. Overstimulation

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

6. Media and Commercialization

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

7. Time Pressure

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

8. Travel and Disruption of Home Life

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

9. Financial Concerns

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

10. Gift Expectations

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

11. **Social Pressure**

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

12. **Peer Comparisons**

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

13. **Cultural or Religious Expectations**

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

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

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

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

2. **Holiday-Themed School Activities**

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

3. **Cultural Sensitivity**

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

4. Anti-Bullying Initiatives

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

5. Positive Reinforcement

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

6. Promote Healthy Habits

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

7. Monitor Media Exposure

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

8. Educate on Expectations

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

9. Peer Support Groups

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

10. Stress Management Workshops

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

11. Mindfulness and Relaxation Practices

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

12. Sensory-Friendly Spaces

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

13. Counseling Services

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

14. Homework Policies

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

15. Flexible Attendance and Assignments

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

16. Community Engagement

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

17. Parent Involvement

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

18. Encourage Acts of Kindness

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

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

References:

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

Resources:

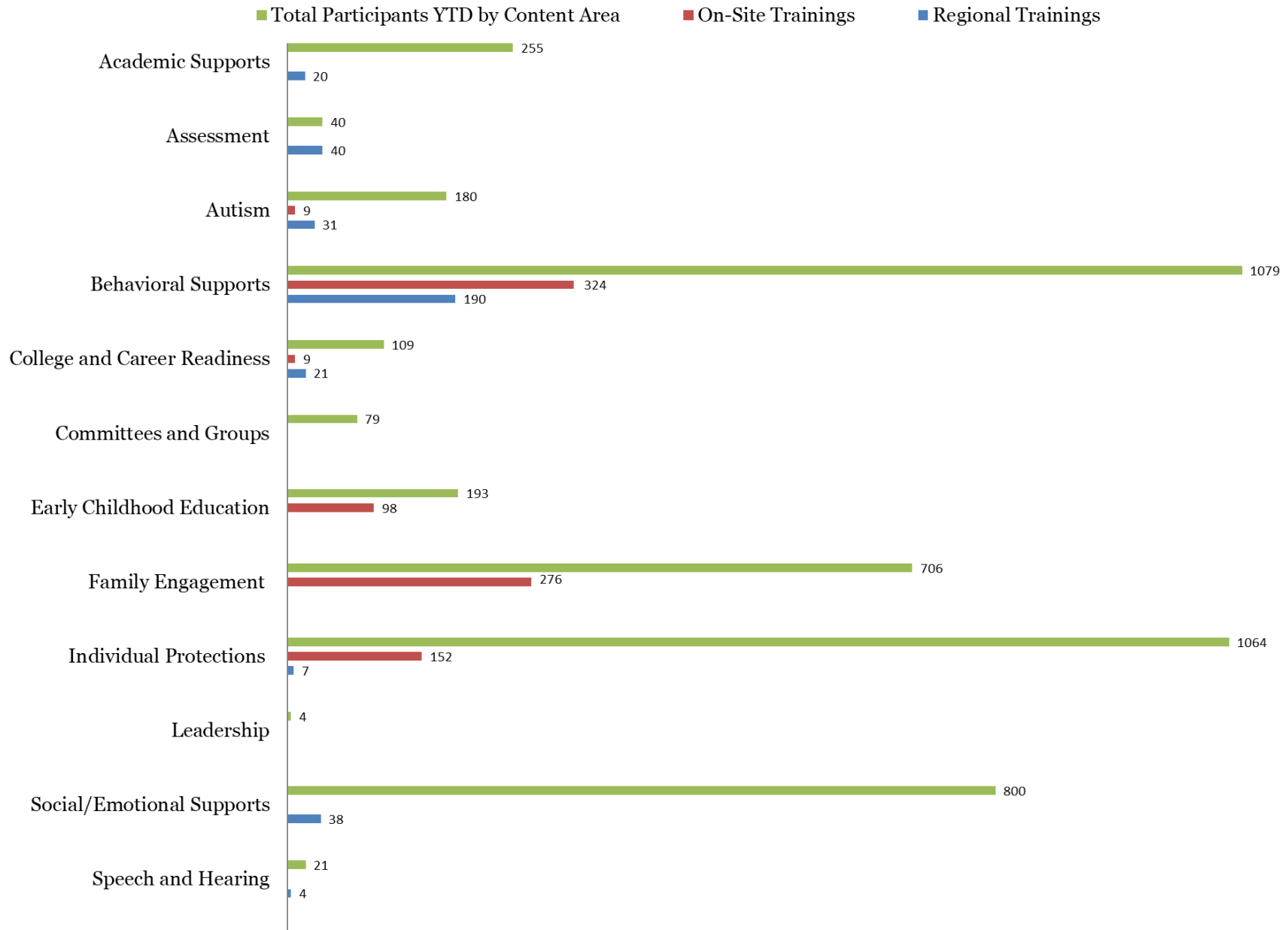
- <https://hms.harvard.edu/news-events/publications-archive/brain/holiday-stress-brain>
- <https://health.usnews.com/wellness/for-parents/articles/teen-mental-illness-and-the-holidays>
- <https://www.nami.org/Blogs/From-the-CEO/December-2021/The-Most-Difficult-Time-of-The-Year-Mental-Health-During-the-Holidays>
- <https://www.bcsc.org/holiday-youth-mental-health-wellness/>
- https://www.handyhandouts.com/viewHandout.aspx?hh_number=412&nfp_title=Holiday+Stress+Affects+Children+Too!
- <https://www.nctsn.org/search?query=holiday+stress>
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- <https://www.thesocialemotionalteacher.com/manage-holiday-stress-in-the-classroom/>
- <https://base.education/student-mental-health-during-holidays/>
- <https://www.weareteachers.com/supporting-students-winter-break/>
- <https://freespiritpublishingblog.com/2017/12/11/helping-students-cope-with-holiday-stress/>
- <https://empoweringeducation.org/blog/five-tips-to-reduce-winter-break-anxiety-for-students/>
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- <https://www.ahaprocess.com/why-can-the-holidays-be-so-stressful-and-dreaded-by-students/>
- <https://www.psychiatry.org/news-room/apa-blogs/seven-ways-to-cope-with-holiday-stress>
- [https://www.nasponline.org/professional-development/prepare-training-curriculum/prepare-trainers/prepua/ure-newsletter-\(volume-9-issue-2\)/supporting-children-during-the-holiday-season](https://www.nasponline.org/professional-development/prepare-training-curriculum/prepare-trainers/prepua/ure-newsletter-(volume-9-issue-2)/supporting-children-during-the-holiday-season)

DMSelpa Professional Learning Participation Summary

OCTOBER 2023 PARTICIPANTS - 1,219

4,524 YEAR-TO-DATE PARTICIPANTS





CELEBRATING FAMILIES!™

Building Resilience

Helping children and families be **healthy, responsible,**
and **addiction free.**

NO COST TO ATTEND!

Who Can Attend: Parents, caregivers, guardians, and children ages 4 through 18.

Program Benefits:

- 16 skill building educational sessions
- Healthy meals in a family group setting
- Age-appropriate youth & adult skill building groups
- Structured family related activity

Presented By: CAHELP Team

Date: Tuesdays: January 16, 2024- May 7, 2024. (No CF! on April 16th)

Time: 4:30 - 7:00 p.m.

Location: 17800 US Highway 18 Apple Valley, CA 92307

Cost: \$0.00

Registration:

Please register online at <https://sbcss.k12oms.org/237704>

Special Accommodations:

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



Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307

Phone : (760) 955-3552

Email : Letitia.Macaraeg@cahelp.org

Website : www.cahelp.org



CELEBRANDO A LAS FAMILIAS!™

ROMPER EL CICLO DE LA ADICCIÓN

Ayudar a los niños y a las familias a ser **saludables, responsables y libres de adicción.**

¡SIN COSTO PARA ASISTIR!

Quién Puede Asistir: Padres, cuidadores, tutores y niños de 4 a 18 años.

Beneficios Del Programa:

- 16 sesiones educativas para el desarrollo de habilidades
- Comidas saludables en grupo familiar
- Grupos de desarrollo de habilidades para jóvenes y adultos de acuerdo con su edad
- Actividad familiar estructurada

Presentado Por: Equipo CAHELP

Fecha: Martes: 16 de Enero de 2024 - 7 de Mayo de 2024 (No classes el 16 de Abril)

Hora: 4:30 - 7:00 p.m.

Lugar: 17800 US Highway 18 Apple Valley, CA 92307

Costo: \$0.00

Inscripción:

Por favor, [inscríbese en línea en:](https://sbcss.k12oms.org/237704)
<https://sbcss.k12oms.org/237704>

Adaptaciones Especiales:

Le pedimos que envíe cualquier solicitud de adaptación especial al menos quince días laborables antes de la capacitación, indicando su solicitud al inscribirse.



Información de Contacto

Dirección: 17800 Highway 18, Apple Valley, CA 92307

Teléfono : (760) 955-3552

Dirección de correo electrónico: Letitia.Macaraeg@cahelp.org

Sitio Web : www.cahelp.org

The SLP Collaborative Group Presents

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

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

Participants will be able to:

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

Presented By

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

Date

January 17, 2024

Time

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

Level of Course Content

Beginner

Location

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

Audience

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

Cost

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



Registration

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

Special Accommodations

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

CE Credit For

January 17, 2024

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

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

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

SLP license number:

Print name:

Contact phone number:

Email:

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



CAHELP PRESENTS THE 2023-24 IMTSS SYMPOSIUM

RECONNECTING THE DOTS: EMPOWERING STUDENTS & EDUCATORS FOR SUCCESS

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

A full day Symposium featuring

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

Location:

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

Price:

\$250 - Includes Continental Breakfast and Lunch

Registration:

[Register Online on OMS](https://sbcscs.k12oms.org/52-242545) or Scan the QR Code

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



Dr. Rebecca Branstetter



Dr. Ron Powell

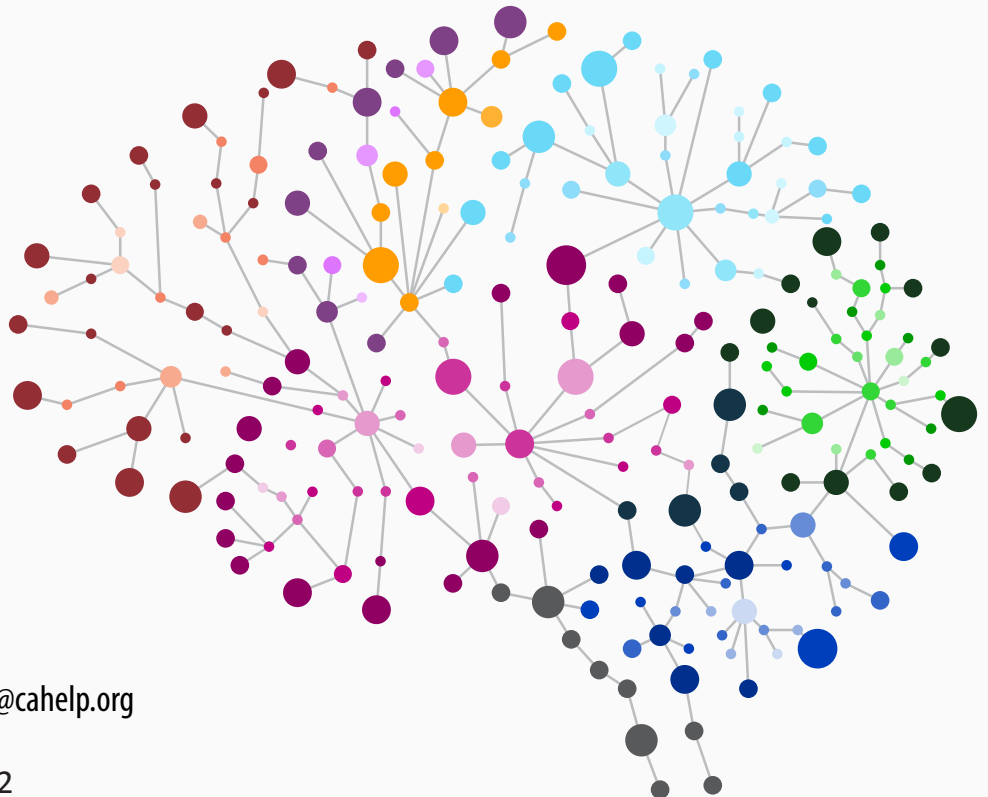
Get in **Touch**

Email :

Letitia.Macaraeg@cahelp.org

Phone :

(760) 955-3552





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



Dr. Rebecca Branstetter

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

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



Dr. Ron Powell

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

Community Connections: Tapping into Resources

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

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

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

Thursday, February 22, 2024

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

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

REGISTRATION

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

or scan a QR code for registration.



LOCATION

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

COST

Free to attend.

SPECIAL ACCOMMODATIONS

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

GET IN TOUCH |

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3573



Conexiones Comunitarias: Aprovechar los Recursos

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

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

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

Jueves, 22 de Febrero de 2024

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

INSCRIPCIÓN

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



UBICACIÓN

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

COSTO

Entrada Gratuita.

ACOMODACIONES ESPECIALES

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

CONTACTO

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



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

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR								Filed on Parent
	18/19	19/20	20/21	21/22	22/23	23/24	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled	Hearing Active	Hearing Decision		
Adelanto SD	3.5	3	3.5	4	6	2	22	0	1	0	1	0	0	0	0	
Apple Valley USD	3.5	10	5	5	6	1	30.5	0	0	1	0	0	0	0	0	
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Barstow USD	2	0	1	1	1	0	5	0	0	0	0	0	0	0	0	
Bear Valley USD	0	0	1	1	1	1	4	0	0	0	1	0	0	0	0	
Helendale SD	0	0	1	0	1	1	3	0	0	0	1	0	0	0	0	
Hesperia USD	7	17.5	7	12	3	1	47.5	0	0	1	0	0	0	0	0	
Lucerne Valley USD	1.5	0	0	0	0	0	1.5	0	0	0	0	0	0	0	0	
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Oro Grande SD	0	2	0	1	0	0	3	0	0	0	0	0	0	0	0	
Silver Valley USD	0	0	1	0	1	1	3	0	0	1	0	0	0	0	0	
Snowline USD	8.5	7	2	3	1	1	22.5	0	0	0	1	0	0	0	0	
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Victor Elementary SD	0	7	1	6	10	3	27	1	1	0	0	0	1	0	1	
Victor Valley Union High SD	8.5	6.5	10	6	2	3	36	0	1	1	0	1	0	0	0	
Desert/Mountain OPS	3	2	1	0	0	0	6	0	0	0	0	0	0	0	0	
Excelsior Education Center	0.5	2	0	1	1	0	4.5	0	0	0	0	0	0	0	0	
Health Sciences HS & MS	0	1	1	0	0	0	2	0	0	0	0	0	0	0	0	
Lewis Center - AAE	1	1	1	0	1	0	4	0	0	0	0	0	0	0	0	
Lewis Center - Norton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
SELPA-WIDE TOTALS	39	59	35.5	40	34	14	221.50	1	3	4	4	1	1	0	1	

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, 2023 - October 31, 2023

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
1. SVUSD Case no. 2023070703	Denial of FAPE 1. Failure to implement the IEP 2. Inappropriate offer of FAPE 3. Lack of ed benefit 4. Failure to facilitate parent participation and appropriate IEP team members.	7/2/2023	8/2/2023	9/28/2023	9/6-7/2023	8/2/23 - Concerns with location of provision of services. Reviewing IEE at upcoming IEP. 9/26/23 - Settlement Post Resolution CLOSED - Resolution	SPL \$3,000	Tutoring 135 hrs. OT 10 hrs. SPL 15 hrs. Counseling 10 hrs.
2. AVUSD Case no. 2023080387	Denial of FAPE 1. Failure to implement the IEP 2. Failure to provide comparable services upon transfer. 3. Lack of Ed Benefit 4. Failure to provide timely assessments 5. Failure to timely respond to the parent request for IEE	8/8/2023	8/17/2023 9/5/2023		9/26-28/2023	9/5/23 - Parents seeking push-in at AVHS. 9/12/23 - District will assess for FBA and ERMHS. Placement at AVHS. CLOSED - Resolution	Psycho Ed	SAI 40 hrs. SPL 10 hrs. ERMHS 10 hrs.
3. VVUHSD Case no. 2023080453	Denial of FAPE by failing to provide: 1. Appropriate placement 2. Progress on goals 3. Appropriate ITP 4. Academic supports and services Violated parent rights by: 1. Predetermining students needs 2. Failure to provide full copy of records	8/17/2023	8/25/2023		10/3-5/2023	8/25/23 - 38 weeks enrolled in VVUHSD. Super senior behind in credits. Missing information from transfer of records. Will go to mediation. 9/29/23 - District will conduct Psycho Ed, ERMHS, TP, SPL, OT and academic assessments. CLOSED - Resolution		Reading SAI 80 hrs. Transition 38 hrs.

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
4. SJUSD Case no. 2023080600	Denial of FAPE Lack of Ed Benefit 1. Reading goals 2. Math goals 3. Writing goals Failure to provide research based remediation 1. Reading 2. Writing 3. Math Failure to assess 1. FBA 2. ERMHS Failure to provide 1:1 Employing negative behavior reinforcement practices.	8/18/2023	8/31/2023 9/7/2023	10/17/2023	10/10-12/2023	9/7/23 - Parent demand of 1:1 aide despite TISA results. Unreasonably high comp ed demand. 10/23/23 - Amend the IEP and provide parent assessment plan; include ERHMS and FBA.		
5. VUHSD Case no. 2023080895	Denial of FAPE 1. Failure to timely provide comprehensive assessments 2. Lack of Ed Benefit Denial of meaningful parent participation 1. Predetermination 2. Failure to provide complete records	8/23/2023	9/6/2023	10/13/2023	10/10-12/2023 11/28-30/2023	9/6/23 - Agree to ERMHS assessment and Foster Youth Grad credits. Disagree with comp ed demand. 10/16/23 - Credit recovery plan; multiple district assessments CLOSED - Mediation		80 hrs comped 20 hrs counseling 20hrs SPL 30 hrs transition supports

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
6. BVUSD Case no. 2023	Denial of FAPE 1. Academics 2. SPL 3. Soc. Emotional 4. Behavior Failure to assess 1. OT 2. SPL 3. FBA Impeded parent participation 1. Lack of full team	8/30/2023	9/13/2023	11/8/2023	10/10-12/2023 12/5-7/2023	9/13/23 - Parent attorney delaying settlement until recent IEP copy received. 10/3/23 - Partial settlement demand received. Waiting for the IEP and new FAPE offer.		
7. VESD Case no. 202309041	VESD filed on the parent. 1. Does the IEP constitute FAPE? 2. May district implement IEP of 3/9/2023	9/5/2023	N/A	N/A	9/26-28/2023 10/10-12/2023	9/18/23 - Request for continuance by parent granted. Despite our disagreement OAH honored request. 9/29/23 - OAH rescheduled for VE fall break. VE withdrew case with intent to refile. CLOSED - Withdraw		
8. AESD Case no. 2023090114	1. Violation of Child Find since 9/22/22. 2. Denial of services 3. Denial of FAPE 21-22, 22-23, 23-24.	9/5/2023	10/3/2023	12/11/2023	10/24-26/2023 1/17-18/2024	10/3/23 - Parent seeking unreasonable services including equine therapy. Seeking NPS for Autism. 11/6/23 - Attorney correspondence over unrealistic asks when placement is of most concern.		

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
9. HUSD Case no. 2023090600	Denial of FAPE 1. Failure to find child eligible under SLD or OHI	9/22/2023	10/5/2023		11/7-9/2023	10/5/23 - Student no longer enrolled in HUSD. 10/5/23 - Parent no-show to resolution. 10/9/23 - Case withdrawn CLOSED - Withdraw		
10. VESD Case no. 2023100085	Did the IEP of 3/9/23 constitute FAPE and LRE?	10/2/2023	N/A		10/24-26/2023	10/24-26/23 - Hearing held. Awaiting judges decision		
11. Helendale SD Case no. 2023100129	Denial of FAPE 1. Appropriate placement 2. Increase OT 3. Appropriate goals 4. Appropriate aides and supports 5. Provide ESY 6. Collaborate with in home ABA 7. OT sensory integration	10/3/2023	10/18/2023	11/16/2023	11/21-22/2023	10/18/23 - Attorney and advocates were present. Attorney deferring to advocates. Could not define "appropriate" or articulate what they are wanting. Suggested mediation - opposition pushed against it. 11/3/23 - Continuance granted.		

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
12. VVUHSD Case no. 2023100	Denial of FAPE 1. Failure to complete comprehensive psycho-ed assessment 5/8/23 2. Failure to conduct triennial ERMHS, FBA, SPL 3. Inadequate placement	10/10/2023	11/6/2023		11/28-30/2023			
13. AESD Case no. 2023100596	Denial of Fape 1. Failure to appropriately assess 2. Failing to design IEPs, implement IEPs and provide proper placement 3. Denied parent meaningful participation by failing to have full staff team, failed to provide PWN, failure to provide complete records.	10/18/2023	11/1/2023		12/5-7/2023			
14. VESD Case no. 2023	Denial of FAPE 1. Failure to provide appropriate program a. ERMHS b. Social skills c. SAI 2. Child Find 3. Unlawful disciplinary action	10/27/2023	11/14/2023		12/19-21/2023			

Desert Mountain SELPA
Legal Expense Summary
As reported at steering October 20, 2023

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	\$391,662.84
2023-2024	\$131,102.86

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

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

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

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

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

The survey is located here: https://www.surveymonkey.com/r/CIM_Intensive_Step_2

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

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

The Intensive Monitoring Team

Compliance and Improvement Monitoring Process (CIM)

All Monitoring Levels (Significant Disproportionality, Intensive, and Targeted)

Step 3: Planning

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

**DESERT MOUNTAIN SELPA
DIRECTORY
2023-2024 NONPUBLIC SCHOOL (NPS)**

Academy for the Advancement of Children with Autism (AACA)

**4083 West. Ave. H #344
Lancaster, CA 93536
Phone:747-800-4569**

Administrator- Leslie Michelle
lmichelle@autismacademy.org

Program Description: The Academy for Advancement of Children with Autism is a non-public school serving K-12 grades, which is committed to helping children reach their highest potential. It is our goal to assist students to increase academic focus and build upon strengths while minimizing challenges. The Academy for Advancement of Children with Autism offers the most cutting edge, research-based treatment modalities available to date. These treatment modalities include Applied Behavior Analysis, DIR/Floor time Therapy, Adaptive Physical Education, Speech and Language Therapy, Occupational Therapy, Social Skills, Functional Life Skills, Community Based Instruction, Career Guidance, Work Experience, and Physical Therapy

Altus Academy

**205 N. Maple Ave
Rialto, CA 92377
Phone: 909-829-9999**

Administrator- Fe Santiago
fsantiago@altusacademy.com

Program Description: Altus Academy is dedicated to the development of each student's needs, desires, and successes as individuals. Altus believes in the partnership of each student's education and growth with the people who have an integral role in the student's life. Our ultimate goal is to build a strong educational foundation for each student, which will facilitate internal self-control and positive decision making. The Altus Academy Education program serves autism, severely handicapped, and emotionally disturbed K-12 students. The program offers educational counseling and guidance, mental health programs: individual & group counseling, day treatment & extended therapeutic day classes, credit recovery programs, career/transition center/vocational education programs, life skills laboratory, sensory integration laboratory, fitness laboratory, Inter-scholastic sports, designated instructional services: speech language and occupational therapy, and transportation.

Canyon View School

**762 W. Cypress St.
San Dimas, CA 91773
Phone: 909-670-1564**

President- Avil Vadaparty
vadapartya@mckinleycc.org

Program Description: Canyon View School is located at the McKinley Children's Center's campus in San Dimas, CA. Canyon View School provides services to students with: Learning Disabilities, Behavior Disorders, Emotional Disturbance, Autism Spectrum Disorders and Developmental Delays. Canyon View School is able to provide a program for students from the age of 5-22.

Desert View School

**8500 Escondido Ave.
Hesperia, CA 92344
Phone: 760-206-7820**

Principal: Anita Padilla
padillaa@mckinleycc.org

Program Description: Desert View School is a part of the McKinley Children's Center located in San Dimas, CA. The Hesperia campus offers an academic program and a functional skills program for eligible students. Desert View serves students in grades K-12 with learning disabilities, behavior disorders, emotional disturbance, autism spectrum disorders and developmental delays.

Dynamic Hope Schools

**17960 Adelanto Rd.
Adelanto, CA 92301
Phone: 760-530-6168**

Principal: Stephen Wierzbinski
s.wierzbinski@brightfuturesnps.com

Program Description: Dynamic Hope Schools offers School-Wide positive behavior management systems; Intensive, individualized behavioral services for students with developmental & emotional disabilities; Research-based, individualized educational programs that meet California State Standards; Designated Instructional Services as indicated on the Individualized Education Plan (IEP); Academic program with emphasis on functional and grade specific curriculum and community-based instruction; Comprehensive educational & behavioral assessment within 30 days of admission; Language & Speech development remediation for students with autism or any other student who meets the need as stated on their IEP; Mental Health/Counseling; Parent Counseling and training; Social work services as indicated on the IEP; Transition Education and Career Development; and Transportation services, ages 5-22 years of age.

ECE 4 Autism

**20001 E. Chapman Ave,
Orange, CA 92867
Phone: 714-637-1489**

Administrator: Hoonoosh Virgo
noosh@ece4autism.com

Program Description: ECE 4 Autism is a program designed to address the unique needs of students with autism spectrum disorder (ASD) and related disorders between 1st grade and ATP (Adult Transition Program age 22) while also offering parent support in all areas. We work hand in hand with each family and the Special Education Department of the local school districts to determine and implement the Individualized Education Plan. Consistency is a vital aspect of our program. Through engagement and interaction, we help each student develop his or her full potential.

Frostig School

**971 North Altadena Dr.
Pasadena, CA 91107
Phone: 626-791-1255**

Administrator: Giovanni Delgado
giovanni@frostig.org

Program Description: Frostig serves students with specific learning disabilities, autism and other health impairments between grades 1-12. Frostig School welcomes children, teens and young adults who have complex learning differences. Frostig students have been diagnosed with learning disabilities such as dyslexia, dysgraphia, processing disorders and dyscalculia, while others live with ADHD, high functioning autism spectrum disorder and anxiety. Most Frostig students contend with more than one challenge, such as dyslexia and ADHD, high functioning autism and auditory processing disorder. We are a community that celebrates diversity and the unique gifts and challenges of each student.

Learn Academy Victorville

**12421 Hesperia Rd. #11
Victorville, CA 92382
Phone: 760-243-4801**

Administrator: Breesa Inman
breesa.inman@thelearnacademy.com

Program Description: Learn Academy is a full service NPS serving students in grades 1-12 with moderate to severe disabilities. The school serves students with a variety of disabilities including emotional disturbance, autism, other health impaired, intellectual disability and specific learning disabilities.

Port View Preparatory

1361 Valencia Ave.

Tustin, CA 92780

Phone: 714-463-6393

Administrator: Lisa Odendaal

lodendaal@portviewpreparatory.com

Program Description: Port View Preparatory is a collaborative educational school that caters to the unique needs of K-22 students with developmental disabilities, both mental and physical, incorporating research-based instruction and therapy to ensure personal, social and educational growth in a safe and nurturing setting.

The Hillside School and Learning Center

4331 Oak Grove Dr.

La Canada, CA 91011

Phone: 818-790-3044

Administrator Cyndi Hatcher

hatcher@hillsidehc.org

Program Description: The Hillside School and Learning Center serves students in grades 7-12, offering a unique learning environment. Small class size and dedicated teachers combine to individualize and maximize each student's opportunities for success. We are fully accredited by the Western Association of Schools and Colleges. Our courses are University of California and NCAA approved. This qualifies our students for admission to colleges and universities nationwide.

The Prentice School- CA

18341 Lassen Dr.

Tustin, CA 92705

Phone: 714-538-4511

Administrator: Sabrina Clark

sclark@prentice.org

Program Description: The Prentice School provides an optimal learning environment for students with learning differences, primarily language-based learning differences and attentional challenges. Many Prentice students also present with anxiety and deficits in the area of speech and language. The Prentice School offers small class sizes of 10-12 students as well as daily small group instruction. The Prentice School utilizes the Orton-Gillingham Approach as its form of Structured Literacy in addition to other specialized teaching strategies to support its students. The Prentice School offers a standards-based academic curriculum for students in 1st-8th grade.

6.8 Career Technical Education Update


No materials, verbal report only

6.9 Prevention and Intervention Update

No materials, verbal report only



MEMORANDUM

Date: November 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 October 2023 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

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

MEMORANDUM

Date: November 17, 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

Desert Mountain SELPA
2023-2024 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	6	1		7	6	1		7	6	1		7	6	1	1	8	6	1	1	8				
Apple Valley	15		11	26	15		11	26	15		12	27	11		15	26	9	1	11	21				
Baker																								
Barstow	6	1		7	6	1		7	6	1		7	6	1		7	6	1		7				
Bear Valley																								
Helendale																								
Hesperia	17	1	3	21	17	1	3	21	17	1	1	19	15	1	3	19	16	1	3	20				
Lucerne Valley	1	1		2	1	1		2	1	1		2	1	1		2	1	1		2				
Needles																								
Oro Grande																								
Silver Valley		1		1		1		1		1		1		1		1		1		1				
Snowline	8			8	8			8	9			9	7	2		9	8	2		10				
Trona																								
Victor Elem	7	1		8	7	1		8	7	1		8	4	1	1	6	5	1	1	7				
VVUHSD	18	2	2	22	18	2	2	22	17	2	1	20	16	2	3	21	17	2	3	22				
TOTALS	78	8	16	102	78	8	16	102	78	8	14	100	66	8	25	99	68	9	21	98				
2022-23 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
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

Upcoming Trainings

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

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