Instructions

Please raise your hand and we will call on you.

- **Windows**: You can also use the `Alt+Y` keyboard shortcut to raise or lower your hand.
- **Mac**: You can also use the `Option+Y` keyboard shortcut to raise or lower your hand.
Fiscal Update - State

LAO projects new Prop 98 Guarantee
• Estimate 2020-21 Prop 98 Guarantee will be $13.1B higher than estimated in the June budget (≈ what was expected in January proposed budget
• **Would be sufficient to allow reversal of all planned deferrals**
• State would have to act in January (deferrals begin in February)
• Also suggests consideration of targeted one-time funds for 2020-21

On the flip side...
• Much slower Prop 98 growth projected for 2021-22 and out-years
• LAO questions whether supplemental payments to Prop 98 in current budget are still necessary ($2.3B starting in 2021-22)
• Watch out for pension costs starting in 2022-23
• Uncertainties: Federal stimulus, pandemic, recovery, revenues and non-Prop 98 costs
Fiscal Update - Federal

Biden Proposals

• Providing the “full funding” of IDEA’s federal obligation
• Doubling the number of school psychs, counselors, nurses, & social workers
• Tripling of Title I funds
• Increased funding for teacher mentoring, leadership, and PD
• Reducing student loans for educators
• Investing $775B into early ed initiatives (universal preschool for 3- & 4-year-olds, child tax credits, and creation of a tax credit to encourage businesses to build childcare facilities)
• Also pressed Congress to pass a schools package to ensure LEAs have resources to adapt to COVID-19, including $30B for safe reopening

? Senate control still undetermined – both Georgia seats in January runoffs
Fiscal Reminders

• Audit Reports
  • December deadline pushed by COVID
  • Please upload when final

• January Dates
  • ERMHS Level 2 budgets due 1/15/21
  • Mid-Year Expenditures due 1/22/21

• Low Incidence Funding
  • Significantly more LI revenue (≈$2,950 from $466 per LI student)
  • Simplified reimbursement process
Questions?

Please raise your hand and we will call on you.

• **Windows**: You can also use the Alt+Y keyboard shortcut to raise or lower your hand.
• **Mac**: You can also use the Option+Y keyboard shortcut to raise or lower your hand.
California Association of School Psychologists (CASP) COVID-19 Resources

CASP COVID-19 Resources Webpage

https://casponline.org/about-casp/publications/covid-19-resources/
Two CASP Resource Papers on Assessment:

- School Psychology Practice during COVID Series #1 - Assessment Guidance (8/15/2020)
- School Psychology Practice during COVID Series #2 - Updated Assessment Guidance & Four Specific Eligibility Areas Guidance (10/8/2020)
First CASP Resource Paper on Assessment:

School Psychology Practice during COVID Series #1 - Assessment Guidance (8/15/2020)

• Includes guidance on the following topics:
  • Federal laws and guidelines pertaining to assessment
  • Assessment methods and the utilization of data
  • Initial and triennial assessments
  • Virtual assessments
  • Interrupted or incomplete assessments
  • Professional guidelines and ethics
Second CASP Resource Papers on Assessment:

School Psychology Practice during COVID Series #2 - Updated Assessment Guidance & Four Specific Eligibility Areas Guidance (10/8/2020)

• An update on the first resource paper, and includes guidance on the following topics:
  • Overdue IEP timelines and seeking extensions
  • Validity and reliability statements
  • Decision-trees related to initial and triennial assessments
  • Specific considerations when assessing students for SLD, OHI, ED and AUT
California Association of School Psychologists (CASP) COVID-19 Resources

- **Member-created resource list for Psycho-Educational Assessment during COVID-19:**
  - [Link to CASP member-created google doc](#)

---

**Recommended Resources for Psychoeducational Assessment During Covid-19**

As districts all over the country plan for what school may be like in August, school psychologists in the area wanted to be proactive and create some continuity in practices. A multi-district coalition of school psychologists from around the Bay Area collected a variety of information and resources regarding the completion of psychoeducational assessments during the current health crisis.

What follows is an index of these resources and suggestions districts and/or school psychologists may want to consider when planning to complete assessments during this time. The following link lists all of the School Psychologists who contributed to the development of this document:

**Coalition Members**

- Shadi Allen
- Dr. Lauren Barker
- Nicole Behaylo
- Emily Bersaglia
- Carla Kassoff
- Stephanie Cima
- Molly Coppel
- Jaime Fanciullo
- Erika Gardiner
- Shelly Greene
- Frances Lai
- Jeanette Medina
- Dr. Joe Milies
- Dr. Karen
- Michelle
- Dr. Rito
- Nel Razo
- Leslie Silva

---

---
Questions?

Please raise your hand and we will call on you.

- **Windows**: You can also use the Alt+Y keyboard shortcut to raise or lower your hand.
- **Mac**: You can also use the Option+Y keyboard shortcut to raise or lower your hand.
School Re-opening Guidance Remains Unchanged

Yesterday, Gov. Gavin Newsom announced a new regional model for stay-at-home orders in California. The framework is based on intensive care unit capacity in the state.

The governor’s administration has told us this announcement does not change the current guidance for schools. Schools that are currently open for in-person learning may remain open. Schools can also bring students back on campus for instruction using the elementary school waiver process and cohorting guidance. They are still required to follow safety guidance issued by the California Department of Public Health.

The administration, the State Board of Education and other state entities have released resources, FAQs and more on the new guidance. See below:

- Regional Stay-At-Home Order
- Department of Public Health Guidance
- Elementary School Waiver Process
- Cohorting Guidance

https://mailchi.mp/acsa/school-reopening-guidance-remains-unchanged?e=dfd6d63c83
Date: December 1, 2020

Subject: Information Sharing from the State Director of Special Education

The Educator Workforce Investment Grant (EWIG) Special Education (SE) grantee, the Center for Applied Special Technology (CAST), has created a video series on Universally Designing assessments in the virtual classroom and is planning to release one video in the series every two weeks. The series comes with a playbook that is also available for free.

Information on the first of the videos is below:

Whether you’re teaching in-person or remotely, assessments are an essential part of our literacy instruction. How we think about and design assessments have a huge impact on student learning.

In this video from CAST, you will learn:

- The differences between formative and summative assessment
- The purposes of formative and summative assessments and how they can inform instruction in different ways
- How to connect your assessments to real-world literacy skills, increasing student engagement

Beyond the bubble sheet, let’s make assessments that are useful, engaging, and a true reflection of literacy learning.

To watch the video from CAST, please visit the following link: Intro to Assessments
Questions?

Please raise your hand and we will call on you.

- **Windows**: You can also use the `Alt+Y` keyboard shortcut to raise or lower your hand.
- **Mac**: You can also use the `Option+Y` keyboard shortcut to raise or lower your hand.
CALPADS: Overdue Annual and Initial Monitoring

- CDE letter Sept. 22 Notification to LEAs-
  expectation of 20% reduction monthly

- Nov. 23- CDE provided an update to SELPAs
  (data pulled from CALPADS on October 23). SELPA shared with LEAs on Nov. 30

- CDE will update the SELPA again using data
  pulled on December 15- 20% reduction expected

- CDE may assign either targeted or
  intensive monitoring status in January 2021
CALPADS: Overdue Annual and Initial Monitoring

• May not align with what is in SEIS for the following reasons:
  • IEPs have been held since the October 23 data pull.
  • New information has been uploaded into CALPADS.
  • Errors have been corrected in either the SEIS or CALPADs systems.

• To confirm your LEA’s IEP timeliness status as seen by CDE, work with your CALPADS admin to pull an Accountability/Monitoring Report
  • 16.7 "Students with Disabilities – Monitoring Counts" for numbers of overdue items
  • 16.8 "Students with Disabilities – Monitoring Student List" for a detailed report of which students show as overdue.
Mini- Mega Letters

CDE has stated they will be doing an abbreviated format this year which will consist of:

• Annual determination based on last year’s activities, and
• The same activity and level as last year unless this is Year 1 of significant disproportionality.

The estimated notification dates below are based on the dates these activities occurred last year. We are not sure of the exact timeline for this year.

• January 1- Annual Determination Notifications sent
• January 11- Significant Dispro. Notifications sent
• February 10- Special Education Plan (SEP) Notifications sent
Dispro Corrective Actions

January 21- Student Level Corrective Actions due

February 5- Policy and Procedure Corrective Actions due
Per AB 1172 and EDC § 56366.1(e)(3)(A) and (B):

Commencing with the 2020–21 school year, an LEA that enters into a master contract with a nonpublic, nonsectarian school shall conduct, at minimum, both of the following:

(A) An onsite visit to the nonpublic, nonsectarian school before placement of a pupil if the local educational agency does not have any pupils enrolled at the school at the time of placement.

(B) At least one onsite monitoring visit during each school year to the nonpublic, nonsectarian school at which the local educational agency has a pupil attending and with which it maintains a master contract.
The State SELPA Association has created a resource document for considering the on-site monitoring requirements in light of COVID to include:

- Compliance with the code as written
- Filing for a state waiver
- Conducting a virtual visit

<table>
<thead>
<tr>
<th>Methodology to Complete Monitoring</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comply with the code as written</td>
<td>File for a State Waiver</td>
<td>Conduct virtual (or mixed virtual and onsite as possible) monitoring</td>
</tr>
<tr>
<td>Risk Level</td>
<td>Low Risk</td>
<td>Low Risk</td>
<td>Increased Risk</td>
</tr>
<tr>
<td>Rationale for Risk Level</td>
<td>A conservative approach to maintain compliance</td>
<td>A conservative approach to maintain compliance</td>
<td>If challenged, or called upon to defend the practice in the event of a claim, this option does not provide as much protection</td>
</tr>
</tbody>
</table>
| Steps to be taken if you choose this option        | No new steps, proceed to monitoring process below   | Complete the state board waiver process to strike the word "onsite" from EC 56366.1(o)(3).  
                                                          |          | The application is online and you will need to create a profile to start the process which must be completed in one sitting so prepare the information you'll need in advance CDE info is here  
                                                          |          | Sample waiver info is here                       | Review this option with your legal counsel to discuss risk. |
| Process to Conduct Preplacement Visit (56366.1(3)(3))(A)) | Complete one onsite monitoring visit per student.  
                                                          | Maintain documentation for your records.  
                                                          | No requirement to submit documentation to CDE                                                      | Complete a virtual or onsite monitoring visit as determined by the LEA  
                                                          | Maintain documentation for your records.  
                                                          | No requirement to submit documentation to CDE                                                      | Maintain documentation for your records.  
                                                          | No requirement to submit documentation to CDE                                                      |
| Process to conduct Annual Monitoring Visit (56366.1(3)(3)(B)) | Complete one onsite monitoring visit per student and submit the form you selected to CDE  
                                                          | Complete a virtual or onsite monitoring visit as determined by the LEA  
                                                          | Virtually or onsite, as determined by the LEA in consultation with counsel.  
                                                          | Maintain documentation for your records.  
                                                          | No requirement to submit documentation to CDE                                                      | Maintain documentation for your records.  
                                                          | No requirement to submit documentation to CDE                                                      | No requirement to submit documentation to CDE                                                      |
As a reminder, CDE has created a form that LEAs must complete and submit to document their on-site visits, within 60-days of the visit.

https://www.cde.ca.gov/sp/se/ds/documents/leaonsitemonitoring.pdf
NPS/RTC On-Site Monitoring Update

The Charter SELPA's NPS/RTC Guidelines include further information regarding NPS on-site visits.

Questions?

Please raise your hand and we will call on you.

- **Windows**: You can also use the **Alt+Y** keyboard shortcut to raise or lower your hand.
- **Mac**: You can also use the **Option+Y** keyboard shortcut to raise or lower your hand.
CALPADS and SEIS Update

LEA certification of CALPADS data must be completed by the end of the day, December 18th! Failure to approve will impact funding.

SELPAs will work through certification in the amendment window: December 21 — January 29
To facilitate LEA approval, all SPED fatal certification rules have been relaxed to warnings.

This is a double-edged sword! All of these warnings will revert to Errors and *MUST* be fixed in the amendment window!

See CALPADS Flash #197 for details: https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash197.asp
Special Education Data Monitoring in CALPADS

Regularly pull the 16.x (especially 16.8) Accountability/Monitoring Reports in CALPADS. This will let you know which students with disabilities CALPADS believes are enrolled at your school and the status of their IEPs. These are the data-sets CDE is using for “DINC”.
Ignore SEIS update statement of 12/3/20

The SEIS update of 12/3/2020 made the following statement with regards to student transfers: “When a student is transferred, if the district/LEA they are being transferred to is an Independently Reporting Charter (IRC), the student’s DSEA should NOT be updated.”

This does not apply to El Dorado Charter SELPA members - PLEASE DISREGARD
Questions?

Please raise your hand and we will call on you.

- **Windows**: You can also use the `Alt+Y` keyboard shortcut to raise or lower your hand.
- **Mac**: You can also use the `Option+Y` keyboard shortcut to raise or lower your hand.
Compensatory Education SELPA Resource

School Closures: General Considerations, Compensatory Education, and Revisiting Current Student Needs

This resource is intended to provide guidance to individualized Education Program (IEP) teams when determining changes to a student's IEP during and after school site closures. The document is organized into three distinct yet interconnected sections. First, general considerations related to service tracking and progress monitoring during school closures are provided to ensure IEP teams have collected the data required to make informed decisions regarding the provision of IAP. Next, specific considerations for decision-making are presented, including how to address compensatory education services within the IEP document. Lastly, helpful reminders to consider when revisiting current student needs and subsequent IEP services in light of the student's special circumstances during school closures and distance learning are also provided.

For additional resources, please visit the EDCOE Charter SELPA website at www.charterselpa.org as well as resources specific to COVID-19.

General Considerations
Documentation of service delivery and student progress is vital to understanding whether a student is benefiting from their educational program as well as determining whether compensatory education is warranted due to an IAP's failure to provide a student with a Free and Appropriate Public Education (FAPE). Knowledge of this data continues to be essential in light of the unique circumstances related to school closure and distance learning. For this reason, the following sections provide helpful reminders for tracking services and monitoring student progress.

Service Tracking During Closure or Distance Learning

LEAs have requirements to track distance learning for all students, which includes evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and students or parents/guardians (Ed. Code, 56450.11). It is recommended that LEAs also implement a consistent system for tracking the provision of special education and related services to students with IEPs during school closure or distance learning. Service tracking also includes logging of services with IEPs.

It is especially important for teams to note attempts to provide services that were planned, but could not be provided, or were refused. When doing so, include the date services were provided.

SELPA Parent Resources - Videos

- Creating a Distance Learning Schedule
- Providing a Positive Environment
- Organization in Distance Learning
- Distance Learning: Positive Mindsets
- Managing Study Expectations
**SELPA Parent Resources - Videos**

**Parent Resources**

Special education is a complex and ever-changing system of principles, practices, relevant laws and policies. Understanding special education processes and working with your school can be complex. Whether you have a question about special education or need support in working with your school, we are here to help.

https://charterselpa.org/parent-resources/
Questions?

Please raise your hand and we will call on you.

- **Windows**: You can also use the `Alt+Y` keyboard shortcut to raise or lower your hand.
- **Mac**: You can also use the `Option+Y` keyboard shortcut to raise or lower your hand.
Upcoming SLP Trainings:

Speech and Language: Understanding the Thread of Educational Benefit (Part 1)

January 11, 21
12:00 -2:00PM
Registration Link: https://edcoe.zoom.us/meeting/register/tJwsf-ytrTRHdM68CpaZIkRgT326vd_cvhr

Speech and Language: Understanding the Thread of Educational Benefit (Part 2)

March 8, 21
12:00-2:00PM
Registration Link: https://edcoe.zoom.us/meeting/register/tJcrdeGvrDMoHtDpXRf8jzFlnbTVqzyf7k5Z
Coming Soon SLP Trainings:

Speech Professional Learning Network Meetings

CSS Service Delivery Training
Building Connectivities Conference

December 16, 2020
11:00am - 2:00pm

Keynote Speaker
Andratesha Fitzgerald

https://whova.com/portal/registration/teach_202007/
Legal Forum – Virtual

January 29, 2021
9:00 a.m. - 3:30 p.m.
11:30 a.m. - 1:00 p.m. (lunch break)

Charter schools will receive up to date information from attorneys with extensive experience in the areas of charter schools and special education law.

Register Here:
https://edcoe.zoom.us/webinar/register/WN_WiZm1Z6rQpWh4Kd0usBrow
Inspiration to Action

Forward Together Growing Together

February 25-26

Presented Online

2/25/21 2pm – 4pm
2/26/21 11am – 2pm
Questions?

Please raise your hand and we will call on you.

- **Windows**: You can also use the `Alt+Y` keyboard shortcut to raise or lower your hand.
- **Mac**: You can also use the `Option+Y` keyboard shortcut to raise or lower your hand.
SELPA Personnel Update

**Transitioned to Grant Work**
- Jasmine Vance
- Juliet Anyanwu

**New to the SELPA**
- Lisa Tomasello
- Melanie Thomas
- Meg Bristow

**No Longer with the SELPA**
- Alina Gaiduchik
- Kelly Carnahan
- Melissa Guess
- Tamara Clay
- Lakesha Harris
Upcoming Professional Learning Network Meeting

- January 20, 2021 10:00 a.m. - 12:30 p.m.
- The meeting will be hosted via Zoom
Questions?

Please raise your hand and we will call on you.

- **Windows**: You can also use the `Alt+Y` keyboard shortcut to raise or lower your hand.
- **Mac**: You can also use the **Option+Y** keyboard shortcut to raise or lower your hand.
Thank you.
Stay safe and healthy!