

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**  
*February 24, 2022 – 1:00 p.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

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## **AGENDA**

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**NOTICE:** This meeting will be held as a hybrid committee meeting with some committee members participating in person and others participating via Web Ex. 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 Meeting Number: 2457 798 7425

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 Charter Steering and Finance Committee to the recording secretary via fax at 1-760-242-5363 or email [jamie.adkins@cahelp.org](mailto: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 February 24, 2022 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

### **5.0 INFORMATION/ACTION**

5.1 Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements

Assembly Bill (AB) 361 requires local agencies to consider the circumstances of the state of emergency and make the following findings by a majority vote: 1) the state of emergency continues to directly impact the ability of the members to meet safely in person; or 2) state or local officials

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continue to impose or recommend measures to promote social distancing.

5.1.1 **BE IT RESOLVED** that the Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements 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 January 20, 2022 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

### **7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS**

7.1 Legislative Updates

Pam Bender will provide legislative updates.

7.2 Potential Changes in Special Education Funding

Pam Bender will present information regarding potential changes in special education funding.

7.3 Educationally Related Mental Health Services (ERMHS) Funding Changes

Pam Bender will provide information regarding changes in Educationally Related Mental Health Services (ERMHS) Funding

7.4 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.

7.5 Self-Care Strategies to Promote Emotional Wellness

Linda Llamas will discuss strategies to promote self-care for ourselves, children, and families.

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7.6 Professional Learning Summary

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

7.7 Resolution Support Services Summary and Updates

Kathleen Peters will present the D/M Charter SELPA's Resolution Support Services Summary and updates, including addressing absences of students in special education.

7.8 Case Law Review

Kathleen Peters will provide case law review including a You Be the Judge scenario.

7.9 Alternative Dispute Resolution (ADR) Request Form and Brochure

Kathleen Peters will present the Alternative Dispute Resolution (ADR) Request Form and brochure as well as the electronic submission link (<https://forms.office.com/r/2LJe9iXrpq>).

7.10 Prevention and Intervention Update

Kami Murphy will present a Prevention and Intervention Update

7.11 Compliance Update

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

7.12 California State Testing Updates

Karina Quezada will provide California state testing updates.

## **8.0 FINANCE COMMITTEE REPORTS**

## **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**

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**AGENDA**

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**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. Speakers are requested to give their name and limit their remarks to five minutes.

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

When the Desert/Mountain Charter SELPA Steering Committee goes into Closed Session, there will be no further opportunity for 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, March 24, 2022, 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.*



**AB-361 Open meetings: state and local agencies: teleconferences.** (2021-2022)

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Date Published: 09/17/2021 09:00 PM

## Assembly Bill No. 361

### CHAPTER 165

An act to add and repeal Section 89305.6 of the Education Code, and to amend, repeal, and add Section 54953 of, and to add and repeal Section 11133 of, the Government Code, relating to open meetings, and declaring the urgency thereof, to take effect immediately.

[ Approved by Governor September 16, 2021. Filed with Secretary of State September 16, 2021. ]

#### LEGISLATIVE COUNSEL'S DIGEST

AB 361, Robert Rivas. Open meetings: state and local agencies: teleconferences.

(1) Existing law, the Ralph M. Brown Act requires, with specified exceptions, that all meetings of a legislative body of a local agency, as those terms are defined, be open and public and that all persons be permitted to attend and participate. The act contains specified provisions regarding the timelines for posting an agenda and providing for the ability of the public to directly address the legislative body on any item of interest to the public. The act generally requires all regular and special meetings of the legislative body be held within the boundaries of the territory over which the local agency exercises jurisdiction, subject to certain exceptions. The act allows for meetings to occur via teleconferencing subject to certain requirements, particularly that the legislative body notice each teleconference location of each member that will be participating in the public meeting, that each teleconference location be accessible to the public, that members of the public be allowed to address the legislative body at each teleconference location, that the legislative body post an agenda at each teleconference location, and that at least a quorum of the legislative body participate from locations within the boundaries of the local agency's jurisdiction. The act provides an exemption to the jurisdictional requirement for health authorities, as defined. The act authorizes the district attorney or any interested person, subject to certain provisions, to commence an action by mandamus or injunction for the purpose of obtaining a judicial determination that specified actions taken by a legislative body are null and void.

Existing law, the California Emergency Services Act, authorizes the Governor, or the Director of Emergency Services when the governor is inaccessible, to proclaim a state of emergency under specified circumstances.

Executive Order No. N-29-20 suspends the Ralph M. Brown Act's requirements for teleconferencing during the COVID-19 pandemic provided that notice and accessibility requirements are met, the public members are allowed to observe and address the legislative body at the meeting, and that a legislative body of a local agency has a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, as specified.

This bill, until January 1, 2024, would authorize a local agency to use teleconferencing without complying with the teleconferencing requirements imposed by the Ralph M. Brown Act when a legislative body of a local agency holds a meeting during a declared state of emergency, as that term is defined, when state or local health officials have imposed or recommended measures to promote social distancing, during a proclaimed state of emergency held

for the purpose of determining, by majority vote, whether meeting in person would present imminent risks to the health or safety of attendees, and during a proclaimed state of emergency when the legislative body has determined that meeting in person would present imminent risks to the health or safety of attendees, as provided.

This bill would require legislative bodies that hold teleconferenced meetings under these abbreviated teleconferencing procedures to give notice of the meeting and post agendas, as described, to allow members of the public to access the meeting and address the legislative body, to give notice of the means by which members of the public may access the meeting and offer public comment, including an opportunity for all persons to attend via a call-in option or an internet-based service option, and to conduct the meeting in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body. The bill would require the legislative body to take no further action on agenda items when there is a disruption which prevents the public agency from broadcasting the meeting, or in the event of a disruption within the local agency's control which prevents members of the public from offering public comments, until public access is restored. The bill would specify that actions taken during the disruption are subject to challenge proceedings, as specified.

This bill would prohibit the legislative body from requiring public comments to be submitted in advance of the meeting and would specify that the legislative body must provide an opportunity for the public to address the legislative body and offer comment in real time. The bill would prohibit the legislative body from closing the public comment period and the opportunity to register to provide public comment, until the public comment period has elapsed or until a reasonable amount of time has elapsed, as specified. When there is a continuing state of emergency, or when state or local officials have imposed or recommended measures to promote social distancing, the bill would require a legislative body to make specified findings not later than 30 days after the first teleconferenced meeting pursuant to these provisions, and to make those findings every 30 days thereafter, in order to continue to meet under these abbreviated teleconferencing procedures.

Existing law prohibits a legislative body from requiring, as a condition to attend a meeting, a person to register the person's name, or to provide other information, or to fulfill any condition precedent to the person's attendance.

This bill would exclude from that prohibition, a registration requirement imposed by a third-party internet website or other online platform not under the control of the legislative body.

(2) Existing law, the Bagley-Keene Open Meeting Act, requires, with specified exceptions, that all meetings of a state body be open and public and all persons be permitted to attend any meeting of a state body. The act requires at least one member of the state body to be physically present at the location specified in the notice of the meeting.

The Governor's Executive Order No. N-29-20 suspends the requirements of the Bagley-Keene Open Meeting Act for teleconferencing during the COVID-19 pandemic, provided that notice and accessibility requirements are met, the public members are allowed to observe and address the state body at the meeting, and that a state body has a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, as specified.

This bill, until January 31, 2022, would authorize, subject to specified notice and accessibility requirements, a state body to hold public meetings through teleconferencing and to make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the state body. With respect to a state body holding a public meeting pursuant to these provisions, the bill would suspend certain requirements of existing law, including the requirements that each teleconference location be accessible to the public and that members of the public be able to address the state body at each teleconference location. Under the bill, a state body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically would satisfy any requirement that the state body allow members of the public to attend the meeting and offer public comment. The bill would require that each state body that holds a meeting through teleconferencing provide notice of the meeting, and post the agenda, as provided. The bill would urge state bodies utilizing these teleconferencing procedures in the bill to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to existing law, as provided.

(3) Existing law establishes the various campuses of the California State University under the administration of the Trustees of the California State University, and authorizes the establishment of student body organizations in connection with the operations of California State University campuses.

The Gloria Romero Open Meetings Act of 2000 generally requires a legislative body, as defined, of a student body organization to conduct its business in a meeting that is open and public. The act authorizes the legislative body to use teleconferencing, as defined, for the benefit of the public and the legislative body in connection with any meeting or proceeding authorized by law.

This bill, until January 31, 2022, would authorize, subject to specified notice and accessibility requirements, a legislative body, as defined for purposes of the act, to hold public meetings through teleconferencing and to make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the legislative body. With respect to a legislative body holding a public meeting pursuant to these provisions, the bill would suspend certain requirements of existing law, including the requirements that each teleconference location be accessible to the public and that members of the public be able to address the legislative body at each teleconference location. Under the bill, a legislative body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically would satisfy any requirement that the legislative body allow members of the public to attend the meeting and offer public comment. The bill would require that each legislative body that holds a meeting through teleconferencing provide notice of the meeting, and post the agenda, as provided. The bill would urge legislative bodies utilizing these teleconferencing procedures in the bill to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to existing law, as provided.

(4) This bill would declare the Legislature's intent, consistent with the Governor's Executive Order No. N-29-20, to improve and enhance public access to state and local agency meetings during the COVID-19 pandemic and future emergencies by allowing broader access through teleconferencing options.

(5) This bill would incorporate additional changes to Section 54953 of the Government Code proposed by AB 339 to be operative only if this bill and AB 339 are enacted and this bill is enacted last.

(6) The California Constitution requires local agencies, for the purpose of ensuring public access to the meetings of public bodies and the writings of public officials and agencies, to comply with a statutory enactment that amends or enacts laws relating to public records or open meetings and contains findings demonstrating that the enactment furthers the constitutional requirements relating to this purpose.

This bill would make legislative findings to that effect.

(7) Existing constitutional provisions require that a statute that limits the right of access to the meetings of public bodies or the writings of public officials and agencies be adopted with findings demonstrating the interest protected by the limitation and the need for protecting that interest.

This bill would make legislative findings to that effect.

(8) This bill would declare that it is to take effect immediately as an urgency statute.

Vote: 2/3 Appropriation: no Fiscal Committee: yes Local Program: no

## THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

**SECTION 1.** Section 89305.6 is added to the Education Code, to read:

**89305.6.** (a) Notwithstanding any other provision of this article, and subject to the notice and accessibility requirements in subdivisions (d) and (e), a legislative body may hold public meetings through teleconferencing and make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the legislative body.

(b) (1) For a legislative body holding a public meeting through teleconferencing pursuant to this section, all requirements in this article requiring the physical presence of members, the clerk or other personnel of the legislative body, or the public, as a condition of participation in or quorum for a public meeting, are hereby suspended.

(2) For a legislative body holding a public meeting through teleconferencing pursuant to this section, all of the following requirements in this article are suspended:

(A) Each teleconference location from which a member will be participating in a public meeting or proceeding be identified in the notice and agenda of the public meeting or proceeding.

(B) Each teleconference location be accessible to the public.

(C) Members of the public may address the legislative body at each teleconference conference location.

(D) Post agendas at all teleconference locations.

(E) At least one member of the legislative body be physically present at the location specified in the notice of the meeting.

(c) A legislative body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically, consistent with the notice and accessibility requirements in subdivisions (d) and (e), shall have satisfied any requirement that the legislative body allow members of the public to attend the meeting and offer public comment. A legislative body need not make available any physical location from which members of the public may observe the meeting and offer public comment.

(d) If a legislative body holds a meeting through teleconferencing pursuant to this section and allows members of the public to observe and address the meeting telephonically or otherwise electronically, the legislative body shall also do both of the following:

(1) Implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation from individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), and resolving any doubt whatsoever in favor of accessibility.

(2) Advertise that procedure each time notice is given of the means by which members of the public may observe the meeting and offer public comment, pursuant to paragraph (2) of subdivision (e).

(e) Except to the extent this section provides otherwise, each legislative body that holds a meeting through teleconferencing pursuant to this section shall do both of the following:

(1) Give advance notice of the time of, and post the agenda for, each public meeting according to the timeframes otherwise prescribed by this article, and using the means otherwise prescribed by this article, as applicable.

(2) In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, also give notice of the means by which members of the public may observe the meeting and offer public comment. As to any instance in which there is a change in the means of public observation and comment, or any instance prior to the effective date of this section in which the time of the meeting has been noticed or the agenda for the meeting has been posted without also including notice of the means of public observation and comment, a legislative body may satisfy this requirement by advertising the means of public observation and comment using the most rapid means of communication available at the time. Advertising the means of public observation and comment using the most rapid means of communication available at the time shall include, but need not be limited to, posting such means on the legislative body's internet website.

(f) All legislative bodies utilizing the teleconferencing procedures in this section are urged to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to the otherwise applicable provisions of this article, in order to maximize transparency and provide the public access to legislative body meetings.

(g) This section shall remain in effect only until January 31, 2022, and as of that date is repealed.

**SEC. 2.** Section 11133 is added to the Government Code, to read:

**11133.** (a) Notwithstanding any other provision of this article, and subject to the notice and accessibility requirements in subdivisions (d) and (e), a state body may hold public meetings through teleconferencing and make public meetings accessible telephonically, or otherwise electronically, to all members of the public seeking to observe and to address the state body.

(b) (1) For a state body holding a public meeting through teleconferencing pursuant to this section, all requirements in this article requiring the physical presence of members, the clerk or other personnel of the state body, or the public, as a condition of participation in or quorum for a public meeting, are hereby suspended.

(2) For a state body holding a public meeting through teleconferencing pursuant to this section, all of the following requirements in this article are suspended:

(A) Each teleconference location from which a member will be participating in a public meeting or proceeding be identified in the notice and agenda of the public meeting or proceeding.

(B) Each teleconference location be accessible to the public.



(C) Members of the public may address the state body at each teleconference conference location.

(D) Post agendas at all teleconference locations.

(E) At least one member of the state body be physically present at the location specified in the notice of the meeting.

(c) A state body that holds a meeting through teleconferencing and allows members of the public to observe and address the meeting telephonically or otherwise electronically, consistent with the notice and accessibility requirements in subdivisions (d) and (e), shall have satisfied any requirement that the state body allow members of the public to attend the meeting and offer public comment. A state body need not make available any physical location from which members of the public may observe the meeting and offer public comment.

(d) If a state body holds a meeting through teleconferencing pursuant to this section and allows members of the public to observe and address the meeting telephonically or otherwise electronically, the state body shall also do both of the following:

(1) Implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation from individuals with disabilities, consistent with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.), and resolving any doubt whatsoever in favor of accessibility.

(2) Advertise that procedure each time notice is given of the means by which members of the public may observe the meeting and offer public comment, pursuant to paragraph (2) of subdivision (e).

(e) Except to the extent this section provides otherwise, each state body that holds a meeting through teleconferencing pursuant to this section shall do both of the following:

(1) Give advance notice of the time of, and post the agenda for, each public meeting according to the timeframes otherwise prescribed by this article, and using the means otherwise prescribed by this article, as applicable.

(2) In each instance in which notice of the time of the meeting is otherwise given or the agenda for the meeting is otherwise posted, also give notice of the means by which members of the public may observe the meeting and offer public comment. As to any instance in which there is a change in the means of public observation and comment, or any instance prior to the effective date of this section in which the time of the meeting has been noticed or the agenda for the meeting has been posted without also including notice of the means of public observation and comment, a state body may satisfy this requirement by advertising the means of public observation and comment using the most rapid means of communication available at the time. Advertising the means of public observation and comment using the most rapid means of communication available at the time shall include, but need not be limited to, posting such means on the state body's internet website.

(f) All state bodies utilizing the teleconferencing procedures in this section are urged to use sound discretion and to make reasonable efforts to adhere as closely as reasonably possible to the otherwise applicable provisions of this article, in order to maximize transparency and provide the public access to state body meetings.

(g) This section shall remain in effect only until January 31, 2022, and as of that date is repealed.

**SEC. 3.** Section 54953 of the Government Code is amended to read:

**54953.** (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each

teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivisions (d) and (e). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(2) A legislative body that holds a meeting pursuant to this subdivision shall do all of the following:

(A) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(B) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3. In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the

meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(C) The legislative body shall conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body of a local agency.

(D) In the event of a disruption which prevents the public agency from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control which prevents members of the public from offering public comments using the call-in option or internet-based service option, the body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption which prevents the public agency from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(G) (i) A legislative body that provides a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register, pursuant to subparagraph (F), to provide public comment until that timed public comment period has elapsed.

(ii) A legislative body that does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register pursuant to subparagraph (F), or otherwise be recognized for the purpose of providing public comment.

(iii) A legislative body that provides a timed general public comment period that does not correspond to a specific agenda item shall not close the public comment period or the opportunity to register, pursuant to subparagraph (F), until the timed general public comment period has elapsed.

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

(4) For the purposes of this subdivision, "state of emergency" means a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Article 1 (commencing with Section 8550) of Chapter 7 of Division 1 of Title 2).

(f) This section shall remain in effect only until January 1, 2024, and as of that date is repealed.

**SEC. 3.1.** Section 54953 of the Government Code is amended to read:

**54953.** (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency in person, except as otherwise provided in this chapter. Local agencies shall conduct meetings subject to this chapter consistent with applicable state and

federal civil rights laws, including, but not limited to, any applicable language access and other nondiscrimination obligations.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all otherwise applicable requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivisions (d) and (e). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) (1) A local agency may use teleconferencing without complying with the requirements of paragraph (3) of subdivision (b) if the legislative body complies with the requirements of paragraph (2) of this subdivision in any of the following circumstances:

(A) The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have

imposed or recommended measures to promote social distancing.

(B) The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(C) The legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

(2) A legislative body that holds a meeting pursuant to this subdivision shall do all of the following:

(A) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(B) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3. In each instance in which notice of the time of the teleconferenced meeting is otherwise given or the agenda for the meeting is otherwise posted, the legislative body shall also give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(C) The legislative body shall conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body of a local agency.

(D) In the event of a disruption which prevents the public agency from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the local agency's control which prevents members of the public from offering public comments using the call-in option or internet-based service option, the body shall take no further action on items appearing on the meeting agenda until public access to the meeting via the call-in option or internet-based service option is restored. Actions taken on agenda items during a disruption which prevents the public agency from broadcasting the meeting may be challenged pursuant to Section 54960.1.

(E) The legislative body shall not require public comments to be submitted in advance of the meeting and must provide an opportunity for the public to address the legislative body and offer comment in real time. This subparagraph shall not be construed to require the legislative body to provide a physical location from which the public may attend or comment.

(F) Notwithstanding Section 54953.3, an individual desiring to provide public comment through the use of an internet website, or other online platform, not under the control of the local legislative body, that requires registration to log in to a teleconference may be required to register as required by the third-party internet website or online platform to participate.

(G) (i) A legislative body that provides a timed public comment period for each agenda item shall not close the public comment period for the agenda item, or the opportunity to register, pursuant to subparagraph (F), to provide public comment until that timed public comment period has elapsed.

(ii) A legislative body that does not provide a timed public comment period, but takes public comment separately on each agenda item, shall allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, including time for members of the public to register pursuant to subparagraph (F), or otherwise be recognized for the purpose of providing public comment.

(iii) A legislative body that provides a timed general public comment period that does not correspond to a specific agenda item shall not close the public comment period or the opportunity to register, pursuant to subparagraph (F), until the timed general public comment period has elapsed.

(3) If a state of emergency remains active, or state or local officials have imposed or recommended measures to promote social distancing, in order to continue to teleconference without compliance with paragraph (3) of subdivision (b), the legislative body shall, not later than 30 days after teleconferencing for the first time pursuant to subparagraph (A), (B), or (C) of paragraph (1), and every 30 days thereafter, make the following findings by majority vote:

(A) The legislative body has reconsidered the circumstances of the state of emergency.

(B) Any of the following circumstances exist:

(i) The state of emergency continues to directly impact the ability of the members to meet safely in person.

(ii) State or local officials continue to impose or recommend measures to promote social distancing.

(4) For the purposes of this subdivision, "state of emergency" means a state of emergency proclaimed pursuant to Section 8625 of the California Emergency Services Act (Article 1 (commencing with Section 8550) of Chapter 7 of Division 1 of Title 2).

(f) This section shall remain in effect only until January 1, 2024, and as of that date is repealed.

**SEC. 4.** Section 54953 is added to the Government Code, to read:

**54953.** (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations

within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) This section shall become operative January 1, 2024.

**SEC. 4.1.** Section 54953 is added to the Government Code, to read:

**54953.** (a) All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, in person except as otherwise provided in this chapter. Local agencies shall conduct meetings subject to this chapter consistent with applicable state and federal civil rights laws, including, but not limited to, any applicable language access and other nondiscrimination obligations.

(b) (1) Notwithstanding any other provision of law, the legislative body of a local agency may use teleconferencing for the benefit of the public and the legislative body of a local agency in connection with any meeting or proceeding authorized by law. The teleconferenced meeting or proceeding shall comply with all requirements of this chapter and all otherwise applicable provisions of law relating to a specific type of meeting or proceeding.

(2) Teleconferencing, as authorized by this section, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the legislative body. All votes taken during a teleconferenced meeting shall be by rollcall.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as provided in subdivision (d). The agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3 at each teleconference location.

(4) For the purposes of this section, "teleconference" means a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this section shall prohibit a local agency from providing the public with additional teleconference locations.

(c) (1) No legislative body shall take action by secret ballot, whether preliminary or final.

(2) The legislative body of a local agency shall publicly report any action taken and the vote or abstention on that action of each member present for the action.

(3) Prior to taking final action, the legislative body shall orally report a summary of a recommendation for a final action on the salaries, salary schedules, or compensation paid in the form of fringe benefits of a local agency executive, as defined in subdivision (d) of Section 3511.1, during the open meeting in which the final action is to be taken. This paragraph shall not affect the public's right under the California Public Records Act (Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1) to inspect or copy records created or received in the process of developing the recommendation.

(d) (1) Notwithstanding the provisions relating to a quorum in paragraph (3) of subdivision (b), if a health authority conducts a teleconference meeting, members who are outside the jurisdiction of the authority may be counted toward the establishment of a quorum when participating in the teleconference if at least 50 percent of the number of members that would establish a quorum are present within the boundaries of the territory over which the authority exercises jurisdiction, and the health authority provides a teleconference number, and associated access codes, if any, that allows any person to call in to participate in the meeting and the number and access codes are identified in the notice and agenda of the meeting.

(2) Nothing in this subdivision shall be construed as discouraging health authority members from regularly meeting at a common physical site within the jurisdiction of the authority or from using teleconference locations within or near the jurisdiction of the authority. A teleconference meeting for which a quorum is established pursuant to this subdivision shall be subject to all other requirements of this section.

(3) For purposes of this subdivision, a health authority means any entity created pursuant to Sections 14018.7, 14087.31, 14087.35, 14087.36, 14087.38, and 14087.9605 of the Welfare and Institutions Code, any joint powers authority created pursuant to Article 1 (commencing with Section 6500) of Chapter 5 of Division 7 for the purpose of contracting pursuant to Section 14087.3 of the Welfare and Institutions Code, and any advisory committee to a county-sponsored health plan licensed pursuant to Chapter 2.2 (commencing with Section 1340) of Division 2 of the Health and Safety Code if the advisory committee has 12 or more members.

(e) This section shall become operative January 1, 2024.

**SEC. 5.** Sections 3.1 and 4.1 of this bill incorporate amendments to Section 54953 of the Government Code proposed by both this bill and Assembly Bill 339. Those sections of this bill shall only become operative if (1) both bills are enacted and become effective on or before January 1, 2022, but this bill becomes operative first, (2) each bill amends Section 54953 of the Government Code, and (3) this bill is enacted after Assembly Bill 339, in which case Section 54953 of the Government Code, as amended by Sections 3 and 4 of this bill, shall remain operative only until the operative date of Assembly Bill 339, at which time Sections 3.1 and 4.1 of this bill shall become operative.

**SEC. 6.** It is the intent of the Legislature in enacting this act to improve and enhance public access to state and local agency meetings during the COVID-19 pandemic and future applicable emergencies, by allowing broader access through teleconferencing options consistent with the Governor's Executive Order No. N-29-20 dated March 17, 2020, permitting expanded use of teleconferencing during the COVID-19 pandemic.

**SEC. 7.** The Legislature finds and declares that Sections 3 and 4 of this act, which amend, repeal, and add Section 54953 of the Government Code, further, within the meaning of paragraph (7) of subdivision (b) of Section 3 of Article I of the California Constitution, the purposes of that constitutional section as it relates to the right of public access to the meetings of local public bodies or the writings of local public officials and local agencies. Pursuant to paragraph (7) of subdivision (b) of Section 3 of Article I of the California Constitution, the Legislature makes the following findings:

This act is necessary to ensure minimum standards for public participation and notice requirements allowing for greater public participation in teleconference meetings during applicable emergencies.

**SEC. 8.** (a) The Legislature finds and declares that during the COVID-19 public health emergency, certain requirements of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code) were suspended by Executive Order N-29-20. Audio and video teleconference were widely used to conduct public meetings in lieu of physical location meetings, and public meetings conducted by teleconference during the COVID-19 public health emergency have been productive, have increased public participation by all members of the public regardless of their location in the state and ability to travel to physical meeting locations, have protected the health and safety of civil servants and the public, and have reduced travel costs incurred by members of state bodies and reduced work hours spent traveling to and from meetings.

(b) The Legislature finds and declares that Section 1 of this act, which adds and repeals Section 89305.6 of the Education Code, Section 2 of this act, which adds and repeals Section 11133 of the Government Code, and Sections 3 and 4 of this act, which amend, repeal, and add Section 54953 of the Government Code, all increase and potentially limit the public's right of access to the meetings of public bodies or the writings of public officials and agencies within the meaning of Section 3 of Article I of the California Constitution. Pursuant to that constitutional provision, the Legislature makes the following findings to demonstrate the interest protected by this limitation and the need for protecting that interest:

(1) By removing the requirement that public meetings be conducted at a primary physical location with a quorum of members present, this act protects the health and safety of civil servants and the public and does not preference the experience of members of the public who might be able to attend a meeting in a physical location over members of the public who cannot travel or attend that meeting in a physical location.

(2) By removing the requirement for agendas to be placed at the location of each public official participating in a public meeting remotely, including from the member's private home or hotel room, this act protects the personal, private information of public officials and their families while preserving the public's right to access information



concerning the conduct of the people's business.

**SEC. 9.** This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the California Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to ensure that state and local agencies can continue holding public meetings while providing essential services like water, power, and fire protection to their constituents during public health, wildfire, or other states of emergencies, it is necessary that this act take effect immediately.

**DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**

*January 20, 2022 – 1:00 p.m.*

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

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**MINUTES**

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**D/M CHARTER SELPA MEMBERS PRESENT:**

Allegiance STEAM – Callie Moreno, Aveson Global/Aveson School of Leaders – Kelly Jung, Ballington Academy – Doreen Mulz, Desert Trails Preparatory Academy/Laverne Elementary Preparatory Academy – Debbie Tarver, Elite Academic Academy – Susana Waisman, Encore Jr/Sr High – Esther Haskins, Julia Lee Performing Arts Academy – Mike Klepper, Leonardo da Vinci Health Sciences Charter – Courtney Cox, Odyssey Charter School – Chasityflame Price, Pasadena Rosebud Academy – Shawn Brown, Pathways to College – James Connell, Craig Merrill, Taylion High Desert Academy – Brenda Congo, and Virtual Preparatory Academy-Lucerne – Malia Lovell.

**CAHELP, SELPA, & DMCC STAFF PRESENT:**

Jamie Adkins, Codi Andersen, Pam Bender, Guille Burgos, Heidi Chavez, Ariel Clark, Craig Cleveland, Tara Deavitt, Lindsey Devor, Peggy Dunn, Adrien Faamausili, Thomas Flores, Marina Gallegos, Bonnie Garcia, Colette Garland, Maurica Manibusan, Kami Murphy, Lisa Nash, Kathleen Peters, Karina Quezada, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Adrienne Shepherd-Myles, Jessica Soto, Jennifer Sutton, Stephanie Sweem, and Athena Vernon.

**1.0 TELECONFERENCE LOCATIONS:**

Aveson Global Leadership Academy, 575 W Altadena Dr, Altadena, CA 91001  
Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590  
Laverne Elementary Preparatory Academy, 7280 Oxford Ave, Hesperia, CA 92345  
Leonardo da Vinci Health Sciences Charter, 229 E Naples St, Chula Vista, CA 91911  
Pasadena Rosebud Academy, 3544 N Canon Blvd, Altadena, CA 91001  
Pathways to College, 9144 Third Ave, Hesperia, CA 92345  
Virtual Preparatory Academy-Lucerne, 8560 Aliento Rd, Lucerne Valley, CA 92356

**2.0 CALL TO ORDER**

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

**3.0 ROLL CALL**

**4.0 PUBLIC PARTICIPATION**

None.

**5.0 ADOPTION OF THE AGENDA**

5.1 **BE IT RESOLVED** that a motion was made by Brenda Congo, seconded by Debbie Tarver, to

**DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**

*January 20, 2022 – 1:00 p.m.*

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

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approve the January 20, 2022 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Agenda as presented. The motion was carried on the following vote: 13:0: Ayes: Brown, Congo, Connell, Cox, Haskins, Jung, Klepper, Lovell, Moreno, Mulz, Price, Tarver, and Waisman, Nays: None, Abstentions: None.

**6.0 INFORMATION/ACTION**

6.1 Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements

Assembly Bill (AB) 361 requires local agencies to consider the circumstances of the state of emergency and make the following findings by a majority vote: 1) the state of emergency continues to directly impact the ability of the members to meet safely in person; or 2) state or local officials continue to impose or recommend measures to promote social distancing.

6.1.1 **BE IT RESOLVED** that a motion was made by Brenda Congo, seconded by Courtney Cox, to approve continuing to meet virtually based on the Assembly Bill 361 Exemptions to Brown Act Virtual Meeting Requirements as presented. The motion was carried on the following vote: 13:0: Ayes: Brown, Congo, Connell, Cox, Haskins, Jung, Klepper, Lovell, Moreno, Mulz, Price, Tarver, and Waisman, Nays: None, Abstentions: None.

**7.0 CONSENT ITEMS**

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

7.1 **BE IT RESOLVED** that a motion was made by Courtney Cox, and seconded by Shawn Brown, to approve the following Consent Item as presented. The motion was carried on the following vote: 13:0: Ayes: Brown, Congo, Connell, Cox, Haskins, Jung, Klepper, Lovell, Moreno, Mulz, Price, Tarver, and Waisman, Nays: None, Abstentions: None.

7.1.1 Approve the December 16, 2021 Desert/Mountain Charter SELPA Steering and Finance Committee Meeting Minutes.

**8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS**

8.1 Physical Therapy Board of California Notice to Consumer

Pam Bender called on Codi Andersen to present the Physical Therapy Board of California Notice to Consumer that is to be included in the physical therapy referral packet. Codi explained that the

California Association of Health and Education Linked Professions  
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Physical Therapy Board of California requires that each student who receives physical therapy is to receive the Notice to Consumer that states the physical therapy board regulates the physical therapists and physical therapist assistants. She continued that because the student receiving these services are in a school setting, the Notice to Consumer might not be visible to the parents. By including the documents in the referral package, the parents/guardians will receive the Notice to Consumers form then sign the signature page to be returned to the D/M SELPA physical therapy department.

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

Guille Robles presented the Desert/Mountain Children’s Center Client Services monthly reports and updates. Guille asked to be contacted directly with any changes or questions.

### 8.3 Professional Learning Summary

Heidi Chavez presented the D/M Charter SELPA’s Professional Learning Summary. The next Community Advisory Committee meeting is scheduled for February 24, 2022. Heidi shared the flyer in English and Spanish with the topic of Supporting Your Child’s Well-Being. She said participants will need to register to receive the virtual meeting link.

Heidi reported the CAHELP I-MTSS Symposium is now free for virtual and in-person attendance. In-person participants will receive lunch and all participants will receive a book from each presenter.

Heidi also reported the next Directors Training is scheduled for February 25 immediately following D/M SELPA Steering and Finance Committee Meeting. She said the topic is Legally Defensible IEPs and will be held virtually.

### 8.4 Resolution Support Services Summary and Updates

Kathleen Peters presented the D/M Charter SELPA’s Resolution Support Services Summary and updates, including State dyslexia legislation and regulations. She reported that there has been an increase in filings along with districts filing more on parents. In D/M Charter SELPA, there is a parent who does not want to agree to the IEP because she does not want the child in a special education setting but does want them to receive services offered in the IEP. Kathleen said that after there was no movement in mediation, the case is set for an expedited hearing with the safety concerns being addressed first and the other concerns being addressed at a second hearing.

Kathleen reminded the committee members that Key2Ed Facilitated IEP training is scheduled for Monday, January 24, 2022, with the next training scheduled for February 7, 2022.

Kathleen stated dyslexia is a reemerging issue and does need to be addressed substantively in the

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## **MINUTES**

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LEA programs. She said by 2017, the State was to amend and implement the concept of including the phonological processing as a basic psychological process in general and special education settings. Kathleen continued that LEAs are required to provide program direction and teacher training in the elements of reading and phonological processing. She said based on recent due process filings, evidence-based practices can be in place without an official program if teachers are well trained and educated on the concept and able to articulate that knowledge.

Karina Quezada stated 80% of students identified with specific learning disability (SLD) are because of a disability related to reading. It is critical for staff to understand how to assess in that specific area as many psychologists and speech therapists are not able to properly assess and identify the concerns of dyslexia. Karina reported there are additional trainings offered by D/M SELPA virtually and in person that address assessment in identifying and screening students for dyslexia before they are referred to special education.

Bonnie Garcia spoke about a 5-day *Orton Gillingham* training provided by D/M SELPA in the methodology of the program. D/M SELPA also offers *Breaking the Code* training that addresses the science of reading and the history of literacy along with current practices of structured literacy and assessments. Bonnie said these are regional trainings but *Breaking the Code* can also be done as an on-site. She reported that 60% of students are not reading at proficiency and it is an important issue to address.

### 8.5 Case Law Review

Kathleen Peters called on Lisa Nash to present a You Be the Judge scenario. After providing the participants with a few moments to read the scenario, Lisa Nash stated the answer as B. Lisa said the district should have reevaluated the student before changing her placement to virtual learning. The district's failure to reevaluate the student's placement was in violation of appropriate procedures under Section 504 and denial of free appropriate public education (FAPE).

### 8.6 Prevention and Intervention Updates

Kami Murphy presented Prevention and Intervention updates. She shared the Real Talk opportunity for parents to chat with other parents. The Real Talk flyer includes the scheduled dates and Kami confirmed they are held virtually 10:00am-11:00am.

Kami then shared three additional documents that can be shared with families to assist them in preparing for and participating in IEPs. She said the information will help give families a bigger voice and better understanding of the IEP process.

### 8.7 Transition Partnership Program (TPP) Training

Adrienne Shepherd-Myles provided information on the upcoming Transition Planning for All

## **MINUTES**

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Students training. The training is scheduled for February 3, 2022, virtually 9:00am-12:00pm. She said the training is for veteran teachers as well as new teachers that have not attended the training in the past couple of years. Adrienne stated there have been some systematic problems with the development of post-secondary goals and using age-appropriate assessments to develop those goals. Adrienne said she is happy to provide Transition Planning for All Students training as well as any other TPP trainings as on sites.

### **8.8 Compliance Update**

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said regarding 2020-21 Disproportionality, she is waiting for final approval from CDE. Peggy said that for overdue initial eligibility determinations, LEAs are to continue closing IEP meetings and not leave them in open status. If an IEP is held virtually, it can be closed as verbal while waiting for the signatures via DocuSign.

Colette Garland referred to Adrienne Shepherd-Myles' *Transition Planning for All* stating that it is a compliance piece so it is important for teachers to attend. Colette reiterated the importance of closing IEPs while in the DocuSign process because if an IEP is left open, it does not create a CalPads record that is sent to the state. She said that CalPads certified on January 17, 2022 and is now in the amendment window allowing changes to be made and errors corrected. Colette said the final certification is January 28, 2022.

Colette reported there will be a CalPads workshop geared to MIS contacts but it will also be open to directors, coordinators, and lead teachers. She continued that the programmers are working on adding the service logs and are currently in the testing phase with East Valley SELPA. Once the issues are corrected, it will be added to CalPads.

## **9.0 FINANCE COMMITTEE REPORTS**

Marina Gallegos provided a federal funding update. She said the grant award notification has not yet been received. The first reporting period is July 1 through December 31 but without the award letter or final pupil count, the information about the allocation cannot be disseminated. Marina said as soon as she receives the information, she will provide it to the appropriate committee members.

Marina stated that D/M Charter SELPA Executive Council discussed a proposed change to the allocation distribution model. Marina will be sending an email to appropriate committee members that will provide more details on how it will affect the 2<sup>nd</sup> Interim Maintenance of Effort.

## **10.0 INFORMATION ITEMS**

### **10.1 Monthly Occupational & Physical Therapy Services Reports**

California Association of Health and Education Linked Professions  
Joint Powers Authority (CAHELP JPA)  
**DESERT/MOUNTAIN CHARTER SELPA STEERING and FINANCE COMMITTEE MEETING**  
*January 20, 2022 – 1:00 p.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

## **MINUTES**

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### 10.2 Upcoming Professional Learning Opportunities

The following trainings were highlighted, *Art Integration*, *Region 10 Trauma and SEL*, and *Get Skool'd*.

### 11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

None.

### 12.0 CEO COMMENTS

Pam Bender provided a brief overview of Governor's Budget pertaining to special education. She said the budget includes \$500 million from the Proposition 8 General Fund for special education and a 5.33% cost of living adjustment (COLA) which is approximately \$146 million. That will increase the base rate for special education to an estimated \$820 per average daily attendance (ADA) which will continue to process through 602 funding formula. The governor is calling for policy changes to amend special education funding formula to calculate the special education base rate per LEA instead of SELPA. Another change is distributing Educationally Related Mental Health Services (ERMHS) money directly to LEAs instead of through SELPA. This change is being reviewed by State SELPA in how it will affect small and rural LEAs receiving needed supports.

Pam continued that the governor wants to link the special education to the general education planning so a special education addendum can be added to Local Control and Accountability (LCAP). LEAs will be encouraged to have more parents of students with disabilities participate in LCAP advisory groups. A workgroup has been formed to create a resource for IEP best practices along with an IEP template for use statewide. The governor is also looking to give \$500 million in one-time funding to incorporate inclusive classrooms. Also included in the budget is \$2 million one-time funding for early identification assessment tools and an additional \$60 million to train educators on the effective use of those tools. The governor's budget also included \$110.6 million towards state preschool to fund the requirements that will ensure at least 10% of population will be students with disabilities.

Pam shared she attended the first night of the Celebrating Families second cohort the night prior. She said it was great watching the parents and children interacting. Pam said it is a wonderful community outreach opportunity.

Pam reminded the committee members that when looking for additional supports for related service, to contact CAHELP. She reiterated that CAHELP holds contracts with many service providers with a base rate that may be lower than what an individual LEA can negotiate.

### 13.0 MATTERS BROUGHT BY THE PUBLIC

None.

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**MINUTES**

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**14.0 ADJOURNMENT**

Having no further business to discuss, a motion was made by Brenda Congo, seconded by Courtney Cox, to adjourn the meeting. The motion was carried on the following vote: 13:0: Ayes: Brown, Congo, Connell, Cox, Haskins, Jung, Klepper, Lovell, Moreno, Mulz, Price, Tarver, and Waisman, Nays: None, Abstentions: None.

The next regular meeting of the Desert/Mountain Charter SELPA Steering Committee will be held on Thursday, February 24, 2022, 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.*



## 7.1 Legislative Updates

Verbal report, no materials

[Click Here for COVID-19 Related Resources](#)

## FISCAL REPORT

*PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS*

### Potential Changes Coming for Special Education Funding



**BY ANJANETTE PELLETIER**

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posted February 7, 2022

With the release of Governor Gavin Newsom's State Budget proposal and trailer bill language, upcoming changes impacting special education are on the horizon. Special education funding via Assembly Bill (AB) 602 is projected to be approximately \$820 per average daily attendance, inclusive of the cost-of-living adjustments. While local educational agencies (LEAs) have benefited from multiple years of increased special education funding, state and federal special education revenues continue to be inadequate. Changes in the calculation of special education funds will have impacts in transparency and potential allocation at the Special Education Local Plan Area (SELPA) level. The State Budget would change the calculation for special education funds to include an LEA level accounting of the funds generated for the AB 602 entitlement, which will allow LEAs to clearly understand their revenue generation. This change will provide an opportunity for SELPAs and LEAs to review and evaluate local budget allocation plans and agreements about the use of AB 602 special education funding to meet local priorities and needs as determined by the local governance council.

Mental and behavioral health have been hot topics prior to and as we grapple with the impact of the pandemic. The Budget includes language to shift state and federal funding for Educationally Related Mental Health Services (ERMHS) directly to LEAs, bypassing the SELPA as an intermediary. This shift may have impact to students, LEAs, and SELPAs depending on the current method of service provision in the region. LEAs already utilizing these funds to provide ERMHS directly to their students may have an easier transition. In areas where ERMHS are provided or facilitated via local and regional consortia or SELPAs, there may be substantial need for transition planning for students, issues related to program transfer, and need to consider the overlap of fiscal and human resources procedures mandated by the Education Code.

As LEAs and SELPAs navigate issues facing special education students and programs, there is a need to be strategic about changes, proposals, and responses that meet the needs of students with disabilities. California continues to experience student enrollment declines and increasing special education eligibility, COVID-19 learning impact continues for students, staff and systems, and use of COVID-19-related funding will affect maintenance of effort locally. Compliance demands, potential filings for compensatory education due to COVID-19, and systemic staffing shortages will pose additional challenges for LEAs.

School Services of California Inc.'s upcoming ["Special Education: Both Sides of the Equation"](#) webinar series

will assist special education program and fiscal staff to stay up-to-date on funding changes. Join us March 1 and 3 for this interactive opportunity to gather information, tools and tips for effective program management, and guidance on ways to improve outcomes for students with disabilities.

### 7.3 Educationally Related Mental Health Services Funding Changes

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](http://www.dmchildrenscenter.org)

## MEMORANDUM

DATE: February 23, 2022  
TO: Special Education Directors  
FROM: Linda Llamas, Director

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SUBJECT: Desert/Mountain Children's Center Client Reports

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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](mailto:linda.llamas@cahelp.org)



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17800 Highway 18  
Apple Valley, CA 92307-1219

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F 760-946-0819  
W [www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

**February 24, 2022**

**From: D/M Children's Center: Linda Llamas, LMFT; [Linda.Llamas@cahelp.org](mailto:Linda.Llamas@cahelp.org)**

**To: Charter Steering Committee Members**

**Re: Self-care strategies to promote emotional wellness**

The new year is upon us, and we continue to face a myriad of challenges as we do our best to meet the needs of the children and families we serve. The COVID-19 pandemic and all it has brought with it continues to challenge and stretch our community. Many thought that the new year would perhaps bring some relief and some semblance of normalcy but that has yet to be. So, what can we do? How can we serve our students and families AND take care of our teachers and staff AND take care of ourselves and our families? Let us take a note from 12-step programs by starting with a reminder that we can only take things one day at a time, sometimes one hour at a time, or even one minute at a time. Seize this moment to remind yourself that you are not alone, and while we may not all be in the same boat, we are all in the same storm!

In the spirit of following airplane regulations and putting our oxygen masks on first, let us start with how to best take care of ourselves.

Here are some things you can do to take care of yourself:

- Prioritize your mental and physical health
  - Schedule doctor, dentist, and other health appointments and keep them
  - Support your mental health by scheduling time to do the things that fill you up – that can be alone time or time in with family and friends – be intentional with your time
  - If you find that you are needing professional supports, be sure to utilize the resources available to you, either through insurance or through your Employee Assistance Program
  - Remember the basics – drink water, exercise, get out in the sun, and get the sleep you need to function at your best
- Establish a routine
  - A routine will help with getting out the door in the morning or get you to bed at night with little stress and set you up for success
  - Establishing a routine that works for you is the key to ensuring that you can handle whatever the day brings

- Set boundaries
  - With work, with your family, extended family, even with your own expectations
  - Remember this is not a sprint, it is a marathon, and it is important to plan accordingly
- Give yourself some grace
  - Forgive yourself for mistakes and be kind to yourself when things don't turn out as you expected
  - Work on the things you can control and let go of everything else

Here are some things you can do to support caregivers as they work to get students back to school:

- Encourage caregivers to establish and maintain a routine
  - Routines provide stability and consistency – this helps with keeping stress levels down
- Encourage caregivers to prioritize their health, mental and physical, and encourage them to make and keep annual appointments for check-ups – for themselves and their children too!
  - This is good time to remind families of the importance of good hygiene habits – remind them to encourage all family members to wash their hands
- Encourage parents to talk – and listen – to their children about what they are experiencing and feeling
  - Advise them that it is important to validate any feelings their children are experiencing
  - Tell them they can help their children express any concerns by talking, drawing or other activities
  - Remind them that this uncertain time requires them to be extra patient with their children and they may find that their kids need more attention and comfort than usual
- Spend time together as a family having fun
  - Whether that's taking a walk around the neighborhood or riding bikes or playing board games or watching TV – encourage caregivers to spend time with their family doing the things that help them feel better as a family
  - Celebrate any milestones or achievements
- If families have experienced a serious illness or the death of loved one, encourage parents to seek out the help and support they need to cope
  - Talk to family and friends, or seek professional help, if needed

Here are some things you can do to support your students as they head back to school:

- Check-in with your students and listen to their concerns
- Routines, routines, routines
  - Routines are especially important for children right now so that they feel a sense of stability and consistency
- Remind teachers to encourage students to practice good hygiene habits, to exercise, get some sun, and get enough sleep
  - Help teachers with suggested activities in and out of the classroom
    - A mindfulness exercise to start the day
    - Some classroom yoga
    - A quick game outside to get that nervous energy out
- Encourage students to continue with, or take up, hobbies/activities they enjoy
  - This can look different depending on the age group but things like playing an instrument, writing, drawing, acting, dancing, sports, building miniatures, etc. can help students cope during this time
- Urge students to take a break from electronics and social media
  - Foster an environment of healthy dialogue that is free from misinformation
- Have a list of resources within the school, district, and community so that your students can access help if needed

As we begin to see a little bit of light at the end of the tunnel it becomes extremely important for us to take things at our own pace. Check-in with yourself, your kids, your family for what feels comfortable – only do the things you feel ready to do. And even if you thought you were ready but when you went out there you felt overwhelmed – that is okay! Just pull back, re-group, and do the next thing that feels comfortable.

In closing, suicide must also be addressed. Considering some of the high-profile suicides recently in the news, and how that may affect all of us and our students, this is a reminder about the many resources available if you or someone you know is having suicidal thoughts:

- If the need is immediate, always call **911** first
- National Suicide Hotline
  - 800-273-8255
- Cal HOPE
  - 833-317-4673
- California Youth Crisis Line
  - 800-843-5200



- California Parent and Youth Helpline
  - 855-427-2736
- San Bernardino County – Mental Health 24-hour Helpline
  - 888-743-1478

## REFERENCES:

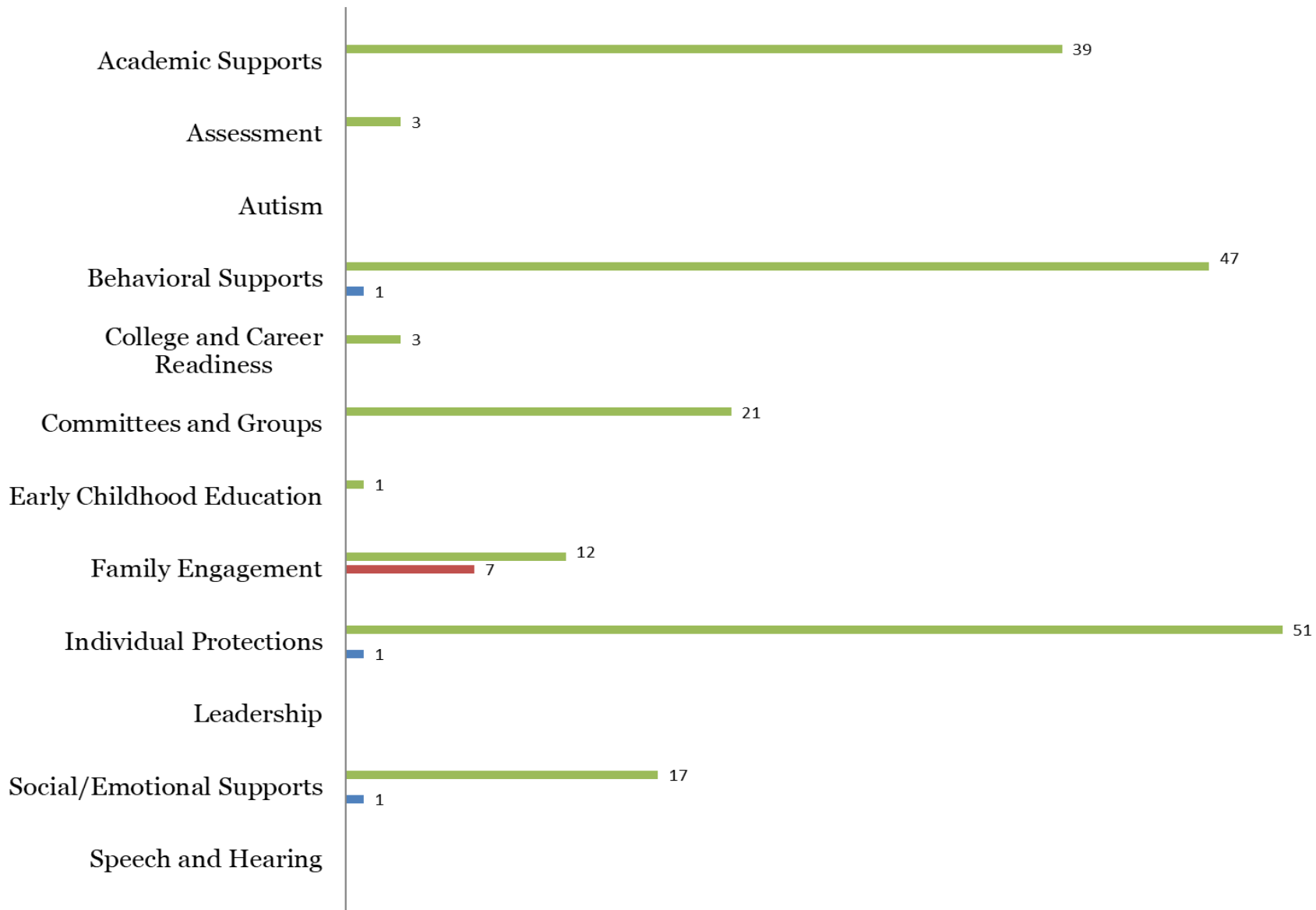
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4. <https://iacapap.org/remember-surviving-the-pandemic-with-your-children/>
5. <https://mentalhealthliteracy.org/covid-19/>
6. <https://caparentyouthhelpline.org/>
7. <https://www.adolescenthealth.org/Home.aspx>
8. <https://www.unicef.org/coronavirus/8-teacher-tips-student-mental-health>
9. <https://suicidepreventionlifeline.org/>
10. <https://www.calhope.org/>
11. <https://calyouth.org/cycl/>
12. <https://wp.sbcounty.gov/dbh/>

# D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JANUARY 2022- 10 PARTICIPANTS

194 YEAR-TO-DATE PARTICIPANTS

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





# Occupational and Physical Therapy in the Schools: What We're All About

Occupational and physical therapists will be presenting information about their profession and how it helps students in the school setting. Tips for improving fine and gross motor skills, visual motor skills, and sensory regulation will all be defined and reviewed.

## Presenters

Codi Anderson, Physical Therapist  
Suzan Raymond, Occupational Therapist  
Lisa Sutton, Occupational Therapist

## Registration

<https://sbcss.k12oms.org/52-203131> or scan QR code for registration.

## Special Accommodations

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

## When

Thursday, April 21, 2022  
CAC Reps Business Meeting: 5:00 - 5:30 p.m.  
Presentation 5:30 - 6:30 p.m.

## Location

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

## Cost

Free to attend.



REGISTER  
HERE

Get in Touch

Email : Marysol.Hurtado@cahelp.org  
Phone : (760) 955-3552



# Terapia Ocupacional y Física en las Escuelas: De qué se Trata.

Los terapeutas ocupacionales y físicos presentarán información sobre su profesión y sobre la manera en que ellos pueden ayudar a los estudiantes en el ambiente escolar. Se definirán y revisarán consejos para mejorar las habilidades motoras finas y gruesas, las habilidades motoras visuales y la regulación sensorial.

## Ponentes

Codi Anderson, Fisioterapeuta  
Suzan Raymond, Terapeuta Ocupacional  
Lisa Sutton, Terapeuta Ocupacional

## Inscripción

<https://sbcscs.k12oms.org/52-203131> o  
Escanee el código QR para inscribirse.

## Adaptaciones Especiales

Por favor, envíe cualquier solicitud de adaptación especial al menos quince días laborables antes de la capacitación, indicando su solicitud al inscribirse.

## Cuando

Jueves 13 de Abril de 2022  
Reunión de Trabajo de Reps: 5:00 - 5:30 p.m.  
Presentación 5:30 - 6:30 p.m.

## Lugar

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

## Costo

Gratis para asistir.



REGISTRESE  
AQUI

**Contáctenos**

Correo electrónico: [Marysol.Hurtado@cahelp.org](mailto:Marysol.Hurtado@cahelp.org)

Teléfono: (760) 955-3552

**Desert/Mountain Charter SELPA  
Due Process Summary  
July 1, 2021 - February 24, 2022**

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  | Filed on Parent |          |
| Allegiance STEAM Acad - Thrive           | N/A      | N/A      | N/A      | N/A      | 0          | 0        | 0        | 0         | 0           |                                | 0          | 0         | 0        | 0        | 0               | 0        |
| Aveson Global Leadership Acad            | N/A      | 2        | 1        | 5        | 1.5        | 0        | 0        | 3         | 12.5        |                                | 0          | 0         | 0        | 2        | 0               | 1        |
| Aveson School of Leaders                 | N/A      | 0        | 3        | 1        | 1.5        | 0        | 0        | 5         | 10.5        |                                | 0          | 0         | 1        | 4        | 0               | 0        |
| Ballington Acad for Arts & Sci           | N/A      | N/A      | N/A      | 0        | 2          | 0        | 0        | 0         | 2           |                                | 0          | 0         | 0        | 0        | 0               | 0        |
| Desert Trails Prep Academy               | 0        | 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               | 0        |
| Encore Junior/Senior High School         | 0        | 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               | 0        |
| LaVerne Elem Preparatory                 | 0        | 0        | 0        | 0        | 0.5        | 0        | 0        | 0         | 0.5         |                                | 0          | 0         | 0        | 0        | 0               | 0        |
| Leonardo da Vinci Health Sci             | 0        | 0        | 0        | 0        | 0          | 0        | 0        | 0         | 0           |                                | 0          | 0         | 0        | 0        | 0               | 0        |
| Odyssey Charter School (Altadena)        | N/A      | 0        | 0        | 0        | 0          | 0        | 0        | 3         | 3           |                                | 0          | 0         | 0        | 1        | 1               | 1        |
| Odyssey Charter School -South (Pasadena) | N/A      | N/A      | N/A      | N/A      | 0          | 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               | 0        |
| Pathways to College                      | 0        | 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               | 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               | 0        |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
|  |          |          |          |          |            |          |          |           |             |                                |            |           |          |          |                 |          |
| <b>SELPA-WIDE TOTALS</b>                 | <b>0</b> | <b>2</b> | <b>4</b> | <b>6</b> | <b>6.5</b> | <b>0</b> | <b>4</b> | <b>11</b> | <b>33.5</b> |                                | <b>0</b>   | <b>0</b>  | <b>1</b> | <b>7</b> | <b>1</b>        | <b>2</b> |

Desert/Mountain Charter SELPA  
 Due Process Activity Summary  
 July 1, 2021–February 24, 2022

| LEA<br>Case Number                           | Issue(s)   | Date<br>Filed | Resolution<br>Scheduled           | Mediation<br>Scheduled | Due Process<br>Hearing                                   | Status   |
|--|--|---------------|-----------------------------------|------------------------|--|--|
| 1.<br>Odyssey Charter<br>Case No. 2021070313 | Child Find and Denial of FAPE:<br>1. Failed to appropriately assess in all areas of suspected need (AT, OT)<br>2. Failure to qualify for SPED<br>3. Lack of parental participation<br>4. Substantively deny FAPE       | 7/19/21       | 7/28/21                           |                        | <del>9/14</del> – <del>9/16/2021</del>                   | Effective upon full execution of the settlement agreement on 8/23/2021:<br>Reimburse Parents for educational and counseling expenses.<br><b>Settlement Agreement<br/>CLOSED</b>                    |
| 2.<br>Aveson<br>Case No. 2021080796          | Denial of FAPE:<br>1. Failure to provide appropriate program and adequate support.<br>2. Denial of parental participation.<br>3. Lack of educational benefit   | 8/25/2021     | 9/9/2021                          | 11/19/2021             | <del>10/19</del> – <del>10/21/2021</del><br>1/25-27/2021 | Parent unrepresented at Resolution.<br>No settlement.<br>10/2021 - mediation scheduled<br>12/2021 - Statutory offer made and refused.<br>01/18/22 - Settlement agreement reached.<br><b>CLOSED</b> |
| 3.<br>Aveson<br>Case No. 2021090088          | Denial of FAPE:<br>1. Failure to assess in all areas of suspected need / TRI<br>2. Failure to provide appropriate program and adequate support<br>3. Inappropriate placement and services<br>4. Failure to offer a BIP | 9/2/2021      | <del>9/14/2021</del><br>9/20/2021 |                        | 10/26-27/2021  | Parent seeking private school placement and reimbursement for unilateral placement. No settlement.<br>10/19/21 - settlement agreement, partial placement.<br><b>CLOSED</b>                         |

Desert/Mountain Charter SELPA  
 Due Process Activity Summary  
 July 1, 2021–February 24, 2022

| LEA<br>Case Number   | Issue(s)  | Date<br>Filed                                       | Resolution<br>Scheduled                               | Mediation<br>Scheduled                             | Due Process<br>Hearing                                   | Status   |
|--|---|---|---|--|--|--|
| 4.<br>Aveson<br>Case No. 2021090785<br><br>Aveson cross filed<br>Case No. 2021100682 | Child Find and Denial of<br>FAPE:<br>1. Impeded participation<br>2. Assessment not thorough<br>3. Lack of Ed benefit<br>4. Discrimination<br><br>1. Defend assessment<br>2. Defend IEP of 4/12/2021   | 9/23/2021<br><br><br><br><br><br><br><br>10/25/2021 | 10/5/2021<br><br><br><br><br><br><br><br>Not required | 12/2/2021<br><br><br><br><br><br><br><br>12/2/2021 | 11/16-18/2021<br><br><br><br><br><br><br><br>2/01-3/2022 | No settlement, expecting to go to<br>mediation.<br>10/25/21 - Aveson filed to defend.<br>Mediation scheduled.<br>12/02/21 - Settled with greatly<br>reduced provisions.<br><b>CLOSED</b> |
| 5.<br>Aveson<br>Case No. 2021100051  | Denial of FAPE:<br>1. Inadequate assessments,<br>PLOPS/goals, services<br>program and placement.<br>2. Failed to implement IEP<br>during distance learning.<br>3. Failed to provide prior<br>written notice<br>4. Unclear offer of FAPE.<br>5. Predetermination<br>4. Impede parent participation | 10/1/2021   | <del>10/7/2021</del><br>10/28/21                      |  | 11/23-24/2021  | 11/10/21<br>Settlement agreement<br>Private school reimbursement.<br>Charter withdrawal.<br><b>CLOSED</b>  |

Desert/Mountain Charter SELPA  
 Due Process Activity Summary  
 July 1, 2021–February 24, 2022

| LEA<br>Case Number           | Issue(s)   | Date<br>Filed | Resolution<br>Scheduled | Mediation<br>Scheduled | Due Process<br>Hearing                                 | Status   |
|------------------------------|--|---------------|-------------------------|------------------------|--|--|
| 6.<br>Odyssey<br>20220100223 | Expedited:<br>Odyssey filed on parent for<br>change of placement for safety.<br>Regular:<br>To implement IEP in full | 1/7/2022      | Not Required            | Expedited<br>1/20/22   | Expedited<br>2/2-3/2022<br><br>Regular<br>3/29-31/2022 | 1/20/2022 - Parent refused change of<br>placement. Prefers to go to hearing. |



Desert /Mountain Charter SELPA  
Legal Expense Summary  
As Reported at Steering February 24, 2022

|           |            |
|-----------|------------|
| 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 | 107,017.49 |



Amanda J. Cordova

E-mail: [acordova@lozanosmith.com](mailto:acordova@lozanosmith.com)

February 2, 2022

Via Email: [kathleen.peters@cahelp.org](mailto:kathleen.peters@cahelp.org)

Kathleen Peters  
SELPA Program Manager  
Desert Mountain SELPA

Re: Responsibility to Reach Out to No-Show Special Education Students

Dear Ms. Peters:

In follow up to our letter regarding frequent absences of special education students dated October 11, 2021, you have asked this office to issue guidance on the responsibility of the local education agency (“LEA”) to continue to reach out when a special education student does not return to school.

If a school district knows that a special education student still resides within the district, the district cannot drop the student from enrollment unless he or she enrolls in another public California school, private school, or another school outside of California. (Cal. Const. art. IX, § 1; Ed. Code, § 48200.) As long as the student resides in the district, unless enrolled in another LEA or private school, the district has a continuing obligation to provide a free appropriate public education (“FAPE”) to the student and must continue trying to get the student to attend school. (20 U.S.C. § 1413(a)(1) [LEA is charged with “providing for the education of children with disabilities within its jurisdiction]; *Woods v. Northport Public School* (6th Cir. 2012) 487 Fed. Appx. 968, 979-980 (“It is residency, rather than enrollment, that triggers a district’s IDEA obligations.”); Ed. Code, § 48240 (establishing a duty to promote a culture of attendance and to establish a system that accurately tracks pupil attendance).)

If the school district has made every effort to communicate with the family and still cannot get a hold of the family, or the family refuses to send the student to school, and the pre-School Attendance Review Board (“SARB”) process (i.e., three notifications of truancy, report to attendance supervisor/superintendent, and conscientious effort to conference with parents/guardians and student) is unsuccessful, the school district should refer the student to SARB.

As recommended in our October 11, 2021 letter, the school district also should convene an individualized education program (“IEP”) meeting to discuss the student’s attendance. Such discussion may include whether the student’s poor attendance is related to school avoidance

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4660 La Jolla Village Dr, Suite 700, San Diego, California 92122 Tel 858-909-9002 Fax 858-909-9022

behaviors, in which case additional supports may need to be added to the student's IEP; whether the student's health is preventing him or her from attending school and the parent has a request from a doctor for home hospital instruction; or whether the parent does not want to send the student to school due to health and safety concerns and would like the student to participate in independent study, in which case the IEP team will need to discuss whether a FAPE can be provided to the student through independent study. The IEP team should also consider whether reassessment or additional assessments are necessary and develop an assessment plan, if needed. Situations that may trigger the need for assessments include if the school district has not seen the student in awhile and does not have current information about the student's needs, if the student's poor attendance is related to school avoidance and a functional behavior assessment on such behavior has not been conducted recently, if the parent or other IEP team member mentions new areas of suspected disability, or if the student's triennial assessment is due.

If the student does not return to school following the IEP meeting, the school district should send a prior written notice documenting its concerns regarding the student's attendance.

The school district should also consider filing for due process on either (1) the school district's right to assess the student, or (2) the school district's right to implement the student's IEP. If reassessment or additional assessments are necessary and the parent has not consented to the assessment plan, or if the parent has consented to the assessment plan but imposed limitations or conditions on the assessment, the school district should file for due process to obtain permission to assess the student without the parent's consent and without limitations or conditions placed on the assessments by the parent. (Ed. Code §§ 56501(a)(3); 56506(e).) If the IEP is not outdated, and there is no need for reassessment or additional assessments, the school district should file for due process to demonstrate that the parents are preventing the school district from implementing the student's IEP through the student's nonattendance, and to obtain permission to implement the student's IEP should the student continue to reside in the school district. (20 U.S.C 1415(f); Ed. Code 56346(f).)

If a school district does not know whether a special education student still resides within the district, it is necessary for the school district to make a diligent, good faith effort to determine whether the student resides within the district. (California Department of Education, CALPADS Update FLASH #132, <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf132.asp> ("LEAs should continue to fully investigate the whereabouts of students that they cannot locate.")) Such efforts may include documented phone calls, home visitation(s), examination of records including public records, interviews of persons who may have knowledge of the student's residency, and/or use of licensed private investigators. (See Ed. Code, §§ 48204.1, 48204.2; school district's board policy on residency investigations, which may be Board Policy 5111.1.) If correspondence is being returned with a forwarding address out of district boundaries, and the student cannot otherwise be located, this is generally sufficient to conclude that the student has left the district, although the district should consult with the homeless liaison to confirm the student is not homeless. If it is verified the student no longer resides in the school district, the district may disenroll the student and should retain documented evidence that the student has moved. (CALPADS Update FLASH #132.) Similarly, if a student cannot be located after a fully investigation has been conducted, the district may disenroll the student, using the date that the investigation was completed as the exit date, and should retain documented evidence of the district's investigation. (CALPADS Update FLASH #132.)

Kathleen Peters  
February 2, 2022  
Page 3

If you need further information or further clarification, please do not hesitate to contact me.

Sincerely,

LOZANO SMITH

A handwritten signature in blue ink, appearing to read "Amanda", with a long, sweeping horizontal stroke extending to the right.

Amanda J. Cordova

Enclosure: Checklist for Addressing No-Show Special Education Students

### **CHECKLIST FOR ADDRESSING NO-SHOW SPECIAL EDUCATION STUDENTS**

- Confirm student continues to reside within the school district
  - If verified student no longer resides in in the district, disenroll the student and retain documented evidence that the student has moved
  - If student cannot be located after full investigation, disenroll the student and retain documented evidence of the investigation
  
- Follow pre-SARB process
  - 1st unexcused absence/tardy: Optional communication to parent
  - 2nd unexcused absence/tardy: Optional communication to parent
  - 3rd unexcused absence/tardy (1st truancy):
    - Letter / Email / Phone Call: “1st Notification of Truancy”
    - Report to attendance supervisor/superintendent
    - Start SART/SST/Pre-SARB Process
  - 4th unexcused absence/tardy (2nd truancy):
    - Letter / Email / Phone Call: “2nd Notification of Truancy”
    - Report to attendance supervisor/superintendent
    - Continue SART/SST/ Pre-SARB Process
  - 5th unexcused absence/tardy (3rd truancy):
    - Letter / Email / Phone Call: “3rd Notification of Truancy”
    - Report to attendance supervisor/superintendent
    - Make “conscientious effort” to conference with parents/guardians and student
    - May refer to SARB
  
- Convene IEP meeting to discuss attendance
  
- Propose reassessment or additional assessments, if needed
  
- Send prior written notice documenting concerns regarding attendance
  
- Refer the student to SARB
  
- File for due process on right to assess or right to implement the student’s IEP
  
- Continue to meet special education timelines (e.g., convening annual IEP meeting, sending assessment plan for triennial assessment, convening triennial IEP meeting)



Amanda J. Cordova

E-mail: [acordova@lozanosmith.com](mailto:acordova@lozanosmith.com)

October 11, 2021

Via Email: [kathleen.peters@cahelp.org](mailto:kathleen.peters@cahelp.org)

Kathleen Peters  
 SELPA Program Manager  
 Desert Mountain SELPA

Re: Frequent Absences of Special Education Students

Dear Ms. Peters:

You have asked this office to issue guidance on handling frequent absences of special education students, including utilization of the School Attendance Review Board (“SARB”) process.

California Education Code section 48200 states that all students aged 6 through 18 are subject to compulsory full-time education, unless exempted under the law. Each person subject to compulsory education must attend the full-time day school for a full length of the school day in the school district where the person’s parent or legal guardian resides, unless exempted. (Ed. Code, § 48200.) The compulsory education requirements continue to apply for the 2021-2022 school year. Classification as a special education student does not exempt a student from compulsory education laws.

School districts should follow the same attendance and SARB protocols for all students, regardless of their status as a general education or special education student. A student may be referred to SARB if the student is a habitual truant, is a chronic absentee, or is habitually insubordinate or disorderly during attendance at school. (Ed. Code, § 48263(a).) Prior to referring a student to a SARB, school districts must take the following steps:

| <b>Unexcused Absence/Tardy</b> | <b>Truancy</b> | <b>Communication to Parent</b>                             | <b>Communication/District Action</b>   |
|--------------------------------|----------------|--|--|
| 1st                            |                | Optional   |  |
| 2nd                            |                | Optional   |  |
| 3rd                            | 1st            | Letter / Email / Phone Call: “1st Notification of Truancy” | <ul style="list-style-type: none"> <li>• Report to attendance supervisor/superintendent</li> <li>• Start School Attendance Review Team (“SART”)/Student Success Team (“SST”)/</li> </ul> |

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|     |     |  |  |
|-----|-----|--|--|
|     |     |  | Pre-SARB Process   |
| 4th | 2nd | Letter / Email / Phone<br>Call: "2nd Notification of<br>Truancy" | <ul style="list-style-type: none"> <li>• Report to attendance supervisor/superintendent</li> <li>• Continue SART/SST/<br/>Pre-SARB Process</li> </ul>                                      |
| 5th | 3rd | Letter / Email / Phone<br>Call: "3rd Notification of<br>Truancy" | <ul style="list-style-type: none"> <li>• Report to attendance supervisor/superintendent</li> <li>• Make "conscientious effort" to conference with parents/guardians and student</li> </ul> |
| 5th | 3rd |  | May refer to SARB  |

When a special education student is frequently absent, the school district should convene an individualized education program ("IEP") meeting to discuss the student's attendance. Such discussion may include whether the student's poor attendance is related to school avoidance behaviors, in which case additional supports may need to be added to the student's IEP; whether the student's health is preventing him or her from attending school and the parent has a request from a doctor for home hospital instruction; or whether the parent does not want to send the student to school due to health and safety concerns and would like the student to participate in independent study, in which case the IEP team will need to discuss whether a free appropriate public education can be provided to the student through independent study.

If you need further information or further clarification, please do not hesitate to contact me.

Sincerely,

LOZANO SMITH

Amanda J. Cordova

Breaking Through Contentious IEPs, Listening for Need



**Presented By**

Jason A. Harper, ADR Consultant

**Date**

March 8, 2022

**Time**

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

**Cost**

There is no fee associated with this training.

**Location**

Virtual training, a link will be forwarded to each participant prior to the training. This training may be recorded. In-person trainings will adhere to the Center for Disease Control's guidelines for sanitizing and social distancing.

**Description**

In the heat of the moment, we tend to resort to threats/demands to make sure we get what we feel we deserve, and the other party will do the same. The end result is that no one wins. In this workshop, participants will learn how to listen for the five universal needs underlying our demands. Listening and communicating through needs will develop empathy and transform the conversation from adversarial to a joint search for mutual gain.

**Audience**

Administrators, special education teachers, and school psychologists.

**Registration**

Please register online at:  
<https://sbcss.k12oms.org/eventdetail.php?id=204059>

**Special Accommodation**

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



## **YOU BE THE JUDGE: Do written questions fulfill California LEA's duty to investigate harassment?**

---

The parent of an elementary school student with migraine headaches and a seizure disorder filed a disability discrimination complaint with the student's California district. The parent claimed the student's teachers had questioned her need for accommodations and suggested that she was taking advantage of her diagnoses.

After issuing written questions to one teacher, the principal, the school nurse, and the school psychologist, the district sent the parent a report stating that it found insufficient evidence of disability harassment.

The parent contacted the Office for Civil rights and alleged that the investigation was inadequate because the district asked all four witnesses the same general questions—none of which addressed the alleged incidents of harassment. Also, the parent claimed the district did not interview a long-term substitute. The district pointed out that it conducted its investigation within 60 days, reviewed the student's records, interviewed multiple witnesses, and sent the parent a written report of its findings.

Section 504 requires a district to provide a nondiscriminatory educational environment to students with disabilities. 34 CFR 104.4(b).

### **Was the district's harassment investigation appropriate?**

- A. **NO.** The district failed to consult with the parent to determine which individuals it would interview and which questions it would ask.
- B. **YES.** Section 504 only required the district to conduct a timely investigation and provide the parent a written report of its findings, both of which it did.
- C. **NO.** The district's failure to interview key witnesses and ask relevant, targeted questions was not consistent with Section 504's requirements.





### Solicitud de resolución alternativa de conflictos (ADR)

El padre/tutor o la escuela pueden iniciar el proceso de ADR al completar y devolver este formulario a Desert/Mountain SELPA.  
 Tanto el padre/tutor como la escuela pueden completar de manera conjunta un formulario de solicitud. El personal de Desert/Mountain SELPA revisará la solicitud y responderá a ambas partes.

|  |
|--|
| Nombre del estudiante: _____<br>Fecha de nacimiento: _____ Discapacidad principal: _____<br>Escuela a la que asiste: _____ Grado: _____<br>Padre/tutor: _____<br>Número de teléfono: _____<br>Dirección de correo electrónico: _____ |
|--|

| INFORMACIÓN DE LA ESCUELA        |       |
|----------------------------------|-------|
| Nombre del distrito:             | _____ |
| Escuela:                         | _____ |
| Administrador:                   | _____ |
| Número de teléfono:              | _____ |
| Dirección de correo electrónico: | _____ |

Resolución alternativa de conflictos solicitada por:     Padre/tutor                       Escuela                       Ambos

Tengo/tenemos inquietudes sobre la/s siguiente/s área/s:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Adaptaciones/Modificaciones   | <input type="checkbox"/> Tecnología de asistencia           | <input type="checkbox"/> Comportamiento/Disciplina   |
| <input type="checkbox"/> Año escolar extendido         | <input type="checkbox"/> Metas/Objetivos                    | <input type="checkbox"/> Identificación/Reevaluación |
| <input type="checkbox"/> Implementación del IEP        | <input type="checkbox"/> Evaluación educativa independiente | <input type="checkbox"/> Ubicación                   |
| <input type="checkbox"/> Niveles actuales de desempeño | <input type="checkbox"/> Informes de progreso               | <input type="checkbox"/> Servicios relacionados      |
| <input type="checkbox"/> Transición                    | <input type="checkbox"/> Otro: _____                        |  |

|  |
|--|
| Describa los problemas relacionados:<br><br><br><br><br><br><br><br><br><br> |
|--|

|   |
|---|
| Describa las medidas que ha tomado la escuela/distrito para resolver los problemas descritos anteriormente:<br><br><br><br><br><br><br><br><br><br> |
|---|

Al firmar a continuación, el solicitante acepta las siguientes disposiciones:

- El proceso de Resolución Alternativa de Conflictos es un proceso voluntario.
- No habrá ningún costo para los padres o la escuela.
- El facilitador es neutral y no es integrante del equipo del IEP.
- El facilitador no puede proporcionar asesoría legal a ningún participante.
- La firma de esta solicitud le da al facilitador acceso a la información y a los registros del estudiante durante el proceso de facilitación.

\_\_\_\_\_  
Firma del padre/tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del administrador

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del padre/tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del administrador

\_\_\_\_\_  
Fecha

# REASONS FOR USING THE ADR SERVICES OPTIONS?

- Confidential: Everyone involved in the ADR process is obligated to maintain confidentiality.
- Satisfaction: The process is more satisfying than legal action because ADR allows parties in conflict to control and shape their own agreement.
- No Cost: ADR options are provided at no cost.
- Fast: ADR options do not delay the 45-day timeline for due process.
- Voluntary: Parents and schools are free to withdraw from it at any time.



## GET IN TOUCH WITH US

For ADR questions or to start the ADR process, contact your school's special education director or the Desert/Mountain SELPA & Charter SELPA

Phone: (760) 552-6700

Fax: (760) 242-5363

[www.cahelp.org](http://www.cahelp.org)

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



## ALTERNATIVE DISPUTE RESOLUTION (ADR) SERVICES

*INFORMAL ALTERNATIVES TO RESOLVE SPECIAL EDUCATION DISPUTES AVAILABLE TO FAMILIES*



## What is Alternative Dispute Resolution?

Alternative Dispute Resolution (ADR) is an informal method of settling disagreements that may arise during an IEP meeting. ADR has been adopted by the Desert/Mountain SELPA & Charter SELPA and is supported by the California Department of Education (CDE). The CDE encourages schools and families to explore early resolution options.

Alternative Dispute Resolution (ADR) uses specific processes to open communication, promote understanding, and reach agreements that support and strengthen relationships.

ADR is designed to meet the interests of the parties involved that result in a mutually agreeable outcome, rather than a decision solely made by a third party such as a hearing officer, or a judge.

It is through the ADR process that the D/M SELPA & Charter SELPA seeks to expedite resolutions to special education concerns after an IEP meeting, in a manner that meets the needs of the student at the earliest opportunity possible.

## Alternative Dispute Resolution Services Available

### Facilitated IEP Meeting

As part of the IEP meeting process, the facilitator clarifies the agenda and meeting outcomes, enforces working agreements, keeps the group focused on the IEP process, encourages problem solving, monitors time and encourages participation by all team members. The outcome of the facilitated IEP is a signed IEP, which has been developed collaboratively and with agreement between the school and parents/guardians.

### Local Resolution Meeting

During a local resolution meeting, the facilitator assists to resolve the differences between the parent/guardian and the school. Through this process, each party has a chance to state their position, share concerns, and listen to the other party's position. If an agreement is reached, the specifics are put into writing and signed by all parties. An IEP meeting will be held following any local resolution meeting to make the agreements legally binding.

## How Does Alternative Dispute Resolution Work?

### ADR Intake

After a request for ADR services is made by a parent/guardian or a district representative, a D/M SELPA staff member listens to the concerns, helps the parties identify interests and identifies a process to help, coordinates meetings, and monitors ADR activities with the aim to arrive at student-centered outcomes.

### Voluntary

Alternative Dispute Resolution is a voluntary process and it is based upon both parties wanting to reach a fair and equitable agreement. The ADR process seeks to resolve disagreements at the local school level. Parents/guardians and the school are free to withdraw from the process at any time.

# ¿POR QUÉ UTILIZAR LAS OPCIONES DE LOS SERVICIOS ADR?

- **Confidencialidad:** todas las personas que participan en el proceso ADR están obligadas a mantener la confidencialidad.
- **Satisfacción:** el proceso es más satisfactorio que la acción legal porque la ADR permite a las partes en conflicto controlar y dar forma a su propio acuerdo.
- **Gratuidad:** las opciones ADR se ofrecen sin ningún costo.
- **Rapidez:** las opciones ADR no retrasan el plazo de 45 días para el debido proceso.
- **Voluntariedad:** los padres y las escuelas pueden retirarse de ella en cualquier momento.



## PÓNGASE EN CONTACTO CON NOSOTROS

Si usted tiene preguntas sobre ADR o para iniciar el proceso ADR, póngase en contacto con el Director de Educación Especial de su Escuela o con SELPA del Desert/Mountain y SELPA Charter

Teléfono: (760) 552-6700

Fax: (760) 242-5363

[www.cahelp.org](http://www.cahelp.org)

## SÍGUENOS EN LAS REDES SOCIALES

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*“Búsqueda incesante de lo que funciona en la vida de un niño.”*



## SERVICIOS DE RESOLUCIÓN ALTERNATIVA DE CONFLICTOS (ADR)

*ALTERNATIVAS INFORMALES PARA RESOLVER CONFLICTOS DE EDUCACIÓN ESPECIAL DISPONIBLES PARA LAS FAMILIAS*



## ¿Qué es la Resolución Alternativa de Conflictos?

La Resolución Alternativa de Conflictos (ADR) es un método informal para resolver las diferencias que puedan surgir durante una reunión IEP. La ADR ha sido adoptada por el SELPA de Desert/Mountain y el SELPA Charter y es auspiciada por el Departamento de Educación de California (CDE). El CDE invita a las escuelas y a las familias a explorar las opciones de resolución temprana.

La Resolución Alternativa de Conflictos (ADR) utiliza procesos específicos para abrir la comunicación, promover el entendimiento y llegar a acuerdos que apoyen y fortalezcan las relaciones.

La ADR está diseñada para satisfacer los intereses de las partes involucradas que dan lugar a un resultado de mutuo acuerdo, en lugar de una decisión única de un tercero, como un representante de audiencia o un juez.

Es a través del proceso ADR que el D/M SELPA & Charter SELPA busca aligerar las resoluciones de las inquietudes de educación especial después de una reunión IEP, de tal manera que satisfaga las necesidades del estudiante en la primera oportunidad posible.

## Servicios Disponibles de Resolución Alternativa de Conflictos

### Disponibilidad de un Facilitador de Reunión IEP

Como parte del proceso de la reunión IEP, el facilitador aclara el orden del día y los resultados de la reunión, hace cumplir los acuerdos de trabajo, mantiene al grupo centrado en el proceso IEP, fomenta la resolución de problemas, controla el tiempo y fomenta la participación de todos los miembros del equipo. El resultado del proceso de facilitación de IEP es un IEP firmado, que se ha desarrollado en colaboración y con el acuerdo de la escuela y los padres/tutores.

### Reunión de Resolución Local

Durante una reunión de resolución local, el facilitador ayuda a resolver las diferencias entre el padre/tutor y la escuela. A través de este proceso, cada parte tiene la oportunidad de exponer su posición, compartir sus inquietudes y escuchar la posición de la otra parte. Si se llega a un acuerdo, los detalles se ponen por escrito y son firmados por todas las partes. Se celebrará una reunión IEP después de cualquier reunión de resolución local para que los acuerdos sean legalmente vinculantes.

## ¿Cómo funciona la resolución alternativa de conflictos?

### Servicios Disponibles Alternativos de Resolución de Conflictos

Después de que un padre/tutor o un representante del distrito solicita los servicios de ADR, un miembro del personal de D/M SELPA escucha las inquietudes, ayuda a las partes a identificar los intereses e identifica un proceso de apoyo, coordina las reuniones y supervisa las actividades de ADR con el objetivo de llegar a resultados centrados en el estudiante.

### Voluntariedad

La Resolución Alternativa de Conflictos es un proceso voluntario, y se basa en que ambas partes quieran llegar a un acuerdo justo y equitativo. El proceso ADR busca resolver los conflictos a nivel de la escuela local. Los padres/tutores y la escuela pueden retirarse del proceso en cualquier momento.



# PREVENTION AND INTERVENTION SUPPORTS

WINTER 2022, MID-YEAR REPORT





# THE NUMBERS



Regional Trainings Provided

37

Onsite Trainings/Coaching

81

Reach

586  
Participants



150  
Sites



## 2021-22 Current Contracts of Support

24

Early Childhood Sites

32

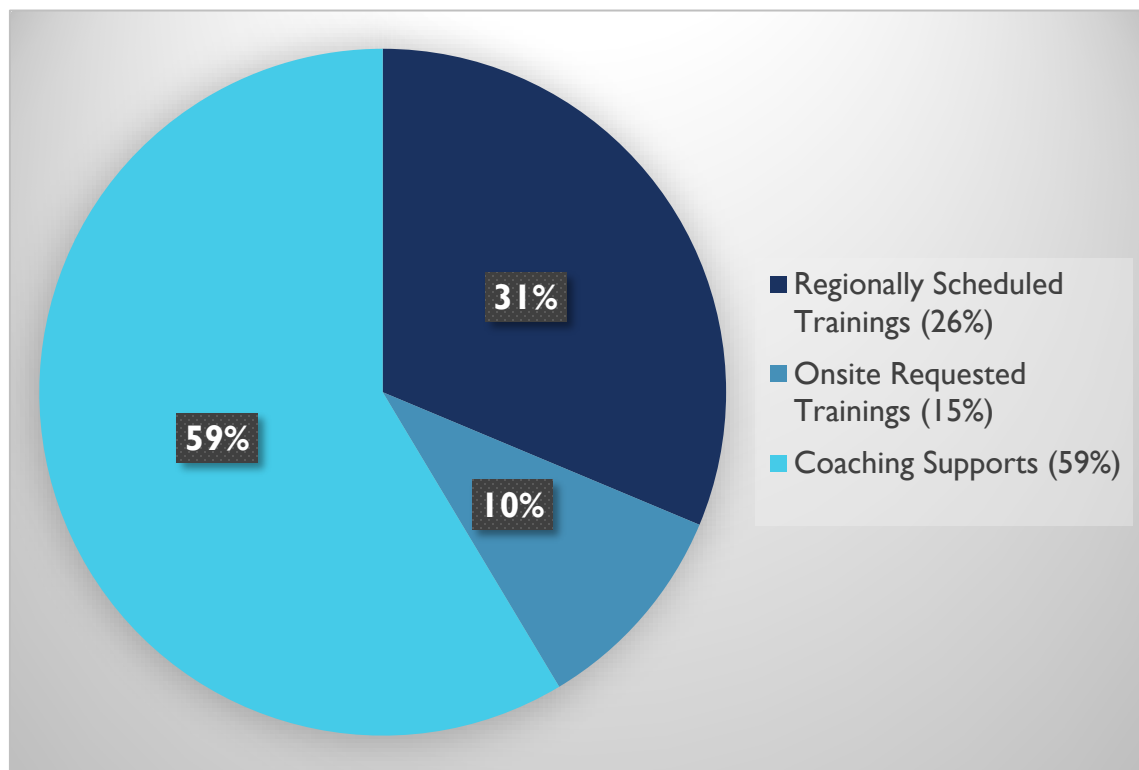
K-12 Sites

10

LEAs

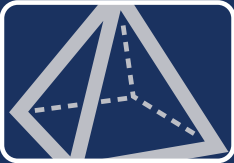
\*Additional funding and supports provided through the SB82 Triage Grant.

## VIRTUAL TRAINING AND COACHING SUPPORTS CONTINUED



Training and coaching have been adjusted to accommodate the current social and education climate. Data is reflective of the need for increased customized supports, and evidence-based practices for implementing multi-tiered systems of supports while responding to school disruptions.

# BEYOND PBIS



## SW-PBIS

- Implementation and sustained use of School-Wide Positive Behavioral Interventions and Supports



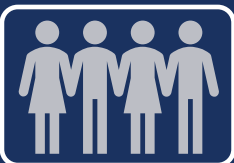
## Interconnected Systems Framework (ISF)

- Integration of School Mental Health and PBIS



## Social/Emotional Learning (SEL)

- Social/Emotional Learning Practices

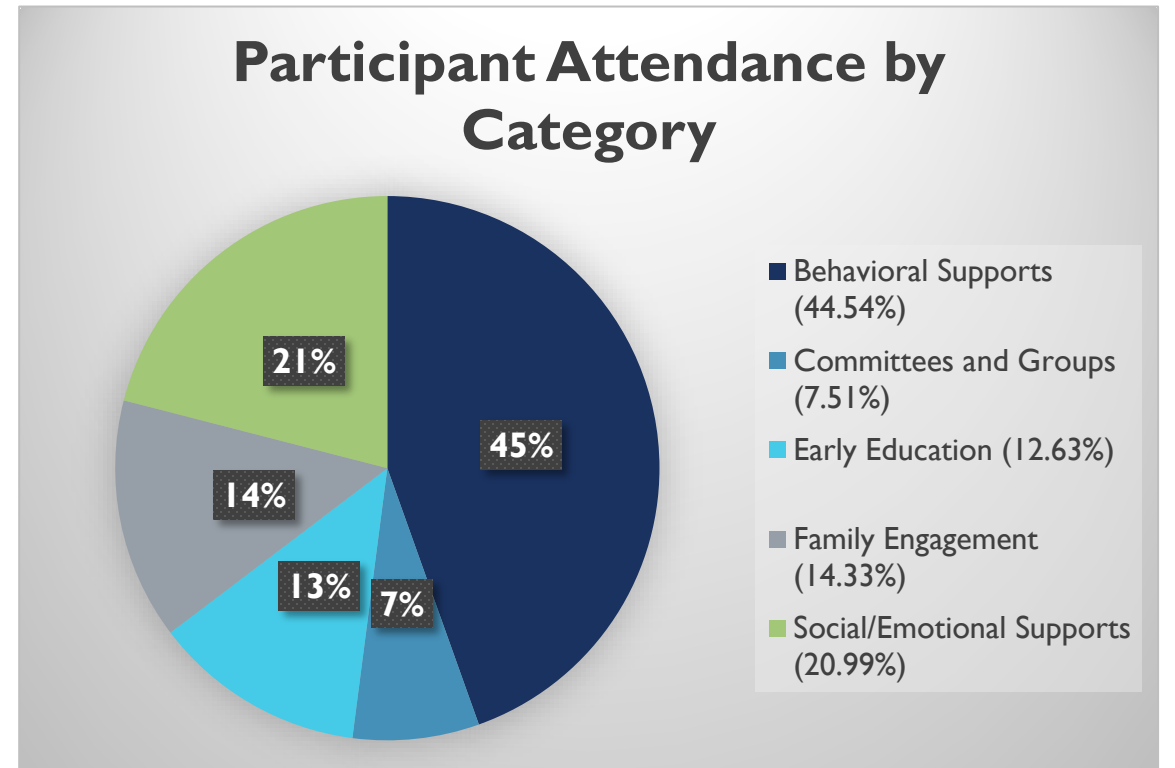
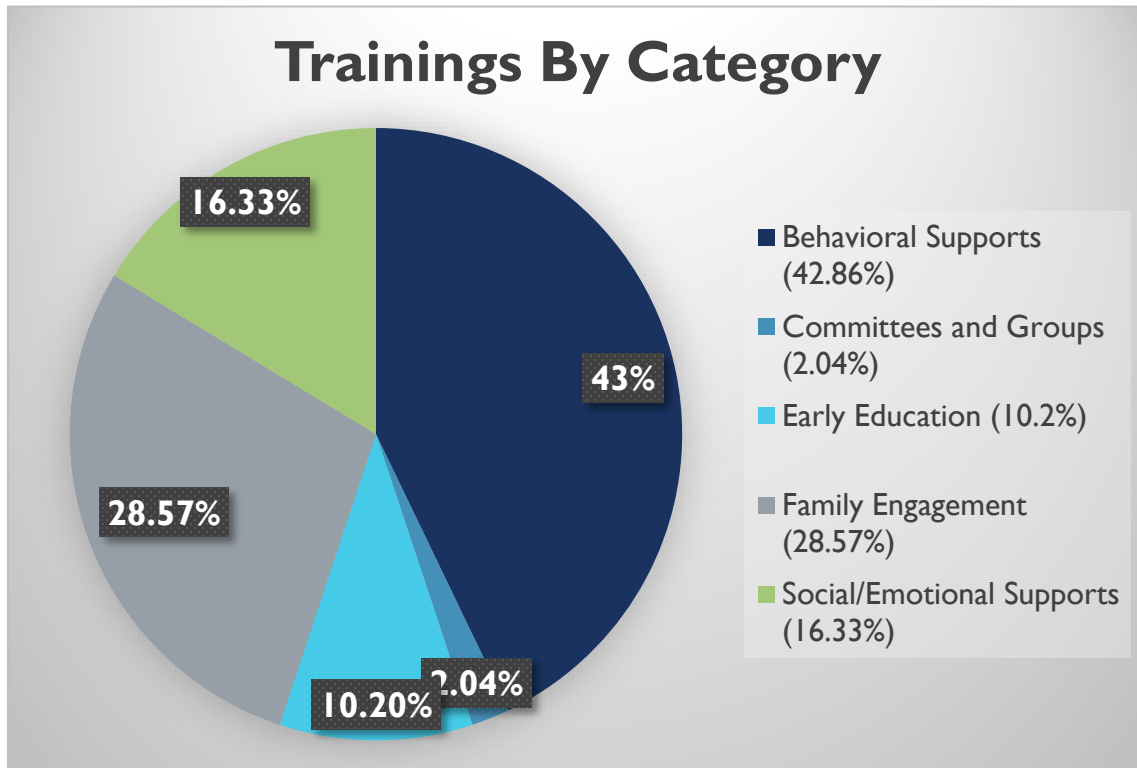


## Community Outreach

- Community Outreach/Family Engagement Supports

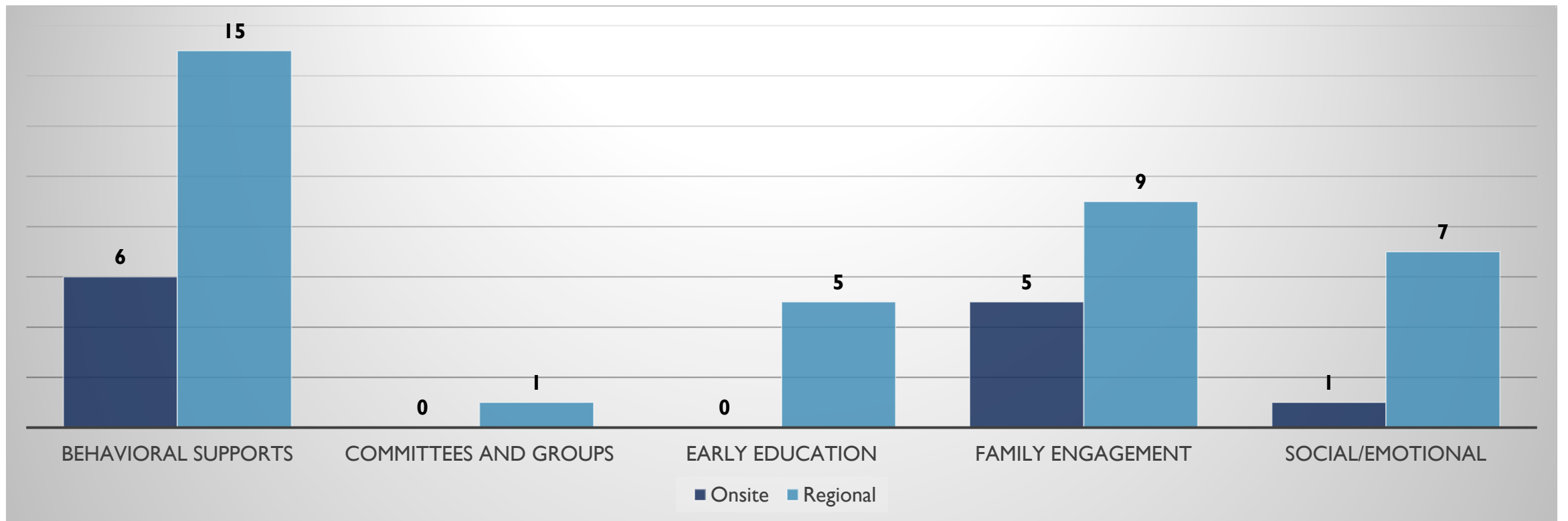
The Prevention and Intervention Team facilitates training and coaching support to LEAs with a multi-tiered systems approach addressing social/emotional and behavioral needs of all students. Supports inclusive of:

# TYPES OF TRAININGS & SUPPORTS



Compared to the number of trainings offered, events in the social/emotional supports category are the highest attended.

# TRAININGS BY CATEGORY





California PBIS

**2022**

**RECOGNITION  
APPLICATION**

**OPEN NOW!**



## California PBIS Recognition



### Recognition Timeline

| <b>Complete online at <a href="http://pbisca.org">pbisca.org</a></b> | <b>Timeline</b>   |
|--|-------------------|
| Webinar introducing criteria   | January 24, 2022  |
| Application window opens   | January 24, 2022  |
| Application window closes  | May 6, 2022       |
| Displayed at the<br><b>California PBIS Conference</b>                | October 5-7, 2022 |

# The Association for Positive Behavior Support

19<sup>th</sup> International Conference on Positive Behavior Support

The Expanding World of PBS: Science, Values, and Vision



## 7.11 Compliance Updates

Verbal report, no materials



7.12 California State Testing Updates

Verbal report, no materials



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](http://www.dmselpa.org)

## MEMORANDUM

Date: February 24, 2022

To: Directors of Special Education

From: Codi Andersen, Occupational/Physical Therapy Supervisor

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Subject: **Occupational and Physical Therapy Reports**

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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) 955-3659 at [Codi.Andersen@cahelp.org](mailto:Codi.Andersen@cahelp.org)

## Upcoming Trainings

| Date/Time                      | Event   | Location                   |
|--------------------------------|---|----------------------------|
| 3/1/2022<br>-                  | STRUCTURED LITERACY - WHAT, WHY, WHO, AND HOW?  | VIRTUAL                    |
| 3/1/2022<br>2:00 PM - 4:00 PM  | THE WHAT, WHY, AND HOW OF IEP MEETING NOTES   | VIRTUAL                    |
| 3/2/2022<br>12:00 PM - 4:00 PM | I-MTSS SYMPOSIUM - WE RISE BY LIFTING OTHERS  | SPRING VALLEY COUNTRY CLUB |
| 3/2/2022<br>1:30 PM - 4:00 PM  | UNDERSTANDING ACCESSIBILITY RESOURCES WITHIN THE CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) | VIRTUAL                    |
| 3/3/2022<br>8:30 AM - 12:30 PM | BASIC RESTORATIVE PRACTICES AND USING CIRCLES EFFECTIVELY   | VIRTUAL                    |
| 3/3/2022<br>1:00 PM - 3:00 PM  | STUDENT DISCIPLINE : MANIFESTATION DETERMINATION PROCESS  | VIRTUAL                    |
| 3/3/2022<br>9:00 AM - 10:30 A  | WEBIEP AM QUESTION AND ANSWER SESSION   | VIRTUAL                    |
| 3/5/2022<br>9:00 AM - 1:00 PM  | EC CLASSROOM STRATEGIES FOR EFFECTIVE LARGE GROUP (CIRCLE TIME) INSTRUCTION   | VIRTUAL                    |
| 3/8/2022<br>1:00 PM - 2:30 PM  | BREAKING THROUGH CONTENTIOUS IEPS, LISTENING FOR NEED   | VIRTUAL TRAINING           |
| 3/9/2022<br>2:30 PM - 4:30 PM  | HONK! HONK! STOP, ASSESS, AND DRIVE YOUR READING INSTRUCTION  | 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 |
|--------------------------------|--|----------|
| 3/9/2022<br>2:30 PM - 5:30 PM  | PUTTING EBPS INTO PRACTICE - ANTECEDENT-BASED INTERVENTIONS  | VIRTUAL  |
| 3/9/2022<br>2:30 PM - 4:00 PM  | SLP COLLAB GROUP #3  | VIRTUAL  |
| 3/9/2022<br>2:00 PM - 3:30 PM  | WEBIEP PM QUESTION AND ANSWER SESSION                        | VIRTUAL  |
| 3/9/2022<br>8:00 AM - 2:00 PM  | YOUTH MENTAL HEALTH FIRST AID                                | VIRTUAL  |
| 3/10/2022<br>2:30 PM - 4:00 PM | CRISIS PREVENTION INSTITUTE (CPI) FLEX-BLENDED LEARNING      | VIRTUAL  |
| 3/10/2022<br>8:00 AM - 4:00 PM | MANAGING SCHOOL CRISES: FROM THEORY TO APPLICATION           | DMESC    |
| 3/14/2022<br>8:00 AM - 4:00 PM | ORTON-GILLINGHAM APPROACH                                    | DMESC    |
| 3/15/2022<br>2:00 PM - 4:00 PM | COLLABORATIVE IEP: ALIGNING THE SUN, THE MOON, AND THE STARS | VIRTUAL  |
| 3/16/2022<br>3:00 PM - 4:00 PM | ALL YOU NEED IS LOVE: THE BEHAVIOR COLLABORATIVE             | VIRTUAL  |
| 3/16/2022<br>2:30 PM - 5:30 PM | PUTTING EBPS INTO PRACTICE - SOCIAL NARRATIVES               | VIRTUAL  |

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## Upcoming Trainings

| Date/Time                       | Event   | Location      |
|---------------------------------|---|---------------|
| 3/16/2022<br>10:00 A - 11:30 A  | REAL TALK...PARENT-TO-PARENT GROUP CHATS                | VIRTUAL/DMESC |
| 3/22/2022<br>11:00 A - 12:00 PM | GETTING TO KNOW US: CAHELP PROGRAM AND SERVICES         | VIRTUAL       |
| 3/22/2022<br>9:00 AM - 10:30 A  | WEBIEP AM QUESTION AND ANSWER SESSION                   | VIRTUAL       |
| 3/23/2022<br>1:00 PM - 4:00 PM  | UNDERSTANDING BEHAVIOR IN AUTISM AND MANAGING           | VIRTUAL       |
| 3/31/2022<br>2:00 PM - 3:30 PM  | WEBIEP PM QUESTION AND ANSWER SESSION                   | VIRTUAL       |
| 4/1/2022<br>-                   | STRUCTURED LITERACY - WHAT, WHY, WHO, AND HOW?          | VIRTUAL       |
| 4/5/2022<br>8:30 AM - 4:00 PM   | RESTORATIVE CONFERENCES                                 | DMESC         |
| 4/5/2022<br>2:00 PM - 4:00 PM   | THE ART OF FACILITATING IEP MEETINGS                    | VIRTUAL       |
| 4/6/2022<br>2:30 PM - 5:30 PM   | PUTTING EBPS INTO PRACTICE - VIDEO MODELING             | VIRTUAL       |
| 4/6/2022<br>2:30 PM - 4:30 PM   | STRUCTURED LITERACY WITH ORTON-GILLINGHAM: FOUNDATIONAL | 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      |
|--------------------------------|---|---------------|
| 4/6/2022<br>9:00 AM - 10:30 A  | WEBIEP AM QUESTION AND ANSWER SESSION   | VIRTUAL       |
| 4/6/2022<br>2:00 PM - 3:30 PM  | WEBIEP PM QUESTION AND ANSWER SESSION   | VIRTUAL       |
| 4/7/2022<br>2:30 PM - 4:00 PM  | CRISIS PREVENTION INSTITUTE (CPI) FLEX-BLENDED LEARNING   | VIRTUAL       |
| 4/8/2022<br>8:30 AM - 3:30 PM  | EARLY CHILDHOOD DAILY SCHEDULES AND VISUAL CUES TO SUPPORT SELF-REGULATION                          | DMESC         |
| 4/8/2022<br>12:30 PM - 3:30 PM | LEARNING DISABILITY SIMULATION WORKSHOP: DON'T WALK A MILE IN MY SHOES, JUST SIT AN HOUR IN MY SEAT | DMESC         |
| 4/13/2022<br>2:30 PM - 5:30 PM | PUTTING EBPS INTO PRACTICE - SOCIAL SKILLS  | VIRTUAL       |
| 4/15/2022<br>2:00 PM - 3:00 PM | FAMILY FUN DAYS   | VIRTUAL/DMESC |
| 4/19/2022<br>5:30 PM - 7:30 PM | 12TH ANNUAL TRANSITION RESOURCE FAIR- STUDENT AND FAMILY  | VIRTUAL       |
| 4/19/2022<br>5:30 PM - 7:30 PM | 12TH ANNUAL TRANSITION RESOURCE FAIR-VENDORS  | VIRTUAL       |
| 4/20/2022<br>2:30 PM - 4:30 PM | STRUCTURED LITERACY WITH ORTON-GILLINGHAM: ADVANCED   | VIRTUAL       |

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 17800 Highway 18, Apple Valley, California 92307  
 (760) 552-6700 Office \* (760) 242-5363 Fax

## Upcoming Trainings

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| Date/Time                       | Event  | Location |
|---------------------------------|--|----------|
| 4/20/2022<br>12:30 PM - 3:30 PM | UNDERSTANDING AND SUPPORTING STUDENTS WITH<br>ADVERSE CHILDHOOD EXPERIENCES (ACES) | VIRTUAL  |

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17800 Highway 18, Apple Valley, California 92307  
(760) 552-6700 Office \* (760) 242-5363 Fax



## *The What, Why, and How of IEP Meeting Notes*

### ***Presented By***

Karina Quezada,  
Psy.D., Program Specialist

### ***Date***

March 1, 2022

### ***Time***

2:00 - 4:00 p.m.

### ***Cost***

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

### ***Location***

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

**This training may be recorded.**

### ***Description***

IEP meeting notes are a critical component of IEP meetings, as they provide a record of what transpires during those meetings. In this workshop, participants will:

- Learn the purpose of IEP meeting notes
- Identify best practices when taking notes
- Learn to avoid common pitfalls
- Review samples and discuss scenarios

### ***Audience***

General and special education teachers, administrators, speech-language pathologists, and school psychologists.

### ***Registration***

Please register online at:  
<https://sbcss.k12oms.org/52-212819>

### ***Special Accommodation***

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



# Understanding Accessibility Resources within the California Assessment of Student Performance and Progress (CAASPP)

Equal opportunity for all students to access instruction and demonstrate learning is a fundamental principle of public education. Accessibility resources represent a set of tools that help a student better access classroom instruction. They are also provided in a testing environment so that students can do their best to demonstrate their knowledge and skills.

The Smarter Balanced Assessment System was designed to maximize accessibility for all students. An array of universal tools, designated supports, and accommodations are available to help ensure that Smarter Balanced summative and interim assessments generate a fair and accurate estimate of each student's achievement. The participants of this course will:

- Understand the importance of accessibility resources
- Learn about the various universal tools, designated supports, and accommodations available within the Smarter Balanced System
- Learn the initial steps in the identification of supports appropriate for each student
- Explore examples of student learning needs/ characteristics that might be addressed using accessibility resources

## Presented By

Karina Quezada, Psy.D., Program Specialist

## Cost

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



## Date

March 2, 2022

## Time

1:30 - 4:00 p.m.

## Location

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

**This training may be recorded.**

## Audience

General and special education teachers, administrators, psychologists, and speech-language pathologists.

## Registration

Please register online at:

<https://sbcss.k12oms.org/52-210503>

## Special Accommodations

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

## Speech-Language Pathologists Collaborative Group : Assessing Social Communication Skills Part 1

### Description

Our third collaborative of the year will focus on assessing pragmatics. A brief review of California Education Code Requirements, along with assessment considerations, and informal and formal assessments tools will be presented. A part two is scheduled for later this school year.

### Presented By

Ivan Campos, MS, CCC-SLP, Program Specialist

### Date

March 9, 2022

### Time

2:30 - 4:00 p.m.

### Location

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

### Audience

Speech-language pathologists, SLP interns, and SLP assistants.

### Cost

Free

### Registration

Please register online at:

<https://sbcss.k12oms.org/52-205296>



### Special Accommodations

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

### CEU Credit For:

March 9, 2022

The CEU processing fee is \$5.00 to be paid by March 7, 2022

This course meets the qualifications for an hour and a half of continuing professional development credit for Speech-Language Pathologists as required by the Speech-Language Pathology, Audiology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is Desert/Mountain Special Education Local Plan Area (SELPA) PDP 56. Due to SLPAHADB requirements, participants must attend the entire hour and half conference in order to receive continuing education credit. Please mail the \$5.00 payment, payable

to SBCSS, with this CEU credit form by March 7, 2022 to the Desert/Mountain SELPA, c/o Judith Loera, 17800 Highway 18, Apple Valley, CA 92307. Print name exactly as it is to appear on the certificate below and indicate the

**SLP license number:**

**Print name:**

**Contact phone number:**

**Email:**



## *Crisis Prevention Institute (CPI) Training 2nd Edition Blended Learning*

The Non-Violent Crisis Prevention Institute (CPI) is a three-part course focusing on crisis prevention and intervention. With a core philosophy of care, welfare, safety, and security, as well as being 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: Participants will be lead through a refresher session online. Part 3: 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 an on-line module seat & booklet are assigned.**

- The book that goes along with the Part #1 on-line module course will be sent to your district office.

- The on-line module course will be sent via email from the CPI Learning site.

### **Location**

Part 1: On-line Course & Book

Part 2: Zoom refresher (link to be sent the day before)

Part 3: 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 April 7, 2022.

Part 2: Refresher session- April 7, 2022  
2:30 - 4:00 p.m.

Part 3: In person training- April 8, 2022  
8:30 a.m. - 3:30 p.m.

### **Cost**

\$50 Per Attendee

### **Registration**

Please register online at:  
<https://sbcss.k12oms.org/52-203249>

### **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.***