



EL DORADO
CHARTERSELPA
Special Education Local Plan Area

November 8, 2018

Steering Committee Meeting

Bay Area

Dashboard Updates - State Indicators

New Look and Feel for the Dashboard

New Logo

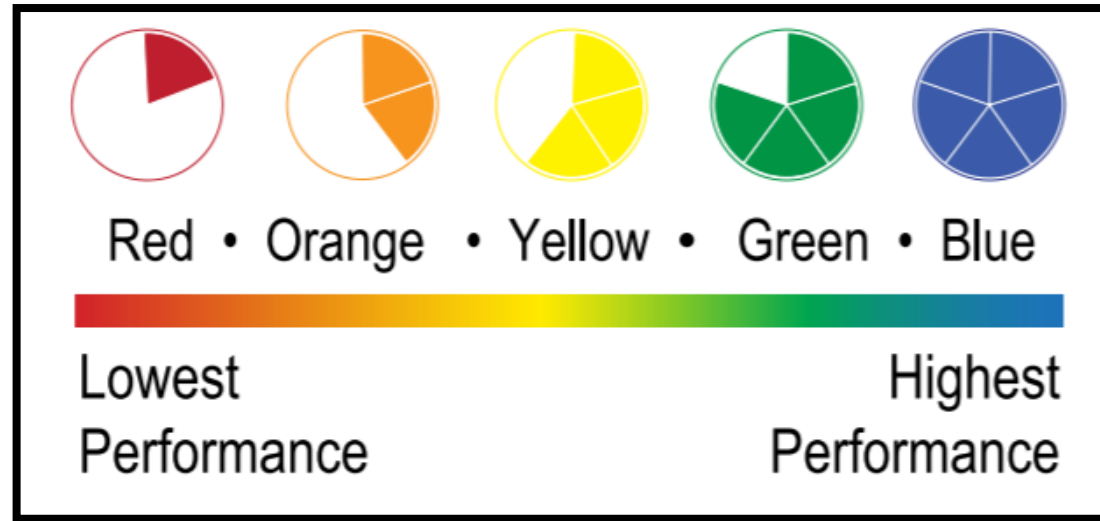


OLD

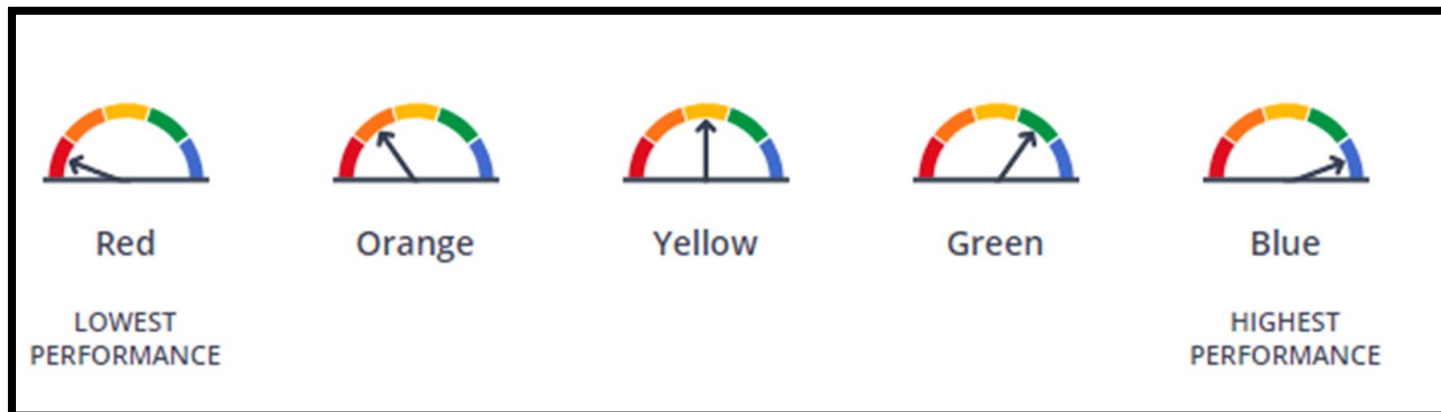


NEW

No More Pies...Gauges Are In!!



OLD



NEW

District or School Landing Page

DISTRICT OVERVIEW (THIS CHANGES DEPENDING ON SCHOOL TYPE)

[View Additional Reports](#)

Sacramento Charter High

Explore information about Sacramento Sample District under California's accountability system. All data shown is from Fall 2017.

English Language Arts



Yellow

Mathematics



Orange

English Learner Progress



Blue

College / Career



Green

Chronic Absenteeism



Green

Graduation Rate (Grades 9-12)



Green

Suspension Rate



Green

Basics: Teachers, Instructional Materials, Facilities - Priority One

INDICATOR MET

Implementation of Academic Standards - Priority Two

INDICATOR MET

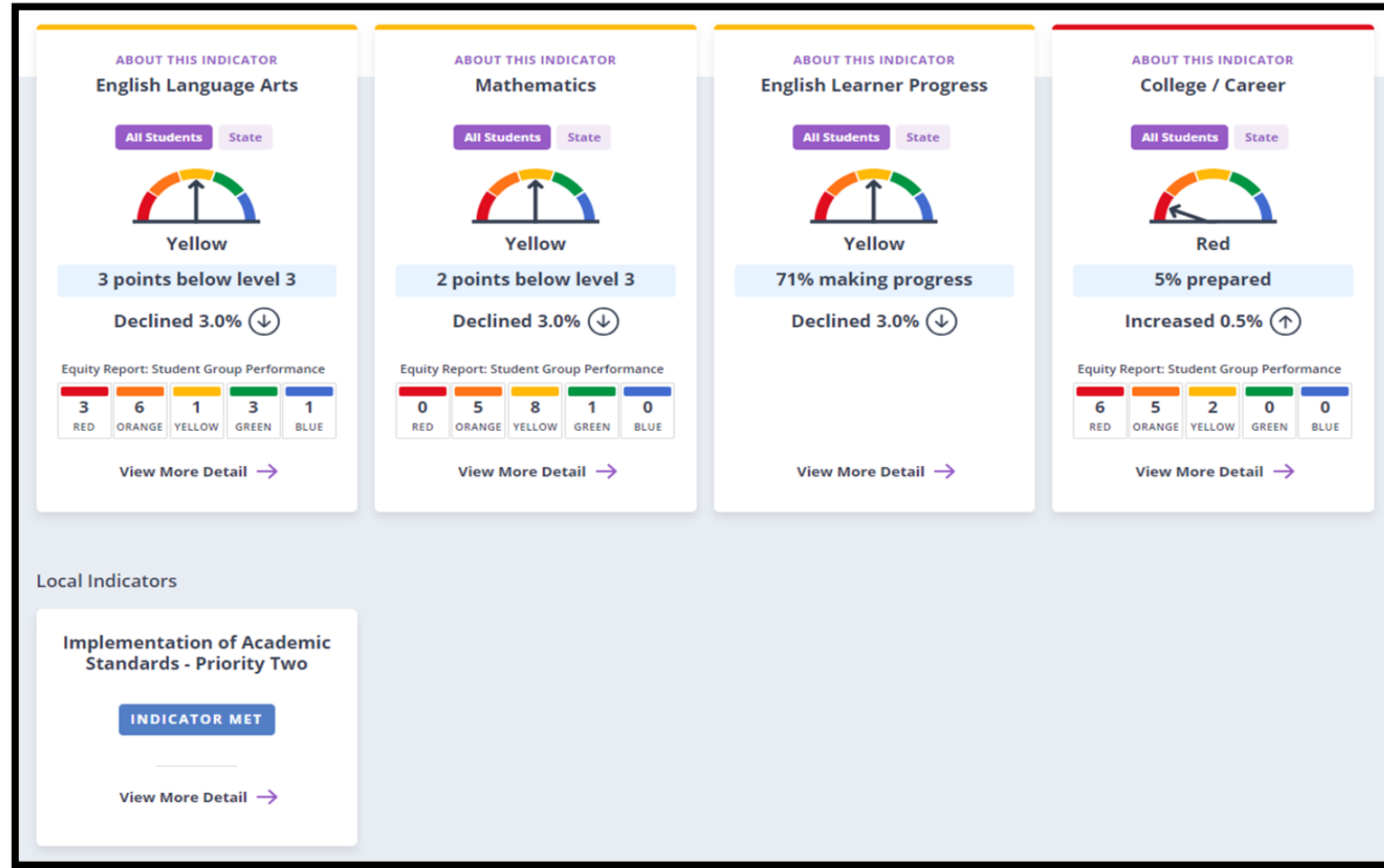
Parent Engagement - Priority Three

INDICATOR MET

Local Climate Survey - Priority Six

INDICATOR MET

Indicator Landing Page: Academic Performance



Indicator Landing Page: Academic Engagement

Academic Engagement

See data about academic participation. Click to view additional data by topic.

ABOUT THIS INDICATOR

Chronic Absenteeism

All Students

State



Green

2% chronically absent

Declined 0.5% ↓

Equity Report: Student Group Performance



View More Detail →

ABOUT THIS INDICATOR

Graduation Rate (Grades 9-12)

All Students

State

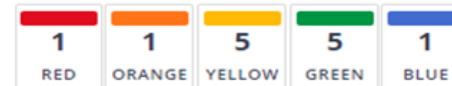


Orange

78% graduating within four years

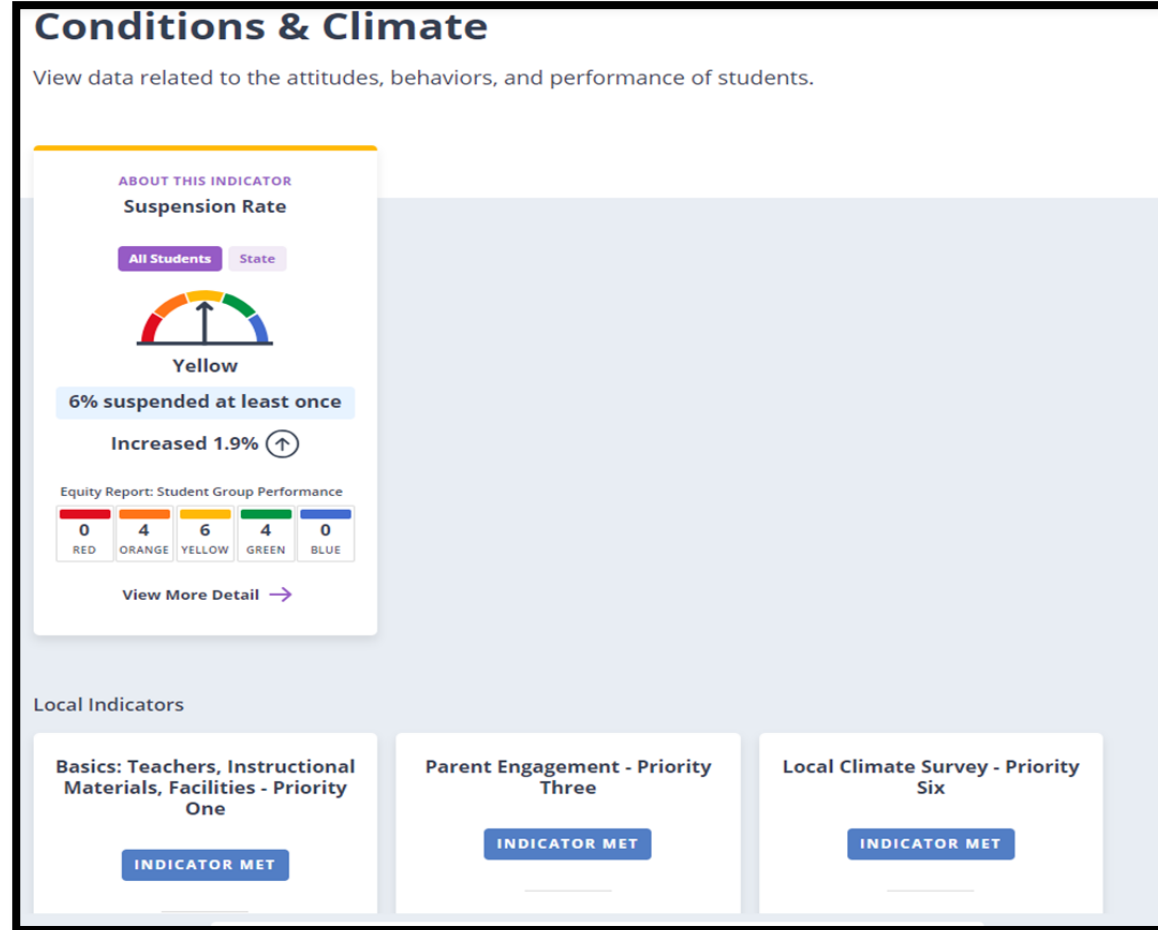
Declined 3.0% ↓

Equity Report: Student Group Performance

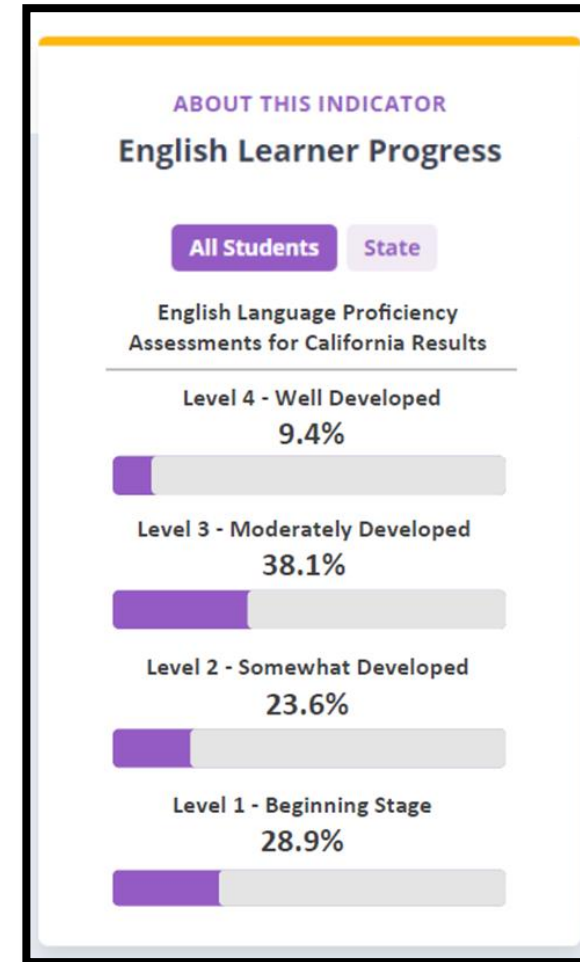
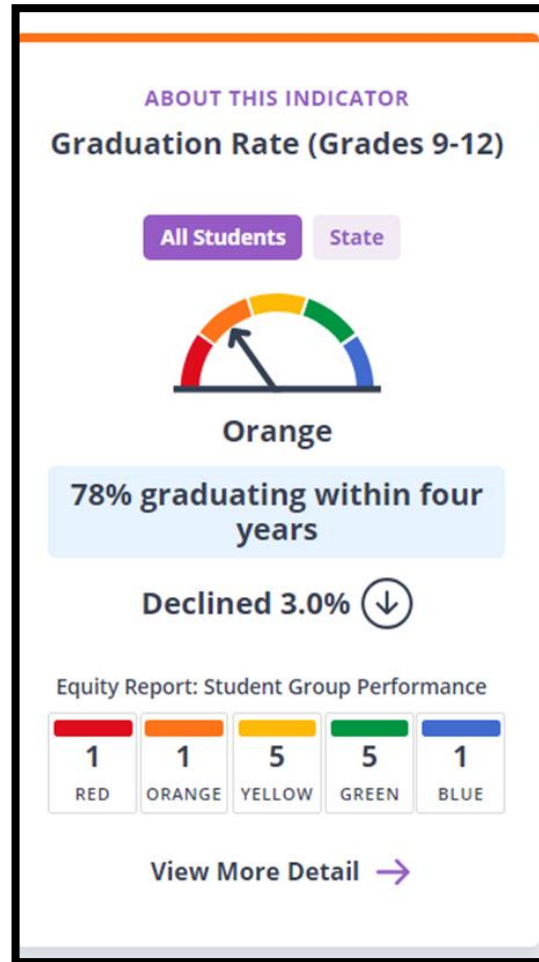


View More Detail →

Indicator Landing Page: Conditions and Climate



Indicator In-Depth Displays



More Detail: Student Groups

Student Group Details

All Student Groups by Performance Level

Total Number of Student Groups = 11



Red

Students with
Disabilities
Socioeconomically
Disadvantaged



Orange

Asian
African
American
Two or More
Races



Yellow

Foster
American
Indian



Green

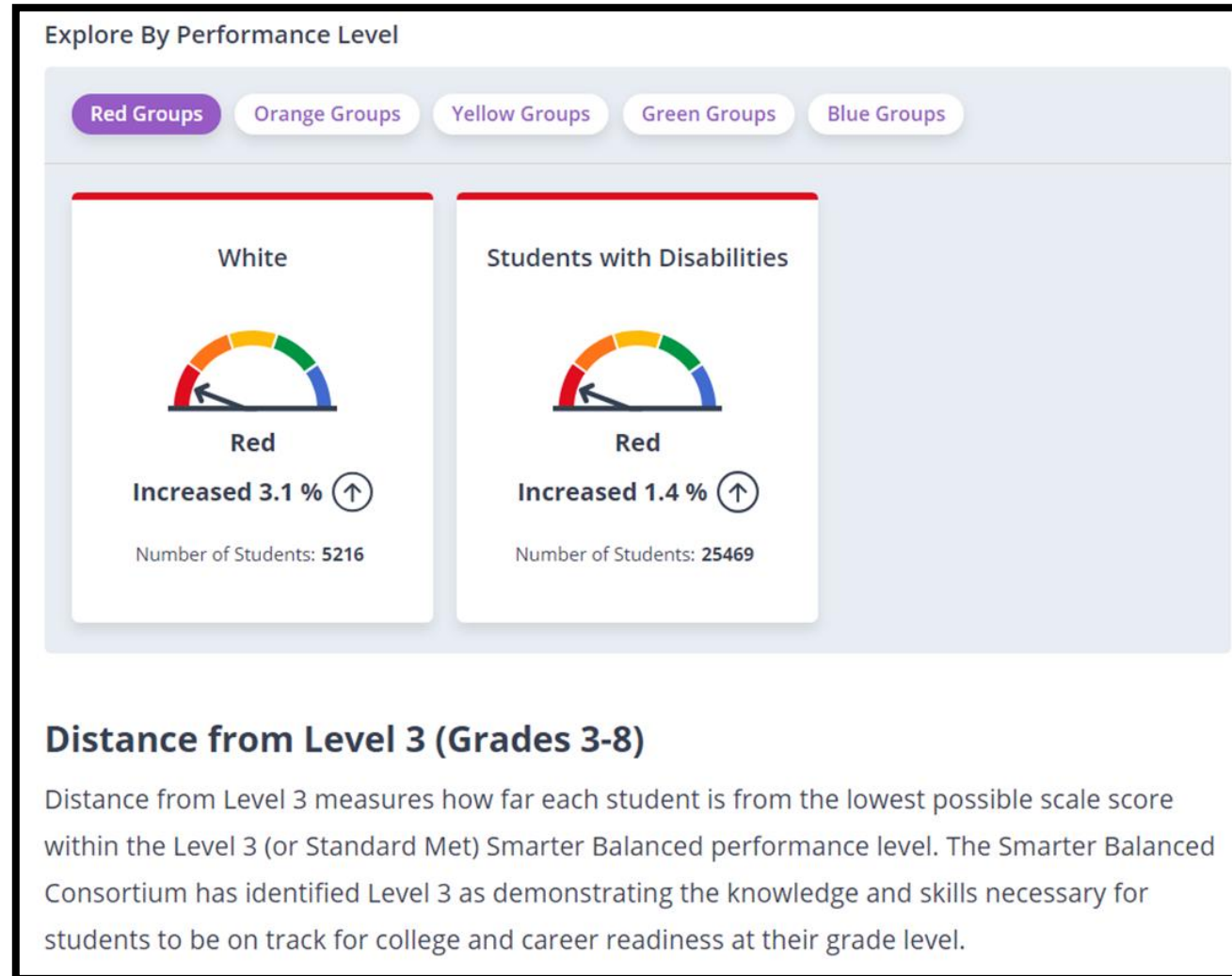
Homeless
Hispanic



Blue

Filipino
Pacific Islander

More Detail: Performance Level



State Indicators

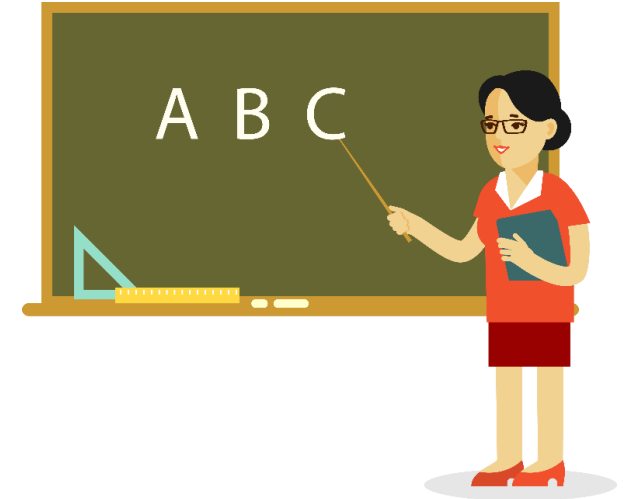
High School Graduation Rate

- Previous changes to four-year calculation methodology will be applied
- Five-year graduation rate will be included (for informational purposes only)
- Five-year rate could be added to 2019 Dashboard



Academic Performance*

- Elementary Schools and Districts
 - Grades 3–8
 - Grade 3–8 5x5 (same as 2017)
- High Schools and High School Districts (**NEW!**)
 - Grade 11
 - New 5x5 (scheduled for adoption in Nov.)
- Unified Districts (**REVISED!**)
 - Grades 3–8 and 11
 - Grades 3 – 8 5x5 (same as 2017)



$$\begin{aligned} e^{i\pi} &= -1 & \gamma^\mu \partial_\mu \psi + m \psi &= 0 & \nabla_\mu^2 &= \frac{1}{c^2} \frac{\partial^2}{\partial x^\mu} \\ \nabla \cdot \vec{E} &= \rho/\epsilon_0 & \Gamma(x) &= \int_0^\infty x^{s-1} e^{-x} dx & & \\ \nabla \cdot \vec{B} &= 0 & G_{\mu\nu} &= \frac{8\pi G}{c^4} T_{\mu\nu} - \Lambda g_{\mu\nu} & & \\ E^2 &= \rho^2 c^4 + m_0^2 c^4 & f(x) &= \int_{-\infty}^\infty f(x) e^{-2\pi i x} dx & & \\ \nabla_\mu E &= -\frac{\partial B}{\partial x} & -\frac{\hbar^2}{2m} \nabla^2 \psi &= \lambda \frac{\partial \psi}{\partial x} & & \end{aligned}$$

*Pending November 2018 State Board of Education decisions

Academic Indicator: Participation Rate

- Per U.S. Department of Education requirements
- New with 2018 Dashboard
- Schools and student groups that did not test 95 percent will be impacted as follows:
 - *The Academic Indicator value (i.e., the Distance from Level 3) will be reduced by one-fourth of the percentage points needed by the school or student group to reach the 95 percent participation target.*

Suspension Rate



- No changes!!!

College/Career Indicator (CCI)

- Two new measures will be added to the 2018 Dashboard!
 - State Seal of Biliteracy
 - Leadership/Military Science
- First time for performance levels (colors)



Chronic Absenteeism

Definition:

A student is considered chronically absent if the student misses 10 percent or more of the instructional days that the student was expected to attend.

Example:

Total Instructional Days = 180

- Student A
 - Absent 16 days **No**
- Student B
 - Absent 18 days **Yes**
- Student C
 - Absent 35 days **Yes**

Chronic Absenteeism Details

- Reported via CALPADS
- Calculation includes only students enrolled for at least 31 instructional days
- 2018 Dashboard will include “Status” and “Change”
- Check out 2016–17 data:
 - <https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=State&cde=00&year=2016-17>

English Learner Progress

- Not in Fall 2018 Dashboard as indicator
- 2017–18 ELPAC performance levels reported (for informational purposes)
- “Status” only in 2019 Dashboard; “Change” in 2020
- Development and technical work underway



Dashboard Alternative Schools Status (DASS)

- Schools automatically qualify or apply
- Included in 2018 Dashboard for the first time
- Same state indicators; alternate calculation methodologies:
 - Graduation Rate (in 2018 Dashboard)
 - CCI (under development for future Dashboard releases)

DASS: 1-year Graduation Rate

- Must have 30 students in grade 12
- Same counting rules as the four-year graduation rate
- Different cut scores for “Status” and “Change” than four-year graduation rate



Upcoming Deadlines and Events



- Already started:
 - LCAP Webinar series
 - Tuesdays at 2pm
- November
 - State Indicator Webinar Series
 - Local indicator deadline (11/16)
 - Rolling LEA preview
- December
 - State release (Week of 12/3)

Disproportionality Protocols*

- CDE's disproportionality review is a two-prong process that includes a policy and procedure review and a student record review.
- In your packet are the record review protocols as a reminder of what CDE is looking for during the record review.
- Please note that CDE is only reviewing protocol items in the areas where the LEA was disproportionate (e.g., the LEA was determined to be disproportionate in suspension and expulsion so only the suspension and expulsion protocol will be used).
- When the review is complete you should be notified by CDE if any further actions are required.

* Denotes a handout

CDE Quality Assurance Process

Data Identified Noncompliance & Performance Indicator Review

Quality Assurance Process (QAP) Overview

QAP starts with indicators derived from State Performance Plan and Annual Performance Report (APR), federal monitoring requirements, court decisions and other initiatives (results driven accountability, LCFF/LCAP).

The indicators are used for a variety of purposes including evaluating state and local performance, preparing required reports by the state, and identifying needs for monitoring, correction and improvement.

A shift continues to occur from a focus on compliance to outcomes.



Quality Assurance Process

Performance Indicator Review (PIR)

Disproportionality (Dispro)

Data Identified Non-Compliance (DINC)

Quality Assurance Process (QAP)

Three Review Activities

Data-Identified Non-Compliance (DINC)

11. Eligibility Evaluation

13. Secondary Transition

Annual IEP Timelines

Triennial IEP Timelines

12. Part C to B Transition (3rd bday)

Disproportionality (DISPRO)

9. Racial/Ethnic disproportionality (overall)

10. Disproportionality by Eligibility Category

4. Suspension/Expulsion

5. Least Restrictive Environments

Performance Indicator Report (PIR)

1. Graduation Rate

2. Dropout Rate

3. Statewide Assessment

4. Suspension/Expulsion

5 Least Restrictive Environments

8. Parent Involvement

14. Post-School Outcomes

Indicators and Review Activities

1. Graduation Rate	PIR
2. Dropout Rate	PIR
3. Statewide Assessment (Participation. Proficiency)	PIR
4. Suspension/Expulsion	PIR & DISPRO
5. Least Restrictive Environments	PIR & DISPRO
8. Parent Involvement	PIR
9. Racial/Ethnic Disproportionality	DISPRO

Indicators and Review Activities

10. Disproportionality by Disability Category	DISPRO
11. Eligibility Evaluation	DINC
13. Secondary Transition	DINC
14. Post-School Outcomes	PIR
Annual IEP Timeline	DINC
Triennial Review Timeline	DINC



California Special Education Indicators Alignment Metrics



Special Education State Indicators	Definition	CDE Compliance Process	Dash board Y/N	Data Source	Data Fields	Target				LCAP Priority #																																								
						15-16	16-17	17-18	18-19																																									
Indicator 1 (Performance) Graduation 4-Year Rate	Percent of all exiting students within a four-year cohort in grade twelve and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.	PIR Comp Review	Y	CALPADS PRIOR YEAR DATA	<ul style="list-style-type: none">Student School Exit Effective DateStudent Exit Reason CodeStudent Completion Status Code	90% or fixed rate of 65.94%	90%	90%	90%	5																																								
Indicator 2 (Performance) Dropout 4-Year Rate	Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.	PIR Comp Review	N	June CASEMIS	<ul style="list-style-type: none">Exit ReasonExit Date	13.72%	12.72%	11.72%	10.72%	5																																								
Indicator 3 (Performance) Statewide Assessment <ul style="list-style-type: none">AchievementParticipation	Achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP). Also, see Indicator 17. •Academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP) •The participation rate for students with IEPs.	PIR SSIP Comp Review	Achievement Y Participation N	CAASPP ELA and Math	<ul style="list-style-type: none">ParticipationProficiency Level	<table><thead><tr><th colspan="8">Achievement</th></tr><tr><th>ELA</th><th>Math</th><th>ELA</th><th>Math</th><th>ELA</th><th>Math</th><th>ELA</th><th>Math</th></tr></thead><tbody><tr><td>12.9%</td><td>10.6%</td><td>13.9%</td><td>11.6%</td><td>14.9%</td><td>12.6%</td><td>15.9%</td><td>13.6%</td></tr><tr><th colspan="8">Participation</th></tr><tr><td colspan="2">95%</td><td colspan="2">95%</td><td colspan="2">95%</td><td colspan="2">96%</td></tr></tbody></table>				Achievement								ELA	Math	ELA	Math	ELA	Math	ELA	Math	12.9%	10.6%	13.9%	11.6%	14.9%	12.6%	15.9%	13.6%	Participation								95%		95%		95%		96%		4,7,8
Achievement																																																		
ELA	Math	ELA	Math	ELA	Math	ELA	Math																																											
12.9%	10.6%	13.9%	11.6%	14.9%	12.6%	15.9%	13.6%																																											
Participation																																																		
95%		95%		95%		96%																																												
Indicator 4 - Suspension/Expulsion 4a. Overall (Performance) 4b. Race/Ethnic (Compliance)	4a. Overall: Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year. 4b. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year. NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform the calculation of suspension/expulsion.	4a. PIR Comp Review 4b. Comp Review Dispro Sig Dis	Y	CALPADS data matched to June CASEMIS PRIOR YEAR DATA	<ul style="list-style-type: none">District of ResidenceDSPL_DAYSEthnicityRace 1-3Race Ethnicity CodeResults of Special Self Review	≤10% 0%	≤10% 0%	≤10% 0%	≤10% 0%	6																																								
Indicator 5 (Performance) Least Restrictive Environments 5a. Inside of regular class 80% or more of day 5b. Inside of regular class less than 40% of day 5c. Separate Facility	The average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers: 5a. Inside of the regular class 80% or more of the day 5b. Inside regular class less than 40% of the day 5c. In separate schools, residential facilities, or homebound/hospital. NOTE: Separate Schools includes students in Separate Schools, Residential Facilities, and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School.	PIR Dispro Sig Dis Comp Review	Y	December CASEMIS	<ul style="list-style-type: none">District of ResidenceFedSet_Sch	>49.2% <24.6% <4.4%	>50.2% <23.6% <4.2%	>51.2% <22.6% <4%	>52.2% <21.6% <3.8%	1,2,7																																								
Indicator 6 (Performance) Preschool Environments 6a. Regular Program 6b. Separate	The percent of children aged 3 through 5 with IEPs attending a: 6a. Regular early childhood program and receiving a majority of special education and related services in the regular program. 6b. Separate special education class, separate school or residential facility.	Preschool Comp Review	N	December CASEMIS	<ul style="list-style-type: none">District of ResidenceFedSet_SchIn_Regclass	>41.8% <34.4%	>33.9% <34.4%	>34.9% <34.4%	>35.9% <34.4%	7																																								



Quality Assurance Process

Performance Indicator Review (PIR)

Disproportionality (Dispro)

Data Identified Non-Compliance (DINC)

Data Identified Non-Compliance (DINC) Background

The Office Special Education Programs (OSEP) of the U.S. Department of Education requires that a state examine LEA data for noncompliance with the requirements of the Individuals with Disabilities Education Act (IDEA).

If noncompliance is identified, the state must make a finding of noncompliance and require the LEA to make correction using federally specified procedures (OSEP Memorandum 09-02, October 17, 2008).

Data Identified Non-Compliance (DINC) Indicators

CDE reviews CASEMIS data in the following areas to determine if a compliance issue exists:

Indicator 11:
Eligibility Evaluation

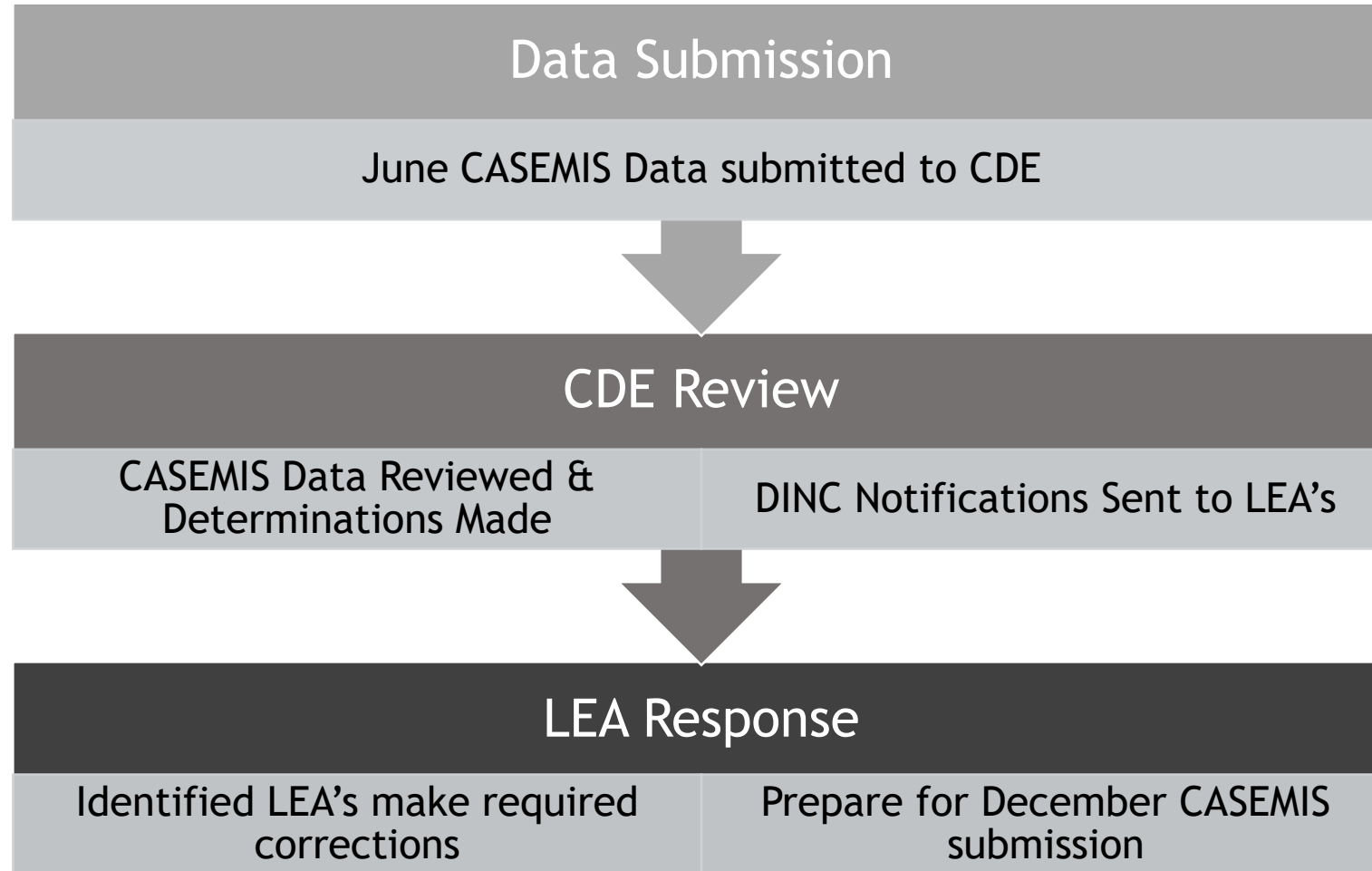
Indicator 13:
Secondary
Transition

Indicator 12:
Part C to B
Transition (3rd bday)

Annual IEP Timelines

Triennial IEP
Timelines

Data Identified Non-Compliance (DINC) Process



Data Identified Non-Compliance (DINC) Logon



Home » Specialized Programs » Special Education » Logon - Data Identified Noncompliance Data Collection (DINC)

Data Identified Noncompliance Data Collection (DINC)

Logon

Fiscal Year 2018–19 Data Collection

**Please use the following link to download LEA DINC
Instructions:**

[https://www3.cde.ca.gov/exfiles/downloadurl.aspx?
pid=111&dc=de430c72634b4b92bb](https://www3.cde.ca.gov/exfiles/downloadurl.aspx?pid=111&dc=de430c72634b4b92bb)

**If you have any DINC related questions you may contact us
at:**

DINC@cde.ca.gov

**Focused Monitoring Technical Assistance Consultant
assignments available here:**

[https://www3.cde.ca.gov/exfiles/downloadurl.aspx?
pid=111&dc=e9f18a6ff0994724a5](https://www3.cde.ca.gov/exfiles/downloadurl.aspx?pid=111&dc=e9f18a6ff0994724a5)

Due November 20, 2018.

District Logon

SELPA:

District:

Password:

Reset

Logon

Data Identified Non-Compliance (DINC) SELPA Resources

Top 10 CASEMIS Errors & Fixes

Top 10 Errors & Warnings

1

E211 – Duplicate Service

Description: Entries in the SERVICE Field records for the same student have one or more of the same codes. A SERVICE code may only be used once per student.

How to Fix this Error: Go to the CASEMIS B Page of the student's record in SEIS and identify the duplicate service. Then perform one of the following tasks:

1. If the duplicate service is discontinued AND ended prior to 07/01/2016, then delete the service.
2. If the duplicate service is discontinued AND ended on or after 07/01/16, then mark the service Do Not Report (DNR).
3. If the duplicate service is active, then mark Do Not Report (DNR).

CASEMIS B Page

CASEMIS B - Services

Add New Service

SPECIAL EDUCATION AND RELATED SERVICES

Sort Order	Service	Dates	Duration/Frequency
1	100 Specialized Academic Instruction	7/1/2016 6/30/2017	45 min x 1 sessions = 45 min Daily
Do Not Report Delete			

SEIS Maintenance Module



SEIS DLU Training Modules

SEIS District Level User Training Modules

The El Dorado Charter SELPA is proud to offer a self-paced, web-based training for new District Level Users (DLU). Each module is approximately 5-10 minutes in length, with a 3-hour total time commitment to complete the training. Once you complete the online training and practicum, you will receive your SEIS username and password. Thank you for your participation.

DescriptionInstructionsView the Webmodules

Click the links to the right to watch each DLU training webmodule.

Module 1: So You're a District Level User

Module 2: Logging In

Module 3: Homepage/Navigation/Using SEIS Homepage

Module 4: Managing SEIS Users

Module 5: The Student Record side of SEIS

For more webmodules offered by the El Dorado Charter SELPA, visit the Online Learning Center.
[Online Learning Center](#)



Quality Assurance Process

Performance Indicator Review (PIR)

Disproportionality (Dispro)

Data Informed Non-Compliance (DINC)

Performance Indicator Review (PIR) Background

Federal regulation, Code of Federal Regulations (CFR), Title 34, Section 300.600, also requires a review of the performance indicators contained in the Office of Special Education Program's Annual Performance Report (APR).

As a result, the CDE will conduct a PIR with those LEAs with one or more performance indicator values which did not meet the established statewide targets.

Performance Indicator Review (PIR) Indicators

CDE reviews data related to the following indicators:

Indicator 1:
Graduation Rate

Indicator 2:
Dropout Rate

Indicator 3:
Statewide
Assessment

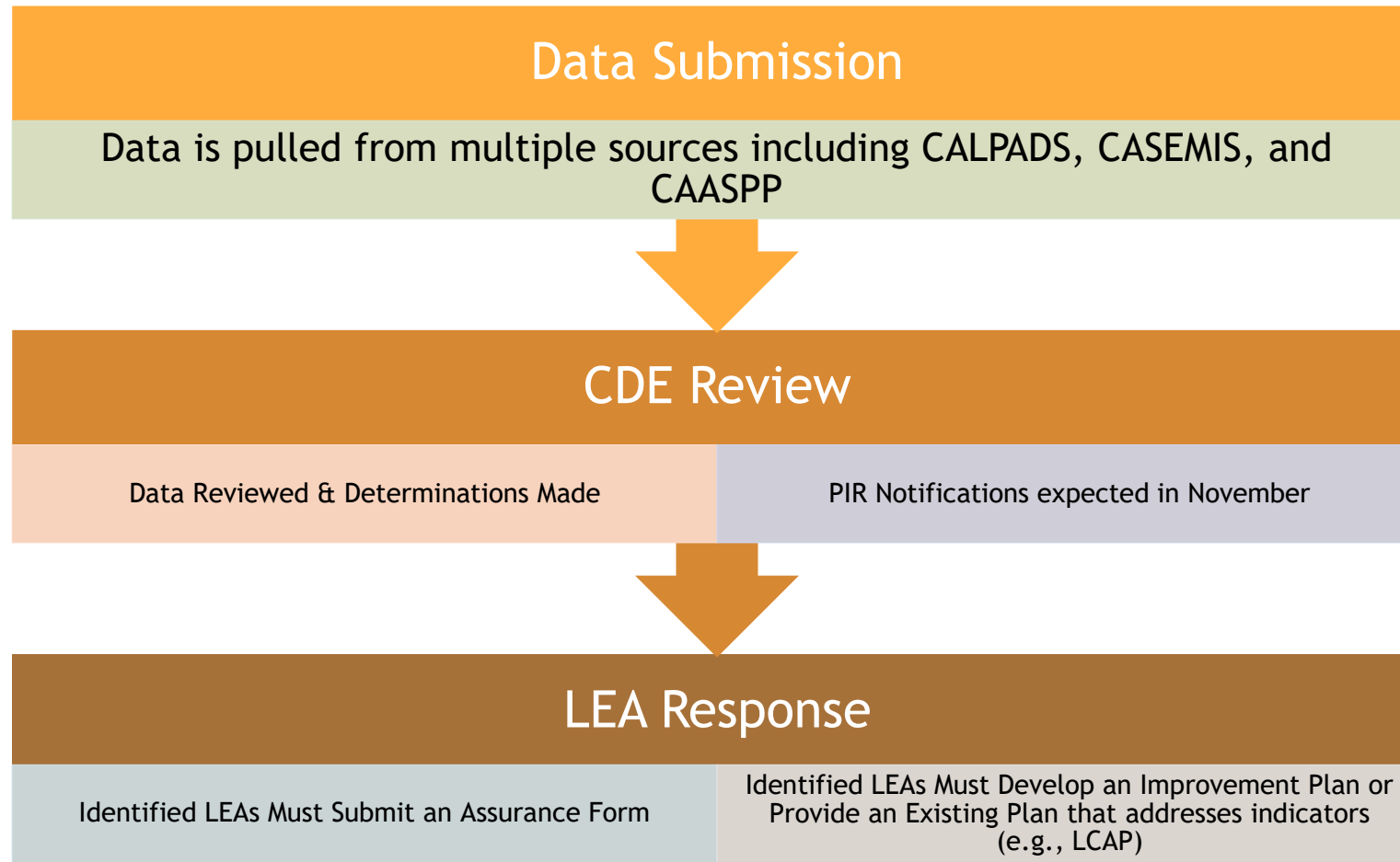
Indicator 4:
Suspension/
Expulsion

Indicator 5:
Least Restrictive
Environment

Indicator 8:
Parent
Involvement

Indicator 14:
Post-School
Outcomes

Performance Indicator Review (PIR) Process



Performance Indicator Review (PIR) Improvement Plan

Identify current initiatives or plans aimed at improving the LEA's performance on each of the relevant SPPIs, and discuss their effectiveness. If the LEA's current LCAP includes the required information, it is permissible for the LEA to submit its LCAP.

If LCAP does not include the required information, move forward with the Improvement Plan.

Identify stakeholders who will participate in the plan's development. At a minimum, the development team must include the special education director, SELPA representative, and a general education administrator.

Performance Indicator Review (PIR) Improvement Plan

For each SPPI that failed to meet statewide targets, the planning team should:

STEP
1

- Identify the root causes.
- Discuss and identify new strategies to address the root causes.
- Identify specific improvement activities that will be used to address the strategies.

STEP
2

- Identify required resources (e.g., staff, training, curricula) and person(s) responsible.
- Specify dates by which planning meetings will be held and activities will be initiated.

STEP
3

*Ongoing
monitoring*

- Identify methods and standards to be used to measure progress.
- The LEA should seek to align the newly identified strategies with the LEA's LCAP.
- Hold regularly scheduled reviews of the process and progress and refine the plan as necessary.

Performance Indicator Review (PIR) Improvement Plan

LEAs will use forms in the SPPI Improvement Process packet to complete their plans.

A separate plan is provided and will be completed **for each indicator** not met.

Tips for reviewing current performance and sample drill down activities are also included for each indicator.



Performance Indicator Review

State Performance Plan
Indicator Improvement
Process Packet
2016–17

California Department of
Education

Performance Indicator Review (PIR) Improvement Plan

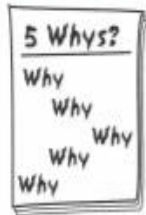
Note: If the LEA has already made improvements and met the specified indicator in the 17-18 school year, the Improvement Plan should be written to describe those actions and how they will be sustained.

Performance Indicator Review (PIR) Improvement Plan

The CDE will review the Improvement Plan submitted by the LEA to ensure the plan identifies and summarizes the following:

- Root causes that interfere with improvement activities
- Strategies to address root causes
- Specific improvement activities used to address the strategies
- Required resources
- Names and role(s) of person(s) responsible for carrying out activities
- Dates by which activities will be initiated
- Methods and standards used to measure progress

Performance Indicator Review (PIR) Resources



Five Whys?

What is it?

The Five Whys? is simply a process of asking Why? at least five times in a row to detect the root cause or meaning of a particular problem or situation.

When is it used?

The Five Whys? is necessary when people do not truly understand the situation, or when a deeper understanding is necessary.

Where is it used?

The Five Whys? is often used, but not limited to, stages 1, 4 and 8 of the Probletunity Process.



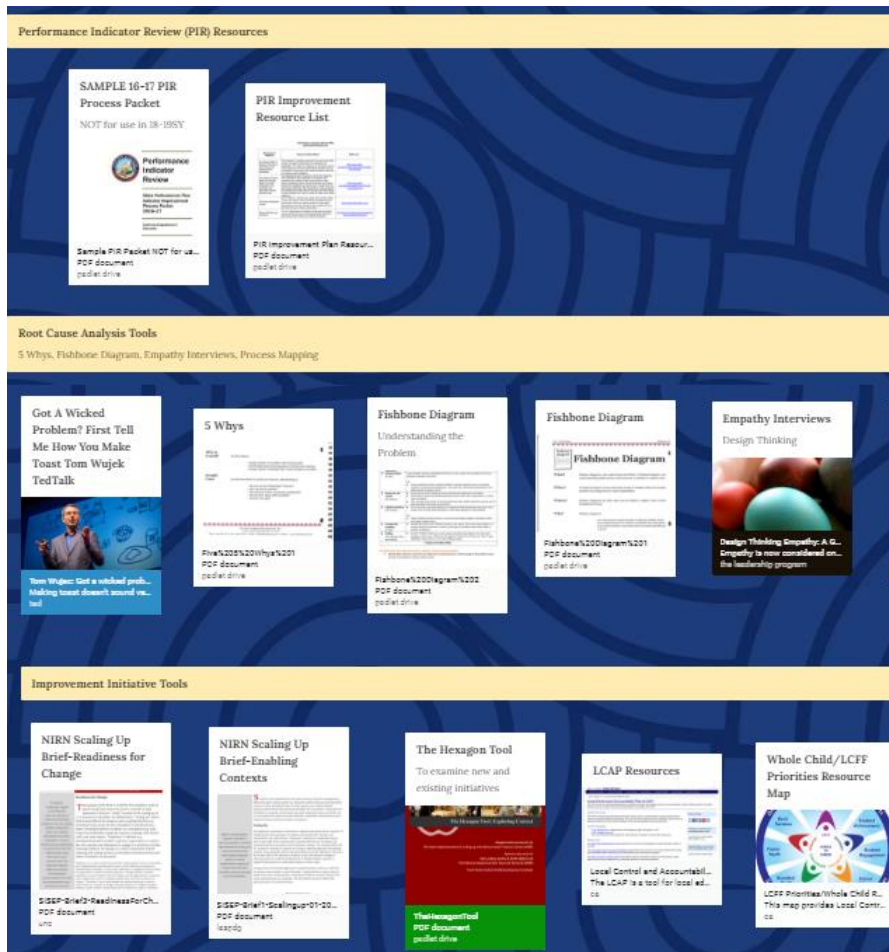
The Hexagon Tool: Exploring Context

Adapted with permission by
The State Implementation & Scaling-up of Evidence-based Practices Center (SISEP)

Based on the work of
Kiser, Zabel, Zachik, & Smith (2007) and
The National Implementation Research Network (NIRN)

Frank Porter Graham Child Development Institute

New SELPA Resource: Quality Assurance Process Padlet



<https://padlet.com/selpapd/QAP>

Quality Assurance Process Timelines

	Aug-Sept	Oct-Nov	Dec-Feb	March-April	May	June-July
PIR	<div>PIR Determination Released Along with Annual Determinations and Dashboard</div> <div><i>If Identified:</i> LEAs begin working on PIR Plan</div>					
DINC	DINC Corrective Actions Released	<i>If Identified:</i> DINC Evidence of Corrective Actions Due	December CASEMIS Submission	DINC Corrective Actions Released	<i>If Identified:</i> DINC additional Submission	June CASEMIS Submission
DISPRO	<i>If Identified:</i> Policies and Procedures Review	<i>If Identified:</i> File Reviews		Sig Dis Determinations Released		Dispro Determinations Released
Comprehensive Review can occur any time during the year						

Questions?



California Assessment System Updates*

English Language Proficiency Assessment for California (ELPAC)

New Resources Offers Guidance on the ELPAC

The highly anticipated [2018–19 ELPAC Information Guide](#) is now available on the CDE website!

This guide provides local educational agencies (LEAs) and schools with the information they need to:

- Understand the differences between the Initial ELPAC and the Summative ELPAC.
- Understand the initial identification and reclassification processes for English learners (ELs).
- Provide information about assessing ELs with disabilities.
- Prepare teachers to understand and use their students' ELPAC results.
- Communicate ELPAC results to parents and guardians.

English Language Proficiency Assessment for California (ELPAC)

New English-Spanish Glossary Available

The [2018 English-Spanish Glossary for Educational Settings](#) is here!

- Consistent use of words and terminology that are common to state and federal communication documents about assessment, education, and accountability.
- In particular, the CDE has used the glossary for the production of materials for Spanish-speaking audiences. The CDE now offers this resource to local educational agencies to use for the same purpose.

Individual Student Assessment Accessibility Profile (ISAAP) Tool

Resources:

- [CAASPP ISAAP Tool Instructional Video](#)
 - Video was developed in 2017-2018 year, but still up to date!
 - Video references the 2016-2017 ISAAP tool, but all instructions are still applicable to the 2018-2019 ISAAP Tool
 - Step by Step Instructions on how to use the ISAAP tool
- [CAASPP Student Accessibility Resources](#)
 - Scroll to the middle of the web-page and select 2018-2019 ISAAP Tool

Test Administration Manuals and Administrative Tools

- [Accessibility Guide for CAASPP Online Testing](#)—This manual is forthcoming.
- [2018–19 Online Student Test Settings Template \(Excel\)](#) (Updated 09/10/18)
- [2018–19 Individual Student Assessment Accessibility Profile \(ISAAP\) Tool \(Excel\)](#) (Updated 09/10/18)

Individual Student Assessment Accessibility Profile (ISAAP) Tool

Use the ISAAP Tool with the following Resources:

- *Matrix One: CAASPP System Accessibility Resources*
 - Displays the universal tools, designated supports, and accommodations (embedded and non-embedded) allowed as part of the CAASPP system for 2018–19
- *Usability, Accessibility, and Accommodations Guidelines*
 - Information to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them



Federal and State News

C2C Webinar Review and Updates*

Tuesday October 30, 2018 a webinar was given:

- A recording is available in the SEIS document library

Webinar Summary:

- CALPADS fields shared, new meeting types shared, use of the amendment process reviewed
- School Type 56 should be the only school type used for Independent Charter Schools in our SELPA
- District of Residence is now YOUR charter school



Federal and State News

C2C Webinar Review and Updates*

- Make sure all SSID numbers are entered.
- Make sure data matches between SEIS and CALPADS:
 - Student legal first name
 - Student legal last name
 - SSID
 - Student race and ethnicity
 - Gender
 - Birthday

Federal and State News

C2C Webinar Review and Updates*

To watch the webinar visit the SEIS document library and search CASEMIS to CALPADS Webinar.





Federal and State News

C2C Webinar Review and Updates*

Friday November 2, 2018 a number of updates were made to SEIS:

- Some issues have been identified and SEIS is working to fix them
- If you run into challenges, please report your concern to your assigned Program Technician or Program Specialist
- We will continue to share information as we learn it

Recent Legislation Update*

***BILLS
BILLS
BILLS***

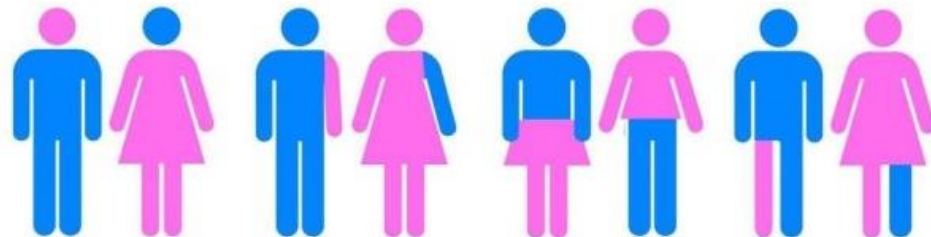


* Denotes a handout

AB2601

Sexual health education in charter schools

- Districts have had the requirement (California Healthy Youth Act) to ensure that all pupils in grades 7 to 12 receive comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education.
- Starting in the 2019-20 school year, charter schools will be included.
- Required at least once in Jr. High/ Middle and once in High School.



AB2601-What?

- “Comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
- “HIV prevention education” means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.



AB2601-Who?



“Instructors trained in the appropriate courses” means instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.”

Parent Notification and Opt-Out

- Parental notification and opportunity to opt-out is provided at the beginning of the school year. EC § 51938(a).
- Parents are notified that they may request in writing that their child be excused from participation. EC §§ 51938(a), (b).
- EC § 51938 explicitly requires that schools have an “opt-out” (passive consent) policy, which means they notify parents and allow them to withdraw their children. They are not allowed to have an “opt-in” (active consent) policy, which requires parents to sign and return a permission slip for their children to participate.

Resources

- California Healthy Youth Act (CHYA) Implementation Toolkit (ACLU)
 - Includes:
 - A short fact sheet with basic info
 - An FAQ
 - Q and A for Districts
 - A Compliance Checklist
 - A Sample Parent Notification Letter
 - A List of Curricular Materials and Resources (included in your packet)

CDE Webpage on Comprehensive Sexual Health and HIV/AIDS Instruction
<https://www.cde.ca.gov/ls/he/se/>



AB1436

Licensees and suicide prevention training

- Effective January 1, 2021, requires an applicant to the Board of Behavioral Sciences for licensure as:
 - a marriage and family therapist,
 - an educational psychologist,
 - a clinical social worker,
 - or a professional clinical counselor to complete a minimum of 6 hours of coursework or applied experience under supervision in suicide risk assessment and intervention.
- This would be a one time requirement as part of their coursework prior to application for licensure, or upon renewal of their licensure.

SB972

ID cards w/suicide prevention hotline number

- Starting in the beginning of the 2017-18 school year, existing law requires the governing board of a school that serves pupils in grades 7 to 12, to adopt a policy on pupil suicide prevention that specifically addresses the needs of high-risk group.
- Starting July 1, 2019, the same schools as included above (that issues student ID cards) MUST have printed on either side of the ID card the following:
 - The telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255

and MAY have

- The Crisis Text Line, which can be accessed by texting HOME to 741741.
- A local suicide prevention hotline telephone number.

California Timeline and Cases for Cannabis: What it Means for LEAs



Marijuana Timeline

The Marijuana Legalization Timeline for California

Since 1972, California has been on the cutting edge of legalizing marijuana.



Sources: LA Times, Money Morning Staff Research

Proposition 64: The Dos and Don'ts

Allows:

- Use, possession and growing by those over 21 years of age (changed penalties for same)
- Growing up to 6 plants at home
- Sale, distribution, delivery, and dispensaries as regulated locally
- Business regulations and taxes
- Transportation of marijuana

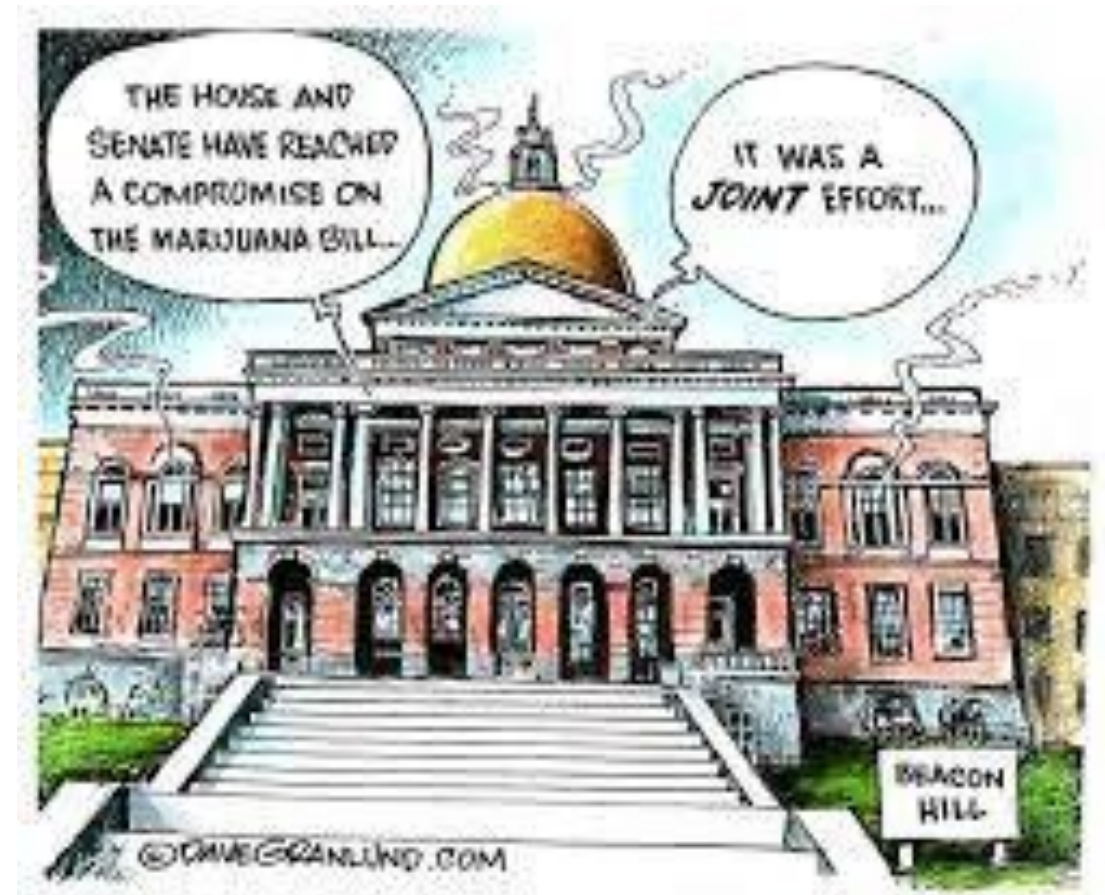
Disallows:

- Use, possession and growing by those under 21 years of age
- Public smoking or ingesting
- Smoking or ingesting while driving, driving “under the influence”, or “open container”
- Marijuana businesses within 600 feet of school, daycare, or youth center
- Smoking or ingesting on, or near, a school, daycare or youth center
- Smoking in tobacco-free zones
- Advertising directed at minors



Prop 64: And Some Things Stay the Same

- Employers can regulate workplace policies around drugs
- Schools need to regulate and maintain drug-free school zones
- Use of medical marijuana
- Mandated Reporter obligations
- US Department of Transportation regulations for bus drivers



Prop 64: How it Changed Medical Use

- Stricter standards for doctor *recommendation* (no prescription)
- Protects privacy of those with ID cards
- Can't be used against a parent in a custody case
- Allows “open container” inside a vehicle
- Separates medical and recreational dispensaries



FDA Approved, Waiting on the DEA

Epidiolex

June 25, 2018

- The U.S. Food and Drug Administration today approved Epidiolex (cannabidiol) [CBD] oral solution for the treatment of seizures associated with two rare and severe forms of epilepsy, Lennox-Gastaut syndrome and Dravet syndrome, in patients two years of age and older
- Still a Schedule 1 substance under Federal Controlled Substance Act

Employees, Accommodations and the ADA

- You are not required to make accommodations for an employee who uses marijuana medicinally
- ADA does not protect use of medical marijuana
- However....you can not discriminate against an employee who uses marijuana medicinally (AB2069) if they test positive

Searching or Testing for Marijuana:

- Balance between Privacy and Invasion
- Really tricky since it is legal recreationally/ hard to prove even if they have it
- Focus on the duties and/or inability to perform

Possession on a K-12 Campus

- Under 18: \$100 fine
- 1st Offense
 - 8 hours Drug Education and Counseling
 - 40 hours Community Service within 90 days
- Subsequent Offenses:
 - 10 hours Drug Education and Counseling
 - 60 hours Community Service within 120 days

(Prop 64 amended penalties)



Administering on Campus? Unsettled



- ❑ **Sylvan Union School District (OAH Case No. 2014010077)**
 - ❑ OAH held that the District acted Reasonably when it informed parents that it would not administer at school
 - ❑ OAH will not turn a blind eye, under the guise of stay put, to an IEP that calls for unlawful criminal activity under other State and federal statutes simply because the parties had previously agreed upon and implemented the unlawful provisions.
- ❑ **Rincon Valley Union School District (OAH Case No. 2018050651)**
 - ❑ OAH held that the District failed to offer FAPE in LRE
 - ❑ Hold IEP to place student on public school campus among peers with emergency seizure medication available
 - ❑ Allow student and nurse to travel on a public school bus to and from the school and on field trips with the medication

What's the Real Issue Here?

- Central issue in Rincon Valley was LRE
- Home placement (the FAPE offer) was not LRE and that (if not for this medication issue) the student could and should be on a public school campus
- Whether or not FAPE considerations trump drug enforcement laws should ultimately be resolved by a court of higher authority than OAH



Leaves Us Hanging.....

- ALJ's analysis was somewhat speculative in concluding that enforcement against the District and/or loss of funding was highly unlikely and possibly prohibited by Department of Justice regulation
- We are under a presidential administration where the head of the DOJ has announced differing attitudes and intentions towards marijuana than previous administrations
- ALJ's analysis also did not take into consideration whether requiring a school district to maintain, transport, and administer this drug could invalidate insurance policies or risk insurance coverage



Some Legal Thoughts....

- Legal landscape on this issue is far from settled until a federal court weighs in
- Boils down to the federal law's treatment of marijuana and how it impacts (or doesn't impact) schools in California
- Does not recommend relying on the Rincon Valley OAH decision to inform or even guide District policy
- OAH decisions lack precedential value; this decision applies only to this specific student
- Further legal actions that will continue clarify what the law says
- Until a California federal court (or the 9th Circuit) rules on this issue, any policy action that allows medical marijuana or derivatives of same on a school campus is risky and, probably, ill advised
- Concerns among school districts that they may compromise their federal funding if they proceed with this kind of action
- There is no indication to date that the feds mean to take any action

SB 1127 Pupil Health: Administration of Medical Cannabis: Schoolsites (Hill)

Brown's veto message:

This bill is overly broad as it applies to all students instead of limited cases where a doctor recommends medical marijuana for a student in order to prevent or reduce the effects of a seizure. Generally, I remain concerned about the exposure of marijuana on youth and am dubious of its use for youth for all ailments. This bill goes too far -- further than some research has -- to allow use of medical marijuana for youth. I think we should pause before going much further down this path.

Parent objections:

Many parents disliked this bill as it only approved parents' rights to come on campus to administer cannabis medications. As in the OAH decision, parents argued that this would force them to hover outside the campus all day or come to the campus sometimes multiple times per day to administer.



- Need a federal court decision to truly resolve this issue
- Until then, we aren't in a position to direct employees to perform a task for which they could be criminally prosecuted
- Education Code provisions related to safe/drug free schools and student discipline haven't changed
- There are a number of conflicts in the law that still need resolution



SELPA Updates

IEE Assessors List by Region*

- IEE assessors by Region have been added to the SEIS document library.
- The lists of assessors are in no way exhaustive.
- The assessors on the lists are not endorsements of the SELPA, rather they are assessors that met cost criteria and requirements and are currently offering assessment.
- These lists will be updated as assessors change rates, or sometimes stop assessing.
- Please feel free to use your own recommendations, or consider parent suggestions.

FAQ FOR EXTENDED SCHOOL YEAR (ESY)

TABLE OF CONTENTS

GENERAL INFORMATION

- Q1. What is extended school year (ESY)?
- Q2. What is the difference between ESY and summer school?
- Q3. What should IEP teams consider when discussing ESY?

GUIDANCE FOR IEP TEAMS

- Q4. What do the terms “regression” and “recoupment” mean?
- Q5. How can we collect regression/recoupment data?
- Q6. How can IEP teams identify emerging skills?
- Q7. Does a student’s ESY program need to be the same as their regular school year program?

IEP TEAM REMINDERS

- Q8. When do IEP teams need to discuss ESY?
- Q9. What if the team can’t make an ESY determination at the initial IEP meeting?
- Q10. How do IEP teams document the decision making process for ESY?

PROGRAM CONSIDERATIONS

- Q11. What if our LEA doesn’t have an ESY program?
- Q12. Can LEAs collect ADA for ESY pupils?

APPENDIX A

APPENDIX B

Extended School Year FAQ

Highly Mobile Students FAQ



FAQ FOR HIGHLY MOBILE STUDENTS

TABLE OF CONTENTS

- Q1. Who are "highly mobile" students?**
- Q2. What barriers do highly mobile students face?**
- Q3. What laws exist to assist highly mobile students to find stability and access to academic success?**
- Q4. What should I do when a student experiencing homelessness enrolls in our school?**
- Q5. What programs are highly mobile students eligible for?**
- Q6. What should I do if a foster youth enrolls in our school?**
- Q7. What do I do if a student whose parent serves in the military enrolls in my school?**

Professional Learning Offerings*



SELPA Updates

Training	Date & Location	Register at
Trauma-Informed Practices in Schools	November 15, 2018 9:00 - 4:00 PM Sacramento	https://goo.gl/WdJHB2
Overview: An Introduction to Supporting English Learners	November 28, 2018 9:00 - 4:00 PM Sacramento	https://goo.gl/2rMxNb
CPI Full Cert	December 11, 2018 9:00 - 4:00 PM Sacramento	https://goo.gl/YGz3Hn
CPI Re Cert	January 31, 2019 9:00 - 1:00 PM Sacramento	https://goo.gl/asjmtj
Preventing and Responding to Threats of Suicide and Self-Harm	February 7, 2019 9:00 - 4:00 PM Sacramento	https://goo.gl/EQikAE
SEIS 101	February 12, 2019 9:00 - 4:00 PM Sacramento	https://goo.gl/5BmgoR
Paraeducator Academy	February 20, 2019 9:00 - 4:00 PM Sacramento	https://goo.gl/4cF4Gf
CPI Full Cert	February 27, 2019 9:00 - 4:00 PM Sacramento	https://goo.gl/ENH9vi

For any questions about upcoming Professional Learning offerings, contact our Professional Learning team at SELPAPD@EDCOE.org or at 530-295-2462

INSPIRATION TO ACTION | 2019

Riding the Waves of Change

Thursday, February 21
San Diego



Keynote Speaker:
Jeff Eben





Mental Health Level 2 Budget Template Webinar

Questions & Answers





EL DORADO
CHARTERSELPA
Special Education Local Plan Area

Upcoming Steering Meeting



Online Via Zoom
January 16th 10:00 a.m. – 12:00 p.m.