

California Association of Health and Education Linked Professions,  
Joint Powers Authority (CAHELP, JPA)  
**DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING**  
*January 26, 2024 – 9:00 a.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

## **AGENDA**

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### **TELECONFERENCE LOCATIONS:**

Baker Valley USD - 72100 School House Lane, Baker, CA 92309

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 January 26, 2024 Desert Mountain 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 Steering and Finance Committee consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Committee Member at the meeting for clarification, discussion, or change.

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

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

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6.1.2 Approve the December 15, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

6.1.3 Approve the Amended October 20, 2023 Desert Mountain 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 SELPA Local Plan

Pam Bender will provide information regarding the 2024-25 Desert Mountain 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 Operations Update

Rich Frederick will provide a Desert Mountain Operations Update.

#### 7.6 Desert Mountain Children's Center Client Services Reports and Update

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

#### 7.7 Professional Learning Summary and Update

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

#### 7.8 Resolution Support Services Summary and Update

Kathleen Peters will present DMSSELPA's Resolution Support Services Summary and update.

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### 7.9 Compliance Update

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

### 7.10 Nonpublic School/Nonpublic Agency Update

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

### 7.11 Career Technical Education Update

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

### 7.12 Prevention and Intervention Update

Deborah Sarkesian will provide the Prevention and Intervention update.

### 7.13 Occupational and Physical Therapy Services Update

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

### 7.14 Outreach Team Update

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

## **8.0 FINANCE COMMITTEE REPORTS**

## **9.0 INFORMATION ITEMS**

### 9.1 Monthly Audiological Services Reports

### 9.2 Monthly Occupational & Physical Therapy Services Reports

### 9.3 Monthly Nonpublic School Placement Report

### 9.4 Upcoming Professional Learning Opportunities

## **10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

## **11.0 CEO COMMENTS**

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### **12.0 MATTERS BROUGHT BY THE PUBLIC**

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

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

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

### **13.0 ADJOURNMENT**

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, February 23, 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

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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 – Lucinda Newton, Desert Mountain Operations (SBCSS) – Rich Frederick, Health Sciences High School and Middle College – Bryan Dale via Web Ex, Hesperia USD – Eric Land, Lucerne Valley SD – Vici Miller, Needles USD – Jamie Wiesner via Web Ex, Oro Grande SD – Scott Heitman, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Pam DeRenard, Trona JUSD – Nicole Yeager via Web Ex, Victor Elementary SD – Tanya Benitez, and VVUHSD – Larry Brunson, Krystal Kerns.

### **GUESTS:**

Christina Leal – Options for Youth.

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

Jamie Adkins, Codi Andersen, Guille Burgos, Heidi Chavez, Danielle Cote, Peggy Dunn, Marina Gallegos, Colette Garland, Linda Llamas, Isaac Medina, Lisa Nash, Sheila Parisian, Kathleen Peters, Jennifer Rountree, and Deborah Sarkesian.

### **1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain SELPA Steering and Finance Committee Meeting was called to order by Program Manager Heidi Chavez at 9:04 a.m., at the Desert Mountain Educational Service Center, Apple Valley.

### **2.0 ROLL CALL**

### **3.0 PUBLIC PARTICIPATION**

None.

### **4.0 ADOPTION OF THE AGENDA**

4.1 **BE IT RESOLVED** that a motion was made by Lucinda Newton, seconded by Pam DeRenard, to approve the November 17, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 14:0:0, Ayes: Avila, Benitez, Brunson, Congo, Dale, DeRenard, Frederick, Guthrie, Heitman, Land, Newton, Rigdon, Wiesner, 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.

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5.1 **BE IT RESOLVED** that a motion was made by Kim Guthrie, seconded by Rich Frederick, to approve the following Consent Item as presented. The motion carried on the following vote: 14:0:0, Ayes: Avila, Benitez, Brunson, Congo, Dale, DeRenard, Frederick, Guthrie, Heitman, Land, Newton, Rigdon, Wiesner, Yeager. Nays: none, Abstentions: none.

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

Heidi Chavez presented the legislative update. She stated that when a bill is chaptered it means it has been approved and will be implemented. Heidi also reported that the legislature will reconvene January 2024 with the governor's budget being released on January 10, 2024. Heidi highlighted that for Senate Bill (SB) 323, emergency safety procedures do not have to be included in student IEPs but instead must be included in the school emergency plan. Regarding Assembly Bill (AB) 1466, it was stressed that seclusion is not allowed in the educational setting. Heidi reviewed the requirements implemented in AB 1722 – Pupil Health: credentialed school nurses, registered nurses, and licensed vocational nurses. She said for AB 1722, more information and clarification will be provided as it is received.

\*Note: Vici Miller joined the meeting at 9:31 a.m.

### 6.2 SEIS Transition Update

Peggy Dunn provided a SEIS transition update. She said there are approximately 30 staff who have been trained to do the data entry with some doing it after hours, during down time in their workday, and some on weekends.

Colette Garland referred to Pam Bender's update email from November 15, 2023. Colette thanked the committee members for responding to DMSELPA emails asking for additional information so that IEPs can be entered. For the LEAs that are submitting for CAHELP assistance, IEPs that are labeled as Priority are done within 1-2 days of receipt. Priority means a parent called and is requesting an amendment so the eligibility evaluation or plan review needs to be entered right away. Colette asked to be contacted by LEAs that need assistance with the initial affirming. She said that she is working on the IEPs that require more information or someone with more experience to work through. Colette emails the case manager and copies the special education directors and coordinators so they are aware. She reminded the attendees that SEIS Office Hours are continuing two days each week for staff to ask SEIS related questions.

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### 6.3 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 reminded the committee members that historically, the reports had been sent to the district of residence and the district of service but based on committee member input, it had been changed to only district of service. After group discussion, it was decided that two reports would begin being emailed to both involved districts to assist with collaboration. Also, Linda clarified that for students who will no longer receive DMCC services, an IEP will be called to present the information so the IEP team can make the decision. Linda said for the DMCC dates for Progress of Goals, Pam Bender does want a discussion so it will be addressed at the December meeting. Linda shared that DMCC staff are adding services in SEIS for children who meet the criteria based on the date of assessment. She presented the mental health research article and asked for it to be shared with anyone that would benefit from the information provided. In response to a request, Linda said she would research the possibility of all articles being housed on the DMCC website since they are a great resource.

### 6.4 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain SELPA’s Professional Learning Summary and update. There was a large amount of training provided during the summer and family engagement training requests have grown, which is a great reflection of the Outreach Team.

Cheri Rigdon thanked the Outreach Team for working with her schools. They assisted with the family wellness night at Ft. Irwin and it was a huge success. Cheri said that parents have come to the office requesting the team to return every year. She said it provides extra support that the parents need.

Heidi provided a summary of the Celebrating Families program and shared the next cohort begins January 16, 2024 and lasts for 16 weeks. Families also receive resources that are in their communities so they can continue to receive support once the program is over. The program is provided in English and Spanish with two cohorts each year. Heidi continued that the SLP Collaborative is scheduled for January 17, 2024 with the topic of Non-biased assessment for English learners with potential developmental language disorder. The iMTSS Symposium is scheduled for February 21, 2024 at the Doubletree Hotel in Ontario, California with a cost of \$250.00 per person. Heidi shared that the Community Advisory Committee (CAC) meeting held on November 16, 2023 was very impactful. The district attorney shared that her presentation is on the website as well as other resources. The next CAC meeting is scheduled for February 22, 2024 and will be provided by the CAHELP JPA Outreach Team. Heidi continued that HOLA Language Services training is scheduled for November 29-30, 2024 and is for any staff that assist with translating in IEPs so they can be legally compliant. The fee for HOLA training is \$200.00.

Heidi provided additional information on Crisis Prevention Institute (CPI) training as follow up from the previous meeting. She said that DMSELPA will pay for one person to attend the

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facilitator 3-day training at the cost of \$4349, as a reimbursement. After that the renewal will be the responsibility of the LEA, which is currently a one-day training every two years and costs \$1849. Heidi confirmed the LEA trainer can only provide training for their LEA and that two neighboring LEAs cannot work together to train each other's staff. The LEAs are responsible to log training hours and participants. Heidi said the training does include de-escalation. During the week of November 27, 2023, Heidi will email a survey to the committee members asking if they are interested and have someone in mind.

\*Note: Krystal Kerns joined the meeting at 10:22 a.m.  
Scott Heitman left the meeting at 10:23 a.m.

### 6.5 Resolution Support Services Summary and Update

Kathleen Peters presented the DMSELPA's Resolution Support Services Summary and update. Kathleen introduced new program specialist Annette Rego. Kathleen shared that when she does suggest an additional step be taken to provide for a struggling student and family, it is with respect for the LEA knowing the LEA is working hard to provide FAPE as well.

### 6.6 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She shared that LEAs have been asked by CDE to provide feedback to help them improve future monitoring cycles. Step 3 of Compliance and Improvement Monitoring Process (CIM) is currently underway with a window of October 1-November 30, 2023. Peggy needs to receive all plans by November 30 so the DMCS assurances can be submitted to CDE. She reminded any LEAs in Small Schools Monitoring to submit required documents as requested.

### 6.7 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update including the DMSELPA 2023-24 NPS Directory. She shared that Nicole Langley supports nonpublic agencies and Jennifer Holbrook supports nonpublic schools. Peggy provided the Nonpublic School Directory stating DMSELPA holds the master contract for the included schools.

Peggy reported that the Academy for Advancement of Children with Autism wants students to be transported to their existing site before they will open a campus in Apple Valley. There is one student that makes the commute to the Lancaster site daily but it is a long commute. Peggy continued that she has visited The Learn Academy in Victorville. Their emotionally disturbed program will open in February but can submit applications now and they are open to tours. Peggy shared they are expected to present at December Steering.

Priscilla Avila asked about an NPS denying a student with reasoning of no educational benefit due to time involved in transportation after observation and the parent being willing to provide

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transportation. Peggy said that DMSELPA does not have jurisdiction over NPS decisions. She asked to be contacted when these denials happen so that DMSELPA is aware and can review the master contract with the concerns.

Peggy continued that the quarterly meetings NPS are continuing from last school year in which there is discussion about legislative updates, IEP expectations and other topics.

### **6.8 Career Technical Education Update**

Deborah Sarkesian provided the Career Technical Education (CTE) update. She shared that as of the meeting, the goal of 275 has been surpassed by 11 referrals. November 15, 2023, they have received 259 referrals and their goal is 275. Deborah reported the instructional supply deadline is December 31, 2023 which allows teachers \$250 to use for purchasing program supplies.

### **6.9 Prevention and Intervention Update**

Deborah Sarkesian provided the Prevention and Intervention update. She reported onsite requests have been for scaling up Tier 1 Supports and Interventions to help prevent overload in Tiers 2 and 3. There has also been an increase in requests for providing PBIS in the home as well as understanding classroom management supports. As a parent of two children with IEPs, Deborah thanked the committee members for what they do for special education students. She is thankful for their hard work and all they do.

## **7.0 INFORMATION ITEMS**

### **7.1 Monthly Audiological Services Reports**

### **7.2 Monthly Occupational & Physical Therapy Services Reports**

Codi Andersen referred to SB 323 and stated that the PT and OT staff can support LEAs in addressing how to ensure students are safe during emergencies. She said the LEAs can contact her with any questions or if assistance is needed. Codi continued that currently OT and PT services are offered at Tier 3 MTSS but DMSELPA is envisioning an infrastructure that will provide solid interventions for Tiers 1 and 2 including OT and PT. It is in the planning phase with possible pilot studies this school year that can include providing for students in general education and not just those with IEPs. Codi asked to be emailed by committee members that would be interested in participating in the pilot. It will be presented to superintendents in February at Governance. Codi also shared that California will pass regulations that as of March 2024, occupational therapists will be considered licensed mental health providers.

### **7.3 Monthly Nonpublic School Placement Report**

### **7.4 Upcoming Professional Learning Opportunities**

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### **8.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

Priscilla Avila asked if any of the other committee members have experienced behavior companies that provide in-home supports putting pressure on parents to get the supports provided at school. She said they have received an influx of requests for temporary intensive support assistants (TISA) and independent educational evaluation (IEE). Priscilla said the schools are not seeing a need in the educational setting after assessment and observation. Priscilla agreed to notify Kathleen Peters and Peggy Dunn of the agencies in case DMSELPA is contracted with them. There was discussion about the possibility of the children's medical insurance no longer paying for in-home supports so the agencies are suggesting it be picked up under educational needs. The same provider could not provide supports on campus as it would be conflict of interest. Also, the increase in requests shows that the parents are struggling at home so LEAs should continue to offer support and resources as possible.

Rich Frederick asked if any of the LEAs are working with their teachers to bridge credentials based on 2022-23 legislation. He shared that Sonoma County used Keenan and Associates to provide online classes to meet the training requirement. Sonoma County also used grants to pay for their teachers to attend. Rich continued that when the teachers bridge to the new credential, it expands their ability to serve more students. There does need to be documentation of the required professional development. He is working to have the county teachers complete the bridge process.

In response to a question, Heidi Chavez stated Desired Results Developmental Profile (DRDP) can be completed by transitional kindergarten students but it is not necessarily required. There are revisions being made to the DRDP framework and timeline with a pilot coming in the spring. Heidi continued that test administrators must be trained before administering the assessment and stated if an LEA assesses any student, they must assess all age-appropriate students. It was suggested to contact Heather Smith at SBCSS as she is the SBCSS DRDP administrator and has wealth of knowledge.

### **9.0 CEO COMMENTS**

Deborah Sarkesian read a poem by Henri Frederic Amiel "Thankfulness is the beginning of gratitude. Gratitude is the completion of thankfulness. Thankfulness may consist merely of words. Gratitude is shown in acts." She also read "Beginning of November" from Innergrowth Reset.

### **10.0 MATTERS BROUGHT BY THE PUBLIC**

None.

### **11.0 ADJOURNMENT**

Having no further business to discuss, a motion was made by Tanya Benitez, seconded by Lucinda Newton, to adjourn the meeting at 11:07 a.m. The motion carried on the following vote: 14:0:0, Ayes: Avila, Benitez, Brunson, Congo, Dale, DeRenard, Frederick, Guthrie, Land, Miller, Newton, Rigdon, Wiesner, Yeager. Nays: none, Abstentions: none

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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, David Wheeler, Desert Mountain Operations (SBCSS) – Rich Frederick, Stephanie Hedberg, Health Sciences High School and Middle College – Bryan Dale via Web Ex, Hesperia USD – Shannon Garibay, Eric Land, Needles USD – Jamie Wiesner via Web Ex, and VVUHSD – Larry Brunson, Krystal Kerns.

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

Jamie Adkins, Codi Andersen, Guille Burgos, Ivan Campos, Heidi Chavez, Peggy Dunn, Marina Gallegos, Colette Garland, Linda Llamas, Maurica Manibusan, Isaac Medina, Lisa Nash, Sheila Parisian, Kathleen Peters, Karina Quezada, Annette Rego, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, and Deborah Sarkesian.

### **1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain SELPA Steering and Finance Committee Meeting was called to order by Program Manager Deborah Sarkesian at 9:10 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 the adoption of the December 15, 2023 Desert Mountain SELPA Steering and Finance Committee Meeting Agenda failed due to lack of quorum.

### **5.0 PRESENTATIONS**

#### 5.1 The Learn Academy

Dan Campbell and Breesa Inman presented information on Learn Academy nonpublic school. They shared that they have transitional services, positive intervention programs, a crisis intervention program, and implement Ukeru conflict resolution. They provide for students with emotional disturbance, those who are on the autism spectrum, and students who require moderate/severe supports. Dan also welcomed committee members to come by their site for a tour.

### **6.0 CONSENT ITEMS**

It is recommended that the Steering and Finance Committee consider approving several Agenda items as

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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 approval of the following consent item be tabled to the January 26, 2024 meeting due to lack of quorum.

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

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

#### 7.1 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.

#### 7.2 SEIS Transition Update

Peggy Dunn provided a SEIS transition update. Everyone should be using the system and no longer using fillable forms. Staff have worked overtime including nights and weekends to enter submitted fillable forms in SEIS. Peggy called on Colette Garland to provide further information.

Colette reported 1,579 IEPs were received on fillable forms and 1,479 have been entered in SEIS. Colette said she will be reaching out to LEAs with information missing from IEPs. She shared that DMSELPA member LEAs can receive a one-time override in CALPADS if only special education errors exist. Colette instructed LEAs to complete the district level approval with the changes being done during the amendment window, starting next week through January 26, 2024. Colette confirmed LEA staff will have access to Web IEP through June 30, 2024 as view only. She also stated the DocuSign contract will end in May 2024 with DMSELPA using E-sign option in SEIS. Colette asked to be contacted for any new teachers needing access so she can create view only Web IEP accounts for them as well.

\*Note: Larry Brunson joined the meeting at 9:42 a.m.

#### 7.3 Desert Mountain Operations Update

Rich Frederick provided a Desert Mountain Operations (DMOPS) Update. He presented a reference sheet for referrals to DMOPS for services. Rich said that Form DM 85 will continue to be used and where the child is coming from will determine if an interim placement or amendment is completed in SEIS. Rich stressed it is necessary for the district to adopt a student's record in SEIS before a referral is sent to DMOPS. If this is not done, DMPS cannot process the referral. Rich also reminded the committee that if a referral is sent to DMOPS for itinerant services of

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visually impaired (VI) or deaf/hard of hearing (DHH), DMOPS will create the assessment plan, it is not to be done by the referring district. Rich said that County Office of Education will be the district of service in SEIS when DMOPS is providing services.

### 7.4 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.

### 7.5 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain SELPA’s Professional Learning Summary and update. 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 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 DMSELPA 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.

\*Note: Krystal Kerns joined the meeting at 10:10 a.m.

### 7.6 Resolution Support Services Summary and Update

Kathleen Peters presented the DMSELPA’s Resolution Support Services Summary and update. Kathleen reported that more districts are experiencing parents not wanting their children placed in special education settings but to be kept in general education. Victor Elementary School District filed on a family because of this and prevailed. Kathleen shared that the presiding judge’s written brief addressed the procedural concerns step by step and was easy to read. Kathleen asked to be contacted by any committee member interested in reading it. She said it would be helpful if an LEA will be filing against a parent.

Kathleen shared that David Dowling will be presenting at two breakout sessions at the iMTSS

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Symposium in February 2024. Kathleen continued that Annette Rego, program specialist, is working to complete the procedure manual so the resources are in one place.

Priscilla Avila shared that she was at a parent IEP training with Karina Quezada and the Outreach Team recently. Afterwards, a parent approached Priscilla sharing the binder she received during a training, expressing thankfulness for the great resource.

### 7.7 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.

### 7.8 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. Peggy visited the Learn Academy San Gabriel site and was very impressed. She expects the Victorville site to mirror San Gabriel and provide students with the optimal nonpublic school experience.

Peggy asked to be contacted if there are any issues with nonpublic agencies (NPA) so she can work to resolve concerns. She said there are times when NPA staff are not a good fit for a student.

Karina Quezada shared that she is working to find facilities that will accept a couple of students needing placement. Getting students' needs met does sometimes require thinking outside of the box.

### 7.9 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.

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### 7.10 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.

### 7.11 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.

## **8.0 FINANCE COMMITTEE REPORTS**

### 8.1 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 stated that service reports for county operated programs were previously being distributed monthly but have been delayed due to the SEIS rollover. She reported that those reports will be available again soon and urged committee members to review them for accuracy and provide her with data if anything needs to be corrected.

Rich Frederich added DMOPS has a new position of Student Information and State Reporting Analyst that has been working closely with DMSSELPA to ensure the services reports are accurate.

## **9.0 INFORMATION ITEMS**

### 9.1 Monthly Audiological Services Reports

### 9.2 Monthly Occupational & Physical Therapy Services Reports

### 9.3 Monthly Nonpublic School Placement Report

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9.4 Upcoming Professional Learning Opportunities

### **10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

Larry Brunson asked what the DMSELPA stance is on a special education teacher being both the LEA representative and as the special education teacher in IEP meetings and signing off on the IEP as both. He has discovered that is a practice within his district and feels it is problematic. Larry asked because he found information on the CAHELP JPA website. Kathleen Peters replied that though LEA staff has many responsibilities, they cannot have two titles during one IEP meeting. She will review the website and make necessary language changes.

### **11.0 CEO COMMENTS**

On behalf of Pam Bender, Deborah Sarkesian wished the attendees happy holidays and the season of giving as it does come back. Deborah then shared a video “Inspiring Power of Giving (and veggie soup)”. She wished the attendees the happiest of holidays and good times spent with family and friends.

### **12.0 MATTERS BROUGHT BY THE PUBLIC**

None.

### **13.0 ADJOURNMENT**

Having no further business to discuss, Deborah Sarkesian ended the meeting at 10:37 a.m.

The next regular meeting of the Desert Mountain SELPA Steering and Finance Committee will be held on Friday, January 26, 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.*

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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, **Silver Valley USD – Cheri Rigdon**, 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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**MINUTES - AMENDED**

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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

California Association of Health and Education Linked Professions,  
Joint Powers Authority (CAHELP, JPA)  
**DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING**  
*October 20, 2023 – 9:00 a.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

**MINUTES - AMENDED**

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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.*

## 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

## 7.5 Desert Mountain Operations 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](http://www.dmchildrenscenter.org)

## MEMORANDUM

Date: January 17, 2024  
To: Special Education Directors

From: Linda Llamas, Director

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**Subject: Desert Mountain Children's Center Client Reports**

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

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

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



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

P 760-552-6700  
F 760-946-0819  
W [www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

## **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.<sup>1</sup> 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.<sup>1</sup> Black youth also exhibit higher rates of depression, anxiety, and other stress related mental health challenges.<sup>1</sup> 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,<sup>2</sup> 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.<sup>3</sup>

Studies show that experiences of racial discrimination are frequent and prevalent among black youth.<sup>4</sup> 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.<sup>5</sup> 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.<sup>6</sup> 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.<sup>7</sup> 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.<sup>8</sup>

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.<sup>9</sup> 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.<sup>10</sup>

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.<sup>11</sup> 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.<sup>12</sup> 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](http://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. <https://doi.org/10.1016/j.jadohealth.2023.02.038>. (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://www.sciencedirect.com/science/article/pii/S1054139X23001489*)
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)

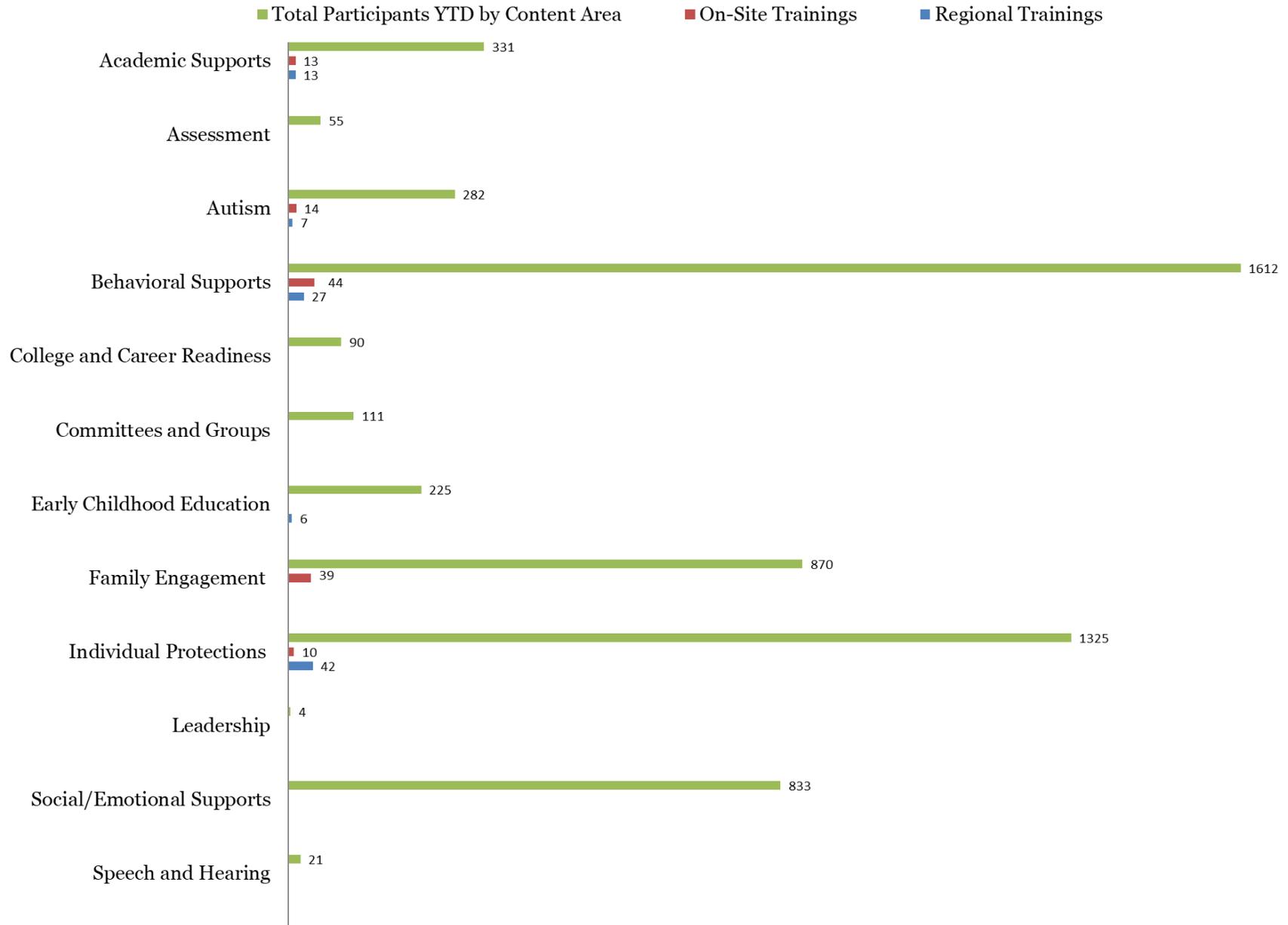
## Resources:

- <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>

# DMSELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

DECEMBER 2023 PARTICIPANTS - 215

5,759 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](mailto:Letitia.Macaraeg@cahelp.org)

**Website :** [www.cahelp.org](http://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, [inscríbase 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](mailto:Letitia.Macaraeg@cahelp.org)

**Sitio Web :** [www.cahelp.org](http://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](mailto: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

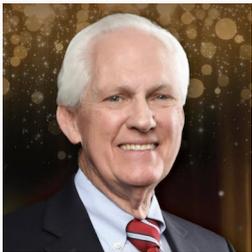
**Registration:**

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

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



**Dr. Rebecca Branstetter**



**Dr. Ron Powell**

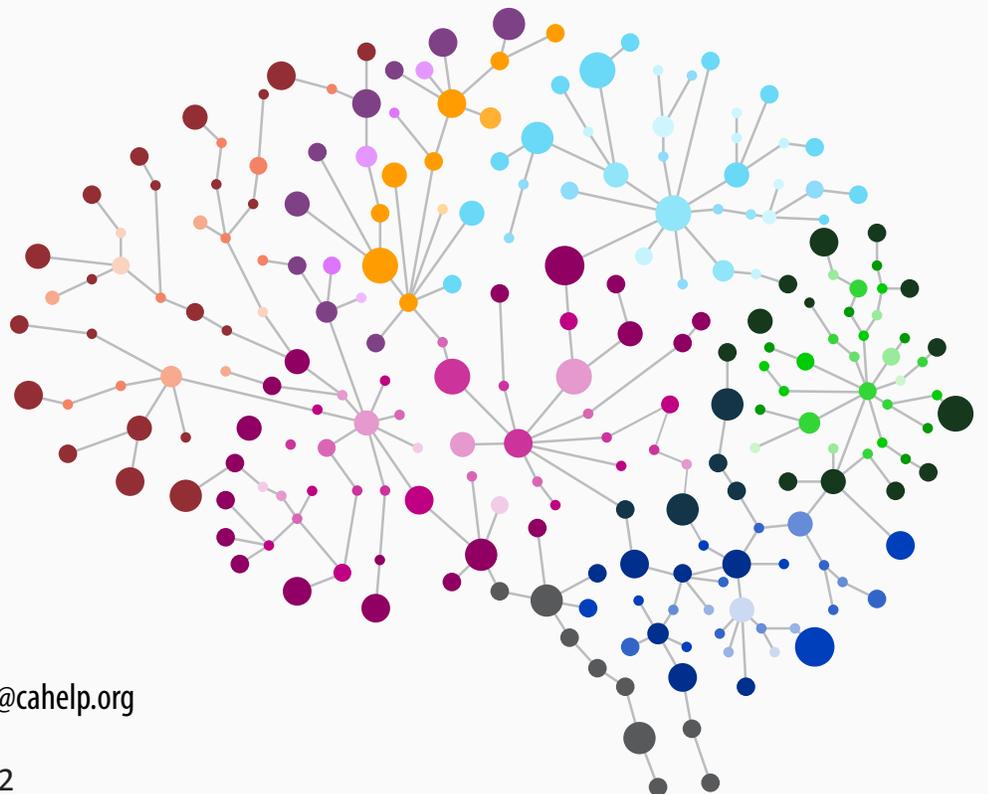
Get in **Touch** |

**Email :**

[Letitia.Macaraeg@cahelp.org](mailto: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](mailto: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](mailto: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://sbcss.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](mailto: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](mailto:Letitia.Macaraeg@cahelp.org)

Phone: (760) 955-3552



Desert Mountain SELPA  
 Due Process Summary  
 July 1, 2023 - December 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	0	1	0	1	0	0	0	
Apple Valley USD	3.5	10	5	5	6	2	31.5	0	1	1	0	0	0	0	0	
Baker USD	0	0	0	0	1	1	2	0	0	0	0	1	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	1	0	0	0	0	0	0	0	
Helendale SD	0	0	0	0	1	1	2	0	0	0	0	1	0	0	0	
Hesperia USD	7	17.5	7	12	3	3.5	50	1	0.5	2	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	1	1	5	0	0	0	1	0	0	0	0	
Silver Valley USD	0	0	0	0	1	1	2	0	0	1	0	0	0	0	0	
Snowline USD	8.5	7	2	3	1	3	24.5	0	1	1	0	1	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	8.5	32.5	1	0.5	3	3	0	0	1	1	
Victor Valley Union High SD	8.5	6.5	10	6	2	4	37	0	1	2	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	
<b>SELPA-WIDE TOTALS</b>	<b>39</b>	<b>59</b>	<b>33.5</b>	<b>40</b>	<b>36</b>	<b>28</b>	<b>235.50</b>	<b>3</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>1</b>	

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 - December 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 <b>CLOSED</b> - 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	<del>8/17/2023</del> 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. <b>CLOSED</b> - 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. <b>CLOSED</b> - Resolution		Reading SAI 80 hrs.  Transition 38 hrs.

Desert Mountain 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
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	<del>8/31/2023</del> 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. 10/25/23 - Parent to consent to assessments for FBA, ERMHS, Feifer Reading Assessment to consider Autism/SLD. IEP to follow completion of assessments. IEP Amended: SAI, counseling, parent consult, 1:1 <b>CLOSED</b> - Mediation		Academic tutoring \$9,000
5. VVUHSD 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	<del>10/10-12/2023</del> 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 <b>CLOSED</b> - Mediation		Comped 80 hrs.  Counseling 20 hrs.  SPL 20 hrs.  Transition supports 30 hrs.

Desert Mountain 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
6. Bear Valley 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	<del>10/10-12/2023</del> 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. 11/6/23 - Withdrawn by parent attorney <b>CLOSED</b> - Withdrawn		
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	<del>9/26-28/2023</del> 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. <b>CLOSED</b> - Withdrawn		
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	<del>10/24-26/2023</del> 1/17-18/2024	10/3/23 - Parent seeking unreasonable services including equine therapy. Seeking NPS for Autism. 10/23/23 - Attorney correspondence over unrealistic asks when placement is of most concern. 11/2/23 - Seeking to resolve placement so students gets to school. 12/11/23 - IEP Amendment: Placement change and increased SPL New assessments: SCIA, OT. <b>CLOSED</b> - Mediation		Tutoring 40 hrs.  SPL 15 hrs.

Desert Mountain 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
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 <b>CLOSED</b> - Withdrawn		
10. VESD Case no. 2023100085	Did the IEP of 3/9/23 constitute FAPE and LRE? District filed to implement.	10/2/2023	N/A		10/24-26/2023	10/24-26/23 - Hearing held. Awaiting judges decision 12/8/23 - Judges decision - LEA prevailed on placement. <b>CLOSED</b> - Hearing		
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	<del>11/21-22/2023</del> 1/7-18/2023	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. 11/16/23 - Mediation - agreed to parent drafted goals; to hold an IEP 12/9; continue gen ed placement; awaiting IEEs. 12/20/23 - IEP Amendment: new goals of parent discretion. Placement remains through completion and review of IEEs. <b>CLOSED</b> - Mediation		

Desert Mountain 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
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	<del>10/19/2023</del> 11/6/2023	12/19/23 (canceled)	11/28-30/2023	11/6/23 - Parent is seeking placement at a new NPS. Concerns related to BFA. LEA needs more information from BFA 12/19/23 - Doing well at BFA, returning student to LEA. CLOSED - Resolution		SAI 50 hrs.  Counseling 30 hrs.
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	<del>11/1/2023</del> 11/8/2023		12/5-7/2023	11/8/2023 - Advocate attended resolution. Concluded with verbal agreement. 11/10/23 - Overturned by parent attorney. 11/23/23 - To the IEP: increase in SAI, SPL. District to assess in behavior, 1:1, AT, and OT. IEE: Psycho ed CLOSED - Resolution		SAI, SPL 110 hrs.
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	11/7/2023		12/19-21/2023	11/14/23 - Limited student attendance; countered with reduced hours; student no longer in the LEA. 11/9/23 - Agreed to IEE's in OT, SPL CLOSED - Resolution		Tutoring 60 hrs.  SPL 15 hrs. <hr/> Counseling 20 hrs.

Desert Mountain 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
15. HUSD Case no. 2023110042	Denial of FAPE 1. Failure to provide appropriate program a. Academics b. SPL c. OT d. PT	11/1/2023	<del>11/13/2023</del> 11/14/2023			11/14/23 - CCS referral. Divided time HUSD, SJUSD. Additional assessment needed. 11/27/23 - IEP amendment: Eligibility changed to OI, 1:1 aide all day, increase SPL, OT, PT, Health Plan. <b>CLOSED</b> - Resolution		
16. Oro Grande SD Case no. 2023110283	Denial of FAPE 1. IEP failure to provide wrap services 2. IEP failure to provide ABA services 3. Failure to provide 1:1 aide	11/8/2023	11/17/2023	1/22/2023	<del>12/27-28/2023</del> 2/8/2024	11/7/23 - Seeking wrap services, hold IEP to reconsider eligibility of ABA services.		
17. SJUSD Case no. 2023110381	Denial of FAPE 1. Failure to assess a. Visual Processing b. VMI c. Auditory Processing d. Memory e. Executive functioning f. FBA g. Psycho Ed 2. Inappropriate placement in I.S. 3. Failure to offer credit recovery	11/13/2023	<del>11/20/2023</del> 12/7/2023		1/3-4/2024	12/7/23 - Placement issues due to probation requirements and restraining order. 12/19/23 - Placement at CHS in on-line learning for English; if court order changes, student may resume Eng. Class; transition goals developed at IEP. <b>CLOSED</b> - Resolution		DOR 100 hrs.

Desert Mountain 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
18. SJUSD Case no. 2023110431	Denial of FAPE 1. Failure to offer BI services : FBA 2. Failure to address regression 3. Failure to provide ESY 4. Failure to offer home ABA 5. Failure to offer parent training in behavior and SPL 6. Failure to offer placement with neurotypical peers 7. Predetermined IEP 8. Ignoring parent concerns: BUS, CPI holds	11/14/2023	<del>11/28/23</del> 12/7/2023		<del>1/3-4/2024</del> 1/23-25/2024	11/28/23 - No show to Resolution; rescheduled. 12/7/23 - Student residing in foster care, yet adopted mom filed and lacks information, no trust with LEA. 12/20/23 - Opposing attorney unresponsive.		
19. VESD Case no. 2023110554	Denial of FAPE 1. Failure to assess in all areas 2. Failure to calculate IEP to meet her needs a. placement b. progress c. supports d. soc. Emotional e. 1:1 aide f. ESY 3. Predetermination	11/16/2023	11/28/2023		1/3-4/2024	11/28/23 - Placement concerns, cannot verify ed rights holder, moved to an Ed m/m - triggered by others behavior 12/11/23 - Placement to remain. IEP amended: increase in individual counseling, add group counseling; district to assess: FBA, SPL, OT <b>CLOSED</b> - Resolution		Academic 50 hrs.  Counseling 25 hrs.
20. VESD Case no. 2023110843  (.5 HUSD)	Denial of FAPE 1. Failure to assess in all areas 2. Failure to provide records 3. Denied parent participation 4. Failure to provide PWN 5. Not a full IEP team 6. Failure to offer LRE 7. Failure to provide services 8. Failure to provide appropriate goals	11/27/2023	12/12/2023		1/17-18/2024	12/12/23 - Filed on HUSD and VESD jointly. Behavior concerns. Residency established. Student refusing Hesperia attendance. Mom has no car - wants transportation. 12/18/23 - 10 Day Statutory offer; done separately for HUSD and VESD. 1/4/23 - Both stat. offers declined by opposition.		

Desert Mountain 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
20. HUSD Case no. 2023110843  (.5 VESD)	Denial of FAPE 1. Failure to assess in all areas 2. Failure to provide records 3. Denied parent participation 4. Failure to provide PWN 5. Not a full IEP team 6. Failure to offer LRE 7. Failure to provide services 8. Failure to provide appropriate goals	11/27/2023	12/12/2023		1/17-18/2024	12/12/23 - Filed on HUSD and VESD jointly. Behavior concerns. Residency established. Student refusing Hesperia attendance. Mom has no car - wants transportation. 12/18/23 - 10 Day Statutory offer; done separately for HUSD and VESD. 1/4/23 - Both stat. offers declined by opposition.		
21. HUSD Case no. 2023110783	Denial of FAPE 1. Failure to designate as SPED prior to 10/28/2022 2. Failure to make progress 3. Failure to provide B/A 1:1 4. Failure to assess for OT 5. Failure to provide toileting goals	11/28/2023	12/12/2023		1/17-18/2024	12/12/23 - Prospective services cannot be reached - student residency not HUSD. Student enrolled in correct district by 1/8/24 12/14/23 - IEP Amendment - Autism eligibility, 1:1 aide, 1 hr. consultation with district of residence over FBA findings. <b>CLOSED</b> - Resolution		
22. Baker USD Case no. 2023120155	Denial of FAPE 1. Inadequate support in LRE 2. Failure to complete appropriate psycho ed 3. Failure to conduct ERMHS assessment. 4. Failure to provide appropriate supports and services 5. Failure to convene an MD 6. Unilaterally changing placement due to suspension	12/1/2023	12/8/2023	12/14/2023		12/8/23 - Student needs more restrictive placement. Parent refuses RTC. 12/11/23 - Parent to visit county class in Barstow. 12/14/23 - Placement in Barstow, Expulsion removed, ERMHS <b>CLOSED</b> - Mediation		Tutoring 20hrs

Desert Mountain 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
23. VESD Case no. 2023120162	Denial of FAPE 1. Failure to provide appropriate program a. Academics b. Fine Motor c. Behavior	12/5/2023	12/18/2023			12/18/23 - Dispute about who should provide ESY - VVUHSD dismissed. 12/20/23 - Reading comp ed agreed to <b>CLOSED</b> - Resolution		Reading 120 hrs.
24. VESD Case no. 2023120425	Denial of FAPE 1. Failure to properly assess 2. Failure to design appropriate IEP 3. Failure to provide SAI and ERMHS	12/12/2023	12/18/2023	1/19/2024	2/13-15/2024	12/1/23 - Agreed to waive resolution		
25. AVUSD Case no. 2023120499	Denial of FAPE 1. Failure to provide appropriate placement and services a. Academic b. Communication c. Transition d. Behavior 2. Stu failed to make progress 3. IEEs approved but did not occur	12/14/2023	<del>12/20/2023</del> 1/8/2024		1/30-2/1/2024			
26. VVUHSD Case no. 2023120579	Denial of FAPE 1. Failure to comply with IEP 2. No provision of services for HH 3. Failure to facilitate meaningful parent participation.	12/15/2023	1/12/2024		2/8/2023			

Desert Mountain 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
27. VESD Case no. 2023120738	Denial of FAPE 1. Failure to consider all info in MD prior to expulsion 2. Child-Find 3. Failure to assess in all areas 4. Failure to address all areas of need.	12/20/2023	1/3/2023	1/17/2024		1/3/23 - Agreed to expunge MD; remaining issue is placement location.		
28. VESD Case no. 2023120915	Denial of FAPE 1. Substantive errors in eligibility determination 2. Failed to properly develop a. Placement b. Behavior supports c. Social-emotional supports d. Academic supports and services 3. Failed to ensure progress 4. Failure to implement IEP 2/10/23 - 8/7/23	12/27/2023	1/10/2024 Expedited	1/17/2024 Expedited				

**Desert Mountain SELPA**  
**Legal Expense Summary**  
As reported at steering December 15, 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	\$233,809.34

**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**

<b>Progress Report 1: July 10, 2024</b>	(for the reporting period December 1, 2023–June 30, 2024)
<b>Progress Report 2: January 10, 2025</b>	(for the reporting period July 1, 2024–December 31, 2024)
<b>Progress Report 3: July 10, 2025</b>	(for the reporting period January 1, 2025–June 30, 2025)
<b>Progress Report 4: January 10, 2026</b>	(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**

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

## 7.10 Nonpublic School/Nonpublic Agency Update

No materials, verbal report only

## 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](mailto:Brianna.Sincox@cahelp.org)

**Website :** [www.cahelp.org](http://www.cahelp.org)

# Prevention & Intervention



## 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](mailto:Jeni.Galyean@cahelp.org)

**Website :** [www.cahelp.org](http://www.cahelp.org)

## 7.13 Occupational and Physical Therapy Services Update

No materials, verbal report only

## 7.14 Outreach Team Update

No materials, verbal report and YouTube video

Outreach Team video link



## MEMORANDUM

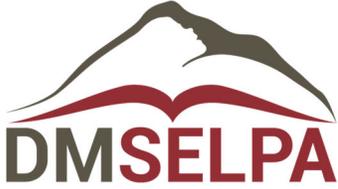
Date: January 4, 2024  
To: Directors of Special Education  
From: Richard Frederick, Area Director   

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**Subject: Audiological Service Reports**

Attached are the Audiological Service Reports for the month of December 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](mailto: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](http://www.cahelp.org)

## MEMORANDUM

Date: January 26, 2024  
To: Directors of Special Education  
From: Codi Anderson, Occupational/Physical Therapy Supervisor

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**Subject: Occupational and Physical Therapy Reports**

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

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

Desert Mountain SELPA  
2023-2024 Non-Public School Placement Report

	January				February				March				April				May				June			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	11	1		12																				
Apple Valley	11	1	13	25																				
Baker																								
Barstow	7	1		8																				
Bear Valley																								
Helendale																								
Hesperia	15	1	3	19																				
High Tech High																								
Lucerne Valley	1	1		2																				
Needles																								
Oro Grande																								
Silver Valley		1		1																				
Snowline	11		2	13																				
Trona																								
Victor Elem	6	2	1	9																				
VVUHSD	19	3	3	25																				
<b>TOTALS</b>	<b>81</b>	<b>11</b>	<b>22</b>	<b>114</b>																				
2022-23 Totals	76	5	8	89	80	5	10	95	79	5	13	97	79	4	14	97	83	7	18	108	81	8	17	106
2021-22 Totals	77	4	11	92	77	4	11	82	75	4	9	88	77	5	7	89	80	5	6	91	77	5	5	87
2020-21 Totals	82	7	16	104	83	3	18	104	82	3	18	103	83	5	17	105	82	5	13	101	82	5	13	101
2019-20 Totals	76	7	18	101	76	8	15	99	78	7	16	101	78	7	15	100	77	7	16	100	75	6	16	97
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45

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	8	1		9
Apple Valley	15		11	26	15		11	26	15		12	27	11		15	26	9	1	11	21	11	1	11	23
Baker																								
Barstow	6	1		7	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	16	1	3	20
Lucerne Valley	1	1		2	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		1		1
Snowline	8			8	8			8	9			9	7	2		9	8	2		10	11	2		13
Trona																								
Victor Elem	7	1		8	7	1		8	7	1		8	4	1	1	6	5	1	1	7	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	18	3	3	24
<b>TOTALS</b>	<b>78</b>	<b>8</b>	<b>16</b>	<b>102</b>	<b>78</b>	<b>8</b>	<b>16</b>	<b>102</b>	<b>78</b>	<b>8</b>	<b>14</b>	<b>100</b>	<b>66</b>	<b>8</b>	<b>25</b>	<b>99</b>	<b>68</b>	<b>9</b>	<b>21</b>	<b>98</b>	<b>76</b>	<b>10</b>	<b>20</b>	<b>106</b>
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

# California Association of Health and Education Linked Professions

## Upcoming Trainings

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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

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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

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Date/Time	Event	Location
2/22/2024 4:30 PM - 6:00 PM	COMMUNITY ADVISORY COMMITTEE (CAC) VIRTUAL	VIRTUAL

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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