

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

March 21, 2025 – 9:00 a.m.

TELECONFERENCE LOCATIONS:

Baker Valley Unified SD – 72100 School House Lane, Baker, CA 92309

Health Sciences High and Middle Colleges – 3910 University Ave Ste 100, San Diego, CA 92105

Needles Unified SD – 1600 Washington St., Needles, CA 92363

Trona Joint Unified SD – 83600 Trona Rd, Trona, CA 93562

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 and Finance 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 March 21, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PRESENTATIONS

5.1 Care Solace

Tyler Chamness, Care Solace Director of Customer Success, will provide a presentation.

5.2 DM 24-25 Projected FFS and LCFF

Angelina Darnold and Anthony Warnecke will be presenting the DM 24-25 Projected FFS and LCFF.

6.0 CONSENT ITEMS

It is recommended that the Desert Mountain SELPA 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.

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

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

6.1.1 February 21, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

7.0 FINANCIAL COMMITTEE ITEMS

7.1 Low Incidence Projected Ending Balances

Kayla Gewirtz will review the Low Incidence Projected Ending Balances.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

Pam Bender will provide Legislative updates.

8.2 Local Plan Update

Pam Bender will provide a Local Plan update.

8.3 CALPADS – Degree of Support

Pam Bender will share changes coming up for Fall 2025. Codes 350 and 865.

8.4 Credentials Bridge Authorization Update

Pam Bender will provide a Credentials Bridge Authorization update.

8.5 Desert Mountain Children’s Center Client Services Reports and Updates

Linda Llamas will review Mountain Children’s Center Client Services Reports and provide updates.

8.6 [Professional Learning Opportunities](#)

Heidi Chavez will review Professional Learning Opportunities.

8.7 Resolution Support Services Summary and Update

Sheila Parisian will review Resolution Supports Services Summary and update.

8.8 Compliance Update

Dr. Peggy Dunn will provide a Compliance Update.

8.9 Non-Public Schools Updates

Dr. Peggy Dunn will provide Non-Public Schools Updates.

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

8.10 California Longitudinal Pupil Achievement Data System (CALPADS) Update

Colette Garland will provide a CALPADS update.

8.11 Personnel Data Report

Colette Garland will provide a Personnel Data Report update.

8.12 Desired Results Developmental Profile (DRDP) Update

Colette Garland will provide a DRDP update.

8.13 Special Education Information System (SEIS) Update

Colette Garland will provide a SEIS update.

8.14 Career Technical Education (CTE) Updates

Deborah Sarkesian will provide Career Technical Education updates.

8.15 Prevention and Intervention (P&I) Updates

Deborah Sarkesian will provide Prevention and Intervention updates.

8.16 Occupational and Physical Therapy Services Reports and Updates

Codi Andersen will provide an Occupational and Physical Therapy Services Report and updates.

9.0 INFORMATION / ACTION ITEMS

9.1 First reading of the Desert Mountain SELPA Policies Chapter 4 Instructional Planning and the IEP

Pam Bender will review the Instructional Planning and the IEP Chapter 4.

10.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS

11.0 CEO COMMENTS

12.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert Mountain 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. Speakers are requested to give their name and limit their remarks to five 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

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

no further opportunity for the general public to address the Council on items under consideration.

13.0 ADJOURNMENT

The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Friday, April 18, 2025, at 9:00 a.m., at the Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodation(s) for disabilities are requested to contact Cindy Quan at (760) 955-3555, at least seven days prior to the date of this meeting.

FEE-FOR-SERVICE BUDGET to 2nd INTERIM COMPARISON - 2024-25

SELPA	Desert Mountain		Budget	2nd Interim	+Increase/ -Decrease
A. REVENUES					
			5/1/2024	As of 1/31/25	
	RS	OB			
1. AB602 Special Ed Funding	6500	8311	\$ 67,250,497	\$ 69,795,512	\$ 2,545,015
2. Property Tax Transfer	6500	8097			
3. Property Tax Transfer Adjustment between 2022-23 P-2 and Annual					
4. Federal IDEA (Local Assistance Entitlement)	3310	8181			
5. Net State Aid (A1-A2-A3-A4)	6500	8311			
6. LCFF ADA Revenue Transfer	6500	8710	\$ 14,312,267	\$ 17,229,933	\$ 2,917,666
7. Federal Preschool	3315	8182	\$ 199,230	\$ 199,230	\$ -
8. Preschool Local Entitlement	3310	8182	\$ 412,411	\$ 412,411	\$ -
9. Infant Part C	3385	8182	\$ 37,210	\$ 37,210	\$ -
10. Infant State Apportionment	6510	8311	\$ 629,050	\$ 643,685	\$ 14,635
11. Infant Discretionary	6515	8590	\$ 66,509	\$ 10,936	\$ (55,573)
TOTAL REVENUES			\$ 82,907,174	\$ 88,328,917	\$ 5,421,743
B. EXPENDITURES					
1. SAI Services - SDC			\$ 42,051,705	\$ 45,406,439	\$ 3,354,734
2. Related Services - DIS			\$ 17,848,330	\$ 18,223,131	\$ 374,801
3. Itinerant			\$ 2,221,169	\$ 2,178,376	\$ (42,793)
4. 1:1 Aide Services			\$ 10,505,623	\$ 11,813,238	\$ 1,307,616
5. Interpreter Services			\$ 129,347	\$ 154,661	\$ 25,313
6. Preschool Assessments			\$ 230,322	\$ 231,824	\$ 1,502
7. Preschool SDC			\$ 9,211,276	\$ 7,035,025	\$ (2,176,251)
8. Early Start			\$ 709,403	\$ 694,547	\$ (14,856)
TOTAL EXPENDITURES			\$ 82,907,174	\$ 85,737,240	\$ 2,830,066
C. PRIOR YEAR ADJUSTMENTS					
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	\$ -	\$ -	\$ -
2. Early Start Beginning Balance			\$ -	\$ -	\$ -
TOTAL PRIOR YEAR ADJUSTMENTS			\$ -	\$ -	\$ -
D. 2024-25 ESTIMATED ENDING BALANCE					
1. Total Revenues (Section A)			\$ 82,907,174	\$ 88,328,917	\$ 5,421,743
2. Plus Total Prior Year Revenue Adjustments (Section C)			\$ -	\$ -	\$ -
3. Less Total Expenditures (Section B)			\$ 82,907,174	\$ 85,737,240	\$ 2,830,066
4. Less Early Start Ending Balance				\$ (2,716)	\$ (2,716)
5. Estimated 2024-25 Fee-For-Service Ending Balance			\$ 0	\$ 2,594,393	\$ 2,594,393

Service Counts	Budget	2nd Interim	Diff
SAI Services - SDC	1175	1335	160
Related Services - DIS	2439	2491	52
Itinerant	330	299	-31
1:1 Aide Services	145	149	4
Interpreters	1	1	0
Preschool Assessments	75	59	-16
Preschool SDC	330	238	-92
Early Start	52	52	0

ADA	
Estimated ADA - Budget	1005.47
Estimated ADA - 2nd Interim	1201.13

San Bernardino County Superintendent of Schools

Desert Mountain County Operated Special Education Program
2024-25 Preliminary Budget
as of 2nd Interim

			SAI SERVICES > 50% SDC	RELATED SERVICES DIS	Itinerant	1 TO 1 AIDE SERVICES	INTERPRETER SERVICES	PRESCHOOL ASSESSMENTS	PRESCHOOL SDC	EARLY START	TOTAL	
2	OBJECT	EXPENSE	RATE	\$ 28,748	\$ 5,878	\$ 5,407	\$ 58,200	\$ 103,903	\$ 2,872	\$ 26,105	\$ -	
3	1000-1999	Certificated Salaries	13,950,938	4,850,116	970,970	-	-	129,289	2,180,181	374,637	22,456,131	
4	2000-2999	Classified Salaries	7,953,326	2,761,787	134,692	4,931,016	77,518	-	1,404,467	35,807	17,298,613	
5	3000-3999	Employee Benefits	11,598,669	3,174,549	502,782	3,774,996	45,091	55,253	1,984,824	157,184	21,293,348	
6	4000-4999	Books & Supplies	77,554	27,600	5,400	-	-	600	18,600	1,800	131,554	
7	5000-5999	Services & Other Operating Expenditures	3,164,635	3,933,001	149,005	853,841	2,550	2,461	105,016	13,010	8,223,519	
8	6000-6999	Capital Outlay	-	-	-	-	-	-	-	-	-	
9												
10		Subtotal	36,745,122	14,747,053	1,762,849	9,559,853	125,159	187,603	5,693,088	582,438	69,403,165	
11		% of subtotal	0.53393	0.21428	0.02562	0.13891	0.00182	0.00273	0.08272	N/A		
12												
13		Allocated Cost	5,469,864	2,195,240	262,417	1,423,076	18,631	27,927	847,471	63,292	10,307,917	
14		Subtotal 1000-6000 costs	42,214,986	16,942,293	2,025,266	10,982,929	143,790	215,530	6,540,559	645,730	79,711,082	
15												
16	7300-7380	Indirect Cost @ 7.56%	3,191,453	1,280,837	153,110	830,309	10,871	16,294	494,466	48,817	6,026,158	
17												
18		TOTAL EXPENSE	45,406,439	18,223,131	2,178,376	11,813,238	154,661	231,824	7,035,025	694,547	85,737,240	
19												
20	RESOURCE	OBJECT	REVENUE									
21			LCFF Distribution (based on % of total expense of applicable program)	0.58381	0.23430	0.02801	0.15189	0.00199				
22	6500	8710	Local Control Funding Formula Revenue	10,059,034	4,037,029	482,583	2,617,025	34,262			17,229,933	
23	3315	8182	Federal Preschool						6,356	192,874	199,230	
24	3310	8182	Preschool Local Entitlement Allocation						13,157	399,254	412,411	
25	3385	8182	Part C Early Intervention							37,210	37,210	
27	6510	8311	Infant I-50 Apportionment							643,685	643,685	
28	6515	8590	Infant Discretionary							10,936	10,936	
31			TOTAL REVENUE:	\$ 10,059,034	\$ 4,037,029	\$ 482,583	\$ 2,617,025	\$ 34,262	\$ 19,512	\$ 592,129	\$ 691,831	\$ 18,533,405
32												
33			Excess Cost Per Program	(35,347,404)	(14,186,102)	(1,695,793)	(9,196,214)	(120,398)	(212,311)	(6,442,896)	(2,716)	(67,203,835)
34												
35			(Estimated Number of Services for 2024-25)	1,335	2,491	299	149	1	59	238	-	
36			2024-25 Estimated Rates	\$ 26,477	\$ 5,695	\$ 5,672	\$ 61,720	\$ 120,398	\$ 3,598	\$ 27,071	\$ -	
37												
38			2024-25 Approved FFS Rates	\$ 28,748	\$ 5,878	\$ 5,407	\$ 58,200	\$ 103,903	\$ 2,872	\$ 26,105	-	

Unused 2024-25 Reserve Balance: \$2,487,215

Estimated 2024-25 Revenue	\$ 88,328,917
Estimated 2024-25 Expenses	\$ 85,737,240
Estimated FFS Balance	\$ 2,591,677
Estimated Early Start Balance	\$ 2,716
Estimated Net FFS Balance	\$ 2,594,393

San Bernardino County Superintendent of Schools
 DESERT MOUNTAIN COUNTY OPERATED SPECIAL EDUCATION PROGRAM
 2024-25 LCFF Revenue Transfer District Funded Students First 50% Transfer

District of Residence	UPP %	Grades TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Adelanto	80.30%	14,245.62	13,098.82	13,486.23	-	40,830.67
P-1 ADA		74.31	29.68	19.02		123.01
Total		1,058,592.02	388,772.98	256,508.09		1,703,873.09
Apple Valley	75.80%	13,896.98	12,778.24	13,156.18	15,477.78	55,309.18
P-1 ADA		59.91	19.71	12.92	37.70	130.24
Total		832,568.07	251,859.11	169,977.85	583,512.31	1,837,917.33
Barstow	77.50%	14,028.69	12,899.35	13,280.87	15,624.47	55,833.38
P-1 ADA		21.79	15.73	10.84	8.67	57.03
Total		305,685.16	202,906.78	143,964.63	135,464.15	788,020.72
Bear Valley	70.22%	13,464.66	12,380.73	12,746.91	14,996.29	53,588.59
P-1 ADA		16.30	0.00	0.89	1.02	18.21
Total		219,473.96	0.00	11,344.75	15,296.22	246,114.92
Helendale	57.08%	12,446.63	11,444.65	11,783.14	13,862.45	49,536.87
P-1 ADA		8.36	4.26	0	0	12.62
Total		104,053.83	48,754.21	0.00	0.00	152,808.04
Hesperia	70.04%	13,450.72	12,367.90	12,733.70	14,980.76	53,533.08
P-1 ADA		69.47	11.61	7.40	87.62	176.10
Total		934,421.52	143,591.32	94,229.38	1,312,614.19	2,484,856.41
Lucerne	90.12%	15,006.44	13,798.38	14,206.49	16,713.44	59,724.75
P-1 ADA		10.66	4.22	2.56	8.58	26.02
Total		159,968.65	58,229.16	36,368.61	143,401.32	397,967.74
Needles	79.58%	14,189.84	13,047.52	13,433.42	15,803.95	56,474.73
P-1 ADA		12.94	12.32	6.92	53.82	86.00
Total		183,616.53	160,745.45	92,959.27	850,568.59	1,287,889.83
Oro Grande	94.35%	15,334.16	14,099.72	14,516.75	17,078.44	61,029.07
P-1 ADA		4.89	2.70	0	0	7.59
Total		74,984.04	38,069.24	0.00	0.00	113,053.29
Silver Valley	62.34%	12,854.15	11,819.36	12,168.94	14,316.33	51,158.78
P-1 ADA		1.90	2.38	0	2.75	7.03
Total		24,422.89	28,130.08	0.00	39,369.91	91,922.87
Snowline	74.20%	13,773.02	12,664.26	13,038.82	15,339.72	54,815.82
P-1 ADA		43.24	16.98	1.57	37.37	99.16
Total		595,545.38	215,039.13	20,470.95	573,245.34	1,404,300.80
Trona	75.49%	13,872.96	12,756.16	13,133.44	15,451.03	55,213.59
P-1 ADA		3.67	0.83	0.00	0.95	5.45
Total		50,913.76	10,587.61	0.00	14,678.48	76,179.85
Victor Elementary	86.57%	14,731.40	13,545.49	13,946.11	16,407.11	58,630.11
P-1 ADA		215.06	92.81	0	0	307.87
Total		3,168,134.88	1,257,156.93	0.00	0.00	4,425,291.81
Victor Valley Union High	83.20%	14,470.30	13,305.41	13,698.94	16,116.32	57,590.97
P-1 ADA		0	0	47.12	97.68	144.80
Total		0	0	645,494.05	1,574,242.14	2,219,736.19

Summary			
District	District #	Based on P-1 ADA	First 50% Transfer
Adelanto	201	1,703,873.09	851,937.00
Apple Valley	203	1,837,917.33	918,959.00
Barstow	208	788,020.72	394,010.00
Bear Valley	206	246,114.92	123,057.00
Helendale	224	152,808.04	76,404.00
Hesperia	228	2,484,856.41	1,242,428.00
Lucerne	232	397,967.74	198,984.00
Needles	241	1,287,889.83	643,945.00
Oro Grande	246	113,053.29	56,527.00
Silver Valley	252	91,922.87	45,961.00
Snowline	254	1,404,300.80	702,150.00
Trona	255	76,179.85	38,090.00
Victor Elementary	257	4,425,291.81	2,212,646.00
Victor Valley Union High	268	2,219,736.19	1,109,868.00
Total		17,229,932.90	8,614,966.00

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
February 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

DESERT MOUNTAIN SELPA MEMBERS PRESENT:

Academy of Academic Excellence/Norton Sciences and language Academy – Marcelo Congo, Adelanto Elementary SD – Dr. Amber Best, Apple Valley Unified SD – David Wheeler, Barstow Unified SD – Heather Reid (9:18), Bear Valley Unified SD – Leigh Anne Drake, Desert Mountain Operations – Stephanie Hedberg, Excelsior Charter Schools – Oscar Torres, Health Sciences High School & Middle College – Bryan Dale via zoom, Helendale SD – Dr. Chantell Butler, Hesperia Unified SD – Shannon Garibay, Lucerne Valley Unified SD – Vici Miller, Needles Unified SD – Jamie Wiesner via zoom, Silver Valley Unified SD – Cheri Rigdon via zoom, Snowline Joint Unified SD – Pam De Renard, Victor Elementary SD – Dr. Tanya Benitez (9:22), Victor Valley Union High SD – Krystal Kerns (9:22)

GUESTS PRESENT:

Annie Perez – Adelanto Elementary SD, Priscilla Avila - Apple Valley Unified SD, Dr. Penny Tharpe –Desert Mountain Operations, Richard Frederick – Desert Mountain Operations, Cristian Castellanos – Desert Mountain Operations, Nancy Cruz – SBCSS Senior Manager (9:25), Rebecca Workman via zoom - Trona Joint USD

CAHELP, DM SELPA, AND DMCC STAFF PRESENT:

Pam Bender, Kayla Gewirtz, Linda Llamas, Heidi Chavez, Dr. Peggy Dunn, Colette Garland, Deborah Sarkesian, Codi Andersen, Agustina Garcia, Annette Rego, Bobbie Taylor, Danielle Côté, Guille Robles-Burgos, Iván Campos, Jennifer Rountree, Jennifer Sutton, Linda Rodriguez, Lisa Nash, Maurica Manibusan, Misty Ubina, Miya Narvaiz-Ward, Rory Hazen, Veronica Rousseau

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 and Finance Committee Meeting was called to order by Chairperson Pam Bender at 9:04 a.m., at the Desert Mountain Educational Service Center, Apple Valley CA.

2.0 ROLL CALL

2.1 **BE IT RESOLVED** that a motion was made by Pam De Renard, seconded by Vici Miller to approve Cheri Rigdon joining the meeting via teleconference due to an emergency circumstance. The motion carried on the following vote: 12:0:0 Marcelo Congo, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Bryan Dale, Dr. Chantell Butler, Shannon Garibay, Vici Miller, Jamie Wiesner, Pam De Renard. Nays: None. Abstentions: None.

3.0 PUBLIC PARTICIPATION

There was no public participation.

4.0 ADOPTION OF THE AGENDA

At 9:18 Heather Reid joined the meeting.

4.1 **BE IT RESOLVED** that a motion was made by Leigh Anne Drake, seconded by Vici Miller to remove agenda item 8.3 Charter School Risk Pool Flow Chart from the February 21, 2025, Desert Mountain

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
February 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

SELPA Steering and Finance Committee Meeting Agenda. The motion carried on the following vote: 14:0:0 Marcelo Congo, Dr. Amber Best, David Wheeler, Heather Reid, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Bryan Dale, Dr. Chantell Butler, Shannon Garibay, Vici Miller, Jamie Wiesner, Cheri Rigdon, Pam De Renard.

- 4.2 **BE IT RESOLVED** that a motion was made by Leigh Anne Drake, seconded by Dr. Amber Best , to approve the amended February 21, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda with the removal of agenda item 8.3. The motion carried on the following vote: 14:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Heather Reid, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Bryan Dale, Dr. Chantell Butler, Shannon Garibay, Vici Miller, Jamie Wiesner, Cheri Rigdon, and Pam De Renard. Nays: None. Abstentions: None.

5.0 CONSENT ITEMS

At 9:22 Tanya Benitez and Krystal Kerns joined the meeting.

It is recommended that the Desert Mountain SELPA 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 a motion was made by David Wheeler, seconded by Dr. Amber Best, to approve the following Consent Item as presented. The motion carried on the following vote: 16:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Heather Reid, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Bryan Dale, Dr. Chantell Butler, Shannon Garibay, Vici Miller, Jamie Wiesner, Cheri Rigdon, Pam De Renard, Dr. Tanya Benitez, and Krystal Kerns. Nays: None. Abstentions: None.

5.1.1 January 17, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

6.0 PRESENTATIONS

- 6.1 SBCSS State Preschool Program

Nancy Cruz, SBCSS Senior Manager presented the State Preschool Program. There is a big push with CDE to enroll children with exceptional needs into State Preschool Programs. There is now a categorical eligibility process. State Preschool Programs need to save 5% of enrollment slots for children with exceptional needs. There are 122 total slots saved for these children; currently there are 85 students enrolled with 31 in the Desert Mountain region, 23 in the West region, and 22 in the East region. Those who qualify for one of those slots do not need to meet the income eligibility guidelines. Families will receive an invitation to complete an intake packet that is used to determine which eligibility category they fall into. If they fall under exceptional needs, they can complete a self-certification. A copy of an IEP is required. Children with all disabilities are welcome. Children do not have to be potty trained.

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
February 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

The challenge with State Preschool Teachers attending IEPs is that the program is monitored by Community Care Licensing requiring the maintenance of ratios and supervision at all times. Attending IEP meetings is not in the job duties of State Preschool Teachers. They can complete any district forms that the district needs providing feedback as well as providing copies of student assessments and portfolios. For additional information or questions, reach out to Nancy Cruz at Nancy.Cruz@sbcss.net.

7.0 FINANCIAL COMMITTEE ITEMS

7.1 2024-25 2nd Projections with Prior Year Comparisons

The projecting ending balance is approximately 20 million with the out of home services. There are plans for that

7.2 2024 Fall Pupil Count

The grand total is 17,856. The meeting materials breaks it down by each LEA.

P-1 was certified yesterday, February 20, 2025. An AB602 projection will be sent out.

7.3 2024-25 Low Incidence Fund

Monthly reports are sent to districts. As of January 2025, DM SELPA owes Apple Valley Unified SD, Hesperia Unified SD, and Snowline Joint Unified SD.

The projected ending fund balance is \$1,344,091.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Budget Process

The State Budget Process was reviewed highlighting the following:

- January – Senate and Assembly have overviews
- Winter/Spring – Senate and Assembly have subcommittee hearing
- Late May - Senate and Assembly have final subcommittee hearings and decisions
- Early June - Full Senate and Assembly budget hearing of subcommittee reports
- June – Legislative leaders negotiate with the Governor
- June – Final 2025-26 State Budget enacts

8.2 Legislative Updates

Federal Education Platform:

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
February 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

- End teacher tenure, adopt merit pay, allow various publicly supported educational models
- Universal school choice in every state
- Emphasize education to prepare students for great jobs and careers, supporting project-based learning and schools that offer meaningful work experience
- Overhauling standards on school discipline, advocating for immediate suspension of violent students, and support hardening schools to help keep violence away.
- Restore parental rights in education, and enforce our Civil Rights Laws to stop schools from discriminating on the basis of race
- Defund schools that engage in inappropriate political indoctrination of children
- Support schools that teach America’s founding principles and western civilization
- Champion the First Amendment right to pray and read the bible in school
- Close the Department of Education

Federal Legislation:

- S. 5384 (Rounds) Returning education to our states has been read twice and has been referred to the Committee on Health, Education, Labor, and Pensions. It would look at all functions, programs, and authorities of education under IDEA and would transfer to the Department of Health and Human Services.
- H.R. 899 (Massie) To terminate the Department of Education has been referred to the House Committee on Education and Workforce.

California Legislation:

- SB48 (Gonzalez) Immigration Enforcement for school sites to prohibit access on sharing information and law enforcement collaboration.
- SB98 (Perez) Elementary, secondary, and post-secondary education regarding immigration enforcement and notification. There has to be a Federal injunction paperwork provided to schools in order for them to come on campuses.
- AB49 (Muratsuchi) School sites and day care centers having entry requirements and immigration enforcement.
- SB64 (Grove) Education expenses with School Choice Flex Account Act of 2025 where funds going to private schools for educating students with disabilities instead of SELPAs.
- AB277 (Alanis) Autism Behavioral Technician Certification looking to establish a certification process for behavioral technicians to include qualified autism support service providers. Also requires a criminal background check.
- AB322 (Ward) Pupil Health School-Based Health Services and School-Based Mental Health Services where the current law requires encouraging and assisting school districts to improve and monitor the health of their pupils and school districts.

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
February 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

State SELPA Sponsored Bills:

- Staffing: Extending the amount of time a long-term substitute teacher could be in place to 60 – 90 days.
- Infant Services: Updating the funding formula and the policy clean up. Looking to find an author that will work with us, Regional Center, Department of Developmental Services to develop a timeline for initial eligibility.
- Handicapping Category Language Changes: Changing “Hearing Impairment” to “Hard of Hearing” and changing “Visual Impairment” to “Low Vision.”

A discussion took place regarding preschool students in special education being more integrated within general education.

8.3 Removed from the agenda – Charter School Risk Pool Flow Chart

8.4 Credentials Bridge Authorization Update

There have been 4 bridge authorization trainings with a total of 85 participants; 7 from Adelanto Elementary SD, 42 from Apple Valley USD, 3 from Bear Valley USD, 3 from Excelsior, 4 from Health Sciences, 2 from Helendale SD, 4 from the Lewis Center, 7 from Silver Valley USD, 3 from Victor Valley USD, and 10 from Southern California Flex Academy and Aveson.

Heidi asks for support from directors to work with their HR departments to ensure that they are passing out the flyer to only those who qualify and that they only share the zoom link to those who qualify.

Trainings are limited to 35 participants to be able to guarantee that they are actively participating while managing the chat, managing questions, and presenting while monitoring the virtual participants.

8.5 Desert Mountain Children’s Center Client Services Reports and Updates

Districts receiving DMCC services will have client service and referral reports sent via encrypted email by Keri Downing to the district point of contact. For any questions about these reports, contact Linda Llamas at Linda.Llamas@cahelp.org.

A review of the article Natural Disasters Effect on Youth was provided. The frequency and duration of natural disasters is increasing significantly, having a profound effect on our youth. Exposure to wildfire smoke can cause respiratory issues, weaken immune systems, and even affects cognitive function. Emotional health also significantly affects youth facing increased risk of anxiety, depression, PTSD, and behavioral changes. There are long-lasting effects. As a school community, we can help by providing safe spaces, maintaining routines, and offering emotional support. We can help students regain their stability and resilience. Small actions like checking in with the struggling students, offering flexibility, and simply being a reassuring presence.

A chart of DMCC Programs and Services offered was reviewed. Referrals are based on age and then

MINUTES

are filtered by appropriate programs.

DMCC provides Critical Incident Debriefings on top of the individual and group services DMCC already provides. From July 1, 2024, through December 31, 2024, DMCC served 392 students and adults through their critical incidents and debriefings. Of those 392 individuals, there were 5 referrals with 2 following through for assessments. Over 11 days, 49 staff members provided Critical Incident Debriefings at 6 school sites throughout that time period. This service is done outside of the regular daily activities; staff volunteer to provide this service in addition to their current caseloads.

Flyers of Kaiser Permanente free resources were shared.

- Empathy Quest: Grades 3-5; Mental Health Resilience Program
- Ghosted: Grades 8-10, Using storytelling to teach students that getting help for mental health challenges is normal and healthy.

8.6 [Professional Learning Opportunities](#)

In January, 652 participants attended a CAHELP led trainings, workshops, or committees, 362 attended on-sites, and 290 participated in regional trainings. For the year, 5,007 staff have participated in trainings, with 3,296 attending on-sites and 1,711 attending regional trainings. Year to date 5,675 participated in trainings, workshops, or committees; 3,658 of those attended on-sites and 2,017 attended regional trainings.

Michelle Brown will be presenting “Compliance and Data Leading Through an Equity Lens” at the Director’s Training today, February 21, 2025, from 12:00 pm to 2:00pm. It is offered virtual to accommodate districts that are further away.

The Community Advisory Committee meeting held yesterday, February 20, 2025, presented by Lindsey Yslas, was not well attended. Districts were reminded of their responsibility to provide a representative as well as a parent or community member to attend. The next CAC presentation by CAHELP Outreach and SELPA teams “Boost Your Child’s Social Emotional Skills” is on April 17, 2025, from 4:30 to 5:00 pm.

8.7 Resolution Support Services Summary and Update

There have been 38 filings for this school year so far with 5 filings in January highlighting the effectiveness of ADR. Lisa Nash’s was acknowledged for her hard work behind the scenes to keep us in compliance procedurally.

There were 17 ADR requests, 6 of which were duplicative meaning that the IEP continued as a part 2, part 3, or part 4. The Program Specialist were commended for their work with Districts to resolve these issues. There were 4 SELPA facilitated IEPs and 7 LEA facilitated IEPs with SELPA support. The reporting issues were as follows:

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
February 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

- Resolutions Reached
 - Review Assessments
 - IEP Disagreement
 - Failure to implement services
 - Communication failure
 - Request changes to IEP
 - Disagree with Assessments
 - Transportation Issues
 - LRE: Class Placement
 - Bullying
- Resolutions Not Reached
 - DNQ
 - Advocate Present

Parents have initiated 9 ADR services and LEAs initiated 2. Previously LEA's initiated ADRs more often than parents.

Districts were reminded of the [ADR brochure](#) on our website. It is in English and Spanish.

Districts were reminded to have a proactive frame of mind and encouraged to create a systemic approach and practice.

- Staff are proactive in identifying and responding timely to parents' concerns
 - A system is used for identifying Unsigned IEPs and addressing parent concerns and requests
 - A protocol is in place for reaching out to parents and resolving conflict at the lowest level of leadership
 - Case-Carrier
 - Site Administrator
 - District administrator
- Professional Learning Pathways or Individual Training – ADR
 - IEP Forms & Facts (SEIS)
 - Collaborative IEP: Aligning the Sun, the Moon, and the Stars
 - The Art of Facilitating IEP Meetings
 - Meaningful Parent Participation

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
February 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

- Legally Compliant IEP Notetaking (Request)

When CDE performed record reviews, one of the compliance issues found was the lack of a General Education teachers attending IEPs. A reminder was provided for IEP teams to complete and acquire parent signature on the Excusal of IEP Team Member form (D/M64), specifically when a General Education Teacher has been excused from attending an IEP. A verbal consent is not enough, especially when talking about placement.

Further discussion took place regarding general education teachers attending IEPs.

A break took place from 10:20 to 10:35 am

8.8 Compliance Update

There are a lot of questions regarding the Annual Determination Letters that look different than in past years. We are working on answering all district questions like what data was sought and which student records were reviewed. The CALPAD website provides some explanations. The handouts provided at the Roadshow was sent to districts providing additional information.

CDE Monitoring Roadshows are coming up. On March 5, 2025, a virtual option is available. A room at DMESC has been reserved for those who would like to join virtually. East Valley added one on April 8, 2025, from 9:00 am to 11:00 pm. Directors were encouraged to attend a Roadshow.

Additional discussion took place on the data CDE collected and corrective actions.

At 10:50 Dr. Amber Best and Annie Perez left the meeting.

8.9 Non-Public Schools Update

Currently there are 126 students placed in either a non-public school or residential center.

An update was provided from the discussion at the last meeting regarding non-public schools. Pam and Peggy will meet with non-public schools quarterly to discuss how we can support them. A meeting is scheduled for February 25, 2025, from 12:00 to 1:00 pm. Directors are encouraged to attend; a zoom link will be provided. Visitations are increasing.

8.10 California Longitudinal Pupil Achievement Data System (CALPADS) Update

Fall Pupil Count submission has been certified for both SELPAs.

8.11 Desired Results Developmental Profile (DRDP) Update

DRDP submission has been completed for both SELPAs. A reminder was provided to have those facilitating DRDP to go to the www.dracces.org website and sign up, create an account, and go through the trainings. The trainings only have to be completed once. If new trainings are added those will need

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
February 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

to be completed.

8.12 Special Education Information System (SEIS) Update

February 21, 2025, is the SEIS Training for Directors. Open Forums are open to everyone.

8.13 Prevention and intervention (P&I) Updates

From July to November, 79 hours were spent coaching participating LEAs and school staff. From November to February, that increased to 139 hours for a total of 219 hours spent coaching participating LEAs and school staff. Total training hours dropped from 106 during the beginning of the year to 84 hours from November to February. The Prevention and Intervention team is not here to just facilitate training, but are also here to coach, help with action planning and making sure that your MTSS systems are in place and are working to fidelity. If tier 1 is solid, tiers 2 and 3 are not going to overload the system.

We also collaborate with our Program Specialists to make sure that we provide the best services to LEAs and schools.

8.14 Occupational and Physical Therapy Services Reports and Updates

A reminder was provided regarding DM SELPA Occupational Therapists and Physical Therapists.

- Cannot provide OI services
- Are licensed medical professionals
- Are not educators and do not have credentials
- Do not have SEID numbers

OI is now a component for all three Bridge Credentialing.

The next PT Professional Learning Collaboration is January 21, 2025, from 2:30 to 4:00 pm. The next OT Professional Learning Collaborative is May 3, 2025, from 2:30 to 4:00 pm.

8.15 SBCSS 114 – Dyslexia Screening Mandate

How to adopt a risk screener by June 30, 2025, and the implementation steps was shared. Districts were encouraged to take this information back to Student Services as it is required for all students.

9.0 INFORMATION / ACTION ITEMS

9.1 Upcoming Trainings

Trainings in the meeting materials were shared.

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
February 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

10.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS

SBCSS shared that district transportation is taking longer to set up than it has in the past and asked for assistance from the directors. Further discussion took place regarding the transportation challenges.

The individualized intensive services, fading plans, annual testing, predetermination of those services, and IEP notes capturing the service was discussed.

At 11:13 Cheri Rigdon left the meeting.

11.0 CEO COMMENTS

Concerns with non-public schools and creating a subcommittee to discuss other options or additional supports was brought forward again. Pam will put together some dates and send them out to the directors.

12.0 MATTERS BROUGHT BY THE PUBLIC

There were no matters brought by the public.

13.0 ADJOURNMENT

BE IT RESOLVED that a motion was made by David Wheeler, seconded by Leigh Anne Drake to adjourn the Desert Mountain SELPA Steering and Finance Committee Meeting at 11:20 am. The motion carried on the following vote: 12:0:0. Ayes: Marcelo Congo, David Wheeler, Leigh Anne Drake, Sephanie Hedberg, Oscar Torres, Bryan Dale, Dr. Chantell Butler, Vici Miller, Jamie Wiesner, Pam De Renard, Dr. Tanya Benitez, Krystal Kerns. Nays: None. Abstentions: None

The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Friday, March 21, 2025, at 9:00 a.m., at the Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, CA 92307.

Individuals requiring special accommodation(s) for disabilities are requested to contact Cindy Quan at (760) 955-3555, at least seven days prior to the date of this meeting.

DM SELPA LOW INCIDENCE FUND

OBJECT DESCRIPTION	OBJECT CODE	SCHOOL	2023-24 ACTUALS	2024-25 ESTIMATED	2025-26 PROPOSED
ST APPORTIONMENTS-CURR YR	8311		2,481,367	2,482,000	2,482,000
CONTIB FR RESTRICTED RS	8990		-	-	-
TOTAL 8000			2,481,367	2,482,000	2,482,000
CE OTHER REG STRS MC UI WC	1913		45,736	66,312	75,720
CE OTHER REG PERS MC UI WC	1914		4,159	7,310	7,454
CE OTHER HRY STRS MC UI WC	1923		195	-	-
CE OTHER HRY PERS MC UI WC	1924		-	327	-
TOTAL 1000			50,090	73,949	83,174
CL CLER-OFC REG PERS MC UI WC	2414		27,893	14,788	25,359
TOTAL 2000			27,893	14,788	25,359
STRS-CERT	3101		8,706	12,747	14,462
PERS-CERT	3201		1,201	1,977	2,042
PERS-CLASS	3202		7,443	4,000	6,948
MEDICARE-CERT	3331		728	1,079	1,215
MEDICARE-CLASS	3332		399	214	368
H&W BENEFITS-CERT	3411		5,556	9,682	11,401
H&W BENEFITS-CLASS	3412		7,883	4,838	9,082
SUI-CERT	3501		5	37	42
SUI-CLASS	3502		14	7	13
WC-CERT	3601		1,265	1,652	1,861
WC-CLASS	3602		700	328	563
CASH IN-LIEU-CERT	3921		225	225	225
CASH IN-LIEU-CLASS	3922		-	-	-
TOTAL 3000			34,124	36,786	48,222
OTHER BOOKS (NOT TEXTS)	4210		-	100	100
FURNITURE & EQUIPMENT < \$500	4320		1,220	4,100	4,100
COMP EQUIP/SOFTWARE/EXP < \$500	4340		358	1,000	1,000
MATERIALS & SUPPLIES < \$500	4350		406	1,000	1,000
FURNITURE & EQUIPMENT > \$499	4420		73,780	100,000	100,000
COMP EQUIP/SOFTWARE/EXP > \$499	4440		1,417	4,500	4,500
MATERIALS & SUPPLIES > \$499	4450		-	1,000	1,000
TOTAL 4000			77,179	111,700	111,700
SUB-AGREEMENTS FOR SERVICES	5110		166,456	180,000	180,000
REIMBURSEMENT-BUS TRAVEL EXP	5220		0	25	230
REIMBURSEMENT-BUS MILEAGE	5221		-	35	40
PAYMENT-BUS TRAVEL EXP	5225		0	200	-
CELL PHONE STIPEND-CERT	5271		288	476	384
DUES & MEMBERSHIPS	5310		-	50	50
COMPUTER REPAIRS	5640		229	600	600
INTERPROGRAM REGISTRATIONS	5722		-	-	-
INTERPROGRAM USER FEES	5733		2,299	2,827	2,827
PROF/CONSULTING/OPERATING EXP	5810		29,525	36,000	36,000
COMP LICENSES & SUBSCRIPTIONS	5840		-	5,500	5,500
PRINTING & DUPLICATION	5895		2	12	20
POSTAGE/MAIL	5950		1	5	10
TOTAL 5000			198,799	225,730	225,661
FURNITURE & EQUIPMENT > \$4999	6420		15,386	11,000	11,000
COMP EQUIP/SFTWARE/EXP > \$4999	6440		36,780	37,000	37,500
TOTAL 6000			52,166	48,000	48,500

OBJECT DESCRIPTION	OBJECT CODE	SCHOOL	2023-24 ACTUALS	2024-25 ESTIMATED	2025-26 PROPOSED
TRNSFRS APPORTIONMENTS DIST - ADELANTO	7221	201	155,264	121,658	121,658
TRNSFRS APPORTIONMENTS DIST - APPLE VALLEY	7221	203	255,193	223,489	223,489
TRNSFRS APPORTIONMENTS DIST - BEAR VALLEY	7221	206	27,937	26,134	26,134
TRNSFRS APPORTIONMENTS DIST - BARSTOW	7221	208	132,164	114,448	114,448
TRNSFRS APPORTIONMENTS DIST - HESPERIA	7221	228	508,776	418,141	418,141
TRNSFRS APPORTIONMENTS DIST - ORO GRANDE	7221	246	33,310	39,201	39,201
TRNSFRS APPORTIONMENTS DIST - SILVER VALLEY	7221	252	32,235	27,035	27,035
TRNSFRS APPORTIONMENTS DIST - SNOWLINE	7221	254	182,128	168,518	168,518
TRNSFRS APPORTIONMENTS DIST - VICTOR ELM	7221	257	299,786	233,402	233,402
TRNSFRS APPORTIONMENTS DIST - VICTOR VALLEY	7221	268	336,319	268,548	268,548
TRNSFRS APPORTIONMENTS DIST - AAE	7221	984	25,788	18,925	18,925
TRNSFRS APPORTIONMENTS DIST - EXCELSIOR	7221	986	-	1,802	1,802
INDIRECT COSTS - TRF OUT	7312		18,839	21,391	23,936
TOTAL 7000			2,007,739	1,682,692	1,685,237
REVENUE			2,481,367	2,482,000	2,482,000
EXPENSE			2,447,990	2,193,645	2,227,853
REVENUE LESS EXPENSE			33,377	288,355	254,147
BEGINNING BALANCE			1,292,525	1,325,902	1,614,257
ENDING BALANCE			1,325,902	1,614,257	1,868,404

California Legislation

Certificated Staffing

- [AB 291](#) - (Gipson) Teacher credentialing: credentialed educator apprenticeships
- [AB 606](#) (Quirk-Silva) Certificated employees: professional services credential: out-of-state applicants.
- [AB 753](#) - (Garcia) Childcare: facility licensure: teacher requirements
- [AB 811](#) - (Ahrens) Teacher credentialing: teaching performance assessments: subject matter competence: prior field experience
- [AB 1381](#) - (Muratsuchi) Educational workforce housing
- [AB 1224](#) - (Valencia) Teacher credentialing: substitute teachers: days of service.
 - 60 Day Substitutes
 - Support position recommended
 - Co-Sponsorship authorization recommended
 - Supported by CAFSE, ACSA, CSBA, CA Association of Superintendents

Health Services and Health Education

- [AB 277](#) (Alanis) Autism: Behavioral Technician Certification
 - Would require DDS to establish a certification process for behavioral technicians including qualified autism service providers
 - Certification process to include a criminal background check
- [AB 322](#) (Ward) Pupil Health: School-Based Health Services and School-Based Mental Health Services
 - Current Law Requires:
 - Encouraging and assisting school districts to improve and monitor the health of their pupils
 - School districts provide information and guidance to schools that request the information and guidance to establish “Health Days” to provide screenings for common health problems among pupils

- Would require CDE to include county offices of education and charter schools in the above-described provisions
- [SB 389](#) - (Ochoa Bogh) Pupil health: individuals with exceptional needs: specialized physical health care services
- [SB 531](#) - (Rubio) Course of study: mental health education.

Additional Bills

- [AB 1412](#) - (Gonzalez) Special education: pupil transfers: residency requirements: records
- [SB 373](#) (Grove) Special education: nonpublic, nonsectarian schools or agencies: change in certification status: parental notification.
- [SB 845](#) (Perez) Pupil instruction: career technical education, career education, and apprenticeships.

SELPA Local Plan Sections

- Section A – SELPA Identification Information (**completed with each submission**)
- Section B – Governance and Administration Plan (**every three years or when significant change in governance**)
- ***Section C – Annual Assurances Support Plan (first submission due June 30, 2027)***
- Section D – Annual Budget Plan (**completed each year**)
- Section E – Annual Services Plan (**completed each year**)
- Certifications and Attachments associated with each section

CHANGES

Section C – Annual Assurances Support Plan (first submission due June 30, 2027)

- The purpose of Section C is “to demonstrate how the SELPA and its participating LEAs are coordinating for purposes of assuring effective outcomes for pupils with disabilities.”
- Coordinate the SELPA Local Plan and the participating LEAs LCAP

Section C is used to describe how the governing board of the SELPA has determined that the SELPA will accomplish three objectives:

1. How the Governing Board will support participating LEAs in achieving the goals, actions, and services identified in their local control and accountability plans. **LCAP involvement**
2. How the Governing Board has determined the SELPA will connect its participating LEAs in need of technical assistance to the statewide system of support. **System of Support**
3. How the Governing Board has determined that it will provide support in meeting the requirements of *EC* Section 56205(a). **Technical Assistance and Support**

CALPADS Codes 350 and 865

- **Individual and Small Group Instruction** (code 350) will end as of June 30, 2025 as this definition refers to service delivery and not the actual service. SELPA will audit 350 service code so IEPs for preschoolers correctly reflect the appropriate SPED services.
- **Agency Linkages** (code 865) definition will be updated to remove references to the IFSP, as the 800 series service codes refer to Transition Services

	11-Feb	12-Feb	13-Feb	19-Feb	28-Feb	11-Mar	
	MM/ESN	MM/ESN	ECSE	MM/ESN			Total(s)
Adelanto SD	3	2		2		1	8
Apple Valley USD	2			40	1		43
Baker Valley USD							0
Barstow USD							0
Bear Valley USD				3			3
D/M Operations							0
Excelsior				3			3
Health Sciences High School and Middle College		1		3			4
Helendale SD		1		1			2
Hesperia USD							0
Lewis Center	4						4
Lucerne Valley USD							0
Needles USD							0
Oro Grande SD							0

Silver Valley USD	5	1	1				7
Snowline Joint USD					1	5	6
Trona Joint USD							0
Victor Elementary SD						1	1
Victor Valley Union High SD	1			2			3
Total for DMSELPA	15	5	1	54	2		77
Total for DMCSE	2	4	0	4	0		10
Overall Total	17	9	1	58	2		87



Mild Moderate Support Needs and Extensive Support Needs Bridge Authorization Training

Upgrade your current Education Specialist credential by adding the Bridge Authorization.

Bridge Authorization is a credentialing option for current education specialists who want to transition to updated credentials under the revised structure. This transition allows current credential holders to expand their authorizations, enabling them to support a broader range of students with diverse needs. The updated framework consolidates seven previous credential areas into five and redefines the scope of the Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN). This training meets the requirements of the California Commission on Teacher Credentialing.

Content will focus on the seven Teacher Performance Expectations (TPEs) that are not addressed in the current education specialist program requirements but are addressed by the new standards and TPEs (2018).

Prerequisite

Must hold a clear education specialist credential with the Autism Authorization or Autism Preparation

The district or charter district human resource department MUST be aware you are attending the training.

Presented by:

Heidi Chavez, Program Manager

Audience:

Current clear Mild/Moderate and Moderate/Severe Education Specialist Credential holders.

Date & Time:

Tuesday, March 11, 2025, 3:30 - 6:30 p.m.
Wednesday, March 26, 2025, 1:30 - 4:30 p.m.
Thursday, March 27, 2025, 8:30 - 11:30 a.m.

Location:

Virtual
Do not share your Zoom registration link as it is unique to each participant.

Cost:

Free

Registration:

Please register for March 11th online on OMS
(URL: <https://sbcss.k12oms.org/52-261930>)

Please register for March 26th online on OMS
(URL: <https://sbcss.k12oms.org/52-261931>)

Please register for March 27th online on OMS
(URL: <https://sbcss.k12oms.org/52-261932>)

Special Accommodations:

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



Email: letitia.macaraeg@cahelp.org

Phone: (760) 955-3552

Address: 17800 Highway 18, Apple Valley, CA 92307

© 2025 Intellectual Property of
California Association of Health and
Education Linked Professions JPA



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

(760) 955-3601
(760) 946-0819
www.dmchildrenscenter.org

MEMORANDUM

Date: March 19, 2025
To: Special Education Directors
From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

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

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

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



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

Nonsuicidal Self-Injury in Girls: A Growing Concern

Steering Committee

March 1, 2025

Women's History Month provides an excellent opportunity to raise awareness about mental health issues affecting young girls and women. As we observe Women's History Month this March of 2025, it is crucial to address the mental health challenges facing girls and young women in the United States. One particularly concerning issue is the prevalence of nonsuicidal self-injury (NSSI) among young girls and adolescents.

While there has been interest in studying behaviors leading to acts of self-injury since the 1930's, it is only in the last twenty years that it has been more intensely researched.¹ NSSI has been known by many names – self-mutilation, self-harm, self-injurious behavior – the academic and research communities in the US recently agreed that NSSI is the preferred term.² NSSI “is defined as deliberate, self-inflicted injury to oneself that occurs without suicidal intent and is not for socially or culturally sanctioned purposes.”³ Typical behaviors include biting oneself, burning oneself, carving, cutting, or scratching the skin, and hitting or punching oneself. Interest in studying and understanding NSSI has increased as its prevalence, especially high in girls and adolescents, has become apparent.⁴

Recent studies have revealed alarming rates of NSSI among female youth in the United States:

1. Among preadolescents aged 9 to 10, the lifetime prevalence of NSSI was 9.1%.⁵
2. Nearly 18% of high school students had engaged in at least one NSSI act in the past year.⁶
3. Girls engage in NSSI at two to three times the rate of boys.⁷

Notably, there is a significant gender disparity in NSSI rates, particularly as girls enter adolescence. A recent meta-analysis found that NSSI was twice as prevalent among female adolescents compared to male adolescents in North America.⁸ This gender difference becomes particularly pronounced in the ninth grade, where 19% of girls reported engaging in NSSI compared to only 5% of boys.⁹ Early starters of NSSI – before age 10 – exhibit greater frequency of NSSI, use more diverse and dangerous methods, and are hospitalized more often.¹⁰



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

While the reasons that girls engage in NSSI behaviors more often than boys are complex and numerous, there are some commonalities. Many girls use NSSI to cope with intense emotions or emotional pain they find difficult to manage. They use it to regulate those overwhelming emotions or to "feel something" when experiencing emotional numbness. Girls use NSSI to make life more manageable, provide relief, security, and a way to control intense feelings.¹¹ Some girls engage in NSSI as a form of self-punishment, often stemming from feelings of low self-esteem or self-blame. Girls who are extremely self-critical may use NSSI to punish themselves out of anger or disgust to inflict pain they believe they deserve.¹² Often NSSI is used by young girls to jar them back to the present moment if they have used disassociation as a defense mechanism due to experiencing trauma. The physical pain from the NSSI can help end the dissociative state and help them feel a sense of control.¹³

The reasons that girls may use NSSI as a maladaptive coping mechanism can vary as much as the girls themselves. They may use NSSI to deal with academic and societal pressures, problematic family dynamics, peer and social media influence, and even underlying mental health challenges. Understanding these factors is crucial for developing effective prevention and intervention strategies to because engaging in NSSI can have far-reaching consequences for girls' physical, emotional, and social well-being.

While NSSI is not intended to cause severe harm, it can result in scarring, infections, and other physical complications. In some cases, severe accidental injury may occur. NSSI can exacerbate existing mental health issues and contribute to the development of new ones. Girls engaging in NSSI may experience increased feelings of shame, guilt, and low self-esteem. That behavior can then become a cycle, with temporary relief followed by renewed distress, leading to further self-injury. NSSI can strain relationships with family and friends, leading to social isolation. Many girls who engage in NSSI report difficulties in parent-child relationships and strained communication with their families. The emotional distress and preoccupation with self-injury can interfere with concentration and academic achievement, potentially impacting girls' future educational and career opportunities. Early engagement in NSSI may predict the occurrence of mental disorders in late adolescence, with increased rates of depression, anxiety, and eating disorders. Additionally, a history of NSSI is associated with a significantly higher risk of future suicide attempts.¹⁴



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

As we celebrate the achievements of women throughout history, it's crucial to recognize the challenges facing today's girls and young women. Addressing NSSI requires a comprehensive approach that considers the unique experiences and pressures faced by girls in contemporary US society. Given the high prevalence of NSSI among preadolescents and adolescents, routine screening in primary care and school settings is crucial. More than 60% of preadolescents with NSSI had no history of psychiatric care, highlighting the importance of proactive identification.¹⁵

What can schools do?

Schools can implement awareness and prevention programs to educate students, teachers, and staff about NSSI, reducing stigma and promoting early intervention. These programs must include components specifically addressing challenges faced by girls. This may include addressing body image concerns, building resilience against societal pressures, and developing healthy coping mechanisms for managing stress and emotions. Interventions should focus on empowering girls by building self-esteem, assertiveness, and problem-solving skills. Teaching healthy coping mechanisms and stress management techniques can provide alternatives to self-injury. Education on responsible social media use and digital literacy can help girls navigate online spaces more safely and critically evaluate the content they encounter.

Women's History Month provides an excellent opportunity to raise awareness about mental health issues affecting girls and women. Using it as a platform to discuss mental health openly can help reduce the stigma surrounding issues like NSSI. This can encourage more girls to seek help and support when needed. By highlighting the stories of women who have overcome mental health challenges and made significant contributions to society, we can inspire hope and resilience. Recognizing the contributions of women to the field of mental health can inspire girls to perhaps even consider careers in the mental health professions.

Emphasizing the importance of self-care and mental wellness as part of celebrating women's achievements can help girls prioritize their mental health. As noted by the Substance Abuse and Mental Health Services Administration, dedicating time for oneself, getting adequate rest, exercising regularly, and seeking help when needed are crucial steps in maintaining positive mental health.¹⁶



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

Nonsuicidal self-injury among girls in the United States is a significant concern that requires immediate attention and action. By understanding the risk factors, impacts, and potential interventions for NSSI, we can work towards creating a supportive environment that promotes mental health and well-being for all girls. This involves not only addressing immediate mental health concerns but also tackling broader societal issues that contribute to the pressure and stress experienced by young girls. By providing the necessary resources, education, and support, we can help girls overcome challenges like NSSI and empower them to reach their full potential. As we honor the achievements of women throughout history, let us also commit to supporting the mental health of future generations of women. In doing so, we not only address a critical mental health issue but also pave the way for a future where all girls can thrive, contribute to society, and potentially become the celebrated women of tomorrow's history books.



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

References:

1. Hooley JM, Fox KR, Boccagno C. Nonsuicidal Self-Injury: Diagnostic Challenges And Current Perspectives. *Neuropsychiatr Dis Treat*. 2020 Jan 10;16:101-112. doi: 10.2147/NDT.S198806. PMID: 32021203; PMCID: PMC6959491. Accessed at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC6959491/#CIT0067>
2. <https://behavioralhealth.ltu.edu/blog/nonsuicidal-self-injury-nssi>
3. <https://mgpsychnews.org/nonsuicidal-self-injury-in-preadolescents/>
4. Sharma V, Marshall D, Fortune S, Prescott AE, Boggiss A, Macleod E, Mitchell C, Clarke A, Robinson J, Witt KG, Hawton K, Hetrick SE. Prevention of self-harm and suicide in young people up to the age of 25 in education settings. *Cochrane Database Syst Rev*. 2024 Dec 20;12(12):CD013844. doi: 10.1002/14651858.CD013844.pub2. PMID: 39704320; PMCID: PMC11660227. Accessed at: <https://pubmed.ncbi.nlm.nih.gov/39704320/>
5. Burke TA, Bettis AH, Walsh RFL, Levin RY, Lawrence HR, Sheehan AE, Turnamian MR, Liu RT. Nonsuicidal Self-Injury in Preadolescents. *Pediatrics*. 2023 Dec 1;152(6):e2023063918. doi: 10.1542/peds.2023-063918. PMID: 37916265; PMCID: PMC10657775. Accessed at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC10657775/>
6. Barrocas AL, Hankin BL, Young JF, Abela JR. Rates of nonsuicidal self-injury in youth: age, sex, and behavioral methods in a community sample. *Pediatrics*. 2012 Jul;130(1):39-45. doi: 10.1542/peds.2011-2094. Epub 2012 Jun 11. PMID: 22689875; PMCID: PMC3382916. Accessed at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC3382916/>
7. Monto M A, McRee N, Deryck, FS. Nonsuicidal Self-Injury Among a Representative Sample of US Adolescents, 2015. *American Journal of Public Health*. 108, 1042-1048. Accessed at: <https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2018.304470>
8. Moloney F, Amini J, Sinyor M, Schaffer A, Lanctôt KL, Mitchell RH. Sex Differences in the Global Prevalence of Nonsuicidal Self-Injury in Adolescents: A Meta-Analysis. *JAMA Netw Open*. 2024;7(6):e2415436. doi:10.1001/jamanetworkopen.2024.15436. Accessed at: <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2820026>
9. Barrocas AL, Hankin BL, Young JF, Abela JR. Rates of nonsuicidal self-injury in youth: age, sex, and behavioral methods in a community sample. *Pediatrics*. 2012 Jul;130(1):39-45. doi: 10.1542/peds.2011-2094. Epub 2012 Jun 11. PMID: 22689875; PMCID: PMC3382916. Accessed at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC3382916/>



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

10. Beauchaine TP, Hinshaw SP, Bridge JA. Nonsuicidal Self-Injury and Suicidal Behaviors in Girls: The Case for Targeted Prevention in Preadolescence. *Clin Psychol Sci*. 2019 Jul;7(4):643-667. doi: 10.1177/2167702618818474. Epub 2019 Jan 28. PMID: 31485384; PMCID: PMC6726409. Accessed at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC6726409/>
11. Lindgren, B. M., Wikander, T., Neyra Marklund, I., & Molin, J. (2021). A Necessary Pain: A Literature Review of Young People's Experiences of Self-Harm. *Issues in Mental Health Nursing*, 43(2), 154–163. <https://doi.org/10.1080/01612840.2021.1948640> Accessed at: <https://www.tandfonline.com/doi/full/10.1080/01612840.2021.1948640#abstract>
12. Sarah E. Victor, E. David Klonsky, Correlates of suicide attempts among self-injurers: A meta-analysis, *Clinical Psychology Review*, Volume 34, Issue 4, 2014, Pages 282-297, ISSN 0272-7358, <https://doi.org/10.1016/j.cpr.2014.03.005>. Accessed at: <https://www.sciencedirect.com/science/article/pii/S0272735814000543>.
13. Calati R, Bensassi I, Courtet P. The link between dissociation and both suicide attempts and non-suicidal self-injury: Meta-analyses. *Psychiatry Res*. 2017 May;251:103-114. doi: 10.1016/j.psychres.2017.01.035. Epub 2017 Jan 17. PMID: 28196773. Accessed at: <https://pubmed.ncbi.nlm.nih.gov/28196773/>
14. Beauchaine TP, Hinshaw SP, Bridge JA. Nonsuicidal Self-Injury and Suicidal Behaviors in Girls: The Case for Targeted Prevention in Preadolescence. *Clin Psychol Sci*. 2019 Jul;7(4):643-667. doi: 10.1177/2167702618818474. Epub 2019 Jan 28. PMID: 31485384; PMCID: PMC6726409. Accessed at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC6726409/>
15. Barrocas AL, Hankin BL, Young JF, Abela JR. Rates of nonsuicidal self-injury in youth: age, sex, and behavioral methods in a community sample. *Pediatrics*. 2012 Jul;130(1):39-45. doi: 10.1542/peds.2011-2094. Epub 2012 Jun 11. PMID: 22689875; PMCID: PMC3382916. Accessed at: <https://pmc.ncbi.nlm.nih.gov/articles/PMC3382916/>
16. <https://www.samhsa.gov/blog/celebrate-womens-history-month-prioritizing-your-mental-health>



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

Resources:

- <https://www.selfinjury.bctr.cornell.edu/>
- <https://www.crisistextline.org/topics/self-harm/#what-is-self-harm-1>
- <https://www.nami.org/complimentary-health-approaches/understanding-and-assessing-self-harm-what-you-need-to-know/>
- <https://www.thetrevorproject.org/resources/article/support-for-self-harm-recovery/>
- <https://www.childrenscolorado.org/doctors-and-departments/departments/psych/mental-health-professional-resources/primary-care-articles/non-suicidal-self-injury-teens/>
- <https://www.cityofpalmdaleca.gov/DocumentCenter/View/9218/Nonsuicidal-Self-Injury-NSSI-Helping-Handout-for-Home-PDF?bidId=>
- <https://clearbehavioralhealth.com/nssi-non-suicidal-self-injury/>
- <https://www.childrens.com/specialties-services/conditions/self-injury>
- <https://www.merckmanuals.com/professional/psychiatric-disorders/suicidal-behavior-and-self-injury/nonsuicidal-self-injury-nssi>
- <https://effectiveschoolsolutions.com/self-injury-awareness/>
- <https://apps.nasponline.org/search-results.aspx?q=NSSI+a+brief+overview>
- [https://www.nasponline.org/publications/periodicals/spf/volume-7/volume-7-issue-4-\(winter-2013\)](https://www.nasponline.org/publications/periodicals/spf/volume-7/volume-7-issue-4-(winter-2013))
- <https://www.placesforpeople.org/march-is-womens-history-month/>
- <https://www.samhsa.gov/>
- <https://mhanational.org/>
- <https://www.nami.org/>
- <https://www.thenationalcouncil.org/>



Desert Mountain Children's Center

Apple Valley: 17800 Highway 18 Apple Valley, CA 92307 | (760) 955-3601

Big Bear: 42007 Fox Farm Road, Suite 2A, Big Bear Lake, CA 92315 | (909) 866-2165

Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

MEMORANDUM

Date: March 1, 2025

To: Special Education Directors

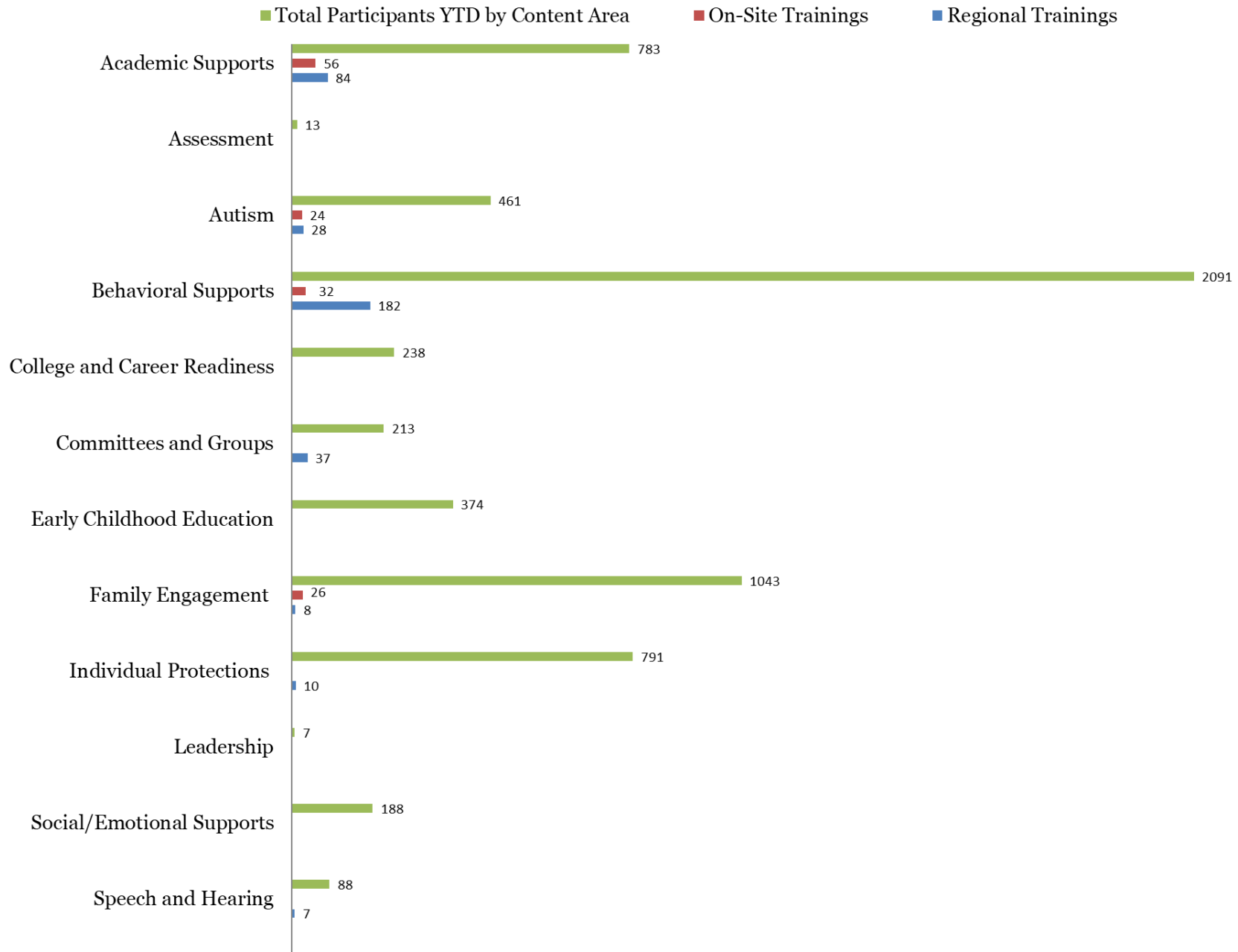
From: Linda Llamas, Director

Subject: IEP Implementation Data Collection

The California Department of Education (CDE) will be conducting the IEP Implementation Data Collection to fulfill its monitoring and enforcement responsibilities under the federal Individuals with Disabilities Education Act (IDEA). Once the CDE generates the student list and provides it to your district, please email Guille Robles Burgos at Guille.Burgos@cahelp.org regarding any DMCC clients included on the list. She will be providing the service logs for your schools. Additionally, if you have a specific format you are using, please email it to Guille as well.

If you have any questions, please contact Guille Robles Burgos at (760) 955-3607 or by email at Guille.Burgos@cahelp.org

DMSELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY
FEBRUARY 2025 PARTICIPANTS= 356 REGIONAL, 138 ON-SITE; GRAND TOTAL 494
6,290 YEAR-TO-DATE PARTICIPANTS



SAVE THE DATE

Special Education Directors' Training

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 18, 2024

Please register online on OMS

(URL: <https://sbcss.k12oms.org/52-250189>)

February 21, 2025

Please register online on OMS

(URL: <https://sbcss.k12oms.org/52-250195>)

April 18, 2025

Please register online on OMS

(URL: <https://sbcss.k12oms.org/52-250213>)

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org

Address: 17800 Highway 18, Apple Valley, CA 92307

Boost Your Child's Social Emotional Skills

Discover fun and practical ways to support your child's social and emotional growth. Our focus will be on Collaborative for Academic, Social, and Emotional Learning's (CASEL) 5 core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Join us to see how these skills can positively impact your child's academic success and family life.

Presented by:

The Outreach and Social-Emotional Learning Teams

Date & Time:

April 17, 2025
CAC Reps Business Meeting 4:30 - 5:00 p.m.
Presentation 5:00 - 6:00 p.m.

Location:

Virtual. A link will be sent out prior to the meeting.



Cost:

Free to attend.

Registration:

Please register online on [OMS](https://sbcss.k12oms.org/52-253584)
(URL: <https://sbcss.k12oms.org/52-253584>)

Special Accommodations:

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



Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3552

Address: 17800 Highway 18, Apple Valley, CA 92307

© 2025 Intellectual Property of
California Association of Health and
Education Linked Professions JPA

The Basics of Accessing the Curriculum Through Assistive Technology

Assistive Technology (AT) and accessible instructional materials are crucial for providing equitable access to the curriculum for all students. This course introduces the SETT framework, a four-part model designed to support collaborative decision-making for AT needs. SETT stands for: Student's abilities and concerns, Environments where the student faces barriers, Tasks and expectations (such as IEP goals), and Tools that may help with these tasks. This framework guides the collection of data to make effective AT decisions, ensuring that students receive the support they need to progress toward their goals. Additional staff members will present AT devices.

Presented by:

Sheila Parisian, Coordinator, Due Process and Compliance
Rory Hazen, Educational Psychologist, M.A., Ed.S.
Program Specialist

Date & Time:

April 9, 2025

Registration: 8:00 - 8:30 a.m.

Training: 8:30 a.m. - 2:00 p.m.

Location:

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



Cost:

Members: \$0.00

Non-member participants: \$50.00

Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-262454)

(URL: <https://sbcss.k12oms.org/52-262454>)

Audience:

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

Special Accommodations:

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



Email: Crystal.Hernandez@cahelp.org

Phone: (760) 955-3570

Address: 17800 Highway 18, Apple Valley, CA 92307

© 2025 Intellectual Property of
California Association of Health and
Education Linked Professions JPA

Upcoming Trainings

Date/Time	Event	Location
3/26/2025 1:30 PM - 4:30 PM	MILD MODERATE SUPPORT NEEDS AND EXTENSIVE SUPPORT NEEDS BRIDGE AUTHORIZATION TRAINING	VIRTUAL
3/27/2025 8:30 AM - 11:30 AM	MILD MODERATE SUPPORT NEEDS AND EXTENSIVE SUPPORT NEEDS BRIDGE AUTHORIZATION TRAINING	VIRTUAL
3/31/2025 12:00 PM - 4:00 PM	SEIS TRAINING EVENT ID# 260782	
4/1/2025	CO-TEACHING: POWER OF TWO SELF-PACED OVERVIEW	VIRTUAL
4/1/2025 8:00 AM - 4:30 PM	ECSE: PRESCHOOL TO TK/KINDER TRANSITION PLANNING AND ASSESSMENT (SELF-PACED COURSE)	VIRTUAL
4/1/2025	TISA: DETERMINING THE NEED AND WORKING EFFECTIVELY WITH INTENSIVE SUPPORTS	ONLINE
4/3/2025 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION	DMESC
4/4/2025 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION FLEX-BLENDED	DMESC
4/7/2025 8:00 AM - 4:30 PM	DIGGING DEEPER: SANDTRAY ACROSS THE AGES	DMESC
4/8/2025 9:00 AM - 1:00 PM	SEIS TRAINING (EVENT ID# 260784)	VIRTUAL

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

Upcoming Trainings

Date/Time	Event	Location
4/9/2025 8:00 AM - 2:00 PM	The Basics of Accessing the Curriculum Through Assistive Technology	DMESC
4/17/2025 2:30 PM - 4:00 PM	PHYSICAL THERAPY PROFESSIONAL LEARNING COLLABORATIVE	DMESC
4/17/2025 7:45 AM - 3:30 PM	The 7th Annual Regional Autism Conference - Bridging Our Impact: Unifying Efforts for Greater Success	WEST WND SELPA
4/18/2025 12:00 PM - 2:00 PM	SPECIAL EDUCATION DIRECTORS' TRAINING	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

Desert Mountain SELPA
Due Process Summary
July 1, 2024 - February 28, 2025

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR							Filed on Parent
	19/20	20/21	21/22	22/23	23/24	24/25	Total	D/W	Resolution		Mediation		Hearing		
									Active	Settled	Active	Settled	Active	Decision	
Adelanto SD	3	3.5	4	6	5.5	5.5	27.5	0	0	3.5	0	2	0	0	0
Apple Valley USD	10	5	5	6	5	3	34	1	0	2	0	0	0	0	0
Baker USD	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Barstow USD	0	1	1	1	2	1	6	0	0	0	0	1	0	0	0
Bear Valley USD	0	1	1	1	2	0	5	0	0	0	0	0	0	0	0
Helendale SD	0	0	0	0	1	2	3	1	0	1	0	0	0	0	0
Hesperia USD	17.5	7	12	3	6.5	7	53	2	1	1	0	3	0	0	0
Lucerne Valley USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	2	0	1	2	3.5	0	8.5	0	0	0	0	0	0	0	0
Silver Valley USD	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0
Snowline USD	7	2	3	1	6	7	26	2	0	2	1	2	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	7	1	6	10	12.5	1.33	37.83	0	0.33	1	0	0	0	0	0
Victor Valley Union High SD	6.5	10	6	2	7	2.33	33.83	0	1.33	0	0	1	0	0	0
Desert/Mountain OPS	2	1	0	0	0	0.84	3.84	0.5	0.34	0	0	0	0	0	0
Excelsior Education Center	2	0	1	1	1	1	6	1	0	0	0	0	0	0	1
Health Sciences HS & MS	1	1	0	0	0	1	3	0	0	1	0	0	0	0	0
Lewis Center - AAE	1	1	0	1	1	1	5	0	1	0	0	0	0	0	0
Lewis Center - Norton	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	59	33.5	40	35	56	33	256.50	7.5	4	11.5	1	9	0	0	1

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

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

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
1. HUSD Case no. 2024070096	1. Failure to asses in all areas of suspected disabilities (functional vision, ERMHS) 2. Goals not measurable.	7/2/2024	7/11/2024 7/16/2024		8/20-22/2024	For days that students can come to school, a scooter and wheelchair with aide to push will be available. Case Closed - Resolution	Functional Vision, Academic and cognitive with large print	academic tutoring - 80
2. SJUSD Case no. 2024070221	1. Failed to assess in all areas of suspected disabilities (Child find), 2. Goals not measurable, 3. Failed to assess in a timely manner, 4. Vague offer of FAPE	7/8/2024	7/16/2024		8/27-29/2024	District will reach out to Southern CA Diagnostic Center for evaluations per parent request Case Closed - Resolution	FBA	Not to exceed \$18,000
3. Helendale Case no. 2024070128	1. Failed to assess in all areas of suspected disabilities. 2. No goals in all areas of need.	7/9/2024	7/22/2024		8/20-22/2024	Settlement Agreement on July 26, 2024 Case Closed - Resolution	Psychoed up to \$6,000	PTA -\$5700
4. HUSD Case no. 2024070745	1. Failing to offer and provide appropriate FAPE, 2. Impeded parent's ability to participate in decision-making	7/22/2024	7/24/2024 8/12/2024	9/10/2024	9/10-12/2024	District Assessments Case Closed - Mediation		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
5. AESD Case no. 2024070973	1. Failing to provide FBA or response per parent request, Failed to reassess (psychoed, SPL, OT), 2. Failed to provide PWN for refusal to grant parent request for 1:1 3. Removed counseling services	7/25/2024	8/2/2024			District Assessments Case Closed - Resolution		20 hours Counseling
6. AESD Case no. 2024080007	1. Fail to conduct Tri within timelines 2. Fail to offer services linked to needs 3. Fail to assess in all areas of suspected disability	7/31/2024	8/14/2024		9/17-19/2024	Case Closed - Resolution	academic tutoring - 85 hours, Behavior - 10, SL -30 hours, counseling - 30 hours	FBA, Psychoeducation
7. VESD Case no. 2024080457	1. Failure to assess in all areas of suspected disability (OT, AAC, Autism, ERMHS) 2. Failure to offer and provide appropriate related services (OT, S&L, Counseling) 3. Failure to provide placement in the LRE	8/13/2024	8/21/2024 9/4/2024	10/24/2024	12/3-5/2024	Request for district ERMHS assessment, increase of services in the IEP, Case Closed - Resolution	Psychoed	SAI - 75n hrs SPL- 35 hrs OT - 20 hrs

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
8. AESD Case no. 2024080915	1. Failure to provide appropriate placement and Services (OT, S&L, AT, Behavior) 2. Failure to address behaviors	8/23/2024	9/3/2024 9/11/2024		10/8-10/2024	Request to increase services and comp ed Complaint against DMOPS was withdrawn. Case Closed - Resolution		125 hours (speech, OT, behavior)
9. Helendale Case no. 2024090297	Case Dismissed. Helendale has no FAPE obligation. The Charter that was named does not belong to DM SELPA.	9/9/2024				Case Dismissed. Helendale has no FAPE obligation. The Charter that was named does not belong to DM SELPA. Case Closed - Dismissed		
10. SJUSD Case no. 2024091006	Alleges failure to offer Speech and Language, ESY, OT, Home ABA, Clinic Meetings, Parent Training, LRE Placement	9/26/2024	10/7/2024		11/13-14/2024	Request dismissal. Parent no longer hold Ed Rights. Case Closed - Dismissed		
11. SJUSD Case no. 2024091077	Alleges failure to offer Speech and Language, ESY, OT, PT, Accommodations, Home ABA, Clinic Meetings, Parent Training, LRE Placement	9/27/2024	10/7/2024		11/13-14/2024	Request dismissal. Parent no longer hold Ed Rights. Case Closed - Dismissed		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
12. HUSD Case no. 2024100238	Failure to provide appropriate placement and services (OT,LAS, BIP, behavior, social/emotional) Failing to conduct appropriate assessments (OT. TISA)	10/7/2024	10/17/2024 11/1/2024	12/10/2024	11/26-27/2024	Very far apart on reaching settlement. Parent requesting reimbursement for private placement. Update: District Tri -assessments. Student will attend campus close to home in gen ed with 1:1. Increase SP&L, OT, and ERMHS. Case Closed - Mediation		Reading Intervention - 90 hours Behavior Development - 26 hours OT - 25 hours
13. AVUSD Case no. 2024100465	Failed to offer Student with sufficient language and speech (LAS) services including ESY Student's reading, writing, and math goal deficient Failing to report on Student's periodic progress	10/14/2024	10/25/2024 11/8/2024		12/3-5/2024	FBA and Comp Ed Case Closed - Resolution		SAI -90 hrs SPL- 40 hrs
14. AESD Case no. 2024100649	Failing to offer full time 1:1 Failing to offer BCBA, Reading Program, ERMHS, Social Skills, AT, establish new goals Failed to offer sufficient Language and Speech services	10/15/2024	10/23/2024		12/3-4/2024	Negotiating compensatory education Case Closed - Resolution		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
15. AESD Case no. 2024100795	Child Find Failing to assess FBA, ERMHS	10/24/2024	11/7/2024		12/10- 12/2024	FBA, School counseling for 504 while assessments are being conducted Case Closed - Resolution		25 hours
16. AESD Case no. 2024110025	Denial of FAPE: Failed to assess in all areas of suspected disability Speech and Language ERMHS FBA	10/31/2024	11/15/2024	12/18/2024	2/11-13/2025	Request for IEE in Speech and ERMHS, Comp Ed, FBA Final - District assessments (psychoed, S&L, FBA, ERMHS) Case Closed - Mediation		10 hrs (DMCC)
17. SJUSD Case no. 2024110299	Denial of FAPE: Not receiving 1:1, OT services, Speech services, AAC services	11/12/2024	11/20/2024 11/19/2024		12/31/2024 & 1/2/2025	Student has IIS but not a dedicated "person" Investigating the service minutes and student need. UPDATE: Increase SP&L, OT, AAC training Same staff member for pick up /drop off Case Closed - Resolution		S&L - 4 hours OT - 4 hours

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
18. HUSD Case no. 2024110351	Denial of FAPE; Appropriate placement within LRE Insufficient goals/ accommodations Unclear written offer of FAPE Implement ESY with no consent Failure to provide SPL goals, behavior intervention and aide Failure to conduct FBA /BIP/ERMHS	11/12/2024	11/22/2024 11/25/2024	2/5/2025	12/31/2024 & 1/2/2025	Confusion with placement Difference of opinion for requirement of aid. District will complete comprehensive assessments (psychoed, OT, S&L, ERMHS, FBA) add 1:1 until end of 24-25 school yr Case Closed - Mediation		S&L - 35 hrs Academic - 35 hrs Counseling - 35 hrs
19. AESD Case no. 2024110649	Denial of FAPE: Failed to adequately evaluate in all areas of suspected disability Failed to provide services in LRE. Failed to provide appropriate services and accommodations (behavioral goals, social-emotional skills, social communication and language, sensory integration, transportation) Lack of parental participation	11/18/2024	11/26/2024		1/7-9/2025	Resolution rescheduled to 11/26 Requesting ESY, Comp Ed, social skills group, supplemental sensory assessment and sensory chairs. Opposing counsel on medical prior to holiday. District will conduct sensory processing supplemental assessment and purchase 2 sensory chairs Case Closed - Resolution		SAI or reimburse up to- \$10,000

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
20. BUSD Case no. 2024110720	<ul style="list-style-type: none"> •Not providing adequate and measurable language, academic, counseling, social-emotional, and behavior goals •Failed to track progress (data driven) •Not implementing the program •Not providing appropriate placement 	11/21/2024	12/4/2024	1/21/2025	1/7-9/2025	Requesting new placement aide, comp ed. Difficulties in placement for rural area. HHI - virtual 5 hours per week Case Closed - Mediation		Academic tutoring and reimburse up to \$11,250
21. SJUSD Case no. 2024110682	Disagreed with assessment	11/26/2024		12/16/2024	Mediation filing only	Formal Mediation - NO OAH Filing District agreed to IEE psycho ed and comp ed Case Closed - Formal Mediation	Psychoed (not to exceed \$6500)	100 hours (academic, OT, S&L)
22. SJUSD Case no. 2024110786	Disagreed with assessment	11/26/2024		12/16/2024	Mediation filing only	Formal Mediation - NO OAH Filing District agreed to IEE psycho ed and comp ed Case Closed - Formal Mediation	Psychoed (not to exceed \$6500)	40 hours of academic
23. Excelsior - filing against student Case no. 2025	Excelsior is filing Due Process on the parent to exit student from Special Education.	1/2/2025	Not Required			Parent agreed to exit student from SPED. She signed the exit IEP. Case Closed - Withdrawn		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
24. SJUSD Case no. 2025010626	Failure to provide an appropriate educational program to address needs in the areas of Academics, Mental Health, and Transition/Vocational skills Placed on Independent Study and not offering sped and services	1/16/2025	1/28/2025	3/5/2025	3/4-6/2025	Tri - Comprehensive Psychoeducational assessment ERMHS – DMCC referral Pacific Hearing – CAPD Compensatory Education: 380 Not in agreement over comp ed Mediation - Parent wants more comp ed		
25. VUUSD Case no. 2025010614	Denial of FAPE: Failed to provide appropriate assessments, services, placement (LAS, OT, BIP, Transportation) Insufficient goals Failure to conduct assessments: psychoed, OT, LAS, AAC, AT)	1/22/2025	1/31/2025	3/3/2025	3/18-20/2025	Transportation a big issue for interdistrict. Parent doesn't want school closest to home but cannot transport. Far apart on comp ed. Update: District agrees to AAC, AT assessment and add S&L and OT services, Transition IEP Case Closed - Mediation		Reimburse parent for transportation \$2,000, comp ed fund \$15,000 (tutor, transition, OT, S&L, behavior)
26. AAE Case no. 2025010849	Failure to identify lack of progress, CAPD disorder, Failure to assess in all areas of suspected disability.	1/22/2025	1/28/2025		3/18-20/2025	Opposing counsel had to amend and refile dismissing AVUSD and adding AAE.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
27. VESD - VVUHSD - SBCSS Case no. 2025010849	Denial of FAPE January 23- present Failure to provide a program Placement in LRE Failure to have gen ed teacher present at IEP meetings	1/23/2025	1/31/2025	3/17/2025	3/18-20/2025	Request for placement in Mild/Moderate SDC including ESY, 1:1, mainstream opportunities Mediation scheduled		
28. VVUHSD Case no. 2025010	Failure to: Convene an IEP, assess in all areas of suspected disability, provide appropriate SAI, make clear offer of FAPE, offer behavioral supports, AT, mental health, 1:1, BIP, ESY	1/27/2025	2/7/2025			Agreed to waive resolution (mother had an emergency) Scheduled Mediation.		
29. HUSD Case no. 2025010827	Child Find Failing to assess for sped and ERMHS	1/27/2025	2/6/2025 2/10/2025		3/18-20/2025	Going to assess and meet after assessments - schedule mediation Case dismissed and opposing counsel stated they will refile at a later date. Case withdrawn without prejudice		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
30. HUSD Case no. 2025010925	Child Find Failing to assess for sped and ERMHS	1/29/2025	2/6/2025 2/10/2025		3/25-27/2025	Going to assess and meet after assessments - schedule mediation Case dismissed and opposing counsel stated they will refile at a later date. Case withdrawn without prejudice		
31. AVUSD Case no. 2025010916	Failure to provide an appropriate placement and program in the areas of Academics, Speech and Language, Fine Motor Development/Sensory Processing, and Behavioral Management	1/29/2025	2/13/2025		3/18-20/2025	Requesting 1:1 aide, increase S&L and OT services, IEE assessments in S&L and psycho ed, AAC Settled with parent only wanting a 1:1 aide Case Closed - Resolution		
32. HUSD Case no. 2025020036	Failure to assess comprehensively in psycho ed and speech and language, ERMHS, FBA, WRAP services, and insufficient goals	2/3/2025	2/18/2025 2/24/2025		3/25-27/2025	Parent requesting psycho ed and IEE in Speech and ERMHS, WRAP services and comp ed Working with DMCC to assist with Wrap-like services		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - February 28, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
33. AAE Case no. 2025	Failure to identify lack of progress, CAPD disorder, Failure to assess in all areas of suspected disability.	2/28/2025	3/13/2025			Requesting a near \$80,000 in reimbursement. Resolution scheduled.		

Desert Mountain SELPA
Legal Expense Summary
As reported at steering February 21, 2025

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	\$354,582.16
2021-2022	\$401,072.52
2022-2023	\$391,662.84
2023-2024	\$680,992.26
2024-2025	\$226,727.34

**Desert Mountain SELPA Steering
California Department of Education (CDE) Compliance
March 2025**

**Compliance and Improvement Monitoring Process (CIM)
STEP FOUR: Implementation and Monitoring
Targeted-Progress Reports**

Progress Report #3 due **July 10, 2025** (for the reporting period January 1, 2025–June 30, 2025)

**STEP FOUR: Implementation and Monitoring
Intensive-Progress Reports**

Progress Report #5 due **April 10, 2025** (for the reporting period January 1, 2025- March 30, 2025)

CDE Meeting with Intensive LEAs

CDE has met with SELPA and CDE would like to hold a required training to include the four LEAs (Lucerne, Victor El, Adelanto, Snowline) that are in Intensive Monitoring, and required to complete a new CIM Plan. CDE is requesting that the four LEAs attend with their CIM Team. CDE is anticipating the meeting to occur at the end of April or early May. Dates and Times will be forthcoming.

Cyclical Monitoring for Small LEAs Cycle B: 2024

LEAs with dependent charters: Cyclical Monitoring for Small LEAs activities completed submissions in accordance with the due date 2/28/2025. After CDE Review LEAs will Receive Notification

Disproportionate

Due **June 30, 2025**-Student Record Review (SRR)-June 30, 2025 (Student List to be Provided at End of Month)

Due **June 10, 2025**-Data Quality Activity (for LEAs Identified as Disproportionate Year 1)

CIM Plan Amendment: LEAs Identified Disproportionate in 2025 and Current Plan Does Not Directly Address Disproportionality

IEP Implementation Data Collection

Data Range for IEP Review: March 3-April 30, 2025

Data Collection Window: May 1-June 30, 2025

Data Collection Final Due Date: **June 30, 2025**

Desert Mountain SELPA
2024-2025 Non-Public School Placement Report

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	10	1		11	10	1		11	9	1		10	9	1		10	12	1		13	12	1		13
Apple Valley	11	1	13	25	11	1	13	25	12	1	11	24	14	1	11	26	13	1	13	27	13	1	13	27
Baker																								
Barstow	8	1		9	8	1		9	8	1		9	9	1		10	9	1		10	8	1		9
Bear Valley	1			1	1			1	1			1	1			1	1			1	1			1
Helendale																								
Hesperia	14	1	2	17	14		2	16	17		4	21	16		4	20	17	1	4	22	18	1	4	23
Lucerne Valley	2	1		3	2	1		3	2	1		3	3	1		4	3	1		4	3	1		4
Needles																								
Oro Grande																								
Silver Valley	3			3	3			3	3			3	4			4	4			4	4			4
Snowline	10		2	12	10		2	12	9	1		10	8	1		9	9	1		10	9	1		10
Trona																								
Victor Elem	7		1	8	7		1	8	6	1		7	7			7	7			7	7			7
VVUHSD	23	2	2	27	23	2	2	27	22	2	3	27	23	2	4	29	22	2	4	28	21	2	5	28
TOTALS	89	7	20	116	89	6	20	115	89	6	20	115	94	5	21	120	97	7	22	126	96	7	23	126
2023-24 Totals	78	8	16	102	78	8	15	102	78	7	14	100	66	8	25	99	68	9	21	98	76	10	20	106
2022-23 Totals	70	5	6	81	70	5	6	81	70	6	9	85	75	6	11	92	73	6	8	87	75	5	9	89
2021-22 Totals	83	4	8	95	82	4	8	94	80	4	10	94	80	4	9	93	80	4	9	93	78	5	10	93
2020-21 Totals	78	6	16	100	69	6	15	90	81	4	18	103	80	4	18	102	80	4	17	101	83	4	17	104
2019-20 Totals	80	11	19	110	74	11	16	101	73	8	17	98	74	8	19	101	75	8	19	102	75	8	19	102
2018-19 Totals	56	18	10	84	63	15	10	88	66	15	13	94	76	13	15	103	81	12	17	110	82	12	17	111
2017-18 Totals	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45

Desert Mountain SELPA
2024-2025 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	13	1		14	12	1		13	13	1		14												
Apple Valley	14	1	11	26	16	1	12	29	20	1	11	32												
Baker																								
Barstow	8	2		10	10	2		12	9	2		11												
Bear Valley	1			1	1			1	1			1												
Helendale																								
Hesperia	18	1	3	22	15	1	2	18	15	1	2	18												
High Tech High																								
Lucerne Valley	3	1		4	2	1		3	2			2												
Needles																								
Oro Grande																								
Silver Valley	4			4	3			3	3			3												
Snowline	7		1	8	8		1	9	8		1	9												
Trona																								
Victor Elem	7			7	6			6	7		1	8												
VVUHSD	22	2	4	28	26	2	4	32	26	2	4	32												
TOTALS	97	8	19	124	99	8	19	126	104	7	19	130												
2023-24 Totals	81	11	22	114	83	10	23	116	90	10	26	126	93	10	24	127	98	10	23	131	98	10	23	131
2022-23 Totals	76	5	8	89	80	5	10	95	79	5	13	97	79	4	14	97	83	7	18	108	81	8	17	106
2021-22 Totals	77	4	11	92	77	4	11	82	75	4	9	88	77	5	7	89	80	5	6	91	77	5	5	87
2020-21 Totals	82	7	16	104	83	3	18	104	82	3	18	103	83	5	17	105	82	5	13	101	82	5	13	101
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

March 21, 2025

CALPADS

CALPADS Reminders

- ✓ Review Data Discrepancies in CALPADS
- ✓ Review of the 16.21 reports from 10/2 and 12/13 in regard to the Annual Determination Letter

March 20, 2025

PERSONNEL DATA REPORTS

- ✓ Due Friday, March 21st
- ✓ Memo sent to Directors/SEIS Admin with the Technical Assistance Guide (TAG), 2024-25 spreadsheet to be completed and returned to Colette Garland, and the 2023-24 completed submission for reference.

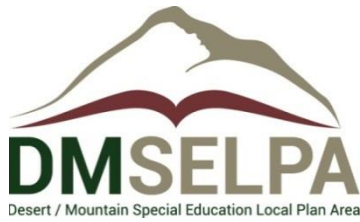
March 20, 2025

DRDP

DRDP Reminders

- ✓ DRDP Memo Spring 2025 – Due in SEIS Friday, June 6th.
- ✓ Rating results are to be input into SEIS, SELPA responsible for submission to DRDP
- ✓ Ensure all staff conducting the DRDP have attended the DRDP video training/created an account

✓ www.draccs.org



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

P 760-552-6700
F 760-242-5363
W www.dmselpa.org

MEMORANDUM

DATE: February 13, 2025
TO: Special Education Directors and MIS Contacts
FROM: Colette Garland, MIS Support Analyst

SUBJECT: Desired Results Access Project (DRDP) – Spring 2025 - SEIS

The Desired Results Access Project supports special educators, administrators, and families in implementing the California Department of Education's Desired Results Developmental Profile (DRDP) for:

- Infants and toddlers with Individualized Family Service Plans (IFSPs), and
- Children 3 - 5 years old with Individualized Education Programs (IEPs)

As part of the California Department of Education's early childhood special education statewide system of support DRDP partners with the CalBloom project, that coaches teachers to use DRDP results to inform instruction embedded in daily activities, routines, and transitions.

Please remind staff to input rating information into SEIS. All assessment information must be input into SEIS no later than **Friday, June 6th. SELPA will be responsible for submitting DRDP information on behalf of all LEA members.**

DRDP manual and instructions can be found at: https://www.draccess.org/drdp2015_ps

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

Questions regarding DRDP Assessor registration/training or correct contact information should be emailed to <https://draccesslearn.org/> Phone: (800) 673-9220 or Email: info@draccess.org

Please feel free to contact me at (760) 955-3565 or email me at colette.garland@cahelp.org or call Veronica Rousseau, Program Specialist Early Childhood, at (760) 646-8000 ext. 267 or email her at veronica.rousseau@cahelp.org.



March 20, 2025

SEIS

SEIS Reminders

- ✓ Starting 3/27 1:1 LEA Check-ins will be one hour zoom calls
- ✓ 4/10 SEIS Admin Intermediate Training w/LCS (1:00 pm – 4:00 pm)



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

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

MEMORANDUM

Date: March 21, 2025
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: CalWORKs Subsidized Employment Program (CSEP) Report for November 2024 – February 2025

The following is an update for the Desert Mountain SELPA CalWORKs Subsidized Employment program (CSEP) for the 2024-2025 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Year to Date</i>
Consumers Placed	36	30



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

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

MEMORANDUM

Date: March 21, 2025
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: CalWORKs Youth Employment (CYEP) Program Report for November 2024 – February 2025

The following is an update for the Desert Mountain SELPA CalWORKs Youth Employment Program (CYEP) for the 2024-2025 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Year to Date</i>
Consumers Placed	20	10



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

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

MEMORANDUM

Date: March 21, 2025
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: Transition Partnership Program (TPP) Reports for November 2024 – February 2025

The following is an update for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2024-2025 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Year to Date</i>
There shall be 275 DOR potentially eligible clients who receive Job Exploration Counseling Services	265	332
There shall be 265 DOR potentially eligible clients who receive Workplace Readiness Training services	265	404
There shall be 200 DOR potentially eligible clients who receive Work-based Learning Experience services	200	358
There shall be 265 DOR potentially eligible clients who receive Instruction in Self-Advocacy services	265	349
There shall be 175 DOR potentially eligible clients who receive Work Experience Placements services	175	214
There shall be 265 DOR potentially eligible clients who receive Counseling on Post-Secondary services	265	265
There shall be 265 unduplicated new DOR potentially eligible clients who receive DOR services	275	307
There shall be 526 unduplicated new DOR potentially eligible clients who receive DOR services	526	610



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

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

MEMORANDUM

Date: March 21, 2025
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: WorkAbility I (WAI) Report for November 2024 – February 2025

The following is an update for the Desert Mountain SELPA WorkAbility I (WAI) program for the 2024-2025 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333 or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Year-to-Date</i>
Students Served	239	125
Students Placed	35	19



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

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

MEMORANDUM

Date: March 21, 2025
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: Workforce Innovation and Opportunity Act (WIOA) Report for November 2024 – February 2025

The following is an update for the Desert Mountain SELPA Workforce Innovation and Opportunity Act (WIOA) Youth Forward program for the 2024-2025 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Year-to-Date</i>
Participants Enrolled	335	229

SAVE THE DATE



*Celebrating 10
years of creating
positive and
equitable schools!*

**OCTOBER 8 - 10, 2025
SACRAMENTO, CA**

JOIN US FOR:

- TWO EXCITING KEYNOTES
- 90+ BREAKOUT SESSIONS
- **NEW!** LIMITED TICKET NETWORKING & AWARDS RECEPTION
- AND MORE!



**REGISTRATION AND
ADDITIONAL DETAILS TO COME
SPRING 2025 AT [PBISCA.ORG](https://pbisca.org)**

[CA PBIS Conference Home](https://pbisca.org)



Fundamentals of Restorative Practices

This training is a 2-day hybrid model where each day of training requires 2 hours of pre-work to be completed before the 8 hour in person training. Materials will be sent out a week prior to the first day of training. Restorative Practices are a continuum of research-based informal and formal strategies to develop community in schools where adults do things WITH youth rather than TO or FOR them. As a prevention and intervention approach to discipline, restorative practices provide an alternative to suspension and can integrate into a school's multi-tiered system of behavioral and social emotional supports. In this training, participants will learn practical strategies to build strong, healthy relationships and community through the Restorative Practices Continuum.

Day 1 (4 hours): Introduction to Restorative Practices: Learn practical strategies to build strong, healthy relationships and community. Learn to use affective statements and questions for impromptu restorative conversations.

Day 2 (4 hours): Using Circles Effectively: Discover how to optimally utilize circles for community building, social-emotional development, problem solving, and academics.

Presented by:

Craig Cleveland, Prevention and Intervention Specialist

Dates & Times:

April 29-30, 2025

Training time 8:00 a.m. - 12:00 p.m.

Location:

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

Cost:

Desert Mountain SELPA and Charter SELPA
Members \$75.00

Non-member participants \$125.00

Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-238202)
(URL: <https://sbcss.k12oms.org/52-238202>)

Audience:

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

Special Accommodations:

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





Early Childhood PBIS

You might know PBIS in early childhood settings as Early Childhood Program-Wide Positive Behavior Support (PW-PBS) or Program-Wide Positive Behavioral Interventions and Support (PW-PBIS). It is often referred to as the Pyramid Model. This model provides a framework of evidence-based practices to promote the social-emotional competence of all children, address the social-emotional and behavioral needs of children who are at-risk, and develop supports for children with persistent social, emotional or behavioral concerns.

What is Early Childhood PBIS?

Early childhood PBIS refers to PBIS implementation within early childhood settings – The Pyramid Model. The Pyramid Model is a multi-tiered framework with a continuum of evidence-based practices to promote expected behavior, prevent problem behavior, and intervene when students need more support. This model addresses the needs and contexts unique to programs serving infants, toddlers and preschoolers, including children in public school early childhood classrooms. It includes the practices, procedures, and data collection measures appropriate for young children and their families.

Why Address Early Childhood PBIS?

The Pyramid Model ensures programs attend to both the implementation of evidence-based practices and develop the infrastructure to sustain these efforts. Children have better social skills and less problem behavior in Pyramid Model classrooms. Practitioners are able to implement Pyramid Model practices better when they receive training and practice-based coaching.[1] According to the [Technical Assistance Center on Social and Emotional Intervention](#), programs using this approach experience the following:

- Reductions in child challenging behavior
- Increases in children's social skills
- Increased satisfaction of program staff and families
- Reduced turnover in the program
- Increases in teachers' competence and confidence in the support of children

- Changes in classroom and program climate
- Sustained implementation of the Pyramid Model

Foundational Systems of Early Childhood PBIS

Early childhood PBIS systems are very similar to the foundational systems guiding any PBIS framework. The primary difference is the way these systems adapt to serve the unique needs of younger children and their families.

Leadership Team

The team includes (*Some team members may fill more than one of these roles*):

- The program administrator
- Representation from teaching staff
- Someone to provide coaching and support to teachers
- A behavior specialist
- A family member

The team ensures the systems and practices implemented provide support to children with challenges, professional development and support to teachers, and a plan for family engagement. This leadership team uses data to make decisions and meets monthly to guide implementation of the program-wide approach.

Staff Readiness and Buy-In

All program staff participate in implementation. They must agree to it and be willing to participate. The leadership team monitors and supports staff buy-in on an ongoing basis.

Family Engagement

PBIS implementation in early childhood works to establish partnerships with families. The program shares information with families, offers support around children's social and emotional skill development, and includes families in program-level teams.

Pyramid Model Practices

Pyramid Model practices:

- Promote healthy social-emotional development
- Reduce challenging behaviors
- Support families to promote their children's social development in a home visiting program
- Establish effective instructional routines in classrooms from infant-toddler to pre-kindergarten ages.

Staff Capacity

When programs implement the Pyramid Model, all staff must have the training, coaching, and resources to implement practices effectively. The leadership team develops strategies to provide ongoing support to staff as they implement the model.

Providing Interventions to Children with Persistent Challenging Behavior

Program-level policies and procedures support to staff to address challenging behavior. These include mechanisms for support in crisis situations, developing a problem-solving process for children with emerging challenges, and providing a system for identifying children who need a behavior support plan developed through a team driven process.

Monitoring Implementation and Outcomes

Data-based decision making is a pivotal component of the program-wide approach in the Pyramid Model. The team gathers and reviews implementation data using a variety of data tools.

Tiers of the Pyramid Model

The Pyramid Model promotes young children's (birth to five years old) social-emotional competence and prevents and addresses challenging behavior, through a tiered promotion, prevention, intervention framework.

Tier 1

Tier 1 promotes nurturing and responsive caregiving relationships and high-quality environments. At this level, practitioners focus on their relationships with children and their families by providing nurturing and responsive support and engaging children in relationships with others. Practices at this level involve supportive environments to prevent problem behavior, engage all children, and develop social-emotional skills. For many children, Tier 1 may be all that is needed to support their healthy social-emotional development.

Tier 2

Tier 2 serves as a prevention level. It focuses on explicit social skills instruction like:

- Self-regulation
- Expressing and understanding emotions
- Developing social relationships
- Problem-solving



Tier 3 Intensive intervention

Tier 3 focuses on individualized, intensive interventions for children who have the most persistent challenging behavior. Even with Tier 1 and Tier 2 systems in place, there may be children who need an individualized behavior support plan. These plans typically include prevention strategies, instructions of new skills, and guidance on how to respond in order to reduce challenging behavior and increase new skill use.

Assessing Early Childhood PBIS/Pyramid Model

There are multiple tools to assess implementation and outcomes in early childhood settings.

Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BoQ)

A self-report checklist designed to help programs evaluate their progress toward implementing the Pyramid Model program-wide. A companion assessment evaluates its implementation's cultural responsiveness
[INSERT LINK:

https://www.pbis.org/common/cms/files/pbisresources/ECBoQ_Cultural-Responsiveness-Companion.pdf].

Pyramid Model Early Intervention (Part C) Benchmarks of Quality (EI-BoQ)

This assessment helps programs evaluate their progress toward implementing the Pyramid Model program-wide.

Teaching Pyramid Observation Tool (TPOT) and The Pyramid Infant Toddler Observation System (TPITOS)

These tools assess classroom implementation in early childhood settings

Coaching Logs

Coaches can use coaching logs to track implementation activities as well as document each activity's focus.

Get Started with Early Childhood PBIS

The first steps to implementing PBIS in early childhood settings involve training and building staff capacity. Leadership teams attend a multiple-day training on program-wide implementation to develop implementation plans. Staff receive [training on the Pyramid Model and coaching for classroom-level implementation](#). Training is offered in a variety of formats, including e-modules and in-person training.

Resources:

[The Pyramid Equity Project Fact Sheet](#)

This fact sheet defines the Pyramid Model and how to implement it as a way to address suspensions/expulsions of young children, particularly children of color.

[Aligning and Integrating Family Engagement in PBIS: Chapter 6](#)

This chapter describes practices and strategies for engaging families in early childhood settings.

[1]Hemmeter, M. L., Snyder, P. A., Fox, L., & Algina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social emotional competence in early childhood classrooms. *Topics in Early Childhood Special Education, 36*, 133-146.



CENTER ON

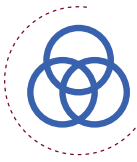
PBIS Positive Behavioral
Interventions & Supports

SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK

BRANDI SIMONSEN
ROBERT F. PUTNAM
KIMBERLY YANEK
LAUREN L. EVANOVICH

SACHA K. G. SHAW
CYNTHIA SHUTTLETON
KELSEY MORRIS
BARBARA S. MITCHELL

September 2020

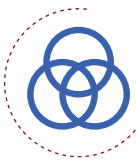


Supporting Students with Disabilities in the Classroom within a PBIS Framework

Authors Brandi Simonsen
Robert F. Putnam
Kimberly Yanek
Lauren L. Evanovich
Sacha K. G. Shaw
Cynthia Shuttleton
Kelsey Morris
Barbara S. Mitchell

Introduction

Students with disabilities are more likely to experience exclusionary and reactive discipline practices than students without disabilities. For example, according to the Office of Civil Rights (OCR), students with disabilities comprise 12% of the school enrollment; however, they experience 26% of out of school suspensions, 24% of expulsions, 28% of referrals to law enforcement or arrests, 71% of restraints, and 66% of seclusions (Office of Civil Rights [OCR], 2018). Students with disabilities are overrepresented in other school disciplinary consequences (e.g., office discipline referrals, in school suspensions) as well (Fabelo et al., 2011; Skiba & Rausch, 2006; Vincent et al., 2011).



Fortunately, decades of research demonstrate that when educators implement positive, proactive, and evidence-based practices within a Positive Behavioral Interventions and Supports (PBIS) framework, students experience (a) improved academic, social-emotional, and behavioral outcomes and (b) reduced exclusionary and reactive discipline (Algozzine & Algozzine, 2007; Bradshaw et al., 2008; Bradshaw et al., 2009; Bradshaw et al., 2010; Bradshaw et al., 2012; Horner et al., 2009; Lassen et al., 2006). Within a PBIS framework, educators implement universal practices (Tier 1) to support all students, targeted practices (Tier 2) for students who require an enhanced level of support to experience success, and intensive and individualized practices (Tier 3) for students with more significant or chronic levels of need.

Practitioners may question where students with disabilities “fit” within multi-tiered frameworks, like PBIS (Chan et al., 2018; McIntosh & Goodman, 2016). By legal definition, students with disabilities require specially-designed instruction documented in an individualized education program. Therefore, we hear common misrules or “myths” in the field, including (a) special education is Tier 3 or (b) students in special education require only Tier 3 supports to be successful (IDEA, 2004). In reality, students with disabilities may receive and benefit from supports within each tier, including Tier 1 (Cheney et al., 2004; Grasley-Boy et al., 2019; Tobin et al., 2012).

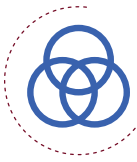


Core Features

There are four core features of implementing PBIS to support all students, including students with disabilities, in classroom settings: (1) invest in prevention, (2) integrate classroom practices, (3) tier 1 is for all, and (4) all means all.

Invest in Prevention

Within each classroom, effective educators [support and respond to student behavior](#)¹ by (a) implementing Tier 1 foundation, prevention, and response practices and (b) using data to guide their implementation and differentiation of practices (Office of Special Education Programs [OSEP], 2015).



In particular, educators:

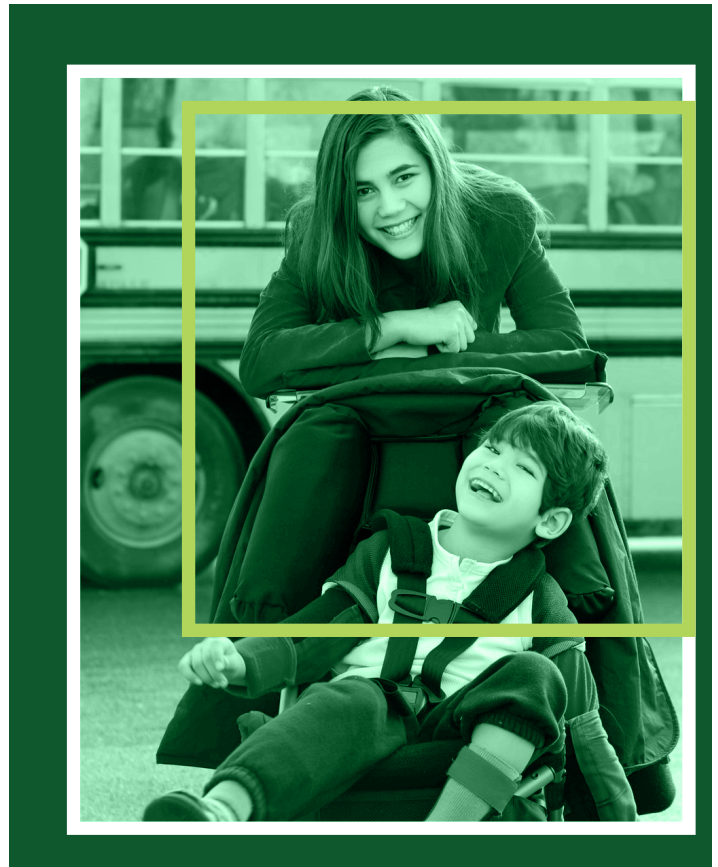
- emphasize positive and proactive practices,
- respond to challenging behavior with an instructional focus (i.e., teach and strengthen social, emotional, and behavioral skills to replace the challenging behavior), and
- minimize their use of exclusionary and reactive discipline ([#DitchTheClip²](#)).

Integrate Classroom Practices

Further, within each classroom, educators [integrate effective academic and behavior support³](#) to increase the likelihood that all students, including students with disabilities, benefit from classroom supports.

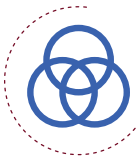
Tier 1 is for All

Effective educators design, implement, and differentiate [Tier 1⁴](#) practices to meet the needs of the majority (>80%) of their learners. Thus, when learners have more intensive needs, educators intensify their Tier 1 practices—they may provide more explicit social skills instruction, frequent prompts or reminders, engaging instruction, opportunities for reinforcement, and specific instructional feedback for academic and social behavior at an intensity that meets the needs of at least 80% of students in their classroom or school. For students who continue to require additional support to be successful, educators may layer on additional [Tier 2⁵](#) or [Tier 3⁶](#) supports; however, all students continue to receive Tier 1 support.



All Means All

To increase likelihood of equitable outcomes with Tier 1 practices, effective educators engage students and families in selecting, implementing, and adjusting practices to consider cultural and contextual factors that may affect teachers' implementation, students' experiences and outcomes, and other key factors that contribute to the discipline gap. Educators also intentionally implement key practices to [increase equity⁷](#) within classrooms.



Intervention Strategies

Guided by the above core features, effective educators implement the following “top ten” intervention strategies to [support and respond to student behavior](#)⁸ in their classroom.

1 Design and Adapt The *Physical Environment* of the Classroom to Meet the Needs of All Students.

To support all students, consider (a) mobility around and access to all areas of the classroom, (b) visual supports for students, and (c) assistive technology and other supports to promote learning within the classroom environment (Archer & Huges, 2011; Wong & Wong, 2009).

2 Develop and Explicitly Teach *Predictable Classroom Routines* to Maximize Students’ Ability to Independently Navigate the Classroom

To increase the likelihood that all students benefit from [predictable classroom routines](#),⁹ explicitly define and teach the routine, review and re-teach on a regular schedule, and provide and gradually fade prompts until students are able to independently navigate classroom routines (Kern & Clemens, 2007).

3 Post, Define, and Teach *3-5 Positive Classroom Expectations*

Engage students in defining and positing a small number of positively stated expectations, and ensure posted expectations are accessible to learners from

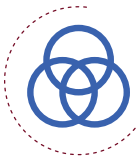
a variety of language and ability backgrounds. To maximize efficiency, explicitly teach expectations in the context of classroom routines, leveraging the planned schedule for reviewing, re-teaching, and fading prompts to also teach expectations (Alter & Haydon, 2017).

4 Promote *Active Engagement* with High Rates of Opportunities to Respond.

All students, across all grades and content areas, benefit from engaging instruction that includes high quality, high rate, and varied opportunities to respond (Alter et al., 2011; Partin et al., 2010; Sutherland et al., 2003). To increase engagement opportunities for all students, consider incorporating instructional and assistive technology (Hirsch et al., 2019) and other empirically-supported strategies to increase [opportunities to respond](#).¹⁰

5 Provide *Prompts, Pre-Corrections, and Other Reminders* to Set Students Up for Success

Simple strategies, like providing “[positive greetings at the door](#)”¹¹ (i.e., connect with each student as they enter the classroom, prompt routines and expected behavior, and provide specific praise for transition), result in positive outcomes for all students, including students with disabilities (Allday & Pakurar, 2007; Allday et al., 2011; Cook et al., 2018).



6 Engage in Active Supervision to Monitor Student Behavior

By engaging in [active supervision](#)¹²—that is, moving around the classroom, scanning frequently, and interacting with students—educators promote contextually appropriate behavior and prevent or reduce contextually inappropriate behavior (Colvin, Sugai, Good, & Lee, 1997; DePry & Sugai, 2002).

7 Deliver Behavior Specific Praise and Other Strategies to Acknowledge Behavior That is Appropriate for the Context

Specific praise “tags” a contextually appropriate behavior with a positive statement (“Thank you for participating respectfully.”) and results in an increase in desired behavior for most students (Floress, Beschta, Meyer, & Reinke, 2017). Supplement specific praise with additional strategies to acknowledge student behavior (OSEP, 2015).

8 Provide Behavior Specific Error Corrections and Other Strategies to Respond Instructionally to Behavior That is Inappropriate for the Context

[Specific error corrections](#)¹³ signal an error, share how to correct the behavior in the future, and provide an opportunity to practice and receive praise for the contextually appropriate behavior. When needed, supplement this approach with additional strategies to respond to contextually inappropriate behavior.

9 Ensure Each Student Experiences a Favorable Ratio of Positive to Negative Interactions (e.g., Praise to Corrections)

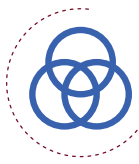
As highlighted in [national news](#),¹⁴ all students benefit when they experience more positive than negative feedback, and this is especially true for students with disabilities who may require even more favorable ratios (as high as 9:1) to experience benefit (Caldarella et al., 2019; Downs et al., 2019).

10 Collect And Use Fidelity and Outcome Data to Guide Implementation and Differentiation of Practices

Educators use data to evaluate their own implementation fidelity and students’ outcomes (indicating responsiveness to classroom practices). Based on data, educators may (a) adjust or differentiate Tier 1 supports or (b) layer on additional Tier 2 or Tier 3 supports to meet the needs of all.

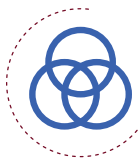
The Bottom Line

All students, including students with disabilities, benefit from effective implementation of empirically-supported practices within a PBIS framework.



References

- Allday R.A., Bush M, Ticknor N, Walker L. (2011). Using teacher greetings to increase speed to task engagement. *Journal of Applied Behavior Analysis*, 44, 393-396.
- Allday, R. A., & Pakurar, K. (2007). Effects of Teacher Greetings on Student On-Task Behavior. *Journal of Applied Behavior Analysis*, 40, 317-320.
- Algozzine, K. & Algozzine, B. (2007). Classroom Instructional Ecology and School-Wide Positive Behavior Support. *Journal of Applied School Psychology*. 24. 29-47. https://doi.org/10.1300/J370v24n01_02
- Alter, P., & Haydon, T. (2017). Characteristics of effective classroom rules: A review of the literature. *Teacher Education and Special Education*, 40, 114-127. <https://doi.org/10.1177/0888406417700962>
- Alter, P., Brown, E.T., & Pyle, J. (2011). A strategy-based intervention to improve math word problem-solving skills of students with emotional and behavioral disorders. *Education and Treatment of Children* 34, 535-550. <http://doi:10.1353/etc.2011.0028>.
- Archer, A., & Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: The Guilford Press.
- Bradshaw, C. P., Koth, C. W., Bevans, K. B., Ialongo, N. S., & Leaf, P. (2008). The Impact of School-Wide Positive Behavioral Interventions and Supports (PBIS) on the Organizational Health of Elementary Schools. *School Psychology Quarterly*, 23, 462-473. <https://doi.org/10.1037/a0012883>
- Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: findings from a group-randomized effectiveness trial. *Prevention Science*.10(2).100-115. <https://doi.org/10.1007/s11121-008-0114-9>
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12, 133-148. <https://doi.org/10.1177/1098300709334798>
- Bradshaw, C. P., Wassdorp, T. E., & Leaf, P. J. (2012). Effects of school-wide positive behavioral interventions and supports on child behavior problems. *Pediatrics*, 130, 1136-1145.
- Caldarella, P., Wills, H.P., Anderson, D.H., & Williams, L. (2019) Managing Student Behavior in the Middle Grades Using Class-wide Function-Related Intervention Teams. *Research in Middle School Education*. 42. 1-15, <https://doi.org/10.1080/19404476.2019.1654799>
- Chan, G., Simonsen, B. Goodman, S & Kincaid, D. (2018) *The Intersection of MTSS and Special Education: Addressing Myths, Facts, and Misconceptions*. Presentation at the meeting of the International Association for Positive Behavior Support, San Diego, CA.
- Cheney, D. (Ed.) (2010). *Transition of secondary students with emotional or behavioral disorders: Current approaches for positive outcomes (2nd Edition)*. Champaign, IL: Research Press.
- Colvin, G., Sugai, G., Good III, R. H., & Lee, Y. Y. (1997). Using active supervision and precorrection to improve transition behaviors in an elementary school. *School Psychology Quarterly*, 12, 344.
- Cook, C. R., Grady, E. A., Long, A. C., Renshaw, T., Coddling, R. S., Fiat, A., & Larson, M. (2017). Evaluating the impact of increasing general education teachers' ratio of positive-to-negative interactions on students' classroom behavior. *Journal of Positive Behavior Interventions*, 19, 67-77. <https://doi.org/10.1177/1098300716679137>
- DePry, R. L., & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11, 255-267.
- Donovan, M. S., & Cross, C. T. (Eds.). (2002). *Minority students in special and gifted education*. Washington, DC: National Academy Press.
- Downs K. R., Caldarella, P., Larsen, R. A. A., Charlton, C. T., Wills, H. P., Kamps, D. M., & Wehby, J. (2019). Teacher praise and reprimands: The differential response of students at risk for emotional and behavioral disorders. *Journal of Positive Behavioral Interventions*, 21, 135-147. <https://doi.org/10.1177/1098300718800824>



Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, M.P., & Booth, E.A. (2011). *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. Council of State Governments Justice Center.

Filter, K.J., & Horner, R.H. (2009). Function-based academic interventions for problem behavior. *Education and Treatment of Children* 32, 1-19. <https://doi.org/10.1353/etc.0.0043>

Floress, M. T., Beschta, S. L., Meyer, K. L., & Reinke, W. M. (2017). Praise research trends and future directions: Characteristics and teacher training. *Behavioral Disorders*, 43, 227-243. <https://doi.org/10.1177/0198742917704648>

Grasley-Boy, N. M., Gage, N. A., & Lombardo, M. (2019). Effects of SWPBIS on disciplinary exclusions for students with and without disabilities. *Exceptional Children*, 86, 25-39. <https://doi.org/10.1177/0014402919854196>

Harrel I. P., Leavel, I. A., Van Tassel, I. F., & Mckee, K. (2004). No teacher left behind: Results of a five-year study of teacher attrition. *Action in Teacher Education*, 26, 47-59.

Hirsch, S. E., Alves, K. D., & Dunn, M. (2019). Integrating Technology for Students with Emotional and Behavioral Disorders to Promote Engagement. *Intervention in School and Clinic*, 55(2), 94-102. <https://doi.org/10.1177/1053451219837638>

Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, 11, 133-144. <https://doi.org/10.1177/1098300709332067>

Individuals with Disabilities Act, 20 U.S.C. (2004).

Kern, L., & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44, 65-75. <https://doi.org/10.1002/pits.20206>

Lassen, S. R., Steele, M. M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in the Schools*, 43, 701-712. <https://doi.org/10.1002/pits.20177>

McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York, NY, US: Guilford Press.

Office of Civil Rights. (2018). *2015-2016 Civil Rights Data Collection: School Climate and Safety*. U.S. Department of Education, Office of Civil Rights. <https://www2.ed.gov/about/offices/list/ocr/docs/school-climate-and-safety.pdf>.

Office of Special Education Programs. (2015). *Supporting and responding to student behavior: Evidence-based classroom strategies for teachers*. U.S. Department of Education, Office of Special Education Programs. www.pbis.org

Oliver, R. M.; & Reschly, D. J. (2007). *Effective Classroom Management: Teacher Preparation and Professional Development*. National Comprehensive Center for Teacher Quality. Washington, DC.

Preciado, J. A., Horner, R. H., Scott K. Baker, S. K. (2009). Using a Function-Based Approach to Decrease Problem Behaviors and Increase Academic Engagement for Latino English Language Learners. *The Journal of Special Education*, 42, 227-240.

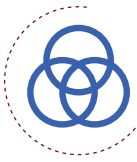
Skiba, R. J., & Rausch, M. K. (2006). Zero Tolerance, Suspension, and Expulsion: Questions of Equity and Effectiveness. In Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (p. 1063-1089). Lawrence Erlbaum Associates Publishers.

Sutherland, K. S., & Wehby, J. H. (2001). The effect of self-evaluation on teaching behavior in classrooms emotional and behavioral disorders. *The Journal of Special Education*, 35, 2-8. <https://doi.org/10.1177/002246690103500306>

Tobin, T., Horner, R., Vincent, C., & Swain-Bradway, J. (2012). *If discipline referral rates for the school as a whole are reduced, will rates for students with disabilities also be reduced?* Evaluation Brief, retrieved from www.pbis.org.

Vincent, C. G., Randall, C., Cartledge, G., Tobin, T. J., & Swain-Bradway, J. (2011). Toward a conceptual integration of cultural responsiveness and schoolwide positive behavior support. *Journal of Positive Behavior Interventions*, 13, 219-229.

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*. Mountain View, VA: Wong.



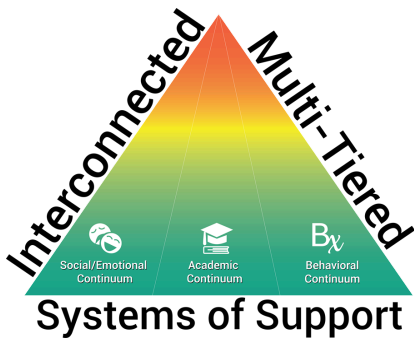
Embedded Hyperlinks

1. <https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>
2. <https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>
3. <https://www.pbis.org/resource/classroom-integrated-academics-and-behavior-brief>
4. <https://www.pbis.org/pbis/tier-1>
5. <https://www.pbis.org/pbis/tier-2>
6. <https://www.pbis.org/pbis/tier-3>
7. <https://www.pbis.org/topics/equity>
8. <https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>
9. <http://pbismissouri.org/classroom-procedures-and-routines-content-acquisition-video/>
10. <https://pbismissouri.org/wp-content/uploads/2017/06/ECP6.2-Classroom-Module-Opportunities-to-Respond-1.pptx>
11. https://www.sjcoe.org/selparesources/tiers/Positive_Greetings_at_the_Door_script.doc.pdf
12. <http://louisville.edu/education/abri/primarylevel/supervision/group>
13. <http://louisville.edu/education/abri/primarylevel/correction/group>
14. <https://www.cnn.com/2020/01/30/health/teacher-praise-wellness/index.html>

This document was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (H326S180001). Dr. Renee Bradley served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.

Suggested Citation for this Publication

Simonsen, B., Putnam, R., Yaneck, K., Evanovich, L., Shaw, S. Shuttleton, C. Morris, K., & Mitchell, B. (September, 2020). *Supporting Students with Disabilities within a PBIS Framework*. Center on PBIS, University of Oregon. www.pbis.org.



Prevention & Intervention



Look What's New in 2025-2026!



Empowering Educators: A Pathway to Mental Health & Well-Being

This is a hybrid course with six in-person sessions with a focus on application.

Tiers 1 & 2



Prevent Teach Reinforce Young Children (PTR-YC)

This is a four day training with coaching calls.

Tier 3



Prevent Teach Reinforce (PTR)

This is a four day training with coaching calls.

Tier 3



Check In Check Out (CICO) Adaptations

Tier 2

- **Function-Based Strategies for Addressing Student Behavior: Building Supportive Environments for Success**
- **Soothing Sanctuaries**
This training has a make & take component.
- **Social Emotional Skills PreK - 12**
PreK/TK, Elementary, Secondary
- **Early Childhood (EC) PBIS**
- **New Teacher Orientation**
How PBIS and SEL connects to everything inside & outside the classroom.

Tier 1

For more information, please reach out to Deborah Sarkesian, Program Manager.

Email: deborah.sarkesian@cahelp.org
Phone: 760.646.8000, Ext. 333



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

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

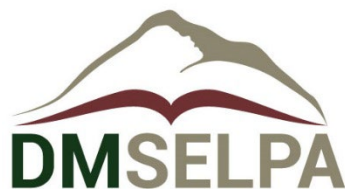
MEMORANDUM

Date: March 21, 2025
To: Directors of Special Education
From: Codi Anderson, Occupational/Physical Therapy Supervisor

Subject: Occupational and Physical Therapy Reports

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

If you have any questions concerning either report, please contact me at (760) 955-3659 at Codi.Andersen@cahelp.org



Chapter 4: Instructional Planning and the Individualized Education Program (IEP)

SECTION A: THE IEP MEETING: PREPARATION, PROCESS, AND FOLLOW-UP

SECTION B: CREATING MEANINGFUL GOALS

SECTION C: STUDENTS WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE (CLD)

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

SECTION E: LINGUISTICALLY APPROPRIATE GOALS FOR ENGLISH LANGUAGE LEARNERS

SECTION F: RECLASSIFICATION OF ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

~~APPENDIX A: TRANSITION REQUIREMENTS CHECKLIST~~

~~APPENDIX B: SPECIAL EDUCATION TIMELINES~~

~~APPENDIX C: IEP TEAM MEMBERSHIP AND PARTICIPATION: QUESTIONS AND ANSWERS~~

~~APPENDIX D: IEP MEETING AGENDA AND GUIDELINES~~

~~APPENDIX E: IEP PROCESS FLOW CHART~~

~~APPENDIX F: ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION: CASE MANAGER~~

~~APPENDIX G: CALIFORNIA ALTERNATE ASSESSMENT PARTICIPATION DECISION WORKSHEET~~

APPENDIX H: CALIFORNIA DEPARTMENT OF EDUCATION (CDE)
ENGLISH LEARNER DOCUMENTS

APPENDIX I: OBSERVATION PROTOCOL FOR TEACHERS OF ENGLISH
LEARNERS (OPTTEL)

Introduction

The Individualized Education Program (IEP) document is the foundation that directs instructional planning for the student with exceptional needs. Therefore, the process of preparing for, conducting, and following-up any IEP meeting is crucial. This chapter will give an overview of the IEP meeting process, including the document, **D/M SELPA form 68A**, which describes the student's program.

The **SEIS** Desert Mountain SELPA IEP is used by all Local Education Agencies (LEAs) within the SELPA and includes all required components.

All special education and related services determined by the IEP team to be necessary for a student to benefit from education shall be listed on the IEP. The IEP shall include the date of initiation and frequency of service. Each participating LEA shall assure that each student with a disability is provided services in accordance with **his/her** **their** IEP, regardless of which agency or contractor provides the service.

According to California Education Code § 56326, a **student child** can **also** be referred for further assessment by the California School for the Deaf or Blind, or the Diagnostic Centers. This assessment, however, does not constitute placement in the state special schools. This information, along with other relevant factors, would assist the IEP team in their decision-making process regarding the most appropriate placement for the child.

Section A - IEP Meeting: Preparation, Process, and Follow-up

California Education Code § 56340. ~~Each district, special education local plan area, or county office shall initiate and conduct meetings for the purposes of developing, reviewing, and revising the individualized education program of each individual with exceptional needs. A local educational agency shall initiate and conduct meetings for the purposes of developing, reviewing, and revising the individualized education program of each individual with exceptional needs in accordance with Section 300.323(c) of Title 34 of the Code of Federal Regulations.~~

California Education Code § 56341(a). *Each meeting to develop, review, or revise the individualized education program of an individual with exceptional needs shall be conducted by an individualized education program team.*

California Education Code § 56341.1(h). *It is the intent of the Legislature that the individualized education program team meetings be nonadversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs.*

California Education Code § 56343. *An individualized education program team shall meet whenever any of the following occurs:*

- (a) A pupil has received an initial formal assessment. The team may meet when a pupil receives any subsequent formal assessment.*
- (b) The pupil demonstrates a lack of anticipated progress.*
- (c) The parent or teacher requests a meeting to develop, review, or revise the individualized education program.*
- (d) At least annually, to review the pupil's progress, the individualized education program, including whether the annual goals for the pupil are being achieved, and the appropriateness of placement, and to make any necessary revisions. The individualized education program team conducting the annual review shall consist of those persons specified in subdivision (b) of Section 56341. Other individuals may participate in the annual review if they possess expertise or knowledge essential for the review.*

Activities Prior to the Meeting

~~Each LEA shall make every reasonable effort to ensure that one or both parents of the student with a disability are present at the IEP meeting or are afforded the opportunity to participate. Activities include notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend. When a student reaches the age of majority, the LEA shall provide notice of the IEP to both the student and the parent.~~

Each LEA shall make every reasonable effort to ensure that one or both parents/**guardians** of the student with a disability are present at the IEP meeting or are afforded the opportunity to participate, including **notifying the parents/guardians of the meeting early enough to ensure that**

they will have an opportunity to attend or scheduling the meeting at a mutually agreed upon time and place. If neither parent/guardian can attend, the LEA shall use other methods to ensure parent participation, including individual or conference telephone calls, video conference meetings, and other reasonable accommodations. If the student is, or may be, participating in the general education environment, at least one general education teacher of the student must be included in the IEP team. When a student reaches the age of majority, the LEA shall provide notice of the IEP to both the student and the parent.

The notice of IEP meeting (D/M-67) shall indicate the purpose, time, and location of the meeting and who shall be in attendance. As appropriate, the student will be included in the IEP. The student's input will be solicited if he/she is they are unable or unwilling to attend.

The notice of IEP meeting shall inform parents of their right to bring other people to the meeting who have knowledge or special expertise regarding the student with disabilities.

Each LEA shall invite a representative of any other agency that is likely to be responsible for providing or paying for services, including transition services to secondary or postsecondary programs. The invitation may be in person, by telephone, or in writing. If an agency invited to send a representative to a meeting does not do so, the LEA shall take other steps to obtain participation of the other agency in the planning of any transition services. All efforts to include participation of agency personnel will be documented. Title 34 CFR Section 300.321(b)(3) indicates that the LEA must acquire written consent from the parent (or an unconserved adult student who has reached the age of majority) for each agency that is invited to attend an IEP meeting to discuss the provision or payment of transition services.

Meeting Notification (D/M-SELPA Form 67)

Depending on the purpose of the meeting, team membership may differ from meeting to meeting. Appropriate notification should be sent to all parties comprising the team. California Education Code section 56341.5(b) states, "...parents shall be notified of the individualized education program meeting early enough to ensure an opportunity to attend". Local policy has suggested a minimum of 10 calendar days' notice to the parents and other parties who have assessed or who serve the student. Since students are encouraged to participate in their IEP, the notice should also be sent to the student when considered appropriate. The notice must contain the following elements:

- Purpose, time, and location of the meeting.
- Positions of the people invited to the meeting.
- Identification of any other local agency invited to send a representative, such as Department of Behavioral Health (DBH) Rehabilitation.

- For students age 16, or younger if appropriate, a statement indicating that the purpose is to consider needed transition services. ~~At age 16, the student MUST be invited to the meeting to develop a plan for needed transition services as must any agencies responsible for implementing those services.~~ Pursuant to AB 438, effective July 1, 2025, a student's IEP must include measurable postsecondary goals and transition services, if determined appropriate by the pupil's IEP team, beginning when an individual with exceptional needs is starting their high school experience and not later than the first individualized education program to be in effect when the pupil is 16 years of age (see Education Code § 56043(e) & (h)).

When a student who is enrolled in an LEA on an inter-district transfer is being assessed for special education eligibility, the LEA of residence director of special education should be contacted and informed of the situation if it is suspected that the student will be referred to a provider program for services or placement. If the LEA of residence wishes to conduct the assessment, or be part of the assessment team, it can make that known at that time.

IEP Team Members

According to Title 34 of the Code of Federal Regulations section 300.344, the following are required members of the IEP team:

- One or both parents/**guardian**;
- At least one general education teacher of the student if the k-12 student or preschooler is or may be in the general education environment;
- Special education service providers;
- An administrative representative or designee of the local school district who: (a) is qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities; (b) is knowledgeable about the general education curriculum; and (c) is knowledgeable about the availability of resources within the local school district;
- Individual(s) who performed the assessments or who can interpret the implications of the results;
- Individual(s) who, at the discretion of the parents or agency, may have special knowledge or expertise regarding the child; and
- The child when appropriate.

Effective January 1, 2004, Education Code requires an invitation be sent to a representative of the group home in those cases in which a student with exceptional needs has been placed in a group home by a juvenile court.

If planning for transition services, the following participants are also required:

- The student at any age if transition is being planned;
- If the student does not attend, steps shall be taken to ensure that the student’s interests and preferences are considered; and
- Any other agency that is likely to be responsible for providing or paying for transition services.

Professional Conduct (Civility)

California Education Code section 32210 states, “Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).” It is understood that employees of the LEA shall adhere to customary professional standards when providing services to and/or communicating with students, parents, or related service providers. It is the expectation of the LEA that all personnel will be responsive to parents’ concerns and attempt to resolve problems at the most appropriate level. In the event LEA personnel are unable to resolve the matter, it should be referred to the administrator or designee and, if necessary, subsequently to the superintendent or designee. It is neither required nor desirable that an LEA employee, related service provider, student, or parent, face abusive language or behavior.

This policy promotes mutual respect, civility, and orderly conduct among all parties. It is not intended to deprive any person of his/her their right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free environment for students, parents, related service providers and LEA employees.

Responsibilities of Team Members

Each member of the team has a clearly defined role based on their area of expertise. The members are knowledgeable about the student and have knowledge about services that could benefit the student. Any individual identified as a service provider should prepare for the IEP meeting by gathering information that would indicate present level(s) of performance, progress achieved toward annual goals/short-term objectives, and other items which may be necessary for the team to consider. Parents should prepare for the meeting by considering how the student will participate in the state and district assessment, their priorities for enhancing the long-term education of their child, identifying which daily living skills the child utilizes at home; considering career/vocational outcomes for the future; identifying the child’s community participation; and learning strengths/preferences seen in the home and the community.

Involving General Education Teachers in Implementation of the IEP

The district or LEA case carrier is required to inform general education teachers of their specific responsibilities related to implementing the IEP, and the specific accommodations, modifications,

and supports specified within the IEP. General education teacher access to the student's IEP is also required.

IEP Meeting Agenda

Typically, one team member serves as the facilitator. As such, this individual conducts the meeting by guiding the team through the agenda. ~~See Appendix E for sample IEP meeting agenda and guidelines.~~

~~For the purposes of the state-mandated management information systems (MIS), the final summary of programs/services is contained on the first page of the document rather than in the body of the document.~~

Additional Considerations for Writing Effective Individualized Education Programs

While it is essential to remember that the IEP is a legal document requiring compliance practices outlined in IDEA 2004, it must also be seen as a working document that reflects learning outcomes for each student with a disability:

- An IEP must be written for a student with a disability who receives special education and related services;
- The IEP is developed by a multi-disciplinary team including parents/**guardians** and professionals knowledgeable about the student and when possible, the student;
- The IEP must be reviewed and revised at least annually; and
- The IEP is used to provide guidance to the instructional process.

Providing a Copy of the IEP to the IEP Team Members **and Document Translation**

It is required that the parent be provided a completed copy of the IEP. This typically occurs at the conclusion of the IEP meeting unless the IEP team specifies in writing within the IEP document that a final copy will be provided at a different time. If any members of the IEP team have issues or questions regarding the final document, it is necessary to reconvene the IEP team to address the issues in question. The IEP should be at no cost to the parent, **and translated to parents' primary language in accordance with California Education Code section 48985, if parents' primary language is other than English.**

California Education Code § 48985, requires public school LEAs translate education documents for parents, if their primary language is other than English, whenever any of the following occurs.

- (a) If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the public school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.*
- (b) Pursuant to subdivision (e) of Section 64001, the department shall monitor adherence to the requirements of subdivision (a) as part of its regular monitoring and review of public schools and school districts and shall determine the types of documents and languages a public school or school district translates to a primary language other than English, the availability of these documents to parents or guardians who speak a primary language other than English, and the gaps in translations of these documents.*
- (c) Based on census data submitted to the department pursuant to Section 52164 in the preceding fiscal year, the department shall notify a school district, by August 1 of each year, of the schools within the school district, and the primary language other than English, for which the translation of documents is required pursuant to subdivision (a). The department shall make that notification using electronic methods.*
- (d) The department shall use existing resources to comply with subdivisions (b) and (c).*

IDEA 2004 and the IEP Process

While the process of IEP development, as well as the alignment of supports and services, remains much the same, there are specific changes regarding the content of the IEP, members of the IEP team, the development of the IEP, and reviewing and revising the IEP. The major thrust of this special education legislation is to increase student involvement in the regular curriculum.

The IEP forms and **Web-IEP Special Education Information System** program have been specifically designed to incorporate the required elements of the law and will support the team's effort to design an effective IEP.

The IEP team must include the general education teacher.

1. The general education teacher is specifically listed as a member of the IEP team.

2. There must be evidence that the general education teacher has contributed to the development of the IEP. These contributions may be documented as behavioral interventions, supplementary aids and services, instructional modifications, and supports necessary for the staff to be successful with the student.
3. IDEA 2004 and related California law makes provisions for the excused absence of a required member of the IEP team. If a member of the team is unable to attend, that person must needs to provide to the parents written information that is relevant to the development of the IEP, prior to the IEP meeting. The parents must understand the reasons why the IEP team member is unable to attend and must consent in writing to that person's absence from the meeting. ~~There are places on the signature page of the IEP (D/M 68G) for documentation of such an occurrence.~~ (34 C.F.R. § 300.321(e); EC §56341(f-g))

California Education Code 56341:

(f) A member of the individualized education program team described in paragraphs (2) to (5), inclusive, of subdivision (b) shall not be required to attend an individualized program meeting, in whole or in part, if the parent of the individual with exceptional needs and the local educational agency agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

(g) A member of the individualized education program team described in subdivision (f) may be excused from attending an individualized education program meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:

(1) The parent, in writing, and the local educational agency consent to the excusal after conferring with the member.

(2) The member submits, in writing, to the parent and the individualized education program team input into the development of the individualized education program prior to the meeting.

Student's access to and involvement in the core curriculum must be evident.

1. Present levels of educational performances must state the relationship between the child's student's disability and involvement and process in the general curriculum.

2. Annual goals are to relate to assisting the **child's student's** involvement and progress in the general education curriculum **based on a current baseline in the present level of performance**;
3. Special education and related services, supplementary aids and services, program modifications and supports for school personnel that encourage connection to the core curriculum must be identified.
4. Students **with disabilities** must be educated with their non-disabled peers and participate in extracurricular and other nonacademic activities to the maximum extent possible; **and**
5. A rationale for nonparticipation with general education **children students** must be provided.

The IEP team must consider “special factors” that are unique to that student. These may include behavior, communication, and assistive technology needs as well as English language acquisition needs for students designated as English Language Learners (ELL), **such as:-**

1. Whether or not a student needs assistive technology devices and/or services.
2. Positive behavior strategies, including Positive Behavior Intervention Plans are designed for any student whose behavior impedes their learning or the learning of others.
3. An ELL student’s language needs are identified and supports articulated.
4. Instruction is provided in Braille for students who are blind or visually impaired.
5. The needs of students who are deaf or hard of hearing must take into account the student’s language and communication, opportunities for direct communication with peer and professionals in that **child student's** language and communication mode, academic level and opportunities for direct instruction.

For each student with a disability, beginning **when an individual with exceptional needs is starting their high school career and not later than the first IEP to be in effect when the pupil is age 16, or younger if determined appropriate by the IEP team,** the IEP must include a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

“Transition Services” means a coordinated set of activities for a student with a disability that:

1. **is Are** designated within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational

- training, integrated employment including supported employment, continuing and adult education, adult services, independent living, or community participation;
2. **is** **Are** based on the individual student's needs, taking into account the student's preferences and interests; and
 3. **Include:** **includes:**
 - i. **I**nstruction
 - ii. **R**elated services;
 - iii. **C**ommunity experiences;
 - iv. **T**he development of employment and other post-school adult living; and
 - v. **I**f appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

1. A statement of the transition service needs to prepare the student for adult living beyond high school addressing the student's courses of study.
2. An identification of needed agency responsibilities and connections.
3. Evidence of an annual review of the plan.

For a complete list of indicators for transition services, see the Transition Requirements Checklist located at the end of this chapter.

Documentation of student progress **toward the completion of their IEP goals** must be provided ~~for~~ **to** parents **of students receiving special education services** as frequently as it is provided for students in general education.

1. A statement of how the student's parents/guardians will be routinely informed of progress towards IEP goals.
2. A statement regarding the extent to which progress is sufficient to enable the student to achieve the goals by the end of the year.
3. Indications that the course of study will or will not lead to the receipt of a high school diploma.

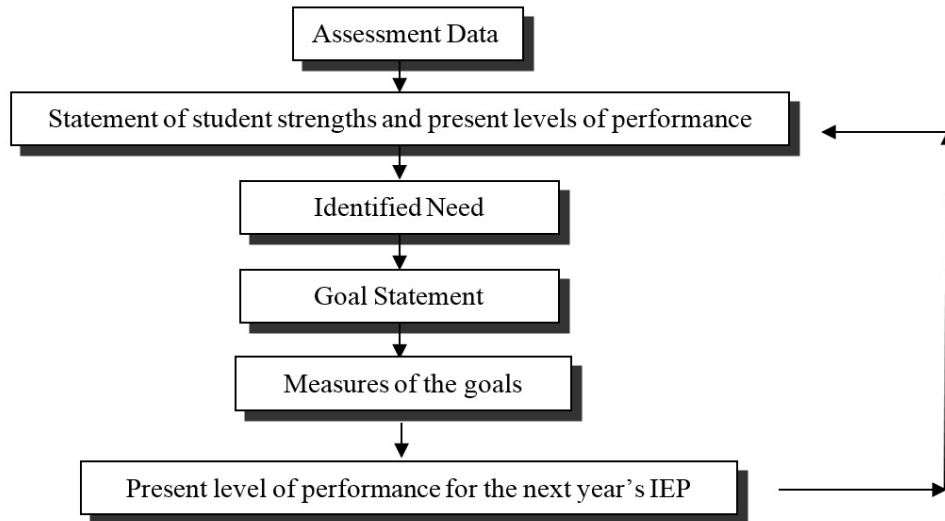
Parents/guardians must be included in any process designing supports and services for their child.

1. Documentation that the parents/guardians have been informed of and contributed to the decisions regarding educational supports and services for their student.

Making IEP Assessments More Meaningful

LINKING ASSESSMENT TO GOALS

There must be a direct relationship that flows from:



PRESENT LEVELS OF PERFORMANCE

1. Are outcomes of assessment
2. Are stated in specific performance terms not simply test scores
3. Should be based on the Content Standards
4. Lead directly to goal statement

GOALS

1. Flow directly from present levels of performance;
2. Are curriculum based and measurable;
3. Are tied to statewide and/or district grade-level standards **as applicable**;
4. Describe expected outcomes within a 12 month period;
5. Provide focus and emphasis for instruction.

Section B – Creating Meaningful Goals

Purpose of Goals

The *Goals* section of the IEP establishes measurable, annual benchmarks to determine whether a student is making appropriate progress in their areas of need. These goals provide key indicators to monitor the effectiveness of the supports and services outlined in the IEP. By measuring progress several times throughout the year, the IEP team, including parents, can assess whether adjustments to the student’s program are necessary.

Legal Foundations

Federal and state law require all IEPs to include measurable annual goals that:

- Address the student’s needs resulting from their disability to ensure access and progress in the general education curriculum.
- Meet any additional educational needs arising from the disability. (34 CFR 300.320(a)(2); Ed. Code § 56345(a)(2))

The *Endrew F.* decision (2017) clarified that IEP goals must be appropriately ambitious and provide students with the opportunity to meet challenging objectives, tailored to their unique circumstances. Progress must be regularly measured and reported to parents to ensure transparency and collaboration.

Alignment with Present Levels of Performance and Supports

Per California Code of Regulations (5 CCR 3040), there must be a direct relationship among:

1. The **Present Levels of Performance** (PLOPs), which document the student’s current abilities and deficits.
2. The **Goals**, which specify anticipated improvements in those areas of need.
3. The **Services and Supports**, which are provided to enable the student to meet the goals.

Effective, legally defensible goals are contingent upon accurate, comprehensive PLOPs based on thorough assessment data.

Writing Effective Goals

1. **Areas of Need:** Goals must address areas of identified need. Use clear, consistent verbiage that corresponds to those needs identified in the PLOPs that rise to the level of educational impact.

2. **Baseline:** Goals must include a quantifiable baseline that aligns directly with the goal’s measurable criterion.
 - Misalignment occurs when baselines and goals use inconsistent metrics.
3. **Purpose:** Goals should either:
 - Align to a grade-level general education standard, or
Example: A 9th-grade student working on foundational sentence writing still aligns to the grade-level writing standard, as foundational skills support mastery of higher-level standards.
 - Address other identified educational needs.
4. **Measurability:** Goals must be clear, specific, and meet the “*Stranger Test*”—a professional unfamiliar with the student should be able to implement, measure, and evaluate progress.
5. **Linguistically Appropriate Goals:** For English Learners, at least one goal must address language development needs to support progress as a second-language learner and language proficiency.
6. **Transition Goals:** When an individual with exceptional needs is starting their high school career and not later than the first IEP to be in effect when the pupil is age 16, the IEP must include a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities for any needed linkages. Annual goals should support achieving these postsecondary goals.

Persons Responsible

Goals must identify, by title, the staff responsible for supporting and monitoring the student’s progress. This may include:

- Education Specialists
- General Education Teachers
- Speech-Language Pathologists
- Counselors

To ensure compliance with the district’s responsibility to provide a *Free and Appropriate Public Education (FAPE)*, parents and students should not be listed as responsible parties.

Monitoring Progress

Progress on goals must be measured periodically and reported to parents as outlined in the IEP as frequently as progress reports are provided for students in general education. This process ensures accountability and allows IEP teams to make necessary adjustments to services and supports based on the student’s progress. Should the student not be making satisfactory progress, it is incumbent on the teacher, case carrier, or related service provider to call an IEP meeting to review and revise the goals. It is not acceptable for parent to come to an annual review IEP meeting and learn for the first time that their child has not made adequate progress toward their goals.

The following is a list of useful action terms:

<i>Action Terms</i>	<i>Action Terms</i>	<i>Action Terms</i>	<i>Action Terms</i>
Describe	Sequence	Match	Follow directions and . . .
Explain	Find	Record	Compare and contrast . . .
Analyze	Use	Draw	Demonstrate proficiency by . . .
Complete	Name	Arrange	Correctly use . . .
Locate	Provide	Order	Indicate understanding by . . .
Ask for	Produce	Count	Identify by . . .
Compute	Apply	Perform	Legibly write . . .
Attend to	Demonstrate	Measure	Respond by . . .
Question	Ignore	Recite	Read and . . .

Forms for Reporting Progress

The Special Education Information System contains forms for LEA staff to use to provide parents with meaningful information about their child’s goal progress throughout the year. LEAs often have individual forms developed for this purpose. D/M SELPA Form 68L is also available. **In any case,** IDEA 2004 requires that the school/teacher will provide the parent with meaningful information about their child’s progress toward the completion of their goals at least as often as parents of students in general education are provided information about the progress of their children.

Should the child not be making satisfactory progress, it is incumbent on the teacher or case carrier to call an IEP meeting to review and revise the goals. It is not acceptable for parents to come to an

annual review IEP meeting and learn for the first time that their child has not made significant progress toward their goals.

Conclusion

By ensuring alignment between the Present Levels of Performance, goals, and services, the IEP team can create a legally compliant and effective plan that supports meaningful progress for students. IEP goals must be measurable, ambitious, and tailored to the student's individual needs, as required by federal and state law, ensuring that students receive appropriate educational support.

Section C - Students who are Culturally and Linguistically Diverse

Students who are culturally and linguistically diverse have four initial areas of consideration for their school program. First, the language of instruction is considered. According to the IDEA, some students will need special education, which could include related speech and language services. While language diversity may be one of the most frequently discussed topics concerning academic achievement, it is important for an IEP team to consider and document the effect of a student being a second-language learner on his or her ability to make progress in the general education curriculum.

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

Critical considerations that can help guide the IEP team through the decision-making process include determining the student's dominant language in various settings and assessing their proficiency in both the primary language and English for social and academic purposes. The team should also consider the styles of verbal interaction used in each language, the extent of the student's exposure to verbal interactions in English, and the sources of that exposure, such as family, peers, television, or book reading. Additionally, it is important to evaluate whether the student's language behaviors align with those of other second-language learners and to review any previous language interventions, including their duration and outcomes.

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

1. What is the student's dominant language in various settings?

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

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

The second area of consideration for English Language Learners is for authorization of the teacher to provide instruction. BCLAD and CLAD certification is required for teaching English language development. SDAIE authorization is required to teach English language development and content for the core subjects in the primary language. Contact your LEA office to verify appropriate certification for teachers of students who are English learners and who are receiving the core curriculum in English and for those students who are English language learners but are learning core curriculum in their primary language.

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

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

Dialects and accents are considered language variations that are accepted differences in speech (Cole, 1983). A determination by the IEP team to provide special education services must be

grounded on what students who are culturally and linguistically diverse need to be successful based on academic standards, not on accent or dialect differences.

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

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

Section D - Teaching and Assessing California's English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners

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

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

Assembly Bill 121, signed into law on October 8, 2011, required the State Superintendent of Public Instruction, in consultation with the State Board of Education, to update, revise, and align the state's current English language development (ELD) standards by grade level with the state's English language arts (ELA) standards.

The adoption of the California English Language Development Standards (CA ELD Standards) aims to provide English learner students with a high-quality program that will enable them to attain proficiency in English – developing the skills and confidence in listening, speaking, reading, and writing that are at the core of achievement inside and outside the classroom.

The CA ELD Standards correspond with the rigor of the California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and technical subjects. The CA ELD Standards define the progression of language acquisition through three stages of proficiency and recognize that the student’s native language plays an important role in learning English. Teachers can use the CA ELD Standards document as a tool to inform their practice, making clear relationships between the English language and the student’s other language(s).

The CA ELD Standards are available for download from the California Department of Education. here: <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

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

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

ELD Standards Alignment with ELA Standards

Reading

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

Writing

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

Strategies and Applications	(Written and) Oral English Language Conventions
-----------------------------	---

English Language Proficiency Assessments for California (ELPAC)

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

State and federal laws require that all students, excluding those enrolled in Transitional Kindergarten programs as noted in AB 2268, whose primary language is other than English be assessed for English language proficiency (ELP). The legal basis for requiring ELP testing is that all students have the right to an equal and appropriate education and any English language limitations left unidentified and/or unaddressed could preclude a student from accessing that right.

The English Language Proficiency Assessment for California (ELPAC) is the state’s designated test for ELP. The ELPAC assesses public school students in K-12 in four domains: Listening, Speaking, Reading, and Writing. The ELPAC is a computer-based assessment. It is administered to all students in kindergarten through grade twelve (K-12), ages three through twenty-one: (1) as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey; and (2) annually as a summative assessment to students who have been previously identified as ELs. The ELPAC is aligned with the 2012 ELD Standards.

The Summative ELPAC has two purposes: (1) to determine the level of ELP of EL students; and (2) to assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to fluent English proficient (RFEP).

Assessing English Language Learners with Disabilities

Federal Guidance for Learners with Disabilities

In accordance with Education Department (ED) guidance issued in July 2014, the ED requires that all English learners (ELs) with disabilities participate in the state’s ELP assessment. Federal law

requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated support, and accommodations.
- In the regular state ELP assessment ELPAC with universal tools, designated support, and accommodations determined by the IEP team or Section 504 team.
- In an alternate assessment Alternate ELPAC aligned with the state’s ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations.

When a student’s IEP or Section 504 plan specifies that the student has a disability for which there are no appropriate accommodations for assessment in one or more of the Speaking, Listening Reading and Writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student, per 34 CFR Section 200.6. A student may be assigned an overall score only if assessed in both oral and written language. To be considered as having been assessed in oral language, the student must have been assessed in either Speaking or Listening. To be considered as having been assessed in written language, the student must have been assessed in either Reading or Writing (*see* EC Section 56385, 5 CCR sections 11516.5 through 11516.7).

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment.

In accordance with the ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student’s IEP, including whether a student must take a regular state assessment with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular assessment.
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child’s parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in *Code of Federal Regulations*, Title 34, (34 *CFR*) Section 300.321(a) specifies the participants to be included on each child’s IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability.

- Ensuring that ELs’ parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child’s participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services.
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELP assessment, with or without universal tools, designated supports, and accommodations or take an appropriate, locally determined alternate assessment, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). ***An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment.*** However, IEP teams can make the determination, on a student-by-student basis, that an alternate assessment to the ELP be administered. The scores or performance levels are a part of the information considered by the team to develop linguistically appropriate goals (EC sections 56341.1[b] and 56345[b][2]).

Alternate ELPAC

English learners with the most significant cognitive disabilities represent a diverse population of students in kindergarten through grade twelve, inclusive of students up to age 22 who continue to be eligible for special education and ELD services. A wide variety of language and disability related needs and alternate ways of communicating require careful thinking about how to measure the ELP needed to communicate in social and academic contexts. ELs with the most significant cognitive disabilities must have access to instruction and assessment aligned with adapted grade-level academic standards.

The CDE has developed the computer based Alternate ELPAC that meets federal requirements and best supports ELs with the most significant cognitive disabilities in their progress toward ELP. The Alternate ELPAC is the required state test of ELP that must be given to students whose primary language is a language other than English and who have been found eligible for alternate assessments by their IEP team. The Alternate ELPAC is aligned with the 2012 ELD Standards via the ELD Connectors.

The purpose of the Alternate ELPAC is twofold: (1) The Initial Alternate ELPAC provides information to determine a student’s initial classification as an EL or as initial fluent English proficient (IFEP), for students with the most significant cognitive disabilities; and (2) The Summative Alternate ELPAC provides information on annual student progress toward ELP and support decisions on student reclassification as fluent English proficient (RFEP), for students with

the most significant cognitive disabilities. As with the California Alternate Assessments (CAAs), eligibility for the Alternate ELPAC is determined by the student’s IEP team.

If a student does not have an IEP in place by the first 30 days after they are first enrolled in a California public school, the student will be administered the Initial ELPAC with appropriate Universal Tools and Designated Supports. If the student is then classified as EL, and later determined eligible for an Alternate Assessment, and it is listed in the student’s IEP, the student may be administered the Alternate Summative ELPAC.

Participation

IEP teams should use the Alternate Assessment Decision Confirmation Worksheet to determine whether a student is eligible to participate in the CAAs or Alternate ELPAC.

To participate in the CAAs or Alternate ELPAC, a student must meet all three of the following criteria:

1. **The student has a significant cognitive disability.** Review of the student’s school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for a person to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required. IEP teams should be careful to consider the following:
 - Conceptual skills—language and literacy; money, time, and number concepts; and self-direction;
 - Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized; and
 - Practical skills—activities of daily living (personal care), occupational skills, health care, travel/transportation, schedules/routines, safety, use of money, use of the telephone as part of the IEP team decision.

As part of the IEP team decision, the team also should consider the following:

- Community environment typical of the student’s peers and culture;
 - Linguistic diversity; and
 - Cultural differences in the way people communicate, move, and behave.
2. **The student is learning content derived from the CA CCSS or the CA NGSS or is acquiring proficiency as identified in the 2012 ELD Standards.** Goals and instruction listed in the IEP for the student are linked to the grade-level CA CCSS, CA NGSS, or

2012 ELD Standards and address knowledge and skills that are appropriate and set high expectations for this student.

The student's disability or multiple disabilities affect how instruction is presented and how the student accesses curriculum derived from the CA CCSS, CA NGSS, and/or 2012 ELD Standards. The content the student is learning is derived from the CA CCSS, CA NGSS, or 2012 CA ELD Standards, and appropriately breaks the standards into smaller achievable steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors. Science Connectors also were derived from the CA NGSS standards. A Connector is a representation of the essential "core" content of a given state instructional standard. Each Connector was identified by examining learning progressions aligned with the CA CCSS or CA NGSS to determine the critical content for students with the most significant cognitive disabilities.

3. The student needs extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum, including the following:

- Instruction and support that are not of a temporary or transient nature; and
- Substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings;

The IEP team also should consider the following information to determine whether the CAAs are appropriate for an individual student:

- Description of the student's curriculum and instruction, including data on progress Classroom work samples and data;
- Examples of performance on assessment tasks to compare with classroom work;
- Results of districtwide assessments; and
- Results of individualized reading assessments.

IEP information, including:

- Present levels of academic achievement and functional performance, goals, and short-term objectives;
- Circumstances of a student with individualized and substantial communication needs or modes (from multiple data sources); and

- Circumstances of a student who may be learning English as a second or other language (i.e., an EL), which may interfere with an accurate assessment of the student’s academic, social, or adaptive abilities.

Examples of inappropriate criteria: Some issues may affect a student’s learning experience and ability to learn but are not appropriate to consider during the decision-making process for the CAAs and the Alternate ELPAC. Do not use the following as criteria for participation/eligibility for alternate assessment decisions:

- A disability category or label;
- Poor attendance or extended absences;
- Native language/social/cultural or economic difference;
- Expected poor performance on the general education assessment;
- Academic and other services the student receives;
- Educational environment or instructional setting;
- Percent of time the student receives special education;
- Student identification as an EL; as with the percent of time a student receives special education, this is a consideration of how the student’s English fluency may affect the student’s performance—as opposed to their disability;
- Low reading level/achievement level;
- Disruptive behavior;
- Impact of test scores on the accountability system;
- Administrator decision;
- Anticipated emotional distress; and
- Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment.

Section E - Linguistically Appropriate Goals for English Language Learners

~~According to the California Special Education Programs — Composite of Laws, linguistically appropriate goals, objectives, and programs are:~~

~~Those activities which lead to the development of English language proficiency; and those instructional systems either at the elementary or secondary level which meet the language development needs of the limited English language learner.~~

For individuals whose primary language is other than English and whose potential for learning a second language, as determined by the IEP team, is severely limited, nothing in this section shall preclude the IEP team from determining that instruction may be provided through an alternative program pursuant to a waiver under Education Code section 311(c).

Include a program provided in the individual's primary language, provided that the IEP team periodically, but not less than annually, reconsiders the individual's ability to receive instruction in the English language.

Areas to be addressed in developing a linguistically appropriate IEP include the following:

The student's language classification and degree of proficiency.

Identification and description of the student's disability.

The student's current educational performance in his/her primary language and in English as measured by California's ELD and ELA standards.

The degree to which the student's disability might impact his/her level of educational performance in both languages.

A description of activities, including related services, which are directed at the remediation of the specific disability with clear indications of the extent to which the student's primary language will be utilized in this process.

If the student is to be taught in his/her primary language, statements regarding the duration of primary language instruction prior to the introduction of English instruction shall be made.

If the student is to be taught using bilingual instruction, statements regarding the appropriateness of primary language usage versus English in selected instructional areas shall be made.

If the student is to be taught using all English instruction, a statement regarding the rationale for all English instruction shall be made.

The amount of inclusion into general education programs with the student's own language peers and/or English peers shall be included.

An indication of the personnel and/or other programs that will be needed in order to meet the stated goals shall be made.

The date of initiation and duration of all programs and services shall be stated.

There shall be clear, objective criteria and dates for evaluation of the goals.

A plan for coordination of services shall be written with specifics regarding which language will be used in which instructional setting.

In addition to the above IEP components, all English Language Learners must have the following educational components provided to them:

➤ A program of English Language Development that promotes the development of proficiency in English as effectively and efficiently as possible. This must be appropriate for their identified level of language proficiency.

➤ Primary language instruction or specifically designed instruction in English.

Sample Goals

Goals for special education students should be based on the English Language Development Standards prepared by the Standards and Assessment Division of the California State Department of Education.

Reading

Goal: By date, the student will recognize and produce ten phonemes that are like phonemes students hear and produce in their primary language with 90% accuracy as measured by teacher's charted observation.

Writing

Goal: By date, the student will write ten simple sentences using key words commonly used in the classroom; e.g., labels, number names, days of the week and months, with 90% accuracy as measured by student writing samples.

Listening and Speaking

Goal: By date, the student will ask and answer five instructional questions daily using simple sentences and a Total Physical Response method with 100% accuracy as measured by teacher's charted observation.

To properly meet the complex needs of students identified as English learners with disabilities, education professionals from various disciplines must effectively collaborate and involve families in the IEP process. The IEP team must “consider the language needs of the student as these needs relate to the student’s IEP” (EC 56341.1[b][2]). Specifically, the IEP must include “linguistically appropriate goals, objectives, programs and services” as required by EC 56345(b)(2). This requires that general education teachers, special educators, and English learner specialists consult and collaborate to design and implement effective individualized education programs (IEPs) and services for English learners with disabilities to ensure optimal educational outcomes for this diverse group of learners. This section includes information on development of linguistically appropriate IEPs, required IEP components for the English learner student and other legal requirements related to the English learner’s IEP.

Note: Even though it is not a legal requirement to formally identify a preschool age student as an English learner in California, federal regulations require the IEP team to determine if the student is an English learner for purposes of the IEP and

include linguistically appropriate goals and services. For purposes of IDEA's requirement to write IEPs that meet the language needs of the student, IEP teams must determine if students in Pre-K are English learners and ensure that their IEPs are linguistically appropriate. This is not a formal EL identification that is entered in the LEA/district student database.

In the development of IEP goals, 5 CCR 3001(m) identifies “linguistically appropriate goals, objectives, and programs” to mean:

- Activities which lead to the development of English language proficiency;
- Instructional systems either at the elementary or secondary level which meet the language development needs of the English learner; and
- For individuals whose primary language is other than English, and whose potential for learning a second language, as determined by the IEP team, is severely limited, the IEP team may determine that instruction may be provided through a language acquisition program, including a program provided in the individual's primary language. The IEP team must periodically, but not less than annually, reconsider the individual's ability to receive instruction in the English language.

Writing Linguistically Appropriate IEP Goals and Objectives

It is important that the IEP for an English learner include linguistically appropriate goals and objectives (LAGOS). Objectives are only required for students receiving a functional skills level curriculum. More importantly, aligned English language development standards and grade-level California common core state standards (CCSS) content goals will move students toward acquiring English proficiency and reclassification. IEP goals must also align with the CCSS and reflect the student's ELP level.

To accomplish the task of developing linguistically appropriate goals, it is recommended that the IEP team (1) review the ELPAC results to see what areas need further development, (2) review the results of the student's standardized and informal test data to see where the areas of need are, and (3) align “or link” the linguistically appropriate goal to an appropriate grade-level standard and ELD standard for integrated ELD instruction.

This does not mean the IEP goal needs to state the exact skill level delineated in the grade-level standard; however, the linguistically appropriate IEP goal, linked to the ELD standard would incorporate skills that will lead to attainment of a particular grade-level standard. When developing IEP goals for English learners, it is most beneficial for the IEP team to consider the student's overall needs including language proficiency, sociocultural factors, and disability in order to determine appropriate supports and related services in the IEP.

When drafting IEP goals, the IEP team should consider:

- Cognitive level of the student;
- Linguistic level of the student;
- The developmental level of the student’s primary (11) and second (12) language;
- Overall performance in designated and integrated ELD instruction;
- Access to the student’s prior knowledge and experiences;
- Inclusion of culturally relevant materials and experiences; and
- The student’s heritage.

After the team has determined the linguistic levels and needs of the student (by analyzing progress toward attaining the CA ELD Standards and reviewing ELPAC or other language proficiency assessment results), the next step is to draft goals based on assessed areas of need related to the disability that align with the student’s linguistic needs.

LAGOS Samples by Receptive Language, Reading, and Writing

The following are samples of linguistically appropriate goals that align with ELD Standards and ELPAC data. These samples are for a hypothetical student with mild to moderate disabilities that manifest a specific learning disability in receptive language, reading, and writing.

1. *Sample Linguistically Appropriate Receptive Language IEP Goal with Objectives*

This example is for a second-grade student in a dual immersion Spanish and English program who manifests a disability in oral receptive language and a disability in receptive and expressive language, reading, and writing.

Goal Baseline: The student is currently able to respond to simple directions and questions provided orally in English and Spanish by using physical actions such as pointing or other non-verbal communications in one out of four opportunities.

Current Level of Performance Aligned to ELD Standards

Domain: Listening and Speaking
Strand: Strategies and Applications
Sub Strand: Comprehension
Level: Emerging
Grade: Kindergarten through grade two

Goal: By *(date)*, *(student)* will respond to simple directions and questions provided orally in English and her primary language by using one-word utterances in English and Spanish with three out of four opportunities over a one-week time period.

Objective: By *(date)*, *(student)* will respond to simple directions and questions provided orally in English and her primary language by using physical actions or gestures such as pointing in English and Spanish with two out of four opportunities over a one-month time period.

2. *Sample Linguistically Appropriate Reading IEP Goal with Objectives*

This example is for a student with a moderate disability taking an alternate to ELPAC.

Goal Baseline: The student, while reading aloud a short passage of one to two lines at grade level, is able to recognize and produce the short vowel sound English phonemes in the medial position of consonant vowel consonant (CVC) words or in isolation as the short vowel sounds in English do not directly correspond to phonemes in the primary language of Spanish.

Current Level of Performance Aligned to ELD Standards

Domain: Reading

Strand: Word Analysis

Sub Strand: Concepts about Print, Phonemic Awareness, and Vocabulary and Concept Development

Level: Emerging

Grade: Three through five

Goal: By *(date)*, *(student)*, while reading aloud a short passage of one to two lines at grade level, will recognize and produce the five short vowel sound English phonemes in the medial position of consonant vowel consonant (CVC) words that do not correspond to phonemes he already hears and produces in his primary language of Spanish with 80 percent accuracy (four out of five words) on two out of three consecutive trials over a one-week time period as demonstrated by data tracking records.

Objective: By *(date)*, *(student)*, while reading aloud a short passage of one to two lines at grade level, will recognize and produce the two short vowel sound English phonemes (a / o) in the medial position of consonant vowel consonant (CVC) words that do not correspond to phonemes he already hears and produces in his primary language with 40 percent (two out of five words) accuracy on two out of three consecutive trials over a one-week time period as demonstrated by data tracking records.

Objective: By *(date)*, *(student)*, while reading aloud a short passage of one to two lines at grade level, will recognize and produce the three short vowel sound English phonemes (a / e / o) in the medial position of consonant vowel consonant (CVC) words that do not correspond to phonemes

he already hears and produces in his primary language with 60 percent accuracy (three out of five words) on two out of three consecutive trials over a one-week time period as demonstrated by data tracking records.

Section F – Reclassification of English Language Learners with Disabilities

Reclassification/Redesignation is the process used by districts/LEAs to determine whether an EL student has acquired sufficient English skills to successfully access curriculum being delivered without English development support. When EL students demonstrate that they can compete effectively or are commensurate with English-speaking peers, they are then reclassified as fluent English speakers (RFEP). The reclassification process in public schools in California is based on guidelines approved by the State Board of Education (SBE) and is based on California EC Section 313(d). The reclassification guidelines utilize multiple criteria in determining whether to reclassify a student as being proficient in English.

Pursuant to California Education Code (EC) 313(f), the following four criteria are used to determine if a child is eligible for reclassification and to establish local reclassification policies and procedures:

1. Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English Language Proficiency Assessment of California (ELPAC). LEAs shall use the overall Proficiency Level 4 as the determination that a student has met the ELP assessment criterion.
 - The Summative Alternate ELPAC is the state test for ELP for students with the most significant cognitive disabilities. LEAs shall use Summative Alternate ELPAC Overall PL 3 (Fluent English Proficient) as the Alternate ELP criterion.
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery;
 - The CDE has developed a standardized resource for this criterion. Designed to promote equity in the reclassification process, the Observation Protocol for Teachers of English Learners (OPTEL) is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, per the requirements of EC Section 313.3.
3. Parent opinion and consultation; and

4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The *ELPAC Information Guide* states that students with disabilities, including those with the most significant cognitive disabilities, are to be provided with the same opportunities to be reclassified as students without disabilities. Local individualized education program (IEP) teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English-proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (EC Section 313[f]).

In accordance with federal and state laws, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). These four criteria are the minimum required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure that the most appropriate decision is made for each student.

It is *not* appropriate for an IEP team to reclassify a student with disability simply because they “have a disability.” IEP teams must follow the guidance provided in the California Department of Education ELPAC Information Guide when reviewing the four reclassification criteria to determine whether a student with an IEP should be reclassified. With that said, there is some flexibility within the four criteria and how you apply them to making decisions about when and how to reclassify ELs with disabilities.

To apply the four criteria in EC Section 313(f) to reclassification policies regarding ELs with disabilities, the following suggestions are given:

- ***Criterion 1: Assessment of ELP Using an Objective Assessment Instrument***
 - Assessment of ELP using an objective assessment, including, but not limited to, the ELPAC is the first of four criteria in state law per EC Section 313(f) to be used by LEAs in determining whether an EL should be reclassified as fluent English proficient (RFEP). The IEP team can use the scores from ELPAC or the Alternate ELPAC (if the alternate assessment has been specified in the student’s IEP) which are aligned with the state 2012 ELD Standards for reclassification purposes (see “Assessing Students with Disabilities,” of the ELPAC Information Guide).
- ***Criterion 2: Teacher Evaluation***
 - Use the student’s classroom performance information that is based on the student’s IEP goals for academic performance and ELD, per EC Section 56345(a)(2) and Title 34 of the Code of Federal Regulations Section 300.160(a) (34 CFR 300.160(a)).

- ***Criterion 3: Parent Opinion and Consultation***
 - The parent/guardian is a participant on the IEP team.
- ***Criterion 4: Comparison of Performance in Basic Skills***
 - The IEP team should specify in the student’s IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts) per EC Section 56345(a)(6)(B) and 34 CFR Section 300.160(a). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities to determine whether an EL with disabilities has sufficiently mastered the basic skills for reclassification consideration.

(End of “Sections”)

****PER 10/25/2024 POLICY COMMITTEE MEETING, ALL APPENDICES WILL BE REMOVED****

APPENDIX A: Instructional Planning and the IEP

TRANSITION REQUIREMENTS CHECKLIST

The following checklist corresponds to specific sections of the Individuals with Disabilities Education Act Amendments of 2004 (IDEA '04) the final regulations related to the transition requirements that were issued in the Federal Register on August 14, 2006. The checklist may be used by public agencies to help align their practices with the transition requirements of the IDEA '04. (Excerpt from Storms, O'Leary, and Williams.)

Transition Services Participants (34 CFR § 300.344); when a purpose of the IEP meeting is the consideration of transition services:

1. Did the public Agency invite the student? Yes No
2. If the student did not attend the IEP meeting, did the public agency take steps to ensure that the student's preferences and interests were considered in the development of the IEP? (If student attended the meeting, indicate "N/A" for not applicable.) Yes No N/A
3. Did the public agency invite a representative of any other agency that is likely to be responsible for providing or paying for transition services? Yes No
4. If an agency was invited to send a representative to a meeting and did not do so, did the public agency take other steps to obtain his or her participating in the planning of transition services? (If the agency attended the meeting, indicate "N/A.") Yes No N/A

Parent Notice (34 CFR § 300.345); Does the parent (and student, if rights have been transferred) notice:

1. Indicate, for a student beginning at age 15+ (or younger, if appropriate; must be in place by 16th birthday), that a purpose of the meeting is the consideration of needed transition services? Yes No
2. Indicate that the public agency will invite the student beginning at age 15+ (or younger, if appropriate)? Yes No
3. Identify any other agency that will be invited to send a representative? Yes No
4. Indicate the time/location of the meeting and who will be in attendance? Yes No
5. Inform the parents that they may invite other individuals who have knowledge or special expertise regarding their child, including related services personnel, as appropriate?

Yes No

Exception to FAPE and Prior Written Notice (34 CFR § 300.122(a)(3)(i, ii, iii) and §300.503); If the student will graduate with a regular* high school diploma, does the IEP team provide the parent(s) (and student, if rights have been transferred) with:

1. Prior written notice (in accordance with 34 CFR § 300.503) that graduation from high school with a regular diploma constitutes a change in placement and that the high school student is no longer entitled to provide a free appropriate public education (FAPE)? (NOTE: A state may choose to continue to provide FAPE. Check with your state for requirements that may be beyond Federal Requirements.) *Does not apply to students who have graduated but have not been awarded a regular high school diploma.

Yes No

Content of the Individualized Education Program (IEP) (34 CFR § 300.347); If the student is 15+ (or younger, if appropriate), does the IEP include:

1. A statement of current performance related to transition service needs. Yes No
2. A statement of transition service needs that specifies courses of study that will be meaningful to the student's future and motivate the student to complete his or her education? Yes No

If the student is 16 (or younger, if appropriate), does the IEP include:

1. A statement of current performance related to transition service needs. Yes No
 - a. Instruction? Yes No
 - b. Related services? Yes No
 - c. Community experiences? Yes No
 - d. Development of employment and other post school adult living objectives?
 Yes No
 - e. If appropriate, acquisition of daily living skills? Yes No
 - f. If appropriate, a functional vocational evaluation? Yes No
2. The activities in the statement of needed transition services are presented as a coordinated set of activities that promotes movement from school to desired post school activities?
 Yes No

(mark each option that applies)

- a. Post-secondary education?
- b. Vocational education?

- e. Integrated employment (including supported employment)?
 - d. Continuing and adult education?
 - e. Adult services?
 - f. Independent living?
 - g. Community Participation?
3. A coordinated set of activities that is based on the individual student's needs, taking into account the student's preferences and interests? Yes No
 4. A statement, if appropriate, of the interagency responsibilities or any needed linkages (i.e., linkages to agencies or services the student needs)? Yes No
 5. Has the statement of transition service needs and statement of needed transition services been reviewed at least annually? Yes No
 6. A statement, in a State that transfers right at the age of majority, at least one year before the student reaches the age of majority under state law, that the student has been informed of the rights under Part B of the Act, if any, that will transfer to him or her when he or she reaches the age of majority? Yes No

Transfer of rights (34 CFR § 300.517, § 300.347(e))

1. In a State that transfers rights at the age of majority, when the student reached the age of majority, did the public agency notify both the student and the parent that all rights under Part B transferred to the student? (NOTE: In a State that transfers rights at the age of majority, the public agency shall provide any notice required by the regulations to both the individual and the parents.) Yes No

Agency responsibilities for transition services (34 CFR § 300.348)

1. If participating agency failed to provide agreed upon transition services contained in the IEP, did the public agency responsible for the student's education reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP? (If the agency provided services, indicate N/A for not applicable.)
 Yes No N/A

APPENDIX B: Special Education Timelines

Special Education Timelines

Federal Register Vol. 71, No. 156, August 14, 2006/Rules and Regulations

Children with Disabilities Enrolled by Their Parents in Private Schools When FAPE is at Issue

~~300.148 Placement of children by parents [in private schools] when FAPE is at issue.~~

~~(d) Limitation on reimbursement [for private school placement]. The cost of reimbursement described in paragraph (c) of this section may be reduced or denied-~~

~~1) If~~

~~i. At the most recent IEP Team meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by the public agency to provide FAPE to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or (ii) At least ten (10) business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parents did not give written notice to the public agency of the information in (d)(1)(i) . . . (see regulations for additional qualifications).~~

Evaluations and Reevaluations

~~300.301 Initial Evaluations.~~

~~(e) Procedures for initial evaluation. The initial evaluation-~~

~~(1)(i) Must be conducted within 60 days of receiving parental consent for the evaluation.~~

Individualized Education Programs

~~300.323 When IEPs must be in effect.~~

~~(e) Initial IEPs; provision of services. Each public agency must ensure that~~

~~(1) A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; and~~

~~(2) As soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP.~~

Procedural Safeguards Due Process Procedures for Parents and Children

300.507 Filing a due process complaint.

~~(a)(2) The due process complaint must allege a violation that occurred not more than two years before the date the parent or public agency knew or should have known about the alleged action that forms the basis of the due process complaint, or, if the State has an explicit time limitation for filing a due process complaint under this part, in the time allowed by that State law, except that the exceptions to the timeline described in 300.511(f) apply to the timeline in this section.~~

300.512 Hearing rights.

~~(a) General. Any party to a hearing . . . has the right to-~~

~~(3) Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing.~~

~~(b) Additional disclosure information.~~

~~(1) At least five business days prior to a hearing . . . each party must disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use the hearing.~~

300.515 Timelines and convenience of hearing and reviews.

~~(a) The public agency must ensure that not later than 45 days after the expiration of the 30 day period under 300.510(b), or the adjusted time period described in 300.510(e)-~~

~~(1) A final decision is reached in the hearing; and~~

~~(2) A copy of the decision is mailed to each of the parties.~~

~~(b) The SEA must ensure that not later than 30 days after the receipt of a request for a review-~~

~~(1) A final decision is reached in the review; and~~

~~(2) A copy of the decision is mailed to each of the parties.~~

~~(c) A hearing or reviewing officer may grant specific extensions of time beyond the periods set out in paragraphs (a) and (b) of this section at the request of either party.~~

~~(d) Each hearing and each review involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and child involved.~~

300.517(c)(2)(i) Attorney's fees. Attorneys' fees may not be awarded, and related costs may not be reimbursed in any action or proceeding under section 615 of the Act for services performed subsequent to the time of the written offer of settlement to a parent if

~~(A) The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, at any time more than 10 days before the proceeding begins;~~

~~(B) The offer is not accepted within 10 days; and~~

~~(C) The court or administrative hearing officer finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement (see regulations for additional criteria).~~

300.519 Surrogate parents.

~~(h) SEA Responsibility. The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.~~

Discipline Procedures

300.530 Authority of school personnel.

~~(b) General.~~

~~(1) School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for **not more than 10 consecutive school days** (to the extent those alternatives are applied to children without disabilities), and for additional removals of **not**~~

~~more than 10 school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under 300.536).~~

~~(2) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.~~

~~(e) Additional authority. For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) of this section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) of this section.~~

~~(d) Services.~~

~~(1) A child with a disability who is removed from the child's current placement pursuant to paragraphs (e) or (g) of this section must~~

~~(i) Continue to receive educational services, as provided in 300.101(a), so as to enable the child to continue to participate in the general education curriculum although in another setting, and to progress toward meeting the goals set out in the child's IEP; and~~

~~(ii) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address behavior violation so that it does not recur.~~

~~(2) The services required by paragraph (d)(1), (d)(3), (d)(4), and (d)(5) of this section may be provided in an interim alternative educational setting.~~

~~(3) A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.~~

~~(4) After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, if the~~

~~current removal is not for more than 10 consecutive school days and is not a change of placement under 300.536, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed as provided in 300.101(a), so as to enable the child to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.~~

~~(5) If the removal is a change of placement under 300.536, the child's IEP Team determines appropriate services under paragraph (d)(1) of this section.~~

~~(e) Manifestation determination.~~

~~(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine~~

~~(i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or~~

~~(ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.~~

~~(2) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.~~

~~(3) If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies.~~

~~(f) Determination that behavior was a manifestation. If the LEA, the parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP team must~~

~~(1) Either~~

~~(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement~~

~~occurred, and implement a behavioral intervention plan for the child; or~~

~~(ii) If a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and~~

~~(2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.~~

~~(g) Special circumstances. School personnel may remove a student to an interim alternative educational setting for **not more than 45 school days** without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child~~

~~(1) Carries a weapon to or possess a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA; or~~

~~(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or~~

~~(3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.~~

~~(h) Notification. **On the date on which the decision is made** to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in 300.504 (see regulations for definitions of controlled substances, illegal drug, serious bodily injury, and weapon).~~

300.532 Appeal.

~~(b) Authority of hearing officer:~~

~~(1) A hearing officer under 300.511 hears and makes a determination regarding an appeal under paragraph (a) of this section.~~

~~(2) In making the determination under paragraph (b)(1) of this section, the hearing officer may~~

~~(i) Return the child with a disability to a placement from which the child was removed if the hearing officer determines that the removal was a violation of 300.530 or that the child's behavior was a manifestation of the child's disability; or~~

~~(ii) Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.~~

~~(3) The procedures under paragraphs (a) and (b)(1) and (2) of this section may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.~~

~~(c) Expedited due process hearing.~~

~~(2) The SEA or LEA is responsible for arranging the expedited due process hearing, which must occur within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer must make a determination within 10 days after the hearing.~~

~~(3) Unless the parents and LEA agree in writing to waive the resolution meeting, or agree to use the mediation process described in 300.506~~

~~(i) A resolution meeting must occur within seven days of receiving notice of the due process complaint; and~~

~~(ii) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.~~

~~300.536 Change of placement because of disciplinary removals.~~

~~(a) For purposes of removals of a child with a disability from the child's current educational placement under 300.530 through 300.535, a change of placement occurs if~~

~~(1) The removal is for **more than 10 consecutive school days**; or~~

~~(2) The child has been subjected to a series of removals that constitute a pattern~~

~~(i) Because the series of removals **total more than 10 school days in a school year**;~~

~~(ii) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals; and~~

~~(iii) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.~~

~~(b)~~

~~(1) The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.~~

~~(2) This determination is subject to review through due process and judicial proceedings.~~

Monitoring, Technical Assistance, and Enforcement

300.613 Access rights.

~~(a) Each participating agency must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this part. The agency must comply without unnecessary delay and before any meeting regarding an IEP, or any hearing . . . , or resolution session . . . , and in no case no more than 45 days after the request has been made.~~

Prepared by Ruth S. Aldrich, Ed.D., Desert Mountain SELPA

APPENDIX C: IEP Team Membership and Participation: Questions and Answers

1. Who are the required members of the IEP Team?

- a. Parent;
- b. Regular education teacher;
- c. Special education teacher/provider;
- d. LEA representative; and
- e. An individual who can interpret the instructional implications of assessment results. This individual may be the regular education teacher, the special education teacher/provider, the LEA representative, or an individual invited by the parent or LEA who has knowledge or special expertise regarding the pupil.

Reference: 34 Code of Federal Regulations § 300.321(a)(1)–(5); Education Code § 56341(b)(1)–(5).

2. Who are permissive members of the IEP Team?

- a. At the discretion of the parent, guardian, or the local educational agency, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel, as appropriate.
- b. Whenever appropriate, the pupil.

Reference: 34 Code of Federal Regulations § 300.321(a)(6)–(7); Education Code § 56341(b)(6)–(7).

3. Are there any additional IEP Team membership requirements for an initial eligibility meeting where a pupil is suspected of having a specific learning disability?

- a. Yes. At least one member of the IEP Team must be qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher. There is nothing to preclude an existing member of the IEP team from meeting this requirement as long as he/she was “qualified to conduct individual diagnostic examinations of children.” At least one team member must have observed the student’s academic performance and behavior in the areas of difficulty in the student’s learning environment, including the regular classroom setting.

Reference: 34 Code of Federal Regulations § 300.310; Education Code § 56341(c).

4. Who must an LEA invite to IEP Team meetings and under what conditions?

a. The pupil, if a purpose of the meeting will be to consider postsecondary goals and needed transition services.

Reference: 34 Code of Federal Regulations § 300.321(b); Education Code § 56341(d)(1).

b. With the consent of the parents or the pupil who has reached the age of majority, a representative of a participating agency that is likely to be responsible for providing or paying for transition services.

Reference: 34 Code of Federal Regulations § 300.321(b)(3); Education Code § 56341(d)(3).

c. In the case of a child previously served under the Part C infant program, and upon the request of the parent, the infant and toddlers with disabilities coordinator or other representative of the early education or early intervention system.

Reference: 34 Code of Federal Regulations § 300.321(f); Education Code § 56341(i).

d. A representative of a private school, before the LEA places a child with a disability in, or refers a child to, a private school or facility.

Reference: 34 Code of Federal Regulations § 300.325(a).

5. What are the qualifications for the LEA representative? The LEA representative must meet all of the following:

a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.

b. Is knowledgeable about the general education curriculum.

c. Is knowledgeable about the availability of resources of the local education agency.

Reference: 34 Code of Federal Regulations § 300.321(a)(4); Education Code § 56341(b)(4).

6. Who is considered “qualified” to provide, or supervise the provision of, specially designed instruction?

a. The term “qualified” is defined in § 3001(y) of Title 5 of the California Code of Regulations as meaning that “a person has met federal and state certification, licensing, registration, or other comparable requirements . . .” A person qualified to provide specially designed instruction to meet the unique needs of individuals with exceptional needs would need to be an individual who possesses certification, license or registration in the field of special education such as a speech language pathologist, school psychologist, special education teacher, occupational therapist, and physical therapist. A person qualified to supervise the provision of specially

designed instruction to meet the needs of individuals with exceptional needs would need to be an individual who possesses certification as an administrator.

Reference: California Code of Regulations, Title 5, § 3001(y).

7. Does the “qualified” individual need to be an administrator, special education teacher, or provider at the time of the IEP meeting?

a. No. The “qualified” individual could be serving in a different role as long as he/she possessed the necessary certification, license, or registration as an administrator, special education teacher or provider. A provider would include an individual who is qualified to provide special education or related services such as a special education teacher, speech language pathologist, school psychologist, occupational therapist, and physical therapist. Likewise, a regular education teacher could be considered qualified to provide specially designed instruction if he/she also possessed a special education teaching credential.

8. Can another member of the IEP Team simultaneously serve as the LEA representative? If so, who, and under what conditions?

a. Yes. A LEA may designate another LEA member of the IEP Team to serve also as the LEA representative as long as the requirements in #5 above are met.

i. Regular education teacher

ii. Special education teacher

iii. Interpreter of assessment results

iv. LEA individuals with knowledge or expertise

Reference: 34 Code of Federal Regulations § 300.321(d); Education Code § 56341(e).

9. How many simultaneous roles can an IEP Team member play, or, how many hats can an IEP Team member wear?

a. Parent: One (parent);

b. Regular Education Teacher: Three (Regular Education Teacher, LEA Representative, if criteria are met, and Interpreter of Assessment Results);

c. Special Education Teacher: Three (Special Education Teacher, LEA Representative, if criteria are met, and Interpreter of Assessment Results);

d. LEA Representative: Two (LEA Representative, and Interpreter of Assessment Results);

e. Interpreter of Assessment Results: Two (Interpreter of Assessment Results, and LEA Representative, if criteria are met);

~~f. Individuals with Knowledge or Expertise: Three (Individual with Knowledge or Expertise, LEA Representative, if criteria are met, and Interpreter of Assessment Results); and~~

~~g. Pupil: One (Pupil).~~

	Parent	Regular Ed Teacher	Special Ed Teacher/Provider	LEA Representative	Interpreter of Assessment Results	Individuals with Knowledge or Expertise	Pupil
Parent	Yes	No	No	No	No	No	No
Regular Ed Teacher	No	Yes	No	Yes, if: a) Possesses certification, license or registration to provide specially designed instruction, or possesses an administrative credential, and b) Is knowledgeable about the general education curriculum, and c) Is knowledgeable about the availability of resources of the LEA	Yes	No	No
Special Ed Teacher	No	No	Yes	Yes, if: a) Knowledgeable about the general education curriculum, and b) Knowledgeable about the availability of resources of the LEA	Yes	No	No
LEA Representative	No	No	No	Yes, if: a) Possesses certification, license or registration to provide specially designed instruction, or possesses an administrative credential, and b) Is knowledgeable about the general education curriculum, and c) Is knowledgeable about the availability of resources of the LEA	Yes	No	No
Interpreter of the Assessment Results	No	No	No	Yes, if: a) Possesses certification, license or registration to provide specially designed instruction, or possesses an administrative credential, and b) Is knowledgeable about the general education curriculum, and c) Is knowledgeable about the availability of resources of the LEA	Yes	No	No
Individuals with Knowledge/Expertise	No	No	No	Yes, if: a) A member of the LEA, and b) Possesses certification, license or registration to provide specially designed instruction, or possesses an administrative credential, and c) Is knowledgeable about the general education curriculum, and d) Is knowledgeable about the availability of resources of the LEA	Yes	Yes	No
Pupil	No	No	No	No	No	No	Yes

10. May the IEP Team meeting be conducted without a parent in attendance?

- a. Yes. A meeting may be conducted without a parent in attendance if the LEA is unable to convince the parents that they should attend. In this case, the LEA must keep a record of its attempts to arrange a mutually agreed upon time and place for the meeting. The LEA is responsible for using other methods to ensure parent participation, such as individual or conference telephone calls.

Reference: 34 Code of Federal Regulations § 300.322(c) - (d); Education Code § 56341.5(h).

11. What is the least number of members that may attend an IEP Team meeting and still meet the requirements of the law?

- a. Two, if the parent chooses not to attend after multiple efforts by the district. The two are the regular education teacher and the special education teacher, so long as one of the latter two members is eligible to serve as the LEA representative and can interpret the instructional implications of the assessment results.

12. Who may be excused from attending an IEP Team meeting?

a. ~~A required member of the IEP Team from the LEA may be excused from attending an IEP Team meeting, or in whole or in part, if the parent and the LEA agree, in writing, that the attendance of a member is not necessary because the member's area of the curriculum or related service is not being modified or discussed in the meeting.~~

b. ~~When the meeting involves a modification to or discussion of the LEA member's area of the curriculum or related service, the member may be excused from attending the meeting, in whole or in part, if the parent, in writing, and the LEA consent to the excusal and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.~~

~~Reference: 34 Code of Federal Regulations § 300.321(e); Education Code § 56341(f)-(g).~~

APPENDIX D: IEP Meeting Agency and Guidelines

IEP Meeting Agenda

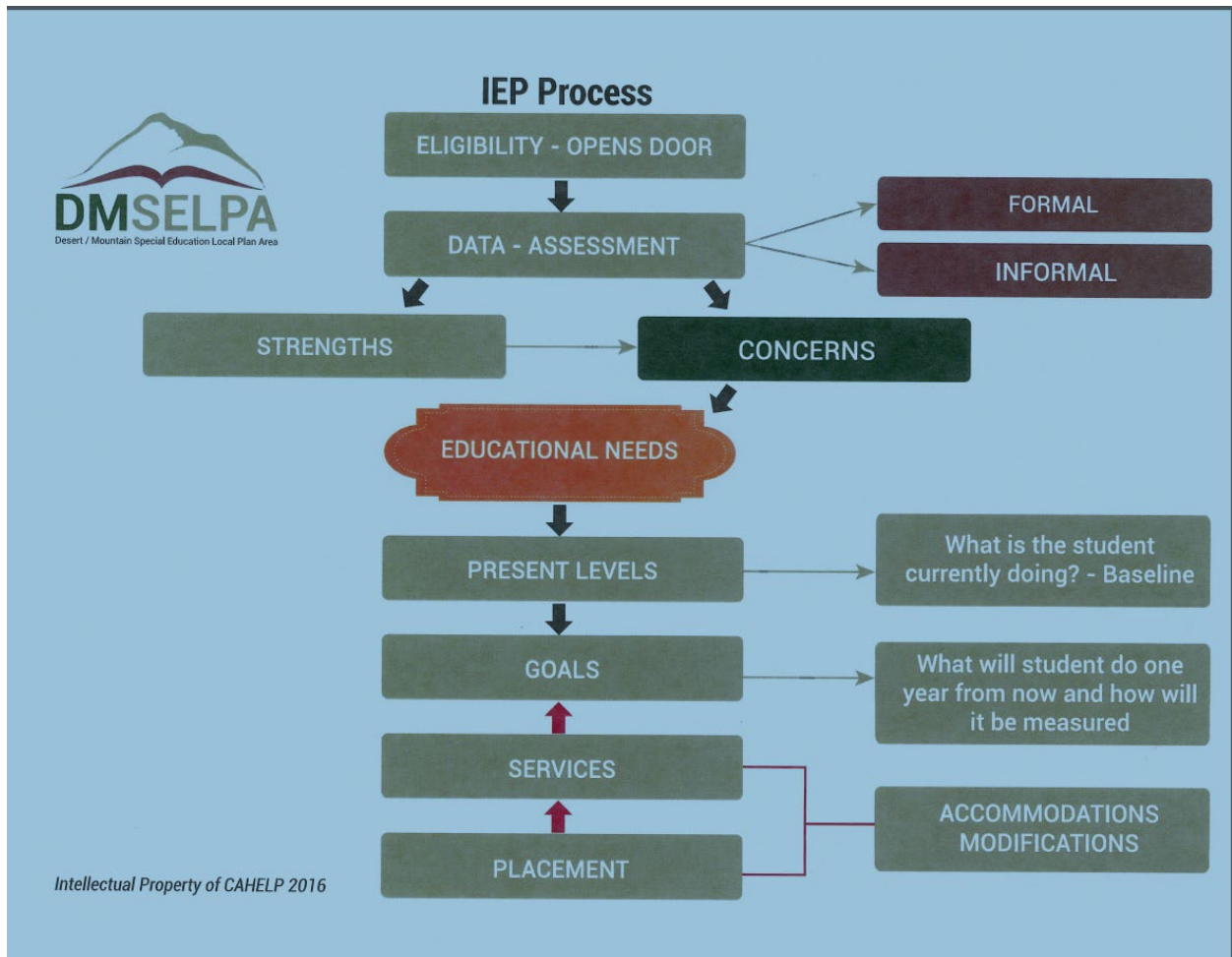
Date(s) and Time(s)

DISTRICT NAME

IEP for STUDENT NAME

1. Introductions/Meeting Guidelines/Procedural Safeguards
2. Purpose of Meeting
3. Scheduling Limitations (meeting scheduled from 9:00 a.m. to 3:00 p.m.)
4. Parent Concerns
5. Review Assessments (if applicable)
6. Student Strengths and Concerns
7. Review Progress of Previous IEP Goals
8. Eligibility (initial and triennial)
9. Educational Needs
10. Present Levels of Academic Achievement and Functional Performance
11. Transition Goals and Services
12. Goals and Objectives
13. Services and Placement/FAPE
14. Accommodations, Modifications, Supports (ESY, Testing)
15. Adjourn

APPENDIX E: IEP Process Flow Chart



APPENDIX F: Roles and Responsibilities in Special Education: Case Manager

Section A: Referral Process

Section B: Assessment

Section C: Implementing and Monitoring the Individualized Education Program (IEP)

Section D: Written Notice and Consent

Section E: Records

Section F: Technical Assistance

Section G: Other

Introduction

A Case Manager is assigned when a student is referred for an initial assessment for special education services. The person is usually a special education teacher/specialist assigned to the Local Education Agency (LEA) and is considered the primary service provider. If the Individualized Education Program (IEP) specifies language and speech services only, the Case Manager is typically the speech/language pathologist. The Case Manager facilitates the IEP process, including the referral, assessment, IEP development, and ensures that a student's IEP is implemented and that all timelines are followed.

Section A—Referral Process

Assists with the completion of the written referral if requested or necessary.

Secures parental consent to obtain confidential information from private and public sources, if necessary.

Enters student name in Referral Log and notifies the principal and other school site staff members, as appropriate, that a referral has been made for a particular student.

Creates a confidential special education file for the student and places it in a secure location that is accessible to all appropriate school staff. All forms, consents, reports, etc., associated with the student are maintained in this file, including the Case Planning Guide, and Student Access Log.

Enters referral information into the Desert Mountain Special Education Local Plan Area (SELPA) Management Information System (MIS) and/or Web IEP ~~Special Education Information System program~~ and sends or delivers the following documents to parents: Referral for Special Education and Notice of Procedural Safeguards.

Section B – Assessment

Coordinates with the site Student Study Team (SST) or its equivalent for new referrals and assessment staff for the referrals for assessments (including those for non-attending students) and ensures that all required assessment components are addressed.

Assures that all assessment plans are developed within required timelines if the team agrees assessment is needed (no later than 15 days after parent has put request in writing). Assists in the development of the Assessment Plan (D/M 66) for initials only. An assessment plan must be completed whenever an assessment for the development or revision of the IEP is to be conducted and must be signed by the parent/guardian prior to the testing.

Requests assistance of the administrator when assessments need to be conducted by specialists who do not regularly provide services to the school.

Sends or delivers to parents the Assessment Plan for initial IEP.

Assists parents in understanding their rights and the special education process and procedures as needed.

Upon Receipt of Signed Assessment Plan:

Enters receipt of date of signed assessment plan in Student Access Log and notifies all assessors included on the assessment plan that they may begin assessment. Assures, with the specific assessors, that assessments are conducted in the student's primary language if the students are English learners.

Provides results of assessments to the school psychologists at least 10 days in advance of the IEP meeting, so that these results can be incorporated into the written psychological report prior to the IEP team meeting.

Provides copies of assessments with the assessors contact information to parents five days prior to the scheduled IEP meeting. Exception: Discretion shall be used by the assessor to determine if initial diagnosis of a disabling condition warrants a private meeting to discuss the assessment results prior to the IEP meeting.

Section C – Implementing and Monitoring the IEP

Schedules IEP team meeting with parents and LEA participants. For Annuals and Triennials, it is strongly recommended that the scheduled IEP date be at least three weeks prior to the last annual

or triennial meeting date minus one day, as appropriate. This allows for meeting postponement or rescheduling and supports compliance with State IEP meeting timelines.

Sends Notification of IEP Team Meeting (D/M 67) to parent and other IEP participants.

NOTE: Annual reviews must be held 364 days before the date of the previous annual IEP and triennial reviews held two years and 364 days or earlier from the last triennial date. Secures IEP meeting room, assuring that the room is private and free from distractions, has adequate seating, electrical outlets, and if needed, a conference phone and internet services.

Contacts all school IEP team members the day of the IEP meeting ensuring they will be in attendance to the IEP, on time and with the appropriate number of copies of assessments or other documents they will be sharing with the team.

During the IEP Meeting:

Chairs IEP team meetings and facilitates the development of IEPs, ensuring that parents have the opportunity to participate in the development of the IEP.

Ensures there are no blanks on the IEP forms.

Ensures IEP and other documents are distributed to the family.

Schedules a follow-up IEP meeting if the IEP is not completed at the meeting and documents the next IEP meeting date on the IEP Meeting Notes page (68J).

After the IEP Meeting:

Ensures instructional team members are informed of the new IEP and its contents as it relates to their role with the student and the location of the IEP document in its entirety.

Affirms and attests the IEP within seven days of the IEP meeting and maintains accurate and timely student data information throughout the duration of the IEP year. Accesses the SELPA MIS and/or Web IEP **Special Education Information System** program daily for updates and notifications.

Provides direct instruction to students with special needs, as designated in the IEP.

Notifies special education administrator and/or site administrator of accurate monthly caseload numbers.

Submits a monthly list of student adds/drops to the SELPA MIS **Support Analyst**.

Provides the necessary information to the site/LEA testing coordinator for all State/school wide assessments.

Coordinates and conducts, in collaboration with the school psychologist and other pertinent assessment personnel, manifestation determination reviews and IEP meetings.

Coordinates the process for students to register for the Extended School Year (ESY) program according to timelines, as appropriate.

Evaluates student progress, maintains necessary records indicating student performance and recommends revisions of the IEP when appropriate. This includes grades, progress reports, and benchmark documentation of goals and objectives cited in students' IEPs.

Section D—Written Notice and Consent

Collaborates with the administrator, as necessary, to all requests made by parents prior to, during, or after IEP team meetings by completing and sending the Prior Written Notice to the parent of the proposed or refused action.

Ensures that all other parental notices and consents for assessments and initial placements are processed appropriately.

Ensures these documents are created through the electronic IEP system and copies are placed in the student's special education file.

Section E—Records

Ensures that complete student records are maintained in a single, secure location in the school (ensuring the principal has access).

Notifies appropriate staff that a request for records has been received. Coordinates collection and copying of all records for parents in a timely manner.

Section F—Technical Assistance

Requests technical assistance and support from Administration or the Desert Mountain SELPA, as needed.

Section G—Other

Provides consultation, resource information, and documentation regarding student needs to parents and general education staff members.

Supervises the instructional assistant and contributes input to his/her evaluation, if appropriate.

Provides in-service training for site school staff and the community in order to promote a better understanding of students with disabilities as needed.

Coordinates and consults with administrators, special education specialists, general education classroom teachers, psychologists, program specialists, other support staff, outside agencies, and

parents regarding instructional planning for special education students. Provides resources, such as instructional materials and staff time to the regular classroom teacher as appropriate.

Attends LEA and site level meetings.

***Triennials:** These are evaluations that must be conducted within two years and 364 days of the previous triennial or within two years and 364 days of the initial assessment. All triennial meeting dates, excluding initial triennial dates, shall coincide with the student's annual IEP date. In some cases, this will necessitate that one of the meeting dates will occur prior to the typically allowed meeting timeline. This prevents an annual IEP meeting and a triennial IEP meeting from being convened on the same student during the IEP year.

In the case that there is more than one triennial date for the same student due to an addition of services after the initial placement, whichever date is the earliest will become the triennial IEP meeting date for the student. For example: The student's annual Speech IEP date is December 3, 2012. On February 1, 2013, an IEP meeting is convened to discuss the results of assessments conducted by the psychologist and academic special education teacher/specialist based on additional concerns of the school and parent. The student is found eligible for specialized academic instruction services. The next annual date for the student will be December 2, 2013 and the triennial date shall be scheduled to occur on the date of the Speech Triennial date (see page 27 for further information).

Administrative (30-day) Placements: Complete an Interim IEP and send it to an appropriate administrator within 24 hours of placement. **The administrative placement IEP team meeting must take place within 30 days of the placement.**

APPENDIX G: California Alternate Assessment Participation Decision Worksheet

Alternate Assessment Decision-Making Tool for California

The individualized education program (IEP) team determines an individual student's eligibility to participate in an alternate assessment. To guide and support IEP teams in determining whether a student is most appropriately assessed with an alternate assessment, the California Department of Education (CDE) developed this Alternate Assessment Decision-Making Tool after consulting with its Assessment Development and Administration Division and Special Education Division.

Background

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, replacing and updating the No Child Left Behind Act. The purpose of ESSA¹ is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.¹ As part of the assessment provisions of ESSA, the law requires that the vast majority of students take a state's general assessment at various grade levels, as this helps to measure educational progress.² To help maintain a critical focus on educational equity and excellence for all students, only students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards. ESSA limits the number of students who may take such assessments to 1 percent of all tested students in a given subject.³

While many states have been able to meet the 1 percent limit, California has continued to exceed the 1 percent cap.⁴ Eventually, if California is not able to lower the rate of students taking the alternate assessment, the US Department of Education could withhold Title I, Part A state administrative funds.⁵

¹Every Student Succeeds Act. 2015. 20 USC § 1001. <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

²US Department of Education. 2017. Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations.

³Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations (2017): <https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf>

⁴National Center on Educational Outcomes. 2020. "AA-AAS Participation Rate from 2007–08 to 2016–17." Data Analytics, no.12. https://tableau.ahc.umn.edu/t/ICI/views/AA-AAStrend0708-1617/Story1?iframeSizedToWindow=true&embed=y&showAppBanner=false&display_count=no&showVizHome=no

⁵Rooney, P., and Ryder, R. 2019. "Information Regarding Consequences for States Not Meeting the Requirement to Assess Not More Than 1.0 Percent of Students on the Alternate Assessment," memorandum from the US Department of Education, Office of Elementary and Secondary Education <https://www2.ed.gov/adms/lead/account/saa/state1capconsequences19final.pdf>

Instructions for Use

Any year during which a student could participate in the state's general California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC), and prior to the student participating in California Alternate Assessments (CAAs) or the Alternate ELPAC, the IEP team should complete the process of using this tool.

This tool is divided into four parts, Part A through Part D. IEP teams should work through the document, starting with Part A. At the end of each part, the team should review whether the student meets the criteria for alternate assessment. After reviewing the information, if a student does not meet the eligibility criteria, the student may not participate in the CAAs for English language arts/literacy (ELA), mathematics, and science or the Alternate ELPAC. When using this tool to document the IEP team's decision, all members of the IEP team should sign the form. Please attach this completed form to the student's IEP.

Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment, and the student's cumulative folder documenting supports and services.

Alternate Assessment Decision-Making Tool for California

Student Name: _____ Grade Level: _____ Date: _____

SSID: _____ Date of Birth: _____

Part A—Determining Initial Eligibility

Directions: Complete the first two questions to determine whether the student may be eligible for participation in the alternate assessment.

1. Does the student have a current individualized education program (IEP)?

No, the student does not have an IEP.






Stop here. The student is not eligible for alternate assessment.

Yes, the student has a current IEP.



Proceed to the next statement.

2. Review the student's identified disability, as defined by the Individuals with Disabilities Education Act (IDEA) eligibility categories.

<p>The student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none">• Specific learning disability• Speech or language impairment (only)  <p>Stop here. The student is not eligible for participation in the alternate assessment.</p>	<p>The student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none">• Deafness/hearing impairment• Emotional disturbance• Orthopedic impairment• Other health impairment• Visual impairment <p>A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and will rarely, if ever, qualify for the alternate assessment.</p>  <p>Proceed to Part B.</p>	<p>The student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none">• Autism• Deaf-blindness• Intellectual disability• Multiple disabilities• Traumatic brain injury <p>A student identified with any of these disability categories may have a cognitive disability. However, fewer than half of the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.</p>  <p>Proceed to Part B.</p>
---	---	---

Part B—Determining Whether the Student Has a Most Significant Cognitive Disability

Directions: Select the column in each of three adaptive skills domains (Conceptual, Social, and Practical) that best describes the student's daily functioning. After reviewing all available data, if the team still struggles to decide between two columns, presume competence and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

Conceptual Domain

The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.

1 point	2 points	3 points	4 points
<p>The student</p> <ul style="list-style-type: none"> • meets grade-level standards in all content areas; • has age-appropriate receptive and expressive communication skills, including conversation skills; and • expresses and makes independent choices, exhibits self-control, and takes responsibility for choices at an age-appropriate level. 	<p>The student</p> <ul style="list-style-type: none"> • has difficulty learning academic content aligned with the Next Generation Science Standards (NGSS), or 2012 English language development (ELD) standards but is making progress with appropriate supports; • may need additional practice with direct instruction to generalize the new skills into daily living activities; • has some age-appropriate receptive and expressive communication skills (orally or through a communication device), uses and understands simple, nonverbal communication and can follow simple, age-appropriate directions and routines with prompting; and • may have been referred for an initial evaluation during elementary school due to academic difficulties. 	<p>The student</p> <ul style="list-style-type: none"> • has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention and designated supports; • may need instruction aligned with the California Common Core State Standards (CCSS) Prioritized Core Content Connectors (CCCs), Essential Understandings (EUs) for Reading, Writing, and Mathematics, the CA NGSS Science Connectors (SCs), or the ELD Connectors to build base skills to get back to grade level; • may struggle to generalize skills outside the classroom, even with assistance and practice; • has difficulty communicating wants, needs, thoughts, and ideas but receptively understands messages; • struggles to follow directions and routines without significant assistance; and • may have been referred for an evaluation in preschool or kindergarten based on developmental differences. 	<p>The student</p> <ul style="list-style-type: none"> • has significant difficulty learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations; • requires significantly modified curriculum and instruction derived from the CA CCSS Prioritized CCCs, and EUs, CA NGSS SCs, or ELD Connectors and likely is unable to apply or generalize skills outside the classroom setting; • may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others; • likely requires maximum adult assistance to communicate; • requires layers of supports (accommodations, scaffolding, or unlisted resources for access) and assistive technologies to follow directions and daily routine activities; and • was most likely identified with developmental delays as an infant or toddler and received early intervention services through the California Department of Developmental Services Early Start program.

Social Domain

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility, and use of leisure time. This includes social competence, self-esteem, gullibility, naiveté (wariness), social problem-solving, following rules/obeying laws, and avoiding being victimized.

1 point	2 points	3 points	4 points
<p>The student</p> <ul style="list-style-type: none"> • displays age-appropriate social, communication, and leisure skills; • can initiate and maintain friendships, and express and recognize emotions with peers who are the same age; and • engages in play and recreational activities without additional support. 	<p>The student</p> <ul style="list-style-type: none"> • may have difficulty with social interactions (e.g., may misinterpret peers' social cues or others may consider the student's actions immature); • has communication, language, and conversation skills that are less concrete or more immature than peers who are the same age; and • may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults. 	<p>The student</p> <ul style="list-style-type: none"> • has social, behavioral, and communication skills markedly different from peers who are the same age; • can be understood but uses a mode of communication that is much less complex than peers who are the same age; • may use behaviors to communicate; • may not perceive or interpret social cues accurately; • often needs significant support to engage in social situations or use communication skills; and • may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so. 	<p>The student</p> <ul style="list-style-type: none"> • often uses behaviors to communicate; • has very limited communication skills in terms of vocabulary and grammar; • may be in the process of developing a mode of communication, may be described as nonverbal, or uses very limited non-symbolic communication; • requires significant adult assistance to communicate with peers or adults and may require layers of support (e.g., simple speech, visuals, gestures) to communicate; and • may not yet show understanding of symbolic communication with speech or gesture.



Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community.

1 point	2 points	3 points	4 points
<p>The student</p> <ul style="list-style-type: none"> is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age; and independently performs self-care activities such as eating, dressing, and taking care of personal hygiene. 	<p>The student</p> <ul style="list-style-type: none"> often functions age-appropriately in personal care daily living activities and using community resources; displays recreational skills typically on the same level as peers, although some additional support may be needed; and may need support in navigating the school and community and may need reminders about being mindful of safety hazards. 	<p>The student</p> <ul style="list-style-type: none"> may need support to care for personal needs (e.g., eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas, and may require prompting or cues; often requires additional support and learning opportunities for recreational skills; and requires intensive support to safely navigate the school and community. 	<p>The student</p> <ul style="list-style-type: none"> requires significant support and direct instruction across all activities of daily living (e.g., meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health, and safety; requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs; and requires supervision at all times.

Determining Whether the Student Has a Most Significant Cognitive Disability

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

<p>The student scores 10 or fewer points.</p>  <p>Stop here. The student is not eligible for participation in the alternate assessment.</p>	<p>The student scores 11 points or more. The student has a most significant cognitive disability.</p>  <p>Proceed to Part C.</p>
--	---

Part C—Determining if the student requires direct individualized instruction aligned to the CCSS, extended and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

Directions: Select the column that best describes the student’s grade- and age-appropriate curriculum, instruction, supports, accommodations, and assistive technology needs. After reviewing all available data, if the team still is struggling to decide between two columns, presume competence and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

Curriculum, Instruction, and Assessment

This section describes the student’s daily learning needs as outlined in the IEP.

1 point	2 points	3 points	4 points
<p>The student’s present levels of performance on the IEP indicate that skills are closely aligned with grade-level standards, concepts, and skills, with present-level data showing skill gaps represented within the CCSS.</p>	<p>The student’s</p> <ul style="list-style-type: none"> • IEP includes annual goals and objectives aligned with the CCSS and may include short-term learning objectives aligned with the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors in prescriptive area(s) of data-determined need; • instruction and assessment are aligned with grade-level targets that build in complexity from Prioritized CCCs and EUs toward achievement of learning aligned with the CCSS; and • IEP requires specially designed instruction that is standards-based and includes explicit instruction in all content areas for grade-level standards. 	<p>The student’s</p> <ul style="list-style-type: none"> • IEP includes goals and objectives that target modified grade-level standards within the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors; • instruction and assessments are aligned with modified grade-level targets within the Prioritized CCCs and EUs, CA NGSS SCs, and ELD Connectors; and • IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires accommodations and may require unlisted resources. 	<p>The student’s</p> <ul style="list-style-type: none"> • IEP includes present level of performance statements that align learner data with grade-level standards through the Prioritized CCCs and EUs, CA NGSS SCs, or the ELD Connectors; • instruction and assessments are based on student data, likely showing skill gaps within the Prioritized CCCs and EUs, CA NGSS SCs, or ELD Connectors; and • IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires extensive accommodations and unlisted resources.

Universal Tools, Designated Supports, and Accommodations

This section describes the accessibility resources needed for the student to participate meaningfully in daily instruction and assessment activities.

1 point	2 points	3 points	4 points
<p>The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.</p>	<p>The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.</p>	<p>The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, and accommodations that are provided during instruction and assessment to support access,</p> <p style="text-align: center;">and</p> <p>the student requires additional individualized accommodations, unlisted resources, and scaffolds that change the construct and are not allowed on California's CAASPP and ELPAC tests. These also are provided during instruction and assessment to support access.</p>	<p>The student's IEP outlines the use of individualized unlisted resources, accommodations, and materials beyond those that are presented in the California Assessment Accessibility Resources Matrix to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor, and/or sensory needs of the student and provide the learner with opportunities to show what they know and can do.</p>

Assistive Technology

This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in school, home, community, and work environments.

Note: The assistive technology box on the Special Factors page of the IEP should be a quick reference before taking a deeper look into the supports, services, and testing accommodations section of the IEP. There are more than 10 domains of assistive technology available for IEP teams to consider.

1 point	2 points	3 points	4 points
<p>The student's IEP team has determined the student does not need any assistive technology,</p> <p style="text-align: center;">or</p> <p>the student had an assistive technology evaluation completed and it was determined that no assistive technology is required as indicated in the check box on the IEP.</p>	<p>The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student,</p> <p style="text-align: center;">or</p> <p>the student's IEP includes assistive technology in the Special Instructional Factors, Measurable Annual Goals, Specially Designed Services, and/or Statewide and District Testing, as presented in the Assistive Technology Consideration in the IEP document and the California Assessment Accessibility Resources Matrix.</p>	<p>The student's IEP outlines required assistive technology supports and services,</p> <p style="text-align: center;">and</p> <p>an assistive technology assessment was used or is in the process of being used to feature match individualized, assistive technology to support academic instruction, communication, daily living, seating/positioning, mobility, sensory and/or motor needs, etc.,</p> <p style="text-align: center;">or</p> <p>the student currently is learning to use or is independently using assistive technology as a scaffold to access learning in their environment.</p>	<p>The student's IEP describes complex physical, sensory, or medical needs across most of the assistive technology domains. It may be challenging to determine access for the use of assistive technologies,</p> <p style="text-align: center;">and</p> <p>the student currently requires person- dependent supports or scaffolds that may be replaced with assistive technology once feature matching is determined.</p>

Determining Whether the Student Requires Extensive, Direct, Individualized Instruction, and Substantial Supports

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

The student scores 10 or fewer points.



Stop here. The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more. The student requires extensive, direct individualized instruction with learning targets aligned with the Prioritized CCCs, EUs, CANGSS SCs, or ELD Connectors and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.



Proceed to Part D.

Part D—Additional Concerns

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B, and C. The decision to participate in the alternate assessment is **not** made based solely on any of the following considerations.

- Disability category, educational environment, or instructional setting
- Instructional reading level is below grade level
- Expected poor performance on the general education assessment
- Administration decision or anticipated impact of student scores on the accountability system
- Anticipated disruptive behavior or emotional duress, if taking general assessments
- Poor attendance or extended absences
- English learner designation or other social, cultural, or economic difference
- Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment

Based on the review of evidence in parts A, B, and C, and ensuring that the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

- Yes. The student meets all criteria in parts A, B, and C and will participate in the alternate assessments.
- No. The student does not meet all criteria in parts A, B, and C and is not eligible for participation in the alternate assessment.

School District Representative Name _____ Date _____

Intervention Specialist Name _____ Date _____

General Education Teacher Name _____ Date _____

Parent/Guardian Name _____ Date _____

Glossary

accommodation

Changes made to **how** a student accesses learning content, communication, environments, materials, or assessments. Testing accommodations are adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. Testing accommodations do not change what is being measured. Accommodations must be permitted on CAASPP tests to all eligible students, if specified in the student's IEP or Section 504 plan.

adaptive skills

Practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to take care of oneself effectively and independently and interact with other people (American Association on Intellectual and Developmental Disabilities, 2017).

assistive technology

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of that device (Individuals with Disabilities Education Act, 2004). Visit the Assistive Technology & Accessible Educational Materials Center website at <https://ataem.org/> for more information about assistive technology.

assistive technology considerations in the IEP

Beginning with the reauthorization of IDEA in 1997, the IEP team is required to consider the assistive technology needs of every student receiving special education services. The "Assistive Technology Considerations" in the IEP document helps teams navigate this process.

assistive technology domains

There are thousands of assistive technology supports that might assist a student to access, participate, and become more independent in a variety of school activities and tasks, including low- and high-tech options. These supports are organized into more than 10 domains.

augmentative and alternative communication (AAC)

Includes all forms of communication (other than speech) that are used to express thought, needs, wants, and ideas (American Speech-Language-Hearing Association, 2017).

California Common Core State Standards (CCSS)

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through grade twelve. The CDE helps schools make sure that all students are meeting the standards.

- **California CCSS Core Content Connectors:** The CAAs for ELA and mathematics are part of the CAASPP System. The purpose of the CAAs is to measure what students know and can do. These measures help identify and address gaps in knowledge or skills early so students can receive the support they need. The CAAs are aligned with alternate achievement standards—called the Core Content Connectors (CCCs)—and are linked to the Common Core State Standards for ELA and mathematics.
- **California CCSS Essential Understandings:** The Essential Understandings (EUs)—are derived from the CCCs and are the basic key ideas or concepts students should know for each respective standard. The EUs are what is most essential and most critical for students to learn.

Category Definitions—Individuals with Disabilities Education Act (IDEA)

IDEA categories are defined as follows by 34 CFR Section 300.8. (Please note in the definitions of disability categories below that most categories typically do not include intellectual impairment; therefore, they rarely will align with the participation criteria for the alternate assessment.)

- **“Autism”** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and that adversely affects a child’s educational performance. Other characteristics often associated with “autism” are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. (a) Autism does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (B)(10)(d)(v) of this rule. (b) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (B)(10)(d)(i) of this rule are satisfied.
- **“Intellectual disability”** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance. The term “intellectual disability” was formerly termed “mental retardation”.
- **“Deaf-blindness”** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- **“Deafness”** means a hearing impairment that is so severe the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance.

- **“Emotional disturbance”** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. (f) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance under paragraph (B)(10)(d)(v) of this rule.
- **“Hearing impairment”** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but is not included under the definition of deafness in this rule.
- **“Multiple disabilities”** means concomitant impairments (such as intellectual disability, blindness, or intellectual disability orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. “Multiple disabilities” does not include deaf-blindness.
- **“Other health impairment”** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that: (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (b) adversely affects a child’s educational performance.
- **“Orthopedic impairment”** means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (for example, poliomyelitis, bone tuberculosis) and impairments from other causes (for example, cerebral palsy, amputations, and fractures or burns that cause contractures).
- **“Specific learning disability”** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage.
- **“Speech or language impairment”** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.

- **“Traumatic brain injury”** means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
- **“Visual impairment,”** including blindness, means an impairment in vision that, even with correction, adversely affects a child’s educational performance.
 - The term “visual impairment” includes both partial sight and blindness.
 - The term “visual impairment” does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

designated supports

Within California’s statewide testing accessibility system, designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s IEP or Section 504 plan.

English learner student

English learner students are students whose primary or home language is identified as other than English who need language assistance to effectively participate in school instructional programs.

feature match

A feature match means matching a learner’s strengths and needs with resources of tools, instructional methods, or materials.

modes for communication

Modes for communication can include, but are not limited to, sign language, bilingualism, cued speech, verbal therapy, braille, assistive technology devices, and written language.

significant cognitive disability

Significant cognitive disability is not a disability category under the Individuals with Disabilities Education Act. Students with the most significant cognitive disability are those students who meet all the criteria in Part B of this tool. Students are eligible to participate in the alternate assessment if they meet the criteria in parts A through D of this tool.

specially designed instruction

Specially designed instruction is "...adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child's disability; and (ii) ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children" (34 CFR Sec. 300.39[b](3)).

universal tools

Universal tools are resources or preferences that are either built into the assessment system or provided externally by test administrators. Universal tools are available for all students taking California's CAASPP and ELPAC Tests. Since these resources are available for all students, they are not classified as accommodations.

unlisted resources

Unlisted resources are instructional resources that a student regularly uses in daily instruction, assessment, or both, that have not been previously identified as a universal tool, designated support, or accommodation. Unlisted resources shall be made available, if specified in the eligible student's IEP or Section 504 plan, only on approval by the CDE. For unlisted resources that do not change the measured construct, a student who receives these accessibility resources will receive a valid score.

For unlisted resources that change the construct of what was being tested:

- CAASPP—These are not considered valid for aggregation of scores. The student will receive a score with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student's achievement.
- ELPAC—The student will receive the lowest obtainable scale score for the affected domain when an approved unlisted resource changed the construct of what was being tested. However, the student's test results will still be used for aggregation of scores.

Resources

- The CDE CA Assessment Accessibility Resources Matrix web page, available at <https://www.cde.ca.gov/ta/tq/ca/accessibilityresources.asp>, provides information about universal tools, designated supports, and accommodations.
 - California Student Assessment Accessibility graphics, available on the CDE Student Accessibility Resources web page at <https://www.cde.ca.gov/ta/tq/ca/accesssupport.asp>, include one-page graphics that show which accessibility resources are available on each assessment.
 - CAASPP and ELPAC Accessibility Guide web page: <https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/>
 - Guidance on Using Eye Gaze as an Alternate Response Option (PDF): https://www.caaspp.org/rsc/pdfs/CAASPP_eye-gazing-guidance.pdf
-

- Smarter Balanced Meeting the Needs of Diverse Learners web page: <https://smarterbalanced.org/our-system/accessibility/>
- Individual Student Assessment Accessibility Profile (ISAAP) Tool website: <https://isaap.ets.org/>
- How to Use the Online ISAAP Tool YouTube video tutorial: <https://www.youtube.com/watch?v=S65paPkb10s>

Additional Resources

- Assistive Technology & Accessible Educational Materials Center Assistive Technology Domains (Word document): https://www.ocali.org/up_doc/AT-Domains.docx
- CDE Assistive Technology Checklist web page: <https://www.cde.ca.gov/sp/se/sr/atexmpl.asp>
- CDE California English Language Development (ELD) Standards (PDF) <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- CDE Common Core State Standards web page: <https://www.cde.ca.gov/re/cc/>
- ELD Connectors for the Alternate ELPAC (Word document): <https://www.cde.ca.gov/ta/tq/ep/documents/eldconnectorsaltelpac.docx>
- CCSS, Prioritized English Language Arts CCCs, and Essential Understandings: Reading (Word document): <https://www.cde.ca.gov/ta/tq/ca/documents/ncscreading.doc>
- CCSS, Prioritized English Language Arts CCCs, and Essential Understandings: Writing (Word document): <https://www.cde.ca.gov/ta/tq/ca/documents/ncscwriting.doc>
- CCSS, Prioritized Mathematics CCCs, and Essential Understandings (Word document): <https://www.cde.ca.gov/ta/tq/ca/documents/ncscmath.doc>
- NGSS for California Public Schools web page: <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>
- NGSS CCCs for Alternate Assessments (Word document): <https://www.cde.ca.gov/ta/tq/ca/documents/ngssaltconnectors.docx>



APPENDIX H: California Department of Education (CDE) English Learner Documents

- ***California Practitioners' Guide for Educating English Learners with Disabilities***

- This Guide was prepared under the direction of the Special Education Division of the California Department of Education (CDE) through a contract with WestEd and was developed with the assistance of a broad coalition of teachers, administrators, and staff members from districts, county offices of education, educational organizations and associations, and universities. These contributors brought decades of professional experience in educating English learners and students with disabilities to this project, and their input was invaluable to ensuring that this guide would be a resource to our colleagues in the field as they strengthen their abilities to support our students in the best way possible. It contains lists of key questions addressed in each chapter, sample forms, checklists, illustrative scenarios, tables, illustrations, frequently asked questions, links to additional resources, and other visual and organizational elements to improve the accessibility of the text. The full document can be accessed from: <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

- ***California English Learner Roadmap: Strengthening Educational Policies, Programs, and Practices for English Learners***

- This guidance document supports local educational agencies (LEAs) as they incorporate English learner education into their local program designs. This document elaborates on the SBE policy, providing research and evidence-based examples from the field that illustrate the CA EL Roadmap principles in action. The crosswalk to the Local Control and Accountability Plan (LCAP), embedded in this document, allows LEAs to bring English learners to the forefront as they consider the state priorities and work with their communities to develop their LCAPs. The full document can be accessed from: <https://www.cde.ca.gov/sp/el/rm/rmpolicy.asp>

- ***English Language Arts/English Language Development Framework (Chapter 2)***

- The purpose of this chapter is to address essential considerations for curriculum, instruction, and assessment in English language arts, disciplinary literacy, and English language development that sets the state for the remaining of the ELA/ELD Framework. These essential considerations draw upon research and theory and reflect important beliefs about the ELA/literacy and ELD programs envisioned for California's students. The document can be accessed from: <https://www.cde.ca.gov/ci/rl/ef/documents/elaeldfwchapter2.pdf>

• ***Meeting the Needs of English Learners (ELs) with Disabilities Resource Book***

- This resource book provides regular and special educators information and resources regarding best practices and regulatory requirements for identifying, providing services, and reclassifying English Learners with disabilities. This publication was designed and written to provide the most current and accurate information in regard to English Learners with disabilities known to date in the State of California. Full version of this resource book can be accessed from: https://www.veselpa.org/LinkClick.aspx?fileticket=KoRx7C95_nl%3D&portalid=0

APPENDIX I: Observation Protocol for Teachers of English Learners (OPTEL)

- ***Observation Protocol for Teachers of English Learners (OPTEL)***. This document fulfills requirements in Education Code 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Observation Protocol for Teachers of English Learners (OPTEL)

This document fulfills requirements in *Education Code 313(f)(2)* for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.



Student Name: Grade Level: Date(s) Observed:
 IEP: Yes No 504 Plan: Yes No ELPAC Level:

A. Description of Receptive Skills: Listening and Reading Comprehension *(Select one level from the choices below)*

K–12 ELD Standards Addressed: Part I 1–8, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

- The student *rarely* exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- Only with *substantial* teacher support can the student construct meaning while or after listening to or reading grade-level complex texts.
- The student *rarely* appears to comprehend conversations, discussions, and complex texts unless linguistic supports are provided.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

- The student *sometimes* exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With *moderate* teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts, but not yet at a level of parity with English proficient grade-level peers.
- The student *sometimes* appears to comprehend conversations, discussions, and complex texts and sometimes relies on linguistic supports.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)

- The student *often* exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With *light* teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student *often* appears to comprehend conversations, discussions, and complex texts and occasionally relies on varying linguistic supports.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)

- The student *consistently* exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers.
- With *minimal* teacher support, the student can construct meaning while or after listening to or reading grade-level complex texts at a level of parity with English proficient grade-level peers.
- The student *consistently* comprehends conversations, discussions, and complex texts and almost never relies on linguistic supports.

Instructional Setting(s) in which the student was observed *(Choose all that apply):*

- English Language Arts/Literacy
- English Language Development
- Mathematics
- Science
- History/Social Science

Other:

Interaction Type(s) *(Choose all that apply):*

- Whole Group (one-to-many)
- Small Group (one-to-few)
- Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

SEE PAGE 4 FOR GLOSSARY OF TERMS

B. Description of Expressive Skills: Speaking and Writing
(Select one level from the choices below)

K–12 ELD Standards Addressed: Part I 1–4 & 9–12, Part II 1–7

Level 1 (Emerging: Substantial linguistic support needed to engage in grade-level learning)

- The student *rarely* expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support.
- Only with *substantial* teacher support can the student use grade-level discipline specific and general academic terms during conversations and in writing. The student demonstrates frequent approximations in their use of syntax and vocabulary.
- The student *rarely* expresses grade-level ideas effectively in written texts and oral presentations or discussions and frequently relies on linguistic supports to do so.

Level 2 (Early–Mid Expanding: Moderate linguistic support needed to engage in grade-level learning)

- The student *sometimes* expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With *moderate* teacher support, the student *sometimes* uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing—but not yet at—a level of parity with English proficient grade-level peers.
- The student *sometimes* expresses grade-level ideas effectively in written texts and oral presentations or discussions and relies on varying linguistic supports in order to do so.

Level 3 (Late Expanding–Early Bridging: Light linguistic support needed to engage in grade-level learning)

- The student *often* expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- With *light* teacher support, the student *often* uses grade-level discipline specific and general academic terms during conversations and in writing with syntax and vocabulary usage nearing a level of parity with English proficient grade-level peers.
- The student *often* expresses grade-level ideas effectively in written texts and oral presentations or discussions and sometimes relies on linguistic supports to do so.

Level 4 (Mid–Late Bridging: Minimal linguistic support needed to engage in grade-level learning)

- The student *consistently* expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers.
- The student *consistently* uses grade-appropriate discipline specific and general academic terms during conversations and in writing with syntax and vocabulary at a level of parity with English proficient grade-level peers.
- The student *consistently* expresses grade-level ideas effectively in written texts and oral presentations or discussions and almost never relies on linguistic supports to do so.

SEE PAGE 4 FOR GLOSSARY OF TERMS

Instructional Setting(s) in which the student was observed

(Choose all that apply):

- English Language Arts/Literacy
- English Language Development
- Mathematics
- Science
- History/Social Science

Other:

Interaction Type(s) *(Choose all that apply):*

- Whole Group (one-to-many)
- Small Group (one-to-few)
- Pairs (one-to-one)

Other:

What did you consider that led you to mark this level? *You may attach supporting documentation.*

If the student has an IEP, describe any accommodations that were used during the observation(s), and the extent to which, as applicable, the student's disability may have had an impact on their rating.

OPTEL Parent Consultation Form

Student Name: Grade Level:
IEP: Yes No 504 Plan: Yes No ELPAC Level:

This form, along with a completed OPTEL tool and other relevant documentation, shall be used to document that parent consultation occurred regarding this student's reclassification from English Learner to Fluent English Proficient status, per *Education Code 313(f)(3)*. This page must be signed by the student's teacher and, to the extent possible, the student's parent or guardian. Failure to obtain a parent signature shall not preclude a student from reclassification.

Notes on discussion with parent regarding this student's reclassification from English Learner to Fluent English Proficient status, referring to the OPTEL tool. (See *OPTEL User Guide* and OPTEL parent consultation presentation materials.)

I, (educator name) agree or disagree the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Educator Signature: Title: Date:

I, (parent name) , was consulted, and gave my opinion regarding the information provided to me about my child's English language proficiency. I was provided the opportunity to participate in a discussion about whether to reclassify my child from English Learner to Fluent English Proficient.

Parent/Guardian Signature: Date:

SEE PAGE 4 FOR GLOSSARY OF TERMS

OPTEL Observation Protocol for Teachers of English Learners | California Department of Education 3

Glossary of Terms

California English Language Development Standards (CA ELD Standards) – The California English Language Development Standards (CA ELD Standards) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content.

English Language Development (ELD) – English language development (ELD) instruction is designed to enable English learner students to attain proficiency in English and to develop the skills and confidence in listening, speaking, reading, and writing that are the foundation of achievement inside and outside the classroom.

English Language Development (ELD) Standards – see “California English Language Development Standards (CA ELD Standards)”

English Language Proficiency Assessments for California (ELPAC) – The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

English Learner (EL) – An English learner is a student who enrolls in a California school beginning in any grade level, transitional kindergarten through grade twelve, has a language other than English identified on the Home Language Survey, and upon assessment, obtained a level of English proficiency that indicates programs and services are necessary. Students identified as English learners receive programs and services until they meet the reclassification criteria pursuant to *Education Code (EC)* Section 313.

Fluent English Proficient – See “Reclassified Fluent English Proficient”

Individualized Education Program (IEP) – An Individualized Education Program (IEP) is an individualized document designed for each public school child who receives special education and related services. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

Reclassification – Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Reclassified Fluent English Proficient (RFEP) Student – A reclassified fluent English proficient student is a former EL student who has met the four criteria specified in California *EC* Section 313(f). For more information on the four criteria for reclassification, please visit CDE’s [Reclassification web page](#).