Professional Learning Network Series
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

• Resources
  • Most recent monthly SELPA Fiscal Update (all issues posted on business web page)
  • 2020-21 Fiscal Calendar
  • ERMHS Funding Eligibility Timeline
  • FCMAT August Fiscal Alert
Fiscal Updates

Final Budget (SB 98)

• Increases 20-21 State Special Education Funding
  • From $557/ADA to $625/ADA
  • NO DEFICIT

• Increases Low Incidence Funding
  • 20-21 state budget provides significantly more per LI student ($2,950 from $466 per LI student)
  • Material or Services
  • Submit via Fiscal Portal

• SB 98 Provides ADA Hold Harmless
  • 2020-21 ADA = 2019-20 ADA
  • But what about ADA growth in 2020-21?
  • Gov's signing letter indicated solution for "planned growth"
Fiscal Updates

• Growth Funding dealt with in trailer bill (SB 820)
  • No growth funding for nonclassroom-based.
  • Projected enrollment* growth reflected in budget (either 20-21 Adopted or 19-20 Second Interim) must be higher than 2019-20 actual enrollment.

• If eligible, 20-21 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.

*If no enrollment number budgeted, budgeted ADA can be used
### ERMHS Funding 2020-21

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 3</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<tr>
<td>Any Disability Designation Eligible</td>
<td>ED</td>
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<tr>
<td>80% of the lesser of:</td>
<td>80% of ERMHS Allowed Cost</td>
<td>90% of ERMHS Allowed Cost</td>
<td>100% of Room &amp; Board Costs</td>
</tr>
<tr>
<td>a) $3000 per service</td>
<td></td>
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<tr>
<td>b) Budget Request</td>
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Fiscal Updates

• ERMHS Funding
  • Continuing Level 3 placements due ASAP
    • 20-21 Master Contract, Emergency Closure Addendum & ISA on website
    • Placement & budget information submitted in Fiscal Portal
  • ERMHS service count is SEIS
    • Sept, Oct, Nov preliminary counts
    • Dec 1 count counts (Level 2 formula)
  • Annual Mental Health Service Plan due Nov. 1
  • Will be proposing to CEO Council one-time Level 1 funding of $10/ADA

• CALPADS
Questions?

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Revised August Budget Trailer Bill (Senate Bill 820) and Special Education Timelines*

• SB 820 makes inoperative, as of July 1, 2020, the provision of SB 117 that allows the California Department of Education to consider the days following a school’s closure due to COVID-19 as days between a pupils’ regular school session, until the school reopens and regular session convenes when determining compliance with special education timelines and service provision; this provision did not waive any federal timelines.

• *Note: This retroactive change could be problematic for LEAs that relied on this flexibility since July 1, 2020. Various associations are working with special education advocates to address this issue.
Annual Assurances Plan and Moratorium on Creation of Single District SELPAs*

• SB 98, Section 62 resulted in revisions to EC Section 56122(c) by extending the timeline requiring the annual assurances support plan aligned with LEA LCAPs to be included in the Local Plan, which will now commence on July 1, 2023, and requires the California Department of Education to develop a template for the annual assurances support plan by July 1, 2022.

• SB 98, Section 63 also resulted in a revision to EC Section 56195.1(a) by placing a moratorium on the creation of single district SELPAs from July 1, 2020, to July 1, 2024.
Opportunity for Mediation of CDE Complaints*

• The CDE is making voluntary mediation available through a contract with the Office of Administrative Hearings (OAH).

• If the parent and LEA agree to participate in this voluntary process, the CDE will arrange for both parties to hold confidential discussions with a qualified and impartial individual with the goal to resolve disputes alleged in a complaint filed with the CDE. If the parties reach agreement on a resolution, the parties will enter into a legally binding agreement that documents the resolution.
**Opportunity for Mediation of CDE Complaints**

• A request for mediation form will soon be accessible on the CDE, SED Complaint Process web page at https://www.cde.ca.gov/sp/se/qa/cmplntproc.asp. In the meantime, you may contact the Complaint Resolution Unit.

• It is important to note that both parties (parent and LEA) must agree to mediation. In addition, the parent and LEA may agree in writing to extend the complaint timeline so they can participate in mediation.
Questions?

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Updated COVID-19 Guidelines for School Reopening*

• On August 28, Governor Newsom unveiled the "Blueprint for a Safer Economy" which included a county-by-county reopening framework based on a color-coded 4-tiered monitoring system.
  • Within the new framework, schools may reopen when their county moves from the “widespread” or purple tier, to the “substantial” or red tier, and remains below the purple tier for 14 days.
  • Elementary Schools who are currently in the purple tier may still apply for a waiver to these regulations, through their local department of public health. More information on the waiver process can be found here: https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/In-Person-Elementary-Waiver-Process.aspx

Updated COVID-19 Guidelines for providing Specialized Support in a Cohort Model

Originally on August 24, with an update on September 4, the California Department of Public Health in coordination with the Governor’s Office, released guidance for providing targeted, specialized support and services in a cohort model.

On August 24, 2020, the California Department of Public Health (CDPH) issued Guidance Related to Cohorts (Guidance), which sets minimum health and safety guidelines across multiple sectors serving youth, including childcare and schools (public and private). The following is intended to supplement the Cohorting Guidance with responses to frequently asked questions specific to the provision of school-based targeted, specialized support. Instead of a question to not addressed, local school districts and/or their respective school health programs (including, if applicable, organized labor) should implement measures consistent with local operations and needs.

Background: On March 3, 2020, the Governor proclaimed a State of Emergency in California as a result of the impacts of COVID-19 to make additional resources available and help the virus prepare to respond to an increasing number of individuals requiring medical care and hospitalization as a result of a broader spread of COVID-19. Since that time, the State Public Health Officer and the CDPH have issued multiple public health directives to combat the COVID-19 pandemic, including, on July 17, 2020, the COVID-19 and Reopening to Periodic Learning Framework for K-12 Schools (Framework).

The Framework prohibits in-person instruction at schools operating within a county in Tier 1 due to high rates of COVID-19, and permits elementary schools in those counties to request a waiver to permit reopening for in-person instruction where conditions and safety plans permit. On August 3, 2020, CDPH provided further guidance to the July 17 Framework with regard to Cohorting (Cohorting Guidance).

The August 3 guidance noted that additional guidance was forthcoming to address in-person instruction at schools otherwise prohibited from reopening for full-time in-person instruction. The CDPH has released the Guidance Related to Cohorts which sets minimum health and safety guidelines across multiple sectors serving youth, including childcare and schools (public and private).

This document is intended to provide guidance for California’s school districts and other educational agencies on the provision of targeted, specialized support and services in the context of a cohort model. The guidance is intended to address in-person support that is part of a larger school program that inherently includes an in-person cohort model. These cohort programs may include interventions such as: specialized support for students who are non-verbal, students with autism, students with intellectual or developmental disabilities, or students with other significant developmental delays; or programmatic support for students who are English Learners, have disabilities, or other unique needs.

This guidance applies to agencies that provide in-person services in controlled, supervised, and indoor environments, such as those operated by local educational agencies (LEA’s). The Cohorting Guidance applies to schools that cannot reopen for in-person instruction pursuant to the July 17 Framework, including elementary schools in those jurisdictions that have not received an elementary school waiver through the local public health office. Under these circumstances, school officials should develop and
The guidance documents lay out conditions under which LEAs who are otherwise prohibited from reopening for full in-person instruction, may deliver in-person services to small groups of students with a focus on individualized instruction for students with disabilities and English learners, as well as support for at-risk and high-need students, within a cohort model.

- This guidance does not apply to LEAs that have been authorized to reopen for in-person instruction.
- Cohorts are limited to no more than 16 total individuals.
- There is a limited exception for one-to-one specialized services such as Speech Language Therapy and Occupational Therapy.
- This guidance does not require an LEA to provide in-person cohort services, rather the guidance clarifies the conditions that must be met, in order to do so.
- Students with disabilities and other student groups at-risk of further learning loss, should be prioritized within the cohort model.
Updated COVID-19 Guidelines for providing Specialized Support in a Cohort Model

- CDPH and Governor’s Guidance for Small Cohorts/Groups of Children and Youth:
  - [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)

- Providing Targeted Specialized Support Services at School: an FAQ from the Governor’s Office:
Reminder - COVID-19 Industry Guidance: Schools and School Based Programs

• CalOSHA and the CA Department of Public Health released a guidance document on August 3rd, detailing the guidelines and considerations LEAs should take when they are re-opening for in-person instruction. These guidelines should also be referenced when providing targeted/specialized one-to-one services (such as Occupational Therapy or Assessment).

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On May 18, 2020, Student filed for due LAUSD alleging the following issues:

- Did LAUSD deny Student a FAPE from March 16, 2020, through the filing of the complaint, by changing Student’s educational program to a distance learning program that did not adequately implement Student’s operative IEP?

- Did LAUSD deny Student a FAPE from March 16, 2020, through the filing of the complaint, by failing to assist Student’s search for an adult day program, and ensure Student’s transition to such a program?

- Summary: OAH may determine that you owe compensatory education to your special education students in cases where their distance learning plan was materially different from their operative IEP.
CDE’s Special Education Monitoring Cycle 19.20

**LEVEL 1: UNIVERSAL**
- Includes the annual collection and analysis of LEA data by CDE.
- Based on annual analysis of Level 1 data, LEAs may be selected for Targeted or Intensive monitoring.
- Selection Criteria:
  - None applies to all LEAs

**LEVEL 2: TARGETED**
- Selection Criteria:
  - Compliance
  - Performance
  - Disproportionality

**LEVEL 3: INTENSIVE**
- Selection Criteria:
  - Outcomes for preschool age students (ages 3-5)
  - Outcomes for school age students (ages 6-22)
  - Significant Disproportionality

Single Plan

CDE’s NEW Monitoring Structure
CDE’s Special Education Monitoring Cycle 19.20

Performance Elements

- Graduation Rate
- Dropout Rate
- Statewide Assessment Participation
- Statewide Assessment Performance
- Suspension
- Least Restrictive Environment
- Parent Involvement
- Post School Outcomes
- Child Find
CDE’s Special Education Monitoring Cycle 19.20

Disproportionality Elements

- Special Education Identification by Race/Ethnicity
- Special Education Eligibility Category by Race/Ethnicity
- Discipline for SWD
- Least Restrictive Environment for SWD
CDE’s Special Education Monitoring Cycle 19.20

- **January 31**: Special Education “Mega Letters” Released
- **November 1**: Special Education Plan due to SELPA for review
- **December 15**: Special Education Plan due to CDE
Charter SELPA Special Education Plan Workshops

Register for Upcoming Special Education Plan (SEP) Workshops

This invitation is being sent to LEAs who have been identified by the California Department of Education (CDE) to participate in the Special Education Plan (SEP) process to improve elements of the LEA’s special education program. The SEP Workshop is designed for teams to engage in root cause analysis and plan for implementation of strategies to address elements identified by CDE for improvement.

At the workshop, the LEA teams will work with SELPA Representatives in whole group learning and small group breakout sessions. Please ensure that all required members of the SEP team are in attendance at the workshop. The required team members are:

- A Special Education Administrator
- A General Education Administrator
- A Special Education Teacher
- A General Education Teacher
Charter SELPA Special Education Plan
Workshop Meetings

So Cal

• 9.21, 1-4 PM
  • REGISTRATION CLOSED
• 10.8, 1-4 PM
  • https://edcoe.zoom.us/meeting/registration/tUuMtdOCorDMoGNLDH50FUC7lrq4f4ja_g2zw
• 10.9, 9 AM-12 PM
  • https://edcoe.zoom.us/meeting/registration/tUuwf- Ghpj8pH9QfOpISltYpwm6hmBGoi4_T10.8
• 10.13, 2 PM-5PM
  • https://edcoe.zoom.us/meeting/registration/tUYvc- qgrD8oGddH6dgB9FnOh7oYNiZeIJST

Nor Cal

• 9.21, 1-4 PM
  • REGISTRATION CLOSED
• 9.24, 11 AM-2 PM
  • https://edcoe.zoom.us/meeting/registration/tU0ofuyoqj0qGdZK5KzshzbOPYn P0Vq6euo
• 9.29, 9 AM-12 PM
  • https://edcoe.zoom.us/meeting/registration/tUcldu6hpzlpgtFkd43wUFX9TVGP yT9B5gxV
• 10.6, 11 AM-2 PM
  • https://edcoe.zoom.us/meeting/registration/tUAtduyppzouGNe4XntgDiwlw2J nwaMV2HN
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Guidance for Local Educational Agency Onsite Monitoring Visit to Nonpublic, Nonsectarian Schools*

Beginning in the 2020-2021 school year, LEAs are required to conduct on-site monitoring visit(s) consistent with Assembly Bill 1172 as follows and as outlined by EDC § 56366.1(e)(3)(A) and (B) as follows. The form can be located at page 29 of:

AB 1172 Certification of Behavior Training

The requirement, in a nutshell, beginning in 2020-2021:

NPS/A are required to provide behavior training (which must meet a number of requirements) to employees at the beginning of each year and all new employees within 30 days of employment.

The contracting LEA is required to verify that the training was provided in conformity with Ed Code 56366.1(a)(4).

The LEA must send that verification back to the NPS/A to include in their annual renewal.
AB 1172 Certification of Behavior Training

Please see the attached pages for the complete certification requirements.
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Temporary 18-month certification of blue card due to COVID-19.

No in-person trainings planned until January 2021.

Contact your Program Specialist if no staff member is certified and the school is providing in-person instruction.

Email selpapd@edcoe.org for more information.
Paraeducators - Behavior Supports in the Classroom: How to Implement Effective Reinforcement
10/1 9:30-11:00am
https://forms.gle/RmvKNxEbNwac1Qi6

Behavior Supports in the Classroom: How to Implement Effective Reinforcement Strategies
10/8 2:00-3:30pm
https://forms.gle/RmvKNxEhNWac1Qi6

How to Design a Day of Effective Direct Instruction for Students with Significant Learning Needs
11/10 2:00-3:30pm
https://forms.gle/RmvKNxEhNWac1Qi6

The Diagnostic Center, Northern California, is one of three regional assessment centers operated by the State Special Schools and Services Division of the California Department of Education. The Centers provide assessment, training and technical assistance to all Local Educational Agencies (LEAs) in California.
Professional Learning
Youth Mental Health First Aid

9/28 12:30-4:30pm
https://qr.go.page.link/LU4up

10/28 8:30-12:30pm
https://qr.go.page.link/AuaQg

2/4/21 8:30-12:30pm
https://qr.go.page.link/wdHD3

• Youth defined as adolescent age 12-18
• Intended for non-ERMHS providers
• Pre-work required before training
• Space is very limited
Professional Learning
Improving outcomes for English Learners with Disabilities

Pre-referral and Referral, Assessment, and IEP Processes for English Learners who May be eligible for Special Education
Part 1 10/27 10:30 - 11:30 am
http://icoe.k12oms.org/1168-191544
Part 2 10/29 10:30 - 11:30 am
http://icoe.k12oms.org/1168-191546

Meeting the Needs of English Learners & English Learners with Disabilities
1/25/21 10:30 - 11:30 am
http://icoe.k12oms.org/1168-191547

Literacy Development & English Learners with Disabilities
4/19/21 10:30 - 11:30 am
http://icoe.k12oms.org/1168-191548
SEIS DLU Foundations

This training is designed for district level users. Topics will include maneuvering through the software, CALPADS reporting overview and pro-tips on monitoring for data integrity.

9/22 9:30-10:30am
https://qrgo.page.link/AoAM7

10/1 1:30-2:30pm
https://qrgo.page.link/2zfdC

SEIS 1:1

These 45-minute meetings are designed for the primary District level SEIS users in each LEA, but are open to anyone who deals with SpEd Data reporting, or Technician/Administrative tasks in SEIS. Attendees will spend time analyzing their own LEA data with a SELPA Program Technician.

Space is limited.

Dates and Times vary in October
Email: SELPAPD@edcoe.org
Professional Learning Catalog

Upcoming Professional Learning

Click any of the links below to register, or scroll down to browse all of our offerings.

- **08 SEP 2020**
  - 9:00 am - 12:00 pm
  - **Writing Grade Level, Standards-Aligned Compliant IEP Goals Focused on Outcomes**
  - Presented Online

- **08 SEP 2020**
  - 1:30 pm - 3:00 pm
  - **Serving Students with Disabilities in an Independent Study (IS) Setting**
  - Presented Online

- **14**
  - 9:00 am - 11:00 am
  - **Meeting the Needs of Students with Autism: Understanding Eligibility**

**COVID-19**

Based on the guidance and available information from Federal, State, and local officials, we have decided to transition all in-person professional learning offerings to a virtual environment. This decision includes most professional development opportunities through fall 2020. We are taking this action so we can continue to provide support to our partners while minimizing the potential health risk for...
Community Advisory Council (CAC)

- Build communication between schools, parents and related agencies.
- Encourage community and parental involvement in the development, review, and implementation of the Local Plan.
- Support activities on behalf of individuals with exceptional needs.
- Provide families with an opportunity to share resources and support.

10/06/20
4:00 - 5:00 pm

1/7/21
4:00 - 5:00 pm

4/27/21
4:00 - 5:00 pm

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

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Data Update - CALPADS and Fall 1

• The draft CALPADS Calendar is attached to these handouts and is available at [https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp](https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp)

• Fall 1 Census Day is October 7, 2020 (the first Wednesday of October) - exactly 4 weeks from today!

• Certification of Fall 1 must be completed by December 18.

• Expect Services to be part of the Fall 1 report and many of the "Warnings" from last year to be "Errors" this year.
**Data Update – FCMAT and Data Quality**

• On August 20, FCMAT released a four-page memo on the importance of quality data with a primary focus on CALPADS

• Data from CALPADS, and a few other state data systems, drive funding and programmatic decisions by the state as well as their reporting to the federal government

• CSIS, part of FCMAT, has documents and process for data integrity at their web page - [https://csis.fcmat.org/services](https://csis.fcmat.org/services)

• The SIL Grant also has a useful tool that supports data quality and they provide training as well - [https://systemimprovement.org/data-improvement](https://systemimprovement.org/data-improvement)
The Behavior Intervention Plan - Analysis, Part II Functional Factors were updated based on feedback from the field to list Sensory, Escape, Attention, and Tangible.

The US Dept. of Ed has changed from calculating LRE based on age groups to using grade level. Students in TK/Kinder, regardless of age, will no longer be included in the “Preschool Program Setting” but will be counted in the “Program Setting” (school-age group), which requires a percentage of time in regular education be entered.
SEIS Updates

• System Update from August 27, 2020
• Prep work for Fall 1
National Association of Special Education Teachers (NASET) Excellence in Special Education Award Honorees

• Selection as a NASET Exceptional Charter School in Special Education is the highest honor a charter school can achieve through our professional association. The recognition is bestowed on charter schools that meet rigorous professional criteria and have demonstrated truly exceptional dedication, commitment and achievement in the field of special education.
National Association of Special Education Teachers (NASET) Excellence in Special Education Award Honorees

• Classical Academy High School
• Coastal Academy
• El Rancho Charter School
• Orange County School of the Arts
• Today's Fresh Start-Compton
Upcoming Professional Learning Network Meetings

❖ Sacramento: October 7th 1:00 p.m. – 3:30 p.m.
❖ Bay Area: October 8th 10a.m. – 12:30 p.m.
❖ Los Angeles: October 21st 10a.m. - 12:30 p.m.
❖ San Diego: October 22nd 10a.m. – 12:30 p.m.

*The meetings will be hosted via Zoom
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Thank you.
Stay safe and healthy!