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 11\textsuperscript{th}

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

• SB 820 Growth Funding application due \textbf{Nov 6\textsuperscript{th}}
  \url{https://www.cde.ca.gov/fk/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 20\textsuperscript{th} @ 10am
  \url{https://edcoe.zoom.us/webinar/register/WN_b-0BncLUSZaGqAe7DxQLeg}
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

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3 Site-Based</th>
<th>Level 3 NPS</th>
<th>Level 3 NPS-Residential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal mental health &amp; behavioral interventions</td>
<td>IEP Based ERMHS Services</td>
<td>Structured Therapeutic ERMHS Program</td>
<td>ERMHS component of NPS placement</td>
<td>Room &amp; Board are required to receive ERMHS Services</td>
</tr>
</tbody>
</table>

- **No Disability Required. Can spend on Gen Ed**
  - Any Disability Designation Eligible
  - 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
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 Atila 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


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
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.

* See our Timeline Extension Template letter!
Questions?

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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](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](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.**
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 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

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

https://charterselpa.org/online-learning-center/ermhs/
CDE Guidance Update - USDOE Guidance


CDE Guidance Update - Additional Resources

• Archived Webinars: https://www.cde.ca.gov/ls/hs/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
• IRIS Center Webmodule for parents: https://iris.peabody.vanderbilt.edu/module/c19/.
Questions?

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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, SSP! 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!
Questions?

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

- 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

The National Technical Assistance Center on Positive Behavioral Interventions and Supports (otherwise known as www.pbis.org)
Resources to Support Students Social, Emotional, and Behavior Success in the Context of Virtual Learning

Ci3T Group

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

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

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

Comprehensive Network
Repository for education resources related to COVID-19.

www.compcenternetwork.org/covid-19
Questions?

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- **Mac**: You can also use the **Option+Y** keyboard shortcut to raise or lower your hand.
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

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

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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.
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
Questions?

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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

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

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

**Intensive Support**
- Level 3: Intensive Support
  - Concentrated interventions to address ongoing performance issues
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.
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.
SYSTEM
IMPROVEMENT
LEADS

INSPIRE • CONNECT • INNOVATE
The SELPA System Improvement Leads’ Theory of Action

- SELPAs
- Local Education Agencies
- County Offices
- System of Support Lead Agencies
- CDE
- CCEE

- Special education data use and governance.
- Continuous improvement cultures and methodologies.
- High-leverage and evidence-based practices.

Then… students with disabilities will have access to cohesive and equitable school systems intentionally designed to provide the necessary supports and interventions for educational and post-secondary success.

If we build partnerships with:
And build the capacity of SELPAs and LEAs in the areas of:

The SELPA System Improvement Leads’ Theory of Action
Visit the System Improvement Leads website for valuable resources, tools and professional learning opportunities.

https://systemimprovement.org/
Stay Connected!

https://systemimprovement.org
Questions?

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- **Mac**: You can also use the `Option+Y` keyboard shortcut to raise or lower your hand.
Upcoming Professional Learning Network Meeting

All Regions
November 19th 10 a.m. – 12:30 p.m.

*The meeting will be hosted via Zoom
Questions?

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Thank you.
Stay safe and healthy!