

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING
August 26, 2021 – 1:00 p.m. Virtual via Teleconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

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

PARTICIPATE BY PHONE:

Dial Access Number: 1-415-655-0003

When prompted - enter Access Code: 177 073 2194

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

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

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

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

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

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the August 26, 2021 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 INFORMATION/ACTION

5.1 Desert/Mountain Charter SELPA D/M 66 Assessment Plan (**ACTION**)

Forms used in the operations of special education programs within the Desert/Mountain Charter SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Forms are modified as necessary in order to support the operations of special education programs in an efficient, effective and legally compliant manner. Suggested revisions

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to SELPA Forms are submitted to the D/M Charter SELPA Steering Committee for consideration and approval.

5.1.1 **BE IT RESOLVED** that the Desert/Mountain Charter SELPA D/M 66 Assessment Plan be approved as presented.

5.2 Desert/Mountain Charter SELPA Policy and Procedures Chapter 1 (**ACTION**)

Policies and procedures governing the operation of special education programs within the Desert/Mountain Charter SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Policies and Procedures are modified as necessary in order to ensure that special education programs are operated in an efficient, effective and legally compliant manner. Suggested revisions to Charter SELPA Policy and Procedures are submitted to the D/M Charter SELPA Steering Committee for consideration and approval.

5.2.1 **BE IT RESOLVED** that the Desert/Mountain Charter SELPA Policy & Procedures Chapter 1 be approved as presented.

5.3 Desert/Mountain Charter SELPA Interim Placement Forms (**ACTION**)

Forms used in the operations of special education programs within the Desert/Mountain SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Forms are modified as necessary in order to support the operations of special education programs in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Forms are submitted to the D/M SELPA Steering Committee for consideration and approval.

5.3.1 **BE IT RESOLVED** that the Desert/Mountain Charter SELPA Interim Placement Forms be approved as presented.

6.0 CONSENT ITEMS

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

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

6.1.1 Approve the June 17, 2021 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

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7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 California’s Special Education Governance and Accountability (SEGA) Study

Jenae Holtz will present information on California’s Special Education Governance and Accountability (SEGA) study.

7.2 California State Testing Updates

Jenae Holtz will present the latest California state testing updates.

7.3 Desert/Mountain Children’s Center Client Services Reports and Updates

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

7.4 Strategies to Increase Student and Caregiver Engagement in the School Environment

Linda Llamas will discuss three strategies to increase student and caregiver engagement in the school environment as children return for the 2021-22 school year.

7.5 Professional Learning Summary

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

7.6 Resolution Support Services Summary and Updates

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

7.7 Assembly Bills 104 and 130 Updates

Kathleen Peters will provide information pertaining to Assembly Bills 104 and 130.

7.8 Office of Administrative Hearings Decision

Kathleen Peters will review an Office of Administrative Hearings (OAH) decision.

7.9 Alternative Dispute Resolution (ADR) Planning Committee Update

Kathleen Peters will share an update from the ADR Planning Committee.

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7.10 You be the Judge Scenario

Kathleen Peters will present a You be the Judge scenario for committee member participation.

7.11 Prevention and Intervention Updates

Kami Murphy will present Prevention and Intervention Updates.

7.12 Compliance Update

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

8.0 FINANCE COMMITTEE REPORTS

8.1 2021-22 P-2 Special Education Revenue Projection

Marina Gallegos will present the 2021-22 P-2 Special Education Revenue Projection.

9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

9.2 Upcoming Professional Learning Opportunities

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

11.0 CEO COMMENTS

12.0 MATTERS BROUGHT BY THE PUBLIC

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

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

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

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

13.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, September 23, 2021, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA
17800 HIGHWAY 18 • APPLE VALLEY, CA 92307
(760) 552-6700 • (760) 242-5363 FAX



Assessment Plan

If an assessment for the development or revision of the Individualized Education Program is to be conducted, the parent or guardian of the student shall be given [by the Local Educational Agency (LEA)], in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension. CA Ed Code § 56321(a)

STUDENT INFORMATION

Student Name:	_____	Date of Birth:	_____	Grade:	_____
School Site:	_____	District or LEA of Residence:	_____		
English Language Proficiency:	<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Fluent English Proficient	<input type="checkbox"/> English Only	<input type="checkbox"/> Language spoken at home:	_____

This notice is to inform the parent(s)/guardian(s) regarding the school district's/LEA's proposal to initiate or change the: Identification Evaluation of the above-named student:

This prior written notice includes a description of the proposed evaluation, an explanation of why the district or Local Educational Agency (LEA) proposed to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant to this proposal. Your written permission must be given before we assess your child to determine initial or continued eligibility for special education services. You have the right to be familiar with the assessment procedures and type of tests that may be given to your child. After the assessment is completed, you will be notified in writing of a meeting to discuss the results of the evaluation. If your child is found eligible for special education services, a full range of program options will be discussed.

Description of the proposed assessment:

The assessment will be conducted by qualified staff, and when appropriate, interpreters of the individual's primary language may be used. Tests conducted pursuant to these assessments may include, but are not limited to classroom observations, rating scales, one-on-one testing or some other types or combination of tests. No single procedure may be used as the sole criterion for determining an appropriate educational program. Following the completion of the assessment at the IEP meeting, you will receive a copy of the assessment findings. The results of the assessment may be a recommendation for special education services or maintenance or change of the current special education service(s). A student will not be placed in special education without consent of the parent or guardian. All information and assessment results are confidential.

Reason(s) for proposed assessment:

Description of other options considered and reasons for rejecting them: *(List other courses of action the LEA considered for student's educational program, including but not limited to consideration of information/requests from parent and data/screening/observation by LEA personnel, OR actions that were requested on behalf of Student; AND, explain the reasons the LEA refused these courses of action.)*

Other factors relevant to the proposal:

Description of evaluation procedures, tests, records, or reports used in deciding to propose this assessment:

The district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present levels of academic performance and functional achievement to determine services. Your child will be assessed in all areas of suspected disability as needed.* To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the local educational agency (LEA)/district. *Tests conducted pursuant to these assessments may include, but are not limited to classroom observations, rating scales, one-on-one testing or some other types or combination of tests.

Student Name: _____

Date of Birth: _____

Grade: _____

ASSESSMENT INFORMATION

Reason(s) for referral/assessment: Initial Annual Triennial Behavior Counseling/Behavioral Health Services Other: _____

Referred by: Parent/Guardian Teacher Special Ed. Teacher Psychologist Nurse Administrator IEP Team Other: _____

The assessment will be administered in: English Spanish Braille Sign Language Other: _____

ASSESSMENTS CHECKED BELOW WILL BE COMPLETED TO ADDRESS THE AREAS OF SUSPECTED DISABILITY

TO BE COMPLETED BY (Examiner Title)

ACADEMIC/PRE-ACADEMIC ACHIEVEMENT: These tests measure current readiness skills or achievement levels in reading, spelling, arithmetic, oral and written language skills, and/or general knowledge.

District County NPA Other

AUGMENTATIVE/ALTERNATIVE COMMUNICATION (AAC) **ASSISTIVE TECHNOLOGY (AT):** An assessment to measure the need for any aid and/or device that can be used to increase, maintain, or improve functional capabilities of a student with a disability.

District County NPA Other

CAREER AND VOCATIONAL DEVELOPMENT: These tests allow a student to identify interest areas and aptitudes that assist in setting vocational goals and making career choices.

District County NPA Other

COGNITIVE/INTELLECTUAL DEVELOPMENT AND LEARNING ABILITY: These tests measure how well a student thinks, remembers, and solves problems, and evaluates a student's general learning aptitude and/or state of intellectual maturation by measuring performance across a variety of verbal, numerical, and visual-spatial tasks.

District County NPA Other

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA): An assessment to measure and/or identify circumstances and consequences associated with a certain behavior and methods/interventions recommended to address them.

District County NPA Other

HEALTH/DEVELOPMENTAL/MEDICAL: These tests measure vision, hearing, current health status, and early childhood development.

District County NPA Other

OBSERVATIONS/INTERVIEWS: Includes observations of a student's academic and behavioral functioning in the school and/or natural setting.

District County NPA Other

PERCEPTUAL/MOTOR DEVELOPMENT: These tests measure coordination, body movements, and small and large muscle activities. Physical fitness, visual, and perceptual skills may also be measured.

District County NPA Other

POST-SECONDARY TRANSITION: Age appropriate transition assessments related to training, education, employment and where appropriate independent living skills.

District County NPA Other

SELF-HELP/ADAPTIVE: This assessment measures how the student takes care of personal needs at home, school and in the community and will help determine the level of personal development in activities of daily living, socialization, and communication skills.

District County NPA Other

SOCIAL/EMOTIONAL/BEHAVIORAL DEVELOPMENT: This assessment measures how the student feels about him/herself, gets along with others, and will help determine adjustment in social, emotional, and behavioral areas.

District County NPA Other

SPEECH/LANGUAGE/COMMUNICATION DEVELOPMENT: This assessment measures a student's ability to use and understand language. Areas that may be assessed are articulation, receptive and expressive language, fluency, voice, and/or social/pragmatic use of language.

District County NPA Other

REVIEW OF ANY RECENT ASSESSMENT(S): _____

OTHER: (If using alternative means of assessment, explain why and what will be utilized for this assessment.) _____

FOR QUESTIONS PLEASE CONTACT THE LEA OFFICE:

Name: _____

Contact Phone: _____

PARENT/GUARDIAN/ADULT STUDENT AUTHORIZATION

ASSESSMENT CANNOT BEGIN UNTIL A COPY OF THIS FORM HAS BEEN SIGNED AND DATED BY THE PARENT/GUARDIAN/ADULT STUDENT AND RETURNED TO THE LEA. AT THAT TIME, THE ASSESSMENT TIMELINE WILL BEGIN.

INITIAL HERE

Please initial each applicable statement below.

I understand that no educational placement will result from this evaluation without my written permission.

I have additional assessments or information that I wish to have considered in determining a free appropriate public education (FAPE).

I prefer to discuss the assessment plan before I give approval.

I **DO NOT** approve of this assessment plan.

By signing this form below, I acknowledge that I am the educational rights holder for this child OR that I am an adult student holding my own educational rights and hereby authorize/consent to the assessments listed above. I understand that the results of the assessments will be kept confidential and will be reviewed with me. My signature also acknowledges receipt of a copy of special education procedural safeguards (attach SELPA form D/M 77).

Date: _____ Parent/Guardian/Adult Student Signature: _____

Date: _____ Interpreter Signature: _____

LEA USE ONLY - MIS DATA

Date of Referral: _____

Date Sent to Parent: _____

Date Signed Assessment Plan Received: _____

IEP Meeting Date: _____



Table 1: Chapter 1 Executive Summary

Section	Proposed Revision(s)	Rev. Date
Chapter 1: Identification and Referral of Individuals for Special Education	<ul style="list-style-type: none">• Language to Section E – Interim Placement (Transfer IEP) updated to Interim Placement (Students Transferring into Charter LEA) and section updated to include new forms/processes to meet the California Longitudinal Pupil Achievement Data System (CALPADS) requirements for students with IEPs who transfer:<ul style="list-style-type: none">❖ Between D/M SELPA LEAs;❖ From an LEA in California which is outside of D/M SELPA; and❖ From an LEA outside of California	07/31/2021



DESERT / MOUNTAIN
CHARTER SELPA

Chapter 1: Identification and Referral of Individuals for Special Education

SECTION A: CHILD FIND

SECTION B: REFERRAL FOR EVALUATION FOR SPECIAL EDUCATION SERVICE

SECTION C: STUDENT STUDY TEAM (SST)

SECTION D: INDIVIDUALIZED EDUCATION PROGRAM (IEP); PROVISION OF FAPE AND LEAST RESTRICTIVE ENVIRONMENT (LRE)

SECTION E: ~~TRANSFER STUDENTS~~ INTERIM PLACEMENT (STUDENTS TRANSFERRING INTO CHARTER LEA)

SECTION F: EARLY IDENTIFICATION OF LEARNING DISABILITIES

SECTION G: OVERIDENTIFICATION AND DISPROPORTIONALITY

SECTION H: STUDENTS WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE

SECTION I: TEACHING AND ASSESSING CALIFORNIA'S ENGLISH LANGUAGE DEVELOPMENT (ELD) AND ENGLISH LANGUAGE ARTS (ELA) STANDARDS FOR ENGLISH LEARNERS

Introduction

The Desert/Mountain Charter Special Education Local Plan Area (SELPA) recognizes the need to actively seek out and evaluate school-age Charter Local Educational Agency (LEA) residents who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal laws.

Charter schools are currently authorized to serve school-age students (Grades 1-12; *Education Code § 47610(c)*). If at any time the authorization changes, the Charter school would follow all state and federal laws regarding children birth to two and Child Find requirements. Charter schools will assist families and make appropriate referrals for any child they find who would be outside the age or area of responsibility of the Charter schools.

team to have optimum information to work with, the child's teacher should provide essential information about the child to the team. In Section F of this chapter the information provided under Student Record Review offers a format for teachers/counselors to prepare information that would be beneficial to the SST. During the meeting, an effective practice to utilize is a group memory format to assist the team in efficient documentation of ideas generated during the meeting. On the action plan that is developed, a follow-up date should be set to review the progress of the child for whom there are concerns. The action plan should be evaluated at this meeting and determination made if any further follow-up is necessary.

Section D – Individualized Education Program (IEP); Provision of Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE)

The Charter LEA shall provide educational alternatives that afford children with disabilities full educational opportunities. Children with disabilities shall receive FAPE and be placed in the least restrictive environment that meets their needs to the extent provided by law.

The Charter LEA CEO or designee shall implement the Charter SELPA approved procedural guide that outlines the appointment of the IEP team; the contents of the IEP; and the development, review, and revision of the IEP.

Note: Education Code § 56055 provides that a foster parent, to the extent permitted by federal law, shall have the same rights relative to his/her foster child's education as a parent. Education Code § 56055 clarifies that this right applies only when the juvenile court has limited the right of a parent to make educational decisions on behalf of his/her child and the child has been placed in a planned permanent living arrangement. Education Code § 56055 defines "foster parent" as a licensed person, relative caretaker, or non-relative extended family member.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent (*Education Code § 56055*).

Section E – ~~Transfer Students~~ Interim Placement (Students Transferring into Charter LEA)

Whenever a child with an existing individualized education program (IEP) transfers into a Charter LEA, the Charter LEA shall provide a free appropriate public education (FAPE), including services comparable to those described in the last consented-to IEP. To facilitate a transfer student's the transition from one LEA to another, the Charter LEA shall take reasonable steps to promptly obtain the records of a child with a disability transferring into the Charter LEA, including his/her IEP and the supporting documents related to the provision of special education and related services from the previous school in which the student was enrolled (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

In order to meet the California Longitudinal Pupil Achievement Data System (CALPADS) requirements for ALL students with an IEP transferring into an LEA pursuant to Education Code

§ 56325, the receiving LEA, in consultation with the parent/guardian, shall complete the Interim Placement (IP) packet within the Web IEP System. The Interim Placement packet includes:

- the demographics page documenting all relevant information concerning the child,
- the offer of FAPE page documenting their educational program,
- the final page documenting any Special Factors listed on the current IEP from the previous LEA, and
- a signature by a school or district administrator acknowledging the Interim Placement.

A copy of the Interim Placement packet is given to the parent/guardian and forwarded to all related service providers and relevant staff members for implementation of the child's special education program. A copy of the previously approved IEP should be given to the teacher(s), uploaded into the Web IEP system, and placed in the special education pupil file.

If a child with a disability transfers to the Charter LEA during the school year from a Charter LEA within the Desert/Mountain Charter SELPA, the Charter LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the child's parent and Charter LEA agree to develop, adopt, and implement a new IEP that is consistent with state and federal laws (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

If a child with a disability transfers to the Charter LEA during the school year from a California LEA outside of the Desert/Mountain Charter SELPA, the Charter LEA shall provide the child with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, the Charter LEA shall, in consultation with the parents, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal laws (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*). ~~Immediately upon placement of the child, the case carrier shall be responsible for completing page one of the IEP form (D/M 68A), documenting all relevant information concerning the child and his/her educational program. A signature page (D/M 68K) with the following signatures shall be included on the interim IEP:~~

- ~~• Parent signature, as well as initials agreeing to a 30-day interim placement;~~
- ~~• Administrator or designee signature;~~
- ~~• Case carrier signature.~~

~~A copy of the interim IEP is forwarded to the Charter LEA office in order for the child's pertinent information to be entered into the special education database management information system (MIS).~~

~~At the 30-day review meeting, all aspects of the IEP need to be reviewed. New goals and objectives can be developed or the previous ones continued if those goals continue to be in accordance with the child's needs. If the previous goals and objectives are accepted, the next annual review date must align with the previous goal review date.~~

If a child with a disability transfers to the Charter LEA within the Desert/Mountain Charter SELPA during the school year from an out-of-state LEA, the Charter LEA shall provide the child with

FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent, until such time as the Charter LEA conducts an assessment, if the Charter LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

The law allows an LEA to address the IEP within the LEA's existing programs and services to the greatest extent possible for a period not to exceed the 30-day placement; therefore, it is not necessary for the parent/guardian to sign the proposed Interim Placement (IP) form. When programs or services that were provided in the former district are not in place in the new LEA at the time of enrollment, an alternative program within the LEA, a referral to a program operated by another agency, or placement in a nonpublic school may be necessary. The parent must give consent for placement in a program that is not in conformity with the current IEP.

When the IEP team meets for the 30-day review, the IEP team shall review all aspects of the IEP through the IEP process. Whether the LEA adopts the previously approved individualized education program or develops, adopts, and implements a new individualized education program, the next annual review date must align with the previous goal review date.

Section F - Early Identification of Learning Disabilities

California Education Code § 49580. The California Department of Education shall develop the testing programs to be utilized at the kindergarten grade level to determine which pupils have a potential for developing learning disability problems. The testing procedure shall include an overall screening test for learning disabilities and testing for dyslexia. To the extent feasible, the department shall use existing tests and screening instruments in developing the early diagnosis of the learning disabilities testing program. In developing the program, the department shall consult with experts in the areas of learning and reading difficulties, including, but not limited to, neurologists, psychologists, persons working in these areas in postsecondary educational institutions, teachers, school nurses, education consultants, school psychologists, and other persons with appropriate knowledge and experience in the detection and treatment of learning problems and reading difficulties in early grades.

California Education Code § 49582. The California Department of Education shall prescribe guidelines for the early diagnosis of the learning disabilities testing program and pilot project.

Student Record Review

Review the child's educational records with attention to the following:

- Amount and quality of classwork and homework, with work samples provided at the meeting;



DESERT / MOUNTAIN
CHARTER SELPA

Chapter 1: Identification and Referral of Individuals for Special Education

SECTION A: CHILD FIND

SECTION B: REFERRAL FOR EVALUATION FOR SPECIAL EDUCATION SERVICE

SECTION C: STUDENT STUDY TEAM (SST)

SECTION D: INDIVIDUALIZED EDUCATION PROGRAM (IEP); PROVISION OF FAPE AND LEAST RESTRICTIVE ENVIRONMENT (LRE)

SECTION E: INTERIM PLACEMENT (STUDENTS TRANSFERRING INTO CHARTER LEA)

SECTION F: EARLY IDENTIFICATION OF LEARNING DISABILITIES

SECTION G: OVERIDENTIFICATION AND DISPROPORTIONALITY

SECTION H: STUDENTS WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE

SECTION I: TEACHING AND ASSESSING CALIFORNIA'S ENGLISH LANGUAGE DEVELOPMENT (ELD) AND ENGLISH LANGUAGE ARTS (ELA) STANDARDS FOR ENGLISH LEARNERS

Introduction

The Desert/Mountain Charter Special Education Local Plan Area (SELPA) recognizes the need to actively seek out and evaluate school-age Charter Local Educational Agency (LEA) residents who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal laws.

Charter schools are currently authorized to serve school-age students (Grades 1-12; *Education Code § 47610(c)*). If at any time the authorization changes, the Charter school would follow all state and federal laws regarding children birth to two and Child Find requirements. Charter schools will assist families and make appropriate referrals for any child they find who would be outside the age or area of responsibility of the Charter schools.

The Charter LEA Chief Executive Officer (CEO) or designee shall implement the designated Charter SELPA process to determine when an individual is eligible for special education services and shall implement the Charter SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment (*Education Code § 56301*). The Charter LEA's process shall prevent the inappropriate disproportionate representation by race and ethnicity of children with disabilities. Note: *The Individuals with Disabilities Education Act (IDEA), Title 20 of the United States Code § 1412(a)(3), requires that the Charter LEA's "child find" identification system include identification of children with disabilities resident in the Charter LEA including highly mobile children with disabilities, such as migrant and homeless children.*

Services for a private school student, in accordance with an Individualized Education Program (IEP), must be provided by the Charter LEA at no cost to the parent, unless the Charter LEA makes a Free Appropriate Public Education (FAPE) available to the child and the parent chooses to enroll the child in that private school. If the public school is providing services to the child, these services may be provided on the premises of the private school, including a parochial school, to the extent consistent with other provisions of law. Title 34 of the Code of Federal Regulations § 300.451 requires the Charter LEA to consult with appropriate representatives for private school students on how to carry out the "child find" requirement.

The Charter LEA CEO or designee shall implement the designated Charter SELPA's method whereby parents, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of children with needs that cannot be met with modifications to the general instructional program (*Education Code § 56302*).

For assessment purposes, staff shall use appropriate tests to identify specific information about the child's abilities in accordance with Education Code § 56320.

The Charter LEA CEO or designee shall notify parents in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the Charter SELPA's procedures for initiating a referral for assessment to identify individuals who need special education services (*Education Code § 56301*).

The referral for special education assessment is the first step taken when it is suspected that a child will require special education supports and services to be successful in the educational system. Parents, teachers, agencies, appropriate professionals, and other members of the public can make referrals. Once submitted, the referral initiates timelines that are specified in the Education Code. The purpose of the referral process is to afford the assessment team the opportunity to review the referring party's identified areas of concern, previous attempts in program modification, relevant educational history, and other pertinent information about the child to determine areas in need of assessment.

Section A – Child Find

It is the policy of the Charter SELPA that children with disabilities age six through 21 be actively sought and identified by the public schools. The child find process includes a section of the Charter

LEA's annual notice to all parents that references the referral of children with disabilities. All children with disabilities and their parents are guaranteed their procedural safeguards with regard to identification, assessment, and placement in special education programs.

School personnel, parents, outside agencies working with the child, guardians and/or surrogate parents who show legal documentation of educational rights may all serve as sources of referral for a child for possible identification as a child with a disability. Such identification procedures shall be coordinated with school site and Charter LEA procedures for referral of children with needs that cannot be met with modification of the general education instructional program.

California Education Code § 47640. For the purposes of this article, “local educational agency” means a school district as defined in Section 41302.5 or a charter that is deemed a local educational agency pursuant to Section 47641. As used in this article, “local educational agency” also means a charter school that is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and implementing regulations as they relate to local educational agencies.

California Education Code § 47641. (a) A charter school that includes in its petition for establishment or renewal, or that otherwise provides, verifiable, written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds. A charter school that is deemed a local educational agency for the purposes of special education pursuant to this article shall be permitted to participate in an approved special education local plan that is consistent with subdivision (a), (b), or (c) of Section 56195.1.

California Education Code § 56300. A local educational agency shall actively and systematically seek out all individuals with exceptional needs, from birth to 21 years of age, inclusive, including children not enrolled in public school programs, who reside in a school district or are under the jurisdiction of a special education local plan area or a county office of education.

California Education Code § 56301(a). All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities attending private, including religious, elementary and secondary schools, regardless of the severity of their disabilities, and who are in need of special education and related services, shall be identified, located, and assessed and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Identification and Evaluation of Children Younger than Three

Identification, evaluation, assessment, and instructional planning procedures for children younger than three must conform to Education Code §§ 56425-56432, and the California Early Intervention Services Act Government Code §§ 95000-95029. The California Department of Education (CDE) and LEAs are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairment; the Department of Developmental Services (DDS) and its regional centers must provide services to all other eligible children in this age group. The law also requires regional centers and LEAs to coordinate family service plans for infants and toddlers and their families. Education Code § 56441.11 sets forth eligibility criteria for preschool children age three to five.

A child age three through five enrolled by his/her parents in a private school or facility that does not meet the state's definition of "elementary school" would not be eligible to be considered for equitable services. However, the state's obligation to make FAPE available to such a child remains. IDEA requires that states make FAPE available to eligible children with disabilities age three through 21 in the state's mandated age range (Title 34 of the Code of Federal Regulations § 300.101). Because many LEAs do not offer public preschool programs, particularly for three and four year-olds, LEAs often make FAPE available to eligible preschool children with disabilities in private schools or facilities in accordance with Title 34 of the Code of Federal Regulations §§ 300-145 through 300.147. In these circumstances, there is no requirement that the private school or facility be an "elementary school" under state law.

Title 34 of the Code of Federal Regulations § 300.13. Elementary school means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law.

Section B – Referral for Evaluation for Special Education Services

A child shall be referred for special education instruction and services only after the resources of the general education program have been considered and used where appropriate (Education Code § 56303).

Education Code § 56329, provides that, when making a determination of eligibility for special education and related services, Charter LEAs shall not determine that a child is a child with a disability if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to Title 20 of the United States Code § 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency (LEP).

California Education Code § 56301(d)(1). Each special education local plan area shall establish written policies and procedures pursuant to Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their

rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs.

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the general education program resources that were considered and/or modified for use with the child, and their effect (Title 5 of the California Code of Regulations § 3021).

Referrals for special education and related services initiate the process to determine if an assessment is warranted and shall be documented. When a verbal referral is made, staff of the Charter LEA shall offer assistance to the parent or any other individual to make a request in writing. The Charter SELPA shall annually distribute information regarding child find activities to private schools for dissemination to parents.

Parents whose primary language is not English shall be informed of the need to file a written request when a verbal request is made. They shall be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible. Assistance in providing a written request will be provided as needed. Written referrals in languages other than English will be accepted.

If a parent requests, in writing, an assessment for possible special education services, the Charter LEA will develop an Assessment Plan (D/M 66) and present it to the parent within 15 days. The proposed assessment may include a classroom observation, review of records, informal screening, and/or a referral for a formal evaluation in suspected areas of disability, such as, but not limited to, vision/hearing, speech-language, academic skills, cognition, adaptive behavior, psychological processing skills, or social-emotional-behavioral status. A copy of the Procedural Safeguards/Parents' Rights (D/M 77) are reviewed and given to the parents at the time the assessment plan is presented. The 15-day period does not include days between the child's regular school session or term or days of school vacation in excess of five school days from the date of receipt of the referral. Charter SELPA forms are available on the website at www.cahelp.org for member Charter LEAs to use upon receipt of a referral for special education assessment (D/M 51 - Identification, Referral, Assessment Log for the IEP Process; D/M 56 - Family Information; D/M 57 - Referral for Special Education; D/M 58 - Educational History and Social Achievement; D/M 59 - Checklist for Student Observation; D/M 63 - Authorization for Use and/or Disclosure of Information; and D/M 79 - Utilized Interventions).

However, an IEP required as a result of an assessment of a child shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each child for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time shall recommence on the date that school days reconvene. A meeting to develop an initial IEP for the child shall be conducted within 30 days of a determination that the child needs special education and related services pursuant to Title 34 of the Code of Federal Regulations § 300.343(2)(b); Education Code § 56344.

The proposed assessment plan shall meet all of the following requirements (Education Code § 56321):

- Be in a language easily understood by the general public;
- Be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible;
- Explain the types of assessment to be conducted;
- State that no IEP will result from the assessment without parental consent.

All initial referrals resulting from child find of children ages three to five shall be processed through the Charter LEA. The informed parental consent for assessment (D/M 66) shall be completed by the person interacting with the parent and forwarded to the appropriate member of the Charter LEA preschool assessment team (i.e., psychologist, nurse, speech-language pathologist).

For a preschool-age child, a member of the Charter LEA preschool assessment team will contact the parent to discuss concerns, or arrange a home visit for observation.

For a school-age child, the referral for special education assessment may include a referral to the Student Study Team (SST) and/or the scheduling of a parent conference to discuss the concerns and possible interventions.

Upon receiving the proposed assessment plan, the parent shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEA. The Charter LEA shall not interpret parental consent for initial assessment as consent for initial placement or initial provision of special education services (*Education Code § 56321; Title 34 of the Code of Federal Regulations § 300.505*). *Note: Education Code § 56321 provides that, if a parent refuses to consent to the initial evaluation, the Charter LEA may pursue an evaluation by utilizing the mediation and due process procedures pursuant to Title 20 of the United States Code § 1415. In the event that an evaluation is not authorized, Title 20 of the United States Code § 1414(a)(1) specifies that the Charter LEA shall not provide special education services and shall not be considered in violation of the requirement to provide FAPE for failure to provide such services. In addition, the Charter LEA is not required to convene an IEP team meeting or to develop an IEP for that child.*

Informed parental consent means that the parent (Title 34 of the Code of Federal Regulations § 300.500):

- Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication;
- Understands and agrees, in writing, to the assessment;
- Understands that the granting of consent is voluntary on his/her part and may be revoked at any time.

If the child is a ward of the state and is not residing with his/her parents, Charter LEAs shall make reasonable efforts to obtain informed consent from the parent as defined in Title 20 of the United

States Code § 1401 for an initial evaluation to determine whether the child is a child with a disability (*Title 20 of the United States Code § 1414(a)(1)*).

The Charter LEA shall not be required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if any of the following situations exist (Education Code § 56301; Title 20 of the United States Code § 1414(a)(1)):

1. Despite reasonable efforts to do so, the Charter LEA cannot discover the whereabouts of the parent of the child;
2. The rights of the parent of the child have been terminated in accordance with California law;
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

As part of the assessment plan, the parent shall receive written notice that (*Education Code § 56329; Title 34 of the Code of Federal Regulations § 300.502*):

1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent or his/her representative shall determine whether or not the child is a child with a disability as defined in Education Code § 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent.
2. If the parent disagrees with an assessment obtained by the Charter LEA, the parent has the right to obtain, at public expense, an independent educational assessment of the child from qualified specialists, in accordance with Title 34 of the Code of Federal Regulations § 300.502.

If the Charter LEA observed the child in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a child, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the child's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

3. The Charter LEA may initiate a due process hearing pursuant to Education Code §§ 56500-56508 to show the assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent maintains the right for an independent educational assessment but not at public expense.

If the parent obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEA with respect to the provision of FAPE, and may be presented as evidence at a due process hearing regarding the child. If the Charter LEA observed the child in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a child, an equivalent opportunity shall apply to an independent educational assessment of the child in the child's

current educational placement and setting, if any, proposed by the Charter LEA, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.

4. If a parent proposes a publicly financed placement of the child in a nonpublic school, the Charter LEA shall have an opportunity to observe the proposed placement and, if the child has already been unilaterally placed in the nonpublic school by the parent, the child in the proposed placement. Any such observation shall only be of the child who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code § 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the FAPE of that other student.

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days, not counting days between the child's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of the receipt of the parent's consent for assessment, unless the parent agrees, in writing, to an extension (Education Code § 56043).

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals (Education Code § 56445).

Section 504

Children may be referred for assessment under Section 504 of the Rehabilitation Act of 1973 by parents, school staff, or agencies. Each Charter LEA has defined written Section 504 procedures to assess and meet the educational needs of general education students who are otherwise disabled due to a physical or mental impairment which substantially limits one or more major life activities.

Section C – Student Study Team (SST)

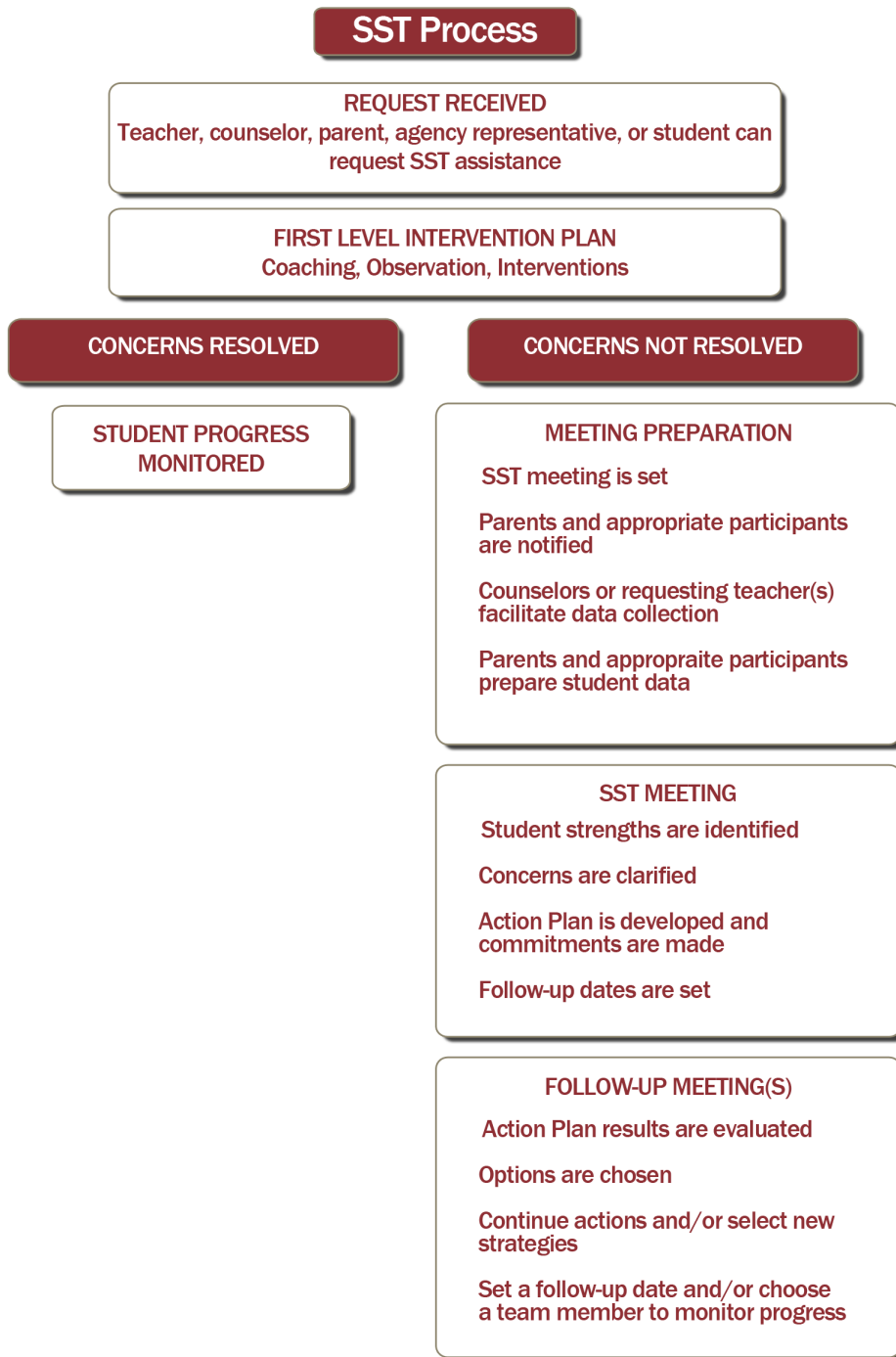
California Education Code § 56303. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

Procedures have been developed in each Charter LEA for the receipt and processing of referrals for special education assessment. In all LEAs, the school site Student Study Team (SST) meets regarding children for whom there are concerns. The team addresses the implementation and level of success of the general education classroom program modifications and available general education resources and programs, including categorical programs. When the SST determines that all possible modifications have been exhausted or the modifications available are not appropriate, the SST or classroom teacher refers the child for an assessment for possible special education

services. The parent is informed and encouraged to be a part of the SST process. Parents are notified if a referral for a special education assessment is made by the team.

The SST is a regularly scheduled, structured meeting of general educators, supported by special educators and other staff as appropriate. Their purpose is to provide an effective support system in general education that will generate effective interventions for children who are experiencing challenges in learning or behavior difficulties at school. The SST process is designed to meet the needs of all children and result in a team action plan to ensure student success. The structure of the SST may be designed to fit the needs of individual school sites. Team membership varies according to the needs of the child, but should include the people that can best support the child and the classroom teacher. The majority of the team membership must be composed of general education teachers and should include the following team members: the child's classroom teacher, an administrator, the parent, the child, an upper grade teacher, and a lower grade teacher. The SST should also serve as a peer support system, so the more teacher participation the greater the benefits. Specialists should be included based on the potential needs of the child, the classroom teacher, and any others providing support to the child.

The following describes the **SST Process**:



The process begins with a request from a teacher, counselor, parent, agency representative, or child that a concern has been identified. Once the request is made, the school's first-level intervention plan is implemented. It is important to note that a request does not automatically initiate a SST meeting. If the concerns can be resolved without a SST meeting, then the child is monitored for successful progress. If the concerns are not resolved, SST meeting preparation is started. For the

team to have optimum information to work with, the child's teacher should provide essential information about the child to the team. In Section F of this chapter the information provided under Student Record Review offers a format for teachers/counselors to prepare information that would be beneficial to the SST. During the meeting, an effective practice to utilize is a group memory format to assist the team in efficient documentation of ideas generated during the meeting. On the action plan that is developed, a follow-up date should be set to review the progress of the child for whom there are concerns. The action plan should be evaluated at this meeting and determination made if any further follow-up is necessary.

Section D – Individualized Education Program (IEP); Provision of Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE)

The Charter LEA shall provide educational alternatives that afford children with disabilities full educational opportunities. Children with disabilities shall receive FAPE and be placed in the least restrictive environment that meets their needs to the extent provided by law.

The Charter LEA CEO or designee shall implement the Charter SELPA approved procedural guide that outlines the appointment of the IEP team; the contents of the IEP; and the development, review, and revision of the IEP.

Note: Education Code § 56055 provides that a foster parent, to the extent permitted by federal law, shall have the same rights relative to his/her foster child's education as a parent. Education Code § 56055 clarifies that this right applies only when the juvenile court has limited the right of a parent to make educational decisions on behalf of his/her child and the child has been placed in a planned permanent living arrangement. Education Code § 56055 defines "foster parent" as a licensed person, relative caretaker, or non-relative extended family member.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent (*Education Code § 56055*).

Section E – Interim Placement (Students Transferring into Charter LEA)

Whenever a child with an existing individualized education program (IEP) transfers into a Charter LEA, the Charter LEA shall provide a free appropriate public education (FAPE), including services comparable to those described in the last consented-to IEP. To facilitate the transition from one LEA to another, the Charter LEA shall take reasonable steps to promptly obtain the records of a child with a disability transferring into the Charter LEA, including his/her IEP and the supporting documents related to the provision of special education and related services from the previous school in which the student was enrolled (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

In order to meet the California Longitudinal Pupil Achievement Data System (CALPADS) requirements for ALL students with an IEP transferring into an LEA pursuant to Education Code

§ 56325, the receiving LEA, in consultation with the parent/guardian, shall complete the Interim Placement (IP) packet within the Web IEP System. The Interim Placement packet includes:

- the demographics page documenting all relevant information concerning the child,
- the offer of FAPE page documenting their educational program,
- the final page documenting any Special Factors listed on the current IEP from the previous LEA, and
- a signature by a school or district administrator acknowledging the Interim Placement.

A copy of the Interim Placement packet is given to the parent/guardian and forwarded to all related service providers and relevant staff members for implementation of the child's special education program. A copy of the previously approved IEP should be given to the teacher(s), uploaded into the Web IEP system, and placed in the special education pupil file.

If a child with a disability transfers to the Charter LEA during the school year from a Charter LEA within the Desert/Mountain Charter SELPA, the Charter LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the child's parent and Charter LEA agree to develop, adopt, and implement a new IEP that is consistent with state and federal laws (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

If a child with a disability transfers to the Charter LEA during the school year from a California LEA outside of the Desert/Mountain Charter SELPA, the Charter LEA shall provide the child with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, the Charter LEA shall, in consultation with the parents, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal laws (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

If a child with a disability transfers to the Charter LEA within the Desert/Mountain Charter SELPA during the school year from an out-of-state LEA, the Charter LEA shall provide the child with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent, until such time as the Charter LEA conducts an assessment, if the Charter LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

The law allows an LEA to address the IEP within the LEA's existing programs and services to the greatest extent possible for a period not to exceed the 30-day placement; therefore, it is not necessary for the parent/guardian to sign the proposed Interim Placement (IP) form. When programs or services that were provided in the former district are not in place in the new LEA at the time of enrollment, an alternative program within the LEA, a referral to a program operated by another agency, or placement in a nonpublic school may be necessary. The parent must give consent for placement in a program that is not in conformity with the current IEP.

When the IEP team meets for the 30-day review, the IEP team shall review all aspects of the IEP through the IEP process. Whether the LEA adopts the previously approved individualized education program or develops, adopts, and implements a new individualized education program, the next annual review date must align with the previous goal review date.

Section F - Early Identification of Learning Disabilities

California Education Code § 49580. The California Department of Education shall develop the testing programs to be utilized at the kindergarten grade level to determine which pupils have a potential for developing learning disability problems. The testing procedure shall include an overall screening test for learning disabilities and testing for dyslexia. To the extent feasible, the department shall use existing tests and screening instruments in developing the early diagnosis of the learning disabilities testing program. In developing the program, the department shall consult with experts in the areas of learning and reading difficulties, including, but not limited to, neurologists, psychologists, persons working in these areas in postsecondary educational institutions, teachers, school nurses, education consultants, school psychologists, and other persons with appropriate knowledge and experience in the detection and treatment of learning problems and reading difficulties in early grades.

California Education Code § 49582. The California Department of Education shall prescribe guidelines for the early diagnosis of the learning disabilities testing program and pilot project.

Student Record Review

Review the child's educational records with attention to the following:

- Amount and quality of classwork and homework, with work samples provided at the meeting;
- Test data, curriculum-based data, math, reading, language, and spelling levels;
- Indicators of resiliency, ability to handle stress, and emotional intelligence;
- Attendance;
- Hearing and vision screening results, and health issues;
- Behaviors observed in class or on the playground that are of concern;
- Retention or referral to other programs; and
- Contacts with the family.

Be prepared to present specific background information about the child, including strengths, interests, and career potential. The strengths and specific interests that motivate the child are the building blocks for the student success plan. Building on them will help the team be more creative while brainstorming strategies and designing the action plan. Examples of strengths are: good in math; likes to read; enjoys art and music; loves to sing; works well on a computer; writes creatively; did an exceptional science project; wants to please adults; and chosen by classmates as a friend and/or leader.

Identify basic concerns, the behaviors that need intervention, and the desired outcomes. Examples of concerns are: reading or math is below grade level; handwriting is difficult to read; completes only 25% of classwork; does not return homework; distracts others during lessons; does not participate in group discussions; and pushes students during recess. Examples of desired outcomes are: better attendance; increase in reading or math skills; passing competency tests; working well with peer tutor; and ability to follow specific playground rules.

Use the Modifications Checklist to indicate the general education modifications that have been tried.

Section G – Overidentification and Disproportionality

It shall be the policy of the Desert/Mountain Charter SELPA and its member LEAs to prevent inappropriate disproportionate representation by race and ethnicity of students with disabilities.

Title 34 of the Code of Federal Regulations § 300.173. Overidentification and disproportionality. The State must have in effect, consistent with the purposes of this part and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in section 300.8.

The Charter LEA shall, with Charter SELPA assistance, monitor student trends with the intent of averting inappropriate, disproportionate representation of racially, ethnically, linguistically, and culturally diverse students (by race and ethnicity of children with disabilities). The Charter SELPA shall provide the following assistance:

- Student trend data pertinent to the disproportionate calculation as reported through the California Special Education Management Information System (CASEMIS) to the California Department of Education (CDE);
- Provide up-to-date training and information provided to the Charter SELPA by the CDE;
- Continue to inform Charter LEAs concerning responsibilities related to the potential transfer of local assistance funds to reduce disproportionality under the Early Intervening requirement of IDEA.

The CDE has in effect, consistent with the purposes of IDEA and with Section 618(d), policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in Section 602(3).

Section H – Students who are Culturally and Linguistically Diverse

Children who are culturally and linguistically diverse have four initial areas of consideration for their school program. First, the language of instruction is considered. According to the IDEA 2004,

some children will need special education, which could include related speech and language services. While language diversity may be one of the most frequently discussed topics concerning academic achievement, it is important for an IEP team to consider and document the effect of a child being a second-language learner on his or her ability to make progress in the general education curriculum.

To choose the language of instruction, the IEP team must consider where on the continuum of language acquisition the child assesses for both the primary language and English. The Speech-Language Pathologist (SLP) is consulted to interpret the child's pragmatic and socialization aspects of language, which include eye contact, facial expression, nonverbal messages, and tone. These assessment data are used to determine if errors are made because of a lack of exposure to the curriculum and if exposure has been adequate to master the primary language. A determination is made as to whether the child is struggling with second-language learning or has one or more disabilities that impact learning progress.

Questions developed by Ortiz and Garcia (1988) guide the IEP team through this decision process:

1. What is the child's dominant language in various settings?
2. What is the child's level of proficiency in both the primary language and English for social and academic language?
3. What are the styles of verbal interaction used in the primary language and English?
4. How much exposure has the child had to verbal interactions in English?
5. What is the source of exposure to each language (family, peers, TV, book reading, etc.)?
6. Are the child's language behaviors characteristic of other second-language learners?
7. What types of language intervention has the child already had and what is the duration and outcome of those interventions?

For further information, refer to Education Code §§ 313 and 420 - 421.

The second area of consideration for English Learners (ELs) is for authorization of the teacher to provide instruction. The Bilingual, Cross-cultural, Language and Academic Development (BCLAD) and Cross-cultural, Language and Academic Development (CLAD) certification is required for teaching English language development. The Specially Designed Academic Instruction in English (SDAIE) authorization is required to teach English language development and content for the core subjects in the primary language. Contact your Charter LEA office to verify appropriate certification for teachers of children who are English Learners and who are receiving the core curriculum in English and for those children who are English Learners, but are learning core curriculum in their primary language.

Another consideration is the use of interpreters and translators. It is noted that *interpretation* is for oral language, while *translation* refers to written language. Using an interpreter or translator is a method of choice when the pathologist who is assigned to provide therapy is not fluent enough to provide therapy in both languages. Guidance is provided for service delivery in a resource titled Working Successfully with Interpreters and Translators in Speech-Language Pathology and Audiology, written by Langdon and Cheng.

Children with accents and dialects may be referred for special education services, speech services, or viewed as low achievers. Current efforts by the American Speech and Hearing Association (ASHA), consider these referrals misguided. The organization is attempting to avoid these potential discriminatory actions. An accent is defined as a phonetic trait from a primary language that is carried over to the way a second language is spoken. The level of pronouncement of an accent on the second language depends upon the age and circumstances under which the second language was acquired. A dialect is defined as differences that make one English speaker's speech different from another. Dialects have distinguishing characteristics, which may include: phonology, morphology, semantics, syntax, or pragmatics.

Dialects and accents are considered language variations that are accepted differences in speech (Cole, 1983). A determination by the IEP team to provide special education services must be grounded on what children who are culturally and linguistically diverse need to be successful based on academic standards, not on accent or dialect differences.

The fourth and final consideration, working with families, is one that shows respect and increases the possibility of carry-over from school interventions to the home setting. In addition to cohesive planning during the IEP process, family literacy programs supported by the Charter LEA have been especially meaningful for those who are culturally and linguistically diverse.

The information for this section is attributed to Barbara J. Moore-Brown and Judy K. Montgomery. Their book, Making a Difference for America's Children, Speech-Language Pathologists in Public Schools, 2001, is available from Thinking Publications.

In referring culturally and linguistically diverse children for special education services, care must be taken to determine whether learning, language-speech, and/or behavior problems demonstrated by the child indicate a disability or, instead, manifest cultural, experiential, and/or socio-linguistic differences.

A. All English Learners (ELs) in special education programs must,

- Receive an English Language Development (ELD) curriculum approved by the Charter LEA;
- All academic IEP goals for ELs must be linguistically/culturally appropriate;
- ELD standards are aligned with the Common Core standards and should be used when writing goals for ELs.

Please refer to the following documents posted on the Desert/Mountain Charter SELPA website for in-depth information regarding special education assessment, IEP development, and re-classification criteria: English Language Proficiency Assessments for California (ELPAC) on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/>

B. In General: Child Find/Pre-Referral Activities

It is especially important for the SST to determine whether accommodations and supports in the general education curriculum or in the manner in which instruction is provided may assist the child in overcoming their learning, language-speech, and/or behavioral problems. The

child's teacher and SST should gather the following information about the child to help make this determination:

- Background;
- Culture and language;
- Acculturation level;
- Socio-linguistic development; and
- Data showing the child's response to the school and classroom environment when accommodations and supports are provided.

C. Cultural and Linguistic Interventions

Interventions to help resolve difficulties that arise from differences in cultural and linguistic background or from difficulties with the schooling process might include:

- Cross-cultural counseling and
- Peer support groups.

D. Socio-Linguistic Interventions

Interventions to help resolve difficulties that arise from differences in socio-linguistic development might include:

- Instruction in English language development;
- Bilingual assistance;
- Native language development; and
- Assistance in developing basic interpersonal communication skills.

E. In General: English Learners Receiving Special Education Services

(1) IEP Team Membership

- (a) At least one of the Charter LEA IEP team members must have a credential or certification to teach ELs. That person must indicate, next to their signature on the IEP, which credential or certification they possess (e.g., Bilingual Cross-cultural Language and Academic Development (BCLAD) or Cross-cultural Language and Academic Development (CLAD), etc.).
- (b) If the parent has limited English skills, an interpreter must be present at the IEP meeting.

The interpreter must sign the IEP; however, the interpreter is not a participating member of the team. The interpreter's role is only to interpret.

(2) Present Levels of Performance

In addition to previously discussed information:

- (a) Identify the language proficiency assessment instruments(s) used and interpret the results (English Language Proficiency Assessments or California (ELPAC));
- (b) Use the assessment results to indicate the child's instructional program (Biliteracy, Sheltered, Mainstream English Immersion, ELD, etc.) and language of instruction; and
- (c) Identify who will provide the ELD instruction guideline: If the child is removed from English instruction for special education services, that teacher/specialist is the ELD teacher.

(3) Goals/Objectives

The following rubric should be considered for each goal and objective to ensure that it meets the definition of being culturally and linguistically appropriate:

- (a) States specifically in what language the particular goal and objective will be accomplished;
- (b) Is appropriate to the child's level of linguistic development and proficiency in that language;
- (c) Consistent with the known developmental structure of that language; and
- (d) Provides cultural relevance in the curricular framework.

Refer to the document English Language Proficiency Assessments for CA – CalEdFacts on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/cefelpac.asp> for more information.

F. Instructional Program Options

The following is a list of the instructional programs that are offered for students who are EL:

(1) Biliteracy

- (a) For Spanish speaking children at the emerging, early expanding, and bridging level;
- (b) Children who are grouped for instruction in full classroom configuration. The focus is in developing proficiency in both English and Spanish. The instructional emphasis is on ELD and initial access to core curriculum. There is an increase of English as the language of instruction over time; and
- (c) Classes must be taught by a teacher with a BCLAD credential or equivalent certification.

(2) Structured English Immersion with Spanish Instructional Support

- (a) For Spanish speaking children at the emerging, early expanding, and bridging level;

- (b) Children are grouped for instruction in full classroom configuration. The focus is on developing proficiency in English through ELD and Specially Designed Academic Instruction delivered in English (SDAIE), using Spanish as an instructional support; and
 - (c) Classes must be taught by a teacher with a BCLAD credential or equivalent certification.
- (3) Structured English Immersion – Sheltered
- (a) For children at the emerging, early expanding, and bridging level;
 - (b) Classes may be comprised of speakers of many languages. Children are grouped for instruction in full classroom configuration. Children may also be grouped in clusters (about 1/3 English Learners) by English language proficiency. The focus is on developing proficiency in English through ELD and SDAIE strategies; and
 - (c) Classes must be taught by a teacher with a CLAD credential or equivalent certification.
- (4) Mainstream English Cluster
- (a) For children in the early advanced to advanced proficiency level;
 - (b) Classes are designed for children who have a good working knowledge of English. The children are clustered, approximately 1/3 English Learners within a grade level classroom. Instructional emphasis is on high level ELD and grade-level core curriculum using SDAIE strategies; and
 - (c) Classes must be taught by a teacher with a CLAD credential or equivalent certification.

Section I – Teaching and Assessing California’s English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners

A document provided by West Ed, Northern California Comprehensive Assistance Center, 2000, reformats the State of California’s English Language Arts (ELA) standards with those for English Language Development (ELD). The intent is for English Language students to acquire the standards established for language development to become proficient with the English Language Arts skills for reading, writing, listening and speaking. It is further proposed that one document could be provided to cluster standards from both ELA and ELD requirements with a single assessment. The assessment instrument would be helpful to identify students who are English learners, to provide information for instructional decisions, and to determine when reclassification is appropriate.

This paradigm shift promotes current thinking for competent language proficiency for all students. Rather than using language arts standards from an earlier grade level, the ELD standards follow a research-based progression from beginning to advanced language skills, and provide intermediate skills that ELD students need. Additionally the shift for future development is away from isolated use of ELD instruments toward the use of assessments representative of ELA standards.

English Language Proficiency Assessments for California (ELPAC)

School districts in California are required under federal and state laws to administer the ELPAC to determine English proficiency to students in kindergarten through grade twelve, whose primary language is not English. Students with exceptional needs who cannot take the entire ELPAC or a section of the test may be tested with special assistance and/or take alternate tests. All assistance or alternate tests must be documented in the student’s IEP or Section 504 plan. The purpose of the ELPAC is to determine how well each student tested can listen, speak, read, and write English. ELPAC scores should be used annually in developing educational needs and appropriate goals in order to determine the level of assistance needed and to ensure the student’s placement in an appropriate program.

A Map for Teaching and Assessing ELD and ELA Standards for English Learners

A map developed by West Ed, Northern California Comprehensive Assistance Center matches the standards for English Learner Development and for Language Arts Development in seven strands. Additionally it is divided into the academic areas of reading, writing, listening and speaking. They are available by grade span, (K-2, 3-5, 6-8, 9-10, and 11-12). A model that is generic for all grade level follows:

ELD Standards Alignment with ELA Standards

Reading

<u>ELD Reading</u>	<u>ELA Reading</u>
Word Analysis, Fluency and Systematic Vocabulary Development	Word Analysis, Fluency and Systematic Vocabulary Development
Reading Comprehension	Reading Comprehension, Expository Critique (grade 5 and up)
Literacy Response and Analysis	Literary Response and Analysis

Writing

<u>ELD Writing</u>	<u>ELA Writing</u>
Strategies and Applications	Strategies, Applications
Conventions	Written (and Oral) English Language Conventions

Listening and Speaking

<u><i>ELD Listening and Speaking</i></u>	<u><i>ELA Listening and Speaking</i></u>
Strategies and Applications	(Written and) Oral English Language Conventions

Interim Placement

STUDENT INFORMATION:

Last: _____ First: _____ Mid. Initial: _____ Suffix: _____
 DOB: _____ Age: _____ Student No: _____ Gender: M F **Non-Binary** Grade: _____
 Ethnicity: Select one only YES, Hispanic or Latino **OR** NO, not Hispanic or Latino Indicate one or more race(s) below:
 (1) _____ (2) _____ (3) _____
 Medi-Cal Eligible: Yes No Medi-Cal No.: _____ SSID No.: _____
 Parent/Guardian/Surrogate: _____ Home Phone: _____
 Address: _____ Work Phone: _____
 Mailing Address: _____ Emg. Phone: _____
 Contact Person (if student address different): _____ Contact Phone: _____
 Student's Address (if different): _____ Residency Code: _____
 LEA of Residence (**Accountability**): _____ School of Residence: _____
 LEA of Service: _____ Attending School: _____
 School Type Code: _____ Weekly % of Time the Student is in the General Education Setting: _____
 Infant Setting (Ages 0-2): _____ Preschool Setting (Ages 3-5): _____ School Age Setting (Ages 6-22): _____

DISABILITY:

PRIMARY DISABILITY: _____

SECONDARY DISABILITY: _____

Check all that apply below and indicate the Primary and Secondary Disability Codes in the space provided above: (*Low Incidence)

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Intellectual Disability (210) | <input type="checkbox"/> Hard of Hearing (220)* | <input type="checkbox"/> Deafness (230)* | <input type="checkbox"/> Speech / Lang. Imp. (240) |
| <input type="checkbox"/> Visual Impairment (250)* | <input type="checkbox"/> Emotional Disturbance (260) | <input type="checkbox"/> Orthopedic Impairment (270)* | <input type="checkbox"/> Other Health Imp. (280) |
| <input type="checkbox"/> Est. Med. Disability (281) | <input type="checkbox"/> Spec. Learning Disability (290) | <input type="checkbox"/> Deaf / Blindness (300)* | <input type="checkbox"/> Multiple Disabilities (310) |
| <input type="checkbox"/> Autism (320) | <input type="checkbox"/> Traumatic Brain Injury (330) | | |

DATE: _____

TIMELINE INFORMATION (DATES)

Please mark the appropriate box and complete all information as they relate to the child.

CHECK HERE IF INFANT (AGE 0-2) CHECK HERE IF CHILD IS AGE 3-22

Pre-referral Intervention w/in last 2 Years: Yes No

Referred by for Initial Assessment: _____

Date LEA Received **Initial** Signed AP: _____

Initial Referral Date: _____ Initial IEP Meeting Date: _____

If assessment not completed prior to student's 3rd birthday, specify Code No.: _____

If assessment not completed within 60-day timeline, specify Code No.: _____

Low Incidence Disability: Yes No Disability Code: 220 230 250 270 300

Original S.E. Entry Date: _____ S.E. Re-entry Date: _____

Exit S.E. Date: _____ Exit S.E. Code: _____

Current Annual Date: _____ Next Annual Review Date: _____

Annual Delay Date: _____ Reason for Delay: _____

Current Triennial Date: _____ Next Triennial Date: _____

Triennial Delay Date: _____ Reason for Delay: _____

Early Start Transition Plan Meeting Date: _____ Home Language Code: _____

English Language Learner: Yes No **Reclassified:**

Migrant: Yes No Extended School Year: Yes No No. of Days: _____

Agency Services: CCS Rehab CARE Reg. Ctr. Other: _____

Severe Disability Non-severe Disability Solely Low Incidence Disability (0-2 Years Only)

GRADUATION INFORMATION

Participate in High School Curriculum to Graduate with a Diploma Yes No

High School Program Leading to a Certificate of Completion Yes No

SPECIAL TRANSPORTATION INFORMATION

Check if student requires special transportation arrangements to participate in special education services.

Eligible (indicate type and provider) Eligible – Parent Declined Not Eligible

Type: _____

Provider: _____

REASON FOR DECISION / ELIGIBILITY STATEMENT:

Student Name: _____ DOB: _____ Date: _____

SPECIAL EDUCATION AND RELATED SERVICES / OFFER OF FAPE

SPECIAL EDUCATION AND RELATED SERVICES							
	SERVICE (CODE NO.)**	CLASS NO.	PROVIDER	LOCATION OF SERVICE (CODE NO.)	PROJECTED START DATE	FREQUENCY (CODE NO.)	DURATION (MINUTES PER FREQUENCY)
Primary	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
2	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
3	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
4	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
5	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
6	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
7	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
8	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
9	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
10	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
11	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
12	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
13	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
14	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
15	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
16	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
17	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
18	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						

** NOTE: Programs and services will be provided according to where the student is in attendance and consistent with the LEA of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

COMMENTS:

OFFER OF FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

OFFER OF FAPE:

Student Name: _____ DOB: _____ Date: _____

INTERIM PLACEMENT

INDIVIDUALIZED EDUCATION PROGRAM INCLUDES:

- | | | |
|---|--|---|
| <input type="checkbox"/> Assistive Technology (AT) | <input type="checkbox"/> Health Care Plan | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Assistive Technology (AT) for Low Incidence Disability | <input type="checkbox"/> Transition Plan (Age 15+) | <input type="checkbox"/> Extended School Year |
| <input type="checkbox"/> Behavior Intervention Plan (BIP) | <input type="checkbox"/> Other: _____ | |

Whenever a pupil transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents to the extent possible within existing resources, for a period not to exceed 30 days, by which time the local education agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law. EC 56325

- | | |
|--|----------------------------------|
| <input type="checkbox"/> New to LEA from within the Desert/Mountain SELPA/Charter SELPA | 30 Day Review Date: _____ |
| <input type="checkbox"/> New to LEA from outside of the Desert/Mountain SELPA/Charter SELPA LEA Name: _____ | 30 Day Review Date: _____ |
| <input type="checkbox"/> New to LEA from outside the State of California | 30 Day Review Date: _____ |

COUNTY OPERATED PROGRAMS

When a student moves into a LEA and has an IEP requiring supports and services that are unable to be provided by the LEA, the LEA can make an interim placement into a county program operated by Desert/Mountain Operations.

- Referral to Desert/Mountain Operations (The LEA special education administrator/designee must complete the SELPA Interim Placement Form and Form D/M 85)

RESIDENTIAL NONPUBLIC SERVICES

Residential nonpublic school provision applies to this student: Yes No

***Note:** For a pupil placed and residing in a residential NPS prior to transferring to a school district in another special education local plan area, and this placement is not eligible for funding pursuant to Section 56836.16, the special education local plan area that contains the district that made the residential NPS placement shall continue to be responsible for the funding of the placement, including related services, for the remainder of the school year. An extended year session is included in the school year in which the session ends. EC 56325 (c)*

ADOPTION OF PREVIOUS INDIVIDUALIZED EDUCATION PROGRAM

Adopt current IEP:

- Yes No (Schedule an Addendum)

COMMENTS/NOTES:

METHODS OF CONSULT WITH PARENT/GUARDIAN/SURROGATE:

- IN PERSON PHONE CONFERENCE VIRTUAL EMAIL WRITTEN CORRESPONDENCE Date of Consultation: _____

Administrator/Case Manager Name: _____ Title/Position: _____

DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING

June 17, 2021 – 1:00 p.m. Virtual via Teleconference

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

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D/M CHARTER SELPA MEMBERS PRESENT:

Allegiance STEAM – Callie Moreno, Ballington Academy – Doreen Mulz, Desert Trails Preparatory Academy (DTPA) – Sarah Ballard-Wiley, Dan Lee, Debra Tarver, Elite Academic Academy – Susana Waisman, Encore Jr/Sr High – Esther Haskins, Julia Lee Performing Arts Academy – Mika Klepper, LaVerne Elementary Prep (LEPA) – Sarah Ballard-Wiley, Dan Lee, Debra Tarver, Pathways to College – Midian Martinez, Craig Merrill, Taylion High Desert – Kathleen Bui, and Virtual Prep Academy in Lucerne – Michelle Romaine.

OTHERS PRESENT:

Susan Lucey – ASA Charter School

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Guille Burgos, Heidi Chavez, Tara Deavitt, Peggy Dunn, Adrien Faamausili, Thomas Flores, Marina Gallegos, Bonnie Garcia, Colette Garland, Derek Hale, Jenae Holtz, Linda Llamas, Lisa Nash, Kathleen Peters, Karina Quezada, Daria Raines, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Natalie Sedano, Adrienne Shepherd-Myles, Jessica Soto, and Jennifer Sutton.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain Charter SELPA Steering and Finance Committee Meeting was called to order by Chairperson Jenae Holtz, at 1:00 p.m., at the Desert/Mountain Educational Service Center, Apple Valley.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Callie Moreno, seconded by Mika Klepper, to approve the June 17, 2021, Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. A vote was taken and the following carried 10:0: Ayes: Haskins, Klepper, Merrill, Moreno, Mulz, Price, Romaine, Tarver (DTPA), Tarver (LEPA), and Waisman, Nays: None, Abstentions: None.

5.0 PRESENTATIONS

5.1 Point Quest Pediatric Therapies

The Point Quest Pediatric Therapies Senior Director Sara Cervantes presented information about

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services Point Quest Pediatric Therapies provides. Point Quest Pediatric Therapies is a certified nonpublic agency (NPA) through California Department of Education (CDE). They provide behavioral services, mental health services, and other related services such as speech and language development, occupational therapy, social worker services, and tutoring. Point Quest is also able to provide classroom support services as well as classroom staff if there is a need for additional staffing. The NPA can provide behavior management training for both aides and teachers.

Jenae Holtz shared that she has worked with Point Quest for several years in the therapeutic program. She said Point Quest is creative in meeting LEA needs and encouraged the committee members to contact Sara with any questions.

6.0 CONSENT ITEMS

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

6.1 **BE IT RESOLVED** that a motion was made by Callie Moreno, seconded by Mika Klepper, to approve the following Consent Items as presented. A vote was taken and the following carried 10:0: Ayes: Haskins, Klepper, Merrill, Moreno, Mulz, Price, Romaine, Tarver (DTPA), Tarver (LEPA), and Waisman, Nays: None, Abstentions: None.

6.1.1 Approve the May 20, 2021 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Updates

Jenae Holtz presented the latest in State and Federal law related to students with disabilities and school law. She reported Assembly Bill (AB) 1316 that proposed significant reforms to non-classroom based charters schools and independent study was placed in the inactive file which is good news. Jenae said the Capitol Advisors document is included in the meeting materials because it provided an explanation of what is occurring. She continued that the governor was concerned about the pushback and decided the bill needs to be reworked. Jenae further stated the moratorium on the creation of new non seat based charters is extended for an additional three years.

7.2 Interim Placement Form – DM 68IP

Jenae Holtz called on Colette Garland to present the Interim Placement Form DM 68IP for review.

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Colette shared the first draft of Interim Placement which will be replacing the annual transfer process. She said the members of the Charter SELPA do many annual transfers because their students transfer from outside of D/M SELPA. Colette stated the new Interim Placement process will help with several different issues including CALPADS errors and is meant to aid in officially accepting the student records. She said 68IP looks very similar to 68A because it is collecting similar information. Colette reported Nonbinary has been added to the gender field, Accountability has been added to LEA of Residence, Initial has been added to Date LEA Received Signed Assessment Plan, English Language Learner now has a Reclassified box, and there is the additional field of How Disability Affects Educational Performance.

Colette stated that page 2 is the services page and should reflect services being offered to an incoming student that are comparable to what they received at the prior LEA.

Colette reported that page 3 of the documents shows services included in the IEP: Assistive Technology, Behavior Intervention Plans, Transportation, and Extended School Year (ESY). Page 3 provides Education Code 56325 pertaining to transfers then has checkboxes to confirm the type of transfer as well as the 30-day review date if applicable. Colette said the previous directive was for transfers within the D/M SELPA and D/M Charter SELPA to have an addendum and for transfers from outside to have an annual transfer. She said these can no longer be done because they are causing errors with the state software system. Colette continued with the section addressing County Operated Programs, stating the student must be enrolled in their home district before they get referred to the county programs along with DM 85 form. The next section pertains to nonpublic residential schools and must be submitted with the enrollment record. Colette reported the final section addresses the adoption of the current IEP as well as comments/notes and methods of consult with parent/guardian/surrogate. Colette stated in doing legal research, it was found the document does not require parent signature.

Colette stated the document will be added to the Web IEP trainings and will be presented again in August. She confirmed that the fields are not expandable but if that is needed later, it can be adjusted. Colette also confirmed that if a student is from outside of our SELPA, including out of state, a 30-day IEP is required in addition to the Interim Placement process. The interim placement process along with the enrollment record is the foundation for building the student record in CALPADS.

Colette concluded that the process will be in place for September with the document being added to CALPADS over the summer.

7.3 PresenceLearning Services

Jenae Holtz presented information regarding PresenceLearning services. She said nonpublic agencies are eager to assist so she wants to make sure LEAs know what is available. Jenae shared that PresenceLearning is a CDE certified NPA and offers teletherapy, speech-language pathology,

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psychoeducational services, and occupational therapy, all virtually. PresenceLearning did confirm for Jenae that they have worked with the organizations that create assessments and have been given the approval and the norm for their virtual site. Jenae said she is sharing the information because there has been a loss of many employees going into the next school year, as a result, there could be a need to fill a position on a temporary basis and NPAs could help. Jenae reiterated that for behavioral health mental services, it is best to work with Desert/Mountain Children's Center but PresenceLearning does offer that service as well.

7.4 Desert/Mountain Children's Center Clinicians attending IEPs

Jenae Holtz provided information about Desert/Mountain Children's Center (DMCC) clinicians attending IEPs. She said that if a student is receiving counseling services through DMCC, it is important for the clinician to be involved in the IEP. Jenae requested the participation be virtual for 2021-22 school year because it does save time and allows the clinicians to attend to more children. She asked for any conflicts with the request to be brought to her so there can be a discussion on how to best meet the needs of the LEAs.

7.5 Update on Requested ADOS-2 and HOLA Trainings

Jenae Holtz called on Karina Quezada to provide an update on the requested Autism Diagnostic Observation Schedule (ADOS-2) training. Karina reported in person training for ADOS-2 has been placed on hold until 2021-22. She said web-based trainings can be accessed by school psychologists and speech pathologists. Karina reported the cost is approximately \$525 per person though the schedule for the upcoming year is not yet finalized, it will be published soon.

Jenae shared that Renee Garcia has researched HOLA training which is for staff that provide interpretation for IEPs. Jenae said there is a minimum number of participants needed to make the training cost effective. She asked the committee members to begin making a list of staff that could benefit from the training to provide to Renee in August.

7.6 Desert/Mountain Children's Center Client Services Reports

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

7.7 Impact of the Pandemic on Teachers and Strategies to Promote Wellness

Linda Llamas provided information on the impact of the pandemic on teachers and strategies to promote wellness. She reminded the committee that last month, it was presented that there is a high likelihood that students and families will return in the Fall highly stressed. Linda said there are strategies to assist teachers and staff to be prepared since they are likely the first point of contact for students. She will have Jamie Adkins email information and research to the committee members so they can look at the resources and share with the context of putting on one's own

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oxygen mask before helping someone else. The resources are intended to help all staff on the campuses that work with children. Linda asked to be contacted with any questions.

7.8 Professional Learning Summary

Heidi Chavez presented the D/M Charter SELPA's Professional Learning Summary. She shared there was one regional participant in May and 211 participants year-to-date with 32 participants involved in onsite trainings and 170 attending regional trainings.

7.9 Resolution Support Services Summary

Kathleen Peters presented the D/M Charter SELPA's Resolution Support Services Summary. She asked for the committee to disregard the email they received the night before pertaining to independent study as the bill has been tabled by the governor as stated by Jenae Holtz earlier in the meeting. Kathleen said the COVID-19 provision that allowed LEAs to teach students virtually is sunsetting June 30, 2021. She said for seat-based charter schools, the current independent study guidelines must be followed to claim Average Daily Attendance (ADA). Kathleen confirmed that students in special education are eligible for independent study with the decision being made through the IEP process. That process will allow the IEP team to review the data on how successful the student will be in a virtual environment as well as decide if the provisions of the IEP can be provided in the home.

7.10 Alternative Dispute Resolution (ADR) Planning Committee Update

Kathleen Peters shared an update from the ADR Planning Committee. Kathleen reported there is only one charter LEA that expressed interest in being part of the ADR Planning Committee. She said there is a separate budget for the Charter SELPA and encouraged the committee members to gather teams to work towards implementing ADR processes in their LEAs.

7.11 You be the Judge Scenario

Kathleen Peters called on Lisa Nash to present a You be the Judge scenario for committee member participation. Lisa reported the answer as C because the student's suspension did not exceed 10 days. An LEA is required to conduct Manifestation Determination Review (MDR) if a suspension exceeds 10 days. Lisa said in this case, the parent volunteered to transport the child on their own. Lisa also said that suspensions from transportation can be considered a change of placement.

7.12 Prevention and Intervention Updates

Natalie Sedano presented Prevention and Intervention Updates. Natalie shared a document *Leveraging Short Term Funding to Build Long Term Capacity*. She said it is important to review

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action plans that are currently in place and to use incoming funding to revise the plans where it is needed.

Natalie highlighted training *Three R's to Re-Entry: Renew, Relationships, Resiliency-The Educator and Student Wellness Pathway*. She said the trainings will provide an understanding of self-care strategies and build on different ways to engage students. Natalie shared there is no registration fee and the trainings do not have to be taken in consecutive order.

7.13 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She reported the Special Education Plans have been submitted and approved. Peggy shared there are no updates pertaining to significant disproportionality. She reported there were six LEAs deemed as disproportionate for 2019-20 with one being in the D/M Charter SELPA and that submission has been approved.

Colette reported the personnel data reports have been submitted to her and she is working to get them approved. The first CALPADS certification is July 30, 2021, then the amendment window followed by the final certification on August 27, 2021. Colette shared that Unsigned Transfer status has been added to Web IEP to be used when a student transfers in and out of an LEA before an IEP can be signed. She said the option to not have a child's address reflected on an IEP has also been added for confidentiality due to custody and court orders.

8.0 FINANCE COMMITTEE REPORTS

9.0 INFORMATION ITEMS

9.1 Monthly Occupational & Physical Therapy Services Reports

9.2 Upcoming Professional Learning Opportunities

The following trainings were highlighted: *PEERS, Real Talk, Special Education Teacher Academy, Save the Date School Psychologist Committee Meetings, Breaking the Code to Literacy, and Wearing Two Hats-Dually Identified Children*.

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

11.0 CEO COMMENTS

Jenae Holtz praised the committee members for working through such a difficult season of being in a distance learning model for so long and working hard to meet the needs of the students. She said the

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upcoming year will be interesting as we see the effects of COVID-19 and distance learning. Jenae continued that it is important to revive everyone's self and to come back in the new school year with a renewed sense of hope and direction about working with children. Jenae is proud of the committee members and her staff for supporting LEAs and students.

12.0 MATTERS BROUGHT BY THE PUBLIC

None.

13.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Sarah Ballard-Wiley, seconded by Debbie Tarver, to adjourn the meeting. The motion carried on the following vote: 10:0: Ayes: Haskins, Klepper, Merrill, Moreno, Mulz, Price, Romaine, Tarver (DTPA), Tarver (LEPA), and Waisman, Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, August 26, 2021, at 1:00 p.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

Examination of California's Special Education Governance and Accountability System and Structure SEGA Study | WestEd | Sara Doutré and Jason Willis, Primary Investigators

The SEGA Study, authorized by Senate Bill (SB) 74, the Budget Act of 2020, will examine the state's current governance and accountability structures for students with disabilities and provide recommendations regarding improvements.

Background

- Since the 1975 passage of Public Law 94-142, now the Individuals with Disabilities Education Act (IDEA), California policymakers and stakeholders have been grappling with how to both uphold the requirements and tenets of the IDEA and improve access and outcomes for students with disabilities.
- The 2015 Statewide Special Education Task Force called out the need to move from two siloed systems of general and special education, to one system of education designed to serve all students. There has been little disagreement from policymakers about moving toward one, coherent system of education, but California's governance and accountability structure related to special education has largely remained unchanged.

Purpose/Areas of Focus

Examine the state's current governance and accountability structures and provide recommendations regarding improvements in the following areas:

- **Improving student outcomes**, including those measured by state and federal accountability systems.
 - Delivering special education services and supports in the least restrictive environment (LRE).
- **Ensuring:**
 - **Transparency** in decision-making and distribution of state special education funding.
 - **Family and community input** in local decision-making.
 - An **equitable distribution of special education supports and services** to Local Educational Agencies (LEA).
 - Small LEAs have **access to necessary fiscal and administrative resources**.
- **Aligning** state and federal accountability, compliance, and support systems as related to pupils with disabilities.
- Identifying **strategies and challenges for funding and supports** in the current model and any recommended models.

Highlighted Project Tasks

Review of applicable and related Federal and State law, regulations, policy, procedure, and guidance

Timeline: November 2020 – February 2021

- Conduct a thorough review of federal and state law, regulation, policy, procedures, and guidance related to governance and accountability for students with individualized education programs (IEPs) in California.

Review of other state/regional/district/school practices, research literature, and publicly available data

Timeline: March 2021 – May 2021

- Review the research literature and other state, regional, district, and school policies and practices to identify strategies to amplify in the current model and potential changes to the models.

Data analyses to identify and explore trends and opportunities

Timeline: March 2021 – May 2021

- Review statewide data to explore trends and opportunities including data related to the delivery of special education services and supports in the LRE; data on student outcomes; and data on the distribution of special education supports and services to LEAs by the California Department of Education (CDE) and by regional agencies including Special Education Local Plan Areas (SELPA) and County Offices of Education (COE).
- Survey a sample of LEAs, SELPAs, and COEs to identify successful strategies and potential challenges in the current state and local governance and accountability systems.

Interviews and focus groups with selected agencies and key stakeholders

Timeline: May 2021 – June 2021

- Conduct interviews with key stakeholders to assess implementation, execution, and impact of existing governance and accountability mechanisms and identify recommendations for potential changes to the current system.

Broad community input through public meetings to share learnings and recommendations

Timeline: July 2021

- The purposes of broad community input are to *inform the public of the findings of the study and to solicit feedback on the potential benefits and drawbacks of proposed options for recommendation.*
- Stakeholders include: SELPA leaders and staff; COE leaders and staff; LEA leaders and staff; School leaders and staff; Families of students who receive special education services; Students who receive special education services.

Final report will be prepared for presentation to the legislature by October 1, 2021

Frequently Asked Questions:

How did we select school districts and charter schools to participate in surveys and focus groups?

The WestEd team selected LEAs for inclusion in the survey based on several criteria. Importantly, the goal was to obtain a sample of LEAs that represented the LEAs of California well. To ensure as representative a sample as possible, the team used: 1) geographic location in California, 2) whether the LEA was in a metropolitan area, 3) the performance of the LEA on a variety of indicators from the general education and special education accountability systems, such as lower than expected disproportionality and higher than expected growth for students with disabilities on statewide assessments, 4) charter status (both charter and non-charters), and 5) SELPA type (both single-LEA SELPAs and multi-LEA SELPAs). This resulted in a sample of 32 LEAs that span the range of each criteria to participate in our April 2021 survey. A subset of those LEAs will be selected for follow-up focus groups.

Which COEs and SELPAs were selected to participate in surveys and focus groups?

Each SELPA and COE affiliated with the 32 school districts and charter schools selected as outlined above. The purpose of these surveys and focus groups is to learn more about the perceptions and experiences of school district, charter school, SELPA, and COE staff, not about the interaction of the SELPA or COE with a specific LEA. Gathering this information will inform how best practices impact regions of the state.

Thank you for your help with this important project. For questions, please contact Sara Doutré, Project Director at WestEd, via email (sdoutr@wested.org) or by phone (801-620-0932).



California Special Education Governance and Accountability (SEGA) Study

Advisory Commission on Special Education

June 16, 2021

December 16, 2020

Purpose of the Special Education Governance and Accountability (SEGA) Study

**Examine California's *current*
governance and accountability
structures**

Provide recommendations to:

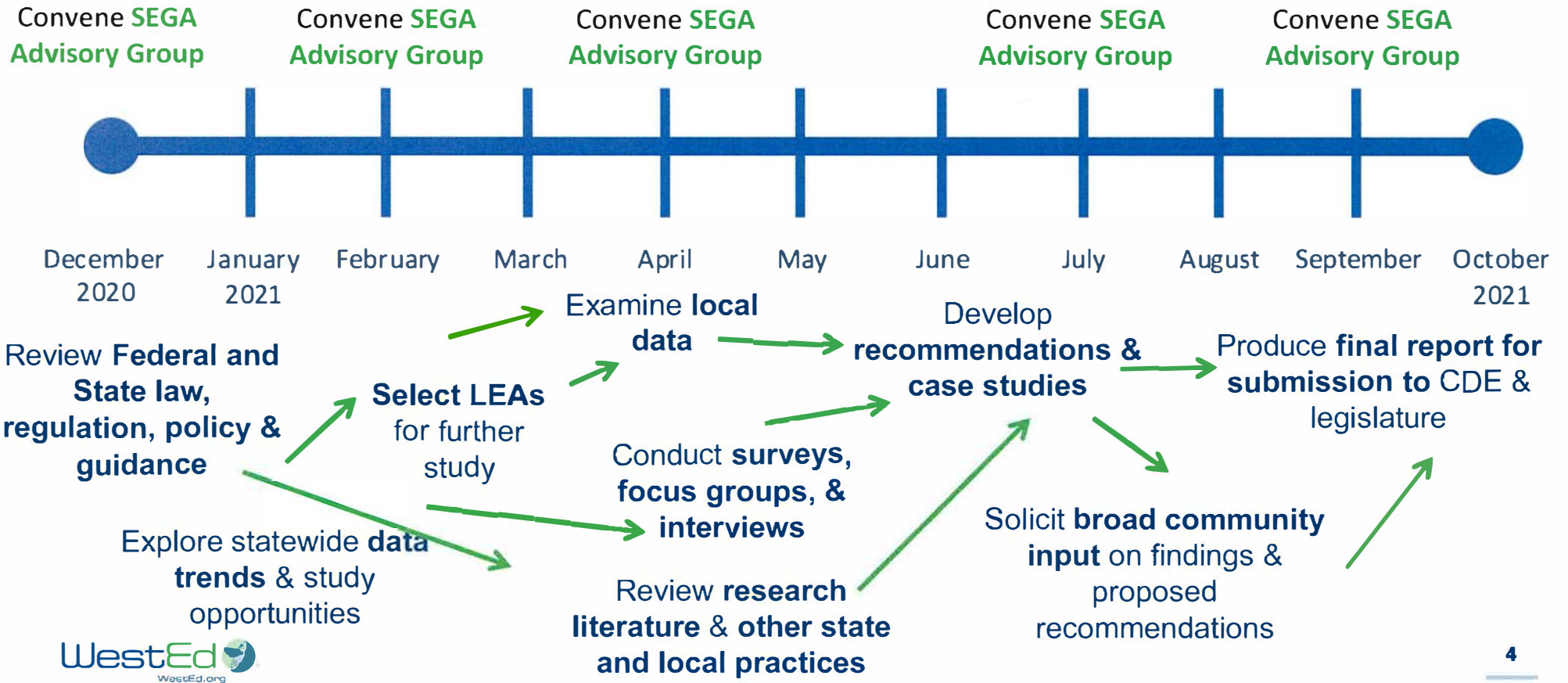
- Improve student outcomes
- Deliver special education services and supports in the least restrictive environment

Purpose of the SEGA Study (cont)

Recommendations to:

- Ensure:
 - **transparency** in decision-making
 - **family and community input** in local decision-making.
 - **equitable distribution of special education supports and services** to LEAs including small LEAs
- **Align state and federal** accountability, compliance, and support systems
- **Align special and general education** accountability systems

SEGA Study Roadmap



Advisory Group

- Parents of pupils with exceptional needs
- Education specialist
- Local Educational Agency (LEA)
- Community Advisory Committee (CAC)
- Special Education Local Plan Area (SELPA)
- County Office of Education (COE)
- Family Empowerment Center
- Postsecondary institution or research organization
- Advocacy organization that advocates for pupils with exceptional needs
- The California State Board of Education (SBE)
- The California Department of Finance (DOF)
- The California Legislative Analyst's Office (LAO)
- Legislative staff of each house of the California Legislature



Law, Policy, Literature, and Practice Review



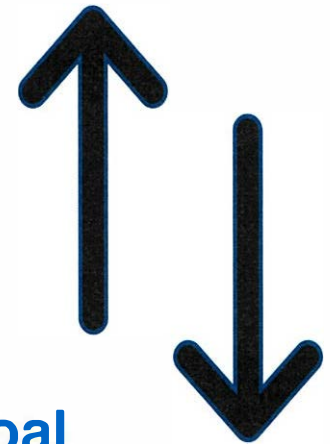
Definitions

Governance – an entity’s decision-making authority

- Communicates decisions
- Assigns educational responsibility
- Loci of control
- Established through law, policy, guidance
- Depends on information from accountability systems

Accountability – the oversight structure in service of a goal

- Evaluate and ensure implementation of law, rules, actions, practice
- Incentives and sanctions to reinforce expectations and practices
- Flexible and innovate, and informs governance

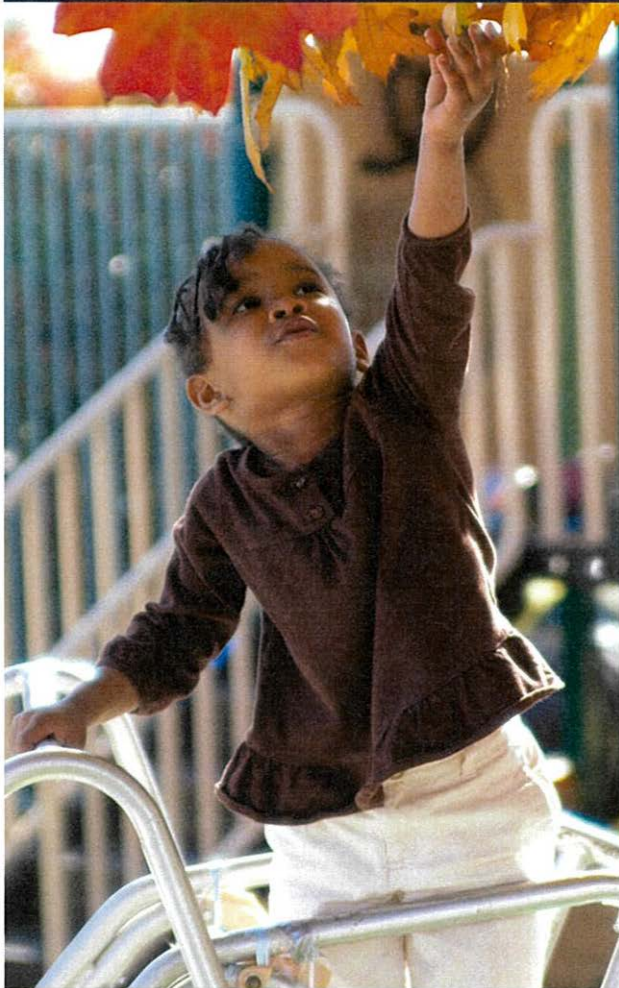


Drivers of Governance & Accountability

- Technical Assistance
- Resource Allocation
- Data Collection & Reporting
- Monitoring (compliance & process)
- Dispute Resolution
- Policy and Guidance
- Accountability for Student-level Outcomes
- Planning for Program Improvement
- Family and Community Input

What do the drivers look like at each level?

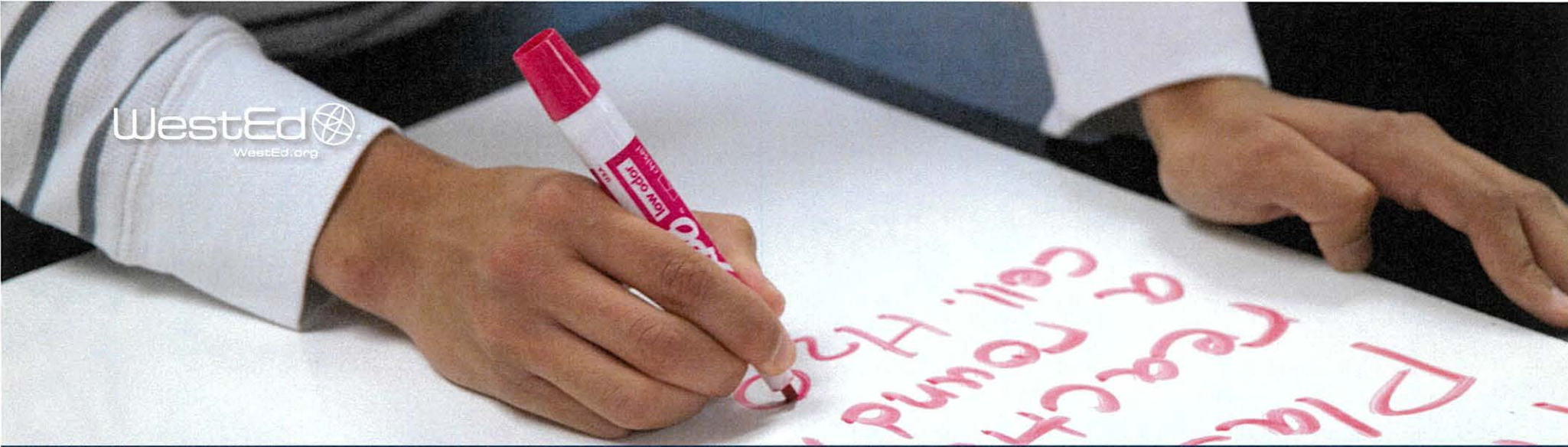
Federal, State, Regional, Local



How are the Drivers Implemented?

How does each driver:

- Intentionally promote **equity**, including an equitable distribution of support and services
- Ensure **transparency** in decision-making
- Include **family and community input** in decision-making
- Coordinate an **interconnected system** across the state, regional, and local levels?
- **Promote alignment** of special education and general education



Statewide Data

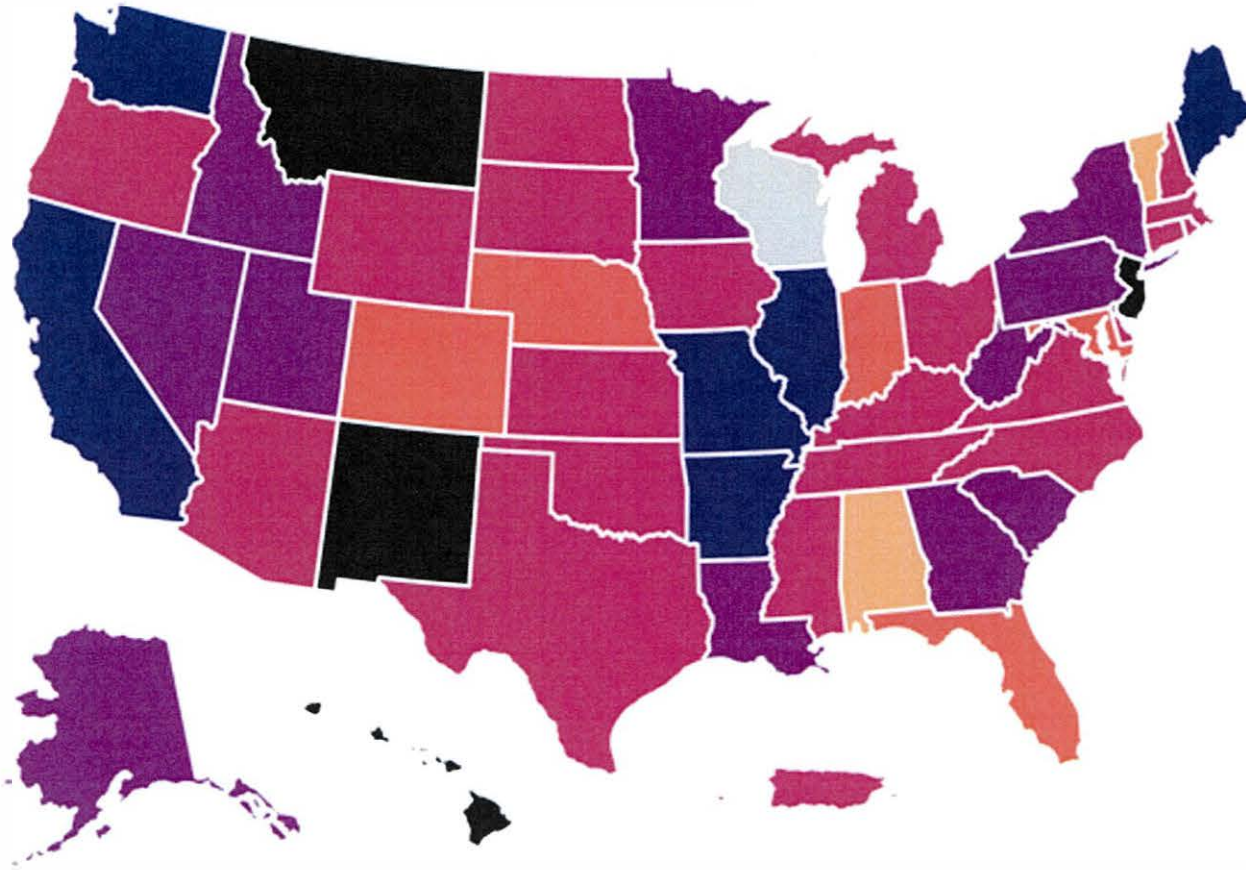


Least Restrictive Environment

Consistent with national literature, in California student growth and outcomes improve when a student spends more time in the general education classroom

- For a 10-percentage point increase in the time spent in the regular classroom there is an associated 13.3 percentage point increase in academic growth (proficiency on statewide reading and math assessments)

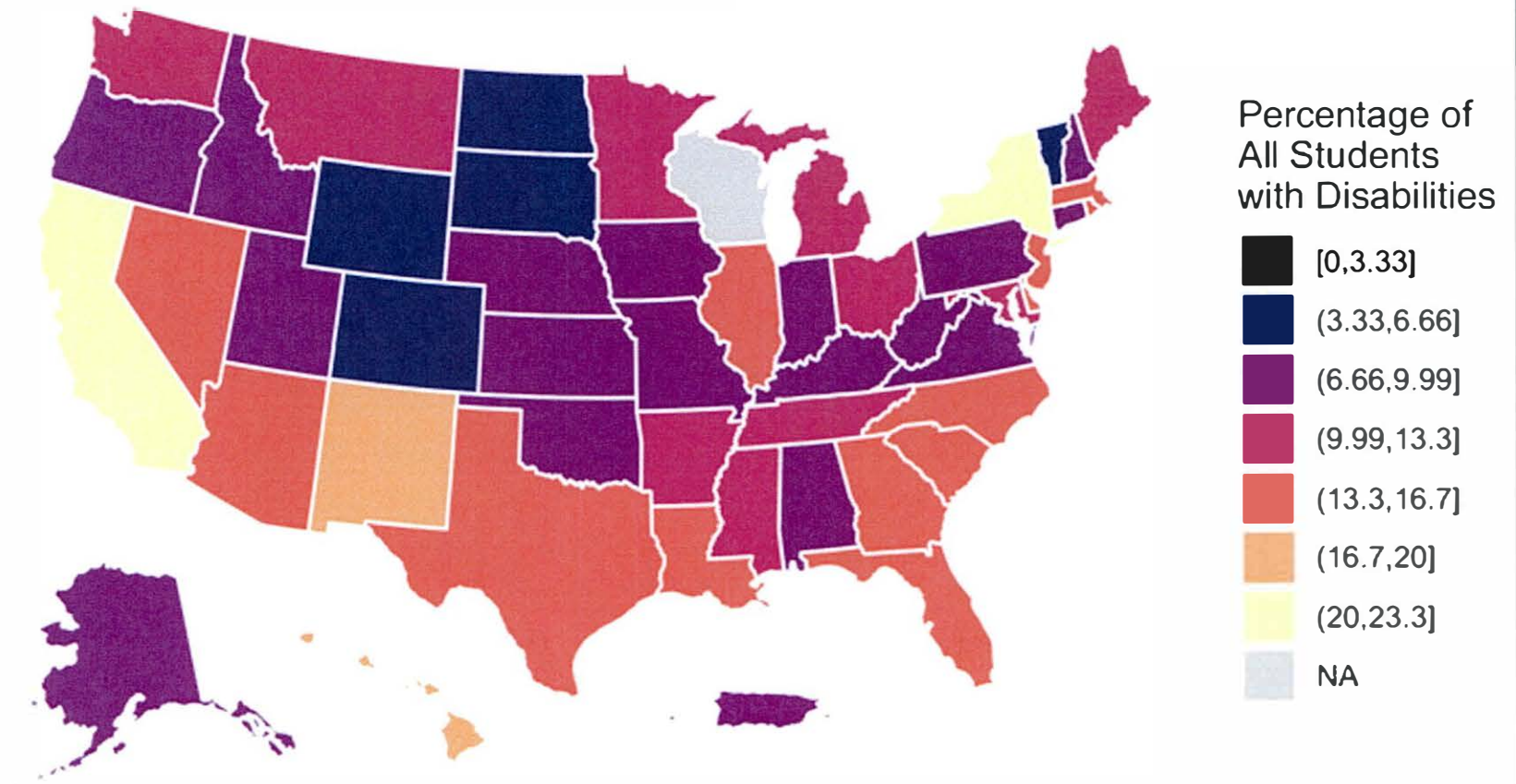
Inside regular class 80% or more of the day



Percentage of All Students with Disabilities

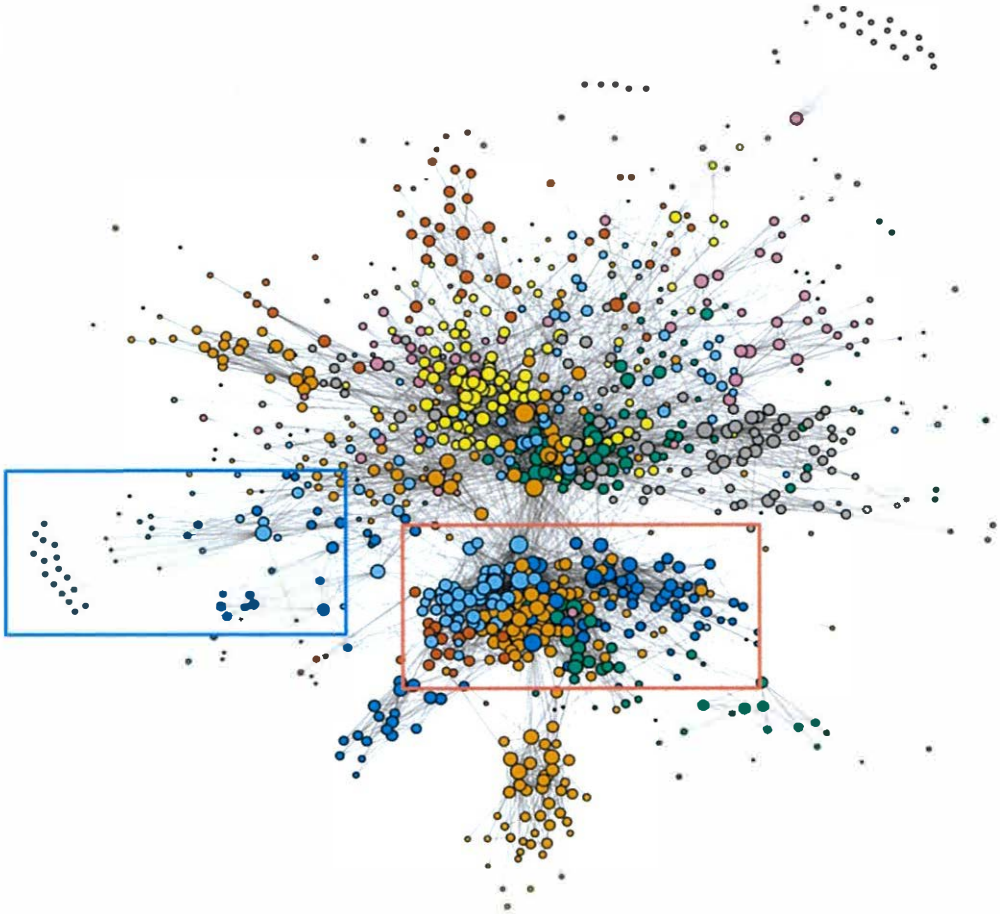
- [44.7, 52.5]
- (52.5, 60.3]
- (60.3, 68.2]
- (68.2, 76]
- (76, 83.8]
- (83.8, 91.6]
- (91.6, 99.4]
- NA

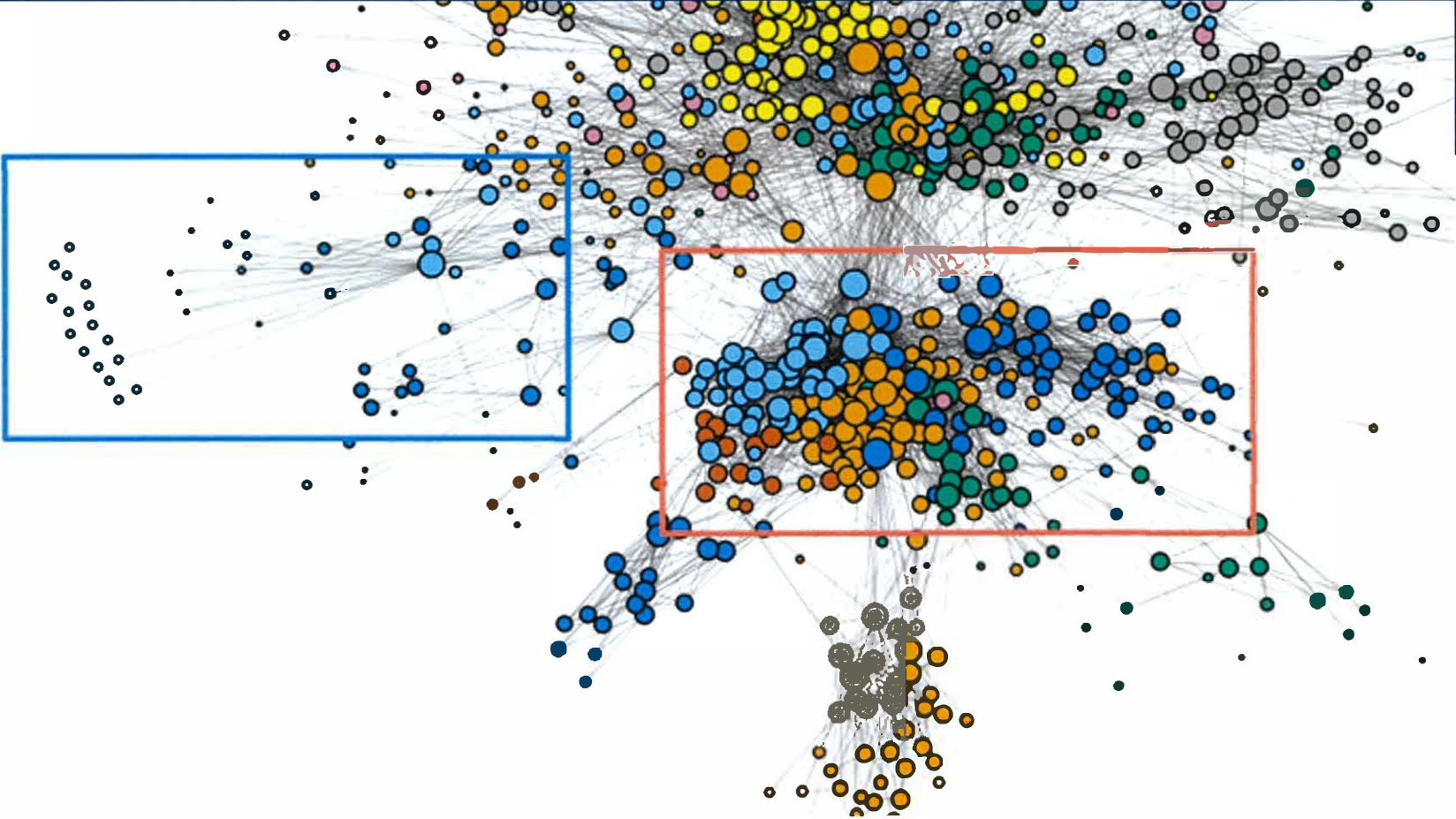
Inside regular class less than 40% of the day



Special Education Networks

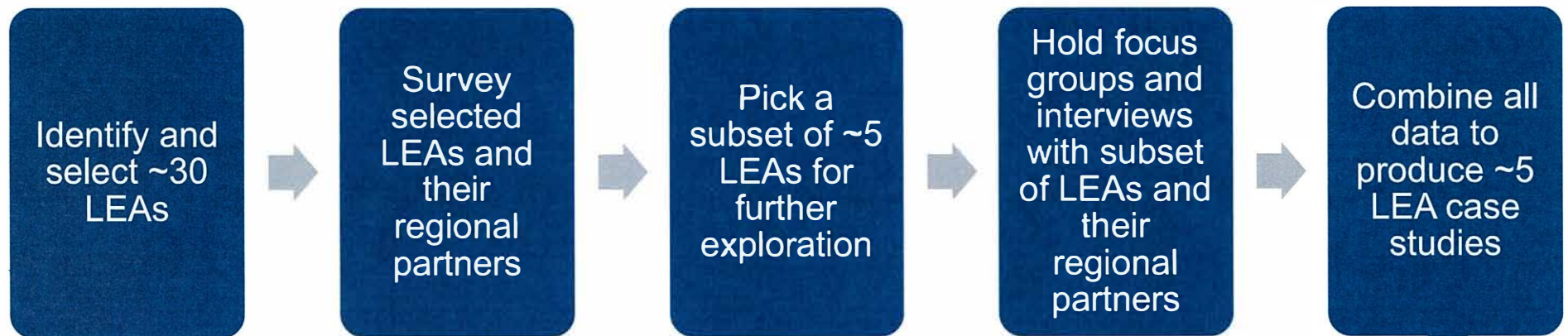
- Social networks are formal or informal connections between entities
- Formal connections are often those written into law (e.g., LEAs connected via a common SELPA)
- Informal connections are usually those done by the entities themselves seeking more effective or efficient practices or procedures (e.g., an LEA reaching out to another LEA outside of any formal connections in order to get services for a student with a disability)
- Using information about the district of residence and the district of service for every student with a disability in California from 2014/15 to 2018/19, we examined the special education network





LEA Surveys and Case Studies

Survey and Case Study Process and Purpose



- Illustrate the role of governance and accountability systems in high performing LEAs.
- Test our assumptions about what contributes to high performance.
- Understand policy in practice.

LEA Survey

Characteristic	LEAs in Sample
Total	N = 31
Charter	N = 9
Multi-LEA SELPA	N = 27
Enrollment	Range = 140 – 450,000
Students with Disabilities	Range = 16 – 53,000
Metropolitan	N = 22
Number of Schools	Range = 1 – 1,021
Number of Pre-K Schools	Range = 0 – 181
Teachers	Range = 10 – 32,152
Students per Teacher	Range = 16 – 27



Planned Analyses

Survey response patterns by:

- SELPA type
- Student Performance
- Disproportionality
- Role in SPED

Variable	Professional	Parent
Number of Respondents	1,576	1,244
White	68%	51%
Hispanic/Latinx	17%	31%
English Language	80%	80%
Spanish or Bilingual Spanish	12%	20%
IEP Meetings Attended in 20/21	48% in 11+ 24% in none	80% in 1-3 meetings
Teacher	48%	
Services Provider	34%	
Administrator	18%	

LEA Case Studies: Focus Groups and Interviews

Overarching Questions...

- What contributes to your area(s) of high performance?
- How, if at all, do you work together with other LEAs and/or regional agencies to serve students?
- What is the influence of formal governance and accountability processes (e.g., LCAP) on your area(s) of high performance?

For parents...

- What is working well for students at your child's school?
- How do you receive help, training, or information?
- How do you participate in decision making?

Focus Groups and Interviews to Date

LEA	Administrators	Teachers	Families	COE	SELPA
Bay Area Technology School	X	X	X		
Etiwanda Elementary	X	X	X		
Pajaro Valley Joint Unified	X				
Plaza Elementary				X	X
Visalia Unified	X	X			

LEA Case Studies: LEA Characteristics

LEA	LEA Type	SELPA Type	LEA Enrollment	CCSESA Region
Bay Area Technology School	Charter	Multi	Charter	3
Etiwanda Elementary	Elementary	Multi	Moderate	10
Pajaro Valley Joint Unified	Unified	Single	Moderate-to-High	5
Plaza Elementary	Elementary	Multi	Low	2
Visalia Unified	Unified	Multi	High	7



LEA Case Studies: Areas of High Performance

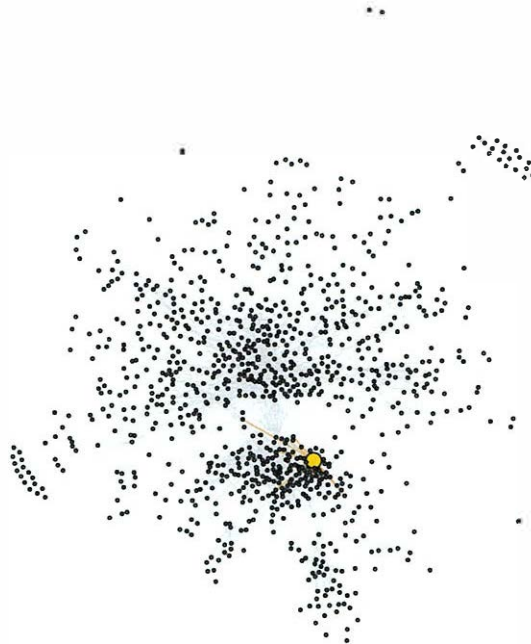
LEA	Description
Bay Area Technology School	High performance on proficiency (beyond what is expected given school environment and the region) and low identification disproportionality for Hispanic students.
Etiwanda Elementary	High performance on proficiency (34% proficient for students with disabilities compared to 10% in nearby LEAs).
Pajaro Valley Joint Unified	Low identification disproportionality for Hispanic Students.
Plaza Elementary	High performance on proficiency (50%) and growth (67%) for students with disabilities compared to nearby LEAs. For growth, the number indicates that students in Plaza, on average, grow more than 67% of students in California.
Visalia Unified	Low identification & discipline disproportionality for Hispanic students (1.01 and 0.85, respectively).

Where are they in the network?

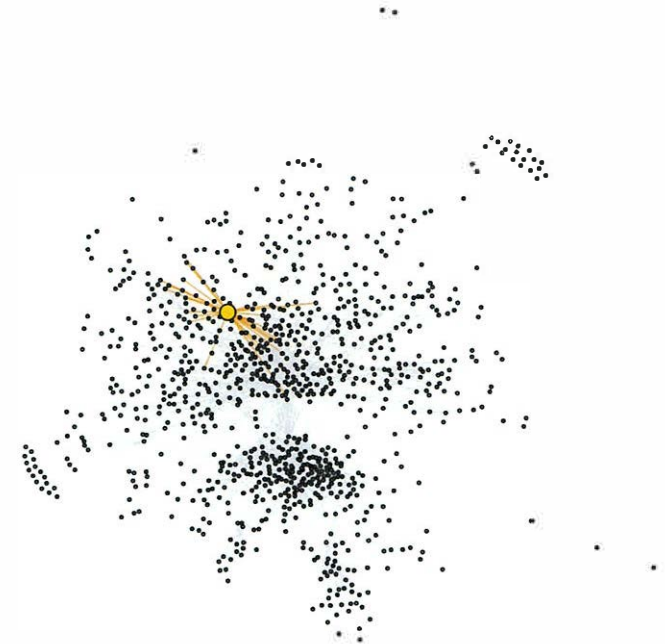
- **Etiwanda** is part of a close-knit network of LEAs
- **Pajaro** connects many LEAs, some of which are on the periphery of the network and some of which are central LEAs to the network

**Note, Bay Area
Technology not shown
due to data limitations for
this analysis*

Etiwanda Elementary

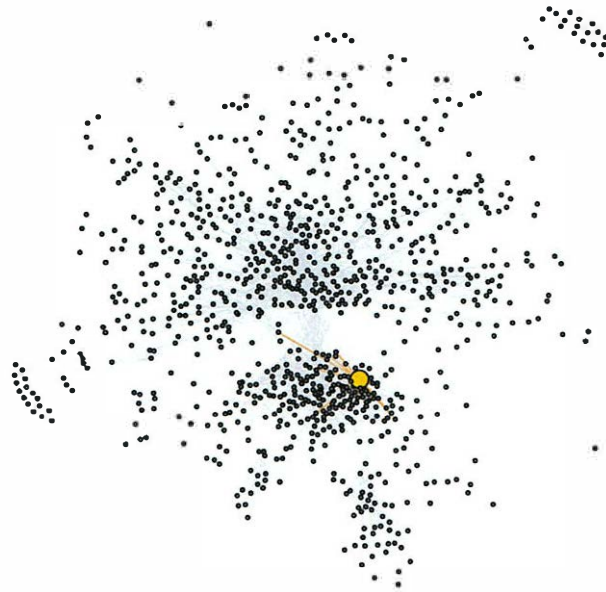


Pajaro Valley Unified

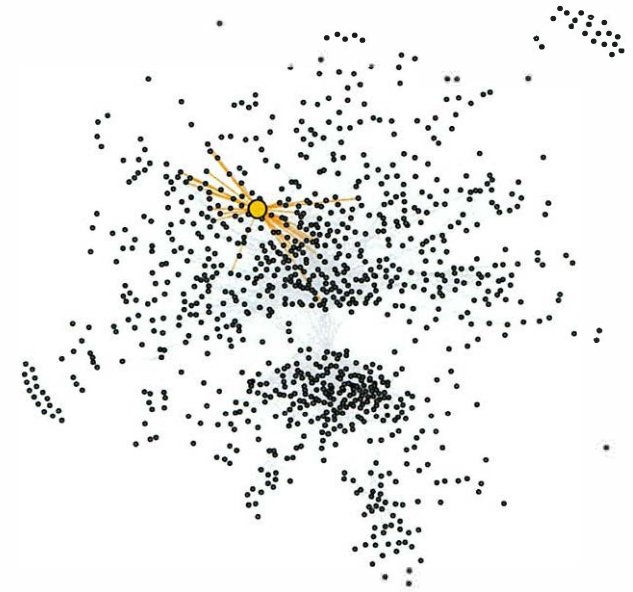


Where are they in the network?

- **Plaza** is only connected to their COE
- **Visalia** connects LEAs on the periphery and central LEAs



Plaza Elementary



Visalia Unified

Initial Reflections

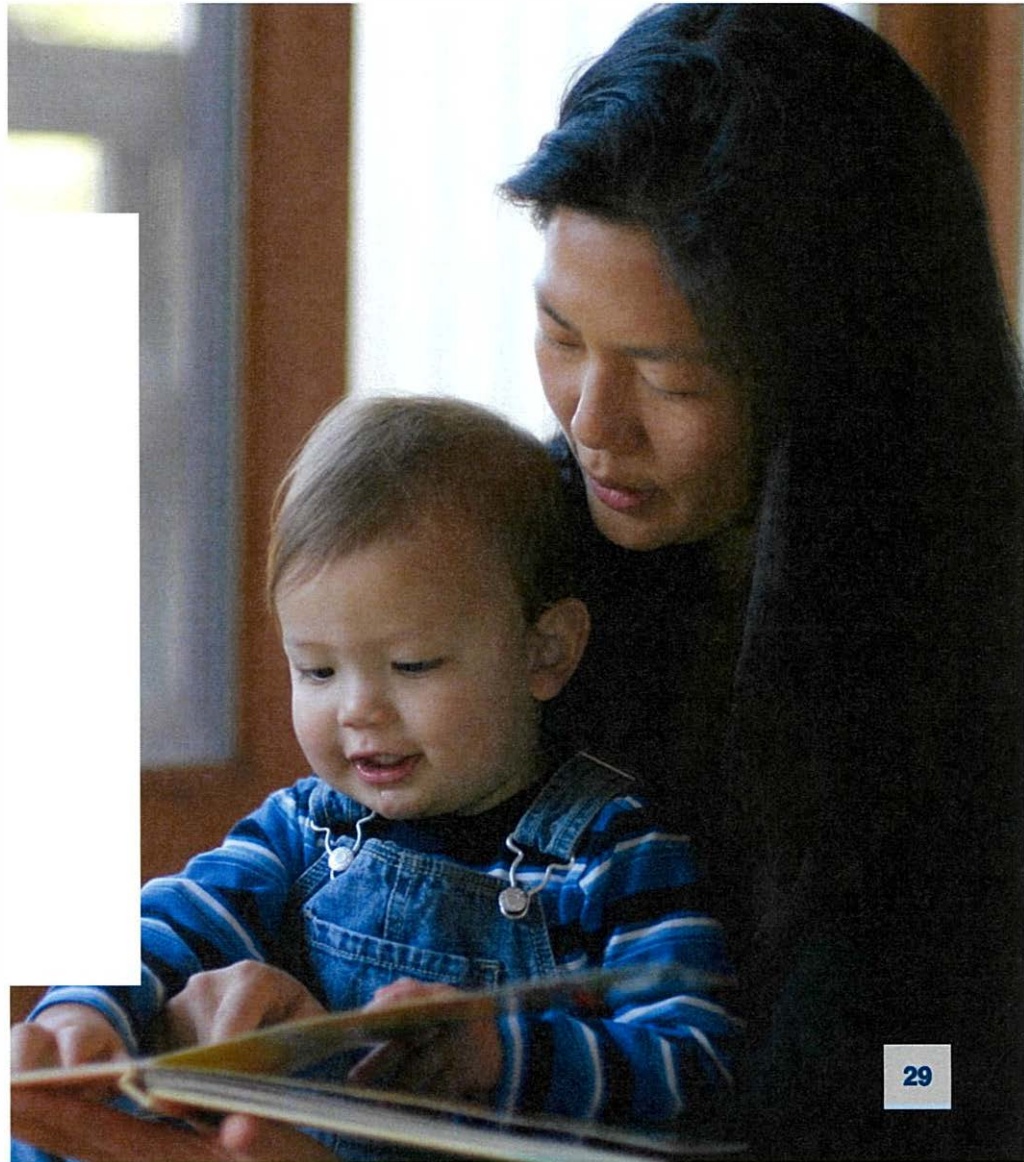
- **Many different types of LEAs can offer strong educational programs. Common “enabling conditions” are emerging from the qualitative data:**
 - **Shared vision, mission, and mindset.** All kids are our kids. “The _____ family.”
 - **Strong communication and relationships.** Strong internal communication and relationships, frequent communication and strong relationships with families; robust connections with other community partners.
 - **Longevity in teachers/instructional staff and administrators,** strong teacher induction/support systems.
 - In/formal processes that **honor teacher/instructional staff, family, and student input in decision-making.**
 - **A sense of empowerment** to make decisions about education programs and resources.
 - **Easily accessible and growth-oriented student-level data** on academics and wellness.

Questions and Discussion

- What questions do you have after seeing the case study LEAs and initial reflections?
- What is the role of the state in enabling these emerging key conditions in LEAs?

Next Steps

- Complete focus groups and interviews
- Share proposed findings and recommendations with Advisory Group
- Solicit broad stakeholder input on the proposed recommendations



**Reflections on the study and our
progress so far?**

7.2 California State Testing Updates
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: August 25, 2021
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



Desert/Mountain Children's Center

◆ 17800 Highway 18, Apple Valley, CA 92307 (760) 552-6700 (760) 946-0819 FAX
◆ 42007 Fox Farm Rd. Ste 2A, P.O. Box 1963, Big Bear Lake, CA 92315 (909) 866-2165 (909) 866-5653 FAX
◆ 58967 Business Center Dr., C, D & E, Yucca Valley, CA 92284 (760) 369-3130 (760) 365-2695 FAX

Referral for Behavioral Health Services

Students 1st through 12th Grade

Referred by: _____ Phone Number: _____ Date: _____

Client/Student Name: _____ Social Security Number: _____

Date of Birth: _____ Age: _____ Grade: _____ Gender: Male Female

Attending School: _____ Teacher: _____

Parent/Guardian: _____ Home Phone: _____ Work Phone: _____

Street Address: _____ City: _____ Zip Code: _____

Mailing Address: _____ City: _____ Zip Code: _____

Insurance Information: Pacific Care _____ IEHP _____ Tri Care _____ Molina _____ Cash Pay _____

Medi-Cal Eligible? No Yes Medi-Cal Benefits Number: _____ Issue Date: _____

CONSENT TO EXCHANGE CONFIDENTIAL/PRIVILEGED INFORMATION

I authorize _____ and the Desert/Mountain Children's Center to exchange confidential/privileged information, including information regarding mental health treatment, in order to develop and implement a service plan for _____

(Client/Student Name)

This authorization is limited to the following specific types of information:

- All records without exception
- Scheduling and treatment attendance information
- Diagnosis/assessment information
- Treatment plan
- Treatment summary
- Social history
- Other: _____

This authorization is further limited in the following manner: _____

RESTRICTION: I understand that the parties to this release may not further use or disclose the exchanged information unless another authorization is obtained or unless such use or disclosure is specifically required or permitted by law.

DURATION: This consent is subject to revocation by the undersigned at any time except to the extent that action has been taken in reliance herein and, if not earlier, it shall terminate without express revocation on: _____

(Date, Event, or Condition)

I understand that I have the right to refuse to sign, or to limit the scope of, this consent form. I have read this consent carefully and have had all my questions answered. I understand that I am entitled to receive a copy of this consent form.

Date: _____ Parent/Guardian Signature: _____

Date: _____ Agency Signature (CFS, etc.): _____

Date: _____ Administrator Signature: _____ Title: _____

CONFIDENTIAL CLIENT INFORMATION

See Welfare & Institutions Code section 5328, 10850, and 18968.46; Civil Code sections 56; 42 CFR 2.31, 2.33, and 2.35; Education Code section 49075; Evidence Code section 900 - 1070 and Health & Safety Code section 123100.



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Medi-Cal Behavioral Health Services Referral Checklist Students 1st through 12th Grade

Date: _____

Client/Student Name: _____ Form Completed By: _____

Teacher Name: _____ School: _____ Grade: _____

Students often exhibit behaviors or changes of behavior that cause concern among school personnel. This checklist may be used as a guide to help determine if a behavioral health referral is appropriate for a student and their family. If indicators from this checklist persist following standard teacher-initiated and school-based interventions, consider a referral for behavioral health services.

Academic Indicators

- | | | |
|---|--|--|
| <input type="checkbox"/> Giving Up Easily | <input type="checkbox"/> Poor Effort | <input type="checkbox"/> Motor Coordination Below Peers |
| <input type="checkbox"/> Incomplete Work | <input type="checkbox"/> Poor Motivation | <input type="checkbox"/> Deterioration in Academic Performance |

Behavioral Indicators

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Abusive Language | <input type="checkbox"/> Class Clown | <input type="checkbox"/> Hyperactive |
| <input type="checkbox"/> Absences or Tardiness | <input type="checkbox"/> Constantly Leaving Classroom | <input type="checkbox"/> On Probation |
| <input type="checkbox"/> Argumentative/Defiant | <input type="checkbox"/> Destruction of Property | <input type="checkbox"/> Stealing |
| <input type="checkbox"/> Attention Seeking | <input type="checkbox"/> Dishonesty | <input type="checkbox"/> Disruptive |
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Threatening (provide detail): _____ | |
| <input type="checkbox"/> Inappropriate Display of Affection with Peers/Teachers: _____ | | |

Emotional Indicators

- | | | |
|---|--|--|
| <input type="checkbox"/> Bladder or Bowel Accidents | <input type="checkbox"/> Irritable | <input type="checkbox"/> Overly Responsible |
| <input type="checkbox"/> Defensive | <input type="checkbox"/> Isolated from peers/target of teasing | <input type="checkbox"/> Paranoid (feels picked on, watched, etc.) |
| <input type="checkbox"/> Falls Asleep | <input type="checkbox"/> Lethargic | <input type="checkbox"/> Uncontrollable or Excessive Giggling |
| <input type="checkbox"/> Hysterics (excessive crying) | <input type="checkbox"/> Mood Swings | <input type="checkbox"/> Withdrawn |

Family/Environmental Indicators

- | | |
|--|---|
| <input type="checkbox"/> CPS Involvement | <input type="checkbox"/> Other Difficulties in Family (financial, health, separation) |
| <input type="checkbox"/> Mental Abuse | <input type="checkbox"/> Other Problematic Behaviors Reported by Parents |
| <input type="checkbox"/> History or Recent Removal from Home | <input type="checkbox"/> Substance Abuse by Parents and/or Significant Others |
| <input type="checkbox"/> Other Siblings Exhibit Problems | <input type="checkbox"/> Suffered Recent Loss (move, divorce, death, etc.) |
| <input type="checkbox"/> Speaks Angrily of Parents | |

Please describe the behaviors and attitudes that are causing concern: _____

What would you like to see changed? What goals would you like to see achieved? _____

Are you aware of any history of past abuse, family violence, divorce, or other trauma? _____

Action taken previously: _____

Other information we may need to know: _____

CONFIDENTIAL CLIENT INFORMATION

See Welfare & Institutions Code section 5328, 10850, and 18968.46; Civil Code sections 56; 42 CFR 2.31, 2.33, and 2.35; Education Code section 49075; Evidence Code section 900 - 1070 and Health & Safety Code section 123100.



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Remisión para servicios de salud conductual Estudiantes de 1° a 12° grado

Remitido por: _____ Número telefónico: _____ Fecha: _____
Nombre del cliente/estudiante: _____ Número de seguro social: _____
Fecha de nacimiento: _____ Edad: _____ Grado: _____ Género: Masculino Femenino
Escuela a la que asiste: _____ Maestro/a: _____
Padre/Tutor: _____ Teléfono hogar: _____ Teléfono trabajo: _____
Dirección: _____ Ciudad: _____ Código postal: _____
Dirección de correo: _____ Ciudad: _____ Código postal: _____

Información de seguro: Pacific Care _____ IEHP _____ Tri Care _____ Molina _____ Cash Pay _____
¿Elegible Medi-Cal? No Sí Número beneficios Medi-Cal: _____ Fecha emisión: _____

CONSENTIMIENTO PARA INTERCAMBIAR INFORMACIÓN CONFIDENCIAL /PRIVILEGIADA

Yo autorizo a _____ y al *Desert/Mountain Children's Center* para intercambiar información confidencial/privilegiada, incluyendo información respecto al tratamiento de salud mental, para desarrollar e implementar un plan de servicios para _____

(Nombre del cliente/estudiante)

Esta autorización se limita a los siguientes tipos específicos de información:

- Todos los registros, sin excepción
- Programación e información de asistencia al tratamiento
- Información de diagnóstico/evaluación
- Plan de tratamiento
- Resumen de tratamiento
- Antecedentes sociales
- Otra: _____

Esta autorización se limita además de la siguiente manera: _____

RESTRICCIÓN: Entiendo que las partes en este consentimiento, no podrán utilizar o divulgar la información intercambiada a menos que se obtenga otra autorización o salvo que dicho uso o divulgación de la información sea específicamente requerido o permitido por la ley.

DURACIÓN: Este consentimiento está sujeto a su revocación por el abajo firmante en cualquier momento excepto en la medida en la que dicha acción se haya tomado siempre y cuando se cumpla lo que se estipula aquí y no antes, no se terminará sin revocación expresa en _____

(Fecha, evento o condición)

Entiendo que tengo el derecho de negarme a firmar o limitar el alcance de este formato de consentimiento. Leí este consentimiento cuidadosamente y me respondieron a todas mis preguntas. Entiendo que tengo derecho a recibir una copia de este formato de consentimiento.

Fecha: _____ Firma padre/tutor: _____

Fecha: _____ Firma agencia (CFS, etc.): _____

Fecha: _____ Firma administrador: _____ Título: _____

INFORMACIÓN CONFIDENCIAL CLIENTE

Ver código Bienestar e instituciones sección 5328, 10850 y 18968.46; Secciones código civil 56; 42 CFR 2.31, 2.33, y 2.35; Sección código educación 49075; Sección código evidencia 900 - 1070 y sección código salud y seguridad 123100.



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Lista de remisión a servicios de salud conductual Medi-Cal Estudiantes de 1° a 12° grado

Fecha: _____

Nombre del cliente/estudiante: _____ Formato completado por: _____

Nombre maestro/a: _____ Escuela: _____ Grado: _____

Los estudiantes con frecuencia presentan comportamientos o cambios de comportamiento que causan preocupación entre el personal de la escuela. Esta lista se puede utilizar como una guía para ayudar a determinar si una remisión de salud conductual es apropiada para un estudiante y su familia. Si los indicadores de esta lista persisten siguiendo las intervenciones estándar iniciadas por la maestra y basadas en la escuela, se debe considerar una remisión para los servicios de salud conductual.

Indicadores académicos

- | | | |
|--|--|---|
| <input type="checkbox"/> Rendirse fácilmente | <input type="checkbox"/> Poco esfuerzo | <input type="checkbox"/> Coordinación motora por debajo de otros niños de su edad |
| <input type="checkbox"/> Trabajo incompleto | <input type="checkbox"/> Poca motivación | <input type="checkbox"/> Deterioro en el rendimiento académico |

Indicadores conductuales

- | | | |
|--|---|--|
| <input type="checkbox"/> Lenguaje abusivo | <input type="checkbox"/> Payaso de la clase | <input type="checkbox"/> Hiperactividad |
| <input type="checkbox"/> Ausencias o llegadas tarde | <input type="checkbox"/> Se sale constantemente del salón | <input type="checkbox"/> En libertad condicional |
| <input type="checkbox"/> Polémico/desafiante | <input type="checkbox"/> Destruye la propiedad | <input type="checkbox"/> Roba |
| <input type="checkbox"/> Busca la atención | <input type="checkbox"/> Deshonesto | <input type="checkbox"/> Es perturbador |
| <input type="checkbox"/> Hace trampa | <input type="checkbox"/> Amenaza (dar detalles): _____ | |
| <input type="checkbox"/> Demostración inapropiada de afecto con compañeros/maestros: _____ | | |

Indicadores emocionales

- | | | |
|---|---|---|
| <input type="checkbox"/> Accidentes de la vejiga o intestinos | <input type="checkbox"/> Irritable | <input type="checkbox"/> Demasiado responsable |
| <input type="checkbox"/> Defensivo | <input type="checkbox"/> Aislado de los compañeros/blanco de burlas | <input type="checkbox"/> Paranoico (se siente molesto, observado, etc.) |
| <input type="checkbox"/> Se duerme | <input type="checkbox"/> Letárgico | <input type="checkbox"/> Se ríe incontrolable o excesivamente |
| <input type="checkbox"/> Histeria (llanto excesivo) | <input type="checkbox"/> Cambia de humor | <input type="checkbox"/> Retraído |

Indicadores familiares/ambientales

- | | |
|--|--|
| <input type="checkbox"/> Participación CPS | <input type="checkbox"/> Otras dificultades en la familia (financieras, de salud, de separación) |
| <input type="checkbox"/> Abuso mental | <input type="checkbox"/> Otros comportamientos problemáticos reportados por los padres |
| <input type="checkbox"/> Antecedentes o reciente mudanza de casa | <input type="checkbox"/> Abuso de sustancias por parte de los padres y/o personas significativas |
| <input type="checkbox"/> Otros hermanos presentan problemas | <input type="checkbox"/> Sufrió pérdida reciente (mudanza, divorcio, muerte, etc.) |
| <input type="checkbox"/> Habla con rabia de sus padres | |

Por favor describa los comportamientos y actitudes que están causando la preocupación

¿Qué le gustaría que cambiara? ¿Qué objetivos le gustaría alcanzar?

¿Es consciente de cualquier antecedente de abuso pasado, violencia familiar, divorcio u otro trauma?

Medidas adoptadas previamente: _____

Otra información que es posible que necesitemos conocer: _____

INFORMACIÓN CONFIDENCIAL CLIENTE

Ver código Bienestar e instituciones sección 5328, 10850 y 18968.46; Secciones código civil 56; 42 CFR 2.31, 2.33, y 2.35; Sección código educación 49075; Sección código evidencia 900 - 1070 y sección código salud y seguridad 123100.



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

August 26, 2021

From: D/M Children's Center: Linda Llamas, LMFT; Linda.Llamas@cahelp.org

To: D/M Charter SELPA Steering Committee Members

Re: Strategies to Increase Student and Caregiver Connection to the School

I hope that the transition back to school for you and your students has been a smooth one. While we have all spent the summer planning for the return to school, now that some of us have a few days, or weeks, under our belts, we may have a better idea of what the needs are for students and their families. We anticipate that there have been some hiccups and some room for learning as we all attempt to re-establish routines and a sense of normalcy.

We all know that our student's mental health had already been suffering prior to the pandemic and have now seen the exacerbation of these needs by the pandemic. Information from the National Alliance for Mental Illness (NAMI) informs us that one in every five teens has, or will develop a mental illness, and that half of these cases will develop prior to age 14. Those are sobering statistics for us to process in a typical year, but this year we know the needs will be even greater! So how can we meet those needs? How do we begin to address them?

Here are three strategies you can use to increase student and caregiver connection and engagement to help your students and their caregivers acclimate to the school environment and process this past year's experiences:

1. Opportunities for Artistic Expression
2. Student Support Groups

3. Connection with the Community

Providing opportunities for your students to process their experiences of this past year through artistic expression is one way to help your student re-connect with each other and the school. When students express themselves through meaning-making and other creative methods, the impact improves community wellness, connectivity, and helps to reduce individual depression and anxiety (Stuckey & Nobel, 2010; Clift, 2012). Finding ways to insert creative expression in schools and community programs helps enhance the experiences of youth and young adults as well as strengthen the school and community.

The forms of artistic expression can vary, depending on the school and community it can be anything from a drawing/painting workshop, a writing contest, creation of a magazine, a photography project, or a dramatic play. In Maine, in 2013, Youth MOVE Maine put together a statewide project using photography and written word to hear about the experiences of youth, which culminated in a magazine of photos and stories called IDentity. They even created a toolkit that you can access that will help you develop your own project! The toolkit is free and available for public use. The toolkit includes instructions, agendas, and templates to share the IDentity project with youth either in-person or virtually. You can find the toolkit here:

- <https://www.dropbox.com/s/d5k1jmxjsxyugd0/IDentity%20Toolkit%202021%20-%20V1.1%20-%204.8.21.pdf?dl=0>

The next strategy is providing support groups where students have an opportunity to share their stories and help each other along the way. For students, groups can present an opportunity to learn about self, identify personal strengths, and set and achieve goals (Bruhn, 2014). For administrators, groups can provide a low-cost, high reward academic and social-emotional intervention to help meet the abundance of mental health needs in our communities after a year of COVID-19 anxieties and shutdowns (Ghosh et al, 2020).

Student support groups can be educational, where an educator leads the group by helping to re-teach a particular topic. A student support group can also be psychoeducational, whereby a mental health professional helps students obtain information and build skills for difficult situations through education-based techniques. Still another type of group is enriching in nature, where the educator instructs students in a specific skill that gives them opportunity for self-improvement or perhaps to help/teach others with their newly acquired skill(s). The staff at the DMCC is available to assist with the formation of student groups through many of our programs.

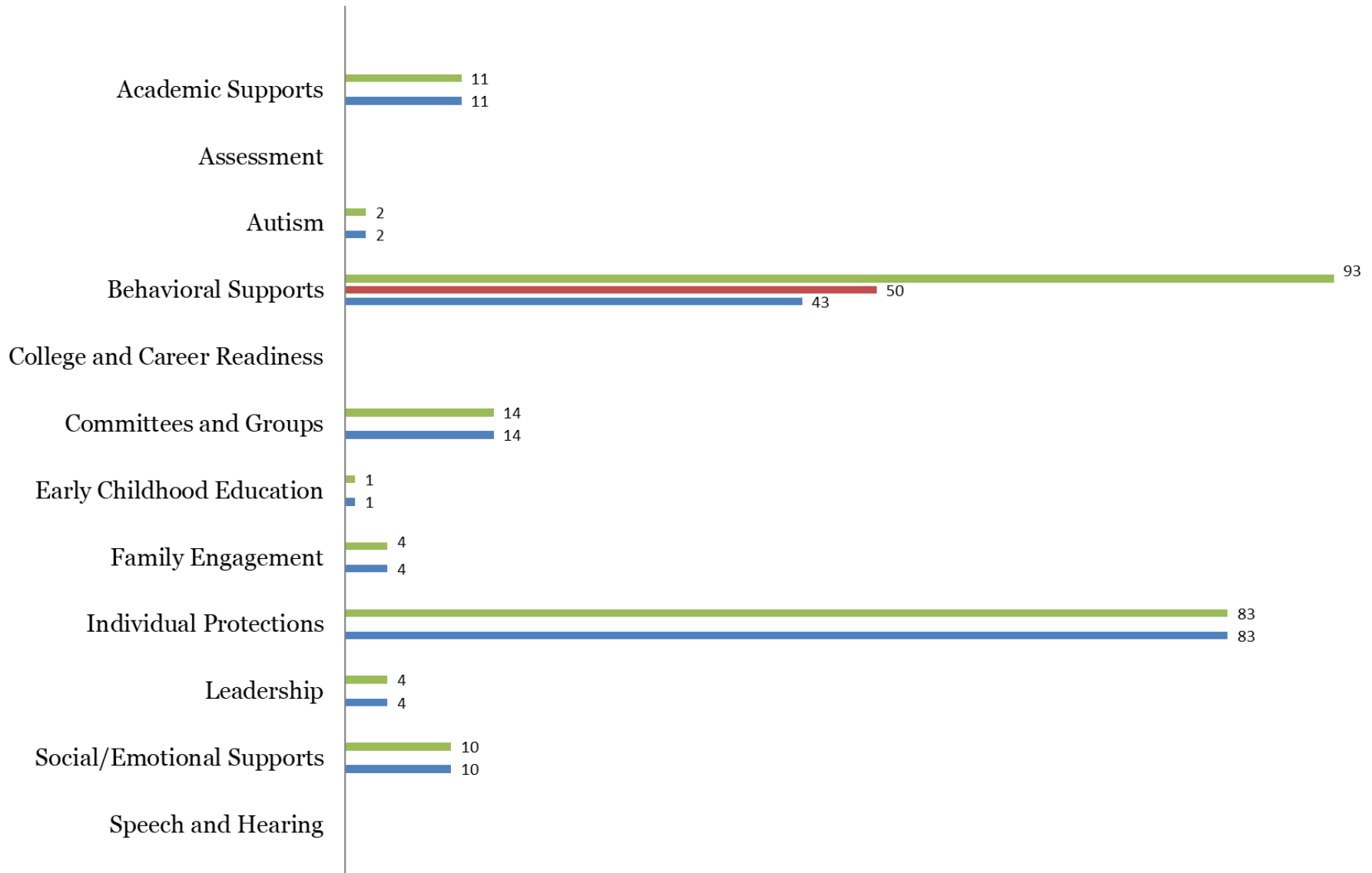
The mental and behavioral health of students is a necessary focus of education. Thus, connecting your school or district to community-based partners in health and mental health is imperative to building effective school-community partnerships to support school mental health. Approximately **75 to 80 percent of children and youth in need of mental health services do not receive them.** (U.S. Department of Health and Human Services, 2001) Of those who do receive assistance, the vast majority (70% to 80%) receive mental health services in schools. (Farmer, Burns, Philip, Angold, & Costello, 2003; Rones & Hoagwood, 2000) Further, **youth are six times more likely to complete evidence-based treatment when offered in schools** than in community settings. (Jaycox et al., 2010) As such, **schools are often considered the natural and best setting** for comprehensive prevention and early intervention services for all students, including those with and without identified educational disabilities. (Anglin, 2003, NASP, 2015) We know that access to school-based mental health services increases positive student outcomes such as physical and psychological safety, academic performance, and social-emotional competence; while decreasing negative outcomes such as disciplinary referrals, substance use, and involvement in the criminal justice system. There is **no one size fits all approach** to an effective school-community mental health partnership. Each partnership should be developed based on the specific needs of the local community. Again, the DMCC is here to help you meet the needs of your students and their families.

We look forward to working with you in the coming weeks and months to ensure your students have the support they need to bounce back from last year's challenges and have a successful new school year!

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

2020-21 YEAR END TOTALS
222 YEAR-TO-DATE PARTICIPANTS

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



THE IMPACT OF COVID-19 ON MENTAL HEALTH

TIPS AND TECHNIQUES TO OVERCOME STRESS
AND HELP YOUR FAMILY TO THRIVE

Many children struggled to learn during the social isolation caused by COVID-19. The prolonged stress of the pandemic resulted in widespread emotional and behavioral changes for both children and adults. These changes are characterized by fatigue, irritability, poor concentration, and lack of motivation. This presentation addresses the research evidence behind these changes and focuses on what care-givers can do to address these challenges and create the conditions that will help all children to reengage in learning.

Presented By

Dr. Ron Powell

When

Thursday, September 23, 2021
5:00 – 6:30 p.m

Where

15576 Main St. Hesperia, CA 92345
Hesperia District Office

Registration

<https://sbcss.k12oms.org/52-203120>

Special Accommodation

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

Get in Touch |

Email : Marysol.Hurtado@cahelp.org

Phone : (760) 955-3552



SAVE THE DATE

2021 I-MTSS SYMPOSIUM
WEDNESDAY, MARCH 2, 2022
HALF-DAY SYMPOSIUM FEATURING
KEVIN HINES &
ANNE MOSS ROGERS

Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2021 - August 26, 2021

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT										CASE ACTIVITY FOR CURRENT YEAR				
	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	Total	D /W	Resolution	Mediation	Settled	Hearing
Allegiance STEAM Acad - Thrive	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0
Aveson Global Leadership Acad	N/A	2	1	5	1.5	0	0	0	9.5	0	0	0	0	0
Aveson School of Leaders	N/A	0	3	1	1.5	0	0	0	5.5	0	0	0	0	0
Ballington Acad for Arts & Sci	N/A	N/A	N/A	0	2	0	0	0	2	0	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elite Academic Acad - Lucerne	N/A	N/A	N/A	N/A	0	0	4	0	4	0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0
LaVerne Elem Preparatory	0	0	0	0	0.5	0	0	0	0.5	0	0	0	0	0
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Odyssey Charter School	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0
Odyssey Charter School - South	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	1	0	0	0	1	0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Virtual Prep Academy at Lucerne	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0
Virtual Prep Academy at Monterey	N/A	N/A	N/A	N/A	N/A	N/A								
SELPA-WIDE TOTALS	0	2	4	6	6.5	0	4	0	22.5	0	0	0	0	0

Desert /Mountain Charter SELPA
Legal Expense Summary
As of August 26, 2021

2000-2001	0.00
2001-2002	0.00
2002-2003	0.00
2003-2004	0.00
2004-2005	0.00
2005-2006	0.00
2006-2007	0.00
2007-2008	0.00
2008-2009	0.00
2009-2010	0.00
2010-2011	0.00
2011-2012	0.00
2012-2013	0.00
2013-2014	0.00
2014-2015	0.00
2015-2016	7,378.00
2016-2017	33,886.61
2017-2018	70,994.67
2018-2019	113,834.81
2019-2020	58,033.90
2020-2021	43,640.20
2021-2022	0.00

**Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2020 - June 30, 2021**

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT										CASE ACTIVITY FOR CURRENT YEAR					
	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	Total	D/W	Resolution	Mediation	Settled	Hearing	
Allegiance STEAM Acad - Thrive	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0	0
Aveson Global Leadership Acad	N/A	N/A	2	1	5	1.5	0	0	9.5		0	0	0	0	0
Aveson School of Leaders	N/A	N/A	0	3	1	1.5	0	0	5.5		0	0	0	0	0
Ballington Acad for Arts & Sci	N/A	N/A	N/A	N/A	0	2	0	0	2		0	0	0	0	0
Desert Trails Prep Academy	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Elite Academic Acad - Lucerne	N/A	N/A	N/A	N/A	N/A	0	0	4	4		2	0	0	0	2
Encore Junior/Senior High School	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Encore High School, Riverside	N/A	N/A	0	0	0	1	1	0	2		0	0	0	0	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0	0
LaVerne Elem Preparatory	0	0	0	0	0	0.5	0	0	0.5		0	0	0	0	0
Leonardo da Vinci Health Sci	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Odyssey Charter School	N/A	N/A	0	0	0	0	0	0	0		0	0	0	0	0
Odyssey Charter School - South	N/A	N/A	N/A	N/A	N/A	0	0	0	0		0	0	0	0	0
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	N/A	1	0	0	1		0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Virtual Prep Academy at Lucerne	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0		0	0	0	0	0
SELPA-WIDE TOTALS	0	0	2	4	6	7.5	1	4	24.5		2	0	0	0	2

**Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2020 – June 30, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	
1. Elite Academy 20212105017	Filed by LEA to implement the IEP of August 2020	05/08/2021	NA	06/23/2021	08/06/21	08/17-19/21	06/23/21 Mediation unresolved. Combined with student filings.
2. Elite Academy 2021060366	Filed by LEA to implement the IEP of July 2020	05/07/21	NA	06/23/21	06/28/21 08/02/21	07/06-08/21 08/10-12/21	06/23/21 Mediation unresolved. Combined with student filings.
3. Elite Academy Case No. 2021060810	Parent counter filed 1. Least restrictive Environment. 2. Failure to fully assess a developmental vision	06/21/21	07/06/21		08/09/21	08/17-19/21	Consolidated with LEA. Resolution- unresolved with advocate representation only. 7/20/21 decision to go directly to hearing. 8/09/21 student withdrew from Elite. Parent dismissed attorney and filed continuance. LEA filed opposition.
4. Elite Academy Case No. 202021060761	Parent counter filed 1. Parent is seeking judicial support of her refusal to grant permission to assess for ERMHS	06/18/21	07/06/21		08/02/21	08/10-12/21	Consolidated with LEA. Resolution- unresolved with advocate representation only. 8/09/21 student withdrew. Next steps TBD.

Desert /Mountain Charter SELPA
Legal Expense Summary
As of June 30, 2021

2000-2001	0.00
2001-2002	0.00
2002-2003	0.00
2003-2004	0.00
2004-2005	0.00
2005-2006	0.00
2006-2007	0.00
2007-2008	0.00
2008-2009	0.00
2009-2010	0.00
2010-2011	0.00
2011-2012	0.00
2012-2013	0.00
2013-2014	0.00
2014-2015	0.00
2015-2016	7,378.00
2016-2017	33,886.61
2017-2018	70,994.67
2018-2019	113,834.81
2019-2020	58,033.90
2020-2021	43,640.20



California Association of Health & Education Linked Professions
17800 Highway 18
Apple Valley, CA 92307-1219

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

MEMORANDUM

Date: July 14, 2021
To: Special Education Directors, Members of
Desert/Mountain SELPA and Desert/Mountain Charter SELPA
From: Kathleen Peters, Program Manager, Resolution Support Services

Subject: Important Information and Necessary Actions for School Agencies

Legislative Updates, Summer 2021

During the month of July our legislators finalized two Assembly Bills addressing recent concerns arising out of Covid-19 related school closures: AB 104 and AB 130. It is important to note that statutory timelines must be observed without exception. If we can assist you in preparing for these changes please give me a call. These bills will be discussed at the August Steering Committee meetings. I look forward to seeing you and wish for you a restful break.

AB 104: STUDENT RETENTION, GRADE CHANGES AND GRADUATION OPTIONS

This bill enacts three main changes:

1. Supplements the process for handling retention requests for eligible students.
 - a. Applies to eligible students in grades K – 11 who, during the 2020-2021 school year, received deficient grades (D, F, No Pass) in at least half of their courses.
 - b. A consultation meeting with parents must be held within 30 days of receipt of request. See attached *F3 NEWSFLASH* for key components and timelines.
 - c. Requires retention be consistent with the students' IEPs.
 - d. Recommended that the IEP be reviewed for discussion notes related to retention, or an IEP be held before making decisions.
2. Provides a mechanism for high school students during the 2020-2021 school year to request grade changes from a letter grade to Pass or NO Pass. Timelines for action are short (see attached *F3 NEWSFLASH* for key components and timelines).
3. Provides additional options for graduation for student who were in the 11th and 12th grade during the 2020-2021 school year and not on track to graduate within four years. The implications of this option are many, and procedures and requirements are not specified (see attached *F3 NEWSFLASH* for key components and considerations).

For complete information regarding the components summarized above, please see attached *F3 Newsflash: Student Retention, Grade Changes & Graduation Options*, No. 21-01, July 2021.

For the complete text of the bill go to: leginfo.legislature.ca.gov and search: Bill Text – AB-130
Education finance: education omnibus budget trailer bill.

MEMORANDUM

PAGE 2

AB 130: INDEPENDENT STUDY CHANGES

This bill enacts changes to program, parent notification, board policies and documentation requirements:

1. Program changes
 - a. For 2021-2022, LEAs must offer an independent study option to families of students whose health would be put at risk by in-person instruction, as determined by the parent of guardian.
 - b. Waivers are available under limited circumstances.
2. Parent Notification
 - a. For 2021-2022 only, LEAs shall notify parents and guardians of their options to enroll their child in in-person or independent-study classes.
 - b. This notice must include the right to request a conference/meeting before enrollment; student's rights regarding procedures for enrolling, disenrolling and re-enrolling in independent study; and the synchronous and asynchronous instructional time that a student will have access to as part of the independent study.
3. Board Policy
 - a. To receive apportionment for students on independent study, LEAs must have adopted board policies aligned with these bill requirements.
 - b. Requirements include procedures for tiered re-engagement strategies for students who are not engaging.
 - c. A plan to transition back to in-person instruction expeditiously and not later than five instructional days.
4. Instruction Requirements
 - a. Daily synchronous instruction for all students grades K-3; for grades 4 – 8 daily live interaction and at least weekly synchronous instruction; for grades 9 – 12 weekly synchronous instruction at least once a week.
 - b. “Live interaction” is defined as interaction between student and classified or certificated staff provided for the purpose maintaining school connectedness ... progress monitoring and the provision of services and instruction.
 - c. “Synchronous instruction” is defined as ... internet or telephonic communication ... two-way between student and teacher of record.
5. Written Learning Agreements
 - a. Requirements are very specific and are incorporated into compliance audits beginning 2021-2022 fiscal year.

For complete information regarding the components summarized above, please see attached ACSA article *Independent Study Changes*, Staff Writer, July 7, 2021, acsa.org.

For the complete text of the bill go to: leginfo.legislature.ca.gov and search: Bill Text – AB-130
Education finance: education omnibus budget trailer bill.



JULY 2021

NO. 21-01

Student Retention, Grade Changes & Graduation Options

Assembly Bill 104

Important Information and Necessary Actions for School Agencies

On July 1, 2021, the much anticipated Assembly Bill 104 was finally signed by Governor Newsom as urgency legislation. It is effective immediately and requires school agencies, including school districts, county offices of education, and charter schools, to take a number of quick actions over the summer.

AB 104 enacts three main changes. One, it supplements the process for handling retention requests for eligible students. Two, it provides a mechanism for high school students during the 2020-2021 school year to request grade changes from a letter grade to Pass or No Pass. And third, it provides additional options for graduation for students who were in 11th and 12th grade during the 2020-2021 school year and not on track to graduate in four years.

With school calendars set for the 2021-2022 school year, limited staff on hand over the summer, and statutory timelines that must be observed, we have summarized the requirements of the bill and provide considerations and suggested actions to ensure ease of compliance and coordination with the new requirements to implement AB 104.

RETENTION

AB 104 (new Education Code §48071) requires school agencies to permit parents of eligible students to request retention in the student's 2020-2021 grade for the 2021-2022 school year.

Key Components and Timelines:

- Only applies to eligible students:
 - *students in grades K through 11 who, during the 20-21 school year, received deficient grades (a D, F, No Pass, or as otherwise defined by the school agency) in at least half of their courses*
- School must offer a retention consultation meeting to be held within 30 calendar days of receipt of request which shall include:
 - *Discussion of all available learning recovery options;*
 - *Discussion about research on the effects of retention and the benefits of particular interventions and supports for students; and*
 - *Consideration of the student's academic data and any other information relevant to whether retention is in the student's best interests both academically and socially.*

- School must issue decision on retention request within 10 calendar days of consultation meeting
- Students who are retained must be offered specified supplemental interventions and supports
- Students who are not retained must be offered the same specified supplemental interventions and supports, in addition to access to prior semester courses in which the student received a D or F, some other form of credit recovery, or other specified supports

Again, this is only applicable to eligible students and notably does not require that any student be retained.

Considerations and Implications:

School agencies should anticipate the need for these summer consultation meetings (which could be conducted either in-person or virtually) and adjust school employee work year calendars accordingly.

As these consultation meetings require the participation of a teacher, review of relevant collective bargaining agreement language concerning selection and appropriate compensation, will need to be completed. Notably, the legislation does not require that the consulting teacher be a teacher of the student.

What does this mean for students on IEPs? The legislation does not explicitly require that the school agency convene an IEP meeting; however, the legislation does require school agencies to ensure that the retention decision is consistent with a student's IEP. Therefore, it is recommended that as part of the retention decision-making process, that the school administrator review the student's IEP to determine if the IEP team previously addressed retention during the 2020-2021 school year.

To the extent that retention decisions may impact student assignments, including the need to add/delete classes at various grade levels or schools, and/or create combination classes, it is recommended that school agencies carefully review collective bargaining agreement language to ensure compliance with any and all timelines and other requirements applicable to providing notice to employees of assignments for the ensuing 2021-2022 school year, transfer/reassignment decisions, and/or provision of required release time, additional supports, etc.

HIGH SCHOOL STUDENT GRADE CHANGES TO PASS/NO PASS

An additional component of AB 104 (new Education Code section §49066.5) is the ability of parents/guardians and adult students to request that high school grades earned during the 20-21 school year be changed from a letter grade to Pass or No Pass.

Grade change requests made pursuant to this bill must be implemented even if to do so conflicts with other Education Code provisions. There is also no limit to the number of courses to which a grade change request may be made but under no circumstances, shall such changes negatively affect a student's GPA.

Key Components and Timelines:

- Within 15 calendar days of the CDE's posting of the grade change application template, all school agencies serving high school students must post notice on their website and send written notice to all high school students and their parents/guardians of the option to request a grade change. Notices must include:
 - *Application form to request a grade change;*
 - *List of postsecondary schools accepting Pass or No Pass grade in lieu of a letter grade for admission purposes; and*
 - *Statement that some postsecondary institutions, including those in other states, may not accept a Pass or No Pass grade in lieu of a letter grade for admission purposes.*

- The deadline for students to submit a grade change request is fifteen (15) calendar days from the date of the educational agency's website posting and written notice to parents/guardians.
- The bill explicitly prohibits school agencies from accepting grade change applications after the deadline.
- Requested grade changes must be implemented by the school agency with written confirmation sent to the student and their parent/guardian(s) within fifteen (15) calendar days of receipt of the application.

Considerations and Implications:

Given that most post-secondary institutions are no longer requiring or considering SAT and/or ACT scores, college admissions will be focusing more on student transcripts. Although the bill requires that the Cal State University system not penalize students for Pass/No Pass grades for admission purposes, there is no corresponding requirement for the University of California or any other public or private institutions. Acknowledging the extremely short window of time provided for this process, we strongly recommend that school agencies be ready with clear information and the ability to have candid discussions with parents/guardians regarding the potentially negative impact such grade changes may have on their student's college admission prospects.

School agencies are also encouraged to review collective bargaining agreements to ensure that compliance with AB 104 does not inadvertently conflict with negotiated language concerning grade changes, teacher rights, etc., and as necessary, engage with labor partners to ensure notice and educator understanding of the requirements of this legislation.

To the extent that grade change requests must be implemented with fifteen (15) calendar days of receipt, it is strongly recommended that school agencies ensure that appropriate staff (e.g. school counselors and registrars) are available to process and update student transcripts.

GRADUATION REQUIREMENTS FOR 11TH AND 12TH GRADE STUDENTS

Acknowledging the impact of COVID-19 on high school students, particularly on meeting graduation requirements, AB 104 further mandates that school agencies exempt all students who were in the 11th and 12th grade during the 2020-2021 school year and not on track to graduate in four years, from any and all local graduation requirements in excess of the statewide requirements specified in Education Code §51225.3. The bill also requires school agencies to provide these students with additional opportunities to complete the statewide coursework required for graduation, which may include credit recovery, a fifth year of instruction, etc.

Considerations and Implications:

School agencies have discretion in determining how they may satisfy the requirements of this bill in terms of providing additional opportunities for students to complete required coursework. What is unclear, however, is how these required opportunities might impact labor agreements, and, if a fifth year of high school instruction is offered, what type of additional funding, if any, will be provided for this purpose.

The state has not provided any specific procedures or required notices to parents/guardians and/or student in connection with this option. Accordingly, we recommend that school agencies take immediate action to identify those students to whom this legislation applies and, based on the number of eligible students and relative needs, identify and plan educational opportunities accordingly. Depending on the situation, we anticipate that implementation of additional credit recovery programs, etc. may have impacts or effects on employee working conditions which will require notice and appropriate negotiations with relevant labor unions.

If you have any questions regarding this legislation and how it affects your agency, please call one of our six offices.

F3 NewsFlash® Written by:

Elizabeth "Lisa" Mori, partner

FRESNO | INLAND EMPIRE | LOS ANGELES | OAKLAND | SACRAMENTO | SAN DIEGO

www.f3law.com

This F3 NewsFlash® is a summary only and not legal advice. We recommend that you consult with legal counsel to determine how this legal development may apply to your specific facts and circumstances.

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Independent Study Changes Released

The highly-anticipated language for independent study has been released as part of the education trailer bill, [AB 130](#). Below, you will find highlighted details of the changes.

Program Offering Requirements

- For the 2021-22 school year, Local Education Agencies must offer an independent study option to students and families to be made available to students whose health would be put at risk by in-person instruction, as determined by the parent or guardian.
- LEAs may meet this requirement by contracting with a county office of education or by entering into an interdistrict transfer agreement with another school district.
- The requirement to offer independent study for the 2021-22 school year may be waived if an LEA can demonstrate both of the following:
 - Offering independent study would create an unreasonable fiscal burden on the school district or county office of education due to low numbers of students participating or other extenuating circumstances.
 - The governing board of the school district or county office of education does not have the option to enter into an interdistrict transfer agreement with another school district or to contract with a county office of education to provide an independent study option.

Notice of Option

For the 2021–22 school year only, LEAs shall notify parents and guardians of their options to enroll their child in in-person instruction or independent study.

- This notice shall include the right to request a student-parent-educator conference meeting before enrollment; students' rights regarding procedures for enrolling, disenrolling and re-enrolling in independent study; and the synchronous and asynchronous instructional time that a student will have access to as part of independent study.

Board Policies

To receive apportionment for students participating in independent study, LEAs must have adopted board policies that include:

- Procedures for tiered re-engagement strategies for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the students' written agreement;
- A plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days;
- Daily live and synchronous instruction requirements (see below).

Daily Live and Synchronous Instruction

- Kindergarten to grade 3 — daily synchronous instruction for all students throughout the school year.
- Grades 4 to 8 — both daily live interaction and at least weekly synchronous instruction for all students throughout the school year.
- Grades 9 to 12 — at least weekly synchronous instruction for all students throughout the school year.

- “Live interaction” means interaction between the student and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to: wellness checks, progress monitoring, provision of services and instruction. This interaction may take place in person or in the form of internet or telephonic communication.
- “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications and involving live, two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student.

Written Learning Agreements

Written learning agreements must be signed before a student commences an independent study course. Electronic signatures are allowable for auditing purposes. Written learning agreements must include:

- Confirmation or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support.
- A statement that enrollment in a course is an optional educational alternative in which no student may be required to participate.
- The manner, time, frequency, and place for submitting a student’s assignments, for reporting the student’s academic progress and for communicating with a student’s parent or guardian regarding a student’s academic progress.

Documentation

- Documentation of live and synchronous instruction is required for each school day, in whole or in part, that independent study is provided.
- Any student who does not participate in independent study on a school day must be documented as non-participatory for that day.
- LEAs are required to maintain either written or computer-based evidence of student engagement. This includes but is not limited to a grade book or summary document for each class that lists all assignments, assessments and associated grades.
- Beginning in the 2021-22 fiscal year, the State Audit Guide shall incorporate compliance with the above.

Short-term Independent Study

The tiered re-engagement strategies, daily live and synchronous instruction requirements and plan to transition back to in-person instruction do not apply to students participating in an independent study program for fewer than 15 school days in a school year.

ALTERNATIVE DISPUTE RESOLUTION (ADR)

Participants and Agreement

The purpose of the ADR is to provide parents and local education agencies (LEAs) an opportunity to meet in a collaborative, safe, and confidential setting to discuss concerns and try to resolve disputes by working toward a mutually agreeable outcome.

Student Name: _____	LEA of Residence: _____
School Site: _____	LEA of Service: _____

I. Resolution Session Participants (List all resolution session participants, whether an agreement is reached or not.)

Name	Position and Agency	Date(s) of Participation

1. There is a dispute between Parent/Guardian and the LEA over the provision of a free, appropriate public education ("FAPE") to the Student.
2. An Individualized Education Program ("IEP") meeting was convened on _____ and such IEP offers:

[INSERT IEP OFFER HERE]

3. Parent/Guardian disagrees with the LEA's offer of placement and instead has requested that the Student participate in the LEA's independent study program for the 2021-2022 school year due to a concern with in-person instruction in light of the COVID-19 Pandemic.
4. When disagreements arise, the Parties have the right to file a Due Process Complaint and are encouraged to resolve disputes through the Alternative Dispute Resolution (ADR) process. In this case, Parent/Guardian and LEA agree to reach an agreement through the ADR process. As part of the compromise reflected in this agreement, neither one will file a Due Process Complaint against the other regarding any issue related to the Student's FAPE for the 2021-2022 school year.
5. The purpose of this Agreement is to avoid litigation regarding any and all claims, rights, causes of action, counter-claims, cross-claims and defenses arising from or related to the Student's special education program for the 2021-2022 school year.
6. The Parties acknowledge that this Agreement represents resolution of any and all disputes, disagreements, and includes Parent/Guardian's agreement to release and waive any and all claims against the LEA during the 2021-2022 school year related specifically to the Student's enrollment in Independent Study, and the time period the Student is enrolled in Distance/Virtual Learning by the Parent/Guardian selected option.

ALTERNATIVE DISPUTE RESOLUTION (ADR)

Participants and Agreement

The purpose of the ADR is to provide parents and local education agencies (LEAs) an opportunity to meet in a collaborative, safe, and confidential setting to discuss concerns and try to resolve disputes by working toward a mutually agreeable outcome.

Student Name: _____	LEA of Residence: _____
School Site: _____	LEA of Service: _____

an IEP meeting and will recommend the Student's return to in-person instruction at that time. In such event, the Parent/Guardian hereby agree that the Student will return to in-person instruction and will participate in the program described in the [insert Date] IEP, unless the Parties agree to a different program.

7. The Parties agree that if the Parent/Guardian desires a return to in-person learning, the LEA shall convene an IEP meeting and discuss the placement and services to be put into place upon the return to in-person learning. If the Parties are unable to agree to a program at that time, the Student will participate in the program described in the [Insert Date] IEP.
8. The Parties agree to convene an IEP meeting before the end of the 2021-2022 academic school year for the purpose of reviewing progress, determining the Student's existing special education needs and discussing the LEA's offer of FAPE for the 2022-2023 academic school year.
9. Any Party signing below may void this agreement by sending a written, signed and dated statement which is received by the other party within three business days of the last date signed below.

III. Outcome

- Agreement reached (see below)
 No agreement reached

IV. Note/Comment

Parent/Guardian/Adult Student Signature

Name: _____ Signature: _____ Date: _____
Name: _____ Signature: _____ Date: _____
Name: _____ Signature: _____ Date: _____

LEA Authorized Representative Signature

Name: _____ Title: _____ Date: _____
Signature: _____

7.8 OAH Decisions

Verbal report, no materials

7.9 Alternative Dispute Resolution Planning Committee Update
Verbal report, no materials

YOU BE THE JUDGE: Does sending truancy letter right after mom expresses placement concerns constitute retaliation?

According to the parent of a Michigan student with an undisclosed disability, she received a truancy letter shortly after complaining to school staff about the student's placement. This letter, sent by the district's attendance agent, stated that because of the student's unexcused absences, the parent could be prosecuted under state law.

The agent later told the Office for Civil Rights that the agent sent the letter based on a review of the student's attendance record and in accordance with district policies and practices, which required it to begin taking action after 12 unexcused absences. The agent wasn't aware of the parent's placement concerns. District special education staff didn't share that information with the agent.

The parent filed an OCR complaint alleging that the letter was retaliation for her communications about the student's placement.

To establish an initial retaliation claim under Section 504 and Title II of the ADA, a parent must show that she engaged in a protected activity; the district took adverse action; and that there was a causal connection between the two. The district can then overcome the complaint by articulating a legitimate, nondiscriminatory, and genuine reason for its action.

Is truancy letter reprisal for parent's placement complaints?

- A. **Yes.** The temporal proximity of the parent's complaint and the letter showed they were retaliatory.
- B. **No.** The agent and special education staff never communicated about the parent's placement concerns.
- C. **No.** The truancy letter didn't constitute an adverse action because it merely stated that the parent could be prosecuted.



Home / Teaching & Learning / Social and Emotional Learning
/ T-SEL Competencies and Conditions for Thriving

T-SEL Competencies and Conditions for Thriving

Information and resources to support student success through implementation of Transformative Social and Emotional Learning (T-SEL).

Social and Emotional Learning (SEL) has become an increasingly important part of education in California and in many states across the U.S. Coordinated efforts to promote and infuse high-quality, equity-focused SEL across the California education system bring us closer to the California Department of Education (CDE) vision of advancing a “whole child” approach to education, as originally articulated in the 2013 shift to the Local Control Funding Formula (LCFF).

Specifically, SEL is aligned with the state education priorities described in the LCFF, particularly priorities 4) Student Achievement, 5) Student Engagement, and 6) School Climate. As a result, many districts have articulated SEL goals and strategies within their Local Control and Accountability Plans (LCAPs). The resources provided on these web pages will support the successful implementation of these plans. Further, these resources may also be used to inform and support continued implementation of programs aligned to California’s Multi-tiered System of Support (MTSS) [Framework](#), which centers SEL as a key element of a fully integrated system of support for the benefit of all students.

As CDE continues its efforts to advance Transformative SEL (T-SEL), in partnership with the many thousands of leaders, educators, policymakers, youth development professionals, families, and young people across our state, we hope that the tools offered here help to inform and bolster this essential work on behalf of California’s children and youth.

T-SEL Competencies & Conditions

Rationale & Research

Purpose & Use

T-SEL Competencies & Conditions

In 2017, the CDE SEL Team (a work group of practitioners, scholars, and leaders from across the state) developed the California SEL Guiding Principles (PDF), which affirmed SEL as “an essential part of a well-rounded, quality education in all youth-serving settings.” In addition to creating the Guiding Principles, the CDE’s first SEL Team generated a suite of recommendations that called for the development of voluntary practice guidelines that spoke explicitly to California’s diverse regional, cultural, racial, linguistic, and socioeconomic contexts.

In early 2020, State Superintendent of Public Instruction Tony Thurmond, First Partner Jennifer Siebel Newsom, and State Board of Education President Linda Darling-Hammond launched the Advance SEL in California Campaign. The initiative engaged diverse California education stakeholders to gather perspectives on SEL practices, needs, and goals. The project culminated with a [report](#) (informed by the participation of nearly 2,000 educators, students, parents, and other stakeholders) on the status of SEL in California, with recommendations for how teachers, school leaders, and families across the state can address the social and emotional needs of students. The key finding of the initiative was that SEL is more important than ever—and racial equity must be an integral part of SEL supports.

To implement the recommendations made by the first CDE SEL State Team and those contained in the Advance SEL report, the CDE convened a new [SEL work group](#) in 2020. Over the course of more than a year, the 2020 CDE SEL work group developed three core products:

- [Kindergarten–Adult Transformative SEL Competencies](#)
- [Transformative SEL Conditions for Thriving](#)
- Collections of resources to support implementation:
 - [Competencies Implementation Resources](#)
 - [Conditions Implementation Resources](#)
 - [School-Based Themed Resources](#)
 - [Social and Emotional Learning Group Space](#) (Requires Login) (Requires no-cost user registration for the California Educators Together [CET] website. Consider joining CET for a rich, networked experience that allows for access to and sharing of content, resources, strategies, and supports.)

These guidance tools, developed for voluntary use, aim to build on and respond to the call from California’s diverse stakeholders to embed equity-focused T-SEL in every learning and teaching context across the education system.

While a diverse team of knowledgeable and committed stakeholders was convened to collaborate on the creation of these research-based tools, and feedback was solicited from many stakeholders, the CDE plans to refine these resources as we learn more regarding how they are being used across the state. Please consider [sharing feedback](#) regarding your experiences with the California T-SEL Competencies and Conditions for Thriving.

Questions: Professional Learning Innovations Office | CaliforniaSEL@cde.ca.gov | 916-322-9503

Last Reviewed: Wednesday, June 30, 2021

Basic Restorative Practices and Using Circles Effectively

This training is a 2-day hybrid model where each day of training requires 2 hours of pre-work to be completed before the 4 hours of online synchronous work. Materials will be sent out a week prior to the first day of training.

Restorative Practices are a continuum of research-based informal and formal strategies to develop community in schools where adults do things WITH youth rather than TO or FOR them.

As a prevention and intervention approach to discipline, restorative practices provides an alternative to suspension and can integrate into a school's multi-tiered system of behavioral and social emotional supports.

In this virtual training, participants will learn practical strategies to build strong, healthy relationships and community through the Restorative Practices Continuum.

Day 1: Introduction to Restorative Practices: Learn practical strategies to build strong, healthy relationships and community. Learn to use affective statements and questions for impromptu restorative conversations.

Day 2: Using Circles Effectively: Discover how to optimally utilize circles for community building, social-emotional development, problem solving, and academics.



Presented By

The Restorative Practices Team

Date

December 8-9, 2021

Time

8:30 a.m. - 12:30 p.m.

Cost

Non-member participants \$125.00

Desert/Mountain SELPA and Charter SELPA
Members \$75.00

Registration

Please register online at:

<https://sbcss.k12oms.org/52-201344>

Special Accommodations

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

Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307

Phone : (760) 955-3586

Email : Jeni.Galyean@cahelp.org

Website : www.cahelp.org



**Management Information System (MIS) Users' Meeting
- CALPADS Errors**

Presented By

Colette Garland, MIS Support Analyst,
with special guest speaker
Doug Faucette, Faucette Micro
Systems

Date

September 21, 2021

Time

9:00 to 11:00 a.m.

Cost

Free

Location

Virtual training,
a link will be sent to each
participant prior to the
training date.

**This training may be
recorded.**

Description

This continued course will focus on data collection and record error cleanup as it pertains to California Longitudinal Pupil Achievement Data System (CALPADS) data submission of program, service, and post-secondary records.

Audience

Management Information System (MIS) data entry users and special education directors.

Registration

Please register on-line at:
<https://sbcss.k12oms.org/52-208249>
Access Code: CALPADS

Special Accommodation

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

Desert/Mountain Charter SELPA
 Schedule A - Special Education Revenue At-A-Glance
 2021-22 P-2 Projection

	A	B	C	D	E	F	Adjustments						M	Revenue Distribution		
							G	H	I	J	K	L		N	O	P
		DMCS LEA	Pupil Count	ADA	% of Total ADA	AB602 & Federal Local Assistance Apportionment 6500 & 3310 \$ 841.40	Program Specialists (3.52663%)	Allocated Costs (7%)	* Risk Pool Level (Non-Add)	Risk Pool Adjustment	Set Aside Pool (3%)	Purchased Services	Adjusted Apportionment	Federal IDEA Local Assistance	AB602 Apportionment	Adjusted Apportionment by Revenue Source
1	Local Education Agency															
2	Allegiance STEAM Academy	7/2018	112	855.00	12.27%	719,401	(25,371)	(50,358)	1	(35,970)	(21,582)	-	586,120	110,023	476,097	586,120
3	ASA Charter	7/2021	25	248.16	3.56%	208,803	(7,364)	(14,616)	2	(12,528)	(6,264)	-	168,031	24,559	143,472	168,031
4	Aveson Global Leadership Academy	7/2015	67	289.00	4.15%	243,166	(8,576)	(17,022)	1	(12,158)	(7,295)	-	198,115	65,817	132,298	198,115
5	Aveson School of Leaders	7/2015	54	385.00	5.52%	323,941	(11,424)	(22,676)	1	(16,197)	(9,718)	-	263,925	53,047	210,879	263,925
6	Ballington Academy	7/2017	31	260.00	3.73%	218,765	(7,715)	(15,314)	1	(10,938)	(6,563)	-	178,235	30,453	147,783	178,235
7	Desert Trails Preparatory Academy	7/2013	36	515.85	7.40%	434,038	(15,307)	(30,383)	1	(21,702)	(13,021)	(6,871)	346,755	35,364	311,390	346,755
8	Elite Academic Academy - Lucerne (0136960)	10/2018	50	720.00	10.33%	605,811	(21,365)	(42,407)	1	(30,291)	(18,174)	-	493,575	49,117	444,457	493,575
9	Encore - Hesperia	7/2013	109	796.08	11.42%	669,825	(23,622)	(46,888)	1	(33,491)	(20,095)	(4,783)	540,946	107,076	433,870	540,946
10	Julia Lee Performing Arts Academy	7/2018	53	399.95	5.74%	336,520	(11,868)	(23,556)	1	(16,826)	(10,096)	-	274,174	52,064	222,110	274,174
11	Laverne Elementary Preparatory Academy	7/2013	23	520.60	7.47%	438,035	(15,448)	(30,662)	1	(21,902)	(13,141)	(6,871)	350,011	22,594	327,417	350,011
12	Leonardo da Vinci Health Sciences Charter	7/2019	31	234.00	3.36%	196,889	(6,944)	(13,782)	1	(9,844)	(5,907)	-	160,412	30,453	129,959	160,412
13	Odyssey Charter School	7/2015	67	464.64	6.67%	390,950	(13,787)	(27,367)	1	(19,548)	(11,729)	-	318,520	65,817	252,703	318,520
14	Odyssey Charter School South	7/2018	28	328.70	4.72%	276,570	(9,754)	(19,360)	1	(13,828)	(8,297)	-	225,331	27,506	197,825	225,331
15	Pasadena Rosebud Academy	7/2018	12	182.00	2.61%	153,136	(5,401)	(10,719)	1	(7,657)	(4,594)	-	124,765	11,788	112,977	124,765
16	Pathways to College	7/2016	51	342.00	4.91%	287,760	(10,148)	(20,143)	1	(14,388)	(8,633)	(6,871)	227,577	50,100	177,477	227,577
17	Taylison High Desert Academy	7/2013	28	237.50	3.41%	199,834	(7,047)	(13,988)	1	(9,992)	(5,995)	-	162,811	27,505	135,306	162,811
18	Virtual Prep Academy Lucerne - EAA (0138107)	10/2018	2	192.31	2.76%	161,810	(5,706)	(11,327)	1	(8,091)	(4,854)	-	131,832	1,964	129,869	131,832
20	Low Incidence Materials/Services (DMLI)					57,958							57,958	-	57,958	57,958
21	SELPA Program Specialists (DCPS)					-	206,846						206,846	-	206,846	206,846
22	SELPA Allocated Costs (DCPS)					-		410,568					410,568	-	410,568	410,568
23	SELPA Risk Pool (DCRP)					-				295,351			295,351	-	295,352	295,352
24	SELPA Set Aside Pool (DCSA)					-					175,958		175,958	-	175,958	175,958
25	SELPA-Related Services (0297)					-						20,613	20,613	-	20,613	20,613
26	SELPA Mental Health												-		-	-
27	County Regional Services											4,783	4,783		4,783	4,783
28																
29																
30																
31																
32																
33	Total		779	6,970.79	100.00%	5,923,211	-	-		-	-	-	5,923,211	765,246	5,157,965	5,923,211

* Risk Pool

Level 1	5%
Level 2	6%
Level 3	7%
Level 4	8%

Desert/Mountain Charter SELPA
Schedule B - Funding Exhibit

2021-22 SPED Funding Exhibit

ADA AND COLA EC 56836.144			
2021-22 SELPA Total K-12 ADA	A-1	\$	6,970.79
Prior Year SELPA Total ADA	A-2	\$	6,241.85
Prior Prior Year SELPA Total ADA	A-3	\$	6,752.90
SELPA Funded ADA (Greater of A-1, A-2, or A-3)	A-4	\$	6,970.79
2019-20 SELPA Funded ADA	A-5	\$	6,752.90
Cost-of-Living Adjustment (COLA) Factor	A-6		4.05%
BASE RATE EC 56836.146 & BASE GRANT FUNDING EC 56836.148			
Initial 2020-21 SELPA Base Rate	B-1A	\$	625.00
Adjusted 2020-21 SELPA Base Rate	B-1B	\$	625.00
Prior Year Minimum SELPA Base Rate	B-2	\$	625.00
Current Year Minimum SELPA Base Rate	B-3	\$	715.00
SELPA Base Rate (Greater of B-1 or B-3)	B-4	\$	715.00
Base Grant Entitlement (A-4 * B-4)	B-5	\$	4,984,114.85
Base Proration Factor	B-6	\$	1.00
Adjusted Base Grant Entitlement (B-5 * B-6)	B-7	\$	4,984,114.85
GENERAL FUNDING EC 56836.15			
Local Special Education Property Taxes (E.C. 2572)	C-1	\$	-
Applicable Excess ERAF	C-2	\$	-
Total Deductions (C-1 + C-2)	C-3	\$	-
Net Funding Entitlement (B-7 - C-3)	C-4	\$	4,984,114.85
PROGRAM SPECIALISTS/REGIONALIZED SERVICES (PS/RS) EC 56836.24 & 56836.31			
Prior Year Statewide Average PS/RS Rate	D-1	\$	16.49
Current Year Statewide Average PS/RS Rate (D-1 * A-6)	D-2	\$	17.16
PS/RS Entitlement (A-5 * D-2)	D-3	\$	115,890.66
PS/RS Proration Factor	D-4	\$	1.0000000000
PS/RS Apportionment (D-3 * D-4)	D-5	\$	115,890.66
LOW INCIDENCE EC 56836.22			
CALPADS Fall 1 PY Low Incidence Pupil Counts	E-1	\$	19.00
Low Incidence Rate	E-2	\$	3,050.43142305
Low Incidence Apportionment (E-1 * E-2)	E-3	\$	57,958.20
EXTRAORDINARY COST POOL FOR NONPUBLIC NONSECTARIAN SCHOOLS (NPS) / LICENSED CHILDREN'S INSTITUTIONS (LCI) EC 56836.21			
NPS/LCI Extraordinary Cost Pool Apportionment	F-1	\$	-

Desert/Mountain Charter SELPA
Schedule B - Funding Exhibit

APPORTIONMENT SUMMARY			
Net Funding Entitlement (C-4)	J-1	\$	4,984,114.85
PS/RS Apportionment (D-5)	J-2	\$	115,890.66
Low Incidence (E-3)	J-3	\$	57,958.20
Extraordinary Cost Pool Apportionment (F-1, Annual Only)	J-5	\$	-
Total Apportionment (Sum of J-1 through J-6)	J-7	\$	5,157,964
Federal Local Assistance Grant		\$	765,247
Total Funding with Local Assistance		\$	5,923,211
Less Low Incidence		\$	(57,958)
Total Funding for Equalization		\$	5,865,253
Less Program Specialists	3.52663%	\$	(206,846)
Less SELPA Allocated Costs	7.00000%	\$	(410,568)
Less Risk Pool	LEVEL	\$	(295,351)
Less Set-Aside	3.00000%	\$	(175,958)
		\$	4,776,531

Desert/Mountain Charter SELPA
Schedule C - Purchased Services

	Local Education Agency	SELPA-Related Services	County Regional Services	Total Purchased Services
1				
2	Allegiance STEAM Academy	-	-	-
3	ASA Charter			
4	Aveson Global Leadership Academy	-	-	-
5	Aveson School of Leaders	-	-	-
6	Ballington Academy	-	-	-
7	Desert Trails Preparatory Academy	6,871	-	6,871
8	Elite Academic Academy - Lucerne (0136960)	-	-	-
9	Encore - Hesperia	-	4,783	4,783
10	Julia Lee Performing Arts Academy	-	-	-
11	Laverne Elementary Preparatory Academy	6,871	-	6,871
12	Leonardo da Vinci Health Sciences Charter	-	-	-
13	Odyssey Charter School	-	-	-
14	Odyssey Charter School South	-	-	-
15	Pasadena Rosebud Academy	-	-	-
16	Pathways to College	6,871	-	6,871
17	Taylion High Desert Academy	-	-	-
18	Virtual Prep Academy Lucerne - EAA (0138107)	-	-	-
19		-	-	-
20				
21				
22	Total Purchased Services	20,613	4,783	25,396



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 August 13, 2021
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

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
8/31/2021 2:00 PM - 3:30 PM	COMPARE AND CONTRAST: IMSE CURRICULUM VS. AOG APPROACH	VIRTUAL
8/31/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
9/1/2021 1:00 PM - 3:00 PM	EC PROFESSIONAL LEARNING COLLABORATIVE GROUP	VIRTUAL
9/1/2021 -	Forms and Facts 101 (Self-Paced Course)	Virtual/Self-paced
9/1/2021 -	Legally Compliant IEP Present Levels of Performance (PLOPs), Goals, and Educational Benefit (Self-Paced Course)	Virtual/self-paced
9/1/2021 -	prior written notice (self-paced course)	Virtual/self-paced
9/2/2021 1:00 PM - 4:00 PM	PBIS TK-12 TEAM TRAINING - TIER 1 IMPLEMENTATION	VIRTUAL
9/2/2021 2:30 AM - 5:30 PM	SUPPORTING STUDENTS WITH AUTISM: Improving Student Outcomes WITH EDIVENTCE-BASED PRACTICES	VIRTUAL
9/7/2021 8:30 AM - 3:30 PM	Arts Integratioin: Leveraging the ART of Learning	Desert Mountain SELPA Education Center
9/7/2021 8:00 AM - 4:00 PM	ORTON-GILLINGHAM APPROACH	DMESC

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

Upcoming Trainings

Date/Time	Event	Location
9/7/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
9/7/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
9/8/2021 1:00 PM - 3:00 PM	HAPPY TEACHER REVOLUTION	VIRTUAL
9/8/2021 1:00 PM - 4:00 PM	PBIS - TK-12 - FACILITATED COACHING: PBIS TIER 1 CALIBRATION	VIRTUAL
9/8/2021 1:00 PM - 4:00 PM	PBIS CALIBRATION: GETTING ON TRACK - TIER 1 - MODULE 1	VIRTUAL
9/9/2021 2:30 PM - 4:00 PM	CRISIS PREVENTION INSTITUTE (CPI) FLEX-BLENDED LEARNING	VIRTUAL
9/9/2021 1:00 PM - 4:00 PM	PBIS TK-12 TEAM TRAINING - TIER 2 READINESS	VIRTUAL
9/9/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
9/9/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
9/14/2021 11:00 A - 12:00 PM	GETTING TO KNOW US: CAHELP PROGRAM AND SERVICES	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
9/14/2021 8:00 AM - 2:00 PM	YOUTH MENTAL HEALTH FIRST AID	VIRTUAL
9/15/2021 2:00 PM - 4:00 PM	BREAKING THE CODE TO LITERACY	VIRTUAL
9/15/2021 10:00 A - 11:30 A	REAL TALK...PARENT-TO-PARENT GROUP CHATS	VIRTUAL
9/15/2021 2:00 PM - 4:00 PM	STRUCTURED LITERACY: WHAT, WHY, WHO, AND HOW?	VIRTUAL
9/15/2021 2:00 PM - 4:00 PM	USING ASSISTIVE TECHNOLOGY (AT) TO SUPPORT CHILDREN WITH DYSLEXIA, ELL STUDENTS, AND OTHER READING CHALLENGES	VIRTUAL
9/16/2021 1:30 PM - 4:00 PM	VCCALPS: ADMINISTERING AN ALTERNATE ENGLISH LANGUAGE PROFICIENCY TEST TO STUDENTS WITH MODERATE TO SEVERE DISABILITIES	VIRTUAL
9/16/2021 8:30 AM - 3:30 PM	VISUAL STORYTELLING: A PATHWAY TO WRITING	DMESC

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



Arts Integration: Leveraging the ART of Learning

Presented By

Adrien Faamausili Program Specialist

Date

September 7, 2021

Time

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

Locations

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

Cost

Desert/Mountain SELPA and Charter
SELPA members \$0.00; non-member
participants \$50.00



Are you ready to provide an "optima learning environment" for your students that allows them to be creative, and increase student achievement at the same time? If so, then allow me to introduce you to Arts Integration. Arts Integration (AI)? AI is an approach to teaching and learning through which content standards are taught and assessed equitably in and through the arts. As a participant of this training, you will have the opportunity to explore the defining characteristics of AI and, learn how to integrate the basic elements of dance/creative movement with the teaching of curriculum content. Let us explore the various elements of AI, where teaching is an art form, and learning is meaningful and exciting.

Registration

Please register on line at:
<https://sbcss.k12oms.org/52-202256>

Audience

General education teachers, special education teachers and site 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



Julie Wheeler
julie.wheeler@cahelp.org
760.955.3592



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

Orton-Gillingham Approach

This training prepares a teacher for implementing the Orton-Gillingham Approach in a classroom, small group, or 1:1 setting within a school.

See topics covered below:

- Dyslexia and reading disorders
- The rationale for structured literacy, in particular the OG Approach
- Phonology & phonological awareness
- The motor component, orthography of English, and the writing process
- Basic phonics for reading and spelling
- Intermediate phonics for reading and spelling
- The lesson plan, and teaching materials
- General history of the English language and beginning morphology
- Informal assessment and diagnostic-prescriptive teaching
- Accuracy, automaticity, and fluency

Course Requirements

This class is a blended course of face to face and virtual instruction. Live sessions will take place daily from 8:00 a.m. - 4:00 p.m. Pre-recorded webinars, which you will receive a week before class, will take approximately 20 hours to complete.

Please note you will need a **non-school** Gmail account to access the course.

Date and Times

In-person: September 7, 8, and 9, 2021
8:00 a.m. - 4:00 p.m.

Virtual: September 16 & 17, 2021 12:00-3:00 p.m.

Presented By

Nancy Redding, M. Ed., F/OGA, SLDS/IDA
Vanessa Silver, M.S., BCET, FIT/OGA, SLDS/IDA



Location

In-person and online

In-person trainings will adhere to the Center for Disease Control's guidelines for sanitizing and social distancing.

This training may be recorded.

Audience

K-12 general education teachers, K-12 special education teachers.

Cost

Desert/Mountain SELPA & Charter SELPA members - \$300.00
Non-member Participants - \$350.00

Registration

Please register online at: <https://sbcss.k12oms.org/52-207585>

Special Accommodations

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



A new collaborative group!

All You Need Is Love: The Behavior Collaborative

Presented By

Renee Garcia, Program Specialist
and Derek Hale, School Psychologist

Date

September 8, 2021
December 8, 2021
March 16, 2022

Time

3:00 - 4:00 p.m.

Cost

Desert/Mountain SELPA and Charter
SELPA members \$0.00; Non-
member participants \$25.00

Description

The Behavioral Collaborative group will meet three times per year virtually to develop skills and interventions for students with behavioral concerns across all tiers. Come network with other teachers and paras to develop strategies for challenging behaviors of students with varying disabilities.

Registration

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

Audience

General education teachers, special education teachers, and paraprofessionals.

Special Accommodation

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

Location

Virtual training, a link will be sent to each participant prior to the training date.

Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307

Phone : (760) 955-3573

Email : judith.loera@cahelp.org

Website : www.cahelp.org



Visual Storytelling: A Pathway to Writing

Presented By

Adrien Faamausili, Program Specialist

Dates

September 16, 2021

Time

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

Location

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

Description

In our current society, everything is in a state of flux and change, from technology to businesses reinventing themselves. In light of these changes, it would seem obvious to give our students tools to think creatively and find multiple solutions to the problems that need solving. Visual storytelling is designed to contribute to the 21st century skill sets that students need to think creatively by using simple materials in the classroom.

During this training, participants will learn the elements and principles of abstract art to help students produce artwork that serves as a bridge to their text-based stories; as well as, creating a learning environment where students have the courage to let go of certainties and allow their creativity to take its course.

Cost

Desert Mountain SELPA and Charter SELPA members \$0.00; Non-member participants \$50.00

Registration

Please register online at:
<https://sbcss.k12oms.org/52-202513>

Audience

Special education teachers and general education teachers.

Special Accommodation

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



De-Escalation Strategies for Educators

Presented By

Danielle Cote,
Program Specialist

Date

October 12, 2021

Time

2:30 - 4:00 p.m.

Description

This course stresses the importance of focusing on prevention and early recognition of factors that may lead to escalation of student behavior. Topics will include self-care, precipitating factors, rational detachment, values of staff members and organizations, non-verbal communication, para-verbal communication, verbal communication, crisis development and the verbal de-escalation continuum.

Location

Virtual, a link will be sent to each participant prior to the training.

Audience

Special education teachers, paraprofessionals, site administrators, school psychologists, and general education teachers.

Cost

Desert/Mountain SELPA and Charter SELPA Members \$0.00
Non-member participants \$25.00

Special Accommodation

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

Registration

Please register online at:
<https://sbcss.k12oms.org/52-203209>

Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307
Phone : (760) 955-3559

Email : Jennifer.Holbrook@cahelp.org
Website : www.cahelp.org



Get "Skool'd" in the 3 Rs: Rhythm, Rhyme, and Representation

Description

Hip-Hop is an artistic, musical, physical, and visual mode of communication that people use to express their experiences, beliefs, and emotions. This art form has been an outlet for youth culture all around the world. What if you were able to connect hip-hop to what students are learning, so that school is fun and educational?

During this training participants will have the opportunity to explore the defining characteristics and implication of Arts Integration, and how it uses aspects of hip-hop art and culture to create an engaging learning environment that builds students' skills in writing, communication, and math. So, I encourage you to stand on your chair, and wave your hands like you just don't care! Grab a pen, a diary, a notebook, or a journal to make sure your bright ideas don't stay internal! Get ready to take on the rewarding task to educate, excite, and inspire your class! PEACE!



Presented By

Adrien Faamausili, Program Specialist

Date

October 14, 2021

Time

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

Cost

Desert/Mountain SELPA and Charter SELPA members \$0.00; Non-member participants \$50.00

Registration

Please register online at:
<https://sbcss.k12oms.org/52-202262>

Location

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

Audience

General and special educational teachers, and site administrators.

Special Accommodation

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



Julie Wheeler
julie.wheeler@cahelp.org
(760) 955-3586



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

Crisis Prevention Institute (CPI) Flex-Blended Learning

The Non-Violent Crisis Prevention Institute (CPI) is a two-part course focusing on crisis prevention and intervention. With a core philosophy of care, welfare, safety, and security and aligned with positive behavioral supports principles, it gives educators the skills to safely and effectively prevent, disengage, and physically withhold (as a last resort) dangerous situations. Part 1: The self-paced on-line modules will take 2 - 4 hours. Part 2: For the in-person training, participants should dress safely and must attend the entire course. Upon successfully demonstrating competency of disengagement skills, physical interventions, and passing of a written exam, participants will receive CPI certification.

- Payments need to be submitted before online module seat & booklet are assigned.

- The booklet that goes along with the Part #1 online training will need to be picked up from our office.

- Online module course will be sent via email from the CPI website.

Location

Part 1: Online & Zoom Q & A

Part 2: DMESC- 17800 Highway 18, Apple Valley, CA

In-person trainings will adhere to the Center for Disease Control's guidelines for sanitizing and social distancing.

Audience

Special education teachers, general education teachers, paraprofessionals, school psychologists, administrators, and other specialists.



Presented By

CPI Team

Time

Part 1: Complete the on-line CPI module prior to the October 20, 2021 Q & A virtual session from 2:30 to 4:00 p.m.

Part 2: In Person Training- October 21, 2021 8:30 a.m. - 3:30 p.m.

Cost

\$50 Per Attendee

Registration

Please register online at:
<https://sbcss.k12oms.org/52-203237>

Special Accommodations

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

This training may be recorded.



Hola Language Services - Interpreting IEP Meetings (ENG/SPA)

Presented By

Leslie Padilla-Williams, Executive Director

Date

November 2, 3, & 4, 2021

Time

All three days will be from 8:30 a.m. - 12:30 p.m.

Cost

Desert/Mountain SELPA and Charter SELPA members \$100.00; Non-member participants \$150.00

Location

Virtual training, a link will be sent to each participant prior to the training date.

This training may be recorded.

Description

Hola Language Services will provide a three-day (12 hour) Interpreting IEP Meetings Virtually (Eng/Spa) workshop that includes the following topics:

- Getting it right: translation vs interpreting.
- Rights to translation and interpretation of NEN or LEP speaking parents in special education settings.
- Preparing to interpret an IEP meeting (initial, annual, triennial).
- Interpreting the first part of the IEP.
- Professional conduct of IEP interpreters.
- Sight-Translation: What is it? How to do it well!
- Interpreting virtually on Zoom.

Audience

(Eng/Spa) General and special education teachers, special education directors, psychologists, and any educational professional participating in IEP meetings.

Registration

Please register online at:
<https://sbcss.k12oms.org/52-208409>

Special Accommodation

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

Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307

Phone : (760) 955-3573

Email : judith.loera@cahelp.org

Website : www.cahelp.org

Disability Awareness-Online

Presented By

Danielle Cote,
Program Specialist

Date

Please register for the training to receive the link to access the online course.

Cost

Desert/Mountain SELPA and Charter SELPA Members \$0.00
Non-member participants \$25.00

Registration

Please register online at:
<https://sbcss.k12oms.org/52-203219>

Description

This online course provides an overview of topics such as disability and inclusion, disability categories, human development and executive functioning. Concrete strategies for the student will also be explored. A seat time course called Learning Disability Simulation Workshop, can also be accessed. That course focuses on learning adaptive interventions for students with specific learning disabilities (SLD), attention deficit hyperactivity disorder (ADHD) and autism through an experiential model and can be paired with this online learning class.

Audience

Special education teachers, general education teachers, paraprofessionals, and administrators.

Special Accommodation

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

Get in Touch

Address : 17800 Highway 18, Apple Valley, CA 92307
Phone : (760) 955-3559

Email : Jennifer.Holbrook@cahelp.org
Website : www.cahelp.org



Behavioral Intervention Plan Principles- The BIP Level 1 - Online

Presented By

Danielle Cote,
Program Specialist

Date

Please register for the training to receive the link to access the online course.

Cost

Desert/Mountain SELPA and Charter SELPA Members \$0.00
Non-member participants \$25.00

Registration

Please register online at:
<https://sbcss.k12oms.org/52-203183>

Description

This online course will guide practitioners in creating effective behavior intervention plans for early stages behaviors or as an interim plan for moderate, serious, or extreme behaviors. The behavior intervention plan form level 1, an abridged format of the behavior intervention level 2, will be reviewed. Operational definitions, environmental strategies, the antecedent-behavior-consequence continuum, function, replacement behavior, reinforcement, crisis plan, data collection, and communication principles are explicitly taught.

Audience

Special education teachers, site administrators, and school psychologists.

Special Accommodation

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

Supporting Students with Autism: Improving Student Outcomes with Evidence-Based Practice Pathway



Whether you're new to autism or a veteran having worked with students with autism for years, this pathway is meant for you. The Supporting Students with Autism Pathway has been designed to take what we know about autism and put it into practice helping students as well as staff feel more successful in day to day interactions as well as help improve long term student outcomes. Through the use of online modules and in person sessions, participants will have the opportunity to increase their knowledge and awareness of evidence-based practices (EBPs), their uses within our programs, and how we modify and adapt their presentation to meet individual student needs. In person sessions will include opportunities to ask questions, problem solve, view and access various examples and resources, as well as connect with others in the field. Information regarding online modules will be shared at time of registration. Participants who participate in each course will receive a certificate of competition at the end of the series.

Presented By
Jennifer Rountree, Program Specialist

Cost
Desert/Mountain SELPA and Charter SELPA members \$25.00; Non-member participants \$75.00

Location
All trainings will be virtual with the exception of the final training on 5/26/22 which will be in person at: Desert/Mountain Educational Service Center, 17800 Highway 18, Apple Valley, CA 92307

Registration
Please register online at:
<https://sbcss.k12oms.org/52-205117>

Audience
General and special education teachers, paraprofessionals, and service providers.

Date/Time **Required Courses**

All courses listed below are 3 hour trainings from 2:30 p.m.-5:30 p.m.

Autism Introduction & Connection to Our Practices	9/2/21
Putting EBPs into Practice: Antecedent-Based Interventions	1/13/22
Putting EBPs into Practice: Social Narratives	2/10/22
Putting EBPs into Practice: Video Modeling	3/10/22
Putting EBPs into Practice: Social Skills Training	5/26/22
Putting EBPs into Practice: Peer-Based Instruction & Intervention	5/5/22
Bringing it all Together: Autism & EBPs in Practice	5/26/22

Teachers & Service Providers and Paraprofessionals & Instructional Aides

All courses listed below are 3-hour trainings from 2:30 p.m.-5:30 p.m.

Putting EBPs into Practice: Reinforcement	9/30/2021
Putting EBPs into Practice: Prompting	10/28/2021
Putting EBPs into Practice: Time Delay	11/18/2021
Putting EBPs into Practice: Visual Supports	12/16/2021

Special Accommodations

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



17800 Highway 18, Apple Valley, CA 92307
(760) 552-6700 Phone (760) 242-5363 FAX

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

If you have any questions regarding this form or the PEERS Program
please call or email Jennifer Rountree at

442-292-5094 x234 or jennifer.rountree@cahelp.org

Please send completed forms to:

Julie Wheeler julie.wheeler@cahelp.org or fax to 760-242-5363

Referral for PEERS Social Skills Program

Students 7th through 12th Grade

Referred by: _____ Title: _____ Date: _____

Email: _____ Phone Number: _____

Client/Student Name: _____

Date of Birth: _____ Age: _____ Grade: _____ Gender: Male Female

Attending School: _____ Teacher: _____

Parent/Guardian: _____ Home Phone: _____ Work Phone: _____

Street Address: _____ City: _____ Zip Code: _____

Mailing Address: _____ City: _____ Zip Code: _____

Check all that apply:

- Teen is between 13-17 years
- Social challenges
- Teen and parent/guardian fluent in English
- Major mental illness (schizophrenic, bipolar)
- Physical disability (preventing outdoor play) (specify): _____
- Medical conditions (preventing participation) (specify): _____
- IQ below 70 (5th grade level comprehension)

Comment on conversation skills: _____

Behavioral Challenges (check all that apply):

- Classroom behavior
- Homework/schoolwork
- Violence/aggression
- Fire setting
- Stealing
- Severe property destruction
- Argumentative/tantrums/disobeying
- Parent afraid of child
- Previously hospitalized for behavior
- Other (specify): _____

Social Challenges (check all that apply):

- No get-togethers
- No friends at school/community
- Socially isolated
- Inappropriate peer group
- Aggressive or mean to peers
- Teased/bullied
- Other (specify): _____

Comments: _____

Date: _____ Administrator Signature: _____ Title: _____

Office Use Only

Date Received: _____ PEERS Program Staff: _____ Title: _____

- PEERS Eligible PEERS Ineligible
- LEA Notified Date: _____ Clinician Notified Date: _____
- Phone Appointment Date: _____ Time: _____
- In Person Appointment Date: _____ Time: _____

CAHELP PEERS® Program

Social Skills Group for Teens



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

is a 16 week evidence-based social skills intervention for **motivated teens** in middle and high school who are interested in learning ways to help them make and keep friends. During each group session, teens are taught important social skills and are given the opportunity to practice these skills in session during socialization activities. Parents attend separate sessions at the same time and are taught how to assist their teens in making and keeping friends by helping to expand their teen's social network and providing feedback through coaching during weekly socialization homework assignments. **Enrollment is limited. Parent participation is required.**

Your Teen Will Learn

- How to use appropriate conversational skills
- How to find common interests by trading information
- How to appropriately use humor
- How to enter and exit conversations between peers
- How to handle rejection, teasing, and bullying
- How to handle rumors and gossip
- How to be a good host during get-togethers
- How to make phone calls to friends
- How to choose appropriate friends
- How to be a good sport
- How to handle arguments and disagreements
- How to change a bad reputation

Enrollment and Group Information

PEERS may be appropriate for teens with:

- Autism Spectrum Disorder
- ADHD
- Depression
- Anxiety
- Other social or behavioral challenges



For enrollment information, please contact us at
(760) 552-6700 or email:
jennifer.rountree@cahelp.org
keri.gomez@cahelp.org or julie.wheeler@cahelp.org

RealTalk

Autism Edition



Real Talk Autism Edition: Resources & Support for Educators

Real Talk is an opportunity to build a professional learning collaboration group focused on autism. This group meets monthly offering enrichment, networking, and training to all participants. The group provides an opportunity for participants to develop a collaborative professional network, to share ideas and information regarding current practices, share resources, ask questions, and seek support. Discussion topics and resources shared will be based on the needs and interests of the group and connected back to evidence-based practices to support students with autism.

Audience

General educators, special educators, service providers, and administrators.

Cost

No cost

Registration

Please register online at: <https://sbcss.k12oms.org/52-202178>
Dates and times listed below:

Location

Virtual

Day 1: **August 16, 2021** | 3:30 - 5:00 p.m.

Day 6: **January 24, 2022** | 3:30 - 5:00 p.m.

Day 2: **September 20, 2021** | 3:30 - 5:00 p.m.

Day 7: **February 14, 2022** | 3:30 - 5:00 p.m.

Day 3: **October 18, 2021** | 3:30 - 5:00 p.m.

Day 8: **March 14, 2022** | 3:30 - 5:00 p.m.

Day 4: **November 15, 2021** | 3:30 - 5:00 p.m.

Day 9: **April 18, 2022** | 3:30 - 5:00 p.m.

Day 5: **December 13, 2021** | 3:30 - 5:00 p.m.

Day 10: **May 16, 2022** | 3:30 - 5:00 p.m.

Get in Touch

Address: 17800 Highway 18, Apple Valley, CA 92307
Phone: (760) 955-3592

Email: Julie.Wheeler@cahelp.org
Website: www.cahelp.org

RealTalk

Autism Edition

Real Talk Autism Edition: Resources & Support for Families

Real Talk is an opportunity to build a community for families and community members focused on autism. This group meets monthly offering enrichment, networking, and training to all participants. The group provides an opportunity for participants to develop a collaborative and supportive community to share ideas and information regarding current practices, provide resources, a place to ask questions, and seek support. Discussion topics and resources shared will be based on the needs and interests of the group and connected back to using evidence-based practices to support individuals with autism.

Audience

Family and community members who love and support individuals with autism.

Cost

No cost

Registration

Please register online at: <https://sbcss.k12oms.org/52-202181> Dates and times listed below:

Location

Virtual

Day 1: **August 13, 2021** | 3:30 - 5:00 p.m.

Day 6: **January 14, 2022** | 3:30 - 5:00 p.m.

Day 2: **September 10, 2021** | 3:30 - 5:00 p.m.

Day 7: **February 11, 2022** | 3:30 - 5:00 p.m.

Day 3: **October 8, 2021** | 3:30 - 5:00 p.m.

Day 8: **March 11, 2022** | 3:30 - 5:00 p.m.

Day 4: **November 12, 2021** | 3:30 - 5:00 p.m.

Day 9: **April 8, 2022** | 3:30 - 5:00 p.m.

Day 5: **December 10, 2021** | 3:30 - 5:00 p.m.

Day 10: **May 13, 2022** | 3:30 - 5:00 p.m.