

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
December 17, 2020 – 1:00 p.m. Virtual via Teleconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

NOTICE: This meeting will be held virtually only. If members of the public wish to participate in the meeting and/or make public comment, please follow the instructions below to participate telephonically:

PARTICIPATE BY PHONE:

Dial Access Number: 1-415-655-0003

When prompted - enter Access Code: 177 422 8168

Follow directions as a Participant; an Attendee I.D. is not required to participate.

If you wish to make a public comment at this meeting, prior to the meeting please submit a request to address the Steering and Finance Committee to the recording secretary via fax at 1-760-242-5363 or email jamie.adkins@cahelp.org. Please include your name, contact information and which item you want to address.

Reasonable Accommodation: if you wish to request reasonable accommodation to participate in the meeting telephonically, please contact the recording secretary (via contact information noted above) at least 48 hours prior to the meeting.

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

The public is encouraged to participate in the deliberation of the Desert/Mountain Charter SELPA Steering 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.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the December 17, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 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.

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

DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

December 17, 2020 – 1:00 p.m. Virtual via Teleconference

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- 5.1.1 Approve the November 19, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 State SELPA Update

Jenae Holtz will present the latest information provided by the California Department of Education at the last State SELPA meeting.

6.2 Students on Campus

Jenae Holtz will provide an update on the increase of COVID-19 cases and decisions to delay the return of students for some of our LEAs and the discontinuation of cohorts for some of our LEAs.

6.3 Desert/Mountain Children's Center Client Services Reports

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

6.4 Suicide Ideation and School Connectedness Information

Linda Llamas will present information pertaining to Suicide Ideation and School Connectedness

6.5 Professional Learning Summary

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

6.6 Resolution Support Services Summary

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

6.7 Office of Administrative Hearings COVID-19 Decisions

Kathleen Peters will review Office of Administrative Hearings (OAH) COVID-19 decisions.

6.8 Prevention and Intervention Updates

Kami Murphy will present Prevention and Intervention Updates.

6.9 Compliance Update

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

7.0 FINANCE COMMITTEE REPORTS

8.0 INFORMATION ITEMS

8.1 Monthly Occupational & Physical Therapy Services Reports

8.2 Upcoming Professional Learning Opportunities

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY THE PUBLIC

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

When coming to the podium, speakers 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.

12.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, January 14, 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.

DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

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D/M CHARTER SELPA MEMBERS PRESENT:

Allegiance STEAM – Callie Moreno, Aveson Global – Kelly Jung, Aveson School of Leaders – Paula Giraldo, Ballington Academy – Doreen Mulz, Gisella Wong, Desert Trails Preparatory Academy (DTPA) – Sarah Ballard, Keith Belton, Debra Tarver, Elite Academic Academy – Teresa Schaffer, Susana Waisman, Encore Jr/Sr High – Eric Buries, LaVerne Elementary Prep (LEPA) – Sarah Ballard, Keith Belton, Debra Tarver, Leonardo da Vinci – Josh Stepner, Pasadena Rosebud Academy – Shawn Brumfield, Taylion High Desert – Brenda Congo, and Virtual Prep Academy in Lucerne – Michelle Romaine.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Guille Burgos, Heidi Chavez, Tara Deavitt, Peggy Dunn, Adrien Faamausili, Thomas Flores, Marina Gallegos, Bonnie Garcia, Renee Garcia, Colette Garland, Derek Hale, Jenae Holtz, Linda Llamas, Robin McMullen, Angela Mgbeke, Kami Murphy, Lisa Nash, Sheila Parisian, Karina Quezada, Daria Raines, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Adrienne Shepherd-Myles, Jessica Soto, Pamela Strigglers, Jennifer Sutton, Stephanie Sweem, Theresa Vaughan, and Charis Washington.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain Charter SELPA Steering and Finance Committee Meeting was called to order by Chairperson Jenae Holtz, at 1:01 p.m., at the Desert/Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Debbie Tarver, seconded by Callie Moreno, to approve the November 19, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. A vote was taken and the following carried 12:0: Ayes: Brumfield, Buries, Congo, Giraldo, Jung, Moreno, Romaine, Stepner, Tarver (DTPA), Tarver (LEPA), Waisman, Wong. Nays: None, Abstentions: None.

5.0 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.

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November 19, 2020 – 1:00 p.m. Virtual via Teleconference

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5.1 **BE IT RESOLVED** that a motion was made by Sarah Ballard, seconded by Shawn Brumfield, to approve the following Consent Items as presented. A vote was taken and the following carried 12:0: Ayes: Brumfield, Buries, Congo, Giraldo, Jung, Moreno, Romaine, Stepner, Tarver (DTPA), Tarver (LEPA), Waisman, Wong. Nays: None, Abstentions: None.

5.1.1 Approve the October 15, 2020 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Updates

Jenae Holtz presented an analysis of Assembly Bill (AB) 2657. AB 2657 passed in 2018 and resulted in the enactment of Education Codes 49005-49006.4 effective January 1, 2019. The bill and the newly enacted codes provided limited permissibility of emergency behavioral interventions in the form of restraint or seclusion. Jenae continued AB 2657 reversed the previous ban on restraint and seclusion of students with disabilities contained in AB 86 enacted on July 1, 2013. Jenae detailed that AB 2657 declares it is appropriate to intervene in an emergency to prevent students from imminent risk of serious physical self-harm or harm of others but restraint and seclusion are dangerous interventions. She said the main goal is to keep children safe and staff safe. The United States Department of Education guidelines specify that the use of restraint and seclusion must be consistent with the child's right to be treated with dignity and to be free from abuse. Jenae continued that restraint or seclusion should only be used as a safety measure, as a last resort and should never be used as punishment, discipline, or for staff convenience. Restraint and seclusion may cause serious injury or long-lasting trauma and possible death, even when done safely and correctly. Jenae said the legislation is making sure the LEAs are very aware of the risk in using restraint and seclusion. She went on to say there is no evidence that restraint or seclusion actually change the behavior issues. Students with disabilities and students of color, especially African American boys, are disproportionately subject to restraint and seclusion. It is very important to be aware of the root causes of why restraint and/or seclusion are being used. There are well established California laws that regulate restraint techniques and they are typically used in locked down facilities such as hospitals and in psychiatric care facilities. These minimal protections should be provided to all students in schools. Restraint and/or seclusion should not be the first response to an aggressive situation. The intent of legislature is to ensure that schools foster a safe and healthy environment and provide adequate safeguards to prevent harm, and even death, to children in school. It is the intent of the legislature to prohibit dangerous practices. Restraint and seclusion do not further a child's education. At the same time, legislature recognizes that if an emergency situation arises, the ability of education personnel to act in that emergency to safeguard a student or others from imminent physical harm should not be restricted. The term of the bill is to be very cautious in how restraint is used. Jenae stated it is important to train staff to use every technique possible before putting hands on a child as well as what constitutes harm to

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self and others.

Jenae continued that AB 2657 has mandatory reporting requirements including reporting applying to all children. D/M Charter SELPA requires the reports be submitted to the SELPA and then are reported to CDE. The CDE has not told the state SELPAs the manner in which to submit them yet but CalPads collects the information as well. The Behavior Emergency Reports (BER) are due to CDE up to three months after the school year. CDE does want the report separated by Section 504, special education, general education and include information such as the types of mechanical restraints, physical restraints, and seclusion used and the number of times each of those categories is used. Once the report is submitted to CDE, they will post on their website because it is public information.

Jenae said AB 2657 addresses the impact on students with disabilities and encourages researching positive behavioral interventions and supports. It is important to do everything possible to help children and to not require a hands-on approach so the children are receiving a free appropriate public education (FAPE) and that it is not a traumatic event for the child. It is important to train staff appropriately where they are certified. Jenae said D/M Charter SELPA does recommend Crisis Prevention Institute (CPI) that is rooted in de-escalation and how to become a neutral person that helps bring the situation down instead of fueling it. It is also important to learn those skills so there are not situations that could be dangerous to all. The law provides that a student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. Jenae reiterated it is important to constantly provide tools for staff as well as identifying staff who tend to take the student behaviors personally to help change their mindset to look at things differently. Jenae cited Education Code 49005.6 stating an educational provider shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques. She said this applies to school staff so if a police officer is on school grounds and determines a child is to be handcuffed, the officer can do that. Jenae continued that if school staff do restrain a child it is imperative to be aware of the child's breathing, to be aware if they are in any distress, and to listen if a child says they are having a hard time. Always error on the side of caution and change the child to an upright position. Do not put a child face down with their hands held or restrained behind their back and do not place anything over the child's mouth or face, including a pillow, blanket, carpet, mat or any other item.

6.2 California State Testing Update

Jenae Holtz called on Karina Quezada to present the latest California state testing update. Karina shared the Alternate English Language Proficiency Assessments for California (ELPAC) has been released. She said the purpose of the Alternate ELPAC is to replace all other alternative assessments used in assessing the proficiency of English language learners that are cognitively delayed. This is the 1% of the populations that are taking an alternative measure such as the California Alternative Assessments (CAA) who will now be able to opt out of the standard ELPAC and take the alternate. Karina continued that the Alternate ELPAC will be adopted through the

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state and schools will not be allowed to administer their own assessments. The Alternate ELPAC is for students in grades kindergarten through 12, and up to 22 years of age, Children who are English learners or perceived to be English learners, and for children who have significant cognitive disabilities. Karina said the Operational Field Test will be held January 12-February 16, 2021 and is not optional for LEAs that have one or more eligible students. Training for staff is available through a website called Moodle which is operated by CDE specifically for ELPAC purposes. Karina said each LEA that has an eligible child has received specific keys to access the trainings. She stated the Alternate ELPAC is a computer-based assessment and linear which means it is not an adaptive test. The assessment will take approximately 40-60 minutes per child and is to be administered one on one with a trained staff member. Karina said it is suggested the test administrator be someone who is familiar with the child, their IEP accommodations, their mode of communication and someone who has worked with this particular population of children. Karina stated students will need to attempt one Receptive and one Expressive test item in order to count as having tested. Karina confirmed the Alternate ELPAC test scores can be used for student reclassification.

Karina reported the State Board of Education approved the CDE recommendation calling for a shortened version of the English Language Arts and Math portions of the California Assessment of Student Performance and Progress (CAASPP) for Spring 2021 administration. Karina shared the State Board of Education gave directive to ETS, the company contracted to produce the testing materials, to produce blueprints and be able to provide guidance, instruction, and training to all stakeholders in regards to what the administration of the assessment will entail. She said the above decision does not affect the CAST (Science) or the California Alternate Assessment (CAA) so it is important to be aware of the time constraints and allotment of time for those tests. The CAA is for children who have cognitive deficits and require an alternative assessment to the math and science portions. Karina reported the tutorials are available for teachers to renew their annual certification. The tutorials consist of self-paced training video with questions throughout and require 100% accuracy to gain certification for the administration of the test.

6.3 CAHELP Special Education Summit

Jenae Holtz shared the outcomes from Day 1 and Day 2 of the CAHELP Special Education Summit. Jenae said that because of the summit, there will be an Alternative Dispute Resolution (ADR) Request Form. She shared there will be more conversation pertaining to facilitated IEPs and how to request that training. Jenae said there will be duties for the LEAs to put in place and CAHELP will be gathering comprehensive resources for the LEAs to be handy and easily available. Jenae continued that after the beginning of the year, CAHELP management will look at the needs that were identified such as family engagement and family resources and work towards how to connect people at the LEA level as well as in the communities and through D/M SELPA. Jenae encouraged the meeting attendees to continue to be part of the conversations as work continues towards meeting the needs of the LEAs.

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6.4 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 if children have changed schools so changes can be made on the reports.

Jenae Holtz said CAHELP entered a contract with Care Solace to support every one of the CAHELP LEAs. This contract is for added supports for mental health, especially for anyone outside of the desert/mountain region. Jenae shared that she has heard many times from superintendents that their staff are also struggling and Care Solace is a for students and their families as well as LEA staff. Care Solace is a brokerage firm who will give a warm handoff to a therapist. They look at the insurance coverage of the person and will connect them to the right agency. Jenae continued that within the desert mountain region, DMCC serves children with disabilities with IEPs and that have educationally related mental health services (ERMHS) written into their IEPs and serves children and youth birth to 22 years old who also have Medi-cal as their primary insurance.

Jenae shared CAHELP will be entering a contract through Kids First Foundation with Serene Health that is also a virtual mental health provider that accepts all insurances. There will be referrals for children throughout the state of California from birth to 18 years of age. Adults in California will also be able to be referred to Serene Health. Jenae concluded that more information will be provided with a document that explains how to request those services.

6.5 Professional Learning Summary

Heidi Chavez presented the D/M Charter SELPA's Professional Learning Summary. Heidi reported there are seventy-five year-to-date participants with fourteen participants in October. She shared that a majority of trainings are regarding individual protections which include Forms and Facts, PLOPS and Goals, and New Teacher Academy.

Heidi reminded the committee members that the next Community Advisory Committee (CAC) meeting is scheduled for December 17, 2020. The LEA representative meeting will be 5:00 pm-5:30 pm with the presentation 5:30 pm-6:30 pm. The presentation is Fostering Resilience through Personal Connection with DMCC intervention specialists as presenters.

Jenae Holtz encouraged each of the LEAs to have a representative attend and to invite parents to attend the presentation. She reiterated it will be held virtually.

6.6 Resolution Support Services Summary

Sheila Parisian presented the D/M Charter SELPA's Resolution Support Services Summary stating there are no cases this year for the D/M Charter SELPA.

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6.7 Office of Administrative Hearings COVID-19 Decisions

Sheila Parisian reviewed Office of Administrative Hearings (OAH) COVID-19 decisions. She shared that case reviews that are currently being provided are from 2019-2020 cases that fall under typical denial of FAPE and whether a district appropriately implemented an IEP or had procedural violations. She and Kathleen Peters have been looking at the case reviews to find something outside of the normal to present new learning opportunities. Sheila presented information from case 2019090129 regarding Chaffey Union High School District. This case pertains in part to assistive technology (AT) and the parent wanting assessment as part of the triennial. Individuals with Disabilities Education Act (IDEA) requires LEAs ensure devices and services be made available if part of the student's special education related services and supplementary aids and supports. Sheila shared that in this case, the IEP notes provided recommendations from an AT report but the information was not listed in Supplementary Aids and Supports section or in the Assistive Technology section of the IEP. It is imperative to document in the correct portion of the IEP. The case outcome reported AT was not offered as part of FAPE and the written offer did not specify or clarify that it was an included aspect. The case outcome also confirmed an AT assessment should have been conducted because the history shows there was a clear educational need. Sheila said an AT assessment should have been included in the IEP so it could be used as justification to continue or discontinue those services and supports.

Sheila continued that in this case, the parents hired an outside occupational therapy evaluator who did not conduct observations across multiple settings in the educational environment and that worked against opposing counsel and the parents. Sensory Integration and Praxis Test (SIPT) is commonly used by these evaluators as a sensory assessment and was used in this case. SIPT is for children through eight years old and this student is in high school. In this case, SIPT was deemed inappropriate because of the student's age and there were secondary cautions that scores would be lower for students with autism spectrum disorder which this child has as well.

Sheila reported this case questioned if the district failed to accurately report grades, specifically by reporting the student was completing grade or near grade level curriculum and giving "A" grades. The student contends the grades were inflated despite his academic deficits. The student is in 10th grade and performs between 2nd and 5th grade levels in reading and math skills and is unable to work independently without his 1:1 aid. The district's response was that the grades were legitimate as they base their grades on participation, projects, tests, efforts, and the student's willingness to participate. The district also said the grades are determined by the teacher and the student meets standards and proficiencies based on the governing board and district policy on grades. OAH determined the grades are outside of the court's jurisdictions because the teacher gave grades the child earned based on the district policy. The OAH judge did not address the father's concerns of the child being on diploma track stating there are different pathways for graduation.

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6.8 Prevention and Intervention Updates

Kami Murphy presented Prevention and Intervention Updates. Due to questions at the CAHELP Special Education Summit, Kami highlighted the free training *Responding to School Disruptions: Enhancing Tier One Interventions*. The training will be held virtually on December 1, 2020, 1:00pm-2:30pm. Kami encouraged LEA staff to attend.

Kami also highlighted *Caring, Connecting, and Celebrating: Work and Life Balance*. She shared she has been hearing from education staff that they need work life balance, especially when work is often at home. The training will be held virtually on December 17, 2020, 2:00pm-3:00pm and there is no cost. Kami highly recommended this training for educators, mental health providers, and anybody that could use information on work life balance.

Kami reported there will be virtual family engagement opportunities presented by the Outreach Team. *Family Fun Days* will continue this year with a flyer being provided at a later date. *Real Talk* will be scheduled for December 9, 2020, 2:00pm-2:45pm. *Real Talk* was requested through a few parent groups and is an opportunity for families to gather. The topic for December 9 is Juggling the Holidays with Kids: 3 Simple Tips for a Healthier, Happier Holiday.

Kami shared that the Prevention and Intervention team helped Helendale SD get highlighted in the Community Cares video for California. The link to the video will be shared with the committee members via email due to technical difficulties.

6.9 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). Peggy thanked the D/M Charter SELPA members for their diligence during the Special Education Plan (SEP) process. She said there are two LEAs that are finishing their SEPs then 100% will be completed. Peggy said the next step is for her then Jenae to review the plans and then upload them to the CDE. After the plans are uploaded for the CDE, CDE will send a letter to the LEA and D/M Charter SELPA. CDE has not provided a timeline regarding their letter but it will be sent.

Colette Garland reported that for 2019-20 Disproportionality, there is one charter LEA in review. Colette said she has already contacted that LEA and there are a couple student records to be completed. There are eight LEAs involved in the D/M SELPA.

Colette shared that she and Program Technician Terri Nelson have been doing individual check-ins to make sure the LEAs that do their own data CalPads entry are on track. Colette reported the 1st CalPads Fall Certification deadline is December 18, 2020 followed by the amendment window that closes on January 29, 2021. She emphasized that LEA reports need to match the CalPads reports because if not, it is a funding issue so discrepancies are to be addressed. Colette stated that

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Plan Type 30 refers to pending students and they need to be addressed as well.

Jenae Holtz said State SELPA was notified by CDE that they will be looking at late triennials and late annuals. She reminded the committee to reduce the errors by at least 20%. CDE will run an additional report in December to see how the numbers have decreased. Jenae continued if the numbers have not decreased, CDE will contact the appropriate SELPAs and LEAs in January to set up a plan on how to make corrections.

7.0 FINANCE COMMITTEE REPORTS

Marina Gallegos thanked the LEAs for submitting their Maintenance of Effort (MOE) Reports and Excess Cost Reports. She appreciates the assistance.

8.0 INFORMATION ITEMS

8.1 Pupil Count/CalPads Certification Memo

8.2 Monthly Occupational & Physical Therapy Services Reports

8.3 Upcoming Professional Learning Opportunities

The following trainings were highlighted with flyers: *Structured Literacy What, Why, Who and How?*, *Alternative Dispute Resolution (ADR) Training Opportunities*, *Compare and Contrast: IMSE vs AOG Approach*, *Physical Therapy/Occupational Therapy/Adapted Physical Education/Orthopedic Impairment Collaborative Conference*, and *Crisis Prevention Institute (CPI) Flex-Blended Learning*.

9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

9.1 HOLA Training

Renee Garcia reported there have been a couple of requests for HOLA Training which is to help Spanish translators learn about law and the correct translation. Renee needs to know how many people would attend the training as there is a minimum before contacting the facilitator to schedule. She asked the directors to email her the number of staff from their LEA that would attend the training.

10.0 CEO COMMENTS

Jenae Holtz said it has been a difficult year and she is thankful for what the LEAs do for children and families in getting their needs met.

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11.0 MATTERS BROUGHT BY THE PUBLIC

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Shawn Brumfield, seconded by Kelly Jung, to adjourn the meeting. A vote was taken and the following carried 12:0: Ayes: Brumfield, Buries, Congo, Giraldo, Jung, Moreno, Romaine, Stepner, Tarver (DTPA), Tarver (LEPA), Waisman, Wong. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, December 17, 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.

SELPA Administrators of California CALPADS / Compliance Committee (C3) Report

December, 2020

[September](#) ♦ [October](#) ♦ [November](#)

Monitoring and Reporting Updates

Overdue Assessments and IEPs

CDE sent an email notification to all SELPA Administrators on November 20 which included a link with information about LEAs with overdue assessments and IEPs comparing September to October. Not all LEAs were included in those links, so on November 23, a revised link was sent that included all the LEAs in each SELPA that have overdue initials and annuals. This data included numbers and not student names. This email letter only went to SELPA Administrators, not directly to LEAs, and it asked SELPA Administrators to share the data and work with their LEAs to improve the numbers. Another update will come after another data pull on December 15. The logic used in the data pull is located [HERE](#). Per CDE, triennials were not included in this count. "Late without cause" is the number of IEPs that indicated that as the late reason, "Total Late IEPs" is ones that were "late without cause" plus the number of IEPs late that used the reason of "school closure" or "school emergency."

What we are finding is that SEIS and other special education information systems are showing much lower numbers in these areas. Keep in mind that any initials or annuals conducted that are not affirmed and have not been uploaded as transactions into CALPADS are not being included in the data from CDE. It is important that your LEAs match their CALPADS Report 16.7 and 16.8 with their SEIS overdue information to make sure it is lining up and that they are getting credit for the work they have been doing to "catch up" with these activities.

Per communication from our Executive Committee, in January, for those LEAs who have not been able to reduce their overdue initials and annuals, CDE will be following up with the LEAs and SELPAs for next steps. The email states that individual determinations will be made as to whether some LEAs will require targeted or intensive monitoring, and C3 has asked for clarification as this is inconsistent with CDE's prior communications.

Intensive Review Interviews

These interviews continue to be scheduled with LEAs identified for Intensive Review. The interviews are typically conducted by the Intensive Review FMTA with Jack Brimhall on the Zoom. Based on concerns from the field, C3 and the Executive Committee provided specific feedback to CDE about this process and the need for clear, written communication and protocols. The actual interview questions that are being asked are [HERE](#). C3 recommends (a) you ensure your LEAs contact you if they are contacted by a CDE FMTA to schedule this interview; (b) make sure the interview is scheduled at a time you can attend; (c) advise your LEA to write responses to the questions in advance to help organize their thoughts; (d) advise they have a notetaker on the call; and (e) advise them to request a copy of CDE's actual notes afterward (which CDE has provided).

Special Education Plans

The SEP Plans (including CCEIS Plans) continue to be due to CDE by December 15. Instructions for submission are on each of the element forms on the [CDE 1920 Monitoring Padlet](#) and are located [HERE](#) starting on Page 2. Remember, your LEAs who are out for disproportionality must also address this in the appropriate elements forms in their SEP. Make sure you complete and sign off on the SELPA Checklist and

include it with your submissions. Also, make sure your LEAs are using the REVISED forms, which you can identify because the fillable areas are in many different colors and appear on the left side of the Padlet's dashboard. Sample SEP Plans were recently shared at New Directors and are housed in the [Butte County SELPA Technical Assistance Padlet](#) along with other relevant materials.

SELPA Fall 1 CALPADS Submissions and Approvals

As communicated by CALPADS, SELPA-level approval is no longer required by December 18. Their 11/20/20 email, [HERE](#), clarifies, "...as long as the LEA's Fall 1 Submission has LEA-level approval by the December 18, 2020 Certification Deadline, those data will be used to calculate the First Principal Apportionment (P-1) for LCFF. Because no special education data are required for the P-1 calculations, it is not necessary for the LEA to obtain SELPA-level approval by December 18th, however, SELPAs may want to begin reviewing "LEA Approved" reports 16.1 and 16.2. Since most LEAs are likely to decertify their submission following the December 18th deadline in order to capture additional students who are eligible for free or reduced-price meals or are English learners (see Flash 194), SELPAs should strive to approve LEA submissions during the January 10 to January 28 timeframe, in order to ensure certification by January 29, 2021. Until then, LEAs may want to review the "Revised Uncertified" the special education snapshot reports in CALPADS."

CALPADS 16.1 Report Discrepancies

Thank you to the fabulous Tracy Peyton-Perry who by chance discovered discrepancies in her 2019 Fall 1 CALPADS Report 16.1 from last February versus this month. You may recall that CALPADS's Report 16.1 "Students with Disabilities - Education Plan By Primary Disability Count," replaced the old CASEMIS reports we needed for fiscal and allocation purposes. Changes in these counts can have far-reaching impact as they are used to determine numbers for low incidence, maintenance of effort, proportionate share, and in distributions we make in multi-LEA SELPAs.

Upon learning these reports were not static, C3 sent some examples to Brandi Jauregui at CALPADS and she has elevated this to CSIS. At first glance, it appears that subsequent programming changes have altered the content of prior year reports. While CALPADS and CSIS are researching why the reports changed, C3 encourages you to check your certified 2019 Fall 1 CALPADS 16.1 Report from last February and compare it to your current to see if you are seeing the same thing. If you are, just keep in mind that your business officials may ask questions. We will keep you apprised of any resolution because we know it has an impact on your distributions for this school year. We have requested these reports be a snapshot in time, transferred into static reports which once certified cannot be altered.

Annual Determination Letters

We expect to learn more about annual determination data previews and notifications from CDE on December 4. CDE has stated they will be doing an abbreviated format this year which will consist of (a) annual determination based on last year's activities, and (b) the same activity and level as last year unless this is Year 1 of significant disproportionality. The notification dates below are based on the dates these activities occurred last year. We are not sure of the exact timeline for this year, but we will update our Compliance Calendar when we know more. Click [HERE](#) for the full calendar.

December 7	Annual Determination Preview to SELPAs (thru 12/21)
January 11	Annual Determination Notifications sent
January 11	Significant Dispro. Notifications sent
February 10 (est.)	Special Education Plan (SEP) Notifications sent

Disproportionality Corrective Actions Due Dates

Due to some concerns from the field, we asked for specific dates that these corrective actions would come due. Some folks believed the due dates would fall over Winter Break, however the 45-day turnaround for student-level corrective actions and 60-day turnaround for policy and procedure corrective actions excludes holidays. CDE subtracted out Thanksgiving Week and two weeks for Winter

Break. Therefore, student-level corrective actions are due January 21, and policy and procedure (district) level corrective actions are due February 5. LEAs must login to the SECMS software to view the due dates. We asked that in the future, the notifications include these dates.

What Else is Coming Up?

The following is a summary of upcoming due dates mentioned above:

December 15	SEP and CCEIS Plans due to CDE
December 18	CALPADS Fall 1 Certification Deadline for LEAs
January 21	Disproportionality Student Level Corrective Actions due
January 29	CALPADS Fall 1 SELPA-level Certification Required
February 1	SELPA Approval of DRDP Submission
February 5	Dispro Policy and Procedure Corrective Actions due

Work-Based Learning Data Population - Preparation Tips

Work-Based Learning is an expansive definition that includes a variety of activities within general education and special education, on campuses and in the community. While LEAs and SELPAs may routinely track student activities within special education programs such as WorkAbility or TPP, many special education students participate in other work-based learning experiences that are not tracked by special education staff, such as ROC/P programs, WIOA, internships, or CTE pathways courses. Reporting for these activities depends on the work of multiple staff in other divisions or agencies in addition to special education staff.

Communication and collaboration will be important to ensure the accuracy of work-based learning reporting. Work-based learning (WBLR) must be reported as part of EOY 1, beginning May 10 and ending July 30, 2021. Attention to this area can improve LEA performance on the College and Career Indicator on the California Dashboard, as well as Post School Outcomes on SPPI Indicator 14.

Post School Outcome data collection continues to be collected for students with IEPs when they left school who, within one year of leaving school: 14(a) enrolled in higher education; 14(b) enrolled in higher education or were competitively employed; and 14(c) enrolled in any post-secondary education or were employed. To be best prepared to collect, monitor, and report this data correctly, it is encouraged that LEAs and SELPAs take some of the following actions:

- Map out the variety of work-based learning experiences available and who are leads on collection for each type.
- Create some standardization in methods of collecting data on cumulative hours spent by students in work exploration, and surveys for Post School data collection
- Determine what, for transition purposes, will be considered to count as preparation for employment and independent living.
- Become familiar with CALPADS reports in this area; ensure key staff receive training on data entry into SIS, reporting deadlines, and how to resolve CALPADS errors.
- Frequently monitor your CALPADS snapshot report data prior to certification.

For your awareness, CALPADS has made a change to Report 16.3 Post-Secondary Transition Fields (the 8 fields that need to be addressed when a student turns 16). In order to review these fields, Heather DiFede produced some more of her expert guidance in these [INSTRUCTIONS](#). Thank you again, Heather!

There have been significant additions to the types of work-based learning experiences LEAs can report this year, including the beneficial addition of transition classroom-based work exploration and work-based experience for students with disabilities who did not earn a high school diploma. For more complete information, please see the presentation slides for the Work-Based Learning (WBLR) Data

Population Presentation hosted by CALPADS and CSIS, located [HERE](#). Special thanks for Wendi Aghily for breaking it down for us in her Transition Committee presentation as well!

Compliance Complaints Survey Information

In collaboration with the Executive Committee and the Due Process Committee, a survey of LEAs and SELPAs was conducted on this topic and the raw results from 107 respondents will be shared as part of our presentation. We thank you for participating and urging your LEAs to participate. Our committees will also follow up with several SELPA and LEA administrators who have stories they would like to share. This combination of data will be used to initiate conversations with the CDE Complaints Division on behalf of the association about investigation processes, issuance of corrective actions, and the reconsideration process.

Training Opportunities

***** ALL NEW!!!** [Solving Disproportionality and Achieving Equity For Elementary Leaders](#) and [Solving Disproportionality and Achieving Equity For Secondary Leaders](#) from our System Improvement Leads. Join Dr. Edward Fergus as he takes elementary and secondary cohorts of school leadership teams through his book *Solving Disproportionality and Achieving Equity: A Leader's Guide to Using Data to Change Hearts and Minds*. There are three cohorts available for each Elementary and Secondary School Leadership Teams. Each cohort will receive two days of virtual training (both days are required) 8:30 a.m. - 12:00 p.m. All participants will receive Dr. Fergus' book to walk through vignettes and case studies.

***** ALL NEW!!!** [Using a File Review Process to View Students' Journeys and Inform Systemic Improvement](#), with Dr. Mary Bacon, provided by the good people at the State Performance Plan-Technical Assistance Project, to be held on January 12, 2021, from 12:00 to 1:30 p.m. For more information, please contact Davina Gallon at dgallon@napacoe.org

Who You Gonna Call?

Name	SELPA	Email	Phone
Aaron Benton, Co-Chair	Butte County	abenton@bcoe.org	(530) 532-5620
Tracy Peyton-Perry, Co-Chair	Santa Clarita Valley	tpeyton@hartdistrict.org	(661) 259-0033
Leah Davis	Riverside County	leah@rcselpa.org	(951) 490-0375
Heather DiFede	East County	hdifede@sdcoe.net	(619) 590-3920
Suzan Dunbar	Foothill	sdunbar@qusd.net	(818) 246-5378
Troy Tickle	Placer County	ttickle@placercocoe.k12.ca.us	(530) 886-5870
Jacqueline Williams	West San Gabriel Valley	williams_jacqueline@ausd.us	(626) 262-6257

DISCLAIMER: The images and memes included in the C3 Report are solely intended to provide levity for the reader, and their use is not expressly endorsed by, nor should it be considered representative of, the attitudes or beliefs of the SELPA Administrators of California in general or of any particular member.

CALPADS Update Flash #197



Date: December 11, 2020

To: Local Educational Agency (LEA) Representatives

From: California Department of Education (CDE) —
California Longitudinal Pupil Achievement Data System (CALPADS) Team

Adjustments for Initial Fall 1 Certification

The special education data collection was transitioned to CALPADS largely to improve the integrity and accuracy of the data needed for federal reporting and monitoring. Consistent and integrated data is more actionable and can help LEAs address outcomes for children with disabilities. Data for these children are part of the state's accountability system, and high-quality data provides the clearest picture of the outcomes for children. Continuing with steps to increase data quality, many of the special education (SPED) Certification Validation Rules (CVRs) that were warnings last year, are now fatal. While it is clear that the quality of these data is improving, continued refinement of both business practices and data systems are needed to facilitate the collection of this data.

For this year's Fall 1 submission, the CDE recognizes that resolving the SPED errors, especially those that occur for students moving between schools, is particularly challenging and LEAs require more time to resolve these errors. To provide LEAs more time, and yet enable LEAs to approve their Fall 1 submission by the December 18, 2020 certification deadline, which is critical for non-SPED enrollment data needed for funding calculations, adjustments to Fall 1 errors are being made. In the meantime, the CDE continues to work with the special education data system (SEDS) vendors to support LEAs to resolve these errors in the short term, and to improve business practices in the longer term.

LEAs are also reminded that Special Education Local Plan Area (SELPAs) do not need to approve LEA Fall 1 submissions by December 18, 2020.

All SPED Related Fatal Certification Validation Rules Will Temporarily Become Warnings

All SPED related fatal Certification Validation Rules (CVRs) will temporarily become "warnings" on Monday, December 14, 2020, in order for local educational agencies (LEAs), to approve their Fall 1 submission by the December 18, 2020 certification deadline. These are the specific CVRs that will temporarily be changed to warnings:

December 11, 2020

Page 2 of 3

CERT132 – *Missing SPED record for Enrolled Student at Reporting LEA*

CERT140 – *Missing SPED record for a student with a SSRV record*

CERT142 – *Missing Special Education Service for Education Plan Type Code 100, 150, or 200*

CERT144 – *SPED record missing for student enrolled at NPS school*

CERT145 – *SPED record missing for student enrolled in Private School*

CERT147 – *Invalid Adult Age with Students with Disabilities Transition*

CERT160 – *Missing Private School Enrollment record for Education Plan Type Code 200 (ISP)*

CERT167 – *General Education Participation Percentage Range Code must be Populated*

CERT168 – *Special Education Program Setting Code must be Populated*

During the time that these CVRs are warnings, LEAs should continue resolving them because the Amendment Window opens on December 21, 2020, and on Tuesday, December 22, 2020, these warning CVRs will be returned to fatal errors and **LEAs will be required to resolve these errors in order to certify their Fall 1 submission by the January 29, 2020 deadline.**

The CSIS YouTube Channel has several videos under the Certification Errors Playlist, https://www.youtube.com/c/CSISCALPADSTrainingChannel/playlists?view=50&sort=dd&shelf_id=3, to help LEAs understand how to resolve the SPED validations. To help resolve CERT 132 and CERT 167, which comprise the bulk of the errors, LEAs should review CALPADS Flash 195 (located at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf195.asp>) which describes how to troubleshoot CERT132, and CALPADS Flash 193 (located at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf193.asp>) which clarifies CERT167. Most of these errors can be resolved by using these resources while working in conjunction with the SEDS vendor.

Language Instruction Program Code Set Start Date Change

The Language Instruction Program (LIP) code set currently has an effective start date of July 1, 2019. We understand many LEAs have LIP programs that were in place prior to July 1, 2019 and to accommodate these start dates, CALPADS will change the code start date to July 1, 1990 so that LIP records with start dates prior to July 1, 2019 can be entered. This will be a permanent change and will be available in CALPADS on Monday, December 14, 2020. Once in place, LEAs should no longer receive GERR0007 – *Code submitted outside the Effective Data Range*, when submitting LIP records.

Important for New Charter Schools and Growth Funding Applicants to Approve Fall 1 Submission by December 18

Senate Bill (SB) 98 (Chapter 24, Statutes of 2020), which amends current law to accommodate changes necessitated by the coronavirus (COVID-19) pandemic, requires CDE to use, for purposes of calculating apportionments for the 2020–21 fiscal year, the average daily attendance (ADA) reported in the 2019–20 fiscal year, as specified, for all LEAs, except for charter schools newly operational in 2020–21. Subsequently, SB 820 (Chapter 110, Statutes of 2020), was enacted to permit growing LEAs to receive funding

December 11, 2020

Page 3 of 3

based on the projected or actual growth for 2020–21. The apportionment calculations for both newly operational charter schools and LEAs approved for growth funding require the use of the LEA's certified CALPADS enrollment as of Census Day. **It is particularly important for new charter schools, and LEAs that have applied for the growth adjustment, to approve their Fall 1 submission by the December 18 certification deadline.** The enrollment count that new charter schools and growth LEAs approve on December 18, 2020 will be used to determine the ADA for the First Principal Apportionment (P-1), and the final enrollment count certified by January 29, 2021, the close of the Amendment Window, will be used to determine the ADA for the Second Principal Apportionment (P-2). Therefore, failure to certify 2020–21 enrollment counts by December 18, 2020 could jeopardize CDE's ability to appropriately calculate P-1 funding for new charter schools and LEAs approved for growth funding.

Lastly, for all newly operational charter schools and charter schools or all-charter school districts funded on growth, for apportionment calculations that require charter school ADA allocation by district of residence, student addresses reported in CALPADS will be used to determine the district of residence allocation. Therefore, it is important for these LEAs to ensure that student addresses are correctly reported in CALPADS by the December 18, 2020 certification deadline.

SELPA Updates

Shiyloh Duncan-Becerril, IDEA Data Administrator

Mega-Letter 2021

- Planning for a release date of January 11, 2021
- COVID Impacts on Data
 - School-site closures related to the Governor's orders resulted in truncated data.
 - California did not conduct statewide assessments.
 - Much of the data used in making determinations for selection in monitoring activities is either unavailable or truncated.
- CDE will not be making new determinations for selection in monitoring activities for the 2020-21 monitoring year. The LEA will continue to participate in the same level of monitoring in 2020-21 as it did in 2019-20.
- There will be *one* exception to the continuation of monitoring activities in 2020-21, if your LEA had been identified in Significant Disproportionality for the first time in 2020-21 their monitoring level may change from Targeted to Intensive.

Significant Disproportionality

- SELPA Preview will begin December 7, 2020 and last until December 21, 2020.
- Official Notification for LEAs in Mega-Letter on January 11, 2021.
- Currently 117 LEAs are identified as Significantly Disproportionate for the 21-22 Set Aside.
 - This includes 20 new LEAs
- LEAs will begin to work with CDE Intensive Monitoring Staff and SPP-TAP in February with CCEIS plans due September 17, 2021.

Restraint and Seclusion Data Release

- Public Data Reporting associated with AB 2657 will release on December 11, 2020.
- This is the first year of data collection and we are seeing lots of variability.
- Prior to the close of submission window a number of SELPAs certified 0 restraints and seclusions, CDE reached out to all SELPAs and 6 certified 0 instances, but after additional discussions they did have Restraints and Seclusions. CDE is working with those SELPAs to ensure complete reporting from those SELPAs in 20-21.
- A number of LEAs certified zero incidents or low numbers of incidents in compared to previous submissions in CRDC.
- SED will be following up with LEAs to ask questions and determine the need for future guidance.

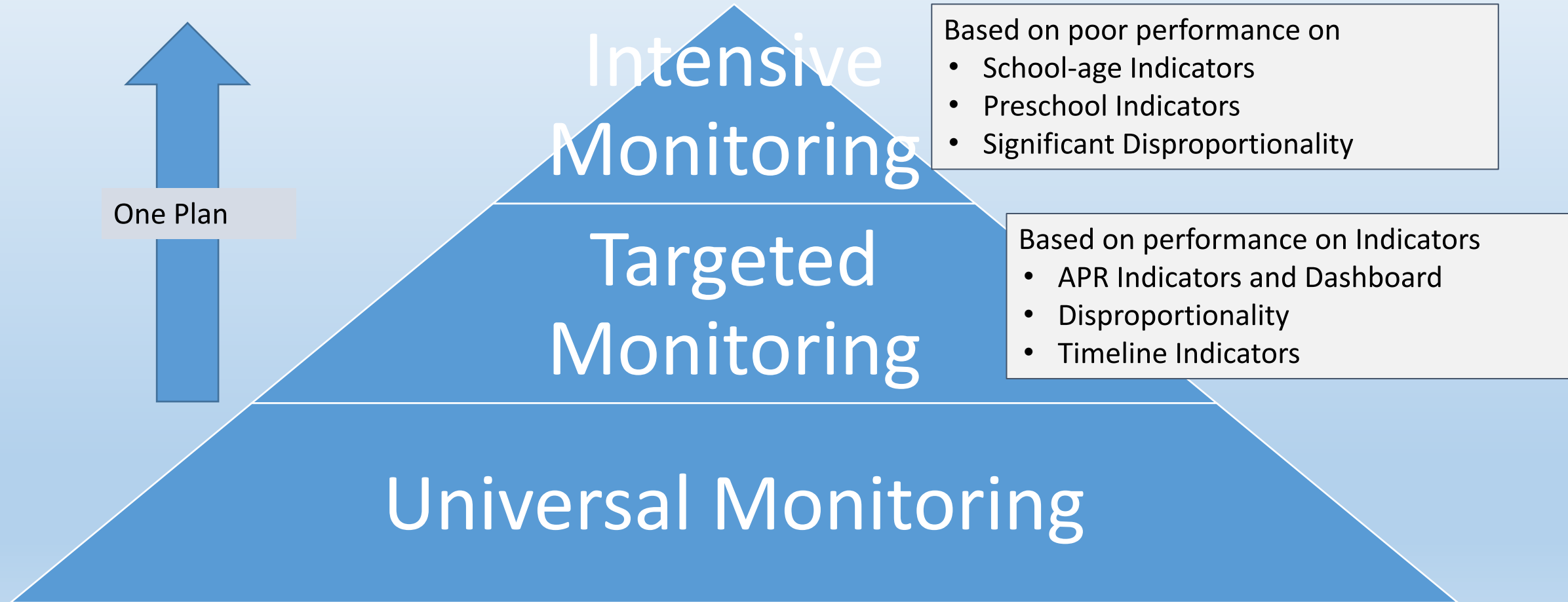
Restraint and Seclusion Data

- Over 90% of incidents reported and certified to CDE are for students with disabilities. Most LEAs only reported data for students with disabilities.
- Most common type of incident was Physical Restraint.
- Students in Nonpublic Schools experience a greater number of restraints and seclusions compared to their representation of the total number of students with disabilities.
- There is a lot of variability in reporting and CDE will spend this year connecting with LEAs to determine the source of the variability.

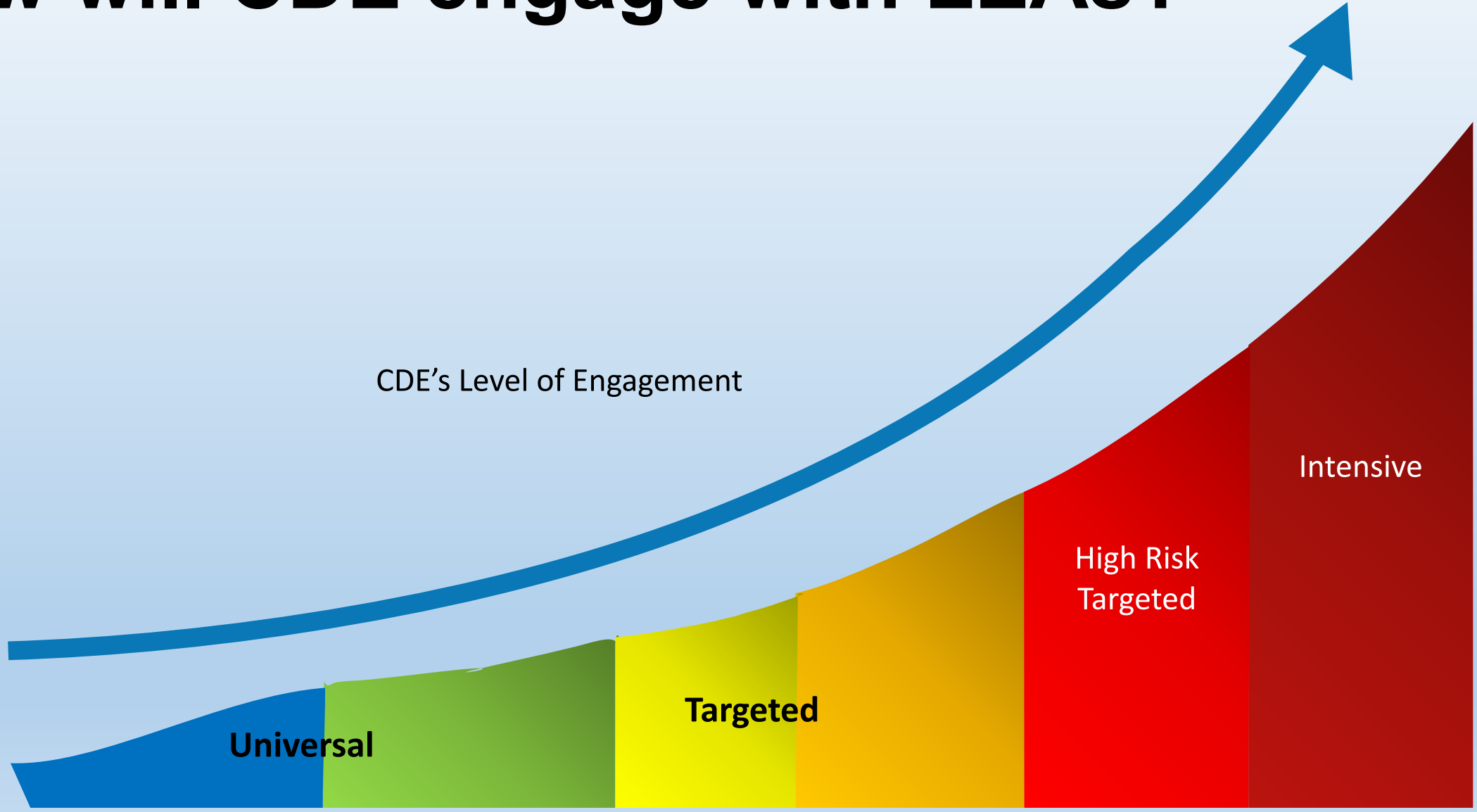
Monitoring Spring of 2021

- Continued review of the SEPs for targeted LEAs
- Disproportionality will shift to the Spring
- Intensive LEAs will continue to work with monitoring staff on intensive activities

CDE's Monitoring Structure



How will CDE engage with LEAs?



CDE's Level of Engagement

Universal

Targeted

High Risk Targeted

Intensive

CALPADS Update

- CERT132 - *Missing SPED Record for Enrolled Student at Reporting LEA.* – continue to encourage LEAs to review Flash #195 and view the short video, <https://www.youtube.com/watch?v=BcXV8qk6NZgfor> trouble shooting common scenarios before submitting a Service Desk ticket. Additionally, there will be a fix that will go in next Tuesday, December 8, where some number of the errors will be cleared (specifically scenario #4 and #5 noted in Flash #195).
- Fall 2019 Snapshot Reports that are displaying different counts when run at two different periods of time.
 - After extensive investigation in reviewing the Fall 1 2019 Snapshot Report 16.1 for two SELPAs, it was determined that the certified 16.1 report that were saved for Fall 1 2019 in January/February 2020, the default for the Student Age was 3-21 whereas now when Fall 1 2019-20 16.1 report is rendered, the Student Age defaults to 0-22. Even if both reports are filtered on the same age, there are differences in the way the age is calculated. In January/February 2020, the age was calculated based on the difference between birth date and meeting date. Now, the Student Age filter is calculated based on the difference between birth date and census date. e they are certified (i.e., should the reports in addition to calculated filters be frozen after the report is certified).

Other questions?

6.2 Students on Campus

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: December 16, 2020
TO: Special Education Directors
FROM: Linda Llamas, Director

SUBJECT: Desert/Mountain Children's Center Client Reports

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

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- Speech and Occupational Therapy

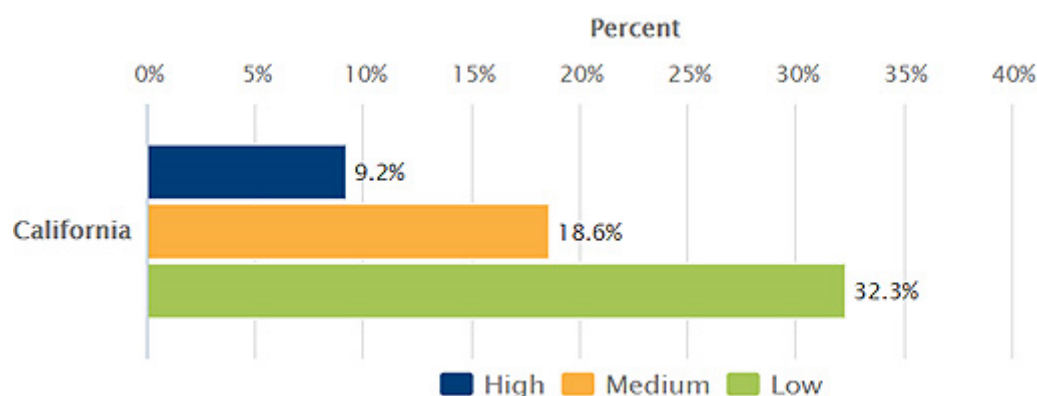
If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org



Suicidal Ideation and School Connectedness

November 17, 2020

Suicidal Ideation by High, Medium, and Low Levels of School Connectedness Among California Students, 2017-2019



Youth who feel more connected to school are more likely to have a stronger sense of well-being. Data on **suicidal ideation** among students before the COVID-19 pandemic suggest a relationship to school connectedness. Among California students in grades 9, 11, and non-traditional programs in 2017-2019, nearly one in ten who felt highly connected to school seriously considered attempting suicide. However, almost three in ten students who felt a low level of school connection considered attempting suicide.

Though research on suicidal ideation since the pandemic began is limited, past research linked **social isolation with poor mental health** among children and youth. During a time when physical interaction with educators and peers is reduced, child-serving programs become increasingly important as a means to drive social interaction and mental health well-being.

Two bills in the California legislature that, in part, address mental health among children and youth were signed into law in September. **Suicide Prevention** (AB 2112) establishes the Office of Suicide Prevention within the California Department of Public Health. The office will provide information and technical assistance to statewide and regional partners regarding best practices on suicide prevention policies and programs. **The Peer Support Specialist Certification Program Act** (SB 803) establishes statewide requirements for counties to use in developing certification programs for peer support specialists. Peer support specialists must self-identify as having lived experience with the process of recovery from a mental illness or substance use disorder. They can play a valuable role in promoting connections and reducing suicide and suicidal ideation.

Children's Health Resources

Promoting Youth Engagement & Connectedness in a COVID-19 World, an online event facilitated by the Prevention Technology Transfer Center Network, shares participant suggestions for successful strategies to virtually engage youth. Find summary notes among the supplementary materials.

Suicide Prevention in Schools: Strategies for COVID-19 offers a perspective on addressing students' mental health needs in schools from The Suicide Prevention Resource Center.

The Lucile Packard Foundation for Children's Health continually updates a curated list of **COVID-19 Resources for Children with Special Health Care Needs**.

Stay Up To Date With Kidsdata



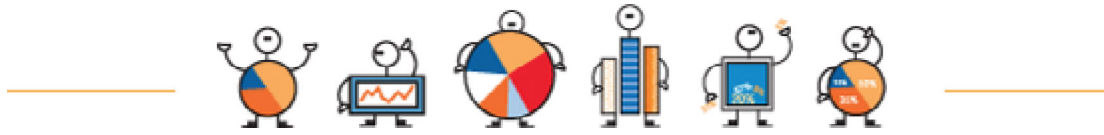
Keep Current on Kids



Read Our Blog Posts



Receive Data Alerts



Kidsdata.org is a program of the Lucile Packard Foundation for Children's Health, which uses data to promote the health and well being of children.

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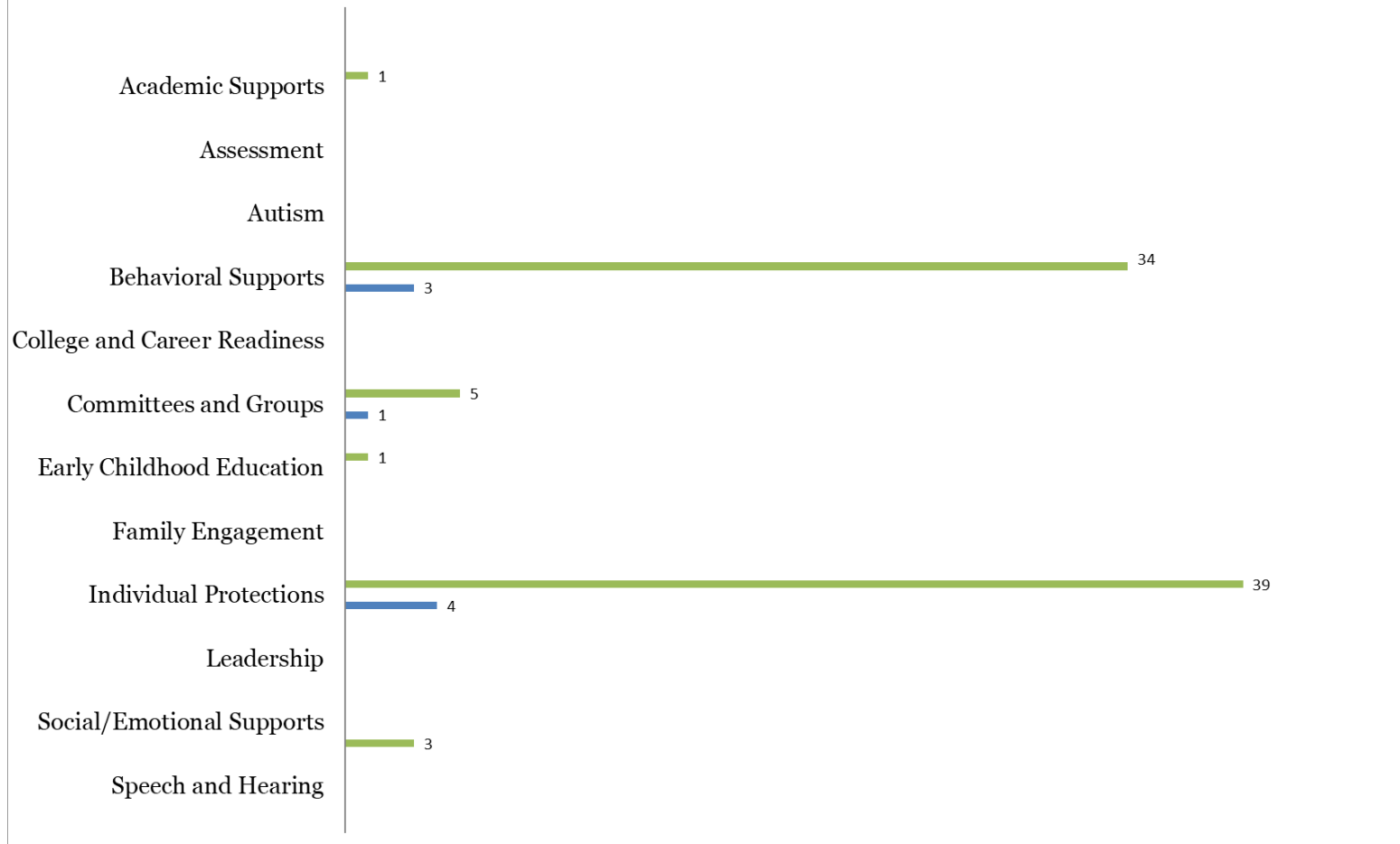
This email was sent to info@kidsfirstfnd.org.
Continue receiving our emails, add us to your address book.

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

NOVEMBER 2020 - 8 PARTICIPANTS

83 YEAR-TO-DATE PARTICIPANTS

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



**Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2020 - December 17, 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	20/21	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	0
Aveson Global Leadership Acad	N/A	N/A	2	1	5	1.5	0	0	9.5		0	0	0	0	0
Aveson School of Leaders	N/A	N/A	0	3	1	1.5	0	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	0
Desert Trails Prep Academy	0	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	0
Encore High School, Riverside	N/A	N/A	0	0	0	1	1	0	2		0	0	0	0	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0	0
LaVerne Elem Preparatory	0	0	0	0	0	0.5	0	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	0
Odyssey Charter School	N/A	N/A	0	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	0
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	N/A	1	0	0	1		0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0		0	0	0	0	0
SELPA-WIDE TOTALS	0	0	2	4	6	7.5	1	0	18.5		0	0	0	0	0

**Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2020 – December 17, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. LEA Case No. 2020							
2. Case No. 2020							
3. Case No. 2020							
4. Case No. 2020							

Desert /Mountain Charter SELPA
Legal Expense Summary
As of December 17, 2020

2000-2001	0.00
2001-2002	0.00
2002-2003	0.00
2003-2004	0.00
2004-2005	0.00
2005-2006	0.00
2006-2007	0.00
2007-2008	0.00
2008-2009	0.00
2009-2010	0.00
2010-2011	0.00
2011-2012	0.00
2012-2013	0.00
2013-2014	0.00
2014-2015	0.00
2015-2016	7,378.00
2016-2017	33,886.61
2017-2018	70,994.67
2018-2019	113,834.81
2019-2020	58,033.90
2020-2021	6,099.00

6.7 Office of Administrative Hearings COVID-19 Decisions
Verbal report, no materials



Family Fun Days

The Outreach Team will be offering Family Fun Days. Family Fun Days consists of learning opportunities that support families in developing and strengthening connections while having fun. Join with your children to listen and enjoy story time and interact virtually with fun activities.

Location

Virtual training, a link will be sent to each person after registering.

Cost

Free

Audience

Parents, caregivers, and children of all ages and abilities.

Presenter

The Outreach Team

Special Accommodations

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

Schedule

- Day 1: **October 30, 2020** | 1-2 p.m.
Virtual through Zoom
<https://sbcss.k12oms.org/52-187861>
- Day 2: **November 23, 2020** | 1-2 p.m.
Virtual through Zoom
<https://sbcss.k12oms.org/52-188274>
- Day 3: **December 21, 2020** | 1-2 p.m.
Virtual through Zoom
<https://sbcss.k12oms.org/52-188275>



CAHELP
17800 Highway 18
Apple Valley, CA 92307



Jeni Galyean
Jeni.Galyean@cahelp.org
(442) 292-5094 ext. 213



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

Universal Screener Overview

Presented By

Athena Vernon, Prevention and Intervention Lead Specialist

Natalie Sedano, Prevention and Intervention Lead Specialist

Date

February 16, 2021

Time

Training time: 1:00 - 2:30 p.m.

Cost

Free to attend



This overview will guide participants with the benefits of universal screening for behavior and will explore example universal screeners. Similar to data from academic screening tools, data from universal screening tools can be used in tiered systems of support to (a) detect students for whom Tier 1 efforts may be insufficient, (b) inform teacher-delivered, low intensity supports, and (c) connect students with evidenced-based Tier 2 (for some) and Tier 3 (for a few) strategies, practices, and programs.

Location

Virtual training, a link will be sent to each participant after registering.

Registration

Please register online at:
<https://sbcss.k12oms.org/52-183710>

Audience

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

Special Accommodations

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



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www.cahelp.org
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6.9 Compliance Update
Verbal report, no materials



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

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MEMORANDUM

Date December 18, 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) 955-3568 at peggy.dunn@cahelp.org

Upcoming Trainings

Date/Time	Event	Location
12/21/2020 1:00 PM - 3:00 PM	FAMILY FUN DAYS	VIRTUAL
1/6/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
1/6/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
1/12/2021 1:00 PM - 2:15 PM	Classroom Structure and Management	Online
1/12/2021 2:00 PM - 3:30 PM	THE ART OF FACILITATING IEP MEETINGS	VIRTUAL
1/13/2021 2:00 PM - 4:00 PM	HONK! HONK! STOP, ASSESS, AND DRIVE YOUR READING INSTRUCTION!	ONLINE
1/13/2021 2:00 PM - 4:00 PM	UNDERSTANDING ACCESSIBILITY RESOURCES WITHIN THE CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	VIRTUAL
1/14/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
1/14/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
1/19/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL

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

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
1/19/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
1/20/2021 1:00 PM - 2:30 PM	PHYSICAL THERAPY/OCCUPATIONAL THERAPY/ADAPTED PHYSICAL EDUCATION/ORTHOPEDIC IMPAIRMENT COLLABORATIVE CONFERENCE	WEBINAR
1/21/2021 2:00 PM - 3:30 PM	THE WHAT, WHY, AND HOW OF IEP MEETING NOTES	VIRTUAL
1/23/2021 11:00 A - 12:00 PM	EARLY CHILDHOOD DIRECTORS COLLABORATION	VIRTUAL
1/23/2021 11:00 A - 12:00 PM	EARLY CHILDHOOD DIRECTORS COLLABORATION	VIRTUAL
1/27/2021 8:30 AM - 3:30 PM	CHECK-IN CHECK-OUT INTERVENTION	DMESC
1/28/2021 8:30 AM - 2:30 PM	CREATING A RESPONSIVE CLASSROOM	DMESC
2/2/2021 8:30 AM - 3:30 PM	BEHAVIORAL SUPPORT PLAN (BSP), THROUGH THE PBIS LENS	DMESC
2/3/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
2/3/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL

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California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
2/4/2021 2:00 PM - 3:30 PM	MEANINGFUL PARENT PARTICIPATION	VIRTUAL
2/4/2021 9:00 AM - 12:00 PM	TRANSITION PLANNING FOR ALL STUDENTS	VIRTUAL
2/10/2021 8:30 AM - 3:30 PM	ARTS INTEGRATION: LEVERAGING THE ART OF LEARNING	DMSelpa
2/11/2021 2:00 PM - 3:30 PM	STRUTURED LITERACY WITH ORTON-GILLINGHAM: FOUNDATIONAL	VIRTUAL
2/12/2021 8:30 AM - 12:30 PM	BULLYING PREVENTION AND INTERVENTION: USING EXPECT RESPECT CURRICULUM	DMESC
2/16/2021 8:30 AM - 3:30 PM	THE ROLE OF UNIVERSAL SCREENING IN TIERED SYSTEMS OF SUPPORT	DMESC
2/16/2021 1:00 PM - 2:30 PM	UNIVERSAL SCREENER OVERVIEW	VIRTUAL
2/16/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
2/16/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
2/18/2021 5:00 PM - 6:30 PM	COMMUNITY ADVISORY COMMITTEE	VIRTUAL

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Upcoming Trainings

Date/Time	Event	Location
2/18/2021 2:00 PM - 3:30 PM	STRUCTURED LITERACY WITH ORTON-GILLINGHAM: ADVANCED	VIRTUAL
2/19/2021 11:00 A - 1:00 PM	SPECIAL EDUCATION DIRECTORS TRAINING- SOCIAL EMOTIONAL MENTAL HEALTH	VIRTUAL
2/22/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
2/22/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL

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A Webinar: Inclusionary Practices Mini-Conference January 21, 2021

Presented by Supporting Inclusionary Practices Committee Region 10

Dates/Times: January 21, 2021, from 8:00 a.m. – 12:00 p.m.

Fee: Registration is free

Level: K-12

Audience: District/Site Administrators, Education Specialists, Psychologists, and others who are interested in the topic

Training Description
The Supporting Inclusionary Practices Committee (Region 10) will be facilitating a mini half-day workshop on inclusionary practices used in various Special Education Local Plan Areas. Four sessions will be offered with a primary focus on inclusion evidence-based practices, learning centers, differentiated instruction and instruction delivery models.
Training Objectives
<ul style="list-style-type: none"> • Participants will learn a variety of common structures and practices that can be leveraged to support the adoption of inclusionary practices. • These structures and practices, when implemented with fidelity, will foster appropriate special education service delivery and ensure all students are included to the greatest extent possible. • Participants will also learn how to utilize technology to support inclusionary practices on a virtual platform.
Available Sessions
<u>9:10 am – 9:55 am</u>
<u>Option 1:</u> Optimizing Teaching and Learning through UDL
<u>Option 2:</u> Practical Strategies for Supporting Early Childhood Students and Their Families During Distance Learning
<u>10:00 am – 10:45 am</u>
<u>Option 1:</u> Unified PE
<u>Option 2:</u> Collaboration in Flexible Groups: The Power of Breakout Rooms - Ignite Engagement Through Powerful Inquiry and Discussion
<u>10:50 am – 11:35 am</u>
<u>Option 1:</u> Co-Teaching in Practice
<u>Option 2:</u> High Leverage and Evidence Based Practices to Support Inclusive Practices in a Virtual World

Registration Deadline: January 11, 2021

Click link to register: <https://forms.gle/DMC7TniGpPYE8Rsq8>

Questions: Please contact Jessica Fernandez via email at jessica.fernandez@omsd.net or by calling 909-418-6324