

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
May 21, 2021 – 9:00 a.m. Virtual via Videoconference
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

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

PARTICIPATE BY PHONE:

Dial Access Number: 1-415-655-0003

When prompted - enter Access Code: 133 849 4774

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

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

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

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

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

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the May 21, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 CONSENT ITEMS

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

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

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- 5.1.1 Approve the April 16, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 California Department of Education (CDE) Updates

Jenae Holtz will present the latest California Department of Education (CDE) updates.

6.2 2021-22 Desert/Mountain SELPA Meeting Dates

Jenae Holtz will share the 2021-22 Desert/Mountain SELPA Steering and Finance Committee Meeting dates, as well as 2021-22 dates for Directors' Trainings and Community Advisory Committee (CAC) meetings.

6.3 Confidential Addresses on IEPs

Jenae Holtz will provide direction on when and how to keep student addresses confidential in IEPs.

6.4 Desert Mountain Operations Updates

Rich Frederick will present Desert Mountain Operations Updates.

6.5 Desert/Mountain Children's Center Client Services Reports

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

6.6 Impact of the Pandemic on Family Life

Linda Llamas will discuss how the events of the past year have impacted family life.

6.7 Professional Learning Summary and Update

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

6.8 Resolution Support Services Summary

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

6.9 Office of Administrative Hearings Decisions

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

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6.10 Learning Loss Mitigation Discussion

Kathleen Peters will lead a discussion on learning loss mitigation.

6.11 Alternative Dispute Resolution (ADR) Planning Committee Update

Kathleen Peters will share an update from the ADR Planning Committee including District ADR Facilitation Teams and 2021-22 ADR Professional Development Series.

6.12 You be the Judge Scenario

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

6.13 Prevention and Intervention Update

Kami Murphy will present Prevention and Intervention update.

6.14 Compliance Update

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

6.15 Nonpublic School/Nonpublic Agency Update

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

7.0 FINANCE COMMITTEE REPORTS

7.1 Governor's Budget – May Revise

Marina Gallegos will speak on the May Revise of the Governor's budget.

8.0 INFORMATION ITEMS

8.1 Desired Results Access Project (DRDP) Memo

8.2 Monthly Audiological Services Reports

8.3 Monthly Occupational & Physical Therapy Services Reports

8.4 Monthly Nonpublic School/Agency Placement Report

8.5 Upcoming Professional Learning Opportunities

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9.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY THE PUBLIC

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

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

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

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

12.0 ADJOURNMENT

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, June 18, 2021, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

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D/M SELPA MEMBERS PRESENT:

Academy for Academic Excellence – Marcelo Congo, Samantha Gonzales, Adelanto SD –Michael Baird, Apple Valley USD – Renee Castillo, David Wheeler, Barstow USD –Heather Reid, Bear Valley USD – Lucinda Newton, Desert/Mountain Operations (SBCSS) – Jennifer Alvarado, Rich Frederick, Grace Granados, Yvonne Molles, Patty Trevino, Excelsior Charter Schools – Marie Silva, Health Sciences HS and Middle College – Julie Kroener, Helendale SD – Joshua Behnke, Michael Esposito, Hesperia USD – Matt Fedders, Elaine Nelson, Lucerne Valley SD – Vici Miller, Needles USD – Jamie Wiesner, Oro Grande SD – Nelda Colvin, LaDay Smith, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Lori Delgado, Trona JUSD – Austin Matzaganian, Victor Elementary SD – Tanya Benitez, Lisa Loop, and Victor Valley UHSD – Rama Bassham, and Wennifer Beard.

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Guille Burgos, Heidi Chavez, Ariel Clark, Craig Cleveland, Danielle Cote, Tara Deavitt, Lindsey Devor, Peggy Dunn, Adrien Faamausili, Thomas Flores, Marina Gallegos, Bonnie Garcia, Renee Garcia, Colette Garland, Derek Hale, Jenae Holtz, Linda Llamas, Robin McMullen, Angela Mgbeke, Lisa Nash, Sheila Parisian, Kathleen Peters, Karina Quezada, Daria Raines, Linda Rodriguez, Natalie Sedano, Jessica Soto, Pamela Strigglers, Jennifer Sutton, Stephanie Sweem, and Athena Vernon.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Desert/Mountain SELPA Steering Committee Meeting was called to order by Jenae Holtz, at 9:02 a.m., at the Desert/Mountain Educational Service Center, Apple Valley, California.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Matt Fedders, seconded by Lucinda Newton, to approve the April 16, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. A vote was taken and the following carried 18:0: Ayes: Baird, Bassham, Benitez, Colvin, Congo, Delgado, Esposito, Fedders, Frederick, Kroener, Matzaganian, Miller, Newton, Reid, Rigdon, Silva, Wheeler, Wiesner.

5.0 PUBLIC HEARINGS

5.1 Desert/Mountain SELPA Annual Service Plan (**ACTION**)

California Education Code requires that an Annual Service Plan be approved by the CAHELP JPA

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Governance Council as part of the Local Plan. The 2021-22 Annual Service Plan describes all special education services currently provided in the Desert/Mountain SELPA broken down by type, location, and level of severity.

5.1.1 **BE IT RESOLVED** that a motion was made by Matt Fedders, seconded by Rich Frederick, to approve the Desert/Mountain SELPA 2021-22 Annual Service Plan as presented. A vote was taken and the following carried 18:0: Ayes: Baird, Bassham, Benitez, Colvin, Congo, Delgado, Esposito, Fedders, Frederick, Kroener, Matzaganian, Miller, Newton, Reid, Rigdon, Silva, Wheeler, Wiesner.

5.2 Desert/Mountain SELPA Annual Budget Plan (**ACTION**)

California Education Code requires that an Annual Budget Plan be approved by the CAHELP Governance Council as part of the Local Plan. The 2021-22 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert/Mountain SELPA.

5.2.1 **BE IT RESOLVED** that a motion was made by Cheri Rigdon, seconded by Matt Fedders, to approve the Desert/Mountain SELPA 2021-22 Annual Budget Plan as presented. A vote was taken and the following carried 18:0: Ayes: Baird, Bassham, Benitez, Colvin, Congo, Delgado, Esposito, Fedders, Frederick, Kroener, Matzaganian, Miller, Newton, Reid, Rigdon, Silva, Wheeler, Wiesner.

6.0 PRESENTATIONS

6.1 First 50% Local Control Funding Formula (LCFF) Revenue Transfer for District Funded Students Attending County Operated Special Education Programs

Jennifer Alvarado presented the First 50% Local Control Funding Formula (LCFF) Revenue Transfer for District Funded Students Attending County Operated Special Education Programs.

6.2 2020-21 County Operated Special Education Fee-For-Service Program – 2nd Interim Budget Update

Jennifer Alvarado presented the 2021 County Operated Special Education Fee-For-Service Program – 2nd Interim Budget Update.

6.3 2021-22 County Operated Special Education Fee-For-Service Budget

Jennifer Alvarado presented the 2021-22 County Operated Special Education Fee-For-Service Budget.

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7.0 CONSENT ITEMS

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7.1 **BE IT RESOLVED** that a motion was made by Matt Fedders, seconded by Rich Frederick, to approve the following Consent Item as presented. A vote was taken and the following carried 18:0: Ayes: Baird, Bassham, Benitez, Colvin, Congo, Delgado, Esposito, Fedders, Frederick, Kroener, Matzaganian, Miller, Newton, Reid, Rigdon, Silva, Wheeler, Wiesner.

7.1.1 Approve the March 19, 2021 Desert/Mountain SELPA Steering and Finance Committee Meeting Minutes.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

Jenae Holtz presented the latest in State and Federal law related to students with disabilities and school law. She briefly reviewed multiple Assembly Bills (AB) and Senate Bills (SB) included in the meeting materials.

Jenae called on Heidi Chavez to present information from State SELPA Administrators regarding Least Restrictive Environment and SB 692. Heidi said there are implications regarding deaf and hard of hearing students as well as visually impaired and blind students and the least restrictive environment is not always conducive to their needs. A team from State SELPA Administrators along with California School of the Deaf and California School of the Blind came together to write some language for an amendment to SB 692. The current bill would add the least restrictive environment, as measured by the percentage of pupils with individualized education programs who are 6 to 21 years of age, inclusive, served inside a regular classroom 80% or more of the day, as a state priority. Heidi continued the bill would require the state and local indicators for this state priority to be the same as the above-referenced federal indicator and would require the standards for these indicators to be consistent with the state's targets for the federal indicator. She said when it comes to a community regarding their language, the deaf, hard of hearing, and visually impaired students are not necessarily placed in their least restrictive environment. Heidi shared the amended language would be as follows: "These indicators and requirements, as needed, can be waived when working with low-incidence populations with special considerations, such as children who are deaf and hard of hearing (DHH), that require specialized services, special placement, and language support. In this case, a school for the deaf, regional program, or a more intensive setting specifically designed to support the communication, language, and social-emotional development of students who are DHH would be a better option. Another example of a low-incidence population that may be eligible to be waived from these indicators and requirements are students

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who are blind or visually impaired that may require special placement to best serve their needs”. Heidi concluded that it is felt it is best for students with low incidence needs is to be placed in a least restrictive environment of a school setting that meets their language needs as well as being with same age peers with learning and supports being available based on their needs.

Matt Fedders shared that he recently spoke with California School for the Deaf-Riverside (CSDR). He reported they have been operating in remote learning this year but will be returning to in-person on April 26, 2021 but they will not have residential students. Matt said students will be bussed in daily.

Rich Frederick reported DMOPS operates DHH Special Day Class (SDC) programs at Holly Vale Elementary in Hesperia School District with two preschool age classrooms and two elementary age programs. He said there is a secondary age group at Cobalt Institute of Math and Science.

Jenae said CSDR and California School for the Blind both do wonderful work with children though they do have limitations in working with students that have any type of behavior problems. They do not have the expertise on how to handle behavioral dysregulation.

8.2 Management Information Systems (MIS) Web DA and Web IEP Standard Reports Manual

Jenae Holtz called on Colette Garland to present the final version of the Management Information Systems (MIS) Web DA and Web IEP Standard Reports Manual. Colette said the manual is final based on feedback provided at the MIS workshop. She asked to be contacted if a committee member needs access to MIS or if there are other reports needed.

8.3 State SELPA Administrators Information – Due Process

Jenae Holtz provided Due Process updates from State SELPA Administrators. She said State SELPA Administrators cited several different cases on CDE complaints as well as Office of Administrative Hearings (OAH) complaints. Jenae reported the CDE complaints are based on Covid-19 and either initials not being taken care of during Covid-19 and/or that what was written in a child’s IEP not being met. She said a case filed against Bakersfield City Elementary School District was a complaint on an entire class of students and resulted in the LEA providing many hours of compensatory services to 25 students along with other corrective actions. Jenae said this reinforces what has been discussed at previous Steering and Finance Committee meetings about the importance of documenting how teachers are engaging and attempting to engage students, how contact with parents is made and how often, what kinds of lessons are being taught and how the child is or is not responding, progressing or regressing.

Jenae then spoke on a case filed against Travis Unified School District with the parent claiming their child did not receive the appropriate amount of speech services. Travis USD was able to show they had met the percentage of time based on the reduction in school time based on the law that was changed in SB 98 and prevailed in that case.

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Jenae shared another PowerPoint presentation from an attorney group that was provided at State SELPA Administrators that talked about what is happening with Covid-19 cases. Jenae said this presentation also verifies the importance of connecting with parents and having conversations trying to find out what can be done today about learning recovery instead of waiting for due process.

8.4 Desert Mountain Operations Update

Rich Frederick presented Desert Mountain Operations Update. He shared that along with providing DHH services to preschool through secondary age students, DMOPS also provides some high school aged students with one-to-one American Sign Language (ASL) interpreters. These students attend their own high schools and it is another placement option on the continuum. He continued that DMOPS also currently has twelve Level 4 ASL interpreters. ASL interpreters are also placed in the DHH classrooms to allow those students, depending on their level of fluency, to participate in mainstream and integration classroom and activities on the school campuses at Cobalt Institute of Math and Science (CIMS) and Hollyvale Innovation Academy.

Rich introduced Yvonne Molles as part of the Preschool Assessment team. He said they primarily provide preschool assessment team services for the First-Class students in Adelanto SD and Barstow USD but services can be offered to smaller districts, especially when they have students with unique needs or need additional staff on the assessment team.

Yvonne Molles shared the assessment team does process Part C to Part B referrals and has a multi-disciplinary team that includes a speech/language pathologist, school psychologist, school nurse, and OT/PT/VI/DHH specialists as needed. Yvonne continued the team interviews and engages with the parent as well as assessing the child. She said after the assessment, the team provides a written report to the parent that summarizes their child's present levels of development. The team can make recommendations to help address any delays. Yvonne said from there, they hold an IEP meeting to present a new placement option. She shared the goal is to provide a smooth transition for the families and students as well as providing local resources.

Cheri Rigdon asked if they have a student with autism that is also hard of hearing and the staff feel they need assistance with the assessment, can the assessment team help.

Rich responded it is a comprehensive team but they also work on a case-by-case basis to provide services and would be able to assist with the assessment process if needed.

8.5 Desert/Mountain Children's Center Client Services Reports

Linda Llamas presented the Desert/Mountain Children's Center Client (DMCC) Services monthly reports. She asked to be contacted if any discrepancies are found or if there are any questions. Linda stated DMCC continues to accept referrals and provide services remotely and in some instances, in-home. Linda said to contact her with any questions about DMCC services.

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8.6 Desert/Mountain Children’s Center Online Referral

Linda Llamas presented the Desert/Mountain Children’s Center Online Referral. She shared in addition to fax referral, there is now an online referral that goes directly to the intake team and can be completed by anyone if the caregiver/legal guardian is aware a referral is being made. Linda said the link has been emailed to the designated LEA contact person as well as updated flyers about the online referral process. The Spanish versions of the documents will also be emailed and uploaded to our website when they are complete. Linda encouraged the LEA contact person to share the information with principals and teachers as well as add the referral link to school websites. Linda reiterated DMCC will still accept fax referrals as well as online referrals.

Linda said for students transferring in with counseling services on their IEP, the IEP received by the LEA should be faxed to DMCC so there is not a lapse in counseling services during the transfer process. Linda asked to be contacted with any questions or concerns.

8.7 988 National Crisis Hotline

Linda Llamas provided information pertaining to the future addition of the 988 National Crisis Hotline for mental health emergencies. She provided background in that the National Suicide Hotline Designation Act of 2020 was passed and is designed to set up the number 988 as the Universal Mental Health Crisis Hotline Telephone System and will be effective July 16, 2022. Linda said operators will have a special focus and training for populations with the highest risk of suicidal ideation and death by suicide which includes: Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) youth, American Indian Alaskan native individuals, and residents of rural counties. Didi Hirsch is the provider that will lead California’s lifeline crisis centers in developing a plan for coordination, capacity, funding, and communication surrounding the launch of 988. Linda also reported the County Behavioral Health Directors Association of California is forming work groups to provide recommendations and technical assistance for pending legislation and implementation. She said there are two bills being considered specifically for guiding further implementation of the roll out process. One bill is more detailed than the other and once one is passed, Linda will share the information with the committee as she receives it.

8.8 Professional Learning Summary and Update

Heidi Chavez presented the D/M SELPA’s Professional Learning Summary and update. She said for the month of March 2021, there were 542 participants in professional learning. Heidi shared there have been 4,537 participants year-to-date with 1,817 being in on-site trainings and 2,720 being in regional trainings.

Heidi reminded the meeting participants of the Directors’ Training of *Enhancing Equity Through Data, Systems, and Practices* on April 16, 2021 at the conclusion of D/M SELPA Steering and Finance Committee.

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8.9 Resolution Support Services Summary

Kathleen Peters presented the D/M SELPA's Resolution Support Services Summary and update. She said there have been three additional new cases filed, totaling eight open cases in D/M SELPA with three of the eight being in one family. Kathleen shared there are two new cases for D/M Charter SELPA with one filed on a family that enrolled with an unsigned IEP and who have continued to not sign IEPs for most of the school year.

Michael Baird shared Adelanto SD is seeing an increase in students returning to the district that attend the moderate to severe program and those classes are reaching capacity. He said the district is considering adding another moderate to severe classroom to accommodate the need.

Kathleen shared a screenshot from Web IEP showing the signature status of IEPs and addendums. She said if there is an unsigned IEP, there should not be an addendum because no agreement was made. Instead, there should be a Part 2 to close the unsigned IEP. Kathleen stated when a parent signs an addendum they are only signing for what has changed at that addendum meeting and not the original IEP meeting. She said if you move forward with IEPs that are not signed you are serving a child without parent participation and parent agreement. Kathleen continued that once an IEP is concluded with a parent's signature, Web IEP does need to be updated accordingly. Kathleen confirmed the date of the first IEP remains the annual date, not the Part 2 date. She said verbal agreements will not hold up if there is a hearing or due process settlement.

Colette Garland said the signature information can be found on the Web IEP Status Report with verbal and pending IEPs. This will help see what needs to be done before the end of the school year so they are not carried over to the next year.

Kathleen said in this time of virtual IEP meetings, when a parent refuses to sign after verbally agreeing to an IEP, it is even more important to document the efforts being made to obtain parent signature. Kathleen said if a parent continues to refuse, consider sending Prior Written Notice (PWN).

Cheri Rigdon said when they receive verbal parental consent, her LEA explains to the parent that a document will be sent to them for signature and it needs to be returned because the services will not be official until that signature is returned. She said when the signed IEP is returned, they reopen the IEP and document all signatures have been received the close it out as finalized. Cheri shared they are having an issue with parents verbally consenting then moving out of the area without signing.

Sheila Parisian said CDE instruction at the beginning of Covid-19 was that capturing parental agreement via text or email would suffice until DocuSign was available.

In response to a question, Sheila said if a student transfers to a new school with a pending IEP, the receiving school should implement comparable services to the last signed IEP then use the 30-days

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to get to know the student and complete informal assessments. She reiterated that legally, LEAs are required to implement the last signed IEP for 30 days while conducting assessments and determining the student's present levels.

Colette Garland will work with the Web IEP programmers to address unsigned IEPs with previous LEAs in cases of transfers that will allow the receiving district to close the unsigned IEP and start a new one. Closing an IEP as "refused to sign" could reflect negatively on the receiving LEA but a delay reason of "transfer" could be used. Colette will also confirm what should be used as the annual IEP date.

8.10 Office of Administrative Hearings Decisions

Kathleen Peters reviewed Office of Administrative Hearings (OAH) decisions. She spoke on another case involving Bakersfield USD in which the LEA was found compliant by the state regarding documenting services provided to the student. The parent claimed the student's educational needs were not met from March 26, 2020. Kathleen said the state reviewed the communication that had been provided to the parent including weekly packets, attendance logs, service logs, teacher contact logs, behavior intervention logs as well as student participation and distance learning plans. CDE found no corrective actions for Bakersfield USD because the LEA met the requirements of 34 CFR section 300.324(b)(1)(ii)(D) and ensured that the student's anticipated needs were addressed by continuing to provide or make available instruction and related services to the student as required by the IEP from March 26, 2020 to February 10, 2021, the date the complaint was received; they provided resources to the parent, including childcare programs that met the student's educational needs. Bakersfield USD was found to be in compliance because it could provide multiple sources of documentation to prove the implementation.

Kathleen referred back to Travis USD case that Jenae presented on earlier in the meeting. She said the district was found to be compliant by the state because the state had approved the provision of the shortened day. Kathleen reminded the committee that state compliance is different from the Individuals with Disabilities Education Act (IDEA).

Lisa presented Student and Panama Vista Union School District: OAH Case Numbers 2020090289, 2020070003, and 2020100652. There were multiple filings & cross-filings that were consolidated by OAH in to three cases: #1 filed by the student, #2 and #3 filed by the district.

1. Student's Issue: Did district deny student a FAPE, by failing to assess him in all areas of suspected disability from 9/9/2018 through the date student filed his complaint?
2. District's Issue: Was District's February 2020 functional behavior assessment appropriate such that the district need not fund an Independent Educational Evaluation (IEE)?

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3. District's Issue: Was district's IEP offer dated 12/19/2019, and amended 2/28/2020, necessary to provide Student a FAPE in the least restrict environment such that it could be implemented without parental consent?

In the Student's case, the student alleged the district failed to assess him for eligibility for special education/related services prior to 5/28/2019, which was the date the district first assessed him and found him ineligible for special education. Further, the student alleged when he was ultimately assessed a second time almost seven months later in December 2019, the district failed to assess him for autism, and the subsequent autism and Functional Behavior Assessment (FBA) evaluations conducted by the district and reviewed on 2/28/2020 were inappropriate. The Student began kindergarten in the 2018/2019 school year. During the 2nd quarter of the school year (approximately 10/12/2018 – 1/11/2019), the student came to the attention of the Assistant Principal due to displaying physical aggression, which progressed to shoving other student's faces onto concrete, shoving peers into fences, slapping and headbutting the teacher. Prior to his 5/28/2019 assessment, student had 13 behavioral incidents which the district categorized as major, and an additional 12 minor behavioral incidents, which included hitting peers and staff, kicking peers, throwing objects at staff and peers, and name-calling: a total of 25 behavioral incidents in a short amount of time. The school staff dealt with the incidents either by sending trained behaviorists into the classroom or by sending the student to the administrative office. During the second quarter of the 2018/2019 school year, the district convened a Student Study Team (SST) meeting to discuss student's behaviors, behavior strategies, systems and rewards that could be implemented by the teacher and the behavior interventionists; however, this meeting was not documented and the district's witnesses could not recall specifically when it was held or the timing of the meeting. The district convened a second SST meeting between January – March 2019. Again, the meeting was not documented. By this time, student was exhibiting more physical aggression resulting in peers being injured. The Administrative Law Judge (ALJ) referred to the district's general education interventions as "haphazard and experimental". At the second SST meeting, the district implemented new interventions that included a "check-in/check-out" system which is a PBIS Tier II intervention. The parent requested assessment on 3/27/19, and the district provided an assessment plan on 4/2/2019. There was no evidence that the parent was provided notice of her parent rights/procedural safeguards to request formal assessment for special education at either the first or second SST meeting.

The lead school psychologist assessed the student's cognitive abilities, which revealed he was of average intelligence. The special education teacher's assessments revealed the student had average achievement in reading, math, written and oral language, and academic and school readiness skills. The two school psychologists witnessed the student being aggressive with, as well as numerous instances of off-task and disruptive behavior. However, the school psychologists stated the student was capable of sitting still and concentrating. There was no justification in the assessment report for the psychologists' analysis and conclusions and no data to support their conclusion that the student's inattention, impulsivity, and behavior occurred when the student was "bored," as one psychologist testified. One school psychologist stated the student had some inappropriate social behaviors but nothing that got in the way of his education, and the assessment report likened his

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behavior as equivalent to that of other students his age. The lead psychologist testified that student's aggressive displays were not inappropriate under normal circumstances since they occurred when the student was told "no," corrected, or when he became frustrated. To this testimony the ALJ wrote, "This explanation simply defies believability that the student's behaviors, such as striking or slamming classmates' heads, could have been considered appropriate under any circumstances". The lead school psychologist suspected and investigated special education categories of specific learning disability, other health impairment (OHI), and emotional disturbance but did not suspect autism. OAH found the May 2019 assessment failed to appropriately investigate the student's aggressive and off-task behaviors and did not conduct nor recommend a behavioral assessment, and that it inappropriately concluded the student was ineligible for special education and related services because, while the school psychologist discerned the student met the first prong for eligibility under the OHI category (limited alertness, or ADHD), student did not meet the second prong because of his academic strengths: he met standards and expectations and was making satisfactory academic progress. Despite the ample evidence that student's social functioning and behavior impeded his education and that of others, the district concluded the student did not qualify for eligibility under that or any special education disability category. At hearing, OAH found that "discounting of Student's aggression and off-task behaviors, and reliance solely on his academic performance and perceived capabilities was not appropriate." Further, the ALJ cited case law that "Social functioning is a part of educational performance". After finding the student ineligible for special education, the lead school psychologist created a Tier 2 Lesson Plan Implementation Guide to address the student's behaviors, which hypothesized the function of the behaviors, antecedents or triggers, desired replacement behaviors, and a list of antecedents and consequences but no formal assessment or data analysis went into the creation of this document.

The student's behavior continued to escalate causing the assistant principal to remove the student from the 2019 summer program. One of the two school psychologists who participated in the first special education eligibility assessment at the end of the prior school year warned the student's 1st grade teacher before the start of the 2019-20 school year about the student's disruptive and physically aggressive behaviors.

During the first few weeks of the 2019-20 school year, the student's escalating behavior resulted in his suspension. The district classified nine other incidents between 10/17/2019 and 12/13/2019 as major; however, the student did not receive formal suspension for those. Near the end of October 2019, during the non-special education assessment for a 504 Plan, the student's first grade teacher advised the psychologist that the student had hit her more than once. The student's behavior was so concerning to the school principal, that she began keeping a log of incidents on 11/12/19, in anticipation of possible litigation from those peers and staff injured by the student. Additionally, the principal used general funds to add behavioral support to the student.

On 11/14/2019, the district again proposed to assess the student for special education, and the parent signed the assessment plan on 11/18/2019. The written report from the second special education assessment was completed/reviewed by the IEP team meeting on 12/19/2019. As with

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the prior assessment in May 2019, the December 2019 assessment did appropriately assess cognitive functioning, academics, and health; however, it did not assess student's behaviors even though one psychologist noted that the student was redirected 47 times and shouted out of turn 16 times during a single observation; the behaviors were severe and frequent enough to clearly warrant a comprehensive behavior assessment. Further observations revealed the student was engaged in acts of physical aggression an average of 5 times per day and the psychologist took frequency data, but she did not formally analyze it. The report concluded the student was eligible for special education and related services, but the parent disagreed that the report was comprehensive and maintained that the district had failed to assess the student in the area of autism. The district did conduct a behavioral assessment, an autism assessment, a speech assessment, an OT assessment, and an Educationally Related Mental Health Services (ERMHS) assessment in February 2020.

The student prevailed on issue #1 with OAH finding the district had a basis of knowledge before the May 2019 assessment, to suspect the student may have a disability, which triggered its Child Find obligation under IDEA from September 2018. The failure to assess prior to May 2019 impeded the student's right to FAPE, causing a deprivation of educational benefit. Further, when the district assessed the student in May 2019, the assessment was not appropriate because district failed to conduct an appropriate behavioral assessment and failed to find him eligible for special education and related services. Additionally, when the district later assessed the student in December 2019, the district continued to deny the student a FAPE because it still failed to conduct an appropriate behavioral assessment and that failure persisted until the behavioral assessment was ultimately conducted in February 2020.

This denial of FAPE resulted in an award of compensatory services to the student of:

1. 160 hours of specialized academic instruction (SAI),
2. 51.5 hours of behavior intervention services, individual counseling, and/or parent-family counseling,
3. All compensatory hours to be completed by a Nonpublic Agency of parent's choosing, by direct payment contract with the district.

For issue #2, the parent did not consent to the February 2020 IEP and notified the district ten days after the meeting that she was requesting an FBA IEE. The district responded with a Prior Written Notice (PWN) denying the IEE request. The district filed due process in late June 2020. There was a three-month, two-week lag between parent's request for the IEE and the district's first initial due process filing to defend its February 2020 FBA and other assessments, which the student argued was an "unnecessary delay" in violation of IDEA as stated at 34 C.F.R. § 300.502(b)(2). Evidence supported there were on-going discussions related to the IEE issue between the district and parent/parent's advocate between the time of parent's IEE request on 3/10/2020 and 6/26/2020 due process filing.

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The district prevailed with OAH finding that the on-going discussions were in good faith and, therefore, did not constitute an unreasonable delay in the district's due process filing, and that the February 2020 behavior assessment was appropriate and met all assessment requirements and components, including a records review, which included educational history and history of the student's problem behavior and previous interventions, interviews with the student's teacher, grandmother, and mother, in-person observations of the student on multiple days over a three-week period, environmental analysis, and data collection. The lead school psychologist who conducted the district's FBA correctly identified the student's problem behavior and developed a functionally equivalent replacement behavior (FERB). Her report included frequency, intensity, duration and antecedents, behavior and consequences, or the "ABC" data of the target behaviors. The report developed three behavior goals, and her report included recommendations.

For issue #3, the parent did not consent to the February 2020 IEP, and contended the IEP did not offer a FAPE, particularly in the area of behavior and did not offer eligibility under the category of autism. OAH found the December 2019 psychoeducational assessment appropriately assessed student's health, academic, and cognitive functioning. The parent submitted a health questionnaire, and the assessment noted student's medical diagnoses of Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiance Disorder (ODD). The student was found to have average intelligence, and the assessment was found to appropriately assess student's social-emotional functioning. This assessment corrected an earlier "error in judgment" made in the May 2019 assessment, and correctly found the student eligible for special education and related services. The sole defect of the December 2019 psychoeducational assessment was the district's failure to appropriately assess the student's behavior, which was corrected by the February 2020 FBA. At the 2/28/2020 IEP meeting, the district proposed a primary disability of emotional disturbance and a secondary disability of OHI, having found through its autism assessment that the student did not meet criteria for eligibility under the disability of autism: student made eye contact, showed appropriate facial expression, had reciprocal conversations with peers, had social interest and clear use of verbal and nonverbal language, which was used appropriately to gain attention. He did have emotional dysregulation, documented difficulty resolving conflicts and engaged in unprovoked verbal harassment and met the legal criteria for emotional disturbance. The district believed that his impulsive and attention-seeking behaviors were attributed to his ADHD. The district believed the LRE for the student was a Special Day Class (SDC) behavior intervention class. The student's behaviors were far too disruptive and severe for placement in a general education class. The district offered 1755 weekly minutes of SAI, 60 minutes per month of behavior intervention services, 180 minutes monthly of individual counseling and 60 minutes monthly of parent/family counseling, curb-to-curb transportation, and extended school year (ESY) services for the summer of 2020, with mainstreaming for lunch, recess, and school-wide activities. The behavior intervention program was developed to provide academic, behavioral and therapeutic supports, with staff specially trained to deal with students with emotional and behavioral difficulties.

The district prevailed with OAH finding at the 2/28/2020 IEP meeting, the district proposed a primary disability of emotional disturbance and a secondary disability of OHI, well supported by appropriate assessments, with an offer of a FAPE designed to allow the student to make progress

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in light of his disability, with appropriately challenging goals. The offer included placement in an SDC behavior program setting as the LRE, and related services to address all student's needs, including ERMHS services and behavior intervention services, as well as accommodations to support the student in the program setting. OAH ordered that the district implement the February 28, 2020 IEP without parental consent if parent wanted student to receive special education and related services.

8.11 Learning Loss Mitigation

Kathleen Peters provided additional information on learning loss mitigation. She stated the memo in the meeting materials starts as a review of previously provided information pertaining to learning loss mitigation. Kathleen said there has been clear direction from the state and federal governments that the decisions for learning loss will be made in an IEP meeting and will be individualized to the child. She continued that it is imperative that IEP language does not look like predetermination. Kathleen said the document does include the framework for writing IEP notes and can be referred to in assisting with the natural progression of an IEP discussion. Kathleen cautioned it is not wording that can be cut and pasted in an IEP as it is procedural and not individualized as required. The notes are to reflect conversation around data and include parent input and the agreement based on data. Kathleen stated the last time she provided specific wording, it was when the state said specific language was to be used based on law and was related to planning for future disasters. She concluded that because IEPs are unique to every child and are reflective of student progress, the wording must be individualized.

Marie Silva said her LEA will be offering a continued school year to approximately 40 students who are in special education and asked if IEPs would have to be held for each of the students.

Kathleen said yes, but that it would not have to be a full IEP team, but the staff that need to be included in the decision including the general education teacher, the special education teacher, and the representative from the LEA. Kathleen agreed that offering several options including services from a NPA, afterschool tutoring, or another virtual opportunity with the options as well as the continued school offer in the IEP notes.

Michael Baird shared that his LEA will be running programs concurrently with ESY as well as another for the month of July to assist with learning recovery.

8.12 Alternative Dispute Resolution (ADR) Planning Committee Update

Kathleen Peters shared an update from the ADR Planning Committee stating that at the last meeting, there was discussion around community outreach and parent involvement. She said the document in the meeting materials is a draft of notes from the meeting to be reviewed at the LEA site level for input. Kathleen is expecting a formal document to be ready for presentation and approval at the August 2021 Steering and Finance Committee meeting.

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Kathleen continued that the ADR Planning Committee will have an ADR collaborative. The collaborative will train staff at the site level to work with families to reach resolution at the lowest level. She said the staff to consider for the training could be an administrator that has a natural presence with parents and problem-solving skills, a special education teacher that works well with parents, or anyone interested in learning more about mediation and conflict resolution skills. The collaborative members will participate in trainings provided by D/M SELPA as well as advanced training to directors and leaders at the schools. Kathleen said more information will be provided at the August 2021 Steering and Finance Committee meeting. She asked to be contacted by anyone interested in being part of the collaboration.

8.13 You Be the Judge

Kathleen Peters said that based on time constraints, You Be the Judge would not be discussed as a group but encouraged the committee members to read it on their own and contact her or Lisa Nash with any questions.

8.14 Prevention and Intervention Update

Natalie Sedano presented Prevention and Intervention Updates. Natalie shared an upcoming training Life and Work Balance: Build Your Summer Toolbox to Thrive. It is an opportunity to learn strategies for selfcare as well as supporting our own families as well as students. She said it is scheduled for May 19, 2021, 1:30 p.m-3:30 p.m. and is free to attend.

8.15 Compliance Update

Peggy Dunn presented an update on compliance items from the California Department of Education (CDE). She said CDE is starting to return Special Education Plans (SEP) as approved with many LEAs receiving their “Successful Submission” letters from CDE with more to follow. Peggy asked for the two LEAs that are still working on their SEP to contact her with any questions.

Peggy continued that D/M SELPA has received a preview for Disproportionality and there are four LEAs involved. Colette Garland will send notification to those LEAs today. Peggy reported there are CDE webinars on May 4 and 11, 2021 at 2:00pm and only one session needs to be attended. She continued that the formal letters will be sent to LEAs by CDE on approximately May 3, 2021 and D/M SELPA will forward all communication to the appropriate LEAs as well.

Peggy stated the student lists are being finalized between LEAs and CDE. D/M SELPA will provide CDE with read-only access to Web IEP for student reviews. Peggy reminded the committee members that IEPs must be filed to “History” with supplemental documentation downloaded to the PDF section for the review to take place.

Colette Garland reported D/M SELPA will be submitting Annual Service Plans to CDE on behalf of the LEAs. She said the Personnel Data Reports will be coming up. There is a new form and

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when she receives it, Colette will email the document with her standard memo that provides due dates and asks for the Excel spreadsheet for CALPADS.

8.16 Management Information System (MIS) Users Meeting – CALPADS Errors

Colette Garland presented the flyer for the Management Information System (MIS) Users Meeting regarding CALPADS Errors. She reported Doug Faucette of Faucette Microsystems will be joining the training. It is scheduled for April 23, 2021 at 9:00am-11:00am. Colette said once staff are registered, they will receive the Zoom link for the training. She stressed that it is critical to continue CALPADS daily submissions.

Colette reviewed the June Pupil Count Memo that was included with the meeting materials.

8.17 Nonpublic School/Nonpublic Agency Update

Peggy Dunn provided a nonpublic school/nonpublic agency update. She said Bright Futures Academy and Desert View School are bringing students back incrementally following the LEA lead. She said the NPSs are reaching capacity or do not have the ability to serve certain students. Peggy asked to be contacted so students can be placed. She shared the Academy for Advancement of Children with Autism is coming to the high desert so that will be another resource in the future.

Peggy asked to be contacted for questions or any issues with NPAs.

Jenae Holtz said there is another NPS in Rialto that opened during the year that can also be a resource.

9.0 FINANCE COMMITTEE REPORTS

9.1 Proposed 2021-22 Desert/Mountain SELPA Budget

Marina Gallegos presented the proposed 2021-22 Desert/Mountain SELPA Budget. She reviewed the 2021-22 Budget Assumptions. Marina then presented the 2019-20 Actuals, 2020-21 Estimated Actuals, and 2021-22 Proposed Budget. She said there was significant savings in nearly every expense category this year but particularly in legal costs, mileage, and staff development. All expenditures include salaries, benefits, materials and supplies, services, and indirect costs. Marina said if any director wants more detail on a major object, to contact her and she will provide it. Marina reported there are no new staff planned for 2021-22 and that it is planned to carry cost saving measures in to 2021-22.

Thomas Flores presented the proposed 2021-22 DMCC Budget. He said the DMCC budget was built with the same assumptions as D/M SELPA. Thomas then presented the 2019-20 Actuals, 2020-21 Estimated Actuals, and 2021-22 Proposed Budget. He said like D/M SELPA, DMCC has significant savings in nearly every expense category this year but particularly in legal costs,

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mileage, and staff development. Thomas reported the contract would not be renewed next year for community liaisons with Making a Difference Association and that the services would be provided in-house. He stated there would be a reduction in lease costs at the Yucca Valley offices. Thomas reported the 4th quarter in fiscal year 2019-20 and the current fiscal year have been extremely difficult for DMCC and they would normally be budgeting for the Medi-Cal billing shortfall. He said Department of Health Care Services (DHCS) is working with Department of Behavioral Health (DBH) to make an allowance for the 4th quarter revenues reimbursements for 2019-20. Thomas continued that for the current year, DBH is allowing providers to submit a request to increase the reimbursement rate to mitigate losses. DMCC submitted that request and is hopeful for the approval of the one-time rate increase to maximize the contracts. Thomas concluded by stating the proposed budget for 2021-22 assumes maximizing the revenues of the existing DBH contracts of the current reimbursement rates.

Jenae Holtz said the DMCC budget was created in January prior to learning the state was going to allow agencies to increase the rates. She said that there have been many families responding through virtual telehealth but some children will not engage virtually. Jenae shared there was a backup plan before hearing about the Covid relief in considering layoffs. Jenae said the true impact of layoffs at DMCC is direct services to children.

Matt Fedders said DMCC services are provided using state mental health funds and suggested considering a Fee-For-Service (FFS) for children that have counseling services as part of their IEPs as it may prevent layoffs as well as increasing the services that could be provided to every school.

Jenae replied that it could be a proposal taken to Governance Council in May because it has been a worrisome year. Jenae reported DMCC serves approximately 9,000 children a year between general education and special education with approximately 2,000 on IEPs. She said some of those children are on Medi-Cal and that billing is not passed on to the LEAs. For the children that do not have Medi-Cal, their services are paid by the state dollars but the state dollars are used to match for the Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) dollars so more children can be served and maximize services. She agreed that now may be the time to begin considering a slight FFS to help offset the cost.

9.2 Proposed 2021-22 Desert/Mountain SELPA Fee-for-Service Rates

Marina Gallegos presented the Proposed 2021-22 Desert/Mountain SELPA Fee-for-Service Rates. She said it only applies to LEAs that enter into an agreement for D/M SELPA related services such as occupational therapy, physical therapy, education support and/or intensive therapeutic services. Marina said the 2021-22 rate is the prior year rate plus a 3.8% cost of living adjustment (COLA) that was provided in the governor's January budget that provided sufficient revenue to cover services for 2021-22.

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10.0 INFORMATION ITEMS

- 10.1 Monthly Audiological Services Reports
- 10.2 Monthly Occupational & Physical Therapy Services Reports
- 10.3 Monthly Nonpublic School/Agency Placement Report
- 10.4 Upcoming Professional Learning Opportunities

Karina Quezada provided a State Testing update. She said clarification was provided by the Deputy Superintendent of Public Instruction on April 9, 2021. Karina reported districts are required to administer the California Assessment of Student Performance and Progress (CAASPP) Math, Science, and English Language Arts (ELA) unless it is not viable to administer. If the district determines it is not viable to administer the CAASPP, a local assessment must be administered instead if it meets the School Board of Education requirements. Karina said the California Alternate Assessments (CAA) for science can only be administered in person and if that is not viable, it will not be administered. Karina stated a single grade level must be given the same assessment but different grades can be given different assessments. The example Karina provided was 11th grade can take the CAASPP and grades 3 through 8 can use the local assessment if that is the most viable option for the district. Karina said the English Language Proficiency Assessments for California (ELPAC) is required for all English Language Learner (ELL) students. Karina asked to be contacted with any questions.

11.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

12.0 CEO COMMENTS

Jenae Holtz said she will be emailing the directors a survey from WestEd. She said D/M SELPA was one of the SELPAs selected to provide input on what SELPAs and LEAs do together. WestEd is asking for a wide range of people to complete the survey so Jenae suggested distributing the survey to parents as well. Jenae said several SELPAs were chosen across the state as they analyze the pros and cons of SELPAs as part of ongoing conversation.

Jenae shared that she is checking on having a hybrid meeting in May so some participants can attend in person and some virtually. She said if not in May, she is hopeful for June.

13.0 MATTERS BROUGHT BY THE PUBLIC

None.

14.0 ADJOURNMENT

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Having no further business to address, a motion was made by Matt Fedders, seconded by Nelda Colvin. A vote was taken and the following carried 18:0: Ayes: Baird, Bassham, Benitez, Colvin, Congo, Delgado, Esposito, Fedders, Frederick, Kroener, Matzaganian, Miller, Newton, Reid, Rigdon, Silva, Wheeler, Wiesner.

The next regular meeting of the Desert/Mountain SELPA Steering and Finance Committee will be held on Friday, May 21, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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



CDE Special Education Updates

May 7, 2021

Heather Calomese, Director
Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Returning to In-Person Learning

- Assembly Bill 86 authorized a total of \$6.6 billion for TK–12 schools regarding school reopening.
- Of the \$6.6 billion, \$2 billion is available for In-Person Instruction (IPI) Grants. IPI Funds may be used for purposes associated with in-person instruction, including COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation, etc.
- The remaining \$4.6 billion is available for Expanded Learning Opportunities (ELO) Grants. ELO grant funding can be used for extended instructional learning time, learning supports, health, counseling mental health and social emotional learning, etc.
- AB 86 requires that LEAs receiving IPI and ELO grant funds ensure all services delivered to students with disabilities are delivered in accordance with the IEP.

What is required under the ELO Grants?

- An LEA receiving ELO grant funding is required to implement a learning recovery program to identified pupil groups that, at a minimum, provides:
 - Supplemental instruction,
 - Support for social and emotional well-being,
 - Meals and snacks
- Funds are to be used for designated purposes, including extending instructional time and accelerating progress to close learning gaps.

State and Federal Policy Area: Federal Stimulus Funds

- The American Rescue Plan Act:
 - Provides \$122.8 billion for ESSER III, approximately \$15 billion to California
 - LEAs will need to reserve 20 percent of funds to address Learning Loss.
 - Other funding components of the package include:
 - IDEA Funding – Approximately \$3 billion (300 Million to California)

Spring Assessments

CAA Considerations and Recommendations

- Decisions for remote instruction or use of local assessments should be made by the individualized education program (IEP) team and based on the needs of the individual student.
- Within this population, there are students who have needs for assistive technology, needs related to identified medical and health issues, and are served by direct-support staff – whose support may not be possible to replicate in remote instruction.
- These concerns must be addressed on a student-by-student basis, through the IEP process, to determine the necessary level of supports needed for instruction as well as for the administration of assessments.

CAA Considerations and Recommendations

- The California Department of Education (CDE) recommends that all alternate assessments be administered in person with safety protocols in place if (and only if) it is safe to do so.
- Local educational agencies (LEAs) administering the CAAs in person must follow state, county, and local health guidelines, the California Department of Industrial Relations' Division of Occupational Safety and Health's COVID-19 emergency temporary standards, and any local collectively-bargained safety protocols;
- If it is unsafe to test students in person, students should not be tested. Remote administration is not recommended, but the final decision rests with local IEP teams on a case-by-case basis.

CAA Considerations and Recommendations

- If the administration of the CAAs is not a viable option, LEAs are not expected to find a separate local alternative option.
- IEP Amendments

Expanded Learning Opportunity Summit

Topic: Addressing the Needs of Students with Disabilities Post-Pandemic

Presenters:

- Rocklin Unified School District
- Los Angeles Unified School District
- SELPA Improvement Leads

Innovative Solutions Workgroup

Purpose:

To hear from educators, service providers, parents, and all stakeholders about the educational experience for students with disabilities over the past year, as well as strategies and opportunities for moving forward.

- To identify best practices and resources to share statewide.

Topics:

- Social Emotional Wellness and Behavior Support
- Accelerating Learning, Assessment, and Progress Monitoring
- High Quality Individualized Education Programs

Memo updates: Face Coverings and IEEs

- **Face Coverings Memo:** [Students with Disabilities and Face Coverings - Laws, Regulations, & Policies \(CA Dept of Education\)](#)
- **IEE Memo:** [Independent Educational Evaluations - Laws, Regulations, & Policies \(CA Dept of Education\)](#)
- **Special Education Division** specedinfoshare@cde.ca.gov

***STEERING AND FINANCE COMMITTEE SCHEDULE OF MEETINGS
2021-22***

- August 27, 2021
- September 24, 2021
- October 22, 2021*
- November 19, 2021
- December 17, 2021
- January 21, 2022
- February 25, 2022 *
- March 25, 2022
- April 22, 2022*
- May 27, 2022
- June 24, 2022

Meetings will be held at 8:30 a.m., at the Desert Mountain Educational Service Center, Apple Valley, CA.

Note: * Denotes date of Directors' Training



Save the Date

Steering Committee Meeting Special Education Directors' Trainings

Special education directors will participate in trainings focusing on the needs or interests in the area of special education research, programs, or legal compliance.

October 22, 2021- Reducing/Defending Litigation Arising out of COVID-19 - an AALRR presentation

February 25, 2022- Legally Defensible IEP Meeting - an AALRR presentation

April 22, 2022- OAH Legal Updates - a BBK presentation

Contact Us:

Marysol Hurtado
(760) 955-3552

Marysol.Hurtado@cahelp.org

Community Advisory Committee Meetings

The CAC holds periodic meetings during the school year to review and discuss all aspects of special education. Guest speakers are provided for parent education. Public concerns are welcomed. The CAC is a place where problems and concerns can be shared, discussed, and resolved. The meetings are open to the public and attendance is welcomed.

SAVE THE DATE

September 23, 2021, November 18, 2021,
February 24, 2022, & April 21, 2022

*Registration Will Open
July 1, 2021*



The goal of the CAC is to involve interested parents, students, teachers, education specialists/consultants, and community members in advising the SELPA and LEA school boards of the educational needs of individuals with exceptional needs and to help secure appropriate services for each individual.

Contact:

Marysol Hurtado
(760) 955-3552

Marysol.Hurtado@cahelp.org

6.3 Confidential Addresses on IEPs
Verbal report, no materials

6.4 Desert Mountain Operations Update
Verbal report, no materials



Desert / Mountain Children's Center
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
F 760-946-0819
W www.dmchildrenscenter.org

MEMORANDUM

DATE: May 19, 2021

TO: Special Education Directors

FROM: Linda Llamas, Director

SUBJECT: Desert/Mountain Children's Center Client Reports

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

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIS)
- 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

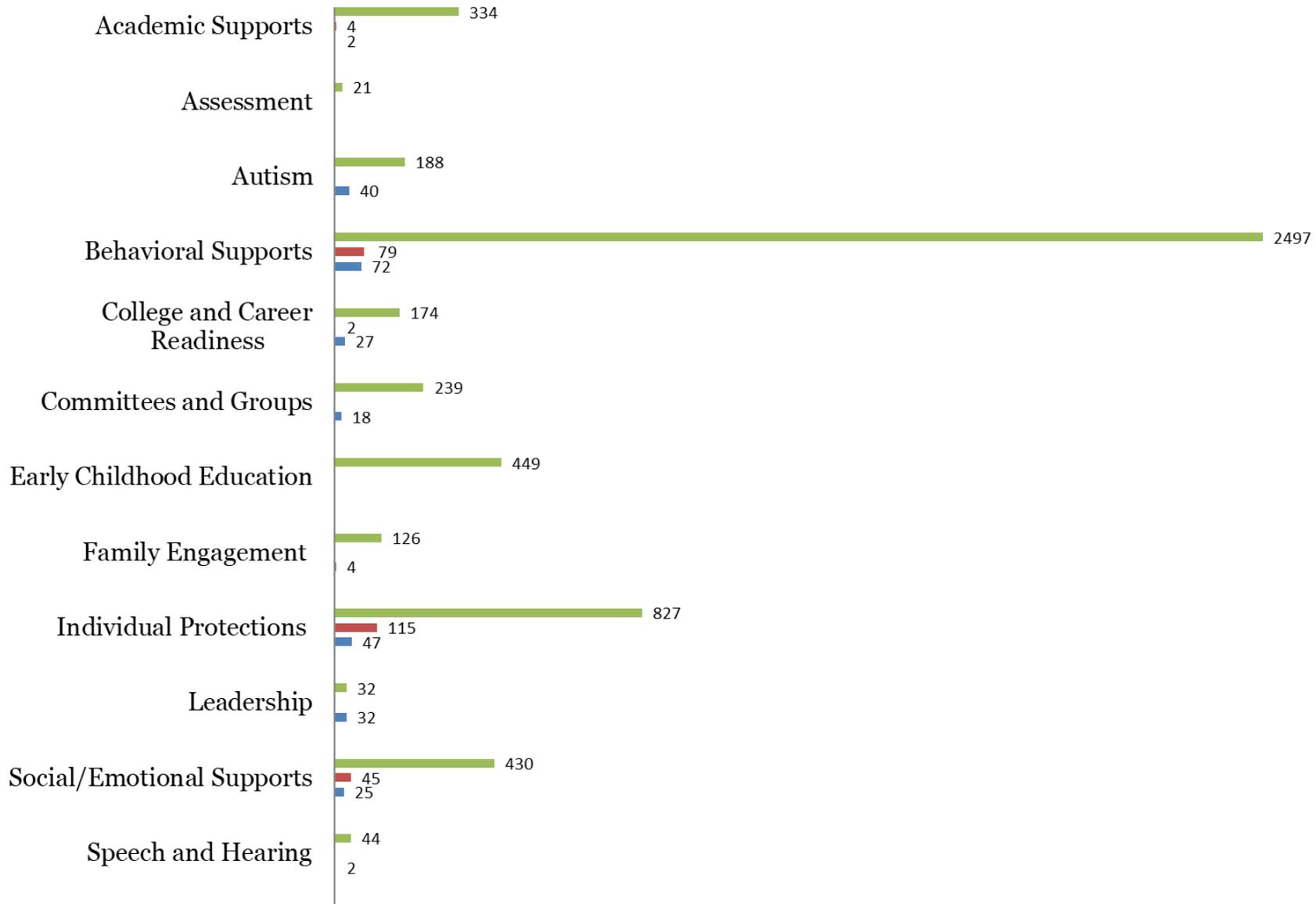
6.6 Impact of the Pandemic on Family Life
Verbal report, no materials

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

APRIL 2021 - 514 PARTICIPANTS

5361 YEAR-TO-DATE PARTICIPANTS

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



**Desert/Mountain SELPA
Due Process Summary
July 1, 2020 - May 21, 2021**

DISTRICT													CASE ACTIVITY FOR CURRENT YEAR				
	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	2	0	3	6	5.5	2.5	5	3	3.5	3	3	36.5	0	1	0	2	0
Apple Valley USD	1.33	0	0	2	1	1.5	1.5	0	3.5	10	4	24.83	1	0	0	3	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	1	0	0	0	0	1	3.5	0	2	0	1	8.5	0	0	0	1	0
Bear Valley USD	0	1	0	0	0	0	1	2	0	0	1	5	0	0	0	1	0
Helendale SD	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
Hesperia USD	1	5.5	4	3	5	7.5	7	6	7	17.5	7	70.5	1	1	1	4	0
Lucerne Valley USD	4	0	1	2	1	1	2	0	1.5	0	0	12.5	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0
Silver Valley USD	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	0	2	1	1	5	4.5	6.5	2	8.5	7	2	39.5	0	0	0	2	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	1	4.33	3.33	1.83	2.5	6.5	0	7	1	29.5	0	0	0	1	0
Victor Valley Union High SD	0	2	4	3.33	4.3	7.83	4	4	8.5	6.5	7	52.5	1	0	2.5	3.5	0
Academy for Academic Excellenc	1.33	0	0	4	2	0	1	2	1	1	1	13.33	0	0	0	1	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0.34	0.5	1	1.33	0.83	4.33	3	1.5	3	2	1	18.83	0	1	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0.5	2	0	2.5	0	0	0	0	0
Health Sciences HS & MS	0	0	0	0	0	0	0	0	1	1	0	2	0	0	0	0	0
SELPA-WIDE TOTALS	12	13	15	33	27.96	33	37	28	40	*59	28	320	3	3	3.5	18.5	0

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

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

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – May 21, 2021**

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

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – May 21, 2021**

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

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – May 21, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
10. VVUHSD 2020100043	Denial of FAPE 1. Failed to hold an IEP in February 2019 2. Failed to hold an IEP in February 2020 3. Failed to conduct triennial assessment October 2019	09/22/20	10/14/20 10/15/20 11/04/20	12/03/20	11/13/20 01/22/21	11/24- 11/25/20 02/02-04/21	Child has not been in school since before 2019. Parent refusing placement. Wants full-day SDC class with no class changes. District holds not FAPE. Case withdrawn. No settlement agreement. 04/19/21 - Attorney dropped the parent. Trying to settle directly with parent. Off calendar.
11. Apple Valley USD 2020100583	Denial of FAPE 1. Substantive concerns for IEPs dated: 10/2018, 10/2019, 03/2020, and 07/2020 2. Home instruction failed to provide FAPE 3. Fall 2019 Triennial timeline 4. Failure to provide parent a copy of IEP 5. Failure to provide accommodations to cheer tryouts 6. Failure to implement IEP during COVID-19	10/16/20	10/28/20	12/17/20	11/30/20 02/08/21	12/08- 12/10/20 02/17-18/21	No settlement at resolution. Parent remains angry; filing staff complaints. LEA offering compromises and not accepted. Mediation scheduled. 02/01/21 – settlement agreement. CLOSED.
12. VVUHSD 2020100503	Child Find	10/16/20	10/30/20 11/17/20 Waived by agreement		11/30/20 05/03/21	12/08- 12/10/20 05/11-12/21	12/03/20 student awaiting release of psychiatric hold for RTC; placement tolling agreement 02/2021; student under CPS placement. 03/21/21 no return response from parent. 03/29/21 case withdrawn; refiled; CLOSED
13. Hesperia USD 2020110001	Denial of FAPE 1. Failure to conduct triennial assessment Sept 2020 2. Lack of educational benefit a. reading goal b. writing goal c. math goal	10/30/20	11/10/20 11/09/20		12/14/20	12/22- 12/24-20	11/30/20 settlement agreement – Comp. ed; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – May 21, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
14. Academy for Academic Excellence 2020110282	Denial of FAPE 1. Failure to assess comprehensively 2. Failure to provide dyslexia program	11/09/20	11/20/20		12/28/20	01/05-07/21	Preliminary agreement; 12/18/20 settlement agreement – academic ERHMS comp. ed., IEE – dyslexia assessment; CLOSED
15. Snowline JUSD 2020110297	Denial of FAPE 5. Failure to make specific offer of FAPE Denial of parent participation 1. Failure to provide timely records 2. Failure to ensure team members participation	11/09/20	11/16/20		12/28/20	01/05-07/21	Parent seeking reimbursement for tuition at NPS, for summer tutoring expenses, for summer NPS placement, transportation reimbursement for private services; settled 12/01/20; CLOSED
16. Apple Valley USD 2020110631	Denial of FAPE failure to provide: 1. FBA 2. Behavior Plan 3. Appropriate services 4. Ambitious goals 5. Distance learning FAPE Failure to assess: 1. SLP 2. OT 3. ATC 4. PT 5. Psycho-ed triennial	11/19/20	12/04/20	01/13/21 02/02/21	01/04/21 02/19/21	01/12-14/21 03/2-4/21	Settlement demand viewed as excessive. Opposing counsel seeking to amend complaint after IEP of 12/09/20. AVUSD to cross-file. 02/26/21 – settlement agreement; prospective placement and services. CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – May 21, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
17. Hesperia USD 2020120175	Denial of FAPE 1. Failure to assess in all areas 2. Failure offer meaningful goals 3. Failure to offer appropriate goals 4. Failure to find Autism 5. No FBA 6. Learning loss as a result of COVID-19	12/03/20	12/14/20	01/19/21	01/18/21 03/08/21	01/26-28/21 03/16-18/21 05/05-06/21	12/04/20 resolution cancelled by mutual agreement. 01/21/21 District cross-filed. Cases consolidated. No settlement at mediation.03/2021 - preparing for hearing; hearing postponed to May. 04/13/21 – IEP at which mom refused student to attend school if no 1:1. Legal counsel working closely with HUSD.
18. Bear Valley USD 2020120196	Denial of FAPE 1. Child Find 2. Prior knowledge of TBI	12/04/20	12/10/20 Expedited	12/18/20 Expedited	01/11/21 Expedited 01/11/21 Regular	01/20-21/21 Expedited 01/26-28/21 Regular	Parent seeking to overturn expulsion. Settled all claims at mediation – full assessment by LEA, IEE for CAPD, removal of expulsion. CLOSED
19. Barstow USD 2020120631	Denial of FAPE 1. Failure to assess for ERHMS and FBA 2. Goals not reasonably calculated a. math b. reading c. writing 3. Lack of service during COVID-19	12/22/20 12/09/20	12/21/20 01/15/21 Expedited		02/01/21	02/09-11/21	01/19/21 – settlement agreement; FBA to be completed upon return to class. Compensatory education and ERMHS. CLOSED.
20. Apple Valley USD 2020120771	Denial of FAPE 1. Goals not reasonably calculated a. reading b. writing c. math 2. Lack of comprehensive assessment 3. Inadequate SAI	12/22/20 Received 01/04/21	01/12/21 01/11/21	03/10/21	02/01/21 04/19/21	02/09-11/21 04/27-29/21	01/28/21 – settlement agreement; IEE – neuropsych; District to assess ERMHS compensatory ed; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – May 21, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
21. VVUHSD & Adelanto SD 2021020060	Denial of FAPE 1. Failure to provide records 2. Lack of parental participation 3. Failure to assess in all areas 4. Failure to provide FAPE	02/01/21	02/16/21	05/03/21	03/15/21 05/10/21	03/23-25/21 05/18-20/21	LEA agreed to IEE followed by IEP to address FAPE. Hearing dates to be pushed out.
22. Snowline JUSD 2021020201	1. Denial of FAPE 2. Failure to provide appropriate ITP and transition services	02/04/21	02/18/21	03/12/21	03/12/21 04/23/21	03/23-25/21 05/05-06/21	Student to graduate 05/2021; parent seeking reimbursement and prospective funding of LMB. 03/18/21 settlement agreement for compensatory education and transition. CLOSED
23. VVUHSD 2021030583	Denial of FAPE 1. Child Find	03/15/21	Waived by agreement		05/03/21	05/11-13/21	Case of 10/2020 withdrawn and refiled here. Student in mental health and county placement.
24. Hesperia USD 2021040151	Denial of FAPE 1. Failure to implement IEP of 1/31/20. a. SAI b. SLP c. OT d. PT 2. Failure to address behavior a. FBA b. ABI c. goals 3. Failure to provide AAC services	03/03/21	04/14/21 04/27/21		05/17/21	05/25-27/21	

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2020 – May 21, 2021**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
25. Adelanto SD 2021040030	1. Failure to comprehensively assess 2. Wrongly exiting from special education	03/31/21	04/09/21		05/17/21	05/25-27/21	04/09/21 negotiating terms of settlement.
26. Adelanto SD 2021040062	Denial of FAPE: 1. Failure to find eligible 2. Failure to assess for a. OT b. Assistive Technology 3. Failure to develop goals 4. Predetermination 5. Denied parent participation	04/01/21	04/14/21		05/17/21	05/25-27/21	04/16/21 settlement agreement. Compensatory education. District assessment for AT and OT. CLOSED.
27. Hesperia USD & D/M Operations 2021040563	Issues: 1. Child Find at age 3 2. Failure to assess all areas 3. Failure to implement IEP 03/06/20 and 09/18/20 4. Failure to provide FBA 03/18 – present 5. Failure to provide LAS & AT 6. Conducted illegal restraint	04/13/21	04/27/21		05/28/21	06/08-10-21	

Desert /Mountain SELPA
Legal Expense Summary
As of May 21, 2021

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$314,479.71
2019-2020	\$475,930.79
2020-2021	\$274,332.71

6.9 Office of Administrative Hearings Decision
Verbal report, no materials

6.10 Learning Loss Mitigation Discussion
Verbal report, no materials

Save the Date

2021-22 Alternative Dispute Resolution Professional Development Series

Alternative Dispute Resolution (ADR) is an informal process for resolving conflicts early. It is a process that uses communication, collaboration, negotiation and mediation to produce an agreement that meets the needs of the student. ADR encourages all parties to keep the student's needs first and foremost throughout the process. The goal of ADR is to establish mutually agreeable solutions resulting in written agreements. Please join us on the following training dates.

SELPA Legal Pathway

Recommended for All IEP Teams

Collaborative IEP: Aligning the Sun, the Moon, and the Stars

- October 6, 2021

Art of Facilitating IEP Meetings

- November 9, 2021

Meaningful Parent Participation

- January 11, 2022

LEA ADR Teams, Collaborative

- September 14, 2021 | 2:00 - 4:00 p.m.
- December 7, 2021 | 2:00 - 4:00 p.m.
- April 19, 2022 | 2:00 - 4:00 p.m.

Advanced ADR Trainings

Recommended for LEA ADR Facilitation Teams

KEY2ED Facilitated IEPs Part II

- November 16, 2021

KEY2ED Conflict Prevention Resolution Part 1

- Winter 2022

Breaking Through Contentious IEPs, Listening for Need

- Spring 2022

Directors Trainings

Reducing/Defending Litigation Arising out of COVID-19 - an AALRR presentation

- October 22, 2021

Legally Defensible IEP Meeting - an AALRR presentation

- February 25, 2022

OAH Legal Updates - a BBK presentation

- April 22, 2022

Contact Us:

Registration for Virtual/Zoom Trainings will open July 1, 2021

Cruz Gustafson
(760) 955-3551
Cruz.Gustafson@cahelp.org

YOU BE THE JUDGE: May district wait 49 days to file due process in response to IEE request?

Following the triennial evaluation of a Connecticut student with a specific learning disability, the parents asked the student's district to fund an independent neuropsychological evaluation.

In response to the request, the assistant principal, who facilitated all of the student's IEP meetings, but who was not qualified in the assessments which had been given to the student, consulted with administrators who were more knowledgeable in those areas. Roughly two and a half weeks later, the AP called the parents and offered to discuss the evaluations in person. The AP then followed up in writing.

About 10 days after the call, the district informed the parents that it would initiate due process to defend its evaluations. About 20 days later – and 49 calendar days after the parents' independent educational evaluation request – the district filed a due process complaint.

The parents argued that the 49 days represented an unreasonable delay. They pointed to informal state guidance specifying that a district should respond within 10 school days.

When a parent requests an IEE, a district must either file for due process or provide the IEE at public expense and “without unnecessary delay.” 34 CFR 300.502 (b)(2).

Is district's delay in filing due process complaint 'unnecessary'?

- A. **Yes.** The IDEA defines “unnecessary delay” as anything over 30 days.
- B. **No.** The district needed the time to consider its evaluations and decide whether to defend them.
- C. **Yes.** It was unreasonable for the AP to wait two and a half weeks to respond to the parents' initial request.

Correct Answer: B

- A. **Yes.** The district had no reason to suspect the student needed special education.

Incorrect. The IDEA doesn't define "unnecessary delay." Generally, whether there has been such a delay depends on the facts and circumstances of the particular case. State regulations may address how quickly a district must respond, and as this case shows, some states may address the issue in policy guidance.

- B. **No.** The district needed the time to consider its evaluations and decide whether to defend them.

Correct! An independent hearing officer observed that the district used the time between the parents' request and the time it filed due process to consult with administrators, discuss its evaluations with the parents, and consider whether it should file due process to defend its evaluations. Greenwich Bd. Of Educ., 75 IDELR 293 (SEA CT 2019).

The IHO acknowledged that the state's informal policy guidance stated districts should respond within 10 days to an IEE request. However, the IHO noted, the IDEA doesn't set a specific deadline. "The [district] was within its rights to carefully consider its option of whether to pursue due process or grant the IEE request," the IHO wrote. Nor did the IHO find evidence of bad faith on the district's part. In addition to consulting with administrators, the IHO observed, the AP called the parents, offered to have an in-person meeting about why the district believed its evaluations were appropriate, and then followed up in writing.

The IHO denied the parents' motion for summary judgment on the district's due process complaint.

- C. **Yes.** It was unreasonable for the AP to wait two and a half weeks to respond to the parents' initial request.

Incorrect. Because the AP was not qualified in the triennial assessments, she needed time to discuss the evaluations with administrators before seeking to meet with the parents.

Equity Workshops: Enhancing Equity through Cultural Responsiveness

These 3 courses are designed to support schools and districts with enhancing equitable student outcomes by implementing culturally responsive systems and practices with Social-Emotional Learning (SEL) strategies into their Multi-Tiered System of Supports (MTSS). Participants will learn strategies and tools to support their unique culture and climate that align with the five core components of cultural responsiveness defined by the Center on PBIS. Intentional implementation of these strategies supports cultural change and positive learning environments for all students.

Presented By

The Prevention and Intervention Team

Time Duration

Each course is approximately 2.5 hours.

Cost

Each course is \$25.00 per person. Course fee waived for sites who are currently in contract with Prevention and Intervention services through the Desert/Mountain SELPA.

Registration

These courses are only offered as on-site trainings. Please submit a [CAHELP On-Site Training Request Form](#) to schedule any or all workshop courses.

Special Accommodations

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



Course 1: Enhancing Disciplinary Equity Through Data, Systems, and Practices

This course will provide participants with a 5-point multicomponent approach to reduce discipline disproportionality in schools based on their unique culture and climate with strategies to enhance positive learning environments.

Course 2: Implementing Culturally Responsive Systems and Practices

This course is designed to guide site teams and school staff through activities that distinguish the differences between culture and climate on their campuses, and strategies for implementing culturally responsive systems and practices school wide.

Course 3: Cultural Responsiveness: A Compilation of Classroom Strategies for Teachers

This course provides participants the opportunity to work together to create and identify strategies that showcase their individual teaching style, include student voice, and hold high expectations for their classroom learning environment.



CAHELP

California Association of Health and Education Linked Professions JPA
"The Relentless Pursuit of Whatever Works in the Life of a Child."

Prevention & Intervention EC-12 PBIS Calibration: Getting on Track

Tier 1 Calibration Days: Getting Started or Revisiting

Module 1 09/08/2021	Teaming (Establish membership and develop Behavioral Statement of Purpose)
Module 2 11/16/2021	Implementation Part 1 (Identify/teach school-wide and classroom positive behavioral expectations, PBIS assessment Annual Plan)
Module 3 02/02/2022	Implementation Part 2 (Acknowledgment System, Evidence Based Classroom Practices)
Module 4 03/08/2022	Evaluation (Data, Sustainability, TFI)

Tier 2 Calibration Days: Maintaining and Strengthening

Module 1 10/13/2021	Teaming and Operating Procedures PBIS Assessment Annual Plan
Module 2 11/18/2021	Student Identification and Screening Tools (Request for Assistance, Universal Screening)
Module 3 01/25/2022	Interventions (CICO and Adaptations, Social Skills Groups – Second Step)
Module 4 03/15/2022	Pathway Charting/BSP
Module 5 05/03/2022	Evaluation (Data, Sustainability, TFI)

Tier 3: For Existing Tier 2/3 Intervention Teams

Contact Your External Coach	PTR Pathway
Coming Soon 2022-2023	Renew Pathway

**PBIS Customized Supports: Scope and Sequence 2021-2022**

Site Name:

TFI Score (year)			TFI Score (year)			TFI Score (year)		
Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
%	%	%	%	%	%	%	%	%

Tier 1 Implementation

Team Day 1	Team Day 2	Team Day 3	Team Day 4
Steps 1-2 PBIS Foundations: <ul style="list-style-type: none"> <input type="checkbox"/> Establish Team Membership <input type="checkbox"/> Build Consensus <input type="checkbox"/> PBIS Assessments 	Steps 3-5 Identify and Teach Positive Behavioral Expectations: <ul style="list-style-type: none"> <input type="checkbox"/> School-Wide <input type="checkbox"/> Classroom 	Steps 6-7 Function of Behavior: <ul style="list-style-type: none"> <input type="checkbox"/> Encourage <input type="checkbox"/> Acknowledge <input type="checkbox"/> Respond 	Step 8 Data-based Decisions: <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring implementation <input type="checkbox"/> SWIS Overview <input type="checkbox"/> Planning for School-wide implementation

Tier 2 Readiness

Team Day 1	Team Day 2	Team Day 3	Team Day 4
Linking Tier 1 & Tier 2 <ul style="list-style-type: none"> <input type="checkbox"/> Tier 2 Readiness <input type="checkbox"/> Teaming <input type="checkbox"/> SWIS 	Tier 2 Systems <ul style="list-style-type: none"> <input type="checkbox"/> Critical Features <input type="checkbox"/> Tier 2 Interventions <input type="checkbox"/> Mental Health Supports in the Classroom 	Check-In Check-Out the Intervention <ul style="list-style-type: none"> <input type="checkbox"/> Implementation <input type="checkbox"/> Data-Based Decision Making <input type="checkbox"/> CICO -SWIS Overview 	Youth Mental Health First Aid

Tier 2 Implementation

Team Day 1	Team Day 2	Team Day 3
Tier 2 Interventions	Check-In Check-Out Adaptations: Implementing with Fidelity	Tier 2 Interventions: Social Skills Groups

*Virtual modules are available upon need or request.



Tier 3 Readiness and Implementation

Tier 3 Readiness and Implementation content delivery to be determined by data and 3 facilitated coaching days.

PTR Day 1	PTR Day 2	PTR Day 3	PTR Day 4
Introduction to Tier 3	The Student-Centered Team: PTR Process	PTR Application: Supporting the Individual Student	Evaluation, Sustainability and Generalization

*Virtual modules are available upon need or request.

Coaching

Tier 1 PBIS Calibration				
Day 1	Day 2	Day 3	Day 4	Day 5
Teaming	Implementation Part 1	Implementation Part 2	Pathway Charting/BSP	Evaluation

Tier 2 PBIS Calibration			
Teaming	Interventions	Resources and Support Plans	Evaluation



- Individualized Prevention (1-5%)**
 - Specialized
 - Individualized
- Systems for Students with High-Risk Needs

- Targeted Prevention (10-15%)**
 - Specialized Group
- Systems for Students who need more supports

- Universal Prevention (80%)**
 - Universal
- School/Classroom-Wide Systems for All Students, Staff, & Settings



JULY 2021							AUGUST 2021							SEPTEMBER 2021						
SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA
				1	2	3	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		
OCTOBER 2021							NOVEMBER 2021							DECEMBER 2021						
SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA
					1	2	31	1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
JANUARY 2022							FEBRUARY 2022							MARCH 2022						
SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA
2	3	4	5	6	7	8			1	2	3	4	5			1	2	3	4	5
9	10	11	12	13	14	15	6	7	8	9	10	11	12	6	7	8	9	10	11	12
16	17	18	19	20	21	22	13	14	15	16	17	18	19	13	14	15	16	17	18	19
23	24	25	26	27	28	29	20	21	22	23	24	25	26	20	21	22	23	24	25	26
30	31						27	28						27	28	29	30	31		
APRIL 2022							MAY 2022							JUNE 2022						
SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA	SU	M	TUE	W	TH	FR	SA
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

	Assessment Name	Completed By?	When?
	Tiered Fidelity Inventory (TFI)	PBIS Team	2x annually during fall and spring
	School Climate Survey	Students, Families, and Staff (anonymous survey)	2x annually within the first 45 days of school and last 45 days of school
	Self Assessment Survey (SAS)	All Staff (anonymous survey)	Winter

TFI Requirement

For sustainability the TFI walk through tool will be completed by an **ACER certified external reviewer** (ex. district coach, external coach, or reviewer from a neighboring school) and it is recommended that the TFI is completed by the site PBIS team with the active presence and guidance of this ACER certified coach.

Assessments

Tiered Fidelity Inventory **completed by the PBIS team*

Who: School Systems Planning teams – a team of three to eight people including the administrator and district coach – with input from Tier I, II, and/or III teams. It is strongly recommended the team complete the TFI with an external PBIS coach serving as a facilitator.

When: First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 80% fidelity three consecutive times may choose to take the TFI as an annual assessment.

[The TFI \(PDF\)](#) gives teams a single, efficient, valid, reliable survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Schools may take the TFI as:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts

Self-Assessment Survey (SAS) **completed by all staff*

Who: Teams interested in knowing more about staff perception of PBIS implementation across all systems may favor the SAS. All school staff are encouraged to take the survey in PBIS Assessment, with at least 80% recommended for reliable results. When the survey window has closed and all participants have had a chance to take the survey, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

When: Annually

[The SAS \(RTF\)](#) is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for Action Planning.

School Climate Survey **completed by students, families, and staff*

Who: School teams wanting to gain a student, family, and staff perspective on the overall climate in the building will use the School Climate Survey.

- **Elementary:** Survey students between grades 3-5. (If the elementary school includes grade 6, these students should also complete the elementary survey.)
- **Middle/High:** Survey students between grades 6-12.

When: As an outcome tool, the School Climate Survey is taken annually. If taken twice a year, the first administration should happen in the first 45 days of school and the last should happen in the last 45 days of school.

[The School Climate Survey Suite](#) is a set of four multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate.

- School Climate Survey: Elementary
- School Climate Survey: Middle/High
- School Climate Survey: School Personnel
- School Climate Survey: Family

The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. Teams can use each survey separately or in combination to assess perceptions. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-scale response option.

PBIS Assessment Annual Plan

Fall/Winter 2021-22

Tiered Fidelity Inventory - Fall Assessment			
Date	Activity	Who?	Completed
*Appendices Scheduled to be Completed Prior to Team Assessment Date			
	Appendix A – TFI Walkthrough Scheduled Date		
	Appendix B – Tier 2 Targeted Interventions Reference Guide		
	Appendix C – Tier III Support Plan Worksheet		
	Assessment scheduled to be completed	PBIS Team	
	Action Planning scheduled	PBIS Team	
	Data and Action Plan Shared with All Staff		
Notes:			

School Climate Surveys – Fall Assessment			
Activity	Date	Resource/ Plan	Person Responsible
STUDENTS			
Passive permission form sent			
Students Survey (Elementary 3-6)			
Students Survey (Middle/High)			
STAFF			
Staff Survey Date			
FAMILIES			
Family Survey Window			
Family Survey Letter Sent			
Additional Family Reminders			
Follow-up			
Review Results and Action Plan			
Share Results (Staff/ Stakeholders)			
Notes:			

Self Assessment Survey – Winter Assessment			
Date	Activity	Resource	Follow-up
	Staff Survey Completion		
	Team Action Planning		
	Shared with Staff		
Notes:			

PBIS Assessment Annual Plan
Winter/Spring 2021-22

* Optional Mid-Year Tiered Fidelity Inventory - Winter Assessment			
Date	Activity	Who?	Completed
*Appendices Scheduled to be Completed Prior to Team Assessment Date			
	Appendix A – TFI Walkthrough Scheduled Date		
	Appendix B – Tier 2 Targeted Interventions Reference Guide		
	Appendix C – Tier III Support Plan Worksheet		
	Assessment scheduled to be completed	PBIS Team	
	Action Planning scheduled	PBIS Team	
	Data and Action Plan Shared with All Staff		
Notes:			

School Climate Surveys – Spring Assessment			
Activity	Date	Resource/ Plan	Person Responsible
STUDENTS			
Passive permission form sent			
Students Survey (Elementary 3-6)			
Students Survey (Middle/High)			
STAFF			
Staff Survey Date			
FAMILIES			
Family Survey Window			
Family Survey Letter Sent			
Additional Family Reminders			
Follow-up			
Review Results and Action Plan			
Share Results (Staff/ Stakeholders)			
Notes:			

Tiered Fidelity Inventory – Spring Assessment			
Date	Activity	Who?	Completed
*Appendices Scheduled to be Completed Prior to Team Assessment Date			
	Appendix A – TFI Walkthrough Scheduled Date		
	Appendix B – Tier 2 Targeted Interventions Reference Guide		
	Appendix C – Tier III Support Plan Worksheet		
	Assessment scheduled to be completed	PBIS Team	
	Action Planning scheduled	PBIS Team	
	Data and Action Plan Shared with All Staff		
Notes:			



California Association of Health & Education Linked
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MEMORANDUM

DATE: April 30, 2021

TO: Special Education Directors and Coordinators
MIS Contacts

FROM: Colette Garland, MIS Support Analyst
Desert/Mountain SELPA and Charter SELPA

SUBJECT: 2020 -2021 Personnel Data Report

Attached is a copy of the instructions and Excel worksheet for completing the Personnel Data Report. All information submitted must reflect personnel as of October 7, 2020 which was CALPADS census date and aligns with CALPADS Fall 1 reporting date. Please review this in its entirety and complete the attached Excel spreadsheet for your LEA. Return it to Colette Garland, MIS Support Analyst by **Friday, June 11th, by 5:00 p.m.** Please DO NOT submit this information directly to the California Department of Education. The SELPA is responsible for collecting and consolidating all LEA reports with the SELPA level report and will submit data through the SEPDA website. Certification page will be signed at the SELPA level for completion of submission. The Excel spreadsheet should be returned to Colette Garland, MIS Support Analyst, at colette.garland@cahelp.org.

Your assistance in this process is greatly appreciated. Please do not hesitate to contact me at (760) 955-3565 or email at colette.garland@cahelp.org if you have questions and/or if I can be of further assistance.

Attachments:

- 2020 – 21 Technical Assistance Guide (TAG)
- 2019 – 20 Previous LEA Completed Spreadsheet for reference
- 2020 – 21 Blank Spreadsheet (to be returned to Colette Garland)



Monitoring and CALPADS Updates

May 7, 2021

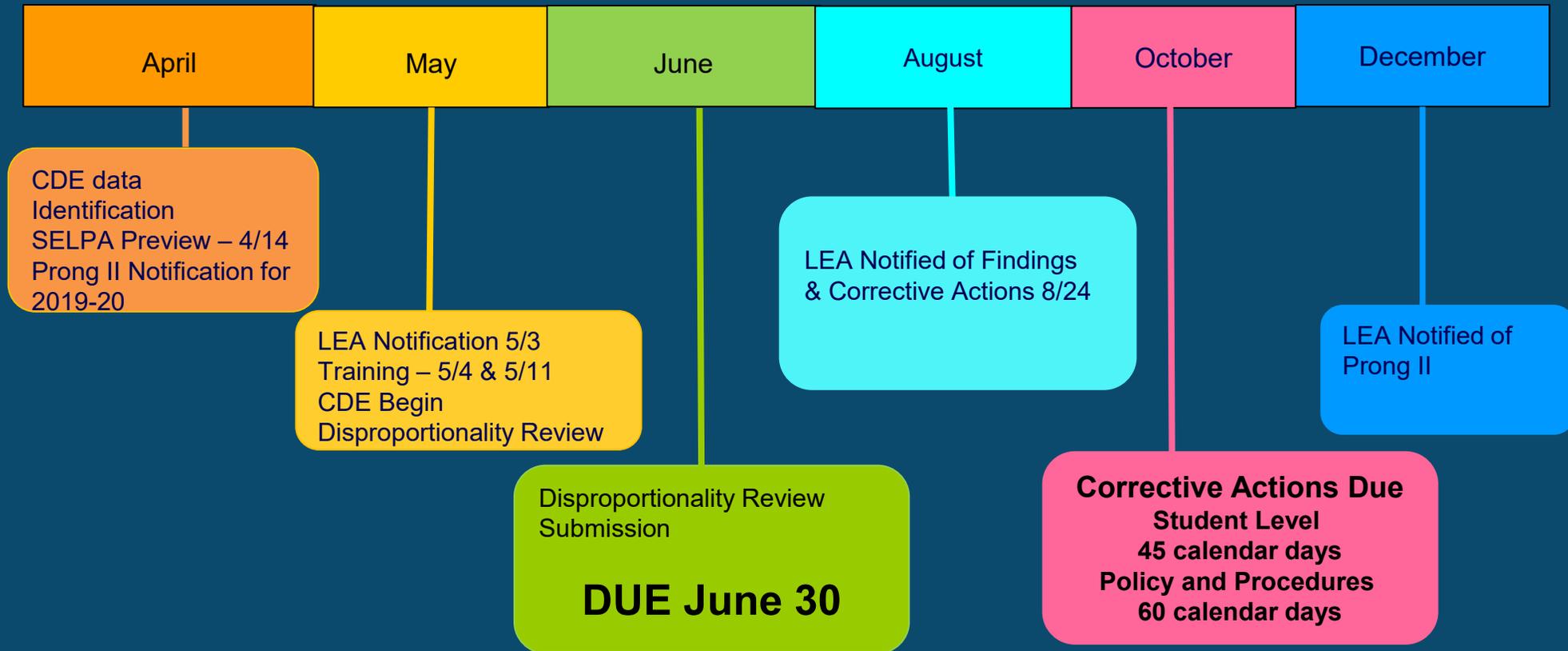
Shiyloh Duncan-Becerril, Associate Director
Special Education Division

CALIFORNIA DEPARTMENT OF EDUCATION

Tony Thurmond, State Superintendent of Public Instruction

Monitoring Updates

Disproportionality Review Timeline



What do LEAs need to do?

- Review data
- Review student list
- Provide electronic access
- Upload policies and procedures

Next Steps for Initial Assessment of Eligibility

- Review LEAs that made no progress to reducing the number of students waiting on assessments
- Reach out directly to those LEAs for additional monitoring
- Publish updated data to LEAs about current outstanding eligibility assessments

CDE Approach in Fall of 2021

- Monitoring will focus on building high-quality, responsive IEPs designed to address the needs of the child and improve outcomes.
- Continue to build resources to support LEAs with IEPs, Initial Assessments of Eligibility and Service provision for Fall 2021
- Support the implementation of Positive Behavior Supports in partnership with experts in the field.
- Accelerate collaboration with Technical Assistance partners to support LEAs in a variety of areas (teacher training, paraprofessional training, ELs with disabilities, etc.).

The Monitoring Philosophy

- Does what we do
 - Drive improved outcomes in FAPE in the LRE
 - Measured by Assessment scores, Suspension rates and Access to General Education
 - Address equity
 - Measured by disproportionality
- We will be asking over and over:
 - Does this activity achieve these goals?

CDE is internally working on five key areas for Monitoring for the Fall of 2021

- Selection Criteria for Monitoring
- Monitoring Activities
- Supports and Guidance on High Quality IEPs
- Supports and Guidance on Assessing Learning Loss
- Supports and Guidance on Positive Behavior Supports

APR Reports and Targets

- CDE will publish the Local APR reports in June
- The CDE will be entering into a new 6 year cycle for the APR starting next year.
- There are new indicators and there will be all new targets
- The CDE will review those targets and indicators during a summer SELPA meeting

CALPADS Updates

Reporting Meetings for Plans that Begin Next Academic Year

- CDE is currently in discussions about reporting transactions with plan and service information that will begin at the start of the new academic year
- Current system logic will count any meeting or amendment date between July 1 – June 30 for purposes of EOY 4 reporting

Triennials that Result in Plan Changes

- During a triennial evaluation, LEAs sometimes make changes to student's special education plans
- Special education case managers need to be aware that any plan changes that happen during a triennial evaluation should be recorded in the special education data system with either:
 - Annual record (20) with a meeting date = triennial meeting date if changes were made through a full IEP on the same day
 - Amendment to most recent annual record if full IEP was not held

DSEA Extract

- Charter schools will be added to the DSEA extract for informational purposes only
- Requests have also been made to add DSEA information for students on IFSPs and ISPs therefore, we are creating two versions of the DSEA Extract
 - Accountability - indicates where SWD are being “sent” and “received” for accountability purposes
 - Informational – list of ALL SPED records where an LEA is listed as the DSEA

Delay Codes now allowed on Pending Records

- As of May 4, Delay Codes can now be added to pending records for students pending initial evaluation
- LEAs may update the pending records in the SEDS and resubmit the transaction to CALPADS
- Delay code may also be placed on Initial Evaluation record once the meeting is held

Guidance for Use of SSID Extract

- The SSID Extract can be used to identify SWD as soon as they transfer into an LEA
- When requesting the SSID Extract from the CALPADS administrator LEAs should request the following:
 - After downloading the extract, CALPADS Administrator should filter the extract for students with a Student with Disabilities (SWD) Indicator = “Y”
 - This should reduce concerns of data privacy
- Extract logic is being changed to allow LEAs to pull the “Date Range” version of the extract using enrollment dates rather than SSID creation dates

Additional Questions



Management Information System (MIS) Users' Meeting - CALPADS Errors Part 2

Presented By

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

Date

May 25, 2021

Time

9:00 to 11:00 a.m.

Cost

Free

Location

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

This training may be recorded.

Description

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

Audience

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

Registration

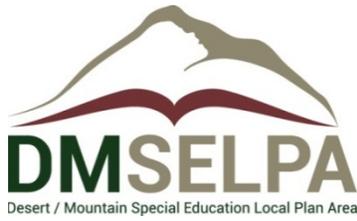
Please register online at: <https://sbcss.k12oms.org/52-202122>
Access Code: CALPADS

Special Accommodation

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

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

7.1 Governor's Budget - May Revise
Verbal report, no materials



Desert / Mountain Special Education Local Plan Area
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MEMORANDUM

DATE: April 23, 2021

TO: Special Education Directors and MIS Contacts

FROM: Colette Garland, MIS Support Analyst

SUBJECT: Desired Results Access Project (DRDP) – Spring 2021

The Desired Results Developmental Profile [DRDP (2015)] is designed to assist the California Department of Education in determining the effectiveness of its early care and education programs. CDE's Special Education Division (SED) implements the DRDP (2015) in Special Education Local Plan Areas (SELPA's) to comply with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) and requirements of the U.S. Department of Education's Office of Special Education Programs (OSEP). The Desired Results Access Project conducts research, technical studies, and evaluation activities to support the use of the DRDP (2015) for special education.

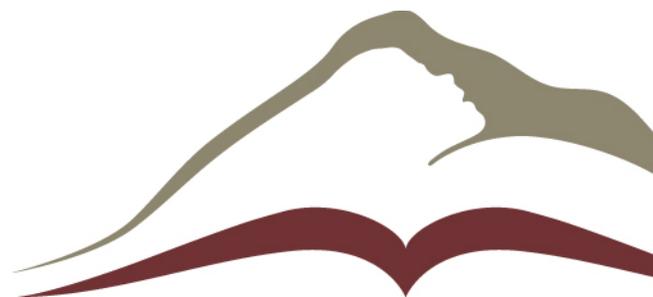
DRDP manual and instructions can be found at: <https://www.draccess.org>

DRDP Assessment Online portal can be found at <https://www.draccessreports.org>

Questions regarding DRDP Assessor registration/training should be emailed to reports@draccess.org or call (800) 873-9220 or (707) 294-8072

PLEASE COMPLETE YOUR DRDP ASSESSMENTS ONLINE BY FRIDAY, JUNE 18. SELPA will process and submit required information.

Please feel free to contact me at (760) 955-3565 or email me at colette.garland@cahelp.org





MEMORANDUM

Date: May 3, 2021
To: Directors of Special Education
From: Richard Frederick, Area Director 

Subject: **Audiological Service Reports**

Attached are the Audiological Service Reports for the month of April 2021 by district.

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



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MEMORANDUM

Date May 21, 2021

To: Directors of Special Education

From: Peggy Dunn, Program Manager

Subject: **Occupational and Physical Therapy Reports**

Attached are the occupational and physical therapy Referral Status, and Current Students Direct Services reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3568 at peggy.dunn@cahelp.org

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

	January				February				March				April				May				June			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	4			4	4			4	4			4	3			3								
Apple Valley	15	3	12	30	15	1	14	30	15	1	14	30	15	1	13	29								
Baker																								
Barstow	5			5	5			5	5			5	5	1		6								
Bear Valley																								
Helendale																								
Hesperia	17	2	1	19	17	1	1	19	18	1	1	20	18	1	1	20								
High Tech High																								
Lucerne Valley																								
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	11		1	12	11		1	12	11		1	12	11	1	1	13								
Trona																								
Victor Elem	9			9	9			9	9			9	12			12								
VVUHSD	21	2	2	25	22	1	2	25	20	1	2	23	19	1	2	22								
TOTALS	82	7	16	104	83	3	18	104	82	3	18	103	83	5	17	105								
2019-20 Totals	76	7	18	101	76	8	15	99	78	7	16	101	78	7	15	100	77	7	16	100	75	6	16	97
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 Totals	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
5/26/2021 1:00 PM - 2:30 PM	School Psychologists' Committee Meeting	VIRTUAL
6/2/2021 9:00 AM - 10:30 A	WEBIEP AM QUESTION AND ANSWER SESSION	VIRTUAL
6/2/2021 2:00 PM - 3:30 PM	WEBIEP PM QUESTION AND ANSWER SESSION	VIRTUAL
6/11/2021 1:00 PM - 3:00 PM	FAMILY FUN DAYS	DMESC
6/16/2021 9:30 AM - 11:30 A	REAL TALK...PARENT-TO-PARENT GROUP CHATS	VIRTUAL
6/25/2021 1:00 PM - 3:00 PM	FAMILY FUN DAYS	DMESC

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