

**California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
STEERING COMMITTEE MEETING
Friday, December 08, 2017**

AGENDA

1.0 CALL TO ORDER

- 1.1 Adoption of Agenda- **December 8, 2017**
- 1.2 Adoption of Minutes – **November 3, 2017**

2.0 COMMITTEE MEMBERS COMMENTS/REPORTS

This is the time during the meeting when the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA), Desert/Mountain Special Education Local Plan Area (SELPA), Desert/Mountain Charter Special Education Local Plan Area (Charter SELPA), and Desert/Mountain Children’s Center (DMCC) staff is prepared to received concerns/requests regarding items on this agenda or any school-related special education issues. Discussion will include special education policies and procedures as they relate to local education agency (LEA) coordination and implementation of the SELPA and Charter SELPA Local Plan.

3.0 PRESENTATIONS

4.0 DIRECTORS OF EDUCATION REPORTS

5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR’S REPORTS

- 5.1 Senate Bill 210
- 5.2 AVCEC Update

6.0 CHIEF EXECUTIVE OFFICER’S REPORTS

- 6.1 BFA & NPS Updates
- 6.2 Compliance Updates

7.0 DIRECTORS’ REPORTS

- 7.1 DMCC Clients Services Reports

8.0 PROGRAM MANAGERS' REPORTS

- 8.1 Professional Learning Summaries
- 8.2 Professional Learning Updates - HOLA! Translator Training
- 8.3 CAA Updates
- 8.4 Due Process Summaries
- 8.5 SELPA Forms
- 8.6 SELPA Policy & Procedures Chapter 14
- 8.7 CR - VVUHSD
- 8.8 Region 10 ADR Committee Updates
- 8.9 PBIS Revised BSP Form

9.0 BUSINESS DEPARTMENT REPORTS

10.0 PROGRAM SPECIALISTS' REPORTS

11.0 INFORMATION ITEMS

- 11.1 December 1 Pupil Count - Revised Memo
- 11.2 DRDP Memo
- 11.3 County Regional Services Reports
- 11.4 SELPA Related Services Reports
- 11.5 Monthly Occupational & Physical Therapy Services Reports
- 11.6 Monthly Audiological Services Reports
- 11.7 Monthly Nonpublic School/Agency Expenditure Report
- 11.8 Monthly Nonpublic School/Agency Placement Report
- 11.9 Monthly Low Incidence Equipment Reimbursement Reports
- 11.10 Upcoming Professional Learning Opportunities

12.0 OTHER

13.0 ADJOURNMENT

NEXT MEETING: January 12, 2018 , in the Desert/Mountain Educational Service Center, Aster Room.

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

**California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
STEERING COMMITTEE MEETING
Friday, November 3, 2017**

MINUTES

D/M SELPA MEMBERS PRESENT:

Academy for Academic Excellence & Norton Science & Language Academy- Paul Rosell, Amanda Gormley, Adelanto SD – Angel Burnell, Apple Valley USD – David Wheeler, Barstow JUSD -Joni James, Bear Valley USD – Scott Bell, D/M Operations/County Programs – Rich Frederick, Excelsior Charter Schools – Marie Silva, Health Sciences High & Middle College – Julie Kroener (via video conference), Helendale SD – Mike Esposito, High Tech High – Amy Briggs, Lucerne Valley USD – Vici Miller, Needles USD – Jamie Wiesner (via video conference), Oro Grande SD – DeShawna Hemstead, Silver Valley USD -Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Alan Tsubota, Victor Elementary SD – Tanya Benitez, Heather Hayball, Victor Valley Union High School District – Margaret Akinnusi, Francesca Copeland.

D/M CHARTER SELPA MEMBERS PRESENT:

Aveson Global & Aveson School of Leaders – Kate Bean, Paula Giraldo, Encore Jr/Sr High & Encore High Riverside – Denise Griffin, Odyssey Charter – Christina Roberts, Pathways to College – Kasey Finerty, Taylion HD Academy – Phillip Wallace.

OTHERS PRESENT:

Sky Mountain Charter – Rebecca Metoyer.

CAHELP STAFF PRESENT:

Guille Burgos, Danielle Cote, Denise Edge, Thomas Flores, Corinne Foley, Marina Gallegos, Bonnie Garcia, Renee Garcia, Colette Garland, Stephanie Hedberg, Jenae Holtz, Kristee Laiva, Glenn Low, Maurica Manibusan, Kami Murphy, Sheila Parisian, Karina Quezada, Daria Raines, Jennifer Rountree, Veronica Rousseau, Natalie Sedano, Adrienne Shepherd, Jessica Soto, Jennifer Sutton, Theresa Vaughan, Athena Vernon.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education linked Professions Joint Powers Authority (CAHELP JPA) Steering Committee was called to order by Chairperson Jenae Holtz, at 9:01 a.m., at the Desert Mountain Educational

Service Center, Apple Valley. The meeting Minutes for October 13, 2017, and the meeting Agenda for November 3, 2017 were adopted as presented.

2.0 COMMITTEE MEMBERS COMMENTS/REPORTS

Diane Hannett, Snowline JUSD, inquired whether the SELPA had any information about the recent LRP news alert regarding the Office of Special Education and Rehabilitative Services (OSER) revoking several special education documents.

Jenae responded the State SELPA Administrators discussed this issue yesterday. She stated currently State SELPA is not concerned as the documents on the list to be revoked are very old. Jenae concluded she would share the list with directors.

3.0 PRESENTATIONS

None.

4.0 DIRECTORS OF EDUCATION REPORTS

Nonpublic Schools - Jenae Holtz responded to an inquiry regarding the status of nonpublic schools (NPS). Jenae reported Bright Futures Academy (BFA) is hopeful the California Department of Education (CDE) will visit in December to conduct their corrective actions review. She anticipates the CDE will lift BFA's suspension in January 2018. Jenae further stated the SELPA continues conducting daily walkthroughs at BFA and provides monthly reports to the CDE. She then stated McKinley Children's Center signed a lease for the site where Altus Academy was in Hesperia. McKinley is hoping to be ready to serve students in January 2018. Jenae concluded representatives from Point Quest NPS are scheduled to visit the high desert and meet with the Inland Empire SELPA (IESA) Administrators to discuss potentially opening campuses in southern California.

5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS

5.1 AVCEC Update

Rich Frederick reported the therapeutic program at the Apple Valley County Education Center (AVCEC) campus is fully staff and stabilized. Each referral is being carefully reviewed to ensure the program is an appropriate placement for the student. County Superintendent Ted Alejandre had an opportunity to tour the campus yesterday. Rich concluded the superintendent's feedback was positive.

5.2 DHH Itinerant Services & ASL Interpreters

Rich Frederick spoke about the challenges with the shortage of American Sign Language (ASL) interpreters and the increasing demand for ASL interpreters at the high school level. County Schools has only three fulltime ASL interpreters

and in some cases, is relying on contracted interpreters. Rich encouraged directors to consider the California School for the Deaf at Riverside (CSDR) as an option depending on the student's level of need. He also discussed the possibility establishing a deaf/hard of hearing (DHH) program for local education agencies (LEAs) with high school sites.

Rich also reported currently the D/M Operations visually impaired (VI) program serves students kindergarten through middle school. However, his office is receiving referrals for high school students. Rich noted an awareness of families requesting a higher level of VI services for high school students. He stated LEAs might consider an intra-district placement at the West End SELPA VI high school program as an option for parents requesting higher levels of services until more options are available. Rich concluded he will email additional information to directors.

Jenae suggested scheduling a workgroup for directors to discuss DHH program options for the high desert region.

Rich highlighted two upcoming competitions for students who are deaf or hard of hearing; the Spirit Writing Contest (entry deadline March 15, 2018) and the RIT Math Competition (April 13-15, 2018).

6.0 CHIEF EXECUTIVE OFFICER'S REPORTS

6.1 Compliance Update

Jenae Holtz reviewed the upcoming due dates for CDE compliance items. Disproportionality reports are due to the SELPA now. Data Identified Non-Compliance (DINCs) reports are due to the SELPA November 10, 2017 then to the CDE November 30, 2017. Performance Indicator Review (PIR) Plans are due to the SELPA January 5, 2018, and to the CDE January 30, 2018, with the exception of Academy for Academic Excellence (AAE) due December 15, 2017 to the SELPA and December 22, 2017 to the CDE as a part of the CDE's pilot program. Jenae concluded Apple Valley USD, Barstow USD, and Victor Valley Union High School District (VVUHSD) are in Comprehensive Review.

6.2 Dyslexia Update

Jenae Holtz reported the CDE released a link to the updated version of the guidelines for the California Dyslexia Guidelines.

Karina Quezada commented on a notable change on page 40 that clearly defines the role of school psychologist and how instrumental school psychologists are in the identification and development of programs for children identified with dyslexia.

Denise Edge commented at the F-3 workshop yesterday, the presenter mentioned the importance of including the speech language pathologist in the dyslexia assessment process and decision making for services if a student is eligible.

6.3 D/M Charter SELPA Policy & Procedures Chapter 10: Fiscal Allocation Plan

Jenae Holtz reported D/M Charter SELPA Policy and Procedure Chapter 10: Fiscal Allocation Plan was revised in Section F to change the breakdown of percentages to the Insurance Pool (from 5% to 3%) and Risk Pool (from 3% to 5%). The percentages for high-risk status were also revised. Jenae noted the Risk Pool does not cover expenditures for compensatory services if included in a due process settlement agreement. Section G was revised to include verbiage regarding charter members being responsible for developing nonpublic school/nonpublic agency (NPS/NPA) contracts if needing to place a student, and covering the costs for services independent of the Charter SELPA. The revisions were made based on the recommendation of the Charter SELPA Executive Council to better meet the needs of Charter SELPA members and the recent increase in due process filings. Jenae stated the Charter SELPA Executive Council approved the revisions on October 25, 2017 to protect the other members. She concluded the revised policy will go to the CAHELP Governance council November 17th for approval.

7.0 DIRECTORS' REPORTS

7.1 DMCC Clients Services Reports

Linda Llamas stated the open and closed DMCC Clients Services reports are included in the director's individual packets. She concluded directors may contact her should they find any errors or have questions regarding the reports or DMCC services.

8.0 PROGRAM MANAGERS' REPORTS

8.1 Professional Learning Summaries

Corinne Foley presented the year-to-date D/M SELPA & Charter SELPA Professional Learning Summaries. There have been approximately 3000 participants in regional and onsite trainings since July 1, 2017. Corinne reported the SELPA is seeing an increase in requests for onsite training. She concluded SELPA staff are working on more online training modules to meet the needs of the LEAs.

8.2 Professional Learning Updates

School Psychologists Committee Meeting: Glenn Low announced the SELPA's December 5, 2017 School Psychologists Committee Meeting will feature Dr. Sam Ortiz. Dr. Ortiz will speak on evidence-based evaluations and best practices for

assessments of English Language Learners. Glenn stated an invitation to attend was extended to the speech-language pathologists. He noted this is a full-day workshop with no cost to attend. Glenn encouraged directors to attend.

HOLA! Spanish Translator Training: Renee Garcia reported individuals from a few LEAs have requested HOLA! Translator training. Renee requested directors to contact her if they are interested in having staff training possibly in February or March. She concluded the cost is approximately \$5,000 for the presenter; approximately \$200 per person.

8.3 Community Advisory Committee (CAC)

Corinne Foley reported attendance at Community Advisory Committee (CAC) meetings increased over the past year. Corinne stated Cyberbullying is the topic for the December 7, 2017 meeting. Corinne then reviewed the attendance list of LEA representatives; she requested directors to encourage their representatives to attend the meetings. Corinne stated she would correct the attendance to reflect Silver Valley's participation via videoconferencing. She concluded the SELPA will also follow up on the Inland Regional Center's representative.

8.4 Due Process Summaries

Denise Edge reported all 2016-17 due process cases are closed. The Charter SELPA has had two cases file since July 1, 2017; currently one case remains open. Year-to-date legal expense for the Charter SELPA are \$14,142. Twelve cases have been filed in the SELPA since July 1, 2017; currently three cases are open. Year-to-date legal expenses for the SELPA are \$109,924. Attorney fees are \$94,720. Denise then referenced a legal opinion regarding parent advocates (representatives) that are not attorneys not being authorized to speak on behalf of the parent in Office of Administrative Hearings (OAH) due process cases. Denise stated the legal opinion was emailed to directors this morning.

Denise also shared highlights from a recent F-3 workshop; this information was emailed to directors. Denise then noted LEAs are required to maintain documentation annually for the offer of Free Appropriate Public Education (FAPE) for students parentally placed in private schools. LEAs can share the SELPA's Special Education Question and Answers brochure as a resource for private schools.

8.5 SELPA Forms

Denise Edge presented the revisions to SELPA forms D/M 68A & 68L. She stated the California High School Exit Exam (CAHSEE) verbiage was removed from 68A & 68L, and an asterisk was added next to the Low Incidence Equipment (LIE) disabilities category. A column for the California English Language Development Test (CELDT) was added on 68L and the Testing Matrix was revised for the English Language Proficiency Assessments for California (ELPAC). Denise stated once programming changes have been made, the SELPA

will upload the forms to the Forms Portal on the website. She concluded the SELPA anticipates the revised forms will be available in late December 2017 or early January 2018.

8.6 D/M SELPA Policy & Procedures Chapter 5: Audiology Appendix

Denise Edge presented the revisions to SELPA Policy and Procedures Chapter 5: Supports and Services, Appendix H: SELPA Referral Procedures, and Appendix J: Audiology, including the current SELPA Audiology forms. Denise reminded the committee audiology assessments should be done twice annually, and the assessment plan is only good for 60 days. Denise also stated directors can contact Rich Frederick if an DHH Itinerant staff is needed to assist with interpreting an audiology report. Denise reminded directors of timelines for Audiological Assessments, and compliance with Assessment Plans and IEP meeting.

Denise also reminded directors to notify the SELPA when an IEP team decision is made to add NPA services so the student's Individual Service Agreement (ISA) reconciles with services in MIS.

8.7 Alternative Dispute Resolution (ADR)

Denise Edge highlighted the November 16, 2017 Facilitation Toolbox – Advanced Facilitation Skills training featuring Dr. Sheri Wilkins. She stated the registration is low at this time. Denise then reported there is room for an additional 250 attendees to register for the March 8-9, 2018 Alternative Dispute Resolution (ADR) conference. She concluded registration for up to 5 LEA staff will be covered by the ADR grant.

9.0 BUSINESS DEPARTMENT REPORTS

9.1 Maintenance of Effort (MOE) Summary

Marina Gallegos presented the SELPA and Charter SELPA November 2017 Maintenance of Effort (MOE) 2016-17 SEMA reports. Marina stated LEAs only need to pass at least one of the four test levels. Marina then presented the 2017-18 SEMB reports for SELPA and Charter SELPA. She explained the process for meeting MOE and completing the Subsequent Year Tracking Worksheets. Marina concluded all SELPA and Charter SELPA LEAs passed 2016-17 SEMA and 2017-18 SEMB.

10.0 PROGRAM SPECIALISTS' REPORTS

Jennifer Rountree reported on the SELPA's Program for the Education and Enrichment of Relational Skills (PEERS) program. She stated currently referrals are being reviewed and interviews are in process for the next cohort to be held in February 2018.

11.0 INFORMATION ITEMS

11.1 December Pupil Count Memo

11.2 County Regional Services Reports (SELPA & Charter SELPA)

Jenae reported due to this month's meeting falling shortly after the 1st of the month, the SELPA was not able to finalize the County Regional Services Reports prior to the meeting. Jenae concluded the reports will be sent to directors electronically.

11.3 SELPA Related Services Reports (SELPA & Charter SELPA)

11.4 Monthly Occupational and Physical Therapy Services Reports

11.5 Monthly Audiological Services Reports

11.6 Monthly Nonpublic School/Agency Expenditure Report

11.7 Monthly Nonpublic School/Agency Placement Report

11.8 Monthly Low Incidence Equipment Reimbursement Reports

11.9 Upcoming Professional Learning Opportunities

12.0 OTHER

Jenae announced Kami Murphy and Adrienne Shepherd are now program managers for D/M SELPA.

13.0 ADJOURNMENT

Having no further business to discuss, the meeting was adjourned at 10:40 a.m.

NEXT MEETING: December 8, 2017, in the Desert/Mountain Educational Service Center, Aster Room.

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

**SB-210 Special education: deaf and hard-of-hearing children: language developmental milestones.** (2015-2016)

SHARE THIS:

**Senate Bill No. 210**

CHAPTER 652

An act to add Section 56326.5 to the Education Code, relating to special education.

[Approved by Governor October 08, 2015. Filed with Secretary of State
October 08, 2015.]

LEGISLATIVE COUNSEL'S DIGEST

SB 210, Galgiani. Special education: deaf and hard-of-hearing children: language developmental milestones.

(1) Existing law provides that the Superintendent of Public Instruction may authorize the California School for the Deaf, which is composed of two schools, the California School for the Deaf, Northern California, and the California School for the Deaf, Southern California, to establish and maintain a testing center for deaf and hard-of-hearing minors. Existing law provides that the purpose of the center shall be to test hearing acuity and to give such other tests as may be necessary for advising parents and school authorities concerning an appropriate educational program for the child. Existing law authorizes a pupil to be referred, as appropriate, to the California School for the Deaf, among other places, for further assessment and recommendations.

This bill would require the State Department of Education's Deaf and Hard of Hearing unit and the state's 2 schools for the deaf to jointly select language developmental milestones from existing standardized norms for purposes of developing a resource for use by parents to monitor and track deaf and hard-of-hearing children's expressive and receptive language acquisition and developmental stages toward English literacy. The bill would require the language developmental milestones to be selected from the language developmental milestones recommended by an ad hoc advisory committee, which the bill would establish, as provided. The bill would require the parent resource to, among other things, make clear that it is not a formal assessment of language and literacy development, and that a parent's observations of their children may differ from formal assessment data presented at an individualized family service plan (IFSP) or individualized education program (IEP) meeting, but to also make clear that a parent may bring the parent resource to an IFSP or IEP meeting for purposes of sharing their observations about their child's development.

The bill would require the department to also select existing tools or assessments for educators that can be used to assess the language and literacy development of deaf and hard-of-hearing children, as specified. The bill would authorize the educator tools or assessments to be used, in addition to the assessment required by federal law, by the child's IFSP or IEP team, as applicable, to track deaf and hard-of-hearing children's progress, and to establish or modify IFSP or IEP plans.

The bill would, if a child does not demonstrate progress in expressive and receptive language skills, as measured by one of the selected educator tools or assessments, or by the existing instrument used to satisfy federal law, require the child's IFSP or IEP team, as applicable, to explain in detail the reasons why the child is not meeting the language developmental milestones or progressing towards them, and to recommend specific strategies, services, and programs that would be provided to assist the child's success toward English literacy. To the extent

this provision would impose additional duties on local educational agency officials, the bill would impose a state-mandated local program. The bill also would require the department to disseminate the language developmental milestones to parents and guardians of deaf or hard-of-hearing children, and, pursuant to federal law, to disseminate the selected educator tools and assessments to local educational agencies for use in the development and modification of IFSP and IEP plans, and to provide materials and training on its use to assist the deaf or hard-of-hearing child in becoming linguistically ready for kindergarten using both or one of the languages of American Sign Language and English.

The bill would require the department, commencing on or before July 31, 2017, and on or before each July 31 thereafter, to produce a report that is specific to language and literacy development of deaf and hard-of-hearing children from birth to 5 years of age, inclusive, including those who are deaf or hard of hearing and have other disabilities, relative to their peers who are not deaf or hard of hearing, as specified. The bill would require the department to make the report available on its Internet Web site.

The bill would make these provisions applicable only to children from birth to 5 years of age, inclusive. The bill also would provide that implementation of these provisions is subject to an appropriation being made for these purposes in the annual Budget Act or another statute.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 56326.5 is added to the Education Code, to read:

56326.5. (a) The department's Deaf and Hard of Hearing unit and the California School for the Deaf shall jointly select language developmental milestones from existing standardized norms, pursuant to the process specified in subdivision (d), for purposes of developing a resource for use by parents to monitor and track deaf and hard-of-hearing children's expressive and receptive language acquisition and developmental stages toward English literacy. This parent resource shall:

- (1) Include the language developmental milestones selected pursuant to the process specified in subdivision (d).
- (2) Be appropriate for use, in both content and administration, with deaf and hard-of-hearing children from birth to five years of age, inclusive, who use both or one of the languages of American Sign Language (ASL) and English. For purposes of this section, "English" includes spoken English, written English, or English with the use of visual supplements.
- (3) Present the developmental milestones in terms of typical development of all children, by age range.
- (4) Be written for clarity and ease of use by parents.
- (5) Be aligned to the department's existing infant, toddler, and preschool guidelines, the existing instrument used to assess the development of children with disabilities pursuant to federal law, and state standards in English language arts.
- (6) Make clear that the parent resource is not a formal assessment of language and literacy development, and that a parent's observations of their children may differ from formal assessment data presented at an individualized family service plan (IFSP) or individualized education program (IEP) meeting.
- (7) Make clear that a parent may bring the parent resource to an IFSP or IEP meeting for purposes of sharing their observations about their child's development.

(b) The department shall also select existing tools or assessments for educators that can be used to assess the language and literacy development of deaf and hard-of-hearing children. These educator tools or assessments:

- (1) Shall be in a format that shows stages of language development.

(2) Shall be selected for use by educators to track the development of deaf and hard-of-hearing children's expressive and receptive language acquisition and developmental stages toward English literacy.

(3) Shall be selected from existing instruments or assessments used to assess the development of all children from birth to five years of age, inclusive.

(4) Shall be appropriate, in both content and administration, for use with deaf and hard-of-hearing children.

(5) May be used, in addition to the assessment required by federal law, by the child's IFSP or IEP team, as applicable, to track deaf and hard-of-hearing children's progress, and to establish or modify IFSP or IEP plans.

(6) May reflect the recommendations of the advisory committee established pursuant to subdivision (e).

(c) (1) The department shall disseminate the parent resource developed pursuant to subdivision (a) to parents and guardians of deaf and hard-of-hearing children, and, pursuant to federal law, shall disseminate the educator tools and assessments selected pursuant to subdivision (b) to local educational agencies for use in the development and modification of IFSP and IEP plans, and shall provide materials and training on its use, to assist deaf and hard-of-hearing children in becoming linguistically ready for kindergarten using both or one of the languages of ASL and English.

(2) If a deaf or hard-of-hearing child does not demonstrate progress in expressive and receptive language skills, as measured by one of the educator tools or assessments selected pursuant to subdivision (b), or by the existing instrument used to assess the development of children with disabilities pursuant to federal law, the child's IFSP or IEP team, as applicable, shall, as part of the process required by federal law, explain in detail the reasons why the child is not meeting the language developmental milestones or progressing towards them, and shall recommend specific strategies, services, and programs that shall be provided to assist the child's success toward English literacy.

(d) (1) On or before March 1, 2017, the department shall provide the advisory committee established pursuant to subdivision (e) with a list of existing language developmental milestones from existing standardized norms, along with any relevant information held by the department regarding those language developmental milestones for possible inclusion in the parent resource developed pursuant to subdivision (a). These language developmental milestones shall be aligned to the department's existing infant, toddler, and preschool guidelines, the existing instrument used to assess the development of children with disabilities pursuant to federal law, and the state standards in English language arts.

(2) On or before June 1, 2017, the advisory committee shall recommend language developmental milestones for selection pursuant to subdivision (a).

(3) On or before June 30, 2017, the department shall inform the advisory committee of which language developmental milestones were selected.

(e) (1) The Superintendent shall establish an ad hoc advisory committee for purposes of soliciting input from experts on the selection of language developmental milestones for children who are deaf or hard of hearing that are equivalent to those for children who are not deaf or hard of hearing, for inclusion in the parent resource developed pursuant to subdivision (a). The advisory committee may also make recommendations on the selection and administration of the educator tools or assessments selected pursuant to subdivision (b).

(2) The advisory committee shall consist of 13 volunteers, the majority of whom shall be deaf or hard of hearing, and all of whom shall be within the field of education for the deaf and hard of hearing. The advisory committee shall include all of the following:

(A) One parent of a child who is deaf or hard of hearing who uses the dual languages of ASL and English.

(B) One parent of a child who is deaf or hard of hearing who uses only spoken English, with or without visual supplements.

(C) One credentialed teacher of deaf and hard-of-hearing pupils who use the dual languages of ASL and English.

(D) One credentialed teacher of deaf and hard-of-hearing pupils from a state certified nonpublic, nonsectarian school.

(E) One expert who researches language outcomes for deaf and hard-of-hearing children using ASL and English.

- (F) One expert who researches language outcomes for deaf and hard-of-hearing children using spoken English, with or without visual supplements.
- (G) One credentialed teacher of deaf and hard-of-hearing pupils whose expertise is in curriculum and instruction in ASL and English.
- (H) One credentialed teacher of deaf and hard-of-hearing pupils whose expertise is in curriculum and instruction in spoken English, with or without visual supplements.
- (I) One advocate for the teaching and use of the dual languages of ASL and English.
- (J) One advocate for the teaching and use of spoken English, with or without visual supplements.
- (K) One early intervention specialist who works with deaf and hard-of-hearing infants and toddlers using the dual languages of ASL and English.
- (L) One credentialed teacher of deaf and hard-of-hearing pupils whose expertise is in ASL and English language assessment.
- (M) One speech pathologist from spoken English, with or without the use of visual supplements.
- (f) The advisory committee established pursuant to subdivision (e) may also advise the department or its contractor on the content and administration of the existing instrument used to assess the development of children with disabilities pursuant to federal law, as used to assess deaf and hard-of-hearing children's language and literacy development to ensure the appropriate use of that instrument with those children, and may make recommendations regarding future research to improve the measurement of progress of deaf and hard-of-hearing children in language and literacy.
- (g) Commencing on or before July 31, 2017, and on or before each July 31 thereafter, the department shall annually produce a report, using existing data reported in compliance with the federally required state performance plan on pupils with disabilities, that is specific to language and literacy development of deaf and hard-of-hearing children from birth to five years of age, inclusive, including those who are deaf or hard of hearing and have other disabilities, relative to their peers who are not deaf or hard of hearing. The department shall make this report available on its Internet Web site.
- (h) All activities of the department in implementing this section shall be consistent with federal law regarding the education of children with disabilities and federal law regarding the privacy of pupil information.
- (i) For the purpose of this section, the term "language developmental milestones" means milestones of development aligned with the existing state instrument used to meet the requirements of federal law for the assessment of children from birth to five years of age, inclusive.
- (j) This section shall apply only to children from birth to five years of age, inclusive.
- (k) Implementation of this section is subject to an appropriation being made for purposes of this section in the annual Budget Act or another statute.

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

5.2 AVCEC Update
Verbal Report
No Materials

6.1_BFA & NPS Updates
Verbal Report
No Materials

6.2_compliance Update
Verbal Report
No Materials



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

P 760-552-6700
F 760-946-0819
W www.dmchildrenscenter.org

MEMORANDUM

DATE: December 07, 2017
TO: Special Education Directors
FROM: Linda Llamas, Director *LL*

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)
- Therapeutic Behavioral Services (TBS)
- Student Assistance Program (SAP)
- Children's Intensive Services (CIS)
- Speech and occupational therapy

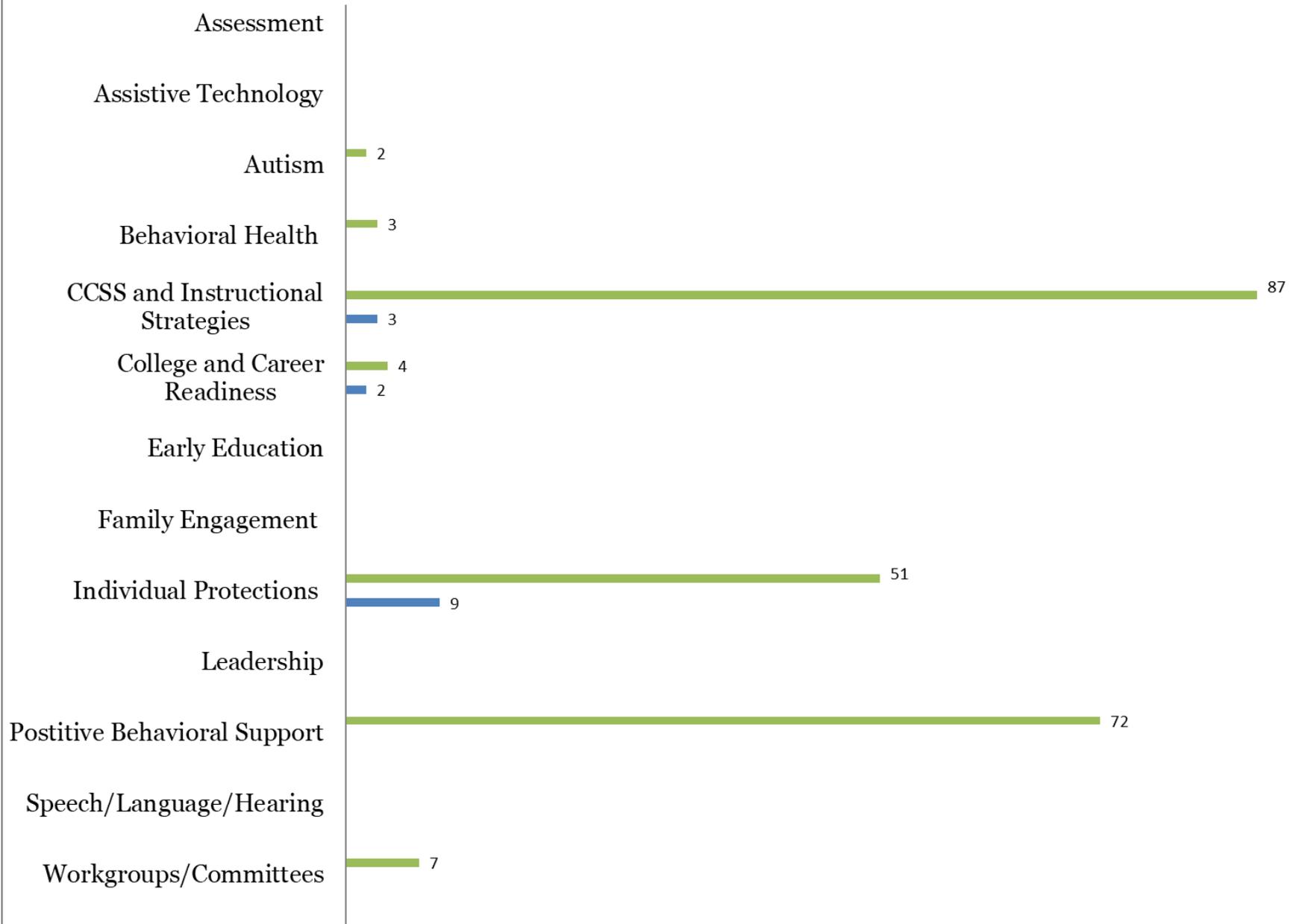
If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org

D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

NOVEMBER 2017 - 14 PARTICIPANTS

226 YEAR-TO-DATE-PARTICIPANTS

■ Total Participants by Content Area ■ On-Site Trainings ■ Regional Trainings

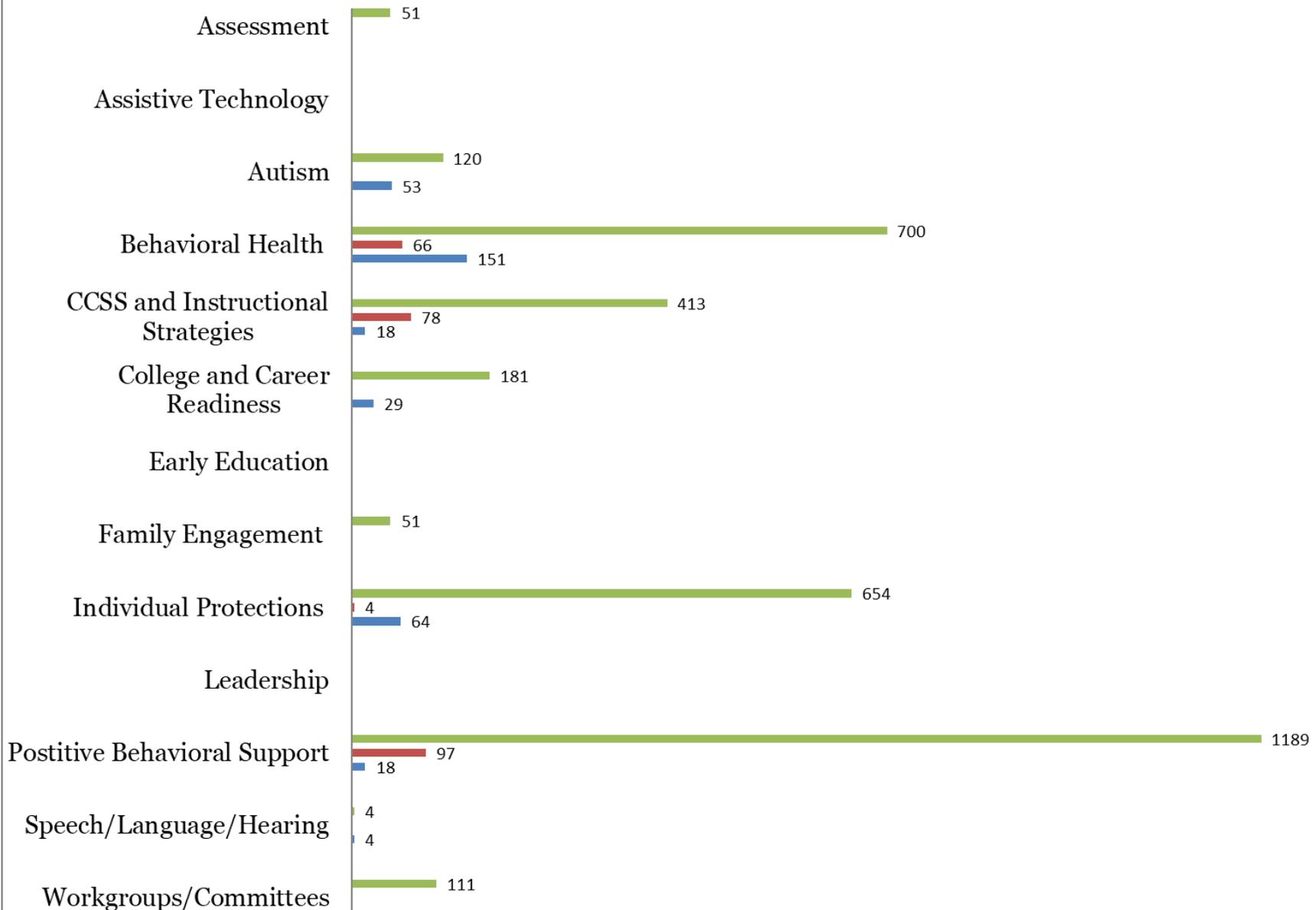


D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

NOVEMBER 2017 - 582 PARTICIPANTS

3,474 YEAR-TO-DATE PARTICIPANTS

■ Total Participants by Content Area ■ On-Site Trainings ■ Regional Trainings





PROFESSIONAL LEARNING OPPORTUNITY

Hola! Language Services – Interpreting in Special Education Settings

Leslie Williams – Hola! Language Services Master Facilitator

Date(s)/Time: February 15, 2018 and February 16, 2018 – attendance is required on both dates.
Training: 8:30 a.m. to 3:30 p.m. Registration will begin at 8:00 a.m.

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

Intended Audience: Special education teachers, general education teachers, special education directors, psychologists, and any educational professional participating in IEP meetings.

Description: Hola! Language Services will provide a two-day (12 hours) Interpreting in Special Education Settings workshop that includes the following topics: getting it right: translation vs. interpreting, modes of interpretation, overview of state and federal mandates, professional standards of conduct for school interpreters, NASP recommended practices for working with interpreters, special education false cognates, bilingual “IEP forms” vocabulary, bilingual special education acronyms, online tools, and mock IEP interpreting practice. Participants will receive a myriad of language related materials/handouts, as well as a certificate of completion.

Cost: \$200.00

Registration: Please register online on the Organizational Management System (OMS) (<https://sbcss.k12oms.org>) in the appropriate calendar month/year for the event by February 8, 2018. For registration assistance, contact Julie Wheeler at (760) 955-3592 or email her at julie.wheeler@cahelp.org. There are no refunds for no-shows or cancellations after the registration deadline.

Where to Register: [OMS Registration](https://sbcss.k12oms.org/52-143767) (<https://sbcss.k12oms.org/52-143767>).

Special Accommodations: Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering for the event on [OMS Registration](https://sbcss.k12oms.org/52-143767) (<https://sbcss.k12oms.org/52-143767>).

California Alternate Assessments (CAA) Updates Steering Committee - December 2017



Training Video

- Administration of the CAA must be done by a trained, certificated staff member. The CAA Test Examiner Tutorial Video is now available for viewing. LEAs can use this video to train their staff in the administration of the CAA. The video can be accessed at the following address:
http://www.brainshark.com/ets/CAA-tutorial_2018

Directions for Administration for the CAA ELA and Math

- The CAA ELA and Mathematics Directions for Administration for the 2017/2018 administration will be available in late January 2018.

CAA Science Embedded Performance Tasks

- LEAs can begin administering the three (3) required Embedded Performance Tasks for the CAA Science test effective November 1st. Embedded Performance Tasks are activities assessing the California Next Generation Science Standards for students eligible to take an alternate assessment. All three performance tasks must be completed before the end of the academic year, and schools can begin to input results as early as January 9, 2018.
 - It is advised that teachers administer the performance tasks immediately after instruction has concluded for the designated Connector being assessed. The Tasks can be administered in any order.
 - Embedded Performance Tasks are uploaded and accessible to LEAs Test Coordinators and Test Examiners via TOMS – these are secured materials; therefore, not included in this discussion.
 - Which grades participate?
 - Grade 5
 - Grade 8
 - Grade 11 – LEAs may choose to administer the CAA Science to 10th, 11th, or 12th grade students. Students in high school must take the CAA Science **one time** during their period in high school.

See Attached handouts for additional information, including training sessions provided by the SELPA; 2017/2018 California Assessment System; Three Year Assessment Timeline

2017–18 California Assessment System

	Content	Test	Type	Participants	Grade Level(s)	Window
CAASPP	ELA/Mathematics	Smarter Balanced Format: CAT or P/P ⁽¹⁾	MC SR CR PT	All students at designated grade levels <i>Exceptions:</i> <ul style="list-style-type: none"> Eligible students participating in alternate assessments ELA only – English learners who are in their first 12 months of attending a school in the United States 	3–8 and 11 ⁽²⁾	Available Testing Window begins when 66 percent of instructional year has been completed and continues through the LEAs last day of the selected testing window or the last day of instruction: LEAs may select their own testing window each year: <ul style="list-style-type: none"> Schedule in Test Operations Management System (TOMS) Minimum window of 25 instructional days Must fall within available testing window
CAASPP	ELA/Mathematics	CAAs Format: CBT	MC SR CR TE	Students with the most significant cognitive disabilities whose active IEP designates the use of an alternate assessment	3–8 and 11	Available Testing Window begins when 66 percent of instructional year has been completed and continues through the LEAs last day of the selected testing window or the last day of instruction: LEAs may select their own testing window each year: <ul style="list-style-type: none"> Schedule in Test Operations Management System (TOMS) Minimum window of 25 instructional days Must fall within available testing window
CAASPP	Science	CAST (Field Test) Format: CBT	MC SR CR TE PT	All students in designated grade levels <i>Exceptions:</i> <ul style="list-style-type: none"> Eligible students participating in the CAA for Science 	5 and 8, and once in high school (10, 11, 12)	April 2, 2018 through the last day of the LEA selected testing window or the last day of instruction
CAASPP	Science	CAA (Pilot Test) Format: Embedded PT	PA	Students with the most significant cognitive disabilities whose active IEP designates the use of an alternate assessment	5 and 8, and once in high school (10, 11, 12)	November through last day of instruction
CAASPP	Reading/Language Arts	STS Format: P/P	MC	English learners at no cost to the LEA or non-English learners (e.g., pupils in dual immersion classrooms) at minimal cost to the LEA	2–11 Optional	25-day window that includes 12 instructional days before and after completion of 85 percent of instructional days
CAASPP	Reading/Language Arts	CSA Pilot Format: CBT	MC	English learners at no cost to the LEA or non-English learners (e.g., pupils in dual immersion classrooms) at minimal cost to the LEA	2–11 Optional	25-day window that includes 12 instructional days before and after completion of 85 percent of instructional days

⁽¹⁾ Paper-pencil versions of the Smarter Balanced assessments are available to local educational agencies that meet specific criteria.

⁽²⁾ Smarter Balanced assessments administered in grade 11 will be used for EAP purposes.

2017–18 California Assessment System

	Content	Test	Type	Participants	Grade Level(s)	Window
CELDT	Listening Speaking Reading Writing	CELDT Initial Format: P/P	MC CR PA	All students whose home language is not English	K–12 ⁽³⁾	July 2017 through June 2018: Within 30 calendar days after enrolling in a California public school
ELPAC	Listening Speaking Reading Writing	ELPAC Summative Format: P/P	MC CR PA	Identified English learners until they are re-designated as fluent English proficient	K–12 ⁽³⁾	February through May 2018
ELPAC	Listening Speaking Reading Writing	ELPAC Initial Field Test Format: P/P	MC CR PA	All students whose home language is not English	K–12 ⁽³⁾	August through September 2017
PFT	Aerobic Capacity Body Composition Abdominal Strength and Endurance Trunk Extensor Strength and Flexibility Upper Body Strength and Endurance Flexibility	FITNESSGRAM ⁽⁴⁾ Format: PA	PA	All students, regardless of whether they are enrolled in a physical education class or participate in a block schedule	5, 7, and 9	February through May 2018
CHSPE	For information on the optional CHSPE for 2017–18, visit the California Department of Education CHSPE Web page at http://www.cde.ca.gov/ta/tg/sp/ .					
HSET	California has approved the use of three high school equivalency tests (i.e., General Educational Development [GED®] Test, High School Equivalency Test [HSET], and Test Assessing Secondary Completion [TASC]). For more information on these three optional tests visit the California Department of Education HSET Web page at http://www.cde.ca.gov/ta/tg/gdl/ .					
NAEP	For information on NAEP for 2017–18, contact Julie Williams at (916) 319-0408 or by e-mail at julwilli@cde.ca.gov .					

⁽³⁾ Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”

⁽⁴⁾ The FITNESSGRAM is a registered trademark of The Cooper Institute.

Legend:

CAAs – California Alternate Assessments	CELDT – California English Language Development Test	ELA – English language arts/literacy	MC – Multiple choice	PT – Performance task
CAASPP – California Assessment of Student Performance and Progress	CHSPE – California High School Proficiency Examination	ELPAC – English Language Proficiency Assessments for California	NAEP – National Assessment of Educational Progress	SR – Selected response
CAST – California Science Test	CR – Constructed response	HSET – High School Equivalency Tests	PA – Performance assessment	STS – Standards-based Tests in Spanish
CAT – Computer adaptive test	CSA – California Spanish Assessment	IEP – Individualized Education Program	PFT – Physical Fitness Test	TE – Technology enhanced
CBT – Computer-based test	EAP – Early Assessment Program	LEA – Local educational agency	P/P – Paper-pencil	

2017–18 California Student Assessment Accessibility for English Language Arts/Literacy



Available to all students

Universal Tools

based on student preference and selection

EMBEDDED*	Highlighter	Writing tools (specific items)
Breaks	Keyboard navigation	Zoom
Digital notepad	Line reader	
English dictionary (W)	Mark for review	NON-EMBEDDED
English glossary	Spellcheck (W)	Breaks
Expandable items	Strikethrough	English dictionary (W)
Expandable passages	Thesaurus (ELA performance task full writes)	Scratch paper
Global notes (W)		Thesaurus (full write)

* Embedded universal tools are delivered only as allowed.

Designated Supports

by teacher recommendation

EMBEDDED	NON-EMBEDDED	Separate setting
Color contrast	Amplification	Simplified test directions
Masking	Bilingual dictionary (W)	Translated test directions (Consortium-provided only)
Mouse pointer (size and color)	Color contrast	
Text to speech (not reading passages)	Color overlay	
Turn off any universal tool(s)	Magnification	
	Noise buffers	
	Read aloud (not reading passages)	
	Scribe (R, L)	

Available to students with an individualized education program (IEP) or Section 504 plan

Accommodations

EMBEDDED	Braille (paper-pencil tests)
American sign language (L)	Large-print versions of paper-pencil test (as available)
Audio transcript (ELA listening passages, includes braille transcript)	Print on demand
Braille	Read aloud (reading passages)
Closed captioning (L)	Scribe (W)
Streamline	Speech-to-text
Text to speech (reading passages)	Word prediction
NON-EMBEDDED	
Alternate response options	

Available to students with an IEP

Resources for the California Alternate Assessment

Eligible pupils shall have any instructional supports and/or accommodations, including the language of instruction, used in the pupil's daily instruction in accordance with the pupil's IEP.

Administration of the California Alternate Assessments (CAAs) to eligible pupils shall be one-on-one (test examiner to pupil) according to the CAASPP manual. Depending upon the pupil's disability or needs, the CAAs may or may not include the student's independent use of the testing interface. Since the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a Braille version of the test is not provided, the test may be presented using an embosser, or a refreshable display.

California Alternate Assessments for English Language Arts/Literacy and Mathematics



WHAT ARE THE ALTERNATE ASSESSMENTS?

The California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are part of California's state testing program called the California Assessment of Student Performance and Progress (CAASPP). Designed for students with the most significant cognitive disabilities, the CAAs for ELA and mathematics are an annual measure of what students know and can do using alternate achievement standards. Known as the Core Content Connectors, these standards are aligned with the Common Core State Standards for ELA and mathematics.



WHY ARE THE CAAs GIVEN?

The purpose of the CAAs for ELA and mathematics is to measure what students with the most significant cognitive disabilities know and can do. These measures help identify and address gaps in knowledge or skills so students get the support they need.



WHO TAKES THE CAAs?

Students are eligible to take the CAA only if it is indicated in their active individualized education program (IEP) by the IEP team.

The CAAs for ELA and mathematics will be administered to all eligible students in grades three through eight and grade eleven.



HOW ARE THE CAAs GIVEN?

The CAAs are administered one-on-one by a trained test examiner who is familiar with the student and his or her needs.

The CAAs are computer-based and are stage-adaptive, adjusting the level of difficulty to the student's performance at selected stages within the test. Student results are reported as one of three performance levels.



WHEN ARE THE ALTERATE ASSESSMENTS GIVEN?

JUL AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN JUL



The CAAs for ELA and mathematics are administered from January through the last day of a local educational agency's selected testing window or the last day of instruction.



California Alternate Assessment for Science Pilot Year 2



WHAT IS THE ALTERNATE ASSESSMENT FOR SCIENCE?

The California Alternate Assessment (CAA) for Science is part of California's state testing program called the California Assessment of Student Performance and Progress (CAASPP). Currently under development, the CAA for Science will undergo a second year of pilot testing in 2017–18, field testing in 2018–19, and operational administration in 2019–20.

Designed for students with the most significant cognitive disabilities, the CAA for Science is an annual measure of what students know and can do using alternate achievement standards. Known as the Core Content Connectors, these standards are aligned with the California Next Generation Science Standards (CA NGSS).



WHY IS THE CAA FOR SCIENCE GIVEN?

The purpose of the CAA for Science is to measure what students with the most significant cognitive disabilities know and can do. These measures help identify and address gaps in knowledge or skills early on so students get the support they need.

The purpose of the year 2 pilot test is to allow educators to try out performance task items and become familiar with the practice of embedding performance tasks into classroom instruction.



WHO TAKES THE CAA FOR SCIENCE?

Students are eligible to take the CAA for Science only if it is indicated in their active individualized education program (IEP) by the IEP team.

The year 2 pilot test will be administered to eligible students in grades five and eight. For grades ten, eleven, and twelve, certain students will be expected to participate on the basis of the last science course they completed.



HOW IS THE CAA FOR SCIENCE GIVEN?

The CAAs are administered one-on-one by a trained test examiner who is familiar with the student and his or her needs.

The year 2 pilot test consists of three embedded performance tasks, a collection of activities and questions administered after related concepts are taught to the students. Performance tasks allow teachers to determine the best time to administer tasks, and allow students to demonstrate what they know and can do in a less burdensome environment.

Test Examiners will enter a student's scores for each performance task into the Data Entry Interface System.



WHEN IS THE CAA FOR SCIENCE GIVEN?

2017–18

2018–19

2019–20

YEAR 2 PILOT TEST*

November 2017–July 2018

FIELD TEST*

September 2018–July 2019

OPERATIONAL

September 2019–July 2020

* Until development of the test has been completed and reviewed, no student scores or aggregated results will be released.

For additional information, call your local educational agency CAASPP coordinator or visit the California Department of Education California Alternate Assessments Web page at <http://www.cde.ca.gov/ta/tg/ca/altassessment.asp>.



August 2017



PROFESSIONAL LEARNING OPPORTUNITY

California Alternate Assessment (CAA)

Karina Quezada, Psy.D., Program Specialist

Date(s)/Time: March 19, 2018
Morning Session: 8:30 – 11:30 a.m.
Afternoon Session: 1:00 – 4:00 p.m.

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

Intended Audience: Special education teachers and any credentialed or licensed support staff.

Description: The California Alternate Assessment (CAA) for English language arts/literacy (ELA), science, and mathematics are part of California's state testing program. The purpose of the CAA is to measure what students with the most significant cognitive disabilities know and can do. Students are eligible to take the CAA only if it is indicated in their individualized education program (IEP). The CAA will be administered one-on-one by a trained, certificated staff.

Test items are aligned with the Common Core State Standards (CCSS) and are based on the Core Content Connectors (CCCs). In order to administer the CAA in the spring, individuals must attend a training session.

Cost: \$0.00

Registration: Please register online on the Organizational Management System (OMS) (<https://sbcss.k12oms.org>) in the appropriate calendar month/year for the event by March 18, 2018. For registration assistance, contact Cruz Gustafson at (760) 955-3551 or email her at cruz.gustafson@cahelp.org. For additional information regarding the meeting content, please contact Karina Quezada at (760) 955-3578.

Training Event: Morning session: <https://sbcss.k12oms.org/eventdetail.php?id=142707>
Afternoon session: <https://sbcss.k12oms.org/eventdetail.php?id=143005>

Special Accommodations: Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering for the event on [OMS Registration](https://sbcss.k12oms.org) (Morning session: <https://sbcss.k12oms.org/eventdetail.php?id=142707>; Afternoon session: <https://sbcss.k12oms.org/eventdetail.php?id=143005>).

**Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2017 – December 8, 2017**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Aveson School of Global Leadership Case No. 2017090125	1. Refusal to retain 2. Assessments 3. ESY	09/18/17 09/07/17	09/18/17 held	10/10/17 10/31/17	10/28/17 10/23/17	10/31/17 12/05-07/17 01/23-25/18	11/27/17 – OAH continued hearing to 1/23-25/18
2. Aveson School of Leaders Case No. 2017100576	1. Retention 2. Placement	10/13/17	10/17/17	11/16/17	12/01/17	12/07/17	Case withdrawn by parent 10/26/17 - CLOSED

Desert /Mountain Charter SELPA
Legal Expense Summary
As of December 8, 2017

2000-2001	\$	-
2001-2002	\$	-
2002-2003	\$	-
2003-2004	\$	-
2004-2005	\$	-
2005-2006	\$	-
2006-2007	\$	-
2007-2008	\$	-
2008-2009	\$	-
2009-2010	\$	-
2010-2011	\$	-
2011-2012	\$	-
2012-2013	\$	-
2013-2014	\$	-
2014-2015	\$	-
2015-2016	\$	7,378.00
2016-2017	\$	33,886.61
2017-2018	\$	24,613.03

Desert/Mountain SELPA
Due Process Summary
July 1, 2017 - December 8, 2017

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT												CASE ACTIVITY FOR CURRENT YEAR					
	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	Total	D/W	Resolution	Mediation	Settled	Hearing	
Adelanto SD	4.5	0	2	0	3	6	5.5	2.5	5	1	29.5		1	0	0	0	0
Apple Valley USD	7	2	1.33	0	0	2	1	1.5	1.5	0	16.33		0	0	0	0	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Barstow USD	0	0	1	0	0	0	0	1	3.5	0	5.5		0	0	0	0	0
Bear Valley USD	0	0	0	1	0	0	0	0	1	1	3		0	0	0	1	0
Helendale SD	0	0	0	0	0	0	0	0	0	1	1		1	0	0	0	0
Hesperia USD	3	2.5	1	5.5	4	3	5	7.5	7	4	42.5		0	1	0	3	0
Lucerne Valley USD	0	0	4	0	1	2	1	1	2	0	11		0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Silver Valley USD	0	0	0	1	0	0	0	0	0	0	1		0	0	0	0	0
Snowline USD	1	0	0	2	1	1	5	4.5	6.5	2	23		1	0	0	1	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Victor Elementary SD	0	1	1	1	1	4.33	3.33	1.83	2.5	2.5	18.49		1	1	0	0.5	0
Victor Valley Union High SD	1.5	2.5	0	2	4	3.33	4.3	7.83	4	1	30.46		0	0	0	1	0
Academy for Academic Excellence	0	0	1.33	0	0	4	2	0	1	0	8.33		0	0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Desert/Mountain OPS	0	0	0.34	0.5	1	1.33	0.83	4.33	3	0.5	11.83		0	0	0	0.5	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Explorer Elementary	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0		0	0	0	0	0
High Tech Middle	0.5	0	0	0	0	0	0	0	0	1	1.5		1	0	0	0	0
High Tech High	0.5	0	0	2	2	0	1	0	0	0	5.5		0	0	0	0	0
High Tech High International	0	0	0	0	1	2	0	0	0	0	3		0	0	0	0	0
High Tech High Media Arts	0	0	2	0	0	2	0	0	0	0	4		0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
High Tech High Statewide Benefit	1	0	1	2	0	2	1	1	3	0	11		0	0	0	0	0
SELPA-WIDE TOTALS	19	8	15	17	18	33	29.96	33	40	14	227		5	2	0	7	0

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

Districts showing a value of .25 above indicates that the district is a co-respondent with 3 other districts.

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2017 – December 8, 2017**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Hesperia USD Case No. 2017070103	1. Placement and supports 2. Levels, types, frequency & duration of related services 3. Measurable goals 4. Positive behavioral interventions	07/08/17	07/14/17 & 07/28/17	08/09/17	08/21/17	08/29/17	Settlement agreement pending from resolution on 07/28/17 Settlement agreement executed 8/17/17 - CLOSED
2. Victor Elem SD/ D/M Operations Case No. 2017070334	1. Placement 2. Timeline for assessments 3. Appropriate BIP	07/11/17	07/26/17	08/15/17	08/23/17	09/06/17	Settlement agreement signed 08/22/17 CLOSED
3. Snowline JUSD 2015070529	District filed to defend district assessments against IEE request	07/12/17	N/A	07/27/17	08/14/17	08/24/17	Case consolidated with 2016-17 Case #27 on 07/31/17 Case withdrawn without prejudice 09/12/17 - CLOSED
4. Hesperia USD Case No. 2017070493	1. Placement & supports 2. Levels, type, frequency & duration of related services 3. Measurable goals 4. Positive behavioral interventions	07/13/17	07/26/17 08/09/17	08/17/17 cancelled	09/01/17	09/06/17	Settlement agreement signed 08/31/17 - CLOSED
5. Adelanto SD Case No. 2017070651	1. Appropriate educational program 2. Placement in LRE 3. Psychological assessment in 2016	07/18/17	08/01/17 08/09/17 09/12/17	08/22/17 10/04/17	09/01/17 10/16/17 12/01/17	09/12/17 10/24/17 12/05-07/17	Motion to dismiss denied 12/01/17 – withdrawn without prejudice - CLOSED
6. Victor Valley UHSD Case No. 2017080190	1. Appropriate placement and services 2. Assessments = FBA & BIP 3. No triennial assessments 4. Behavior Support 5. Transition Plan not appropriate	08/04/17	08/17/17 08/28/17	09/07/17	09/18/17	09/27/17	Settlement agreement signed 09/15/17 - CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2017 – December 8, 2017**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
7. Helendale SD Case No. 2017080884	1. Assess in all areas of suspected disability 2. Provide appropriate supports & services	08/21/17	08/29/17	09/21/17	10/03/17	10/11/17	08/29/17 - case withdrawn by parent attorney without prejudice - CLOSED
8. Snowline JUSD Case No. 2017080979	1. Placement 2. Support services 3. Appropriate PLOPs and Goals	08/23/17	09/05/17	09/26/17 Cancelled by parent	10/09/17	10/17/17	Settlement agreement signed 10/17/17 - CLOSED
9. Bear Valley USD Case No. 2017090022	1. Interdistrict denial to attend neighborhood school	08/31/17	09/14/17	10/05/17	10/16/17	10/25/17	10/05/17 - Settlement agreement signed at mediation - CLOSED
10. Victor Elem SD Case No. 2017100188	1. Inappropriate supports in the current placement	10/02/17	10/16/17 11/06/17	11/07/17	11/20/17	11/28/17	10/17/17 - NOI FILED 10/24/17 - Case withdrawn by parent attorney without prejudice - CLOSED
11. Hesperia USD Case No. 2017100347	1. Child Find	10/05/17	10/17/17 11/09/17	11/09/17	11/20/17	11/29/17	11/09/17 – settlement agreement signed at resolution - CLOSED
12. High Tech High Middle Case No. 2017100645	1. IEP programming 2. Bullying 3. Parent Participation 4. Assessments	10/12/17	10/25/17 11/07/17	11/16/17	11/27/17	12/06/17	11/20/17 – case withdrawn without prejudice by parent attorney - CLOSED
13. Hesperia USD Case No. 2017110963	1. Placement 2. Transition Plan	11/27/17	12/08/17 12/20/17	TBA	01/05/18	01/11/18	
14. Victor Elem SD Case No. 2017110998	1. Child Find	11/28/17	12/08/17 12/13/17	TBA	01/12/18	01/23/18	

Desert /Mountain SELPA
Legal Expense Summary
As of December 8, 2017

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	\$126,718.90

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA (CODE 3601)
 DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA (CODE 3651)
 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 • (760) 552-6700

Individualized Family Service Plan Individualized Education Program
 Individualized Services Plan Not Eligible
 Eligible No Plan Parentally Placed in Private School Eligible No Plan Other Reasons

PURPOSE OF MEETING

Eligibility / Initial Placement
 Transfer Placement

SELPA Code: _____

Annual
 Triennial
 D/M 119 Completed
 Other:

STUDENT INFORMATION:

Last: _____ First: _____ Mid. Initial: _____ Suffix: _____
 DOB: _____ Age: _____ Student No.: _____ Gender: M F Grade: _____
 Ethnicity: Select one only YES, Hispanic or Latino **OR** NO, not Hispanic or Latino Indicate one or more race(s) below:
 (1) _____ (2) _____ (3) _____
 Medi-Cal Eligible: Yes No Medi-Cal No.: _____ SSID No.: _____
 Parent/Guardian/Surrogate: _____ Home Phone: _____
 Address: _____ Work Phone: _____
 Mailing Address: _____ Emq. Phone: _____
 Contact Person (if student address different): _____ Contact Phone: _____
 Student's Address (if different): _____ Residency Code: _____
 LEA of Residence: _____ School of Residence: _____
 LEA of Service: _____ Attending School: _____
 School Type Code: _____ Weekly % of Time the Student is in the General Education Setting: _____
 Infant Setting (Ages 0-2): _____ Preschool Setting (Ages 3-5): _____ School Age Setting (Ages 6-22): _____

DISABILITY:

PRIMARY DISABILITY: _____
 SECONDARY DISABILITY: _____

Check all that apply below and indicate the Primary and Secondary Disability Codes in the space provided above: (*Low Incidence)

- Intellectual Disability (210) Hard of Hearing (220)* Deafness (230)* Speech / Lang. Imp. (240)
 Visual Impairment (250)* Emotional Disturbance (260) Orthopedic Impairment (270)* Other Health Imp. (280)
 Est. Med. Disability (281) Spec. Learning Disability (290) Deaf / Blindness (300)* Multiple Disabilities (310)
 Autism (320) Traumatic Brain Injury (330)

DATE: _____

TIMELINE INFORMATION (DATES)

Please mark the appropriate box and complete all information as they relate to the child.

CHECK HERE IF INFANT (AGE 0-2) CHECK HERE IF CHILD IS AGE 3-22

Referred by for Initial Assessment: _____
 Date LEA Received Signed AP: _____ Initial Referral Date: _____
 Initial IEP Meeting Date: _____ Pre-referral Intervention w/in last 2 Years: Yes No
 If assessment not completed prior to student's 3rd birthday, specify Code No.: _____
 If assessment not completed within 60-day timeline, specify Code No.: _____
 Low Incidence Disability: Yes No Disability Code: 220 230 250 270 300
 Original S.E. Entry Date: _____ Exit S.E. Date: _____ S.E. Re-entry Date: _____
 Exit S.E. Code: _____
 Current Annual Date: _____ Next Plan Review Date: _____
 Annual Delay Date: _____ Reason for Delay: _____
 Current Triennial Date: _____ Next Triennial Date: _____
 Triennial Delay Date: _____ Reason for Delay: _____
 Early Start Transition Plan Meeting Date: _____
 Home Language Code: _____ English Language Learner: Yes No
 Migrant: Yes No Extended School Year: Yes No No. of Days: _____
 Agency Services: CCS Rehab CARE Reg. Ctr. Other:
 Severe Disability Non-severe Disability Solely Low Incidence Disability (0-2 Years Only)

GRADUATION INFORMATION

Participate in High School Curriculum to Graduate with a Diploma Yes No
 High School Program Leading to a Certificate of Completion Yes No

SPECIAL TRANSPORTATION INFORMATION

Check if student requires special transportation arrangements to participate in special education services.

Eligible (indicate type and provider) Eligible - Parent Declined Not Eligible
 Type: _____

Provider: _____

EXTENT OF PARTICIPATION IN NEXT STATEWIDE ASSESSMENT PROGRAM

*** COMPLETE AND ATTACH FORM D/M 68L - TESTING MATRIX**

DRDP TYPE: _____

CELDT/ELPAC _____ ELA-READING _____ ELA-WRITING _____ ELA-LISTENING _____ MATHEMATICS _____ CAST SCIENCE (Grades 5 & 8; HS): _____

CAASPP = CA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS | CAST = CA SCIENCE TEST | CELDT = CA ENGLISH LANGUAGE DEVELOPMENT TEST | CAA = CA ALTERNATE ASSESSMENT | ELPAC = ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CA

- * 38-CAASPP *without* DESIGNATED SUPPORTS / ACCOMMODATIONS (UNIVERSAL TOOLS ONLY) 70-CELDT / ELPAC *without* TESTING ACCOMMODATIONS * 96-CAA *with* UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS
 * 39-CAASPP *with* UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS 90- NOT TO PARTICIPATE (STUDENT OUTSIDE OF TESTING GROUP OR AN ISP) * 97-CAA SCIENCE *without* UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS
 * 40-CAST *without* DESIGNATED SUPPORTS / ACCOMMODATIONS (UNIVERSAL TOOLS ONLY) * 95-CAA *without* DESIGNATED SUPPORTS / ACCOMMODATIONS (UNIVERSAL TOOLS ONLY) * 98-CAA SCIENCE *with* UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS
 * 41-CAST *with* UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS * 99-CAA SCIENCE *with* UNIVERSAL TOOLS / DESIGNATED SUPPORTS / ACCOMMODATIONS
 * 60-CELDT / ELPAC *with* TESTING ACCOMMODATIONS SPECIFY RATIONALE FOR ADMINISTRATION OF ALTERNATE ASSESSMENT: _____ CAA CRITERIA ATTACHED

SPECIAL EDUCATION AND RELATED SERVICES

	SERVICE (CODE NO.)**	CLASS NO.	PROVIDER	LOCATION OF SERVICE (CODE NO.)	PROJECTED START DATE	FREQUENCY (CODE NO.)	DURATION (MINUTES PER FREQUENCY)
Primary	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
2	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
3	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
4	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
5	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
6	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
7	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						

** NOTE: Programs and services will be provided according to where the student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

COMMENTS:

FEDERAL PROGRAM LOCATION OF SERVICES			LOCATION OF SERVICES			
Ages 0-2 Only 100 Home 200 Community Based Setting 900 Other Setting	Ages 3-5 Only 400 Regular Early Childhood Program or Kindergarten (50-69% nondisabled children) 410 Regular Early Childhood Program or Kindergarten (70%+ nondisabled children) 440 Separate Class 450 Separate School 460 Residential Facility 470 Home 475 Service Provider Location	Ages 6-22 Only 400 Regular Classroom Public Day School 450 Separate School 460 Residential Facility 470 Homebound/Hospital 480 Correctional Facility 490 Parentally Placed in Private School 500 Homeschool Charter, Virtual Charter, Indep. Study Charter	210 Home Instruction Based on IEP Team Determination (not medical) 220 Hospital 310 Head Start Program 320 Child Development or Child Care Facility 330 Public Preschool 340 Private Preschool 350 Extended Day Care 360 Residential Facility 510 Regular Classroom/Public Day School 520 Separate Classroom in Public Integrated Facility 530 State Special School	540 Separate School or Special Education Center or Facility 550 Public Residential Facility 560 Other Public School or Facility 570 Charter School (operated by an LEA/District) 580 Charter School (operated as an LEA/District) 610 Continuation School 620 Alternative Work Education Center/Work Study Facility 630 Juvenile Court School 640 Community School 650 Correctional Institution or Facility	710 Community College 720 Adult Education Facility 810 Nonpublic Day School 820 Nonpublic Residential School in CA 830 Nonpublic Residential School outside CA 840 Private Day School (not certified by Special Educ. Div.) 850 Private Residential School (not certified by Special Educ. Div.) 860 Parochial School 890 Service Provider Location 900 Any Other Location/Setting	
SPECIAL EDUCATION AND RELATED SERVICES (3-22 YEARS)			PROVIDER			
330 Specialized Academic Instruction 340 Intensive Individual Services 348 One-to-One Bus Aide 350 Individual & Small Group Instr. (ages 3-5) 355 Individual & Small Group Instr. (ages 6+) 415 Language & Speech 417 SELPA / DMCC Speech 425 Adapted Physical Education 435 Health & Nursing - Specialized Physical Health Care Services 436 Health & Nursing - Other Services 445 Assistive Technology Services 450 Occupational Therapy 460 Physical Therapy 510 Individual Counseling 515 Counseling & Guidance 520 Parent Counseling 525 Social Work Services (DMCC) 530 Psychological Services 535 Behavior Intervention Services 540 Day Treatment Services 545 Residential Treatment Services 550 Residential Monitoring (DMCC) 610 Specialized Services for Low Incidence Disabilities 710 Specialized Deaf and Hard of Hearing	715 Interpreter Services 720 Audiological Services 725 Specialized Vision Services 730 Orientation & Mobility 735 Braille Transcription 740 Specialized Orthopedic Services 745 Reader Services 750 Note Taking Services 755 Transcription Services 760 Recreation Services includes Therapeutic Recreation 820 College Awareness 830 Vocational Assessment, Counseling, Guidance, and Career Assessment 840 Career Awareness 850 Work Experience Education 855 Job Coaching (includes job shadow and service learning) 860 Mentoring 865 Agency Linkages (referral and placement) 870 Travel Training (includes Mobility training) 890 Other Transition Services 900 Other Special Education/Related Services 901 Transportation	100 District of Services 110 County Office of Education 120 SELPA 130 Another District, County or SELPA 200 WorkAbility 210 Transition Partnership Program 220 Regional Center 230 Alcohol and Drug Prevention Program	240 Child Development Funded Program 250 Head Start 300 Department of Mental Health 310 California Children's Services 320 Department of Social Services 330 Department of Rehabilitation 340 Employment Development Department 400 Nonpublic Agency under Contract w/SELPA or District	410 Nonpublic School under Contract w/SELPA or District 500 Other Public Program 550 DMCC 600 Other Private Program		
REASON ANNUAL / TRIENNIAL IEP IS UNTIMELY			SCHOOL TYPE (WHERE ENROLLED)			
10 Timely IEP; another IEP held after timely IEP 20 Parent contacted - did not attend 30 Transfer	90 Other (SELPA must list a reason in district summary report to CDE)	00 No School (0-5 Only) 10 Public Day School 11 Public Residential School 15 Special Educ. Center or Facility 19 Other Public School or Facility (such as a store-front transition program) 20 Continuation School 22 Alternative Work Education Center/Work Study Program 24 Independent Study 30 Juvenile Court School 31 Community School	32 Correctional Institution or Incarcerated Facility 40 Home Instruction Based on IEP Team Determination 45 Hospital Facility 50 Community College 51 Adult Education Program 55 Charter School (operated by an LEA/District/COE) 56 Charter School (operated as an LEA/District) 61 Head Start Program 62 Child Development or Child Care Facility 63 State Preschool	64 Private School 65 Extended Day Care 70 Nonpublic Day School 71 Nonpublic Residential School in CA 72 Nonpublic Residential School outside CA 75 Private Day School (not certified by Special Educ. Div.) 76 Private Residential School (not certified by Special Educ. Div.) 79 Nonpublic Agency 80 Parochial School		
REASON FOR EXITING SPECIAL EDUCATION			LANGUAGE CODES			
70 Returned to General Education or No Longer Eligible for Special Education or Successful Completion of IEP/IFSP/ISP 71 Graduated from High School with Diploma 72 Graduated from High School with Certificate of Completion or Other than Diploma 73 Reached Maximum Age 74 Dropped Out, includes Attempts to Contact Unsuccessful or Not Known to be Continuing 76 Moved, and Known to be Continuing, includes Transfer to Another Program 77 Deceased 78 Parent Withdrawal/Self Withdrawal if over 18 (includes parent revocation of consent) 81 Received High School Completion/Achievement Certification through General Educational Development (GED) or Requirements of E.C. 56390	00 English 01 Spanish 02 Vietnamese 03 Cantonese 04 Korean 05 Filipino (Tagalog) 06 Portuguese 07 Mandarin (Putonghua) 08 Japanese 09 Khmer Cambodian	10 Lao 11 Arabic 12 Armenian 13 Burmese 14 Croatian 15 Dutch 16 Farsi 17 French 18 German 19 Greek	20 Chamorro 21 Hebrew 22 Hindi 23 Hmong 24 Hungarian 25 Ilocano 26 Indonesian 27 Italian 28 Punjabi 29 Russian	30 Samoan 31 Serbian 32 Thai 33 Turkish 34 Tongan 35 Urdu 36 Cebuano (Visayan) 37 Sign Language 38 Ukrainian 39 Chaozhou (Chaochow)	40 Pashto 41 Polish 42 Assyrian 43 Gujarati 44 Mien 45 Romanian 46 Taiwanese 47 Lahu 48 Marshallese 49 Mixteco	50 Khmu 51 Kurdish 52 Serbo-Croatian 53 Toishanese 54 Chaldean 56 Albanian 57 Tigrinya 60 Somali 61 Bengali 62 Telugu
INFANT RELATED SERVICES (AGES 0-2 YEARS)			RACE			
210 Family Training, Counseling and Home Visits 220 Medical Services (evaluation only) 230 Nutrition Services 240 Service Coordination	250 Special Instruction 260 Special Education Aide in Regular Dev. Class Child Care Center or Facility Child Care Home 270 Respite Care Services	205 Asian Indian 207 Cambodian 201 Chinese 400 Filipino 302 Guamanian 301 Hawaiian	208 Hmong 202 Japanese 203 Korean 206 Loatian 299 Other Asian 399 Other Pacific Islander	303 Samoan 304 Tahitian 204 Vietnamese 700 White	100 Amer Ind or Alaska Native 600 Black or African American 900 Intentionally left blank	
REASON FOR EVALUATION DELAY (ASSESSMENT PRIOR TO 3 RD BIRTHDAY)			STUDENT'S GRADE LEVEL			
10 Parent refusal to consent 20 Parent did not make student available 30 Official school break of more than 5dys 90 Other Reason (Must be provided to CDE)	91 IEP was late, completed after 3rd bday / previously in Part C 92 New Referral after 3 rd birthday / Student not previously in Part C	01 First Grade 02 Second Grade 03 Third Grade 04 Fourth Grade 05 Fifth Grade 06 Sixth Grade	07 Seventh Grade 08 Eighth Grade 09 Ninth Grade 10 Tenth Grade 11 Eleventh Grade 12 Twelfth Grade	13 12+ Grade/Transition 15 Ungraded 16 Infant 17 Preschool 18 Kindergarten		
REFERRED BY			PRIMARY TRANSITION			
10 Parent 20 Teacher 30 Student Study Team 40 Other School Dist Prsnl 90 Other	10 Daily 20 Weekly 30 Monthly 40 Yearly 90 Any Other Frequency as Needed	100 None 200 Training 300 Education 400 Employment 500 Comm. Exp 501 Ind. Living	502 Functional Vocational Evaluation	10 Parent or Legal Guardian 20 Licensd Children's Institution (LCI) 30 Foster Family Home (FFH) 40 Hospital (except state hospital)	50 Residential Facility 60 Incarcerated Institution 71 State Hospital 75 Homeless 72 Development Center 90 Other	
REASON FOR DELAY OF 60 DAY TIMELINE FOR ASSESSMENT			REASON FOR DELAY OF 60 DAY TIMELINE FOR ASSESSMENT			
10 Parent chose not to make student available 20 Official school break of more than 5dys 30 Transferred	90 Other reason must be provided to CDE 91 IEP was late, more than 60 days after parental consent was received					

DESERT/MOUNTAIN SELPA SCHOOL SITES

ADELANTO SD		BEAR VALLEY USD (CONT.)		NEEDLES USD (CONT.)		VICTOR ELEMENTARY SD (CONT.)		SBC - HIGH TECH HIGH CHARTER (CONT.)	
School	Site	School	Site	School	Site	School	Site	School	Site
Adelanto Elem	174	Big Bear MD	463	ETC	266	Galileo Academy 101	386	HTH Chula Vista MS	CHN
Bradach Elem	117	Big Bear Sr.	066	Needles MS	929	Green Tree East	522		
Columbia MS	433	Chautaugua	290	Needles Sr.	169	Irwin Academy	352		
Eagle Ranch	409	Fallsvale	741	Vista Colorado	115	Liberty	860		
El Mirage	MIR	North Shore	052			Lomitas	219	HIGH TECH HIGH CHARTER	
George Magnet MS	425					Mojave Vista	587	School	Site
Gus Franklin Elem	898	HELENDALE SD		ORO GRANDE SD		Mtn. View Montessori	350	Explorer Elem	683
Melva Davis Acad.	448	School	Site	School	Site	Park View	DME	High Tech Elem	565
Mesa Linda MS	370	Academy of Careers/Expl.	723	Mojave River Academy	807	Puesta Del Sol	227	High Tech High	HMA
Morgan Kincaid Prep	604	Helendale	935	Oro Grande	453	Sixth Street Prep	927	High Tech International	HTI
Theodore Vick Elem	441	Independence Charter Acad	948	Riverside Prep	928	Village	386	High Tech Middle	HTM
Victoria Magathan	VMA	Riverview	072			West Palms Conservatory	WEP	HTH Media Arts	HMA
West Creek Elem	WCE			SILVER VALLEY USD				HTM Media Arts	573
Westside Park	694	HESPERIA USD		School	Site	VVUHSD		D/M CHARTER SELPA	
		School	Site	Calico High (Cont.)	282	School	Site	School	Site
APPLE VALLEY USD		Carmel	120	Colin Powell	84A	Adelanto HS	419	Aveson Global Leadership Acad	47B
School	Site	Canyon Ridge	CRC	Ft. Irwin MS	681	Cobalt Inst. of Math and Science	698	Aveson School of Leaders	47A
Apple Valley Sr.	423	Cedar MS	108	Lewis Elem	331	Goodwill HS	GWH	Ballington Academy	BAL
Desert Knolls	337	Cottonwood	498	Newberry	406	Hook Jr.	554	Desert Trails Preparatory Acad	918
Granite Hills	894	Cypress School of Arts	805	Silver Valley Sr.	274	Lakeview Leadership Academy	562	Encore Charter - Riverside	49B
Mariana	240	Eucalyptus	968	Silver Valley Com	SVC	Options for Youth (Charter)	670	Encore Jr./Sr. High School	707
Phoenix Academy	PHX	Hesperia Christian	534	Silver Valley Acad	199	Silverado HS	787	LaVerne Elementary Prep Acad	059
Rancho Verde	257	Hesperia Community Day	944	Tiefert View Int	096	University Prep Academy	064	Odyssey Charter	47C
Rio Vista	605	Hesperia Jr.	547	Yermo	455	Victor Valley Sr.	012	Pathways to College	PTC
Sandia	346	Hesperia Sr.	407					Taylion High Desert Academy	462
Sitting Bull Academy	SBA	Hollyvale	112	SNOWLINE JUSD		D/M OPERATIONS			
Smart Start Preschool	SSP	Joshua Circle	943	School	Site	School	Site		
Sycamore Rocks	825	Juniper	950	Baldy Mesa	710	Apple Valley County Sp Ed Ctr	DMO		
Vanguard Preparatory	VAN	Kingston	937	Chaparral (Cont.)	365	Apple Valley Early Ed Center	AV9		
Yucca Loma	265	Krystal School of Sci, Math, Tech	KRY	Desert View Ind	589	Community School	431		
		Lime Street	454	Eagle Summit CDS	720	Family Infant	FIC		
BAKER VALLEY USD		Maple	M37	Heritage	924	First (1 st) Class	1CC		
School	Site	Mesa Grande	643	Phelan	461	Siegrist	348		
Baker Elem	273	Mesquite Trails	680	Pinon Hills	260			ACADEMY FOR ACADEMIC EXCELLENCE	837
Baker Jr.	193	Mission Crest Elem	090	Pinon Mesa	116				
Baker Sr.	076	Mojave High	472	Quail Valley	932			EXCELSIOR PUBLIC CHARTER SCHOOLS	761
		Oak Hills HS	OAK	Serrano	233				
BARSTOW USD		Oxford Academy	813	Sweet Haven	ESS				
School	Site	Ranchero MS	359	Vista Verde Elem	718				
Barstow Jr.	537	Shadow Ridge	811	Wrightwood	394				
Barstow Sr.	803	Sultana	746			HEALTH SCIENCES HIGH MIDDLE COLLEGE			
Barstow Stem Acad.	452	T.C. Academy Charter	DMY	TRONA JUSD		School	Site		
Cameron Elem	299	Topaz Preparatory Academy	751	School	Site	Health Sciences High	462		
Central HS	712			Trona CDS	258	Health Sciences Middle	HSM		
Challenges	672	LUCERNE VALLEY USD		Trona Elem	199			NORTON SCIENCE AND LANGUAGE ACADEMY	NOR
Crestline	308	School	Site	Trona High	487				
Henderson	349	Lucerne Elem	976	Trona MS	196				
Hinkley	356	Lucerne MS	696	CA STEAM Charter	24A				
Lenwood	372	Lucerne Sr.	563			SBC - HIGH TECH HIGH CHARTER			
Montara	380	Lucerne Com Day	795	VICTOR ELEMENTARY SD		School	Site		
Skyline	414	Mountain View (Cont.)	696	School	Site	HTH North County	HNC		
Thomson	422	Sky Mountain Charter	SKM	Academy Performing Pre	632	HTH North County Elem	NOE		
				Brentwood	757	HTH North County Middle	NHM		
BEAR VALLEY USD		NEEDLES USD		Challenger	641	HTH Chula Vista HS	HCV		
School	Site	School	Site	Del Rey	329	HTH Chula Vista Elem	CHE		
Baldwin Lane	866	Chemehuevi	885	Discovery	766				
Big Bear Elem	936	Community Day School	140	Endeavor	449				

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA (CODE 3601)
 DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA (CODE 3651)
 17800 HIGHWAY 18, APPLE VALLEY, CA 92307 * (760) 552-6700

Individualized Education Program Services
 Addendum/Revision Individualized Education Program Services
 IEP Dated: ____/____/____

Student Name: _____ DOB: _____ Age: _____ Grade: _____ Student No.: _____
 LAST FIRST M.I.

LEA of Service: _____ Attending School: _____

SPECIAL EDUCATION AND RELATED SERVICES

	Service (Code No.)	Class No.	Provider	Location of Service (Code No.)	Projected Start Date	Frequency (Code No.)	Duration (Minutes per Frequency)
8	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
9	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
10	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
11	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
12	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
13	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
14	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
15	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
16	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
17	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
18	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
19	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
20	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
21	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
22	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
23	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
24	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
25	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
26	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
27	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
28	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
29	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
30	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
31	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
32	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
33	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
34	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
35	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
36	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
37	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
38	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
39	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
40	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						

Student Name: _____ DOB: _____ Date: _____

IEP SIGNATURE PAGE

DOCUMENTED EFFORTS TO CONTACT PARENTS

MEETING AT PARENT'S REQUEST INVITATION SENT: _____

FOLLOW-UP CONTACTS:

Date Staff Results

Date Staff Results

Date Staff Results

Parent unable to attend and requests a copy of IEP including Special Education Procedural Safeguards / Parent Rights.
Person assigned to discuss with parents and obtain consent if parent(s) could not attend IEP meeting:

ATTENDEES/PARTICIPANTS IN DEVELOPMENT/REVIEW OF THIS INDIVIDUALIZED EDUCATION PROGRAM

LEA Representative	Date	Speech-Language Pathologist	Date
Special Education Teacher	Date	Psychologist	Date
General Education Teacher	Date	Parent/Guardian/Surrogate	Date
Nurse	Date	Other/Title	Date
Other/Title	Date	Other/Title	Date
Other/Title	Date	Other/Title	Date
Other/Title	Date	Other/Title	Date
Other/Title	Date	Other/Title	Date

INFORMED CONSENT (INITIAL EACH APPLICABLE STATEMENT BELOW)

_____ I have been advised of and given a copy of Special Education Procedural Safeguards/Parent Rights this school year.

_____ I have received a copy of this Individualized Education Program.

_____ I **CONSENT** to making these changes without an IEP team meeting.

_____ (IF APPLICABLE) I **CONSENT** to the participation of agencies for transition planning at this IEP meeting.

_____ (IF APPLICABLE) It has been explained to me and I understand the reason why a member of the Individualized Education Program (IEP) team is not present and I **CONSENT** and excuse the IEP team member from the IEP team meeting.
_____ Title

_____ (IF APPLICABLE) I **CONSENT** to excuse the following IEP team member during the IEP team meeting:
_____ Title

_____ (IF APPLICABLE) Prior to the IEP meeting, I received written information from an excused member of the IEP team that is relevant to the development of the IEP.

_____ (IF APPLICABLE) I have received a copy of all assessment reports.

_____ (IF APPLICABLE) I **CONSENT** to the review, access, processing of claims, and reimbursement of Medi-Cal benefits/information by the LEA and/or IEP team for services provided under this IEP, including, if appropriate, the provision of Targeted Case Management Services.

_____ The LEA facilitates parent involvement to improve services and results for my child. YES NO

_____ (IF APPLICABLE) I have been advised of the LEA's responsibility to conduct a vision and hearing screening of my child but **DO NOT CONSENT** to this examination.

_____ I **CONSENT** to this Individualized Education Program **EXCEPT** for the following:

_____ I **DO NOT CONSENT** to this Individualized Education Program. **REASONS:**

_____ I request a copy of this Individualized Education Program to be provided in my primary language.

_____ The Individualized Education Program has been interpreted orally by: (when appropriate)

The **TRANSFER OF EDUCATIONAL RIGHTS AT THE AGE OF MAJORITY (18)** has been explained to the student and parent.

Parent Initials: _____ Student Initials: _____

LEA USE ONLY: Initial here if no response was provided by the parent/guardian: _____

I CONSENT TO ALL COMPONENTS OF THE IEP WITH ANY EXCEPTIONS NOTED ABOVE. I UNDERSTAND THAT THOSE COMPONENTS TO WHICH I CONSENT WILL BE IMPLEMENTED. I FURTHER UNDERSTAND THAT THIS CONSENT IS VOLUNTARY AND MAY BE REVOKED AT ANY TIME.

Parent/Guardian/Surrogate provided **VERBAL CONSENT** to implement this IEP. Date: _____ Student: _____ Date: _____

Parent/Guardian/Surrogate: _____ Date: _____ Parent/Guardian/Surrogate: _____ Date: _____

Student Name: _____ DOB: _____ Date: _____

ADDENDUM / REVISION TO IEP

Next Meeting Date: _____ Addendum/Revision to IEP Dated: _____
 Parent/Guardian/Surrogate: _____ Home Phone #: _____ Work Phone #: _____
 Parent/Guardian/Surrogate Address: _____ Mailing Address: _____
 Student's Address: (if different) _____ Parent/Guardian/Surrogate Emergency Phone #: _____
 School of Attendance: _____ Grade: _____ District of Residence: _____ Residency Code: _____

Reason for Meeting: _____

Results of Meeting: _____

CHANGE CODED ITEMS AS FOLLOWS: (DISABILITY, PRESCHOOL PLACEMENT, SCHOOL TYPE, STATEWIDE ASSESSMENT PROGRAM)
 Change: _____ Code from _____ to _____ Change: _____ Code from _____ to _____
 Change Weekly Percentage (%) of time in general education classes from _____ to _____ Exit Special Education: Date: _____ Code: _____

STATUS CODES: A = ADD M = MODIFY E = END NC = NO CHANGE

SPECIAL EDUCATION AND RELATED SERVICES								
STATUS	SERVICE (CODE NO.)	CLASS NO.	PROVIDER	LOCATION OF SERVICE (CODE NO.)	PROJECTED START DATE	PROJECTED END DATE	FREQUENCY (CODE NO.)	DURATION
	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							
	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group							

NOTE: Programs and services will be provided according to where the student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

SERVICE CODES FOR SPECIAL EDUCATION AND RELATED SERVICES					
210	Family Training, Counseling & Home Visits (age 0-2 only)	417	SELPA / DMCC Speech	540	Day Treatment Services
220	Medical Services – evaluation only (ages 0-2 only)	425	Adapted Physical Education	550	Residential Treatment Services
230	Nutrition Services (ages 0-2 only)	435	Health & Nursing – Specialized Physical Health Care Services	610	Specialized Services for Low Incidence Disabilities
240	Service Coordination (ages 0-2 only)			710	Specialized Deaf & Hard of Hearing
250	Special Instruction (ages 0-2 only)	436	Health & Nursing – Other Services	715	Interpreter Services
260	Special Education Aide in Regular Development Class	445	Assistive Technology Services	720	Audiological Services
	Child Care Home (ages 0-2 only)	450	Occupational Therapy	725	Specialized Vision Services
270	Respite Care Services (ages 0-2 only)	460	Physical Therapy	730	Orientation & Mobility
330	Special Academic Instruction	510	Individual Counseling	735	Braille Transcription
340	Intensive Individual Services	515	Counseling & Guidance	740	Specialized Orthopedic Services
348	One-to-One Bus Aide	520	Parent Counseling	745	Reader Services
350	Individual & Small Group Instruction (ages 3-5 only)	525	Social Work Services (DMCC)	750	Note Taking Services
355	Individual & Small Group Instruction (ages 6+)	530	Psychological Services	755	Transcription Services
415	Language & Speech	535	Behavior Intervention Services		
				760	Recreation Services (includes therapeutic creation)
				820	College Awareness
				840	Career Awareness
				850	Work Experience Education
				855	Job Coaching (includes job shadow and service)
				860	Mentoring
				865	Agency Linkages (referral and placement)
				870	Travel Training (includes Mobility training)
				890	Other Transition Services
				900	Other Special Education and Related Services
				901	Transportation

Student Name: _____ DOB: _____ Date: _____

ADDENDUM / REVISION TO IEP

I UNDERSTAND THAT THIS IEP IS AN ADDENDUM/REVISION OF MY CHILD'S CURRENT IEP DATED _____, AND THAT ALL GOALS, OBJECTIVES, BENCHMARKS, AND SERVICES INCLUDED IN THE CURRENT IEP WILL BE CONTINUED UNLESS OTHERWISE STATED IN THIS ADDENDUM/REVISION.

INFORMED CONSENT (INITIAL EACH APPLICABLE STATEMENT BELOW)

_____ I have been advised of and given a copy of Special Education Procedural Safeguards/Parent Rights this school year.

_____ (IF APPLICABLE) I have been advised of the LEA's responsibility to conduct a vision and hearing screening of my child but **DO NOT CONSENT** to this examination.

_____ I have received a copy of this Individualized Education Program Addendum/Revision.

_____ I **CONSENT** to this Individualized Education Program Addendum/Revision **EXCEPT** for the following:

_____ I **CONSENT** to making these changes without an IEP team meeting.

_____ (IF APPLICABLE) I **CONSENT** to the participation of agencies for transition planning at this IEP meeting.

_____ I **DO NOT CONSENT** to this Individualized Education Program Addendum/Revision. **REASONS:**

_____ (IF APPLICABLE) It has been explained to me and I understand the reason why a member of the Individualized Education Program (IEP) team is not present and I **CONSENT** and excuse the IEP team member from the IEP team meeting.

_____ (IF APPLICABLE) I **CONSENT** to excuse the following IEP team member during the IEP team meeting:

_____ I request a copy of this Individualized Education Program Addendum/Revision to be provided in my primary language: _____

_____ (IF APPLICABLE) I have received a copy of all assessment reports.

_____ The Individualized Education Program Addendum/Revision has been interpreted orally by: (when appropriate) _____

_____ (IF APPLICABLE) Prior to the IEP meeting, I received written information from an excused member of the IEP team that is relevant to the development of the IEP.

_____ The **TRANSFER OF EDUCATIONAL RIGHTS AT THE AGE OF MAJORITY (18)** has been explained to the student and parent. Parent Initials: _____ Student Initials: _____

_____ (IF APPLICABLE) I **CONSENT** to the review, access, processing of claims, and reimbursement of Medi-Cal benefits/information by the LEA and/or IEP team for services provided under this IEP, including, if appropriate, the provision of Targeted Case Management Services.

_____ The LEA facilitates parent involvement to improve services and results for my child. YES NO

LEA USE ONLY: Initial here if no response was provided by the parent/guardian: _____

I CONSENT TO ALL COMPONENTS OF THE IEP ADDENDUM/REVISION WITH ANY EXCEPTIONS NOTED ABOVE. I UNDERSTAND THAT THOSE COMPONENTS TO WHICH I CONSENT WILL BE IMPLEMENTED. I FURTHER UNDERSTAND THAT THIS CONSENT IS VOLUNTARY AND MAY BE REVOKED AT ANY TIME.

Parent/Guardian/Surrogate provided **VERBAL CONSENT** to implement this IEP. Date: _____ Student: _____ Date: _____
Parent/Guardian/Surrogate: _____ Date: _____ Parent/Guardian/Surrogate: _____ Date: _____

THE FOLLOWING ATTENDED AND PARTICIPATED IN THE DEVELOPMENT OF THIS IEP ADDENDUM/REVISION:

LEA Representative	Date	Speech-Language Pathologist	Date
Special Education Teacher	Date	Psychologist	Date
General Education Teacher	Date	Parent/Guardian/Surrogate	Date
Nurse	Date	Other/Title	Date
Other/Title	Date	Other/Title	Date
Other/Title	Date	Other/Title	Date



Revised Policies and Procedures

Policy Chapter	Content	Date
Chapter 14: State Special Schools	<ul style="list-style-type: none">• Updated policy to clarify current process for referrals to State Special Schools and the responsibility of the student’s IEP team to review all available data relative to assessment, modification to the IEP, program needs, local program options, and state school programs. The proposed changes in policy language eliminates previous reference to Level I, II, III, and IV IEP meeting requirements.• The proposed changes include the following language that represents the process for a referral to a State Special School:<ul style="list-style-type: none">➤ If all resources and options have been exhausted, the IEP team makes a referral directly to the state school. Transportation required to attend CSDR is scheduled through the Desert/Mountain SELPA via the Program Manager, Due Process.➤ The LEA will provide a copy of the student’s IEP to the Desert/Mountain SELPA (to the MIS Analyst) so that the SELPA is able to keep track of those students who attend State Schools for LEA IEP invitation and attendance only.	12/8/17



Chapter 14: State Special Schools

Legal References

CA Education Code
Sections
56326; 59001; 59020;
59120; 59201

Last Updated:
12/8/2017

SECTION A	State Special Schools
SECTION B	Diagnostic Centers

Introduction

California School for the Blind and California School for the Deaf were established to provide a comprehensive educational program for children in need of extensive specialized services due to impairments in vision and/or hearing. Placement in state special schools pursuant to Education Code §§ 59020 and 59120, is made as a result of recommendations from the child's Individualized Education Program (IEP) team, upon a finding that no appropriate placement is available within the local plan area.

According to California Education Code § 56326, a child can be referred for further assessment by the California School for the Deaf or Blind or the Diagnostic Centers. This assessment, however, does not constitute placement in the state special schools. This information, along with other relevant factors, would assist the IEP team in their decision-making process regarding the most appropriate placement for the child.

Section A - State Special Schools

California Education Code § 59001. The California School for the Deaf is part of the public school system of the state except that it derives no revenue from the State School Fund, and has for its object the education of the deaf, who because of their severe hearing loss and educational needs, cannot be provide an appropriate educational program and related services in the regular public schools.

California School for the Deaf, Riverside (CSDR) is a state special school that serves hearing-impaired children between the ages of three and 21, who live in Southern California. Both residential and day programs are available for eligible children. CSDR staff members work closely with local school districts to collaborate and provide students who are hard of hearing or deaf with the state adopted curriculum, standards, and student performance outcomes.

California School for the Blind's mission is to provide a comprehensive educational program to California students who are visually impaired, deaf-blind, and visually impaired/multi-handicapped from infancy through age 21. Both residential and day programs are available to assist eligible children to lead vocationally, personally, and socially satisfying lives that are productive and at their highest level of independence.

Rationale for State School Referral

- Documentation must exist that no local education agency (LEA) or county program exists where the child's needs can be met appropriately, even with modifications; or
- Documentation must indicate that LEA or county staff cannot adequately assess the child's ability, functional levels, and learning potential.

Prerequisites to State School Referral

All local public resources must be investigated and proven inappropriate by the IEP team. This documentation should include all modifications that have been made in order to help the child be successful in the least restrictive environment.

IEP Meetings for Possible State School Placement

The IEP team members shall review all available data relative to assessment, modification to current program, program needs, local program options, and state school programs.

Based on the information presented, the IEP team may recommend and make a referral for any of the following:

- Additional assessment(s),
- A LEA or county operated program within the Desert/Mountain SELPA,
- A public program outside the Desert/Mountain SELPA, or
- A state school:
 - a) California School for the Deaf, Riverside, or
 - b) California School for the Blind, Fremont.

Referral Process

The following steps represent the process for a referral to a state special school:

- If all resources and options have been exhausted, the IEP team makes a referral directly to the state school. Transportation required to attend CSDR is scheduled through the Desert/Mountain SELPA via the Program Manager Due Process department.
- The LEA will provide a copy of the student's IEP to the Desert/Mountain SELPA (to the MIS Analyst) so that the SELPA is able to keep track those students who attend State Schools for LEA IEP invitation and attendance only.

Section B - Diagnostic Centers

California Education Code § 59201. The diagnostic centers are a part of the public school system of the state, except that they derive no revenue from the State School Fund. The diagnostic centers provide services, including pupil assessment, consultation, technical assistance, and training, to school districts, county offices of education, and special education local plan areas.

The Diagnostic Centers, which were established nearly 50 years ago, are the California Department of Education's (CDE) foremost providers of specialized services and assistance to students with disabilities, their families, and LEAs. The Diagnostic Centers provide high quality assessments to hundreds of students each year and conduct valued training programs for thousands of educators and families across the State of California. The services offered include assessment, technical assistance, transition services, and staff development training.

The Referral Process

Referrals to the Diagnostic Centers are accepted from LEAs and may be made if a child is making inadequate progress. The Diagnostic Centers provide in-depth information regarding the learning styles, behavioral needs, and academic needs of children by providing assessment service and support, after local resources have been exhausted. Assessments may occur at the center or the LEA depending on the needs of the child. A team of Diagnostic Center staff members work in collaboration with local educators and the child's parents to provide in-depth information to assist with decision-making regarding a child's

needs. In addition to assessment services, the Diagnostic Centers offer technical assistance, consultation, and staff development. There is no cost for Diagnostic Center services to the referring agency or parent.

Referrals are only accepted from LEAs and may be made if:

- A child is making inadequate progress despite utilization of all LEA resources; and /or
- A child has complex behavioral and/or learning profiles and assessment needs that cannot be addressed locally by the LEA.

Diagnostic Center Service Description

A description of the Diagnostic Center services follows:

1. Assessment services and technical assistance are dynamic, transdisciplinary processes. The Diagnostic Centers utilize expert teams of assessment specialists. A team may include an educational specialist, a language speech and hearing pathologist, a school psychologist, a clinical psychologist, a transition specialist, a pediatrician, or a motor specialist. Assessments are carefully planned and include a dynamic individualized process with educationally relevant diagnostic questions. The outcome is a student profile with a specialized intervention plan that includes strategies and programming options.
 - Assessments and locations vary. A child may have an individual field-based assessment at the local school. The assessment may be given at the Diagnostic Center, or, the child may be assessed at both environments. A group assessment could be a part of a field-based model, which would include issues of service delivery, intervention design, behavior, and curriculum as applicable to the group with which the child interacts.
 - Parent collaboration is valued and becomes an integral part of the assessment process. Parents assume an active role in the team process through input during the referral, through extensive interviews with the Diagnostic Center's assessment staff, and actually participate during portions of the assessment.
 - At the completion of the individual assessment Diagnostic Center staff often meets with parents and LEA staff to provide findings, provide practical teaching strategies, and plan interventions. A comprehensive written report accompanies this review.
 - Implementation of the assessment findings occurs as the Diagnostic Center staff provides technical assistance to the IEP team. Direct support may be provided to the classroom teacher and other support specialists. If requested, staff demonstrates recommended strategies, interventions, or methodologies, as well as assists with development of behavioral intervention systems. Additionally, a large selection of resource materials and handouts may be of assistance to the LEA and/or parents for implementation of the ideas and strategies outlined in the report.
2. Transition services and resources for children ages 16-22 with disabilities, their families, and service or care providers. These services facilitate an outcome-driven transition process for the child. Services promote a student focused process based upon student empowerment and informed decisions. Student decisions and family plans lead to meaningful employment and/or adult living that are commensurate with the child's interests, abilities, and aptitudes.
 - Transition services include: assessment, consultation, training, and technical assistance on specific transition issues for LEAs, WorkAbility I Project, Juvenile Court, Community

School programs, and Job Training Partnership Act (JTPA). Formal staff development on various topics related to transition services for students with disabilities are available for LEAs, families, and other service providers.

- Technical assistance relates assessment to classroom and community instruction. Linkages with other agencies results from development of a plan for coordinated services. Student and parent involvement is promoted during the planning and implementation of the transition process.
3. Staff development is provided through an extensive array of topics. Diagnostic School specialists provide half and full day workshops throughout the state. Many of the presentations are provided through the 12 Regional Coordinating Councils and are scheduled as a part of the council's training plan. Additional times are available for individual SELPAs or LEAs upon request. Training topics include: behavior, reading, transition, early education, autism, classroom instruction, and other timely and current topics. The Diagnostic Center continues to provide up-to-date information on topics that are current and represent areas of need within the state.

Contact Information - State Special Schools and Southern California Diagnostic Center

For more information about the State Special Schools, visit the CDE web site at <https://www.cde.ca.gov/sp/se/> or ask for more information from the members of the child's IEP team. Further information regarding State Special Schools and the Diagnostic Centers can be obtained from:

Diagnostic Center, Southern California
4339 State University Drive
Los Angeles, CA 90032
Deborah Holt, Director
(213) 222-8090

Southern California Assessment Center for the Deaf
3044 Horrace Street
Riverside, CA 92505
(909) 782-6542

California School for the Blind Assessment Center
500 Walnut Avenue
Fremont, CA 94536
(510) 794-3832



Chapter 14: State Special Schools and Services

SECTION A	STATE SPECIAL SCHOOLS
SECTION B	DIAGNOSTIC CENTERS

Legal References

CA Education Code
Sections
56326, 59001,
59020, 59120, 59201

Last Updated:
[12/8/2017](#) ~~13/2007~~

Introduction

California School for the Blind and California School for the Deaf were established to provide a comprehensive educational program for ~~children students who are~~ in need of extensive specialized services due to impairments in vision and/or hearing. Placement in state special schools pursuant to Education Code ~~§§ sections~~ 59020 and 59120, is made as a result of recommendations from the ~~childstudent's~~ Individualized Education Program (IEP) team, upon a finding that no appropriate placement is available within the local plan area.

According to California Education Code § 56326, a ~~child student~~ can be referred for further assessment by the California School for the Deaf or Blind or the Diagnostic Centers. This assessment, however, does not constitute placement in the state special schools. This information, along with other relevant factors, would assist the IEP team in their decision-making process regarding the most appropriate placement for the ~~childstudent~~.

Section A - State Special Schools

***California Education Code § 59001.** The California School for the Deaf is part of the public school system of the state except that it derives no revenue from the State School Fund, and has for its object the education of the deaf, who because of their severe hearing loss and educational needs, cannot be provide an appropriate educational program and related services in the regular public schools.*

California School for the Deaf, Riverside (CSDR) is a ~~sState sSpecial sSchool~~ that serves hearing-impaired ~~children students between the ages of three and 21,~~ who live in Southern California ~~and are between the ages of three and twenty one.~~ Both residential and day programs are available for ~~eligible childrenstudents.~~ CSDR staff members work closely with local school districts to collaborate and provide students who are hard of hearing or deaf with the state adopted curriculum, standards, and student performance outcomes.

California School for the Blind ~~s has as its~~ mission ~~is~~ to provide a comprehensive educational program to California students who are visually impaired, deaf-blind, and visually impaired/multi-handicapped from infancy through age ~~21twenty one.~~ Both residential and day programs are available to assist ~~eligible childrenstudents~~ to lead vocationally, personally, and socially satisfying lives that are productive and at their highest level of independence.

Rationale for State School Referral

- Documentation must exist that no local education agency (LEA) or county program exists where the ~~childstudent's~~ needs can be met appropriately, even with modifications; or,
- Documentation must indicate that LEA or county staff cannot adequately assess the ~~childstudent's~~ ability, functional levels, and learning potential.

Prerequisites to State School Referral

All local public resources must be investigated and proven inappropriate ~~b-y the IEP tTeam, Level I, II, and III IEP procedures and meetings must be implemented and documented.~~ This documentation should

Formatted: Space After: 0 pt

Formatted: Font: Times New Roman, Not Bold, Not Italic

Formatted: Font: Times New Roman, Not Bold, Not Italic

Formatted: Font: Times New Roman, Not Bold, Not Italic

include all modifications that have been made in order to help the ~~child~~student be successful in the least restrictive environment.

Formatted: Font: Times New Roman, Not Bold, Not Italic

Referral Process

The following stages represent the process that follows a referral to a state school:

- ~~• If all resources and options have been exhausted, the case must be scheduled for a Level IV meeting to include the Due Process Program Manager or designee.~~
- ~~• The Due Process Program Manager or designee reviews the file and confers with the referring staff as needed.~~
- ~~• The Due Process Program Manager or designee confers with the state school staff to determine placement openings, admission procedures for the school, and availability of the school staff to attend the Level IV meeting.~~

Formatted: Indent: Left: 0.5", Bulleted + Level: 1 + Aligned at: 0" + Tab after: 0.25" + Indent at: 0.25", Tab stops: 0.75", List tab + Not at 0.25"

Level IV IEP Meetings for Possible State School Placement

The IEP team members shall review all available data relative to assessment, modification to current program, program needs, local program options, and state school programs.

Based on the information presented, the IEP team may recommend and make a referral for any of the following:

- Additional assessment(s).
- A LEA or county operated program within the Desert/Mountain SELPA,
- A public program outside the Desert/Mountain SELPA, or
- A state school:
 - a) California School for the Deaf, Riverside, or
 - b) California School for the Blind, Fremont.

Referral Process

The following steps represent the process for a referral to a state special school:

- If all resources and options have been exhausted, the IEP team makes a referral directly to the state school. Transportation required to attend CSDR is scheduled through the Desert/Mountain SELPA via the Program Manager² Due Process² department.
- The LEA will provide a copy of the student's IEPate school referral to the Desert/Mountain SELPA (to the MIS Analyst) so that the SELPA is able to keep track of those students who attend State Schools for LEA IEP invitation and attendance only.

Section B - Diagnostic Centers

California Education Code § 59201. The diagnostic centers are a part of the public school system of the state, except that they derive no revenue from the State School Fund. The diagnostic centers provide services, including pupil ~~assessment~~, consultation, technical assistance, and training, to school districts, county offices of education, and special education local plan areas.

The Diagnostic Centers, which were established nearly 50 years ago, are the California Department of Education's (CDE) foremost providers of specialized services and assistance to ~~students with disabilities, special education students,~~ their families, and ~~Local Educational Agencies (LEAs).~~ The Diagnostic Centers provide high quality assessments to hundreds of students each year and conduct valued training programs for thousands of educators and families across the State of California. The services offered include assessment, technical assistance, transition services, and staff development training.

The Referral Process

Referrals to the Diagnostic Centers are accepted from LEAs and may be made if a ~~child student~~ is making inadequate progress. The Diagnostic Centers provide in-depth information regarding the learning styles, behavioral needs, and academic needs of ~~children students~~ by providing assessment service and support, after local resources have been exhausted. Assessments may occur at the center or the ~~LEA local school district~~ depending on the needs of the ~~child student~~. A team ~~of Diagnostic Center~~ staff members work in collaboration with local educators and the ~~child student~~'s parents to provide in-depth information to assist with decision-making regarding a ~~child student~~'s needs. In addition to assessment services, the Diagnostic Centers offer technical assistance, consultation, and staff development. There is no cost for Diagnostic Center services to the referring agency or parent.

Referrals are only accepted from LEAs and may be made if:

- A ~~child student~~ is making inadequate progress despite utilization of all ~~LEA local school district~~ resources; and/or
- A ~~child student~~ has complex behavioral and/or learning profiles and assessment needs that cannot be addressed locally by the ~~LEA school district~~.

Diagnostic Center Service Description

A description of the Diagnostic Center services follows:

1. Assessment services and technical assistance are dynamic, transdisciplinary processes. The Diagnostic Centers utilize expert teams of assessment specialists. A team may include an educational specialist, a language speech and hearing pathologist, a school psychologist, a clinical psychologist, a transition specialist, a pediatrician, or a motor specialist. Assessments are carefully planned and include a dynamic individualized process with educationally relevant diagnostic questions. The outcome is a student profile with a specialized intervention plan that includes strategies and programming options.
 - Assessments and locations vary. A ~~child student~~ may have an individual field-based assessment at the local school. The assessment may be given at the Diagnostic Center, or, the ~~child student~~ may be assessed at both environments. -A group assessment could be a part of a field-based model, which would include issues of service delivery, intervention design, behavior, and curriculum as applicable to the group with which the ~~child student~~ interacts.

- Parent collaboration is valued and becomes an integral part of the assessment process. Parents assume an active role in the team process through input during the referral, through extensive interviews with the Diagnostic Center’s assessment staff, and actually participate during portions of the assessment.
 - At the completion of the individual assessment Diagnostic Center staff often meets with parents and LEA staff to provide findings, provide practical teaching strategies, and plan interventions. ~~This review is accompanied by a comprehensive written report.~~ [A comprehensive written report accompanies this review.](#)
 - Implementation of the assessment findings occurs as the Diagnostic Center staff provides technical assistance to the IEP team. Direct support may be provided to the classroom teacher and other support specialists. If requested, staff demonstrates recommended strategies, interventions, or methodologies, as well as assists with development of behavioral intervention systems. Additionally, a large selection of resource materials and handouts may be of assistance to the LEA and/or parents for implementation of the ideas and strategies outlined in the report.
2. Transition services and resources for ~~children students~~ ages 16-22 with disabilities, their families, and service or care providers. These services facilitate an outcome-driven transition process for the ~~child student~~. Services promote a student focused process based upon student empowerment and informed decisions. Student decisions and family plans lead to meaningful employment and/or adult living that are commensurate with the ~~child student~~’s interests, abilities, and aptitudes.
- Transition services include: assessment, consultation, training, and technical assistance on specific transition issues for ~~LEA school districts~~, WorkAbility I Project, Juvenile Court, Community School programs, and Job Training Partnership Act (JTPA). Formal staff development on various topics related to transition services for ~~students with disabilities~~ ~~pecial education students~~ ~~are~~ available for LEAs, families, and other service providers.
 - Technical assistance relates assessment to classroom and community instruction. Linkages with other agencies results from development of a plan for coordinated services. Student and parent involvement is promoted during the planning and implementation of the transition process.
3. Staff development is provided through an extensive array of topics. Diagnostic School specialists provide half and full day workshops throughout the state. Many of the presentations are provided through the 12 Regional Coordinating Councils and are scheduled as a part of the council’s training plan. Additional times are available for individual SELPAs or LEAs upon request. Training topics include: behavior, reading, transition, early education, autism, classroom instruction, and other timely and current topics. The Diagnostic Center continues to provide up-to-date information on topics that are current and represent areas of need within the state.

Contact Information - State Special Schools and Southern California Diagnostic Center

For more information about the State Special Schools, visit the ~~CDE~~ ~~alifornia Department of Education~~ web site at <https://www.cde.ca.gov/sp/se/> or ask for more information from the members of the child’s IEP team. Further information regarding State Special Schools and the Diagnostic Centers can be obtained from:

Diagnostic Center, Southern California
4339 State University Drive
Los Angeles, CA 90032
Deborah Holt, Director
(213) 222-8090

Southern California Assessment Center for the Deaf
3044 Horrace Street
Riverside, CA 92505
(909) 782-6542

California School for the Blind Assessment Center
500 Walnut Avenue
Fremont, CA 94536
(510) 794-3832

Comprehensive Review (CR) Exit Meeting – VVUHSD 11/17/17

Celebrations

- ✦ “Significant Improvement”
- ✦ “Outstandingly Improved”
- ✦ CDE is very happy about improvement
- ✦ Best turn around they have seen
- ✦ Notice of IEP meetings – all there Loves the forms
- ✦ Likes having the home language on 68A
- ✦ Harmful effects comments very good, best they’ve seen (What are they losing by being in there?)
- ✦ Goals matched areas of need
- ✦ Turned around issues with parent participation “Huge Turnaround”
- ✦ Very few general education teacher excusals
- ✦ Likes SELPA Forms
- ✦ Good job documenting parent concerns in the notes. They can tell parents are valued
- ✦ “Colette is amazing”

Continued Development

- ✦ Would like added to the form a box or line to mark that parent has received a copy of any/all assessment report(s) on the signature page.
- ✦ PWN – didn’t see, team explained all 7 components of PWN are in the Meeting Notice D/M67. Donna agreed, remembered the discussion last time.
- ✦ Believes more training needed on transition Post-Secondary Goals – either missing them or are not appropriate. Wants to see them aligned with student interest and how transition plop and goal will support the post-secondary goal.
- ✦ Transition Course of Study needs additional information of courses by year
- ✦ Document specific transition assessments used not just interest inventory
- ✦ Linguistically appropriate Goals – Could not find evidence they were developed, box was checked but goals not noted as such (Drop down on 68F= training)
- ✦ Assessments for ELD identified students not administered in primary language
- ✦ Speech assessment reports to address a paragraph- culturally sensitive discussion and needs additional information on health. Not just vision and hearing. (discussed attending Dora Dome’s training at the next Psych. Meeting and inviting SLPs and County DHH and OI teachers who determine eligibility)
- ✦ OI assessment – needs to include type of instruments used
- ✦ When they called the teachers (case carriers) they weren’t aware of what services the students were receiving

CDE will not be conducting a site visit again. Will ask for access to files remotely and view files via a desk audit.

Will send report to Superintendent and Jenae.

We will be getting a new FUMTA, Shirley Wagle – Restructuring unit

BUILDING & SUSTAINING EFFECTIVE IEP TEAMS

**TUESDAY,
JANUARY 23,
2018**



**8:30 AM
to
3:00 PM**

Presenter: Greg Abell, Principal , Sound Options Group

Teams of 4 to 6
Recommended

Cost
Includes Lunch
\$75.00
Per person

\$275.00
Team of 4

\$380.00
Team of 6

Register Online:

sbcss.k12oms.org/
46-138187
Or call
East Valley SELPA
at 909.252.4502

*(Parking pass info to
follow registration)*

**Want to avoid disputes in
an IEP meeting?**

**Come and learn
how to be an effective
IEP team member.**

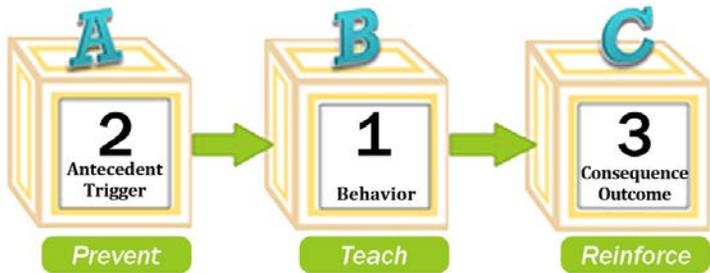
**Attendees in this training will
learn how to improve team
performance and working
relationships. This training will
introduce seven conversations
designed to develop and
maintain team effectiveness
by clarifying key expectations.
Participants are strongly
encouraged to attend the
training in teams as
opportunities to learn and
practice together will be
emphasized.**

Intended Audience:

Special Education
Administrators &
Teachers,
General Education
Administrators &
Teachers, and
Related Service
Providers

Location:

Riverside County
Office of
Education
3939 13th Street,
Riverside, CA
92501



Positive Behavioral Interventions & Supports

PBIS

BEHAVIORAL SUPPORT PLAN

Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

Student Name: _____ Date of Birth: _____ Date: _____

School Site: _____ District: _____ Next **Monthly** Review Date: _____

SECTION A (PART I): QUALITY OF LIFE (QOL)

Identify the Quality of Life strengths, needs, and **objectives** as defined by the student/family. (Consider QOL domains, i.e., residence, family, social, emotional/psychological, educational/vocational, safety, legal, medical, other possible areas.)

SECTION B: BEHAVIOR

Describe the behavior impeding the student's learning. (The target behavior must be observable/measurable.)

Frequency (How often?)

Intensity (low 1 – 5 high)

Duration (How long?)

SECTION C: ANTECEDENTS

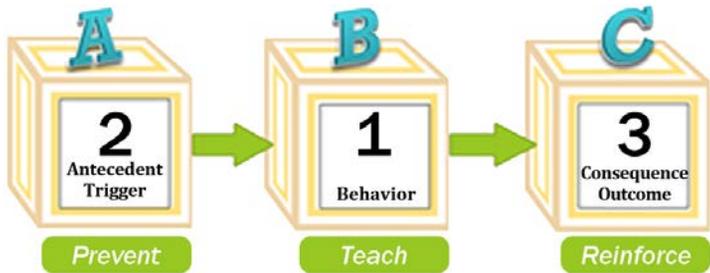
Mark the box(es) to describe what specific event or activities occurred before the target behavior.

TIME	<input type="checkbox"/> Time of day	<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Transition between location/activities
SPACE	<input type="checkbox"/> Room arrangement <input type="checkbox"/> Long delays	<input type="checkbox"/> Seating arrangement <input type="checkbox"/> Room conditions (noise level, lighting, temperature)	<input type="checkbox"/> Events from other environments
MATERIAL	<input type="checkbox"/> New task/activity <input type="checkbox"/> Over/under stimulation	<input type="checkbox"/> Activity/item denied (told "no") <input type="checkbox"/> Preferred activity interrupted	<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Work level higher than student's ability
INTERACTION	<input type="checkbox"/> Peer conflict <input type="checkbox"/> Asked to wait <input type="checkbox"/> Verbal directive	<input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Activity/item denied (told "no") <input type="checkbox"/> Lack of freedom, choice of desirable activities, friends	<input type="checkbox"/> Consequences not clear to student <input type="checkbox"/> Interactions (adult and/or peers)

Describe in detail what triggers the target behavior based on the antecedent(s) selected above.

SECTION D: CONSEQUENCES

What typically happens immediately after the target behavior occurs, who does what, where does the student go? (e.g., sent to the office; moved to another classroom; asked to work independently; teacher ignores student, etc.) (e.g., when teacher presents a task, the student yells, which results in the student ignoring the requests of the teacher)



Positive Behavioral Interventions & Supports

PBIS

BEHAVIORAL SUPPORT PLAN

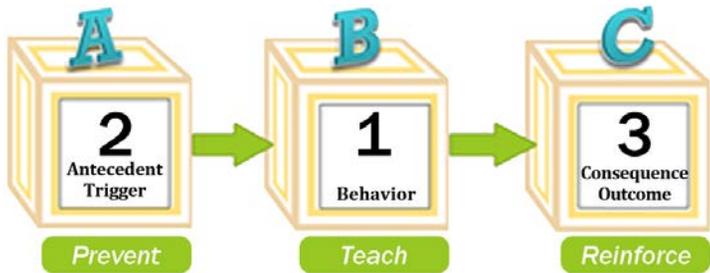
Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

SECTION E: PROACTIVE ENVIRONMENTAL STRATEGIES

Based on the antecedent(s) selected in Section C, mark all the proactive environmental strategies that will be implemented.

TIME	<input type="checkbox"/> Provide a break <input type="checkbox"/> Chunking <input type="checkbox"/> Clear/consistent routine <input type="checkbox"/> Structured daily schedule <input type="checkbox"/> Other: _____	<input type="checkbox"/> Precision requests <input type="checkbox"/> Signal transition <input type="checkbox"/> Offer choices <input type="checkbox"/> Teach a closure system to know when he/she is done	<input type="checkbox"/> Give less time on tasks <input type="checkbox"/> Give more time on tasks <input type="checkbox"/> Schedule adjustment
SPACE	<input type="checkbox"/> Change the lighting <input type="checkbox"/> Quiet areas <input type="checkbox"/> Rearrange the room/furniture <input type="checkbox"/> Allow flexible seating positions (<i>stand, sit on ball, etc.</i>) <input type="checkbox"/> Post all classroom rules and daily schedules in prominent locations <input type="checkbox"/> Other: _____	<input type="checkbox"/> Needed materials are easily accessible <input type="checkbox"/> Personal space <input type="checkbox"/> Study carrels <input type="checkbox"/> Different work spaces for different tasks <input type="checkbox"/> Adjust sounds (<i>e.g., volume of music, voice volume</i>)	<input type="checkbox"/> Student will sit near the front <input type="checkbox"/> Student needs to sit near assigned support buddy <input type="checkbox"/> Preferred seating <input type="checkbox"/> Create separate or designated work areas
MATERIAL	<input type="checkbox"/> Task-structuring <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Notebook organizer <input type="checkbox"/> Allow for "do-overs" <input type="checkbox"/> Assistive technology devices <input type="checkbox"/> Other: _____	<input type="checkbox"/> High interest materials <input type="checkbox"/> Communication system <input type="checkbox"/> Curriculum adjustments <input type="checkbox"/> Enlarged print-size books <input type="checkbox"/> Skilled/ability level material (<i>age-appropriate, size, etc.</i>)	<input type="checkbox"/> Visual schedule (<i>class, individual</i>) <input type="checkbox"/> Hands-on learning or manipulatives <input type="checkbox"/> Personal interests used for motivation <input type="checkbox"/> Adjust difficulty/length/amount of assignment
INTERACTION	<input type="checkbox"/> Modeling <input type="checkbox"/> Choices <input type="checkbox"/> Verbally praise student <input type="checkbox"/> Social skills instruction <input type="checkbox"/> Use calm, de-escalating language <input type="checkbox"/> Other: _____	<input type="checkbox"/> Hands-on learning <input type="checkbox"/> Peer models <input type="checkbox"/> Progress reports <input type="checkbox"/> Use specific supportive words <input type="checkbox"/> Provide opportunities to respond	<input type="checkbox"/> Conflict resolution skills <input type="checkbox"/> Prompt (<i>visual, verbal</i>) <input type="checkbox"/> Re-teaching <input type="checkbox"/> Praise successes <input type="checkbox"/> Ongoing communication with guardian(s)

Describe in detail what environmental components the team will implement to prevent or reduce the need for the student to use the target behavior. (*e.g., environmental strategies, structure, support(s)*). This should also include student access to Tier 1 and Tier 2 supports.



Positive Behavioral Interventions & Supports

PBIS

BEHAVIORAL SUPPORT PLAN

Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

SECTION F: FUNCTION OF BEHAVIOR

Mark the appropriate box(es) to identify the purpose of specific behavior for each area below.

- | | | | |
|------------------------|---|--|--|
| TO GET | <input type="checkbox"/> Attention (peer/staff) | <input type="checkbox"/> Sensory input (e.g., noise, lights) | <input type="checkbox"/> Tangible (e.g., desired activity) |
| TO AVOID/ESCAPE | <input type="checkbox"/> Attention (peer/staff) | <input type="checkbox"/> Sensory input (e.g., noise, lights) | <input type="checkbox"/> Tangible (e.g., desired activity) |

[Click HERE](#) for more function resources

Describe why the team believes the target behavior occurs. (i.e., student engages in the undesired behavior to get ____ OR student engages in the undesired behavior to avoid/escape ____).

SECTION G: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR

Mark the appropriate box(es) to promote appropriate replacement behavior that serves the same function as current behavior.

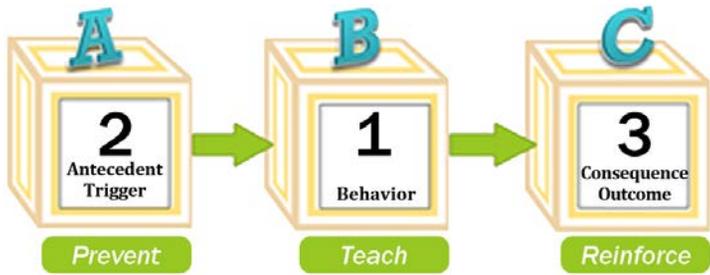
- | | | | |
|------------------------|---|---|--|
| TO GET | <input type="checkbox"/> Ask to help the teacher | <input type="checkbox"/> Ask to show completed work | <input type="checkbox"/> Write out feelings |
| | <input type="checkbox"/> Ask to work with a peer | <input type="checkbox"/> Request to talk about feelings w/an adult | <input type="checkbox"/> Develop a plan to earn item |
| | <input type="checkbox"/> Negotiate a plan with teacher to get back at a more appropriate time | | |
| | <input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know | <input type="checkbox"/> Refer to a visual schedule to know when it is his/her turn | |
| | <input type="checkbox"/> Other: _____ | | |
| TO AVOID/ESCAPE | <input type="checkbox"/> Request teachers' help | <input type="checkbox"/> Request to work on alternate assignment | <input type="checkbox"/> Ask for a break |
| | <input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know | | |
| | <input type="checkbox"/> Other: _____ | | |

SECTION H: BEHAVIORAL OBJECTIVE

Describe replacement behavior/positive behavior. (Insert in boxes below to form an objective) (How can the student get or escape in a more appropriate way?)

By when	Who	Will do X behavior	Under what conditions	At what level of accuracy	As measured by what and by whom

Date	Student Name	Insert selection from Section G	When given/presented with	In __ out of __ opportunities over a __ month period	How long, how well, and by whom



Positive Behavioral Interventions & Supports

PBIS

BEHAVIORAL SUPPORT PLAN

Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

SECTION I: REINFORCEMENT

Mark applicable positive behavior reinforcements.

PHYSICAL	<input type="checkbox"/> Handshakes	<input type="checkbox"/> High Fives	<input type="checkbox"/> Smiles	<input type="checkbox"/> Other: _____
VERBAL	<input type="checkbox"/> Peer recognition <input type="checkbox"/> Other: _____	<input type="checkbox"/> Recognition of student's strengths and talents	<input type="checkbox"/> Use of specific praises	
TANGIBLES	<input type="checkbox"/> Certificates <input type="checkbox"/> Other: _____	<input type="checkbox"/> Positive phone calls or notes	<input type="checkbox"/> Positive coupons	<input type="checkbox"/> Preferred activity
VALUE SYSTEM	<input type="checkbox"/> Points	<input type="checkbox"/> Tokens	<input type="checkbox"/> Other: _____	
PRIVILEGES	<input type="checkbox"/> Listen to music <input type="checkbox"/> Seating location <input type="checkbox"/> Preferred activity (<i>describe</i>) _____	<input type="checkbox"/> Free time <input type="checkbox"/> Extra test points	<input type="checkbox"/> Exempt assignments	<input type="checkbox"/> Time on the computer

[Click HERE](#) for more reinforcement resources

SECTION J: SAFETY

Describe how staff should handle the situation if the target behavior escalates causing safety concerns for self and/or others.

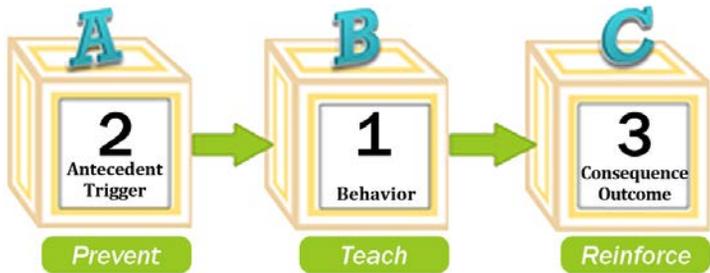
SECTION K: MODIFICATION TO SECTION A (PART I) QUALITY OF LIFE (QOL)

NEXT MONTHLY MEETING, review QOL domain(s) that were considered by the student/family in Section A (Part I). (*Note any changes.*)

SECTION L: PROGRESS MONITORING

How will behavior change be measured?

Monthly Review Date	Quality of Life Objectives and School Behavioral Objectives	Measurement
_____	_____	<input type="checkbox"/> Daily/Weekly Reports <input type="checkbox"/> Frequency/Duration/Intensity Form
_____	_____	<input type="checkbox"/> Daily/Weekly Reports <input type="checkbox"/> Frequency/Duration/Intensity Form
_____	_____	<input type="checkbox"/> Daily/Weekly Reports <input type="checkbox"/> Frequency/Duration/Intensity Form
_____	_____	<input type="checkbox"/> Daily/Weekly Reports <input type="checkbox"/> Frequency/Duration/Intensity Form
_____	_____	<input type="checkbox"/> Daily/Weekly Reports <input type="checkbox"/> Frequency/Duration/Intensity Form



Positive Behavioral Interventions & Supports

PBIS

BEHAVIORAL SUPPORT PLAN

Student's team completes the PBIS BSP for students with a Tier 3 referral whose behaviors have been documented as unresponsive to Tier 1 and Tier 2.

SECTION M: PARTICIPANTS IN PLAN DEVELOPMENT (COMMUNICATION)

Phone calls: By whom? _____ To whom? _____ How often? _____

E-mail: By whom? _____ To whom? _____ How often? _____

Other: _____ By whom? _____ To whom? _____ How often? _____

Other: _____ By whom? _____ To whom? _____ How often? _____

[Click HERE](#) for more Measurement and Communication Resources

Administrator: _____	Parent/Guardian: _____	Student: _____
Agency Support: _____	Staff: _____	Other: _____
Agency Support: _____	Staff: _____	Other: _____
Agency Support: _____	Staff: _____	Other: _____
Agency Support: _____	Staff: _____	Other: _____



California Association of Health & Education Linked
Professions
17800 Highway 18
Apple Valley, CA 92307-1219

760-552-6700
760-242-5363
www.dmselpa.org

MEMORANDUM

DATE: November 27, 2017

TO: Directors of Special Education and MIS Support Staff

FROM: Colette Garland, MIS Support Analyst

SUBJECT: December 1, 2017 Pupil Count Schedule - **Revised**

All IEPs and pupil count data effective on or before December 1, 2017, must be entered into the SELPA MIS system no later than **FRIDAY, DECEMBER 15th, 2017**. For LEAs that do not enter their own data, be sure to complete the IEP in the WebIEP program for bridging purposes no later than December 15th, 2017.

Please be sure to run your LEA Verification Reports and review all elements of the report for errors.

It is the Desert/Mountain and Desert/Mountain Charter SELPA's goal to send all districts a final report by January 5, 2018, along with a certification page. The following schedule will be used for the December 2017 Pupil Count.

P-1 Pupil Count Schedule

December 15, 2017

All IEPs (dated July 1, 2017, through *and including* December 1, 2017) will be reported. ***ATTENTION ALL LEA Members: Do not enter any IEPs dated after December 1, 2017 – this includes services that start after December 1st, until the SELPA has finalized this Pupil Count.***

January 5, 2018

Certification should be signed and returned to the SELPA office.

**DECEMBER DUPLICATE PROCESS WILL COMMENCE AFTER SUBMISSION
BASED ON CALIFORNIA DEPARTMENT OF EDUCATION SCHEDULE.**

Please review the above schedule. If you anticipate problems meeting these deadlines or have any questions, contact me at (760) 955-3565 as soon as possible so that assistance can be provided to you.



California Association of Health & Education Linked
Professions
17800 Highway 18
Apple Valley, CA 92307-1219

☎ 760-552-6700
🖨 760-242-5363
🌐 www.dmselpa.org

MEMORANDUM

DATE: October 31, 2017

TO: Special Education Directors
MIS Contacts

FROM: Colette Garland
MIS Support Analyst

SUBJECT: Desired Results Access Project (DRDP) – Fall 2017 - Revised

The Desired Results Access Project supports special educators, administrators, and families in implementing the California Department of Education’s Desired Results Developmental Profile (DRDP (2015)) for:

All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system; and all preschool-age children (3 - 5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs).

The Fall 2017 DRDP will be based on observations made between October 1 and November 30. The rating assessments to be used are the DRDP 2015 Preschool Fundamental view and the DRDP 2015 Infant/Toddler View. The SELPA is responsible for certifying and submitting the completed data to the California Department of Education (CDE). In order to meet the deadline, LEAs must enter the DRDP data directly into the Management Information Systems (MIS/WebDA) no later than **Friday, January 19, 2018**. For additional information on DRDP, please visit www.draccess.org.

If you anticipate problems meeting the **January 19th deadline**, please notify me immediately to make arrangements for assistance. I would strongly advise that you create your own “internal” LEA deadline so that you have time to complete the data entry into MIS/WebDA. I can be reached at (760) 955-3565 or via email at colette.garland@cahelp.org.

Thank you.

Desert Mountain County Operated Programs
2017-18 Purchased Services

2017-18 Fee-for-Service Rate Schedule			
Service	Annual	Semi-Annual	Monthly
CDS RSP (Code 3310 SAI < 50%)	2,422	1,211	202
SDC - Including SUCCESS (Code 330 & 331 SAI > 50%)	22,495	11,248	1,875
Preschool SDC	18,244	9,122	1,520
Preschool Related Services	1,682	841	140
Related Services DIS (Excluding Low Incidence Itinerant)	5,013	2,507	418
County Low Incidence Itinerant	5,406	2,703	451
1:1 Aide	40,048	20,024	3,337
Bus Aide	6,001	3,001	500
Interpreter	61,774	30,887	5,148
Preschool Intensive Autism	21,037	10,519	1,753

Annual Cost of Desert Mountain County Operated Programs												
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Purchased Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	520,099	490,588	7,001	-	4,037	2,067,665	282,782	385,678	145,353	108,120	4,011,323
Apple Valley Unified	-	787,041	567,347	34,006	20,591	4,037	2,796,878	103,383	354,123	110,311	75,684	4,853,400
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	139,946	110,132	-	10,296	-	466,771	355,758	-	72,326	43,248	1,198,477
Bear Valley Unified	-	78,119	40,048	6,001	-	-	183,709	28,886	-	2,944	16,218	355,925
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	103,602	27,154	-	-	-	1,615	86,231	18,244	35,062	11,914	-	283,821
Hesperia Unified	836	422,763	624,081	68,511	144,139	4,844	2,245,751	299,506	245,432	61,533	259,488	4,376,884
Lucerne Valley Unified	-	143,706	120,144	-	-	-	446,151	39,529	-	3,925	5,406	758,860
Needles Unified	192,583	91,070	40,048	-	-	-	734,837	18,244	-	15,559	27,030	1,119,369
Oro Grande Elementary	-	26,736	-	-	-	-	69,360	-	-	-	-	96,096
Silver Valley Unified	-	-	-	-	-	-	-	12,163	3,506	561	16,218	32,448
Snowline Joint Unified	-	394,774	213,589	22,504	-	2,018	1,439,680	253,896	-	31,538	43,248	2,401,246
Trona Joint Unified	14,621	58,903	40,048	-	-	-	174,336	-	-	1,121	32,436	321,466
Victor Elementary	-	1,393,196	547,323	16,003	-	3,229	4,065,971	450,019	603,061	101,761	86,496	7,267,059
Victor Valley Union High	-	543,493	684,153	93,516	355,201	18,165	1,977,685	-	-	-	470,322	4,142,535
Total Services	311,642	4,626,999	3,477,501	247,541	530,227	37,945	16,755,026	1,862,408	1,626,861	558,845	1,183,914	31,218,909

Desert Mountain County Operated Programs
2017-18 Purchased Services

July												
												Actual <input checked="" type="checkbox"/>
												Projection <input type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	100	13	2	-	1	93	18	16	85	20	348
Apple Valley Unified	-	158	14	4	1	1	126	5	12	59	14	394
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	31	2	-	1	-	20	20	-	45	8	127
Bear Valley Unified	-	16	1	1	-	-	8	1	-	2	3	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	23	4	-	-	-	-	3	1	1	8	-	40
Hesperia Unified	1	78	15	10	3	-	94	18	9	34	48	310
Lucerne Valley Unified	-	28	3	-	-	-	19	3	-	4	1	58
Needles Unified	39	19	1	-	-	-	31	1	-	10	5	106
Oro Grande Elementary	-	2	-	-	-	-	3	-	-	-	-	5
Silver Valley Unified	-	-	-	-	-	-	-	-	1	2	3	6
Snowline Joint Unified	-	70	4	3	-	1	57	11	-	15	8	169
Trona Joint Unified	3	11	1	-	-	-	7	-	-	-	6	28
Victor Elementary	-	283	13	2	-	-	177	23	25	51	16	590
Victor Valley Union High SD	-	104	14	11	5	4	83	-	-	-	87	308
Total	66	904	81	33	10	7	721	101	64	315	219	2,521

August												
												Actual <input checked="" type="checkbox"/>
												Projection <input type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence											-	-
Norton Space and Aeronautics											-	-
Adelanto Elementary		100	13	2	-	1	93	18	16	85	20	348
Apple Valley Unified		158	14	4	1	1	126	5	12	59	14	394
Baker Valley Unified											-	-
Barstow Unified		31	2		1		20	20		45	8	127
Bear Valley Unified		16	1	1			8	1		2	3	32
Excelsior Education Center											-	-
Helendale Elementary	23	4					3	1	1	8	-	40
Hesperia Unified	1	78	15	10	3		94	18	9	34	48	310
Lucerne Valley Unified		28	3				19	3		4	1	58
Needles Unified	39	19	1				31	1		10	5	106
Oro Grande Elementary		2					3				-	5
Silver Valley Unified									1	2	3	6
Snowline Joint Unified		70	4	3		1	57	11		15	8	169
Trona Joint Unified	3	11	1				7				6	28
Victor Elementary		283	13	2			177	23	25	51	16	590
Victor Valley Union High SD		104	14	11	5	4	83				87	308
Total	66	904	81	33	10	7	721	101	64	315	219	2,521

Desert Mountain County Operated Programs
2017-18 Purchased Services

September Actual <input checked="" type="checkbox"/> Projection <input type="checkbox"/>												
	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Local Education Agency												
Academy for Academic Excellence											-	-
Norton Space and Aeronautics											-	-
Adelanto Elementary		100	12	1		1	91	16	17	86	20	344
Apple Valley Unified		149	14	6	1	1	122	5	16	59	14	387
Baker Valley Unified											-	-
Barstow Unified		31	2				20	21		45	8	127
Bear Valley Unified		18	1	1			9				3	32
Excelsior Education Center											-	-
Helendale Elementary	22	5					4	1	1	6	-	39
Hesperia Unified		85	14	10	3		102	17	8	28	48	315
Lucerne Valley Unified		28	3				20	2		2	1	56
Needles Unified	40	18	1				30	1		10	5	105
Oro Grande Elementary		6					4				-	10
Silver Valley Unified											3	3
Snowline Joint Unified		74	4	3			63	8		13	8	173
Trona Joint Unified	2	11	1				7				6	27
Victor Elementary		285	13	2			180	25	25	58	16	604
Victor Valley Union High SD		107	16	13	5	5	83				87	316
Total	64	917	81	36	9	7	735	96	67	307	219	2,538

October Actual <input checked="" type="checkbox"/> Projection <input type="checkbox"/>												
	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Local Education Agency												
Academy for Academic Excellence											-	-
Norton Space and Aeronautics											-	-
Adelanto Elementary		105	13	1		1	90	14	19	85	20	348
Apple Valley Unified		155	16	6	1	1	126	5	18	66	14	408
Baker Valley Unified											-	-
Barstow Unified		26	3				21	21		45	8	124
Bear Valley Unified		17	1	1			9	1		1	3	33
Excelsior Education Center											-	-
Helendale Elementary	20	4					4	1	1	7	-	37
Hesperia Unified		83	15	11	3		100	16	10	31	48	317
Lucerne Valley Unified		28	3				20	2		2	1	56
Needles Unified	39	18	1				36	1		9	5	109
Oro Grande Elementary		6					3				-	9
Silver Valley Unified											3	3
Snowline Joint Unified		75	4	4			63	9		14	8	177
Trona Joint Unified	3	12	1				8				6	30
Victor Elementary		276	13	2			179	25	29	62	16	602
Victor Valley Union High SD		106	17	16	6	5	86				87	323
Total	62	911	87	41	10	7	745	95	77	322	219	2,576

Desert Mountain County Operated Programs
2017-18 Purchased Services

November												
												Actual <input checked="" type="checkbox"/>
												Projection <input type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence											-	-
Norton Space and Aeronautics											-	-
Adelanto Elementary		105	12	1		2	92	15	19	87	20	353
Apple Valley Unified		158	14	6		2	124	6	18	68	14	410
Baker Valley Unified											-	-
Barstow Unified		27	3				21	19		42	8	120
Bear Valley Unified		15	1	1			8	2		2	3	32
Excelsior Education Center											-	-
Helendale Elementary	20	6				1	4	1	2	7	-	41
Hesperia Unified		86	16	12	2	3	101	16	13	39	48	336
Lucerne Valley Unified		29	3				20	2		2	1	57
Needles Unified	38	18	1				33	1		9	5	105
Oro Grande Elementary		6					3				-	9
Silver Valley Unified								1			3	4
Snowline Joint Unified		82	6	4		1	66	16		21	8	204
Trona Joint Unified	3	12	1				8			1	6	31
Victor Elementary		276	14	3		2	182	25	30	63	16	611
Victor Valley Union High SD		110	18	17	6	9	90				87	337
Total	61	930	89	44	8	20	752	104	82	341	219	2,650

December												
												Actual <input type="checkbox"/>
												Projection <input checked="" type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	105	12	1	-	2	92	15	19	87	20	353
Apple Valley Unified	-	158	14	6	-	2	124	6	18	68	14	410
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	27	3		-	-	21	19	-	42	8	120
Bear Valley Unified	-	15	1	1	-	-	8	2	-	2	3	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	20	6	-	-	-	1	4	1	2	7	-	41
Hesperia Unified	-	86	16	12	2	3	101	16	13	39	48	336
Lucerne Valley Unified	-	29	3	-	-	-	20	2	-	2	1	57
Needles Unified	38	18	1	-	-	-	33	1	-	9	5	105
Oro Grande Elementary	-	6	-	-	-	-	3	-	-	-	-	9
Silver Valley Unified	-	-	-	-	-	-	-	1	-	-	3	4
Snowline Joint Unified	-	82	6	4	-	1	66	16	-	21	8	204
Trona Joint Unified	3	12	1	-	-	-	8	-	-	1	6	31
Victor Elementary	-	276	14	3	-	2	182	25	30	63	16	611
Victor Valley Union High SD	-	110	18	17	6	9	90	-	-	-	87	337
Total	61	930	89	44	8	20	752	104	82	341	219	2,650

Desert Mountain County Operated Programs
2017-18 Purchased Services

January												
												Actual <input type="checkbox"/>
												Projection <input checked="" type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	105	12	1	-	2	92	15	19	87	20	353
Apple Valley Unified	-	158	14	6	-	2	124	6	18	68	14	410
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	27	3	-	-	-	21	19	-	42	8	120
Bear Valley Unified	-	15	1	1	-	-	8	2	-	2	3	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	20	6	-	-	-	1	4	1	2	7	-	41
Hesperia Unified	-	86	16	12	2	3	101	16	13	39	48	336
Lucerne Valley Unified	-	29	3	-	-	-	20	2	-	2	1	57
Needles Unified	38	18	1	-	-	-	33	1	-	9	5	105
Oro Grande Elementary	-	6	-	-	-	-	3	-	-	-	-	9
Silver Valley Unified	-	-	-	-	-	-	-	1	-	-	3	4
Snowline Joint Unified	-	82	6	4	-	1	66	16	-	21	8	204
Trona Joint Unified	3	12	1	-	-	-	8	-	-	1	6	31
Victor Elementary	-	276	14	3	-	2	182	25	30	63	16	611
Victor Valley Union High SD	-	110	18	17	6	9	90	-	-	-	87	337
Total	61	930	89	44	8	20	752	104	82	341	219	2,650

February												
												Actual <input type="checkbox"/>
												Projection <input checked="" type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	105	12	1	-	2	92	15	19	87	20	353
Apple Valley Unified	-	158	14	6	-	2	124	6	18	68	14	410
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	27	3	-	-	-	21	19	-	42	8	120
Bear Valley Unified	-	15	1	1	-	-	8	2	-	2	3	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	20	6	-	-	-	1	4	1	2	7	-	41
Hesperia Unified	-	86	16	12	2	3	101	16	13	39	48	336
Lucerne Valley Unified	-	29	3	-	-	-	20	2	-	2	1	57
Needles Unified	38	18	1	-	-	-	33	1	-	9	5	105
Oro Grande Elementary	-	6	-	-	-	-	3	-	-	-	-	9
Silver Valley Unified	-	-	-	-	-	-	-	1	-	-	3	4
Snowline Joint Unified	-	82	6	4	-	1	66	16	-	21	8	204
Trona Joint Unified	3	12	1	-	-	-	8	-	-	1	6	31
Victor Elementary	-	276	14	3	-	2	182	25	30	63	16	611
Victor Valley Union High SD	-	110	18	17	6	9	90	-	-	-	87	337
Total	61	930	89	44	8	20	752	104	82	341	219	2,650

Desert Mountain County Operated Programs
2017-18 Purchased Services

March												
												Actual <input type="checkbox"/>
												Projection <input checked="" type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	105	12	1	-	2	92	15	19	87	20	353
Apple Valley Unified	-	158	14	6	-	2	124	6	18	68	14	410
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	27	3	-	-	-	21	19	-	42	8	120
Bear Valley Unified	-	15	1	1	-	-	8	2	-	2	3	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	20	6	-	-	-	1	4	1	2	7	-	41
Hesperia Unified	-	86	16	12	2	3	101	16	13	39	48	336
Lucerne Valley Unified	-	29	3	-	-	-	20	2	-	2	1	57
Needles Unified	38	18	1	-	-	-	33	1	-	9	5	105
Oro Grande Elementary	-	6	-	-	-	-	3	-	-	-	-	9
Silver Valley Unified	-	-	-	-	-	-	-	1	-	-	3	4
Snowline Joint Unified	-	82	6	4	-	1	66	16	-	21	8	204
Trona Joint Unified	3	12	1	-	-	-	8	-	-	1	6	31
Victor Elementary	-	276	14	3	-	2	182	25	30	63	16	611
Victor Valley Union High SD	-	110	18	17	6	9	90	-	-	-	87	337
Total	61	930	89	44	8	20	752	104	82	341	219	2,650

April												
												Actual <input type="checkbox"/>
												Projection <input checked="" type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	105	12	1	-	2	92	15	19	87	20	353
Apple Valley Unified	-	158	14	6	-	2	124	6	18	68	14	410
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	27	3	-	-	-	21	19	-	42	8	120
Bear Valley Unified	-	15	1	1	-	-	8	2	-	2	3	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	20	6	-	-	-	1	4	1	2	7	-	41
Hesperia Unified	-	86	16	12	2	3	101	16	13	39	48	336
Lucerne Valley Unified	-	29	3	-	-	-	20	2	-	2	1	57
Needles Unified	38	18	1	-	-	-	33	1	-	9	5	105
Oro Grande Elementary	-	6	-	-	-	-	3	-	-	-	-	9
Silver Valley Unified	-	-	-	-	-	-	-	1	-	-	3	4
Snowline Joint Unified	-	82	6	4	-	1	66	16	-	21	8	204
Trona Joint Unified	3	12	1	-	-	-	8	-	-	1	6	31
Victor Elementary	-	276	14	3	-	2	182	25	30	63	16	611
Victor Valley Union High SD	-	110	18	17	6	9	90	-	-	-	87	337
Total	61	930	89	44	8	20	752	104	82	341	219	2,650

Desert Mountain County Operated Programs
2017-18 Purchased Services

May												
												Actual <input type="checkbox"/>
												Projection <input checked="" type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	105	12	1	-	2	92	15	19	87	20	353
Apple Valley Unified	-	158	14	6	-	2	124	6	18	68	14	410
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	27	3	-	-	-	21	19	-	42	8	120
Bear Valley Unified	-	15	1	1	-	-	8	2	-	2	3	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	20	6	-	-	-	1	4	1	2	7	-	41
Hesperia Unified	-	86	16	12	2	3	101	16	13	39	48	336
Lucerne Valley Unified	-	29	3	-	-	-	20	2	-	2	1	57
Needles Unified	38	18	1	-	-	-	33	1	-	9	5	105
Oro Grande Elementary	-	6	-	-	-	-	3	-	-	-	-	9
Silver Valley Unified	-	-	-	-	-	-	-	1	-	-	3	4
Snowline Joint Unified	-	82	6	4	-	1	66	16	-	21	8	204
Trona Joint Unified	3	12	1	-	-	-	8	-	-	1	6	31
Victor Elementary	-	276	14	3	-	2	182	25	30	63	16	611
Victor Valley Union High SD	-	110	18	17	6	9	90	-	-	-	87	337
Total	61	930	89	44	8	20	752	104	82	341	219	2,650

June												
												Actual <input type="checkbox"/>
												Projection <input checked="" type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	105	12	1	-	2	92	15	19	87	20	353
Apple Valley Unified	-	158	14	6	-	2	124	6	18	68	14	410
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	27	3	-	-	-	21	19	-	42	8	120
Bear Valley Unified	-	15	1	1	-	-	8	2	-	2	3	32
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	20	6	-	-	-	1	4	1	2	7	-	41
Hesperia Unified	-	86	16	12	2	3	101	16	13	39	48	336
Lucerne Valley Unified	-	29	3	-	-	-	20	2	-	2	1	57
Needles Unified	38	18	1	-	-	-	33	1	-	9	5	105
Oro Grande Elementary	-	6	-	-	-	-	3	-	-	-	-	9
Silver Valley Unified	-	-	-	-	-	-	-	1	-	-	3	4
Snowline Joint Unified	-	82	6	4	-	1	66	16	-	21	8	204
Trona Joint Unified	3	12	1	-	-	-	8	-	-	1	6	31
Victor Elementary	-	276	14	3	-	2	182	25	30	63	16	611
Victor Valley Union High SD	-	110	18	17	6	9	90	-	-	-	87	337
Total	61	930	89	44	8	20	752	104	82	341	219	2,650

Desert Mountain County Operated Programs
2017-18 Purchased Services

Service Count by LEA												
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-	-
Norton Space and Aeronautics	-	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	103.75	12.25	1.17	-	1.67	91.92	15.50	18.33	86.42	20.00	351.00
Apple Valley Unified	-	157.00	14.17	5.67	0.33	1.67	124.33	5.67	16.83	65.58	14.00	405.25
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	27.92	2.75	-	0.17	-	20.75	19.50	-	43.00	8.00	122.08
Bear Valley Unified	-	15.58	1.00	1.00	-	-	8.17	1.58	-	1.75	3.00	32.08
Excelsior Education Center	-	-	-	-	-	-	-	-	-	-	-	-
Helendale Elementary	20.67	5.42	-	-	-	0.67	3.83	1.00	1.67	7.08	-	40.33
Hesperia Unified	0.17	84.33	15.58	11.42	2.33	2.00	99.83	16.42	11.67	36.58	48.00	328.33
Lucerne Valley Unified	-	28.67	3.00	-	-	-	19.83	2.17	-	2.33	1.00	57.00
Needles Unified	38.42	18.17	1.00	-	-	-	32.67	1.00	-	9.25	5.00	105.50
Oro Grande Elementary	-	5.33	-	-	-	-	3.08	-	-	-	-	8.42
Silver Valley Unified	-	-	-	-	-	-	-	0.67	0.17	0.33	3.00	4.17
Snowline Joint Unified	-	78.75	5.33	3.75	-	0.83	64.00	13.92	-	18.75	8.00	193.33
Trona Joint Unified	2.92	11.75	1.00	-	-	-	7.75	-	-	0.67	6.00	30.08
Victor Elementary	-	277.92	13.67	2.67	-	1.33	180.75	24.67	28.67	60.50	16.00	606.17
Victor Valley Union High SD	-	108.42	17.08	15.58	5.75	7.50	87.92	-	-	-	87.00	329.25
Total	62.17	923.00	86.83	41.25	8.58	15.67	744.83	102.08	77.33	332.25	219.00	2,613.00

Service Count by Month												
Month	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	CDS RSP	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total
July	66.00	904.00	81.00	33.00	10.00	7.00	721.00	101.00	64.00	315.00	219.00	2,521.00
August	66.00	904.00	81.00	33.00	10.00	7.00	721.00	101.00	64.00	315.00	219.00	2,521.00
September	64.00	917.00	81.00	36.00	9.00	7.00	735.00	96.00	67.00	307.00	219.00	2,538.00
October	62.00	911.00	87.00	41.00	10.00	7.00	745.00	95.00	77.00	322.00	219.00	2,576.00
November	61.00	930.00	89.00	44.00	8.00	20.00	752.00	104.00	82.00	341.00	219.00	2,650.00
December	61.00	930.00	89.00	44.00	8.00	20.00	752.00	104.00	82.00	341.00	219.00	2,650.00
January	61.00	930.00	89.00	44.00	8.00	20.00	752.00	104.00	82.00	341.00	219.00	2,650.00
February	61.00	930.00	89.00	44.00	8.00	20.00	752.00	104.00	82.00	341.00	219.00	2,650.00
March	61.00	930.00	89.00	44.00	8.00	20.00	752.00	104.00	82.00	341.00	219.00	2,650.00
April	61.00	930.00	89.00	44.00	8.00	20.00	752.00	104.00	82.00	341.00	219.00	2,650.00
May	61.00	930.00	89.00	44.00	8.00	20.00	752.00	104.00	82.00	341.00	219.00	2,650.00
June	61.00	930.00	89.00	44.00	8.00	20.00	752.00	104.00	82.00	341.00	219.00	2,650.00
Total	746	11,076	1,042	495	103	188	8,938	1,225	928	3,987	2,628	
Monthly Average	62.17	923.00	86.83	41.25	8.58	15.67	744.83	102.08	77.33	332.25	219.00	
FFS Total by Category	311,642	4,626,999	3,477,501	247,541	530,227	37,945	16,755,026	1,862,408	1,626,861	558,845	1,183,914	31,218,909

Desert Mountain Charter SELPA
2017-18 Purchased Services

2017-18 Fee-for-Service Rate Schedule			
Service	Annual	Semi-Annual	Monthly
SELPA Related Services	\$ 5,237	\$ 2,618.50	\$ 436.42
SELPA Education Support for Services > 120 Minutes Annually as Indicated on SELPA Form 68D	\$ 2,619		
Intensive Therapeutic Services	\$ 8,500	\$ 4,250.00	\$ 708.33

Annual Cost of Desert Mountain Charter SELPA Purchased Services				
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services	Total Purchased Services
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	24,003	-	-	24,003
Encore Riverside	17,457	5,238	-	22,695
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	15,711	-	-	15,711
Taylion High Desert Academy	-	-	-	-
Total Services	57,171	5,238	-	62,409

Desert Mountain Charter SELPA
2017-18 Purchased Services

July				
Actual <input checked="" type="checkbox"/>				
Projection <input type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	3	-	-	3
Encore Riverside	1	-	-	1
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	3	-	-	3
Taylion High Desert Academy	-	-	-	-
Total	7	-	-	-

August				
Actual <input checked="" type="checkbox"/>				
Projection <input type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	3	-	-	3
Encore Riverside	1	-	-	1
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	3	-	-	3
Taylion High Desert Academy	-	-	-	-
Total	7	-	-	7

September				
Actual <input checked="" type="checkbox"/>				
Projection <input type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	4	-	-	4
Encore Riverside	2	-	-	2
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	3	-	-	3
Taylion High Desert Academy	-	-	-	-
Total	9	-	-	9

Desert Mountain Charter SELPA
2017-18 Purchased Services

October		Actual Projection	<input checked="" type="checkbox"/> <input type="checkbox"/>			
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count		
Local Education Agency						
Aveson Global Leadership Academy	-	-	-	-		-
Aveson School of Leaders	-	-	-	-		-
Ballington Academy	-	-	-	-		-
Desert Trails Preparatory Academy	-	-	-	-		-
Encore Hesperia	5	-	-	-		5
Encore Riverside	4	-	-	-		4
Laverne Elementary Preparatory Academy	-	-	-	-		-
Odyssey Charter	-	-	-	-		-
Pathways to College	3	-	-	-		3
Taylion High Desert Academy	-	-	-	-		-
Total	12	-	-	-		12

November		Actual Projection	<input checked="" type="checkbox"/> <input type="checkbox"/>			
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count		
Local Education Agency						
Aveson Global Leadership Academy	-	-	-	-		-
Aveson School of Leaders	-	-	-	-		-
Ballington Academy	-	-	-	-		-
Desert Trails Preparatory Academy	-	-	-	-		-
Encore Hesperia	5	-	-	-		5
Encore Riverside	4	-	-	-		4
Laverne Elementary Preparatory Academy	-	-	-	-		-
Odyssey Charter	-	-	-	-		-
Pathways to College	3	-	-	-		3
Taylion High Desert Academy	-	-	-	-		-
Total	12	-	-	-		12

December		Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>			
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count		
Local Education Agency						
Aveson Global Leadership Academy	-	-	-	-		-
Aveson School of Leaders	-	-	-	-		-
Ballington Academy	-	-	-	-		-
Desert Trails Preparatory Academy	-	-	-	-		-
Encore Hesperia	5	-	-	-		5
Encore Riverside	4	2	-	-		6
Laverne Elementary Preparatory Academy	-	-	-	-		-
Odyssey Charter	-	-	-	-		-
Pathways to College	3	-	-	-		3
Taylion High Desert Academy	-	-	-	-		-
Total	12	2	-	-		14

Desert Mountain Charter SELPA
2017-18 Purchased Services

January				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	5	-	-	5
Encore Riverside	4	-	-	4
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	3	-	-	3
Taylion High Desert Academy	-	-	-	-
Total	12	-	-	12

February				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	5	-	-	5
Encore Riverside	4	-	-	4
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	3	-	-	3
Taylion High Desert Academy	-	-	-	-
Total	12	-	-	12

March				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	5	-	-	5
Encore Riverside	4	-	-	4
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	3	-	-	3
Taylion High Desert Academy	-	-	-	-
Total	12	-	-	12

Desert Mountain Charter SELPA
2017-18 Purchased Services

Actual <input type="checkbox"/>				
Projection <input checked="" type="checkbox"/>				
April	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	5	-	-	5
Encore Riverside	4	-	-	4
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	3	-	-	3
Taylion High Desert Academy	-	-	-	-
Total	12	-	-	12

Actual <input type="checkbox"/>				
Projection <input checked="" type="checkbox"/>				
May	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	5	-	-	5
Encore Riverside	4	-	-	4
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	3	-	-	3
Taylion High Desert Academy	-	-	-	-
Total	12	-	-	12

Actual <input type="checkbox"/>				
Projection <input checked="" type="checkbox"/>				
June	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	5	-	-	5
Encore Riverside	4	-	-	4
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	3	-	-	3
Taylion High Desert Academy	-	-	-	-
Total	12	-	-	12

Desert Mountain SELPA
2017-18 Purchased Services

2017-18 Fee-for-Service Rate Schedule			
Service	Annual	Semi-Annual	Monthly
SELPA Related Services	\$ 5,237	\$ 2,618.50	\$ 436.42
SELPA Education Support for Services > 120 Minutes Annually as Indicated on SELPA Form 68D	\$ 2,619		
Intensive Therapeutic Services	\$ 8,500	\$ 4,250.00	\$ 708.33

Annual Cost of Desert Mountain SELPA Purchased Services

Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Purchased Services
Academy for Academic Excellence	48,879	2,619	-	-	51,498
Norton Space and Aeronautics	87,283	-	-	-	87,283
Adelanto Elementary	206,862	2,619	-	42,500	251,981
Apple Valley Unified	804,752	2,619	93,500	259,250	1,160,121
Baker Valley Unified	-	-	-	-	-
Barstow Unified	572,579	-	2,125	7,792	582,495
Bear Valley Unified	243,521	13,095	-	-	256,616
Excelsior Education Center	29,240	-	-	-	29,240
Helendale Elementary	71,136	-	-	-	71,136
Hesperia Unified	1,595,976	23,571	7,083	55,958	1,682,588
Lucerne Valley Unified	72,445	-	14,167	7,083	93,695
Needles Unified	-	-	-	-	-
Oro Grande Elementary	5,237	-	-	-	5,237
Silver Valley Unified	29,240	-	-	-	29,240
Snowline Joint Unified	348,697	2,619	14,167	5,667	371,149
Trona Joint Unified	-	-	-	-	-
Victor Elementary	654,189	5,238	15,583	12,750	687,760
Victor Valley Union High	181,113	13,095	77,917	48,875	321,000
Total Services	4,951,147	65,475	224,542	439,875	5,681,039

Desert Mountain SELPA
2017-18 Purchased Services

Actual <input checked="" type="checkbox"/>					
Projection <input type="checkbox"/>					
July	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Local Education Agency					
Academy for Academic Excellence	10	-	-	-	10
Norton Space and Aeronautics	16	-	-	-	16
Adelanto Elementary	39	-	-	-	39
Apple Valley Unified	139	-	-	-	139
Baker Valley Unified	-	-	-	-	-
Barstow Unified	110	-	-	-	110
Bear Valley Unified	48	-	-	-	48
Excelsior Education Center	4	-	-	-	4
Helendale Elementary	12	-	-	-	12
Hesperia Unified	311	-	-	-	311
Lucerne Valley Unified	15	-	-	-	15
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	7	-	-	-	7
Snowline Joint Unified	65	-	-	-	65
Trona Joint Unified	-	-	-	-	-
Victor Elementary	130	-	-	-	130
Victor Valley Union High SD	28	-	-	-	28
Total	935	-	-	-	935

Actual <input checked="" type="checkbox"/>					
Projection <input type="checkbox"/>					
August	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Local Education Agency					
Academy for Academic Excellence	10	-	-	-	10
Norton Space and Aeronautics	16	-	-	-	16
Adelanto Elementary	39	-	-	-	39
Apple Valley Unified	139	-	-	-	139
Baker Valley Unified	-	-	-	-	-
Barstow Unified	110	-	-	-	110
Bear Valley Unified	48	-	-	-	48
Excelsior Education Center	4	-	-	-	4
Helendale Elementary	12	-	-	-	12
Hesperia Unified	311	-	-	-	311
Lucerne Valley Unified	15	-	-	-	15
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	7	-	-	-	7
Snowline Joint Unified	65	-	-	-	65
Trona Joint Unified	-	-	-	-	-
Victor Elementary	130	-	-	-	130
Victor Valley Union High SD	28	-	-	-	28
Total	935	-	-	-	935

Desert Mountain SELPA
2017-18 Purchased Services

Actual <input checked="" type="checkbox"/>					
Projection <input type="checkbox"/>					
September	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Local Education Agency					
Academy for Academic Excellence	10	-	-	-	10
Norton Space and Aeronautics	16	-	-	-	16
Adelanto Elementary	37	-	-	1	38
Apple Valley Unified	155	-	15	18	188
Baker Valley Unified	-	-	-	-	-
Barstow Unified	114	-	2	1	117
Bear Valley Unified	47	-	-	-	47
Excelsior Education Center	6	-	-	-	6
Helendale Elementary	12	-	-	-	12
Hesperia Unified	301	-	1	5	307
Lucerne Valley Unified	12	-	2	1	15
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	7	-	-	-	7
Snowline Joint Unified	68	-	2	-	70
Trona Joint Unified	-	-	-	-	-
Victor Elementary	131	-	4	-	135
Victor Valley Union High SD	31	-	11	4	46
Total	948	-	37	30	1,015

Actual <input checked="" type="checkbox"/>					
Projection <input type="checkbox"/>					
October	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Local Education Agency					
Academy for Academic Excellence	10	-	-	-	10
Norton Space and Aeronautics	16	-	-	-	16
Adelanto Elementary	39	-	-	3	42
Apple Valley Unified	155	-	13	36	204
Baker Valley Unified	-	-	-	-	-
Barstow Unified	114	-	1	2	117
Bear Valley Unified	47	-	-	-	47
Excelsior Education Center	5	-	-	-	5
Helendale Elementary	15	-	-	-	15
Hesperia Unified	294	-	1	10	305
Lucerne Valley Unified	12	-	2	1	15
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	6	-	-	-	6
Snowline Joint Unified	65	-	2	-	67
Trona Joint Unified	-	-	-	-	-
Victor Elementary	124	-	2	2	128
Victor Valley Union High SD	32	-	11	9	52
Total	935	-	32	63	1,030

Desert Mountain SELPA
2017-18 Purchased Services

November					
	Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>			
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	9	-	-	-	9
Norton Space and Aeronautics	17	-	-	-	17
Adelanto Elementary	40	-	-	7	47
Apple Valley Unified	157	-	13	39	209
Baker Valley Unified		-	-	-	-
Barstow Unified	108	-	-	1	109
Bear Valley Unified	46	-	-	-	46
Excelsior Education Center	6	-	-	-	6
Helendale Elementary	14	-	-	-	14
Hesperia Unified	305	-	1	8	314
Lucerne Valley Unified	14	-	2	1	17
Needles Unified		-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	5	-	-	-	5
Snowline Joint Unified	67	-	2	1	70
Trona Joint Unified		-	-	-	-
Victor Elementary	123	-	2	2	127
Victor Valley Union High SD	37	-	11	7	55
Total	949	-	31	66	1,046

December					
	Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>			
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	9	1	-	-	10
Norton Space and Aeronautics	17	-	-	-	17
Adelanto Elementary	40	1	-	7	48
Apple Valley Unified	157	1	13	39	210
Baker Valley Unified	-	-	-	-	-
Barstow Unified	108	-	-	1	109
Bear Valley Unified	46	5	-	-	51
Excelsior Education Center	6	-	-	-	6
Helendale Elementary	14	-	-	-	14
Hesperia Unified	305	9	1	8	323
Lucerne Valley Unified	14	-	2	1	17
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	5	-	-	-	5
Snowline Joint Unified	67	1	2	1	71
Trona Joint Unified	-	-	-	-	-
Victor Elementary	123	2	2	2	129
Victor Valley Union High SD	37	5	11	7	60
Total	949	25	31	66	1,071

Desert Mountain SELPA
2017-18 Purchased Services

January					
	Actual <input type="checkbox"/>				
	Projection <input checked="" type="checkbox"/>				
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	9	-	-	-	9
Norton Space and Aeronautics	17	-	-	-	17
Adelanto Elementary	40	-	-	7	47
Apple Valley Unified	157	-	13	39	209
Baker Valley Unified	-	-	-	-	-
Barstow Unified	108	-	-	1	109
Bear Valley Unified	46	-	-	-	46
Excelsior Education Center	6	-	-	-	6
Helendale Elementary	14	-	-	-	14
Hesperia Unified	305	-	1	8	314
Lucerne Valley Unified	14	-	2	1	17
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	5	-	-	-	5
Snowline Joint Unified	67	-	2	1	70
Trona Joint Unified	-	-	-	-	-
Victor Elementary	123	-	2	2	127
Victor Valley Union High SD	37	-	11	7	55
Total	949	-	31	66	1,046

February					
	Actual <input type="checkbox"/>				
	Projection <input checked="" type="checkbox"/>				
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	9	-	-	-	9
Norton Space and Aeronautics	17	-	-	-	17
Adelanto Elementary	40	-	-	7	47
Apple Valley Unified	157	-	13	39	209
Baker Valley Unified	-	-	-	-	-
Barstow Unified	108	-	-	1	109
Bear Valley Unified	46	-	-	-	46
Excelsior Education Center	6	-	-	-	6
Helendale Elementary	14	-	-	-	14
Hesperia Unified	305	-	1	8	314
Lucerne Valley Unified	14	-	2	1	17
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	5	-	-	-	5
Snowline Joint Unified	67	-	2	1	70
Trona Joint Unified	-	-	-	-	-
Victor Elementary	123	-	2	2	127
Victor Valley Union High SD	37	-	11	7	55
Total	949	-	31	66	1,046

Desert Mountain SELPA
2017-18 Purchased Services

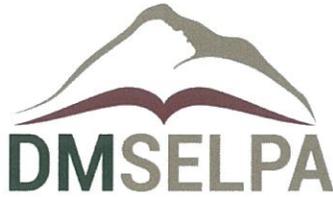
March					
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>					
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	9	-	-	-	9
Norton Space and Aeronautics	17	-	-	-	17
Adelanto Elementary	40	-	-	7	47
Apple Valley Unified	157	-	13	39	209
Baker Valley Unified	-	-	-	-	-
Barstow Unified	108	-	-	1	109
Bear Valley Unified	46	-	-	-	46
Excelsior Education Center	6	-	-	-	6
Helendale Elementary	14	-	-	-	14
Hesperia Unified	305	-	1	8	314
Lucerne Valley Unified	14	-	2	1	17
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	5	-	-	-	5
Snowline Joint Unified	67	-	2	1	70
Trona Joint Unified	-	-	-	-	-
Victor Elementary	123	-	2	2	127
Victor Valley Union High SD	37	-	11	7	55
Total	949	-	31	66	1,046

April					
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>					
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	9	-	-	-	9
Norton Space and Aeronautics	17	-	-	-	17
Adelanto Elementary	40	-	-	7	47
Apple Valley Unified	157	-	13	39	209
Baker Valley Unified	-	-	-	-	-
Barstow Unified	108	-	-	1	109
Bear Valley Unified	46	-	-	-	46
Excelsior Education Center	6	-	-	-	6
Helendale Elementary	14	-	-	-	14
Hesperia Unified	305	-	1	8	314
Lucerne Valley Unified	14	-	2	1	17
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	5	-	-	-	5
Snowline Joint Unified	67	-	2	1	70
Trona Joint Unified	-	-	-	-	-
Victor Elementary	123	-	2	2	127
Victor Valley Union High SD	37	-	11	7	55
Total	949	-	31	66	1,046

Desert Mountain SELPA
2017-18 Purchased Services

May					
	Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>			
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	9	-	-	-	9
Norton Space and Aeronautics	17	-	-	-	17
Adelanto Elementary	40	-	-	7	47
Apple Valley Unified	157	-	13	39	209
Baker Valley Unified	-	-	-	-	-
Barstow Unified	108	-	-	1	109
Bear Valley Unified	46	-	-	-	46
Excelsior Education Center	6	-	-	-	6
Helendale Elementary	14	-	-	-	14
Hesperia Unified	305	-	1	8	314
Lucerne Valley Unified	14	-	2	1	17
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	5	-	-	-	5
Snowline Joint Unified	67	-	2	1	70
Trona Joint Unified	-	-	-	-	-
Victor Elementary	123	-	2	2	127
Victor Valley Union High SD	37	-	11	7	55
Total	949	-	31	66	1,046

June					
	Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>			
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services BFA	Intensive Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	9	-	-	-	9
Norton Space and Aeronautics	17	-	-	-	17
Adelanto Elementary	40	-	-	7	47
Apple Valley Unified	157	-	13	39	209
Baker Valley Unified	-	-	-	-	-
Barstow Unified	108	-	-	1	109
Bear Valley Unified	46	-	-	-	46
Excelsior Education Center	6	-	-	-	6
Helendale Elementary	14	-	-	-	14
Hesperia Unified	305	-	1	8	314
Lucerne Valley Unified	14	-	2	1	17
Needles Unified	-	-	-	-	-
Oro Grande Elementary	1	-	-	-	1
Silver Valley Unified	5	-	-	-	5
Snowline Joint Unified	67	-	2	1	70
Trona Joint Unified	-	-	-	-	-
Victor Elementary	123	-	2	2	127
Victor Valley Union High SD	37	-	11	7	55
Total	949	-	31	66	1,046



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

MEMORANDUM

DATE: December 8, 2017
TO: Directors of Special Education
FROM: Denise Edge, Program Manager *DE*
SUBJECT: Occupational and Physical Therapy Reports

Attached are the occupational and physical therapy *Referral Status, and Current Students Direct Services* reports by district.

If you have any questions concerning either report, please contact me at (760) 955-3568 or via email at denise.edge@cahelp.org.



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

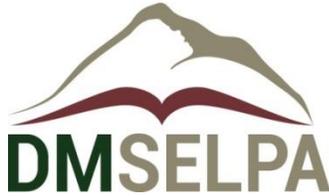
P 760-552-6700
F 760-242-5363
W www.dmselpa.org

MEMORANDUM

DATE November 4, 2017
TO: Directors of Special Education
FROM: Corinne Foley, Program Manager 
SUBJECT: Audiological Service Reports

Attached are the Audiological Service Reports for the month of November 2017 by district.

If you have any questions concerning these reports, please contact Corinne Foley, Program Manager at (760) 955-3587 or via email at corinne.foley@cahelp.org.



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

MEMORANDUM

DATE: December 5, 2017
 TO: District Business Managers
 FROM: Kristine Elliott, Accounting Technician

SUBJECT: October 2017 NPS/NPA DISTRICT TRANSFERS

The following transfers will be processed to cover non-public schools and non-public agency costs for the month of October 2017. Enclosed are copies of the student sheets and vendor invoices for your reference. Please review the attached spreadsheet carefully, and notify me of any discrepancies.

DISTRICT	TOTAL TRANSFER
ACADEMY OF ACADEMIC EXCELLENCE*	0
ADELANTO SD	18,362.80
APPLE VALLEY USD	147,563.00
BAKER VALLEY USD	7,907.64
BARSTOW USD	170,472.90
BEAR VALLEY USD	18,236.96
EXCELSIOR*	0
HEALTH SCIENCES*	0
HELENDALE SD	2,780.62
HESPERIA USD	135,946.57
HIGH TECH HIGH*	0
LUCERNE VALLEY USD	11,020.85
NEEDLES USD	0
ORO GRANDE SD	0
SILVER VALLEY USD	7,237.06
SNOWLINE JUSD	65,790.88
STUDENT SERVICES	0
TRONA JUSD	0
VICTOR ELEMENTARY SD	33,800.58
VVUHSD	113,850.76
SELPA	0
TOTALS	\$ 732,970.62

*NON-PUBLIC SCHOOL/AGENCY COSTS DEDUCTED FROM SPECIAL EDUCATION REVENUE MONTHLY

DESERT/MOUNTAIN SELPA
2017/2018 NPS Student Placement Report

DISTRICT	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL	NPS	NPS/2726	LCI/NPS	TOTAL
ADELANTO	9		1	10																				
APPLE VALLEY	19	2	6	27	13		3	16	11		3	14	11		3	14	11		3		10		3	13
BAKER																								
BARSTOW	4	2		6	3	2		5	2	2		4	1	2		3	1	2		3		2		2
BEAR VALLEY		2		2		3		3		4		4		4		4		4		4		4		4
HELEDALE					1			1		1		1		1		1		1		1		1		1
HESPERIA	8	2		10	2	1		3	2	1		3	5	1		6	6	1		7	8	1		9
HIGH TECH HIGH																								
LUCERNE VALLEY	5	1		6	2	1		3	2	1		3	3	1		4	3	1		4	3	1		4
NEEDLES																								
ORO GRANDE																								
SILVER VALLEY																								
SNOWLINE	9	4		13	2	4		6	2	4		6	3	4		7	3	4		7	3	5		8
TRONA																								
VICTOR ELEM.	8	2		10	5	2		7	4	2		6	2	2		4	2	2		4	2	2		4
VVUHSD	18	3	4	25	11	2	4	17	10	3	3	16	10	3	2	15	10	3	2	15	10	3	2	15
TOTALS	80	18	11	109	39	15	7	61	33	18	6	57	35	18	5	58	36	18	5	59	36	19	5	60
2016/17 SELPA-WIDE TOTALS	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125
2015/16 SELPA-WIDE TOTALS	89	25	15	129	86	23	13	122	90	25	17	132	88	21	20	129	93	21	16	130	89	25	15	129
2014/15 SELPA-WIDE TOTALS	101	13	17	131	103	15	18	136	107	19	19	145	110	21	17	148	100	22	18	140	101	22	18	141
2013/14 SELPA-WIDE TOTALS	101	20	19	140	103	19	20	143	105	18	20	142	101	19	20	140	98	18	17	133	105	18	18	141
2012/13 SELPA-WIDE TOTALS	109	19	21	149	100	18	15	133	100	19	16	135	103	19	15	137	102	18	16	136	98	16	17	131
2011/12 SELPA-WIDE TOTALS	106	20	20	146	105	22	23	150	107	20	25	152	104	23	23	150	107	23	23	153	107	18	27	152
2010/11 SELPA-WIDE TOTALS	103	18	30	151	101	17	33	151	100	18	31	149	107	17	29	153	99	16	35	150	96	18	31	145
2009/10 SELPA-WIDE TOTALS	105	10	29	144	106	11	31	148	102	12	32	146	108	14	29	151	112	14	30	156	100	17	29	146
2008/09 SELPA-WIDE TOTALS	118	15	27	160	120	15	33	168	118	17	29	164	123	16	32	171	121	17	31	170	120	16	34	170
2007/08 SELPA-WIDE TOTALS	118	10	58	186	117	8	56	181	111	9	48	168	112	10	50	172	118	7	51	178	113	9	47	169



Desert/Mountain Charter SELPA
 17800 Highway 18
 Apple Valley, CA 92307-1219

P 760-552-6700
 F 760-242-5363
 W www.dmselpa.org

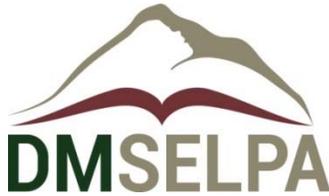
MEMORANDUM

DATE: December 8, 2017
 TO: Directors of Special Education
 FROM: Jenae Holtz, Chief Executive Officer

SUBJECT: Desert/Mountain Charter SELPA 2017/18 Low Incidence Fund

CURRENT YEAR REVENUE	\$4,308
BEGINNING BALANCE	\$587
TOTAL 2017/18 REVENUE	\$4,895

EXPENDITURES	APPROVED LIE REQUESTS	PAID	BALANCE
AVESON SCHOOL OF LEADERS	-	-	-
AVESON GLOBAL LEADERSHIP ACADEMY	-	-	-
DESERT TRAILS PREPARATORY ACADEMY	-	-	-
ENCORE HIGH SCHOOL RIVERSIDE	-	-	-
ENCORE JUNIOR/SENIOR HIGH SCHOOL	-	-	-
LAVERNE ELEMENTARY PREPARATORY	-	-	-
ODYSSEY CHARTER SCHOOL	-	-	-
PATHWAYS TO COLLEGE	-	-	-
TAYLION HIGH DESERT ACADEMY	-	-	-
	-	-	-
TOTAL EXPENDITURES	-	-	-
PROJECTED ENDING BALANCE			\$4,895.00



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

MEMORANDUM

DATE: December 8, 2017
 TO: Directors of Special Education
 FROM: Jenae Holtz, Chief Executive Officer

SUBJECT: 2017/2018 Desert/Mountain SELPA Low Incidence Fund

CURRENT YEAR REVENUE	\$295,088.12
BEGINNING BALANCE	\$117,341.48
TOTAL 2017/18 REVENUE	\$412,429.60

EXPENDITURES	APPROVED LIE REQUESTS	PAID	BALANCE
ACADEMY FOR ACADEMIC EXCELLENCE	-	-	-
ADELANTO	6,587.81	1,389.65	5,198.16
APPLE VALLEY USD	10,604.46	-	10,604.46
BAKER VALLEY USD	-	-	-
BARSTOW USD	1,182.76	1,182.76	-
BEAR VALLEY USD	-	-	-
EXCELSIOR EDUCATION CENTER	13,878.00	4,204.63	9,673.37
HEALTH SCIENCES HIGH & MIDDLE	-	-	-
HELENDALE SD	-	-	-
HESPERIA USD	38,935.75	4,979.82	33,955.93
LUCERNE VALLEY USD	1,572.21	1,572.21	-
NEEDLES USD	-	-	-
ORO GRANDE SD	4,219.77	4,219.77	-
SILVER VALLEY USD	-	-	-
SNOWLINE JUST	3,226.29	1,039.21	2,187.08
STUDENT SERVICES	6,992.72	6,992.72	-
TRONA JUSD	-	-	-
VICTOR ELEMENTARY SD	5,876.32	-	5,876.32
VVUHSD	8,179.45	65.08	8,114.37
D/M SELPA	-	-	-
PACIFIC HEARING SERVICES	130,638.00	32,279.20	98,358.80
TOTAL EXPENDITURES	\$231,893.54	\$57,925.05	\$173,968.49
PROJECTED ENDING BALANCE			\$180,536.06

The Relentless Pursuit of Whatever Works in the Life of a Child

California Association of Health & Education Linked Professions JPA



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

MEMORANDUM

DATE: December 8, 2017
 TO: Directors of Special Education
 FROM: Jenae Holtz, Chief Executive Officer

SUBJECT: 2017/2018 Desert/Mountain SELPA Related Services Low Incidence Equipment

CURRENT YEAR REVENUE	\$0
BEGINNING BALANCE	\$37,865.46
TOTAL 2017-18 REVENUE	\$37,865.46

EXPENDITURES	APPROVED SRS REQUESTS	PAID	BALANCE
ACADEMY FOR ACADEMIC EXCELLENCE	-	-	-
ADELANTO	8,152.37	-	8,152.37
APPLE VALLEY USD	9,918.53	-	9,918.53
BAKER VALLEY USD	-	-	-
BARSTOW USD	-	-	-
BEAR VALLEY USD	-	-	-
EXCELSIOR EDUCATION CENTER	-	-	-
HEALTH SCIENCES HIGH & MIDDLE	-	-	-
HELENDALE SD	-	-	-
HESPERIA USD	328.06	328.06	-
HIGH TECH VILLAGE	-	-	-
LUCERNE VALLEY USD	5,361.76	-	5,361.76
NEEDLES USD	-	-	-
SILVER VALLEY USD	-	-	-
SNOWLINE JUST	-	-	-
STUDENT SERVICES	1,738.28	1,738.28	-
TRONA JUSD	-	-	-
VICTOR ELEMENTARY SD	12,366.46	-	12,366.46
VVUHSD	-	-	-
D/M SELPA	-	-	-
PACIFIC HEARING SERVICES	-	-	-
TOTAL EXPENDITURES	\$37,865.46	\$2,066.34	\$35,799.12
PROJECTED ENDING BALANCE			\$0.00

The Relentless Pursuit of Whatever Works in the Life of a Child

California Association of Health & Education Linked Professions JPA



PROFESSIONAL LEARNING OPPORTUNITY

Non-Violent Crisis Institute (CPI)

Presented by

The CPI Team

Description: The brand new and enhanced curriculum, Non-Violent Crisis Prevention Institute (CPI) is a two-day course considered to be the worldwide standard for crisis prevention and intervention. With a core philosophy of providing for care, welfare, safety and security, and aligned with positive behavioral supports principles, it gives educators the skills to safely and effectively prevent, disengage, and physically withhold, as a last resort, dangerous situation.

Participants must dress safely and must attend the entire two-day course. At the successful demonstration of competency of physical moves and passage of an exam, participants will receive certification.

Date(s)/Time: January 8-9, 2018
Registration: 8:00 – 8:30 a.m.
Training: 8:30 a.m. – 3:30 p.m.

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

Cost: \$30.00

Intended Audience: Teachers, principals, para-educators, psychologist, and anyone else who may benefit. Please keep in mind that these certificates expire every two years and participants must recertify accordingly.

Registration: To ensure that we provide enough materials for everyone, please register online on the Organizational Management System (OMS) (<https://sbcss.k12oms.org>) in the appropriate calendar month/year for the event, December 29, 2017. For registration assistance, contact Jennifer Holbrook at (760) 955-3559 or by email (jennifer.holbrook@cahelp.org). For additional information regarding the training content, please contact Danielle Cote at (760) 955-3584 or by email (danielle.cote@cahelp.org). There are no refunds for no-shows or cancellations after the registration deadline.

Where to Register: [OMS Registration](https://sbcss.k12oms.org) (<https://sbcss.k12oms.org>)

Training Event: <https://sbcss.k12oms.org/52-135407>

Special Accommodations: Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering for the event on [OMS Registration](https://sbcss.k12oms.org/52-135407) (<https://sbcss.k12oms.org/52-135407>).

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
12-13-17 8:00 AM TO 3:00 PM	Transition Planning for All Students	Register on OMS (url: https://sbcss.k12oms.org/52-134999)	\$60.00
	Presented by: Adrienne Shepherd	Email Kaori Hartzler (kaori.hartzler@cahelp.org)	
12-15-17 8:30 AM TO 3:30 PM	Legally Compliant IEP Present Levels of Performance (PLOPs), Goals, and Educational Benefit	Register on OMS (url: https://sbcss.k12oms.org/52-137732)	No Fee
	Presented by: Denise Edge and Stephanie Hedberg	Email Cruz Gustafson (cruz.gustafson@cahelp.org)	
1-8-18 & 1-9-18 8:30 AM TO 3:30 PM	Non-Violent Crisis Prevention Institute (CPI)	Register on OMS (url: https://sbcss.k12oms.org/52-135407)	\$30.00
	Presented by: CPI Team	Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	
1-9-18 8:30 AM TO 3:30 PM	Disabilities Awareness Overview	Register on OMS (url: https://sbcss.k12oms.org/52-134233)	\$20.00
	Presented by: Danielle Cote	Email Caryn Valdez (caryn.valdez@cahelp.org)	
1-11-18 8:30 AM TO 3:30 PM	Connecting the Dots in Math: Using Number Sense for Struggling Learners	Register on OMS (url: https://sbcss.k12oms.org/52-135240)	\$20.00
	Presented by: Renee Garcia	Email Julie Wheeler (julie.wheeler@cahelp.org)	

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
1-17-18 8:30 AM TO 3:30 PM	The Paraprofessional Supporting the Classroom	Register on OMS (https://sbcss.k12oms.org/52-134267)	\$25.00
	Presented by: Danielle Cote	Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	
1-18-18 8:30 AM TO 4:30 PM	I-MTSS Symposium	Register on OMS (url: https://sbcss.k12oms.org/52-133207)	\$200.00
	Presented by: Corinne Foley	Email April Hatcher (april.hatcher@cahelp.org)	
01-18-18 8:30 AM TO 2:30 PM	The ABCs of Preschool Assessment	Register on OMS (url: https://sbcss.k12oms.org/52-134222)	\$10.00
	Presented by: Amy L. Taylor, Ed. S., NCSP, School Psychologist and Elizabeth Gallardo, M.A., CCC-SLP, Bi-lingual Speech-Language Pathologist	Email April Hatcher (april.hatcher@cahelp.org)	
1-19-18 8:30 AM TO 3:00 PM	The Facilitated IEP	Register on OMS (url: https://sbcss.k12oms.org/52-134259)	No Fee
	Presented by: Denise Edge	Email Cruz Gustafson (cruz.gustafson@cahelp.org)	
1-19-18 8:30 AM TO 3:30 PM	Why Try? The Foundation Course Level 1	Register on OMS (url: https://sbcss.k12oms.org/52-135266)	\$25.00
	Presented by: Renee Garcia	Email Julie Wheeler (julie.wheeler@cahelp.org)	

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

California Association of Health & Education Linked Professions
Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
1-23-18 & 1-25-18 8:30 AM TO 3:30 PM	Region 10: Structured Teaching: Visual Structure Supports Student Learning Presented by: Jennifer Rountree, Corrine Szarvas-Kidd and Jen Parker	Register on OMS (url: https://sbcss.k12oms.org/52-134559) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$80.00
1-23-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-127551) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
1-23-18 8:30 TO 11:30 AM	WebIEP Training Morning Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-127550) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
1-30-18 & 1-31-18 8:00 AM TO 4:30 PM	Region 10: Picture Exchange Communication System (PECS) Level 1 Presented by: Jessica Collins, M. Ed., BCBA	Register on OMS (url: https://sbcss.k12oms.org/52-134752) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$300.00
1-30-18 12:30 TO 3:30 PM	Visual Supports for All Students Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-135482) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$25.00

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
1-31-18 2:00 TO 4:00 PM	SWIS USER's Network Presented by: Jennifer Harms	Register on OMS (url: https://sbcss.k12oms.org/52- 140786) Email Norma Lopez (norma.lopez@cahelp.org)	No Fee
1-31-18 8:30 AM TO 3:30 PM	The Paraprofessional Supporting Behavior Presented by: Danielle Cote	Register on OMS (url: https://sbcss.k12oms.org/52- 134285) Email Caryn Valdez (caryn.valdez@cahelp.org)	\$25.00
2-1-18 8:30 AM TO 3:30 PM	Classroom Structure and Management Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52- 135269) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$25.00
2-6-18 & 2-7-18 8:30 AM TO 3:30 PM	Non-Violent Crisis Prevention Institute (CPI) Presented by: CPI Team	Register on OMS (url: https://sbcss.k12oms.org/52- 135408) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	\$30.00
2-8-18 5:30 TO 7:00 PM	Community Advisory Committee Meeting Topic: Autism- One Mom's Unpredictable Adventure and Overview of PEERS®: Program for the Education and Enrichment of Relational Skills Presented by: Heather Hendrickson and Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52- 134167) Email Caryn Valdez (caryn.valdez@cahelp.org)	No Fee

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
2-8-18 1:00 TO 4:00 PM	School Psychologists' Committee Meeting Presented by: Glenn Low and Renee Garcia	Register on OMS (https://sbcss.k12oms.org/52-135365) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	No Fee
2-9-18 12:00 TO 3:30 PM	Special Education Directors' Training Topic: An Ounce of Prevention Can Set the Pathway to Success Presented by: Cheryl Goldberg-Diaz and Glenn Low	Register on OMS (url: https://sbcss.k12oms.org/52-134154) Email Caryn Valdez (caryn.valdez@cahelp.org)	No Fee
2-9-18 2:00 TO 4:00 PM	Writing Legally Compliant IEP Notes Presented by: Denise Edge	Register on OMS (url: https://sbcss.k12oms.org/52-134251) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
2-13-18 12:30 TO 3:30 PM	Prompting Presented by: Jennifer Rountree	Register on OMS (https://sbcss.k12oms.org/52-135487) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$20.00
2-14-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-127553) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
2-14-18 8:30 TO 11:30 AM	WebIEP Training Morning Session	Register on OMS (https://sbcss.k12oms.org/52-127552) Presented by: Cindy Quan and Colette Garland Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
2-15-18 8:00 AM TO 3:00 PM	Transition Planning for All Students	Register on OMS (url: https://sbcss.k12oms.org/52-135001) Presented by: Adrienne Shepherd Email Kaori Hartzler (kaori.hartzler@cahelp.org)	\$60.00
2-20-18 12:30 TO 3:30 PM	Social Narratives	Register on OMS (url: https://sbcss.k12oms.org/52-135496) Presented by: Jennifer Rountree Email Julie Wheeler (julie.wheeler@cahelp.org)	\$20.00
2-20-18 8:30 TO 11:30 AM	Dyslexia Training: Part One Foundations, Screenings, and Assessments	Register on OMS (url: https://sbcss.k12oms.org/52-140120) Presented by: Bonnie Garcia and Karina Quezada Email Mallory Wilkes (mallory.wilkes@cahelp.org)	\$10.00
2-20-18 12:30 TO 3:30 PM	Dyslexia Training: Part Two Academic Supports and Interventions	Register on OMS (url: https://sbcss.k12oms.org/52-140121) Presented by: Bonnie Garcia and Karina Quezada Email Mallory Wilkes (mallory.wilkes@cahelp.org)	\$10.00

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
2-22-18 8:30 AM TO 3:00 PM	Substance Abuse Among School-Age Youth Presented by: Tarron Riley	Register on OMS (url: https://sbcss.k12oms.org/52-137668) Email April Hatcher (april.hatcher@cahelp.org)	No Fee
2-23-18 8:30 AM TO 3:30 PM	IEP Forms and Facts Presented by: Denise Edge and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-134215) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	\$45.00
2-27-18 8:30 AM TO 3:30 PM	Region 10: Behavior Training: A Team Approach Presented by: Jennifer Rountree, Corrine Szarvas-Kidd and Jen parker	Register on OMS (url: https://sbcss.k12oms.org/52-134689) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$25.00
2-27-18 1:00 PM TO 4:00 PM	WebIEP Training Afternoon Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-127555) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
2-27-18 8:30 TO 11:30 AM	WebIEP Training Morning Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-127554) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
2-28-18 1:30 TO 3:30 PM	Promote Process Course Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-134276) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
2-28-18 9:00 TO 11:00 AM	Promote Process Course Morning Session	Register on OMS (url: https://sbcss.k12oms.org/52- 134274)	No Fee
	Presented by: Colette Garland	Email Cindy Quan (cindy.quan@cahelp.org)	
2-28-18 & 3-1-18 8:30 AM TO 4:00 PM	Restorative Practices: Basic Restorative Practices and Using Circles Effectively	Register on OMS (url: https://sbcss.k12oms.org/52- 136417)	\$50.00
	Presented by: Kami Murphy and Bonnie Garcia	Email Norma Lopez (norma.lopez@cahelp.org)	
3-1-18 & 3-2-18 8:30 AM TO 3:30 PM	Non-Violent Crisis Prevention Institute (CPI)	Register on OMS (url: https://sbcss.k12oms.org/52- 135409)	\$30.00
	Presented by: CPI TEAM	Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	
3-6-18 8:30 AM TO 2:30 PM	Behavior is Communication	Register on OMS (url: https://sbcss.k12oms.org/52- 134139)	\$10.00
	Presented by: Margot Johnson, M.A., BCBA, Education Specialist	Email Caryn Valdez (caryn.valdez@cahelp.org)	
3-6-18 12:00 TO 4:00 PM	Visual Supports for All Students	Register on OMS (url: https://sbcss.k12oms.org/52- 141572)	\$25.00
	Presented by: Natalie Sedano, Jennifer Rountree and Athena Vernon	Email Norma Lopez (norma.lopez@cahelp.org)	

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
3-7-18 8:30 AM TO 3:30 PM	Region 10: FLIPP the Switch: Strategies to Build Flexibility, Leveled Emotionality, Impulse Control, Planning, and Problem Solving	Register on OMS (url: https://sbcss.k12oms.org/52- 134749) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$110.00
Presented by: Sheri A. Wilkins, Ph. D and Carol Burmeister, M.A.			
3-9-18 12:30 TO 3:30 PM	Social Skills Groups Presented by: Sedric Deason	Register on OMS (url: https://sbcss.k12oms.org/52- 137670) Email April Hatcher (april.hatcher@cahelp.org)	No Fee
3-13-18 12:30 to 3:30 PM	Autism for Paraprofessionals: Behavior, Communication & Social Understanding	Register on OMS (url: https://sbcss.k12oms.org/52- 135501) Email Jennifer Rountree (julie.wheeler@cahelp.org)	\$20.00
Presented by: Jennifer Rountree			
3-13-18 & 3-14-18 8:30 AM TO 4:00 PM	Restorative Conferencing Presented by: Kami Murphy	Register on OMS (url: https://sbcss.k12oms.org/52- 141173) Email Norma Lopez (norma.lopez@cahelp.org)	\$50.00
3-14-18 3:00 TO 5:00 PM	Supporting and Understanding Children from Adverse Backgrounds (i.e. foster care, parental incarceration, and poverty)	Register on OMS (url: https://sbcss.k12oms.org/52- 137745) Email Norma Lopez (norma.lopez@cahelp.org)	No Fee
Presented by: Kristee Laiva			

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

California Association of Health & Education Linked Professions
Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
3-15-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-128101) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
3-15-18 8:30 TO 11:30 AM	WebIEP Training Morning Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-128092) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
3-16-18 8:30 AM TO 3:35 PM	Legally Compliant IEP Present Levels of Performance (PLOPs), Goals, and Educational Benefit Presented by: Denise Edge and Stephanie Hedberg	Register on OMS (url: https://sbcss.k12oms.org/52-134232) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
3-20-18 12:30 TO 3:30 PM	Reinforcement Presented by: Danielle Cote and Sheila Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-135493) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	\$20.00
3-21-18 2:00 TO 4:00 PM	Managing School Crisis: From Theory to Application REFRESHER COURSE Presented by: Belinda Jauregui and Teah Barrow	Register on OMS (https://sbcss.k12oms.org/52-137255) Email Mallory Wilkes (mallory.wilkes@cahelp.org)	No Fee

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
3-22-18 8:30 AM TO 3:30 PM	Connecting the Dots in Math: Progressing Number Sense for Struggling Learners	Register on OMS (https://sbcss.k12oms.org/52-135243) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$20.00
3-22-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session	Register on OMS (url: https://sbcss.k12oms.org/52-128102) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
3-22-18 8:30 TO 11:30 AM	WebIEP Training Morning Session	Register on OMS (url: https://sbcss.k12oms.org/52-128094) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
4-4-18 & 4-5-18 8:30 AM TO 3:30 PM	Non-Violent Crisis Prevention Institute (CPI)	Register on OMS (url: https://sbcss.k12oms.org/52-135410) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	\$30.00
4-4-18 8:30 TO 11:30 AM	Supporting and Understanding Children From Adverse Backgrounds	Register on OMS (url: https://sbcss.k12oms.org/52-137673) Email April Hatcher (april.hatcher@cahelp.org)	No Fee
4-4-18 8:00 AM TO 4:00 PM	Trauma, Toxic Stress, Behavior and Developing Brain	Register on OMS (url: https://sbcss.k12oms.org/52-136635) Email Norma Lopez (norma.lopez@cahelp.org)	No Fee

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
4-11-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session	Register on OMS (url: https://sbcss.k12oms.org/52-128104)	No Fee
	Presented by: Cindy Quan and Colette Garland	Email Cindy Quan (cindy.quan@cahelp.org)	
4-11-18 8:30 TO 11:30 AM	WebIEP Training Morning Session	Register on OMS (url: https://sbcss.k12oms.org/52-128096)	No Fee
	Presented by: Cindy Quan and Colette Garland	Email Cindy Quan (cindy.quan@cahelp.org)	
4-12-18 8:30 AM TO 3:00 PM	ADR Facilitation for Compliance	Register on OMS (url: https://sbcss.k12oms.org/52-137233)	No Fee
	Presented by: Denise Edge	Email Cruz Gustafson (cruz.gustafson@cahelp.org)	
4-13-18 12:00 TO 3:30 PM	Special Education Directors' Training Topic: Writing Informative and Compliant Assessment Reports	Register on OMS (url: https://sbcss.k12oms.org/52-134155)	No Fee
	Presented by: Dora Dome, Esq.	Email Caryn Valdez (caryn.valdez@cahelp.org)	
4-13-18 11:00 AM TO 3:30 PM	School Psychologists' Committee Meeting	Register on OMS (url: https://sbcss.k12oms.org/52-135366)	No Fee
	Presented by: Glenn Low and Renee Garcia	Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	
4-18-18 8:30 AM TO 3:30 PM	Connecting the Dots in Math: Math in Action for Struggling Learners	Register on OMS (url: https://sbcss.k12oms.org/52-135247)	\$20.00
	Presented by: Renee Garcia	Email Julie Wheeler (julie.wheeler@cahelp.org)	

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

California Association of Health & Education Linked Professions
Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
4-18-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-128106) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
4-18-18 8:30 TO 11:30 AM	WebIEP Training Morning Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-128097) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
4-24-18 5:00 TO 7:30 PM	10 TH Annual Transition Resource Fair Presented by: Adrienne Shepherd	Register on OMS (url: https://sbcss.k12oms.org/52-135002) Email Alani Sablan (alani.sablan@cahelp.org)	No Fee
4-27-18 8:30 AM TO 3:00 PM	Meaningful Parent Participation Presented by: Denise Edge	Register on OMS (url: https://sbcss.k12oms.org/52-134261) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
4-27-18 2:00 TO 4:00 PM	SWIS USER's Network Presented by: Jennifer Harms	Register on OMS (url: https://sbcss.k12oms.org/52-140787) Email Norma Lopez (norma.lopez@cahelp.org)	No Fee
4-27-18 8:30 AM TO 3:30 PM	Why Try?: The Advanced Course Level 2 Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-135267) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$25.00

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

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
5-2-18 & 5-3-18 8:00 AM TO 3:30 PM	Non-Violent Crisis Prevention Institute Presented by: CPI TEAM	Register on OMS (url: https://sbcss.k12oms.org/52- 135412) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	\$30.00
5-4-18 8:30 AM TO 3:30 PM	Self-Harming Versus Suicide: Understanding the Differences Presented by: Cheryl Goldberg-Diaz	Register on OMS (url: https://sbcss.k12oms.org/52- 137769) Email April Hatcher (april.hatcher@cahelp.org)	No Fee
5-7-18 & 5-8-18 8:30 AM TO 3:30 PM	Region 10: Structured Teaching: Visual Structure Supports Student Learning Presented by: Jennifer Rountree, Corrine Szarvas-Kidd and Jen Parker	Register on OMS (url: https://sbcss.k12oms.org/52- 134562) Email Julie Wheeler (url: julie.wheeler@cahelp.org)	\$80.00
5-9-18 8:30 AM TO 11:30 AM	WebIEP Training Morning Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52- 128098) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
5-9-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52- 128107) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
5-16-18 9:00 AM TO 3:00 PM	Management Information System (MIS) Users Meeting Presented by: Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52- 127372) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee

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

California Association of Health & Education Linked Professions
Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
5-16-18 & 5-17-18 8:30 AM TO 4:00 PM	Restorative Practices: Basic Restorative Practices and Using Circles Effectively Presented by: Michelle Fehlman, Kami Murphy and Bonnie Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-141127) Email Norma Lopez (norma.lopez@cahelp.org)	\$50.00
5-17-18 5:30 PM TO 7:00 PM	Community Advisory Committee Meeting Topic: The Best Tips, Tricks, and Secrets from Occupational Therapists That You'll Wish You Already Knew! Presented by: Suzan Raymond and Lisa Sutton	Register on OMS (url: https://sbcss.k12oms.org/52-134169) Email Caryn Valdez (caryn.valdez@cahelp.org)	No Fee
5-23-18 8:30 AM TO 11:30 AM	WebIEP Training Morning Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-128099) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
5-23-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-128109) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
6-6-18 8:30 TO 11:30 PM	WebIEP Training Morning Session Presented by: Cindy Quan and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-128100) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee

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

California Association of Health & Education Linked Professions
Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
6-6-18 1:00 TO 4:00 PM	WebIEP Training Afternoon Session	Register on OMS (url: https://sbcss.k12oms.org/52-128110) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee

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