

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
September 19, 2019 – 1:00 P.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

1.0 TELECONFERENCE LOCATIONS:

Aveson School of Leaders, 1919 Pinecrest Drive, Altadena, CA, 91001
Elite Academic Academy, 43414 Business Park Drive, Temecula, CA, 92590
Leonardo Da Vinci Health Sciences Charter School, 229 East Naples, Street, Chula Vista, CA, 91911

2.0 CALL TO ORDER

3.0 ROLL CALL

4.0 PUBLIC PARTICIPATION

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

5.0 ADOPTION OF THE AGENDA

5.1 **BE IT RESOLVED** that the August 22, 2019 Desert/Mountain SELPA Steering Committee Meeting Agenda be approved as presented.

6.0 PRESENTATIONS

6.1 Inland Regional Center Transitional Services

Angela Serrano of Inland Regional Center will present on transitional services.

7.0 CONSENT ITEMS

It is recommended that the Steering 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.

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

7.1.1 Approve the August 22, 2019 Desert/Mountain SELPA Steering Committee Meeting Minutes.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
September 19, 2019 – 1:00 P.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

Jenae Holtz will present the latest in State and Federal law related to students with disabilities and school law.

8.2 Disproportionality Training Update

Jenae Holtz will share information from September 4, 2019 Disproportionality and the Data Training.

8.3 Inland Regional Center Cross Training Update

Jenae Holtz will report on the information received at Inland Regional Center Cross Training with Program Managers.

8.4 Angel Sense – Listening Devices

Jenae Holtz will share information regarding listening devices on school grounds.

8.5 CALPADS Update

Jenae Holtz will provide a CALPADS update.

8.6 CAPTAIN Content Lead

Jenae Holtz will share information regarding the CAPTAIN Content Lead.

8.7 Low Incidence Equipment (LIE) – Law, Policy and Procedure

Jenae Holtz will report on law as well as policy and procedure regarding low incidence equipment.

8.8 Desert/Mountain Children’s Center Client Services Reports

Linda Llamas will present the Children’s Center monthly reports.

8.9 Professional Learning Summary

Heidi Chavez will present an update on the SELPA’s professional development.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
September 19, 2019 – 1:00 P.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

8.10 Resolution Support Services Summary

Kathleen Peters will present an update on the SELPA’s resolution support services.

8.11 Prevention and Intervention Information

Kami Murphy will present Prevention and Intervention information.

8.12 Compliance Update

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

8.13 Nonpublic School/Nonpublic Agency Updates

Peggy Dunn will present updates on nonpublic schools and nonpublic agencies.

8.14 California Assessment of Student Performance and Progress (CAASPP) Update

Karina Quezada will present CAASPP updates.

8.15 CAPTAIN Quarterly Collaboration Meetings

Jennifer Rountree will discuss CAPTAIN and the addition of the Quarterly Collaboration Meetings.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

9.2 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

11.0 CEO COMMENTS

12.0 MATTERS BROUGHT BY CITIZENS

This is the time during the agenda when the Desert/Mountain SELPA Steering Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue.

When coming to the podium, citizens are requested to give their name and limit their remarks to three minutes.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
September 19, 2019 – 1:00 P.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

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

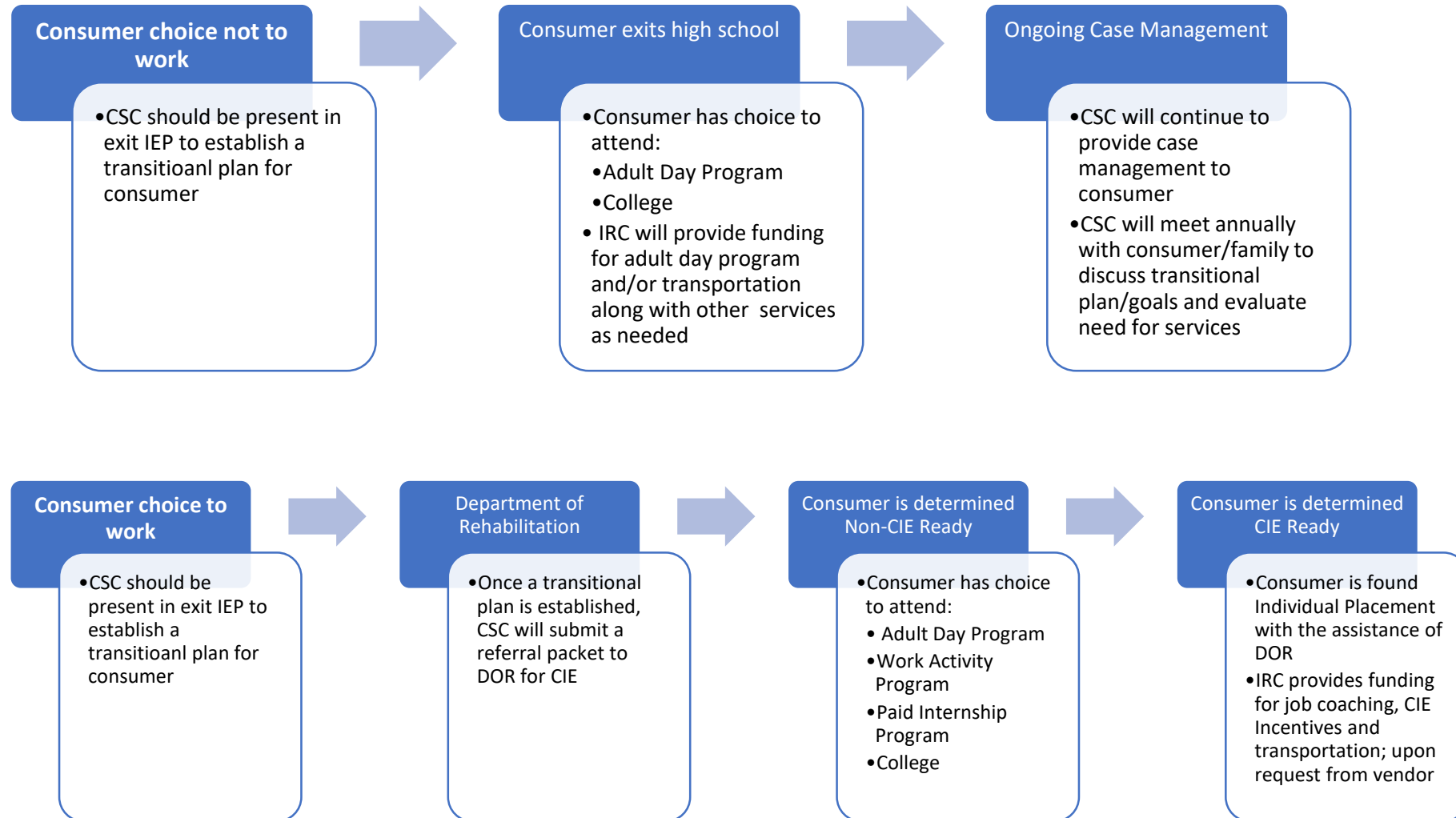
When the Desert/Mountain SELPA Steering Committee goes into Closed Session, there will be no further opportunity for citizens to address the Council on items under consideration.

13.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain SELPA Steering Committee will be held on Thursday, October 17, at 1:00 a.m., at the Desert Mountain Educational Service Center, Poppy/Willow 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.

Transitional Flowchart for Consumer



California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
August 22, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

D/M CHARTER SELPA MEMBERS PRESENT:

Allegiance STEAM – Callie Moreno, Aveson Global Leadership Academy – Kelly Jung (via Web Ex), Aveson School of Leadership – Paula Giraldo, Desert Trails Preparatory Academy – Debbie Tarver, Elite Academic Academy – Michonne Taylor (via Web Ex), Encore Jr/Sr High – Eric Buries, Julia Lee Performing Arts – Tanya Taylor, Rachel Thomas (both via Web Ex), LaVerne Elementary Preparatory Academy – Tina Fryberger, Debbie Tarver, Sarah Wiley, Odyssey Charter – Christina Roberts, Pathways to College – Kasey Finerty, Victor Valdez, Taylion High Desert – Brenda Congo (via Web Ex).

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Danielle Cote, Peggy Dunn, Marina Gallegos, Bonnie Garcia, Colette Garland, Jenae Holtz, Linda Llamas, Maurica Manibusan, Lisa Nash, Kathleen Peters, Daria Raines, Jennifer Rountree, Veronica Rousseau, Adrienne Shepherd-Myles, Athena Vernon.

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 Committee Meeting was called to order by Chairperson Jenae Holtz, at 1:04 p.m., at the Desert/Mountain Educational Service Center, Apple Valley.

2.0 PUBLIC PARTICIPATION

None.

3.0 ADOPTION OF THE AGENDA

3.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Eric Buries to approve the August 22, 2019 Desert/Mountain Charter SELPA Steering Committee Meeting Agenda as presented. A vote was taken and the following carried 11:0: Ayes:2 Members Buries, Congo, Finerty, Fryberger, Giraldo, Jung, Moreno, Roberts, Tarver, Taylor M., and Taylor T., Nays: None, Abstentions: None.

4.0 PRESENTATIONS

4.1 Disproportionality and Using the Self-Review

Dr. Jon Eyler, the founder of Collaborative Learning Solutions (CLS) provided a preview on disproportionality and systems to monitor and change the outcomes of disproportionality.

Jenae Holtz stated there will be a more in-depth training provided by Dr. Jon Eyler on one of the following dates: September 4, 10, or 12. Once the room and date are confirmed, the committee

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
August 22, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

will be notified via email. She encouraged all LEAs to attend to gain knowledge in processing data around disproportionality.

4.2 Brown Act Review

Jenae Holtz presented the function of the Brown Act and the use of Brown Act regulations in CAHELP JPA meetings. She highlighted teleconferencing is allowed under the Brown Act and that teleconferencing site addresses and phone numbers must be listed on the agenda. The agenda is to be posted at the teleconferencing site and accessible to all members of the public. Jenae stated committee members wishing to attend via teleconference must notify Jamie Adkins at least seven business days prior to the meeting so the agenda reflects the sites appropriately. Jenae also highlighted that one member of each LEA has a vote and Jamie Adkins must be notified who the voting member will be. If the voting member is absent, a proxy can be chosen but Jamie must be notified of that as well. Jenae continued the proxy should be knowledgeable enough to make good decisions and take action if needed. Jenae reported that all agendas and other writings of the public meetings are disclosable public records and will be made available on the CAHELP JPA website. She said there are two public comment opportunities allowed: one at the beginning of the meeting and one at the end of the meeting. Jenae said a quorum of 1/3 of voting members is required which at this time is six to have a meeting. Jenae reported that action items require a motion, a second motion then there is an opportunity for discussion. If through the discussion, it is decided that the item is not ready to be approved, the person that made the first motion will amend their motion to include the changes or the motion can be withdrawn. The person can also withdraw their motion. Jenae said an action item can also be tabled if not ready for a vote or if more time is needed for research or changes.

5.0 INFORMATION/ACTION

5.1 CAHELP JPA Brown Act Policies

Jenae Holtz will present newly created policies regarding the use of the Brown Act Regulations in all meetings governed by CAHELP JPA. The meetings include: Steering Committee meetings, Finance Committee meetings, Charter SELPA Executive Council meetings and Governance Council meetings.

5.1.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Eric Buries that the CAHELP JPA Brown Act Policies be approved as presented. A vote was taken and the following carried 11:0: Ayes Members Buries, Congo, Finerty, Fryberger, Giraldo, Jung, Moreno, Roberts, Tarver, Taylor M., and Taylor T. Nays: None, Abstentions: None.

5.2 Desert/Mountain Charter SELPA Policy and Procedures Chapter 22 and D/M 157 Forms (ACTION)

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
August 22, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

Jenae Holtz reported that it was requested that the Special Circumstance Instructional Assistance (SCIA) process for 1:1 aides be reviewed. She said there was a committee formed that reviewed the current process and developed a revision.

In Karina Quezada's absence, Eric Buries presented Karina's PowerPoint regarding the revisions to the Special Circumstance Instructional Assistance (SCIA) process which will be rebranded as Temporary Intensive Supports Assessment (TISA) if approved. He stated the TISA will provide for other options of support along with the 1:1 aide if deemed necessary and will also allow for a fading plan. Eric continued that the TISA will allow decisions for supports to be more data driven.

In reviewing the new forms, Eric stated the SCIA forms were found to be repetitive, unclear, and did not yield the information needed to create an independence plan. He confirmed that the six-month assessment team follow-up meeting is not an IEP meeting but a time for the team to determine if the child is showing progress. It was confirmed the forms will be in fillable format in the educator portal once approved.

Jenae explained that the reason for revising the SCIA is that it comes with the assumption that it is for a 1:1 aide. The TISA will allow the IEP team to determine if an aide is needed all day, during specific times of day or if other supports are needed instead. Jenae continued that the intent is for children to be as independent as they can be. She said that it is also about teaching parents and teachers how to provide what the children needs and at the time they need it the most. Some children need transition support, lunch time support, or during an academic subject but not for the full day.

Jenae reported that at the D/M SELPA Steering Committee meeting held earlier in the day, the motion was made to table the item for multiple reasons: add legal definitions to present to parents that will help them understand their child may not need a person for the full school day, and to present the process to the school psychologists at the October School Psychologist meeting. At this time, the school psychologists have not reviewed the new process.

5.2.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Tina Fryberger that the Desert/Mountain Charter SELPA Policy & Procedures Chapter 22 and D/M 157 Forms be tabled so the item can be reviewed by the LEA school psychologists at their October 2019 meeting. A vote was taken and the following carried 11:0: Ayes Members Buries, Congo, Finerty, Fryberger, Giraldo, Jung, Moreno, Roberts, Tarver, Taylor M., and Taylor T. Nays: None, Abstentions: None.

5.3 Postsecondary Transition Services Manual

Adrienne Shepherd-Myles presented the Postsecondary Transition Services' Manual which is a guide for students transitioning from high school to adult living. The manual was developed to assist participating LEAs, families, and students with disabilities in understanding the legal requirements and best practices for transition services. Adrienne stated that LEAs not located in

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
August 22, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

the desert/mountain region high desert but might be interested in receiving services can contact the Department of Rehabilitation (DOR) or California Department of Education for the services. She explained that when her department attempted to add charter LEAs outside of the desert/mountain region, the local DOR would not allow those LEAs to be added to the D/M SELPA plan.

5.3.1 **BE IT RESOLVED** that a motion was made by Kasey Finerty, seconded by Eric Buries that the Postsecondary Transition Services' Manual be approved as presented. A vote was taken and the following carried 11:0: Ayes Members Buries, Congo, Finerty, Fryberger, Giraldo, Jung, Moreno, Roberts, Tarver, Taylor M., and Taylor T. Nays: None, Abstentions: None.

6.0 CONSENT ITEMS

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

6.1 **BE IT RESOLVED** that a motion was made by Kasey Finerty, seconded by Eric Buries to approve the following Consent Items as presented. A vote was taken and the following carried 11:0: Ayes Members Buries, Congo, Finerty, Fryberger, Giraldo, Jung, Moreno, Roberts, Tarver, Michonne Taylor, and Tanya Taylor, Nays: None, Abstentions: None.

6.1.1 Approve the June 13, 2019 Desert/Mountain Charter SELPA Steering Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Updates

Jenae Holtz presented the latest in State and Federal law related to students with disabilities and school law. Jenae highlighted Assembly Bill 988 – Teacher Credentialing: out-of-state prepared teachers: education specialist credential. The governor signed and enrolled the bill that will help with teacher shortages. She said that out-of-state special education teaching credentials were not being honored previously. Jenae encouraged the LEAs to contact the Commission on Teacher Credentialing (CTC) about the two-year waiver that allows the out-of-state teachers to work towards their California credentialing.

MINUTES

7.2 CALPADS Communications

Jenae Holtz presented on the CALPADS update and flashes. Jenae said the CALPADS Flashes provide detailed information about how to document items in the system. She asked the directors to ensure their CALPADS staff are reading the flashes when released.

Colette Garland added that the CALPADS staff need to communicate the information found in the Flashes to their appropriate directors.

7.3 Lockdown Procedures

Jenae Holtz shared there was a D/M SELPA occupational therapist on a school site working outside with a student when the school went on lockdown. The occupational therapist and the student were not allowed back in the classroom while the school was on lockdown. Jenae asked for service providers to be included when lockdowns occur. Jenae asked the committee members to provide her with the lockdown procedures for their sites so the information can be shared with itinerant CAHELP staff. She stated that if an LEA does not have a lockdown procedure, one should be developed. Jenae concluded that she will share the procedures if an LEA needs a sample.

7.4 Continuum of Care Memorandum of Understanding (MOU)

Jenae Holtz presented an example of a Memorandum of Understanding (MOU) that can be offered to districts in working collaboratively to serve students. She said when a charter needs to place a student with a district in order to provide free appropriate public education (FAPE) that can be provided at a district, an MOU can be made. Jenae said the fee-for-service can be negotiated with the districts.

7.5 Desert/Mountain Children's Center Client Services Reports

Linda Llamas presented the Desert/Mountain Children's Center (DMCC) monthly reports. Linda asked to be notified of changes. Linda shared that the educational psychologist that completed independent educational evaluations (IEE) for DMCC is no longer with the agency. She stated IEEs will be referred out until the position is filled.

7.6 Professional Learning Summary

Jenae Holtz presented the update on the D/M Charter SELPA's professional development summary. She highlighted the 2019-20 Directors Training schedule and stated the trainings start at approximately 11:00am and encouraged the charter members to attend.

- October 18, 2019 – Barriers to FAPE presented by Kathleen Peters

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
August 22, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

- January 17, 2020 – Raising Awareness of Youth Mental Health presented by Cheryl Goldberg-Diaz and Belinda Jauregui
- April 17, 2020 – Legal Trends and Special Education presented by Jack Clarke of BBK.

Jenae concluded by reporting that there will be multiple Orton-Gillingham trainings this year. She encouraged all members to send their staff to the trainings that are appropriate for them.

7.7 Resolution Support Services Summary

Kathleen Peters presented an update on the D/M Charter SELPA's resolution support services. She reported that Megan Moore will be training on Section 504 on September 23, 2019. D/M SELPA does not support Section 504 in the legal filings so if there is a filing, the LEA will have to work with their own Risk Management department.

Kathleen stated if a continuance meeting is scheduled and an offer of FAPE is not made in the first meeting, there is a danger of not meeting the timeline. If the continuation meeting is scheduled right away, it is possible to still meet the timelines but it is case specific and all LEAs must be cautious and aware.

7.8 Positive Behavioral Interventions and Supports (PBIS) LEA Assignments

Athena Vernon presented the D/M SELPA PBIS LEA Assignments.

7.9 2019-20 Schedule of PBIS Assessment Windows

Athena Vernon presented the 2019-2020 Schedule of PBIS Assessment Windows.

7.10 PBIS Recognition Event - Save the Date Flyer

Athena Vernon presented the PBIS Recognition Event Save the Date Flyer.

7.11 Compliance Update

Peggy Dunn presented the following updates on compliance items from the California Department of Education (CDE):

- Data Identified Noncompliance (DINC) – no D/M Charter SELPA LEAs identified.
- Performance Indicator Review (PIR) – submitted in mid-July and currently waiting on status update from CDE.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
August 22, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

- 2017-18 Disproportionality Follow-Up – Susan Olsen, CDE FMTA indicated to Peggy that follow-up reviews will take place until all LEAs are 100% in compliance. Student records may be involved but D/M SELPA will provide read-only access to WebIEP based on CDE's request. If an LEA has received approval for 2017-18 and received an email for follow-up, the LEA is instructed to contact Susan Olsen directly.
- 2018-19 Disproportionality – Susan Olsen, CDE FMTA reported to Peggy that the indicators being reviewed are: #4 Discipline, #5 Placement, #9 SWD by Race or Ethnicity, #10 SWD by Race or Ethnicity by Disability. Affected LEAs will receive a secure email from CDE with the Student List. The email will also include directions for certifying information within the SECMS system. Peggy directed the LEAs to send a copy of the final student list to Colette Garland to provide WebIEP access to CDE. The student list must be finalized by August 30, 2019. The Disproportionality Review must be completed and certified by October 30, 2019.
- June 2019 Pupil Count – has been completed and submitted to CDE.

Colette Garland reported the CASEMIS 2 CALPADS Meeting is scheduled for September 16, 2019, 9:00 a.m. to 12:00 p.m. She continued that all MIS contacts need to attend and at least one CALPADS contact should attend. Colette stated teleconferencing is also available.

Jenae Holtz encouraged the committee members to attend the disproportionality training by Dr. Jon Eyler.

7.12 Update on California Alternate Assessment (CAA) State Testing

Bonnie Garcia presented the recently released 2019-20 CAA Administration Planning Guides from CDE that are available at www.caaspp.org. Bonnie shared that the science embedded performance tasks will be available beginning September 3, 2019. There are four different versions of the guide so each LEA will log in to confirm which version they are assigned.

7.13 California Practitioners' Guide for Educating English Learners with Disabilities

Bonnie Garcia shared the CDE developed guide which provides guidance to general education and special education teachers for transitional kindergarten through twelfth grades in the identification, classification, and servicing of students with disabilities who are also English Language Learners.

7.14 Adapting Curriculum: Engaging All Learners Through Universal Design for Learning

Bonnie Garcia presented the Adapting Curriculum: Engaging All Learners Through Universal Design for Learning training flyer. The training is for general education and special education staff.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
August 22, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

7.15 Region 10 Alternative Dispute Resolution (ADR) Training Opportunity Flyer

Bonnie Garcia presented the Region 10 ADR Training Flyer: Applying Neuroscience Research in Special Education Mediation. It is scheduled for September 17, 2019 at East Valley SELPA. Bonnie said the registration fee is \$60 and includes lunch.

7.16 2020 ADR Conference - One Team, One Goal: Utilizing Mindfulness to Build Relationships in Education

Bonnie Garcia presented the conference flyer for the 2020 ADR Conference - One Team, One Goal: Utilizing Mindfulness to Build Relationships in Education. The conference is scheduled for Marcy 16-17, 2020 and registration is currently open.

Jenae Holtz reported that last year, D/M Charter SELPA paid the registration fees for five attendees per LEA with the ADR grant. She will confirm with the business department then send an email with an updated number for this year.

7.17 Region 10 Behavior Conference

Danielle Cote presented the Region 10 Behavior Conference Flyer on Inclusion-Focused Supports for Students with Behavioral Challenges. The conference is scheduled for February 13, 2020 at Corona/Norco Unified School District. The cost is \$50 and includes breakfast and lunch.

7.18 CASEMIS 2 CALPADS Training

Colette Garland presented the CASEMIS 2 CALPADS Training Flyer. She reiterated that the training is scheduled for September 16, 2019, 9:00 a.m. to 12:00 p.m.

7.19 Special Education Teacher Academy

Jenae Holtz presented the Special Education Teacher Academy flyer. It is for new teachers as well as teachers that may need a refresher.

7.20 CAHELP Training Opportunity - Neurobiology of Attachment: Promoting Development and Learning Through Relationships in Children with Prenatal Substance Exposure

Jenae Holtz presented the CAHELP Training Opportunity flyer for Neurobiology of Attachment: Promoting Development and Learning Through Relationships in Children with Prenatal Substance Exposure. She said the presenter is Dr. Ira Chasnoff who was instrumental in helping develop the SART system for children 0-6 years old.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING COMMITTEE MEETING
August 22, 2019 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

8.0 INFORMATION ITEMS

- 8.1 Monthly Occupational & Physical Therapy Services Reports
- 8.2 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

10.0 CEO COMMENTS

Jenae Holtz called on Bonnie Garcia to report on professional development training Administering Alternative English Language Proficiency Test. Bonnie reported that Karina Quezada will be training on how to administer the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS). She concluded that the training will take place on September 19, 2019, 8:30 a.m-12:30 p.m.

Jenae Holtz shared a video, “Be a Mr. Jensen”.

11.0 MATTERS BROUGHT BY CITIZENS

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Debbie Tarver, seconded by Kasey Finerty to adjourn the meeting. The motion carried on the following vote 11:0: Ayes Members Buries, Congo, Finerty, Fryberger, Giraldo, Jung, Moreno, Roberts, Tarver, Taylor M., and Taylor T. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, September 19, 2019, at 1:00 p.m., at the Desert Mountain Educational Service Center, Poppy/Willow 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.

Tracked Bills Tuesday, September 03, 2019

[AB 6](#)

(Reyes D) Early childhood education: interagency coordination and quality improvement.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 8/30/2019

Status: 8/30/2019-From committee: Amend, and do pass as amended. (Ayes 7. Noes 0.) (August 30). Read second time and amended. Ordered returned to second reading.

Calendar: 9/3/2019 #16 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Would require the Superintendent of Public Instruction, on or before January 1, 2021, to establish an interagency workgroup composed of representatives from certain state entities within the California Health and Human Services Agency. The bill would require the interagency workgroup to identify administrative changes for implementation by the participating state entities to improve the coordination of services provided to children in early learning and care programs. The bill would require the interagency workgroup to report on its work to the Governor, Superintendent, and relevant budget and policy committees of the Legislature at least annually. The bill would require the Superintendent, on or before January 15, 2021, to establish a quality improvement workgroup composed of stakeholders from the early learning and care community and other early learning and care experts.

Position

Watch

[AB 8](#)

(Chu D) Pupil health: mental health professionals.

Current Text: Amended: 5/16/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 5/16/2019

Status: 7/8/2019-In committee: Hearing postponed by committee.

Summary: Would require, on or before December 31, 2024, a school of a school district or county office of education and a charter school to have at least one mental health professional, as defined, for every 600 pupils generally accessible to pupils on campus during school hours. The bill would require, on or before December 31, 2024, a school of a school district or county office of education and a charter school with fewer than 600 pupils to have at least one mental health professional generally accessible to pupils on campus during school hours, to employ at least one mental health professional to serve multiple schools, or to enter into a memorandum of understanding with a county agency or community-

Position

Watch

[AB 39](#)

(Muratsuchi D) Education finance: local control funding formula: aspirational funding level: reports.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 8/30/2019

Status: 8/30/2019-From committee: Amend, and do pass as amended. (Ayes 7. Noes 0.) (August 30). Read second time and amended. Ordered returned to second reading.

Calendar: 9/3/2019 #22 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Current law requires funding pursuant to the local control funding formula to include, in addition to a base grant, supplemental and concentration grant add-ons that are based on the percentage of pupils who are English learners, foster youth, or eligible for free or reduced-price meals, as specified, served by the county superintendent of schools, school district, or charter school. Current law specifies the amount of the base grant in the 2013-14 fiscal year, as provided, and requires that amount to be adjusted for changes in cost of living in subsequent fiscal years. This bill would express the intent of the Legislature to increase the base grants to amounts equal to the national average per-pupil funding level, as provided.

Position

[AB 48](#)

(O'Donnell D) Education finance: school facilities: Kindergarten-Community Colleges Public Education Facilities Bond Acts of 2020 and 2022.

Current Text: Amended: 7/8/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 7/8/2019

Status: 8/30/2019-From committee: Do pass and re-refer to Com. on RLS. (Ayes 5. Noes 1.) (August 30). Re-referred to Com. on RLS.

Summary: The Leroy F. Greene School Facilities Act of 1998 provides for the adoption of rules,

regulations, and procedures, under the administration of the Director of General Services, for the allocation of state funds by the State Allocation Board for the construction and modernization of public school facilities. This bill would add provisions to the act to require the Department of General Services to process, and present to the State Allocation Board, all applications received under the act on and after July 1, 2020, within 120 days of receipt of the application. The bill would require applicants for bond funding to supply designated information to the State Department of Education.

Position

Notes 1: Staff: Sophia Kwong Kim, Chief of Staff, Sophia.Kwong@asm.ca.gov

AB 70

(Berman D) Mental health in schools.

Current Text: Introduced: 12/3/2018 [html](#) [pdf](#)

Introduced: 12/3/2018

Status: 5/3/2019-Failed Deadline pursuant to Rule 61(a)(3). (Last location was PRINT on 12/3/2018) (May be acted upon Jan 2020)

Summary: Would state the intent of the Legislature to enact legislation that would support youth mental health in schools.

Position

AB 123

(McCarty D) Early childhood education: state preschool program: access: standards.

Current Text: Amended: 4/29/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 4/29/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/6/2019) (May be acted upon Jan 2020)

Summary: Would, commencing with the 2020–21 fiscal year, and notwithstanding any other law, authorize a provider operating a state preschool program within the attendance boundary of a public school, except as provided, where at least 70% of enrolled pupils are eligible for free or reduced-price meals, to enroll 4-year-old children meeting specified priorities. The bill would authorize any remaining slots to be open for enrollment to any other families not otherwise eligible, as provided. The bill would prohibit a state preschool classroom from exceeding 24 children.

Position

AB 125

(McCarty D) Early childhood education: reimbursement rates.

Current Text: Amended: 6/18/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 6/18/2019

Status: 7/31/2019-In committee: Set, first hearing. Hearing canceled at the request of author.

Summary: The Child Care and Development Services Act establishes a system of childcare and development services for children up to 13 years of age. Current law requires the Superintendent of Public Instruction to implement a plan that establishes reasonable standards and assigned reimbursement rates, which vary with the length of the program year and the hours of service. Current law requires the reimbursement system to be submitted to the Joint Legislative Budget Committee. This bill would require the Superintendent to implement a reimbursement system plan that establishes reasonable standards and assigned reimbursement rates that would vary with additional factors, including a quality adjustment factor to address the cost of staffing ratios, as provided.

Position

AB 167

(Rubio, Blanca D) Childcare and development services: infants and toddlers: state funding.

Current Text: Amended: 4/3/2019 [html](#) [pdf](#)

Introduced: 1/8/2019

Last Amend: 4/3/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

Summary: Would create the California Partnership for Infants and Toddlers, and would provide that a state grant to support the partnership shall be made available and distributed, upon appropriation by the Legislature, to qualifying childcare and development programs and family childcare home education networks that serve infants and toddlers from birth to 3 years of age at a supplemental grant amount of \$4,000 annually per child.

Position

AB 189

(Kamlager-Dove D) Child abuse or neglect: mandated reporters: autism service personnel.

Current Text: Amended: 5/7/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 5/7/2019

Status: 8/30/2019-From committee: Do pass. (Ayes 7. Noes 0.) (August 30). Read second time. Ordered to third reading.

Calendar: 9/3/2019 #469 SENATE ASSEMBLY BILLS - THIRD READING FILE

Summary: the Child Abuse and Neglect Reporting Act, requires a mandated reporter, as defined, to report whenever they, in their professional capacity or within the scope of their employment, have knowledge of or observed a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. This bill would add qualified autism service providers, qualified autism service professionals, and qualified autism service paraprofessionals, as defined, to the list of individuals who are mandated reporters.

Position

AB 190

(Ting D) Budget Act of 2019.

Current Text: Amended: 5/29/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 5/29/2019

Status: 5/31/2019-Re-referred to Com. on BUDGET.

Summary: This bill would make appropriations for the support of state government for the 2019–20 fiscal year.

Position

AB 194

(Reyes D) Childcare and development services.

Current Text: Amended: 3/19/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 3/19/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was GOV. & F. on 6/26/2019)(May be acted upon Jan 2020)

Summary: Would provide that \$1,000,000,000 shall be made available, upon appropriation by the Legislature, to immediately improve access to alternative payment programs and general childcare and development programs.

Position

AB 197

(Weber D) Full-day kindergarten.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 8/30/2019

Status: 8/30/2019-From committee: Amend, and do pass as amended. (Ayes 5. Noes 2.) (August 30). Read second time and amended. Ordered returned to second reading.

Calendar: 9/3/2019 #32 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Would require, commencing with the 2022–23 school year, schools in school districts offering kindergarten and charter schools serving pupils in early primary grades to implement, except as provided, at least 1 full-day kindergarten program, thereby imposing a state-mandated local program. The bill would provide that a minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in 1st grade, except as provided.

Position

Watch

AB 216

(Weber D) Pupil discipline: restraint and seclusion.

Current Text: Amended: 4/9/2019 [html](#) [pdf](#)

Introduced: 1/15/2019

Last Amend: 4/9/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/28/2019) (May be acted upon Jan 2020)

Summary: Would limit an educational provider's use of seclusion or behavioral restraint to only control unpredictable and spontaneous behavior by a pupil that poses a clear and present danger of serious physical harm to the pupil or others, and when the behavior cannot be immediately prevented by a response that is less restrictive. The bill would require local educational agencies and nonpublic schools and agencies to implement positive behavioral intervention and supports, as defined, on all

schoolsites, and would prohibit an educational provider from using seclusion or behavioral restraint before the provider receives emergency behavioral intervention training.

Position

AB 236 (Garcia, Eduardo D) Special education programs: Family Empowerment Centers on Disability.

Current Text: Amended: 3/20/2019 [html](#) [pdf](#)

Introduced: 1/18/2019

Last Amend: 3/20/2019

Status: 8/30/2019-In committee: Held under submission.

Summary: Would revise and recast provisions related to Family Empowerment Centers on Disability, including requiring the State Department of Education to give priority to grant applicants in those of the 32 regions in the state that do not have a center, increasing the minimum base rate for each center awarded a grant from \$150,000 to \$237,000 commencing with the start of the fiscal year after a center has been established in each of the 32 regions, and, commencing with the 2022–23 fiscal year, providing for an annual cost-of-living adjustment of the grant amount, as specified. The bill would also increase the base amount to be made available annually to the council from \$150,000 to \$237,000.

Position

Support

AB 258 (Jones-Sawyer D) Pupil health: School-Based Pupil Support Services Program Act.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 1/23/2019

Last Amend: 8/30/2019

Status: 8/30/2019-From committee: Amend, and do pass as amended. (Ayes 7. Noes 0.) (August 30). Read second time and amended. Ordered returned to second reading.

Calendar: 9/3/2019 #36 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: The Healthy Start Support Services for Children Act requires the Superintendent of Public Instruction to award grants to local educational agencies or consortia to fund programs in qualifying schools that provide support services, which include case-managed health, mental health, social, and academic support services, to eligible pupils and their families. This bill would state the intent of the Legislature to enact legislation that would increase in-school support services to pupils in order to break down barriers to academic success.

Position

AB 324 (Aguiar-Curry D) Childcare services: state-subsidized childcare: professional support stipends.

Current Text: Amended: 6/27/2019 [html](#) [pdf](#)

Introduced: 1/30/2019

Last Amend: 6/27/2019

Status: 8/30/2019-In committee: Held under submission.

Summary: Current law requires that moneys in a specified item of the Budget Act of 2000 be allocated to local child care and development planning councils based on the percentage of state-subsidized, center-based childcare funds received in the county in which the council is located, and requires that these funds be used to address the retention of qualified childcare employees in state-subsidized childcare centers. Current law authorizes these funds, and other specified funds, appropriated for these purposes, to be used in the County of Los Angeles if specified requirements met. This bill would instead require these funds to be used to address the professional support of qualified childcare employees in state-subsidized childcare centers.

Position

AB 347 (Choi R) Preschool: privately funded pilot program: tax credits.

Current Text: Amended: 3/19/2019 [html](#) [pdf](#)

Introduced: 2/4/2019

Last Amend: 3/19/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was REV. & TAX on 2/28/2019)(May be acted upon Jan 2020)

Summary: The Child Care and Development Services Act, administered by the State Department of Education, requires the Superintendent of Public Instruction to administer childcare and development programs that offer a full range of services for eligible children from infancy to 13 years of age. Current law requires the Superintendent to administer all California state preschool programs, including, but not limited to, part-day and full-day age and developmentally appropriate programs for 3- and 4-year-old children. This bill would, until January 1, 2025, authorize the department, as part of a pilot

program, to accept monetary contributions made to the California Preschool Investment Fund, which this bill would create, by a person for purposes of preschool education, as provided.

Position

AB 385 (Calderon D) Medi-Cal: Early and Periodic Screening, Diagnosis, and Treatment mental health services: performance outcomes system: platform.

Current Text: Amended: 4/23/2019 [html](#) [pdf](#)

Introduced: 2/5/2019

Last Amend: 4/23/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

Summary: Existing law requires the State Department of Health Care Services, in collaboration with the California Health and Human Services Agency and in consultation with the Mental Health Services Oversight and Accountability Commission, to create a plan for a performance outcomes system for EPSDT mental health services, as specified. This bill would require the department to develop a platform, update an existing platform, or integrate with an existing platform, capable of automating the collection of data from a functional assessment tool that is established pursuant to the department's performance outcomes system plan.

Position

AB 428 (Medina D) Special education funding.

Current Text: Introduced: 2/7/2019 [html](#) [pdf](#)

Introduced: 2/7/2019

Status: 8/30/2019-In committee: Held under submission.

Summary: Current law requires the Superintendent of Public Instruction to determine the amount of funding to be provided for each special education local plan area in accordance with specified calculations. Current law requires the Superintendent, for the 2013-14 fiscal year, to compute an equalization adjustment for each special education local plan area for purposes of increasing the funding rates for special education local plan areas with funding rates below the 90th percentile, as specified. This bill would increase that percentile to the 95th percentile and would require the Superintendent to compute that equalization adjustment commencing with the first fiscal year after funds are apportioned pursuant to a specified formula and for each fiscal year thereafter in which an equalization appropriation is made, as specified.

Position

Support

AB 525 (Rivas, Luz D) Teacher credentialing.

Current Text: Amended: 3/18/2019 [html](#) [pdf](#)

Introduced: 2/13/2019

Last Amend: 3/18/2019

Status: 6/27/2019-From Consent Calendar. Ordered to third reading.

Calendar: 9/3/2019 #217 SENATE ASSEMBLY BILLS - THIRD READING FILE

Summary: Would require the Commission on Teacher Credentialing to periodically provide reports and recommendations to the Legislature regarding the state's teacher workforce for purposes of developing and reviewing state policy, identifying workforce trends, and identifying future needs.

Position

AB 598 (Bloom D) Hearing aids: minors.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 2/14/2019

Last Amend: 8/30/2019

Status: 8/30/2019-From committee: Amend, and do pass as amended. (Ayes 7. Noes 0.) (August 30). Read second time and amended. Ordered returned to second reading.

Calendar: 9/3/2019 #62 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Would require a health care service plan contract or a health insurance policy issued, amended, or renewed on or after July 1, 2020, to include coverage for hearing aids, as defined, for an enrollee or insured under 18 years of age. The bill would require the coverage to be performed by contracted providers, except as specified. The bill would require the contracted providers to include a pediatric audiologist for children under 5 years of age. The bill would require hearing aids covered under the bill to be subject to the cost sharing imposed by the plan contract or health insurance policy for durable medical equipment, as specified.

Position

[AB 605](#) (Maienschein D) Special education: assistive technology devices.

Current Text: Enrollment: 8/27/2019 [html](#) [pdf](#)

Introduced: 2/14/2019

Last Amend: 8/14/2019

Status: 8/27/2019-Enrolled and presented to the Governor at 3:30 p.m.

Summary: Would require a local educational agency, including a charter school, as defined, to provide, on a case-by-case basis pursuant to federal law, the use of school-purchased assistive technology devices in a child's home or in other settings if the child's individualized education program team determines that the child needs access to those devices in order to receive a free appropriate public education. The bill would also require a local educational agency to be responsible for providing an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to enrollment in another local educational agency, ceases to be enrolled in that local educational agency.

Position

Watch

[AB 666](#) (Gabriel D) Pupil mental health: model referral protocols.

Current Text: Amended: 4/11/2019 [html](#) [pdf](#)

Introduced: 2/15/2019

Last Amend: 4/11/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/24/2019)(May be acted upon Jan 2020)

Summary: Would require the State Department of Education to develop model referral protocols, as provided, for addressing pupil mental health concerns. The bill would require the department to consult with various entities in developing the protocols, including current classroom teachers and administrators. The bill would require the department to post the model referral protocols on its internet website. The bill would make these provisions contingent upon funds being appropriated for its purpose in the annual Budget Act or other legislation, or state, federal, or private funds being allocated for this purpose.

Position

[AB 713](#) (Mullin D) Early Psychosis Intervention Plus (EPI Plus) Program.

Current Text: Amended: 3/28/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Last Amend: 3/28/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was HEALTH on 6/6/2019) (May be acted upon Jan 2020)

Summary: Current law establishes the Early Psychosis and Mood Disorder Detection and Intervention Fund, and authorizes the commission to allocate moneys from that fund to provide grants through a competitive selection process to counties or other entities to create, or expand existing capacity for, early psychosis and mood disorder detection and intervention services and supports. Current law requires the commission to adopt regulations to implement these provisions, but provide that the adoption of those regulations and the implementation of the grant program are contingent upon the deposit into the fund of at least \$500,000 in nonstate funds for those purposes. Current law prohibits funds from being appropriated from the General Fund for purposes of these provisions. This bill would delete that prohibition on General Fund moneys being appropriated for purposes of those provisions and would delete the requirement that the minimum \$500,000 deposit be from nonstate funds.

Position

[AB 741](#) (Kalra D) Early and Periodic Screening, Diagnosis, and Treatment Program: trauma screening.

Current Text: Amended: 3/28/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Last Amend: 3/28/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

Summary: Current law requires the State Department of Health Care Services to convene an advisory working group to update, amend, or develop, if appropriate, tools and protocols for the screening of children for trauma, within the EPSDT benefit. Current law requires that the group be disbanded on December 31, 2019, and requires, on or before May 1, 2019, the department to identify an existing advisory working group to periodically review and consider the protocols for the screening of trauma in children at least once every 5 years, or upon the request of the department. This bill would require the department, in order to ensure the success and sustainability of trauma screenings for children as part

of the EPSDT benefit, to provide trainings for certain personnel, including, among other things, instruction on how to identify and make appropriate referrals for patients who have tested positive in trauma screenings.

Position

AB 743 (Garcia, Eduardo D) Pupil health: self-administration of prescribed asthma medication.

Current Text: Chaptered: 7/12/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Last Amend: 4/22/2019

Status: 7/12/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 101, Statutes of 2019.

Summary: Would require a school district to accept a written statement provided by a physician or surgeon relating to a pupil carrying and self-administering inhaled asthma medication, from a physician or surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in this state. The bill would require that written statement to be provided in both English and Spanish and to include the name and contact information for the physician or surgeon.

Position

AB 751 (O'Donnell D) Pupil assessments: Pathways to College Act.

Current Text: Introduced: 2/19/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Status: 8/30/2019-From committee: Do pass. (Ayes 7. Noes 0.) (August 30). Read second time. Ordered to third reading.

Calendar: 9/3/2019 #401 SENATE ASSEMBLY BILLS - THIRD READING FILE

Summary: Would require, pursuant to specified provisions of the federal Elementary and Secondary Education Act, the Superintendent of Public Instruction to approve a nationally recognized high school assessment that a local educational agency, as defined, may, at its own discretion, administer, if the alternative assessment is approved by the local educational agency's governing board or body in a public meeting, commencing with the 2021-22 school year, and each school year thereafter, in lieu of the consortium summative assessment in English language arts and mathematics for grade 11.

Position

AB 760 (Cooper D) Education finance: local control funding formula: pupil transportation: cost-of-living adjustment and add-on.

Current Text: Amended: 3/18/2019 [html](#) [pdf](#)

Introduced: 2/19/2019

Last Amend: 3/18/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/14/2019) (May be acted upon Jan 2020)

Summary: Would, commencing with the 2019-20 fiscal year, require the amount of funds received for specified pupil transportation programs to be adjusted by a specified cost-of-living calculation, and would require the Superintendent of Public Instruction to compute an add-on to the total sum of a county superintendent of schools', school district's, or charter school's base, supplemental, and concentration grants in accordance with a certain formula to incrementally equalize pupil transportation program funding to 90% of the approved cost expenditures of the county superintendent of schools's, school district's, and charter school's pupil transportation programs.

Position

AB 875 (Wicks D) Pupil health: in-school support services.

Current Text: Amended: 4/11/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 4/11/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 5/29/2019) (May be acted upon Jan 2020)

Summary: The Healthy Start Support Services for Children Act establishes the Healthy Start Support Services for Children Program Council, specifies the members of the council, and provides for the duties of the council, which include assisting a local educational agency or consortium with local technical assistance, as provided. The act authorizes a local educational agency or consortium to contract with other entities, including county agencies and private nonprofit organizations or private partners, to provide services to pupils and their families. This bill would revise the list of entities that qualify for a

grant and the eligibility criteria for a grant, as provided. The bill would rename the council to the Healthy Start Support Services for Children Initiative Council and would revise its membership.

Position

[AB 898](#) (Wicks D) Early and Periodic Screening, Diagnostic, and Treatment services: behavioral health.

Current Text: Amended: 6/13/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 6/13/2019

Status: 8/30/2019-In committee: Held under submission.

Summary: Would require the California Health and Human Services Agency, under the oversight of the Secretary of California Health and Human Services or their designee, to convene, by March 30, 2020, and monthly thereafter, the Children's Behavioral Health Action Team, which would consist of no fewer than 30 individuals, including the Director of Health Care Services, Director of Social Services, the Director of Managed Health Care, and representatives from community-based behavioral health agencies, to maximize the Medi-Cal program's investment in the social, emotional, and developmental health and well-being of children in California who receive health care through the Medi-Cal program.

Position

Support

[AB 918](#) (Smith D) Local educational agencies: mental health professionals.

Current Text: Amended: 4/4/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 4/4/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/24/2019)(May be acted upon Jan 2020)

Summary: Would require the State Department of Education, on or before November 1, 2020, in coordination with other relevant state and local agencies, to develop and submit recommendations to the Legislature and the Governor to develop a system through which qualified mental health professionals and other key school personnel employed by local educational agencies throughout the state could be rapidly deployed on a short- or long-term basis to an area of the state that has experienced a natural disaster or other traumatic event, in order to provide support to pupils and staff.

Position

[AB 947](#) (Quirk-Silva D) Visually impaired pupils: expanded core curriculum.

Current Text: Amended: 4/2/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 4/2/2019

Status: 8/30/2019-From committee: Do pass. (Ayes 7. Noes 0.) (August 30). Read second time. Ordered to third reading.

Calendar: 9/3/2019 #510 SENATE ASSEMBLY BILLS - THIRD READING FILE

Summary: Would express legislative findings and declarations relating to the need for blind or visually impaired pupils to receive instruction in the expanded core curriculum. The bill would authorize school districts, county offices of education, and charter schools to consider elements of the expanded core curriculum when developing individualized education programs for a pupil who is blind, has low vision, or is visually impaired.

Position

[AB 988](#) (Berman D) Teacher credentialing: out-of-state prepared teachers: education specialist credential.

Current Text: Chaptered: 7/12/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 4/4/2019

Status: 7/12/2019-Approved by the Governor. Chaptered by Secretary of State - Chapter 103, Statutes of 2019.

Summary: Would authorize the Commission on Teacher Credentialing to allow an applicant for an education specialist credential to demonstrate the area of concentration based on 2 years of experience in California, while the candidate holds the preliminary credential. The bill would also make nonsubstantive changes in this provision.

Position

Support

[AB 996](#) (Bigelow R) Special education: pilot program.

Current Text: Introduced: 2/21/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/7/2019)(May be acted upon Jan 2020)

Summary: Would, until January 1, 2023, would establish a pilot program to be administered by the county offices of education in the Counties of El Dorado, Monterey, Sacramento, San Diego, and Sonoma to improve the social and behavioral skills of pupils who are autistic or have other special needs, as specified. The bill would require those county offices of education and school districts to submit a specified report to the Assembly Budget Subcommittee 2 on Education Finance no later than January 1, 2022.

Position

[AB 1004](#) (McCarty D) Developmental screening services.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 8/30/2019

Status: 8/30/2019-From committee: Amend, and do pass as amended. (Ayes 7. Noes 0.) (August 30). Read second time and amended. Ordered returned to second reading.

Calendar: 9/3/2019 #103 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Would require, consistent with federal law, that screening services provided as an EPSDT benefit include developmental screening services for individuals zero to 3 years of age, inclusive, and would require Medi-Cal managed care plans to ensure that providers who contract with these plans render those services in conformity with specified standards. The bill would require the department to ensure a Medi-Cal managed care plan's ability and readiness to perform these developmental screening services, and to adjust a Medi-Cal managed care plan's capitation rate. Until July 1, 2023, the bill would require an external quality review organization (EQRO) entity to review and report annually on Medi-Cal managed care plan metrics for developmental screenings, and would require the department to use the EQRO's technical report to monitor Medi-Cal managed care plans' compliance with providing enrollees access to developmental screenings.

Position

[AB 1075](#) (Holden D) California State University: speech-language pathologist programs.

Current Text: Amended: 5/16/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 5/16/2019

Status: 8/30/2019-From committee: Do pass. (Ayes 7. Noes 0.) (August 30). Read second time. Ordered to third reading.

Calendar: 9/3/2019 #514 SENATE ASSEMBLY BILLS - THIRD READING FILE

Summary: Current law establishes the California State University, under the administration of the Trustees of the California State University, as one of the segments of public postsecondary education in this state. The California State University comprises 23 institutions of higher education throughout the state, and the Chancellor of the California State University serves as the university's chief executive officer. This bill would provide, contingent upon the enactment of an appropriation for this purpose to the trustees from the General Fund for the 2019-20 fiscal year, for allocation of those funds by the chancellor through competitive grants to speech-language pathologist programs at campuses of the university, as specified.

Position

[AB 1119](#) (Garcia, Eduardo D) Teacher and Substitute Shortage Workgroup: small school districts.

Current Text: Amended: 4/11/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 4/11/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 4/24/2019)(May be acted upon Jan 2020)

Summary: Would require the Commission on Teacher Credentialing to establish a Teacher and Substitute Shortage Workgroup to identify steps that can be taken to improve both the substitute pool and the qualified teacher workforce in small school districts, defined as a school district with fewer than 2,501 units of average daily attendance. The bill would require the workgroup to examine, at a minimum, current laws and regulations governing the issuance of substitute permits and recommend changes to those laws and regulations.

Position

[AB 1126](#) (O'Donnell D) Mental Health Services Oversight and Accountability Commission.

Current Text: Amended: 4/1/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 4/1/2019

Status: 5/16/2019-In committee: Held under submission.

Summary: Would require the Mental Health Services Oversight and Accountability Commission, by January 1, 2021, to establish technical assistance centers and one or more clearinghouses to support counties in addressing mental health issues of statewide concern, with a focus on school mental health and reducing unemployment and criminal justice involvement due to untreated mental health issues.

Position

[AB 1172](#) (Frazier D) Special education: nonpublic, nonsectarian schools or agencies.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 8/30/2019

Status: 8/30/2019-From committee: Amend, and do pass as amended. (Ayes 7. Noes 0.) (August 30). Read second time and amended. Ordered returned to second reading.

Calendar: 9/3/2019 #115 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Current law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified as meeting specified standards. Current law sets forth the certification process and procedures for the nonpublic, nonsectarian schools or agencies that seek certification from the Superintendent of Public Instruction. This bill would instead require a contracting local educational agency to pay the full amount of the tuition or fees, as applicable, for individuals with exceptional needs who are enrolled in programs or receiving services provided pursuant to such a contract.

Position

[AB 1214](#) (Melendez R) School employees: training: cardiopulmonary resuscitation.

Current Text: Amended: 6/18/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 6/18/2019

Status: 8/30/2019-From committee: Do pass. (Ayes 7. Noes 0.) (August 30). Read second time. Ordered to third reading.

Calendar: 9/3/2019 #416 SENATE ASSEMBLY BILLS - THIRD READING FILE

Summary: Would require a school district, county office of education, or charter school to offer a course in CPR for purposes of allowing school staff and teachers to participate in CPR training that includes certain instruction. This bill would describe a course in CPR as including, but not being limited to, an individual program of professional growth that includes a basic course in CPR that includes certain instruction. By requiring local educational agencies to offer a course in CPR, the bill would impose a state-mandated local program.

Position

[AB 1219](#) (Jones-Sawyer D) Teacher credentialing: certificated employee assignment monitoring.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 8/30/2019

Status: 8/30/2019-From committee: Amend, and do pass as amended. (Ayes 5. Noes 2.) (August 30). Read second time and amended. Ordered returned to second reading.

Calendar: 9/3/2019 #119 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Current law requires a county superintendent of schools to submit an annual report to the Commission on Teacher Credentialing and the State Department of Education summarizing the results of all assignment monitoring and reviews. Current law requires the commission to submit biennial reports to the Legislature concerning teacher assignments and misassignments based, in part, on the annual reports of the county superintendents of schools. This bill would repeal those provisions relating to teacher assignment monitoring. The bill would require the commission to administer a State Assignment Accountability System to provide local educational agencies with a data system for assignment monitoring.

Position

[AB 1256](#) (Bonta D) Early childhood education: learning readiness measures: report.

Current Text: Introduced: 2/21/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/11/2019) (May be acted upon Jan 2020)

Summary: Would require the Superintendent to provide a report to the Legislature and the Governor, no later than January 1, 2021, with recommendations to guide state policy on learning readiness measures, as provided.

Position

[AB 1322](#) (Berman D) School-based health programs.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 8/30/2019

Status: 8/30/2019-From committee: Amend, and do pass as amended. (Ayes 5. Noes 1.) (August 30). Read second time and amended. Ordered returned to second reading.

Calendar: 9/3/2019 #129 SENATE ASSEMBLY BILLS - SECOND READING FILE

Summary: Would require the State Department of Education to, no later than July 1, 2020, establish an Office of School-Based Health Programs for the purpose of administering current health-related programs under the purview of the State Department of Education and advising it on issues related to the delivery of school-based Medi-Cal services in the state. The bill would require the office to, among other things, provide technical assistance, outreach, and informational materials to LEAs on allowable services and on the submission of claims. The bill would authorize the office to form advisory groups, as specified, and, to the extent necessary, would require the State Department of Health Care Services to make available to the office any information on other school-based dental, health, and mental health programs, and school-based health centers, that may receive Medi-Cal funding.

Position

[AB 1337](#) (Maienschein D) Teaching as a Priority Block Grant program.

Current Text: Amended: 3/26/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 3/26/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/25/2019) (May be acted upon Jan 2020)

Summary: Would establish the Teaching as a Priority Block Grant program as a competitive grant program administered by the State Department of Education with the approval of the State Board of Education. The bill would require the department to allocate funding on a per-pupil basis to schools identified for comprehensive or targeted support under federal law. The bill would require funding allocated under the program to be used for teacher recruitment and retention incentives with the goal of reducing the number of teachers on emergency permits, as provided. The bill would require the state board to submit an evaluation of the program to the Legislature by January 1, 2024.

Position

[AB 1466](#) (Irwin D) Employee classification: professional classification: specified educational employees.

Current Text: Amended: 8/27/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 8/27/2019

Status: 8/28/2019-Action From SECOND READING: Read second time.To THIRD READING.

Calendar: 9/3/2019 #349 SENATE ASSEMBLY BILLS - THIRD READING FILE

Summary: Current law, Wage Order No. 4-2001 of the Industrial Welfare Commission, applies to people employed in professional, technical, clerical, mechanical, and similar occupations and addresses wages, hours, and working conditions. The wage order exempts specified persons, including a person who is employed in a professional capacity whose duties meet certain requirements from various portions of the order. Current law, Wage Order No. 5-2001 of the Industrial Welfare Commission, applies to persons employed in the public housekeeping industry, addresses wages, hours, and working conditions, and also exempts employees in administrative, executive, or professional capacities if their duties meet certain requirements. This bill would require that a person who is employed to provide instruction in the education field field, as specified, be classified as employed in a professional capacity, and therefore exempt from the wage and hour provisions of Wage Order No 4-2001, or those of Wage Order No. 5-2001, as well as specified provisions of the Labor Code, if that person meets specified criteria, including certain salary or collective bargaining requirements.

Position

[AB 1546](#) (Kiley R) Pupil health: mental health.
Current Text: Amended: 3/28/2019 [html](#) [pdf](#)
Introduced: 2/22/2019
Last Amend: 3/28/2019
Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. on 4/23/2019) (May be acted upon Jan 2020)
Summary: Would authorize a county mental health plan to contract with a local educational agency (LEA) to provide EPSDT services, including mental health assessments, and mental health, social work, and counseling services, to Medi-Cal eligible pupils. The bill would require the department to permit an LEA to make claims for federal financial participation directly to the department for EPSDT services, to examine methodologies for increasing LEA participation in the Medi-Cal program, and to seek federal approval to implement these provisions.
Position
Support

[AB 1547](#) (Kiley R) Special education funding: mental health services.
Current Text: Introduced: 2/22/2019 [html](#) [pdf](#)
Introduced: 2/22/2019
Status: 5/3/2019-Failed Deadline pursuant to Rule 61(a)(3). (Last location was PRINT on 2/22/2019) (May be acted upon Jan 2020)
Summary: Would express the intent of the Legislature to later enact legislation that would increase the flexibility of the use of funds appropriated in the Budget Act of 2011 for providing educationally related mental health services, including out-of-home residential services for emotionally disturbed pupils, required by an individualized education program.
Position

[AB 1623](#) (Rivas, Robert D) Teaching credential: teacher recruitment: Golden State Teacher Grant Program.
Current Text: Amended: 5/16/2019 [html](#) [pdf](#)
Introduced: 2/22/2019
Last Amend: 5/16/2019
Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/12/2019) (May be acted upon Jan 2020)
Summary: Would, subject to an appropriation of moneys by the Legislature, would establish the Golden State Teacher Grant Program under the administration of the commission to provide a grant to each student enrolled in an approved teacher credentialing program who commits to working in a high-need field, as defined, for 4 years after the student receives a preliminary teaching credential. The bill would require a grant recipient to agree to repay the grant to the state in specified circumstances.
Position

[AB 1624](#) (Rivas, Robert D) School climate: surveys: report.
Current Text: Amended: 4/11/2019 [html](#) [pdf](#)
Introduced: 2/22/2019
Last Amend: 4/11/2019
Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/1/2019)(May be acted upon Jan 2020)
Summary: Would require, on or before March 1, 2020, the department, in collaboration with the State Department of Health Care Services and the State Department of Public Health, to submit a report to the Legislature, the Governor, and the Department of Finance on how to monitor, using a survey, certain aspects relating to school climate, including a pupil's use of marijuana and other drugs, tobacco, and alcohol. The bill would also require the report to identify specific and ongoing funding sources that could be used to conduct the surveys, as well as a recommended implementation plan that can provide local educational agencies, including charter schools, with the tools and resources to administer annual surveys, as provided. The bill would require the department to identify those core questions in the survey that shall not be removed.
Position

[AB 1651](#) (Medina D) Licensed educational psychologists: supervision of associates and trainees.
Current Text: Enrollment: 8/30/2019 [html](#) [pdf](#)
Introduced: 2/22/2019
Last Amend: 8/19/2019
Status: 8/30/2019-Senate amendments concurred in. To Engrossing and Enrolling. (Ayes 75. Noes 0.).

Summary: The Licensed Marriage and Family Therapist Act, the Clinical Social Worker Practice Act, and the Licensed Professional Clinical Counselor Act, provides for the licensure and regulation of the practices of marriage and family therapy, clinical social work, and professional clinical counseling, respectively, by the Board of Behavioral Sciences. Under those acts, certain unlicensed persons, including an applicant for licensure, an associate, an intern, or a trainee, are authorized to perform specified services under the supervision of a healing arts practitioner who is included in the definition of "supervisor." This bill would expand the definition of "supervisor" under each of those acts to include a licensed educational psychologist supervising the provision of educationally related mental health services. For purposes of these provisions and the provisions in paragraph (2), the bill would define "educationally related mental health services."

Position

AB 1719 (Kiley R) Special education programs: Family Empowerment Centers on Disability: grants.

Current Text: Introduced: 2/22/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/18/2019) (May be acted upon Jan 2020)

Summary: Current law requires the State Department of Education to award grants for the establishment of Family Empowerment Centers on Disability in 32 regions in the state to provide training and services to children and young adults with disabilities and their families. Current law establishes a minimum base rate of \$150,000 for each center awarded a grant and requires a center that receives a grant to complete specified actions related to providing that training and those services. This bill would require the department to give priority to grant applicants in those of the 32 regions in the state that do not have a center.

Position

AB 1722 (Kiley R) School safety plans.

Current Text: Amended: 4/29/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 4/29/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/8/2019)(May be acted upon Jan 2020)

Summary: Would require a comprehensive school safety plan, and the school safety plan of a charter school, to include a targeted violence prevention plan that, among other things, establishes a multidisciplinary threat assessment team of school personnel who will direct, manage, and document the threat assessment process, as prescribed. The bill would authorize, upon a preliminary determination by the threat assessment team that an individual poses a threat of violence to himself or others, any state or local agency or program that provides services to the individual to share with any other state or local agency or program records or information that are confidential or exempt from disclosure if the records or information are reasonably necessary to evaluate the threat, ensure access to appropriate services for the individual, or ensure the safety of the individual or others.

Position

AB 1739 (Medina D) Pupil health: mental health.

Current Text: Introduced: 2/22/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Status: 5/3/2019-Failed Deadline pursuant to Rule 61(a)(3). (Last location was PRINT on 2/22/2019) (May be acted upon Jan 2020)

Summary: Current law requires the governing board of a school district to give diligent care to the health and physical development of pupils and authorizes the governing board of a school district to employ properly certified persons for this purpose. This bill would express the intent of the Legislature to enact legislation that would promote mental health and the prevention of mental illness for California's pupils.

Position

AB 1797 (Smith D) State Department of Education: report: teacher induction.

Current Text: Amended: 3/25/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 3/25/2019

Status: 4/26/2019-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/21/2019) (May be acted upon Jan 2020)

Summary: Would require the State Department of Education to submit a report providing

recommendations on teacher induction and teacher credentialing to the Legislature and Governor on or before December 31, 2020.

Position

SB 2

(Glazer D) Statewide Longitudinal Student Database.

Current Text: Amended: 5/23/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 5/23/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/6/2019) (May be acted upon Jan 2020)

Summary: Would express the intent of the Legislature to establish the Statewide Longitudinal Student Database to collect and store data regarding individual students as they matriculate from preschool through entry into the workforce. The bill would require the Office of Higher Education Coordination, Accountability, and Performance, proposed to be established by SB 3 of the 2019–20 Regular Session, to convene a review committee for purposes of advising the office on the establishment, implementation, funding, and ongoing administration of the database.

Position

Support if Amend

SB 12

(Beall D) Mental health services: youth.

Current Text: Amended: 5/17/2019 [html](#) [pdf](#)

Introduced: 12/3/2018

Last Amend: 5/17/2019

Status: 8/30/2019-August 30 hearing: Held in committee and under submission.

Summary: The Mental Health Services Act an initiative statute enacted by the voters as Proposition 63 at the November 2, 2004, statewide general election, also funds a system of county mental health plans for the provision of mental health services, as specified. Current law provides for the operation and administration of various mental health programs by the Mental Health Services Oversight and Accountability Commission This bill would require the commission, subject to an appropriation, to administer an Integrated Youth Mental Health Program for purposes of establishing local centers to provide integrated youth mental health services, as specified.

Position

SB 73

(Mitchell D) Budget Act of 2019.

Current Text: Amended: 5/24/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 5/24/2019

Status: 5/24/2019-From committee with author's amendments. Read second time and amended. Re-referred to Com. on B. & F.R.

Summary: This bill would make appropriations for the support of state government for the 2019–20 fiscal year. This bill would declare that it is to take effect immediately as a Budget Bill.

Position

SB 75

(Committee on Budget and Fiscal Review) Education finance: education omnibus budget trailer bill.

Current Text: Chaptered: 7/1/2019 [html](#) [pdf](#)

Introduced: 1/10/2019

Last Amend: 6/20/2019

Status: 7/1/2019-Approved by the Governor. Chaptered by Secretary of State. Chapter 51, Statutes of 2019.

Summary: Would require the Secretary of California Health and Human Services, in concurrence with the executive director of the State Board of Education, and in consultation with the Superintendent, to prepare a report, or series of reports, on or before October 1, 2020, to be used to develop a master plan to ensure comprehensive, quality, and affordable childcare and universal preschool for children from birth to school age. The bill would establish a 27-member Early Childhood Policy Council with specified duties relating to statewide early learning and care policy.

Position

SB 174

(Leyva D) Early childhood education: reimbursement rates.

Current Text: Amended: 6/13/2019 [html](#) [pdf](#)

Introduced: 1/28/2019

Last Amend: 6/13/2019

Status: 7/11/2019-From committee: Do pass and re-refer to Com. on APPR. with recommendation: To consent calendar. (Ayes 7. Noes 0.) (July 10). Re-referred to Com. on APPR. (Received at desk July 10 pursuant to JR 61(a)(10)).

Summary: Current law requires the cost of childcare services to be governed by regional market rates, as provided. Current law requires the regional market rate ceilings to be established at the 75th percentile of the 2016 regional market survey for that region or the regional market rate ceiling that existed in that region on December 31, 2017, whichever is greater. Current law requires reimbursement to license-exempt childcare providers to not exceed 70% of the family childcare home rate, as provided. This bill would instead require, until January 1, 2021, the regional market rate ceilings to be established at the 75th, and thereafter, at the 85th, percentile of the 2018 regional market survey for that region or the regional market rate ceiling that existed in that region on December 31, 2017, whichever is greater.

Position

SB 217 (Portantino D) Special education: individuals with exceptional needs.

Current Text: Amended: 5/17/2019 [html](#) [pdf](#)

Introduced: 2/6/2019

Last Amend: 5/17/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/6/2019) (May be acted upon Jan 2020)

Summary: Would require, for the 2019–20 school year and each school year thereafter, a school district or charter school to admit a child to a transitional kindergarten program who will have their 5th birthday after December 2 but during that same school year if the child is an individual with exceptional needs, subject to specified conditions.

Position

Watch

SB 223 (Hill D) Pupil health: administration of medicinal cannabis: schoolsites.

Current Text: Enrollment: 8/30/2019 [html](#) [pdf](#)

Introduced: 2/7/2019

Last Amend: 6/26/2019

Status: 8/30/2019-Assembly amendments concurred in. (Ayes 27. Noes 6.) Ordered to engrossing and enrolling.

Summary: Would enact Jojo’s Act, which would authorize the governing board of a school district, a county board of education, or the governing body of a charter school maintaining kindergarten or any of grades 1 to 12, inclusive, to adopt, at a regularly scheduled meeting of the governing board or body, a policy, as provided, that allows a parent or guardian of a pupil to possess and administer to the pupil who is a qualified patient entitled to the protections of the Compassionate Use Act of 1996 medicinal cannabis, as defined, excluding cannabis, as defined, in a smokeable or vapeable form, at a schoolsite.

Position

SB 328 (Portantino D) Pupil attendance: school start time.

Current Text: Amended: 5/8/2019 [html](#) [pdf](#)

Introduced: 2/15/2019

Last Amend: 5/8/2019

Status: 8/30/2019-Coauthors revised. From committee: Do pass. (Ayes 14. Noes 3.) (August 30).

Calendar: 9/3/2019 #31 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Would require the schoolday for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022, or the date on which a school district’s or charter school’s respective collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later, except for rural school districts. To the extent the bill imposes new duties on school districts and charter schools, the bill would impose a state-mandated local program.

Position

SB 398 (Durazo D) Protection and advocacy agency.

Current Text: Amended: 8/30/2019 [html](#) [pdf](#)

Introduced: 2/20/2019

Last Amend: 8/30/2019

Status: 8/30/2019-Read third time and amended. Ordered to third reading.

Calendar: 9/3/2019 #207 ASSEMBLY THIRD READING FILE - SENATE BILLS

Summary: Current law prescribes, in accordance with federal law, the powers of the protection and advocacy agency, which is a private, nonprofit corporation, charged with protecting and advocating for the rights of persons with developmental disabilities and mental disorders. This bill would make various changes to the protection and advocacy agency's access to facilities, programs, and records by, among other things, authorizing the protection and advocacy agency to exercise the authority to take certain actions if the agency receives a complaint or report of alleged abuse or neglect or makes a related determination, as described. The authority would include monitoring a facility's, program's, or service provider's compliance with respect to the rights and safety of individuals with disabilities, requiring a facility, program, or service provider to provide immediate access to interview any individual with a disability unless providing immediate access would interfere with treatment or therapy to be provided to the individual, and providing the protection and advocacy agency with additional access to the records of persons with a disability.

Position

[SB 419](#) (Skinner D) Pupil discipline: suspensions: willful defiance.

Current Text: Enrollment: 8/27/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 8/12/2019

Status: 8/27/2019-Enrolled and presented to the Governor at 3 p.m.

Summary: Current law prohibits the suspension of a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, and recommending the expulsion of a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. This bill, commencing July 1, 2020, would apply those provisions to charter schools. Commencing July 1, 2020, the bill would additionally prohibit the suspension of a pupil enrolled in a school district or charter school in grades 4 and 5 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

Position

[SB 428](#) (Pan D) Pupil health: school employee training: youth mental and behavioral health.

Current Text: Amended: 7/5/2019 [html](#) [pdf](#)

Introduced: 2/21/2019

Last Amend: 7/5/2019

Status: 8/30/2019-From committee: Do pass. (Ayes 18. Noes 0.) (August 30).

Calendar: 9/3/2019 #46 ASSEMBLY SECOND READING FILE -- SENATE BILLS

Summary: Current law requires a school of a school district or county office of education and a charter school to notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, as provided. This bill, contingent on an appropriation made for these purposes, would require the State Department of Education to identify an evidence-based training program for a local educational agency to use to train classified and certificated school employees having direct contact with pupils on youth mental and behavioral health, as specified.

Position

[SB 582](#) (Beall D) Youth mental health and substance use disorder services.

Current Text: Amended: 8/12/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 8/12/2019

Status: 8/30/2019-August 30 hearing: Held in committee and under submission.

Summary: Would require the Mental Health Services Oversight and Accountability Commission, when making grant funds available on and after July 1, 2021, to allocate at least 1/2 of those funds to youth services, as specified, if moneys are appropriated for this purpose. The bill would require this funding to be made available to support prevention, early intervention, and direct services, as determined by the commission. The bill would require the commission, in consultation with the Superintendent of Public Instruction, to consider specified criteria when determining grant recipients. The bill would authorize the commission to allocate the funds towards other purposes if there is an inadequate number of qualified applicants, as specified. The bill would require the commission to provide a status report to the fiscal and policy committees of the Legislature, as specified, no later than March 1, 2022.

Position

[SB 585](#) (Wieckowski D) Education governance: school district reorganization: unified school districts: report.

Current Text: Amended: 4/23/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 4/23/2019

Status: 5/17/2019-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/6/2019)(May be acted upon Jan 2020)

Summary: Current law establishes a system of public elementary and secondary education in this state that includes, among other local educational agencies, school districts. School districts are generally divided into 3 types: unified school districts, high school districts, and elementary school districts. Current law authorizes the reorganization of school districts pursuant to specified procedures. This bill would prohibit a reorganization from converting any of the territory of a unified school district into territory of a school district of a different kind and would make conforming changes

Position

SB 614 (Rubio D) Teacher credentialing: reading instruction.

Current Text: Amended: 7/1/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 7/1/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/6/2019) (May be acted upon Jan 2020)

Summary: Current law requires the Commission on Teacher Credentialing to develop, adopt, and administer a reading instruction competence assessment consisting of one or more instruments to measure an individual's knowledge, skill, and ability relative to effective reading instruction, as provided. Current law requires the requirements for the issuance of the preliminary multiple subject teaching credential to include successful passage of one of specified components of the reading instruction competence assessment. This bill would repeal those requirements, and other requirements relating to the reading instruction competence assessment, and would provide that the reading instruction competence assessment is not required for the issuance of a teaching credential, as specified.

Position

SB 729 (Portantino D) Local control funding formula: school districts and charter schools.

Current Text: Amended: 3/27/2019 [html](#) [pdf](#)

Introduced: 2/22/2019

Last Amend: 3/27/2019

Status: 7/10/2019-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 5/30/2019) (May be acted upon Jan 2020)

Summary: Current law requires funding pursuant to the local control funding formula to include, in addition to a base grant, supplemental and concentration grant add-ons that are based on the percentage of pupils who are English learners, foster youth, or eligible for free or reduced-price meals, as specified, served by the school district or charter school. Current law specifies the amount of the base grant in the 2013–14 fiscal year and requires that amount to be increased by a specified cost-of-living adjustment in subsequent fiscal years. Current law requires the Superintendent of Public Instruction to compute the supplemental and concentration grant add-ons as certain percentages of the amount of the base grant. This bill, notwithstanding that specified cost-of-living adjustment, would require the amount of the base grant for the 2019–20 fiscal year to be increased by a 5.16% cost-of-living adjustment.

Position

SJR 8 (Wilk R) Special education funding.

Current Text: Chaptered: 8/23/2019 [html](#) [pdf](#)

Introduced: 3/27/2019

Last Amend: 4/25/2019

Status: 8/15/2019-Chaptered by Secretary of State- Chapter 131, Statutes of 2019

Summary: This measure would respectfully memorialize the Congress and the President of the United States to enact legislation, S. 866, known as the IDEA Full Funding Act, during the current session of Congress to fully fund the federal Individuals with Disabilities Education Act.

Position

SR 37 (Rubio D) Relative to the Day of the Teacher.

Current Text: Enrolled: 5/14/2019 [html](#) [pdf](#)

Introduced: 4/30/2019

Status: 5/13/2019-Read. Adopted. (Ayes 37. Noes 0.)

Summary: This measure would resolve that the day of May 8, 2019, be proclaimed the Day of the Teacher. The Legislature hereby urges all Californians to observe the Day of the Teacher by taking the time to remember and honor all individuals who give the gift of knowledge through teaching.

Position

Total Measures: 71

Total Tracking Forms: 71

8.2 Disproportionality Training Update
Verbal report, no materials

8.3 Inland Regional Center Cross Training Update
Verbal report, no materials

Dear _____ It has come to the attention of the Temecula Valley Unified School District that your child, _____, has begun to carry an electronic GPS tracking device on school grounds. Because this device has Listen-In capability after 10 seconds, its use at school is subject to restrictions in the State of California and the District. Please review the information in this letter and contact me if you would like to discuss this matter further.

In accordance with Education Code section 48901.5, the District can prohibit the possession or use of electronic signaling devices at school. The device is an electronic signaling device within the meaning of Education Code 48901.5 because it includes Listen-In capability through your cellular telephone. In addition, use of the Listen-In feature during the school day violates Education Code section 51512, prohibiting the use of any electronic listening or recording device in any classroom of the elementary or secondary schools without the prior consent of the teacher and principal of the school. The Listen-In feature also violates Penal Code section 632, subjecting eavesdropping on a confidential communication to criminal penalties.

The District does not consent to the use of the Listen-In feature on your child's device during school hours based on educational privacy and confidentiality. Therefore, _____ will not be allowed to possess the device at school unless Listen-In is permanently disabled.

We fully understand your desire to do what you can to keep _____ safe through GPS technology. We too are committed to the safety and wellbeing of all students while they are at school and look forward to working with you to accomplish that in compliance with state law and District policy. Otherwise, if your child arrives at school with a device that does not have Listen-In disabled, the device will be removed during school hours and returned at the end of the school day. If the device cannot be safely removed, you may be required to come to school to retrieve it.

If you would like to discuss disabling the Listen-In feature, or have any other questions, please call me at

CALPADS Walkthrough for SELPA

Shiyloh Duncan-Becerril, IDEA Data Administrator

Brandi Jauregui, CALPADS

Nate Holmes, CSIS

September 5, 2019



TONY THURMOND
State Superintendent of Public Instruction



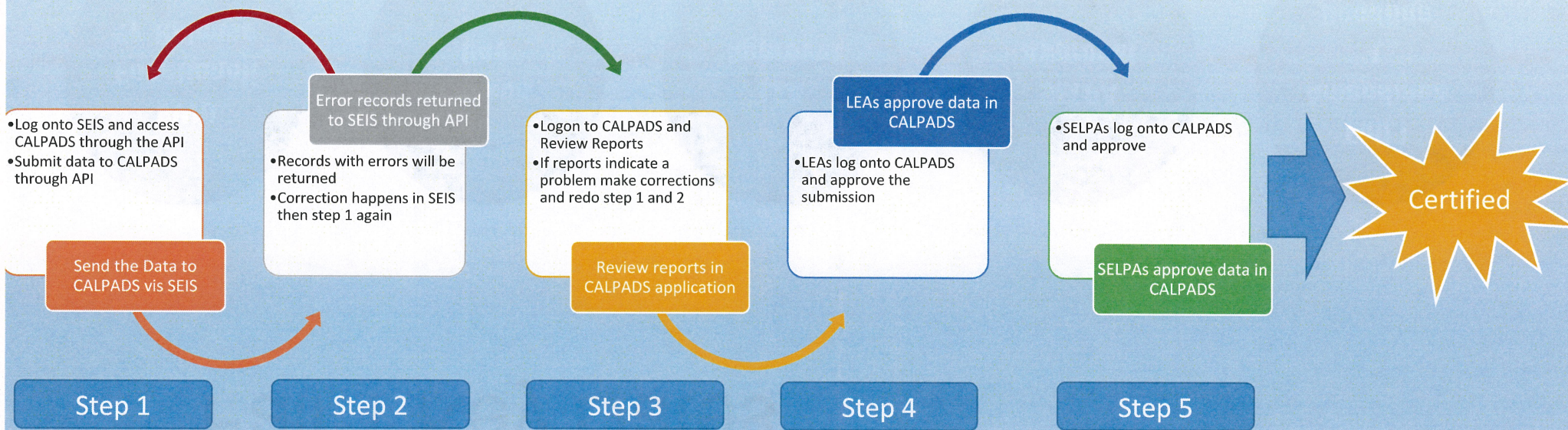
CSIS

CALIFORNIA SCHOOL
INFORMATION SERVICES

What will this look like in 2019-20?

- CALPADS Student Profile
 - Student Enrollment Information
 - Demographic information
 - English Language Acquisition Status
 - Student Program
- CALPADS Discipline Files
 - Student Incident
 - Student Incident Result
 - Student Offense
- CALPADS Special Education Files
 - Special Education
 - Program
 - Student Services
 - Post School Outcomes

What will the new process look like?



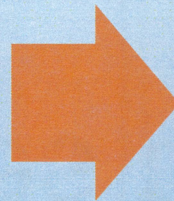
Fall 1 Key Dates



Business Rules to Keep in Mind

File Dependencies

District of Service
Enrollment
record



District of Service
SPED record



Building SELPA Capacity to Support the Use of EBPs in LEAs



State SELPA Meeting
September 5, 2019
San Diego



PRESENTERS

- **Jon Lenz**
 - Assistant Superintendent/SELPA Director Marin County Office of Education
 - Lead, SELPA Content Lead-ASD

- **Patty Schetter, MA, BCBA**
 - Project Manager CEDD at the MIND Institute
 - Executive Coordinator, SELPA Content Lead-ASD

- **Ann England, M.A., CCC-SLP-L**
 - Project Coordinator, SELPA Content Lead-ASD

- **Jessica Suhrheinrich, PhD**
 - Associate Professor, Special Education San Diego State University
 - Research Consultant, SELPA Content Lead-ASD



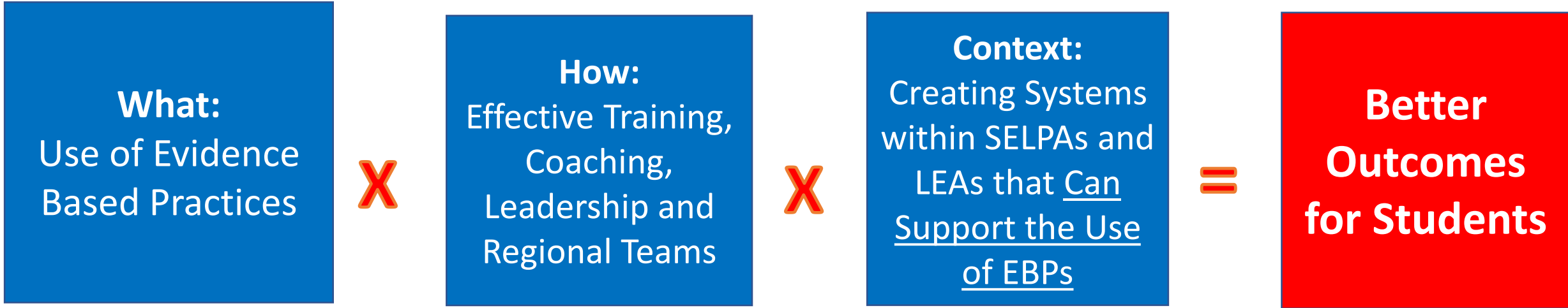
Goals for Today

- **Update SELPAs on SELPA Content Lead-ASD Progress and Activities**
- Review Cadre Requirements, Nomination Procedures and Timelines
- Share Information about Upcoming CAPTAIN Summit and Goals
- Share Information from CAPTAIN Research and Data Collection
- Get Input, Ideas and Feedback from SELPA Directors



What is the Marin/CAPTAIN SELPA Content Lead About?

Building Capacity of SELPAs to Support the Use of EBPs!





SELPA CONTENT LEAD - AUTISM



EVIDENCE-BASED PRACTICES

FOR STUDENTS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

IMPLEMENTATION



T H E W O R K

The work of the SELPA Content Lead grant centers on building the capacity within each SELPA to implement evidence-based practices to improve academic, social and vocational outcomes for students with autism and other developmental disabilities.



17 Regional Implementation Leads from across California will be selected and provided professional development to accomplish:

1 2 3



DISTRIBUTION OF WEB BASED RESOURCES, TOOLS, TRAININGS, AND CONFERENCES SURROUNDING THE USE OF EVIDENCE-BASED PRACTICES FOR AUTISM



TRAINING, COACHING, AND TECHNICAL ASSISTANCE TO CADRE MEMBERS TO SUPPORT THE USE OF EVIDENCE-BASED PRACTICES WITHIN THEIR REGIONS



DEVELOPMENT OF INTENSIVE TECHNICAL ASSISTANCE TO HELP SCHOOL PROGRAMS IMPLEMENT EVIDENCE-BASED PRACTICES FOR AUTISM



SELPA Content Lead
EVIDENCE
Based Practices
Autism



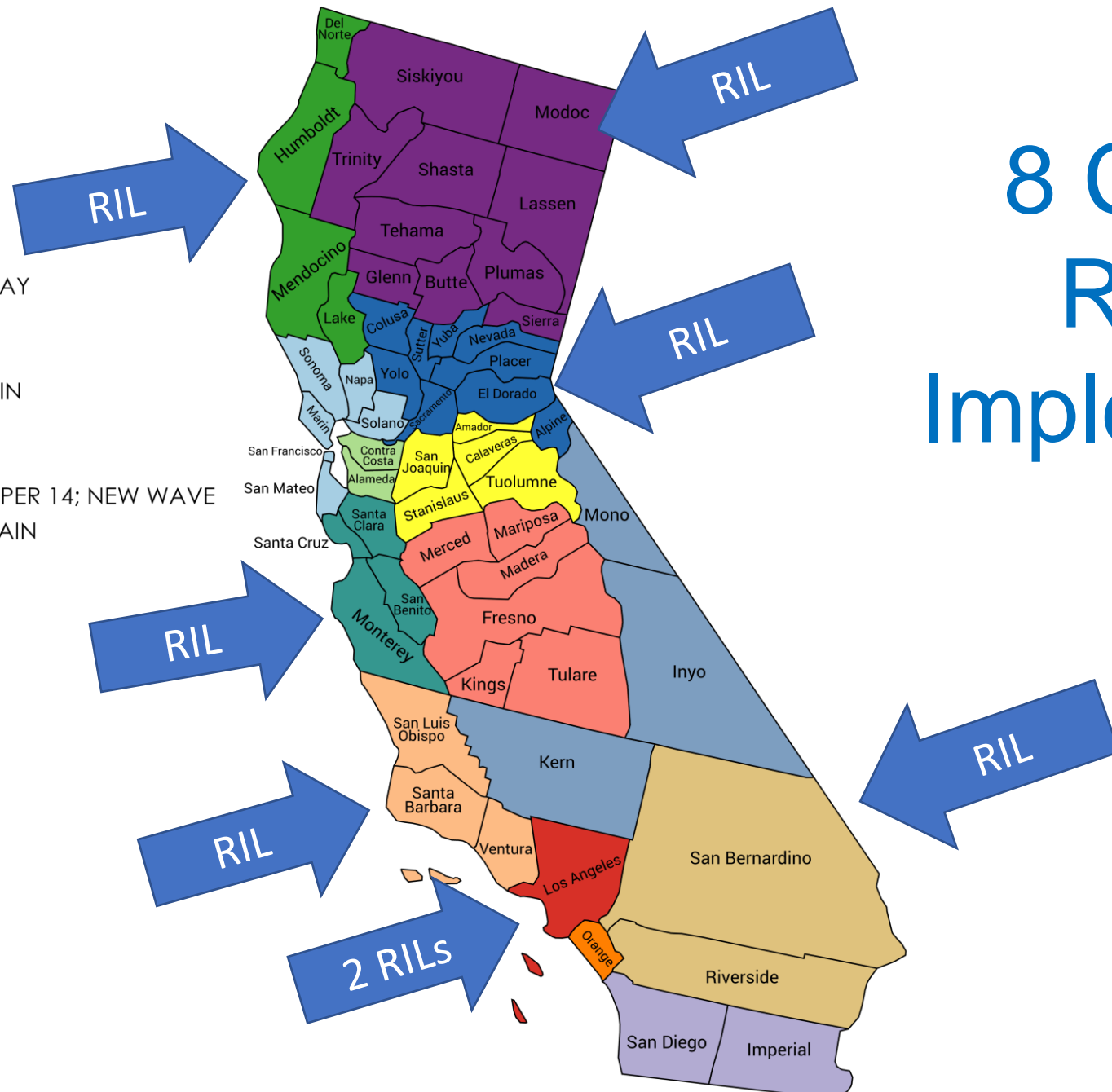
What Have We Done So Far?



- Hired full time Project Coordinator of SELPA/Schools Training and Technical Assistance (Ann England) and .5 Admin Support (Gavin Pugsley)
- Set up contracts with consultants at UC Davis MIND Institute (Patty Schetter) and San Diego State University (Jessica Suhrheinrich)
- Planned the CAPTAIN Summit 2019-2020 (Sacramento, November 6-7, 2019)
- Recruited 8 Regional Implementation Leads (RIL); up to 9 more next year
- Scheduled monthly RIL Professional Development/Collaboration Zoom calls
- Scheduled a 3 day training in implementation of the APERS (Autism Program Environment Rating Scale)

17 CAPTAIN REGIONS

- CAPTAIN 101
- NORTH STATE CAPTAIN
- CAPTAIN BRIDGES
- CAPITAL CAPTAIN
- CAPTAINS OF THE EAST BAY
- CAPTAIN HOOK
- CAPTAIN 007
- CENTRAL VALLEY CAPTAIN
- CAPTAIN 805
- CAPTAIN KERN
- CAPTAIN LA ; C.L.I.C.; SUPER 14; NEW WAVE
- ORANGE COUNTY CAPTAIN
- CAPTAIN X
- CAPTAIN SAN DIEGO



8 CAPTAIN
Regional
Implementation
Leads
(RIL)

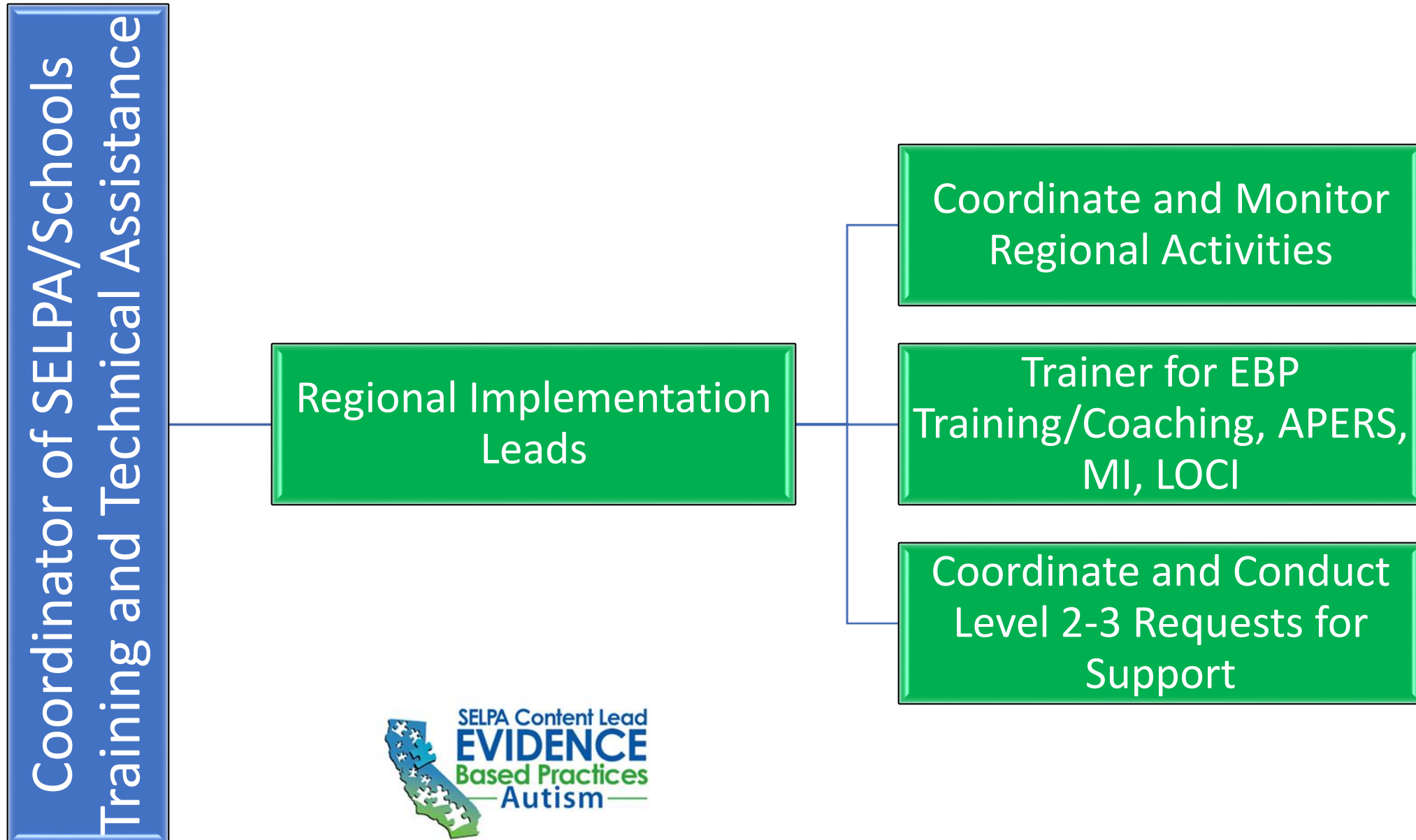
**REGIONAL IMPLEMENTATION LEADS
SELPA CONTENT LEAD-ASD Marin County SELPA-CAPTAIN
YEAR 1**



| REGIONAL IMPLEMENTATION LEAD | SELPA NAME | CAPTAIN REGION | SELPA DIRECTOR |
|------------------------------|-------------------------------|---|-----------------|
| 1. Robyn Young | Santa Barbara County SELPA | CAPTAIN 805 | Ray Avila |
| 2. Jennifer Streeter | Humboldt-Del Norte SELPA | CAPTAIN 101 | Mindy Fattig |
| 3. Laura Blackburn | Placer County SELPA | Capital CAPTAIN | Troy Tickle |
| 4. Jennifer Rountree | Desert Mountain SELPA | CAPTAIN X | Jenae Holtz |
| 5. Joan Ralph | North Region SELPA | CAPTAINS of the East Bay | Katie Babcock |
| 6. Monika Gyls | Antelope Valley SELPA | Super 14 | Benay Loftus |
| 7. Jennifer Wolfe | East San Gabriel Valley SELPA | C.L.I.C. (CAPTAIN Local Interagency Collaborative) | Scott Turner |
| 8. Mark Pfaff | Tehama County SELPA | North State CAPTAIN | Veronica Coates |



What Will Regional Implementation Leads (RIL) Do?



What is the Role of RIL SELPA Directors?



- Protect the time of RIL to perform their duties equitably across their CAPTAIN region
- Build their knowledge of EBPs and Implementation /Improvement Science as well as the LOCI Model (Leadership and Organizational Change for Implementation)
- Advocate within their CAPTAIN region for the promotion and use of EBPs to improve student outcomes
- Meet regularly with the Lead Agency (Marin County SELPA) to discuss implementation and activities of the Regional Implementation Lead(s)

CAPTAIN Cadre Members

- Are the “boots on the ground” doing the capacity building work within each SELPA
- Requirements:
 - training, coaching and regional teaming
 - meet with their SELPA Leadership to develop and implement an implementation plan each year



Let's Look at the Data....



Percentage of Cadre Who Met or Exceeded CAPTAIN Requirements

| | ASD Training | EBP Training | Coaching | Regional Mtgs | Mtg w/SELPA |
|-------------|--------------|--------------|----------|---------------|-------------|
| 2018 | 93% ↓ | 72% ↑ | 76% ↓ | 84% ↑ | 82% ↑ |
| 2017 | 95% | 65% | 82% | 80% | 62% |
| 2016 | 94% | 70% | 76% | 79% | 78% |
| 2015 | 76% | 55% | 74% | 72% | --- |

Top 10 Trained EBPs

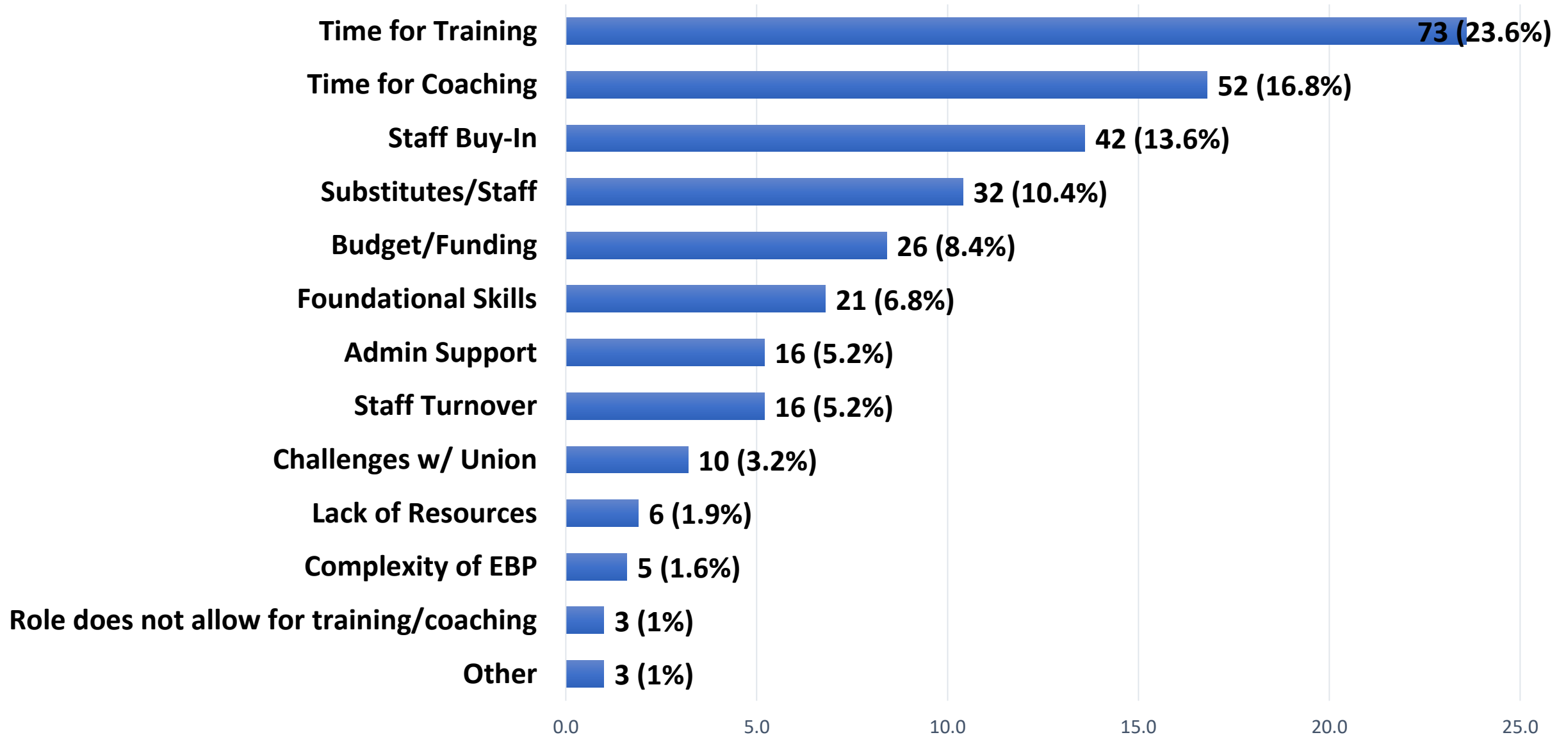
| EBP | N |
|-------------------------|-----|
| Visual Supports | 159 |
| Reinforcement | 152 |
| Prompting | 108 |
| Ant. Based Int | 99 |
| Social Narratives | 78 |
| Task Analysis | 77 |
| Discrete Trial Training | 74 |
| Video Modeling | 61 |
| Modeling | 58 |
| Social Skills Training | 55 |

Top 10 Coached EBPs

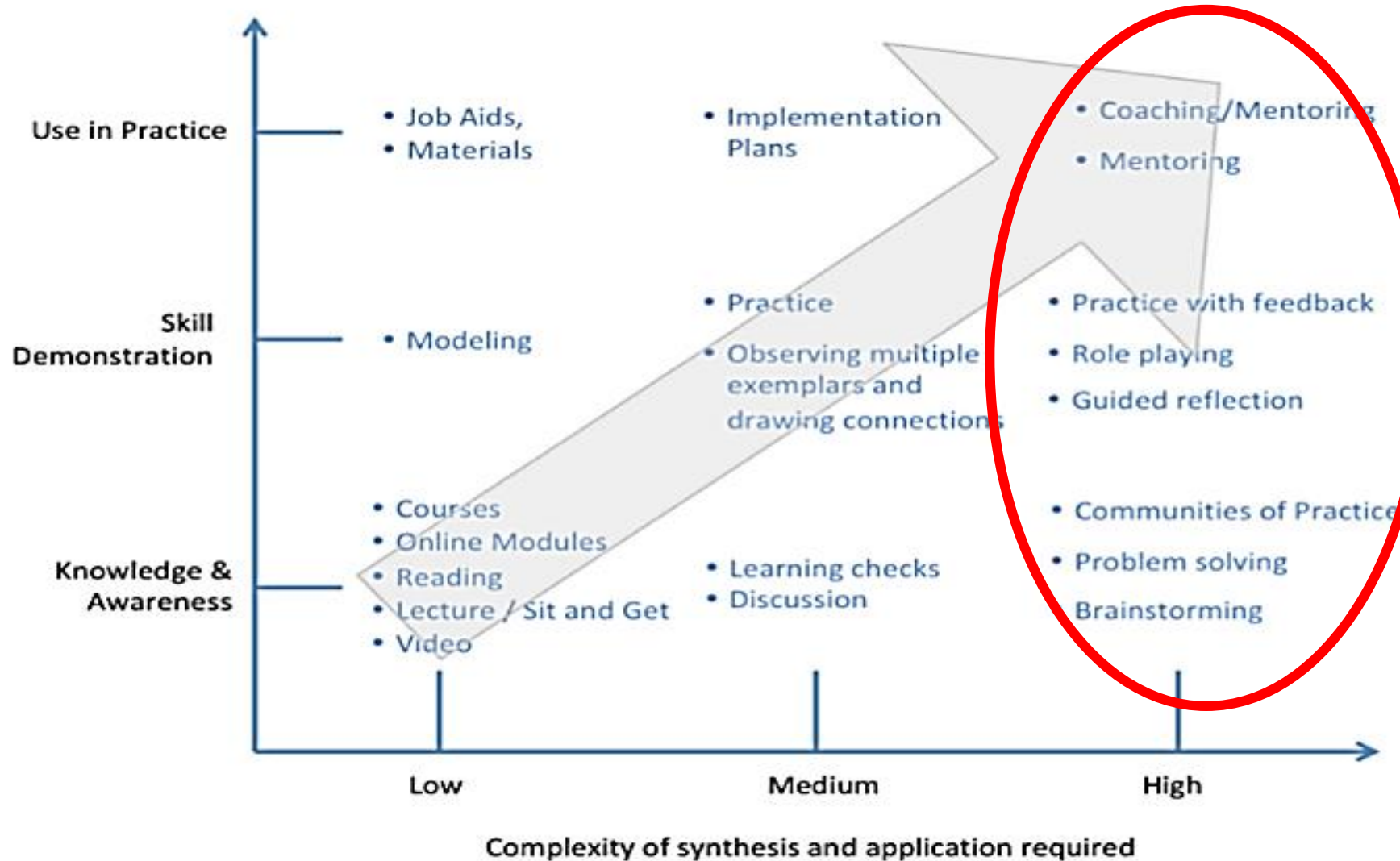
| EBP | N |
|-------------------------|-----|
| Visual Supports | 136 |
| Reinforcement | 114 |
| Prompting | 71 |
| Ant. Based Int | 60 |
| Discrete Trial Training | 49 |
| Task Analysis | 43 |
| Social Narratives | 41 |
| Dif. Reinforcement | 32 |
| FBA | 32 |
| Self Management | 32 |



Top Barriers to Completing Requirements







Getting the Most out of Professional Development



Adapted from: McCollum & Catlett (1997)

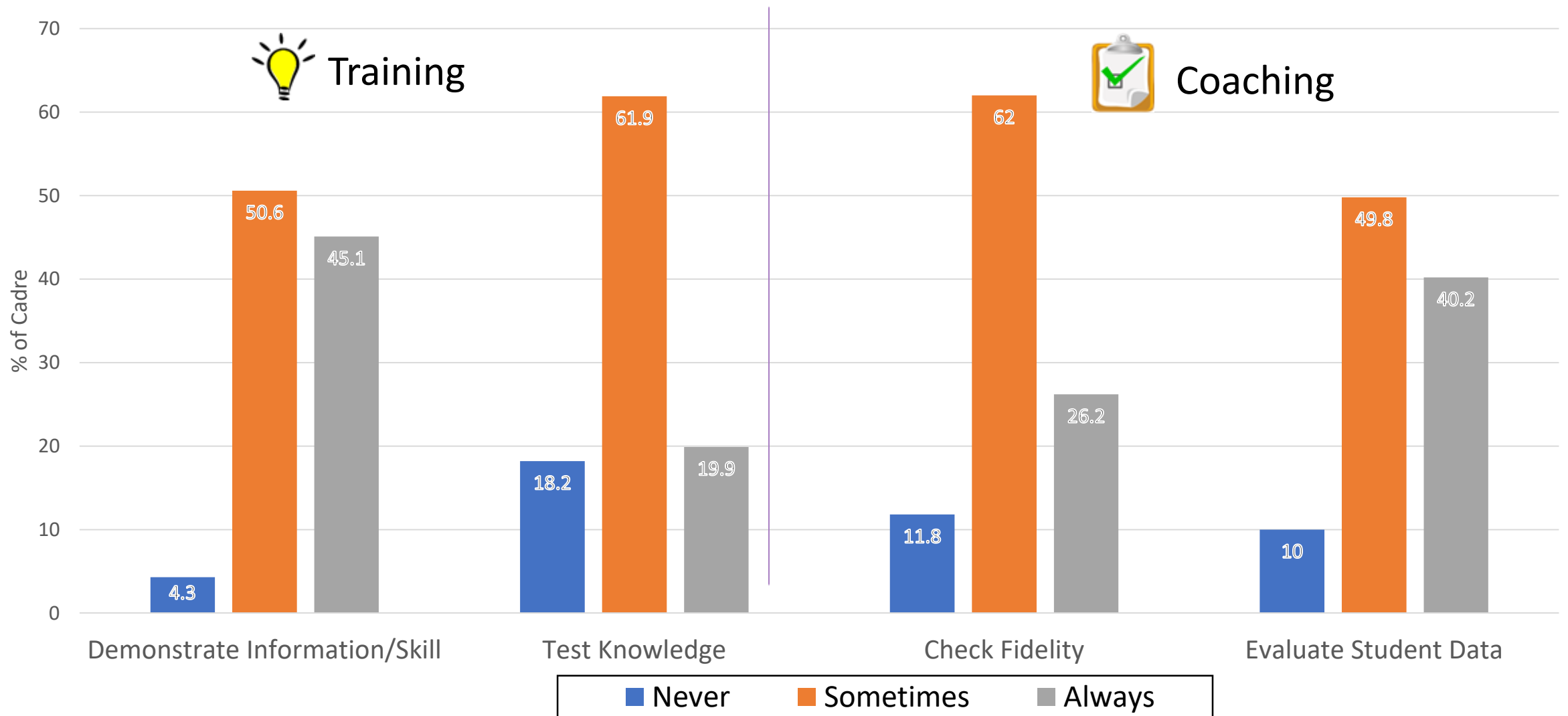
Training Outcomes Related to Training Components

| <i>Training Components</i> | Training Outcomes | | |
|---|---|---|---|
| | Knowledge of Content | Skill Implementation | Classroom Application |
| <i>Presentation/ Lecture</i> | 10% | 5% | 0%  |
| <i>Plus Demonstration in Training</i> | 30% | 20% | 0% |
| <i>Plus Practice in Training</i> | 60% | 60% | 5% |
| <i>Plus Coaching/ Admin Support Data Feedback</i> | 95%  | 95%  | 95%  |

Source:

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Use of Evidence Based Methods in Training and Coaching (Quality)



Barriers to Training/Coaching and How SELPAs Have Overcome

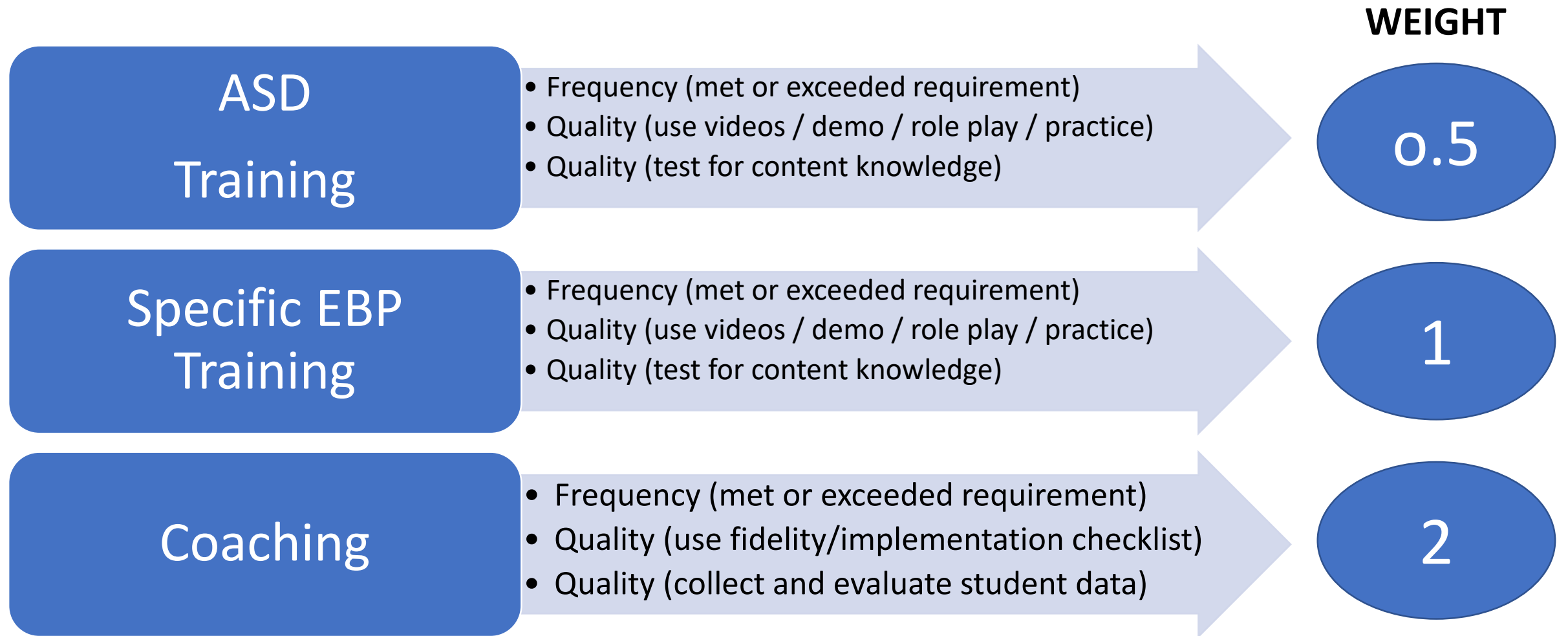


- Why do you think coaching went down?
- How have you created conditions within your SELPA to support the work of your Cadre?



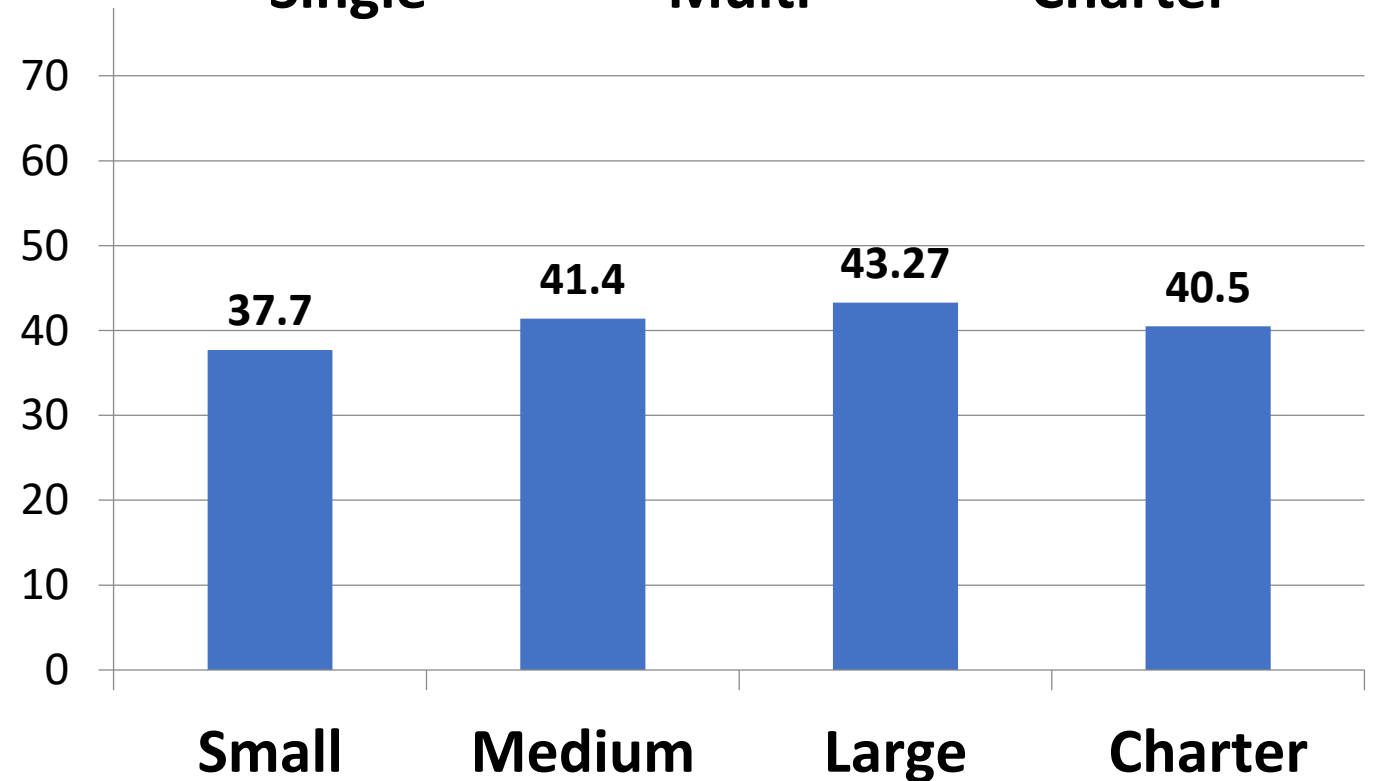
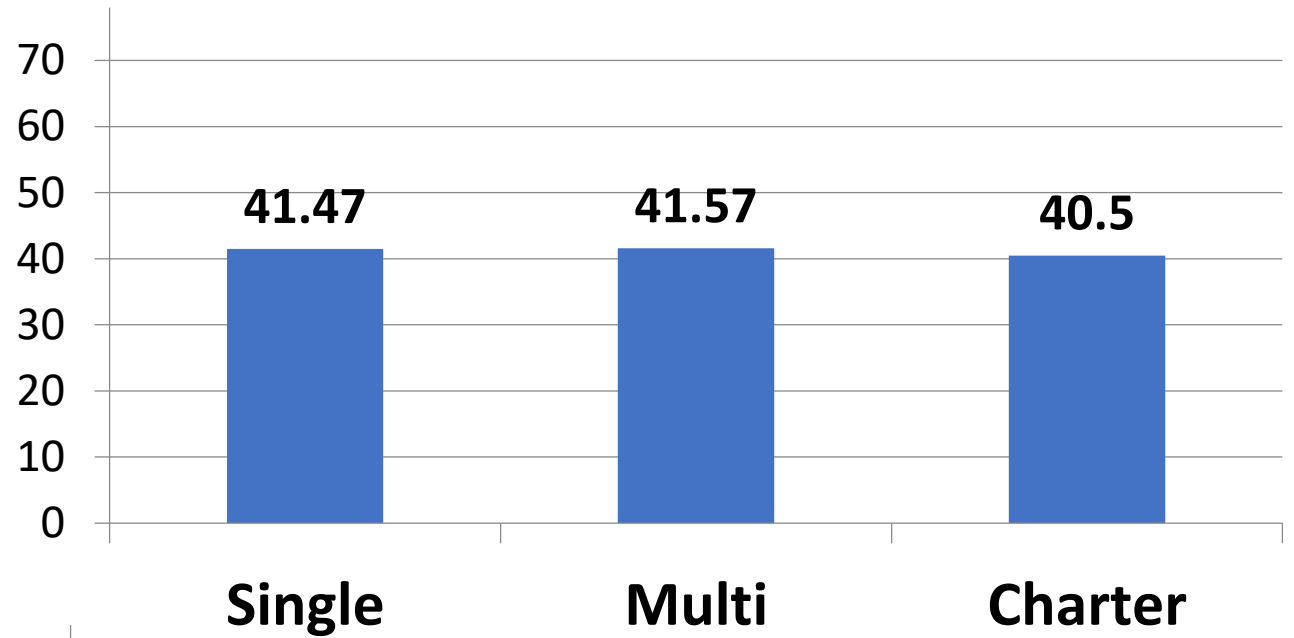
“Cadre Performance Scores”

A Formula for Numerically Measuring Cadre Performance (Frequency and Quality)



Cadre Scores Ranged from 0 to 78

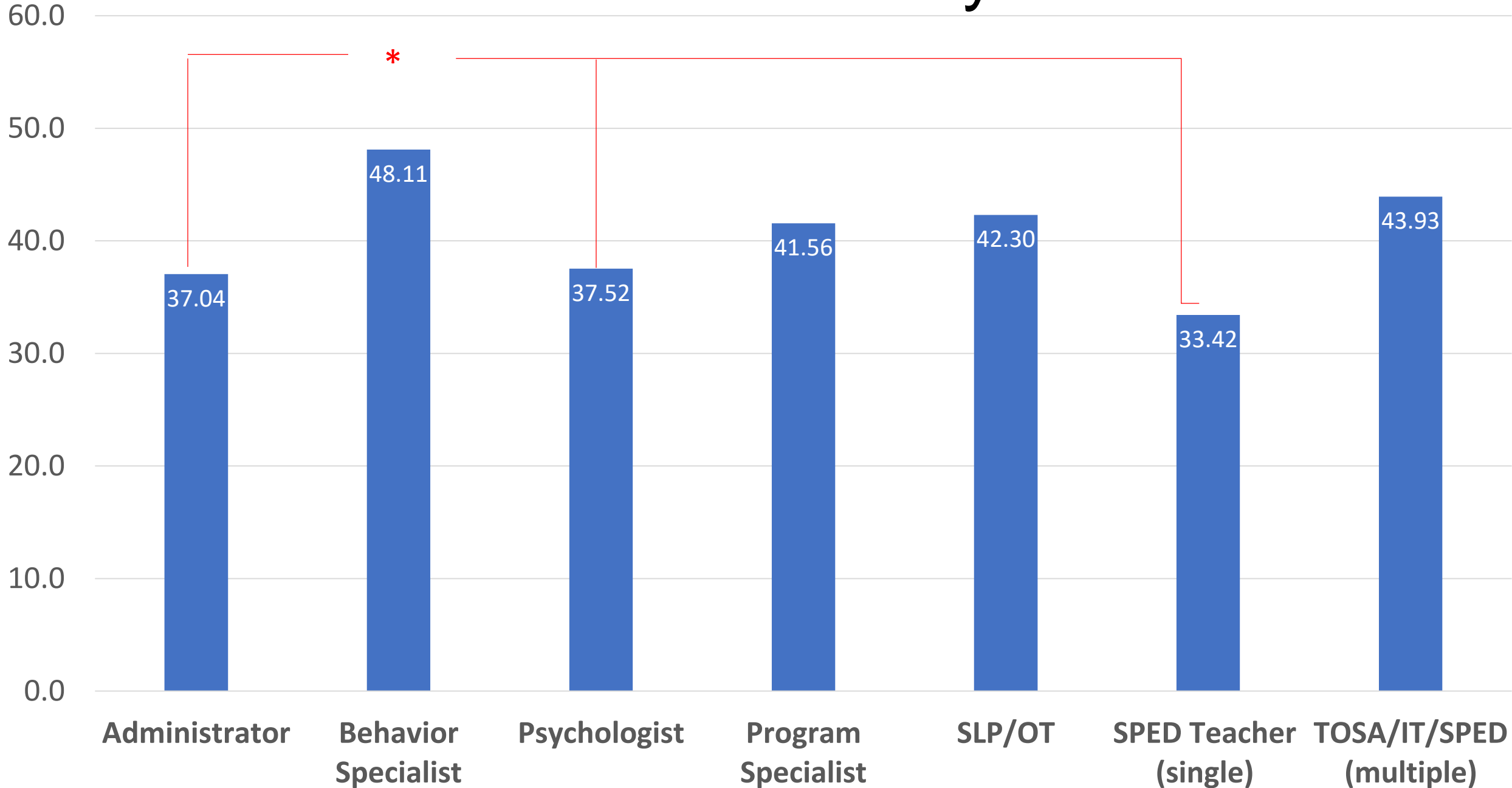
Does SELPA
type or size
relate to cadre
performance?



Does Who Employs a Cadre Relate to Performance Scores?

| Agency Employment | N | Performance Score | |
|--|----|-------------------|-------|
| | | MEAN | SD |
| Multi District SELPA / SELPA Employed | 38 | 46.04 | 20.19 |
| County Office of Education | 37 | 41.26 | 17.16 |
| Single District SELPA Employed | 75 | 42.61 | 19.62 |
| Multi District SELPA but Cadre is District Employed | 84 | 38.85 | 20.19 |

Performance Scores by Job Title



Implication for Cadre Selection and Support



- How does the data we shared influence your Cadre selection?
- What can your SELPA do to help improve Cadre performance scores (quality and frequency of training/coaching)?

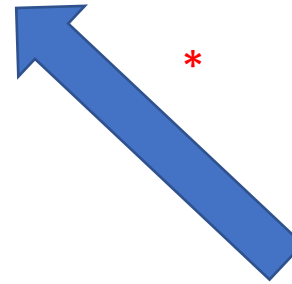
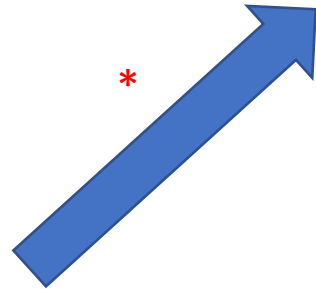
How Does Leadership Relate to Cadre Performance?



**BETTER CADRE
PERFORMANCE
SCORES**



**NUMBER OF
MEETINGS WITH
NOMINATING
LEADER**



**SELPA DIRECTOR
SELF-RATED
PROACTIVE
LEADERSHIP⁺**

+Proactive Leadership: When a leader develops plans to facilitate implementation of EBPs

Meeting with Leaders and Administrators



- Meeting with Leaders is important for Cadre Success
- Discussion:
 - Why?
 - What have your meetings with your CAPTAIN Cadre looked like? How often? Do they share with your Governance Council?

It's time for CAPTAIN Cadre Selection and Nominations!

PROCEDURE:

Each SELPA Director should have received a personalized email and a link to the online nomination form the week of August 19, 2019

DUE DATE:

Submit your online CAPTAIN Cadre nomination form by September 16, 2019





CAPTAIN Summit Sheraton Grand Hotel Sacramento November 6-7, 2019



Agenda/Content

- Theme: Using Evidence-Based Practices to Promote Social Emotional Well-being and Prosocial Behaviors of Individuals with Autism
- Showcase: Learning from one another about implementation
- Regional Meeting: Time to meet in local groups to plan implementation goals 2019-2020 school year
- Networking: Opportunities to discuss strategies with other Cadre from across the entire state



Additional Tier 1 “Information Sharing” Resources

CAPTAIN Webinars:

- Topic Ideas?
 - Improving Outcomes For Students With Autism, What Every Site Administrator Needs To Know!
 - Supporting Students With Autism And Related Needs in the General Education Setting: Key Evidence-based Practices to Support Success!

CAPTAIN Infographics

- Crosswalk EBPs for ELL and ASD
- Crosswalk of CECs High Leverage Practices for Students with Disabilities and EBPs for ASD



Major Take Aways



1. Selecting CAPTAIN Cadre who can meet the requirements is critical
 - Our major focus this year is to IMPROVE quality of training and coaching
2. Coaching is way more powerful than “sit and get” trainings – hands on coaching and technical assistance needs to be a priority
3. Your leadership is vital. Your Cadre need to meet with you regularly and work collaboratively with you to develop plans for your SELPA and Region to increase capacity



DESERT / MOUNTAIN
CHARTER SELPA

Chapter 12: Low Incidence Funding

SECTION A: LEGAL REQUIREMENTS

SECTION B: HOW TO REQUEST FUNDING

SECTION C: HOW TO REQUEST REIMBURSEMENT

APPENDIX A: ASSISTIVE TECHNOLOGY ASSESSMENT – LOW
INCIDENCE REFERRAL

APPENDIX B: TEACHER RESPONSIBILITIES OF ASSIGNED LOW
INCIDENCE EQUIPMENT

Introduction

California Education Code § 56836.22. (a) Commencing with the 1985 – 86 fiscal year, and for each fiscal year thereafter, funds to support special education and related services as required under the individualized education program for each pupil with low-incidence disabilities, as defined in Section 56026.5, shall be determined by dividing the total number of pupils with low incidence disabilities in the state, as reported on December 1 of the prior fiscal year, into the annual appropriation provided for this purpose in the Budget Act. (b) The per-pupil entitlement determined pursuant to subdivision (a) shall be multiplied by the number of pupils with low-incidence disabilities in each special education local plan area to determine the total funds available for each local plan. (c) The Superintendent shall apportion the amount determined pursuant to subdivision (b) to the special education local plan area for purposes of providing special education and related services as required under the individualized education program for each pupil with low-incidence disabilities.

Section A – Legal Requirements

California Education Code § 56026.5. “Low incidence disability” means a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12. For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. For

purposes of this definition, vision impairments do not include disabilities within the function of vision specified in Section 56338.

A student with a low incidence disability is one who is deaf, blind, deaf and blind, or severely orthopedically impaired whether this disability is their primary disability, or a concomitant disability. Students with an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) should have their specialized needs discussed and recorded at their IEP/IFSP meeting. These documented needs are what determine the Local Education Agency's (LEA) responsibility to secure specialized books, materials, and services. It is the responsibility of the LEA to locate funds to purchase the items documented in the IEP or IFSP. One source is low incidence funds. Even though students, parents, or teachers do not have direct access to these funds, students should have access to specialized equipment, books, and materials necessary for them to benefit from their educational program.

Because of the high cost of these specialized books, materials, and equipment, it is necessary to provide additional funding for these programs. This low incidence money is distributed in accordance with the regulations set out in California Education Code § 56836.22.

Low incidence funding is provided for purchasing and coordinating the use of specialized books, materials, and equipment for students with low incidence disabilities. As a condition of receiving low incidence funds, the Desert/Mountain Charter Special Education Local Plan Area (Charter SELPA) ensures that the appropriate books, materials, and equipment are purchased, that the use of equipment is coordinated as necessary and that the books, materials, and equipment are reassigned once they are no longer needed by the LEA that originally received them.

Section B – How to Request Low Incidence Funding

To purchase low incidence equipment using low incidence funds, the LEA must first complete an assistive technology assessment (refer to Appendix A for Assistive Technology Assessment Referral Process). If the IEP team determines the student has a low incidence disability and that the student requires low incidence equipment, then the Charter LEA must complete the appropriate Low Incidence Pre-Approval/Reimbursement Request form, D/M 86A. This form shall also be completed if the IEP team determines and documents the need for home use of the low incidence equipment.

1. Low Incidence Pre-Approval/Reimbursement Request (D/M 86A): Purchase(s) made by the LEA then reimbursed through low incidence funds:

For all low incidence equipment, other than mobile computing devices and device applications, complete Charter SELPA form D/M 86A and have the Charter LEA Special Education Director/Coordinator sign the form. Attach a copy of the student's current IEP documenting the student's disability and need of the low incidence equipment, any additional information regarding the equipment to be purchased, a completed purchase order with Charter SELPA form D/M 86A and submit all documents to the Charter SELPA office. After Charter SELPA approval, the Charter LEA will be responsible for purchasing the equipment and ensuring the assigned low incidence equipment inventory tags are

properly placed on the equipment. After the Charter LEA has purchased and received the equipment, the Charter LEA may seek reimbursement through low incidence funding by completion section 2 of form D/M 86A and forwarding the request to the Charter SELPA (refer to Section C).

2. Low Incidence Pre-Approval Request for Mobile Computing Device (D/M 86B): Purchase(s) made by the Charter SELPA:

Charter LEAs complete Charter SELPA form D/M 86B if the request is specifically for mobile computing device (i.e., iPad, computer tablet). This form and any additional information regarding the equipment must be sent to the Charter SELPA office for approval. The Charter SELPA will be responsible for purchasing the mobile computing device and device application(s), assigning the low incidence equipment/ID number, downloading the device application(s), and coordinating the delivery and release of the equipment to the Charter LEA.

The Charter LEA is responsible for notifying the student's teacher(s) of their responsibilities for the use of low incidence equipment (refer to Appendix B).

Section C – How to Request Reimbursement

The Charter SELPA reimburses member Charter LEAs for low incidence equipment based on the availability of funds. All purchases of low incidence equipment during a fiscal year (July 1 – June 30) must be submitted by August 30th, following the school year the request was made. Member LEAs shall submit approved requests for reimbursement in the following manner:

1. Complete/submit Section 2 of Charter SELPA form D/M 86 – Low Incidence Pre-Approval/Reimbursement Request Form; and
2. Submit a copy of the request form with a copy of the purchase order and a copy of the vendor's paid invoice to the Charter SELPA Business office.

NOTE: Requests for reimbursement are submitted after the request for purchase has been approved by the Charter SELPA, equipment is purchased, received, and invoiced by the LEA.

APPENDIX A: Assistive Technology Assessment – Low Incidence Referral

Assistive Technology refers to a device or service that can be used as a tool by students with disabilities to achieve or maintain function.

Pre-Referral Procedure – Local Education Agency (LEA) Responsibility

1. Convene an IEP meeting to document the team’s decision to refer the student for an Assistive Technology Assessment.
2. Complete the Assistive Technology Assessment Referral form (D/M 127) and obtain the signatures of the person making the referral and the director of special education.
3. Complete the Assessment Plan form (D/M 66) and obtain the parent/guardian signature.
 - The person making the referral should check the box that corresponds to the type of assessment(s) requested.
 - The parent/guardian should initial each applicable statement listed under the Parental Authorization section.
4. Complete the Authorization for Use and/or Disclosure of Information form (D/M 63) and obtain the parent/guardian signature. Specify the receiving agency’s name, if known. If not, leave the field blank.

Referral Procedures – LEA Responsibility

Forward the following completed documents to the attention of the Coordinator, Transition Services at the Charter SELPA.

- D/M 127 Assistive Technology Assessment Referral form
- D/M 66 Assessment Plan form
- D/M 63 Authorization for Use and/or Disclosure of Information form
- IEP or IEP Addendum dated within one (1) year of the referral for an Assistive Technology Assessment
- Psycho-educational evaluation dated within three (3) years of the referral for an Assistive Technology Assessment
- Any additional supporting information

Timelines for Assessment

Within five (5) business days of receipt of the completed referral packet, the Coordinator, Transition Services at the Charter SELPA will assign the assessment to an independent assessor

who will coordinate the assessment through the contact person named on the referral form (D/M 127).

Timelines for Services

Upon completion of the assessment, a report will be sent to the Director of Special Education by either the agency that conducted the assessment or the Coordinator, Transition Services at the Charter SELPA with a request to schedule an IEP meeting.

The Director of Special Education should reconvene the Individualized Education Program (IEP) team to review the report finding and recommendations of the assessment and determine whether or not assistive technology services are warranted.

If the IEP team agrees that services are not needed, it will be documented in the IEP notes.

APPENDIX B: Teacher Responsibilities for Low Incidence Equipment

The assigned teacher for the student(s) indicated in an approved Low Incidence Request form (D/M 86A or 86B) must be notified of their responsibilities for the assigned low incidence item(s) purchased for use by the student. The teacher should be informed that unless the Individualized Education Program (IEP) team agrees there is an educational need for the student to use the equipment at his/her home and form D/M 86C is completed, the student is not allowed to take the item(s) home. The item(s) is solely for the student(s) indicated on the Low Incidence Equipment Request form to meet his/her unique educational needs according to their IEP goals.

RESPONSIBILITIES:

1. Complete an annual inventory of all low incidence items in the classroom - the Desert/Mountain Charter SELPA will provide the Director of Special Education a list of low incidence items assigned to students in the classroom on an annual basis. The item(s) should have a blue and silver “Property of Desert/Mountain Charter SELPA” numbered ID tag (except for small, untaggable items). If the item does not have an inventory tag, contact the Charter SELPA office at (760) 552-6700.
2. Reassign the equipment to another student in his/her classroom or Local Education Agency (LEA) who qualifies for use of the item(s) purchased and is no longer being utilized to meet the unique educational needs of the assigned student, or return the item(s) to the Desert/Mountain Charter SELPA and complete Section 3 of D/M 86B (if mobile computing device, Section 2 of form D/M 86B) for the reassignment or return of the item(s). Forward a copy of the form to the SELPA office.
3. If the student has moved to another site within the LEA and can still benefit from the use of the item(s), forward the item(s) and a copy of the original request form D/M 86A (if mobile computing device, D/M 86B) to the student’s new site/teacher. Inform the Desert/Mountain SELPA by completing Section 3 of D/M 86A (if mobile computing device, complete Section 2 of D/M 86B) and forward a copy to the SELPA office.
4. If the student has moved outside the LEA and the LEA is unable to reassign the item to another low incidence eligible student, the teacher must return the item to the Desert/Mountain Charter SELPA. Contact (760) 552-6700 to make arrangements for return of the item. Complete Section 3 of D/M 86A (if mobile computing device, Section 2 of D/M 86B) to return the item(s) to the Desert/Mountain Charter SELPA.
5. If the item(s) was purchased for more than one student as indicated on Section 1 of D/M 86A (if mobile computing device, D/M 86B) and any of the conditions explained in items 3-5 above exist, the item may remain at your site/LEA as long as at least one low incidence eligible student still qualifies for use of the item.
6. Report any lost or broken equipment item(s) to the Desert/Mountain Charter SELPA in writing to facilitate the replacement or repair of the item(s).


**ALL CHANGES REGARDING ANY LOW INCIDENCE EQUIPMENT/MATERIALS
MUST BE COMMUNICATED IN WRITING TO THE DESERT/MOUNTAIN CHARTER
SELPA OFFICE USING SECTION 1 OF THE LOW INCIDENCE REQUEST FORM.**



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

MEMORANDUM

DATE: September 19, 2019
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 (EIIS)
- School-Age Treatment Services (SATS)
- Therapeutic Behavioral Services (TBS)
- Student Assistance Program (SAP)
- Children's Intensive Services (CIS)
- Speech and occupational therapy

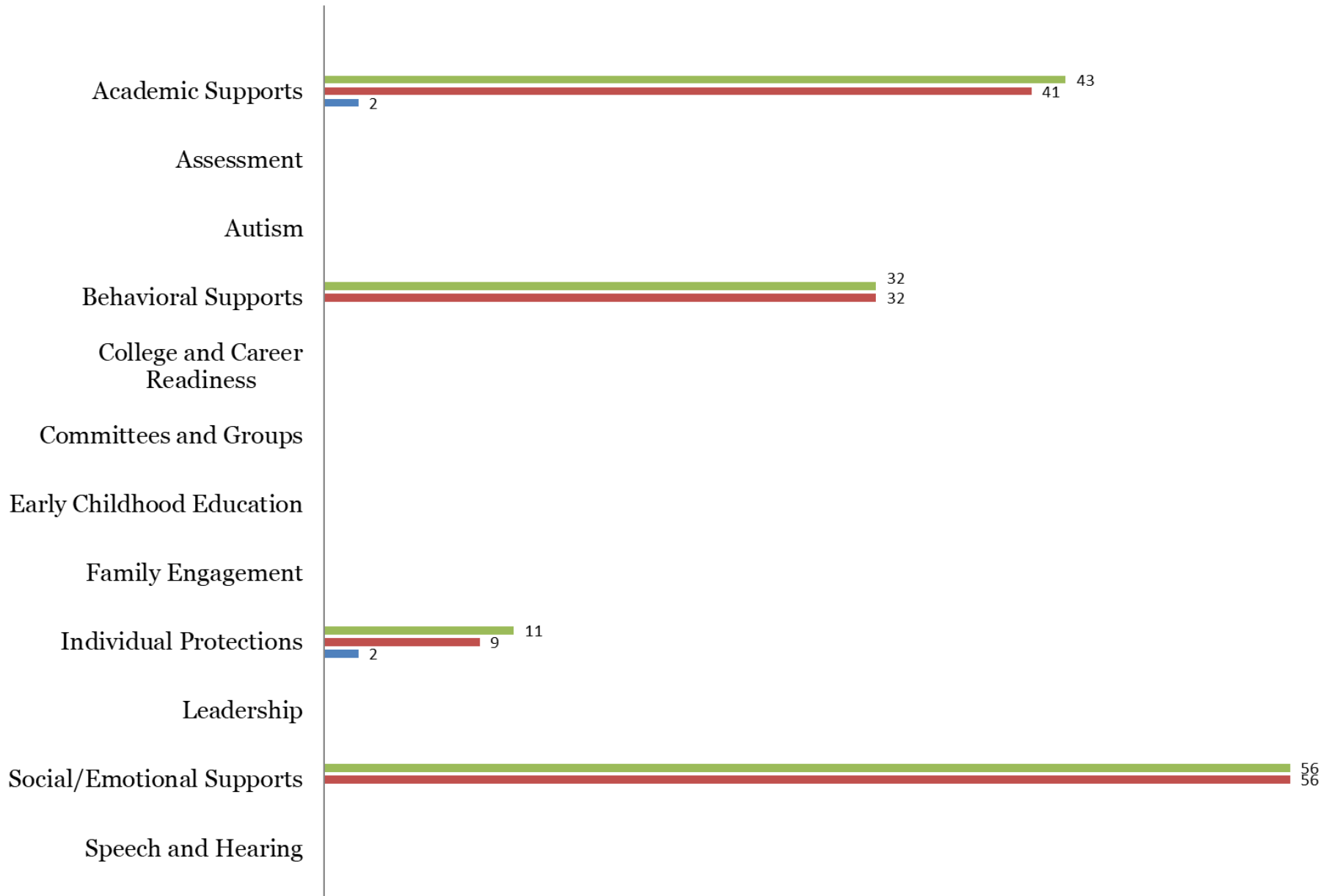
If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JULY & AUGUST 2019 - 142 PARTICIPANTS

142 YEAR-TO-DATE-PARTICIPANTS

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



**Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2019 - September 20, 2019**

D = Complaint Dismissed W = Complaint Withdrawn

| DISTRICT | | | | | | | | | | CASE ACTIVITY FOR CURRENT YEAR | | | | |
|----------------------------------|----------|----------|----------|----------|----------|------------|----------|--|-------------|--------------------------------|------------|-----------|----------|----------|
| | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | | Total | D/W | Resolution | Mediation | Settled | Hearing |
| Allegiance STEAM Acad - Thrive | N/A | N/A | N/A | N/A | N/A | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Aveson Global Leadership Acad | N/A | N/A | 2 | 1 | 5 | 1.5 | 0 | | 9.5 | 0 | 0 | 0 | 0 | 0 |
| Aveson School of Leaders | N/A | N/A | 0 | 3 | 1 | 1.5 | 0 | | 5.5 | 0 | 0 | 0 | 0 | 0 |
| Ballington Acad for Arts & Sci | N/A | N/A | N/A | N/A | 0 | 2 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Desert Trails Prep Academy | 0 | 0 | 0 | 0 | 0 | 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 |
| Encore High School, Riverside | N/A | N/A | 0 | 0 | 0 | 1 | 1 | | 2 | 0 | 0 | 0 | 1 | 0 |
| Julia Lee Performing Arts Acad | N/A | N/A | N/A | N/A | N/A | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| LaVerne Elem Preparatory | 0 | 0 | 0 | 0 | 0 | 0.5 | 0 | | 0.5 | 0 | 0 | 0 | 0 | 0 |
| Leonardo da Vinci Health Sci | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | 0 | 0 | 0 | 0 | 0 |
| Odyssey Charter School | N/A | N/A | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Odyssey Charter School - South | N/A | N/A | N/A | N/A | N/A | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Pasadena Rosebud Academy | N/A | N/A | N/A | N/A | N/A | 1 | 0 | | 1 | 0 | 0 | 0 | 0 | 0 |
| Pathways to College | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| Taylison High Desert Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| SELPA-WIDE TOTALS | 0 | 0 | 2 | 4 | 6 | 7.5 | 1 | | 18.5 | 0 | 0 | 0 | 1 | 0 |

**Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2019 – September 20, 2019**

| LEA Case Number | Issue(s) | Date Filed | Resolution Scheduled | Mediation Scheduled | Pre-Hearing Conference | Due Process Hearing | Status |
|--|--|-----------------------|---------------------------------|--------------------------------|-----------------------------------|--------------------------------|--|
| 1. Encore HS Case No. 2019061207 | 1. Vision Therapy 2. Compensatory education local education agency (LEA): 1. Lack of parent consent to speech 2. Lack of parent consent to specialized academic instruction (SAI) | 07/09/19 | 0 | 08/23/19 | | | Settled; agreed to compensatory education at school site; agreed to provide Independent Educational Evaluation (IEE); agreed to omit speech from the Individualized Education Plan (IEP); CLOSED 8/23/19 |

Desert /Mountain Charter SELPA
Legal Expense Summary
As of September 20, 2019

| | |
|-----------|---------------|
| 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 | \$ 48,946.20 |

The Role of Universal Screening in Tiered Systems of Support

Presented By

Athena Vernon, Prevention and Intervention Lead Specialist

Angela Mgbeke, PBIS Specialist

Date

October 9, 2019

Time

Registration begins at 8:00 a.m.

Training time: 8:30 a.m. - 3:30 p.m

Cost

Free to attend



Location

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

Registration

Please register online at:

<https://sbcss.k12oms.org/52-168509>

Audience

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

Special Accommodations

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

Interested in learning about behavior screening and why it is important? This course will guide participants with the benefits of universal screening for behavior and will explore example universal screeners and how one school successfully implemented them. Similar to data from academic screening tools, data from universal behavior screening tools can be used in tiered systems of support to (a) detect students for whom Tier 1 efforts may be insufficient, (b) inform teacher-delivered, low intensity supports, and (c) connect students with evidenced-based Tier 2 (for some) and Tier 3 (for a few) strategies, practices, and programs.



CAHELP
17800 Highway 18
Apple Valley, CA 92307



Jeni Galyean
Jeni.Galyean@cahelp.org
442.292.5094 x 213



www.cahelp.org
<https://sbcss.k12oms.org>

Interconnecting Systems: School Based Mental Health Supports and Multi-Tiered Systems of Support (MTSS)

The purpose of interconnecting systems is to create a school culture and climate that promotes wellness (i.e., social emotional, behavioral, and academics) of the whole child and that addresses the needs of all students, especially those at-risk for or with mental health challenges. Our new triage team, funded through the Mental Health Services Oversight & Accountability Commission (MHSOAC) triage grant, will work with local districts to develop a multi-tiered system of prevention, intervention, and triage supports including early identification, crises intervention, and stabilization resource connections for children and families.



Attend as a district leader to determine readiness for your district for access to additional resources provided by the triage team hired through this grant.

Presented By

Kami Murphy, Program Manager, Prevention & Intervention
Natalie Sedano, Prevention & Intervention Lead Specialist

Date

October 2, 2019

Time

Registration begins at 12:00 p.m.
Training time 12:30 - 3:30 p.m.

Location

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

Registration

Please register online at:
<https://sbcss.k12oms.org/52-175394>

Special Accommodations

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

Audience

District and site administrators, and preschool program directors.



CAHELP
17800 Highway 18
Apple Valley, CA 92307



Jeni Galyean
Jeni.Galyean@cahelp.org
442.292.5094 ext. 213



www.cahelp.org/
<https://sbcss.k12oms.org>



Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 101: AN INTRODUCTION

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN
OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

In the United States, over 40% of students will have experienced a mental health problem, such as anxiety or depression, by the time they reach seventh grade (SAMHSA, 2016). Suicide is the second leading cause of death among 10-34 year olds (NIMH, 2018) and according to the National Survey of Children's Health (2016), 46% of children have experienced at least one Adverse Childhood Experience (ACE). The newest statistics on suicide from the Centers for Disease Control (CDC), along with current rates of substance use, opioid abuse, and electronic aggression are alarming. This public health crisis requires a whole population response. Education and mental health leaders are keenly aware of the need to align structures and establish one comprehensive system of social/emotional/behavioral (SEB) supports in schools.

The Interconnected System Framework (ISF) is an emerging approach for building a single system of SEB supports in schools. Integrating Positive Behavioral Interventions and Supports (PBIS) and school mental health, the ISF also brings community partners and families into one multi-tiered structure.

The Pacific Southwest Mental Health Technology Transfer Center (MHTTC), in collaboration with the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS), has developed a three-part series of fact sheets to deepen knowledge and understanding of the ISF. All three documents provide case examples that highlight the local context in which data-based decision making occurs and reflect the diversity of school communities in the region.

- **Interconnected Systems Framework 101** provides an introduction to Interconnected Systems Framework, including a definition and a review of the benefits.
- **Interconnected Systems Framework 201** describes what will be different for educators and mental health providers when school mental health is integrated into a Multi-Tiered System of Support. (MTSS)
- **Interconnected Systems Framework 301** describes how to use school and community data to determine what interventions to select and implement to meet the diverse needs of all students.



What is the Interconnected Systems Framework (ISF)?

The ISF is offered as a solution to the inefficiencies of co-located systems and SEB programs working in isolation. Building on the success of PBIS, the ISF applies the core features of MTSS to *deliberately integrate mental health, community, school, and family partners through a single system of support*. The MTSS framework guides state, district, and community leaders to blend funding and modify policies and procedures to help systems work more efficiently. Supported by integrated district structures, clinicians become part of multi-tiered teams in schools where the SEB needs of all students are addressed.



Key Messages of ISF

1. **Single System of Delivery**
2. **Mental Health is for ALL**
3. **Success Defined by Student Impact**
4. **Use the MTSS framework to guide an integrated approach:**
 - Team-based decision making
 - Use of school and community data
 - Formal process for the selecting evidence-based practices (EBPs) connected across tiers
 - Early access through comprehensive screening
 - Rigorous progress monitoring for fidelity and impact
 - Ongoing coaching for school and community professionals

The Building Blocks of the Interconnected Systems Framework: PBIS and SMH

PBIS is a multi-tiered behavior system currently implemented in over 26,000 schools. PBIS focuses on building effective systems and structures that can inform a collective approach to data-driven decision making and the implementation of evidence-based practices (EBPs). The primary goal of PBIS is to promote SEB functioning in students (Horner, Sugai, & Anderson, 2010).

While PBIS has improved behavioral and academic outcomes for students for over two decades, schools often struggle to provide adequate support for students displaying higher level needs (Barrett et al., 2013). Furthermore, PBIS has historically focused on overt problem behavior, which can result in missing the needs of students with “internalizing” problems such as anxiety, depression, and the impact of trauma (Weist et al., 2018).

Like PBIS, school mental health has been a decade long national movement to develop mental health services for children and youth to serve them “where they are,” (Weist & Ghuman, 2002), resulting in increased school-based mental health services. There are documented advantages of school-based mental health programs, including significantly improving access to services (Atkins et al., 2006; Catron, Harris, & Weiss, 1998); promoting positive student SEB; and fostering better academic outcomes. When programs are implemented appropriately, there are many advantages to school-based mental health programs (Botvin, 2000; Catalano et al., 2003). Like PBIS, however, expanded school-based mental health programs have limitations related to poor implementation support, and are often delivered in an ad-hoc way in school districts. One consequence of this approach is that community mental health clinicians generally do not participate actively on MTSS teams, operating in parallel to PBIS programs rather than in coordination with PBIS (Eber et al., 2013; Splett et al., 2014). Applying the ISF allows schools, districts, and

states to improve their service delivery model by investing in one set of teams to support SEB and academic supports for all.

Getting Started

The ISF builds on the strengths from student mental health approaches and PBIS to help education and mental health systems work together. Here are some of the initial steps for practitioners who are interested in using this approach:

- Resource Mapping is a good first activity to help district and community leaders start examining what mental health resources are currently available. This process also helps teams discover the extent to which their current SEB initiatives (e.g. Social Emotional Learning, Bully Prevention, Restorative Practices, and Trauma-Informed Care) are implemented with high quality and examine if they are having a positive impact on student outcomes. Finally, the mapping process allows the team to discuss opportunities to align, integrate, and eliminate, where possible, to establish a more efficient and effective system.



Benefits of ISF

- **Uncovering students with mental health needs earlier**
- **Linking students with needs to evidence-based interventions**
- **Data tracking system to ensure youth receiving interventions are showing improvement**
- **Expanded roles for clinicians to support adults as well as students across all tiers of support.**
- **Healthier school environment**



Evidence of Impact of PBIS

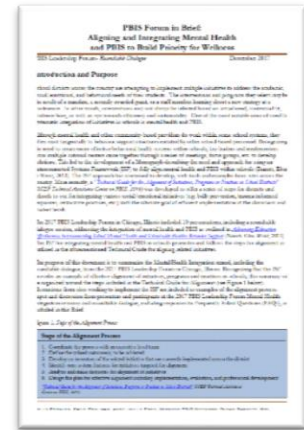
- **Improved academic achievement** (McIntosh, Chard, Boland, & Horner, 2006)
 - **Reduced student discipline referrals and suspensions** (Anderson & Kincaid, 2005; Frey, Lingo, & Nelson, 2008)
 - **Improved social emotional functioning** (Kincaid, Knoster, Harrower, Shannon, & Bustamante, 2002, Bradshaw et al., 2012)
- If districts already have a community provider working in schools, leaders should examine how that agency is working alongside school based teams to ensure an integrated approach. This includes reviewing existing working agreements, contracts, and funding structures to consider how the agreements promote or prevent an integrated approach. The following questions can be used to facilitate discussions and revise the working agreements.
 - Are roles and functions clearly defined across the tiers of implementation?
 - How is funding blended to enable providers to serve on teams across tiers?
 - What professional development training and coaching is required to ensure staff are skilled to deliver interventions and clinicians can support teachers in their classrooms?
 - How are community providers invited to participate in district trainings and team meetings and learn about how the education system operates?

Resource

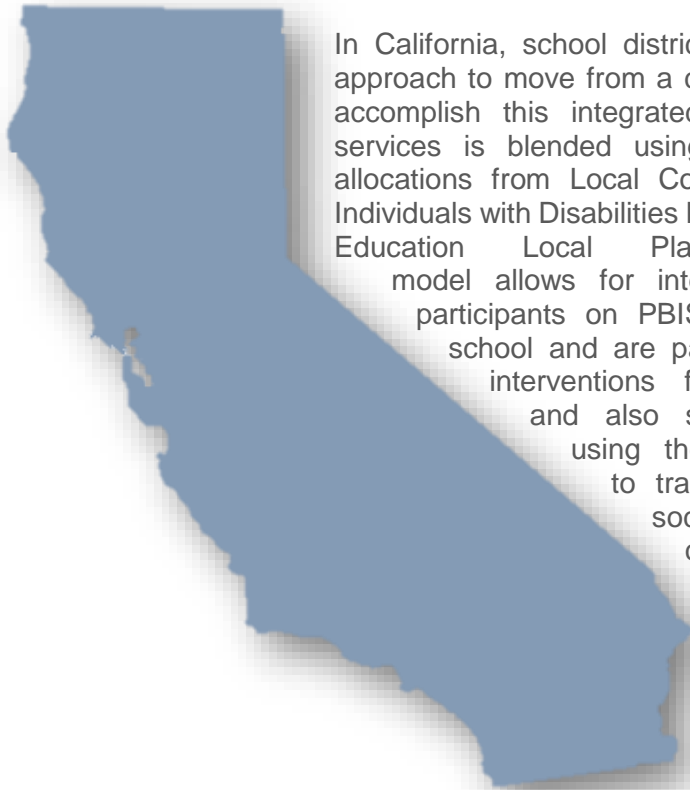
Aligning and Integrating Mental Health and PBIS to Build Priority for Wellness

[View Resource](#)

The 2017 PBIS Leadership Forum hosted an intensive track on the integration of mental health and PBIS. This resource summarizes the ten presentations and roundtable discussion dialogue and includes a FAQ on ISF. It is organized by discrete, progressive steps that schools can take align their mental health and PBIS systems through the ISF. Case examples from sites currently implementing ISF help illuminate the alignment process.



Local Spotlight



In California, school districts and behavioral health are using an ISF approach to move from a co-located model to an integrated model. To accomplish this integrated approach, funding for behavioral health services is blended using student Medi-Cal insurance and district allocations from Local Control Accountability Plans (LCAP) and the Individuals with Disabilities Education Act (IDEA) provided through Special Education Local Plan (SELPA). This blended fiscal model allows for integrated services, making clinicians active participants on PBIS teams. Clinicians are assigned to one school and are part of the school community. They facilitate interventions for students requiring intensive supports and also serve on School Wide Leadership team using their expertise as social emotional leaders to train and support instructional staff to teach social emotional skills alongside academic content. This blended fiscal model ensures clinicians build the capacity for ALL staff to respond to the needs for most of the children and youth within the school community without requiring students to have a label, diagnosis, or insurance plan to get supports.

This work is supported by grant SM081726 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, and was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (H326S180001). Dr. Renee Bradley served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, or the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.





Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 201: WHEN SCHOOL MENTAL HEALTH IS INTEGRATED WITHIN A MULTI-TIERED SYSTEM OF SUPPORT: WHAT'S DIFFERENT

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN

OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the second of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The Interconnected Systems Framework (ISF) is an implementation framework developed by national leaders in the fields of PBIS and School Mental Health to advance a more effective and efficient system of social emotional and behavioral health in schools. Recognizing the shared contributions and value of both PBIS and SMH, the interconnected approach is a process guided by key stakeholders with authority to develop a unified response that specifically addresses the needs of the population they serve. Leaders engaged in this integrated process are guided by the core features of a multi-tiered system of support. The purpose of this series to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the core features of an ISF approach.

ISF Applies the Core Features of MTSS

The ISF enhances the multi-tiered system of support (MTSS) core features to intentionally

include and integrate mental health and wellness. This is accomplished through the inclusion of a broader range of partners, a wider scope of data, and the expansion of interventions to address internalizing mental health issues such as anxiety, depression and trauma. Applying the MTSS features systematically to the expanded continuum of interventions is a deliberate and defining aspect of the ISF process. The following brief provides a short description of how each MTSS feature is enhanced and positioned within the ISF and considerations for getting started:

1. An Integrated Team Process

Leadership teams are key to implementation of evidence-based practices (EBPs) in school systems. But too many teams can decrease the system's ability to work efficiently. Since social/emotional health is a critical part of reaching academic outcomes, one of the key elements of effective implementation is to establish one set of integrated teams.

Within an integrated approach, the District and Community Leadership Team makes funding and personnel decisions and explicitly describes the roles and function of teams in a Memorandum of Understanding or service agreement. This allows financial support and district commitment for school and community providers to operate as one team.





Big Idea. An integrated approach starts with a District Community Leadership Team (DCLT) who develops a strategy for training and supporting school level implementers. School-level systems teams are organized around tiers and have time to establish common language, working agreements, shared vision, and common understanding of MTSS. Community partners, including family and student representatives, with clearly defined roles, are active participants and leaders.



Considerations for Getting Started. Look for opportunities to expand or merge existing teams with similar goals. For example, if there is a school climate and safety team, mental health team, and PBIS team, leadership can combine these efforts into one standing team at Tier 1. The following questions can help the DCLT examine the effectiveness of their current teaming structure.



Guiding Questions

- How are we currently supporting our students, staff and families? Is our response adequate? Timely? Effective? Efficient?
- How would our teams work more effectively if we had one set of teams to address social-emotional-behavioral and academic needs of our students?
- What is currently working and what are the barriers to improving an integrated effort?

2. An Expanded Use of Data

In an ISF process, teams make decisions about how to improve mental well-being using school data (e.g., attendance, grades, discipline data) as well as community data (e.g., poverty, homelessness, domestic violence, substance use) as indicators of mental health. From school wide prevention efforts to intensive, individualized interventions, the teams review relevant school and community data to determine the prevention and intervention

approaches needed to most efficiently meet the needs of all students.



Big Idea. Leadership Teams continuously review relevant community data, along with school data as they establish measurable goals that include mental health outcomes (school climate data, family and student surveys, screening data). The team uses screening data to uncover the mental health needs of their students. Teams strengthen their school-wide prevention approaches as they review relevant school and community data.



Considerations for Getting Started. School teams can review traditional school data sources (e.g. office referrals, out of school suspension and attendance), as well as data that indicates social, emotional, and mental health of students and how life outside of school impacts their overall health and wellbeing. These data sources can include nurse visits, child welfare contacts, universal screening, juvenile justice interactions, neighborhood demographics, and family/student surveys. Reviewing data prior to the start of the school year will help the team strengthen school wide prevention efforts that are matched to the specific needs of the incoming students.

3. Team-based Selection of All Evidence Based Practices

Within an MTSS, teams utilize formal processes for selecting a continuum of EBPs based on likelihood of desired impact on identified needs. An integrated framework expands this formal process for selection of EBPs to include the use of both school and community data in this process and to purposefully include all clinical services/ interventions in the team selection process. This may be a change for school personnel who may not be experienced in the use of community data to select school-based interventions. This may also be a change for community mental health clinicians who may not be used to selecting their mental health interventions through a team process that includes educators.



Big Idea. School Employed and Community Employed Staff use community and school data to assess the needs of young people in their school community and, together as an integrated team, *select EBPs* that match specific needs.



Considerations for Getting Started. Leadership Teams need to invest in a formal routine when adding new EBPs. The protocol below (Runge, 2017) helps formalize the process by having each team member evaluate the EBPs or intervention being considered using the 12 guiding questions. Next, the coach facilitates consensus-building during a team meeting to determine which intervention will be added to their continuum. Protocol to identify mental health EBPs within the PBIS Framework follows.



Guiding Questions

Addressing the Need in the School and Community

- Does the EBP explicitly address the identified needs?
- Does the EBP match the age level needs of the students?
- How strong is the evidence-base for the EBP?

Capacity to Implement with Fidelity

- Are the necessary resources and expertise to support initial implementation accessible, including training, coaching, and performance feedback?
- Are the necessary resources and expertise to sustain implementation accessible, including ongoing training, coaching, and performance feedback?
- Does the EBP have established fidelity measures, and are the resources accessible to implement the fidelity measures?

- Is the expected school-level return on investment to implement the EBP with fidelity viewed as sufficient to warrant implementation?
- Is there sufficient commitment and resources to sustain implementation with fidelity over time?

Contextual Fit in School and Community

- Can the data system of the EBP integrate/align with the extant PBIS data systems?
- Does the EBP align with the cultural and linguistic characteristics in the school and community?
- Does the EBP fit with extant district and state priorities and initiatives?
- Does the EBP fit the organization structure in the targeted school(s)?

Scoring. For each question, assign a score of (1) = Low, (2) = Medium, or (3) = High per EBP. Total scores should be used to guide review, discussion and ultimate decision-making by the relevant team. Use of numerical scores devoid of discussion is discouraged.

4. Using Comprehensive Screening for Early Identification

PBIS implementers may be using office discipline referral data as well as attendance and grades to identify students at-risk of school failure. Over the past decade, an increasing number of schools have begun a formal screening beyond these data points to better identify students at first sign of need. In the ISF, districts are encouraged to adopt a structured and comprehensive universal screening for uncovering internalizing as well as externalizing needs of children. Rather than having a separate screening process for mental health needs, an integrated screening process looks for early indication of anxiety, depression, and impact from a traumatic life experience, as well as conduct problems. A related component of comprehensive universal screening is that all the adults who work with children and adolescents, including teachers and other school staff,

understand mental health challenges, know how to recognize them, and know what to do if they are concerned.



Big Idea. Screening for social, emotional, and behavioral concerns, both internalizing and externalizing, allows students to be identified early and linked to the appropriate interventions.



Considerations for Getting Started. It is recommended that the DCLT select the screener to be used district-wide. When choosing a screener, leadership should ensure that the tool identifies both internalizing and externalizing behavioral concerns of students. As many screening tools are available, DCLTs should engage in a selection process that compares the (a) evidence of each tool, (b) resources (e.g., staff time, technology, cost) needed to implement, (c) fit with other district initiatives and priorities, and (d) readiness and capacity to implement. There are both cost and no-cost options available, but the fit for the district needs and capacity is imperative.

5. Tracking Fidelity and Impact

Often schools implementing PBIS are tracking fidelity and outcomes for behavioral interventions across the tiers, but interventions delivered by mental health clinicians may be monitored separately, differently, and with less rigor. In an integrated system, interventions for anxiety and depression and trauma are monitored for fidelity as well as outcome, following the same standards and rigor as applied to reading and behavior interventions. School-based teams benefit from the expertise of clinicians who can explicitly describe mental health interventions and the integrated team can pursue the most efficient method for assessing fidelity as well as effectiveness of each intervention.



Big Idea. Schools and community organizations are accountable to their stakeholders and have an obligation to report the fidelity and effectiveness of their implementation.



Considerations for Getting Started. Once the DCLT has decided to launch a new intervention, the team has the task of determining how to accurately assess the extent to which the intervention is being implemented with fidelity. This information will be needed to help the DCLT deploy training and coaching resources more effectively. Choosing fidelity measurement tools and processes is an essential step in developing their evaluation plan. The team will be considering how the new fidelity tool fits with other measures and processes already in place. The following questions can assist the DCLT in determining how to measure fidelity as part of the installation of a new intervention.



Guiding Questions

- When and how often will the teams assess implementation fidelity?
- What tool will the teams use to assess implementation fidelity?
- For this intervention, what is an acceptable level of implementation fidelity?
- What will the DCLT do if implementation fidelity is below this acceptable level?

6. Professional Development: Training, Coaching, and Feedback

School-and community-employed mental health staff traditionally receive different professional development based on their job role. For example, teachers typically have not had access to information about mental health conditions such as anxiety and depression; mental health clinicians working in schools are often not versed in the Tier 1 and lower level Tier 2 interventions associated with PBIS. In an ISF, the education and mental health staff are integrated for professional development. The expanded continuum of behavioral/mental health interventions are supported through ongoing coaching and technical assistance so that interventions can be implemented accurately. Blended professional development on teaming behaviors, use of

data, and related MTSS skills should be established routines for all staff in an interconnected system.



Big Idea. School-employed and community-employed staff receive professional development on school-wide PBIS practices, effective mental health integration into their school-wide PBIS, as well as mental health awareness and the basics of behavioral health and wellness.



Considerations for Getting Started. The DCLT will develop a training and coaching plan that includes development of a master training calendar and funding for staff to attend training series. Coaching is a set of responsibilities, actions, and activities that bridge training and implementation through supportive facilitation and provision of appropriate resources and is associated with more successful district implementation. As the district community leadership team begins installing an integrated approach, ongoing coaching from both district and community-based coaches will be necessary for building capacity. Training and coaching activities should create the space and culture for learning the language and operations of the other system(s) by allowing ample time for dialogue and openness to new ways of working. The training and coaching plan will include steps for building local capacity by increasing the number of staff with social-emotional and behavior expertise and ensuring personnel have an understanding of their roles within the interconnected system.



Case Example

In one school district, the team identified an increase in the prevalence of students who were experiencing adverse childhood experiences (ACES) (Felitti et al., 1998). When the team examined community data from their local behavioral health center, they found many students in their school had family members who were incarcerated, addicted to substances, and were either victims or perpetrators of domestic violence. After careful review of available social-emotional programs, the team, including youth and families, selected one to use with elementary students that emphasized coping skills, emotional literacy, self-control, and interpersonal problem solving. For secondary students, they selected a curriculum with evidence of effectiveness to prevent substance use, cope with anxiety, and improve self-regulation and social awareness. After the district team selected curricula, the school teams were provided team trainings and time to review their school data to select specific lessons that taught coping skills, emotional regulation, or social awareness.

Professional Development Opportunities

Through a series of trainings, meetings, and activities, your team can learn more about the core features of MTSS and how the framework guides the overall process.

- Develop fluency by listening to an introductory webinar that will assist your team in developing a common understanding of MTSS. Resource: Webinar # [35 ISF Overview](#)
- Learn more about aligning multiple initiatives by reading The Technical Guide for Alignment which provides a structure to the alignment process and builds competencies across team members who apply the concept of alignment to district level initiatives - [Alignment Brief](#)
- Develop your understanding for using MTSS for students with internalizing social emotional needs. Resource: Article - [Improving MTSS for Students with “Internalizing” Emotional/Behavior Problems](#)

References

Barrett, S., Eber, L. & Weist, M. (2013). Advancing education effectiveness: interconnecting school mental health and school-wide positive behavior support. Retrieved from: <https://sites.google.com/a/midwestpbis.org/midwest-pbis-network/interconnected-systems-framework/publications>.

Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Runge, T.J., Knoster, T.P., Moerer, D., Breinich, T., & Palmiero, J. (2017). A Practical Protocol for Situating Evidence-Based Mental Health Programs and Practices within School-Wide Positive Behavioral Interventions and Supports. *Advances in School Mental Health Promotion*. DOI: 10.1080/1754730X.2017.1285708.

This work is supported by grant SM081726 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, and was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (H3265180001). Dr. Renee Bradley served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, or the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.





Fact Sheet

INTERCONNECTED SYSTEMS FRAMEWORK 301: INSTALLING AN INTEGRATED APPROACH

BY SUSAN BARRETT, LUCILLE EBER, KELLY PERALES AND KATIE POHLMAN

OSEP TECHNICAL ASSISTANCE CENTER ON PBIS

This is the third of a series of three Fact Sheets on the Interconnected Systems Framework (ISF) developed through a collaboration between the Pacific Southwest Mental Health Technology Transfer Center (MHTTC) and the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). The ISF is offered as an option to address the inefficiencies of co-located systems and social, emotional, behavioral programs working in isolation. Building on the success of PBIS, the ISF applies the core features of MTSS to deliberately integrate mental health, community, school, and family partners through a single system of support. The purpose of this series is to deepen knowledge and understanding of the ISF by highlighting key features illustrated by case examples that reflect the diversity of school communities in the region and demonstrate how data-based decision making occurs in a local context. This fact sheet will focus on the steps to installing an integrated approach at the District Community Level.

Installation Process: District and Community Leadership

Adopting and installing an interconnected system ideally involves layered implementation from the state to the local level. This layered implementation happens simultaneously across both state and districts, with school staff providing feedback to district level staff and districts providing input and guidance to state level staff.

- State systems model and support district level alignment efforts
- Districts organize the partnerships and administrative components needed to guide effective integration at each school building

Many states also use regional or county structures for providing support to districts engaged in the integration of PBIS and mental health. State, district, and school teams benefit from this symmetry across organizational levels as consistent policy, funding, systems alignment, and workforce structures support a solid foundation for sustainable change. Because the unit of implementation of an ISF is most transformative at the local level, we will detail the installation process at the district/community and school levels. Implementers who have a role at the regional or state level can extrapolate the concepts presented for district/community leaders and apply the logic and the tools within their systems.

The purpose of the installation phase is to allocate or reallocate resources to initiate innovation. People who have the authority to allocate resources are identified; awareness activities are taking place; and roles, functions, and overall organizational structure are carefully analyzed.



Using the [ISF Leadership Installation Guide](#), teams, coaches, and facilitators work together through the installation process with specific focus on five key steps as shown in Exhibit 1.0. This document provides an overview of the main activities within each step.

**Installation Outcomes:
What’s at the End of the Road?**

The installation process (see Exhibit 1.0) results in a comprehensive action plan, outlining the activities for the integration of district/community effort into an interconnected system of social, emotional, behavioral supports. The action plan considers organizational structures that influence the way the child/youth serving agencies, school systems, and other key stakeholders work together to promote a culture of wellness.

These actions will typically include:

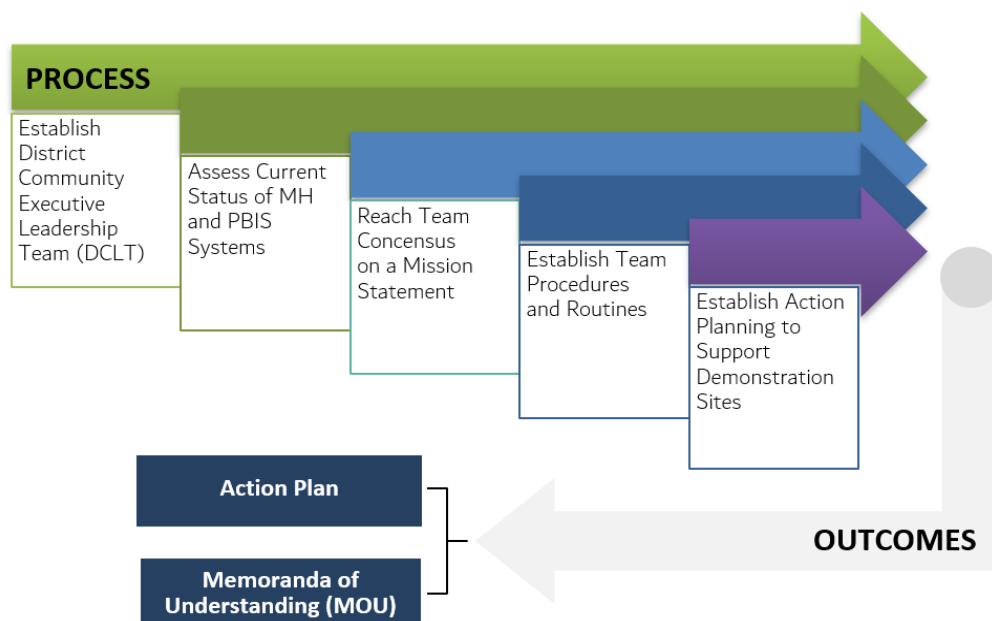
- A new or revised Memorandum of Understanding (MOU) that defines the roles and functions of the parties involved.
- A funding plan that articulates how partners operate within the system.

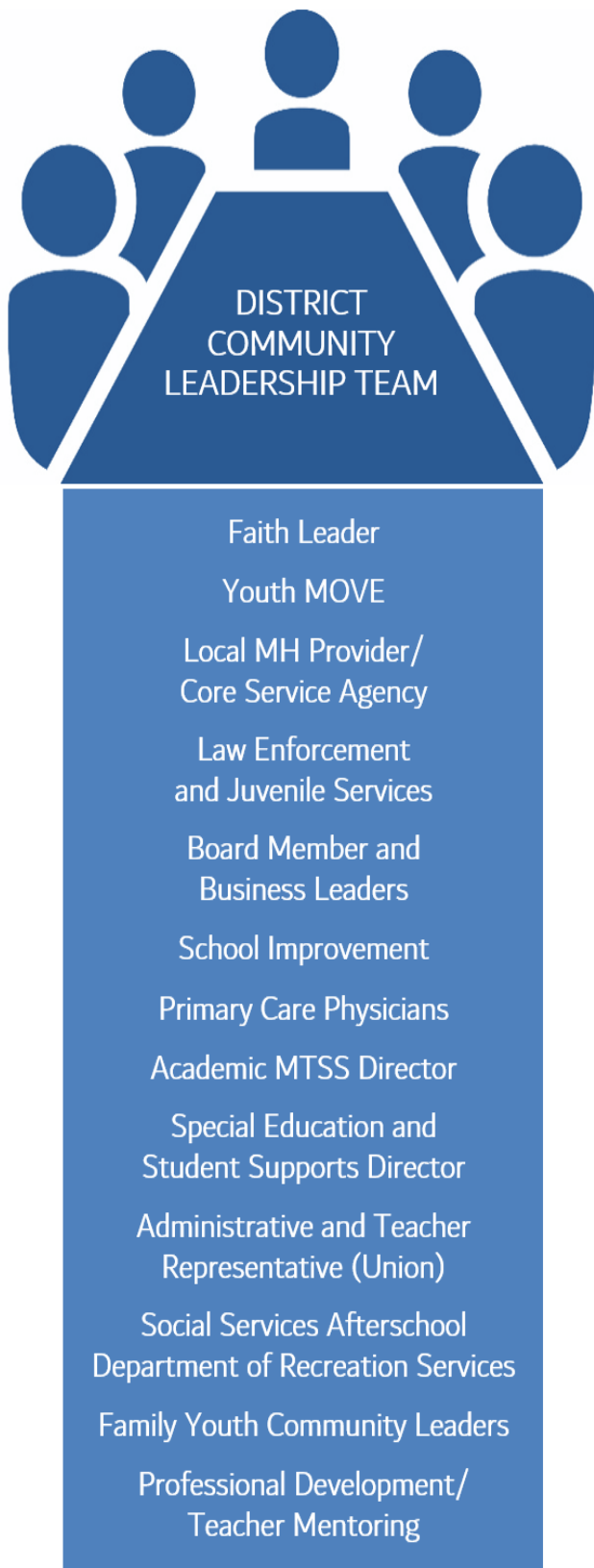
**STEP 1
Establish a District/Community
Executive Leadership Team**

The development of an interconnected system of behavioral/mental health in schools should be initiated and led by executive-level leadership from education, mental health, and other partnering agencies. Adopting a truly integrated way of working involves organizational change, requiring active leadership from those with authority to change policy, blend or braid funding streams, and re-position personnel and procedures at the school level.

A District/Community Leadership Team (DCLT) invests in formal operating structures. The development of an integrated leadership structure should reflect the local context by building on existing strengths. For example, many districts have an executive level team that supports their PBIS implementation; a viable strategy is to expand this team to include community partners and family/youth representatives. Other districts may have an interagency partner who provides mental health services in schools and who can be part of an integrated system of delivery. The DCLT operations structure should follow these guidelines:

Exhibit 1.0
ISF Key Installation Steps Process and Outcomes





- Meet regularly with key stakeholders
- Continuously assess the extent to which systems are efficient and effective
- Allocating resources as needed to achieve maximum impact on student outcomes

STEP 2

Assess the Current Status of Mental Health and PBIS Systems in the District

As the DCLT engages in their assessment of existing systems, they may create smaller work groups to gather more information and share findings with the full team as they move toward action steps. The goal is to establish a shared understanding of:

- The current status of mental health programs and services in schools
- The existing relationships between the district and the community mental health system
- The current implementation of the MTSS core system features.

Districts and schools can be in various stages of SMH - PBIS partnerships to begin implementation of an ISF. For example, all schools in a district may be implementing PBIS with fidelity at all three tiers, or there could be no schools with PBIS implementation at any tier within the district. Similarly, with SMH, districts may have MOUs that designate agency clinicians to caseloads of identified students in schools, whereas other districts may have no actual interaction with community agencies but recognize unmet student need that prompts them to investigate partnering with community providers.

Exhibit 2.0

DCLT Implementation Review Process

1. Assess existing system structures
 2. Review the status of current initiatives related to behavior/mental health
 3. Conduct a staff utilization review
 4. Review existing school and community data
-

Regardless of the starting point, the DCLT can determine the current level of implementation by considering the status of the factors in Exhibit 2.0. Using the [ISF Leadership Installation Guide](#), these team-based assessments can help the DCLT identify the top 3-5 priorities that will determine the initial implementation tasks for action planning.

STEP 3 Reaching Team Consensus on a Mission Statement

As district and community leaders begin to coalesce around agreed upon priorities, they will need consensus on a shared mission that is valued by all stakeholder groups. An example is shown in Exhibit 3.0. A mission statement:

- Defines the purpose of the team
- Establishes goals for work
- Creates a shared vision that can be communicated with stakeholders, including teachers, students, and families

STEP 4 Establish DCLT Procedures and Routines

A vital part of the installation of an ISF is to establish procedures and routines that augment the use of the core features of a MTSS at both the district and building levels. This installation includes procedures for teams to:

- Choose and install a universal screener
- Select interventions
- Monitor fidelity and outcomes

As the routines and procedures are agreed upon, the DCLT will develop an integrated action plan.

Step 4a: Selecting and Installing a Universal Screener. It is recommended that the DCLT select the screener to be used district-wide. When choosing a screener, leadership should ensure that the tool identifies both internalizing and externalizing behavioral concerns of students. As many screening tools are available, DCLTs should engage in a selection process that compares tools across metrics (see Exhibit 4.0). There are both

Exhibit 3.0

County Mission Statement

Healthy school environments and social-emotional learning improves student behavior and academic achievement. We will provide positive, predictable, and safe environments for all students and we will explicitly teach the social, emotional, and behavioral skills to promote student success. Trauma and stress can impact brain development and impact student learning. We will provide supports for students impacted by trauma that help regulate brain functioning to improve student attention to instruction and social-emotional behavior.

cost and no-cost options available, but the fit for the district needs and capacity is imperative.

Step 4b: Selection Process for Evidence-based Practices. The DCLT should establish a formal process for selecting interventions for installation across all schools. The DCLT will be responsible for deploying resources (e.g., funding, staff to facilitate interventions, coaching supports) and will need to carefully determine how the overall system will be impacted if another initiative is added to the menu of available interventions. The DCLT may want to consider using the [Hexagon tool](#) (Blasé, Kiser, VanDyke, 2013) to help make decisions about new interventions to be installed district-wide. The Hexagon Tool guides dialogue and decision-making for selecting potential interventions by organizing information across multiple metrics (see Exhibit 4.0). This tool allows

Exhibit 4.0

DCLT Screener Comparison Process

1. Evidence of each tool
2. Resources (e.g., staff time, technology, cost) needed to implement
3. Fit with other district initiatives and priorities
4. Readiness and capacity to implement

The Hexagon Tool Assessment Metrics

1. Need
 2. Fit within current initiatives
 3. Evidence of effectiveness
 4. Capacity to implement
 5. Readiness for replication
 6. Resources and supports
-

the DCLT to assess the fit between the proposed intervention, prioritized need, and DCLT mission. This process will support an informed consensus on whether to adopt a specific intervention. Additionally, the Hexagon Tool allows the DCLT to determine if they have the resources to install, sustain, and expand the intervention to all students.

Step 4c: Process to Monitor Fidelity of Interventions. Once the DCLT has decided to launch a new intervention, the team has the task of determining how to accurately assess the extent to which the intervention is being implemented with fidelity. This information will be needed to help the DCLT deploy training and coaching resources more effectively. Choosing fidelity measurement tools and processes is an essential step in developing an evaluation plan. The team will be considering how the new fidelity tool fits with other measures and processes already in place. The questions in Exhibit 5.0 can assist the DCLT in determining how to measure fidelity as part of the installation of a new intervention.

Step 4d: Process to Monitor Outcomes of Interventions. In addition to ensuring that all building-level teams follow a consistent process to monitor fidelity, the DCLT also has a role in ensuring that building level teams monitor outcomes of each intervention. As part of the district action plan, the DCLT will develop an evaluation plan that includes fidelity measures and data collection procedures.

This [resource](#) describes which elements should be included in a robust evaluation plan and what questions should drive plan development.

STEP 5 Develop Action Planning to Support Demonstration Sites

At this stage the team has spent time reviewing data, assessing current status, and identifying action steps for integrating efforts using the MTSS framework. Although determining action items is ongoing during Steps 1-4, we describe the action planning process as Step 5, resulting in a comprehensive 3-5-year action plan. In

addition to addressing the executive functions of the integrated system (stakeholder engagement, policy, systems alignment, funding, and workforce capacity, described in the PBIS Implementation Blueprint link the action plan addresses several critical components related to implementation. These components include an **evaluation plan** and a **professional development plan** that provides for training and coaching designed to build capacity by increasing the number of staff with social-emotional behavior expertise. Other key components include a method for the selection of **demonstration sites** with defined readiness and commitment factors. Finalizing the **MOU** is also a key component for the 3-5-year action plan. The MOU outlines the resource commitment of all organizations involved and articulates how they will work in an integrated way.

ISF in Practice

One of the functions of the DCLTs is to identify a **formal process for selecting and implementing interventions**. Having a formal process for selection and implementation will prevent the system from becoming bogged down with too many initiatives and interventions; this can lead to poor implementation and an overwhelmed workforce. While the DCLT provides the formal process, implementation of interventions within individual schools may have slight variances based on the school-specific data. A formal process for selecting evidence-based interventions supports teams to consider the status of existing interventions and the

Exhibit 5.0 Monitoring Fidelity

1. What tool will teams use to assess implementation fidelity?
 2. When and how often will the teams assess implementation fidelity?
 3. For this intervention, what is an acceptable level of implementation fidelity?
 4. What will the DCLT do if implementation fidelity is below this acceptable level?
-

contextual fit and capacity to implement newly proposed intervention(s). The questions in Exhibit 6.0 provide further descriptions to consider including in the process. The identified process will become the team's guide or checklist before investing in any new interventions. A successful intervention will match the need identified by data and have evidence to demonstrate effectiveness for identified need (e.g., preventative/Tier 1 intervention, intensive/Tier 3 intervention) and population of students (e.g., age, demographic). The district's ability to ensure implementation of intervention with fidelity will also be a critical factor. The DCLT will need to consider staff capacity, training, and coaching needs to support implementation. For a specific example of selecting interventions based upon mental health data, see the Local Spotlight below.

Exhibit 6.0 Considerations in Selecting Interventions

- How the intervention matches the identified *need* of students?
- How the intervention *fits* within current initiatives and interventions?
- Is there *evidence* to support the use of the intervention for an identified problem and population of students?
- Does the district and community provider have the *capacity* to implement the intervention?
- Is there *readiness* to implement or replicate?
- Are the *resources* and supports available to implement?
- Are *data systems* available to monitor fidelity and outcomes of implementation?

Local Spotlight

With an increase in mental health diagnosis and youth suicides in California, Placer County Educational Services (PCOE) identified a need to focus on mental wellness for all students. One high school in this county, utilized a formal process to develop their response to this data and select practices within a multi-tiered system of support approach. To begin, the school leadership team completed District Initiative Inventory to identify current status of initiatives in place to support social-emotional-behavioral (SEB) needs of students. Once current status of initiatives was complete, the team recognized a need for Tier I practice to prevent suicidal ideation.

To guide their selection process, the school leadership team used the Hexagon Tool from the National Implementation of Research Network (NIRN). Before using the Hexagon Tool to guide their conversation, the team identified two practices: NAMI on Campus and Signs of Suicide to explore further. After discussion and team rating guided by Hexagon Tool, NAMI on Campus had a higher score indicating this practice as the best fit for their Tier I preventive response. Another focus for the school leadership team was building staff's awareness and capacity to support students' social emotional behavioral needs.

With an understanding of limited staff resource, this team strategically considered what skills *all staff* (e.g.: teachers, custodians) needed to support SEB, *some staff* (e.g.: counselors, school resource officers, administrators) needed to respond to at-risk SEB needs, and a *few staff* (e.g.: school-based clinicians) needed to intervene to students displaying current SEB needs. The tiered approach to considering staff skills allowed the team to select Eliminating Barriers to Learning, an online modularized training for all staff, Youth Mental Health First Aid, an eight-hour training for some staff, and Applied Suicide Intervention Skills Training (ASIST) for a few staff. This tiered system of support for staff provided staff the skills needed to connect students to higher-level interventions.

This work is supported by grant SM081726 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, and was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (H326S180001). Dr. Renee Bradley served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, or the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.



Introduction

School discipline remains a key policy focus for educators. A [study](#) recently published in the journal *Justice Quarterly* finds that each suspension from school increases a student's chance of later being convicted of a crime, independently of any underlying student characteristics. This finding confirms the impact of school disciplinary practices on long-term outcomes for students. The authors recommend that schools implement disciplinary strategies such as positive behavioral interventions and supports (PBIS) to reduce suspensions.¹

In 2018, Hanover Research supported a partner seeking to reduce the use of exclusionary discipline with a report titled [Best Practices in Mitigating Suspension Rates](#). Hanover Research also supports districts through reports on a variety of topics related to student discipline, including PBIS, social-emotional learning (SEL), and school climate.

Best Practices

Schools should review disciplinary data to identify areas of inequity in discipline. Nationally, African American and Hispanic students, especially male students and students with disabilities, face disproportionate rates of exclusionary discipline.² School leaders should adopt inclusive, evidence-based behavioral policies to improve disciplinary outcomes for all students and address any areas of disproportionality in discipline. The U.S. Department of Education identifies three guiding principles for equitable discipline, listed in Figure 1.

Figure 1: Guiding Principles for Equitable Discipline



Source: U.S. Department of Education³

Schools have used a variety of frameworks to realize these principles. Hanover Research's review of the secondary literature identifies the evidence-based strategies listed in Figure 2.

Figure 2: Strategies to Reduce Exclusionary Discipline

Positive Behavioral Interventions and Supports

Restorative Justice

Social and Emotional Learning

Source: Multiple⁴

PBIS uses a tiered series of interventions to support positive behavioral outcomes for all students. All students receive universal supports for positive behavior, including consistent behavioral expectations and reinforcements for positive behavior. Students who do not respond to universal supports receive behavioral interventions that escalate in intensity.⁵

Universal supports may include SEL, which the Collaborative for Academic, Social, and Emotional Learning (CASEL) defines as "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."⁶ A 2011 meta-analysis finds that schools implementing SEL as a universal prevention program witness significant improvements in student behavior.⁷ SEL programs are particularly effective when they incorporate the elements listed in Figure 3.

Figure 3: Elements of Effective SEL Programs



Source: *Child Development*⁸

Restorative justice supplements school-wide behavioral supports, including PBIS and SEL, with "processes that proactively build healthy relationships and a sense of community."⁹ Rather than imposing top-down disciplinary sanctions, restorative justice encourages students who have committed behavioral infractions to take responsibility for their actions and repair the harm they have caused.¹⁰ A 2016 review of literature on restorative justice finds positive effects on suspension rates, attendance, and bullying.¹¹

Additional Research

Hanover Research uses a variety of methodologies to support partner districts in improving disciplinary outcomes and reducing the use of exclusionary discipline. Reports may include:

- **Data Analysis** of school discipline data to identify areas of inequity in disciplinary outcomes.
- **School Climate Surveys** to measure stakeholder perceptions of school climate factors that contribute to disciplinary outcomes.
- **Peer Benchmarking** to identify strategies used by peer districts to reduce suspensions.

Caveat

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.

Endnotes

¹ Mowen, T.J., J.J. Brent, and J.H.B. IV. "The Effect of School Discipline on Offending across Time." *Justice Quarterly*, 0:0, July 12, 2019. <https://doi.org/10.1080/07418825.2019.1625428>

² Lewin, T. "Black Students Face More Harsh Discipline, Data Shows." *The New York Times*, March 6, 2012. <https://www.nytimes.com/2012/03/06/education/black-students-face-more-harsh-discipline-data-shows.html>

³ Chart contents taken verbatim from: "Guiding Principles: A Resource Guide for Improving School Climate and Discipline." US Department of Education, January 2014. p. 1. <https://eric.ed.gov/?id=ED544743>

⁴ Chart contents obtained through: Boccanfuso, C. and M. Kuhfeld. "Multiple Responses, Promising Results: Evidence Based, Nonpunitive Alternatives to Zero Tolerance." *Child Trends*, March 2011. https://www.childtrends.org/wp-content/uploads/2011/03/Child_Trends-2011_03_01_RB_AltToZeroTolerance.pdf [2] Cohen, R. et al. "The School Discipline Consensus Report." The Council of State Governments Justice Center, 2014. http://csgjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf

⁵ Cohen et al., Op. cit., p. 52.

⁶ "What Is SEL?" Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/what-is-sel/>

⁷ Durlak, J.A. et al. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, 82:1, February 2011. p. 417. https://www.casel.org/wp-content/uploads/2016/08/PDF-3-Durlak-Weissberg-Dymnicki-Taylor_-Schellinger-2011-Meta-analysis.pdf

⁸ Chart contents adapted from: Ibid., p. 410.

⁹ "Restorative Practices: Fostering Healthy Relationships and Promoting Positive Discipline in Schools - A Guide for Educators." National Education Association, American Federation of Teachers, Advancement Project, and National Opportunity to Learn, March 2014. pp. 2-3. <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

¹⁰ Ibid., p. 3.

¹¹ Fronius, T. et al. "Restorative Justice in US Schools: A Research Review." *WestEd Justice and Prevention Training Center*, 2016. pp. 18-22. https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf

Effect of SWPBIS on Disciplinary Exclusions for Students With and Without Disabilities

Nicolette M. Grasley-Boy¹ , Nicholas A. Gage¹, and Michael Lombardo²

Exceptional Children
1–15
© The Author(s) 2019
DOI: 10.1177/0014402919854196
journals.sagepub.com/home/ecx



Abstract

School leaders react to inappropriate behaviors by excluding students, despite research suggesting an association with poor student outcomes. Students with disabilities are frequently subjected to these practices. One framework that has been proposed to reduce the reliance on reactive discipline procedures is schoolwide positive behavior interventions and supports (SWPBIS). In this study, we replicated several state-level quasi-experimental studies with discipline **data from California**. Using propensity score matching, we compared 544 schools implementing SWPBIS with fidelity and 544 schools that had never been trained. **We found statistically significantly fewer out-of-school suspensions and days missed due to out-of-school suspensions across all students. Students with disabilities were statistically significantly less likely to be sent to alternative settings due to behavior in schools implementing SWPBIS with fidelity, with an effect size of -0.65 . These results replicate and extend prior findings.**

Disciplinary exclusion, defined as the process of removing students from classroom instruction or school for a specific period or permanently (Gage, Whitford, & Katsiyannis, 2018), continues to be a pressing concern for all students but particularly for students with disabilities (SWD) according to several studies and national reports (Sullivan, Van Norman, & Klingbeil, 2014; U.S. Department of Education, 2018). Research has consistently found that disciplinary exclusions rarely lead to their intended outcome—namely, persuading students to take account of their behavior and limit the motivation for rule breaking (Bear, 2012). For example, the American Psychological Association (APA) convened a task force to evaluate the effectiveness of disciplinary exclusions and, following an extensive search of the literature, unequivocally concluded that disciplinary exclusions do not decrease student problem behavior or improve school climate or school safety (APA Zero Tolerance Task Force, 2008).

Similarly, the American Academy of Pediatrics (AAP; 2013) issued a review of research and a subsequent policy statement highlighting the deleterious effect that disciplinary exclusions have on all students and SWD. Both the APA and the AAP found significant negative outcomes for students of all ages and, as a result, advocate for the proliferation of prevention efforts as alternatives to disciplinary exclusion. The AAP's recommendations specifically identify schoolwide positive behavior interventions and supports (SWPBIS) as an approach that schools can use to decrease reliance on disciplinary exclusions as a reactive procedure. Research is beginning to emerge empirically

¹University of Florida

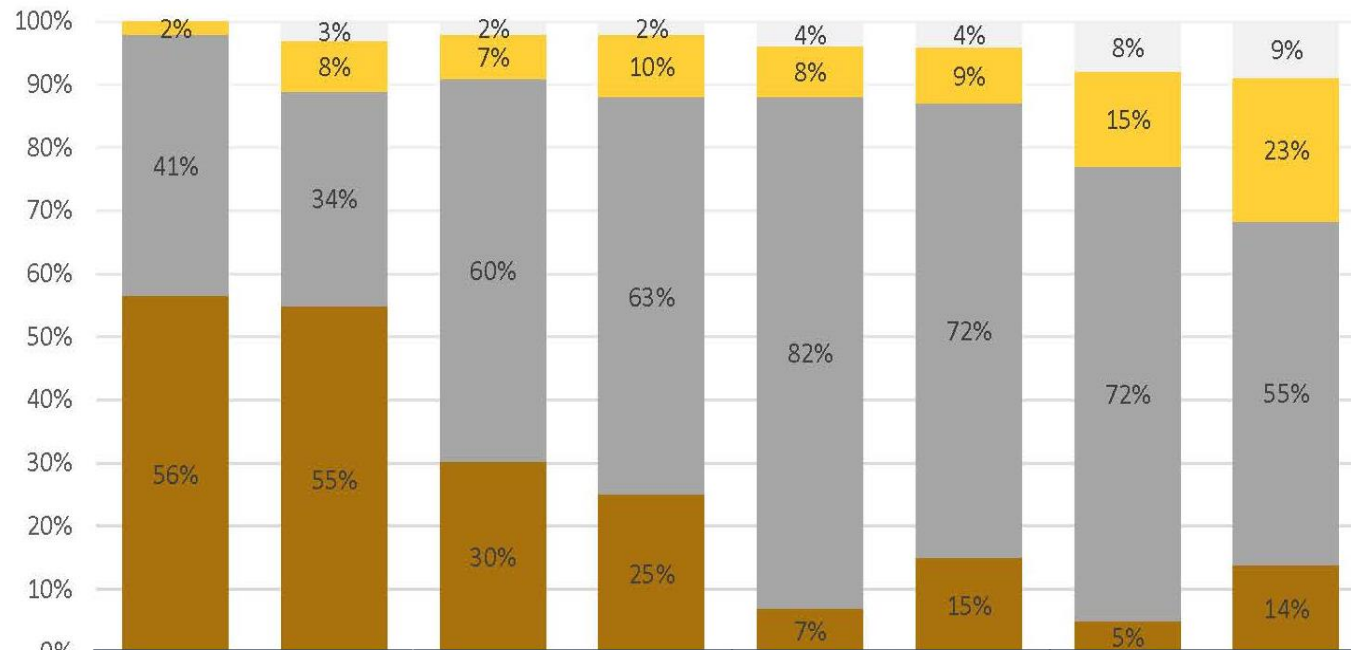
²Placer County Office of Education and California PBIS Coalition

Corresponding Author:

Nicolette M. Grasley-Boy, University of Florida, 1403 Norman Hall, PO Box 117050, Gainesville, FL 32611.
E-mail: ngb@ufl.edu



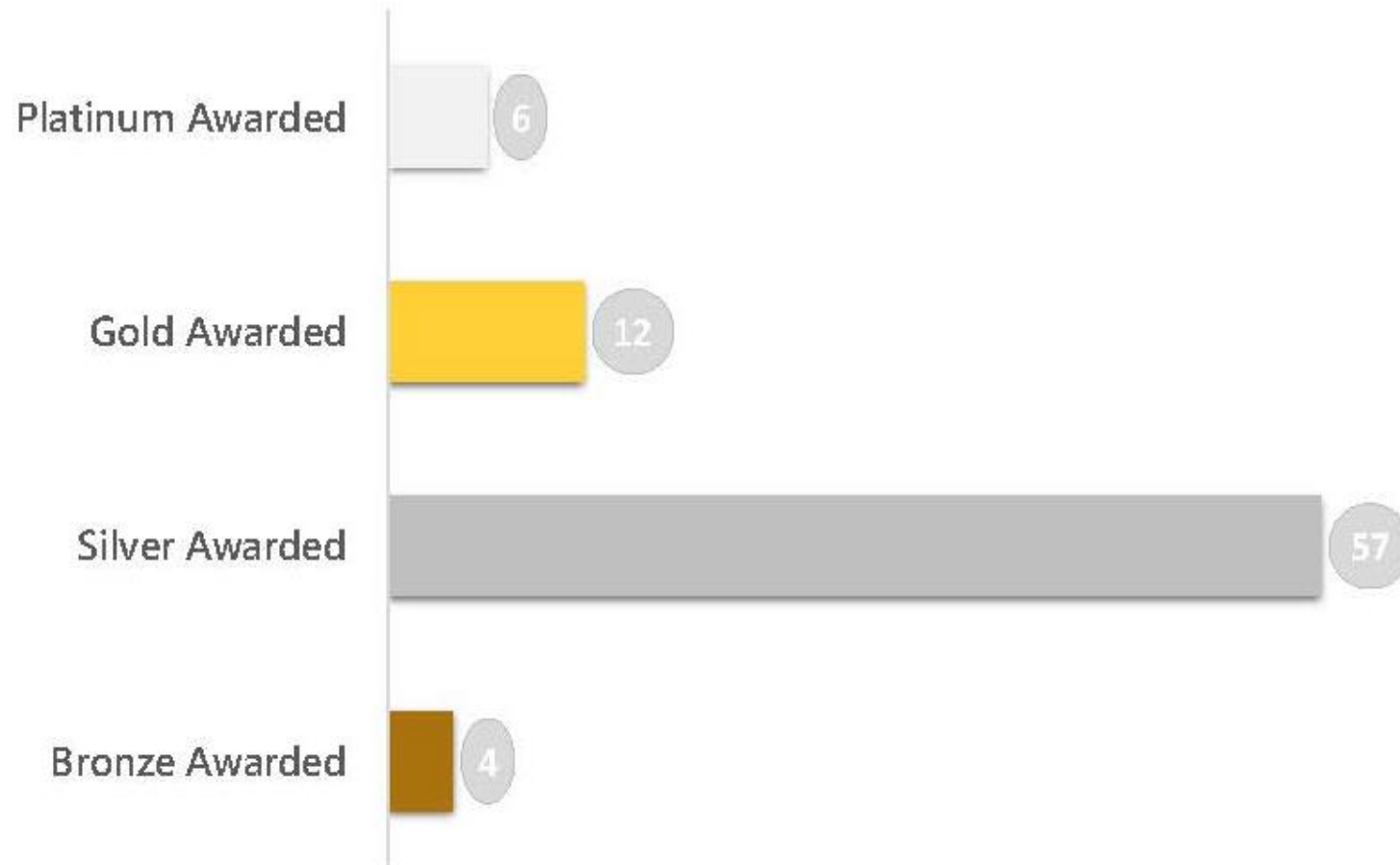
RECOGNITION LEVEL DISTRIBUTION BY YEAR CAHELP AND STATE TOTALS



| | 2016 | 2016 State | 2017 | 2017 State | 2018 | 2018 State | 2019 | 2019 State |
|----------------------------|------|------------|------|------------|------|------------|------|------------|
| Platinum Percent of Awards | 0% | 3% | 2% | 2% | 4% | 4% | 8% | 9% |
| Gold Percent of Awards | 2% | 8% | 7% | 10% | 8% | 9% | 15% | 23% |
| Silver Percent of Award | 41% | 34% | 60% | 63% | 82% | 72% | 72% | 55% |
| Bronze Percent of Awarded | 56% | 55% | 30% | 25% | 7% | 15% | 5% | 14% |

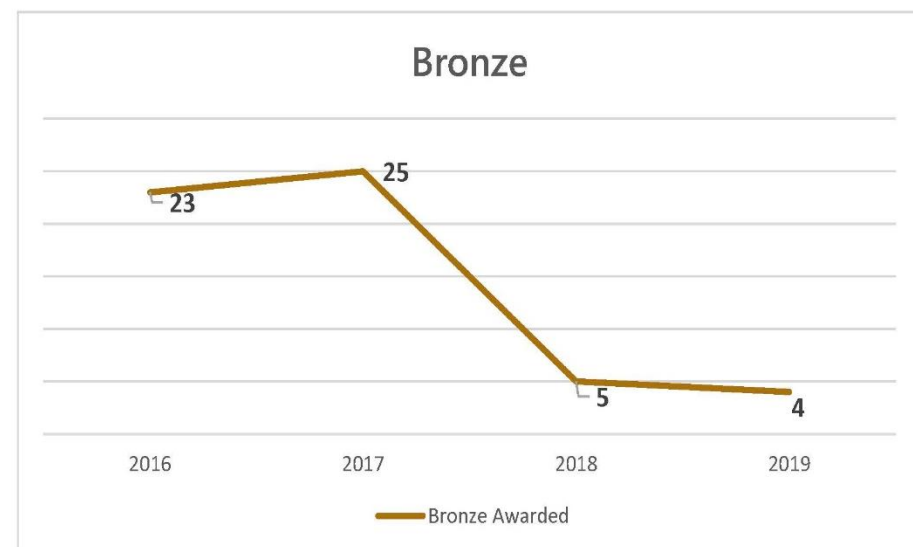
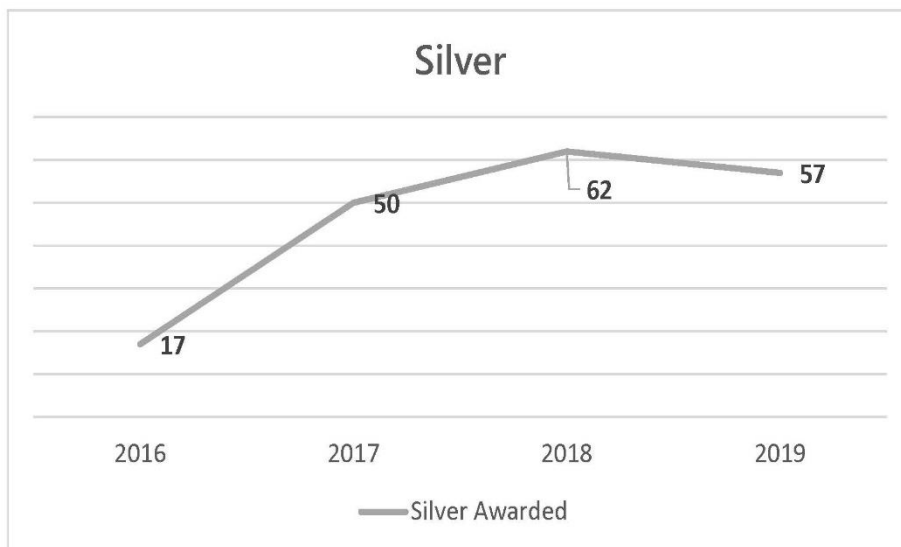
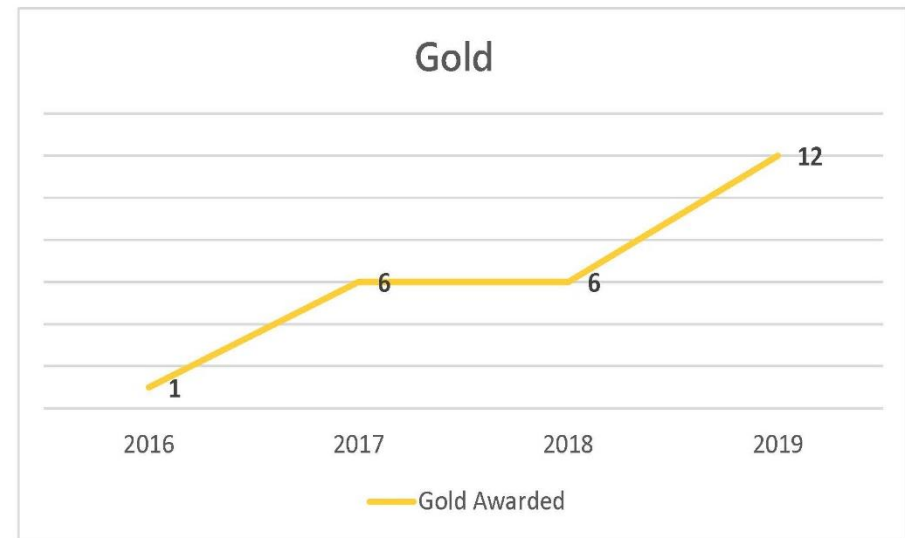


Regional Awarded Totals by Medal 2019





Regional Total # of Schools Recognized by the California PBIS Coalition Sorted by Medal 2016- 2019



8.12 Compliance Update
Verbal report, no materials

8.13 NPS/NPA Update
Verbal report, no materials

State Testing Updates

ELPAC

Computer Based ELPAC Transition

| Assessment | 2019-2020 | 2020-2021 |
|------------------|---|--------------------------------------|
| Initial | CB field test (October 1-15, 2019) | Operational CB ELPAC July 1, 2020 |
| Summative | CB field test (October 1-15, 2019) Operational CB ELPAC (February 1, 2020) | Continued operational CB ELPAC |

Alternate ELPAC

CDE is developing the Alternate English Language Proficiency Assessments for California. There will be an initial and a summative. The Alternate ELPAC will be aligned to the English language development connectors and linked to the 2012 California ELD Standards. The Alternate ELPAC will replace all locally determined alternate assessments.

| Year | Development Activity |
|-----------------------------|--|
| May 2019 | State Board of Education (SBE) approved the high-level test design |
| January 2020 | Pilot test and cognitive labs |
| May 2020 | Proposed test blueprints to the SBE |
| January – March 2021 | Statewide operational field test |
| July 2021 | Operational Initial Alternate ELPAC |
| February 2022 | Operational Summative Alternate ELPAC |

The following are suggestions of what LEAs can do to prepare for the transition to the statewide Alternate ELPAC, by school year:

| School Year | What to Do |
|----------------|--|
| 2019–20 | <ul style="list-style-type: none"> Use locally determined alternate ELP assessments for initial and summative purposes. |

| | |
|----------------|--|
| | <ul style="list-style-type: none"> • Have individualized education program (IEP) teams plan for ELs with the most significant cognitive disabilities to take the Alternate ELPAC statewide field test in 2020–21. |
| 2020–21 | <ul style="list-style-type: none"> • Have IEP teams identify ELs with the most significant cognitive disabilities to take the Alternate ELPAC statewide field test. • No longer use locally determined alternate ELP assessments for initial and summative purposes. |
| 2021–22 | <ul style="list-style-type: none"> • Use the operational Alternate ELPAC for initial and summative purposes. |

Participation

To participate in the Alternate ELPAC, a student must meet all three of the following criteria:

1. The student has a significant cognitive disability
2. The student is learning content derived from CA CCSS
3. The student needs extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum

Examples of Inappropriate Criteria:

- A disability category or label
 - Poor attendance or extended absences
 - Native language/social/cultural or economic difference
 - Expected poor performance on the general education assessment
 - Academic and other services the student receives
 - Educational environment or instructional setting
 - Percent of time the student receives special education
 - Student identification as an EL; as with the percent of time a student receives special education, this is a consideration of how the student’s English fluency may affect the student’s performance—as opposed to their disability
 - Low reading level/achievement level
 - Disruptive behavior
 - Impact of test scores on the accountability system
 - Administrator decision
 - Anticipated emotional distress
 - Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment
-

Updates on Accessibility Resources

1. Illustration Glossaries
 - a. Embedded and non-embedded
 - b. Mathematics
2. Medical Support
 - a. Formerly medical devise (renamed to expand recommendations for use)

CAAs

One Percent Threshold Survey and Time Line

- California exceeded the 1% threshold on alternate assessments in 2017–18.
 - ELA – 1.09% Math – 1.09% Science – 1.07%
- NEW requirement for ALL LEA's to submit participation rates for Alternate Assessments – **regardless** of whether the LEA exceeded the 1% threshold...
- CDE to analyze data of LEA's that reported – and those that did NOT report exceeding the 1%
 - Appropriate identification of students taking the CAA's

Guidance for IEP Teams

- Clarifying content
- Include alternative English language proficiency assessments for California
- Update Alternate Assessment Participation Worksheet
- <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>



CAPTAIN
California Autism Professional Training
and Information Network

SAVE THE DATE!

CAPTAIN Quarterly Collaboration Meetings

October 10, 2019

January 23, 2020

March 25, 2020

May 21, 2020

All meetings will be held at
Desert Mountain Educational Service Center
17800 Highway 18
Apple Valley, CA 92307



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

P 760-552-6700
F 760-242-5363
W www.dmselpa.org

MEMORANDUM

Date September 20, 2019
To: Directors of Special Education
From: Kathleen Peters, Program Manager

Subject: **Occupational and Physical Therapy Reports**

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

If you have any questions concerning either report, please contact me at (760) 955-3568 at kathleen.peters@cahelp.org

California Association of Health and Education Linked Professions

Upcoming Trainings

| Date/Time | Event | Location |
|--------------------------------|--|----------|
| 9/23/2019 9:00 AM - 11:30 A | SECTION 504 FOR EDUCATORS | DMESC |
| 9/24/2019 10:00 A - 1:00 PM | STRATEGIES FOR POSITIVE PARENTING | DMESC |
| 9/24/2019 8:00 AM - 1:00 PM | TPP BEGINNING OF THE YEAR MEETING | DMESC |
| 9/25/2019 8:30 AM - 3:30 PM | CPI | DMESC |
| 9/25/2019 1:00 PM - 3:45 PM | PBIS ALT ED TEAM TRAINING | AVUSD |
| 9/25/2019 8:30 AM - 2:30 PM | PBIS YEAR 1 COACH AND ADMINISTRATOR TRAINING | DMESC |
| 9/25/2019 8:30 AM - 11:30 A | WEBIEP MORNING SESSION | DMESC |
| 9/26/2019 8:30 AM - 4:00 PM | ADAPTING CURRICULUM: ENGAGING ALL LEARNERS THROUGH UNIVERSAL DESIGN FOR LEARNING | DMESC |
| 9/26/2019 8:30 AM - 4:30 PM | MANAGING SCHOOL CRISIS: FROM THEORY TO APPLICATION | DMESC |
| 10/1/2019 8:30 AM - 3:30 PM | PBIS BOOTCAMP | DMESC |

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

Upcoming Trainings

| Date/Time | Event | Location |
|---------------------------------|--|----------|
| 10/1/2019 8:30 AM - 3:30 PM | SCHOOL PSYCHOLOGISTS COMMITTEE MEETING | DMESC |
| 10/1/2019 8:30 AM - 11:30 A | WEBIEP MORNING SESSION | DMESC |
| 10/2/2019 8:30 AM - 3:30 PM | PBIS TEAM TRAINING - YEAR 2 - COHORT 10A | AVUSD |
| 10/2/2019 12:30 PM - 3:30 PM | SCHOOL BASED MENTAL HEALTH SUPPORTS AND MULTI-TIERED SYSTEMS OVERVIEW | DMESC |
| 10/3/2019 8:30 AM - 12:30 PM | 1:1 PARAPROFESSIONAL ASSISTANCE: DETERMINING THE NEED AND WORKING EFFECTIVELY WITH ONE | DMESC |
| 10/3/2019 8:30 AM - 11:30 A | WEBIEP MORNING SESSION | DMESC |
| 10/4/2019 9:00 AM - 12:00 PM | CASEMIS 2 CALPADS | DMESC |
| 10/4/2019 8:30 AM - 3:30 PM | PBIS TEAM WORKGROUP K-12 | DMESC |
| 10/8/2019 8:30 PM - 3:30 PM | AUTISM FOR PARAPROFESSIONALS | DMSSELPA |
| 10/8/2019 8:30 AM - 3:30 PM | DYSLEXIA: ASSESSMENTS AND ACADEMICS | DMESC |

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

Upcoming Trainings

| Date/Time | Event | Location |
|---------------------------------|--|----------|
| 10/8/2019 8:30 AM - 3:30 PM | THE PARAPROFESSIONAL ACADEMY | DMESC |
| 10/8/2019 8:30 AM - 11:30 A | WEBIEP MORNING SESSION | DMESC |
| 10/9/2019 12:30 PM - 3:30 PM | Manifestation Determination Process | DMESC |
| 10/9/2019 8:30 AM - 3:30 PM | THE ROLE OF UNIVERSAL SCREENING IN TIERED SYSTEMS OF SUPPORT | DMESC |
| 10/15/2019 1:00 PM - 4:00 PM | LEAPS | DMESC |
| 10/16/2019 1:00 PM - 4:00 PM | SLP COLLABORATION GROUP #1 | DMESC |

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

Region 10 Alternative
(ADR) Committee



Dispute Resolution
Presentation:

Lost in Translation: Cross-Cultural Dispute Resolution in Special Education

Presented by:
Jason A. Harper
Mediator & Conflict Resolution Specialist

Thursday
NOVEMBER 14, 2019
8:30 am - 3:00 pm

In education, we encounter a wide range of people with different cultures and norms. Even the most skilled and experienced professional will face new challenges in cross-cultural communication. Based on the different dimensions of culture, you will encounter behaviors that can present a barrier to effective communication and dispute resolution. In this training, participants will learn about the concept of culture, the different styles of communication, and give you tips to mitigate those barriers in the joint search of the best solution for the student.

Learning Outcomes:

1. Identify and analyze various dimensions of culture including, but not limited to: communication styles, behaviors, values, and worldviews.
2. Evaluate how cultural factors affect the negotiation process.
3. Discuss the concept of implicit bias and how it can affect our communication strategies.
4. Develop a strategy to address cultural factors affecting the dispute resolution process.

Registration Fee:

\$60.00

Register Online:

<https://sbcss.k12oms.org/46-169282>

Or call East Valley SELPA 909.252.4502

Location:

**Dorothy Inghram Learning Center
Home of the East Valley SELPA
670 E. Carnegie Drive, San Bernardino CA 92408**



**Regional Coordinating Council #10 &
Ontario-Montclair School District SELPA Present...**

TRANSFORMING SCHOOL CULTURE

2ND EDITION – NEW INSIGHTS

November 22, 2019

7:30 a.m. - 8:00 a.m. – Registration/Check in
8:00 a.m. – 3:00 p.m. – Workshop

Presented by: Directors of Region 10 SELPA
Dr. Anthony Muhammad

Intended Audience: School leadership, Teacher leaders, Central office

This presentation will address the issue of conflicting agendas within schools. A high performing school has a very clear purpose; high levels of learning for all students. We will examine the barriers to aligning individual agendas with the organization's agenda, and what ALL parties must do to develop the synergy necessary to guarantee learning. We will examine the theoretical framework developed by Anthony Muhammad in the book *Transforming School Culture: How to Overcome Staff Division*, 2nd Edition (2018) as the basis for developing a collaborative culture.

Participants will:

- Learn how staff division develops and how we can prevent it
- Learn strategies that heal old social and professional wounds
- Learn how to create an environment where every professional can thrive

Registration fee: \$50.00 (Includes Lunch)

Please submit all registrations online at:

<https://forms.gle/5Dms9U9CjgFmXHHD6>

Location address:

Carpenter's Training Center
3250 Shelby St.
Ontario, CA 91764

Registration Opens: September 20th, 2019

Registration deadline: November 15th, 2019

To submit payment

Submit a copy of the registration pending notification and payment (payable to Ontario-Montclair School District) to the Ontario-Montclair School District, Attn: SPED Region 10 - 950 West D Street, Ontario, CA 91762, prior to date of training.

Workshop questions, please contact Adrienne Ochoa: adrienne.ochoa@omsd.net

***Note: no refunds will be issued for no-shows**

Inclusion-Focused Supports for Students with Behavioral Challenges

Presented By

Austin Johnson, Assistant Professor,
University of California- Riverside

Date

February 13, 2020

Time

Registration begins at 8:00 a.m.
Training time: 8:30 a.m. - 3:30 p.m.

Cost

\$50 Per Attendee
(includes breakfast & lunch)



Description

Educators are often faced with students who display behavioral challenges and seek support in learning how to manage these behaviors while keeping the integrity of their classrooms. This conference will provide attendees with evidence-based strategies and practices to utilize in order to support students with unique behavioral needs in the inclusion setting.

The morning session will consist of a presentation from Dr. Austin Johnson, a licensed psychologist and board certified behavior analyst.

The afternoon session will feature an inspirational speaker followed by a panel of educators who will provide firsthand accounts of their experiences with challenging behavior in the inclusion setting.

Outcomes: Participants will:

-Learn how evidence-based practices can be used to support individuals with challenging behavior

-Develop skills in behavior change procedures

-Acquire confidence in addressing challenging behavior in the inclusion setting

Location

Corona-Norco Unified School District
Learning Center South
2820 Clark Ave. Norco, CA 92860

Audience

School psychologists, counselors, behavior specialists, mental health therapists, administrators, program specialists, coaches, teachers, and paraeducators.

Registration

<https://sbcsc.k12oms.org/52-173102>

Register By: February 3, 2020