

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

- 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



Level 2	Level 3 Site-Based	Level 3 NPS	Level 3 NPS-Residential
IEP Based ERMHS Services	Structured Therapeutic ERMHS Program	ERMHS component of NPS placement	Room & Board are required to receive ERMHS Services
Any Disability Designation Eligible	ED	ED	ED
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

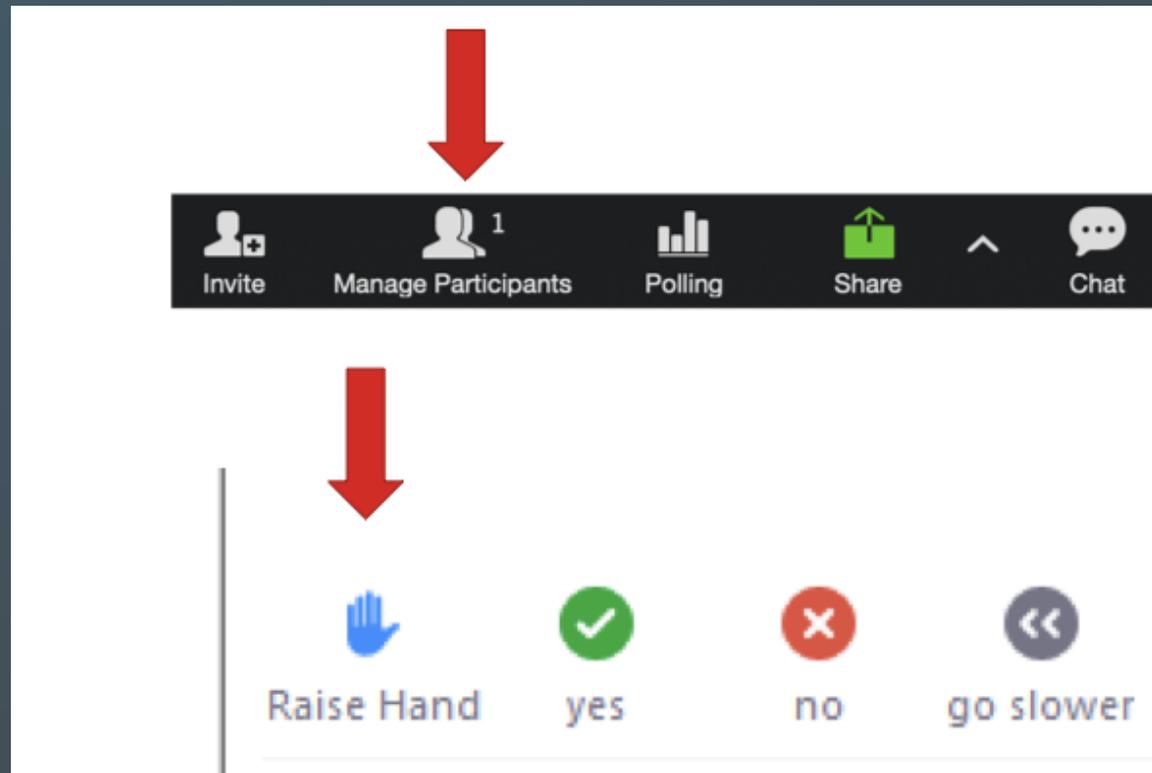
- ERMHS Funding
 - Continuing Level 3 placements due ASAP
 - 20-21 Master Contract, Emergency Closure Addendum & ISA on website
 - Placement & budget information submitted in Fiscal Portal
 - ERMHS service count is SEIS
 - Sept, Oct, Nov preliminary counts
 - Dec 1 count counts (Level 2 formula)
 - Annual 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.**

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

Date: August 26, 2020

Subject: Official Message from the State Director of Special Education

Dear Special Education Local Plan Area Directors, Special Education Administrators at County Offices, and Special Education Program Directors:

The California Department of Education (CDE), Special Education Division (SED) has received many questions related to special education assessment timelines since SB 117 (Chapter 3, Statutes of 2020) was approved by the Governor on March 17, 2020, in response to the COVID-19 pandemic.

In SB 117, Section 8, the Legislature 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 encourages LEAs to respond as expeditiously as possible to parent requests received during a time when a school is closed due to COVID-19.

The purpose of SB 117 was to ensure LEAs continued to receive funding during the COVID-19 emergency and to allow for flexibility to continue to provide educational options to students given the widespread, abrupt physical closures of school at that time. As LEAs have had time to plan for the 2020–21 school year, and as subsequent requirements around distance learning have been put in place, the purposes for the SB 117, Section 8 waivers may no longer remain, thus prompting inquiries about the ongoing applicability of those provisions. As such, the CDE has been having ongoing conversations with the Legislature and the Administration to elevate issues from the field and need for clarity. The Legislature and the Administration expressed their intent to address these issues with August Budget Actions.

On August 24, 2020, the Legislature amended SB 820 to render SB 117, Section 8 inoperative on July 1, 2020. The proposed language is currently found in Section 56 of SB 820, which can be viewed by accessing the following link: http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB820

Please note that this bill, although in print and available to read, is not yet law until the Legislature passes it and the Governor signs it. However, the CDE, SED felt it appropriate to alert you of changes that are in print in the bill.

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.

Annual Assurances Plan and Moratorium on Creation of Single District SELPAs

Date: July 8, 2020

Subject: Information Sharing from the Focused Monitoring and Technical Assistance Unit V of the Special Education Division

Senate Bill Number 98 (SB 98), the final education omnibus budget trailer bill enacted revisions to California Education Code (EC) sections 56195.1(a) and 56122(c) related to special education local plan areas (SELPAs) and the Local Plan requirements.

SB 98 may be viewed at http://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB98.

SB 98, Section 62 resulted in revisions to EC Section 56122(c) by extending the timeline requiring the annual assurances support plan 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 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.

If you have any questions regarding this subject, please contact the Focused Monitoring and Technical Assistance Unit V at SELPALocalPlan@cde.ca.gov.



*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>

<https://mailchi.mp/acsa/updated-covid-19-guidance-for-school-reopening?e=dfd6d63c83>



**Governor's
"Blueprint for a Safer Economy"**

In a move that will impact when schools may reopen for in-person instruction, the governor today announced a [new county-by-county reopening framework](#). The new framework will replace the state's current county monitoring list with a four-tiered system of monitoring criteria and restricted activities:

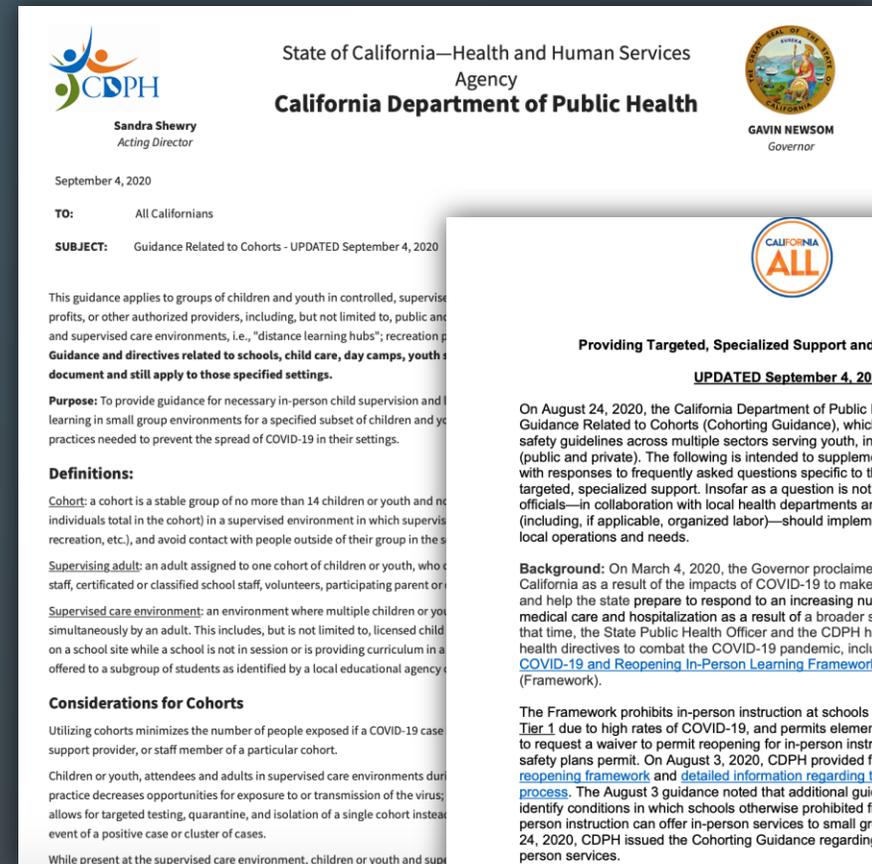
WIDESPREAD Most non-essential labor business operations are closed.	More than 7 Daily new cases (per 100k)	More than 8% Positive tests
SUBSTANTIAL Some non-essential labor business operations are closed.	4-7 Daily new cases (per 100k)	5-8% Positive tests
MODERATE Some business operations are open with modifications.	1-3.9 Daily new cases (per 100k)	2-4.9% Positive tests
MINIMAL Most business operations are open with modifications.	Less than 1 Daily new cases (per 100k)	Less than 2% Positive tests

Schools may reopen when their county moves from the "widespread" (purple) tier to the "substantial" (red) tier if they meet the established health state criteria for 14 consecutive days and remain below the minimal tier for 14 days. In either



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.



 State of California—Health and Human Services
Agency
California Department of Public Health


GAVIN NEWSOM
Governor

September 4, 2020

TO: All Californians

SUBJECT: Guidance Related to Cohorts - UPDATED September 4, 2020

This guidance applies to groups of children and youth in controlled, supervised care environments, including, but not limited to, public and private day care centers, child care facilities, and supervised care environments, i.e., "distance learning hubs"; recreation programs; and other supervised care environments. **Guidance and directives related to schools, child care, day camps, youth centers, and other supervised care environments are not included in this document and still apply to those specified settings.**

Purpose: To provide guidance for necessary in-person child supervision and learning in small group environments for a specified subset of children and youth in supervised care environments to prevent the spread of COVID-19 in their settings.

Definitions:

Cohort: a cohort is a stable group of no more than 14 children or youth and no more than 14 adults (total in the cohort) in a supervised environment in which supervised care, recreation, or other supervised care activities are provided, and avoid contact with people outside of their group in the supervised care environment.

Supervising adult: an adult assigned to one cohort of children or youth, who is not a parent or guardian, and is not a staff member, certified or classified school staff, volunteers, participating parent or guardian, or other adult.

Supervised care environment: an environment where multiple children or youth are supervised by an adult. This includes, but is not limited to, licensed child care facilities, day camps, youth centers, and other supervised care environments on a school site while a school is not in session or is providing curriculum in a supervised care environment, or a subgroup of students as identified by a local educational agency.

Considerations for Cohorts

Utilizing cohorts minimizes the number of people exposed if a COVID-19 case occurs among a cohort, support provider, or staff member of a particular cohort.

Children or youth, attendees and adults in supervised care environments during the school day. This practice decreases opportunities for exposure to or transmission of the virus; allows for targeted testing, quarantine, and isolation of a single cohort instead of a positive case or cluster of cases.

While present at the supervised care environment, children or youth and supervised care providers should follow all applicable COVID-19 public health guidance.



Providing Targeted, Specialized Support and Services at School
UPDATED September 4, 2020

On August 24, 2020, the California Department of Public Health (CDPH) issued Guidance Related to Cohorts (Cohorting 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. Insofar as a question is not addressed, local school officials—in collaboration with local health departments and school-based staff (including, if applicable, organized labor)—should implement measures consistent with local operations and needs.

Background: On March 4, 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 state 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 In-Person 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 reopening framework](#) and [detailed information regarding the elementary school waiver process](#). The August 3 guidance noted that additional guidance was forthcoming to identify conditions in which schools otherwise prohibited from reopening for full in-person instruction can offer in-person services to small groups of students. On August 24, 2020, CDPH issued the Cohorting Guidance regarding permissible small-group in-person services.

Does the Cohorting Guidance apply to K-12 school settings?
Yes. The Cohorting Guidance authorizes small-group, in-person services in controlled, supervised, and indoor environments, such as those operated by local educational agencies (LEAs). 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

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

- 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

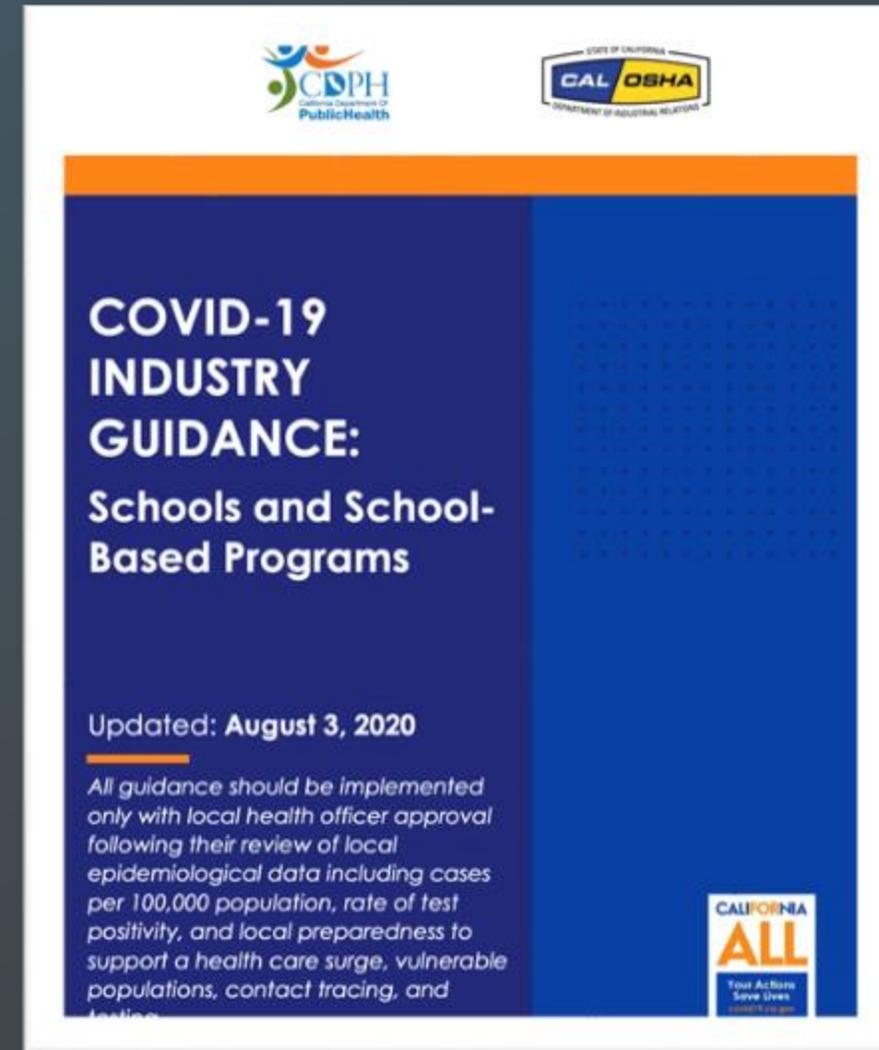
- CDPH and Governor's Guidance for Small Cohorts/Groups of Children and Youth:
 - <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/small-groups-child-youth.aspx>
- Providing Targeted Specialized Support Services at School: an FAQ from the Governor's Office:
 - <https://files.covid19.ca.gov/pdf/guidance-schools-cohort-FAQ.pdf>



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).

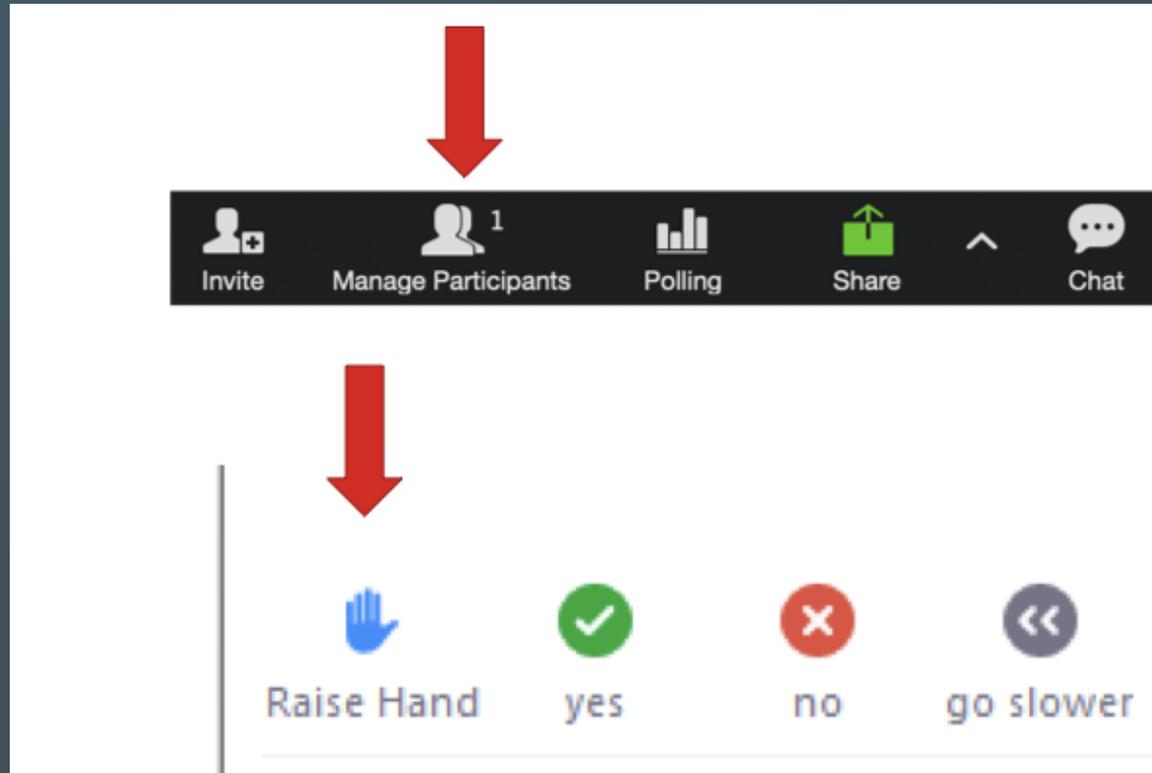
<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>



Questions?

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OAH Decision related to Distance Learning

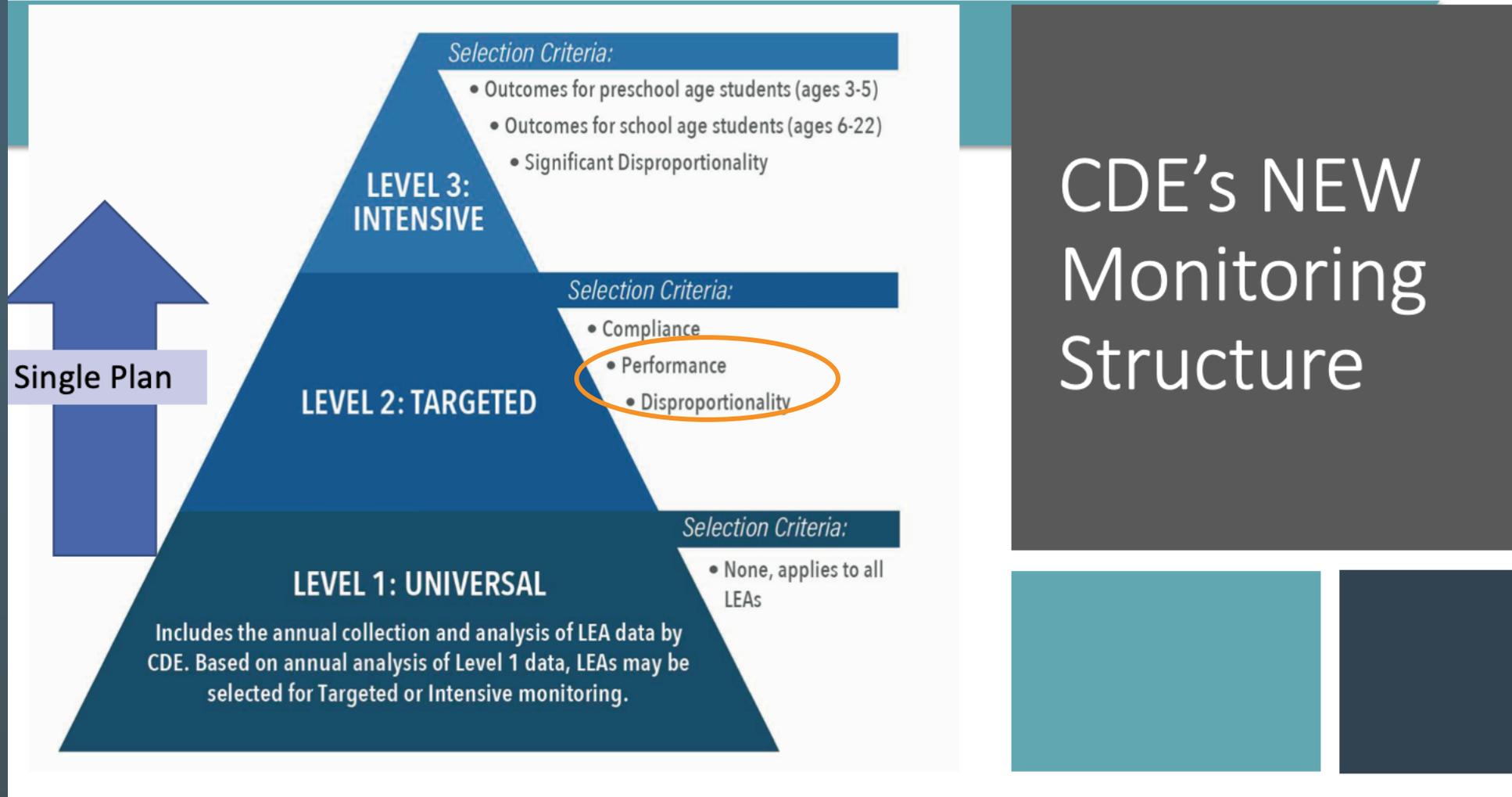
<https://www.aalrr.com/newsroom-alerts-3770>

- 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



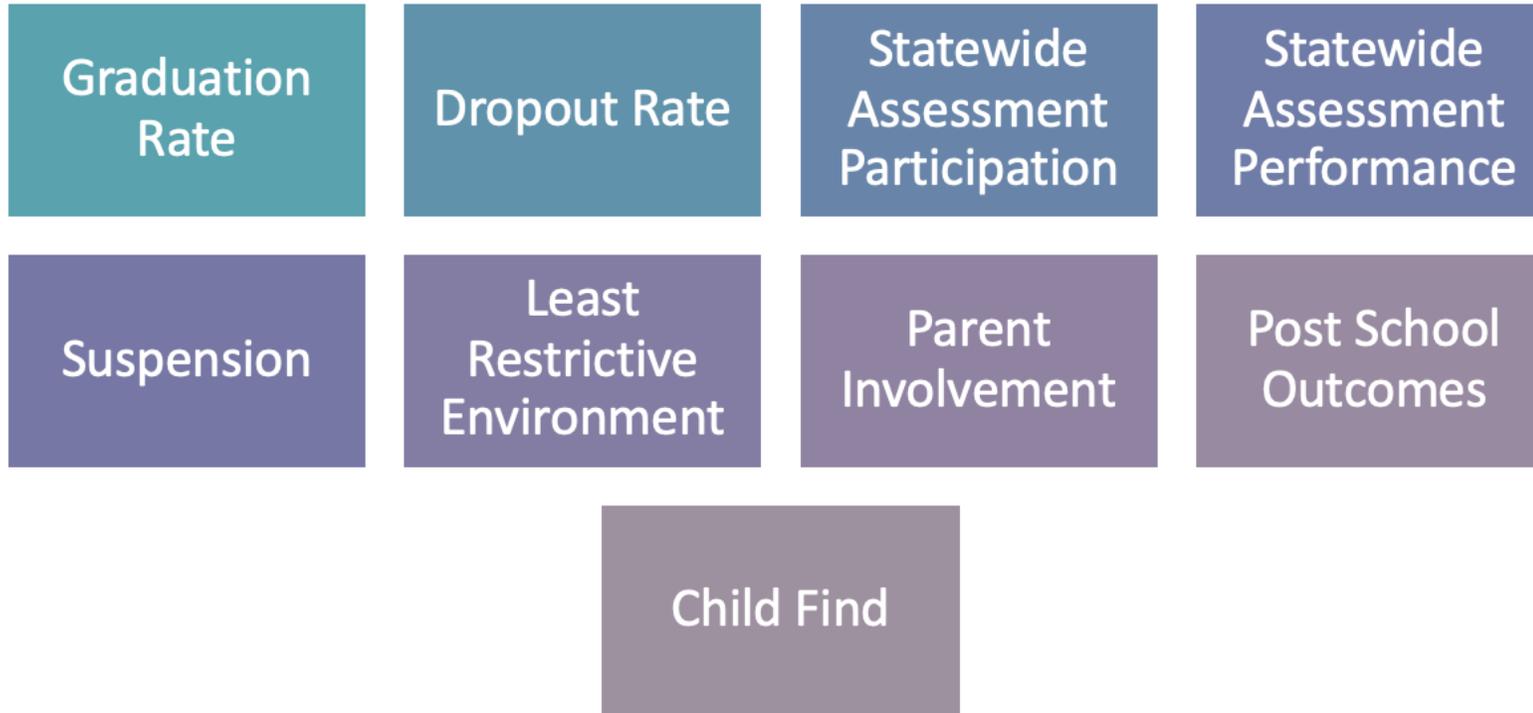
The screenshot shows a legal alert from AALRR. At the top is the firm's logo: 'aalrr Atkinson, Andelson Loya, Ruud & Romo A Professional Law Corporation'. Below the logo is a blue banner with a virus icon and the text 'Alerts & Articles'. The main content of the alert is titled 'OAH Grants Decision Against LAUSD Regarding Distance Learning' with a date of '08.31.2020'. The text states: 'On August 24, 2020, the Office of Administrative Hearings ("OAH") issued a Decision in the Matter of: Parent on Behalf of Student v. Los Angeles Unified School District, OAH Case No. 2020050465.' To the right of the text is a photo of Adam J. Newman, Partner, with contact information: 'anewman@aalrr.com' and '562-653-3200'. The footer of the alert includes the URL 'https://www.aalrr.com/newsroom-alerts-3770' and 'Page 1 of 1'.

CDE's Special Education Monitoring Cycle 19.20



CDE's Special Education Monitoring Cycle 19.20

Performance Elements



CDE's Special Education Monitoring Cycle 19.20

Disproportionality Elements

Special Education
Identification by
Race/Ethnicity

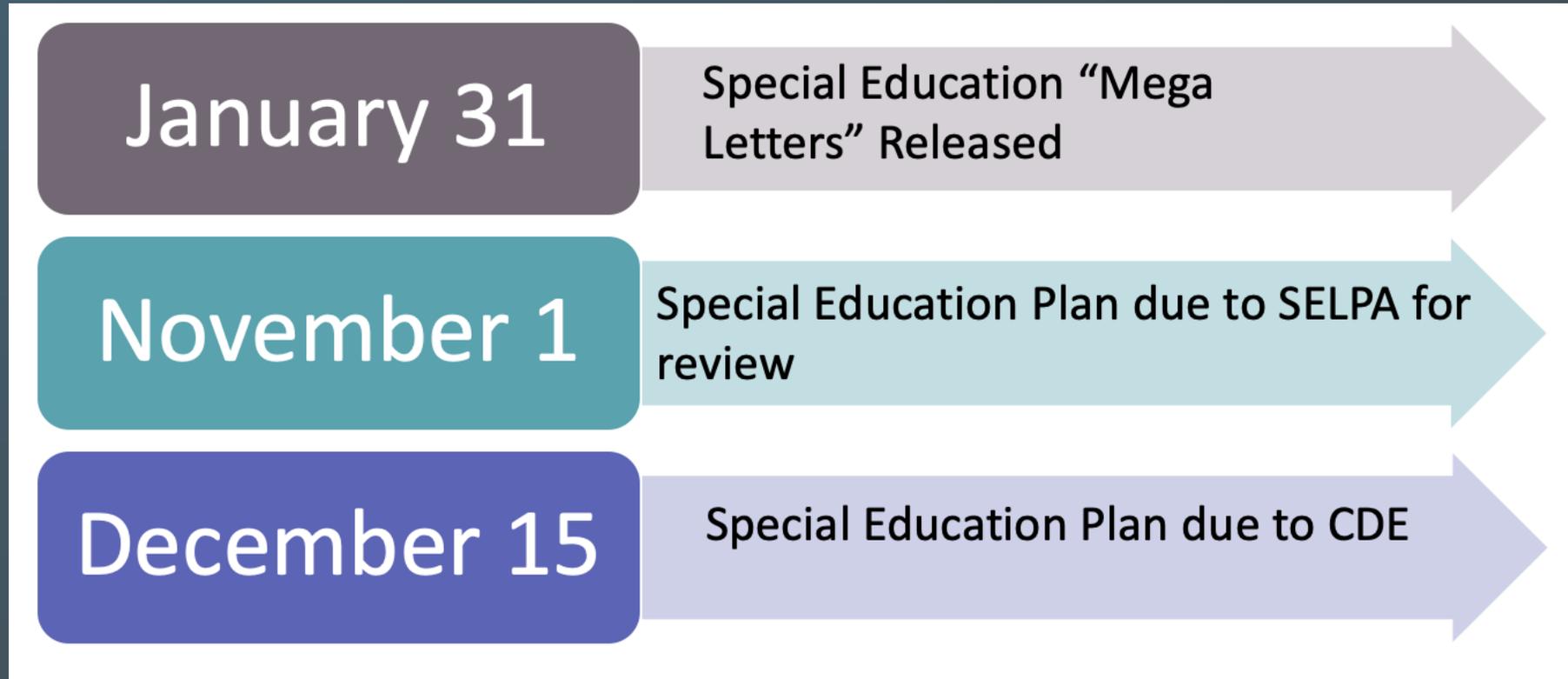
Special Education
Eligibility Category
by Race/Ethnicity

Discipline for SWD

Least Restrictive
Environment for
SWD



CDE's Special Education Monitoring Cycle 19.20



Charter SELPA Special Education Plan Workshops

[View and enter in your school](#)



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*Professional Learning
Network*



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/register/tJMtdOCorDMoGNLDH50FUc7Lrq4f4ja_g2zw](https://edcoe.zoom.us/join/https://edcoe.zoom.us/meeting/register/tJMtdOCorDMoGNLDH50FUc7Lrq4f4ja_g2zw)
- 10.9, 9 AM-12 PM
 - [https://edcoe.zoom.us/meeting/register/tJwuf-Ghbj8pH9QfOplsltYPwm6hmBGoi4_T10.8](https://edcoe.zoom.us/join/https://edcoe.zoom.us/meeting/register/tJwuf-Ghbj8pH9QfOplsltYPwm6hmBGoi4_T10.8)
- 10.13, 2 PM-5PM
 - [https://edcoe.zoom.us/meeting/register/tJYvc-qgrD8oGddH6dgB9FnOh7oYNiZeIJST](https://edcoe.zoom.us/join/https://edcoe.zoom.us/meeting/register/tJYvc-qgrD8oGddH6dgB9FnOh7oYNiZeIJST)

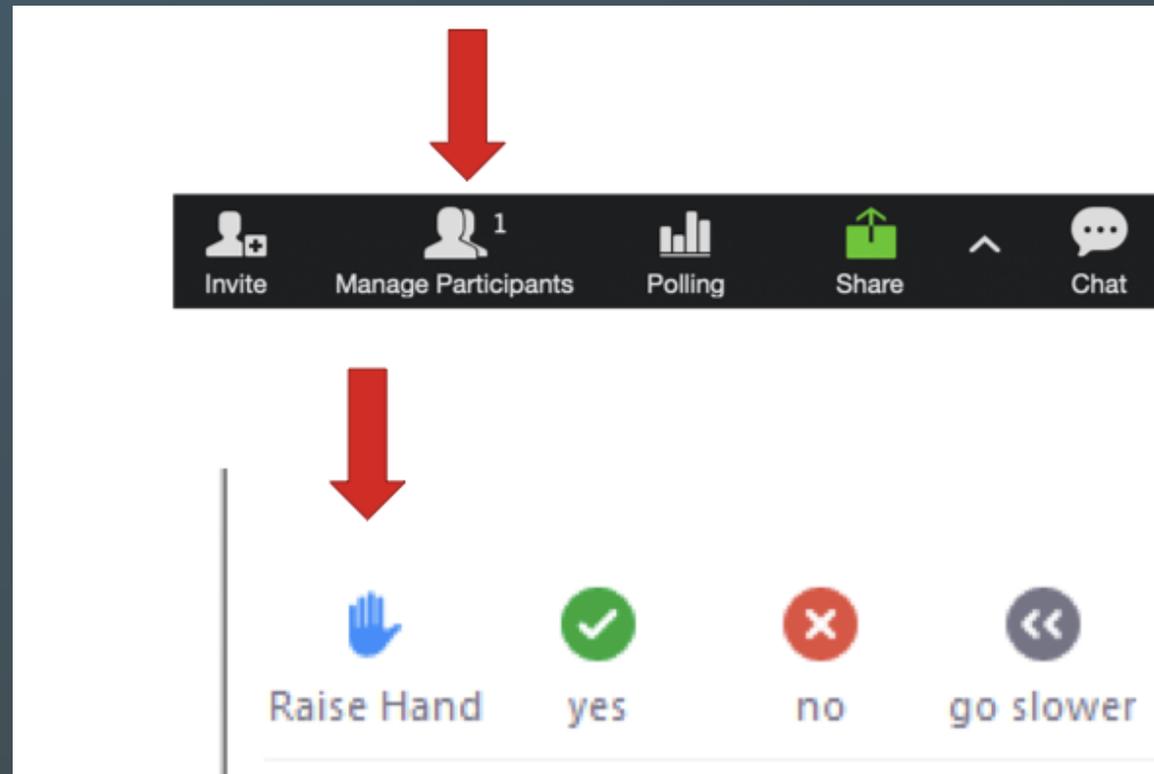
Nor Cal

- 9.21, 1-4 PM
 - REGISTRATION CLOSED
- 9.24, 11 AM-2 PM
 - [https://edcoe.zoom.us/meeting/register/tJ0ofuyoqj0qGdZK5KkzshzbOYPnPQVq6euo](https://edcoe.zoom.us/join/https://edcoe.zoom.us/meeting/register/tJ0ofuyoqj0qGdZK5KkzshzbOYPnPQVq6euo)
- 9.29, 9 AM-12 PM
 - [https://edcoe.zoom.us/meeting/register/tJcldu6hpszlpGtFKd43wUFX9TVGPYt9B5gxV](https://edcoe.zoom.us/join/https://edcoe.zoom.us/meeting/register/tJcldu6hpszlpGtFKd43wUFX9TVGPYt9B5gxV)
- 10.6, 11 AM-2 PM
 - [https://edcoe.zoom.us/meeting/register/tJAtduyppzouGNe4XnftgDIwIw2JnwaMV2HN](https://edcoe.zoom.us/join/https://edcoe.zoom.us/meeting/register/tJAtduyppzouGNe4XnftgDIwIw2JnwaMV2HN)

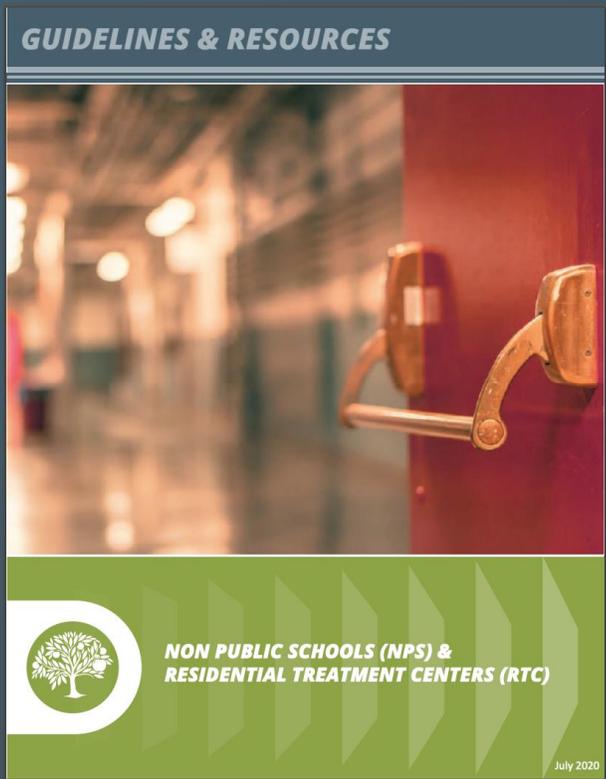
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Guidance for Local Educational Agency Onsite Monitoring Visit to Nonpublic, Nonsectarian Schools*



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:

<https://charterselpa.org/wp-content/uploads/2017/08/Charter-NPS-RTC-Guidelines-2020.pdf>



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

DATE: **INSERT DATE**

Re: Verification of Behavior Training

Dear NPS/A Partners,

We are reaching out to our partners in Nonpublic Schools and Agencies (NPS/A) regarding the implementation of Education Code 56366.1(a), which was amended by AB 1172 last year, to include verification of mandatory behavior training. As the contracting Local Education Agency (LEA) it is the obligation of **INSERT LEA NAME** to verify that the training described below has been provided in conformity with Education Code 56366.1(a)(4) and to return verification back to the NPS/A for your annual renewal.

Required Behavioral Training

As you are aware, the new requirements for NPS/A certification, including the annual renewal of certification, for NPS/A includes the following requirements as specified in Education Code 56366.1 (a), in pertinent part:

(4)(A)

(i) Commencing with the 2020–21 school year, documentation that the nonpublic, nonsectarian school or agency will train staff who will have contact or interaction with pupils during the school day in the use of evidence-based practices and interventions specific to the unique behavioral needs of the nonpublic, nonsectarian school or agency's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day.

(ii) For a nonpublic, nonsectarian school or agency that was in existence as of the January 1 immediately preceding a school year, documentation that the nonpublic, nonsectarian school or agency's staff members who will have contact or interaction with pupils during the school day have received training that complies with the requirements of subparagraphs (B) and (C).

(B) The training described in this paragraph shall be selected and conducted by the nonpublic, nonsectarian school or agency and shall satisfy all of the following conditions:

(i) Be conducted by persons licensed or certified in fields related to the evidence-based practices and interventions being taught.

(ii) Be taught in a manner consistent with the development and implementation of individualized education programs.

(iii) Be consistent with the requirements of Article 5.2 (commencing with Section 49005) of Chapter 6 of Part 27, relating to pupil discipline.

(C) The content of the training described in this paragraph shall include, but is not limited to, all of the following:

NPA07 – LEA Verification of Behavioral Training

The nonpublic agency (NPA) has provided annual training to staff members who will have contact or interaction with pupils during the school day. The training complies with the following requirements.

The training has been:

Conducted by persons licensed or certified in fields related to the evidence-based practices and interventions being taught.

Taught in a manner consistent with the development and implementation of individualized education programs.

Is consistent with the requirements of Article 5.2 (commencing with Section 49005) of Chapter 6 of Part 27, relating to pupil discipline.

The content of the training included:

Positive behavioral intervention and supports, including collection, analysis, and use of data to inform, plan, and implement behavioral supports.

How to understand and address challenging behaviors, including evidence-based strategies for preventing those behaviors.

Evidence-based interventions for reducing and replacing challenging behaviors, including de-escalation techniques.

For any new staff member, the training will be provided within 30 days of employment.

I have verified the documentation provided by the NPA has met the requirements of the above information.

Name of NPA: Pacific Autism Learning Services

Name of LEA who verified the above information:

Signature of LEA representative:

Title of LEA representative:

Date:

NPS13 – LEA VERIFICATION OF BEHAVIORAL TRAINING

NPS Name:

The nonpublic, nonsectarian school has provided annual training to staff members who will have contact or interaction with pupils during the school day. The training complies with the following requirements:

The training has been:

Conducted by persons licensed or certified in fields related to the evidence-based practices and interventions being taught.

Taught in a manner consistent with the development and implementation of individualized education programs.

Is consistent with the requirements of Article 5.2 (commencing with Section 49005) of Chapter 6 of Part 27, relating to pupil discipline.

The content of the training included:

Positive behavioral intervention and supports, including collection, analysis, and use of data to inform, plan, and implement behavioral supports.

How to understand and address challenging behaviors, including evidence-based strategies for preventing those behaviors.

Evidence-based interventions for reducing and replacing challenging behaviors, including de-escalation techniques.

For any new staff member, the training will be provided within 30 days of employment.

I have verified the documentation provided by the NPS has met the requirements stated above.

Name of LEA:

Verified by (Name of LEA Representative):

Signature of LEA Representative:

Title of LEA Representative:

Date Signed:

California Department of Education, Special Education Division

Template for LEAs to NPS/A on
AB1172 requirements

NPA LEA Verification of Behavioral Training

NPS LEA Verification of Behavioral Training

Questions?

Please raise your hand and we will call on you.

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



Professional Learning

CPI Non-crisis Intervention Updates

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.



Professional Learning

Diagnostic Center of Northern California

Paraeducators - Behavior Supports in the Classroom: How to Implement Effective Reinforcement

10/1 9:30-11:00am

<https://forms.gle/RmvKNxEhNWnac1Qi6>

Behavior Supports in the Classroom: How to Implement Effective Reinforcement Strategies

10/8 2:00-3:30pm

<https://forms.gle/RmvKNxEhNWnac1Qi6>

How to Design a Day of Effective Direct Instruction for Students with Significant Learning Needs

11/10 2:00-3:30pm

<https://forms.gle/RmvKNxEhNWnac1Qi6>

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



DIAGNOSTIC CENTER
Northern California

Professional Learning

Youth Mental Health First Aid

9/28 12:30-4:30pm
<https://qrgo.page.link/LU4up>

10/28 8:30-12:30pm
<https://qrgo.page.link/AuaQg>

2/4/21 8:30-12:30pm
<https://qrgo.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 11:30am
<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>



Imperial County
SELPA



Professional Learning

SEIS SUPPORTS

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



Professional Learning Catalog

- Charter SELPA Academies
- Online Learning Center

Upcoming Professional Learning

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

- | | |
|--------------------------|---|
| 08
SEP
2020 | <p>9:00 am - 12:00 pm
Writing Grade Level, Standards-Aligned Compliant IEP Goals Focused on Outcomes
Presented Online</p> |
| 08
SEP
2020 | <p>1:30 pm - 3:00 pm
Serving Students with Disabilities in an Independent Study (IS) Setting
Presented Online</p> |
| 14 | <p>9:00 am - 11:00 am
Meeting the Needs of Students with Autism- Understanding Eligibility.</p> |

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

<https://charterselpa.org/professional-learning-catalog/>

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 - 5:00pm

4/27/21

4:00 - 5:00 pm

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

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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>
- 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>
- The SIL Grant also has a useful tool that supports data quality and they provide training as well - <https://systemimprovement.org/data-improvement>



*State SELPA Forms Updates SEIS**

Behavior Intervention Plan

The Behavior Intervention Plan - Analysis, Part II Functional Factors were updated based on feedback from the field to list *Sensory, Escape, Attention, and Tangible*.

Program Setting

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!*



EL DORADO
CHARTERSELPA
Special Education Local Plan Area