

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**

*October 18, 2024 – 9:00 a.m.*

### **TELECONFERENCE LOCATIONS:**

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

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

### **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 October 18, 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 September 20, 2024, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

### **6.0 PRESENTATIONS**

6.1 2023-2024 Fee-For-Service Year End Actuals.

Selina Hurley, SBCSS Fiscal Analyst, will present the 2023-2024 Fee-For-Service Year End Actuals.

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

---

6.2 2023-2024 Final 50% LCFE Transfer

Selina Hurley, SBCSS Fiscal Analyst, will present the 2023-2024 Final 50% LCFE Transfer.

6.3 Prevention and Intervention Presentation

Deborah Sarkesian will present the Prevention and Intervention Presentation.

## **7.0 FINANCIAL COMMITTEE ITEMS**

7.1 Maintenance of Effort (MOE) Report

Kayla Gewirtz will discuss the Maintenance of Effort Report

7.2 Excess Report

Kayla Gewirtz will discuss the Excess Report

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

8.1 Legislative Update

Pam Bender will discuss Legislative Updates.

8.2 Alternate Pathway Diploma

October 29, 2024 VVUHSD will present Board approved Alternate Pathway Diploma

8.3 IEP Roles according to Education Code

Review of current DMSELPA Policy and Procedure Handbook and most recent legal opinion.

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

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

8.5 [Professional Learning Opportunities](#)

Heidi Chavez will review Professional Learning Opportunities

8.6 Resolution Support Services Summary and Update

Sheila Parisian will review Resolution Supports Services Summary and Update.

8.7 Compliance Update

Dr. Peggy Dunn will provide a Compliance Update.

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

---

8.8 Nonpublic School/Nonpublic Agency Updates

Dr. Peggy Dunn will provide a Nonpublic School/Nonpublic Agency Updates

8.9 SEIS Update

Colette Garland will provide a SEIS Update

8.10 Desired Results Developmental Profile (DRDP) Update

Colette Garland will provide a DRDP Update

8.11 Career Technical Education (CTE) Updates

Deborah Sarkesian will provide Career Technical Education Updates

8.12 Prevention and Intervention (P&I) Updates

Deborah Sarkesian will provide Prevention and Intervention Updates

8.13 Occupational and Physical Therapy Services Reports and Updates

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

## **9.0 INFORMATION ITEMS**

9.1 Emotional Disability Flyer

9.2 Legal Updates and Pro-Tips for 2025 Flyer

9.3 Monthly Audiological Services

## **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.

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

---

**13.0 ADJOURNMENT**

The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Friday, November 15, 2024, at 9:00 a.m., at the Desert Mountain Educational Service Center, 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

*Thursday, September 20, 2024 – 9:00 a.m.*

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

Academy Academic of Excellence - Marcelo Congo, Adelanto Elementary – Dr. Amber Best, Apple Valley Unified– David Wheeler, Bear Valley Unified – Leigh Anne Drake, Excelsior – Deanna Crocker, Health Sciences – Bryan Dale via Zoom, Lucerne Valley – Vici Miller, Oro Grande – Scott Heitman, Snowline Joint Unified – Pam De Renard, Trona – Nicole Yeager via Zoom, Victor Elementary – Tanya Benitez, Victor Valley Union High – Larry Brunson

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

Pam Bender, Annette Rego, Bobbie Taylor, Colette Garland, Daisie Lambert, Danielle Côté, Deborah Sarkesian, Guille Robles-Burgos, Heidi Chavez, Isaac Medina, Jennifer Rountree, Jennifer Sutton, Jessica Soto, Dr. Karina Quezada, Kayla Gerwartz, Linda Llamas, Linda Rodriguez, Maurica Manibusan, Misty Ubina, Miya Narvaiz-Ward, Dr. Peggy Dunn, Sheila Parisian, Veronica Rousseau, Cindy Quan.

### **1.0 CALL TO ORDER**

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender at 9:07 a.m. at the Desert Mountain Educational Service Center, Apple Valley CA.

### **2.0 ROLL CALL**

### **3.0 PUBLIC PARTICIPATION**

None.

### **4.0 ADOPTION OF THE AGENDA**

4.1 **BE IT RESOLVED** that a motion was made by David Wheeler, seconded by Dr. Amber Best, to approve the September 20, 2024, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 12:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Deanna Crocker, Bryan Dale, Vici Miller, Scott Heitman, Pam De Renard, Nicole Yeager, Tanya Benitez, Larry Brunson. Nays: None. Abstentions: None.

### **5.0 CONSENT ITEMS**

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

5.1 **BE IT RESOLVED** that a motion was made by Leigh Anne Drake, seconded by David Wheeler, to approve the following Consent Item as presented. The motion carried on the following vote: 12:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Deanna Crocker, Bryan

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

---

Dale, Vici Miller, Scott Heitman, Pam De Renard, Nicole Yeger, Tanya Benitez, Larry Brunson. Nays: None. Abstentions: None.

5.1.1 August 16, 2024, Desert Mountain SELPA Steering and Finance Committee Meeting Minutes.

## **6.0 PRESENTATIONS**

### 6.1 Career Technical Education (CTE)

Deborah Sarkesian, Bobbie Taylor, and Isaac Medina presented on Career Technical Education (CTE). The CTE team introduced themselves individually. There are five programs: CalWORKS Subsidized Employment Program (CSEP), CalWORKS Youth Employment Program (CYEP), Transition Partnership Program (TPP), Workforce Innovation Opportunity Act (WIOA).

Bobbie shared that the goal is not only to provide services while in high school but beyond high school. She provided an overview of TPP. A partnership with State Department of Rehabilitation; assists students transitioning from high school into employment opportunities or post-secondary education; supports 23 school sites, 42 classrooms, 275 new referrals each year and serves at least 526 students annually. She discussed the eligibility requirements and workshops provided from October through March.

Isaac Medina provided an overview of the Workability I program. It is funded and administered by CDE; provides pre-employment skills training and work-based learning experiences; focuses on moderate to severe population; clients are dually enrolled into TPP expanding their paid work hours to 100-150 hours. Isaac discussed eligibility requirements and components of the program.

Isaac Medina provided an overview of the WIOA program. It is funded and administered through San Bernardino County – Workforce Development Department (WDD) and provides services for consumers in Adelanto, Apple Valley, Big Bear, Hesperia, Lucerne Valley, Phelan, Victorville, and Wrightwood. He discussed the eligibility and components of the program.

Isaac Medina provided an overview of the CYEP and CSEP programs which are identical but serve different age groups. CYEP serves ages sixteen to twenty-four and CSEP serves ages twenty-five and older. Partners with WDD and TAD. Isaac reviewed the eligibility and components of each program. Participants receive 485 hours or six months of paid trainings, whichever comes first.

A video was shown of the Silver Valley High School Bistro where students take orders, receive payment, prep food, and prepare breakfast. The Bistro started as a coffee and desert bar. It has grown every year. Looking forward to having students shop for the items needed for the menu. Being creative in raising money to grow even more.

## **7.0 FINANCIAL COMMITTEE ITEMS**

### 7.1 Subsequent Year Tracking Form v3.1

Kayla Gewitz reviewed the Subsequent Year Tracking Form v3.1 that was sent out to LEA financial teams. It was due September 15, 2024. Those who have not submitted, please reach out to Kayla. The SEMA and SEMB reports need to be completed and sent to Kayla. If LEA fiscal teams are having issues, please reach out to Kayla.

Pam Bender added a reminder that this is to make sure that districts pass MOE. One dollar more than last year needs to be spent this year. Please call if your financial department is having trouble. It is due to SELPA September 15<sup>th</sup> so we can review it before it is submitted to CDE.

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

### 8.1 Legislative Update

Pam Bender shared that the last day for the governor to sign or veto bills is September 30<sup>th</sup>. Some will go into existence on January 1, 2025, and some will take effect in January of 2026, and in January of 2027. The governor has signed in two bills; AB2173 (Addis) replacing the emotional disturbance term with emotional disability; AB2268 (Muratsuchi) taking out the ELPAC so it will not be given to transitional kindergarteners as it is not developmentally appropriate for four-year-olds.

Pam Bender shared that the next two bills are in their second year. If they do not go through, they would start all over again. SB445 (Portantino) is the IEP translation bill. It looks very different than what it started out to be. It is on the governor's desk right now. We see this bill almost every year. What they are saying now is, by January of 2027 or no later than eighteen months after the draft of the State Standardized IEP template, CDE is going to have to take that IEP template and in a digital platform, translate the document into the ten most commonly spoken languages in California. It must be available on the CDE website, and they need to notify all county offices and all LEAs when they are available. It does not say how the information that goes into that document is translated yet.

Pam Bender discussed SB483 (Cortese), elimination of prone restraint. It is believed he will sign it.

Pam Bender discussed two-year bill AB438 (Blanco Rubio), the transition language and transition goals. It is on the governor's desk. If the IEP team decides that the student is not going to gain or benefit from the transition language, they can determine not to write it when the student goes to ninth grade, but it still needs to be completed by the time the student is sixteen. It also says districts have to appropriately justify the basis for postponing it. Not sure what appropriately justify means from a legal perspective.

Pam Bender discussed AB1938 (Gallagher) special education, inclusive practices. This bill comes from the deaf community advocacy and making sure that students who are hard of hearing and/or deaf have inclusive opportunities within the general education classroom. □

Pam Bender discussed AB2725 (Blanco Rubio), OT/PT Administrative Credentials that has gone to the governor's desk. Looking at meeting the basic skill requirements of having at least three years of experience as a school-based occupational or physical therapist. That would meet the ample requirement to be able to apply for a preliminary services credential with the specialization administrative services. It is on the governor's desk.

Pam Bender discussed SB1263 (Newman), Teacher Credentialing: Teacher Performance Assessments. Revamping TPAs, looking at those university programs that have low pass rates of TPAs. They want a workgroup to come together to really look at what is required and what needs to be done for the teacher performance assessments.

Pam Bender discussed SB1391 (Rubio), Preparation and data retention. Looking at the cradle to career data system. Want to look at teacher credit, teacher training and retention. Rubio is proposing a dashboard by 2026 to look at where are we losing teachers, what is happening, what are the cultural differences, what are we seeing from the school population, and what are we seeing culturally with teachers who are being hired? Are they staying? A creation of a work group to discuss, to investigate programs, and then how can we add something to be able to retain teachers.

Pam Bender spoke about the dead bills. AB1876 (Jackson) IPP/IFSP for regional center children zero to three-year-olds allowing parents to continue to have their meetings virtually if they choose. AB2768 (Berman), Golden State Teacher Grant Program non-public agencies and non-public schools to be seen as priority schools. Right now, it is only available to public schools.

## 8.2 Alternate Pathway Diploma

Pam Bender shared that Victor Valley Union High School district has proposed a pathway that was approved and passed by their board. They have agreed to present on October 29<sup>th</sup> from 9:00 am to 12:00 pm. SELPA will send out invitations.

## 8.3 Credentials Bridge Authorization Update

Pam Bender shared that the SELPA will present a process to the Governance Council on November 1<sup>st</sup>. If approved, SELPA will meet with district HR staff, so they truly understand what is required and who is eligible. LEAs and human resources staff will have to approve it. SELPA will be talking with the superintendents. There is a \$100 fee for CTC. In-person and virtual trainings will be provided to those identified in each district. Cameras must be on, or they will have to redo the training. They must have a cleared credential and the autism authorization. LEAs will have to communicate with their teachers. There is no timeline. The purpose of this is so when audited teachers will have the credentials to be able to teach those students in programs i.e. OI.

Tanya Benitez shared that Rich Frederick and Stephanie Hedberg trained twelve VESD teachers who were able to bridge. It was excellent.

## 8.4 Interim Placements

Pam Bender mentioned that SELPA is working with DM Operations on some of the interim procedures. When students go to county programs, as the district of residence, the student's data will go to the district even though county is providing the services. If a student comes from out of state or if the student is young, districts need to get the SSID number for the student. County used to get the SSID number for districts but that was before we had district of residence. Districts need to track students in county programs. When billed for county services, make sure those students are the district's responsibility.

Larry Brunson asked if DM Operations can come up with some sort of protocol for county placements. Pam Bender shared that SELPA is working with county to get it in writing. It will be provided to the Steering committee for discussion.

Sheila Parisian added that SELPA is going to have an overall process on what should take place and what district staff should do when a student is received. Another consideration is the enrollment process. Some districts have district central enrollment while others have site-based enrollment. Districts should have some other systemic process. We can abide by the legalities of what is supposed to take place, what staff should do as far as inputting the record and sending the record to CALPADS. Districts need their own systemic process on how the district is going to do that within the district office or special education office.

Danielle Côté added that sometimes students are moving from a district in one SELPA and then move to a district in another SELPA.

Tanya Benitez shared that Victor Elementary School District enrolls every student including those being referred to DM Operations, so the district has the enrollment record and SSID number. Then they do the interim placement and update the IEP. It has been much cleaner because they have students in their database and then DM Operations is receiving a complete student. The district has an SOP that Tanya Benitez will share. CALPADS made an attendance dropdown with a holding spot to be used if parents choose to wait for the placement or while we do independent study or while we put them in the closest environment.

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

---

8.5 Desert Mountain Children’s Center (DMCC) Client Services Reports and Update

Linda Llamas shared that if a district receives DMCC services, the district point of contact receives the client services report and client referral report by encrypted email from Keri Downing. For questions about either report, please reach out to Linda. If there are any changes on the client services report, like a child moving out of your district to another district, please let us know, so we can make sure we process the discharge for that client.

Linda Llamas shared news about contract awards and extensions with our San Bernardino County Department of Behavioral Health for four programs. The EIIS program is from age 0 to 9 and the SART contract is from age 0 to 5. SELPA wrote for it and were awarded for it. Received an extension through March 31, 2025, for the SATS and SAPS programs for children ages 6 to 21. DMCC staff go to school districts providing individual and other types of counseling. Linda stated that Pam will be sending out a request to districts for a letter of support to submit along with the written contracts. Linda shared information provided in the meeting materials highlighting that 20,762 children were served with a clinical staff of approximately 150.

8.6 [Professional Learning Opportunities](#)

Heidi Chavez went through the meeting materials provided. She shared that next month’s Director Training will take place on October 18<sup>th</sup> in-person at Desert Mountain Education Center in Apple Valley.

Pam Bender attended the first CAC meeting. There were about fourteen participants, mostly district representatives and a few parents. The CAC handbook was shared. A few updates will be forthcoming due to districts leaving and others joining. The parent survey was reviewed with twenty-six parent responses. Four different training/presentation topics were identified by parents. Danielle Côté and Miya Narvaiz-Ward will provide a behavioral supports presentation. Mental health and social emotional skills were other topics identified. Participants wanted to know more about inclusion. Dr. Dan Daher who is a coordinator with supporting inclusive practices, presented to the group. It was a very practical approach for both parents and educators. The inclusion was appreciated. The majority would like the meetings to stay virtual and continue to be held in the evenings.

Iván Campos shared that the SLP Collaborative Augmentative and Alternative Communication (AAC) Essentials Part 1 is designed for SLP, SLP students, and SLP interns. They will learn about the definition of ACC, low-tech, mid-tech, and high-tech types of supports, human rights for students in terms of communication, and identifying myths.

Heidi Chavez encouraged SLPs and SLPAs who are close to join these meetings in person so we can start building a sustainable network. These are open to contracted SLPs and SLPAs too.

8.7 Resolution Support Services Summary and Update

Sheila Parisian reviewed the Resolution Supports Services Summary provided in the meeting materials.

8.8 Compliance Update

Dr. Peggy Dunn reviewed the Compliance information provided in the meeting materials. She spoke with Vanessa Espinosa from CDE who advised districts to continue working with SIL, CDE, or whoever the district is working with to help through this process. One-hour webinars for the three phases of cycle B monitoring will be held on September 24<sup>th</sup> from 10:00 to 11:00 am and September

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

---

27<sup>th</sup> from 3:00 to 4:00 pm. Please make sure IEPs are done on time. Check the dashboard for live updates.

Colette Garland thanked districts for completing pupil count early. Continuing SEIS trainings regionally extending them from three hours to four hours. Links are on the SEIS dashboard. Opening forums are held twice monthly for anyone to join. Finishing up “How To” training videos. The administrative meeting on September 10<sup>th</sup> provided good feedback. SELPA is building an internal SEIS administrative manual. A survey was sent out asking for topics for 1-hour mini-series. Met with translators and talked about using fillable forms outside of SEIS. Colette thanked Barstow for demonstrating how they use adobe acrobat. She thanked those who participated in the personal data report survey. There are three areas of an anomaly that was discussed with CDE. A survey was sent out and the data collected was submitted to CDE.

Nicole Yeager brought up a problem with the service tracking, Trona had a few students who were tardy when they were supposed to get their service time. How do they track that? If the student came in late when the service was supposed to be provided, does that mean the district is still responsible to provide those service minutes? They were able to provide some of the service minutes but not all minutes. Colette Garland stated that the partial minutes would be put in as being delivered and then use another service in the service tracker with the same date with the minutes you were unable to provide. The minutes that were unable to be delivered would be recorded as non-participatory. That is a dropdown menu under delivery code.

Dr. Peggy Dunn shared that SELPA is working with non-public schools (NPS) including the three that are up here. Quarterly meetings are held where updates are provided. We talk about things we observe, expectations as far as IEPs, and any other issues. Please let Dr. Dunn know if there are concerns, questions, or any topics that can be brought up with our NPSs. Also have residential treatment centers. There are about six students throughout the country. Dr. Karina Quezada is instrumental in going out to Utah and Florida, or other centers along with the DMCC staff to ensure that the facilities are meeting the needs of our students and that students are improving. There are about six or seven pending referrals.

#### 8.9 Nonpublic School/Nonpublic Agency Update

Dr. Peggy Dunn asked that she be contacted if there are any issues with NPAs, NPSs, or RTCs.

Pam Bender reminded everyone that we have an overall contract with a lot of non-public agencies and if districts decide to connect with a non-public agency and have your own contract with them, districts may want to check with SELPA to see the rate we have. LEAs who have their own contracts are sometimes given higher rates. Some districts are almost paying double.

Pam Bender shared that non-public schools and residential are getting tough right now. They are telling us that they are not going to take students again. That is across the state. We are having difficult times placing our students.

David Wheeler stated that Apple Valley USD has a similar problem with county. Pam Bender shared that part of it may be that they do not have space, they do not have staff, and they have so many referrals. Pam posed a question: What do we do with those students in districts that cannot provide the service for? We do have to have that conversation about county school programs to see what we can do to help and what can we do to help to provide programming for districts. We can set up a meeting to brainstorm possible solutions.

Danielle Côté stated that it is not only taking students in, but also once the students are in, bringing them back a little faster than years past. Pam Bender agreed with that statement. What is the fade out plan?

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

---

8.10 Prevention and Intervention and Career Technical Education Updates

Deborah Sarkesian reviewed the Prevention and Intervention (P&I) and Career Technical Education (CTE) information provided in the meeting materials highlighting the 2023-24 annual reports for all CTE programs.

CTE: Deborah Sarkesian discussed education code 45125.1. In January of 2022, AB130 amended that section to make sure that if placing students in the community for the work-based experience or learning experience. Everyone in that business had to be fingerprinted. In October of 2023, SB531 amended that code to exempt from all employees being fingerprinted if the following three conditions were met. 1) At least one adult is fingerprinted. SELPA is looking at having a minimum of two fingerprinted. 2) A staff representative must make at least one visit every three weeks. Our Work Incentive Technician do this. 3) Have the student's parent or guardian sign consent form regarding the student's work placement. SELPA has updated the language to reflect this requirement, which is being reviewed by our legal team.

Deborah Sarkesian also shared that SELPA applied to become the custodian of record with the Department of Justice.

P&I: Deborah shared that the PBIS recognition event is on September 25<sup>th</sup> from 5:00 to 7:00 pm. Celebrating sixty-one schools. PBIS focuses on MTSS providing social and emotional learning and trauma informed as well.

8.11 Occupational and Physical Therapy Services Reports and Updates

Pamela Bender shared that OT/ PT reports were provided for students receiving those services.

8.12 Cognitive and Academic Testing Updates

Dr. Karina Quezada provided informational pieces regarding cognitive and academic assessment, as it relates to the work of Woodcock Johnson. This will require planning, both from the training piece as well as the financial component. Starting February of 2025, both the achievement and cognitive are moving into a digital format only. The Woodcock Johnson Oral is no longer. Those subtests were broken down and will be part of a virtual test library. A virtual test library, a selection of subtests meant to provide more diagnostic kinds of information, is forthcoming. The 5<sup>th</sup> edition changes are based on the most recent census that occurred in 2020. They piloted the test in the 21-22 school year. Digital administration is not the same as remote administration. The child must be in the same room with the evaluator. It is recommended that an iPad be used because technologically, the norming on the iPad was the one that was being measured as to the latency. How quickly does the information travel from the iPad to the evaluator's laptop. Other tablets may have a latency that is extended. There is a two-year window where they begin to fade away and stop production.

Danielle Côté mentioned that there is confusion as to who can administer this assessment. Are there permissions for that? Dr. Quezada clarified that there are three different kinds of assessments. The Woodcock Johnson products are all moving into a digital format. With in that, the cognitive abilities for that need are for a classification C which is someone who has a school psychology, degree. That is specifically for school psychologists. The Woodcock Johnson Achievement is considered class B assessment. That is for someone who has an educational background which would be certificated teachers and who have also been trained to administer the test.

Priscilla Avila asked about the written part. Dr. Quezada clarified stating that it is being typed in and we are printing them in house. Priscilla asked if they are doing that for the Spanish too? It is in the works and is expected to be ready in two to three years.

## **9.0 INFORMATION ITEMS**

### 9.1 Special Education Connections Subscription

Pam Bender shared that SELPA is in the process of putting the subscription information together and will be giving it to business to submit. The subscription information and password will go to one person at each charter. There will be training, and access will be provided at that time.

## **10.0 STEERING COMMITTEE MEMBERS COMMENTS / REPORTS**

Larry Brunson stated that there is information on the SELPA website in terms of who can serve as an LEA in an IEP meeting. It is very confusing because it states that someone can serve in multiple roles in IEP meetings. This has been incredibly problematic at Victor Valley Unified High School District. He believes that it was agreed to remove it, but it is still on the website. There are people referencing it. Pam Bender stated that there is a legal opinion, and she will bring it next month. It can be done but best practice is not to do that. She confirmed that this was brought up last year.

Annette Rego shared that she and Miya Narvaiz-Ward created a training for Barstow regarding this. Annette will run it through Barstow and run it through Larry Brunson to see if that is something they can do for Victor Valley Union High School District.

Vici Miller thanked Dr. Quezada for the school psychologist meeting this week. The speaker was beyond fantastic. It was phenomenal. Everyone was fixated on the speaker. It was really good. Thank you. She also thanked Colette Garland and Terri Nelson for their continued patience on SEIS.

Pam put a call in to one of our attorneys to get more of a legal opinion on the independent study question that came up last month. Not so much a legal opinion but more clarification of how they are seeing it from a legal perspective.

## **11.0 CEO COMMENTS**

Pam Bender hopes everybody has been safe with all the fires going on. Snowline JUSD is hoping to be back next week possibly.

Leigh Anne Drake shared that Big Bear went back on Tuesday to a minimum half day schedule.

Pam Bender congratulated Dr. Amber Best who has been appointed the Special Ed. Director for Adelanto Elementary School District. Welcome as a Director today. Congratulations.

Pam Bender quoted Michael Deckman, "The only dreams impossible to reach are the ones you ever pursue."

## **12.0 MATTERS BROUGHT BY THE PUBLIC**

None.

## **13.0 ADJOURNMENT**

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

---

**LET IT BE RESOLVED** that a motion was made by David Wheeler, seconded by Pam De Renard, to adjourn the Desert Mountain SELPA Steering and Finance Committee Meeting at 11:03 a.m. The motion carried on the following vote: 11:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Deanna Crocker, Bryan Dale, Vici Miller, Scott Heitman, Pam De Renard, Nicole Yeger, Larry Brunson. Nays: None. Abstentions: None.

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, 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.*

## FEE-FOR-SERVICE BUDGET to ACTUALS COMPARISON- 2023-24

SELPA	Desert Mountain				Budget	Actuals	+Increase/ -Decrease
<b>A. REVENUES</b>					April 2023	September 2024	
	RS	OB	GL	FC			
1. AB602 Special Ed Funding	6500	8311	5001	0000	\$ 56,514,748	\$ 68,670,252	\$ 12,155,504
2. Property Tax Transfer	6500	8097	5001	0000		\$ 6,544,338	
3. Property Tax Transfer Adjustment between 2023-24 P-2 and Annual						\$ (103,876)	
4. Federal IDEA (Local Assistance Entitlement)	3310	8181	5001	0000		\$ 2,230,879	
5. Net FFS State Aid (A1-A2+A3-A4)	6500	8311	5001	0000		\$ 59,791,160	
6. LCFF ADA Revenue Transfer	6500	8710	5001	0000	\$ 11,213,964	\$ 14,425,376	\$ 3,211,412
7. Federal Preschool	3315	8182	5730	0000	\$ 173,404	\$ 199,230	\$ 25,826
8. Local Assistance - Allocated to Preschool	3310	8182	5730	0000	\$ 412,411	\$ 412,411	\$ -
9. Infant Part C	3385	8182	5710	0000	\$ 37,210	\$ 37,210	\$ -
10. State Early Intervention	3385	8590	5710	0000	\$ -	\$ -	\$ -
11. Infant State Apportionment	6510	8311	5710	0000	\$ 1,026,447	\$ 631,567	\$ (394,880)
12. Infant Discretionary	6515	8590	5710	0000	\$ 133,577	\$ 10,936	\$ (122,641)
13. Contract LVN Services (BVUSD, HUSD, VVUHSD)	6500	8311	5001	0000	\$ -	\$ 146,605	\$ 146,605
14. Other Local Revenue	6500	8699	5001	0000	\$ -	\$ 3,231	\$ 3,231
<b>TOTAL REVENUES</b>					<b>\$ 69,511,761</b>	<b>\$ 84,536,819</b>	<b>\$ 15,025,057</b>
<b>B. EXPENDITURES</b>							
1. SAI Services - SDC					\$ 36,551,939	\$ 38,435,251	\$ 1,883,312
2. Related Services - DIS					\$ 13,703,108	\$ 15,443,359	\$ 1,740,251
3. Itinerant					\$ 2,385,311	\$ 2,193,700	\$ (191,611)
4. 1:1 Aide Services					\$ 8,135,533	\$ 8,889,271	\$ 753,738
5. Interpreter Services					\$ 249,288	\$ 167,456	\$ (81,832)
6. Preschool Assessments					\$ 216,932	\$ 167,924	\$ (49,008)
7. Preschool SDC					\$ 7,093,073	\$ 8,009,136	\$ 916,063
8. Early Start					\$ 1,176,577	\$ 679,715	\$ (496,862)
<b>TOTAL EXPENDITURES</b>					<b>\$ 69,511,761</b>	<b>\$ 73,985,813</b>	<b>\$ 4,474,052</b>
<b>C. PRIOR YEAR ADJUSTMENTS</b>							
1. Prior Year AB602 Revenue Funding Adjustment	6500	8319	5001	0000	\$ -	\$ 108	\$ 108
2. Beginning Balance					\$ -	\$ -	\$ -
<b>TOTAL PRIOR YEAR ADJUSTMENTS</b>					<b>\$ -</b>	<b>\$ 108</b>	<b>\$ 108</b>
<b>D. 2023-24 ENDING BALANCE</b>							
1. Total Revenues (Section A)					\$ 69,511,761	\$ 84,536,819	\$ 15,025,058
2. Plus Total Prior Year Revenue Adjustments (Section C)						\$ 108	\$ 108
3. Less Total Expenditures (Section B)					\$ 69,511,761	\$ 73,985,813	\$ 4,474,052
4. Plus Unused 2023-24 Reserve					\$ -	\$ 2,085,354	\$ 2,085,354
5. 2022-23 Fee-For-Service Ending Balance					\$ -	\$ 12,636,468	\$ 12,636,468

Service Counts	Budget	Actuals	Diff
SAI Services - SDC	1023	1,275.17	252.17
Related Services - DIS	1953	2,438.00	485
Itinerant	302	325.17	23.17
1:1 Aide Services	118	144.00	26
Interpreters	2	1.00	-1
Preschool Assessments	75	64.00	-11
Preschool SDC	250	270.00	20
Early Start			0

ADA	
Estimated ADA - Budget	799.82
23/24 - P/2-Annual ADA	1020.19

San Bernardino County Superintendent of Schools  
Desert Mountain County Operated Special Education Program  
2023-24 Fee-For-Service Return

District	SAI Services	% of Services	Total Return	Related Services DIS	% of Services	Total Return	Itinerant	% of Services	Total Return	1:1 Aides	% of Services	Total Return
			<b>\$ 7,416,623</b>			<b>\$ 1,939,604</b>			<b>\$ 388,552</b>			<b>\$ 1,183,350</b>
Academy for Academic Excellence	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Norton Science and Language	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Adelanto Elementary	147.25	13%	\$ 929,643	278.83	13%	\$ 251,518	24.08	8%	\$ 30,731	19.50	14%	\$ 169,464
Apple Valley Unified	157.08	13%	\$ 991,724	258.75	12%	\$ 233,402	39.58	13%	\$ 50,510	24.67	18%	\$ 214,365
Baker Valley Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Barstow Unified	77.25	7%	\$ 487,707	153.50	7%	\$ 138,463	20.50	7%	\$ 26,159	4.83	4%	\$ 42,004
Bear Valley Unified	23.83	2%	\$ 150,468	54.17	3%	\$ 48,860	4.33	1%	\$ 5,529	6.42	5%	\$ 55,764
Elite Academy	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Excelsior	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Helendale Elementary*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Hesperia Unified	189.00	16%	\$ 1,193,226	302.92	14%	\$ 273,242	78.92	26%	\$ 100,700	27.92	21%	\$ 242,609
Lucerne Valley Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Needles*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Oro Grande Elementary	6.25	1%	\$ 39,459	12.25	1%	\$ 11,050	5.17	2%	\$ 6,593	0.00	0%	\$ -
Silver Valley Unified	8.92	1%	\$ 56,294	12.33	1%	\$ 11,125	5.00	2%	\$ 6,380	0.00	0%	\$ -
Snowline Jt. Unified	113.00	10%	\$ 713,410	258.75	12%	\$ 233,402	28.25	9%	\$ 36,048	10.75	8%	\$ 93,422
Trona Jt. Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
Victor Elementary	303.42	26%	\$ 1,915,579	540.00	25%	\$ 487,100	46.50	15%	\$ 59,336	13.00	10%	\$ 112,976
Victor Valley Union High	148.25	13%	\$ 935,956	278.75	13%	\$ 251,443	52.17	17%	\$ 66,566	29.08	21%	\$ 252,747
Encore - Hesperia	0.50	0%	\$ 3,157	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -
<b>Total</b>	<b>1174.75</b>	<b>100%</b>	<b>\$ 7,416,623</b>	<b>2150.25</b>	<b>100%</b>	<b>\$ 1,939,604</b>	<b>304.50</b>	<b>100%</b>	<b>\$ 388,552</b>	<b>136.17</b>	<b>100%</b>	<b>\$ 1,183,350</b>

District	Interpreters	% of Services	Total Return	Preschool SDC	% of Services	Total Return	Preschool Assessment	% of Services	Total Return	Early Start	% of Services	Total Return	Grand Total
			<b>\$ (28,627)</b>			<b>\$ (363,325)</b>			<b>\$14,941</b>			<b>(0)</b>	<b>\$ 10,551,115</b>
Academy for Academic Excellence	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Norton Science and Language	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Adelanto Elementary	0.00	0%	\$ -	46.17	18%	\$ (64,205)	37.00	61%	\$ 9,062	10.33	20%	\$ (0)	\$ 1,326,213
Apple Valley Unified	0.00	0%	\$ -	17.33	7%	\$ (24,106)	0.00	0%	\$ 0	5.83	11%	\$ (0)	\$ 1,465,894
Baker Valley Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Barstow Unified	1.00	100%	\$ (28,627)	28.25	11%	\$ (39,288)	22.00	36%	\$ 5,388	7.92	15%	\$ (0)	\$ 631,806
Bear Valley Unified	0.00	0%	\$ -	5.00	2%	\$ (6,954)	0.00	0%	\$ 0	0.00	0%	\$ -	\$ 253,668
Elite Academy	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ -	\$ -
Excelsior	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Helendale Elementary*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Hesperia Unified	0.00	0%	\$ -	39.58	15%	\$ (55,049)	2.00	3%	\$ 490	12.33	23%	\$ (0)	\$ 1,755,217
Lucerne Valley Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Needles*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Oro Grande Elementary	0.00	0%	\$ -	1.67	1%	\$ (2,318)	0.00	0%	\$ 0	0.00	0%	\$ -	\$ 54,783
Silver Valley Unified	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.25	0%	\$ (0)	\$ 73,799
Snowline Jt. Unified	0.00	0%	\$ -	40.92	16%	\$ (56,904)	0.00	0%	\$ 0	5.83	11%	\$ (0)	\$ 1,019,379
Trona Jt. Unified*	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ -
Victor Elementary	0.00	0%	\$ -	82.33	32%	\$ (114,503)	0.00	0%	\$ 0	10.00	19%	\$ (0)	\$ 2,460,488
Victor Valley Union High	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ 1,506,712
Encore - Hesperia	0.00	0%	\$ -	0.00	0%	\$ -	0.00	0%	\$ 0	0.00	0%	\$ -	\$ 3,157
<b>Total</b>	<b>1.00</b>	<b>100%</b>	<b>\$ (28,627)</b>	<b>261.25</b>	<b>100%</b>	<b>\$ (363,325)</b>	<b>61.00</b>	<b>100%</b>	<b>\$14,941</b>	<b>52.49</b>	<b>100%</b>	<b>\$ (0)</b>	<b>\$ 10,551,116</b>

\*Districts receiving small school district protection are not included in the current year calculated return. Service counts have been removed for these districts and funds are reallocated to the remaining districts.

District	Col. A	Col. B	Col. C	Col. D	Col. E
	Unused 23/24 Reserve	23/24 FFS Ending Balance	23/24 Total Ending Balance	24/25 3% Reserve \$2,487,215	Balance to Return
Academy for Academic Excellence	\$ 11	\$ -	\$ 11	\$ 11	\$ -
Norton Science & Language	\$ 65	\$ -	\$ 65	\$ 65	\$ -
Adelanto Elementary	\$ 239,206	\$ 1,326,213	\$ 1,565,419	\$ 304,811	\$ 1,260,607.85
Apple Valley Unified	\$ 305,917	\$ 1,465,894	\$ 1,771,811	\$ 345,004	\$ 1,426,807.34
Baker Valley Unified*	\$ -	\$ -	\$ -	\$ -	\$ -
Barstow Unified	\$ 128,856	\$ 631,806	\$ 760,662	\$ 148,115	\$ 612,546.50
Bear Valley Unified	\$ 60,238	\$ 253,668	\$ 313,906	\$ 61,124	\$ 252,782.42
Elite Academy	\$ 33	\$ -	\$ 33	\$ 33	\$ -
Excelsior	\$ 762	\$ -	\$ 762	\$ 762	\$ -
Helendale Elementary*	\$ -	\$ -	\$ -	\$ -	\$ -
Hesperia Unified	\$ 293,121	\$ 1,755,217	\$ 2,048,338	\$ 398,849	\$ 1,649,488.68
Lucerne Valley Unified*	\$ 12,210	\$ -	\$ 12,210	\$ 12,210	\$ -
Needles*	\$ -	\$ -	\$ -	\$ -	\$ -
Oro Grande Elementary	\$ 6,643	\$ 54,783	\$ 61,426	\$ 11,961	\$ 49,465.43
Silver Valley Unified	\$ 13,263	\$ 73,799	\$ 87,062	\$ 16,953	\$ 70,109.43
Snowline Jt. Unified	\$ 210,033	\$ 1,019,379	\$ 1,229,412	\$ 239,389	\$ 990,022.59
Trona Jt. Unified*	\$ 16,836	\$ -	\$ 16,836	\$ 16,836	\$ -
Victor Elementary	\$ 443,174	\$ 2,460,488	\$ 2,903,662	\$ 565,396	\$ 2,338,265.96
Victor Valley Union High	\$ 354,944	\$ 1,506,712	\$ 1,861,656	\$ 362,497	\$ 1,499,159.46
Encore - Hesperia	\$ 42	\$ 3,157	\$ 3,199	\$ 3,199	\$ 0.00
<b>Total</b>	<b>\$ 2,085,354</b>	<b>\$ 10,551,116</b>	<b>\$ 12,636,470</b>	<b>\$ 2,487,215</b>	<b>\$ 10,149,255.66</b>

Desert Mountain County Operated Special Education 2023-24 Year-End Actuals

			SAI SERVICES > 50% SDC	RELATED SERVICES DIS	ITINERANT	1 TO 1 AIDE SERVICES	INTERPRETER SERVICES	PRESCHOOL ASSESSMENT	PRESCHOOL SDC	EARLY START	TOTAL
	<b>RATE</b>		\$ 29,164.00	\$ 5,727.00	\$ 6,447.00	\$ 56,276.00	\$ 101,739.00	\$ 2,661.00	\$ 26,099.00	\$ -	
1	<b>OBJECT</b>	<b>EXPENSE</b>									
2	1000-1999	Certificated Salaries	11,605,733	4,562,506	1,022,927	-	-	98,984	2,477,644	355,863	20,123,657
3	2000-2999	Classified Salaries	6,279,984	2,356,862	131,459	3,627,087	66,529	-	1,639,578	32,750	14,134,249
4	3000-3999	Employee Benefits	9,752,264	2,847,524	513,834	2,768,041	39,910	37,201	2,345,825	151,566	18,456,165
5	4000-4999	Books & Supplies	176,083	23,698	4,828	-	-	-	19,777	1,666	226,052
6	5000-5999	Services & Other Operating Expenditures	3,699,406	2,871,583	125,590	893,279	30,860	1,498	83,951	16,412	7,722,578
7	6000-6999	Capital Outlay	-	-	-	-	-	-	-	-	-
8		Sub total	31,513,469	12,662,173	1,798,638	7,288,407	137,299	137,683	6,566,775	558,258	60,662,702
9		% of Total	0.52431	0.21067	0.02993	0.12126	0.00228	0.00229	0.10926	N/A	
10		Allocated Cost	3,910,726	1,571,337	223,205	904,469	17,038	17,086	814,917	68,600	7,527,379
11		Sub total 1000-6000 costs	35,424,195	14,233,511	2,021,843	8,192,876	154,337	154,769	7,381,692	626,857	68,190,081
12	7300-7380	Indirect Cost @ 8.5%	3,011,057	1,209,848	171,857	696,394	13,119	13,155	627,444	52,858	5,795,307
13		<b>TOTAL EXPENSE</b>	<b>38,435,251</b>	<b>15,443,359</b>	<b>2,193,700</b>	<b>8,889,271</b>	<b>167,456</b>	<b>167,924</b>	<b>8,009,136</b>	<b>679,715</b>	<b>73,985,813</b>

RESOURCE	OBJECT	REVENUE									
19	6500	8097	Property Tax Revenue	3,431,274	1,378,692	195,841	793,582	14,950	14,991	715,009	6,544,338
20	3310	8181	Federal Local Assistance	1,169,676	469,978	66,760	270,522	5,096	5,110	243,737	2,230,879
21	6500	8311	AB602 FFS Revenue	32,587,989	12,113,755	1,833,771	7,039,640	81,693	150,202	6,087,984	59,895,035
22			<b>Total FFS Revenue (Lines 20-24)</b>	<b>37,188,938</b>	<b>13,962,426</b>	<b>2,096,371</b>	<b>8,103,744</b>	<b>101,739</b>	<b>170,304</b>	<b>7,046,730</b>	<b>0</b>
23											

RESOURCE	OBJECT	Revenue									
24		<b>LCFF Distribution (based on % of total expense of applicable program)</b>	<b>0.59014</b>	<b>0.23712</b>	<b>0.03368</b>	<b>0.13649</b>	<b>0.00257</b>				
25	6500	8710	Local Control Funding Formula Revenue	8,512,992	3,420,537	485,881	1,968,877	37,090		14,425,376	
26	3315	8182	Federal Preschool					4,091	195,139	199,230	
27	3310	8181	Preschool Local Entitlement					8,469	403,942	412,411	
28	3385	8182	Part C Early Intervention							37,210	
29	6510	8311	Infant I-50 Apportionment							631,567	
30	6515	8590	Infant Discretionary							10,936	
31	6500	8699	Local	3,231						3,231	
32	6500	8311	Contract LVN Services (BVUSD, HUSD, VVUUSD)	146,605						146,605	
33	6500	8319	Prior year adjustments	108						108	
34	6500	8990	Contribution from Restricted	-						0	
35		Beginning Balance								0	
36		<b>TOTAL REVENUE:</b>	<b>\$ 45,851,874</b>	<b>\$ 17,382,963</b>	<b>\$ 2,582,252</b>	<b>\$ 10,072,621</b>	<b>\$ 138,829</b>	<b>\$ 182,865</b>	<b>\$ 7,645,810</b>	<b>\$ 679,715</b>	<b>\$ 84,536,927</b>

<b>Excess Cost Per Program</b>	<b>7,416,623</b>	<b>1,939,604</b>	<b>388,552</b>	<b>1,183,350</b>	<b>(28,627)</b>	<b>14,941</b>	<b>(363,325)</b>	<b>(0)</b>	<b>10,551,116</b>
--------------------------------	------------------	------------------	----------------	------------------	-----------------	---------------	------------------	------------	-------------------

<b>Number of Services - Final</b>	<b>1,275.17</b>	<b>2,438.00</b>	<b>325.17</b>	<b>144.00</b>	<b>1.00</b>	<b>64.00</b>	<b>270.00</b>	<b>-</b>
<b>2023-24 Fee-For-Service Rates</b>	<b>\$ 29,164</b>	<b>\$ 5,727</b>	<b>\$ 6,447</b>	<b>\$ 56,276</b>	<b>\$ 101,739</b>	<b>\$ 2,661</b>	<b>\$ 26,099</b>	<b>-</b>
<b>Total Fee-For-Service Revenue</b>	<b>\$ 37,188,938</b>	<b>\$ 13,962,426</b>	<b>\$ 2,096,371</b>	<b>\$ 8,103,744</b>	<b>\$ 101,739</b>	<b>\$ 170,304</b>	<b>\$ 7,046,730</b>	<b>\$ -</b>

SUMMARY	
2023-24 Total Revenue	\$ 84,536,927
2023-24 Total Expense	\$ 73,985,813
<b>Subtotal</b>	<b>\$ 10,551,116</b>
<b>Net Estimated FFS Ending Balance</b>	<b>\$ 10,551,116</b>
2023-24 Unused Reserve	2,085,354
<b>Total Ending Balance</b>	<b>\$ 12,636,470</b>

DESERT MOUNTAIN COUNTY OPERATED SPECIAL EDUCATION PROGRAM  
2023-24 FINAL LCFF REVENUE TRANSFER PER DISTRICT

District of Residence	UPP %	Grades TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
<b>Adelanto</b>	81.74%	14,205.42	13,061.31	13,447.87	-	
P-2 / Annual ADA		69.13	28.11	19.05	-	116.29
<b>Total</b>		<b>982,020.56</b>	<b>367,153.30</b>	<b>256,181.83</b>		<b>1,605,355.68</b>
<b>Apple Valley</b>	75.42%	13,720.95	12,615.85	12,989.23	15,444.99	
P-2 / Annual ADA		55.65	14.20	13.26	37.22	120.33
<b>Total</b>		<b>763,570.64</b>	<b>179,145.11</b>	<b>172,237.18</b>	<b>574,862.58</b>	<b>1,689,815.51</b>
<b>Barstow</b>	75.70%	13,742.41	12,635.59	13,009.55	15,469.15	
P-2 / Annual ADA		23.00	18.41	9.92	10.77	62.10
<b>Total</b>		<b>316,075.43</b>	<b>232,621.18</b>	<b>129,054.72</b>	<b>166,602.77</b>	<b>844,354.09</b>
<b>Bear Valley</b>	69.19%	13,243.37	12,176.74	12,537.12	14,907.41	
P-2 / Annual ADA		16.40	0.30	0.50	1.91	19.11
<b>Total</b>		<b>217,191.31</b>	<b>3,653.02</b>	<b>6,268.56</b>	<b>28,473.15</b>	<b>255,586.05</b>
<b>Helendale</b>	58.87%	12,452.27	11,449.36	11,788.21	14,016.91	
P-2 / Annual ADA		8.87	2.79	1.01	-	12.67
<b>Total</b>		<b>110,451.66</b>	<b>31,943.71</b>	<b>11,906.09</b>	-	<b>154,301.46</b>
<b>Hesperia</b>	68.89%	13,220.38	12,155.60	12,515.35	14,881.52	
P-2 / Annual ADA		40.68	15.20	4.43	82.54	142.85
<b>Total</b>		<b>537,804.88</b>	<b>184,765.10</b>	<b>55,443.02</b>	<b>1,228,321.01</b>	<b>2,006,334.01</b>
<b>Lucerne</b>	90.06%	14,843.20	13,647.72	14,051.64	16,708.26	
P-2 / Annual ADA		9.85	1.60	5.53	7.18	24.16
<b>Total</b>		<b>146,205.56</b>	<b>21,836.36</b>	<b>77,705.56</b>	<b>119,965.32</b>	<b>365,712.81</b>
<b>Needles</b>	77.05%	13,845.90	12,730.74	13,107.52	15,585.64	
P-2 / Annual ADA		14.54	9.33	4.58	10.85	39.30
<b>Total</b>		<b>201,319.34</b>	<b>118,777.81</b>	<b>60,032.43</b>	<b>169,104.22</b>	<b>549,233.79</b>
<b>Oro Grande</b>	93.66%	15,119.17	13,901.46	14,312.89	17,018.90	
P-2 / Annual ADA		2.71	1.09	-	-	3.80
<b>Total</b>		<b>40,972.95</b>	<b>15,152.59</b>	-	-	<b>56,125.54</b>
<b>Silver Valley</b>	59.68%	12,514.36	11,506.45	11,846.99	14,086.80	
P-2 / Annual ADA		2.48	0.95	-	2.48	5.91
<b>Total</b>		<b>31,035.62</b>	<b>10,931.13</b>	-	<b>34,935.27</b>	<b>76,902.02</b>
<b>Snowline</b>	72.13%	13,468.74	12,383.96	12,750.48	15,161.10	
P-2 / Annual ADA		41.87	14.79	3.22	33.99	93.87
<b>Total</b>		<b>563,936.33</b>	<b>183,158.82</b>	<b>41,056.54</b>	<b>515,325.81</b>	<b>1,303,477.50</b>
<b>Trona</b>	74.90%	13,681.08	12,579.20	12,951.49	15,400.12	
P-2 / Annual ADA		2.62	1.22	0.44	0.99	5.27
<b>Total</b>		<b>35,844.44</b>	<b>15,346.63</b>	<b>5,698.66</b>	<b>15,246.12</b>	<b>72,135.84</b>
<b>Victor Elementary</b>	86.73%	14,587.94	13,413.02	13,809.98	16,420.92	
P-2 / Annual ADA		173.79	81.51	-	-	255.30
<b>Total</b>		<b>2,535,237.50</b>	<b>1,093,294.90</b>	-	-	<b>3,628,532.40</b>
<b>Victor Valley Union High</b>	81.21%	14,164.79	13,023.95	13,409.40	15,944.60	
P-2 / Annual ADA		-	-	31.83	87.22	119.05
<b>Total</b>		-	-	<b>426,821.31</b>	<b>1,390,688.42</b>	<b>1,817,509.73</b>

Summary				
District Number	District	Based on P-2/Annual	First 50% Transfer	Final 50% Transfer
201	Adelanto	1,605,355.68	781,163.00	824,192.68
203	Apple Valley	1,689,815.51	849,443.00	840,372.51
208	Barstow	844,354.09	433,166.00	411,188.09
206	Bear Valley	255,586.05	127,327.00	128,259.05
224	Helendale	154,301.46	79,112.00	75,189.46
228	Hesperia	2,006,334.01	988,811.00	1,017,523.01
232	Lucerne	365,712.81	178,131.00	187,581.81
241	Needles	549,233.79	264,327.00	284,906.79
246	Oro Grande	56,125.54	27,455.00	28,670.54
252	Silver Valley	76,902.02	38,747.00	38,155.02
254	Snowline	1,303,477.50	651,682.00	651,795.50
255	Trona	72,135.84	38,777.00	33,358.84
257	Victor Elementary	3,628,532.40	1,747,213.00	1,881,319.40
268	Victor Valley Union High	1,817,509.73	897,427.00	920,082.73
	<b>Total</b>	<b>14,425,376.43</b>	<b>7,102,781.00</b>	<b>7,322,595.43</b>

\*Does not include additional 15% Concentration Grant in calculation



# The Prevention & Intervention Team (P & I)

October 2024

---

---

---


---

---

---

---

---



## Prevention & Intervention Team

<b>Deborah Sarkesian</b> Program Manager Deborah.Sarkesian@cahelp.org (760)646-8000, ext. 333	<b>Angela Mgbekwe</b> Project Manager Angela.Mgbekwe@cahelp.org (760)646-8000, ext. 298	<b>Ariel Clark</b> P & I Specialist Ariel.Clark@cahelp.org (760)646-8000, ext. 299
<b>Craig Cleveland</b> P & I Specialist CraigCleveland@cahelp.org (760)646-8000, ext. 317	<b>Daniel Anchondo</b> P & I Specialist Daniel.Anchondo@cahelp.org (760)646-8000, ext. 332	<b>Felicia Bernard-Rudd</b> P & I Specialist Felicia.Bernard-Rudd@cahelp.org (760)646-8000, ext. 335
<b>Mia Day-Butler</b> P & I Specialist Mia.Day-Butler@cahelp.org (760)646-8000, ext. 382	<b>Robin McMullen</b> Intervention Specialist Robin.McMullen@cahelp.org (760)646-8000, ext. 383	

Jeni Galyean Office Specialist | Jeni.Galyean@cahelp.org (760) 955-3586

---

---

---

---

---

---

---

---

## Who We are

**Professional Experience:**

- Coaching/ Leadership
- Applied Behavior Analysis (ABA)
- Classroom Experience
- Multi-Tiered Systems of Support (MTSS)
- Implementation Science
- Systems Development
- Pyramid Model
- Social Emotional Learning (SEL)
- Trauma- Informed Practices
- Crises Response (Preventative)
- Educationally Related Mental Health Services (ERMHS)

**Memberships:**

- California PBIS
- CA PBIS Region 10: Technical Assistance Center
- California Autism Professional Training and Information Network (CAPTAIN)
- Positive Environments, Network of Trainers (PENT)

---

---

---

---

---

---

---

---

### Who We Support

- LEAs (district & site levels TK-12, both certificated & classified staff)
- Early Childhood Programs
- Alternative Education
- After School Programs




---

---

---

---

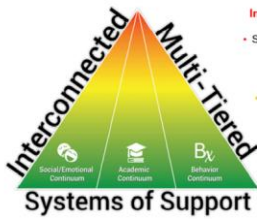
---

---

---

---

### MTSS



- Individualized Prevention (1-5%)**
- Specialized
  - Individualized
  - Systems for Students with High-Risk Needs
- Targeted Prevention (10-15%)**
- Specialized Group
  - Systems for Students who need more supports
- Universal Prevention (80%)**
- Universal
  - School-Classroom-Wide Systems for All Students, Staff, & Settings




---

---

---

---

---

---

---

---

All Parts Work Together for Forward Movement

### MTSS as a Framework



© INTELLECTUAL PROPERTY OF CAHELP

---

---

---

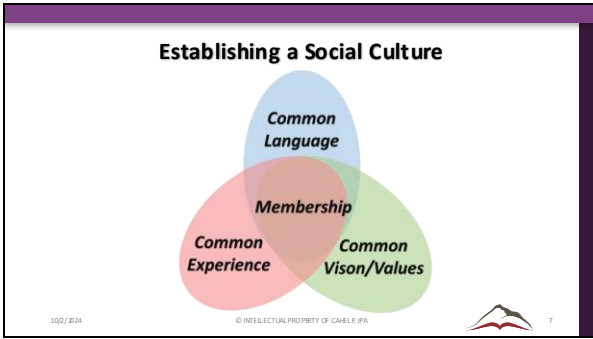
---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### Support Services

Training	Coaching	Technical Assistance	Content Expertise
<ul style="list-style-type: none"> <li>• On-site Requests</li> <li>• School-Wide Initiatives</li> <li>• Family/Community Engagement</li> <li>• Specialty Areas</li> </ul>	<ul style="list-style-type: none"> <li>• Team Meetings</li> <li>• Work-groups</li> <li>• Leadership Team Development (Admin, Site/District coaches)</li> <li>• Walk-throughs</li> </ul>	<ul style="list-style-type: none"> <li>• SWIS</li> <li>• Tiered Fidelity Inventory</li> <li>• School Climate Survey</li> <li>• Self-Assessment Survey</li> <li>• District Systems Fidelity Inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Specialty Areas (SEL, Restorative Practices, UDL)</li> <li>• Tiered Interventions</li> <li>• Evidence Based Practices</li> <li>• Trauma Informed</li> </ul>

---

---

---

---

---

---

---

---

### Trainings

## Trainings

- Behavior
- PBIS
- Social Emotional
- Trauma-Informed
- Customized

© Intellectual Property of CAHELP, JPA 10/2/2024 11

---

---

---

---

---


---

---

---

### Fee for Service

- Based on contracts
  - Full contract includes training and coaching
  - Coaching contract
- Prevention and Intervention trainings
  - Ala carte
  - Cost varies per full day or half day training



10/2/2024 © Intellectual Property of CAHELP, JPA 12

---

---

---

---


---

---

---

---

**LCAP Priorities**



Basic Services

Course Access

Implementing State Standards

Other Pupil Outcomes

Parent Involvement

Pupil Achievement

Pupil Engagement

School Climate

10/2/2024 © INTELLECTUAL PROPERTY OF CAHELP, JPA 13

---

---

---

---

---

---

---

---

---

---






**CAHELP Recognition Event: CA PBIS**

- Yearly we host a recognition event to celebrate schools within our SELPA who apply for California PBIS Recognition.
- Schools can receive recognition at different levels bronze, silver, gold or platinum.
- We recognized 61 schools within our SELPA for the 2023-2024 school year.

10/2/2024 © Intellectual Property of CAHELP, JPA 14

---

---

---

---

---

---

---

---

---

---

**CAHELP Recognition Night**

10/2/2024 © Intellectual Property of CAHELP, JPA 15

---

---

---

---

---

---



---

---

---

---

## Contact Information



(760) 955-3586

[Preventionandintervention@cahelp.org](mailto:Preventionandintervention@cahelp.org)

[www.cahelp.org/prevention](http://www.cahelp.org/prevention)

17800 Highway 18 Apple Valley CA 92307

10/2/2024 © Intellectual Property of CAHELP, JPA 16

---

---

---

---

---

---

---

---

## Thank You!



Follow Us on Social Media



---

---

---

---

---

---

---

---

## 7.1 Maintenance of Effort (MOE) Report

No materials, verbal report only

## 7.2 Excess Report

No materials, verbal report only

## Legislative Updates – October 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.
- **Governor Signed - Effective 7/1/2025**

## Senate Bills – 2 year Bills

- **SB483** (Cortese) Elimination of prone restraint
- *“This act shall be known, and may be cited, as Max Benson’s Law.”*
- **Governor Signed – Effective 1/1/2025**
  
- **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.
- **Governor Signed – Effective 1/1/2027**

## **Additional Assembly Bills**

- **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.
- **Governor Vetoed**

## 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.
  - **Governor signed – Effective 1/1/2025**
- [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
  - **Governor Vetoed**

## 8.2 Alternate Pathway Diploma

No materials, verbal report only

# IEP Team Membership & Participation Questions & Answers

## 1. Who are the required members of the IEP team?

1. Parent;
2. General education teacher;
3. Special education teacher/provider;
4. Local Educational Agency (LEA) representative; and
5. An individual who can interpret the instructional implications of assessment results. This individual may be the general education teacher, the special education teacher/provider, the LEA representative, or an individual invited by the parent or LEA who has knowledge or special expertise regarding the student.

*Reference: 34 Code of Federal Regulations section 300.321(a)(1)-(5); Education Code section 56341(b)(1)-(5)*

## 2. Who are permissive members of the IEP team?

1. At the discretion of the parent, guardian, or the LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate.
2. Whenever appropriate, the student.

*Reference: 34 Code of Federal Regulations section 300.321(a)(6)-(7); Education Code section 56341(b)(6)-(7)*

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

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

*Reference: 34 Code of Federal Regulations section 300.310; Education Code section 56341(c)*

## 4. Who must a local educational agency (LEA) invite to IEP team meetings and under what conditions?

1. The student, if a purpose of the meeting will be to consider postsecondary goals and needed transition services. *Reference: 34 Code of Federal Regulations section 300.321(b); Education Code section 56341(d)(1)*

2. With the consent of the parents or the student who has reached the age of majority, a representative of a participating agency that is likely to be responsible for providing or paying for transition services. *Reference: 34 Code of Federal Regulations section 300.321(b)(3); Education Code section 56341(d)(3)*
3. In the case of a child previously served under the Part C infant program, and upon the request of the parent, the infant and toddlers with disabilities coordinator or other representative of the early education or early intervention system. *Reference: 34 Code of Federal Regulations section 300.321(f); Education Code section 56341(i)*
4. A representative of a private school, before the LEA places a child with a disability in, or refers a child to, a private school or facility. *Reference: 34 Code of Federal Regulations section 300.325(a)*
5. **What are the qualifications for the LEA representative?** The LEA representative must meet all of the following:
  1. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
  2. Is knowledgeable about the general education curriculum.
  3. Is knowledgeable about the availability of resources of the local education agency.

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

| [back to top of page](#) |

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

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

*Reference: Title 5 of the California Code of Regulations section 3001(y)*

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

No. The "qualified" individual could be serving in a different role as long as he or she possessed the necessary certification, license, or registration as an administrator, special education teacher or provider. A provider would include an individual who is qualified to provide special education or related services such as a special education teacher, speech language pathologist, school psychologist, occupational therapist, and physical therapist. Likewise, a general education teacher

could be considered qualified to provide specially designed instruction if he or she also possessed a special education teaching credential.

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

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

1. General education teacher;
2. Special education teacher;
3. Interpreter of assessment results;
4. LEA individuals with knowledge or expertise.

*Reference: 34 Code of Federal Regulations section 300.321(d); Education Code section 56341(e)*

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

1. Parent: One (parent);
2. General Education Teacher: Three (General Education Teacher, LEA Representative, if criteria are met, and Interpreter of Assessment Results);
3. Special Education Teacher: Three (Special Education Teacher, LEA Representative, if criteria are met, and Interpreter of Assessment Results);
4. LEA Representative: Two (LEA Representative and Interpreter of Assessment Results);
5. Interpreter of Assessment Results: Two (Interpreter of Assessment Results and LEA Representative, if criteria are met);
6. Individuals with Knowledge or Expertise: Three (Individual with Knowledge or Expertise, LEA Representative, if criteria are met, and Interpreter of Assessment Results); and
7. Student: One (Student).

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

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

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

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

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

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

1. A required member of the IEP team from the LEA may be excused from attending the IEP team meeting, or in whole or in part, if the parent and the LEA agree, in writing, that the attendance of a member is not necessary because the member's area of the curriculum or related service is not being modified or discussed in the meeting.
2. When the meeting involves a modification to or discussion of the LEA member's area of the curriculum or related service, the member may be excused from attending the meeting, in whole or in part, if the parent, in writing, and the LEA consent to the excusal and the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

*Reference: 34 Code of Federal Regulations section 300.321(e); Education Code section 56341(f)-(g)*



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

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

## MEMORANDUM

Date: October 16, 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](mailto:linda.llamas@cahelp.org)



Desert Mountain Children's Center

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

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

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

## Youth Health and Well-Being

Steering Committee

September 1, 2024

The Centers for Disease Control (CDC) recently released the Youth Risk Behavior Survey (YRBS) for 2021-2023 that also includes trends report from 2013-2023<sup>1</sup>. This report provides information on the health behaviors and experiences of high school students in the United States. The survey covers six main areas of health-risk behaviors:

1. Unintentional injuries and violence
  - Including substance use and bullying
2. Sexual behaviors
  - Leading to unintended pregnancies and sexually transmitted infections
3. Substance use
  - Alcohol, tobacco, and other drugs
4. Dietary behaviors
5. Physical activity
6. Mental health

Here's a summary of the 2021-2023 findings across key areas:

### 1. Mental Health

- A significant rise in poor mental health was observed among students.
- Over 40% of students reported feeling persistently sad or hopeless.
- Rates of suicidal thoughts and behaviors increased, particularly among females and LGBTQ+ students.

### 2. Substance Use

- Decreases in traditional tobacco use, such as smoking cigarettes, continued.
- E-cigarette use (vaping) remained common, with around 14-15% of high school students reporting regular vaping.

### 3. Violence and Bullying

- Bullying (both in person and online) remained a significant concern.



Desert Mountain Children's Center

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

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

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

- Approximately 15-20% of students experienced bullying on school property, with more females reporting being bullied than males.
- Incidences of physical violence, including weapon carrying on school grounds, also remained a risk for many students.

#### 4. Sexual Behaviors

- The number of sexually active high school students declined.
- Condom use decreased though, raising concerns about risks for sexually transmitted infections (STIs).

#### 5. Physical Activity and Diet

- Fewer students reported being physically active for 60 minutes or more per day.
- There was also a concerning rise in poor dietary habits, such as skipping meals or not consuming enough fruits and vegetables, contributing to overall health risks.

#### 6. LGBTQ+ Youth

- LGBTQ+ students reported significantly higher rates of mental health challenges, including depression, suicidal ideation, and bullying.
- LGBTQ+ students are particularly vulnerable to violence, discrimination, and victimization in both school and social environments.

The YRBS 2021-2023 highlighted persistent challenges related to mental health, particularly among marginalized groups, and ongoing concerns about substance use and other risky behaviors. There are also areas of improvement in some risk behaviors, such as reductions in cigarette smoking and sexual activity, but new concerns have emerged with rising mental health crises and disparities in student well-being.

Here's a summary of the key trends from **2013 to 2023** in major risk behavior categories:

#### 1. Mental Health

- Increasing Mental Health Challenges:
  - From 2013 to 2023, mental health issues, particularly feelings of persistent sadness, hopelessness, and suicidal ideation, increased sharply.
  - In 2023, over 40% of students reported persistent feelings of sadness or hopelessness, compared to about 30% in 2013.



Desert Mountain Children's Center

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

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

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

- Suicidal thoughts and attempts have risen significantly among female students and LGBTQ+ youth, with LGBTQ+ students reporting particularly high rates of emotional distress.

## 2. Substance Use

- **Declining Cigarette Use:**
  - There has been a dramatic decline in cigarette smoking.
  - In 2013, about 15.7% of high school students smoked cigarettes.
  - In 2023, this number dropped to under 6%.
- **Vaping Surge, Then Stabilization:**
  - Vaping surged in popularity from 2015 to 2019, with rates reaching as high as 28%.
  - After 2019, the rate stabilized but remained relatively high, with about 14-15% of students still vaping in 2023.
- **Alcohol and Other Drug Use:**
  - Alcohol consumption and marijuana use have both decreased since 2013.
  - In 2023, fewer students reported drinking alcohol compared to a decade earlier.
  - Marijuana use has remained relatively stable since 2019.
  - Opioid and prescription drug misuse has also shown a slight decline.

## 3. Violence and Bullying

- **Bullying and Cyberbullying:**
  - In-person bullying has shown a modest decrease over the years, from about 20% in 2013 to around 15% in 2023.
  - However, cyberbullying remained a serious issue, with little change in prevalence over time.
- **Violence in Schools:**
  - There was a decrease in students reporting weapon carrying at school and being involved in physical fights, suggesting schools have become somewhat safer.
  - Despite this, the risk of violence remains significant, especially for certain subgroups like LGBTQ+ students.

## 4. Sexual Behavior

- **Declining Sexual Activity:**
  - Fewer students have reported being sexually active over time.
  - In 2013, about 34% of students were sexually active, but this fell to around 27% by 2023.



Desert Mountain Children's Center

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

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

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

- Decreasing Condom Use:
  - Although sexual activity has declined, the use of condoms among sexually active students has also dropped.
  - This decline in condom use, from 60% in 2013 to under 50% in 2023, raises concerns about protection against sexually transmitted infections (STIs).

## 6. LGBTQ+ Youth Trends

- Mental Health Disparities:
  1. LGBTQ+ students have consistently reported worse mental health outcomes compared to their heterosexual peers.
  2. This trend has worsened from 2013 to 2023, with higher rates of bullying, discrimination, and suicidal ideation among this group.
- Increased Violence and Victimization:
  1. LGBTQ+ students are more likely to face violence, including physical attacks and bullying.
  2. This trend has remained alarmingly high over the past decade, with little progress in improving their school safety and mental well-being.

From 2013 to 2023, trends in youth risk behavior show both positive and concerning shifts. The positive trends include declines in cigarette smoking, alcohol use, and physical fighting. The concerning trends include rising mental health issues, particularly among female and LGBTQ+ students, persistent vaping, and declining condom use among those youth reporting sexual activity. Efforts to address mental health needs, reduce substance use, and improve sexual health education and school safety, are critical to reversing some of these worrying trends.

Schools are uniquely positioned to reach many youths with strategies that can lessen the impact of negative experiences and improve their health and well-being. Therefore, schools can play a crucial role in addressing youth risk behaviors and promoting the health and well-being of students through education, prevention, and early intervention efforts. If your school or district is already using the Multitiered Systems of Support (MTSS) model, the following suggested strategies from the CDC should enhance any work your district and/or school has already started.

The CDC has identified six school-based strategies and associated approaches<sup>2</sup> to help alleviate any mental health challenges your students may be facing and promote the positive behavioral and mental health of your students. These strategies and approaches include:



Desert Mountain Children's Center

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

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

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

1. Increase Mental Health Literacy of Students
  - Deliver classroom-based mental health education curricula
  - Use peer-led modeling programs
2. Promote Mindfulness
  - Deliver classroom-based mindfulness education
  - Dedicate time for students to independently practice mind
  - Offer small group mindfulness activities
3. Promote Social, Emotional, and Behavioral Learning
  - Provide classroom instruction focused on building social skills and emotional development
  - Offer targeted education focused on teaching social skills and emotional development
4. Enhance Connectedness Among Students, Staff, and Families
  - Provide relationship-building programs
5. Provide Psychosocial Skills Training and Cognitive Behavioral Health Interventions
  - Promote acceptance and commitment to change
  - Provide cognitive behavioral interventions
  - Engage students in coping skills training groups
6. Support Staff Well-Being
  - Offer mindfulness-training programs
  - Provide therapeutic resources

The CDC provides a guide<sup>3</sup> to help schools get started, along with additional information regarding each of these strategies and approaches. Schools are central to students' daily lives, they provide a structured and supportive environment, and can influence both students and their families. Their unique position and resources make them the most effective place to address youth risk behaviors and promote positive health outcomes. The DMCC is here to assist any of our service districts and their schools with any of these strategies and approaches through the many programs we offer. We look forward to continuing to partner with you to make a difference in the lives of the children and families we serve!



Desert Mountain Children's Center

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

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

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

## References:

1. Centers for Disease Control and Prevention *Youth Risk Behavior Survey Data Summary & Trends Report: 2013–2023* U S Department of Health and Human Services; 2024.
2. [https://www.cdc.gov/healthyyouth/mental-health-action-guide/index.html?s\\_cid=hy-2023](https://www.cdc.gov/healthyyouth/mental-health-action-guide/index.html?s_cid=hy-2023)
3. [https://www.cdc.gov/healthyyouth/mental-health-action-guide/pdf/CDC-MH-Action-Guide\\_How-to-Get-Started.pdf](https://www.cdc.gov/healthyyouth/mental-health-action-guide/pdf/CDC-MH-Action-Guide_How-to-Get-Started.pdf)

## Resources:

- <https://www.cdc.gov/>
  - [https://www.cdc.gov/healthyyouth/mental-health-action-guide/pdf/DASH\\_MH\\_Action\\_Guide\\_508.pdf](https://www.cdc.gov/healthyyouth/mental-health-action-guide/pdf/DASH_MH_Action_Guide_508.pdf)
  - <https://www.cdc.gov/healthyyouth/hecat/index.htm>
  - <https://www.cdc.gov/healthyyouth/whatworks/what-works-overview.htm>
- <https://www.samhsa.gov/>
  - <https://www.samhsa.gov/talk-they-hear-you>
- <https://www.nami.org/Home>
- <https://988lifeline.org/>
- <https://sogiecenter.org/>
- <https://www.nimh.nih.gov/get-involved/digital-shareables/mental-health-resources-for-students-and-educators>
- <https://mhanational.org/>



Desert Mountain Children's Center

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

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

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

## Understanding ADHD in Children And Adolescents

Steering Committee

October 1, 2024

Attention Deficit Hyperactivity Disorder (ADHD) is one of the most common neurodevelopmental disorders diagnosed in children and adolescents.<sup>1</sup> Characterized by symptoms of inattention, hyperactivity, and impulsivity, ADHD can significantly affect a child's academic, social, and emotional well-being. Understanding ADHD, including its causes, symptoms, treatment options, and the impact it has on young lives, is crucial for caregivers, educators, and healthcare professionals.

To better understand the breadth and depth of the children affected by ADHD in the US, here are some sobering facts:<sup>2</sup>

- Approximately 1 in 9 children in the United States (US) have ever received a diagnosis of ADHD
- From 2016 to 2022 there was an increase of 1 million children who had ever been diagnosed with ADHD
- Boys are more likely to be diagnosed than girls
- Black and white children more likely to be diagnosed with ADHD (12%) compared to Asian children (4%)
- Non-Hispanic children more likely to be diagnosed than Hispanic children
- Children with co-occurring disorders present with more severe ADHD than those without

ADHD is a chronic condition that affects how a person pays attention, controls impulses, and manages energy levels. While many children can exhibit behaviors such as inattention and hyperactivity at times, those with ADHD show these traits in a way that is more severe, consistent, and impactful on their daily lives.

ADHD can be classified into three main types:

- Inattentive Type (ADD): Characterized primarily by difficulties in sustaining attention, following instructions, and organization.
- Hyperactive-Impulsive Type: Predominantly marked by fidgeting, excessive talking, interrupting others, and an inability to sit still.



Desert Mountain Children's Center

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

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

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

- Combined Type: A mixture of both inattentive and hyperactive-impulsive symptoms, which is the most common form.

While the exact cause of ADHD remains unknown, research points to a combination of genetic, neurological, and environmental factors. Some key influences include:

- Genetics: ADHD tends to run in families, suggesting a genetic predisposition.<sup>3</sup>
- Brain Development: Studies show differences in the structure and function of certain brain areas in children with ADHD.<sup>4</sup>
- Environmental Factors: Prenatal exposure to alcohol or tobacco, premature birth, and high levels of lead exposure have been associated with an increased risk of ADHD.<sup>5</sup>

The symptoms of ADHD generally appear before the age of 12 and often continue into adolescence and adulthood. Diagnosing ADHD in children can be complex as ADHD shares symptoms with several other conditions, such as anxiety, depression, learning disabilities, autism spectrum disorder (ASD), and even trauma-related disorders like PTSD.<sup>6</sup> Misdiagnosis could result in treatments that don't address the root cause of a child's or adolescent's difficulties, leading to worsening symptoms. ADHD also frequently co-occurs with other mental health conditions like anxiety, depression, or oppositional defiant disorder (ODD).<sup>7</sup> A proper diagnosis ensures appropriate, comprehensive care can be provided to the child/adolescent.

For instance, child traumatic stress and ADHD can share overlapping symptoms, such as:<sup>8</sup>

- Both children with ADHD and those experiencing traumatic stress may have difficulty focusing, staying on task, or paying attention in school or at home.
- Trauma can disrupt a child's ability to concentrate due to hypervigilance or intrusive thoughts, while ADHD is characterized by chronic difficulties with attention regulation.
- Trauma may trigger hyperarousal, causing a child to appear restless or constantly on edge, like the hyperactivity seen in ADHD.
- Both conditions can involve impulsive behavior, where a child may act without thinking or struggle to control their actions.
- Children with ADHD may have trouble managing their emotions, leading to frustration, anger, or emotional outbursts.
- Children with traumatic stress might exhibit similar emotional dysregulation because of the emotional toll of trauma, leading to mood swings or heightened sensitivity.



Desert Mountain Children's Center

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

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

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

- Both ADHD and trauma can lead to sleep problems such as difficulty falling asleep, staying asleep, or waking up frequently. Sleep deprivation can exacerbate attention problems and emotional instability.
- Children with ADHD or traumatic stress may display disruptive or oppositional behaviors, such as defiance or aggression, which could be a result of impulsivity, frustration, or emotional distress.
- Social challenges can arise in both conditions. Children with ADHD may have trouble with peer relationships due to impulsivity and inattentiveness.
- Children dealing with trauma may also struggle socially, sometimes withdrawing or misinterpreting social cues due to heightened emotional sensitivity.

Careful, individualized assessment is needed to distinguish between the symptoms and guide treatment. This is important as the course of treatment will be different, and misdiagnosis or failure to diagnose can have significant short- and long-term consequences for the individual.<sup>9</sup> Getting the diagnosis correct is critically important for several reasons:

- ADHD is often treated with stimulant medications like methylphenidate (Ritalin) or amphetamines (Adderall). If someone is misdiagnosed, they might be prescribed stimulants unnecessarily, leading to side effects such as anxiety, sleep disturbances, or appetite loss.<sup>10</sup>
- An accurate diagnosis ensures that other possible conditions (like learning disabilities, anxiety, depression, or trauma) are not overlooked. Treating ADHD when a different condition is present could delay proper care and prolong suffering.
- Children and adolescents with ADHD often struggle with organization, focus, and task completion in academic settings. A correct diagnosis allows for appropriate accommodations (like extended time on tests, note-taking assistance, or quiet workspaces) to help them succeed.
- Without a correct diagnosis, educators and parents may interpret ADHD symptoms as laziness, disobedience, or a lack of motivation, leading to inappropriate disciplinary actions rather than supportive strategies.
- Children with undiagnosed or misdiagnosed ADHD often experience repeated failure in school or social settings, leading to feelings of frustration, low self-esteem, and a belief that they are "different" or "defective."<sup>11</sup> Early and accurate diagnosis can help them understand their challenges and provide coping mechanisms, improving their self-image.



Desert Mountain Children's Center

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

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

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

- ADHD can affect social interactions, as impulsivity or inattentiveness may lead to misunderstandings or social rejection.<sup>12</sup> A proper diagnosis can lead to interventions that teach social skills and improve peer relationships.
- When a child with ADHD is properly diagnosed, parents and caregivers can better understand the challenges their child is facing. This reduces frustration and conflict at home and allows for more supportive parenting strategies.

As children with ADHD enter adolescence, their symptoms can evolve.<sup>13</sup> Hyperactivity may decrease, but challenges with organization, time management, and decision-making often become more prominent. Adolescents with ADHD are at higher risk for issues such as substance use, academic failure, and behavioral problems, making ongoing support crucial.

We can support children and adolescents with ADHD by:<sup>14</sup>

- Focusing on positive outcomes rather than punishment.
- Establishing clear routines and expectations – this helps children with ADHD stay organized and focused.
- Encouraging regular exercise to reduce hyperactivity and improve attention.
- Parenting or teaching a child with ADHD can be challenging, but patience and understanding are critical for success.

ADHD in children and youth is a complex and multifaceted condition that requires a comprehensive approach to diagnosis and treatment. Early diagnosis and intervention are key to helping children and adolescents - with early intervention, tailored support, and a collaborative effort from caregivers, educators, and healthcare professionals, children with ADHD can develop strategies to manage their symptoms, maintain well-being, and achieve their full potential.



Desert Mountain Children's Center

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

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

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

## References:

1. Danielson, M. L., Claussen, A. H., Bitsko, R. H., Katz, S. M., Newsome, K., Blumberg, S. J., Ghandour, R. (2024). ADHD Prevalence Among U.S. Children and Adolescents in 2022: Diagnosis, Severity, Co-Occurring Disorders, and Treatment. *Journal of Clinical Child & Adolescent Psychology*, 53(3), 343–360.
2. <https://doi.org/10.1080/15374416.2024.2335625>
3. <https://www.cdc.gov/adhd/data/index.html>
4. Faraone SV, Larsson H. Genetics of attention deficit hyperactivity disorder. *Mol Psychiatry*. 2019 Apr;24(4):562-575. doi: 10.1038/s41380-018-0070-0. Epub 2018 Jun 11. PMID: 29892054; PMCID: PMC6477889.
5. <https://childmind.org/article/how-is-the-adhd-brain-different/>
6. <https://www.additudemag.com/what-causes-adhd-prenatal-perinatal-risk-factors/>
7. <https://www.cdc.gov/adhd/data/index.html>
8. <https://chadd.org/about-adhd/co-occurring-conditions/>
9. Siegfried, C. B., Blackshear, K., National Child Traumatic Stress Network, with assistance from the National Resource Center on ADHD: A Program of Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD). (2016). *Is it ADHD or child traumatic stress? A guide for Clinicians*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.
10. <https://www.pghr.org/post/the-global-misdiagnosis-of-adhd-and-the-devastating-long-term-effects>
11. <https://my.clevelandclinic.org/health/treatments/11766-adhd-medication>
12. Mazzone L, Postorino V, Reale L, Guarnera M, Mannino V, Armando M, Fatta L, De Peppo L, Vicari S. Self-esteem evaluation in children and adolescents suffering from ADHD. *Clin Pract Epidemiol Ment Health*. 2013 Jul 11;9:96-102. doi: 10.2174/1745017901309010096. PMID: 23878614; PMCID: PMC3715757.
13. <https://chadd.org/for-adults/relationships-social-skills/>
14. <https://childmind.org/article/adhd-in-teenagers/>
15. <https://www.aap.org/en/patient-care/school-health/mental-health-in-schools/supporting-students-with-attention-deficityhyperactivity-disorder-adhd-in-schools/?srsltid=AfmBOop4BMAWsnmKhmxi4xlp3NAUZIDwwGjXQ8gl4H1o5qrqJL6A-vN>



Desert Mountain Children's Center

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

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

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

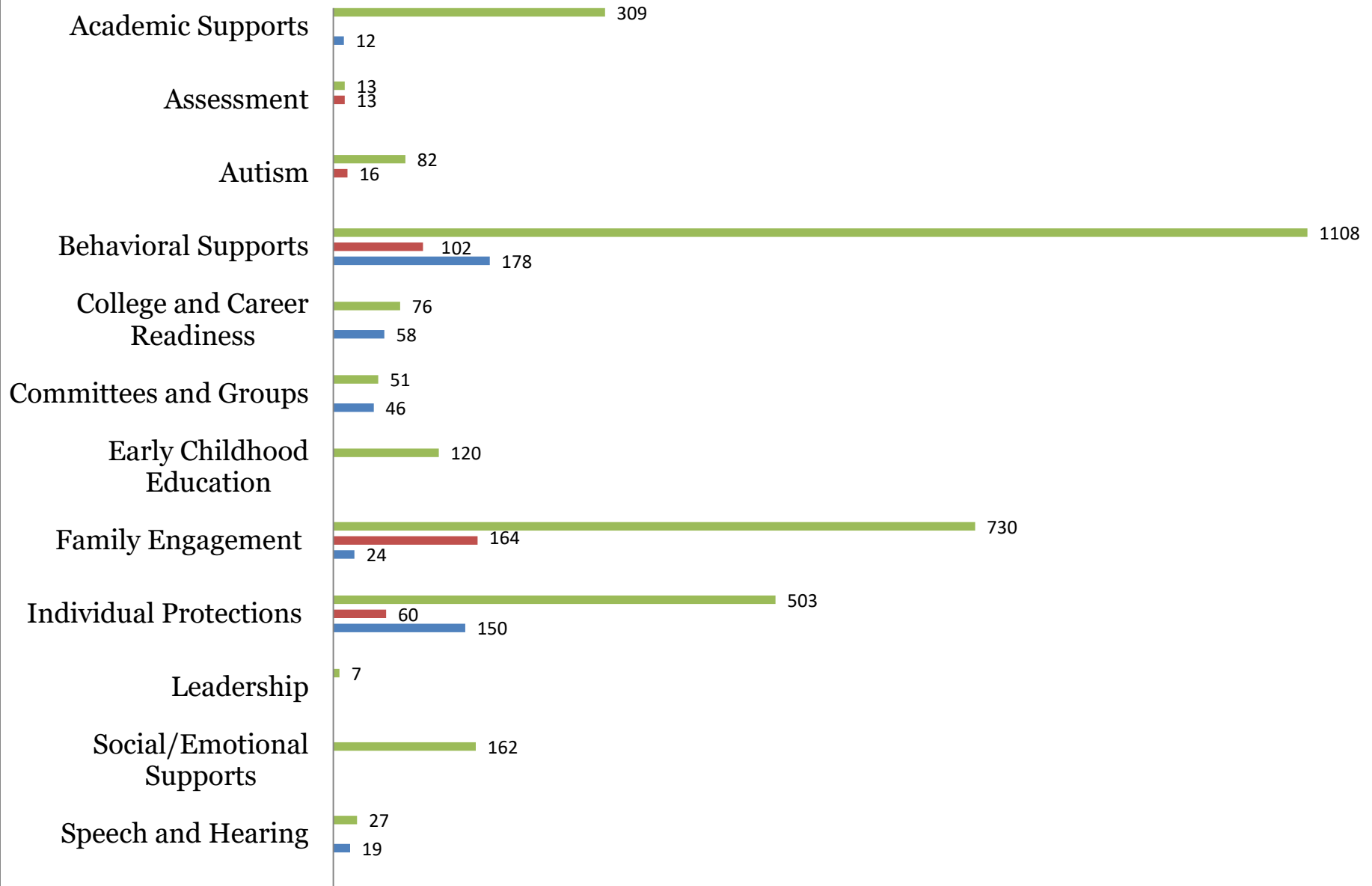
### Resources:

- <https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd>
- <https://www.additudemag.com/>
- <https://www.health.harvard.edu/blog/5-common-problems-that-can-mimic-adhd-2018010913065>
- <https://chadd.org/>
- [https://www.aacap.org/AACAP/Families\\_and\\_Youth/Resource\\_Centers/ADHD\\_Resource\\_Center/Home.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/ADHD_Resource_Center/Home.aspx)
- <https://www.cdc.gov/adhd/communication-resources/index.html>
- <https://www.moretoadhd.com/pediatric/managing-adhd/resources-and-support>
- <https://psychcentral.com/adhd/adhd-resources#for-parents>



**DMSELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY**  
**SEPTEMBER 2024 PARTICIPANTS= 487 REGIONAL, 437 ON-SITE; GRAND TOTAL 924**  
**3,188 YEAR-TO-DATE PARTICIPANTS**

■ Total Participants YTD by Content Area



## Upcoming Trainings

---

Date/Time	Event	Location
10/18/2024 12:00 PM - 2:00 PM	SPECIAL EDUCATION DIRECTORS' TRAINING	DMESC
10/23/2024 1:00 PM - 4:00 PM	SEIS Training (Event ID# 248006)	VIRTUAL
10/24/2024 8:30 AM - 4:30 PM	RESPONDING TO SCHOOL CRISIS	DMESC
10/28/2024 8:00 AM - 2:30 PM	PBIS TEAM TRAINING - TIER 2 IMPLEMENTATION DAY 4 AESD	DMESC
10/28/2024 2:00 PM - 4:00 PM	SIMPLE BUT EFFECTIVE STRATEGIES FOR STUDENTS WITH AUTISM IN THE GENERAL EDUCATION SETTING	VIRTUAL
10/29/2024 9:00 AM - 12:00 PM	SEIS Training (Event ID# 248007 )	VIRTUAL
10/29/2024 9:00 AM - 10:30 A	AUTISM COLLABORATIVE (AM SESSION 2)	DMESC
10/29/2024 2:30 PM - 4:00 PM	AUTISM COLLABORATIVE (PM SESSION 2)	DMESC
10/30/2024 8:30 AM - 3:30 PM	DYSLEXIA: FOUNDATION, SCREENINGS, AND ASSESSMENTS	DMESC
10/31/2024 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION	DMESC

---

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

## Upcoming Trainings

---

Date/Time	Event	Location
11/1/2024 -	CO-TEACHING: POWER OF TWO SELF-PACED OVERVIEW	VIRTUAL
11/1/2024 8:30 AM - 3:30 PM	CPI NON-VIOLENT CRISIS INTERVENTION FLEX-BLENDED	DMESC
11/1/2024 8:00 AM - 4:30 PM	ECSE: PRESCHOOL TO TK/KINDER TRANSITION PLANNING AND ASSESSMENT (SELF-PACED COURSE)	VIRTUAL
11/5/2024 2:30 PM - 4:00 PM	SUPPORTING STUDENTS WITH AUTISM: IMPROVING STUDENT OUTCOMES WITH EVIDENCE-BASED PRACTICES PATHWAY	VIRTUAL
11/7/2024 9:00 AM - 12:00 PM	SEIS TRAINING (EVENT ID#248260)	VIRTUAL
11/7/2024 9:00 AM - 12:00 PM	TRANSITION PLANNING FOR ALL STUDENTS	VIRTUAL
11/13/2024 8:30 AM - 3:30 PM	WEARING TWO HATS: DUALY-IDENTIFIED CHILDREN: WORKING EFFECTIVELY WITH ENGLISH LEARNERS WITH SPECIAL NEEDS	DMESC

## Distressing Behaviors at Home: What Do I Do Now?

This session provides practical strategies for parents and caregivers to manage challenging behaviors in the home setting. This training will equip participants with tools to understand the root causes of distressing behaviors, implement effective interventions, and create a supportive environment that promotes positive change. Whether dealing with meltdowns, defiance, or other difficult situations, this session offers guidance to navigate these challenges with confidence and care.

**Join our training and automatically get entered to win Jonathan Haidt's compelling book, *The Anxious Generation***—an insightful read that delves into the latest psychological and biological research to show the four fundamental ways in which a phone-based childhood disrupts development – sleep deprivation, social deprivation, cognitive fragmentation, and addiction.

### Presented by:

Danielle Côté, Program Specialist and  
Miya Narvaiz-Ward, Program Specialist

### Date & Time:

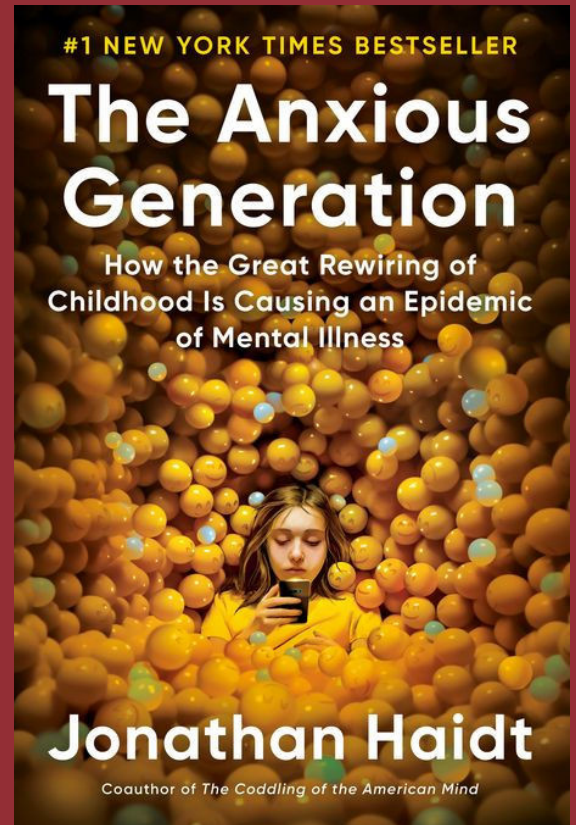
November 14, 2024  
CAC Reps Business Meeting 4:30 - 5:00 p.m.  
Presentation 5:00 - 6:00 p.m.



**Email:** [Letitia.Macaraeg@cahelp.org](mailto:Letitia.Macaraeg@cahelp.org)

**Phone:** (760) 955-3552

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



### Location:

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

### Cost:

Free to attend.

### Registration:

Please register online on [OMS](https://sbcss.k12oms.org/52-253580)  
(URL: <https://sbcss.k12oms.org/52-253580>)

### Special Accommodations:

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

**CAHELP PRESENTS**



The **2025** IMTSS SYMPOSIUM

# **NO-DRAMA DISCIPLINE FOR EDUCATORS**

**10 Ways to Elevate Discipline and Changing  
Challenging Behaviors with the Brain in Mind**

**02.27.25**

**8AM - 4PM**

## **WHERE**

High Desert Church  
14545 Hook Blvd. Victorville, CA 92394

## **COST**

DMSELPA and DMCS members \$175  
Non-members \$250  
(includes continental breakfast and lunch)

## **REGISTRATION**

Please register online on OMS  
(URL: <https://sbcss.k12oms.org/52-253263>)

A full day symposium with two time  
New York Times Best Seller

**DR. TINA PAYNE BRYSON**

## **GET IN TOUCH**

Letitia.Macaraeg@cahelp.org  
(760) 955-3552



*California Association of Health and Education Linked Professions*



# WHAT TO EXPECT?

In this full day symposium, Dr. Bryson applies her “No-Drama Discipline” perspective to education. She will define the true meaning of the word discipline (to teach so that kids learn skills), and show us how to turn big feelings, big behaviors, and big problems into teachable moments.

By “chasing the why” and combining nurture and structure, you will see how behaviors change, relationships get stronger, and discipline becomes more effective. Participants will gain a better understanding of how kids change their behaviors, the role of the nervous system, and how to move kids from reactive into receptive states. She will also walk through the challenges we see on campus and help us approach from a brain-based lens.

Complete with candid stories and a great deal of compassion and humor, this presentation shows you how to effectively shift behaviors, while working with your students’ developing minds, peacefully resolve conflicts, and create an overall classroom and school culture based on positive, growing relationships.

## AGENDA

<b>TIME</b>	<b>EVENT</b>
<b>8:00 - 8:30 a.m.</b>	Registration and Breakfast
<b>8:30 - 8:45 a.m.</b>	Welcome and Introduction
<b>8:45 - 10:00 a.m.</b>	Dr. Bryson Presentation Begins
<b>10:00 - 10:15 a.m.</b>	Break
<b>10:15 - 11:30 a.m.</b>	Dr. Bryson Presentation Continued
<b>11:30 a.m. - 12:30 p.m.</b>	Lunch
<b>12:30 - 2:00 p.m.</b>	Dr. Bryson Presentation Continued
<b>2:00 - 2:15 p.m.</b>	Break
<b>2:15 - 3:30 p.m.</b>	Dr. Bryson Presentation Continued
<b>3:30 - 3:45 p.m.</b>	Closing
<b>3:45 - 4:00 p.m.</b>	Dr. Bryson Book Signing



Desert Mountain SELPA  
Due Process Summary  
July 1, 2024 - September 30, 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	2.5	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	2	3		1	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	3	22		2	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
<b>SELPA-WIDE TOTALS</b>	<b>59</b>	<b>33.5</b>	<b>40</b>	<b>35</b>	<b>56</b>	<b>11</b>	<b>234.50</b>		<b>3.5</b>	<b>1</b>	<b>5.5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

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

Desert Mountain SELPA  
 Due Process Activity Summary  
 July 1, 2024 - September 30, 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	<del>7/11/2024</del> 7/16/2024		8/20-22/2024	For days that students can come to school, a scooter and wheelchair with aide to push will be available.  <b>CASE CLOSED - Resolution</b>	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  <b>Case Closed - Resolution</b>	FBA	Not to exceed \$18,000
3. Helendale Case no. 2024070128	1. Failed to assess in all areas of suspected disabilities. 2. No goals in all areas of need.	7/9/2024	7/22/2024		8/20-22/2024	Settlement Agreement on July 26, 2024  <b>Case Closed - Resolution</b>	Psychoed up to \$6,000	PTA -\$5700
4. HUSD Case no. 2024070745	1. Failing to offer and provide appropriate FAPE, 2. Impeded parent's ability to participate in decision-making	7/22/2024	<del>7/24/2024</del> 8/12/2024	9/10/2024	9/10-12/2024	District Assessments  <b>Case Closed - Mediation</b>		

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

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

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	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	<del>9/3/2024</del> 9/11/2024		10/8-10/2024	Request to increase services and comp ed Complaint against DMOPS was withdrawn. <b>CASE CLOSED</b> - Resolution		125 hours (speech, OT, behavior)
9. Helendale Case no. 2024090297	Case Dismissed. Helendale has no FAPE obligation. The Charter that was named does not belong to DM SELPA.	9/9/2024				Case Dismissed. Helendale has no FAPE obligation. The Charter that was named does not belong to DM SELPA.  <b>CASE CLOSED</b>		
10. SJUSD Case no. 2024091006	Alleges failure to offer Speech and Language, ESY, OT, Home ABA, Clinic Meetings, Parent Training, LRE Placement	9/26/2024	10/7/2024		11/13-14/2024	Request dismissal. Parent no longer hold Ed Rights.		

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Due Process Hearing	Status	IEE	Comp Ed.
11. SJUSD Case no. 2024091077	Alleges failure to offer Speech and Language, ESY, OT, PT, Accommodations, Home ABA, Clinic Meetings, Parent Training, LRE Placement	9/27/2024	10/7/2024		11/13-14/2024	Request dismissal. Parent no longer hold Ed Rights.		

**Desert Mountain SELPA**  
**Legal Expense Summary**  
As reported at steering September 20, 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	\$81,717.15

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

**Annual Determination Letters**

**February 2025** – Annual determination letters will come out earlier than in previous years.

**Disproportionality & Disproportionality by Specific Disability Categories**

New for the 2024-25 academic year, data used to calculate **Indicator 9** (Disproportionality overall), and **Indicator 10** (Disproportionality by specific categories) will be pulled from CALPADS following the initial certification deadline, December 13, 2024, rather than the close of the amendment window. These data will therefore include data approved by the LEA only, or data which have been approved by both the LEA and SELPA.

**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**

**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	9	1		10								
Apple Valley	11	1	13	25	11	1	13	25	12	1	11	24	14	1	11	26								
Baker																								
Barstow	8	1		9	8	1		9	8	1		9	9	1		10								
Bear Valley	1			1	1			1	1			1	1			1								
Helendale																								
Hesperia	14	1	2	17	14		2	16	17		4	21	16		4	20								
Lucerne Valley	2	1		3	2	1		3	2	1		3	3	1		4								
Needles																								
Oro Grande																								
Silver Valley	3			3	3			3	3			3	4			4								
Snowline	10		2	12	10		2	12	9	1		10	8	1		9								
Trona																								
Victor Elem	7		1	8	7		1	8	6	1		7	7			7								
VVUHSD	23	2	2	27	23	2	2	27	22	2	3	27	23	2	4	29								
<b>TOTALS</b>	<b>89</b>	<b>7</b>	<b>20</b>	<b>116</b>	<b>89</b>	<b>6</b>	<b>20</b>	<b>115</b>	<b>89</b>	<b>6</b>	<b>20</b>	<b>115</b>	<b>94</b>	<b>5</b>	<b>21</b>	<b>120</b>								
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

**Exit Reason 70 – No longer Eligible - Returning to regular education due to no longer eligible for special education**

As of 2024-2025, CALPADS added a new Non-Participation Reason ‘**30 – No Longer Eligible**’.

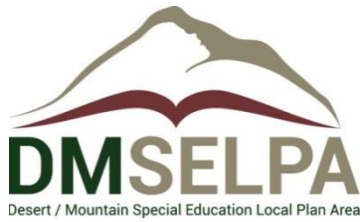
This Non-Participation Reason is reported when a student no longer qualifies for special education services after a Reevaluation.

A CALPADS error has been added. If Exit Reason 70 is selected, the Meeting Type must be 40- Reevaluation (or 20/40).

CALPADS will also add a validation that references the Evaluation Type and Evaluation Outcome if Non-Participation Reason 30 is reported.

Below is the Eligibility Evaluation scenario from the CALPADS Scenarios worksheet.

Scenario Category	Scenario Number	Scenario	SWDS	MEET
Eligibility Reevaluations	ER-1a	A student has an eligibility re-evaluation and is found to be no longer eligible... and the parent agreed to the determination.	Status = 4 - Not Eligible  Non-participation Reason = 30 - No Longer Eligible  Status Start Date = date the parent agreed to change in placement	Evaluation Type Code = 40 - Eligibility Reevaluation  Plan Review Indicator = N  Meeting Date = Eligibility Re-evaluation date  Evaluation Outcome Code = 55 - No Longer Eligible



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

P 760-552-6700  
F 760-242-5363  
W [www.dmselpa.org](http://www.dmselpa.org)

## MEMORANDUM

DATE: October 4, 2024  
TO: Special Education Directors and SEIS Admin Contacts  
FROM: Colette Garland, MIS Support Analyst

---

SUBJECT: Desired Results Access Project (DRDP) – Fall 2024 - SEIS

---

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

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

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

**All assessment information must be input into SEIS no later than Friday, January 10<sup>th</sup>. SELPA will be responsible for submitting DRDP information on behalf of all LEA members.**

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

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

Questions regarding DRDP Assessor registration/training should be emailed to [reports@draccess.org](mailto:reports@draccess.org) or call (800) 873-9220 or (707) 294-8072

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





# DRDP Implementation in TK and K

## Expanded Requirements for Fall 2024

The [Desired Results Access Project](#) provides the following information regarding the changes to the DRDP requirements in response to the policy from the California Department of Education (CDE) Special Education Division (SED), “Desired Results Developmental Profile (DRDP) Administration Guidance” (3-15-2024). These changes will take effect starting with the fall 2024 assessment period.

The DRDP is required for all children birth to three with IFSPs receiving services from Local Education Agencies (LEAs) and children 3 through 5 years of age with IEPs.

### Eligibility requirements for Children in Early Intervention, Preschool and TK

#### Infants and Toddlers

Any infant or toddler receiving services from an LEA with a signed IFSP and receiving special education services must be assessed within the first 60 days of services up until:

- November 1 for inclusion in the fall assessment
- April 1 for inclusion in the spring assessment

The [DRDP Infant/Toddler Comprehensive View](#) should be used with all infants and toddlers.



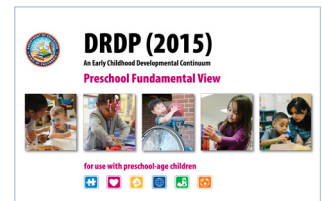
#### Preschool/TK/K

Any child enrolled in preschool, TK, and K who is 3, 4, or 5-years old, has a signed IEP, and is receiving special education services must be assessed within the first 60 days of services up until:

- November 1 for inclusion in the fall assessment
- April 1 for inclusion in the spring assessment

If the child turns 6 at any point during the school year, the DRDP is not required. For example, if a child turns 6 in October, a DRDP is NOT required.

The [DRDP Preschool Fundamental View](#) should be used with all 3, 4, and 5-year olds.



### Training for Special Educators

The CDE SED requires training for special educators using the DRDP. SELPAs are responsible for ensuring that all special educators who administer the DRDP complete training.

Special educators access courses at [DRAccessLearn.org](#) and are encouraged to complete training prior to assessing. However, special educators must assess eligible children even if they have not yet completed the required courses.

Additional resources, including brief tutorials, assessment supports, recorded webinars, and helpful videos, are found on [DRAccess.org](#).

### Data Submission

SELPAs will continue to submit all DRDP data to [DRAccessData.org](#) with no change to current due dates:

- By February 1 for the fall assessment
- By July 1 for the spring assessment

Questions? Contact us. Subscribe on our website. Follow us on social media.  
[draccess.org](#) • [info@draccess.org](mailto:info@draccess.org) • (800) 673-9220 • [linkedin](#) • [twitter](#) • [pinterest](#)



## 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 middle school and high school student populations.

### Special Accommodations:

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





Our Prevention and Intervention Team is comprised of specialists with specific areas of emphasis that train, coach, and support early childhood programs through 12th grade with both initial school-wide PBIS implementation and sustainability. Coaching supports are based on phase of implementation, data indicated need, and individual school team technical assistance. If your district or school does not use PBIS, we can still assist you with integrating these elements within your MTSS to foster a culture of wellness.







**Connect  
with Us**

If you are interested in our services, please reach out and our dedicated team will assist with our fee for services and answer questions or concerns. Reach out through phone, email, website, or our social media platforms.



**Contact Information :**

-  (760) 955-3586
-  [preventionandinvervention@cahelp.org](mailto:preventionandinvervention@cahelp.org)
-  [www.cahelp.org/prevention](http://www.cahelp.org/prevention)
-  17800 Highway 18, Apple Valley, CA 92307



# Prevention and Intervention

**Enhancing School Culture**

[www.cahelp.org/prevention](http://www.cahelp.org/prevention)

## Culture & Climate

Implementing school-wide PBIS not only fosters a culture of wellness but also integrates essential elements such as Cultural Responsiveness, Social Emotional Learning, Trauma-Informed, and Restorative Practices to comprehensively address the diverse influences on learning. Within our team, specialists focus on supporting LEAs in seamlessly integrating PBIS with evidence-based practices, including Cultural Responsiveness, Restorative Practices, Social Emotional Learning, and Trauma-Informed approaches, with the aim of ensuring equitable outcomes for all students. Emphasizing prevention, early identification, and intervention of social, emotional, and behavioral needs, we offer parent trainings, resources, and community partnerships to cultivate positive relationships and establish a safe, welcoming environment conducive to learning and growth.

## Services We Provide

### Training

- On-site Requests
- School-Wide Initiatives
- Family/Community Engagement
- Specialty Areas

### Coaching

- Team Meetings
- Workgroups
- Leadership Team Development (Admin, Site/District coaches)
- Walkthroughs

### Technical Assistance

- SWIS
- Tiered Fidelity Inventory
- School Climate Survey
- Self-Assessment Survey
- District Systems Fidelity Inventory

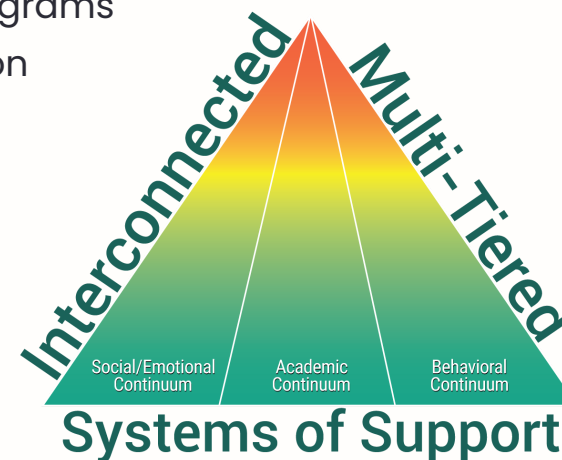
### Content Expertise

- Specialty Areas (SEL, Restorative Practices, UDL)
- Tiered Interventions
- Evidence Based Practices
- Trauma Informed



## Who we Support

- LEAs (district & site levels TK-12, both certificated & classified staff)
- Early Childhood programs
- Alternative Education
- After School



## What is IMTSS?

Interconnected Multi-Tiered Systems of Support is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. (CDE)

### Tier 1: Universal All Students

Tier 1 refers to services available to all students (e.g., wellness/skills promotion and school-wide programs.)

### Tier 2: Some Students (Targeted)

Tier 2 interventions are selected using data from various sources like attendance and discipline records, tailored to meet individual student needs and cultural context.

### Tier 3: Few Students (Intensive)

Tier 3 interventions, while ideally built upon positive Tier 1 and Tier 2 systems, can be initiated promptly based on data. More intensive services are individualized to reduce academic, behavioral, and social challenges.

Prevention & Intervention Trainings

PBIS Supports	Other Behavioral Supports	Social Emotional Supports
Year 1 Team, Coach & Admin *	MTSS Sustainability Network (2 hours)	Restorative Practices Overview * (2 hours)
Year 2 Team, Coach & Admin	Competing Pathways Charting * (3 hours)	Restorative Practices (2 Days) \$75/participant for materials * (8 hours)
Year 3 Team, Coach & Admin	Creating a Responsive Classroom * (4 hours)	Restorative Justice Conferencing (2 Days) \$75/participant for materials * (8 hours)
Prevent, Teach, Reinforce (PTR) Series of 4 *	Implementing Culturally Responsive Systems and Practices * (7 hours)	Social Circles (4 days) * (1 hour)
PBIS Bootcamp * (7 hours)	Cultural Responsiveness: A Compilation of Classroom Strategies * (2.5 hours)	Youth Mental Health First Aid \$25/participant for materials * (8 hours)
Tier 1: Back to Basics * (3 hours)	Cultural Responsiveness: Family Edition * (2 hours)	Understanding and Supporting Students with Adverse Childhood Experiences (ACES) * (3.5 hours)
Check-In Check-Out (CICO) * (4 hours)	Enhancing Disciplinary Equity through Data, Systems, and Practices * (2.5 hours)	Working with Behaviors through a Trauma-Informed Lens * (2 hours)
School-Wide Information System (SWIS) Application - Tier 1 * (3 hours)	Regaining School Muscle Memory: The Fundamentals of Behavior * (2 hours)	Classroom Strategies to Support Educator and Student Mental Health and Well Being (2 hours)
CICO-SWIS Application Tier 2 * (4 hours)	The Role of the Universal Screener (7 hours)	Weaving SEL into Everyday Practices * (2.5 hours)
Team Initiated Problem Solving (TIPS) * (3 hours)	Discouraging Problem Behaviors * (4 hours)	* Training offered for (Early Childhood-12)
Staff Managed (Minors) vs Admin Managed (Majors) Facilitation (2 hours)	Bullying Prevention and Intervention: Using Expected Respect Curriculum (4 hours)	
PBIS In the Home * (3 hours)	For additional course description and registration information, visit the <a href="https://sbcss.k12oms.org">Organizational Management System (OMS)</a> (url: <a href="https://sbcss.k12oms.org">https://sbcss.k12oms.org</a> ) or submit a <a href="https://cahelp.org/onsite">CAHELP On-Site Training Request Form</a> (url: <a href="https://cahelp.org/onsite">https://cahelp.org/onsite</a> ) to schedule any of the following courses.	
Integrating PBIS and SEL * (3 hours)	For more information contact <a href="mailto:Deborah.Sarkesian@cahelp.org">Deborah Sarkesian</a> , Program Manager Email: <a href="mailto:Deborah.Sarkesian@cahelp.org">Deborah.Sarkesian@cahelp.org</a> Phone: (760) 646-8000, ext. 333	
PBIS Overview * (2 hours)		



# Positive, Proactive Approaches to Supporting Children with Disabilities

In July 2022, the US Department of Education released important new guidance that [“helps schools support students with disabilities and avoid discriminatory use of discipline.”](#) Together, the Office for Civil Rights and the Office of Special Education and Rehabilitative Services, designed guidance emphasizing the importance of proactively **supporting** and **responding** to the **social, emotional, behavioral,** and **academic** needs of **students with disabilities** in a manner that promotes access to, and benefit from, education and reduces the discriminatory use of exclusionary discipline.

- The **Office for Civil Rights** guidance, [“Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973,”](#) describes how schools can proactively support and respond to the behavioral needs of students with disabilities in a manner that provides access to a free and appropriate public education and maintains a safe learning environment for all.
- The **Office of Special Education and Rehabilitative Services** guidance, [“Positive, Proactive Approaches to Supporting Students with Disabilities: A Guide for Stakeholders,”](#) highlights the importance of organizing positive and proactive support within a multi-tiered system of support (MTSS) framework, like positive behavioral interventions and supports (PBIS), by implementing:
  - A continuum of culturally and linguistically relevant and evidence-based academic and behavioral **practices,**
  - **Systems** to support educators and build local capacity, and
  - **Data**-based decision making to guide implementation.

In addition, the Office of Special Education and Rehabilitative Services emphasizes the critical role of educator preparation and federal funding and resources available to address needs.

**PBIS already embeds these recommended practices into its framework as referenced in the new guidance. We believe PBIS provides a strong foundation to implement this guidance and benefit students with disabilities.** Educators at the classroom, school, and district levels can use the following Center on PBIS resources to put this guidance into action.

## Creating a Positive Predictable Environment

- [Supporting and Responding to Students' Social, Emotional, and Behavioral Needs](#)
- [Supporting Students with Disabilities in the Classroom within a PBIS Framework](#)

## Addressing Discipline Disparities

- [Are Fewer Students with Disabilities Suspended When Schools Implement PBIS?](#)
- [Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?](#)
- [Using PBIS to Ensure Racial Equity in School Discipline](#)
- [Wise Use of Coordinated Early Intervening Services \(CEIS\) to Achieve Equity in School Discipline](#)
- [Centering Equity within the PBIS Framework: Overview and Evidence of Effectiveness](#)

## Implementing Evidence-Based Approaches to Respond to Student Needs

### Multi-Tiered System of Supports (MTSS)

- [Multi-Tiered System of Supports \(MTSS\) in the Classroom](#)
- [Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students](#)
- [Integrating Trauma Informed Support in MTSS](#)

### UNIVERSAL

- [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#)
- [Effective Instruction as a Protective Factor](#)
- [Examples of Engaging Instruction to Increase Equity in Education](#)

### TARGETED

- [Tier 2 Data, Systems & Practices](#)
- [Tier 2 Topic](#)
- [Tier 2 Video Library](#)

### INTENSIVE

- [Tier 3 District-Level Systems Guide](#)
- [Tier 3 School-Level Systems Guide](#)
- [Tier 3 Student-Level Systems Guide](#)
- [Tier 3 Topic](#)

## Data-Based Decision Making

- [How School Teams Use Data to Make Effective Decisions: Team-Initiated Problem Solving \(TIPS\)](#)
- [Guidance for Systematic Screening: Lessons Learned from Practitioners](#)
- [PBIS Evaluation Blueprint](#)
- [Getting Started with Data for Decision Making](#)
- [Using Discipline Data within SWPBIS to Identify and Address Disproportionality: A Guide for School Teams](#)

## Positive Behavioral Interventions & Supports (PBIS)

- [Getting Started with Implementing Effective Practices](#)
- [Getting Started with Implementing Effective Systems of Support](#)

## Functional Behavior Assessment (FBA)

- [Tier 3 Brief Functional Behavior Assessment \(FBA\) Guide](#)
- [Tier 3 Comprehensive Functional Behavioral Assessment \(FBA\) Guide](#)
- [Considerations for Conducting Virtual Functional Behavior Assessments & Behavior Intervention Plans \(FBAs & BIPs\)](#)

## Behavior Intervention Plan (BIP)

- [Function-Based Support: An Overview](#)
- [Basic FBA to BSP Trainer's Manual](#)
- [Video Library on FBA/BSP](#)

## Professional Development

To address social, emotional, behavioral needs (culturally and linguistically responsive practices).

- [Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Resources](#)
- [Building Habits of Effective Classroom Practice](#)
- [PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches](#)

## Reducing Exclusionary Practices

- [Remote Instruction as Suspension: Concerns and Guidance](#)
- [DITCH THE CLIP! Why Clip Charts Are Not a PBIS Practice and What to Do Instead](#)
- [Restraint and Seclusion Alternatives in All U.S. States and Territories: A Review of Legislation and Policies](#)
- [Promoting Positive Discipline Approaches and Reducing Restraint and Seclusion: The American School for the Deaf's Model of Success](#)



© 2024 Positive Behavioral Interventions & Supports (PBIS)

Please cite as: Center on PBIS (2024). Positive Behavioral Interventions & Supports [Website]. [www.pbis.org](http://www.pbis.org).



## PBIS

What is PBIS?  
 Why Implement PBIS?  
 Getting Started  
 Tier 1  
 Tier 2  
 Tier 3

## TOPICS

Bullying Prevention  
 Classroom PBIS  
 Coaching  
 Crisis Recovery  
 Data-based Decision Making  
 District & State PBIS  
 Early Childhood PBIS  
 Equity  
 Family  
 High School PBIS  
 Juvenile Justice  
 Mental Health/Social-Emotional-Behavioral Well-Being  
 Opioid Crisis and Substance Misuse  
 Restraint/Seclusion  
 School Climate  
 Transformation Grant (SCTG)  
 School-Wide  
 Students with Disabilities

## RESOURCES

Assessments  
 Blueprints  
 Briefs for Policymakers  
 Ebooks & Monographs  
 Evaluation Briefs  
 Examples  
 Materials  
 Practice Briefs  
 Practice Guides  
 Presentations  
 Video

## FORUM

PBIS Leadership Forum

## ABOUT

About the Center  
 Contact Us  
 PBIS State Coordinators  
 PBIS in the News  
 Announcements

This website was developed under a grant from the US Department of Education, #H326S230002. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Mohamed Soliman.



## MTSS Sustainability Network

The Prevention and Intervention team is bringing back an opportunity for district leads, site admin and school site coaches leading the charge for Multi-Tiered Systems of Support (MTSS) on their campuses to be able to attend a network and collaborate with other educators.

The MTSS Sustainability Network provides a forum for practitioners representing school and districts to share successful strategies and resources, update their knowledge, and build capacity and sustainability within their school or district. The MTSS Sustainability Network will focus on providing strategies for embedding practices within your MTSS framework such as school and community collaboration, Social-Emotional Learning (SEL), Cultural Responsiveness, Universal Design for Learning (UDL), and more.

### Presented by:

Angela Mgbeke, Project Manager,  
Prevention and Intervention

### Dates & Times:

Day 1: October 29, 2024 - 8:30 - 10:30 a.m.  
Day 2: January 8, 2025 - 8:30 - 10:30 a.m.  
Day 3: April 2, 2025 - 8:30 - 10:30 a.m.

### Location:

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

### Cost:

Desert Mountain SELPA and Charter SELPA  
Members \$0.00  
Non-member participants \$25.00

### Registration:

Please register [online on OMS](https://sbcss.k12oms.org/52-256776)  
(URL: <https://sbcss.k12oms.org/52-256776>)

### Audience:

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


### Special Accommodations:

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





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

 (760) 552-6700  
 (760) 242-5363  
 [www.cahelp.org](http://www.cahelp.org)

## MEMORANDUM

Date: October 18, 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](mailto:Codi.Andersen@cahelp.org)

# Emotional Disability: Assessment & Case Law

Presented by:

**Stephen E. Brock, PhD, NCSP, LEP**

**Marcy Gutierrez, JD**

**February 27, 2025**

*A full-day virtual conference*

**9:00 a.m. to 3:30 p.m.**



**Continuing Education  
Units Available!**

## **Brief Description**

One of the more challenging IEP team eligibility determinations is that of Emotional Disability (ED). To address this reality, the workshop provides a unique combination of best-practice guidance (from a school psychologist's perspective) while attending to relevant case law (from a special education attorney's perspective).

## **Session Detail**

The workshop starts by discussing the significant issue of mental illness among schoolchildren in our nation. It then divides the determination of eligibility for the ED (Emotional Disability) into a three-step process. First, there is the requirement to identify a "condition." Second, the IEP team must connect the condition to at least one ED characteristic. Finally, the team ensures that the three limiting criteria are thoroughly considered. Discussion of each of these elements will include attention to relevant case law.

## **About Our Presenters:**

**Dr. Stephen E. Brock** is a Professor Emeritus of School Psychology in the College of Education at California State University, Sacramento (CSUS). With an extensive background in school psychology, Dr. Brock brings a wealth of experience to his role as a professor. Dr. Brock lectures extensively (both nationally and internationally) on a diverse range of topics, including special education eligibility, suicide prevention, and ADHD.

**Marcy Gutierrez** is a partner at the law firm Heyer Gutierrez, LLP. She has devoted her entire career to education, where she started out as a high school teacher and then moved into education law in the year 2000. She has worked exclusively on behalf of school districts and educational agencies since, providing legal advice and professional development in the IDEA, Section 504, ADA, charter schools, student discipline, among many other areas. Marcy is an Adjunct Professor at California State University, Sacramento (CSUS), and is a frequent guest lecturer throughout northern California.

**\$99**

plus a 2.25%  
service fee

**OMS Registration Link:**

**<https://stateselpa.k12oms.org/2722-257533>**



# Learning Objectives

Following this workshop, participants will be able to...

- Identify the three elements essential to making an ED eligibility determination
- Support IEP teams engaged in best practices when making an ED eligibility determination
- Recognize the relevant case law association with ED eligibility

## Agenda

9:00 -9:15	Welcome and Review of Learning Objectives
9:15 -9:45	Prefacing Comments
9:45 - 10:45	What is a “Condition” and “The Social Maladjustment Exclusion?”
10:45 - 11:00	Break
11:00 -12:00	Requirements and Characteristics of an Emotional Disability
12:00 -1:00	Lunch
1:00 -1:45	Requirements and Characteristics of an Emotional Disability (continued)
1:45 -2:00	Break
2:00 -3:30	The Application of Limiting Criteria



Workshop Pre-Registration Fee is **\$99.00**. Continuing education units are available for an additional **\$15.00**. FEES ARE NON-REFUNDABLE except as indicated below. Payment is only accepted within OMS registration by credit card. Sorry, no purchase orders. Note that a **2.25% service fee** is applied to total charges.

You may only register online through the OMS system **starting on October 1, 2024**, at the URL link below:

<https://stateselpa.k12oms.org/2722-257533>

You **MUST** use this Password in order to register: **02272025**

This course is designed for school psychologists and mental health professionals such as LMFTs, LCSWs, LPCCs and LEPs, and it meets the qualifications for **5 hours** of continuing education credit for School Psychologists from the National Association of School Psychologists, and for LMFTs, LCSWs, LPCCs and LEPs as required by the California Board of Behavioral Sciences. SELPA Administrators of California, Provider #1032771, is approved by both NASP and the California Association of Marriage and Family Therapists (CAMFT) to sponsor continuing education for LMFTs, LCSWs, LPCCs and LEPs. SELPA Administrators of California maintains responsibility for the program and all its content.

Course completion certificates will be awarded at the end of the course in exchange for a completed evaluation form. Details at: <https://tinyurl.com/CEPAandNASPinfo> The course evaluation for this course must be completed within 7 days of the event, by March 5, 2024. Refund/Cancellation Policy is available at: <https://tinyurl.com/CEPAandNASPinfo> To obtain the grievance policy, see <https://tinyurl.com/CEPAandNASPinfo> and to report a grievance please email [register@selpa.info](mailto:register@selpa.info)

Zoom registration link/instructions will be provided to all registered participants a few days before conference via email provided at time of registration. Please make sure you check your JUNK or SPAM folders for emails from OMS Notifications.



Ensuring High Quality  
Professional Development

**MAKING IT HAPPEN.**  
EACH STUDENT. EVERY DAY.





# Legal Updates & Pro-Tips for 2025

*A full-day, virtual mini-conference*

SELPA Administrators of California is proud to host this unique professional learning opportunity intended to support practitioners with primary responsibility for IEP development and facilitation, as well as IDEA implementation, and for working proactively with parents as partners in the IEP process.

**Tuesday, February 18, 2025**  
**8:30 AM - 3:15 PM**



Our panelists are providing services at no cost to the Association. Proceeds from the event support philanthropy and student and parent participation at our Legislative Sharing Day, where we collaborate with families, allies, educational partners, and legislators in furtherance of our mission, which is to champion educational access and opportunities for students with disabilities in California.

**\$75**  
plus 2.25%  
service fee

Register now at:  
<https://stateselpa.k12oms.org/>  
**2722-257534**

Questions? Contact us at [register@selpa.info](mailto:register@selpa.info)

## Our expert presenters...



8:30 to 9:30 a.m.

*Notetaking Pro-Tips: Capturing the Essence of Your IEP Meetings*

**Heather Edwards**

Edwards, Stevens & Tucker, LLP



9:45 to 10:45 a.m.

*How to Avoid the Lawsuit: Early Collaboration and Resolution*

**Cynthia Vargas**

Fagen Friedman & Fulfrost LLP



11:00 a.m. to 12 Noon

*2025: The Year In Review and Landmines for Teams to Avoid*

**Jack Clarke, Jr.**

Atkinson Andelson Loya Ruud & Romo



1:00 to 2:00 p.m.

*Properly Responding to Requests for Paraprofessional Support*

**Ines Kuperschmit, Esq.**



2:15 to 3:15 p.m.

*Before & After School Programs: Is it FAPE or Access?*

**Jennifer Rowe Gonzalez**

JRG Legal Consulting





## MEMORANDUM

Date: October 2, 2024  
To: Directors of Special Education  
From: Richard Frederick, Area Director *RF*  
*JD*  
**Subject: Audiological Service Reports**

---

Attached are the Audiological Service Reports for the month of September 2024 by district.

If you have any questions concerning these reports, please contact Dale Folkens, Ed. D. Principal at (760) 244-6131 ext. 247 or via email at [dale.folkens@sbcss.net](mailto:dale.folkens@sbcss.net).