

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
February 20, 2020 – 1:00 p.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA - Revised

1.0 TELECONFERENCE LOCATIONS:

Aveson School of Leaders, 1919 Pinecrest Drive, Altadena, CA 91001

Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590

Julia Lee Performing Arts Academy, 19740 Grand Avenue, Lake Elsinore, CA 92530

Leonardo da Vinci Health Sciences Charter, 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 Charter 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 Charter 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 February 20, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

6.0 PUBLIC HEARING

6.1 Desert/Mountain Charter SELPA Local Plan – First Read

California Education Code requires that a Special Education Local Plan be presented for public hearing prior to submission to the California Department of Education (CDE). The Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region. By July 1, 2020 all SELPAs are required to submit a Local Plan using CDE adopted templates. A first reading draft of the 2020-21 Desert/Mountain Charter SELPA Local Plan will be presented for public hearing.

6.2 Desert/Mountain Charter SELPA Board Policy – First Read

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with 20 *USC* and in accordance with 34 *CFR* Section 300.201 and has in effect policies, procedures, and programs. The Desert/Mountain Charter SELPA Board Policy (BP) 0000, a component of the Local Plan Section B: Governance and Administration will be presented for first read.

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6.3 Desert/Mountain Charter SELPA Administrative Regulations – First Read

Administrative Regulations describe how Board Policy will be carried out. The Desert/Mountain Charter SELPA Administrative Regulation (AR) 0000 will be presented for first read.

7.0 CONSENT ITEMS

It is recommended that the Charter 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 January 16, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Special Education Summit

Jenae Holtz will provide information regarding the Special Education Summit, which is scheduled for Thursday, September 10, 2020 at Desert Mountain Educational Service Center.

8.2 CDE Mega Letters

Jenae Holtz will provide information and instruction pertaining to CDE Mega Letters.

8.3 California Longitudinal Pupil Achievement Data System (CALPADS) Submissions

Jenae Holtz will provide information regarding CALPADS submissions.

8.4 Desert/Mountain Children’s Center Client Services Reports

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

8.5 Professional Learning Summary

Heidi Chavez will present the D/M Charter SELPA’s Professional Learning Summary.

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8.6 Resolution Support Services Summary

Kathleen Peters will present the D/M Charter SELPA's Resolution Support Services Summary.

8.7 Prevention and Intervention Updates

Kami Murphy will present Prevention and Intervention Updates.

8.8 Compliance Update

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

8.9 Autism Society of California, Matthew Paul Finnigan Memorial Scholarship Fund

Jennifer Rountree will share information regarding the Autism Society of California, Matthew Paul Finnigan Memorial Scholarship Fund. Link <http://www.autismsocietyca.org/finnigan-scholarship.html>

9.0 FINANCE COMMITTEE ITEMS

9.1 Governor's Budget

Marina Gallegos will present information on the Governor's Budget.

10.0 INFORMATION ITEMS

10.1 Monthly Occupational & Physical Therapy Services Reports

10.2 Upcoming Professional Learning Opportunities

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

12.0 CEO COMMENTS

13.0 MATTERS BROUGHT BY CITIZENS

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

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

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

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

14.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, March 19, 2020, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Desert/Mountain Charter Special Education Local Plan Area (Charter SELPA) is composed of participating local education agency (LEA) charter schools and is the governance structure responsible for the implementation of the provisions of the Local Plan. The areas covered by the Desert/Mountain Charter SELPA are any eligible charter LEA throughout the State of California requesting membership and obtaining approval into the Charter SELPA by the CAHELP JPA Governance Council.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The Desert/Mountain Charter SELPA regional governance and administrative structure of the local plan falls under the governance and administrative structure of the California Association of Health and Education Linked Professions (CAHELP) Joint Powers Authority (JPA). CAHELP JPA operates the departments of Desert/Mountain SELPA, Desert/Mountain Charter SELPA and Desert/Mountain Children's Center (a mental health component). CAHELP JPA is a consortium of local school districts within our geographical region and charter LEAs throughout the State of California. Participating LEAs of the Desert/Mountain Charter SELPA have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the Desert/Mountain Charter SELPA. The CAHELP JPA Governance Council is the governing board of the Desert/Mountain Charter SELPA and shall adopt policies for the Desert/Mountain Charter SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA boards have the same status and authority as other LEA board policy. In adopting the Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement of the

participating LEAs. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

The CAHELP JPA Governance Council shall ensure that all Charter LEAs within the Desert/Mountain Charter SELPA shall have full access and opportunity to participate in the coordinated system of services for identified students with disabilities. To ensure that all identified students have access, a Charter LEA with assistance from the Desert/Mountain Charter SELPA office, may enter into a Memorandum of Understanding (MOU) and/or a contractual arrangement with the local SELPA or surrounding SELPAs or other LEAs within close proximity to the Charter LEA, including nonpublic agencies and nonpublic schools, to ensure that students are identified, assessed, receive individualized education program planning, review, and reevaluation. The function of the Desert/Mountain Charter SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain Charter SELPA. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/Mountain Charter SELPA. All such programs are to operate in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain Charter SELPA policies and procedures.

The Office of the San Bernardino County Superintendent of Schools is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA, and the CAHELP JPA Governance Council may change the RLA and AU in its discretion and in accordance with California law.

All structural changes within the organization of the Desert/Mountain Charter SELPA, including changes in governance, are decided through deliberations of the CAHELP JPA Governance Council. All conflicts are ultimately resolved through deliberations of the CAHELP JPA Governance Council. However, most concerns are managed within various committee interactions. The Charter SELPA Executive Council and Steering/Finance committee examines program issues, staffing needs, fiscal issues and advises the CAHELP JPA Governance Council regarding adoption of the Annual Service Plan and the Annual Budget Plan. If necessary, recommendations regarding policies, procedures, and the implementation of the Local Plan can be given to the CAHELP CEO for ultimate consideration by the CAHELP JPA Governance Council.

The Desert/Mountain Charter SELPA is governed by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn be advised the Charter SELPA Executive Council, Steering/Finance Committee and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure that all

aspects of the approved Charter SELPA Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP JPA Governance Council.

CAHELP JPA Governance Council

The CAHELP Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert/Mountain SELPA, and two (2) CEO representatives from the Desert/Mountain Charter SELPA. A CEO representing multiple LEAs shall count as a single member of the Governance Council. Each member of the Governance Council may designate, in writing, an alternate representative, including but not limited to, another member of the Governance Council ("proxy"), if the Superintendent/CEO is unable to attend a meeting; the designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO for the purpose of decision-making. Such a designation must be received by the CEO prior to the commencement of a scheduled meeting of the Governance Council, and shall be good only for that meeting. One-third (1/3) of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member LEAs for the education of each individual with disabilities and to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all SELPA and Charter SELPA funds and provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with disabilities, and to undertake such ancillary and related programs as determined by the Governance Council. The Governance Council shall determine all policy matters for the CAHELP JPA.

Policies governing the Desert/Mountain Charter SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. Individuals wishing an opportunity to address the Desert/Mountain Charter SELPA Executive Council, Steering/Finance Committee and/or the CAHELP JPA Governance Council on a particular agenda item, or have the Executive Council, Steering/Finance Committee and/or the CAHELP Governance Council consider a topic, are invited to complete a Request to Address the Executive Council, Steering/Finance committee and/or the CAHELP JPA Governance Council form.

The CAHELP JPA Governance Council shall review the Desert/Mountain Charter SELPA Local Plan and recommend modifications on an annual basis or as necessary. The CAHELP CEO and Charter SELPA Executive Council, and Steering/Finance Committee shall assist the CAHELP JPA Governance Council with these reviews.

The CAHELP JPA Governance Council may initiate and carry on an activity, or may otherwise

act in any manner which is not inconsistent with or preempted by law, and which is not in conflict with the purposes for which the Desert/Mountain Charter SELPA is established.

The CAHELP JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. Governance Council members shall be involved in the budget review and approval process for the Local Plan. The County Superintendent of Schools as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of Desert/Mountain Charter SELPA staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP JPA Governance Council.

Responsibilities of the CAHELP JPA Governance Council

The CAHELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all Desert/Mountain Charter SELPA policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the Desert/Mountain Charter SELPA office;
- E. Provide leadership to the Desert/Mountain Charter SELPA regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
- G. Evaluate the performance of the CAHELP CEO;
- H. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- I. Meet as often as necessary during the year to implement the business of the Desert/Mountain Charter SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the Governance Council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the Charter SELPA Steering/Finance Committee;
- N. Establish and promote a Community Advisory Committee (CAC);
- O. Receive recommendations from the CAC, Executive Council, Charter SELPA Steering/Finance Committee, LEA boards, and other concerned agencies and individuals;

P. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;

Q. Annually evaluate the Local Plan implementation and operations; and

R. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

Executive Council

The Charter Executive Council is comprised of a representative from each Charter LEA in the Charter SELPA at the CEO level. Organizations that operate more than one Charter LEA have a single representative for all Charter LEAs. Each CEO has one vote for the Charter LEA he/she represents. The Charter Executive Council makes recommendations to the CAHELP JPA Governance Council on fiscal and policy matters. This group meets regularly to direct and supervise the implementation of the Local Plan.

SELPA Steering/Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and an administrator of the LEAs business department to membership of the Charter SELPA Steering/Finance Committee. The Charter SELPA Steering/Finance Committee may be requested by the CAHELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the Desert/Mountain Charter SELPA.

The Charter SELPA Steering/Finance Committee meets on a regular basis. The CAHELP CEO or designee serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting, and additional documentation as needed to provide informed decision-making.

The duties of the Charter SELPA Steering /Finance Committee include, but are not limited to, the following:

A. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the Executive Council and CAHELP JPA Governance Council;

B. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan;

C. Develop procedures and recommendations for programs and services for review, modification, and approval by the CAHELP JPA Governance Council;

D. Develop, review, and/or modify an annual budget for Charter SELPA operations, including Regional Services, Program Specialists, and other SELPA administrative budgets prior to review, modification, and approval by the Executive Council and final approval by the CAHELP JPA Governance Council;

E. Recommend and monitor staff development training programs, including parent education

activities;

- F. Provide recommendations for membership for the CAC;
- G. Develop, review, and/or modify the Annual Service Plan prior to adoption by the Executive Council and final adoption by the CAHELP JPA Governance Council;
- H. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the Executive Council and final adoption by the CAHELP JPA Governance Council;
- I. Provide information and recommendations for the development, modification, and implementation of the Charter SELPA funding allocation plan to the Executive Council and CAHELP JPA Governance Council; and,
- J. Review and make recommendations to the Executive Council and CAHELP JPA Governance Council regarding decisions that impact the finances of LEAs.

In addition to carrying out the responsibilities identified in the Local Plan, the Charter SELPA Steering/Finance Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the Charter SELPA Steering/Finance Committee, Executive Council or CAHELP JPA Governance Council, as appropriate.

Distribution of Federal and State Funds

All federal and state special education funds shall be allocated to the Desert/Mountain Charter SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the CAHELP JPA Agreement and Bylaws, and California and federal law.

Responsibilities for Distribution of Federal and State Funds

A. The governing boards of the LEAs participating in the Desert/Mountain Charter SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Charter SELPA Executive Council and Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to the LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert/Mountain Charter SELPA provides an annual allocation plan to the Office of the San

Bernardino County Superintendent of Schools for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

B. Monitoring the Use of State and Federal Funds

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more non disabled children benefit from these services.

2. The CAHELP CEO, with the assistance of the Charter SELPA Executive Council, Steering/ Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert/Mountain Charter SELPA monitors the distribution and appropriate use of funds and shares this information with the Charter SELPA Executive Council and Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert/Mountain Charter SELPA is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements.

If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

Procedures for Changes in Governance Structure

Any changes in the governance structure of the Desert/Mountain Charter SELPA are subject to specific provisions of California Education Code 56140, 56195, et. seq., 56195.1 et seq., and 56202 et seq.

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notifying CDE, Desert/Mountain Charter SELPA, and the County Superintendent at least one year prior to the date the alternative plan would become effective

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(California Education Code 56195.3(b)).

2. Any alternative plan of an LEA is subject to the approval of the County Superintendent of the county, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with disabilities (California Education Code 56140 (b)).
4. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).
5. Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the Desert/Mountain Charter SELPA must meet the standards established by the State Board of Education.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The CAHELP JPA Governance Council is the governing board of the Desert/Mountain Charter SELPA and shall adopt policies for the Desert/Mountain Charter SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA board have the same status and authority as other LEA board policy. All proposed policies are vetted through the Desert/Mountain Charter SELPA Program Team consisting of the administrator, program managers, program specialists and intervention specialists within the Desert/Mountain Charter SELPA. Policies are then taken to the Steering/Finance committee and Executive Council for review, input and approval. The final phase of the policy making is with the CAHELP JPA Governance Council reviewing, providing input and approval.

Opportunities for parent, community input are made through the Executive Council, Charter Steering/Finance Committee meetings and the CAHELP JPA Governance Council meetings.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Charter SELPA Executive Council and Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain Charter SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for Charter SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support Charter SELPA functions.

The Desert/Mountain Charter SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Charter SELPA is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the SELPA Staff

The governing boards of each of the participating LEAs agree to invest the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Charter SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain Charter SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain Charter SELPA. In reviewing and approving the Charter SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain Charter SELPA office upon recommendation of the CAHELP

CEO.

Desert/Mountain Charter SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain Charter SELPA employed personnel shall be subject to the administrative procedures and policies in operation with the San Bernardino County Superintendent of Schools Office including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable SELPA employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate a decision making process regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the Desert/Mountain Charter SELPA as a whole without promoting any particular LEAs interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CAHELP JPA Governance Council. The CAHELP CEO is evaluated by a joint committee comprised of the Chair of the CAHELP JPA Governance Council and at least two other superintendents/CEOs from the CAHELP JPA Governance Council. The evaluation is confirmed by a vote of the CAHELP JPA Governance Council.

The CAHELP CEO shall have the responsibility for the coordination of all Charter SELPA activities.

SELPA Staff

The CAHELP JPA Governance Council shall be responsible for designating the employees to support the functioning of the Desert/Mountain Charter SELPA. In reviewing and approving the Charter SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the employees for the Charter SELPA office upon recommendation of the CAHELP JPA CEO.

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SELPA employees shall be employed by the Responsible Local Agency (RLA) and supervised by the CAHELP JPA CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

The supervision of the Desert/Mountain Charter SELPA will be determined by the CAHELP CEO. An organizational chart showing the staff to be supervised by the members of the SELPA management team will be provided to the CAHELP JPA Governance Council annually.

Program Managers

The Desert/Mountain Charter SELPA employs Program Managers for various departments within our organization. The departments may include but are not limited to:

- * Resolution Support Services
- * Regional Professional Learning
- * Career Technical Education
- * Prevention and Early Intervention
- * Compliance

Included in the Desert/Mountain Charter SELPA staffing are Program Specialists with areas of expertise to provide professional learning and supports to our LEAs.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

The function of the Desert/Mountain Charter SELPA and participating LEAs is to provide quality education programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain Charter SELPA, including charter schools who operate as a school of the district or as a LEA.

The Desert/Mountain Charter SELPA provides supports throughout the State of California for member LEAs. The Desert/Mountain Charter SELPA provides technical assistance in ensuring that all Charter LEAs have the support necessary to fulfill their legal obligations under California Education Code, IDEA, and other applicable laws, and the Desert/Mountain Charter SELPA policies and procedures.

State law provides geographical restrictions on the operations of charter schools. Specifically, the geographic and site limitations of the Charter Schools Act apply to all charter schools, including nonclassroom-based programs. Charter schools are prohibited from operating facilities outside of the geographical boundaries of their authorizing LEA, subject to limited exceptions. A charter school must identify a single charter school that will operate within the authorizing LEA, that all locations be identified in the charter petition. Additionally, where a charter school provides a majority of its educational services in, and a majority of its students are residents of

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the county in which it is authorized, the charter school may establish a resource center, meeting space, or other satellite facility in an adjacent county, provided the facility is used exclusively for educational support of students enrolled in nonclassroom-based independent study.

Charters are welcome to apply for membership to the Desert/Mountain Charter SELPA on an annual basis. Notice on our website provides the time line to submit applications. Once applications are received, the Charter SELPA team and at least one CEO from the Executive Council conducts an on site visit to the Charter. Recommendations are then made to the Executive Council for membership with final approval by the CAHELP JPA Governance Council.

For charter schools applying to the Desert/Mountain Charter SELPA, the charter must be a LEA for special education purposes. Charter schools who wish to be considered as a LEA, have the option of joining a multi-district SELPA or a charter-only SELPA. Charter schools that opt for LEA status within a multi-district or charter-only SELPA, assume legal responsibility for ensuring that children with disabilities receive special education and related services to which they are entitled under federal law. Desert/Mountain Charter SELPA is a charter-only SELPA. Charter LEAs across the state of California who are members of the Desert/Mountain Charter SELPA typically operate their own special education services, by either hiring or contracting with qualified staff. Some Charter LEAs seek economies of scale by forming special education service collaboratives outside of the traditional Charter SELPA structure, either with other charter schools or nearby LEAs.

Charter schools that seek LEA status and membership in a SELPA must notify their current SELPA and the CDE of their intended exit at least one full year before exiting. The charter school shall also ensure that agreements with its authorizer are conducive to membership in a new SELPA. The charter agreement and/or Memorandum of Understanding (MOU) should allow the charter school to seek LEA status and/or change SELPAs.

The Charter SELPA Administrator, in coordination with participating Charter LEA members, including those that are out-of-geographic boundaries, implement the Local Plan including the coordination of interagency agreements. Interagency agreements are a mechanism for interagency coordination to ensure services required for FAPE are provided to eligible children with disabilities. Interagency agreements provide information regarding agency roles, services for children, financial obligations, participating entities, and a process for resolving disagreements among parties to the agreement.

For Charter LEAs located outside of San Bernardino County, the Charter LEA will coordinate service agreements with the County in which the Charter LEA is located, to preserve consistency of procedure among agencies.

Additionally, Title 5 of the California Code of Regulations 3062 requires that a master contract

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shall be used by a charter LEA when effectuating formal agreements with certified nonpublic agencies and nonpublic school (NPA/S). The master contract shall specify the administrative and financial agreements between the Charter LEA and the NPA/S. A continuum of placements and services must be available if needed by a child with a disability. The term of the master contract shall not exceed one year.

A MOU is an agreement established with the charter school and its authorizer regarding the format, frequency, and scope of oversight activities. While not required, a MOU between the authorizer and charter school may specify how various aspects related to the charter school's operations will be handled. Some authorizers provide extensive language to be included in the charter petition itself governing these items, others will rely on a separate MOU to provide for areas beyond those covered in the petition. A MOU could include a provision for the educational services for children with disabilities, delineating the entity responsible for providing special education instruction and related services and the process through which such compliance will be achieved. The MOU should describe any anticipated transfer of special education funds between the authorizer and the charter school, or the SELPA and the charter school.

When a child with a disability enrolls in the Charter LEA and he/she needs additional related services, the services will be the responsibility of the Charter LEA. The Charter SELPA Administrator or designee will work collaboratively with the SELPA where the Charter LEA is located to contract with them or locate additional providers from the area. Clearly defined MOUs between the authorizer and the Charter LEA will help minimize and mitigate operational challenges for charter schools, authorizing entities, and the SELPA in which the charter LEA is located.

The Desert/Mountain Charter SELPA as authorized by the California State Board of Education assists California Charter LEAs that have successfully completed the Charter SELPA membership process and have signed an Agreement for Participation. Charter LEAs accepted into the Desert/Mountain Charter SELPA are deemed LEAs pursuant to Education Code 47641 and are obligated to provide special education and related services to applying or enrolled students actually, or potentially entitled to services under applicable state and federal laws and regulations. The Agreement for Participation details the Charter LEA member, the Office of the San Bernardino County Superintendent of Schools, and the Charter SELPA's mutual agreement for the provision of services under the Local Plan.

The Desert/Mountain Charter SELPA endeavors that all children with disabilities attending Charter LEA members shall receive appropriate special education services, and that such special education programs and services shall be coordinated and operated in the Charter SELPA in accordance with the approved policies and procedures defined in the Agreement for Participation.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Each participating member LEA of the Desert/Mountain Charter SELPA, shall appoint representatives to the CAC for the purpose of:

1. Advising the CAHELP CEO regarding the development, amendment and review of the Local Plan;
2. Recommending annual priorities to be addressed by the plan;
3. Assisting in parent education;
4. Encouraging community involvement;
5. Fulfilling such other responsibilities as designated in the Local Plan.

Each CAC representative shall be responsible to the governing board of their respective LEA. All areas of responsibility related to the Local Plan shall be implemented through regularly scheduled meetings of the CAC. Representatives from out of geographic area LEAs may participate in CAC activities through video or telephone conference.

Procedures for CAC appointment

The CAC shall be composed of members approved by their participating LEA governing board. At least fifty-one percent of the members shall be parents of students with disabilities. Members shall include the following:

1. Parents - A majority of the CAC membership is composed of parents of students enrolled in LEAs participating in the Local Plan, including those that are out of geographic boundaries. A majority of these parent members shall be parents of students with disabilities;
2. School Personnel - School related members of the CAC include general education classroom teachers, special education classroom teachers, and other school personnel;
3. Students with disabilities enrolled in special education programs;
4. Representatives of public and private agencies;
5. Others - Persons concerned with students with disabilities; and
6. One member shall be appointed by the Charter SELPA Steering/Finance Committee.

Responsibilities of the CAC

The CAC shall serve in an advisory capacity to the Desert/Mountain Charter SELPA and shall act to:

1. Improve communications among students with disabilities, their parents/guardians, and LEA staff;
2. Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, the Desert/Mountain Charter SELPA, and legislative staff members;
3. Advise local, county, and state officials of the development, operation, and review of the Local Plan.
4. Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education;

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5. Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students;
6. Advise the CAHELP CEO, Executive Council and Charter SELPA Steering/Finance Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;
7. Make recommendations on annual priorities to be addressed under the Local Plan to the Charter SELPA Executive Council and Steering/Finance Committee;
8. Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;
9. Encourage public involvement in the development and review of the Local Plan;
10. Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;
11. Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;
12. Submit an annual written report to the CAHELP CEO and the Charter SELPA Executive Council and Steering/Finance Committee regarding progress of CAC projects;
13. Submit an annual written report to the CAHELP JPA Governance Council. Apprise the CAHELP JPA Governance Council, as needed, on matters of community concern;
14. Become familiar with the laws pertaining to special education and students with disabilities; and
15. Other duties and responsibilities as assigned by the CAHELP JPA Governance Council.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

Policies governing the Desert/Mountain Charter SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff (general and special education teachers), public and nonpublic agencies, and members of the public at large during the Desert/Mountain Charter Executive Council, Steering/Finance Committee meetings, CAC, and/or the CAHELP JPA Governance Council meetings. Individuals wishing an opportunity to address any committee/council meeting on a particular agenda item, or have the committee/council consider a topic, are invited to complete a Request to Address the particular committee of interest.

The Local Plan is developed and updated by a committee of special and general education teachers and administrators and with participation of parents. Each participating LEA, including those that are out of geographic boundaries, shall appoint representatives to the Community Advisory Committee (CAC) for the purpose of advising the CAHELP CEO regarding the development, amendment and review of the Local Plan, recommending annual priorities to be addressed by the plan; assisting in parent education; encouraging community involvement; and

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fulfilling such responsibilities as designated in the Local Plan.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The role of the San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Charter SELPA Executive Council and Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain Charter SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for Charter SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support Charter SELPA functions.

The Desert/Mountain Charter SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Charter SELPA is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the Charter SELPA Staff

The governing boards of each of the participating LEAs agree to invest the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Charter SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain Charter SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain Charter SELPA. In reviewing and approving the Charter SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain Charter SELPA office upon recommendation of the CAHELP CEO.

Desert/Mountain Charter SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain Charter SELPA employed personnel shall be subject to the administrative procedures and policies in operation with the San Bernardino County Superintendent of Schools Office including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Charter SELPA employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the Desert/Mountain Charter SELPA as a whole without promoting any particular LEA's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of the San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

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9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The LEAs within the Desert/Mountain Charter SELPA join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities participating in education within our Desert/Mountain Charter SELPA jurisdiction. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating LEAs may enter into additional contractual arrangements to meet the requirement of applicable federal and state law.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students attending their charter schools. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Desert/Mountain Charter SELPA.

Any participating LEA may provide for the education of special education students in special education programs maintained by other districts or counties and may include with the special education program students who reside in other districts or counties.

Pursuant to the provisions of Education Code Sections 56000 et seq., the Charter SELPA shall plan, facilitate, implement, and administer the activities of the Desert/Mountain Charter SELPA as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

1. Coordinate community and state agency resources with those provided by Participating LEAs and the RLA, including initiation of such contractual agreements as may be required. Each district of special education accountability is responsible for the students within their jurisdiction. There are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Education Code 56200 (c)(2) requires that the Local Plan "specify the responsibilities of each participating county office and district governing board in the policy-making process, the

responsibilities of the Superintendent of each participating LEA and county in the implementation of the Local Plan, and the responsibilities of the LEA and county administrators of special education in coordinating the administration of the plan." In accordance with this provision, the Desert/Mountain Charter SELPA has developed the following governance structure, policy development, and approval process.

The governing board for each Charter LEA and the County Superintendent of Schools approves the Agreement for Participation and the Local Plan for Special Education. As described within those documents, the Boards of Directors of the Charter LEAs delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the Desert/Mountain Charter SELPA.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The CAHELP JPA Governance Council and Executive Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
2. Review and approve all Desert/Mountain Charter SELPA policies, procedures, standards and guidelines;
3. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
4. Review, approve, and monitor all budgets assigned to the Desert/Mountain Charter SELPA office;
5. Provide leadership to the Desert/Mountain Charter SELPA regarding the development, revision, implementation, and review of the Local Plan;
6. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
7. Evaluate the performance of the CAHELP CEO;
8. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
9. Meet as often as necessary during the year to implement the business of the Desert/Mountain Charter SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
10. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
11. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the Governance Council for consideration;
12. Approve interagency agreements;

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13. Designate participants for the Charter SELPA Steering/Finance Committee;
14. Establish and promote a Community Advisory Committee (CAC);
15. Receive recommendations from the Executive Council, CAC, Charter SELPA Steering/Finance Committee, LEA boards, and other interested agencies and individuals;
16. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
17. Annually evaluate the Local Plan implementation and operations; and
18. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Charter LEAs, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating charter LEAs. Participating charter LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Each charter LEA shall ensure that children with disabilities are educated with children who are non-disabled to the maximum extent appropriate. Removal of children with disabilities from the general educational environment shall occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs within their charter LEA. As a result, some students will need to receive services from other LEAs within the Desert/Mountain Charter SELPA, or through additional contractual arrangements with LEAs outside of the Desert/Mountain Charter SELPA. Each charter LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available through the Desert/Mountain Charter SELPA.

Each charter LEA is responsible to participate in regular meetings of the Desert/Mountain Charter Executive Council, Steering/Finance Committee, CAC and CAHELP JPA Governance Council to ensure the administration of the Local Plan.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The role of the San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Charter SELPA Executive Council, Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert/Mountain Charter SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for Charter SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support Charter SELPA functions.

The Desert/Mountain Charter SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Charter SELPA is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the SELPA Staff

The governing boards of each of the participating LEAs agree to invest the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for

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the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Charter SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert/Mountain Charter SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert/Mountain Charter SELPA. In reviewing and approving the Charter SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert/Mountain Charter SELPA office upon recommendation of the CAHELP CEO.

Desert/Mountain Charter SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert/Mountain Charter SELPA employed personnel shall be subject to the administrative procedures and policies in operation with the San Bernardino County Superintendent of Schools Office including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Charter SELPA employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership and arbitration. It is the CAHELP CEO's responsibility to represent the interest of the Desert/Mountain Charter SELPA as a whole without promoting any particular LEA's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of the San Bernardino County Office of Education is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert/Mountain Charter SELPA.

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b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

All federal and state special education funds shall be allocated to the Desert/Mountain Charter SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the JPA Agreement and Bylaws, and California and federal law.

1. Responsibilities for Distribution of Federal and State Funds

The governing boards of the LEAs participating in the Desert/Mountain Charter SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure the funds are distributed in accordance with the funding allocation plan. The Charter SELPA Executive Council and Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert/Mountain Charter SELPA provides an annual allocation plan to the Office of the San Bernardino County Superintendent of Schools for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

c. The operation of special education programs:

The function of the Desert/Mountain Charter SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert/Mountain Charter SELPA. The Responsible Local Agency (RLA) Superintendent, and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/Mountain Charter SELPA. All such programs are to be operated in a manner consistent with the funding provision of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain Charter SELPA policies and procedures.

The Charter SELPA will provide technical assistance in ensuring the Charter LEAs have support

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necessary to fulfill their legal obligations under California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert/Mountain Charter SELPA policies and procedures.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more non disabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

The CAHELP CEO, with the assistance of the Charter SELPA Executive Council, Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert/Mountain Charter SELPA monitors the distribution and appropriate use of funds and shares this information with the Charter SELPA Executive Council and Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert/Mountain Charter SELPA is responsible for the preparation of program and fiscal reports requested by the State.

The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements.

If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Both state and federal law provide that students with disabilities are entitled to a free appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each Charter SELPA member must ensure that all children served under their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and served. Therefore, a full continuum of services are available within the Desert/Mountain Charter SELPA.

Due to the large geographical area of the Desert/Mountain Charter SELPA, the Local Plan provides funding per the Charter SELPA Fiscal Allocation Plan to the member LEAs so they may appropriately provide for all students with special education needs attending their schools.

The CAHELP JPA Governance Council has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with *20 USC* and in accordance with *34 CFR* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education—20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity—20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find—20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

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SELPA:

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4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)—20 USC Section 1412(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC § 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC § 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment—20 USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards—20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA:

Fiscal Year:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation—20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality—20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition—20 USC Section 1412(a)(9)

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SELPA:

Fiscal Year:

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools—20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

11. Local Compliance Assurances—20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA:

Fiscal Year:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California Education Code, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency—20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance—20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes

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No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators—20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments—20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-

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wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds—20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort—20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation—20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

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SELPA:

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Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion—20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials—20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality—20 USC Section 1412(a)(24)

Policy/Procedure Number:

Section B: Governance and Administration

SELPA:

Fiscal Year:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities.." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine—20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA: Desert/Mountain Charter SELPA

Fiscal Year: 2020-21

Description: Local Plan

2. Coordinated system of identification and assessment:

Reference Number: N/A

Document Title: Desert/Mountain Charter SELPA Local Plan

Document Location: SELPA Office

Description: Local Plan

3. Coordinated system of procedural safeguards:

Reference Number: N/A

Document Title: Desert/Mountain Charter SELPA Local Plan

Document Location: SELPA Office

Description: Local Plan

4. Coordinated system of staff development and parent and guardian education:

Reference Number: N/A

Document Title: Desert/Mountain Charter SELPA Local Plan

Document Location: SELPA Office

Description: Local Plan

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number: N/A

Document Title: Desert/Mountain Charter SELPA Local Plan

Document Location: SELPA Office

Description: Local Plan

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SELPA:

Fiscal Year:

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA:

Fiscal Year:

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

Document Title:

Document Location:

Description:

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA: Desert/Mountain Charter SELPA

Fiscal Year: 2020-21

14. Coordination of career and vocational education and transition services:

Reference Number: N/A
Document Title: Desert/Mountain Charter SELPA Local Plan
Document Location: SELPA Office
Description: Local Plan

15. Assurance of full educational opportunity:

Reference Number: N/A
Document Title: Desert/Mountain Charter SELPA Local Plan
Document Location: SELPA Office
Description: Local Plan

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: N/A
Document Title: Desert/Mountain Charter SELPA Local Plan
Document Location: SELPA Office
Description: Local Plan

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number: N/A
Document Title: Desert/Mountain Charter SELPA Local Plan
Document Location: SELPA Office

Section B: Governance and Administration

SELPA:

Fiscal Year:

Description:

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

Document Title:

Document Location:

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

Document Title:

Document Location:

Description:

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Description:

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been

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considered and, where appropriate, utilized:

Reference Number:

Document Title:

Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

6. A description of the process by which the SELPA will fulfill the obligations to provide FAPE to a student age 18 -21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

Section B: Governance and Administration

SELPA:

Fiscal Year:

Document Title:

Document Location:

Description:

GOVERNANCE AND ADMINISTRATION

D/M Charter SELPA Board Policy (BP) 0000

Participating Local Education Agencies (LEAs) of the Desert/Mountain Charter SELPA join in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the Desert/Mountain Charter SELPA. LEA members of the Desert/Mountain Charter SELPA are expected to be somewhat diverse geographically. Given this fact, the Local Plan provides funding per the Desert/Mountain Charter SELPA Fiscal Allocation Plan to the charter schools so that they may appropriately provide for all students with special education needs attending their schools.

The California Association of Health and Education Linked Professions, a Joint Powers Authority (CAHELP JPA) is the governing board of the Desert/Mountain Charter SELPA and shall adopt policies for the Desert/Mountain Charter SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of adopting LEA boards have the same status and authority as other LEA board policy.

In adopting the Local Plan, member LEAs agree to Desert/Mountain Charter SELPA policies and procedures and agree to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement of the participating LEAs. Participating LEAs may enter into additional contractual agreements to meet the requirements of applicable federal and state law. Member LEAs further agree to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

Definitions

Free Appropriate Public Education (FAPE)

Special education and related service(s) that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education (CDE), state and federal law, including the requirements of *Title 34 of the Code of Federal Regulations (CFR) 300.1-200.818*; include appropriate infant, preschool, elementary school, and/or secondary school education for individuals between the ages of three and 21; and are provided in conformity with an Individualized Education Program (IEP) that meets the requirements of *Title 34 of the Code of Federal Regulations, sections 300.320-300.324. (Title 34 of the Code of Federal Regulations 300.17, 300.101, 300.104; California Education Code 56040)*

FAPE applies to students who are suspended or expelled or placed by the LEA in a nonpublic, nonsectarian school (*Title 34 of the Code of Federal Regulations 300.17, 300.101, 300.104*).

Guidelines for determining FAPE

- FAPE is determined within the context of an IEP meeting with active participation from all members, including the parents. In no case should decisions concerning eligibility or placement be made outside of the IEP team.
- When determining eligibility for special education, the IEP team must first identify the area(s) of disability and secondly must determine the need for special education and related services.
- There must be a direct correlation between the IEP goals, and the services provided.
- Placement and services are determined by the student's unique needs and IEP goals, not the disability.
- Specific methodologies are usually not included in the IEP. Once the needs of the student are determined and the goals established, the teacher determines the specific methodology and instructional strategies.
- Special education and related services should always be provided in the least restrictive environment (LRE).
- Special education and related services must address the unique needs of the student that are required for the student to benefit from his/her educational program.

Full Educational Opportunity

A full continuum of program options provided to students from preschool through grade 12 by the LEAs in the Desert/Mountain Charter SELPA. Special education includes instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the education and service needs in the LRE. The appropriate placement for a student is determined by the IEP team based on the student's instructional needs and not on the student's disability category.

Options include:

- **General Education Classroom.** Students are educated in age-appropriate general education classrooms at their neighborhood schools with the necessary accommodations, supports, and services for the student to progress toward his/her IEP goals.
- **Related Services.** As defined by federal and state law and are available to students if a development, corrective, and/or supportive service is required for the student to benefit from special education. Specialists provide these services and may work with students individually or in small groups either in the general education classroom or

other appropriate settings. The average caseload for language/speech and hearing specialists in the Desert/Mountain Charter SELPA shall not exceed 55.

- **Specialized Academic Instruction (SAI).** SAI is available at every school site for students in kindergarten through grade 12. This program provides a broad range of services from supplementing the general education program to providing intensive services for students whose disabilities are more severe. Services may occur in either individual or small group settings, as a component of an integrated School Based Services Program, or as consultative or collaborative services within general education or other settings. LEAs may choose to provide SAI through a Resource Specialist Program (RSP) or Special Day Class (SDC) setting. The caseload for RSP cannot exceed 28 students. Students are placed in programs as close to their home school as possible.
- **Preschool Services.** Preschool services are provided to students ages three to five (for students not in kindergarten) at local school sites. The type and frequency of special education services is determined for each student annually through the IEP process. As required to address, LRE, preschool students have opportunities to participate with their nondisabled peers.
- **Specialized Services.** These services are provided to students with low incidence disabilities on an itinerant basis or in a special class setting.
- **Services Provided by Another Local School District with the Desert/Mountain SELPA.** In such cases, the LEA of residence retains the responsibility to ensure that the students assigned to these programs receive FAPE. An Inter-district Transfer defines the reimbursement process.
- **Services Provided through an Arrangement with Another SELPA.** An Inter-SELPA Transfer defines the reimbursement process for excess costs associated with special education and related services for students when the IEP team has determined that the student requires educational services outside of the Desert/Mountain Charter SELPA. The Inter-SELPA Transfer process is outlined in a Memorandum of Understanding (MOU).
- **Nonpublic, Nonsectarian School Services (NPS).** NPS services are considered after all programs available within the LEA and Desert/Mountain Charter SELPA have been considered and determined by the IEP team not to be appropriate to address the individual student's needs. Every effort is made to ensure that nonpublic school students are educated in the LRE and that transition back to the public-school setting is considered annually. Each LEA shall monitor the progress of students enrolled in nonpublic schools by participation in the annual IEP development for the students, reviewing the master contract and individual services agreement, conducting evaluations as required, and facilitating transition from the nonpublic school to a less restrictive environment. All nonpublic schools in San Bernardino County participate in

the Nonpublic School Quality Review process for instructional improvement every four years.

- **State Special Schools.** State Special Schools such as the California School for the Deaf and Blind, are available to students when local programs that meet the unique needs to students are not available and are recommended by the student's IEP team.
- **Extended School Year (ESY).** ESY services are specified on the student's IEP when the IEP team determines that the student's unique needs require special education and related services in excess of the regular academic year. Students who require ESY usually have severe disabilities that are likely to continue indefinitely or for a prolonged period. Interruption of the student's educational programming may cause significant regression, when coupled with limited recoupment capacity that renders it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his/her disability.
- **Instruction in Settings other than Classrooms.** Specially designed instruction may occur and include locations in the community such as day treatment or residential settings.
- **Instruction in Home, Hospitals, and in other Institutions.** To the extent required by federal law or regulations.

The Management Information System (MIS) adopted by the Desert/Mountain Charter SELPA member LEAs enable staff to carefully and continuously track timelines and the various services required by the individual students. Service logs are maintained and monitored by service providers and LEA administrators.

Least Restrictive Environment (LRE)

To the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular service and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (*Title 34 of the Code of Federal Regulations 300.17, 300.117, 300.117; California Education Code 56040.1*)

Special Education

Specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions,

and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (*California Education Code 56031*)

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (*California Education Code 56031*)

1. Speech/Language Pathology services, or any other related service, pursuant to *California Education Code 56363*, if the service is considered special education rather than a related service under state standards;
2. Travel Training;
3. Career Technical Education; and/or
4. Transition services for students with disabilities in accordance with *Title 34 of the Code of Federal Regulations 300.43* if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education.

Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the LEA. (*Title 34 of the Code of Federal Regulations 300.39*)

Surrogate Parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (*Title 34 of the Code of Federal Regulations 300.519; California Education Code 56050*)

Annual Review of Special Education Services Options

Annually, the Desert/Mountain Charter SELPA shall review its service provision options and revise them as necessary to reflect current Service Category Descriptions as specified in California Longitudinal Pupil Achievement Data System (CALPADS).

Procedures for Monitoring the Provision of Services

Every student with a disability is assigned a case manager through the IEP process. In most instances, the special education teacher at the school site is assigned as the case manager. When students are assigned to programs outside the LEA, the Special Education Director assigns a case manager who oversees the IEP in the alternative setting and ensures that services are provided consistent with the IEP. The case manager will also work closely

with the home school site to transition the student back into the LEA of residence successfully.

LEA Responsibilities

The LEAs of the Desert/Mountain Charter SELPA shall monitor all special education students who are the educational responsibility of the LEA including students with disabilities in alternative and nonpublic schools, and students who have been suspended or expelled. Procedures to monitor compliance will include, but not be limited to:

- Development and implementation of local policies and procedures with applicable state and federal laws;
- Conduct regular staff meetings with special education staff;
- Provide training for administrators and other school staff/employees;
- School site and classroom visits;
- Review of IEPs;
- Review of/address parental comments and/or complaints;
- Review of LEA's State Performance Plan Indicators (SPPI);
- Review of LEA's CALPADs data/reports;
- Review of LEA's California Dashboard;
- Review and implementation of findings from Intensive Monitoring;
- Review of LEA-level AYP and API reports; and
- Review of selected evaluation reports.

All LEAs will provide data to the Desert/Mountain Charter SELPA and/or the CDE that may be required by regulations. In addition, LEAs will comply with the requirement of the State Performance Plan Indicators (SPPI) developed by the CDE and provide data as required by the department.

SELPA Responsibilities

The Desert/Mountain Charter SELPA will monitor member LEAs of the Desert/Mountain Charter SELPA for compliance with state and federal laws and implementation of the Local Plan. The procedures utilized may include, but not be limited to:

- Develop policies and procedures in accordance with applicable state and federal laws;
- Review of Annual Budget Plan;
- Review of Annual Service Delivery Plan;
- Review of the Desert/Mountain Charter SELPA LEA's SPPI;
- Review of pertinent CALPADS data/reports;
- Review of the Desert/Mountain Charter SELPA's Funding Allocation Plan;

- Evaluation of services offered by the Desert/Mountain Charter SELPA office by LEA directors;
- Results of state and LEA Special Education Targeted Monitoring and Intensive Monitoring; and
- Consultation with LEA staff regarding allegations of noncompliance filed with CDE.

The Desert/Mountain Charter SELPA will conduct proactive activities to achieve and maintain ongoing compliance with state and federal special education laws. These activities may include, but not be limited to:

- Meetings held by the Desert/Mountain Charter Administrator (CAHELP CEO) and the Steering/Finance committee;
- Meetings with the CAHELP JPA Governance Council and the CAHELP CEO;
- Desert/Mountain Charter SELPA sponsored trainings for staff members at all levels on related topics; and/or
- Technical assistance to LEAs from the Desert/Mountain Charter SELPA.

In cases of substantial, prolonged noncompliance by an LEA, the Desert/Mountain Charter Administrator (CAHELP CEO) may, but not be limited to:

- Conducting conferences with the LEA's Director of Special Education and/or the superintendent;
- Notifying the CAHELP JPA Governance Council and San Bernardino County Office of Education of the substantial, prolonged noncompliance by a LEA;
- In conjunction with the CAHELP JPA Governance Council, notify the LEA's Board of Education concerning the extent of the problem and recommended steps to resolve the problems;
- Withhold special education funding until the noncompliance is addressed, if approved by the CAHELP JPA Governance Council; and/or
- Utilize the funding withheld to assist the LEA in obtaining program compliance.

Elements of the Local Plan

The Local Plan developed by the Desert/Mountain Charter SELPA shall include, but not be limited to, the following: (*California Education Code 56206*)

1. Assurances that policies, procedures, and programs, consistent with state law, regulations, and policy, are in effect as specified in *California Education Code 56205(a)(1-22)* and in conformity with *Title 20 of the United States Code 1412(a), 1413(a)(1), and Title 34 of the Code of Federal Regulations 300.201*.
2. An Annual Budget Plan and Annual Service Plan adopted at a public hearing held by the Desert/Mountain Charter SELPA.

3. A description of programs for early childhood special education from birth through five years of age.
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to *California Education Code 56205*.
5. A description of a dispute resolution process.
6. Verification that the plan has been reviewed by the Community Advisory Committee (CAC) in accordance with *California Education Code 56205*.
7. A description of the process being utilized to refer students for special education instruction pursuant to *California Education Code 56303*.
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met.
9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment.

The Local Plan, Annual Budget and Annual Service Plans shall be written in language that is understandable to the general public. (*California Education Code 56205*)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to *California Education Code 56195.1, 56195.7, 56195.8*).

Interagency Agreements

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. Desert/Mountain Charter SELPA participates with the other SELPAs in San Bernardino County and the San Bernardino County Office of Education to ensure that students who are eligible for special education receive appropriate related services from designated agencies as specified in their IEPs. Interagency agreements outline how students access services and define service delivery, and case management and fiscal responsibility. Interagency agreements are developed and maintained with the Inland Regional Center (IRC) for developmental and behavioral services, and California Children's Services (CCS) for medically necessary occupational and physical therapy. All interagency agreements are signed and monitored by the CAHELP CEO and the LEA superintendent/designee. The LEA superintendent/designee

shall monitor the statutory timelines to ensure that services are provided without delays and that services are delivered consistent with the interagency agreements. When another agency fails to provide the service in accordance with the IEP, the superintendent/designee shall ensure that the LEA provides the service and may claim reimbursement from the responsible agency in accordance with state law and the interagency agreement.

State Performance Plan Indicators (SPPI)

The Desert/Mountain Charter SELPA and member LEAs believe that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace where they will be required to adapt to emerging technologies and changing social needs. The Desert/Mountain Charter SELPA and member LEAs recognize that content and performance standards are necessary to clarify for student, parents/guardians, and staff what students are expected to know and be able to perform at each grade level and in each area of study. Students' goals on their IEPs shall be based on the state content standards whenever appropriate.

The Desert/Mountain Charter SELPA and member LEAs shall comply with the requirements of the SPPI developed by the state and provide data as required by the state. A review of the LEA performance goals and indicators is made on at least an annual basis to determine priorities for program improvements.

Participation in Assessments

Students with disabilities are included in general state and district-wide assessment programs with appropriate accommodations and/or modifications, where necessary. Each student's IEP team shall determine, at least on an annual basis, the individual accommodations and/or modifications in the administration of state or district-wide assessments necessary to minimize the impact of the student's disability on test performance. If the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement, or part of the assessment, the IEP shall include a statement of how the child will be assessed.

Special Education Funding

Annually, the Steering/Finance Committee and the CAHELP JPA Governance Council shall review the AB 602 Implementation Plan and make adjustments as required to provide equitable funding to support the provision of a free appropriate public education to all children with disabilities in the Desert/Mountain Charter SELPA.

Supplementation of State and Federal Funds

The LEAs provide assurances that funds received from Part B of the Individuals with Disabilities Education Act (IDEA) will be expended in accordance with the applicable provisions of the IDEA and will be used to supplement and not to supplant state, local (including property taxes), and other federal funds. LEAs may use up to 15% of the amount they receive under Part B for any fiscal year to develop and implement coordinated, early intervening services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

Maintenance of Effort (MOE)

The LEAs provide assurances that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal law and regulations. Each LEA is individually responsible for meeting federal maintenance of effort requirements. On an annual basis, each LEA shall complete state required Maintenance of Effort Reports (SEMA and SEMB) and submit them to the Desert/Mountain Charter SELPA for review and submission.

Under SEMB requirements, each LEA shall compare the projected budget to unaudited actuals from the prior year. Each LEA shall be eligible to receive federal local assistance dollars for the current year once it has been determined that the Desert/Mountain Charter SELPA is projected to spend at least the same or more in state and local funds than in the previous year. If the Desert/Mountain Charter SELPA does not meet the budget to unaudited actuals test (SEMB), then none of the LEAs shall receive federal funds.

Procedures for LEA Sanctions when SELPA Has Met SEMA Requirements

Effective 2020-2021, each LEA shall utilize the SACS Software (SEMAI) at the first and second interim reporting to compare actual budgeted expenditures from the previous year's actual expenditures to determine that no supplanting of state funds has occurred. If an individual LEA is unable to meet MOE, the member LEAs of the Desert/Mountain Charter SELPA shall explore adjusting the allocation of federal funds. However, no LEA shall be required to accept additional federal funds in any given year. If a shift in federal funds is not feasible, the LEA shall file an appeal to the CAHELP JPA Governance Council prior to the recapture of funds. The CAHELP JPA Governance Council shall review any pertinent information and determine what sanctions may be imposed and the redistribution of funds.

Procedures for LEA Sanctions when SELPA Has Not Met SEMA Requirements

Effective 2020-2021, each LEA shall utilize the SACS Software (SEMAI) at the first and second interim reporting to compare actual budgeted expenditures from the previous year's actual expenditures to determine that no supplanting of state funds has occurred. If an LEA is unable to meet MOE, the member LEAs of the Desert/Mountain Charter SELPA shall explore adjusting the allocation of federal funds. However, no LEA shall be required to accept additional federal funds in any given year. The LEA may file an appeal to the CDE in accordance with state directives. If the Desert/Mountain Charter SELPA is billed by the state for the amount the Desert/Mountain Charter SELPA failed to spend from state and local funds to maintain its level of effort, the funds shall be deducted from the LEA who was unable to meet MOE and the funds will be allocated to other member LEAs on a dollar for dollar basis after agreement with the LEAs.

End of Year Expenditures

When the end-of-the-year expenditures are certified annually utilizing SACS codes, each Desert/Mountain Charter member's total expenditures as indicated on the MOE report will be compared to the Total Entitlement for special education funds. If a LEA's entitlement exceeds the expenditures indicated on the prior year MOE report, the use of these funds shall be approved by the CAHELP JPA Governance Council. Funding designated for an LEA reserve account must not exceed 5% of the total allocation and must be designated for special education costs only in accordance with state and federal law. Any excess special education funding as of the end-of-the-year expenditures for the second year will be recaptured by the Desert/Mountain Charter SELPA, subject to review by the Steering/Finance Committee and approval of the CAHELP JPA Governance Council, and reallocated to the remaining districts below the Desert/Mountain Charter SELPA per ADA or state special disabilities average. If a LEA does not meet the annual MOE requirement, funds may be recaptured and distributed to other LEAs to meet this standard utilizing the same approval process.

Legal References

- Title 34 of the Code of Federal Regulations
 - Sections 300.1-300.818; 300.17; 300.39; 300.43; 300.101; 300.104; 300.117; 300.201; and 300.519.
- Title 20 of the United States Code
 - Section 1412(a)(1)
- California Education Code

- Sections 56031; 56040; 56040.1; 56050; 56195.1; 56195.7; 56195.8; 56205; and 56363.

Administrative Regulation (AR) 0000

GOVERNANCE AND ADMINISTRATION

Free Appropriate Public Education (FAPE)

It shall be the policy that member Local Education Agencies (LEAs) comprising the Desert/Mountain Charter SELPA provide a free appropriate public education (FAPE) to all students with disabilities residing in the LEAs from birth to age 21 inclusive, including students with disabilities who have been suspended or expelled from school.

The determination that a student is in need of a service shall be based on an appropriate evaluation that determines eligibility and establishes the need for services. All special education and related services determined to be necessary by the Individualized Education Program (IEP) team shall be listed on the IEP. The parent shall be included as a member of the IEP team. The LEA shall ensure that services are provided in accordance with the IEP, regardless of which agency or contractor provides the service(s).

The Desert/Mountain Charter SELPA desires to provide an appropriate education for all students, including those with disabilities, from birth through age 21 inclusive, including students with disabilities who have been suspended or expelled from school, or placed by the Local Education Agency (LEA) in a nonpublic, nonsectarian school. The Desert/Mountain Charter SELPA recognizes that all individuals with disabilities have the right to receive a free and appropriate public education. FAPE means special education and related services as determined through the Individualized Education Program (IEP) team process that meets the unique needs of each individual in order to derive benefit from his/her access to an educational program, that are provided at public expense under public supervision and direction, and without charge, meet the standards of the state educational agency, including an appropriate preschool, elementary school, or secondary school education and provided in conformity with the IEP required under 614(d). The parent shall be included as a member of the IEP team for students' birth to 18 years of age and at the discretion of the student 18 years to 21 years old.

An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational therapy and physical therapy, psychological counseling, and medical diagnostic services necessary to the child's education.

An appropriate education will include:

- Education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;

- The education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability;
- Evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education and related services; and
- Establishment of due process procedures that enable parents/guardians to:
 - Receive required notices;
 - Review their child’s records; and
 - Challenge identification, evaluation and placement decisions.

Full Educational Opportunity

The Desert/Mountain Charter SELPA member LEAs shall provide students with disabilities access to the variety of educational programs and services available to nondisabled students including non-academic and extracurricular services and activities. The LEAs and Desert/Mountain Charter SELPA shall monitor the provision of special education services to ensure compliance with applicable state and federal laws and with the SELPA Local Plan.

Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and related federal regulations. In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the LEA participates as a member of the Desert/Mountain Charter SELPA.

Information shall be provided by LEAs concerning the number of individuals with exceptional needs who are being provided special education and related services (*Education Code 56195.8*). This information is reported to the California Department of Education (CDE).

Access to Instructional Materials

It shall be the policy of the Desert/Mountain Charter SELPA and member LEAs to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard. Students with an IEP or Individualized Family Service Plan (IFSP) should have their specialized needs discussed and recorded at their IEP/IFSP meeting. The student’s documented needs determine the LEA’s 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. To qualify for low incidence funding, the student must have one of the qualifying low incidence disabilities: deaf, blind, deaf and blind, or severely orthopedically impaired. Low incidence funding is provided for purchasing and coordinating the use of specialized books, materials, and equipment for students with low incidence disabilities.

Data/Reading Literacy

It shall be the policy of the Desert/Mountain Charter SELPA and member LEAs to improve the educational results for students with disabilities. The Desert/Mountain Charter SELPA Local Plan

shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

Interagency Agreement/Coordination

It shall be the policy of member LEAs and the Desert/Mountain Charter SELPA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

The Desert/Mountain Charter SELPA participates in interagency agreements with the Department of Rehabilitation (DOR), California Children's Services (CCS), State Preschool, and Inland Regional Center (IRC). The interagency agreements stipulate the joint provision of services to individuals with exceptional needs in accordance with their IEP, and further carry out regulations from the federal and state government including fiscal responsibility for the provision of services.

Least Restrictive Environment (LRE)

Member LEAs of the Desert/Mountain shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act (IDEA). To the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

A full continuum of program options shall be available for the educational placement of students with disabilities. Program options provide a spectrum of educational offerings, which range from regular classroom alternatives to the special site structured to deliver intensive and specialized services. The IEP team remains the primary decision-making body in determining the individual needs of students and the appropriate placement. Every effort is made to ensure that students with disabilities have access to state determined frameworks and standards, and participation in academic and extracurricular activities.

Local Compliance Assurances

The superintendent, Chief Executive Officer (CEO), or designee shall extend the LEAs' full cooperation to the Desert/Mountain Charter SELPA. The policies and procedures of the Desert/Mountain Charter SELPA shall be applied as policies and regulations of each member LEA, with the exception of those that apply to complaints, unless the Desert/Mountain Charter SELPA plan specifically authorizes the LEA to operate under its own policies and regulations.

Governance

It shall be the policy of the Desert/Mountain Charter SELPA that the Local Plan shall be adopted by the appropriate LEA board(s) of member LEAs and is the basis of the operation and

administration of special education programs; and that the Local Plan agencies herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with *IDEA, Federal Rehabilitation Act of 1973, Section 504 of Public Law, the Americans with Disabilities Act, and the provisions of the Education Code, Part 30.*

The Desert/Mountain Charter SELPA shall administer a Local Plan and administer the allocation of funds. (*Education Code 56195*)

Member LEAs shall support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording the LEA with reasonable notice and opportunity for a hearing through the State Educational Agency.

Maintenance of Effort (MOE)

It shall be the policy of the Desert/Mountain Charter SELPA and member LEAs that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal law and regulations.

Member LEAs shall follow federal and state laws pertaining to the required MOE spending levels for special education. If an LEA, or more than one LEA, does not meet the required spending levels to pass the MOE tests and the Desert/Mountain Charter SELPA loses funding as a result of failure to pass the MOE requirements, the LEA(s) that caused the Desert/Mountain Charter SELPA to fail the MOE requirements shall reimburse the Desert/Mountain Charter SELPA for any funds lost by the other LEAs or the Desert/Mountain Charter SELPA office, upon final approval of the Governance Council.

There are two components to the LEA MOE – the eligibility standard and the compliance standard. The eligibility standard requires that, except in specified situations, in order to find an LEA eligible for IDEA Part B funds for the upcoming fiscal year, the LEA should have budgeted for the education of individuals with disabilities at least the same amount of state and local, or local only funds, as it actually spent for the education of individuals with disabilities during the most recent year for which information is available. (*Title 34 of the Code of Federal Regulations 300.203(a)*)

The compliance standard requires that, except in specified situations, an LEA should not reduce the level of expenditures for the education of children with disabilities made from state and local, or local only funds, below the level of those expenditures from the same source for the comparison year. (*Title 34 of the Code of Federal Regulations 300.203(c)*)

Member LEAs may use the following four methods to meet both eligibility and compliance standards:

- Combined state and local expenditures;
- Combined state and local expenditures on a per capita basis;
- Local expenditures only;

- Local expenditures only on a per capita basis.

Participation in Statewide Assessments

It shall be the policy of the Desert/Mountain Charter SELPA and member LEAs that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations and/or modifications, or access alternate assessments, consistent with state standards governing such determinations.

California approved achievement tests are administered each spring to all students in grades 3-8, and 11. Member LEAs utilize the information that is gathered to make decisions regarding how to design and implement instruction for their students.

The IEP team determines the manner in which a student with a disability shall participate in state and district-wide assessments. The IEP must include a statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student; and if the IEP team determines that the student shall take an alternate assessment instead of a particular state or district-wide assessment of student achievement, the IEP shall include a statement of the reason why the student cannot participate in the regular assessment, and the reason why the particular alternate assessment selected is appropriate for the student.

Prohibition on Mandatory Medicine

It shall be the policy of the Desert/Mountain Charter SELPA and member LEAs to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services. It shall be the policy of the LEAs to provide data or information to the Desert/Mountain Charter SELPA and the CDE that may be required by regulations.

The administration of any medication must follow all applicable statutes, regulations, standards of practice, and LEA policies and procedures. Member LEA Board policies and procedures should address the administration of non-traditional substances.

Public Participation

It shall be the policy of the Desert/Mountain Charter SELPA that, public hearings, adequate notice of hearings, and an opportunity for comment are available to the general public, including individuals with disabilities and parents of children with disabilities prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

Agenda of items to be discussed shall be prepared for all meetings and shall be made available at least three (3) working days prior to regularly scheduled Governance Council or other Standing Committee meetings, where required under the Brown Act and California law. The agenda shall be posted at one or more locations freely accessible to members of the public. (*Government Code 54954.2*)

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (*Government Code 54954.2*)

The agenda shall provide members of the public the opportunity to address the Governance Council on any agenda item or during the Council's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting of a committee comprised exclusively of Council members, provided that members of the public were afforded an opportunity to comment on the item at that meeting and that the item has not been substantially changed since the committee considered it. (*Government Code 54954.3*)

Any member of the public desiring to make a personal appearance before the Governance Council or any other Standing Committee of CAHELP JPA to discuss an item of interest shall be limited to a maximum of five (5) minutes, and all public comments shall be limited to fifteen (15) minutes and allocated equally to each member of the public making an appearance, unless otherwise allowed by the Governance Council in its discretion.

Any document prepared by the LEA or Council and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (*Government Code 54957.5*)

Upon request, the Chairperson, shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (*Government Code 54954.1*)

Meetings and Notices

Meetings of the Desert/Mountain Charter SELPA's Governance Council are conducted for the purpose of accomplishing SELPA business.

A Governance Council meeting exists whenever a majority of members gather at the same time and place to hear, discuss or deliberate upon any item within the subject matter jurisdiction of the Governance Council. (*Government Code 54952.2*)

In accordance with state open meeting laws, the Governance Council shall hold its meetings in public and shall conduct closed sessions during these meetings only to discuss confidential matters specified by law. To encourage community involvement in the schools, meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with laws and CAHELP JPA adopted bylaws.

When addressing the Governance Council during Public Input, comments are to be limited to three (3) minutes or less for each speaker, with a maximum of 20 minutes total for each item. This time limit may be extended upon a majority vote of the members of the Governance Council.

Agenda/Meeting Materials

Governance Council meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (*Government Code 54954.2*)

In addition, the Chairperson, shall post the agenda on the homepage of the agency website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the LEA's agenda management platform in accordance with Government Code 54954.2. When the LEA utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the LEA's agendas, and the current agenda shall be the first available. (*Government Code 54954.2*)

Agendas for special meetings and emergency meetings will be made available in accordance with the provisions of the Brown Act and California law. When special meetings are called, Governance Council members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (*Government Code 54956*)

The agenda shall provide members of the public the opportunity to address the Governance Council agenda item before or during the Council's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda, but which are within the subject matter jurisdiction of the Governance Council. (*California Education Code 35145.5; Government Code 54954.3*)

The agenda shall specify that an individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Governance Council meeting should contact the SELPA Administrator or designee in writing.

Items may be placed on the agendas for meetings of the Governance Council and other Standing Committees, provided a written request is received by the CEO from a member of that committee at least ten (10) business days prior to the regularly scheduled meeting, absent circumstances precluding earlier notice and request.

Any agenda and related materials distributed to the Council shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act, and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (*Government Code 54957.5*)

If a document which relates to an open session agenda item for a regular Council meeting is distributed to the Council less than 72 hours prior to a meeting, the Chairperson shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Council. (*Government Code 54957.5*)

The Chairperson shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Council, whichever comes first. (*Government Code 54954.1*)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (*Government Code 54954.1*)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Chairperson, not to exceed the cost of providing the service.

Meeting Conduct

All Governance Council meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Governance Councilmembers and to other persons upon request.

The chairperson shall conduct Governance Council meetings in accordance with CAHELP JPA bylaws and procedures that enable the superintendents and CEOs to efficiently consider issues and carry out the will of the majority.

State Performance Plan Indicators (SPPI)

It shall be the policy of the Desert/Mountain Charter SELPA and its member LEAs to comply with the requirements of the State Performance Plan Indicators (SPPI) developed by the CDE and provide data as required by the CDE.

The Desert/Mountain Charter SELPA and member LEAs believe that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace where they will be required to adapt to emerging technologies and changing societal needs. The Desert/Mountain Charter SELPA and member LEAs recognize that content and performance standards are necessary to clarify for student, parents/guardians, and staff what students are expected to know and be able to perform at each grade level and in each area of study. Students' goals on their individual IEPs shall be based on state content standards whenever appropriate.

Each LEA in the Desert/Mountain Charter SELPA shall provide data and/or information to the CDE required by regulations for purposes of the State Performance Plan on at least an annual basis to determine priorities for program improvement. Current data reporting includes, but is not limited to:

- Pupil count information through CALPADS
- Desired Results Developmental Profile (DRDP)

Supplementation of State and Federal Funds

Member LEAs comprising the Desert/Mountain Charter SELPA utilize a combination of federal, state, and local funds to provide a free appropriate public education to all children with disabilities in the Desert/Mountain Charter SELPA. Federal and state special education funds are distributed to the LEAs as per the Desert/Mountain Charter SELPA allocation plan.

It shall be the policy of the Desert/Mountain Charter SELPA and member LEAs to provide assurances that funds received from Part B of IDEA will be expended in accordance with the applicable provisions of the IDEA and will be used to supplement, and not to supplant state, local, and other federal funds.

It shall be the policy of the LEAs that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal law and regulations.

Each LEA shall assure compliance through sound budget development and fiscal review. Each LEA shall provide the Desert/Mountain Charter SELPA the documentation necessary to develop the Annual Service Plan, the Annual Budget Plan, and Maintenance of Effort. A detailed description of local, state and federal funds is contained in the Desert/Mountain Charter SELPA Fiscal Allocation Plan and Procedures.

LEGAL REFERENCES

- Education Code:
 - 5095 Powers of remaining Governance Council members and new appointees
 - 32210 Willful disturbance of public school or meeting a misdemeanor
 - 35010 Prescription and reinforcement of rules
 - 35140 Time and place of meetings
 - 35143 Annual organizational meeting, date, and notice
 - 35144 Special meeting
 - 35145 Public meetings
 - 35145.5 Agenda; public participation; regulations
 - 35163 Official actions, minutes and journal
 - 35164 Vote requirements
 - 54950-54957.9 Meetings, especially:
 - 54953 Meetings to be open and public; attendance
 - 54953.2 Compliance with Americans with Disabilities Act
 - 54953.5 Audio or video tape recordings of proceedings
 - 54954 Time and Place of regular meetings
 - 54954.1 Mailed notices
 - 54954.2 Agenda posting requirements, board actions
 - 54954.3 Opportunity for public to address legislative body
 - 54954.5 Closed session item descriptions
 - 54956 Special meetings; call; notice
 - 54956.5 Emergency meetings
 - 54957 Closed sessions
 - 54957.5 Agenda distribution
 - 54957.9 Disorderly conduct of general public during meeting; clearing of room
 - 54961 Prohibition on use of certain facilities

- 56000-56001 Education for individuals with exceptional needs
- 56020-56035 Definitions
- 56040-56042 General Provisions
- 56190-56194 Community advisory committees
- 56195-56195.9 Local Plans
- 56200-56202 Local Plan Requirements
- 56205-56208 Local Plan Requirements
- 56240-56245 Staff Development
- 56300-56382 Identification and referral, assessment, instructional planning, implementation, and review
- 56440-56447.1 Programs for individuals between the ages of three and five years
- 56500-56508 Procedural safeguards, including due process rights
- 56600-56606 Evaluation, audits and information
- 56836 Administration of Local Plan
- 56836.03
- 56844
- 60312
- Government Code
 - 9500-95029 California Early Intervention Services Act
- Code of Regulations, Title 5
 - 3000-3082 Regulations governing special education
- AB 602 (Chapter 854, Statutes of 1997) Funding
- United States Code, Title 20
 - 1400-1485 Individuals with Disabilities Act
- Code of Federal Regulations, Title 28
 - 35.160.i Effective communication
 - 36.303 Auxiliary aids and services
- United States Code, Title 29
 - 794 Rehabilitation Act of 1973, Section 504
- United States Code, Title 42
 - 12101-12213 Americans with Disabilities Education Act
- Code of Federal Regulations, Title 34
 - 99.10-99.22 Inspection, review and procedures for amending education records
 - 104.1-104.39 Section 504 of the Rehabilitation Act of 1973
 - 30.200-209
 - 30.231-2
 - 300.300(a)(3)
 - 300.340-300.351
 - 300.500 Due process procedures for parents and children
 - 300.517
 - 303.1-303.654 Early intervention program for infants and toddlers with disabilities
- State Board
 - Requirement 02/99
- Attorney General Opinions

- 84 Ops.Cal.Atty.Gen. 181 (2001)
- 84 Ops.Cal.Atty.Gen. 69 (1996)
- 78 Ops.Cal.Atty.Gen. 327
- Court Decisions
 - Baca v. Moreno Valley Unified School District (C.D. Cal. 1996) 936F. Supp. 719
- Attorney General Opinions
 - 59 Ops.Cal.Atty.Gen. 532 (1976)
 - 61 Ops.Cal.Atty.Gen. 243, 253 (1978)
 - 63 Ops.Cal.Atty.Gen. 215 (1980)
 - 66 Ops.Cal.Atty.Gen. 336, 337 (1983)
 - 76 Ops.Cal.Atty.Gen. 281 (1993)

DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

January 16, 2020 – 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 – Sebastian Cognetta, Aveson Global Leadership Academy – Kelly Jung (via Web Ex), Aveson School of Leadership – Paula Giraldo (via Web Ex), Desert Trails Preparatory Academy (DTPA) – Debbie Tarver, Ann Rivera, Elite Academic Academy – Michonne Taylor (via Web Ex), Encore Jr/Sr High – Eric Buries, Julia Lee Performing Arts Academy – Tanya Taylor (via web Ex), Laverne Elementary Prep (LEPA) – Sarah Ballard-Wiley, Debbie Tarver, Leonardo Da Vinci Health Sciences – Josh Stepner (via web Ex), Pathways to College – Kasey Finerty, Victor Valdez, and Taylion High Desert – Brenda Congo.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Heidi Chavez, Peggy Dunn, Adrien Faamausili, Bonnie Garcia, Colette Garland, Linda Llamas, Maurica Manibusan, Lisa Nash, Kathleen Peters, Karina Quezada, Daria Raines, Linda Rodriguez, Jennifer Rountree, and Veronica Rousseau.

1.0 TELECONFERENCE LOCATIONS:

Aveson Global Leadership Academy, 575 West Altadena Drive, Altadena, CA 91001
Aveson School of Leaders, 1919 Pinecrest Drive, Altadena, CA 91001
Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590
Julia Lee Performing Arts Academy, 19740 Grand Avenue, Lake Elsinore, CA 92530
Leonardo Da Vinci Health Sciences Charter, 229 East Naples Street, Chula Vista, CA 91911

2.0 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 Program Manager Kami Murphy, at 1:03 p.m., at the Desert/Mountain Educational Service Center, Apple Valley.

3.0 ROLL CALL

4.0 PUBLIC PARTICIPATION

None.

5.0 ADOPTION OF THE AGENDA

5.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Brenda Congo, to approve the January 16, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. A vote was taken and the following carried: 11:0: Ayes: Buries, Cognetta, Congo, Finerty, Giraldo, Jung, Stepner, Tarver (DTPA), Tarver (LEPA), Michonne Taylor, Tanya Taylor. Nays: None, Abstentions: None.

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6.0 INFORMATION/ACTION

6.1 Revised CAHELP Strategic Plan for Web Accessibility (ACTION)

The CAHELP Strategic Plan for Web Accessibility ensures the CAHELP JPA websites have accessible content. The strategic plan is occasionally updated to reflect changes in the Web Content Accessibility Guidelines (WCAG).

6.1.1 **BE IT RESOLVED** that a motion was made by Debbie, seconded by Tanya Taylor, to approve the Revised CAHELP Strategic Plan for Web Accessibility as presented. A vote was taken and the following carried: 11:0: Ayes: Buries, Cognetta, Congo, Finerty, Giraldo, Jung, Stepner, Tarver (DTPA), Tarver (LEPA), Michonne Taylor, Tanya Taylor. Nays: None, Abstentions: None.

7.0 CONSENT ITEMS

It is recommended that the Charter 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 a motion was made by Kasey Finerty, seconded by Paula Giraldo, to approve the following Consent Items be approved as presented. A vote was taken and the following carried: 11:0: Ayes: Buries, Cognetta, Congo, Finerty, Giraldo, Jung, Stepner, Tarver (DTPA), Tarver (LEPA), Michonne Taylor, Tanya Taylor. Nays: None, Abstentions: None.

7.1.1 Approve the December 12, 2019 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

Kami Murphy presented the latest in State and Federal law related to students with disabilities and school law.

The following are changes to laws that took effect on January 1, 2020:

- Assembly Bill (AB) 1172 amends several sections of Education Code pertaining to nonpublic, nonsectarian schools (NPS) and agencies. The law requires that LEAs that send students to NPSs conduct onsite monitoring visits; requires that NPSs notify the CDE of any student-involved incident in which law enforcement is contacted; requires the CDE, in an investigation conducted by the CDE results in a finding that student health

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or safety has been compromised at a NPD, the department may immediately suspend or revoke the certification of the NPS; requires that an NPS serving students with significant behavioral needs to have a person onsite who is qualified to implement behavior interventions; requires that administrators of NPASs hold or be working toward specified credentials or licenses; and requires that NPSs train specified staff in evidence-based practices and interventions specific to students' unique behavioral needs. Further, the new law requires NPSs to submit documentation as a part of their application for certification by the CDE that the NPS will train staff who will have contact or interaction with students during the school day in the use of specified evidence-based practices and interventions specific to the unique behavioral needs of the students it serves and require LEAs to verify compliance with this requirement,

- AB 605 adds Section 56040.3 to the Education Code pertaining to the use of assistive technology devices. The new law makes LEAs, including charter schools, responsible for providing a student with disabilities who requires the use of an assistive technology device with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first,
- AB 947 adds Education Code sections 56353 and 56354 to law. The new law authorizes school districts, county offices of education (COEs), and charter schools to consider elements of the expanded core curriculum, as defined, when developing individualized education programs (IEPs) for students who are blind, have low vision, or are visually impaired. If an orientation and mobility evaluation is needed for a student who is blind, has low vision, or is visually impaired, the new law would require that these evaluations be conducted by appropriately certified specialist and occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate to ensure that students receive necessary related services.

The following are statutory changes having implications for students with disabilities:

- AB 34 amends the Penal Code by adding qualified autism service providers, qualified autism services professionals, and qualified autism service paraprofessionals, as defined, to the list of individuals who are mandated reporters of child abuse or neglect,
- AB 413 amends both Education Code and Penal Code by deleting references to “at-risk” and replacing the term with “at-promise”.
- AB 988 amends the Education Code by authorizing the Commission on Teacher Credentialing to allow applicants for an education specialist credential to demonstrate their area of concentration based on two years of experience in California, while the candidates hold the preliminary credential,

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- AB 1354 amends the Education Code by requiring a COE, as part of the joint transition planning policy, to assign transition oversight responsibilities to existing COE personnel who will work with the county probation department, as needed, and relevant LEAs to ensure that specified transition activities are completed for a student and to facilitate the transfer of complete and accurate education records and a student's IEP when a student enters the juvenile court school. In addition, AB 1354 would require a student detained more than 20 consecutive schooldays to have an IEP to be developed by the COE in collaboration with the county probation department, as needed, and to have specified items accessible to the holder of the educational rights of the student on the student's release. AB 1354 also requires the COE, in collaboration, as needed, with the county probation department, to establish procedures for the timely, accurate, complete, and confidential transfer of educational records, as specified,
- Senate Bill (SB) 223 amends Education Code by authorizing 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 one to twelve, inclusive, to adopt, at a regularly scheduled meeting of the governing board or body, a policy that allows a parent or guardian of a student to possess and administer medicinal cannabis at a school site to the student who is a qualified patient entitled to the protections of the Compassionate Use Act of 1996, excluding cannabis in a smokeable or vapeable form,
- SB 419 amends Education Code by extending the permanent prohibition against suspending students enrolled in kindergarten through grade three for disruption of willful defiance to include students in grades four and five. This prohibition is also being expanded to include students in grades six through eight, until July 1, 2025. The new law also applies these prohibitions to charters schools. Please note that this law will go into effect July 1, 2020.

Kami clarified that Assembly Bill (AB) 5 is specifically related to independent contract employees that are to be considered employees of the organization that is contracting them. Kami continued this entitles the independent contractor to the provisions of the Labor Code, the Unemployment Insurance Code, and the wage orders of the Industrial Welfare Commission, a person providing labor or services for remuneration shall be considered an employee rather than an independent contractor unless the hiring entity demonstrates that the person is free from the control and direction of the hiring entity in connection with the performance of the work, the person performs work that is outside the usual course of the hiring entity's business, and the person is customarily engaged in an independently established trade, occupation, or business. Kami said there is concern that this bill may apply to speech language pathologists, occupational therapists, and others.

Lisa Nash spoke regarding funding for residentially placed students that are adopted through foster services. She said typically when children are placed by a non-educational agency, Department of Children and Family Services (DCFS) provides ongoing assistance which includes residential placement. In a recent special education case, the California Court of Appeal ruled a school district was responsible for funding the costs of residential placement despite the funding assistance

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provided by DCFS. Lisa said the district of residence was responsible for the residential placement cost because it was needed due to a free appropriate public education (FAPE). She continued that residential placement must be afforded to any student with a disability if it is a requirement of the student receiving a FAPE.

8.2 Upcoming Changes in the Web IEP program

Colette Garland provided information on upcoming changes in the Web IEP program. She reported that at a previous Steering meeting there was discussion on the differences between Special Education Information System (SEIS) used by some school districts and Web IEP. The differences in programming that were brought to Colette's attention have been shared with the Web IEP programmers. Colette said the changes have either been implemented or will be implemented over the summer. She continued that there is an information integration system that is a separate contract than Web IEP. Colette asked the members to contact her if they would like that information. She shared that the ability to run history reports in Web IEP and Web DA has been requested and that will be done possibly during the upcoming summer. Colette continued that Access Program Integration (API) was requested and is part of CALPADS. She concluded that there will be a CALPADS demonstration at the February Steering Committee meetings.

8.3 Desert/Mountain Charter SELPA Local Plan Rewrite

Kami Murphy presented the timeline for the Desert/Mountain Charter SELPA Local Plan rewrite and the public hearings to support community input to the plan. She pointed out the February and March Steering meetings will offer a work group immediately following the Steering meetings with the D/M Charter SELPA workgroup beginning at 2:30 p.m. The workgroup will be a structured meeting to review the plan and policies supporting the D/M Charter SELPA local plan. Kami also said at the April 2020 Steering meeting, there will be a vote on accepting the draft to be presented to the CAHELP JPA Governance Council for their approval.

8.4 Desert/Mountain Children's Center Client Services Reports

Linda Llamas presented the Desert/Mountain Children's Center Client Services monthly reports. Linda asked to be notified of any questions or changes.

8.5 Professional Learning Summary

Heidi Chavez presented the D/M Charter SELPA's Professional Learning Summary. Heidi also presented the I-MTSS Symposium flyer. The symposium is scheduled for February 26, 2020 with speakers Dave Pelzer and Kristin Souers. Heidi said the cost is \$200 per person which includes continental breakfast, lunch, a tri-fold resource guide, and a book from one of the speakers. She said the symposium will be held at the National Orange Show Events Center in San Bernardino.

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8.6 Resolution Support Services Summary

Kathleen Peters presented the D/M Charter SELPA Resolution Support Services Summary. She said in recent due process filings she is seeing a bigger focus on the language around student goals. Kathleen said goals should be meaningful, rigorous, and measurable. She said there are current filings that are solely based on goals. Kathleen stated D/M SELPA does offer training in Present Level of Performance (PLOPS) and Goals as well as Transition Goals and suggested reviewing the issues with and attending PLOPS and Goals Trainings.

8.7 Prevention and Intervention Updates

Kami Murphy presented a Prevention and Intervention update. She stated the D/M SELPA team previously called Positive Behavioral Interventions and Supports (PBIS) is now Prevention and Intervention. Kami reported Susan Barrett will be presenting PBIS and Mental Health: Implementation and Integration across the Tiers on February 19, 2020 at Apple Valley Unified School District office. Kami encourage the LEAs to send school teams to this training as Susan will be training around the school site multi-tiered systems. There is no cost to attend this training.

8.8 Compliance Update

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

- Performance Indicator Review (PIR) – receiving notifications from CDE slowly. LEAs that are approved to date are: Aveson Global Leadership Academy, Aveson School of Leaders, Ballington Academy for the Arts & Sciences, Desert Trails Preparatory, Encore High School-Riverside, Encore Jr/Sr High School, Odyssey Charter School, and Taylion High Desert Academy,
- 2017-18 Disproportionality Follow Up – LEAS approved to date are: Aveson School of Leaders, Desert Trails Preparatory, Encore High School-Riverside, and Odyssey Charter School,
- 2018-19 Disproportionality – No information received from CDE at this time,
- 2019-20 Targeted Review – Targeted Review will include all compliance issues. Targeted Review may be implemented by CDE depending on which issues of compliance are indicated for the LEA. The SELPA preview has been received and it will use 2018-19 data. The LEAs involved are: Aveson Global Leadership Academy, Aveson School of Leaders, Elite Academic Academy-AWFI, Elite Academic Academy – Lucerne, Encore High School – Riverside, Encore Jr/Sr High, Julia Lee Performing Arts Academy, LaVerne Elementary Preparatory Academy, Odyssey Charter – South, Pasadena Rosebud Academy, Pathways to

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College, Desert Trails Preparatory, and Taylion High Desert Academy. Peggy is working with CDE to get clarification on some questions. The mega letter will be sent by the CDE.

Colette Garland reported on CASEMIS to CALPADS. She stated the first section has been completed along with LEA approvals. Colette shared that D/M Charter SELPA has four certification errors and certifications are due January 24, 2020. Colette asked for the LEA CALPADS coordinators to add her and Terri Nelson as backups for CALPADS submissions and concluded that she will email an official request.

8.9 CAHELP Program for the Education and Enrichment of Relational Skills (PEERS)

Jennifer Rountree presented information regarding CAHELP PEERS Program. Jennifer asked for the information to be shared throughout the LEAs and with anyone that would benefit from attending. She said referrals are accepted throughout the year and there is an interview process. Jennifer continued that there are cohorts twice a year. She stated the program started with students on the autism spectrum only but has been extended to include children that struggle with social issues.

8.10 Arts Integration: Leveraging the ART of Learning

Adrien Faamausili presented information on a new training that is available titled Arts Integration: Leveraging the ART of Learning. He shared it is a research-based training with foundational skills and lessons. Adrien said there are academic and social benefits to implementing arts integration in classrooms. He said the training is currently being offered as an onsite only and is for special education as well as general education for grades kindergarten through 12.

8.11 California Assessment of Student Performance and Progress (CAASPP) Updates

Karina Quezada provided California Assessment of Student Performance and Progress (CAASPP) Updates. She shared the graphics that have been released by CDE for Math, English Language Arts, Science, California Spanish Assessment, as well as the English Language Proficiency Assessments for California (ELPAC) Administration Student Accessibility Checklist.

Karina shared the next training for Understanding Accessibility Resources within the California Assessment of Student Performance and Progress (CAASPP) is scheduled for February 11, 2020 at 8:30 am to 12:00 pm at Desert Mountain Educational Service Center. She said there is no cost to attend.

9.0 FINANCE COMMITTEE REPORTS

None.

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10.0 INFORMATION ITEMS

10.1 Monthly Occupational & Physical Therapy Services Reports

10.2 Upcoming Professional Learning Opportunities

Heidi Chavez highlighted the Special Education Teacher Academy training for the Spring. She said this is for first- and second-year special education teachers.

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

Jennifer Rountree shared the next Autism Quarterly Collaboration meeting is scheduled for Thursday, January 23, 2020, 2:00 pm to 4:00 pm.

12.0 CEO COMMENTS

Kami Murphy thanked the meeting participants for their grace while she chaired the meeting in Jenae Holtz's absence.

13.0 MATTERS BROUGHT BY CITIZENS

None.

14.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Debbie Tarver, seconded by Kasey Finerty, to adjourn the meeting. A vote was taken and the following carried: 11:0: Ayes: Buries, Cognetta, Congo, Finerty, Giraldo, Jung, Stepner, Tarver (DTPA), Tarver (LEPA), Michonne Taylor, Tanya Taylor. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, February 20, 2020, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

8.1 Special Education Summit
Verbal report, no materials

Jamie Adkins

Subject: FW: CDE Annual Determination and Selection for 2019-20 Monitoring Activities

From: SEDMonitoring <SEDMonitoring@cde.ca.gov>

Sent: Friday, January 31, 2020 3:21 PM

To: Jenae Holtz <Jenae.Holtz@cahelp.org>

Subject: CDE Annual Determination and Selection for 2019-20 Monitoring Activities

CAUTION: This email originated from outside of the organization. Please do not click links or open attachments unless you recognize the sender and know the content is safe.

January 31, 2020

Superintendent

School District

Street Address

City, State Zip Code

Subject: Notification of 2018–19 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2019–20 Special Education Monitoring Activities including Identification of Significant Disproportionality

Dear Superintendent:

The California Department of Education (CDE), Special Education Division (SED) is providing this notification in accordance with Title 34, *Code of Federal Regulations (CFR)* Sections 300.600-604, Sections 300.646-647, and the Individuals with Disabilities Education Act (IDEA). The following areas will be addressed in this notification:

- 2018–19 Annual Determination
- Selection for 2019–20 Monitoring Activities
- Overview of Additional Changes to Selection for Monitoring
- Intensive Monitoring
- Targeted Monitoring
- Significant Disproportionality
- Data Identified Noncompliance Review
- Annual Disproportionality Review

2018–19 Annual Determination

Annually, the CDE, SED, in accordance with the IDEA and Title 34, *CFR* Section 300.600, reviews local educational agency (LEA) performance and compliance data related to implementation of IDEA requirements. As a result, every California LEA receives one of four possible annual determinations, as follows:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

Annual determinations are based on the LEA's participation in the previous year's monitoring activities. The LEA participated in the following monitoring activities during School Year 2018–19:

Activity	Participated (Yes/No)
Annual Disproportionality Review	Yes
Data Identified Noncompliance Review	Yes
Performance Indicator Review	Yes
Comprehensive Review	Yes
Significant Disproportionality Review	No

The determination for (School District) is **needs intervention** in meeting the requirements of the IDEA, Part B, for 2018–19.

Selection for 2019–20 Monitoring Activities

The CDE has made updates to its monitoring system, including changes to how LEAs are selected for monitoring activities. Selection for 2019–20 monitoring activities are largely based on special education data submitted from each LEA. An LEA is selected for Intensive Monitoring or Targeted Monitoring if the LEA does not meet established targets for performance and compliance indicators under the IDEA as well as the LEA’s performance regarding certain additional elements (e.g. Child Find). All data evaluated to select LEAs for Intensive or Targeted Monitoring are included in the data link below. Intensive and Targeted Monitoring include different types of activities based on the needs of the LEA identified through the selection process.

More information about Intensive and Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

The monitoring status for (School District) for School Year 2019–20 is indicated below.

Status	2018–19 Selection Data
Intensive Review	https://www3.cde.ca.gov/exfiles/downloadurl.aspx?pid=111&dc=b766d0d73d0341d0ac

To find your LEA’s data, click on the link in the table above under “2018–19 Selection Data” and download the Portable Document Format (PDF) file that contains your Special Education Local Plan Area’s (SELPA’s) data sheets. Please be aware that data sheets are categorized by monitoring review title: Intensive Review, Targeted Review, Preschool Review, and a data sheet regarding significant disproportionality. Thus, data for your LEA may appear in multiple locations within the data link above. At a minimum, all LEAs will receive a data sheet titled Intensive Review Data, Targeted Review Data, and Preschool Review Data. Only those LEAs that have been identified as significantly disproportionate will receive a data sheet titled Significant Disproportionality Data.

Please be sure to review all data sheets that indicate “Yes” in the table below. Search for your LEA’s data sheets using the “Find” function in the PDF. If an LEA receives multiple data sheets that state “Review Required,” the highest level of monitoring will guide the LEA’s activities.

Data Sheet	Yes/No
Intensive Review	Yes
Targeted Review	Yes
Preschool Review	Not Evaluated
Significant Disproportionality	No

More information about data and selection criteria will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>

For questions regarding data, please contact the Data, Evaluation, and Assessment (DEA) Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Overview of Additional Changes to Selection for Monitoring

The CDE has made changes to its monitoring system including selecting LEAs for monitoring activities solely based on preschool data. In the past, monitoring of preschool performance was integrated with school age data for selection of monitoring activities. Please refer to the data sheet titled “Preschool Review Data” to review the elements used in the selection of LEAs for monitoring. In addition, beginning with the 2019–20 monitoring year (using 2018–19 school year data), the CDE has applied an aggregation method for data calculations of LEAs with 100 or fewer students with disabilities. These LEAs have been grouped in the following manner:

- Grouped by County: LEAs with 100 or fewer students with disabilities
- Grouped by Charter SELPA: Charter LEAs with 100 or fewer students with disabilities

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Intensive Monitoring

Intensive Monitoring is the highest level of monitoring. Intensive Reviews are a joint activity between the CDE and an LEA that involves a comprehensive evaluation of significant compliance and/or performance issues related to IDEA implementation.

There are three types of Intensive Reviews at the Intensive Monitoring level:

- Intensive Review (based on school age data)
- Preschool Review (based on preschool data)
- Significant Disproportionality Review

The CDE will be working directly with the LEA to complete 2019–20 Intensive Monitoring activities. The activities may include onsite visits, record reviews, regional trainings, and technical assistance. An LEA participating in Intensive Monitoring will submit an improvement plan in which the LEA will describe planned activities with the goal of improving outcomes for students with disabilities. All Intensive Monitoring activities must be completed to ensure the LEA’s continued eligibility for grant funding under the IDEA.

Supporting documents for Intensive Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

LEAs will be contacted by the assigned regional CDE consultant with more information on the review process. For general questions regarding Intensive Monitoring, please email IntensiveMonitoring@cde.ca.gov or contact the manager listed below to be directed to the appropriate Focused Monitoring Technical Assistance (FMTA) Unit consultant:

Intensive Monitoring Unit	Unit Contact Information
FMTA I	Acting Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-324-8898 JBrimhall@cde.ca.gov
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 JBrimhall@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Targeted Monitoring

Targeted Reviews are a joint activity in which the CDE supports the LEA to improve performance and compliance related to IDEA implementation in one or more areas. An LEA participating in Targeted Monitoring will submit an improvement plan, developed in collaboration with the CDE, that will address the needs identified through the selection process. This process will include the LEA’s submission of planned activities, which may include improvement strategies described in prior Performance Indicator Review (PIR) plans, with the goal of improving outcomes for students with disabilities.

Supporting documents for Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>

LEAs will be contacted by the assigned regional CDE consultant with more information on the Targeted Review process. For general questions regarding the Targeted Review, please email TargetedMonitoring@cde.ca.gov or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini Direct Line: 916-327-3696 Unit Line: 916-445-4632 DDeMartini@cde.ca.gov
FMTA III	Manager: James Johnson Direct Line: 916-327-4218 Unit Line: 916-327-6966 JamJohns@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Significant Disproportionality

This letter serves as official notification to those LEAs that have been identified as significantly disproportionate for 2019–20.

For (School District)’s 2019–20 significant disproportionality status, please see the table below:

Identified with Significant Disproportionality (Yes/No)	No
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If the LEA identification above indicates “Yes,” then the CDE has identified the LEA as significantly disproportionate in one or more areas. Please refer to the LEA’s data sheet link located in this letter under “Selection for 2019–20 Monitoring Activities” to review the significant disproportionality data if applicable.

When the LEA is determined to have an overidentification of students by race, ethnicity, or disability in one or more areas, the CDE identifies the LEA as disproportionate. LEAs identified as disproportionate for three consecutive school years for the same area are determined to be significantly disproportionate. Pursuant to federal requirements under the IDEA and Title 34, *Code of Federal Regulations (CFR)* Sections 300.646-647, LEAs identified as significantly disproportionate did not meet one or more of the targets for the following elements:

1. Discipline: Suspension and Expulsion
2. Placement
3. Indicator 9: Disproportionality Overall
4. Indicator 10: Disproportionality by Disability

If your LEA has been identified as significantly disproportionate, then your LEA is required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS). A detailed document outlining the mandatory steps for LEAs identified as significantly disproportionate will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>. LEAs will be contacted by the CDE’s technical assistance contractor, State Performance Plan Technical Assistance Project (SPP-TAP), with information about an upcoming informational webinar and mandatory trainings. In addition, the assigned CDE regional consultant will be in contact with more information on significant disproportionality requirements. For general questions please email IntensiveMonitoring@cde.ca.gov or contact the manager listed below to be directed to the appropriate consultant:

Intensive Monitoring Unit	Unit Contact Information
FMTA I	Acting Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-324-8898 JBrimhall@cde.ca.gov
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 JBrimhall@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Data Identified Noncompliance Review

The CDE has recently implemented changes to its data information system, moving special education data from the California Special Education Management Information System (CASEMIS) to the California Longitudinal Pupil Achievement Data System (CALPADS). This change has resulted in a delay in reviewing LEA performance on the following selection elements, formerly the Data Identified Noncompliance Review elements, which are now components of Targeted Monitoring. The LEA will be notified no later than March 2020 if selected to participate in Targeted Monitoring for the elements in the bulleted list below:

- Evaluation completed within 60 days of parent consent
- Part C to B transition
- Elements of secondary transition
- Timeliness of annual IEPs
- Timeliness of triennial IEPs
- Timeliness of resolution sessions

For general questions regarding Targeted Monitoring related to these particular elements, please email TargetedMonitoring@cde.ca.gov or contact the manager listed below:

Targeted Monitoring Unit	Unit Contact Information
FMTA V	Manager: Lisa Stie Direct Line: 916-327-0865 Unit Line: 916-323-2409 LStie@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Annual Disproportionality Review

LEAs selected for the Annual Disproportionality Review received notification on August 14, 2019, with a link to data specific to the review. The elements included in the Annual Disproportionality Review are now incorporated as part of Targeted Monitoring. Please note that data needed for development of improvement activities is contained via a link in the August 14, 2019, notification letter from the Special Education Compliance Monitoring System.

For questions, email TargetedMonitoring@cde.ca.gov or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini Direct Line: 916-327-3696 Unit Line: 916-445-4632 DDeMartini@cde.ca.gov
FMTA III	Manager: James Johnson Direct Line: 916-327-4218 Unit Line: 916-327-6966 JamJohns@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Universal Supports and Resources

Universal supports are available for all LEAs to access, including those LEAs that have an annual determination of meets requirements under the IDEA. A list of resources for continuous improvement will be available to all LEAs, regardless of their annual determination status, at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

As noted throughout this letter, additional information will be provided via the Padlet link. LEAs are encouraged to check the link periodically to review pertinent documents and resources. The SED looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for students with disabilities.

Sincerely,

/S/

Kristin Wright, Director
Special Education Division

KW: slr
Enclosures

cc: Desert Mountain SELPA
Focused Monitoring and Technical Assistance Unit

Begin forwarded message:

From: SEDMonitoring <SEDMonitoring@cde.ca.gov>

Date: January 31, 2020 at 3:46:22 PM PST

To: SELPA director email

Subject: CDE Annual Determination and Selection for 2019-20 Monitoring Activities

In order to look up who is listed as the superintendent for an LEA (who would have received this email), go to the California School Directory.
<https://www.cde.ca.gov/school/directory/>

(External Email)

January 31, 2020

Super Intendent

LEA/ Unified School District

0000 The Best Road

Anytown, CA 95097-9001

Subject: Notification of 2018–19 Annual Determination Pursuant to the Individuals with Disabilities Education Act and Selection for 2019–20 Special Education Monitoring Activities including Identification of Significant Disproportionality

Dear Superintendent:

The California Department of Education (CDE), Special Education Division (SED) is providing this notification in accordance with Title 34, *Code of Federal Regulations (CFR)* Sections 300.600-604, Sections 300.646-647, and the Individuals with Disabilities Education Act (IDEA). The following areas will be addressed in this notification:

- 2018–19 Annual Determination
- Selection for 2019–20 Monitoring Activities
- Overview of Additional Changes to Selection for Monitoring
- Intensive Monitoring
- Targeted Monitoring
- Significant Disproportionality
- Data Identified Noncompliance Review
- Annual Disproportionality Review

This section bullet points the different areas covered in the MEGA letter. MEGA defines the amount of information shared in this letter- it is quite a lot! It is anticipated that APR letters will be sent separately.

2018–19 Annual Determination

Annually, the CDE, SED, in accordance with the IDEA and Title 34, *CFR* Section 300.600, reviews local educational agency (LEA) performance and compliance data related to implementation of IDEA requirements. As a result, every California LEA receives one of four possible annual determinations, as follows:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

This section captures previous year's monitoring activities the LEA participated in.

Annual determinations are based on the LEA's participation in the previous year's monitoring activities. The LEA participated in the following monitoring activities during School Year 2018–19:

Activity	Participated (Yes/No)
Annual Disproportionality Review	No
Data Identified Noncompliance Review	No
Performance Indicator Review	Yes
Comprehensive Review	No
Significant Disproportionality Review	No

The determination for LEA/ Unified School District is **needs assistance** in meeting the requirements of the IDEA, Part B, for 2018–19.

Selection for 2019–20 Monitoring Activities

The CDE has made updates to its monitoring system, including changes to how LEAs are selected for monitoring activities. Selection for 2019–20 monitoring activities are largely based on special education data submitted from each LEA. An LEA is selected for Intensive Monitoring or Targeted Monitoring if the LEA does not meet established targets for performance and compliance indicators under the IDEA as well as the LEA’s performance regarding certain additional elements (e.g. Child Find). All data evaluated to select LEAs for Intensive or Targeted Monitoring are included in the data link below. Intensive and Targeted Monitoring include different types of activities based on the needs of the LEA identified through the selection process.

More information about Intensive and Targeted Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

The monitoring status for LEA/ Unified School District for School Year 2019–20 is indicated below.

Status	2018–19 Selection Data
Intensive Review	https://www3.cde.ca.gov/linktoinformation <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>This link will take the LEA to ALL determinations for EVERY LEA in the SELPA. (This link is not active- purely for example)</p> </div>

To find your LEA’s data, click on the link in the table above under “2018–19 Selection Data” and download the Portable Document Format (PDF) file that contains your Special Education Local Plan Area’s (SELPA’s) data sheets. Please be aware that data sheets are categorized by monitoring review title: Intensive Review, Targeted Review, Preschool Review, and a data sheet regarding significant disproportionality. Thus, data for your LEA may appear in multiple locations within the data link above. At a minimum, all LEAs will receive a data sheet titled Intensive Review Data, Targeted Review Data, and Preschool Review Data. Only those LEAs that have been identified as significantly disproportionate will receive a data sheet titled Significant Disproportionality Data.

This section tells the LEA which Monitoring Activities they are currently identified for participation.

Please be sure to review all data sheets that indicate “Yes” in the table below. Search for your LEA’s data sheets using the “Find” function in the PDF. If an LEA receives multiple data sheets that state “Review Required,” the highest level of monitoring will guide the LEA’s activities.

Data Sheet	Yes/No
Intensive Review	Yes

Targeted Review	Yes
Preschool Review	No
Significant Disproportionality	No

More information about data and selection criteria will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>

For questions regarding data, please contact the Data, Evaluation, and Assessment (DEA) Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Overview of Additional Changes to Selection for Monitoring

The CDE has made changes to its monitoring system including selecting LEAs for monitoring activities solely based on preschool data. In the past, monitoring of preschool performance was integrated with school age data for selection of monitoring activities. Please refer to the data sheet titled "Preschool Review Data" to review the elements used in the selection of LEAs for monitoring.

In addition, beginning with the 2019–20 monitoring year (using 2018–19 school year data), the CDE has applied an aggregation method for data calculations of LEAs with 100 or fewer students with disabilities. These LEAs have been grouped in the following manner:

- Grouped by County: LEAs with 100 or fewer students with disabilities
- Grouped by Charter SELPA: Charter LEAs with 100 or fewer students with disabilities

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Intensive Monitoring

Intensive Monitoring is the highest level of monitoring. Intensive Reviews are a joint activity between the CDE and an LEA that involves a comprehensive evaluation of significant compliance and/or performance issues related to IDEA implementation.

Should an LEA be identified for Intensive Monitoring this section explains more about that process. Currently there are no Charter School in IM, and 1 Geographic SELPA.

There are three types of Intensive Reviews at the Intensive Monitoring level:

- Intensive Review (based on school age data)
- Preschool Review (based on preschool data)
- Significant Disproportionality Review

The CDE will be working directly with the LEA to complete 2019–20 Intensive Monitoring activities. The activities may include onsite visits, record reviews, regional trainings, and technical assistance. An LEA participating in Intensive Monitoring will submit an improvement plan in which the LEA will describe planned activities with the goal of improving outcomes for students with disabilities. All Intensive Monitoring activities must be completed to ensure the LEA’s continued eligibility for grant funding under the IDEA.

Supporting documents for Intensive Monitoring will be available at the following Padlet link no later than February 14, 2020: <https://padlet.com/sedmonitoring/1920monitoring>.

LEAs will be contacted by the assigned regional CDE consultant with more information on the review process. For general questions regarding Intensive Monitoring, please email IntensiveMonitoring@cde.ca.gov or contact the manager listed below to be directed to the appropriate Focused Monitoring Technical Assistance (FMTA) Unit consultant:

Intensive Monitoring Unit	Unit Contact Information
FMTA I	Acting Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-324-8898 JBrimhall@cde.ca.gov
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 JBrimhall@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Targeted Monitoring

Targeted Monitoring or Review will be the most participated in process by LEAs. Notice the highlights below that capture the potential process and padlet link that will be available after 2/14.

Targeted Reviews are a joint activity in which the CDE supports the LEA to improve performance and compliance related to IDEA implementation in one or more areas. An LEA participating in Targeted Monitoring will submit an improvement plan, developed in collaboration with the CDE, that will address the needs identified through the selection process. **This process will include the LEA's submission of planned activities, which may include improvement strategies described in prior Performance Indicator Review (PIR) plans, with the goal of improving outcomes for students with disabilities.**

Supporting documents for Targeted Monitoring will be available at the following Padlet link no later than **February 14, 2020**: <https://padlet.com/sedmonitoring/1920monitoring>

LEAs will be contacted by the assigned regional CDE consultant with more information on the Targeted Review process. For general questions regarding the Targeted Review, please email TargetedMonitoring@cde.ca.gov or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini Direct Line: 916-327-3696 Unit Line: 916-445-4632 DDeMartini@cde.ca.gov
FMTA III	Manager: James Johnson Direct Line: 916-327-4218 Unit Line: 916-327-6966 JamJohns@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Significant Disproportionality

This letter serves as official notification to those LEAs that have been identified as significantly disproportionate for 2019–20.

If an LEA has been selected for Significant Disproportionality, this section captures their status and next steps. Highlights below explain more.

For LEA/ Unified School District's 2019–20 significant disproportionality status, please see the table below:

Identified with Significant Disproportionality (Yes/No)	No
---	----

If the LEA identification above indicates “Yes,” then the CDE has identified the LEA as significantly disproportionate in one or more areas. Please refer to the LEA’s data sheet link located in this letter under “Selection for 2019–20 Monitoring Activities” to review the significant disproportionality data if applicable.

When the LEA is determined to have an overidentification of students by race, ethnicity, or disability in one or more areas, the CDE identifies the LEA as disproportionate. LEAs identified as disproportionate for three consecutive school years for the same area are determined to be significantly disproportionate. Pursuant to federal requirements under the IDEA and Title 34, *Code of Federal Regulations (CFR)* Sections 300.646-647, LEAs identified as significantly disproportionate did not meet one or more of the targets for the following elements:

1. Discipline: Suspension and Expulsion
2. Placement
3. Indicator 9: Disproportionality Overall
4. Indicator 10: Disproportionality by Disability

If your LEA has been identified as significantly disproportionate, then your LEA is required to take mandatory actions including, but not limited to, reserving 15 percent of IDEA funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS). A detailed document outlining the mandatory steps for LEAs identified as significantly disproportionate will be available at the following Padlet link no later than February 14, 2020:
<https://padlet.com/sedmonitoring/1920monitoring>.

LEAs will be contacted by the CDE’s technical assistance contractor, State Performance Plan Technical Assistance Project (SPP-TAP), with information about an upcoming informational

webinar and mandatory trainings. In addition, the assigned CDE regional consultant will be in contact with more information on significant disproportionality requirements. For general questions please email IntensiveMonitoring@cde.ca.gov or contact the manager listed below to be directed to the appropriate consultant:

Intensive Monitoring Unit	Unit Contact Information
FMTA I	Acting Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-324-8898 JBrimhall@cde.ca.gov
FMTA IV	Manager: Jack Brimhall Direct Line: 916-445-1056 Unit Line: 916-445-9772 JBrimhall@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Data Identified Noncompliance Review

DINC notifications will occur no later than March of 2020.

The CDE has recently implemented changes to its data information system, moving special education data from the California Special Education Management Information System (CASEMIS) to the California Longitudinal Pupil Achievement Data System (CALPADS). This change has resulted in a delay in reviewing LEA performance on the following selection elements, formerly the Data Identified Noncompliance Review elements, which are now components of Targeted Monitoring. **The LEA will be notified no later than March 2020 if selected to participate in Targeted Monitoring for the elements in the bulleted list below:**

- Evaluation completed within 60 days of parent consent
- Part C to B transition
- Elements of secondary transition
- Timeliness of annual IEPs
- Timeliness of triennial IEPs
- Timeliness of resolution sessions

For general questions regarding Targeted Monitoring related to these particular elements, please email TargetedMonitoring@cde.ca.gov or contact the manager listed below:

Targeted Monitoring Unit	Unit Contact Information
FMTA V	Manager: Lisa Stie Direct Line: 916-327-0865 Unit Line: 916-323-2409 LStie@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Elements of Annual Disproportionality are now incorporated as part of Targeted Monitoring.

Annual Disproportionality Review

LEAs selected for the Annual Disproportionality Review received notification on August 14, 2019, with a link to data specific to the review. The elements included in the Annual Disproportionality Review are now incorporated as part of Targeted Monitoring. Please note that data needed for development of improvement activities is contained via a link in the August 14, 2019, notification letter from the Special Education Compliance Monitoring System.

It is recommended that LEAs find the Notification from August 14, 2019 and download the data for their LEA through the SECMS system.

For questions, email

TargetedMonitoring@cde.ca.gov or contact the managers listed below to be directed to the appropriate consultant:

Targeted Monitoring Unit	Unit Contact Information
FMTA II	Manager: Donna DeMartini Direct Line: 916-327-3696 Unit Line: 916-445-4632 DDeMartini@cde.ca.gov

FMTA III

Manager: James Johnson

Direct Line: 916-327-4218

Unit Line: 916-327-6966

JamJohns@cde.ca.gov

For questions regarding data, please contact the DEA Unit by phone at 916-445-4628. You may also contact DEA Unit staff Steven Rogers by email at SRogers@cde.ca.gov or Nora Parella by email at NParella@cde.ca.gov.

Universal Supports and Resources

Universal supports are available for all LEAs to access, including those LEAs that have an annual determination of meets requirements under the IDEA. A list of resources for continuous improvement will be available to all LEAs, regardless of their annual determination status, at the following **Padlet link no later than February 14, 2020:** <https://padlet.com/sedmonitoring/1920monitoring>.

Again, the padlet link that should be populated with process information by February 14.

As noted throughout this letter, additional information will be provided via the Padlet link. LEAs are encouraged to check the link periodically to review pertinent documents and resources. The SED looks forward to supporting LEAs' efforts under the IDEA to improve outcomes for students with disabilities.

Sincerely,

/S/

Kristin Wright, Director

Special Education Division

KW: slr

Enclosures

cc: El Dorado County SELPA

Focused Monitoring and Technical Assistance Unit

CAUTION: This email originated from outside EDCOE's email system. Please use caution before clicking any links, opening attachments, or signing in with your EDCOE account. Contact the EDCOE IT Helpdesk at 530-295-2234 if in doubt.

8.3 CALPADS Submissions

Verbal report, no materials



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: February 19, 2020
TO: Special Education Directors
FROM: Linda Llamas, Director

SUBJECT: Desert/Mountain Children's Center Client Reports *AL*.

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

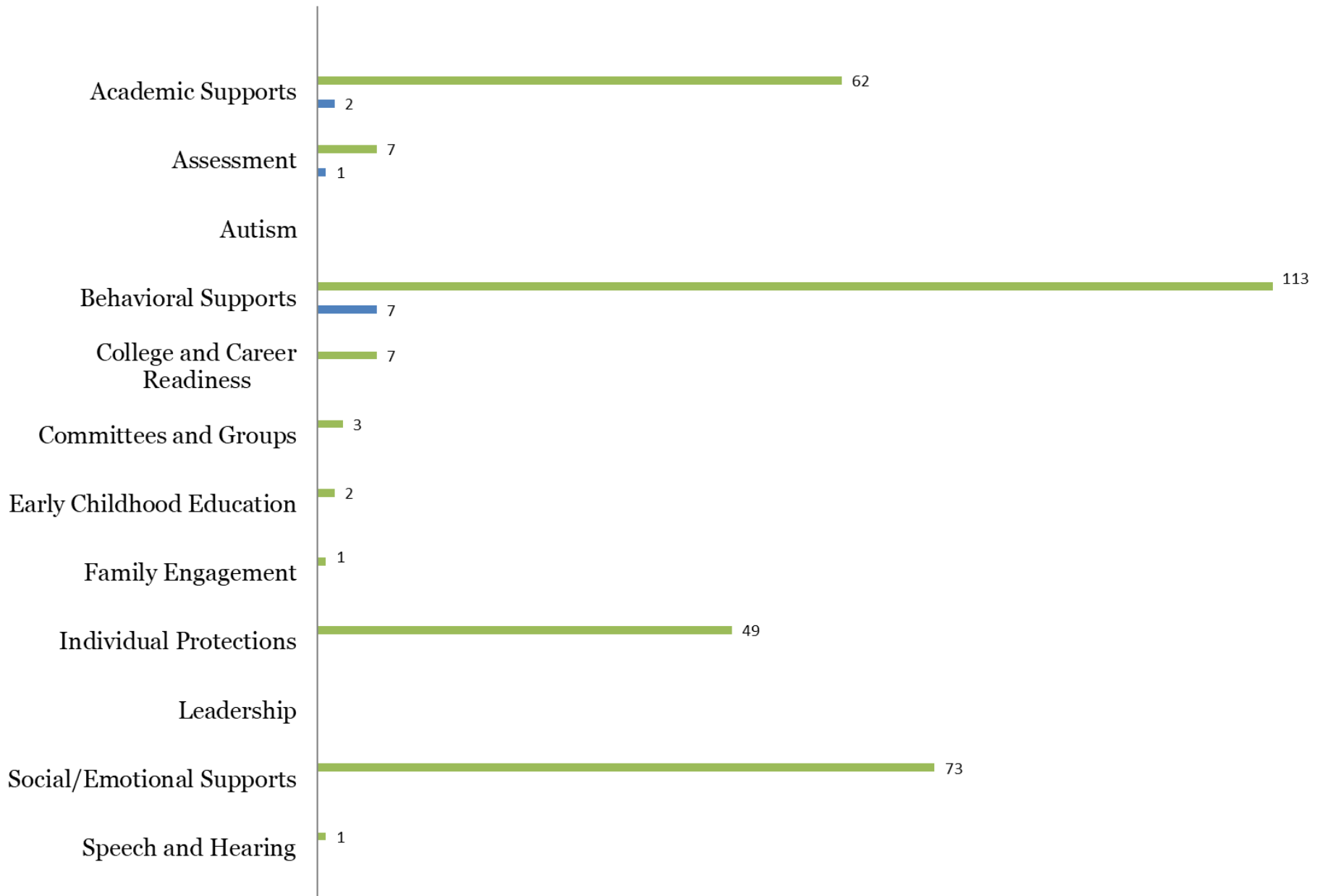
If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JANUARY 2020 - 10 PARTICIPANTS

318 YEAR-TO-DATE-PARTICIPANTS

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





Crisis Prevention Institute (CPI) Flex-Blended Learning

Presented By
CPI Team Members

Date
Part 1: On-line Module
Part 2: March 12, 2020

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

Cost
\$40 Per Attendee

Location
DMESC
17800 Highway 18,
Apple Valley, CA 92307

Description

Part 1: The self-paced, on-line module (2 to 4 hours to complete) will be available a month before the regional training. Upon completion of the on-line module, participants must print the certificate of completion and bring it to the regional training part 2.

Part 2: Review-Physical Intervention Disengagement and Holding Skills-Test. The Non-Violent Crisis Prevention Institute (CPI) is a two-part course focusing on crisis prevention and intervention. With a core philosophy of care, welfare, safety, and security and aligned with positive behavioral supports principles, it gives educators the skills to safely and effectively prevent, disengage, and physically withhold (as a last resort) dangerous situations. Participants must dress safely and must attend the entire course. Participants will receive CPI certification upon successfully demonstrating competency of disengagement skills, physical interventions, and passing a written exam.

Audience
Administrators who have been certified in CPI in the last two years. Blue CPI certification cards will have to be forwarded to the SELPA upon request.

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

Registration
Please contact
Jennifer Holbrook



CAHELP
17800 Highway 18 Apple
Valley, CA 92307



Jennifer Holbrook
jennifer.holbrook@cahelp.org
760.955.3559



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



Crisis Prevention Institute (CPI) Flex-Blended Learning

Presented By
CPI Team Members

Date
Part 1: On-line Module
Part 2: April 30, 2020

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

Cost
\$40 Per Attendee

Location
DMESC
17800 Highway 18,
Apple Valley, CA 92307

Description

Part 1: The self-paced, on-line module (2 to 4 hours to complete) will be available a month before the regional training. Upon completion of the on-line module, participants must print the certificate of completion and bring it to the regional training part 2.

Part 2: Review-Physical Intervention Disengagement and Holding Skills-Test. The Non-Violent Crisis Prevention Institute (CPI) is a two-part course focusing on crisis prevention and intervention. With a core philosophy of care, welfare, safety, and security and aligned with positive behavioral supports principles, it gives educators the skills to safely and effectively prevent, disengage, and physically withhold (as a last resort) dangerous situations. Participants must dress safely and must attend the entire course. Participants will receive CPI certification upon successfully demonstrating competency of disengagement skills, physical interventions, and passing a written exam.

Audience

Administrators who have been certified in CPI in the last two years. Blue CPI certification cards will have to be forwarded to the SELPA upon request.

Special Accommodation

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

Registration

Please contact
Jennifer Holbrook



CAHELP
17800 Highway 18 Apple
Valley, CA 92307



Jennifer Holbrook
jennifer.holbrook@cahelp.org
760.955.3559



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

Structured Literacy What, Why, Who, and How?

Presented By

Bonnie Garcia, Program Specialist

Date

May 11, 2020

Time

Registration begins at 8:00 a.m.

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

Cost

\$20 Per Attendee



Location

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

Registration

Please register online at:

<https://sbcss.k12oms.org/52-181957>

Audience

General education teachers, special education teachers, and administrators.

Special Accommodations

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

Do your students struggle with literacy?

Do you have struggling readers in your class?

In this course, participants will first be provided with a brief overview related to the reading brain and dyslexia. Then, participants will take a deep dive into structured literacy, an instructional approach used to explicitly, systematically, cumulatively, and diagnostically teach reading.

The term was coined by the International Dyslexia Association to encompass evidence-based approaches (e.g., Orton Gillingham) and programs that are aligned to the Knowledge and Practice Standards for Teachers of Reading. Participants will walk away with an understanding of structured literacy and how to apply it through explicit, multisensory, structured, sequential, comprehensive, and cumulative instruction.



CAHELP
17800 Highway 18
Apple Valley, CA 92307



Cory Lopez
Cory.Lopez@cahelp.org
760.955.3625



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

**Desert/Mountain Charter SELPA
Resolution Support Services Summary
July 1, 2019 - February 7, 2020**

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	2		11.5	2	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	2		3	0	0	1	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	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
SELPA-WIDE TOTALS	0	0	2	4	6	7.5	4		21.5	2	0	1	1	0

**Desert/Mountain Charter SELPA
Resolution Support Services Summary
July 1, 2019 – February 7, 2020**

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
2. Aveson Global Case No. 2019100871	1. Enrollment 2. NPS placement	10/23/19	10/28/19		11/22/19	12/03- 12/05/19	Insufficient filing. Dates vacated. Order of insufficiency; dismissed/CLOSED
3. Aveson Global Case No. 2019120202	1. Enrollment	12/03/19	12/16/19		01/17/20	01/28- 01/30/20	Claims outside jurisdiction of OAH. Vacated for insufficiency. CLOSED

Desert /Mountain Charter SELPA
Legal Expense Summary
As of January 31, 2020

2000-2001	
2001-2002	
2002-2003	
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	
2008-2009	
2009-2010	
2010-2011	
2011-2012	
2012-2013	
2013-2014	
2014-2015	
2015-2016	\$ 7,378.00
2016-2017	\$ 33,886.61
2017-2018	\$ 70,994.67
2018-2019	\$ 113,834.81
2019-2020	\$ 42,270.35

YES! I WANT MORE INFORMATION!

- Send me more information
- I am interested in participating in parenting classes

Name:

Address:

Phone:

E-mail:

SERVICES REQUESTED:

- Mental and Physical Health
- Food
- Clothing
- Housing/Shelter
- Family and Social Support
- Vocational/Education/Career
- Transportation

Please send to
The Outreach Team
preventionandintervention@cahelp.org

Office Use Only

CSA Assigned

Date Received



GET IN TOUCH WITH US

Phone: (442) 292-5094 x 213

Fax: (442) 292-5095

www.cahelp.org/triage

FOLLOW US ON SOCIAL MEDIA

 [cahelp_jpa](#)  [jpa.cahelp](#)



OUTREACH TEAM

FOCUSED ON BUILDING RELATIONSHIPS



"The Relentless Pursuit of Whatever Works in the Life of a Child."

What is the Outreach Team?

The Triage Grant has provided our team the opportunity to provide more intensive and collaborative efforts with the community. Our Outreach Team focuses on building relationships between LEAs, preschool programs, communities, families, and children. Family and community partner involvement is critical, and supported by providing resource connections, upcoming parent trainings, and information about local events.

Resource Referrals:

- » Mental and Physical Health
- » Food
- » Clothing
- » Housing/Shelter
- » Family and Social Support
- » Vocational/Educational/Career
- » Transportation



Community Trainings Offered:

- » Positive Language in the Home
- » Positive Behavioral Interventions and Supports (PBIS) in the Home
- » Strategies for Positive Parenting
- » Youth Mental Health First Aid
- » Loving Solutions: designed specifically for parents raising younger children with challenging behaviors ages 5-10 years
- » Parent Project: designed specifically for parents raising adolescents with intensive behaviors ages 12-18 years
- » Family Fun Days
- » Preparing our Kids for Success: designed to support S.A.R.B. and local truancy abatement efforts

Let us know if you have any comments or are interested in other training topics.

How can we help you? (English)

¿Cómo podemos ayudarle? (Spanish)

<https://bit.ly/2H5p44A> <https://bit.ly/31yzZ00>



Resources at Your Fingertip



Please visit our website for online resources.

<https://www.cahelp.org/triage>





2019/2020 California PBIS Recognition System

Recognition Application Window is Coming Soon

By applying for CA PBIS recognition, California schools and districts have an opportunity to reflect and celebrate on their progress implementing and sustaining School-Wide PBIS

Important Dates

CALIFORNIA PBIS COALITION



Recognition Process



Completed online at pbisca.org	Estimated Timeline
Application window opens	March 9, 2020
Application window closes	May 22, 2020
Letters of notification	August 7, 2020
Website posting	August 7, 2020
Displayed at the CA PBIS Coalition Conference	September 21-23, 2020

www.pbisca.org



Announcing the 2nd 2019/2020 California PBIS Recognition System Kickoff Webinar

By applying for CA PBIS recognition, California schools and districts have an opportunity to reflect and celebrate on their progress implementing and sustaining School-Wide PBIS.

Kickoff Webinar

Join us on **February 28th from 9:30am - 10:30am** for an exciting webinar where we will introduce the 2019/2020 California PBIS Recognition System process.

What Will Be Covered

What will be covered:

- Recognition Criteria
- Tools for Completing Recognition
- External Reviewer Criteria
- Important Recognition Dates
- Frequently Asked Questions

Important Registration Information

Space is limited to the first 250 Individuals who sign up.

Because there is limited space:

- Please attend the webinar if you sign up.
- Do not sign up for both webinars.
- If you have multiple staff who would like to attend, please attend as a group under one sign in.
- You will have access to a recording and all materials immediately following the webinar and will be able to share the video and all materials with PBIS Team Members at school sites.
- Not attending this webinar does not impact your application.

We encourage you to watch the video and visit our website for information about this year's official launch.

Visit www.pbisca.org to register today!

8.8 Compliance Update

Verbal report, no materials



THE MATTHEW PAUL FINNIGAN MEMORIAL SCHOLARSHIP FUND

Deadline for 2020 Application: April 17, 2020

Background: The Matthew Paul Finnigan Memorial Scholarship Fund was established in memory of Matthew Finnigan, who was a high-functioning adult with autism whose life was taken before he could achieve his goal of helping others on the Autism Spectrum. Matthew was attending college in Monterey and had visions of going into graduate school to use his strength in Math, Chemistry and Statistics and a growing interest in Psychiatry and Psychology to support research to help adolescents on the Autism Spectrum.

Envisioning his life five years into the future, Matthew wrote: "I have been selected to assist our current supervisor in the task of collecting and analyzing statistics pertaining to Aspergers Diagnosis and Treatment. I have been studying High School students and the effect their disorder has on them, and now I am using the data collected to see if I can find any trends relating biological and environmental factors and personal development that might indicate a reduction in the symptoms of Aspergers." Reflecting on being prepared for death and recognizing that which is truly important in life, Matthew wrote that "you have a legacy that will live on as long as their stories about you keep being told" and reminded his reader to "always look on the bright side of life."

This fund was established at the Community Foundation for Monterey County to help other students with a similar diagnosis and interests with gifts from the Finnigan family and friends, and some matching funds from Chevron, as a permanent endowed fund. The Autism Society of California is a proud partner to this endeavor.

2020 Scholarship Program: One non-renewable \$1,500 and one \$500 scholarship to a graduating High School senior or College student who graduated from a California High School with an autism spectrum disorder diagnosis.

The Autism Society of California prefers applications to be submitted online, however, paper applications will be reviewed. The last day to accept applications will be midnight PST April 17, 2020. Paper applications must be postmarked or faxed by this date. It is extremely important that applicants include a letter of recommendation as requested in the application.

The Autism Society of California is pleased to invite applications from individuals with an autism diagnosis (DSM-IV or later criteria) pursuing full-time or part-time studies in the fields of Psychiatry, Psychology, Statistics, Chemistry, and/or Math, focusing on improving the quality of life for individuals with autism, or a career which will help adolescents on the Autism Spectrum.

A qualified applicant can be a graduating senior or someone who has graduated from a high school in California and has been accepted to a post-secondary, undergraduate or graduate institution or vocational-technical training program in any of the following:

Four-year undergraduate college or university

Two-year undergraduate college

Trade, technical or vocational school

Eligibility: Any individual with an established autism diagnosis and who will be attending an accredited institution of higher education in the United States for the Fall 2020 / Spring 2021 terms is eligible to apply. Eligible individuals need to be enrolled on a full-time or part-time basis or be working toward certification or accreditation in a particular field.

Proof of Diagnosis: Due to the sensitive nature of medical information and the number of applications expected, the application process assumes the applicant has an autism diagnosis. Once the Scholarship Review Committee identifies finalists, it may require each finalist to submit copies of the medical documentation that established the diagnosis. Before applying, each applicant should ensure that they have proof of diagnosis. Based on recent changes in the Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria for autism spectrum diagnoses, finalists will be asked to verify that they meet criteria for either a DSM-IV or DSM-V diagnosis.

Application: The Autism Society of California prefers applications to be submitted online, however, paper applications will be reviewed. The last day to accept applications will be midnight PST April 17, 2020. Paper applications must be postmarked or faxed by this date. It is extremely important that applicants include a letter of recommendation as requested in the application.

Review: The Scholarship Review Committee is composed of members of the Autism Society of California's Board of Directors; Timothy Finnigan or other members of Finnigan Family; and other representatives that have expertise in the field of Autism, Learning Disabilities, and/or Twice Exceptional Children. Each complete application is reviewed. Incomplete submissions may be disqualified.

Reviewers base their evaluation and recommendations on the personal story as conveyed by the essay's original content: challenges that have been overcome, future aspirations, history of active participation in and/or volunteer service to the autism community, the importance of the chosen field of study, and how the scholarship will help achieve academic, career, and personal goals.

Selection: The winner will be announced on May 12th, Matthew's birthday.

What you will need to complete the application, by April 17, 2020:

- *Basic personal and contact information*
- *An acceptance letter (or proof of continued enrollment for current students) to upload as an attachment. If you only have a hard-copy letter, please use a scanner to create an electronic copy. The application deadline is April 17, 2020, which should provide most students with enough time to decide which school or program they will attend. ASC advises applicants to wait to upload an acceptance letter until they have made a final decision which school they will be attending.*
- *The date of initial medical diagnosis (it does not have to be an exact date). Please note that you do not need to supply proof of diagnosis in order to complete the application. Only those individuals who are selected as finalists may be required to produce documentation.*
- *Responses to three essay questions that you write (or dictate, if necessary). Please refer to the application for details on each question.*
- *A letter of recommendation on your behalf. This must be supplied by someone other than a family member, who is able to explain why you are deserving of this scholarship. The letter can come from a teacher, coach, pastor, mentor, etc.*

Questions?

Autism Society of California, 3268 Governor Drive, # 222, San Diego, CA 92122-2902
 (800) 869-7069/ Fax (951) 346-9149
caautisminfo@gmail.com

This Scholarship Program is made possible with the support of the Community Foundation of Monterey County. For more information on this program, please click here.

ONLINE APPLICATION FOR THE MATTHEW PAUL FINNIGAN MEMORIAL SCHOLARSHIP

Certifications *

- I have a diagnosis of autism, Asperger Syndrome, or PDD-NOS according to DSM-IV or DSM-V.
- I have graduated or will graduate from a High School located in California.
- I have been accepted and will attend an accredited institution of higher education, or vocational/technical program, leading to a certification or a degree for the Fall of 2020 and Spring 2021 semesters on a full-time or part-time basis.

** Indicates required field*

Name *

First

Last

Address (street, city, zip) *

Email *

Phone *

Name of high school attended *

City/state of high school attended *

Graduation date *

Year of ASD diagnosis *

Degree/Certification Being Sought: *

Institution of Higher Learning Currently Attending or Accepted to: *

Area of Study: *

How have you dealt with the challenges of autism? (Max 2500 characters; text beyond 2500 characters will not be considered) *

What do you plan to do/study in college and how will those plans help you accomplish your future goals? How will your work provide a positive contribution to the autism community? (Max 2500 characters; text beyond 2500 characters will not be considered) *

Tell us about yourself - how have you been involved in or provided service to the autism community locally, regionally, or nationally? What are your hobbies, interests, etc.? Or is there anything you would like the scholarship review committee to know about you? (Max 2500 characters; text beyond 2500 characters will not be considered) *

Please attach a letter of recommendation *

Browse... No file selected.
Max file size: 20MB

Please attach a photo

Browse... No file selected.
Max file size: 20MB

Certifications *

- I certify that the statements herein are true to the best of my knowledge and grant my permission for the information contained herein to be shared with the scholarship selection committee, as well as the members of the Board of Directors of Autism Society of California and Autism Society of America.
- If selected, I hereby grant the Autism Society of California and the Monterey Community Foundation permission to announce my selection in communications (website, newsletter, press releases, etc) and to share portions of my application responses publicly.

SUBMIT

ALTERNATIVE PAPER APPLICATION: PLEASE CUT AND PASTE INTO A WORD PROCESSING DOCUMENT IF YOU PREFER TO SUBMIT ON PAPER

Scholarship Application

Certifications:

I have a diagnosis of autism, Asperger Syndrome, or PDD-NOS according to DSM-IV or DSM-V.

I have graduated or will graduate from a High School located in California.

I have been accepted and will attend an accredited institution of higher education, or vocational/technical program, leading to a certification or a degree for the Fall of 2020 and Spring 2021 semesters on a full-time or part-time basis.

Name:

Address:

Email:

Phone:

Name of High School Attended:

City/State:

Graduation Date:

Year of ASD Diagnosis:

Degree/Certification Being Sought:

Institution of Higher Learning Currently Attending or Accepted to:

Area of Study:

Name of School

City/State:

Essay Questions (Max 2500 characters per essay response; text beyond 2500 characters will not be considered):

1. How have you dealt with the challenges of autism?
2. What do you plan to do/study in college and how will those plans help you accomplish your future goals? How will your work provide a positive contribution to the autism community?
3. Tell us about yourself - how have you been involved in or provided service to the autism community locally, regionally, or nationally? What are your hobbies, interests, etc.? Or is there anything you would like the scholarship review committee to know about you?

Certifications:

I certify that the statements herein are true to the best of my knowledge and grant my permission for the information contained herein to be shared with the scholarship selection committee, as well as with the members of the Board of Directors of Autism Society of California and Autism Society of America.

If selected, I hereby grant the Autism Society of California and the Monterey Community Foundation permission to announce my selection in communications (website, newsletter, press releases, etc) and to share portions of my application responses publicly.

If you are chosen as a winner, would you be willing to send a picture of yourself for the press release? (This is not a requirement to win)._____

Signature:_____

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Donate



Your donations are tax-deductible. Autism Society of California nonprofit federal tax ID number 33-0599454.

Contact: caautisminfo@gmail.com

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Special Education

- Governor made continued appropriation of \$645 million from 2019-20 Budget contingent on special education reforms in the 2020 Budget Act
- Proposes three-phase, multi-year reform process
- Initial Phase – Base Special Education Funding
 - \$645 million ongoing Prop 98 to increase special education funding for most LEAs
 - Technically not equalization, but similar intended effect
 - Replaces AB 602 base funding formula
 - New base allocation formula using 3-year rolling average of LEA ADA
 - Still appropriated to SELPAs
 - Any LEA with base funding currently above new statewide base will be held harmless

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Special Education

Initial Phase, cont.

- \$250 million ongoing Prop 98 for services to preschool children with exceptional needs
 - Allocated on one-time basis to districts based on number of 3-5 year olds with exceptional needs served by that district
 - Expected to be more prescriptive than funding provided for this purpose last year, about half as much money but intention to create ongoing programs
- \$500,000 one-time Prop 98 for study of current SELPA structure
- \$600,000 one-time Prop 98 for two workgroups to study improved accountability for special education service delivery and student outcomes

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Special Education

- Future Phases
 - Finalized new special education funding formula
 - Incorporation of recommendations from studies funded in initial phase
 - Reforms related to family and student engagement, such as wrap-around services
 - Refining funding, accountability, and service delivery for specialized services, like out-of-home placements, NPS placements
 - Incorporation of recommendations on early intervention services from Master Plan for Early Learning and Care into the K-12 system
- \$4 million one-time Prop 98 for dyslexia research, training, and statewide conference

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Some Special Education Trailer Bill Language Released

 **BY MICHELLE MCKAY UNDERWOOD**

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As the next major step in the 2020–21 State Budget process, the Department of Finance (Finance) released trailer bill language needed to implement the proposals that were summarized on January 10, 2020.

Over the next few days, we will be providing our analysis of the trailer bill language that has been released. As of this writing, one of the most significant proposals, to create a new special education funding formula, has not been made public. Finance anticipates releasing that language in the next few weeks, along with “additional supporting documentation in the coming months to help clarify the Administration’s proposals.”

In the meantime, there are several special education proposals that were released. The funding based on preschoolers with disabilities mirrors this year’s funds except for the addition of legislative intent language describing how the dollars should be used by the districts that receive them based on pupil count of preschoolers with disabilities. The State Budget proposal summary states that districts would need to allocate the dollars for increased or improved services, however, legislative intent language does not have the force of law, so the following are suggested uses of funds:

- Early intervention services, including preschool and supportive services for young children who are not meeting age-appropriate developmental milestones
- One-time programs or resources that are not required in an Individualized Education Program (IEP) or in an individualized family support plan, but which a local educational agency (LEA) believes will have a positive impact on a young child
- Strategies to improve student outcomes identified through the state system of support and other activities to build upon or expand local multi-tiered systems of support, including inclusive educational programming
- Wraparound services for preschool children with exceptional needs not required by federal or state law, but which an LEA believes will have a positive impact on a young child
- New or expanded services for preschool children with exceptional needs as determined by a new or expanded IEP pursuant to the federal Individuals with Disabilities Education Act (IDEA) law

The trailer bill language also proposes to freeze in place several aspects of the current special education funding structure of special education local plan areas (SELPAs) and funding for special education services outside the base AB 602 formula, including:

- Temporarily freezing the ability to create new single-district SELPAs
- Freezing funding for necessary small SELPAs with declining enrollment
- Freezing extraordinary cost pool funding
- Freezing funding for low-incidence pupils
- Freezing program specialists/regionalized services funding
- Continuing the existing formula an additional year for out-of-home care funding

Additionally, the Administration proposes to expand the use of educationally related mental health services funding and freeze the current-year allocation. Starting in 2020–21, educationally related mental health services funds could be used for all mental health related services, including out-of-home residential services for emotionally disturbed pupils; counseling and guidance services, including counseling, career counseling, personal counseling, and parent counseling and training; psychological services; social work services; behavioral interventions; and other mental health related services not necessarily required by the federal IDEA.

Finally, as previewed in the State Budget proposal summary, three studies would be funded as follows:

- \$4 million for allocation to a designated county office of education for the California Dyslexia Initiative
- A \$500,000 contract for a study with a California postsecondary educational institution or a nongovernmental research institution that will examine special education governance and accountability
- A \$250,000 contract with an LEA to convene a workgroup that will examine and propose alternative pathways to a high school diploma for students with disabilities
- A \$350,000 contract with an LEA to convene a workgroup that will design a state standardized IEP template

Though the trailer bill language regarding a new special education funding formula is not yet in print, it will be in the coming weeks. Once introduced, the language will become part of the larger budget discussions. We will provide additional details on existing and future trailer bill language over the coming days and weeks.



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 February 21, 2020
To: Directors of Special Education
From: Peggy Dunn, 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) 955-3588 at peggy.dunn@cahelp.org

Upcoming Trainings

Date/Time	Event	Location
2/25/2020 8:30 PM - 3:30 AM	AUTISM FOR PARAPROFESSIONAL BEHAVIOR, COMMUNICATION, AND SOCIAL UNDERSTANDING	
2/25/2020 8:30 AM - 3:30 PM	CLASSROOM STRUCTURE AND MANAGEMENT	DMESC
2/26/2020 8:30 AM - 3:30 PM	CPI	DMESC
2/26/2020 8:30 AM - 3:30 PM	FORMS AND FACTS 101	DMESC
2/26/2020 8:00 AM - 4:00 PM	I-MTSS- FOSTERING RESILIENT LEARNERS: CREATING A SAFETY NEST TO THRIVE AND SOAR	NOS EVENT CENTER
2/27/2020 10:00 A - 11:00 A	PAPER FLOWERS	IEHP RESOURCE CENTER
2/28/2020 8:30 AM - 3:00 PM	EARLY CHILDHOOD CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE TIME) INSTRUCTION	DMESC
2/28/2020 8:30 AM - 3:00 PM	EARLY CHILDHOOD CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE TIME) INSTRUCTION	DMESC
2/28/2020 1:00 PM - 4:00 PM	MANAGING SCHOOL CRISIS: REFRESHER	DMESC
2/28/2020 9:00 AM - 12:00 PM	MIS USERS' MEETING	DMESC

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

Upcoming Trainings

Date/Time	Event	Location
2/28/2020 8:30 AM - 3:30 PM	UNIVERSAL DESIGN FOR LEARNING: IMPLEMENTATION THROUGH INSTRUCTIONAL DESIGN AND INSTRUCTIONAL TECHNOLOGIES	DMESC
3/2/2020 8:30 AM - 4:00 PM	IMSE INTERMEDIATE ORTON-GILLINGHAM	DMESC
3/3/2020 10:00 A - 1:00 PM	STRATEGIES FOR POSITIVE PARENTING	DMESC
3/4/2020 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP #3	DMESC
3/4/2020 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
3/4/2020 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
3/5/2020 8:00 AM - 4:00 PM	BASIC RESTORATIVE PRACTICES	DMESC
3/5/2020 8:30 AM - 12:30 PM	MEANINGFUL PARENT PARTICIPATION	DMESC
3/5/2020 2:30 PM - 4:00 PM	VIDEO MODELING: AN INSTRUCTIONAL STRATEGY FOR ALL	DMESC
3/6/2020 12:30 PM - 3:30 PM	BUILDING TEACHER RESILIENCE IN PRESCHOOL CLASSROOMS - HOW TO KEEP YOUR CUP FULL	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

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
3/10/2020 1:30 PM - 2:30 PM	SPANISH WEBIEP	DMESC
3/11/2020 8:30 AM - 3:30 PM	CPI	DMESC
3/11/2020 10:00 A - 11:00 A	WORD BOARDS	IEHP RESOURCE CENTER
3/12/2020 8:30 AM - 3:30 PM	WHY TRY? and Resiliency for Youth	DMESC
3/13/2020 12:30 PM - 4:00 PM	LDSIMS	DMESC
3/13/2020 2:30 PM - 4:00 PM	SPANISH TRANSLATORS' WORKGROUP	DMESC
3/17/2020 2:30 PM - 4:00 PM	REINFORCEMENT	DMESC
3/17/2020 12:30 PM - 4:00 PM	SELF-HARMING VERSUS SUICIDE: UNDERSTANDING THE DIFFERENCES	DMESC
3/17/2020 10:00 A - 11:00 A	WORD BOARDS	IEHP RESOURCE CENTER
3/18/2020 8:30 AM - 3:30 PM	PLOPs, Goals and Educational Benefit	DMESC

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(760) 552-6700 Office * (760) 242-5363 Fax

Upcoming Trainings

Date/Time	Event	Location
3/19/2020 8:30 AM - 4:30 PM	MANAGING SCHOOL CRISIS: FROM THEORY TO APPLICATION	DMESC
3/19/2020 2:30 PM - 4:00 PM	VIDEO MODELING: AN INSTRUCTIONAL STRATEGY FOR ALL - APPLICATION	DMESC
3/19/2020 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
3/19/2020 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
3/27/2020 8:00 AM - 12:30 PM	AGES AND STAGES QUESTIONNAIRE 3 (ASQ 3) AND AGES AND STAGES QUESTIONNAIRE SOCIAL EMOTIONAL 2 (ASQ-SE2)	DMESC
3/27/2020 12:30 PM - 3:30 PM	CHAOS TO CALM:ART-BASED ACTIVITIES FOR A TRAUMA-INFORMED CLASSROOM	DMESC
3/27/2020 2:00 PM - 4:00 PM	Prior Written Notice	DMESC
3/31/2020 12:30 PM - 3:30 PM	REINFORCEMENT	DMESC
3/31/2020 12:30 PM - 2:30 PM	SOCIAL EMOTIONAL LEARNING (SEL)	DMESC
4/1/2020 12:45 PM - 3:30 PM	PBIS ALT ED A - TEAM TRAINING	HIGH DESERT PREMIER ACADEMY

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
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