

California Association of Health and Education Linked Professions,  
Joint Powers Authority (CAHELP, JPA)  
**DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING**  
*June 13, 2025 – 9:00 a.m.*  
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

**AGENDA – Amended June 9, 2025**

**TELECONFERENCE LOCATIONS:**

Baker Valley School District – 72100 School House Lane, Baker, CA 92309  
Needles Unified School District – 1600 Washington St., Needles, CA 92363  
Trona Joint Unified SD – 83600 Trona Rd, Trona, CA 93562

**1.0 CALL TO ORDER**

**2.0 ROLL CALL**

**3.0 PUBLIC PARTICIPATION**

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

**4.0 ADOPTION OF THE AGENDA**

4.1 **BE IT RESOLVED** that the June 13, 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 May 16, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

**6.0 FINANCIAL COMMITTEE ITEMS**

6.1 AB602 Schedule C Purchased Services

Kayla Gewirtz will review the AB602 Schedule C Purchased Services

6.2 2024-2025 DM SELPA Related Services

Kayla Gewirtz will review the 2024-2025 DM SELPA Related Services

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6.3 2024-2025 DMCC Intensive Therapeutic Services

Kayla Gewirtz will review the 2024-2025 DMCC Intensive Therapeutic Services

6.4 2024-2025 DMCC Mental Health Services

Kayla Gewirtz will review the 2024-2025 DMCC Mental Health Services

6.5 2024-2025 DM SELPA County Operated Services

Kayla Gewirtz will review the 2024-2025 DM SELPA County Operated Services

6.6 2024-2025 District Served By and For Worksheet

Kayla Gewirtz will review the 2024-2025 District Served By and For Worksheet

6.7 2024-2025 DM SELPA Preschool Assessments

Kayla Gewirtz will review the 2024-2025 DM SELPA Preschool Assessments

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

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

7.3.1 DMCC Client Report

7.3.2 DMCC Article: Understanding PTSD in Children and Adolescence

7.4 [Professional Learning Opportunities](#)

Heidi Chavez will review Professional Learning Opportunities.

7.4.1 Professional Learning Summary

7.4.2 Co-Teaching Save the Date

7.4.3 Speech-Language Pathologists Collaborative Save the Date

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- 7.4.4 Upcoming Events
- 7.5 Resolution Support Services Summary and Update  
Sheila Parisian will review Resolution Supports Services Summary and update.
  - 7.5.1 Due Process Summary
  - 7.5.2 Due Process Activity Summary
- 7.6 Compliance Update  
Dr. Peggy Dunn will provide a Compliance Update.
- 7.7 Non-Public Schools Updates  
Dr. Peggy Dunn will provide Non-Public Schools Updates.
- 7.8 California Longitudinal Pupil Achievement Data System (CALPADS) Update  
Colette Garland will provide a CALPADS update.
- 7.9 Desired Results Developmental Profile (DRDP) Update  
Colette Garland will provide a DRDP update.
- 7.10 Special Education Information System (SEIS) Update  
Colette Garland will provide a SEIS update.
- 7.11 Career Technical Education (CTE) Updates  
Deborah Sarkesian will provide Career Technical Education updates.
  - 7.11.1 CalWorks Subsidized Employment Program Report
  - 7.11.2 CalWorks Youth Employment Program Report
  - 7.11.3 Transition Partnership Program Report
  - 7.11.4 WorkAbility I Report
  - 7.11.5 Workforce Innovation and Opportunity Act Report
  - 7.11.6 Transition Partnership Program Annual Professional Learning and Collaboration
  - 7.11.7 Transition Planning for All Students

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- 7.11.8 Postsecondary Education, Career & Community Showcase
- 7.12 Prevention and Intervention (P&I) Updates
  - Deborah Sarkesian will provide Prevention and Intervention updates.
  - 7.12.1 Empowering Educators: A Pathway to Mental Health & Well-Being
  - 7.12.2 Teir 3 Positive Behavioral Interventions and Supports: Prevent-Teach-Reinforce Module
  - 7.12.3 Teir 3 Positive Behavioral Interventions and Supports: Prevent-Teach-Reinforce for Young Children
  - 7.12.4 Tenth Annual CAHELP PBIS Recognition Event Save the Date
- 7.13 Occupational and Physical Therapy Services Reports and Updates
  - Codi Andersen will provide an Occupational and Physical Therapy Services update.
  - 7.13.1 Occupational and Physical Therapy Client Services Report
  - 7.13.2 Understanding Dyslexia: Assessment & Intervention

**8.0 INFORMATION / ACTION ITEMS**

- 8.1 SELPA Form DM 114 – Behavioral Emergency Report (BER)
  - Review and Approve Form DM 114 – Behavioral Emergency Report (BER).
- 8.2 SBCSS Transfer of SLP services back to Bear Valley USD
  - Stephanie Hedberg, SBCSS Desert Mountain Operations Area Director will share the Transfer of SLP services back to Bear Valley USD in July of 2026.
- 8.3 SBCSS Desert Mountain Operations Audiological Services
  - Stephanie Hedberg, SBCSS Desert Mountain Operations Area Director will provide the Desert Mountain Operations Audiological Services update.

**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

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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, August 22, 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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## MINUTES

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### **DESERT MOUNTAIN SELPA MEMBERS PRESENT:**

Academy of Academic Excellence/Norton Sciences and Language Academy – Marcelo Congo, Adelanto Elementary SD – Dr. Amber Best, Apple Valley Unified SD – David Wheeler, Bear Valley Unified SD – Leigh Anne Drake, Desert Mountain Operations – Stephanie Hedberg, Excelsior Charter Schools – Oscar Torres, Lucerne Valley Unified SD – Vici Miller, Oro Grande – Scott Heitman, Snowline Joint Unified SD – Pam De Renard, Trona Joint USD – Nicole Yeager, Victor Valley Union High SD – Larry Brunson

### **GUESTS PRESENT:**

Annie Perez – Adelanto Elementary SD, Dr. Penny Tharpe – Desert Mountain Operations, Krystal Kerns – Victor Valley Union High SD, Jeffrey Young – SBCSS Services Business Advisor

### **CAHELP, DM SELPA, AND DMCC STAFF PRESENT:**

Pam Bender, Kayla Gewirtz, Heidi Chavez, Dr. Peggy Dunn, Colette Garland, Deborah Sarkesian, Codi Andersen, Agustina Garcia, Annette Rego, Danielle Côté, Guille Robles-Burgos, Iván Campos, Isaac Medina, Jennifer Harms, Dr. Karina Quezada, Linda Rodriguez, Maurica Manibusan, Misty Ubina, Miya Narvaiz-Ward, Rory Hazen, Veronica Rousseau

### **1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender at 9:05 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 Dr. Amber Best, seconded by Leigh Anne Drake, to approve the May 16, 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, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Vici Miller, Scott Heitman, Pam De Renard, Nicole Yeager, and Larry Brunson. Nays: None. Abstentions: None.

### **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.

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5.1 **BE IT RESOLVED** that a motion was made by David Wheeler, seconded by Stephanie Hedberg, 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, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Vici Miller, Scott Heitman, Pam De Renard, Nicole Yeager, and Larry Brunson. Nays: None. Abstentions: None.

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

There will be a refund of \$2.3 million at the end of the year to Desert Mountain SELPA LEAs. The X-Pot rate is \$266. The projected end balance is \$627,000; the requirement is \$500,000.

6.2 2024-25 Fee-For-Service Refund

The Fee-For-Service refund totals \$2 million for districts that fully paid into the fee-for-service.

The Governance Council has approved both refunds.

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

7.1 Legislative Update

- AB1009 (Blanca Rubio) Teacher credentialing: Provides Occupational and Physical Therapists with a valid license can verify meeting the basic skills requirement and 3 years of experience as a school-based OT or PT which would satisfy the requirements for a preliminary services credential with a specialization in Administrative Services. Concern: in order for a credentialed teacher to go forward with the Administrative Services credential, they must have 5 years of experience. Status: referred to Appropriation.
- AB84 (Muratsuchi) School Accountability – Charter Schools: If the population of the non-classroom-based charter is larger than the authorizing district, that charter is going to have to go to either a larger district or be authorized by a county office. Passed with a 7 – 2 vote. Amendments are wanted. Status: going to the Commission on Appropriations.
- AG1381 (Muratsuchi) California School Finance Authority: Would establish the Educational Workforce Housing Revolving Loan Fund. Low interest loans. Status: referred to Education Commission.

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- AB560 (Addis) Special Education – Has gone forward to distribute the initial assessment and the workload. The Superintendent of Public Instruction will have a recommendation of adult to pupil ratios by July 1, 2027. The caseload of 28 for RSP remained. They encourage LEAs to work with staff to come up with other caseload requirements that could be manageable within districts. It is going forward with a 9-0 approval. Status: re-referred to the Committee of Appropriations.
- AB606 (Quirk-Silva) This bill is looking at alternative measures for those with out-of-state credentials with a specialization in pupil personnel services. The credential would be valid for 2 years and be eligible for renewal. Status: referred to Appropriations.
- AB1224 (Valencia) Teacher credentialing; substitute teachers; days of service. Having 60-day teacher substitutes instead of 30-days. State SELPA and the California Association and the Superintendents are supporting it. Status: ordered to the 3rd reading.
- H.R. 2333 (Mannion) Protecting Students with Disabilities Act: making sure that funds are not eliminated when the restructuring of the Department of Education takes effect. Makes sure that it does not reduce any funding for any of the programs under IDEA. Status: referred to the House Committee on Education and Workforce.
- H.R. 2598 (Huffman & Van Hollen) Full Funding Act: asking for full federal funding for the Federal Funding of IDEA. This has never been fully funded. Status: referred to the House Committee on Education and Workforce.
- AJR-7 (Addis) Special Education Funding: would make the President of the United States and Congress ensure that services and funding for students with disabilities are uninterrupted. Status: ordered to the 3<sup>rd</sup> reading.

### 7.2 Credentialed Bridge Authorization Update

As of this week, 159 teachers have been trained; 149 have been within the Desert Mountain SELPA; 11 have been with the Desert Mountain Charter SELPA.

A flyer for the June trainings will be sent out today or early next week.

### 7.3 Services Survey and Vision Input

Directors completed a 5-minute online Survey regarding services and vision.

### 7.4 Special Education Connection Approval

The Governance Council has approved the 2-year contract with the complete package at a cost of \$45,000 and includes Desert Mountain Charter SELPA and Desert Mountain SELPA. The usage of the subscription items used will be tracked. Training may be available at future Steering meetings.

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

#### 7.5.1 Desert Mountain Children’s Center Client Reports

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](mailto:Linda.Llamas@cahelp.org).

#### 7.5.2 [Mental Health Article](#)

A review of Mental Health article “*Turn Awareness into Action For Lasting Change*,” was provided. This article urges individuals and organizations to go beyond conversations by taking action through meaningful steps towards mental wellness, support, and systemic changes. One in 5 adults and one in 6 youth are impacted. Access to care remains limited and that is due to stigma disparities and underfunded resources. Actions taken include promoting self-care, sharing personal stories to help reduce stigma in the community, and advocating for more support. [Mental Health Articles](#) are available on the DMCC website.

### 7.6 [Professional Learning Opportunities](#)

#### 7.6.1 Professional Learning Summary

In April, 693 participants attended a training/workshop, 407 attended on-sites, and 286 participated in regional trainings. For the year, 7,716 participated in training, with 4,540 attending on-sites and 3,176 attending regional trainings to date. Behavioral support continues to have the highest participation of 2,516.

#### 7.6.2 Community Advisory Committee

Representative meetings requiring 1 LEA staff member and a parent or community member are available virtually. The representative meeting is from 4:30 to 5:00 pm. The presentation is from 5:00 to 6:00 pm. The 2025-2026 dates are:

- September 18, 2025
- November 13, 2025
- February 19, 2026
- April 16, 2026

#### 7.6.3 Directors’ Training Save the Date

These trainings are for LEA Special Education Directors and Coordinators. Directors may invite other LEA staff to attend. Trainings will be held from 12:00 to 2:00 pm at the Desert Mountain Educational Service Center on:

- October 17, 2025

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- February 20, 2026
- April 17, 2026

### 7.6.4 Orton-Gillingham Approach

Training will take place on October 27-31, 2025 from 8:00 am to 3:30 pm. It may be offered as a hybrid for those who are far away. Registration is \$500 for CAHELP members and \$700 for non-members.

### 7.6.5 Upcoming Events

A list of upcoming trainings was provided in the material packet.

## 7.7 Resolution Support Services Summary and Update

### 7.7.1 Due Process Summary

There have been 37 filing for the school year.

### 7.7.2 Due Process Activity Summary

In April there were 4 filings. There are several open cases.

### 7.7.3 Legal Expense Summary

A list of expenses was provided in the material packet.

## 7.8 Compliance Update

The IEP Implementation Data Collection data range for the IEP review is March 3 – April 30, 2025 and is due June 30, 2025. The data collection window is May 1 – June 30, 2025. Directors were asked to have it to SELPA by June 27, 2025.

### 7.8.1 State Performance Indicator 13

A reminder was provided to review the 8 questions in the Secondary Transition portion of IEPs for students 16 and older as several are not being completed. A report on students 15 years of age will be provided for review of the transition portion of IEPs.

### 7.8.2 The Target Monitoring Year

The Targeted Progress Report #3 (reporting period January 1 – June 30, 2025) and the Intensive Progress Report #5 (reporting period April 1 – June 30, 2025) are due July 10, 2025.

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Disproportionate LEAs Student Record Review (SRR) is due June 30, 2025. The Data Quality Activity LEAs identified disproportionate year 1) is due July 10, 2025.

The California Department of Education (CDE) Educational Benefit Review Training will be held on May 22, 2025 from 8:45 to 3:00pm at Desert Mountain Educational Service Center.

The Individual Transition Planning – AB438 was approved September 28, 2024. The Career Technical Education Program is a great resource for transition planning. Directors were encouraged to reach out to Deborah Sarkesian for trainings.

AB438 requires that the transition language in the IEP when the student goes to high school and if it is not, the IEP team needs to have documentation as to why the team determined that the transition language was not needed. It must be there by the time the student is 16 years old. The decision should be made in the eighth grade.

### 7.9 Non-Public Schools Update

Directors were reminded to inform Dr. Peggy Dunn when issues arise regarding NPS services. Dr. Peggy Dunn, Cory, and Nicole were thanked for their quick responses to take care of a concern.

Discussion regarding LVNs riding on school buses took place.

From July 2024 through October 2024, there were 120 students placed in non-public schools. From November 2024 through February 2025, it stayed between 124 to 126 students. In March there were between 127 and 130 students.

The next Public School virtual meeting is on May 20, 2025 at 2:00 pm.

### 7.10 California Longitudinal Pupil Achievement Data System (CALPADS) Update

Directors were encouraged to look at indicator searches available in SEIS. Colette is available to assist. There is a trend of overdue meetings without the reasons of the delay indicated causing them to be on the 16.21 report. Pending records when a meeting is overdue can be submitted ahead of the meeting. Data discrepancies is another area of concern.

### 7.11 Personnel Data Reports Update

The Personnel Data Reports have been completed for both SELPAs. It is in the anomaly process. There may be questions regarding differences in personnel between one year and the next.

### 7.12 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, please make sure they complete it at [draccess.org](https://draccess.org) website. Staff only have to complete the training once.

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### 7.13 Special Education Information System (SEIS) Update

Directors were reminded to follow up on unaffirmed meetings. There are 714 unaffirmed IEPs, 1,140 unaffirmed amendments, 677 unsigned IEPs, 481 electronic signatures which expire after 7 days.

Directors were thanked for allowing SEIS administrators to attend the End of the Year event.

Colette will create a search for students that turn 16 years old in between IEPs for the Indicator 13 transitions.

### 7.14 Career Technical Education (CTE) Updates

Bobbie Taylor and Isaac Medina conduct 2 regional trainings yearly. They are available for onsite requests. For trainings specific to transition planning and language, please reach out. The California Transition Alliance “Be A Student Commissioner” flyer was shared.

### 7.15 Prevention and Intervention (P&I) Updates

#### 7.15.1 Prevention and Intervention Training

There are 3 new pathways and new single trainings around behavior.

#### 7.15.2 California PBIS Call for Proposals

The 10<sup>th</sup> Annual Conference is in Sacramento October 8-10, 2025. They are looking for presenters.

#### 7.15.3 PBIS Cognitive Disabilities

Article “*Providing Access to School, Wide Positive Behavioral Interventions and Supports for Students with Significant Cognitive Disabilities*” was shared. It is about the history of EBS and how it was person-centered. Over time it transitioned into what we now know as PBIS. The article talks about how the continuum of practices within the PBIS framework can be used to assist students, especially those with special needs and those with cognitive disabilities. There is a table in the article that shows how to apply universal design for learning into the elements of PBIS to assist classroom teachers with setting up good classroom management and structure.

### 7.16 Occupational and Physical Therapy Services Reports and Updates

#### 7.16.1 OT and PT Services

There has been an influx of referrals for young learners. The OT/PT program can provide individualized report for each student when requested.

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### 7.16.2 We Are Here to Help

Back to school supports are available including School readiness for TK, Kinder, and Preschool, self-regulation and co-regulation classroom techniques and strategies, fundamental principles for teaching print and cursive, strategies for sensory or behavior, and safe handling techniques for students with physical disabilities and sensory sensibilities. Transportation training is also available.

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

### 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

Danielle Côté reviewed Form DM 114 – Behavioral Emergency Report (BER). Those writing BERs are not explicit enough in terms of the justification to place hands on students. Prompts and guiding language were added. This form is only to be used for students with an IEP. Students in general education and students with a 504, should complete an incident report where behavior, emergencies, and serious property damage can be reported.

Additional language regarding serious property damage will be added to the end of the directions paragraph. In Section 1, language was added regarding Ed code to utilize positive behavior interventions to support students. The writer must choose option A or B. Section 2 has minor changes. Section 3 is new. It refers to triggers, so educators explicitly describe what led to the incident. Section 4 is a description of the incident from the beginning to end. Section 5 is new regards to a briefing process explaining injuries and how those injuries were treated. Sections 6 is details of injuries. Section 7 is the explanation of serious property damage. Section 8 is the IEP meeting date. Going back to Option A and B, there are hands on seclusion or serious property damage for which LEAs do not need to discuss the incident. It is important that an IEP meeting takes place to discuss the incident and appropriate supports which could be functional behavior, assessment, and the design or the revision of the behavior plan. Section 9 indicates the individual(s) who completes the report and how the report is routed.

There is an online version that provides expandable fields. There is a printout version that can be used to write the report.

A discussion on the 24-hour time frame took place.

## 8.0 INFORMATION / ACTION ITEMS

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There were no information or action items.

### **9.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS**

There were no comments/reports provided by Steering Committee Members.

### **10.0 CEO COMMENTS**

Pam discussed an email received from the Mountain Desert Career Pathway (MDCP) JPA. A VCC Board Member stated that he works regularly with a gentleman who is the maintenance manager of Mitsubishi Cement and Founder of the High Desert Manufacturers Council shared information about a Computer Numerically Control (CNC) operator training in the Bay area specifically tailored to high functioning adults with autism. He is setting up a meeting with them to get a feel for the program to see if it is something that could be replicated in our area. He asked how many uniquely qualified high functioning adults with autism we have in the high desert that might benefit from this training program. The focus is getting students employed in a full-time career as a computer numerically controlled operator. Those interested in meeting to find out exactly what it is and whether or not there are students for that type of program are encouraged to participate.

Apple Valley USD has a program. For those interested in seeing what it looks like, they can tour the program by reaching out to David Wheeler.

At 10:09 Dr. Amber Best left the meeting.

Once Educationally Related Mental Health Services (ERMHS) assessments have been completed, DMCC enters the information in SEIS, meets with the parent and acquires the parent signature, then the CAHELP CEO signs off as the LEA Administrator to provide services for the student without delay; the case manager would be made aware and DMCC affirms the meeting in SEIS. Pam does not feel comfortable signing off as the LEA Designee because she does not know the student and because the change in ERMHS funding going directly to districts and then being a pass through back to the SELPA could be seen as a conflict of interest. Truly, a district designee is needed to sign off on the IEP Amendment. Beginning in July, the IEP Amendments will be sent to district directors who can sign off digitally or assign it to somebody who can sign off digitally as the LEA designee.

Sheila Parisian reached out to 5 regional alternative district programming groups of which 2 have multi-district SELPAs. She met with the Solano County SELPA Superintendent to discuss barriers and challenges. A meeting is scheduled next week with another SELPA. The information gathered will include a comparison and contrast between the SELPAs. A team is working on a more explicit flow chart for interim placement.

### **11.0 MATTERS BROUGHT BY THE PUBLIC**

There were no matters brought by the public.

### **12.0 ADJOURNMENT**

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

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**MINUTES**

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**BE IT RESOLVED** that a motion was made by David Wheeler, seconded by Leigh Anne Drake to adjourn the Desert Mountain SELPA Steering and Finance Committee Meeting at 10:40 am. The motion carried on the following vote: 11:0:0. Ayes: Marcelo Congo, Annie Perez, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Vici Miller, Scott Heitman, Pam De Renard, Nicole Yeager, and Larry Brunson. Nays: None. Abstentions: None

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.*

Desert Mountain SELPA  
Schedule C - Purchased Services

	A	B	C	D	E	F	G	H	I
		SELPA Related Services and Education Support	Intensive Therapeutic Services	DM Children's Center Mental Health Services	County Regional Services	Served by Other Districts	Served for Other Districts	Total Purchased Services	Preschool Assessments
1	Local Education Agency								
2	County Operated Programs	-	(6,046)	-	70,971,133	-	-	70,965,087	292,944
3	Academy for Academic Excellence	(195,276)	-	-	(17,573)	-	-	(212,849)	-
4	Norton Science and Language Academy	(279,895)	-	-	(13,226)	-	-	(293,121)	-
5	Adelanto Elementary	(119,769)	(112,853)	(529,881)	(8,389,133)	(123,510)	138,021	(9,137,125)	(203,912)
6	Apple Valley Unified	(2,104,759)	(252,912)	(1,387,701)	(9,279,737)	(60,092)	9,054	(13,076,147)	-
7	Baker Valley Unified	-	(21,160)	-	(49,107)	-	-	(70,267)	(5,744)
8	Barstow Unified	(1,226,334)	(147,112)	(463,720)	(4,110,264)	(108,531)	-	(6,055,961)	(60,312)
9	Barstow Unified (Nurse)	-	-	-	-	-	-	-	-
10	Bear Valley Unified	(315,704)	(39,297)	-	(1,529,858)	-	-	(1,884,859)	-
11	Bear Valley Unified (Nurse)	-	-	-	-	-	-	-	-
12	Excelsior Charter School	(107,404)	-	-	(32,418)	-	-	(139,822)	-
13	Excelsior Charter School Corona-Norco	-	-	-	-	-	-	-	-
14	Health Sciences High and Middle College	-	-	-	-	-	-	-	-
15	Helendale Elementary	(97,313)	-	-	(1,101,711)	(6,751)	1,059	(1,204,716)	(5,744)
16	Hesperia Unified	(3,951,434)	(99,754)	(1,660,414)	(10,673,131)	(103,497)	26,274	(16,461,956)	(17,232)
17	Hesperia Unified (Joshua Circle Nurse-3Chords)	-	-	-	-	-	-	-	-
18	Lucerne Valley Unified	(135,393)	-	-	(1,255,914)	(7,967)	-	(1,399,274)	-
19	Needles Unified	-	-	-	(2,238,254)	-	-	(2,238,254)	-
20	Oro Grande Elementary	(253,860)	(12,091)	(260,627)	(533,754)	-	-	(1,060,332)	-
21	Silver Valley Unified	(104,798)	(21,160)	-	(399,830)	-	139,014	(386,774)	-
22	Snowline Joint Unified	(1,615,582)	(58,442)	(711,109)	(6,880,433)	(46,911)	71,685	(9,240,792)	-
23	Trona Joint Unified	-	-	-	(427,157)	-	-	(427,157)	-
24	Victor Elementary	(1,512,092)	(117,891)	(875,658)	(15,835,073)	(81,533)	154,744	(18,267,503)	-
25	Victor Elementary (Nurse)	-	-	-	-	-	-	-	-
25	Victor Valley Union High	(489,175)	(252,912)	(1,372,168)	(8,204,560)	(1,059)	-	(10,319,874)	-
26	Victor Valley Union High (Nurse)	-	-	-	-	-	-	-	-
27	SELPA Low Incidence Entitlement (0296)	-	-	-	-	-	-	-	-
28	DMCC MHS (483F)	-	-	7,261,278	-	-	-	7,261,278	-
29	SELPA Related Services (0297)	12,508,788	1,141,630	-	-	-	-	13,650,418	-
30	SELPA PS/RS (0293)	-	-	-	-	-	-	-	-
31	SELPA Out-of-Home (298B)	-	-	-	-	-	-	-	-
32	SELPA X-Pot (0292)	-	-	-	-	-	-	-	-
33	SELPA Revenue Pool (029C)	-	-	-	-	-	-	-	-
30	Total Purchased Services	-	-	-	-	(539,851)	539,851	-	-

**Desert Mountain SELPA  
2024-25 Purchased Services**

2024-25 Fee-for-Service Rate Schedule		
Service	Annual	Monthly
SELPA Related Services	\$ 7,811	\$ 650.92
SELPA Education Support for Services > 120 Minutes Annually as Indicated on SELPA Form 68D	\$ 3,906	
Intensive Therapeutic Services	\$ 12,091	\$ 1,007.58

Desert/Mountain SELPA Purchased Services				
Local Education Agency	Occupational Therapy	Physical Therapy	Education Support	Total
Academy for Academic Excellence	166,635	24,735	3,906	195,276
Adelanto Elementary	-	119,769	-	119,769
Apple Valley Unified	1,588,888	363,862	152,009	2,104,759
Baker Valley Unified	-	-	-	-
Barstow Unified	1,118,926	54,026	53,382	1,226,334
Bear Valley Unified	221,963	23,433	70,308	315,704
Excelsior Education Center	86,572	651	20,181	107,404
Helendale Elementary	86,572	-	10,742	97,313
Hesperia Unified	2,983,802	620,324	347,309	3,951,434
Lucerne Valley Unified	108,052	7,160	20,181	135,393
Needles Unified	-	-	-	-
Norton Science and Language	264,272	7,811	7,812	279,895
Oro Grande Elementary	214,152	18,226	21,483	253,860
Silver Valley Unified	93,732	9,113	1,953	104,798
Snowline Joint Unified	1,403,376	156,871	55,335	1,615,582
Trona Joint Unified	-	-	-	-
Victor Elementary	1,264,080	151,013	96,999	1,512,092
Victor Valley Union High	238,236	164,682	86,258	489,175
<b>Total Services</b>	<b>9,839,256</b>	<b>1,721,675</b>	<b>947,856</b>	<b>12,508,787</b>

Desert/Mountain Children's Center  
2024-25 SPED Intensive Therapy Services

2024-25 Fee-for-Service Rate Schedule Intensive Therapeutic		
Service	Annual	Monthly
DMCC Intensive Therapeutic	\$12,091	\$1,008

Annual Cost of Services Desert Mountain Children's Center													
Actual	X	X	X	X	X	X	X	X	X	X	X	X	X
Projection												X	X
Local Education Agency	July	August	September	October	November	December	January	February	March	April	May	June	Total Cost
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	8,061	8,061	7,053	10,076	10,076	10,076	9,069	10,076	10,076	8,061	8,061	8,061	106,808
Apple Valley Unified	17,130	17,130	19,145	18,137	21,160	21,160	20,152	22,168	24,183	24,183	24,183	24,183	252,912
Baker Valley Unified	2,015	2,015	2,015	1,008	2,015	2,015	1,008	1,008	2,015	1,008	1,008	1,008	18,137
Barstow Unified - Ingels	7,053	7,053	10,076	10,076	9,069	7,053	10,076	11,084	12,091	12,091	12,091	12,091	119,907
Barstow Unified - VALA	3,023	3,023	4,030	4,030	4,030	3,023	1,008	1,008	1,008	1,008	1,008	1,008	27,206
Bear Valley Unified	4,030	4,030	4,030	3,023	3,023	3,023	3,023	3,023	3,023	4,030	4,030	4,030	42,320
County Operated	2,015	2,015	2,015	-	-	-	-	-	-	-	-	-	6,046
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-	-
Excelsior Corona Norco	-	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	-	-	-	-	-	-	-	-	-	-	-	-	-
Hesperia Unified	10,076	10,076	11,084	11,084	10,076	9,069	6,046	8,061	6,046	8,061	8,061	8,061	105,800
Lucerne Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-	-
Needles Unified	-	-	-	-	-	-	-	-	-	-	-	-	-
Norton Science and Language	-	-	-	-	-	-	-	-	-	-	-	-	-
Oro Grande Elementary	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	12,091
Silver Valley Unified	2,015	2,015	2,015	2,015	2,015	3,023	2,015	2,015	1,008	2,015	2,015	2,015	24,183
Snowline Joint Unified	5,038	5,038	4,030	6,046	5,038	4,030	4,030	5,038	5,038	6,046	6,046	6,046	61,465
Trona Joint Unified	-	-	-	-	-	-	-	-	-	-	-	-	-
Victor Elementary	6,046	6,046	10,076	10,076	11,084	12,091	10,076	12,091	10,076	11,084	11,084	11,084	120,914
Victor Valley Union High	20,152	20,152	25,190	22,168	26,198	22,168	21,160	19,145	19,145	22,168	22,168	22,168	261,981
<b>Total Services</b>	<b>87,663</b>	<b>87,663</b>	<b>101,769</b>	<b>98,747</b>	<b>104,792</b>	<b>97,739</b>	<b>88,670</b>	<b>95,724</b>	<b>94,716</b>	<b>100,762</b>	<b>100,762</b>	<b>100,762</b>	<b>1,159,769</b>



Desert Mountain County Operated Programs  
2024-25 Purchased Services

2024-25 Fee-for-Service Rate Schedule		
Service	Annually	Monthly
SAI Services > 50% - SDC	28,748	2,396
Preschool SDC	26,105	2,175
Interpreter	103,903	8,659
1:1 Aide	58,200	4,850
County Low Incidence Itinerant	5,407	451
Early Start	-	-
Related Services DIS (Excluding Low Incidence Itinerant)	5,878	490

Annual Cost of Desert Mountain County Operated Programs											
Local Education Agency	SAI > 50% SDC	Preschool SDC	Interpreter	1 :1 Aide	Low Incidence Itinerant	Early Start	LSH	OT	PT	APE	Total Purchased Services
Academy for Academic Excellence	-	-	-	-	17,573	-	-	-	-	-	17,573
Norton Science and Language	-	-	-	-	-	-	-	-	-	13,226	13,226
Adelanto Elementary	4,240,330	1,144,269	-	1,251,300	116,701	-	1,246,626	273,817	47,024	69,067	8,389,133
Apple Valley Unified	4,887,160	757,045	-	1,566,550	248,271	-	1,212,338	358,068	93,558	156,747	9,279,737
Baker Valley Unified	38,331	-	-	-	-	-	10,776	-	-	-	49,107
Barstow Unified	1,995,590	659,151	95,244	276,450	114,448	-	595,148	191,525	54,372	128,336	4,110,264
Bear Valley Unified	701,930	78,315	-	407,400	30,189	-	186,627	84,741	25,961	14,695	1,529,858
Excelsior Education Center	14,374	-	-	-	12,166	-	1,959	3,919	-	-	32,418
Helendale Elementary	419,242	80,490	-	116,400	20,727	-	410,970	47,514	5,878	490	1,101,711
Hesperia Unified	5,811,887	1,120,340	-	1,503,500	401,019	-	1,284,343	341,904	199,852	10,287	10,673,131
Lucerne Valley Unified	677,974	87,017	-	198,850	26,584	-	171,442	49,963	9,797	34,288	1,255,914
Needles Unified	1,355,947	23,930	-	116,400	23,881	-	583,392	101,396	12,736	20,573	2,238,254
Oro Grande Elementary	311,437	15,228	-	43,650	58,125	-	63,678	22,043	-	19,593	533,754
Silver Valley Unified	213,214	78,315	-	4,850	15,770	-	59,270	15,185	11,266	1,959	399,830
Snowline Joint Unified	3,579,126	746,168	-	873,000	190,597	-	838,105	394,806	107,274	151,359	6,880,433
Trona Joint Unified	150,927	32,631	-	33,950	-	-	135,684	73,475	-	490	427,157
Victor Elementary	9,810,255	1,681,597	-	1,052,450	196,004	-	2,264,989	555,961	137,643	136,174	15,835,073
Victor Valley Union High	4,697,902	-	-	1,644,150	245,568	-	724,953	554,491	80,823	256,673	8,204,560
<b>Total Services</b>	<b>38,905,627</b>	<b>6,504,496</b>	<b>95,244</b>	<b>9,088,900</b>	<b>1,717,624</b>	<b>-</b>	<b>9,790,299</b>	<b>3,068,806</b>	<b>786,183</b>	<b>1,013,955</b>	<b>70,971,133</b>

Desert Mountain County Operated Programs  
2024-25 Purchased Services

Service Count by LEA											
Local Education Agency	SAI > 50% SDC	Preschool SDC	Interpreter	1 :1 Aide	Low Incidence Itinerant	Early Start	LSH	OT	PT	APE	Total Services
Academy for Academic Excellence	-	-	-	-	3.25	-	-	-	-	-	3.25
Norton Science and Language	-	-	-	-	-	-	-	-	-	2.25	2.25
Adelanto Elementary	147.50	43.83	-	21.50	21.58	-	212.08	46.58	8.00	11.75	512.83
Apple Valley Unified	170.00	29.00	-	26.92	45.92	-	206.25	60.92	15.92	26.67	581.58
Baker Valley Unified	1.33	-	-	-	-	-	1.83	-	-	-	3.17
Barstow Unified	69.42	25.25	0.92	4.75	21.17	-	101.25	32.58	9.25	21.83	286.42
Bear Valley Unified	24.42	3.00	-	7.00	5.58	-	31.75	14.42	4.42	2.50	93.08
Excelsior Education Center	0.50	-	-	-	2.25	-	0.33	0.67	-	-	3.75
Helendale Elementary	14.58	3.08	-	2.00	3.83	-	69.92	8.08	1.00	0.08	102.58
Hesperia Unified	202.17	42.92	-	25.83	74.17	-	218.50	58.17	34.00	1.75	657.50
Lucerne Valley Unified	23.58	3.33	-	3.42	4.92	-	29.17	8.50	1.67	5.83	80.42
Needles Unified	47.17	0.92	-	2.00	4.42	-	99.25	17.25	2.17	3.50	176.67
Oro Grande Elementary	10.83	0.58	-	0.75	10.75	-	10.83	3.75	-	3.33	40.83
Silver Valley Unified	7.42	3.00	-	0.08	2.92	-	10.08	2.58	1.92	0.33	28.33
Snowline Joint Unified	124.50	28.58	-	15.00	35.25	-	142.58	67.17	18.25	25.75	457.08
Trona Joint Unified	5.25	1.25	-	0.58	-	-	23.08	12.50	-	0.08	42.75
Victor Elementary	341.25	64.42	-	18.08	36.25	-	385.33	94.58	23.42	23.17	986.50
Victor Valley Union High SD	163.42	-	-	28.25	45.42	-	123.33	94.33	13.75	43.67	512.17
<b>Total</b>	<b>1,353.33</b>	<b>249.17</b>	<b>0.92</b>	<b>156.17</b>	<b>317.67</b>	<b>-</b>	<b>1,665.58</b>	<b>522.08</b>	<b>133.75</b>	<b>172.50</b>	<b>4,571.17</b>

Service Count by Month											
Month	SAI > 50% SDC	Preschool SDC	Interpreter	1 :1 Aide	Low Incidence Itinerant	Early Start	LSH	OT	PT	APE	Total
July	1,193.00	203.00	1.00	162.00	316.00	-	1,681.00	498.00	139.00	172.00	4,365.00
August	1,193.00	203.00	1.00	162.00	316.00	-	1,681.00	498.00	139.00	172.00	4,365.00
September	1,315.00	182.00	1.00	140.00	285.00	-	1,520.00	463.00	119.00	156.00	4,181.00
October	1,374.00	211.00	1.00	150.00	312.00	-	1,609.00	492.00	132.00	168.00	4,449.00
November	1,393.00	236.00	1.00	150.00	312.00	-	1,667.00	512.00	130.00	154.00	4,555.00
December	1,335.00	238.00	1.00	149.00	299.00	-	1,618.00	504.00	125.00	164.00	4,433.00
January	1,415.00	262.00	-	154.00	315.00	-	1,674.00	519.00	127.00	170.00	4,636.00
February	1,401.00	271.00	1.00	147.00	333.00	-	1,616.00	548.00	157.00	218.00	4,692.00
March	1,403.00	278.00	1.00	156.00	325.00	-	1,695.00	536.00	132.00	168.00	4,694.00
April	1,406.00	302.00	1.00	168.00	333.00	-	1,742.00	565.00	135.00	176.00	4,828.00
May	1,406.00	302.00	1.00	168.00	333.00	-	1,742.00	565.00	135.00	176.00	4,828.00
June	1,406.00	302.00	1.00	168.00	333.00	-	1,742.00	565.00	135.00	176.00	4,828.00
<b>Total</b>	<b>16,240</b>	<b>2,990</b>	<b>11</b>	<b>1,874</b>	<b>3,812</b>	<b>-</b>	<b>19,987</b>	<b>6,265</b>	<b>1,605</b>	<b>2,070</b>	
Monthly Average	1,353.33	249.17	0.92	156.17	317.67	-	1,665.58	522.08	133.75	172.50	
FFS Total by Category	38,905,627	6,504,496	95,244	9,088,900	1,717,624	-	9,790,299	3,068,806	786,183	1,013,955	70,971,133

DESERT MOUNTAIN SELPA  
2024-25 SERVED BY/FOR SUMMARY

2024-25 Served By (Revenue Deduction)						
LEA	Related Services DIS(Excluding Low Incidence Itinerant)	CDS RSP (Code 330 SAI < 50%)	SAI SERVICES > 50% - SDC	Low Incidence Itinerant	1:1 Aide	TOTAL
Adelanto Elementary	39,187	10,057	74,266	-	-	123,510
Apple Valley Unified	9,797	2,382	47,913	-	-	60,092
Baker Valley Unified	-	-	-	-	-	-
Barstow Unified	69,556	26,996	11,978	-	-	108,531
Bear Valley Unified	-	-	-	-	-	-
Helendale Elementary	4,898	1,853	-	-	-	6,751
Hesperia Unified	36,738	9,263	57,496	-	-	103,497
Lucerne Valley Unified	-	3,176	4,791	-	-	7,967
Needles Unified	-	-	-	-	-	-
Oro Grande Elementary	-	-	-	-	-	-
Silver Valley Unified	-	-	-	-	-	-
Snowline Joint Unified	17,634	529	28,748	-	-	46,911
Trona Joint Unified	-	-	-	-	-	-
Victor Elementary	19,104	21,703	40,726	-	-	81,533
Victor Valley Union High	-	1,059	-	-	-	1,059
Total	196,913	77,018	265,919	-	-	539,850

2024-25 Served For (Revenue Increase)						
LEA	Related Services DIS(Excluding Low Incidence Itinerant)	CDS RSP (Code 330 SAI < 50%)	SAI SERVICES > 50% - SDC	Low Incidence Itinerant	1:1 Aide	TOTAL
Adelanto Elementary	12,246	22,761	103,014	-	-	138,021
Apple Valley Unified	5,878	3,176	-	-	-	9,054
Baker Valley Unified	-	-	-	-	-	-
Barstow Unified	-	-	-	-	-	-
Bear Valley Unified	-	-	-	-	-	-
Helendale Elementary	-	1,059	-	-	-	1,059
Hesperia Unified	3,919	794	21,561	-	-	26,274
Lucerne Valley Unified	-	-	-	-	-	-
Needles Unified	-	-	-	-	-	-
Oro Grande Elementary	-	-	-	-	-	-
Silver Valley Unified	79,843	32,819	26,352	-	-	139,014
Snowline Joint Unified	7,837	6,352	57,496	-	-	71,685
Trona Joint Unified	-	-	-	-	-	-
Victor Elementary	87,190	10,057	57,496	-	-	154,744
Victor Valley Union High	-	-	-	-	-	-
Total	196,913	77,018	265,919	-	-	539,850

2024-25 Services						
LEA	Related Services DIS(Excluding Low Incidence Itinerant)	CDS RSP (Code 330 SAI < 50%)	SAI SERVICES > 50% - SDC	Low Incidence Itinerant	1:1 Aide	TOTAL
Adelanto Elementary	6.67	3.17	2.58	-	-	12.42
Apple Valley Unified	1.67	0.75	1.67	-	-	4.08
Baker Valley Unified	-	-	-	-	-	-
Barstow Unified	11.83	8.50	0.42	-	-	20.75
Bear Valley Unified	-	-	-	-	-	-
Helendale Elementary	0.83	0.58	-	-	-	1.42
Hesperia Unified	6.25	2.92	2.00	-	-	11.17
Lucerne Valley Unified	-	1.00	0.17	-	-	1.17
Needles Unified	-	-	-	-	-	-
Oro Grande Elementary	-	-	-	-	-	-
Silver Valley Unified	-	-	-	-	-	-
Snowline Joint Unified	3.00	0.17	1.00	-	-	4.17
Trona Joint Unified	-	-	-	-	-	-
Victor Elementary	3.25	6.83	1.42	-	-	11.50
Victor Valley Union High	-	0.33	-	-	-	0.33
Total	33.50	24.25	9.25	-	-	67.00

2024-25 Services						
LEA	Related Services DIS(Excluding Low Incidence Itinerant)	CDS RSP (Code 330 SAI < 50%)	SAI SERVICES > 50% - SDC	Low Incidence Itinerant	1:1 Aide	TOTAL
Adelanto Elementary	2.08	7.17	3.58	-	-	12.83
Apple Valley Unified	1.00	1.00	-	-	-	2.00
Baker Valley Unified	-	-	-	-	-	-
Barstow Unified	-	-	-	-	-	-
Bear Valley Unified	-	-	-	-	-	-
Helendale Elementary	-	0.33	-	-	-	0.33
Hesperia Unified	0.67	0.25	0.75	-	-	1.67
Lucerne Valley Unified	-	-	-	-	-	-
Needles Unified	-	-	-	-	-	-
Oro Grande Elementary	-	-	-	-	-	-
Silver Valley Unified	13.58	10.33	0.92	-	-	24.83
Snowline Joint Unified	1.33	2.00	2.00	-	-	5.33
Trona Joint Unified	-	-	-	-	-	-
Victor Elementary	14.83	3.17	2.00	-	-	20.00
Victor Valley Union High	-	-	-	-	-	-
Total	33.50	24.25	9.25	-	-	67.00

Desert Mountain County Operated Programs  
2024-25 Preschool Assessment Services

Preschool Assessment FFS      \$ 2,872

Local Education Agency	July	August	September	October	November	December	January	February	March	April	May	June	Total # Preschool Assessments	Total Cost Preschool Assessments
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Norton Science and Language	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Adelanto Elementary	1	7	4	15	9	5	6	11	7	6	-	-	71	\$ 203,912
Apple Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Baker Valley Unified	-	-	-	-	-	-	-	-	2	-	-	-	2	\$ 5,744
Barstow Unified	1	2	1	4	1	5	-	3	4	-	-	-	21	\$ 60,312
Bear Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Helendale Elementary	1	-	-	-	1	-	-	-	-	-	-	-	2	\$ 5,744
Hesperia Unified	-	-	1	1	-	-	-	-	-	4	-	-	6	\$ 17,232
Lucerne Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Needles Unified	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Oro Grande Elementary	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Silver Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Snowline Joint Unified	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Trona Joint Unified	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Victor Elementary	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
Victor Valley Union High	-	-	-	-	-	-	-	-	-	-	-	-	-	\$ -
<b>Total Services</b>	<b>3</b>	<b>9</b>	<b>6</b>	<b>20</b>	<b>11</b>	<b>10</b>	<b>6</b>	<b>14</b>	<b>13</b>	<b>10</b>	<b>-</b>	<b>-</b>	<b>102</b>	<b>\$ 292,944</b>

## **California Legislation - June 2025**

- **AB 560 - (Addis) Special education: 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 - Passed Assembly**
  
- **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 - Passed the Assembly - Hearing in the Senate Committee on Education 6/11/2025**
  
- **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 - Passed the Assembly - Hearing in the Senate Committee on Education 6/11/2025**
  
- **AB 1224 - (Valencia) Teacher credentialing: substitute teachers: days of service. Urgency Bill**
- Amended to remove urgency status and include a process for implementation
  - 60 Day Substitutes
  - Also supported by CAFSE, ACSA, CSBA, CA Association of Superintendents
  
- **Status - Passed the Assembly - Hearing in the Senate Committee on Education 6/11/2025**
  
- **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 - Passed the Assembly with a unanimous bi-partisan vote!**
  - **In the Senate**
  
- **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**

## 2024-2025 Bridge Authorization Training Participant Numbers by LEA

Date of Training	11-Feb	12-Feb	13-Feb	19-Feb AM & PM	28-Feb	11-Mar	26-Mar	27-Mar	16-Apr	7-May	14-May AM	14-May PM	21-May AM	21-May PM	29-May	
Type of Training	MM/ESN	MM/ESN	ECSE	MM/ESN	ECSE	MM/ESN	MM/ESN	MM/ESN	MM/ESN	MM/ESN	MM/ESN	MM/ESN	MM/ESN	MM/ESN	ECSE	Total(s)
Adelanto SD	3	2		2		1										8
Apple Valley USD	2			40	1		1									44
Baker Valley USD																0
Barstow USD										5			1		1	7
Bear Valley USD				3												3
D/M Operations																0
DMSELPA	4															4
Excelsior				3				2								5
Health Sciences High School and Middle College		1		3												4
Helendale SD		1		1												2
Hesperia USD												27		18	3	48
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		1		2			33
Trona Joint USD																0
Victor Elementary SD						1										1
Victor Valley Union High SD	1			2												3
<b>Total for DMSELPA</b>	<b>19</b>	<b>5</b>	<b>1</b>	<b>54</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>18</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>27</b>	<b>3</b>	<b>18</b>	<b>4</b>	<b>173</b>
<b>Total for DMCS</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>Overall Total</b>	<b>21</b>	<b>9</b>	<b>1</b>	<b>58</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>19</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>27</b>	<b>4</b>	<b>18</b>	<b>4</b>	<b>185</b>



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

 (760) 955-3601  
 (760) 946-0819  
 [www.dmchildrenscenter.org](http://www.dmchildrenscenter.org)

## MEMORANDUM

Date: June 11, 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](mailto:linda.llamas@cahelp.org).



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

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

## **Understanding PTSD in Children and Adolescents** **June 1, 2025**

Every June, PTSD Awareness Month shines a spotlight on the challenges faced by those living with post-traumatic stress disorder, including millions of children and adolescents. While PTSD is often associated with adults and veterans, young people are also vulnerable – especially after experiencing or witnessing traumatic events such as violence, accidents, or disasters. The symptoms of PTSD can disrupt daily life, relationships, and school performance, and may look different in children and teens compared to adults. Raising awareness this month is crucial to reduce stigma, promote understanding, and foster supportive environments that promote healing and resilience for all children.

PTSD is a mental health condition triggered by experiencing or witnessing a traumatic event. Typically, a traumatic event is one that is dangerous, frightening, and/or upsetting, oftentimes causing fear for life or safety. Not every child or adolescent that experiences or witnesses a traumatic event will develop PTSD, but they will feel its effects.

Children and adolescents can develop PTSD after exposure to a wide range of traumatic events, including, but not limited to:

- Physical, sexual, or emotional maltreatment
- Serious illness or sudden death of a parent, caregiver, or friend
- Severe accidents (car crashes, invasive medical procedures)
- Domestic or community violence
- Natural disasters (hurricanes, floods, earthquakes)
- Witnessing, or learning about, violence against loved ones
- Neglect or bullying
- War or displacement



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The risk of developing PTSD increases with the severity, proximity, and duration of the trauma. For example, children who directly witness violence are more likely to develop PTSD than those who hear about it secondhand.<sup>2</sup> National surveys indicate that about 5% of adolescents have met the criteria for PTSD in their lifetime, with higher rates among girls (8%) than boys (2.3%).<sup>3</sup> The prevalence in younger children is less well-documented, partly due to the challenges in diagnosis. Risk factors that influence the likelihood of developing PTSD after trauma are multifaceted. The type and intensity of trauma play a significant role, as more severe or repeated traumatic experiences increase the risk of developing the disorder. Proximity to the event is also important, with direct exposure leading to higher rates of PTSD compared to indirect exposure. Additionally, a history of previous trauma or existing psychiatric disorders can compound a child's vulnerability. Parental and social support serve as protective factors; children with strong family and community support are less likely to develop PTSD, while those who have familial discord or parents who suffer from mental illness face a higher risk. Finally, resilience and coping skills are crucial, as children who possess effective coping mechanisms are less likely to experience persistent symptoms of PTSD.<sup>4</sup>

While it is normal to react to a deeply stressful event, the length and severity of the reaction and how this affects the daily functioning of the individual determines whether they are diagnosed with PTSD. The disorder does not manifest the same in everyone who develops it – children and adolescents, in particular, may show symptoms in ways specific to their age, making recognition and intervention more challenging.

PTSD in children and adolescents includes three main symptom clusters:

1. Re-experiencing

- Intrusive thoughts and memories
  - Children might have intrusive thoughts or memories of the traumatic event, or they might experience flashbacks or feel like they are reliving the event.
- Nightmares
  - Recurring nightmares related to the trauma are common.
- Play re-enactment



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- Younger children may re-enact the trauma through play, using toys or engaging in play with trauma-related themes.
- 2. Avoidance and Numbing
  - Avoiding reminders
    - Children may actively avoid anything that reminds them of the trauma, including places, people, conversations, or activities.
  - Numbing
    - They may experience emotional numbing, feeling detached or less responsive to emotions.
  - Loss of interest
    - Children might lose interest in activities they previously enjoyed.
- 3. Hyperarousal
  - Irritability and anger
    - Children may become easily irritable or experience outbursts of anger.
  - Difficulty sleeping
    - Sleep disturbances, including trouble falling asleep or staying asleep, are common.
  - Exaggerated startle response
    - Children may be easily startled by loud noises or sudden movements.
  - Difficulty concentrating
    - They may have difficulty focusing or concentrating on tasks.<sup>5</sup>

The manifestation of symptoms of PTSD in children and adolescents can differ significantly depending on their developmental stage. Preschool and young children (ages 6 and under) often lack the ability to clearly verbalize their experiences, so their symptoms typically manifest as



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behavioral changes. These may include increased clinginess, regression to earlier behaviors such as bedwetting or thumb-sucking, and the reenactment of traumatic events during play. It is also common for young children to exhibit "time skew," where they mis-sequence events, and "omen formation," where they believe they can prevent future trauma by being especially vigilant. Elementary school-aged children may engage in posttraumatic play, compulsively reenacting aspects of the trauma in literal ways. They might also experience difficulties with memory or concentration, which can lead to academic struggles. Other symptoms in this age group include increased irritability or aggression, social withdrawal, and physical complaints such as headaches or stomachaches. In adolescents, PTSD symptoms begin to resemble those seen in adults. Teenagers may display risk-taking, impulsive, or aggressive behaviors, and traumatic reenactment may occur through their actions or lifestyle choices. Additionally, depression, substance use, and academic decline are common co-occurring issues among adolescents with PTSD.<sup>6</sup>

PTSD can significantly disrupt a child's ability to learn and function in school. Children and adolescents can experience:

- Difficulty concentrating or remembering information
- Trouble completing assignments or participating in class
- Increased absenteeism
- Social withdrawal or conflicts with peers and teachers
- Behavioral outbursts or sudden changes in mood<sup>7</sup>

These may lead to a decline in academic performance and attendance at school, as well as behavioral changes that may be concerning. This makes it crucial for caregivers, educators, and all those who work with children and adolescents to ensure they:

#### 1. Recognize the Signs

- Be alert to behavioral changes, academic decline, or social withdrawal.
- Understand that trauma may manifest as aggression, defiance, or regression, not just sadness or fear.



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## 2. Create a Supportive Environment

- Maintain predictable routines to foster a sense of safety.
- Offer choices and a sense of control where possible.
- Be patient and avoid punitive responses to trauma-related behaviors.

## 3. Communicate and Collaborate

- Work closely with families, mental health professionals, and school staff.
- Provide psychoeducation for families to demystify symptoms and reduce stigma, fostering a more supportive home environment.
- Respect confidentiality but share concerns when a child's safety or well-being is at risk.

## 4. Promote Resilience

- Encourage participation in activities the child enjoys and excels at.
- Teach and model coping skills, such as deep breathing or positive self-talk.
- Reinforce the child's strengths and progress, no matter how small.

PTSD in children and adolescents is a serious but treatable condition. Addressing PTSD early and comprehensively in children and adolescents is critical to mitigate long-term psychological and functional impairments and promote healthier developmental trajectories. By fostering understanding, compassion, and collaboration, adults can help traumatized youth reclaim a sense of safety, hope, and possibility for the future. Understanding PTSD in young people is not just a clinical concern, it is a community responsibility. With awareness and action, educators and caregivers can be powerful allies in the journey toward healing.



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## References:

1. Cisler JM, Herringa RJ. Posttraumatic Stress Disorder and the Developing Adolescent Brain. *Biol Psychiatry*. 2021 Jan 15;89(2):144-151. doi: 10.1016/j.biopsych.2020.06.001. Epub 2020 Jun 10. PMID: 32709416; PMCID: PMC7725977.
2. [https://www.ptsd.va.gov/professional/treat/specific/ptsd\\_child\\_teens.asp](https://www.ptsd.va.gov/professional/treat/specific/ptsd_child_teens.asp)
3. Ibid
4. Christoffersen MN, Thorup AAE. Post-traumatic Stress Disorder in School-age Children: A Nationwide Prospective Birth Cohort Study. *J Child Adolesc Trauma*. 2024 Feb 22;17(2):139-157. doi: 10.1007/s40653-024-00611-y. PMID: 38938938; PMCID: PMC11199452.
5. Kaminer D, Seedat S, Stein DJ. Post-traumatic stress disorder in children. *World Psychiatry*. 2005 Jun;4(2):121-5. PMID: 16633528; PMCID: PMC1414752.
6. [https://www.ptsd.va.gov/professional/treat/specific/ptsd\\_child\\_teens.asp](https://www.ptsd.va.gov/professional/treat/specific/ptsd_child_teens.asp)
7. <https://kidshealth.org/en/parents/ptsd-factsheet.html>



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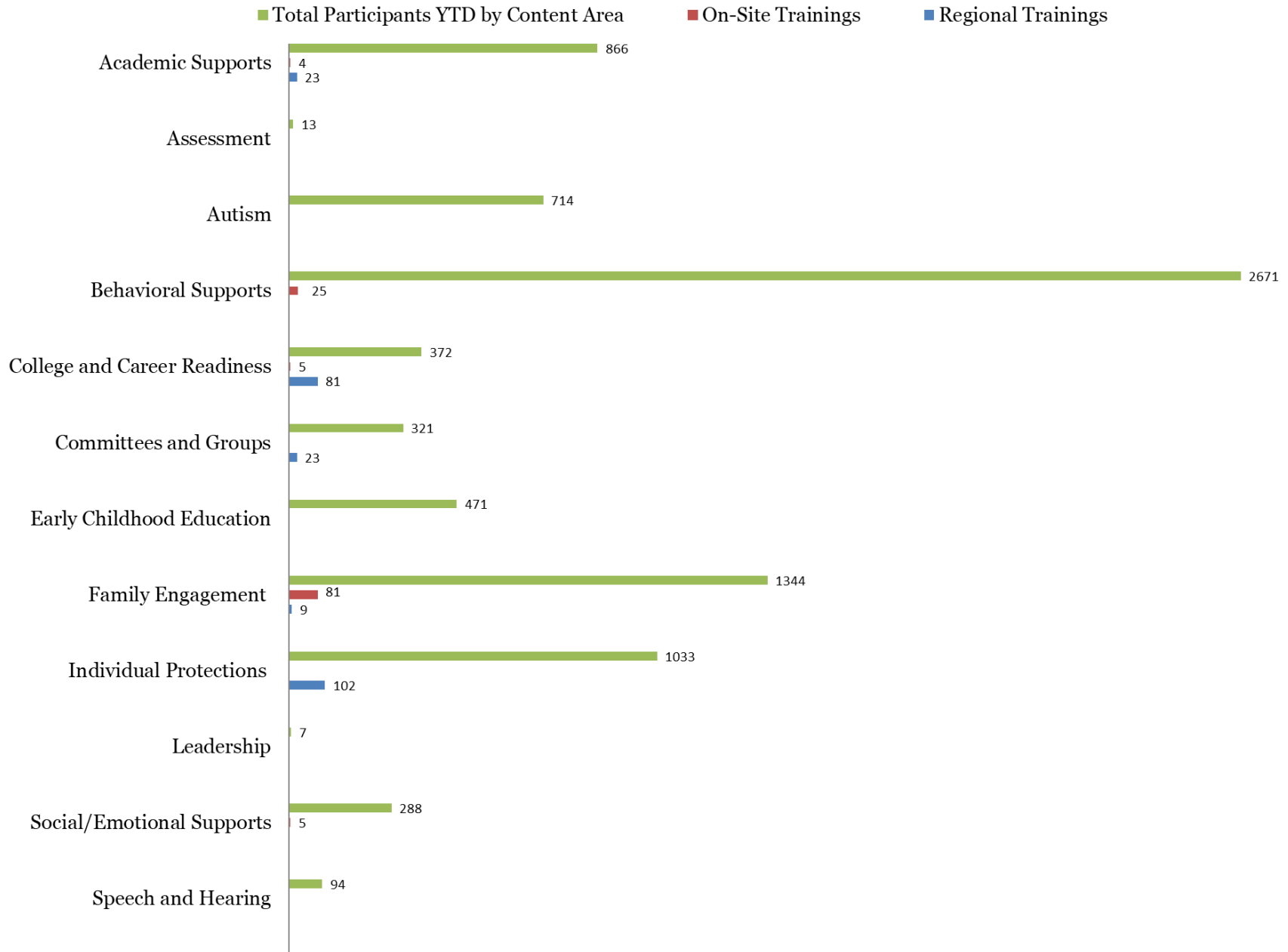
**Yucca Valley:** 58967 Business Center Drive, Suites C and D, Yucca Valley, CA 92284 | (760) 369-3130

## Resources:

- <https://kidshealth.org/en/parents/ptsd-factsheet.html>
- <https://www.stanfordchildrens.org/en/topic/default?id=posttraumatic-stress-disorder-ptsd-in-children-90-P02579>
- <https://www.edutopia.org/article/recognizing-signs-trauma/>
- <https://www.ptsduk.org/symptoms-of-ptsd-in-children-and-young-adults/>
- <https://www.tasb.org/news-insights/this-is-how-childhood-trauma-affects-students-and-what-you-can-do>
- <https://ies.ed.gov/learn/blog/classroom-strategies-support-students-experiencing-trauma>
- <https://www.nctsn.org/resources/child-trauma-toolkit-educators>
- <https://childmind.org/article/how-trauma-affects-kids-school/>
- <https://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-disasters-and-other-traumatic-events>
- <https://ies.ed.gov/rel-appalachia/2025/01/handout-strategies-developing-trauma-sensitive-classrooms-support-students-and-educators>
- [https://www.schoolsafety.gov/sites/default/files/2024-05/SchoolSafety%20Issue%20Brief Strategies%20and%20Resources%20to%20Support%20Trauma-Informed%20Schools 508c.pdf](https://www.schoolsafety.gov/sites/default/files/2024-05/SchoolSafety%20Issue%20Brief%20Strategies%20and%20Resources%20to%20Support%20Trauma-Informed%20Schools%20508c.pdf)
- <https://nipinthebud.org/fact-sheet/ptsd-in-children-tips-for-teachers/>
- <https://www.healthychildren.org/English/health-issues/conditions/emotional-problems/Pages/Post-Traumatic-Stress-Disorder-PTSD.aspx>
- [https://www.nctsn.org/sites/default/files/resources//is it adhd or child traumatic stress.pdf](https://www.nctsn.org/sites/default/files/resources//is_it_adhd_or_child_traumatic_stress.pdf)

# DMSelpa Professional Learning Participation Summary

MAY 2025 PARTICIPANTS= 238 REGIONAL, 120 ON-SITE; GRAND TOTAL 358  
8,194 YEAR-TO-DATE PARTICIPANTS



# Save

# THE

# DATE!

Professional  
Learning Opportunity



## Co-Teaching: Purpose, Benefits, and Building Parity in Professional Partnerships

September 22, 2025  
February 10, 2026

## Co-Teaching Approaches and Effective Co-Planning and Co-Assessing

October 13, 2025  
March 10, 2026

Registration: 8:00 am  
Time: 8:30 - 11:30 am

Phone: (760) 955-3592  
Email: [Annette.Chavez@cahelp.org](mailto:Annette.Chavez@cahelp.org)  
Address: 17800 Highway 18, Apple Valley, CA 92307

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Save

THE

DATE!



## The Speech-Language Pathologists Collaborative Group

Hybrid options are available for both trainings

### Assessments/Report Writing:

February 4, 2026  
March 11, 2026

### Augmentative and Alternative Communication (AAC)

September 8, 2025  
November 5, 2025

Time: 1:30 - 3:30 p.m.

Phone: (760) 955-3592  
Email: [Annette.Chavez@cahelp.org](mailto:Annette.Chavez@cahelp.org)  
Address: 17800 Highway 18, Apple Valley, CA 92307

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## Upcoming Trainings

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Date/Time	Event	Location
8/19/2025 8:30 AM - 2:30 PM	TIER 3 PBIS: PREVENT-TEACH-REINFORCE (PTR) FOR YOUNG CHILDREN - SEMESTER ONE	DMESC

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

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

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR							Filed on Parent
	19/20	20/21	21/22	22/23	23/24	24/25	Total	D/W	Resolution		Mediation		Hearing		
									Active	Settled	Active	Settled	Active	Decision	
Adelanto SD	3	3.5	4	6	5.5	9.5	31.5	0	2	5.5	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	0	1	1	0	0	0	0
Hesperia USD	17.5	7	12	3	6.5	9.5	55.5	3	0.5	2	1	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	8	27	2	1	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	2.83	39.33	0	1.5	1	0	0.33	0	0	0
Victor Valley Union High SD	6.5	10	6	2	7	3.33	34.83	0	0	1	0	2.33	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	2	7	1	1	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	0	0	1	0	0	0	0
Lewis Center - Norton	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
<b>SELPA-WIDE TOTALS</b>	<b>59</b>	<b>33.5</b>	<b>40</b>	<b>35</b>	<b>56</b>	<b>46</b>	<b>269.50</b>	<b>8.5</b>	<b>6</b>	<b>16.5</b>	<b>3</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>1</b>

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 - May 31, 2025

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
1. HUSD Case no. 2024070096	1. Failure to assess in all areas of suspected disabilities (functional vision, ERMHS) 2. Goals not measurable.	7/2/2024	<del>7/11/2024</del> 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.	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	7/8/2024	7/16/2024		8/27-29/2024	District will reach out to Southern CA Diagnostic Center for evaluations per parent request  <b>Case Closed - Resolution</b>	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  <b>Case Closed - Resolution</b>	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	<del>7/24/2024</del> 8/12/2024	9/10/2024	9/10-12/2024	District Assessments  <b>Case Closed - Mediation</b>		

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	7/25/2024	8/2/2024			District Assessments  <b>Case Closed - Resolution</b>		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	7/31/2024	8/14/2024		9/17-19/2024	<b>Case Closed - Resolution</b>	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	8/13/2024	<del>8/21/2024</del> 9/4/2024	10/24/2024	12/3-5/2024	Request for district ERMHS assessment, increase of services in the IEP,  <b>Case Closed - Resolution</b>	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	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.  <b>Case Closed -</b>		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.  <b>Case Closed</b>		
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.  <b>Case Closed - Dismissed</b>		
11. SJUSD Case no. 2024091077	Alleges failure to offer Speech and Language, ESY, OT, PT, Accommodations, Home ABA, Clinic Meetings, Parent Training	9/27/2024	10/7/2024		11/13-14/2024	Request dismissal. Parent no longer hold Ed Rights.  <b>Case Closed - Dismissed</b>		

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	<del>10/17/2024</del> 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		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	10/14/2024	<del>10/25/2024</del> 11/8/2024		12/3-5/2024	FBA and Comp Ed  <b>Case Closed - Resolution</b>		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	10/15/2024	10/23/2024		12/3-4/2024	Negotiating compensatory education  <b>Case Closed - Resolution</b>		

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  <b>Case Closed - Resolution</b>		25 hours
16. AESD Case no. 2024110025	Denial of FAPE: Failed to assess in all areas of suspected disability Speech and Language ERMHS	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,		10 hrs (DMCC)
17. SJUSD Case no. 2024110299	Denial of FAPE: Not receiving 1:1, OT services, Speech services, AAC services	11/12/2024	<del>11/20/2024</del> 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		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	11/12/2024	<del>11/22/2024</del> 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,		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	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		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"> <li>•Not providing adequate and measurable language, academic, counseling, social-emotional, and behavior goals</li> <li>•Failed to track progress (data driven)</li> </ul>	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  <b>Case Closed</b>		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  <b>Case Closed - Formal Mediation</b>	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  <b>Case Closed -</b>	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.  <b>Case Closed - Withdrawn</b>		

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	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		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: and OT	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 wants to AAG		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		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	1/27/2025	2/7/2025			Agreed to waive resolution (mother had an emergency) Scheduled Mediation.	Not to exceed \$7500	\$13,000 - SAI tutoring, social skills and/or counseling

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	<del>2/6/2025</del> 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.		
30. HUSD Case no. 2025010925	Child Find Failing to assess for sped and ERMHS	1/29/2025	<del>2/6/2025</del> 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.		
31. AVUSD Case no. 2025010916	Failure to provide an appropriate placement and program in the areas of Academics, Speech and Language, Fine Motor Development/Sen sory Processing, and Behavioral	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		

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	<del>2/18/2025</del> 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	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		
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	2/28/2025	<del>3/14/2025</del> 3/18/2025	4/23/2025	4/15-17/2025	District will conduct OT and ERMHS  <b>Case Closed - Resolution</b>		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.
35. AESD Case no. 2025030519	Child Find (adequate academic, emotional, behavioral, social, and communication assessments) Multiple record requests Impeding with	3/12/2025	<del>3/20/2025</del> 4/1/2025		4/29-5/1/2025	Parent Request: \$22,500 for 36 months to address academic, behavioral, emotional needs. Negotiating reimbursement and comp ed.  <b>Case Closed -</b>		Education Fund - \$18,000 for tutoring and reimbursement
36. Helendale Case no. 2025030520	The District delayed response to Child Find assessment (academic, emotional (ERMHS), behavioral (FBA), social, and communication), The District failed to provide appropriate program to	3/12/2025	<del>3/20/2025</del> 3/26/2025	5/30/2025	4/29-5/1/2025 6/24-26/2025	Parent request: Appropriate placement, services, measurable goals, evidence-based reading program, and comp ed  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.
37. VVUHSD Case no. 2025040152	Faling 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	3/31/2025	4/9/2025		5/20-22/2025	Parent request: 1:1 aide, behavior services, OT services, ESY, Home ABA IEE: FBA Parent Training Staff training of IEP  Settlement with comp ed fund <b>CASE CLOSED - Resolution</b>		\$31,000 - educational services (SAI, assessments, tutoring, IEE and related services)
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	4/3/2025	<del>4/16/2025</del> 4/22/2025		5/20--22/2025	Request for IEEs (Psycho ed and Speech) Request for comp ed (Speech and counseling)  <b>CASE CLOSED - Resolution</b>	Psychoeducation Speech	Conditional upon eligibility - Counseling-60 Speech -50

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;">39. HUSD Case no. 2025040598</p>	<p>Failing to provide IEE in OT.</p>	<p>4/14/2025</p>			<p>6/3-5/2025</p>	<p>HUSD provided parent with a PWN agreeing to fund an IEE.</p> <p><b>Case Closed - Case Withdrawn</b></p>		
<p style="text-align: center;">40. HUSD Case no. 2025040854</p>	<p>Child Find - THE FAILURE TO PROVIDE STUDENT WITH SPECIAL EDUCATION SERVICES IS A DENIAL OF FAPE</p>	<p>4/18/2025</p>	<p>5/2/2025</p>	<p>7/14/2025</p>	<p>6/3-5/2025</p>	<p>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. Student graduated. 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.
<p style="text-align: center;">41. AESD Case no. 2025041039</p>	<p>Failing to assess him in all areas of disability,            Failing to refer for DHH assessment,            Failed to offer appropriate academic goals            Failed to offer a clear offer of FAPE</p>	<p>4/24/2025</p>	<p>5/8/2025</p>	<p>6/23/2025 (proposed)</p>	<p>6/10-12/2025</p>	<p>Request IEEs and comp ed.             Mediation scheduled.</p>		
<p style="text-align: center;">42. HUSD &amp; VESD Case no. 2025041170</p>	<p>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</p>	<p>4/28/2025</p>	<p>5/13/2025</p>		<p>6/17-19/2025</p>	<p>Request IEEs, comp ed, and increase ERMHS.</p>	<p>Psycho education, OT, ERMHS, FBA</p>	<p>Academic - 75 OT - 15</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.
43. Excelsior Case no. 2025050655	Failure to assess in all areas of suspected disability. Failure to offer appropriate placement and services including 1:1.	5/15/2025	6/9/2025		07/01-07/03/2025	Request for IEE and compensatory education.  Resolution scheduled.		
42. VESD Case no. 2025050719	Child Find - failed to timely assess in all areas of suspected disability and develop an IEP with appropriate services. Denied meaningful parental participation.	5/16/2025	5/29/2025		07/01-07/03/2025	Requesting IEEs, behavior support, comp ed.  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.
43. SJUSD Case no.	Failure to provide PWN. Failure to conduct TISA, FBA, and complete a psycho ed. Inadequate goals. Failure to offer ESY and AT.	5/30/2025	6/13/2025			Requesting 1:1, IEE, AT, and compensatory education.  Resolution scheduled.		
44. AESD Case no. 2025060065	Delay for FBA and BIP. Denied meaningful participation.	5/30/2025	6/11/2025			Resolution scheduled.		

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

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

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

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

Progress Report due **July 10, 2025** (for the reporting period April 1, 2025- June 30, 2025)

**Disproportionate LEAs**

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

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

**IEP Implementation Data Collection**

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

Data Collection Window: **May 1-June 30, 2025**

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

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

	July				August				September				October				November				December			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	10	1		11	10	1		11	9	1		10	9	1		10	12	1		13	12	1		13
Apple Valley	11	1	13	25	11	1	13	25	12	1	11	24	14	1	11	26	13	1	13	27	13	1	13	27
Baker																								
Barstow	8	1		9	8	1		9	8	1		9	9	1		10	9	1		10	8	1		9
Bear Valley	1			1	1			1	1			1	1			1	1			1	1			1
Helendale																								
Hesperia	14	1	2	17	14		2	16	17		4	21	16		4	20	17	1	4	22	18	1	4	23
Lucerne Valley	2	1		3	2	1		3	2	1		3	3	1		4	3	1		4	3	1		4
Needles																								
Oro Grande																								
Silver Valley	3			3	3			3	3			3	4			4	4			4	4			4
Snowline	10		2	12	10		2	12	9		1	10	8		1	9	9		1	10	9		1	10
Trona																								
Victor Elem	7		1	8	7		1	8	6		1	7	7			7	7			7	7			7
VVUHSD	23	2	2	27	23	2	2	27	22	2	3	27	23	2	4	29	22	2	4	28	21	2	5	28
<b>TOTALS</b>	<b>89</b>	<b>7</b>	<b>20</b>	<b>116</b>	<b>89</b>	<b>6</b>	<b>20</b>	<b>115</b>	<b>89</b>	<b>6</b>	<b>20</b>	<b>115</b>	<b>94</b>	<b>5</b>	<b>21</b>	<b>120</b>	<b>97</b>	<b>7</b>	<b>22</b>	<b>126</b>	<b>96</b>	<b>7</b>	<b>23</b>	<b>126</b>
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	16	1		17
Apple Valley	14	1	11	26	16	1	12	29	20	1	11	32	19	1	10	30	17	1	10	28	18	1	8	27
Baker																								
Barstow	8	2		10	10	2		12	9	2		11	9	2		11	9	2		11	10	2		12
Bear Valley	1			1	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	15			15
High Tech High																								
Lucerne Valley	3	1		4	2	1		3	2			2	2			2	2			2	2			2
Needles																								
Oro Grande																								
Silver Valley	4			4	3			3	3			3	2			2	2			2	2			2
Snowline	7		1	8	8		1	9	8		1	9	8		1	9	8		1	9	11		1	12
Trona																								
Victor Elem	7			7	6			6	7		1	8	8		1	9	9		1	10	10		1	11
VVUHSD	22	2	4	28	26	2	4	32	26	2	4	32	27	2	4	33	27	2	5	34	28	2	5	35
<b>TOTALS</b>	<b>97</b>	<b>8</b>	<b>19</b>	<b>124</b>	<b>99</b>	<b>8</b>	<b>19</b>	<b>126</b>	<b>104</b>	<b>7</b>	<b>19</b>	<b>130</b>	<b>103</b>	<b>7</b>	<b>18</b>	<b>128</b>	<b>102</b>	<b>7</b>	<b>18</b>	<b>127</b>	<b>113</b>	<b>6</b>	<b>15</b>	<b>134</b>
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

- 1<sup>st</sup> Certification Due Date, Friday July 25<sup>th</sup>
- Amendment window to make changes
- Final Certification Due Date, Friday August 8<sup>th</sup>

## DRDP Reminders

- ✓ DRDP Memo Spring 2025 – CDE Extension due to fires to June 30<sup>th</sup>.
- ✓ 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](http://www.draccs.org)

## SEIS Reminders

- ✓ Review Dashboard
  - Send Pending Records with Delay Reasons for overdue meetings
  - Send Pending Records for Initials that will be completed next year
  - Pending records will assist with the 16.21 CALPADS report, but it is a temporary fix. Meetings must be completed
  
- ✓ SEIS Training/Open Forum Dates/Times
  - **June 4<sup>th</sup> from 9:00 – 11:00 Open Forum**
  - **June 5<sup>th</sup> from 9:00 – 1:00 SEIS Training**



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

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

## MEMORANDUM

Date: June 12, 2025  
To: Directors of Special Education  
From: Deborah Sarkesian, Program Manager

---

**Subject: CalWORKs Subsidized Employment Program (CSEP) Report for March 2025 – May 2025**

---

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

<i>Description</i>	<i>Contract Goal</i>	<i>Year to Date</i>
Consumers Placed	38	<b>30</b>



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## MEMORANDUM

Date: June 12, 2025  
To: Directors of Special Education  
From: Deborah Sarkesian, Program Manager

---

**Subject: CalWORKs Youth Employment (CYEP) Program Report for March 2025 – May 2025**

---

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

<i>Description</i>	<i>Contract Goal</i>	<i>Year to Date</i>
Consumers Placed	20	<b>11</b>



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## MEMORANDUM

Date: June 12, 2025  
To: Directors of Special Education  
From: Deborah Sarkesian, Program Manager

**Subject: Transition Partnership Program (TPP) Reports for March 2025 – May 2025**

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

<i>Description</i>	<i>Contract Goal</i>	<i>Year to Date</i>
There shall be <b>275</b> DOR potentially eligible clients who receive Job Exploration Counseling Services	265	<b>365</b>
There shall be <b>265</b> DOR potentially eligible clients who receive Workplace Readiness Training services	265	<b>455</b>
There shall be <b>200</b> DOR potentially eligible clients who receive Work-based Learning Experience services	200	<b>408</b>
There shall be <b>265</b> DOR potentially eligible clients who receive Instruction in Self-Advocacy services	265	<b>397</b>
There shall be 175 DOR potentially eligible clients who receive Work Experience Placements services	175	<b>323</b>
There shall be <b>265</b> DOR potentially eligible clients who receive Counseling on Post-Secondary services	265	<b>265</b>
There shall be <b>265</b> unduplicated new DOR potentially eligible clients who receive DOR services	275	<b>323</b>
There shall be <b>526</b> unduplicated new DOR potentially eligible clients who receive DOR services	526	<b>608</b>



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## MEMORANDUM

Date: June 12, 2025  
To: Directors of Special Education  
From: Deborah Sarkesian, Program Manager

---

**Subject: WorkAbility I (WAI) Report for March 2025 – May 2025**

---

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

<i>Description</i>	<i>Contract Goal</i>	<i>Year-to-Date</i>
Students Served	239	243
Students Placed	35	37



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Apple Valley, CA 92307-1219

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(760) 242-5363  
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## MEMORANDUM

Date: June 12, 2025  
To: Directors of Special Education  
From: Deborah Sarkesian, Program Manager

---

**Subject: Workforce Innovation and Opportunity Act (WIOA) Report for March 2025 – May 2025**

---

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

<i>Description</i>	<i>Contract Goal</i>	<i>Year-to-Date</i>
Participants Enrolled	335	<b>265</b>

## Transition Partnership Program (TPP) Annual Professional Learning and Collaboration

The Transition Partnership Program (TPP) Professional Learning and Collaboration is an annual meeting that brings together the Desert Mountain SELPA Career Readiness & Employment Services Team, TPP contracted staff, and guest speakers (to be determined). This meeting serves as a collaborative space to strengthen support for TPP participants. It provides a forum for exchanging ideas and engaging in strategic planning to optimize the educational and vocational experiences of program participants. Additionally, contract goals will be reviewed, and participants will engage in discussions about upcoming workshops and paid work experience opportunities for the year ahead.

### Presented by:

**Bobbie Taylor** - Project Manager  
**Isaac Medina** - Project Manager

### Date & Time:

September 25th, 2025  
Registration begins at 8:00 a.m.  
Training time 8:30 a.m. - 1:00 p.m.



### Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-263057)  
(URL: <https://sbcss.k12oms.org/52-263057>)

### Audience:

Contracted Transition Partnership Program (TPP) staff.

### Special Accommodations:

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

### Location:

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



**Email:** [Stephanie.Griego@cahelp.org](mailto:Stephanie.Griego@cahelp.org)

**Phone:** (760) 646-8000 ext. 368

**Address:** 17800 Highway 18, Apple Valley, CA 92307

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# Professional Learning Opportunity | CAHELP

## Transition Planning for All Students

This course is specifically designed to provide participants with an overview of the legal mandates and ethical requirements necessary to meet IDEA transition mandates for students with disabilities. An emphasis will be placed on transition services including the Individual Transition Plan (ITP), legal mandates, age appropriate assessments, measurable postsecondary and annual goals. Using the person-centered planning process, participants will learn how to generate student profiles essential in the required planning of postsecondary goals. Participants will learn how to meet the requirement of Indicator 13, strategies necessary to involve students and family members in student-centered transition planning.

### Dates & Times:

November 6, 2025  
February 5, 2026  
9:00 a.m. - 12:00 p.m.

### Presented by:

Bobbie Taylor, Project Manager  
Isaac Medina, Project Manager

### Registration:

Please register for November 6th, 2025 online on OMS (URL: <https://sbcss.k12oms.org/52-263052>)

Please register for February 5th, 2026 online on OMS (URL: <https://sbcss.k12oms.org/52-263053>)

### Audience:

Special education teachers, general education teachers, counselors, administrators, psychologists, and other interested staff who work with the special education population.

### Special Accommodations:

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



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Phone: (760) 646-8000 ext. 368  
Address: 17800 Highway 18, Apple Valley, CA 92307



## Presented by:

Bobbie Taylor, Project Manager  
Isaac Medina, Project Manager

## Date & Time:

April 15, 2026  
Event time 5:00 - 7:00 p.m.  
Registration begins at 4:30 p.m.

## Location:

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

## Audience:

Parents, students with disabilities in grades 8 through 12, and educators of grades 8 through 12.

## Special Accommodations:

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

Professional Learning Opportunity |  CAHELP

## Postsecondary Education, Career & Community Showcase

The Postsecondary Education Career and Community Showcase is a collaborative event co-hosted by the Desert Mountain SELPA Transition Partnership Program (TPP), the WorkAbility I Program (WAI), and the Workforce Innovation and Opportunity Act Youth Forward Program (WIOA). This valuable event offers resources and information for parents, students with disabilities, educators, and community members. It aims to highlight the local community services and supports available to students in grades 8 through 12.

Attendees will have the chance to connect with various agencies offering resources for students with disabilities. Additionally, participants will be inspired by a motivational speech from an advocate for learning disabilities, empowering all to make the most of available opportunities.



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**Phone:** (760) 646-8000, ext. 368  
**Address:** 17800 Highway 18, Apple Valley, CA 92307



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

The well-being of educators and students is needed now more than ever. This hybrid pathway is designed to empower educators with strategies and resources that promote the mental health and well-being of their students and themselves. The course is comprised of 6 evidence-based, asynchronous canvas modules and 6 synchronous, in-person sessions. The online modules provide foundational information related to mental health literacy, Social Emotional Learning (SEL) and how Trauma and Adverse Childhood Experiences (ACES) impact learning. The in-person sessions are designed to facilitate activities, group discussions, and collaboratively plan for the application of new learning. Participants will receive resources and/or complete make and take activities for immediate use. The online modules are to be completed independently and prior to the in-person sessions.

*For a detailed overview of the pathway content and what the training includes, please refer to the registration page.*

### Presented by:

Robin McMullen, Intervention Specialist



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### Dates & Time:

September 9, 2025  
October 14, 2025  
November 18, 2025  
January 27, 2026  
February 17, 2026  
March 17, 2025

Training Time: 1:30 - 3:30 p.m.

### Location:

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

### Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-264524)  
(URL: <https://sbcss.k12oms.org/52-264524>)

### Audience:

Teachers, paraprofessional, administrators,  
counselors, and school psychologists.

### Special Accommodations:

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

**Email:** [Jeni.Galyean@cahelp.org](mailto:Jeni.Galyean@cahelp.org)

**Phone:** (760) 955-3586

**Address:** 17800 Highway 18, Apple Valley, CA 92307



## Tier 3 Positive Behavioral Interventions and Supports: Prevent-Teach-Reinforce (PTR) Module

Prevent-Teach-Reinforce (PTR) is a systematic collaborative approach to addressing challenging behaviors that have not been resolved with classroom and schoolwide PBIS systems. This model aligns with the principles and procedures of applied behavior analysis. PTR is a five-step process that can be used with students at all levels of functioning.

Through this pathway, participants will build team capacity for assessing, planning, and implementing interventions with fidelity for students needing Tier 3 support.

**NOTE: The following readiness criteria must be met to participate in this pathway:**

- Completed Tier 1 and Tier 2 training
- Earned 70% or greater fidelity at Tier 2 on the Fidelity Inventory (TFI)
- At a minimum, team members include: administrator, personnel with behavioral expertise and teacher
- Commitment meeting with site coach, administrator, and DMSELPA Prevention & Intervention Specialist
- Includes three facilitated coaching days

### Required Courses:

- Day 1 - Intervention Team - PTR Introduction
- Day 2 - Student-Centered Team - PTR Process
- Day 3 - Student-Centered Team - PTR Application
- Day 4 - Student-Centered Team - Evaluation, Sustainability, and Generalization

**Note: Due to the intensive nature of the training and the substantial time commitment required, we are only able to accept four site teams per semester.**

### Presented by:

Ariel Clark

### Dates & Times:

September 23, 2025

October 15, 2025

October 16, 2025

November 6, 2025

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

**Must attend all 4 days.**

### Location:

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

### Cost:

Sites under a Prevention and Intervention Contract \$25.00  
Desert Mountain SELPA and Charter SELPA Members \$75.00  
Non-member participants \$150.00

### Registration:

Please register [online on OMS](#)

(URL: <https://sbcss.k12oms.org/52-264514>)

### Audience:

Intervention team, student-centered team, special education teachers, general education teachers, paraprofessionals, site administrators, district administrators, school psychologists, and school counselors.

### Special Accommodations:

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





## Tier 3 Positive Behavioral Interventions and Supports: Prevent-Teach-Reinforce (PTR) for Young Children

Prevent, Teach, Reinforce for Young Children (PTR-YC) is a structured, evidence-based model designed to address challenging behaviors in young children through positive behavioral interventions and supports (PBIS). Grounded in the principles of applied behavior analysis, PTR follows a five-step process that can be adapted for students of all developmental levels.

This training pathway equips teams with the skills to assess, plan, and implement individualized interventions with fidelity for students requiring Tier 3 support. Special emphasis is placed on adapting strategies to meet the unique needs of young children, ensuring developmentally appropriate interventions. The four-day training will allow for complete experience by reviewing case studies and applying the material to ensure that fidelity can be achieved.

**Note: The following Readiness Criteria must be met to participate in this pathway:**

- Completion of Tier 1 and Tier 2 training
- A team that includes, at minimum: an administrator, a staff member with behavioral expertise, and a teacher
- A commitment meeting with the site coach, administrator, and DMSELPA Prevention & Intervention Specialist
- Participation in four facilitated coaching sessions

### Required Courses:

- Day 1: Teaming, Planning, and Data Collection
- Day 2: PTR-YC Assessment (Functional Behavioral Assessment)
- Day 3: PTR-YC Interventions
- Day 4: Using Data and Next Steps

**Note: Due to the intensive nature of the training and the substantial time commitment required, we are only able to accept four site teams per semester.**

### Presented by:

Mia Day-Butler

### Dates & Times:

September 30, 2025

October 21, 2025

November 18, 2025

December 2, 2025

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

**Must attend all 4 days.**

### Cost:

Sites under a Prevention and Intervention Contract \$25.00

Desert Mountain SELPA and Charter SELPA Members \$75.00

Non-member participants \$150.00

### Registration:

Please register [online on OMS](#)

(URL: <https://sbcss.k12oms.org/52-264164>)

### Location:

Desert Mountain Educational Service Center

17800 Highway 18, Apple Valley, CA 92307

### Audience:

Intervention team, student-centered team, special education teachers, general education teachers, paraprofessionals, site administrators, district administrators, school psychologists, and school counselors.

### Special Accommodations:

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

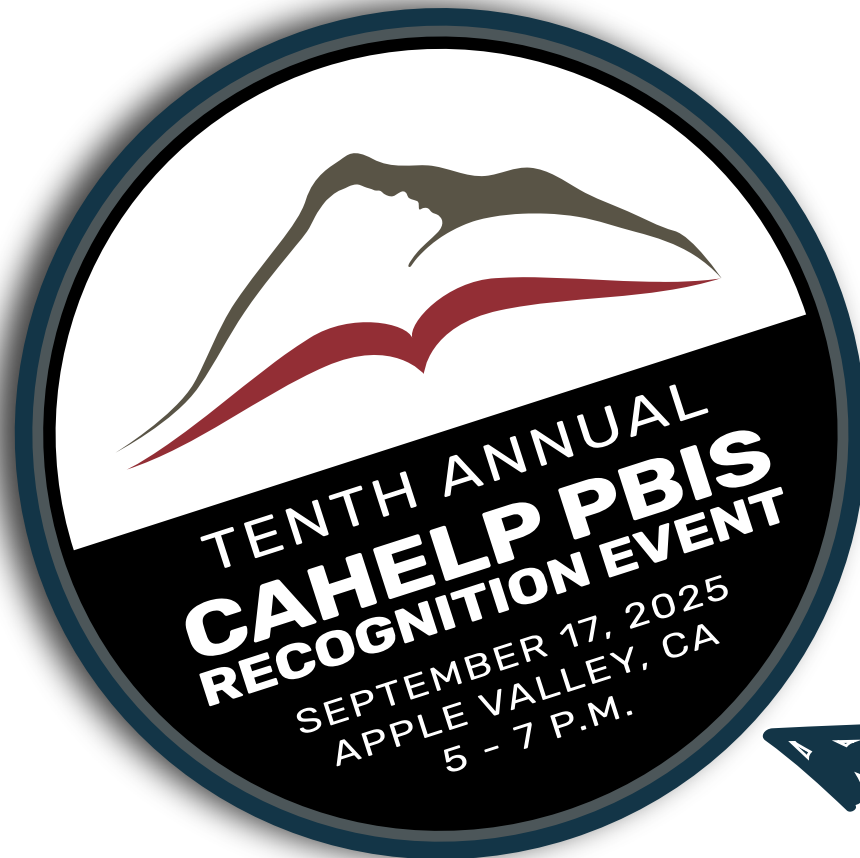





# SAVE THE DATE

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Celebrating a  
decade of dedication  
creating positive  
and equitable  
schools!





NOTE: Photos and/or video recordings may be taken during this event.





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## MEMORANDUM

Date: June 13, 2025  
To: Directors of Special Education  
From: Codi Anderson, Occupational/Physical Therapy Supervisor

---

**Subject: Occupational and Physical Therapy Reports**

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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](mailto:Codi.Andersen@cahelp.org)



### **Date & Time:**

July 25, 2025  
Registration begins at 7:30 a.m.  
Training time 8:00 a.m. - 4:00 p.m.

### **Cost:**

Members: \$150  
Non-member participants: \$200

### **Location:**

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

### **Audience:**

General and special education teachers, instructors, administrators, physical therapists, occupational therapists, and parents.

### **Special Accommodations:**

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

Professional Learning Opportunity |  CAHELP

## **UNDERSTANDING DYSLEXIA: Assessment & Intervention**

Welcome to a course designed to turbocharge your clinical prowess and ignite your analytical acumen like never before! Get ready to dive deep into the art of clinical reasoning and analysis. We're not just talking about scratching the surface; we're talking about delving into the very essence of client-centered care and transformative treatment planning! Picture this: dissecting standardized scores, unraveling occupational profiles, and deciphering observed information like a seasoned detective cracking a case. But here's the kicker – we won't stop there! We'll empower you to harness this newfound knowledge and craft interventions that are not just effective but truly life-changing for your clients.

### **Presented by:**

Penny Stack, OTD,  
OTR/L, COTA, CLT, NBC-  
HWC

### **Registration:**

Please register online on OMS  
(URL: <https://sbcss.k12oms.org/52-265943>)



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**Email:** [Alissa.Lucatero@cahelp.org](mailto:Alissa.Lucatero@cahelp.org)

**Phone:** (760) 955-3576

**Address:** 17800 Highway 18, Apple Valley, CA 92307



## 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: _____



## 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)/guardians(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.

**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)
- 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: Please choose one \_\_\_\_\_ LEA of Residence: Please choose one \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_ Duration 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: Click or tap to enter a date. Time: \_\_\_\_\_

**SECTION 9:**

Report Completed By: \_\_\_\_\_ Title/Position: \_\_\_\_\_

**SECTION 10: A copy of the Behavioral Emergency Report was provided to the following:**

Site Administrator	<input type="checkbox"/> Date/Time _____	<input type="checkbox"/> Phone _____	<input type="checkbox"/> Fax _____	<input type="checkbox"/> E-mail _____	<input type="checkbox"/> Other: _____
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: _____



## Behavioral Emergency Report (BER)

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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)
- 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: \_\_\_\_\_ Duration of Incident: \_\_\_\_\_

Staff or Other Persons Involved: \_\_\_\_\_

**The questions on the following pages must be completed. If the space provided is insufficient for your response, please continue on the attached additional page and indicate the section number.**











**DATE:** May 20, 2025

**TO:** Manny Marquez, Superintendent, Bear Valley Unified School District  
Leigh Anne Drake, Pupil Services, Bear Valley Unified School District  
Pamela Bender, Chief Executive Officer, CAHELP  
Richard Frederick, SBCSS Administrator

**FROM:** Stephanie Hedberg, Area Director, Desert Mountain Operations, SBCSS

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**SUBJECT:** Notice of Intent for Program Transfer

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As outlined in the DMSELPA Local Plan pertaining to the transfer of programs and services already in operation and meeting requirements of California Education Code - EDC § 56207, Desert Mountain Operations, Student Services, SBCSS, is providing notice to Bear Valley Unified School District of intent to transfer provision of 415 Speech and Language Services to Bear Valley Unified School District commencing July 1, 2026.

The transfer of Speech and Language Services to Bear Valley Unified School District impacts only those students whose primary enrollment is in district-operated programs. Bear Valley Unified School District students enrolled in and attending Desert Mountain Operations Specialized Academic Instruction (SAI) programs will continue to be provided 415 Services through Desert Mountain Operations' Speech and Language service providers.

Desert Mountain Operations has a long tradition of providing Speech and Language Services to all students in Bear Valley Unified School District programs. We have been honored to provide Speech and Language Services for all students in Bear Valley Unified School District. However, due to growth and needs in Desert Mountain Operation programs, we believe we will no longer be able to meet the needs of Speech and Language Services for students in district-operated programs after July 1, 2026.

Desert Mountain Operations is committed to working with Bear Valley Unified School District over the upcoming year as you plan for and transition to a new provider of Speech and Language Services for students in district-operated programs.



## MEMORANDUM

Date: June 2, 2025  
To: Directors of Special Education  
From: Stephanie Hedberg, Area Director *SH*  

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**Subject: Audiological Service Reports**

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Attached are the Audiological Service Reports for the month of May 2025 by district.

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