

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
December 18, 2020 – 9:00 a.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: 177 408 6895

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 SELPA Steering and Finance Committee. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a “Registration Card to Address the Desert/Mountain SELPA Steering 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 18, 2020 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 CONSENT ITEMS

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

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

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- 5.1.1 Approve the November 20, 2020 Desert/Mountain 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 Operations Updates

Rich Frederick will present Desert Mountain Operations Updates.

6.4 Desert/Mountain Children's Center Client Services Reports

Linda Llamas will present the D/M Children's Center Client Services monthly reports.

6.5 Suicide Ideation and School Connectedness Information

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

6.6 Professional Learning Summary and Update

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

6.7 Resolution Support Services Summary

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

6.8 Office of Administrative Hearings COVID-19 Decisions

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

6.9 Prevention and Intervention Update

Kami Murphy will present the Prevention and Intervention update.

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6.10 Compliance Update

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

6.11 Nonpublic School/Nonpublic Agency Update

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

7.0 FINANCE COMMITTEE REPORTS

8.0 INFORMATION ITEMS

8.1 Monthly Audiological Services Reports

8.2 Monthly Occupational & Physical Therapy Services Reports

8.3 Monthly Nonpublic School/Agency Placement Report

8.4 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 SELPA Steering and Finance Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue.

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

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

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

12.0 ADJOURNMENT

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The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, January 15, 2020, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

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D/M SELPA MEMBERS PRESENT:

Academy for Academic Excellence – Marcelo Congo, Samantha Gonzalez, David Gruber, Adelanto SD – Michael Baird, Alicia Johnson, Apple Valley USD – Renee Castillo, David Wheeler, Baker Valley USD – Cecil Edwards, Barstow USD – Julie Carter, Deanna Dibble, Heather Reid, Bear Valley USD – Lucinda Newton, Desert/Mountain Operations (SBCSS) – Rich Frederick, Excelsior Charter Schools – Marie Silva, Health Sciences – Julie Kroener, Helendale SD – Joshua Behnke, Michael Esposito, Hesperia USD – Matt Fedders, Elaine Nelson, Lucerne Valley SD – Vici Miller, Needles USD – Jamie Wiesner, Oro Grande SD – LaDay Smith, SBCSS – Patricia Trevino, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Lori Delgado, Trona JUSD – Austin Matzaganian, Victor Elementary SD – Amanda Smith, and Victor Valley UHSD – Margaret Akinnusi, Wennifer Beard.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Heidi Chavez, Ariel Clark, Craig Cleveland, Tara Deavitt, Lindsey Devor, Peggy Dunn, Adrien Faamausili, Thomas Flores, Marina Gallegos, Bonnie Garcia, Renee Garcia, Colette Garland, Cheryl Goldberg-Diaz, Jenae Holtz, Linda Llamas, Maurica Manibusan, Robin McMullen, Angela Mgbeke, Kami Murphy, Lisa Nash, Sheila Parisian, Kathleen Peters, Karina Quezada, Daria Raines, Linda Rodriguez, Adrienne Shepherd-Myles, Jessica Soto, Pamela Strigglers, Jennifer Sutton, Stephanie Sweem, Theresa Vaughan, Athena Vernon, 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 SELPA Steering Committee Meeting was called to order by Jenae Holtz, at 9:00 a.m., at the Desert/Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Alicia Johnson, seconded by Lori Delgado, to approve the November 20, 2020 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. A vote was taken and the following carried: 19:0: Ayes: Akinnusi, Baird, Congo, Delgado, Edwards, Esposito, Fedders, Frederick, Kroener, Matzaganian, Miller, Newton, Reid, Rigdon, Silva, A. Smith, L. Smith, Wheeler, and Wiesner. Nays: None, Abstentions: None.

5.0 CONSENT ITEMS

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5.1 **BE IT RESOLVED** that a motion was made by Cecil Edwards, seconded by Marie Silva to approve the following Consent Items as presented. A vote was taken and the following carried: 19:0: Ayes: Akinnusi, Baird, Congo, Delgado, Edwards, Esposito, Fedders, Frederick, Kroener, Matzaganian, Miller, Newton, Reid, Rigdon, Silva, A. Smith, L. Smith, Wheeler, and Wiesner. Nays: None, Abstentions: None.

5.1.1 Approve the October 16, 2020 Desert/Mountain 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 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 changes 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. 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 office can do that. 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

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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 self and others.

Jenae continued that AB 2657 has mandatory reporting requirements including reporting applying to all children. D/M SELPA requires the Behavior Emergency Reports (BER) 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 BER is due to CDE up to three months after the school year ends. 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. The BER will be reviewed to confirm it contains the data required by CDE and will be revised if needed. Jenae confirmed that BERs are to be submitted to Colette Garland as they are completed. It was also stated that discipline is tracked in CalPads so there is double documentation.

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 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 an educational provider may use seclusion or behavioral restraint only to control behavior that poses a clear and present danger of serious physical harm to the person or others that cannot be immediately prevented by a response that is less restrictive. Jenae said it is important that staff understand what clear and present danger of serious physical harm means. 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.

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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 any other alternate test 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 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. Karina shared that she completed the staff training and it took her approximately three hours as it is extensive. 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 with breaks as needed. 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 participated.

Cheri Rigdon shared that this adds another responsibility to the special education staff who are already feeling overwhelmed and stressed. She asked if the special education teachers are to work with the ELPAC staff to develop plans for the appropriate children or do they have to complete the required training and be directly involved in the assessment.

Karina replied that best practice is for the special education teacher to be involved as they are familiar with the student. She went on to say the purpose of the assessment is to measure English proficiency and allow the child the opportunity to show their knowledge. Karina said if the duty is delegated solely to individuals that are not familiar with special education practices, the child is not being provided with the best opportunity to demonstrate their knowledge. She clarified any staff involved in administering the assessment must complete the training, including instructional aides.

Vici Miller asked if the Alternate ELPAC could be administered to an eligible student that transferred in after the October county reporting deadline of October.

Karina suggested the district ELD coordinator contact the Alternate ELPAC staff for an answer. She continued that the need for a child to take an alternate assessment should be documented on

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the IEP so if it is documented on this child's most recent IEP, it should not be an issue. Karina suggested an addendum if it is not on the IEP to ensure there is consent from the parent to administer an alternate assessment. Karina said once the alternate assessment designation is noted, it is a matter of changing the type of assessment the child takes which is done at the site and district levels.

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 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 will also be administered this year as well. The science portion of the online training tutorials is available and consists of a self-paced training video with questions throughout that require 100% accuracy to gain certification for the administration of the test. The Math and ELA portions are not available at this time. Karina reminded the committee that the CAA Science portion can be administered from September through the end of the academic year so it is not necessary to wait for a testing window to open. The test can be administered as information is being presented so it is fresh in the children's minds.

Karina shared that there is concern around administering assessments during this time of at-home schooling and parental involvement. She said when she has attended trainings and meetings with CDE providing information, those are the concerns they are sharing and there are not answers right now. The regular ELPAC is being administered currently and CDE could be waiting to review the data from the ELPAC to make further decisions. Karina reported that she is continuing to provide CAASPP accessibility resources trainings. She said it does not appear that there will be a state testing waiver so it is important to continue to provide accessibility resources to children and have them be familiar with those resources prior to the date of testing.

6.3 CAHELP Special Education Summit

Jenae Holtz shared the outcomes from Day 1 and Day 2 of the CAHELP Special Education Summit. She said there was a lot of discussion on how to reduce due process filings, facilitated IEPs and training LEA teams, as well as accessing ADR. Jenae continued that there was discussion around increasing family involvement as well as increasing activities in tiers 1, 2, and 3. Jenae said there will not be another CAHELP Special Education Summit day until after the new year. With Covid-19 cases on the rise, schools that were going to bring children back on campus are reassessing that decision and we do not want to add more to the amount of duties and concerns. The purpose of the summit is not to add to the responsibilities but to improve systems for special education over time. Jenae said she appreciated the involvement and conversations taking place at the summit.

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6.4 Desert Mountain Operations Updates

Rich Frederick presented Desert Mountain Operations (DMOPS) Updates. Rich said with the opening of programs under the small cohort waiver in Trona, DMOPS is currently operating with students returning to fifty-five classrooms in some form. He reminded districts with DMOPS programs to keep principals or Rich's office advised of any changes due to Covid-19 so the DMOPS classrooms can remain aligned with what the district decisions.

Rich shared that assessments are being completed across their programs with bulk being done virtually. There is language in place and the ability to do in-person assessments if the IEP team determines that is what a student needs. DMOPS is meeting assessment timelines as well as timelines for annuals and triennials. Rich said Adelanto SD, Barstow USD, and Helendale SD are fully participating in preschool assessments Part C to Part B in either virtual or in-person format. Rich reminded the committee that if Inland Regional Center contacts them with students that are transitioning from Part C to Part B and DMOPS is the assessor, to provide the paperwork to DMOPS in a timely manner. This ensures that the 3rd birthday notification timelines are done as quickly as possible.

Rich reported that with principal Perry Taylor retiring December, Erik Foster has been hired to fill the position. Rich said there will be reassignment with Tom Hannett's caseload and Erik Foster's caseload and the changes will be reported at the December D/M SELPA Steering and Finance Committee meeting.

6.5 Desert/Mountain Children's Center Client Services Reports

Linda Llamas presented the Desert/Mountain Children's Center Client Services monthly reports. Linda said the reports program has been adjusted to the reports will be more clear and informative beginning in December. Linda asked to be notified of any changes or with questions.

Linda stated DMCC is continuing to provide all services including assessments to groups and individuals as well as linking families to resources. Linda said to contact her with any questions or for any assistance needed.

Jenae Holtz shared CAHELP entered into 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 of the person and will connect them to the right agency. Jenae said this is not moving business away from DMCC but there are more needs than DMCC can cover at this point. 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 students eligible for Medi-cal.

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Jenae shared CAHELP will be entering into 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 said more information will be provided in December with a document that explains how to request those services. Jenae asked to be contacted in the meantime if there is someone that is need of services.

Jenae confirmed that if an LEA has already signed a contact with Care Solace, they will continue that contract through the end of this fiscal year then will be added on to the CAHELP contract for 2021-22 school year.

6.6 Professional Learning Summary and Update

Heidi Chavez presented the D/M SELPA's Professional Learning Summary and update. She reported for the month of November, there were a total of 528 participants with 187 at on-sites and 341 in regional trainings. Heidi shared the next Community Advisory Committee (CAC) meeting is December 17, 2020. The representative meeting is 5:00pm-5:30pm with the presentation 5:30pm-6:30pm. The presentation is *Fostering Resiliency through Personal Connection* and will be presented by DMCC Intervention Specialists. Heidi encouraged committee members to attend and to extend the invitation to parents as we want to continue to engage with our families.

6.7 Resolution Support Services Summary

Kathleen Peters presented the D/M SELPA's Resolution Support Services Summary and update. Kathleen said filings are continuing to be submitted with a growth in concerns of mental health. She is thankful to Linda Llamas and Jenae Holtz for increasing mental health services. Kathleen continued that she watched a presentation by a law firm that talked about absenteeism and the reasons children do not attend school. She will share a link for a School Refusal Assessment Scale that is not an actual assessment but can help determine a student's needs regarding lack of attendance. Kathleen reported that she has not reviewed the documents but believes it is a good concept. She shared the presentation stressed the importance of providing the correct interventions in order to not reinforce the negative behavior of absenteeism. Kathleen continued it is important to increase student engagement during these times of distance learning to keep students from shutting down. She reminded the committee members that an IEP can be convened to discuss attendance goals, counseling services, Functional Behavior Assessments (FBA), and School Attendance Review Boards (SARB). Kathleen cited Education Code 43504 providing guidance that absenteeism must be addressed in a tiered approach when a student is absent more than three days in one week. She also said absenteeism must be documented in IEPs and in intervention logs.

Kathleen reported there have been recent discussions on custody and educational rights of foster students. She said birth parents are requesting their children be enrolled in their school district when the child has been placed in foster care outside of their community. Kathleen stated there is

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law for foster and homeless youth that a child has the right to stay at their home school and that the district must bus or transport that child. She said that law applies mostly to homeless youth and not foster children. Kathleen continued that foster agencies attempt to find homes within the child's school district because it increases stability but if it cannot be done, the child's home district does not have to transport in order for the child to remain in the school. She said there is a child that lived in Apple Valley until placed by social services in Temecula. There has been a settlement agreement to place the child in a residential treatment center (RTC) with language that as long as the child resides within the school district boundaries. It was stated Temecula Valley USD has not held an IEP for the child.

Jenae Holtz said the law is clear that the district where the parent resides is responsible for the RTC placement. She said even though social services started the placement and that Temecula Valley USD has not held an IEP, it is where the parent lives that is responsible for the RTC placement so it will come to D/M SELPA for payment and to Apple Valley USD for the nonpublic school (NPS) placement.

6.8 Office of Administrative Hearings COVID-19 Decisions

Kathleen Peters reviewed Office of Administrative Hearings (OAH) COVID-19 decisions. She reported a parent requested an Independent Educational Evaluation (IEE) from Los Angeles USD (LAUSD) and LAUSD filed to defend the assessments. Kathleen stated education code clearly outlines seven points that must be included in assessments. She said the judge determined the assessment complied with the law and that LAUSD did not have to provide an IEE. Kathleen continued that the psychologist observed the student six times because the parent was in such dispute about the accuracy of school assessments and believed the child had autism. The psychologist did not consider herself an expert in autism so she has another psychologist assist with the autism assessments.

Sheila Parisian added the psychologist reports were extremely thorough and included education benefits information for three years along with progress on goals. She said the parent requested an IEE before the district had an opportunity to conduct their own assessments and the history on the child's IEPs reflected IEEs were requested from previous districts.

Kathleen next provided information regarding a case in which Chaffey Joint Union HSD prevailed. She said the parent questioned how their child could be low functioning but perform well and achieve grades of A's and B's. Kathleen reported the judge found grades are not indicative of the provision of FAPE and recognized that grades reflect more than assessment.

Sheila reported the decision included that grades can be determined by the teacher if the student meets standards and proficiencies based on the governing board and district grading policy. She said in this case the student's grades were passed on participation, projects, tests, and the child's willingness and was not reflective of the student being able to read. The district was able to prove that the student earned his grades in the area of effort versus mastery. Sheila continued that the

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father contended that the child should not be on a diploma track with the child performing at the current level and unable to be independent without his one to one aid. The case decision did not address graduation in relation to being on diploma track but the judge said it would need to be addressed in a future IEP meeting.

Sheila stated assistive technology (AT) was also included in the case stating if AT is a recognized need, the district must assess as part of the triennial evaluation. She said often the assessor will read the results of their assessment at the triennial meeting and the IEP team will put it in the notes. Sheila continued that in this case, the notes were thorough. The findings stated the legally required components of the supports and services were not notated in the offer of FAPE. Because there were devices and supports required for the student to access the curriculum, AT should have been included as part of the triennial assessment because it was already determined to be an area of need. Sheila said it is at the triennial that it is ruled out if AT would be a continued area of need. It is important to include AT supports in the Supplementary Aids and Supports section of the IEP with special factors under Assistive Technology.

6.9 Prevention and Intervention Update

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 video was shared with the committee.

6.10 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). Peggy thanked the D/M SELPA members for their diligence during the Special Education Plan (SEP) process. She said the next step is for her then Jenae to review and sign off

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
November 20, 2020 – 9:00 a.m. Virtual via Teleconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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the plans and then upload them to CDE by December 15, 2020. After the plans are uploaded to CDE, CDE will send a letter to the LEAs and D/M SELPA. CDE has not provided a timeline regarding their letter but it will be sent.

Colette Garland reported that for 2019-20 Disproportionality, there were eight LEAs in disproportionality and four have been cleared and are compliant. She said for the other LEAs, there are a couple of students that need review and some corrective action. Colette continued that policies and procedures were approved as well.

Colette shared the CDE check-ins have been extremely positive for seven LEAs in intensive review. She said the meetings have been positive and about CDE wanting to know how LEAs are handling loss of learning, services and providing those minutes. Colette shared that she and Program Technician Terri Nelson have been doing individual check-ins to make sure the LEAs CalPads entries 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 said she continues to remind the LEA MIS contacts to compare the reports in MIS with the CalPads reports to make sure the numbers match exactly. Colette stated that Plan Type 30 refers to pending students and they need to be addressed as well. If an assessment plan has been created but an IEP meeting has not been scheduled, it will cause a Plan Type 30 error. Colette said if a child has moved, it can be changed to No Action Taken (NAT) and that will not count as an error.

Colette reported the Desired Results Access Project (DRDP) will happen but there have been changes made. She encouraged the assessors to take part in the webinars on December 3, 2020 and January 12, 2021. The DRDP information must be entered electronically by January 22, 2021 so Colette can pull the files and complete submission.

Colette confirmed that part of the discussions with CDE has been how LEAs are handling overdue annuals, triennials, and assessments. She said CDE will be checking for the 20% reduction in those areas in early December and again in early January.

Jenae Holtz said CDE will be running the reports on late annuals and triennials again. If CDE does not see a reduction in the January reports, they will be contacting D/M SELPA and the LEA to discuss how to make those reductions. Jenae said it is important to reduce the number by at least 20%. She shared that Colette will continue to work with the MIS staff at the LEAs to ensure as data is entered in that system to assist with the numbers.

Michael Baird said sometimes CDE will contact him directly for information and other times they contact D/M SELPA. He asked if there was a method to their contacts.

Jenae replied the law pertaining to SELPAs is that they are responsible for compliance and ensuring LEAs are following the compliance requirements with the CDE holding SELPAs as accountable as the LEAs. Jenae shared that CDE has a new special education director who really has the intent and a heart for communication to be much better. There have been many staffing

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changes at CDE with the new Focused Monitoring and Technical Assistance (FMTA) consultants learning which LEAs are members of which SELPAs so that could be part of the reason for the differences in contacts. To answer Michael's question, there is not a known method to who CDE contacts at this time.

6.11 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency (NPS/NPA) update. She said both Desert View and Bright Futures are continuing with the distance learning format though there has been discussion about bringing students back to campus incrementally. Peggy will be following up to see if there will be a change. Peggy said that NPS/NPAs as well as residential treatment centers must complete trainings in de-escalation and restraints in order to receive California certification.

Margaret Akinnusi said her LEA is struggling with students placed in nonpublic schools from the feeder districts. The students are not enrolling in her district but she is being invited to IEPs.

Jenae Holtz responded that School Psychologist Derek Hale is tracking the NPS students who are in middle school and will be transitioning into high school. He can notify the LEAs when a child will be removed from or returned to a district.

7.0 FINANCE COMMITTEE REPORTS

Marina Gallegos thanked the LEAs for submitting their Maintenance of Effort (MOE) Reports and Excess Cost Reports. She asked for the committee members to continue to review Purchased Services Reports and contact her if there are any discrepancies.

8.0 INFORMATION ITEMS

- 8.1 Pupil Count/CalPads Certification Memo
- 8.2 Desired Results Access Project (DRDP) Memo
- 8.3 Monthly Audiological Services Reports
- 8.4 Monthly Occupational & Physical Therapy Services Reports
- 8.5 Monthly Nonpublic School/Agency Placement Report
- 8.6 Upcoming Professional Learning Opportunities

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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 she is blessed to know everyone at the meeting and she appreciates the LEAs that go above and beyond for the students and families.

11.0 MATTERS BROUGHT BY THE PUBLIC

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Matt Fedders, seconded by Cheri Rigdon, to adjourn the meeting. A vote was taken and the following carried: 19:0: Ayes: Akinnusi, Baird, Congo, Delgado, Edwards, Esposito, Fedders, Frederick, Kroener, Matzaganian, Miller, Newton, Reid, Rigdon, Silva, A. Smith, L. Smith, Wheeler, and Wiesner. Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, December 18, 2020, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

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

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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

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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.

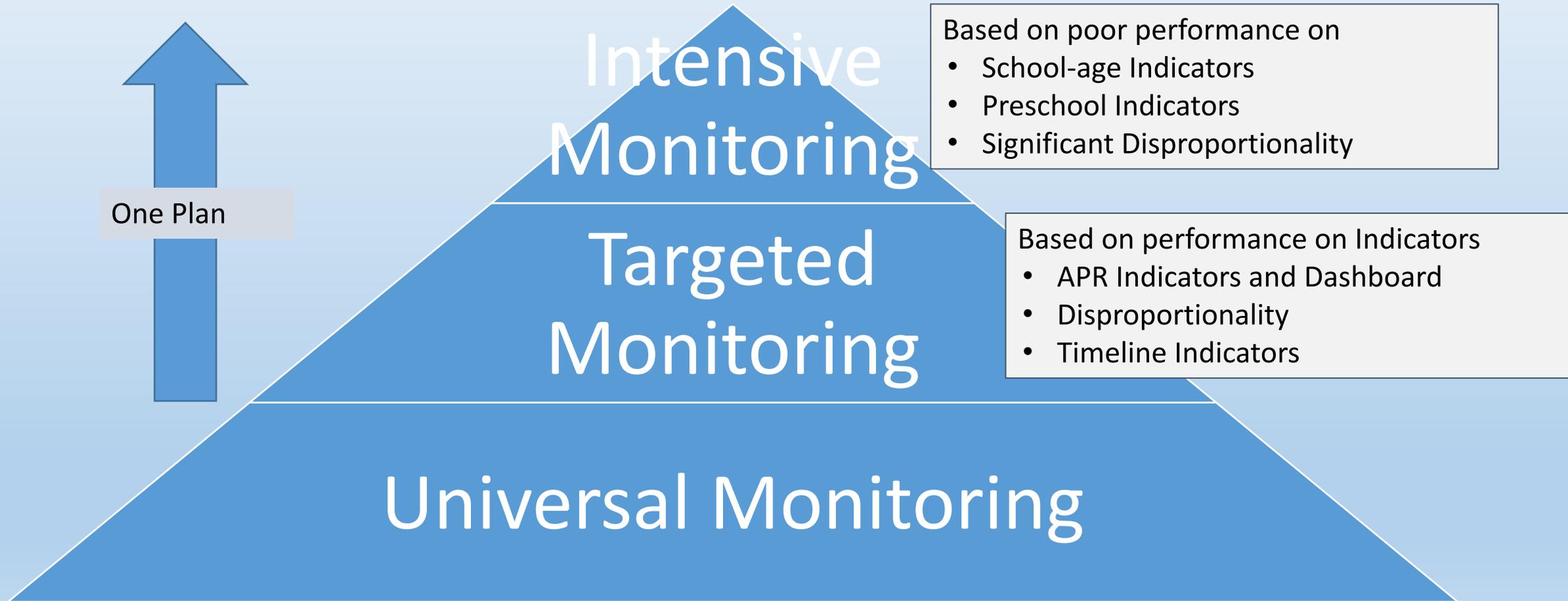
Restraint and Seclusion Data

- 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.

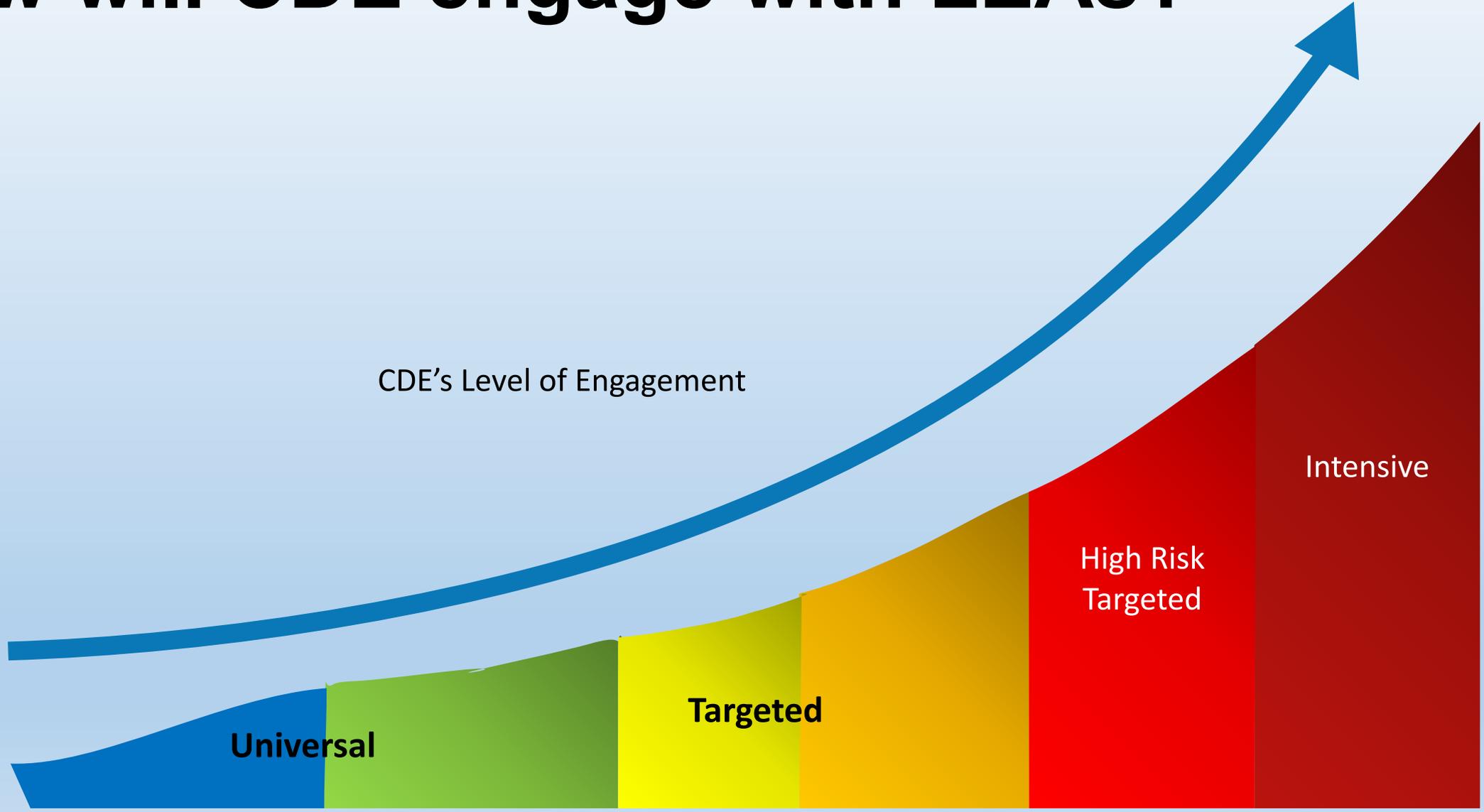
Monitoring Spring of 2021

- 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?



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

6.3 Desert Mountain Operations Update
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:

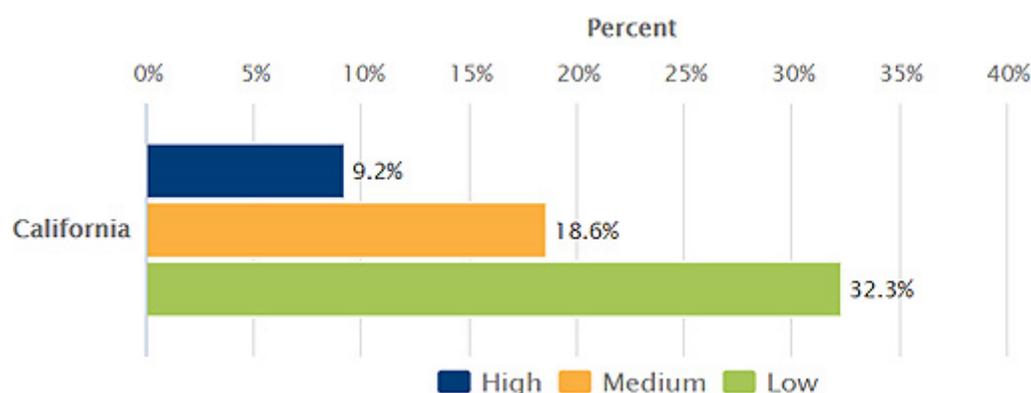
- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Student Assistance Program (SAP)
- Speech and Occupational Therapy

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



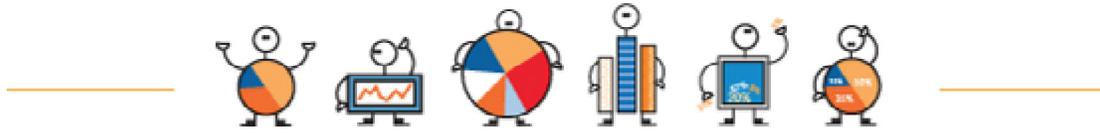
Keep Current on Kids



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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Palo Alto, CA | 94301 United States

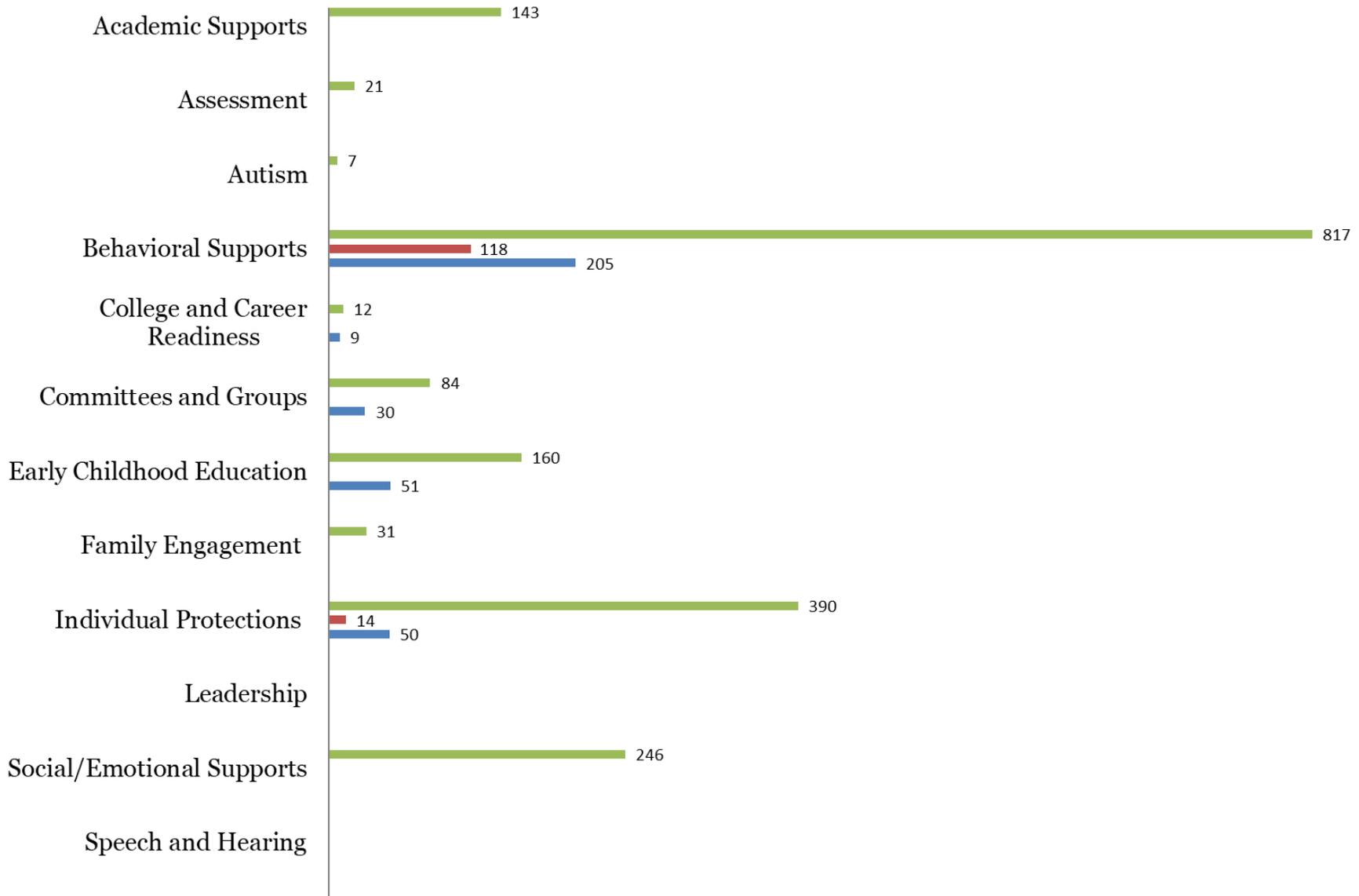
This email was sent to info@kidsfirstfnd.org.
Continue receiving our emails, add us to your address book.

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

NOVEMBER 2020 - 477 PARTICIPANTS

1911 YEAR-TO-DATE PARTICIPANTS

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



**Desert/Mountain SELPA
Due Process Summary
July 1, 2020 - December 18, 2020**

DISTRICT													CASE ACTIVITY FOR CURRENT YEAR				
	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	2	0	3	6	5.5	2.5	5	3	3.5	3	1.5	35	0	0	0	1.5	0
Apple Valley USD	1.33	0	0	2	1	1.5	1.5	0	3.5	10	3	23.83	1	0	1	1	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	1	0	0	0	0	1	3.5	0	2	0	0	7.5	0	0	0	0	0
Bear Valley USD	0	1	0	0	0	0	1	2	0	0	1	5	0	1	0	0	0
Helendale SD	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
Hesperia USD	1	5.5	4	3	5	7.5	7	6	7	17.5	5	68.5	0	0	1	4	0
Lucerne Valley USD	4	0	1	2	1	1	2	0	1.5	0	0	12.5	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0
Silver Valley USD	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	0	2	1	1	5	4.5	6.5	2	8.5	7	1	38.5	0	0	0	0	1
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	1	4.33	3.33	1.83	2.5	6.5	0	7	1	22.5	0	0	0	1	0
Victor Valley Union High SD	0	2	4	3.33	4.3	7.83	4	4	8.5	6.5	4.5	49	0	1	1	2.5	0
Academy for Academic Excellenc	1.33	0	0	4	2	0	1	2	1	1	1	13.33	0	1	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0.34	0.5	1	1.33	0.83	4.33	3	1.5	3	2	0	17.83	0	0	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0.5	2	0	2.5	0	0	0	0	0
Health Sciences HS & MS	0	0	0	0	0	0	0	0	1	1		2	0	0	0	0	0
SELPA-WIDE TOTALS	12	13	15	33	27.96	33	37	28	40	*59	18	302	1	3	3	10	1

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.

*Number accounts for High Tech High but has exited from CAHELP. Actual count for 2019-20 is 67.

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – December 18, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Apple Valley Case No. 2020070137	<ol style="list-style-type: none"> 1. Appropriate services, goals, placement, accommodations 2. Failure to implement IEP as written 3. Denial of Home instruction 4. Failure to timely assess and review evaluations 5. Failure to provide accommodations for cheer tryouts 	07/03/20	07/13/20 07/16/20 08/14/20	08/27/20	08/17/2020 09/21/20	08/25- 8/27/2020 09/29- 10/01/20	Resolution unsuccessful. Parent demands placement of daughter on cheer team, reimbursement for private/city cheer team participation, compensatory ed, Spanish class letter grade change. Parent agreed to mediation then withdrew. Preparing for hearing. 8/26/20 parent withdrew from mediation. Prepare for hearing. 9/26/20 case dismissed by parent. CLOSED
2. Hesperia USD Case No. 2020070579	<ol style="list-style-type: none"> 1. Appropriate placement and program 2. Statutorily appropriate LAS assessment 	07/17/20	7/31/20 08/17/20	09/08/20	10/26/20	11/03- 11/15/20	08/26/20 settlement agreement for DMCC ERMHS, IEE-speech; service increases to speech and occupational therapy. Comp. education: speech, counseling, tutoring. CLOSED
3. VVUHSD Case No. 2020070920	<ol style="list-style-type: none"> 1. Appropriate placement and program 2. Failure to make progress 3. Failure to provide ABA aide at parent request 4. Minimal services during COVID 19 	07/29/20	08/11/20		09/11/20	09/22- 09/24/20	08/28/20 settlement agreement for comp. education: tutoring, speech language, occupational therapy. CLOSED
4. Hesperia Case No. 2020070962	<ol style="list-style-type: none"> 1. Appropriate program in LAS, Fine Motor, Behavior 2. Statutorily appropriate LAS assessment and psycho ed assessment 	07/30/20	08/07/2020 08/18/20	09/17/20	09/11/20	09/22- 09/24/20 10/20- 10/22/20	08/27/20 settlement agreement for IEEs: speech language, FBA, Psycho-Ed. IEP additions: increase in speech language, occupational therapy. Comp. education: tutoring, speech. CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – December 18, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
5. VVUHSD 2020080045	Child Find 1. Severe depression 2. Hospitalized 4x 3. Failing classes	08/05/20	8/18/20		09/14/20	09/22- 09/24/20	Seeking identification as SPED in order to cover residential placement. Student in medical RTC in Whittier. Upon release, VVUHSD to commence assessment. Settlement 08/27/20 - CLOSED
6. Victor Elem SD 2020080331	Child Find 1. Failure to assess	08/12/20	09/02/20		09/28/20	10/06- 10/08/20	Student had 504 in Victor Elem SD; VVUHSD found eligible for special education. Seeking comp. education. Settlement 9/24/20 - CLOSED
7. Adelanto SD & VVUHSD 2020080427	Denial of FAPE 1. Health plan 2. Academic 3. Complete assessment	08/13/20	08/25/20		09/25/20	10/06- 10/08/20	09/28/20 settlement agreement; fund IEE – Psycho ed; IEP to modify goals, health plan, and implementation with parent; comp. education; CLOSED
8. Hesperia USD 2020090471	Denial of FAPE 1. Failure to assess in all areas 2. Failure to offer SLP, ERMHS 3. Failure to provide appropriate SAI 4. Lack of appropriate goals 5. Failure to implement IEP	09/16/20	09/23/20 10/05/20	11/17/20	11/02/20 12/21/20	11/10- 12/20/20 01/05- 01/07/21	Mediation goal: comp. ed. differences, teacher placement. Settlement agreement 11/18/20: IEP program enrollment, reassigned class to avoid teacher; CLOSED
9. Adelanto 2020090691	Denial of FAPE 1. Inappropriate program & placement 2. Inaccurate MD 3. Failure to provide FBA 4. No services Feb 2020-May 2020	09/22/20	09/29/20 expedited	10/07/20 Expedited 11/19/20 regular		10/20- 10/22/20 Expedited 11/17- 11/19/20 Regular 01/12- 01/14/21	LEA retracting MD; requesting to dismiss expedited status; gathering DLP data for expedited mediation or regular resolution; expedited status dismissed. Proceeding with regular mediation. 11/23/20 settlement agreement: FBA assessment, IEE for ERMHS, 1:1 behavior aide in home, DMCC and VCC intensive; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – December 18, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
10. VVUHSD 2020100043	Denial of FAPE 1. Failed to hold an IEP in February 2019 2. Failed to hold an IEP in February 2020 3. Failed to conduct triennial assessment October 2019	09/22/20	10/14/20 10/15/20 11/04/20	12/03/20	11/13/20 01/22/21	11/24- 11/25/20 02/02-04/21	Child has not been in school since before 2019. Parent refusing placement. Wants full-day SDC class with no class changes. District holds not FAPE.
11. Apple Valley USD 2020100583	Denial of FAPE 1. Substantive concerns for IEPs dated: 10/2018, 10/2019, 03/2020, and 07/2020 2. Home instruction failed to provide FAPE 3. Fall 2019 Triennial timeline 4. Failure to provide parent a copy of IEP 5. Failure to provide accommodations to cheer tryouts 6. Failure to implement IEP during COVID-19	10/16/20	10/28/20	12/17/20	11/30/20 02/08/21	12/08- 12/10/20 02/17-18/21	No settlement at resolution. Parent remains angry; filing staff complaints. LEA offering compromises and not accepted. Mediation scheduled.
12. VVUHSD 2020100503	Child Find	10/16/20	10/30/20 11/17/20		11/30/20	12/08- 12/10/20	12/03/20 student awaiting release of psychiatric hold for RTC; placement tolling agreement
13. Hesperia USD 2020110001	Denial of FAPE 1. Failure to conduct triennial assessment Sept 2020 2. Lack of educational benefit a. reading goal b. writing goal c. math goal	10/30/20	11/10/20 11/09/20		12/14/20	12/22- 12/24-20	11/30/20 settlement agreement - Comp. ed; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – December 18, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
14. Academy for Academic Excellence 2020110282	Denial of FAPE 1. Failure to assess comprehensively 2. Failure to provide dyslexia program	11/09/20	11/20/20		12/28/20	01/05-07/21	Preliminary agreement
15. Snowline JUSD 2020110297	Denial of FAPE 1. Failure to make specific offer of FAPE Denial of parent participation 1. Failure to provide timely records 2. Failure to ensure team members participation	11/09/20	11/16/20		12/28/20	01/05-07/21	Parent seeking reimbursement for tuition at NPS, for summer tutoring expenses, for summer NPS placement, transportation reimbursement for private services; settled 12/01/20; CLOSED
16. Apple Valley USD 2020110631	Denial of FAPE failure to provide: 1. FBA 2. Behavior Plan 3. Appropriate services 4. Ambitious goals 5. Distance learning FAPE Failure to assess: 1. SLP 2. OT 3. ATC 4. PT 5. Psycho-ed triennial	11/19/20	12/04/20		01/04/21	01/12-14/21	Settlement demand viewed as excessive. Opposing counsel seeking to amend offer IEP of 12/09/20. AVUSD to cross-file.

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – December 18, 2020**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
17. Hesperia USD 2020120175	Denial of FAPE 1. Failure to assess in all areas 2. Failure offer meaningful goals 3. Failure to offer appropriate goals 4. Failure to find Autism 5. No FBA 6. Learning loss as a result of COVID-19	12/03/20	12/14/20		01/18/21	01/26-28/21	12/04/20 resolution cancelled by mutual agreement.
18. Bear Valley USD 2020120196	Denial of FAPE 1. Child Find 2. Prior knowledge of TBI	12/04/20	12/10/20 Expedited	12/18/20 Expedited	01/11/21 Expedited 01/11/21 Regular	01/20-21/21 Expedited 01/26-28/21 Regular	Parent seeking to overturn expulsion.

Desert /Mountain SELPA
Legal Expense Summary
As of December 18, 2020

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$314,479.71
2019-2020	\$475,930.79
2020-2021	\$103,406.65

6.8 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.



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>

6.10 Compliance Update
Verbal report, no materials

6.11 Nonpublic School/Nonpublic Agency Update
Verbal report, no materials



MEMORANDUM

Date: December 1, 2020
To: Directors of Special Education
From: Richard Frederick, Area Director 

Subject: Audiological Service Reports

Attached are the Audiological Service Reports for the month of September 2020 by district.

If you have any questions concerning these reports, please contact Dale Folkens, Ed. D. Principal at (760) 244-6131 ext 247 or via email at dale.folkens@sbcss.net.



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 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

Desert Mountain SELPA
2020-2021 Non-Public School Placement Report

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	6		1	7	5			5	4		1	5	5			5	5			5				
Apple Valley	16	2	11	29	13	2	11	26	18	2	9	29	15	2	13	30	15	2	13	30				
Baker																								
Barstow	3			3	3			3	4			4	5			5	5			5				
Bear Valley																								
Helendale																								
Hesperia	11	2		13	9	2		11	16	1	1	18	15	1	1	17	15	1	1	17				
High Tech High																								
Lucerne Valley	1	1		2	1	1		2	1			1	1			1								
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	11		1	12	9		1	10	10		2	12	9		2	11	10		1	11				
Trona																								
Victor Elem	16		1	17	11		1	12	8		3	11	10			10	9			9				
VVUHSD	14	1	2	17	18	1	2	21	20	1	2	23	20	1	2	23	21	1	2	24				
TOTALS	78	6	16	100	69	6	15	90	81	4	18	103	80	4	18	102	80	4	17	101				
2019-20 Totals	80	11	19	110	74	11	16	101	73	8	17	98	74	8	19	101	75	8	19	102	75	8	19	102
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 Totals	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125

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

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
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

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
2/18/2021 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