

California Association of Health and Education Linked Professions,
Joint Powers Authority (CAHELP, JPA)
DESERT MOUNTAIN SELPA STEERING and FINANCE COMMITTEE MEETING
May 16, 2025 – 9:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

MINUTES

DESERT MOUNTAIN SELPA MEMBERS PRESENT:

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

GUESTS PRESENT:

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

CAHELP, DM SELPA, AND DMCC STAFF PRESENT:

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

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP, JPA) Desert Mountain SELPA Steering and Finance Committee Meeting was called to order by Chairperson Pam Bender at 9:05 a.m., at the Desert Mountain Educational Service Center, Apple Valley CA.

2.0 ROLL CALL

3.0 PUBLIC PARTICIPATION

There was no public participation.

4.0 ADOPTION OF THE AGENDA

- 4.1 **BE IT RESOLVED** that a motion was made by Dr. Amber Best, seconded by Leigh Anne Drake, to approve the May 16, 2025, Desert Mountain SELPA Steering and Finance Committee Meeting Agenda as presented. The motion carried on the following vote: 11:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Vici Miller, Scott Heitman, Pam De Renard, Nicole Yeager, and Larry Brunson. Nays: None. Abstentions: None.

5.0 CONSENT ITEMS

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

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5.1 **BE IT RESOLVED** that a motion was made by David Wheeler, seconded by Stephanie Hedberg, to approve the following Consent Items with an amendment removing the January date from the Desert Mountain SELPA Meeting Calendar. The motion carried on the following vote: 11:0:0. Ayes: Marcelo Congo, Dr. Amber Best, David Wheeler, Leigh Anne Drake, Stephanie Hedberg, Oscar Torres, Vici Miller, Scott Heitman, Pam De Renard, Nicole Yeager, and Larry Brunson. Nays: None. Abstentions: None.

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

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

6.0 FINANCIAL COMMITTEE ITEMS

6.1 2024-25 X-Pot Refunds

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

6.2 2024-25 Fee-For-Service Refund

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

The Governance Council has approved both refunds.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 Legislative Update

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

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

7.2 Credentialed Bridge Authorization Update

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

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

7.3 Services Survey and Vision Input

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

7.4 Special Education Connection Approval

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

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

7.5.1 Desert Mountain Children’s Center Client Reports

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

7.5.2 [Mental Health Article](#)

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

7.6 [Professional Learning Opportunities](#)

7.6.1 Professional Learning Summary

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

7.6.2 Community Advisory Committee

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

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

7.6.3 Directors’ Training Save the Date

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

- October 17, 2025

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- February 20, 2026
- April 17, 2026

7.6.4 Orton-Gillingham Approach

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

7.6.5 Upcoming Events

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

7.7 Resolution Support Services Summary and Update

7.7.1 Due Process Summary

There have been 37 filing for the school year.

7.7.2 Due Process Activity Summary

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

7.7.3 Legal Expense Summary

A list of expenses was provided in the material packet.

7.8 Compliance Update

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

7.8.1 State Performance Indicator 13

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

7.8.2 The Target Monitoring Year

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

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

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

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

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

7.9 Non-Public Schools Update

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

Discussion regarding LVNs riding on school buses took place.

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

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

7.10 California Longitudinal Pupil Achievement Data System (CALPADS) Update

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

7.11 Personnel Data Reports Update

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

7.12 Desired Results Developmental Profile (DRDP) Update

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

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7.13 Special Education Information System (SEIS) Update

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

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

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

7.14 Career Technical Education (CTE) Updates

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

7.15 Prevention and Intervention (P&I) Updates

7.15.1 Prevention and Intervention Training

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

7.15.2 California PBIS Call for Proposals

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

7.15.3 PBIS Cognitive Disabilities

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

7.16 Occupational and Physical Therapy Services Reports and Updates

7.16.1 OT and PT Services

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

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7.16.2 We Are Here to Help

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

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

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

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

7.17.1 Behavioral Emergency Report (BER) Red-lined

7.17.2 Behavioral Emergency Report (BER) Online Use Only

7.17.3 Behavioral Emergency Report (BER) Print Use Only

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

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

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

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

8.0 INFORMATION / ACTION ITEMS

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There were no information or action items.

9.0 STEERING COMMITTEE MEMBERS' COMMENTS / REPORTS

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

10.0 CEO COMMENTS

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

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

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

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

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

11.0 MATTERS BROUGHT BY THE PUBLIC

There were no matters brought by the public.

12.0 ADJOURNMENT

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

The next regular meeting of the Desert Mountain SELPA Steering Committee will be held on Friday, June 13, 2025, at 9:00 a.m., at the Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley, CA 92307.

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