

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

AGENDA

TELECONFERENCE LOCATIONS:

Health Sciences High and Middle Colleges – 3910 University Ave Ste 100, San Diego, CA 92105
Needles Unified SD – 1600 Washington St., Needles, CA 92363

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 April 18, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 PRESENTATIONS

5.1 DM 2025-26 Projected Fee-For-Service

Selina Hurley, SBCSS Fiscal Program Manager will present the DM 2025-26 Projected Fee-For-Service.

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:

- 6.1.1 March 21, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.
- 6.1.2 The Desert Mountain SELPA Policies Chapter 4 Instructional Planning and the IEP
- 6.1.3 Review and Approve the 2025-26 Desert Mountain SELPA Meeting Calendar

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7.0 FINANCIAL COMMITTEE ITEMS

7.1 2025-26 Proposed Budget

Kayla Gewirtz will review the 2025-26 Proposed Budget

7.2 2025-26 IDEA RS3310 Report

Kayla Gewirtz will review the 2025-26 IDEA RS3310 Report

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Updates

Pam Bender will provide Legislative updates.

8.2 Credentials Bridge Authorization Update

Pam Bender will provide a Credentials Bridge Authorization update.

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

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

8.3.1 Desert Mountain Children’s Center Client Reports

8.3.2 Article “Moving from Autism Awareness to Acceptance: A Call for Inclusion and Understanding”

8.3.3 Responding to School Crisis

8.4 [Professional Learning Opportunities](#)

Heidi Chavez will review Professional Learning Opportunities

8.4.1 Professional Learning Summary

8.4.2 Directors’ Training Survey

8.4.3 Strengthening Professional Learning: A Collaborative Approach for District Teams

8.4.4 Upcoming Training Opportunities

8.5 Resolution Support Services Summary and Update

Sheila Parisian will review Resolution Supports Services Summary and update.

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8.6 Compliance Update

Dr. Peggy Dunn will provide a Compliance Update.

8.7 Non-Public Schools Updates

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

8.8 California Longitudinal Pupil Achievement Data System (CALPADS) Update

Colette Garland will provide a CALPADS update.

8.9 Desired Results Developmental Profile (DRDP) Update

Colette Garland will provide a DRDP update.

8.10 Special Education Information System (SEIS) Update

Colette Garland will provide a SEIS update.

8.11 Career Technical Education (CTE) Updates

Deborah Sarkesian will provide Career Technical Education updates.

8.12 Prevention and Intervention (P&I) Updates

Deborah Sarkesian will provide Prevention and Intervention updates.

8.13 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

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

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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, May 16, 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.

San Bernardino County Superintendent of Schools
 Desert Mountain County Operated Special Education Program
 2025-26 FFS Budget Summary
 April 2025

2025-26 Budget Assumptions

- 2.00% COLA on salary
- Step and Column included in contracted salaries
- 6% increase on Medical
- 0% increase on Dental, Vision and Life
- Employer paid statutory rates as follows:
 - Medicare: 1.45%, SUI: .50%, Workers Comp: 2.51%
 - STRS: 19.10%, PERS: 27.40%, Alt. Retirement: 2.25%
- Indirect Cost Rate: 7.62%

Certificated FTE

<u>Function</u>	
1100 - Teacher	165.5
1200 - Pupil Support	55.25
1300 - Supervisor/Admin	16.12
Total	236.87

Classified FTE

<u>Function</u>	
2100 - Instructional Aides	425.04
2200/2900 - Pupil Support	45.00
2300/2400 - Clerical & Office Support	33.08
Total	503.12

Total FTE	739.99
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2025-26 Fee-For-Service Budget	
Total Budgeted Expenditures	\$ 96,870,834
Less Budgeted Offsetting Revenue	\$ 21,497,928
2025-26 Excess Cost	\$ (75,372,906)

2025-26 Proposed Fee-For-Service Rates

RATE	SAI Services TK - 12 +	Related Services DIS	Itinerant	1:1 Aide	Preschool Assessment	Preschool SAI	Early Start
2025-26 Rate	\$ 28,789	\$ 6,302	\$ 6,129	\$ 60,613	\$ 3,284	\$ 26,024	\$ -
2024-25 Rate	\$ 28,748	\$ 5,878	\$ 5,407	\$ 58,200	\$ 2,872	\$ 26,105	\$ -

Counts Used to Calculate Rate	SAI Services TK - 12 +	Related Services DIS	Itinerant	1:1 Aide	Preschool Assessment	Preschool SAI	Early Start
2025-26 Count	1350	2575	300	170	100	300	38
2024-25 Count	1175	2439	330	145	75	330	52

San Bernardino County Superintendent of Schools

Desert Mountain County Operated Special Education Program
2025-26 Proposed Budget
April 2025

			SAI SERVICES TK - 12+	RELATED SERVICES DIS	ITINERANT	1 TO 1 AIDES	PRESCHOOL ASSESSMENTS	PRESCHOOL SAI	EARLY START	TOTAL
		RATE	\$ 28,789	\$ 6,302	\$ 6,129	\$ 60,613	\$ 3,284	\$ 26,024	\$ -	
1										
2	OBJECT	EXPENSE								
3	1000-1999	Certificated Salaries	15,634,658	4,846,005	1,107,519	-	179,789	2,746,098	385,921	24,899,990
4	2000-2999	Classified Salaries	9,013,392	2,885,879	132,935	5,386,328	-	1,413,661	36,499	18,868,694
5	3000-3999	Employee Benefits	13,642,070	3,360,988	572,051	4,344,881	63,727	2,373,356	165,276	24,522,349
6	4000-4999	Books & Supplies	169,385	27,786	5,400	-	-	54,247	1,800	258,618
7	5000-5999	Services & Other Operating Expenditures	3,133,386	5,304,387	43,092	697,550	40,550	165,119	20,737	9,404,821
8	6000-6999	Capital Outlay	-	-	-	-	-	-	-	-
9		Subtotal	41,592,891	16,425,045	1,860,997	10,428,759	284,066	6,752,481	610,233	77,954,472
10		% of subtotal	0.53776	0.21236	0.02406	0.13484	0.00367	0.08730	N/A	
11		Allocated Cost	6,451,835	2,547,832	288,675	1,617,696	44,064	1,047,436	59,915	12,057,453
12		Subtotal 1000-6000 costs	48,044,726	18,972,877	2,149,672	12,046,455	328,130	7,799,917	670,148	90,011,925
13	7300-7380	Indirect Cost @ 7.62%	3,661,008	1,445,733	163,805	917,940	25,004	594,354	51,065	6,858,909
14		TOTAL EXPENSE	51,705,734	20,418,610	2,313,477	12,964,394	353,133	8,394,271	721,213	96,870,834
15	RESOURCE	OBJECT	REVENUE							
16			LCFF Distribution (based on % of total expense of applicable program)							
17	6500	8710	0.59158	0.23362	0.02647	0.14833				17,934,195
18	3315	8182	10,609,579	4,189,726	474,706	2,660,184				199,230
19	3310	8182					8,043	191,187		412,411
20	3310	8181					16,649	395,762		2,230,879
21	3385	8182	2,230,879						37,210	37,210
22	3385	8590							0	0
23	6510	8311							673,067	673,067
24	6515	8590							10,936	10,936
25	6500	8311								0
26	6500	8989	0							0
27			TOTAL REVENUE:							
			\$ 12,840,458	\$ 4,189,726	\$ 474,706	\$ 2,660,184	\$ 24,692	\$ 586,949	\$ 721,213	\$ 21,497,928
28		Excess Cost Per Program	(38,865,277)	(16,228,884)	(1,838,771)	(10,304,210)	(328,441)	(7,807,322)	(0)	(75,372,906)
29		(Estimated Number of Services for 2025-26)	1,350	2,575	300	170	100	300	38	
30		2025-26 Proposed Rates	\$ 28,789	\$ 6,302	\$ 6,129	\$ 60,613	\$ 3,284	\$ 26,024	\$ -	
31		2024-25 FFS Rates	\$ 28,748	\$ 5,878	\$ 5,407	\$ 58,200	\$ 2,872	\$ 26,105	\$ -	

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DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
March 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, Baker Valley USD – Mike Esposito via zoom, Bear Valley Unified SD – Leigh Anne Drake, Desert Mountain Operations – Dr. Penny Tharpe, Excelsior Charter Schools – Oscar Torres, Health Sciences High School & Middle College – Bryan Dale via zoom, Helendale SD – Gabriela Rodriguez, Hesperia Unified SD – Eric Land, Lucerne Valley Unified SD – Vici Miller, Needles Unified SD – Jamie Wiesner via zoom, Trona Joint USD – Nicole Yeager via zoom, Victor Elementary SD – Dr. Tanya Benitez (9:50), Victor Valley Union High SD – Larry Brunson

GUESTS PRESENT:

Annie Perez – Adelanto Elementary SD, Elaine Nelson – Hesperia USD, Shannon Garibay – Hesperia USD, Rebecca Workman – Trona Joint USD, Marylou Cusino – Victor Valley Union High SD, Cristian Castellanos – DM Operations, Angelina Darnold – SBCSS, Anthony Warnecke – SBCSS, Tyler Chamness – Care Solace

CAHELP, DM SELPA, AND DMCC STAFF PRESENT:

Pam Bender, Linda Llamas, Sheila Parisian, Dr. Peggy Dunn, Colette Garland, Deborah Sarkesian, Agustina Garcia, Annette Rego, Bobbie Taylor, Danielle Côté, Guille Robles-Burgos, Iván Campos, Jennifer Harms, Jennifer Rountree, Dr. Karina Quezada, Linda Rodriguez, Lisa Nash, Maurica Manibusan, Melissa Jacobo, Misty Ubina, Miya Narvaiz-Ward, Rory Hazen, Samuel Barker, Theresa Vaughan, Thomas Flores, Veronica Rousseau, Wendy Guilbert-Neal

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 9:06 a.m., at the Desert Mountain Educational Service Center, Apple Valley CA.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

There was no public participation.

At 9:15 Oscar Torres stepped out.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by David Wheeler, seconded by Leigh Anne Drake, to approve the March 21, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 13:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Mike Esposito, Leigh Anne Drake, Dr. Penny Tharpe, Bryan Dale, Gabriela Rodriguez, Eric Land, Vici Miller, Jamie Wiesner, Nicole Yeager, Larry Brunson. Nays: None. Abstentions: None.

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5.0 PRESENTATIONS

5.1 Care Solace

Tyler Chamness presented Care Solace, a 24/7 mental health care coordination service serving over 8,000 schools in 36 states across the country. Over 6 million students and their families have access to Care Solace services.

- Available to staff and their families.
- Coordinates in-person or telehealth care for mental health and substance use treatment.
- Does not diagnose, assess, or provide treatment but connects families to licensed professionals who do.
- Each LEA has a Care Match Link and anonymous self-service search.
- Providers work with several types of insurance.
- Care Companions is available 24/7/365 and provides multilingual navigation support.
- Care Loop houses a help center, resource center, and care community.

Since July, Care Solace has received 1,032 cases throughout the SELPA and has confirmed 388 appointments. There have been 341 anonymous searches where people have gotten matched up with providers on their own.

ABA, Care Community, CEU courses for social workers, and the ability to reopen cases have been added.

Desert Mountain Children's Center uses Care Solace for resources for clients and their families through the Care Solace portal.

5.2 DM 24-25 Projected FFS and LCFE

Angie Darnold provided a summary on budget development versus second interim. The Fall counts are broken down into sections.

Revenues have increased to about 5.4 million dollars, largely attributed to the increase in services that SELPA provides. Expenditures increased to about 2.8 million dollars. SAI services had a 3.3 million dollar increase in costs. There are 160 more counts that contribute to that factor. There is roughly a 2.5 million dollar estimate return to the districts. Note: the contract services have gone down while filling permanent positions has gone up. The 2.5 million dollars return plus the reserves provides an ending balance of approximately 5 million dollars. A 50% transfer to districts takes place at the end of March.

6.0 CONSENT ITEMS

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6.1 **BE IT RESOLVED** that a motion was made by Leigh Anne Drake, seconded by David Wheeler, to approve the following Consent Item as presented. The motion carried on the following vote: 13:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Mike Esposito, Leigh Anne Drake, Dr. Penny Tharpe, Bryan Dale, Gabriela Rodriguez, Eric Land, Vici Miller, Jamie Wiesner, Nicole Yeager, Larry Brunson. Nays: None. Abstentions: None.

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

The projected ending balance as of the 2nd Interim is \$1,614,257. Tara Deavitt sends monthly reports to be reviewed. Occasionally there is a significant gap between when low incidence requests are signed by district representatives and when Pam receives them.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Update

Certificated Staffing

- AB291 (Gipson) Teacher credentialing; credentialed educator apprenticeships. Addressing teacher shortages through future laws with specific requirements for credentialed education and educator apprenticeships. This bill is about a declaration of legislative intent to explore and establish what apprenticeships might look like.
- AB606 (Quirk-Silva) Certificated employees; professional services credential; out-of-state applicants. Looking to have a checklist of requirements to get full licensure and be able to get a cleared credential by August of 2026. This bill is looking at requesting and requiring CTC to grant a preliminary credential to out-of-state applicants and if they meet specific alternative requirements, they can then get a clear credential.
- AB753 (Garcia) Childcare; facility licensure; teacher requirements. Proposing a structured time, limited pathway for credential acquisition. This bill looks at how credentialing educators teaching 4-year-olds in childcare facilities may look different so they could teach and have credit for being in a TK program.
- AB811 (Ahrens) Teacher credentialing; teaching performance assessments; subject matter competence; prior field experience. Teachers demonstrate their subject matter, competence,

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and their field work for an alternative pathway for fulfilling two different requirements for teacher teaching performance.

- AB1381 (Muratsuchi) Educational workforce housing. Builds on the foundation of the Teacher Housing Act of 2016. Having districts work with various programs, partnerships, and innovative financing to find affordable housing for teachers.
- AB1224 (Valencia) Teacher credentialing; substitute teachers; days of service. Having 60-day teacher substitutes instead of 30-days. State SELPA is looking at supporting this bill. It is being supported by CASE, ACSA, CSBA, and California Association of Superintendents.

At 9:50 Dr. Tanya Benitez joined the meeting.

At 9:50 Mike Esposito left the meeting.

Health Services and Health Education

- AB277 (Alanis) Autism: Behavioral Technician Certification. DDS is looking to ensure those who work with students with an outside organization has a certification process to include a background check.
- AB322 (Ward) Pupil Health: School-Based Health Services and School-Based Mental Health Services. Will require assistance in grades 1 through 6 to also include mental health education in their health programs; for grades 7 to 12, making sure they add health education to the adopted course of study that is not in there. This bill wants school districts to provide health days. This bill encourages school districts and county offices of education to offer reimbursement for school-based health services and school-based mental health services.
- SB389 (Ochoa Bogh) Pupil Health: individuals with exceptional needs; specialized physical health care services. This bill looks at having licensed vocational nurses under the supervision of a credentialed school nurse to be able to perform some of the specialized health care services that they have not been able to previously provide .
- SB531 (Rubio) Course of study: mental health education. This bill ensures that mental health is part of the course of study in education.

Additional Bills

- AB1412 (Gonzalez) Special education: pupil transfers; residency requirements: records. This bill makes sure that residency records are provided so students are able to participate right away.
- SB373 (Groce) Special education nonpublic, nonsectarian schools or agencies; change in certification status; parental notification.
- SB845 (Perez) Pupil instruction; career technical education, career education, and apprenticeships. Requires participating businesses to have someone fingerprinted when a student is working in their establishment.
Currently, students participating in TPP and Workability are having difficulty being placed due to the fingerprinting requirements and the unwillingness of businesses to have their employees fingerprinted.

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A discussion took place regarding the Executive Order to dismantle the Department of Education.

8.2 Local Plan Update

The DM SELPA's Local Plan was approved. The local plan includes Section A (every year), Section B (every 3 years), Section C is new (every year starting June of 2027), Section D (every year) and Section E (every year).

CAC no longer has to approve the Local Plan yearly. They only approve every 3 years when the entirety is submitted.

The new Section C is the Annual Assurance and Supports Plan due June 30, 2027. The purpose is to demonstrate how the SELPA and its' participating LEAs are coordinating for the purposes of assuring effective outcomes for students with disabilities within their LCAP.

At 10:18 Oscar Torres returned to the meeting.

8.3 CALPADS – Degree of Support

Effective June 30, 2025, code 350 will end. The 19 IEPs within the SELPA with code 350 (3-5 years old) do not need addendums; the change is to be completed at the next IEP.

CALPADS is going to remove code 865 for agency linkages in IFSPs.

8.4 Credentialed Bridge Authorization Update

There was a total of 87 participants from SELPA. The next training dates are March 26th, March 27th, and April 16th.

Teachers are very grateful that it was offered to them.

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

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

A review of Mental Health articles "Nonsuicidal Self-Injury in Girls: A Growing Concern," was provided. Research shows that girls engage in Nonsuicidal Self-Injury (NSSI) at a higher rate than boys. NSSI is not intended to cause harm, but can lead to physical complications, increased mental health issues, and strained relationships with a substantial risk of future suicide attempts. Promoting open discussions about mental health can reduce stigma and encourage support seeking.

IEP Implementation: Reach out to Guille Burgos, Guille.Burgos@cahelp.org regarding students who

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receive DMCC services on the district list provided, so she can provide service logs, and include preferred formats the logs should be provided in.

8.6 [Professional Learning Opportunities](#)

In February, 494 participants attended a training/workshop, 138 attended on-sites, and 356 participated in regional trainings. For the year, 6,390 participated in training, with 3,796 attending on-sites and 2,494 attending regional trainings to date. Behavioral support had the highest participation.

The next Director's Training titled "Special Education, Legal Updates" will be presented by Earnest Bell from AALRR on April 18, 2025, from 12:00 to 2:00 pm. It will be provided in-person and virtually.

The next Community Advisory Committee meeting will be led by the Outreach Team will be held on April 17, 2025, from 4:30 pm to 6:00 pm. Participants are asked to register individually to assist with attendance.

Don Johnston Products will be retiring at the end of 2025. Texthelp bought out Don Johnston's Education Technology Division and are available.

AT Assessment Referral Breakdown – 52 referrals

AT is 65.4 %

AAC is 21.2%

AT + AAC is 13.5%

Team of Program Specialists have created a training that speaks to the effects of anemia on the brain and the gender disparity in terms of anxiety where girls are more affected than boys. Those interested in this training were encouraged to reach out.

8.7 Resolution Support Services Summary and Update

There have been 33 referrals. There were 2 filings in February. Sheila offered to assist districts with writing settlement agreements, or compensatory education agreements to prevent filings. Larry Brunson with Victor Valley Union High SD, Tanya Benitez with Victor Elementary SD, and Desert Mountain Operations were commended for working respectfully and collaboratively together to meet the needs of students and keeping the best interests of students up front.

8.8 Compliance Update

Compliance and Improvement Monitoring Process – Progress Report #3 is due July 10, 2025.

DM SELPA data from the 2025 Annual Determination Letters, 25% of LEAs are disproportionate. The main reason is over identification in areas of emotionally disability, of African American students and specific speech and language disabilities for Hispanic students. LEAs found disproportionate are

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required to complete student record reviews due June 30, 2025. Student lists will be provided at the end of March or early April. LEAs in year one are required to complete a Data Quality Activation.

Intensive Monitoring: 25% of districts are in Intensive Monitoring Level 3. Intensive Progress Report #5 is due April 10, 2025. LEAs are required to write a completely new plan.

A meeting with CDE will be scheduled to go over the benefits with CDE. Districts were asked to bring directors, principals, psychologists, and other relevant staff.

Targeted Monitoring: 32% of districts are in Targeted Monitoring Level 2. 14% are in Targeted Monitoring Level 3. Districts are required to update plans to directly address disproportionality.

The IEP Implementation Data Collection Review objective is to fulfill the monitoring and enforcement responsibilities under Federal Individuals with Disability Education Act. IEP data collection review identifies systemic issues within districts. The data collection window is May 1st through June 30th. Students who have left the LEA must have the correct exit date in CALPADS.

The numerator of the data that is being collected is the actual service minutes provided during the evaluation period. The denominator is the prescribed service minutes included in the special education plan in which the parent or guardian agreed to sign. It includes student and teacher absences with an appropriate sub. Minutes that are excluded include field trips, spring break, statewide testing periods, and school emergencies like the fires. SEIS has information on how to prepare for this. Substitutes do count for services given. CDE considers anything below 95% implementation as out of compliance. CDE will provide access codes on May 3, 2025.

8.9 Non-Public Schools Update

A quarterly meeting was held with good conversations. The next meeting is May 20, 2025. The dyslexia screening does apply to non-public schools. Further discussion took place regarding this new development.

8.10 California Longitudinal Pupil Achievement Data System (CALPADS) Update

Looking at data discrepancies in CALPADS for the June pupil count. Directors were encouraged to become familiar with CALPADS 16.21 report. If the same students are found to be noncompliant, those districts will go into Prong II status.

8.11 Personnel Data Report

Personnel Data Reports are due today, March 21, 2025.

8.12 Desired Results Developmental Profile (DRDP) Update

DRDP is due in SEIS by June 6, 2025. District staff conducting DRDP are encouraged to go through the training online.

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March 21, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

8.13 Special Education Information System (SEIS) Update

SEIS Training on March 31, 2025, 12:00 – 4:00 pm. LEA 1-hour check-ins starting March 27, 2025.
SEIS Admin Intermediate Training with LCS contract on April 10, 2025, from 1:00 – 4:00 via zoom.

8.14 Career Technical Education (CTE) Updates

The TPP Year-To-Date accomplishments exceeded the contract goals overall.

At 10:49 David Wheeler left the meeting

8.15 Prevention and Intervention (P&I) Updates

California PBIS is having their 10th Annual Conference October 8 – 10, 2025 in Sacramento.

Fundamentals of Restorative Practices facilitated by Craig Cleveland will be held April 29 – 30, 2025, 8:00 am to 12:00 pm at the Desert Mountain Education Service Center.

PBIS article “Supporting Students with Disabilities in the Classroom Within a PBIS Framework” helps readers understand what PBIS is and how to include the framework on campuses. Article “Early Childhood PBIS” emphasizes positive and initiative-taking practices and responses to challenging behaviors with an instructional focus.

A card was provided to those in-person with the suicide and crisis lifeline QR code directing individuals to 955 services. Additional services were provided on the back of the card.

New Trainings

- Empowering Educators: A Pathway to Mental Health & Well-Being: hybrid course, six in-person sessions with a focus on application, covers tiers 1 and 2.
- Prevent Teach Reinforce Young Children (PTR-YC) & Prevent Teach Reinforce (PTR), a four-day training course covers tier 3.
- Check In Check Out (CICO) Adaptations covers tier 2.

8.16 Occupational and Physical Therapy Services Reports and Updates

Please contact Codi Andersen with any questions regarding services or reports.

9.0 INFORMATION / ACTION ITEMS

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

9.1.1 **BE IT RESOLVED** that a motion was made by Vici Miller, seconded by Eric Land, to approve the revised Desert Mountain SELPA Policies Chapter 4 Instructional Planning and

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the IEP as presented. The motion carried on the following vote: 13:0:0. Ayes: Marcelo Congo, Dr. Amber Best, Mike Esposito. Leigh Anne Drake, Dr. Penny Tharpe, Oscar Torres, Bryan Dale, Gabriela Rodriguez, Eric Land, Vici Miller, Jamie Wiesner, Nicole Yeager, and Larry Brunson. Nays: None. Abstentions: None

Revisions include:

- Section A: IEP Meeting-Preparation, Process, and Follow-up
 - Web IEP Transition to SEIS
 - Ensuring Parent Participation (inclusion of video conferencing)
 - Postsecondary Goals & Transition Services: AB438 effective 7/1/25
 - IEP Translation Requirement: California Education Code 48985
 - Form & Appendix Removals
- Section B: Creating Meaningful Goals
 - Alignment with SEIS processes vs Web IEP
 - Remove DM68L Progress tracking
 - Legal Foundations Emphasized (Measurable annual goals, Endre F.)
 - IEP Translation Requirement: California Education Code 48985
- Section C: Students Who Are Culturally and Linguistically Diverse
 - Removal of the 1988 Guide
 - New Considerations for IEP Teams
- Section D: Teaching and Assessing California’s ELD and ELA Standards for English Learners
 - AB121 (2011)
 - ELP Testing Requirement
 - Els with Disabilities
 - Parent Participation
 - Alternate ELPAC
- Section E: Linguistically Appropriate Goals for English Language Learners
 - Collaboration Across Educators
 - Pre-K Considerations
 - Guidance for Writing Linguistically Appropriate IEP Goals and Objectives
 - Legal Requirements for IEPs
- Section F: Reclassification of English Language Learners with Disabilities

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- Definition of Reclassification: Fluent English Proficient (RFEDP)
- Redesignation Process: Reclassified Fluent English Proficient (RFEDP)
- State Guidelines for Reclassification: CA EC Section on 313(d) and SBE Guidelines
- IEP Teams cannot reclassify solely on disability
- CDE ELPAC Information Guide to evaluate 4 reclassification criteria

The revised Desert Mountain SELPA Policies Chapter 4 Instructional Planning and the IEP will be presented to the Governance Council on March 28, 2025.

10.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS

Vici Miller thanked those who made all the revisions to Chapter 4; it was quite a task. She also thanked Pam for the conversation with SBCSS State Preschool administrators.

11.0 CEO COMMENTS

With the IEP implementation rules and the responsibilities we have now, it is a great time to really look at compensatory/make-up services.

Thank you to those who attended the NPS meeting. It got a little dicey, but overall, it worked itself out. There were valid points on both sides. It opened the communication for us to share our concerns, and it also allowed the NPS representatives to share their concerns. It was a very good back and forth meeting that is really going to help us move forward. Thank you, Dr. Dunn, for setting that up.

A Podcast teaser, “What If One Conversation Could Change Everything?” was shared. It is dedicated to special education, behavioral health, social emotional well-being, and community. Directors are encouraged to participate. Posters were provided to share the information. The Virtual Team have been visiting school sites to promote our website and podcast. It is for parents, teachers, and students. The first episode will drop in April.

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 Eric Land, seconded by Leigh Anne Drake to adjourn the Desert Mountain SELPA Steering and Finance Committee Meeting at 11:09 am. The motion carried on the following vote: 12:0:0. Ayes: Marcelo Congo, Dr. Amber Best, Leigh Anne Drake, Dr. Penny Tharpe, Bryan Dale, Gabriela Rodriguez, Eric Land, Vici Miller, Jamie Wiesner, Nicole Yeager, Dr. Tanya Benitez, and Larry Burnson. Nays: None. Abstentions: None

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The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Thursday, April 18, 2024, 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.



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

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, 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 their IEP, regardless of which agency or contractor provides the service.

According to California Education Code § 56326, a student 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. 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/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 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 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

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 Rehabilitation.
- For students age 16, or younger if appropriate, a statement indicating that the purpose is to consider needed transition 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 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.

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 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 make 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 provide 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. (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 student's disability and involvement and process in the general curriculum.
2. Annual goals are to relate to assisting the 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 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 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, 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. 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. Are based on the individual student's needs, taking into account the student's preferences and interests; and
3. Include:
 - i. Instruction
 - ii. Related services;
 - iii. Community experiences;
 - iv. The development of employment and other post-school adult living; and
 - v. If 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.

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.

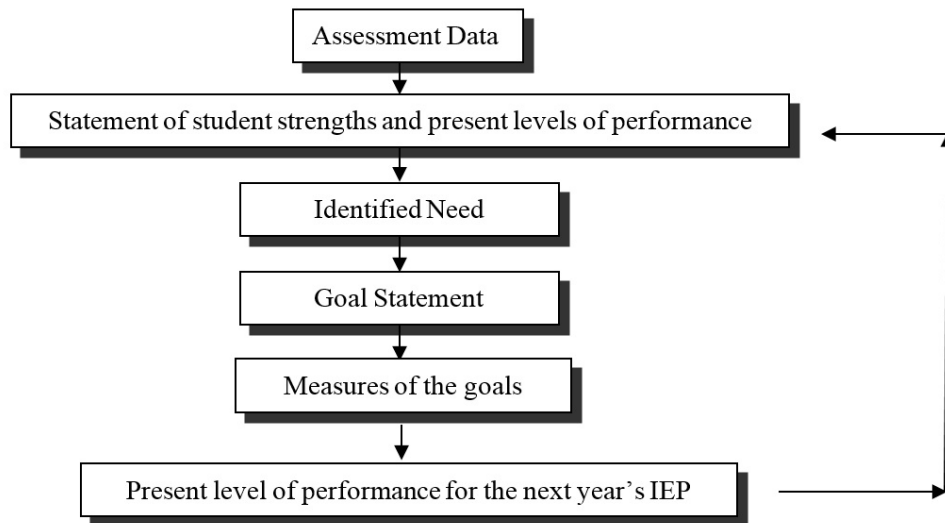
Parents/guardians must be included in any process designing supports and services for their child.

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.

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.

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. 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.

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

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

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.

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
<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)

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

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 aligns 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 (OPTTEL) 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”)

Desert Mountain SELPA Steering and Finance Committee

2025-26 MEETINGS

**Desert Mountain Education Service Center
17800 Highway 18, Apple Valley, 92307
9:00 am – 11:30 pm**

August 22, 2025

September 19, 2025

October 17, 2025

November 14, 2025

December 12, 2025

January 16, 2026

February 20, 2026

March 20, 2026

April 17, 2026

May 15, 2026

June 12, 2026

**CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
2025-26 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS**

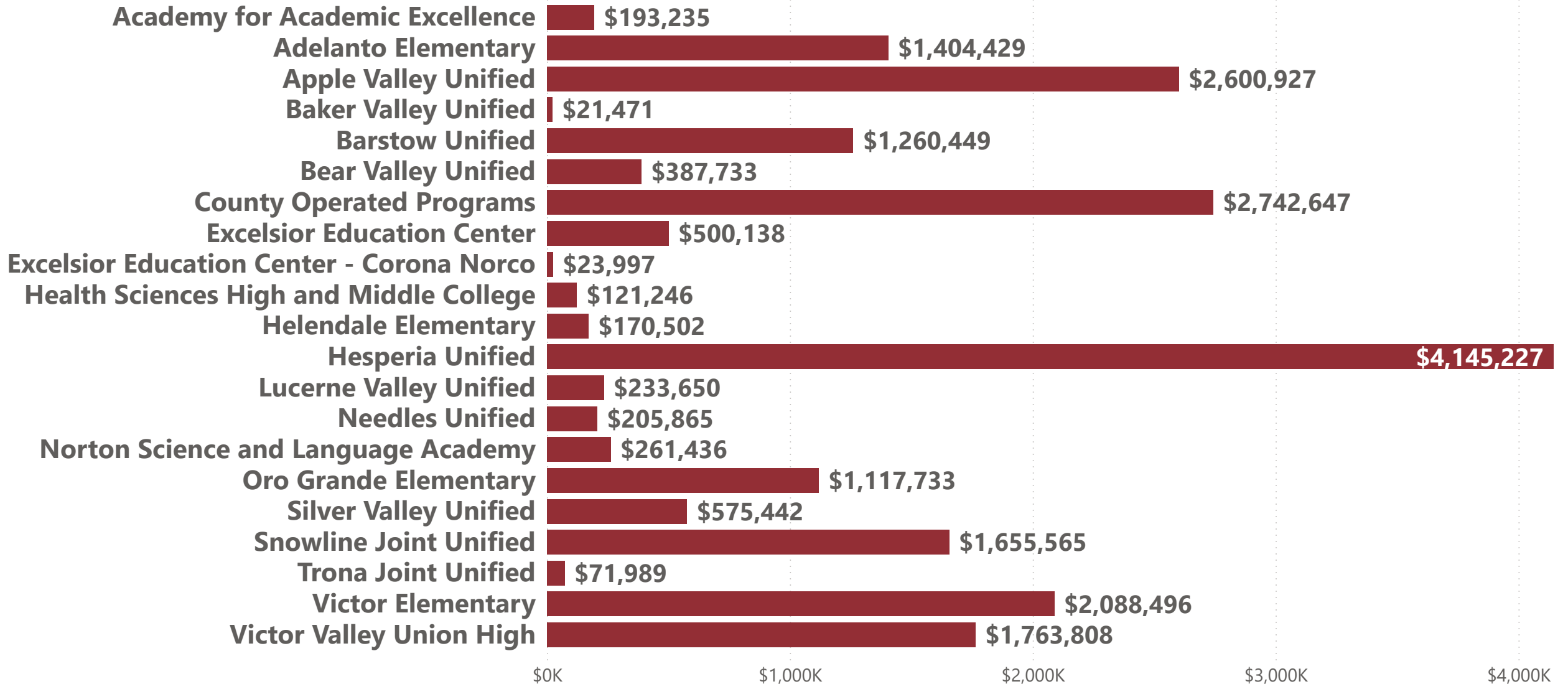
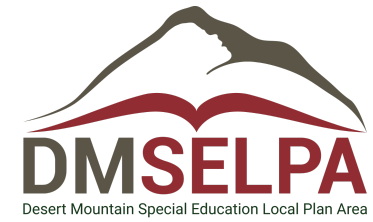
			2023-24 ACTUALS	2024-25 ESTIMATED ACTUALS			2025-26 PROPOSED BUDGET		
	RESOURCE	MGMT CODE	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
CAHELP ADMINISTRATIVE	9295	DMJ1	-	3,814,155	3,814,155	-	3,834,079	3,834,079	-
SPIRIT RIVER COMPLEX	9299	029S	-	782,100	782,100	-	496,370	496,370	-
X-POT	9292	0292	2,895,926	875,025	3,143,589	627,362	3,272,749	3,282,498	617,613
PS/RS	6500/9294	0293	3,441,933	3,207,614	3,064,043	3,585,504	3,224,763	3,335,644	3,474,622
LOW INCIDENCE FUND	6500	0296	1,325,902	2,482,000	2,193,645	1,614,257	2,482,000	2,226,756	1,869,501
RELATED SERVICES	6500/9293	0297	3,744,637	12,269,223	13,747,891	2,265,969	12,335,826	15,196,405	(594,610)
TRANSITION PARTNERSHIP PROG	3410	0455	-	1,328,019	1,328,019	(0)	1,328,019	1,328,019	(0)
REGION 10	9494	0484	-	17,050	17,050	-	17,050	17,050	-
ALTERNATE DISPUTE RESOLUTION	3395	0490	-	15,157	15,157	-	15,157	15,157	(0)
PRESCHOOL REGIONALIZED SVCS	3315	0494	-	19,913	19,913	-	19,913	19,913	-
WORKABILITY GRANT	6520	0496	-	102,105	102,105	(0)	102,105	102,105	(0)
PRESCHOOL STAFF DEVELOPMENT	3345	0497	-	3,583	3,583	-	3,583	3,583	0
NON-PUBLIC SCHOOLS/AGENCIES	9292	029B	-	25,962,313	25,962,313	-	25,962,313	25,962,313	-
CHARTER SCHOOL PASS-THROUGH	6500	029C	-	247,666	247,666	-	247,666	247,666	-
OUT-OF-HOME/OUTREACH/P & I	6500/9298	298B	10,460,707	5,215,443	4,052,359	11,623,790	5,242,058	4,577,438	12,288,410
TPP WORK EXPERIENCE	3410	455A	-	339,293	339,293	-	339,293	339,293	(0)
CAPROMISE ENROLLMENT FUNDS	9455	455B	3,645	-	1,076	2,569	-	1,076	1,493

**CAHELP - SPIRIT RIVER COMPLEX - DESERT MOUNTAIN SELPA
2025-26 PROPOSED BUDGET WITH PRIOR YEAR COMPARISONS**

			2023-24 ACTUALS	2024-25 ESTIMATED ACTUALS			2025-26 PROPOSED BUDGET		
	RESOURCE	MGMT CODE	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE	REVENUES	EXPENDITURES	ENDING BALANCE
EMPLOYMENT NETWORK	9296	455D	9,660	-	2,860	6,800	-	2,861	3,939
PAID INTERNSHIP PROGRAM (IRC)	9293	455F	-	-	-	-	-	-	-
WIOA GENERATION GO	5610	455G	-	1,116,555	1,116,555	(0)	1,116,555	1,116,555	(0)
CSEP	5610	455I	-	352,948	352,948	0	352,948	352,948	0
CYEP	5610	455J	-	199,410	199,410	(0)	199,410	199,410	0
MENTAL HEALTH ADA	3327	DSMH	-	1,186,896	1,186,896	-	1,186,896	1,186,896	(0)
SPED MENTAL HEALTH	6546	DSMH	-	7,718,115	7,718,115	(0)	7,718,115	7,718,115	(0)
LEA MEDI-CAL BILLING	9164	325H	331,122	30,000	87,984	273,138	30,000	88,033	215,105
TOTAL			22,213,533	63,470,428	65,684,571	19,999,389	65,692,789	67,816,105	17,876,073

2024-25

Remaining Funds Available to Claim - Resource 3310



California Legislation

- [AB 606 \(Quirk-Silva\) Certificated employees: professional services credential: out-of-state applicants.](#)
 - [AB 606 \(Quirk-Silva\) Certificated employees: professional services credential: out-of-state applicants.](#)
 - [This bill would require the commission to issue a preliminary professional services credential with a specialization in Pupil Personnel Services to an out-of-state prepared applicant who satisfies alternative specific requirements](#)
 - [Credential is valid for 2 years and eligible for renewal](#)
- [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](#)
- [AJR-7 - \(Addis\) Special Education Funding: Protection](#)
 - This measure would call on members of the United States Congress to oppose reductions to funding that negatively impact educational services for students with disabilities and would call on the President of the United States and Congress to ensure that services and funding for students with disabilities are uninterrupted.
- [H.R. 2333 \(Mannion\) "Protecting Students with Disabilities Act"](#)
 - Prohibit the use of appropriated funds to eliminate, consolidate, or otherwise restructure any office within the Department of Education that administers or enforces programs under the Individuals with Disabilities Education Act
- [H.R. 2598 \(Huffman & Van Hollen\) Bicameral IDEA Full Funding Act](#)
 - To amend part B of the Individuals with Disabilities Education Act to provide full Federal funding of such part
- [AB 1009 \(Blanca Rubio\) Teacher credentialing: administrative services credential: occupational and physical therapists.](#)
 - This bill would provide that a valid license to practice occupational therapy or physical therapy and verification of meeting basic skills requirement and 3 years of experience as a school-based OT or PT may be used to satisfy the requirements for a preliminary services credential with a specialization in Administrative Services
- AB 560 - (Addis) Special Education – Spot Bill - March meeting

- April Changes
- AB 560 - (Addis) Special education: caseload limits: pupil-to-teacher ratios: Special Education Teams
- Would create a “Special Education Team” at each school site and reducing caseloads to the following:
 - RSP - 20
 - SLP - 15 (0-3), 25 (3-5), 40 (TK-12)
 - APE - 45
 - Hearing Itinerant - 12
 - Orientation and Mobility - 12
 - Inclusion Specialists - 10
 - Psychological Services - 22 (counseling), 45 (assessment)
- Would establish pupil-to-credentialed-teacher class size ratios:
 - For special classes serving pupils younger than five years of age:
 - For intensive, 6:1
 - For non-intensive, 10:1
 - For special classes serving pupils 5-22 years of age, inclusive:
 - For autism or emotionally disturbed, 6:1
 - For moderate-severe, 8:1
 - For mild-moderate, 10:1
 - For blended, 12:1
 - For low incidence, as follows:
 - For deaf and blind, 6:1
 - For hard of hearing or deaf, 8:1
 - For low vision and blind, 8:1
 - For orthopedically challenged, 8:1
- **Notified April 10, 2025**
- AB-560: Special education: caseload limits: pupil-to-teacher ratios: Special Education Teams.

Set FOR Hearing ON 30-APR-25 1:30 p.m.




CREDENTIAL BRIDGE AUTHORIZATION

	11-Feb	12-Feb	13-Feb	19-Feb	28-Feb	11-Mar	26-Mar	27-Mar	
	MM/ESN	MM/ESN	ECSE	MM/ESN	ECSE	MM/ESN	MM/ESN	MM/ESN	Total(s)
Adelanto SD	3	2		2		1			8
Apple Valley USD	2			40	1		1		44
Baker Valley USD									0
Barstow USD									0
Bear Valley USD				3					3
D/M Operations									0
Excelsior				3				2	5
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	5	16	27
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	7	6	18	108
Total for DMCSE	2	4	0	4	0	0	0	1	11
Overall Total	17	9	1	58	2	7	6	19	119

SCFA Aveson Allegiance
 7 3 1



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

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

MEMORANDUM

Date: April 16, 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.



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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

Moving from Autism Awareness to Acceptance: A Call for Inclusion and Understanding Steering Committee April 1, 2025

As we move into the next quarter of the year, stepping into Spring and “April showers” that will hopefully bring “May flowers,” let us recognize two important commemorations in the month of April: Autism Awareness and Child Abuse Prevention. While both deserve our attention, today we will focus on the journey from autism awareness to autism acceptance. For years, efforts to spread awareness about autism have helped shine a light on the challenges faced by individuals on the spectrum and their families. However, the autistic community has been leading a movement to expose that awareness alone is not enough.¹ While awareness campaigns have successfully brought autism into public consciousness, the time has come to shift the focus from awareness to acceptance.

Autism spectrum disorder (ASD) is a developmental disability characterized by persistent impairments in social interaction and the presence of restricted, repetitive patterns of behaviors, interests, or activities.² Autism is a “spectrum” disorder which means it is a multifaceted developmental condition, considered to be lifelong, that can involve a multitude of challenges that require varying services and supports, depending on the individual.³ ASD affects millions of individuals worldwide, with prevalence rates steadily rising. In the United States alone, 1 in 36 children is now identified as having autism,⁴ reflecting a growing need for societal support and understanding. In California, the rates are even higher, 1 in 22 children, according to the latest Centers for Disease Control and Prevention report from the Autism and Developmental Disabilities Monitoring (ADDM) Network.⁵ The progress made in monitoring the rates of ASD is key to ensuring that autistic children and their families have access to the support and resources they need as early as possible.

Research shows that early identification of autism is essential as it enables timely intervention, which can considerably improve developmental outcomes and quality of life for autistic children. Diagnosing autism early – between the ages of two and five – allows children to access specialized therapies and support programs during critical periods of brain development, when neuroplasticity is at its peak.⁶ These interventions can enhance communication, social, and behavioral skills, while also reducing frustration and improving emotional regulation.^{7,8} Early diagnosis also provides families with access to resources, educational accommodations, and community-based support systems, which can alleviate stress and improve overall family functioning. Furthermore, early



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intervention has been linked to better long-term outcomes, including increased independence and improved social integration in adulthood.⁹

Acceptance also involves recognizing intersectionality within the autism community. Factors such as race, gender, and socioeconomic status influence how individuals experience autism and access support. Efforts toward acceptance must be inclusive of these diverse experiences. For the first time, the percentage of Black, Hispanic, and Asian or Pacific Islander (A/PI) children identified with ASD was higher than among White children, which was the opposite of previously observed racial and ethnic differences across the ADDM Network.¹⁰ 2020 was also the first time the ADDM Network report saw the percentage of girls identified with ADS at 1%, although boys are still four times more likely to be identified with ASD.¹¹ While this new pattern may indicate overall improvements in the equitable identification of ASD, suggesting that awareness, identification, and access to services is improving in those communities, it is important to consider other factors that may be leading to higher rates of ASD in historically underserved populations.

Given the rise in prevalence rates, the breadth of children identified with ADS, and the improvements in identification of children with ADS, it becomes increasingly clear that moving from awareness to acceptance is crucial. Awareness alone is insufficient in addressing the challenges faced by autistic individuals. While most people are aware that autism exists, many lack understanding of how to support and include autistic individuals in meaningful ways. True progress lies in fostering acceptance, creating a society that not only understands autism but also values and embraces neurodiversity. Acceptance challenges stereotypes and myths about autism, fostering a culture of respect and empathy. Acceptance means creating sensory-friendly spaces and accommodating diverse communication styles, so that society can ensure that autistic individuals feel welcome in schools, workplaces, and communities. Acceptance highlights the strengths and unique perspectives of autistic individuals, shifting focus from limitations to contributions. By shifting the conversation from simply recognizing autism to actively supporting inclusion, equity, and respect, we can build a world where individuals with autism are empowered to thrive as their authentic selves.

Schools play a critical role in fostering acceptance from an early age. Simple measures like offering quiet corners and/or time and providing visual aids can make public classroom spaces more accessible to autistic individuals. Peer education programs have proven effective in improving children's attitudes toward their autistic peers. For example, a pilot program using themed modules on sensory sensitivities and strengths reduced stigma among school-age children while promoting positive behavioral intentions.¹² Expanding such solutions can help normalize neurodiversity within classrooms.



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Achieving widespread acceptance though requires collective effort across all sectors of society. Here are actionable steps we can all take to promote acceptance:

1. Educate Yourself and Others

- Understanding autism is the first step toward acceptance. Read books by autistic authors such as *The Reason I Jump* by Naoki Higashida or *NeuroTribes* by Steve Silberman.
- These works provide insights into the lived experiences of autistic individuals.
- Share knowledge with friends and family to dispel misconceptions and reduce stigma about autism.

2. Challenge Stereotypes

- Advocate for accurate portrayals of autism in media and literature.
- Speak out against stigmatizing language or assumptions about autistic individuals.

3. Create Inclusive Environments

- Implement sensory-friendly practices in public spaces by reducing noise levels and offering quiet areas.
- Use visual schedules or flexible communication methods to accommodate diverse needs.

4. Support Autism Advocacy Organizations

- Participate in events hosted by groups like the Autism Society or Autistic Self Advocacy Network (ASAN).
- These organizations provide resources and foster community connections.
- Donate to initiatives that promote inclusion and support services for autistic individuals.

5. Listen to Autistic Voices

- Amplify the perspectives of autistic self-advocates like Dr. Temple Grandin or Lydia X.Z. Brown.



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- Their insights can guide efforts toward meaningful inclusion.
6. Advocate for Policy Changes
- Push for inclusive education programs that accommodate diverse learning styles.
 - Support workplace policies that promote neurodiversity in hiring practices and provide reasonable accommodations.
7. Celebrate Differences
- Embrace campaigns like #CelebrateDifferences during Autism Acceptance Month to highlight the value of neurodiversity.
 - Use symbols like the infinity sign for neurodiversity instead of outdated imagery like puzzle pieces.

Shifting from autism awareness to acceptance is not merely a change in terminology – it represents a fundamental transformation in how society views and supports autistic individuals. By embracing neurodiversity, challenging stereotypes, and fostering inclusive environments, we can create a world where all individuals feel valued for who they are.

As we celebrate Autism Acceptance Month this April, let us commit not only to raising awareness but also to taking meaningful actions that promote understanding, inclusion, and respect for neurodiverse communities. Together, we can move beyond awareness toward a future defined by acceptance and belonging.



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References:

1. <https://autisticadvocacy.org/about-asan/what-we-believe/>
2. American Psychiatric Association. Diagnostic and statistical manual of mental disorders. 5th ed. Arlington, VA: American Psychiatric Association; 2013.
3. <https://www.psychiatry.org/patients-families/autism/what-is-autism-spectrum-disorder>
4. Maenner MJ, Warren Z, Williams AR, et al. Prevalence and Characteristics of Autism Spectrum Disorder Among Children Aged 8 Years — Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2020. *MMWR Surveill Summ* 2023;72(No. SS-2):1–14. DOI: <http://dx.doi.org/10.15585/mmwr.ss7202a1>.
5. Ibid, pg. 32-33
6. <https://www.nichd.nih.gov/health/topics/autism/conditioninfo/treatments/early-intervention>
7. Fuller EA, Kaiser AP. The Effects of Early Intervention on Social Communication Outcomes for Children with Autism Spectrum Disorder: A Meta-analysis. *J Autism Dev Disord*. 2020 May;50(5):1683-1700. doi: 10.1007/s10803-019-03927-z. PMID: 30805766; PMCID: PMC7350882.
8. Estes A, Munson J, Rogers SJ, et al. Long-term outcomes of early intervention in 6-year-old children with autism spectrum disorder. *J Amer Acad Child Adolesc Psychiatry*. 2015; 54(7): 580– 587; doi: <https://doi.org/10.1016/j.jaac.2015.04.005>
9. Okoye C, Obialo-Ibeawuchi CM, Obajeun OA, Sarwar S, Tawfik C, Waleed MS, Wasim AU, Mohamoud I, Afolayan AY, Mbaezue RN. Early Diagnosis of Autism Spectrum Disorder: A Review and Analysis of the Risks and Benefits. *Cureus*. 2023 Aug 9;15(8):e43226. doi: 10.7759/cureus.43226. PMID: 37692637; PMCID: PMC10491411.
10. Maenner MJ, Warren Z, Williams AR, et al. Prevalence and Characteristics of Autism Spectrum Disorder Among Children Aged 8 Years — Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2020. *MMWR Surveill Summ* 2023;72(No. SS-2):1–14. DOI: <http://dx.doi.org/10.15585/mmwr.ss7202a1>.
11. Ibid, pg. 12
12. <https://researchautism.org/oaracle-newsletter/promoting-autism-acceptance-through-peer-education/>



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Resources:

- <https://www.captain.ca.gov/families.html>
- <https://www.dds.ca.gov/initiatives/autism/>
- <https://autismsociety.org/>
- <https://autisticadvocacy.org/>
- <https://researchautism.org/>
- <https://asatonline.org/>
- <https://www.cdc.gov/autism/communication-resources/index.html>
- <https://www.nimh.nih.gov/get-involved/digital-shareables/shareable-resources-on-autism-spectrum-disorder>
- <https://www.iacc.hhs.gov/publications/report-to-congress/2023/summary.shtml>
- <https://www.empowerbh.com/blog/autism-acceptance-month/>
- <https://xminds.org/autism-acceptance>
- <https://www.kennedykrieger.org/patient-care/centers-and-programs/center-for-autism-services-science-and-innovation/resources>
- <https://theautismhelper.com/autism-acceptance-resources/>
- <https://www.autism.org.uk/what-we-do/acceptance-and-awareness/world-autism-acceptance-month/at-school>
- <https://www.mastermindbehavior.com/post/the-benefits-of-early-intervention-in-autism-treatment>
- <https://www.kidsvillepeds.com/blog/1252678-early-identification-of-developmental-delays-a-key-to-unlocking-childrens-potential/>



Responding to School Crisis

This course is a two-day training designed to prepare school staff and mental health clinicians for responding to crises that affect school communities. The three most common phases of a crisis (pre-crisis planning, acute crisis response, and post-crisis activities) will be reviewed. Special attention is given to the most common pitfalls associated with crisis response activities. Participants will be introduced to the Responding to School Crises utilizing the Models of Support framework and specific intervention techniques that can easily be applied within the school setting for the emotional support of students, families, and school staff.

Presented by:

DMCC Training Institute

Date & Time:

April 24 & 25, 2025

Registration begins at 8:00 a.m.

Training time 8:30 a.m. - 4:30 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/52-262188>

Audience:

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

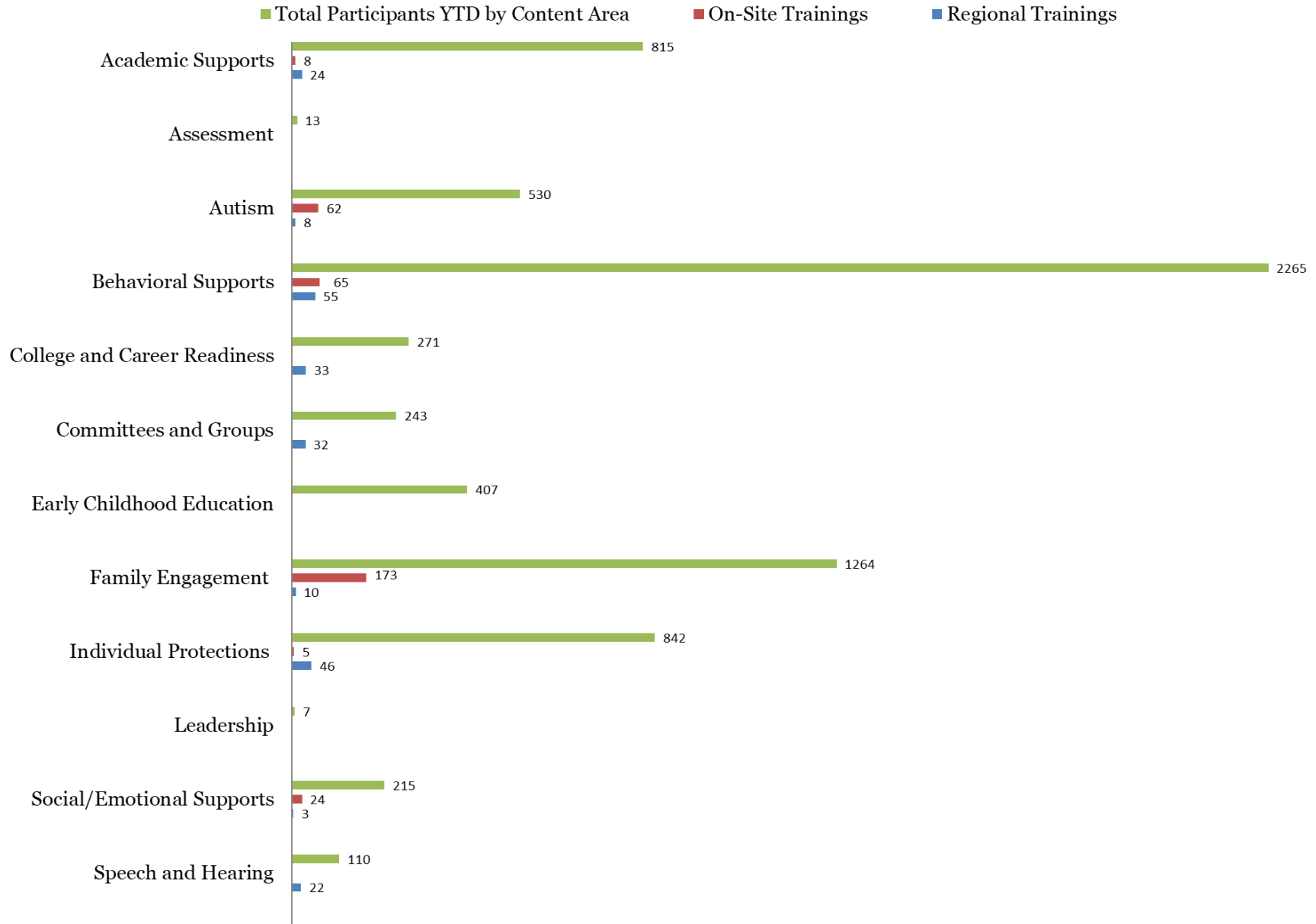
Special Accommodations:

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



DMSelpa Professional Learning Participation Summary

MARCH 2025 PARTICIPANTS= 233 REGIONAL, 337 ON-SITE; GRAND TOTAL 570
6,982 YEAR-TO-DATE PARTICIPANTS



Professional Learning Opportunities

[Directors' Training Survey](#)

No materials; verbal report only.



Strengthening Professional Learning: A Collaborative Approach for District Teams

Join us for an engaging session designed for district teams to collaborate, share insights, and identify professional learning needs. This session will provide an opportunity to reflect on current training initiatives, discuss challenges, and explore strategies to enhance educator support and student outcomes. By working together, teams will gain valuable perspectives and contribute to shaping future professional learning opportunities that align with district goals. Do not miss this chance to engage in meaningful dialogue and strengthen your district's professional learning framework!

Presented by:

Heidi Chavez, Program Manager

Date & Time:

April 21, 2025, from 2:00 - 4:00 p.m.
May 5, 2025, from 2:00 - 4:00 p.m.
May 15, 2025, from 11:30 a.m. - 1:30 p.m.
May 19, 2025, from 2:00 - 4:00 p.m.

Location:

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

Cost:

Free

Registration:

Please register for April 21st [online on OMS](https://sbcss.k12oms.org/52-263048)
(URL: <https://sbcss.k12oms.org/52-263048>)
Please register for May 5th [online on OMS](https://sbcss.k12oms.org/52-263050)
(URL: <https://sbcss.k12oms.org/52-263050>)
Please register for May 15th [online on OMS](https://sbcss.k12oms.org/52-263055)
(URL: <https://sbcss.k12oms.org/52-263055>)
Please register for May 19th [online on OMS](https://sbcss.k12oms.org/52-263058)
(URL: <https://sbcss.k12oms.org/52-263058>)

Audience:

Special education directors, coordinators, student services administrators, curriculum and instruction leaders, and other LEA staff involved in enhancing student outcomes.

Special Accommodations:

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



California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
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
4/22/2025 9:00 AM - 10:30 A	AUTISM COLLABORATIVE (AM SESSION 4)	DMESC
4/22/2025 12:00 PM - 4:00 PM	SEIS RAINING (EVENT ID# 260786)	VIRTUAL
4/22/2025 2:30 PM - 4:00 PM	AUTISM COLLABORATIVE (PM SESSION 4)	DMESC
4/24/2025 3:00 PM - 5:00 PM	MEANINGFUL PARENT PARTICIPATION	
4/24/2025 8:30 AM - 4:30 PM	RESPONDING TO SCHOOL CRISIS	DMESC
4/25/2025 12:00 PM - 4:00 PM	SEIS TRAINING (EVENT ID# 260786)	VIRTUAL
4/28/2025 1:00 PM - 3:00 PM	MAXIMIZING PBIS IMPLEMENTATION: A GUIDE TO THE TIERED FIDELITY INVENTORY (TFI)	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
4/29/2025 8:00 AM - 12:00 PM	FUNDAMENTALS OF RESTORATIVE PRACTICES	DMESC
5/1/2025 -	CO-TEACHING: POWER OF TWO SELF-PACED OVERVIEW	VIRTUAL
5/1/2025 8:00 AM - 4:30 PM	ECSE: PRESCHOOL TO TK/KINDER TRANSITION PLANNING AND ASSESSMENT (SELF-PACED COURSE)	VIRTUAL
5/1/2025 -	TISA: DETERMINING THE NEED AND WORKING EFFECTIVELY WITH INTENSIVE SUPPORTS	ONLINE
5/14/2025 3:00 PM - 5:00 PM	FACILITATING IEP'S	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
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Desert Mountain SELPA
Due Process Summary
July 1, 2024 - March 31, 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	6.5	28.5	0	1	3.5	0	2	0	0	0
Apple Valley USD	10	5	5	6	5	4	35	1	1	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	3	4	1	1	1	0	0	0	0	0
Hesperia USD	17.5	7	12	3	6.5	7	53	2	0	2	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	0	3	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	1	0	0.33	0	0	0
Victor Valley Union High SD	6.5	10	6	2	7	3.33	34.83	0	1	0	1	1.33	0	0	0
Desert/Mountain OPS	2	1	0	0	0	0.84	3.84	0.5	0	0	0	0.34	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	0	2	0	0	1	0	0	0	0	0
Lewis Center - AAE	1	1	0	1	1	2	6	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	37	260.50	7.5	5	12.5	1	11	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 - March 31, 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 - March 31, 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 - March 31, 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 - March 31, 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 - March 31, 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 - March 31, 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 - March 31, 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 - March 31, 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 District will complete assessments. Case Closed - Mediation		180 hours (intensive reading, vocational, writing, math)
25. VVUHSD 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, cop ed fund \$15,000 (tutor, transition, OT, S&L, behavior)

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - March 31, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
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. Reviewing invoices as parent wants reimbursement for services they paid.		
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 Placement to ESN classroom with additional adult assistance Case Closed - Mediation		150 hours of SAI tutoring until 6/30/2027
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.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - March 31, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
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		
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		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - March 31, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
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 District to conduct psycho ed. Case Closed - Resolution	Speech & Language ERMHS	50 hrs of academic, 30 hrs S&L 30 hrs counseling
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. Reviewing invoices as parent wants reimbursement for services they paid.		
34. AVUSD Case no. 2025030074	Failure to assess in all areas of suspected disability Failing to develop an appropriate IEP and provide an appropriate placement, behavior supports and services, academic, S&L, OT, Transportation, Safety Plan, and ITP. Denied meaningful participation (predetermination, providing records).	2/28/2025	3/14/2025 3/18/2025	4/23/2025	4/15-17/2025	Parent requests: Appropriate Placement, Behavioral Support Services including 1:1 aide IEE: FBA, ERMHS, ITP Comp Ed with NPA: Supplemental academic – 136 hours Transition services – 68 hours (68 weeks of liability) Counseling – 68 hours Individual Safety Plan		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - March 31, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
35. AESD Case no. 2025030519	Child Find (adequate academic, emotional, behavioral, social, and communication assessments) Multiple record requests Impeding with Educational Decision Maker's right opportunity to participate Failed to hold an IEP to review assessments	3/12/2025	3/20/2025 4/1/2025		4/29-5/1/2025	Parent Request: \$22,500 for 36 months to address academic, behavioral, emotional needs. Negotiating reimbursement and comp ed. Resolution held - in negotiations.		
36. Helendale Case no. 2025030520	The District delayed response to Child Find assessment (academic, emotional (ERMHS), behavioral (FBA), social, and communication), The District failed to provide appropriate program to address academic, emotional and behavioral needs, Infringed upon the Parents' rights to meaningful participation Inadequate goals	3/12/2025	3/20/2025 3/26/2025		4/29-5/1/2025	Parent request: Appropriate placement, services, measurable goals, evidence-based reading program, and comp ed Resolution scheduled		
37. VUUSD Case no. 2025	Failing to offer special education services (Behavior, OT, FBA) Failing to offer 1:1 Failing to offer ESY Inadequate goals Failing to offer Home AABA, Parent training in behavior Parent not present at IEP	3/31/2025				Parent request: 1:1 aide, behavior services, OT services, ESY, Home ABA IEE: FBA Parent Training Staff training of IEP \$300,000 - Comp Ed -\$180,000and \$120,000 in student costs Resolution scheduled		

Desert Mountain SELPA
Legal Expense Summary
As reported at steering March 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	\$266,978.29

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

California Department of Education (CDE) Meeting with Intensive LEAs

CDE will hold an all-day Educational Benefit Review (EBR) Training on May 22, 2025, at SELPA. This meeting is a requirement for the four LEAs (**Lucerne Valley USD, Victor Elementary SD, Adelanto SD, Snowline JUSD**) that are in Intensive Monitoring, and required to complete a new CIM Plan for 2025. CDE is requesting that the four LEAs attend with their CIM Team.

Disproportionate LEAs

- Student Record Review (SRR)-**Due June 30, 2025**
- Data Quality Activity (for LEAs Identified as Disproportionate Year 1)-**Due July 10, 2025**

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	12	1		13								
Apple Valley	14	1	11	26	16	1	12	29	20	1	11	32	19	1	10	30								
Baker																								
Barstow	8	2		10	10	2		12	9	2		11	9	2		11								
Bear Valley	1			1	1			1	1			1	1			1								
Helendale																								
Hesperia	18	1	3	22	15	1	2	18	15	1	2	18	15	1	2	18								
High Tech High																								
Lucerne Valley	3	1		4	2	1		3	2			2	2			2								
Needles																								
Oro Grande																								
Silver Valley	4			4	3			3	3			3	2			2								
Snowline	7		1	8	8		1	9	8		1	9	8		1	9								
Trona																								
Victor Elem	7			7	6			6	7		1	8	8		1	9								
VVUHSD	22	2	4	28	26	2	4	32	26	2	4	32	27	2	4	33								
TOTALS	97	8	19	124	99	8	19	126	104	7	19	130	103	7	18	128								
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

California Longitudinal Pupil Achievement Data System (CALPADS)

Reminders

- ✓ Continue to review data with SEIS Admin
 - Indicator Searches
 - 16.21 CALPADS Report
 - Overdue without Delay Reason
 - No Pending Record sent for Overdue

Desired Results Developmental Profile (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

Special Education Information System (SEIS)

Reminders

- ✓ Review Dashboard
 - Overdue Plan Reviews/Reevaluations/Initials
 - Follow up on SEIS Sign (e-signatures)
 - Unaffirmed Meetings
- ✓ SEIS Training/Open Forum Dates/Times
 - **4/2 Open Forum 9:00 – 11:00 (Zoom)**
 - **4/8 SEIS Training 9:00 – 1:00 (Zoom)**
 - **4/15 Open Forum 2:00 – 4:00 (Zoom)**
 - **4/25 SEIS Training 12:00 – 4:00 (Zoom)**
- ✓ 1:1 LEA Check-In Available through Booking process
 - 1:1 CALPADS tech support
- ✓ 4/10 SEIS Admin Intermediate Training w/LCS (1:00 pm – 4:00 pm) via Zoom

Bridge to the Future 6 Institute

Hosted by

CALIFORNIA TRANSITION ALLIANCE

YOUR FUTURE, YOUR WAY!

Empowering Students to Take the Lead

SAVE THE DATE

Sept 30th-Oct 1st, 2025

Sept 29th WAI/TPP Meetings

DoubleTree by Hilton Sacramento

2001 Point West Way, Sacramento, CA 95815

Target Audience

All Pre-K through age 22 educators, administrators, families, students, service providers and community members committed to ensuring ALL students are prepared for competitive, integrated and family-sustaining employment and adult life

Registration coming soon!





Date & Time:

April 28, 2025
Training Time: 1:00 - 3:00 p.m.

Cost:

Free to attend.

Location:

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

Audience:

Educators, administrators, PBIS teams, and potential Authorized California External Reviewers (ACER).

Special Accommodations:

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

Maximizing PBIS Implementation: A Guide to the Tiered Fidelity Inventory (TFI)

The Tiered Fidelity Inventory (TFI) is a powerful tool designed to help school teams assess and strengthen their PBIS implementation across all three tiers. This training will provide participants with a comprehensive understanding of the TFI, including how to administer it, interpret results, and use the data to drive continuous improvement. Attendees will gain practical strategies for aligning their PBIS practices with the TFI framework, ensuring fidelity and effectiveness at each tier. Whether you are new to the TFI or looking to refine your process, this session will equip you with the knowledge and tools needed to enhance student outcomes through data-driven decision-making.

Presented by:

Angela Mgbeke, Project Manager,
Prevention and Intervention

Registration:

Please register online on OMS
(URL: <https://sbcss.k12oms.org/52-263018>)





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.





2025 RECOGNITION CRITERIA AT-A-GLANCE



CRITERIA
1

TIERED FIDELITY INVENTORY (TFI)

Entered online at PBIS Assessment at www.pbisapps.org.

- TFI must be completed (in person or remotely) with an Authorized CA-PBIS External Reviewer (ACER).
- TFI must be completed within the academic year (2024-25).
- Authorized CA-PBIS External Reviewer must have completed the ACER Training during the 2024-25 School year **and** before the completion of the TFI used for recognition.



Submit TFI online through PBIS Assessment account at www.pbisapps.org.

Tier 1 TFI score of 40% or higher.



Submit TFI online through PBIS Assessment account at www.pbisapps.org.

Tier 1 TFI score of 70% or higher.



Submit TFI online through PBIS Assessment account at www.pbisapps.org.

Tier 1 TFI score of 70% or higher.

AND

Tier 2 TFI score of 70% or higher.



Submit TFI online through PBIS Assessment account at www.pbisapps.org.

Tier 1 TFI score of 70% or higher.

AND

Tier 2 TFI score of 70% or higher.

AND

Tier 3 TFI score of 70% or higher.

CRITERIA
2

PROVIDE CURRENT YEAR MAJOR ODR % DATA

0 and 1, 2-5, 6+

- SWIS Users
- Non-SWIS Users
- Note, the percentage must add up to 100%.
EXAMPLE:
 - 0 and 1 Referral = 82%
 - 2-5 Referrals = 15%
 - 6+ Referrals = 3%

Total student population = 100%

For Preschools and other schools who do not use ODRs: You may use Behavior Incident Reports(BIR) instead.



What percentage of your student population received:

- 0 AND 1 Major ODR
- 2-5 Major ODRs
- 6+ Major ODRs



What percentage of your student population received:

- 0 AND 1 Major ODR
- 2-5 Major ODRs
- 6+ Major ODRs



What percentage of your student population received:

- 0 AND 1 Major ODR
 - Must be 80% or more
- 2-5 Major ODRs
- 6+ Major ODRs



What percentage of your student population received:

- 0 AND 1 Major ODR
 - Must be 80% or more
- 2-5 Major ODRs
- 6+ Major ODRs



DISAGGREGATED DISCIPLINE DATA

<p><i>Example 1:</i> A. Yes</p> <p>B. Selections:</p> <ul style="list-style-type: none"> o Race/ethnicity o EL Status o Gender <p>C. Hispanic, males, ELL</p> <p>D. Staff training in vulnerable decision points and neutralizing routines</p> <p><i>Example 2:</i> A. No</p> <ul style="list-style-type: none"> o Watched module on _____ (date). 				
	<p>Pilot A: Does your school have the capacity to disaggregate suspension and/or office discipline referral data based on student groups?</p> <p><i>**If you do not have the capacity to disaggregate your ODR/Suspension Data, then complete this online module**</i></p> <p>Pilot B: If so, which student groups are you able to disaggregate by:</p> <ul style="list-style-type: none"> • Race/Ethnicity • IEP Status • EL Status • Gender <p>Pilot C: If disproportionate disciplinary actions exist, which student group is disciplined disproportionately?</p> <p>Pilot D: What culturally responsive practice/evidence-based practice/alternative to suspension does your team use to support that student group?</p>	<p>Pilot A: Does your school have the capacity to disaggregate suspension and/or office discipline referral data based on student groups?</p> <p><i>**If you do not have the capacity to disaggregate your ODR/Suspension Data, then complete this online module**</i></p> <p>Pilot B: If so, which student groups are you able to disaggregate by:</p> <ul style="list-style-type: none"> • Race/Ethnicity • IEP Status • EL Status • Gender <p>Pilot C: If disproportionate disciplinary actions exist, which student group is disciplined disproportionately?</p> <p>Pilot D: What culturally responsive practice/evidence-based practice/alternative to suspension does your team use to support that student group?</p>	<p>Pilot A: Does your school have the capacity to disaggregate suspension and/or office discipline referral data based on student groups?</p> <p><i>**If you do not have the capacity to disaggregate your ODR/Suspension Data, then complete this online module**</i></p> <p>Pilot B: If so, which student groups are you able to disaggregate by:</p> <ul style="list-style-type: none"> • Race/Ethnicity • IEP Status • EL Status • Gender <p>Pilot C: If disproportionate disciplinary actions exist, which student group is disciplined disproportionately?</p> <p>Pilot D: What culturally responsive practice/evidence-based practice/alternative to suspension does your team use to support that student group?</p>	<p>Pilot A: Does your school have the capacity to disaggregate suspension and/or office discipline referral data based on student groups?</p> <p><i>**If you do not have the capacity to disaggregate your ODR/Suspension Data, then complete this online module**</i></p> <p>Pilot B: If so, which student groups are you able to disaggregate by:</p> <ul style="list-style-type: none"> • Race/Ethnicity • IEP Status • EL Status • Gender <p>Pilot C: If disproportionate disciplinary actions exist, which student group is disciplined disproportionately?</p> <p>Pilot D: What culturally responsive practice/evidence-based practice/alternative to suspension does your team use to support that student group?</p>

REVIEW EQUITY AND MENTAL HEALTH RESOURCES



The Tier 1 team has read/reviewed:

- [Fact Sheet ISF 101](#)
- [Fact Sheet ISF 201](#)
- [Fact Sheet ISF 301](#)

AND

At least **ONE** of the following resources:

- [Five Point Approach to Enhancing Equity](#), OR
- [Enhancing Family-School Collaboration with Diverse Families](#), OR
- [PBIS Cultural Responsiveness Field Guide](#)

AND

- What is one key learning that came into awareness in regard to the reading or disaggregated data (from the pilot item) that relates to equity or mental health?

The Tier 1 team has read/reviewed:

- [Fact Sheet ISF 101](#)
- [Fact Sheet ISF 201](#)
- [Fact Sheet ISF 301](#)

AND

At least **ONE** of the following resources:

- [Five Point Approach to Enhancing Equity](#), OR
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- [Five Point Approach to Enhancing Equity](#), OR
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- [PBIS Cultural Responsiveness Field Guide](#)

AND

Explored the [Integrated TFI Companion Guide](#) to choose a TFI feature and action plan for Criteria 4.

AND

- What is one key learning that came into awareness in regard to the reading or disaggregated data (from the pilot item) that relates to equity or mental health?

The Tier 1 team has read/reviewed:

- [Fact Sheet ISF 101](#)
- [Fact Sheet ISF 201](#)
- [Fact Sheet ISF 301](#)

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- [Five Point Approach to Enhancing Equity](#), OR
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- [PBIS Cultural Responsiveness Field Guide](#)

AND

Explored the [Integrated TFI Companion Guide](#) to choose a TFI feature and action plan for Criteria 4.

AND

- What is one key learning that came into awareness in regard to the reading or disaggregated data (from the pilot item) that relates to equity or mental health?

ACTION PLAN DOCUMENTATION

Note: The TFI feature identified for improvement must align with the action steps. For example, feature 1.1 addresses team composition, so the action steps should address team composition.

See examples to right or [view additional examples and non-examples here.](#)

**Example 1: Our Tier 1 Team will expand our operating procedures to address feature 1.1. Denae will invite a classified staff representative to Tier 1 meetings and will recruit multiple parents by June 1, 2025.*

**Example 2 (Integrated School Mental Health): Our Tier 1 Team will support all faculty in completing their Classroom Behavior Matrix to include SEL examples. Denae will prepare materials and provide a brief PD at a staff meeting on how to incorporate SEL examples on the Behavior Matrix and the concept of integrating SEL with Classroom Behavior Supports to all staff by May 1, 2025.*

**Example 3 (Integrated Equity): Our Tier 1 Team will review disaggregated discipline data each quarter to address Feature 1.12. Kerri will adjust School Setting in SWIS to support running the Equity Report, upload complete student information, and provide a PD to the Tier 1 Team on how to interpret the SWIS Equity Report by May 1, 2025.*



A. Using your most recent TFI results, report one TFI feature from Tier 1 the PBIS Team has identified to improve during the next school year.

B. Report the steps/action item(s) the team has identified to improve that feature.

Note: The steps/action must align with the identified TFI feature in 4A.

C. Identify who will be responsible for ensuring the action item is completed.

D. Identify the date by which the action item will be completed.

A. Using your most recent TFI results, report one TFI feature from Tier 1 the PBIS Team has identified to improve during the next school year.

B. Report the steps/action item(s) the team has identified to improve that feature.

Note: The steps/action must align with the identified TFI feature in 4A.

C. Identify who will be responsible for ensuring the action item is completed.

D. Identify the date by which the action item will be completed.

A. Using your most recent TFI results, report one TFI feature from Tier 1 the PBIS Team has identified to improve during the next school year.

For the next section of this criteria, the action steps must align with the TFI chosen in 4a and must explicitly connect to a mental health and/or equity focus.

B. Report the steps/action item the team has identified to improve this Tier 1 feature.

Note: The steps/action must align with the identified TFI feature in 4A.

A. Using your most recent TFI results, report one TFI feature from Tier 1 the PBIS Team has identified to improve during the next school year.

For the next section of this criteria, the action steps must align with the TFI chosen in 4a and must explicitly connect to a mental health and/or equity focus.

B. Report the steps/action item the team has identified to improve this Tier 1 feature.

Note: The steps/action must align with the identified TFI feature in 4A.

***GOLD AND PLATINUM CRITERIA CONTINUED ON NEXT PAGE**



Note: Tier 1 steps/action items must reflect an integration of mental health or a focus on equity as stated in Criteria 3 (based on [Integrated TFI Companion Guide](#)).

- C. Identify who will be responsible for ensuring the Tier 1 action item is completed.
- D. Identify the date by which the action item will be completed.
- E. Using your most recent TFI results, report one TFI feature from Tier 2 the team has identified to improve during the next school year.
- F. Report the steps/action items the team has identified to improve this Tier 2 TFI feature.

Note: The steps/action must align with the identified TFI feature in 4E.

- G. Identify who will be responsible for ensuring the Tier 2 action item is completed.
- H. Identify the date by which the Tier 2 action item will be completed

Note: Tier 1 steps/action items must reflect an integration of mental health or a focus on equity as stated in Criteria 3 (based on [Integrated TFI Companion Guide](#)).

- C. Identify who will be responsible for ensuring the Tier 1 action item is completed.
- D. Identify the date by which the action item will be completed.
- E. Using your most recent TFI results, report one TFI feature from Tier 2 the team has identified to improve during the next school year.
- F. Report the steps/action items the team has identified to improve this Tier 2 TFI feature.

Note: The steps/action must align with the identified TFI feature in 4E.

- G. Identify who will be responsible for ensuring the Tier 2 action item is completed.
 - H. Identify the date by which the Tier 2 action item will be completed
 - I. Using your most recent TFI results, report one TFI feature from Tier 3 the team has identified to improve during the next school year.
 - J. Report the steps/action items the team has identified to improve this Tier 3 TFI feature.
- Note: The steps/action must align with the identified TFI feature in 4I.*
- K. Identify who will be responsible for ensuring the Tier 3 action item is completed.
 - L. Identify the date by which the Tier 3 action item will be completed.

CRITERIA
5

IDENTIFY CURRENT ADVANCED TIER (I.E., TIER 2/3) INTERVENTION(S)

Identify current advanced tier intervention(s), how intervention progress is monitored, number of students receiving the intervention, and the percentage of those students responding to the intervention.

- [Tier 2 Example](#)
- [Tier 2 Non-Example](#)
- [Tier 3 Example](#)
- [Tier 3 Non-Example](#)



N/A



N/A



For Tier 2
A. Name **AND** describe ONE Tier 2 intervention

Your description should include how the intervention increases (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/ or (c) increased opportunity for feedback (e.g., daily progress report).

B. Define how progress is monitored for the identified intervention

C. Report the percentage of students responding to the intervention.
Note: at least 70% of students should be positively responding



For Tier 2
A. Name **AND** describe ONE Tier 2 intervention

Your description should include how the intervention increases (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/ or (c) increased opportunity for feedback (e.g., daily progress report).

B. Define how progress is monitored for the identified intervention

C. Report the percentage of students responding to the intervention.
Note: at least 70% of students should be positively responding

AND

For Tier 3
Review the [Center on PBIS' Guidance on Tier 3](#) prior to submitting for a Tier 3 Intervention.

A. Name and describe ONE Tier 3 intervention

B. Define how progress is monitored for the identified intervention

C. Report the percentage of students responding to the intervention.
Note: at least 70% of students should be positively responding

D. Link to your team's completed [Appendix C: TFI Tier 3 Support plan Worksheet](#)

Provide pre-and post-academic assessment results, including the name of the measure. This is a consistent, formative measure across the current school year.

Note: Example data include but are not limited to: DRDP, iReady, SRI, MAP Data, DIBELS data, interim assessment data, district assessment data, A-G completion rates (semester data), curriculum based assessments, etc.

Example student groups include but are not limited to English learners, economically disadvantaged, foster youth, specific grade levels and/or other demographic characteristics.

See examples to right.

*Example:
A. iReady*

B. The percentage of 5th grade English Learners with Tier 2 level progress monitoring scores decreased from 40% at the Beginning of Year benchmark to 25% at the Middle of Year benchmark.

C. We integrated Specially Designed Academic Instruction in English (SDAIE) strategies with PBIS teaching routines to align behavior expectations with the Designated ELD instructional pedagogy. We believe this resulted in more EL students being able to engage in instruction, maintain on-task attention, and demonstrate academic progress.



A. Identify a formative measure that the site is using for learning continuity (e.g., iReady, DIBELS, SRI, MAP, Curriculum Based Measures).



A. Identify a formative measure that the site is using for learning continuity (e.g., iReady, DIBELS, SRI, MAP, Curriculum Based Measures).



A. Identify a formative measure that the site is using for learning continuity (e.g., iReady, DIBELS, SRI, MAP, Curriculum Based Measures).

B. Report positive growth for **one student group** on this measure with a pre and a post assessment.

C. Provide a short narrative on how this student group's access to instruction is supported through PBIS.



A. Identify a formative measure that the site is using for learning continuity (e.g., iReady, DIBELS, SRI, MAP, Curriculum Based Measures).

B. Report positive growth for **two student groups** on this measure with a pre and a post assessment.

C. Provide a short narrative on how these two student groups' access to instruction is supported through PBIS.

CLASSROOM WALKTHROUGH (VIRTUAL OR IN PERSON)

If walkthrough visits are not allowed, a narrative describing how the External Reviewer verified classroom practices may be provided.

Examples: include meeting with the team virtually, completing classroom practice self-assessments, completing a virtual walkthrough (via Facetime or Hangout), and/or completing a randomized virtual interview of students and staff.



External Reviewer (ACER) has visited virtual and/or in-person classrooms.

Results only to be used for site-based guidance.

An Example Evidence-Based Practices (EBP) Classroom Walkthrough Tool with virtual and in-person guidance can be found [HERE](#).

EBP Classroom Assessments are based on the Supporting and Responding to Behavior document available for download [HERE](#).



External Reviewer (ACER) has visited virtual and/or in-person classrooms.

Results only to be used for site-based guidance.

An Example Evidence-Based Practices (EBP) Classroom Walkthrough Tool with virtual and in-person guidance can be found [HERE](#).

EBP Classroom Assessments are based on the Supporting and Responding to Behavior document available for download [HERE](#).



External Reviewer has visited at least 10% of virtual and/or in-person classrooms.

Of those classrooms visited, 80% demonstrated at least 3 evidence-based classroom practices.

An Example Evidence-Based Practices (EBP) Classroom Walkthrough Tool with virtual and in-person guidance can be found [HERE](#).

EBP Classroom Assessments are based on the Supporting and Responding to Behavior document available for download [HERE](#).



External Reviewer has visited at least 10% of virtual and/or in-person classrooms.

All classrooms visited demonstrated 4 or more evidence-based classroom practices.

An Example Evidence-Based Practices (EBP) Classroom Walkthrough Tool with virtual and in-person guidance can be found [HERE](#).

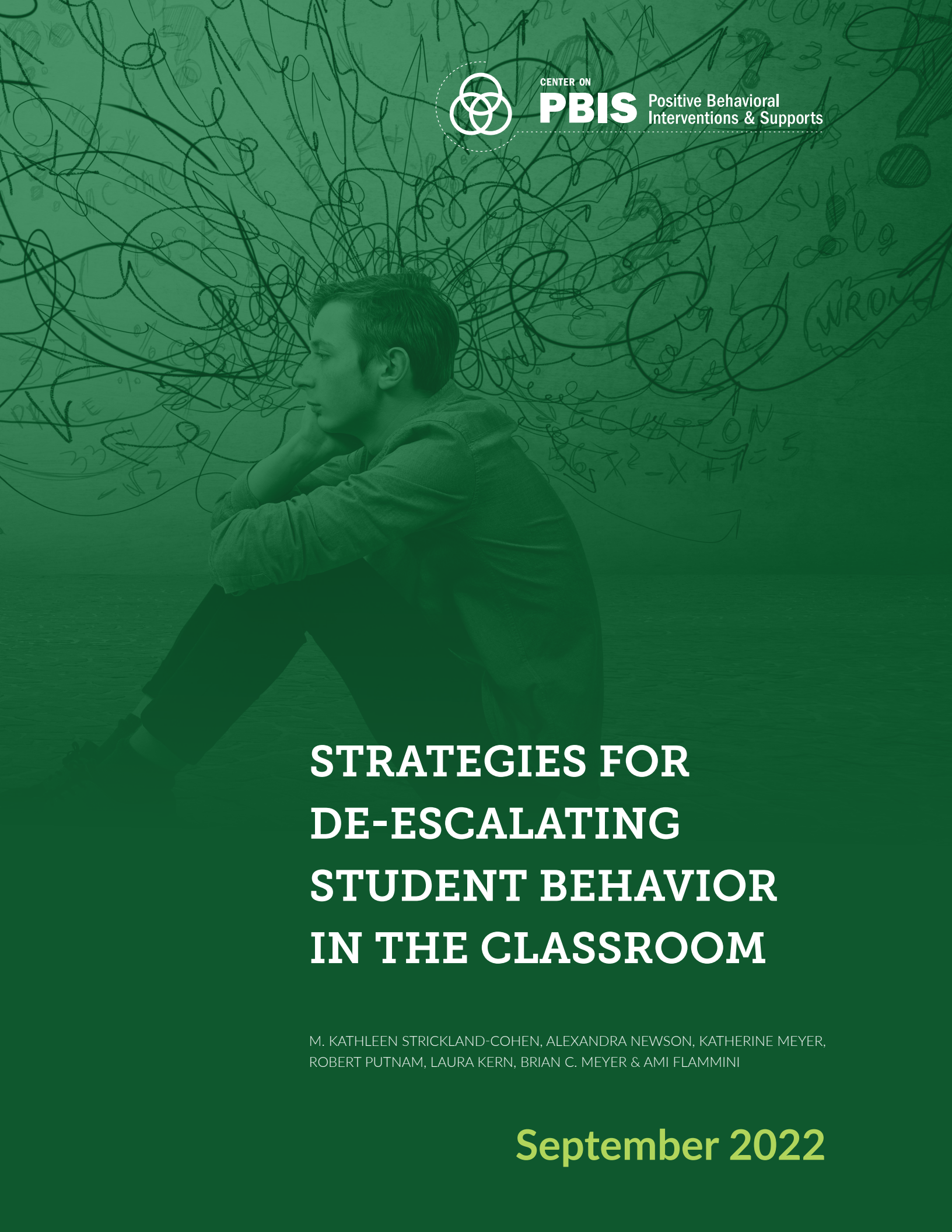
EBP Classroom Assessments are based on the Supporting and Responding to Behavior document available for download [HERE](#).



CENTER ON

PBIS

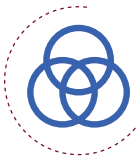
Positive Behavioral
Interventions & Supports

A young man with short dark hair is sitting on the floor, leaning against a wall. He is looking to the left with a thoughtful expression. The background is a chalkboard covered in various scribbles, mathematical equations, and words like 'WRONG' and 'SUFF'. The entire image has a green tint.

STRATEGIES FOR DE-ESCALATING STUDENT BEHAVIOR IN THE CLASSROOM

M. KATHLEEN STRICKLAND-COHEN, ALEXANDRA NEWSON, KATHERINE MEYER,
ROBERT PUTNAM, LAURA KERN, BRIAN C. MEYER & AMI FLAMMINI

September 2022

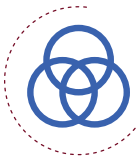


Strategies for De-escalating Student Behavior in the Classroom

Authors M. Kathleen Strickland-Cohen Laura Kern
Alexandra Newson Brian C. Meyer
Katherine Meyer Ami Flammini
Robert Putnam

Purpose

This practice brief provides practical, research-based strategies educators can use to de-escalate challenging student behavior in the classroom. Despite the development of supportive, safe, and predictable school environments, students may, at times, become agitated, and their behavior may escalate to unsafe levels. With some advance planning, educators can reduce reliance on reactive strategies, such as punitive or exclusionary practices (e.g., restraint, seclusion, suspension, expulsion) in favor of safer, more instructive, and inclusive approaches.



Incorporating De-escalation Practices within a Schoolwide Prevention Framework

The effectiveness of de-escalation strategies is maximized when integrated within a school-wide multi-tiered behavioral framework, such as school-wide positive behavioral interventions and supports (PBIS), which lays the foundation for effective school-wide and classroom level social, emotional, and behavioral (SEB) supports for all students. Within a PBIS framework, educators consistently support and respond to students' SEB needs (Center on PBIS, 2021; Office of Special Education Programs, 2015), and prevention is the cornerstone of a PBIS approach. Tier 1 prevention strategies minimize the likelihood of SEB challenges arising in the classroom by creating positive, predictable, and engaging learning environments. As described by the Center on PBIS (2021), prevention strategies include:

- Creating **safe and inclusive environments** where all members of the community (students, educators, and families) belong,
- Developing and explicitly teaching clear **positive behavior expectations** and critical SEB skills (e.g., working in groups, solving disagreements, asking for help),
- Having and explicitly teaching clear and **consistent classroom routines** (e.g., transitions, arrival, and dismissal),
- Providing **engaging academic instruction** that matches students' instructional level and incorporates frequent and varied opportunities to respond similarly prevents off-task and disruptive behavior, and



- Regularly **acknowledging** prosocial behavior and **redirecting and/or reteaching** when behavioral errors occur.

By explicitly teaching, prompting, and practicing critical SEB skills and routines with students, educators can foster positive relationships with students (Blair et al., 2022), decrease the likelihood of situationally inappropriate behaviors, and avoid power struggles that may lead to escalation (Conroy et al., 2009; Niwayama et al., 2020; Whitney & Ackerman, 2020). To find out more about preventive PBIS practices in the classroom, please see: [Supporting and Responding to Students Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators](#).¹

It is important to note, however, that even within schools and classrooms implementing PBIS with fidelity, behavioral errors commonly occur and should be anticipated. An essential aspect of preventing behavioral escalation for all students is for educators



to have effective Tier 1 strategies for quickly and efficiently addressing lower-level challenges (e.g., situationally inappropriate language, off-task behavior) that commonly occur in the classroom. For students who require additional behavior support to be successful, targeted (Tier 2) and intensive individualized (Tier 3) interventions, should be explicitly linked to Tier 1 practices, to create a seamless continuum across the tiers; see [Multi-Tiered System of Supports \(MTSS\) in the Classroom](#).²

Literature describing de-escalation within a PBIS approach often focuses on Tier 3. For students with intensive (Tier 3) SEB support needs, teams conduct comprehensive and functional behavioral assessments (FBAs) and develop individualized behavior support plans (BSPs), which may include crisis management plans. The strategies we describe are not meant to take the place of student-specific strategies in an individualized plan. Instead, educators may implement de-escalation strategies throughout the continuum to support any student who may become escalated and provide a foundation of de-escalation support for all students.

All students, including students who require more intensive support, can benefit from a universal approach that promotes a consistent response to behavioral escalation by all staff that is not overly reliant on exclusionary practices and intrusive crisis responses, such as restraint and seclusion. In this brief, we (a) provide an overview of self-regulation and escalation, (b) highlight class-wide interventions specifically designed to prevent low-level challenging behaviors from escalating, and (c) share strategies educators can use to respond to and verbally

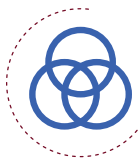
de-escalate more intense student behavior. **We intend this brief to be used in conjunction with district-approved crisis response training and protocols (and not as a stand-alone resource on de-escalation or crisis response).**

Understanding Self-Regulation

De-escalation is the process of preventing a challenging situation from becoming worse. Before selecting specific strategies for de-escalating challenging situations in the classroom, it can be helpful to understand what we mean by behavioral regulation. Regulation is a state of being where an individual feels safe, present, and engaged (Dishion & Connell, 2006). A student who is regulated is typically able to engage with academic material, focus on tasks, respond to instructions from adults, and interact with adults and peers in ways that fit within the context or situation. Students who are regulated may still occasionally engage in challenging behavior, but they respond when redirected using Tier 1 class-wide behavior management strategies (e.g., brief verbal reminders).

When universal classroom management strategies are unsuccessful and challenging behavior continues or begins to escalate, this can be a sign of dysregulation or what is sometimes referred to as a fight, flight, or freeze response (Souers & Hall, 2016). Dysregulation is characterized by:

- **fight or flight** (hyperarousal), which can lead to emotional reactivity, aggression, and unsafe behaviors such as elopement, or
- **freeze** (hypoarousal), during which a student can shut down, disconnect from those around them or disassociate from the situation.



Students who are dysregulated are often unable to follow directions, learn new information or tasks, or reflect on their own behavior in the moment.

Addressing dysregulation often requires a combination of teacher directed techniques and student self-regulation strategies. Self-calming or self-regulation strategies have been shown to effectively help students overcome feelings of dysregulation (Felver et al., 2016; Weist et al., 2018), but they must be taught and practiced ahead of time in contexts when the student is calm. Teaching self-regulation involves helping students to first recognize feelings of agitation/dysregulation when they first become upset and then use a practiced strategy for returning to a calm state.

Our goal is to provide educators with strategies to prevent dysregulation and support students' return to self-regulation in safe and compassionate ways.

Phases of Escalation

Figure 1 shows a model of the four phases of the de-escalation cycle: prevention, escalation, crisis, and recovery and restoration (adapted from Colvin & Scott, 2014). As the model indicates,

different strategies are effective at different phases of escalation (see Figure 1). This does not suggest that students will always follow the phases linearly, rather identifying the student's phase in the cycle is instructive in selecting the most effective means of responding to challenging behavior and facilitating a return to self-regulation. When selecting de-escalation strategies, it is recommended that educators and teams begin by assessing their existing schoolwide and classwide practices to (a) identify effective de-escalation strategies already in place and ensure all staff have received training in these practices and (b) determine changes and additions that may further benefit students and help prevent behavior escalation.

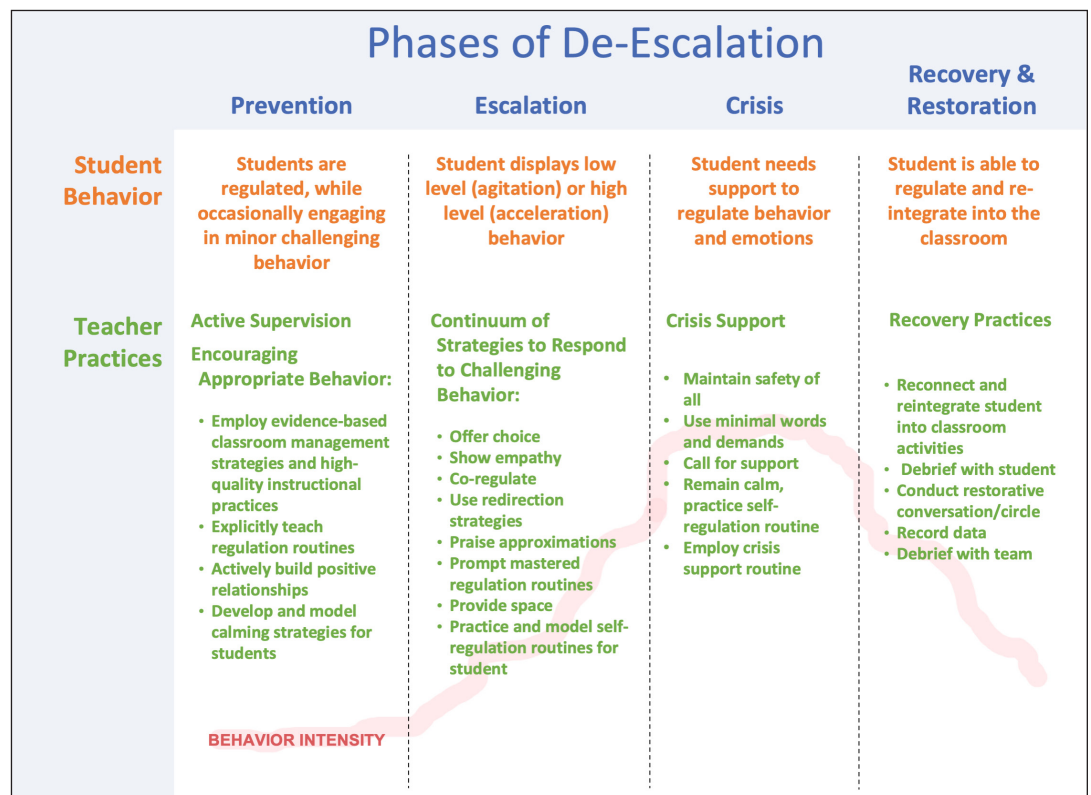
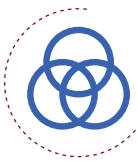


Figure 1. Phases of De-Escalation (adapted with permission from Midwest PBIS Network Phases of De-Escalation graphic)



Prevention

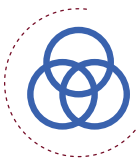
In addition to having Tier 1 strategies for supporting and responding to students' SEB needs, it is important for educators to (a) proactively and directly teach self-management, or self-regulation, strategies and (b) regularly practice regulation strategies with all students as part of teaching and practicing classwide expectations. This teaches all students the important skill of self-regulation and allows an educator to remind a student who is dysregulated to use a strategy they have previously practiced.

Similarly, educators may benefit from learning and regularly practicing strategies for regulating their

own emotional responding during times of stress and crisis. As with student routines, adult routines should be practiced regularly when calm, so they are easier to recall during times of escalation or crisis. Table 1 provides some specific examples of strategies for supporting student and staff regulation. These strategies can be practiced as a class for all students and educators, with additional individual practice opportunities embedded throughout the school day for individuals who require additional support.

Table 1. Examples of Strategies for Supporting Student and Staff Regulation

Strategy	Definition	Examples
Regulation Strategies for Students	Teach and regularly practice regulation strategies with all students as part of Tier 1 support. Initially teach when all students are calm and relaxed, gradually working toward practicing in settings or situations that can lead to dysregulation for some students (e.g., before quizzes and tests).	Regulation strategies can include deep breathing, mindfulness, progressive muscle relaxation, and requesting/taking a break in the classroom. Emotional scales, such as a 0-10 "feelings thermometer," can be used to teach students to rate their feelings/ stress/anxiety and prompt coping and relaxation strategies.
Regulation Strategies for Adults	Model for students and regularly practice (using think aloud strategies) the regulation routines students are being taught. Seek professional development opportunities focused on stress-reduction strategies for staff.	Become aware of your own triggers for dysregulation. Use self-prompting strategies (e.g., visual reminders, timers) to prompt regular use of regulation strategies. Teacher resources: Habits of Effective Classroom Practice ; ³ Don't Discipline Hangry: 3 Steps to a Better Classroom ⁴



Escalation

While prevention is essential, proactive approaches and strategies are not always successful in preventing escalation. When challenging behaviors persist, disrupt the learning environment, and increase in intensity, we call this the escalation phase. Students can display escalating behaviors during agitation and/or acceleration phases of escalation.

AGITATION

Agitation occurs when a student presents challenging behavior that is slightly elevated in intensity, such as persistent talking out of turn after being given a verbal

reminder, wandering the classroom during instruction, or making inappropriate comments to peers. This type of behavior can frequently be redirected by educators through the use of the strategies in Table 2.

As always, educators monitor their use of re-direction strategies to ensure they (a) quickly fade the use of re-direction by enhancing prevention approaches (e.g., prompt student to use regulation strategy before entering a challenging routine) and (b) avoid accidental reinforcement (e.g., inadvertently increasing escalated behavior by regularly providing attention during escalation).

Table 2. Examples of Strategies for Agitation Re-direction

Strategy	Definition	Examples
Choice	Provide the student with a small number (2-3) acceptable options for completing the task.	"You can complete the worksheet independently or with a partner. Which would you prefer?"
Redirection	Provide a brief statement that prompts engagement in a more appropriate task or behavior. Effective statements are short, provided with neutral emotion, and may be delivered privately.	"Andy, try starting on the second section and come back to that one." "Jesse, remember to ask for help if you're feeling stuck."
Co-regulation	Assist students in regulating their emotions by expressing empathy, acknowledging and labeling their emotions, modeling desired behavior, and providing positive reinforcement for following expectations.	"Rosa, I want to make sure you are okay. I see that you are angry because your face is red, and your fists are clenched. When I feel angry, I like to take three deep breaths and count to 10. Watch me and we can do it together."
Prompt Regulation Routines	Prompt use of calming and self-regulation strategies that have been previously taught and mastered as part of a proactive preventive approach.	"Would it help to use your 4-square breathing?" "Cielo, you can grab a quick drink of water and then try again."



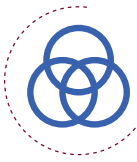
ACCELERATION

Acceleration occurs when initial strategies are ineffective, and the student moves into a higher level of dysregulation. Students often move faster through their escalation cycle in the acceleration phase and present increasingly disruptive behaviors such as inappropriate language (e.g., swearing), property destruction (e.g., tearing up work and classroom

materials), and verbal harassment (e.g., threatening peers). This higher level of challenging behavior can often still be effectively de-escalated to prevent a crisis situation, but students may be less responsive. During this phase, educators can attempt de-escalation using strategies such as ones found in Table 3.

Table 3. Examples of Strategies for De-escalation During Acceleration

Strategy	Definition	Examples
Reminders of regulation routine	Provide student with reminder (verbal or visual) using minimal verbal directions to prompt mastered regulation or calming routine. Reminders should be brief and provided using a neutral tone and may be delivered privately.	Point to deep breathing poster in classroom: "John, remember our deep breathing strategy."
Provide space	Give the student room while remaining close enough to monitor behavior. When signs of dysregulation occur, prompt student to go to a break space or safe space to cool down.	Continue to actively supervise student while moving around the classroom to check in with other students. Teacher moves close to student: "Jamie, you seem frustrated. You are welcome to take time to cool down in the break space."
Co-regulation with Limited Words	As described above, but shorter and less descriptive.	"Mica, you're crying. Let's grab some tissues and sit down together."



Crisis

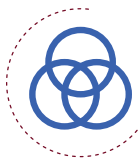
Crisis is the peak of dysregulation. A student in crisis is often unable to regulate their behavior independently and may need support to get out of the flight, fight or freeze response mode. For example, during a crisis, a student might engage in highly disruptive behaviors (e.g., yelling/screaming at teachers or peers) or present a safety concern (e.g., throwing classroom materials, attempting to harm themselves or others). While the signs and signals of escalation may have happened quickly and may seem to come out of nowhere, there are often triggering events that educators can identify, which led to the student being dysregulated.

In this phase, the goal is to maintain the safety of all and prevent further escalation, while supporting the student until they are ready for recovery. When addressing a student in crisis it is critical for staff to have a well-rehearsed crisis support routine to maintain adult regulation and help ensure consistent implementation of the crisis plan.

Your crisis support routine should prioritize district approved crisis responses (e.g., communication protocols, safety protocols), which may incorporate the strategies listed in Table 4, to maximize student safety.

Table 4. Examples of Strategies for Crisis Response

Strategy	Definition	Examples
Maintain safety with district-approved protocol	Minimizing risk of harm to the student or others by following district-approved crisis protocols to request support and maintain safety. Be familiar with the teams available in the school (Crisis team, Tier 3 team, Administration, etc.) and established protocols, in order to be prepared to make that call when the time comes. Refer to individual student/school building crisis plan for details	Call/text for administrator assistance to support the student. Give the student space with supervision and/or escort other students in the classroom out of the space. Remove items close to the student that might pose harm (i.e., scissors, sharp objects, staplers, computers).
Use minimal words and demands	When a student is in crisis, they often struggle to listen and attend to directions due to their physiological arousal. This is not the time to present consequences for behavior, instead provide space and calm for the student, limiting words and demands.	“Thank you for sitting down, Piper.” “I am here when you are ready, Eli.” See Figure 2 for more on crisis support routines
Stay Calm	Attend to your own state of physiological arousal and practice self-regulation strategies. If you find yourself escalating and additional supports are available/it is safe to do so, take a break from the situation to regain calm. Remember, you cannot use your skills to regulate the intensity of the situation if you are experiencing behavior escalation.	Ask to leave the space if there are other adults in the room to supervise the student(s). Take 3 deep breaths before talking to student. Notice your heart rate and remind yourself to relax.



Remember, the strategies included in this brief are NOT a replacement for thorough training in crisis prevention and response strategies. Rather, these practices can be used to enhance and support your implementation of district-approved practices.

Regulate	Choose one: 1. Praise approximations 2. Nonverbal prompt of regulation routine 3. Offer time and space	Examples <ul style="list-style-type: none"> "Good job lowering your voice" Staff quietly models deep breathing "I will be here when you are ready to talk"
Relate	Choose one: 1. Brief sincere words of empathy 2. Brief expression of concern	Examples <ul style="list-style-type: none"> "I want to help you be safe" "I can see you are angry and upset" <i>Repeat REGULATE and RELATE until student appears to become more regulated</i>
Reason	1. One simple instruction to assess regulation at a time 2. Focus on what student should do	Examples <ul style="list-style-type: none"> "Can you show me the deep breathing routine?" "Let's sit together in the break space"

Figure 2. Example Crisis Support Routines

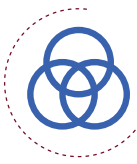
Recovery and Restoration

De-escalation following a crisis can be thought of in two stages. First, there is the immediate period of recovery following an intense behavioral incident, during which both staff and the student (and often their peers) need to regulate, reinstate calm, and resume typical classroom activities. For example, immediately following a crisis, a student can be tired or

exhausted, quiet, or embarrassed. Recovery can last a few minutes, a few hours, or for the rest of the school day, depending on the student's temperament and the intensity of the behavior exhibited. During recovery, the focus is on using strategies to restore normal routines such as the ones in Table 5.

Table 5. Examples of Strategies for Crisis Recovery

Strategy	Definition	Examples
Welcome Student	Welcome the student back into the space in a positive manner. This can be done discretely 1:1 or in front of the entire class, depending on student preferences and needs. This signals to the student that they are accepted and valued and models to the class that the student is welcome into the classroom community.	"Leela, welcome! We are so happy to have you back in class. Take a seat at your desk."
Reintegrate	Allow student to take part in regular classroom activities. Provide student clear expectations and directions for the activity, acknowledge the student's needs, and give positive praise for following expectations.	"Quinn, would you like to start read aloud with us? The expectation is that students will sit at their desks quietly and read along or draw while I read aloud." "Quinn, thank you for quietly going to your seat and getting your book."
Focus on Present	Allow students time to regain self-regulation, re-integrate into the classroom, and get back to baseline before discussing consequences or debriefing. Bringing up the crisis situation too early can re-escalate a student.	Refraining from making comments about behavioral incident or reviewing consequences right away.

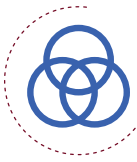


Once the student, staff, and peers have had a chance to return to regulation, restoration—the final stage of de-escalation—can begin. Restoration, may include reparations (e.g., cleaning up materials that were thrown, redoing an assignment that was torn up, apologizing to a peer) that are meaningful and contribute to the classroom community. These reparations may help students to recognize how their actions affected others in the classroom. It is also important during the restoration stage for

staff to guide student self-reflection on the incident with the goal of **(a) understanding what events led to escalation and (b) identifying strategies for preventing escalation in similar situations in the future.** This step provides staff the opportunity to use information gathered from the student and reflections on their own behavior during the escalation incident to consider how to modify classwide behavior support strategies to better fit student need. Steps to facilitate restoration can be found in Table 6.

Table 6. Examples of Strategies to Facilitate Restoration

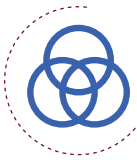
Strategy	Definition	Examples
Debrief with Student	Set aside time to help the student reflect on and describe their perception of the escalation incident to identify events/circumstances that led to the escalation, thoughts and feelings the student was having at the time, and strategies that staff and the student can use to foster self-regulation when similar events/thoughts/feelings occur in the future.	<p>Create a debrief checklist to guide the conversation and allow the student to reflect on their answers to questions such as:</p> <ul style="list-style-type: none"> • “Can you describe what was happening when you started to get upset? What were you feeling just before you became dysregulated? Can you show me where you were on the feelings scale?” • “Let’s talk about ways that you can let me or another adult know when you are feeling upset/nervous/scared and need a quick break.” • “How would you like for me to prompt you to take a break, use a calming strategy, or ask for help when I notice that you are becoming agitated?” <p>Co-create a plan with the student for how and when to prompt use of self-regulation strategies and provide instruction on regulation skills.</p>
Staff Debrief and Self-reflection	Staff review escalation cycle and reflect on their own behavior and current classwide preventive strategies to (a) identify strategies for remaining calm during student escalation/crisis (as needed) and (b) identify appropriate next steps for better supporting the student and preventing behavioral escalation.	<p>Encourage staff self-reflection⁵</p> <p>Consider the nature of the behavioral incident and information gathered as part of the student debrief to identify next steps (e.g., provide student with additional opportunities to practice and receive feedback on use of regulation strategies, monitor student behavior to identify triggers and patterns, refer student for additional assessment and support, revise current supports to better emphasize prevention, promote high-fidelity implementation of proactive function-based plan).</p>



Conclusion

As part of an inclusive classwide system of support, educators build strong student-teacher relationships, implement consistent instructional strategies, and use evidence-based responsive interventions to prevent student behavior from escalating to unsafe levels.

Whether working with students who experience low-level or more intense behaviors, this practice brief can be a resource to help teachers feel better equipped to work through the de-escalation process.



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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/multi-tiered-system-of-supports-mtss-in-the-classroom>
3. <https://www.pbis.org/resource/habits-of-effective-classroom-practice>
4. <https://www.pbisapps.org/articles/dont-discipline-hangry-3-steps-to-a-better-classroom>
5. <https://www.midwestpbis2.org/training-content/de-escalation>



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MEMORANDUM

Date: April 18, 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



Occupational and Physical Therapy

Authorization for Use and/or Disclosure of Information (DM 63) Form

- Required for Initial and Transfer Referrals
 - All areas must be completed and all boxes checked that apply
1. Student Information
 2. Authorization (Agency Information - Disclosing/Receiving)
 3. Informed Consent- Parent/Guardian Initials required (all three lines)
 4. Specify Records - check boxes
 5. Duration
 6. Check boxes for the purposes giving authorization
 7. Parent signature and date

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



Authorization for Use and/or Disclosure of Information

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____
 School Site: _____ LEA of Residence: _____
 Street Address: _____ City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ E-mail Address: _____

AUTHORIZATION

I authorize the individual/agency named below to disclose the above-named student's medical and/or educational information to the receiving LEA as indicated under this Authorization.

Individual/Agency DISCLOSING Information: Your District Name Here

→ DISCLOSING AGENCY
 Street Address: _____ City: _____ State: _____ Zip Code: _____
 Contact Name: _____ Phone: _____ E-mail Address: _____

Individual/Agency RECEIVING Information: Desert Mountain SELPA

→ RECEIVING AGENCY
 Street Address: _____ City: _____ State: _____ Zip Code: _____
 Contact Name: _____ Phone: _____ E-mail Address: _____

→ I agree that the Individuals/Agencies above may mutually share information.

INFORMED CONSENT (INITIAL EACH STATEMENT BELOW)

→ **REVOCACTION:** I understand that I have the right to revoke this Authorization, in writing, at any time by sending such written notification to the releasing agency. Written revocation will be effective upon receipt, but will not apply to information that has already been released in response to this Authorization.

→ **REDISCLASURE:** I understand that educational health information used or disclosed pursuant to this Authorization may be subject to redisclosure by the recipient and it is no longer protected by federal laws and regulations regarding the privacy of protected health information. I further understand the confidentiality of the information when released to a public educational agency is protected as a student record under the Family Educational Rights and Privacy Act (FERPA).

→ **HEALTH INFORMATION:** I understand that authorizing the disclosure of health information is voluntary. I can refuse to sign this Authorization. I do not need to sign this form in order to assure medical treatment.

→ SPECIFY RECORD(S):

Medical/Medication Mental Health/Psychiatric Drug/Alcohol
 Educational Records STD/HIV Test Results Other: _____

→ **DURATION:** This authorization shall become effective immediately and shall remain in effect until _____ (Date) or for one year from the date of signature if no date is entered.

→ I request that the information released pursuant to this Authorization be used for the following purposes:
 Educational Assessment Educational Planning Other: _____

A COPY OF THIS AUTHORIZATION IS AS VALID AS AN ORIGINAL. I UNDERSTAND THAT I HAVE A RIGHT TO RECEIVE A COPY OF THIS AUTHORIZATION FOR MY RECORDS.

→ Parent/Guardian Signature: _____ Date: _____
 Student Signature: (if applicable) _____ Date: _____

- Informed consent is a fundamental requirement under FERPA and IDEA.
- Disclosing who the district will be sharing educational information with builds trust and provides transparency with parent/guardian.
- The district is the custodian of records and the disclosing party. The SELPA is receiving the information so the SELPA OT or PT can provide services to the student.