

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

AGENDA

September 20, 2024 – 9:00 a.m.

TELECONFERENCE LOCATIONS:

Baker Valley USD – 72100 School House Ln, Baker, CA 92309

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

Trona JUSD – 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 September 20, 2024, 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 August 16, 2024, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

6.0 PRESENTATIONS

6.1 Career Technical Education (CTE)

Isaac Medina and Bobbie Taylor will present Career Technical Education.

7.0 FINANCIAL COMMITTEE ITEMS

California Association of Health and Education Linked Professions,
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7.1 Subsequent Year Tracking Form v3.1

Kayla Gewirtz will review the Subsequent Year Tracking Form v3.1

8.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

8.1 Legislative Update

Pam Bender will discuss Legislative Updates.

8.2 Alternate Pathway Diploma

Pam Bender will discuss the Alternate Pathway Diploma.

8.3 Credentials Bridge Authorization Update

Pam Bender will discuss the Credentials Bridge Authorization.

8.4 Interim Placements

Pam Bender will discuss Interim Placement.

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

Linda Llamas will review Mountain Children's Center Client Services Reports.

8.6 [Professional Learning Opportunities](#)

Heidi Chavez will review Professional Learning Opportunities

8.7 Resolution Support Services Summary and Update.

Sheila Parisian will review Resolution Supports Services Summary and Update.

8.8 Compliance Update

Dr. Peggy Dunn will provide a Compliance Update.

8.9 Nonpublic School/Nonpublic Agency Update

Dr. Peggy Dunn will provide Nonpublic School/Nonpublic Agency Update.

8.10 Prevention and Intervention and Career Technical Education Updates

Deborah Sarkesian will provide updates on Prevention and Intervention and Career Technical Education.

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8.11 Occupational and Physical Therapy Services Reports and Updates

Codi Andersen will provide an Occupational and Physical Therapy Services Report and Updates

8.12 Cognitive and Academic Testing Updates

Dr. Karina Quezada will provide Cognitive and Academic Testing Updates

9.0 INFORMATION ITEMS

9.1 Monthly Audiological Service Reports

9.2 Monthly Nonpublic School Placement Report

9.3 Upcoming [Professional Learning Opportunities](#)

9.4 Special Education Connections Subscription

9.5 Workability Finger Printing Requirement

10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS

11.0 CEO COMMENTS

12.0 MATTERS BROUGHT BY THE PUBLIC

This is the time during the agenda when the Desert Mountain SELPA Steering and Finance Committee is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue. Speakers are requested to give their name and limit their remarks to five minutes.

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

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

13.0 ADJOURNMENT

The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Friday, October 18, 2024, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

MINUTES

Friday, August 16, 2024 – 9:00 a.m.

DESERT MOUNTAIN SELPA MEMBERS PRESENT

Academy Academic of Excellence - Marcelo Congo, Adelanto Elementary – Amber Best, Barstow – Heather Reid, Bear Valley – Leigh Anne Drake, DM Operations – Rich Frederick, Excelsior – Amber Englehart, Health Sciences – Bryan Dale via Zoom, Helendale – Chantell Butler, Hesperia – Eric Land, Lucerne Valley – Vici Miller, Needles – Jamie Wiesner via Zoom, Silver Valley – Cheri Rigdon, Trona – Nicole Yeager via Zoom, Victor Elementary – Tanya Benitez, Victor Valley – Larry Brunson

CAHELP, DM SELPA, AND DMCC STAFF PRESENT

Pam Bender, Annette Rego, Bobbie Taylor, Dr. Codi Andersen, Colette Garland, Danielle Côté, Deborah Sarkesian, Guille Robles-Burgos, Heidi Chavez, Iván Campos, Jennifer Rountree, Jennifer Sutton, Dr. Karina Quezada, Kayla Gewirtz, Linda Rodriguez, Lisa Nash, Marina Gallegos, Maurica Manibusan, Misty Ubina, Miya Narvaiz-Ward, Sheila Parisian, Cindy Quan.

1.0 CALL TO ORDER

2.0 ROLL CALL

Members introduced themselves as roll call was taken.

3.0 PUBLIC PARTICIPATION

None.

4.0 ADOPTION OF THE AGENDA

4.1 **BE IT RESOLVED** that a motion was made by Tanya Benitez, seconded by Amber Best, to approve the August 16, 2024, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 15:0:0: Ayes: Marcelo Congo, Amber Best, Heather Reid, Leigh Anne Drake, Rich Frederick, Amber Englehart, Bryan Dale, Chantell Butler, Eric Land, Vici Miller, Jamie Wiesner, Cheri Rigdon, Nicole Yeager, Tanya Benitez, Larry Burnson. Nays: None. Abstentions: None.

5.0 CONSENT ITEMS

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

5.1 **BE IT RESOLVED** that a motion was made by Rich Frederick, seconded by Leigh Anne Drake, to approve the following Consent Item as presented. The motion carried on the following vote: 15:0:0: Ayes: Marcelo Congo, Amber Best, Heather Reid, Leigh Anne Drake, Rich Frederick, Amber Englehart, Bryan Dale, Chantell Butler, Eric Land, Vici Miller, Jamie Wiesner, Cheri Rigdon, Nicole Yeager, Tanya Benitez, Larry Burnson. Nays: None. Abstentions: None

5.1.1 May 17, 2024, Desert Mountain SELPA Steering and Finance Committee Meeting

Minutes.

6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Legislative Update

Pam Bender provided several legislative updates that were included in the meeting materials. AB2173 (Addis) approval of removing emotional disturbance and replacing it with emotional disability. AB2268 (Muratsuchi), exempt children enrolled in transitional kindergarten from being assessed with the ELPAC. 438 (Rubio) Pupils with exceptional needs was ordered to a third reading to the Senate Transition goals/language to be included by the time the student is in 9th grade. If the team determines that the student does not need transitional language or transitional goals in their IEP, need to comment by including this determination by writing into the IEP. SB445 (Portantino) IEP Translations to be done in thirty days which could cause a fiscal issue when having to hire more staff to comply. It may end up in a suspense file. It was re-referred to the Commission on Appropriations. Legislative calendar reviewed.

6.2 Alternate Pathway Diploma

Pam Bender shared that Victor Valley Union High School District has taken their policy to their board and received approval. We will ask VVUHSD to do a workshop for SELPA. DM Operations has students from all districts. Looking at this across the board for each district working together to make sure that the credits and classes that are appropriate for the district of residence requirement.

6.3 Credentials Bridge Authorization

Heidi Chavez shared that SELPA is offering a Bridge Authorization Credentialing Program which is a three-hour virtual free training for district staff. The district Human Resources is going to need to look at teacher credentials. Teacher must have a clear credential including the autism authorization prior to taking the bridge credentialing training. They can take the course but will not get approved by CTC. It will be offered in the morning and afternoon/evening. There may be incentives to do this. Suggestion, if after the hours are offered, LEAs may choose to pay the overage and/or the \$100 CTC processing fee. CTC has allowed SELPAs and county offices to provide these trainings. Pam will take the proposal to the Governance Council for approval. Pam Bender will be signing off on each applicant, so it is required for participants to have their cameras on and be engaged. If they are not on camera and are not participating, the districts Human Resources Department, director, and superintendent will be notified, and they will have to take the training again. The mild to moderate support needs add additional authorization areas including multiple disabilities, orthopedic impairment, and traumatic brain injury using his bridge. The extensive support needs adds on orthopedic impairment, other health impairment, specific learning disabilities and traumatic brain injury. The early childhood is birth to kindergarten, so TK is included. It also adds orthopedic impairment. SELPA will be offering the mild/moderate support needs and the extensive support needs simultaneously. Teachers can only bridge for the credential they have. If they have both credentials, they can take the training once

and will have certification for both credentials. They will have to pay the CTC fee of \$100 for each one.

Cheri Rigdon asked if someone does not have the authorization for autism and they want to take the course now, and then get the authorization for autism, will that course still be good? Heidi shared that we would still sign off on it, but they need to know they are not going to be approved by CTC. They need to send in the autism authorization first. Heidi has a handout that does offer the autism authorization. Most of it is through universities and she has a list she put together.

Cheri Rigdon asked if we had to place a student in the mild/moderate program, we had to write letters, get parents signatures, etc. If we have all that in place, are they going to say at some point down the road that we cannot do that anymore? Heidi informed the group that she does not have the answer to that question and does not know of anyone who may. Heidi stated that her plan is to offer it multiple times to start, then periodically and continue for a couple of years.

Cheri Rigdon asked if there was a time limit on when they are going to say that they are not going to let you do this authorization anymore? Pam and Heidi answered no. Pam reiterated that it is not mandatory, until CTC and/or CDE comes up with something else.

Bryan Dale asked if after the bridge authorization and professional development takes place, does CAHELP communicate with CTC? Is CAHELP sending off the paperwork saying that the teacher has completed the requirements or does the district have to reach out to them and pay the bill? Heidi elaborated that a meeting with district Human Resources Department will be held so they understand what the requirements are, what is going to be needed on their end and how SELPA and the LEA will communicate. SELPA is providing the training. Pam is the one signing off that the teacher has participated and completed the requirements. There is confidential information on the forms that are submitted to CTC; they do not want anything electronic. Either the district or teacher can file, but SELPA will not be filing. SELPA will pass the information on to the districts HR Department.

Rich Frederick provided his experience with the bridge credential process. SBCSS Educator Effectiveness funds were used for the application fee. Stephanie Hedberg and Rich provided virtual trainings and at the end provided links to the two documents that require original signatures. One is the bridge to your credential and the other is the certification that this is an approved course. They collected them while keeping them secure and submitted them in groups of 25. Participants are already getting notifications. Stephanie shared that each district has a different code that goes on the CTC paperwork. Rich stated that HR could sign off on these forms. Heidi informed the group that the form says it has to be the SELPA director or COE. Pam shared that this would go through governance who is already aware of it. It is expected they will approve the process. We are providing the training and the information, everything else goes to district HR so SELPA will work with them through the process.

Stephanie Hedberg shared that CDE has a new system that makes it so much easier now to determine when a credential is not a life credential.

6.4 State SELPA Update

Pam Bender spoke about the statewide IEP provided in the meeting materials. There are a variety of stakeholders that include parents, state agencies, different organizations and associations, representatives from public and higher education. The overall goal for this workgroup is to ensure appropriate IEP goals and the IEP development is collaborative, team oriented, student based, asset based, inclusion oriented and outcome driven. They have proposed having an

administrative data sheet housing the required data collection for the state reporting and monitoring. Pam Bender shared her vision that if those items going up to CALPADS will all come from one specific area on the IEP, so if there are errors or concerns, it should all be from this data page, Legal counsel is reviewing for compliance aspects, and defensibility. The committee has proposed piloting this new IEP with at least two LEAs, possibly in 2025-2026. Pam Bender shared information on statewide ADR data indicating 80% of cases have been resolved before filing for due process.

Pam Bender shared information regarding statewide ADR data indicating 80% of cases have been resolved before filing for due process.

Pam Bender shared IEP implementation and Restraint and Seclusion data will now be in the annual LEA monitoring.

Danielle Côté asked about ADR. In the data collection of that process, did they include IEPs as well or simply meetings? Pam will check with the state and will follow up. Her understanding is that it included IEP facilitation as well.

Sheila Parisian shared that it falls under the umbrella of ADR. The IEP and all data submitted would be included under ADR.

Annette Rego informed the group that the State is going to do the cost; the same thing with Federal. The cadre umbrella is what the state is putting in play and building that system up. Everything that falls under that cadre falls under ADR.

6.5 SEIS Update

Colette Garland shared that certification day is today. Waiting on one district to get their latest snapshot so we can approve. A lot were completed early. Information was sent on the 16.21 reports that were based on the October 4th and February 13th dates. That will help when looking at students that are still on the 16.21 report from June. We are looking at the upcoming prompt 2 that used to be called the DINCS. Noticing that there are about four different issues happening. One with CALPADS and the redesign and missing/misplaced records. Another is how records are being created is based on how questions are being answered. Some meetings are not being marked as a plan review. We are asking SEIS for an error, warning, or pop up to catch that. Colette confirmed that if it is a reevaluation, it needs to be marked as a plan reviews as well. CALPADS sent an email Wednesday morning with defect on error 0620. It affected 146 students in DM SELPA. There have been two SEIS update webinars. The Power Point was sent out. On August 26th, TOMS nightly uploads will start. The 3-hour virtual SEIS trainings and the twice monthly Open Forum can be found on your dashboard underneath the calendar. SEIS Translator's meeting will be virtual on August 27th from 9:00 to 11:00 am. The SEIS Admin. Meeting will be held September 10th in person from 9:00 am to 12:00 pm.

Cheri Rigdon brought attention to the new SEIS error warning that comes in for degree of support. It is very confusing. Is there going to be something coming out to make it easier for teachers? Colette stated that she spoke with SEIS and that may be why it is a warning. SELPA is trying to get information from CDE as to what that looks like. Pam will take it to State SELPA. Pam Bender shared information on the SEIS conference in Anaheim in October.

6.6 CALPADS Support

Colette Garland stated if we can get through these 16.21 reports and this defect, we will be good. We are understanding the data that must be pushed up. She appreciates when districts respond quickly to emails.

6.7 Desert Mountain Operations Notice of Intent to Transfer Program

Pam Bender shared that Desert Mountain Operations has provided notice on June 28, 2024, to Helendale School District with the intent to no longer provide speech services to Helendale School District effective for the 2025-2026 school year.

6.8 Desert Mountain Children's Center Client Services Reports and Update

Guille Robles-Burgos shared that if your district has DMCC services, your point of contact should be receiving a referral report via encrypted email. For questions, please contact Linda Llamas. She discussed the article "Status of Teacher's Mental Health" included in the meeting materials

6.9 Professional Learning Summary and Update

Heidi Chavez discussed the summary provided in the meeting materials highlighting the growth of participants at trainings this year. For the year there was a total of 9,304 participants. She reviewed the upcoming training flyers. Special Education Directors' Training, October 18th, attorney Lauri Arrowsmith from Lozano Smith will be presenting on ERMHS; February 21st will be around compliance and data leading through an equity lens; April 18th, E.B. Bell from AALRR will present on special education and legal updates. Community Advisory Committee will be held virtually. The representative meeting is from 4:30 to 5:00 pm. The representative meeting is from 4:30 to 5:00 pm. The training/presentation portion is from 5:00 to 6:00 pm. September 19th is on inclusion, November 14th is on Distressing Behaviors at Home, February 20th is Your Child's Well Being the Whole Child, April 17th is around the importance of social, emotional learning on student well-being to improve academics.

Iván Campos shared information on the flyers included in the meeting materials, Augmentative and Alternative Communication (ACC) and the HOLA training for anyone who may be interpreting in an IEP meeting.

Heidi Chavez shared information is available on the Padlet located on our website for flyers.

6.10 Resolution Support Services Summary and Update

Sheila Parisian reviewed and discussed complaints by trends as provided in the meeting materials. We ended the year with 56 complaints. She highlighted that there are issues with younger students in preschool, pre-k and K. Students are coming in with more severe needs and requiring more support. Collecting data and analyzing it will provide more information. Sheila offered to pull data specifically for districts. Our legal expenses have been extremely high this past year. We prepared for six hearing and only went to two. The other four did not go to hearing. Two dropped out and the rest we settled.

6.11 Compliance Update

Colette Garland reviewed the meeting materials. Prompt 2 is coming. The students on the 16.21

report, we believe, are going to be the students that they are going to be looking at on August 20th. Today is certification day. All the overdue ones need to be reviewed.

Sheila Parisian went over target 3 and the intensive 1, 2, and 3. SELPA can look at your data if you would like. We can help. Cycle B: look for an email with webinar information.

Rich Frederick asked if they were unassigned or open. Colette responded that we must look at both.

6.12 Nonpublic School/Nonpublic Agency Update

Dr. Karina Quezada reported that counselor Michelle Robles, who was a counselor, is acting interim for Desert View NPS. Theresa left Learn Academy and we have Mr Isaiah Heller. There are two new teachers. Dynamic Hope, principal came back and there is an instructional coach, Miss Garcia who will be supporting the teachers.

Jennifer Rountree has a series of autism training that have started.

Pam Bender shared that Region 10 is looking to meet with Learn Academy because they are looking at opening a site in Rancho Cucamonga.

6.13 Prevention and Intervention Update

Deborah Sarkesian reviewed the flyers in the meeting materials highlighting that the CTE Work Incentive Technicians along with Bobbie Taylor have been going to schools to say hello. September 17th is the TPP meeting for all TPP and Workability teachers. There is no cost, and in person. The focus is on strategic planning, reviewing of contracts goals, workshops, and getting back to the basics. November 7th is Transition Planning for all Students focusing on legal mandates and ethical requirements. Next month the CTE will present to Steering regarding who we are, what we do, and how they can assist you at your district. For Prevention and Intervention, there are on-sites coming in already. The team can customize for whatever your needs are centered around PBIS. The SELPA California PBIS recognition event will be held on September 25th. Last year 46 schools were recognized and this year there are 61 schools; these schools represent preschool through high school as well as alternative education programs and county programs. The California PBIS Conference is from October 9th through the 11th in Sacramento California PBIS is looking for volunteers, which is a way to get teachers to the conference at a discounted price. They also offer a discount to get family members who sit on your PBIS or MTSS site teams to be a part of the conference.

6.14 Occupational and Physical Therapy Service Reports and Update

Dr. Codi Andersen provided insight into movement as we have people covering caseloads on different school sites. Some districts have special education classrooms or programs that have moved in districts. There may have been one schools that may have been a county classroom that was previously preschool or TK and kindergarten that now is a district classroom. If you notice that an OT, COTA, PT, or PTA has not been by, please reach Codi. Sometimes we do not receive an official referral that also has the release information between the district and the SELPA. Those referrals notify us that a new student with needs of our services is on a campus or a different campus or a different site. We just need to be notified. Codi asked that directors have conversations with their staff, complete the referral, and just make sure that the services are being provided.

SELPA is sponsoring a training on September 20th. The cost is \$100 for SELPA members. The training is about how to transfer students safely, lawfully, and appropriately with special needs, whether they have physical disabilities or

behavioral concerns. Best practice is that we engage in those emergency drills and in the planning when you have a student with a ventilator or a student with a feeding tube. we have an Occupational Therapist who is certified in special education transportation through the National Association of People Transportation. Codi will reach out to your transportation department. Shela Parisian informed everyone that the AT and ACC referrals will now go to the OT/PT department. Please let your staff know.

7.0 FINANCE COMMITTEE REPORTS

7.1 SPED Revenue Distribution Certified 6/19/24

Pam Bender informed the group that the finance reports will be moved to the beginning of the meeting.

Kayla Gewirtz reviewed the 2023-2024 AB602 Certified Funding. She highlighted that our ADA decreased causing our funding to decrease of approximately \$654,000.

7.2 2024-2025 SPED Revenue Projection as of 7/10/24

Kayla Gewirtz reviewed the 2024-2025 SPED Revenue Distribution P2 Projection going through the columns of information. She shared the information used was from the prior year for pupil count. Will be updated in October with more accurate numbers.

7.3 2023-2024 Minimum Funding Requirements

Kayla Gewirtz discussed the 2023-2024 Minimum Funding Requirements P2. She shared that for the 2023-2024 fiscal year, each SELPA shall add a minimum allocated spend funding to all members. She shared the formula to be used to determine this amount and is available to assist LEAs in their calculations.

7.4 Federal Mental Health ADA Expenditure Reporting

Kayla Gewirtz reviewed the Federal Mental Health ADA Expenditure Claiming provided in the meeting materials. Information can be found on the CDE website. She went over the Expenditure Report that each LEA is required to complete. Reports 1 and 2 come out in the spring so you will not have your numbers for those two reports. Report 3 will need to be completed with all three marked.

7.5 State Mental Health Advance Apportionment

Kayla Gewirtz reviewed the June 2024 State Mental Health Advance Apportionment.

7.6 Maintenance of Effort Comparison Year Information

Kayla Gewirtz discussed the Maintenance of Effort Comparison Year Information. She explained that the information provided in the meeting materials is what will be used when filling out the SEMA report in SACS.

Pam Bender shared that Marina Gallegos would keep a running total anon MOE and watch as things went through. This year, she sent it down to SBCSS because we had one district that we were afraid was not going to pass MOE. We never want anybody not to pass MOE because you then must pay money back dollar for dollar. Kayla is going to be looking at those items and talking to your fiscal people.

8.0 INFORMATION ITEMS

8.1 Monthly Audiological Service Reports

None

8.2 Monthly Nonpublic School Placement Report

Pam Bender referred to the meeting materials.

8.3 Upcoming Professional Learning Opportunities

Pam Bender referred to the meeting materials.

8.4 Special Ed Connections Subscription

Pam Bender shared that the Special Education Connections subscription is up for renewal. This is a newsletter that goes out through LRP and has a lot of good legal information in it. This is a cost to CAHELP, not the districts. Due to the inaccurate information the company has, the subscription was ended.

Lisa Nash provided additional clarification stating that LRP assigns a log in. Most of the LEAs if not all, already have them. They just may not have been passed on from prior special education administrators. There is training provided to you showing you what the features are and where you can pull citations.

Vici Miller shared that it is a really valuable resource. Some of the articles are about things that she would not even think to ask.

Pam Bender mentioned that LRP provides information from across the country so sometimes you need to read it and remember it may be a case from another state. Pam will bring back details on what it looks like and the cost. The log in information can then be shared with anyone in your organization, so it is not just one person who has access to it.

9.0 STEERING COMMITTEE MEMBERS COMMENTS/REPORTS

Cheri Rigdon mentioned the independent study her superintendent told her about. Originally it started with missing five days, then it went to five and fifteen days, short-term independent study. Then it dropped down to three to fifteen days. This year it went to one day. Additionally, they changed the way they want us to keep a running total for each student of how many days they have taken out for short-term independent study. This brought up questions like getting the contract signed. What about amendments for every single time students are going to be off for one day? How do we make up minutes? We have had to sign an amendment saying you realize that during the time you are gone, we are not going to be providing services. Are we going to have to do that every time students are missing a day? There are lots of logistics. We cannot say, oh you know everybody but students in special day classes that are 100% in special education. We cannot make up minutes. It is going to become a question

because if we are collecting ADA form, which is what we are allowed to do with short-term, independent study, then where is that obligation regarding how we apply it? How do we provide services, and do we still have to do the amendment for every time students are missing? How do we get that in place when they are only required to give us 24-hour notice before they use that provision. What do other districts think? Can they create a document that goes out at the beginning of the year stating that if you have to be gone for short-term reasons, and you want to use it as short-term independent study, sign this contract. It becomes a contract for the whole year for up to fifteen days.

Pam Bender will check with State SELPA.

Jamie Wiesner shared that in her trainings with Sherman Garnette, that changed more than a year ago. It is one day but believes the maximum is only ten days. Their special education teachers still provide work and checking on things when they are out on independent study. We do not do amendments for them, but we do have them sign a contract for even a single day every time. We do not do one contract for the full year.

Sheila Parisian informed the group that short-term is used similar to ten or more days, like discipline. So, if you are going to have more than ten days, then it is absolutely best to do an amendment.

Pam Bender will look into it.

Rich Frederick shared that he has a new position as Administrator with DBCSS Student Services Department. As an administrator, he is between our Assistant Chief of Student Services and our Regional Area Director. He will be working with all the student services, special education programs in the West End service region, East Valley service region, and our Desert Mountain service region. SBCSS will be filling the Area Director position.

10.0 CEO COMMENTS

Pam Bender shared a quote from Jim Elliott, “*Wherever you are be all there.*” Sometimes we are not “tuned in.” We are so busy and it is hard to get away when you are sitting at a table and think just let me check this one email, let me answer that quick email. Pam challenged the committee to take a lunch; take an hour, take a half hour, getting out of the office, even better. As you start the year, take care of yourself and your own mental health.

11.0 MATTERS BROUGHT BY THE PUBLIC

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Rich Frederick, seconded by Cheri Rigdon, to adjourn the meeting at 11:54 am. The motion carried on the following votes: 11:0:0: Ayes: Marcelo Congo, Amber Best, Heather Reid, Leigh Anne Drake, Rich Frederick, Amber Englehart, Bryan Dale, Chantell Butler, Eric Land, Vici Miller, Jamie Wiesner, Cheri Rigdon, Nicole Yeager, Tanya Benitez, Larry Burnson. Nays: None. Abstentions: None.

The next regular meeting of the Desert Mountain Charter SELPA Steering and Finance Committee will be held on Friday, September 20, 2024, at 9:00 a.m., at the Desert Mountain Educational Service Center, Aster/Cactus Room, 17800 Highway 18, Apple Valley, CA 92307.

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

6.1 Career Technical Education

No materials, verbal report only

Subsequent Year Tracking Worksheet

LOCAL EDUCATIONAL AGENCY (LEA):

SELPA Code and SELPA Name:

	RR 3601 Desert Mountain
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Fiscal Year 2023-2024

	A	B	C	D	E	F	G	H	I	J
School Year	State and Local Total Amount	State and Local Total MOE Result	State and Local Per Capita Amount	State and Local Per Capita MOE Result	Local Only Total Amount	Local Only Total MOE Result	Local Only Per Capita Amount	Local Only Per Capita MOE Result	CALPADS 16.12 SPED Pupil Count	Result for Fiscal Year
2011-2012 Expenditures (Compliance) SEMA - SACS2012ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2012-2013 Expenditures (Compliance) SEMA - SACS2013ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2013-2014 Expenditures (Compliance) SEMA - SACS2014ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2014-2015 Expenditures (Compliance) SEMA - SACS2015ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2015-2016 Expenditures (Compliance) SEMA - SACS2016ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2016-2017 Expenditures (Compliance) SEMA - SACS2017ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2017-2018 Expenditures (Compliance) SEMA - SACS2018ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2018-2019 Expenditures (Compliance) SEMA - SACS2019ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2019-2020 Expenditures (Compliance) SEMA - SACS2020ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2020-2021 Expenditures (Compliance) SEMA - SACS2021ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass
2021-2022 Expenditures (Compliance) SEMA - SACS2022ALL	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -		0	Pass

2022-2023 Expenditures (Compliance) SEMA - SACS Web 2022/23	\$ -		\$ -		\$ -		\$ -		0	Pass
	\$ -		\$ -		\$ -		\$ -			
2023-2024 Expenditures (Compliance) SEMA - SACS Web 2023/24	\$ -		\$ -		\$ -		\$ -		0	Pass
	\$ -		\$ -		\$ -		\$ -			
Expenditures (Eligibility No PCRA) SEMB - SACS Web 2023/24 (Expenditures less PCRA for Comparison Year)	\$ -	Comparison Year	\$ -	Comparison Year	\$ -	Comparison Year	\$ -	Comparison Year		
	\$ -									
	\$ -	2023-2024	\$ -	2023-2024	\$ -	2023-2024	\$ -	2023-2024		
2024-2025 Budget (Eligibility) SEMB - SACS Web 2023/24										Pass
				\$ -			\$ -			

The signature of authorized agent conveys agreement with and accuracy of the information provided.

Signature of Authorized Agent	Date Signed
Printed Name and Title of Authorized Agent	Contact Person's Name, E-Mail, and Telephone Number

District: **Weaverville**

Page 3								
	Column A					Column B		
	1.Total Special Education Expenditures	2.Less: Expenditures Paid From Federal Sources	3.Expenditures Paid from State and Local Sources	4. Special Education Unduplicated Pupil Count	5. Per Capita State and Local Expenditures	3.Expenditures Paid from State and Local Sources*	Less: Exempt Reduction(s) from Section 1	Less: 50% reduction from Section 2
	B	C	D	E	F	G	H	I
2011-2012			-		-			
2012-2013			-		-			
2013-2014			-		-			
2014-2015			-		-			
2015-2016			-		-			
2016-2017			-		-			
2017-2018			-		-			
2018-2019			-		-			
2019-2020			-		-			
2020-2021			-		-			
2021-2022			-		-			
2022-2023			-		-			
2023-2024			-		-			
2024-2025			-		-			
2025-2026			-		-			
2026-2027			-		-			

8.28.24 Version 3

* Data Entry Optional

District:

LEA Maintenance of Effort Calculation (LCM-A)								
	Column B			Column C		Current Fiscal Year		
	Section No Longer Applicable	4. Special Education Unduplicated Pupil Count	Section No Longer Applicable	Section no longer Applicable	Section no Longer Applicable	Expenditures Paid from Local Sources	Per Capita Local Expenditures	Expenditures Paid from Local Sources*
	J	K	L	M	N	O	P	Q
2011-2012							-	
2012-2013							-	
2013-2014							-	
2014-2015							-	
2015-2016							-	
2016-2017							-	
2017-2018							-	
2018-2019							-	
2019-2020							-	
2020-2021							-	
2021-2022							-	
2022-2023							-	
2023-2024							-	
2024-2025							-	
2025-2026							-	
2026-2027							-	

8.28.24 Versio

* Data Entry Optior

District:

Page 4							
Prior Fiscal Year				Difference		Program Cost Report Allocations (PCRA)	
Less: Exempt Reduction(s) from Section 1	Less: 50% reduction from Section 2	Section No Longer Applicable	Section No Longer Applicable	Section No Longer Applicable	Section No Longer Applicable		
R	S	T	U	V	W	X	
2011-2012							
2012-2013							
2013-2014							
2014-2015							
2015-2016							
2016-2017							
2017-2018							
2018-2019							
2019-2020							
2020-2021							
2021-2022							
2022-2023							
2023-2024							
2024-2025							
2025-2026							
2026-2027							

8.28.24 Versio
ial

Legislative Calendar

- May 24- Bill must be out of house of origin
- June 15- Budget bill must be passed by midnight
- July 3- Last day for policy committees
- August 16- Last day for fiscal committees
- August 23- Last day to amend on the floor
- August 31- Last day to pass out of the second house
- September 30- Last day for Governor to sign or veto bills

Legislative Updates – September 2024

Signed Bills

- **AB 2173 (Addis) Special Education: emotional disability:** removes disturbed terminology from emotional disturbance replacing with emotional disability
- **AB-2268 (Muratsuchi) English Learners: initial identification: English language proficiency assessment:** exempt children enrolled in Transitional Kindergarten (TK) from being assessed with the ELPAC. The assessment is not developmentally appropriate for four year olds and had not been proven valid and reliable for them

Assembly Bills – 2 -year Bills

- **438 (Blanco Rubio) Postsecondary goals & transition services**
 - Include measurable postsecondary goals and transition services, **if determined appropriate** by a pupil's IEP team beginning when student is **starting their high school experience** and not later than the first IEP to be in effect when the pupil is 16 years of age.
 - **If the IEP team determines that the pupil would benefit from the postponement** of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the IEP team is encouraged to **appropriately justify the basis** for that postponement.

Senate Bills – 2 year Bills

- **SB483 (Cortese) Elimination of prone restraint**

- **SB-445 (Portantino) IEP Translations-** By January 1, 2027, or no later than 18 months after the final draft of the state standardized IEP template is converted to a digital platform, whichever date comes first, CDE shall:
 - Translate the IEP template into the top 10 most commonly spoken languages used across the state other than English and make those templates available on CDE's internet website.
 - Notify school districts, county offices of education, charter schools, and other relevant stakeholders that the IEP template, including all translated templates, is available on the CDE's internet website and via other methods of dissemination upon request.

Additional Assembly Bills

- **AB 1938 (Gallagher)- Special education: inclusive practices and strategies**
 - This bill is a result from the deaf community advocacy on SB 354.
- **AB 2725 (Blanca Rubio) OT & PT Administrative Credentials**
 - This bill would allow OTs & PTs that hold a valid license to practice occupational therapy or physical therapy, meet a basic skills requirement, and have 3 years of experience as a school-based occupational or physical therapist to satisfy requirements for a preliminary services credential with a specialization in administrative services.

Additional Senate Bills

- **SB 1263 (Newman) Teacher credentialing: teacher performance assessments**
 - This bill would require a work group to examine TPAs and programs with low pass rates.

- **SB 1391 (Rubio) Teachers: preparation and retention data**
 - This bill would require the CA Cradle to Career Data System to create a teacher training and retention dashboard on or before 1/1/26

Dead Bills

- **AB 1876 (Jackson)- Developmental services: IPP/IFSP: remote meetings**
 - Indefinitely extends provision for remote meetings if requested
- **AB 2768 (Berman)- Golden state teacher grant program: nonpublic schools or agencies**
 - This bill would add a nonpublic school as a “priority school” for the golden state teacher grant program.

8.3 Credentials Bridge Authorization Update

No materials, verbal report only

8.4 Interim Placements

No materials, verbal report only



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

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

MEMORANDUM

Date: September 18, 2024
To: Special Education Directors
From: Linda Llamas, Director

Subject: Desert Mountain Children's Center Client Reports

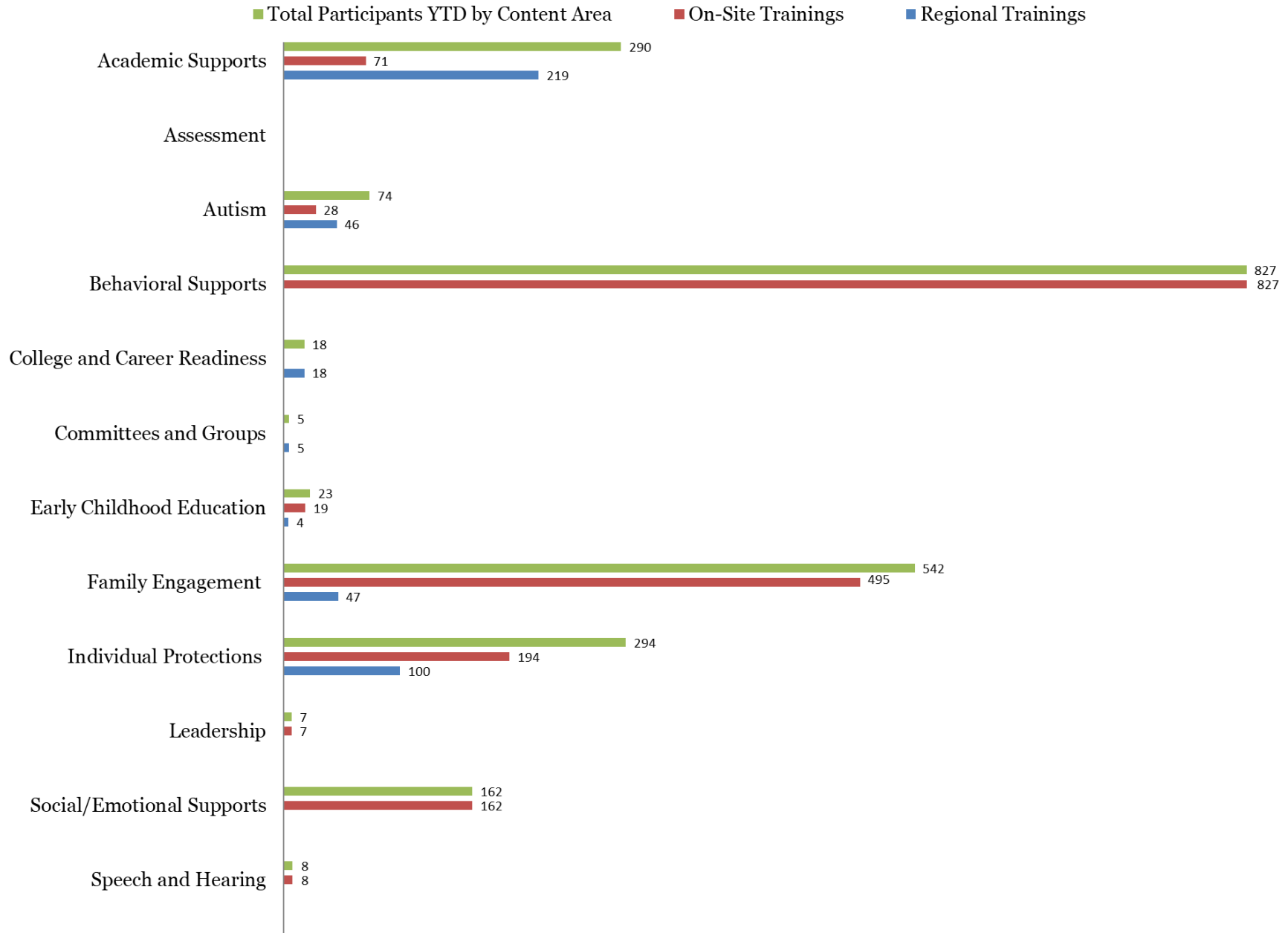
Attached are the opened and closed cases for the following services:

- 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

DMSelpa Professional Learning Participation Summary
July and August 2024 Participants= 439 Regional, 1,811 On-Site; Grand Total 2,250
2,250 Year-to-Date Participants





Course Overview:

Effective communication is a cornerstone of human interaction and essential for personal and academic success. For individuals with communication impairments, Augmentative and Alternative Communication (AAC) provides vital support, offering alternatives and enhancements to traditional speech and manual methods. This course introduces participants to the world of AAC, covering its definition, technology levels, and the crucial role of Speech-Language Pathologists (SLPs) and Speech-Language Pathology Assistants (SLPAs) in facilitating communication access. Participants will also learn to challenge myths about AAC's effectiveness and the abilities of its users, fostering a more informed and empathetic approach to communication support. Join us to deepen your understanding of AAC, enhance your skills in its application, and make a meaningful impact on the lives of those who need it most.

Participants will be able to:

- Define AAC and distinguish between the various levels of AAC technology
- Articulate the importance of AAC to ensure communication access, a fundamental human right
- Identify and address misconceptions about AAC

Presented by:

Iván Campos, MS, CCC-SLP, BCS-CL

Date & Time:

October 16, 2024
1:30 - 3:30 p.m.

Location:

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

SLP Collaborative: Augmentative and Alternative Communication (AAC) Essentials Part 1

Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-248257)
(URL: <https://sbcss.k12oms.org/52-248257>)

Cost:

Free

Audience:

Speech-language pathologists (SLP), speech-language assistants, and interns.

Level of Course Content:

Beginner

Special Accommodations:

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

CEU Information:

Continue Education (CE) hours for SLPs and SLPAs
This course meets the qualifications for two hours of continuing professional development credit for Speech Language Pathologists as required by the Speech Language Pathology, Audiology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is California Association of Health and Education Linked Professions License# 444. Due to SLPAHADB requirements, participants must attend the entire two-hour conference in order to receive continuing education credit. Please mail the \$5.00 payment, payable to **SBCSS**, by **November 08, 2024**, to the Desert Mountain SELPA, c/o Letitia Macaraeg, 17800 Highway 18, Apple Valley, CA 92307. Please include your name as you want it displayed on the certificate, your state license number, and email address.





Virtual SLP Collaborative: Augmentative and Alternative Communication (AAC) Essentials Part 1

Course Overview:

Effective communication is a cornerstone of human interaction and essential for personal and academic success. For individuals with communication impairments, Augmentative and Alternative Communication (AAC) provides vital support, offering alternatives and enhancements to traditional speech and manual methods. This course introduces participants to the world of AAC, covering its definition, technology levels, and the crucial role of Speech-Language Pathologists (SLPs) and Speech-Language Pathology Assistants (SLPAs) in facilitating communication access. Participants will also learn to challenge myths about AAC's effectiveness and the abilities of its users, fostering a more informed and empathetic approach to communication support. Join us to deepen your understanding of AAC, enhance your skills in its application, and make a meaningful impact on the lives of those who need it most.

Participants will be able to:

- Define AAC and distinguish between the various levels of AAC technology
- Articulate the importance of AAC to ensure communication access, a fundamental human right
- Identify and address misconceptions about AAC

Presented by:

Iván Campos, M.S., CCC-SLP, BCS-CL

Date & Time:

October 16, 2024
1:30 - 3:30 p.m.

Location:

Virtual
Link will be sent to each participant prior to the training date.

Zoom Etiquette:

Participants must have their cameras on for the entire duration of the training to qualify for CE credits or receive a certificate of attendance.

Training should be attended from a stationary location, free from distractions, with a focus on active participation and avoiding multitasking.

Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-257200)
(URL: <https://sbcss.k12oms.org/52-257200>)

Cost:

Free

Audience:

Speech-language pathologists (SLP), speech-language assistants, and interns.

Level of Course Content:

Beginner

Special Accommodations:

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

CEU Information:

Continue Education (CE) hours for SLPs and SLPAs
This course meets the qualifications for two hours of continuing professional development credit for Speech Language Pathologists as required by the Speech Language Pathology, Audiology, and Hearing Aid Dispensers Board (SLPAHADB). The provider is California Association of Health and Education Linked Professions License# 444. Due to SLPAHADB requirements, participants must attend the entire two-hour conference in order to receive continuing education credit. Please mail the \$5.00 payment, payable to **SBCSS**, by **November 08, 2024**, to the Desert/ Mountain SELPA, c/o Letitia Macaraeg, 17800 Highway 18, Apple Valley, CA 92307. Please include your name as you want it displayed on the certificate, your state license number, and email address.



Desert Mountain SELPA
Due Process Summary
July 1, 2023 - June 30, 2024

DISTRICT								CASE ACTIVITY FOR CURRENT YEAR							Filed on Parent
	18/19	19/20	20/21	21/22	22/23	23/24	Total	D/W	Resolution Active	Resolution Settled	Mediation Active	Mediation Settled	Hearing Active	Hearing Decision	
Adelanto SD	3.5	3	3.5	4	6	5.5	25.5	0	0	4.5	0	1	0	0	0
Apple Valley USD	3.5	10	5	5	6	5	34.5	1	0	5	0	0	0	0	0
Baker USD	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0
Barstow USD	2	0	1	1	1	2	7	0	0	1	0	1	0	0	0
Bear Valley USD	0	0	1	1	1	2	5	1	0	1	0	0	0	0	0
Helendale SD	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0
Hesperia USD	7	17.5	7	12	3	6.5	53	1	0	3.5	0	2	0	0	0
Lucerne Valley USD	1.5	0	0	0	0	0	1.5	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	0	2	0	1	2	3.5	8.5	1	0	0.5	0	2	0	0	0
Silver Valley USD	0	0	0	0	1	1	2	0	0	1	0	0	0	0	0
Snowline USD	8.5	7	2	3	1	6	27.5	0	0	4	0	1	0	1	1
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	0	7	1	6	10	12.5	36.5	1	0	3.5	0	7	0	1	3
Victor Valley Union High SD	8.5	6.5	10	6	2	7	40	0	0	5	0	2	0	0	0
Desert/Mountain OPS	3	2	1	0	0	0	6	0	0	0	0	0	0	0	0
Excelsior Education Center	0.5	2	0	1	1	1	5.5	0	0	0	0	1	0	0	0
Health Sciences HS & MS	0	1	1	0	0	0	2	0	0	0	0	0	0	0	0
Lewis Center - AAE	1	1	1	0	1	1	5	0	0	1	0	0	0	0	0
Lewis Center - Norton	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0
SELPA-WIDE TOTALS	39	59	33.5	40	35	56	262.50	6	0	30	0	19	0	2	4

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, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
1. SVUSD Case no. 2023070703	Denial of FAPE 1. Failure to implement the IEP 2. Inappropriate offer of FAPE 3. Lack of ed benefit 4. Failure to facilitate parent participation and appropriate IEP team members.	7/2/2023	8/2/2023	9/28/2023	9/6-7/2023	8/2/23 - Concerns with location of provision of services. Reviewing IEE at upcoming IEP. 9/26/23 - Settlement Post Resolution CLOSED - Resolution	SPL (\$3,000)	Tutoring 135 hrs. OT 10 hrs. SPL 15 hrs. Counseling 10 hrs.
2. AVUSD Case no. 2023080387	Denial of FAPE 1. Failure to implement the IEP 2. Failure to provide comparable services upon transfer. 3. Lack of Ed Benefit 4. Failure to provide timely assessments 5. Failure to timely respond to the parent request for IEE	8/8/2023	8/17/2023 9/5/2023		9/26-28/2023	9/5/23 - Parents seeking push-in at AVHS. 9/12/23 - District will assess for FBA and ERMHS. Placement at AVHS. CLOSED - Resolution	Psycho Ed	SAI 40 hrs. SPL 10 hrs. ERMHS 10 hrs.
3. VVUHSD Case no. 2023080453	Denial of FAPE by failing to provide: 1. Appropriate placement 2. Progress on goals 3. Appropriate ITP 4. Academic supports and services Violated parent rights by: 1. Predetermining students needs 2. Failure to provide full copy of records	8/17/2023	8/25/2023		10/3-5/2023	8/25/23 - 38 weeks enrolled in VVUHSD. Super senior behind in credits. Missing information from transfer of records. Will go to mediation. 9/29/23 - District will conduct Psycho Ed, ERMHS, TP, SPL, OT and academic assessments. CLOSED - Resolution		Reading SAI 80 hrs. Transition 38 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
4. SJUSD Case no. 2023080600	Denial of FAPE Lack of Ed Benefit 1. Reading goals 2. Math goals 3. Writing goals Failure to provide research based remediation 1. Reading 2. Writing 3. Math Failure to assess 1. FBA 2. ERMHS Failure to provide 1:1 Employing negative behavior reinforcement practices.	8/18/2023	8/31/2023 9/7/2023	10/17/2023	10/10-12/2023	9/7/23 - Parent demand of 1:1 aide despite TISA results. Unreasonably high comp ed demand. 10/23/23 - Amend the IEP and provide parent assessment plan; include ERHMS and FBA. 10/25/23 - Parent to consent to assessments for FBA, ERMHS, Feifer Reading Assessment to consider Autism/SLD. IEP to follow completion of assessments. IEP Amended: SAI, counseling, parent consult, 1:1 CLOSED - Mediation		Academic tutoring \$9,000
5. VVUHSD Case no. 2023080895	Denial of FAPE 1. Failure to timely provide comprehensive assessments 2. Lack of Ed Benefit Denial of meaningful parent participation 1. Predetermination 2. Failure to provide complete records	8/23/2023	9/6/2023	10/13/2023	10/10-12/2023 11/28-30/2023	9/6/23 - Agree to ERMHS assessment and Foster Youth Grad credits. Disagree with comp ed demand. 10/16/23 - Credit recovery plan; multiple district assessments CLOSED - Mediation		Comped 80 hrs. Counseling 20 hrs. SPL 20 hrs. Transition supports 30 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
6. Bear Valley Case no. 2023081001	Denial of FAPE 1. Academics 2. SPL 3. Soc. Emotional 4. Behavior Failure to assess 1. OT 2. SPL 3. FBA Impeded parent participation 4. Lack of full team	8/30/2023	9/13/2023	11/8/2023	10/10-12/2023 12/5-7/2023	9/13/23 - Parent attorney delaying settlement until recent IEP copy received. 10/3/23 - Partial settlement demand received. Waiting for the IEP and new FAPE offer. 11/6/23 - Withdrawn by parent attorney CLOSED - Withdrawn		
7. VESD Case no. 202309041	VESD filed on the parent. 1. Does the IEP constitute FAPE? 2. May district implement IEP of 3/9/2023	9/5/2023	N/A	N/A	9/26-28/2023 10/10-12/2023	9/18/23 - Request for continuance by parent granted. Despite our disagreement OAH honored request. 9/29/23 - OAH rescheduled for VE fall break. VE withdrew case with intent to refile. CLOSED - Withdrawn		
8. AESD Case no. 2023090114	1. Violation of Child Find since 9/22/22. 2. Denial of services 3. Denial of FAPE 21-22, 22-23, 23-24.	9/5/2023	10/3/2023	12/11/2023	10/24-26/2023 1/17-18/2024	10/3/23 - Parent seeking unreasonable services including equine therapy. Seeking NPS for Autism. 10/23/23 - Attorney correspondence over unrealistic asks when placement is of most concern. 11/2/23 - Seeking to resolve placement so students gets to school. 12/11/23 - IEP Amendment: Placement change and increased SPL New assessments: SCIA, OT. CLOSED - Mediation		Tutoring 40 hrs. SPL 15 hrs.

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
9. HUSD Case no. 2023090600	Denial of FAPE 1. Failure to find child eligible under SLD or OHI	9/22/2023	10/5/2023		11/7-9/2023	10/5/23 - Student no longer enrolled in HUSD. 10/5/23 - Parent no-show to resolution. 10/9/23 - Case withdrawn CLOSED - Withdrawn		
10. VESD Case no. 2023100085	Did the IEP of 3/9/23 constitute FAPE and LRE? District filed to implement.	10/2/2023	N/A		10/24-26/2023	10/24-26/23 - Hearing held. Awaiting judges decision 12/8/23 - Judges decision - LEA prevailed on placement. CLOSED - Hearing		
11. Helendale SD Case no. 2023100129	Denial of FAPE 1. Appropriate placement 2. Increase OT 3. Appropriate goals 4. Appropriate aides and supports 5. Provide ESY 6. Collaborate with in home ABA 7. OT sensory integration	10/3/2023	10/18/2023	11/16/2023	11/21-22/2023 1/7-18/2024	10/18/23 - Attorney and advocates were present. Attorney deferring to advocates. Could not define "appropriate" or articulate what they are wanting. Suggested mediation - opposition pushed against it. 11/3/23 - Continuance granted. 11/16/23 - Mediation - agreed to parent drafted goals; to hold an IEP 12/9; continue gen ed placement; awaiting IEEs. 12/20/23 - IEP Amendment: new goals of parent discretion. Placement remains through completion and review of IEEs. CLOSED - Mediation		

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
12. VVUHSD Case no. 2023100	Denial of FAPE 1. Failure to complete comprehensive psycho-ed assessment 5/8/23 2. Failure to conduct triennial ERMHS, FBA, SPL 3. Inadequate placement	10/10/2023	10/19/2023 11/6/2023	12/19/23 (canceled)	11/28-30/2023	11/6/23 - Parent is seeking placement at a new NPS. Concerns related to BFA. LEA needs more information from BFA 12/19/23 - Doing well at BFA, returning student to LEA. CLOSED - Resolution		SAI 50 hrs. Counseling 30 hrs.
13. AESD Case no. 2023100596	Denial of Fape 1. Failure to appropriately assess 2. Failing to design IEPs, implement IEPs and provide proper placement 3. Denied parent meaningful participation by failing to have full staff team, failed to provide PWN, failure to provide complete records.	10/18/2023	11/1/2023 11/8/2023		12/5-7/2023	11/8/2023 - Advocate attended resolution. Concluded with verbal agreement. 11/10/23 - Overturned by parent attorney. 11/23/23 - To the IEP: increase in SAI, SPL. District to assess in behavior, 1:1, AT, and OT. IEE: Psycho ed CLOSED - Resolution		SAI, SPL 110 hrs.
14. VESD Case no. 2023	Denial of FAPE 1. Failure to provide appropriate program a. ERMHS b. Social skills c. SAI 2. Child Find 3. Unlawful disciplinary action	10/27/2023	11/7/2023		12/19-21/2023	11/14/23 - Limited student attendance; countered with reduced hours; student no longer in the LEA. 11/9/23 - Agreed to IEE's in OT, SPL CLOSED - Resolution		Tutoring 60 hrs. SPL 15 hrs. Counseling 20 hrs.

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
15. HUSD Case no. 2023110042	Denial of FAPE 1. Failure to provide appropriate program a. Academics b. SPL c. OT d. PT	11/1/2023	11/13/2023 11/14/2023			11/14/23 - CCS referral. Divided time HUSD, SJUSD. Additional assessment needed. 11/27/23 - IEP amendment: Eligibility changed to OI, 1:1 aide all day, increase SPL, OT, PT, Health Plan. CLOSED - Resolution		
16. Oro Grande SD Case no. 2023110283	Denial of FAPE 1. IEP failure to provide wrap services 2. IEP failure to provide ABA services 3. Failure to provide 1:1 aide	11/8/2023	11/17/2023	1/22/2024	12/27-28/2023 2/8/2024	11/7/23 - Seeking wrap services, hold IEP to reconsider eligibility of ABA services. 1/11/24 - Expulsion retracted 1/22/24 - Agreement to May IEP to review behavior needs; releases of information. Full waiver of claims. CLOSED - Mediation	ERMHS	Behavior Support 40 hrs.
17. SJUSD Case no. 2023110381	Denial of FAPE 1. Failure to assess a. Visual Processing b. VMI c. Auditory Processing d. Memory e. Executive functioning f. FBA g. Psycho Ed 2. Inappropriate placement in I.S. 3. Failure to offer credit recovery	11/13/2023	11/20/2023 12/7/2023		1/3-4/2024	12/7/23 - Placement issues due to probation requirements and restraining order. 12/19/23 - Placement at CHS in on-line learning for English; if court order changes, student may resume Eng. Class; transition goals developed at IEP. CLOSED - Resolution		DOR 100 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
18. SJUSD Case no. 2023110431	Denial of FAPE 1. Failure to offer BI services : FBA 2. Failure to address regression 3. Failure to provide ESY 4. Failure to offer home ABA 5. Failure to offer parent training in behavior and SPL 6. Failure to offer placement with neurotypical peers 7. Predetermined IEP 8. Ignoring parent concerns: BUS, CPI holds	11/14/2023	11/28/23 12/7/2023		1/3-4/2024 1/23-25/2024	11/28/23 - No show to Resolution; rescheduled. 12/7/23 - Student residing in foster care, yet adopted mom filed and lacks information, no trust with LEA. 12/20/23 - Opposing attorney unresponsive. 1/24 - Preparing for hearing 1/23/24 - 10 day OAH hearing. Awaiting judges decision 2/27/24 - Closing brief filed CLOSED - HEARING		
19. VESD Case no. 2023110554	Denial of FAPE 1. Failure to assess in all areas 2. Failure to calculate IEP to meet her needs a. placement b. progress c. supports d. soc. Emotional e. 1:1 aide f. ESY 3. Predetermination	11/16/2023	11/28/2023		1/3-4/2024	11/28/23 - Placement concerns, cannot verify ed rights holder, moved to an Ed m/m - triggered by others behavior 12/11/23 - Placement to remain. IEP amended: increase in individual counseling, add group counseling; district to assess: FBA, SPL, OT CLOSED - Resolution		Academic 50 hrs. Counseling 25 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
20. VESD (.5) HUSD (.5) Case no. 2023110843	Denial of FAPE 1. Failure to assess in all areas 2. Failure to provide records 3. Denied parent participation 4. Failure to provide PWN 5. Not a full IEP team 6. Failure to offer LRE 7. Failure to provide services 8. Failure to provide appropriate goals	11/27/2023	12/12/2023		1/17-18/2024	12/12/23 - Filed on HUSD and VESD jointly. Behavior concerns. Residency established. Student refusing Hesperia attendance. Mom has no car - wants transportation. 12/18/23 - 10 Day Statutory offer; done separately for HUSD and VESD. 1/4/24 - Both stat. offers declined by opposition. 1/11/24 - Settlement agreement; amended IEP to include increased SAI, add social skills, clarify ERMHS. CLOSED - Resolution		Academic SPL OT or reading 50 hrs.
20. VESD (.5) HUSD (.5) Case no. 2023110843	See above					See above		
21. HUSD Case no. 2023110783	Denial of FAPE 1. Failure to designate as SPED prior to 10/28/2022 2. Failure to make progress 3. Failure to provide B/A 1:1 4. Failure to assess for OT 5. Failure to provide toileting goals	11/28/2023	12/12/2023		1/17-18/2024	12/12/23 - Prospective services cannot be reached - student residency not HUSD. Student enrolled in correct district by 1/8/24 12/14/23 - IEP Amendment - Autism eligibility, 1:1 aide, 1 hr. consultation with district of residence over FBA findings. CLOSED - Resolution		

Desert Mountain SELPA
Due Process Activity Summary
July 1, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
22. Baker USD Case no. 2023120155	Denial of FAPE 1. Inadequate support in LRE 2. Failure to complete appropriate psycho ed 3. Failure to conduct ERMHS assessment. 4. Failure to provide appropriate supports and services 5. Failure to convene an MD 6. Unilaterally changing placement due to suspension	12/1/2023	12/8/2023	12/14/2023		12/8/23 - Student needs more restrictive placement. Parent refuses RTC. 12/11/23 - Parent to visit county class in Barstow. 12/14/23 - Placement in Barstow, Expulsion removed, ERMHS CLOSED - Mediation		Tutoring 20hrs
23. VESD Case no. 2023120162	Denial of FAPE 1. Failure to provide appropriate program a. Academics b. Fine Motor c. Behavior	12/5/2023	12/18/2023			12/18/23 - Dispute about who should provide ESY - VVUHSD dismissed. 12/20/23 - Reading comp ed agreed to CLOSED - Resolution		Reading 120 hrs.
24. VESD Case no. 2023120425	Denial of FAPE 1. Failure to properly assess 2. Failure to design appropriate IEP 3. Failure to provide SAI and ERMHS	12/12/2023	12/18/2023	1/19/2024	2/13-15/2024	12/1/23 - Agreed to waive resolution 1/19/24 - Modified IEP to include ABA aide. OT provision clarified. CLOSED - Mediation	OT Visual Processing SPL ERMHS	Reading 120 hrs.
25. AVUSD Case no. 2023120499	Denial of FAPE 1. Failure to provide appropriate placement and services a. Academic b. Communication c. Transition d. Behavior 2. Stu failed to make progress 3. IEEs approved but did not occur	12/14/2023	12/20/2023 1/8/2024	2/20/2024	1/30-2/1/2024 3/5-7/2024	1/8/24 - Parent to visit adult transition at AVHS; conservatorship in process 1/16/24 - Dismissed opportunity to file on parent, thus comped high demand 2/19/24 - Adult transition IEP; placement; comped; provide Tpad with "touch chat" CLOSED - Resolution		Academic 200 hrs. Vocational 150 hrs. SPL 100 hrs.

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Due Process Activity Summary
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LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
26. VVUHSD Case no. 2023120579	Denial of FAPE 1. Failure to comply with IEP 2. No provision of services for HH 3. Failure to facilitate meaningful parent participation.	12/15/2023	1/12/2024	2/16/2024	2/8/2024	1/12/24 - H/H teacher quit, unclear basis for H/H; awaiting ROI, refusal of virtual platform; unreasonable demands for in home 1:1 instruction. 2/15/24 - Agreed to 10 hrs. SAI for H/H per week by an NPA operative through 5/24/24 and the IEP of 10/31/2022 becomes operative. Truancy to be pursued if student does not participate 5 hrs. per week. District to assess fully before 5/24/24. CLOSED - Resolution		SAI 75 hrs.
27. VESD Case no. 2023120738	Denial of FAPE 1. Failure to consider all info in MD prior to expulsion 2. Child-Find 3. Failure to assess in all areas 4. Failure to address all areas of need.	12/20/2023	1/3/2024	1/17/2024 Expedited 3/1/2024 Regular	1/30/2024 1/22/2024 Expedited 4/16/2024 Regular	1/3/24 - Agreed to expunge MD; remaining issue is placement location. Need fact finding. Behaviors at home increasing. 1/17/24 - Agreed to ROI for ERMHS. Parent concerns about appropriate ERMHS services. Concern - returning from Charter to Home School. 1/19/24 - Parent agreed to I.S. with increased SAI. 1/30/24 - School counseling services 60 min per week through 23-24, DMCC ERMHS assessment CLOSED - Mediation		Tutoring 100 hrs.

Desert Mountain SELPA
 Due Process Activity Summary
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LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
28. VESD Case no. 2023120915	Denial of FAPE 1. Substantive errors in eligibility determination 2. Failed to properly develop a. Placement b. Behavior supports c. Social-emotional supports d. Academic supports and services 3. Failed to ensure progress 4. Failure to implement IEP 2/10/23 - 8/7/23	12/27/2023	1/10/2024 Expedited	1/17/2024 Expedited		1/10/24 - Placement concern; exploring NPS. 1/17/24 - Placement agreement, add counseling, increase BCBA. 1/22/24 - IEP Amendment of placement, ERMHS, BCBA, District assessments to include Autism and SLD, OT, ERMHS, FBA, all with new assessors. CLOSED - Mediation		SAI 75 hrs. ERMHS 12 hrs.
29. SJUSD - filing against student Case no. 2024010262	Filing to change placement. Consolidated with parent case.	1/10/2024	Not Required		1/23-25/2024 1/30-2/1/2024	See case #2023110431 SJUSD prevailed to implement IEP. Opposing counsel and parent did not prevail on any counts.		
30. AESD Case no. 2024010547	Denial of FAPE 1. Child find 2. Failure to timely assess 3. Failed to train teachers 4. Lack of progress 5. Lack of behavioral supports Denying parent meaningful participation.	1/16/2024	1/25/2024 2/5/2024		2/27-29/2024	2/5/24 - SCIA underway; staff to meet student at drop off. 2/23/24 - IEP add support during drop off. CLOSED - Resolution		

Desert Mountain SELPA
 Due Process Activity Summary
 July 1, 2023 - June 30, 2024

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
31. SJUSD Case no. 2024010453	Denial of FAPE 1. Child find prior to 12/23 2. Failure to assess in all areas a. FBA b. ERMHS 3. Failure to provide 1:1 4. Inappropriate change of placement with stipulated expulsion	1/16/2024	1/26/2024 2/6/2024		3/5-7/2024	2/6/24 - Considered school placement and behavior aide. 2/16/24 - Resume attendance at Pinon Mesa Middle School for remainder 23-24 school year. CLOSED - Resolution	FBA (\$3,000)	Academic tutoring 40 hrs. (\$4,000) Counseling 20 hrs. (\$2400)
32. Excelsior Case no. 2024010453	Denial of FAPE 1. Failure to consider IEEs 2. Failure to provide vision therapy. 3. Failure to provide parent participation in the IEP 4. Predetermination	1/16/2024	1/26/2024 1/31/2024	4/16/2024	4/16-18/2024	4/2/24- Opposing counsel and parent want functional goals. Student is performing at or above grade level. Offering a statutory offer and considering hearing. CLOSED - Mediation		Fund of \$6400 for vision therapy and auditory processing Reimburse parent \$1391 and \$450
33. VESD Case no. 2024010638	Denial of Fape 1. Inappropriate placement in LRE 2. Lack of intensive reading, writing and math 3. Failure to assess 4. Failure to provide behavior interventions 5. Lack of meaningful goals 6. Inappropriate frequency and duration of DIS Service	1/17/2024	1/25/2024 2/2/2024	3/12/2024	3/5-7/2024 4/23-24/2024	2/2/24 - Very little progress in reaching settlement 3/12/24 - parental consent to IEP and add monthly BCBA consult. CLOSED - Mediation	Vision processing w/ Ketchum Health	Reading services by DES 120 hrs. Related services comp ed 80 hrs. (\$10,000)

Desert Mountain SELPA
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LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
34. Oro Grande (.5) AESD (.5) Case no. 2024020471	Denial of FAPE: Lack of appropriate placement a) Academics b) ERMHS c) Behavior	2/1/2024	2/14/2024	4/12/2024	5/21-23/2024	2/14/24 - Main concern is behavior; added bus aide to demand. 2/27/24 - District investigated bus needs. 3/21/24 - Settlement Agreement Provide 1:1 aide for full day until IEP meeting to review results of FBA Adult support for transportation Assessments by District- psychoed, speech, OT, FBA CLOSED - Resolution	ERMHS by Neuro Clinic	
34. Oro Grande (.5) AESD (.5) Case no. 2024020471	See above					Cont: Speech - increase 2x 30 min weekly CLOSED - Resolution		
35. Bear Valley Case no. 2024020378	Denial of FAPE Failure to address student needs 1. Academics 2. SPL 3. Soc. Emotional 4. Behavior Failure to assess 1. OT 2. SPL 3. FBA Impeded parent participation 1. Lack of full IEP team	2/9/2024	2/21/2024		3/26-28/2024	2/21/24 - IEE and LEA assessments match; parent not agreeing demanding 1:1, not wanting to wait for TISA. 3/8/24 - 1:1 aide until IEP (not stay put) develop fade out plan OT - direct 2x monthly 30 min CLOSED - Resolution (3/8/24)	Psycho ed (Jerry Turner) Speech	Academic 75 hrs. (\$7500) OT 10 hrs. (\$1250) Speech 20 hrs. (\$2500)

Desert Mountain SELPA
 Due Process Activity Summary
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LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
36. VESD - filing against student Case no. 2024020500	Does the IEP of 9/21/24 constitute FAPE?	2/13/2024	Not Required		3/5-7/2024 4/9-11/2024	2/22/24 - Parent attorney refused to bring case to hearing. 2/26/24 - Continuance granted Parent no show to Prehearing Conf. Hearing scheduled for April 9-11 Parent obtained an attorney day of hearing and asked for continuance. Settled the case. CLOSED - Pre Hearing	Audiology - auditory processing	110 hours (\$11,000)
37. VESD Case no. 2024020651	Denial of FAPE Failure to provide appropriate program 1. Academics 2. Fine motor 3. Mental health 4. Behavior management	2/20/2024	3/1/2024	5/13/2024	5/29-30/2024	4/1/24- Still very far apart with regard to comp ed. Considering a statutory offer. Settlement Agreement 5/13/24 Closed - Mediation	FBA by PointQuest	250 hours - academic tutoring (\$25,000) 40 hours- OT (\$7,000)
38. Oro Grande Case no. 2024020800	Denial of FAPE 1. Denied support of an OLF 2. Inadequate amplification device 3. Abusive AVT provider 4. Lack of ERMHS 5. Abuse and discrimination	2/23/2024	3/12/2024	6/4/2024	4/9-11/2024 7/23-25/2024	Prospective Placement & ESY - Linda Mood Bell - Pasadena (2024-2026) up to \$102,745 per school year, travel (mileage) up to \$20,000, Placement considered parentally placed private school student and Stay Put is June 2024 IEP Settlement - Post Mediation CLOSED		\$25,000 per school year 24-26

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LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
39. SJUSD Case no. 2024030630	Denial FAPE: 1. No FBA 2. No trained 1:1 3. Failure to offer sufficient SLP, OT, PT, appropriate goals, home ABA, 4. Didn't offer parent training in AAC, sensory training, Speech, and behavior 5. Not all required members at IEP	3/15/2024	3/26/2024		4/30-5/1/2024 Withdrawn night before	3/15/2024 - No attorneys present at resolution. Didn't make progress or movement. Refused Mediation Held Witness Prep for all staff and the night before the hearing, opposing counsel withdrew CLOSED - Withdrawn		
40. BUSD Case no. 2024030464	Denial of FAPE: 1. Did not receive Speech services 2. No progress on goals 3. Wrongfully mainstreamed 4. No permanent Sped teacher	3/14/2024		3/27/2024		3/27/2024 - Formal mediation with OAH judge. Assessment Plan – TISA 60 min Speech comp Mr. Hoffman participates in IEP in May CLOSED - Mediation		1 hour
41. BUSD Case no. 2024030937	Denial of FAPE: 1. Failure to provide Sped and related services 2. Failure to conduct IEP 3. Failure to conduct Triennial in Dec 2023 4. Child Find	3/27/2024		4/5/2024	5/14-16/2024	1. Request for district assessments (ED, FBA). 2. 30 min weekly counseling from District Counselor 3. ESY will be SAI in midl /mod classroom CLOSED - Resolution		\$8,000 for academic tutoring, counseling from NPA
42. Norton Case no. 2024040047	1. Predetermine Manifestation Determination Review for expulsion 2. Failing to assess properly 3. Failing to develop effective strategies	4/1/2024	4/8/2024			CLOSED - Withdrawn		

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LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
43. HUSD Case no. 2024040439	1. District has failed to provide placement and program 2. Exclusion from programs	4/9/2024	4/25/2024	7/15/2024		Expedited residential placement assessment. RTC - Copper Hills (No Stay Put) Case Closed - Mediation		
44. Oro Grande Case no. 2024040563	Denial of FAPE: 1. Failing to provide Home and Hospital Instruction 2. Failure to consider parent arguments and documentation	4/12/2024	4/22/2024			Submitted a Notice of Dismissal as the prior settlement agreement covers the claim. OAH agreed. CASE DISMISSED		
45. AVUSD Case no. 2024040851	1. Failing to provide appropriate services, SAI, accommodations, goals, and assessments. 2. Failure to conduct FBA 3. Inappropriate ERMHS assessment	4/22/2024	5/2/2024			Currently negotiating terms for an agreement. 1. Amendments to IEP (Increase services, add 1:1, ESY) 2. Compe Ed 3. IEEs CLOSED - Resolution	FBA ERMHS Speech & Language	1. Academic tutor - 100 hrs (\$11,000) 2. ERMHS - 40 hrs (\$5,000) 3. BCBA consult in home 30 hrs (\$3750)
46. AESD Case no. 2024040555	1. Failing Child Find obligation by not identifying and assessing in a timely manner 2. Untimely FBA 3. Not offering appropriate services	4/12/2024	5/9/2024			Settled 5/13/2024 1. District shall staff an additional support person (classroom aide, substitute, teacher, etc.) in Student's general education classroom. 2. Comp ed: academic, OT, SLP 3. FBA CLOSED - Resolution		\$6,000

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LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
47. VVUHSD Case no. 2024050249	1. Residential Placement Request	5/6/2024	5/20/2024		6/25-27/2024	Student moved to another Foster home outside of the district boundaries. Residential Placement dropped and Comp Ed requested. Case still OPEN		
48. AESD Case no. 2024050629	1. Failed to comprehensively assess in all areas of suspected disability 2. Failed to offer adequate Speech frequency 3. Failing to offer a Reading goal, Writing goal, and Math goal	5/10/2024	6/5/2024		6/25-27/2024	Resolution Session negotiations: Comp Ed hours for •Speech and Language •Compensatory Education services (academic) CLOSED - Resolution		SPL - 30 hrs Reading -75
49. AVUSD Case no. 2024050940	1. Failed to comprehensively assess in all areas of suspected disability for Tri (no interviews) 2. Failed to comprehensively assess Speech and Language 3. Failed to implement Speech 4. Failed to offer goals in Reading and Writing 5. Deficient IEP goals	5/13/2024	6/3/2024		7/9-11/2024	Settled 6/25/2024 CLOSED - Resolution	Speech/Lang by Keanna Knox	Transition - 20 SPL -40 hrs

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LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
50. VESD Case no. 2024051066	1. Failed to offer an appropriate placement and support 2. Failed to offer appropriate frequency, duration, and type of DIS services 3. Failed to provide intensive academic programs 4. Failed to devise meaningful goals in all areas of suspected need	5/29/2024	6/10/2024	8/7/2024	7/16/-18/2024	Resolution Session - Negotiating Comp Ed for Reading Intervention, Math Referral for OT and ERMHS Case Closed - Post Resolution		120 hours of Reading, 40 hours of Math
51. HUSD Case no. 202405113	1. Failing to appropriately, timely, and comprehensively assess all areas of suspected disability 2. Failing to appropriately design or implement educational program 3. Violating guardian's right to meaningful participation 4. Fail to provide guardian full copies of educational records	5/30/2024	6/10/2024	7/18/2024	7/16/18/2024	Settled: May 20, 2024 IEP shall be agreed 24-25 school year - LVN aide 1. Health and Safety Plan 2. Increase SAI 3. Early Tri (sensory, lang/speech, CAPD, AAT, ERMHS) 5. Health Assessment Closed - Mediation		DES through 6/30/26 230 hours: 180 - reading 50 - math
52. HUSD Case no. 2024060	<ul style="list-style-type: none"> • Failure to reassess in all areas prior to changing eligibility • Failed to offer appropriate services • April 4, 2023 and 2024 IEPs - Failing to issue appropriate goals • No clear offer of FAPE • No parent participation • Fail to accommodate student's scooter 	6/12/2024	6/20/2024	7/22/2024	7/30-8/1/2024	Settled: 7/24/2024 District Assessments: OT, PT Mobility Services: District will make available motorized scooter and wheelchair with an aide to push Closed - Mediation	By Laurie Cottrell (Functional Vision, Standardized Cognitive in large print, Standardized Academic in large print)	PTA no later than 6/30/26: 85 hours - 80 of tutoring 5 of SPL

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LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed
53. AVUSD Case no. 2024060	Denial of FAPE: IEP: May 21, 2024 – May 30, 2024 • Placement 51% SAI • Failing to offer sufficient services	6/12/2024	6/20/2024		7/30-8/1/2024	CLOSED - Withdrawn		
54. AAE Case no. 2024060	1. Failed to assess in all areas of suspected disability (psychoeducational assessment) (ERMHS) 2. Failing a comprehensive Speech evaluation for exit. 3. Failed to offer counseling services, develop safety plan, and address bullying	6/12/2024	6/21/2024		7/30-8/1/2024	Charter Assessments: Student is not eligible agrees to conduct psychoeducation and ERMHS Establish Check in Check out system CLOSED - Resolution	Speech and Language	Available through 6/30/26 NPA: 20 hours - counseling 15 hours - tutoring
55. VVUHSD Case no. 2024060789	1. Assess in all areas of suspected disability (ERMHS, FBA) 2. Failed to offer appropriate program and services.	6/21/2024	7/2/2024		8/6-8/2024	1. 504 plan in place for start of new school year. 2. District assessment: Psycho ed, ERMHS, S&L, OT, Adaptive skills CLOSED - Resolution		1. \$18,000 in Education Services (NPA) bu 6/30/2027
56. VVUHSD Case no. 2024060758	1. Fail to hold Interim Placement 2. Failed to assess 3. Fail to offer behavioral /social & Emotional services 4. Failed to hold annual IEP	6/24/2024	7/3/2024		8/6-8/2024	Settled: July 12, 2024 1. The District will continue to implement Amended IEP (Jan. 2024) and provide 30 min weekly counseling. 2. District will hold IEP to review IEEs. CLOSED - Resolution	Psycho ed up to \$4500 (Dr. Lucia Serio / Dr. Donica Dohrenwend) Speech/Lan (Elizabeth Gallardo)	SP&L- 15 hr up to \$175

Due Process Complaints

Due Process Complaints	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Charter SELPA	7	5	2	5	7	5	1
SELPA	42	67	29	41	36	56	8
Filed on parent	0	0	0	2	1	2	
Total	49	72	31	48	44	61	9

DM SELPA Due Process Complaints 2024-2025	
July (24)	5
August (24)	3
September (24)	
October (24)	
November (24)	
December (24)	
January (25)	
February (25)	
March (25)	
April (25)	
May (25)	
June (25)	
Total	8

District	Due Process Complaints 2024-2025
Adelanto	3
Apple Valley USD	
Baker USD	
Barstow	
Bear Valley USD	
Excelsior	
Helendale	1
Hesperia USD	2
Oro Grande	
Lewis Center (AAE)	
Lewis Center (Norton)	
Silver Valley	
Snowline JUSD	1
Victor Elementary SD	1
Victor Valley UHSD	
Total	8

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

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	2.5	24.5	0	0.5	2	0	0	0	0	0	
Apple Valley USD	10	5	5	6	5	0	31	0	0	0	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	0	5	0	0	0	0	0	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	1	2	0	0	1	0	0	0	0	0	
Hesperia USD	17.5	7	12	3	6.5	2	48	0	0	1	0	1	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	1	20	0	0	1	0	0	0	0	0	
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Victor Elementary SD	7	1	6	10	12.5	1	37.5	0	1	0	0	0	0	0	0	
Victor Valley Union High SD	6.5	10	6	2	7	0	31.5	0	0	0	0	0	0	0	0	
Desert/Mountain OPS	2	1	0	0	0	0.5	3.5	0.5	0	0	0	0	0	0	0	
Excelsior Education Center	2	0	1	1	1	0	5	0	0	0	0	0	0	0	0	
Health Sciences HS & MS	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	
Lewis Center - AAE	1	1	0	1	1	0	4	0	0	0	0	0	0	0	0	
Lewis Center - Norton	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	
SELPA-WIDE TOTALS	59	33.5	40	35	56	8	231.50	0.5	1.5	5	0	1	0	0	0	

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

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

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Due Process Activity Summary
July 1, 2024 - August 31, 2024

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

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
4. HUSD Case no. 2024070745	1. Failing to offer and provide appropriate FAPE, 2. Impeded parent's ability to participate in decision-making	7/22/2024	7/24/2024 8/12/2024	9/10/2024	9/10-12/2024	District Assessments Case Closed - Mediation		
5. AESD Case no. 2024070973	1. Failing to provide FBA or response per parent request, Failed to reassess (psychoed, SPL, OT), 2. Failed to provide PWN for refusal to grant parent request for 1:1, 3. Removed counseling services	7/25/2024	8/2/2024			District Assessments Case Closed: Resolution		20 hours Counseling
6. AESD Case no. 2024080007	1. Fail to conduct Tri within timelines 2. Fail to offer services linked to needs 3. Fail to assess in all areas of suspected disability	7/31/2024	8/14/2024		9/17-19/2024	Case Closed: Resolution	academic tutoring - 85 hours, Behavior - 10, SL -30 hours, counseling - 30 hours	FBA, Psychoeducation

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
7. VESD Case no. 2024080457	1. Failure to assess in all areas of suspected disability (OT, AAC, Autism, ERMHS) 2. Failure to offer and provide appropriate related services (OT, S&L, Counseling) 3. Failure to provide placement in the LRE	8/13/2024	8/21/2024 9/4/2024		10/1-3/2024	Request for assesments, increase of services, and comp ed		
8. ASED Case no. 2024080915	1. Failure to provide appropriate placement and Services (OT, S&L, AT, Behavior) 2. Failure to address behaviors	8/23/2024	9/3/2024 9/11/2024		10/8-10/2024	Request to increase services and comp ed Complaint against DMOPS was withdrawn		

Desert Mountain SELPA
Legal Expense Summary
As reported at steering August 16, 2024

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$314,479.71
2019-2020	\$475,930.79
2020-2021	\$354,582.16
2021-2022	\$401,072.52
2022-2023	\$391,662.84
2023-2024	\$680,992.26
2024-2025	\$52,298.24

**Desert Mountain SELPA & Charter SELPA
California Department of Education (CDE) Compliance
SEPTEMBER 2024**

**Compliance and Improvement Monitoring Process (CIM)
STEP FOUR: Implementation and Monitoring
Targeted 3 – Progress Reports**

Progress Report #2 due **January 10, 2025** (for the reporting period July 1, 2024–December 31, 2024).

**Compliance and Improvement Monitoring Process (CIM)
STEP FOUR: Implementation and Monitoring
Intensive 1,2,3 – Progress Reports**

Progress Report #3 due **October 10, 2024** (for the reporting period July 2024–September 2024)

Cyclical Monitoring for Small LEAs Cycle B: 2024 Overview Webinars

Cycle B overview webinars are scheduled as follows:

September 24, 2024 - 10:00AM-11:00AM

September 27, 2024 - 3:00PM-4:00PM

CYCLE B – PARTICIPANTS

La Verne Elementary Academy Preparatory, Leonardo Da Vinci Health Sciences Charter, Mojave River Academy-Oro Grande, Mojave River Academy-Route 66, Mountain View Montessori, Odyssey Charter School, Taylion High Desert Academy

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												
Apple Valley	11	1	13	25	11	1	13	25	12	1	11	24												
Baker																								
Barstow	8	1		9	8	1		9	8	1		9												
Bear Valley	1			1	1			1	1			1												
Helendale																								
Hesperia	14	1	2	17	14		2	16	17		4	21												
Lucerne Valley	2	1		3	2	1		3	2	1		3												
Needles																								
Oro Grande																								
Silver Valley	3			3	3			3	3			3												
Snowline	10		2	12	10		2	12	9		1	10												
Trona																								
Victor Elem	7		1	8	7		1	8	6		1	7												
VVUHSD	23	2	2	27	23	2	2	27	22	2	3	27												
TOTALS	89	7	20	116	89	6	20	115	89	6	20	115												
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 Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

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

MEMORANDUM

Date: September 20, 2024
To: Directors of Special Education
From: Deborah Sarkesian, Coordinator




Subject: 2023-2024 Transition Partnership Program (TPP) Year-End Report

The following is an update for the Desert Mountain SELPA Transition Partnership Program (TPP) for the 2023-2024 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
There shall be 275 DOR potentially eligible clients who receive Job Exploration Counseling Services	265	342
There shall be 265 DOR potentially eligible clients who receive Workplace Readiness Training services	265	474
There shall be 200 DOR potentially eligible clients who receive Work-based Learning Experience services	200	262
There shall be 265 DOR potentially eligible clients who receive Instruction in Self-Advocacy services	265	449
There shall be 175 DOR potentially eligible clients who receive Work Experience Placements services	175	277
There shall be 265 DOR potentially eligible clients who receive Counseling on Post-Secondary services	265	318
There shall be 265 unduplicated new DOR potentially eligible clients who receive DOR services	275	308
There shall be 526 unduplicated new DOR potentially eligible clients who receive DOR services	526	606



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MEMORANDUM

Date: September 20, 2024
To: Directors of Special Education
From: Deborah Sarkesian, Coordinator

Subject: 2023-2024 CalWORKs Subsidized Employment Year-End Report

The following is an update for the Desert Mountain SELPA CalWORKs Subsidized Employment program (CSEP) for the 2023-2024 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Consumers Enrolled	50	69



Desert Mountain Special Education Local Plan Area
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 www.cahelp.org

MEMORANDUM

Date: September 20, 2024
To: Directors of Special Education
From: Deborah Sarkesian, Coordinator

Subject: 2023-2024 WorkAbility I (WAI) Year-End Report

The following is an update for the Desert Mountain SELPA WorkAbility I (WAI) program for the 2023-2024 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Served	209	230
Students Placed	31	31



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

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

MEMORANDUM

Date: September 20, 2024
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: 2023-2024 Workforce Innovation and Opportunity Act Year-End Report

The following is an update for the Desert Mountain SELPA Workforce Innovation and Opportunity Act (WIOA) Youth Forward program for the 2023-2024 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

<i>Description</i>	<i>Contract Goal</i>	<i>Annual Goal</i>
Students Enrolled	335	298

Career Technical Education (CTE)

Programs and Services





CTE Staff

Introductions

CTE Staff



Deborah Sarkesian
Program Manager



Brianna Sincox
Office
Specialist II



Michael Castro-
Sellinger
Student Worker

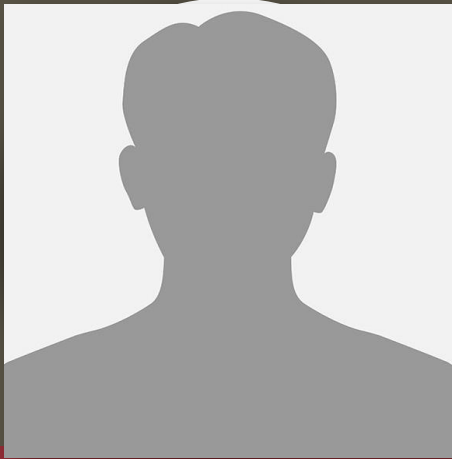


Isaac Medina
Project Manager



Bobbie Taylor
Project Manager

TPP Work Incentive Technicians



Ronnie
Hillary



Cheyenne
Lopez



Deborah
Smith



Thim
Thompson



Kristin
Wentworth

WIOA Work Incentive Technicians



Janine Haynes



Perala Rascon



Gina Huerta

CTE Programs



- ▶ CalWORKS Subsidized Employment Program (CSEP)
- ▶ CalWORKS Youth Employment Program (CYEP)
- ▶ Transition Partnership Program (TPP)
- ▶ Workforce Innovation Opportunity Act (WIOA)
- ▶ WorkAbility I





Transition Partnership Program

TPP Overview

- ▶ Partnership with the State Department of Rehabilitation
- ▶ Assist students transitioning from high school into meaningful employment opportunities or post-secondary education
- ▶ Desert Mountain SELPA & Desert Mountain Charter SELPA
 - 23 school sites
 - 42 classrooms
 - 275 New Referrals
 - 526 students served annually

TPP Eligibility and Components



Eligibility

- ▶ Between the ages of 16-21 who have not received services from the TPP program
- ▶ IEP, 504 Plan, or documented disability
- ▶ Referred by a TPP teacher

Components

- ▶ Workshops (October - March)
 - ❑ Job Exploration Counseling
 - ❑ Workplace Readiness Training
 - ❑ Instruction in Self-Advocacy
 - ❑ Counseling on Post-Secondary Education
- ▶ Work-based Learning Experiences



WorkAbility I

WorkAbility 1 Overview

- ▶ Funded and administered by the CDE
- ▶ Provides pre-employment skills training
- ▶ Work-based learning experiences
- ▶ Moderate - Severe
- ▶ Dually enrolled into TPP
- ▶ Conduct follow-up for high school students in special education who are making the transition from school to work, independent living, and post-secondary education or training

Eligibility and Components



Eligibility

- ▶ Between the ages of 16-21 who have not received services from the TPP program
- ▶ IEP
- ▶ Referred by a TPP/Workability teacher

Components

- ▶ Workshops
 - Workplace Readiness Training
 - Instruction in Self-Advocacy
 - Assessments
- ▶ Work-based Learning Experiences



Workforce Innovation Opportunity Act (WIOA)

WIOA Overview

- ▶ Funded and administered through San Bernardino County - Workforce Development Department (WDD)
- ▶ Provide services for consumers in the following cities:
 - Adelanto
 - Victorville
 - Hesperia
 - Apple Valley
 - Lucerne Valley
 - Big Bear
 - Wrightwood
 - Phelan

Eligibility and Components



Eligibility

- ▶ Between the ages of 16-24
- ▶ Out of school
- ▶ Meet one of the following barriers:
 - No high school diploma/GED
 - Disability
 - Low Income
 - Parenting Youth
 - Foster Youth
 - Homeless

Components

- ▶ Paid work experience
- ▶ Vocational Schooling tuition assistance
- ▶ High School Diploma/GED assistance
- ▶ Employment assistance
- ▶ Supportive Services



Other Programs

CalWORKS Programs



CalWORKS Youth Employment Program (CYEP)

- ▶ Eligibility
 - ❑ Ages 16 to 24
 - ❑ Referred by the Transitional Assistance Department (TAD)
- ▶ Components
 - ❑ Workplace Readiness
 - ❑ Paid Work Experience

CalWORKS Subsidized Employment Program (CSEP)

- ▶ Eligibility
 - ❑ Age 25 or older
 - ❑ Referred by the Transitional Assistance Department (TAD)
- ▶ Components
 - ❑ Workplace Readiness
 - ❑ Paid Work Experience



Celebrating Champions



SILVER VALLEY HIGH SCHOOL

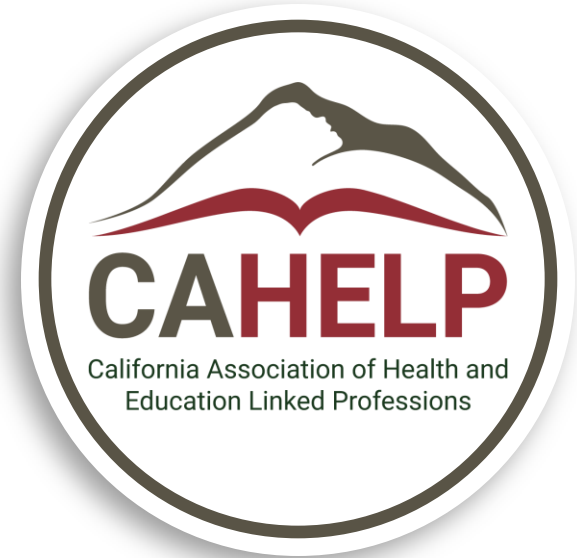


Desert Mountain SELPA

Academic for Academic Excellence
 Adelanto Elementary School District
 Apple Valley Unified School District
 Baker Valley Unified School District
 Barstow Unified School District
 Bear Valley Unified School District
 Excelsior Charter School
 Excelsior Corona-Norco
 Health Sciences High and Middle College
 Helendale Elementary School District
 Hesperia Unified School District
 Lucerne Valley Unified School District
 Needles Unified School District
 Norton Science and Language Academy
 Oro Grande Elementary School District
 Silver Valley Unified School District
 Snowline Joint Unified School District
 Trona Joint Unified School District
 Victor Elementary School District
 Victor Valley Union High School District

Desert Mountain Charter SELPA

Allegiance STEAM Academy - Thrive
 ASA Charter School
 Aveson Global Leadership Academy
 Aveson School of Leaders
 Ballington Academy for the Arts and Sciences
 Desert Trails Preparatory Academy
 Elite Academic Academy - Lucerne
 Encore Jr/Sr High School
 Julia Lee Performing Arts Academy
 LaVerne Elementary Preparatory Academy
 Leonardo da Vinci Health Sciences Charter
 OCS - South (Odyssey Charter)
 Odyssey Charter School
 Pasadena Rosebud Academy
 Pathways to College
 Taylion High Desert Academy
 Virtual Preparatory Academy - Lucerne



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TRANSITION PARTNERSHIP PROGRAM

WHAT IS TPP?

The Transition Partnership Program (TPP) is a program with the Department of Rehabilitation (DOR) that assists eligible students in successfully transitioning from high school into meaningful employment opportunities and/or post-secondary education.

WHO IS ELIGIBLE?

High school juniors or seniors, between ages 16-21 years old who have not received services from the TPP program. Individuals who have an IEP or 504 plan and who have been referred by a TPP teacher.

PROGRAM COMPONENTS

- Job Exploration Counseling
- Workplace Readiness Training
- Work-based Learning Experiences
- Instruction in Self-Advocacy
- Counseling on Post-Secondary Education

HOW TO APPLY

1. Complete TPP referral packet (provided to students by TPP staff at the school site).
2. TPP staff will coordinate intake and assessment with the DOR counselor.
3. Be prepared to provide necessary documents (photo ID and a copy of signed social security card).
4. If you are interested in TPP or have questions please contact your site TPP Teacher: _____ or your school counselor.

Get in
Touch

Email : CTE@cahelp.org
Phone : (760) 646-8000, ext. 365

**DESERT MOUNTAIN SPECIAL EDUCATION
LOCAL PLAN AREA © 2023**



PROGRAMA DE COLABORACIÓN PARA LA TRANSICIÓN

¿SOBRE NUESTRO PROGRAMA?

El Programa de Colaboración para la Transición (TPP) es un programa del Departamento de Rehabilitación (DOR), el cual ayuda a los estudiantes elegibles a pasar de manera exitosa de la escuela secundaria a oportunidades de empleo significativas, y/o a la educación postsecundaria.

¿QUIÉNES SON ELEGIBLES?

Estudiantes de 3er o 4to año de secundaria, entre 16 y 21 años, que no hayan recibido servicios del programa TPP. Quienes sean remitidos por un maestro del TPP. Quienes tengan un IEP o un plan 504.

COMPONENTES DEL PROGRAMA

- Asesoría en la Búsqueda de Empleo
- Capacitación en Preparación para el Empleo
- Experiencias de Aprendizaje sobre el Empleo
- Instrucción en Defensa Propia
- Asesoría en Educación postsecundaria

Cómo Aplicar

1. Diligencie un Paquete de Referencia del TPP (Entregado a los estudiantes por el personal del TPP en un taller dirigido en la escuela).
2. El personal del TPP coordinará la admisión y la evaluación con un consejero del DOR.
3. Tenga listos los documentos necesarios a entregar (documento de identidad con fotografía y una copia de la tarjeta de la seguridad social firmada).
4. Si está interesado en TPP o tiene preguntas, comuníquese con el maestro de TPP de su sitio: _____ O el consejero de tu escuela.



San Bernardino County YOUTH Forward

Youth Forward is San Bernardino County's exciting youth program. Through Youth Forward you may be eligible for free skills and career exploration, one-on-one mentoring, career training and education, paid work experience, and many other opportunities to prepare you for a sustainable career. Come join us!

PROGRAM SERVICES

- Paid Work Experience
- Vocational Schooling like Cosmetology, Barber School Certified Nursing Assistant, Forklift Operator EKG Technician, Security Enforcement Training Construction, Graphic Design Phlebotomy, Clinical Medical Assistant and more!
- Individualized Career Development Plan
- Financial Literacy
- College Enrollment Assistance
- Employment Assistance
- Occupational Training and Certificates
- Supportive Services and more!

REQUIREMENTS:

- 16-24 years of age
- Out-of-School AND meets one or more of the following barriers:
 - » No High School Diploma or GED
 - » Disability
 - » Low Income & Basic Skills Deficient
 - » Parenting Youth
 - » Foster Youth
 - » Justice Involved
 - » Homeless and more!

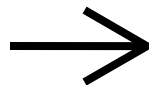
LOCATION:

17800 Highway 18, Apple Valley, CA 92307
Application Link | https://linktr.ee/cahelp_cte

CONTACT: (760) 646-8000 ext. 368

CTE@cahelp.org

Scan here
to apply



Scan the QR Code
to visit to our Youth
Forward website


workforce.sbcounty.gov/youth/

Funding for this program is provided by San Bernardino County Workforce Development Board (WDB). This WIOA Title-1 financially assisted program or activity, the WDB, are Equal Opportunity Employers. Auxiliary aids and services are available upon request to individuals with disabilities. For federal funding disclosure information, visit workforce.sbcounty.gov/about/ffd/.

CAHELP Career Technical Education Programs At-A-Glance

Program	CALWORKS SUBSIDIZED EMPLOYMENT PROGRAM (CSEP)	TRANSITION PARTNERSHIP PROGRAM (TPP)	CALWORKS YOUTH EMPLOYMENT PROGRAM (CYEP)
Contact	Bobbie Taylor Project Manger (760) 646-8000 ext. 365 Bobbie.Taylor@cahelp.org	Bobbie Taylor Project Manger (760) 646-8000 ext. 365 Bobbie.Taylor@cahelp.org	Isaac Medina Project Manger (760) 646-8000 ext. 360 Isaac.Medina@cahelp.org
Who Can Apply	<ul style="list-style-type: none"> • A customer will be considered eligible for CSEP enrollment if they are 25 and up • An active customer of the CalWORKs and WTW program • General knowledge of the expectations associated with the workplace, including: <ul style="list-style-type: none"> • Attendance • Punctuality • Adhering to the workplace requirements • At least three months of their CalWORKs 48-month time limit remaining, if applicable 	<ul style="list-style-type: none"> • Between 16 and 21 years of age • High school junior or senior • Referred by a TPP teacher • Must have an IEP or 504 plan. 	<ul style="list-style-type: none"> • Between 16 and 24 years of age • An active customer of the CalWORKs and WTW program • General knowledge of the expectations associated with the workplace, including: <ul style="list-style-type: none"> • Attendance • Punctuality • Adhering to the workplace requirements • At least three months of their CalWORKs 48-month time limit remaining, if applicable
Services	<ul style="list-style-type: none"> • Work Readiness Training • Up to 485 hours, or six months, of successful work experience training 	<ul style="list-style-type: none"> • Paid Work Experience • Job Exploration Counseling • Workplace Readiness Training • Instruction in Self-Advocacy • Counseling on Post-Secondary Education 	<ul style="list-style-type: none"> • Work Readiness Training • Up to 485 hours, or six months, of successful work experience training
How to Apply	<ul style="list-style-type: none"> • Referrals are submitted to CAHELP from the Transitional Assistance Department (TAD) 	<ul style="list-style-type: none"> • Complete a TPP referral packet provided to students by TPP staff at a workshop 	<ul style="list-style-type: none"> • Referrals are submitted to CAHELP from the Transitional Assistance Department (TAD)

CAHELP Career Technical Education Programs At-A-Glance

Program	WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)	WORKABILITY I (WAI)
Contact	Isaac Medina Project Manger (760) 646-8000 ext. 360 Isaac.Medina@cahelp.org	Isaac Medina Project Manger (760) 646-8000 ext. 360 Isaac.Medina@cahelp.org
Who can Apply	<ul style="list-style-type: none"> • Between 16 and 24 years of age • Out-of-school • AND meets one or more of the following barriers: <ul style="list-style-type: none"> • No High School Diploma or GED • Documented Disability (IEP, 504) • Low Income • Parenting Youth • Foster Youth • Homeless 	<ul style="list-style-type: none"> • Between 14 and 21 years of age • Attending school, including secondary and postsecondary • Low Income • AND meets one or more of the following barriers: <ul style="list-style-type: none"> • Homeless • Foster Care • Justice Involved
Services	<ul style="list-style-type: none"> • Paid Work Experience • Vocational Schooling • Individualized Career Development Plan • Financial Literacy • College Enrollment Assistance • Employment Assistance • Occupation Training & Certificates • Supportive Services 	<ul style="list-style-type: none"> • Paid Work Experience • Job Exploration Counseling • Workplace Readiness Training • Instruction in Self-Advocacy
How to Apply	Scan the QR Code and complete the application to determine eligibility for the program 	<ul style="list-style-type: none"> • Complete a WorkAbility I referral packet provided to students by the CTE staff or the WAI teacher

More Information visit the [Career Technical Education About Page](#)



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 age 16 and older. 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.

Presented by:

Bobbie Taylor, Project Manager
Isaac Medina, Project Manager

Date & Time:

November 7, 2024
Training time 9:00 a.m. - 12:00 p.m.

Location:

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

Cost:

There is no cost for this training.

Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-247073)
(URL: <https://sbcss.k12oms.org/52-247073>)

Audience:

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

Special Accommodations:

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





Desert Mountain Special Education Local Plan Area
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www.cahelp.org

MEMORANDUM

Date: September 20, 2024
To: Directors of Special Education
From: Deborah Sarkesian, Program Manager

Subject: Prevention & Intervention 2023 – 2024 Year-End Report

The following is an update from the Desert Mountain SELPA Prevention and Intervention Department for the 2023-2024 school year. If you have any questions regarding expected outcomes, please contact me at (760) 646-8000 extension. 333, or via email at Deborah.Sarkesian@cahelp.org.

<i>Behavior/SEL/Trauma-Informed Supports</i>	<i>Facilitated</i>
Bullying Prevention and Intervention: Using Expected Respect Curriculum	3
Check In Check Out	2
Creating a Responsive Classroom	4
Cultural Responsiveness: A Compilation of Classroom Strategies	2
Discouraging Problem Behaviors	5
EC PBIS	3
EC PBIS Overview	1
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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: September 20, 2024
 To: Directors of Special Education
 From: Deborah Sarkesian, Program Manager
 Subject: **Prevention & Intervention 2023 – 2024 CA-ISP Grant Year-End Report**

The following is an update from the Desert Mountain SELPA Prevention and Intervention Department for the 2023-2024 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.



Cohort 1: 3 Districts, 7 Schools	Facilitated	Hours	Coaching Hours
District Professional Learning	3	24	30
MTSS/PBIS Site Team Professional Learning	21	178	30
Whole Staff Professional Learning	42	42	
Culturally Relevant and Sustaining Practices	7	7	
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Community Circles	1	1	
4 to 1 Ratio	1	1	
Expectations Review	1	1	



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MEMORANDUM

Date: September 20, 2024
To: Directors of Special Education
From: Codi Anderson, Occupational/Physical Therapy Supervisor

Subject: Occupational and Physical Therapy Reports

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

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



Woodcock-Johnson® V (WJ V™)

Coming Soon in 2025

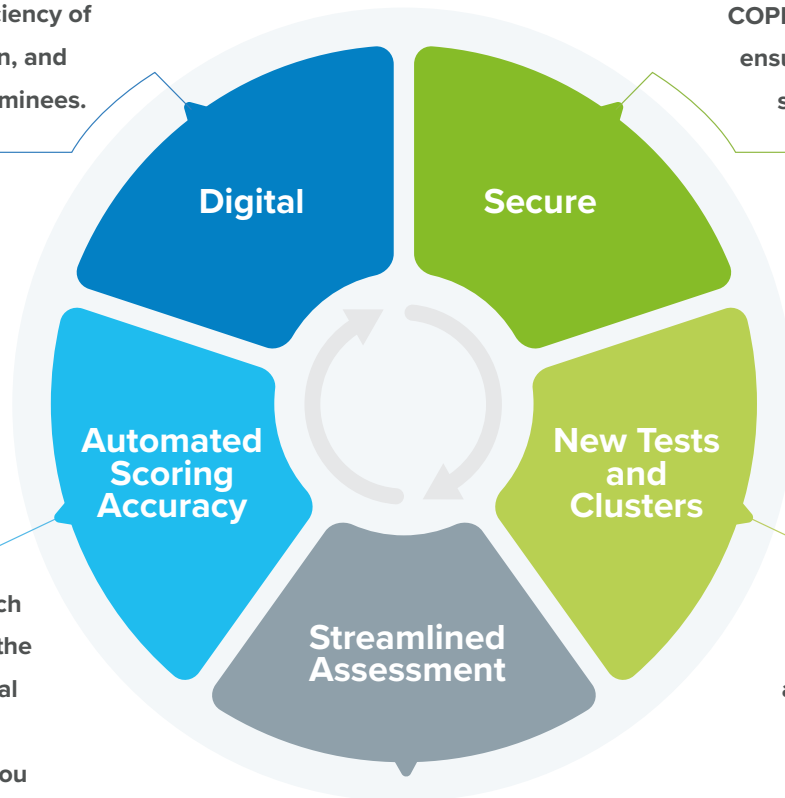
The **Woodcock-Johnson® V** (WJ V™) is structured to offer customized, efficient, and flexible assessments that examiners need to accurately evaluate potential learning problems and important individual differences in children and adults. The WJ V is designed to measure intellectual abilities, academic achievement, and oral language skills.



What's new with WJ V?

The digital design of the WJ V improves the portability of test materials, accessibility of test content, efficiency of test administration, and engagement of examinees.

WJ V is hosted on our trusted and familiar *Riverside Score*® platform, which is HIPAA, COPPA, and FERPA compliant, ensuring your data is always secure and protected.



Navigation through each test is fully automated; the platform manages basal and ceiling logic and continuation rules, so you can focus on administration without sacrificing accuracy. Testing by complete pages has been eliminated.

Preloaded tests help avoid any pause or delay in testing. Additionally, some task introductions are presented in video format, ensuring that each examinee has an identical opportunity to understand the requirements of the test.

The new voice capture feature will improve scoring accuracy, particularly on timed retrieval tasks. When voice capture is enabled, examiners can flag items for later review and score confirmation.

Designed to help examiners better assess comprehension, processing speed, executive functioning, working memory, spelling, phoneme-grapheme knowledge, and more.

How is the WJ V Administered?

WJ V simplifies the entire assessment procedure through web-based testing

- The WJ V is **digital** with no physical materials that require shipping.
 - Response booklets are needed for ten tests and can be printed for free from *Riverside Score*.
- The *Riverside Score* platform is **browser-based**, so it can be used on a variety of browser and operating system combinations; however, we **strongly encourage using an iPad** as your examinee device, which is the device used during the WJ V norm data collection.
- **Equipment Required:**
 - Examiner Laptop
 - Silent Mouse
 - Examinee Tablet Device
 - Response Booklet*

The Tests You Love, Plus so Much More!

- **Introducing the WJ V Virtual Test Library (WJ V VTL)**, a comprehensive collection of 15 tests of oral language, linguistic, and related cognitive and achievement abilities.
- Depending on the purpose and extent of the assessment, an examiner can use the Virtual Test Library tests to supplement and extend the comprehensiveness of the WJ V COG and WJ V ACH batteries.
- Similar to the WJ IV, the WJ V offers guidance on the specific tests for assessing dyslexia. However, the WJ V simplifies the process by including a dedicated **Dyslexia Test Set** feature. Examiners can easily customize the set by adding or removing tests as needed.

* Printed response booklets may also be purchased in packs of 25.



Woodcock-Johnson V Tests of Achievement



Tests

Test Name	WJ V Tests of Achievement
Picture Vocabulary (Gc)	✓
Letter-Word Identification (Grw)	✓
Calculation (Gq)	✓
Spelling (Grw)	✓
Oral Comprehension (Gc)	✓
Word Attack (Grw, Ga)	✓
Math Facts Fluency (Gs, Gq)	✓
Sentence Writing Accuracy (Grw)	NEW
Passage Comprehension (Grw, Gc)	✓
Applied Problems (Gq)	✓
Sentence Reading Fluency (Gs, Grw)	✓
Written Language Samples (Grw)	✓
Oral Language Samples (Gl, Gc)	NEW
Sentence Writing Fluency (Gs, Grw)	✓
Paragraph Reading Comprehension (Grw, Gc)	NEW
Story Comprehension ¹ (Gl)	NEW
Word Reading Fluency (Gs, Grw)	✓
Math Problem Identification (Gq, Gf)	NEW
Magnitude Comparison (Gs, Gq)	NEW
Number Sense (Gq)	NEW
Spelling of Sounds (Ga, Grw)	✓
Oral Reading (Grw)	✓
Reading Recall (Grw, Gl)	✓
Academic Vocabulary (Gc)	NEW
Academic Facts (Gc)	NEW
Letter Writing Fluency (Gs)	NEW

Clusters

Cluster Name	WJ V Tests of Achievement
Oral Language (Gc)	✓
Listening Comprehension (Gc)	✓
Oral Expression (Gc, Gl)	✓
Vocabulary (Gc)	✓
Brief Reading (Grw)	✓
Basic Reading Skills (Grw)	✓
Reading Comprehension (Grw)	✓
Reading Fluency (Grw)	✓
Brief Math (Gq)	✓
Math Calculation Skills (Gq)	✓
Math Problem Solving (Gq)	✓
Brief Writing (Grw)	✓
Basic Writing Skills (Grw)	✓
Written Expression (Grw)	✓
Broad Achievement (Grw, Gq, Gs)	✓
Academic Skills / Brief Achievement (Grw, Gq)	✓
Academic Fluency (Gs)	✓
Academic Applications (Grw, Gq)	✓
Academic Knowledge (Gc)	✓
Phoneme-Grapheme Knowledge (Grw, Ga)	✓
Number Concepts (Gq)	NEW
Spelling Skills (Grw, Ga)	NEW

¹ Story Comprehension appears in both the WJ V COG and in the WJ V ACH



Woodcock-Johnson V Tests of Achievement

Description

The *Woodcock-Johnson V Tests of Achievement* (WJ V ACH) contains 26 tests that are divided into the Standard set, which contains 18 tests, and the Extended set, which contains 8 tests. There are 22 clusters available in the WJ V ACH, making it the most robust achievement test on the market. The WJ V ACH includes everything you need to assess every major area of academic achievement in one place, including **clusters required to assess all 8 areas of SLD eligibility**.

Changes from the WJ IV ACH to the WJ V ACH

- Eight new tests were created to provide more in-depth coverage of reading comprehension, writing fluency, mathematics problem solving, and academic vocabulary and knowledge.
 - Sentence Writing Accuracy (Standard)
 - Paragraph Reading Comprehension (Standard)
 - Math Problem Identification (Standard)
 - Magnitude Comparison (Extended)
 - Number Sense (Extended)
 - Academic Facts (Extended)
 - Academic Vocabulary (Extended)
 - Letter Writing Fluency (Extended)
- WJ V ACH includes two new tests of oral language that were designed to provide more ecologically valid Listening Comprehension (Gc) and Oral Expression (Gc, GI) clusters.
 - Oral Language Samples (Standard)
 - Story Comprehension (Standard)
- Outdated items were eliminated and new, contemporary items for many of the tests were developed.
- The Science, Social Studies, and Humanities tests were redesigned to become the new Academic Facts and Academic Vocabulary tests, which measure broad curricular knowledge rather than aligning with a particular curriculum.
- Number Matrices, Editing, and Reading Vocabulary were replaced with new, more robust measures of these skills.
 - The new Math Problem Identification test replaces Number Matrices as a mixed measure of Gq and Gf. It is more relevant to math expectations and is more engaging for the examinee.
 - The WJ IV Editing test was replaced with the new Sentence Writing Accuracy test, which provides a more comprehensive and ecologically valid assessment of basic writing skills.



Woodcock-Johnson V Tests of Cognitive Abilities



Tests

Test Name	WJ V Tests of Cognitive Abilities
Oral Vocabulary* (Gc)	✓
Matrices* (Gf)	NEW
Spatial Relations* (Gv)	✓
Story Recall* (GI)	✓
Semantic Word Retrieval* (Gr)	✓
Verbal Attention* (Gwm)	✓
Number-Pattern Matching* (Gs)	✓
Verbal Analogies* (Gc, Gf)	NEW
Analysis-Synthesis (Gf)	✓
Block Rotation (Gv)	✓
Story Comprehension ¹ (GI)	NEW
Phonemic Word Retrieval (Gr)	✓
Numbers Reversed (Gwm)	✓
Letter-Pattern Matching (Gs)	✓
General Information (Gc)	✓
Concept Formation (Gf)	✓
Number Series (Gq, Gf)	✓
Visual-Auditory Learning (Gv, Gf)	✓
Visual Working Memory (Gwm, Gv)	NEW
Symbol Inhibition (Gs)	NEW

Clusters

Cluster Name	WJ V Tests of Cognitive Abilities
General Intellectual Ability (GIA)	✓
Brief Intellectual Ability (BIA)	✓
Gf-Gc Composite	✓
Comprehension-Knowledge (Gc)	✓
Fluid Reasoning (Gf)	✓
Auditory Working Memory Capacity (Gwm)	✓
Cognitive Processing Speed (Gs)	✓
Visual Processing (Gv)	✓
Cognitive Efficiency (CE)	✓
Retrieval Fluency (Gr)	NEW
Phonemic Retrieval Fluency (Gr)	NEW
Long-Term Storage (GI)	NEW



* Contributes to the WJ V General Intellectual Ability (GIA) cluster

¹ Story Comprehension is found in both the WJ V COG and in the WJ V ACH



Woodcock-Johnson V

Tests of Cognitive Abilities

Description

The *Woodcock-Johnson V Tests of Cognitive Abilities* (WJ V COG) contains 20 tests. The Standard set contains 14 tests, which combine to form 12 clusters. The Extended set contains 6 tests.

Changes from the WJ IV COG to the WJ V COG

- Picture Recognition was removed and replaced with more complex measures of visual processing.
 - The Visual Processing (Gv) cluster is now comprised of both 2-D (Spatial Relations) and 3-D (Block Rotation) tests.
 - A new Visual Working Memory test was added that assesses the ability to retain and recall visual-spatial patterns while concurrently processing similar task-irrelevant distractor stimuli.
- Phonological Processing, from the WJ IV COG, was removed as a single test and two of its subtests were modified to allow practitioners to better independently evaluate phonological skills (Ga) and retrieval fluency (Gr) abilities.
 - Word Fluency has become a full-length WJ V COG test called Phonemic Word Retrieval (Gr).
 - Substitution has become a full-length WJ V VTL test called Sound Substitution (Ga).
 - Word Access was dropped from the WJ V.
- The Long-Term Retrieval (Glr) cluster was separated into Long-Term Storage (Gf) and Retrieval Fluency (Gr) broad ability clusters to reflect contemporary CHC theory.
- WJ V COG includes a more robust measurement of Fluid Reasoning (Gf) through the addition of a classic figural matrix inductive reasoning test and the reintroduction of the Gc/Gf Verbal Analogies test.
- The WJ IV Short-Term Working Memory (Gwm) cluster was renamed to Auditory Working Memory Capacity (Gwm) to reduce confusion regarding its interpretation.
- The WJ IV Pair Cancellation (Gs) test was replaced with the new Symbol Inhibition test, a speeded test designed to measure the executive functions of response inhibition and attentional control.
- The Cognitive Processing Speed (Gs) cluster is now composed of Number-Pattern Matching and Letter-Pattern Matching.
- The GIA is no longer a differentially weighted combination of CHC tests, but rather contains eight equally weighted test measuring seven broad CHC abilities.



Woodcock-Johnson V Virtual Test Library



Test Name	WJ V Virtual Test Library
Nonsense Word Repetition (Ga, Gwm)	✓
Sound Reversal (Ga)	NEW
Sound Blending (Ga)	✓
Segmentation (Ga)	✓
Sound Deletion (Ga)	✓
Sound Substitution (Ga)	✓
Rapid Picture Naming (Gs, Gr)	✓
Rapid Letter Naming (Gs, Gr)	NEW
Rapid Phoneme Naming (Gr, Ga)	NEW
Rapid Number Naming (Gs, Gr)	NEW
Rapid Quantity Naming (Gs, Gv)	NEW
Animal-Number Sequencing (Gwm)	✓
Memory for Words (Gwm)	✓
Sentence Repetition (Gwm)	✓
Understanding Directions (Gwm, Gf)	✓

Cluster Name	WJ V Virtual Test Library
Auditory Memory Span (Gwm)	✓
Phonological Awareness (Ga)	NEW
Phonological Manipulation (Ga)	NEW
RAN-Reading (Gs, Gr)	NEW
RAN-Math (Gs, Gr)	NEW





Woodcock-Johnson V Virtual Test Library

Description

The *Woodcock-Johnson V Virtual Test Library* (WJ V VTL) is a collection of 15 tests of oral language, linguistic, and related cognitive and achievement abilities that can be used, in a menu-driven selective testing approach, to supplement and extend the comprehensiveness of the WJ V COG and WJ V ACH batteries.

Elevate Your Testing Experience with the New WJ V VTL

- The WJ V VTL contains five new tests and four new clusters that have been added to extend the comprehensiveness of the WJ V.
- Additional tests and clusters supplement the measurement of select CHC abilities (Gwm, Gr, Gs, Ga) in the WJ V COG or WJ V ACH batteries or in a cross-battery assessment approach.
- New measures allow in-depth assessment of phonological and auditory (Ga) processing. The WJ V VTL includes six Ga tests and two Ga clusters (Phonological Awareness and Phonological Manipulation).
- The WJ V VTL includes five tests of rapid automatized naming (RAN) abilities that can be combined to form the new RAN-Reading (Gs, Gr) and RAN-Math (Gs, Gr) clusters.
- The WJ V VTL contains four tests of short-term working memory (Gwm), which when combined with Gwm tests from the WJ V COG, provide a total of six Gwm tests in the WJ V. The Auditory Memory Span cluster is also available in the WJ V VTL.

Two Pricing Options: Buy Your Way

WJ V offers two simplified pricing models without the up-front expense of a kit

With each model...

Only pay one annual price

No limit on the number of licenses or users

No additional scoring or reporting fees

Add examiners at any point

Pricing Options



Unlimited Subscription

- **Term:** Annual
- **Model type:** Unlimited
- **What do you get:** Unlimited use of the WJ V
- **How it works:**
 - Pay for the **total number of students** within your school system based off total enrollment from the prior year



Subtest Subscription

- **Term:** Annual
- **Model type:** Usage Based
- **What do you get:** A number of subtests to administer throughout the year
- **How it works:**
 - Pay for **individual subtests** on an annual basis, giving examiners the choice to choose any subtest, from any battery, for the same price



Woodcock-Johnson V Unlimited: Student-Based Pricing

Schools and districts pay for the **total number of students** within their school system based off enrollment from the prior year. This grants annual **unlimited access to all WJ V products** and comprehensive training materials for **only \$0.75 per student**.

The Woodcock-Johnson V includes the *WJ V Tests of Achievement*, *WJ V Tests of Cognitive Abilities*, and the *WJ V Virtual Test Library* to assist you in gaining the full, comprehensive view of your examinee’s performance as well as access to robust reporting. Extensive online training is included in the price, so all users can fully understand the capabilities of WJ V.

Calculating Your Price

Total Annual Cost = \$0.75 x number of students

School	# of Students	Annual Cost ¹
Pint-Sized Preparatory	1,000	\$750
Midway District	10,000	\$7,500
Paramount Public Schools	75,000	\$56,250
Your School	# of students	\$0.75 x number of students



¹Not including taxes



Woodcock-Johnson V Subtest Subscription

Schools and districts **purchase subtests on an annual basis**, giving examiners the choice to select any subtest, from any battery, for the same price based on particular usage needs. Users can purchase subtests¹ for **\$2.50 each**. Discounts of up to 6% are available for volume orders.

Subtest selection does not occur at checkout. Once in Riverside Score, examiners have the flexibility to select whatever subtests are needed prior to administration. Additionally, online training is included in the price, so all examiners can fully understand the capabilities of WJ V.

Users have the option to purchase additional subtests throughout the year but will have a single subscription date, based off the first purchase date. Any subtests purchased in the last 4 months of the subscription period do not expire in that subscription cycle and automatically roll over to the next year’s subscription. For example, if a subscription begins on March 1st, 2025 with 1,000 subtests and 200 more are purchased on December 1st, 2025, the 200 subtests purchased in December would not expire until March 1st, 2027.

Calculating Your Price

Volume Discount

School	# of Subtests	Discount	Annual Cost ²	# of Subtests	Total Discount
Pint-Sized Preparatory	300	NA	\$750	500–999	3% off
Midway District	600	3% off	\$1,455	1,000 +	6% off
Paramount Public Schools	2,000	6% off	\$4,700		

¹ Minimum purchase of 100 subtests required

² Not including taxes



Learn More about WJ V





9.1 Monthly Audiological Service Reports

No materials, verbal report only

9.2 Monthly Nonpublic School Placement Reports

No materials, verbal report only

9.3 Upcoming Professional Learning Opportunities

No materials, verbal report only

9.4 Special Education Connections Subscription

No materials, verbal report only

9.5 Workability Finger Printing Requirement

No materials, verbal report only