

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
January 25, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS:

ASA Charter School – 3512 North E Street, San Bernardino, CA 92405
Aveson School of Leaders – 1919 E Pinecrest Drive, Altadena, CA 91001
Elite Academic Academy-Lucerne – 43414 Business Park Drive, Temecula, CA 92590
Julia Lee Performing Arts Academy – 19740 Grand Avenue, Lake Elsinore, CA 92530
Leonardo da Vinci Health Sciences Charter School – 229 E Naples St, Chula Vista, CA 91911
Pasadena Rosebud Academy – 3544 North Canon Blvd, 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 January 25, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PRESENTATIONS

5.1 MagicSchool Artificial Intelligence (AI) Platform and ChatGPT

Staff from SBCSS Digital Learning and Computer Science Education Branch will present information about MagicSchool Artificial Intelligence (AI) Platform and ChatGPT.

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:

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
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- 6.1.1 Approve the December 14, 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 2024-25 Desert Mountain Charter SELPA Local Plan

Pam Bender will provide information regarding the 2024-25 Desert Mountain Charter SELPA Local Plan.

7.3 Alternative Diploma Pathway

Pam Bender will provide information on the Alternative Diploma Pathway.

7.4 SEIS Transition Update

Pam Bender will provide a SEIS transition update.

7.5 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.

7.6 Professional Learning Summary and Update

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

7.7 Resolution Support Services Summary and Update

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

7.8 Compliance Update

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

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7.9 Career Technical Education Update

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

7.10 Prevention and Intervention Update

Deborah Sarkesian will provide the Prevention and Intervention update.

7.11 Occupational and Physical Therapy Services Update

Codi Andersen will provide the Occupational and Physical Therapy Services update.

7.12 Outreach Team Update

Yolanda Roman will present the [Outreach Team video](#) highlighting Baker Valley Family Community Resource Day Event.

8.0 FINANCE COMMITTEE ITEMS

8.1 Use of Low Incidence Funds Balance

Marina Gallegos will provide information on possibilities for using Low Incidence Funds balance.

8.2 Educationally Related Mental Health Services (ERMHS) Funding Update

Marina Gallegos will provide an update on Educationally Related Mental Health Services (ERMHS) funding.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational and 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.

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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, February 22, 2024, 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.

5.1 MagicSchool Artificial Intelligence Platform and ChatGPT

No materials, verbal report only

DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

December 14, 2023 – 9:00 a.m.

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

MINUTES

DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:

Allegiance STEAM Academy – Jacque Williams, ASA Charter School – Anthony Lucey via Web Ex, Aveson School of Leaders – Kelly Jung via Web Ex, Elite Academic Academy – Jen Edick via Web Ex, Encore Jr/Sr High – Madison Dennison, Leonardo da Vinci Health Sciences Charter – Anne Laird via Web Ex, Pasadena Rosebud Academy – Shawn Brown via Web Ex, Pathways to College – James Connell, Southern California Flex Academy - Malia Lovell via Web Ex, and Taylion High Desert – Karen Ware.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Codi Andersen, Ivan Campos, Heidi Chavez, Peggy Dunn, Marina Gallegos, Colette Garland, Linda Llamas, Maurica Manibusan, Lisa Nash, Sheila Parisian, Karina Quezada, Annette Rego, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Deborah Sarkesian, Jessica Soto, and Bobbie Taylor.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain Charter SELPA Steering and Finance Committee Meeting was called to order by Program Manager Heidi Chavez at 9:05 a.m., at the Desert Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Madison Dennison, seconded by Jaque Williams, to approve the December 14, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 10:0:0: Ayes: Brown, Connell, Dennison, Edick, Jung, Laird, Lovell, Lucey, Ware, and Williams. Nays: none, Abstentions: none.

5.0 CONSENT ITEMS

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

5.1 **BE IT RESOLVED** that a motion was made by James Connell, seconded by Madison Dennison, to approve the following Consent Item as presented. The motion carried on the following vote:

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10:00: Ayes: Brown, Connell, Dennison, Edick, Jung, Laird, Lovell, Lucey, Ware, and Williams.
Nays: none, Abstentions: none.

5.1.1 Approve the November 16, 2023 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Deborah Sarkesian presented the legislative update. She shared the California School House Rock – How a Bill Becomes a Law as well as the Stated Budget Process.

6.2 SEIS Transition Update

Peggy Dunn provided a SEIS transition update. She said that all member LEAs should be using SEIS at this time. Peggy called on Colette Garland to provide more information.

Colette confirmed with CDE that CALPADS can be certified for LEAs without the special education errors. Colette advised the committee members to submit a CALPADS help desk ticket notifying them that the LEA is part of Desert Mountain Charter SELPA so CALPADS can do the override for LEA approval. Colette reported that the IEPs that were submitted to SELPA on fillable forms are almost completely entered.

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

Linda Llamas presented the Desert Mountain Children’s Center (DMCC) Client Services monthly reports and updates. Linda then shared the dates DMCC inputs Progress of Goals in SEIS for the current school year as: 09/15/23, 12/15/23, 02/16/24, and 05/17/24. Once the data is entered in SEIS, the information is sent to the student’s legal caregiver. Linda then shared the mental health trends report providing information on how increased stress among youth has led to an increase in substance use. Linda asked for the report to be shared with anyone who might benefit from the information provided. Linda also reported that all of the articles will soon be available on the CAHELP website for reference.

6.4 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA’s Professional Learning Summary and updates. Heidi highlighted Celebrating Families as a 16-week resiliency program with a core of substance recovery. Families from member LEAs are welcome to attend in person at the Desert Mountain Education Services Center. Dinner is provided for the families followed by age-appropriate breakout sessions then regrouping for family activities. Heidi shared the iMTSS

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Symposium is in the final stages of planning with break-out sessions having been determined. The cost is \$250 per person and includes breakfast, lunch, and swag. She encouraged at least one person from each LEA to attend to gather information on preventing educator burn out to share with other staff and is also open to any educator, not just Desert Mountain Charter SELPA members. Heidi also stated the next Community Advisory Committee will meet on Thursday, February 22, 2024 virtually. The representative portion of the meeting is 4:30-5:00 p.m. with the presentation following until 6:00 p.m.

6.5 Resolution Support Services Summary and Update

Lisa Nash presented the Desert Mountain Charter SELPA's Resolution Support Services Summary and update. She reported there have been three filings with two of them being related to the same student and one counter filing by a student. However, call three have been settled so there are no active cases. Lisa shared that a local school district received a prevailing decision on a filing to defend an offer of placement for a student with severe intellectual disability.

6.6 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). Peggy said eight LEAs are in Compliance and Improvement Monitoring (CIM) targeted level and have submitted steps 1, 2, and 3. She will keep copies for her reference and directed committee members to maintain a copy as well. The assurances have been submitted to CDE assuring the documents have been submitted. The LEAs that are in Targeted 3 must submit directly to CDE. Peggy shared that Step 4 is implementation of the submitted plan with a progress report due on July 10, 2024. Peggy continued that in the spring, LEAs will receive an Annual Determination Letter providing a status update. She reminded the members that the submitted plans are for multiple years. Peggy shared information on an upcoming webinar on disproportionality and encouraged each of the LEAs to participate.

6.7 Career Technical Education Update

Deborah Sarkesian provided the Career Technical Education (CTE) update. She said the deadline for CTE and Transition teachers to apply for instructional supplies is December 31, 2023. Deborah shared the team had a goal to receive 275 program referrals and they received 309 referrals. Deborah reported there is a committee in the desert mountain region that is working towards streamlining the fingerprinting process so the different agencies in the area are following the same procedures.

6.8 Prevention and Intervention Update

Deborah Sarkesian provided the Prevention and Intervention update. Deborah stated the team wishes everyone happy holidays and a restful winter break.

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6.9 Occupational and Physical Therapy Services Update

Codi Andersen provided the Occupational and Physical Therapy Services update. She shared there is an OT collaborative scheduled for January 16, 2024 at 2:00 p.m.- 4:00 p.m. and a PT collaborative scheduled for January 17, 2024 at 1:30 p.m.- 3:00 p.m. These collaboratives provide a time for occupational therapists and physical therapists to meet with colleagues for questions and supports.

7.0 FINANCE COMMITTEE ITEMS

7.1 Mental Health Fund Transfer

Marina Gallegos shared information regarding the mental health fund transfer. She reminded the committee members that effective July 1, 2023, mental health funds were distributed directly to LEAs. The CAHELP JPA Governance Council voted on May 12, 2023 that the funds would be redirected back to Desert Mountain Charter SELPA (DMCS) so DMCC services could continue. This applies to LEAs in the desert mountain region and virtual charters. Marina continued that there was concern about Maintenance of Effort (MOE) but SBCSS Internal Business District Advisory provided account codes so the funds would not be counted towards LEA MOE. She said she emailed the committee members and the LEA fiscal staff that the fund transfers do need to begin. Marina asked the committee members to speak with their fiscal staff then provide her with feedback as to the best way to make it happen. Marina advised that federal funds are different and sent as reimbursement instead of apportionment so a process for those funds is in planning. Marina confirmed the change has been written into the Local Plan. She also confirmed that member LEAs that are not in the desert mountain region will not be transferring those funds to DMCS.

8.0 INFORMATION ITEMS

8.1 Monthly Occupational and Physical Therapy Services Reports

8.2 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Jacque Williams commented that the amount of work put in and the diligence of the SELPA staff with CALPADS certification and the transition to SEIS was off the charts amazing, phenomenal, and deeply appreciated. Madison Dennison seconded the statement.

10.0 CEO COMMENTS

On behalf of Pam Bender, Heidi Chavez wished everyone a happy holiday and season of giving. Then a video was shared “Inspiring Power of Giving (and veggie soup)”. Heidi concluded by wishing the committee a happy holiday while making memories and enjoying the surrounding company.

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11.0 MATTERS BROUGHT BY THE PUBLIC

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Madison Dennison, seconded by James Connell, to adjourn the meeting at 9:55 a.m. The motion carried on the following vote: 10:0:0: Ayes: Brown, Connell, Dennison, Edick, Jung, Laird, Lovell, Lucey, Ware, and Williams. Nays: none, Abstentions: none.

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, January 25, 2024, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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7.1 Legislative Update

No materials, verbal report only

7.2 2024-25 Desert Mountain Charter SELPA Local Plan

No materials, verbal report only

Policy 6146.4: Differential Graduation And Competency Standards For Students With Disabilities

Status: ADOPTED

Original Adopted Date: 11/01/1999 | Last Revised Date: 12/01/2023 | Last Reviewed Date: 12/01/2023

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Exemption from District-Established Graduation Requirements

District students shall complete all course requirements for high school graduation as specified in Board Policy 6146.1 - High School Graduation Requirements. However, a student with a disability that entered the ninth grade in the 2022-23 school year and later may be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following requirements: (Education Code 51225.31).

1. That the student is eligible to take the alternate assessment as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

The district's responsibility to provide FAPE shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education code 51225.31)

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

5 CCR 3070

Description

Graduation

Ed Code 60900.2
Ed. Code 51225.31
Ed. Code 56341
Ed. Code 56345
Ed. Code 56390-56392

Federal References

20 USC 1400-1482
34 CFR 300.1-300.818
34 CFR 300.320

Management Resources References

Website

Website

Website

Cross References

0430
0430
5127
6146.1
6146.3
6146.3
6159
6159
6159.1
6159.1
6159.2
6159.2
6159.3
6159.3
6162.51
6162.51
6164.4
6164.4
6200
6200

Students with Disabilities Graduation Reporting
Graduation exemption for students with disabilities
Individualized education program team -
<https://simbli.eboardsolutions.com/SU/vslshJ4fIKPQ2slsh1pIIWbVbCQg==>
Individualized education program contents -
<https://simbli.eboardsolutions.com/SU/xsplusohBpxPChXARp2xB0eKA==>
Recognition for educational achievement; special education -
<https://simbli.eboardsolutions.com/SU/DEyVFKGKO7UFdvRuwhDS9w==>

Description

Individuals with Disabilities Education Act
Individuals with Disabilities Education Act
Definition of IEP

Description

CSBA District and County Office of Education Legal Services -
<https://simbli.eboardsolutions.com/SU/UdykszdmPETuDsIshXk6R5akQ==>
U.S. Department of Education, Office of Special Education and
Rehabilitative Services -
<https://simbli.eboardsolutions.com/SU/qL0cle1gncukY8IMLvozRw==>
California Department of Education -
<https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==>

Description

Comprehensive Local Plan For Special Education
Comprehensive Local Plan For Special Education
Graduation Ceremonies And Activities
High School Graduation Requirements
Reciprocity Of Academic Credit
Reciprocity Of Academic Credit
Individualized Education Program
Individualized Education Program
Procedural Safeguards And Complaints For Special Education
Procedural Safeguards And Complaints For Special Education
Nonpublic, Nonsectarian School And Agency Services For Special Education
Nonpublic, Nonsectarian School And Agency Services For Special Education
Appointment Of Surrogate Parent For Special Education Students
Appointment Of Surrogate Parent For Special Education Students
State Academic Achievement Tests
State Academic Achievement Tests
Identification And Evaluation Of Individuals For Special Education
Identification And Evaluation Of Individuals For Special Education
Adult Education
Adult Education

7.4 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: January 17, 2024
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
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STEERING COMMITTEE

MENTAL HEALTH TRENDS REPORT

JANUARY 1, 2024

Given that we are due to observe the Martin Luther King, Jr. holiday and are heading into Black History Month observances, it is an appropriate time to look at the status of the mental health of black children and youth. The current state of the world can best be described as uncertain, and children and youth perhaps feel this more acutely than adults due to their immediate connection to each other through gaming and social media platforms. We have already established that youth in the United States (US) in general are experiencing a mental health crisis.¹ The US and the world regularly provide example after example of how we continue to judge people by the color of their skin instead of the content of their character leading to a crisis within a crisis for Black youth in the US. Black youth are exhibiting the stress of carrying this burden in the state of their mental health. According to the US Surgeon General's Advisory on Protecting Youth Mental Health, black youth younger than 13 are almost twice as likely to die by suicide.¹ Black youth also exhibit higher rates of depression, anxiety, and other stress related mental health challenges.¹ The news is full of examples of police violence against the Black community, instances of gun violence against the Black community, occurrences of everyday activities turning into incidents where Black folks are unjustly treated just for being Black while doing things like walking, shopping, house hunting, enjoying the outdoors, etc. This leads to high levels of chronic stress in Black individuals, and while we know this chronic stress has negative consequences for the physical and mental health of all individuals,² the distinct contextual

and psycho-social aspects, specifically the everyday and insidious exposure to racism and discrimination, creates an additional daily stressor for Black folks.³

Studies show that experiences of racial discrimination are frequent and prevalent among black youth.⁴ We know that racism leads to many negative outcomes for black adults so the likelihood that this pattern of frequent and persistent racial discrimination leads to negative mental and physical health outcomes for black youth is very high. The Adverse Childhood Experiences (ACE) research shows us that Black youth more likely to report multiple ACEs.⁵ The interactive and intergenerational nature of social and biological vulnerabilities position Black youth to be particularly susceptible to ACEs and the deleterious health consequences that follow. This disproportionate exposure may be why Black youth show a higher propensity to engage in risky behaviors (delinquent and/or intentional misbehavior, self-harm, substance use, etc.) and have greater mental health challenges than other youth. Although research shows that racial discrimination was significantly associated with diagnoses of depression, even after controlling for ACEs and other sociodemographic variables.⁶ What this tells us is that the consequences related to racism-related experiences and stressors for Black youth mirror the disruptions in neurodevelopment and mental and physical health outcomes the same way that ACEs have been determined to influence health outcomes for the population in general. This makes Black youth doubly vulnerable to negative mental and physical health outcomes.

If you add any intersectional variables to this mix, such as Black youth with special health care needs, special educational needs, gender, sexual orientation, and gender identity the higher the likelihood of these children and youth experiencing discrimination and other potentially traumatic events. For example, a recent study showed that Black, Indigenous, and other People of Color (BIPPOC) adolescents with special health care needs were almost twice as likely to experience discrimination and that Black youth with asthma or genetic disorders experienced higher rates of discrimination.⁷ Black youth who are also part of the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, plus (LGBTQIA+) community experience higher rates of discrimination and adverse mental and physical health outcomes.⁸

The structural systems that support the different treatment of Black individuals leads to Black children and youth being exposed to unequal treatment. We know that Black children are more often suspended or expelled from schools.⁹ Black youth are also more likely to be diagnosed with conduct disorders due to behaviors being misinterpreted as angry, aggressive, dangerous, etc., instead of being seen as a possible mood disorder. Getting a diagnosis of conduct disorder can lead to challenges in finding appropriate treatment and a clinician willing to work with the child or youth and is also linked to an increased risk of incarceration.¹⁰

It is important for schools to begin to address these disparities as research supports a strong correlation between a student feeling attached to their school and better mental health.¹¹ This means that schools can have a strong impact on the mental health of Black students by adopting a more comprehensive view of mental health in designing interventions aimed at improving educational experiences. Schools are meant to provide safe spaces for children and youth, and we know that a positive school experience is a protective factor for children to counterbalance negative experiences.¹² It is important to provide safe spaces and people for Black children to talk to regarding their negative experiences. It is imperative that staff be trained in culturally competent practices and strategies to build skills that address implicit bias and discriminatory habits. Staff must be ready to have difficult conversations and to look inward to meet the needs of Black children. Hiring and retaining Black staff so that children and youth can seek out adults to serve as role models who will be able to relate to their experiences is key. School staff can also assist Black youth in breaking the stigma of seeking help when needed and can help navigate those systems that have historical structural barriers to Black children seeking and receiving help for their mental health challenges. Black youth are struggling at rates much higher than their white counterparts – it is vital for us all to focus our efforts to meet that need.

References:

1. Protecting Youth Mental Health, The U.S. Surgeon General's Advisory, 2021
2. National Scientific Council on the Developing Child (2005/2014). *Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper No. 3*. Updated Edition. Retrieved from www.developingchild.harvard.edu
3. <https://www.apa.org/pi/oema/resources/ethnicity-health/racism-stress> (Physiological & Psychological Impact of Racism and Discrimination for African-Americans)
4. Lavner JA, Hart AR, Carter SE, Beach SRH. Longitudinal Effects of Racial Discrimination on Depressive Symptoms Among Black Youth: Between- and Within-Person Effects. *J Am Acad Child Adolesc Psychiatry*. 2022 Jan;61(1):56-65. doi: 10.1016/j.jaac.2021.04.020. Epub 2021 May 18. PMID: 34015482; PMCID: PMC8599529.
5. <https://link.springer.com/article/10.1007/s40653-020-00319-9> (Making the “C-ACE” for a Culturally Informed Adverse Childhood Experiences Framework to Understand the Pervasive Mental Health Impact of Racism on Black Youth)
6. <https://onlinelibrary.wiley.com/doi/abs/10.1002/jts.22760> (Racial discrimination and other adverse childhood experiences as risk factors for internalizing mental health concerns among Black youth)
7. [Jesse J. Helton, Autumn Asher BlackDeer, Kira H. Banks, Mark Pousson, Keon L. Gilbert, Racial Discrimination of Adolescents with Special Healthcare Needs, Journal of Adolescent Health, Volume 73, Issue 2, 2023, Pages 383-386, ISSN 1054-139X, https://doi.org/10.1016/j.jadohealth.2023.02.038.\(https://www.sciencedirect.com/science/article/pii/S1054139X23001489\)](https://doi.org/10.1016/j.jadohealth.2023.02.038)
8. <https://www.thetrevorproject.org/research-briefs/all-black-lives-matter-mental-health-of-black-lgbtq-youth/>
9. <https://publications.csba.org/california-school-news/april-2021/californias-black-students-suspended-at-far-higher-rates-than-their-peers/>

10. <https://childmind.org/article/misdiagnosis-of-mood-disorders-in-teenagers-of-color/>
11. <https://link.springer.com/article/10.1007/s10964-017-0723-3> (Mental Health and Educational Experiences Among Black Youth: A Latent Class Analysis)
12. <https://journals.sagepub.com/doi/full/10.1177/2372732219868744> (Why Black Adolescents Are Vulnerable at School and How Schools Can Provide Opportunities to Belong to Fix It)

Resources:

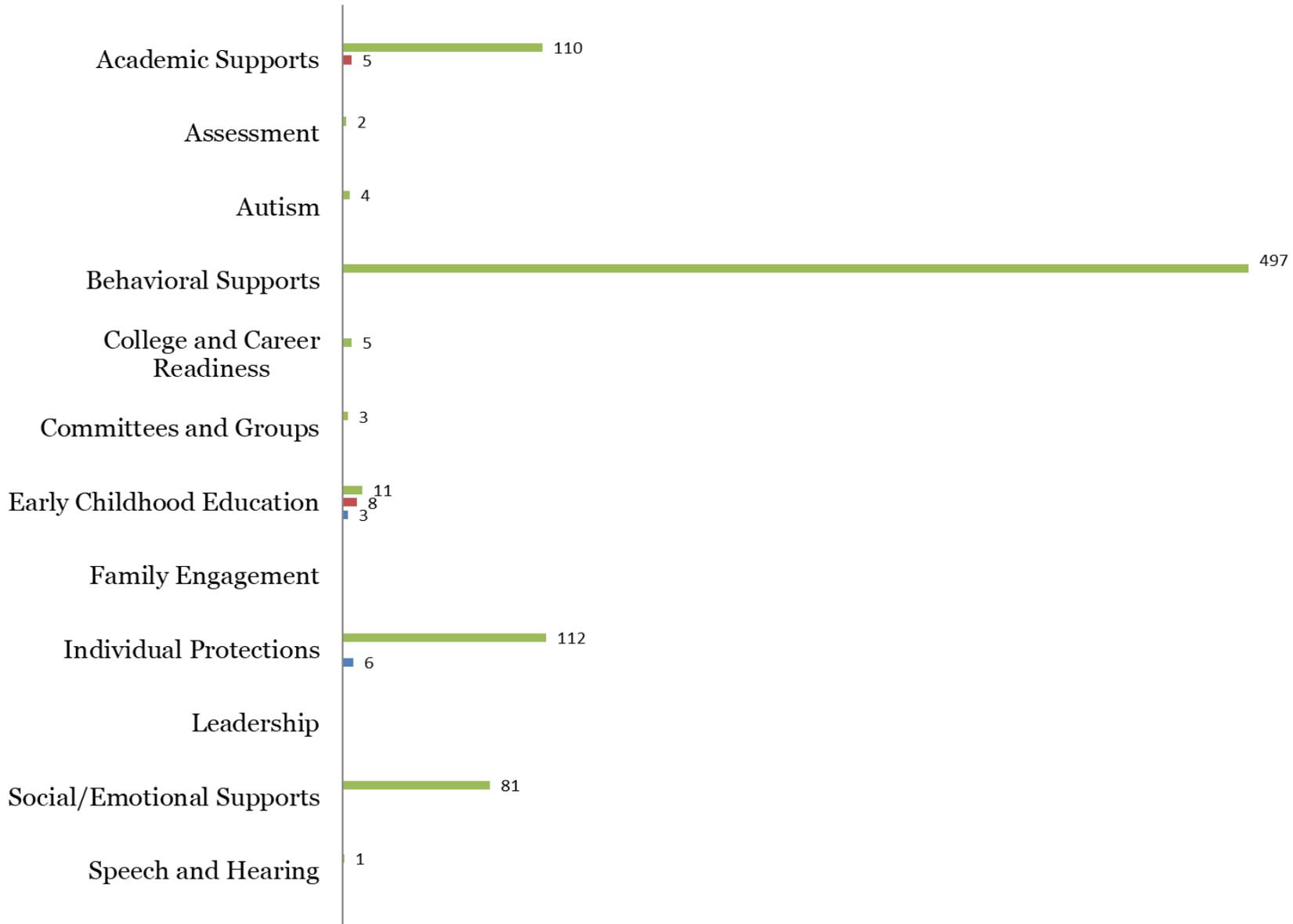
- <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>
- <https://www.mhanational.org/issues/black-and-african-american-communities-and-mental-health>
- <https://www.apa.org/>
 - <https://www.apa.org/news/apa/2023/black-youth-mental-health>
- <https://projects.apnews.com/features/2023/from-birth-to-death/mental-health-black-children-investigation.html>
- <https://www.psychiatristimes.com/view/the-black-youth-mental-health-epidemic-a-crisis-in-its-own-right>
- <https://time.com/6331945/anti-black-racism-mental-health-crisis-essay/>
- <https://jedfoundation.org/to-support-black-youth-mental-health-we-must-look-to-community-based-solutions/>
- <https://www.health.state.mn.us/communities/mentalhealth/blackyouth.html>
- <https://developingchild.harvard.edu/>
- <https://www.thetrevorproject.org/>
- <https://bmmcoalition.com/wp-content/uploads/2021/02/SuspendingOurFuture-6-1.pdf>

DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

DECEMBER 2023 PARTICIPANTS - 22

826 YEAR-TO-DATE PARTICIPANTS

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





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

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



CAHELP PRESENTS THE 2023-24 IMTSS SYMPOSIUM

RECONNECTING THE DOTS: EMPOWERING STUDENTS & EDUCATORS FOR SUCCESS

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

A full day Symposium featuring

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

Location:

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

Price:

\$250 - Includes Continental Breakfast and Lunch

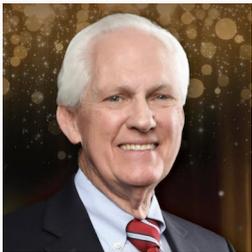
Registration:

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

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



Dr. Rebecca Branstetter



Dr. Ron Powell

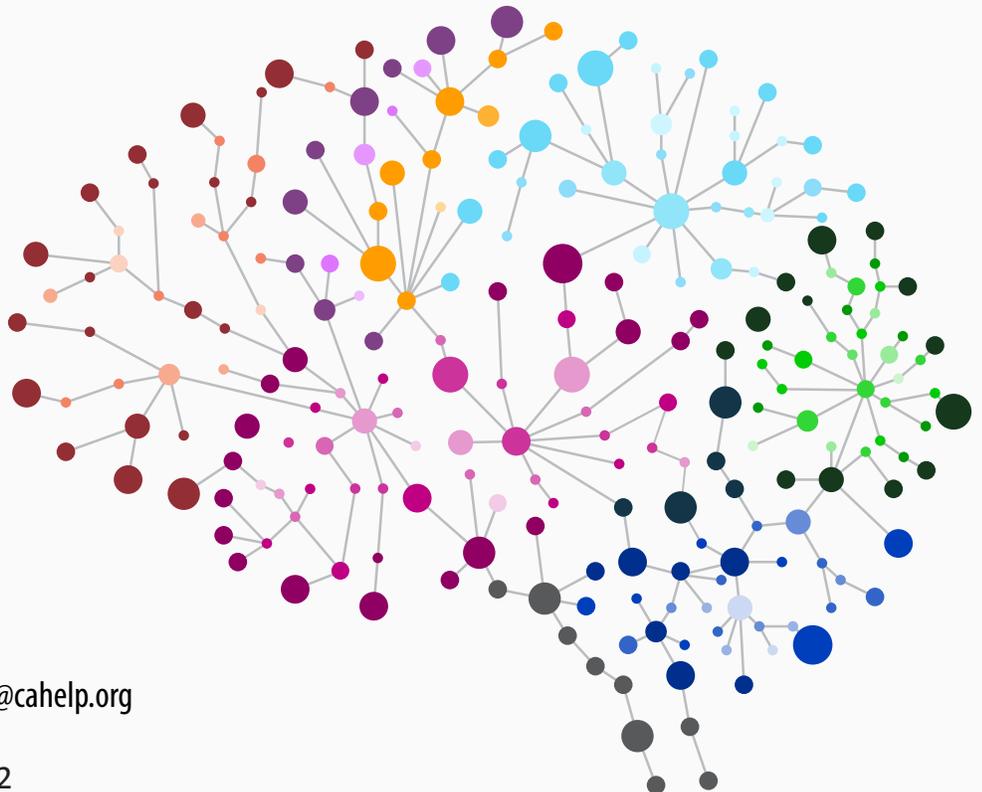
Get in **Touch**

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) 955-3552



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, y 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://sbcss.k12oms.org/52-238480>)
o escanee el 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) 955-3552



IEP Meetings 101: Understanding the IEP Process

Join us for this “short-and-sweet” overview that will teach you to understand the special education process and empower you to become an active member of your child’s educational program!

We will discuss the process and components of an individualized education program (IEP), your rights, and the important role parents play in this process.

Thursday, April 18, 2024

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/52-238481>)

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) 955-3552



Reuniones del IEP 101: Comprender el proceso del IEP

Acompáñenos en este “breve y dulce” resumen que le enseñará a comprender el proceso de educación especial, y le capacitará para convertirse en un miembro activo del programa educativo de su hijo/a.

Hablaremos del proceso y los componentes de un programa educativo individualizado (IEP), de sus derechos y del importante papel que desempeñan los padres en este proceso.

Jueves, 18 de Abril de 2024

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

Presentación 5:00 - 6:00 p.m.

INSCRIPCIÓN

Insíbase en OMS (URL: <https://sbcss.k12oms.org/52-238481>)

o secanee 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) 955-3552



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

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Due Process Hearing | Status | IEE | Comp Ed. | Private Placement <hr/> NPS Placement |
|---|---|------------|-------------------------|------------------------|------------------------|---|-----|----------|--|
| 1. Odyssey Altadena Case no. 2023080236 | Denial of FAPE 1. Failure to address bullying 2. Failure to address chronic absenteeism 3. Failure to address behavior in an IEP 4. Failure to implement IEP 5. Failure to address placement | 8/7/2023 | 8/21/2023 | 10/3/2023 | 9/26-28/2023 | 8/21/23 - Seeking full funding of NPS IEP. 10/3/23 - Parentally placed NPS with reimbursement. Permanent disenrollment from Charter. CLOSED - Mediation | | | \$46,900 |
| 2. Allegiance - Chino Case no. 2023090255 | Is parent entitled to an IEE when not disagreeing with an assessment? | 9/11/2023 | N/A | | 11/14- 16/2023 | 10/17/23 - Though not merged with case #253, held discussions together. 11/3/23 - Settled CLOSED - Resolution | | | |
| 3. Allegiance - Chino Case no. 2023100253 | Denial of FAPE 1. Physical abuse with prone restraint; hostile environment 2. Denial of funding for vision therapy 3. Denial of OT 4. Misleading parent about her rights | 10/4/2023 | 10/17/2023 | | 11/21- 22/2023 | 10/4/23 - "Just provide vision therapy and this will all go away" - Advocate 11/3/23 - Settled by requiring parent to choose from SELPA provider IEE list. CLOSED - Resolution | | | |

Desert Mountain Charter SELPA
Legal Expense Summary
As reported at steering December 14, 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 | \$37,847.58 |

Desert Mountain SELPA & Charter SELPA
California Department of Education (CDE) Compliance
January 2024

Annual Determination Letters

Anticipated to Receive March 2024

Letter Content to Detail Current LEA Compliance Status

Depending On Status:

Newly Identified – Plan Development Ensues, Change in Status Modification to Existing Multi-Year Plans, Etc.

Compliance and Improvement Monitoring Process (CIM)

STEP FOUR: Implementation and Monitoring

Targeted 1,2, 3 – Progress Reports

| | |
|--|---|
| Progress Report 1: July 10, 2024 | (for the reporting period December 1, 2023–June 30, 2024) |
| Progress Report 2: January 10, 2025 | (for the reporting period July 1, 2024–December 31, 2024) |
| Progress Report 3: July 10, 2025 | (for the reporting period January 1, 2025–June 30, 2025) |
| Progress Report 4: January 10, 2026 | (for the reporting period July 1, 2025–December 31, 2025) |

Desert Mountain SELPA & Charter SELPA
California Department of Education (CDE) Compliance
January 2024

Compliance and Improvement Monitoring Process (CIM)
STEP FOUR: Implementation and Monitoring
Intensive 1,2,3 - Progress Reports

| | |
|--|---|
| Progress Report 1: April 10, 2024 | (for any CIM Activities through March 2024) |
| Progress Report 2: July 10, 2024 | (for the reporting period April 2024-June 2024) |
| Progress Report 3: October 10, 2024 | (for the reporting period July 2024- September 2024) |
| Progress Report 4: January 10, 2025 | (for the reporting period October 2024-December 2024) |
| Progress Report 5: April 10, 2025 | (for the reporting period January 2025- March 2025) |
| Progress Report 6: July 10, 2025 | (for the reporting period April 2025 – June 2025) |
| Progress Report 7: October 10, 2025 | (for the reporting period July 2025-September 2025) |
| Progress Report 8: January 10, 2026 | (for the reporting period October 2025 – December 2025) |

Transition Planning for All Students

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

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

Presented By

Bobbie Taylor, Project Manager
Isaac Medina, Project Manager

Date

February 29, 2024

Time

9:00 a.m. - 12:00 p.m.

Location

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



Audience

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

Cost

There is no cost for this training.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-243506>

Special Accommodations

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

Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307

Phone : (760) 646-8000 ext. 368

Email : Brianna.Sincox@cahelp.org

Website : www.cahelp.org

CALIFORNIA PBIS 2024 Recognition Timeline



| | |
|---|-------------------------------|
| WEBINAR INTRODUCING CRITERIA | JANUARY 30, 2024 |
| APPLICATION WINDOW OPENS | JANUARY 30, 2024 |
| APPLICATION WINDOW CLOSES | MAY 10, 2024 |
| RECOGNITION NOTIFICATIONS | SECOND WEEK OF SEPTEMBER 2024 |
| DISPLAYED AT THE CALIFORNIA PBIS CONFERENCE | OCTOBER 9 - 11, 2024 |

COMPLETE APPLICATION ONLINE AT [PBISCA.ORG](https://pbisca.org)



Join us on January 30, 2024, as we kick off a new season of California PBIS Recognition! We highly encourage all PBIS school (or supporting district) staff who are interested in applying for a 2023-2024 California PBIS Recognition Award to attend. Grab your team and learn about criteria changes, potential areas of challenge, overall best practices and more! Register now using the link below.

[Click here to Register!](http://tinyurl.com/yjfn84rd)
<http://tinyurl.com/yjfn84rd>



Implementing Culturally Responsive Systems and Practices

Presented By

Athena Vernon, JPA Program Coordinator
Angela Mgbeke, Project Manager

Date

January 30, 2024

Time

8:30 a.m. - 1:30 p.m.

Cost

Desert Mountain SELPA and Charter SELPA Members \$0.00

Non-member participants \$25.00

Location

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

Description

To be effective in multicultural classrooms, educators must have the ability to relate respectfully with people of their own culture as well as those from other cultures. This course is designed to guide educators through activities that distinguish the differences between culture and climate on their campuses, and strategies for implementing culturally responsive practices. Participants will learn the core components of cultural responsiveness and how to use Positive Behavioral Interventions and Supports (PBIS) principles to change school cultures and systems to enhance educational equity. Intentional use of these strategies will support districts in reducing disproportionate practices.

Registration

Please register online at:

<https://sbcss.k12oms.org/52-238202>

Audience

Paraprofessionals, general and special education teachers, site administrators, and district administrators.

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) 955-3586

Email : Jeni.Galyean@cahelp.org

Website : www.cahelp.org

7.11 Occupational and Physical Therapy Services Update

No materials, verbal report only

7.12 Outreach Team

No materials, verbal report and YouTube video

Outreach Team video link

8.1 Use of Low Incidence Balance

No materials, verbal report only

8.2 ERMHS Funding Update

No materials, verbal report only



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

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

MEMORANDUM

Date: January 25, 2024
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 |
|--------------------------------|---|----------------------------------|
| 1/25/2024 8:00 AM - 2:30 PM | PBIS SITE TEAM TRAINING - YEAR 2 - DAY 3 - AESD | DMESC (MESA LINDA & MELVA DAVIS) |
| 1/25/2024 3:30 PM - 4:30 PM | REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS AND SERVICE PROVIDERS | VIRTUAL |
| 1/25/2024 2:00 PM - 3:00 PM | REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS | VIRTUAL |
| 1/26/2024 1:00 PM - 4:00 PM | SUPPORTING AGE-APPROPRIATE FINE AND GROSS MOTOR ACTIVITIES | DMESC |
| 1/29/2024 9:00 AM - 1:00 PM | 22ND ANNUAL CROSS TRAINING FOR TPP/DOR/WAI | JESSE TURNER CENTER |
| 1/30/2024 8:30 AM - 1:30 PM | IMPLEMENTING CULTURALLY RESPONSIVE SYSTEMS AND PRACTICES | DMESC |
| 1/31/2024 3:00 PM - 5:30 PM | PUTTING EBPS INTO PRACTICE: REINFORCEMENT | VIRTUAL |
| 2/1/2024 8:30 AM - 3:30 PM | CPI | DMESC |
| 2/1/2024 8:00 AM - 2:30 PM | PBIS SITE TEAM TRAINING - YEAR 2 - DAY 3 - AESD | DMESC (COLUMBIA AND GEORGE) |
| 2/2/2024 8:30 AM - 3:30 PM | CPI FLEX-BLENDED LEARNING FOR ADMINISTRATORS AND OUT-OF-THE-CLASSROOM SERVICE PROVIDERS | DMESC |

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

Upcoming Trainings

| Date/Time | Event | Location |
|--------------------------------|--|---------------------------------------|
| 2/5/2024 8:00 AM - 2:30 PM | PBIS SITE TEAM TRAINING - YEAR 2 - DAY 3 - AESD | DMESC (EAGLE RANCH, EL MIRAGE, & TED) |
| 2/8/2024 8:30 AM - 3:30 PM | ASSESSING ENGLISH LEARNERS: BILINGUALISM, LANGUAGE PROFICIENCY AND CULTURE WITH DR. OLVERA | DMESC |
| 2/8/2024 12:30 PM - 4:30 PM | DISCOURAGING PROBLEM BEHAVIORS | DMESC |
| 2/8/2024 1:30 PM - 4:30 PM | EFFECTIVE CLASSROOM STRATEGIES TO SUPPORT YOUR STUDENT'S MENTAL HEALTH AND WELL-BEING | DMESC |
| 2/13/2024 1:00 PM - 4:00 PM | OCCUPATIONAL THERAPY TIPS AND TRICKS TRAINING | DMESC |
| 2/14/2024 3:00 PM - 5:30 PM | PUTTING EBPS INTO PRACTICE: PROMPTING | VIRTUAL |
| 2/15/2024 3:30 PM - 4:30 PM | REAL TALK AUTISM EDITION: RESOURCES AND SUPPORT FOR EDUCATORS AND SERVICE PROVIDERS | VIRTUAL |
| 2/15/2024 2:00 PM - 3:00 PM | REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS | VIRTUAL |
| 2/20/2024 9:00 AM - 10:00 A | REAL TALK AUTISM EDITION: FAMILIES AND COMMUNITY MEMBERS | VIRTUAL |
| 2/21/2024 7:30 AM - 3:30 PM | IMTSS SYMPOSIUM - RECONNECTING THE DOTS: EMPOWERING STUDENTS AND EDUCATORS FOR SUCCESS. | DOUBLETREE ONTARIO |

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 |
|--------------------------------|--|----------|
| 2/22/2024 4:30 PM - 6:00 PM | COMMUNITY ADVISORY COMMITTEE (CAC) VIRTUAL | 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