

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
May 16, 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
Trona Joint Unified SD – 83600 Trona Rd, Trona, CA 93562

1.0 CALL TO ORDER

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

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

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that the May 16, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda be approved as presented.

5.0 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.

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

5.1.1 April 18, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

5.1.2 Removal of January meeting as voted on April 18, 2025

6.0 FINANCIAL COMMITTEE ITEMS

6.1 2024-25 X-Pot Refunds

Kayla Gewirtz will review the 2024-25 X-Pot Refunds

6.2 2024-25 Fee-For-Service Refund

Kayla Gewirtz will review the 2024-25 Fee-For-Service Refund

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7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Updates

Pam Bender will provide Legislative updates.

7.2 Credentials Bridge Authorization Update

Pam Bender will provide a Credentials Bridge Authorization update.

7.3 Services Survey and Vision Input

Pam Bender will share out the survey regarding services from CAHELP and input into vision statement for CAHELP.

7.4 Special Education Connection Approval

Pam Bender will share the Special Education Connection Approval update.

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

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

7.5.1 Desert Mountain Children’s Center Client Reports

7.5.2 [Mental Health Article](#)

7.6 [Professional Learning Opportunities](#)

Heidi Chavez will review Professional Learning Opportunities

7.6.1 Professional Learning Summary

7.6.2 Community Advisory Committee

7.6.3 Directors’ Training Save the Date

7.6.4 Orton-Gillingham Approach

7.6.5 Upcoming Events

7.7 Resolution Support Services Summary and Update

Sheila Parisian will review Resolution Supports Services Summary and update.

7.7.1 Due Process Summary

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- 7.7.2 Due Process Activity Summary
- 7.7.3 Legal Expense Summary
- 7.8 Compliance Update
 - Dr. Peggy Dunn will provide a Compliance Update.
 - 7.8.1 State Performance Indicator 13
 - 7.8.2 The Target Monitoring Year
- 7.9 Non-Public Schools Updates
 - Dr. Peggy Dunn will provide Non-Public Schools Updates.
- 7.10 California Longitudinal Pupil Achievement Data System (CALPADS) Update
 - Colette Garland will provide a CALPADS update.
- 7.11 Personnel Data Reports Update
 - Colette Garland will provide a Personnel Data Reports update.
- 7.12 Desired Results Developmental Profile (DRDP) Update
 - Colette Garland will provide a DRDP update.
- 7.13 Special Education Information System (SEIS) Update
 - Colette Garland will provide a SEIS update.
- 7.14 Career Technical Education (CTE) Updates
 - Isaac Medina will provide Career Technical Education updates.
- 7.15 Prevention and Intervention (P&I) Updates
 - Angie Mgbeke will provide Prevention and Intervention updates.
 - 7.15.1 Prevention and Intervention Training
 - 7.15.2 California PBIS Call for Proposals
 - 7.15.3 PBIS Cognitive Disabilities

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7.16 Occupational and Physical Therapy Services Reports and Updates

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

7.16.1 OT and PT Services

7.16.2 We Are Here to Help

7.17 SELPA Form DM 114 – Behavioral Emergency Report (BER)

Danille Côté will review Form DM 114 – Behavioral Emergency Report (BER).

7.17.1 Behavioral Emergency Report (BER) Red-lined

7.17.2 Behavioral Emergency Report (BER) Online Use Only

7.17.3 Behavioral Emergency Report (BER) Print Use Only

8.0 INFORMATION / ACTION ITEMS

9.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS

10.0 CEO COMMENTS

11.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert Mountain SELPA Steering and Finance Committee is again prepared to receive the comments of the public regarding items on this agenda or any school-related special education issue. 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 no further opportunity for the general public to address the Council on items under consideration.

12.0 ADJOURNMENT

The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Friday, June 13, 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.

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DESERT MOUNTAIN SELPA MEMBERS PRESENT:

Academy of Academic Excellence/Norton Sciences and Language Academy – Marcelo Congo, Apple Valley Unified SD – David Wheeler, Bear Valley Unified SD – Leigh Anne Drake, Desert Mountain Operations – Stephanie Hedberg, Health Sciences High School & Middle College – Bryan Dale via zoom (10:04), Helendale SD – Gabriela Rodriguez, Lucerne Valley Unified SD – Vici Miller, Needles Unified SD – Jamie Wiesner via zoom, Oro Grande – Scott Heitman, Silver Valley Unified SD – Cheri Rigdon, Snowline Joint Unified SD – Pam De Renard

GUESTS PRESENT:

Angelina Darnold – San Bernardino County Superintendent of Schools, Richard Frederick – DM Operations, Dr. Penny Tharpe – DM Operations, Priscilla Avila – Apple Valley Unified SD

CAHELP, DM SELPA, AND DMCC STAFF PRESENT:

Pam Bender, Kayla Gewirtz, Linda Llamas, Heidi Chavez, Sheila Parisian, Dr. Peggy Dunn, Colette Garland, Deborah Sarkesian, Codi Andersen, Agustina Garcia, Annette Rego, Danielle Côté, Guille Robles-Burgos, Iván Campos, Jennifer Rountree, Jennifer Sutton, Dr. Karina Quezada, Linda Rodriguez, Misty Ubina, Miya Narvaiz-Ward, Rory Hazen

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 9:08 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.

4.0 ADOPTION OF THE AGENDA

- 4.1 **BE IT RESOLVED** that a motion was made by Cheri Rigdon, seconded by Pam De Renard, to approve the April 18, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 11:0:0. Ayes: Marcelo Congo, David Wheeler, Priscilla Avila, Leigh Anne Drake, Stephanie Hedberg, Vici Miller, Jamie Wiesner, Scott Heitman, Cheri Rigdon, Pam De Renard, and Bryan Dale (10:04). Nays: None. Abstentions: None.

5.0 PRESENTATIONS

- 5.1 2025-26 Projected Fee-For-Service

Angelina Darnold reviewed the 2025-26 Fee-For-Service Budget Summary and proposed rates. There is a projection of 2% COLA on salaries based on 12 benchmark districts, a 6% increase in medical costs, and a flat renewal rate on dental, vision, and life premiums. The employer paid

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statutory rates will stay the same. There is an increase from 27.05% to 27.4% in PERS. The indirect rate increased from 7.56 to 7.62%. Expenditures are projected to come in just short of 97 million, less the offsetting revenue of 21.4 and that is the LCFF and other grants that offset that cost. The excess remaining costs would be 75 million.

The Fee-For-Service projected numbers come from DM Operations which are used to determine LEA rates. There is a slight increase in related services and preschool assessment because student counts are projected to go up.

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 a motion was made by David Wheeler, seconded by Vici Miller, to approve the following Consent Items with an amendment removing the January date from the Desert Mountain SELPA Meeting Calendar. The motion carried on the following vote: 11:0:0. Ayes: Marcelo Congo, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Gabriela Rodriguez, Vici Miller, Jamie Wiesner, Scott Heitman, Cheri Rigdon, Pam De Renard, and Bryan Dale (10:04). Nays: None. Abstentions: None.

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.

Removing the January meeting was discussed and agreed upon. Discussion to remove the August meeting was discussed and will remain on the calendar.

7.0 FINANCIAL COMMITTEE ITEMS

7.1 2025-26 Proposed Budget

The projected end balance is set at \$17,876,073 after giving a \$2 million refund for Fee-for-Service, which includes all vacancies.

7.2 2025-26 IDEA RS3310 Report

The 2024-25 grant awarded amounts available to claim this year per district was shared. A transfer for 2023-24 IDEA was completed and should be received by districts soon. Contact Kayla Gewirtz or Sam

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Barker for federal fund questions.

If federal funds are used for staffing positions, a form needs to be completed and signed explaining how much money is going towards that position.

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Update

These bills are going forward right now and are being worked on and amended. They still need to go through the different hearings in the different houses and the Education Assembly. If they get approval from each of those houses, it will go to the Governor for approval. No bills have gone forward for approval at this time.

- AB606 (Quirk-Silva) This bill is the certificated employees and their professional services credential, specifically for out-of-state applicants to be able to look at alternative requirements instead of going back through and having to redo their credential in California. The credential would be valid for 2 years and then be eligible for renewal.
- AB1224 (Valencia) Teacher credentialing; substitute teachers; days of service. Having 60-day teacher substitutes instead of 30-days. State SELPA and the California Association of Superintendents are supporting it.
- AB1009 (BLANCA Rubio) Teacher credentialing: administrative services credentials for Occupational Therapists (OT) and Physical Therapists (PT). Basic skills requirements and 3 years of experience to satisfy the preliminary services credential as a school-based OT or PT. Some discussion took place that those with educational credentials have a requirement of 5 years of experience before being eligible for an administrative credential.
- AJR-7 (Addis) Special Education Funding: Protection. This bill makes sure that the US Congress opposes any reductions to funding that would negatively impact educational services for students with disabilities. It calls on the President of the United States and Congress to ensure that services and funding for students with disabilities remain uninterrupted.
- HR2333 (Mannion) protects students with disabilities by prohibiting the use of appropriated funds to eliminate, consolidate, or otherwise restructure any office in the Department of Education that administers or enforces programs under the individuals with Disabilities Act.
- HR2598 (Huffman & Van Hollen) Bicameral IDEA Full Funding Act. Pushes for full funding of IDEA.
- AB560 (Addis) Special Education: caseload limits: pupil-to-teacher ratios: Special Education Teams. It would create a “Special Education Team” at each school site to meet weekly. It would reduce caseloads as follows:
 - RSP – 20
 - SLP – 15 (0-3), 25 (3-5), 40 (TK-12)Currently it is an average of 55 SELPA wide; this would be per provider.

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- APE - 45
- Hearing Itinerant – 12
- Orientation and Mobility – 12
- Inclusion Specialists – 10
- Psychological Services – 22 (counseling), 45 (assessment)

Pupil-to-credentialed-teacher class size ratios:

- Special classes serving pupils younger than five years of age:
 - Intensive, 6:1
 - Non-intensive, 10:1
- Special classes serving pupils 5-22 years of age, inclusive:
 - Autism or emotionally disturbed, 6:1
 - Moderate-sever, 8:1
 - Mild-moderate, 10:1
 - Blended, 12:1

For low incidence:

- 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

A discussion took place regarding the ratios and how they affect both small and large districts. AB560 is backed by CTE and CYF.

Legislation is going forward for hearing on April 30, 2025, at 1:30 pm. Pam will be attending and encouraged others to attend as well.

8.2 Credentialed Bridge Authorization Update

There have been 108 participants from SELPA and 11 from the Charter SELPA totaling 199.

8.3 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 article “Moving from Autism Awareness to Acceptance,” was provided. Autism Awareness Month is evolving into Autism Acceptance Month. Early diagnosis and intervention, especially between ages 2-5, can significantly improve outcomes for children with Autism. Acceptance means challenging stereotypes. [Mental Health Articles](#) are available on the DMCC website.

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8.4 [Professional Learning Opportunities](#)

In March, 570 participants attended a training/workshop, 337 attended on-sites, and 233 participated in regional trainings. For the year, 6,982 participated in training, with 4,133 attending on-sites and 2,849 attending regional trainings to date. Behavioral support continues to have the highest participation of 2,265, which is 32% of the total participants. Participants are only counted once per training session, not the number of training days.

The Directors completed a 5-minute Directors' Training Survey to assist with the planning of the 2025-26 meetings. The survey was also sent out via email. The last Directors' training course for the year is today, April 18, 2025.

Professional Learning Collaborative meetings allow for helpful conversations in what we do and how we provide services to districts. These meetings are set up with the program specialists, Heidi, and whoever the district invites. Last year, a pilot where several districts met was implemented. Districts shared different things that were happening within their districts and became aware that they were not the only ones going through these things. All districts should work together on solving problems they are going through. There are 4 regional dates; the first one is April 21, 2025, and there are three in May. Only one needs to be attended. Districts are encouraged to invite others. The goal is to align efforts of what districts are doing with the efforts of what is happening within the district. Dates for next year will be provided in January of 2026. There will still be one-to-one meetings held.

8.5 Resolution Support Services Summary and Update

There have been 37 filings this year, of which 4 were in March. There have been 52 Alternative Dispute Resolutions with 27 initiated by the LEA and 25 initiated by parents.

Issues and concerns when submitted:

- Implementation of IEP (12)
- Assessment (6)
- Communication/collaboration Breakdown (8)
- Advocate or Parent Disruption (11)
- LRE/Placement (7)
- FAPE (3)
- Placement Type/Transitions (4)
- Other (2)

ADR SELPA Support

- Other (8)
- SELPA Facilitated IEP (25)
- LEA Facilitated IEP (SELPA Support) (7)
- Coaching Session (11)

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DM SELPA Program Specialists were acknowledged for the support they provide to districts.

Districts were encouraged to reach out to DM SELPA for support like facilitating IEPs, being present at IEP meetings, coaching sessions, mock meetings, modeling interactions, etc. To request support, complete the form on the CAHELP website.

A discussion about the cost differences between legally led ADRs and Due Process took place. The formal mediation and the reasoning behind having an OAH number was discussed. A request for DM SELPA to have a discussion with Superintendents to help them understand the differences and reasoning behind the decisions made and what is publicly available.

At 10:04 Bryan Dale joined the meeting virtually. Reaching quorum, the April 18, 2025, agenda and consent items were approved.

8.6 Compliance Update

The Target Progress Report #3 for the reporting period January 1, 2025 - June 30, 2025, is due July 10, 2025.

Intensive Progress Report #5 for the reporting period April 1, 2025 - June 30, 2025, is due July 10, 2025.

IEP Implementation Data Collection is only applicable to those who are in cycle B. The Federal government mandates CDE to monitor and enforce IEPs making sure students are receiving services as prescribed in their IEP. It is a concern when a large number of students fall below the 90% mark of receiving services on their IEPs.

- 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 – Please get it to Peggy before.

Disproportionate LEAs: Student Record Review (SRR) is due June 30, 2025

Data Quality Activity (LEAs identified disproportionate year 1 is due July 10, 2025).

CDE Benefit Review Training is May 22, 2025, for Adelanto Elementary SD, Lucerne Valley USD, Snowline JUSD, and Victor Elementary SD.

8.7 Non-Public Schools Update

From July 2024 through October 2024, there were just under 120 students placed in non-public schools. From November 2024 through February 2025, it stayed between 124 to 126 students. In March there were 130 students and in April there are 128 students placed in non-public schools.

A discussion regarding the number on timeline noncompliant records CDE has identified took place.

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Identifying the students to make sure there is a resolution is challenging. Collette offered to assist in acquiring the information sought. The dates of when the snapshots took place is relevant.

8.8 California Longitudinal Pupil Achievement Data System (CALPADS) Update

There are real time indicator searches inside of SEIS (not discipline) that can be used any time. The 16.21 report is what CDE used to look at data. Directors were encouraged to join their SEIS administrators to go through the 16.21 report to understand the data.

With a delay reason, pending records can be sent when meetings are going to be overdue.

8.9 Desired Results Developmental Profile (DRDP) Update

Directors were reminded to make sure that DRDP results are entered into SEIS. For those who have not gone through the training. Make sure they go to the draccess.org website. Staff only have to complete the training once.

8.10 Special Education Information System (SEIS) Update

The dashboard is real time data. Colette offered to provide 1-on-1 meetings to train on the SEIS dashboard.

Directors were reminded to follow up on e-signatures and unaffirmed meetings. The word “affirm” seems to be causing issues.

SEIS Training on April 25, 2025, 12:00 – 4:00 pm. LEA 1-hour check-ins are happening. The year end meeting is on May 9, 2025.

8.11 Career Technical Education (CTE) Updates

The Bridge to the Future 6 Institute training hosted by the California Transition Alliance September 30th to October 1st, 2025, in Sacramento. Those who have Workability or TPP programs have an opportunity for professional development.

8.12 Prevention and Intervention (P&I) Updates

Maximizing PBIS Implementation: A Guide to the Tiered Fidelity Inventory (TFI) is a tool to help measure the design of your tiers. It will take place virtually on April 28, 2025, from 1:00 to 3:00 pm.

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.

The California PBIS Recognition closes on May 9, 2025, for those who are implementing PBIS and are applying for recognition.

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The National Center of PBIS strategies for de-escalating student behavior in the classroom was provided in the material packet. It highlights class-wide interventions specifically designed to prevent low level challenging behaviors from escalating. It is to be used with district approved protocols and trainings.

At 10:04 am, Bryan Dale joined via zoom.

8.13 Occupational and Physical Therapy Services Reports and Updates

Referrals consist of forms DM120A, DM66, DM63, IEP or addendum, Psycho-educational evaluation, and any additional supporting information. On occasion, form DM63 and the Authorization for Use and/or Disclosure of Information is received with the parents' signature, but the top portion districts should complete is blank. The form DM120 drives the 60-day timeline start.

DM63 – Authorization for Use and/or Disclosure of Information

- Required for Initial and Transfer Referrals
- All blanks are completed
- All applicable boxes are checked
- Informed consent is fundamental under FERPA & IDEA
- District = Custodian of Records = Disclosing Party

Please contact Codi Andersen with any questions regarding services or reports. Codi and Tasha can assist with showing the referral process to those handling them in the district.

9.0 INFORMATION / ACTION ITEMS

There were no information or action items.

10.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS

Cheri Rigdon requested a copy of the Alternative Pathways presentation Victor Valley facilitated. Linda Rodriguez will follow up with Cheri.

A discussion of the utilization of Registered Behavior Technicians (RBT) and other viable options took place. RBTs have 40 hours of training with an ECBA and has check-ins regularly. Online classes are available. Pam will do an all-call with State SELPA to gather more information.

A request was made for information regarding the new reading test requirements. Dr. Karina Quezada will reach out to those requesting additional information.

There was discussion about Inter-district transfers and the previous agreements that are in place. Kayla Gewirtz will discuss the process and procedures with the SELPA business team and will reach out to those inquiring. DM SELPA will look at the process and procedures.

The possibility of a DEI do not use word list was discussed and how it can be acquired. Pam will check to see

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if there is one.

11.0 CEO COMMENTS

LLRP Special Education Connections 2-year complete package subscription that includes all DM Charter SELPA and DM SELPA districts costing short of \$46,000. This includes Congressional Watches on legislative processes through the eConnections. It also includes Federal Policy and Guidance, and Federal Stats and Regulations. A code will be provided for each district to share with their staff. It will go to Governance on May 9, 2025 for approval.

The Local Plan with Section B for this year was approved. The Local Plan for 2025-26 includes Section A (who we are), Section D (Annual Budget Plan), and Section E (Annual Service Plan). It will be going to Governance on May 9, 2025. 15 days prior to May 9th, districts will receive a notification of a Public Hearing to post. Requests to receive it prior to May 9th will be fulfilled.

Vici Millers' retirement was acknowledged. Her last meeting will be in August of 2025.

A work group met to discuss concerns regarding services and placements for students that districts are not able to serve. The group decided to meet after SELPA or Steering meetings. Pam sent out notes taken at the meeting to directors this morning. They were categorized by areas and next steps. If anyone would like to meet today, we can.

Autism Month: Autism Awareness quote "*Autism Awareness is when you know who I am. Autism Acceptance is when you're glad to see me*" by Kaelynn Partlow.

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 Leigh Anne Drake, seconded by Wheeler to adjourn the Desert Mountain SELPA Steering and Finance Committee Meeting at 2:10 pm. The motion carried on the following vote: 11:0:0. Ayes: Marcelo Congo, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Bryan Dale, Gabriela Rodriguez, Vici Miller, Jamie Wiesner, Scott Heitman, Cheri Rigdon, and Pam De Renard. Nays: None. Abstentions: None

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.

FY 2024-25
X-Pot Refund

Refund Amt - 2,379,132

Projected 24-25 Ending Balance - 627,362

X-Pot Rate 266.00

LEA	Pupil Count	X-Pot Contribution	% of Total Pupil Count	Refund Amt
County Operated Programs	1,581	420,546		
Academy for Academic Excellence	153	40,698	17.57%	24,392
Norton Science and Language Academy	207	55,062	23.77%	33,001
Adelanto Elementary	1,112	295,792	7.91%	177,283
Apple Valley Unified	2,001	532,266	14.24%	319,014
Baker Valley Unified	17	4,522	0.12%	2,710
Barstow Unified	998	265,468	7.10%	159,108
Bear Valley Unified	307	81,662	2.18%	48,944
Excelsior Charter School	396	105,336	45.46%	63,133
Excelsior Charter School Corona-Norco	19	5,054	2.18%	3,029
Health Sciences High and Middle College	96	25,536	11.02%	15,305
Helendale Elementary	135	35,910	0.96%	21,523
Hesperia Unified	3,239	861,574	23.05%	516,385
Lucerne Valley Unified	185	49,210	1.32%	29,494
Needles Unified	163	43,358	1.16%	25,987
Oro Grande Elementary	885	235,410	6.30%	141,093
Silver Valley Unified	432	114,912	3.07%	68,873
Snowline Joint Unified	1,290	343,140	9.18%	205,661
Trona Joint Unified	57	15,162	0.41%	9,087
Victor Elementary	1,588	422,408	11.30%	253,170
Victor Valley Union High	1,643	437,038	11.69%	261,939
Total	16,504	4,390,064		2,379,132
Total Districts Transfers	14,052	3,572,646		
Total Charter	871	222,376		
Total District and Charter	14,923			
District % of Pupil Count	94.16%	2,240,271		
Charter % of Pupil Count	5.84%	138,861		

FY 2024-25
X-Pot Refund

DM Operations (2900) (0292 - 5748)	1,331	354,046
DM Operations (0295 - Infant) (0292 - 5748)	25	6,650
DM Operations (0495 - Preschool) (0292 - 5748)	225	59,850
<u>County Operated Programs</u>	<u>1,581</u>	<u>420,546</u>

Desert Mountain Children's Center
 Refund of Fee-For-Service in FY24-25
 Source: FY23-24 Actuals
 Projected 24-25 Ending Balance: \$20,942,062

Local Education Agency (LEA)	ADA	Mental Health Service Cost (LEA ADA > 2500)	Contribution %	Refund Amount: \$2,000,000.00
Academy for Academic Excellence	1,393.60	-	0.00%	-
Adelanto Elementary	7,753.67	452,212	7.50%	149,928
Apple Valley Unified	12,603.31	1,194,967	19.81%	396,185
Baker Valley Unified	122.35	-	0.00%	-
Barstow Unified	6,047.25	425,747	7.06%	141,154
Bear Valley Unified	2,230.59	-	0.00%	-
County Operated	99.99	-	0.00%	-
Excelsior Education Center	2,256.22	-	0.00%	-
Excelsior Corona Norco	132.15	-	0.00%	-
Health Sciences High and Middle College	578.00	-	0.00%	-
Helendale Elementary	1,088.23	-	0.00%	-
Hesperia Unified	21,018.78	1,365,266	22.63%	452,647
Lucerne Valley Unified	943.12	-	0.00%	-
Needles Unified	998.92	-	0.00%	-
Norton Science and Language	1,042.83	-	0.00%	-
Oro Grande Elementary	5,439.36	124,847	2.07%	41,392
Silver Valley Unified	2,040.89	-	0.00%	-
Snowline Joint Unified	7,363.27	628,264	10.41%	208,298
Trona Joint Unified	267.23	-	0.00%	-
Victor Elementary	12,369.98	568,429	9.42%	188,460
Victor Valley Union High	11,340.36	1,272,637	21.10%	421,936
Total Services	97,130.10	\$ 6,032,370.00	100.00%	\$ 2,000,000.00

California Legislation

- **AB 84 - (Muratsuchi) School Accountability – Charter Schools**

Hearing took place on April 30, 2025

- **AB 560 - (Addis) Special Education – Special Education Teams: resource specialists; special classes - SIGNIFICANTLY AMENDED**

LEAs to take all reasonable steps to distribute initial assessment workload across resource specialists

Superintendent of Public Instruction (SPI) to establish a workgroup and ultimately post maximum recommended adult to pupil staffing ratios by 7/1/2027

Status - 4/30 Hearing

- **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*

Status - Referred to Appropriations

- **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

Status - Referred to Appropriation

- **AB 1224 - (Valencia) Teacher credentialing: substitute teachers: days of service. Urgency Bill**

- *60 Day Substitutes*
- *Also supported by CAFSE, ACSA, CSBA, CA Association of Superintendents*

Status - Ordered to 3rd reading

- **AB 1381 - (Muratsuchi) California School Finance Authority: Educational Workforce Housing Revolving Loan Fund.**

This bill would establish the Educational Workforce Housing Revolving Loan Fund in the State Treasury to be administered by the Authority

Loans for the purpose of conducting educational workforce housing pre-development efforts

No interest loan to be paid over an unspecified number of years

Status - Referred to Education Commission

- **AJR-7 - (Addis) Special Education Funding: Protection**

Assembly Joint Resolution

- *This measure would call on members of the United States Congress to oppose reductions to funding that negatively impacts 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.*

Status - Ordered to 3rd reading

- **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.*

Status - 3/25/25 Referred to the House Committee on Education and Workforce

- **H.R. 2598 - (Huffman & Van Hollen) IDEA Full Funding Act**

To amend part B of the Individuals with Disabilities Education Act to provide full Federal funding of such part.

Status - 4/2/25 Referred to the House Committee on Education and Workforce



AB-560 Special education: resource specialists: special classes. (2025-2026)

As Amends the Law Today

SECTION 1. Section 56362 of the Education Code is amended to read:

56362. (a) The resource specialist program shall provide, but not be limited to, all of the following:

(1) Provision for a resource specialist or specialists who shall provide instruction and services for those pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for a majority of a schoolday.

(2) Provision of information and assistance to individuals with exceptional needs and their parents.

(3) Provision of consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.

(4) Coordination of special education services with the regular school programs for each individual with exceptional needs enrolled in the resource specialist program.

(5) Monitoring of pupil progress on a regular basis, participation in the review and revision of individualized education programs, as appropriate, and referral of pupils who do not demonstrate appropriate progress to the individualized education program team.

(6) Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

(b) The resource specialist program shall be under the direction of a resource specialist who is a credentialed special education teacher, or who has a clinical services credential with a special class authorization, who has had three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing, and who has demonstrated the competencies for a resource specialist, as established by the Commission on Teacher Credentialing.

(c) Caseloads for resource specialists shall be stated in the local policies developed pursuant to Section 56195.8 and in accordance with regulations established by the board. No resource specialist shall have a caseload ~~which~~ *that* exceeds 28 pupils.

(d) Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

(e) Resource specialists shall not enroll a pupil for a majority of a schoolday without approval by the pupil's individualized education program team.

(f) At least 80 percent of the resource specialists within a local plan shall be provided with an instructional aide.

(g) Local educational agencies shall take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists employed by the local educational agency in an equal manner, unless otherwise collectively bargained.

SEC. 2. *Section 56364.3 is added to the Education Code, to read:*

56364.3. (a) *On or before July 1, 2027, the Superintendent shall establish a maximum recommended adult-to-pupil staffing ratio for special classes authorized pursuant to Section 56364.2 for pupils 3 to 22 years of age, inclusive, and post the recommendation on the department's internet website.*

(b) *In establishing the recommendation required pursuant to subdivision (a), the Superintendent shall do both of the following:*

(1) *Consult with all of the following individuals:*

(A) *Current credentialed education specialists teaching in a special class setting. A majority of the individuals consulted pursuant to this paragraph shall meet this requirement.*

(B) *Administrators serving at schoolsites, school districts, county offices of education, and special education local plan areas.*

(C) *Paraprofessionals serving in special class settings.*

(D) *Parents of pupils with exceptional needs who are served in special class settings.*

(2) *Consider all of the following:*

(A) *The varying needs of pupils, including pupils with mild to moderate support needs and pupils with extensive support needs.*

(B) *The varying needs of pupils by age.*

(C) *The types of school settings, including preschools, elementary schools, secondary schools, and nonpublic schools.*

(D) *Existing practices among local educational agencies.*

(E) *Other states' adult-to-pupil ratios for special classes.*

(F) *Other constraints, including, but not limited to, workforce and facility needs, and conditions in small and rural local educational agencies.*

(G) *The effects on the education of pupils with disabilities in the least restrictive environment, as required by the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).*

(c) *Notwithstanding Section 10231.5 of the Government Code, the Superintendent shall report their recommendations to the appropriate policy and fiscal committees of the Legislature and the state board on or before April 1, 2027, consistent with the requirements of Section 9795 of the Government Code.*

SEC. 3. *If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.*

	11-Feb	12-Feb	13-Feb	19-Feb	28-Feb	11-Mar	26-Mar	27-Mar	16-Apr	7-May	Total(s)
	MM/ESN	MM/ESN	ECSE	MM/ESN	ECSE	MM/ESN	MM/ESN	MM/ESN	MM/ESN	MM/ESN	
Adelanto SD	3	2		2		1					8
Apple Valley USD	2			40	1		1				44
Baker Valley USD											0
Barstow USD										5	5
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	3		30
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	3	5	116
Total for DMCS	2	4	0	4	0	0	0	1	0	0	11
Overall Total	17	9	1	58	2	7	6	19	3	5	127

Services Survey and Vision Input

No materials; verbal report only.

Complete Subscriptions Include unrestricted access to all Features of the *Special Ed Connection*[®]

Below you will find a comparison chart that outlines the features found within each subscription level.

Feature	Practical	Complete
SmartStarts	X	X
Administrative Rulings		X
Case Decisions		X
Topical Index		X
Briefs & Pleadings		X
Legal Watch		X
Autism Direct	X	X
eConnections	X	X
Federal Policy & Guidance	X	X
Federal Statutes/Regulations	X	X
Funding Finder	X	X
My <i>Special Ed Connection</i> [®]	X	X
News, Practical Guidance Stories and Updates	X	X
Sample Forms & Tools	X	X
Special Ed Dictionary	X	X
Special Ed Roundups	X	X
Special Links Page	X	X
State-Specific Data	X	X
Statutes and Regulations – charts and searching	X	X
Unlimited Phone Training	X	X
Unlimited User/Research Assistance	X	X



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

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

MEMORANDUM

Date: May 14, 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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Mental Health Awareness Month 2025: Turning Awareness into Action for Lasting Change May 1, 2025

Mental Health Awareness Month, observed each May since 1949, stands as a cornerstone in the national effort to promote mental wellness, reduce stigma, and advocate for accessible care in the United States. Over the decades, this observance has evolved from a week-long educational campaign into a month-long movement that mobilizes individuals, organizations, and communities to address the profound impact of mental health on society. In 2025, the theme “Turn Awareness into Action” calls for a pivotal shift: moving beyond recognition and conversation to concrete, sustainable steps that foster lasting change.¹

Since its inception, Mental Health Awareness Month has played a vital role in shaping public understanding and policy around mental health. In 2025, the need for such awareness is more critical than ever. Mental health challenges are widespread and growing: approximately 1 in 5 adults in the U.S. experience mental illness each year, and 1 in 6 youth have a diagnosable mental health condition – yet only about half of these young people receive treatment.² The prevalence of anxiety disorders, depression, and other mental health conditions continues to rise, with anxiety affecting over 40 million Americans³ and mental health crises accounting for millions of emergency room visits annually.⁴

Despite increased visibility and conversation, significant barriers remain. Stigma continues to silence those in need, while disparities in access to care persist across racial, socioeconomic, and geographic lines. Nearly 60% of people with mental illness in the U.S. do not receive treatment, and suicide remains a leading cause of death, especially among young people.⁵ These statistics underscore the necessity of not only raising awareness but also driving meaningful action to address unmet needs and systemic inequities.

The 2025 theme, “Turn Awareness into Action,” is both a rallying cry and a roadmap for the future. While awareness has grown – thanks to decades of advocacy, education, and storytelling – awareness alone is insufficient to dismantle barriers or improve outcomes. The theme urges individuals and organizations to transform understanding into tangible support, compassion into concrete steps, and intentions into real-world impact.⁶



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This shift is essential because awareness is only the starting point. It opens doors to conversation, but action is what leads to better mental health outcomes, reduced stigma, and policy change. The theme's relevance is underscored by ongoing challenges: persistent treatment gaps, underfunded services, and the disproportionate impact of mental health issues on marginalized communities.⁷ By embodying the theme, individuals can prioritize self-care and advocacy, while organizations can implement supportive policies, expand outreach, and foster inclusive environments.

To operationalize the theme, Mental Health Awareness Month 2025 advocates encourage a structured approach with weekly focus areas, allowing communities to tailor content and events for maximum impact.⁸ These weekly themes might include:

- *Week 1: Self-Care and Personal Wellness*
Offering activities such as mindfulness workshops, stress management seminars, and free mental health screenings empowers individuals to assess and prioritize their mental health.⁹
- *Week 2: Storytelling and Stigma Reduction*
Highlighting campaigns like #endthestigma invites people to share their experiences, thereby fostering empathy and breaking down stigma through the power of personal narratives.¹⁰
- *Week 3: Community Connection and Support*
Providing Mental Health First Aid training equips community members with skills to recognize and respond to mental health crises, while support groups and open forums help build a sense of solidarity.¹¹
- *Week 4: Advocacy and Policy Change*
Holding fundraisers, legislative advocacy days, and educational workshops mobilizes communities to demand better mental health policies and increased access to care.¹²

Community engagement is central to the month's success. Local organizations, schools, and workplaces can adapt these themes to their unique needs, leveraging toolkits and communication



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templates provided by national organizations like Mental Health America (MHA), the National Alliance on Mental Illness (NAMI), and the Substance Abuse and Mental Health Services Administration (SAMHSA). These resources offer guidance on planning events, crafting effective messages, and building partnerships for greater impact. (*See resources list*).

Turning awareness into action requires a multi-faceted approach that empowers individuals and communities alike. Key actionable steps include:

- *Prioritizing Self-Care and Seeking Help*
Encouraging individuals to regularly check in on their mental health, utilize free and anonymous screenings, and seek professional support when needed. Promoting self-care practices such as exercise, meditation, creative pursuits, and maintaining social connections as vital investments in long-term well-being.
- *Supporting Others and Fostering Open Conversations*
Checking in on friends, family, and colleagues with genuine concern can make a significant difference. Open conversations about mental health, free from judgment, help normalize seeking help and reduce isolation.
- *Advocating for Better Policies and Access to Care*
Advocacy is a powerful tool for systemic change. Individuals can join advocacy networks, contact elected officials, and educate their communities about the importance of mental health funding and services. Supporting local and national initiatives amplifies the call for equitable access and improved care.
- *Utilizing Toolkits and Resources*
Organizations like MHA, NAMI, and SAMHSA provide comprehensive toolkits, including outreach ideas, customizable materials, and best practices for engagement. These resources are designed to make it easier for anyone regardless of background or expertise to contribute to the movement.



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One of the most effective ways to reduce stigma and foster community is through storytelling. NAMI's 2025 campaign, "In Every Story, There's Strength," highlights the resilience and diversity of mental health journeys.¹³ By sharing personal experiences, whether through social media, public forums, or private conversations individuals can inspire hope, build understanding, and encourage others to seek help.

Participating in story-sharing campaigns like #MyMentalHealth not only empowers the storyteller but also creates a ripple effect, inviting others to open up and connect. These narratives challenge stereotypes, humanize mental health struggles, and illustrate the possibility of recovery and resilience.¹⁴ Organizations are encouraged to facilitate safe spaces for sharing and to amplify diverse voices within their communities.

A robust support system is essential for translating awareness into action. Key resources include:

- *Mental Health Screenings and Support Services*
Free, confidential screenings are available online, helping individuals identify potential concerns and access appropriate care.¹⁵
- *Community Resources and Crisis Lines*
Support groups, warmlines staffed by trained peers, and crisis hotlines like the 988 Suicide & Crisis Lifeline provide immediate assistance and ongoing support for those in need. Specialized resources exist for different populations, including veterans, LGBTQ+ individuals, and youth. *(See resources list).*
- *Toolkits and Promotional Materials*
Comprehensive toolkits from organizations such as MHA, NAMI, and SAMHSA offer ready-to-use materials for planning events, launching campaigns, and educating the public. These resources ensure that even small organizations or individuals can make a significant impact. *(See resources list).*

Mental Health Awareness Month 2025 marks a transformative moment in the movement for mental wellness. The theme "Turn Awareness into Action" challenges us all to move beyond



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conversation and take concrete steps toward lasting change. By prioritizing self-care, supporting others, advocating for better policies, and utilizing available resources, individuals and communities can create a ripple effect that extends far beyond the month of May.

The collective impact of these efforts is profound. Each story shared, each conversation started, and each policy advocated for brings us closer to a world where mental health is prioritized, stigma is dismantled, and everyone has access to the care they need. As a symbol of solidarity, wearing a green ribbon during Mental Health Awareness Month serves as a visible reminder of our shared commitment to mental wellness and support for those affected by mental health challenges.¹⁶

Now is the time to act. Whether you take a small step for yourself or lead a community initiative, your actions matter. Together, we can turn awareness into action and build a future where mental health is recognized, respected, and supported for all.



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References:

1. <https://mhanational.org/our-history>
2. <https://www.nami.org/about-mental-illness/mental-health-conditions/>
3. <https://mhanational.org/quick-facts/>
4. <https://www.cdc.gov/nchs/fastats/mental-health.htm>
5. <https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2024/us-national-trends-and-disparities-in-suicidal-ideation-suicide-attempts-and-health-care-use>
6. <https://mhanational.org/mental-health-month/>
7. <https://www.aamcresearchinstitute.org/our-work/issue-brief/exploring-barriers-mental-health-care-us>
8. <https://www.samhsa.gov/about/digital-toolkits/mental-health-awareness-month>
9. <https://mhanational.org/wp-content/uploads/2025/03/2025-MHM-Planning-Guide.pdf>
10. <https://endthestigma.org/>
11. <https://www.mentalhealthfirstaid.org/>
12. <https://mhanational.org/advocacy-policy/>
13. <https://www.nami.org/get-involved/awareness-events/mental-health-awareness-month/>
14. <https://www.mentalhealthctr.com/how-to-share-your-mental-health-journey-with-others/>
15. <https://screening.mhanational.org/screening-tools/>
16. <https://mhanational.org/mental-health-month/be-seen-in-green/>



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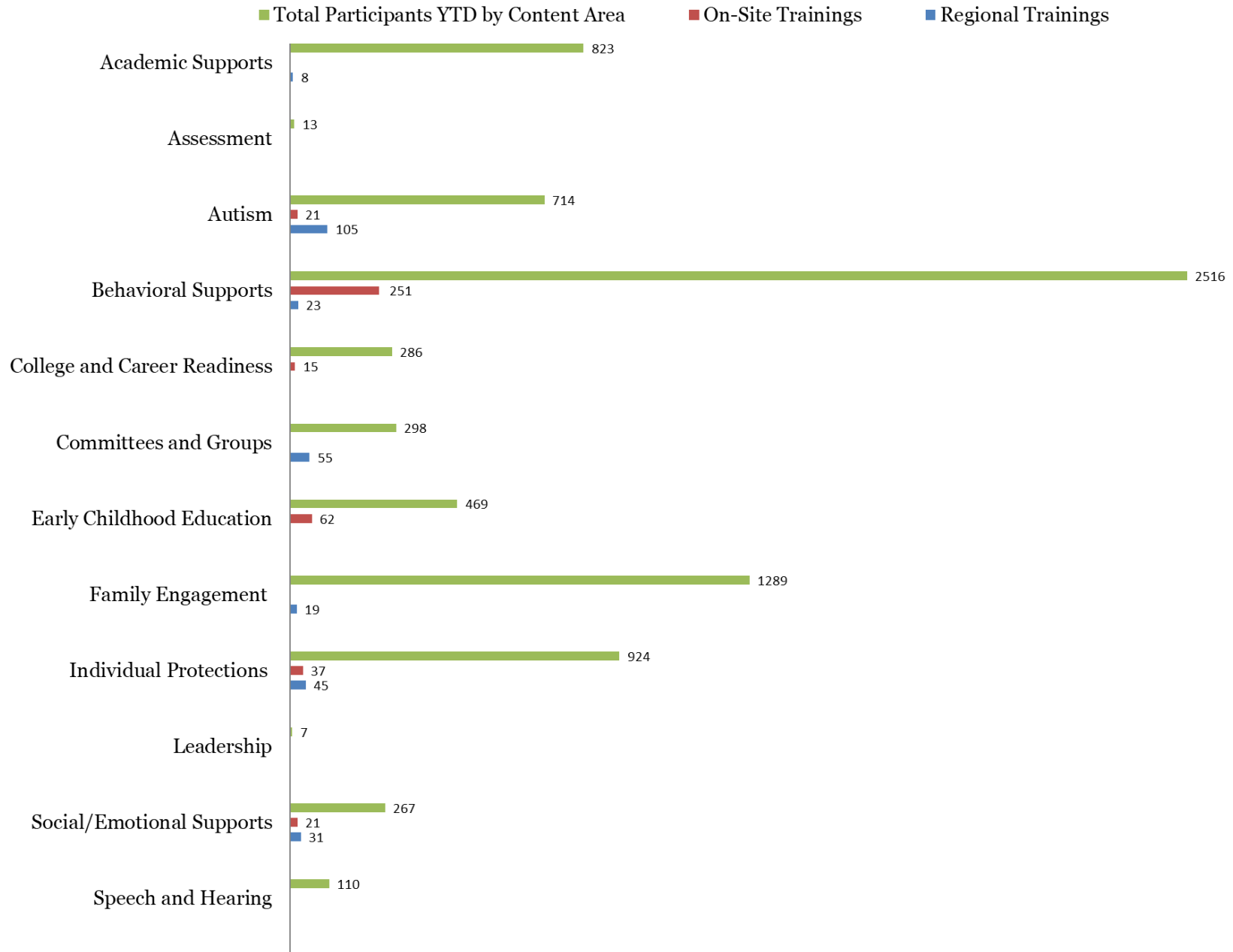
Yucca Valley: 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

Resources:

- <https://mhanational.org/wp-content/uploads/2025/03/2025-MHM-Planning-Guide.pdf>
- <https://www.samhsa.gov/about/digital-toolkits/mental-health-awareness-month>
- <https://www.nimh.nih.gov/get-involved/digital-toolkit-for-mental-health-awareness-month>
- <https://www.nami.org/get-involved/>
- <https://www.thenationalcouncil.org/mental-health-awareness-month/>
- <https://www.mentalhealthishealth.us/>
- <https://loveyourmindtoday.org/>
- <https://sounditouttogether.org/>
- <https://seizetheawkward.org/>
- <https://www.va.gov/REACH/>
- <https://988lifeline.org/>
- <https://www.depressionlookslikeme.com/>
- <https://www.asics.com/us/en-us/mk/deskbreak?asics-orig-path=%2fmk%2fdeskbreak>
- <https://newsroom.spotify.com/2023-10-10/world-mental-health-day-take-a-beat/>
- <https://neverabother.org/youth-in-my-care/>
- <https://www.emro.who.int/mnh/campaigns/index.html>

DMSelpa Professional Learning Participation Summary

APRIL 2025 PARTICIPANTS= 286 REGIONAL, 407 ON-SITE; GRAND TOTAL 693
7,716 YEAR-TO-DATE PARTICIPANTS



SAVE THE DATES

September 18, 2025

November 13, 2025

February 19, 2026

April 16, 2026

Please register for September 18th online on [OMS](https://sbcss.k12oms.org/52-264106)
(URL: <https://sbcss.k12oms.org/52-264106>)

Please register for November 13th online on [OMS](https://sbcss.k12oms.org/52-264108)
(URL: <https://sbcss.k12oms.org/52-264108>)

Please register for February 19th online on [OMS](https://sbcss.k12oms.org/52-264109)
(URL: <https://sbcss.k12oms.org/52-264109>)

Please register for April 16th online on [OMS](https://sbcss.k12oms.org/52-264111)
(URL: <https://sbcss.k12oms.org/52-264111>)

Why should you attend?

Empowering parents to play an active role in shaping the education of their children and the community as a whole. Creating a platform for collaboration, understanding, and positive change in the educational system

Who should attend?

Any parents within the local community and local district administrators

Email: Letitia.Macaraeg@cahelp.org

Phone: (760) 955-3552

SAVE THE DATE

Special Education Directors' Training

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

October 17, 2025

Please register online on OMS

(URL: <https://sbcss.k12oms.org/52-263923>).

February 20, 2026

Please register online on OMS

(URL: <https://sbcss.k12oms.org/52-263921>)

April 17, 2026

Please register online on OMS

(URL: <https://sbcss.k12oms.org/52-263920>).

Phone: (760) 955-3552

Email: Letitia.Macaraeg@cahelp.org

Address: 17800 Highway 18, Apple Valley, CA 92307

Orton-Gillingham Approach



This training prepares you for implementing the Orton-Gillingham Approach in any educational setting. The topics covered include:

- Dyslexia and reading disorders
- Rationale for structured literacy and the OG Approach
- Phonology and phonological awareness
- English orthography and writing process
- Basic and intermediate phonics
- Lesson planning and teaching materials
- History of English and introductory morphology
- Informal assessment and diagnostic teaching
- Accuracy, automaticity, and fluency

Presented by:

Vanessa Silver, M.S., BCET, Fellow/OGA, SLDS/IDA

Dates & Times:

October 27-31, 2025

Registration begins at 7:30 a.m

Training time 8:00 a.m. - 3:30 p.m. *Lunch on your own*

Location:

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

Cost:

Members: \$500.00

Non-member participants: \$700.00

Registration:

Please register online on OMS

<https://sbcss.k12oms.org/52-254789>

Audience:

Gen ed & SPED teachers, paraprofessionals, ed. psychologists, instructional coaches, SLP teachers, administrators, parents, and outside educational agencies.

Special Accommodations:

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



Email: Cory.Lopez@cahelp.org

Phone: (760) 955-3625

Address: 17800 Highway 18, Apple Valley, CA 92307

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Education Linked Professions JPA

Upcoming Trainings

Date/Time	Event	Location
5/19/2025 2:00 PM - 4:00 PM	STRENGTHENING PROFESSIONAL LEARNING: A COLLABORATIVE APPROACH FOR DISTRICT TEAMS	DMESC
5/21/2025 3:00 PM - 6:00 PM	MILD MODERATE SUPPORT NEEDS AND EXTENSIVE SUPPORT NEEDS BRIDGE AUTHORIZATION TRAINING	VIRTUAL
5/21/2025 8:30 AM - 11:30 A	MILD MODERATE SUPPORT NEEDS AND EXTENSIVE SUPPORT NEEDS BRIDGE AUTHORIZATION TRAINING	VIRTUAL
5/22/2025 9:00 AM - 11:00 A	VIRTUAL STRENGTHENING PROFESSIONAL LEARNING: A COLLABORATIVE APPROACH FOR DISTRICT TEAMS	VIRTUAL
5/28/2025 1:00 PM - 3:00 PM	VIRTUAL STRENGTHENING PROFESSIONAL LEARNING: A COLLABORATIVE APPROACH FOR DISTRICT TEAMS	VIRTUAL
5/30/2025 8:30 AM - 12:30 PM	GRIEF AND LOSS FACILITATOR TRAINING	DMESC
6/1/2025 8:00 AM - 4:30 PM	ECSE: PRESCHOOL TO TK/KINDER TRANSITION PLANNING AND ASSESSMENT (SELF-PACED COURSE)	VIRTUAL
6/5/2025 9:00 AM - 1:00 PM	SEIS TRAINING (EVENT ID# 260795)	VIRUTAL

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

Desert Mountain SELPA
Due Process Summary
July 1, 2024 - April 30, 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	8.5	30.5	0	2	4.5	0	2	0	0	0
Apple Valley USD	10	5	5	6	5	4	35	1	0	3	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	9.5	55.5	2	2.5	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	1.83	38.33	0	0.5	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	42	265.50	7.5	8	14.5	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 - April 30, 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 - April 30, 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 - April 30, 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 - April 30, 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 - April 30, 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 - April 30, 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 - April 30, 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 - April 30, 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 - April 30, 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 - April 30, 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 - April 30, 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	5/19/2025	6/17-19/2025	Requesting a near \$80,000 in reimbursement. Resolution scheduled. Reviewing invoices as parent wants reimbursement for services they paid. Mediation scheduled.		
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	District will conduct OT and ERMHS Case Closed - Resolution		90 hours SAI/tutoring, transition, or other services provided by Professional Tutors of America

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - April 30, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
<p style="text-align: center;">35. AESD Case no. 2025030519</p>	<p>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</p>	<p>3/12/2025</p>	<p>3/20/2025 4/1/2025</p>		<p>4/29-5/1/2025</p>	<p>Parent Request: \$22,500 for 36 months to address academic, behavioral, emotional needs. Negotiating reimbursement and comp ed. Case Closed - Resolution</p>		<p>Education Fund - \$18,000 for tutoring and reimbursement</p>
<p style="text-align: center;">36. Helendale Case no. 2025030520</p>	<p>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</p>	<p>3/12/2025</p>	<p>3/20/2025 3/26/2025</p>	<p>5/30/2025</p>	<p>4/29-5/1/2025 6/24-26/2025</p>	<p>Parent request: Appropriate placement, services, measurable goals, evidence-based reading program, and comp ed Mediation scheduled.</p>		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - April 30, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
37. VUHS Case no. 2025040152	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			5/20-22/2025	Parent request: 1:1 aide, behavior services, OT services, ESY, Home ABA IEE: FBA Parent Training Staff training of IEP \$300,000 - Comp Ed -\$180,000 and \$120,000 in student costs Resolution scheduled no attorneys present. Opposing counsel and guardian refused mediation. District sent a statutory offer.		
38. AESD Case no. 2025040188	District failed to assess Student in all suspected areas of disability and refer Student for a psycho-educational evaluation. Failed to convene an IP meeting to review the results of S&L evaluation	4/3/2025	4/16/2025 4/22/2025		5/20--22/2025	Request for IEEs (Psycho ed and Speech) Request for comp ed (Speech and counseling) Mediation scheduled.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - April 30, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
39. HUSD Case no. 2025040598	Failing to provide IEE in OT.	4/14/2025			6/3-5/2025	HUSD provided parent with a PWN agreeing to fund an IEE. Case Closed - Case Withdrawn		
40. HUSD Case no. 2025040854	Child Find - THE FAILURE TO PROVIDE ASHLEY VILLANUEVA WITH SPECIAL EDUCATION SERVICES IS A DENIAL OF FAPE	4/18/2025	5/2/2025		6/3-5/2025	Student is 18 and earned credits to graduate, however guardian does not believe student earned the credits and should qualify for special education and related services. Student is set to graduate in three weeks. Mediation scheduled.		
41. AESD Case no. 2025041039	Failing to assess him in all areas of disability, Failing to refer for DHH assessment, Failed to offer academic goals reasonably calculated to ensure ed benefit, Failed to offer a clear offer of FAPE	4/24/2025	5/8/2025		6/10-12/2025	Resolution scheduled.		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2024 - April 30, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
42. HUSD & VESD Case no. 2025041170	Failing to Identify need for SEPD from August 2023 – April 2024 Failed to address student needs in academics, behavior, OT, and social skills Failing to conduct FBA	4/28/2025	5/13/2025		6/17-19/2025	Resolution scheduled.		

Desert Mountain SELPA
Legal Expense Summary
As reported at steering April 18, 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	\$303,053.54

13

State Performance Plan Indicator 13: Secondary Transition

Indicator 13 is a compliance indicator that measures the percent of students with disabilities ages 16 and above with an IEP that includes appropriate measurable post-secondary goals annually updated and based on age-appropriate transition assessment and services. This includes courses of study that will reasonably enable the student to meet those post-secondary goals and annual IEP goals related to the student's transition service needs.

Which Local Educational Agencies (LEAs) receive results for this indicator?

The LEA designated as the Reporting LEA for students with disabilities ages 16-22 will receive results for Indicator 13.

What is the data source?

Indicator 13 is calculated using data from the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year (EOY) 4 submission. This indicator is reported by the Reporting LEA. To be compliant with this indicator, Post-Secondary Goals 1-8 (shown below) must be marked "yes" with the exception of the "if appropriate and agreed upon, agencies invited" field, which may be marked "yes" or "N/A".

- Is there an appropriate measurable post-secondary goal or goals that covers education or training, employment, and, as needed, independent living?
- Is (are) the post-secondary goal(s) updated annually?
- Is there evidence that the measurable post-secondary goal(s) were based on age-appropriate transition assessment?
- Are there transition services included in the IEP that will reasonably enable the student to meet his or her post-secondary goals?
- Do the transition services include courses of study that will reasonably enable the student to meet his or her post-secondary goals?
- Is (are) there annual goal(s) included in the IEP that are related to the student's transition services needs?
- Is there evidence that the student was invited?
- If appropriate, is there evidence that a representative of any participating agency was invited with the prior consent of the parent or student who has reached the age of majority?



Related California School Dashboard Indicator

No related Dashboard indicator

Related LCAP Priority

Priority 8: Student Outcomes

Associated Special Education Monitoring Level

Universal and Compliance-only Targeted Monitoring

For more information please visit:

<https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>



How are results calculated?

Results are calculated by dividing the number of students with disabilities ages sixteen and above whose IEP includes appropriate measurable post-secondary goals that are annually updated and based upon an age-appropriate transition

assessment and transition services ("yes" response on Goals 1 through 8 on the IEP, with the exception of "agencies invited" which may have a "yes" or "N/A" response) divided by the number of students with disabilities ages sixteen and above, multiplied by 100.

$$\left(\frac{\text{\# of students with disabilities ages 16 and above with "yes" responses on transition service goals 1 through 8}}{\text{Total \# of students with disabilities ages 16 and above}} \right) \times 100$$

What is the target for Indicator 13: Secondary Transition?

Indicator 13 is a compliance indicator. Compliance indicator targets are set at either 0% or 100% based on the requirements of IDEA. Regarding secondary transition goals and services, IDEA requires that all students ages 16 years and older have IEPs that include appropriate post-secondary goals and additional transition requirements on or before their 16th birthday. Therefore, the California State Performance Plan established the following targets by school year:

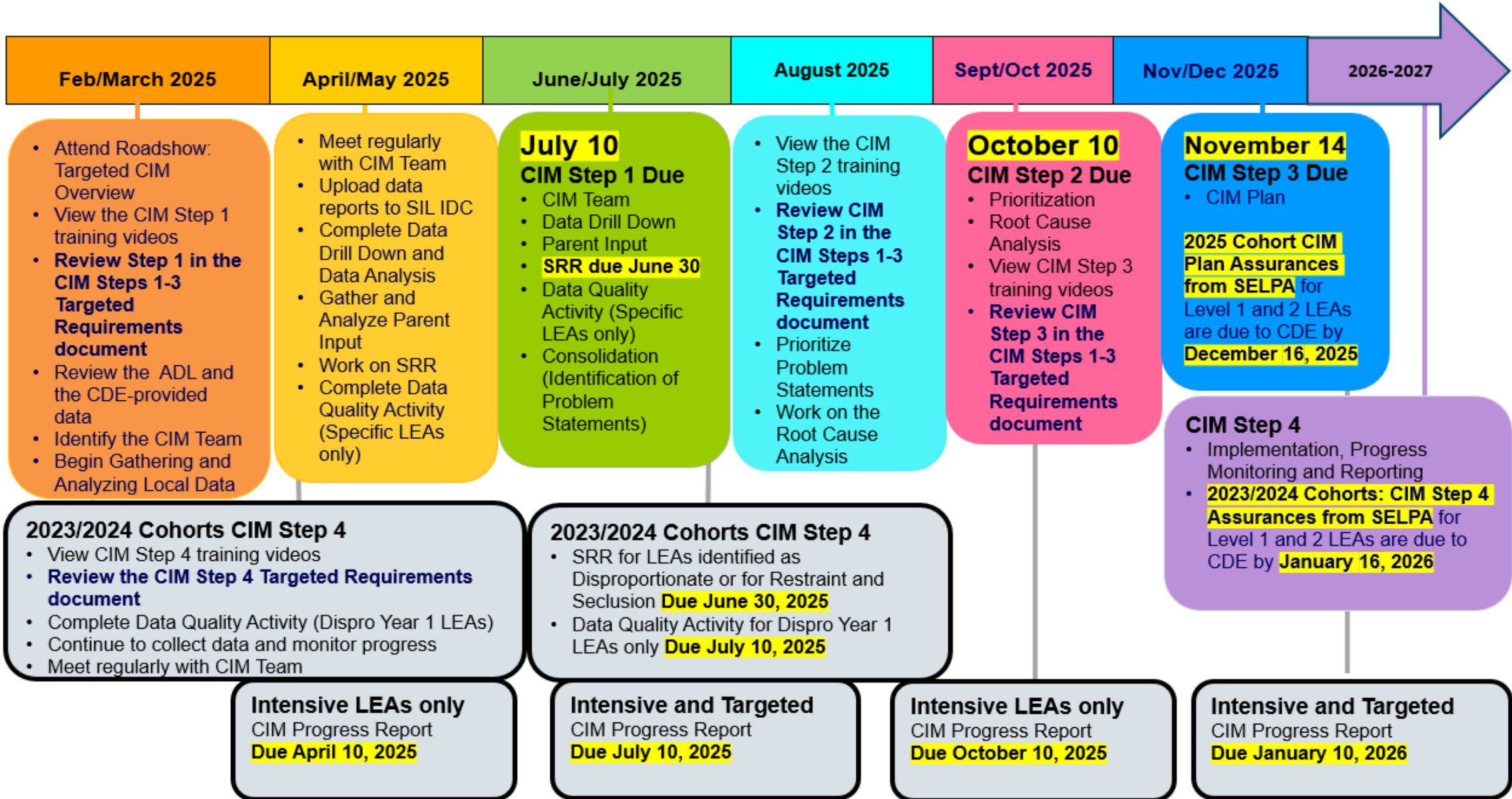


The current year target for Indicator 13 can also be viewed in the LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.



The Targeted 2025 Monitoring Year

**2025
CIM
Cohort**



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	12	1		13				
Apple Valley	14	1	11	26	16	1	12	29	20	1	11	32	19	1	10	30	17	1	10	28				
Baker																								
Barstow	8	2		10	10	2		12	9	2		11	9	2		11	9	2		11				
Bear Valley	1			1	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	15	1	1	17				
High Tech High																								
Lucerne Valley	3	1		4	2	1		3	2			2	2			2	2			2				
Needles																								
Oro Grande																								
Silver Valley	4			4	3			3	3			3	2			2	2			2				
Snowline	7		1	8	8		1	9	8		1	9	8		1	9	8		1	9				
Trona																								
Victor Elem	7			7	6			6	7		1	8	8		1	9	9		1	10				
VVUHSD	22	2	4	28	26	2	4	32	26	2	4	32	27	2	4	33	27	2	5	34				
TOTALS	97	8	19	124	99	8	19	126	104	7	19	130	103	7	18	128	102	7	18	127				
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

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
 - Data Discrepancies

Personnel Data Reports

- Completed Submission – both SELPAs
- Waiting for the anomaly process with CDE

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

SEIS Reminders

Review Dashboard

- Overdue Plan Reviews/Reevaluations/Initials
- Follow up on SEIS Sign (e-signatures)
- Unaffirmed Meetings

SEIS Training/Open Forum Dates/Times

- **5/1 SEIS Training 12:00 – 4:00 (Zoom)**
- **5/6 Open Forum 9:00 – 11:00 (Zoom)**
- **5/13 SEIS Training 9:00 – 1:00 (Zoom)**
- **5/14 Open Forum 2:00 – 4:00 (Zoom)**

May 9th End-of-Year SEIS Admin Meeting 9:00 – 3:00

- – LCS Advanced Data Tech Training



BE A STUDENT COMMISSIONER

**ARE YOU 16 TO 22 YEARS OLD AND INTERESTED IN TAKING ON A STATEWIDE LEADERSHIP ROLE?
CAN YOU TRAVEL TO SACRAMENTO FIVE TIMES PER YEAR FOR TWO DAY MEETINGS?**

The California Transition Alliance (CATA) seeking to recruit student commissioners for the California Department of Education Advisory Commission on Special Education (ACSE).

The ACSE provides recommendations and advice to the State Board of Education, the State Superintendent of Public Instruction, the Legislature, and the Governor in new and continuing areas of research, program development and evaluation in California Special Education.

Deadline for application submission is **May 16th, 2025**



APPLY NOW!

The application can be found online at
[California Alliance Transition website](#)

Prevention & Intervention Trainings

<i>PBIS Framework</i>	<i>Targeted Behavioral Supports</i>	<i>Climate & Culture</i>
Check-In Check-Out (CICO) Intervention 4 hours Tier 2	Bullying Prevention and Intervention 4 hours Tier 1	Cultural Responsiveness: A Compilation of Classroom Strategies 2.5 hours Tier 1
Check-In Check-Out Adaptations 2.5 hours Tier 2	Competing Pathways Charting 3 hours Tier 3	Cultural Responsiveness: Family Edition 2 hours Tier 1
CICO-SWIS Application 4 hours Tier 2	Creating a Responsive Classroom 4 hours Tier 1	Enhancing Disciplinary Equity through Data, Systems, and Practices 2.5 hours Tier 1
EC PBIS Overview 3 hours Tier 1	Functions-Based Strategies for Addressing Student Behavior 6 hours Tier 1	Implementing Culturally Responsive Systems and Practices 7 hours Tier 1
PBIS Bootcamp 7 hours Tier 1	MTSS Sustainability Network 2 hours Tiers 1-3	Fundamentals of Restorative Practices (2 Days) \$75/participant for materials 4 hours/day Tier 1
PBIS Facilitated Work Group 7 hours Tiers 1-3	Regaining School Muscle Memory: The Fundamentals of Behavior 2 hours Tiers 1-3	Restorative Justice Conferencing (2 Days) \$75/participant for materials 4 hours/day Tiers 1&2
PBIS In the Home 1.5 hours Tier 1	The Role of the Universal Screener 7 hours Tiers 1&2	Restorative Practices Overview 2 hours Tier 1
PBIS Overview 2 hours Tier 1		
School-Wide Information System (SWIS) Application 3 hours Tier 1		
Staff Managed (Minors) vs Admin Managed (Majors) Facilitation 2 hours Tier 1	<p>For additional course description and registration information, visit the Organizational Management System (OMS) (url: https://sbcss.k12oms.org) or submit a CAHELP On-Site Training Request Form (url: https://cahelp.org/onsite) to schedule any of the following courses.</p> <p>For more information contact Deborah Sarkesian, Program Manager Email: deborah.sarkesian@cahelp.org Phone: (760) 646-8000, ext. 333</p>	
Team Initiated Problem Solving (TIPS) 3 hours Tiers 1-3		
Tier 1: Back to Basics 3 hours Tier 1		

Prevention & Intervention Trainings

<i>Social Emotional Supports</i>	<i>Trauma-Informed Supports</i>	<i>Pathways (multi-day series)</i>
<p>Integrating PBIS & SEL 3 hours Tier 1</p>	<p>Effective Classroom Strategies to Support Your Student's Mental Health and Well Being 2 hours Tier 1</p>	<p>Empowering Educators: A Pathway to Mental Health & Well-Being (Hybrid with 6 In-person Sessions) Tiers 1&2</p>
<p>New Teacher Orientation: MTSS & SEL 3 hours Tier 1</p>	<p>Understanding and Supporting Students with Adverse Childhood Experiences (ACES) 3.5 hours Tier 1</p>	<p>PBIS K-12 Team Training Tier 1 - Implementation (4 days)</p>
<p>Overview of PBIS with SEL for Frontline Employees (1st in a series of 2) 1 hour Tier 1</p>	<p>Working with Behaviors through a Trauma-Informed Lens 2 hours Tier 1</p>	<p>PBIS K-12 Team Training Tier 2 - Readiness (4 days)</p>
<p>Social Emotional Skills PreK/TK 3 hours Tier 1</p>		<p>PBIS K-12 Team Training Tier 2 - Implementation (3 days)</p>
<p>Social Emotional Skills Elementary 3 hours Tier 1</p>		<p>PBIS Recharged Team Training Tiers 1&2 (3-4 days tailored to needs)</p>
<p>Social Emotional Skills Secondary 3 hours Tier 1</p>		<p>Pyramid Model Team Training Tiers 1&2 PreK/TK (4 days)</p>
<p>Social Skills Group 6 hours Tier 2</p>		<p>Prevent, Teach, Reinforce - Young Children (PTR-YC) Tier 3</p>
<p>Soothing Sanctuaries (Make & Take Component) 2 hours Tier 1</p>		<p>Prevent, Teach, Reinforce (PTR) Tier 3</p>
<p>Understanding PBIS with SEL for Frontline Employees 2.0 (2nd in a series of 2) 1 hour Tier 1</p>	<p>Pathway descriptions can be found towards the back of the Professional Learning Guide.</p> <p>For more information contact Deborah Sarkesian, Program Manager Email: Deborah.Sarkesian@cahelp.org Phone: (760) 646-8000, ext. 333</p>	
<p>Weaving SEL into Everyday Practices 2.5 hours Tier 1</p>		



GENERAL SESSION CALL FOR PROPOSALS

Closing May 16

FIND DETAILS AND SUBMIT AT [PBISCA.ORG](https://pbisca.org)

California PBIS is still accepting session proposals for our tenth annual California PBIS Conference, taking place October 8-10, 2025!

Submitting your proposal presents a great opportunity to share expert knowledge on PBIS implementation, integration, student and family engagement, mental health, and more with eager colleagues at our 2025 conference. As an added perk, the lead presenter of selected workshops will receive free General Conference registration!

As we prepare for another record-breaking year, the selection committee is looking forward to accepting more proposals than ever, welcoming an extended group of PBIS professionals to Sacramento for #PBISCA25.

Applicants may submit their proposals before May 16, 2025, at the website linked below.

[LEARN MORE + SUBMIT](https://pbisca.org)



Providing Access to School-Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities

Patricia McDaid, M. Kathleen Strickland-Cohen, Virginia Walker, Lyndsey Aiono Conradi

Positive Behavior Support (PBS) is an evidence-based approach used to design inclusive environments and prevent and decrease challenging behavior (Kincaid et al., 2016). PBS was first described in the 1980s as a person-centered and effective way to improve life outcomes and reduce challenging behavior for people with significant disabilities. It was developed as an alternative to commonly used punishment-based interventions. Over time, PBS expanded into a broader system that can support all the students in a school or district, including students with significant cognitive

disabilities. School-wide Positive Behavioral Interventions and Supports (PBIS) is a three-tiered system now used in schools across the U.S. and is often combined with a three-tiered system of academic support to form a comprehensive Multi-tiered System of Support (MTSS).

PBIS is designed to support all students. However, many students with significant cognitive disabilities, especially those served in self-contained special education settings, do not always receive the full range of support within PBIS (Walker et al., 2018). This Brief discusses

Photo by Allison Shelley/The Verbatim Agency for EDUimages

ways to design PBIS systems that are accessible to all students. It describes the importance of including all students in PBIS structures and gives practical strategies to help schools achieve this goal. It ends with the story of a student who benefited from full access to his school's PBIS system.

"As a matter of best practice, we strongly encourage schools to consider how the implementation of behavioral supports within the IEP could be facilitated through a school-wide, multi-tiered behavioral framework."

Swenson & Ryder, 2016

Continuum of Practices within a PBIS Framework

Schools use a PBIS framework to develop a continuum of practices that supports students' social, emotional, and behavioral growth. A representative school leadership team, which includes and engages students and families, develops and contextualizes the specific practices for each school. In Tier 1 PBIS, supports typically include selecting, defining, and teaching all students three to five positive behavioral expectations and how to demonstrate them. For example, the expectation of "Responsibility" in the cafeteria may mean throwing away your trash. In the hallway, it might refer to getting to class on time. On the playground, it could mean taking care of the environment. These setting-specific definitions are posted around the school and referred to throughout the day. School personnel acknowledge students when they meet the expectations. Staff may also use various skill-building and supportive strategies for responding to and redirecting challenging behavior when it occurs.

Tier 2 PBIS practices are used with students who need support beyond that offered by

Tier 1 alone. In Tier 2, classroom environments are observed to see what may be creating barriers to student success. Check-in/Check-out (CICO) is a common and effective Tier 2 PBIS intervention (Hawken et al., 2015). CICO provides students with adult "check-ins" at the beginning of the day and "check-outs" at the end of the day. Students receive specific and positive feedback, support, and encouragement to meet their behavioral goals. CICO can be used with any number of students and is relatively simple to implement. Schools often adopt a menu of Tier 2 interventions, which they select based on data that indicate a match with student need.

Tier 3 PBIS provides individualized behavior intervention for students who need additional support to benefit from Tiers 1 and 2. Tier 3 support uses functional behavioral assessment to create function-based behavior support plans for students with significant, ongoing, and complex behavioral needs. Student-specific teams may also consider additional supports, coordinated in Tier 3 through a wraparound or person-centered planning process.

The goal of PBIS is to provide a continuum of social, emotional, and behavioral support to all students. However, some misperceptions prevent PBIS from being fully accessible to all. First, PBIS is often misunderstood as a general education system that does not include students with disabilities served outside of general education classrooms. This misunderstanding and persistent exclusionary placement practices can result in students with significant cognitive disabilities not having full access to all tiers of PBIS. Another assumption—that students with significant cognitive disabilities "automatically" require Tier 3 behavior support—also creates barriers to full PBIS access. This assumption can lead to a determination that students with significant cognitive disabilities are not likely to benefit from Tier 1 and 2 supports. Students are then prevented from being included in programs and supports at

those tiers (Simonsen et al., 2020). As a result, these students often miss out on the social, emotional, behavioral, and academic benefits of accessing all three tiers of PBIS on an ongoing basis.

Importance of Including Each and Every Student in PBIS

The intent of PBIS is to support all students within a fully inclusive framework (Horner et al., 2017). Students with significant cognitive disabilities typically spend most of the day in separate, special education settings (Kleinert et al., 2015). As a result, they may have limited or no access to the school-wide aspects of PBIS. By promoting greater access to inclusive settings and ensuring that PBIS is available to every student no matter their placement, schools can provide students with significant cognitive disabilities increased opportunities to participate in and benefit from behavior supports available to their peers without disabilities (Loman et al., 2018; Walker et al., 2018).

There are a variety of reasons to include students with significant cognitive disabilities in all aspects of PBIS. First, not all students who require intensive, individualized (Tier 3) academic support also need the same level of behavior support. Even those students who do require Tier 3 behavior support can also benefit from school-wide behavior support practices. For example, all students, including those with significant cognitive disabilities, can benefit from Tier 1 practices such as predictable classroom routines, clearly defined behavioral expectations, increased prompts for positive behavior, and more positive feedback than corrective feedback (Simonsen et al., 2020). Consistent access to these types of support at Tier 1 can prevent some students with significant cognitive disabilities from needing more targeted or intensive behavioral interventions and can help foster inclusion of students who have more intensive behavior support needs.

Second, all students, including students with significant cognitive disabilities, benefit when their Tier 3 behavior supports correspond to the school-wide system. For example, school-wide reward systems provide increased opportunities for positive reinforcement for specific appropriate behaviors in various school environments and from a variety of adults. This consistency across settings can help students with significant cognitive disabilities generalize these behaviors more easily and increase the likelihood they will be successful in general education classrooms. The story provided later in this Brief provides an example of how this can look.

A third reason to include students with significant cognitive disabilities in all tiers of PBIS is that PBIS has consistently been shown to reduce schools' use of detention, restraint, and seclusion (Grasley-Boy et al., 2019; Lee & Gage, 2020). Although students with disabilities make up only about 12% of total school enrollment in the U.S., they experience more than half of all suspensions, restraints, and seclusions (Office of Civil Rights, 2018). A critical feature of PBIS is developing a school-wide and instructional approach to discipline, focused on teaching and prompting expected behavior and redirecting challenging behavior. This type of approach can limit the overuse of traditional exclusionary discipline consequences.

Finally, by defining and explicitly teaching school-wide expectations, PBIS offers the opportunity to build more inclusive school cultures. By intentionally and meaningfully including students with significant cognitive disabilities in all aspects of PBIS, schools can demonstrate commitment to inclusion. They can also foster understanding and acceptance of differences and help to ensure all students, including those with disabilities, are treated with dignity and respect by all staff and peers.

Practical Strategies for Including Each and Every Student in PBIS

There are school-wide, classroom-wide, and student-specific strategies to provide all students with access to PBIS. Four keys to providing access to all PBIS tiers for students with significant cognitive disabilities include:

- collaborative teaming between general and special educators;
- joint professional development for all teachers;
- Universal Design for Learning (UDL; CAST, 2018);
- linking Tier 3 individualized behavior support plans with school-wide PBIS.

Collaborative Teaming

Special education teachers are often not involved in their schools' PBIS teams (Shuster et al., 2017). Including special education teachers and other school personnel who support students with significant cognitive disabilities (e.g., paraprofessional, speech-language pathologist, assistive technology specialist, behavior analyst) in these collaborative teams is essential. These individuals have expertise that can support the development, implementation, and monitoring of effective PBIS supports that are accessible to all students.

Joint Professional Development

Special education personnel should be included in all PBIS professional development and training activities. Joint training ensures that *all* school members have the information to provide behavior support across *all* tiers of PBIS for *all* students. In addition, when PBIS training includes information on how students with significant cognitive disabilities can participate in PBIS, access to appropriate and meaningful PBIS support in inclusive school-wide settings is likely to improve (Kurth & Zagona, 2018).

Universal Design for Learning

Walker and Loman (2021) recommended that schools consider the principles of UDL to meet the needs of all students participating in PBIS, including those with significant cognitive disabilities. Supports designed with UDL principles in mind provide students with multiple means of engagement, representation, and action and expression (CAST, 2018). Table 1 provides examples of applying UDL to each element of PBIS.

In addition, embedding evidence-based educational practices that address the needs of students with significant cognitive disabilities into the teaching of school-wide expectations can increase student success. These practices include peer-mediated supports, systematic instruction, and visual supports (Browder et al., 2014; Hume et al., 2021). For example, adding visual supports (e.g., photos) to posters displaying school-wide expectations and setting-specific definitions will benefit students with significant cognitive disabilities. This may also help others, including English learners and students who are not yet fluent readers. Other strategies include offering students choices and using familiar instructional materials and interventions (e.g., first-then board, social narratives). In addition, breaking down routines and procedures into smaller, accessible chunks (task analysis) and increasing practice opportunities are important to support student learning.

Tier 2 support may also need to be adapted using a UDL approach. CICO uses a daily progress report (DPR) card to monitor and reward school-wide or individual behavior goals. It has five steps: (1) check in with an adult and review DPR and daily goals, (2) receive teacher feedback throughout the day, (3) check out with an adult and receive encouragement, (4) take DPR home for guardians to sign and reward appropriate behavior, and (5) return DPR to school (Hawken et al., 2015). Possible adaptations that may support individuals with

Table 1. Application of Universal Design for Learning to Elements of PBIS

PBIS Elements	UDL Elements		
	Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action and Expression
Teaching school-wide expectations	<ul style="list-style-type: none"> • Short and focused lessons • Frequent reinforcement • Student preferences 	<ul style="list-style-type: none"> • Visual supports • Modeling • Role-play • Songs • Videos • Familiar visuals such as first/then boards • Naturally occurring prompts • Peer models 	<ul style="list-style-type: none"> • Planned practice opportunities with a variety of staff in a variety of settings • Drawing • Writing • AAC • Pointing to pictures • Multiple-choice questions • Role-play
Teaching school-wide acknowledgment systems	<ul style="list-style-type: none"> • Incorporate student preferences • Pair current reward/token systems with school-wide system 	<ul style="list-style-type: none"> • Contingency maps (visual representation of how the student can earn a reward) • Familiar visuals (e.g., "I am working for" board) • Peer models • Naturally occurring prompts 	<ul style="list-style-type: none"> • Drawing • Writing • AAC • Pointing to pictures • Multiple-choice questions • Role-play
Assessing student knowledge of school-wide expectations and reward systems	<ul style="list-style-type: none"> • Use game format • Assess skills in natural environments • Provide frequent reinforcement 	<ul style="list-style-type: none"> • Role-play • Modeling • PBIS classroom matrix with words and pictures • Peer models 	<ul style="list-style-type: none"> • Demonstration of behaviors across school environments • Request tokens at appropriate times • Drawing • Writing • AAC • Pointing to pictures • Multiple-choice questions • Role-play

significant cognitive disabilities include:

- adding visual aids (e.g., familiar picture symbols) to the DPR;
- providing more immediate feedback by increasing the frequency of opportunities to check in with an adult (e.g., at the end of each classroom activity);
- embedding familiar or individualized reward systems (e.g., tokens).

Linking Tier 3 with School-wide Supports.

Two strategies can be used to link components of PBIS to students' individualized behavior support plans. First, incorporate the language used in Tier 1 school-wide expectations into Tier 3 behavior goals. Second, include the Tier 1 school-wide acknowledgment system (e.g., tokens) into the student's individualized reward system. For example, an individual goal to ask for a break can be linked

to the PBIS expectation “Be responsible.” This language could be incorporated into verbal praise in the following way, “Nice asking for a break. You are being responsible.” In addition, the student’s token board could be redesigned to use PBIS tokens in place of stars or coins.

The Big Take-away

The goal of PBIS is to create an inclusive school-wide culture that promotes and supports positive social, emotional, behavioral, and academic outcomes for *all* students. Providing meaningful access to all tiers of PBIS to students with significant cognitive disabilities increases their membership in the school community while also leading to improved outcomes.

Quinn’s Story

Quinn is an 8th grader who attends a rural K-12 school. His IEP identifies him as a student with multiple disabilities, including a significant cognitive disability. Quinn is a friendly and outgoing young man with extensive support needs. He communicates using an augmentative and alternative communication (AAC) device and enjoys interacting with friends. His device allows him to interact socially, request items and activities, and appropriately refuse to participate in activities. Quinn accesses 8th-grade general education standards using specially designed instruction and adapted materials. He has a history of challenging behavior that includes lying down, yelling, throwing materials, pushing, and hitting. Challenging behavior occurs during transitions or when he is asked to complete non-preferred tasks and activities. He has had an individualized behavior support plan for the past several years. In addition, his school had been implementing PBIS for four years. Still, he has not been provided with access to the Tier 1 or Tier 2 behavior supports used by his grade-level peers.

Before Access to PBIS

Quinn’s IEP indicated he was included in general education classrooms for approximately 50% of the school day, with the remaining 50% in a special education classroom. Unfortunately, when staff felt he was having a “bad day,” Quinn frequently remained in the special education classroom for the entire day.

Providing Quinn with Access to PBIS

The school’s PBIS expectations of Respect, Responsibility, and Cooperation provided the base for Quinn’s access to the school-wide system. In addition to his individualized behavior support plan (which included a daily visual schedule and advance notice of transitions), he was explicitly taught the specific behaviors needed to demonstrate the school-wide expectations across all areas of the school. He was rewarded when he demonstrated those behaviors. Visual supports were added to posters displaying expectations in all common areas. They were used to remind Quinn what he needed to do before entering a specific area (e.g., hallway). Quinn surprised everyone with his ability to demonstrate these skills.

All of Quinn’s peers and teachers knew the behavioral expectations and could remind and reward him throughout the day. Because he already had strong peer relationships, reminders and praise from his classmates motivated him to use his new skills. Quinn’s individualized behavior support plan was also modified to use the same language, prompts, and rewards as the school-wide system. He appeared to like that his behavior plan was not all that different from the other students’ plans, and he did not mind receiving the additional reminders he needed to be successful.

After Access to PBIS

Although Quinn’s challenging behavior is not completely gone, it decreased dramatically. In general education classes, staff feel more able to support him. He enjoys being with his

friends and is more engaged in educational activities than in the special education classroom. Quinn's communication and social skills have also improved. This has helped him to build stronger relationships with his friends and teachers. Over time, he has consistently increased his participation and learning in general education classes alongside his peers.

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TIES Center Brief #10, July 2022

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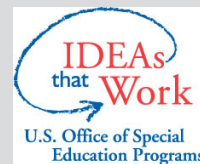
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Project Officers: Susan Weigert (TIES Center), Renee Bradley (Center on PBIS)

TIES Center is led by the National Center on Educational Outcomes (NCEO), and partners with Arizona Department of Education, CAST, University of Cincinnati, University of Kentucky, University of North Carolina–Charlotte, and University of North Carolina–Greensboro.

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

 (760) 552-6700
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 www.cahelp.org

MEMORANDUM

Date: May 16, 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

WE'RE HERE TO HELP!



- **School readiness for TK, Kinder, and Preschool**
- **Self-regulation and Co-regulation classroom techniques and strategies**
- **Foundational principles for teaching print and cursive**
- **Is it sensory or is it behavior? Strategies for both**
- **Safe student handling for physical disabilities and sensory sensitivities**

When are your teacher preparation and/or in-service days?
What are your areas of need or concern? Need a presenter?
Please contact us for more information

Tasha Burgum | 760-955-3562 | Tasha.Burgum@cahelp.org



Behavioral Emergency Report (BER)

This form must only be used for students with IEPs. For students in general education, including those on 504 plans, please use school district or charter school internal incident report form.

DIRECTIONS: Mark the proper box and complete the information below. Send the completed Behavioral Emergency Report (BER) to the site administrator and then to the director of special education for review. The director of special education will send the information to SELPA (Attn: MIS Support Analyst). Please note that a BER must be completed immediately whenever an emergency intervention is used such as seclusion, a CPI-approved physical hold (or, for NPA/NPS, a physical hold from a method approved by SELPA) or serious property damage occurs. The parent(s)/guardian(s) and residential care provider, if applicable, must be notified of the incident within one school day.

SECTION 1: The existing law requires the IEP team to consider the use of positive behavioral interventions and supports to address behaviors that impede the learning of the child and others. U.S.C. 1414(d)(d)(B)(i) and EC 56521.2)

- 1A If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an individualized education program (IEP) team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. EC 56521.1(g)
- 1B If a behavioral emergency report is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan. EC 56521.1(h)

SECTION 2:

Student Name: _____ Date of Birth: _____
Gender: Male Female Nonbinary Race/Ethnicity: _____
LEA of Attendance: _____ LEA of Residence: _____
Date of Incident: _____ Time of Incident: _____ Setting and Location of Incident: _____
Staff or Other Persons Involved: _____

SECTION 3: Describe the Triggers: (Triggers refer to events, situations, or environmental factors that precede and contribute to the occurrence of distressing behavior. Triggers may include changes in routine, sensory sensitivities, academic demands, social conflicts, or past trauma).

SECTION 4: Describe the incident in detail and step-by-step: including, in specific terms, the positive interventions and supports (as well as reinforcement) that were used by team members from least to most restrictive.

SECTION 5: Describe the debriefing process with student and staff members involved: (Debriefing is a structured process conducted after a behavioral incident to review the event, find underlying factors/causes, and develop strategies to prevent recurrence. Debriefing may involve discussions/role play/reflections done verbally or non-verbally with the student, staff, and other relevant individuals to assess the effectiveness of interventions and ensure emotional and physical well-being).

SECTION 6: Explain the details of injuries sustained to the student(s) and staff member(s) and first aid and/or medical treatment.

SECTION 7: Explain any serious property damage that was sustained during the incident (ex: damage to walls, personal property or other).

SECTION 8:

IEP meeting scheduled: _____ Date: _____ Time: _____

SECTION 9:

Report completed by: _____ Title/Position: _____

SECTION 10:

A copy of the Behavioral Emergency Report was provided to the following:

<input type="checkbox"/> Site Administrator	Date/Time: _____	<input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other: _____
<input type="checkbox"/> Parent/Guardian (within 1 school day)	Date/Time: _____	<input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other: _____
<input type="checkbox"/> Special Education Director	Date/Time: _____	<input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other: _____
<input type="checkbox"/> SELPA	Date/Time: _____	<input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other: _____



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SECTION 1: The existing law requires the IEP team to consider the use of positive behavioral interventions and supports to address behaviors that impede the learning of the child and others. U.S.C. 1414(d)(d)(B)(i) and EC 56521.2.

Please select one of the two options below

- 1A** If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an individualized education program (IEP) team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. EC 56521.1(g)
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SECTION 2:

Student Name: _____ Date of Birth: _____

Gender: Male Female Nonbinary Race/Ethnicity: _____

LEA of Attendance: Please choose one _____ LEA of Residence: Please choose one _____

Date of Incident: _____ Time of Incident: _____ Duration of Incident: _____

Staff or Other Persons Involved: _____

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Parent/Guardian (within 1 school day)	<input type="checkbox"/> Date/Time _____	<input type="checkbox"/> Phone _____	<input type="checkbox"/> Fax _____	<input type="checkbox"/> E-mail _____	<input type="checkbox"/> Other: _____
Special Education Director	<input type="checkbox"/> Date/Time _____	<input type="checkbox"/> Phone _____	<input type="checkbox"/> Fax _____	<input type="checkbox"/> E-mail _____	<input type="checkbox"/> Other: _____
SELPA	<input type="checkbox"/> Date/Time _____	<input type="checkbox"/> Phone _____	<input type="checkbox"/> Fax _____	<input type="checkbox"/> E-mail _____	<input type="checkbox"/> Other: _____



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- 1A If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an individualized education program (IEP) team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. EC 56521.1(g)
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