

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
March 21, 2024 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

TELECONFERENCE LOCATIONS:

ASA Charter School – 3512 North E Street, San Bernardino, CA 92405
Aveson Global Leadership Academy – 575 W. Altadena Drive, Altadena, CA 91001
Elite Academic Academy-Lucerne – 43414 Business Park Drive, Temecula, CA 92590
Leonardo da Vinci Health Sciences Charter – 229 East Naples St, Chula Vista, CA 91911
Pasadena Rosebud Academy – 3544 North Canon Blvd, Altadena, CA 91001

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

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

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the March 21, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 CONSENT ITEMS

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

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

5.1.1 February 22, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Pam Bender will present a legislative update.

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6.2 Alternative Pathway Diploma Update

Pam Bender will provide an update on the Alternative Pathway Diploma.

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

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

6.4 Professional Learning Summary and Update

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

6.5 Resolution Support Services Summary and Update

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

6.6 Compliance Update

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

6.7 Career Technical Education Update

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

6.8 Occupational and Physical Therapy Services Reports and Update

Codi Andersen will provide the Occupational and Physical Therapy Service reports and update.

7.0 FINANCE COMMITTEE ITEMS

7.1 Federal Funding Allocation

Marina Gallegos will provide an update on the Federal Funding Allocation.

8.0 INFORMATION ITEMS

8.1 Upcoming Professional Learning Opportunities

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9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY THE PUBLIC

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

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

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

12.0 ADJOURNMENT

The next regular meeting of the Desert Mountain Charter SELPA Steering Committee will be held on Thursday, April 18, 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.

DESERT MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

February 22, 2024 – 9:00 a.m.

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DESERT MOUNTAIN CHARTER SELPA MEMBERS PRESENT:

Allegiance Steam Academy – Jacque Williams, ASA Charter School – Anthony Lucey via Web Ex, Aveson Global Academy/School of Leaders – Kelly Jung, Ballington Academy – Shannon Brandner, Desert Trails Prep Academy/Laverne Elementary Prep – Chantal Mendoza, Elite Academic Academy – Jen Edick and Adam Woodard both via Web Ex, Encore Jr/Sr High – Madison Dennison, Odyssey Charter Schools – Katrina Franklin via Web Ex and Chasityflame Price, Pathways to College – James Connell, Southern California Flex Academy – Malia Lovell, and Taylion High Desert – Karen Ware.

CAHELP, DMSELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Jacob Aguilera, Codi Andersen, Pam Bender, Ivan Campos, Heidi Chavez, Danielle Cote, Peggy Dunn, Marina Gallegos, Colette Garland, Linda Llamas, Maurica Manibusan, Miya Narvaiz-Ward, Sheila Parisian, Kathleen Peters, Annette Rego, Linda Rodriguez, Veronica Rousseau, Deborah Sarkesian, Jennifer Sutton, and Misti Ubina.

GUEST:

Dr. Sonal Patel, SBCSS Digital Learning and Computer Science Education.

1.0 CALL TO ORDER

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

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that motion was made by James Connell, seconded by Madison Dennison, to approve the February 22, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 10:0:0: Ayes: Brandner, Connell, Dennison, Edick, Jung, Lovell, Mendoza, Price, Ware, Williams. Nays: None, Abstentions: None.

5.0 PRESENTATIONS

5.1 MagicSchool Artificial Intelligence (AI) Platform and ChatGPT

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Dr. Sonal Patel, SBCSS Digital Learning and Computer Science Education Branch presented information about MagicSchool Artificial Intelligence (AI) Platform and ChatGPT. Dr. Patel reported on safe use, pros and cons, social impacts, and demystifying the use of AI in the educational setting. She provided a demonstration in ChatGPT4 of using PREP framework in working with AI: Prompt it, give it a Role, give it Explicit instructions, and give it clear Parameters. AI can be used to help teachers with lesson planning, job seekers can use it to help with resumes and letters of introduction, writing reports, analyzing spreadsheets to create graphs, generating pictures and alternate text for pictures. Dr. Patel provided information on the differences in different platforms such as ChatGPT3, ChatGPT4, Copilot, Gemini AI, MagicSchool AI, Google Bud, Craiyon, KhanMigo, and KyronLearning.

Dr. Patel responded to a question of legality and ethics in students using AI to complete assignments. She said it is a topic of national conversation along with the need for school districts to create policies on how students will be permitted to use artificial intelligence. Dr. Patel shared there is Consortium for School Networking (CoSN) guidance included her presentation padlet.

Dr. Patel concluded by sharing the following training information: *Empowering Diverse Learners AI for Inclusive Learning* is scheduled for March 28, 2024 at Desert Mountain Educational Service Center.

There was a brief discussion about how the member LEAs have begun to use AI in special education: psych reports, progress monitoring assessments, and classroom games.

Pam Bender said there is concern about Family Educational Rights and Privacy Act (FERPA), privacy, and confidentiality. She continued that LEAs learning about how to use AI safely is imperative and necessary because AI is a learning tool.

Note: Anthony Lucey joined the meeting at 9:15 a.m.

6.0 CONSENT ITEMS

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- 6.1 **BE IT RESOLVED** that a motion was made by Madisons Dennison, seconded by Malia Lovell, to approve the following Consent Item as presented. The motion was carried on the following vote: 10:0:1: Ayes: Brandner, Connell, Dennison, Edick, Jung, Lovell, Lucey, Mendoza, Price, and Ware. Nays: None. Abstentions: Williams.

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6.1.1 January 25, 2024 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

Pam Bender presented a legislative update. She reviewed the legislative calendar as well as the following bills:

- Senate Bill (SB) 445 – IEP Translations required within 30 days of the meeting. State SELPA administrators are working with the bill writers to encourage extending the timeline to at least 45 days,
- SB 483 – Elimination of prone restraint. It will have more restrictions added when presented. Pam stated there is never a single person restraint that is appropriate without training,
- Assembly Bill (AB) 438 – Transition Plan prior to 9th grade, inactive but being reintroduced,
- AB 1938 – Special education inclusive practices and strategies,
- SB 347 – gut and amend bill regarding teaching credentialing, basic credentials, and preschool. San Bernardino County Superintendent of Schools (SBCSS) is working to assist teachers with the bridging process that would eliminate the need for teachers to return to university.

7.2 2024-25 Desert Mountain Charter SELPA Local Plan Update

Pam Bender provided an update on the 2024-25 Desert Mountain Charter SELPA Local Plan. She explained that Section B is due every three years and pertains to SELPA procedures. The first meeting of the Local Plan Workgroup was on February 14, 2024, and they found there will be minor changes needed for Section B. Pam continued that the Annual Service Plan and Annual Budget Plan are both completed annually. She said past practice has been the finished Local Plan was presented to the respective Steering Committee, then to CAHELP Governance Council superintendents and CEOs), then to each LEA board for approval. CDE recently reported that the California Education Code does not require multi-district SELPAs to have any part of the Local Plan be approved by each member LEA because those boards have given the superintendents the ability to vote on this type of item. Pam said after speaking with the CAHELP Governance chairperson, Pam will get a legal opinion then present it to CAHELP Governance Council for feedback on how to proceed.

Pam shared the Local Plan workgroup will meet again following today’s meeting 12:00 p.m.-3:30pm and any committee member is welcome to attend. The next meeting is scheduled for March 7, 2024, 8:00 a.m.-12:00 p.m. Pam said the updates to Section B will be shared with the

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committee with the changes noted.

7.3 Alternative Pathway Diploma

Pam Bender provided an update on the Alternative Pathway Diploma. The workgroup is meeting on Monday, February 26, 2024, 10:00 a.m. – 1:00 p.m. at DMESC. Pam has gathered information and documents from Colton JUSD, Mt Diablo SELPA, and State SELPA Administrators that reflect they are using the same documents. The reason for member LEAs to work together is that Desert Mountain Operations (DMOPS) provides services for many students in the moderate/severe population of the desert mountain region but the different districts have different pathways. This causes the DMOPS teachers to follow different course outlines for each of the students. Pam continued that having all LEAs follow a similar pathway will make less work in the long run. Pam concluded that after the February 26, 2024 meeting, additional meeting dates will be considered and shared.

7.4 LEA Staff Roles During IEP Meetings

Pam Bender provided an update on LEA staff roles during IEP meetings. She said past practice for most LEAs is each IEP team member has one role during the meeting. According to California Education Code and federal regulations, a team member can have multiple roles. Pam said one of the concerns is that will allow district staff to circumvent the LEA process of district office, special education director, or administrator approval. There is conflict when someone without the appropriate credentials attempts to review assessments. Pam shared that a member LEA is experiencing their teachers requesting extra pay for holding multiple roles in IEP meetings. Pam said the person designated as the LEA representative must have knowledge of general education and authority to approve the IEP. Pam said the recommendation is for the administrator to decide who will be the LEA rep and only under extenuating circumstances would LEA staff be able to hold two roles and not as normal practice. She said she has requested a legal opinion with case law that will be taken to the Governance Council for input and guidance. Pam confirmed an IEP amendment does not require a full team meeting for non-substantive changes.

Kathleen Peters said the decision not to have a full team meeting is not black and white. The bottom line is that the parent must be allowed full participation in any IEP decisions for their child.

7.5 Guidance on Larry P. Court Decision

Pam Bender provided guidance on Larry P. court decision. Pam stated again that CAHELP JPA guidance is to not assess African American students for IQ. She said the law has not changed, Office of Administrative Hearings (OAH) and California Department of Education (CDE) have not changed their interpretation. Pam said that the opinion letter from California Association of School Psychologists (CASP) challenged the decision and made some comments but since OAH

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and CDE have not changed their opinions, CAHELP JPA is not changing their guidance. Pam concluded that if OAH interpretation or case law change, the guidance will be revisited.

7.6 2024-25 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Dates

Pam Bender presented the tentative 2024-25 Desert Mountain Charter SELPA Steering and Finance Committee Meeting Dates for review and input. There were no comments or suggested changes from the committee members in attendance.

7.7 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 reported the Referral for Behavioral Health Services form is current and available on the DMCC website. Having the referral form online will allow DMCC to streamline services and tailor interventions to connect with children. Linda asked to be contacted with any questions or concerns.

7.8 Professional Learning Summary and Update

Heidi Chavez presented the Desert Mountain Charter SELPA's Professional Learning Summary and updates. She shared the Community Advisory Committee (CAC) is meeting February 22, 2024, and again on April 18, 2024, with both meetings being virtual. Heidi said CAC helps parents by providing links and resources for special education. Heidi continued the Special Education Directors' Training *Embedding Social Emotional Learning within Culturally Relevant and Sustaining Practices* on February 23, 2024, will be held in person and recorded. The final Directors' Training of the year will be on April 19, 2024, in person at DMESC with Jack B. Clarke, Jr. of AALRR.

Heidi shared that California School for the Deaf – Riverside would be holding an open house on March 1, 2024, at 8:30 a.m. until 12:00 p.m. She said Superintendent of Public Instruction Tony Thurmond would be in attendance and a tour of the school would be available.

Heidi reported Region 10 and East Valley SELPA are sponsoring *Development, Routines, and Themes: The Blueprint for Effective Special Education Classrooms* Tuesday, March 5, 2024 from 8:00 a.m. – 2:30 p.m. at Dorothy Ingraham Learning Center in San Bernardino.

7.9 Resolution Support Services Summary and Update

Kathleen Peters presented the Desert Mountain Charter SELPA's Resolution Support Services Summary and update. She shared that the Resolution Support Services department attends AALRR monthly legal discussions to learn about recent cases and interpretations of decisions. Kathleen asked to be contacted by anyone who is interested in joining the discussions as she is

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happy to share the meeting details. She said the topic on February 9, 2024 was “Is Your Progress Data Believable?” which is a discussion being had by member LEAs recently.

Sheila Parisian shared insights on a recent case in which the judge found discrepancy between what the data showed and what was documented in the IEP. She said measurable goals are to be descriptive enough that another teacher can continue to provide support and guidance towards progress.

Kathleen continued that teachers must be well versed in the concepts and structures they are putting in place. She said measurable goals must have baseline data that matches the skill that is being taught.

Note – Jen Edick left the meeting at 10:56 a.m.
Kelly Jung left the meeting at 11:01 a.m.

7.10 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said the Annual Determination Letters are expected in March 2024. Peggy reported LEAs that are in Compliance and Improvement Monitoring (CIM) Process are in Step Four. Those in Targeted 1, 2, 3 have progress reports due July 10, 2024. Peggy said the Targeted Universalism video was very good and addressed disproportionality, multiple tiers system of support, and behaviors. Peggy continued that Small Schools Cycle B will be coming in the next couple of months. This involves LEAs that have 100 or less students with disabilities. She and Sheila Parisian are working to increase their support in the upcoming cycle.

Colette Garland said Pupil Count has been completed. She reported that she met with the SEIS translators with good feedback. They are looking to change the process that requires the translation to be done through an amendment which prevents other meetings to being worked on and adds length to the IEP with both Spanish and English information being entered. Colette will report the feedback to DMSELPA Program Team. Colette shared that a Service Tracker video will be created to assist LEAs with the CDE requirement. She added that the DocuSign contract will be ending on April 15, 2024. Colette said the SELPA envelopes must be emailed by April 1, 2024 so they can be signed and returned before the end date. Colette encouraged the use of the SEIS signature option. Colette is creating SEIS searches based on canned reports that were in Web IEP: special transportation, ESY, Spanish translation. She reported that there has been cleanup of duplicate records, missing SSID records and other. Virtual SEIS trainings and SEIS Open Forums are continuing twice a month. Colette concluded stating Personnel Data Report information will be emailed on February 23, 2024 and is due back to her by March 8, 2024.

In response to a question, Colette replied that she is going to ask SEIS again at her March 7, 2024 with them about the possibility of having more than one outstanding signature request added.

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7.11 Career Technical Education Update

Bobbie Taylor provided the Career Technical Education (CTE) update. She shared the 2023-24 Transition Partnership Program (TPP) Goals Update. Bobbie reported *Transition Planning for All Students* training course is scheduled for Thursday, February 29, 2024, 9:00 a.m.-12:00 p.m. virtually.

7.12 Prevention and Intervention Update

Pam Bender said there is no Prevention and Intervention update at this time.

7.13 Occupational and Physical Therapy Services Update

Codi Andersen provided the Occupational and Physical Therapy Services update. She said the monthly reports will be provided in a timely manner with the new system being used. Codi shared that her team is happy to provide Career Day support to districts with either a booth or session. She added the certified occupational therapy assistant and physical therapy assistant education programs are two years.

8.0 FINANCE COMMITTEE ITEMS

8.1 2023-24 Special Education Revenue Projection

Marina Gallegos provided the 2023-24 Special Education Revenue Projection. She reviewed the projections and reported P1 certified on February 20, 2024.

8.2 Fall 1 2023 Pupil Count

Marina Gallegos provided the Fall 1 Pupil Count. She said these numbers are used by SELPA to allocate LEA federal local assistance dollars. LEAs use the data to perform the per capita test for the Maintenance of Effort (MOE) calculation. Marina emailed an MOE worksheet to assist the LEAs with their 2nd interim budget projections so they can be in line to pass one of the MOE tests.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational and Physical Therapy Services Reports

9.2 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

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11.0 CEO COMMENTS

Pam Bender encouraged the committee members to share with staff and family members how appreciated they are and their impact on your life. She said to remain positive and pleasant with parents and others who are struggling. Pam said to not stop sharing kindness when Valentine’s Day passes.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Madison Dennison, seconded by Malia Lovell, to adjourn the meeting at 11:25 a.m. The motion carried on the following vote: 9:0:0: Ayes: Brandner, Connell, Dennison, Lovell, Lucey, Mendoza, Price, Ware, Williams. Nays: None, Abstentions: None.

The next regular meeting of the Desert Mountain Charter SELPA Steering and Finance Committee will be held on Thursday, March 21, 2024, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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Sponsored Legislation

[AB 2173](#) (Addis)-
Special Education:
emotional disability

[AB 2173 Press Release](#)



Legislation Updates- 2 Year Bills

- [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

Status: In Assembly- Inactive

- [SB 483](#) (Cortese) Elimination of prone restraint

Status: In Assembly, no committee hearings scheduled yet

- [AB 438](#) (Blanca Rubio) Transition Plan prior to 9th grade

Status: In Senate, Inactive

Legislation Updates- Assembly

[AB 1938](#) (Gallagher)- Special education: inclusive practices and strategies

This bill is a result from the deaf community advocacy on SB 354

Status: Assembly Education Committee

[AB 2026](#) (Mathis)- Disabilities: person first terminology

Status: Assembly Judiciary Committee

[AB 1876](#) (Jackson)- Developmental services: IPP/IFSP: remote meetings

Indefinitely extends provision for remote meetings if requested

Status: In assembly committees

Legislation Updates- Assembly

[AB 2768](#) (Berman)- Golden state teacher grant program: nonpublic schools or agencies
This bill would add a nonpublic school as a “priority school” for the golden state teacher grant program.

Status: Assembly Education Committee

[AB 2340](#) (Bonta)- Medi-Cal: EPSDT services

This bill requires the managed health care plan to cover all medically necessary EPSDT services and not impose limits on this coverage.

Status: Assembly Committee on Health

Legislation Updates- Senate

[SB 1263](#) (Newman) Teacher credentialing: teacher performance assessments: repeal. This bill would repeal all performance assessments

Status: Senate pending committees

[SB 1391](#) (Rubio) Teachers: preparation and retention data

This bill would require the CA Cradle to Career Data System to create a teacher training and retention dashboard on or before 1/1/26




Status: Senate pending committees

6.2 Alternative Pathway Diploma Update

No materials, verbal report only



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

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 (760) 946-0819
 www.dmchildrenscenter.org

MEMORANDUM

Date: March 20, 2024
To: Special Education Directors

From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

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

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

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

CYBHI

Children and Youth
Behavioral Health Initiative



Building Increased Sustainable Funding for School-Linked Student Behavioral Health Services

August 30, 2023



Today's Agenda

1. Welcome to the CYBHI Webinar Series for LEAs and Partners!
2. Context and Background on CYBHI and Alignment with MTSS Framework
3. Building Increased Sustainable Funding for School-Linked Student Behavioral Health Services
 - The What and Why of the CYBHI Fee Schedule
 - Small Group Discussions to Identify Key Questions and Full Group Q&A
 - Short Break
 - The How: Phased Implementation and School Capacity and Partnership Grants
 - Local Example: How LEAs can apply Eligibility Determination and Readiness Criteria Locally
 - Q&A
4. Next Steps: Fee Schedule DHCS Office Hours on Sept 14, 3:30 pm-4:30pm and Sept 28, 9:30 am- 10:30 am; and Next CYBHI Webinar September 20, 2 pm

| Today's Speakers

- Melissa Stafford Jones, CalHHS
- Rebecca Kopecky, Orange County Department of Education
- Autumn Boylan, CA Department of Health Care Services
- Chaun Powell, Alameda County Office of Education
- Mike Lombardo, Senior Advisor for K-12 Education to CYBHI

CONTEXT AND BACKGROUND



Collective Vision and Shared Values

- Support our children and youth; we know they are struggling
- Value centering of whole child and equity
- Recognition that behavioral health and well-being affect school attendance, learning, and school success

ALL children and youth, especially those most underserved, have the supports and services they need to learn and thrive



Governor's Master Plan for Kids' Mental Health

Governor Newsom Announced Master Plan for Kids' Mental Health August 18, 2022

- \$4.7B so every Californian aged 0-25 has greater access to mental health and substance use support
- Whole Child, “All of the Above” Approach
- Multi-year, fundamental overhaul to invest in and build needed system infrastructure
- CYBHI at its core

Other investments and initiatives in California being implemented in coordination and collaboration

- \$4.1B on a community schools' strategy to connect kids and families to essential services including health screenings, meals and more, as well as expanded learning opportunities
- \$5B on a Medi-Cal CalAIM initiative to better integrate health and behavioral health services for low-income kids and improve child health outcomes, including prevention
- \$1.4B to build the healthcare workforce that expands our capacity to meet the health needs of Californians, including children and families
- State budget investments in school-based behavioral health workforce, such as school counselors

What is the CYBHI?

The **Children and Youth Behavioral Health Initiative (CYBHI)** is a historic, five-year, \$4.7 billion initiative to reimagine and transform the way California supports children, youth and families.

The initiative is:

- Reimagining a more integrated, youth-centered, equitable, prevention-oriented system
- Promoting mental, emotional and behavioral health and well-being
- Supporting prevention and early intervention while addressing emerging and existing needs
- Increasing access to mental health and substance use services and supports
- Addressing inequities for groups disproportionately impacted by mental health challenges and that face the greatest systemic barriers to wellbeing

Built on a foundation of **equity** and **accessibility**, the CYBHI is designed to **meet young people and families where they are** to create an ecosystem that can help them **when, where and in the way they need it most.**

CYBHI Workstreams

Workforce Training and Capacity		Behavioral Health Ecosystem Infrastructure		Coverage	Public Awareness
Wellness Coach Workforce (HCAI)	Trauma-Informed Educator Training (CA-OSG)	School-Linked Partnership and Capacity Grants (DHCS)	Student Behavioral Health Incentive Program (DHCS)	Enhanced Medi-Cal Benefits – Dyadic Services (DHCS)	Public Education and Change Campaigns (CDPH)
Broad Behavioral Health Workforce Capacity (HCAI)	Youth Mental Health Academy (HCAI)	Behavioral Health Continuum Infrastructure Program (DHCS)	Youth Suicide Reporting and Crisis Response Pilots (CDPH)		ACEs and Toxic Stress Awareness Campaign (CA-OSG)
Behavioral Health Virtual Services Platform and Next Generation Digital Supports (DHCS)				Statewide All-Payer Fee Schedule for School-Linked Behavioral Health Services (DHCS/DMHC)	Targeted Youth Suicide Prevention Grants and Outreach Campaign (CDPH)
Healthcare Provider Training and e-Consult (DHCS)					Parent Support Video Series (DHCS)
Scaling Evidence-Based and Community-Defined Practices (DHCS)					
CalHOPE Student Services (DHCS)					
Mindfulness, Resilience and Well-being Grants (DHCS)					
Youth Peer-to-Peer Support Program (DHCS)					

School-Behavioral Health Partnership to Support Student Well-Being

Schools are a critical component of the ecosystem that supports the emotional, mental and behavioral health of California's children and youth. That's why the CYBHI includes:

- **New statewide fee schedule** for school-linked behavioral health services reimbursement from Medi-Cal and commercial health plans
- **Behavioral health workforce investments** including a focus on career pipeline programs and developing a **new Wellness Coach role**, as well as investments beyond the CYBHI in school-based and overall behavioral health workforce
- **Building infrastructure** through school-linked partnership and capacity grants
- **Scaling of evidence-based and community-defined practices**, with an emphasis on racial equity, prevention, early intervention
- **Supporting partnerships** between Medi-Cal managed care plans and LEAs through SBHIP
- **CalHOPE Student Services program that provides tools and learning community opportunities** for schools for SEL
- **Supporting Wellbeing, Mindfulness, and Resilience of Students** through new grants
- **Providing training on trauma-informed care** to educators, school personnel and childcare providers.
- **Increasing access** to range of pre-clinical services and navigation to clinical services for students and families through new virtual services platform

What is CA MTSS?

Framework and Domains

California's Multi-Tiered System of Support (MTSS) is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. CA MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment thus closing the equity gaps for all students.

California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



Whole Child Domain



Essential Domains and Features to Support the Whole Child



Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



What is CA MTSS?

Continuum of Support

Excellence and equity for all students is about creating a system where all students are fully valued, welcomed, well supported, and engaged in learning. A continuum of support must be in place to ensure all students are benefiting from and engaged in learning.

The graphic illustrates the California MTSS Continuum of Support, showing three levels of support: Universal Support for all students, Supplemental Support for some students, and Intensified Support for few students. It includes logos for the State of California, Department of Education, State of Indiana, and Office of Education.

California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.

UNIVERSAL SUPPORT
Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.

ALL STUDENTS

SUPPLEMENTAL SUPPORT
Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

SOME STUDENTS

INTENSIFIED SUPPORT
Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

FEW STUDENTS

Align New Opportunities With Existing Frameworks

- Utilize Integrated Systems Framework (ISF) /MTSS/PBIS/Community Schools as the organizing framework
- Implement CYBHI in the context of that framework
- Incorporate resources and tools of CYBHI to advance your goals

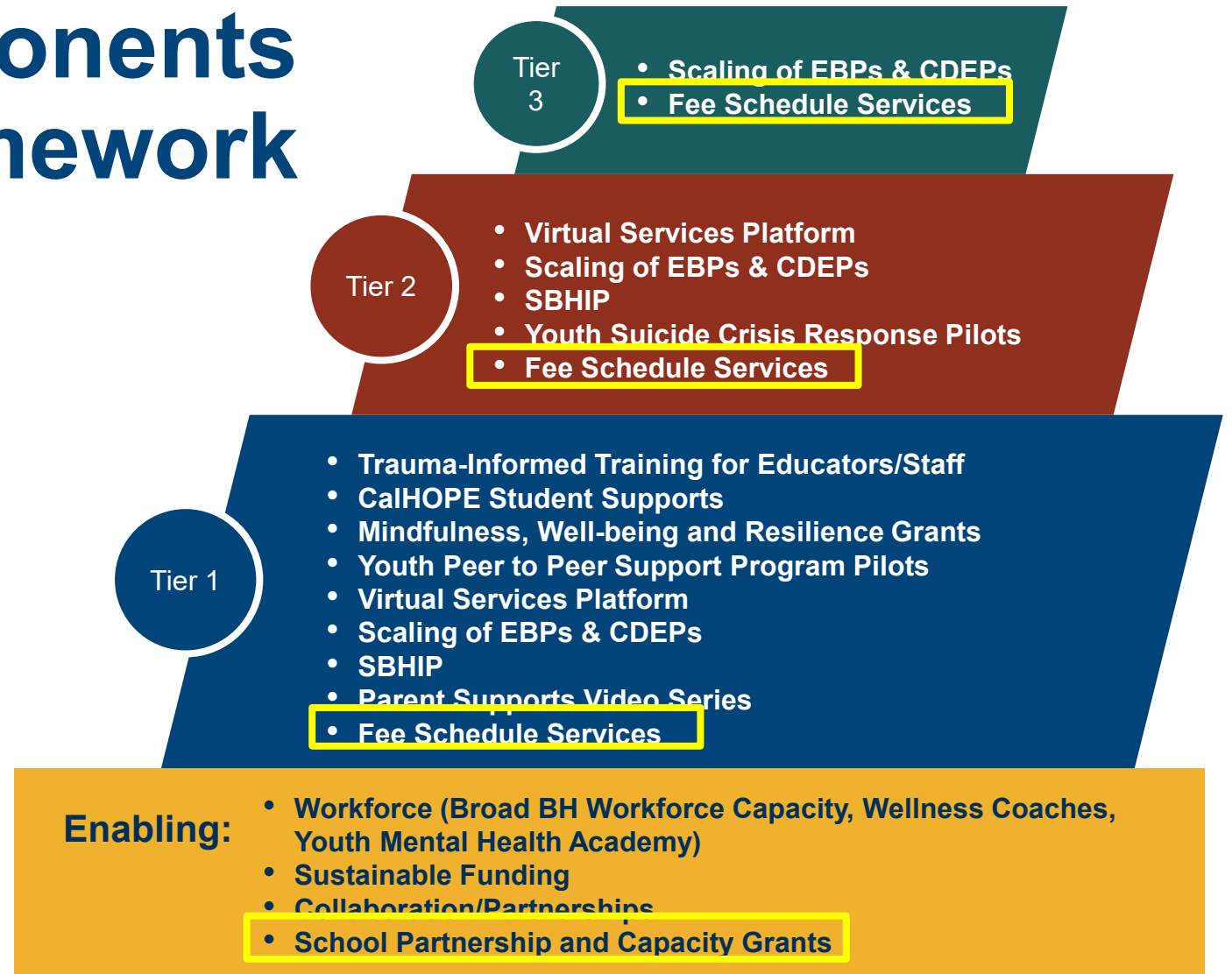
How can CYBHI be in service and partnership with schools to support the behavioral health and social and emotional well-being of children and youth so they can learn and succeed in school?



How CYBHI components fit into MTSS Framework

Values:

- Whole Child
- Integrated/Coordinated
- Youth-Centered
- Equity-Centered
- Prevention and Well-being Oriented



What is the Fee Schedule and Why is it relevant to schools?



The "WHY"

LEA perspective on the opportunity of the CBYHI Multi-Payer Fee Schedule to provide LEAs and their partners with increased, ongoing, sustainable funding to support school-linked behavioral health services for students.

Chaun Powell, Alameda County Office of Education

About the CYBHI Fee Schedule

[CYBHI Fee Schedule: An Introduction - YouTube](#)

Vision for the Statewide Multi-Payer School-Linked Fee Schedule

Non-exhaustive

Establish a **sustainable funding mechanism** for school-linked behavioral health services that:

- **Increases access** to school-linked behavioral health services for children and youth
- **Applies to multiple payers** (incl. Medi-Cal MCPs¹, Medi-Cal fee-for-service, commercial health plans, and disability insurers) easing the uncertainty around students' coverage
- **Expands the types of practitioners eligible for reimbursement** for school-based behavioral health services to include **Pupil Personnel Services² credentialed providers and Wellness Coaches³**
- **Creates a more approachable reimbursement model for schools**, given the shift to fee-for-service reimbursement (as opposed to existing cost resettlement programs)
- **Eases burdens around contracting, rate negotiation and navigation of delivery systems** with State-established rates for all included services
- **Provides state-funded supports for payers and providers**, with a third-party administrator being piloted in 2024 to manage the provider network and facilitate claims administration

1. Managed Care Plan

2. Includes specializations in school counseling, school social work, school psychology

3. Pending State Plan Amendment approval for PPS credentialed providers for 2024 and Wellness Coaches for 2025

Fee schedule: Authorizing statute

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FOR DISCUSSION | NOT EXHAUSTIVE

Authorizing Statute, *California Welfare & Institutions Code section 5961.4*

“The State Department of Health Care Services shall develop and maintain a **school-linked statewide fee schedule for outpatient mental health or substance use disorder treatment** provided to a student 25 years of age or younger at a schoolsite¹”

Intention of the fee schedule²

The fee schedule will:

- **Articulate the services and reimbursement rates**, and establish agreements of payment, that the school and designated providers³ can receive
- **Not supplant nor duplicate existing funding sources** nor requirements to accommodate and provide services to students with disabilities
- **Not alter the accountable payer as already defined** in the current Medi-Cal behavioral health delivery system (e.g., Medi-Cal MCPs⁴ for non-specialty mental health services)

Scope of services²

Services included in the fee schedule at launch on January 1, 2024, will include:

- Psychoeducation
- Screening & Assessment
- Therapy
- Peer support
- Care coordination

1. Per the California Health and Safety Code, “A facility or location used for public kindergarten, elementary, secondary, or postsecondary purposes. “Schoolsite” also includes a location not owned or operated by a public school, or public school district, if the school or school district provides or arranges for the provision of medically necessary treatment of a mental health or substance use disorder to its students at that location, including off-campus clinics, mobile counseling services, and similar locations;” 2. CYBHI Fee Schedule – Outstanding Policy and Operational Questions meeting (April 18, 2023); 3. A LEA or institute of higher education enrolling in the network will enable their “designated providers” to provide services (including employed, contracted, or affiliated provider who an individual school deems part of their provider network and who has the credentials required by DMHC/DHCS); 4. Managed Care Plan

Fee schedule: Preliminary scope of services

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Category	Service
Psychoeducation	Behavioral Health Prevention Education Service by a Peer
	Family-based behavioral health education
	Health education by Community Health Workers
	Health education by Wellness Coaches ¹
	Preventative wellness and skill building
	Skill training and development for substance use disorder
	Wellness education and skill building
Screenings and assessments	Assessments (e.g., psychological testing, alcohol and/or substance abuse)
	Screenings (e.g., alcohol misuse, depression)
	Structural Screening and Brief Intervention – Alcohol and/or Substance Use (SABIRT ²)
Therapy	Dyadic family training and counseling for child development
	Family psychotherapy
	Family therapy
	Psychotherapy – Standard, Crisis
Care coordination	Case consultation to teacher
	Case management / care coordination ³
	Medication management

Services included in the fee schedule at launch will be limited to **non-specialty mental health services for which Medi-Cal managed care plans (and not county BH⁴) are the payer of responsibility** within the Medi-Cal BH⁴ delivery system. SUD⁵ services will be limited to SABIRT², which is also a Medi-Cal MCP⁶ benefit

1. Pending State Plan Amendment for addition of Wellness Coaches in 2025; 2. Screening, Assessment, Brief Interventions and Referral to Treatment; 3. Case management services provided to students with commercial coverage, including self-insured plans. Case management for Medi-Cal is the responsibility of Medi-Cal managed care plans; 4. Behavioral health; 5. Substance Use Disorder; 6. Managed Care Plan

Source: DHCS, discussions with stakeholders (e.g., COEs, health plan workgroup, fee schedule working group)

Provider network: Authorizing statute

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Authorizing Statute, *California Welfare & Institutions Code section 5961.4*

"The department shall **develop and maintain a school-linked statewide provider network** of schoolsite¹ behavioral health counselors"

Authorizing Statute, *California Health & Safety Code Section 1374.722 (b)(6)*

"A **"schoolsite"** is...used for public kindergarten, elementary, secondary, or postsecondary purposes. "Schoolsite" also includes a location not owned or operated by a public school, or public school district, if the school or school district provides or arranges for the provision of medically necessary treatment of a mental health or substance use disorder to its students at that location, including off-campus clinics, mobile counseling services, and similar locations"²

Entities eligible to enroll in the provider network

1. Local Educational Agencies (LEA), i.e.,

- School district
- County office of education
- Charter school
- California Schools for the Deaf and School for the Blind

2. Public institutions of higher education, i.e.,

- California Community Colleges
- California State Universities
- University of California campuses

Providers included¹

A LEA or institution of higher education enrolling in the network will enable **their "designated providers" to provide services** (including employed, contracted, or affiliated provider who an individual school deems part of their provider network and who has the credentials required by DMHC/DHCS

DMHC Role in Fee Schedule

- DMHC and DHCS partnering on fee schedule
- DMHC will develop regulatory guidance for commercial plans later in 2023
- Per AB 133, health plans may not require pre-authorization, cost sharing or utilization management.

Small Group Discussions (15 min)

What key questions do you have about the CYBHI Fee Schedule?

Breakout Session in Progress



Q&A



5-Minute Break!



Fee Schedule Phased Implementation

[CYBHI Fee Schedule: An Introduction - YouTube](#)

School-linked grants: Support for schools in building fee schedule readiness capabilities

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School-linked partnership and capacity grants workstream

DHCS will disburse \$550M in grants, with a goal to support capacity, infrastructure, and partnerships necessary for fee schedule readiness, including:

1. \$400 in K-12 grants¹
2. \$150M in higher education grants²

Examples of **eligible expenditures** may include:

- **Modifying physical space** or purchasing technology to provide more or more types of behavioral health services
- **Purchasing new software licenses** for electronic medical records to better manage healthcare data
- **Increasing administrative capacity** to facilitate the billing and claims process

Operational readiness requirements to utilize the fee schedule

As determined by DHCS, subject to change

- **Medi-Cal enrollment** to receive state and federal funds,
- **Infrastructure and capacity to provide behavioral health services** that meet all students' needs,
- **Tools and practices to collect and document data** about student healthcare coverage and health services, and
- **Claims submission and administration** technology and skills

1. For publicly funded schools, charter schools, California School for the Deaf, California School for the Blind, and Bureau of Indian Education schools; 2. For publicly funded higher education institutions: University of California system, California State University system, and California Community Colleges;

Source: DHCS, external stakeholder meetings (e.g., fee schedule working group); Children and Youth Behavioral Health Initiative act [5961 - 5961.5] ([link](#))

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School-Linked Grants: Statewide Lead SOE

Grant distribution model for public institutions of higher education to be determined by DHCS in the coming months



Statewide Lead County Office of Education (COE) as a Third-Party Administrator (TPA) for TK-12 grants



DHCS is partnering with the Sacramento County Office of Education (SCOE) and the Santa Clara County Office of Education (SCCOE) to operate as the Statewide Lead COEs to:

- **Implement a model** established in partnership with DHCS that supports leveraging the expertise of the Statewide Lead COE
- **Act as a fiscal intermediary** to disburse grant funding to all 58 COEs
- **Serve as a coordinator** with COEs to simplify the grant administration process
- **Administer the grants and monitor grant implementation activities**
- **Offer robust technical assistance** that is tailored to the needs of COEs and LEAs¹ to enable every county begin utilizing the CYBHI fee schedule

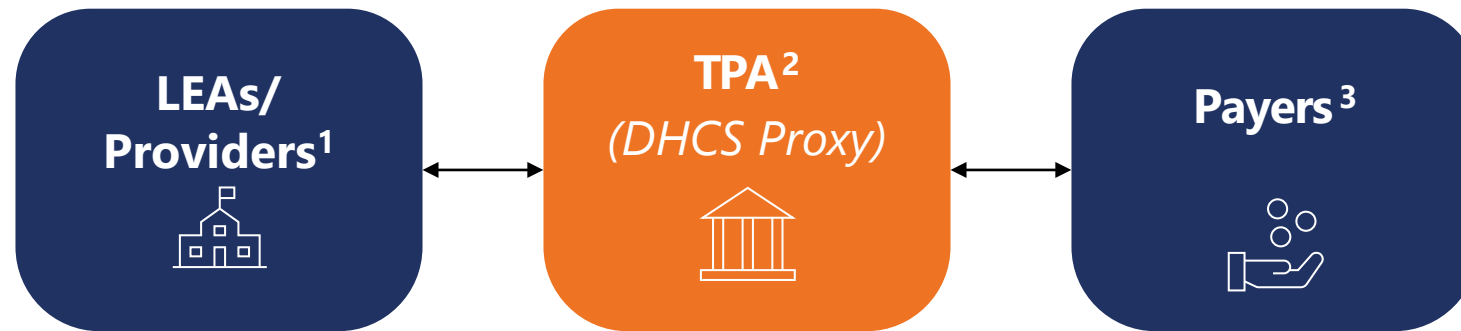
1. Local Educational Agency

Source: DHCS, discussions with stakeholders (e.g., COEs)

Operationalizing the fee schedule: Contracting with a third-party administrator

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The DHCS will contract with a TPA² vendor to:

- A. Manage the provider network** of qualified school-linked providers billing under the fee schedule, and
- B. Serve as a claims clearinghouse** to process claims and remit payments under the fee schedule,
- C. Support providers and payers** with onboarding, technical assistance, etc.

1. Local Educational Agencies (LEAs) and public institutions of higher education
2. Third-Party Administrator
3. Managed Care Plans, Medicaid Fee-For-Service, and commercial plans
4. Request for Information

Next steps:

- **Launch RFI⁴ to refine potential scope of work** and begin sourcing TPA¹ (*anticipated by end of August*)
- **Refine proposed operating model between TPA¹ and payers** based on input from stakeholders and the RFI⁴
- **Onboard TPA(s)¹** (*November 2023*)

Note: Intention is to contract with the TPA¹ as a pilot in year 1, using the ~\$10M requested in the May budget revise

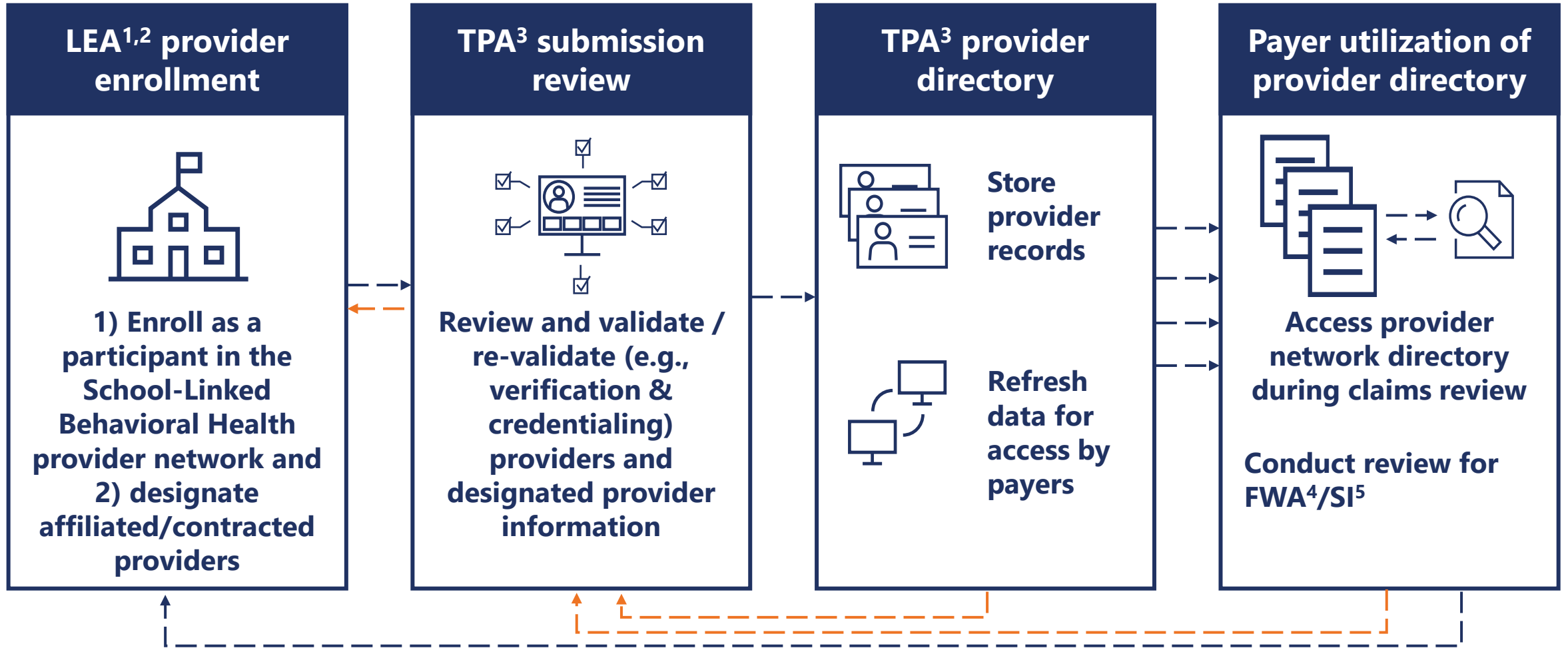
Provider network management: Illustrative roles and responsibilities of the third-party administrator

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FOR DISCUSSION | NOT EXHAUSTIVE

---> Standard provider network management process

←-- Ad hoc refresh of provider directory



Provider network continuously managed and updated based on 1) input from LEA², 2) periodic verification from TPA¹, and 3) request for verification from payer

Claims administration and payment remittance: Illustrative roles and responsibilities of the third-party administrator

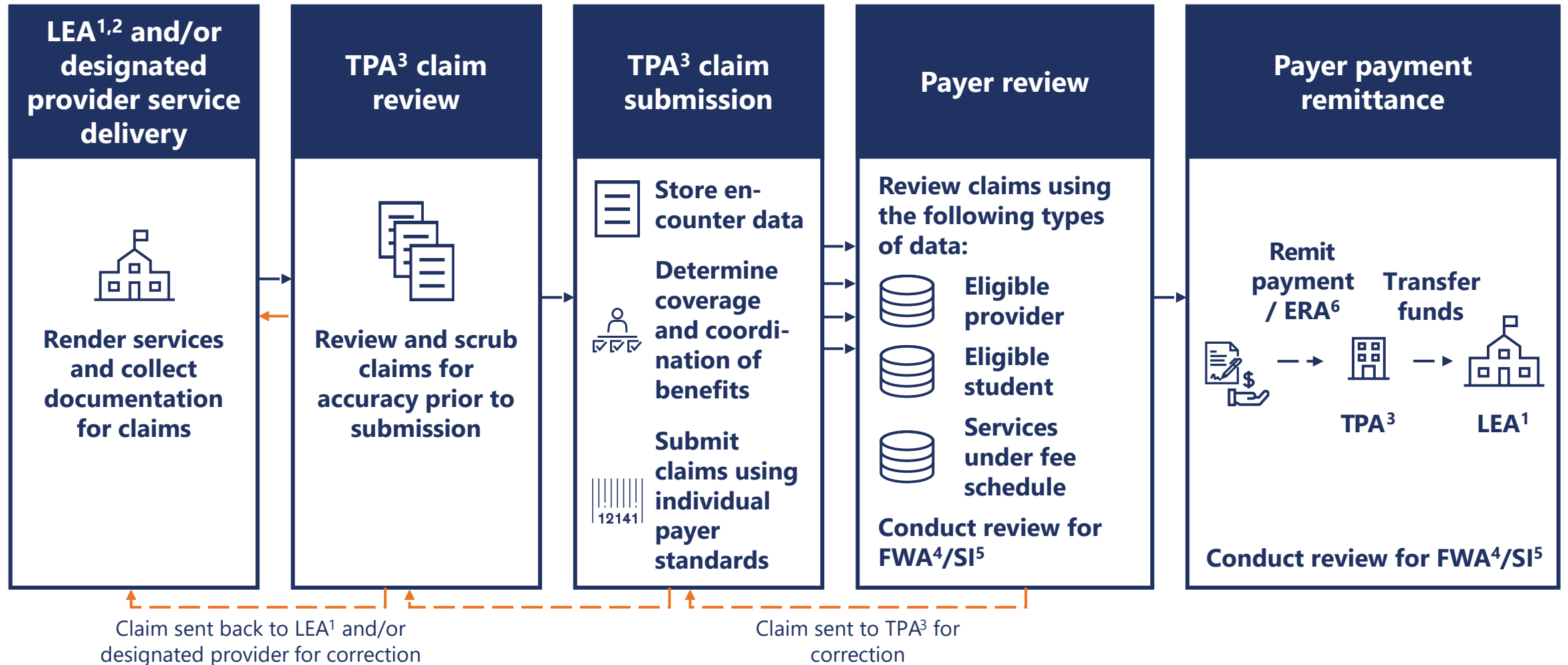
Additional detail on outstanding questions to follow

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— —▶ Standard claim submission / payment process

◀ — — Claim correction / resubmission process



Phased approach: Overview

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FOR DISCUSSION | NOT EXHAUSTIVE

2024

2025

	2024	2025
<i>Preliminary, non-exhaustive</i>	<p>Jan</p> <p>Phase 1 – Early Adopters</p> <p><i>Optimize learnings through diverse partners</i></p>	<p>~July</p> <p>Phase 2 – Select Expansion</p>
Cohort Participants	<p>Representative group of LEAs¹ with:</p> <ul style="list-style-type: none"> Some existing Medi-Cal infrastructure (e.g., Medi-Cal enrollment, partnerships with MCPs² who participate in SBHIP³) Willingness and capacity to participate <p><i>Additional criteria to be determined by DHCS</i></p>	<p>~Jan onwards</p> <p>Phase 3-Rolling Opt-In</p> <p>Includes all LEAs¹ and public higher education campuses (including California Community College, California State University, and University of California campuses) – on a rolling opt-in basis</p> <p><i>Note: Ongoing opportunities to register / enroll every 6 months</i></p>
<i>All proposed cohorts include associated commercial plans and MCPs²</i>		

Note: DHCS may consider awarding School-Linked Partnerships and Capacity Grant funding to LEAs¹ and public institutions of higher education contingent on their commitment to joining the school-linked behavioral health provider network on a specific date

1. Local Educational Agencies (LEAs) include charter schools, county offices of education, California Schools for the Deaf and Blind; 2. Managed Care Plan; 3. Behavioral Health Student Behavioral Health Incentive Program

Source: DHCS, discussions with stakeholders (e.g., COEs, health plan workgroup, fee schedule working group)

Phased approach: Considerations for identifying the TK-12 Phase 1 cohort

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Cohort 1 objectives

Create opportunities to learn and collect feedback from Cohort 1 partners (e.g., COEs, LEAs, MCPs, TPA), revising policies, processes, and guidance based on lessons learned

Build confidence and interest with effective launch with Cohort 1 LEAs¹ who have implemented the fee schedule

Begin expanding access to school-linked behavioral health services among a diverse set of LEAs¹



Considerations



Geography: Urbanicity, region, etc.



Coverage: Free and Reduced-Price Meal (FRPM) participation, Healthy Places Index, student population size, etc.



Existing billing/reimbursement infrastructure: Local Educational Agency Medi-Cal Billing Options Program (LEA-BOP) participant, Medi-Cal enrollment status, Student Behavioral Health Incentive Program (SBHIP) Managed Care Plan (MCP) partnerships, etc.



Existing care delivery infrastructure: School Based Wellness Centers (SBWC), Medi-Cal managed care plan models (e.g., 2024 MCP contract changes, subcontracting structures), etc.

1. Local Educational Agencies (LEAs) include charter schools, counties offices of education, California Schools for the Deaf and Blind

Source: DHCS, discussions with stakeholders (e.g., COEs, health plan workgroup, fee schedule working group)

Path for LEA Cohort 1 to join the Provider Network

1. Local Educational Agency;
2. Managed Care Plan;
3. Student Behavioral Health Incentive Program
4. County Office of Education
5. DHCS provided COEs with the list of LEAs who were both Medi-Cal enrolled (through LEA BOP) and partner with an MCP who participates in SBHIP; COEs were also given the opportunity to nominate LEAs who are Medi-Cal enrolled even if they do not participate in SBHIP

Steps

Able: DHCS identifies LEAs¹ across the State with existing infrastructure (e.g., Medi-Cal enrollment, partnership with MCPs² who participate in SBHIP³)

Willing: COEs⁴ complete a Statement of Interest, indicating the subset of LEAs¹ from those designated as “Able” that they believe should be considered as Cohort 1 participants⁵

Ready: LEAs¹ designated by their COE⁴ complete a statement of interest and operational readiness checklist, which will include requirements for:

- Medi-Cal enrollment
- Service delivery infrastructure
- Data collection and documenting
- Billing infrastructure

Timeline

June – July 2023

August 2023

September 2023 – October 2023

DHCS will make final decisions and notify Cohort 1 participants by December 1, 2023

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FOR DISCUSSION | NOT EXHAUSTIVE

Cohort 1 selection: Two- Step Application Process

- ☑ **Step 1 - August 21, 2023:** Interested County Offices of Education (COE) completed a statement of interest, indicating the set of Local Educational Agencies (LEA) they believed would be participants who are suitable for Cohort 1 based on the criteria established by DHCS

DHCS then reviewed COE completed surveys and sent approved LEAs an application package that included an LEA statement of interest survey AND minimum operational readiness requirements

- ☐ **Step 2 - October 6, 2023:** LEAs who were approved by their COE in Step 1, must submit a completed application package and supporting documentation to DHCS for approval

1. DHCS provided each COE with a list of LEAs who are Medi-Cal enrolled and partner with MCPs who participate in SBHIP; In addition, COEs had an opportunity to "write in" LEA names

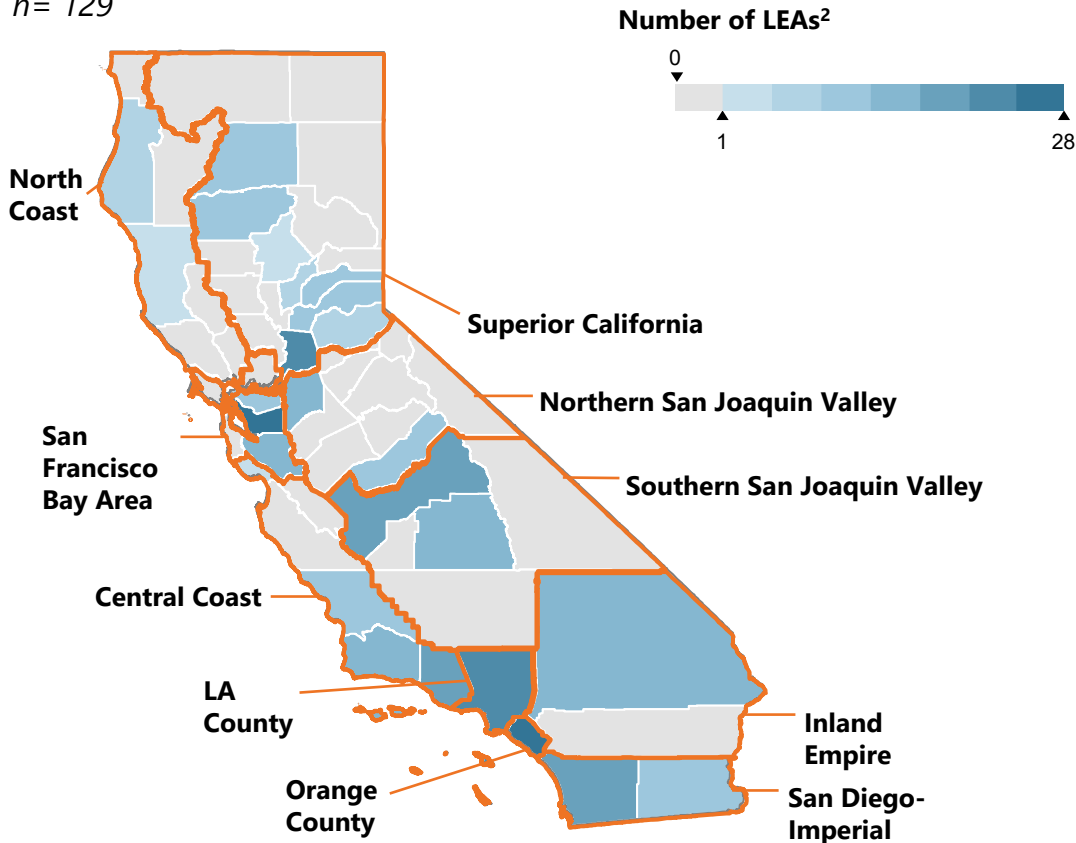
Cohort 1 selection: County Office of Education Statement of Interest

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Potential Cohort 1 participants by county, # of LEAs²

n= 129



Additional detail (data as of 8/23/2023)

Statement of interest survey was sent to all COEs¹ representing ~190 LEAs² deemed by DHCS as “able” to participate in Cohort 1. Of these:

30 COEs¹ responded, indicating a total of **129** LEAs^{2,3} who they believed should be considered as Cohort 1 participants. This group of LEAs² includes:

45% (26) of counties

34% (2M) of students across California’s TK-12 public schools

59% (1.2M) of Free and Reduced-Price Meal program participants, compared to 53% state average

1. County Office of Education; 2. Local Educational Agency; 3. Analysis includes LEAs who were deemed “able” by DHCS (existing Medi-Cal enrollment and partnership with MCPs who participate in SBHIP) and LEAs which COEs wrote into statement of interest in addition

Source: COE Statement of Interest responses, CDE data

Cohort 1 selection: Two-Step Application Process

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Local Educational Agency (LEA) statement of interest including...

- A. LEA¹ contact information
- B. Rationale for inclusion in Cohort 1
- C. Indication of which schools or school-linked sites would participate in Cohort 1
- D. Willingness to engage with DHCS and its partners in a learning cohort (including the State's third-party administrator)

LEA operational requirements, including...

See details to follow

- A. Medi-Cal enrollment
- B. Service delivery infrastructure and capacity building
- C. Data collection and documentation
- D. Billing infrastructure

1. Local Educational Agency

Source: DHCS, discussions with stakeholders (e.g., COEs, health plan workgroup, fee schedule working group)

Cohort 1 selection: Operational requirements

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A. Medi-Cal enrollment

LEAs¹ must **be Medi-Cal enrolled** and meet all federal and state requirements for enrollment

LEAs¹ must agree to complete / submit **all necessary agreements** and certificates of insurance (*to be determined by DHCS²*)



B. Service delivery infrastructure and capacity building

LEAs¹ must demonstrate that they **have capacity and infrastructure to deliver services** (e.g., practitioners who are eligible to provide behavioral health services included in the fee schedule)



C. Data collection and documentation

LEAs¹ must have defined policies and protocols for **collecting, storing, and transmitting data on:**

- Student information
- Provider network information
- Provision of behavioral health services



D. Billing infrastructure

LEAs¹ must demonstrate their **ability to collect and submit sufficient claims information** to the TPA³

LEAs¹ must have the billing infrastructure in place to **receive payments**

In addition to requiring LEAs¹ to complete the above requirements, **DHCS will consider holistic factors** such as geography (e.g., urbanicity, region), coverage (e.g., student population size, Free and Reduced-Price Meal (FRPM) participation), etc.

1. Local Educational Agencies, 2. Office of Legal Services; 3. Third-Party Administrator

Source: DHCS, discussions with stakeholders (e.g., COEs, health plan workgroup, fee schedule working group)

Cohort 1 selection: Additional detail on operational requirements (1/2)

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A. Medi-Cal enrollment

- **Enrolled in Medi-Cal** (for cohort 1, as of July 2023)
- Have or obtain a **National Provider Identifier**
- **Agree to complete / submit additional requirements;** examples may include:
 - Medi-Cal Provider Participation Agreement
 - CYBHI fee schedule agreement
 - Medi-Cal Disclosure Statement
 - Certificates for general and professional liability coverage and workers' compensation coverage



B. Service delivery infrastructure and capacity building

- **Demonstrated capacity** to furnish covered behavioral health services to students, including students without an Individualized Education Plan (IEP)
- **Service offerings** by school site
- Details of the Local Educational Agency's (LEA's) **staffing or contracting model and total FTEs** available to provide services to students
- LEA's agreement to submit **detailed provider and practitioner information** and a detailed list of service contracts to the third-party administrator upon request

Cohort 1 selection: Additional detail on operational requirements (2/2)

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FOR DISCUSSION | NOT EXHAUSTIVE



C. Data collection and documentation

- Existing polices and procedures related to:
 - Collection, storage, and transmission of data related **to health services rendered**
 - Collection of **student health-related records** (e.g., insurance coverage)
 - Collection of **provider information**
 - **HIPAA¹ and FERPA² compliance³**
 - **Parental consent** for the release of student information for claims submissions
- **Existing contracts / data-sharing agreements** between LEA⁴ and affiliated providers
- Agreement to **complete all Data Use Agreements required by DHCS**



D. Billing Infrastructure

- **Current model** for claims submission (e.g., through the COE⁵, through the LEA⁴, through each school-stie)
- **Technology infrastructure** for claims submission (e.g., medical billing software, claims analytics)
- Near-terms plans to **expand infrastructure**
- Current process for **claims administration**
- **Existing partnerships** with payers

1. Health Insurance Portability and Accountability Act; 2. Family Educational Rights Privacy Act; 3. Compliance with HIPAA is required for transactions, e.g., submission of claims ; 4. Local Educational Agency; 5. County Office of Education
Source: DHCS, discussions with stakeholders (e.g., COEs, health plan workgroup, fee schedule working group)

Cohort 1 –Learning Commitment

- » Participation in Cohort 1 of the CYBHI fee schedule provider network will require LEAs to **comply with the CYBHI fee schedule program requirements** and implement new policies, processes, and infrastructure (e.g., billing capabilities, IT systems).
- » Cohort 1 implementing partners (i.e., DHCS, statewide Third-Party Administrator, health plans, LEAs, LEA providers) will function in a **collaborative learning environment** with participants providing **continuous direct input and feedback that will inform refinement of policy and operational guidelines for future cohorts.**
- » All Cohort 1 implementing partners are **required to attend regular office hours** (e.g., weekly) sessions and collaborative learning sessions to **facilitate shared learning and successful implementation** of the fee schedule policy and operational requirements.

Select milestones for fee schedule

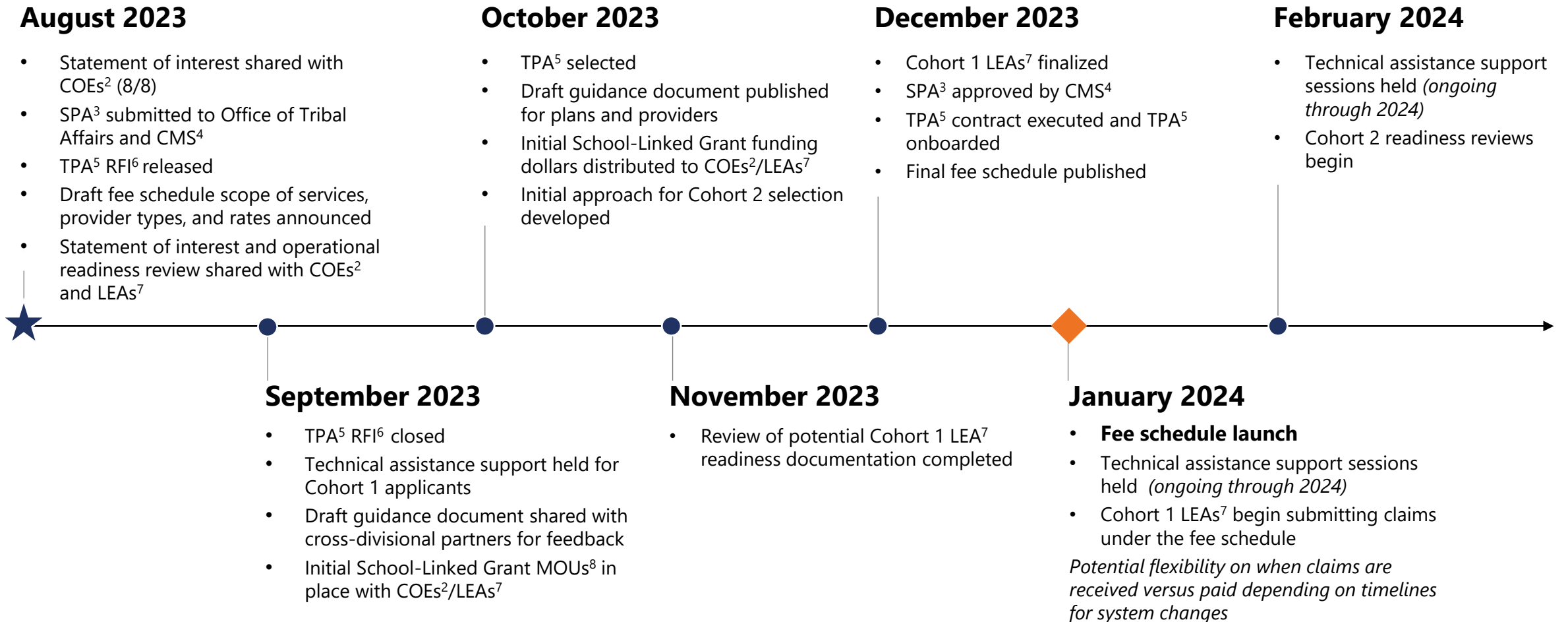
Note: Timeline illustrated is intended to be latest dates feasible to enable January 2024 launch¹

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FOR DISCUSSION | NOT EXHAUSTIVE

★ Current status

◆ Cohort 1 "go live"



1. Completion of milestones prior to end of month, unless otherwise indicated; 2. County Office of Education; 3. State Plan Amendment; 4. Centers for Medicare & Medicaid Services; 5. Third-Party Administrator; 6. Request for Information; 7. Local Educational Agency; 8. Memorandum of Understanding

Source: DHCS, discussions with stakeholders (e.g., COEs, health plan workgroup, fee schedule working group)

Local Sense-Making: Determining LEA Eligibility and Readiness



All Payer Fee Schedule Readiness Scenario

Michael Lombardo

Senior Education Advisor for CA Health and Human Services

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(916) 421-1612 PST

Contact Link



As you Heard, The All-Payer Fee Schedule

- Increases access to school-linked behavioral health services for children and youth.
- Eases administrative complexities for LEAs by streamlining processes and requirements for reimbursement of covered school-linked behavioral health services furnished to students and alleviating LEA burdens related to contract and rate negotiations with health plans.
- Applies to multiple payers, including Medi-Cal Managed Care Plans (MCPs), commercial health plans, and disability insurers.

All Payer Fee Schedule Readiness

“Sample County Office of Education (CCOE)”

- Introduction Central County Office of Education (CCOE)
 - CCOE supports both mental health technical assistance and runs school-based programs (Wellness Centers) in several LEAs
 - There are 22 LEAs in the county, ranging from 18,000 to 250 students
 - CCOE utilizes LEA BOP in Special Education Programs
 - CCOE leads implementation of SBHIP throughout 4 of their 22 LEAs
 - CCOE has experience in implementation and professional development

All Payer Fee Schedule Readiness (Sample School District)

- Introduction to Sample Unified School District: Middle Valley Unified School District (MVUSD)
 - Kindergarten through Eighth Grade
 - Enrollment of 18,000 Students
 - 40% Economically Disadvantaged
 - 15% English Learners
 - 0.5% Foster Youth
 - 26% Chronically Absent
 - Wellness Centers in some of schools
 - Counselors and Licensed staff in several schools

All Payer Fee Schedule Readiness (County Level)

The process for eligibility and readiness starts with your County Office of Education.

**All Payer Feed Schedule Video: <https://youtu.be/oNcppPuL0vo>

Central County Office of Education received a notice from the Department of Health Care Service regarding Fee Schedule. (Notice was sent to the County Superintendent of Schools)

1. Meet as County Leadership Team

1. Determine County level of readiness
2. Determine LEA level of readiness

Note that the county process for Cohort 1 was due on August 21st.

All Payer Fee Schedule Readiness (County Level)

2. Central COE Readiness and Decision Making

- Determine the county readiness for one of the three Cohorts
 - January 1, 2024 – Cohort 1 (Early Adopters)
 - July 1, 2024 – Cohort 2
 - January 1, 2025 – Cohort 3 (Remaining Counties will be able to opt in on an annual basis)
- It is important to consider both County Education Office Readiness as well as LEA Readiness

All Payer Fee Schedule Readiness (County Level)

3. CCOE Readiness and Decision Making

- Questions to consider
 - Are we able to support the LEA or LEAs who are eligible
 - Can we support the LEA in determining their readiness and complete the Statement of Interest
 - Are we able to support LEA in meeting operational readiness and submit required documents by October 6th.
 - As a COE can we support to the LEA, and DHCS or its designee, regarding implementation of the fee schedule in accordance with all established program requirements.

COEs in each county must certify agreement with the LEA's submission and attest to the completeness, accuracy, and truthfulness of the LEA's submission.

All Payer Fee Schedule Readiness (County Level)

4. County Readiness Process should consider:

- LEA's level of interest to participate in a learning cohort to inform future guidance about CYBHI fee schedule implementation (Cohort 1 will start in January 2024);
- Whether the LEA has adequate service delivery infrastructure, including capacity of practitioners and types of behavioral health services provided at schools/school sites; and,
- Whether the LEA is likely to meet the State's operational readiness criteria as outlined in the PDF attachment entitled "Local Educational Agency Statement of Interest and Operational Readiness Review Requirements."

*Note, COEs were provided with a list of eligible LEAs Attachment 3 "Potential LEAs

Each LEA was identified because they are participating in Medi Cal and SBHIP

All Payer Fee Schedule Readiness (County Level)

- Central COE considers the following when approving LEA Candidates:
 1. LEAs' level of interest to participate in a learning cohort to inform future guidance about CYBHI fee schedule implementation (cohort 1 will start in January 2024);
 2. Whether the LEA has adequate service delivery infrastructure, including capacity of practitioners and types of behavioral health services provided at schools/school-sites; and,
 3. Whether the LEA is likely to meet the state's operational readiness criteria as outlined in the "LEA Statement of Interest and Readiness Requirements" PDF.

All Payer Fee Schedule Readiness (County Level)

5. Central COE Decides to move forward and apply for Cohort I

- ***Carefully follow directions in Attachment 2***

- Complete letter of interest by August 21st and submit to DHCS

*Be sure to have a conversation with eligible LEAs

- *****CCOE is agreeing to*****

- Supports the LEA in participating in Cohort 1;
 - Will work with the LEA to complete the LEA Statement of Interest survey by the deadline;
 - Will support the LEA to meet operational readiness requirements and submit required documentation on or before October 6, 2023; and,
 - Will provide the necessary support to the LEA, and DHCS or its designee, regarding implementation of the fee schedule in accordance with all established program requirements.

All Payer Fee Schedule Readiness (LEA Level)

1. After being notified by CCOE of their eligibility, the Middle Valley Unified School District (MVUSD) decided to form a District Leadership Team to complete the Exploration Process and next steps
 - Leadership is made up of district staff with expertise in:
 - Fiscal Operations
 - Medi Cal
 - Behavior Health
 - School Climate
 - Human Resources
 - Special Education
 - IT
 - Others who may be beneficial for implementation
 - The team assigns a lead administrator to guide implementation and be the point person with COE
 - Regular implementation meetings are scheduled for the leadership team

Getting Started

All Payer Fee Schedule Readiness (LEA Level)

2. Leadership conducts a district initiative inventory (see attachment 4 “LEA Statement of Interest” section B)
 - Programs and Practices being offered
 - Adequate service delivery infrastructure
 - Determine capacity of staff/practitioners
 - Licensure
 - National Provider Identifier (NPI) number ***Note the LEA will need an NPI Number***
 - Types of behavioral and counseling expertise
 - Classified support, such as wellness coaches/peer support
 - Will we use LEA staff or Community Based Agencies

IMPORTANT: The District Leadership Team allocates sufficient resources and time to complete the process for readiness and implementation

All Payer Fee Schedule Readiness (LEA Level)

3. District Leadership Team meets and determines

- Will our PPS Credentialed staff be supporting mental health activities eligible on the fee schedule
- Will Classified staff be supporting activities on the fee schedule (Wellness Coaches, peer/family supports)
 - *Remember eligible activities are “school referred” by school and may happen at other locations but must be school-referred (school linked)
 - **All activities must be overseen by an individual holding a PPS (even contract activities)
- Do we have existing contracts with local agencies or Managed Care Plans? (A managed care plan is an agency that provides MediCal Beneficiary services including Mild to Moderate Mental Health Services) “school-linked providers”
- Do we currently have a parent’s consent to treat and confidentiality release of information
- Do we have a process map, referral (nomination forms) and system for determining youth / child participation?
- Determine current infrastructure for billing LEA BOP or Other Medi Cal reimbursements.

All Payer Fee Schedule Readiness (LEA Level)

4. District Leadership Team meets and determines

■ Minimum Requirements

- Determine current capacity (e.g., physical space, staffing, resources, contracts) to furnish covered behavioral health services to students.
- Are we providing only mental health services, only substance use disorder services, or both mental health and substance use disorder services?
- Do we currently have capacity to provide services to students without an Individualized Education Plan (IEP)?

All Payer Fee Schedule Readiness (LEA Level)

5. After collecting and evaluating district readiness, MVUSD decides to move forward
 - Important for Cohort I: By October 6, 2023, the district leadership team must submit the Statement of Interest and documentation to demonstrate LEA readiness.
 - MVUSD works closely with the County Office of Education All Payer Fee Schedule Lead during the process.
 - Establishes regular consolation and feedback loops for during process
 - MVUSD, along with County Lead, participates in training and technical assistance provided by Sacramento and Santa Clara County Office of Education

-
- For Questions about All Payer Fee Schedule:
 - Contact Department of Health Care Services:
CYBHI@dhcs.ca.gov

Michael Lombardo
Senior Education Advisor for CA Health and Human Services
mlombardocollaboration@outlook.com
(916) 421-1612 PST

Q&A



Thank You!

Questions? Email: CYBHI@dhcs.ca.gov



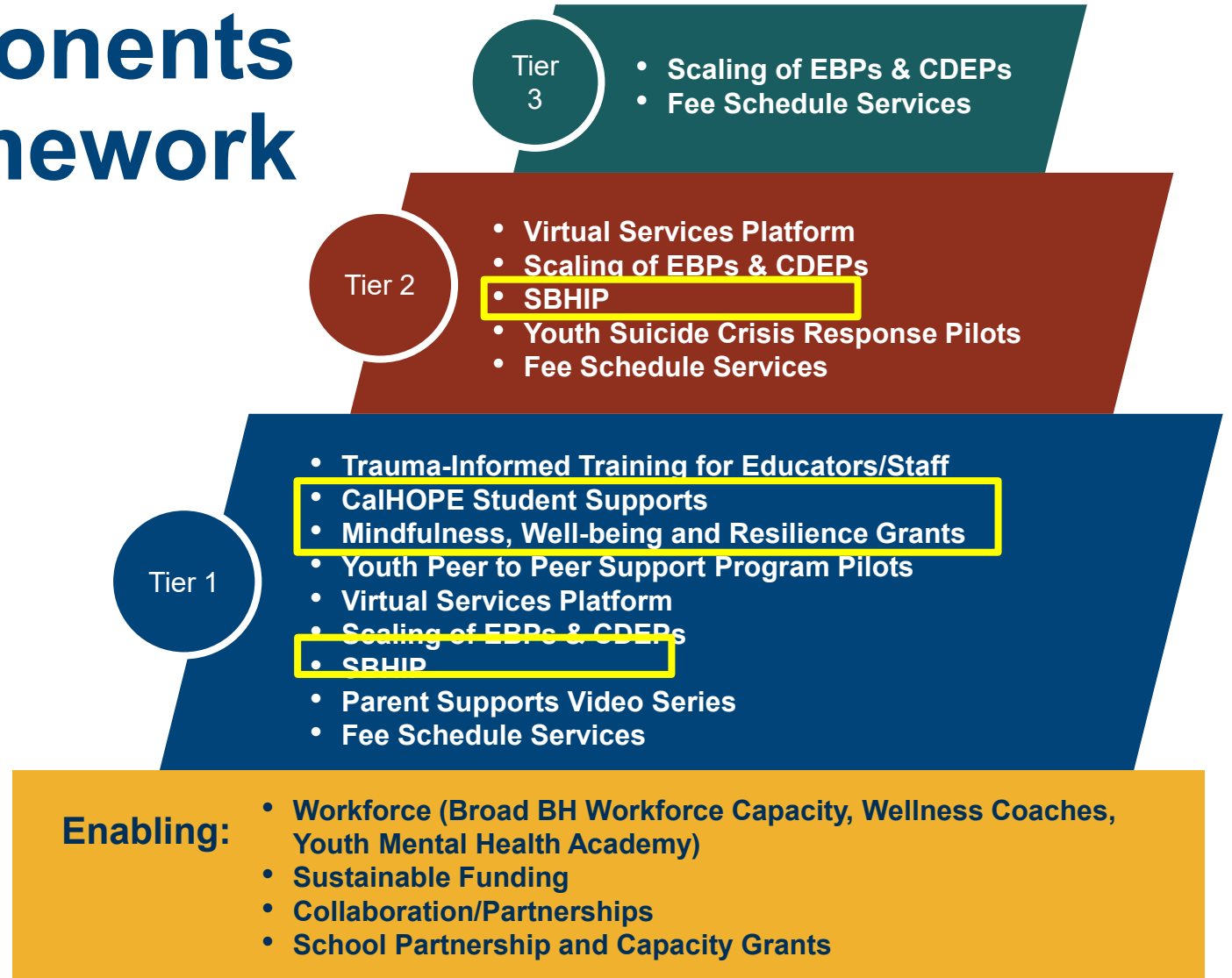
Office Hours and Next Webinar

- DHCS Office Hours for Fee Schedule on Sept 14, 3:30 pm- 4:30pm and Sept 28, 9:30 am- 10:30 am
- **Next Webinar:** September 20, 2023, 2 pm – 4:30 PM
Strengthening Tier 1 Supports for Wellbeing Using CYBHI Resources, Tools, and Insights. [Register Here](#).

How CYBHI components fit into MTSS Framework

Values:

- Whole Child
- Integrated/Coordinated
- Youth-Centered
- Equity-Centered
- Prevention and Well-being Oriented



WE WANT YOUR FEEDBACK!

Link to webinar [feedback survey](#) will be posted in chat.





Document updated as of 12/19/2023.
 DRAFT – Pending CMS approval

CYBHI Statewide, Multi-Payer, School-Linked Fee Schedule

Scope of Services, Codes, and Reimbursement Rates

This document outlines the scope of services for the Children and Youth Behavioral Health Initiative (CYBHI) statewide, multi-payer, school-linked fee schedule, which includes a variety of outpatient, non-specialty mental health services (e.g., psychoeducation, screening and assessments, therapy, case management). See below for the service categories, procedure codes, service descriptions, eligible practitioners, and reimbursement rates under the fee schedule.

The scope of services as outlined in this document is a draft, pending approval from the Centers for Medicare and Medicaid Services (CMS).

Service Category	Procedure Code	Service Description	Eligible Practitioners	Fee Schedule Rate
Psychoeducation services	96164	Health behavior intervention, Group; initial 30 minutes (only to be used if primary diagnosis is physical health condition)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$8.77
	96165	Health behavior intervention, Group; each additional 15-minute (only to be used if primary diagnosis is physical health condition)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$4.01
	96158	Health behavior intervention, individual; initial 30-min (only to be used if primary diagnosis is physical health condition)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$58.34
	96159	Health behavior intervention, individual, each additional 15-min (only to be used if primary diagnosis is physical health condition)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$20.11



Document updated as of 12/19/2023.
DRAFT – Pending CMS approval

Service Category	Procedure Code	Service Description	Eligible Practitioners	Fee Schedule Rate
	H2027	Health behavior intervention (Psychoeducational service), Individual; each 15-minute (HA modifier req'd)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$20.11
Psychoeducation services	H2027	Health behavior intervention (Psychoeducational service), Group; each 15-minute (HQ modifier req'd)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$8.04
	99401	Preventive Medicine, Individual Counseling – 15 minutes	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$35.37
	99402	Preventive Medicine, Individual Counseling – 30 minutes	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$56.93
	99403	Preventive Medicine, Individual Counseling – 45 minutes	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$77.91
	99404	Preventive Medicine, Individual Counseling – 60 minutes	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$99.17
	99411	Preventive medicine counseling and/or risk factor reduction intervention(s); Group; 30 min	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$18.79
	99412	Preventive medicine counseling and/or risk factor reduction intervention(s); Group; 60 min	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$23.27
	H2014	Skills Training and Development (i.e., Patient Education); Individual; each 15-minute (HA modifier req'd)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor, AOD Counselor	\$20.11



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Service Category	Procedure Code	Service Description	Eligible Practitioners	Fee Schedule Rate
	H2014	Skills Training and Development (i.e., Patient Education); Group; each 15-minute (HQ modifier req'd)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor, AOD Counselor	\$8.04
Psychoeducation services	98960	Education and training for patient self-management by a CHW: individual	Community Health Workers	\$26.66
	98961	Education and training for patient self-management by a CHW: 2-4 patients	Community Health Workers	\$12.66
	98962	Education and training for patient self-management a CHW: 5-8 patients	Community Health Workers	\$9.46
	T1027	Family training and counseling for child development, per 15 minutes; U1 modifier req'd (for child enrolled in Medi-Cal OR their caregiver, regardless of Medi-Cal enrollment)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$20.11
Screening & Assessment services	G0442	Screening for Annual Alcohol misuse, 15 min	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$17.14
	G9919	Screening for ACES/Trauma (High Risk)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$29.00
	G9920	Screening for ACES/Trauma (Low Risk)	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$29.00
	G8431	Screening for depression is documented as being positive and a follow-up plan is documented	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$37.25
	G8510	Screening for depression is documented as negative, a follow-up plan is not required	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$17.14



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Service Category	Procedure Code	Service Description	Eligible Practitioners	Fee Schedule Rate
	99408	Alcohol and/or substance (other than tobacco) abuse structured screening (e.g., AUDIT, DAST), and brief intervention (SBI) services, 15-30 min	MD, PA, NP, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$31.24
Screening & Assessment services	99409	Alcohol and/or substance (other than tobacco) abuse structured screening (e.g., AUDIT, DAST), and brief intervention (SBI) services, 30 + min	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$59.61
	96156	Psychosocial Status Assessment	Psych, LCSW, LMFT, LPCC, ASW, AMFT, APCC, PPS School Psychologist, PPS School Social Worker	\$85.40
	96130	Psychological Testing and Evaluation, first 60 min	MD, NP, PA, Psych, PPS Credentialed School Psychologists	\$107.69
	96131	Psychological Testing and Evaluation, each additional 60 min	MD, NP, PA, Psych, PPS Credentialed School Psychologists	\$77.94
	96132	Neuropsychological Testing and Evaluation, first 60 min	MD, NP, PA, Psych, PPS Credentialed School Psychologists	\$116.97
	96133	Neuropsychological Testing and Evaluation, each additional 60 min	MD, NP, PA, Psych, PPS Credentialed School Psychologists	\$89.46
	96136	Psychological or neuropsychological testing and scoring, first 60 min	MD, NP, PA, Psych, PPS Credentialed School Psychologists	\$41.88
	96137	Psychological or neuropsychological testing and scoring, each additional 60 min	MD, NP, PA, Psych, PPS Credentialed School Psychologists	\$39.01
	90791	Psychiatric Diagnostic Evaluation, 15 min	MD, NP, PA, Psych, LCSW, LMFT, LCPP, PPS Credentialed School Psychologists	\$163.08
	96127	Developmental/Behavioral Screening and Testing (only to be used by non-mental health providers)	MD, NP, PA, RN	\$4.81
	96116	Neurobehavioral Status Examination, first 60 min	MD, NP, PA, Psych, PPS Credentialed School Psychologists	\$83.60
	96121	Neurobehavioral Status Examination, each additional 60 min	MD, NP, PA, Psych, PPS Credentialed School Psychologists	\$70.17



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Service Category	Procedure Code	Service Description	Eligible Practitioners	Fee Schedule Rate
Screening & Assessment services	G2011	Alcohol and/or substance (other than tobacco) abuse structured assessment, 5- 14 min	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor, AOD Counselor	\$14.81
	G0396	Alcohol and/or substance (other than tobacco) abuse structured assessment, 15- 30 min	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor, AOD Counselor	\$31.24
	G0397	Alcohol and/or substance (other than tobacco) abuse structured assessment, 30+ min	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor, AOD Counselor	\$60.61
Therapy Services	90832	Psychotherapy session, individual, 16-37 min	MD, PA, NP, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$67.83
	90834	Psychotherapy session, individual, 38-52 min	MD, PA, NP, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$89.64
	90837	Psychotherapy session, individual, 53 or more min	MD, PA, NP, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$131.97
	90853	Psychotherapy session, group of 2-8 patients, 90 min or more	MD, PA, NP, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$23.96
	90839	Psychotherapy for Crisis, first 60 min	MD, PA, NP, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$126.55



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	90840	Psychotherapy for Crisis, each additional 30 min	MD, PA, NP, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$62.46
	90847	Family psychotherapy session; single family with patient present, 50 min	MD, PA, NP, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$89.65
Therapy Services	90846	Family psychotherapy session; single family without patient present, 50 min	MD, PA, NP, Psych, Ed. Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker	\$86.64
	90849	Family psychotherapy session; multiple families	MD, PA, NP, Psych, Ed. Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker	\$33.88
Case Management	T1017	Targeted Case Management, 15 min	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor, AOD Counselor	\$21.34
	99366	Case Management with patient or family present (Face to Face), 30 min	PA, NP, RN, Psych, Ed. Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$36.71
	99368	Case Management without Patient or Family present, 30 min	PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker, PPS School Counselor	\$31.44
	H0034	Medication training and support, per 15 min	MD, PA, NP, RN, Psych, LCSW, LMFT, LPCC, AMFT, ASW, APCC, PPS School Psychologist, PPS School Social Worker	\$22.94



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APPENDIX

MD	Medical Doctors, including Psychiatrists
PA	Physician Assistants
NP	Nurse Practitioners
RN	Registered Nurses, including Licensed Registered Nurses and Credentialed School Nurses
Psych	Licensed Psychologist (including Educational Psychologists)
LCSW	Licensed Clinical Social Worker
LMFT	Licensed Marriage and Family Therapist
LPCC	Licensed Professional Clinical Counselor
ASW	Associate Social Worker
AMFT	Associate Marriage and Family Therapist
APCC	Associate professional Clinical Counselor
PPS	Pupil Personnel Services Credentialed
AOD	Alcohol and Other Drug Counselors

DRAFT



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

March 1, 2024

From: Desert Mountain Children's Center: Linda Llamas, LMFT

To: Steering Committee Members

Re: Statewide Multi-Payer Fee Schedule Links

Below are the links for more information regarding the statewide multi-payer fee schedule:

Overview of the statewide multi-payer fee schedule video:

<https://www.youtube.com/watch?v=li3fCyBXTuQ>

Building Increased Sustainable Funding for School-Linked Student Behavioral Health Services video

https://www.youtube.com/watch?v=3P_xKcNvwHw

If you have any questions, please contact Linda Llamas at Linda.Llamas@cahelp.org.



Desert Mountain Children's Center

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Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

Depression in Children and Adolescents

Steering Committee

March 1, 2024

In 2022, the governor of California, Gavin Newsom, released a “Master Plan for Kids’ Mental Health” as an answer to the spotlight the global pandemic shone on our nation’s mental health crisis. The master plan addresses the heavy toll being shouldered by the children and adolescents in the state of California:

- Over 284,000 youth cope with major depression
- 66% of kids with depression do not receive treatment
- Suicide rates for kids ages 10-18 increased 20% between 2019-2020¹

While learning to balance life’s ups and downs is a part of growing up, kids in California are struggling. In “The State of Mental Health in America” report for 2023 from Mental Health America (MHA), California ranks 28th out of 51 (for all the states and the District of Columbia) in access to care for youth experiencing mental illness.² In this same report, almost 15% of California’s youth ages 12-17 reported suffering from at least one major depressive episode (MDE) in the past year, even higher than the number reported in Governor Newsom’s Master Plan.³

Depression in children and adolescents is typically diagnosed when they have persistent feelings of sadness that interfere with their ability to function. While depression was long seen as an adult problem, we know now that depression affects many children and adolescents. And while the diagnosis is the same, the symptoms can be very different from those exhibited by adults and vary greatly from child to child.

Depression in children and adolescents can look like:

- “Acting out behaviors”
 - This can include defiance and/or disruptiveness.
- Anger or irritability
- Difficulty with school
 - This can include changes in grades and/or attendance.
- Fatigue and sleep difficulties



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- This can include trouble falling asleep, staying asleep, or wanting to sleep more than usual.
- Feelings of worthlessness
- Restlessness
- Loss of pleasure from friends, family, or activities they once enjoyed.
- Mood disruptions
 - This can include mood swings or pervasive sadness that seems out of proportion to the situation or persists and overwhelms the child or teen.
- Physical complaints
 - This can include headaches, stomach aches, loss of appetite, and/or other aches and pains.
- Isolation
- Preoccupation with death and/or suicidal thoughts

Depression in young individuals can be caused by a combination of genetic, biological, environmental, and psychological factors. Some of these factors may include:

- A family history of depression
- Trauma or loss
- Chronic illness
- Academic or social pressures
- Bullying
- Low self-esteem

Untreated depression can have profound effects on a child or teen's development and functioning. It can interfere with their academic performance, social relationships, and ability to engage in daily activities. It may also increase the risk of substance abuse, self-harm, and suicide. According to MHA's 2023 report California ranked 46th out of 51 estimating that almost 70% youth with a MDE did not receive treatment.⁴ Clearly there is still much work to be done in California to ensure that children and adolescents receive the care they need.

So, how can schools help? The strategies schools can use to help identify and support kids with depression include:

- Encouraging relationships and connectedness⁵



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- Providing time and space for kids to establish trust, build relationships, and strengthen friendships can be built into the classroom and schoolwide activities.
- Helping kids feel connected to school helps can help kids feel valued and cared for leading to better mental health outcomes.
- Educating teachers and staff
 - Providing opportunities for teachers and other school staff to learn about the signs and symptoms of depression in children and adolescents can help identify kids who are struggling and get them help early.
 - Encouraging positive mental health self-care for staff too.
- Helping to reduce stigma by normalizing talking about mental health through school campaigns, speakers, and conversations.⁶
- Utilizing built in systems, such as the Multi-Tiered Systems of Support (MTSS), to screen for depression and provide support as needed.
- Promoting social emotional skill building and competency.
- Helping ensure a positive and safe school environment.
- Reviewing school policies to ensure equity and access to services.
- Communicating with caregivers and encouraging their involvement.
- In the classroom, teachers can offer support by^{7,8}
 - Being a source of encouragement to kids who are struggling.
 - Making adjustments and/or accommodations to complete assignments when necessary.
 - Making physical activity a part of everyday routines.
 - Incorporating mindfulness practices.
 - Using trauma-informed practices so that all students feel like they belong.
 - Teaching and reinforcing positive behaviors and decision-making.
 - Encouraging kids to help others.
 - Encouraging kids to develop and practice healthy habits.
- Teachers can help by knowing the signs of depression, taking steps to guide students toward the help they need, and by being a source of support and encouragement inside and outside the classroom.

Depression in children and adolescents is a complex and serious mental health issue that requires attention and action from all of us. It is essential to recognize the signs and symptoms early, provide a supportive environment, and help kids seek appropriate treatment when necessary. By fostering open communication, promoting mental health education for everyone, providing access to



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services when needed, and addressing underlying factors contributing to depression, we can make significant strides in improving the well-being and mental health outcomes of the children and teens we serve. Together, we can work towards a future where every young person feels valued, understood, and supported in their journey towards mental wellness.

References:

1. https://www.gov.ca.gov/wp-content/uploads/2022/08/KidsMentalHealthMasterPlan_8.18.22.pdf
2. Reinert, M, Fritze, D. & Nguyen, T. (October 2022). "The State of Mental Health in America 2023," Mental Health America, Alexandria VA
3. [Ibid, page 20](#)
4. [Ibid, page 25](#)
5. <https://www.aap.org/en/patient-care/school-health/mental-health-in-schools/supporting-students-with-depression-in-school/>
6. <https://www.greatschools.org/gk/articles/7-ways-schools-can-help-teens-suffering-with-mental-health-issues/>
7. <https://kidshealth.org/en/parents/depression-factsheet.html>
8. <https://www.samhsa.gov/mental-health/how-to-talk/educators>

Resources:

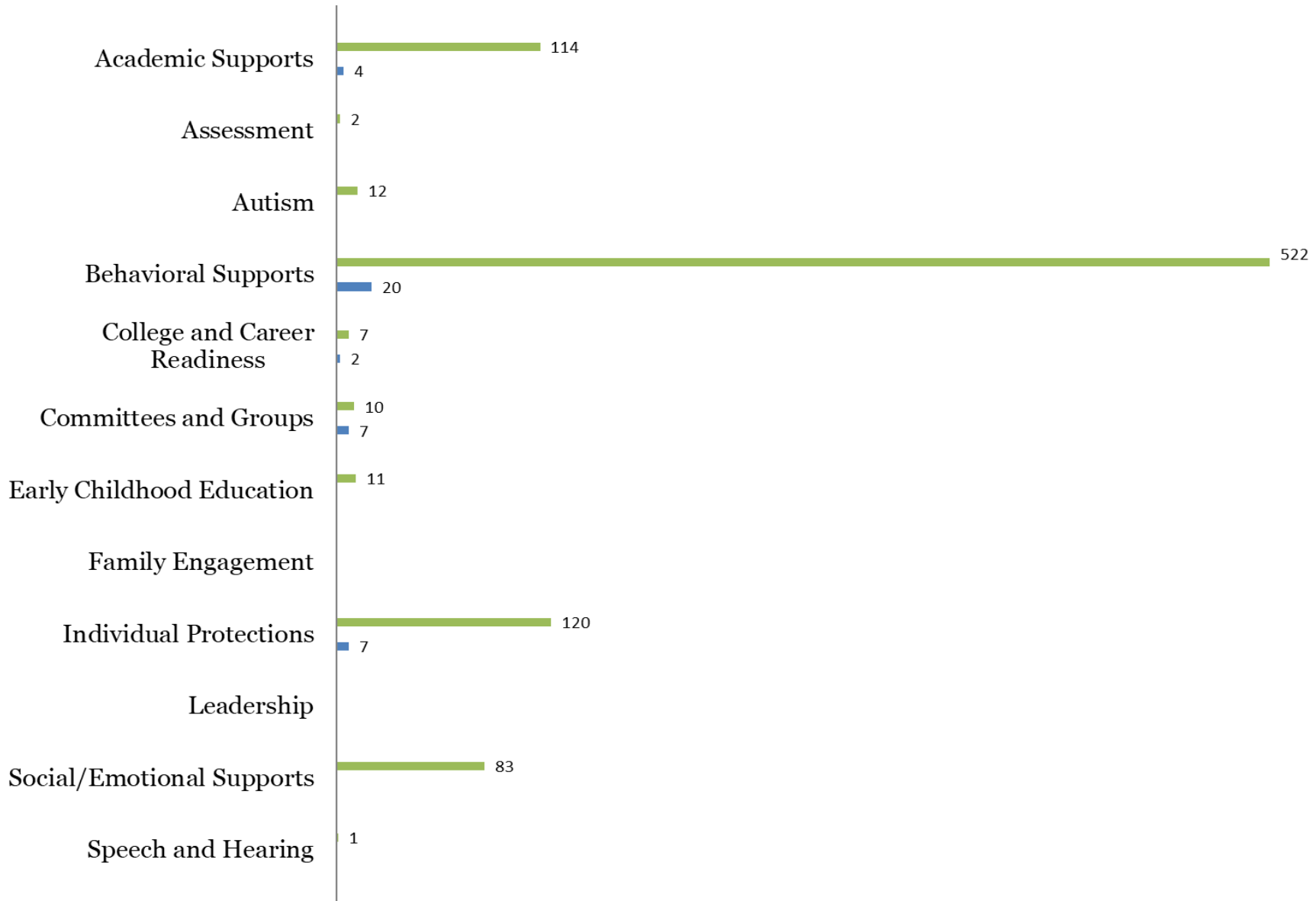
- <https://cybhi.chhs.ca.gov/wp-content/uploads/2024/01/CYBHI-2023-Annual-Report--ADA-1.pdf>
- <https://www.kff.org/mental-health/issue-brief/recent-trends-in-mental-health-and-substance-use-concerns-among-adolescents/>
- <https://childmind.org/guide/depression-in-kids-quick-guide/>
- <https://www.yalemedicine.org/conditions/depression-in-children-and-teens>
- <https://www.cdc.gov/childrensmentalhealth/depression.html>
- <https://www.cdc.gov/nchs/index.htm>
- <https://www.nami.org/mhstats>
- <https://calschls.org/>
- <https://www.prb.org/>
- <https://www.kidsdata.org/>

DMCS PROFESSIONAL LEARNING PARTICIPATION SUMMARY

FEBRUARY 2024 PARTICIPANTS - 40

882 YEAR-TO-DATE PARTICIPANTS

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



Region 10 Coordinating Council and
CAPTAIN X Present the 6th Annual Regional Autism Conference

NeuroHarmony: Fostering Inclusion through Evidence Based Practices for Individuals with Autism



Interested in learning more about how to support the inclusion of autistic learners in daily activities, whether at home, school, or out in the community? Join us for the return of CAPTAIN X's Annual Autism Conference! This full day event focuses on supporting educators, families, clinicians, and other service providers in understanding how to establish inclusive environments and opportunities for a neurodiverse population.

Participants will hear from several voices in the field, such as individuals with autism, family members, and various professionals. The conference includes a morning keynote, breakout sessions, and a closing panel discussion with autistic adults.



Featuring Keynote speaker Erik N. Weber, a licensed California attorney, author of two books *Autism For Dads: The Importance of a Father's Love, Changing Lanes But Staying On Track*, and author of a published scholarly writing, *Home Sweet Home???: Fixing Group Homes For Human Beings Who Have Special Needs*.

The cost is \$60 per participant, which includes continental breakfast, lunch, and a day full of activities. (Funding support available for IRC Clients Vendor # 4919 DMSELPA Family Training)

West End Educational Service Center
8265 Aspen Ave.
Rancho Cucamonga 91730

Thursday, April 11, 2024
8:30 a.m. 3:30 p.m.

Register on OMS (URL: <https://sbcss.k12oms.org/52245382>)

Professional Growth Hours for renewing Child Development Permits are available.



Get in Touch | Email: julie.wheeler@cahelp.org | Phone: (760) 955 3592

SELPA Administrators of California presents a full-day live virtual event...

The Promise & Potential

**Universal Screenings for Reading Difficulties including Dyslexia
& Considerations for Future Implementation and Intervention**

featuring our special guests

Jonathan Mooney

Author of *The Short Bus* and *Normal Sucks*

California Dyslexia Initiative

Sacramento County Office of Education

**Capistrano Unified
School District**

Dr. James Bylund

The Bylund Clinic

San Bernardino

City School District

**Burlingame Elementary
School District**

Adopted in July, Senate Bill 114 requires that by June 30, 2025, LEAs serving K-2 students must adopt one or more screening instruments from a state-approved list, and that by the 2025-26 school year and annually thereafter, LEAs must assess all K-2 students for risk of reading difficulties, and, if a student is identified as being at risk of having reading difficulties, LEAs must provide the student with supports and services. This professional learning experience, designed for both general education and special education professionals, brings together a variety of experts in dyslexia and reading difficulties, with the purpose to inspire, engage, and best prepare attendees for the important work ahead.

April 15, 2024

8:30 a.m. to 2:45 p.m.

Cost: \$99.00

NASP and CAMFT CE Credit Hours
available for additional \$15.00, plus
2.25% service fee on total

Please see reverse for full schedule and details

Course Description

This training will provide the context, rationale and the pedagogy related to universal screening for reading difficulties including dyslexia. Presenters will bring to life research and best practices in the science of reading, assessment, and interventions. Attendees will get valuable insights from three district teams who will share their journeys and learnings implementing universal screenings district-wide.

Educational Goals & Learning Objectives

1. Participants will be able to explain the research-based framework for universal screening and benefits to students, families, and educators.
2. Participants will identify strategies for assessment, various tools currently or soon to be available, and resources for decision-making.
3. Participants will be able to connect universal screenings to appropriate interventions based on the science of reading and learn how districts have used screening results to improve instructional practices.

Schedule for the Day

8:30 to 8:40	Opening/ Welcome SELPA Administrators of California
8:40 to 9:20	Keynote by Jonathan Mooney, author of <i>Learning Between the Lines, The Short Bus, and Normal Sucks</i>
9:25 to 10:15	California Dyslexia Initiative @ SCOE by Tami Wilson
10:15 to 10:30	Break (not counted toward CE time)
10:30 to 11:20	The Capistrano Unified School District Model for Universal Screenings and Interventions
11:25 to 12:15	Dr. James Bylund on Assessment and Interventions for Reading Difficulties Including Dyslexia
12:15 to 1:00	Lunch (not counted toward CE time)
1:00 to 1:50	The San Bernardino City School District Model for Universal Screenings and Interventions
1:55 to 2:45	The Burlingame Elementary School District Model for Universal Screenings and Interventions
2:45	Conclusions, Final Instructions & Gratitude

Workshop Pre-Registration Fee is \$99.00. Continuing education units are available for an additional \$15.00. FEES ARE NON-REFUNDABLE except as indicated below. Payment is only accepted within OMS registration by credit card. Sorry, no purchase orders. Note that a 2.25% service fee is applied to total charges.

You may only register online through the OMS system starting on December 18, 2023, at the URL link below:

TO REGISTER, CLICK HERE: <https://stateselpa.k12oms.org/2722-244143>

You MUST use this Password in order to register: **04152024**

This course is designed for general and special educators, including school psychologists, and it meets the qualifications for **5 hours** of continuing education credit for PPS School Psychologists from the National Association of School Psychologists, and for LEPs and as required by the California Board of Behavioral Sciences.

SELPA Administrators of California (Provider #1032771) is approved both by NASP and by the California Association of Marriage and Family Therapists to sponsor continuing education for School Psychologists, LMFTs, LCSWs, LPCCs and LEPs. SELPA Administrators of California (Provider #1032771) maintains responsibility for the program and all its content.

Course completion certificates will be awarded at the end of the course in exchange for a completed evaluation form. Details at: <https://tinyurl.com/CEPAandNASPinfo> The course evaluation for this course must be completed within 7 days of the event, by April 22, 2024.

Refund/Cancellation Policy is available at: <https://tinyurl.com/CEPAandNASPinfo> To obtain the grievance policy, see <https://tinyurl.com/CEPAandNASPinfo> and to report a grievance please email register@selpa.info

Zoom registration link/instructions will be provided to all registered participants a few days before conference via email provided at time of registration. Please check your JUNK or SPAM folders for OMS Notifications emails. To request accommodations for special needs, please email the Program Administrator at register@selpa.info



MAKING IT HAPPEN.
EACH STUDENT. EVERY DAY.



Ensuring High Quality
Professional Development





Legal Trends for 2024

A full-day, virtual mini-conference

SELPA Administrators of California is proud to host this unique professional learning opportunity to help practitioners stay current on issues and trends to learn not only how to avoid frequent problem areas in the implementation of IDEA, but also how to work effectively with parents as partners in the IEP process.

Tuesday, April 16, 2024

8:30 AM - 3:15 PM



Our expert attorney presenters are providing their services at no cost to the Association. Proceeds from this event will support philanthropy and increased student and parent participation at our Legislative Sharing Day, where we collaborate with families, allies, educational partners, and legislators in furtherance of our mission, to champion educational access and opportunities for students with disabilities in California.

\$75
plus 2.25%
service fee

Register now at:
<https://stateselpa.k12oms.org/>
2722-243569

Our esteemed lineup . . .



8:30 to 9:30 a.m.
Preparation & Communication:
The Key to Successful IEPs

Deb Ettinger

Atkinson Andelson Loya Ruud & Romo



9:45 to 10:45 a.m.
What's New in Case Law and
Legislation for 2024?

Melissa Hatch

Hatch & Cesario, Attorneys at Law



11:00 a.m. to 12 Noon
LRE: California Shines a
Spotlight on Full Inclusion

**Jennifer Rowe
Gonzalez**

JRG Legal Consulting



1:00 to 2:00 p.m.
Virtual Providers, Distance
Learning, AI & Other Tech Issues

Jonathan Read

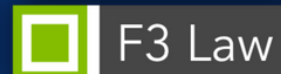
Fagen Friedman & Fulfroost LLP



2:15 to 3:15 p.m.
Top 10 Mistakes That Cost
Thousands & How to Avoid Them

Josh Walden

Lozano Smith, Attorneys at Law



Questions? Contact us at register@selpa.info

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://sbcass.k12oms.org/52-238481>)

or scan a QR code for registration.



LOCATION

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

COST

Free to attend.

SPECIAL ACCOMMODATIONS

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

GET IN TOUCH |

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3552



Reuniones del IEP 101: Comprender el proceso del IEP

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

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

Jueves, 18 de Abril de 2024

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

Presentación 5:00 - 6:00 p.m.

INSCRIPCIÓN

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

o secanee un código QR para inscribirse.



UBICACIÓN

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

COSTO

Entrada gratuita.

ACOMODACIONES ESPECIALES

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

CONTACTO

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3552



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

Desert Mountain Charter SELPA
 Due Process Summary
 July 1, 2023 - February 29, 2024

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	
Allegiance STEAM Thrive - Chino	0	0	2	0	2	2	6	0	0	2	0	0	0	0	1
Allegiance STEAM Thrive - Fontana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASA Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aveson Global Leadership Acad	1.5	0	0	2	2	0	5.5	0	0	0	0	0	0	0	0
Aveson School of Leaders	1.5	0	0	4	3	0	8.5	0	0	0	0	0	0	0	0
Ballington Acad for Arts & Sci	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elite Academic Acad - Lucerne	0	0	4	0	0	0	4	0	0	0	0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Julia Lee Performing Arts Acad	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
LaVerne Elem Preparatory	0.5	0	0	0	0	0	0.5	0	0	0	0	0	0	0	0
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Odyssey Charter School (Altadena)	0	0	0	2	2	1	5	0	0	0	0	1	0	0	0
Odyssey Charter School -South (Pasa)	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Pasadena Rosebud Academy	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southern California Flex Academy	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	6.5	0	6	8	11	3	34.5	0	0	2	0	1	0	0	1

Desert Mountain Charter SELPA
 Due Process Activity Summary
 July 1, 2023 - February 29, 2024

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

Desert Mountain Charter SELPA
Legal Expense Summary
As reported at steering February 22, 2024

2000-2001	\$0.00
2001-2002	\$0.00
2002-2003	\$0.00
2003-2004	\$0.00
2004-2005	\$0.00
2005-2006	\$0.00
2006-2007	\$0.00
2007-2008	\$0.00
2008-2009	\$0.00
2009-2010	\$0.00
2010-2011	\$0.00
2011-2012	\$0.00
2012-2013	\$0.00
2013-2014	\$0.00
2014-2015	\$0.00
2015-2016	\$7,378.00
2016-2017	\$33,886.61
2017-2018	\$70,994.67
2018-2019	\$113,834.81
2019-2020	\$58,033.90
2020-2021	\$43,640.20
2021-2022	\$174,116.17
2022-2023	\$74,861.83
2023-2024	\$39,646.08

***D.H. v. Poway USD & K.M.
v.
Tustin USD***

725 F.3d 1088 (9th Cir. 2013)



K.M. v. Tustin USD & D.H. v. Poway USD

- In these cases, both Plaintiffs were high school students eligible to receive special education services as deaf or hard of hearing. Both students requested computer assisted/aided real-time transcription (“CART”) from their IEP teams, and both Districts denied their requests.
- Despite the fact that OAH determined that the services Plaintiffs were provided constituted a FAPE under the IDEA, Plaintiffs appealed OAH’s rulings to the United States District Court, and also alleged that the Districts were required to provide CART under the ADA.
- The District Court agreed with OAH and affirmed that the Districts’ compliance with the IDEA also meant that the Districts had complied with their obligations under the ADA.

K.M. v. Tustin USD & D.H. v. Poway USD – The Ninth Circuit

- **Contrary to existing case law, the Ninth Circuit ruled that a school district's compliance with the IDEA does not necessarily ensure a district's compliance with its obligations to special education students under the ADA.**
- **As a result of this drastic change in the law,** both Poway and Tustin filed petitions for Writ of Certiorari to the United States Supreme Court seeking a reversal of the Ninth Circuit's Decision. Unfortunately, those petitions were denied.
- The Ninth Circuit also remanded the cases back to the Federal District Court for a determination as to whether the Districts did, in fact, satisfy their obligations under the ADA. Those cases were resolved through settlement agreements.

725 F.3d 1088 (9th Cir. 2013)

The State of the Law *Before* this Decision

- Until the Ninth Circuit's ruling, school districts relied on case law and statutory authority, which provided that, so long as school districts complied with the procedural and substantive components of the IDEA, they were also to be in compliance with their FAPE obligations under Section 504 and the ADA.
- Districts properly relied on *[Board of Educ. v. Rowley, 458 U.S. 176](#)* and the FAPE requirements set forth in the IDEA.
- More recently, in *[Andrew F. et al. v. Douglas County School District RE-1 \(2017\)](#)* 69 IDELR 174, the Supreme Court declared that a district satisfies its substantive obligations under the IDEA, when an IEP is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.

This Ruling Potentially Increases Districts' Responsibilities to Special Education Students

- While this case began as a special education case governed by the IDEA, it has broader and more far-reaching implications for school districts.
- It is no longer enough for a school district to consider a student's needs for placement, services, accommodations, aids, and services solely under the IDEA.
- The Ninth Circuit attempted to limit this decision to DHH students, but the regulation it relied on uses the term "communication," which encompasses more than DHH disabilities.

This Ruling Potentially Increases Districts' Responsibilities to Special Education Students (Continued)

- Moreover, while the Ninth Circuit relied on a DOJ regulation addressing communication, there is a related regulation that we believe could make this applicable to all special education students, not just to students with communication disabilities.
- It is imperative that districts begin to consider their obligations to provide any number of services under the ADA.
- Any offers or awards to special education students under the ADA will not be funded with special education dollars.
- Depending on the circumstances, some of these claims may be covered by a school district's JPA or insurance carrier.

What is Our Interpretation of the Changes That May Occur?

- In light of the Ninth Circuit's decision, school districts need to re-evaluate how they respond to special education students' requests for accommodations, aids, and services.
- Consider –
 - ✓ The placement and services offered by your IEP teams under the IDEA may not be sufficient for ADA compliance.
 - ✓ You may be required to provide additional/different aids, services, or accommodations under the ADA than would be required under the IDEA.
 - ✓ Your district's ADA policy may need to be updated.
 - ✓ Your district may need to “find” funding for these additional aids and services.

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

Annual Determination Letters

Anticipated to Receive-**March 18, 2024**
Letter Content to Detail Current LEA Compliance Status

**Compliance and Improvement Monitoring Process (CIM)
STEP FOUR: Implementation and Monitoring
Targeted 1, 2, 3 – Progress Reports**

Progress Report 1: **July 10, 2024** (for the reporting period December 1, 2023–June 30, 2024)

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

Progress Report 1: **April 10, 2024** (for any CIM Activities through March 2024)

PRONG II-Review Status

Compliance and Improvement and/or Cyclical Monitoring Due: **March 22, 2024**

IEP IMPLEMENTATION

On **May 1, 2024**, the CDE will provide LEAs with a list of randomly selected students whose records must be reviewed to determine the IEP Implementation rate for each student for a two-month measurement period—**March 1, 2024, to April 29, 2024**. The LEA will summarize and report the number of students who had more or less than 90 percent of their services implemented during the review period. The data will be due to the CDE no later than **June 28, 2024**.

Late IEPs

Desert Mountain Charter SELPA: Plan Reviews (Annuals)-**44**/ Re-Evaluations (Tri-Annuals)-**14**

DMSELPA: Plan Reviews (Annuals)-**1,777**/Re-Evaluations (Tri-Annuals)-**569**

Transition Resource Fair

The Transition Resource Fair is an event co-sponsored by the Desert Mountain SELPA Transition Partnership Program (TPP), Workability I Program (WA1) and WIOA Program. This resource-rich opportunity will provide parents, students with disabilities, educators, and all who attend, with information regarding resources and services available to students in grades 9 through 12.

Participants will have an opportunity to network with agencies regarding resources available for students with disabilities and will have an opportunity to be motivated by a learning disabilities advocate.

Presented By

Isaac Medina, Project Manager

Date

April 16, 2024

Time

Resource Fair 5:00 - 7:00 p.m.

Location

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



Cost

No cost

Audience

Parents, students, and educators grades: 9th - 12th

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 X 368

Email : Brianna.Sincox@cahelp.org

Website : www.cahelp.org



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

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

MEMORANDUM

Date: March 21, 2024
To: Directors of Special Education
From: Codi Anderson, Occupational/Physical Therapy Supervisor

Subject: Occupational and Physical Therapy Reports

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

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



Physical Therapy Professional Learning Collaborative

Presented By

Codi Andersen,
Occupational and Physical Therapy Supervisor

Dates

September 6, 2023
January 17, 2024
April 17, 2024

Time

Registration begins at 1:00 p.m.
Training time 1:30 p.m. - 3:00 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

The Physical Therapy Professional Learning Collaborative group meets a few times a year for continuing professional development, enrichment, networking, and training.

This group will address current issues of school-based physical therapy. There will be time for questions and discussion as a group. Topics concerning new testing measures, evidence-based practice and treatment, IEP goal writing, and recommendations for services will be addressed. Information concerning relevant legal rulings that affect the profession of physical therapy will be shared.

Audience

Physical Therapists

Registration

Please register online at:
September 6, 2023- <https://sbcss.k12oms.org/52-239568>
January 17, 2024- <https://sbcss.k12oms.org/52-239570>
April 17, 2024 -<https://sbcss.k12oms.org/52-239573>

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) 955-3592

Email : Krystal.Sandoval@cahelp.org
Website : www.cahelp.org



Occupational Therapy Professional Learning Collaborative

Presented By

Codi Andersen
Occupational and Physical Therapy Supervisor

Date

September 12, 2023
January 16, 2024
May 14, 2024

Time

Registration begins at 1:30 p.m.
Training time 2:00 - 4:00 p.m.

Cost

No cost

Location

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

Description

The Occupational Therapy Professional Learning Collaborative group meets a few times a year for continuing professional development, enrichment, networking, and training.

This group will address current issues of school-based occupational therapy. There will be time for questions and discussion as a group. Topics concerning new testing measures, evidence-based practice and treatment, IEP goal writing, and recommendations for services will be addressed. Information concerning relevant legal rulings that affect the profession of occupational therapy will be shared.

Audience

Occupational Therapists

Registration

Please register online at:

September 12, 2023 - <https://sbcss.k12oms.org/52-239562>

January 16, 2024 - <https://sbcss.k12oms.org/52-239563>

May 14, 2024 - <https://sbcss.k12oms.org/52-239565>

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) 955-3592

Email : krystal.sandoval@cahelp.org

Website : www.cahelp.org

DESERT MOUNTAIN CHARTER SELPA
2023/24 Local Assistance Entitlements - 3310

LEA	Resource 3310	Resource 3311	Resource 3312	Total Resource 3310-3312	Total Claimed 3310	Total Unclaimed 3310	Total Claimed 3311	Total Unclaimed 3311	Total Claimed 3312	Total Unclaimed 3312	Total Unclaimed 3310-3312
Allegiance STEAM Academy	171,401.00	-	-	171,401.00		171,401.00	-	-	-	-	171,401.00
Allegiance STEAM Academy Fontana	32,061.00	-	-	32,061.00		32,061.00	-	-	-	-	32,061.00
ASA Charter School	41,925.00	-	-	41,925.00		41,925.00	-	-	-	-	41,925.00
Aveson Global Leadership Academy	50,557.00	-	-	50,557.00		50,557.00	-	-	-	-	50,557.00
Aveson School of Leaders	41,925.00	-	-	41,925.00		41,925.00	-	-	-	-	41,925.00
Ballington Academy	28,361.00	-	-	28,361.00		28,361.00	-	-	-	-	28,361.00
Desert Trails Preparatory Academy	30,827.00	-	-	30,827.00		30,827.00	-	-	-	-	30,827.00
Elite Academic Academy Lucerne	109,746.00	-	-	109,746.00		109,746.00	-	-	-	-	109,746.00
Encore High School	86,317.00	-	-	86,317.00		86,317.00	-	-	-	-	86,317.00
Julia Lee Performing Arts Academy	66,587.00	-	-	66,587.00		66,587.00	-	-	-	-	66,587.00
Laverne Elementary Preparatory Academy	33,294.00	-	-	33,294.00		33,294.00	-	-	-	-	33,294.00
Leonardo da Vinci	44,392.00	-	-	44,392.00		44,392.00	-	-	-	-	44,392.00
Odyssey Charter School	94,949.00	-	-	94,949.00		94,949.00	-	-	-	-	94,949.00
Odyssey Charter School South	66,587.00	-	-	66,587.00		66,587.00	-	-	-	-	66,587.00
Pasadena Rosebud Academy	14,797.00	-	-	14,797.00		14,797.00	-	-	-	-	14,797.00
Pathways to College	55,489.00	-	-	55,489.00		55,489.00	-	-	-	-	55,489.00
Southern California Flex Academy	93,715.00	-	-	93,715.00		93,715.00	-	-	-	-	93,715.00
Taylion High Desert Academy	127,009.00	-	-	127,009.00		127,009.00	-	-	-	-	127,009.00

DESERT MOUNTAIN CHARTER SELPA
2022/23 Local Assistance Entitlements - 3310

LEA	Resource 3310	Resource 3312	Total Resource 3310-3312	Total Claimed 3310	Total Unclaimed 3310	Total Claimed 3312	Total Unclaimed 3312	Total Unclaimed 3310-3312
Ballington Academy	29,533.00	-	29,533.00	24,152.00	5,381.00	-	-	5,381.00

Reporting Periods for Federal Expenditure Reports

FY 2023-24

Report 1 - July 1, 2023 - December 31, 2023

Report 2 - January 1, 2024 - March 31, 2024

Report 3 - April 1, 2024 - June 30, 2024

Report 4 - July 1, 2024 - September 30, 2024

Report 5 - October 1, 2024 - December 31, 2024

Report 6 - January 1, 2025 - June 30, 2025

Report 7 - July 1, 2025 - September 30, 2025

Reports 1-6 are due 30 days after the last day of the report period. Report 7 is due October 10, 2025

FY 2022-23

Report 1 - July 1, 2022 - December 31, 2022

Report 2 - January 1, 2023 - March 31, 2023

Report 3 - April 1, 2023 - June 30, 2023

Report 4 - July 1, 2023 - September 30, 2023

Report 5 - October 1, 2023 - December 31, 2023

Report 6 - January 1, 2024 - June 30, 2024

Report 7 - July 1, 2024 - September 30, 2024

Reports 1-6 are due 30 days after the last day of the report period. Report 7 is due October 10, 2024

Upcoming Trainings

Date/Time	Event	Location
3/26/2024 1:00 PM - 4:00 PM	SEIS Training (Event ID# 245929)	VIRTUAL
3/27/2024 3:00 PM - 5:30 PM	PUTTING EBPS INTO PRACTICE: PEER-BASED INSTRUCTION AND INTERVENTION	VIRTUAL
3/28/2024 2:00 PM - 3:00 PM	REAL TALK AUTISM EDITION: RESOURCES AND SUPPORTS FOR CLINICIANS	VIRTUAL
4/4/2024 8:30 AM - 3:30 PM	CPI	DMESC
4/5/2024 8:30 AM - 3:30 PM	CPI FLEX-BLENDED LEARNING FOR ADMINISTRATORS AND OUT-OF-THE-CLASSROOM SERVICE PROVIDERS	VIRTUAL/DMESC
4/9/2024 12:00 PM - 2:00 PM	PBIS IN THE HOME - SBCSS PRESCHOOLS	VIRTUAL
4/10/2024 1:00 PM - 4:00 PM	SEIS Training (Event ID# 245933)	VIRTUAL
4/16/2024 9:00 AM - 10:00 A	REAL TALK AUTISM EDITION: FAMILIES AND COMMUNITY MEMBERS	VIRTUAL
4/17/2024 1:30 PM - 3:00 PM	PHYSICAL THERAPY PROFESSIONAL LEARNING COLLABORATIVE	DMESC
4/19/2024 12:00 PM - 2:00 PM	DIRECTORS TRAINING	DMESC

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