

Professional Learning Network Series



EL DORADO
CHARTERSELPA
Special Education Local Plan Area

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 Updates

- Economic News
 - State: cash receipts for 2019-20 & 2020-21 above final budget projections
 - Federal: Continuing Resolution keeps gov't funded through Dec 11th
- Low Incidence Funding
 - Significantly more LI revenue (\$2,950 from \$466 per LI student)
 - Simplified reimbursement process
- SB 820 Growth Funding application due **Nov 6th**
<https://www.cde.ca.gov/fg/aa/pa/pa2021.asp#SB820>
- Federal Maintenance of Effort (MOE)
 - Timely response is vital if contacted
 - Signatures on Excess Cost certification & Subsequent Year Tracking form
- Fiscal Committee webinar Oct 20th @ 10am
https://edcoe.zoom.us/webinar/register/WN_b-0BncLUSZaGqAe7DxQLeg



Fiscal Updates

SB 820 Growth Funding

- No growth funding for nonclassroom-based.
- Projected enrollment (or projected ADA if no projected enrollment) reflected in the budget (either 20-21 Adopted or 19-20 Second Interim) must be higher than 2019-20 actual enrollment (or ADA).
- If eligible, 2020-21 ADA determined by the **lesser** of:
 - a. The LEA's actual **Fall 2020 reported enrollment** reduced by statewide average absence factors.
 - b. **Projected enrollment*** in the budget reduced by the statewide average absence factors (or projected ADA if no projected enrollment).



ERMHS Funding 2020-21



| Level 1 | Level 2 | Level 3 Site-Based | Level 3 NPS | Level 3 NPS-Residential |
|--|---|--------------------------------------|----------------------------------|---|
| Universal mental health & behavioral interventions | IEP Based ERMHS Services | Structured Therapeutic ERMHS Program | ERMHS component of NPS placement | Room & Board are required to receive ERMHS Services |
| No Disability Required. Can spend on Gen Ed | Any Disability Designation Eligible | ED | ED | ED |
| \$10/ADA | 80% of the lesser of: a) \$3000 per service b) Budget Request | 80% of ERMHS Allowed Cost | 90% of ERMHS Allowed Cost | 100% of Room & Board Costs |

Fiscal Updates

- ERMHS Funding
 - Be careful if Level 1 funds are coded to special education
 - One-time
 - Consider MOE impacts
 - Continuing Level 3 placements due ASAP
 - ERMHS service count is SEIS
 - October preliminary counts out this week
 - Dec 1 count counts (Level 2 formula)
 - Annual Mental Health Service Plan due Nov. 1



Home

ACH Enrollment

ADA

Audit Reports

Expenditure Reporting ▾

Forecasting ▾

Mental Health (ERMHS) ▾

MOE ▾

Payments

Reimbursement ▾

Staff Only ▾



FISCAL PORTAL

ERMHS LEVEL 2 ANNUAL MENTAL HEALTH PLAN

El Dorado Charter SELPA

2020-21 Annual Mental Health Plan

By November 1 of each year, any LEA wishing to participate in ERMHS Level 2 funding needs to submit an Annual Mental Health Plan (AMHP), which is a written narrative of their program, describing how they will deliver services to students eligible for mental health services as defined by AB 114 and Charter SELPA ERMHS guidelines. The AMHP is part one of a two-step process to qualify for ERMHS Level 2 funding, with the Budget Request due on January 15 as the second part.

Charter School(s)

Select one or more schools (Use your CTRL key to select multiple) *

ACE Charter Schools

- ACE Charter High
- ACE Empower Academy
- ACE Esperanza Middle
- ACE Inspire Academy

Achieve Charter School of Paradise, Inc.

- Achieve Charter High
- Achieve Charter School of Paradise Inc.

Albert Einstein Academies

- Albert Einstein Academy Charter Elementary
- Albert Einstein Academy Charter Middle

Alma Fuerte Public School

- Alma Fuerte Public

Alpha Public Schools, Inc.

- Alpha Cindy Avitia High

Program Summary

Will you be requesting Level 1 funding? * Yes No

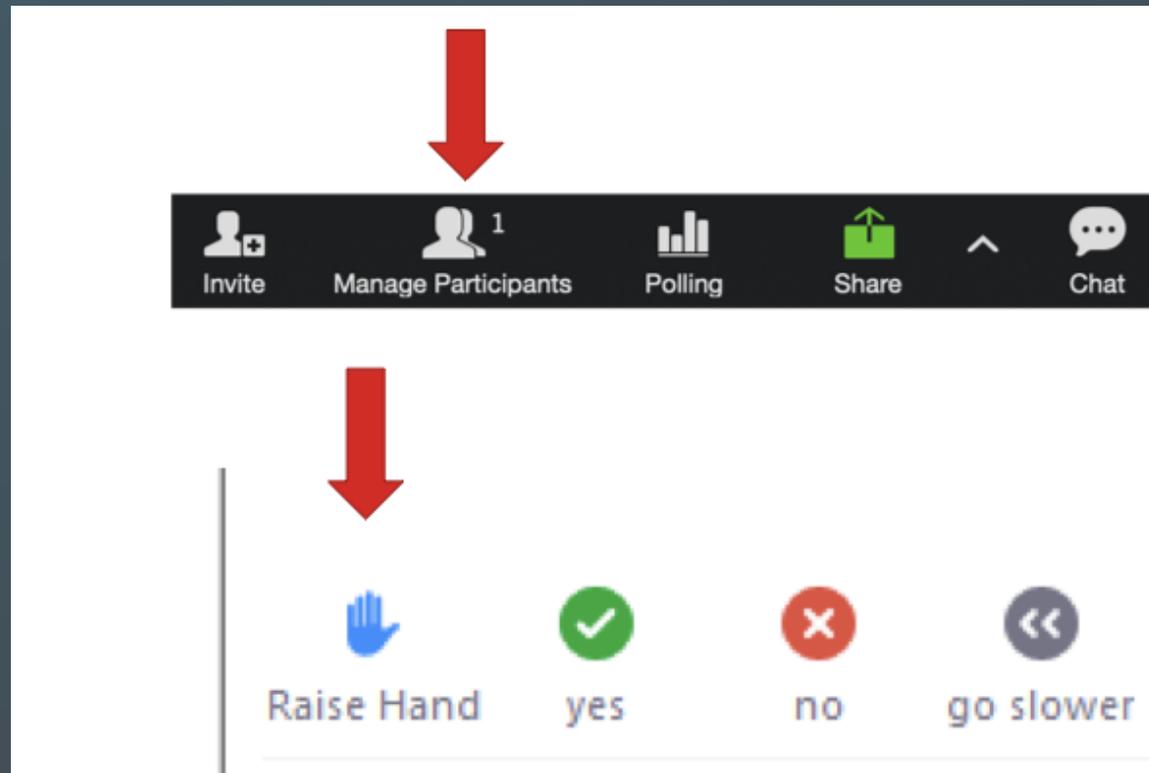
Will you be requesting Level 2 funding? * Yes No



Questions?

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Local Plan Update

To be approved by each LEAs BOD by February 28, 2021:

- Governance Part B-Local Plan
- Participation Agreement



Once approved-Upload Certification 5 & Participation Agreement by March 3, 2021.

Please note – Each LEA (CDS Code) must complete a Certification 5 and a Participation Agreement using the LEA name submitted to the CDE.

Certification 5 must be fully completed before it is digitally signed. Once signed we can't make any changes.



Office of Special Education Programs (OSERS) Q&A in Response to IDEA*

- No matter the instructional delivery approach, FAPE must still be met!
- The Q&A aids LEAs and parents in steps to ensure FAPE



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

OSEP QA 20-01

September 28, 2020

The Office of Special Education Programs (OSEP), within the U.S. Department of Education's (Department) Office of Special Education and Rehabilitative Services, issues this Question and Answer (Q & A) document in response to inquiries concerning implementation of the Individuals with Disabilities Education Act (IDEA) Part B provision of services in the current COVID-19 environment.

Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

To review other Q & A documents that OSEP has provided related to COVID-19, please visit <https://sites.ed.gov/idea/topic-areas/#COVID-19>. Information specific to the COVID-19 pandemic may be found online at <https://www.ed.gov/coronavirus>. Additional OSEP K-12 resources, strategies and support materials are available at <https://ncsl.wested.org/>.

IDEA PART B SERVICE PROVISION

State educational agencies (SEAs) and local educational agencies (LEAs) are facing new and unexpected challenges in providing meaningful instruction to children, including children with disabilities, for the 2020-2021 school year. OSEP recognizes that the COVID-19 pandemic has impacted various parts of the nation in different ways. OSEP also recognizes that circumstances continue to rapidly change, and ultimately, the health and safety of children, families, and the school community is most important.



SB 117, Section 8 Update*

- On September 18, 2020, the Governor approved Senate Bill (SB) 820 (Chapter 110, Statutes of 2020). Section 56 of SB 820 renders Section 8 of SB 117 (Chapter 3, Statutes of 2020) **inoperative on July 1, 2020**.
- SB 117, Section 8, waived Local Educational Agency (LEA) compliance with two provisions of state special education law that do not appear in federal law: **Education Code (EC) Section 56321(a), stating that if an assessment is to be done, an assessment plan must be provided to the parent within 15 days of a referral, and**
- **EC Section 56504, stating that the LEA must provide a student's school records within five business days of a parent request. SB 117, Section 8 stated that the waivers apply while school remains closed due to COVID-19, even if distance learning is offered.**
- SB 117, Section 8, nevertheless encouraged LEAs to respond as expeditiously as possible to parent requests received during a time when a school is closed due to COVID-19.
- With the approval of SB 820, all state and federal special education timelines must be followed and will be enforced accordingly.
- The USDOE has encouraged LEAs to work with parents to reach mutually agreeable extensions of time, as appropriate, if the LEA or parent feels additional time is needed.

Date: September 23, 2020

Subject: Official Message from the State Director of Special Education

On September 18, 2020, the Governor approved Senate Bill (SB) 820 (Chapter 110, Statutes of 2020). Section 56 of SB 820 renders Section 8 of SB 117 (Chapter 3, Statutes of 2020) **inoperative on July 1, 2020**. The full text of SB 820 is available for review on the following web page:

http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=20192020SB820

SB 117, Section 8, waived Local Educational Agency (LEA) compliance with two provisions of state special education law that do not appear in federal law: Education Code (EC) Section 56321(a), stating that if an assessment is to be done, an assessment plan must be provided to the parent within 15 days of a referral, and EC Section 56504, stating that the LEA must provide a student's school records within five business days of a parent request. SB 117, Section 8 stated that the waivers apply while school remains closed due to COVID-19, even if distance learning is offered. SB 117, Section 8, nevertheless encouraged LEAs to respond as expeditiously as possible to parent requests received during a time when a school is closed due to COVID-19.

With the approval of SB 820, all state and federal special education timelines must be followed and will be enforced accordingly.

Should there be any questions related to this information, please contact the appropriate Focused Monitoring and Technical Assistance (FMTA) Consultant using the contact information provided on the California Department of Education FMTA Consultant Assignments by Region web page at <https://www.cde.ca.gov/sp/se/qa/fmtacncl.asp>.

Sincerely,

Heather Calomese, Director

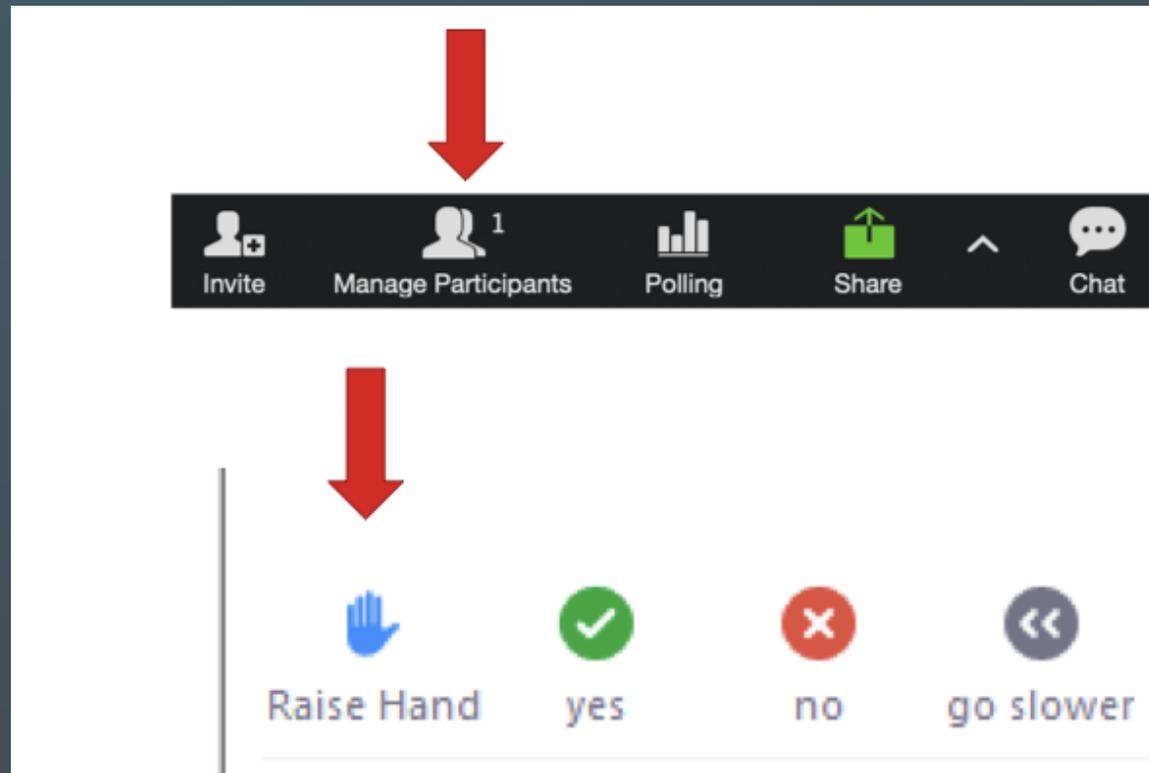
*** See our Timeline Extension Template letter!**



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CDE Guidance Update- Sept. 30

Providing In-Person Specialized Supports and Services to Students with Disabilities

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>



CDE Guidance Update- In- Person Supports and Services

Cohorts:

- The California Department of Public Health (CDPH) released guidance on August 25, 2020, permitting the provision of in-person support and services in stable cohorts when the school is able to satisfy all of the conditions. <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx>.
- In addition, the CDPH released a set of frequently asked questions (FAQs) available on the CDPH website at <https://files.covid19.ca.gov/pdf/guidance-schools-cohort-FAQ.pdf>

LEAs may serve small cohorts of students with disabilities ages 18-22 consistent with the CDPH Cohort guidance.

An LEA does not need an Elementary Waiver to operate Cohorts.

An LEA does not need to be off the Watchlist in order to operate cohorts.



CDE Guidance Update- Emergency Contingency Requirement

On June 29, 2020, Governor Newsom signed the 2020 Budget Act and SB 98. The CDE posted related guidance on the CDE website at <https://www.cde.ca.gov/sp/se/lr/om071520.asp>.

SB 98, Section 66, amended Section 56345 of the *Education Code (EC)* to require that Individualized Education Programs (IEP) include a description of the means by which the IEP will be provided under emergency conditions this description must be included in the development of each initial IEP or addressed during the regularly scheduled revision of an IEP (e.g., annual IEP), and must take public health orders into account.

Definition of Emergency Conditions:

EC 46392 outlines what constitutes “emergency conditions” and includes: fire, flood, impassable roads, epidemic, earthquake, the imminence of a major safety hazard as determined by the local law enforcement agency, a strike involving transportation services to pupils provided by a non-school entity, and an order provided for in EC 41422.

Conditions in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days.

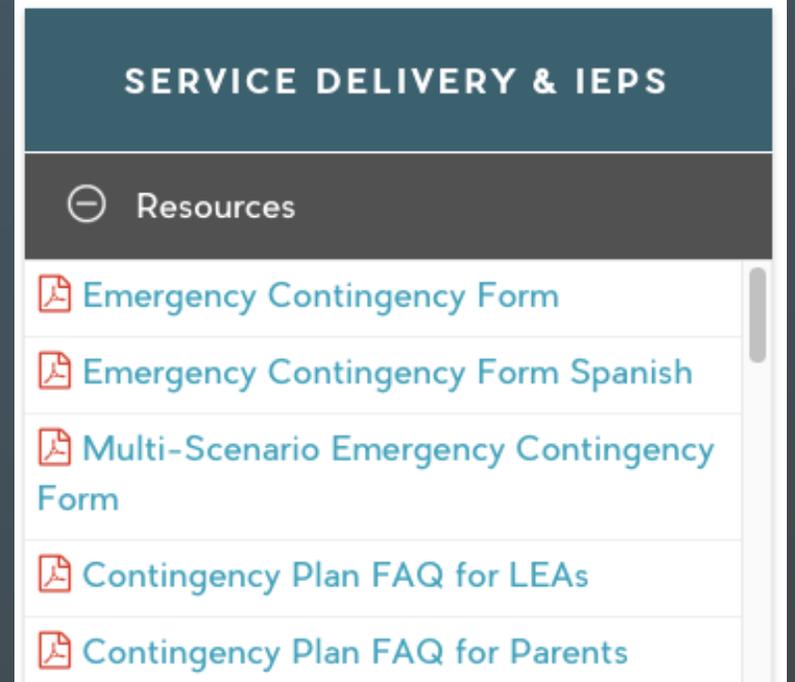


CDE Guidance Update- Emergency Contingency Requirement

Charter SELPA created the these
for you!

<https://charterselpa.org/covid-19-guidance-and-resources/>

Note: Parent consent is required
according to CDE



CDE Guidance Update- Special Education Assessment

The U.S. Department of Education (USDOE) has not waived the requirement initials or triennials.

The USDOE has encouraged LEAs to work with parents to reach mutually agreeable extensions of time, as appropriate, if the LEA or parent feels additional time is needed. **See our Timeline Extension letter!**

According to CDE's guidance, special education assessments CAN be conducted in-person at this time. Some assessments, or components of assessments, may be conducted virtually, and, in some cases, existing data may be used. As with all assessments, the LEA can work together with parents to determine which assessments are necessary and appropriate in order to evaluate eligibility for special education services.



Location of Mutual Agreement to Extend Evaluation Due to COVID-19

SELPA Covid-19 Updates and Resources

CLICK HERE TO ACCESS SELPA CORONAVIRUS GUIDANCE AND RESOURCES

<https://charterselpa.org/covid-19-guidance-and-resources/>

COVID-19 Resources & Guidance

COVID-19 (Coronavirus) is a respiratory virus that has generated a worldwide public health crisis. The El Dorado Charter SELPA Office has implemented proactive measures to ensure the health, safety, and well-being of our team and partners.

This web page includes useful resources and information in navigating this public health crisis. Please note, the resources listed on this web page are updated frequently, and the organizations listed may not always reflect the position of the El Dorado Charter SELPA.

Re-Opening Guidelines

This is general content to provide context to the re-opening guidelines and best practices issued at the National, State, and County levels.

| SELPA GUIDANCE | CDE GUIDANCE |
|---|--------------------|
| Resources | Resources |
| Sample Amendment Language in Light of COVID-19 | CDC |
| Sample Amendment Language In Light of COVID-19 Spanish | |
| Amending the IEP for Temporary Distance Learning | Resources |
| Mutual Agreement to Extend Evaluation Timeline Due to COVID | CHARTER/AUTHORIZER |
| | Resources |



CDE Guidance Update- Social Emotional Learning and ERMHS

Supporting social-emotional and mental health needs of students is critical during this time.

The LEA should ensure that the IEP, including ERMHS when required by the IEP, can be executed in a distance learning environment. With that said, LEA's may not be able to provide all services in the same manner that they are typically provided during this COVID-19 pandemic.



CDE Guidance Update- Social Emotional Learning and ERMHS

Educationally Related Mental Health Services

Many students experience social emotional needs within the school environment. It is appropriate to use a tiered approach to meet student needs at every level; in the gen ed classroom, with specialized interventions, as well as with individualized services. When these students have IEPs, Educationally Related Mental Health Services (ERMHS) are essential elements of their individualized plan to allow them to access their learning. Schools can ensure that each student's unique mental health needs are met via a tailored service plan by accurately identifying each student's mental health needs through assessment and implementing services to support meaningful goals in those areas.



The image shows a screenshot of the ERMHS Leadership Academy website. On the left is a vertical navigation menu with the following items: Definition, Framework, Assessment (highlighted), Eligibility, Goals, Services & Providers, Compliance, BIPs, Threat Assessment, and LRE. The main content area features the text "ERMHS Assessment Tools" over a background image of mountains. To the right of the main content is a diagram titled "Narrowband examples" in a central orange circle. Surrounding this central circle are six blue circles, each containing the name of an assessment tool: Children's Depression Inventory (CDI), Reynolds Depression Scale (RDCS), Reynolds Adolescent Depression Scale (RADS), Multidimensional Anxiety Scale for Children (MASC), Scales for Assessing Emotional Disturbance (SAED), and Revised Children's Manifest Anxiety Scale (RCMAS). A play button icon is overlaid on the diagram, and a "Copy link" button is visible in the top right corner of the diagram area.

<https://charterselpa.org/online-learning-center/ermhs/>



CDE Guidance Update- USDOE Guidance

- September 28, 2020- Question and Answer (Q&A) document <https://sites.ed.gov/idea/idea-files/part-b-implementation-idea-provision-services-current-covid-19-environment-qa-document-sept-28-2020/>.
- September 28, 2020- OCR issued a COVID-19-related technical assistance document <https://www2.ed.gov/about/offices/list/ocr/docs/qa-covid-20200928.pdf>.
- June 25, 2020- Question and Answer (Q & A) document <https://sites.ed.gov/idea/files/qa-part-b-use-of-funds-06-25-2020.pdf>.
- June 26, 2020- Q & A document <https://sites.ed.gov/idea/files/qa-fiscal-flexibilities-idea-part-b-06-26-2020.pdf>.
- June 30, 2020- Q & A document <https://sites.ed.gov/idea/files/qa-procedural-safeguards-idea-part-b-06-30-2020.pdf>.
- One Stop Shop- <https://sites.ed.gov/idea/topic-areas/#COVID-19>.



CDE Guidance Update- Additional Resources

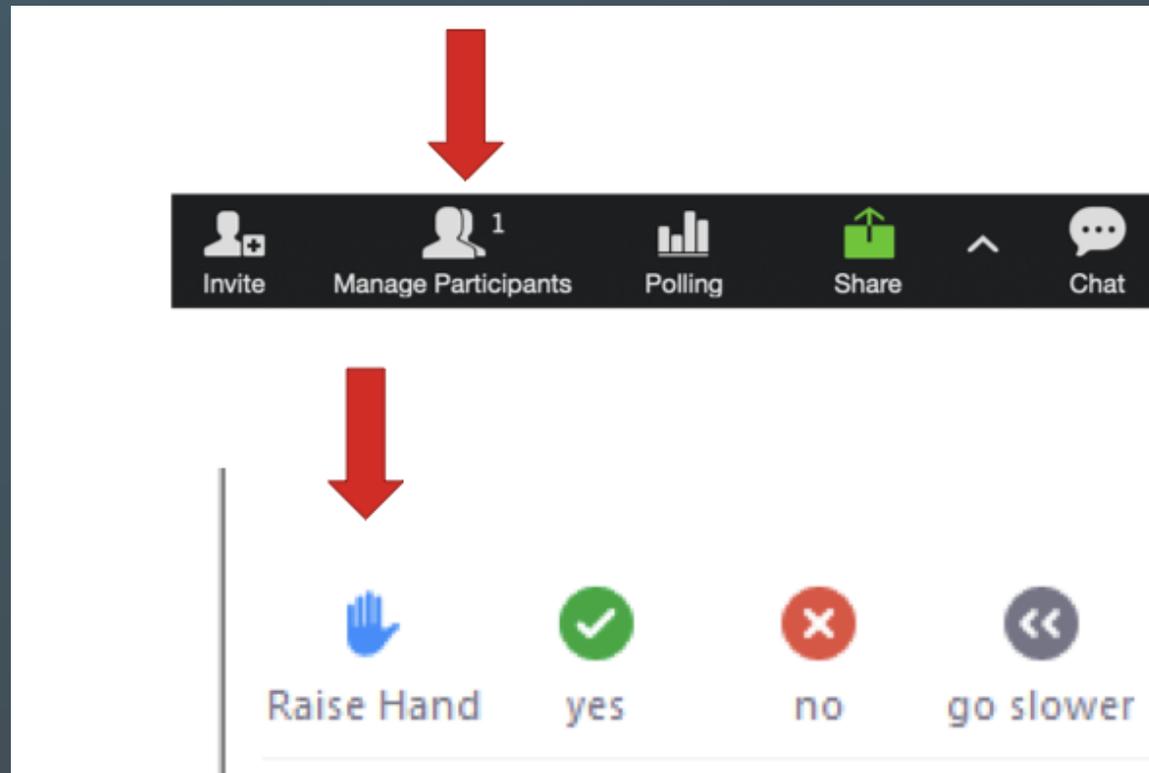
- Archived Webinars: <https://www.cde.ca.gov/ls/he/hn/covid19webinars.asp>
- Resource Library: <https://www.sipinclusion.org/distance-learning-resources/>
- Improving Outcomes for English Learners with Disabilities-distance learning models: <https://www.icoe.org/selpa/distance-learning-training-modules>
- Resource and Guidance Padlets during school closures for students with Autism Spectrum Disorder, CAPTAIN/Marin County SELPA: <http://www.captain.ca.gov>
- Making Distance Learning Accessible to Students with Disabilities: <https://sites.google.com/placercoe.k12.ca.us/accessible-distance-learning/home>
- Distance Learning Resources for Parents and Educators: <https://systemimprovement.org/distance-learning>
- OSEP continuity of learning during COVID-19 webpage can be accessed at <https://osepideasthatwork.org/continuity-learning-during-covid-19>.
- IRIS Center Webmodule for parents: <https://iris.peabody.vanderbilt.edu/module/c19/>.



Questions?

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Monitoring



CDE Compliance Monitoring SY 20-21 Late IEP Notifications

September 22, 2020



Dear Superintendent [REDACTED]

SUBJECT: OVERDUE INITIAL ELIGIBILITY DETERMINATIONS AND INDIVIDUAL EDUCATION PROGRAMS FOR SPECIAL EDUCATION

One of the major responsibilities of the Special Education Division (SED) in the California Department of Education (CDE) is to monitor local educational agencies (LEAs) to ensure procedural compliance with of the Individuals with Disabilities Education Act (IDEA). The CDE uses multiple methods to carry out its monitoring responsibilities, including an analysis of student-level data submitted through the California Longitudinal Pupil Achievement Data System (CALPADS).

This letter is to inform you that based on data submitted through CALPADS, your LEA has students who are currently waiting in excess of the 60-day timeline for an initial determination of eligibility under the IDEA. Under Title 34 of the Code of Federal Regulations (CFR) § 300.301(c)(1-2), the initial evaluation of must be conducted within 60 days of receiving parental consent for evaluation to determine if the child is a child with a disability and determine the educational needs of the child. Additionally, your LEA has a number of children with Individualized Education Programs (IEPs) that have not been reviewed and updated annually as required by 34 CFR § 300.324(b).

The CDE recognizes that LEAs have experienced unique challenges related to holding in-person assessments and IEP team meetings during school site closures and stay-at-home orders as a result of the COVID-19 pandemic. However, the U.S. Department of Education has not waived or exempted federal requirements under IDEA, including federally mandated timelines.

Below is the current count of students awaiting the initial determination of eligibility and a count of students who are in need of an annual review of their IEPs. These

| | |
|--|---|
| Eligibility Determinations Not Meeting the 60 Day Timeline in 34 CFR 300.301 (c) (1-2) | 0 |
| IEPs Not Reviewed in One Year per 34 CFR 300.324 (b) | 1 |

The data might be different from the data in SEIS now.

- Schools may have held IEPs recently and those IEPs have not been uploaded into CALPADS.
- IEPs were uploaded into CALPADS after September 15.
- The student moved recently, and an exit had not been recorded for the student yet.



CDE Compliance Monitoring SY 20-21

Late IEP Notifications

Decrease by 20 % monthly



Next pull from CALPADs will be
Oct. 23



CDE Compliance Monitoring SY 20-21 Disproportionality Timeline

- Due Oct. 15
- CDE review in Nov. and Dec.
- Sig Dis Notified in Jan. 2021

CDE Compliance Monitoring SY 20-21

Disproportionality



- Policies and Procedures Review
- Student File Reviews

Resources can be found here: <https://padlet.com/sedmonitoring/2021monitoring>.

Policies and Procedures:

- Placement, SPPI 9 and 10, the SELPA submitted policies and procedures to CDE on your behalf.
- When completing the self- review in SECMS, please make sure to put a note in the comments section stating "El Dorado SELPA has submitted documentation on our behalf".
- Discipline, the LEA will need to upload their discipline policies and procedures into the SECMS system and review the associated item numbers for compliance and/or

Student File Reviews:

- Most student lists verified
- Begin the self- review process for the verified students.
- The SELPA has created SEIS read only access for CDE for the purpose of their review.





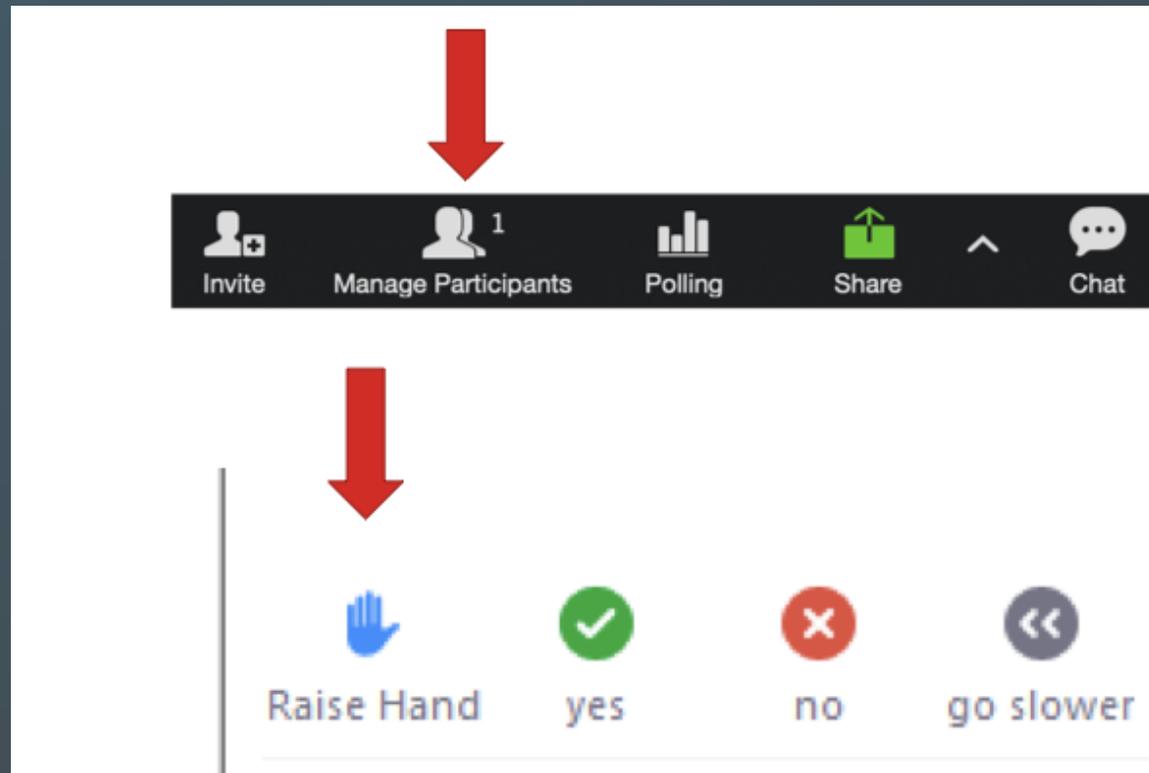
CDE Compliance Monitoring SY 19-20 Special Education Plan (SEP) Update and Timelines

- SEP Workshops
- Plans due to the SELPA Nov. 1
- SELPA will review and revise with you during Nov.
- SELPA must ensure all are compliant with CDE specifications before submission on Dec. 15 to CDE.
- **DO NOT WAIT TO IMPLEMENT!**

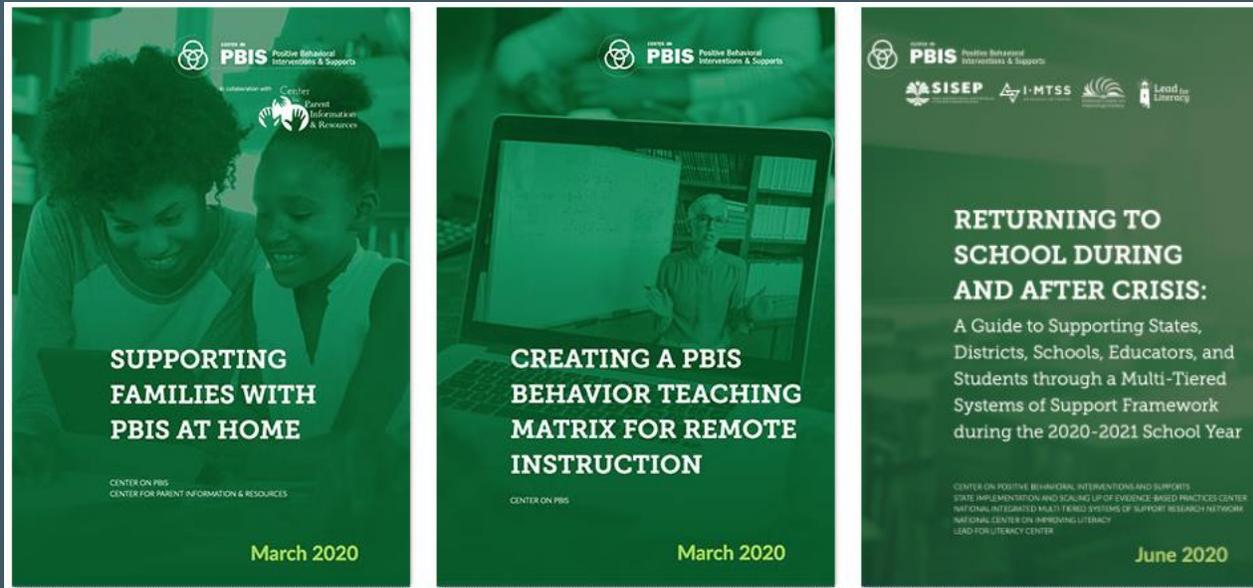
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Resources to Support Students Social, Emotional, and Behavior Success in the Context of Virtual Learning



The National Technical Assistance Center on Positive Behavioral Interventions and Supports (otherwise known as www.pbis.org)

- Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS
- Creating a PBIS Behavior Teaching Matrix for Remote Instruction
- Supporting Families with PBIS at Home
- Getting Back to School After Disruptions



Resources to Support Students Social, Emotional, and Behavior Success in the Context of Virtual Learning

Ci3T Group

The screenshot displays the Ci3T website interface. On the left, there are three main sections: 'Resources for Families', 'Recursos para familias', and 'Resources for Administrators'. The 'Resources for Families' section lists various home resources, including 'Setting up for Success at Home', 'Home Resource 1 - Plan for Safety First: Set Routines', 'Home Resource 2 - Schedule for Success', 'Home Resource 2.1 - Schedule Template (editable)', 'Home Resource 3 - Set and Teach Expectations', 'Home Resource 3.1 - Expectation Matrix Template (editable)', 'Home Resource 4.1 - Behavior-Specific Praise Checklist | Infographic | Video', 'Home Resource 4.2 - Choice Checklist | Infographic', 'Home Resource 4.3 - Precorrection Checklist | Infographic', 'Home Resource 4.4 - Active Supervision Checklist | Infographic | Video', and 'Home Resource 5 - Emotional Well-being'. The 'Recursos para familias' section lists resources in Spanish, such as 'Preparándose para el éxito en casa', 'Casa recurso 1 - Fije rutinas', 'Casa recurso 2 - Horarios para el éxito', 'Casa recurso 2.1 - Fije horarios (editable)', 'Casa recurso 3 - Fije y enseñe las expectativas', 'Casa recurso 3.1 - Matriz de expectativas (editable)', 'Casa recurso 4.1 - Elogio de comportamientos específicos Guía paso a paso | Infografía', 'Casa recurso 4.2 - Elección Guía paso a paso | Infografía', 'Casa recurso 4.3 - Precorrección Guía paso a paso | Infografía', 'Casa recurso 4.4 - Supervisión activa Guía paso a paso | Infografía', and 'Casa recurso 5 - Bienestar Emocional'. The 'Resources for Administrators' section is partially visible at the bottom, showing 'Setting up for Success: A Message to Administrators'. On the right side of the screenshot, there are three video thumbnails. The first is titled 'Educators: Take Care of YOURSELF', the second is 'Setting up for Success AT HOME', and the third is 'Active Supervision f...'. Each video thumbnail includes a play button, a progress bar, and a duration.

Resources to support successful learning at home

- Mostly for families and a few for educators
- Videos included
- Evidenced Based Practices
- **Family resources are available in English and Spanish**
- Includes a review of a comprehensive plan for setting up a successful home learning environment
 - *Examples: Routines, Scheduling, Active Supervision, Emotional Well Being*

www.Ci3t.org/covid



Resources to Support Students Social, Emotional, and Behavior Success in the Context of Virtual Learning

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Search

COVID 19 RESOURCES

Intensive Intervention

Tools Charts

Implementation Support

Intervention Materials

Information For...

Resource Library

Supporting Students with Intensive Needs during COVID-19

National Center on
Intensive Intervention

www.intensiveintervention.org

Materials to support educators and parents with learning at home

- Most of their current virtual-specific resources are academic
- Guidance on virtual progress monitoring of student outcomes



Resources to Support Students Social, Emotional, and Behavior Success in the Context of Virtual Learning

WestEd
ncsi
national center for systemic improvement

Transforming State Systems to Improve Outcomes for Children with Disabilities

NEWSLETTER SIGNUP & ARCHIVE SEARCH

HOME ABOUT US NEWS & EVENTS NCSI SERVICES AT A GLANCE RESOURCES ASK THE NCSI

The National Center for Systemic Improvement (NCSI) helps states transform their systems to improve outcomes for children and youth with disabilities.

[Read the NCSI Commitment to Combat Systemic Racism for Students with Disabilities](#)

[COVID-19 Resources for Supporting Students with Disabilities](#)

National Center for Systemic Improvement's COVID-19 Resource Hub

Clearinghouse of resources related to supporting students with disabilities during COVID-19 and distance learning.

www.ncsi.wested.org

CCNETWORK
Comprehensive Center Network

MEET THE CENTERS PROJECTS BY STATE NEWS/EVENTS RESOURCES CONTACT

COVID-19 EDUCATION RESOURCES

This page was created as a repository for education resources related to COVID-19. Additional resources and further curation are coming soon. Please check back for emergent information.

RESOURCES FOR CONTINUITY OF LEARNING

NATIONWIDE, EDUCATORS AND FAMILIES ARE RAPIDLY TRANSITIONING FROM TRADITIONAL CLASSROOM LEARNING SETTINGS TO LEARNING FROM HOME THROUGH ONLINE RESOURCES. THE NATIONAL CENTER HAS ASSEMBLED A RAPID RESPONSE TEAM TO CURATE AN EXTENSIVE LIST OF RESOURCES FOR CONTINUITY OF LEARNING.

RESOURCES AVAILABLE THROUGH OTHER TA CENTERS

A NUMBER OF RESOURCES SPECIFICALLY RELATED TO STUDENTS WITH DISABILITIES ARE AVAILABLE IN THE NATIONAL CENTER FOR SYSTEMIC IMPROVEMENT (NCSI) COVID-19 RESOURCE HUB. FOR BIRTH-FIVE COVID-19 RESPONSE INFORMATION PLEASE VISIT THE EARLY CHILDHOOD TA CENTER (ECTA) SITE AND FOR COVID-19 PARENT CENTER LINKS VISIT THE CENTER FOR PARENT INFORMATION AND RESOURCES (CPIR) SITE.

CCNETWORK
National Center

Comprehensive Network

Repository for education resources related to COVID-19.

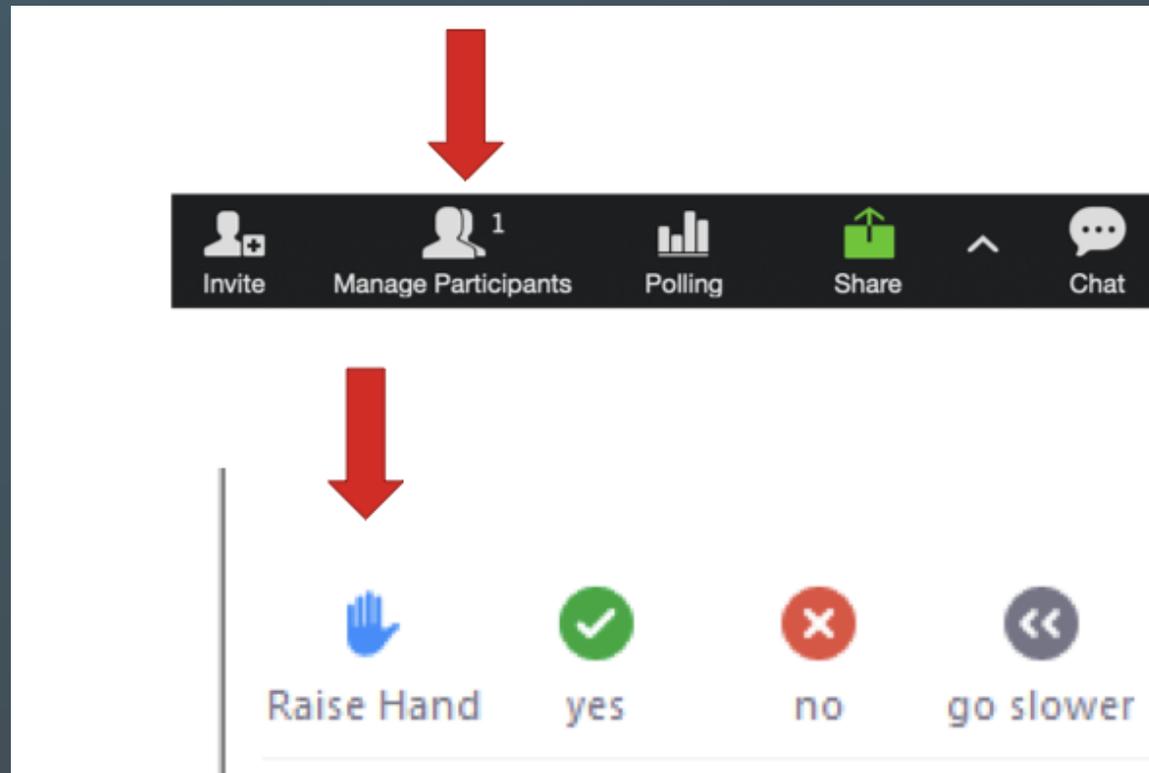
www.compcenternetwork.org/covid-19



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Parent Resources

Effective Distance Learning Web module Series

Creating a Distance Learning Schedule

Providing a Positive Environment

Organization in Distance Learning

Positive Mindset

Managing Study Expectations



<https://charterselpa.org/parent-resources/>



Professional Learning Opportunities

Improving Outcomes of English Learners with Disabilities Series

Meeting the Needs of English Learners with Disabilities

October 27

10:30 -11:30am

<http://icoe.k12oms.org/1168-191547>

Literacy Development and English Learners with Disabilities

October 29

10:30 -11:30am

<http://icoe.k12oms.org/1168-191548>

Pre-Referral and Referral, Assessment, & IEP Process (part 1)

January 25

10:30 -11:30am

<http://icoe.k12oms.org/1168-191544>

Pre-Referral and Referral, Assessment, & IEP Process (part 2)

April 19

10:30 -11:30am

<http://icoe.k12oms.org/1168-191546>





BUILDING CONNECTIVITIES CONFERENCE

A VIRTUAL LEARNING SERIES FOR
SPECIAL EDUCATORS ACROSS THE COUNTRY



NATIONAL CENTER FOR
SPECIAL EDUCATION
IN CHARTER SCHOOLS

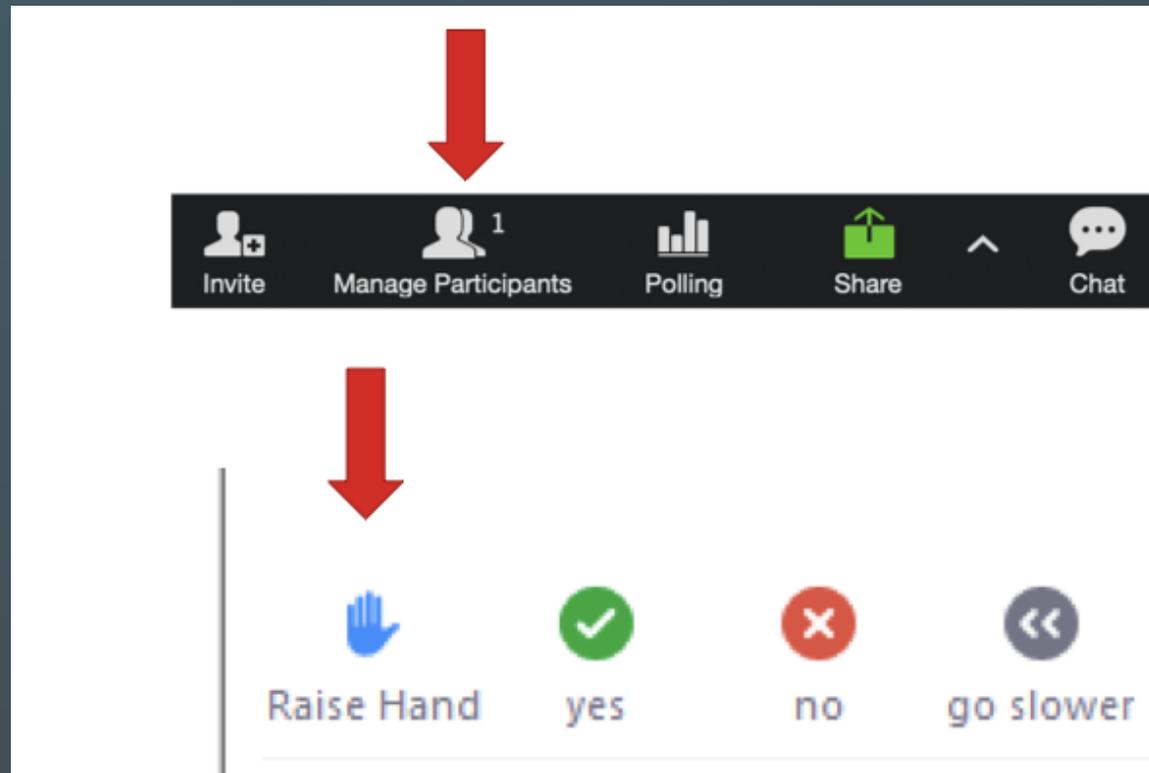


November 16, 2020
December 16, 2020
11:00am-2:00pm PST

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 Fall 1

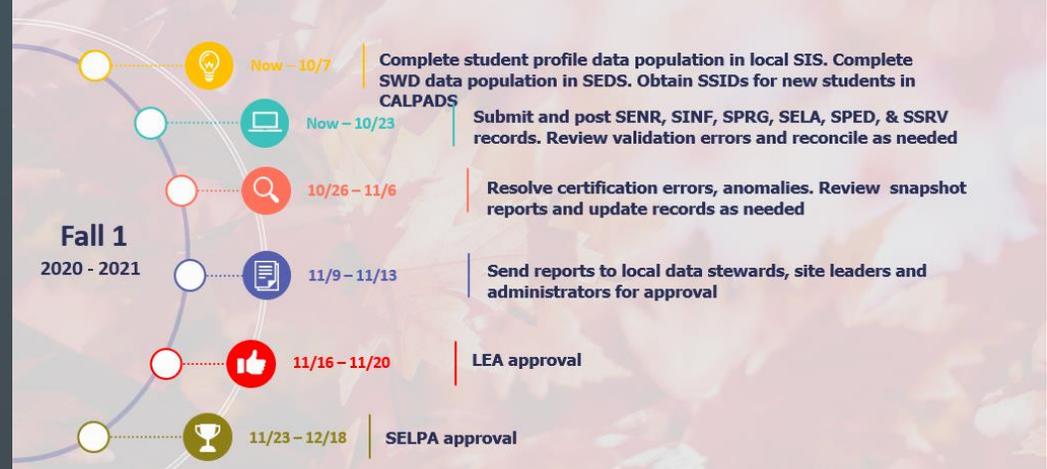
- CALPADS SELPA Admin change: Have CALPADS Coordinator add/change to Ginese Quann and Wendy Worster
- The expectation is for LEAs to complete the LEA approval by November 20 (before Thanksgiving) to allow time for the SELPA reports review and approval.
- The certification deadline is December 18th.

Important Dates



NOTE: CALPADS Calendar: <http://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp>

Suggested Milestones Fall 1 Timeline



CALPADS Fall 1 - Attendance



LEA ALTERNATIVES

FOR TRACKING DAILY PARTICIPATION AND WEEKLY ENGAGEMENT FOR DISTANCE LEARNING

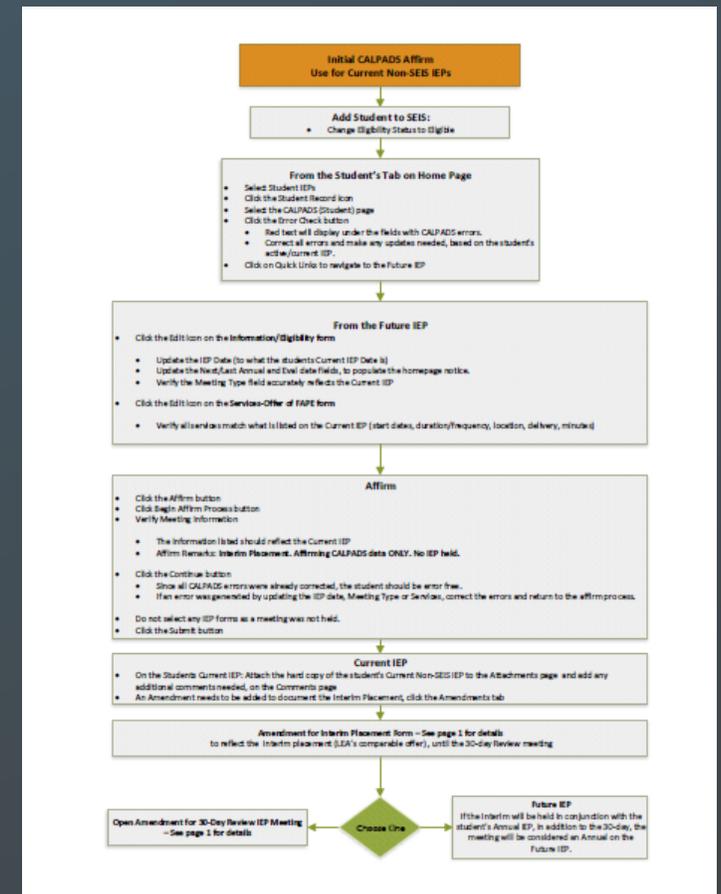
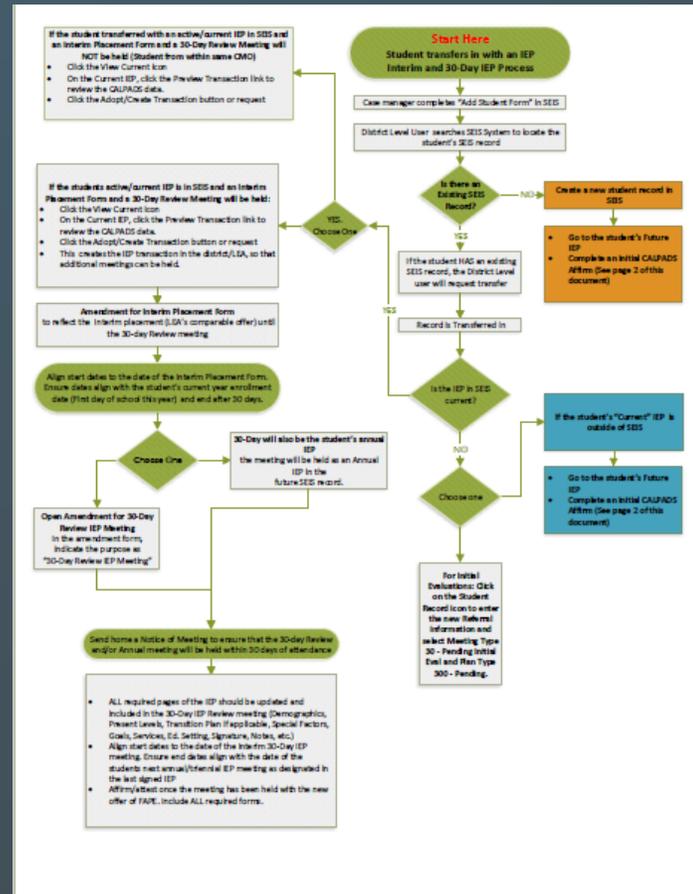
2020-21 School Year

CDE had updated their CALPADS attendance/participation guidelines. While not directly related to special education you should be aware that your LEA has new options for reporting attendance and absence information to CALPADS which could impact some SWD records as well. The full 10-page document is available here: <https://www.cde.ca.gov/fg/aa/pa/documents/leaoptuserguide.docx>



30 Day Interim Flow Chart*

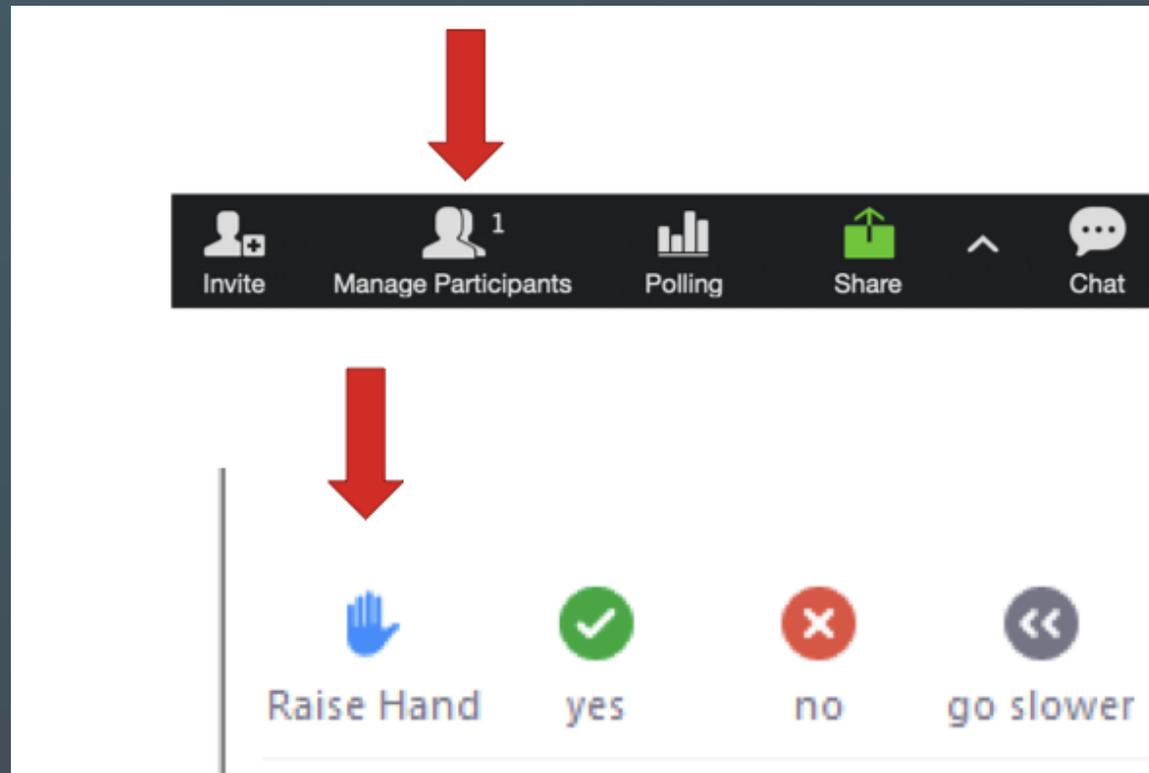
- When to Adopt/Create Transactions
- Interim Placement Form
- 30-Day Review
- Non-SEIS Current IEPs
- Initial CALPADS Affirm



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ccee
California Collaborative
for Educational Excellence

THE SELPA SYSTEM IMPROVEMENT LEADS' PROJECT



**SYSTEM
IMPROVEMENT
LEADS**

INSPIRE • CONNECT • INNOVATE

California's Statewide System of Support

In 2013, California embraced a new funding model and established the **Statewide System of Support**. The goal of the Statewide System of Support is:

"to assist local educational agencies and their schools in meeting the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes."



The Statewide System of Support Aims to...

- Reduce redundancy across state and federal programs
- Integrate guidance and resources across state and federal programs
- Support LEAs to meet identified student needs through the LCAP process



Statewide System of Support

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.



LEVEL 1 SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.



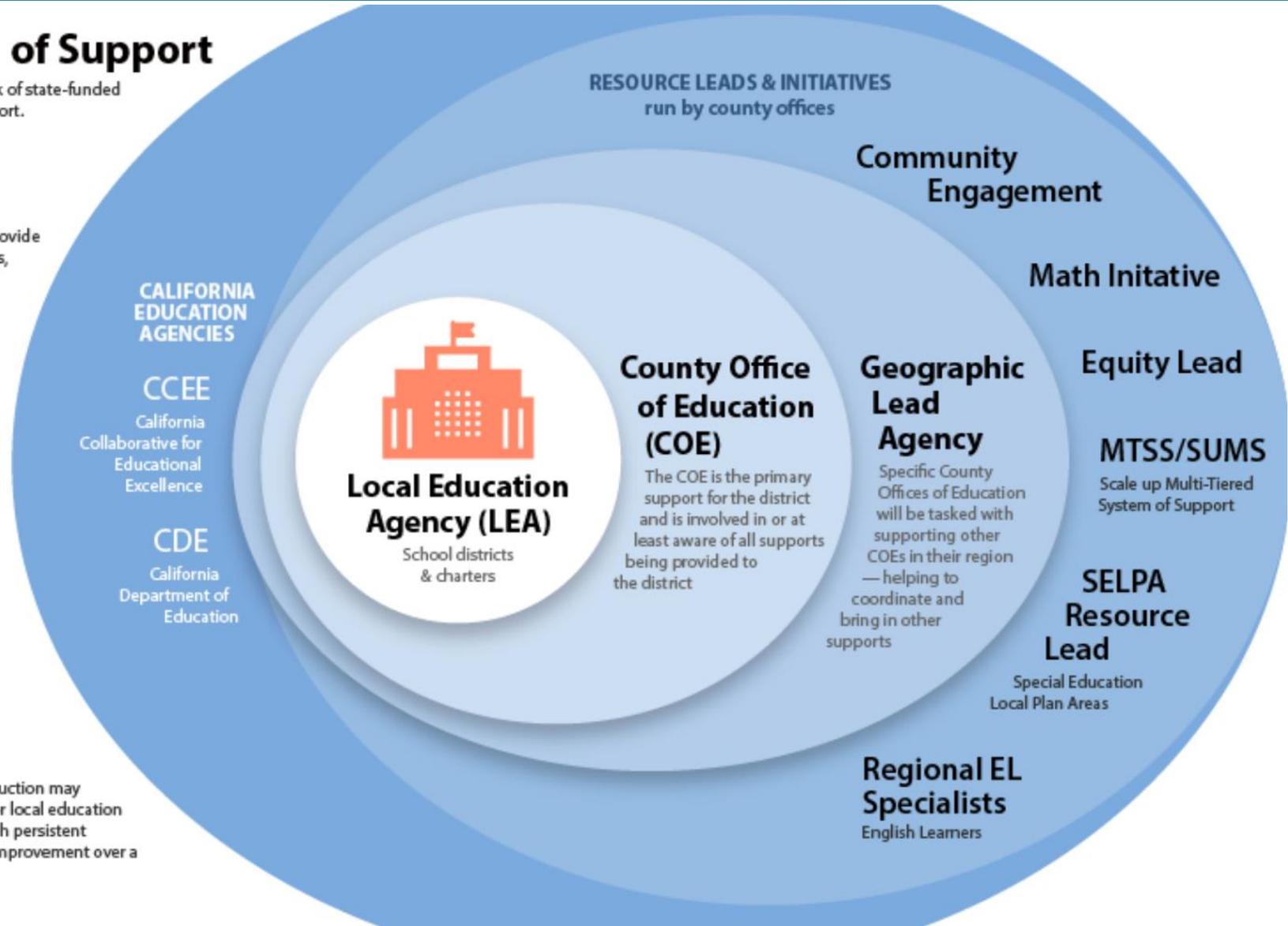
LEVEL 2 DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.

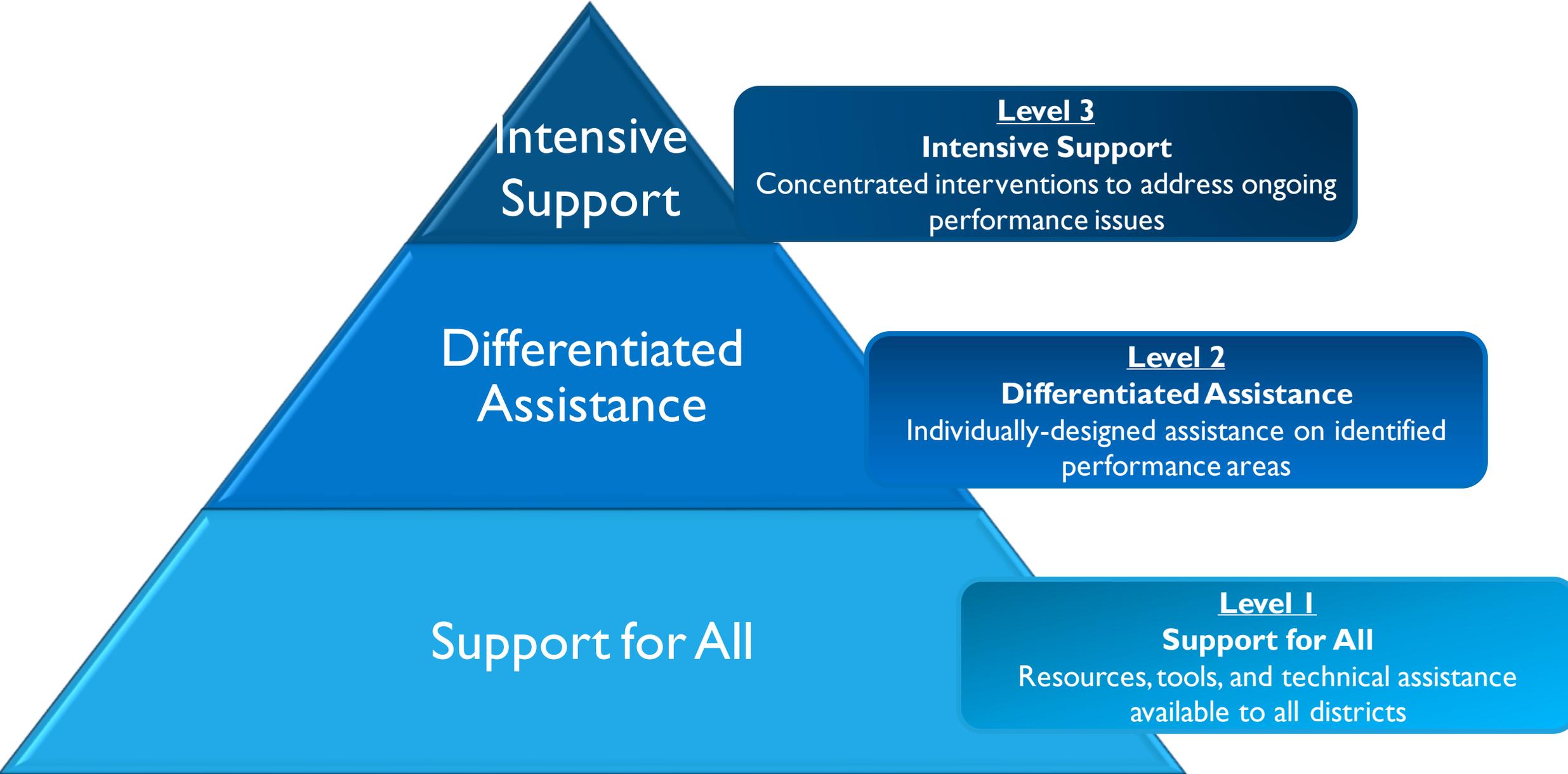


LEVEL 3 INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



California's Statewide System of Support



Intensive Support

Level 3
Intensive Support
Concentrated interventions to address ongoing performance issues

Differentiated Assistance

Level 2
Differentiated Assistance
Individually-designed assistance on identified performance areas

Support for All

Level 1
Support for All
Resources, tools, and technical assistance available to all districts

2017 Dashboard Shines Spotlight on Student with Disabilities

- The **California School Dashboard** launched in 2017 with the goal of providing parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
- That year 228 districts were designated for differentiated assistance.
- In two-thirds of the 228 districts designated for assistance, students receiving special education services were among student groups identified as performing very poorly.
- In half of the designated districts, students with disabilities were the only student group flagged.

SELPAs in the Statewide System of Support



Legislation passed adding SELPA resource leads to the Statewide System of Support. Resource leads were comprised of four content leads and one consortium of SELPAs who would serve as System Improvement Leads (SIL).



SELPA leads joined the statewide leadership team, which includes the California Collaborative for Educational Excellence (CCEE), California Department of Education (CDE), State Board of Education (SBE), and other statewide leads to work collaboratively with one another to build capacity of SELPAs and lead agencies within the Statewide System of Support.

Capacity Builders - Facilitators - Connectors



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SYSTEM IMPROVEMENT LEADS

INSPIRE • CONNECT • INNOVATE

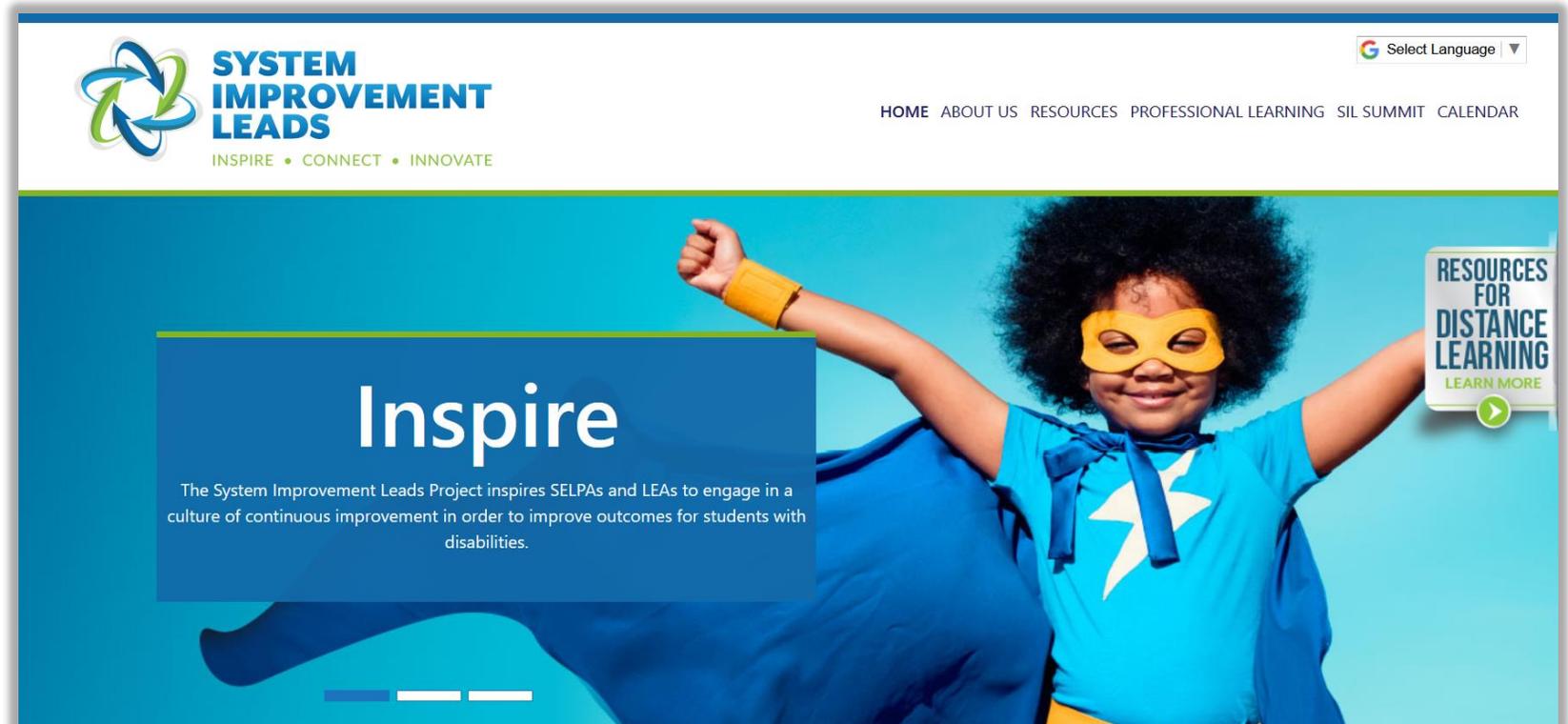


The SELPA System Improvement Leads' Theory of Action



System Improvement Leads Website

Visit the System Improvement Leads website for valuable resources, tools and professional learning opportunities.



<https://systemimprovement.org/>

Stay Connected!

<https://systemimprovement.org>



@system_leads



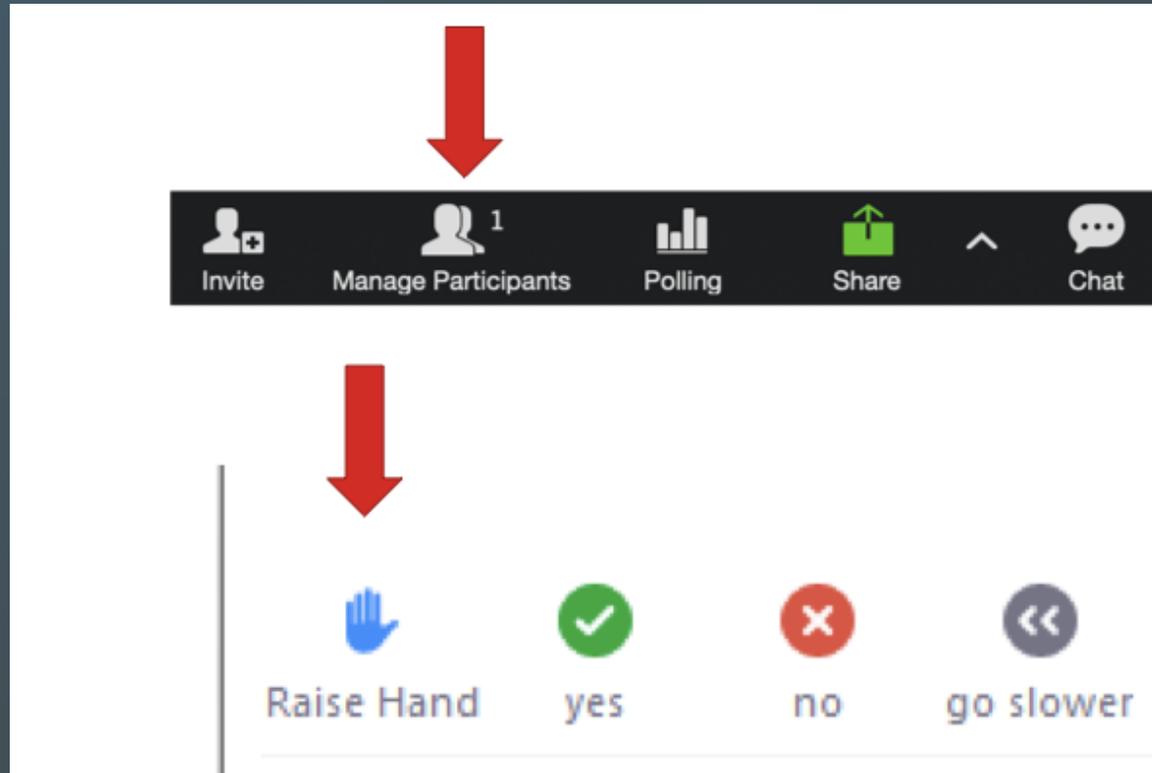
@system.improvement.leads



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Upcoming Professional Learning Network Meeting

All Regions

November 19th 10 a.m. – 12:30 p.m.



**The meeting will be hosted via Zoom*



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*Thank you.
Stay safe and healthy!*



EL DORADO
CHARTERSELPA
Special Education Local Plan Area